

# Connecticut State Department of Education

## DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2024-25



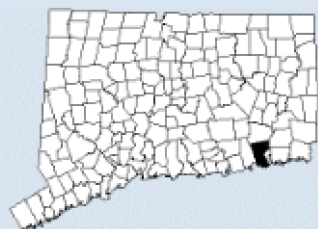
### Waterford School District

Thomas Giard III, Superintendent • 860-444-5801 • [www.waterfordschools.org](http://www.waterfordschools.org)

#### District Information

Grade Range	PK-12
Number of Schools/Programs	11
Enrollment	2,281
Per Pupil Expenditures	\$23,838
Total Expenditures	\$59,212,364

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	1,165	51.1	51.5
Non-Binary	*	*	0.1
American Indian or Alaska Native	6	0.3	0.2
Asian	114	5.0	5.2
Black or African American	59	2.6	12.4
Hispanic or Latino of any race	356	15.6	32.1
Native Hawaiian or Other Pacific Islander	7	0.3	0.1
Two or More Races	141	6.2	4.8
White	1,598	70.1	45.1
English Learners/Multilingual Learners	139	6.1	11.3
Eligible for Free or Reduced-Price Meals	745	32.7	44.8
Students with Disabilities	415	18.2	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	127	11.9	17	1.5
Male	112	10.0	66	5.5
Non-Binary	0	*	0	*
Black or African American	*	*	6	10.0
Hispanic or Latino of any race	47	13.8	16	4.3
White	156	10.2	55	3.4
English Learners/Multilingual Learners	19	14.2	*	*
Eligible for Free or Reduced-Price Meals	108	15.9	47	5.9
Students with Disabilities	58	14.9	35	7.6
All Students - District	239	10.9	83	3.6
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: 289**  
**Number of school-based arrests: 0**

# District Profile and Performance Report for School Year 2024-25

## Waterford School District

### Educators

#### Full-Time Equivalent (FTE) Staff

Role	FTE
General Education Teachers and Instructors	172.2
General Education Paraprofessionals	9.0
Special Education Teachers and Instructors	32.4
Special Education Paraprofessionals	112.0
District Central Office Administrators	5.5
School Level Administrators	10.2
Library/Media Specialists (Certified)	1.0
Library/Media Support Staff	5.0
Instructional Specialists Who Support Teachers	11.0
Counselors, Social Workers and School Psychologists	21.0
School Nurses	5.0
Other Staff Providing Non-Instructional Services/Support	98.4

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	11.2
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	0.4	1.4
Black or African American	6	2.3	4.9
Hispanic or Latino of any race	8	3.1	5.3
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.3
White	241	94.1	87.9

#### New! Educator Attrition: 2023-24

Educator Type	District Attrition Count	District Attrition Rate (%)	State Attrition Rate (%)
All Educators	12	4.7	6.8
Teachers	10	4.9	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	*	*	*	*
Hispanic or Latino of any race	16	*	18	*
White	137	96.5	134	100.0
English Learners/Multilingual Learners	0	*	*	*
Eligible for Free or Reduced-Price Meals	54	94.7	40	100.0
Students with Disabilities	24	88.9	35	100.0
All Students - District	179	95.2	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	36	54.5
Emotional Disability	*	*
Intellectual Disability	*	*
Learning Disability	128	91.4
Other Health Impairment	68	82.9
Other Disabilities	10	37.0
Speech/Language Impairment	23	74.2
All Disabilities - District	276	72.3
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).

# District Profile and Performance Report for School Year 2024-25

## Waterford School District

### Students with Disabilities by Primary Disability

Disability	District Count	District Rate (%)	State Rate (%)
Autism	70	3.0	2.9
Emotional Disability	22	1.0	1.1
Intellectual Disability	14	0.6	0.6
Learning Disability	140	6.1	6.5
Other Health Impairment	83	3.6	3.6
Other Disabilities	35	1.5	1.1
Speech/Language Impairment	40	1.7	2.0
<b>All Disabilities</b>	<b>404</b>	<b>17.5</b>	<b>17.8</b>

