

Connecticut State Department of Education

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2024-25



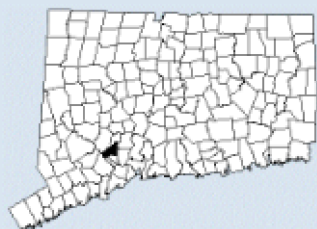
Seymour School District

Susan Compton, Superintendent • 203-888-4564 • <http://www.seymourschools.org/>

District Information

Grade Range	PK-12
Number of Schools/Programs	4
Enrollment	2,103
Per Pupil Expenditures	\$18,869
Total Expenditures	\$41,022,178

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	1,052	50.0	51.5
Non-Binary	*	*	0.1
American Indian or Alaska Native	0	0.0	0.2
Asian	81	3.9	5.2
Black or African American	168	8.0	12.4
Hispanic or Latino of any race	470	22.3	32.1
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	56	2.7	4.8
White	1,328	63.1	45.1
English Learners/Multilingual Learners	145	6.9	11.3
Eligible for Free or Reduced-Price Meals	1,071	50.9	44.8
Students with Disabilities	377	17.9	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	*	*	72	6.6
Male	174	17.0	151	13.8
Non-Binary	*	*	0	*
Black or African American	16	9.5	23	12.7
Hispanic or Latino of any race	129	27.9	74	14.7
White	165	12.8	111	8.2
English Learners/Multilingual Learners	43	24.2	11	6.0
Eligible for Free or Reduced-Price Meals	244	23.3	156	13.6
Students with Disabilities	104	28.2	66	14.7
All Students - District	335	16.3	223	10.2
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: 74
Number of school-based arrests: 9

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Educators

Full-Time Equivalent (FTE) Staff

Role	FTE
General Education Teachers and Instructors	131.0
General Education Paraprofessionals	13.0
Special Education Teachers and Instructors	28.6
Special Education Paraprofessionals	53.0
District Central Office Administrators	3.0
School Level Administrators	7.0
Library/Media Specialists (Certified)	3.0
Library/Media Support Staff	0.0
Instructional Specialists Who Support Teachers	8.5
Counselors, Social Workers and School Psychologists	15.8
School Nurses	4.0
Other Staff Providing Non-Instructional Services/Support	91.1

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

Classroom Teacher Attendance: 2023-24

Level	Average Number of FTE Days Absent Due to Illness or Personal Time
District	11.1
State	13.0

Educators by Race/Ethnicity

Race/Ethnicity	District Count	District Percent (%)	State Percent (%)
American Indian or Alaska Native	1	0.5	0.1
Asian	3	1.5	1.4
Black or African American	0	0.0	4.9
Hispanic or Latino of any race	4	2.0	5.3
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	1	0.5	0.3
White	188	95.4	87.9

New! Educator Attrition: 2023-24

Educator Type	District Attrition Count	District Attrition Rate (%)	State Attrition Rate (%)
All Educators	7	3.7	6.8
Teachers	6	3.9	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	10	*	17	*
Hispanic or Latino of any race	31	91.2	35	100.0
White	100	98.0	121	100.0
English Learners/Multilingual Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	75	97.4	96	100.0
Students with Disabilities	23	95.8	40	100.0
All Students - District	150	96.2	182	100.0
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	20	40.8
Emotional Disability	16	44.4
Intellectual Disability	*	*
Learning Disability	84	73.7
Other Health Impairment	51	66.2
Other Disabilities	*	*
Speech/Language Impairment	27	84.4
All Disabilities - District	203	60.6
All Disabilities - State		68.0

This table represents students ages 6-21 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

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Students with Disabilities by Primary Disability

