

Connecticut State Department of Education

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2024-25



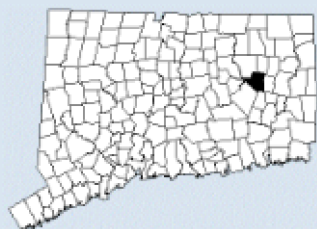
Windham School District

Tracy Youngberg, Superintendent • 860-465-2310 • <https://www.windhamps.org/>

District Information

Grade Range	PK-12
Number of Schools/Programs	15
Enrollment	3,153
Per Pupil Expenditures	\$23,352
Total Expenditures	\$79,188,106

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	1,515	48.0	48.4
Male	1,638	52.0	51.5
Non-Binary	0	0.0	0.1
American Indian or Alaska Native	*	*	0.2
Asian	28	0.9	5.2
Black or African American	102	3.2	12.4
Hispanic or Latino of any race	2,287	72.5	32.1
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	73	2.3	4.8
White	654	20.7	45.1
English Learners/Multilingual Learners	1,010	32.0	11.3
Eligible for Free or Reduced-Price Meals	2,291	72.7	44.8
Students with Disabilities	653	20.7	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	434	31.1	127	8.0
Male	482	32.1	209	12.1
Non-Binary	N/A	N/A	N/A	N/A
Black or African American	26	26.3	16	13.9
Hispanic or Latino of any race	714	34.3	243	10.1
White	149	24.1	67	9.8
English Learners/Multilingual Learners	305	30.3	93	8.8
Eligible for Free or Reduced-Price Meals	776	35.8	285	11.3
Students with Disabilities	255	42.2	95	12.5
All Students - District	916	31.6	336	10.1
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: 1,345
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	250.8
General Education Paraprofessionals	86.0
Special Education Teachers and Instructors	39.3
Special Education Paraprofessionals	62.0
District Central Office Administrators	12.0
School Level Administrators	17.0
Library/Media Specialists (Certified)	4.0
Library/Media Support Staff	0.0
Instructional Specialists Who Support Teachers	21.0
Counselors, Social Workers and School Psychologists	26.0
School Nurses	9.0
Other Staff Providing Non-Instructional Services/Support	271.4

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	12.2
State	13.0

Educators by Race/Ethnicity

Race/Ethnicity	District Count	District Percent (%)	State Percent (%)
American Indian or Alaska Native	2	0.5	0.1
Asian	7	1.9	1.4
Black or African American	2	0.5	4.9
Hispanic or Latino of any race	67	18.1	5.3
Native Hawaiian or Other Pacific Islander	1	0.3	0.1
Two or More Races	18	4.9	0.3
White	274	73.9	87.9

New! Educator Attrition: 2023-24

Educator Type	District Attrition Count	District Attrition Rate (%)	State Attrition Rate (%)
All Educators	46	12.6	6.8
Teachers	40	14	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	*	*	7	*
Hispanic or Latino of any race	85	90.4	150	96.8
White	15	*	22	95.7
English Learners/Multilingual Learners	31	88.6	50	96.2
Eligible for Free or Reduced-Price Meals	79	88.8	131	95.6
Students with Disabilities	27	79.4	41	95.3
All Students - District	110	90.9	183	96.8
All Students - State		89.2		95.3

