

Connecticut State Department of Education

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2024-25



Bristol School District

Iris White, Superintendent – Acting • 860-584-7000 • www.bristol.k12.ct.us/

District Information

Grade Range	PK-12
Number of Schools/Programs	32
Enrollment	7,713
Per Pupil Expenditures	\$20,882
Total Expenditures	\$168,953,413

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	3,780	49.0	48.4
Male	3,921	50.8	51.5
Non-Binary	12	0.2	0.1
American Indian or Alaska Native	*	*	0.2
Asian	271	3.5	5.2
Black or African American	639	8.3	12.4
Hispanic or Latino of any race	2,998	38.9	32.1
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	488	6.3	4.8
White	3,306	42.9	45.1
English Learners/Multilingual Learners	561	7.3	11.3
Eligible for Free or Reduced-Price Meals	4,269	55.3	44.8
Students with Disabilities	1,688	21.9	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	695	18.8	228	5.8
Male	*	*	430	10.4
Non-Binary	*	*	0	*
Black or African American	114	18.2	93	13.9
Hispanic or Latino of any race	722	24.8	332	10.4
White	399	12.6	182	5.4
English Learners/Multilingual Learners	129	22.2	41	6.7
Eligible for Free or Reduced-Price Meals	949	24.8	494	11.0
Students with Disabilities	475	30.2	236	12.2
All Students - District	1,370	18.4	658	8.2
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: 2,049
Number of school-based arrests: 6

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Educators

Full-Time Equivalent (FTE) Staff

Role	FTE
General Education Teachers and Instructors	470.4
General Education Paraprofessionals	21.0
Special Education Teachers and Instructors	94.0
Special Education Paraprofessionals	187.0
District Central Office Administrators	17.0
School Level Administrators	32.2
Library/Media Specialists (Certified)	10.6
Library/Media Support Staff	9.0
Instructional Specialists Who Support Teachers	37.6
Counselors, Social Workers and School Psychologists	49.6
School Nurses	22.0
Other Staff Providing Non-Instructional Services/Support	367.3

In the **full-time equivalent count**, staff members working part-time in the school are counted as a fraction of full-time. For example, a teacher who works half-time in a school contributes 0.50 to the school's staff count.

Classroom Teacher Attendance: 2023-24

Level	Average Number of FTE Days Absent Due to Illness or Personal Time
District	14.8
State	13.0

Educators by Race/Ethnicity

Race/Ethnicity	District Count	District Percent (%)	State Percent (%)
American Indian or Alaska Native	1	0.1	0.1
Asian	3	0.4	1.4
Black or African American	25	3.5	4.9
Hispanic or Latino of any race	22	3.1	5.3
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	3	0.4	0.3
White	659	92.4	87.9

New! Educator Attrition: 2023-24

Educator Type	District Attrition Count	District Attrition Rate (%)	State Attrition Rate (%)
All Educators	65	9.4	6.8
Teachers	57	10.3	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	46	97.9	47	100.0
Hispanic or Latino of any race	189	95.9	217	98.6
White	256	98.8	311	98.1
English Learners/Multilingual Learners	29	90.6	34	97.1
Eligible for Free or Reduced-Price Meals	257	98.1	275	98.6
Students with Disabilities	112	97.4	150	96.8
All Students - District	544	97.8	625	98.6
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	90	36.6
Emotional Disability	26	22.2
Intellectual Disability	*	*
Learning Disability	392	75.5
Other Health Impairment	192	61.7
Other Disabilities	*	*
Speech/Language Impairment	195	90.3
All Disabilities - District	908	59.8
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	257	3.3	2.9
Emotional Disability	117	1.5	1.1
Intellectual Disability	47	0.6	0.6
Learning Disability	521	6.8	6.5
Other Health Impairment	314	4.1	3.6
Other Disabilities	105	1.4	1.1
Speech/Language Impairment	260	3.4	2.0
All Disabilities	1,621	21.1	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	83	5.1	8.2
Private Schools or Other Settings	119	7.3	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	\$115,190,536	\$14,237	\$13,471
Support services - students	\$7,616,508	\$995	\$1,826
Support services - instruction	\$6,741,616	\$881	\$972
Support services - general administration	\$1,965,635	\$257	\$568
Support services - school based administration	\$6,539,678	\$855	\$1,274
Central and other support services	\$5,418,209	\$708	\$761
Operation and maintenance of plant	\$11,820,568	\$1,545	\$2,125
Student transportation services	\$10,928,460	\$1,711	\$1,695
Food services	.	.	\$10
Enterprise operations	\$2,732,203	\$357	\$219
Total	\$168,953,413	\$20,882	\$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	\$10,874,414	19.3	26.4
Instructional Aide Salaries	\$4,620,203	8.2	10.1
Other Salaries	\$2,709,127	4.8	10.5
Employee Benefits	\$5,552,033	9.8	13.3
Purchased Services Other Than Transportation	\$5,054,732	9.0	6.8
Special Education Tuition	\$21,482,405	38.1	22.8
Supplies	\$60,252	0.1	0.6
Property Services	\$17,439	0.0	0.4
Purchased Services For Transportation	\$5,927,180	10.5	8.7
Equipment	\$59,793	0.1	0.2
All Other Expenditures	\$91,995	0.2	0.1
Total	\$56,449,574	100.0	100.0

