

Connecticut State Department of Education

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2024-25



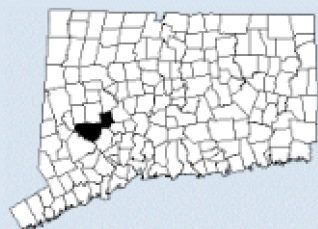
Regional School District 15

Joshua Smith, Superintendent • 203-758-8259 • <http://www.region15.org>

District Information

Grade Range	PK-12
Number of Schools/Programs	8
Enrollment	3,368
Per Pupil Expenditures	\$24,519
Total Expenditures	\$86,503,215

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	1,774	52.7	51.5
Non-Binary	*	*	0.1
American Indian or Alaska Native	*	*	0.2
Asian	159	4.7	5.2
Black or African American	76	2.3	12.4
Hispanic or Latino of any race	353	10.5	32.1
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	123	3.7	4.8
White	2,652	78.7	45.1
English Learners/Multilingual Learners	66	2.0	11.3
Eligible for Free or Reduced-Price Meals	461	13.7	44.8
Students with Disabilities	638	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	155	9.8	26	1.6
Male	*	*	96	5.3
Non-Binary	*	*	0	*
Black or African American	*	*	*	*
Hispanic or Latino of any race	45	12.9	24	6.4
White	214	8.2	83	3.1
English Learners/Multilingual Learners	8	11.6	*	*
Eligible for Free or Reduced-Price Meals	73	14.8	28	5.3
Students with Disabilities	78	13.1	49	7.1
All Students - District	284	8.6	122	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: 567
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	245.1
General Education Paraprofessionals	43.5
Special Education Teachers and Instructors	51.0
Special Education Paraprofessionals	105.0
District Central Office Administrators	6.0
School Level Administrators	17.0
Library/Media Specialists (Certified)	8.0
Library/Media Support Staff	5.0
Instructional Specialists Who Support Teachers	21.0
Counselors, Social Workers and School Psychologists	24.0
School Nurses	11.8
Other Staff Providing Non-Instructional Services/Support	195.5

In the **full-time equivalent count**, staff members working part-time in the school are counted as a fraction of full-time. For example, a teacher who works half-time in a school contributes 0.50 to the school's staff count.

Classroom Teacher Attendance: 2023-24

Level	Average Number of FTE Days Absent Due to Illness or Personal Time
District	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	0.3	1.4
Black or African American	3	0.8	4.9
Hispanic or Latino of any race	4	1.1	5.3
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	1	0.3	0.3
White	365	97.6	87.9

New! Educator Attrition: 2023-24

Educator Type	District Attrition Count	District Attrition Rate (%)	State Attrition Rate (%)
All Educators	27	7.3	6.8
Teachers	23	7.9	7.6

Teacher Attrition Rate is defined as the percent of certified teachers who were teaching in the district in 2022-23 but were not teaching in the district in 2023-24.

All Educator Attrition Rate is defined as the percent of certified educators who were staffed in a certified educator position in the district in 2022-23 but were not staffed in a certified educator position in the district in 2023-24.

Note: See Appendix A for exit reasons.

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School

Student Group	11th Count	11th Rate (%)	12th Count	12th Rate (%)
Black or African American	*	*	6	*
Hispanic or Latino of any race	13	44.8	16	*
White	138	73.8	192	95.0
English Learners/Multilingual Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	21	58.3	43	97.7
Students with Disabilities	28	57.1	47	92.2
All Students - District	172	70.5	239	94.5
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	44	44.0
Emotional Disability	28	65.1
Intellectual Disability	*	*
Learning Disability	168	75.3
Other Health Impairment	116	85.3
Other Disabilities	*	*
Speech/Language Impairment	45	91.8
All Disabilities - District	406	68.9
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	103	3.0	2.9
Emotional Disability	43	1.3	1.1
Intellectual Disability	16	0.5	0.6
Learning Disability	224	6.6	6.5
Other Health Impairment	136	4.0	3.6
Other Disabilities	35	1.0	1.1
Speech/Language Impairment	58	1.7	2.0
All Disabilities	615	18.1	17.8

