

Connecticut State Department of Education

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2024-25



New Canaan School District

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District Information

Grade Range	PK-12
Number of Schools/Programs	6
Enrollment	4,060
Per Pupil Expenditures	\$26,175
Total Expenditures	\$107,764,341

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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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	2,074	51.1	51.5
Non-Binary	*	*	0.1
American Indian or Alaska Native	*	*	0.2
Asian	303	7.5	5.2
Black or African American	55	1.4	12.4
Hispanic or Latino of any race	278	6.8	32.1
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	219	5.4	4.8
White	3,194	78.7	45.1
English Learners/Multilingual Learners	19	0.5	11.3
Eligible for Free or Reduced-Price Meals	*	*	44.8
Students with Disabilities	549	13.5	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	88	4.5	17	0.9
Male	90	4.4	71	3.4
Non-Binary	0	*	0	*
Black or African American	*	*	*	*
Hispanic or Latino of any race	16	6.0	13	4.6
White	134	4.3	61	1.9
English Learners/Multilingual Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	0	*	0	*
Students with Disabilities	57	10.7	30	4.8
All Students - District	178	4.5	88	2.1
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: 0
Number of school-based arrests: 0

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Educators

Full-Time Equivalent (FTE) Staff

Role	FTE
General Education Teachers and Instructors	306.4
General Education Paraprofessionals	33.0
Special Education Teachers and Instructors	48.8
Special Education Paraprofessionals	87.2
District Central Office Administrators	6.0
School Level Administrators	27.1
Library/Media Specialists (Certified)	5.0
Library/Media Support Staff	2.9
Instructional Specialists Who Support Teachers	28.8
Counselors, Social Workers and School Psychologists	32.5
School Nurses	9.0
Other Staff Providing Non-Instructional Services/Support	251.2

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	10.2
State	13.0

Educators by Race/Ethnicity

Race/Ethnicity	District Count	District Percent (%)	State Percent (%)
American Indian or Alaska Native	1	0.2	0.1
Asian	7	1.5	1.4
Black or African American	2	0.4	4.9
Hispanic or Latino of any race	13	2.8	5.3
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	3	0.7	0.3
White	434	94.4	87.9

New! Educator Attrition: 2023-24

Educator Type	District Attrition Count	District Attrition Rate (%)	State Attrition Rate (%)
All Educators	40	8.8	6.8
Teachers	33	9.3	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	*	*	*	*
Hispanic or Latino of any race	17	*	25	96.2
White	247	99.2	254	99.2
English Learners/Multilingual Learners	*	*	0	*
Eligible for Free or Reduced-Price Meals	*	*	*	*
Students with Disabilities	30	96.8	41	95.3
All Students - District	310	99.4	328	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	34	48.6
Emotional Disability	8	*
Intellectual Disability	*	*
Learning Disability	151	72.9
Other Health Impairment	107	82.3
Other Disabilities	*	*
Speech/Language Impairment	52	76.5
All Disabilities - District	357	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).

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Students with Disabilities by Primary Disability

Disability	District Count	District Rate (%)	State Rate (%)
Autism	70	1.7	2.9
Emotional Disability	14	0.3	1.1
Intellectual Disability	9	0.2	0.6
Learning Disability	207	5.2	6.5
Other Health Impairment	130	3.2	3.6
Other Disabilities	18	0.4	1.1
Speech/Language Impairment	71	1.8	2.0
All Disabilities	519	12.9	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	6	1.2	8.2
Private Schools or Other Settings	13	2.5	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	\$62,085,139	\$15,080	\$13,471
Support services - students	\$9,461,874	\$2,309	\$1,826
Support services - instruction	\$4,167,896	\$1,017	\$972
Support services - general administration	\$1,771,976	\$432	\$568
Support services - school based administration	\$5,037,186	\$1,229	\$1,274
Central and other support services	\$5,176,713	\$1,263	\$761
Operation and maintenance of plant	\$9,418,890	\$2,298	\$2,125
Student transportation services	\$7,994,860	\$2,127	\$1,695
Food services	\$215,340	\$53	\$10
Enterprise operations	\$2,434,467	\$594	\$219
Total	\$107,764,341	\$26,175	\$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	\$8,505,379	39.8	26.4
Instructional Aide Salaries	\$2,937,510	13.8	10.1
Other Salaries	\$3,217,297	15.1	10.5
Employee Benefits	\$3,596,562	16.8	13.3
Purchased Services Other Than Transportation	\$683,536	3.2	6.8
Special Education Tuition	\$2,212,834	10.4	22.8
Supplies	\$132,176	0.6	0.6
Property Services	.	.	0.4
Purchased Services For Transportation	\$52,472	0.2	8.7
Equipment	\$17,753	0.1	0.2
All Other Expenditures	\$2,071	0.0	0.1
Total	\$21,357,591	100.0	100.0

