

Connecticut State Department of Education

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2024-25



Cromwell School District

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District Information

Grade Range	PK-12
Number of Schools/Programs	5
Enrollment	1,841
Per Pupil Expenditures	\$20,663
Total Expenditures	\$40,995,534

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	921	50.0	51.5
Non-Binary	*	*	0.1
American Indian or Alaska Native	*	*	0.2
Asian	95	5.2	5.2
Black or African American	117	6.4	12.4
Hispanic or Latino of any race	277	15.0	32.1
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	110	6.0	4.8
White	1,236	67.1	45.1
English Learners/Multilingual Learners	101	5.5	11.3
Eligible for Free or Reduced-Price Meals	559	30.4	44.8
Students with Disabilities	262	14.2	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	103	11.5	32	3.4
Male	117	13.0	79	8.4
Non-Binary	0	0.0	0	*
Black or African American	23	20.5	18	15.1
Hispanic or Latino of any race	55	20.6	28	9.6
White	120	9.9	53	4.2
English Learners/Multilingual Learners	25	24.0	*	*
Eligible for Free or Reduced-Price Meals	139	26.5	66	11.2
Students with Disabilities	63	24.6	37	12.1
All Students - District	220	12.2	111	5.9
All Students - State		17.2		6.8

A student is **chronically absent** if they miss ten percent or greater of the total number of days enrolled in the school year for any reason. Pre-Kindergarten students are excluded from this calculation.

A student is included in **suspension count/rate** if they received at least one in-school suspension, out-of-school suspension, or expulsion.

Number of students qualified as truant under state statute: 217
Number of school-based arrests: Fewer than 6

District Profile and Performance Report for School Year 2024-25

Cromwell School District

Educators

Full-Time Equivalent (FTE) Staff

Role	FTE
General Education Teachers and Instructors	135.8
General Education Paraprofessionals	19.2
Special Education Teachers and Instructors	22.8
Special Education Paraprofessionals	69.7
District Central Office Administrators	9.0
School Level Administrators	8.0
Library/Media Specialists (Certified)	4.0
Library/Media Support Staff	0.3
Instructional Specialists Who Support Teachers	7.4
Counselors, Social Workers and School Psychologists	13.0
School Nurses	5.0
Other Staff Providing Non-Instructional Services/Support	109.3

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	15.1
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	0	0.0	1.4
Black or African American	2	1.0	4.9
Hispanic or Latino of any race	3	1.5	5.3
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.3
White	195	97.5	87.9

New! Educator Attrition: 2023-24

Educator Type	District Attrition Count	District Attrition Rate (%)	State Attrition Rate (%)
All Educators	30	14.9	6.8
Teachers	26	16.4	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	13	*	13	*
Hispanic or Latino of any race	*	*	11	*
White	61	77.2	81	87.1
English Learners/Multilingual Learners	0	*	0	*
Eligible for Free or Reduced-Price Meals	19	59.4	33	89.2
Students with Disabilities	*	*	12	*
All Students - District	83	73.5	118	88.1
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	26	52.0
Emotional Disability	*	*
Intellectual Disability	0	0
Learning Disability	74	89.2
Other Health Impairment	52	75.4
Other Disabilities	*	*
Speech/Language Impairment	23	92.0
All Disabilities - District	191	72.9
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

