

Connecticut State Department of Education

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2024-25



Newington School District

Maureen Brummett, Superintendent • 860-667-2000 • <http://www.npsct.org/>

District Information

Grade Range	PK-12
Number of Schools/Programs	8
Enrollment	3,855
Per Pupil Expenditures	\$21,922
Total Expenditures	\$89,265,932

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	1,964	50.9	48.4
Male	*	*	51.5
Non-Binary	*	*	0.1
American Indian or Alaska Native	*	*	0.2
Asian	407	10.6	5.2
Black or African American	229	5.9	12.4
Hispanic or Latino of any race	1,043	27.1	32.1
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	205	5.3	4.8
White	1,961	50.9	45.1
English Learners/Multilingual Learners	363	9.4	11.3
Eligible for Free or Reduced-Price Meals	1,437	37.3	44.8
Students with Disabilities	637	16.5	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	251	13.3	60	3.0
Male	*	*	111	5.7
Non-Binary	*	*	0	*
Black or African American	*	*	18	7.6
Hispanic or Latino of any race	187	18.6	78	7.1
White	196	10.5	59	3.0
English Learners/Multilingual Learners	52	14.3	11	2.9
Eligible for Free or Reduced-Price Meals	283	20.8	109	6.9
Students with Disabilities	132	22.1	49	6.6
All Students - District	458	12.4	171	4.3
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: 683
Number of school-based arrests: 0

District Profile and Performance Report for School Year 2024-25

Newington School District

Educators

Full-Time Equivalent (FTE) Staff

Role	FTE
General Education Teachers and Instructors	259.4
General Education Paraprofessionals	17.0
Special Education Teachers and Instructors	42.0
Special Education Paraprofessionals	90.5
District Central Office Administrators	15.0
School Level Administrators	14.0
Library/Media Specialists (Certified)	7.0
Library/Media Support Staff	3.5
Instructional Specialists Who Support Teachers	18.5
Counselors, Social Workers and School Psychologists	30.0
School Nurses	10.0
Other Staff Providing Non-Instructional Services/Support	186.7

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	13.1
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	1.0	1.4
Black or African American	10	2.6	4.9
Hispanic or Latino of any race	9	2.3	5.3
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.3
White	366	94.1	87.9

New! Educator Attrition: 2023-24

Educator Type	District Attrition Count	District Attrition Rate (%)	State Attrition Rate (%)
All Educators	27	6.8	6.8
Teachers	24	7.6	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	19	86.4	*	*
Hispanic or Latino of any race	76	97.4	79	98.8
White	144	95.4	184	97.4
English Learners/Multilingual Learners	16	*	14	*
Eligible for Free or Reduced-Price Meals	102	92.7	112	97.4
Students with Disabilities	45	84.9	45	93.8
All Students - District	288	94.7	338	98.0
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	66	66.0
Emotional Disability	15	57.7
Intellectual Disability	*	*
Learning Disability	187	90.3
Other Health Impairment	105	82.7
Other Disabilities	*	*
Speech/Language Impairment	51	98.1
All Disabilities - District	442	78.9
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).

District Profile and Performance Report for School Year 2024-25

Newington School District

Students with Disabilities by Primary Disability

Disability	District Count	District Rate (%)	State Rate (%)
Autism	104	2.7	2.9
Emotional Disability	26	0.7	1.1
Intellectual Disability	13	0.3	0.6
Learning Disability	208	5.4	6.5
Other Health Impairment	131	3.4	3.6
Other Disabilities	56	1.5	1.1
Speech/Language Impairment	63	1.6	2.0
All Disabilities	601	15.6	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	30	5.0	8.2
Private Schools or Other Settings	19	3.2	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	\$56,961,892	\$13,989	\$13,471
Support services - students	\$5,895,314	\$1,523	\$1,826
Support services - instruction	\$1,311,649	\$339	\$972
Support services - general administration	\$3,928,357	\$1,015	\$568
Support services - school based administration	\$5,331,163	\$1,377	\$1,274
Central and other support services	\$1,048,782	\$271	\$761
Operation and maintenance of plant	\$9,388,670	\$2,425	\$2,125
Student transportation services	\$4,486,334	\$1,302	\$1,695
Food services	.	.	\$10
Enterprise operations	\$913,771	\$236	\$219
Total	\$89,265,932	\$21,922	\$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	\$5,748,517	28.2	26.4
Instructional Aide Salaries	\$2,812,469	13.8	10.1
Other Salaries	\$1,633,711	8.0	10.5
Employee Benefits	\$2,315,066	11.4	13.3
Purchased Services Other Than Transportation	\$2,016,730	9.9	6.8
Special Education Tuition	\$4,733,560	23.3	22.8
Supplies	\$109,172	0.5	0.6
Property Services	\$31,536	0.2	0.4
Purchased Services For Transportation	\$947,995	4.7	8.7
Equipment	\$5,150	0.0	0.2
All Other Expenditures	\$1,663	0.0	0.1
Total	\$20,355,569	100.0	100.0

