

Connecticut State Department of Education

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2024-25



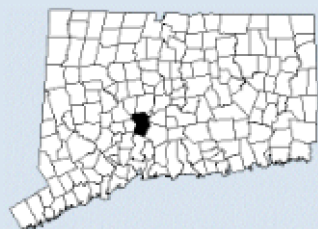
Cheshire School District

Jeffrey Solan, Superintendent • 203-250-2400 • www.cheshire.k12.ct.us/

District Information

Grade Range	PK-12
Number of Schools/Programs	13
Enrollment	4,317
Per Pupil Expenditures	\$20,515
Total Expenditures	\$87,475,196

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	2,220	51.4	51.5
Non-Binary	*	*	0.1
American Indian or Alaska Native	*	*	0.2
Asian	438	10.1	5.2
Black or African American	152	3.5	12.4
Hispanic or Latino of any race	449	10.4	32.1
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	172	4.0	4.8
White	3,100	71.8	45.1
English Learners/Multilingual Learners	158	3.7	11.3
Eligible for Free or Reduced-Price Meals	769	17.8	44.8
Students with Disabilities	636	14.7	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	149	7.3	18	0.8
Male	160	7.4	95	4.2
Non-Binary	0	*	0	*
Black or African American	12	7.9	10	6.2
Hispanic or Latino of any race	49	11.4	18	3.9
White	198	6.6	71	2.3
English Learners/Multilingual Learners	18	10.5	*	*
Eligible for Free or Reduced-Price Meals	109	15.2	41	4.9
Students with Disabilities	88	14.4	47	6.3
All Students - District	309	7.4	113	2.6
All Students - State		17.2		6.8

A student is **chronically absent** if they miss ten percent or greater of the total number of days enrolled in the school year for any reason. Pre-Kindergarten students are excluded from this calculation.

A student is included in **suspension count/rate** if they received at least one in-school suspension, out-of-school suspension, or expulsion.

Number of students qualified as truant under state statute: 254
Number of school-based arrests: 0

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Cheshire School District

Educators

Full-Time Equivalent (FTE) Staff

Role	FTE
General Education Teachers and Instructors	280.2
General Education Paraprofessionals	34.6
Special Education Teachers and Instructors	54.6
Special Education Paraprofessionals	137.4
District Central Office Administrators	4.0
School Level Administrators	20.6
Library/Media Specialists (Certified)	7.0
Library/Media Support Staff	5.1
Instructional Specialists Who Support Teachers	22.2
Counselors, Social Workers and School Psychologists	28.1
School Nurses	10.6
Other Staff Providing Non-Instructional Services/Support	275.3

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	11.6
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	3	0.7	1.4
Black or African American	6	1.4	4.9
Hispanic or Latino of any race	6	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	404	96.4	87.9

New! Educator Attrition: 2023-24

Educator Type	District Attrition Count	District Attrition Rate (%)	State Attrition Rate (%)
All Educators	42	9.9	6.8
Teachers	27	8	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	8	*	12	*
Hispanic or Latino of any race	27	96.4	27	100.0
White	216	98.6	230	98.7
English Learners/Multilingual Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	54	93.1	46	100.0
Students with Disabilities	36	92.3	53	100.0
All Students - District	295	98.0	321	99.1
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	50	47.2
Emotional Disability	36	83.7
Intellectual Disability	*	*
Learning Disability	159	83.2
Other Health Impairment	109	77.3
Other Disabilities	*	*
Speech/Language Impairment	38	80.9
All Disabilities - District	405	70.6
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	111	2.6	2.9
Emotional Disability	43	1.0	1.1
Intellectual Disability	29	0.7	0.6
Learning Disability	191	4.6	6.5
Other Health Impairment	143	3.4	3.6
Other Disabilities	31	0.7	1.1
Speech/Language Impairment	52	1.2	2.0
All Disabilities	600	14.3	17.8

