

Connecticut State Department of Education

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2024-25



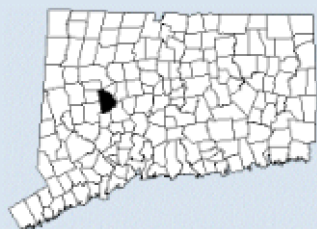
Watertown School District

Alison Villanueva, Superintendent • 860-945-4800 • <http://www.watertownps.org>

District Information

Grade Range	PK-12
Number of Schools/Programs	7
Enrollment	2,528
Per Pupil Expenditures	\$20,737
Total Expenditures	\$57,047,636

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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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	*	*	48.4
Male	1,375	54.4	51.5
Non-Binary	*	*	0.1
American Indian or Alaska Native	*	*	0.2
Asian	31	1.2	5.2
Black or African American	108	4.3	12.4
Hispanic or Latino of any race	361	14.3	32.1
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	98	3.9	4.8
White	1,920	75.9	45.1
English Learners/Multilingual Learners	130	5.1	11.3
Eligible for Free or Reduced-Price Meals	1,054	41.7	44.8
Students with Disabilities	445	17.6	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	162	14.3	42	3.5
Male	206	15.3	104	7.3
Non-Binary	0	0.0	0	*
Black or African American	12	10.2	10	8.1
Hispanic or Latino of any race	70	19.3	31	7.9
White	260	13.9	93	4.7
English Learners/Multilingual Learners	28	20.7	7	4.9
Eligible for Free or Reduced-Price Meals	235	22.9	96	8.3
Students with Disabilities	124	28.1	54	10.6
All Students - District	368	14.8	146	5.6
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: 357
Number of school-based arrests: Fewer than 6

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Educators

Full-Time Equivalent (FTE) Staff

Role	FTE
General Education Teachers and Instructors	173.6
General Education Paraprofessionals	24.0
Special Education Teachers and Instructors	40.0
Special Education Paraprofessionals	80.0
District Central Office Administrators	6.0
School Level Administrators	10.0
Library/Media Specialists (Certified)	4.0
Library/Media Support Staff	0.0
Instructional Specialists Who Support Teachers	12.0
Counselors, Social Workers and School Psychologists	20.0
School Nurses	9.0
Other Staff Providing Non-Instructional Services/Support	178.5

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	15.4
State	13.0

Educators by Race/Ethnicity

Race/Ethnicity	District Count	District Percent (%)	State Percent (%)
American Indian or Alaska Native	1	0.4	0.1
Asian	1	0.4	1.4
Black or African American	3	1.1	4.9
Hispanic or Latino of any race	2	0.8	5.3
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.3
White	260	97.4	87.9

New! Educator Attrition: 2023-24

Educator Type	District Attrition Count	District Attrition Rate (%)	State Attrition Rate (%)
All Educators	24	9	6.8
Teachers	20	9.4	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	6	*	7	*
Hispanic or Latino of any race	17	63.0	19	90.5
White	110	82.1	171	98.8
English Learners/Multilingual Learners	*	*	7	*
Eligible for Free or Reduced-Price Meals	54	73.0	75	98.7
Students with Disabilities	19	59.4	56	96.6
All Students - District	139	78.5	205	98.1
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	26	35.1
Emotional Disability	17	45.9
Intellectual Disability	*	*
Learning Disability	105	66.5
Other Health Impairment	64	68.1
Other Disabilities	*	*
Speech/Language Impairment	31	81.6
All Disabilities - District	248	58.2
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	78	3.0	2.9
Emotional Disability	37	1.4	1.1
Intellectual Disability	11	0.4	0.6
Learning Disability	158	6.0	6.5
Other Health Impairment	95	3.6	3.6
Other Disabilities	29	1.1	1.1
Speech/Language Impairment	40	1.5	2.0
All Disabilities	448	17.1	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	31	6.9	8.2
Private Schools or Other Settings	19	4.2	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	\$35,966,364	\$13,074	\$13,471
Support services - students	\$3,831,235	\$1,496	\$1,826
Support services - instruction	\$434,269	\$170	\$972
Support services - general administration	\$1,849,062	\$722	\$568
Support services - school based administration	\$2,907,623	\$1,135	\$1,274
Central and other support services	\$1,576,170	\$615	\$761
Operation and maintenance of plant	\$6,283,275	\$2,453	\$2,125
Student transportation services	\$4,199,637	\$1,653	\$1,695
Food services	.	.	\$10
Enterprise operations	.	.	\$219
Total	\$57,047,636	\$20,737	\$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	\$4,251,875	23.9	26.4
Instructional Aide Salaries	\$2,099,433	11.8	10.1
Other Salaries	\$1,794,731	10.1	10.5
Employee Benefits	\$2,680,345	15.1	13.3
Purchased Services Other Than Transportation	\$1,633,084	9.2	6.8
Special Education Tuition	\$2,578,403	14.5	22.8
Supplies	\$97,192	0.5	0.6
Property Services	\$6,981	0.0	0.4
Purchased Services For Transportation	\$2,625,042	14.8	8.7
Equipment	\$9,036	0.1	0.2
All Other Expenditures	\$358	0.0	0.1
Total	\$17,776,481	100.0	100.0

