

Connecticut State Department of Education

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2024-25



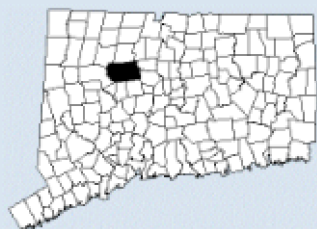
Regional School District 10

Howard Thiery III, Superintendent • 860-673-2538 • <http://www.region10ct.org/>

District Information

Grade Range	PK-12
Number of Schools/Programs	4
Enrollment	2,140
Per Pupil Expenditures	\$20,164
Total Expenditures	\$44,017,290

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	1,149	53.7	51.5
Non-Binary	*	*	0.1
American Indian or Alaska Native	0	0.0	0.2
Asian	18	0.8	5.2
Black or African American	*	*	12.4
Hispanic or Latino of any race	173	8.1	32.1
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	437	20.4	4.8
White	1,502	70.2	45.1
English Learners/Multilingual Learners	34	1.6	11.3
Eligible for Free or Reduced-Price Meals	344	16.1	44.8
Students with Disabilities	361	16.9	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	*	*	22	2.0
Male	123	11.1	70	5.4
Non-Binary	*	*	0	*
Black or African American	*	*	*	*
Hispanic or Latino of any race	27	16.0	9	4.8
White	168	10.2	65	3.7
English Learners/Multilingual Learners	6	17.1	*	*
Eligible for Free or Reduced-Price Meals	74	21.4	33	7.8
Students with Disabilities	62	17.9	32	6.9
All Students - District	231	11.1	92	3.8
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: 77
Number of school-based arrests: 0

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Educators

Full-Time Equivalent (FTE) Staff

Role	FTE
General Education Teachers and Instructors	150.0
General Education Paraprofessionals	11.0
Special Education Teachers and Instructors	25.9
Special Education Paraprofessionals	33.0
District Central Office Administrators	6.0
School Level Administrators	13.8
Library/Media Specialists (Certified)	4.0
Library/Media Support Staff	2.0
Instructional Specialists Who Support Teachers	10.6
Counselors, Social Workers and School Psychologists	18.0
School Nurses	6.0
Other Staff Providing Non-Instructional Services/Support	138.6

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	9.0
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	1	0.4	4.9
Hispanic or Latino of any race	1	0.4	5.3
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.3
White	229	98.7	87.9

New! Educator Attrition: 2023-24

Educator Type	District Attrition Count	District Attrition Rate (%)	State Attrition Rate (%)
All Educators	22	9.8	6.8
Teachers	18	10.3	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	0	*	*	*
Hispanic or Latino of any race	11	*	12	*
White	107	77.5	124	97.6
English Learners/Multilingual Learners	0	*	*	*
Eligible for Free or Reduced-Price Meals	26	72.2	22	95.7
Students with Disabilities	12	*	27	100.0
All Students - District	123	75.9	178	96.2
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	26	55.3
Emotional Disability	17	85.0
Intellectual Disability	*	*
Learning Disability	111	84.7
Other Health Impairment	53	79.1
Other Disabilities	*	*
Speech/Language Impairment	47	100.0
All Disabilities - District	270	78.3
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).

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Students with Disabilities by Primary Disability

Disability	District Count	District Rate (%)	State Rate (%)
Autism	51	2.4	2.9
Emotional Disability	20	0.9	1.1
Intellectual Disability	7	0.3	0.6
Learning Disability	131	6.1	6.5
Other Health Impairment	67	3.1	3.6
Other Disabilities	26	1.2	1.1
Speech/Language Impairment	52	2.4	2.0
All Disabilities	354	16.6	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	18	5.1	8.2
Private Schools or Other Settings	17	4.8	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	\$27,020,551	\$12,378	\$13,471
Support services - students	\$3,353,101	\$1,591	\$1,826
Support services - instruction	\$2,483,567	\$1,178	\$972
Support services - general administration	\$499,778	\$237	\$568
Support services - school based administration	\$2,003,242	\$950	\$1,274
Central and other support services	\$839,335	\$398	\$761
Operation and maintenance of plant	\$4,797,448	\$2,276	\$2,125
Student transportation services	\$3,020,268	\$1,341	\$1,695
Food services	.	.	\$10
Enterprise operations	.	.	\$219
Total	\$44,017,290	\$20,164	\$22,054

