

Connecticut State Department of Education

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2024-25



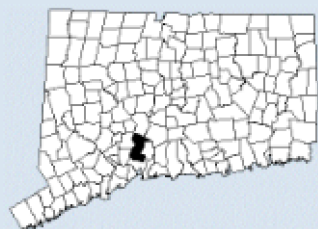
Hamden School District

Gary Highsmith, Superintendent • 203-407-2000 • www.hamden.org

District Information

Grade Range	PK-12
Number of Schools/Programs	22
Enrollment	5,464
Per Pupil Expenditures	\$23,244
Total Expenditures	\$148,688,736

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	2,606	47.7	48.4
Male	2,849	52.1	51.5
Non-Binary	9	0.2	0.1
American Indian or Alaska Native	*	*	0.2
Asian	364	6.7	5.2
Black or African American	1,782	32.6	12.4
Hispanic or Latino of any race	1,630	29.8	32.1
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	373	6.8	4.8
White	1,304	23.9	45.1
English Learners/Multilingual Learners	476	8.7	11.3
Eligible for Free or Reduced-Price Meals	2,491	45.6	44.8
Students with Disabilities	1,120	20.5	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	*	*	179	6.4
Male	571	21.2	333	10.9
Non-Binary	*	*	0	*
Black or African American	398	23.4	267	13.8
Hispanic or Latino of any race	385	24.7	145	8.2
White	166	12.9	56	4.1
English Learners/Multilingual Learners	94	18.4	51	9.2
Eligible for Free or Reduced-Price Meals	722	27.9	382	11.9
Students with Disabilities	331	32.4	139	10.6
All Students - District	1,092	20.8	512	8.7
All Students - State		17.2		6.8

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

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

Number of students qualified as truant under state statute: 1,098
Number of school-based arrests: 13

District Profile and Performance Report for School Year 2024-25

Hamden School District

Educators

Full-Time Equivalent (FTE) Staff

Role	FTE
General Education Teachers and Instructors	351.6
General Education Paraprofessionals	77.5
Special Education Teachers and Instructors	78.0
Special Education Paraprofessionals	123.0
District Central Office Administrators	15.0
School Level Administrators	18.7
Library/Media Specialists (Certified)	12.0
Library/Media Support Staff	4.0
Instructional Specialists Who Support Teachers	58.8
Counselors, Social Workers and School Psychologists	46.8
School Nurses	18.3
Other Staff Providing Non-Instructional Services/Support	328.0

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

Classroom Teacher Attendance: 2023-24

Level	Average Number of FTE Days Absent Due to Illness or Personal Time
District	15.1
State	13.0

Educators by Race/Ethnicity

Race/Ethnicity	District Count	District Percent (%)	State Percent (%)
American Indian or Alaska Native	1	0.2	0.1
Asian	13	2.2	1.4
Black or African American	34	5.8	4.9
Hispanic or Latino of any race	27	4.6	5.3
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	1	0.2	0.3
White	506	86.9	87.9

New! Educator Attrition: 2023-24

Educator Type	District Attrition Count	District Attrition Rate (%)	State Attrition Rate (%)
All Educators	54	9.3	6.8
Teachers	45	10.4	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	137	90.1	154	95.1
Hispanic or Latino of any race	90	82.6	113	93.4
White	95	96.9	104	92.9
English Learners/Multilingual Learners	17	53.1	15	*
Eligible for Free or Reduced-Price Meals	178	89.9	180	96.3
Students with Disabilities	64	88.9	90	84.9
All Students - District	380	90.3	431	94.1
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	71	29.6
Emotional Disability	37	43.5
Intellectual Disability	10	17.9
Learning Disability	221	67.6
Other Health Impairment	147	57.6
Other Disabilities	14	28.6
Speech/Language Impairment	102	77.3
All Disabilities - District	602	52.6
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

