

Connecticut State Department of Education

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2024-25



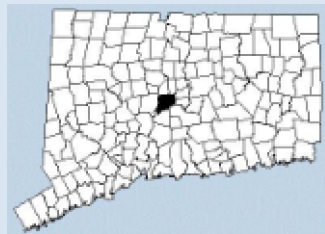
Berlin School District

Brian Benigni, Superintendent • 860-828-6581 • <http://www.berlinschools.org>

District Information

Grade Range	PK-12
Number of Schools/Programs	6
Enrollment	2,634
Per Pupil Expenditures	\$22,299
Total Expenditures	\$60,653,890

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	*	*	48.4
Male	1,347	51.1	51.5
Non-Binary	*	*	0.1
American Indian or Alaska Native	*	*	0.2
Asian	116	4.4	5.2
Black or African American	64	2.4	12.4
Hispanic or Latino of any race	367	13.9	32.1
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	68	2.6	4.8
White	2,016	76.5	45.1
English Learners/Multilingual Learners	122	4.6	11.3
Eligible for Free or Reduced-Price Meals	647	24.6	44.8
Students with Disabilities	438	16.6	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	189	15.0	31	2.4
Male	192	14.7	108	7.9
Non-Binary	0	*	0	*
Black or African American	17	27.0	8	11.6
Hispanic or Latino of any race	103	29.2	41	10.6
White	236	12.0	82	4.0
English Learners/Multilingual Learners	29	23.6	*	*
Eligible for Free or Reduced-Price Meals	180	26.8	68	9.6
Students with Disabilities	123	29.3	46	9.0
All Students - District	381	14.8	139	5.2
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: 592

Number of school-based arrests: 6

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Educators

Full-Time Equivalent (FTE) Staff

Role	FTE
General Education Teachers and Instructors	185.9
General Education Paraprofessionals	33.8
Special Education Teachers and Instructors	40.1
Special Education Paraprofessionals	80.7
District Central Office Administrators	8.0
School Level Administrators	14.7
Library/Media Specialists (Certified)	4.6
Library/Media Support Staff	2.0
Instructional Specialists Who Support Teachers	10.2
Counselors, Social Workers and School Psychologists	18.3
School Nurses	6.6
Other Staff Providing Non-Instructional Services/Support	157.1

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	10.4
State	13.0

Educators by Race/Ethnicity

Race/Ethnicity	District Count	District Percent (%)	State Percent (%)
American Indian or Alaska Native	1	0.4	0.1
Asian	1	0.4	1.4
Black or African American	2	0.7	4.9
Hispanic or Latino of any race	4	1.4	5.3
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	1	0.4	0.3
White	274	96.8	87.9

New! Educator Attrition: 2023-24

Educator Type	District Attrition Count	District Attrition Rate (%)	State Attrition Rate (%)
All Educators	21	7.6	6.8
Teachers	16	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	*	*	6	*
Hispanic or Latino of any race	21	84.0	31	100.0
White	120	80.5	193	92.8
English Learners/Multilingual Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	32	68.1	49	92.5
Students with Disabilities	23	63.9	48	90.6
All Students - District	164	82.4	243	93.8
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	22	34.4
Emotional Disability	*	*
Intellectual Disability	0	0
Learning Disability	92	66.7
Other Health Impairment	44	67.7
Other Disabilities	*	*
Speech/Language Impairment	41	73.2
All Disabilities - District	212	57.5
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	65	2.5	2.9
Emotional Disability	25	1.0	1.1
Intellectual Disability	*	*	0.6
Learning Disability	138	5.3	6.5
Other Health Impairment	66	2.5	3.6
Other Disabilities	*	*	1.1
Speech/Language Impairment	65	2.5	2.0
All Disabilities	386	14.9	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	6	1.6	8.2
Private Schools or Other Settings	22	5.7	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	\$37,750,125	\$13,879	\$13,471
Support services - students	\$3,550,744	\$1,343	\$1,826
Support services - instruction	\$1,566,272	\$592	\$972
Support services - general administration	\$657,921	\$249	\$568
Support services - school based administration	\$2,877,409	\$1,088	\$1,274
Central and other support services	\$7,258,672	\$2,745	\$761
Operation and maintenance of plant	\$2,689,507	\$1,017	\$2,125
Student transportation services	\$3,359,234	\$1,400	\$1,695
Food services	\$8,319	\$3	\$10
Enterprise operations	\$935,689	\$354	\$219
Total	\$60,653,890	\$22,299	\$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	\$4,970,208	32.1	26.4
Instructional Aide Salaries	\$2,073,438	13.4	10.1
Other Salaries	\$1,170,118	7.5	10.5
Employee Benefits	\$1,837,926	11.9	13.3
Purchased Services Other Than Transportation	\$896,281	5.8	6.8
Special Education Tuition	\$3,171,599	20.5	22.8
Supplies	\$62,338	0.4	0.6
Property Services	.	.	0.4
Purchased Services For Transportation	\$1,244,241	8.0	8.7
Equipment	\$70,695	0.5	0.2
All Other Expenditures	\$6,109	0.0	0.1
Total	\$15,502,952	100.0	100.0

