

Connecticut State Department of Education

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2024-25



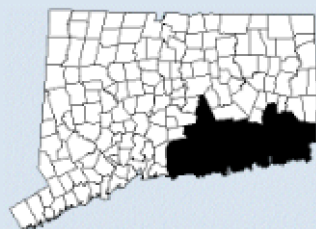
Learn

Katherine Ericson, Executive Director • 860-434-4800

District Information

Grade Range	PK-12
Number of Schools/Programs	11
Enrollment	1,390
Per Pupil Expenditures	\$24,012
Total Expenditures	\$33,496,297

Expenditure data reflect the 2023-24 school year.



Community Information

AdvanceCT Town Profiles provide summary demographic and economic information for Connecticut's municipalities at <https://www.advancect.org/site-selection/town-profiles>

Contents

Students.....	1
Educators.....	2
Instruction and Resources.....	2
Performance and Accountability.....	4
Narratives.....	7

Notes

Unless otherwise noted, all data are for 2024-25 and include all grades offered by the district.

In most tables, data are displayed only for the three major race/ethnicity categories. For additional race/ethnicity categories, please visit <https://public-edsight.ct.gov>

State totals are not displayed as they are not comparable to district totals.

Special Education tables reflect only students for whom the district is fiscally responsible.

* When an asterisk is displayed, data have been suppressed to safeguard student confidentiality. Complete data suppression guidelines are available at <https://tinyurl.com/SuppressionPolicy>

N/A is displayed when a category is not applicable for a district or school.

Students

October 1, 2024 Enrollment

Student Group	District Count	District Percent (%)	State Percent (%)
Female	*	*	48.4
Male	717	51.6	51.5
Non-Binary	*	*	0.1
American Indian or Alaska Native	*	*	0.2
Asian	*	*	5.2
Black or African American	117	8.4	12.4
Hispanic or Latino of any race	547	39.4	32.1
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	192	13.8	4.8
White	494	35.5	45.1
English Learners/Multilingual Learners	122	8.8	11.3
Eligible for Free or Reduced-Price Meals	826	59.4	44.8
Students with Disabilities	263	18.9	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	89	20.4	29	4.3
Male	*	*	39	5.4
Non-Binary	*	*	0	*
Black or African American	8	12.9	7	5.9
Hispanic or Latino of any race	91	26.8	29	5.3
White	45	12.7	21	4.2
English Learners/Multilingual Learners	31	26.1	*	*
Eligible for Free or Reduced-Price Meals	130	25.9	47	5.5
Students with Disabilities	69	29.6	32	10.5
All Students - District	169	18.7	68	4.8
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: 215
Number of school-based arrests: 0

District Profile and Performance Report for School Year 2024-25

Learn

Educators

Full-Time Equivalent (FTE) Staff

Role	FTE
General Education Teachers and Instructors	84.5
General Education Paraprofessionals	115.0
Special Education Teachers and Instructors	37.0
Special Education Paraprofessionals	86.3
District Central Office Administrators	12.0
School Level Administrators	9.0
Library/Media Specialists (Certified)	1.0
Library/Media Support Staff	0.0
Instructional Specialists Who Support Teachers	14.5
Counselors, Social Workers and School Psychologists	15.5
School Nurses	12.5
Other Staff Providing Non-Instructional Services/Support	135.3

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	11.5
State	13.0

Educators by Race/Ethnicity

Race/Ethnicity	District Count	District Percent (%)	State Percent (%)
American Indian or Alaska Native	1	0.6	0.1
Asian	1	0.6	1.4
Black or African American	6	3.4	4.9
Hispanic or Latino of any race	7	4.0	5.3
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.3
White	161	91.5	87.9

New! Educator Attrition: 2023-24

Educator Type	District Attrition Count	District Attrition Rate (%)	State Attrition Rate (%)
All Educators	32	18	6.8
Teachers	27	21.4	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	*	*	*	*
Hispanic or Latino of any race	11	*	25	89.3
White	68	86.1	62	86.1
English Learners/Multilingual Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	29	69.0	51	87.9
Students with Disabilities	13	56.5	21	55.3
All Students - District	95	80.5	114	85.7
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).

