

Connecticut State Department of Education

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2024-25



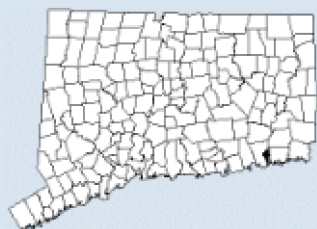
New London School District

Cynthia Ritchie, Superintendent • 860-447-6000 • <https://www.newlondon.org/>

District Information

Grade Range	PK-12
Number of Schools/Programs	10
Enrollment	2,918
Per Pupil Expenditures	\$23,663
Total Expenditures	\$81,210,273

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	1,494	51.2	51.5
Non-Binary	*	*	0.1
American Indian or Alaska Native	15	0.5	0.2
Asian	35	1.2	5.2
Black or African American	492	16.9	12.4
Hispanic or Latino of any race	1,712	58.7	32.1
Native Hawaiian or Other Pacific Islander	6	0.2	0.1
Two or More Races	316	10.8	4.8
White	342	11.7	45.1
English Learners/Multilingual Learners	945	32.4	11.3
Eligible for Free or Reduced-Price Meals	2,463	84.4	44.8
Students with Disabilities	674	23.1	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	405	29.0	115	7.5
Male	416	28.8	199	12.4
Non-Binary	0	*	0	*
Black or African American	110	22.0	57	10.7
Hispanic or Latino of any race	526	31.6	200	10.9
White	73	23.2	16	4.5
English Learners/Multilingual Learners	284	29.5	102	9.9
Eligible for Free or Reduced-Price Meals	742	30.7	297	11.1
Students with Disabilities	231	36.4	106	13.6
All Students - District	821	28.9	314	10.0
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: 1,035
Number of school-based arrests: 10

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Educators

Full-Time Equivalent (FTE) Staff

Role	FTE
General Education Teachers and Instructors	237.0
General Education Paraprofessionals	115.5
Special Education Teachers and Instructors	49.1
Special Education Paraprofessionals	113.0
District Central Office Administrators	13.5
School Level Administrators	13.7
Library/Media Specialists (Certified)	1.0
Library/Media Support Staff	0.0
Instructional Specialists Who Support Teachers	9.6
Counselors, Social Workers and School Psychologists	29.0
School Nurses	10.0
Other Staff Providing Non-Instructional Services/Support	258.3

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

Classroom Teacher Attendance: 2023-24

Level	Average Number of FTE Days Absent Due to Illness or Personal Time
District	14.1
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	5	1.4	1.4
Black or African American	28	7.9	4.9
Hispanic or Latino of any race	36	10.1	5.3
Native Hawaiian or Other Pacific Islander	1	0.3	0.1
Two or More Races	8	2.3	0.3
White	278	78.1	87.9

New! Educator Attrition: 2023-24

Educator Type	District Attrition Count	District Attrition Rate (%)	State Attrition Rate (%)
All Educators	74	20.1	6.8
Teachers	60	20.4	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	28	80.0	37	92.5
Hispanic or Latino of any race	108	87.1	128	93.4
White	*	*	27	96.4
English Learners/Multilingual Learners	70	81.4	63	82.9
Eligible for Free or Reduced-Price Meals	158	85.9	186	92.5
Students with Disabilities	41	87.2	54	93.1
All Students - District	174	86.1	212	93.4
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	49	36.6
Emotional Disability	31	53.4
Intellectual Disability	*	*
Learning Disability	146	70.2
Other Health Impairment	109	73.2
Other Disabilities	*	*
Speech/Language Impairment	48	82.8
All Disabilities - District	396	59.9
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	140	4.6	2.9
Emotional Disability	58	1.9	1.1
Intellectual Disability	32	1.0	0.6
Learning Disability	208	6.8	6.5
Other Health Impairment	150	4.9	3.6
Other Disabilities	45	1.5	1.1
Speech/Language Impairment	72	2.4	2.0
All Disabilities	705	23.1	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	119	16.9	8.2
Private Schools or Other Settings	36	5.1	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	\$43,760,091	\$12,751	\$13,471
Support services - students	\$8,346,961	\$2,885	\$1,826
Support services - instruction	\$3,683,750	\$1,273	\$972
Support services - general administration	\$2,748,899	\$950	\$568
Support services - school based administration	\$3,966,485	\$1,371	\$1,274
Central and other support services	\$2,975,059	\$1,028	\$761
Operation and maintenance of plant	\$9,165,902	\$3,168	\$2,125
Student transportation services	\$5,756,797	\$2,200	\$1,695
Food services	.	.	\$10
Enterprise operations	\$806,327	\$279	\$219
Total	\$81,210,273	\$23,663	\$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	\$4,470,942	20.8	26.4
Instructional Aide Salaries	\$2,210,108	10.3	10.1
Other Salaries	\$2,346,101	10.9	10.5
Employee Benefits	\$2,737,214	12.7	13.3
Purchased Services Other Than Transportation	\$1,277,474	5.9	6.8
Special Education Tuition	\$6,278,774	29.2	22.8
Supplies	\$131,349	0.6	0.6
Property Services	.	.	0.4
Purchased Services For Transportation	\$2,066,774	9.6	8.7
Equipment	\$2,500	0.0	0.2
All Other Expenditures	\$1,650	0.0	0.1
Total	\$21,522,886	100.0	100.0

