

Connecticut State Department of Education

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2024-25



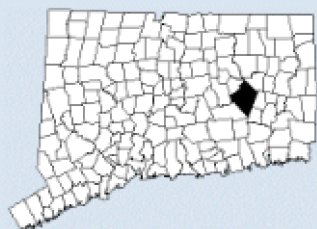
Lebanon School District

Andrew Gonzalez, Superintendent • 860-642-7795 • <http://www.lebanonct.org>

District Information

Grade Range	PK-12
Number of Schools/Programs	4
Enrollment	968
Per Pupil Expenditures	\$23,517
Total Expenditures	\$23,611,245

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	467	48.2	48.4
Male	501	51.8	51.5
Non-Binary	0	0.0	0.1
American Indian or Alaska Native	6	0.6	0.2
Asian	10	1.0	5.2
Black or African American	11	1.1	12.4
Hispanic or Latino of any race	87	9.0	32.1
Native Hawaiian or Other Pacific Islander	6	0.6	0.1
Two or More Races	25	2.6	4.8
White	823	85.0	45.1
English Learners/Multilingual Learners	6	0.6	11.3
Eligible for Free or Reduced-Price Meals	269	27.8	44.8
Students with Disabilities	186	19.2	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	59	14.0	21	4.4
Male	51	11.0	38	7.3
Non-Binary	N/A	N/A	N/A	N/A
Black or African American	*	*	*	*
Hispanic or Latino of any race	11	15.3	6	6.7
White	91	11.9	44	5.2
English Learners/Multilingual Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	55	20.5	36	10.6
Students with Disabilities	42	24.1	22	10.0
All Students - District	110	12.4	59	5.9
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: 93
Number of school-based arrests: 0

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Educators

Full-Time Equivalent (FTE) Staff

Role	FTE
General Education Teachers and Instructors	81.1
General Education Paraprofessionals	5.9
Special Education Teachers and Instructors	17.4
Special Education Paraprofessionals	36.5
District Central Office Administrators	3.0
School Level Administrators	4.0
Library/Media Specialists (Certified)	2.0
Library/Media Support Staff	0.8
Instructional Specialists Who Support Teachers	3.0
Counselors, Social Workers and School Psychologists	9.0
School Nurses	3.0
Other Staff Providing Non-Instructional Services/Support	54.6

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	10.5
State	13.0

Educators by Race/Ethnicity

Race/Ethnicity	District Count	District Percent (%)	State Percent (%)
American Indian or Alaska Native	1	0.8	0.1
Asian	1	0.8	1.4
Black or African American	0	0.0	4.9
Hispanic or Latino of any race	4	3.3	5.3
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	1	0.8	0.3
White	115	94.3	87.9

New! Educator Attrition: 2023-24

Educator Type	District Attrition Count	District Attrition Rate (%)	State Attrition Rate (%)
All Educators	6	5	6.8
Teachers	4	4.1	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	*	*	6	*
White	62	95.4	67	98.5
English Learners/Multilingual Learners	0	*	*	*
Eligible for Free or Reduced-Price Meals	25	100.0	23	100.0
Students with Disabilities	15	*	14	*
All Students - District	70	95.9	81	98.8
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	*	*
Emotional Disability	8	*
Intellectual Disability	0	0
Learning Disability	45	83.3
Other Health Impairment	22	66.7
Other Disabilities	*	*
Speech/Language Impairment	19	86.4
All Disabilities - District	102	71.8
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	13	1.6	2.9
Emotional Disability	14	1.7	1.1
Intellectual Disability	*	*	0.6
Learning Disability	54	6.6	6.5
Other Health Impairment	33	4.0	3.6
Other Disabilities	*	*	1.1
Speech/Language Impairment	28	3.4	2.0
All Disabilities	149	18.2	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	\$14,025,440	\$13,970	\$13,471
Support services - students	\$1,910,965	\$1,952	\$1,826
Support services - instruction	\$958,896	\$979	\$972
Support services - general administration	\$587,789	\$600	\$568
Support services - school based administration	\$1,089,320	\$1,113	\$1,274
Central and other support services	\$1,412,559	\$1,443	\$761
Operation and maintenance of plant	\$2,293,809	\$2,343	\$2,125
Student transportation services	\$1,319,636	\$1,349	\$1,695
Food services	\$10,807	\$11	\$10
Enterprise operations	\$2,024	\$2	\$219
Total	\$23,611,245	\$23,517	\$22,054

Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Special Education Expenditures: 2023-24

Expenditure	District Total (\$)	District Percent (%)	State Percent (%)
Teacher Salaries	\$1,272,300	24.0	26.4
Instructional Aide Salaries	\$1,058,362	20.0	10.1
Other Salaries	\$592,795	11.2	10.5
Employee Benefits	\$681,192	12.9	13.3
Purchased Services Other Than Transportation	\$241,444	4.6	6.8
Special Education Tuition	\$1,076,853	20.3	22.8
Supplies	\$15,074	0.3	0.6
Property Services	\$3,102	0.1	0.4
Purchased Services For Transportation	\$352,683	6.7	8.7
Equipment	\$4,285	0.1	0.2
All Other Expenditures	\$514	0.0	0.1
Total	\$5,298,604	100.0	100.0

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

Level	Percent (%)
District	22.4
State	25.7

Expenditures by Revenue Source: 2023-24

Revenue Source	Percent of Total (%) Excluding School Construction
Local	67.5
State	23.2
Federal	3.1
Tuition & Other	6.2

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).

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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	*	*	*	*	*	*
Black or African American	*	*	*	*	*	*
Hispanic or Latino of any race	39	71.6	38	67.8	16	*
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*
Two or More Races	10	*	10	*	*	*
White	365	71.1	364	67.8	180	67.6
English Learners/Multilingual Learners	7	*	7	*	*	*
Non-English Learners/Non-Multilingual Learners	422	71.1	420	67.6	*	*
Eligible for Free or Reduced-Price Meals	135	63.6	134	57.9	71	61.8
Not Eligible for Free or Reduced-Price Meals	294	74.4	293	71.9	136	70.7
Students with Disabilities	90	50.5	88	45.7	41	46.9
Students without Disabilities	339	76.4	339	73.2	166	72.8
High Needs	177	61.6	175	56.7	86	59.2
Non-High Needs	252	77.5	252	75.0	121	73.7
All Students - District	429	71.0	427	67.5	207	67.7

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	89.6	90.2	80.6	91.7	260	88.1
Curl Up	95.8	88.5	94.0	90.4	259	91.9
Push Up	70.8	91.8	86.4	84.3	258	84.1
Mile Run/PACER	81.3	83.6	72.7	57.1	259	71.8
All Tests - District	62.5	70.5	63.1	54.2	257	61.9
All Tests - State	55.8	51.4	46.0	43.6		49.0

The Connecticut Physical Fitness Assessment (CPFA) is administered to students in Grades 4, 6, 8 and High School (HS). The health-related fitness scores gathered through the CPFA should be used to educate and motivate children and their families to increase physical activity and develop lifetime fitness habits.

Note: Only students assessed in all four areas are included in the All Tests calculation

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2023-24 Cohort Graduation: Four-Year

Student Group	Cohort Count	Rate (%)
Black or African American	N/A	N/A
Hispanic or Latino of any race	9	*
White	72	86.1
English Learners/Multilingual Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	33	75.8
Students with Disabilities	21	71.4
All Students - District	83	83.1
All Students - State		88.9

The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years.

Cohort count includes all students in the cohort as of the end of the 2023-24 school year.