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

Level	Percent (%)
District	33.4
State	25.7

Expenditures by Revenue Source: 2023-24

Revenue Source	Percent of Total (%) Excluding School Construction
Local	56.6
State	35.7
Federal	7.4
Tuition & Other	0.3

Revenue sources do not include state-funded Teachers' Retirement Board contributions, Connecticut Technical Education and Career System (CTECS) operations, CSDE-budgeted costs for salaries and leadership activities and other state-funded school districts (e.g., Dept. of Children and Families and Dept. of Correction).

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Performance and Accountability

District Performance Index (DPI)

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

Student Group	ELA Count	ELA DPI	Math Count	Math DPI	Science Count	Science DPI
American Indian or Alaska Native	*	*	*	*	*	*
Asian	137	66.8	136	65.6	*	*
Black or African American	338	59.9	337	52.3	147	56.2
Hispanic or Latino of any race	1,474	58.3	1,467	53.3	618	58.1
Native Hawaiian or Other Pacific Islander	*	*	*	*	0	N/A
Two or More Races	232	63.3	232	57.4	83	61.2
White	1,688	67.8	1,687	64.1	774	69.7
English Learners/Multilingual Learners	326	53.7	325	51.4	139	52.0
Non-English Learners/Non-Multilingual Learners	3,548	64.0	3,539	59.3	1,554	64.9
Eligible for Free or Reduced-Price Meals	2,053	59.0	2,044	53.6	867	57.7
Not Eligible for Free or Reduced-Price Meals	1,821	67.9	1,820	64.3	826	70.3
Students with Disabilities	765	42.7	758	36.8	332	43.8
Students without Disabilities	3,109	68.2	3,106	64.0	1,361	68.8
High Needs	2,399	57.7	2,388	52.5	1,008	57.0
Non-High Needs	1,475	72.0	1,476	68.5	685	74.0
All Students - District	3,874	63.2	3,864	58.6	1,693	63.9

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	81.5	72.1	84.6	91.8	2,143	82.4
Curl Up	75.7	88.2	88.0	94.9	2,142	86.8
Push Up	57.7	72.7	70.3	81.5	2,138	70.6
Mile Run/PACER	70.4	73.5	57.9	73.0	2,145	68.4
All Tests - District	36.9	48.5	46.8	70.4	2,135	50.6
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	49	98.0
Hispanic or Latino of any race	209	90.0
White	311	90.0
English Learners/Multilingual Learners	36	94.4
Eligible for Free or Reduced-Price Meals	366	88.5
Students with Disabilities	145	78.6
All Students - District	618	90.9
All Students - State		88.9

The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years.

Cohort count includes all students in the cohort as of the end of the 2023-24 school year.