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

Level	Percent (%)
District	26.5
State	25.7

Expenditures by Revenue Source: 2023-24

Revenue Source	Percent of Total (%) Excluding School Construction
Local	27.1
State	51.9
Federal	17.9
Tuition & Other	3.1

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	19	*	19	*	6	*
Black or African American	217	50.0	216	40.9	107	46.8
Hispanic or Latino of any race	762	45.4	760	39.4	328	42.8
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*
Two or More Races	172	53.3	172	44.2	85	54.8
White	157	63.2	156	55.8	63	61.8
English Learners/Multilingual Learners	443	41.1	443	36.3	207	40.9
Non-English Learners/Non-Multilingual Learners	893	53.8	889	45.4	387	51.6
Eligible for Free or Reduced-Price Meals	1,143	47.2	1,140	40.3	512	45.2
Not Eligible for Free or Reduced-Price Meals	193	63.9	192	55.0	82	64.6
Students with Disabilities	322	37.1	319	31.0	141	33.8
Students without Disabilities	1,014	53.6	1,013	46.0	453	52.2
High Needs	1,188	47.0	1,184	40.1	530	45.2
Non-High Needs	148	70.2	148	60.4	64	69.6
All Students - District	1,336	49.6	1,332	42.4	594	47.8

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	92.4	73.6	82.2	70.4	779	79.2
Curl Up	69.6	87.6	84.3	85.8	773	82.0
Push Up	72.4	74.6	64.1	54.8	787	65.9
Mile Run/PACER	84.2	62.2	37.0	59.3	793	60.9
All Tests - District	47.5	47.4	34.6	29.6	730	39.9
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	43	81.4
Hispanic or Latino of any race	138	81.2
White	23	*
English Learners/Multilingual Learners	66	74.2
Eligible for Free or Reduced-Price Meals	220	77.3
Students with Disabilities	53	69.8
All Students - District	237	78.5
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	60	32.8
Male	*	*
Non-Binary	*	*
Black or African American	22	29.3
Hispanic or Latino of any race	57	21.8
White	14	31.8
English Learners/ Multilingual Learners	24	14.8
Eligible for Free or Reduced-Price Meals	91	23.6
Students with Disabilities	*	*
All Students - District	107	24.9
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	63.9	83.8
Male	33.1	64.9
Non-Binary	N/A	N/A
Black or African American	59.5	*
Hispanic or Latino of any race	38.5	57.6
White	60.0	*
English Learners/ Multilingual Learners	21.1	*
Eligible for Free or Reduced-Price Meals	44.3	76.7
Students with Disabilities	28.0	*
All Students - District	45.8	74.3
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	49.6	75	33.1	50	66.1	64.7
ELA Performance Index	High Needs Students	47.0	75	31.3	50	62.7	54.9
Math Performance Index	All Students	42.4	75	28.3	50	56.5	61.1
Math Performance Index	High Needs Students	40.1	75	26.8	50	53.5	50.6
Science Performance Index	All Students	47.8	75	31.9	50	63.8	62.6
Science Performance Index	High Needs Students	45.2	75	30.1	50	60.3	52.1
ELA Academic Growth	All Students	55.3%	100%	55.3	100	55.3	60.6%
ELA Academic Growth	High Needs Students	54.1%	100%	54.1	100	54.1	55.7%
Math Academic Growth	All Students	52.8%	100%	52.8	100	52.8	62.3%
Math Academic Growth	High Needs Students	51.7%	100%	51.7	100	51.7	55.9%
Progress Toward English Proficiency	Literacy	53.0%	100%	26.5	50	53.0	58.7%
Progress Toward English Proficiency	Oral	49.9%	100%	24.9	50	49.9	55.7%
Chronic Absenteeism	All Students	28.9%	<=5%	2.2	50	4.4	17.2%
Chronic Absenteeism	High Needs Students	30.5%	<=5%	0.0	50	0.0	24.8%
% Taking CCR Courses	All Students	90.0%	75%	50.0	50	100.0	92.4%