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	21	5.2	8.2
Private Schools or Other Settings	18	4.5	4.5

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

### Overall Expenditures: 2023-24

Expenditure	District Total (\$)	District Per Pupil (\$)	State Per Pupil (\$)
Instruction	\$36,335,515	\$14,628	\$13,471
Support services - students	\$4,591,944	\$1,978	\$1,826
Support services - instruction	\$1,881,444	\$810	\$972
Support services - general administration	\$3,190,112	\$1,374	\$568
Support services - school based administration	\$2,385,445	\$1,027	\$1,274
Central and other support services	\$856,692	\$369	\$761
Operation and maintenance of plant	\$5,621,936	\$2,421	\$2,125
Student transportation services	\$3,221,952	\$2,051	\$1,695
Food services	.	.	\$10
Enterprise operations	\$1,127,323	\$485	\$219
<b>Total</b>	<b>\$59,212,364</b>	<b>\$23,838</b>	<b>\$22,054</b>

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	\$5,547,119	35.2	26.4
Instructional Aide Salaries	\$2,078,144	13.2	10.1
Other Salaries	\$540,511	3.4	10.5
Employee Benefits	\$2,646,721	16.8	13.3
Purchased Services Other Than Transportation	\$709,066	4.5	6.8
Special Education Tuition	\$2,841,410	18.0	22.8
Supplies	\$36,468	0.2	0.6
Property Services	\$7,203	0.0	0.4
Purchased Services For Transportation	\$1,250,013	7.9	8.7
Equipment	\$8,851	0.1	0.2
All Other Expenditures	\$88,125	0.6	0.1
<b>Total</b>	<b>\$15,753,631</b>	<b>100.0</b>	<b>100.0</b>

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

Level	Percent (%)
District	26.6
State	25.7

### Expenditures by Revenue Source: 2023-24

Revenue Source	Percent of Total (%) Excluding School Construction
Local	95.1
State	1.6
Federal	3.0
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

## Waterford School District

### 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	57	75.0	57	79.0	18	*
Black or African American	31	67.2	31	60.9	16	*
Hispanic or Latino of any race	171	62.2	169	62.8	57	59.4
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*
Two or More Races	79	66.2	79	65.0	30	64.3
White	839	70.2	839	69.7	367	67.0
English Learners/Multilingual Learners	109	62.5	108	64.8	28	67.5
Non-English Learners/Non-Multilingual Learners	1,074	69.5	1,073	69.0	464	66.3
Eligible for Free or Reduced-Price Meals	368	64.3	366	63.0	136	61.6
Not Eligible for Free or Reduced-Price Meals	815	70.9	815	71.1	356	68.2
Students with Disabilities	216	49.0	215	48.5	92	48.1
Students without Disabilities	967	73.3	966	73.0	400	70.6
High Needs	524	60.9	522	60.3	205	58.5
Non-High Needs	659	75.2	659	75.1	287	72.0
All Students - District	1,183	68.9	1,181	68.6	492	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	78.9	76.5	79.6	94.3	659	82.5
Curl Up	86.3	81.4	88.3	90.3	666	86.6
Push Up	74.5	79.5	76.2	83.3	665	78.5
Mile Run/PACER	65.4	65.5	64.8	79.3	657	68.9
All Tests - District	46.8	47.2	48.4	76.2	629	55.3
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**

# District Profile and Performance Report for School Year 2024-25

## Waterford School District

### 2023-24 Cohort Graduation: Four-Year

Student Group	Cohort Count	Rate (%)
Black or African American	7	*
Hispanic or Latino of any race	29	82.8
White	120	95.0
English Learners/Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	59	84.7
Students with Disabilities	34	70.6
All Students - District	177	91.0
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	127	68.6
Male	*	*
Non-Binary	*	*
Black or African American	*	*
Hispanic or Latino of any race	19	52.8
White	179	64.9
English Learners/ Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	47	48.5
Students with Disabilities	11	17.7
All Students - District	231	62.4
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	76.1	97.3
Male	*	88.2
Non-Binary	*	N/A
Black or African American	*	*
Hispanic or Latino of any race	60.9	*
White	73.0	92.5
English Learners/ Multilingual Learners	*	N/A
Eligible for Free or Reduced-Price Meals	57.4	85.7
Students with Disabilities	40.6	*
All Students - District	73.4	93.7
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

