

Connecticut State Department of Education

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2024-25



Regional School District 13

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District Information

Grade Range	PK-12
Number of Schools/Programs	7
Enrollment	1,339
Per Pupil Expenditures	\$28,300
Total Expenditures	\$38,742,765

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	665	49.7	48.4
Male	674	50.3	51.5
Non-Binary	0	0.0	0.1
American Indian or Alaska Native	*	*	0.2
Asian	18	1.3	5.2
Black or African American	*	*	12.4
Hispanic or Latino of any race	117	8.7	32.1
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	40	3.0	4.8
White	1,150	85.9	45.1
English Learners/Multilingual Learners	20	1.5	11.3
Eligible for Free or Reduced-Price Meals	232	17.3	44.8
Students with Disabilities	291	21.7	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	69	10.5	10	1.5
Male	70	10.8	48	7.0
Non-Binary	N/A	N/A	N/A	N/A
Black or African American	*	*	0	*
Hispanic or Latino of any race	19	15.7	10	7.7
White	110	9.8	46	4.0
English Learners/Multilingual Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	48	21.8	20	8.0
Students with Disabilities	62	22.1	23	7.0
All Students - District	139	10.6	58	4.2
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: 40
Number of school-based arrests: Fewer than 6

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Educators

Full-Time Equivalent (FTE) Staff

Role	FTE
General Education Teachers and Instructors	109.8
General Education Paraprofessionals	9.0
Special Education Teachers and Instructors	24.4
Special Education Paraprofessionals	43.5
District Central Office Administrators	5.0
School Level Administrators	9.0
Library/Media Specialists (Certified)	3.0
Library/Media Support Staff	1.0
Instructional Specialists Who Support Teachers	10.8
Counselors, Social Workers and School Psychologists	13.9
School Nurses	5.0
Other Staff Providing Non-Instructional Services/Support	113.3

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	9.8
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	1	0.6	1.4
Black or African American	0	0.0	4.9
Hispanic or Latino of any race	2	1.1	5.3
Native Hawaiian or Other Pacific Islander	1	0.6	0.1
Two or More Races	0	0.0	0.3
White	174	97.8	87.9

New! Educator Attrition: 2023-24

Educator Type	District Attrition Count	District Attrition Rate (%)	State Attrition Rate (%)
All Educators	9	5.1	6.8
Teachers	8	6.1	7.6

Teacher Attrition Rate is defined as the percent of certified teachers who were teaching in the district in 2022-23 but were not teaching in the district in 2023-24. **All Educator Attrition Rate** is defined as the percent of certified educators who were staffed in a certified educator position in the district in 2022-23 but were not staffed in a certified educator position in the district in 2023-24.

Note: See Appendix A for exit reasons.

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School

Student Group	11th Count	11th Rate (%)	12th Count	12th Rate (%)
Black or African American	*	*	*	*
Hispanic or Latino of any race	7	*	13	*
White	70	100.0	102	100.0
English Learners/Multilingual Learners	*	*	0	*
Eligible for Free or Reduced-Price Meals	10	*	26	100.0
Students with Disabilities	15	*	39	100.0
All Students - District	80	100.0	124	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	12	46.2
Emotional Disability	*	*
Intellectual Disability	0	0
Learning Disability	114	92.7
Other Health Impairment	44	89.8
Other Disabilities	*	*
Speech/Language Impairment	22	95.7
All Disabilities - District	200	78.1
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	30	2.3	2.9
Emotional Disability	16	1.2	1.1
Intellectual Disability	11	0.8	0.6
Learning Disability	123	9.3	6.5
Other Health Impairment	49	3.7	3.6
Other Disabilities	10	0.8	1.1
Speech/Language Impairment	29	2.2	2.0
All Disabilities	268	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	6	2.2	8.2
Private Schools or Other Settings	10	3.7	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	\$19,530,239	\$14,266	\$13,471
Support services - students	\$3,953,407	\$2,939	\$1,826
Support services - instruction	\$2,492,409	\$1,853	\$972
Support services - general administration	\$1,151,521	\$856	\$568
Support services - school based administration	\$2,009,599	\$1,494	\$1,274
Central and other support services	\$2,439,718	\$1,814	\$761
Operation and maintenance of plant	\$4,758,281	\$3,538	\$2,125
Student transportation services	\$2,375,183	\$1,700	\$1,695
Food services	\$32,407	\$24	\$10
Enterprise operations	.	.	\$219
Total	\$38,742,765	\$28,300	\$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	\$2,603,827	27.7	26.4
Instructional Aide Salaries	\$1,380,693	14.7	10.1
Other Salaries	\$1,346,495	14.3	10.5
Employee Benefits	\$1,606,415	17.1	13.3
Purchased Services Other Than Transportation	\$270,771	2.9	6.8
Special Education Tuition	\$1,317,118	14.0	22.8
Supplies	\$76,215	0.8	0.6
Property Services	\$10,640	0.1	0.4
Purchased Services For Transportation	\$748,353	8.0	8.7
Equipment	\$46,847	0.5	0.2
All Other Expenditures	\$2,394	0.0	0.1
Total	\$9,409,767	100.0	100.0