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

Level	Percent (%)
District	19.8
State	25.7

Expenditures by Revenue Source: 2023-24

Revenue Source	Percent of Total (%) Excluding School Construction
Local	96.1
State	1.1
Federal	1.5
Tuition & Other	1.3

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	174	94.1	174	96.5	84	95.4
Black or African American	27	72.2	27	69.2	12	*
Hispanic or Latino of any race	136	81.8	136	79.6	62	82.4
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*
Two or More Races	123	88.6	123	87.3	40	81.4
White	1,666	85.3	1,666	84.2	772	83.0
English Learners/Multilingual Learners	30	72.8	30	78.5	13	*
Non-English Learners/Non-Multilingual Learners	2,103	86.0	2,103	85.0	963	84.0
Eligible for Free or Reduced-Price Meals	90	68.9	90	66.1	48	69.4
Not Eligible for Free or Reduced-Price Meals	2,043	86.6	2,043	85.7	928	84.6
Students with Disabilities	308	66.0	307	63.8	139	61.9
Students without Disabilities	1,825	89.2	1,826	88.4	837	87.5
High Needs	383	68.2	382	66.9	177	65.4
Non-High Needs	1,750	89.7	1,751	88.8	799	87.9
All Students - District	2,133	85.8	2,133	84.9	976	83.8

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	93.9	87.5	88.1	95.1	1,214	91.1
Curl Up	95.2	97.9	97.9	99.3	1,216	97.6
Push Up	86.6	95.7	94.3	97.0	1,208	93.5
Mile Run/PACER	94.2	94.0	85.6	88.5	1,195	90.4
All Tests - District	77.2	79.3	75.3	82.5	1,167	78.4
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	24	100.0
White	262	95.4
English Learners/Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	*	*
Students with Disabilities	57	82.5
All Students - District	316	96.2
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	*	*
Male	268	79.3
Non-Binary	*	*
Black or African American	*	*
Hispanic or Latino of any race	31	72.1
White	417	82.6
English Learners/ Multilingual Learners	0	*
Eligible for Free or Reduced-Price Meals	0	*
Students with Disabilities	20	27.0
All Students - District	531	82.5
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	*	94.7
Male	84.0	96.0
Non-Binary	*	N/A
Black or African American	*	*
Hispanic or Latino of any race	73.9	100.0
White	87.1	94.8
English Learners/ Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	*	*
Students with Disabilities	74.5	91.3
All Students - District	85.4	95.3
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	85.8	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	84.9	75	50.0	50	100.0	61.1
Math Performance Index	High Needs Students	66.9	75	44.6	50	89.3	50.6
Science Performance Index	All Students	83.8	75	50.0	50	100.0	62.6
Science Performance Index	High Needs Students	65.4	75	43.6	50	87.2	52.1
ELA Academic Growth	All Students	75.0%	100%	75.0	100	75.0	60.6%
ELA Academic Growth	High Needs Students	55.9%	100%	55.9	100	55.9	55.7%
Math Academic Growth	All Students	84.5%	100%	84.5	100	84.5	62.3%
Math Academic Growth	High Needs Students	69.8%	100%	69.8	100	69.8	55.9%
Progress Toward English Proficiency	Literacy	.	100%	.	.	.	58.7%
Progress Toward English Proficiency	Oral	.	100%	.	.	.	55.7%
Chronic Absenteeism	All Students	4.5%	<=5%	50.0	50	100.0	17.2%
Chronic Absenteeism	High Needs Students	10.4%	<=5%	39.2	50	78.4	24.8%
% Taking CCR Courses	All Students	99.1%	75%	50.0	50	100.0	92.4%
% Meeting CCR Benchmark	All Students	82.5%	75%	50.0	50	100.0	47.2%
On-track to High School Graduation	All Students	99.0%	94%	50.0	50	100.0	85.9%
4-year Graduation Rate (2024 Cohort)	All Students	96.2%	94%	100.0	100	100.0	88.9%
6-year Graduation Rate (2022 Cohort)	High Needs Students	97.7%	94%	100.0	100	100.0	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	78.4%	75%	50.0	50	100.0	49.0%
Arts Access	All Students	47.0%	60%	39.1	50	78.3	55.1%
Accountability Index				1197.2	1350	88.7	

Physical Fitness Estimated Participation Rate - District: 94.1% | 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	66.9	8.1	18.4	N
Science Performance Index Gap	75.0	65.4	9.6	18.2	N
Graduation Rate Gap	94.0%	97.7%	0.0%	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	99.0
ELA	High Needs Students	99.0
Math	All Students	98.9
Math	High Needs Students	98.5
Science	All Students	99.2
Science	High Needs Students	98.4

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: 69.5

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

NCPS is committed to continuous improvement in all areas, including in special education through a multi-tiered system of support. As outlined in the district's Response to Intervention (RTI) framework, we provide differentiated instruction and research-based interventions for all students. This is monitored through ongoing formative assessments to ensure each student meets or exceeds standards. NCPS is focused on expanding teacher capacity through professional learning, particularly in using universal screening tools and interventions that support students in both academic and behavioral areas.

