

Connecticut State Department of Education

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2024-25



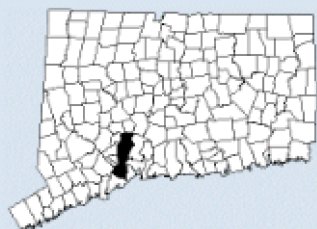
Regional School District 05

Jennifer Byars, Superintendent • 203-397-4811 • <http://www.amityregion5.org>

District Information

Grade Range	7-12
Number of Schools/Programs	7
Enrollment	2,138
Per Pupil Expenditures	\$22,897
Total Expenditures	\$49,090,441

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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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	1,116	52.2	51.5
Non-Binary	*	*	0.1
American Indian or Alaska Native	*	*	0.2
Asian	329	15.4	5.2
Black or African American	*	*	12.4
Hispanic or Latino of any race	246	11.5	32.1
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	101	4.7	4.8
White	1,390	65.0	45.1
English Learners/Multilingual Learners	40	1.9	11.3
Eligible for Free or Reduced-Price Meals	356	16.7	44.8
Students with Disabilities	293	13.7	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	59	5.8	12	1.2
Male	*	*	54	4.8
Non-Binary	*	*	0	*
Black or African American	8	11.6	7	9.9
Hispanic or Latino of any race	23	9.2	15	6.0
White	70	5.1	33	2.4
English Learners/Multilingual Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	43	12.5	23	6.0
Students with Disabilities	47	16.5	16	5.1
All Students - District	116	5.4	66	3.0
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: 191
Number of school-based arrests: Fewer than 6

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Educators

Full-Time Equivalent (FTE) Staff

Role	FTE
General Education Teachers and Instructors	165.1
General Education Paraprofessionals	4.0
Special Education Teachers and Instructors	24.5
Special Education Paraprofessionals	23.6
District Central Office Administrators	10.8
School Level Administrators	11.4
Library/Media Specialists (Certified)	6.0
Library/Media Support Staff	2.0
Instructional Specialists Who Support Teachers	4.5
Counselors, Social Workers and School Psychologists	25.0
School Nurses	5.0
Other Staff Providing Non-Instructional Services/Support	148.9

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	7.6
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	6	2.4	1.4
Black or African American	6	2.4	4.9
Hispanic or Latino of any race	4	1.6	5.3
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.3
White	233	93.6	87.9

New! Educator Attrition: 2023-24

Educator Type	District Attrition Count	District Attrition Rate (%)	State Attrition Rate (%)
All Educators	18	7.5	6.8
Teachers	20	10.5	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	12	*	10	*
Hispanic or Latino of any race	32	94.1	34	97.1
White	187	87.8	226	96.6
English Learners/Multilingual Learners	7	*	*	*
Eligible for Free or Reduced-Price Meals	44	88.0	51	98.1
Students with Disabilities	31	83.8	40	87.0
All Students - District	292	89.6	337	97.1
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	25	44.6
Emotional Disability	14	63.6
Intellectual Disability	0	0
Learning Disability	90	87.4
Other Health Impairment	72	90.0
Other Disabilities	0	0
Speech/Language Impairment	13	*
All Disabilities - District	214	70.9
All Disabilities - State		68.0

This table represents students ages 6-21 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

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Students with Disabilities by Primary Disability

Disability	District Count	District Rate (%)	State Rate (%)
Autism	56	2.6	2.9
Emotional Disability	22	1.0	1.1
Intellectual Disability	13	0.6	0.6
Learning Disability	103	4.7	6.5
Other Health Impairment	80	3.7	3.6
Other Disabilities	13	0.6	1.1
Speech/Language Impairment	15	0.7	2.0
All Disabilities	302	13.9	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	12	4.0	8.2
Private Schools or Other Settings	13	4.3	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	\$25,451,150	\$11,871	\$13,471
Support services - students	\$5,551,371	\$2,646	\$1,826
Support services - instruction	\$2,259,702	\$1,077	\$972
Support services - general administration	\$1,734,056	\$827	\$568
Support services - school based administration	\$3,836,407	\$1,829	\$1,274
Central and other support services	\$1,217,042	\$580	\$761
Operation and maintenance of plant	\$3,870,161	\$1,845	\$2,125
Student transportation services	\$4,025,586	\$2,190	\$1,695
Food services	.	.	\$10
Enterprise operations	\$1,144,965	\$546	\$219
Total	\$49,090,441	\$22,897	\$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	\$3,691,112	35.3	26.4
Instructional Aide Salaries	\$785,271	7.5	10.1
Other Salaries	.	.	10.5
Employee Benefits	\$827,452	7.9	13.3
Purchased Services Other Than Transportation	\$973,851	9.3	6.8
Special Education Tuition	\$2,505,181	24.0	22.8
Supplies	\$45,276	0.4	0.6
Property Services	\$21,506	0.2	0.4
Purchased Services For Transportation	\$1,580,503	15.1	8.7
Equipment	\$22,624	0.2	0.2
All Other Expenditures	\$3,870	0.0	0.1
Total	\$10,456,648	100.0	100.0

