

Connecticut State Department of Education

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2024-25



Plainfield School District

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District Information

Grade Range	PK-12
Number of Schools/Programs	5
Enrollment	1,886
Per Pupil Expenditures	\$20,655
Total Expenditures	\$41,805,074

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	953	50.5	48.4
Male	933	49.5	51.5
Non-Binary	0	0.0	0.1
American Indian or Alaska Native	17	0.9	0.2
Asian	26	1.4	5.2
Black or African American	73	3.9	12.4
Hispanic or Latino of any race	108	5.7	32.1
Native Hawaiian or Other Pacific Islander	8	0.4	0.1
Two or More Races	60	3.2	4.8
White	1,594	84.5	45.1
English Learners/Multilingual Learners	20	1.1	11.3
Eligible for Free or Reduced-Price Meals	1,079	57.2	44.8
Students with Disabilities	381	20.2	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	164	18.2	69	6.9
Male	191	22.1	117	11.9
Non-Binary	0	*	0	*
Black or African American	10	15.9	13	16.9
Hispanic or Latino of any race	25	28.4	12	9.5
White	300	19.9	154	9.3
English Learners/Multilingual Learners	*	*	0	0.0
Eligible for Free or Reduced-Price Meals	255	25.6	137	11.6
Students with Disabilities	103	28.7	60	13.3
All Students - District	355	20.1	186	9.4
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: 496
Number of school-based arrests: 13

District Profile and Performance Report for School Year 2024-25

Plainfield School District

Educators

Full-Time Equivalent (FTE) Staff

Role	FTE
General Education Teachers and Instructors	142.1
General Education Paraprofessionals	7.5
Special Education Teachers and Instructors	26.0
Special Education Paraprofessionals	19.0
District Central Office Administrators	5.0
School Level Administrators	7.0
Library/Media Specialists (Certified)	1.0
Library/Media Support Staff	2.0
Instructional Specialists Who Support Teachers	6.7
Counselors, Social Workers and School Psychologists	17.0
School Nurses	2.0
Other Staff Providing Non-Instructional Services/Support	66.5

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	12.1
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	1	0.5	4.9
Hispanic or Latino of any race	0	0.0	5.3
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.3
White	205	99.5	87.9

New! Educator Attrition: 2023-24

Educator Type	District Attrition Count	District Attrition Rate (%)	State Attrition Rate (%)
All Educators	37	18.2	6.8
Teachers	32	18.9	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	*	*	6	*
Hispanic or Latino of any race	*	*	*	*
White	115	89.1	98	97.0
English Learners/Multilingual Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	63	88.7	54	93.1
Students with Disabilities	28	90.3	30	88.2
All Students - District	129	87.2	117	96.7
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	24	48.0
Emotional Disability	18	56.3
Intellectual Disability	*	*
Learning Disability	98	84.5
Other Health Impairment	31	57.4
Other Disabilities	*	*
Speech/Language Impairment	57	98.3
All Disabilities - District	233	71.3
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

