

Connecticut State Department of Education

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2024-25



Fairfield School District

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District Information

Grade Range	PK-12
Number of Schools/Programs	21
Enrollment	9,139
Per Pupil Expenditures	\$24,113
Total Expenditures	\$226,878,807

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	4,497	49.2	48.4
Male	4,635	50.7	51.5
Non-Binary	7	0.1	0.1
American Indian or Alaska Native	*	*	0.2
Asian	543	5.9	5.2
Black or African American	313	3.4	12.4
Hispanic or Latino of any race	1,319	14.4	32.1
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	536	5.9	4.8
White	6,417	70.2	45.1
English Learners/Multilingual Learners	344	3.8	11.3
Eligible for Free or Reduced-Price Meals	1,620	17.7	44.8
Students with Disabilities	1,793	19.6	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	413	9.3	38	0.8
Male	*	*	135	2.8
Non-Binary	*	*	0	*
Black or African American	46	15.1	16	4.8
Hispanic or Latino of any race	177	13.8	45	3.3
White	476	7.6	91	1.4
English Learners/Multilingual Learners	42	11.8	7	1.9
Eligible for Free or Reduced-Price Meals	282	17.9	75	4.1
Students with Disabilities	268	15.4	65	3.2
All Students - District	786	8.8	173	1.9
All Students - State		17.2		6.8

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

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

Number of students qualified as truant under state statute: 697
Number of school-based arrests: 0

District Profile and Performance Report for School Year 2024-25

Fairfield School District

Educators

Full-Time Equivalent (FTE) Staff

Role	FTE
General Education Teachers and Instructors	681.6
General Education Paraprofessionals	36.8
Special Education Teachers and Instructors	131.5
Special Education Paraprofessionals	207.0
District Central Office Administrators	14.0
School Level Administrators	54.0
Library/Media Specialists (Certified)	18.0
Library/Media Support Staff	16.0
Instructional Specialists Who Support Teachers	85.9
Counselors, Social Workers and School Psychologists	82.2
School Nurses	23.6
Other Staff Providing Non-Instructional Services/Support	418.2

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	12.5
State	13.0

Educators by Race/Ethnicity

Race/Ethnicity	District Count	District Percent (%)	State Percent (%)
American Indian or Alaska Native	2	0.2	0.1
Asian	6	0.6	1.4
Black or African American	11	1.0	4.9
Hispanic or Latino of any race	23	2.1	5.3
Native Hawaiian or Other Pacific Islander	1	0.1	0.1
Two or More Races	10	0.9	0.3
White	1,024	95.1	87.9

New! Educator Attrition: 2023-24

Educator Type	District Attrition Count	District Attrition Rate (%)	State Attrition Rate (%)
All Educators	84	8	6.8
Teachers	59	7.2	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	*	*	21	100.0
Hispanic or Latino of any race	96	95.0	100	98.0
White	518	99.4	523	98.9
English Learners/Multilingual Learners	13	*	11	*
Eligible for Free or Reduced-Price Meals	110	95.7	139	98.6
Students with Disabilities	148	99.3	162	96.4
All Students - District	728	98.6	722	98.8
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	106	53.0
Emotional Disability	55	53.4
Intellectual Disability	*	*
Learning Disability	395	73.3
Other Health Impairment	315	75.7
Other Disabilities	*	*
Speech/Language Impairment	219	86.6
All Disabilities - District	1,112	70.0
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

