

Connecticut State Department of Education

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2024-25



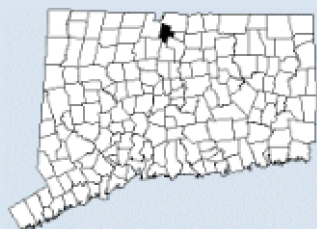
East Granby School District

Melissa Bavaro-Grande, Superintendent • 860-653-6486 • <http://www.eastgranby.k12.ct.us>

District Information

Grade Range	PK-12
Number of Schools/Programs	4
Enrollment	880
Per Pupil Expenditures	\$24,227
Total Expenditures	\$21,247,184

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	401	45.6	48.4
Male	479	54.4	51.5
Non-Binary	0	0.0	0.1
American Indian or Alaska Native	0	0.0	0.2
Asian	66	7.5	5.2
Black or African American	53	6.0	12.4
Hispanic or Latino of any race	74	8.4	32.1
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	38	4.3	4.8
White	649	73.8	45.1
English Learners/Multilingual Learners	23	2.6	11.3
Eligible for Free or Reduced-Price Meals	168	19.1	44.8
Students with Disabilities	128	14.5	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	51	13.3	*	*
Male	37	8.1	*	*
Non-Binary	N/A	N/A	N/A	N/A
Black or African American	12	21.8	7	12.5
Hispanic or Latino of any race	14	19.4	*	*
White	54	8.8	20	3.1
English Learners/Multilingual Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	48	28.4	17	8.3
Students with Disabilities	19	15.8	10	7.0
All Students - District	88	10.5	33	3.7
All Students - State		17.2		6.8

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

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

Number of students qualified as truant under state statute: 72
Number of school-based arrests: 0

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Educators

Full-Time Equivalent (FTE) Staff

Role	FTE
General Education Teachers and Instructors	63.1
General Education Paraprofessionals	1.8
Special Education Teachers and Instructors	13.0
Special Education Paraprofessionals	42.0
District Central Office Administrators	4.0
School Level Administrators	5.0
Library/Media Specialists (Certified)	1.8
Library/Media Support Staff	1.0
Instructional Specialists Who Support Teachers	2.6
Counselors, Social Workers and School Psychologists	8.0
School Nurses	3.0
Other Staff Providing Non-Instructional Services/Support	26.4

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	2	2.0	4.9
Hispanic or Latino of any race	2	2.0	5.3
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.3
White	96	96.0	87.9

New! Educator Attrition: 2023-24

Educator Type	District Attrition Count	District Attrition Rate (%)	State Attrition Rate (%)
All Educators	12	11.4	6.8
Teachers	10	12.2	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	9	*	*	*
Hispanic or Latino of any race	*	*	7	*
White	40	97.6	51	100.0
English Learners/Multilingual Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	13	*	15	*
Students with Disabilities	6	*	11	*
All Students - District	64	97.0	72	100.0
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	13	52.0
Emotional Disability	*	*
Intellectual Disability	*	*
Learning Disability	42	95.5
Other Health Impairment	23	88.5
Other Disabilities	*	*
Speech/Language Impairment	9	*
All Disabilities - District	93	80.2
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	29	3.3	2.9
Emotional Disability	*	*	1.1
Intellectual Disability	*	*	0.6
Learning Disability	44	5.0	6.5
Other Health Impairment	26	3.0	3.6
Other Disabilities	8	0.9	1.1
Speech/Language Impairment	13	1.5	2.0
All Disabilities	126	14.3	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	8	6.3	8.2
Private Schools or Other Settings	7	5.6	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	\$13,344,299	\$15,216	\$13,471
Support services - students	\$1,704,163	\$2,086	\$1,826
Support services - instruction	\$767,362	\$939	\$972
Support services - general administration	\$482,280	\$590	\$568
Support services - school based administration	\$1,358,887	\$1,663	\$1,274
Central and other support services	\$376,624	\$461	\$761
Operation and maintenance of plant	\$1,621,899	\$1,985	\$2,125
Student transportation services	\$1,035,979	\$1,241	\$1,695
Food services	.	.	\$10
Enterprise operations	\$555,692	\$680	\$219
Total	\$21,247,184	\$24,227	\$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	\$1,502,694	27.8	26.4
Instructional Aide Salaries	\$749,290	13.8	10.1
Other Salaries	\$309,310	5.7	10.5
Employee Benefits	\$387,179	7.2	13.3
Purchased Services Other Than Transportation	\$930,575	17.2	6.8
Special Education Tuition	\$878,497	16.2	22.8
Supplies	\$114,169	2.1	0.6
Property Services	\$22,498	0.4	0.4
Purchased Services For Transportation	\$474,789	8.8	8.7
Equipment	\$12,157	0.2	0.2
All Other Expenditures	\$33,761	0.6	0.1
Total	\$5,414,919	100.0	100.0