11th and 12th Graders Demonstrating Postsecondary Readiness

Student Group	Count	Rate (%)
Female	38	44.7
Male	22	31.4
Non-Binary	N/A	N/A
Black or African American	0	*
Hispanic or Latino of any race	*	*
White	53	39.8
English Learners/ Multilingual Learners	0	*
Eligible for Free or Reduced-Price Meals	10	20.8
Students with Disabilities	0	0.0
All Students - District	60	38.7
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	83.8	87.9
Male	40.0	*
Non-Binary	N/A	N/A
Black or African American	N/A	*
Hispanic or Latino of any race	*	*
White	*	91.3
English Learners/ Multilingual Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	50.0	*
Students with Disabilities	*	*
All Students - District	61.0	88.0
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	71.0	75	47.3	50	94.6	64.7
ELA Performance Index	High Needs Students	61.6	75	41.1	50	82.1	54.9
Math Performance Index	All Students	67.5	75	45.0	50	90.0	61.1
Math Performance Index	High Needs Students	56.7	75	37.8	50	75.6	50.6
Science Performance Index	All Students	67.7	75	45.1	50	90.2	62.6
Science Performance Index	High Needs Students	59.2	75	39.5	50	79.0	52.1
ELA Academic Growth	All Students	64.5%	100%	64.5	100	64.5	60.6%
ELA Academic Growth	High Needs Students	61.2%	100%	61.2	100	61.2	55.7%
Math Academic Growth	All Students	68.0%	100%	68.0	100	68.0	62.3%
Math Academic Growth	High Needs Students	57.3%	100%	57.3	100	57.3	55.9%
Progress Toward English Proficiency	Literacy	.	100%	.	.	.	58.7%
Progress Toward English Proficiency	Oral	.	100%	.	.	.	55.7%
Chronic Absenteeism	All Students	12.4%	<=5%	35.1	50	70.2	17.2%
Chronic Absenteeism	High Needs Students	19.9%	<=5%	20.1	50	40.2	24.8%
% Taking CCR Courses	All Students	97.4%	75%	50.0	50	100.0	92.4%
% Meeting CCR Benchmark	All Students	38.7%	75%	25.8	50	51.6	47.2%
On-track to High School Graduation	All Students	95.6%	94%	50.0	50	100.0	85.9%
4-year Graduation Rate (2024 Cohort)	All Students	83.1%	94%	88.4	100	88.4	88.9%
6-year Graduation Rate (2022 Cohort)	High Needs Students	88.9%	94%	94.6	100	94.6	87.3%
Postsecondary Entrance (Class of 2024)	All Students	61.0%	75%	81.3	100	81.3	67.0%
Physical Fitness % Meeting Health Standard	All Students	61.9%	75%	41.2	50	82.5	49.0%
Arts Access	All Students	52.0%	60%	43.3	50	86.6	55.1%
Accountability Index				1036.7	1350	76.8	

Physical Fitness Estimated Participation Rate - District: 95.5% | 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	61.6	13.4	16.9	N
Math Performance Index Gap	75.0	56.7	18.3	18.4	N
Science Performance Index Gap	73.7	59.2	14.4	18.2	N
Graduation Rate Gap	94.0%	88.9%	5.1%	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	98.2
ELA	High Needs Students	98.4
Math	All Students	97.7
Math	High Needs Students	97.3
Science	All Students	97.2
Science	High Needs Students	95.6

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: * **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

Lebanon Public Schools is dedicated to ensuring equity and excellence for all students. Through a holistic approach, the district has developed initiatives to enhance its special education programs and services, fostering an inclusive environment where every child thrives.

Recognizing the importance of early intervention and personalized support, Lebanon Public Schools has implemented a revamped multi-tiered system of support, tailored to meet the diverse needs of students. Collaborative teams of educators, specialists, and families work together to develop intervention plans and/or IEPs that address each student's unique strengths and challenges. By leveraging evidence-based practices and assistive technologies, the district empowers students to access the curriculum and participate fully in classroom activities while simultaneously closing achievement gaps.

Through proactive measures and community partnerships, the district attendance committee identifies and addresses the underlying factors contributing to absenteeism. School-based teams collaborate with families to address barriers to attendance, offering support services and resources to promote regular school attendance. By fostering a culture of belonging and support, the district cultivates positive relationships that inspire students to engage actively in their educational journey. This district also focused on restorative practices to support this work.

