

Connecticut State Department of Education

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2024-25



Regional School District 12

Lorrie Rodrigue, Superintendent - Interim • 860-868-6100 • <http://www.region-12.org>

District Information

Grade Range	PK-12
Number of Schools/Programs	5
Enrollment	798
Per Pupil Expenditures	\$31,218
Total Expenditures	\$24,942,834

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	446	55.9	48.4
Male	*	*	51.5
Non-Binary	*	*	0.1
American Indian or Alaska Native	0	0.0	0.2
Asian	*	*	5.2
Black or African American	*	*	12.4
Hispanic or Latino of any race	91	11.4	32.1
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	30	3.8	4.8
White	669	83.8	45.1
English Learners/Multilingual Learners	15	1.9	11.3
Eligible for Free or Reduced-Price Meals	152	19.0	44.8
Students with Disabilities	107	13.4	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	52	12.2	*	*
Male	29	8.9	*	*
Non-Binary	0	*	0	*
Black or African American	0	*	0	*
Hispanic or Latino of any race	*	*	*	*
White	68	10.8	15	2.2
English Learners/Multilingual Learners	*	*	0	*
Eligible for Free or Reduced-Price Meals	29	18.4	8	4.1
Students with Disabilities	23	21.3	6	4.9
All Students - District	81	10.8	18	2.2
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: 132
Number of school-based arrests: 0

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Educators

Full-Time Equivalent (FTE) Staff

Role	FTE
General Education Teachers and Instructors	73.6
General Education Paraprofessionals	9.1
Special Education Teachers and Instructors	15.9
Special Education Paraprofessionals	19.6
District Central Office Administrators	3.7
School Level Administrators	5.6
Library/Media Specialists (Certified)	1.0
Library/Media Support Staff	4.3
Instructional Specialists Who Support Teachers	2.2
Counselors, Social Workers and School Psychologists	6.6
School Nurses	4.0
Other Staff Providing Non-Instructional Services/Support	60.6

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	10.2
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	0.9	4.9
Hispanic or Latino of any race	2	1.8	5.3
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.3
White	108	97.3	87.9

New! Educator Attrition: 2023-24

Educator Type	District Attrition Count	District Attrition Rate (%)	State Attrition Rate (%)
All Educators	13	11.9	6.8
Teachers	11	12.4	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	0	*	*	*
Hispanic or Latino of any race	9	*	10	*
White	80	94.1	66	97.1
English Learners/Multilingual Learners	*	*	0	*
Eligible for Free or Reduced-Price Meals	21	91.3	9	*
Students with Disabilities	9	*	13	*
All Students - District	95	91.3	80	97.6
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	7	*
Emotional Disability	*	*
Intellectual Disability	0	0
Learning Disability	22	73.3
Other Health Impairment	31	93.9
Other Disabilities	*	*
Speech/Language Impairment	9	*
All Disabilities - District	77	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	8	1.5	2.9
Emotional Disability	*	*	1.1
Intellectual Disability	*	*	0.6
Learning Disability	30	5.6	6.5
Other Health Impairment	33	6.2	3.6
Other Disabilities	9	1.7	1.1
Speech/Language Impairment	13	2.4	2.0
All Disabilities	102	19.1	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	N/A	N/A	8.2
Private Schools or Other Settings	24	23.5	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	\$13,489,288	\$16,883	\$13,471
Support services - students	\$2,060,824	\$2,595	\$1,826
Support services - instruction	\$1,213,828	\$1,529	\$972
Support services - general administration	\$761,852	\$960	\$568
Support services - school based administration	\$1,537,081	\$1,936	\$1,274
Central and other support services	\$593,550	\$748	\$761
Operation and maintenance of plant	\$3,397,526	\$4,279	\$2,125
Student transportation services	\$1,339,924	\$2,310	\$1,695
Food services	\$22,501	\$28	\$10
Enterprise operations	\$526,460	\$663	\$219
Total	\$24,942,834	\$31,218	\$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	\$1,958,747	41.4	26.4
Instructional Aide Salaries	\$658,192	13.9	10.1
Other Salaries	\$466,210	9.9	10.5
Employee Benefits	\$720,555	15.2	13.3
Purchased Services Other Than Transportation	\$483,060	10.2	6.8
Special Education Tuition	\$261,660	5.5	22.8
Supplies	\$19,899	0.4	0.6
Property Services	.	.	0.4
Purchased Services For Transportation	\$141,757	3.0	8.7
Equipment	\$17,276	0.4	0.2
All Other Expenditures	\$423	0.0	0.1
Total	\$4,727,779	100.0	100.0

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

Level	Percent (%)
District	19.0
State	25.7

Expenditures by Revenue Source: 2023-24

Revenue Source	Percent of Total (%) Excluding School Construction
Local	84.4
State	4.9
Federal	2.7
Tuition & Other	8.0

