

Connecticut State Department of Education

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2024-25



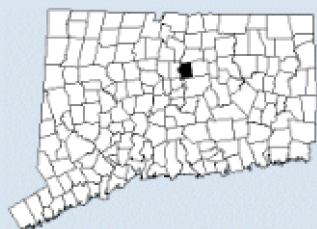
Goodwin University Educational Services (GUES)

Salvatore Menzo, Superintendent • 860-913-2028 • <http://www.goodwin.edu>

District Information

Grade Range	PK-12
Number of Schools/Programs	3
Enrollment	1,223
Per Pupil Expenditures	\$20,132
Total Expenditures	\$24,943,120

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	614	50.2	48.4
Male	*	*	51.5
Non-Binary	*	*	0.1
American Indian or Alaska Native	*	*	0.2
Asian	31	2.5	5.2
Black or African American	383	31.3	12.4
Hispanic or Latino of any race	596	48.7	32.1
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	68	5.6	4.8
White	137	11.2	45.1
English Learners/Multilingual Learners	162	13.2	11.3
Eligible for Free or Reduced-Price Meals	696	56.9	44.8
Students with Disabilities	207	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	165	29.8	*	*
Male	*	*	123	20.3
Non-Binary	*	*	*	*
Black or African American	86	25.1	79	20.6
Hispanic or Latino of any race	186	34.0	114	19.1
White	24	20.5	11	8.1
English Learners/Multilingual Learners	66	42.3	41	24.7
Eligible for Free or Reduced-Price Meals	252	36.3	173	20.0
Students with Disabilities	71	35.9	50	22.0
All Students - District	316	28.8	217	17.7
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: 479

Number of school-based arrests: 0

District Profile and Performance Report for School Year 2024-25

Goodwin University Educational Services (GUES)

Educators

Full-Time Equivalent (FTE) Staff

Role	FTE
General Education Teachers and Instructors	163.2
General Education Paraprofessionals	16.0
Special Education Teachers and Instructors	30.0
Special Education Paraprofessionals	12.5
District Central Office Administrators	12.0
School Level Administrators	8.0
Library/Media Specialists (Certified)	3.0
Library/Media Support Staff	0.0
Instructional Specialists Who Support Teachers	10.0
Counselors, Social Workers and School Psychologists	28.0
School Nurses	4.0
Other Staff Providing Non-Instructional Services/Support	49.0

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	9.8
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	3	2.3	1.4
Black or African American	14	10.9	4.9
Hispanic or Latino of any race	9	7.0	5.3
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.3
White	103	79.8	87.9

New! Educator Attrition: 2023-24

Educator Type	District Attrition Count	District Attrition Rate (%)	State Attrition Rate (%)
All Educators	43	32.3	6.8
Teachers	35	34.7	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	35	85.4	28	84.8
Hispanic or Latino of any race	40	74.1	40	85.1
White	15	*	9	*
English Learners/Multilingual Learners	6	*	7	*
Eligible for Free or Reduced-Price Meals	61	76.3	46	86.8
Students with Disabilities	8	*	15	*
All Students - District	97	80.8	85	87.6
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	N/A	N/A
Emotional Disability	N/A	N/A
Intellectual Disability	N/A	N/A
Learning Disability	N/A	N/A
Other Health Impairment	N/A	N/A
Other Disabilities	N/A	N/A
Speech/Language Impairment	N/A	N/A
All Disabilities - District	N/A	N/A
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

Goodwin University Educational Services (GUES)

Students with Disabilities by Primary Disability

Disability	District Count	District Rate (%)	State Rate (%)
Autism	N/A	N/A	2.9
Emotional Disability	N/A	N/A	1.1
Intellectual Disability	N/A	N/A	0.6
Learning Disability	N/A	N/A	6.5
Other Health Impairment	N/A	N/A	3.6
Other Disabilities	N/A	N/A	1.1
Speech/Language Impairment	N/A	N/A	2.0
All Disabilities	N/A	N/A	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	N/A	N/A	8.2
Private Schools or Other Settings	N/A	N/A	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	\$15,212,792	\$12,278	\$13,471
Support services - students	\$54,022	\$44	\$1,826
Support services - instruction	\$406,604	\$328	\$972
Support services - general administration	\$980,192	\$791	\$568
Support services - school based administration	\$4,267,105	\$3,444	\$1,274
Central and other support services	\$1,167,638	\$942	\$761
Operation and maintenance of plant	\$2,690,787	\$2,172	\$2,125
Student transportation services	\$163,981	\$6,559	\$1,695
Food services	.	.	\$10
Enterprise operations	.	.	\$219
Total	\$24,943,120	\$20,132	\$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	\$502,684	44.3	26.4
Instructional Aide Salaries	\$38,775	3.4	10.1
Other Salaries	\$419,995	37.0	10.5
Employee Benefits	\$17,708	1.6	13.3
Purchased Services Other Than Transportation	\$116,786	10.3	6.8
Special Education Tuition	.	.	22.8
Supplies	\$37,380	3.3	0.6
Property Services	.	.	0.4
Purchased Services For Transportation	.	.	8.7
Equipment	\$76	0.0	0.2
All Other Expenditures	\$2,581	0.2	0.1
Total	\$1,135,984	100.0	100.0

