

Connecticut State Department of Education

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2024-25



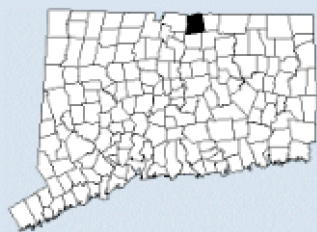
Enfield School District

Steven Moccio, Superintendent • 860-253-6500 • <http://www.enfieldschools.org>

District Information

Grade Range	PK-12
Number of Schools/Programs	23
Enrollment	4,694
Per Pupil Expenditures	\$18,781
Total Expenditures	\$94,526,645

Expenditure data reflect the 2023-24 school year.



Community Information

AdvanceCT Town Profiles provide summary demographic and economic information for Connecticut's municipalities at <https://www.advancect.org/site-selection/town-profiles>

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Notes

Unless otherwise noted, all data are for 2024-25 and include all grades offered by the district.

In most tables, data are displayed only for the three major race/ethnicity categories. For additional race/ethnicity categories, please visit <https://public-edsight.ct.gov>

State totals are not displayed as they are not comparable to district totals.

Special Education tables reflect only students for whom the district is fiscally responsible.

* When an asterisk is displayed, data have been suppressed to safeguard student confidentiality. Complete data suppression guidelines are available at <https://tinyurl.com/SuppressionPolicy>

N/A is displayed when a category is not applicable for a district or school.

Students

October 1, 2024 Enrollment

Student Group	District Count	District Percent (%)	State Percent (%)
Female	2,265	48.3	48.4
Male	2,422	51.6	51.5
Non-Binary	7	0.1	0.1
American Indian or Alaska Native	*	*	0.2
Asian	100	2.1	5.2
Black or African American	317	6.8	12.4
Hispanic or Latino of any race	1,126	24.0	32.1
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	298	6.3	4.8
White	2,844	60.6	45.1
English Learners/Multilingual Learners	192	4.1	11.3
Eligible for Free or Reduced-Price Meals	2,386	50.8	44.8
Students with Disabilities	1,008	21.5	18.5

The enrollment table represents students in grades PK-12 reported by the district in the Public School Information System (i.e., PSIS Reporting District).

Students with disabilities are students with an individualized education program (IEP) only. This category does not include students with Section 504 plans or services plans.

Chronic Absenteeism and Suspension/Expulsion

Student Group	Chronic Count	Chronic Rate (%)	Suspension Count	Suspension Rate (%)
Female	*	*	*	*
Male	401	17.6	291	11.6
Non-Binary	*	*	*	*
Black or African American	87	31.1	54	15.9
Hispanic or Latino of any race	257	24.2	138	11.5
White	367	13.8	197	6.8
English Learners/Multilingual Learners	49	23.8	13	6.0
Eligible for Free or Reduced-Price Meals	576	26.0	300	11.7
Students with Disabilities	246	25.7	135	11.5
All Students - District	793	18.0	422	8.7
All Students - State		17.2		6.8

A student is **chronically absent** if they miss ten percent or greater of the total number of days enrolled in the school year for any reason. Pre-Kindergarten students are excluded from this calculation.

A student is included in **suspension count/rate** if they received at least one in-school suspension, out-of-school suspension, or expulsion.

Number of students qualified as truant under state statute: 136
Number of school-based arrests: 21

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Educators

Full-Time Equivalent (FTE) Staff

Role	FTE
General Education Teachers and Instructors	284.4
General Education Paraprofessionals	45.5
Special Education Teachers and Instructors	73.0
Special Education Paraprofessionals	103.0
District Central Office Administrators	13.0
School Level Administrators	26.0
Library/Media Specialists (Certified)	1.0
Library/Media Support Staff	5.0
Instructional Specialists Who Support Teachers	20.5
Counselors, Social Workers and School Psychologists	31.8
School Nurses	16.1
Other Staff Providing Non-Instructional Services/Support	264.5

In the **full-time equivalent count**, staff members working part-time in the school are counted as a fraction of full-time. For example, a teacher who works half-time in a school contributes 0.50 to the school's staff count.

