

Connecticut State Department of Education

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2024-25



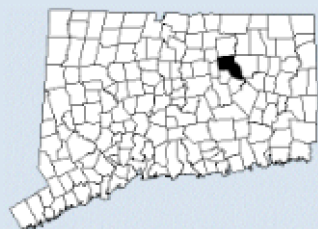
Coventry School District

David Petrone, Superintendent • 860-742-7317 • <http://www.coventrypublicschools.org>

District Information

Grade Range	PK-12
Number of Schools/Programs	7
Enrollment	1,612
Per Pupil Expenditures	\$18,654
Total Expenditures	\$31,768,302

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>

Contents

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

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	814	50.5	48.4
Male	798	49.5	51.5
Non-Binary	0	0.0	0.1
American Indian or Alaska Native	*	*	0.2
Asian	19	1.2	5.2
Black or African American	13	0.8	12.4
Hispanic or Latino of any race	142	8.8	32.1
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	70	4.3	4.8
White	1,363	84.6	45.1
English Learners/Multilingual Learners	20	1.2	11.3
Eligible for Free or Reduced-Price Meals	438	27.2	44.8
Students with Disabilities	251	15.6	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	74	9.7	10	1.2
Male	67	9.0	38	4.7
Non-Binary	N/A	N/A	N/A	N/A
Black or African American	*	*	*	*
Hispanic or Latino of any race	17	13.3	7	4.7
White	106	8.3	36	2.6
English Learners/Multilingual Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	64	15.6	25	5.5
Students with Disabilities	37	15.9	18	6.0
All Students - District	141	9.4	48	2.9
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: 0
Number of school-based arrests: 0

District Profile and Performance Report for School Year 2024-25

Coventry School District

Educators

Full-Time Equivalent (FTE) Staff

Role	FTE
General Education Teachers and Instructors	124.4
General Education Paraprofessionals	10.2
Special Education Teachers and Instructors	22.0
Special Education Paraprofessionals	42.1
District Central Office Administrators	4.9
School Level Administrators	8.1
Library/Media Specialists (Certified)	4.0
Library/Media Support Staff	0.0
Instructional Specialists Who Support Teachers	13.0
Counselors, Social Workers and School Psychologists	12.0
School Nurses	4.8
Other Staff Providing Non-Instructional Services/Support	86.0

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	10.5
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	2	1.1	1.4
Black or African American	1	0.5	4.9
Hispanic or Latino of any race	4	2.1	5.3
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	1	0.5	0.3
White	183	95.8	87.9

New! Educator Attrition: 2023-24

Educator Type	District Attrition Count	District Attrition Rate (%)	State Attrition Rate (%)
All Educators	32	16.8	6.8
Teachers	29	19.6	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	0	*	*	*
Hispanic or Latino of any race	*	*	6	*
White	101	98.1	89	98.9
English Learners/Multilingual Learners	0	*	*	*
Eligible for Free or Reduced-Price Meals	23	100.0	23	100.0
Students with Disabilities	12	*	16	*
All Students - District	114	98.3	97	97.0
All Students - State		89.2		95.3

College-and-Career-Readiness Courses include Advanced Placement®(AP), International Baccalaureate®(IB), Career and Technical Education(CTE), workplace experience and dual credit courses.

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

Disability	Count	Rate (%)
Autism	16	57.1
Emotional Disability	17	*
Intellectual Disability	*	*
Learning Disability	73	92.4
Other Health Impairment	53	93.0
Other Disabilities	*	*
Speech/Language Impairment	13	*
All Disabilities - District	176	82.2
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