Central to Lebanon Public Schools' mission is the belief that family engagement is essential to student learning and achievement. The district invests in professional development opportunities to equip staff with the skills and knowledge needed to partner effectively with all families, regardless of background or circumstances. By fostering culturally responsive practices and communication strategies, educators build trusting relationships with families, ensuring that their voices are heard and valued.

Lebanon Public Schools actively involves parents in the planning and improvement of school programs, recognizing them as vital stakeholders in the education system. Stakeholders from across the district actively contributed to the development of the LPS 2030 Strategic Plan through survey responses, focus groups and committee membership. Additionally, through advisory councils, workshops, and community forums, parents collaborate with school leadership to shape policies and initiatives that reflect the diverse needs and aspirations of students and families. By fostering a sense of ownership and shared responsibility, the district strengthens its partnership with families, driving continuous improvement and innovation.

Furthermore, the district provides a range of resources and supports to empower parents in supporting their children's learning at home. Through family workshops, and take-home materials, Lebanon Public Schools equips parents with the tools and strategies needed to reinforce academic skills and promote positive learning habits outside of school hours. By fostering a culture of lifelong learning and collaboration, the district empowers families to play an active role in their children's education, laying the foundation for success in school and beyond.

Efforts to Reduce Racial, Ethnic and Economic Isolation

LPS in an effort to increase and expand interactions among students of all backgrounds, provide our students with diverse experiences. Units of study include opportunities for students to learn about various cultures. Visits from parents & community members enhance the curriculum and give a unique perspective for students related to travel, nontraditional careers and family backgrounds. Field trips and numerous fine arts presentations reduce the isolation in Lebanon and promote learning about people of different origins. Economic isolation is addressed through our 8th grade participation in the LMS "Job Shadow" & LMHS Career Day. Many professions are represented and students spend time with leaders in these fields. LMS continues to pair with an urban school as part of the Project O River Connections Program. LES students are provided with assemblies, thematic instructional topics & literature that foster cultural understanding and enrich their understanding of the world around them. 4th grade students participate in a leadership program with students from other area schools. ELA and social studies teachers at LMS & LMHS worked with the curriculum director to review novels and textbooks used for cultural and racial diversity. The LMS and LMHS World Language Departments expose students to our national and foreign Hispanic culture. North American & European French cultures are also studied. Eligible students are recognized at graduation with the Seal of Biliteracy for attaining a level of proficiency in English and one or more other languages. LMHS participates in the CT Youth Forum which brings students together from many different high schools in the state. LMHS students participate in the Model UN, meeting with delegations from other countries. LMHS students have the opportunity to join other local high schools for a variety of coop sports. Additionally we have given surrounding towns the opportunity to use our sports fields to build relationships and give them an opportunity to feel what it might be like to be a part of Bleed Blue nation. Additionally, diversity assemblies had a focus on lessons/literature during Black History Month. The district also held a Bullying Walk in recognition of UN Anti-Bullying Day.

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Equitable Allocation of Resources among District Schools

The Board of Education members and the administration have high standards and strive to provide a quality education for all students. They advocate for funding that will provide a positive educational experience and prepare all students to be college, career and life ready! The Board of Education and administration are vested in improving student achievement and lobby for appropriate funding each year. We provide resources equitably across the district to improve teaching and learning. The goal is to always move the district in a positive direction and provide for the needs of all learners. To guide this work, the district created a new strategic plan- LPS 2030 . The Board also implemented the Lebanon Public Schools Portrait of a Graduate. This document helps guide expectations for student learning across all grades.

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	1	14.3	6.7
Position Eliminated or Expired	1	14.3	9.8
Position Filled Permanently	0	0.0	0.1
Resigned (no reason given)	2	28.6	32.0
Retired	2	28.6	23.7
Teach/Admin in Other CT Dist	0	0.0	18.0
Teach/Admin in CT Nonpublic School	1	14.3	0.1
Teach/Admin Out-of-State (public or private)	0	0.0	1.3
Terminated	0	0.0	1.2
Took Job Related To Education	0	0.0	2.3
TOTAL	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.