Plainfield School District

Students with Disabilities by Primary Disability

Disability	District Count	District Rate (%)	State Rate (%)
Autism	52	2.9	2.9
Emotional Disability	32	1.8	1.1
Intellectual Disability	*	*	0.6
Learning Disability	116	6.4	6.5
Other Health Impairment	54	3.0	3.6
Other Disabilities	*	*	1.1
Speech/Language Impairment	71	3.9	2.0
All Disabilities	355	19.5	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	25	7.0	8.2
Private Schools or Other Settings	14	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	\$23,051,362	\$11,389	\$13,471
Support services - students	\$3,000,799	\$1,596	\$1,826
Support services - instruction	\$2,914,039	\$1,550	\$972
Support services - general administration	\$495,301	\$263	\$568
Support services - school based administration	\$2,196,301	\$1,168	\$1,274
Central and other support services	\$2,508,420	\$1,334	\$761
Operation and maintenance of plant	\$3,762,478	\$2,001	\$2,125
Student transportation services	\$3,319,344	\$1,845	\$1,695
Food services	.	.	\$10
Enterprise operations	\$557,028	\$296	\$219
Total	\$41,805,074	\$20,655	\$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	\$2,122,638	19.8	26.4
Instructional Aide Salaries	.	.	10.1
Other Salaries	\$2,557,820	23.8	10.5
Employee Benefits	\$1,399,645	13.0	13.3
Purchased Services Other Than Transportation	\$608,681	5.7	6.8
Special Education Tuition	\$3,090,015	28.8	22.8
Supplies	\$174,100	1.6	0.6
Property Services	\$1,380	0.0	0.4
Purchased Services For Transportation	\$776,521	7.2	8.7
Equipment	\$1,057	0.0	0.2
All Other Expenditures	\$830	0.0	0.1
Total	\$10,732,687	100.0	100.0

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

Level	Percent (%)
District	25.7
State	25.7

Expenditures by Revenue Source: 2023-24

Revenue Source	Percent of Total (%) Excluding School Construction
Local	50.6
State	40.0
Federal	6.0
Tuition & Other	3.4

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

Plainfield 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	6	*	*	*	*	*
Asian	12	*	12	*	6	*
Black or African American	31	59.9	31	53.9	15	*
Hispanic or Latino of any race	44	54.6	45	53.6	19	*
Native Hawaiian or Other Pacific Islander	7	*	*	*	*	*
Two or More Races	32	66.8	32	60.6	12	*
White	831	61.6	831	57.2	340	59.7
English Learners/Multilingual Learners	20	54.2	20	50.3	7	*
Non-English Learners/Non-Multilingual Learners	943	61.6	943	57.3	391	60.0
Eligible for Free or Reduced-Price Meals	524	58.6	524	54.5	209	55.5
Not Eligible for Free or Reduced-Price Meals	439	64.9	439	60.4	189	64.8
Students with Disabilities	169	42.2	169	37.2	69	41.0
Students without Disabilities	794	65.5	794	61.4	329	63.9
High Needs	590	57.1	590	53.2	233	55.0
Non-High Needs	373	68.2	373	63.5	165	66.9
All Students - District	963	61.4	963	57.2	398	59.9

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	51.3	63.3	62.0	55.6	417	57.8
Curl Up	89.7	81.7	87.1	75.6	412	85.2
Push Up	71.8	68.3	74.3	71.7	409	71.4
Mile Run/PACER	82.3	57.5	31.4	40.0	398	59.0
All Tests - District	38.7	38.3	25.9	25.6	390	34.4
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

Plainfield School District

2023-24 Cohort Graduation: Four-Year

Student Group	Cohort Count	Rate (%)
Black or African American	*	*
Hispanic or Latino of any race	6	*
White	121	81.0
English Learners/Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	79	75.9
Students with Disabilities	34	64.7
All Students - District	136	80.9
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	53	40.2
Male	38	27.7
Non-Binary	N/A	N/A
Black or African American	*	*
Hispanic or Latino of any race	*	*
White	81	35.2
English Learners/ Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	21	16.3
Students with Disabilities	*	*
All Students - District	91	33.8
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	60.4	89.8
Male	32.2	60.0
Non-Binary	*	N/A
Black or African American	*	*
Hispanic or Latino of any race	*	*
White	46.0	79.7
English Learners/ Multilingual Learners	N/A	*
Eligible for Free or Reduced-Price Meals	35.5	77.1
Students with Disabilities	*	*
All Students - District	45.1	79.7
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