Hamden School District

Students with Disabilities by Primary Disability

Disability	District Count	District Rate (%)	State Rate (%)
Autism	254	4.0	2.9
Emotional Disability	86	1.4	1.1
Intellectual Disability	56	0.9	0.6
Learning Disability	327	5.2	6.5
Other Health Impairment	257	4.1	3.6
Other Disabilities	70	1.1	1.1
Speech/Language Impairment	152	2.4	2.0
All Disabilities	1,202	19.1	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	200	16.6	8.2
Private Schools or Other Settings	97	8.1	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	\$103,273,485	\$16,144	\$13,471
Support services - students	\$11,271,157	\$2,099	\$1,826
Support services - instruction	\$1,799,758	\$335	\$972
Support services - general administration	\$2,495,168	\$465	\$568
Support services - school based administration	\$6,070,351	\$1,130	\$1,274
Central and other support services	\$3,116,528	\$580	\$761
Operation and maintenance of plant	\$7,167,620	\$1,335	\$2,125
Student transportation services	\$7,273,470	\$1,566	\$1,695
Food services	.	.	\$10
Enterprise operations	\$6,221,201	\$1,158	\$219
Total	\$148,688,736	\$23,244	\$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	\$12,375,115	23.6	26.4
Instructional Aide Salaries	\$3,495,877	6.7	10.1
Other Salaries	\$1,473,247	2.8	10.5
Employee Benefits	\$7,510,568	14.3	13.3
Purchased Services Other Than Transportation	\$2,450,522	4.7	6.8
Special Education Tuition	\$19,946,136	38.1	22.8
Supplies	\$295,784	0.6	0.6
Property Services	\$1,629	0.0	0.4
Purchased Services For Transportation	\$4,865,517	9.3	8.7
Equipment	.	.	0.2
All Other Expenditures	\$2,000	0.0	0.1
Total	\$52,416,394	100.0	100.0

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

Level	Percent (%)
District	35.3
State	25.7

Expenditures by Revenue Source: 2023-24

Revenue Source	Percent of Total (%) Excluding School Construction
Local	69.9
State	27.3
Federal	2.9
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

Hamden 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	175	66.6	175	66.3	83	66.5
Black or African American	856	53.0	848	46.6	392	45.1
Hispanic or Latino of any race	742	54.9	738	50.2	316	49.8
Native Hawaiian or Other Pacific Islander	*	*	*	*	0	N/A
Two or More Races	178	64.5	176	58.1	*	*
White	692	71.5	687	68.3	299	66.2
English Learners/Multilingual Learners	295	52.1	295	48.8	117	45.9
Non-English Learners/Non-Multilingual Learners	2,354	61.0	2,335	56.2	1,054	54.8
Eligible for Free or Reduced-Price Meals	1,078	53.4	1,070	48.2	463	48.9
Not Eligible for Free or Reduced-Price Meals	1,571	64.6	1,560	60.3	708	57.2
Students with Disabilities	500	39.3	490	33.3	224	37.7
Students without Disabilities	2,149	64.8	2,140	60.4	947	57.8
High Needs	1,444	51.6	1,433	46.6	626	46.8
Non-High Needs	1,205	70.1	1,197	65.9	545	62.1
All Students - District	2,649	60.0	2,630	55.4	1,171	53.9

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	85.3	79.8	88.1	87.2	1,580	85.3
Curl Up	85.6	87.3	78.6	74.8	1,579	81.3
Push Up	76.6	76.7	71.2	61.7	1,579	71.3
Mile Run/PACER	79.6	78.4	45.9	27.7	1,583	56.9
All Tests - District	54.2	52.8	39.1	21.5	1,578	41.4
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

Hamden School District

2023-24 Cohort Graduation: Four-Year

Student Group	Cohort Count	Rate (%)
Black or African American	178	83.7
Hispanic or Latino of any race	117	82.1
White	128	85.2
English Learners/Multilingual Learners	24	75.0
Eligible for Free or Reduced-Price Meals	263	81.4
Students with Disabilities	83	66.3
All Students - District	476	84.5
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	190	45.6
Male	*	*
Non-Binary	*	*
Black or African American	77	24.5
Hispanic or Latino of any race	74	32.2
White	130	61.9
English Learners/ Multilingual Learners	7	14.0
Eligible for Free or Reduced-Price Meals	102	26.5
Students with Disabilities	7	3.9
All Students - District	343	39.0
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	79.4	92.4
Male	52.9	81.8
Non-Binary	N/A	N/A
Black or African American	59.6	84.7
Hispanic or Latino of any race	53.8	84.6
White	78.3	90.0
English Learners/ Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	56.1	85.5
Students with Disabilities	32.0	76.9
All Students - District	64.4	87.3
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