District Profile and Performance Report for School Year 2024-25

Learn

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	\$24,318,034	\$17,432	\$13,471
Support services - students	\$3,482,429	\$2,496	\$1,826
Support services - instruction	\$643,161	\$461	\$972
Support services - general administration	\$36,135	\$26	\$568
Support services - school based administration	\$2,266,732	\$1,625	\$1,274
Central and other support services	\$1,792,196	\$1,285	\$761
Operation and maintenance of plant	\$534,200	\$383	\$2,125
Student transportation services	\$423,409	\$1,529	\$1,695
Food services	.	.	\$10
Enterprise operations	.	.	\$219
Total	\$33,496,297	\$24,012	\$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	\$3,732,527	23.0	26.4
Instructional Aide Salaries	\$3,102,275	19.1	10.1
Other Salaries	\$3,506,360	21.6	10.5
Employee Benefits	\$1,894,262	11.7	13.3
Purchased Services Other Than Transportation	\$3,179,754	19.6	6.8
Special Education Tuition	.	.	22.8
Supplies	\$168,880	1.0	0.6
Property Services	\$525,842	3.2	0.4
Purchased Services For Transportation	.	.	8.7
Equipment	\$88,344	0.5	0.2
All Other Expenditures	\$2,858	0.0	0.1
Total	\$16,201,101	100.0	100.0

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

Level	Percent (%)
District	48.4
State	25.7

Expenditures by Revenue Source: 2023-24

Revenue Source	Percent of Total (%) Excluding School Construction
Local	4.2
State	36.9
Federal	6.4
Tuition & Other	52.5

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

District Profile and Performance Report for School Year 2024-25

Learn

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	8	*	8	*	*	*
Black or African American	29	53.3	29	50.8	*	*
Hispanic or Latino of any race	136	56.0	136	48.6	57	52.2
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	51	60.1	51	53.0	32	58.1
White	136	62.6	136	57.1	95	68.9
English Learners/Multilingual Learners	58	49.5	58	44.7	21	43.3
Non-English Learners/Non-Multilingual Learners	302	61.0	302	54.6	179	63.4
Eligible for Free or Reduced-Price Meals	209	55.7	209	49.2	92	53.2
Not Eligible for Free or Reduced-Price Meals	151	63.9	151	58.2	108	68.2
Students with Disabilities	98	42.4	98	39.8	48	42.6
Students without Disabilities	262	65.4	262	57.9	152	67.2
High Needs	243	53.8	243	48.2	115	52.3
Non-High Needs	117	70.2	117	62.9	85	73.5
All Students - District	360	59.1	360	53.0	200	61.3

National Assessment of Educational Progress (NAEP): Percent At or Above Proficient

Year	Subject	Grade	CT	National Public
2024	Reading	4	36%	30%
2024	Reading	8	35%	29%
2024	Math	4	42%	39%
2024	Math	8	32%	27%

NAEP is often called the "Nation's Report Card." It is sponsored by the U.S. Department of Education. This table compares Connecticut's performance to that of national public school students. Performance standards for state assessments and NAEP are set independently. Therefore, one should not expect performance results to be the same across Smarter Balanced and NAEP. Instead, NAEP results are meant to complement other state assessment data. Performance on NAEP by student group is available at <https://tinyurl.com/CTNAEP2024>

Physical Fitness Tests: Percent of Students Reaching Health Standard

Test	Grade 4 Percent (%)	Grade 6 Percent (%)	Grade 8 Percent (%)	HS Percent (%)	All Tested Grades Count	All Tested Grades Percent (%)
Sit & Reach	95.5	*	*	82.6	142	86.6
Curl Up	92.6	*	*	85.7	146	87.7
Push Up	74.6	*	*	69.7	138	71.7
Mile Run/PACER	81.8	N/A	N/A	51.5	132	66.7
All Tests - District	65.2	N/A	N/A	46.2	131	55.7
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

Learn

2023-24 Cohort Graduation: Four-Year

Student Group	Cohort Count	Rate (%)
Black or African American	6	*
Hispanic or Latino of any race	23	100.0
White	65	95.4
English Learners/Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	56	94.6
Students with Disabilities	13	*
All Students - District	104	97.1
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	93	76.9
Male	*	*
Non-Binary	*	*
Black or African American	6	*
Hispanic or Latino of any race	29	65.9
White	118	78.1
English Learners/ Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	62	62.0
Students with Disabilities	11	18.0
All Students - District	181	72.1
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.

