

Connecticut State Department of Education

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2024-25



Shelton School District

Kenneth Saranich, Superintendent • 203-924-1023 • <http://www.sheltonpublicschools.org/>

District Information

Grade Range	PK-12
Number of Schools/Programs	15
Enrollment	4,518
Per Pupil Expenditures	\$19,042
Total Expenditures	\$89,365,056

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>

Contents

Students.....	1
Educators.....	2
Instruction and Resources.....	2
Performance and Accountability.....	4
Narratives.....	7

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	2,340	51.8	51.5
Non-Binary	*	*	0.1
American Indian or Alaska Native	*	*	0.2
Asian	237	5.2	5.2
Black or African American	458	10.1	12.4
Hispanic or Latino of any race	1,131	25.0	32.1
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	192	4.2	4.8
White	2,490	55.1	45.1
English Learners/Multilingual Learners	340	7.5	11.3
Eligible for Free or Reduced-Price Meals	1,658	36.7	44.8
Students with Disabilities	815	18.0	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	257	12.1	105	4.7
Male	*	*	204	8.4
Non-Binary	*	*	0	*
Black or African American	44	10.1	62	12.8
Hispanic or Latino of any race	158	14.4	96	8.1
White	232	9.5	139	5.5
English Learners/Multilingual Learners	37	10.8	31	8.7
Eligible for Free or Reduced-Price Meals	299	19.5	187	10.4
Students with Disabilities	152	19.1	94	9.6
All Students - District	491	11.2	309	6.6
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: 722
Number of school-based arrests: 12

District Profile and Performance Report for School Year 2024-25

Shelton School District

Educators

Full-Time Equivalent (FTE) Staff

Role	FTE
General Education Teachers and Instructors	263.7
General Education Paraprofessionals	25.0
Special Education Teachers and Instructors	55.8
Special Education Paraprofessionals	139.0
District Central Office Administrators	6.2
School Level Administrators	17.0
Library/Media Specialists (Certified)	7.0
Library/Media Support Staff	0.0
Instructional Specialists Who Support Teachers	22.0
Counselors, Social Workers and School Psychologists	29.9
School Nurses	11.0
Other Staff Providing Non-Instructional Services/Support	282.3

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

Classroom Teacher Attendance: 2023-24

Level	Average Number of FTE Days Absent Due to Illness or Personal Time
District	12.4
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	0.7	1.4
Black or African American	5	1.2	4.9
Hispanic or Latino of any race	7	1.7	5.3
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.3
White	390	96.3	87.9

New! Educator Attrition: 2023-24

Educator Type	District Attrition Count	District Attrition Rate (%)	State Attrition Rate (%)
All Educators	23	5.8	6.8
Teachers	20	6.2	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	32	97.0	33	100.0
Hispanic or Latino of any race	65	98.5	87	100.0
White	172	99.4	205	99.0
English Learners/Multilingual Learners	13	*	18	*
Eligible for Free or Reduced-Price Meals	100	98.0	103	99.0
Students with Disabilities	46	97.9	63	96.9
All Students - District	302	99.0	360	99.2
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	55	35.7
Emotional Disability	17	47.2
Intellectual Disability	0	0
Learning Disability	182	63.4
Other Health Impairment	94	65.3
Other Disabilities	7	18.9
Speech/Language Impairment	40	80.0
All Disabilities - District	395	54.3
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).

