

Connecticut State Department of Education

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2024-25



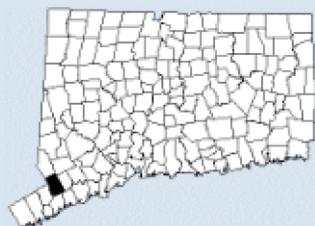
Wilton School District

Kevin Smith, Superintendent • 203-762-3381 • <http://www.wiltonps.org>

District Information

Grade Range	PK-12
Number of Schools/Programs	6
Enrollment	3,782
Per Pupil Expenditures	\$24,558
Total Expenditures	\$93,714,592

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	*	*	48.4
Male	1,908	50.4	51.5
Non-Binary	*	*	0.1
American Indian or Alaska Native	*	*	0.2
Asian	417	11.0	5.2
Black or African American	36	1.0	12.4
Hispanic or Latino of any race	270	7.1	32.1
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	242	6.4	4.8
White	2,809	74.3	45.1
English Learners/Multilingual Learners	79	2.1	11.3
Eligible for Free or Reduced-Price Meals	216	5.7	44.8
Students with Disabilities	689	18.2	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	86	4.7	*	*
Male	84	4.5	61	3.2
Non-Binary	0	*	*	*
Black or African American	*	*	*	*
Hispanic or Latino of any race	18	6.8	11	3.9
White	117	4.3	62	2.2
English Learners/Multilingual Learners	7	9.5	0	0.0
Eligible for Free or Reduced-Price Meals	18	8.3	19	8.4
Students with Disabilities	65	10.0	41	5.3
All Students - District	170	4.6	84	2.2
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: 13
Number of school-based arrests: 0

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Educators

Full-Time Equivalent (FTE) Staff

Role	FTE
General Education Teachers and Instructors	268.0
General Education Paraprofessionals	10.0
Special Education Teachers and Instructors	46.5
Special Education Paraprofessionals	74.2
District Central Office Administrators	10.0
School Level Administrators	14.0
Library/Media Specialists (Certified)	10.0
Library/Media Support Staff	4.5
Instructional Specialists Who Support Teachers	20.9
Counselors, Social Workers and School Psychologists	31.2
School Nurses	8.0
Other Staff Providing Non-Instructional Services/Support	145.9

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	10.0
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	6	1.5	1.4
Black or African American	3	0.7	4.9
Hispanic or Latino of any race	14	3.4	5.3
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	1	0.2	0.3
White	387	94.2	87.9

New! Educator Attrition: 2023-24

Educator Type	District Attrition Count	District Attrition Rate (%)	State Attrition Rate (%)
All Educators	37	9.1	6.8
Teachers	31	9.7	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	*	*	*	*
Hispanic or Latino of any race	*	*	27	96.4
White	206	93.6	236	97.1
English Learners/Multilingual Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	20	90.9	21	91.3
Students with Disabilities	45	90.0	63	95.5
All Students - District	269	92.8	310	97.5
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	54	63.5
Emotional Disability	27	84.4
Intellectual Disability	*	*
Learning Disability	214	84.6
Other Health Impairment	150	83.3
Other Disabilities	*	*
Speech/Language Impairment	35	89.7
All Disabilities - District	487	79.2
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	91	2.5	2.9
Emotional Disability	33	0.9	1.1
Intellectual Disability	*	*	0.6
Learning Disability	253	6.9	6.5
Other Health Impairment	182	4.9	3.6
Other Disabilities	*	*	1.1
Speech/Language Impairment	47	1.3	2.0
All Disabilities	639	17.3	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	\$55,953,731	\$14,663	\$13,471
Support services - students	\$7,543,502	\$1,990	\$1,826
Support services - instruction	\$5,552,974	\$1,465	\$972
Support services - general administration	\$2,190,395	\$578	\$568
Support services - school based administration	\$4,485,962	\$1,183	\$1,274
Central and other support services	\$5,688,192	\$1,500	\$761
Operation and maintenance of plant	\$6,933,237	\$1,829	\$2,125
Student transportation services	\$5,366,600	\$1,420	\$1,695
Food services	.	.	\$10
Enterprise operations	.	.	\$219
Total	\$93,714,592	\$24,558	\$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	\$5,887,844	23.0	26.4
Instructional Aide Salaries	\$2,648,338	10.4	10.1
Other Salaries	\$5,534,335	21.7	10.5
Employee Benefits	\$4,371,923	17.1	13.3
Purchased Services Other Than Transportation	\$1,080,724	4.2	6.8
Special Education Tuition	\$4,393,584	17.2	22.8
Supplies	\$91,172	0.4	0.6
Property Services	\$106,974	0.4	0.4
Purchased Services For Transportation	\$1,434,893	5.6	8.7
Equipment	\$8,098	0.0	0.2
All Other Expenditures	\$1,500	0.0	0.1
Total	\$25,559,385	100.0	100.0

