

Connecticut State Department of Education

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2024-25



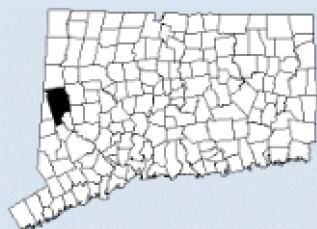
New Milford School District

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District Information

Grade Range	PK-12
Number of Schools/Programs	7
Enrollment	3,532
Per Pupil Expenditures	\$20,708
Total Expenditures	\$76,041,096

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	1,713	48.5	48.4
Male	1,813	51.3	51.5
Non-Binary	6	0.2	0.1
American Indian or Alaska Native	*	*	0.2
Asian	126	3.6	5.2
Black or African American	118	3.3	12.4
Hispanic or Latino of any race	956	27.1	32.1
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	94	2.7	4.8
White	2,232	63.2	45.1
English Learners/Multilingual Learners	325	9.2	11.3
Eligible for Free or Reduced-Price Meals	1,107	31.3	44.8
Students with Disabilities	629	17.8	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	248	14.9	53	3.0
Male	256	14.5	126	6.6
Non-Binary	0	*	0	*
Black or African American	18	15.4	16	12.5
Hispanic or Latino of any race	142	15.0	46	4.4
White	326	15.2	111	4.9
English Learners/Multilingual Learners	56	16.3	24	6.4
Eligible for Free or Reduced-Price Meals	247	20.3	78	5.9
Students with Disabilities	142	23.5	67	9.0
All Students - District	504	14.7	179	4.8
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: 742
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	251.1
General Education Paraprofessionals	16.0
Special Education Teachers and Instructors	55.0
Special Education Paraprofessionals	82.5
District Central Office Administrators	4.0
School Level Administrators	19.0
Library/Media Specialists (Certified)	5.0
Library/Media Support Staff	4.0
Instructional Specialists Who Support Teachers	14.4
Counselors, Social Workers and School Psychologists	28.5
School Nurses	7.9
Other Staff Providing Non-Instructional Services/Support	199.0

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	14.4
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	0	0.0	1.4
Black or African American	4	1.1	4.9
Hispanic or Latino of any race	9	2.4	5.3
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.3
White	367	96.6	87.9

New! Educator Attrition: 2023-24

Educator Type	District Attrition Count	District Attrition Rate (%)	State Attrition Rate (%)
All Educators	41	10.6	6.8
Teachers	35	11.1	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	12	*	11	*
Hispanic or Latino of any race	77	92.8	61	96.8
White	170	98.8	233	98.3
English Learners/Multilingual Learners	19	76.0	*	*
Eligible for Free or Reduced-Price Meals	95	95.0	81	98.8
Students with Disabilities	37	92.5	53	93.0
All Students - District	271	96.4	322	98.2
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	52	51.5
Emotional Disability	23	44.2
Intellectual Disability	*	*
Learning Disability	138	63.0
Other Health Impairment	100	74.6
Other Disabilities	*	*
Speech/Language Impairment	23	67.6
All Disabilities - District	348	59.8
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	112	3.2	2.9
Emotional Disability	52	1.5	1.1
Intellectual Disability	19	0.5	0.6
Learning Disability	220	6.2	6.5
Other Health Impairment	135	3.8	3.6
Other Disabilities	37	1.0	1.1
Speech/Language Impairment	36	1.0	2.0
All Disabilities	611	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	20	3.3	8.2
Private Schools or Other Settings	23	3.8	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	\$45,739,755	\$12,456	\$13,471
Support services - students	\$5,270,823	\$1,471	\$1,826
Support services - instruction	\$1,670,610	\$466	\$972
Support services - general administration	\$1,061,144	\$296	\$568
Support services - school based administration	\$3,834,337	\$1,070	\$1,274
Central and other support services	\$4,945,798	\$1,380	\$761
Operation and maintenance of plant	\$6,711,718	\$1,873	\$2,125
Student transportation services	\$5,488,649	\$1,479	\$1,695
Food services	\$69,428	\$19	\$10
Enterprise operations	\$1,248,835	\$349	\$219
Total	\$76,041,096	\$20,708	\$22,054

