

Connecticut State Department of Education

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2024-25



Darien School District

Alan Addley, Superintendent • 203-656-7400 • <http://www.darienps.org>

District Information

Grade Range	PK-12
Number of Schools/Programs	7
Enrollment	4,673
Per Pupil Expenditures	\$25,891
Total Expenditures	\$121,609,267

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	2,391	51.2	51.5
Non-Binary	*	*	0.1
American Indian or Alaska Native	*	*	0.2
Asian	310	6.6	5.2
Black or African American	39	0.8	12.4
Hispanic or Latino of any race	352	7.5	32.1
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	237	5.1	4.8
White	3,730	79.8	45.1
English Learners/Multilingual Learners	66	1.4	11.3
Eligible for Free or Reduced-Price Meals	106	2.3	44.8
Students with Disabilities	973	20.8	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	*	*	20	0.9
Male	118	5.1	42	1.7
Non-Binary	*	*	0	*
Black or African American	*	*	0	0.0
Hispanic or Latino of any race	24	7.1	*	*
White	165	4.5	51	1.4
English Learners/Multilingual Learners	*	*	0	0.0
Eligible for Free or Reduced-Price Meals	8	7.8	*	*
Students with Disabilities	86	9.1	23	2.1
All Students - District	208	4.6	62	1.3
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: 46
Number of school-based arrests: Fewer than 6

District Profile and Performance Report for School Year 2024-25

Darien School District

Educators

Full-Time Equivalent (FTE) Staff

Role	FTE
General Education Teachers and Instructors	350.7
General Education Paraprofessionals	15.0
Special Education Teachers and Instructors	79.2
Special Education Paraprofessionals	133.0
District Central Office Administrators	8.2
School Level Administrators	29.0
Library/Media Specialists (Certified)	8.0
Library/Media Support Staff	4.5
Instructional Specialists Who Support Teachers	25.4
Counselors, Social Workers and School Psychologists	36.5
School Nurses	13.0
Other Staff Providing Non-Instructional Services/Support	234.2

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

Classroom Teacher Attendance: 2023-24

Level	Average Number of FTE Days Absent Due to Illness or Personal Time
District	10.5
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	10	1.8	1.4
Black or African American	12	2.2	4.9
Hispanic or Latino of any race	11	2.0	5.3
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	2	0.4	0.3
White	508	93.6	87.9

New! Educator Attrition: 2023-24

Educator Type	District Attrition Count	District Attrition Rate (%)	State Attrition Rate (%)
All Educators	40	7.5	6.8
Teachers	27	6.3	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	27	100.0	37	97.4
White	295	99.0	287	98.6
English Learners/Multilingual Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	14	*	16	*
Students with Disabilities	82	96.5	93	94.9
All Students - District	361	99.2	356	98.3
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	39	52.0
Emotional Disability	34	77.3
Intellectual Disability	*	*
Learning Disability	214	78.7
Other Health Impairment	255	84.7
Other Disabilities	*	*
Speech/Language Impairment	131	89.7
All Disabilities - District	680	78.3
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

Darien School District

Students with Disabilities by Primary Disability

Disability	District Count	District Rate (%)	State Rate (%)
Autism	79	1.7	2.9
Emotional Disability	44	1.0	1.1
Intellectual Disability	17	0.4	0.6
Learning Disability	272	5.9	6.5
Other Health Impairment	306	6.7	3.6
Other Disabilities	23	0.5	1.1
Speech/Language Impairment	166	3.6	2.0
All Disabilities	907	19.8	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	8	0.9	8.2
Private Schools or Other Settings	24	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	\$72,656,625	\$15,469	\$13,471
Support services - students	\$11,903,878	\$2,559	\$1,826
Support services - instruction	\$3,983,447	\$856	\$972
Support services - general administration	\$1,676,892	\$360	\$568
Support services - school based administration	\$7,341,549	\$1,578	\$1,274
Central and other support services	\$4,468,902	\$961	\$761
Operation and maintenance of plant	\$11,253,050	\$2,419	\$2,125
Student transportation services	\$5,739,730	\$2,588	\$1,695
Food services	.	.	\$10
Enterprise operations	\$2,585,195	\$556	\$219
Total	\$121,609,267	\$25,891	\$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	\$7,393,675	19.3	26.4
Instructional Aide Salaries	\$4,864,831	12.7	10.1
Other Salaries	\$7,104,586	18.5	10.5
Employee Benefits	\$5,000,781	13.0	13.3
Purchased Services Other Than Transportation	\$4,991,747	13.0	6.8
Special Education Tuition	\$6,562,657	17.1	22.8
Supplies	\$212,714	0.6	0.6
Property Services	.	.	0.4
Purchased Services For Transportation	\$1,477,755	3.8	8.7
Equipment	\$781,433	2.0	0.2
All Other Expenditures	.	.	0.1
Total	\$38,390,180	100.0	100.0