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

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

Disability	Count	Rate (%)
Autism	37	35.9
Emotional Disability	15	41.7
Intellectual Disability	11	44.0
Learning Disability	156	87.6
Other Health Impairment	83	63.4
Other Disabilities	9	37.5
Speech/Language Impairment	70	88.6
All Disabilities - District	381	66.1
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	118	4.0	2.9
Emotional Disability	36	1.2	1.1
Intellectual Disability	25	0.9	0.6
Learning Disability	178	6.1	6.5
Other Health Impairment	133	4.6	3.6
Other Disabilities	25	0.9	1.1
Speech/Language Impairment	95	3.3	2.0
All Disabilities	610	20.9	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	39	6.4	8.2
Private Schools or Other Settings	24	3.9	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	\$46,279,045	\$13,648	\$13,471
Support services - students	\$8,289,742	\$2,589	\$1,826
Support services - instruction	\$2,108,809	\$659	\$972
Support services - general administration	\$1,098,950	\$343	\$568
Support services - school based administration	\$4,763,520	\$1,488	\$1,274
Central and other support services	\$5,282,222	\$1,650	\$761
Operation and maintenance of plant	\$6,740,347	\$2,105	\$2,125
Student transportation services	\$4,625,470	\$1,548	\$1,695
Food services	.	.	\$10
Enterprise operations	.	.	\$219
Total	\$79,188,106	\$23,352	\$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	\$5,648,562	25.4	26.4
Instructional Aide Salaries	\$2,267,094	10.2	10.1
Other Salaries	\$3,693,890	16.6	10.5
Employee Benefits	\$2,794,018	12.6	13.3
Purchased Services Other Than Transportation	\$1,226,350	5.5	6.8
Special Education Tuition	\$4,496,566	20.3	22.8
Supplies	\$376,227	1.7	0.6
Property Services	\$131,500	0.6	0.4
Purchased Services For Transportation	\$1,540,158	6.9	8.7
Equipment	\$20,106	0.1	0.2
All Other Expenditures	\$1,712	0.0	0.1
Total	\$22,196,183	100.0	100.0

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

Level	Percent (%)
District	28.0
State	25.7

Expenditures by Revenue Source: 2023-24

Revenue Source	Percent of Total (%) Excluding School Construction
Local	30.8
State	49.8
Federal	17.5
Tuition & Other	1.9

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	6	*	6	*	*	*
Asian	19	*	19	*	*	*
Black or African American	49	55.5	49	48.9	23	52.8
Hispanic or Latino of any race	1,096	51.4	1,091	47.4	411	53.1
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	38	61.9	38	57.5	14	*
White	384	64.5	384	61.8	133	69.8
English Learners/Multilingual Learners	619	47.4	617	44.2	212	48.9
Non-English Learners/Non-Multilingual Learners	973	59.9	970	55.9	380	62.0
Eligible for Free or Reduced-Price Meals	1,174	51.8	1,170	47.7	436	53.9
Not Eligible for Free or Reduced-Price Meals	418	64.2	417	61.5	156	66.7
Students with Disabilities	327	38.9	325	32.6	119	39.8
Students without Disabilities	1,265	59.3	1,262	56.2	473	61.7
High Needs	1,309	51.5	1,304	47.6	488	53.6
Non-High Needs	283	71.7	283	68.7	104	74.8
All Students - District	1,592	55.1	1,587	51.3	592	57.3

