

Connecticut State Department of Education

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2024-25



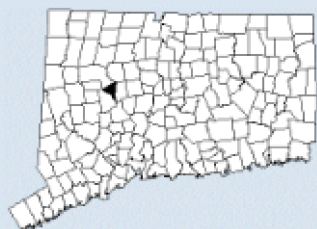
Thomaston School District

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District Information

Grade Range	PK-12
Number of Schools/Programs	4
Enrollment	777
Per Pupil Expenditures	\$21,747
Total Expenditures	\$19,158,931

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	379	48.8	48.4
Male	398	51.2	51.5
Non-Binary	0	0.0	0.1
American Indian or Alaska Native	0	0.0	0.2
Asian	18	2.3	5.2
Black or African American	14	1.8	12.4
Hispanic or Latino of any race	95	12.2	32.1
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	28	3.6	4.8
White	622	80.1	45.1
English Learners/Multilingual Learners	16	2.1	11.3
Eligible for Free or Reduced-Price Meals	307	39.5	44.8
Students with Disabilities	122	15.7	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	39	11.1	15	3.8
Male	62	17.0	48	11.6
Non-Binary	0	0.0	0	*
Black or African American	*	*	*	*
Hispanic or Latino of any race	19	21.6	10	9.7
White	74	12.8	46	7.1
English Learners/Multilingual Learners	*	*	0	*
Eligible for Free or Reduced-Price Meals	63	24.4	39	11.7
Students with Disabilities	30	26.8	17	12.0
All Students - District	101	14.1	63	7.8
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: 93
Number of school-based arrests: 0

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Educators

Full-Time Equivalent (FTE) Staff

Role	FTE
General Education Teachers and Instructors	53.2
General Education Paraprofessionals	5.5
Special Education Teachers and Instructors	13.0
Special Education Paraprofessionals	13.0
District Central Office Administrators	3.5
School Level Administrators	4.0
Library/Media Specialists (Certified)	4.0
Library/Media Support Staff	0.0
Instructional Specialists Who Support Teachers	5.0
Counselors, Social Workers and School Psychologists	7.0
School Nurses	3.0
Other Staff Providing Non-Instructional Services/Support	42.4

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	13.2
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	0	0.0	4.9
Hispanic or Latino of any race	1	1.1	5.3
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.3
White	89	98.9	87.9

New! Educator Attrition: 2023-24

Educator Type	District Attrition Count	District Attrition Rate (%)	State Attrition Rate (%)
All Educators	11	12.2	6.8
Teachers	8	11.9	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	N/A	N/A	N/A	N/A
Hispanic or Latino of any race	*	*	*	*
White	35	97.2	38	100.0
English Learners/Multilingual Learners	*	*	0	*
Eligible for Free or Reduced-Price Meals	14	*	12	*
Students with Disabilities	7	*	6	*
All Students - District	41	97.6	44	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	6	*
Emotional Disability	*	*
Intellectual Disability	0	0
Learning Disability	47	79.7
Other Health Impairment	8	*
Other Disabilities	*	*
Speech/Language Impairment	12	*
All Disabilities - District	80	69.6
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	15	1.9	2.9
Emotional Disability	11	1.4	1.1
Intellectual Disability	*	*	0.6
Learning Disability	59	7.3	6.5
Other Health Impairment	9	1.1	3.6
Other Disabilities	*	*	1.1
Speech/Language Impairment	15	1.9	2.0
All Disabilities	119	14.8	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	\$11,161,541	\$12,669	\$13,471
Support services - students	\$1,348,492	\$1,744	\$1,826
Support services - instruction	\$238,601	\$309	\$972
Support services - general administration	\$1,150,080	\$1,488	\$568
Support services - school based administration	\$1,281,625	\$1,658	\$1,274
Central and other support services	\$477,653	\$618	\$761
Operation and maintenance of plant	\$2,145,099	\$2,775	\$2,125
Student transportation services	\$1,126,515	\$1,227	\$1,695
Food services	.	.	\$10
Enterprise operations	\$229,323	\$297	\$219
Total	\$19,158,931	\$21,747	\$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	\$1,433,249	30.0	26.4
Instructional Aide Salaries	\$334,984	7.0	10.1
Other Salaries	\$219,334	4.6	10.5
Employee Benefits	\$543,026	11.4	13.3
Purchased Services Other Than Transportation	\$664,215	13.9	6.8
Special Education Tuition	\$1,150,223	24.1	22.8
Supplies	\$61,858	1.3	0.6
Property Services	.	.	0.4
Purchased Services For Transportation	\$358,718	7.5	8.7
Equipment	.	.	0.2
All Other Expenditures	\$16,868	0.4	0.1
Total	\$4,782,474	100.0	100.0

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

Level	Percent (%)
District	25.0
State	25.7

Expenditures by Revenue Source: 2023-24

Revenue Source	Percent of Total (%) Excluding School Construction
Local	63.9
State	33.0
Federal	2.4
Tuition & Other	0.7