Cromwell School District

Students with Disabilities by Primary Disability

Disability	District Count	District Rate (%)	State Rate (%)
Autism	55	2.9	2.9
Emotional Disability	19	1.0	1.1
Intellectual Disability	*	*	0.6
Learning Disability	83	4.4	6.5
Other Health Impairment	70	3.7	3.6
Other Disabilities	*	*	1.1
Speech/Language Impairment	27	1.4	2.0
All Disabilities	274	14.7	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	32	11.7	8.2
Private Schools or Other Settings	25	9.1	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	\$24,944,101	\$12,573	\$13,471
Support services - students	\$3,275,787	\$1,740	\$1,826
Support services - instruction	\$926,369	\$492	\$972
Support services - general administration	\$1,594,630	\$847	\$568
Support services - school based administration	\$2,597,479	\$1,379	\$1,274
Central and other support services	\$753,045	\$400	\$761
Operation and maintenance of plant	\$4,079,065	\$2,166	\$2,125
Student transportation services	\$2,322,009	\$1,291	\$1,695
Food services	.	.	\$10
Enterprise operations	\$503,048	\$267	\$219
Total	\$40,995,534	\$20,663	\$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	\$2,080,086	17.8	26.4
Instructional Aide Salaries	\$1,318,344	11.3	10.1
Other Salaries	\$297,367	2.6	10.5
Employee Benefits	\$1,276,043	10.9	13.3
Purchased Services Other Than Transportation	\$904,083	7.8	6.8
Special Education Tuition	\$4,573,322	39.2	22.8
Supplies	\$23,621	0.2	0.6
Property Services	.	.	0.4
Purchased Services For Transportation	\$1,180,190	10.1	8.7
Equipment	\$7,156	0.1	0.2
All Other Expenditures	\$559	0.0	0.1
Total	\$11,660,770	100.0	100.0

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

Level	Percent (%)
District	28.4
State	25.7

Expenditures by Revenue Source: 2023-24

Revenue Source	Percent of Total (%) Excluding School Construction
Local	76.0
State	20.0
Federal	2.2
Tuition & Other	1.8

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).

District Profile and Performance Report for School Year 2024-25

Cromwell 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	*	*	*	*	*	*
Asian	42	75.0	42	71.5	13	*
Black or African American	63	58.6	63	50.5	33	53.0
Hispanic or Latino of any race	146	61.3	146	56.2	58	60.4
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*
Two or More Races	64	71.4	64	67.3	21	73.7
White	665	72.4	663	69.1	285	69.9
English Learners/Multilingual Learners	92	65.0	92	58.2	31	63.3
Non-English Learners/Non-Multilingual Learners	891	70.4	889	66.8	382	68.1
Eligible for Free or Reduced-Price Meals	276	60.5	274	54.7	119	59.8
Not Eligible for Free or Reduced-Price Meals	707	73.6	707	70.4	294	70.9
Students with Disabilities	137	45.6	137	39.1	61	43.9
Students without Disabilities	846	73.8	844	70.3	352	71.9
High Needs	378	59.6	376	54.0	159	57.9
Non-High Needs	605	76.3	605	73.4	254	73.9
All Students - District	983	69.9	981	66.0	413	67.7

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	87.0	74.2	78.9	83.5	580	81.0
Curl Up	92.2	84.8	90.1	89.5	580	89.3
Push Up	87.6	79.5	83.9	66.9	579	80.0
Mile Run/PACER	68.2	69.2	55.9	55.6	581	62.1
All Tests - District	58.8	49.6	45.3	36.8	578	47.9
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

Cromwell School District

2023-24 Cohort Graduation: Four-Year

Student Group	Cohort Count	Rate (%)
Black or African American	14	*
Hispanic or Latino of any race	18	*
White	93	95.7
English Learners/Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	44	90.9
Students with Disabilities	23	69.6
All Students - District	139	94.2
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	55.9
Male	77	59.7
Non-Binary	N/A	N/A
Black or African American	14	46.7
Hispanic or Latino of any race	8	30.8
White	105	61.0
English Learners/ Multilingual Learners	0	*
Eligible for Free or Reduced-Price Meals	27	39.1
Students with Disabilities	*	*
All Students - District	143	57.9
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	87.3	88.7
Male	71.3	92.6
Non-Binary	N/A	N/A
Black or African American	*	*
Hispanic or Latino of any race	*	*
White	81.3	89.8
English Learners/ Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	60.5	80.0
Students with Disabilities	*	*
All Students - District	77.8	90.5
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

