

Connecticut State Department of Education

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2024-25



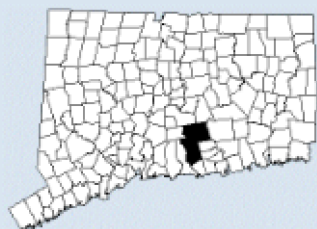
Regional School District 17

Jeffrey Wihbey, Superintendent • 860-345-4534 • <https://www.rsd17.org/>

District Information

Grade Range	PK-12
Number of Schools/Programs	6
Enrollment	1,716
Per Pupil Expenditures	\$25,947
Total Expenditures	\$46,263,062

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	879	51.2	51.5
Non-Binary	*	*	0.1
American Indian or Alaska Native	*	*	0.2
Asian	22	1.3	5.2
Black or African American	*	*	12.4
Hispanic or Latino of any race	86	5.0	32.1
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	57	3.3	4.8
White	1,529	89.1	45.1
English Learners/Multilingual Learners	11	0.6	11.3
Eligible for Free or Reduced-Price Meals	278	16.2	44.8
Students with Disabilities	313	18.2	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	34	4.1	22	2.6
Male	50	5.9	47	5.3
Non-Binary	0	*	0	*
Black or African American	*	*	*	*
Hispanic or Latino of any race	*	*	*	*
White	73	4.9	63	4.1
English Learners/Multilingual Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	24	9.4	17	5.5
Students with Disabilities	26	8.8	25	6.9
All Students - District	84	5.0	69	3.9
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: 97
Number of school-based arrests: 0

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Educators

Full-Time Equivalent (FTE) Staff

Role	FTE
General Education Teachers and Instructors	133.0
General Education Paraprofessionals	10.0
Special Education Teachers and Instructors	24.0
Special Education Paraprofessionals	54.0
District Central Office Administrators	7.0
School Level Administrators	8.0
Library/Media Specialists (Certified)	3.0
Library/Media Support Staff	2.5
Instructional Specialists Who Support Teachers	7.0
Counselors, Social Workers and School Psychologists	15.0
School Nurses	5.0
Other Staff Providing Non-Instructional Services/Support	111.4

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	7.9
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	0.5	1.4
Black or African American	0	0.0	4.9
Hispanic or Latino of any race	2	1.0	5.3
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.3
White	196	98.5	87.9

New! Educator Attrition: 2023-24

Educator Type	District Attrition Count	District Attrition Rate (%)	State Attrition Rate (%)
All Educators	27	13.1	6.8
Teachers	21	12.7	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	*	*	*	*
White	96	85.0	110	97.3
English Learners/Multilingual Learners	0	*	*	*
Eligible for Free or Reduced-Price Meals	14	70.0	15	*
Students with Disabilities	12	48.0	15	*
All Students - District	104	82.5	124	96.9
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	14	42.4
Emotional Disability	21	77.8
Intellectual Disability	*	*
Learning Disability	84	88.4
Other Health Impairment	56	83.6
Other Disabilities	*	*
Speech/Language Impairment	44	97.8
All Disabilities - District	222	78.4
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	35	2.1	2.9
Emotional Disability	27	1.6	1.1
Intellectual Disability	7	0.4	0.6
Learning Disability	95	5.6	6.5
Other Health Impairment	68	4.0	3.6
Other Disabilities	14	0.8	1.1
Speech/Language Impairment	52	3.1	2.0
All Disabilities	298	17.7	17.8

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

Students with Disabilities Placed Outside of the District

Classroom Setting	District Count	District Rate (%)	State Rate (%)
Public Schools in Other Districts	6	2.0	8.2
Private Schools or Other Settings	11	3.7	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	\$24,756,471	\$13,885	\$13,471
Support services - students	\$4,843,981	\$2,754	\$1,826
Support services - instruction	\$1,509,727	\$858	\$972
Support services - general administration	\$1,204,475	\$685	\$568
Support services - school based administration	\$1,819,903	\$1,035	\$1,274
Central and other support services	\$2,855,950	\$1,624	\$761
Operation and maintenance of plant	\$5,400,858	\$3,070	\$2,125
Student transportation services	\$3,871,696	\$2,128	\$1,695
Food services	.	.	\$10
Enterprise operations	.	.	\$219
Total	\$46,263,062	\$25,947	\$22,054

Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Special Education Expenditures: 2023-24

Expenditure	District Total (\$)	District Percent (%)	State Percent (%)
Teacher Salaries	\$2,867,549	23.7	26.4
Instructional Aide Salaries	\$1,294,974	10.7	10.1
Other Salaries	\$356,823	3.0	10.5
Employee Benefits	\$3,014,754	25.0	13.3
Purchased Services Other Than Transportation	\$114,624	0.9	6.8
Special Education Tuition	\$2,645,229	21.9	22.8
Supplies	\$74,791	0.6	0.6
Property Services	.	.	0.4
Purchased Services For Transportation	\$1,036,898	8.6	8.7
Equipment	\$2,650	0.0	0.2
All Other Expenditures	\$668,258	5.5	0.1
Total	\$12,076,550	100.0	100.0

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

Level	Percent (%)
District	26.1
State	25.7

Expenditures by Revenue Source: 2023-24

Revenue Source	Percent of Total (%) Excluding School Construction
Local	86.0
State	12.3
Federal	1.7
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).