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

Level	Percent (%)
District	4.6
State	25.7

Expenditures by Revenue Source: 2023-24

Revenue Source	Percent of Total (%) Excluding School Construction
Local	9.9
State	55.7
Federal	3.7
Tuition & Other	30.7

Revenue sources do not include state-funded Teachers' Retirement Board contributions, Connecticut Technical Education and Career System (CTECS) operations, CSDE-budgeted costs for salaries and leadership activities and other state-funded school districts (e.g., Dept. of Children and Families and Dept. of Correction).

District Profile and Performance Report for School Year 2024-25

Goodwin University Educational Services (GUES)

Performance and Accountability

District Performance Index (DPI)

A District Performance Index (DPI) is the average performance of students in a subject area (i.e., English Language Arts(ELA), Mathematics or Science) on the state summative assessments. The DPI ranges from 0-100. A DPI is reported for all students tested in a district and for students in each individual student group. Connecticut's ultimate target for a DPI is 75.

Student Group	ELA Count	ELA DPI	Math Count	Math DPI	Science Count	Science DPI
American Indian or Alaska Native	0	N/A	0	N/A	0	N/A
Asian	*	*	*	*	6	*
Black or African American	171	49.0	171	41.7	85	41.6
Hispanic or Latino of any race	269	47.3	269	41.7	122	44.0
Native Hawaiian or Other Pacific Islander	*	*	*	*	0	N/A
Two or More Races	23	60.2	23	53.2	13	*
White	55	66.8	55	60.5	27	67.1
English Learners/Multilingual Learners	107	42.8	107	39.4	42	40.2
Non-English Learners/Non-Multilingual Learners	423	52.7	423	45.9	211	48.1
Eligible for Free or Reduced-Price Meals	340	46.6	340	40.5	165	43.7
Not Eligible for Free or Reduced-Price Meals	190	58.0	190	51.9	88	52.5
Students with Disabilities	103	34.5	103	29.7	48	29.0
Students without Disabilities	427	54.6	427	48.1	205	50.9
High Needs	385	46.6	385	41.2	182	43.1
Non-High Needs	145	61.5	145	53.5	71	56.2
All Students - District	530	50.7	530	44.6	253	46.8

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	57.4	90.8	80.3	50.0	317	68.5
Curl Up	65.6	90.8	67.1	71.4	318	73.9
Push Up	67.2	94.7	77.6	48.1	317	70.0
Mile Run/PACER	32.8	50.0	15.8	7.9	314	24.8
All Tests - District	21.3	44.7	*	*	314	17.8
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

District Profile and Performance Report for School Year 2024-25

Goodwin University Educational Services (GUES)

2023-24 Cohort Graduation: Four-Year

Student Group	Cohort Count	Rate (%)
Black or African American	37	86.5
Hispanic or Latino of any race	42	76.2
White	17	*
English Learners/Multilingual Learners	11	*
Eligible for Free or Reduced-Price Meals	92	79.3
Students with Disabilities	19	*
All Students - District	105	81.9
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	63	56.8
Male	*	*
Non-Binary	*	*
Black or African American	39	52.7
Hispanic or Latino of any race	45	44.6
White	24	88.9
English Learners/ Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	59	44.4
Students with Disabilities	*	*
All Students - District	122	56.2
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	48.9	82.9
Male	38.3	75.9
Non-Binary	N/A	*
Black or African American	50.0	80.0
Hispanic or Latino of any race	45.7	74.2
White	*	*
English Learners/ Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	*	78.2
Students with Disabilities	*	*
All Students - District	43.5	80.0
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

