

Connecticut State Department of Education

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2024-25



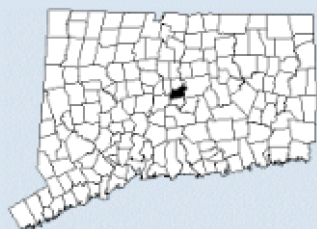
Rocky Hill School District

Mark Zito, Superintendent • 860-258-7701 • <http://www.rockyhillps.com/>

District Information

Grade Range	PK-12
Number of Schools/Programs	7
Enrollment	2,539
Per Pupil Expenditures	\$20,343
Total Expenditures	\$54,844,494

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	*	*	48.4
Male	1,288	50.7	51.5
Non-Binary	*	*	0.1
American Indian or Alaska Native	*	*	0.2
Asian	775	30.5	5.2
Black or African American	114	4.5	12.4
Hispanic or Latino of any race	317	12.5	32.1
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	107	4.2	4.8
White	1,224	48.2	45.1
English Learners/Multilingual Learners	291	11.5	11.3
Eligible for Free or Reduced-Price Meals	585	23.0	44.8
Students with Disabilities	391	15.4	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	126	10.2	37	2.8
Male	93	7.4	70	5.2
Non-Binary	0	*	0	*
Black or African American	*	*	14	11.5
Hispanic or Latino of any race	59	18.8	34	9.9
White	84	7.0	41	3.3
English Learners/Multilingual Learners	28	9.1	11	3.3
Eligible for Free or Reduced-Price Meals	116	18.6	65	9.7
Students with Disabilities	60	17.3	28	6.2
All Students - District	219	8.8	107	4.0
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: 387
Number of school-based arrests: 0

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Educators

Full-Time Equivalent (FTE) Staff

Role	FTE
General Education Teachers and Instructors	182.1
General Education Paraprofessionals	21.8
Special Education Teachers and Instructors	34.0
Special Education Paraprofessionals	73.9
District Central Office Administrators	5.5
School Level Administrators	11.0
Library/Media Specialists (Certified)	4.0
Library/Media Support Staff	4.6
Instructional Specialists Who Support Teachers	11.6
Counselors, Social Workers and School Psychologists	16.0
School Nurses	7.0
Other Staff Providing Non-Instructional Services/Support	147.6

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	9.7
State	13.0

Educators by Race/Ethnicity

Race/Ethnicity	District Count	District Percent (%)	State Percent (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	3	1.1	1.4
Black or African American	1	0.4	4.9
Hispanic or Latino of any race	12	4.5	5.3
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.3
White	250	94.0	87.9

New! Educator Attrition: 2023-24

Educator Type	District Attrition Count	District Attrition Rate (%)	State Attrition Rate (%)
All Educators	15	5.7	6.8
Teachers	14	6.4	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	9	*	*	*
Hispanic or Latino of any race	25	96.2	16	*
White	97	94.2	105	98.1
English Learners/Multilingual Learners	6	*	*	*
Eligible for Free or Reduced-Price Meals	44	84.6	41	93.2
Students with Disabilities	20	83.3	33	97.1
All Students - District	175	93.6	162	97.0
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	30	35.7
Emotional Disability	*	*
Intellectual Disability	0	0
Learning Disability	98	67.6
Other Health Impairment	40	72.7
Other Disabilities	*	*
Speech/Language Impairment	23	88.5
All Disabilities - District	201	57.4
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	86	3.3	2.9
Emotional Disability	18	0.7	1.1
Intellectual Disability	8	0.3	0.6
Learning Disability	145	5.5	6.5
Other Health Impairment	55	2.1	3.6
Other Disabilities	27	1.0	1.1
Speech/Language Impairment	36	1.4	2.0
All Disabilities	375	14.3	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	21	5.6	8.2
Private Schools or Other Settings	6	1.6	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	\$34,791,206	\$12,905	\$13,471
Support services - students	\$3,806,216	\$1,509	\$1,826
Support services - instruction	\$3,352,016	\$1,329	\$972
Support services - general administration	\$1,203,390	\$477	\$568
Support services - school based administration	\$2,793,869	\$1,107	\$1,274
Central and other support services	\$1,498,263	\$594	\$761
Operation and maintenance of plant	\$4,847,992	\$1,922	\$2,125
Student transportation services	\$2,551,543	\$1,134	\$1,695
Food services	.	.	\$10
Enterprise operations	.	.	\$219
Total	\$54,844,494	\$20,343	\$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	\$4,887,007	39.6	26.4
Instructional Aide Salaries	\$2,043,048	16.6	10.1
Other Salaries	\$677,052	5.5	10.5
Employee Benefits	\$1,674,427	13.6	13.3
Purchased Services Other Than Transportation	\$790,072	6.4	6.8
Special Education Tuition	\$1,312,599	10.6	22.8
Supplies	\$35,659	0.3	0.6
Property Services	.	.	0.4
Purchased Services For Transportation	\$905,430	7.3	8.7
Equipment	\$17,409	0.1	0.2
All Other Expenditures	\$91	0.0	0.1
Total	\$12,342,794	100.0	100.0

