

# Connecticut State Department of Education

## DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2024-25



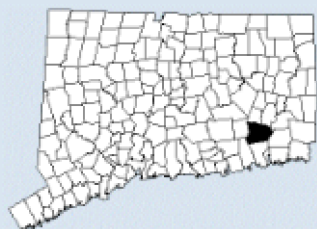
### Montville School District

Dianne Vumback, Superintendent • 860-848-1228 • <http://www.montvilleschools.org>

#### District Information

Grade Range	PK-12
Number of Schools/Programs	8
Enrollment	2,001
Per Pupil Expenditures	\$21,162
Total Expenditures	\$46,514,154

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	*	*	48.4
Male	1,038	51.9	51.5
Non-Binary	*	*	0.1
American Indian or Alaska Native	*	*	0.2
Asian	119	5.9	5.2
Black or African American	94	4.7	12.4
Hispanic or Latino of any race	335	16.7	32.1
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	256	12.8	4.8
White	1,179	58.9	45.1
English Learners/Multilingual Learners	96	4.8	11.3
Eligible for Free or Reduced-Price Meals	887	44.3	44.8
Students with Disabilities	428	21.4	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	172	17.2	156	14.3
Non-Binary	*	*	*	*
Black or African American	9	10.1	21	21.0
Hispanic or Latino of any race	80	23.5	38	10.4
White	186	16.4	122	10.0
English Learners/Multilingual Learners	21	20.8	8	7.8
Eligible for Free or Reduced-Price Meals	199	23.1	128	12.7
Students with Disabilities	108	26.7	92	18.4
All Students - District	333	17.1	210	10.0
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: 338**  
**Number of school-based arrests: 12**

# District Profile and Performance Report for School Year 2024-25

## Montville School District

### Educators

#### Full-Time Equivalent (FTE) Staff

Role	FTE
General Education Teachers and Instructors	150.6
General Education Paraprofessionals	25.9
Special Education Teachers and Instructors	34.1
Special Education Paraprofessionals	61.3
District Central Office Administrators	4.0
School Level Administrators	11.2
Library/Media Specialists (Certified)	3.0
Library/Media Support Staff	3.3
Instructional Specialists Who Support Teachers	12.5
Counselors, Social Workers and School Psychologists	18.0
School Nurses	7.7
Other Staff Providing Non-Instructional Services/Support	164.4

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	12.8
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	1	0.4	1.4
Black or African American	2	0.9	4.9
Hispanic or Latino of any race	6	2.6	5.3
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	1	0.4	0.3
White	225	95.7	87.9

#### New! Educator Attrition: 2023-24

Educator Type	District Attrition Count	District Attrition Rate (%)	State Attrition Rate (%)
All Educators	16	6.8	6.8
Teachers	14	7.4	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	10	*	6	*
Hispanic or Latino of any race	21	100.0	23	100.0
White	78	97.5	84	97.7
English Learners/Multilingual Learners	*	*	6	*
Eligible for Free or Reduced-Price Meals	59	96.7	45	100.0
Students with Disabilities	23	85.2	26	96.3
All Students - District	137	97.2	143	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	39	53.4
Emotional Disability	23	67.6
Intellectual Disability	*	*
Learning Disability	146	92.4
Other Health Impairment	88	84.6
Other Disabilities	*	*
Speech/Language Impairment	32	94.1
All Disabilities - District	331	78.3
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