Cromwell 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	69.9	75	46.6	50	93.2	64.7
ELA Performance Index	High Needs Students	59.6	75	39.8	50	79.5	54.9
Math Performance Index	All Students	66.0	75	44.0	50	88.0	61.1
Math Performance Index	High Needs Students	54.0	75	36.0	50	72.0	50.6
Science Performance Index	All Students	67.7	75	45.2	50	90.3	62.6
Science Performance Index	High Needs Students	57.9	75	38.6	50	77.2	52.1
ELA Academic Growth	All Students	69.9%	100%	69.9	100	69.9	60.6%
ELA Academic Growth	High Needs Students	65.1%	100%	65.1	100	65.1	55.7%
Math Academic Growth	All Students	67.0%	100%	67.0	100	67.0	62.3%
Math Academic Growth	High Needs Students	59.7%	100%	59.7	100	59.7	55.9%
Progress Toward English Proficiency	Literacy	69.2%	100%	34.6	50	69.2	58.7%
Progress Toward English Proficiency	Oral	64.8%	100%	32.4	50	64.8	55.7%
Chronic Absenteeism	All Students	12.2%	<=5%	35.5	50	71.0	17.2%
Chronic Absenteeism	High Needs Students	23.3%	<=5%	13.4	50	26.7	24.8%
% Taking CCR Courses	All Students	81.4%	75%	50.0	50	100.0	92.4%
% Meeting CCR Benchmark	All Students	57.9%	75%	38.6	50	77.2	47.2%
On-track to High School Graduation	All Students	92.8%	94%	49.4	50	98.7	85.9%
4-year Graduation Rate (2024 Cohort)	All Students	94.2%	94%	100.0	100	100.0	88.9%
6-year Graduation Rate (2022 Cohort)	High Needs Students	90.7%	94%	96.5	100	96.5	87.3%
Postsecondary Entrance (Class of 2024)	All Students	77.8%	75%	100.0	100	100.0	67.0%
Physical Fitness % Meeting Health Standard	All Students	47.9%	75%	31.9	50	63.9	49.0%
Arts Access	All Students	54.3%	60%	45.2	50	90.4	55.1%
Accountability Index				1139.3	1450	78.6	

Physical Fitness Estimated Participation Rate - District: 96.3% | 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	59.6	15.4	16.9	N
Math Performance Index Gap	73.4	54.0	19.4	18.4	Y
Science Performance Index Gap	73.9	57.9	16.0	18.2	N
Graduation Rate Gap	94.0%	90.7%	3.3%	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	96.8
Math	All Students	98.0
Math	High Needs Students	96.3
Science	All Students	97.2
Science	High Needs Students	93.6