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

Level	Percent (%)
District	22.5
State	25.7

Expenditures by Revenue Source: 2023-24

Revenue Source	Percent of Total (%) Excluding School Construction
Local	85.1
State	13.2
Federal	1.6
Tuition & Other	0.2

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

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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	390	83.8	390	86.5	139	82.7
Black or African American	61	66.2	61	60.5	26	62.0
Hispanic or Latino of any race	147	63.3	146	60.1	62	58.3
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	*	*	*	*	22	69.3
White	643	75.5	642	71.2	288	73.2
English Learners/Multilingual Learners	188	69.4	188	70.9	49	63.6
Non-English Learners/Non-Multilingual Learners	1,108	77.2	1,106	74.6	488	74.2
Eligible for Free or Reduced-Price Meals	289	63.3	288	58.1	126	60.7
Not Eligible for Free or Reduced-Price Meals	1,007	79.7	1,006	78.6	411	77.1
Students with Disabilities	165	49.9	164	43.6	69	46.8
Students without Disabilities	1,131	79.8	1,130	78.4	468	77.1
High Needs	505	64.8	504	61.7	192	60.1
Non-High Needs	791	83.2	790	81.9	345	80.5
All Students - District	1,296	76.0	1,294	74.0	537	73.2

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	88.4	84.4	85.7	92.1	814	87.6
Curl Up	79.3	81.6	79.8	85.6	815	81.6
Push Up	68.1	61.8	51.9	70.0	812	62.7
Mile Run/PACER	89.9	57.1	53.8	63.9	814	65.5
All Tests - District	54.3	42.5	34.3	49.7	802	44.9
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

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2023-24 Cohort Graduation: Four-Year

Student Group	Cohort Count	Rate (%)
Black or African American	6	*
Hispanic or Latino of any race	21	95.2
White	108	94.4
English Learners/Multilingual Learners	7	*
Eligible for Free or Reduced-Price Meals	53	86.8
Students with Disabilities	23	78.3
All Students - District	179	95.0
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	110	63.2
Male	94	52.2
Non-Binary	N/A	N/A
Black or African American	*	*
Hispanic or Latino of any race	15	34.1
White	116	55.2
English Learners/ Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	31	32.3
Students with Disabilities	6	10.3
All Students - District	204	57.6
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.

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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	91.0	89.7
Male	68.9	85.9
Non-Binary	N/A	N/A
Black or African American	*	*
Hispanic or Latino of any race	*	*
White	82.2	89.4
English Learners/ Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	66.7	72.5
Students with Disabilities	50.0	*
All Students - District	81.6	88.0
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	76.0	75	50.0	50	100.0	64.7
ELA Performance Index	High Needs Students	64.8	75	43.2	50	86.4	54.9
Math Performance Index	All Students	74.0	75	49.4	50	98.7	61.1
Math Performance Index	High Needs Students	61.7	75	41.1	50	82.3	50.6
Science Performance Index	All Students	73.2	75	48.8	50	97.6	62.6
Science Performance Index	High Needs Students	60.1	75	40.1	50	80.2	52.1
ELA Academic Growth	All Students	71.8%	100%	71.8	100	71.8	60.6%
ELA Academic Growth	High Needs Students	65.2%	100%	65.2	100	65.2	55.7%
Math Academic Growth	All Students	70.5%	100%	70.5	100	70.5	62.3%
Math Academic Growth	High Needs Students	61.3%	100%	61.3	100	61.3	55.9%
Progress Toward English Proficiency	Literacy	77.1%	100%	38.5	50	77.1	58.7%
Progress Toward English Proficiency	Oral	73.8%	100%	36.9	50	73.8	55.7%
Chronic Absenteeism	All Students	8.8%	<=5%	42.4	50	84.8	17.2%
Chronic Absenteeism	High Needs Students	14.5%	<=5%	30.9	50	61.9	24.8%
% Taking CCR Courses	All Students	95.2%	75%	50.0	50	100.0	92.4%
% Meeting CCR Benchmark	All Students	57.6%	75%	38.4	50	76.8	47.2%
On-track to High School Graduation	All Students	94.6%	94%	50.0	50	100.0	85.9%
4-year Graduation Rate (2024 Cohort)	All Students	95.0%	94%	100.0	100	100.0	88.9%
6-year Graduation Rate (2022 Cohort)	High Needs Students	89.2%	94%	94.9	100	94.9	87.3%
Postsecondary Entrance (Class of 2024)	All Students	81.6%	75%	100.0	100	100.0	67.0%
Physical Fitness % Meeting Health Standard	All Students	44.9%	75%	29.9	50	59.9	49.0%
Arts Access	All Students	56.0%	60%	46.6	50	93.3	55.1%
Accountability Index				1200.1	1450	82.8	

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	64.8	10.2	16.9	N
Math Performance Index Gap	75.0	61.7	13.3	18.4	N
Science Performance Index Gap	75.0	60.1	14.9	18.2	N
Graduation Rate Gap	94.0%	89.2%	4.8%	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	98.9
ELA	High Needs Students	97.5
Math	All Students	98.7
Math	High Needs Students	97.3
Science	All Students	97.6
Science	High Needs Students	95.2

