

Connecticut State Department of Education

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2024-25



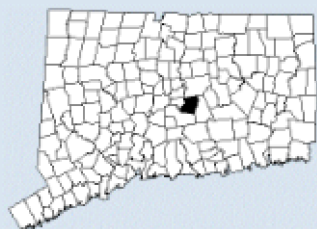
Portland School District

Charles Britton, Superintendent • 860-342-6790 • <http://www.portlandctschools.org>

District Information

Grade Range	PK-12
Number of Schools/Programs	6
Enrollment	1,250
Per Pupil Expenditures	\$21,741
Total Expenditures	\$27,611,654

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	*	*	48.4
Male	646	51.7	51.5
Non-Binary	*	*	0.1
American Indian or Alaska Native	*	*	0.2
Asian	*	*	5.2
Black or African American	57	4.6	12.4
Hispanic or Latino of any race	219	17.5	32.1
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	62	5.0	4.8
White	893	71.4	45.1
English Learners/Multilingual Learners	48	3.8	11.3
Eligible for Free or Reduced-Price Meals	364	29.1	44.8
Students with Disabilities	282	22.6	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	66	11.5	23	3.8
Male	76	12.2	71	10.8
Non-Binary	0	*	0	*
Black or African American	19	37.3	*	*
Hispanic or Latino of any race	40	19.1	30	13.2
White	72	8.4	48	5.3
English Learners/Multilingual Learners	16	33.3	13	26.5
Eligible for Free or Reduced-Price Meals	85	23.9	56	14.6
Students with Disabilities	60	23.4	40	12.8
All Students - District	142	11.9	94	7.4
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: 87
Number of school-based arrests: 0

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Educators

Full-Time Equivalent (FTE) Staff

Role	FTE
General Education Teachers and Instructors	88.6
General Education Paraprofessionals	1.0
Special Education Teachers and Instructors	19.3
Special Education Paraprofessionals	57.0
District Central Office Administrators	4.3
School Level Administrators	6.0
Library/Media Specialists (Certified)	4.0
Library/Media Support Staff	1.0
Instructional Specialists Who Support Teachers	3.0
Counselors, Social Workers and School Psychologists	12.0
School Nurses	5.0
Other Staff Providing Non-Instructional Services/Support	59.0

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	13.9
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	0	0.0	1.4
Black or African American	0	0.0	4.9
Hispanic or Latino of any race	2	1.4	5.3
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.3
White	139	98.6	87.9

New! Educator Attrition: 2023-24

Educator Type	District Attrition Count	District Attrition Rate (%)	State Attrition Rate (%)
All Educators	24	16.6	6.8
Teachers	21	18.1	7.6

Teacher Attrition Rate is defined as the percent of certified teachers who were teaching in the district in 2022-23 but were not teaching in the district in 2023-24. **All Educator Attrition Rate** is defined as the percent of certified educators who were staffed in a certified educator position in the district in 2022-23 but were not staffed in a certified educator position in the district in 2023-24.

Note: See Appendix A for exit reasons.

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School

Student Group	11th Count	11th Rate (%)	12th Count	12th Rate (%)
Black or African American	6	*	*	*
Hispanic or Latino of any race	13	*	13	*
White	58	95.1	58	96.7
English Learners/Multilingual Learners	6	*	*	*
Eligible for Free or Reduced-Price Meals	26	96.3	16	76.2
Students with Disabilities	18	90.0	15	*
All Students - District	82	96.5	79	94.0
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	15	42.9
Emotional Disability	*	*
Intellectual Disability	0	0
Learning Disability	73	81.1
Other Health Impairment	42	59.2
Other Disabilities	*	*
Speech/Language Impairment	20	80.0
All Disabilities - District	157	63.8
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	43	3.5	2.9
Emotional Disability	8	0.6	1.1
Intellectual Disability	8	0.6	0.6
Learning Disability	90	7.2	6.5
Other Health Impairment	72	5.8	3.6
Other Disabilities	11	0.9	1.1
Speech/Language Impairment	31	2.5	2.0
All Disabilities	263	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	*	*	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	\$16,870,737	\$13,284	\$13,471
Support services - students	\$1,691,679	\$1,383	\$1,826
Support services - instruction	\$921,288	\$753	\$972
Support services - general administration	\$1,203,357	\$984	\$568
Support services - school based administration	\$1,874,437	\$1,533	\$1,274
Central and other support services	\$364,714	\$298	\$761
Operation and maintenance of plant	\$2,851,882	\$2,332	\$2,125
Student transportation services	\$1,437,509	\$1,312	\$1,695
Food services	\$4,090	\$3	\$10
Enterprise operations	\$391,961	\$320	\$219
Total	\$27,611,654	\$21,741	\$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	\$1,883,553	25.0	26.4
Instructional Aide Salaries	\$731,422	9.7	10.1
Other Salaries	\$642,392	8.5	10.5
Employee Benefits	\$1,014,173	13.5	13.3
Purchased Services Other Than Transportation	\$480,691	6.4	6.8
Special Education Tuition	\$2,091,328	27.8	22.8
Supplies	\$39,953	0.5	0.6
Property Services	.	.	0.4
Purchased Services For Transportation	\$635,714	8.4	8.7
Equipment	\$4,389	0.1	0.2
All Other Expenditures	.	.	0.1
Total	\$7,523,616	100.0	100.0

