

Connecticut State Department of Education

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2024-25



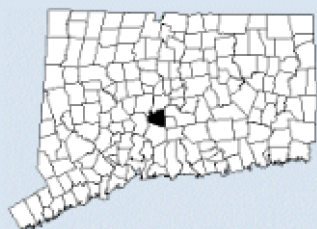
Meriden School District

Mark Benigni, Superintendent • 203-630-4171 • <http://www.meridenk12.org>

District Information

Grade Range	PK-12
Number of Schools/Programs	32
Enrollment	8,707
Per Pupil Expenditures	\$16,646
Total Expenditures	\$150,965,852

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	4,205	48.3	48.4
Male	4,496	51.6	51.5
Non-Binary	6	0.1	0.1
American Indian or Alaska Native	*	*	0.2
Asian	146	1.7	5.2
Black or African American	1,009	11.6	12.4
Hispanic or Latino of any race	5,422	62.3	32.1
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	456	5.2	4.8
White	1,659	19.1	45.1
English Learners/Multilingual Learners	1,745	20.0	11.3
Eligible for Free or Reduced-Price Meals	6,772	77.8	44.8
Students with Disabilities	1,878	21.6	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	*	*	280	6.4
Male	932	21.6	509	10.8
Non-Binary	*	*	0	*
Black or African American	202	20.4	147	13.8
Hispanic or Latino of any race	1,270	24.2	489	8.6
White	250	15.8	99	5.8
English Learners/Multilingual Learners	361	20.9	130	7.0
Eligible for Free or Reduced-Price Meals	1,611	24.5	694	9.7
Students with Disabilities	551	31.9	269	12.4
All Students - District	1,821	21.6	789	8.7
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: 3,681
Number of school-based arrests: 25

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Educators

Full-Time Equivalent (FTE) Staff

Role	FTE
General Education Teachers and Instructors	469.2
General Education Paraprofessionals	26.0
Special Education Teachers and Instructors	100.6
Special Education Paraprofessionals	155.0
District Central Office Administrators	12.0
School Level Administrators	47.1
Library/Media Specialists (Certified)	3.0
Library/Media Support Staff	0.0
Instructional Specialists Who Support Teachers	36.7
Counselors, Social Workers and School Psychologists	56.6
School Nurses	14.0
Other Staff Providing Non-Instructional Services/Support	493.0

In the **full-time equivalent count**, staff members working part-time in the school are counted as a fraction of full-time. For example, a teacher who works half-time in a school contributes 0.50 to the school's staff count.

Classroom Teacher Attendance: 2023-24

Level	Average Number of FTE Days Absent Due to Illness or Personal Time
District	11.3
State	13.0

Educators by Race/Ethnicity

Race/Ethnicity	District Count	District Percent (%)	State Percent (%)
American Indian or Alaska Native	2	0.3	0.1
Asian	4	0.6	1.4
Black or African American	23	3.2	4.9
Hispanic or Latino of any race	60	8.3	5.3
Native Hawaiian or Other Pacific Islander	5	0.7	0.1
Two or More Races	0	0.0	0.3
White	632	87.1	87.9

