

Connecticut State Department of Education

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2024-25



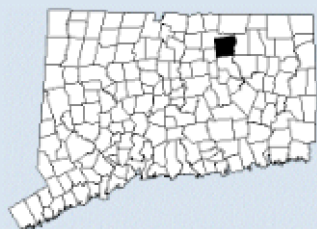
Tolland School District

Walter Willett, Superintendent • 860-870-6850 • <http://www.tolland.k12.ct.us>

District Information

Grade Range	PK-12
Number of Schools/Programs	5
Enrollment	2,144
Per Pupil Expenditures	\$20,365
Total Expenditures	\$46,187,335

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	1,091	50.9	51.5
Non-Binary	*	*	0.1
American Indian or Alaska Native	*	*	0.2
Asian	72	3.4	5.2
Black or African American	63	2.9	12.4
Hispanic or Latino of any race	215	10.0	32.1
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	83	3.9	4.8
White	1,706	79.6	45.1
English Learners/Multilingual Learners	27	1.3	11.3
Eligible for Free or Reduced-Price Meals	371	17.3	44.8
Students with Disabilities	374	17.4	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	109	10.7	17	1.6
Male	*	*	83	7.5
Non-Binary	*	*	0	*
Black or African American	7	11.1	*	*
Hispanic or Latino of any race	34	16.4	16	7.2
White	149	9.0	72	4.2
English Learners/Multilingual Learners	*	*	0	0.0
Eligible for Free or Reduced-Price Meals	62	18.0	30	7.2
Students with Disabilities	56	16.2	32	7.5
All Students - District	196	9.5	100	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: 225
Number of school-based arrests: 0

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Educators

Full-Time Equivalent (FTE) Staff

Role	FTE
General Education Teachers and Instructors	142.8
General Education Paraprofessionals	24.5
Special Education Teachers and Instructors	29.0
Special Education Paraprofessionals	67.3
District Central Office Administrators	6.0
School Level Administrators	8.0
Library/Media Specialists (Certified)	3.0
Library/Media Support Staff	2.0
Instructional Specialists Who Support Teachers	6.6
Counselors, Social Workers and School Psychologists	14.0
School Nurses	8.7
Other Staff Providing Non-Instructional Services/Support	127.2

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	13.9
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	0.5	1.4
Black or African American	2	1.0	4.9
Hispanic or Latino of any race	3	1.4	5.3
Native Hawaiian or Other Pacific Islander	1	0.5	0.1
Two or More Races	0	0.0	0.3
White	203	96.7	87.9

New! Educator Attrition: 2023-24

Educator Type	District Attrition Count	District Attrition Rate (%)	State Attrition Rate (%)
All Educators	24	11	6.8
Teachers	20	11.2	7.6

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

Note: See Appendix A for exit reasons.