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

Level	Percent (%)
District	22.8
State	25.7

Expenditures by Revenue Source: 2023-24

Revenue Source	Percent of Total (%) Excluding School Construction
Local	75.2
State	20.1
Federal	3.2
Tuition & Other	1.5

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

Newington School District

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	213	72.3	213	72.5	107	73.8
Black or African American	136	62.6	136	55.0	60	53.6
Hispanic or Latino of any race	523	60.0	523	54.1	232	57.4
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	*	*	*	*	*	*
White	996	70.4	993	66.8	421	70.3
English Learners/Multilingual Learners	312	59.4	312	58.6	124	55.9
Non-English Learners/Non-Multilingual Learners	1,660	68.5	1,657	63.8	742	67.7
Eligible for Free or Reduced-Price Meals	716	59.4	716	55.4	317	58.3
Not Eligible for Free or Reduced-Price Meals	1,256	71.4	1,253	67.4	549	70.5
Students with Disabilities	310	47.2	310	40.3	151	46.5
Students without Disabilities	1,662	70.7	1,659	67.3	715	70.2
High Needs	971	58.9	971	54.8	441	57.2
Non-High Needs	1,001	74.9	998	71.0	425	75.2
All Students - District	1,972	67.0	1,969	63.0	866	66.0

National Assessment of Educational Progress (NAEP): Percent At or Above Proficient

Year	Subject	Grade	CT	National Public
2024	Reading	4	36%	30%
2024	Reading	8	35%	29%
2024	Math	4	42%	39%
2024	Math	8	32%	27%

NAEP is often called the "Nation's Report Card." It is sponsored by the U.S. Department of Education. This table compares Connecticut's performance to that of national public school students. Performance standards for state assessments and NAEP are set independently. Therefore, one should not expect performance results to be the same across Smarter Balanced and NAEP. Instead, NAEP results are meant to complement other state assessment data. Performance on NAEP by student group is available at <https://tinyurl.com/CTNAEP2024>

Physical Fitness Tests: Percent of Students Reaching Health Standard

Test	Grade 4 Percent (%)	Grade 6 Percent (%)	Grade 8 Percent (%)	HS Percent (%)	All Tested Grades Count	All Tested Grades Percent (%)
Sit & Reach	86.2	64.3	71.9	66.2	1,163	71.8
Curl Up	84.0	66.8	71.4	71.0	1,164	72.9
Push Up	75.5	55.5	56.3	70.5	1,160	63.8
Mile Run/PACER	81.8	78.9	62.4	61.1	1,151	71.2
All Tests - District	58.7	32.4	32.8	36.1	1,141	39.5
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

Newington School District

2023-24 Cohort Graduation: Four-Year

Student Group	Cohort Count	Rate (%)
Black or African American	20	90.0
Hispanic or Latino of any race	84	90.5
White	192	96.4
English Learners/Multilingual Learners	20	85.0
Eligible for Free or Reduced-Price Meals	141	90.1
Students with Disabilities	44	77.3
All Students - District	339	95.0
All Students - State		88.9

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

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

11th and 12th Graders Demonstrating Postsecondary Readiness

Student Group	Count	Rate (%)
Female	231	70.6
Male	199	62.0
Non-Binary	0	*
Black or African American	*	*
Hispanic or Latino of any race	90	57.0
White	238	70.0
English Learners/ Multilingual Learners	12	34.3
Eligible for Free or Reduced-Price Meals	121	53.8
Students with Disabilities	28	27.7
All Students - District	430	66.3
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.

Copyright © 2025 The College Board. www.collegeboard.org

ACT® statistics derived from data provided by ACT, Inc.

Copyright © 2025 ACT, Inc. www.act.org

IB® statistics derived from data provided by the International Baccalaureate Organization.