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

Level	Percent (%)
District	31.6
State	25.7

Expenditures by Revenue Source: 2023-24

Revenue Source	Percent of Total (%) Excluding School Construction
Local	95.3
State	2.7
Federal	1.1
Tuition & Other	0.9

Revenue sources do not include state-funded Teachers' Retirement Board contributions, Connecticut Technical Education and Career System (CTECS) operations, CSDE-budgeted costs for salaries and leadership activities and other state-funded school districts (e.g., Dept. of Children and Families and Dept. of Correction).

District Profile and Performance Report for School Year 2024-25

Darien 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	174	89.2	174	93.3	59	91.6
Black or African American	17	*	17	*	9	*
Hispanic or Latino of any race	173	75.0	173	72.1	74	69.7
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*
Two or More Races	132	85.1	132	86.1	56	81.8
White	1,961	82.3	1,961	80.8	873	79.5
English Learners/Multilingual Learners	63	67.5	63	70.6	16	*
Non-English Learners/Non-Multilingual Learners	2,397	82.7	2,397	81.4	1,057	79.5
Eligible for Free or Reduced-Price Meals	37	58.4	37	58.4	21	65.1
Not Eligible for Free or Reduced-Price Meals	2,423	82.6	2,423	81.5	1,052	79.7
Students with Disabilities	494	66.7	494	64.1	215	60.6
Students without Disabilities	1,966	86.2	1,966	85.4	858	84.1
High Needs	557	67.5	557	65.7	242	62.7
Non-High Needs	1,903	86.6	1,903	85.7	831	84.3
All Students - District	2,460	82.3	2,460	81.1	1,073	79.4

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	88.0	95.3	86.6	85.3	1,368	88.8
Curl Up	90.6	99.1	95.7	97.9	1,366	95.8
Push Up	90.3	94.1	86.4	93.3	1,363	91.0
Mile Run/PACER	95.0	90.6	80.7	83.2	1,364	87.4
All Tests - District	72.6	85.5	66.2	70.2	1,357	73.6
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

Darien School District

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	26	92.3
White	274	97.4
English Learners/Multilingual Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	13	*
Students with Disabilities	88	89.8
All Students - District	328	97.0
All Students - State		88.9

The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years.

Cohort count includes all students in the cohort as of the end of the 2023-24 school year.

11th and 12th Graders Demonstrating Postsecondary Readiness

Student Group	Count	Rate (%)
Female	300	85.0
Male	300	80.6
Non-Binary	0	*
Black or African American	*	*
Hispanic or Latino of any race	42	64.6
White	497	84.4
English Learners/ Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	18	60.0
Students with Disabilities	71	38.8
All Students - District	600	82.6
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.

Copyright © 2025 The College Board. www.collegeboard.org

ACT® statistics derived from data provided by ACT, Inc.

Copyright © 2025 ACT, Inc. www.act.org

IB® statistics derived from data provided by the International Baccalaureate Organization.