Fairfield School District

Students with Disabilities by Primary Disability

Disability	District Count	District Rate (%)	State Rate (%)
Autism	203	2.3	2.9
Emotional Disability	103	1.1	1.1
Intellectual Disability	18	0.2	0.6
Learning Disability	539	6.0	6.5
Other Health Impairment	419	4.7	3.6
Other Disabilities	101	1.1	1.1
Speech/Language Impairment	287	3.2	2.0
All Disabilities	1,670	18.6	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	16	1.0	8.2
Private Schools or Other Settings	67	4.0	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	\$135,781,708	\$14,431	\$13,471
Support services - students	\$21,536,769	\$2,321	\$1,826
Support services - instruction	\$10,220,840	\$1,101	\$972
Support services - general administration	\$896,632	\$97	\$568
Support services - school based administration	\$15,176,076	\$1,635	\$1,274
Central and other support services	\$7,890,699	\$850	\$761
Operation and maintenance of plant	\$21,656,341	\$2,333	\$2,125
Student transportation services	\$10,607,907	\$1,534	\$1,695
Food services	.	.	\$10
Enterprise operations	\$3,111,834	\$335	\$219
Total	\$226,878,807	\$24,113	\$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	\$17,354,552	25.5	26.4
Instructional Aide Salaries	\$6,007,677	8.8	10.1
Other Salaries	\$10,480,507	15.4	10.5
Employee Benefits	\$10,733,053	15.7	13.3
Purchased Services Other Than Transportation	\$6,571,702	9.6	6.8
Special Education Tuition	\$12,278,498	18.0	22.8
Supplies	\$365,400	0.5	0.6
Property Services	\$5,518	0.0	0.4
Purchased Services For Transportation	\$4,355,668	6.4	8.7
Equipment	\$8,291	0.0	0.2
All Other Expenditures	.	.	0.1
Total	\$68,160,866	100.0	100.0

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

Level	Percent (%)
District	30.0
State	25.7

Expenditures by Revenue Source: 2023-24

Revenue Source	Percent of Total (%) Excluding School Construction
Local	95.6
State	2.0
Federal	1.9
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

Fairfield 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	281	80.4	281	80.8	116	79.6
Black or African American	146	64.3	146	59.7	*	*
Hispanic or Latino of any race	636	68.4	636	65.8	269	63.9
Native Hawaiian or Other Pacific Islander	*	*	*	*	0	N/A
Two or More Races	315	80.3	314	78.3	123	79.1
White	3,435	77.2	3,428	75.4	1,508	73.6
English Learners/Multilingual Learners	225	63.1	225	62.8	84	59.7
Non-English Learners/Non-Multilingual Learners	4,593	76.7	4,585	74.7	1,997	73.1
Eligible for Free or Reduced-Price Meals	779	65.6	780	64.0	322	61.4
Not Eligible for Free or Reduced-Price Meals	4,039	78.1	4,030	76.1	1,759	74.6
Students with Disabilities	910	59.4	908	56.9	387	53.4
Students without Disabilities	3,908	80.0	3,902	78.2	1,694	76.9
High Needs	1,531	63.8	1,529	61.9	641	58.3
Non-High Needs	3,287	81.8	3,281	79.8	1,440	78.9
All Students - District	4,818	76.1	4,810	74.2	2,081	72.5

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

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

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

Physical Fitness Tests: Percent of Students Reaching Health Standard

Test	Grade 4 Percent (%)	Grade 6 Percent (%)	Grade 8 Percent (%)	HS Percent (%)	All Tested Grades Count	All Tested Grades Percent (%)
Sit & Reach	86.7	81.6	79.3	79.9	2,444	82.0
Curl Up	93.4	87.7	89.0	85.9	2,446	89.2
Push Up	90.3	76.4	76.4	79.0	2,435	80.6
Mile Run/PACER	88.6	92.2	81.2	76.3	2,427	85.2
All Tests - District	70.8	60.3	55.0	52.0	2,392	60.0
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

Fairfield School District

2023-24 Cohort Graduation: Four-Year

Student Group	Cohort Count	Rate (%)
Black or African American	31	87.1
Hispanic or Latino of any race	119	91.6
White	580	95.2
English Learners/Multilingual Learners	18	*
Eligible for Free or Reduced-Price Meals	199	91.0
Students with Disabilities	147	76.9
All Students - District	818	94.7
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	502	69.1
Male	*	*
Non-Binary	*	*
Black or African American	*	*
Hispanic or Latino of any race	96	47.3
White	695	66.2
English Learners/ Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	96	37.5
Students with Disabilities	48	15.1
All Students - District	937	63.8
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.

