Connecticut State Department of Education

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2025-26

CONNECTICUT Education

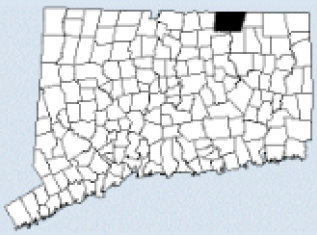
Stafford School District

Scott Sugarman, Superintendent • 860-684-2208 x1 • http://www.stafford.k12.ct.us

District Information

Category	Value
Grade Range	**PK-12**
Number of Schools/Programs	**4**
Enrollment	**1,269**
Per Pupil Expenditures	**$25,044**
Total Expenditures	**$33,158,175**

Expenditure data reflect the 2024-25 school year.



Community Information

AdvanceCT Town Profiles provide summary demographic and economic information for Connecticut's municipalities.

Contents

Students..... 1
Educators..... 2
Instruction and Resources..... 2
Performance and Accountability..... 4
Narratives..... 7

Notes

Unless otherwise noted, all data are for 2025-26 and include all grades offered by the district.

EdSight provides data for additional race/ethnicity categories. Most tables in this report display data only for the three major race/ethnicity categories.

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. CSDE's Data Suppression Guidelines provide detailed information about data suppression policies.

N/A is displayed when a category is not applicable for a district or school.

Students

October 1, 2025 Enrollment

Student Group	District Count	District Percent (%)	State Percent (%)
Female	*	*	48.4
Male	658	51.9	51.5
Non-Binary	*	*	0.1
American Indian or Alaska Native	*	*	0.2
Asian	*	*	5.2
Black or African American	20	1.6	12.2
Hispanic or Latino of any race	137	10.8	32.5
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	36	2.8	5.1
White	1,061	83.6	44.7
English Learners/Multilingual Learners	13	1.0	11.1
Eligible for Free or Reduced-Price Meals	452	35.6	44.2
Students with Disabilities	241	19.0	19.1

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	94	16.3	36	5.7
Male	82	13.8	87	12.8
Non-Binary	0	*	0	*
Black or African American	*	*	*	*
Hispanic or Latino of any race	31	25.6	20	13.8
White	126	12.9	93	8.5
English Learners/Multilingual Learners	0	*	*	*
Eligible for Free or Reduced-Price Meals	114	24.2	67	12.6
Students with Disabilities	58	26.7	37	13.4
All Students - District	176	15.0	123	9.4
All Students - State		16.4		6.6

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: 130
Number of school-based arrests: 0

District Profile and Performance Report for School Year 2025-26
Stafford School District

Educators

Full-Time Equivalent (FTE) Staff

Role	FTE
General Education Teachers and Instructors	94.0
General Education Paraprofessionals	16.0
Special Education Teachers and Instructors	19.2
Special Education Paraprofessionals	36.0
District Central Office Administrators	3.0
School Level Administrators	7.0
Library/Media Specialists (Certified)	2.0
Library/Media Support Staff	1.0
Instructional Specialists Who Support Teachers	4.0
Counselors, Social Workers and School Psychologists	12.0
School Nurses	5.0
Other Staff Providing Non-Instructional Services/Support	106.1

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: 2024-25

Level	Average Number of FTE Days Absent Due to Illness or Personal Time
District	13.6
State	13.1

Certified Educators by Race/Ethnicity

Race/Ethnicity	District Count	District Percent (%)	State Percent (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	1	0.7	1.4
Black or African American	0	0.0	5.1
Hispanic or Latino of any race	1	0.7	5.6
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	1	0.7	0.4
White	140	97.9	87.4

Educator Attrition: 2024-25

Educator Type	District Attrition Count	District Attrition Rate (%)	State Attrition Rate (%)
All Educators	20	13.1	6.3
Teachers	15	12.2	6.9

Teacher Attrition Rate is defined as the percent of certified teachers who were teaching in the district in 2023-24 but were not teaching in the district in 2024-25.
All Educator Attrition Rate is defined as the percent of certified educators who were staffed in a certified educator position in the district in 2023-24 but were not staffed in a certified educator position in the district in 2024-25.
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	*	*	0	*
Hispanic or Latino of any race	9	*	6	*
White	72	98.6	91	98.9
English Learners/Multilingual Learners	*	*	0	*
Eligible for Free or Reduced-Price Meals	36	94.7	25	96.2
Students with Disabilities	15	*	16	*
All Students - District	88	97.8	100	96.2
All Students - State		91.9		96.1

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	8	28.6
Emotional Disability	12	48.0
Intellectual Disability	0	0
Learning Disability	58	68.2
Other Health Impairment	30	66.7
Other Disabilities	*	*
Speech/Language Impairment	*	*
All Disabilities - District	115	54.0
All Disabilities - State		68.2

