

Connecticut State Department of Education

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2024-25



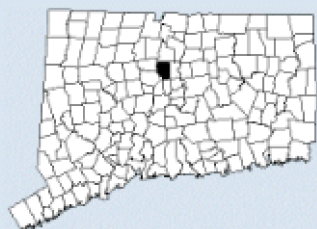
West Hartford School District

Paul Vicinus Jr., Superintendent • 860-561-6600 • www.whps.org/

District Information

Grade Range	PK-12
Number of Schools/Programs	25
Enrollment	9,128
Per Pupil Expenditures	\$21,708
Total Expenditures	\$209,870,999

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>

Contents

Students.....	1
Educators.....	2
Instruction and Resources.....	2
Performance and Accountability.....	4
Narratives.....	7

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	4,516	49.5	48.4
Male	4,601	50.4	51.5
Non-Binary	11	0.1	0.1
American Indian or Alaska Native	18	0.2	0.2
Asian	939	10.3	5.2
Black or African American	727	8.0	12.4
Hispanic or Latino of any race	1,972	21.6	32.1
Native Hawaiian or Other Pacific Islander	18	0.2	0.1
Two or More Races	560	6.1	4.8
White	4,894	53.6	45.1
English Learners/Multilingual Learners	787	8.6	11.3
Eligible for Free or Reduced-Price Meals	2,602	28.5	44.8
Students with Disabilities	1,701	18.6	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	455	10.3	122	2.6
Male	*	*	215	4.5
Non-Binary	*	*	0	*
Black or African American	98	14.0	59	7.8
Hispanic or Latino of any race	373	19.8	150	7.2
White	299	6.2	97	2.0
English Learners/Multilingual Learners	148	18.0	33	3.8
Eligible for Free or Reduced-Price Meals	511	20.8	224	7.8
Students with Disabilities	294	17.8	121	6.2
All Students - District	883	9.9	337	3.6
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: 429
Number of school-based arrests: 12

District Profile and Performance Report for School Year 2024-25

West Hartford School District

Educators

Full-Time Equivalent (FTE) Staff

Role	FTE
General Education Teachers and Instructors	620.1
General Education Paraprofessionals	117.4
Special Education Teachers and Instructors	120.3
Special Education Paraprofessionals	252.3
District Central Office Administrators	25.5
School Level Administrators	46.0
Library/Media Specialists (Certified)	16.0
Library/Media Support Staff	10.6
Instructional Specialists Who Support Teachers	43.2
Counselors, Social Workers and School Psychologists	75.8
School Nurses	21.1
Other Staff Providing Non-Instructional Services/Support	453.8

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	11.9
State	13.0

Educators by Race/Ethnicity

Race/Ethnicity	District Count	District Percent (%)	State Percent (%)
American Indian or Alaska Native	1	0.1	0.1
Asian	25	2.6	1.4
Black or African American	28	2.9	4.9
Hispanic or Latino of any race	42	4.4	5.3
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	1	0.1	0.3
White	865	89.9	87.9

New! Educator Attrition: 2023-24

Educator Type	District Attrition Count	District Attrition Rate (%)	State Attrition Rate (%)
All Educators	98	10.1	6.8
Teachers	82	10.8	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	51	83.6	55	90.2
Hispanic or Latino of any race	115	79.3	182	97.3
White	362	90.7	412	97.4
English Learners/Multilingual Learners	24	64.9	40	90.9
Eligible for Free or Reduced-Price Meals	153	80.5	208	96.3
Students with Disabilities	75	73.5	160	92.0
All Students - District	633	88.3	776	97.1
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	126	47.0
Emotional Disability	*	*
Intellectual Disability	*	*
Learning Disability	480	78.8
Other Health Impairment	225	72.6
Other Disabilities	27	31.0
Speech/Language Impairment	165	87.3
All Disabilities - District	1,055	67.3
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).