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

Level	Percent (%)
District	25.5
State	25.7

Expenditures by Revenue Source: 2023-24

Revenue Source	Percent of Total (%) Excluding School Construction
Local	84.2
State	11.3
Federal	2.8
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	0	N/A	0	N/A	0	N/A
Asian	35	83.8	35	83.7	15	*
Black or African American	31	61.2	31	54.5	17	*
Hispanic or Latino of any race	37	63.5	37	54.0	13	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	24	80.4	24	69.3	11	*
White	342	77.5	341	71.1	140	76.1
English Learners/Multilingual Learners	22	65.3	22	61.9	8	*
Non-English Learners/Non-Multilingual Learners	447	76.4	446	69.9	188	73.9
Eligible for Free or Reduced-Price Meals	86	67.2	86	58.3	37	64.4
Not Eligible for Free or Reduced-Price Meals	383	77.9	382	72.0	159	75.6
Students with Disabilities	66	57.4	65	47.8	26	51.7
Students without Disabilities	403	78.9	403	73.0	170	76.8
High Needs	146	65.5	145	57.7	61	64.0
Non-High Needs	323	80.6	323	74.8	135	77.8
All Students - District	469	75.9	468	69.5	196	73.5

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	87.9	85.7	90.0	83.6	254	87.0
Curl Up	83.3	88.9	94.3	87.3	254	88.6
Push Up	75.8	77.8	71.4	56.4	254	70.9
Mile Run/PACER	89.4	68.3	54.3	47.3	254	65.4
All Tests - District	57.6	57.1	50.0	38.2	254	51.2
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	8	*
Hispanic or Latino of any race	*	*
White	33	90.9
English Learners/Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	15	*
Students with Disabilities	11	*
All Students - District	51	94.1
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	45	68.2
Male	37	51.4
Non-Binary	N/A	N/A
Black or African American	*	*
Hispanic or Latino of any race	*	*
White	56	60.9
English Learners/ Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	10	34.5
Students with Disabilities	*	*
All Students - District	82	59.4
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	70.8	90.6
Male	59.3	86.2
Non-Binary	N/A	N/A
Black or African American	*	*
Hispanic or Latino of any race	*	*
White	63.6	89.8
English Learners/ Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	*	*
Students with Disabilities	*	*
All Students - District	64.7	88.5
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	75.9	75	50.0	50	100.0	64.7
ELA Performance Index	High Needs Students	65.5	75	43.7	50	87.3	54.9
Math Performance Index	All Students	69.5	75	46.3	50	92.7	61.1
Math Performance Index	High Needs Students	57.7	75	38.5	50	76.9	50.6
Science Performance Index	All Students	73.5	75	49.0	50	98.0	62.6
Science Performance Index	High Needs Students	64.0	75	42.7	50	85.4	52.1
ELA Academic Growth	All Students	70.8%	100%	70.8	100	70.8	60.6%
ELA Academic Growth	High Needs Students	62.7%	100%	62.7	100	62.7	55.7%
Math Academic Growth	All Students	62.3%	100%	62.3	100	62.3	62.3%
Math Academic Growth	High Needs Students	58.8%	100%	58.8	100	58.8	55.9%
Progress Toward English Proficiency	Literacy	.	100%	.	.	.	58.7%
Progress Toward English Proficiency	Oral	.	100%	.	.	.	55.7%
Chronic Absenteeism	All Students	10.5%	<=5%	39.1	50	78.1	17.2%
Chronic Absenteeism	High Needs Students	22.6%	<=5%	14.8	50	29.6	24.8%
% Taking CCR Courses	All Students	98.6%	75%	50.0	50	100.0	92.4%
% Meeting CCR Benchmark	All Students	59.4%	75%	39.6	50	79.2	47.2%
On-track to High School Graduation	All Students	94.6%	94%	50.0	50	100.0	85.9%
4-year Graduation Rate (2024 Cohort)	All Students	94.1%	94%	100.0	100	100.0	88.9%
6-year Graduation Rate (2022 Cohort)	High Needs Students	100.0%	94%	100.0	100	100.0	87.3%
Postsecondary Entrance (Class of 2024)	All Students	64.7%	75%	86.3	100	86.3	67.0%
Physical Fitness % Meeting Health Standard	All Students	51.2%	75%	34.1	50	68.2	49.0%
Arts Access	All Students	63.0%	60%	50.0	50	100.0	55.1%
Accountability Index				1088.7	1350	80.6	