District Profile and Performance Report for School Year 2024-25

Shelton School District

Students with Disabilities by Primary Disability

Disability	District Count	District Rate (%)	State Rate (%)
Autism	165	3.6	2.9
Emotional Disability	36	0.8	1.1
Intellectual Disability	19	0.4	0.6
Learning Disability	287	6.3	6.5
Other Health Impairment	146	3.2	3.6
Other Disabilities	60	1.3	1.1
Speech/Language Impairment	55	1.2	2.0
All Disabilities	768	16.7	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	36	4.7	8.2
Private Schools or Other Settings	20	2.6	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	\$49,624,331	\$10,574	\$13,471
Support services - students	\$12,828,122	\$2,854	\$1,826
Support services - instruction	\$2,179,878	\$485	\$972
Support services - general administration	\$378,223	\$84	\$568
Support services - school based administration	\$4,133,595	\$920	\$1,274
Central and other support services	\$3,447,582	\$767	\$761
Operation and maintenance of plant	\$10,326,934	\$2,297	\$2,125
Student transportation services	\$5,692,653	\$1,242	\$1,695
Food services	.	.	\$10
Enterprise operations	\$753,739	\$168	\$219
Total	\$89,365,056	\$19,042	\$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	\$7,593,988	27.6	26.4
Instructional Aide Salaries	\$2,120,663	7.7	10.1
Other Salaries	\$395,761	1.4	10.5
Employee Benefits	\$9,751,735	35.5	13.3
Purchased Services Other Than Transportation	\$625,553	2.3	6.8
Special Education Tuition	\$4,804,286	17.5	22.8
Supplies	\$58,064	0.2	0.6
Property Services	.	.	0.4
Purchased Services For Transportation	\$2,129,913	7.8	8.7
Equipment	.	.	0.2
All Other Expenditures	.	.	0.1
Total	\$27,479,963	100.0	100.0

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

Level	Percent (%)
District	30.8
State	25.7

Expenditures by Revenue Source: 2023-24

Revenue Source	Percent of Total (%) Excluding School Construction
Local	83.6
State	10.8
Federal	5.7
Tuition & Other	0.0

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

Shelton School District

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
Asian	120	75.9	120	79.7	49	80.8
Black or African American	237	59.9	237	57.5	107	53.4
Hispanic or Latino of any race	552	61.4	553	60.4	206	59.1
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*
Two or More Races	99	68.5	99	69.1	*	*
White	1,344	68.3	1,343	70.1	578	68.1
English Learners/Multilingual Learners	284	59.3	284	61.6	88	62.0
Non-English Learners/Non-Multilingual Learners	2,075	67.2	2,075	67.7	898	65.4
Eligible for Free or Reduced-Price Meals	867	59.7	868	60.2	335	56.6
Not Eligible for Free or Reduced-Price Meals	1,492	70.1	1,491	70.9	651	69.5
Students with Disabilities	435	47.6	435	47.1	164	44.8
Students without Disabilities	1,924	70.5	1,924	71.5	822	69.2
High Needs	1,181	58.7	1,181	59.2	448	56.0
Non-High Needs	1,178	73.8	1,178	74.8	538	72.7
All Students - District	2,359	66.3	2,359	67.0	986	65.1

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	90.0	76.9	71.4	85.8	1,433	80.8
Curl Up	89.4	87.4	86.3	98.0	1,421	90.2
Push Up	74.5	71.0	72.3	70.2	1,421	71.9
Mile Run/PACER	72.8	79.5	75.0	69.7	1,415	74.4
All Tests - District	59.9	55.1	45.3	53.0	1,404	53.3
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

District Profile and Performance Report for School Year 2024-25

Shelton School District

2023-24 Cohort Graduation: Four-Year

Student Group	Cohort Count	Rate (%)
Black or African American	33	84.8
Hispanic or Latino of any race	54	90.7
White	193	93.3
English Learners/Multilingual Learners	19	*
Eligible for Free or Reduced-Price Meals	140	86.4
Students with Disabilities	55	70.9
All Students - District	319	91.5
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	164	52.7
Male	162	45.5
Non-Binary	0	*
Black or African American	22	33.3
Hispanic or Latino of any race	48	31.4
White	203	53.4
English Learners/ Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	68	33.0
Students with Disabilities	*	*
All Students - District	326	48.8
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	79.1	96.5
Male	62.3	89.9
Non-Binary	N/A	N/A
Black or African American	64.3	*
Hispanic or Latino of any race	57.4	92.1
White	75.3	93.8
English Learners/ Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	56.7	85.1
Students with Disabilities	46.7	85.2
All Students - District	70.5	93.6
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

