

Connecticut State Department of Education

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2024-25



Bethel School District

Christine Carver, Superintendent • 203-794-8601 • <http://www.bethel.k12.ct.us>

District Information

Grade Range	PK-12
Number of Schools/Programs	7
Enrollment	3,227
Per Pupil Expenditures	\$18,624
Total Expenditures	\$61,050,899

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	*	*	48.4
Male	1,695	52.5	51.5
Non-Binary	*	*	0.1
American Indian or Alaska Native	47	1.5	0.2
Asian	233	7.2	5.2
Black or African American	147	4.6	12.4
Hispanic or Latino of any race	908	28.1	32.1
Native Hawaiian or Other Pacific Islander	13	0.4	0.1
Two or More Races	128	4.0	4.8
White	1,751	54.3	45.1
English Learners/Multilingual Learners	264	8.2	11.3
Eligible for Free or Reduced-Price Meals	1,074	33.3	44.8
Students with Disabilities	553	17.1	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	132	8.8	44	2.8
Male	*	*	161	9.2
Non-Binary	*	*	0	*
Black or African American	9	6.5	14	9.3
Hispanic or Latino of any race	95	10.3	92	9.4
White	127	7.6	78	4.4
English Learners/Multilingual Learners	39	13.6	37	12.1
Eligible for Free or Reduced-Price Meals	140	12.4	116	9.2
Students with Disabilities	89	17.1	55	8.6
All Students - District	265	8.4	205	6.2
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: 31
Number of school-based arrests: Fewer than 6

District Profile and Performance Report for School Year 2024-25

Bethel School District

Educators

Full-Time Equivalent (FTE) Staff

Role	FTE
General Education Teachers and Instructors	201.0
General Education Paraprofessionals	22.0
Special Education Teachers and Instructors	41.5
Special Education Paraprofessionals	144.0
District Central Office Administrators	6.5
School Level Administrators	17.0
Library/Media Specialists (Certified)	5.0
Library/Media Support Staff	5.0
Instructional Specialists Who Support Teachers	11.5
Counselors, Social Workers and School Psychologists	20.0
School Nurses	18.0
Other Staff Providing Non-Instructional Services/Support	179.6

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	9.9
State	13.0

Educators by Race/Ethnicity

Race/Ethnicity	District Count	District Percent (%)	State Percent (%)
American Indian or Alaska Native	1	0.3	0.1
Asian	3	1.0	1.4
Black or African American	0	0.0	4.9
Hispanic or Latino of any race	8	2.7	5.3
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.3
White	290	96.0	87.9

New! Educator Attrition: 2023-24

Educator Type	District Attrition Count	District Attrition Rate (%)	State Attrition Rate (%)
All Educators	25	8.3	6.8
Teachers	21	8.5	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	10	*	18	*
Hispanic or Latino of any race	59	79.7	76	98.7
White	144	87.8	186	100.0
English Learners/Multilingual Learners	8	*	13	*
Eligible for Free or Reduced-Price Meals	71	78.0	100	100.0
Students with Disabilities	36	87.8	42	97.7
All Students - District	247	87.6	309	99.4
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	34	37.8
Emotional Disability	*	*
Intellectual Disability	*	*
Learning Disability	133	71.5
Other Health Impairment	54	67.5
Other Disabilities	9	22.5
Speech/Language Impairment	43	82.7
All Disabilities - District	285	59.1
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).