Hamden 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	60.0	75	40.0	50	80.0	64.7
ELA Performance Index	High Needs Students	51.6	75	34.4	50	68.8	54.9
Math Performance Index	All Students	55.4	75	36.9	50	73.8	61.1
Math Performance Index	High Needs Students	46.6	75	31.0	50	62.1	50.6
Science Performance Index	All Students	53.9	75	35.9	50	71.9	62.6
Science Performance Index	High Needs Students	46.8	75	31.2	50	62.4	52.1
ELA Academic Growth	All Students	57.6%	100%	57.6	100	57.6	60.6%
ELA Academic Growth	High Needs Students	54.2%	100%	54.2	100	54.2	55.7%
Math Academic Growth	All Students	56.7%	100%	56.7	100	56.7	62.3%
Math Academic Growth	High Needs Students	51.4%	100%	51.4	100	51.4	55.9%
Progress Toward English Proficiency	Literacy	61.4%	100%	30.7	50	61.4	58.7%
Progress Toward English Proficiency	Oral	56.0%	100%	28.0	50	56.0	55.7%
Chronic Absenteeism	All Students	20.8%	<=5%	18.4	50	36.9	17.2%
Chronic Absenteeism	High Needs Students	27.2%	<=5%	5.7	50	11.4	24.8%
% Taking CCR Courses	All Students	92.3%	75%	50.0	50	100.0	92.4%
% Meeting CCR Benchmark	All Students	39.0%	75%	26.0	50	52.0	47.2%
On-track to High School Graduation	All Students	74.4%	94%	39.6	50	79.2	85.9%
4-year Graduation Rate (2024 Cohort)	All Students	84.5%	94%	89.8	100	89.8	88.9%
6-year Graduation Rate (2022 Cohort)	High Needs Students	88.7%	94%	94.4	100	94.4	87.3%
Postsecondary Entrance (Class of 2024)	All Students	64.4%	75%	85.9	100	85.9	67.0%
Physical Fitness % Meeting Health Standard	All Students	41.4%	75%	27.6	50	55.2	49.0%
Arts Access	All Students	66.5%	60%	50.0	50	100.0	55.1%
Accountability Index				975.6	1450	67.3	

Physical Fitness Estimated Participation Rate - District: 94.8% | 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	70.1	51.6	18.5	16.9	Y
Math Performance Index Gap	65.9	46.6	19.3	18.4	Y
Science Performance Index Gap	62.1	46.8	15.4	18.2	N
Graduation Rate Gap	94.0%	88.7%	5.3%	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	98.0
ELA	High Needs Students	97.5
Math	All Students	97.4
Math	High Needs Students	96.7
Science	All Students	96.6
Science	High Needs Students	95.6

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: 44.0

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

Hamden School District

Narratives

School District Improvement Plans and Parental Outreach Activities

During the 2024-2025 school year, Hamden Public Schools continued to focus on previously adopted district goals aimed at improving outcomes for all students. Three of the five goals directly addressed student achievement in reading and math, while the other goals looked to improve chronic absenteeism and increase equity district-wide.

Expectations for student attendance and engagement remain high. As such, in order to support student success, social emotional learning continued to be a priority. Instructional time was designated for explicitly teaching SEL skills using the Second Step and Choose Love curricula. In addition, there was a focus on skills that are embedded in content areas. All K-12 students or teachers completed the DESSA assessment to identify domains of social-emotional wellness where more intensive supports might be needed.