Copyright © 2025 The College Board. www.collegeboard.org

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

Copyright © 2025 ACT, Inc. www.act.org

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

Copyright © International Baccalaureate Organization 2025

College Entrance and Persistence

Student Group	Class of 2024 Entrance Rate (%)	Class of 2023 Persistence Rate (%)
Female	73.6	87.0
Male	70.0	88.2
Non-Binary	N/A	*
Black or African American	*	*
Hispanic or Latino of any race	72.7	*
White	72.3	90.2
English Learners/ Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	62.3	80.6
Students with Disabilities	*	*
All Students - District	71.8	87.5
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

District Profile and Performance Report for School Year 2024-25

Learn

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	59.1	75	39.4	50	78.8	64.7
ELA Performance Index	High Needs Students	53.8	75	35.9	50	71.7	54.9
Math Performance Index	All Students	53.0	75	35.3	50	70.6	61.1
Math Performance Index	High Needs Students	48.2	75	32.1	50	64.2	50.6
Science Performance Index	All Students	61.3	75	40.9	50	81.7	62.6
Science Performance Index	High Needs Students	52.3	75	34.9	50	69.7	52.1
ELA Academic Growth	All Students	75.9%	100%	75.9	100	75.9	60.6%
ELA Academic Growth	High Needs Students	71.5%	100%	71.5	100	71.5	55.7%
Math Academic Growth	All Students	71.8%	100%	71.8	100	71.8	62.3%
Math Academic Growth	High Needs Students	67.4%	100%	67.4	100	67.4	55.9%
Progress Toward English Proficiency	Literacy	65.6%	100%	32.8	50	65.6	58.7%
Progress Toward English Proficiency	Oral	53.9%	100%	27.0	50	53.9	55.7%
Chronic Absenteeism	All Students	18.7%	<=5%	22.5	50	45.1	17.2%
Chronic Absenteeism	High Needs Students	25.1%	<=5%	9.8	50	19.7	24.8%
% Taking CCR Courses	All Students	83.3%	75%	50.0	50	100.0	92.4%
% Meeting CCR Benchmark	All Students	72.1%	75%	48.1	50	96.1	47.2%
On-track to High School Graduation	All Students	91.1%	94%	48.5	50	97.0	85.9%
4-year Graduation Rate (2024 Cohort)	All Students	97.1%	94%	100.0	100	100.0	88.9%
6-year Graduation Rate (2022 Cohort)	High Needs Students	100.0%	94%	100.0	100	100.0	87.3%
Postsecondary Entrance (Class of 2024)	All Students	71.8%	75%	95.7	100	95.7	67.0%
Physical Fitness % Meeting Health Standard	All Students	55.7%	75%	18.6	50	37.2	49.0%
Arts Access	All Students	35.8%	60%	29.9	50	59.7	55.1%
Accountability Index				1087.8	1450	75.0	

Physical Fitness Estimated Participation Rate - District: 88.8% | 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	70.2	53.8	16.4	16.9	N
Math Performance Index Gap	62.9	48.2	14.8	18.4	N
Science Performance Index Gap	73.5	52.3	21.2	18.2	Y
Graduation Rate Gap	94.0%	100.0%	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	97.6
ELA	High Needs Students	97.3
Math	All Students	97.3
Math	High Needs Students	96.9
Science	All Students	99.0
Science	High Needs Students	99.2

Minimum participation standard is 95%.

Connecticut's State Identified Measurable Result (SIMR) for Children with Disabilities

Increase the reading performance of all 3rd grade students with disabilities statewide, as measured by Connecticut's English Language Arts (ELA) Performance Index.

Grade 3 ELA Performance Index for Students with Disabilities:

District: * **State: 50.2**

Supporting Resources: <https://public-edsight.ct.gov/Overview/Next-Generation-Accountability-Dashboard#related-links>

District Profile and Performance Report for School Year 2024-25

Learn

Narratives

School District Improvement Plans and Parental Outreach Activities

The vision of LEARN is to ensure that each child has access to high-quality public education and opportunities through equitable systems of education, support, and service. To achieve this vision, LEARN bases its district improvement planning on the theory of action that if we consciously commit to a social justice stance, develop equity-focused systems, and eliminate inequitable practices, then we will be able to provide equitable access to and opportunities for all students and staff to be successful.

As a mechanism to support continuous improvement, each school utilizes a school development plan. Plans are developed by leadership teams in consultation with all school stakeholders. LEARN school development plans are based on needs assessment data, aligned to overarching district goals, and strive toward the development of school communities that provide physical and emotional safety, high expectations with a growth mindset, and approaches to instruction that foster engaging learning opportunities. The plans clearly articulate action steps and measurable outcomes that directly support every educator's ability to deliver high-quality instruction. Schools utilize "coherence planning" to outline the new learning and action steps that occur throughout the year. Leading indicators of progress enable schools to monitor the impact of their strategic initiatives throughout the school year. Data meetings, short-term goal review cycles, and district retreats engage leaders in reflection on the impact of their plans and any adjustments that are necessary.

