

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2024-25

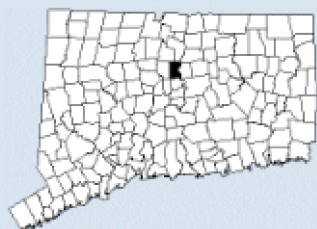
Jumoke Academy District

Troy Monroe, Superintendent • 860-527-0575 • <http://jumokeacademy.org>

District Information

Grade Range	PK-12
Number of Schools/Programs	1
Enrollment	571
Per Pupil Expenditures	\$17,124
Total Expenditures	\$10,599,635

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	303	53.1	48.4
Male	268	46.9	51.5
Non-Binary	0	0.0	0.1
American Indian or Alaska Native	*	*	0.2
Asian	0	0.0	5.2
Black or African American	528	92.5	12.4
Hispanic or Latino of any race	39	6.8	32.1
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	*	*	4.8
White	0	0.0	45.1
English Learners/Multilingual Learners	9	1.6	11.3
Eligible for Free or Reduced-Price Meals	553	96.8	44.8
Students with Disabilities	46	8.1	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	54	19.6	11	3.4
Male	47	20.3	14	5.1
Non-Binary	N/A	N/A	N/A	N/A
Black or African American	85	18.1	20	3.6
Hispanic or Latino of any race	*	*	*	*
White	N/A	N/A	N/A	N/A
English Learners/Multilingual Learners	*	*	0	*
Eligible for Free or Reduced-Price Meals	98	20.4	25	4.3
Students with Disabilities	15	29.4	6	10.2
All Students - District	101	20.0	25	4.1
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: Fewer than 6
Number of school-based arrests: 0

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Educators

Full-Time Equivalent (FTE) Staff

Role	FTE
General Education Teachers and Instructors	31.0
General Education Paraprofessionals	24.5
Special Education Teachers and Instructors	4.0
Special Education Paraprofessionals	7.0
District Central Office Administrators	3.0
School Level Administrators	6.0
Library/Media Specialists (Certified)	0.0
Library/Media Support Staff	0.0
Instructional Specialists Who Support Teachers	2.0
Counselors, Social Workers and School Psychologists	2.0
School Nurses	3.0
Other Staff Providing Non-Instructional Services/Support	29.5

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	14.6
State	13.0

Educators by Race/Ethnicity

Race/Ethnicity	District Count	District Percent (%)	State Percent (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	3	6.3	1.4
Black or African American	22	45.8	4.9
Hispanic or Latino of any race	3	6.3	5.3
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	1	2.1	0.3
White	19	39.6	87.9

New! Educator Attrition: 2023-24

Educator Type	District Attrition Count	District Attrition Rate (%)	State Attrition Rate (%)
All Educators	10	22.7	6.8
Teachers	8	26.7	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	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A
English Learners/Multilingual Learners	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	0	*	*	*
Students with Disabilities	N/A	N/A	N/A	N/A
All Students - District	*	*	*	*
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	\$4,598,787	\$7,429	\$13,471
Support services - students	\$572,605	\$925	\$1,826
Support services - instruction	\$1,133,793	\$1,832	\$972
Support services - general administration	\$19,238	\$31	\$568
Support services - school based administration	\$2,623,959	\$4,239	\$1,274
Central and other support services	\$11,490	\$19	\$761
Operation and maintenance of plant	\$1,639,764	\$2,649	\$2,125
Student transportation services	.	.	\$1,695
Food services	.	.	\$10
Enterprise operations	.	.	\$219
Total	\$10,599,635	\$17,124	\$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	\$289,961	63.1	26.4
Instructional Aide Salaries	.	.	10.1
Other Salaries	.	.	10.5
Employee Benefits	\$92,877	20.2	13.3
Purchased Services Other Than Transportation	\$18,565	4.0	6.8
Special Education Tuition	.	.	22.8
Supplies	\$58,181	12.7	0.6
Property Services	.	.	0.4
Purchased Services For Transportation	.	.	8.7
Equipment	.	.	0.2
All Other Expenditures	.	.	0.1
Total	\$459,584	100.0	100.0

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

Level	Percent (%)
District	4.3
State	25.7

Expenditures by Revenue Source: 2023-24

Revenue Source	Percent of Total (%) Excluding School Construction
Local	4.3
State	76.3
Federal	14.4
Tuition & Other	5.0

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).