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

Special Education Expenditures: 2023-24

Expenditure	District Total (\$)	District Percent (%)	State Percent (%)
Teacher Salaries	\$4,244,476	37.0	26.4
Instructional Aide Salaries	\$1,206,700	10.5	10.1
Other Salaries	\$700,698	6.1	10.5
Employee Benefits	\$990,564	8.6	13.3
Purchased Services Other Than Transportation	\$297,436	2.6	6.8
Special Education Tuition	\$3,042,604	26.5	22.8
Supplies	\$29,493	0.3	0.6
Property Services	.	.	0.4
Purchased Services For Transportation	\$943,431	8.2	8.7
Equipment	\$24,761	0.2	0.2
All Other Expenditures	\$2,585	0.0	0.1
Total	\$11,482,748	100.0	100.0

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

Level	Percent (%)
District	26.1
State	25.7

Expenditures by Revenue Source: 2023-24

Revenue Source	Percent of Total (%) Excluding School Construction
Local	79.4
State	17.8
Federal	2.3
Tuition & Other	0.4

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	*	*	*	*	0	N/A
Black or African American	*	*	*	*	*	*
Hispanic or Latino of any race	84	69.8	84	63.6	*	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	274	72.1	274	69.5	120	72.1
White	750	72.4	749	69.4	330	72.6
English Learners/Multilingual Learners	33	68.3	33	67.4	15	*
Non-English Learners/Non-Multilingual Learners	1,080	72.3	1,079	69.1	475	72.1
Eligible for Free or Reduced-Price Meals	205	65.6	204	61.3	88	64.3
Not Eligible for Free or Reduced-Price Meals	908	73.6	908	70.8	402	73.6
Students with Disabilities	201	58.7	201	52.9	73	59.3
Students without Disabilities	912	75.1	911	72.6	417	74.1
High Needs	364	64.1	363	59.7	149	63.7
Non-High Needs	749	76.1	749	73.6	341	75.5
All Students - District	1,113	72.2	1,112	69.1	490	71.9