This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

Students with Disabilities Placed Outside of the District

Classroom Setting	District Count	District Rate (%)	State Rate (%)
Public Schools in Other Districts	25	4.1	8.2
Private Schools or Other Settings	18	2.9	4.5

This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

Overall Expenditures: 2023-24

Expenditure	District Total (\$)	District Per Pupil (\$)	State Per Pupil (\$)
Instruction	\$50,207,321	\$14,231	\$13,471
Support services - students	\$6,804,480	\$1,994	\$1,826
Support services - instruction	\$2,348,042	\$688	\$972
Support services - general administration	\$4,349,960	\$1,275	\$568
Support services - school based administration	\$5,087,830	\$1,491	\$1,274
Central and other support services	\$839,592	\$246	\$761
Operation and maintenance of plant	\$8,841,811	\$2,591	\$2,125
Student transportation services	\$6,663,876	\$1,909	\$1,695
Food services	.	.	\$10
Enterprise operations	\$1,360,303	\$399	\$219
Total	\$86,503,215	\$24,519	\$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	\$6,854,058	27.8	26.4
Instructional Aide Salaries	\$3,720,292	15.1	10.1
Other Salaries	\$1,530,531	6.2	10.5
Employee Benefits	\$2,623,110	10.7	13.3
Purchased Services Other Than Transportation	\$913,469	3.7	6.8
Special Education Tuition	\$5,993,376	24.4	22.8
Supplies	\$109,092	0.4	0.6
Property Services	\$44,720	0.2	0.4
Purchased Services For Transportation	\$2,792,102	11.3	8.7
Equipment	\$27,658	0.1	0.2
All Other Expenditures	\$3,419	0.0	0.1
Total	\$24,611,827	100.0	100.0

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

Level	Percent (%)
District	28.5
State	25.7

Expenditures by Revenue Source: 2023-24

Revenue Source	Percent of Total (%) Excluding School Construction
Local	86.2
State	11.1
Federal	2.5
Tuition & Other	0.3

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	94	75.5	94	79.2	46	78.8
Black or African American	50	66.2	50	63.8	18	*
Hispanic or Latino of any race	178	61.7	177	59.8	75	60.7
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*
Two or More Races	72	67.8	72	69.3	26	67.6
White	1,453	69.7	1,451	69.6	612	70.8
English Learners/Multilingual Learners	67	58.1	67	59.8	26	54.6
Non-English Learners/Non-Multilingual Learners	1,782	69.5	1,779	69.4	753	70.5
Eligible for Free or Reduced-Price Meals	261	59.9	261	57.9	104	57.4
Not Eligible for Free or Reduced-Price Meals	1,588	70.6	1,585	70.8	675	72.0
Students with Disabilities	324	49.5	324	47.7	129	49.1
Students without Disabilities	1,525	73.2	1,522	73.6	650	74.2
High Needs	525	56.2	525	55.3	211	55.3
Non-High Needs	1,324	74.1	1,321	74.5	568	75.5
All Students - District	1,849	69.0	1,846	69.0	779	70.0