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

Level	Percent (%)
District	27.3
State	25.7

Expenditures by Revenue Source: 2023-24

Revenue Source	Percent of Total (%) Excluding School Construction
Local	95.2
State	1.9
Federal	1.3
Tuition & Other	1.6

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

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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
Asian	231	88.9	227	92.8	94	90.9
Black or African American	*	*	*	*	8	*
Hispanic or Latino of any race	140	75.9	139	74.1	64	72.0
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	127	82.9	127	85.2	50	83.9
White	1,416	80.2	1,415	80.1	586	80.6
English Learners/Multilingual Learners	69	73.5	68	76.9	19	*
Non-English Learners/Non-Multilingual Learners	1,868	81.2	1,863	81.5	783	81.2
Eligible for Free or Reduced-Price Meals	127	70.5	125	68.9	53	70.8
Not Eligible for Free or Reduced-Price Meals	1,810	81.7	1,806	82.2	749	81.9
Students with Disabilities	338	63.9	334	63.5	129	61.6
Students without Disabilities	1,599	84.5	1,597	85.1	673	84.9
High Needs	467	67.8	462	67.7	180	66.8
Non-High Needs	1,470	85.1	1,469	85.6	622	85.3
All Students - District	1,937	80.9	1,931	81.3	802	81.1