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

Level	Percent (%)
District	31.2
State	25.7

Expenditures by Revenue Source: 2023-24

Revenue Source	Percent of Total (%) Excluding School Construction
Local	73.5
State	24.1
Federal	2.1
Tuition & Other	0.3

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	*	*	*	*	*	*
Asian	16	*	16	*	*	*
Black or African American	56	56.2	56	50.9	26	51.7
Hispanic or Latino of any race	168	58.6	168	53.5	70	53.5
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*
Two or More Races	62	65.1	62	62.0	22	60.7
White	1,022	64.5	1,018	62.1	447	64.4
English Learners/Multilingual Learners	110	58.8	110	56.8	36	55.4
Non-English Learners/Non-Multilingual Learners	1,222	63.9	1,218	61.1	537	62.8
Eligible for Free or Reduced-Price Meals	549	58.7	547	55.9	236	57.4
Not Eligible for Free or Reduced-Price Meals	783	66.9	781	64.1	337	65.8
Students with Disabilities	215	43.7	213	38.9	95	41.2
Students without Disabilities	1,117	67.3	1,115	64.9	478	66.5
High Needs	678	57.3	676	54.3	287	55.4
Non-High Needs	654	70.0	652	67.4	286	69.3
All Students - District	1,332	63.5	1,328	60.7	573	62.3