Classroom Teacher Attendance: 2023-24

Level	Average Number of FTE Days Absent Due to Illness or Personal Time
District	13.1
State	13.0

Educators by Race/Ethnicity

Race/Ethnicity	District Count	District Percent (%)	State Percent (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	3	0.7	1.4
Black or African American	4	0.9	4.9
Hispanic or Latino of any race	16	3.6	5.3
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.3
White	428	94.9	87.9

New! Educator Attrition: 2023-24

Educator Type	District Attrition Count	District Attrition Rate (%)	State Attrition Rate (%)
All Educators	123	22.1	6.8
Teachers	101	23.6	7.6

Teacher Attrition Rate is defined as the percent of certified teachers who were teaching in the district in 2022-23 but were not teaching in the district in 2023-24. **All Educator Attrition Rate** is defined as the percent of certified educators who were staffed in a certified educator position in the district in 2022-23 but were not staffed in a certified educator position in the district in 2023-24.

Note: See Appendix A for exit reasons.

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School

Student Group	11th Count	11th Rate (%)	12th Count	12th Rate (%)
Black or African American	14	*	23	92.0
Hispanic or Latino of any race	55	71.4	69	94.5
White	178	83.6	214	94.3
English Learners/Multilingual Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	110	73.8	153	94.4
Students with Disabilities	46	74.2	72	90.0
All Students - District	267	79.9	337	94.1
All Students - State		89.2		95.3

College-and-Career-Readiness Courses include Advanced Placement®(AP), International Baccalaureate®(IB), Career and Technical Education(CTE), workplace experience and dual credit courses.

Students with Disabilities Spending 80% or Greater Time with Nondisabled Peers

Disability	Count	Rate (%)
Autism	37	30.6
Emotional Disability	16	22.9
Intellectual Disability	*	*
Learning Disability	267	73.6
Other Health Impairment	116	63.0
Other Disabilities	*	*
Speech/Language Impairment	99	77.3
All Disabilities - District	543	58.8
All Disabilities - State		68.0

This table represents students ages 6-21 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

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Students with Disabilities by Primary Disability

Disability	District Count	District Rate (%)	State Rate (%)
Autism	146	3.1	2.9
Emotional Disability	70	1.5	1.1
Intellectual Disability	38	0.8	0.6
Learning Disability	363	7.7	6.5
Other Health Impairment	184	3.9	3.6
Other Disabilities	30	0.6	1.1
Speech/Language Impairment	152	3.2	2.0
All Disabilities	983	21.0	17.8

This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

Students with Disabilities Placed Outside of the District

Classroom Setting	District Count	District Rate (%)	State Rate (%)
Public Schools in Other Districts	42	4.3	8.2
Private Schools or Other Settings	30	3.1	4.5

This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

Overall Expenditures: 2023-24

Expenditure	District Total (\$)	District Per Pupil (\$)	State Per Pupil (\$)
Instruction	\$64,209,048	\$12,758	\$13,471
Support services - students	\$1,129,927	\$235	\$1,826
Support services - instruction	\$2,812,921	\$585	\$972
Support services - general administration	\$2,698,129	\$562	\$568
Support services - school based administration	\$4,796,971	\$998	\$1,274
Central and other support services	\$2,933,370	\$610	\$761
Operation and maintenance of plant	\$8,603,761	\$1,791	\$2,125
Student transportation services	\$6,038,284	\$2,766	\$1,695
Food services	\$440,270	\$92	\$10
Enterprise operations	\$863,964	\$180	\$219
Total	\$94,526,645	\$18,781	\$22,054

Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Special Education Expenditures: 2023-24

Expenditure	District Total (\$)	District Percent (%)	State Percent (%)
Teacher Salaries	\$8,910,503	37.0	26.4
Instructional Aide Salaries	\$1,753,683	7.3	10.1
Other Salaries	\$3,300,830	13.7	10.5
Employee Benefits	\$1,879,541	7.8	13.3
Purchased Services Other Than Transportation	\$1,712,509	7.1	6.8
Special Education Tuition	\$3,960,859	16.4	22.8
Supplies	\$322,718	1.3	0.6
Property Services	.	.	0.4
Purchased Services For Transportation	\$2,243,647	9.3	8.7
Equipment	\$3,369	0.0	0.2
All Other Expenditures	.	.	0.1
Total	\$24,087,659	100.0	100.0

