

Connecticut State Department of Education

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2024-25



Glastonbury School District

Alan Bookman, Superintendent • 860-652-7951 • <http://www.glastonburyus.org/>

District Information

Grade Range	PK-12
Number of Schools/Programs	11
Enrollment	5,696
Per Pupil Expenditures	\$21,545
Total Expenditures	\$126,468,276

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	2,694	47.3	48.4
Male	2,996	52.6	51.5
Non-Binary	6	0.1	0.1
American Indian or Alaska Native	7	0.1	0.2
Asian	842	14.8	5.2
Black or African American	187	3.3	12.4
Hispanic or Latino of any race	738	13.0	32.1
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	374	6.6	4.8
White	3,548	62.3	45.1
English Learners/Multilingual Learners	217	3.8	11.3
Eligible for Free or Reduced-Price Meals	880	15.4	44.8
Students with Disabilities	799	14.0	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	219	7.5	147	4.8
Non-Binary	*	*	*	*
Black or African American	21	11.8	12	6.2
Hispanic or Latino of any race	89	12.5	46	6.1
White	208	5.9	101	2.8
English Learners/Multilingual Learners	49	22.0	6	2.6
Eligible for Free or Reduced-Price Meals	159	18.8	66	6.8
Students with Disabilities	121	15.8	48	5.3
All Students - District	425	7.6	188	3.2
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: 984
Number of school-based arrests: 0

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Educators

Full-Time Equivalent (FTE) Staff

Role	FTE
General Education Teachers and Instructors	382.1
General Education Paraprofessionals	81.6
Special Education Teachers and Instructors	57.5
Special Education Paraprofessionals	136.8
District Central Office Administrators	16.7
School Level Administrators	26.7
Library/Media Specialists (Certified)	9.0
Library/Media Support Staff	11.5
Instructional Specialists Who Support Teachers	20.6
Counselors, Social Workers and School Psychologists	40.0
School Nurses	15.2
Other Staff Providing Non-Instructional Services/Support	345.6

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

Classroom Teacher Attendance: 2023-24

Level	Average Number of FTE Days Absent Due to Illness or Personal Time
District	12.3
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	6	1.1	1.4
Black or African American	11	2.0	4.9
Hispanic or Latino of any race	17	3.1	5.3
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	1	0.2	0.3
White	523	93.7	87.9

New! Educator Attrition: 2023-24

Educator Type	District Attrition Count	District Attrition Rate (%)	State Attrition Rate (%)
All Educators	41	7.3	6.8
Teachers	32	7.1	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	*	*	15	*
Hispanic or Latino of any race	34	77.3	50	78.1
White	228	78.6	286	89.4
English Learners/Multilingual Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	50	68.5	53	80.3
Students with Disabilities	28	58.3	52	77.6
All Students - District	350	80.3	435	89.1
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	57	46.0
Emotional Disability	27	46.6
Intellectual Disability	*	*
Learning Disability	220	86.6
Other Health Impairment	129	81.1
Other Disabilities	*	*
Speech/Language Impairment	52	85.2
All Disabilities - District	496	69.9
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	126	2.2	2.9
Emotional Disability	58	1.0	1.1
Intellectual Disability	16	0.3	0.6
Learning Disability	255	4.5	6.5
Other Health Impairment	160	2.8	3.6
Other Disabilities	66	1.2	1.1
Speech/Language Impairment	79	1.4	2.0
All Disabilities	760	13.5	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	29	3.8	8.2
Private Schools or Other Settings	18	2.4	4.5