District Profile and Performance Report for School Year 2024-25

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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	0	N/A	0	N/A	0	N/A
Black or African American	288	50.9	286	44.1	100	45.7
Hispanic or Latino of any race	18	*	18	*	*	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	*	*	*	*	0	N/A
White	0	N/A	0	N/A	0	N/A
English Learners/Multilingual Learners	9	*	9	*	*	*
Non-English Learners/Non-Multilingual Learners	299	50.9	297	43.7	*	*
Eligible for Free or Reduced-Price Meals	*	*	*	*	*	*
Not Eligible for Free or Reduced-Price Meals	*	*	*	*	*	*
Students with Disabilities	29	31.3	28	25.9	14	*
Students without Disabilities	279	52.7	278	45.4	91	48.0
High Needs	*	*	*	*	*	*
Non-High Needs	*	*	*	*	*	*
All Students - District	308	50.7	306	43.6	105	45.8

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	38.2	43.4	35.0	N/A	148	39.2
Curl Up	65.5	38.5	52.5	N/A	147	52.4
Push Up	30.9	59.6	45.0	N/A	147	44.9
Mile Run/PACER	55.4	24.5	*	N/A	150	30.7
All Tests - District	*	*	*	N/A	146	5.5
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	N/A	N/A
White	N/A	N/A
English Learners/Multilingual Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	N/A	N/A
Students with Disabilities	N/A	N/A
All Students - District	N/A	N/A
All Students - State		88.9

The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years.

Cohort count includes all students in the cohort as of the end of the 2023-24 school year.

11th and 12th Graders Demonstrating Postsecondary Readiness

Student Group	Count	Rate (%)
Female	*	*
Male	0	*
Non-Binary	N/A	N/A
Black or African American	*	*
Hispanic or Latino of any race	N/A	N/A
White	N/A	N/A
English Learners/ Multilingual Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	0	*
Students with Disabilities	N/A	N/A
All Students - District	*	*
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	*	*
Male	*	*
Non-Binary	N/A	N/A
Black or African American	*	*
Hispanic or Latino of any race	N/A	N/A
White	N/A	N/A
English Learners/ Multilingual Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	*	*
Students with Disabilities	*	*
All Students - District	*	*
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	50.7	75	33.8	50	67.6	64.7
ELA Performance Index	High Needs Students	50.9	75	33.9	50	67.8	54.9
Math Performance Index	All Students	43.6	75	29.1	50	58.2	61.1
Math Performance Index	High Needs Students	43.9	75	29.3	50	58.5	50.6
Science Performance Index	All Students	45.8	75	30.5	50	61.0	62.6
Science Performance Index	High Needs Students	46.3	75	30.8	50	61.7	52.1
ELA Academic Growth	All Students	51.4%	100%	51.4	100	51.4	60.6%
ELA Academic Growth	High Needs Students	51.4%	100%	51.4	100	51.4	55.7%
Math Academic Growth	All Students	37.8%	100%	37.8	100	37.8	62.3%
Math Academic Growth	High Needs Students	37.8%	100%	37.8	100	37.8	55.9%
Progress Toward English Proficiency	Literacy	.	100%	.	.	.	58.7%
Progress Toward English Proficiency	Oral	.	100%	.	.	.	55.7%
Chronic Absenteeism	All Students	20.0%	<=5%	20.1	50	40.2	17.2%
Chronic Absenteeism	High Needs Students	20.5%	<=5%	19.0	50	38.0	24.8%
% Taking CCR Courses	All Students	.	75%	.	.	.	92.4%
% Meeting CCR Benchmark	All Students	.	75%	.	.	.	47.2%
On-track to High School Graduation	All Students	86.3%	94%	45.9	50	91.8	85.9%
4-year Graduation Rate (2024 Cohort)	All Students	.	94%	.	.	.	88.9%
6-year Graduation Rate (2022 Cohort)	High Needs Students	.	94%	.	.	.	87.3%
Postsecondary Entrance (Class of 2024)	All Students	.	75%	.	.	.	67.0%
Physical Fitness % Meeting Health Standard	All Students	5.5%	75%	1.8	50	3.7	49.0%
Arts Access	All Students	0.0%	60%	0.0	50	0.0	55.1%
Accountability Index				452.6	950	47.6	

Physical Fitness Estimated Participation Rate - District: 84.9% | 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	.	50.9	.	16.9	N
Math Performance Index Gap	.	43.9	.	18.4	N
Science Performance Index Gap	.	46.3	.	18.2	N
Graduation Rate Gap	.	.	.	.	

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	100.0
ELA	High Needs Students	100.0
Math	All Students	99.4
Math	High Needs Students	99.4
Science	All Students	100.0
Science	High Needs Students	100.0

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

The District Improvement Plan is based on the following three goals:

1. Demonstrate mastery of grade level standards in literacy, writing, numeracy, and technology as

articulated by the common core standards.

2. Demonstrate and cultivate the characteristics of a well-rounded, productive member of an

ever-changing world.