Percent of Total Expenditures Used for Special Education: 2023-24

Level	Percent (%)
District	25.5
State	25.7

Expenditures by Revenue Source: 2023-24

Revenue Source	Percent of Total (%) Excluding School Construction
Local	58.0
State	34.8
Federal	5.3
Tuition & Other	2.0

Revenue sources do not include state-funded Teachers' Retirement Board contributions, Connecticut Technical Education and Career System (CTECS) operations, CSDE-budgeted costs for salaries and leadership activities and other state-funded school districts (e.g., Dept. of Children and Families and Dept. of Correction).

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Performance and Accountability

District Performance Index (DPI)

A District Performance Index (DPI) is the average performance of students in a subject area (i.e., English Language Arts(ELA), Mathematics or Science) on the state summative assessments. The DPI ranges from 0-100. A DPI is reported for all students tested in a district and for students in each individual student group. Connecticut's ultimate target for a DPI is 75.

Student Group	ELA Count	ELA DPI	Math Count	Math DPI	Science Count	Science DPI
American Indian or Alaska Native	0	N/A	0	N/A	0	N/A
Asian	*	*	*	*	*	*
Black or African American	132	48.1	128	44.7	68	46.8
Hispanic or Latino of any race	535	56.0	530	51.6	201	54.7
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*
Two or More Races	150	63.0	145	56.3	48	62.8
White	1,410	64.5	1,404	61.3	643	65.8
English Learners/Multilingual Learners	139	48.6	139	46.1	48	50.4
Non-English Learners/Non-Multilingual Learners	2,139	62.3	2,119	58.5	939	62.8
Eligible for Free or Reduced-Price Meals	1,108	56.6	1,096	52.2	450	56.7
Not Eligible for Free or Reduced-Price Meals	1,170	66.0	1,162	63.0	537	66.9
Students with Disabilities	481	43.0	471	37.9	219	43.7
Students without Disabilities	1,797	66.4	1,787	63.0	768	67.5
High Needs	1,304	55.3	1,287	50.8	543	55.3
Non-High Needs	974	69.7	971	67.0	444	70.7
All Students - District	2,278	61.5	2,258	57.7	987	62.2

National Assessment of Educational Progress (NAEP): Percent At or Above Proficient

Year	Subject	Grade	CT	National Public
2024	Reading	4	36%	30%
2024	Reading	8	35%	29%
2024	Math	4	42%	39%
2024	Math	8	32%	27%

NAEP is often called the "Nation's Report Card." It is sponsored by the U.S. Department of Education. This table compares Connecticut's performance to that of national public school students. Performance standards for state assessments and NAEP are set independently. Therefore, one should not expect performance results to be the same across Smarter Balanced and NAEP. Instead, NAEP results are meant to complement other state assessment data. Performance on NAEP by student group is available at <https://tinyurl.com/CTNAEP2024>

Physical Fitness Tests: Percent of Students Reaching Health Standard

Test	Grade 4 Percent (%)	Grade 6 Percent (%)	Grade 8 Percent (%)	HS Percent (%)	All Tested Grades Count	All Tested Grades Percent (%)
Sit & Reach	69.9	77.5	75.5	87.2	1,345	77.8
Curl Up	81.6	84.0	85.8	86.1	1,343	84.5
Push Up	83.2	80.8	77.1	79.8	1,337	80.1
Mile Run/PACER	77.8	75.3	72.4	60.6	1,341	71.1
All Tests - District	47.5	58.6	55.3	55.6	1,331	54.2
All Tests - State	55.8	51.4	46.0	43.6		49.0

The Connecticut Physical Fitness Assessment (CPFA) is administered to students in Grades 4, 6, 8 and High School (HS). The health-related fitness scores gathered through the CPFA should be used to educate and motivate children and their families to increase physical activity and develop lifetime fitness habits.