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	96.7	76.7	83.5	93.7	1,039	87.0
Curl Up	95.4	82.4	88.9	86.6	1,031	88.1
Push Up	84.5	77.5	87.2	85.7	1,035	83.6
Mile Run/PACER	81.1	85.6	78.5	75.1	1,025	80.3
All Tests - District	71.7	55.5	64.7	66.1	1,019	64.1
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	9	*
Hispanic or Latino of any race	22	86.4
White	213	98.6
English Learners/Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	47	93.6
Students with Disabilities	45	88.9
All Students - District	267	97.0
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	170	67.5
Male	142	58.0
Non-Binary	N/A	N/A
Black or African American	*	*
Hispanic or Latino of any race	17	36.2
White	251	64.5
English Learners/ Multilingual Learners	0	*
Eligible for Free or Reduced-Price Meals	31	38.8
Students with Disabilities	15	15.0
All Students - District	312	62.8
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	90.7	97.7
Male	81.9	95.8
Non-Binary	N/A	N/A
Black or African American	*	*
Hispanic or Latino of any race	71.4	*
White	87.0	96.9
English Learners/ Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	71.7	96.9
Students with Disabilities	63.8	96.6
All Students - District	86.1	96.9
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	69.0	75	46.0	50	92.1	64.7
ELA Performance Index	High Needs Students	56.2	75	37.5	50	75.0	54.9
Math Performance Index	All Students	69.0	75	46.0	50	92.0	61.1
Math Performance Index	High Needs Students	55.3	75	36.8	50	73.7	50.6
Science Performance Index	All Students	70.0	75	46.7	50	93.3	62.6
Science Performance Index	High Needs Students	55.3	75	36.8	50	73.7	52.1
ELA Academic Growth	All Students	54.7%	100%	54.7	100	54.7	60.6%
ELA Academic Growth	High Needs Students	49.3%	100%	49.3	100	49.3	55.7%
Math Academic Growth	All Students	60.9%	100%	60.9	100	60.9	62.3%
Math Academic Growth	High Needs Students	52.3%	100%	52.3	100	52.3	55.9%
Progress Toward English Proficiency	Literacy	66.3%	100%	33.2	50	66.3	58.7%
Progress Toward English Proficiency	Oral	72.1%	100%	36.1	50	72.1	55.7%
Chronic Absenteeism	All Students	8.6%	<=5%	42.9	50	85.8	17.2%
Chronic Absenteeism	High Needs Students	13.0%	<=5%	34.1	50	68.2	24.8%
% Taking CCR Courses	All Students	82.7%	75%	50.0	50	100.0	92.4%
% Meeting CCR Benchmark	All Students	62.8%	75%	41.9	50	83.7	47.2%
On-track to High School Graduation	All Students	95.6%	94%	50.0	50	100.0	85.9%
4-year Graduation Rate (2024 Cohort)	All Students	97.0%	94%	100.0	100	100.0	88.9%
6-year Graduation Rate (2022 Cohort)	High Needs Students	96.4%	94%	100.0	100	100.0	87.3%
Postsecondary Entrance (Class of 2024)	All Students	86.1%	75%	100.0	100	100.0	67.0%
Physical Fitness % Meeting Health Standard	All Students	64.1%	75%	42.7	50	85.4	49.0%
Arts Access	All Students	75.3%	60%	50.0	50	100.0	55.1%
Accountability Index				1147.9	1450	79.2	

Physical Fitness Estimated Participation Rate - District: 96.4% | 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	74.1	56.2	17.9	16.9	Y
Math Performance Index Gap	74.5	55.3	19.2	18.4	Y
Science Performance Index Gap	75.0	55.3	19.7	18.2	Y
Graduation Rate Gap	94.0%	96.4%	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	99.2
ELA	High Needs Students	98.2
Math	All Students	99.0
Math	High Needs Students	98.2
Science	All Students	99.2
Science	High Needs Students	98.6

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: 54.0

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

The Superintendent, in collaboration with the Board of Education, continues to implement four district-wide theories of action. These serve as the foundation for improvement planning, curriculum development, professional learning, and classroom practice. The goal is to ensure academic and social-emotional success for all students.

Region 15 is actively enhancing its Multi-Tiered System of Supports (MTSS) to include clearer criteria for intervention, a stronger focus on Tier 1 instruction, and more consistent progress monitoring. These updates ensure students receive targeted support without unnecessary referrals to special education. For students identified as requiring special education, Region 15 offers a full continuum of services. Whenever possible, students with disabilities are integrated into general education settings, promoting inclusion and equity.