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

Level	Percent (%)
District	24.3
State	25.7

Expenditures by Revenue Source: 2023-24

Revenue Source	Percent of Total (%) Excluding School Construction
Local	83.3
State	14.4
Federal	2.0
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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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	6	*	6	*	*	*
Black or African American	*	*	*	*	*	*
Hispanic or Latino of any race	56	63.4	56	52.9	26	59.8
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	17	*	17	*	8	*
White	601	71.9	600	65.9	244	72.2
English Learners/Multilingual Learners	17	*	17	*	7	*
Non-English Learners/Non-Multilingual Learners	668	71.4	667	65.2	274	71.4
Eligible for Free or Reduced-Price Meals	110	62.1	110	53.3	33	58.4
Not Eligible for Free or Reduced-Price Meals	575	72.9	574	67.2	248	72.8
Students with Disabilities	137	53.5	136	45.7	52	48.2
Students without Disabilities	548	75.6	548	69.8	229	76.3
High Needs	216	58.5	215	50.9	76	53.6
Non-High Needs	469	77.0	469	71.4	205	77.6
All Students - District	685	71.2	684	65.0	281	71.1

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	83.3	87.2	90.8	89.2	402	87.6
Curl Up	91.2	94.8	100.0	95.9	401	95.5
Push Up	77.5	77.1	84.3	82.4	402	80.1
Mile Run/PACER	83.3	87.9	82.6	51.4	401	78.6
All Tests - District	60.8	68.1	69.4	45.9	400	62.5
All Tests - State	55.8	51.4	46.0	43.6		49.0

The Connecticut Physical Fitness Assessment (CPFA) is administered to students in Grades 4, 6, 8 and High School (HS). The health-related fitness scores gathered through the CPFA should be used to educate and motivate children and their families to increase physical activity and develop lifetime fitness habits.

Note: Only students assessed in all four areas are included in the All Tests calculation

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2023-24 Cohort Graduation: Four-Year

Student Group	Cohort Count	Rate (%)
Black or African American	N/A	N/A
Hispanic or Latino of any race	*	*
White	79	93.7
English Learners/Multilingual Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	15	*
Students with Disabilities	25	92.0
All Students - District	91	94.5
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	66	62.3
Male	50	51.0
Non-Binary	N/A	N/A
Black or African American	*	*
Hispanic or Latino of any race	6	30.0
White	105	61.0
English Learners/ Multilingual Learners	0	*
Eligible for Free or Reduced-Price Meals	13	36.1
Students with Disabilities	7	13.0
All Students - District	116	56.9
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	81.1	98.1
Male	72.7	94.1
Non-Binary	N/A	*
Black or African American	N/A	N/A
Hispanic or Latino of any race	*	*
White	76.5	96.2
English Learners/ Multilingual Learners	N/A	*
Eligible for Free or Reduced-Price Meals	*	*
Students with Disabilities	70.6	*
All Students - District	77.3	96.6
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