Instruction and Resources

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

Student Group	11th Count	11th Rate (%)	12th Count	12th Rate (%)
Black or African American	*	*	6	*
Hispanic or Latino of any race	9	*	12	*
White	77	52.7	105	82.7
English Learners/Multilingual Learners	*	*	0	*
Eligible for Free or Reduced-Price Meals	11	52.4	17	73.9
Students with Disabilities	12	41.4	25	75.8
All Students - District	91	52.0	136	83.4
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	25	53.2
Emotional Disability	*	*
Intellectual Disability	0	0
Learning Disability	100	70.4
Other Health Impairment	45	64.3
Other Disabilities	*	*
Speech/Language Impairment	28	84.8
All Disabilities - District	207	62.2
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	53	2.5	2.9
Emotional Disability	*	*	1.1
Intellectual Disability	*	*	0.6
Learning Disability	142	6.7	6.5
Other Health Impairment	70	3.3	3.6
Other Disabilities	33	1.5	1.1
Speech/Language Impairment	43	2.0	2.0
All Disabilities	359	16.8	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	11	3.1	8.2
Private Schools or Other Settings	17	4.7	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	\$28,071,190	\$12,377	\$13,471
Support services - students	\$3,027,686	\$1,381	\$1,826
Support services - instruction	\$1,944,723	\$887	\$972
Support services - general administration	\$702,094	\$320	\$568
Support services - school based administration	\$2,142,456	\$977	\$1,274
Central and other support services	\$1,311,684	\$598	\$761
Operation and maintenance of plant	\$4,708,476	\$2,147	\$2,125
Student transportation services	\$3,977,489	\$1,751	\$1,695
Food services	.	.	\$10
Enterprise operations	\$301,537	\$137	\$219
Total	\$46,187,335	\$20,365	\$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	\$3,878,189	31.8	26.4
Instructional Aide Salaries	.	.	10.1
Other Salaries	\$2,959,725	24.3	10.5
Employee Benefits	\$1,843,164	15.1	13.3
Purchased Services Other Than Transportation	\$234,664	1.9	6.8
Special Education Tuition	\$2,417,883	19.8	22.8
Supplies	\$42,197	0.3	0.6
Property Services	.	.	0.4
Purchased Services For Transportation	\$801,025	6.6	8.7
Equipment	\$10,641	0.1	0.2
All Other Expenditures	\$1,799	0.0	0.1
Total	\$12,189,285	100.0	100.0

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

Level	Percent (%)
District	26.4
State	25.7

Expenditures by Revenue Source: 2023-24

Revenue Source	Percent of Total (%) Excluding School Construction
Local	75.1
State	22.9
Federal	2.0
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
Asian	*	*	*	*	13	*
Black or African American	35	67.4	35	62.7	17	*
Hispanic or Latino of any race	104	67.7	104	65.2	46	58.5
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	43	77.8	43	76.5	17	*
White	876	73.7	875	73.6	395	67.3
English Learners/Multilingual Learners	34	66.9	34	69.0	12	*
Non-English Learners/Non-Multilingual Learners	1,061	73.6	1,060	73.0	476	66.5
Eligible for Free or Reduced-Price Meals	173	66.3	173	64.3	76	58.3
Not Eligible for Free or Reduced-Price Meals	922	74.7	921	74.5	412	67.9
Students with Disabilities	171	52.8	170	49.1	78	49.4
Students without Disabilities	924	77.2	924	77.3	410	69.7
High Needs	309	62.1	308	59.6	135	56.2
Non-High Needs	786	77.8	786	78.1	353	70.3
All Students - District	1,095	73.4	1,094	72.9	488	66.4