# District Profile and Performance Report for School Year 2024-25

## Waterford School District

### 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	68.9	75	45.9	50	91.8	64.7
ELA Performance Index	High Needs Students	60.9	75	40.6	50	81.3	54.9
Math Performance Index	All Students	68.6	75	45.7	50	91.4	61.1
Math Performance Index	High Needs Students	60.3	75	40.2	50	80.4	50.6
Science Performance Index	All Students	66.4	75	44.2	50	88.5	62.6
Science Performance Index	High Needs Students	58.5	75	39.0	50	78.0	52.1
ELA Academic Growth	All Students	61.9%	100%	61.9	100	61.9	60.6%
ELA Academic Growth	High Needs Students	55.9%	100%	55.9	100	55.9	55.7%
Math Academic Growth	All Students	61.7%	100%	61.7	100	61.7	62.3%
Math Academic Growth	High Needs Students	56.6%	100%	56.6	100	56.6	55.9%
Progress Toward English Proficiency	Literacy	61.6%	100%	30.8	50	61.6	58.7%
Progress Toward English Proficiency	Oral	65.6%	100%	32.8	50	65.6	55.7%
Chronic Absenteeism	All Students	10.9%	<=5%	38.2	50	76.4	17.2%
Chronic Absenteeism	High Needs Students	14.8%	<=5%	30.4	50	60.7	24.8%
% Taking CCR Courses	All Students	97.6%	75%	50.0	50	100.0	92.4%
% Meeting CCR Benchmark	All Students	62.4%	75%	41.6	50	83.2	47.2%
On-track to High School Graduation	All Students	96.5%	94%	50.0	50	100.0	85.9%
4-year Graduation Rate (2024 Cohort)	All Students	91.0%	94%	96.8	100	96.8	88.9%
6-year Graduation Rate (2022 Cohort)	High Needs Students	88.8%	94%	94.4	100	94.4	87.3%
Postsecondary Entrance (Class of 2024)	All Students	73.4%	75%	97.9	100	97.9	67.0%
Physical Fitness % Meeting Health Standard	All Students	55.3%	75%	36.9	50	73.8	49.0%
Arts Access	All Students	53.4%	60%	44.5	50	89.1	55.1%
<b>Accountability Index</b>				<b>1136.0</b>	<b>1450</b>	<b>78.3</b>	

Physical Fitness Estimated Participation Rate - District: 91.5% | 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	60.9	14.1	16.9	N
Math Performance Index Gap	75.0	60.3	14.7	18.4	N
Science Performance Index Gap	72.0	58.5	13.5	18.2	N
Graduation Rate Gap	94.0%	88.8%	5.3%	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	98.7
ELA	High Needs Students	97.8
Math	All Students	98.6
Math	High Needs Students	97.6
Science	All Students	96.7
Science	High Needs Students	93.7

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: 52.0**

**State: 50.2**

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

# District Profile and Performance Report for School Year 2024-25

## Waterford School District

### Narratives

#### School District Improvement Plans and Parental Outreach Activities

Waterford is in its eighth year of Strategic Coherence Plan, school growth plans for each school with goals on academics and social-emotional learning. An audit of the existing Strategic Plan has been implemented with subcommittees formed to revise the plan. The three-year plan will focus on:

- Communication and Alignment.
- Higher Order Thinking Skills and Assessment.
- Social Emotional Learning.
- Equity.

Waterford continues to execute the Professional Learning Community (PLC) program with our staff. The PLC program requires that staff work in grade level or subject area teams to discuss and analyze student data from common district or State assessments.

There is a Professional Learning and Evaluation Committee comprised of teachers that help refine our evaluation plan and assist in setting the direction of professional learning.

Curriculum Leaders, Department Chairs, and Instructional Coaches in Literacy, Numeracy and Technology continue to work with their groups on common goals and instructional strategies centered on implementing the Common Core State Standards. By meeting regularly, these groups have an opportunity to discuss what works or what doesn't and improve upon it.