## Montville School District

### Students with Disabilities by Primary Disability

Disability	District Count	District Rate (%)	State Rate (%)
Autism	77	3.6	2.9
Emotional Disability	34	1.6	1.1
Intellectual Disability	13	0.6	0.6
Learning Disability	158	7.5	6.5
Other Health Impairment	104	4.9	3.6
Other Disabilities	19	0.9	1.1
Speech/Language Impairment	43	2.0	2.0
All Disabilities	448	21.2	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	6.7	8.2
Private Schools or Other Settings	44	9.8	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	\$30,862,013	\$14,041	\$13,471
Support services - students	\$3,439,322	\$1,717	\$1,826
Support services - instruction	\$628,813	\$314	\$972
Support services - general administration	\$879,626	\$439	\$568
Support services - school based administration	\$2,223,587	\$1,110	\$1,274
Central and other support services	\$485,430	\$242	\$761
Operation and maintenance of plant	\$4,509,753	\$2,251	\$2,125
Student transportation services	\$2,687,424	\$1,381	\$1,695
Food services	.	.	\$10
Enterprise operations	\$798,186	\$398	\$219
Total	\$46,514,154	\$21,162	\$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	\$3,985,211	31.6	26.4
Instructional Aide Salaries	\$1,628,958	12.9	10.1
Other Salaries	\$1,347,626	10.7	10.5
Employee Benefits	\$1,506,988	12.0	13.3
Purchased Services Other Than Transportation	\$568,137	4.5	6.8
Special Education Tuition	\$2,769,743	22.0	22.8
Supplies	\$124,681	1.0	0.6
Property Services	\$641,046	5.1	0.4
Purchased Services For Transportation	\$20,261	0.2	8.7
Equipment	\$1,962	0.0	0.2
All Other Expenditures	\$1,217	0.0	0.1
Total	\$12,595,830	100.0	100.0

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

Level	Percent (%)
District	27.1
State	25.7

### Expenditures by Revenue Source: 2023-24

Revenue Source	Percent of Total (%) Excluding School Construction
Local	64.5
State	29.3
Federal	5.3
Tuition & Other	0.9

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

## Montville 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	8	*	8	*	0	N/A
Asian	73	72.8	73	75.6	35	80.3
Black or African American	52	57.7	52	51.8	25	50.3
Hispanic or Latino of any race	170	58.5	169	54.2	79	58.7
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	136	61.8	136	56.8	59	60.3
White	644	66.8	644	63.7	271	63.6
English Learners/Multilingual Learners	92	58.5	92	58.9	41	62.6
Non-English Learners/Non-Multilingual Learners	991	65.4	990	61.8	428	62.9
Eligible for Free or Reduced-Price Meals	465	60.3	465	56.7	202	58.1
Not Eligible for Free or Reduced-Price Meals	618	68.2	617	65.2	267	66.5
Students with Disabilities	202	45.3	202	40.1	88	44.1
Students without Disabilities	881	69.3	880	66.4	381	67.2
High Needs	576	57.9	576	54.4	253	55.8
Non-High Needs	507	72.7	506	69.7	216	71.2
All Students - District	1,083	64.8	1,082	61.5	469	62.9

#### 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	85.6	83.6	80.8	77.1	621	82.0
Curl Up	79.5	82.4	79.3	81.4	621	80.5
Push Up	65.8	75.5	70.7	76.9	620	71.9
Mile Run/PACER	76.0	74.2	66.7	60.2	621	69.6
All Tests - District	45.9	60.4	47.5	53.8	620	51.6
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

## Montville School District

### 2023-24 Cohort Graduation: Four-Year

Student Group	Cohort Count	Rate (%)
Black or African American	*	*
Hispanic or Latino of any race	14	*
White	80	88.8
English Learners/Multilingual Learners	7	*
Eligible for Free or Reduced-Price Meals	59	84.7
Students with Disabilities	25	72.0
All Students - District	119	89.1
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	79	60.8
Male	57	36.5
Non-Binary	N/A	N/A
Black or African American	*	*
Hispanic or Latino of any race	18	40.9
White	77	46.4
English Learners/ Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	42	39.6
Students with Disabilities	*	*
All Students - District	136	47.6
All Students - State		47.2

Students demonstrate postsecondary readiness through at least one of the following:

- SAT® - meets benchmark score on SAT, Revised SAT or Connecticut School Day SAT
- ACT® - meets benchmark score on 3 of 4 exams (benchmark score varies by subject)
- AP® - 3 or higher on any one AP® exam
- IB® - 4 or higher on any one IB® exam
- Earning three or more non-remedial college credits cumulatively during high school.

Sources:

SAT® and AP® statistics derived from data provided by the College Board.