Plainfield 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	61.4	75	41.0	50	81.9	64.7
ELA Performance Index	High Needs Students	57.1	75	38.1	50	76.2	54.9
Math Performance Index	All Students	57.2	75	38.1	50	76.3	61.1
Math Performance Index	High Needs Students	53.2	75	35.5	50	71.0	50.6
Science Performance Index	All Students	59.9	75	39.9	50	79.9	62.6
Science Performance Index	High Needs Students	55.0	75	36.6	50	73.3	52.1
ELA Academic Growth	All Students	59.7%	100%	59.7	100	59.7	60.6%
ELA Academic Growth	High Needs Students	56.7%	100%	56.7	100	56.7	55.7%
Math Academic Growth	All Students	55.2%	100%	55.2	100	55.2	62.3%
Math Academic Growth	High Needs Students	53.9%	100%	53.9	100	53.9	55.9%
Progress Toward English Proficiency	Literacy	.	100%	.	.	.	58.7%
Progress Toward English Proficiency	Oral	.	100%	.	.	.	55.7%
Chronic Absenteeism	All Students	20.1%	<=5%	19.8	50	39.7	17.2%
Chronic Absenteeism	High Needs Students	24.8%	<=5%	10.4	50	20.8	24.8%
% Taking CCR Courses	All Students	91.4%	75%	50.0	50	100.0	92.4%
% Meeting CCR Benchmark	All Students	33.8%	75%	22.6	50	45.1	47.2%
On-track to High School Graduation	All Students	87.1%	94%	46.3	50	92.6	85.9%
4-year Graduation Rate (2024 Cohort)	All Students	80.9%	94%	86.0	100	86.0	88.9%
6-year Graduation Rate (2022 Cohort)	High Needs Students	83.3%	94%	88.7	100	88.7	87.3%
Postsecondary Entrance (Class of 2024)	All Students	45.1%	75%	60.1	100	60.1	67.0%
Physical Fitness % Meeting Health Standard	All Students	34.4%	75%	11.5	50	22.9	49.0%
Arts Access	All Students	55.7%	60%	46.4	50	92.9	55.1%
Accountability Index				896.7	1350	66.4	

Physical Fitness Estimated Participation Rate - District: 70.0% | 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	68.2	57.1	11.1	16.9	N
Math Performance Index Gap	63.5	53.2	10.2	18.4	N
Science Performance Index Gap	66.9	55.0	11.9	18.2	N
Graduation Rate Gap	92.5%	83.3%	9.1%	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	97.5
ELA	High Needs Students	96.2
Math	All Students	97.5
Math	High Needs Students	96.2
Science	All Students	97.8
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: 46.1

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

Plainfield School District

Narratives

School District Improvement Plans and Parental Outreach Activities

Plainfield Public Schools strives to provide an inclusive environment for all students every day. We currently have multiple specialized programs within our schools to address students communication, adaptive, behavioral and cognitive challenges while providing wrap-around services for all students in and out of the classroom.

We have an integrated PreK program that is universal and open to the entire community, as well as a Family Resource Center, where we provide small class sizes in comparison to surrounding districts. All of our PreK classrooms have one dual-certified teacher and at least one para-educator.

Plainfield has five specialized programs in grades K-5 to support students adaptive, behavioral and cognitive needs. These programs are all staffed with a certified special education teacher and at least 2-3 para-educators. We strive to maintain small class sizes in these programs, around 1 staff for every 2 students. Students receive direct instruction, specialized instruction focused on their unique needs, as well as social-emotional support and programming, related services, such as OT, PT and Speech services. Students have opportunities to participate with the same age, general education peers throughout the day.

Plainfield has six specialized programs in grades 6-12. We have two programs within our Middle Schools and four programs located at Plainfield High School. We provide transition 18-22 services for our students through community partnerships, which provides transitional services for students in Grades 10-Post Graduates. Students work on daily living skills, academic skills as well as job site and career coaching throughout the day.

Plainfield Public Schools currently has PT, OT, Speech, Social Work, Guidance Counseling and BCBA services. We have in district and consultation school psychologist to support the evaluations and counseling needs of our students.