New! Educator Attrition: 2023-24

Educator Type	District Attrition Count	District Attrition Rate (%)	State Attrition Rate (%)
All Educators	54	7.3	6.8
Teachers	48	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	86	97.7	92	98.9
Hispanic or Latino of any race	377	95.7	403	99.5
White	139	97.9	155	99.4
English Learners/Multilingual Learners	97	89.8	88	100.0
Eligible for Free or Reduced-Price Meals	488	96.6	523	99.4
Students with Disabilities	102	92.7	166	97.6
All Students - District	633	96.1	698	99.4
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	126	42.0
Emotional Disability	79	42.7
Intellectual Disability	31	27.7
Learning Disability	492	86.0
Other Health Impairment	210	71.4
Other Disabilities	27	37.0
Speech/Language Impairment	117	95.1
All Disabilities - District	1,082	65.2
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	344	3.9	2.9
Emotional Disability	187	2.1	1.1
Intellectual Disability	112	1.3	0.6
Learning Disability	576	6.5	6.5
Other Health Impairment	299	3.4	3.6
Other Disabilities	124	1.4	1.1
Speech/Language Impairment	143	1.6	2.0
All Disabilities	1,785	20.3	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	78	4.4	8.2
Private Schools or Other Settings	59	3.3	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	\$96,910,811	\$10,686	\$13,471
Support services - students	\$11,516,547	\$1,318	\$1,826
Support services - instruction	\$705,567	\$81	\$972
Support services - general administration	\$2,087,889	\$239	\$568
Support services - school based administration	\$6,960,170	\$796	\$1,274
Central and other support services	\$6,139,485	\$702	\$761
Operation and maintenance of plant	\$17,135,153	\$1,961	\$2,125
Student transportation services	\$7,844,903	\$1,410	\$1,695
Food services	\$226,632	\$26	\$10
Enterprise operations	\$1,438,695	\$165	\$219
Total	\$150,965,852	\$16,646	\$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	\$8,341,763	21.0	26.4
Instructional Aide Salaries	\$3,305,797	8.3	10.1
Other Salaries	\$7,764,692	19.5	10.5
Employee Benefits	\$5,660,707	14.2	13.3
Purchased Services Other Than Transportation	\$1,121,396	2.8	6.8
Special Education Tuition	\$9,981,236	25.1	22.8
Supplies	\$550,056	1.4	0.6
Property Services	\$122,402	0.3	0.4
Purchased Services For Transportation	\$2,900,720	7.3	8.7
Equipment	\$28,078	0.1	0.2
All Other Expenditures	\$825	0.0	0.1
Total	\$39,777,670	100.0	100.0

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

Level	Percent (%)
District	26.3
State	25.7

Expenditures by Revenue Source: 2023-24

Revenue Source	Percent of Total (%) Excluding School Construction
Local	33.7
State	54.4
Federal	11.2
Tuition & Other	0.8

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	*	*	*	*	*	*
Asian	69	72.1	69	69.2	27	66.2
Black or African American	508	60.9	503	54.5	232	54.0
Hispanic or Latino of any race	2,673	59.2	2,648	56.8	1,143	53.4
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*
Two or More Races	234	67.5	232	63.9	79	58.1
White	842	71.8	837	67.7	393	66.5
English Learners/Multilingual Learners	1,036	53.4	1,030	55.1	403	48.7
Non-English Learners/Non-Multilingual Learners	3,296	65.4	3,265	60.5	1,473	58.8
Eligible for Free or Reduced-Price Meals	3,432	60.5	3,399	56.9	1,452	53.7
Not Eligible for Free or Reduced-Price Meals	900	70.3	896	67.8	424	66.6
Students with Disabilities	827	42.2	807	38.6	354	39.3
Students without Disabilities	3,505	67.3	3,488	63.9	1,522	60.6
High Needs	3,675	59.7	3,639	56.6	1,552	53.3
Non-High Needs	657	78.2	656	73.2	324	72.4
All Students - District	4,332	62.5	4,295	59.2	1,876	56.6