Copyright © International Baccalaureate Organization 2025

College Entrance and Persistence

Student Group	Class of 2024 Entrance Rate (%)	Class of 2023 Persistence Rate (%)
Female	94.8	98.7
Male	86.7	96.0
Non-Binary	N/A	N/A
Black or African American	N/A	*
Hispanic or Latino of any race	88.0	100.0
White	91.2	96.9
English Learners/ Multilingual Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	*	*
Students with Disabilities	89.0	96.9
All Students - District	91.0	97.4
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

Darien 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	82.3	75	50.0	50	100.0	64.7
ELA Performance Index	High Needs Students	67.5	75	45.0	50	90.0	54.9
Math Performance Index	All Students	81.1	75	50.0	50	100.0	61.1
Math Performance Index	High Needs Students	65.7	75	43.8	50	87.6	50.6
Science Performance Index	All Students	79.4	75	50.0	50	100.0	62.6
Science Performance Index	High Needs Students	62.7	75	41.8	50	83.6	52.1
ELA Academic Growth	All Students	70.5%	100%	70.5	100	70.5	60.6%
ELA Academic Growth	High Needs Students	63.2%	100%	63.2	100	63.2	55.7%
Math Academic Growth	All Students	75.0%	100%	75.0	100	75.0	62.3%
Math Academic Growth	High Needs Students	63.6%	100%	63.6	100	63.6	55.9%
Progress Toward English Proficiency	Literacy	63.4%	100%	31.7	50	63.4	58.7%
Progress Toward English Proficiency	Oral	83.1%	100%	41.5	50	83.1	55.7%
Chronic Absenteeism	All Students	4.6%	<=5%	50.0	50	100.0	17.2%
Chronic Absenteeism	High Needs Students	8.6%	<=5%	42.8	50	85.5	24.8%
% Taking CCR Courses	All Students	98.8%	75%	50.0	50	100.0	92.4%
% Meeting CCR Benchmark	All Students	82.6%	75%	50.0	50	100.0	47.2%
On-track to High School Graduation	All Students	97.4%	94%	50.0	50	100.0	85.9%
4-year Graduation Rate (2024 Cohort)	All Students	97.0%	94%	100.0	100	100.0	88.9%
6-year Graduation Rate (2022 Cohort)	High Needs Students	96.8%	94%	100.0	100	100.0	87.3%
Postsecondary Entrance (Class of 2024)	All Students	91.0%	75%	100.0	100	100.0	67.0%
Physical Fitness % Meeting Health Standard	All Students	73.6%	75%	49.1	50	98.2	49.0%
Arts Access	All Students	55.9%	60%	46.5	50	93.1	55.1%
Accountability Index				1264.5	1450	87.2	

Physical Fitness Estimated Participation Rate - District: 98.0% | 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	75.0	67.5	7.5	16.9	N
Math Performance Index Gap	75.0	65.7	9.3	18.4	N
Science Performance Index Gap	75.0	62.7	12.3	18.2	N
Graduation Rate Gap	94.0%	96.8%	0.0%	8.6%	N

If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for graduation rate), the ultimate target is used for gap calculations.

If the size of the gap exceeds the state mean gap plus one standard deviation, the gap is an outlier.

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in at least one of the student groups used to calculate the gap measure or the indicator is not applicable based on grades served. Gap calculations are based on unrounded rates.

Subject	Student Group	Participation Rate (%)
ELA	All Students	99.4
ELA	High Needs Students	98.3
Math	All Students	99.4
Math	High Needs Students	98.3
Science	All Students	98.5
Science	High Needs Students	95.4

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: 67.8

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

Darien School District

Narratives

School District Improvement Plans and Parental Outreach Activities

The Vision of the Graduate (VOG) serves as a foundational document for the Darien Public Schools, created in collaboration with a diverse group of community stakeholders. The six competencies identified—Communication, Creativity, Curiosity, Empathy, Independence, and Integrity—reflect the values of our school community. These attributes are embedded within the design and instruction of our comprehensive curriculum.

To ensure consistency and coherence across all grade levels, from the Early Learning Program through Grade 12, the District utilizes a clearly defined Curriculum Writing and Revision Cycle, supported by a Curriculum Development Calendar. This systemic approach promotes intentional curriculum planning and delivery. All curriculum materials are readily accessible to both staff and families through the District's website.

Darien Public Schools remains committed to inclusive practices and collaborative family partnerships, especially in support of students receiving special education services. Adaptive fine arts instruction and co-taught classes across core subject areas—including Math and English labs—enhance access and support. Our District is in the process of shifting from an SRBI to an MTSS framework to ensure timely, data-driven interventions and foster parent involvement prior to any special education referrals. Schools share updates via their websites, and district and building leaders communicate weekly with families about instructional highlights and school events.

