

Connecticut State Department of Education

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2024-25



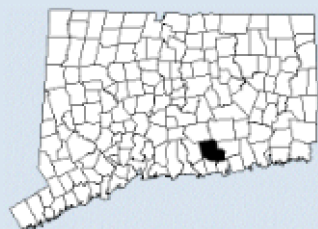
Regional School District 04

Brian White, Superintendent • 860-526-2417 • <http://www.reg4.k12.ct.us>

District Information

Grade Range	7-12
Number of Schools/Programs	3
Enrollment	646
Per Pupil Expenditures	\$29,496
Total Expenditures	\$21,532,226

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	305	47.2	48.4
Male	334	51.7	51.5
Non-Binary	7	1.1	0.1
American Indian or Alaska Native	*	*	0.2
Asian	7	1.1	5.2
Black or African American	*	*	12.4
Hispanic or Latino of any race	64	9.9	32.1
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	24	3.7	4.8
White	543	84.1	45.1
English Learners/Multilingual Learners	14	2.2	11.3
Eligible for Free or Reduced-Price Meals	174	26.9	44.8
Students with Disabilities	122	18.9	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	*	*	11	3.6
Male	48	14.5	37	10.9
Non-Binary	*	*	0	*
Black or African American	*	*	*	*
Hispanic or Latino of any race	12	19.4	*	*
White	74	13.8	41	7.5
English Learners/Multilingual Learners	*	*	0	*
Eligible for Free or Reduced-Price Meals	35	21.3	21	10.8
Students with Disabilities	40	33.9	14	10.5
All Students - District	93	14.6	48	7.4
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: 53
Number of school-based arrests: 0

District Profile and Performance Report for School Year 2024-25

Regional School District 04

Educators

Full-Time Equivalent (FTE) Staff

Role	FTE
General Education Teachers and Instructors	56.6
General Education Paraprofessionals	1.9
Special Education Teachers and Instructors	10.0
Special Education Paraprofessionals	24.5
District Central Office Administrators	1.8
School Level Administrators	4.0
Library/Media Specialists (Certified)	2.0
Library/Media Support Staff	1.0
Instructional Specialists Who Support Teachers	0.8
Counselors, Social Workers and School Psychologists	10.0
School Nurses	2.0
Other Staff Providing Non-Instructional Services/Support	41.1

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	12.2
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	1	1.1	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	86	97.7	87.9

New! Educator Attrition: 2023-24

Educator Type	District Attrition Count	District Attrition Rate (%)	State Attrition Rate (%)
All Educators	10	11.1	6.8
Teachers	8	11.8	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	*	*	0	*
Hispanic or Latino of any race	13	*	17	*
White	86	97.7	100	94.3
English Learners/Multilingual Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	27	96.4	36	92.3
Students with Disabilities	13	*	29	93.5
All Students - District	105	98.1	123	93.9
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	9	36.0
Emotional Disability	13	*
Intellectual Disability	*	*
Learning Disability	30	76.9
Other Health Impairment	25	73.5
Other Disabilities	*	*
Speech/Language Impairment	*	*
All Disabilities - District	81	63.3
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