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

Overall Expenditures: 2023-24

Expenditure	District Total (\$)	District Per Pupil (\$)	State Per Pupil (\$)
Instruction	\$79,161,346	\$13,486	\$13,471
Support services - students	\$8,981,096	\$1,586	\$1,826
Support services - instruction	\$6,502,278	\$1,148	\$972
Support services - general administration	\$1,505,830	\$266	\$568
Support services - school based administration	\$5,124,544	\$905	\$1,274
Central and other support services	\$4,228,427	\$747	\$761
Operation and maintenance of plant	\$12,451,423	\$2,199	\$2,125
Student transportation services	\$6,192,144	\$1,226	\$1,695
Food services	.	.	\$10
Enterprise operations	\$2,321,187	\$410	\$219
Total	\$126,468,276	\$21,545	\$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	\$8,537,388	33.6	26.4
Instructional Aide Salaries	\$3,303,241	13.0	10.1
Other Salaries	\$5,774,871	22.7	10.5
Employee Benefits	\$1,823,738	7.2	13.3
Purchased Services Other Than Transportation	\$426,779	1.7	6.8
Special Education Tuition	\$5,041,313	19.8	22.8
Supplies	\$101,760	0.4	0.6
Property Services	\$187,044	0.7	0.4
Purchased Services For Transportation	\$219,000	0.9	8.7
Equipment	\$9,200	0.0	0.2
All Other Expenditures	\$1,685	0.0	0.1
Total	\$25,426,019	100.0	100.0

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

Level	Percent (%)
District	20.1
State	25.7

Expenditures by Revenue Source: 2023-24

Revenue Source	Percent of Total (%) Excluding School Construction
Local	90.0
State	6.5
Federal	1.7
Tuition & Other	1.8

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).

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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	481	85.7	481	90.2	197	84.0
Black or African American	*	*	*	*	*	*
Hispanic or Latino of any race	366	67.2	366	63.3	160	63.3
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	195	78.4	194	77.1	78	74.2
White	1,847	76.8	1,846	75.7	799	72.1
English Learners/Multilingual Learners	172	68.9	172	72.5	50	62.0
Non-English Learners/Non-Multilingual Learners	2,819	77.3	2,817	76.4	1,227	73.0
Eligible for Free or Reduced-Price Meals	426	64.0	426	61.0	195	58.6
Not Eligible for Free or Reduced-Price Meals	2,565	79.0	2,563	78.7	1,082	75.1
Students with Disabilities	404	53.9	402	49.2	170	47.3
Students without Disabilities	2,587	80.4	2,587	80.3	1,107	76.5
High Needs	808	63.4	806	61.0	339	56.6
Non-High Needs	2,183	81.8	2,183	81.7	938	78.3
All Students - District	2,991	76.8	2,989	76.1	1,277	72.6

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	96.3	76.0	85.1	73.0	1,723	82.5
Curl Up	92.3	84.1	89.6	85.1	1,724	87.8
Push Up	82.1	79.4	90.5	79.5	1,723	82.8
Mile Run/PACER	81.9	87.5	82.2	75.9	1,722	81.9
All Tests - District	75.6	57.8	65.5	57.7	1,720	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	15	*
Hispanic or Latino of any race	44	88.6
White	301	98.0
English Learners/Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	74	93.2
Students with Disabilities	61	85.2
All Students - District	440	96.8
All Students - State		88.9

The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years.

Cohort count includes all students in the cohort as of the end of the 2023-24 school year.