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	91.5	92.3	92.3	91.2	877	91.9
Curl Up	84.1	86.6	88.2	94.2	877	87.6
Push Up	74.4	74.1	69.5	75.9	876	73.2
Mile Run/PACER	80.9	83.4	67.5	62.8	876	75.0
All Tests - District	64.2	72.5	62.6	60.6	876	65.5
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	9	*
Hispanic or Latino of any race	129	79.8
White	20	85.0
English Learners/Multilingual Learners	43	83.7
Eligible for Free or Reduced-Price Meals	135	77.8
Students with Disabilities	41	78.0
All Students - District	163	79.8
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	67	50.8
Male	59	33.1
Non-Binary	N/A	N/A
Black or African American	6	*
Hispanic or Latino of any race	98	39.4
White	15	38.5
English Learners/ Multilingual Learners	15	17.2
Eligible for Free or Reduced-Price Meals	85	37.6
Students with Disabilities	6	7.8
All Students - District	126	40.6
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	41.5	84.0
Male	29.8	54.8
Non-Binary	N/A	N/A
Black or African American	*	*
Hispanic or Latino of any race	35.1	64.1
White	33.3	*
English Learners/ Multilingual Learners	38.1	*
Eligible for Free or Reduced-Price Meals	33.3	61.7
Students with Disabilities	20.0	*
All Students - District	34.9	67.9
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	55.1	75	36.7	50	73.4	64.7
ELA Performance Index	High Needs Students	51.5	75	34.3	50	68.6	54.9
Math Performance Index	All Students	51.3	75	34.2	50	68.4	61.1
Math Performance Index	High Needs Students	47.6	75	31.7	50	63.4	50.6
Science Performance Index	All Students	57.3	75	38.2	50	76.4	62.6
Science Performance Index	High Needs Students	53.6	75	35.7	50	71.4	52.1
ELA Academic Growth	All Students	58.0%	100%	58.0	100	58.0	60.6%
ELA Academic Growth	High Needs Students	56.2%	100%	56.2	100	56.2	55.7%
Math Academic Growth	All Students	57.8%	100%	57.8	100	57.8	62.3%
Math Academic Growth	High Needs Students	55.4%	100%	55.4	100	55.4	55.9%
Progress Toward English Proficiency	Literacy	60.4%	100%	30.2	50	60.4	58.7%
Progress Toward English Proficiency	Oral	54.0%	100%	27.0	50	54.0	55.7%
Chronic Absenteeism	All Students	31.6%	<=5%	0.0	50	0.0	17.2%
Chronic Absenteeism	High Needs Students	34.8%	<=5%	0.0	50	0.0	24.8%
% Taking CCR Courses	All Students	94.5%	75%	50.0	50	100.0	92.4%
% Meeting CCR Benchmark	All Students	40.6%	75%	27.1	50	54.2	47.2%
On-track to High School Graduation	All Students	71.5%	94%	38.0	50	76.1	85.9%
4-year Graduation Rate (2024 Cohort)	All Students	79.8%	94%	84.8	100	84.8	88.9%
6-year Graduation Rate (2022 Cohort)	High Needs Students	71.1%	94%	75.6	100	75.6	87.3%
Postsecondary Entrance (Class of 2024)	All Students	34.9%	75%	46.5	100	46.5	67.0%
Physical Fitness % Meeting Health Standard	All Students	65.5%	75%	43.7	50	87.4	49.0%
Arts Access	All Students	67.2%	60%	50.0	50	100.0	55.1%
Accountability Index				911.2	1450	62.8	

Physical Fitness Estimated Participation Rate - District: 96.3% | 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	71.7	51.5	20.2	16.9	Y
Math Performance Index Gap	68.7	47.6	21.1	18.4	Y
Science Performance Index Gap	74.8	53.6	21.3	18.2	Y
Graduation Rate Gap	.	71.1%	.	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	98.6
ELA	High Needs Students	98.4
Math	All Students	98.5
Math	High Needs Students	98.2
Science	All Students	96.9
Science	High Needs Students	96.4

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: 41.2

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

During 2024-25, Windham Public Schools focused its improvement efforts in the areas of K-2 Foundational Reading Skills in both English and Spanish, the implementation of Play-based Learning in Kindergarten, continued coaching in the implementation of the district's adopted core instructional programs in Math and Reading and Language Arts, the provision of linguistic supports and scaffolds for language learners within our large dual language programs, and alignment with NEASC principles and curriculum development at the high school level in preparation for NEASC reaccreditation in the near future.

Windham also continued its work to improve its special education programming, especially in writing IEP goals that incorporate the Common Core Standards and in the implementation of its specialized programs. The district also continued its review and revision of its MTSS principles, procedures, data collection, and progress monitoring measures. This work is on-going. The district's school for alternate high school education continued in its third year and more than doubled the number of graduates. In the summer of 2024, the district's summer learning opportunities included K-3 Summer School with a literacy focus, High School Credit Recovery, and PK-12 Extended School Year (ESY).