Copyright © International Baccalaureate Organization 2025

College Entrance and Persistence

Student Group	Class of 2024 Entrance Rate (%)	Class of 2023 Persistence Rate (%)
Female	87.9	93.8
Male	63.9	86.7
Non-Binary	N/A	N/A
Black or African American	45.0	*
Hispanic or Latino of any race	72.0	85.1
White	81.5	93.0
English Learners/ Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	66.4	80.0
Students with Disabilities	45.2	72.0
All Students - District	76.4	90.4
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

Newington School District

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	67.0	75	44.7	50	89.4	64.7
ELA Performance Index	High Needs Students	58.9	75	39.3	50	78.5	54.9
Math Performance Index	All Students	63.0	75	42.0	50	84.0	61.1
Math Performance Index	High Needs Students	54.8	75	36.5	50	73.1	50.6
Science Performance Index	All Students	66.0	75	44.0	50	88.1	62.6
Science Performance Index	High Needs Students	57.2	75	38.2	50	76.3	52.1
ELA Academic Growth	All Students	64.3%	100%	64.3	100	64.3	60.6%
ELA Academic Growth	High Needs Students	60.3%	100%	60.3	100	60.3	55.7%
Math Academic Growth	All Students	67.8%	100%	67.8	100	67.8	62.3%
Math Academic Growth	High Needs Students	60.6%	100%	60.6	100	60.6	55.9%
Progress Toward English Proficiency	Literacy	62.3%	100%	31.1	50	62.3	58.7%
Progress Toward English Proficiency	Oral	61.1%	100%	30.6	50	61.1	55.7%
Chronic Absenteeism	All Students	12.4%	<=5%	35.2	50	70.4	17.2%
Chronic Absenteeism	High Needs Students	18.8%	<=5%	22.4	50	44.9	24.8%
% Taking CCR Courses	All Students	96.5%	75%	50.0	50	100.0	92.4%
% Meeting CCR Benchmark	All Students	66.3%	75%	44.2	50	88.3	47.2%
On-track to High School Graduation	All Students	89.3%	94%	47.5	50	95.0	85.9%
4-year Graduation Rate (2024 Cohort)	All Students	95.0%	94%	100.0	100	100.0	88.9%
6-year Graduation Rate (2022 Cohort)	High Needs Students	94.0%	94%	100.0	100	100.0	87.3%
Postsecondary Entrance (Class of 2024)	All Students	76.4%	75%	100.0	100	100.0	67.0%
Physical Fitness % Meeting Health Standard	All Students	39.5%	75%	26.4	50	52.7	49.0%
Arts Access	All Students	65.4%	60%	50.0	50	100.0	55.1%
Accountability Index				1135.2	1450	78.3	

Physical Fitness Estimated Participation Rate - District: 95.7% | State: 95.6%

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

Gap Indicator	Non-High Needs Rate	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev	Is Gap an Outlier?
ELA Performance Index Gap	74.9	58.9	16.0	16.9	N
Math Performance Index Gap	71.0	54.8	16.2	18.4	N
Science Performance Index Gap	75.0	57.2	17.8	18.2	N
Graduation Rate Gap	94.0%	94.0%	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	99.1
ELA	High Needs Students	98.6
Math	All Students	99.0
Math	High Needs Students	98.7
Science	All Students	98.0
Science	High Needs Students	98.3

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: 52.4

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

Newington School District

Narratives

School District Improvement Plans and Parental Outreach Activities

Newington Public Schools are focused on engaging and empowering students to lead academically successful, socially responsible, compassionate, and purposeful lives to become contributing members of the community and highly prepared to thrive in life while pursuing their aspirations upon graduation. To achieve this goal, NPS is building a culture of equity supported by three pillars: culturally relevant pedagogy, social emotional learning, and discipline. Culture comes from collective performance of routines; a culture of equity will be normalized by routines. Our improvement efforts focus on engaging in routines for learning, structures, and accountability for equity to make certain behaviors, language, and ideas normal. Intentional focus on routines will create new systems that produce equitable outcomes, by design.

NPS Professional Learning Communities review student data, design instruction, and engage in cycles of inquiry. If PLCs operationalize SRBI with fidelity using culturally relevant pedagogy, then all students will be successful. Emphasis is placed on ensuring support for PLCs to engage in research aimed at strengthening the instructional core. A specific area of focus is staff's capacity to interrogate pedagogy and practice to ensure cultural relevance. This requires ongoing job-embedded professional learning so that educators engage in deep dialogue about students, teaching, and learning with an "equity lens".

