

Connecticut State Department of Education

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2024-25



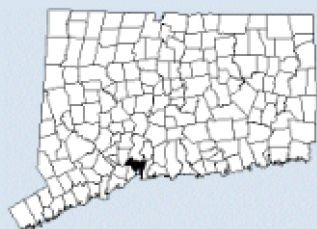
Amistad Academy District

203-773-3223 • <https://www.achievementfirst.org/schools/connecticut/>

District Information

Grade Range	K-12
Number of Schools/Programs	1
Enrollment	1,105
Per Pupil Expenditures	\$14,491
Total Expenditures	\$16,302,052

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	590	53.4	48.4
Male	*	*	51.5
Non-Binary	*	*	0.1
American Indian or Alaska Native	*	*	0.2
Asian	13	1.2	5.2
Black or African American	665	60.2	12.4
Hispanic or Latino of any race	393	35.6	32.1
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	21	1.9	4.8
White	*	*	45.1
English Learners/Multilingual Learners	147	13.3	11.3
Eligible for Free or Reduced-Price Meals	868	78.6	44.8
Students with Disabilities	101	9.1	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	168	29.7	25	4.2
Male	134	26.8	31	6.0
Non-Binary	0	*	0	*
Black or African American	176	27.4	43	6.4
Hispanic or Latino of any race	114	30.2	11	2.8
White	*	*	0	*
English Learners/Multilingual Learners	34	23.4	*	*
Eligible for Free or Reduced-Price Meals	261	30.1	51	5.6
Students with Disabilities	34	34.0	8	7.0
All Students - District	302	28.3	56	5.0
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: 350
Number of school-based arrests: 0

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Educators

Full-Time Equivalent (FTE) Staff

Role	FTE
General Education Teachers and Instructors	94.0
General Education Paraprofessionals	25.0
Special Education Teachers and Instructors	7.0
Special Education Paraprofessionals	0.0
District Central Office Administrators	0.0
School Level Administrators	19.0
Library/Media Specialists (Certified)	0.0
Library/Media Support Staff	0.0
Instructional Specialists Who Support Teachers	5.0
Counselors, Social Workers and School Psychologists	5.0
School Nurses	2.0
Other Staff Providing Non-Instructional Services/Support	64.0

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	8.3
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	5	3.9	1.4
Black or African American	48	36.9	4.9
Hispanic or Latino of any race	25	19.2	5.3
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.3
White	52	40.0	87.9

New! Educator Attrition: 2023-24

Educator Type	District Attrition Count	District Attrition Rate (%)	State Attrition Rate (%)
All Educators	44	33.3	6.8
Teachers	44	41.1	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	31	100.0	31	100.0
Hispanic or Latino of any race	23	100.0	23	100.0
White	N/A	N/A	N/A	N/A
English Learners/Multilingual Learners	*	*	6	*
Eligible for Free or Reduced-Price Meals	36	100.0	38	100.0
Students with Disabilities	*	*	*	*
All Students - District	54	100.0	54	100.0
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	N/A	N/A
Emotional Disability	N/A	N/A
Intellectual Disability	N/A	N/A
Learning Disability	N/A	N/A
Other Health Impairment	N/A	N/A
Other Disabilities	N/A	N/A
Speech/Language Impairment	N/A	N/A
All Disabilities - District	N/A	N/A
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	N/A	N/A	2.9
Emotional Disability	N/A	N/A	1.1
Intellectual Disability	N/A	N/A	0.6
Learning Disability	N/A	N/A	6.5
Other Health Impairment	N/A	N/A	3.6
Other Disabilities	N/A	N/A	1.1
Speech/Language Impairment	N/A	N/A	2.0
All Disabilities	N/A	N/A	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	N/A	N/A	8.2
Private Schools or Other Settings	N/A	N/A	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	\$9,402,589	\$8,358	\$13,471
Support services - students	\$1,277,626	\$1,136	\$1,826
Support services - instruction	\$292,121	\$260	\$972
Support services - general administration	.	.	\$568
Support services - school based administration	\$2,296,665	\$2,041	\$1,274
Central and other support services	\$1,923,809	\$1,710	\$761
Operation and maintenance of plant	\$835,979	\$743	\$2,125
Student transportation services	\$273,263	\$228	\$1,695
Food services	.	.	\$10
Enterprise operations	.	.	\$219
Total	\$16,302,052	\$14,491	\$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	\$1,273,833	66.7	26.4
Instructional Aide Salaries	.	.	10.1
Other Salaries	.	.	10.5
Employee Benefits	\$236,776	12.4	13.3
Purchased Services Other Than Transportation	\$285,438	14.9	6.8
Special Education Tuition	.	.	22.8
Supplies	\$17,843	0.9	0.6
Property Services	.	.	0.4
Purchased Services For Transportation	.	.	8.7
Equipment	\$93,126	4.9	0.2
All Other Expenditures	\$2,296	0.1	0.1
Total	\$1,909,313	100.0	100.0

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

Level	Percent (%)
District	11.7
State	25.7

Expenditures by Revenue Source: 2023-24

Revenue Source	Percent of Total (%) Excluding School Construction
Local	1.8
State	81.2
Federal	16.9
Tuition & Other	0.1

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).

