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NORTH CAROLINA
State Board of Education
Department of Public Instruction

Report to the North Carolina General Assembly

2024-2025 Report on the State of the Teaching
and School Administration Professions in North
Carolina

General Statute **115C-299.5**; S.L. 2017-189, sec. 5(b)&(c);
115C-289.2

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TABLE OF CONTENTS

Overview of the Annual Report	1
Data Collection Procedures	2
Selected Findings	5

Charts and Tables

Table 1: State Attrition Rates by Teacher Category	9
Table 2: State Attrition Reasons by Categories	9
Dashboard: Teacher Attrition Disaggregated by LEA.....	10
Dashboard: Teacher Attrition and Student Growth.....	10
Table 3: Contribution to State Attrition Rate by Region	11
Table 4: Five Highest and Lowest LEAs in State Attrition Rates	11
Table 5: Five Highest and Lowest LEA Mobility Rates	12
Table 6: Five Highest and Lowest LEA Attrition Rates	13
Dashboard: Attrition, Mobility, and Recoupment Rates Low-Performing LEAs.....	15
Table 9: State-Wide Total Vacancies for Subjects by School Type	15
Table 10: LEAs with the Highest Teacher Vacancy Rates in North Carolina	15
Dashboard: School Administrator Attrition and Mobility.....	18

Appendices

Appendix A: Self-Reported Reasons for Leaving	19-20
Appendix B: State Attrition Percentages by Reasons Categories for LEAs	21–25
Appendix C: State Attrition, Mobility, and Recoupment Rates for LEAs	26–33
Appendix D: Teacher Vacancy Data for LEAs	33

2024-2025
Annual Report on the State of the Teaching Profession in North Carolina

Overview of the Annual Report

GS §115C-12(22) requires the State Board of Education to include specific data in its annual report on the teaching profession.

Attrition data within this report are summarized in multiple ways: by individual local education agencies (LEA) and by the new State Board of Education (SBE) Districts. For the purposes of this report, LEA is defined as a local school administrative unit that is governed by a local board of education. Improvements were made to this report after the 2015-2016 report based on feedback from the NC Department of Public Instruction and the State Board of Education. The five summary categories were realigned to better represent the reasons teachers have self-reported their change in employment. Additionally, the North Carolina Department of Public Instruction (NCDPI) has eliminated the use of the term "Turnover" from this report and will use, and define, the terms "attrition" and "mobility" to describe changes in teacher employment status. For the purposes of this report, the following definitions apply:

Attrition: a reduction in the number of employees that occurs when employees leave an employing unit. Attrition can be measured at the state or LEA level.

Mobility: the relocation of an employee from one LEA/charter school to another within the state of North Carolina. For the purposes of this report, mobility only exists at the state level; employee mobility across LEAs/charter schools is considered to be attrition for the employing unit from which the employee departs.

Given the change in how NCDPI is defining employment trends in this report, results from reports after the 2015-2016 school year cannot be compared to prior year reports in a meaningful way. Differences in employment trends between the 2015-2016 and later reports and reports from prior years are not comparable and should not be attributed to any programs or policies implemented in prior years.

Data Collection Procedures

Every Local Education Agency (LEA) reports teacher attrition to the state yearly. These data are used in calculations to satisfy state legislation as well as the NC School Report Card (SRC). Calculations are based on a snapshot of employment for classroom teachers employed in the LEA as reflected in the DPI payroll database. Classroom Teachers are determined by Purpose Codes beginning with 51, 52, or 53 and Object Codes 121, 123, 124, or 128. Purpose and Object Codes are part of the payroll budget code. To determine attrition, the teacher's Unique Identifier (UID) is queried against all employee budget codes in the previous year's payroll data file. If a teacher's UID is not found to be employed in the state in March of the current year as they were in March of the previous, the teacher is classified as attrition at the state level. If a teacher's UID is

found to be employed in the state in March of the current year but in a different LEA from the prior year, that teacher is classified as attrition at the LEA level, but mobility at the state level. Teachers who remain in the same LEA but move from an instructional to non-instructional role within the measurement period do not contribute to the attrition or mobility rate at the state or local level.