District Profile and Performance Report for School Year 2024-25

West Hartford School District

Students with Disabilities by Primary Disability

Disability	District Count	District Rate (%)	State Rate (%)
Autism	289	3.2	2.9
Emotional Disability	64	0.7	1.1
Intellectual Disability	42	0.5	0.6
Learning Disability	610	6.7	6.5
Other Health Impairment	317	3.5	3.6
Other Disabilities	120	1.3	1.1
Speech/Language Impairment	235	2.6	2.0
All Disabilities	1,677	18.5	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	35	2.1	8.2
Private Schools or Other Settings	188	11.2	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	\$134,013,799	\$13,862	\$13,471
Support services - students	\$16,674,894	\$1,821	\$1,826
Support services - instruction	\$8,135,371	\$889	\$972
Support services - general administration	\$3,992,858	\$436	\$568
Support services - school based administration	\$14,890,374	\$1,626	\$1,274
Central and other support services	\$2,649,242	\$289	\$761
Operation and maintenance of plant	\$15,817,960	\$1,728	\$2,125
Student transportation services	\$11,629,381	\$2,558	\$1,695
Food services	.	.	\$10
Enterprise operations	\$2,067,121	\$226	\$219
Total	\$209,870,999	\$21,708	\$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	\$19,723,499	31.0	26.4
Instructional Aide Salaries	\$7,768,410	12.2	10.1
Other Salaries	\$2,992,595	4.7	10.5
Employee Benefits	\$9,231,179	14.5	13.3
Purchased Services Other Than Transportation	\$4,610,279	7.2	6.8
Special Education Tuition	\$13,192,027	20.7	22.8
Supplies	\$272,421	0.4	0.6
Property Services	\$25,416	0.0	0.4
Purchased Services For Transportation	\$5,775,325	9.1	8.7
Equipment	\$28,885	0.0	0.2
All Other Expenditures	.	.	0.1
Total	\$63,620,035	100.0	100.0

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

Level	Percent (%)
District	30.3
State	25.7

Expenditures by Revenue Source: 2023-24

Revenue Source	Percent of Total (%) Excluding School Construction
Local	79.2
State	14.9
Federal	4.7
Tuition & Other	1.2

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).

District Profile and Performance Report for School Year 2024-25

West Hartford School District

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	6	*	6	*	*	*
Asian	493	76.5	492	77.0	229	75.5
Black or African American	367	61.8	368	55.9	153	59.2
Hispanic or Latino of any race	971	59.1	968	55.6	442	55.6
Native Hawaiian or Other Pacific Islander	9	*	9	*	*	*
Two or More Races	311	79.2	310	75.5	118	79.4
White	2,516	80.5	2,510	76.9	1,071	79.4
English Learners/Multilingual Learners	610	57.7	610	58.0	231	54.7
Non-English Learners/Non-Multilingual Learners	4,063	76.5	4,053	72.6	1,790	74.4
Eligible for Free or Reduced-Price Meals	1,326	58.2	1,324	54.8	599	55.1
Not Eligible for Free or Reduced-Price Meals	3,347	80.3	3,339	77.0	1,422	79.3
Students with Disabilities	844	52.5	838	48.2	326	47.0
Students without Disabilities	3,829	78.7	3,825	75.6	1,695	76.9
High Needs	1,927	59.7	1,921	56.6	803	56.3
Non-High Needs	2,746	84.1	2,742	80.6	1,218	82.5
All Students - District	4,673	74.0	4,663	70.7	2,021	72.1

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	76.0	79.7	77.3	74.4	2,644	76.9
Curl Up	83.4	85.1	83.0	88.3	2,637	84.9
Push Up	69.7	75.1	73.0	78.6	2,635	74.1
Mile Run/PACER	80.5	71.1	50.0	56.5	2,639	64.6
All Tests - District	47.6	50.7	36.6	43.2	2,625	44.6
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

District Profile and Performance Report for School Year 2024-25

West Hartford School District

2023-24 Cohort Graduation: Four-Year

Student Group	Cohort Count	Rate (%)
Black or African American	70	92.9
Hispanic or Latino of any race	136	85.3
White	412	93.7
English Learners/Multilingual Learners	43	72.1
Eligible for Free or Reduced-Price Meals	235	87.2
Students with Disabilities	135	72.6
All Students - District	745	92.2
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	541	73.8
Male	*	*
Non-Binary	*	*
Black or African American	58	47.5
Hispanic or Latino of any race	149	44.9
White	651	79.2
English Learners/ Multilingual Learners	16	19.8
Eligible for Free or Reduced-Price Meals	179	44.1
Students with Disabilities	37	13.4
All Students - District	1,044	68.9
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	86.8	95.5
Male	*	92.9
Non-Binary	*	*
Black or African American	67.1	84.0
Hispanic or Latino of any race	61.1	91.6
White	87.7	96.2
English Learners/ Multilingual Learners	60.5	*
Eligible for Free or Reduced-Price Meals	69.4	89.8
Students with Disabilities	57.5	77.1
All Students - District	81.0	94.3
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