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

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

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### College Entrance and Persistence

Student Group	Class of 2024 Entrance Rate (%)	Class of 2023 Persistence Rate (%)
Female	65.3	85.0
Male	53.2	83.3
Non-Binary	*	N/A
Black or African American	*	*
Hispanic or Latino of any race	*	*
White	54.7	87.2
English Learners/ Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	45.3	75.0
Students with Disabilities	30.4	*
All Students - District	58.0	84.3
All Students - State	67.0	88.2

**College entrance** refers to the percent of high school graduates from the year who enrolled in college any time during the first year after high school.

**College persistence** refers to the percent of students who enrolled in college the first year after high school and returned for a second year (Freshman to Sophomore persistence).

Source: National Student Clearinghouse

# District Profile and Performance Report for School Year 2024-25

## Montville 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	64.8	75	43.2	50	86.4	64.7
ELA Performance Index	High Needs Students	57.9	75	38.6	50	77.2	54.9
Math Performance Index	All Students	61.5	75	41.0	50	82.0	61.1
Math Performance Index	High Needs Students	54.4	75	36.2	50	72.5	50.6
Science Performance Index	All Students	62.9	75	41.9	50	83.8	62.6
Science Performance Index	High Needs Students	55.8	75	37.2	50	74.3	52.1
ELA Academic Growth	All Students	55.3%	100%	55.3	100	55.3	60.6%
ELA Academic Growth	High Needs Students	54.0%	100%	54.0	100	54.0	55.7%
Math Academic Growth	All Students	54.8%	100%	54.8	100	54.8	62.3%
Math Academic Growth	High Needs Students	51.6%	100%	51.6	100	51.6	55.9%
Progress Toward English Proficiency	Literacy	72.2%	100%	36.1	50	72.2	58.7%
Progress Toward English Proficiency	Oral	68.5%	100%	34.3	50	68.5	55.7%
Chronic Absenteeism	All Students	17.1%	<=5%	25.7	50	51.4	17.2%
Chronic Absenteeism	High Needs Students	22.8%	<=5%	14.5	50	28.9	24.8%
% Taking CCR Courses	All Students	97.9%	75%	50.0	50	100.0	92.4%
% Meeting CCR Benchmark	All Students	47.6%	75%	31.7	50	63.4	47.2%
On-track to High School Graduation	All Students	96.3%	94%	50.0	50	100.0	85.9%
4-year Graduation Rate (2024 Cohort)	All Students	89.1%	94%	94.8	100	94.8	88.9%
6-year Graduation Rate (2022 Cohort)	High Needs Students	95.1%	94%	100.0	100	100.0	87.3%
Postsecondary Entrance (Class of 2024)	All Students	58.0%	75%	77.3	100	77.3	67.0%
Physical Fitness % Meeting Health Standard	All Students	51.6%	75%	34.4	50	68.8	49.0%
Arts Access	All Students	58.0%	60%	48.4	50	96.7	55.1%
<b>Accountability Index</b>				<b>1051.0</b>	<b>1450</b>	<b>72.5</b>	

Physical Fitness Estimated Participation Rate - District: 97.3% | 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	72.7	57.9	14.8	16.9	N
Math Performance Index Gap	69.7	54.4	15.3	18.4	N
Science Performance Index Gap	71.2	55.8	15.5	18.2	N
Graduation Rate Gap	94.0%	95.1%	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	99.5
ELA	High Needs Students	99.0
Math	All Students	99.4
Math	High Needs Students	98.9
Science	All Students	98.8
Science	High Needs Students	97.8

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

## Montville School District

### Narratives

#### School District Improvement Plans and Parental Outreach Activities

Montville Public Schools is home to three elementary schools, one middle school, one high school one alternative high school and one transition academy. During the 2024-25 school year, the district worked on several district improvement efforts including improvement of academic programs, special education programs and our multi-language learner programs. There was a strong focus on Tier 1 instruction in literacy and mathematics, improving the academic achievement of special education students, and a focus on the instruction of multilingual learners were goals. District and School Improvement plans and professional development activities are aligned to the Board of Education's vision and strategic plan. Montville has committed to the continuous improvement of special education programming and a focus on developing strong connections and positive relationships with students and families. A PK-22 continuum of services has been created and refined to effectively address the individual needs of all students with disabilities.

The Montville Transition Academy provides instruction and vocational experiences related to post-school outcomes as recommended by the PPT process. Additionally, Montville has implemented RULER, our social-emotional curriculum in the elementary schools district-wide.