The District has made an effort to assist those students who are not identified as special education but are also not at the proficient level. We have Literacy and Mathematics Support Teachers in each of our elementary schools and our middle school that focus on reading and math. Waterford High School offers support classes in reading, mathematics and writing for those students that need assistance.

Special Education services are delivered through cooperatively taught classes as well as some self-contained skill-based classes at Waterford High School and Clark Lane Middle School. Our elementary schools continue to provide integrated Special Education services, with a focus on the provision of related services in the general education settings as well. We offer Explorers programs at each level which provide individualized programming for students with highly specialized needs. Our Special Education staff has focused on reading and literacy, with an emphasis on training in research-based programs which include Wilson Language, Orton-Gillingham, Read Naturally and the EdMark Reading Program. We have also added a therapeutic day program for some high-needs students at Waterford High School.

Parental outreach has continued to grow in our district. Each school has specific social media handles for their schools, so parents are able to see day by day what is happening at each school. Our district website lists all community and school activities, and ways for parents to become involved. The District has instituted a Thursday Reminders email program for consistent communication to all families and staff. All School Messenger emails are now translated in 26 different languages. A dedicated district email address has been established for parents to address all questions and concerns.

Waterford Public Schools is increasing the continuum of services that are provided in the District. We have increased our ability to service students with the addition of a community partnership with UCFS by introducing two school-based health clinics for medical and counseling needs located at Clark Lane Middle School and Waterford High School.

#### Efforts to Reduce Racial, Ethnic and Economic Isolation

Respecting cultural, racial, and economic differences remains a priority for our schools. Our District Equity Team has met for its fourth year. The District Equity Team has formed four subcommittees to write a District Equity Plan to be embedded into the District Strategic Plan. Our School Equity Teams continue to meet and carry forward the training and learning to school staff.

Our elementary District Equity Team representatives collaborated with an equity liaison through LEARN to advance our focus on equity by expanding classroom libraries and materials that convey varied perspectives for students to explore and think critically.

Waterford Public Schools continue to offer our students the opportunity to attend various high schools in the region. Transportation is provided to the following schools, the Agricultural Science and Technology program at Ledyard High School, Grasso Technical High School and Norwich Regional Technical High School.

Clark Lane Middle School implements a weekly mental health check that includes counselors, our SRO, school administrators, our psychologists and social worker. These sessions focus on assisting students that are struggling and provide supports as needed. Unified Insights, a demographics and analysis tool, enables us to look at many aspects of student performance and needs as an invaluable tool. Unified Insights can inform us about student testing performance, enrollment, admissions, and suspension information. Clark Lane Equity and Understanding Team has met on multiple occasions to discuss all aspects of improving issues of diversity and increasing students opportunities through an equity lens.

# District Profile and Performance Report for School Year 2024-25

## Waterford School District

### **Equitable Allocation of Resources among District Schools**

It is the policy of the Board of Education and the practice of the school system that resources are allocated equally among all schools. Each elementary school teaches the same curriculum and uses the same adopted texts and resources. Each school budget is developed through a formula based on the number of classes and students in the school.

Technology resources are distributed equally among the schools in the district according to a technology plan approved by the State of Connecticut. Each of our elementary schools has been designed the same, with each school having the same number of interactive whiteboards, computers, and computer labs. The elementary schools have just about equal populations due to Waterford's redistricting from five to three elementary schools, which was done to achieve more equity across the schools.

Each principal oversees the distribution of resources in their school. The Director of Finance & Operations and the Assistant Superintendent also look at each school and the district as a whole to ensure resources are allocated equally. Class sizes are monitored and adjusted at the district level, ensuring equality across grades and schools.

# District Profile and Performance Report for School Year 2024-25

## Waterford 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	0	0.0	6.7
Position Eliminated or Expired	2	16.7	9.8
Position Filled Permanently	0	0.0	0.1
Resigned (no reason given)	2	16.7	32.0
Retired	8	66.7	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
<b>TOTAL</b>	<b>12</b>		

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.