Coventry School District

Students with Disabilities by Primary Disability

Disability	District Count	District Rate (%)	State Rate (%)
Autism	29	1.9	2.9
Emotional Disability	17	1.1	1.1
Intellectual Disability	11	0.7	0.6
Learning Disability	79	5.1	6.5
Other Health Impairment	59	3.8	3.6
Other Disabilities	14	0.9	1.1
Speech/Language Impairment	25	1.6	2.0
All Disabilities	234	15.0	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	*	*	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	\$19,996,698	\$11,742	\$13,471
Support services - students	\$1,835,693	\$1,129	\$1,826
Support services - instruction	\$387,322	\$238	\$972
Support services - general administration	\$2,159,479	\$1,328	\$568
Support services - school based administration	\$1,832,831	\$1,127	\$1,274
Central and other support services	\$1,039,555	\$639	\$761
Operation and maintenance of plant	\$2,875,111	\$1,768	\$2,125
Student transportation services	\$1,641,614	\$1,121	\$1,695
Food services	.	.	\$10
Enterprise operations	.	.	\$219
Total	\$31,768,302	\$18,654	\$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	\$1,830,996	24.6	26.4
Instructional Aide Salaries	\$707,749	9.5	10.1
Other Salaries	\$1,855,710	25.0	10.5
Employee Benefits	\$1,280,937	17.2	13.3
Purchased Services Other Than Transportation	\$197,468	2.7	6.8
Special Education Tuition	\$1,112,691	15.0	22.8
Supplies	\$23,782	0.3	0.6
Property Services	.	.	0.4
Purchased Services For Transportation	\$421,877	5.7	8.7
Equipment	.	.	0.2
All Other Expenditures	\$2,258	0.0	0.1
Total	\$7,433,469	100.0	100.0

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

Level	Percent (%)
District	23.4
State	25.7

Expenditures by Revenue Source: 2023-24

Revenue Source	Percent of Total (%) Excluding School Construction
Local	68.5
State	27.9
Federal	3.5
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

Coventry 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	11	*	11	*	*	*
Black or African American	6	*	6	*	*	*
Hispanic or Latino of any race	66	74.1	66	66.9	24	74.7
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*
Two or More Races	43	74.9	43	69.7	21	79.0
White	702	75.4	700	70.3	292	76.0
English Learners/Multilingual Learners	17	*	17	*	*	*
Non-English Learners/Non-Multilingual Learners	815	75.6	813	70.2	*	*
Eligible for Free or Reduced-Price Meals	211	68.7	210	63.2	83	68.8
Not Eligible for Free or Reduced-Price Meals	621	77.6	620	72.3	262	78.2
Students with Disabilities	128	54.7	127	49.1	51	55.5
Students without Disabilities	704	79.1	703	73.8	294	79.4
High Needs	289	66.1	287	60.3	114	66.5
Non-High Needs	543	80.3	543	75.1	231	80.5
All Students - District	832	75.4	830	70.0	345	75.9

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	86.7	78.6	83.8	90.1	439	84.7
Curl Up	96.1	94.2	96.6	98.9	439	96.4
Push Up	64.8	74.8	81.2	91.2	439	77.0
Mile Run/PACER	89.8	52.4	63.2	62.6	439	68.3
All Tests - District	56.3	42.7	54.7	57.1	439	52.8
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

District Profile and Performance Report for School Year 2024-25

Coventry School District

2023-24 Cohort Graduation: Four-Year

Student Group	Cohort Count	Rate (%)
Black or African American	*	*
Hispanic or Latino of any race	7	*
White	88	95.5
English Learners/Multilingual Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	32	87.5
Students with Disabilities	12	*
All Students - District	102	95.1
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	76	74.5
Male	72	63.2
Non-Binary	N/A	N/A
Black or African American	*	*
Hispanic or Latino of any race	7	*
White	134	69.4
English Learners/ Multilingual Learners	0	*
Eligible for Free or Reduced-Price Meals	24	52.2
Students with Disabilities	*	*
All Students - District	148	68.5
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.

Copyright © 2025 The College Board. www.collegeboard.org

ACT® statistics derived from data provided by ACT, Inc.

Copyright © 2025 ACT, Inc. www.act.org

IB® statistics derived from data provided by the International Baccalaureate Organization.