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 2025-26
Stafford School District

Students with Disabilities by Primary Disability

Disability	District Count	District Rate (%)	State Rate (%)
Autism	33	2.7	3.3
Emotional Disability	25	2.0	1.1
Intellectual Disability	*	*	0.6
Learning Disability	85	6.9	6.6
Other Health Impairment	45	3.7	3.7
Other Disabilities	*	*	1.2
Speech/Language Impairment	20	1.6	2.0
All Disabilities	228	18.6	18.4

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	11	4.8	8.4
Private Schools or Other Settings	11	4.8	4.6

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: 2024-25

Expenditure	District Total ($)	District Per Pupil ($)	State Per Pupil ($)
Instruction	$16,940,911	$12,795	$13,749
Support services - students	$3,034,731	$2,416	$1,924
Support services - instruction	$1,925,309	$1,533	$887
Support services - general administration	$711,810	$567	$611
Support services - school based administration	$2,289,227	$1,823	$1,359
Central and other support services	$2,117,594	$1,686	$806
Operation and maintenance of plant	$2,903,927	$2,312	$2,249
Student transportation services	$2,736,067	$2,170	$1,786
Food services	$498,599	$397	$12
Enterprise operations	.	.	$219
Total	$33,158,175	$25,044	$22,721

Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Special Education Expenditures: 2024-25

Expenditure	District Total ($)	District Percent (%)	State Percent (%)
Teacher Salaries	$1,984,724	24.3	26.1
Instructional Aide Salaries	$1,061,608	13.0	10.3
Other Salaries	$304,385	3.7	10.2
Employee Benefits	$1,030,964	12.6	12.9
Purchased Services Other Than Transportation	$606,981	7.4	6.8
Special Education Tuition	$2,190,324	26.8	23.2
Supplies	$31,027	0.4	0.6
Property Services	$3,724	0.0	0.4
Purchased Services For Transportation	$946,583	11.6	9.1
Equipment	$1,273	0.0	0.2
All Other Expenditures	$500	0.0	0.1
Total	$8,162,093	100.0	100.0

Percent of Total Expenditures Used for Special Education: 2024-25

Level	Percent (%)
District	24.6
State	26.9

Expenditures by Revenue Source: 2024-25

Revenue Source	Percent of Total (%) Excluding School Construction
Local	64.5
State	31.4
Federal	2.8
Tuition & Other	1.4

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 2025-26
Stafford 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	0	N/A	0	N/A	0	N/A
Asian	8	*	8	*	*	*
Black or African American	10	*	10	*	*	*
Hispanic or Latino of any race	65	61.7	65	55.3	31	67.1
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	21	66.8	21	65.5	9	*
White	525	63.5	523	61.0	224	67.1
English Learners/Multilingual Learners	14	*	14	*	*	*
Non-English Learners/Non-Multilingual Learners	615	63.5	613	60.6	*	*
Eligible for Free or Reduced-Price Meals	249	59.7	248	56.9	114	63.6
Not Eligible for Free or Reduced-Price Meals	380	65.5	379	62.6	158	69.8
Students with Disabilities	109	47.2	108	41.5	50	48.1
Students without Disabilities	520	66.6	519	64.3	222	71.5
High Needs	304	58.2	303	55.1	138	61.8
Non-High Needs	325	67.9	324	65.3	134	72.8
All Students - District	629	63.2	627	60.3	272	67.2

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.

Connecticut's 2024 NAEP Results provide performance on NAEP by student group.

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	86.7	92.9	90.2	84.9	352	88.6
Curl Up	83.3	88.1	92.4	85.9	351	87.5
Push Up	62.2	77.4	85.7	78.3	348	75.9
Mile Run/PACER	72.2	67.9	51.6	67.1	350	64.6
All Tests - District	47.8	61.9	51.6	63.4	347	55.9
All Tests - State	57.1	52.2	47.2	45.0		50.4

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 2025-26
Stafford School District

2024-25 Cohort Graduation: Four-Year

Student Group	Cohort Count	Rate (%)
Black or African American	*	*
Hispanic or Latino of any race	10	*
White	67	92.5
English Learners/Multilingual Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	37	86.5
Students with Disabilities	26	73.1
All Students - District	83	90.4
All Students - State		91.2

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 2024-25 school year.

