

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2024-25

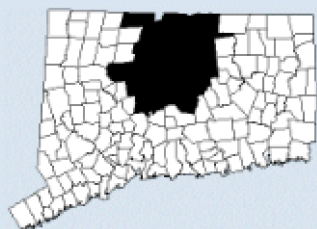
Capitol Region Education Council

Sasha Douglas, Superintendent • 860-524-4063

District Information

Grade Range	PK-12
Number of Schools/Programs	24
Enrollment	9,091
Per Pupil Expenditures	\$30,781
Total Expenditures	\$282,695,794

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	4,470	49.2	48.4
Male	4,590	50.5	51.5
Non-Binary	31	0.3	0.1
American Indian or Alaska Native	*	*	0.2
Asian	406	4.5	5.2
Black or African American	2,841	31.3	12.4
Hispanic or Latino of any race	4,004	44.0	32.1
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	536	5.9	4.8
White	1,281	14.1	45.1
English Learners/Multilingual Learners	915	10.1	11.3
Eligible for Free or Reduced-Price Meals	5,748	63.2	44.8
Students with Disabilities	2,065	22.7	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	1,123	29.1	*	*
Male	1,014	25.7	476	10.2
Non-Binary	17	51.5	*	*
Black or African American	592	23.5	356	12.4
Hispanic or Latino of any race	1,204	34.3	410	10.1
White	187	18.4	45	3.4
English Learners/Multilingual Learners	311	34.5	92	9.9
Eligible for Free or Reduced-Price Meals	1,711	34.3	686	11.5
Students with Disabilities	689	34.8	264	11.3
All Students - District	2,154	27.5	857	9.3
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: 3,092

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	631.2
General Education Paraprofessionals	324.8
Special Education Teachers and Instructors	192.2
Special Education Paraprofessionals	392.7
District Central Office Administrators	24.0
School Level Administrators	54.0
Library/Media Specialists (Certified)	11.0
Library/Media Support Staff	0.0
Instructional Specialists Who Support Teachers	63.1
Counselors, Social Workers and School Psychologists	95.4
School Nurses	31.0
Other Staff Providing Non-Instructional Services/Support	985.6

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	11.9
State	13.0

Educators by Race/Ethnicity

Race/Ethnicity	District Count	District Percent (%)	State Percent (%)
American Indian or Alaska Native	1	0.1	0.1
Asian	13	1.2	1.4
Black or African American	130	12.1	4.9
Hispanic or Latino of any race	77	7.1	5.3
Native Hawaiian or Other Pacific Islander	1	0.1	0.1
Two or More Races	1	0.1	0.3
White	855	79.3	87.9

New! Educator Attrition: 2023-24

Educator Type	District Attrition Count	District Attrition Rate (%)	State Attrition Rate (%)
All Educators	73	6.9	6.8
Teachers	60	7.5	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	177	90.3	131	90.3
Hispanic or Latino of any race	232	85.0	192	91.0
White	65	86.7	90	76.9
English Learners/Multilingual Learners	42	82.4	24	75.0
Eligible for Free or Reduced-Price Meals	329	88.0	269	89.4
Students with Disabilities	105	76.6	82	59.0
All Students - District	520	87.7	443	87.2
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	N/A	N/A
Emotional Disability	N/A	N/A
Intellectual Disability	N/A	N/A
Learning Disability	N/A	N/A
Other Health Impairment	N/A	N/A
Other Disabilities	N/A	N/A
Speech/Language Impairment	N/A	N/A
All Disabilities - District	N/A	N/A
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	N/A	N/A	2.9
Emotional Disability	N/A	N/A	1.1
Intellectual Disability	N/A	N/A	0.6
Learning Disability	N/A	N/A	6.5
Other Health Impairment	N/A	N/A	3.6
Other Disabilities	N/A	N/A	1.1
Speech/Language Impairment	N/A	N/A	2.0
All Disabilities	N/A	N/A	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	N/A	N/A	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	\$128,189,821	\$13,958	\$13,471
Support services - students	\$36,682,847	\$3,994	\$1,826
Support services - instruction	\$9,326,640	\$1,016	\$972
Support services - general administration	\$7,099,467	\$773	\$568
Support services - school based administration	\$20,551,341	\$2,238	\$1,274
Central and other support services	\$17,941,606	\$1,954	\$761
Operation and maintenance of plant	\$31,653,461	\$3,447	\$2,125
Student transportation services	\$31,250,611	\$4,765	\$1,695
Food services	.	.	\$10
Enterprise operations	.	.	\$219
Total	\$282,695,794	\$30,781	\$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	\$21,454,154	30.1	26.4
Instructional Aide Salaries	\$8,504,741	11.9	10.1
Other Salaries	\$17,568,479	24.7	10.5
Employee Benefits	\$14,470,522	20.3	13.3
Purchased Services Other Than Transportation	\$5,671,296	8.0	6.8
Special Education Tuition	.	.	22.8
Supplies	\$827,299	1.2	0.6
Property Services	\$2,376,335	3.3	0.4
Purchased Services For Transportation	.	.	8.7
Equipment	\$360,793	0.5	0.2
All Other Expenditures	\$5,724	0.0	0.1
Total	\$71,239,341	100.0	100.0