Regional School District 04

Students with Disabilities by Primary Disability

Disability	District Count	District Rate (%)	State Rate (%)
Autism	25	3.8	2.9
Emotional Disability	17	2.6	1.1
Intellectual Disability	7	1.1	0.6
Learning Disability	39	5.9	6.5
Other Health Impairment	34	5.2	3.6
Other Disabilities	*	*	1.1
Speech/Language Impairment	*	*	2.0
All Disabilities	128	19.4	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	6.3	8.2
Private Schools or Other Settings	12	9.4	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	\$11,569,803	\$15,849	\$13,471
Support services - students	\$1,681,200	\$2,358	\$1,826
Support services - instruction	\$263,061	\$369	\$972
Support services - general administration	\$1,233,433	\$1,730	\$568
Support services - school based administration	\$1,591,852	\$2,233	\$1,274
Central and other support services	\$1,093,706	\$1,534	\$761
Operation and maintenance of plant	\$2,778,000	\$3,896	\$2,125
Student transportation services	\$979,083	\$1,334	\$1,695
Food services	\$342,088	\$480	\$10
Enterprise operations	.	.	\$219
Total	\$21,532,226	\$29,496	\$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	\$993,961	22.3	26.4
Instructional Aide Salaries	\$621,824	13.9	10.1
Other Salaries	\$165,431	3.7	10.5
Employee Benefits	\$401,134	9.0	13.3
Purchased Services Other Than Transportation	\$77,133	1.7	6.8
Special Education Tuition	\$1,692,251	37.9	22.8
Supplies	\$38,306	0.9	0.6
Property Services	\$1,715	0.0	0.4
Purchased Services For Transportation	\$468,815	10.5	8.7
Equipment	\$3,033	0.1	0.2
All Other Expenditures	\$780	0.0	0.1
Total	\$4,464,384	100.0	100.0

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

Level	Percent (%)
District	20.7
State	25.7

Expenditures by Revenue Source: 2023-24

Revenue Source	Percent of Total (%) Excluding School Construction
Local	89.8
State	8.0
Federal	2.2
Tuition & Other	0.0

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

Regional School District 04

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	*	*	*	*	*	*
Black or African American	*	*	*	*	*	*
Hispanic or Latino of any race	27	60.2	27	55.9	19	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	10	*	10	*	6	*
White	248	65.5	248	63.5	170	68.0
English Learners/Multilingual Learners	10	*	10	*	*	*
Non-English Learners/Non-Multilingual Learners	282	65.7	282	63.3	*	*
Eligible for Free or Reduced-Price Meals	74	55.0	74	54.0	49	55.3
Not Eligible for Free or Reduced-Price Meals	218	68.5	218	65.6	152	70.1
Students with Disabilities	41	40.8	41	37.7	26	44.8
Students without Disabilities	251	69.0	251	66.8	175	69.7
High Needs	98	52.1	98	50.7	64	53.3
Non-High Needs	194	71.6	194	68.7	137	72.6
All Students - District	292	65.1	292	62.7	201	66.5

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	N/A	N/A	86.2	89.7	191	88.0
Curl Up	N/A	N/A	87.0	94.8	188	91.0
Push Up	N/A	N/A	76.7	85.4	186	81.2
Mile Run/PACER	N/A	N/A	58.7	63.3	182	61.0
All Tests - District	N/A	N/A	54.7	54.4	176	54.5
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

Regional School District 04

2023-24 Cohort Graduation: Four-Year

Student Group	Cohort Count	Rate (%)
Black or African American	*	*
Hispanic or Latino of any race	13	*
White	118	95.8
English Learners/Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	49	93.9
Students with Disabilities	32	81.3
All Students - District	142	95.8
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	79	75.2
Male	*	*
Non-Binary	*	*
Black or African American	*	*
Hispanic or Latino of any race	16	50.0
White	131	67.5
English Learners/ Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	32	47.8
Students with Disabilities	6	13.3
All Students - District	153	64.3
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.

Copyright © 2025 The College Board. www.collegeboard.org

ACT® statistics derived from data provided by ACT, Inc.

Copyright © 2025 ACT, Inc. www.act.org

IB® statistics derived from data provided by the International Baccalaureate Organization.

