

# Connecticut State Department of Education

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



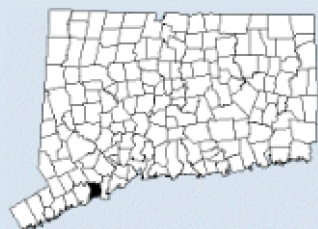
### Bridgeport School District

Carmela Levy-David, Superintendent • 203-275-1037 • <https://www.bridgeportedu.net/>

#### District Information

Grade Range	PK-12
Number of Schools/Programs	39
Enrollment	20,022
Per Pupil Expenditures	\$18,922
Total Expenditures	\$386,349,011

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	*	*	48.4
Male	10,477	52.3	51.5
Non-Binary	*	*	0.1
American Indian or Alaska Native	71	0.4	0.2
Asian	324	1.6	5.2
Black or African American	5,349	26.7	12.4
Hispanic or Latino of any race	12,226	61.1	32.1
Native Hawaiian or Other Pacific Islander	20	0.1	0.1
Two or More Races	490	2.4	4.8
White	1,542	7.7	45.1
English Learners/Multilingual Learners	6,222	31.1	11.3
Eligible for Free or Reduced-Price Meals	17,510	87.5	44.8
Students with Disabilities	4,154	20.7	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	*	*	680	6.7
Male	3,289	33.6	1,143	10.2
Non-Binary	*	*	0	*
Black or African American	1,569	30.9	687	11.9
Hispanic or Latino of any race	3,999	34.8	949	7.3
White	411	29.7	128	7.9
English Learners/Multilingual Learners	2,021	32.6	426	6.4
Eligible for Free or Reduced-Price Meals	5,699	34.8	1,652	8.9
Students with Disabilities	1,597	42.2	488	10.2
All Students - District	6,230	33.1	1,823	8.5
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: 7,812**  
**Number of school-based arrests: Fewer than 6**

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

## Bridgeport School District

### Educators

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

Role	FTE
General Education Teachers and Instructors	1,126.5
General Education Paraprofessionals	54.0
Special Education Teachers and Instructors	214.5
Special Education Paraprofessionals	231.0
District Central Office Administrators	27.0
School Level Administrators	91.5
Library/Media Specialists (Certified)	13.5
Library/Media Support Staff	0.0
Instructional Specialists Who Support Teachers	29.6
Counselors, Social Workers and School Psychologists	114.8
School Nurses	38.5
Other Staff Providing Non-Instructional Services/Support	837.0

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	17.7
State	13.0

#### Educators by Race/Ethnicity

Race/Ethnicity	District Count	District Percent (%)	State Percent (%)
American Indian or Alaska Native	11	0.7	0.1
Asian	38	2.3	1.4
Black or African American	264	16.3	4.9
Hispanic or Latino of any race	190	11.7	5.3
Native Hawaiian or Other Pacific Islander	1	0.1	0.1
Two or More Races	9	0.6	0.3
White	1,111	68.4	87.9

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

Educator Type	District Attrition Count	District Attrition Rate (%)	State Attrition Rate (%)
All Educators	205	12.3	6.8
Teachers	176	12.6	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	281	74.3	373	93.5
Hispanic or Latino of any race	493	73.3	677	93.0
White	66	78.6	77	91.7
English Learners/Multilingual Learners	166	58.2	245	86.0
Eligible for Free or Reduced-Price Meals	738	74.8	1,012	93.4
Students with Disabilities	155	74.5	312	91.8
All Students - District	904	74.7	1,188	93.1
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	120	22.1
Emotional Disability	60	33.9
Intellectual Disability	44	18.2
Learning Disability	1,286	71.0
Other Health Impairment	465	61.4
Other Disabilities	30	17.3
Speech/Language Impairment	154	72.3
All Disabilities - District	2,159	55.1
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