This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

Students with Disabilities Placed Outside of the District

Classroom Setting	District Count	District Rate (%)	State Rate (%)
Public Schools in Other Districts	10	1.7	8.2
Private Schools or Other Settings	18	3.0	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	\$54,321,442	\$12,740	\$13,471
Support services - students	\$7,428,793	\$1,764	\$1,826
Support services - instruction	\$3,421,398	\$812	\$972
Support services - general administration	\$1,118,474	\$266	\$568
Support services - school based administration	\$4,300,954	\$1,021	\$1,274
Central and other support services	\$2,480,209	\$589	\$761
Operation and maintenance of plant	\$8,373,064	\$1,988	\$2,125
Student transportation services	\$4,766,430	\$1,417	\$1,695
Food services	.	.	\$10
Enterprise operations	\$1,264,432	\$300	\$219
Total	\$87,475,196	\$20,515	\$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	\$7,414,555	33.5	26.4
Instructional Aide Salaries	\$3,428,387	15.5	10.1
Other Salaries	\$2,227,289	10.1	10.5
Employee Benefits	\$3,929,222	17.8	13.3
Purchased Services Other Than Transportation	\$842,931	3.8	6.8
Special Education Tuition	\$2,757,168	12.5	22.8
Supplies	\$356,746	1.6	0.6
Property Services	\$91,028	0.4	0.4
Purchased Services For Transportation	\$1,053,769	4.8	8.7
Equipment	\$18,405	0.1	0.2
All Other Expenditures	\$1,000	0.0	0.1
Total	\$22,120,501	100.0	100.0

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

Level	Percent (%)
District	25.3
State	25.7

Expenditures by Revenue Source: 2023-24

Revenue Source	Percent of Total (%) Excluding School Construction
Local	85.2
State	12.1
Federal	2.2
Tuition & Other	0.5

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

Cheshire 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	221	81.2	221	83.3	97	83.0
Black or African American	*	*	*	*	*	*
Hispanic or Latino of any race	228	75.5	228	72.4	100	73.2
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	90	80.1	90	76.4	31	74.3
White	1,659	79.2	1,659	77.4	657	77.1
English Learners/Multilingual Learners	129	69.0	129	71.2	45	67.7
Non-English Learners/Non-Multilingual Learners	2,142	79.5	2,142	77.5	866	77.4
Eligible for Free or Reduced-Price Meals	404	71.3	405	68.3	166	68.7
Not Eligible for Free or Reduced-Price Meals	1,867	80.5	1,866	79.1	745	78.7
Students with Disabilities	306	59.2	305	55.4	114	58.2
Students without Disabilities	1,965	82.0	1,966	80.5	797	79.6
High Needs	678	68.2	678	65.9	263	66.0
Non-High Needs	1,593	83.5	1,593	81.9	648	81.3
All Students - District	2,271	78.9	2,271	77.2	911	76.9