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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	71.2	75	47.4	50	94.9	64.7
ELA Performance Index	High Needs Students	58.5	75	39.0	50	78.0	54.9
Math Performance Index	All Students	65.0	75	43.3	50	86.6	61.1
Math Performance Index	High Needs Students	50.9	75	33.9	50	67.8	50.6
Science Performance Index	All Students	71.1	75	47.4	50	94.8	62.6
Science Performance Index	High Needs Students	53.6	75	35.7	50	71.4	52.1
ELA Academic Growth	All Students	68.4%	100%	68.4	100	68.4	60.6%
ELA Academic Growth	High Needs Students	64.0%	100%	64.0	100	64.0	55.7%
Math Academic Growth	All Students	64.9%	100%	64.9	100	64.9	62.3%
Math Academic Growth	High Needs Students	58.4%	100%	58.4	100	58.4	55.9%
Progress Toward English Proficiency	Literacy	.	100%	.	.	.	58.7%
Progress Toward English Proficiency	Oral	.	100%	.	.	.	55.7%
Chronic Absenteeism	All Students	10.6%	<=5%	38.8	50	77.5	17.2%
Chronic Absenteeism	High Needs Students	19.7%	<=5%	20.7	50	41.3	24.8%
% Taking CCR Courses	All Students	100.0%	75%	50.0	50	100.0	92.4%
% Meeting CCR Benchmark	All Students	56.9%	75%	37.9	50	75.8	47.2%
On-track to High School Graduation	All Students	89.3%	94%	47.5	50	95.0	85.9%
4-year Graduation Rate (2024 Cohort)	All Students	94.5%	94%	100.0	100	100.0	88.9%
6-year Graduation Rate (2022 Cohort)	High Needs Students	84.8%	94%	90.3	100	90.3	87.3%
Postsecondary Entrance (Class of 2024)	All Students	77.3%	75%	100.0	100	100.0	67.0%
Physical Fitness % Meeting Health Standard	All Students	62.5%	75%	41.7	50	83.3	49.0%
Arts Access	All Students	65.5%	60%	50.0	50	100.0	55.1%
Accountability Index				1079.3	1350	80.0	

Physical Fitness Estimated Participation Rate - District: 96.4% | 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	58.5	16.5	16.9	N
Math Performance Index Gap	71.4	50.9	20.6	18.4	Y
Science Performance Index Gap	75.0	53.6	21.4	18.2	Y
Graduation Rate Gap	94.0%	84.8%	9.2%	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	97.2
ELA	High Needs Students	94.0
Math	All Students	97.1
Math	High Needs Students	93.6
Science	All Students	97.3
Science	High Needs Students	96.3

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: 53.9

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

RSD 13 is committed to continuous improvement and meaningful engagement with families and the community. Our efforts focus on equity, inclusive learning environments, and strong partnerships that support all students' academic and social-emotional development.

Improving Special Education Programs and Services. We have expanded and enhanced services for students with disabilities by increasing professional development in inclusive instructional practices, trauma-informed support, and assistive technology. Our students employ 1:1 devices with targeted learning programs based on student needs. Training for staff included Orton-Gillingham Science of Reading and suicide prevention. Special educators collaborate regularly with general education teachers to support co-teaching models and differentiated instruction. The IEP process is strengthened by offering information and guidance for families to better understand special education services and their child's rights. Every IEP is reviewed for content, compliance and alignment to curriculum. Collaboration with area service agencies has also helped us provide more comprehensive support aligned with individualized student needs through Youth and Family Services, Community Health Center and the Root Center.

Truancy Prevention. Our district and school climate committees address chronic absenteeism. Early identification of attendance issues is supported by consistent monitoring and data analysis. School-based attendance teams including counselors, administrators, and social workers work with students and families to identify root causes of absenteeism and implement interventions. Next year we will partner with Durham and Middlefield Youth and Family Services to provide case management and support for students facing challenges outside of school, such as mental health needs, housing instability, or family changes.