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

Level	Percent (%)
District	25.2
State	25.7

Expenditures by Revenue Source: 2023-24

Revenue Source	Percent of Total (%) Excluding School Construction
Local	0.4
State	47.2
Federal	7.6
Tuition & Other	44.8

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

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Performance and Accountability

District Performance Index (DPI)

A District Performance Index (DPI) is the average performance of students in a subject area (i.e., English Language Arts(ELA), Mathematics or Science) on the state summative assessments. The DPI ranges from 0-100. A DPI is reported for all students tested in a district and for students in each individual student group. Connecticut's ultimate target for a DPI is 75.

Student Group	ELA Count	ELA DPI	Math Count	Math DPI	Science Count	Science DPI
American Indian or Alaska Native	*	*	*	*	*	*
Asian	168	71.6	167	71.7	64	68.6
Black or African American	1,394	51.4	1,387	43.7	574	45.8
Hispanic or Latino of any race	1,919	50.1	1,907	43.1	776	46.7
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*
Two or More Races	254	56.9	252	49.2	112	53.1
White	486	66.5	482	60.6	220	65.2
English Learners/Multilingual Learners	652	46.8	651	41.9	232	43.2
Non-English Learners/Non-Multilingual Learners	3,583	54.9	3,558	47.7	1,522	50.9
Eligible for Free or Reduced-Price Meals	2,676	49.3	2,659	42.1	1,074	45.1
Not Eligible for Free or Reduced-Price Meals	1,559	61.2	1,550	54.9	680	57.5
Students with Disabilities	1,083	38.4	1,077	31.6	405	35.9
Students without Disabilities	3,152	58.9	3,132	52.0	1,349	54.1
High Needs	3,084	48.9	3,065	42.1	1,215	45.1
Non-High Needs	1,151	66.3	1,144	59.4	539	60.7
All Students - District	4,235	53.6	4,209	46.8	1,754	49.9

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	86.2	63.9	73.8	79.0	2,196	74.9
Curl Up	80.5	71.1	71.1	81.6	2,190	75.4
Push Up	70.6	52.9	54.5	71.5	2,197	61.3
Mile Run/PACER	75.0	45.0	30.0	44.6	2,204	48.1
All Tests - District	46.3	23.8	21.5	35.0	2,133	30.4
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

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2023-24 Cohort Graduation: Four-Year