Physical Fitness Estimated Participation Rate - District: 97.7% | 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	75.0	65.5	9.5	16.9	N
Math Performance Index Gap	74.8	57.7	17.1	18.4	N
Science Performance Index Gap	75.0	64.0	11.0	18.2	N
Graduation Rate Gap	94.0%	100.0%	0.0%	8.6%	N

If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for graduation rate), the ultimate target is used for gap calculations.

If the size of the gap exceeds the state mean gap plus one standard deviation, the gap is an outlier.

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in at least one of the student groups used to calculate the gap measure or the indicator is not applicable based on grades served. Gap calculations are based on unrounded rates.

Subject	Student Group	Participation Rate (%)
ELA	All Students	99.8
ELA	High Needs Students	99.3
Math	All Students	99.6
Math	High Needs Students	98.7
Science	All Students	99.5
Science	High Needs Students	98.5

Minimum participation standard is 95%.

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

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

Grade 3 ELA Performance Index for Students with Disabilities:

District: * **State: 50.2**

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

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Narratives

School District Improvement Plans and Parental Outreach Activities

East Granby Public Schools employs a continuous improvement cycle using student data to guide decision-making. Across the district, EGPS utilized standardized assessment, such as mClass DIBELS 8, SBAC, and PSATs, to identify student strengths and growth areas in reading/ELA. For mathematics, results were garnered from SBAC, i-Ready, ALEKS, PSATs, and departmental assessments to gauge students' levels of mastery. We have transitioned to the SAVVAS myView reading program for grades K-5 and SAVVAS myPerspectives for grades 6 & 7 to support instruction in the Science of Reading.

Through the SRBI process, schools were able to determine which students needed additional support and pinpoint areas for growth. Instruction was designed, implemented and reviewed to ensure all students achieved success. Our school counseling team worked closely with administrators, teachers, and families to help students who struggled and provided dedicated support according to the students' needs. Teachers and staff participated in professional development and PLC teams across the district to further enhance their instructional strategies. Curriculum was reviewed and revised regularly to improve student outcomes. We utilized Vector Solutions training modules for teachers and paraprofessionals. Our attendance protocol included supports to ensure regular attendance and participation of students. Student Support Services focused on reducing the achievement gap of our most challenged learners by training additional staff in specialized reading strategies and extensive professional development (PD) to improve programming and outcomes for students. Collaborative models were established with general education teachers to support students within an inclusive and co-teaching environment.