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	74.1	80.0	74.6	85.6	615	78.0
Curl Up	77.7	96.8	95.2	92.9	615	90.4
Push Up	71.1	89.0	85.2	82.5	616	81.8
Mile Run/PACER	83.1	76.8	66.9	68.3	616	74.0
All Tests - District	54.8	60.0	53.0	58.4	614	56.4
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	N/A	N/A
Hispanic or Latino of any race	10	*
White	94	97.9
English Learners/Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	28	100.0
Students with Disabilities	26	88.5
All Students - District	149	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	*	*
Male	117	62.6
Non-Binary	*	*
Black or African American	0	*
Hispanic or Latino of any race	*	*
White	174	65.7
English Learners/ Multilingual Learners	0	*
Eligible for Free or Reduced-Price Meals	22	37.3
Students with Disabilities	*	*
All Students - District	226	65.1
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	85.0	96.9
Male	75.6	91.5
Non-Binary	N/A	N/A
Black or African American	N/A	N/A
Hispanic or Latino of any race	*	*
White	78.9	93.3
English Learners/ Multilingual Learners	*	N/A
Eligible for Free or Reduced-Price Meals	46.4	95.5
Students with Disabilities	52.0	*
All Students - District	79.5	94.1
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	72.2	75	48.1	50	96.2	64.7
ELA Performance Index	High Needs Students	64.1	75	42.8	50	85.5	54.9
Math Performance Index	All Students	69.1	75	46.0	50	92.1	61.1
Math Performance Index	High Needs Students	59.7	75	39.8	50	79.6	50.6
Science Performance Index	All Students	71.9	75	47.9	50	95.9	62.6
Science Performance Index	High Needs Students	63.7	75	42.5	50	84.9	52.1
ELA Academic Growth	All Students	64.8%	100%	64.8	100	64.8	60.6%
ELA Academic Growth	High Needs Students	62.2%	100%	62.2	100	62.2	55.7%
Math Academic Growth	All Students	60.0%	100%	60.0	100	60.0	62.3%
Math Academic Growth	High Needs Students	54.0%	100%	54.0	100	54.0	55.9%
Progress Toward English Proficiency	Literacy	69.9%	100%	35.0	50	69.9	58.7%
Progress Toward English Proficiency	Oral	73.0%	100%	36.5	50	73.0	55.7%
Chronic Absenteeism	All Students	11.1%	<=5%	37.7	50	75.5	17.2%
Chronic Absenteeism	High Needs Students	18.5%	<=5%	23.0	50	46.1	24.8%
% Taking CCR Courses	All Students	86.7%	75%	50.0	50	100.0	92.4%
% Meeting CCR Benchmark	All Students	65.1%	75%	43.4	50	86.8	47.2%
On-track to High School Graduation	All Students	95.5%	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	95.6%	94%	100.0	100	100.0	87.3%
Postsecondary Entrance (Class of 2024)	All Students	79.5%	75%	100.0	100	100.0	67.0%
Physical Fitness % Meeting Health Standard	All Students	56.4%	75%	37.6	50	75.1	49.0%
Arts Access	All Students	57.4%	60%	47.8	50	95.6	55.1%
Accountability Index				1169.2	1450	80.6	

Physical Fitness Estimated Participation Rate - District: 98.3% | 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	75.0	64.1	10.9	16.9	N
Math Performance Index Gap	73.6	59.7	14.0	18.4	N
Science Performance Index Gap	75.0	63.7	11.3	18.2	N
Graduation Rate Gap	94.0%	95.6%	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	98.7
ELA	High Needs Students	96.6
Math	All Students	98.6
Math	High Needs Students	96.3
Science	All Students	98.0
Science	High Needs Students	95.0

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: 62.8

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

Regional School District 10 strives towards high levels of achievement and engagement from all our students. We know that this starts with a strong home school connection built upon a shared understanding of what high quality learning means for all students and a commitment to ongoing partnership and communication. This experience starts with our preschool students in both elementary schools and extends to family college and career events at LSM. Every planned activity in RSD10, i.e., transition-year orientations at Kinder, Grade 5 and Grade 9, open houses, parent conferences, family engagement workshops, art and performing arts showcases, the PowerSchool app, weekly principal newsletters, user-friendly school and district websites, and our community newsletter called The School Bell is viewed as an opportunity to partner with and educate parents in best practices to support their children. We have thriving PTOs at each school, a parent-led Booster Club at LSM and their partnership with building leaders is an essential through-line of support. Continuous Improvement (CIP) presentations made by all principals at our Board of Education meetings each year are open to the public and we invite parents to attend those presentations. They include data review and analysis in multiple academic and school climate areas of focus. Once presentations about school goals have been made, they are posted on our district website.

In RSD 10, all means all, so efforts to engage all students in accessible, equitable learning have included training for teachers in Grades 5 through 12 in UDL practices (Universal Design for Learning). Our literacy and numeracy curriculum K – 12 have authentic learning tasks. Events such as STEM showcases, Invention Convention, the Scholastic Book Fair, school plays, community read-alouds, visual arts fairs, author visits, and musical performances build community and engage students in multiple expressions of and opportunities for student learning. At the end of each school year, we update our Summer and eLearning resources page on our district website for families with vetted, diverse, academic and socially engaging content for families to tap into throughout the summer. This includes, but is not limited to, summer reading and Math activities, museum passes, podcasts, mindfulness exercises, whole-body fitness and foreign language activities that extend learning from the academic school year.