Student Group	Cohort Count	Rate (%)
Black or African American	140	91.4
Hispanic or Latino of any race	220	86.4
White	64	98.4
English Learners/Multilingual Learners	30	76.7
Eligible for Free or Reduced-Price Meals	325	87.7
Students with Disabilities	97	89.7
All Students - District	461	90.5
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	252	48.3
Male	*	*
Non-Binary	*	*
Black or African American	121	35.5
Hispanic or Latino of any race	176	36.4
White	96	50.0
English Learners/ Multilingual Learners	21	25.3
Eligible for Free or Reduced-Price Meals	214	31.7
Students with Disabilities	29	10.5
All Students - District	435	39.5
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	76.0
Male	*	76.0
Non-Binary	*	*
Black or African American	65.5	75.2
Hispanic or Latino of any race	53.4	67.7
White	62.9	87.3
English Learners/ Multilingual Learners	50.0	*
Eligible for Free or Reduced-Price Meals	55.4	70.5
Students with Disabilities	35.4	74.4
All Students - District	59.4	76.0
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	53.6	75	35.8	50	71.5	64.7
ELA Performance Index	High Needs Students	48.9	75	32.6	50	65.2	54.9
Math Performance Index	All Students	46.8	75	31.2	50	62.4	61.1
Math Performance Index	High Needs Students	42.1	75	28.1	50	56.1	50.6
Science Performance Index	All Students	49.9	75	33.3	50	66.5	62.6
Science Performance Index	High Needs Students	45.1	75	30.1	50	60.1	52.1
ELA Academic Growth	All Students	52.7%	100%	52.7	100	52.7	60.6%
ELA Academic Growth	High Needs Students	50.4%	100%	50.4	100	50.4	55.7%
Math Academic Growth	All Students	49.9%	100%	49.9	100	49.9	62.3%
Math Academic Growth	High Needs Students	47.6%	100%	47.6	100	47.6	55.9%
Progress Toward English Proficiency	Literacy	51.8%	100%	25.9	50	51.8	58.7%
Progress Toward English Proficiency	Oral	51.7%	100%	25.9	50	51.7	55.7%
Chronic Absenteeism	All Students	27.5%	<=5%	5.0	50	10.0	17.2%
Chronic Absenteeism	High Needs Students	32.8%	<=5%	0.0	50	0.0	24.8%
% Taking CCR Courses	All Students	87.5%	75%	50.0	50	100.0	92.4%
% Meeting CCR Benchmark	All Students	39.5%	75%	26.3	50	52.7	47.2%
On-track to High School Graduation	All Students	87.2%	94%	46.4	50	92.8	85.9%
4-year Graduation Rate (2024 Cohort)	All Students	90.5%	94%	96.2	100	96.2	88.9%
6-year Graduation Rate (2022 Cohort)	High Needs Students	99.7%	94%	100.0	100	100.0	87.3%
Postsecondary Entrance (Class of 2024)	All Students	59.4%	75%	79.2	100	79.2	67.0%
Physical Fitness % Meeting Health Standard	All Students	30.4%	75%	10.1	50	20.3	49.0%
Arts Access	All Students	63.5%	60%	50.0	50	100.0	55.1%
Accountability Index				906.5	1450	62.5	

Physical Fitness Estimated Participation Rate - District: 84.0% | 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	66.3	48.9	17.4	16.9	Y
Math Performance Index Gap	59.4	42.1	17.3	18.4	N
Science Performance Index Gap	60.7	45.1	15.6	18.2	N
Graduation Rate Gap	94.0%	99.7%	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	97.5
ELA	High Needs Students	97.0
Math	All Students	96.9
Math	High Needs Students	96.3
Science	All Students	96.3
Science	High Needs Students	95.4