3. Demonstrate Knowledge of Next Frontier Industries* (NFI). The second goal aims to address the 21st century skills scholars need to be successful and focuses on problem solving, critical thinking, communicating and collaborating, empathy and caring, and social responsibility. The third goal aims to provide our scholars exposure and experiences with real-world careers of the future to include: Cyber Security, Fin Tech, Aerospace, Life Sciences, AR/VR, Advanced Manufacturing, Autonomous Systems, EdTech, Private/Equity/Venture Capital, and Data Analysis

.The Academy has identified specific theories of action with parent and community input that focus on fostering school, parent and community partnerships. The input provided by parents and community members is collected through regular virtual Meetings and parent association leadership meetings. Examples of these outreach opportunities that result in meaningful relationships include parent, community, and scholar participation in service learning experiences such as the Annual Jumoke Academy Fundraiser Gala in partnership with numerous stakeholders, monthly school activities such as the Back to School parent, scholar, and new scholar meetings, High School Transition Activities for scholars and their parents, academic achievement recognition ceremonies, Parent Education Series focusing on Curriculum, Common Core standards, Smarter Balance and Benchmark Assessment overviews, technology integration, parent conferences, and the use of Parent Square and PowerSchool information systems to communicate between home and school about student progress and achievement.

Parents are actively involved in student assistance team meetings and special education planning and placement team meetings to support the educational success of their scholar. The Academy works toward minimizing scholar truancy by regularly communicating with parents and following policy. As a learning community, we are committed to ensuring that we understand the unique needs of our scholars and continue to engage our adult service providers in professional development designed to support effective communication, interaction, and lesson design for our scholars. Additional professional development has included a focus on literacy specific to the Science of Reading, benchmark assessment system, Illustrative Math curriculum grades K-8, ongoing focus on promoting differentiated instruction and the development and implementation of targeted intervention supports as needed. Further emphasis continues to be placed on increasing inclusion practices and strategic co-planning between special and regular education teachers so that all our scholars are achieving. .To further support community partnerships and scholar achievement, the Academy continues to support summer programming in partnership with Goodwin University, where the focus is on college, careers in manufacturing, STEM, coding, literacy, Next Frontier Industries, and preventing the "summer slide."

Efforts to Reduce Racial, Ethnic and Economic Isolation

Efforts to reduce racial, ethnic and economic isolation continue to be a focus for the Academy where emphasis is placed on recruiting and attracting a diverse applicant pool as well as faculty and staff. This focus is both purposeful and with intention as evidenced by our recruiting initiatives, interview process, and screening strategies. The academy's faculty diversity is made up of representatives from African American, Caucasian, Hispanic, Asian, and Middle Eastern heritage. The focus on having a diverse staff representation has also resulted in our ability to attract a diverse student population. The scholar population at the Academy is approximately .2% Alaskan Native, 0% Asian, 92.5% African American, 0% Caucasian, 6.8% Hispanic, 0% Native Hawaiian/Other Pacific Islander, 5% Two or More Races. We continue to maintain strong relationships with local community organizations and promote the Academy regularly using printed media, social media through Facebook, X, Instagram, and on local television news outlets inclusive of their Hispanic sister stations. Our diversity is also on full display through the Academy Annual Heritage Gala fundraising initiative. Additionally, the Academy takes a grass roots approach to promoting its campuses and programs through its annual Heritage Gala. This event gives the Academy the opportunity to directly communicate with all stakeholders the opportunities for a quality education for all constituents and families who might consider enrolling their children for the upcoming school year.

.The Academy maintains collaborations and partnerships with the community and community-based agencies such as "The Missing Piece", a mentorship program for male and female scholars, and other collaborative programs inclusive of Horizons at The Ethel Walker School in Simsbury, CT, and college, career, Next Frontier Industries, and STEM enrichment at Goodwin University. Historically, Jumoke scholars have been involved in community-based musical performances and theatrical presentations supported by the Bushnell theater in Hartford, CT. In addition, the Academy has hosted its annual spelling bee competition in which district winners go on to represent and participate in state-level

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Equitable Allocation of Resources among District Schools

Allocation for instructional needs are based on student enrollment and staffing at each of our campuses. Building and district leadership meet to identify areas of need based on the district and building improvement plans. This process results in the preparation of school and department budget requests that are subject to review by district leadership. In addition to the approved allocated funds, discretionary funds are made available to building leadership to meet teacher and scholar educational and enrichment programming needs.

It should be noted that the Board of Directors reviews and approves a detailed budget for each fiscal school year.

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Jumoke Academy District

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	16.7	6.7
Position Eliminated or Expired	2	33.3	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	1	16.7	18.0
Teach/Admin in CT Nonpublic School	0	0.0	0.1
Teach/Admin Out-of-State (public or private)	0	0.0	1.3
Terminated	1	16.7	1.2
Took Job Related To Education	1	16.7	2.3
TOTAL	6		

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.