

Connecticut State Department of Education

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2024-25



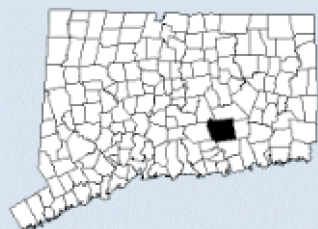
East Haddam School District

Teresa Debrito, Superintendent • 860-873-5090 • <http://www.easthaddamschools.org>

District Information

Grade Range	PK-12
Number of Schools/Programs	4
Enrollment	954
Per Pupil Expenditures	\$24,690
Total Expenditures	\$25,035,741

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	*	*	48.4
Male	478	50.1	51.5
Non-Binary	*	*	0.1
American Indian or Alaska Native	*	*	0.2
Asian	6	0.6	5.2
Black or African American	*	*	12.4
Hispanic or Latino of any race	68	7.1	32.1
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	25	2.6	4.8
White	849	89.0	45.1
English Learners/Multilingual Learners	6	0.6	11.3
Eligible for Free or Reduced-Price Meals	262	27.5	44.8
Students with Disabilities	135	14.2	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	43	9.5	*	*
Non-Binary	*	*	0	*
Black or African American	*	*	*	*
Hispanic or Latino of any race	8	12.9	*	*
White	64	7.9	18	2.1
English Learners/Multilingual Learners	0	*	0	*
Eligible for Free or Reduced-Price Meals	37	14.6	13	4.5
Students with Disabilities	15	13.0	9	5.8
All Students - District	79	8.7	20	2.0
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: Fewer than 6
Number of school-based arrests: Fewer than 6

District Profile and Performance Report for School Year 2024-25

East Haddam School District

Educators

Full-Time Equivalent (FTE) Staff

Role	FTE
General Education Teachers and Instructors	89.0
General Education Paraprofessionals	12.0
Special Education Teachers and Instructors	11.0
Special Education Paraprofessionals	23.5
District Central Office Administrators	3.0
School Level Administrators	5.0
Library/Media Specialists (Certified)	3.0
Library/Media Support Staff	2.5
Instructional Specialists Who Support Teachers	3.5
Counselors, Social Workers and School Psychologists	10.0
School Nurses	4.0
Other Staff Providing Non-Instructional Services/Support	64.0

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	8.9
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	1	0.8	4.9
Hispanic or Latino of any race	0	0.0	5.3
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.3
White	124	99.2	87.9

New! Educator Attrition: 2023-24

Educator Type	District Attrition Count	District Attrition Rate (%)	State Attrition Rate (%)
All Educators	12	9.6	6.8
Teachers	8	7.8	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	N/A	N/A	N/A	N/A
Hispanic or Latino of any race	*	*	7	*
White	55	100.0	60	98.4
English Learners/Multilingual Learners	*	*	0	*
Eligible for Free or Reduced-Price Meals	14	*	25	96.2
Students with Disabilities	8	*	8	*
All Students - District	61	98.4	71	98.6
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	65.0
Emotional Disability	*	*
Intellectual Disability	*	*
Learning Disability	34	97.1
Other Health Impairment	25	89.3
Other Disabilities	0	0
Speech/Language Impairment	17	*
All Disabilities - District	99	86.1
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