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

Level	Percent (%)
District	25.6
State	25.7

Expenditures by Revenue Source: 2023-24

Revenue Source	Percent of Total (%) Excluding School Construction
Local	84.0
State	12.9
Federal	2.2
Tuition & Other	0.9

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	0	N/A	0	N/A	0	N/A
Asian	63	73.5	63	76.1	32	79.8
Black or African American	*	*	*	*	15	*
Hispanic or Latino of any race	173	63.3	172	59.0	76	63.5
Native Hawaiian or Other Pacific Islander	*	*	*	*	0	N/A
Two or More Races	40	71.9	39	70.3	19	*
White	1,021	71.6	1,018	69.4	419	72.8
English Learners/Multilingual Learners	112	65.4	112	64.5	32	66.0
Non-English Learners/Non-Multilingual Learners	1,222	70.9	1,217	68.5	529	72.4
Eligible for Free or Reduced-Price Meals	332	62.5	330	60.7	130	63.8
Not Eligible for Free or Reduced-Price Meals	1,002	73.0	999	70.6	431	74.6
Students with Disabilities	206	49.1	204	43.2	85	47.5
Students without Disabilities	1,128	74.3	1,125	72.7	476	76.5
High Needs	504	60.5	502	57.9	196	59.6
Non-High Needs	830	76.4	827	74.4	365	78.8
All Students - District	1,334	70.4	1,329	68.1	561	72.1

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	85.4	88.8	84.0	92.1	760	87.6
Curl Up	94.1	89.3	89.2	93.0	754	91.4
Push Up	72.4	72.7	75.8	87.0	750	76.9
Mile Run/PACER	83.2	74.1	60.1	73.5	746	72.8
All Tests - District	57.8	59.7	45.4	67.8	742	57.7
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

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2023-24 Cohort Graduation: Four-Year

