

Connecticut State Department of Education

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2024-25



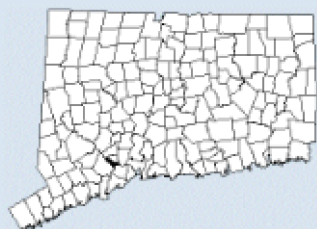
Derby School District

Matthew Conway Jr., Superintendent • 203-736-5027 • <https://www.derbypride.org>

District Information

Grade Range	PK-12
Number of Schools/Programs	7
Enrollment	1,311
Per Pupil Expenditures	\$23,073
Total Expenditures	\$33,202,031

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	624	47.6	48.4
Male	687	52.4	51.5
Non-Binary	0	0.0	0.1
American Indian or Alaska Native	0	0.0	0.2
Asian	*	*	5.2
Black or African American	269	20.5	12.4
Hispanic or Latino of any race	597	45.5	32.1
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	89	6.8	4.8
White	328	25.0	45.1
English Learners/Multilingual Learners	83	6.3	11.3
Eligible for Free or Reduced-Price Meals	734	56.0	44.8
Students with Disabilities	321	24.5	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	114	19.2	73	11.0
Male	126	19.2	136	18.4
Non-Binary	N/A	N/A	N/A	N/A
Black or African American	46	17.6	60	20.6
Hispanic or Latino of any race	123	21.3	101	15.5
White	50	16.6	32	9.4
English Learners/Multilingual Learners	16	17.0	7	6.9
Eligible for Free or Reduced-Price Meals	163	23.0	152	17.5
Students with Disabilities	73	24.9	69	18.4
All Students - District	240	19.2	209	14.9
All Students - State		17.2		6.8

A student is **chronically absent** if they miss ten percent or greater of the total number of days enrolled in the school year for any reason. Pre-Kindergarten students are excluded from this calculation.

A student is included in **suspension count/rate** if they received at least one in-school suspension, out-of-school suspension, or expulsion.

Number of students qualified as truant under state statute: 358
Number of school-based arrests: Fewer than 6

District Profile and Performance Report for School Year 2024-25

Derby School District

Educators

Full-Time Equivalent (FTE) Staff

Role	FTE
General Education Teachers and Instructors	107.0
General Education Paraprofessionals	25.0
Special Education Teachers and Instructors	16.0
Special Education Paraprofessionals	43.0
District Central Office Administrators	3.0
School Level Administrators	8.0
Library/Media Specialists (Certified)	1.0
Library/Media Support Staff	1.0
Instructional Specialists Who Support Teachers	3.0
Counselors, Social Workers and School Psychologists	13.5
School Nurses	4.5
Other Staff Providing Non-Instructional Services/Support	83.5

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	15.1
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	0	0.0	1.4
Black or African American	3	2.0	4.9
Hispanic or Latino of any race	8	5.2	5.3
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.3
White	142	92.8	87.9

New! Educator Attrition: 2023-24

Educator Type	District Attrition Count	District Attrition Rate (%)	State Attrition Rate (%)
All Educators	18	11.3	6.8
Teachers	12	9.4	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	11	*	29	96.7
Hispanic or Latino of any race	22	64.7	37	97.4
White	13	*	32	100.0
English Learners/Multilingual Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	20	69.0	57	98.3
Students with Disabilities	13	*	19	*
All Students - District	50	71.4	107	98.2
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	13	23.2
Emotional Disability	9	42.9
Intellectual Disability	*	*
Learning Disability	36	54.5
Other Health Impairment	40	51.3
Other Disabilities	*	*
Speech/Language Impairment	40	72.7
All Disabilities - District	143	49.1
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