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	70.5	69.2	71.4	82.8	619	73.8
Curl Up	94.9	94.6	93.1	91.1	634	93.4
Push Up	37.9	75.5	77.0	75.7	634	66.9
Mile Run/PACER	65.2	68.9	62.1	55.6	636	62.7
All Tests - District	24.3	45.0	45.0	50.9	612	41.5
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	17	*
White	152	97.4
English Learners/Multilingual Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	27	88.9
Students with Disabilities	32	87.5
All Students - District	188	97.3
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	83	50.9
Male	*	*
Non-Binary	*	*
Black or African American	9	*
Hispanic or Latino of any race	8	27.6
White	131	48.0
English Learners/ Multilingual Learners	0	*
Eligible for Free or Reduced-Price Meals	13	29.5
Students with Disabilities	*	*
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	88.5	92.1
Male	80.0	*
Non-Binary	N/A	*
Black or African American	*	*
Hispanic or Latino of any race	*	*
White	83.4	92.0
English Learners/ Multilingual Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	65.4	*
Students with Disabilities	61.3	*
All Students - District	84.4	92.5
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	73.4	75	48.9	50	97.9	64.7
ELA Performance Index	High Needs Students	62.1	75	41.4	50	82.9	54.9
Math Performance Index	All Students	72.9	75	48.6	50	97.2	61.1
Math Performance Index	High Needs Students	59.6	75	39.8	50	79.5	50.6
Science Performance Index	All Students	66.4	75	44.3	50	88.6	62.6
Science Performance Index	High Needs Students	56.2	75	37.5	50	74.9	52.1
ELA Academic Growth	All Students	59.9%	100%	59.9	100	59.9	60.6%
ELA Academic Growth	High Needs Students	54.3%	100%	54.3	100	54.3	55.7%
Math Academic Growth	All Students	70.0%	100%	70.0	100	70.0	62.3%
Math Academic Growth	High Needs Students	55.9%	100%	55.9	100	55.9	55.9%
Progress Toward English Proficiency	Literacy	79.0%	100%	39.5	50	79.0	58.7%
Progress Toward English Proficiency	Oral	77.4%	100%	38.7	50	77.4	55.7%
Chronic Absenteeism	All Students	9.5%	<=5%	41.1	50	82.1	17.2%
Chronic Absenteeism	High Needs Students	15.7%	<=5%	28.7	50	57.4	24.8%
% Taking CCR Courses	All Students	67.2%	75%	44.8	50	89.5	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	97.1%	94%	50.0	50	100.0	85.9%
4-year Graduation Rate (2024 Cohort)	All Students	97.3%	94%	100.0	100	100.0	88.9%
6-year Graduation Rate (2022 Cohort)	High Needs Students	95.0%	94%	100.0	100	100.0	87.3%
Postsecondary Entrance (Class of 2024)	All Students	84.4%	75%	100.0	100	100.0	67.0%
Physical Fitness % Meeting Health Standard	All Students	41.5%	75%	27.7	50	55.3	49.0%
Arts Access	All Students	54.0%	60%	45.0	50	90.0	55.1%
Accountability Index				1148.0	1450	79.2	

Physical Fitness Estimated Participation Rate - District: 93.9% | 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	75.0	62.1	12.9	16.9	N
Math Performance Index Gap	75.0	59.6	15.4	18.4	N
Science Performance Index Gap	70.3	56.2	14.2	18.2	N
Graduation Rate Gap	94.0%	95.0%	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	97.6
ELA	High Needs Students	95.2
Math	All Students	97.4
Math	High Needs Students	94.6
Science	All Students	96.3
Science	High Needs Students	91.9

Minimum participation standard is 95%.

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

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

Grade 3 ELA Performance Index for Students with Disabilities:

District: 56.9

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

Data teams establish literacy & numeracy instructional goals. The Student Assistance Team (SAT) identifies & supports students with interventions for academic, social & emotional needs. Special education & reading intervention teams receive Structured Literacy coaching. Faculty work with the Science Supervisor to develop NGSS aligned units. CRE lessons are taught with multicultural literature. PBIS & SEL programs maintain a positive school environment promoting prosocial behaviors. All teachers have Second Step resources in their classrooms to meet the social & emotional needs of their students. BGP trained staff members in the YALE Ruler Program, implementing this program across the learning community. Parents are members of the school safety & Tools for Schools team. Parenting classes are taught at the FRC.

The TIS SAT provides MTSS intervention for reading, math, social skills, emotional regulation & behavioral needs to all students. Targeted Interventions are administered by special education teachers, support staff, & reading & math specialists. School-wide expectations are taught. The SEL curriculum includes teacher taught lessons, community building circles, school advisory sessions & programs. Students recognize that they are valuable members of our community. BGP & TIS hosted a family Curriculum Night offering curricular activities in an evening of fun & learning.

TMS teams review data & meet with parents. PBIS & SEL programs, partnerships with social services, community workshops, SOAR reports & everyday practices establish a positive environment. Parents sign up for daily updates of academic progress & attendance. Behavioral Reports are shared at the end of each marking period to keep parents informed of student progress on core values. TMS offers monthly programs to support student academics & extracurricular interests. The Intervention team consisting of administrators, teachers, counselors & the psychologist meet weekly to discuss strategies & student needs. The special education & reading staff use the SPIRE program to support reading students.