Creating a climate and culture where students want to attend school and feel a true sense of belonging is at the heart of addressing chronic absenteeism. Each school monitors attendance rates, striving to build positive relationships with students and families to ensure resources are available to promote and support regular attendance.

Montville Public Schools seeks to engage parents and students in planning and improvement of school programs. Annual climate surveys provide feedback from parents, students, and staff to help inform ongoing improvements. Each school has an active Parent Teacher Organization that works closely with administration. Title 1 meetings are held each year to provide parents an opportunity to hear about our intervention programs and also provides a space for parents to offer suggestions and feedback. There are two student representatives on the Board of Education.

Montville Public Schools is proud to be a 1:1 device district. We use the G Suite to support this 1:1 effort and the use of Google Classroom and Google Meet assists in communication with students and parents for immediate communication but also for PPT and 504 meetings, we can even use them for Parent/Teacher conferences when it is most convenient for the parent.

Montville provides information to parents regarding their child's academic performance and school engagement through a variety of platforms. In grades 6-12, parents can access student grades online as they are posted by the teachers in PowerSchool. In grades K-5, parents can access information using Google Classroom.

An automated phone and email system is used daily to communicate various school or student issues, including absenteeism and truancy. Parent/teacher conferences are scheduled twice a year. School Messenger is used to communicate with parents in a timely manner with regards to weather events, upcoming school events or any other information pertaining to school or district as a whole. The Board of Education continues to seek additional avenues to partner with parents.

#### Efforts to Reduce Racial, Ethnic and Economic Isolation

Through our SRBI process, the needs of individual students are thoughtfully addressed and consistently monitored. To accommodate families of our English Learners, the district sends translated versions of all communications home and provides translation services through Language Line at parent conferences, IEP or 504 meetings, and evening events.

Our academic programs, especially our English Language Arts and Social Studies programs, focus on topics which foster cultural awareness, an appreciation of the values of different ethnic groups, and respect for diversity. Our arts programs actively seek to help students understand the ways in which culture can be expressed through visual and musical media. These programs are intended to build relationships with, and foster awareness of, different cultures both within our Montville community and throughout the world. Our district-wide Equity, Social Justice, and Inclusion Committee, led by the Assistant Superintendent, strives to promote DEI initiatives and to identify and address concerns.

Montville students continue to have the option of attending more diverse learning communities through attendance at a number of choice schools including the Regional Multicultural Magnet School, Friendship School, Marine Science Magnet, Three Rivers Middle College, New London Nathan Hale, New London Winthrop, New London Stem Magnet Middle and High School, East Conn, and New London Arts Magnet School.

# District Profile and Performance Report for School Year 2024-25

## Montville School District

### **Equitable Allocation of Resources among District Schools**

The Board of Education's process for determining distribution of district resources ensures that each school receives an equitable allocation of resources. In the fall, schools are asked to submit a list of personnel, equipment, and capital improvements for the budget for the following year. Schools are asked to examine their strategic school profile and state and district assessment data to help determine the need for resources. Enrollment projections for the following year are utilized to determine needs for staff, equipment, and supplies. Money for textbooks and supplies is allocated on a per pupil basis with special funds set aside for new programs. Funds have been carefully appropriated to ensure coordination of our ELA and math programs across the three elementary schools, to provide equitable access to social workers, to enhance our SRBI services K-12, and to meet the needs of our growing special education population. Title I, II, III, and IV and IDEA funds are also used to provide resources based upon student and school need.

# District Profile and Performance Report for School Year 2024-25

## Montville 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	12.5	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	12.5	9.8
Position Filled Permanently	0	0.0	0.1
Resigned (no reason given)	3	37.5	32.0
Retired	2	25.0	23.7
Teach/Admin in Other CT Dist	0	0.0	18.0
Teach/Admin in CT Nonpublic School	0	0.0	0.1
Teach/Admin Out-of-State (public or private)	1	12.5	1.3
Terminated	0	0.0	1.2
Took Job Related To Education	0	0.0	2.3
<b>TOTAL</b>	<b>8</b>		

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.