

Connecticut State Department of Education

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2024-25



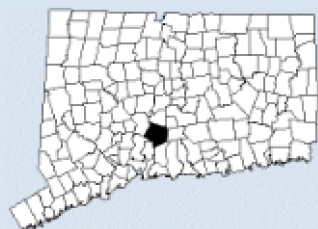
Wallingford School District

Danielle Bellizzi, Superintendent • 203-949-6500 • <https://www.wallingford.k12.ct.us/>

District Information

Grade Range	PK-12
Number of Schools/Programs	23
Enrollment	5,241
Per Pupil Expenditures	\$23,520
Total Expenditures	\$126,325,781

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	2,679	51.1	51.5
Non-Binary	*	*	0.1
American Indian or Alaska Native	7	0.1	0.2
Asian	227	4.3	5.2
Black or African American	97	1.9	12.4
Hispanic or Latino of any race	1,176	22.4	32.1
Native Hawaiian or Other Pacific Islander	6	0.1	0.1
Two or More Races	199	3.8	4.8
White	3,529	67.3	45.1
English Learners/Multilingual Learners	408	7.8	11.3
Eligible for Free or Reduced-Price Meals	1,868	35.6	44.8
Students with Disabilities	1,005	19.2	18.5

The enrollment table represents students in grades PK-12 reported by the district in the Public School Information System (i.e., PSIS Reporting District).

Students with disabilities are students with an individualized education program (IEP) only. This category does not include students with Section 504 plans or services plans.

Chronic Absenteeism and Suspension/Expulsion

Student Group	Chronic Count	Chronic Rate (%)	Suspension Count	Suspension Rate (%)
Female	312	12.7	49	1.9
Male	314	12.3	169	6.1
Non-Binary	0	*	0	*
Black or African American	16	16.5	*	*
Hispanic or Latino of any race	202	17.7	70	5.7
White	370	11.1	127	3.6
English Learners/Multilingual Learners	75	17.5	22	5.0
Eligible for Free or Reduced-Price Meals	356	19.9	127	6.2
Students with Disabilities	210	22.1	96	8.4
All Students - District	626	12.5	218	4.1
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: 806
Number of school-based arrests: Fewer than 6

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Educators

Full-Time Equivalent (FTE) Staff

Role	FTE
General Education Teachers and Instructors	408.9
General Education Paraprofessionals	59.0
Special Education Teachers and Instructors	64.0
Special Education Paraprofessionals	135.0
District Central Office Administrators	13.4
School Level Administrators	23.2
Library/Media Specialists (Certified)	12.0
Library/Media Support Staff	3.5
Instructional Specialists Who Support Teachers	20.6
Counselors, Social Workers and School Psychologists	49.3
School Nurses	13.0
Other Staff Providing Non-Instructional Services/Support	352.7

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	14.2
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	1	0.2	1.4
Black or African American	2	0.3	4.9
Hispanic or Latino of any race	8	1.4	5.3
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	2	0.3	0.3
White	577	97.8	87.9