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

Level	Percent (%)
District	27.2
State	25.7

Expenditures by Revenue Source: 2023-24

Revenue Source	Percent of Total (%) Excluding School Construction
Local	73.7
State	21.8
Federal	4.4
Tuition & Other	0.2

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	0	N/A	0	N/A	0	N/A
Asian	11	*	11	*	7	*
Black or African American	27	56.6	27	51.9	11	*
Hispanic or Latino of any race	124	62.4	123	55.5	51	58.1
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	37	69.8	37	61.8	16	*
White	450	75.4	448	71.5	204	71.2
English Learners/Multilingual Learners	45	55.2	45	49.0	19	*
Non-English Learners/Non-Multilingual Learners	604	73.2	601	68.7	270	69.4
Eligible for Free or Reduced-Price Meals	201	61.1	200	55.4	91	58.3
Not Eligible for Free or Reduced-Price Meals	448	76.8	446	72.7	198	72.5
Students with Disabilities	142	49.6	139	44.4	60	46.8
Students without Disabilities	507	78.2	507	73.6	229	73.6
High Needs	274	59.3	271	54.1	122	56.0
Non-High Needs	375	81.1	375	76.9	167	76.9
All Students - District	649	71.9	646	67.3	289	68.0

National Assessment of Educational Progress (NAEP): Percent At or Above Proficient

Year	Subject	Grade	CT	National Public
2024	Reading	4	36%	30%
2024	Reading	8	35%	29%
2024	Math	4	42%	39%
2024	Math	8	32%	27%

NAEP is often called the "Nation's Report Card." It is sponsored by the U.S. Department of Education. This table compares Connecticut's performance to that of national public school students. Performance standards for state assessments and NAEP are set independently. Therefore, one should not expect performance results to be the same across Smarter Balanced and NAEP. Instead, NAEP results are meant to complement other state assessment data. Performance on NAEP by student group is available at <https://tinyurl.com/CTNAEP2024>

Physical Fitness Tests: Percent of Students Reaching Health Standard

Test	Grade 4 Percent (%)	Grade 6 Percent (%)	Grade 8 Percent (%)	HS Percent (%)	All Tested Grades Count	All Tested Grades Percent (%)
Sit & Reach	94.7	95.0	84.8	84.2	395	89.1
Curl Up	78.9	99.0	92.2	86.8	393	89.8
Push Up	83.1	97.0	78.8	74.6	395	83.0
Mile Run/PACER	74.7	98.0	68.6	64.0	389	75.8
All Tests - District	68.0	92.9	55.4	52.6	388	66.5
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	*	*
Hispanic or Latino of any race	12	*
White	56	91.1
English Learners/Multilingual Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	28	64.3
Students with Disabilities	11	*
All Students - District	74	85.1
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	45	54.9
Male	37	42.5
Non-Binary	N/A	N/A
Black or African American	*	*
Hispanic or Latino of any race	9	32.1
White	67	55.4
English Learners/ Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	11	22.9
Students with Disabilities	*	*
All Students - District	82	48.5
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.