Copyright © International Baccalaureate Organization 2025

College Entrance and Persistence

Student Group	Class of 2024 Entrance Rate (%)	Class of 2023 Persistence Rate (%)
Female	79.4	93.3
Male	58.3	*
Non-Binary	N/A	*
Black or African American	*	*
Hispanic or Latino of any race	*	*
White	71.8	90.6
English Learners/ Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	48.9	85.0
Students with Disabilities	48.4	*
All Students - District	68.6	91.6
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

District Profile and Performance Report for School Year 2024-25

Regional School District 04

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	65.1	75	43.4	50	86.7	64.7
ELA Performance Index	High Needs Students	52.1	75	34.7	50	69.4	54.9
Math Performance Index	All Students	62.7	75	41.8	50	83.6	61.1
Math Performance Index	High Needs Students	50.7	75	33.8	50	67.6	50.6
Science Performance Index	All Students	66.5	75	44.3	50	88.6	62.6
Science Performance Index	High Needs Students	53.3	75	35.5	50	71.1	52.1
ELA Academic Growth	All Students	55.8%	100%	55.8	100	55.8	60.6%
ELA Academic Growth	High Needs Students	47.3%	100%	47.3	100	47.3	55.7%
Math Academic Growth	All Students	60.5%	100%	60.5	100	60.5	62.3%
Math Academic Growth	High Needs Students	47.2%	100%	47.2	100	47.2	55.9%
Progress Toward English Proficiency	Literacy	.	100%	.	.	.	58.7%
Progress Toward English Proficiency	Oral	.	100%	.	.	.	55.7%
Chronic Absenteeism	All Students	14.6%	<=5%	30.8	50	61.7	17.2%
Chronic Absenteeism	High Needs Students	25.0%	<=5%	10.0	50	20.0	24.8%
% Taking CCR Courses	All Students	95.8%	75%	50.0	50	100.0	92.4%
% Meeting CCR Benchmark	All Students	64.3%	75%	42.9	50	85.7	47.2%
On-track to High School Graduation	All Students	93.7%	94%	49.9	50	99.7	85.9%
4-year Graduation Rate (2024 Cohort)	All Students	95.8%	94%	100.0	100	100.0	88.9%
6-year Graduation Rate (2022 Cohort)	High Needs Students	92.6%	94%	98.5	100	98.5	87.3%
Postsecondary Entrance (Class of 2024)	All Students	68.6%	75%	91.5	100	91.5	67.0%
Physical Fitness % Meeting Health Standard	All Students	54.5%	75%	18.2	50	36.4	49.0%
Arts Access	All Students	52.1%	60%	43.4	50	86.9	55.1%
Accountability Index				979.4	1350	72.5	

Physical Fitness Estimated Participation Rate - District: 85.0% | 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	71.6	52.1	19.6	16.9	Y
Math Performance Index Gap	68.7	50.7	18.1	18.4	N
Science Performance Index Gap	72.6	53.3	19.3	18.2	Y
Graduation Rate Gap	94.0%	92.6%	1.4%	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	98.0
ELA	High Needs Students	96.1
Math	All Students	98.0
Math	High Needs Students	96.1
Science	All Students	97.6
Science	High Needs Students	95.5

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: N/A

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

Regional School District 04

Narratives

School District Improvement Plans and Parental Outreach Activities

Region 4 Schools (John Winthrop Middle School - Valley Regional High School) emphasize the academic and social development of each and every student. The focus on academic rigor in reading, mathematics, writing, and the sciences has demonstrated steady progress across the region. Curriculum revisions and professional development have focused on alignment with the Common Core State Standards. Professional development and curriculum writing are anchored in the use of technology, data analysis, and the utilization of both formative and summative assessments. School improvement plans monitor student achievement in reading, mathematics, writing, and inquiry skills. The district has implemented the use of a technology program to assist in data analysis and curriculum development.

Both schools use a professional learning community (PLC) model where time is allotted for meaningful professional conversations about student achievement. While there has been a steady growth trend, the Region 4 Schools are committed to continuous growth and improvement in meeting our goal of excellence for every student.

At JWMS and VRHS, a school-based student assistance team meets weekly to review student attendance issues and plan intervention strategies. Each week students are engaged in an advisory period and an activity period to foster deeper connections between students, staff, and the school. School staff members coordinate services for the students within our buildings to improve student attendance and active participation in the school community. If the problem persists, parents are notified by telephone and in writing when their child does not arrive at school, and other actions are taken as outlined by state statutes. At the middle school and high school, students who are identified as at-risk through the SRBI referral process for social, emotional, and/or academic concerns receive intervention support in the following ways: in-class support, small group instruction, one-on-one instruction, counseling, and in-house alternative programming. At VRHS, schedule modifications (late arrival or early dismissal) accommodate community-based internships and are also a successful intervention strategy.