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	10	*	10	*	*	*
Black or African American	6	*	6	*	*	*
Hispanic or Latino of any race	50	59.2	50	56.4	17	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	12	*	12	*	*	*
White	333	65.4	333	60.4	145	67.9
English Learners/Multilingual Learners	14	*	14	*	6	*
Non-English Learners/Non-Multilingual Learners	397	65.0	397	59.8	165	67.1
Eligible for Free or Reduced-Price Meals	161	60.4	161	55.6	72	64.1
Not Eligible for Free or Reduced-Price Meals	250	67.8	250	62.4	99	69.0
Students with Disabilities	71	46.1	71	42.9	32	51.0
Students without Disabilities	340	68.8	340	63.2	139	70.6
High Needs	201	58.8	201	53.9	85	62.2
Non-High Needs	210	70.7	210	65.3	86	71.5
All Students - District	411	64.9	411	59.7	171	66.9

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	96.9	79.0	95.4	81.1	228	89.0
Curl Up	92.2	72.1	93.8	85.1	237	86.1
Push Up	68.3	52.5	70.8	59.6	236	63.1
Mile Run/PACER	88.7	79.0	80.0	68.1	236	79.7
All Tests - District	61.3	37.7	60.0	54.1	225	53.3
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	*	*
Hispanic or Latino of any race	N/A	N/A
White	43	95.3
English Learners/Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	22	90.9
Students with Disabilities	*	*
All Students - District	45	95.6
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	34	79.1
Male	23	53.5
Non-Binary	N/A	N/A
Black or African American	N/A	N/A
Hispanic or Latino of any race	*	*
White	52	70.3
English Learners/ Multilingual Learners	0	*
Eligible for Free or Reduced-Price Meals	11	42.3
Students with Disabilities	*	*
All Students - District	57	66.3
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	89.3	88.0
Male	*	*
Non-Binary	N/A	N/A
Black or African American	*	N/A
Hispanic or Latino of any race	N/A	*
White	*	86.5
English Learners/ Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	81.0	*
Students with Disabilities	*	*
All Students - District	82.6	85.7
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	64.9	75	43.3	50	86.5	64.7
ELA Performance Index	High Needs Students	58.8	75	39.2	50	78.4	54.9
Math Performance Index	All Students	59.7	75	39.8	50	79.6	61.1
Math Performance Index	High Needs Students	53.9	75	36.0	50	71.9	50.6
Science Performance Index	All Students	66.9	75	44.6	50	89.2	62.6
Science Performance Index	High Needs Students	62.2	75	41.5	50	83.0	52.1
ELA Academic Growth	All Students	57.6%	100%	57.6	100	57.6	60.6%
ELA Academic Growth	High Needs Students	55.7%	100%	55.7	100	55.7	55.7%
Math Academic Growth	All Students	60.9%	100%	60.9	100	60.9	62.3%
Math Academic Growth	High Needs Students	59.2%	100%	59.2	100	59.2	55.9%
Progress Toward English Proficiency	Literacy	.	100%	.	.	.	58.7%
Progress Toward English Proficiency	Oral	.	100%	.	.	.	55.7%
Chronic Absenteeism	All Students	14.1%	<=5%	31.7	50	63.5	17.2%
Chronic Absenteeism	High Needs Students	22.8%	<=5%	14.4	50	28.9	24.8%
% Taking CCR Courses	All Students	98.8%	75%	50.0	50	100.0	92.4%
% Meeting CCR Benchmark	All Students	66.3%	75%	44.2	50	88.4	47.2%
On-track to High School Graduation	All Students	94.3%	94%	50.0	50	100.0	85.9%
4-year Graduation Rate (2024 Cohort)	All Students	95.6%	94%	100.0	100	100.0	88.9%
6-year Graduation Rate (2022 Cohort)	High Needs Students	95.5%	94%	100.0	100	100.0	87.3%
Postsecondary Entrance (Class of 2024)	All Students	82.6%	75%	100.0	100	100.0	67.0%
Physical Fitness % Meeting Health Standard	All Students	53.3%	75%	35.6	50	71.1	49.0%
Arts Access	All Students	54.3%	60%	45.3	50	90.5	55.1%
Accountability Index				1048.8	1350	77.7	

Physical Fitness Estimated Participation Rate - District: 92.2% | 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	70.7	58.8	11.9	16.9	N
Math Performance Index Gap	65.3	53.9	11.3	18.4	N
Science Performance Index Gap	71.5	62.2	9.3	18.2	N
Graduation Rate Gap	94.0%	95.5%	0.0%	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	99.3
ELA	High Needs Students	99.5
Math	All Students	99.3
Math	High Needs Students	99.5
Science	All Students	97.8
Science	High Needs Students	97.8

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

Thomaston Public Schools is committed to continuous improvement through a comprehensive, student-centered approach that enhances educational programs, broadens access to services, and fosters meaningful family and community partnerships. The district operates four full-day, tuition-free, NAEYC-accredited preschool classrooms, ensuring early access to high-quality instruction. It offers robust PK–12 therapeutic programs with embedded clinical staff and partners with Wellmore, Effective School Solutions, and Connecticut Junior Republic to provide crisis response, long-term support, and preventive care.

