

Connecticut State Department of Education

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2024-25



Wolcott School District

Shawn Simpson, Superintendent • 203-879-8183 • <http://www.wolcottps.org/>

District Information

Grade Range	PK-12
Number of Schools/Programs	8
Enrollment	2,100
Per Pupil Expenditures	\$18,475
Total Expenditures	\$41,957,484

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	1,028	49.0	48.4
Male	1,072	51.0	51.5
Non-Binary	0	0.0	0.1
American Indian or Alaska Native	*	*	0.2
Asian	55	2.6	5.2
Black or African American	96	4.6	12.4
Hispanic or Latino of any race	387	18.4	32.1
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	61	2.9	4.8
White	1,496	71.2	45.1
English Learners/Multilingual Learners	116	5.5	11.3
Eligible for Free or Reduced-Price Meals	735	35.0	44.8
Students with Disabilities	355	16.9	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	62	6.3	18	1.7
Male	79	7.7	57	5.1
Non-Binary	0	*	0	*
Black or African American	7	7.6	*	*
Hispanic or Latino of any race	40	10.7	17	4.1
White	90	6.3	49	3.2
English Learners/Multilingual Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	75	10.2	41	5.0
Students with Disabilities	50	15.9	27	6.8
All Students - District	141	7.0	75	3.5
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: 248
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	166.6
General Education Paraprofessionals	13.0
Special Education Teachers and Instructors	26.0
Special Education Paraprofessionals	78.0
District Central Office Administrators	1.0
School Level Administrators	11.0
Library/Media Specialists (Certified)	2.0
Library/Media Support Staff	5.0
Instructional Specialists Who Support Teachers	11.0
Counselors, Social Workers and School Psychologists	15.0
School Nurses	5.0
Other Staff Providing Non-Instructional Services/Support	131.0

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	9.5
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	1	0.4	1.4
Black or African American	0	0.0	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	1	0.4	0.3
White	227	97.0	87.9

New! Educator Attrition: 2023-24

Educator Type	District Attrition Count	District Attrition Rate (%)	State Attrition Rate (%)
All Educators	18	7.5	6.8
Teachers	14	7.1	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	8	*	10	*
Hispanic or Latino of any race	16	*	25	92.6
White	104	91.2	111	95.7
English Learners/Multilingual Learners	*	*	0	*
Eligible for Free or Reduced-Price Meals	33	86.8	51	91.1
Students with Disabilities	16	80.0	27	93.1
All Students - District	133	89.9	158	94.6
All Students - State		89.2		95.3

College-and-Career-Readiness Courses include Advanced Placement®(AP), International Baccalaureate®(IB), Career and Technical Education(CTE), workplace experience and dual credit courses.

Students with Disabilities Spending 80% or Greater Time with Nondisabled Peers

Disability	Count	Rate (%)
Autism	*	*
Emotional Disability	16	59.3
Intellectual Disability	*	*
Learning Disability	85	67.5
Other Health Impairment	52	78.8
Other Disabilities	0	0
Speech/Language Impairment	29	93.5
All Disabilities - District	198	62.1
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	51	2.4	2.9
Emotional Disability	27	1.3	1.1
Intellectual Disability	10	0.5	0.6
Learning Disability	126	5.9	6.5
Other Health Impairment	66	3.1	3.6
Other Disabilities	16	0.7	1.1
Speech/Language Impairment	36	1.7	2.0
All Disabilities	332	15.5	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	9	2.7	8.2
Private Schools or Other Settings	16	4.8	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	\$27,400,165	\$12,065	\$13,471
Support services - students	\$2,063,938	\$973	\$1,826
Support services - instruction	\$571,647	\$270	\$972
Support services - general administration	\$1,146,471	\$541	\$568
Support services - school based administration	\$2,308,224	\$1,088	\$1,274
Central and other support services	\$960,299	\$453	\$761
Operation and maintenance of plant	\$4,265,723	\$2,011	\$2,125
Student transportation services	\$2,639,124	\$1,152	\$1,695
Food services	.	.	\$10
Enterprise operations	\$601,893	\$284	\$219
Total	\$41,957,484	\$18,475	\$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	\$3,237,758	35.0	26.4
Instructional Aide Salaries	\$1,606,464	17.4	10.1
Other Salaries	\$379,132	4.1	10.5
Employee Benefits	\$652,658	7.0	13.3
Purchased Services Other Than Transportation	\$711,619	7.7	6.8
Special Education Tuition	\$1,792,617	19.4	22.8
Supplies	\$60,233	0.7	0.6
Property Services	.	.	0.4
Purchased Services For Transportation	\$802,649	8.7	8.7
Equipment	\$15,445	0.2	0.2
All Other Expenditures	\$500	0.0	0.1
Total	\$9,259,076	100.0	100.0

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

Level	Percent (%)
District	22.1
State	25.7

Expenditures by Revenue Source: 2023-24

Revenue Source	Percent of Total (%) Excluding School Construction
Local	63.5
State	32.9
Federal	3.6
Tuition & Other	0.1

