

Connecticut State Department of Education

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2024-25



Westbrook School District

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District Information

Grade Range	PK-12
Number of Schools/Programs	4
Enrollment	592
Per Pupil Expenditures	\$33,851
Total Expenditures	\$20,344,426

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	310	52.4	48.4
Male	282	47.6	51.5
Non-Binary	0	0.0	0.1
American Indian or Alaska Native	0	0.0	0.2
Asian	*	*	5.2
Black or African American	*	*	12.4
Hispanic or Latino of any race	161	27.2	32.1
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	13	2.2	4.8
White	407	68.8	45.1
English Learners/Multilingual Learners	95	16.0	11.3
Eligible for Free or Reduced-Price Meals	242	40.9	44.8
Students with Disabilities	96	16.2	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	23	7.8	*	*
Male	23	8.7	*	*
Non-Binary	N/A	N/A	N/A	N/A
Black or African American	0	*	0	*
Hispanic or Latino of any race	16	9.9	*	*
White	30	8.0	*	*
English Learners/Multilingual Learners	9	9.5	*	*
Eligible for Free or Reduced-Price Meals	21	10.2	*	*
Students with Disabilities	11	11.3	*	*
All Students - District	46	8.3	11	1.8
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: 0
Number of school-based arrests: 0

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Educators

Full-Time Equivalent (FTE) Staff

Role	FTE
General Education Teachers and Instructors	67.3
General Education Paraprofessionals	11.2
Special Education Teachers and Instructors	12.4
Special Education Paraprofessionals	18.0
District Central Office Administrators	6.9
School Level Administrators	3.1
Library/Media Specialists (Certified)	2.6
Library/Media Support Staff	0.0
Instructional Specialists Who Support Teachers	3.1
Counselors, Social Workers and School Psychologists	8.0
School Nurses	2.0
Other Staff Providing Non-Instructional Services/Support	55.7

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	14.3
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	0	0.0	1.4
Black or African American	0	0.0	4.9
Hispanic or Latino of any race	4	3.8	5.3
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	1	0.9	0.3
White	101	95.3	87.9

New! Educator Attrition: 2023-24

Educator Type	District Attrition Count	District Attrition Rate (%)	State Attrition Rate (%)
All Educators	7	7.1	6.8
Teachers	12	14.6	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	N/A	N/A	N/A	N/A
Hispanic or Latino of any race	14	*	*	*
White	28	100.0	33	100.0
English Learners/Multilingual Learners	7	*	9	*
Eligible for Free or Reduced-Price Meals	17	*	26	100.0
Students with Disabilities	8	*	15	*
All Students - District	42	97.7	53	100.0
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	13	*
Emotional Disability	*	*
Intellectual Disability	*	*
Learning Disability	21	84.0
Other Health Impairment	13	*
Other Disabilities	*	*
Speech/Language Impairment	*	*
All Disabilities - District	62	78.5
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	19	3.4	2.9
Emotional Disability	7	1.3	1.1
Intellectual Disability	*	*	0.6
Learning Disability	25	4.5	6.5
Other Health Impairment	16	2.9	3.6
Other Disabilities	9	1.6	1.1
Speech/Language Impairment	*	*	2.0
All Disabilities	84	15.0	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	*	*	8.2
Private Schools or Other Settings	*	*	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	\$13,207,280	\$21,976	\$13,471
Support services - students	\$683,500	\$1,151	\$1,826
Support services - instruction	\$461,115	\$776	\$972
Support services - general administration	\$771,757	\$1,299	\$568
Support services - school based administration	\$1,037,266	\$1,746	\$1,274
Central and other support services	\$223,037	\$375	\$761
Operation and maintenance of plant	\$2,180,165	\$3,670	\$2,125
Student transportation services	\$900,719	\$1,432	\$1,695
Food services	\$75,000	\$126	\$10
Enterprise operations	\$804,589	\$1,355	\$219
Total	\$20,344,426	\$33,851	\$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	\$1,999,230	41.0	26.4
Instructional Aide Salaries	\$696,846	14.3	10.1
Other Salaries	\$74,749	1.5	10.5
Employee Benefits	\$1,018,685	20.9	13.3
Purchased Services Other Than Transportation	\$178,511	3.7	6.8
Special Education Tuition	\$521,486	10.7	22.8
Supplies	\$30,089	0.6	0.6
Property Services	.	.	0.4
Purchased Services For Transportation	\$349,478	7.2	8.7
Equipment	\$2,395	0.0	0.2
All Other Expenditures	\$1,202	0.0	0.1
Total	\$4,872,671	100.0	100.0