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

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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	*	*	*	*	*	*
Black or African American	0	N/A	0	N/A	0	N/A
Hispanic or Latino of any race	43	70.6	43	64.4	19	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	*	*	*	*	*	*
White	320	75.8	320	72.0	157	74.7
English Learners/Multilingual Learners	11	*	11	*	*	*
Non-English Learners/Non-Multilingual Learners	373	76.5	373	71.8	*	*
Eligible for Free or Reduced-Price Meals	83	71.8	83	64.6	49	73.1
Not Eligible for Free or Reduced-Price Meals	301	76.9	301	73.1	142	75.1
Students with Disabilities	55	58.1	55	50.0	25	54.3
Students without Disabilities	329	78.8	329	74.8	166	77.6
High Needs	123	66.8	123	60.0	67	67.7
Non-High Needs	261	80.0	261	76.6	124	78.3
All Students - District	384	75.8	384	71.3	191	74.6

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	90.0	71.7	82.2	83.7	245	82.4
Curl Up	88.0	95.7	88.9	91.3	245	91.0
Push Up	66.0	93.5	73.3	76.9	245	77.1
Mile Run/PACER	88.0	65.2	64.4	56.9	243	66.3
All Tests - District	58.0	50.0	53.3	47.1	243	51.0
All Tests - State	55.8	51.4	46.0	43.6		49.0

The Connecticut Physical Fitness Assessment (CPFA) is administered to students in Grades 4, 6, 8 and High School (HS). The health-related fitness scores gathered through the CPFA should be used to educate and motivate children and their families to increase physical activity and develop lifetime fitness habits.

Note: Only students assessed in all four areas are included in the All Tests calculation

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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	11	*
White	63	96.8
English Learners/Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	20	100.0
Students with Disabilities	18	*
All Students - District	78	94.9
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	68	68.0
Male	48	55.8
Non-Binary	N/A	N/A
Black or African American	*	*
Hispanic or Latino of any race	13	59.1
White	93	60.8
English Learners/ Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	15	46.9
Students with Disabilities	*	*
All Students - District	116	62.4
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	91.4	96.4
Male	71.8	*
Non-Binary	N/A	N/A
Black or African American	N/A	*
Hispanic or Latino of any race	*	*
White	83.6	94.4
English Learners/ Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	75.0	*
Students with Disabilities	*	*
All Students - District	81.1	93.3
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

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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	75.8	75	50.0	50	100.0	64.7
ELA Performance Index	High Needs Students	66.8	75	44.5	50	89.1	54.9
Math Performance Index	All Students	71.3	75	47.5	50	95.0	61.1
Math Performance Index	High Needs Students	60.0	75	40.0	50	80.0	50.6
Science Performance Index	All Students	74.6	75	49.7	50	99.4	62.6
Science Performance Index	High Needs Students	67.7	75	45.1	50	90.2	52.1
ELA Academic Growth	All Students	68.7%	100%	68.7	100	68.7	60.6%
ELA Academic Growth	High Needs Students	64.4%	100%	64.4	100	64.4	55.7%
Math Academic Growth	All Students	67.1%	100%	67.1	100	67.1	62.3%
Math Academic Growth	High Needs Students	56.9%	100%	56.9	100	56.9	55.9%
Progress Toward English Proficiency	Literacy	.	100%	.	.	.	58.7%
Progress Toward English Proficiency	Oral	.	100%	.	.	.	55.7%
Chronic Absenteeism	All Students	10.8%	<=5%	38.4	50	76.9	17.2%
Chronic Absenteeism	High Needs Students	19.3%	<=5%	21.3	50	42.6	24.8%
% Taking CCR Courses	All Students	94.1%	75%	50.0	50	100.0	92.4%
% Meeting CCR Benchmark	All Students	62.4%	75%	41.6	50	83.2	47.2%
On-track to High School Graduation	All Students	97.9%	94%	50.0	50	100.0	85.9%
4-year Graduation Rate (2024 Cohort)	All Students	94.9%	94%	100.0	100	100.0	88.9%
6-year Graduation Rate (2022 Cohort)	High Needs Students	.	94%	.	.	.	87.3%
Postsecondary Entrance (Class of 2024)	All Students	81.1%	75%	100.0	100	100.0	67.0%
Physical Fitness % Meeting Health Standard	All Students	51.0%	75%	34.0	50	68.0	49.0%
Arts Access	All Students	66.6%	60%	50.0	50	100.0	55.1%
Accountability Index				1019.3	1250	81.5	

Physical Fitness Estimated Participation Rate - District: 100.0% | 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	66.8	8.2	16.9	N
Math Performance Index Gap	75.0	60.0	15.0	18.4	N
Science Performance Index Gap	75.0	67.7	7.3	18.2	N
Graduation Rate Gap	.	.	.	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	99.7
ELA	High Needs Students	99.2
Math	All Students	99.7
Math	High Needs Students	99.2
Science	All Students	99.0
Science	High Needs Students	98.6

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

Region 12 is committed to ensuring that families remain active partners in their children's education through a variety of initiatives that prioritize communication, collaboration, and support.