% Meeting CCR Benchmark	All Students	24.9%	75%	16.6	50	33.3	47.2%
On-track to High School Graduation	All Students	76.7%	94%	40.8	50	81.6	85.9%
4-year Graduation Rate (2024 Cohort)	All Students	78.5%	94%	83.5	100	83.5	88.9%
6-year Graduation Rate (2022 Cohort)	High Needs Students	81.3%	94%	86.5	100	86.5	87.3%
Postsecondary Entrance (Class of 2024)	All Students	45.8%	75%	61.1	100	61.1	67.0%
Physical Fitness % Meeting Health Standard	All Students	39.9%	75%	13.3	50	26.6	49.0%
Arts Access	All Students	59.1%	60%	49.3	50	98.5	55.1%
Accountability Index				850.2	1450	58.6	

Physical Fitness Estimated Participation Rate - District: 89.9% | 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	70.2	47.0	23.2	16.9	Y
Math Performance Index Gap	60.4	40.1	20.3	18.4	Y
Science Performance Index Gap	69.6	45.2	24.4	18.2	Y
Graduation Rate Gap	.	81.3%	.	8.6%	N

If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for graduation rate), the ultimate target is used for gap calculations.

If the size of the gap exceeds the state mean gap plus one standard deviation, the gap is an outlier.

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in at least one of the student groups used to calculate the gap measure or the indicator is not applicable based on grades served. Gap calculations are based on unrounded rates.

Subject	Student Group	Participation Rate (%)
ELA	All Students	97.5
ELA	High Needs Students	97.2
Math	All Students	97.3
Math	High Needs Students	97.0
Science	All Students	95.8
Science	High Needs Students	95.5

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: 42.0

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

New London Public Schools remains committed to its vision to unite in excellence. It grounds itself in continuous cycles of improvement, outlined in its DIP: 1) Student Achievement; 2) Climate and Culture; 3.) Engagement and Empowerment; 4.) Operations, Systems and Structures; and 5) Recruitment, Retainment and Recognition of Excellence. The plan is anchored to theories of action that are crafted as if/then statements that further define the expected outcomes, aligning to areas of support, celebration, and accountability for all staff.

The district is proud to have established high-quality curriculum in all areas, as well as strong instructional practices, to include small group and differentiated instruction. Section two of the DIP focuses on climate and culture. Here specific, actionable, and measurable goals are found to support students' healthy developments and to support positive school climates. The district is home to a high special education population (22%) and several high-leverage strategies are in place: engaging in a co-teaching models, expanding times students with disabilities learn together alongside their non-disabled peers, integrating adaptive learning technology, providing programming and wrap-around services for students in need of additional support, and engaging parents as co-partners in their child's education.

The district has also increased staff to meet the diverse needs of students who have unique abilities and who are classified as MLL (multi-lingual learners). Staff continue to receive training in cultural competencies, vocabulary, and pedagogy to ensure that instruction is rigorous and varied for all. We believe all students can and will succeed.

