

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2024-25

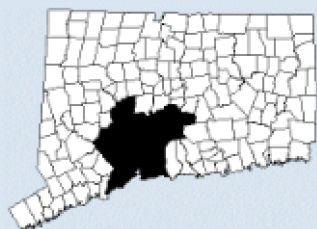
Area Cooperative Educational Services

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District Information

Grade Range	PK-12
Number of Schools/Programs	12
Enrollment	1,726
Per Pupil Expenditures	\$52,153
Total Expenditures	\$104,045,685

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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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	1,051	60.9	51.5
Non-Binary	*	*	0.1
American Indian or Alaska Native	*	*	0.2
Asian	44	2.5	5.2
Black or African American	567	32.9	12.4
Hispanic or Latino of any race	580	33.6	32.1
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	98	5.7	4.8
White	430	24.9	45.1
English Learners/Multilingual Learners	90	5.2	11.3
Eligible for Free or Reduced-Price Meals	865	50.1	44.8
Students with Disabilities	848	49.1	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	*	*	*	*
Male	342	33.3	260	23.1
Non-Binary	*	*	*	*
Black or African American	156	28.1	140	23.3
Hispanic or Latino of any race	202	35.2	145	23.1
White	100	25.0	56	12.6
English Learners/Multilingual Learners	27	31.4	13	13.3
Eligible for Free or Reduced-Price Meals	329	36.6	230	23.2
Students with Disabilities	373	43.4	189	19.7
All Students - District	514	30.6	373	20.3
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: 518
Number of school-based arrests: 12

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Area Cooperative Educational Services

Educators

Full-Time Equivalent (FTE) Staff

Role	FTE
General Education Teachers and Instructors	109.3
General Education Paraprofessionals	23.5
Special Education Teachers and Instructors	95.8
Special Education Paraprofessionals	349.9
District Central Office Administrators	13.0
School Level Administrators	21.0
Library/Media Specialists (Certified)	3.0
Library/Media Support Staff	0.0
Instructional Specialists Who Support Teachers	23.0
Counselors, Social Workers and School Psychologists	35.3
School Nurses	15.5
Other Staff Providing Non-Instructional Services/Support	247.8

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	15.7
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	4	1.3	1.4
Black or African American	26	8.2	4.9
Hispanic or Latino of any race	12	3.8	5.3
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.3
White	275	86.8	87.9

New! Educator Attrition: 2023-24

Educator Type	District Attrition Count	District Attrition Rate (%)	State Attrition Rate (%)
All Educators	45	15.1	6.8
Teachers	33	17.2	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	12	50.0	18	40.0
Hispanic or Latino of any race	8	40.0	17	39.5
White	*	*	*	*
English Learners/Multilingual Learners	0	*	*	*
Eligible for Free or Reduced-Price Meals	21	51.2	34	36.6
Students with Disabilities	30	50.8	54	32.7
All Students - District	30	50.8	54	32.7
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).

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Area Cooperative Educational Services

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	\$44,941,395	\$22,527	\$13,471
Support services - students	\$18,486,268	\$9,266	\$1,826
Support services - instruction	\$2,068,707	\$1,037	\$972
Support services - general administration	\$4,983,475	\$2,498	\$568
Support services - school based administration	\$5,516,791	\$2,765	\$1,274
Central and other support services	\$9,025,345	\$4,524	\$761
Operation and maintenance of plant	\$10,709,983	\$5,368	\$2,125
Student transportation services	\$8,313,722	\$4,521	\$1,695
Food services	.	.	\$10
Enterprise operations	.	.	\$219
Total	\$104,045,685	\$52,153	\$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	\$8,806,836	15.1	26.4
Instructional Aide Salaries	\$8,138,294	14.0	10.1
Other Salaries	\$22,814,670	39.1	10.5
Employee Benefits	\$11,655,791	20.0	13.3
Purchased Services Other Than Transportation	\$1,008,630	1.7	6.8
Special Education Tuition	.	.	22.8
Supplies	\$1,936,091	3.3	0.6
Property Services	\$2,609,297	4.5	0.4
Purchased Services For Transportation	\$37,023	0.1	8.7
Equipment	\$1,270,543	2.2	0.2
All Other Expenditures	\$34,801	0.1	0.1
Total	\$58,311,975	100.0	100.0

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

Level	Percent (%)
District	56.0
State	25.7

Expenditures by Revenue Source: 2023-24

Revenue Source	Percent of Total (%) Excluding School Construction
Local	9.2
State	12.9
Federal	3.0
Tuition & Other	74.8