RSD 10 continues to engage in a continuous improvement process at the district, school and classroom level, prioritizing teaching and learning goals based on multiple data sets. We look beyond student outcome data, and are as equally focused on strengths, areas of need, student growth and wellness. We are very much in an iterative process of applying our Shared Definition of High-Quality Learning as a community of learners to ensure our Vision of the Graduate is alive and well at all of our schools. This effort is undertaken by multiple stakeholders, including students. Continuous Improvement Plans at each school are outcome driven with collaborative decisions around professional learning, resource allocation, curriculum revisions, use of Professional Learning Community time, standards review, data analysis and areas of instructional focus - all as integrated parts of our school and district improvement.

Efforts to Reduce Racial, Ethnic and Economic Isolation

RSD10's intentional work is guided by a board-approved DEI Statement and Commitments. We foster social and academic opportunities for students and staff through meaningful exploration of cultural, linguistic, racial, ethnic, and socio-economic identities by offering windows and mirrors into a global society. Each school has identified climate priorities to increase students' feelings of belonging. There is an administrator on the secondary campus whose role is supporting the goal of all students believing they are fully respected members of our school community. Each school has teacher leadership teams that focus on the SE well-being of students and staff. Our K-12 literacy programming includes Culturally Responsive Read-Alouds, Identity-Mapping, diverse classroom libraries/book club options, and meaningful writing prompts that support the identities of all students. Our district's 2021 CREC Equity Audit, and resulting action steps, was a springboard for subsequent adult learning about equitable classrooms for all students. There are ongoing efforts to ensure positive, diverse representation in our curriculum K – 12 in all areas of study. Our Professional Learning Choice Board for faculty includes extensive, self-directed learning resources in emotional wellness and equity for students and adults. Our music, visual arts, social studies and world language programs are also essential access points for students to gain an awareness and appreciation of the diversity of the world. Namely, cohorts of students have attended the SERC Dismantling Systemic Racism Conference, undergone training by the National Conference for Community and Justice, engaged in extension opportunities such as the Witness Stones Project, and field trips focusing on Chinese Mythology and Indigenous peoples. Our K - 12 Library Media Specialists are deeply invested in providing students with books and author visits that explore the world. Our physical and electronic libraries K – 12 include intentional book acquisitions that provide diverse titles and authors, support exploration of both differences and the familiar, and reflect our increasingly diverse student body. Our goal is to provide opportunities for student growth, empathy, and awareness beyond the self - all in support of our VOG.

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Equitable Allocation of Resources among District Schools

RSD 10 works to ensure an equitable distribution of resources among its schools through a budget process that involves the Board of Education, administration, staff, parents of school children, and our two communities as a whole. Site-based administrators identify priorities and discuss in forums with all staff. A detailed budget document and public budget workshops provide staff and taxpayers with a clear and transparent view of the budget. Schools receive guidance on overall prospective spending levels and district goals but are allowed to allocate resources as they see best at their individual sites. Financial resources are allocated based on enrollment and program requirements at each site. Budget submissions from the schools reflect both contractual and legal requirements, as well as program needs and goals that support student growth. The Superintendent of Schools presents the budget to the Board and schedules a series of public meetings to encourage participation in the budget process. These meetings are used to ensure the budget accommodates all programs fairly. Region 10 works in concert with all stakeholders to plan accordingly for future growth and expected needs.

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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	0	0.0	2.2
Personal Reasons	0	0.0	6.7
Position Eliminated or Expired	1	5.9	9.8
Position Filled Permanently	0	0.0	0.1
Resigned (no reason given)	4	23.5	32.0
Retired	5	29.4	23.7
Teach/Admin in Other CT Dist	3	17.6	18.0
Teach/Admin in CT Nonpublic School	0	0.0	0.1
Teach/Admin Out-of-State (public or private)	4	23.5	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.