## Bridgeport School District

### Students with Disabilities by Primary Disability

Disability	District Count	District Rate (%)	State Rate (%)
Autism	561	2.5	2.9
Emotional Disability	179	0.8	1.1
Intellectual Disability	243	1.1	0.6
Learning Disability	1,814	8.1	6.5
Other Health Impairment	767	3.4	3.6
Other Disabilities	441	2.0	1.1
Speech/Language Impairment	218	1.0	2.0
All Disabilities	4,223	18.8	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	600	14.2	8.2
Private Schools or Other Settings	141	3.3	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	\$259,864,624	\$12,727	\$13,471
Support services - students	\$20,269,519	\$1,028	\$1,826
Support services - instruction	\$5,152,020	\$261	\$972
Support services - general administration	\$2,801,094	\$142	\$568
Support services - school based administration	\$19,731,641	\$1,001	\$1,274
Central and other support services	\$17,242,639	\$875	\$761
Operation and maintenance of plant	\$31,240,272	\$1,585	\$2,125
Student transportation services	\$28,999,360	\$2,526	\$1,695
Food services	.	.	\$10
Enterprise operations	\$1,047,842	\$53	\$219
Total	\$386,349,011	\$18,922	\$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	\$24,443,779	21.3	26.4
Instructional Aide Salaries	\$10,357,357	9.0	10.1
Other Salaries	\$5,339,411	4.7	10.5
Employee Benefits	\$12,211,256	10.6	13.3
Purchased Services Other Than Transportation	\$11,938,452	10.4	6.8
Special Education Tuition	\$31,343,209	27.3	22.8
Supplies	\$199,052	0.2	0.6
Property Services	\$201,316	0.2	0.4
Purchased Services For Transportation	\$18,753,490	16.3	8.7
Equipment	\$5,841	0.0	0.2
All Other Expenditures	.	.	0.1
Total	\$114,793,164	100.0	100.0

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

Level	Percent (%)
District	29.7
State	25.7

### Expenditures by Revenue Source: 2023-24

Revenue Source	Percent of Total (%) Excluding School Construction
Local	19.3
State	59.9
Federal	19.9
Tuition & Other	0.9

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

## Bridgeport 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	37	54.2	37	48.5	16	*
Asian	162	66.3	162	62.6	70	63.6
Black or African American	2,436	49.0	2,418	42.2	1,077	44.6
Hispanic or Latino of any race	5,193	48.1	5,171	44.9	2,059	45.9
Native Hawaiian or Other Pacific Islander	10	*	10	*	6	*
Two or More Races	211	51.4	211	46.1	83	50.3
White	747	54.3	741	48.7	319	54.4
English Learners/Multilingual Learners	2,818	42.7	2,806	42.0	1,009	41.0
Non-English Learners/Non-Multilingual Learners	5,978	52.5	5,944	46.2	2,621	48.8
Eligible for Free or Reduced-Price Meals	7,834	48.3	7,789	44.0	3,198	45.8
Not Eligible for Free or Reduced-Price Meals	962	57.8	961	52.1	432	52.9
Students with Disabilities	1,810	34.9	1,780	29.9	732	34.2
Students without Disabilities	6,986	53.1	6,970	48.7	2,898	49.8
High Needs	8,156	48.2	8,110	44.0	3,314	45.7
Non-High Needs	640	64.3	640	56.2	316	57.1
All Students - District	8,796	49.4	8,750	44.9	3,630	46.7

#### 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	85.5	80.6	81.9	75.1	5,658	80.7
Curl Up	85.2	80.4	80.3	83.1	5,665	82.2
Push Up	68.5	63.6	64.7	66.4	5,650	65.8
Mile Run/PACER	75.1	70.1	59.5	50.1	5,642	63.5
All Tests - District	48.6	41.3	41.6	37.2	5,592	42.1
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

