

Connecticut State Department of Education

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2024-25



Plainville School District

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District Information

Grade Range	PK-12
Number of Schools/Programs	6
Enrollment	2,223
Per Pupil Expenditures	\$21,283
Total Expenditures	\$49,419,837

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	*	*	48.4
Male	1,187	53.4	51.5
Non-Binary	*	*	0.1
American Indian or Alaska Native	*	*	0.2
Asian	58	2.6	5.2
Black or African American	136	6.1	12.4
Hispanic or Latino of any race	567	25.5	32.1
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	103	4.6	4.8
White	1,351	60.8	45.1
English Learners/Multilingual Learners	181	8.1	11.3
Eligible for Free or Reduced-Price Meals	994	44.7	44.8
Students with Disabilities	354	15.9	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	156	16.1	41	3.9
Male	170	15.3	89	7.3
Non-Binary	0	0.0	0	*
Black or African American	30	25.0	20	14.5
Hispanic or Latino of any race	124	23.0	50	8.4
White	150	11.8	44	3.2
English Learners/Multilingual Learners	37	19.6	12	6.3
Eligible for Free or Reduced-Price Meals	230	25.9	98	9.2
Students with Disabilities	96	30.5	47	11.5
All Students - District	326	15.6	130	5.7
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: 280
Number of school-based arrests: 6

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Educators

Full-Time Equivalent (FTE) Staff

Role	FTE
General Education Teachers and Instructors	162.6
General Education Paraprofessionals	31.3
Special Education Teachers and Instructors	29.0
Special Education Paraprofessionals	82.0
District Central Office Administrators	8.0
School Level Administrators	9.0
Library/Media Specialists (Certified)	2.0
Library/Media Support Staff	2.0
Instructional Specialists Who Support Teachers	12.8
Counselors, Social Workers and School Psychologists	16.0
School Nurses	5.2
Other Staff Providing Non-Instructional Services/Support	157.0

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	14.1
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	4	1.7	4.9
Hispanic or Latino of any race	5	2.1	5.3
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.3
White	231	96.3	87.9

New! Educator Attrition: 2023-24

Educator Type	District Attrition Count	District Attrition Rate (%)	State Attrition Rate (%)
All Educators	30	12.4	6.8
Teachers	26	13.1	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	*	10	*
Hispanic or Latino of any race	45	93.8	34	100.0
White	100	96.2	102	100.0
English Learners/Multilingual Learners	9	*	7	*
Eligible for Free or Reduced-Price Meals	61	93.8	63	100.0
Students with Disabilities	28	84.8	26	100.0
All Students - District	171	94.5	162	100.0
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	21	42.9
Emotional Disability	16	44.4
Intellectual Disability	*	*
Learning Disability	65	73.0
Other Health Impairment	54	77.1
Other Disabilities	*	*
Speech/Language Impairment	17	81.0
All Disabilities - District	176	60.3
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).

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Students with Disabilities by Primary Disability

Disability	District Count	District Rate (%)	State Rate (%)
Autism	54	2.5	2.9
Emotional Disability	36	1.7	1.1
Intellectual Disability	11	0.5	0.6
Learning Disability	89	4.1	6.5
Other Health Impairment	71	3.3	3.6
Other Disabilities	26	1.2	1.1
Speech/Language Impairment	28	1.3	2.0
All Disabilities	315	14.6	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	6	1.9	8.2
Private Schools or Other Settings	14	4.4	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	\$30,927,243	\$13,319	\$13,471
Support services - students	\$1,348,920	\$602	\$1,826
Support services - instruction	\$7,533,437	\$3,362	\$972
Support services - general administration	\$775,837	\$346	\$568
Support services - school based administration	\$2,172,962	\$970	\$1,274
Central and other support services	\$607,899	\$271	\$761
Operation and maintenance of plant	\$3,525,179	\$1,573	\$2,125
Student transportation services	\$2,528,358	\$1,781	\$1,695
Food services	.	.	\$10
Enterprise operations	.	.	\$219
Total	\$49,419,837	\$21,283	\$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	\$2,378,481	23.3	26.4
Instructional Aide Salaries	\$1,596,771	15.7	10.1
Other Salaries	\$1,309,741	12.8	10.5
Employee Benefits	\$1,607,220	15.8	13.3
Purchased Services Other Than Transportation	\$484,655	4.8	6.8
Special Education Tuition	\$1,978,420	19.4	22.8
Supplies	\$20,642	0.2	0.6
Property Services	\$248	0.0	0.4
Purchased Services For Transportation	\$805,609	7.9	8.7
Equipment	\$6,272	0.1	0.2
All Other Expenditures	\$7,004	0.1	0.1
Total	\$10,195,062	100.0	100.0

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

Level	Percent (%)
District	20.6
State	25.7

Expenditures by Revenue Source: 2023-24

Revenue Source	Percent of Total (%) Excluding School Construction
Local	65.2
State	29.1
Federal	5.5
Tuition & Other	0.2