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: 44.5

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

CREC Schools will work with families to ensure success for all students. CREC will eliminate opportunity gaps; provide rigorous, relevant, and engaging instruction; and guarantee schools where students feel connected, achieve their goals, and are empowered to positively impact the world in which they live. School and district administrators are committed to being in classrooms, observing instruction, and providing feedback to teachers. Data from 'semi-formal' observations are used to highlight areas of strength and to target professional development for those areas identified as ones for improvement. As a district, CREC works collaboratively with Local Education Agency (LEA) districts to implement appropriate services as designed within a magnet school student's Individualized Education Plan (IEP). The development of IEP goals and objectives is aligned with grade-level performance expectations. Progress monitoring and data collection assist the Planning and Placement Team (PPT) in writing and revising IEP goals and objectives and determining appropriate service provisions. To ensure all students receive the support and assistance they need, CREC utilizes an Early Intervention Program (EIP) and SRBI strategies and interventions to assist struggling students. Teams that include school administrators, student support staff, community supports, if applicable, parents, and the LEA review all information and develop appropriate interventions and strategies to assist students in making academic and behavioral strides through scheduled progress monitoring and review. Teams re-meet regularly to review progress and make further determinations. In addition, schools have implemented Positive Behavior Interventions & Supports (PBIS) programs to support a positive school climate. Parent and family engagement is a critical component to student success, and as such, CREC continues its efforts to enlist parents as co-educators. In addition to establishing and defining expectations for parental engagement, CREC builds staff capacity through ongoing, embedded professional development. Regular meetings with school-based parent liaisons enable schools to share best practices related to parent engagement and ensure consistent expectations for home-school communication. CREC maintains a Parent Senate comprising representatives elected by their respective schools, which meets monthly with the Superintendent to discuss issues and challenges and to collectively propose feasible solutions. CREC also provides a mixture of online resources, print materials, and in-person meetings to help parents support academic growth at home. For the 2024-25 school year, some of these supports included: online technology support to help their children with online learning; frequently updated lists of online and print resources for parents to support learning at home, and parental access to a Parent Portal, PowerSchool, and Schoology. PowerSchool enables parents to monitor grades, attendance, and forms, and Schoology allows parents to see course content and specific assignments. The CREC Family Resource Center, located at the Wilson Gray YMCA in Hartford, offers monthly workshops on topics such as nutrition, communication with school staff, and understanding the education process.

Efforts to Reduce Racial, Ethnic and Economic Isolation

For over five decades, the Capitol Region Education Council (CREC), in partnership with its member districts, has served the needs of children and families in the Greater Hartford Area through its high-quality educational programs. In accordance with the *Sheff v. O'Neill* desegregation case, CREC operates eighteen magnet schools and programs in an effort to reduce the racial, social, and economic isolation that exists in the area. As a continued effort to provide equitable access to education for students throughout greater Hartford, additional seats are offered each year through the Regional School Choice Office lottery. In addition, each CREC magnet school completes an Enrollment Management Plan to ensure that the demographics of their school are both racially and socioeconomically diverse. For the 2024-25 school year, the enrollment for CREC magnet schools was 8,821; 63.29% of students were eligible for free or reduced lunch, and 86.60% of students identified as a member of a racial or ethnic minority group. The diversity of the district is reflected in the demographics of CREC's schools. In addition, CREC is dedicated to extending its work beyond the magnet schools by providing educational services to its partnering districts. As a Regional Educational Service Center, CREC designs and facilitates professional development activities for teachers and administrators in Greater Hartford by using the effective teaching practices that are implemented in its magnet schools. In all of CREC's schools and programs, diversity is celebrated daily. Students are encouraged to share their life experiences, cultural heritages, and family traditions with their peers. Special attention is also given to the development of curricula that recognize diversity and the importance of that diversity in the classroom. Project-based learning empowers students to apply their life experiences and perspectives to their learning in authentic, meaningful ways.

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Equitable Allocation of Resources among District Schools

Magnet schools that are operated by the Capitol Region Education Council (CREC) are funded by Interdistrict Magnet School grants from the State Department of Education and from tuition that is charged to each of the participating districts. School budgets are created in January at the district level by the Superintendent and Assistant Superintendents of Magnet Schools, who work along with CREC's Business Services Manager and each school principal to make sure that all schools have an equitable allocation of resources and that the needs of individual schools are addressed. The budgets for all eighteen magnet schools are submitted for approval to the CREC Council in June of each year.

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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	0	0.0	6.7
Position Eliminated or Expired	0	0.0	9.8
Position Filled Permanently	0	0.0	0.1
Resigned (no reason given)	11	84.6	32.0
Retired	1	7.7	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)	0	0.0	1.3
Terminated	1	7.7	1.2
Took Job Related To Education	0	0.0	2.3
TOTAL	13		

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.