## Bridgeport School District

### 2023-24 Cohort Graduation: Four-Year

Student Group	Cohort Count	Rate (%)
Black or African American	470	78.3
Hispanic or Latino of any race	846	72.5
White	115	74.8
English Learners/Multilingual Learners	357	64.4
Eligible for Free or Reduced-Price Meals	1,216	76.4
Students with Disabilities	302	63.2
All Students - District	1,491	75.1
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	407	35.1
Male	*	*
Non-Binary	*	*
Black or African American	174	22.4
Hispanic or Latino of any race	402	28.7
White	62	36.9
English Learners/ Multilingual Learners	90	15.8
Eligible for Free or Reduced-Price Meals	570	27.5
Students with Disabilities	28	5.1
All Students - District	716	28.8
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](http://www.collegeboard.org)

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

Copyright © 2025 ACT, Inc. [www.act.org](http://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	58.7	83.6
Male	*	71.5
Non-Binary	*	N/A
Black or African American	53.5	74.0
Hispanic or Latino of any race	43.8	77.3
White	64.5	90.2
English Learners/ Multilingual Learners	31.1	69.8
Eligible for Free or Reduced-Price Meals	47.9	76.9
Students with Disabilities	32.9	68.4
All Students - District	49.7	78.6
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

## Bridgeport 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	49.4	75	32.9	50	65.8	64.7
ELA Performance Index	High Needs Students	48.2	75	32.1	50	64.2	54.9
Math Performance Index	All Students	44.9	75	29.9	50	59.8	61.1
Math Performance Index	High Needs Students	44.0	75	29.3	50	58.6	50.6
Science Performance Index	All Students	46.7	75	31.1	50	62.2	62.6
Science Performance Index	High Needs Students	45.7	75	30.4	50	60.9	52.1
ELA Academic Growth	All Students	52.0%	100%	52.0	100	52.0	60.6%
ELA Academic Growth	High Needs Students	51.4%	100%	51.4	100	51.4	55.7%
Math Academic Growth	All Students	56.7%	100%	56.7	100	56.7	62.3%
Math Academic Growth	High Needs Students	56.1%	100%	56.1	100	56.1	55.9%
Progress Toward English Proficiency	Literacy	53.3%	100%	26.7	50	53.3	58.7%
Progress Toward English Proficiency	Oral	48.8%	100%	24.4	50	48.8	55.7%
Chronic Absenteeism	All Students	33.1%	<=5%	0.0	50	0.0	17.2%
Chronic Absenteeism	High Needs Students	34.3%	<=5%	0.0	50	0.0	24.8%
% Taking CCR Courses	All Students	84.2%	75%	50.0	50	100.0	92.4%
% Meeting CCR Benchmark	All Students	28.8%	75%	19.2	50	38.4	47.2%
On-track to High School Graduation	All Students	72.4%	94%	38.5	50	77.0	85.9%
4-year Graduation Rate (2024 Cohort)	All Students	75.1%	94%	79.9	100	79.9	88.9%
6-year Graduation Rate (2022 Cohort)	High Needs Students	78.6%	94%	83.6	100	83.6	87.3%
Postsecondary Entrance (Class of 2024)	All Students	49.7%	75%	66.3	100	66.3	67.0%
Physical Fitness % Meeting Health Standard	All Students	42.1%	75%	28.1	50	56.1	49.0%
Arts Access	All Students	44.8%	60%	37.3	50	74.7	55.1%
<b>Accountability Index</b>				<b>855.9</b>	<b>1450</b>	<b>59.0</b>	

Physical Fitness Estimated Participation Rate - District: 94.7% | 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	64.3	48.2	16.1	16.9	N
Math Performance Index Gap	56.2	44.0	12.3	18.4	N
Science Performance Index Gap	57.1	45.7	11.5	18.2	N
Graduation Rate Gap	93.3%	78.6%	14.7%	8.6%	Y

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	97.3
ELA	High Needs Students	97.2
Math	All Students	96.8
Math	High Needs Students	96.7
Science	All Students	95.5
Science	High Needs Students	95.3

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: 38.7**

**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

## Bridgeport School District

### Narratives

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

Bridgeport Public Schools (BPS) stands out in its dedication to providing equitable educational opportunities for students of all abilities.