11th and 12th Graders Demonstrating Postsecondary Readiness

Student Group	Count	Rate (%)
Female	268	45.8
Male	*	*
Non-Binary	*	*
Black or African American	31	33.0
Hispanic or Latino of any race	127	30.5
White	292	50.7
English Learners/ Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	171	31.6
Students with Disabilities	20	7.4
All Students - District	495	41.6
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	68.0	89.8
Male	53.1	80.4
Non-Binary	*	*
Black or African American	50.0	81.8
Hispanic or Latino of any race	52.2	77.8
White	69.9	90.0
English Learners/ Multilingual Learners	32.4	*
Eligible for Free or Reduced-Price Meals	49.9	78.9
Students with Disabilities	31.5	78.1
All Students - District	60.5	86.3
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	63.2	75	42.1	50	84.2	64.7
ELA Performance Index	High Needs Students	57.7	75	38.5	50	77.0	54.9
Math Performance Index	All Students	58.6	75	39.1	50	78.2	61.1
Math Performance Index	High Needs Students	52.5	75	35.0	50	70.1	50.6
Science Performance Index	All Students	63.9	75	42.6	50	85.2	62.6
Science Performance Index	High Needs Students	57.0	75	38.0	50	76.0	52.1
ELA Academic Growth	All Students	53.3%	100%	53.3	100	53.3	60.6%
ELA Academic Growth	High Needs Students	50.0%	100%	50.0	100	50.0	55.7%
Math Academic Growth	All Students	57.2%	100%	57.2	100	57.2	62.3%
Math Academic Growth	High Needs Students	53.5%	100%	53.5	100	53.5	55.9%
Progress Toward English Proficiency	Literacy	62.9%	100%	31.4	50	62.9	58.7%
Progress Toward English Proficiency	Oral	56.0%	100%	28.0	50	56.0	55.7%
Chronic Absenteeism	All Students	18.4%	<=5%	23.3	50	46.5	17.2%
Chronic Absenteeism	High Needs Students	24.0%	<=5%	12.0	50	23.9	24.8%
% Taking CCR Courses	All Students	98.2%	75%	50.0	50	100.0	92.4%
% Meeting CCR Benchmark	All Students	41.6%	75%	27.7	50	55.5	47.2%
On-track to High School Graduation	All Students	88.9%	94%	47.3	50	94.6	85.9%
4-year Graduation Rate (2024 Cohort)	All Students	90.9%	94%	96.7	100	96.7	88.9%
6-year Graduation Rate (2022 Cohort)	High Needs Students	88.7%	94%	94.4	100	94.4	87.3%
Postsecondary Entrance (Class of 2024)	All Students	60.5%	75%	80.7	100	80.7	67.0%
Physical Fitness % Meeting Health Standard	All Students	50.6%	75%	33.7	50	67.4	49.0%
Arts Access	All Students	63.6%	60%	50.0	50	100.0	55.1%
Accountability Index				1024.5	1450	70.7	

Physical Fitness Estimated Participation Rate - District: 95.8% | State: 95.6%

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in the student group or the indicator is not applicable based on grades served.

Gap Indicator	Non-High Needs Rate	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev	Is Gap an Outlier?
ELA Performance Index Gap	72.0	57.7	14.3	16.9	N
Math Performance Index Gap	68.5	52.5	16.0	18.4	N
Science Performance Index Gap	74.0	57.0	17.0	18.2	N
Graduation Rate Gap	94.0%	88.7%	5.3%	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	98.4
ELA	High Needs Students	97.9
Math	All Students	98.2
Math	High Needs Students	97.6
Science	All Students	97.3
Science	High Needs Students	96.5

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: 45.7

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

Bristol Public Schools is guided by its' mission to "Teach and Learn with Passion and Purpose", ensuring that all students are prepared to meet our Vision of the Graduate. Our students are empowered to contribute meaningfully and communicate effectively in a global society with cultural humility, self-sufficiency, and a strong academic foundation.

We are committed to continuous cycles of improvement, focused on long-term efforts in four key areas: talent development; curriculum, instruction, and assessment enhancement; operational system alignment; and the promotion of positive school climates. These strategic initiatives are grounded in our shared beliefs in high academic expectations, rigorous and coherent curriculum and assessment practices, research-based instructional practices, individualized student supports, data-informed decision making, and professional collaboration through individual improvement teams.

District-level goals serve as a foundation for school-level planning, with school leaders designing improvement plans aligned to student outcomes and the district's Indicators of Success. These include graduation rates, AP performance, literacy, and mathematics and science state assessments. This year, our strategic priorities centered on improving student academic growth and achievement as measured by the Smarter Balanced Assessment (SBA) and the SAT. These efforts were supported through initiatives in talent development, curriculum design, data analysis, organizational effectiveness, school climate, community engagement, and improved attendance.