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: 51.5

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

Cromwell School District

Narratives

School District Improvement Plans and Parental Outreach Activities

The Cromwell Public Schools' focus is to prepare each one of our students to be successful members of a global community with the requisite 21st century skills that will build success for both college and career. Our mission is to prepare our students for their future. Cromwell Public Schools utilizes Professional Learning Communities where data is reviewed, common assessments are coordinated, and there is development of responsive curriculum and instructional practices to support all learners. In Cromwell, "Placing Students First" is much more than our motto. At Cromwell High School (CHS) our students are exposed to a variety of courses, including 18 Advanced Placement, 4 UCONN ECE courses, as well as courses utilizing Apex Learning. Eighty-two percent of the class of 2024 were accepted to two and four year colleges. Seventy percent of students attend 4 year colleges, 12% went to 2 year colleges, 2% to the military, 2% to career education, 11% to employment and 3% to the Transitional Academy, apprenticeship or undecided. Teachers strive to differentiate instruction for all students and our schools have begun to implement targeted small group instruction at all levels. Teams work to align student academic, behavioral, and social interventions which include tutoring, mentoring, attendance, and mathematics and reading intervention support as well as Academic Support sections. All buildings are implementing the RULER social emotional learning program. Cromwell Middle School (CMS) supports students through a team-based teaching model that offers students individualized instructional plans. Additionally, both CHS and CMS offer students the option to participate in credit recovery programs to support overall achievement and completion of curriculum. The middle and high schools work collaboratively with Family with Service Needs Teams to support families by addressing school attendance and other issues. Through the MTSS process the middle and high schools work collaboratively to support families by addressing school attendance and other issues. At Edna C. Stevens Elementary School (ECS), and at Woodside Intermediate School (WIS), our administrators and staff work collaboratively with a variety of community service providers inclusive of the Cromwell Youth Services to support families who are experiencing attendance and other issues. ECS, WIS, CMS and CHS have scheduled intervention blocks which provide opportunities for students to receive additional support in math, reading, and writing, and enrichment. Our teachers continue to review, modify and develop curriculum to align with the Connecticut Core Standards and the Next Generation of Science Standards. Reading and Writing units have been aligned with the Science of Reading and implemented in grades K-5 and at the primary grades are supplemented with Heggerty and Foundations and Geodes. We are currently using the Edcite Assessment Program, Blue Book and IABs to support students on Accountability Assessments. We are using M-Class Math and Reading at the lower grades. The data from these assessments allows us to provide support and interventions as well as enrichment to our students.

Efforts to Reduce Racial, Ethnic and Economic Isolation

The Cromwell Public Schools Leadership Team continues conversations designed to provide all students with relevant, engaging, and diverse educational experiences. Faculty have implemented a number of programs to support students throughout the district including after school homework support centers, targeted small group instruction and morning check-in programs. We are a Choice District that accepts about 80-90 students a year and we have secured the services of consultants for continued cultural diversity professional development. Cromwell Public Schools has utilized several organizations to help support professional development around equity issues including Cromwell Youth Services, David Cormier, CREC, Human Rights' Campaign, EMG, ACES and SERC. The District Equity Committee as well as building Equity Committees have participated in book clubs, article discussions, development of a district equity statement and equity audits. Building Cultural Competence has become a goal for all staff, students and parents throughout the Cromwell community. This initiative has involved professional development for staff, establishing student leadership opportunities and offering families the opportunity to engage in dialogue about our schools and our students. Cromwell High School partnered with CREC as well as SERC to facilitate professional development where a group of staff were trained on how to have proactive and productive discussions in their classrooms about racism, ethnic and cultural differences, turning these situations into learning opportunities. Students have been provided the opportunity to participate in difficult conversations around race and have created action plans to address any issues that may occur during the school year. We have also participated in focus groups with our students and faculty in order to really understand the ways that we can support the culture and climate. The Cromwell High School Unity Club engages in many activities focused on building understanding and appreciation of diversity. Our Gay-Straight Alliance at Cromwell High School has actively worked to raise awareness and promote understanding. Workshops have been provided for teachers centered around gender identity. CPS strives to provide a safe space for our learners.

District Profile and Performance Report for School Year 2024-25

Cromwell School District

Equitable Allocation of Resources among District Schools

The Cromwell Board of Education continues to establish policies and procedures to ensure that each school in the district has comparable, equitable resources within their budget to address student needs and initiatives. Staff members participate in the budget process by identifying needs and prioritizing these needs with building and department administrators. Members of the Administrative Leadership Team meets to review the entire district budget which is then presented to the Board of Education. The Board of Education budget is developed in accordance with the District Improvement Plan that outlines the district vision and initiatives.

District Profile and Performance Report for School Year 2024-25

Cromwell 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	1	7.7	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	3	23.1	9.8
Position Filled Permanently	0	0.0	0.1
Resigned (no reason given)	0	0.0	32.0
Retired	2	15.4	23.7
Teach/Admin in Other CT Dist	7	53.8	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	13		

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.