Student Group	Cohort Count	Rate (%)
Black or African American	9	*
Hispanic or Latino of any race	30	93.3
White	147	97.3
English Learners/Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	51	86.3
Students with Disabilities	30	80.0
All Students - District	199	95.0
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	145	64.2
Male	110	47.4
Non-Binary	N/A	N/A
Black or African American	*	*
Hispanic or Latino of any race	24	42.9
White	201	56.3
English Learners/ Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	40	40.0
Students with Disabilities	*	*
All Students - District	255	55.7
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	86.8	95.8
Male	71.6	87.0
Non-Binary	*	N/A
Black or African American	*	*
Hispanic or Latino of any race	53.6	*
White	80.4	91.1
English Learners/ Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	66.0	83.7
Students with Disabilities	33.3	81.8
All Students - District	78.4	91.3
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	70.4	75	46.9	50	93.9	64.7
ELA Performance Index	High Needs Students	60.5	75	40.3	50	80.6	54.9
Math Performance Index	All Students	68.1	75	45.4	50	90.8	61.1
Math Performance Index	High Needs Students	57.9	75	38.6	50	77.1	50.6
Science Performance Index	All Students	72.1	75	48.1	50	96.1	62.6
Science Performance Index	High Needs Students	59.6	75	39.7	50	79.4	52.1
ELA Academic Growth	All Students	57.9%	100%	57.9	100	57.9	60.6%
ELA Academic Growth	High Needs Students	48.7%	100%	48.7	100	48.7	55.7%
Math Academic Growth	All Students	60.0%	100%	60.0	100	60.0	62.3%
Math Academic Growth	High Needs Students	51.2%	100%	51.2	100	51.2	55.9%
Progress Toward English Proficiency	Literacy	83.6%	100%	41.8	50	83.6	58.7%
Progress Toward English Proficiency	Oral	75.3%	100%	37.7	50	75.3	55.7%
Chronic Absenteeism	All Students	14.8%	<=5%	30.3	50	60.7	17.2%
Chronic Absenteeism	High Needs Students	26.2%	<=5%	7.6	50	15.1	24.8%
% Taking CCR Courses	All Students	88.9%	75%	50.0	50	100.0	92.4%
% Meeting CCR Benchmark	All Students	55.7%	75%	37.1	50	74.2	47.2%
On-track to High School Graduation	All Students	95.4%	94%	50.0	50	100.0	85.9%
4-year Graduation Rate (2024 Cohort)	All Students	95.0%	94%	100.0	100	100.0	88.9%
6-year Graduation Rate (2022 Cohort)	High Needs Students	87.0%	94%	92.5	100	92.5	87.3%
Postsecondary Entrance (Class of 2024)	All Students	78.4%	75%	100.0	100	100.0	67.0%
Physical Fitness % Meeting Health Standard	All Students	57.7%	75%	38.5	50	76.9	49.0%
Arts Access	All Students	51.3%	60%	42.7	50	85.5	55.1%
Accountability Index				1105.0	1450	76.2	

Physical Fitness Estimated Participation Rate - District: 95.7% | 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	75.0	60.5	14.5	16.9	N
Math Performance Index Gap	74.4	57.9	16.5	18.4	N
Science Performance Index Gap	75.0	59.6	15.4	18.2	N
Graduation Rate Gap	94.0%	87.0%	7.0%	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	98.2
ELA	High Needs Students	97.4
Math	All Students	97.8
Math	High Needs Students	97.0
Science	All Students	98.3
Science	High Needs Students	96.2

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: 60.1

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 Berlin Public School District has a long-standing history of commitment to a continuous improvement process. The administrative team has collaboratively developed a detailed multi-year continuous improvement plan, with action steps in relevant areas: student performance, Vision of the Graduate alignment, and social emotional practices. The Berlin Board of Education reviewed and adopted the most recent version of the plan on December 9, 2024.

McGee Middle School continued to run the Common Ground program this year, through which identified students have opportunities to participate in recreational activities outside of the school day. This program provides an avenue for students to develop social relationships with caring adults and other students and is implemented in collaboration with the Town of Berlin's Social Services Department.

District efforts to address student truancy include collaboration with the Department of Children and Families and Berlin Social Services. Board policy requires parents to contact the school when their child is absent. This year, all Berlin schools implemented an automated student absence reporting system called SafeArrival. This system allows parents to report absences by phone, through an online parent portal, or using an app on their phone. Staff have reported that SafeArrival makes the attendance verification process more efficient and enables them to more easily respond to unexplained absences. Student attendance continues to be closely monitored, tracked, and recorded across the district.

Berlin is committed to supporting students in their least restrictive environment. Our special education services have been developed to support this concept. The district has expanded programming for students with significant needs at all levels by developing a comprehensive team approach to address their unique learning needs. Additionally, our Central Connecticut Transition Academy continues to partner with Cromwell Public Schools to provide community-based services to students who are 18-21 years old. Our special education department continues to address significant needs, such as autism and behavioral needs, by creating programs such as BLAST, SNAP, and RISE. Students are supported with appropriate resources, including staffing and related services.