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	*	*	*	*	*	*
Asian	27	73.9	27	74.2	13	*
Black or African American	71	57.5	68	54.1	36	54.2
Hispanic or Latino of any race	271	58.6	269	55.2	122	54.8
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*
Two or More Races	50	65.3	49	59.6	22	57.9
White	705	70.3	700	68.6	322	68.9
English Learners/Multilingual Learners	139	60.1	138	60.8	52	60.3
Non-English Learners/Non-Multilingual Learners	989	67.4	979	64.7	465	64.8
Eligible for Free or Reduced-Price Meals	466	60.4	458	57.9	205	60.7
Not Eligible for Free or Reduced-Price Meals	662	70.9	659	68.6	312	66.8
Students with Disabilities	162	42.8	159	35.4	61	44.3
Students without Disabilities	966	70.5	958	69.0	456	67.1
High Needs	585	59.8	575	57.3	255	59.3
Non-High Needs	543	73.8	542	71.6	262	69.4
All Students - District	1,128	66.5	1,117	64.2	517	64.4

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	75.9	89.0	94.6	88.3	658	87.7
Curl Up	91.2	91.2	89.7	87.0	652	89.7
Push Up	77.4	78.9	81.2	73.2	658	77.8
Mile Run/PACER	76.6	71.3	70.4	61.0	653	69.7
All Tests - District	56.6	60.9	62.6	53.8	645	58.8
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

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2023-24 Cohort Graduation: Four-Year

Student Group	Cohort Count	Rate (%)
Black or African American	12	*
Hispanic or Latino of any race	42	85.7
White	106	96.2
English Learners/Multilingual Learners	12	*
Eligible for Free or Reduced-Price Meals	92	90.2
Students with Disabilities	24	79.2
All Students - District	171	93.6
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	111	67.3
Male	77	43.3
Non-Binary	N/A	N/A
Black or African American	13	56.5
Hispanic or Latino of any race	35	42.7
White	122	59.2
English Learners/ Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	53	41.4
Students with Disabilities	*	*
All Students - District	188	54.8
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	80.0	96.0
Male	70.2	77.1
Non-Binary	N/A	N/A
Black or African American	*	*
Hispanic or Latino of any race	77.8	*
White	74.5	85.7
English Learners/ Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	67.8	78.4
Students with Disabilities	43.5	*
All Students - District	75.0	86.7
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

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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	66.5	75	44.4	50	88.7	64.7
ELA Performance Index	High Needs Students	59.8	75	39.9	50	79.8	54.9
Math Performance Index	All Students	64.2	75	42.8	50	85.6	61.1
Math Performance Index	High Needs Students	57.3	75	38.2	50	76.4	50.6
Science Performance Index	All Students	64.4	75	42.9	50	85.9	62.6
Science Performance Index	High Needs Students	59.3	75	39.5	50	79.0	52.1
ELA Academic Growth	All Students	61.3%	100%	61.3	100	61.3	60.6%
ELA Academic Growth	High Needs Students	56.7%	100%	56.7	100	56.7	55.7%
Math Academic Growth	All Students	71.5%	100%	71.5	100	71.5	62.3%
Math Academic Growth	High Needs Students	65.5%	100%	65.5	100	65.5	55.9%
Progress Toward English Proficiency	Literacy	69.9%	100%	35.0	50	69.9	58.7%
Progress Toward English Proficiency	Oral	64.7%	100%	32.4	50	64.7	55.7%
Chronic Absenteeism	All Students	15.6%	<=5%	28.7	50	57.4	17.2%
Chronic Absenteeism	High Needs Students	24.2%	<=5%	11.7	50	23.4	24.8%
% Taking CCR Courses	All Students	97.1%	75%	50.0	50	100.0	92.4%
% Meeting CCR Benchmark	All Students	54.8%	75%	36.5	50	73.1	47.2%
On-track to High School Graduation	All Students	93.4%	94%	49.7	50	99.4	85.9%
4-year Graduation Rate (2024 Cohort)	All Students	93.6%	94%	99.5	100	99.5	88.9%
6-year Graduation Rate (2022 Cohort)	High Needs Students	89.3%	94%	95.0	100	95.0	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	58.8%	75%	39.2	50	78.3	49.0%
Arts Access	All Students	73.9%	60%	50.0	50	100.0	55.1%
Accountability Index				1130.4	1450	78.0	

Physical Fitness Estimated Participation Rate - District: 93.5% | 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	73.8	59.8	13.9	16.9	N
Math Performance Index Gap	71.6	57.3	14.3	18.4	N
Science Performance Index Gap	69.4	59.3	10.1	18.2	N
Graduation Rate Gap	94.0%	89.3%	4.7%	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	98.3
ELA	High Needs Students	97.5
Math	All Students	97.4
Math	High Needs Students	95.9
Science	All Students	97.3
Science	High Needs Students	95.7

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: 48.4

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

Plainville prides itself on working toward continuous improvement through coherent and aligned school and district improvement plans, all driven by a community-created vision for educational success. Our improvement plans guide all initiatives, strategies and decisions within our schools and district, with a focus on equitable learning opportunities and experiences for all students in order to provide the greatest chance for mastery of skills and content.

