

Connecticut State Department of Education

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2024-25



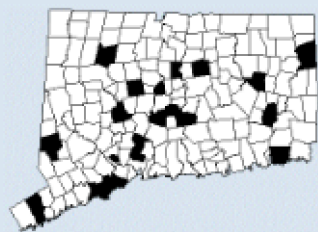
Connecticut Technical Education and Career System

Justin Lowe, Superintendent - Interim • 860-807-2200 • <http://www.cttech.org/>

District Information

Grade Range	9-12
Number of Schools/Programs	20
Enrollment	11,296
Per Pupil Expenditures	\$29,656
Total Expenditures	\$333,892,393

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	4,411	39.0	48.4
Male	6,812	60.3	51.5
Non-Binary	73	0.6	0.1
American Indian or Alaska Native	*	*	0.2
Asian	85	0.8	5.2
Black or African American	1,405	12.4	12.4
Hispanic or Latino of any race	4,990	44.2	32.1
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	583	5.2	4.8
White	4,201	37.2	45.1
English Learners/Multilingual Learners	651	5.8	11.3
Eligible for Free or Reduced-Price Meals	5,504	48.7	44.8
Students with Disabilities	1,926	17.1	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	876	20.3	568	12.7
Male	941	14.0	1,131	16.4
Non-Binary	17	24.6	8	11.0
Black or African American	283	20.5	339	23.6
Hispanic or Latino of any race	855	17.4	680	13.5
White	566	13.7	565	13.2
English Learners/Multilingual Learners	127	19.8	81	12.3
Eligible for Free or Reduced-Price Meals	1,224	21.5	1,020	17.4
Students with Disabilities	414	22.4	419	20.7
All Students - District	1,834	16.5	1,707	14.9
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: 2,448
Number of school-based arrests: 40

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Connecticut Technical Education and Career System

Educators

Full-Time Equivalent (FTE) Staff

Role	FTE
General Education Teachers and Instructors	909.6
General Education Paraprofessionals	26.0
Special Education Teachers and Instructors	102.9
Special Education Paraprofessionals	0.0
District Central Office Administrators	21.0
School Level Administrators	200.0
Library/Media Specialists (Certified)	17.0
Library/Media Support Staff	0.0
Instructional Specialists Who Support Teachers	7.0
Counselors, Social Workers and School Psychologists	107.4
School Nurses	31.0
Other Staff Providing Non-Instructional Services/Support	512.6

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	13.8
State	13.0

Educators by Race/Ethnicity

Race/Ethnicity	District Count	District Percent (%)	State Percent (%)
American Indian or Alaska Native	2	0.1	0.1
Asian	14	1.0	1.4
Black or African American	69	5.0	4.9
Hispanic or Latino of any race	99	7.1	5.3
Native Hawaiian or Other Pacific Islander	1	0.1	0.1
Two or More Races	4	0.3	0.3
White	1,199	86.4	87.9

New! Educator Attrition: 2023-24

Educator Type	District Attrition Count	District Attrition Rate (%)	State Attrition Rate (%)
All Educators	94	6.8	6.8
Teachers	92	8	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	332	100.0	319	100.0
Hispanic or Latino of any race	1,112	100.0	1,083	100.0
White	1,011	100.0	1,020	99.9
English Learners/Multilingual Learners	130	100.0	95	100.0
Eligible for Free or Reduced-Price Meals	1,328	100.0	1,241	100.0
Students with Disabilities	453	100.0	358	100.0
All Students - District	2,610	100.0	2,590	100.0
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	107	97.3
Emotional Disability	77	98.7
Intellectual Disability	7	*
Learning Disability	1,115	98.2
Other Health Impairment	494	98.4
Other Disabilities	14	*
Speech/Language Impairment	79	98.8
All Disabilities - District	1,893	98.3
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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Connecticut Technical Education and Career System

Students with Disabilities by Primary Disability

Disability	District Count	District Rate (%)	State Rate (%)
Autism	110	1.0	2.9
Emotional Disability	78	0.7	1.1
Intellectual Disability	7	0.1	0.6
Learning Disability	1,135	10.0	6.5
Other Health Impairment	502	4.4	3.6
Other Disabilities	14	0.1	1.1
Speech/Language Impairment	80	0.7	2.0
All Disabilities	1,926	17.0	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	*	*	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	\$184,725,938	\$16,407	\$13,471
Support services - students	\$37,499,180	\$3,331	\$1,826
Support services - instruction	\$4,883,451	\$434	\$972
Support services - general administration	\$25,422,469	\$2,258	\$568
Support services - school based administration	\$27,915,195	\$2,479	\$1,274
Central and other support services	\$1,531,753	\$136	\$761
Operation and maintenance of plant	\$38,813,799	\$3,447	\$2,125
Student transportation services	\$6,621,337	\$66,882	\$1,695
Food services	.	.	\$10
Enterprise operations	\$6,479,270	\$575	\$219
Total	\$333,892,393	\$29,656	\$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	\$10,552,779	57.1	26.4
Instructional Aide Salaries	.	.	10.1
Other Salaries	\$86,550	0.5	10.5
Employee Benefits	\$4,687,524	25.4	13.3
Purchased Services Other Than Transportation	\$3,004,845	16.3	6.8
Special Education Tuition	.	.	22.8
Supplies	\$141,355	0.8	0.6
Property Services	.	.	0.4
Purchased Services For Transportation	.	.	8.7
Equipment	\$1,191	0.0	0.2
All Other Expenditures	.	.	0.1
Total	\$18,474,244	100.0	100.0