Disability	District Count	District Rate (%)	State Rate (%)
Autism	56	2.6	2.9
Emotional Disability	36	1.7	1.1
Intellectual Disability	11	0.5	0.6
Learning Disability	114	5.3	6.5
Other Health Impairment	77	3.6	3.6
Other Disabilities	27	1.3	1.1
Speech/Language Impairment	39	1.8	2.0
All Disabilities	360	16.9	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	15	4.2	8.2
Private Schools or Other Settings	12	3.3	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	\$24,174,205	\$11,120	\$13,471
Support services - students	\$2,858,525	\$1,370	\$1,826
Support services - instruction	\$1,205,129	\$578	\$972
Support services - general administration	\$836,585	\$401	\$568
Support services - school based administration	\$2,958,696	\$1,418	\$1,274
Central and other support services	\$1,823,178	\$874	\$761
Operation and maintenance of plant	\$3,779,020	\$1,812	\$2,125
Student transportation services	\$2,695,169	\$1,173	\$1,695
Food services	.	.	\$10
Enterprise operations	\$691,673	\$332	\$219
Total	\$41,022,178	\$18,869	\$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	\$3,202,366	32.8	26.4
Instructional Aide Salaries	\$1,144,121	11.7	10.1
Other Salaries	\$260,837	2.7	10.5
Employee Benefits	\$624,732	6.4	13.3
Purchased Services Other Than Transportation	\$683,283	7.0	6.8
Special Education Tuition	\$2,393,801	24.5	22.8
Supplies	\$26,060	0.3	0.6
Property Services	.	.	0.4
Purchased Services For Transportation	\$1,429,336	14.6	8.7
Equipment	\$5,000	0.1	0.2
All Other Expenditures	\$400	0.0	0.1
Total	\$9,769,937	100.0	100.0

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

Level	Percent (%)
District	23.8
State	25.7

Expenditures by Revenue Source: 2023-24

Revenue Source	Percent of Total (%) Excluding School Construction
Local	66.0
State	29.6
Federal	4.1
Tuition & Other	0.3

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).

District Profile and Performance Report for School Year 2024-25

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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	41	73.5	41	74.1	11	*
Black or African American	77	60.9	77	61.5	32	50.7
Hispanic or Latino of any race	233	57.7	234	55.6	101	54.5
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	26	63.4	26	59.6	11	*
White	695	68.5	695	66.9	306	61.7
English Learners/Multilingual Learners	100	57.4	100	57.9	31	49.5
Non-English Learners/Non-Multilingual Learners	972	66.5	973	64.8	430	60.3
Eligible for Free or Reduced-Price Meals	533	59.7	534	58.0	234	55.5
Not Eligible for Free or Reduced-Price Meals	539	71.7	539	70.3	227	63.8
Students with Disabilities	173	43.5	173	40.2	79	42.3
Students without Disabilities	899	70.0	900	68.7	382	63.2
High Needs	601	59.3	602	57.7	264	54.5
Non-High Needs	471	73.8	471	72.4	197	66.4
All Students - District	1,072	65.7	1,073	64.1	461	59.6