East Haddam School District

Students with Disabilities by Primary Disability

Disability	District Count	District Rate (%)	State Rate (%)
Autism	20	2.2	2.9
Emotional Disability	9	1.0	1.1
Intellectual Disability	*	*	0.6
Learning Disability	35	3.8	6.5
Other Health Impairment	28	3.0	3.6
Other Disabilities	*	*	1.1
Speech/Language Impairment	22	2.4	2.0
All Disabilities	124	13.3	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	*	*	8.2
Private Schools or Other Settings	*	*	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	\$15,120,809	\$14,912	\$13,471
Support services - students	\$1,979,384	\$1,995	\$1,826
Support services - instruction	\$752,222	\$758	\$972
Support services - general administration	\$972,471	\$980	\$568
Support services - school based administration	\$1,287,273	\$1,298	\$1,274
Central and other support services	\$340,842	\$344	\$761
Operation and maintenance of plant	\$2,936,451	\$2,960	\$2,125
Student transportation services	\$1,629,489	\$1,737	\$1,695
Food services	.	.	\$10
Enterprise operations	\$16,800	\$17	\$219
Total	\$25,035,741	\$24,690	\$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	\$1,676,747	27.3	26.4
Instructional Aide Salaries	\$967,421	15.8	10.1
Other Salaries	\$209,973	3.4	10.5
Employee Benefits	\$584,302	9.5	13.3
Purchased Services Other Than Transportation	\$342,512	5.6	6.8
Special Education Tuition	\$1,629,330	26.5	22.8
Supplies	\$77,893	1.3	0.6
Property Services	\$26,941	0.4	0.4
Purchased Services For Transportation	\$621,055	10.1	8.7
Equipment	\$518	0.0	0.2
All Other Expenditures	\$1,175	0.0	0.1
Total	\$6,137,866	100.0	100.0

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

Level	Percent (%)
District	24.5
State	25.7

Expenditures by Revenue Source: 2023-24

Revenue Source	Percent of Total (%) Excluding School Construction
Local	78.5
State	15.6
Federal	2.3
Tuition & Other	3.5

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

East Haddam 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	*	*	*	*	0	N/A
Black or African American	*	*	*	*	*	*
Hispanic or Latino of any race	27	63.7	27	63.0	16	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	15	*	15	*	6	*
White	417	68.2	417	64.4	158	62.0
English Learners/Multilingual Learners	*	*	*	*	*	*
Non-English Learners/Non-Multilingual Learners	*	*	*	*	*	*
Eligible for Free or Reduced-Price Meals	112	59.6	112	57.8	43	51.8
Not Eligible for Free or Reduced-Price Meals	353	70.5	353	66.3	141	64.3
Students with Disabilities	66	49.8	66	45.2	27	46.7
Students without Disabilities	399	70.9	399	67.4	157	63.9
High Needs	154	57.8	154	54.9	58	51.5
Non-High Needs	311	72.9	311	68.9	126	65.9
All Students - District	465	67.9	465	64.3	184	61.3

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	75.0	63.6	68.5	100.0	254	76.8
Curl Up	76.4	74.2	74.1	98.4	254	80.7
Push Up	50.0	53.0	58.7	93.5	263	63.1
Mile Run/PACER	81.9	66.7	74.6	96.8	263	79.8
All Tests - District	37.5	30.3	39.6	91.9	253	49.4
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

East Haddam School District

2023-24 Cohort Graduation: Four-Year

Student Group	Cohort Count	Rate (%)
Black or African American	N/A	N/A
Hispanic or Latino of any race	*	*
White	63	92.1
English Learners/Multilingual Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	19	*
Students with Disabilities	15	*
All Students - District	67	92.5
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	49	72.1
Male	26	40.0
Non-Binary	0	*
Black or African American	N/A	N/A
Hispanic or Latino of any race	*	*
White	66	56.9
English Learners/ Multilingual Learners	0	*
Eligible for Free or Reduced-Price Meals	18	45.0
Students with Disabilities	*	*
All Students - District	75	56.0
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	90.0	95.7
Male	43.2	85.7
Non-Binary	N/A	N/A
Black or African American	N/A	*
Hispanic or Latino of any race	*	*
White	63.5	90.0
English Learners/ Multilingual Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	*	*
Students with Disabilities	*	*
All Students - District	64.2	90.9
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