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

Special Education Expenditures: 2023-24

Expenditure	District Total (\$)	District Percent (%)	State Percent (%)
Teacher Salaries	\$7,064,654	37.6	26.4
Instructional Aide Salaries	\$2,639,232	14.0	10.1
Other Salaries	\$17,172	0.1	10.5
Employee Benefits	\$1,947,602	10.4	13.3
Purchased Services Other Than Transportation	\$2,369,386	12.6	6.8
Special Education Tuition	\$3,364,492	17.9	22.8
Supplies	\$81,693	0.4	0.6
Property Services	.	.	0.4
Purchased Services For Transportation	\$1,294,252	6.9	8.7
Equipment	\$10,768	0.1	0.2
All Other Expenditures	\$1,599	0.0	0.1
Total	\$18,790,848	100.0	100.0

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

Level	Percent (%)
District	24.7
State	25.7

Expenditures by Revenue Source: 2023-24

Revenue Source	Percent of Total (%) Excluding School Construction
Local	78.3
State	16.6
Federal	3.9
Tuition & Other	1.3

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	0	N/A	0	N/A
Asian	64	71.0	64	69.8	21	74.0
Black or African American	51	56.7	51	53.8	33	50.5
Hispanic or Latino of any race	439	55.3	439	51.8	200	55.5
Native Hawaiian or Other Pacific Islander	*	*	*	*	0	N/A
Two or More Races	*	*	*	*	15	*
White	1,133	65.4	1,127	60.3	509	64.4
English Learners/Multilingual Learners	199	47.4	199	45.7	71	46.9
Non-English Learners/Non-Multilingual Learners	1,533	64.8	1,527	60.0	707	63.4
Eligible for Free or Reduced-Price Meals	615	57.0	612	52.8	262	55.5
Not Eligible for Free or Reduced-Price Meals	1,117	66.0	1,114	61.4	516	65.1
Students with Disabilities	327	48.5	324	42.3	132	47.1
Students without Disabilities	1,405	66.1	1,402	62.0	646	64.9
High Needs	850	55.3	845	50.9	347	54.0
Non-High Needs	882	70.0	881	65.5	431	68.2
All Students - District	1,732	62.8	1,726	58.3	778	61.9