Derby School District

Students with Disabilities by Primary Disability

Disability	District Count	District Rate (%)	State Rate (%)
Autism	65	4.9	2.9
Emotional Disability	21	1.6	1.1
Intellectual Disability	*	*	0.6
Learning Disability	66	4.9	6.5
Other Health Impairment	81	6.1	3.6
Other Disabilities	*	*	1.1
Speech/Language Impairment	63	4.7	2.0
All Disabilities	315	23.6	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	22	7.0	8.2
Private Schools or Other Settings	12	3.8	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	\$22,550,183	\$15,671	\$13,471
Support services - students	\$1,785,037	\$1,334	\$1,826
Support services - instruction	\$251,421	\$188	\$972
Support services - general administration	\$953,542	\$713	\$568
Support services - school based administration	\$1,995,137	\$1,491	\$1,274
Central and other support services	\$977,922	\$731	\$761
Operation and maintenance of plant	\$2,489,769	\$1,861	\$2,125
Student transportation services	\$1,632,276	\$1,142	\$1,695
Food services	.	.	\$10
Enterprise operations	\$566,744	\$424	\$219
Total	\$33,202,031	\$23,073	\$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	\$1,032,681	16.0	26.4
Instructional Aide Salaries	\$1,071,479	16.6	10.1
Other Salaries	\$649,505	10.1	10.5
Employee Benefits	\$725,862	11.2	13.3
Purchased Services Other Than Transportation	\$253,803	3.9	6.8
Special Education Tuition	\$2,064,356	31.9	22.8
Supplies	\$10,806	0.2	0.6
Property Services	.	.	0.4
Purchased Services For Transportation	\$653,005	10.1	8.7
Equipment	\$361	0.0	0.2
All Other Expenditures	\$568	0.0	0.1
Total	\$6,462,427	100.0	100.0

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

Level	Percent (%)
District	19.5
State	25.7

Expenditures by Revenue Source: 2023-24

Revenue Source	Percent of Total (%) Excluding School Construction
Local	53.5
State	37.3
Federal	9.2
Tuition & Other	0.0

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

District Profile and Performance Report for School Year 2024-25

Derby 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	0	N/A	0	N/A	0	N/A
Asian	*	*	*	*	*	*
Black or African American	127	51.9	126	44.3	57	45.9
Hispanic or Latino of any race	284	54.1	284	47.1	101	43.9
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*
Two or More Races	43	59.2	43	53.0	14	*
White	165	65.6	164	59.5	59	60.3
English Learners/Multilingual Learners	62	46.7	62	47.6	19	*
Non-English Learners/Non-Multilingual Learners	573	58.4	571	51.0	219	50.7
Eligible for Free or Reduced-Price Meals	333	54.8	331	47.2	108	46.7
Not Eligible for Free or Reduced-Price Meals	302	60.0	302	54.3	130	52.6
Students with Disabilities	149	42.1	148	35.0	56	36.3
Students without Disabilities	486	62.0	485	55.4	182	54.1
High Needs	426	52.9	424	46.3	146	45.4
Non-High Needs	209	66.2	209	59.4	92	57.0
All Students - District	635	57.3	633	50.6	238	49.9

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	84.2	79.8	87.5	97.8	380	87.1
Curl Up	78.1	76.9	82.6	85.6	386	80.6
Push Up	61.1	60.0	60.4	85.6	386	66.3
Mile Run/PACER	71.9	64.2	54.3	73.3	387	65.9
All Tests - District	38.9	41.3	43.0	73.3	363	49.0
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

Derby School District

2023-24 Cohort Graduation: Four-Year

Student Group	Cohort Count	Rate (%)
Black or African American	21	76.2
Hispanic or Latino of any race	47	80.9
White	34	73.5
English Learners/Multilingual Learners	8	*
Eligible for Free or Reduced-Price Meals	79	73.4
Students with Disabilities	25	64.0
All Students - District	112	77.7
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	29	36.7
Male	28	28.0
Non-Binary	N/A	N/A
Black or African American	13	28.9
Hispanic or Latino of any race	16	22.2
White	22	46.8
English Learners/ Multilingual Learners	0	*
Eligible for Free or Reduced-Price Meals	25	28.7
Students with Disabilities	*	*
All Students - District	57	31.8
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	64.6	76.2
Male	48.8	*
Non-Binary	N/A	N/A
Black or African American	*	*
Hispanic or Latino of any race	47.4	*
White	69.2	*
English Learners/ Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	51.6	66.7
Students with Disabilities	*	*
All Students - District	57.1	71.8
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