THS provides opportunities for students to demonstrate functional mastery of the skills & dispositions outlined in the TPS Portrait of a Graduate. Additionally, MBL practices are implemented in content areas throughout the year & professional development is aligned to district goals. 21st century skills are taught & assessed through a common core aligned curriculum. The Student Intervention Team consisting of administration, counselors, the school psychologist & nurse meet to discuss strategies to support the individual needs of the students. For climate & culture, a survey is given to students, parents & faculty. The culture & climate committee meets monthly with a variety of stakeholders to review district surveys & discuss strategies to maintain a welcoming culture at THS. THS develops leadership & mentoring skills in its students through the Link Crew program promoting a positive climate. A recognition program exists for staff & students to identify students who exhibit our core values. THS offers the following schoolwide outreach events for parents: Parent-teacher conferences, Open House, 8th Grade Parent Night, Financial Aid Nights, College Planning Nights, & 9th Grade Parent Night. The Parent Advisory Council & the THS Booster Club meet monthly with administration.

Efforts to Reduce Racial, Ethnic and Economic Isolation

The TPS trains staff on Culturally Responsive Education (CRE), and has both district and building CRE committees meeting on a regular basis to discuss policies, procedures, and practices relative to culturally responsive education. In addition, they plan activities and assemblies for students that strengthen each school community and school culture. The district also seeks to provide equity through Mastery Learning practices. The district participates in the Open Choice program.

Schools engage programs and collaborative activities with community organizations. Positive Behavioral Intervention and Support programs and an Advisory program include incentives and activities to reinforce core values, personal responsibility, and culturally responsive behaviors. The Social and Emotional Learning and Skills for Adolescents programs include lessons beneficial to the mental health and social awareness of students. Advisory, Student Council, and service group programs in the school and community promote social responsibility (e.g. programs to promote awareness of homeless populations, poverty, and how to help). In addition, topics of responsible behavior and social justice are included in TPS programming for ELA, Social Studies, and other classes. A Skills for Adolescents class for all 8th graders focuses on anti-bullying, racism, bias, and media awareness.

Social Justice and Gender Equality themes are used in educational programs. The TPS has a thriving Gender Sexuality Alliance and Kindness Campaign. Curricula on African-American and Latino studies, Russian Culture, Art Link, and African-American authors and Native American experiences are part of the school system offerings. The course Native American Studies emphasizes the experience of the original inhabitants of North America and the diversity of tribes. Activities include speakers, field trips to museums, sweat lodges, and native reservations. Fine Arts covers marginalized and multicultural art and musical expression. The music curriculum emphasizes a culturally diverse study of music from Africa, Mexico, South America, and Spain. Multicultural themed books are used in classrooms. In addition, women in STEAM and Math and Stat Awareness theme weeks were executed.

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Equitable Allocation of Resources among District Schools

Schools are organized into cost-centers with Principals taking the role of “cost-center” managers. Schools receive allocations and reductions of resources based on enrollment and program considerations. The district underwent an energy review, and all schools adhere to the same set of energy standards. These energy standards and systems have provided additional opportunities for equity in policy and distribution of monetary and energy resources. Three schools in the district have three grades (K-2, 3-5, 6-8) with the high school housing four grades. The high school receives resources in accordance with its larger school and physical plant needs, but each school receives allocations commensurate with enrollment and the needs of the physical plant.

Custodial and maintenance resources are matched to the enrollment and physical plant needs of each school. The district will continuously review these resource allocations to provide the most equitable distribution of human resources.

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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	1	5.9	2.2
Personal Reasons	3	17.6	6.7
Position Eliminated or Expired	3	17.6	9.8
Position Filled Permanently	0	0.0	0.1
Resigned (no reason given)	1	5.9	32.0
Retired	5	29.4	23.7
Teach/Admin in Other CT Dist	4	23.5	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	17		

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.