The district employs social workers, Board Certified Behavior Analysts, school psychologists, and school counselors who support student well-being and improve attendance. A district team meets regularly to identify students at risk of truancy and sends monthly notifications to families and schools. These specialists provide early intervention and outreach, helping students stay engaged and connected to learning.

Family engagement is a core priority in Region 15. Families participate through open houses, parent-teacher conferences, and targeted workshops held throughout the year. Workshop topics have included social-emotional learning, trauma-informed practices, internet safety, and transition planning for students with disabilities. These events support families in reinforcing learning at home and navigating school systems.

Staff across the district receive ongoing professional development on building effective partnerships with families. This includes training on cultural responsiveness, communication strategies, and collaborative problem-solving. Teachers and administrators are encouraged to create welcoming environments that reflect and respect the diversity of our families.

Parent voices are central to school improvement efforts. Each school has an active Parent Teacher Organization (PTO), and representatives meet monthly with the Superintendent to share feedback, raise concerns, and contribute ideas. The PTOs partner with schools to enhance programming and sponsor events that build community, such as movie nights and family outings.

Region 15 communicates with families through multiple channels. These include School Messenger emails, school and district websites, content-specific newsletters (e.g., math, equity and inclusion), school-based newsletters, and weekly Superintendent updates. Teachers may also use Google Classroom or class websites to share assignments and announcements. Social media platforms managed by school leaders and teachers provide real-time updates and celebrate student achievements.

Together, these systems and strategies support the district's commitment to student success, family partnership, and continuous improvement across all areas, including special education, attendance, and learning at home.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Region 15 continued its commitment to reducing racial, ethnic, and economic isolation through inclusive classroom instruction, school-wide events, curriculum development, and community engagement. Ongoing curriculum revisions ensure that students encounter “windows, mirrors, and sliding glass doors” that reflect and broaden their understanding of diverse perspectives. Professional learning on meeting the needs of all students is provided to all staff, including paraprofessionals. Throughout the year, cultural arts programs and assemblies expose students to a variety of global traditions, music, and celebrations.

Students are also encouraged to engage with the broader community through events such as the Southbury Holiday Celebration, the Spring Extravaganza, and Art in the Park—activities that promote representation and inclusivity beyond the school walls.

Each school supports student leadership teams that coordinate fundraisers and service projects benefiting local food banks, clothing drives, and charitable organizations. These opportunities help foster empathy, civic engagement, and a sense of shared responsibility among students across all grade levels.

Region 15 continues to prioritize diversity in educator recruitment. The district has participated in the Connecticut Teacher Residency Program since 2021, sponsoring one elementary-level candidate annually. To expand outreach, Region 15 also attends diversity-focused job fairs and posts job openings on platforms such as Nemnet. Currently, the district employs over 380 certified staff members and serves approximately 3,300 students.

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Equitable Allocation of Resources among District Schools

Region 15 is committed to the equitable allocation of resources across all schools. Building principals, district administrators, and central office staff collaborate to develop a budget aligned with school-specific needs and the district's theories of action. Principals work with staff to assess curricular and operational priorities, which inform budget recommendations. Financial resources are allocated annually based on these needs, while technology and facility funding follows long-term planning to address the most critical updates.

Staffing levels are closely monitored to ensure equitable access to programs and services across the district. Class sizes are determined using recommended planning numbers developed by the school system.

Throughout the budget process, the Superintendent, Board of Education, and district leaders host community meetings to share budget priorities and gather public feedback, ensuring transparency and responsiveness to stakeholders.

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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	1	20.0	2.2
Personal Reasons	0	0.0	6.7
Position Eliminated or Expired	0	0.0	9.8
Position Filled Permanently	0	0.0	0.1
Resigned (no reason given)	2	40.0	32.0
Retired	1	20.0	23.7
Teach/Admin in Other CT Dist	1	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	0	0.0	2.3
TOTAL	5		

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.