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	92.0	79.1	76.7	90.5	1,188	84.8
Curl Up	91.2	92.3	90.2	98.4	1,178	93.2
Push Up	90.9	92.0	89.4	92.6	1,168	91.3
Mile Run/PACER	79.1	87.8	71.9	87.4	1,176	81.7
All Tests - District	66.1	65.0	55.0	78.0	1,147	66.2
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	6	*
Hispanic or Latino of any race	21	85.7
White	226	99.1
English Learners/Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	37	86.5
Students with Disabilities	52	92.3
All Students - District	314	97.8
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	260	80.7
Male	*	*
Non-Binary	*	*
Black or African American	*	*
Hispanic or Latino of any race	*	*
White	361	78.0
English Learners/ Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	22	48.9
Students with Disabilities	39	33.6
All Students - District	481	79.1
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	91.7	99.4
Male	88.1	97.5
Non-Binary	N/A	N/A
Black or African American	*	*
Hispanic or Latino of any race	85.0	*
White	90.5	98.1
English Learners/ Multilingual Learners	N/A	*
Eligible for Free or Reduced-Price Meals	83.8	93.3
Students with Disabilities	87.5	92.7
All Students - District	89.9	98.6
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	80.9	75	50.0	50	100.0	64.7
ELA Performance Index	High Needs Students	67.8	75	45.2	50	90.4	54.9
Math Performance Index	All Students	81.3	75	50.0	50	100.0	61.1
Math Performance Index	High Needs Students	67.7	75	45.1	50	90.2	50.6
Science Performance Index	All Students	81.1	75	50.0	50	100.0	62.6
Science Performance Index	High Needs Students	66.8	75	44.5	50	89.0	52.1
ELA Academic Growth	All Students	69.7%	100%	69.7	100	69.7	60.6%
ELA Academic Growth	High Needs Students	60.1%	100%	60.1	100	60.1	55.7%
Math Academic Growth	All Students	83.1%	100%	83.1	100	83.1	62.3%
Math Academic Growth	High Needs Students	68.8%	100%	68.8	100	68.8	55.9%
Progress Toward English Proficiency	Literacy	81.7%	100%	40.8	50	81.7	58.7%
Progress Toward English Proficiency	Oral	72.7%	100%	36.4	50	72.7	55.7%
Chronic Absenteeism	All Students	4.6%	<=5%	50.0	50	100.0	17.2%
Chronic Absenteeism	High Needs Students	9.3%	<=5%	41.4	50	82.8	24.8%
% Taking CCR Courses	All Students	95.2%	75%	50.0	50	100.0	92.4%
% Meeting CCR Benchmark	All Students	79.1%	75%	50.0	50	100.0	47.2%
On-track to High School Graduation	All Students	95.5%	94%	50.0	50	100.0	85.9%
4-year Graduation Rate (2024 Cohort)	All Students	97.8%	94%	100.0	100	100.0	88.9%
6-year Graduation Rate (2022 Cohort)	High Needs Students	97.3%	94%	100.0	100	100.0	87.3%
Postsecondary Entrance (Class of 2024)	All Students	89.9%	75%	100.0	100	100.0	67.0%
Physical Fitness % Meeting Health Standard	All Students	66.2%	75%	44.1	50	88.2	49.0%
Arts Access	All Students	52.6%	60%	43.8	50	87.6	55.1%
Accountability Index				1273.0	1450	87.8	

Physical Fitness Estimated Participation Rate - District: 94.5% | 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	67.8	7.2	16.9	N
Math Performance Index Gap	75.0	67.7	7.3	18.4	N
Science Performance Index Gap	75.0	66.8	8.2	18.2	N
Graduation Rate Gap	94.0%	97.3%	0.0%	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	98.2
ELA	High Needs Students	94.6
Math	All Students	97.9
Math	High Needs Students	93.6
Science	All Students	96.4
Science	High Needs Students	89.6

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: 62.5

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

Wilton School District

Narratives

School District Improvement Plans and Parental Outreach Activities

Our school community engaged in a multi-year collaborative process to design our current mission and vision statements, and to develop a Vision of a Learner. The mission of the Wilton Public Schools (WPS) is to inspire and prepare all students to contribute meaningfully to a globally interdependent society. We envision our students actively pursuing their goals and aspirations and growing to be productive and resourceful members of the community, guided by expert instruction and a rigorous, learner-centered curriculum. Wilton Public Schools' Vision of a Learner represents our vision for the 21st century skills, traits, and attributes that our students need to succeed in college, career, and life. The WPS Continuous Improvement Plan represents our commitment to our students and school community through a focus on student-centered teaching and learning. Building and district leadership teams develop and implement action plans that align with the District Continuous Improvement Plan. These teams meet throughout the year to evaluate progress, and a results-driven approach is used to identify both quantitative and qualitative results that are reported annually to the Board of Education. School-based teams continuously monitor student attendance and intervene immediately to prevent and address truancy issues. Active parent involvement in learning is supported in a variety of ways including: partnership events with the PTAs; learning celebrations that showcase activities, class displays, and samples of student work; and parent participation on special committees (e.g., Technology Advisory Committee, Curriculum Review Committees, Nutrition Committee, etc.). In the area of special education, we continue to provide services to students eligible under IDEIA through a continuum of district supports and services. The goal is to ensure the provision of all mandated services in a manner that is compliant with state and federal regulations, best practices, and current research. Students are educated with their non-disabled peers in the general education classroom to the maximum extent as considered appropriate for each individual student. Students' instructional environments may include general education (with or without paraprofessional support), services delivered in the general education setting, special education classes, in-district special programs, or other appropriate placements. At the preschool level, young children are served in integrated preschool classrooms and through itinerant support services. In addition to special education services, the district also provides related services to students with disabilities. These services may include speech therapy, occupational and physical therapies, applied behavioral analysis/ behavioral consultation, counseling, transportation, the use of specialized equipment, mental health team supports, and life planning sessions. Assistive technology services are provided by appropriately credentialed district staff. The goal is to support increased student interaction within social, instructional, and community environments. At the high school, transition services are provided to assist students and their families in planning for post-secondary options including additional education and/or employment.

