

Connecticut State Department of Education

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2024-25



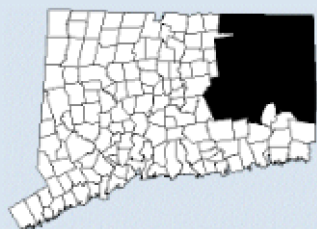
Eastern Connecticut Regional Educational Service Center (EASTCONN)

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District Information

Grade Range	PK-12
Number of Schools/Programs	4
Enrollment	367
Per Pupil Expenditures	\$48,835
Total Expenditures	\$17,971,245

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	195	53.1	48.4
Male	165	45.0	51.5
Non-Binary	7	1.9	0.1
American Indian or Alaska Native	0	0.0	0.2
Asian	0	0.0	5.2
Black or African American	15	4.1	12.4
Hispanic or Latino of any race	76	20.7	32.1
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	35	9.5	4.8
White	241	65.7	45.1
English Learners/Multilingual Learners	8	2.2	11.3
Eligible for Free or Reduced-Price Meals	153	41.7	44.8
Students with Disabilities	153	41.7	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	89	46.8	15	7.5
Male	*	*	*	*
Non-Binary	*	*	*	*
Black or African American	9	*	*	*
Hispanic or Latino of any race	32	48.5	8	10.5
White	85	36.6	14	5.6
English Learners/Multilingual Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	64	46.0	14	9.1
Students with Disabilities	53	38.1	9	5.7
All Students - District	140	40.2	29	7.7
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: 118
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	27.5
General Education Paraprofessionals	48.0
Special Education Teachers and Instructors	25.0
Special Education Paraprofessionals	58.0
District Central Office Administrators	4.0
School Level Administrators	4.0
Library/Media Specialists (Certified)	0.0
Library/Media Support Staff	0.0
Instructional Specialists Who Support Teachers	1.4
Counselors, Social Workers and School Psychologists	21.6
School Nurses	6.0
Other Staff Providing Non-Instructional Services/Support	184.3

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	13.0
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	1.1	4.9
Hispanic or Latino of any race	0	0.0	5.3
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	1	1.1	0.3
White	93	97.9	87.9

New! Educator Attrition: 2023-24

Educator Type	District Attrition Count	District Attrition Rate (%)	State Attrition Rate (%)
All Educators	7	7.4	6.8
Teachers	3	5.9	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	9	*	14	*
White	49	84.5	55	84.6
English Learners/Multilingual Learners	*	*	0	*
Eligible for Free or Reduced-Price Meals	33	89.2	39	79.6
Students with Disabilities	20	95.2	35	87.5
All Students - District	71	83.5	76	80.0
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	\$11,525,079	\$31,318	\$13,471
Support services - students	\$5,735,806	\$15,586	\$1,826
Support services - instruction	\$198,263	\$539	\$972
Support services - general administration	\$208,690	\$567	\$568
Support services - school based administration	.	.	\$1,274
Central and other support services	\$500	\$1	\$761
Operation and maintenance of plant	\$109,208	\$297	\$2,125
Student transportation services	\$193,700	\$2,391	\$1,695
Food services	.	.	\$10
Enterprise operations	.	.	\$219
Total	\$17,971,245	\$48,835	\$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	\$3,224,891	25.2	26.4
Instructional Aide Salaries	\$804,885	6.3	10.1
Other Salaries	\$5,934,560	46.3	10.5
Employee Benefits	\$2,293,057	17.9	13.3
Purchased Services Other Than Transportation	\$288,095	2.2	6.8
Special Education Tuition	.	.	22.8
Supplies	\$193,442	1.5	0.6
Property Services	.	.	0.4
Purchased Services For Transportation	.	.	8.7
Equipment	\$64,535	0.5	0.2
All Other Expenditures	\$10,968	0.1	0.1
Total	\$12,814,434	100.0	100.0

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

Level	Percent (%)
District	71.3
State	25.7

Expenditures by Revenue Source: 2023-24

Revenue Source	Percent of Total (%) Excluding School Construction
Local	0.0
State	17.0
Federal	3.4
Tuition & Other	79.6