All school staff have received training in Positive Behavioral Interventions and Supports to build positive school climates and establish tier one expectations to create environments that improve school attendance. Such training will continue throughout the district. The district has made efforts to reduce student chronic absenteeism and truancy by informing parents of the connection between good attendance and student success. The District Attendance Team continued to provide strategies to schools for reducing absenteeism. School-based teams are expected to analyze attendance data monthly and intervene with students whose attendance rates are at or below 90%. Since the start of this school year, the District Data Team (DDT) has focused on chronic absenteeism as its problem of practice. In addition, the entire district used Parent Square to facilitate greater and more efficient communication between teachers and parents. Finally, we joined the LEAP Program's Cohort 2 which enabled us to train Home Visitors to assist families with breaking down barriers to student attendance.

All students in the district issued Chromebooks or laptops to enhance in-person instruction and at-home learning. We continued to implement use of instructional applications to engage students with their learning.

Efforts to engage parents in the planning and improvement of the district continue to include parent information nights, orientations, parent teacher conferences, surveys and monthly Board of Education meetings held both in-person and virtually. Though all events are in person, we have increased access and engagement by also allowing for video conferencing whenever possible.

In the 2024-2025 school year, our district committed to joining the Connecticut Family-School Partnership Network in order to increase family and parental involvement in our schools by improving family and community partnerships in order to address student achievement, improved school attendance and ensuring a welcoming school environment in each of our schools.

Efforts to Reduce Racial, Ethnic and Economic Isolation

The Town of Hamden is a racially, ethnically and economically diverse community with approximately 5,500 students attending Hamden Public Schools. Nearly 76% of students are minority, while 46% receive free or reduced lunch. We continue to expand the skills of teachers to include strategies for working with a diverse student population, such as the importance of teacher-student relationships, engagement strategies, differentiated instruction, targeted interventions, and social and emotional learning. Impacting and eventually eliminating our achievement gap is a constant theme in our goals, initiatives and professional development.

The district is making a concerted effort to recruit minority teachers. We participate in the Connecticut Teacher Residency Program, administered by CREC to bring resident teachers to our classrooms in order to prepare them for hire as elementary classroom teachers in Hamden the following school year. In the 2024-2025 school year, we had three resident teachers. In addition, Hamden requires all members of interview committees to receive anti-bias training. Additionally, the Hamden Board of Education has approved administration's Plan to Increase Educator Diversity as required by state statute.

For our families where English is not the first language, we have taken steps to ensure we provide translations of information into other languages. Communications sent through ParentSquare Posts and Direct Messages allow the recipient to receive the messages in their preferred language. The school and district web pages can be translated into more than 100 languages which has improved our ability to reach our families. We have also been providing voice translators to school offices and Planning and Placement Teams to improve verbal communication with families.

District Profile and Performance Report for School Year 2024-25

Hamden School District

Equitable Allocation of Resources among District Schools

Distribution of resources is guided by BOE policy and students' needs. The schools receive funding based on an equitable per pupil formula as determined by the Board through the budget process. We augment District resources distributed to schools through state entitlement allocations.

While the LEA budget provides a minimum level of staffing and other resources, grant funding from Title 1, Title 3, and Alliance was used to provide additional resources based on the individual needs of students in each school and program. For instance, while classroom teacher staffing is determined by a contractual student teacher ratio of 20:1 in primary grades and 25:1 in grades four through twelve, we reduce class sizes, when possible, in our most economically disadvantaged schools.

The district applied for and ultimately was approved for the Stronger Connections grant offered by the Connecticut State Department of Education. This grant enabled the district to increase equity in after school programming among our elementary schools by providing more funding for those schools that had either no free after school programming or minimal such programming.

District Profile and Performance Report for School Year 2024-25

Hamden 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	2	5.4	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	1	2.7	6.7
Position Eliminated or Expired	2	5.4	9.8
Position Filled Permanently	0	0.0	0.1
Resigned (no reason given)	15	40.5	32.0
Retired	7	18.9	23.7
Teach/Admin in Other CT Dist	10	27.0	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	37		

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.