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	79.6	74.9	63.5	91.0	1,261	76.8
Curl Up	95.4	99.7	99.7	99.6	1,260	98.6
Push Up	76.5	80.5	81.0	86.7	1,259	80.9
Mile Run/PACER	74.6	77.0	74.2	75.7	1,260	75.4
All Tests - District	53.9	53.9	47.6	68.8	1,255	55.6
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	10	*
Hispanic or Latino of any race	22	95.5
White	230	94.8
English Learners/Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	63	90.5
Students with Disabilities	52	76.9
All Students - District	294	93.9
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	209	66.1
Male	195	63.1
Non-Binary	N/A	N/A
Black or African American	8	40.0
Hispanic or Latino of any race	27	49.1
White	295	65.3
English Learners/ Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	45	43.3
Students with Disabilities	10	10.9
All Students - District	404	64.6
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	87.7	96.3
Male	81.1	91.6
Non-Binary	N/A	N/A
Black or African American	*	*
Hispanic or Latino of any race	77.3	81.8
White	85.7	94.9
English Learners/ Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	76.3	79.5
Students with Disabilities	59.6	76.7
All Students - District	84.6	94.3
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	78.9	75	50.0	50	100.0	64.7
ELA Performance Index	High Needs Students	68.2	75	45.5	50	90.9	54.9
Math Performance Index	All Students	77.2	75	50.0	50	100.0	61.1
Math Performance Index	High Needs Students	65.9	75	44.0	50	87.9	50.6
Science Performance Index	All Students	76.9	75	50.0	50	100.0	62.6
Science Performance Index	High Needs Students	66.0	75	44.0	50	88.1	52.1
ELA Academic Growth	All Students	71.1%	100%	71.1	100	71.1	60.6%
ELA Academic Growth	High Needs Students	63.5%	100%	63.5	100	63.5	55.7%
Math Academic Growth	All Students	75.4%	100%	75.4	100	75.4	62.3%
Math Academic Growth	High Needs Students	66.4%	100%	66.4	100	66.4	55.9%
Progress Toward English Proficiency	Literacy	74.3%	100%	37.1	50	74.3	58.7%
Progress Toward English Proficiency	Oral	71.8%	100%	35.9	50	71.8	55.7%
Chronic Absenteeism	All Students	7.4%	<=5%	45.2	50	90.4	17.2%
Chronic Absenteeism	High Needs Students	13.8%	<=5%	32.4	50	64.8	24.8%
% Taking CCR Courses	All Students	98.6%	75%	50.0	50	100.0	92.4%
% Meeting CCR Benchmark	All Students	64.6%	75%	43.1	50	86.2	47.2%
On-track to High School Graduation	All Students	93.4%	94%	49.7	50	99.3	85.9%
4-year Graduation Rate (2024 Cohort)	All Students	93.9%	94%	99.9	100	99.9	88.9%
6-year Graduation Rate (2022 Cohort)	High Needs Students	93.0%	94%	98.9	100	98.9	87.3%
Postsecondary Entrance (Class of 2024)	All Students	84.6%	75%	100.0	100	100.0	67.0%
Physical Fitness % Meeting Health Standard	All Students	55.6%	75%	37.1	50	74.2	49.0%
Arts Access	All Students	59.7%	60%	49.7	50	99.5	55.1%
Accountability Index				1238.8	1450	85.4	

Physical Fitness Estimated Participation Rate - District: 96.3% | 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	68.2	6.8	16.9	N
Math Performance Index Gap	75.0	65.9	9.1	18.4	N
Science Performance Index Gap	75.0	66.0	9.0	18.2	N
Graduation Rate Gap	94.0%	93.0%	1.0%	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	98.3
ELA	High Needs Students	95.9
Math	All Students	98.2
Math	High Needs Students	95.8
Science	All Students	98.2
Science	High Needs Students	94.5

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: 58.9

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

Cheshire School District

Narratives

School District Improvement Plans and Parental Outreach Activities

The Cheshire Public Schools Board of Education reaffirmed our two marquee goals at the outset of the 2024-2025 school year: that our students become complex thinkers and strong social-emotional learners. These goals were initially created in 2017 when the district pared down the 16 strategic goals that existed at the time. There were meetings held at each school to connect with parents about the goals of the district. Families provided feedback to district leaders on which goals were most critical. Teachers, administrators, local business leaders, and of course, the Board of Education all came together to identify these new areas of focus. Subsequently, our performance has skyrocketed. Currently ranked as the 9th best performing district in Connecticut on the District Performance Index, we attribute much of our success to our relentless focus on improving these two areas.

Complex Thinking Theory of Action: If the Cheshire Public Schools engages in a strategic, systemic alignment of curriculum, assessment, instruction, professional development, and resources around complex thinking, then classroom instructional practice will demonstrate a clear focus on complex thinking, and student work will demonstrate complex reasoning, inquiry, problem-solving skills, and the exploration of ideas.

Social Emotional Learning Theory of Action: If the Cheshire Public Schools consciously focuses on the social-emotional development of our students, then school practices will demonstrate a clear focus on social-emotional growth, and students will demonstrate self-awareness, self-regulation, cultural awareness, and empathy.