We implement a Universal Design for Learning approach to curriculum and lesson design, to allow all students access to meaningful and challenging learning opportunities to prepare them for college and career success. We also have robust, multi-tiered systems of support for both behavior and academics so we can provide the necessary support for students to access their learning. For students with disabilities who require more intensive support to access curriculum and instruction, our special education programming balances specialized instruction with inclusion to ensure our students continue to receive the necessary peer and general education classroom exposure they deserve. Performance data is continuously analyzed to ensure we are meeting the specific needs of each student.

Each school embraces a proactive approach to truancy prevention by routinely examining attendance data through their respective attendance teams to determine the impact of their engagement strategies. District level administrator meetings assist in analyzing this school level attendance data and serve to facilitate discussions regarding best practices. Some of the strategies utilized to improve student attendance are parent letters, phone calls, emails, home visits, partnerships with local agencies such as DCF, juvenile court and mental health providers, utilization of social workers and attendance rewards, celebrations and incentives. Creating stronger connections to school for both parents and students through outreach, programming and surveying are also strategies utilized to improve attendance through both engagement and an increased sense of belonging. To assist with these efforts, the district funds a Family-School Liaison to increase support and outreach to parents and families. These resources and supports remain critical to overcome the lingering negative impacts of the pandemic on student attendance.

Family engagement is a critical component in improving each student's learning experience and sense of belonging. We include parents in various committees, organizations and forums, and also communicate regularly through newsletters, "e-blasts", Google Classrooms, progress reports and text messages in addition to traditional emails and phone calls. Parent conferences are offered at each school throughout the year, and various family events are offered to inform, entertain and/or involve parents in the educational process. We also provide translation services for our families who are non-English speakers. To ensure our families feel connected and supported in Plainville, our registration welcoming center provides families with resources to immediately embrace them as part of the Plainville Community Schools family. Plainville has also received a grant which includes the training and support for home visits with select families to strengthen the home to school relationship.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Plainville has a long-standing partnership with the Connecticut Regional Education Consortium. Approximately 5% of our students are from the Open Choice program, and we continue to maintain that level in our schools. In order to further support and reduce any feelings of isolation among our Open Choice students and families, we have increased our efforts to provide more culturally relevant literature and experiences into our curriculum, instruction and school events and programs. In addition to accepting Open Choice applications, we also support Plainville students attending out of district magnet schools in Hartford and surrounding areas.

In order to enhance our efforts to reduce racial, ethnic and economic isolation, we created the district position of EL, Equity and Student Support Specialist. This position has led to embedded professional learning opportunities for all staff regarding instructional practices to support English learners, cultural sensitivity, and identifying barriers to access and opportunity within our district. We continually strive to diversify our candidate pools to better reflect the student population we serve through improved hiring and recruitment practices. We have also engaged staff, students and the community in our equity efforts through active school, district and community committee work. All schools have implemented various activities to honor student differences, cultures and experiences such as cultural celebrations, parent read-alouds, inviting families to teach about their native language and customs, cultural ambassador programs and curriculum projects.

In addition, we provide access and opportunity through free, universal preschool, college and career fairs, financial assistance or waivers for advanced placement testing and dual enrollment costs, targeted assistance for completion of the FAFSA, improved systems and processes to support and identify students with economic needs, one-to-one devices for all students and internet connectivity assistance when needed.

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Equitable Allocation of Resources among District Schools

The budgeting process in Plainville is based on the district's strategic plan goals and theories of action. Each building principal assesses the needs of the school as it relates to these areas of focus. The budget is then constructed during Administrative Council meetings and individual meetings with school, district and central office administrators. This ensures the allocation of resources is accomplished collaboratively across the district and maintains equity and organizational coherence.

Elementary classrooms across the district benefit from an excellent teacher to student ratio, and every effort is made to balance class sizes across the district. The technology plan ensures equity across buildings, and budgeting for classroom resources is done on a per-student basis. All schools receive Title I support, and therefore students in most need of services are receiving the benefits afforded by the grant. Student performance data is analyzed on a continuous basis to determine any additional student needs within schools and across the district, and resources are allocated and re-allocated based on those needs.

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	2	11.1	2.1
Deceased	0	0.0	0.5
District/School Shut Down	0	0.0	0.0
Moved Out of State	1	5.6	2.2
Personal Reasons	0	0.0	6.7
Position Eliminated or Expired	0	0.0	9.8
Position Filled Permanently	1	5.6	0.1
Resigned (no reason given)	4	22.2	32.0
Retired	4	22.2	23.7
Teach/Admin in Other CT Dist	5	27.8	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	1	5.6	2.3
TOTAL	18		

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.