District Profile and Performance Report for School Year 2024-25

Bethel School District

Students with Disabilities by Primary Disability

Disability	District Count	District Rate (%)	State Rate (%)
Autism	94	3.0	2.9
Emotional Disability	27	0.9	1.1
Intellectual Disability	7	0.2	0.6
Learning Disability	187	6.0	6.5
Other Health Impairment	80	2.6	3.6
Other Disabilities	58	1.9	1.1
Speech/Language Impairment	62	2.0	2.0
All Disabilities	515	16.5	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	9	1.7	8.2
Private Schools or Other Settings	18	3.5	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	\$36,611,356	\$11,169	\$13,471
Support services - students	\$4,261,215	\$1,318	\$1,826
Support services - instruction	\$4,872,680	\$1,507	\$972
Support services - general administration	\$580,285	\$179	\$568
Support services - school based administration	\$2,930,123	\$906	\$1,274
Central and other support services	\$2,592,770	\$802	\$761
Operation and maintenance of plant	\$5,528,457	\$1,709	\$2,125
Student transportation services	\$3,674,014	\$1,105	\$1,695
Food services	.	.	\$10
Enterprise operations	.	.	\$219
Total	\$61,050,899	\$18,624	\$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	\$3,711,030	24.3	26.4
Instructional Aide Salaries	\$1,818,164	11.9	10.1
Other Salaries	\$2,752,908	18.1	10.5
Employee Benefits	\$2,109,980	13.8	13.3
Purchased Services Other Than Transportation	\$515,288	3.4	6.8
Special Education Tuition	\$2,745,232	18.0	22.8
Supplies	\$41,986	0.3	0.6
Property Services	\$226	0.0	0.4
Purchased Services For Transportation	\$1,540,808	10.1	8.7
Equipment	\$4,722	0.0	0.2
All Other Expenditures	\$1,134	0.0	0.1
Total	\$15,241,475	100.0	100.0

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

Level	Percent (%)
District	25.0
State	25.7

Expenditures by Revenue Source: 2023-24

Revenue Source	Percent of Total (%) Excluding School Construction
Local	80.0
State	15.5
Federal	4.5
Tuition & Other	0.1

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

Bethel 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	*	*	*	*	*	*
Asian	128	83.8	128	86.1	49	86.3
Black or African American	70	67.0	70	62.6	26	62.0
Hispanic or Latino of any race	455	63.7	454	62.2	232	62.0
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*
Two or More Races	67	77.0	67	75.3	32	73.2
White	866	71.6	862	70.1	399	73.7
English Learners/Multilingual Learners	205	55.2	204	57.1	82	50.5
Non-English Learners/Non-Multilingual Learners	1,417	72.2	1,413	70.5	674	72.4
Eligible for Free or Reduced-Price Meals	561	61.9	559	60.3	273	60.3
Not Eligible for Free or Reduced-Price Meals	1,061	74.4	1,058	73.2	483	75.6
Students with Disabilities	245	48.9	241	43.0	114	46.6
Students without Disabilities	1,377	73.8	1,376	73.3	642	74.2
High Needs	743	60.5	739	58.7	355	59.2
Non-High Needs	879	78.1	878	77.3	401	79.7
All Students - District	1,622	70.0	1,617	68.8	756	70.1

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	79.2	78.2	91.5	84.3	972	83.6
Curl Up	96.3	93.4	90.0	81.7	973	89.9
Push Up	79.7	70.7	80.7	73.1	973	76.1
Mile Run/PACER	83.4	72.5	60.6	66.0	973	70.0
All Tests - District	63.4	47.2	53.3	52.2	972	53.8
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

Bethel School District

2023-24 Cohort Graduation: Four-Year

Student Group	Cohort Count	Rate (%)
Black or African American	6	*
Hispanic or Latino of any race	56	94.6
White	162	94.4
English Learners/Multilingual Learners	10	*
Eligible for Free or Reduced-Price Meals	83	95.2
Students with Disabilities	38	71.1
All Students - District	247	93.9
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	160	56.7
Male	*	*
Non-Binary	*	*
Black or African American	7	24.1
Hispanic or Latino of any race	60	39.7
White	204	58.3
English Learners/ Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	67	35.1
Students with Disabilities	*	*
All Students - District	311	52.4
All Students - State		47.2

Students demonstrate postsecondary readiness through at least one of the following:

- SAT® - meets benchmark score on SAT, Revised SAT or Connecticut School Day SAT
- ACT® - meets benchmark score on 3 of 4 exams (benchmark score varies by subject)
- AP® - 3 or higher on any one AP® exam
- IB® - 4 or higher on any one IB® exam
- Earning three or more non-remedial college credits cumulatively during high school.

Sources:

SAT® and AP® statistics derived from data provided by the College Board.

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ACT® statistics derived from data provided by ACT, Inc.

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IB® statistics derived from data provided by the International Baccalaureate Organization.