In the area of special education, we have focused on increasing the co-teaching partnerships in our classrooms. Such learning environments have provided students with an exceptional student-teacher ratio and opportunities to differentiate and meet individual student needs. Our Professional Development model provides a series of workshops for teaching teams to increase the use of parallel and station teaching to better meet the needs of our diverse student population. These co-teaching teams have benefited from video modeling to expand their teaching repertoire and skill set. Each school has a skills center to provide services within our district for our students most in need of a highly individualized program.

The school websites contain valuable information for parents such as special activities and programs. The website provides parents with information on District Goals, Board of Education minutes, mission statement, Board Policies and a calendar of events. Our School Calendar-Parent Handbook is another vehicle to increase parent-school contact. Additionally, there is a mentor program to assist at-risk students that includes on-going communication with families.

Efforts to Reduce Racial, Ethnic and Economic Isolation

John Winthrop Middle School incorporates overarching themes of diversity, tolerance, and respect in weekly Advisory Connection Team (ACT) lessons for all students. Incoming students from three elementary schools participate in Unity Day events at JWMS to set a tone of acceptance for all students prior to their arrival. Students from JWMS have participated regularly in Middlesex Consortium's "Celebrating Differences for a Better Tomorrow" at Wesleyan University. As a result of this conference, our students have a greater understanding and appreciation of the diverse world around them.

To encourage tolerance and acceptance, all students participate in Start with Hello Day, Mix It Up Day, and Positive Youth Development Day activities, which feature opportunities for new interaction between students to celebrate differences and cultivate new relationships. In addition, programs and assemblies are scheduled throughout the year to support efforts to reduce racial, ethnic, and economic isolation.

The Valley Regional High School advisory program (CORE) curriculum for grades 9-12 provides many opportunities for students to engage in activities to raise awareness of discrimination, to prepare students to be active and positive citizens in a diverse, global society, and to promote acceptance of other cultures. Students actively participated in community service with Interact Club, National Honor Society, and Student Council. Students also participated in a school-wide Warriors in the Community service event that involved the entire student body and staff engaged in community service projects in all three of our towns. Each year our students also participate in a number of cultural exchanges to expand their awareness, experience, and interaction with students and families of other cultures. In addition to several educational trips to France and Spain, our students also host students from a variety of other countries.

District Profile and Performance Report for School Year 2024-25

Regional School District 04

Equitable Allocation of Resources among District Schools

Region 4 School District consists of John Winthrop Middle School and Valley Regional High School. Region 4 allocates resources to ensure equity and address needs each year, primarily during the budget process. The budget development process for Region 4 Schools ensures equitable allocation of resources between the two schools in the district. Building and central office administrators develop a proposed budget for the district collaboratively. Specifically, the process begins with a student enrollment projection to determine instructional needs to support student instruction, including but not limited to, staffing, textbooks, instructional supplies, and library media supplies. Analyses of expenditures from the previous school year are conducted. The analyses include a review of instructional versus non-instructional costs, the study of budgeted vs. actual expenditures, impact on facilities, etc. The budget is reviewed to ensure that it corresponds with requirements of statutes, educational goals, district policies, and collective bargaining agreements. The school budgets are combined to develop a budget that is presented to the citizens of the three towns for approval.

District Profile and Performance Report for School Year 2024-25

Regional School District 04

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	3	50.0	6.7
Position Eliminated or Expired	0	0.0	9.8
Position Filled Permanently	0	0.0	0.1
Resigned (no reason given)	1	16.7	32.0
Retired	2	33.3	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	0	0.0	2.3
TOTAL	6		

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.