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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	88.6	96.9
Male	83.0	92.8
Non-Binary	*	*
Black or African American	82.1	*
Hispanic or Latino of any race	76.3	88.9
White	87.1	96.4
English Learners/ Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	74.9	88.1
Students with Disabilities	70.2	78.3
All Students - District	85.4	95.0
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

Fairfield 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	76.1	75	50.0	50	100.0	64.7
ELA Performance Index	High Needs Students	63.8	75	42.6	50	85.1	54.9
Math Performance Index	All Students	74.2	75	49.4	50	98.9	61.1
Math Performance Index	High Needs Students	61.9	75	41.3	50	82.6	50.6
Science Performance Index	All Students	72.5	75	48.3	50	96.7	62.6
Science Performance Index	High Needs Students	58.3	75	38.9	50	77.7	52.1
ELA Academic Growth	All Students	65.7%	100%	65.7	100	65.7	60.6%
ELA Academic Growth	High Needs Students	60.9%	100%	60.9	100	60.9	55.7%
Math Academic Growth	All Students	72.1%	100%	72.1	100	72.1	62.3%
Math Academic Growth	High Needs Students	61.8%	100%	61.8	100	61.8	55.9%
Progress Toward English Proficiency	Literacy	71.5%	100%	35.7	50	71.5	58.7%
Progress Toward English Proficiency	Oral	68.8%	100%	34.4	50	68.8	55.7%
Chronic Absenteeism	All Students	8.8%	<=5%	42.4	50	84.9	17.2%
Chronic Absenteeism	High Needs Students	15.3%	<=5%	29.5	50	59.0	24.8%
% Taking CCR Courses	All Students	98.7%	75%	50.0	50	100.0	92.4%
% Meeting CCR Benchmark	All Students	63.8%	75%	42.5	50	85.0	47.2%
On-track to High School Graduation	All Students	97.5%	94%	50.0	50	100.0	85.9%
4-year Graduation Rate (2024 Cohort)	All Students	94.7%	94%	100.0	100	100.0	88.9%
6-year Graduation Rate (2022 Cohort)	High Needs Students	93.5%	94%	99.5	100	99.5	87.3%
Postsecondary Entrance (Class of 2024)	All Students	85.4%	75%	100.0	100	100.0	67.0%
Physical Fitness % Meeting Health Standard	All Students	60.0%	75%	20.0	50	40.0	49.0%
Arts Access	All Students	38.7%	60%	32.2	50	64.4	55.1%
Accountability Index				1167.2	1450	80.5	

Physical Fitness Estimated Participation Rate - District: 88.8% | 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	75.0	63.8	11.2	16.9	N
Math Performance Index Gap	75.0	61.9	13.1	18.4	N
Science Performance Index Gap	75.0	58.3	16.7	18.2	N
Graduation Rate Gap	94.0%	93.5%	0.5%	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	98.9
ELA	High Needs Students	96.9
Math	All Students	98.8
Math	High Needs Students	96.8
Science	All Students	98.5
Science	High Needs Students	95.9

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: 63.7

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

Fairfield School District

Narratives

School District Improvement Plans and Parental Outreach Activities

The Fairfield Board of Education approved a five-year District Improvement Plan in June 2022, which outlines strategic initiatives, specific actions and student achievement measures to guide the continuous improvement of Fairfield Public Schools through 2027. The Strategic Initiatives are: Academics, Social-Emotional Learning & Equity, Professional Development, Growth, Student Support, Community and Operations. Within each, specific actions are identified to have the greatest chance of impacting the instructional core, and therefore, student learning. All staff members, teams, departments, and schools are expected to engage regularly in the reflective practices of examining data, taking action, reviewing results, adjusting our practice, and evaluating effectiveness in a cycle of continuous improvement. We review focus areas and structures of the plan each year to measure progress and build on successes.

The staff in each of our 19 schools/programs develop their own individual School Improvement Plans, aligned to the District Improvement Plan, which include school specific actions to support a positive school climate and promote growth in student learning. Each school focuses on improving classroom instruction, interventions, and social/emotional supports. The school improvement teams develop and monitor instructional and communication strategies and goals to support the continuous improvement cycle. School teams also monitor chronic absenteeism and truancy, engaging parents in developing support plans to improve student attendance and connecting students and families with internal and external resources, as needed. Improving the quality of special education programs and services is an ongoing effort in response to the needs of our students with disabilities. Continuous professional development and consultation from experts in the field of special education and related services allows special education programming in FPS to respond to student needs at any given time.