Recognizing that partnerships with families are a vital component of the school district's success, we welcome volunteers, who are considered a valuable resource to our schools. Many school-sponsored activities occur throughout the year with high family participation. Annual surveys are used to collect feedback from families regarding strengths and areas in need of improvement within the district. We utilize a number of communication tools including district and school websites, social media, SchoolMessenger, and monthly videos to ensure access to events occurring throughout the district. SchoolMessenger allows us to reach families in the language of their choice. Additionally, parents have the opportunity to participate in the Superintendent's Parent Advisory Council which provides a forum for parents to learn more about district initiatives, share ideas, and raise any questions or concerns that they may have.

Efforts to Reduce Racial, Ethnic and Economic Isolation

The Berlin Public Schools provide a wide variety of programs and experiences designed to reduce racial, ethnic, and economic isolation.

Our participation in the Open Choice program is districtwide, with 97 Open Choice students currently enrolled in our five schools. Through Open Choice grant funding, the district provides late bus transportation so that students from the Open Choice program can more easily participate in sports, clubs, and other extracurricular activities beyond the school day. Open Choice liaisons are in place at each school to provide a direct connection and support for students and families. The liaisons also attend monthly RSCO meetings to gather information in support of the program.

Berlin High School continued its work with its Equity Imperative, continuing to address the goal of creating a high school culture where all members feel accepted, respected, and celebrated. They have continued to support events during Black and Latino history months, including bulletin board and library displays. We continue to review our Language Arts/English curricula and make changes to offer more diverse literature selections, as well as investing in the purchase of more diverse texts for classrooms and school libraries.

District literacy specialists and library media specialists are required to include a variety of diverse texts in their classroom and building libraries. Additionally, they augment curriculum with various texts that represent multiple identities.

This year, we were able to fund the participation of 12 educators and administrators from across the district in the fall Igniting Change event presented by the RESC Alliance. This incredible opportunity focused on equity-centered professional learning pathways. In addition, a committee of staff members and administrators at the secondary level developed a focus on Career Pathways to meet the needs and interests of diverse learners.

The Berlin High School Program of Studies included a new half-year social studies course this year, African American Studies. Members of the social studies department developed curriculum this past summer in preparation for the new course offering. Curriculum updates for next year's course will be completed over the summer.

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Equitable Allocation of Resources among District Schools

It is the practice of the Berlin Board of Education and its central office administration that each school in the district will have comparable resources while recognizing factors such as equipment and specialized supply needs at the secondary schools are inherently more costly in nature. The proposed budget for the district is created by administrators in the late fall. It is built on the assumption that the three elementary schools will receive a fixed amount for each student enrolled in the school. This will “guarantee” an equitable allocation of resources among the schools. Once that assumption is met, adjustments are then made to determine what additional resources would be allocated to particular schools to adequately address needs particular to a certain school. The same process is then used at the two secondary schools. However, a different per student fixed amount is used because of the significantly higher costs as mentioned above.

Once the proposed budget is adopted, appropriate reductions, if necessary, are made “across the board,” and the same per student expenditure ratio described above is maintained as closely as possible.

District Profile and Performance Report for School Year 2024-25

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Appendix A

2023-24 Exit Reasons for Certified Educators

Exit reasons are reported by districts in the Educator Data System (EDS) based on the information provided by exiting educators.

Exit Reason	District Count	District Percent (%)	State Percent (%)
Another Profession	0	0.0	2.1
Deceased	0	0.0	0.5
District/School Shut Down	0	0.0	0.0
Moved Out of State	0	0.0	2.2
Personal Reasons	0	0.0	6.7
Position Eliminated or Expired	3	25.0	9.8
Position Filled Permanently	0	0.0	0.1
Resigned (no reason given)	1	8.3	32.0
Retired	6	50.0	23.7
Teach/Admin in Other CT Dist	2	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	0	0.0	1.2
Took Job Related To Education	0	0.0	2.3
TOTAL	12		

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.