

# Connecticut State Department of Education

## DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2024-25



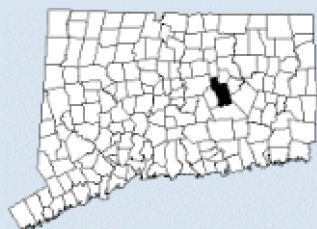
### Hebron School District

Thomas Baird, Superintendent • 860-228-2577 • <http://www.hebron.k12.ct.us>

#### District Information

|                            |              |
|----------------------------|--------------|
| Grade Range                | PK-6         |
| Number of Schools/Programs | 2            |
| Enrollment                 | 681          |
| Per Pupil Expenditures     | \$19,816     |
| Total Expenditures         | \$14,049,715 |

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                                    | 328            | 48.2                 | 48.4              |
| Male                                      | 353            | 51.8                 | 51.5              |
| Non-Binary                                | 0              | 0.0                  | 0.1               |
| American Indian or Alaska Native          | *              | *                    | 0.2               |
| Asian                                     | 10             | 1.5                  | 5.2               |
| Black or African American                 | *              | *                    | 12.4              |
| Hispanic or Latino of any race            | 35             | 5.1                  | 32.1              |
| Native Hawaiian or Other Pacific Islander | 0              | 0.0                  | 0.1               |
| Two or More Races                         | 28             | 4.1                  | 4.8               |
| White                                     | 598            | 87.8                 | 45.1              |
| English Learners/Multilingual Learners    | *              | *                    | 11.3              |
| Eligible for Free or Reduced-Price Meals  | 117            | 17.2                 | 44.8              |
| Students with Disabilities                | 102            | 15.0                 | 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                                   | 26            | 8.8              | *                | *                   |
| Male                                     | 18            | 5.7              | *                | *                   |
| Non-Binary                               | N/A           | N/A              | N/A              | N/A                 |
| Black or African American                | 0             | *                | 0                | *                   |
| Hispanic or Latino of any race           | 7             | 23.3             | *                | *                   |
| White                                    | 34            | 6.3              | *                | *                   |
| English Learners/Multilingual Learners   | 0             | *                | 0                | *                   |
| Eligible for Free or Reduced-Price Meals | 18            | 17.0             | 8                | 5.8                 |
| Students with Disabilities               | 10            | 9.5              | *                | *                   |
| All Students - District                  | 44            | 7.2              | 18               | 2.6                 |
| 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: 45**  
**Number of school-based arrests: 0**

# District Profile and Performance Report for School Year 2024-25

## Hebron School District

### Educators

#### Full-Time Equivalent (FTE) Staff

| Role                                                     | FTE  |
|----------------------------------------------------------|------|
| General Education Teachers and Instructors               | 53.3 |
| General Education Paraprofessionals                      | 3.0  |
| Special Education Teachers and Instructors               | 8.0  |
| Special Education Paraprofessionals                      | 24.2 |
| District Central Office Administrators                   | 3.0  |
| School Level Administrators                              | 4.0  |
| Library/Media Specialists (Certified)                    | 2.0  |
| Library/Media Support Staff                              | 0.0  |
| Instructional Specialists Who Support Teachers           | 4.0  |
| Counselors, Social Workers and School Psychologists      | 4.0  |
| School Nurses                                            | 4.0  |
| Other Staff Providing Non-Instructional Services/Support | 42.0 |

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 | 13.8                                                              |
| 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              | 1.3                  | 1.4               |
| Black or African American                 | 0              | 0.0                  | 4.9               |
| Hispanic or Latino of any race            | 0              | 0.0                  | 5.3               |
| Native Hawaiian or Other Pacific Islander | 1              | 1.3                  | 0.1               |
| Two or More Races                         | 0              | 0.0                  | 0.3               |
| White                                     | 77             | 97.5                 | 87.9              |

#### New! Educator Attrition: 2023-24

| Educator Type | District Attrition Count | District Attrition Rate (%) | State Attrition Rate (%) |
|---------------|--------------------------|-----------------------------|--------------------------|
| All Educators | 9                        | 11.1                        | 6.8                      |
| Teachers      | 8                        | 12.7                        | 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