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	98.6	77.0	78.4	66.1	572	80.4
Curl Up	95.1	84.2	82.4	90.2	571	87.7
Push Up	87.4	76.3	75.2	90.9	569	81.9
Mile Run/PACER	92.3	77.0	59.9	62.2	566	73.1
All Tests - District	84.6	54.6	46.7	46.6	563	58.4
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	13	*
Hispanic or Latino of any race	40	85.0
White	78	87.2
English Learners/Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	61	75.4
Students with Disabilities	24	62.5
All Students - District	140	86.4
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	93	57.4
Male	69	39.4
Non-Binary	0	*
Black or African American	11	39.3
Hispanic or Latino of any race	20	29.0
White	120	53.8
English Learners/ Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	69	39.9
Students with Disabilities	6	9.4
All Students - District	162	47.9
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	81.8	93.9
Male	64.7	91.1
Non-Binary	N/A	N/A
Black or African American	*	*
Hispanic or Latino of any race	82.9	*
White	65.2	90.5
English Learners/ Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	62.5	94.7
Students with Disabilities	*	*
All Students - District	72.4	92.4
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	65.7	75	43.8	50	87.6	64.7
ELA Performance Index	High Needs Students	59.3	75	39.5	50	79.1	54.9
Math Performance Index	All Students	64.1	75	42.8	50	85.5	61.1
Math Performance Index	High Needs Students	57.7	75	38.5	50	76.9	50.6
Science Performance Index	All Students	59.6	75	39.7	50	79.4	62.6
Science Performance Index	High Needs Students	54.5	75	36.3	50	72.6	52.1
ELA Academic Growth	All Students	61.0%	100%	61.0	100	61.0	60.6%
ELA Academic Growth	High Needs Students	59.3%	100%	59.3	100	59.3	55.7%
Math Academic Growth	All Students	68.2%	100%	68.2	100	68.2	62.3%
Math Academic Growth	High Needs Students	63.9%	100%	63.9	100	63.9	55.9%
Progress Toward English Proficiency	Literacy	69.1%	100%	34.5	50	69.1	58.7%
Progress Toward English Proficiency	Oral	70.0%	100%	35.0	50	70.0	55.7%
Chronic Absenteeism	All Students	16.3%	<=5%	27.3	50	54.7	17.2%
Chronic Absenteeism	High Needs Students	22.7%	<=5%	14.5	50	29.0	24.8%
% Taking CCR Courses	All Students	98.2%	75%	50.0	50	100.0	92.4%
% Meeting CCR Benchmark	All Students	47.9%	75%	32.0	50	63.9	47.2%
On-track to High School Graduation	All Students	96.9%	94%	50.0	50	100.0	85.9%
4-year Graduation Rate (2024 Cohort)	All Students	86.4%	94%	91.9	100	91.9	88.9%
6-year Graduation Rate (2022 Cohort)	High Needs Students	82.4%	94%	87.7	100	87.7	87.3%
Postsecondary Entrance (Class of 2024)	All Students	72.4%	75%	96.5	100	96.5	67.0%
Physical Fitness % Meeting Health Standard	All Students	58.4%	75%	39.0	50	77.9	49.0%
Arts Access	All Students	54.6%	60%	45.5	50	91.0	55.1%
Accountability Index				1096.9	1450	75.7	

Physical Fitness Estimated Participation Rate - District: 96.3% | State: 95.6%

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in the student group or the indicator is not applicable based on grades served.

Gap Indicator	Non-High Needs Rate	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev	Is Gap an Outlier?
ELA Performance Index Gap	73.8	59.3	14.5	16.9	N
Math Performance Index Gap	72.4	57.7	14.7	18.4	N
Science Performance Index Gap	66.4	54.5	12.0	18.2	N
Graduation Rate Gap	94.0%	82.4%	11.6%	8.6%	Y

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	97.7
ELA	High Needs Students	96.6
Math	All Students	97.8
Math	High Needs Students	96.7
Science	All Students	97.1
Science	High Needs Students	96.1

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

Seymour Public Schools are committed to fostering individual student growth and academic excellence through differentiated instruction, rigorous learning experiences, and a whole-child approach to education. Guided by the Board of Education's mission, our Strategic Plan, and our Vision of a Graduate, our work is rooted in knowing each student as a learner and preparing them to thrive in an ever-changing world.

This year, we launched several innovative initiatives to support continuous improvement. The RULER social-emotional learning program was implemented in elementary and middle schools, helping students build emotional intelligence and foster inclusive, supportive school climates. At the middle school, we expanded our focus on STEM education, offering hands-on, inquiry-based experiences that develop critical thinking and problem-solving skills.

In recognition of our work in civic engagement and student voice, Seymour was honored as a Red, White, and Blue School District by the Connecticut State Department of Education. This designation affirms our commitment to active citizenship and community involvement across all grade levels.

Our evolving curriculum provides engaging, standards-based learning anchored in creativity, collaboration, and communication. We nurture well-rounded learners who demonstrate compassion, resilience, and responsibility.

We employ a comprehensive Multi-Tiered System of Support (MTSS) to address academic, behavioral, and social-emotional needs. Responsive Classroom strategies (K–5) and PBIS (secondary) promote positive school culture. Teachers and counselors use universal screeners, assessments, and progress monitoring to guide instruction and provide timely, targeted support through SRBI.