Copyright © International Baccalaureate Organization 2025

College Entrance and Persistence

Student Group	Class of 2024 Entrance Rate (%)	Class of 2023 Persistence Rate (%)
Female	76.6	87.2
Male	54.9	85.2
Non-Binary	N/A	N/A
Black or African American	N/A	N/A
Hispanic or Latino of any race	*	*
White	69.4	*
English Learners/ Multilingual Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	42.9	*
Students with Disabilities	*	*
All Students - District	65.3	86.5
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

District Profile and Performance Report for School Year 2024-25

Coventry 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	75.4	75	50.0	50	100.0	64.7
ELA Performance Index	High Needs Students	66.1	75	44.1	50	88.2	54.9
Math Performance Index	All Students	70.0	75	46.7	50	93.3	61.1
Math Performance Index	High Needs Students	60.3	75	40.2	50	80.4	50.6
Science Performance Index	All Students	75.9	75	50.0	50	100.0	62.6
Science Performance Index	High Needs Students	66.5	75	44.4	50	88.7	52.1
ELA Academic Growth	All Students	68.9%	100%	68.9	100	68.9	60.6%
ELA Academic Growth	High Needs Students	64.8%	100%	64.8	100	64.8	55.7%
Math Academic Growth	All Students	70.8%	100%	70.8	100	70.8	62.3%
Math Academic Growth	High Needs Students	65.9%	100%	65.9	100	65.9	55.9%
Progress Toward English Proficiency	Literacy	.	100%	.	.	.	58.7%
Progress Toward English Proficiency	Oral	.	100%	.	.	.	55.7%
Chronic Absenteeism	All Students	9.4%	<=5%	41.3	50	82.6	17.2%
Chronic Absenteeism	High Needs Students	15.3%	<=5%	29.4	50	58.8	24.8%
% Taking CCR Courses	All Students	97.7%	75%	50.0	50	100.0	92.4%
% Meeting CCR Benchmark	All Students	68.5%	75%	45.7	50	91.4	47.2%
On-track to High School Graduation	All Students	95.5%	94%	50.0	50	100.0	85.9%
4-year Graduation Rate (2024 Cohort)	All Students	95.1%	94%	100.0	100	100.0	88.9%
6-year Graduation Rate (2022 Cohort)	High Needs Students	90.9%	94%	96.7	100	96.7	87.3%
Postsecondary Entrance (Class of 2024)	All Students	65.3%	75%	87.1	100	87.1	67.0%
Physical Fitness % Meeting Health Standard	All Students	52.8%	75%	35.2	50	70.5	49.0%
Arts Access	All Students	53.6%	60%	44.7	50	89.4	55.1%
Accountability Index				1125.9	1350	83.4	

Physical Fitness Estimated Participation Rate - District: 98.0% | 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	66.1	8.9	16.9	N
Math Performance Index Gap	75.0	60.3	14.7	18.4	N
Science Performance Index Gap	75.0	66.5	8.5	18.2	N
Graduation Rate Gap	94.0%	90.9%	3.1%	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	98.8
ELA	High Needs Students	97.0
Math	All Students	98.5
Math	High Needs Students	96.1
Science	All Students	97.8
Science	High Needs Students	95.1