District Profile and Performance Report for School Year 2024-25

West Hartford School District

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	74.0	75	49.3	50	98.7	64.7
ELA Performance Index	High Needs Students	59.7	75	39.8	50	79.6	54.9
Math Performance Index	All Students	70.7	75	47.1	50	94.3	61.1
Math Performance Index	High Needs Students	56.6	75	37.7	50	75.5	50.6
Science Performance Index	All Students	72.1	75	48.1	50	96.1	62.6
Science Performance Index	High Needs Students	56.3	75	37.6	50	75.1	52.1
ELA Academic Growth	All Students	66.1%	100%	66.1	100	66.1	60.6%
ELA Academic Growth	High Needs Students	58.7%	100%	58.7	100	58.7	55.7%
Math Academic Growth	All Students	65.9%	100%	65.9	100	65.9	62.3%
Math Academic Growth	High Needs Students	58.7%	100%	58.7	100	58.7	55.9%
Progress Toward English Proficiency	Literacy	68.5%	100%	34.3	50	68.5	58.7%
Progress Toward English Proficiency	Oral	69.0%	100%	34.5	50	69.0	55.7%
Chronic Absenteeism	All Students	9.9%	<=5%	40.1	50	80.2	17.2%
Chronic Absenteeism	High Needs Students	17.7%	<=5%	24.6	50	49.1	24.8%
% Taking CCR Courses	All Students	92.9%	75%	50.0	50	100.0	92.4%
% Meeting CCR Benchmark	All Students	68.9%	75%	45.9	50	91.8	47.2%
On-track to High School Graduation	All Students	95.8%	94%	50.0	50	100.0	85.9%
4-year Graduation Rate (2024 Cohort)	All Students	92.2%	94%	98.1	100	98.1	88.9%
6-year Graduation Rate (2022 Cohort)	High Needs Students	92.5%	94%	98.5	100	98.5	87.3%
Postsecondary Entrance (Class of 2024)	All Students	81.0%	75%	100.0	100	100.0	67.0%
Physical Fitness % Meeting Health Standard	All Students	44.6%	75%	29.7	50	59.4	49.0%
Arts Access	All Students	43.0%	60%	35.8	50	71.7	55.1%
Accountability Index				1150.4	1450	79.3	

Physical Fitness Estimated Participation Rate - District: 95.7% | 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	59.7	15.3	16.9	N
Math Performance Index Gap	75.0	56.6	18.4	18.4	N
Science Performance Index Gap	75.0	56.3	18.7	18.2	Y
Graduation Rate Gap	94.0%	92.5%	1.5%	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	99.0
ELA	High Needs Students	98.0
Math	All Students	98.8
Math	High Needs Students	97.9
Science	All Students	98.9
Science	High Needs Students	98.1

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: 59.2

State: 50.2

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

District Profile and Performance Report for School Year 2024-25

West Hartford School District

Narratives

School District Improvement Plans and Parental Outreach Activities

West Hartford Public Schools (WHPS) aligns its District Strategic Plan (DSP) to the West Hartford Board of Education's three stated goals. The DSP goals are articulated as multi-year efforts toward systemic improvement. Strategic efforts are grounded in high quality instructional practices, effective leadership practices, equitable opportunities for all to reduce opportunity gaps in academic and extracurricular programming, and enhanced professional learning systems. Recent areas of focus include establishing weekly professional learning communities, family engagement initiatives, culturally relevant and student-centered instructional practice, social emotional learning, restorative practice implementation, and improvements to special education programming.

School Development Plans align to the DSP and are designed to support the needs of each school. Building leaders articulate improvement plans based on their school's performance relative to student metrics, teacher performance and chronic absenteeism. Classroom teachers receive reports on the achievement of their students in professional learning communities, review student work, and adjust instruction. The district's early release Wednesday model provides dedicated professional learning time to support district, school, and grade-level initiatives as well as individual professional learning goals. School Development goals focus on enhancing the culture and climate of each school including implementing restorative practices, addressing root cause of absenteeism, and partnering with families to support students academic, social, and emotional growth.