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	77.0	57.8	63.2	86.0	1,253	73.7
Curl Up	79.2	70.3	63.0	83.7	1,252	75.7
Push Up	74.5	57.0	54.0	71.8	1,252	65.5
Mile Run/PACER	59.3	46.5	44.3	40.3	1,244	45.9
All Tests - District	41.3	31.1	35.1	34.0	1,230	35.0
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	8	*
Hispanic or Latino of any race	69	69.6
White	230	91.3
English Learners/Multilingual Learners	13	*
Eligible for Free or Reduced-Price Meals	133	82.0
Students with Disabilities	58	67.2
All Students - District	328	86.6
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	130	44.1
Male	*	*
Non-Binary	*	*
Black or African American	6	25.0
Hispanic or Latino of any race	48	32.9
White	168	41.1
English Learners/ Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	54	29.7
Students with Disabilities	*	*
All Students - District	240	39.4
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	83.2	94.7
Male	*	91.3
Non-Binary	*	*
Black or African American	*	*
Hispanic or Latino of any race	54.0	80.0
White	74.0	95.5
English Learners/ Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	57.7	91.0
Students with Disabilities	45.7	*
All Students - District	70.4	93.2
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	62.8	75	41.9	50	83.7	64.7
ELA Performance Index	High Needs Students	55.3	75	36.9	50	73.7	54.9
Math Performance Index	All Students	58.3	75	38.9	50	77.7	61.1
Math Performance Index	High Needs Students	50.9	75	33.9	50	67.8	50.6
Science Performance Index	All Students	61.9	75	41.2	50	82.5	62.6
Science Performance Index	High Needs Students	54.0	75	36.0	50	72.0	52.1
ELA Academic Growth	All Students	56.6%	100%	56.6	100	56.6	60.6%
ELA Academic Growth	High Needs Students	54.4%	100%	54.4	100	54.4	55.7%
Math Academic Growth	All Students	60.8%	100%	60.8	100	60.8	62.3%
Math Academic Growth	High Needs Students	60.5%	100%	60.5	100	60.5	55.9%
Progress Toward English Proficiency	Literacy	61.8%	100%	30.9	50	61.8	58.7%
Progress Toward English Proficiency	Oral	62.6%	100%	31.3	50	62.6	55.7%
Chronic Absenteeism	All Students	14.7%	<=5%	30.6	50	61.2	17.2%
Chronic Absenteeism	High Needs Students	19.4%	<=5%	21.2	50	42.4	24.8%
% Taking CCR Courses	All Students	97.4%	75%	50.0	50	100.0	92.4%
% Meeting CCR Benchmark	All Students	39.4%	75%	26.3	50	52.5	47.2%
On-track to High School Graduation	All Students	81.8%	94%	43.5	50	87.0	85.9%
4-year Graduation Rate (2024 Cohort)	All Students	86.6%	94%	92.1	100	92.1	88.9%
6-year Graduation Rate (2022 Cohort)	High Needs Students	76.0%	94%	80.9	100	80.9	87.3%
Postsecondary Entrance (Class of 2024)	All Students	70.4%	75%	93.9	100	93.9	67.0%
Physical Fitness % Meeting Health Standard	All Students	35.0%	75%	23.4	50	46.7	49.0%
Arts Access	All Students	54.6%	60%	45.5	50	91.1	55.1%
Accountability Index				1030.5	1450	71.1	

Physical Fitness Estimated Participation Rate - District: 100.0% | 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	70.0	55.3	14.7	16.9	N
Math Performance Index Gap	65.5	50.9	14.6	18.4	N
Science Performance Index Gap	68.2	54.0	14.2	18.2	N
Graduation Rate Gap	94.0%	76.0%	18.0%	8.6%	Y

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	98.7
ELA	High Needs Students	98.5
Math	All Students	98.3
Math	High Needs Students	97.8
Science	All Students	98.3
Science	High Needs Students	97.1

Minimum participation standard is 95%.

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

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

Grade 3 ELA Performance Index for Students with Disabilities:

District: 53.5

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

At New Milford Public Schools, we are deeply committed to fostering an environment where every student can thrive academically, socially, and emotionally. We look to continuously improve our practices and strengthen partnerships with families and the community to ensure our students are well-prepared for their futures. Our district-wide focus on promoting regular school attendance is a cornerstone of this, which we know is critical to student success. We believe that consistent attendance supports academic achievement and helps students build essential habits like responsibility and time management, which are necessary for their post-graduation journey.

Our schools prioritize building strong, trusting relationships with families through open communication and collaboration. For example, our secondary schools conduct weekly reviews of student attendance data to identify patterns and provide early interventions when needed. These interventions include outreach to families, counseling support, or tailored plans to address barriers to attendance. By putting these structures in place, we are addressing truancy proactively and ensuring every student has the opportunity to stay on track.

Another key pillar of our commitment to student well-being is our continued partnership with school-based health centers, now available in all five schools. This achievement, made possible through collaboration with community partners, ensures that students and families have access to mental health resources.

To ensure our schools are welcoming and inclusive spaces, the district's Safe School Climate Council meets regularly to set goals and address needs for creating positive, supportive environments for students, families, and staff. The council focuses on fostering a sense of belonging and promoting kindness. Through these efforts, we want to create school communities where everyone feels valued and respected, which we know is essential for academic success, social development, and emotional well-being.