The Financial and Business Services Division at the Department of Public Instruction provides each LEA a list of individuals employed as teachers within the March date range, and they are asked to provide summary data on the reasons teachers leave the profession. These reasons are self-reported by teachers to LEA personnel during exit interviews, surveys, and/or factual information from their human resources database.

Charter school data are not reflected in this report except where teachers in an LEA in March 2024 moved to a charter school in March 2025 (identified as mobility in state-level reporting). Charter schools do not report attrition data to the State as teachers employed by NC charters are at-will employees and only 50% of their staffs are required to hold teacher licenses, according to GS §115C-218.90(a)(1).

This report does not include teachers who moved from one school to another school within the LEA or teachers who are on approved leave; they continue as active and current employees. This report does not include information regarding local vacancies or any statewide salary/cost analysis.

There are **28 reasons** LEAs use to code their attrition data. For purposes of this report, those self-reported reasons are combined into **five (5) summary categories**. The five (5) summary categories were established to organize the data, to make comparisons of the data, and to find relationships among the data to better understand the reasons why teachers leave the profession. The categories are as follows:

- 1) Teachers who left the LEA but remained in education
- 2) Teachers who left the LEA for personal reasons
- 3) Teachers who were terminated by the LEA
- 4) Teachers who left the LEA for reasons beyond the LEA's control
- 5) Teachers who left the LEA for other reasons not listed above

From the perspective of the LEAs, all 5 summary categories represent attrition (loss of an employee from the LEA). From the perspective of the state, however, only summary categories 2-5 represent attrition from the state. Summary category 1, "Remained In Education" represents mobility within the State of North Carolina. The summary category, "Remained In Education" is excluded from the analysis on state attrition, but is analyzed in the section related to teacher mobility in the state.

Note: Teachers on approved leave and teachers who moved from one school to another school within the LEA are not captured in the state report at this time. Calculations include Visiting International Faculty (VIF) teachers who are required to return to their home countries after three years, Teach for America (TFA) teachers who are high-achieving recent college graduates and professionals enlisted to teach for at least two years in designated high-need communities, and teachers receiving financial assistance through

the Troops to Teachers Program who agree to teach in their position for at least three years.

Draft: Subject to Revision

State of the Teaching Profession in North Carolina

Key Findings

- 1.** Generally, North Carolina teachers are remaining in the classroom. The overall state attrition rate for 2024-2025 is 10.11%. An increase of 0.23% from 9.88% from the 23-24 analysis to 10.11%
- 2.** There were 90,105 teachers employed in NC between March 2024 and March 2025. Of these teachers, 9,107 are no longer employed in NC public schools (or public charter schools).
- 3.** Teachers with fewer than three years of teaching experience are considered Beginning Teachers in NC. During the period between March 2024 and March 2025, there were 12,882 Beginning Teachers (BTs) employed statewide and 1,897 were reported as attrition. The attrition rate for Beginning Teachers in NC is 14.7%, higher than the attrition rate for those not classified as a Beginning Teacher ($7,210/77,223 \approx 9.34\%$).
- 4.** 4,397 Residency Licensed, (RL) teachers were employed in March 2024, and, of those, 648 (14.7%) were no longer employed in NC public schools in March 2025. A total of 2,954 teachers were employed in North Carolina as International Faculty (IF) teachers, and 333 (11.3%) of those teachers left employment with NC public schools.
- 5.** A plurality of teachers (47.0%) who left employment in NC public schools cited "Personal Reasons" for their decision to depart. "Retired with full benefits" and "Resigned due to a career change" were the largest individual reasons (16.0% and 14.9%, respectively) cited for teachers' decision to leave employment in NC public schools. (see Table 2)
- 6.** LEAs experience attrition as the combined effect of teacher attrition from the state and mobility of teachers from one LEA to another LEA/charter school. On average, 4.44% of the state's teaching force changed employment during the measurement period. The average effect of the LEA-attrition rate for the state is 14.55% (10.11% state attrition rate + 4.55% mobility rate). There is a wide range of LEA-attrition rates across the state. (See Table 6)
- 7.** Some LEAs are able to recapture their losses due to teacher attrition by capitalizing on teacher mobility. The rate at which LEAs are able to attract transferring teachers to their system is defined as the "recoupment rate". The LEAs with the highest and lowest recoupment rates are listed in Table 7.
- 8.** Hard to Staff subject areas are determined by teacher vacancy reports submitted by the LEAs. For elementary schools, core subject teaching positions exhibit the highest vacancy totals. In middle schools (6-8) and in high schools (9-12) LEAs have the highest vacancies in Exceptional Children (EC) positions (See Tables 9 and 10).