The Office of Specialized Instruction provides tailored instruction and related services, as outlined in each student's Individualized Education Plan (IEP), based on an assessment of the student's disability and individual needs. These services, which include Psychological, Speech and Language, Occupational Therapy, Physical Therapy, Health, Social Work, Hearing Impaired, Autism Consultation, Behavioral Consultation, Assistive Technology Consultation, Vocational, and Transportation support, are a testament to BPS's commitment to inclusivity. Depending on the student's needs, these services are delivered in the general education classroom or a specialized setting, ensuring every student receives the support they need.

BPS is committed to reducing chronic absenteeism through its efforts in the review and analysis of attendance data, identifying trends, highlighting successful practices, and developing comprehensive intervention strategies such as enhancing data collection systems to monitor student participation and attendance, developing tiered interventions shared with building administrators and school-based attendance teams, implementing Social and Emotional Learning (SEL) initiatives. The district's Learner Engagement and Attendance Program (LEAP) home visiting model has significantly improved outreach and data collection for students identified as chronically absent. District priorities, including diversity, equity, inclusion, and belonging (DEIB) training, Social-Emotional Learning (SEL) surveys, restorative practices, and a comprehensive school counseling curriculum, support BPS's commitment to creating an inclusive school climate. BPS continues to strengthen community partnerships to meet the evolving needs of students and families.

With a growing multilingual student population, BPS offers a comprehensive range of language services through its Newcomers Arrival Center, which addresses the needs of immigrant families. These services, including Transitional Bilingual Education, English as a Second Language, Native Language Support, Language Transition Support Services, and Tutoring Support, are designed to provide robust support for students with limited English exposure. This comprehensive approach instills confidence in stakeholders about the district's commitment to supporting multilingual students. The district also provides a language academy for students aged 14-18, ensuring they receive intensive language support before transitioning to their designated high schools.

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

BPS actively recruits students for its inter-district magnet schools using multi-media strategies.

These schools are thematically designed to engage students' interests and career paths as pre-identified by students and families. The lottery application process is accessible via the BPS website. Efforts to reduce racial, ethnic, and economic isolation are further supported by funding opportunities at the intermediate school level, which provide additional resources for culturally relevant student participation and foster early interest in Science, Technology, Engineering, Arts, and Mathematics (STEAM) fields. BPS's summer and year-long programs introduce students to coding, engineering, and the arts, where students get the opportunity to learn teachable, transferable college and career preparedness skills.

The district's recruitment and retention process for educators, administrators, and staff includes reflective and collaborative foundational work to enhance the ability to retain diverse talent. A diversity committee participates in the interview process, strengthening diversity and equity in hiring potential BPS staff. BPS continues to provide cultural competency programming and year-long social-emotional learning training for students, teachers, administrators, and families. The New Teacher Orientation Program, utilizing data from previous sessions, helps positively impact teacher retention.

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

## Bridgeport School District

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

Bridgeport Public Schools is committed to distributing financial resources equitably across all schools, utilizing a school-based budgeting model that emphasizes accountability and empowerment at the school level.

The district utilizes online systems globally for procurement and payroll. The specific needs of each school are discussed, and verified data are used to apply allocation formulas within a fair model context. Furthermore, BPS ensures that all students have access to technology by providing 1:1 devices and guidance for securing ongoing internet services. This helps students access academic, social-emotional, and experiential resources online, empowering them and enhancing their learning experience.

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

## Bridgeport 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	0	0.0	2.1
Deceased	2	1.5	0.5
District/School Shut Down	0	0.0	0.0
Moved Out of State	0	0.0	2.2
Personal Reasons	1	0.7	6.7
Position Eliminated or Expired	2	1.5	9.8
Position Filled Permanently	0	0.0	0.1
Resigned (no reason given)	73	54.5	32.0
Retired	35	26.1	23.7
Teach/Admin in Other CT Dist	17	12.7	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	4	3.0	1.2
Took Job Related To Education	0	0.0	2.3
<b>TOTAL</b>	<b>134</b>		

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.