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	32	74.0	32	73.3	13	*
Black or African American	45	60.1	45	56.8	23	52.5
Hispanic or Latino of any race	189	68.9	189	63.4	83	63.8
Native Hawaiian or Other Pacific Islander	*	*	*	*	0	N/A
Two or More Races	22	74.7	22	71.2	*	*
White	781	71.4	780	69.2	342	67.2
English Learners/Multilingual Learners	86	62.9	86	62.0	37	56.7
Non-English Learners/Non-Multilingual Learners	987	71.3	986	68.3	436	66.9
Eligible for Free or Reduced-Price Meals	365	66.4	364	63.1	152	60.0
Not Eligible for Free or Reduced-Price Meals	708	72.8	708	70.3	321	68.9
Students with Disabilities	169	48.3	168	45.2	72	47.9
Students without Disabilities	904	74.8	904	72.0	401	69.3
High Needs	474	63.5	473	60.5	196	58.5
Non-High Needs	599	76.3	599	73.6	277	71.4
All Students - District	1,073	70.6	1,072	67.8	473	66.1

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	81.3	67.3	67.4	81.0	619	73.8
Curl Up	83.3	74.7	68.5	86.5	620	77.7
Push Up	71.5	67.3	63.5	79.1	620	70.0
Mile Run/PACER	88.2	84.0	65.7	62.2	620	74.5
All Tests - District	51.4	43.3	35.4	46.9	619	43.8
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	8	*
Hispanic or Latino of any race	29	86.2
White	114	92.1
English Learners/Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	74	81.1
Students with Disabilities	43	69.8
All Students - District	164	90.2
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	99	63.1
Male	75	47.5
Non-Binary	N/A	N/A
Black or African American	10	50.0
Hispanic or Latino of any race	19	41.3
White	131	57.0
English Learners/ Multilingual Learners	0	*
Eligible for Free or Reduced-Price Meals	38	40.4
Students with Disabilities	0	0.0
All Students - District	174	55.2
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	98.6
Male	60.8	84.3
Non-Binary	N/A	N/A
Black or African American	*	*
Hispanic or Latino of any race	60.0	*
White	72.1	90.8
English Learners/ Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	61.9	94.9
Students with Disabilities	40.5	*
All Students - District	70.1	92.6
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	70.6	75	47.1	50	94.2	64.7
ELA Performance Index	High Needs Students	63.5	75	42.4	50	84.7	54.9
Math Performance Index	All Students	67.8	75	45.2	50	90.4	61.1
Math Performance Index	High Needs Students	60.5	75	40.3	50	80.6	50.6
Science Performance Index	All Students	66.1	75	44.0	50	88.1	62.6
Science Performance Index	High Needs Students	58.5	75	39.0	50	78.0	52.1
ELA Academic Growth	All Students	62.1%	100%	62.1	100	62.1	60.6%
ELA Academic Growth	High Needs Students	59.9%	100%	59.9	100	59.9	55.7%
Math Academic Growth	All Students	65.8%	100%	65.8	100	65.8	62.3%
Math Academic Growth	High Needs Students	61.7%	100%	61.7	100	61.7	55.9%
Progress Toward English Proficiency	Literacy	64.4%	100%	32.2	50	64.4	58.7%
Progress Toward English Proficiency	Oral	67.3%	100%	33.6	50	67.3	55.7%
Chronic Absenteeism	All Students	7.0%	<=5%	46.1	50	92.1	17.2%
Chronic Absenteeism	High Needs Students	10.4%	<=5%	39.1	50	78.2	24.8%
% Taking CCR Courses	All Students	92.4%	75%	50.0	50	100.0	92.4%
% Meeting CCR Benchmark	All Students	55.2%	75%	36.8	50	73.7	47.2%
On-track to High School Graduation	All Students	95.5%	94%	50.0	50	100.0	85.9%
4-year Graduation Rate (2024 Cohort)	All Students	90.2%	94%	96.0	100	96.0	88.9%
6-year Graduation Rate (2022 Cohort)	High Needs Students	93.8%	94%	99.7	100	99.7	87.3%
Postsecondary Entrance (Class of 2024)	All Students	70.1%	75%	93.5	100	93.5	67.0%
Physical Fitness % Meeting Health Standard	All Students	43.8%	75%	29.2	50	58.4	49.0%
Arts Access	All Students	25.8%	60%	21.5	50	43.0	55.1%
Accountability Index				1135.3	1450	78.3	

Physical Fitness Estimated Participation Rate - District: 98.3% | State: 95.6%

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in the student group or the indicator is not applicable based on grades served.