Goodwin University Educational Services (GUES)

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	50.7	75	33.8	50	67.6	64.7
ELA Performance Index	High Needs Students	46.6	75	31.1	50	62.2	54.9
Math Performance Index	All Students	44.6	75	29.7	50	59.4	61.1
Math Performance Index	High Needs Students	41.2	75	27.5	50	54.9	50.6
Science Performance Index	All Students	46.8	75	31.2	50	62.4	62.6
Science Performance Index	High Needs Students	43.1	75	28.7	50	57.4	52.1
ELA Academic Growth	All Students	47.2%	100%	47.2	100	47.2	60.6%
ELA Academic Growth	High Needs Students	45.8%	100%	45.8	100	45.8	55.7%
Math Academic Growth	All Students	53.3%	100%	53.3	100	53.3	62.3%
Math Academic Growth	High Needs Students	49.8%	100%	49.8	100	49.8	55.9%
Progress Toward English Proficiency	Literacy	55.0%	100%	27.5	50	55.0	58.7%
Progress Toward English Proficiency	Oral	54.0%	100%	27.0	50	54.0	55.7%
Chronic Absenteeism	All Students	28.8%	<=5%	2.5	50	5.0	17.2%
Chronic Absenteeism	High Needs Students	34.4%	<=5%	0.0	50	0.0	24.8%
% Taking CCR Courses	All Students	83.9%	75%	50.0	50	100.0	92.4%
% Meeting CCR Benchmark	All Students	56.2%	75%	37.5	50	75.0	47.2%
On-track to High School Graduation	All Students	90.2%	94%	48.0	50	95.9	85.9%
4-year Graduation Rate (2024 Cohort)	All Students	81.9%	94%	87.1	100	87.1	88.9%
6-year Graduation Rate (2022 Cohort)	High Needs Students	100.0%	94%	100.0	100	100.0	87.3%
Postsecondary Entrance (Class of 2024)	All Students	43.5%	75%	58.0	100	58.0	67.0%
Physical Fitness % Meeting Health Standard	All Students	17.8%	75%	11.9	50	23.8	49.0%
Arts Access	All Students	72.5%	60%	50.0	50	100.0	55.1%
Accountability Index				877.6	1450	60.5	

Physical Fitness Estimated Participation Rate - District: 94.6% | 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	61.5	46.6	14.8	16.9	N
Math Performance Index Gap	53.5	41.2	12.3	18.4	N
Science Performance Index Gap	56.2	43.1	13.1	18.2	N
Graduation Rate Gap	94.0%	100.0%	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	97.1
ELA	High Needs Students	96.0
Math	All Students	97.1
Math	High Needs Students	96.0
Science	All Students	96.9
Science	High Needs Students	96.3

Minimum participation standard is 95%.

Connecticut's State Identified Measurable Result (SIMR) for Children with Disabilities

Increase the reading performance of all 3rd grade students with disabilities statewide, as measured by Connecticut's English Language Arts (ELA) Performance Index.

Grade 3 ELA Performance Index for Students with Disabilities:

District: * **State: 50.2**

Supporting Resources: <https://public-edsight.ct.gov/Overview/Next-Generation-Accountability-Dashboard#related-links>

District Profile and Performance Report for School Year 2024-25

Goodwin University Educational Services (GUES)

Narratives

School District Improvement Plans and Parental Outreach Activities

The Goodwin University Magnet School System's (GUMSS) district development plan for 2022-2025 consists of five focus areas, Engagement, Teaching and Learning, Partnerships, Resources, and Innovation. Within the areas of engagement and teaching and learning, school-based data teams review all aspects of student learning and how they intersect with their social and emotional needs. In addition, our district leadership team, consisting of staff and administration at all levels, meets regularly to identify trends and explore systemic responses to these challenges.

Our District Leadership Team met quarterly this year to analyze and assess our literacy reading scores, primarily focusing on grades K-3 for the Science of Reading initiative. Along with district leaders, school administration and teachers we effectively saw improvements in all pillars of reading and we hope to see any achievement gaps closed in the next couple of years.

Continuing on our work from last year, guiding teams across all schools will receive training from the Center for Great Expectations in the Attuned School Approach to create emotionally safe, well-regulated, nurturing and attuned educational environments. The learning community is one of mutual respect and support, where a growth mindset infuses a "can-do" energy to maximize achievement and satisfaction. We are taking a more personalized approach to SEL and differentiating based on the needs of our individual schools and staff.