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	93.5	89.8	87.9	79.3	2,537	87.5
Curl Up	90.2	92.9	91.6	85.9	2,542	90.2
Push Up	80.1	74.6	70.1	73.9	2,538	74.5
Mile Run/PACER	83.9	69.8	47.5	53.0	2,535	62.9
All Tests - District	74.7	60.5	44.3	42.5	2,519	55.0
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	86	86.0
Hispanic or Latino of any race	367	83.1
White	145	88.3
English Learners/Multilingual Learners	107	79.4
Eligible for Free or Reduced-Price Meals	497	84.5
Students with Disabilities	132	67.4
All Students - District	637	85.6
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	209	33.0
Male	177	24.5
Non-Binary	0	*
Black or African American	55	30.4
Hispanic or Latino of any race	168	21.0
White	127	42.6
English Learners/ Multilingual Learners	10	5.1
Eligible for Free or Reduced-Price Meals	234	22.7
Students with Disabilities	12	4.3
All Students - District	386	28.4
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	61.9	77.2
Male	39.4	72.3
Non-Binary	N/A	N/A
Black or African American	55.1	75.6
Hispanic or Latino of any race	43.8	72.3
White	64.3	77.9
English Learners/ Multilingual Learners	33.3	75.9
Eligible for Free or Reduced-Price Meals	45.3	73.1
Students with Disabilities	21.0	50.0
All Students - District	50.8	75.1
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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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	62.5	75	41.7	50	83.3	64.7
ELA Performance Index	High Needs Students	59.7	75	39.8	50	79.6	54.9
Math Performance Index	All Students	59.2	75	39.4	50	78.9	61.1
Math Performance Index	High Needs Students	56.6	75	37.8	50	75.5	50.6
Science Performance Index	All Students	56.6	75	37.7	50	75.5	62.6
Science Performance Index	High Needs Students	53.3	75	35.5	50	71.1	52.1
ELA Academic Growth	All Students	58.5%	100%	58.5	100	58.5	60.6%
ELA Academic Growth	High Needs Students	56.7%	100%	56.7	100	56.7	55.7%
Math Academic Growth	All Students	61.0%	100%	61.0	100	61.0	62.3%
Math Academic Growth	High Needs Students	59.5%	100%	59.5	100	59.5	55.9%
Progress Toward English Proficiency	Literacy	57.9%	100%	28.9	50	57.9	58.7%
Progress Toward English Proficiency	Oral	53.4%	100%	26.7	50	53.4	55.7%
Chronic Absenteeism	All Students	21.6%	<=5%	16.7	50	33.5	17.2%
Chronic Absenteeism	High Needs Students	23.8%	<=5%	12.3	50	24.6	24.8%
% Taking CCR Courses	All Students	97.8%	75%	50.0	50	100.0	92.4%
% Meeting CCR Benchmark	All Students	28.4%	75%	18.9	50	37.8	47.2%
On-track to High School Graduation	All Students	90.7%	94%	48.2	50	96.5	85.9%
4-year Graduation Rate (2024 Cohort)	All Students	85.6%	94%	91.0	100	91.0	88.9%
6-year Graduation Rate (2022 Cohort)	High Needs Students	88.1%	94%	93.8	100	93.8	87.3%
Postsecondary Entrance (Class of 2024)	All Students	50.8%	75%	67.7	100	67.7	67.0%
Physical Fitness % Meeting Health Standard	All Students	55.0%	75%	36.7	50	73.4	49.0%
Arts Access	All Students	61.3%	60%	50.0	50	100.0	55.1%
Accountability Index				1008.7	1450	69.6	

Physical Fitness Estimated Participation Rate - District: 97.6% | 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	59.7	15.3	16.9	N
Math Performance Index Gap	73.2	56.6	16.5	18.4	N
Science Performance Index Gap	72.4	53.3	19.1	18.2	Y
Graduation Rate Gap	94.0%	88.1%	5.9%	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	98.1
ELA	High Needs Students	97.9
Math	All Students	97.6
Math	High Needs Students	97.3
Science	All Students	96.2
Science	High Needs Students	95.7

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: 47.8

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 Meriden Public Schools (MPS) has eight elementary schools, three middle schools, and two high schools. More than 77% of the district's student population of 8,800 students are eligible for free or reduced-priced meals, and 75% are students of color. Implementing our District Improvement Plan has promoted student-centered learning environments across the district using blended learning, leading to greater choice and voice, critical thinking, creativity, and academic gains. Restorative practices at secondary schools have increased student voice. Elementary schools are also engaged in implementing restorative practices. In our 1:1 environment, students are provided district-issued devices to use with digital content in classes.

School improvement plans include assessments conducted regularly throughout the school year. School-based data teams analyze data to identify areas where improvement is needed and areas where significant progress has been made. While School Improvement Plans are specific to school needs, they are aligned to the District Improvement Plan's goals in Talent, Academics, Climate, and Operations.