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: 50.4

State: 50.2

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

District Profile and Performance Report for School Year 2024-25

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Narratives

School District Improvement Plans and Parental Outreach Activities

The Rocky Hill Public Schools are committed to providing an educational environment in which all students discover and achieve their maximum potential in preparation for productive, meaningful lives and responsible citizenship. We strive for continuous improvement, analyzing our student achievement data in order to establish goals and then refining our practices based on results. All schools, through collaboration with the principals and school-based improvement teams, create improvement plans based on analysis of data and student-learning needs. Our talented and caring education staff is committed to excellence and equitable opportunities for all students, creating safe, supportive environments in which children can thrive. Our district provides high quality, rigorous, and engaging lessons aligned to the Connecticut standards, including the Connecticut Core Standards and the Next Generation Science Standards (NGSS). The use of educational technology continues to be integrated into the curriculum. For the past several years, the emphasis for elementary instruction has been on the science of reading. At the secondary levels, teachers have focused on improving content knowledge through vocabulary instruction. Literacy, math, and science instruction has been an integral part of the district and school goals. To help our educators continually grow and meet the ever-changing student needs, we offer ongoing, job-embedded professional development so teachers and administrators can work collaboratively to address strategies for improving student performance. Multi-Tiered Systems of Support (MTSS) are established across the district. Teachers meet regularly to assess students' progress and targeted objectives and to determine instructional strategies to accelerate student achievement.

Rocky Hill provides special education services that promote success for all students in the most inclusive setting. Special education staff receive regular professional development on various topics, some of which include enhancing IEP development, teaching reading to students with disabilities, and behavioral intervention strategies. We continue to expand our transition services for high school students with disabilities. The department monitors and adjusts the program to meet the ever-changing needs of our students.

We regularly identify students who have attendance issues and communicate with their families. Numerous opportunities exist for students to be invested members of our school community. We offer a variety of enrichment programs, after-school activities, and interscholastic athletics and intramurals. These experiences contribute to the district's low absentee and truancy rates.

Engaging families in student learning is accomplished in various ways. School climate survey results from parents, students and staff are used to develop and inform school and district goals. Parent communications are increased through principal newsletters, along with regular updates on the district, school, and staff websites. Curriculum updates and presentations are given during the Parent Teacher Organization meetings. Parent workshops and family nights support understanding of the curriculum. A family night is also held annually for the families of our Multilingual learners.

For more information visit our website at www.rockyhillps.com.

Efforts to Reduce Racial, Ethnic and Economic Isolation

The Rocky Hill Public Schools foster an understanding of various racial, ethnic, and economic groups in our society and world. At each academic level, students have the opportunity to interact with classmates from diverse racial, ethnic, and economic backgrounds. Our district participates in the Open Choice Program in which students from an urban setting are integrated into our schools.

Throughout the district, a range of programs promote diversity and awareness of individual differences. Rich literature and picture books related to various cultures, races, and traditions are included in our curricula. Our world language program, which includes instruction from grades four through twelve, develops awareness of social and cultural values. Non-disabled peers have the opportunity to participate side-by-side with students with disabilities in athletics through the Unified Sports Programs. Our schools work in conjunction with the Town of Rocky Hill social services department to sponsor families within the community who are in need.

Rocky Hill Public Schools supports numerous clubs that promote community, connection, and stresses the importance of respectful discourse, diverse perspectives, and personal growth. The middle and high school sponsors numerous clubs which promote cultural and social awareness. In addition, various clubs focus on helping others through volunteerism such as GMS Cares. Student Council members are involved in service-based projects which directly contribute to the needs of the Town of Rocky Hill.

As a district, the Positive Behavior Intervention and Supports (PBIS) approach is well established. Students focus on respect for self, respect for others, and respect for their school. Through the instruction of these principles, our school climate has improved.

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Equitable Allocation of Resources among District Schools

The Board of Education policy regarding the distribution of district resources ensures that each school within the district receives an equitable distribution of material and financial resources. Building principals and central office administrators work together to develop a budget that addresses the needs of each school and supports the goals of the district and school improvement plans. The superintendent and assistant superintendent for finance and operations review budget requests based on principals' school-based budgets and distribute anticipated funds across schools and programs. Final allocations are influenced by student enrollment, state mandates such as IDEA, transportation costs, and increased special education needs. The Board of Education, through its administrators, works hard to minimize the impact of budgetary constraints and provide the best possible learning experience for our children.

District Profile and Performance Report for School Year 2024-25

Rocky Hill 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	0	0.0	2.2
Personal Reasons	0	0.0	6.7
Position Eliminated or Expired	1	11.1	9.8
Position Filled Permanently	0	0.0	0.1
Resigned (no reason given)	1	11.1	32.0
Retired	5	55.6	23.7
Teach/Admin in Other CT Dist	2	22.2	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	9		

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.