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

Level	Percent (%)
District	21.3
State	25.7

Expenditures by Revenue Source: 2023-24

Revenue Source	Percent of Total (%) Excluding School Construction
Local	93.0
State	5.1
Federal	1.6
Tuition & Other	0.3

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	*	*	*	*	*	*
Asian	171	85.3	169	89.2	110	87.1
Black or African American	*	*	*	*	*	*
Hispanic or Latino of any race	126	66.0	126	61.3	70	68.9
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	54	89.3	52	86.2	27	85.3
White	681	72.6	681	69.8	447	74.0
English Learners/Multilingual Learners	61	58.5	60	60.9	27	60.4
Non-English Learners/Non-Multilingual Learners	1,004	75.5	1,001	73.2	651	76.6
Eligible for Free or Reduced-Price Meals	158	63.2	155	61.9	101	63.1
Not Eligible for Free or Reduced-Price Meals	907	76.5	906	74.3	577	78.2
Students with Disabilities	139	48.7	139	42.1	83	50.3
Students without Disabilities	926	78.4	922	77.0	595	79.5
High Needs	299	58.9	296	55.8	177	59.6
Non-High Needs	766	80.6	765	78.9	501	81.7
All Students - District	1,065	74.5	1,061	72.5	678	75.9

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	N/A	N/A	86.2	86.4	699	86.3
Curl Up	N/A	N/A	97.5	94.0	697	95.8
Push Up	N/A	N/A	84.5	89.0	698	86.7
Mile Run/PACER	N/A	N/A	81.8	68.2	691	75.3
All Tests - District	N/A	N/A	69.2	61.1	681	65.3
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	11	*
Hispanic or Latino of any race	20	95.0
White	249	96.4
English Learners/Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	64	89.1
Students with Disabilities	53	86.8
All Students - District	349	96.6
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	*	*
Male	206	57.9
Non-Binary	*	*
Black or African American	10	45.5
Hispanic or Latino of any race	31	44.9
White	254	56.8
English Learners/ Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	40	39.2
Students with Disabilities	*	*
All Students - District	403	59.9
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	91.8	96.3
Male	81.9	92.9
Non-Binary	N/A	N/A
Black or African American	*	*
Hispanic or Latino of any race	80.0	*
White	83.9	93.7
English Learners/ Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	81.4	92.5
Students with Disabilities	58.9	80.8
All Students - District	86.5	94.5
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	74.5	75	49.7	50	99.4	64.7
ELA Performance Index	High Needs Students	58.9	75	39.3	50	78.5	54.9
Math Performance Index	All Students	72.5	75	48.3	50	96.6	61.1
Math Performance Index	High Needs Students	55.8	75	37.2	50	74.5	50.6
Science Performance Index	All Students	75.9	75	50.0	50	100.0	62.6
Science Performance Index	High Needs Students	59.6	75	39.7	50	79.4	52.1
ELA Academic Growth	All Students	58.8%	100%	58.8	100	58.8	60.6%
ELA Academic Growth	High Needs Students	50.9%	100%	50.9	100	50.9	55.7%
Math Academic Growth	All Students	64.5%	100%	64.5	100	64.5	62.3%
Math Academic Growth	High Needs Students	51.2%	100%	51.2	100	51.2	55.9%
Progress Toward English Proficiency	Literacy	69.5%	100%	34.7	50	69.5	58.7%
Progress Toward English Proficiency	Oral	81.5%	100%	40.7	50	81.5	55.7%
Chronic Absenteeism	All Students	5.4%	<=5%	49.2	50	98.3	17.2%
Chronic Absenteeism	High Needs Students	13.0%	<=5%	34.1	50	68.2	24.8%
% Taking CCR Courses	All Students	93.5%	75%	50.0	50	100.0	92.4%
% Meeting CCR Benchmark	All Students	59.9%	75%	39.9	50	79.8	47.2%
On-track to High School Graduation	All Students	96.0%	94%	50.0	50	100.0	85.9%
4-year Graduation Rate (2024 Cohort)	All Students	96.6%	94%	100.0	100	100.0	88.9%
6-year Graduation Rate (2022 Cohort)	High Needs Students	94.9%	94%	100.0	100	100.0	87.3%
Postsecondary Entrance (Class of 2024)	All Students	86.5%	75%	100.0	100	100.0	67.0%
Physical Fitness % Meeting Health Standard	All Students	65.3%	75%	43.6	50	87.1	49.0%
Arts Access	All Students	55.2%	60%	46.0	50	92.0	55.1%
Accountability Index				1177.8	1450	81.2	

Physical Fitness Estimated Participation Rate - District: 94.6% | 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	58.9	16.1	16.9	N
Math Performance Index Gap	75.0	55.8	19.2	18.4	Y
Science Performance Index Gap	75.0	59.6	15.4	18.2	N
Graduation Rate Gap	94.0%	94.9%	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	98.8
ELA	High Needs Students	98.7
Math	All Students	98.4
Math	High Needs Students	97.8
Science	All Students	98.9
Science	High Needs Students	98.9

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: N/A

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

Amity Regional School District No. 5's Portrait of the Graduate (POG) is a foundational document that guides curriculum and instruction. Developed collaboratively with staff, families, and community members, the POG outlines five key attributes students are expected to demonstrate. These attributes are embedded in curriculum design and showcased through end-of-year student exhibitions in Grades 7, 8, and 11. The POG also informs the district's unique independent learning experience in Grade 12.