District Profile and Performance Report for School Year 2024-25

Shelton School District

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	66.3	75	44.2	50	88.3	64.7
ELA Performance Index	High Needs Students	58.7	75	39.1	50	78.3	54.9
Math Performance Index	All Students	67.0	75	44.6	50	89.3	61.1
Math Performance Index	High Needs Students	59.2	75	39.5	50	78.9	50.6
Science Performance Index	All Students	65.1	75	43.4	50	86.8	62.6
Science Performance Index	High Needs Students	56.0	75	37.3	50	74.6	52.1
ELA Academic Growth	All Students	54.6%	100%	54.6	100	54.6	60.6%
ELA Academic Growth	High Needs Students	48.5%	100%	48.5	100	48.5	55.7%
Math Academic Growth	All Students	55.9%	100%	55.9	100	55.9	62.3%
Math Academic Growth	High Needs Students	51.1%	100%	51.1	100	51.1	55.9%
Progress Toward English Proficiency	Literacy	68.3%	100%	34.1	50	68.3	58.7%
Progress Toward English Proficiency	Oral	63.0%	100%	31.5	50	63.0	55.7%
Chronic Absenteeism	All Students	11.2%	<=5%	37.6	50	75.2	17.2%
Chronic Absenteeism	High Needs Students	17.4%	<=5%	25.3	50	50.6	24.8%
% Taking CCR Courses	All Students	99.1%	75%	50.0	50	100.0	92.4%
% Meeting CCR Benchmark	All Students	48.8%	75%	32.5	50	65.1	47.2%
On-track to High School Graduation	All Students	93.7%	94%	49.8	50	99.7	85.9%
4-year Graduation Rate (2024 Cohort)	All Students	91.5%	94%	97.4	100	97.4	88.9%
6-year Graduation Rate (2022 Cohort)	High Needs Students	79.1%	94%	84.1	100	84.1	87.3%
Postsecondary Entrance (Class of 2024)	All Students	70.5%	75%	94.0	100	94.0	67.0%
Physical Fitness % Meeting Health Standard	All Students	53.3%	75%	35.6	50	71.1	49.0%
Arts Access	All Students	41.3%	60%	34.4	50	68.8	55.1%
Accountability Index				1064.7	1450	73.4	

Physical Fitness Estimated Participation Rate - District: 100.0% | 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	73.8	58.7	15.1	16.9	N
Math Performance Index Gap	74.8	59.2	15.6	18.4	N
Science Performance Index Gap	72.7	56.0	16.8	18.2	N
Graduation Rate Gap	94.0%	79.1%	14.9%	8.6%	Y

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	99.5
ELA	High Needs Students	99.3
Math	All Students	99.5
Math	High Needs Students	99.1
Science	All Students	99.4
Science	High Needs Students	99.1

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: 54.4

State: 50.2

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

District Profile and Performance Report for School Year 2024-25

Shelton School District

Narratives

School District Improvement Plans and Parental Outreach Activities

Shelton School District is committed to setting the foundational knowledge of what social-emotional learning is and how to improve it to strengthen our students, staff, and family's overall well-being. Our goals are that all students Pre K - 12 will develop self-awareness and self-management skills to support academic and social success and have opportunities to use social awareness and responsible decision making skills to establish and maintain healthy relationships. It is our intent to blend this focus into the work of our Strategic Planning: Shelton's "Vision of the Graduate". Through Panorama Education, we administer SEL surveys to families and students two times a year. The data from the surveys helps to identify student and family needs and to develop action plans to assist in the schools and to extend to the home.

Shelton has a District Attendance Committee which has realigned the district's Attendance and Truancy Policies and established protocols that support the district's outreach worker in her effort to combat chronic truancy through school meetings, support services, and direct communication with families and students requiring school attendance support.

Shelton Public Schools is home to multiple specialized programs designed to service our highest needs students. These programs are inclusive of the Alternative Learning Center (geared towards students with autism and other social communication disorders), the Therapeutic Learning Center (geared towards students with significant behavioral challenges), the Life Skills program (geared towards students who require instruction in functional living skills), and the Transition Program (for students ages 18-22 who require additional schooling beyond the typical 18 years). Shelton is also home to an integrated NAEYC accredited Pre -K program, which continues to expand each year.