Engaging Families in Student Learning. We continue to build staff capacity to partner effectively with families. Professional learning for teachers includes strategies for culturally responsive communication, effective family outreach, and engagement with multilingual families. Interpreters provide support for parent meetings and district communication through the district website, PowerSchool and Parent Square is offered in other languages. Teachers are expected to maintain two-way communication with parents and use multiple formats (in-person, digital, phone) to ensure accessibility.

Parents are actively involved in the planning and improvement of district initiatives. Family input is sought through surveys, public forums, participation in school parent organizations, and interview committees as appropriate. Parent input is encouraged at Board of Education meetings and are accessible in-person and on-line. This ensures that district decisions reflect a broad range of perspectives.

To support learning at home, we provide families with resources and events tied to classroom instruction. These include parent-teacher conferences, online instructional guides, and digital tools for supporting academic progress. Teachers share grade-level learning goals and tips through classroom newsletters and our online parent portal.

These efforts reflect our district's ongoing commitment to strong family, school and community partnerships.

Efforts to Reduce Racial, Ethnic and Economic Isolation

In the 2024–2025 academic year, our district implemented a range of initiatives to reduce racial, ethnic, and economic isolation and to foster a more inclusive and respectful school community. As part of this effort, we invited guest speakers to engage with both staff and students in large assemblies and small group sessions focused on building cultural understanding and mutual respect.

Through our partnership with Durham and Middlefield Youth and Family Services, we provided meaningful opportunities for parents and community members to come together and discuss these critical issues. Events such as book talks, monthly equity discussions, and public forums created valuable spaces for reflection and dialogue around equity in our schools and broader community.

Our work is guided by the district's core ethical values: respect, responsibility, honesty, kindness, and courage. These principles inform classroom practices and help shape a school culture that values diversity. To deepen students' global awareness, our schools integrate video conferencing, multicultural literature, and curricular activities that highlight the experiences and contributions of people from around the world.

Additionally, learners engage with diverse cultures through PTO-sponsored cultural arts programs that bring performers and presenters into schools. Our state and nationally recognized Unified Sports program continues to be a cornerstone of inclusive education, pairing students with special needs and their peers in activities such as soccer, basketball, bowling, track, and volleyball. This year, the district was proud to host a Unified Prom, which brought together students from multiple schools for a joyful, community-building celebration.

RSD13 and the CSDE established an Educators Rising Program at Coginchaug High School. This program encourages high school students from diverse backgrounds to explore careers as educators and provides them with opportunities to gain insight into the teaching profession. We currently have fifteen students including individuals from diverse backgrounds, engaged in Ed Rising curriculum related activities, field trips, and teaching experiences.

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Equitable Allocation of Resources among District Schools

The equitable allocation of resources in our district begins with the development of a district-wide budget that prioritizes high-quality educational opportunities for all students in Middlefield and Durham. This process is rooted in collaboration and transparency, actively engaging staff, families, and community members to ensure that diverse perspectives are considered.

Each year, the budget process is guided by the district's strategic plan, ensuring alignment between financial decisions and long-term educational goals. The administrative team works closely to assess and prioritize needs across all schools, with a focus on equity and sustainability. The result is a responsible and student-centered budget proposal, recommended by the Board of Education and presented to both communities for a vote each May.

To ensure ongoing responsiveness to evolving needs, the district incorporates a multi-year capital plan. This long-range planning approach allows the district to strategically address needs over time, including an elementary renovation and expansion project, while maintaining fiscal responsibility and supporting continuous improvement across all schools.

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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	16.7	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	1	16.7	9.8
Position Filled Permanently	0	0.0	0.1
Resigned (no reason given)	0	0.0	32.0
Retired	1	16.7	23.7
Teach/Admin in Other CT Dist	3	50.0	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	6		

Please note that the exit counts above are for educators leaving the district. This differs from the counts in the attrition table where individuals may still be employed in the district but in non-teaching or non-certified educator roles.