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	*	*	*	*	*	*
Asian	11	*	11	*	6	*
Black or African American	356	57.2	354	51.2	131	54.8
Hispanic or Latino of any race	195	59.2	194	56.3	75	57.0
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	13	*	13	*	*	*
White	*	*	*	*	*	*
English Learners/Multilingual Learners	102	59.6	102	56.4	39	55.6
Non-English Learners/Non-Multilingual Learners	482	57.8	479	52.4	180	56.1
Eligible for Free or Reduced-Price Meals	471	56.3	469	51.3	180	54.8
Not Eligible for Free or Reduced-Price Meals	113	65.6	112	60.9	39	61.7
Students with Disabilities	56	38.2	54	34.3	19	*
Students without Disabilities	528	60.2	527	55.1	200	58.0
High Needs	492	56.3	489	51.4	188	55.0
Non-High Needs	92	67.9	92	62.3	31	62.1
All Students - District	584	58.1	581	53.1	219	56.0

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	89.1	84.4	85.7	92.1	342	87.7
Curl Up	65.2	45.5	43.4	72.7	340	56.5
Push Up	63.0	40.4	44.6	63.6	341	52.8
Mile Run/PACER	66.3	36.0	25.3	37.7	341	41.9
All Tests - District	42.4	19.3	14.5	21.1	339	24.8
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	38	89.5
Hispanic or Latino of any race	23	91.3
White	*	*
English Learners/Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	46	91.3
Students with Disabilities	*	*
All Students - District	63	90.5
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	26	46.4
Male	18	34.6
Non-Binary	N/A	N/A
Black or African American	26	41.9
Hispanic or Latino of any race	18	39.1
White	N/A	N/A
English Learners/ Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	26	35.1
Students with Disabilities	0	*
All Students - District	44	40.7
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	80.6	87.5
Male	75.0	*
Non-Binary	N/A	N/A
Black or African American	83.8	85.2
Hispanic or Latino of any race	66.7	*
White	*	N/A
English Learners/ Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	77.8	78.1
Students with Disabilities	*	*
All Students - District	78.3	83.0
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	58.1	75	38.8	50	77.5	64.7
ELA Performance Index	High Needs Students	56.3	75	37.5	50	75.1	54.9
Math Performance Index	All Students	53.1	75	35.4	50	70.9	61.1
Math Performance Index	High Needs Students	51.4	75	34.3	50	68.6	50.6
Science Performance Index	All Students	56.0	75	37.3	50	74.7	62.6
Science Performance Index	High Needs Students	55.0	75	36.7	50	73.4	52.1
ELA Academic Growth	All Students	56.8%	100%	56.8	100	56.8	60.6%
ELA Academic Growth	High Needs Students	54.5%	100%	54.5	100	54.5	55.7%
Math Academic Growth	All Students	70.2%	100%	70.2	100	70.2	62.3%
Math Academic Growth	High Needs Students	68.3%	100%	68.3	100	68.3	55.9%
Progress Toward English Proficiency	Literacy	55.9%	100%	28.0	50	55.9	58.7%
Progress Toward English Proficiency	Oral	55.8%	100%	27.9	50	55.8	55.7%
Chronic Absenteeism	All Students	28.3%	<=5%	3.4	50	6.8	17.2%
Chronic Absenteeism	High Needs Students	30.0%	<=5%	0.0	50	0.0	24.8%
% Taking CCR Courses	All Students	100.0%	75%	50.0	50	100.0	92.4%
% Meeting CCR Benchmark	All Students	40.7%	75%	27.2	50	54.3	47.2%
On-track to High School Graduation	All Students	28.3%	94%	15.1	50	30.1	85.9%
4-year Graduation Rate (2024 Cohort)	All Students	90.5%	94%	96.3	100	96.3	88.9%
6-year Graduation Rate (2022 Cohort)	High Needs Students	96.2%	94%	100.0	100	100.0	87.3%
Postsecondary Entrance (Class of 2024)	All Students	78.3%	75%	100.0	100	100.0	67.0%
Physical Fitness % Meeting Health Standard	All Students	24.8%	75%	16.5	50	33.0	49.0%
Arts Access	All Students	37.3%	60%	31.1	50	62.2	55.1%
Accountability Index				965.2	1450	66.6	

Physical Fitness Estimated Participation Rate - District: 96.6% | 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	67.9	56.3	11.6	16.9	N
Math Performance Index Gap	62.3	51.4	10.9	18.4	N
Science Performance Index Gap	62.1	55.0	7.1	18.2	N
Graduation Rate Gap	.	96.2%	.	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	98.4
Math	All Students	98.1
Math	High Needs Students	97.8
Science	All Students	95.7
Science	High Needs Students	95.9

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: 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

Amistad Academy, part of the Achievement First (AF) network, benefits from cutting-edge research, training, and support to provide differentiated instruction for students with special needs. The Team Special Services collaborates with our school's special services leaders to design tailored interventions, while AF's curriculum and special education teams work together to implement best practices. Special education cohort meetings further support collaboration and resource sharing.