State Attrition Rates for NC Teachers

All 115 operational LEAs reported their district-level employment data for the 2024-2025 reporting period. The calculations show that out of the 90,105 teachers employed during the 2024-2025 school year, 9,107 teachers were reported as attrition (i.e., no longer teaching in a North Carolina public school in the 2024-25 school year), resulting in an overall state attrition rate of 10.11%.

The state attrition rates for certain subgroups of teachers differ from those of experienced, licensed teachers. The state attrition rate for Beginning Teachers (fewer than three years of teaching experience) is approximately 47.6% higher for beginning teachers than for their more experienced counterparts (14.73% BT vs. 9.34% for non-BTs). Beginning Teachers account for approximately 20.83% of all teachers who separate from employment in NC public schools while accounting for 14.3% of the teaching population. The attrition rates for these teacher subgroups are presented in Table 1.

Teachers who enter the teaching profession on a lateral entry license, or the recently created residency license, are another subgroup of the teaching population whose attrition rates differ dramatically from the general population of licensed, experienced teachers.

Draft: Subject to Review

Table 1: State Attrition Rates by Teacher Category 2024-2025

CATEGORY OF TEACHERS	Total Number of Teachers in Category 2023-2024	% Attrition in Category 2023-2024
Experienced, Licensed Teachers	77,223	9.34%
Beginning Teachers ¹	12,882	14.73%
Residency Licensed Teachers	4,397	14.70%
Temporary Licensed	4,205	24.14%

Table 2: State Attrition Reasons by Categories 2024-2025

For purposes of this report, the 28 self-reported reasons teachers provide to their LEAs are combined into four (4) summary categories below. The four (4) summary categories include the 28 self-reported reasons for leaving. The categories were established to organize the data, to make comparisons of the data, and to find relationships among the data to better understand the reasons teachers leave the profession.

Reasons for Attrition	2024-2025		2023-2024	
	Number	Percentage of Total Attrition	Number	Percentage of Total
Overall State Attrition	9,107		8,886	
Personal Reasons	4,280	47.0%	4,616	51.95%
Resigned due to family responsibilities/	624	6.85%	680	7.65%
Resigned to continue	148	1.63%	163	1.83%
Resigned due to family relocation (61)	596	6.54%	651	7.33%
Resigned to teach in another state (62)	504	5.53%	464	5.22%
Dissatisfied with teaching (63)	210	2.31%	236	2.66%
Resigned due to career change (72)	1,356	14.89%	1,495	16.82%
Resigned due to health/disability (64)	260	2.85%	274	3.08%
Retired with reduced benefits (68)	550	6.04%	622	7.00%
Re-employed retired teacher resigned	32	0.35%	31	0.35%
Initiated by LEA	644	7.07%	628	7.07%
Dismissed (50)	27	0.30%	26	0.29%
Non-renewal (probationary contract	156	1.71%	68	0.77%
Interim contract ended--not rehired (54)	279	3.06%	358	4.03%
Resigned in lieu of dismissal (55)	33	0.36%	35	0.39%
Resigned in lieu of non-renewal (78)	36	0.40%	1	0.17%
Did not obtain or maintain license (56)	113	1.24%	126	1.42%

¹ *Note: Beginning Teachers, VIF, TFA, and Lateral Entry teachers may be included in multiple categories.