East Haddam 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	67.9	75	45.3	50	90.5	64.7
ELA Performance Index	High Needs Students	57.8	75	38.6	50	77.1	54.9
Math Performance Index	All Students	64.3	75	42.8	50	85.7	61.1
Math Performance Index	High Needs Students	54.9	75	36.6	50	73.2	50.6
Science Performance Index	All Students	61.3	75	40.9	50	81.8	62.6
Science Performance Index	High Needs Students	51.5	75	34.3	50	68.6	52.1
ELA Academic Growth	All Students	51.2%	100%	51.2	100	51.2	60.6%
ELA Academic Growth	High Needs Students	43.6%	100%	43.6	100	43.6	55.7%
Math Academic Growth	All Students	59.6%	100%	59.6	100	59.6	62.3%
Math Academic Growth	High Needs Students	52.4%	100%	52.4	100	52.4	55.9%
Progress Toward English Proficiency	Literacy	.	100%	.	.	.	58.7%
Progress Toward English Proficiency	Oral	.	100%	.	.	.	55.7%
Chronic Absenteeism	All Students	8.7%	<=5%	42.6	50	85.2	17.2%
Chronic Absenteeism	High Needs Students	13.4%	<=5%	33.2	50	66.4	24.8%
% Taking CCR Courses	All Students	98.5%	75%	50.0	50	100.0	92.4%
% Meeting CCR Benchmark	All Students	56.0%	75%	37.3	50	74.6	47.2%
On-track to High School Graduation	All Students	97.2%	94%	50.0	50	100.0	85.9%
4-year Graduation Rate (2024 Cohort)	All Students	92.5%	94%	98.4	100	98.4	88.9%
6-year Graduation Rate (2022 Cohort)	High Needs Students	88.5%	94%	94.1	100	94.1	87.3%
Postsecondary Entrance (Class of 2024)	All Students	64.2%	75%	85.6	100	85.6	67.0%
Physical Fitness % Meeting Health Standard	All Students	49.4%	75%	32.9	50	65.9	49.0%
Arts Access	All Students	65.6%	60%	50.0	50	100.0	55.1%
Accountability Index				1019.4	1350	75.5	

Physical Fitness Estimated Participation Rate - District: 93.7% | 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	72.9	57.8	15.0	16.9	N
Math Performance Index Gap	68.9	54.9	14.0	18.4	N
Science Performance Index Gap	65.9	51.5	14.4	18.2	N
Graduation Rate Gap	94.0%	88.5%	5.5%	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	97.9
ELA	High Needs Students	96.9
Math	All Students	97.9
Math	High Needs Students	96.9
Science	All Students	96.9
Science	High Needs Students	95.2

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>

District Profile and Performance Report for School Year 2024-25

East Haddam School District

Narratives

School District Improvement Plans and Parental Outreach Activities

EHPS introduced significant improvements in special education, truancy reduction, & family engagement to create a more inclusive, supportive, & collaborative educational environment, reflecting their commitment to enhancing student outcomes & fostering strong community relationships. Special Ed. Enhancements 1. Professional Development: The district emphasizes ongoing staff training to meet diverse needs of students with disabilities & collaborates with experts in developmental pediatrics, behavior, & neuropsychology for specialized student support. 2. Screening & Monitoring: New tools are implemented to screen & monitor social & emotional competencies, allowing early identification & intervention for students needing extra support. 3. Evaluation & ABA Programming: Continuous review of evaluation tools supports specific student learning profiles. Representatives visit schools with Applied Behavior Analysis (ABA) programs to adopt best practices. 4. Collaboration with Local Agencies: Partnerships with local agencies ensure care & support for high-need students. 5. Developing clinical mental health programs addresses significant emotional & behavioral needs, with staff receiving extensive training to support these students effectively. Truancy Reduction Efforts 1. Attendance Appeals Process: An established attendance appeals process ensures fairness & transparency, allowing accurate attendance records & addressing discrepancies. 2. Parent Awareness & Support: Increased parent awareness through letters at different levels of absences & providing attendance improvement strategies fosters a collaborative effort to reduce truancy. 3. Youth & Family Services Partnership: Collaboration with EHYFS offers additional support & resources for families, addressing root causes of truancy. 4. District Meetings: Regular meetings review practices & address individual student cases, ensuring tailored interventions & support plans. 5. Training for Home Visits: Staff training for home visits strengthens family connections, helping understand challenges & providing targeted support. 6. Communication with Families: Ongoing communication with families of chronically absent students ensures support & helps identify barriers to consistent attendance. Family Engagement in Student Learning 1. Staff Skills: PD enhances staff ability to partner effectively with all families, focusing on communication strategies & cultural competence. 2. Engaging Parents in Planning & Improvement: Involving parents in planning & improving school programs through meetings, surveys, & feedback sessions ensures programs reflect community needs & preferences. 3. Supporting Home-Based Learning: Providing resources & activities for parents to support their children's learning at home bridges the gap between school & home, promoting a consistent learning environment. 4. Increasing Parent Involvement in Committees: Encouraging parent participation in school committees brings diverse perspectives & valuable insights, contributing to more effective & responsive school programs & policies. EHPS is making significant strides in improving special education services, reducing truancy, & engaging families in student learning, fostering collaboration, providing targeted support, & actively involving the community. EHPS is creating a more inclusive & supportive educational environment.