Note: Only students assessed in all four areas are included in the All Tests calculation

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2023-24 Cohort Graduation: Four-Year

Student Group	Cohort Count	Rate (%)
Black or African American	29	82.8
Hispanic or Latino of any race	76	78.9
White	269	93.3
English Learners/Multilingual Learners	11	*
Eligible for Free or Reduced-Price Meals	199	87.4
Students with Disabilities	75	76.0
All Students - District	411	89.8
All Students - State		88.9

The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years.

Cohort count includes all students in the cohort as of the end of the 2023-24 school year.

11th and 12th Graders Demonstrating Postsecondary Readiness

Student Group	Count	Rate (%)
Female	160	48.0
Male	*	*
Non-Binary	*	*
Black or African American	9	20.5
Hispanic or Latino of any race	38	25.3
White	198	45.0
English Learners/ Multilingual Learners	0	*
Eligible for Free or Reduced-Price Meals	75	24.1
Students with Disabilities	11	7.7
All Students - District	262	37.9
All Students - State		47.2

Students demonstrate postsecondary readiness through at least one of the following:

- SAT® - meets benchmark score on SAT, Revised SAT or Connecticut School Day SAT
- ACT® - meets benchmark score on 3 of 4 exams (benchmark score varies by subject)
- AP® - 3 or higher on any one AP® exam
- IB® - 4 or higher on any one IB® exam
- Earning three or more non-remedial college credits cumulatively during high school.

Sources:

SAT® and AP® statistics derived from data provided by the College Board.

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ACT® statistics derived from data provided by ACT, Inc.

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IB® statistics derived from data provided by the International Baccalaureate Organization.

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College Entrance and Persistence

Student Group	Class of 2024 Entrance Rate (%)	Class of 2023 Persistence Rate (%)
Female	78.5	84.1
Male	52.9	74.8
Non-Binary	N/A	*
Black or African American	41.7	*
Hispanic or Latino of any race	45.0	61.8
White	71.9	82.0
English Learners/ Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	51.1	75.3
Students with Disabilities	37.7	*
All Students - District	65.9	79.6
All Students - State	67.0	88.2

College entrance refers to the percent of high school graduates from the year who enrolled in college any time during the first year after high school.

College persistence refers to the percent of students who enrolled in college the first year after high school and returned for a second year (Freshman to Sophomore persistence).

Source: National Student Clearinghouse

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Next Generation Accountability Results

Connecticut's Next Generation Accountability System is a broad set of 12 indicators that help tell the story of how well a district/school is preparing its students for success in college, careers, and life. It moves beyond test scores and graduation rates to provide a more holistic, multifactor perspective of district and school performance.

Indicator	Student Group	Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	61.5	75	41.0	50	81.9	64.7
ELA Performance Index	High Needs Students	55.3	75	36.9	50	73.7	54.9
Math Performance Index	All Students	57.7	75	38.5	50	77.0	61.1
Math Performance Index	High Needs Students	50.8	75	33.8	50	67.7	50.6
Science Performance Index	All Students	62.2	75	41.5	50	83.0	62.6
Science Performance Index	High Needs Students	55.3	75	36.8	50	73.7	52.1
ELA Academic Growth	All Students	54.5%	100%	54.5	100	54.5	60.6%
ELA Academic Growth	High Needs Students	51.4%	100%	51.4	100	51.4	55.7%
Math Academic Growth	All Students	52.7%	100%	52.7	100	52.7	62.3%
Math Academic Growth	High Needs Students	49.6%	100%	49.6	100	49.6	55.9%
Progress Toward English Proficiency	Literacy	63.8%	100%	31.9	50	63.8	58.7%
Progress Toward English Proficiency	Oral	59.6%	100%	29.8	50	59.6	55.7%
Chronic Absenteeism	All Students	18.0%	<=5%	23.9	50	47.9	17.2%
Chronic Absenteeism	High Needs Students	24.8%	<=5%	10.5	50	21.0	24.8%
% Taking CCR Courses	All Students	87.3%	75%	50.0	50	100.0	92.4%
% Meeting CCR Benchmark	All Students	37.9%	75%	25.2	50	50.5	47.2%
On-track to High School Graduation	All Students	79.9%	94%	42.5	50	85.0	85.9%
4-year Graduation Rate (2024 Cohort)	All Students	89.8%	94%	95.5	100	95.5	88.9%
6-year Graduation Rate (2022 Cohort)	High Needs Students	88.0%	94%	93.6	100	93.6	87.3%
Postsecondary Entrance (Class of 2024)	All Students	65.9%	75%	87.9	100	87.9	67.0%
Physical Fitness % Meeting Health Standard	All Students	54.2%	75%	36.2	50	72.3	49.0%
Arts Access	All Students	66.0%	60%	50.0	50	100.0	55.1%
Accountability Index				1013.7	1450	69.9	