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

Level	Percent (%)
District	24.0
State	25.7

Expenditures by Revenue Source: 2023-24

Revenue Source	Percent of Total (%) Excluding School Construction
Local	96.9
State	0.7
Federal	2.0
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	0	N/A	0	N/A	0	N/A
Asian	*	*	*	*	*	*
Black or African American	*	*	*	*	*	*
Hispanic or Latino of any race	68	63.4	68	65.6	32	60.6
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	8	*	8	*	*	*
White	198	74.8	198	74.5	85	70.7
English Learners/Multilingual Learners	55	58.8	55	62.5	22	55.6
Non-English Learners/Non-Multilingual Learners	224	75.3	224	74.8	99	71.3
Eligible for Free or Reduced-Price Meals	90	62.9	90	64.9	38	61.8
Not Eligible for Free or Reduced-Price Meals	189	76.5	189	75.9	83	71.5
Students with Disabilities	51	52.9	51	50.6	18	*
Students without Disabilities	228	76.4	228	77.2	103	72.8
High Needs	138	61.0	138	62.0	55	56.9
Non-High Needs	141	83.0	141	82.5	66	78.1
All Students - District	279	72.1	279	72.3	121	68.5

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	97.8	72.1	68.0	79.5	178	79.2
Curl Up	93.5	74.4	94.0	97.4	177	89.8
Push Up	88.9	62.8	68.8	71.1	174	73.0
Mile Run/PACER	82.6	86.0	66.0	56.4	178	73.0
All Tests - District	73.3	41.9	41.7	48.6	173	51.4
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	N/A	N/A
Hispanic or Latino of any race	13	*
White	36	94.4
English Learners/Multilingual Learners	7	*
Eligible for Free or Reduced-Price Meals	22	90.9
Students with Disabilities	8	*
All Students - District	51	94.1
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	33	70.2
Male	19	38.8
Non-Binary	N/A	N/A
Black or African American	N/A	N/A
Hispanic or Latino of any race	11	32.4
White	41	67.2
English Learners/ Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	21	48.8
Students with Disabilities	6	26.1
All Students - District	52	54.2
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	66.7	95.8
Male	63.6	95.8
Non-Binary	N/A	N/A
Black or African American	N/A	N/A
Hispanic or Latino of any race	*	*
White	63.2	97.1
English Learners/ Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	54.5	*
Students with Disabilities	*	*
All Students - District	65.4	95.8
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	72.1	75	48.1	50	96.1	64.7
ELA Performance Index	High Needs Students	61.0	75	40.7	50	81.3	54.9
Math Performance Index	All Students	72.3	75	48.2	50	96.4	61.1
Math Performance Index	High Needs Students	62.0	75	41.3	50	82.6	50.6
Science Performance Index	All Students	68.5	75	45.7	50	91.3	62.6
Science Performance Index	High Needs Students	56.9	75	38.0	50	75.9	52.1
ELA Academic Growth	All Students	77.1%	100%	77.1	100	77.1	60.6%
ELA Academic Growth	High Needs Students	67.6%	100%	67.6	100	67.6	55.7%
Math Academic Growth	All Students	80.4%	100%	80.4	100	80.4	62.3%
Math Academic Growth	High Needs Students	80.2%	100%	80.2	100	80.2	55.9%
Progress Toward English Proficiency	Literacy	70.8%	100%	35.4	50	70.8	58.7%
Progress Toward English Proficiency	Oral	66.2%	100%	33.1	50	66.2	55.7%
Chronic Absenteeism	All Students	8.3%	<=5%	43.5	50	87.0	17.2%
Chronic Absenteeism	High Needs Students	10.3%	<=5%	39.3	50	78.6	24.8%
% Taking CCR Courses	All Students	99.0%	75%	50.0	50	100.0	92.4%
% Meeting CCR Benchmark	All Students	54.2%	75%	36.1	50	72.2	47.2%
On-track to High School Graduation	All Students	94.4%	94%	50.0	50	100.0	85.9%
4-year Graduation Rate (2024 Cohort)	All Students	94.1%	94%	100.0	100	100.0	88.9%
6-year Graduation Rate (2022 Cohort)	High Needs Students	92.3%	94%	98.2	100	98.2	87.3%
Postsecondary Entrance (Class of 2024)	All Students	65.4%	75%	87.2	100	87.2	67.0%
Physical Fitness % Meeting Health Standard	All Students	51.4%	75%	34.3	50	68.6	49.0%
Arts Access	All Students	69.2%	60%	50.0	50	100.0	55.1%
Accountability Index				1224.2	1450	84.4	

Physical Fitness Estimated Participation Rate - District: 97.8% | 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	75.0	61.0	14.0	16.9	N
Math Performance Index Gap	75.0	62.0	13.0	18.4	N
Science Performance Index Gap	75.0	56.9	18.1	18.2	N
Graduation Rate Gap	94.0%	92.3%	1.7%	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	98.7
ELA	High Needs Students	98.7
Math	All Students	98.7
Math	High Needs Students	98.7
Science	All Students	97.1
Science	High Needs Students	97.0

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: * **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