The Office of Equity Advancement facilitates the district's Equity and Diversity Council (EDC). All schools are represented at EDC and work on an individual problem of practice in collaboration with their building leaders. These efforts use data gathered from the school's community members to identify areas of improvement and build a sense of belongingness within each school. EDC members meet regularly to share promising practices and inform the district's professional learning efforts. Furthermore, The Office of Equity Advancement leads efforts to influence practices related to diversity in curricula, enrichment programming, BIPOC student/ parent engagement and more.

The District maintains a focus on the effective integration between general and special education. District leadership monitors delivery of educational services and inclusion practices. Recent changes to programming include: the addition of Assistant Principals at the elementary schools to support students with IEPs, 504 plans, and those in the SST process. The district recently added a district supported community bookstore as a second vocational training location for our Post-Secondary Transition students; enhancements to alternative programs (STRIVE and School Engagement) to increase active engagement and social and emotional well-being; training for clinicians in SEL interventions; and the inclusion of school counselors at the elementary level to support student regulation.

Efforts to Reduce Racial, Ethnic and Economic Isolation

As a diverse community, West Hartford is one of the few towns in the state whose percent of minority students and students eligible for free and reduced lunch both closely resemble the state average. During our 182-day school year, there are innumerable opportunities within a student's normal instructional settings for interactions between students of different races, ethnicity, and socio-economic groups.

Beyond the day-to-day activities available to all students, the district has strong participation in a variety of programs that promote reduced racial, ethnic, and economic isolation. Approximately 259 students attend inter-district magnet, charter, and vo-tech schools and West Hartford Public Schools educates over 200 Open Choice students. West Hartford has two magnet elementary schools with a total enrollment of 824 students and a magnet enrollment of 277 students. The district actively seeks to diversify the staff through participating in CREC's Minority Job Fairs, UCONN Job Fairs and hosts a district career fair. WHPS supports its Future Educators of Diversity Program (FEOD), an affinity group for young people interested in the teaching profession. WHPS partners in the CREC CT Teacher Residency Program to train and support diverse candidates.

The district's Office of Equity Advancement reports directly to the Superintendent to support initiatives to reduce racial, ethnic and economic isolation. The district employs two outreach coordinators to support families of English learners and liaisons to the schools and town services.

The school board has taken an active role in supporting programs, providing resources and has an established educational equity policy. The Board continues to support magnet schools, HANOC, The Bridge Family Center, Summer Academy, West Hartford Celebration of Dr. Martin Luther King, an LGBTQ+ Alliance, Equity and Diversity Council, community conversations regarding diversity, training in Culturally Responsive Pedagogy and Trauma Informed Practice, Summer Connections and ESOL Summer Programs, and the Alternative High School programs.

District Profile and Performance Report for School Year 2024-25

West Hartford School District

Equitable Allocation of Resources among District Schools

During the budgeting process, the district carefully evaluates the needs of each school and program. Funding decisions are based on key criteria, some of which are uniform, while others are based on special needs at the building level.

Staffing Levels: Student-teacher ratios are established at the district level following the Board of Education's class size guidelines. Staff are allocated based on the school's enrollment and, at the high school, the number of students taking a particular course. There are reduced student-teacher ratios at the two intra-district magnet schools based on the educational needs of those students.

Instructional Supplies: Many textbooks and supplies are purchased centrally. In addition, each building receives a per-pupil allocation for locally identified instructional needs.

Building Operating Expenses: The operating and maintenance expenses at each building are centrally funded to ensure an adequately maintained school and a safe and appropriate environment for instruction.

District Profile and Performance Report for School Year 2024-25

West Hartford School District

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	4.5	2.1
Deceased	0	0.0	0.5
District/School Shut Down	0	0.0	0.0
Moved Out of State	1	1.5	2.2
Personal Reasons	7	10.6	6.7
Position Eliminated or Expired	13	19.7	9.8
Position Filled Permanently	0	0.0	0.1
Resigned (no reason given)	13	19.7	32.0
Retired	17	25.8	23.7
Teach/Admin in Other CT Dist	9	13.6	18.0
Teach/Admin in CT Nonpublic School	0	0.0	0.1
Teach/Admin Out-of-State (public or private)	2	3.0	1.3
Terminated	0	0.0	1.2
Took Job Related To Education	1	1.5	2.3
TOTAL	66		

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.