Physical Fitness Estimated Participation Rate - District: 95.2% | State: 95.6%

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in the student group or the indicator is not applicable based on grades served.

Gap Indicator	Non-High Needs Rate	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev	Is Gap an Outlier?
ELA Performance Index Gap	69.7	55.3	14.4	16.9	N
Math Performance Index Gap	67.0	50.8	16.2	18.4	N
Science Performance Index Gap	70.7	55.3	15.5	18.2	N
Graduation Rate Gap	94.0%	88.0%	6.0%	8.6%	N

If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for graduation rate), the ultimate target is used for gap calculations.

If the size of the gap exceeds the state mean gap plus one standard deviation, the gap is an outlier.

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in at least one of the student groups used to calculate the gap measure or the indicator is not applicable based on grades served. Gap calculations are based on unrounded rates.

Subject	Student Group	Participation Rate (%)
ELA	All Students	98.0
ELA	High Needs Students	97.1
Math	All Students	97.3
Math	High Needs Students	96.1
Science	All Students	96.5
Science	High Needs Students	94.9

Minimum participation standard is 95%.

Connecticut's State Identified Measurable Result (SIMR) for Children with Disabilities

Increase the reading performance of all 3rd grade students with disabilities statewide, as measured by Connecticut's English Language Arts (ELA) Performance Index.

Grade 3 ELA Performance Index for Students with Disabilities:

District: 49.7

State: 50.2

Supporting Resources: <https://public-edsight.ct.gov/Overview/Next-Generation-Accountability-Dashboard#related-links>

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Narratives

School District Improvement Plans and Parental Outreach Activities

Social and emotional learning and support; academic achievement; and strengthening student, family, and community relationships were among the focal points of the Special Education and Pupil Services Department for the 2024-25 school year. The district partnered with Dr. Diana Perry to provide professional learning from the UPLIFT initiative: Foundations of Trauma Informed Care and Staff and System Wellness. The Eagle Academy, our specialized program for students in grades K-12 with social, emotional, and behavioral needs, marked its sixth successful year of service to students from Enfield and nearby towns. Special education teachers completed SPIRE training and collaborated with specialists from the May Institute and APEX to design specialized instruction and supports for students. Enfield Transitional Learning Program provided opportunities for students ages 18-22 from Enfield and surrounding towns to engage in expanded vocational learning experiences in the community. School counselors and social workers participated in a range of professional learning including Riverside Trauma Training. SLPs participated in a wide range of professional learning including a focus on assistive technology. During the 2024-2025 school year, the EPS Administrative Council worked to begin the development of our Vision of a Graduate, as well as to create our District Improvement Plan. The alignment of these two initiatives will increase student achievement. Attendance intervention teams met at all levels to find ways to reach our most at-risk students. EPS created a district attendance team that held regular meetings. EPS joined the State's LEAP program reaching out to families for Tier II attendance needs. LEAP participants were trained in home visiting and family engagement techniques. EPS is in the process of revising our attendance policy and administrative regulations. Our elementary schools continued implementing the PBIS (Positive Behavior and Intervention Supports) program. Our schools each offer several parent events during the evening each year, including Literacy Nights, Math Nights, Science Nights, and Parent Engagement Nights. We offer a districtwide PK-12 Art Festival that takes place on Friday night and Saturday afternoon during a weekend in April. Our parent events are always well-attended and the Art Festival is one of the most well-attended community events of the year. A 12-week Parent Leadership Academy course was offered free to parents in the community. A Transition to Kindergarten evening event was held for parents of incoming kindergarten students with information shared about the kindergarten day and registration and health requirements. As a district, we implemented the use of ParentSquare to increase our communication with families. As an example, preschool teachers implemented Parent Square to communicate learning outcomes to families. We are beginning to use ParentSquare for attendance communications as well.