Efforts to Reduce Racial, Ethnic and Economic Isolation

EHPS initiatives to reduce racial, ethnic, & economic isolation, fostering a more inclusive community. Efforts include partnerships, educational programs, community outreach, professional development, & student-led initiatives. Partnering with Mohegan Tribe raised awareness of Native American contributions to American history & culture through professional learning sessions & presentations for staff members & students, enriching the curriculum & fostering a deep appreciation of Native American heritage. Unified Sports & Best Buddies programs, integrating students with & without disabilities in sports & social activities promoting awareness, understanding, & acceptance, breaking down barriers & building inclusive school communities. Community outreach program paired students with senior citizens, enhancing students' awareness of the needs of this often-isolated population providing companionship & support to seniors & taught students valuable lessons in empathy & social responsibility. Professional development for high school staff, focusing on teaching through an antiracist lens. Sessions create inclusive curriculum & classroom environments, ensuring all students feel respected & valued. A book club for High School staff used "This Book Is Antiracist" as a guide for professional learning on diversity & inclusion promoting ongoing dialogue & reflection on best practices for fostering an inclusive school culture. The Diversity & Inclusion Committee led ongoing professional development for high school staff & played a crucial role in driving the district's efforts to create an equitable & inclusive educational environment. Supporting Families Experiencing Financial Hardship Partnerships with local organizations provided support to families with hardship, including assistance with food, fuel, & diapers by organizing drives for food & funds, to support organizations aiding vulnerable families. Straight from the Heart Club, consists of high school students & staff. Providing meals to families during Thanksgiving, supported citizens through community service, & organized a toy drive. Our commitment to fostering a caring & supportive community has made major strides in reducing racial, ethnic & economic isolation and creating an inclusive & supportive environment.

District Profile and Performance Report for School Year 2024-25

East Haddam School District

Equitable Allocation of Resources among District Schools

East Haddam Public Schools allocate district resources through a comprehensive and equitable process to ensure student needs are met. Staff, teachers, and administration begin by assessing the needs of students across the district, considering demographics, academic performance, socioeconomic status, special needs, disabilities, and English learning requirements

Based on this thorough assessment, the administration prepares a budget plan that details how resources will be distributed among schools and programs to address identified needs effectively. This plan ensures that each school receives an equitable share of resources tailored to its specific student population

Resource allocation is monitored and adjusted as needed throughout the year to respond to changing student needs and circumstances. This adaptive approach ensures that the support provided remains relevant and effective.

District Profile and Performance Report for School Year 2024-25

East Haddam 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	1	10.0	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	0	0.0	6.7
Position Eliminated or Expired	1	10.0	9.8
Position Filled Permanently	0	0.0	0.1
Resigned (no reason given)	1	10.0	32.0
Retired	3	30.0	23.7
Teach/Admin in Other CT Dist	4	40.0	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	10		

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.