Family engagement is a strategic priority outlined in the District's Strategic Plan. Regular opportunities are provided for parents to offer feedback, including participation in climate surveys completed by staff, students, and families. Survey data informs district improvement planning. During the ongoing literacy curriculum review, parents were invited to share insights into their children's literacy experiences. Regular updates have been shared and will continue into the 2025–2026 school year as the District piloted new instructional resources and explored potential curriculum enhancements. As a result of this process, the District will implement a new resource from the CSDE approved list for K-3 literacy instruction in the new school year.

School improvement plans are aligned with our broader goals of advancing teaching and learning, nurturing wellness and inclusion, and redefining student success in alignment with the VOG. School teams maintain ongoing communication with families about students' academic progress, learning goals, attendance, and engagement.

To support informed family involvement, the District offers a range of parent workshops on timely topics such as K–3 literacy development, key student transitions (e.g., ELP to Kindergarten, 5th to 6th grade, and 8th to 9th grade), and special education services including CT IEPs and continuum offerings. Events like elementary music shares provide parents with hands-on opportunities to observe and participate in classroom learning experiences.

The District continues to benefit from the strong support of an engaged parent community. Organizations such as the Council of Darien School Parents, the Wave Booster Club, Darien Advocates for Education of the Gifted, and other local groups play an integral role in enriching student experiences and advancing district initiatives.

Efforts to Reduce Racial, Ethnic and Economic Isolation

The Darien Public Schools' vision—Preparing all students today to thrive in a changing world tomorrow—guides the District's Strategic Plan and its clear goals focused on academic excellence for all students, in an inclusive environment where every learner feels a genuine sense of belonging. The District Strategic Plan has integrated prioritized actions that are being implemented through Goal Area 2, Fostering a culture that promotes wellness, diversity, and inclusion.

The Visual and Performing Arts Department supports this work by offering enriching experiences that reflect and celebrate diversity. For example, the US Navy Jazz band provided a workshop and performance for students, showcasing the unique experience of our service men and women who share musical gifts as they travel during their active duty. Through curriculum design, students engage with diverse texts and themes that reflect a range of voices and experiences.

Across the District, schools host events such as World Diversity Day and Heritage Nights to honor and explore cultural identity and global awareness. To ensure equitable access to enrichment opportunities, scholarships are provided for book fairs, field trips, yearbooks, and other student activities. Darien also partners with A Better Chance (ABC), a national organization that supports academically talented students of color by placing them in communities and schools that will nurture their growth.

Additionally, students and staff benefit from programs such as Sources of Strength, a peer leadership model program, along with international study abroad and exchange opportunities. The District remains committed to high-quality professional learning for all staff to deepen understanding of diverse perspectives and to ensure instruction challenges and supports every student. These efforts prepare learners to meet the demands of a dynamic, interconnected world with confidence and compassion.

District Profile and Performance Report for School Year 2024-25

Darien School District

Equitable Allocation of Resources among District Schools

The District's budget process is structured to ensure equitable allocation of resources across all seven schools. Each year, the budget is developed to align with and support the goals outlined in the District's Strategic Plan, which focuses on advancing teaching and learning, fostering a culture of wellness, diversity, and inclusion, strengthening professional capacity, improving operational systems for greater efficiency and communication, ensuring safety and equitable access to learning, and leveraging technology to enhance instruction.

These budgeting efforts directly support the delivery of a rigorous curriculum, high-quality instruction, and inclusive educational experiences for all students. Darien maintains adherence to established class size guidelines and invests in professional learning opportunities that are strategic, responsive, and tailored to individual, team, and school-level needs. The District also benefits from the ongoing support and generosity of parents, community organizations, and local businesses, whose contributions have had a meaningful and lasting impact on the educational experience in Darien Public Schools.

District Profile and Performance Report for School Year 2024-25

Darien 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	0	0.0	0.5
District/School Shut Down	0	0.0	0.0
Moved Out of State	1	50.0	2.2
Personal Reasons	1	50.0	6.7
Position Eliminated or Expired	0	0.0	9.8
Position Filled Permanently	0	0.0	0.1
Resigned (no reason given)	0	0.0	32.0
Retired	0	0.0	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	2		

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.