New! Educator Attrition: 2023-24

Educator Type	District Attrition Count	District Attrition Rate (%)	State Attrition Rate (%)
All Educators	44	7.2	6.8
Teachers	37	7.7	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	16	*	14	*
Hispanic or Latino of any race	81	96.4	86	100.0
White	273	96.8	282	99.6
English Learners/Multilingual Learners	15	*	18	*
Eligible for Free or Reduced-Price Meals	121	96.0	139	99.3
Students with Disabilities	63	90.0	89	98.9
All Students - District	405	96.9	419	99.3
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	61	39.4
Emotional Disability	15	40.5
Intellectual Disability	*	*
Learning Disability	271	87.1
Other Health Impairment	169	78.2
Other Disabilities	*	*
Speech/Language Impairment	88	82.2
All Disabilities - District	609	69.4
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	159	3.2	2.9
Emotional Disability	37	0.8	1.1
Intellectual Disability	25	0.5	0.6
Learning Disability	311	6.3	6.5
Other Health Impairment	217	4.4	3.6
Other Disabilities	55	1.1	1.1
Speech/Language Impairment	114	2.3	2.0
All Disabilities	918	18.6	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	30	3.3	8.2
Private Schools or Other Settings	43	4.7	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	\$81,395,756	\$15,155	\$13,471
Support services - students	\$9,137,735	\$1,738	\$1,826
Support services - instruction	\$4,167,012	\$793	\$972
Support services - general administration	\$1,940,778	\$369	\$568
Support services - school based administration	\$7,037,190	\$1,339	\$1,274
Central and other support services	\$3,803,353	\$723	\$761
Operation and maintenance of plant	\$9,878,414	\$1,879	\$2,125
Student transportation services	\$7,051,907	\$1,495	\$1,695
Food services	.	.	\$10
Enterprise operations	\$1,913,637	\$364	\$219
Total	\$126,325,781	\$23,520	\$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	\$12,047,971	34.1	26.4
Instructional Aide Salaries	\$3,472,789	9.8	10.1
Other Salaries	\$1,230,545	3.5	10.5
Employee Benefits	\$3,776,734	10.7	13.3
Purchased Services Other Than Transportation	\$2,792,543	7.9	6.8
Special Education Tuition	\$8,404,370	23.8	22.8
Supplies	\$223,345	0.6	0.6
Property Services	\$6,345	0.0	0.4
Purchased Services For Transportation	\$3,361,334	9.5	8.7
Equipment	\$48,413	0.1	0.2
All Other Expenditures	\$2,960	0.0	0.1
Total	\$35,367,348	100.0	100.0

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

Level	Percent (%)
District	28.0
State	25.7

Expenditures by Revenue Source: 2023-24

Revenue Source	Percent of Total (%) Excluding School Construction
Local	75.2
State	20.0
Federal	3.7
Tuition & Other	1.1

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).

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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	112	72.0	112	70.1	48	71.2
Black or African American	41	54.8	41	50.5	25	58.2
Hispanic or Latino of any race	581	59.3	579	55.4	250	57.4
Native Hawaiian or Other Pacific Islander	*	*	*	*	0	N/A
Two or More Races	103	66.5	103	64.2	33	68.5
White	1,759	67.9	1,758	64.3	772	68.5
English Learners/Multilingual Learners	275	56.7	275	54.3	103	54.3
Non-English Learners/Non-Multilingual Learners	2,325	67.0	2,322	63.3	1,025	67.1
Eligible for Free or Reduced-Price Meals	891	58.8	890	54.9	358	59.3
Not Eligible for Free or Reduced-Price Meals	1,709	69.6	1,707	66.2	770	69.0
Students with Disabilities	501	46.9	500	42.8	211	44.6
Students without Disabilities	2,099	70.4	2,097	67.0	917	70.9
High Needs	1,191	57.2	1,189	53.5	483	56.4
Non-High Needs	1,409	73.3	1,408	69.8	645	73.1
All Students - District	2,600	65.9	2,597	62.3	1,128	66.0