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	82.2	71.7	70.8	82.8	757	76.8
Curl Up	76.4	80.4	72.3	85.6	757	78.5
Push Up	41.4	70.8	73.8	67.8	758	63.5
Mile Run/PACER	55.0	59.5	41.3	44.1	754	49.9
All Tests - District	28.8	38.3	28.9	35.6	752	32.7
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	*	*
Hispanic or Latino of any race	17	*
White	169	88.8
English Learners/Multilingual Learners	6	*
Eligible for Free or Reduced-Price Meals	82	79.3
Students with Disabilities	42	64.3
All Students - District	203	87.2
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	80	44.9
Male	58	27.9
Non-Binary	N/A	N/A
Black or African American	*	*
Hispanic or Latino of any race	10	20.8
White	118	38.4
English Learners/ Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	39	26.0
Students with Disabilities	*	*
All Students - District	138	35.8
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	82.9	95.6
Male	*	83.3
Non-Binary	*	N/A
Black or African American	*	*
Hispanic or Latino of any race	*	*
White	68.9	92.0
English Learners/ Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	61.2	88.9
Students with Disabilities	24.1	*
All Students - District	67.2	89.6
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	63.5	75	42.3	50	84.7	64.7
ELA Performance Index	High Needs Students	57.3	75	38.2	50	76.3	54.9
Math Performance Index	All Students	60.7	75	40.5	50	80.9	61.1
Math Performance Index	High Needs Students	54.3	75	36.2	50	72.4	50.6
Science Performance Index	All Students	62.3	75	41.5	50	83.1	62.6
Science Performance Index	High Needs Students	55.4	75	36.9	50	73.8	52.1
ELA Academic Growth	All Students	51.2%	100%	51.2	100	51.2	60.6%
ELA Academic Growth	High Needs Students	49.4%	100%	49.4	100	49.4	55.7%
Math Academic Growth	All Students	54.5%	100%	54.5	100	54.5	62.3%
Math Academic Growth	High Needs Students	51.1%	100%	51.1	100	51.1	55.9%
Progress Toward English Proficiency	Literacy	73.1%	100%	36.6	50	73.1	58.7%
Progress Toward English Proficiency	Oral	67.7%	100%	33.8	50	67.7	55.7%
Chronic Absenteeism	All Students	14.8%	<=5%	30.3	50	60.7	17.2%
Chronic Absenteeism	High Needs Students	22.1%	<=5%	15.7	50	31.5	24.8%
% Taking CCR Courses	All Students	89.1%	75%	50.0	50	100.0	92.4%
% Meeting CCR Benchmark	All Students	35.8%	75%	23.8	50	47.7	47.2%
On-track to High School Graduation	All Students	87.9%	94%	46.8	50	93.5	85.9%
4-year Graduation Rate (2024 Cohort)	All Students	87.2%	94%	92.8	100	92.8	88.9%
6-year Graduation Rate (2022 Cohort)	High Needs Students	85.7%	94%	91.2	100	91.2	87.3%
Postsecondary Entrance (Class of 2024)	All Students	67.2%	75%	89.6	100	89.6	67.0%
Physical Fitness % Meeting Health Standard	All Students	32.7%	75%	21.8	50	43.6	49.0%
Arts Access	All Students	54.4%	60%	45.3	50	90.7	55.1%
Accountability Index				1019.6	1450	70.3	

Physical Fitness Estimated Participation Rate - District: 98.4% | 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	70.0	57.3	12.8	16.9	N
Math Performance Index Gap	67.4	54.3	13.1	18.4	N
Science Performance Index Gap	69.3	55.4	13.9	18.2	N
Graduation Rate Gap	94.0%	85.7%	8.3%	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	97.9
ELA	High Needs Students	97.1
Math	All Students	97.8
Math	High Needs Students	97.0
Science	All Students	96.6
Science	High Needs Students	95.9

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: 51.1

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

Collaborative Approach to Student Success: Watertown Public Schools is committed to a collaborative relationship with all stakeholders to provide every student with the support they need. We strive to offer a comprehensive continuum of services tailored to our students' diverse needs. Our district and school success plans reflect carefully designed goals and objectives aimed at fully engaging students, families, and the school community.

Focus on SRBI and PLC Practices: Watertown has chosen to specifically focus on consistent and vertically aligned SRBI processes (Scientifically Research-Based Interventions) and PLC practices (Professional Learning Communities). These two high-leverage pathways are central to improving student success and achievement. Building capacity to implement these practices with fidelity across all our schools is at the heart of our district and school improvement plans.

SRBI Coordinators and Intervention Support: Each of our schools has an SRBI Coordinator who works collaboratively as part of a district team under the Director of Operations, Curriculum & Instruction. This team ensures consistent practices and tiered interventions across our schools. The SRBI Coordinators train staff, oversee our early intervention processes, and track student response to interventions. We are proud to have structures in place to provide Tier II and Tier III interventions across our schools, including at the middle and high school levels.

Professional Learning Communities: Our success plans also focus on PLCs. Building administrators and SRBI Coordinators provide job-embedded professional development on effective PLC processes. Teachers continuously engage in the cycle of inquiry to ensure the most effective Tier I instruction.

Additional Support Services: Watertown offers various support services to meet students' needs. Each school has a full-time School Resource Officer, and we retain social workers and partner with Community Mental Health Affiliates to provide counseling services for students in need.