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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	71.0	93.9
Male	79.4	86.7
Non-Binary	N/A	N/A
Black or African American	*	*
Hispanic or Latino of any race	*	*
White	76.9	88.2
English Learners/ Multilingual Learners	N/A	*
Eligible for Free or Reduced-Price Meals	60.0	*
Students with Disabilities	*	*
All Students - District	75.4	90.5
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

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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	71.9	75	47.9	50	95.9	64.7
ELA Performance Index	High Needs Students	59.3	75	39.6	50	79.1	54.9
Math Performance Index	All Students	67.3	75	44.9	50	89.7	61.1
Math Performance Index	High Needs Students	54.1	75	36.1	50	72.1	50.6
Science Performance Index	All Students	68.0	75	45.4	50	90.7	62.6
Science Performance Index	High Needs Students	56.0	75	37.3	50	74.6	52.1
ELA Academic Growth	All Students	57.0%	100%	57.0	100	57.0	60.6%
ELA Academic Growth	High Needs Students	46.9%	100%	46.9	100	46.9	55.7%
Math Academic Growth	All Students	60.0%	100%	60.0	100	60.0	62.3%
Math Academic Growth	High Needs Students	49.1%	100%	49.1	100	49.1	55.9%
Progress Toward English Proficiency	Literacy	50.5%	100%	25.2	50	50.5	58.7%
Progress Toward English Proficiency	Oral	44.0%	100%	22.0	50	44.0	55.7%
Chronic Absenteeism	All Students	11.9%	<=5%	36.3	50	72.5	17.2%
Chronic Absenteeism	High Needs Students	21.0%	<=5%	18.0	50	35.9	24.8%
% Taking CCR Courses	All Students	95.3%	75%	50.0	50	100.0	92.4%
% Meeting CCR Benchmark	All Students	48.5%	75%	32.3	50	64.7	47.2%
On-track to High School Graduation	All Students	94.2%	94%	50.0	50	100.0	85.9%
4-year Graduation Rate (2024 Cohort)	All Students	85.1%	94%	90.6	100	90.6	88.9%
6-year Graduation Rate (2022 Cohort)	High Needs Students	86.5%	94%	92.0	100	92.0	87.3%
Postsecondary Entrance (Class of 2024)	All Students	75.4%	75%	100.0	100	100.0	67.0%
Physical Fitness % Meeting Health Standard	All Students	66.5%	75%	44.3	50	88.7	49.0%
Arts Access	All Students	68.2%	60%	50.0	50	100.0	55.1%
Accountability Index				1074.8	1450	74.1	

Physical Fitness Estimated Participation Rate - District: 100.0% | 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	59.3	15.7	16.9	N
Math Performance Index Gap	75.0	54.1	20.9	18.4	Y
Science Performance Index Gap	75.0	56.0	19.0	18.2	Y
Graduation Rate Gap	94.0%	86.5%	7.5%	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	97.3
ELA	High Needs Students	95.2
Math	All Students	96.9
Math	High Needs Students	94.2
Science	All Students	96.7
Science	High Needs Students	94.7

Minimum participation standard is 95%.

Connecticut's State Identified Measurable Result (SIMR) for Children with Disabilities

Increase the reading performance of all 3rd grade students with disabilities statewide, as measured by Connecticut's English Language Arts (ELA) Performance Index.

Grade 3 ELA Performance Index for Students with Disabilities:

District: * **State: 50.2**

Supporting Resources: <https://public-edsight.ct.gov/Overview/Next-Generation-Accountability-Dashboard#related-links>

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Narratives

School District Improvement Plans and Parental Outreach Activities

Over the past several years, including the 2024-25 school year, Portland Public Schools has extensively strengthened our special education services and multi-tiered systems of support for students with disabilities across the district. We have fully implemented within each of our five school buildings district-developed therapeutic alternative day programs that have significantly reduced the need for special education outplacements. Through these programs, which are collaboratively staffed by district-employed educators and clinicians, we are able to keep our higher-needs students in-district with their community peers and, in doing so, offer them targeted supports and services with continued access to our tier I district curricula.