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College Entrance and Persistence

Student Group	Class of 2024 Entrance Rate (%)	Class of 2023 Persistence Rate (%)
Female	82.4	95.3
Male	67.0	91.3
Non-Binary	N/A	N/A
Black or African American	*	*
Hispanic or Latino of any race	65.5	96.3
White	77.2	91.3
English Learners/ Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	72.0	94.7
Students with Disabilities	42.4	*
All Students - District	75.0	93.3
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

Bethel 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	70.0	75	46.7	50	93.4	64.7
ELA Performance Index	High Needs Students	60.5	75	40.3	50	80.7	54.9
Math Performance Index	All Students	68.8	75	45.8	50	91.7	61.1
Math Performance Index	High Needs Students	58.7	75	39.1	50	78.2	50.6
Science Performance Index	All Students	70.1	75	46.7	50	93.4	62.6
Science Performance Index	High Needs Students	59.2	75	39.5	50	78.9	52.1
ELA Academic Growth	All Students	66.1%	100%	66.1	100	66.1	60.6%
ELA Academic Growth	High Needs Students	61.3%	100%	61.3	100	61.3	55.7%
Math Academic Growth	All Students	74.7%	100%	74.7	100	74.7	62.3%
Math Academic Growth	High Needs Students	67.9%	100%	67.9	100	67.9	55.9%
Progress Toward English Proficiency	Literacy	57.7%	100%	28.8	50	57.7	58.7%
Progress Toward English Proficiency	Oral	58.7%	100%	29.4	50	58.7	55.7%
Chronic Absenteeism	All Students	8.4%	<=5%	43.2	50	86.3	17.2%
Chronic Absenteeism	High Needs Students	13.6%	<=5%	32.8	50	65.5	24.8%
% Taking CCR Courses	All Students	93.8%	75%	50.0	50	100.0	92.4%
% Meeting CCR Benchmark	All Students	52.4%	75%	35.0	50	69.9	47.2%
On-track to High School Graduation	All Students	93.9%	94%	50.0	50	99.9	85.9%
4-year Graduation Rate (2024 Cohort)	All Students	93.9%	94%	99.9	100	99.9	88.9%
6-year Graduation Rate (2022 Cohort)	High Needs Students	88.1%	94%	93.7	100	93.7	87.3%
Postsecondary Entrance (Class of 2024)	All Students	75.0%	75%	100.0	100	100.0	67.0%
Physical Fitness % Meeting Health Standard	All Students	53.8%	75%	35.9	50	71.7	49.0%
Arts Access	All Students	53.7%	60%	44.8	50	89.5	55.1%
Accountability Index				1171.4	1450	80.8	

Physical Fitness Estimated Participation Rate - District: 99.8% | 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	60.5	14.5	16.9	N
Math Performance Index Gap	75.0	58.7	16.3	18.4	N
Science Performance Index Gap	75.0	59.2	15.8	18.2	N
Graduation Rate Gap	94.0%	88.1%	5.9%	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	97.8
Math	All Students	98.3
Math	High Needs Students	97.3
Science	All Students	97.7
Science	High Needs Students	96.9

Minimum participation standard is 95%.

Connecticut's State Identified Measurable Result (SIMR) for Children with Disabilities

Increase the reading performance of all 3rd grade students with disabilities statewide, as measured by Connecticut's English Language Arts (ELA) Performance Index.

Grade 3 ELA Performance Index for Students with Disabilities:

District: 57.2

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

Bethel School District

Narratives

School District Improvement Plans and Parental Outreach Activities

Bethel Public Schools' 2025–2030 Strategic Plan outlines a comprehensive framework to promote equity, academic excellence, and community partnership for all students. Rooted in the district's mission to "foster a culture of excellence and achievement accomplished through strong, collaborative relationships with parents and the community" 2025-2030 Strategic Plan, the plan prioritizes continuous improvement across teaching, learning, and student well-being. Our Vision of a Learner guides this work—cultivating critical thinkers, collaborators, creative innovators, and ethical, engaged citizens prepared to thrive in a global society.

Improving Special Education Programs and Services for Students with Disabilities. Bethel Public Schools remains committed to ensuring that students with disabilities receive high-quality, inclusive education and individualized support. The Strategic Plan's High Needs & Accelerated Learner initiative focuses on professional learning for staff to strengthen strategies for supporting diverse learners and closing achievement gaps 2025-2030 Strategic Plan. Educators are trained in research-based practices, data-driven instruction, and Universal Design for Learning (UDL) to address the full spectrum of student needs. The district uses data to refine curricula, ensuring alignment with student learning profiles and IEP goals. Families are integral partners in planning and progress monitoring, with communication systems designed to reinforce collaboration and support consistency between home and school.