All schools host parent events to address pertinent issues such as: transitions from elementary to middle to high school; curriculum topics, such as addressing the needs of emerging readers or how to support math learning at home; supporting students dealing with stress and anxiety; school climate issues; and the college application process, including financial aid. Our schools also provide family outreach and support to students with absentee issues. Support staff helps engage students in the many activities offered during and after school. Our schools have a process for welcoming new families and publish regular newsletters highlighting activities and events.

All our schools have active PTAs and parents are actively involved as classroom volunteers, reading buddies, School Climate Committee members, fundraisers to support classroom technology, workers to support our many school gardens, and as members of our curriculum and textbook approval committees. Several of our schools house before and after school programs, some of which are also supported by our PTAs. Our student management system and our district & school websites promote continuous and effective communication between our parents, students, staff, and the community.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Fairfield Public Schools participates in the Open Choice Program with Bridgeport Public Schools. Approximately 100 students from Bridgeport attend our schools from grades one through twelve. CES uses a lottery system to select students, who are welcomed into schools throughout FPS, with most remaining through graduation. Many FPS students participate in magnet and vocational programs offered by surrounding towns. Twelve FPS students attend Six to Six Magnet School, seven students attend Interdistrict Discovery Magnet School, nineteen students attend Fairchild Wheeler Interdistrict Magnet High School, nineteen students attend the Regional Center for the Arts in Trumbull, and 49 students attend the Aquaculture Program. A small number of FPS students attend the Agriscience School in Trumbull and the Global Studies Program in Norwalk.

Fairfield has three preschool programs for three and four year olds. Fairfield families may qualify for free or reduced tuition and free transportation, based on their financial status. Schools offer programs to highlight and celebrate diversity within the school and community, as well as beyond the town's borders.

We continue our partnership with the Farrington College of Education at Sacred Heart University, so that we are intentional about growing our own qualified and diverse teacher pipeline through their internship program. Interns are eligible for full-time teaching positions upon completion of the program and certification requirements. Our Increasing Educator Diversity plan was adopted by the Board of Education in March 2024 and includes strategies to ensure that we are reaching, attracting and hiring a diverse and talented workforce.

Our district-wide School Climate Committee is developing a district climate plan to further support the inclusion of all students and staff and celebrate our diverse backgrounds. We are in the second year of a multi-year Restorative Practices training plan for all staff to positively impact student behavior and school climate.

Fairfield Public Schools actively look to increase our students' understanding of the world and their role within the global community. Reducing racial, social, and economic isolation will be a continual focus of district work going forward.

District Profile and Performance Report for School Year 2024-25

Fairfield School District

Equitable Allocation of Resources among District Schools

All our schools receive funds for student supplies and activities based on a per student allocation. The allocation is based on an approximation of the cost of the program per student by level, and the school receives funding based on the enrollment times the allocation. Textbooks are purchased as part of the district budget on a six-year revolving schedule to support new curricula. The cost of textbooks is based on the number of students with the assumption that each student needs at least one copy of the text and those costs are built into the district budget based on our curriculum revision cycle.

Technology is provided to students based on a classroom distribution model, in which the necessary technology for every classroom at a given level (elementary, middle, high) is identified and supported in multi-year plans at the district level. Maintenance of technology equipment is also funded by the district on a five-year replacement plan. Facilities maintenance is also funded at the district level with a long-term capital improvement plan to ensure all of our schools are built to capacity and in excellent condition.

District Profile and Performance Report for School Year 2024-25

Fairfield 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	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	21	40.4	6.7
Position Eliminated or Expired	0	0.0	9.8
Position Filled Permanently	1	1.9	0.1
Resigned (no reason given)	0	0.0	32.0
Retired	19	36.5	23.7
Teach/Admin in Other CT Dist	9	17.3	18.0
Teach/Admin in CT Nonpublic School	0	0.0	0.1
Teach/Admin Out-of-State (public or private)	1	1.9	1.3
Terminated	0	0.0	1.2
Took Job Related To Education	1	1.9	2.3
TOTAL	52		

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.