Derby 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	57.3	75	38.2	50	76.4	64.7
ELA Performance Index	High Needs Students	52.9	75	35.3	50	70.6	54.9
Math Performance Index	All Students	50.6	75	33.8	50	67.5	61.1
Math Performance Index	High Needs Students	46.3	75	30.9	50	61.8	50.6
Science Performance Index	All Students	49.9	75	33.3	50	66.5	62.6
Science Performance Index	High Needs Students	45.4	75	30.3	50	60.6	52.1
ELA Academic Growth	All Students	53.4%	100%	53.4	100	53.4	60.6%
ELA Academic Growth	High Needs Students	49.0%	100%	49.0	100	49.0	55.7%
Math Academic Growth	All Students	53.8%	100%	53.8	100	53.8	62.3%
Math Academic Growth	High Needs Students	51.2%	100%	51.2	100	51.2	55.9%
Progress Toward English Proficiency	Literacy	78.8%	100%	39.4	50	78.8	58.7%
Progress Toward English Proficiency	Oral	67.5%	100%	33.7	50	67.5	55.7%
Chronic Absenteeism	All Students	19.2%	<=5%	21.6	50	43.1	17.2%
Chronic Absenteeism	High Needs Students	22.6%	<=5%	14.8	50	29.6	24.8%
% Taking CCR Courses	All Students	87.7%	75%	50.0	50	100.0	92.4%
% Meeting CCR Benchmark	All Students	31.8%	75%	21.2	50	42.5	47.2%
On-track to High School Graduation	All Students	87.3%	94%	46.4	50	92.9	85.9%
4-year Graduation Rate (2024 Cohort)	All Students	77.7%	94%	82.6	100	82.6	88.9%
6-year Graduation Rate (2022 Cohort)	High Needs Students	73.3%	94%	78.0	100	78.0	87.3%
Postsecondary Entrance (Class of 2024)	All Students	57.1%	75%	76.1	100	76.1	67.0%
Physical Fitness % Meeting Health Standard	All Students	49.0%	75%	16.3	50	32.7	49.0%
Arts Access	All Students	72.7%	60%	50.0	50	100.0	55.1%
Accountability Index				939.3	1450	64.8	

Physical Fitness Estimated Participation Rate - District: 89.3% | 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	66.2	52.9	13.3	16.9	N
Math Performance Index Gap	59.4	46.3	13.1	18.4	N
Science Performance Index Gap	57.0	45.4	11.6	18.2	N
Graduation Rate Gap	.	73.3%	.	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	99.4
ELA	High Needs Students	99.1
Math	All Students	99.0
Math	High Needs Students	98.7
Science	All Students	99.2
Science	High Needs Students	98.7

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: 47.7

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

Derby School District

Narratives

School District Improvement Plans and Parental Outreach Activities

The 2024-2029 Derby Public Schools District Strategic Plan has been updated to build for continuous improvement with supported universal Pre-K and building thinking and meaningful learning experiences PK-Grade 12 while focusing on five key areas with five key strategies. They are provide each student with meaningful learning experiences, prioritize relationships with the students, families, colleagues, and surrounding community, collaborate with community partners to support district goals, recruit, grow, and retain talented educators.

and develop each student for life beyond our school community.

The five strategies are: ensure that each student has access to meaningful, culturally relevant, and sensitive curricular experiences that are aligned vertically PK-12 with state standards, build teacher capacity to create personalized learning experiences that embrace student backgrounds, cultures, and prior experiences for each child, build a student agency to change the role of all students as learners, provide critical thinking tasks and experiences to develop independence and student engagement, develop families to serve as learning partners who are welcomed and invited to learning experiences that support schools and students within and beyond the school day.

The district also focused on improved wrap-around services, job-embedded instructional coaching for teachers, and professional learning dedicated towards personalized meaningful learning and knowing all students. The district has continued to develop and extend "live learning labs" to provide professional growth for all learners and to develop our capacity to be inclusive. The district was featured in Harvard's Graduate School of Education's magazine.