Special Education Programs: In the area of special education, Watertown has been building various specialized, in-district programs. For example, we have aligned K-12 Behavioral Assistance Programs, including Cub Den (K-2), RISE (3-5), WINGS (6-8), and PATHS (9-12). Additionally, we have added two ASD classrooms and continue to partner with ASPIRE. There are two Life Skills classes in the district, one at the middle school and high school, and a wide selection of Unified classes at the high school. Finally, we have an off-site Transition Academy that provides real work experiences for our ages 19-22 as well as Alternative Programming for secondary aged students.

Family Engagement and Community Involvement: Family engagement is paramount in Watertown. We have very high participation rates in Parent-Teacher Conferences. We are fortunate to have very active PTOs and Booster Clubs. District and school communication is consistent and strong, with weekly outreach notifications from the Superintendent of Schools and each building administrator. We also leverage a robust website. There is a full calendar of varied school events and clubs that cater to many interests, from athletics to drama, robotics, and more. We likewise have a very strong Unified Sports Program.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Watertown Public Schools ascribes to the Restorative Practice Model, which emphasizes building strong relationships, fostering a positive school climate, and addressing conflicts through open communication and problem-solving. Rather than implementing a standalone social and emotional learning (SEL) curriculum, the district takes an integrated approach grounded in restorative practices, working towards its vision of a graduate through a comprehensive and holistic strategy.

Across the district, administrators and teachers participate in professional learning opportunities focused on improving instructional strategies to meet the diverse needs of all learners. The formation of school improvement teams, which examine performance data relative to various subgroups, is key to reducing racial, ethnic, and socioeconomic isolation.

At Watertown High School, English Language Arts and Social Studies courses explore topics such as ethnicity, the Holocaust, and the Civil Rights Movement, using literature and primary source documents to foster cultural understanding. World Language classes emphasize cultural immersion through activities and the establishment of pen pals with students in other nations. The student-led Delta Club promotes improved school climate and acceptance of others, supporting efforts like "The Truth About Hate" from the Anti-Defamation League and "Rachel's Challenge." The Interact Club reaches out to the greater community through work in soup kitchens and community service for the elderly.

Swift Middle School continues to offer interdisciplinary lessons that highlight diverse cultural backgrounds, and many school clubs reinforce cultural diversity in their activities. World Cultures activities support efforts to bridge the cultures of the world through understanding. Swift's developmental guidance and health curriculum programs emphasize a strong anti-bullying message and encourage respect and kindness.

At the elementary schools, diversity and tolerance are emphasized in numerous ways. Students conduct various fundraisers to support people in need, and interdisciplinary programs involving music, art, physical education, and classroom teachers are held throughout the year to promote cultural awareness and appreciation.

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Equitable Allocation of Resources among District Schools

Watertown Public Schools uses zero-based budgeting to allocate resources equitably across all schools, including Title I schools. An annual needs evaluation based on student growth and achievement data guides the judicious expenditure of funds. The inclusive and transparent budget process involves input from community members, faculty, staff, and administrators. Administrators identify program needs, requests are reviewed by Central Office leaders and the Board of Education Budget Committee, and presentations are made to solicit stakeholder feedback. If budget reductions are necessary, administrators prioritize requests to minimize impact. Budget reports reflect school-based allocations, ensuring equity in resource distribution.

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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	0	0.0	2.1
Deceased	0	0.0	0.5
District/School Shut Down	0	0.0	0.0
Moved Out of State	1	8.3	2.2
Personal Reasons	0	0.0	6.7
Position Eliminated or Expired	0	0.0	9.8
Position Filled Permanently	0	0.0	0.1
Resigned (no reason given)	2	16.7	32.0
Retired	6	50.0	23.7
Teach/Admin in Other CT Dist	0	0.0	18.0
Teach/Admin in CT Nonpublic School	0	0.0	0.1
Teach/Admin Out-of-State (public or private)	0	0.0	1.3
Terminated	1	8.3	1.2
Took Job Related To Education	2	16.7	2.3
TOTAL	12		

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.