The district's chronic absenteeism dashboard enables staff to monitor the day-to-day data and build positive relationships with students and families. The district promotes the importance of coming to school and has engaged staff, families, community partners, and healthcare professionals to be co-partners in the work. Attendance team meetings and strategies in each building have had positive impacts. Staff visits to students' homes after school build strong relationships that help combat absenteeism. Additionally, NLPS reviews academic programming to ensure that coursework provided to students is highly engaging; thus, reducing absenteeism.

Engaging families as partners in supporting student learning continues to be a high priority for the district. Several (over 50 parent events) are held each school year inviting parents to be actively a part of our schools and to foster strong home-school connections. The district has opened a new Welcome Center whereby we are able to form strong relationships starting at the registration process. Additionally, each school hosts parent leadership team and PTO meetings.

The district is proud of its efforts to communicate and engage constituents in many ways: videos, cartoons, radio ads, online newsletters, social media, the use of ParentSquare app, in person and virtual parent coffee hours, Birth-8 evening Community Gatherings, multicultural community events, and LEAP Home Visits. Our district is also home to strong magnet programs (Visual and Performing Arts, STEM, and International Education) that bring our students, families, community, and constituents together to celebrate students' talents and varied achievements.

Efforts to Reduce Racial, Ethnic and Economic Isolation

NLPS remains on track to become CT's first and only all-magnet school district. The SDE has approved our three magnet -themed programs of study, Arts, STEM, and International Education. Programs help to reduce racial, ethnic, and economic isolation through purposeful strategies that center on bringing diverse students together for unique learning experiences and innovation around 21st century skills. New London welcomes students from across CT and affords each several unique academic courses, aligned to passion, talents, and college and careers, within the three magnet-themed pathways. The carefully designed learning opportunities, offered through specialized academic programs, uplift students' passions, voice and choice. Students and families who attend NLPS are presented with many additional opportunities not found in other public schools.

NLPS is proud to serve students (and staff) from around the world and celebrates various cultures and diversities as a strength. The district recently introduced new courses, entitled "Ethnic Studies" and "Latin X Language and Culture", to respond to the request of students seeking more culturally engaging courses at the high school level. Professional development offerings focus on high quality, differentiated instruction and advance the work of cultural competencies and culture awareness among all staff, students, families, business, etc. All voices are honored as we work to understand one another more deeply, raise the bar, and improve outcomes for all of our students. The secondary levels have been home to a variety of extracurricular clubs and activities purposefully designed by our students and aligned to our Arts, STEM and International Education themes. Additional opportunities for student engagement are made available through community and regional partnerships for enrichment programming.

The district's Human Resource department focuses on the recruitment, engagement, and retention of highly qualified, diverse candidates. Specific strategies are outlined in the District's Improvement Plan (D.I.P.).

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Equitable Allocation of Resources among District Schools

NLPS leverages centralized budgeting. This model affords watchful eyes on spending, coherence to the district's identified improvement goals, and efficiencies through buying in bulk instead of multiple mini purchases of supplies. Grant monies are reviewed through a team approach, to ensure all schools have similar opportunities for all students and that there remains alignment to staffing, resources, and supply needs thus ensuring all student and teacher goals will be met with success.

The district's budget is extremely detailed and transparent. The approved budget book can be found on the district's website and is over 100 pages long. The district has received two CABA (CT Association of Boards of Education) awards for excellence in its budget book model.

New London Public Schools, as a whole, however has not been properly funded from the City. Concerns continue regarding sustainability of much needed programs for students. The Board of Education recently received a "0" increase from the City, thus being flat funded for school year 2025-2026. The needs of the district remain high, adequate support is a must, and advocacy for such support needs to continue.

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Appendix A

2023-24 Exit Reasons for Certified Educators

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

Exit Reason	District Count	District Percent (%)	State Percent (%)
Another Profession	1	2.1	2.1
Deceased	1	2.1	0.5
District/School Shut Down	0	0.0	0.0
Moved Out of State	3	6.4	2.2
Personal Reasons	5	10.6	6.7
Position Eliminated or Expired	8	17.0	9.8
Position Filled Permanently	0	0.0	0.1
Resigned (no reason given)	7	14.9	32.0
Retired	3	6.4	23.7
Teach/Admin in Other CT Dist	18	38.3	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	1	2.1	1.2
Took Job Related To Education	0	0.0	2.3
TOTAL	47		

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.