Beyond Control of LEA	1,785	19.6%	1,779	20.02%
Reduction in Force (51)	1	0.01%	2	0.02%
Retired with full benefits (66)	1,454	15.97%	1,434	16.14%
Deceased (67)	74	0.81%	80	0.90%
End of Term (VIF) (74)	175	1.92%	162	1.82%
End of Term (TFA) (77)	3	0.03%	1	0.01%
Resigned due to movement required by	78	0.86%	100	1.13%
Other Reasons	2,398	26.33%	1,863	20.97%
Resigned for other reasons (65)	825	9.06%	885	9.96%
Resigned for unknown reasons (69)	1,573	17.27%	978	11.01%
	9,107		8,886	9.88%

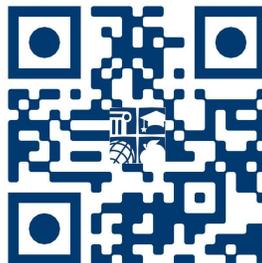
State Attrition Disaggregated by LEA

Data related to reasons for teachers leaving the state with disaggregation's by district and year can be found on the State of the Teaching Profession Dashboard. These analyses can be found at <https://go.ncdpi.gov/bcdjz> or scan this QR code:



State Attrition and Student Growth

The relationship between EVAAS growth of teachers who leave, and remain in, service to North Carolina public schools can be found on the State of the Teaching Profession Dashboard. This specific analysis can be found at <https://go.ncdpi.gov/bcdjz> or scan this QR code:



State Attrition by Region and LEA

**Table 3: Contribution to the State Attrition Rate by Region (n=90,105)
2024-2025**

Region Name	Total Number of Teachers	Number of Teachers Leaving Employment in NC Public Schools	Attrition Rate by Region
North Central	22,579	2,191	9.70%
Northeast	4,493	497	11.06%
Northwest	5,222	422	8.08%
Piedmont Triad	14,784	1,433	9.69%
Sandhills	8,237	892	10.83%
Southeast	8,844	977	11.05%
Southwest	20,628	2,125	10.03%
Western	5,318	570	9.33%
State Totals	90,105	9,107	10.11%

**Table 4: Five Highest and Lowest LEAs in State Attrition Rates
2024-2025**

LEA Name	Total Number of Teachers	Number of Teachers Leaving Employment in NC Public Schools	State Attrition Rate by LEA
Highest Attrition Rates			
Weldon City Schools	49	13	26.53%
Washington County Schools	67	15	22.40%
Northampton County Schools	81	16	19.75%
Whiteville City Schools	145	27	18.62%
Elkin City Schools	87	14	16.10%
Lowest Attrition Rates			
Clay County Schools	93	4	4.30%
Yancey County Schools	151	8	5.30%
Mitchell County Schools	129	7	5.43%
Graham County Schools	90	5	5.56%
Tyrrell County Schools	35	2	5.71%

Teacher Mobility

**Table 5: Five Highest and Lowest LEA Mobility Rates
2024-2025**

LEA Name	Total Number of Teachers	Number of Teachers Leaving LEA	LEA Mobility Rate
Highest Mobility Rates			
Thomasville City Schools	123	22	17.89%
Weldon City Schools	49	7	14.29%
Jones County Schools	72	9	12.50%
Halifax County Schools	160	19	11.88%
Martin County Schools	162	18	11.11%
Lowest Mobility Rates			
Camden County Schools	139	1	0.71%
Gates County Schools	100	1	1.00%
Graham County Schools	90	1	1.11%
Cherokee County Schools	226	3	1.32%
Mitchell County Schools	129	2	1.55%