Plainfield Public Schools has partnered with a variety of community organizations to provide whole child access and support. We have two active School-Based Health Clinics and expanding to other schools. We have an ongoing partnership with EWIB to provide manufacturing access to students in grades 3-8. In Plainfield we understand it takes a village to support our students and we strive for ongoing partnerships that provide better opportunities for the kids of Plainfield.

Plainfield High Schools provides diverse and robust course offerings for our students. We pride ourselves in encompassing the varied interests and pathways that make our community unique and special. We have a rigorous computer science program, and are one of the first high schools in the state in offering a course in "AI". Our manufacturing and tech ed department is one of the best in the region, and the department's E-Sports team are state champions. Plainfield High was a leader in re-establishing a regional debate tournament, which we proudly won. Our co-academic classes truly reflect the diversity of our interest in our students, while supporting the whole-child.

Our K-5 Literacy program was one of the first to be adopted by the state as an approved High-Quality Reading program that met rigorous state requirements. In Plainfield we always strive to provide a variety of opportunities for all of our students. Two of our elementary schools were SCHOOLS OF DISTINCTION!!!

Efforts to Reduce Racial, Ethnic and Economic Isolation

Plainfield over the past 10 years has seen a rising number of students being eligible for Free and Reduced Lunch as well as transient within the community, as well as a changing racial demographic.

Plainfield currently does not have charter or magnet schools located in its district, however, we actively partner with local magnet schools in the surrounding communities but providing continuous transportation and special education support for students who elect to attend a magnet school.

Plainfield has a curriculum committee that consistently evaluates curriculum to ensure it does not directly or indirectly isolate students from access and foster racial or economic isolation. Plainfield partners with social-emotional agencies to foster strong staff and student, as well as student to student relationships through Institute for Restorative Practices, Yale Center for Emotional Intelligence as well as special consultants to work with staff, students and parents around social justice and race related issues.

Plainfield has an active DEI (Diversity, Equity and Inclusion) Committee that meets with the central office staff and building leadership. At Plainfield Public Schools, we believe that diversity, equity, and inclusion are essential components of a high-quality education. We are committed to fostering a safe and welcoming environment that celebrates the richness and uniqueness of all members of our community.

We recognize that our students and their families bring diverse backgrounds, perspectives, and identities into our classrooms and hallways. We embrace this diversity as a strength and are dedicated to fostering an inclusive environment that celebrates and respects the unique contributions of each student. We affirm our commitment to creating a safe space where all students feel seen, heard, and valued.

District Profile and Performance Report for School Year 2024-25

Plainfield School District

Equitable Allocation of Resources among District Schools

Plainfield Public Schools budgets for students on a need based allocation. Plainfield uses student data around enrollment, special education, and academic/behavioral data to align and re-align resources within the district.

Plainfield has utilized grant funding when necessary to expand teaching staff, programs, professional development and curriculum in order to provide equitable allocation and access to resources.

Plainfield strives to maximize the local and state allocations to the best of our ability, while consistently making student-centered decisions. Plainfield has added programs and services for students while be responsible with local and state funds, utilizing grants, excess aid and the reallocation of resources. Plainfield begins the budget process in late December and collaborative builds the budget with district and building leaders, union leadership and parent leaders (PTO). The district begins to publicly discuss and display the budget in January/February to collect additional stakeholder input while working collaborative with local government and leadership. Plainfield utilizes enrollment and DRG data to ensure allocations are meeting state requirements

District Profile and Performance Report for School Year 2024-25

Plainfield 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	1	4.2	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	0	0.0	6.7
Position Eliminated or Expired	1	4.2	9.8
Position Filled Permanently	0	0.0	0.1
Resigned (no reason given)	11	45.8	32.0
Retired	4	16.7	23.7
Teach/Admin in Other CT Dist	7	29.2	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	0	0.0	1.2
Took Job Related To Education	0	0.0	2.3
TOTAL	24		

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.