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

Level	Percent (%)
District	5.5
State	25.7

Expenditures by Revenue Source: 2023-24

Revenue Source	Percent of Total (%) Excluding School Construction
Local	0.0
State	91.8
Federal	7.9
Tuition & Other	0.3

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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Connecticut Technical Education and Career System

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	13	*	13	*	14	*
Black or African American	324	40.5	324	36.9	329	45.7
Hispanic or Latino of any race	1,094	43.2	1,094	38.2	1,096	49.8
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*
Two or More Races	128	43.4	128	37.1	126	50.3
White	989	45.1	989	40.7	998	54.3
English Learners/Multilingual Learners	210	33.0	210	31.8	212	40.4
Non-English Learners/Non-Multilingual Learners	2,349	44.6	2,349	39.6	2,362	52.1
Eligible for Free or Reduced-Price Meals	1,290	41.5	1,290	36.9	1,304	47.7
Not Eligible for Free or Reduced-Price Meals	1,269	45.8	1,269	41.1	1,270	54.6
Students with Disabilities	429	30.6	429	28.0	439	36.8
Students without Disabilities	2,130	46.3	2,130	41.2	2,135	54.0
High Needs	1,541	40.2	1,541	36.0	1,554	46.8
Non-High Needs	1,018	48.9	1,018	43.6	1,020	57.6
All Students - District	2,559	43.7	2,559	39.0	2,574	51.1

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	N/A	N/A	N/A	81.5	2,771	81.5
Curl Up	N/A	N/A	N/A	87.5	2,771	87.5
Push Up	N/A	N/A	N/A	68.4	2,766	68.4
Mile Run/PACER	N/A	N/A	N/A	42.2	2,748	42.2
All Tests - District	N/A	N/A	N/A	33.8	2,725	33.8
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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Connecticut Technical Education and Career System

2023-24 Cohort Graduation: Four-Year

Student Group	Cohort Count	Rate (%)
Black or African American	301	95.7
Hispanic or Latino of any race	1,079	97.0
White	1,060	97.5
English Learners/Multilingual Learners	125	92.0
Eligible for Free or Reduced-Price Meals	1,916	96.8
Students with Disabilities	450	95.1
All Students - District	2,592	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	535	27.1
Male	545	17.1
Non-Binary	12	28.6
Black or African American	113	17.4
Hispanic or Latino of any race	455	20.7
White	463	22.8
English Learners/ Multilingual Learners	20	8.9
Eligible for Free or Reduced-Price Meals	482	18.8
Students with Disabilities	72	8.9
All Students - District	1,092	21.0
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	60.2	80.1
Male	30.3	71.2
Non-Binary	*	*
Black or African American	52.7	75.0
Hispanic or Latino of any race	46.7	74.5
White	33.0	79.2
English Learners/ Multilingual Learners	34.7	74.5
Eligible for Free or Reduced-Price Meals	42.3	75.5
Students with Disabilities	28.6	72.3
All Students - District	41.9	76.1
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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Connecticut Technical Education and Career System

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	43.7	75	87.3	150	58.2	64.7
ELA Performance Index	High Needs Students	40.2	75	80.4	150	53.6	54.9
Math Performance Index	All Students	39.0	75	78.0	150	52.0	61.1
Math Performance Index	High Needs Students	36.0	75	71.9	150	47.9	50.6
Science Performance Index	All Students	51.1	75	68.1	100	68.1	62.6
Science Performance Index	High Needs Students	46.8	75	62.4	100	62.4	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	37.3%	100%	18.6	50	37.3	58.7%
Progress Toward English Proficiency	Oral	50.0%	100%	25.0	50	50.0	55.7%
Chronic Absenteeism	All Students	16.5%	<=5%	27.1	50	54.1	17.2%
Chronic Absenteeism	High Needs Students	20.6%	<=5%	18.8	50	37.7	24.8%
% Taking CCR Courses	All Students	100.0%	75%	50.0	50	100.0	92.4%
% Meeting CCR Benchmark	All Students	21.0%	75%	14.0	50	28.0	47.2%
On-track to High School Graduation	All Students	99.0%	94%	50.0	50	100.0	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	96.2%	94%	100.0	100	100.0	87.3%
Postsecondary Entrance (Class of 2024)	All Students	41.9%	75%	55.9	100	55.9	67.0%
Physical Fitness % Meeting Health Standard	All Students	33.8%	75%	22.5	50	45.1	49.0%
Arts Access	All Students	54.8%	60%	45.7	50	91.4	55.1%
Accountability Index				975.9	1550	63.0	