Guided by our Special Services Playbook, a manual for school leaders, special services leaders, and teachers in identifying and addressing student needs, staff use tools to create inclusive environments, ensuring that all scholars achieve academically and behaviorally at high levels. Co-teaching is a key strategy utilized at Amistad to reach inclusiveness and a least restrictive environment. This approach allows more data collection, feedback, and targeted support in leading students to the same rigorous academic and behavioral outcomes. Amistad partners with the New Haven district on IEP processes and uses the CT SEDS system, and meets monthly with district teams. Families are actively involved in IEP meetings and engage regularly with special education teachers through events, progress report nights, and weekly updates. AF partners with external and internal professional development experts to enhance inclusive practices.

Maintaining high daily attendance and low chronic absenteeism remain top priorities, especially post-COVID. Our principals set the vision for school attendance and student culture. Families are informed on our daily attendance goals and partner with us in getting their child to school every day. Our social workers help reduce attendance barriers by providing additional support as needed. School staff reach out to families to determine the reason for a student's absence, which is critical in unearthing the root causes. The attendance committee meets regularly to review attendance data, identify additional supports that students may need, and find ways to celebrate/incentivize strong attendance habits. Amistad continues to focus on ensuring student safety and maintaining family engagement as core components of student attendance. Families receive frequent communication from teachers and school staff to engage in learning activities. Report card nights continue to be well attended. Family engagement is central at Amistad. Teachers and staff maintain frequent communication via email, phone, text, and ParentSquare, ensuring content is accessible in families' preferred languages. Community outreach and student recruitment is led by a dedicated Senior Community Outreach Associate who coordinates efforts and explores partnerships with the community our school serves.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Amistad Academy's mission is to prepare every student to excel in college and career, deepen their knowledge of self and community, and lead lives of purpose. In partnership with our families and communities, we work to disrupt the legacy of inequity in education. We believe fulfilling this mission and reducing achievement gaps based on race and economic status, will reduce the isolation for our scholars. We aim for our schools to reflect the demographic composition of the neighborhoods we serve, and prepare our scholars to achieve academic success, and career and college readiness. The schools partner with the Achievement First's recruitment team to execute a comprehensive recruitment strategy consisting of direct outreach, Refer A Friend campaigns, information sessions, school-based open houses, presentations at local education agencies and community based organizations, neighborhood canvassing at nearby high-density housing and building locations, and geo-targeted mailings to reach families across the region. Our recruitment team leverages partnerships with local universities and organizations that support educators from diverse backgrounds. Notable partnerships include The National Fellowship for Black and Latino Male Educators and Profound Gentlemen, which help us intentionally diversify and support our candidate pool. We have designed and implemented training for all hiring managers to ensure our interview practices mitigate implicit bias, allowing all prospective staff to have an equitable interview process. Additionally, we advertise our career openings across diverse areas and websites to build brand awareness and attract candidates of all demographics and backgrounds. Preparation for the college experience begins in 9th grade with the Foundations of Leadership course, a 4-year program designed to help scholars navigate the more complex high school and post-secondary school world, with an emphasis on overcoming obstacles through effort. Each year culminates in scholars completing high stakes applications, preparing them for the college application process. High school scholars apply to and attend a variety of summer programs to prepare for the college experience and the diverse populations they will encounter when moving onto college.

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Equitable Allocation of Resources among District Schools

Amistad Academy charter school district comprises 3 individual campuses. Decisions around resource allocation align with the district's strategic plan priorities and goals. Each school has a Director of Operations (DSO) who is responsible for non-instructional activities, including budgeting and resource acquisition. DSOs from each school across the Achievement First (AF) network meet regularly to standardize processes, procedures, and activities. The Amistad Board of Directors reviews and approves the annual budget and the financial reports at each of their meetings, including school-level detail with key comparable metrics. Financial reporting is centralized; AF's Chief Financial Officer ensures resources are allocated comparably throughout the network. Amistad Academy regularly reviews data and adjusts the resource allocation process to remain responsive to evolving student needs and maintain equity. This review may include input from school administrators, teachers, parents, and community stakeholders. Adjustments may be made based on changes in student demographics, academic performance, or other relevant factors to address the school's needs in line with the strategic plan.

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Amistad Academy 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	0	0.0	9.8
Position Filled Permanently	0	0.0	0.1
Resigned (no reason given)	34	97.1	32.0
Retired	0	0.0	23.7
Teach/Admin in Other CT Dist	1	2.9	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	35		

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.