The district's collaborative model included PD opportunities for teachers and paraprofessionals that focus on reading strategies, assistive technology, autism, and workshops to empower parents. We have begun with training for Restorative Practices throughout the district. East Granby High School's Portrait of a Graduate embraces five important components which include: critical thinker, creative thinker, communicator, collaborator, and empowered citizen. The five "C's" are embedded in daily lessons across the district and student success is measured by department rubrics.

The East Granby schools continue to provide parents with opportunities to support their child at home. Information is disseminated using myriad formats, including, but not limited to, our district and school websites, social media platforms, parental advisory meetings, surveys, emails, newsletters, school orientations, parent conferences, and School Messenger. PowerSchool allows parents access to student grades and attendance data. Additionally, parents are invited to attend school events such as the Art Show, Family Math Night, Open Houses, Meet and Greets, Field Day, concerts, plays, and the Literary Club Café. EGPS collaborated with the FVHD to offer Parent/Guardian Resilient Family Sessions in the evening and youth mental health training.

Efforts to Reduce Racial, Ethnic and Economic Isolation

The district is committed to the belief that equity, diversity and the social and emotional well-being of our students is paramount to their success. Our Climate and Culture Advisory Team continue the process to develop a continuous improvement plan designed to enhance climate and culture, including social emotional learning, equity, diversity, anti-bias, social justice and restorative practices. The plan includes three critical components: teaching and learning, community engagement, and student-centered opportunities for growth. Advisory group sessions provided students with opportunities to interact and focused on social emotional learning and use of mindfulness and self-resiliency curriculums. We participated in the Open Choice Program and the Choice Social and Academic Support Grant which helped us provide afterschool enrichment clubs that are open to all students.

East Granby students have an option to participate in CREC's magnet school programs, Bloomfield or Suffield Vo-Ag Programs, Greater Hartford Academy of the Performing Arts, Asnuntuck Community College's Partnership Program, and Goodwin College's Manufacturing Program. We have also partnered with CREC for racial equality planning.

World Language classes exposed students to music, food, and art and culture from around the world. Our ELL teacher worked with ELL students to develop their English skills and provide academic support. We celebrated heritage months and our music program explored multi-national genres.

Students held fundraising events in conjunction with our local food pantry and national organizations to address poverty and hunger. Our teachers were dedicated to educating all of our students on the diversity of individuals and culture by highlighting their ethnically and racially diverse society through daily lessons, activities, and community projects. International field trips are planned and executed, providing students an opportunity to visit and immerse themselves in different cultures, learn the history, and participate in service learning projects abroad.

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Equitable Allocation of Resources among District Schools

School priorities and instructional resources were identified and incorporated into each school's budget plan. The district's operating budget supported the educational program. Grant funding was applied to a portion of staffing needs, as well as initiatives and programs to increase student, school, and district performance and contributed to additional after school activities. Technology funding enhanced transformational learning for all students. Our 1:1 technology initiative connected each student with a Chromebook or iPad. The town of East Granby provided capital infrastructure funds to support five-year planning for technology, school safety, maintenance, and enhancements in all schools. Various grants were received and the funding was equitably dispersed throughout the district. The PTO supported our students and programs with funds for field trips and in-house activities. Educators carefully and purposefully planned and allocated money to ensure that all students received equal educational opportunities by insisting on deep rigor in all classes, provided layered interventions for all students, and ensured that all students had access to 21st century learning opportunities.

District Profile and Performance Report for School Year 2024-25

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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	0	0.0	2.1
Deceased	0	0.0	0.5
District/School Shut Down	0	0.0	0.0
Moved Out of State	1	16.7	2.2
Personal Reasons	0	0.0	6.7
Position Eliminated or Expired	1	16.7	9.8
Position Filled Permanently	0	0.0	0.1
Resigned (no reason given)	0	0.0	32.0
Retired	2	33.3	23.7
Teach/Admin in Other CT Dist	1	16.7	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	16.7	2.3
TOTAL	6		

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.