As a learner-focused district, Bristol ensures that every student has equitable access to grade-level curriculum across all subjects and courses. Instruction is driven by students' individual needs, using the curriculum as a foundation for meeting those needs. The district continues to follow the systematic implementation of multi-tiered systems of support to ensure that teachers are focused on the expectations for learning within their curriculum.

Professional development priorities focused on collaboration among general education and special education teachers, enhancing co-teaching, and refining goals and objectives that are developed for students within their individualized educational plans. Districtwide professional learning focused on expanding students' funds of knowledge through accessing prior learning, engaging in shared learning experiences with one another, and communicating their learning effectively in writing and discourse.

Each year, Bristol families are invited to participate in a districtwide climate and connectedness survey. Results, disaggregated by school, provide valuable insights to inform school-based improvement efforts. This year, wraparound support teams actively engaged families through daily communication, home visits, and special events such as Family Math and Literacy Nights. In partnership with the LEAP program, school and district leaders explored innovative strategies to strengthen family connections both during and beyond the school day. Additionally, several schools conducted "Welcoming Schools" audits to ensure that all members of our school communities feel valued and included as active participants in our educational mission.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Bristol Public Schools views its racially and economically diverse population as an asset and engages in a variety of initiatives to prevent and reduce racial, ethnic, or economic isolation within the school community. Our primary goal has been to improve achievement for all students and close the achievement gap. We have been implementing significant curricular improvement initiatives in ELA and mathematics at all levels, guided by best practices and careful analysis of data. This work included a completely revised elementary mathematics program, as well as a revision to our elementary literacy curricula so that all teaching and learning in literacy is grounded in the science of reading. All of the curricula that have been developed in the past year began with a process in which our district Curriculum Planning Council anticipated equity issues in the development of new coursework and provided the curriculum writing committee with guiding questions and points of information to consider as they developed each equitable curriculum. Once written, each curriculum was reviewed by its committee members against a tool measuring our curriculum's impact on achieving equitable outcomes for students.

At the secondary level, Bristol has expanded the Advancement Via Individual Determination (AVID) system which provides students, who may not have set college as a goal and are from student populations underrepresented at the college level, with the academic tools to take more rigorous coursework and develop self-advocacy skills.

Bristol has also partnered with the CT Partners in Educational Leadership to lead administrators and teachers in professional learning around diversity, equity, and inclusion beliefs and practices. A team of administrators and teachers, referred to as our "Equity Champions", design professional learning experiences for teachers at their schools and meet monthly to determine the most impactful knowledge and practices our teachers should learn to better the experiences of our students.

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Equitable Allocation of Resources among District Schools

Bristol city funders continue to support the district in numerous ways, including funding positions to ensure the safety and security of our schools and the social and emotional well-being of our students. The needs of Bristol students are defined by a variety of data, including student achievement in reading and math, the percentage of students who qualify for free or reduced lunch, multilingual learners, and the specific needs of students receiving special education services. Using this data, district, state, and federal resources are allocated to best meet the needs of learners in each school. Staff are allocated among schools based on enrollment and school community needs. School leaders determine the resources necessary to fully implement all approved curricula, meeting the needs of their students equitably. Grant funds are utilized to provide preschool experiences, extended day/year learning programs, fund Family Resource Centers, and better engage parents in their child's education.

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Appendix A

2023-24 Exit Reasons for Certified Educators

Exit reasons are reported by districts in the Educator Data System (EDS) based on the information provided by exiting educators.

Exit Reason	District Count	District Percent (%)	State Percent (%)
Another Profession	1	2.0	2.1
Deceased	0	0.0	0.5
District/School Shut Down	0	0.0	0.0
Moved Out of State	1	2.0	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)	27	54.0	32.0
Retired	15	30.0	23.7
Teach/Admin in Other CT Dist	5	10.0	18.0
Teach/Admin in CT Nonpublic School	0	0.0	0.1
Teach/Admin Out-of-State (public or private)	1	2.0	1.3
Terminated	0	0.0	1.2
Took Job Related To Education	0	0.0	2.3
TOTAL	50		

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.