

Connecticut State Department of Education

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2024-25



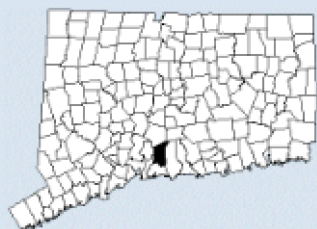
North Branford School District

Scott Schoonmaker, Superintendent • 203-484-1440 • <http://www.northbranfordschools.org>

District Information

Grade Range	PK-12
Number of Schools/Programs	5
Enrollment	1,546
Per Pupil Expenditures	\$23,080
Total Expenditures	\$36,512,561

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	800	51.7	48.4
Male	*	*	51.5
Non-Binary	*	*	0.1
American Indian or Alaska Native	*	*	0.2
Asian	32	2.1	5.2
Black or African American	*	*	12.4
Hispanic or Latino of any race	166	10.7	32.1
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	52	3.4	4.8
White	1,272	82.3	45.1
English Learners/Multilingual Learners	22	1.4	11.3
Eligible for Free or Reduced-Price Meals	398	25.7	44.8
Students with Disabilities	223	14.4	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	73	9.3	17	2.1
Male	56	7.8	56	7.4
Non-Binary	0	*	0	*
Black or African American	*	*	*	*
Hispanic or Latino of any race	28	16.7	8	4.5
White	91	7.4	60	4.7
English Learners/Multilingual Learners	*	*	0	0.0
Eligible for Free or Reduced-Price Meals	44	13.3	34	8.0
Students with Disabilities	31	14.5	21	8.0
All Students - District	129	8.6	73	4.6
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: 112
Number of school-based arrests: 0

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Educators

Full-Time Equivalent (FTE) Staff

Role	FTE
General Education Teachers and Instructors	118.6
General Education Paraprofessionals	35.5
Special Education Teachers and Instructors	24.0
Special Education Paraprofessionals	43.5
District Central Office Administrators	4.0
School Level Administrators	7.4
Library/Media Specialists (Certified)	2.0
Library/Media Support Staff	3.2
Instructional Specialists Who Support Teachers	7.2
Counselors, Social Workers and School Psychologists	13.8
School Nurses	4.0
Other Staff Providing Non-Instructional Services/Support	92.0

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

Classroom Teacher Attendance: 2023-24

Level	Average Number of FTE Days Absent Due to Illness or Personal Time
District	12.1
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	1	0.6	1.4
Black or African American	0	0.0	4.9
Hispanic or Latino of any race	2	1.1	5.3
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.3
White	175	98.3	87.9

New! Educator Attrition: 2023-24

Educator Type	District Attrition Count	District Attrition Rate (%)	State Attrition Rate (%)
All Educators	12	6.7	6.8
Teachers	12	8.1	7.6

Teacher Attrition Rate is defined as the percent of certified teachers who were teaching in the district in 2022-23 but were not teaching in the district in 2023-24.

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

Note: See Appendix A for exit reasons.

Instruction and Resources

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

Student Group	11th Count	11th Rate (%)	12th Count	12th Rate (%)
Black or African American	*	*	*	*
Hispanic or Latino of any race	14	*	13	*
White	75	91.5	84	100.0
English Learners/Multilingual Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	25	89.3	27	100.0
Students with Disabilities	15	*	17	*
All Students - District	97	91.5	105	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	14	63.6
Emotional Disability	13	*
Intellectual Disability	*	*
Learning Disability	85	91.4
Other Health Impairment	38	90.5
Other Disabilities	*	*
Speech/Language Impairment	18	*
All Disabilities - District	173	84.0
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	22	1.4	2.9
Emotional Disability	14	0.9	1.1
Intellectual Disability	11	0.7	0.6
Learning Disability	93	6.1	6.5
Other Health Impairment	42	2.8	3.6
Other Disabilities	15	1.0	1.1
Speech/Language Impairment	20	1.3	2.0
All Disabilities	217	14.2	17.8

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

Students with Disabilities Placed Outside of the District

Classroom Setting	District Count	District Rate (%)	State Rate (%)
Public Schools in Other Districts	*	*	8.2
Private Schools or Other Settings	*	*	4.5