Shelton has made a significant push towards increasing time with non-disabled peers by implementing new math and language arts curricula designed to support students performing at different levels and by promoting inclusive practices as a district initiative. This has led to greater collaboration between general education and special education and has led to improved instruction and student learning across grade levels since implementation.

Collaboration with families has also improved with the implementation of CT-SEDS and increased inclusive practices. Case managers communicate regularly with families regarding progress and parent education throughout the PPT process has improved as well with the rollout of CT-SEDS.

Shelton's Student and Support Services department has a PPT calendar based on student birthdays so that PPTs are held according to a calendar that is individualized, timely, and addresses individual student needs based on progress rather than academic calendar. This district's outreach to educational families is supported by our student management system (Infinite Campus) and its parent portal which provides parents access to student progress, assessments, school activities and events, and individual communications.

The district website provides access to IC, important information, calendars, and data regarding district initiatives and curricula. In addition emergency announcements are accessed through the district website and by electronic trail through IC Messenger.

Efforts to Reduce Racial, Ethnic and Economic Isolation

The SPSS provides our students and staff with a diversified educational experience. We provide developmental guidance lessons that are conducted in all classrooms by school counselors to address bias and to create a safe environment for learning. Lessons focus on tolerance, diversity awareness, community building, and bullying prevention. By experiencing these scenarios in a non-threatening way, students can internalize perspectives and realities different from their own. The CT model African American/Black and Puerto Rican/Latino Course of Studies for students is offered to high school students.

Shelton's Mentoring Program pairs at-risk students with strong role models from business and industry from the greater Shelton community. Mentors make a concerted effort to remain with their mentees until they graduate from our system creating a far reaching bond in and among participants. On all grade levels students are heterogeneously grouped, inclusive of all ability levels, races, genders, special needs, and English language proficiency. We also partner with organizations such as the Valley NAACP and the Anti-Defamation League to provide staff with necessary professional learning to properly address and instruct our growing diverse student population.

SPSS is committed to reducing racial, ethnic, and economic isolation by continuously enhancing our teachers' skills to effectively engage with a diverse student body. Our initiatives include fostering strong teacher-student relationships, utilizing engagement strategies, implementing differentiated instruction, providing targeted interventions, and incorporating social and emotional learning.

For families where English is not the primary language, we have taken steps to ensure effective communication. Our school and district web pages are translatable into over 100 languages, greatly improving our outreach. Additionally, upon request we have provided translators at parent meetings to facilitate verbal communication with non-English-speaking families.

District Profile and Performance Report for School Year 2024-25

Shelton School District

Equitable Allocation of Resources among District Schools

SBOE policy guarantees a base level of materials & financial resources to each school contingent on needs. The needs of all students, age of school facilities, grant monies, NEASC reports, and environmental tests results serve to further allocate funds. State and federal legislation such as LRE, indoor air quality, green cleaning, and compliance reviews are considered. Shelton's long-range objectives continue to be updated to suit the district's instructional goals, tech needs, and facility infrastructure.

Meetings with PTOs ensure the greater school community has input into the budget making process. Safety, security, facility improvement, and air quality are continually addressed. All SPSS's facility improvements and projects are supported by the district's equitable allocation of resources. Professional Learning of certified staff is directly aligned to the DIP, Individual SIPs, curriculum initiatives-revisions, and student achievement. New initiatives, supplies, equipment, and programs are funded equitably based on student-faculty-staff-building needs. The SBOE budget is posted on the website after the process is finalized.

District Profile and Performance Report for School Year 2024-25

Shelton School 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	1	5.0	0.5
District/School Shut Down	0	0.0	0.0
Moved Out of State	0	0.0	2.2
Personal Reasons	0	0.0	6.7
Position Eliminated or Expired	0	0.0	9.8
Position Filled Permanently	0	0.0	0.1
Resigned (no reason given)	10	50.0	32.0
Retired	9	45.0	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	0	0.0	1.2
Took Job Related To Education	0	0.0	2.3
TOTAL	20		

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.