LEARN teams also work collaboratively with Local Education Agencies (LEAs) to design and implement appropriate special education Individualized Education Plans (IEPS). Data collection systems are designed and implemented to inform progress, revise the IEP, and determine supports and services to ensure each learner has access to a Free Appropriate Public Education (FAPE). Supports are designed and closely monitored on a systematic basis. Planning and Placement Teams include LEARN administrators, student support staff, parents, and the LEA. All parents and caregivers of children with disabilities have access to LEARN's Student Support Services (SSS) Office. LEARN SSS staff members meet regularly to receive relevant professional development, analyze case studies, and interact in a rich professional learning community.

LEARN prioritizes efforts to reduce and prevent truancy. Through proactive outreach, supportive interventions, and collaboration with families and community partners, LEARN works to identify and address barriers to regular attendance including individual support plans, and connecting families with resources to remove obstacles to consistent attendance.

LEARN is committed to enhancing and strengthening home-school communication and to providing avenues for parental and caregiver involvement. Each LEARN school provides different avenues of communication for families, including handbooks, newsletters, conferences, visitation days, back to school nights, town hall forums, LEARN utilizes communication tools which include two way translations options. All parents and caregivers are encouraged to participate in school level committees to support planning and improvement of school-based programs.

Efforts to Reduce Racial, Ethnic and Economic Isolation

LEARN, on behalf of districts across the region, successfully serves students from preschool through 12th grade from diverse districts through its four successful magnet schools southeastern Connecticut. Together, these magnet schools serve over 1,300 students, increasing student achievement in racially, ethnically, and socioeconomically diverse communities.

As a magnet operator, LEARN's schools were created, in part, to address the significant opportunity and achievement gaps that exist within Connecticut's communities. LEARN draws students from multiple communities, creating diverse classrooms where learners come together to learn both with and from one another. LEARN schools engage students through culturally relevant curriculum and instructional practices, fostering strong relationships between students and staff and among the students themselves. All LEARN educators engage in professional learning about culturally relevant teaching practices, and strategies to create inclusive, affirming learning environments.

As a RESC, LEARN also engages in multiple U.S. Department of Education Magnet School Assistance Program [MSAP] grants. These grants expand student choice through the development and support of a consortia of interdistrict magnet schools across Eastern Connecticut. These grants reduce minority group and socio-economic isolation throughout the region, as well as increase student achievement in the participating schools over a 5-year grant period. MSAP grants provide vital funding and monitored outcomes that promote professional learning, the creation of systemic and equitable practices, and school improvement planning centered through a commitment to equitable opportunities and outcomes for all students.

LEARN proudly supports and participates in the Connecticut Teacher Residency Program, fostering a diverse, highly-qualified teacher workforce that reflects and uplifts the communities we serve. Southeastern Connecticut mirrors the state's disparity between diverse student populations and its educator workforce. The Connecticut Teacher Residency Program (TRP) addresses this gap by increasing educators of color to create a more inclusive educational environment for all.

District Profile and Performance Report for School Year 2024-25

Learn

Equitable Allocation of Resources among District Schools

LEARN's schools receive funding from the Connecticut State Department of Education on a per pupil basis. In addition, each participating district contributes tuition fees. LEARN also seeks funds from foundations and grants to supplement educational activities. Each school budget is developed by school administration in collaboration with LEARN's central office team. LEARN established the Regional Magnet Advisory Council, which includes superintendents and district and college leaders from sending towns, to provide input, oversight and to recommend actions regarding magnet school operations in southeastern Connecticut. Each school budget is reviewed and approved by LEARN's Board, which is composed of representative members of the Boards of Education of LEARN's member districts, to ensure that each school receives an equitable share. In addition to state and local funding sources, LEARN schools also leverage title funds. Each school is required to consider student learning and social-emotional needs as key priorities, and to develop systems of support to ensure each student thrives.

District Profile and Performance Report for School Year 2024-25

Learn

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)	0	0.0	32.0
Retired	0	0.0	23.7
Teach/Admin in Other CT Dist	8	100.0	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	8		

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.