#### Students with Disabilities Spending 80% or Greater Time with Nondisabled Peers

| Disability                  | Count | Rate (%) |
|-----------------------------|-------|----------|
| Autism                      | *     | *        |
| Emotional Disability        | *     | *        |
| Intellectual Disability     | N/A   | N/A      |
| Learning Disability         | 26    | 96.3     |
| Other Health Impairment     | 20    | 95.2     |
| Other Disabilities          | N/A   | N/A      |
| Speech/Language Impairment  | 13    | *        |
| All Disabilities - District | 68    | 88.3     |
| All Disabilities - State    |       | 68.0     |

This table represents students ages 6-21 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

# District Profile and Performance Report for School Year 2024-25

## Hebron School District

### Students with Disabilities by Primary Disability

| Disability                 | District Count | District Rate (%) | State Rate (%) |
|----------------------------|----------------|-------------------|----------------|
| Autism                     | 16             | 2.6               | 2.9            |
| Emotional Disability       | *              | *                 | 1.1            |
| Intellectual Disability    | 0              | 0.0               | 0.6            |
| Learning Disability        | 27             | 4.3               | 6.5            |
| Other Health Impairment    | 21             | 3.4               | 3.6            |
| Other Disabilities         | *              | *                 | 1.1            |
| Speech/Language Impairment | 20             | 3.2               | 2.0            |
| All Disabilities           | 89             | 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 | *              | *                 | 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                                    | \$8,321,633         | \$11,737                | \$13,471             |
| Support services - students                    | \$1,309,323         | \$1,868                 | \$1,826              |
| Support services - instruction                 | \$870,824           | \$1,242                 | \$972                |
| Support services - general administration      | \$398,403           | \$568                   | \$568                |
| Support services - school based administration | \$603,071           | \$860                   | \$1,274              |
| Central and other support services             | \$715,657           | \$1,021                 | \$761                |
| Operation and maintenance of plant             | \$1,287,322         | \$1,836                 | \$2,125              |
| Student transportation services                | \$543,482           | \$931                   | \$1,695              |
| Food services                                  | .                   | .                       | \$10                 |
| Enterprise operations                          | .                   | .                       | \$219                |
| Total                                          | \$14,049,715        | \$19,816                | \$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                             | \$1,188,035         | 30.5                 | 26.4              |
| Instructional Aide Salaries                  | \$898,045           | 23.1                 | 10.1              |
| Other Salaries                               | \$476,169           | 12.2                 | 10.5              |
| Employee Benefits                            | \$631,000           | 16.2                 | 13.3              |
| Purchased Services Other Than Transportation | \$43,474            | 1.1                  | 6.8               |
| Special Education Tuition                    | \$481,358           | 12.4                 | 22.8              |
| Supplies                                     | \$27,185            | 0.7                  | 0.6               |
| Property Services                            | .                   | .                    | 0.4               |
| Purchased Services For Transportation        | \$142,890           | 3.7                  | 8.7               |
| Equipment                                    | \$1,614             | 0.0                  | 0.2               |
| All Other Expenditures                       | .                   | .                    | 0.1               |
| Total                                        | \$3,889,770         | 100.0                | 100.0             |

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

| Level    | Percent (%) |
|----------|-------------|
| District | 27.7        |
| State    | 25.7        |

### Expenditures by Revenue Source: 2023-24

| Revenue Source  | Percent of Total (%) Excluding School Construction |
|-----------------|----------------------------------------------------|
| Local           | 70.8                                               |
| State           | 25.1                                               |
| Federal         | 4.0                                                |
| 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

## Hebron School District

### Performance and Accountability

#### District Performance Index (DPI)

A District Performance Index (DPI) is the average performance of students in a subject area (i.e., English Language Arts(ELA), Mathematics or Science) on the state summative assessments. The DPI ranges from 0-100. A DPI is reported for all students tested in a district and for students in each individual student group. Connecticut's ultimate target for a DPI is 75.