With the adoption of Connecticut's Common Core Standards, the district has embedded these standards into the district's English Language Arts-Literacy and Mathematics curriculum and implemented the NGSS in Science and the Connecticut Elementary and Secondary Social Studies Frameworks. The District Improvement Plan was recently revised by the District Leadership Team which meets monthly to review district academic, attendance, discipline, and school climate data. The Team monitors progress, provides feedback, and makes recommendations to our central office team.

With grant funding from a foundation, Meriden has developed a visual Portrait of a Graduate which was created through an Advisory Committee which includes community members, parents, students, administrators, and teachers. The Portrait consists of five attributes: I am a Learner, I am a Thinker, I am an Advocate, I am a Collaborator, I am Prepared for life after high school. Each attribute has corresponding indicators. Currently school based teams at the high schools are constructing multiple learning experiences - in school and in the community-that will allow all students to develop these competencies and ensure access to those opportunities is equitable and available to all students.

Efforts to engage our families include our Family School Liaison Team, which works to connect families to school supports, educates families on school and district expectations, makes home visits, and fosters school-community events. Community and Parent Learning. The district recently implemented ParentSquare district-wide. ParentSquare enables users to select from 100 languages to receive messages, allows teachers to use it for class-group messaging and one-to-one communication, and allows permission slips, automatic attendance, and more. MPS has a 99.1% contact ability across the district.

Efforts to Reduce Racial, Ethnic and Economic Isolation

The Meriden Public Schools believes that education is the great equalizer and provides a path to a better life for all students. The district continues to be proactive in combating systemic racism in our schools. We embrace the richness of our diversity, value our tapestry of different colors and cultures, and remain committed to addressing racial discrimination or unconscious bias. Meriden ensures all students have access to quality educational experiences and graduate college, career and life ready. Our long-standing commitment to equity is evident in initiatives implemented during the last decade. We have generated a series of Racial Equity Awareness training modules, created an Affinity Group for educators of color and other interested teachers. Most importantly, the district has recently hired a Director of Equity and Instruction to ensure equitable opportunities and access for all learners.

Our steps include a six-pronged approach: 1). Equity Leaders are continuing to roll out racial equity awareness training modules to high school teachers in small group settings to encourage conversations about the material presented; 2). Equity Leaders are expanding racial equity awareness training to middle and high school teachers using the same protocols; 3) Equity Leaders are presenting components of racial equity awareness training modules at our Board of Education meetings, Administrators' Meetings, Elementary and Secondary Principals' Meetings, and Administrators' Retreat; 4) office of Personnel and Talent Development continues to pursue recruitment and hiring of teachers of color in collaboration with Affinity Group; 5) The Office of Research and Evaluation continues to provide central office and board of education with Student Climate Survey data and trend analyses of student perception of racism in their school and community as well as disciplinary data disaggregated by students of color; and 6) A District Sub-Committee was established to ensure the advancement of equitable learning opportunities throughout the district. Under the leadership of the Director of Equity and Inclusion, Meriden's High School Equity Leaders are training two Equity Leaders in each of our eight elementary schools and three middle schools.

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Equitable Allocation of Resources among District Schools

The Meriden Board of Education takes great care to equitably allocate resources among the district's schools and programs based on the needs of individual buildings and district initiatives and to apply an equity lens to allocations. Resources for such areas as ongoing supplies and compensation for the errors inherent in enrollment projections are maintained. The Office of Teaching and Innovation maintains an emergency account that ensures all schools have necessary materials in cases where the building budget is unable to meet needs. The size of the building determines resource allocations for custodial supplies and manpower, and the age and condition of buildings are used to determine the priority list for major improvements and repairs.

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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	2.2	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	8	17.8	6.7
Position Eliminated or Expired	6	13.3	9.8
Position Filled Permanently	0	0.0	0.1
Resigned (no reason given)	0	0.0	32.0
Retired	8	17.8	23.7
Teach/Admin in Other CT Dist	20	44.4	18.0
Teach/Admin in CT Nonpublic School	0	0.0	0.1
Teach/Admin Out-of-State (public or private)	2	4.4	1.3
Terminated	0	0.0	1.2
Took Job Related To Education	0	0.0	2.3
TOTAL	45		

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.