11th and 12th Graders Demonstrating Postsecondary Readiness

Student Group	Count	Rate (%)
Female	346	74.7
Male	306	66.5
Non-Binary	0	*
Black or African American	*	*
Hispanic or Latino of any race	56	51.9
White	428	70.2
English Learners/ Multilingual Learners	0	*
Eligible for Free or Reduced-Price Meals	73	52.5
Students with Disabilities	17	14.8
All Students - District	652	70.6
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	87.9	97.0
Male	*	*
Non-Binary	*	*
Black or African American	*	*
Hispanic or Latino of any race	71.1	82.4
White	87.0	97.2
English Learners/ Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	71.4	80.6
Students with Disabilities	54.1	80.6
All Students - District	84.2	95.3
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	76.8	75	50.0	50	100.0	64.7
ELA Performance Index	High Needs Students	63.4	75	42.2	50	84.5	54.9
Math Performance Index	All Students	76.1	75	50.0	50	100.0	61.1
Math Performance Index	High Needs Students	61.0	75	40.7	50	81.4	50.6
Science Performance Index	All Students	72.6	75	48.4	50	96.8	62.6
Science Performance Index	High Needs Students	56.6	75	37.7	50	75.5	52.1
ELA Academic Growth	All Students	65.8%	100%	65.8	100	65.8	60.6%
ELA Academic Growth	High Needs Students	59.0%	100%	59.0	100	59.0	55.7%
Math Academic Growth	All Students	71.0%	100%	71.0	100	71.0	62.3%
Math Academic Growth	High Needs Students	55.9%	100%	55.9	100	55.9	55.9%
Progress Toward English Proficiency	Literacy	70.8%	100%	35.4	50	70.8	58.7%
Progress Toward English Proficiency	Oral	64.9%	100%	32.4	50	64.9	55.7%
Chronic Absenteeism	All Students	7.6%	<=5%	44.8	50	89.7	17.2%
Chronic Absenteeism	High Needs Students	16.3%	<=5%	27.4	50	54.8	24.8%
% Taking CCR Courses	All Students	85.0%	75%	50.0	50	100.0	92.4%
% Meeting CCR Benchmark	All Students	70.6%	75%	47.0	50	94.1	47.2%
On-track to High School Graduation	All Students	97.5%	94%	50.0	50	100.0	85.9%
4-year Graduation Rate (2024 Cohort)	All Students	96.8%	94%	100.0	100	100.0	88.9%
6-year Graduation Rate (2022 Cohort)	High Needs Students	93.0%	94%	98.9	100	98.9	87.3%
Postsecondary Entrance (Class of 2024)	All Students	84.2%	75%	100.0	100	100.0	67.0%
Physical Fitness % Meeting Health Standard	All Students	64.1%	75%	42.8	50	85.5	49.0%
Arts Access	All Students	53.0%	60%	44.2	50	88.3	55.1%
Accountability Index				1193.6	1450	82.3	

Physical Fitness Estimated Participation Rate - District: 97.0% | State: 95.6%

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in the student group or the indicator is not applicable based on grades served.

Gap Indicator	Non-High Needs Rate	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev	Is Gap an Outlier?
ELA Performance Index Gap	75.0	63.4	11.6	16.9	N
Math Performance Index Gap	75.0	61.0	14.0	18.4	N
Science Performance Index Gap	75.0	56.6	18.4	18.2	Y
Graduation Rate Gap	94.0%	93.0%	1.0%	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	99.6
ELA	High Needs Students	98.8
Math	All Students	99.5
Math	High Needs Students	98.6
Science	All Students	98.8
Science	High Needs Students	97.0

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: 58.3

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

This year, Glastonbury Public Schools continued implementation of the Sixth Generation Strategic Plan, grounded in three district goals: to promote active learning and high expectations, provide safe, supportive, and inclusive learning environments, and prioritize the health and well-being of students and staff.

Our work remains fully aligned to state and national standards, including the Connecticut Core Standards and Next Generation Science Standards, with a strong focus on equity, access, and student-centered instruction. Key instructional improvements include the development of “Good Teaching and Active Learning” look-fors, revised curriculum frameworks and templates, and the launch of an internal curriculum website to promote coherence and instructional clarity.

We expanded our Multi-Tiered System of Support (MTSS) model districtwide, prioritizing strong Tier 1 instruction, data-driven early intervention, and collaborative problem-solving processes. Our universal assessment calendar and SIT protocols ensure that academic and behavioral supports are timely, responsive, and equitable.

A major focus this year was the training of certified staff—including both administrators and educators—in restorative practices and cultural competencies. These efforts have helped build the foundational knowledge and relationships needed to foster safe and inclusive learning communities across all schools.