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

Area Cooperative Educational Services

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	29	52.7	*	*	*	*
Black or African American	327	47.6	327	38.7	126	42.9
Hispanic or Latino of any race	353	51.4	349	44.9	139	49.2
Native Hawaiian or Other Pacific Islander	*	*	0	N/A	0	N/A
Two or More Races	60	57.6	60	52.0	21	57.0
White	256	59.5	254	55.5	94	58.9
English Learners/Multilingual Learners	72	50.2	71	45.5	30	47.9
Non-English Learners/Non-Multilingual Learners	956	52.7	950	46.2	360	49.9
Eligible for Free or Reduced-Price Meals	488	48.6	482	41.0	187	47.4
Not Eligible for Free or Reduced-Price Meals	540	56.1	539	50.7	203	51.8
Students with Disabilities	404	37.5	399	30.7	157	32.7
Students without Disabilities	624	62.3	622	56.1	233	61.2
High Needs	692	46.3	685	39.3	266	43.0
Non-High Needs	336	65.5	336	60.1	124	64.2
All Students - District	1,028	52.5	1,021	46.1	390	49.7

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	76.5	78.4	81.0	81.1	593	79.6
Curl Up	85.7	80.9	85.3	78.2	535	82.8
Push Up	75.9	64.7	69.6	60.8	538	67.3
Mile Run/PACER	78.7	65.8	53.6	43.5	588	58.7
All Tests - District	56.4	46.4	42.6	22.5	511	42.7
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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Area Cooperative Educational Services

2023-24 Cohort Graduation: Four-Year

Student Group	Cohort Count	Rate (%)
Black or African American	N/A	N/A
Hispanic or Latino of any race	N/A	N/A
White	N/A	N/A
English Learners/Multilingual Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	N/A	N/A
Students with Disabilities	N/A	N/A
All Students - District	N/A	N/A
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	0	0.0
Male	*	*
Non-Binary	0	*
Black or African American	0	0.0
Hispanic or Latino of any race	0	0.0
White	*	*
English Learners/ Multilingual Learners	0	*
Eligible for Free or Reduced-Price Meals	*	*
Students with Disabilities	*	*
All Students - District	*	*
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	*	*
Male	*	*
Non-Binary	N/A	N/A
Black or African American	*	*
Hispanic or Latino of any race	*	*
White	*	*
English Learners/ Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	*	*
Students with Disabilities	*	*
All Students - District	*	*
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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Area Cooperative Educational Services

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	52.5	75	35.0	50	70.1	64.7
ELA Performance Index	High Needs Students	46.3	75	30.8	50	61.7	54.9
Math Performance Index	All Students	46.1	75	30.8	50	61.5	61.1
Math Performance Index	High Needs Students	39.3	75	26.2	50	52.4	50.6
Science Performance Index	All Students	49.7	75	33.1	50	66.3	62.6
Science Performance Index	High Needs Students	43.0	75	28.6	50	57.3	52.1
ELA Academic Growth	All Students	51.9%	100%	51.9	100	51.9	60.6%
ELA Academic Growth	High Needs Students	49.8%	100%	49.8	100	49.8	55.7%
Math Academic Growth	All Students	50.9%	100%	50.9	100	50.9	62.3%
Math Academic Growth	High Needs Students	47.5%	100%	47.5	100	47.5	55.9%
Progress Toward English Proficiency	Literacy	63.4%	100%	31.7	50	63.4	58.7%
Progress Toward English Proficiency	Oral	48.4%	100%	24.2	50	48.4	55.7%
Chronic Absenteeism	All Students	30.6%	<=5%	0.0	50	0.0	17.2%
Chronic Absenteeism	High Needs Students	36.2%	<=5%	0.0	50	0.0	24.8%
% Taking CCR Courses	All Students	37.5%	75%	25.0	50	50.0	92.4%
% Meeting CCR Benchmark	All Students	0.4%	75%	0.3	50	0.6	47.2%
On-track to High School Graduation	All Students	78.3%	94%	41.6	50	83.3	85.9%
4-year Graduation Rate (2024 Cohort)	All Students	.	94%	.	.	.	88.9%
6-year Graduation Rate (2022 Cohort)	High Needs Students	.	94%	.	.	.	87.3%
Postsecondary Entrance (Class of 2024)	All Students	.	75%	.	.	.	67.0%
Physical Fitness % Meeting Health Standard	All Students	42.7%	75%	14.2	50	28.4	49.0%
Arts Access	All Students	19.0%	60%	15.9	50	31.7	55.1%
Accountability Index				537.6	1150	46.7	

Physical Fitness Estimated Participation Rate - District: 75.8% | 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	65.5	46.3	19.2	16.9	Y
Math Performance Index Gap	60.1	39.3	20.8	18.4	Y
Science Performance Index Gap	64.2	43.0	21.2	18.2	Y
Graduation Rate Gap	.	.	.	.	

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	97.0
ELA	High Needs Students	95.8
Math	All Students	96.1
Math	High Needs Students	94.6
Science	All Students	92.9
Science	High Needs Students	91.0

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: 41.2

State: 50.2

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

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Area Cooperative Educational Services

Narratives

School District Improvement Plans and Parental Outreach Activities

Area Cooperative Educational Services (ACES), the Regional Educational Service Center in South-Central Connecticut, is dedicated to enhancing and transforming lives through education, innovation, and leadership. Guided by a vision of creating an equitable and socially just world, ACES engages families and communities through school choice, minority teacher recruitment initiatives, and sustained family and community engagement.