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

Overall Expenditures: 2023-24

Expenditure	District Total (\$)	District Per Pupil (\$)	State Per Pupil (\$)
Instruction	\$20,162,174	\$12,745	\$13,471
Support services - students	\$2,976,271	\$1,940	\$1,826
Support services - instruction	\$804,871	\$525	\$972
Support services - general administration	\$815,494	\$532	\$568
Support services - school based administration	\$2,035,994	\$1,327	\$1,274
Central and other support services	\$2,818,136	\$1,837	\$761
Operation and maintenance of plant	\$3,852,599	\$2,511	\$2,125
Student transportation services	\$3,047,023	\$1,973	\$1,695
Food services	.	.	\$10
Enterprise operations	.	.	\$219
Total	\$36,512,561	\$23,080	\$22,054

Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Special Education Expenditures: 2023-24

Expenditure	District Total (\$)	District Percent (%)	State Percent (%)
Teacher Salaries	\$1,981,900	24.8	26.4
Instructional Aide Salaries	\$1,152,058	14.4	10.1
Other Salaries	\$1,425,757	17.8	10.5
Employee Benefits	\$842,754	10.6	13.3
Purchased Services Other Than Transportation	\$234,800	2.9	6.8
Special Education Tuition	\$1,469,320	18.4	22.8
Supplies	\$65,421	0.8	0.6
Property Services	\$8,989	0.1	0.4
Purchased Services For Transportation	\$806,395	10.1	8.7
Equipment	.	.	0.2
All Other Expenditures	\$500	0.0	0.1
Total	\$7,987,892	100.0	100.0

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

Level	Percent (%)
District	21.9
State	25.7

Expenditures by Revenue Source: 2023-24

Revenue Source	Percent of Total (%) Excluding School Construction
Local	72.5
State	23.4
Federal	4.2
Tuition & Other	0.0

Revenue sources do not include state-funded Teachers' Retirement Board contributions, Connecticut Technical Education and Career System (CTECS) operations, CSDE-budgeted costs for salaries and leadership activities and other state-funded school districts (e.g., Dept. of Children and Families and Dept. of Correction).

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Performance and Accountability

District Performance Index (DPI)

A District Performance Index (DPI) is the average performance of students in a subject area (i.e., English Language Arts(ELA), Mathematics or Science) on the state summative assessments. The DPI ranges from 0-100. A DPI is reported for all students tested in a district and for students in each individual student group. Connecticut's ultimate target for a DPI is 75.

Student Group	ELA Count	ELA DPI	Math Count	Math DPI	Science Count	Science DPI
American Indian or Alaska Native	0	N/A	0	N/A	0	N/A
Asian	15	*	15	*	8	*
Black or African American	12	*	12	*	8	*
Hispanic or Latino of any race	87	69.6	87	64.9	47	61.4
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	27	75.9	27	71.7	10	*
White	672	70.5	671	67.3	274	66.2
English Learners/Multilingual Learners	20	58.7	20	58.5	9	*
Non-English Learners/Non-Multilingual Learners	793	70.5	792	67.0	338	65.7
Eligible for Free or Reduced-Price Meals	182	65.6	181	61.8	87	62.0
Not Eligible for Free or Reduced-Price Meals	631	71.5	631	68.2	260	66.3
Students with Disabilities	112	54.0	112	47.9	46	54.2
Students without Disabilities	701	72.8	700	69.8	301	66.9
High Needs	265	61.9	264	57.8	119	59.6
Non-High Needs	548	74.2	548	71.1	228	68.1
All Students - District	813	70.2	812	66.8	347	65.2

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	98.3	95.4	89.3	86.4	457	92.3
Curl Up	98.3	94.4	96.2	89.0	454	94.7
Push Up	86.2	89.7	83.7	73.3	453	83.4
Mile Run/PACER	84.3	86.0	70.8	52.2	442	74.2
All Tests - District	78.1	76.4	61.7	44.8	435	66.2
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	6	*
White	88	97.7
English Learners/Multilingual Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	27	100.0
Students with Disabilities	20	100.0
All Students - District	101	98.0
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	54	60.0
Male	56	45.9
Non-Binary	N/A	N/A
Black or African American	0	*
Hispanic or Latino of any race	12	42.9
White	91	54.8
English Learners/ Multilingual Learners	0	*
Eligible for Free or Reduced-Price Meals	15	27.3
Students with Disabilities	*	*
All Students - District	110	51.9
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	77.6	88.7
Male	61.1	89.4
Non-Binary	N/A	N/A
Black or African American	*	*
Hispanic or Latino of any race	*	*
White	70.0	91.4
English Learners/ Multilingual Learners	N/A	*
Eligible for Free or Reduced-Price Meals	64.3	67.9
Students with Disabilities	37.5	*
All Students - District	68.9	89.0
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