Special education teachers and related service staff provide instruction in the general education classes through the inclusion model and in learning center classrooms. The district continues to contract with SERC to support improvement efforts focused on IEP development and implementation and Co-Teaching. Teams have developed collaborative practices to meet the needs of students in Tier I while also focusing on interventions. Student truancy is closely monitored. Teams work with families to identify and address obstacles to school attendance.

Paraeducators and Registered Behavior Technicians in our district play a critical role in supporting our students. Paraeducators participated in training developed by the district's Board Certified Behavior Analysts that focused on function of behaviors, instruction control and wde-escalation, operant conditioning and reinforcement dimensions, prompting hierarchy, and behavior intervention plans. As part of the hiring process, paraeducators attend an orientation and participate in monthly district training focused on equity efforts and inclusive practices.

Engaging families is critical to each student's academic success. Open House programs and conferences are held at all levels. The district utilizes Parent Square, which allows for communication in multiple languages. Language Line Translation Service has further enhanced our efforts to reach all families. Our Welcome Center is a resource for new families who may need support accessing resources. NPS Strategic Planning was a full day of community building, data analysis, and discussion on priorities. Participants include students, families, community leaders, and NPS staff who revised our vision and mission and shared their perspectives on the NPS school experience. This group was invited to participate in a second session to provide feedback on the newly revised plan.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Our mission is to achieve equity within the NPS community. The Chief of Strategy, Innovation, and Culture for Equity has ensured an infrastructure to support ongoing work. The District Equity Leadership Team (DELT) supports leaders in their efforts to affect change. The Administrative Council provides a structure to share information and resources as they address issues of equity. Together the DELT and Council are a support network that connects our leadership into a coherent frame, enabling NPS to better identify systemically effective leadership approaches to producing desired outcomes.

The District Equity Team conducts two instructional rounds at each of our schools, providing feedback to each principal on district-aligned improvement efforts. Findings also inform learning for the Council and the deployment of DELT members to schools for support.

The Student PANEL (Participatory Action-research to Name Equity in school Life) provides the perspective of students with respect to the impact of our efforts. Student PANEL analyzes issues of equity, the impact on student experiences, and identifies responses to the findings. This group aids in decision-making that affects the entire NPS culture and community, specifically delineating the qualities of experiences of students from historically marginalized communities.

Professional learning is aligned to support a culture of equity. The district's focus is systems of decision-making designed to interrogate pedagogy and practices for improved student outcomes. Teams collaborate to conduct action research focused on culturally relevant pedagogy and monitor the impact of adult actions on student outcomes.

Lastly, the Office of Human Capital Development created and submitted a Racial, Ethnic and Diversity Plan to the CT Department of Education that outlined culturally responsive hiring and retention strategies. The plan encompasses the entire employment lifecycle, from recruitment to hiring and selection, and ultimately retention. It ensures that the recruitment process is inclusive, the hiring and selection procedures are equitable, and the retention efforts are supportive, thereby fostering an environment where educators of color can thrive and contribute to the richness of our organization.

District Profile and Performance Report for School Year 2024-25

Newington School District

Equitable Allocation of Resources among District Schools

Newington Public Schools allocates resources across all schools based on enrollment and student needs. The operational budget is developed each fall in consideration of the number of students enrolled in each school. Consideration is also given to specific needs including equipment and facilities. Grant funds are used to provide supplemental resources to eligible schools and homeless students. We are concerned not only with the level of resources and how they are distributed across districts, schools, and classrooms, but also with how these investments translate into improved learning. Newington Public Schools allocation practices reflect an understanding of the imperative to eliminate existing inequities and close the opportunity gap.

District Profile and Performance Report for School Year 2024-25

Newington School District

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	2	9.5	2.2
Personal Reasons	4	19.0	6.7
Position Eliminated or Expired	1	4.8	9.8
Position Filled Permanently	0	0.0	0.1
Resigned (no reason given)	2	9.5	32.0
Retired	8	38.1	23.7
Teach/Admin in Other CT Dist	4	19.0	18.0
Teach/Admin in CT Nonpublic School	0	0.0	0.1
Teach/Admin Out-of-State (public or private)	0	0.0	1.3
Terminated	0	0.0	1.2
Took Job Related To Education	0	0.0	2.3
TOTAL	21		

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.