Efforts to Reduce Racial, Ethnic and Economic Isolation

The WPS view the diversity of our student body, our staff, and our community as a strength and recognizes that differences are an essential part of our history and current and future reality. The district believes that educational equity benefits all students and our entire community, and that recognizing perspectives beyond one's own is a critical thinking skill that can result in greater open-mindedness, increased empathy, reduced stereotyping, and deeper learning and growth. In light of these values and beliefs, the district has adopted policies to ensure the school environment and curricula promotes belonging and reflects the principles of respect, dignity, and equal opportunity for all. Teaching and learning promote mutual respect, civility, diversity of thought and ideas, and positive communication in the classroom and community. The WPS further strives to reduce racial, ethnic, and economic isolation through participation in the Open Choice program, which affords students living in urban areas the opportunity to attend school in participating suburban school districts. All of the district's work to reduce racial, ethnic, and economic isolation is led by building-level Diversity, Equity and Inclusion committees. School-wide behavioral programs seek to enhance student skills in the awareness and understanding of differences. The social studies curriculum provides opportunities to help students develop understanding of cultural diversity and the history of various regions, and interdisciplinary team projects focus on increasing cultural and socio-political understanding. Service projects support local, national, and international communities. Programs in the fine and performing arts promote understanding of cultural diversity, including a world language week, participation in an annual International Art Exchange, and national touring exhibitions such as Darshana: A Glimpse into the Hindu Civilization. Our secondary schools have diversity-related co-curricular clubs and host a number of international exchange students, and Wilton High School has participated in the "A Better Chance" program, which provides inner-city students with the opportunity to live and attend school in Wilton.

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Equitable Allocation of Resources among District Schools

The WPS develop and implement a budget that provides sufficient and appropriate resources across schools, promotes continuous improvement, affords sufficient flexibility to respond to changing needs, complies with all Federal and State Mandates, and provides for necessary maintenance and improvement of school facilities. The WPS ensure equitable allocation of resources through appropriate organizational structures that are responsive to the academic, social, and emotional needs of students. The budget seeks to maintain district practices concerning class sizes, while adjusting staffing patterns to reflect enrollment changes and to achieve cost savings. The number of certified and classified staff is allocated based on school enrollment, policy regarding class size, and school and district program priorities. Special education staffing is allocated based on specific student needs defined through the IEP process, the number of students served, and compliance with IDEIA. The budget also provides equitable allocation of technology resources to provide the infrastructure and training that ensures that all students and staff excel in an increasingly technology-based global community.

District Profile and Performance Report for School Year 2024-25

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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	0	0.0	2.2
Personal Reasons	4	16.0	6.7
Position Eliminated or Expired	5	20.0	9.8
Position Filled Permanently	0	0.0	0.1
Resigned (no reason given)	4	16.0	32.0
Retired	8	32.0	23.7
Teach/Admin in Other CT Dist	3	12.0	18.0
Teach/Admin in CT Nonpublic School	0	0.0	0.1
Teach/Admin Out-of-State (public or private)	1	4.0	1.3
Terminated	0	0.0	1.2
Took Job Related To Education	0	0.0	2.3
TOTAL	25		

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.