| Student Group                                  | ELA Count | ELA DPI | Math Count | Math DPI | Science Count | Science DPI |
|------------------------------------------------|-----------|---------|------------|----------|---------------|-------------|
| American Indian or Alaska Native               | *         | *       | *          | *        | *             | *           |
| Asian                                          | 7         | *       | 7          | *        | *             | *           |
| Black or African American                      | *         | *       | *          | *        | *             | *           |
| Hispanic or Latino of any race                 | 12        | *       | 12         | *        | *             | *           |
| Native Hawaiian or Other Pacific Islander      | 0         | N/A     | 0          | N/A      | 0             | N/A         |
| Two or More Races                              | 12        | *       | 12         | *        | *             | *           |
| White                                          | 318       | 77.2    | 318        | 74.3     | 82            | 77.8        |
| English Learners/Multilingual Learners         | *         | *       | *          | *        | *             | *           |
| Non-English Learners/Non-Multilingual Learners | *         | *       | *          | *        | *             | *           |
| Eligible for Free or Reduced-Price Meals       | 54        | 72.8    | 54         | 69.9     | 8             | *           |
| Not Eligible for Free or Reduced-Price Meals   | 302       | 77.2    | 302        | 74.3     | 80            | 77.1        |
| Students with Disabilities                     | 61        | 57.5    | 61         | 52.7     | 11            | *           |
| Students without Disabilities                  | 295       | 80.4    | 295        | 77.9     | 77            | 79.9        |
| High Needs                                     | 101       | 65.7    | 101        | 61.3     | 18            | *           |
| Non-High Needs                                 | 255       | 80.8    | 255        | 78.5     | 70            | 80.2        |
| All Students - District                        | 356       | 76.5    | 356        | 73.6     | 88            | 77.1        |

#### 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          | 98.9                | 92.7                | N/A                 | N/A            | 175                     | 96.0                          |
| Curl Up              | 81.7                | 73.2                | N/A                 | N/A            | 175                     | 77.7                          |
| Push Up              | 90.2                | 89.0                | N/A                 | N/A            | 174                     | 89.7                          |
| Mile Run/PACER       | 78.0                | 75.6                | N/A                 | N/A            | 173                     | 76.9                          |
| All Tests - District | 61.5                | 63.4                | N/A                 | N/A            | 173                     | 62.4                          |
| All Tests - State    | 55.8                | 51.4                | 46.0                | 43.6           |                         | 49.0                          |

The Connecticut Physical Fitness Assessment (CPFA) is administered to students in Grades 4, 6, 8 and High School (HS). The health-related fitness scores gathered through the CPFA should be used to educate and motivate children and their families to increase physical activity and develop lifetime fitness habits.

**Note: Only students assessed in all four areas are included in the All Tests calculation**

# District Profile and Performance Report for School Year 2024-25

## Hebron 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        | 76.5       | 75     | 50.0          | 50         | 100.0           | 64.7                     |
| ELA Performance Index                      | High Needs Students | 65.7       | 75     | 43.8          | 50         | 87.6            | 54.9                     |
| Math Performance Index                     | All Students        | 73.6       | 75     | 49.1          | 50         | 98.2            | 61.1                     |
| Math Performance Index                     | High Needs Students | 61.3       | 75     | 40.9          | 50         | 81.8            | 50.6                     |
| Science Performance Index                  | All Students        | 77.1       | 75     | 50.0          | 50         | 100.0           | 62.6                     |
| Science Performance Index                  | High Needs Students | .          | 75     | .             | .          | .               | 52.1                     |
| ELA Academic Growth                        | All Students        | 66.8%      | 100%   | 66.8          | 100        | 66.8            | 60.6%                    |
| ELA Academic Growth                        | High Needs Students | 63.8%      | 100%   | 63.8          | 100        | 63.8            | 55.7%                    |
| Math Academic Growth                       | All Students        | 80.4%      | 100%   | 80.4          | 100        | 80.4            | 62.3%                    |
| Math Academic Growth                       | High Needs Students | 71.3%      | 100%   | 71.3          | 100        | 71.3            | 55.9%                    |
| Progress Toward English Proficiency        | Literacy            | .          | 100%   | .             | .          | .               | 58.7%                    |
| Progress Toward English Proficiency        | Oral                | .          | 100%   | .             | .          | .               | 55.7%                    |
| Chronic Absenteeism                        | All Students        | 7.2%       | <=5%   | 45.6          | 50         | 91.2            | 17.2%                    |
| Chronic Absenteeism                        | High Needs Students | 11.4%      | <=5%   | 37.2          | 50         | 74.3            | 24.8%                    |
| % Taking CCR Courses                       | All Students        | .          | 75%    | .             | .          | .               | 92.4%                    |
| % Meeting CCR Benchmark                    | All Students        | .          | 75%    | .             | .          | .               | 47.2%                    |
| On-track to High School Graduation         | All Students        | .          | 94%    | .             | .          | .               | 85.9%                    |
| 4-year Graduation Rate (2024 Cohort)       | All Students        | .          | 94%    | .             | .          | .               | 88.9%                    |
| 6-year Graduation Rate (2022 Cohort)       | High Needs Students | .          | 94%    | .             | .          | .               | 87.3%                    |
| Postsecondary Entrance (Class of 2024)     | All Students        | .          | 75%    | .             | .          | .               | 67.0%                    |
| Physical Fitness % Meeting Health Standard | All Students        | 62.4%      | 75%    | 41.6          | 50         | 83.2            | 49.0%                    |
| Arts Access                                | All Students        | .          | 60%    | .             | .          | .               | 55.1%                    |
| <b>Accountability Index</b>                |                     |            |        | <b>640.4</b>  | <b>800</b> | <b>80.1</b>     |                          |