The district has a full-time applied behavior analyst who provides services to students in need and collaborates with classroom staff to continually strengthen behavior management and social emotional instruction for all students. Each of our five schools is staffed with a full time social worker, a full time school psychologist, and full complement of special education teachers and paraprofessionals based on student needs. School counselors support our middle and high school students. The district continues to make strategic use of consultative services to provide professional development and guidance to all staff on research-based best practices in behavioral science. The focus of this work has been on trauma-informed instruction and high-leverage strategies for meeting the social emotional needs of all students with emphasis on high-needs learners. The efforts described above have helped us to continually improve our comprehensive array of support services, which enable our students with disabilities to meet success within least restrictive environments across Portland Public Schools.

Portland Public schools actively monitors student attendance and strategically intervenes when patterns of absence interfere with a students' social, academic, and personal success. Such interventions occur most specifically when a student is on track to miss more than four days of school in a single calendar month or ten school days for the entire year. Throughout the district, we have strong response/support processes and protocols in place that school counselors, social workers, teachers, and administrators use to develop specific, measurable support plans that promote student attendance. To further support high levels of student attendance and engagement, each of our five buildings maintains a school climate committee that strives to create a positive school climate inclusive, inviting, and supportive of all students. The district continues to make significant strides in reducing instances of discipline, suspension, and expulsion through the use of restorative practices and a focus on building and preserving positive, healthy relationships. Portland Public Schools has trained all secondary staff on the use of restorative practices to promote stronger relationships.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Portland Public Schools actively participates in state-wide and locally-offered programs that promote and sustain diversity, equity, and inclusion. In 2024-25, approximately 60 students who reside in Hartford attended Portland Public Schools via the Open Choice program. Additionally, we had many secondary students participate in courses offered by Connecticut's Virtual High School program.

Portland Public Schools maintains a teacher recruitment and retention plan that strives to employ diverse and talented staff within our schools. Diverse teacher recruitment is a critical component of our plan. To support these efforts, Portland Public Schools maintains a strategic partnership with TEACH Connecticut, a platform designed to guide and inform aspiring educators towards public school employment within the state. Portland Public Schools is a featured community on the TEACH Connecticut website. Additionally, our district regularly participates in local teacher recruitment fairs, including those offered by area universities and an annual minority teacher recruitment fair hosted by the Capitol Region Education Council (CREC). Diverse candidates we meet via fairs and through our strategic partnerships with organizations such as TEACH Connecticut are given priority consideration within our hiring processes. Portland is actively looking to expand our teacher recruitment efforts into the future and in coordination with state efforts to increase representation in the field for teachers of color.

Portland Public Schools offers all students PreK-12 robust curricula that prioritizes inclusivity for all and representation of historically underrepresented groups. Social justice is a critical component of social studies and language arts coursework and related content. Students wrestle with essential questions and emerge with enduring understandings associated with our nation's and the world's ongoing struggles against forces of racism, discrimination, intolerance, and inhumanity. Through class discourse, experiential and project-based learning, and inquiry-based research, students are invited to identify challenges of inequity and injustice and to take informed action to make our community, state, nation, and world a better and more just place for all.

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Equitable Allocation of Resources among District Schools

Portland Public Schools ensures the equitable allocation of resources among district schools through a collaborative budget development process that engages a wide variety of community representatives. Each school receives a baseline per pupil expenditure that ensures funds are distributed equitably. Each school and department is also provided the opportunity to advocate for funding to support school improvement initiatives. District leaders, building principals, team leaders, and curriculum specialists work collaboratively to prioritize resources and maximize the benefit of district funds. The funding priorities are then vetted by the Portland Board of Education, and ultimately are subject to community approval through the referendum process.

In addition to the regular budgeting process, supplemental funding exists through several grant programs, including the Gildersleeve Wheeler Grant, Ryan Fund, Title grants, and other opportunities. Portland utilizes all sources of grant funding at our disposal to obtain and equitably allocate resources across our schools and in service to all learners.

District Profile and Performance Report for School Year 2024-25

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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	0	0.0	2.1
Deceased	0	0.0	0.5
District/School Shut Down	0	0.0	0.0
Moved Out of State	0	0.0	2.2
Personal Reasons	0	0.0	6.7
Position Eliminated or Expired	1	6.3	9.8
Position Filled Permanently	0	0.0	0.1
Resigned (no reason given)	1	6.3	32.0
Retired	4	25.0	23.7
Teach/Admin in Other CT Dist	10	62.5	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	16		

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.