Physical Fitness Estimated Participation Rate - District: 95.5% | 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	48.9	40.2	8.7	16.9	N
Math Performance Index Gap	43.6	36.0	7.6	18.4	N
Science Performance Index Gap	57.6	46.8	10.8	18.2	N
Graduation Rate Gap	94.0%	96.2%	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	97.9
ELA	High Needs Students	97.0
Math	All Students	97.9
Math	High Needs Students	97.0
Science	All Students	98.7
Science	High Needs Students	98.2

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: N/A

State: 50.2

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

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Connecticut Technical Education and Career System

Narratives

School District Improvement Plans and Parental Outreach Activities

The Connecticut Technical Educational and Career System (CTECS) continues to make progress towards the four goals of the strategic plan to increase partnerships with business and community leaders; implement a career ready curricula aligned with credentialing standards which offers 9-14 career pathways; respond to workforce demands through innovative programs; and invest in the development of teachers and administrators through quality professional learning activities. School improvement plans include alignment with the district's Student Learning Objectives which designate targeted improvements in school climate, a decrease in chronic absenteeism, reading, mathematics and workplace readiness and tiered intervention programming for regular education, ELL, and special education students. A goal for increasing parent participation is a requirement of the school plan and is reflected in the teacher and administrator evaluation process. The district has adopted the Comprehensive School Climate inventory developed by the National School Climate Center, incorporating a student, teacher and parent survey. A detailed report with recommended strategies is incorporated into a plan of action to increase parent involvement and to develop parent-targeted goals for the school year to improve overall school climate.

The CTECS plan supports a growth model, and a digital platform provides an effective way to monitor progress for improvement and proficiency in teaching and learning. Schools are required to articulate a theory of action with strategies and target benchmarks for demonstrating college readiness in reading and math. The strategic plan outlines specific metrics for students to demonstrate work preparedness through CTE workplace competencies which require demonstrated proficiency in each skill by the end of each grade. Student performance through demonstration and authentic experiences, including production work and Work-Based Learning, in these skill areas are compiled into a senior capstone. A continuous school improvement cycle with completion targets ensures fidelity in the school improvement implementation process. Plans are monitored through mid-year administrator conferences, site visitations and artifact review. The district monitors EL and special education programs to ensure adherence to federal and state guidelines. After-school and summer programming for incoming ninth-graders at Title I schools provide opportunities for instructional time otherwise not available for remedial supports and enrichment activities. Restructured professional development using a regional model builds leadership capacity and allows for more individualized professional learning opportunities using technology applications and webinar trainings.

The CTECS has a comprehensive Family Engagement model involving Family Parent Engagement teams. The Family Engagement Centers offer workshops on various topics such as assisting students with homework and "getting involved in your child's school and career technology program."

Efforts to Reduce Racial, Ethnic and Economic Isolation

CTECS' recruits in all counties of the state and various demographic regions: urban, suburban, and rural. Annually CTECS recruits over 12,000 students from surrounding towns and regions, creating diverse schools. CTECS aligns the curriculum to CT CORE Standards with the integration of differentiated lessons and accommodations to meet the needs of all students. The curriculum teams examine course materials to ensure that racial, gender, ethnic, and economic diversity is represented across all academic and technology curricula. Black and Latino Studies is in the Program of Studies. CTECS' instructional model provides opportunities for English Learners and identified 504 and special education populations to meet their learning needs. MY Access, Lexia, and Assistive Technology increase access for diverse learners. Professional development addresses the foundational well-being of all students by building a safe and collaborative culture throughout every school. School climate committees develop activities to include all stakeholders, providing opportunities for students, families, staff, and the community to have a voice in decisions promoting safe and respectful schools. Through planning and professional development for teachers and administrators, CTECS has implemented Restorative Approach Practices, which encompass a continuum of strategies to provide a safe and supportive environment that fosters care, connection, culture and community to support and build positive relationships throughout our schools and communities. Family Engagement efforts include communication through ParentSquare, newsletters, and engagement activities that acknowledge and celebrate our diverse learners' success. Events are scheduled throughout the week, including weekends, to maximize family participation. Teacher recruitment reaches out to ethnically, culturally and linguistically diverse teachers and administrators to reflect the student populations in the district; efforts include a targeted campaign of social media, video, banner ads, traditional print media and brochures. CTECS trade and technology consultants continue to build supportive partnerships with diverse organizations, supporting CTECS's mission to contribute to a diversified workforce.

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Equitable Allocation of Resources among District Schools

Overall operating costs and resulting staffing levels vary depending on the age of the building, square footage and capacity of the school building, number of secondary and adult trade/technology programs offered and the number of students enrolled. Budgets for trade and academic supplies are allocated directly to schools on a per pupil basis. Funding for replacement of trade and academic equipment requires the approval of the State Bond Commission and is subject to the economic constraints of the State of the Connecticut.

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Connecticut Technical Education and Career System

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	18	25.4	9.8
Position Filled Permanently	0	0.0	0.1
Resigned (no reason given)	23	32.4	32.0
Retired	28	39.4	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	2	2.8	1.2
Took Job Related To Education	0	0.0	2.3
TOTAL	71		

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.