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	0	N/A	0	N/A	0	N/A
Black or African American	*	*	*	*	*	*
Hispanic or Latino of any race	12	*	12	*	11	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	*	*	*	*	*	*
White	69	51.3	66	41.8	61	55.8
English Learners/Multilingual Learners	*	*	*	*	*	*
Non-English Learners/Non-Multilingual Learners	*	*	*	*	*	*
Eligible for Free or Reduced-Price Meals	41	49.2	41	39.1	35	51.9
Not Eligible for Free or Reduced-Price Meals	54	52.8	51	40.8	50	55.1
Students with Disabilities	36	40.1	33	34.2	24	49.3
Students without Disabilities	59	58.1	59	43.3	61	55.5
High Needs	61	46.1	58	36.8	49	51.4
Non-High Needs	34	60.6	34	45.5	36	57.0
All Students - District	95	51.3	92	40.1	85	53.8

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	*	*	*	65.2	32	68.8
Curl Up	*	*	*	47.8	32	50.0
Push Up	*	*	*	27.3	31	22.6
Mile Run/PACER	*	*	*	*	22	*
All Tests - District	*	*	*	*	22	*
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	*	*
Hispanic or Latino of any race	10	*
White	32	84.4
English Learners/Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	30	86.7
Students with Disabilities	9	*
All Students - District	46	82.6
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	41	39.4
Male	25	34.7
Non-Binary	0	*
Black or African American	*	*
Hispanic or Latino of any race	10	32.3
White	50	40.7
English Learners/ Multilingual Learners	0	*
Eligible for Free or Reduced-Price Meals	28	32.6
Students with Disabilities	6	9.8
All Students - District	66	36.7
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	64.7	65.6
Male	35.0	*
Non-Binary	N/A	N/A
Black or African American	*	*
Hispanic or Latino of any race	*	*
White	56.4	73.2
English Learners/ Multilingual Learners	*	N/A
Eligible for Free or Reduced-Price Meals	53.5	60.0
Students with Disabilities	*	*
All Students - District	53.7	70.0
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	51.3	75	102.5	150	68.4	64.7
ELA Performance Index	High Needs Students	46.1	75	92.1	150	61.4	54.9
Math Performance Index	All Students	40.1	75	80.1	150	53.4	61.1
Math Performance Index	High Needs Students	36.8	75	73.7	150	49.1	50.6
Science Performance Index	All Students	53.8	75	71.7	100	71.7	62.6
Science Performance Index	High Needs Students	51.4	75	68.5	100	68.5	52.1
ELA Academic Growth	All Students	.	100%	.	.	.	60.6%
ELA Academic Growth	High Needs Students	.	100%	.	.	.	55.7%
Math Academic Growth	All Students	.	100%	.	.	.	62.3%
Math Academic Growth	High Needs Students	.	100%	.	.	.	55.9%
Progress Toward English Proficiency	Literacy	.	100%	.	.	.	58.7%
Progress Toward English Proficiency	Oral	.	100%	.	.	.	55.7%
Chronic Absenteeism	All Students	40.2%	<=5%	0.0	50	0.0	17.2%
Chronic Absenteeism	High Needs Students	42.1%	<=5%	0.0	50	0.0	24.8%
% Taking CCR Courses	All Students	81.7%	75%	50.0	50	100.0	92.4%
% Meeting CCR Benchmark	All Students	36.7%	75%	24.4	50	48.9	47.2%
On-track to High School Graduation	All Students	45.9%	94%	24.4	50	48.9	85.9%
4-year Graduation Rate (2024 Cohort)	All Students	82.6%	94%	87.9	100	87.9	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	53.7%	75%	71.6	100	71.6	67.0%
Physical Fitness % Meeting Health Standard	All Students	4.5%	75%	0.0	50	0.0	49.0%
Arts Access	All Students	62.6%	60%	50.0	50	100.0	55.1%
Accountability Index				897.1	1450	61.9	

Physical Fitness Estimated Participation Rate - District: 26.4% | 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	60.6	46.1	14.5	16.9	N
Math Performance Index Gap	45.5	36.8	8.7	18.4	N
Science Performance Index Gap	57.0	51.4	5.6	18.2	N
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	85.5
ELA	High Needs Students	82.5
Math	All Students	82.1
Math	High Needs Students	77.5
Science	All Students	90.6
Science	High Needs Students	85.0

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

EASTCONN's magnet high schools and special education programs provide educational services, using research-supported models, which serve a wide variety of student needs and interests. Quinebaug Middle College (QMC), on the campus of CT State-Quinebaug Valley highly personalized academic experiences through a middle college model providing the opportunity for students to earn high school credit along side their high school diploma. Arts at the Capitol Theater (ACT) provides an integrated arts and academic curriculum in an authentic performing arts learning environment. Students are engaged in the production of numerous arts performances and participate in hands-on, authentic learning experiences.