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

Coventry School District

Narratives

School District Improvement Plans and Parental Outreach Activities

It is the mission of Coventry Public Schools to create an environment that prepares students for life, learning, and work in the 21st century. We are an exemplary learning community that believes in continuous improvement to support all students in the district. Coventry Grammar School introduced the FINS (Fostering an Inclusive & Nurturing Setting) program for K-2 special education students. The goal of the FINS program is to provide a smaller learning environment where students can access specialized instruction to learn the necessary social, emotional, and behavioral skills needed to participate in a traditional classroom setting. Coventry's RISE (Reaching Independence through Support and Education) Program for students ages 18-22 prepares students with daily living and vocational skills needed for success in life. RISE students gain valuable skills at the Manchester Area Conference for Churches in the areas of meal preparation and Food Pantry maintenance. RISE students have also assumed the responsibility of loading school vending machines with snacks and drinks for the staff and students. Training from the Bureau of Rehabilitation Services and the Department of Developmental Services was provided for staff, families, and students. Additionally, Coventry Academy, Coventry's alternative high school, provides students with social, emotional, behavioral, and academic support in a smaller setting. Student schedules allow for classes at the high school, academy, and online based on their needs and interests. The Coventry Police Department, in collaboration with our District Security Specialist, has partnered with Coventry Academy for regular pizza lunches. In November, Coventry Academy staff and students prepared food for their Annual Feast of Giving. Senior Academy students have prepared and will be presenting their Senior Portfolios as well as participating in end-of-year activities leading up to graduation. Parent and community involvement continues to be a priority of Coventry Public Schools. School staff engaged parents in orientation meetings, open houses, parent-teacher conferences, speakers, and parent meetings.

In addition, parents engaged with their student's team at Planning and Placement Team (PPT) and 504 meetings. These meetings provide the opportunity for school teams to partner with families in planning for effective programming for their students. Finally, a continuous district goal, and one that is woven into all schools' improvement plans, is to recruit, retain, and develop high-quality staff at every level. With the assistance of a grant, para-educators participated in two and a half days of Professional Development provided by EASTCONN on Cultivating Trauma Sensitive Classroom Practices. Certified staff engaged in professional development throughout the year and had the opportunity to explore AI in Education.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Coventry Public Schools is committed to providing opportunities for students and teachers to increase awareness of diversity and to show greater sensitivity regarding differences. The faculty and staff have established a variety of programs that celebrate racial, cultural, economic, and ethnic diversity. During the 2024-2025 school year, at Coventry High School, student clubs such as International Travel, Albert Schweitzer, and the Gay Straight Alliance support inclusion. The English and Social Studies curricula explore social and global issues. Participation in the Seal of Bi-Literacy has grown, with 33 students involved and 10 earning the seal. Teachers have engaged in professional learning and book studies focused on diversity and equity. At Coventry Academy (CA), staff members participated in book studies, discussing meaningful race conversations in the classroom. Students read and discussed a variety of texts that examined themes of class, racism, equity, and tolerance. At Capt. Nathan Hale School, the Grade 7 ELA team taught a unit based on *The Rock and the River* by Kekla Magoon, exploring Civil Rights themes. Grade 8 students attended UConn's "Multiply Your Options" STEM event for female, transgender female, and non-binary students. Social studies curriculum revisions now ensure broader representation of diverse histories and cultures. G. H. Robertson School's students explored culture through daily morning meetings, themed messages, and read-alouds linked to monthly observances like Hispanic Heritage and Black History Month. Grade 5 participated in CREC-led presentations on diversity and bullying. The school uses the Second Step curriculum and welcomed an Open Choice student in Grade 3. At Coventry Grammar School, students engage in multicultural assemblies like "Gather Here" and celebrate "Holidays Around the World." Diverse read-alouds and classroom activities are featured year-round. The school supports three Open Choice students, and the liaison attends related CREC events. Hale Early Education Center received two grants to support preschool access for low-income families and partnered with local agencies for outreach and family services.

District Profile and Performance Report for School Year 2024-25

Coventry School District

Equitable Allocation of Resources among District Schools

Coventry Public Schools is committed to issues of equity throughout all subsystems of the organization. The administration has established a site-based budgeting procedure and a budget development practice that ensures equitable allocation of resources among district schools. Categorical expenditures are analyzed on a per pupil basis and discrepancies are addressed through the budget revision process. Contractual language sets the basis for staff allocations that are consistently implemented across the district. Through the dedication and involvement of parent groups, various faculty committees, and the Board of Education, issues of equity and resources are addressed.

District Profile and Performance Report for School Year 2024-25

Coventry 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	5.3	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)	7	36.8	32.0
Retired	5	26.3	23.7
Teach/Admin in Other CT Dist	5	26.3	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	1	5.3	1.2
Took Job Related To Education	0	0.0	2.3
TOTAL	19		

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.