The Cheshire Public Schools continued to leverage strategies identified over the pandemic to connect with our community. Over the 2024-25 school year, the district had a very active social media presence on Instagram, YouTube, and Facebook in order to share timely, pertinent information about our schools. We continued to utilize our newly updated webpage to provide timely information, particularly for our school modernization project.

Our work with parents, students, and staff around Jonathan Haidt's book, *The Anxious Generation*, was perhaps the largest parent engagement undertaking that we have ever had. The Cheshire Public Schools hosted more than 20 book talks over the course of the summer of 2024. Several hundred parents and teachers gathered in these conversations to discuss the adverse impact of social media on children. Just as important was the emphasis placed on allowing children to explore and be adventurous. It spurred our parents to push for Adventure Playgrounds in the elementary schools. We continued into the fall with a panel conversation featuring teachers, a local psychiatrist, a pediatrician, the Executive Director of the local YMCA, and the Parks and Recreation Director. The discussion was facilitated by the Superintendent and attended by approximately 200 parents.

Efforts to Reduce Racial, Ethnic and Economic Isolation

CPS actively participates in the Open Choice program, as well as magnet opportunities. There are nearly 50 students from New Haven enrolled in our schools. These exchanges provide enriching experiences for all students. As such, we increased our open choice enrollment by nearly 50% since the 2021-2022 school year.

We build elementary classroom communities based on equality, respect, and understanding of each other's unique backgrounds. Grades K-2 study and compare cultures. In Grades 3-6, culture, diversity, and understanding perspective are embedded in units on local history, and comparative cultures around the world.

At the middle school, the language arts curriculum is based on an independent reading program where students choose texts and authors of all different races and ethnicities. Discussion around the perspective of each author and the experience of each individual in the context of society inform the reader and class as a whole.

CHS engages in a variety of academic and co-curricular pursuits to reduce ethnic, racial, and economic isolation. Students in our English classes explore connections between fictional texts and real-world events, which offer opportunities to explore race, socioeconomic issues, and isolation. The department contextualizes literary choices within their social and political contexts. Our social studies classes focus on themes that include human rights struggles around the globe, cultural diversity as part of our American national identity, and the struggle for freedom, equality, and social justice. We were also among the first high schools in Connecticut to offer the new Black and Latino Studies Course. Clubs like Rams Against Racism Club and the Gender-Sexuality Alliance Club continued to play active roles in our community.

Districtwide, we continue to work on our SEL goal including cultural awareness with partners such as SCSU, Meriden Public Schools, and SERC. We actively recruit a diverse workforce and work to educate our staff and community on the importance of an inclusive and diverse environment for our students. We were able to make progress on diversifying our teaching staff and completed a comprehensive plan to continue to make progress toward a workforce that better reflects the community we serve.

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Equitable Allocation of Resources among District Schools

Cheshire Board of Education Policy states that each student in the school district shall be supplied with the appropriate level of material and resources to ensure adequate opportunities to achieve academic success. Schools develop their resource needs based on curricular programs and annual strategic initiatives in the school strategic plan. Those strategic initiatives are connected to the major objectives set forth by the Board in its strategic plan. This process ensures there is continuity among individual school plans. Principals and central office administrators work collaboratively to develop budgets for instructional resources to support teaching and learning. Although supplies are allocated based on curriculum needs, enrollment, and a per-pupil average at each grade level, in some years a school may receive greater funding than others due to changes in enrollment, specific needs, or unique circumstances. Students with special needs are evaluated on an individual basis and decisions to provide adequate support and to purchase appropriate materials, supplies, and equipment to meet their individual education programs are based on that information.

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	4	23.5	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	1	5.9	6.7
Position Eliminated or Expired	0	0.0	9.8
Position Filled Permanently	0	0.0	0.1
Resigned (no reason given)	0	0.0	32.0
Retired	2	11.8	23.7
Teach/Admin in Other CT Dist	9	52.9	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	1	5.9	2.3
TOTAL	17		

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.