Data related to teacher attrition, mobility, and recoupment rates for all North Carolina school districts can be found on the State of the Teaching Profession Dashboard. These analyses can be found at <https://go.ncdpi.gov/bcdiz> or scan this QR code:



Overall Attrition from the LEAs

Table 6: Five Highest and Lowest Total Attrition Rates for LEAs 2024-25

LEA Name	Total Number of Teachers	Number of Teachers Leaving State Employment	State Attrition Rate for LEA	Number of Teachers Leaving LEA	LEA Mobility Rate	Total Number of Teachers Departing from the LEA	Total Attrition Rate from LEA
Highest LEA Attrition							
Weldon City Schools	49	13	26.53%	7	14.29%	20	40.82%
Thomasville City Schools	123	15	12.20%	22	17.89%	37	30.08%
Washington County Schools	67	15	22.39%	4	5.97%	19	28.36%
Halifax County Schools	160	21	13.12%	19	11.88%	40	25.00%
Hoke County Schools	557	86	15.44%	53	9.52%	139	24.96%
Lowest LEA Attrition							
Clay County Schools	93	4	4.3%	2	2.15%	6	6.45%
Graham County Schools	90	5	5.56%	1	1.11%	6	6.67%
Mitchell County Schools	129	7	5.43%	2	1.55%	9	6.98%
Camden County Schools	139	10	7.19%	1	0.72%	11	7.91%
McDowell County Schools	372	22	5.91%	9	2.42%	31	8.33%

Data related to teacher attrition, mobility, and recoupment rates for all North Carolina school districts can be found on the State of the Teaching Profession Dashboard. These analyses can be found at <https://go.ncdpi.gov/bcdjz> or scan this QR code:



LEA Attrition Data for Low-Performing Districts

Data related to teacher attrition, mobility, and recoupment rates for low-performing North Carolina school districts can be found on the State of the Teaching Profession Dashboard. These analyses can be found at <https://go.ncdpi.gov/bcdjz> or scan this QR code:



Most Difficult to Staff License Areas

To ensure that all LEAs reported their data in a consistent manner, it was necessary to create a teacher vacancy definition. For the purposes of this report, NCDPI defined a teacher vacancy as an instructional position (or a portion thereof) for which there is not an appropriately licensed teacher who is eligible for permanent employment. Instructional positions that are filled with long-term substitutes, retired teachers, or temporary or provisionally licensed teachers would be counted as vacant by the LEA, because these employees are not lasting solutions to the vacancy issue and are only stop-gap measures (in most cases) employed by the LEA until a full-time, permanent, fully licensed teacher can be found. Because of the Department's approach to defining teacher vacancy, one should not assume that positions listed as vacant lack a teacher, but that the position is being covered by the best possible interim teacher until the LEA can realize a more appropriate solution.

For the 2025-2026 school year, LEAs across the State of North Carolina reported a total of 93,868.34 teaching positions in North Carolina. LEAs were asked to report the number of teaching vacancies on the 40th instructional day of the 2025-2026 school year. Across the state there were 4,614 (5.1%) instructional vacancies on the first day of the school year and 6,721 (7.38%) vacancies on the 40th instructional day. In many cases, the positions that were reported as vacant on the first instructional day were different from the positions that were reported as vacancies on the 40th instructional day. This suggests that teacher vacancy is a continual issue that LEAs must contend with throughout the school year.

In Table 9, one can see the five LEAs with the highest vacancy rates in the State, and the LEAs with the five lowest vacancy rates in the State. In Table 10, one can see the total number of vacancies in the state for selected subject areas by school type (elementary, middle, and high school). Elementary schools have the greatest number of vacancies in the selected subject areas, but that is expected given that there are far more elementary schools than middle or high schools. While these numbers may appear small for state-wide totals, one must bear in mind that each vacancy represents a classroom of students that does not have a certified, permanent teacher as of the 40th instructional day. With nearly a quarter of the school year completed by the 40th instructional day, there will likely be a negative effect on the academic achievement of the students in these classrooms.