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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
Asian	13	*	13	*	7	*
Black or African American	*	*	*	*	8	*
Hispanic or Latino of any race	41	79.6	41	76.9	15	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	34	69.2	34	67.6	12	*
White	859	74.6	858	71.5	380	73.5
English Learners/Multilingual Learners	8	*	8	*	6	*
Non-English Learners/Non-Multilingual Learners	952	74.8	951	71.7	416	73.9
Eligible for Free or Reduced-Price Meals	136	65.7	136	63.0	59	64.1
Not Eligible for Free or Reduced-Price Meals	824	76.1	823	73.0	363	75.3
Students with Disabilities	170	55.3	170	50.6	77	50.6
Students without Disabilities	790	78.8	789	76.1	345	78.9
High Needs	264	61.3	264	57.6	120	58.4
Non-High Needs	696	79.7	695	76.9	302	79.8
All Students - District	960	74.6	959	71.5	422	73.7

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	90.1	86.8	83.2	97.4	533	88.9
Curl Up	93.8	97.8	94.0	97.4	533	95.7
Push Up	78.5	89.7	88.0	92.3	533	87.1
Mile Run/PACER	89.3	91.9	74.5	64.1	533	80.3
All Tests - District	65.6	75.7	64.9	64.1	529	67.7
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	6	*
White	121	97.5
English Learners/Multilingual Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	23	87.0
Students with Disabilities	21	90.5
All Students - District	138	96.4
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	*	*
Male	87	60.4
Non-Binary	*	*
Black or African American	*	*
Hispanic or Latino of any race	*	*
White	147	65.0
English Learners/ Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	15	41.7
Students with Disabilities	7	17.1
All Students - District	167	65.7
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	94.1	98.6
Male	*	86.0
Non-Binary	*	N/A
Black or African American	N/A	N/A
Hispanic or Latino of any race	*	*
White	82.2	93.2
English Learners/ Multilingual Learners	N/A	*
Eligible for Free or Reduced-Price Meals	80.0	*
Students with Disabilities	57.1	83.3
All Students - District	81.8	92.9
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	74.6	75	49.8	50	99.5	64.7
ELA Performance Index	High Needs Students	61.3	75	40.9	50	81.7	54.9
Math Performance Index	All Students	71.5	75	47.7	50	95.4	61.1
Math Performance Index	High Needs Students	57.6	75	38.4	50	76.7	50.6
Science Performance Index	All Students	73.7	75	49.2	50	98.3	62.6
Science Performance Index	High Needs Students	58.4	75	38.9	50	77.8	52.1
ELA Academic Growth	All Students	66.6%	100%	66.6	100	66.6	60.6%
ELA Academic Growth	High Needs Students	59.0%	100%	59.0	100	59.0	55.7%
Math Academic Growth	All Students	65.7%	100%	65.7	100	65.7	62.3%
Math Academic Growth	High Needs Students	53.8%	100%	53.8	100	53.8	55.9%
Progress Toward English Proficiency	Literacy	.	100%	.	.	.	58.7%
Progress Toward English Proficiency	Oral	.	100%	.	.	.	55.7%
Chronic Absenteeism	All Students	5.0%	<=5%	49.9	50	99.9	17.2%
Chronic Absenteeism	High Needs Students	7.8%	<=5%	44.3	50	88.6	24.8%
% Taking CCR Courses	All Students	89.8%	75%	50.0	50	100.0	92.4%
% Meeting CCR Benchmark	All Students	65.7%	75%	43.8	50	87.7	47.2%
On-track to High School Graduation	All Students	97.1%	94%	50.0	50	100.0	85.9%
4-year Graduation Rate (2024 Cohort)	All Students	96.4%	94%	100.0	100	100.0	88.9%
6-year Graduation Rate (2022 Cohort)	High Needs Students	94.4%	94%	100.0	100	100.0	87.3%
Postsecondary Entrance (Class of 2024)	All Students	81.8%	75%	100.0	100	100.0	67.0%
Physical Fitness % Meeting Health Standard	All Students	67.7%	75%	45.1	50	90.2	49.0%
Arts Access	All Students	61.8%	60%	50.0	50	100.0	55.1%
Accountability Index				1143.1	1350	84.7	

Physical Fitness Estimated Participation Rate - District: 96.9% | 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	61.3	13.7	16.9	N
Math Performance Index Gap	75.0	57.6	17.4	18.4	N
Science Performance Index Gap	75.0	58.4	16.6	18.2	N
Graduation Rate Gap	94.0%	94.4%	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	99.1
ELA	High Needs Students	97.4
Math	All Students	99.0
Math	High Needs Students	97.4
Science	All Students	98.8
Science	High Needs Students	98.4

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: 62.2

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

Regional School District 17 continues the use of building-based Continuous Improvement Plans with measurable goals and action steps in academic achievement, family engagement, and school climate aligned to the District's Strategic Operating Plan, Vision of the Graduate and District Mission and Vision. Common planning and data team structures are provided for all teachers in PreK-12 to ensure data-driven planning and instruction. Through our data teams reflection, collaboration, and planning at the grade, school and district levels occur.