Instruction is personalized across general education, specialized programs, and individual placements. At the preschool level, integrated classrooms develop foundational skills, and strategic transition planning supports student success through all levels.

We continue to enhance special education services, including counseling, therapies, assistive technology, and adaptive equipment, ensuring access and support for all students with disabilities.

Family and community partnerships are central to our work. We engage families through regular communication, events, outreach, and surveys that inform district planning. Staff participate in professional learning to strengthen home-school collaboration and support family engagement in student learning. Parents are included in decision-making and offered tools to help their children succeed at home.

Our annual district-wide multicultural fair highlights and celebrates the rich diversity within our school community. This event brings students, families, and staff together through cultural displays, performances, and food, creating meaningful opportunities for connection, appreciation, and learning.

Seymour Public Schools lead with equity, innovation, and a deep belief in every student's potential. Our ongoing work with the district's Strategic Plan ensures that all improvement efforts are intentional, student-centered, and aligned to shared goals. We remain unwavering in our mission to empower learners and prepare them for a purposeful future.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Seymour Public Schools are dedicated to fostering a culture of inclusion, equity, and respect, ensuring all students feel seen, valued, and supported. Rooted in our mission and Vision of a Graduate, we provide students with meaningful learning experiences that prepare them to thrive in an interconnected world.

Diversity, equity, and inclusion are central to our curriculum, school culture, and student experiences. Our educators design instructional practices that celebrate the lived experiences and histories of people from all racial, ethnic, and socioeconomic backgrounds. Classroom discussions, literature, project-based learning, and enrichment opportunities help students develop cultural awareness, empathy, and a global perspective.

The district's implementation of the RULER social-emotional learning program in elementary and middle schools promotes emotional intelligence, compassion, and positive relationships. We ensure that all students have access to technology and instructional tools that enhance learning across all subjects, including math, literacy, science, social studies, world languages, and the arts.

Each school is staffed with a certified school counselor to support students' academic and personal development, ensuring equitable access to opportunities and resources. Programs in the arts, visiting cultural presenters, and assemblies expand students' awareness of historical and contemporary issues while promoting appreciation for diverse cultures.

Clubs, student organizations, and real-world experiences further our commitment to inclusion. Students engage in service projects, multicultural events, and student-led initiatives that foster community-building and amplify diverse voices. Our annual district-wide multicultural fair and partnerships with local organizations create opportunities for dialogue and learning.

Secondary schools offer inclusive courses, including manufacturing, business, health services, technology, Advanced Placement (AP), Early College Experience (ECE), and dual-credit courses that open doors to post-secondary success.

Above all, we are committed to fostering an environment of trust, respect, and mutual support.

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Equitable Allocation of Resources among District Schools

Seymour Public Schools are committed to the equitable distribution of resources to ensure that all students have access to the tools, opportunities, and support needed for success. Guided by our Strategic Plan and Vision of a Graduate, our budgeting process prioritizes fairness, transparency, and student-centered decision-making.

Each year, school principals review their school's needs in collaboration with staff to identify priorities aligned with district goals. These form the foundation of budget requests submitted to the Superintendent. Through collaborative dialogue, requests are evaluated for their impact on student achievement, equity, and overall improvement.

The Superintendent presents the recommended budget to the Board of Education during public workshops, ensuring alignment with district initiatives. This process includes opportunities for open discussion and refinement, allowing input from families, community members, and town officials, reinforcing equity across schools.

Seymour Public Schools remain committed to ensuring every student has access to high-quality instruction, programming, and support.

District Profile and Performance Report for School Year 2024-25

Seymour 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	4	57.1	6.7
Position Eliminated or Expired	1	14.3	9.8
Position Filled Permanently	0	0.0	0.1
Resigned (no reason given)	1	14.3	32.0
Retired	1	14.3	23.7
Teach/Admin in Other CT Dist	0	0.0	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	0	0.0	2.3
TOTAL	7		

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.