We continue to refine special education programming, including structured literacy initiatives, enhanced vocational opportunities in Post Grad and LINKS, and aligned, play-based curriculum in our preschool classrooms. Teachers across all levels have benefited from ongoing professional learning in social-emotional learning, structured literacy, restorative practices, and culturally responsive pedagogy.

We strengthened home-school partnerships through a variety of outreach efforts. ParentSquare continues to be a critical platform for multilingual communication, with translation services embedded. All schools have active parent groups and set annual goals focused on engagement. Open House events, parent workshops, and information sessions (e.g., PreK Night at Eastbury) supported strong participation. Our Community Connectors program at Nayaug further supported Open Choice families through personalized outreach and events. This year, participation in Nayaug’s Open Choice Welcoming Day grew significantly with 18 families participating—six more than last year—demonstrating our community’s commitment to connection and inclusion. Similarly, our Choose Love, Not Hate campaign galvanized widespread support, with hundreds of families and staff members affirming its values through 566 signatures!

Efforts to Reduce Racial, Ethnic and Economic Isolation

Glastonbury Public Schools continues to advance its commitment to reducing racial, ethnic, and economic isolation through inclusive learning experiences, professional development, and intentional hiring and outreach.

This year, we made meaningful progress in diversifying our educator workforce. Through a multi-pronged approach—including a co-hosted recruitment event with UConn’s Leaders in Diversity and a RESC Alliance grant to support inclusive hiring practices—we successfully recruited a talented and diverse cohort of educators. Our hiring data reflects strong outcomes in attracting candidates from underrepresented backgrounds. This spring, 33% of our new hires identify as BIPOC or multilingual, helping us better reflect and serve the diversity of our student population.

Staff learning also deepened this year. All certified educators, including school and district leaders, participated in training focused on restorative practices and cultural competencies. These experiences have enhanced our collective understanding and implementation of inclusive, relationship-centered strategies that support both academic and social-emotional growth.

In collaboration with the Anti-Defamation League (ADL), we continued offering age-appropriate anti-bias programming across grades 6–10. Gideon Welles School proudly maintained its No Place for Hate designation for a third consecutive year, and Smith Middle School joined them by earning this same recognition. Glastonbury High School launched its own initiative and is on track to earn designation next year.

The Director of Equity, Diversity, and Inclusion continues to lead impactful district wide efforts. The expanded EDI Council—now inclusive of students, staff, community members, and a Board of Education representative—remains a vital forum for promoting dialogue, awareness, and systemic improvement across schools.

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Equitable Allocation of Resources among District Schools

Glastonbury Public Schools remains committed to the equitable allocation of material, financial, and instructional resources. Our district curriculum is standards-based and vertically aligned, ensuring a consistent and rigorous educational experience across all schools and grade levels.

Instruction is supported by instructional coaches and content area directors, while assessment practices are standardized through our universal calendar and various progress monitoring tools. Technology resources, classroom materials, and professional development opportunities are allocated equitably, reflecting both enrollment and student needs.

The Board of Education upholds policies that promote equity in budgeting and resource distribution. This includes support for district-wide health and wellness efforts, the expansion of executive functioning and play-based learning in early elementary grades, and continued investments in restorative practices and social-emotional learning.

Through thoughtful planning, professional learning, and systemic supports, we ensure all students have access to the tools, teaching, and environments they need to thrive.

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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	3.7	2.1
Deceased	1	3.7	0.5
District/School Shut Down	0	0.0	0.0
Moved Out of State	0	0.0	2.2
Personal Reasons	1	3.7	6.7
Position Eliminated or Expired	5	18.5	9.8
Position Filled Permanently	0	0.0	0.1
Resigned (no reason given)	5	18.5	32.0
Retired	11	40.7	23.7
Teach/Admin in Other CT Dist	2	7.4	18.0
Teach/Admin in CT Nonpublic School	0	0.0	0.1
Teach/Admin Out-of-State (public or private)	1	3.7	1.3
Terminated	0	0.0	1.2
Took Job Related To Education	0	0.0	2.3
TOTAL	27		

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.