Amity's school improvement plan prioritizes students' social and emotional wellness alongside academic achievement. Staff received multi-session professional learning in trauma-informed practices and classroom-based strategies to support mental health and pro-social behavior. These sessions, facilitated by in-district experts and consultants from Connecticut Behavioral Health, built capacity around resilience, transformative SEL, and mental wellness.

To address truancy and chronic absenteeism, the district established a multi-tiered intervention plan led by a committee of administrators and teachers. The plan emphasizes proactive outreach and timely communication. A full-time school engagement specialist provides direct support and connects families to community agencies. Staff participated in national conferences focused on evidence-based SEL interventions and literacy strategies.

The district also emphasizes high academic standards. All students in Grades 7–8 took the STAR Assessment; teachers used results to guide instruction and provide targeted interventions. Students in Grades 9–11 took the PSAT, and Grade 10 students completed the Pre-ACT. The District MTSS Committee offered direction for identifying students needing additional support. District and school-based data teams met regularly to review assessment data and identify instructional improvements.

Special education improvement is addressed through training and ongoing collaboration with families. Parents of students with disabilities were involved in PPT, 504, and Student Study Team meetings. The district provided parent education on relevant topics such as gambling awareness and cyberbullying prevention.

Family engagement is a core component of Amity's strategy. Staff developed skills to build partnerships with families through consistent communication and collaboration. Weekly principal newsletters, Schoology course pages, and PowerSchool give families access to real-time updates on academics and attendance. Each school has an active Parent Teacher Student Organization (PTSO), and the Board of Education hosted two community forums and supported by a new website manager and social media technician.

The Amity Teacher Evaluation and Support Plan enabled teachers to align their professional growth with district priorities, fostering ongoing improvement in both academic and social-emotional outcomes. These comprehensive efforts support a shared mission to ensure students thrive both in school and at home.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Amity Regional School District No. 5 continues to implement initiatives to reduce racial, ethnic, and economic isolation. In 2024–2025, 40 students participated in the Open Choice program, with district support. The district also began transitioning from a DEI Instructional Coach to a School Climate Coordinator, whose role focuses on culture, belonging, engagement, and student/staff wellness.

The School Climate Coordinator actively participated in local town DEI meetings and collaborated with staff to foster inclusive practices. The district launched efforts to increase educator diversity, including voluntary surveys of candidate experiences and implementing anti-bias training for hiring teams.

Amity educators and leaders attended RESC-led professional learning, including the "Igniting Change" conference, focusing on building inclusive environments. These opportunities supported the district's long-term goals to enhance cultural competence and equity awareness.

Over the past four years, Amity has administered a district-wide school climate survey to collect data used to inform improvement efforts. Pilot climate improvement plans were developed using this data. These plans, implemented collaboratively with school leaders, guide responsive actions tailored to each school community. Each school also continued its partnership with the Anti-Defamation League's "No Place for Hate" initiative. This student-led program promotes respect and cultural understanding through custom activities developed at the school level, offering meaningful opportunities for students to explore identity, bias, and diversity.

In alignment with new Connecticut school climate legislation, the district revised Board policies and began implementation of a new climate and culture transition plan. This included the creation of new roles—District School Climate Coordinator and School Climate Specialists—charged with supporting safe, inclusive learning environments. Professional development and onboarding for these roles is ongoing.

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Equitable Allocation of Resources among District Schools

The Amity Board of Education is committed to ensuring that the entire district receives comparable resources through a fiscally responsible budgeting process. Annually, building principals, department leaders, and central office administrators collaborate to develop a budget that reflects the needs and priorities of the district. Issues such as enrollment, improved student performance, curriculum revision, health and safety, student interest, special education, and capital improvements drive the budget. The administrative team works closely to prioritize requests in alignment with district and school goals. The Superintendent develops a proposed budget that is presented to the Amity Finance Committee (AFC). The AFC consists of members from the three communities served by the Amity District. The members review the Superintendent's request and suggest adjustments. The Superintendent and administrative team review the suggested adjustments and reallocate resources in an equitable manner. The Superintendent presents the proposed budget to the Board for approval. A Public Hearing is held prior to Board adoption and the budget is approved in each town via a Referendum Process.

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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	2	16.7	2.1
Deceased	0	0.0	0.5
District/School Shut Down	0	0.0	0.0
Moved Out of State	1	8.3	2.2
Personal Reasons	3	25.0	6.7
Position Eliminated or Expired	0	0.0	9.8
Position Filled Permanently	0	0.0	0.1
Resigned (no reason given)	1	8.3	32.0
Retired	3	25.0	23.7
Teach/Admin in Other CT Dist	2	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	0	0.0	2.3
TOTAL	12		

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.