Through various funding sources, a professional development plan, overseen by the PDEC committee, is in place to align with the District Continuous Improvement Plan, and feedback from staff is analyzed. The district continues to support professional development opportunities including the Science of Reading, Building Thinking Classrooms, Marzano's New Art and Science of Teaching, Artificial Intelligence, and School Climate. In the past year, the district partnered with Literacy How, Great Minds, and Marzano Resources to deliver high quality professional development to staff. Curricula are aligned with applicable national or state frameworks for instruction and are updated through a cyclical process overseen by the District Curriculum Council. The district maintains a comprehensive coaching and intervention structure to assist in ELA and mathematics. MTSS systems and structures are implemented district-wide to ensure individual needs are met including benchmark screening assessments, tiers of intervention for behavior, SEL and academic concerns, progress monitoring and frequent communication with families.

Student Services continues to focus on increasing the inclusion of disabled students with non-disabled students and continue to use formal pre-referral models at all schools. Ongoing collaboration between regular education and special education staff supports new initiatives in the areas of teaching and learning. Grades 3-5 math and special education participated in 20 hours of PD around five effective practices in math/special education through CSDE SPDG grant. This grant includes training for a math teacher and a special educator who are coaching teachers in grades 3-5 in the classroom. In addition, we continue to partner with Effective School Solution clinicians at all levels to support students with intensive SEL mental health needs. RSD17 Summer Learning is updated annually to provide math and ELA opportunities for parents to support their children at home. Summer sessions are held for incoming kindergarten and middle school students to ease their transition.

Families are essential partners and included in a variety of meetings, assemblies, and evening events. Educators involve families in their child(s) education, ensure consistent communication, and communicate about progress and growth opportunities. The RSD17 Vision of the Graduate and Instructional Vision continue to influence our Continuous Improvement Plans, curriculum updates, and professional learning. The Vision clarifies and unifies goals for students. Our Instructional Vision is based on the instructional core framework that emphasizes the interrelatedness of the teacher, the student and the curriculum around a task.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Regional School District 17 is committed to an inclusive educational experience for all students and to expanding students' opportunities to interact with the diverse global community. We intentionally plan, design and initiate various cultural awareness experiences to broaden student perspectives about the world. A multitude of classroom and assembly-based programs continue to be incorporated on an annual basis. Our curricular approach provides experiences that teach and promote acceptance and kindness, and an understanding that everyone has a story. Diverse texts are integrated into the ELA and Social Studies curriculum K-12 in order to offer students "windows and mirrors" into diverse cultural backgrounds. In the past the middle School teachers participated in Restorative Practices professional learning in order to strengthen relationships, build social relationships within communities, and repair harm. The High School began Restorative Practice professional learning which will continue in the 25-26 school year to align with legislation. Topics related to social justice, equity, bullying, harassment, and acceptance are taught through our Tier 1 research-based SEL curriculum, Second Steps (K-5) and advisory lessons (6-12). DESSA is used as a universal screener in K-8 and data has been used to confirm, add and revise supports for students. Our High School continues to offer the Black and Latino Studies elective course and experienced full enrollment. The Seal of Biliteracy is promoted and awarded to students that meet the requirements. Opportunities for secondary students to participate in internships and complete coursework at local colleges and universities continue to support the efforts of the district to include HK students in more culturally diverse learning environments. A committee of educators and administrators developed a plan for Increasing Educator Diversity in alignment with state requirements including action steps for recruiting, hiring and maintaining diverse educators.

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Equitable Allocation of Resources among District Schools

RSD 17 appreciates the support of the communities of Haddam and Killingworth. It continues to be the practice of the administration and the Board of Education to ensure equitable allocation of all of the district's financial resources in a manner that meets the needs of all students. The budget development process begins in early November of each year, with building administrators and department supervisors submitting budget requests to the district's central administration. These requests are reviewed in conjunction with the District's Strategic Operation Plan, Vision of the Graduate, state and national requirements, and clearly stated objectives for the next school year. Various data points are considered to ensure that requested funding aligns with planned district initiatives and needs. Considerable efforts continue to allow the district to use financial strategies such as cooperative purchasing, re-appropriation of existing resources, and a district-wide commitment to economic efficiency has resulted in effective outcomes.

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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	1	4.2	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	12.5	6.7
Position Eliminated or Expired	2	8.3	9.8
Position Filled Permanently	0	0.0	0.1
Resigned (no reason given)	2	8.3	32.0
Retired	9	37.5	23.7
Teach/Admin in Other CT Dist	7	29.2	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	24		

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.