EASTCONN's special education programs provide intensive individualized, high-interest instruction taught by special education teachers with embedded support from psychological and behavior support services, vocational staff and related service personnel. In each school, EASTCONN has established strategic goals that continue to advance evidence-based instructional strategies that are focused on increased student learning.

To promote student achievement, our strategic plans guide professional learning opportunities throughout the year for teachers, instructors, and administrators in all of our schools and programs that help educators address the needs of diverse learners with an emphasis on equity, diversity and inclusion. A driving emphasis of professional learning is the advancement of a personalized, competency-based approach to learning and the integration of SEL with academics. Utilizing our portrait of an EASTCONN graduate as our guiding force, our vision is to graduate resilient, self-directed people.

The district is enhancing transition planning for students receiving special education services through a comprehensive, student-centered approach that includes individualized post-secondary planning and increased opportunities for real-world experiences. This includes expanded access to employment internships, job-shadowing trips across all career clusters, and the implementation of a structured transition curriculum to support career exploration and skill development. These efforts aim to better prepare students for meaningful post-school outcomes in employment, education, and independent living.

Strategic implementation of resources are increasing student and family engagement in the learning process. The implementation of school-based strategies and the collaboration of multi-disciplinary teams meet regularly to analyze data and develop interventions to improve student attendance. The application of common language, practices and policy regarding a competency-based learning framework are ensuring equity of learning. Ongoing feedback via surveys to analyze families, students and staff readiness and needs for the next levels of learning are regularly utilized. We are engaging families in the learning process by instituting student-led conferences, a strategy that fosters student agency and successful parent engagement. Family engagement efforts include the position of a Family/Community Partner Liaison, actualizing our goal that all families feel connected. Family information nights, and multiple student showcases occur throughout the year.

Efforts to Reduce Racial, Ethnic and Economic Isolation

EASTCONN promotes and embraces diversity, equity and inclusion in its own schools, programs and services. Our magnet high schools exist as a response to the need to reduce racial, ethnic, and economic isolation in northeastern Connecticut. As a result of our recruitment efforts, our schools continue to be among the most diverse in the region. EASTCONN focuses its student outreach and recruitment activities to attract racial, ethnic, and economic minorities to its schools. We work with superintendents, principals, and guidance counselors to ensure that we reach a diverse applicant pool. Information and brochures describing programs and application procedures are written in Spanish and English for distribution in local schools, social-service and community-based organizations, and media serving cultural and ethnic minority communities in the region. In our schools and programs, EASTCONN develops culturally responsive curricula that promotes respect for the diverse cultures of our students and families. Public performances by students in our schools celebrate diverse cultural arts and bring together audiences representing all cultural communities in the northeastern region. We provide professional learning and support to districts in the area of Title III services. Our implementation of CSDE inter-district grants focused on reducing racial, ethnic, and economic isolation and improving academics have been vital to building awareness, understanding, and connections across our region's communities. The experiences provided by these grants are vital in our rural region that lacks transportation, experience, economic stability, and has few cultural venues. In an effort to bring diversity to our region and profession, we have participated in the RESC Alliance and CSDE Minority Teacher Recruitment partnership. EASTCONN has completed a plan which includes schools participating annually in a statewide recruitment fair to meet and share our teaching opportunities with minority candidates, staff training and more. In partnership with the RESC Alliance we hosted a statewide Igniting Change workshops with an equity focus and the goal of understanding and reducing bias to build improved partnerships in the learning process. As a district, we built a Professional Development da

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Equitable Allocation of Resources among District Schools

EASTCONN continues to maintain the fair and equitable distribution of resources across all of its programs, schools, and services to ensure that each student has access to a high-quality education. As magnet schools, financial support is grant-funded and established via legislation; historically these schools are underfunded between state and district funds and continue to do so.

We retain a zero-based budget process, allocating all resources that are critical to the effective operation of the schools. EASTCONN also collaborates through the year with our region's districts to provide support needed to meet high performance standards, including the assignment of appropriate, high-quality staffing, distribution of technology resources, and professional learning. We continue to maintain regular processes for review and monitoring of our current programs, and to plan for the appropriate introduction of new programs and services that will serve our students and districts across the region.

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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	1	20.0	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)	1	20.0	32.0
Retired	0	0.0	23.7
Teach/Admin in Other CT Dist	3	60.0	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	5		

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.