Academic success is supported through a data-driven framework that integrates instructional coaches, interventionists, and specialists with classroom teachers. Co-teaching models and inclusive related services—speech/language, occupational, and physical therapy—are embedded across grades. The district's formal SRBI (Scientific Research-Based Interventions) process is used to analyze student performance data and adjust instruction accordingly. Weekly professional collaboration time is built into the schedule to support consistency and best practice implementation.

Behavioral support includes access to a full-time Board Certified Behavior Analyst (BCBA), districtwide coaching for teachers and teams, and mentoring opportunities through Torrington Youth Services and the Thomaston Police Department for students and families facing challenges.

Each school hosts a District Attendance Review Board (DARB) to address chronic absenteeism. These teams—comprising the principal, counselor, nurse, and others as needed—review attendance data, engage families in dialogue, and implement tailored interventions to promote consistent school attendance.

Family engagement is highly valued across the district. Each school has an active PTA and offers a range of events, including family literacy and math nights, curriculum workshops, and cultural celebrations. Families contribute to planning through Principal Advisory Councils, climate surveys, and school governance teams. In-person and virtual participation options enhance accessibility and inclusivity.

Communication with families is maintained through the ParentSquare platform, which facilitates timely outreach from district and school staff. Additional communication tools include principal newsletters, social media, teacher websites, and classroom updates. Teachers regularly share student progress, upcoming events, and academic tips with families to build strong home-school connections.

To support families as learning partners, the district provides take-home academic resources, structured curriculum nights, and ongoing access to strategies that promote student success. Professional learning for staff focuses on inclusive engagement, culturally responsive communication, and equity in family partnerships.

At Thomaston High School, the School Counseling Department provides personalized college and career planning, including scholarship support and access to early college experiences. Athletic and extracurricular achievements draw the greater community into school life, fostering town-wide pride. These efforts reflect a unified commitment to continuous growth, collaboration, and excellence in education.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Thomaston Public Schools continues to implement initiatives that reduce racial, ethnic, and economic isolation. The district's full-day preschool program eliminates economic barriers through free enrollment, laying an early foundation for equity. While some students attend regional magnet schools, those remaining in-district benefit from inclusive, culturally responsive instruction and enrichment.

In grades K–6, diversity is embedded in ELA, social studies, art, and music through interdisciplinary units and diverse texts. Students examine global and historical perspectives to build understanding and empathy. School counselors deliver social-emotional lessons on cultural awareness, and character education programs such as BEAR and Project Wisdom promote respect for differences.

Through a grant with EdAdvance, Thomaston Center School offers interdistrict afterschool programs each fall and spring, connecting students with peers from diverse districts. The program is well-received by students and families.

At Thomaston High School, students participate in identity-based groups such as the Gay Straight Alliance and Beauty Inside and Out, as well as advisory activities centered on inclusion. World language classes and cultural events promote global understanding. Annual leadership conferences, forums, and writing workshops expand intercultural experiences.

The high school also offers Advanced Placement and concurrent enrollment courses that enable students to earn college credit. The College and Career Accelerator (CCA) program provides early access to postsecondary coursework and workforce credentials in high-demand fields such as education and manufacturing. These pathways broaden access to college and career success and reduce economic barriers.

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Equitable Allocation of Resources among District Schools

Resource allocation in Thomaston Public Schools is a collaborative process guided by school and district administrators during annual budget development and biweekly Administrative Council meetings. This approach ensures strategic alignment with student needs and promotes equitable distribution of staff, programs, and instructional resources.

Cross-district sharing is routinely practiced. Staff, services, and supports are deployed based on enrollment, academic trends, and special education requirements. Curriculum materials, professional learning, and intervention programs are equitably provided across all schools and grade levels. Every PK–12 student receives a Chromebook to ensure access to technology and digital learning.

The district reviews climate survey data to identify and address perceived inequities and uses annual staffing and budgeting processes to guide resource decisions. A districtwide PTA enhances access to enrichment opportunities across schools. These strategies collectively support Thomaston’s commitment to equity, excellence, and inclusive educational experiences.

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Thomaston School District

Appendix A

2023-24 Exit Reasons for Certified Educators

Exit reasons are reported by districts in the Educator Data System (EDS) based on the information provided by exiting educators.

Exit Reason	District Count	District Percent (%)	State Percent (%)
Another Profession	0	0.0	2.1
Deceased	0	0.0	0.5
District/School Shut Down	0	0.0	0.0
Moved Out of State	0	0.0	2.2
Personal Reasons	2	20.0	6.7
Position Eliminated or Expired	3	30.0	9.8
Position Filled Permanently	0	0.0	0.1
Resigned (no reason given)	1	10.0	32.0
Retired	0	0.0	23.7
Teach/Admin in Other CT Dist	2	20.0	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	2	20.0	2.3
TOTAL	10		

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.