For the 2024-25 school year, there are eight days of professional development on this approach and its implementation. Staff will continue to be offered workshops, technical assistance sessions, and on-site observations and coaching from the consultant. In addition, parent events are planned throughout the year highlighting this work and providing families resources to support the efforts of the schools. One of the them to highlight was our Language Night celebration with our ML parents, scholars and families. We celebrated the Seal of Biliteracy and scholars who mastered the LasLinks assessment. In addition to these items, all schools continue to conduct monthly parent engagement sessions or town halls, both in-person as well as virtually.

Key to the team's success in helping scholars is family engagement. The families of the students are part of the process from the beginning. They are key members of the planning and implementation of plans. The lasting partnerships established with families enable change to occur and improvement to be realized.

Within all of this work, the Goodwin University Magnet School System (GUMSS) strives to provide valuable experiences for families within our schools. The goal is to establish strong connections that provide a safe and respectful space. The Goodwin University Magnet School System (GUMSS) works collaboratively with families to address the needs of identified scholars. Offering a wide-range of special education services and resources, there is a focus on meeting students where they are and scaffolding support so they can meet with growth annually.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Vision Statement. All members of the Goodwin University Magnet School System are empowered to advocate for a just and sustainable world while developing competencies for future success within a transformative PreK-early college system.

Mission Statement. The Goodwin University Magnet School System breaks down barriers while celebrating the many talents within our community. Partnering with families, educators, and the community, we challenge our scholars to take ownership of their learning through authentic, innovative pathways.

Goodwin University Magnet School System (GUMSS) strives to provide an inclusive environment for all scholars, families, and staff. Student agency is a focus at all levels and directly correlates to a positive and safe learning environment. GUMSS is a key partner in the mandatory desegregation plan under Sheff v. O'Neill. A longstanding school desegregation case against the State of Connecticut, Sheff seeks to address the extreme racial and economic segregation of students in the city of Hartford in relation to surrounding suburbs. GUMSS is committed to serving this mission. Elizabeth Horton Sheff, mother of the lead plaintiff, joined our team to chronicle GUMSS graduates' success and seek understanding on how we can improve high quality integrated education.

We continue our journey in Diversity, Equity, Inclusion & Belonging (DEIB).

An equity statement and core beliefs were adopted for our district:

GUMSS intentionally disrupts the historical imbalance of power and privilege that continues to marginalize our scholars and community. As a reflective system, we strive to eradicate the biases and prejudices of race, socioeconomic status, gender identity and expression, education, age, ability, ethnicity, culture, sexual orientation, language, nationality, and religion that impact our scholars as they pursue their education. Therefore, we honor and affirm the diverse experiences of others to empower scholars to create a more just and equitable world.

Core beliefs: Demand Equity, Provide Access, Facilitate Growth, Encourage Leadership and Expect Excellence (EAGLE).

Staff will continue to participate in a series of on-going professional development opportunities.

District Profile and Performance Report for School Year 2024-25

Goodwin University Educational Services (GUES)

Equitable Allocation of Resources among District Schools

The budgeting process in the Goodwin University Magnet School System provides the opportunity for building and district leadership to collaborate on ensuring funding to meet the needs of scholars. A review of enrollment information is used to ensure appropriate class sizes. In addition, programs continue to be implemented and enhanced based on scholar, family, and staff feedback.

Coupled with school and district development planning, resources are also allocated based on identified areas of need and focus. Curriculum and Instruction department worked closely with technology to reduce redundancy in our educational software. Data such as student achievement and growth are essential components to this work. In addition, proactive planning in areas such as technology and maintenance allow for the system to maintain a high level of educational opportunity in safe learning environments.

District Profile and Performance Report for School Year 2024-25

Goodwin University Educational Services (GUES)

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	.	2.1
Deceased	0	.	0.5
District/School Shut Down	0	.	0.0
Moved Out of State	0	.	2.2
Personal Reasons	0	.	6.7
Position Eliminated or Expired	0	.	9.8
Position Filled Permanently	0	.	0.1
Resigned (no reason given)	0	.	32.0
Retired	0	.	23.7
Teach/Admin in Other CT Dist	0	.	18.0
Teach/Admin in CT Nonpublic School	0	.	0.1
Teach/Admin Out-of-State (public or private)	0	.	1.3
Terminated	0	.	1.2
Took Job Related To Education	0	.	2.3
TOTAL	.		

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.