Efforts to Reduce Racial, Ethnic and Economic Isolation

The District Safe School Climate Committee continuously monitors and improves our Safe School Climate Plan, Bullying Prevention, and Intervention Policy. EPS continues its partnership with CREC's Open Choice program by offering new seats each year. Our participation in the Open Choice program and our student retention remains strong. Our percentage of Open Choice students in the 2024-2025 school year was just over 2%. The district infuses academic programs with opportunities for students to experience diversity through a variety of cultural programs that promote understanding and appreciation for the people of our world through classroom curricular projects, cultural performances, school-wide assemblies, the school-wide respect bucket-filler program, and field trips. Students, families, and community members are encouraged to visit our schools to share different cultures. In March, a Heritage Fair was held on a Saturday celebrating the different cultures of Enfield. Due to budget reductions, a restructuring occurred resulting in a new role for the Literacy Director who took over supervision of the TESOL department. New resources were identified and curriculum revision was done. Some examples of clubs and extracurricular activities that we offer include: The Black and Brown Student Union, GSA, Social Theatre Arts, and Best Buddies. We also offer classes such as: African American/Black and Puerto Rican/Latino History, Contemporary Black Literature, Integrated Art, Unified Sports, and United Sound. All of these clubs and courses have very high participation. We strive to make sure our district equity statement—"We believe every child is unique and the diversity of our students is what makes Enfield Public Schools exceptional. To thrive and excel, all are welcomed, accepted, respected, and supported"—is visible in our schools, courses/curricula, extra curricular opportunities, and family engagement experiences, so that all students feel welcomed and are able to find opportunities for success.

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Equitable Allocation of Resources among District Schools

The Enfield Board of Education equally distributes all available funds so that each school in the district receives its fair share of allocated resources to support present and proposed educational programs, staffing, supplies, materials, equipment, textbooks, and athletics as per our TITLE IX Board Policy. A joint budget feedback session with the community was held by the Town Council and Board of Education in order to ascertain community priorities for budget preparation. Administrators, teachers, and department chairperson are included in the budget preparation process, and each has an equal opportunity to present school and program needs considered in the annual budget request. Supplies and textbooks are allocated on a per pupil basis. New programs and new textbook adoptions receive separate line-item recognition in the budget. New staffing positions are determined by analyzing pupil/teacher ratios, classroom enrollments and school matrix reports. School buildings and facilities share budgeted funds for maintenance, repair, and renovation. Larger facility projects like new roofs, major renovations, etc. are included in the five-year Capital Improvements Budget Plan.

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Appendix A

2023-24 Exit Reasons for Certified Educators

Exit reasons are reported by districts in the Educator Data System (EDS) based on the information provided by exiting educators.

Exit Reason	District Count	District Percent (%)	State Percent (%)
Another Profession	3	3.1	2.1
Deceased	1	1.0	0.5
District/School Shut Down	0	0.0	0.0
Moved Out of State	1	1.0	2.2
Personal Reasons	0	0.0	6.7
Position Eliminated or Expired	54	55.1	9.8
Position Filled Permanently	0	0.0	0.1
Resigned (no reason given)	7	7.1	32.0
Retired	9	9.2	23.7
Teach/Admin in Other CT Dist	18	18.4	18.0
Teach/Admin in CT Nonpublic School	0	0.0	0.1
Teach/Admin Out-of-State (public or private)	5	5.1	1.3
Terminated	0	0.0	1.2
Took Job Related To Education	0	0.0	2.3
TOTAL	98		

Please note that the exit counts above are for educators leaving the district. This differs from the counts in the attrition table where individuals may still be employed in the district but in non-teaching or non-certified educator roles.