To improve programs and services for students with disabilities, ACES has expanded professional development for teachers and specialists with a focus on inclusive practices and individualized supports. Families are increasingly engaged in the special education process through the creation of family resource rooms in schools, where they can access information, materials, and connections to community agencies. ACES has also strengthened collaboration with employment and mental health agencies to provide transition services and wraparound supports that address both academic and personal development for students with disabilities.

Truancy and chronic absenteeism prevention are a priority across ACES schools. Monthly collaboration meetings with partner districts allow school leaders to share strategies and coordinate interventions to address absenteeism. Welcoming walkthroughs have been introduced to ensure that students and families feel safe, respected, and included, thereby strengthening the bond between families and schools. These efforts are reinforced by improved access to community-based services, including counseling, mentoring, and mental health supports, which provide families with resources that directly influence student attendance and engagement.

Family and community engagement remain central to ACES improvement plans. Staff members participate in professional learning opportunities that strengthen family-school partnerships and build culturally responsive communication skills. Parents are engaged in planning and decision-making through family engagement teams that bring together students, families, staff, and community partners to design initiatives reflecting community needs. The ACES Resource Fair created meaningful connections between schools and local service providers. Schools have also established family resource rooms stocked with supplies, hygiene kits, and clothing to ensure that students are prepared to learn. Family and community message boards in schools, along with a monthly electronic newsletter, provide families with timely information about resources and events, ensuring that parents who cannot regularly visit schools remain informed.

Through these initiatives, ACES demonstrates its commitment to improving special education programs, preventing truancy and chronic absenteeism, and engaging families as true partners in student learning. By strengthening collaboration among schools, families, and communities, ACES ensures that all students, especially those with disabilities, are supported to achieve success both academically and personally.

Efforts to Reduce Racial, Ethnic and Economic Isolation

As a Regional Educational Service Center, ACES collaborates with its 25-member school districts to address academic and social issues stemming from racial, ethnic, and economic isolation. To reduce racial isolation, ACES operates three interdistrict magnet schools enrolling more than 1,600 students, coordinates several interdistrict collaborative programs, and facilitates Open Choice for participating districts. The magnet schools are designed to attract students from across communities, expanding opportunities for students of diverse racial, ethnic, and socioeconomic backgrounds to learn together. Each school advances its diversity mission while delivering a rigorous curriculum with a distinctive academic focus.

Technology plays a critical role in ensuring equitable access to learning. ACES provides state-of-the-art technical support and one-to-one laptop or iPad access for most students, enabling instruction both in person and remotely. Partnerships with local universities have created laboratory classrooms that support action research and foster the development of teacher cohorts for member districts. In addition, ACES magnet schools participate in interdistrict grant partnerships, through which students and teachers collaborate with peers from other communities on enrichment opportunities in technology, mathematics, social studies, science, and language arts.

ACES is also a leader in Minority Teacher Recruitment (MTR) efforts across Connecticut. The MTR Advisory Council has implemented strategies to expand the pool of minority educators, including the highly successful annual MTR Job Fair. As a member of the RESC MTR Alliance, ACES played a key role in securing funding from the State Pipeline and now operates a Teacher Residency Program designed to attract and retain teachers of color.

Agency-wide, ACES has established a Diversity Committee and appointed a Director of Diversity, Equity, and Inclusion to provide leadership and coordination of DEI initiatives.

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Area Cooperative Educational Services

Equitable Allocation of Resources among District Schools

ACES is the Regional Educational Service Center for twenty-five school districts in South-Central Connecticut. Each local district appoints a representative to the ACES Governing Board of Education, which works collectively to set strategic priorities based on regional and organizational needs. ACES operates schools and programs aligned with these priorities, and the Governing Board ensures the equitable allocation of resources across programs.

Each school and program participates in a rigorous budget development process that includes Governing Board approval of all allocations. Funding sources include local contributions, State of Connecticut magnet school support, and grants, all of which are used to promote and enhance equity among programs. Building principals and program directors meet monthly with ACES Central Administration to address resource needs and ensure that academic goals are met. This process also informs long-term financial planning. The budget process engages building administrators, Central Administration, and the Governing Board to ensure that resources are distributed equitably and that student needs remain at the center of all decisions.

District Profile and Performance Report for School Year 2024-25

Area Cooperative Educational Services

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	5	16.1	6.7
Position Eliminated or Expired	0	0.0	9.8
Position Filled Permanently	0	0.0	0.1
Resigned (no reason given)	7	22.6	32.0
Retired	6	19.4	23.7
Teach/Admin in Other CT Dist	10	32.3	18.0
Teach/Admin in CT Nonpublic School	0	0.0	0.1
Teach/Admin Out-of-State (public or private)	0	0.0	1.3
Terminated	0	0.0	1.2
Took Job Related To Education	3	9.7	2.3
TOTAL	31		

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.