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	92.6	65.8	79.5	74.2	1,534	77.6
Curl Up	90.8	84.3	86.3	92.5	1,527	88.5
Push Up	71.6	71.0	67.8	66.6	1,527	69.2
Mile Run/PACER	73.5	65.0	51.5	49.6	1,523	59.4
All Tests - District	58.3	40.4	39.7	34.6	1,518	42.7
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	12	*
Hispanic or Latino of any race	85	85.9
White	284	91.9
English Learners/Multilingual Learners	17	*
Eligible for Free or Reduced-Price Meals	160	83.8
Students with Disabilities	84	72.6
All Students - District	416	90.9
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	217	48.1
Male	*	*
Non-Binary	*	*
Black or African American	*	*
Hispanic or Latino of any race	54	31.8
White	261	46.2
English Learners/ Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	91	34.2
Students with Disabilities	14	8.8
All Students - District	367	43.7
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	79.6	94.9
Male	*	91.0
Non-Binary	*	*
Black or African American	*	*
Hispanic or Latino of any race	53.9	89.1
White	74.8	95.5
English Learners/ Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	54.0	87.0
Students with Disabilities	46.3	73.1
All Students - District	69.9	93.2
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	65.9	75	43.9	50	87.9	64.7
ELA Performance Index	High Needs Students	57.2	75	38.1	50	76.3	54.9
Math Performance Index	All Students	62.3	75	41.5	50	83.1	61.1
Math Performance Index	High Needs Students	53.5	75	35.6	50	71.3	50.6
Science Performance Index	All Students	66.0	75	44.0	50	87.9	62.6
Science Performance Index	High Needs Students	56.4	75	37.6	50	75.2	52.1
ELA Academic Growth	All Students	62.1%	100%	62.1	100	62.1	60.6%
ELA Academic Growth	High Needs Students	57.4%	100%	57.4	100	57.4	55.7%
Math Academic Growth	All Students	60.3%	100%	60.3	100	60.3	62.3%
Math Academic Growth	High Needs Students	53.9%	100%	53.9	100	53.9	55.9%
Progress Toward English Proficiency	Literacy	66.1%	100%	33.1	50	66.1	58.7%
Progress Toward English Proficiency	Oral	64.7%	100%	32.3	50	64.7	55.7%
Chronic Absenteeism	All Students	12.5%	<=5%	35.0	50	69.9	17.2%
Chronic Absenteeism	High Needs Students	18.7%	<=5%	22.6	50	45.2	24.8%
% Taking CCR Courses	All Students	98.1%	75%	50.0	50	100.0	92.4%
% Meeting CCR Benchmark	All Students	43.7%	75%	29.1	50	58.3	47.2%
On-track to High School Graduation	All Students	95.2%	94%	50.0	50	100.0	85.9%
4-year Graduation Rate (2024 Cohort)	All Students	90.9%	94%	96.7	100	96.7	88.9%
6-year Graduation Rate (2022 Cohort)	High Needs Students	89.9%	94%	95.6	100	95.6	87.3%
Postsecondary Entrance (Class of 2024)	All Students	69.9%	75%	93.2	100	93.2	67.0%
Physical Fitness % Meeting Health Standard	All Students	42.7%	75%	28.5	50	56.9	49.0%
Arts Access	All Students	41.4%	60%	34.5	50	69.0	55.1%
Accountability Index				1075.0	1450	74.1	

Physical Fitness Estimated Participation Rate - District: 96.8% | 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	73.3	57.2	16.1	16.9	N
Math Performance Index Gap	69.8	53.5	16.3	18.4	N
Science Performance Index Gap	73.1	56.4	16.7	18.2	N
Graduation Rate Gap	94.0%	89.9%	4.1%	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	98.7
ELA	High Needs Students	98.0
Math	All Students	98.6
Math	High Needs Students	97.8
Science	All Students	98.0
Science	High Needs Students	96.2

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: 50.6

State: 50.2

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

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Narratives

School District Improvement Plans and Parental Outreach Activities

The Wallingford Public School District is committed to providing the highest quality services for students with special needs. The district continues to be committed to providing programming for all students to meet their needs. The district continually provides professional development for staff in the area of social and emotional learning to address the needs of our students and families. In addition, there is a continued focus on structured literacy training, through Literacy HOW, for elementary staff. The district also provides training for staff in the area of Universal Design for Learning. Administrators and teacher leaders across the district have regularly participated in sessions helping prepare them for future work to be conducted in this area.