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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	70.2	75	46.8	50	93.6	64.7
ELA Performance Index	High Needs Students	61.9	75	41.3	50	82.6	54.9
Math Performance Index	All Students	66.8	75	44.5	50	89.0	61.1
Math Performance Index	High Needs Students	57.8	75	38.5	50	77.1	50.6
Science Performance Index	All Students	65.2	75	43.5	50	87.0	62.6
Science Performance Index	High Needs Students	59.6	75	39.8	50	79.5	52.1
ELA Academic Growth	All Students	60.9%	100%	60.9	100	60.9	60.6%
ELA Academic Growth	High Needs Students	52.6%	100%	52.6	100	52.6	55.7%
Math Academic Growth	All Students	58.6%	100%	58.6	100	58.6	62.3%
Math Academic Growth	High Needs Students	52.4%	100%	52.4	100	52.4	55.9%
Progress Toward English Proficiency	Literacy	.	100%	.	.	.	58.7%
Progress Toward English Proficiency	Oral	.	100%	.	.	.	55.7%
Chronic Absenteeism	All Students	8.6%	<=5%	42.8	50	85.5	17.2%
Chronic Absenteeism	High Needs Students	14.1%	<=5%	31.8	50	63.6	24.8%
% Taking CCR Courses	All Students	95.3%	75%	50.0	50	100.0	92.4%
% Meeting CCR Benchmark	All Students	51.9%	75%	34.6	50	69.2	47.2%
On-track to High School Graduation	All Students	97.3%	94%	50.0	50	100.0	85.9%
4-year Graduation Rate (2024 Cohort)	All Students	98.0%	94%	100.0	100	100.0	88.9%
6-year Graduation Rate (2022 Cohort)	High Needs Students	91.8%	94%	97.7	100	97.7	87.3%
Postsecondary Entrance (Class of 2024)	All Students	68.9%	75%	91.9	100	91.9	67.0%
Physical Fitness % Meeting Health Standard	All Students	66.2%	75%	44.1	50	88.3	49.0%
Arts Access	All Students	68.2%	60%	50.0	50	100.0	55.1%
Accountability Index				1071.7	1350	79.4	

Physical Fitness Estimated Participation Rate - District: 92.8% | 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	74.2	61.9	12.3	16.9	N
Math Performance Index Gap	71.1	57.8	13.3	18.4	N
Science Performance Index Gap	68.1	59.6	8.5	18.2	N
Graduation Rate Gap	94.0%	91.8%	2.2%	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	98.2
Math	All Students	98.8
Math	High Needs Students	97.8
Science	All Students	98.0
Science	High Needs Students	96.0

Minimum participation standard is 95%.

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

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

Grade 3 ELA Performance Index for Students with Disabilities:

District: * **State: 50.2**

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

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Narratives

School District Improvement Plans and Parental Outreach Activities

The superintendent goals and the District Instructional Vision guide our actions in the district. Yearly, leadership analyzes performance data to prioritize and adjust improvement plans for each school and program for the upcoming year. This planning promotes consistency, collaboration and shared commitment to goals. The continually refined District Instructional Vision focuses our preK-12 instructional efforts, professional learning, and commitment to continuous improvement as connected to the Vision of the Graduate. As a district we continue to recognize that parents and guardians play a critical role in educating and supporting their children. During the 24-25 school year the district continued "Parent-Guardian Think Tanks" that discuss, question, and refine teaching and learning in the district (the group meets monthly and is made up of K-12 representatives). Parent-guardian input is solicited through Forums, PTOs, Booster Clubs, and ongoing surveying. Additionally parents-guardians attend Open House, conferences, workshops, and at-risk meetings. NBPS commits to ongoing home communication regarding school events, classroom news, available services, and at home learning supports through PowerSchool, Google Classroom, Bloomz, SeeSaw, webpages, newsletters, and e-blasts. During the 24-25 school year parents-guardians were offered ongoing grade level-specific trainings (virtual and in person) by our instructional coaches and department leaders relative to curriculum, instruction, and home support in the areas of science, mathematics and language arts. Feedback is provided to parents-guardians (progress reports, report cards, at-risk meetings, i-Ready reports) to ensure reported student data is individualized to each student's academic and social progress and in-person teacher conferences are held at each school. NBPS has maintained Spec Ed and Reg Ed programs and services through implementation of our integrated preschool model taught by integrated (special education certified) preschool teachers during the 24-25 school year. Additionally, special education and related staff engaged in ongoing training related to IEP development, fostering independence and providing academic-behavioral support for students in need. Training for teachers and para-educators throughout the year was provided to ensure research based strategies for academic and behavioral support for students through our MTSS model and continuum of special services. The NBBOE's Attendance Policy requires monitoring of attendance and collaboration with families to ensure that students attend school regularly and consistently. The policy continues to be disseminated to all families through Student Handbooks and principal newsletters. Student attendance is monitored and addressed by school personnel. If a child demonstrates a pattern of absences, families attend an in-school collaborative meeting to find ways to improve the child's attendance including counseling, behavior plans, PPT referrals, and/or referrals to outside agencies. At all levels, positive school climate strategies and restorative practices are used to improve attendance. When necessary, home visits, attendance hearings, referrals to DCF and other measures are completed. To further support student and family engagement around attendance and mental health support NBPS partnered with the Root Center in 24-25.

Efforts to Reduce Racial, Ethnic and Economic Isolation

NBPS remains committed to reducing racial, ethnic and economic isolation. Staff incorporate activities that honor diversity in curriculum - instruction and through school-sponsored events. Additionally we aim to increase texts and resources where diverse cultures and experiences are represented. NBPS support inclusion and citizenship through PBIS, Second Step, and related age-appropriate SEL opportunities. Expanding restorative practices help to ensure students and staff are working together to build respectful, positive school climates that foster student connectedness and achievement. Teachers engage with ongoing training in Responsive Classroom, SEL and Restorative Practices. All schools have student leadership programs that focus on acceptance, reducing bullying and creating allies among the students and school communities. NB also has monthly school climate assemblies that promote cultural awareness and build a sense of community- such as art exhibits depicting different cultures and celebrations of Black History, Native Americans, and Hispanic Heritage. Students have opportunities to participate in clubs (Interact, GSA, Power Rangers, Helping Hands, Student Union) that support creating connectedness and reducing isolation. Additionally students engage in a variety of social action efforts at each school designed at supporting awareness around economic disparities, food insecurity, and supporting those in need. Staff and students work together annually to fundraise and collect food, clothing and necessities to assist economically disadvantaged individuals and families locally, nationally, and globally. The Community Round Up, an annual event stocking the local food bank, involves the entire school community. The district and BOE embraces the Open Choice program as a means to enhance diversity and community while reducing racial, ethnic and economic isolation. Several students participate in choice programs including the ECA, Sound School, and NH Magnet Schools. This year, we have enacted our increasing educator diversity plan focused on both attracting and hiring diverse candidates to NBPS, and also on creating educator pathways (Dream Team-internships) for our NBPS students of color in the hopes that they will seek education-related future careers.

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Equitable Allocation of Resources among District Schools

The NBPS strives to allocate resources equitably throughout its schools and programs. Budget development begins at the building and program levels using guidelines established by the BOE. An allocation formula based on per pupil need and projected enrollment at each school provides for a fair and equitable distribution of resources. The Admin Council meets to discuss budget priorities. The proposed budget is developed by administrators with input from teachers, leaders and directors. This collaborative process promotes effective use of funds, ensuring expenditure decisions meet the needs of all NB students. School-based budgets are reviewed to ensure alignment to the district's mission, instructional vision, statutory requirements, BOE policies, and collective bargaining agreements. Yearly, administrators conduct audits of the previous year's expenditures, complete comparative analyses, and make recommendations for the future budget-allocation process. The administrative team works with a district perspective to ensure budgets, grants, and resources support students with the greatest needs. This work is highly challenging with increasing budget cuts set by the town council.

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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	2	20.0	2.2
Personal Reasons	0	0.0	6.7
Position Eliminated or Expired	1	10.0	9.8
Position Filled Permanently	0	0.0	0.1
Resigned (no reason given)	3	30.0	32.0
Retired	2	20.0	23.7
Teach/Admin in Other CT Dist	1	10.0	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	10.0	2.3
TOTAL	10		

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.