Over the past nine years, Derby Public Schools has increased the continuum of special education services that are provided within the district. The district has increased its ability to educate students at their neighborhood schools, with the addition of specialized elementary Learning Centers. These small classrooms are supported by a special education teacher, paraprofessionals, and a behavior specialist. In 2018, a new Academic Learning Center was opened at Derby Middle School. A new Life Skills Learning Center for Grades 9-12 was rolled out in fall of SY 2020-2021. This was followed with a Behavioral Learning Center in SY 2021-2022.

The district holds regular parent events and workshops to support home-school partnerships. This year continued to include several information nights, including: district-wide Open Houses and Report Card Nights, a Kindergarten, Grade 6, and Freshman Orientation Nights, as well as Literacy Family Nights, a Junior Parent Information Night to prepare for Senior Year, an SAT/PSAT Informational Night, and Financial Aid Night.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Derby Public School has developed strong partnerships beyond our campuses to expand the student experience. Derby Public Schools participates in Open Choice magnet schools through our RESC and the district has students attending local magnet schools during the 2024-2025 school year. In SY 2021-2022, the district partnered with Southern Connecticut State University and the Center for Excellence in Teaching and Learning to have students engage in the College and Career Readiness for All Initiative to enable Derby High School students to earn Digital Badges with the university. The district also develops partnerships with local communities partner like Boys and Girls Club.

In 2018, DHS opened a new, \$1.2 million Advanced Manufacturing Center in partnership with Asnuntuck and Housatonic Community Colleges. Students earned dual credit for courses in computer-aided design (CAD), Blueprinting, and Introductory Tool Bench Work. The Advanced Manufacturing Program provides students with a career pathway and high earning potential which positively impacts a student's life and their community. The program continues to expand.

Derby Schools offer many extracurricular opportunities. There are various student run organizations in which students plan, organize, and coordinate activities to reduce prejudice, bias, and discrimination and to increase cultural and ethnic awareness in our schools and community. These program help to expand understanding of issues beyond one's own view, promotes critical thinking, and builds positive relationships. Derby participates in varsity and junior varsity sports/clubs, including: football, soccer, cheer, dance, indoor/outdoor track, wrestling, basketball, baseball, and softball as well as robust after school programming.

There are ongoing performances which promote multiculturalism, diversity, and an appreciation for other traditions through music, dance, theater and puppet shows. The annual Multicultural Night, which features performances by students incorporating culture and food from their native country is a very popular event. The two elementary schools also plan combined trips, like Nature's Classroom, common literary, math, and artistic events and activities to promote equity, inclusion, and community.

District Profile and Performance Report for School Year 2024-25

Derby School District

Equitable Allocation of Resources among District Schools

District leaders meet on a regular basis to provide assured meaningful educational experiences for all students across the district. School administrators are active participants in the budgeting process and provide allocation requests in conjunction with the Office of Teaching and Learning, the Business Manager, and the Superintendent to adequately accommodate each student's needs.

Derby Public Schools' students in Kindergarten through Grade 5 attend one of two neighborhood elementary schools: Bradley School and Irving School. Specialist positions (psychologists, social workers, counselors, library clerks, nurses, etc.) are distributed equitably on a per pupil basis.

Paraprofessional staff is allocated on the basis of student need, including the requirements of Individual Educational Plans. Beyond these resources, Irving receives additional staff and program funding through Title I due to its relatively larger proportion of low income children. All Derby students in grades 6-8 attend the Derby Middle School, while all 9 -12 students attend Derby High School. Thus resource equity is ensured at the secondary level.

District Profile and Performance Report for School Year 2024-25

Derby 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	0	0.0	2.2
Personal Reasons	1	7.1	6.7
Position Eliminated or Expired	1	7.1	9.8
Position Filled Permanently	0	0.0	0.1
Resigned (no reason given)	5	35.7	32.0
Retired	1	7.1	23.7
Teach/Admin in Other CT Dist	5	35.7	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	1	7.1	2.3
TOTAL	14		

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.