The Department of Family and Community Engagement works with school and district leadership and teams to increase and improve school-parent communication and outreach, prevent and reduce student truancy and chronic absenteeism, and support students and families experiencing homelessness. Our Family Liaisons, teachers, support staff, and school and district leaders collaborate regularly to ensure that students and families have what they need to access and participate in education processes and opportunities. Our Family Liaisons conduct home visits for a variety of purposes (engagement, outreach; welcoming families to a new school; attendance; residence verification; and McKinney-Vento status verification). These visits all aim to increase students' and families' access and participation in education.

All schools continued with their School Governance Councils, Parent-Teacher Organizations, and attendance teams, outreach, and incentives. The district held several of its large family and community events in the 2024-25 school year: Windham Family & Community Expo (Aug 2024), Districtwide Elementary Chorus Workshop (Feb 2025), Districtwide Elementary and Secondary Music & Art Expos (March 2025). Additionally, during this year of numerous transitions, the district and schools held many parent and family information forums to educate and give families numerous opportunities to ask questions about the closure of Windham Center (Elementary) School and movement of WCS students to North Windham (Elementary) School (K-3) and Sweeney (Elementary) School (Grade 4) and the movement of all of Grade 5 back to Windham Middle School. These Parent and Family Forums were held in April, May, and June at all elementary schools and the middle school.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Windham Public Schools is committed to reducing racial, ethnic, and economic isolation by recognizing diversity as a strength and aligning our improvement and growth strategies with that principle. During the 2024-25 school year, the district provided the following opportunities for staff, parents, families, and students to participate in activities that support these efforts.

The district has a lottery-entry, two-way dual language program (Compañeros; 50% Spanish speakers learning English and 50% English speakers learning Spanish) and a one-way dual language program (Dos Ríos; 100% Spanish-speaking English Learners) in all of our elementary schools and middle school. Both programs exist in K-8. Both programs have the ultimate goals of bilingualism, biliteracy, socio-cultural competence, and high academic achievement. Approximately 760 students were enrolled in Windham's Dual Language programs in 2024-25.

Windham is invested in the ongoing recruitment of personnel who reflect the racial, ethnic, and linguistic identities of our students. The district continued to implement several recruiting and hiring strategies. As part of the district's efforts to staff its many dual language classrooms, Equity & Multilingual Education (EME) department and Human Resources department leaders continue to support current staff in their pursuit of certification and Bilingual Education cross-endorsements. Additionally, the district recruits and hires visiting international teachers from several Spanish-speaking countries. In 2024-25, the district had 23 visiting teachers from Chile, Colombia, and Spain.

The district has also continued its Equity work through the participation of its Beyond Diversity and Leaders in Racial Equity Development (LEADS) trained educators and additional school personnel in Equity Walks at six of our schools this year. This is the third consecutive year of the district's work and collaboration with Courageous Conversation. The goals of this work is specifically to reduce and ultimately eliminate racial disparities in student outcomes.

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Equitable Allocation of Resources among District Schools

The 2024-25 Windham Board of Education general funds budget which includes the Education Cost Sharing Funds was \$52,154,784, which was an increase of 2.585% over the prior year. Grants and supplemental revenue provided \$24,562,315 in additional funding. ESSER and ARP ESSER Funds provided an additional \$1,739,195 in funding. Through these grant funding sources such as Alliance School Grant and Priority School Grant, the district was able to support many academic initiatives in the schools.

The needs of Windham students are defined by a variety of data including student achievement in reading, math, and science, the percentage of students who qualify for free or reduced lunch, multilingual learners, and the specific needs of students receiving special education services. Using this data, district, state, and federal resources are allocated to best meet the needs of learners in each school. Staff are allocated among schools based on enrollment and school needs. District and school leaders determine the resources necessary to fully implement all instructional programming.

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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	2	7.4	2.2
Personal Reasons	2	7.4	6.7
Position Eliminated or Expired	0	0.0	9.8
Position Filled Permanently	0	0.0	0.1
Resigned (no reason given)	3	11.1	32.0
Retired	8	29.6	23.7
Teach/Admin in Other CT Dist	5	18.5	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	3.7	1.2
Took Job Related To Education	6	22.2	2.3
TOTAL	27		

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.