Gap Indicator	Non-High Needs Rate	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev	Is Gap an Outlier?
ELA Performance Index Gap	75.0	63.5	11.5	16.9	N
Math Performance Index Gap	73.6	60.5	13.2	18.4	N
Science Performance Index Gap	71.4	58.5	12.9	18.2	N
Graduation Rate Gap	94.0%	93.8%	0.3%	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	98.8
ELA	High Needs Students	97.8
Math	All Students	98.7
Math	High Needs Students	97.6
Science	All Students	98.4
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: 49.3

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

Wolcott continuously works toward improvement through a Strategic Growth Plan and individual School Improvement Plans. These plans are rooted in a shared Profile of the Graduate in which we strive to ensure that students are critical thinkers, committed to growth, and engage in and contribute to the local community and beyond. Our School community engaged in a multi-year collaborative process to develop a new mission and vision, as well as update our Profile of the Graduate which represents our vision for the 21st century skills, traits, and attributes that are essential for success in college, career, and life.

We provide a strong program of professional learning for faculty and support staff to improve their skills in the development and implementation of individualized education plans (IEPs), curriculum, and teaching and learning that aligns to the goals of the Connecticut Core Standards (CCS).

The Student Services Department continually strives to improve parent communication and engagement. We review, revise, and improve documents that are shared with families at PPT, 504, and other meetings to ensure that family members are well apprised of their rights and our services in a way that is understandable to families. Wolcott Public Schools provides transition services for students at the high school level. The district provides professional development to staff in a multi-sensory approach to teaching and learning to meet the academic and emotional needs of students. Consultants to Wolcott Public Schools include Certified Behavior Technicians, Psychiatrists, and Neuropsychologists, each of whom play an important role in supporting our most involved students.

We use Multi-Tiered System of Supports (MTSS) to provide comprehensive support for all students, focusing on academic, behavioral, and social-emotional needs. We use a tiered approach to offer increasingly intensive interventions as needed. In addition to Response to Intervention (RTI) programming in literacy and math, we use an RTI behavioral model which addresses the behavioral needs of our students. Wolcott Public Schools also continues to implement instructional and assistive technology strategies to ensure that all students can access the curriculum.

The district uses a proactive approach to chronic absenteeism/ truancy via a school based attendance committees that examine attendance data, and reaches out to parents through letters, phone calls, emails, and home visits. When necessary, the district partners with local agencies, including DCF, juvenile court, and community-based mental health service providers to support students and families in resolving attendance issues.

Parents engage faculty and administrators at open houses, parent workshops and teacher/counselor conferences. There are parent-teacher organizations at each school. District level administrators, school based administrators, and teachers use monthly newsletters and weekly "news-blasts" through Parent Square, that keeps parents informed about what is happening at the district, school, and classroom level via email, text, phone calls, and a digital bulletin board.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Wolcott Public Schools continue to value and seek opportunities for teachers and students to participate with others from diverse backgrounds in order to reduce racial, ethnic, and economic isolation. Wolcott has a long-standing partnership with the Area Cooperative Educational Services (ACES). ACES has partnered with the district to train administrators and teachers on school climate as it relates to teaching and learning with an equitable lens. In the 2022-2023 school year, the district updated its policy on Equity and Diversity as well as its policy on responding to Bias/Hate based incidents.

The district believes that educational equity benefits all students, and that recognizing perspectives beyond one's own is a critical component in teaching greater open-mindedness, increased empathy and understanding, and deeper learning and growth. Teaching and learning promote mutual respect, civility, diversity of thought and ideas, and positive communication in the classroom and community as a whole.

The district participated in Hartford and Waterbury magnet schools, sending approximately 150 students each year.

Our participation in the CAPTivating Kids initiative is purposefully designed to connect students with those from other cultures and demographics. We have also been working with People Investing In People, this program is designed to have high school students help students in Africa learn Technology, through video chat.

Through our own curricular efforts and also through programming with our parent groups, students gain access to a wide variety of cultural programming and events. Schools hold "town hall" meetings, community outreach events, Model UN, and presentations aim to bring a wide variety of cultural perspectives to students of Wolcott.

The 35 members of our district-wide data team continually research and address disproportionalities and equity gaps in data about student outcomes. Addressing equity gaps is a mandatory portion of each administrator's yearly performance evaluation.

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Equitable Allocation of Resources among District Schools

The budgeting process in Wolcott is based on making the Profile of the Graduate come to fruition. This includes a strategic budget process. Each building principal assesses the needs of the school as it relates to their school growth plan which is in turn connected to the Profile of the Graduate.

The budget is then created during individual meetings with budget owners, administrative council meetings, finance committee meetings, and strategic budget meetings with the Board of Education.

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 IT department has a continuous technology plan that ensures equity across buildings on a continuous cycle.

In regards to intervention, the students who need more support receive it. The interventionist's time is equitably divided between the schools with lower performance. For example, all schools have access to math and reading interventionists, but those schools whose data shows more need, will receive more intervention time from personnel to support this effort.

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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	0	0.0	6.7
Position Eliminated or Expired	1	8.3	9.8
Position Filled Permanently	0	0.0	0.1
Resigned (no reason given)	2	16.7	32.0
Retired	6	50.0	23.7
Teach/Admin in Other CT Dist	0	0.0	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	3	25.0	2.3
TOTAL	12		

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.