11th and 12th Graders Demonstrating Postsecondary Readiness

Student Group	Count	Rate (%)
Female	52	53.6
Male	51	52.6
Non-Binary	N/A	N/A
Black or African American	*	*
Hispanic or Latino of any race	7	*
White	89	53.9
English Learners/ Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	26	40.6
Students with Disabilities	*	*
All Students - District	103	53.1
All Students - State		49.9

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 © 2026 The College Board. www.collegeboard.org
ACT® statistics derived from data provided by ACT, Inc.
Copyright © 2026 ACT, Inc. www.act.org
IB® statistics derived from data provided by the International Baccalaureate Organization.
Copyright © International Baccalaureate Organization 2026

College Entrance and Persistence

Student Group	Class of 2025 Entrance Rate (%)	Class of 2024 Persistence Rate (%)
Female	64.3	97.1
Male	48.9	96.0
Non-Binary	N/A	*
Black or African American	*	N/A
Hispanic or Latino of any race	*	*
White	55.6	96.3
English Learners/ Multilingual Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	43.8	100.0
Students with Disabilities	*	*
All Students - District	54.8	96.6
All Students - State	67.4	88.3

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 2025-26
Stafford 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	63.2	75	42.1	50	84.3	65.0
ELA Performance Index	High Needs Students	58.2	75	38.8	50	77.6	55.4
Math Performance Index	All Students	60.3	75	40.2	50	80.5	61.7
Math Performance Index	High Needs Students	55.1	75	36.7	50	73.4	51.3
Science Performance Index	All Students	67.2	75	44.8	50	89.6	63.1
Science Performance Index	High Needs Students	61.8	75	41.2	50	82.4	52.6
ELA Academic Growth	All Students	58.9%	100%	58.9	100	58.9	59.3%
ELA Academic Growth	High Needs Students	57.1%	100%	57.1	100	57.1	54.8%
Math Academic Growth	All Students	62.9%	100%	62.9	100	62.9	60.9%
Math Academic Growth	High Needs Students	60.1%	100%	60.1	100	60.1	54.0%
Progress Toward English Proficiency	Literacy	.	100%	.	.	.	59.0%
Progress Toward English Proficiency	Oral	.	100%	.	.	.	53.9%
Chronic Absenteeism	All Students	15.0%	<=5%	30.0	50	59.9	16.4%
Chronic Absenteeism	High Needs Students	22.6%	<=5%	14.9	50	29.7	23.8%
% Taking CCR Courses	All Students	96.9%	75%	50.0	50	100.0	94.1%
% Meeting CCR Benchmark	All Students	53.1%	75%	35.4	50	70.8	49.9%
On-track to High School Graduation	All Students	94.7%	94%	50.0	50	100.0	87.7%
4-year Graduation Rate (2025 Cohort)	All Students	90.4%	94%	96.1	100	96.1	91.2%
6-year Graduation Rate (2023 Cohort)	High Needs Students	87.8%	94%	93.4	100	93.4	85.8%
Postsecondary Entrance (Class of 2025)	All Students	54.8%	75%	73.1	100	73.1	67.4%
Physical Fitness % Meeting Health Standard	All Students	55.9%	75%	37.3	50	74.5	50.4%
Arts Access	All Students	51.6%	60%	43.0	50	86.0	56.4%
Accountability Index				**1005.9**	**1350**	**74.5**	

Physical Fitness Estimated Participation Rate - District: 97.5% | State: 95.1%

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	67.9	58.2	9.7	16.6	N
Math Performance Index Gap	65.3	55.1	10.2	17.8	N
Science Performance Index Gap	72.8	61.8	11.0	18.6	N
Graduation Rate Gap	94.0%	87.8%	6.2%	10.7%	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	99.5
ELA	High Needs Students	99.1
Math	All Students	99.2
Math	High Needs Students	98.7
Science	All Students	98.2
Science	High Needs Students	96.6

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: * **State: 51.4**

EdSight's Next Generation Accountability Dashboard provides access to supporting resources and materials.

Narratives

School District Improvement Plans and Parental Outreach Activities

Stafford Public Schools completed the implementation of its three-year Strategic Educational Framework (SEF) during the 2024-2025 school year. The framework identifies strategic imperatives for Organizational Health; Curriculum, Instruction and Assessment; and Continuous Learning for All. The district prioritized enhancing connections with students, families, and community members as engaged partners. For example, West Stafford and Stafford Elementary School hosted a Celebration of Learning, bringing together families and students for a joyful and engaging academic experience. Additionally, the implementation of our new reading program, Amplify CKLA, has created numerous opportunities for families to take part in culminating learning activities alongside their children at school. Stafford schools have active parent groups involved in supporting school programs, including PTOs and Booster Clubs. The district utilizes a variety of digital tools to strengthen communication with caregivers and maximize student learning such as School Messenger, Seesaw, ClassDojo, the PowerSchool parent portal, social media, and the district website. This year, the district researched new platforms to communicate with families and selected ParentSquare to implement based on feedback from caregivers. School Readiness and Family Resource Center grants support the Family Resource Center program, providing outreach opportunities to families.