This year, we are excited to have implemented a new home-school communication tool during the 2024-2025 school year. This platform has transformed how we connect with families, making it easier for teachers and administrators to share updates, announcements, and progress reports. One of the most significant benefits of this tool is its ability to provide real-time translations for families whose first language is not English. With a growing number of multilingual learners in our district, we've also taken steps to make our communication systems more inclusive, such as revising our student registration processes to be more accessible and welcoming.

Inclusion is at the heart of our district's values, and one shining example is our Unified Buddies program. This initiative pairs students with disabilities with their general education peers to participate in sports and extracurricular activities together. Unified Buddies allow meaningful opportunities for students to engage in athletics, build friendships, and experience the joy of teamwork alongside their peers.

Our district has also worked diligently to make our 504 processes more coherent and consistent, ensuring that these accommodations are thoughtfully designed and consistently applied across all our schools.

Efforts to Reduce Racial, Ethnic and Economic Isolation

We are dedicated to cultivating a nurturing, inclusive, safe, educational environment that supports every student. To achieve this, we've established district-wide and school-specific committees that work to ensure our schools remain welcoming spaces for learning and growth. Each school employs a comprehensive self-assessment tool to identify its unique strengths and challenges, setting actionable goals for the upcoming year.

Central to our mission is fostering the social-emotional development of our students, helping them to be confident and agile communicators, informed and reflective critical thinkers, thoughtful and flexible problem solvers, aware and motivated self-navigators, growth-oriented and resilient learners. Our staff prioritizes building meaningful, trusting connections with students, recognizing that these relationships are the foundation of a thriving school community. For example, at NMHS, our Wingman Movement, integrated into the Advisory program, continues to evolve with thoughtfully designed activities that encourage students to build connections, celebrate shared experiences, and embrace their commonalities. We've expanded our partnership with Anonymous Alert to our middle school, providing students with a secure, user-friendly online platform to communicate concerns or ideas directly to school leaders, empowering them to contribute to a positive and safe school environment.

As our district grows increasingly diverse, we are particularly focused on supporting our rising population of multilingual learners. We've undertaken a thorough curriculum coherence audit for our K-12 multilingual learner programs to ensure their success. This process has driven meaningful revisions to our core curriculum, making it more inclusive, clearly articulated, and responsive to the needs of all learners. An example is at the high school, where we've developed program support for students with limited or interrupted formal education. This initiative includes carefully developed curriculum to ensure multilingual learners can earn appropriate English credits while building a strong foundation.

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Equitable Allocation of Resources among District Schools

Data informs our professional learning and resource allocation to ensure needs are addressed. We have examined our tiered invention process and best practices to address students' academic, social, and emotional needs. Data also guides our decisions regarding hiring and where these resources should be placed. .

Extensive training has occurred at the K-5 level to address the Science of Reading initiative. Budget considerations continue to be made to ensure literacy materials are in place. Teachers continued to receive training and coaching in the use of small groups and targeted instruction. Math is an area of focus for K-12. The district is committed to supporting the onboarding of new core materials as well as ensuring funds to support curriculum revision and development are available. A formal process for curriculum development and review is in place before being formally adopted by our Board of Education.

STEM programming is in place, and K-5 students receive formal units of study focusing on communication, collaboration, critical thinking, and creativity. Our elementary coding has expanded and is aligned with the expansion of our middle school computer science curriculum.

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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	3.7	6.7
Position Eliminated or Expired	2	7.4	9.8
Position Filled Permanently	0	0.0	0.1
Resigned (no reason given)	3	11.1	32.0
Retired	9	33.3	23.7
Teach/Admin in Other CT Dist	11	40.7	18.0
Teach/Admin in CT Nonpublic School	0	0.0	0.1
Teach/Admin Out-of-State (public or private)	1	3.7	1.3
Terminated	0	0.0	1.2
Took Job Related To Education	0	0.0	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.