Physical Fitness Estimated Participation Rate - District: 99.4% | 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                | 65.7            | 9.3         | 16.9                    | N                  |
| Math Performance Index Gap    | 75.0                | 61.3            | 13.7        | 18.4                    | N                  |
| Science Performance Index Gap | 75.0                | .               | .           | 18.2                    | N                  |
| Graduation Rate Gap           | .                   | .               | .           | .                       |                    |

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        | 99.7                   |
| ELA     | High Needs Students | 100.0                  |
| Math    | All Students        | 99.7                   |
| Math    | High Needs Students | 100.0                  |
| Science | All Students        | 100.0                  |
| Science | High Needs Students | .                      |

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>

# District Profile and Performance Report for School Year 2024-25

## Hebron School District

### Narratives

#### **School District Improvement Plans and Parental Outreach Activities**

As we reopened schools in 2020-2021, the district began implementation of a new SEL program Choose Love. This began with staff training, implementation of the program with students, and a family information night. We are now in our 5th year of implementation and continue to welcome other districts interested in the Choose Love program. To improve communications with families we established a district Facebook page and implemented text message features with our School Messenger program. We use this platform to both inform families and celebrate the work of our students. Our District Advancement Plan has three goals: Academic and Artistic Excellence, Wellness and Family Engagement, and District Operations. Our specific focus for Family Engagement is to implement research-based practices to engage families and the community as partners. In the last few years we have increased the number of evening events for families and launched an annual book study for families. Our monthly newsletter, Bright Futures, provides an overview of our district advancement work and recent student celebrations.

#### **Efforts to Reduce Racial, Ethnic and Economic Isolation**

The Hebron Public School system remains committed to reduce racial, ethnic, and economic isolation through local regional school and district programs. Our SEL program Choose Love focuses on courage, gratitude, forgiveness and compassion in action. We have completed audits of our curriculum and instructional materials with an eye towards inclusivity and representation. This included expanding our reading materials selection within the classroom and school library to include more diverse options of materials for students.

# District Profile and Performance Report for School Year 2024-25

## Hebron School District

### **Equitable Allocation of Resources among District Schools**

Gilead Hill School and Hebron Elementary School are the two elementary schools in Hebron, CT, a rural community with a population of just under 10,000. Gilead Hill School houses grades PreK - 2 and Hebron Elementary School encompasses grades 3 - 6. Since the Hebron School District is a single elementary district, with no overlap of grades in the two schools, resources are allocated equally for all students. To that end, there remains one PTA organization in the district, rather than a PTA at both schools. District committees are constructed with equitable representation from both schools for the purpose of maintaining an even proportion of resources and input required to make thoughtful decisions. The budget is prepared to support the district mission, vision, and District Advancement Plan. This process ensures that the budget is allocated appropriately by school and by program. The resource allocation continually reflects the priorities and goals of the Board of Education.

# District Profile and Performance Report for School Year 2024-25

## Hebron 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                           | 1              | 20.0                 | 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                             | 2              | 40.0                 | 6.7               |
| Position Eliminated or Expired               | 1              | 20.0                 | 9.8               |
| Position Filled Permanently                  | 0              | 0.0                  | 0.1               |
| Resigned (no reason given)                   | 0              | 0.0                  | 32.0              |
| Retired                                      | 1              | 20.0                 | 23.7              |
| Teach/Admin in Other CT Dist                 | 0              | 0.0                  | 18.0              |
| Teach/Admin in CT Nonpublic School           | 0              | 0.0                  | 0.1               |
| Teach/Admin Out-of-State (public or private) | 0              | 0.0                  | 1.3               |
| Terminated                                   | 0              | 0.0                  | 1.2               |
| Took Job Related To Education                | 0              | 0.0                  | 2.3               |
| TOTAL                                        | 5              |                      |                   |

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.