The district recognizes the importance of family partnerships in reducing chronic absenteeism. Stafford Public Schools has school-based attendance teams as well as a District Attendance Committee to examine data and strategies to reduce truancy and chronic absenteeism. The district committee has developed tiered system-wide practices which have been proven to reduce absenteeism rates, including ongoing and positive communications with students and families, attendance recognition events, and home visits.

All schools support interventions both during and after the school day. The STEAM After School Program provides academic enrichment and SEL support for nearly 80 students at Stafford Elementary School. Academic tutoring is provided after school at the elementary and secondary levels. West Stafford School holds screening days to facilitate early identification for intervention and special education support services.

Stafford Public Schools continues to provide high-quality professional learning opportunities focused on effective Tier 1 instructional practices, social and emotional learning, and Science of Reading instruction. Secondary teachers engaged in a large-scale effort to articulate and vertically align the written curriculum. The learning walk structure includes cross-building opportunities, supporting the vertical articulation of curriculum and instruction. Our special education team is continuously enhancing their skills in developing high-quality IEPs by focusing on writing measurable goals and objectives, creating effective data collection systems, and implementing progress monitoring strategies to maximize student learning. At the elementary level, the team also continues to implement discrete trial instruction and is receiving coaching to improve the development of math-specific goals.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Stafford Public Schools continues to examine practices for developing a community that embraces inclusivity and belonging for all. This year, the district's Equity and Inclusion Coalition continued conducting an equity audit to understand where gaps in access may exist. The district expanded its outreach to local colleges and universities and its presence at career fairs. In addition, Stafford High School participated in EdRising to inspire students to become future educators.

The district continues to implement its Student Success Plan Scope and Sequence and Comprehensive School Counseling curriculum. The extended advisory structure at Stafford High School provides opportunities for all students to participate in college and career planning and SAT preparation. To support the transition to high school and credit attainment in Grade 9, Stafford High School has an established Freshman House program. Our elementary STEAM After School program provides scholarship opportunities, and our pre-kindergarten program offers school readiness support based on financial need.

Universal screeners, including STAR and mClass DIBELS, are utilized to inform instructional decisions and support the academic growth of all students. To foster a positive school climate, the Social Emotional Learning Committee facilitated professional learning for all educators, emphasizing de-escalation strategies and restorative practices. Furthermore, in alignment with the RULER framework, each school has developed a charter to promote a supportive and inclusive learning environment for all.

The district's classroom and school libraries, along with the Science of Reading-aligned elementary literacy program, provide students with access to texts that reflect diverse perspectives and multiple viewpoints. Special education students engage in an award-winning Unified program with their regular education peers. The Gender Sexuality Diversity Alliance (GSDA) continues to focus on teaching tolerance and inclusivity to students and staff.

Equitable Allocation of Resources among District Schools

District budget initiatives are aligned to the Strategic Educational Framework. In an effort to synthesize a fiscally responsible budget, each building receives an allocation based on enrollment and needs. Schools and departments develop budgets locally prior to district budget formation. Staff sharing across schools is creatively utilized to maximize access to courses and programs. A textbook adoption cycle equitably allocates funds for the enhancement of curricular resources aligned to standards and mandates. The district ensures student access to Chromebooks, including a one-to-one device program at the secondary level. A full-time MLL teacher supports student language development. Professional learning opportunities are differentiated to meet the individual learning needs of educators. A representative Professional Development and Evaluation Committee (PDEC) purposefully plans ongoing, job-embedded learning opportunities based on educator feedback. Grant funds enhance the resources available to support at-risk learners. The district is fortunate to receive additional resources from the PTO, Athletic Boosters, and Music and Drama Boosters to support student programming.

Appendix A

2024-25 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	1.6
Deceased	0	0.0	0.7
District/School Shut Down	0	0.0	0.0
Moved Out of State	0	0.0	1.9
Personal Reasons	0	0.0	7.3
Position Eliminated or Expired	8	61.5	7.1
Position Filled Permanently	0	0.0	0.7
Resigned (no reason given)	0	0.0	28.5
Retired	2	15.4	29.1
Teach/Admin in Other CT Dist	3	23.1	17.8
Teach/Admin in CT Nonpublic School	0	0.0	0.5
Teach/Admin Out-of-State (public or private)	0	0.0	1.1
Terminated	0	0.0	1.7
Took Job Related To Education	0	0.0	1.9
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.