To combat truancy, NCPS is dedicated to creating a positive school climate by using data-driven interventions to address absenteeism. The district has incorporated social-emotional learning through initiatives such as our locally developed Social, Academic, and Personal Learning (SAPL) Framework, particularly for Tier 2 and 3 behavioral interventions. We also have implemented a comprehensive Emotional Intelligence program across all grades, K-12, and an outreach social worker position to help support families most in need of assistance by the school and/or town.

These strategies aim to identify at-risk students early and provide appropriate supports, fostering a strong sense of belonging and engagement in the school community.

NCPS prioritizes professional development to strengthen family-school partnerships. Teachers and staff engage in training sessions on cultural competency, emotional intelligence (through the RULER program), and effective communication strategies. This helps build trusting relationships with families, ensuring that all voices are heard and considered in students' educational journeys.

The district actively engages parents in decision-making processes through parent advisory councils and feedback mechanisms such as surveys. Parents are involved in collaborative discussions about school programs and improvements, particularly in areas such as special education and curriculum development. These advisory groups provide critical insights that shape district policies and initiatives.

To strengthen the home-school connection, NCPS provides workshops for parents on a variety of educational topics, including literacy, math, and technology. The district offers resources such as online tutorials, parent education nights, and tools for monitoring student progress, empowering families to support their children's learning at home. Additionally, NCPS monitors the implementation of the digital citizenship curriculum to ensure students and families are well-prepared to navigate a technology-driven learning environment.

These activities and strategies are embedded within the district's overarching goals of improving student achievement, fostering strong relationships with families, and promoting inclusive educational practices, ensuring that all students are supported to succeed academically, socially, and emotionally.

Another key initiative is expanding innovative teaching practices through the district's Vision of Innovation. By integrating cutting-edge technology, including artificial intelligence, and leveraging resources like The Dome, NCPS is fostering a learning environment where students engage in complex problem-solving and develop critical thinking skills that prepare them for a rapidly changing global society.

Efforts to Reduce Racial, Ethnic and Economic Isolation

NCPS is actively working to recruit and retain a diverse workforce through a variety of initiatives. The district has explored partnerships with programs like the UCONN Teacher Residency Program, which supports pathways to teaching for candidates from underrepresented groups. Additionally, NCPS has developed internal regulations aligned with Connecticut's Increasing Educator Diversity policy. This initiative aims to increase the number of minority educators within the district to better reflect the diversity of the state, national, and global population. NCPS also provides targeted professional development for staff to enhance cultural competency and promote inclusivity in the classroom.

NCPS continues to make significant strides in offering programs designed to reduce isolation and foster greater cultural understanding. As part of the district's effort to create an inclusive environment, NCPS has integrated culturally responsive teaching across the curriculum. Professional development for teachers focuses on creating classroom experiences that reflect diverse cultures and histories, ensuring that all students feel represented in the content they study. The district also promotes Social, Academic, and Personal Learning (SAPL), which includes elements of emotional intelligence (through the RULER program) and discussions around identity, equity, and inclusion.

NCPS continues to utilize technology to foster connections between students from diverse backgrounds. Through the district's Vision of Innovation, students have the opportunity to engage in global collaboration projects that allow them to interact with peers from different parts of the world. NCPS has made considerable progress over the last four years in expanding its programs to reduce racial, ethnic, and economic isolation. Participation in student exchange programs has increased, and the district has seen growing engagement in global learning initiatives. Additionally, the district's focus on professional development in culturally responsive teaching and emotional intelligence has contributed to an inclusive school environment for all students and staff. These efforts reflect the district's commitment to creating a learning environment where every student feels valued & successful.

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Equitable Allocation of Resources among District Schools

New Canaan Public Schools (NCPS) is deeply committed to ensuring that resources are allocated equitably among district schools, with a focus on addressing the unique needs of each student and creating an environment where all learners can thrive. Our resource allocation process is carefully designed to reflect both student needs and district priorities, ensuring that every school receives the support necessary to provide a high-quality education. This process is aligned with the district's goals for continuous improvement, equity, and student success.

At the core of NCPS's resource allocation process is a needs-based budgeting approach. Each school within the district undergoes a thorough assessment of its specific needs, driven by student enrollment data, academic performance metrics, and social-emotional factors. This data informs how financial, human, and material resources are distributed across schools. NCPS ensures that every school has equitable access to highly qualified staff, including teachers, counselors, and support personnel. NCPS also ensures that its capital projects, facility upgrades, and technology investments are distributed equitably across all schools.

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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	4	16.7	2.2
Personal Reasons	2	8.3	6.7
Position Eliminated or Expired	0	0.0	9.8
Position Filled Permanently	0	0.0	0.1
Resigned (no reason given)	10	41.7	32.0
Retired	6	25.0	23.7
Teach/Admin in Other CT Dist	2	8.3	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	24		

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.