Westbrook Public Schools (WPS) inspires students to succeed by assuring physically, emotionally and intellectually safe climates in which to learn. Teachers in professional learning communities analyze student data and apply instructional strategies that address individual student learning styles. There are short and long-term plans to help all students reach their intellectual potential, while emphasizing their physical, emotional and social development needs. The impetus behind Westbrook Public Schools' educational efforts is the Portrait of A Graduate which defines the skills and attributes graduates will possess when they leave the school system. In addition, high quality teaching and learning is built on 21st century, college and career readiness, and CT Common Core-aligned expectations. Best practices shared among staff are aligned with clearly delineated vision and expectations and designed to create engaging classroom settings. Students' needs are also met via alternative programming and supportive interventions that include specific transitions from school to school, to career and higher education. WPS integrates technology into educational programming and progress monitoring. Along with Multi-Tiered Systems of Supports (MTSS) at the elementary, middle and high school, all schools have instituted a process of Scientific Research-Based Interventions (SRBI) or progress monitoring to provide students with increased levels of academic and developmental support. Special education PLCs have been engaged in professional learning utilizing the Connecticut Special Education Data System (CT-SEDS) in the area of creating effective and measurable goals and objectives that have increased student independence and advocacy skills. Middle and High School parents are critical stakeholders with 24 hour access to their students' grades & attendance, through the WPS student information system, PowerSchool. Teacher web pages also increase communication between home and school, as well as the District website and individual school websites. District and teacher WebPages and school websites and Facebook pages, in addition to weekly administrative memos, serve as resources for updated information. A district improvement goal to sustain and measure positive school climates engages WPS stakeholders. The Board of Education (BOE) continues to apply National School Climate Standards to the work of assuring the quality and character of the school day for all and have written the first-in-the-nation School Climate Policy holding all education stakeholders accountable for school climate. A District SEL and Wellness Committee has been created to promote social, emotional, and physical wellness to promote healthy lifestyle choices for all stakeholders. In addition, the district has adopted the use of evidence-based SEL reports to support student growth. The Devereux Student Strengths Assessment (DESSA) is aligned with the Collaborative for Academic, Social, and Emotional Learning (CASEL) and is regularly administered to all students to identify areas of strength and target SEL areas in need of improvement. Active Parent Teacher Organizations support student success. Parent volunteers serve as readers & listeners for elementary students working to improve fluency and comprehension.

Efforts to Reduce Racial, Ethnic and Economic Isolation

WPS presented a seminar at the CAS Leadership Conference called Bridging the Gap: Streamlining Systems to Onboard and Welcome Multilingual Learners. This was about leveraging the CT Multilingual Learner Bill of Rights to go beyond document compliance and educate with equity and empathy in mind. WPS Professional Learning Community Leaders & all teachers are trained in EL Strategies by a LEARN consultant to acquire appropriate teaching strategies to maximize teaching and learning for ELL students. Translation services are readily available through Language Line and an app called Talking Points that provides "real time" messaging with families. Students (both native and non-native language learners) are encouraged and able to obtain the Seal of Biliteracy recognition at graduation. Staff & students integrate cultural learning activities. WHS Culinary classes celebrate diversity by incorporating cultural recipes from around the world highlighting holidays and traditions through food. Our PreK-5 school has breakfast meetings to support the growing population of ELL families. Our website information can be translated into any language necessary. Students have an opportunity to study World Languages. K-5 students study Spanish. WPS employs certified bilingual and TESOL teachers. A foundational goal of the district is focused on maintaining climates of respect. Staff and student partnerships offer programs to expand our thinking. The district sponsors inter-district programs for our students to include urban districts. Students attend forums across the state and are frequently invited to present and facilitate learning on topics aligned with positive climate and social and emotional learning. WHS students have taught lessons on empathy to K-8 students. WHS Teen Leadership students continue to host annual Awareness Days based on student input and interest. Students and staff from Oxford Academy and Woodstock Academy are invited. WHS students are offered courses in World Cultures, World History, World Literature, and African American/Black and Puerto Rican/Latino Studies to focus on a global understanding of diverse populations relative to race, religion, and ethnicity. Our elementary school hosts Literacy Night and a culture fair to represent authentic dress and food.

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Equitable Allocation of Resources among District Schools

WPS ensures the equity of resources to meet the needs of all students. The Board of Ed is committed to maintaining favorable class sizes and staffing numbers. Grades Pre-K-12 are maintained at levels conducive to a connected and nurturing environment. WPS offers universal preschool with full-day preschool for four-year-olds and three-year-olds with needs or risks. All students, including those with special needs, benefit from full access to staff and instructional resources. At the middle/high levels, we have a Chromebook one-to-one program. Budget preparation is a fair and equitable process. Teachers and administrators work with the superintendent to develop a budget that meets the needs of Pre-K-12 students, while being sensitive to the ability of the town to fund. The budget is scrutinized in an approval process by the BOE and BOF. The school district actively pursues state/federal grants to supplement the budget. The public is encouraged to provide input at BOE and Town meetings during the development process. Despite statewide economic trends, the Town and school district maintain a meaningful collaboration to meet the students' education needs.

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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	1	16.7	2.1
Deceased	0	0.0	0.5
District/School Shut Down	0	0.0	0.0
Moved Out of State	0	0.0	2.2
Personal Reasons	1	16.7	6.7
Position Eliminated or Expired	0	0.0	9.8
Position Filled Permanently	0	0.0	0.1
Resigned (no reason given)	2	33.3	32.0
Retired	1	16.7	23.7
Teach/Admin in Other CT Dist	1	16.7	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	0	0.0	1.2
Took Job Related To Education	0	0.0	2.3
TOTAL	6		

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.