Attendance and engagement are key components of the district's improvement plan. Bethel Public Schools employs a multi-tiered system to reduce chronic absenteeism, emphasizing early identification, family collaboration, and community partnerships. Evidence-based strategies—outlined in the Strategic Plan—target attendance improvement among high-needs students through personalized outreach and joint problem-solving with families. The district's Positive Behavioral Interventions and Supports (PBIS) framework promotes a sense of belonging, while attendance teams regularly analyze data to identify trends and barriers. School counselors, social workers, and community liaisons work together to ensure that families have access to wraparound support and that each student has a clear path to consistent participation and academic success.

The district invests in continuous professional learning for educators to build capacity for family engagement. Training initiatives emphasize cultural responsiveness, effective communication, and inclusive practices. Educators participate in workshops aligned with the Vision of a Learner, which integrates strategies for empathy, collaboration, and civil discourse—skills mirrored in staff-family partnerships. Teachers are encouraged to apply these competencies to strengthen trust and collaboration with parents, ensuring shared responsibility for student growth.

Bethel actively involves parents and guardians in decision-making processes through district advisory committees and regular forums.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Bethel Public Schools remains deeply committed to creating an equitable and inclusive learning environment where all students thrive academically, socially, and emotionally. The district's Equity Statement defines equity as ensuring that student outcomes are not predicted by any one factor, and that every learner reaches a level of efficacy and competence necessary for a rewarding and productive life.

During the 2024–2025 school year, Bethel served approximately 3,200 students, including growing populations of multilingual learners and students from diverse racial and socioeconomic backgrounds. We have provided training focused on culturally responsive teaching and equitable instructional practices. Professional learning aligned with the Vision of a Learner strengthened teachers' ability to integrate global perspectives, empathy, and civil discourse into classroom instruction.

The district offers interdisciplinary projects and classroom experiences that build awareness of cultural diversity and global citizenship. Through the Ethical and Engaged Citizen competency, students engage in service-learning, global collaborations, and discussions of civic and social issues that celebrate diversity and inclusion. Technology-based initiatives—including virtual exchanges and collaborative digital learning experiences—connect Bethel students with peers in other communities, expanding their understanding of cultural and economic diversity.

Bethel actively recruits educators of diverse backgrounds through partnerships with regional universities and teacher preparation programs. Mentorship programs support the retention and advancement of all educators.

District Profile and Performance Report for School Year 2024-25

Bethel School District

Equitable Allocation of Resources among District Schools

The budget is viewed as a statement of our educational & leadership philosophy expressed in dollars. The budget is an opportunity for the Town, school system, and its citizens to debate & set priorities aligned to our Strategic Plan. Construction of a school budget in the Bethel Public Schools entails a high level of staff involvement. Each principal leads a committee of teachers to establish funding priorities for the coming school year. School budgets are developed to address specific academic initiatives & student needs. We ask, "How will these funds improve student achievement or expand opportunities for our children?" School administrators examine all aspects of the educational & extra-curricular program and follow the process through the Superintendent's recommendation to the BOE and Town Meeting. Both the Superintendent & BOE examine carefully the proposed appropriations to each school to ensure a clearly defined/equitable allocation of resources. Because the Bethel budget process involves an independent Board of Selectmen & Board of Finance, a Town meeting, and an annual referendum, all constituents focus close attention on each dollar expenditure.

District Profile and Performance Report for School Year 2024-25

Bethel 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	0	0.0	2.1
Deceased	0	0.0	0.5
District/School Shut Down	0	0.0	0.0
Moved Out of State	1	14.3	2.2
Personal Reasons	0	0.0	6.7
Position Eliminated or Expired	0	0.0	9.8
Position Filled Permanently	0	0.0	0.1
Resigned (no reason given)	1	14.3	32.0
Retired	2	28.6	23.7
Teach/Admin in Other CT Dist	1	14.3	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	14.3	1.2
Took Job Related To Education	1	14.3	2.3
TOTAL	7		

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.