As part of all of this work, the Wallingford Public School District continues to implement the special education strategic plan that directly aligns to the IDEA grant for the district. This plan provides ample opportunity for constituent feedback and ongoing review and revision. To address truancy, the Wallingford Public School District has building-level and district-level attendance committees that address student truancy. These committees consist of teachers, administrators, health staff, and other resources depending on the specifics of the child and his/her case.

The district also continues to provide McKinney Vento training for staff, and the district is implementing a variety of programming to ensure identification of all families in need. The district is taking a proactive approach in addressing its changing demographics (as noted below). The district is also partnering with local agencies for workforce and career development opportunities for our homeless families.

Wallingford Public School Schools works collaboratively with community resources including but not limited to the Spanish Community of Wallingford (SCOW), Youth and Social Services (YSS), the Boys and Girls Club, and Wallingford YMCA to plan and implement programming for students and families.

Programming with our community partners provides parents information about curriculum, instruction, safety, health and wellness, and future planning. To assist families with childcare programming was established in collaboration with both the Boys and Girls Club and Wallingford YMCA. Building and district Parent Teacher Advisory Committees (PTAC) engage parents on a regular basis with teachers and administration. In addition to the PTACs across the district, parents are engaged in PTO and also the school and district safety committee. Wallingford continues to collaborate with Connecticut parent advisory Center (CPAC) to host and offer sessions for families in our community to provide support. Once again this year, we are offering a variety of parent resources as partners in their children's education at school and at home. From upgraded single-on technology to workshops and videos for parents to access, parents will be better prepared for the new educational landscape.

Efforts to Reduce Racial, Ethnic and Economic Isolation

The Wallingford Public School District offers students opportunities to participate in state magnet schools. The district offers student access to ACES programming at Wintergreen Magnet School, Thomas Education Magnet School, and Education Center for the Arts (ECA). In addition, Wallingford has students who attend New Haven and Hartford magnet schools.

The Wallingford Public School District offers English Language (EL) and bilingual programming. The district also offers parent and student programming through adult education for families new to the United States who may be learning English and navigating a new landscape. The district attends all recruitment fairs offered by the state and local universities. As well, the district has become a partner with the TEACHCT program to encourage our internal staff and current students to pursue the teaching profession. This collaboration helps reduce barriers for potential teaching candidates through tuition assistance and scholarship opportunities.

It is the goal of the district to continue to grow its minority staff in all buildings. By offering college internships and expanding the colleges/universities from which they place student teachers, progress is being made in this area.

The district will continue to offer certified and non-certified staff professional development in the areas of diversity, equity, and inclusion. This professional development will continue throughout the year and incorporate lessons for students and families. Wallingford Public Schools has a robust Adult Education Program that provides unique connections to many families new to our community and country. Through our three diploma programs, English Learner programming, and Citizenship classes, we provide an important resource for families to successfully, safely, and confidently enter into our local and school community.

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Equitable Allocation of Resources among District Schools

Wallingford Public Schools uses many methods to ensure resources are appropriately distributed based on student needs. First, there is a per pupil allocation for instructional materials. Next, based on such indicators as special education, intervention, bilingual and English Language (EL) services needed, staffing is allocated for each school.

Student plans are reviewed individually and then appropriately planned and budgeted for annually. To ensure processes are effective, administrators and special services providers meet regularly to review needs and resource allocation. The budget process includes an impact mapping component. Administrators reviewed all school-based staff as related to direct impact on students. Student needs remained at the center of this work resulting in a constant review of equity of resources based on needs.

The budget incorporates contingency funding for additional resources found to be needed after the year has started. The Wallingford Public School District budget document includes a thorough analysis of each school and all programs within each building. This data is incorporated into the strategic plan and is shared with the community.

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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	5	18.5	9.8
Position Filled Permanently	0	0.0	0.1
Resigned (no reason given)	3	11.1	32.0
Retired	7	25.9	23.7
Teach/Admin in Other CT Dist	10	37.0	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	2	7.4	2.3
TOTAL	27		

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.