Effective communication is at the core of Region 12's family engagement strategy. At the district level, the Region in Review newsletter is shared monthly, highlighting events and successes from across our schools and classrooms. Additionally, biannual publications showcase how district goals are being realized through classroom experiences and student achievements. The Superintendent maintains an ongoing dialogue with families, sharing proactive updates on upcoming events and timely responses to global or local events, always including helpful resources. At the school level, principals distribute weekly email updates to keep families informed about upcoming activities and key school happenings. In classrooms, teachers regularly send newsletters, share photos, and communicate via email to keep parents engaged in their child's daily learning experience.

Region 12 emphasizes the importance of face-to-face connections and access to tools that help families stay involved. Parent-teacher conferences are held twice a year, fostering strong communication about each student's academic progress and social-emotional development. In collaboration with community partners, the district offers workshops and training sessions tailored to family interests and needs. Additional staff-led training sessions focus on equipping parents with strategies to support learning at home. To facilitate continued involvement, families are given access to key educational technology platforms such as PowerSchool, Google Classroom, and Naviance. Active PTOs also contribute, providing information to families and enriching the student experience through field trips and educational activities.

Region 12 takes a proactive approach to addressing issues such as chronic absenteeism, school avoidance, and truancy. In cases of extended absences, the district ensures that families are contacted and support meetings are held to discuss individual circumstances. Tailored attendance support plans are developed with each family, which may include regular team check-ins, school counseling, classroom accommodations, referrals to external resources, and assignment of a case manager. If appropriate, students may be referred for special education services, and a Planning and Placement Team (PPT) will convene to determine eligibility and necessary supports.

The Department of Pupil Personnel Services (PPS) plays a vital role in supporting students with disabilities, including those eligible under special education and Section 504. Staff members begin each school year by building strong partnerships with families, aiming to boost student achievement and well-being from the start. Case managers for both special education and 504 plans work closely with general education teachers to identify strategies that promote student success. Teams meet throughout the year to collaboratively address any ongoing challenges and adapt supports as needed.

Efforts to Reduce Racial, Ethnic and Economic Isolation

At the elementary level, we continue to integrate learning opportunities to deepen the awareness of diversity in our world. Cultures based on the ethnic diversities were celebrated in our schools, including a focus on Israel and Ireland. Schools also celebrated Unity Day with many collaborative activities focused on positive relationship behaviors, and to bring the school community together in a unified message of kindness, acceptance and inclusion. To continue the theme of inclusion, The Center for Empowerment engaged students in interactive skits, teaching students how to spot mean behaviors, to know the difference between teasing and joking, sympathy and empathy, and how to solve conflicts respectfully. In addition, world language lessons highlighted Latino culture and customs and the similarities and differences that could be identified with students' cultures. Finally, our third grade classes once again visited the Institute for American Indian Studies to learn about the diverse traditions, vitality, and knowledge of Native American tribes. At the middle level, we were again visited by a holocaust survivor who delivered his two hour program on the roots of intolerance. For the first time, our high school students also saw a presentation by a gentleman whose mother escaped from the Holocaust. He used his family story to help us all understand the plight of people in exile. High School students participated in the ADL's "Names Can Hurt Us Assembly," the goal of which is to create upstanders allied against bullying and intolerance. The Assembly led to a year of work around anti-bullying and climate work. This student team attended a seminar in West Hartford focused on how to lead change initiatives that counter racism and intolerance. Next, our students saw an assembly by the "Free Hugs Guy," Ken Nwadeke, focused on kindness and understanding. Students also heard Dr. Mykee Fowlin speak about kindness and inclusivity, and autism advocate Jeremy Farrell discuss the importance of understanding the profile of those on the spectrum. Finally, Shepaug's advisory curriculum fosters personal growth and inclusivity through the "Be Good People" Curriculum.

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Equitable Allocation of Resources among District Schools

Region 12 develops an annual budget that prioritizes the delivery of high-quality education in a fiscally responsible manner. Budget requests are aligned with the academic, social-emotional, and safety needs of all PreK–12 students and reflect ongoing investments in instructional initiatives, staffing, and resources. While contractual salaries and benefits represent a significant portion of expenditures, the superintendent and administrative team remain committed to maintaining teaching and learning as the core focus. This includes preserving small class sizes, sustaining a rigorous curriculum, expanding innovative programming, and fostering community partnerships that equip students with essential college, career, and life skills. Region 12 also enrolls non-resident students through its public schools and the Shepaug Agriscience Academy, generating tuition revenue that offsets local budgetary contributions. The adopted 2025–26 budget reflects a 2.08% increase to the towns of Bridgewater, Roxbury, and Washington, ensuring continued support for academic excellence, modern resources, and forward-thinking student experiences.

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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	0	0.0	2.2
Personal Reasons	1	10.0	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	4	40.0	23.7
Teach/Admin in Other CT Dist	3	30.0	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.