**Table 9:
LEAs with the Highest Teacher Vacancy Rates in North Carolina**

LEA Name	Teacher Vacancy Rate (25-26)
Hertford County Schools	28.57%
Hyde County Schools	26.00%
Thomasville City Schools	23.41%
Weldon City Schools	21.67%
Tyrrell County Schools	21.59%

LEAs with the Lowest Teacher Vacancy Rates in North Carolina

LEA Name	Teacher Vacancy Rate (25-26)
Madison County Schools	0.00%
Polk County Schools	0.47%
Buncombe County Schools	0.49%
Watauga County Schools	0.51%
Newton Conover City Schools	0.58%

Table 10: State-Wide Total Vacancies for Subjects by School Type

Subject Area	School Type	Number of Vacancies
Core (Math, ELA, Science, Social Studies)	K-5	1,369.3
Exceptional Children	K-5	735.6
Exceptional Children	6-8	406.4
CTE		404.3
Exceptional Children	9-12	393.6
Math	6-8	301.8
ELA	6-8	297.8
Science	6-8	284
Other	6-8	234.1
Social Studies	6-8	230.1
Other	9-12	223.1
Math	9-12	215.5

Summary and Conclusions

The data included in this report indicates that the state attrition rate for teachers has increased from last year (10.11% vs. 9.88%). Additionally, analysis of the effectiveness of teachers who no longer remain employed in NC public schools shows that departing teachers are, on average, less effective than their counterparts who chose to remain employed in NC public schools.

Teachers transferring between LEAs, while not representing a loss for the state, do have an impact on the instructional capacity of North Carolina's public-school systems. While some LEAs are able to capitalize on teacher mobility, others experience teacher mobility as another obstacle to maintaining a strong, experienced teaching force. Clearly, there are LEAs that are more effective than others at guarding against teacher attrition through mobility. Similarly, some LEAs are able to replenish their diminished teaching force by attracting the state's mobile teachers to their schools. Research into these two phenomena could prove beneficial to the state in terms of reducing teacher mobility in LEAs that experience the highest rates of teacher mobility.

Finally, this report examined the license areas that were most difficult for LEAs to find teaching candidates. Data from the state's LEAs show that there is a dearth of teachers licensed in the areas of mathematics and elementary education. Finding teachers who are licensed in Exceptional Children also continues to be a challenge for the state's LEAs.

The findings in this report are correlational and should, in no way, suggest a causal relationship between teacher attrition and other characteristics of teachers or LEAs. If any relationships borne out by the analyses in this report suggest a shift in policy or practice, it is advisable that the state conduct deeper, more thorough, research into the possible root causes of the reported relationships. Such research can only enhance our understanding of why, and under what circumstances, teachers decide to leave the teaching profession in North Carolina or move from one LEA to another.

State of the School Administrator Profession

Pursuant to North Carolina General Statute § 115C-289.2, the North Carolina State Board of Education shall report on the state of the school administrator profession in North Carolina. The report covers five main questions that are indicated in legislation:

- (1) The number of principals who left the profession without remaining in the field of education.
- (2) The number of principals who left their position for employment as a principal in another school in the State, including principals who left for employment within another local school administrative unit, a nonpublic school, or a charter school.
- (3) The number of principals who left their position for another type of educational position and the type of educational position to which the principals moved.
- (4) The number of principals who left their position in low-performing schools as defined in G.S. 115C-105.37.
- (5) The number of principals who left their position in order to move to a low-performing school, as defined in G.S. 115C-105.37, and the impact of the principal recruitment supplement authorized in G.S. 115C-285.1 on the principal's decision to accept the position at the low-performing school

At the end of the 2024-25 school year, there were 2,482 principals employed in the State's 115 local education agencies (districts). Of those 2,482 principals, 151 (6.1%) did not return to service in North Carolina's public schools. Principal mobility – the movement of principals from one school to another within the state – was higher than the attrition rate. There were 360 (14.50%) principals who left their schools at the end of the 2023-2024 school year for a different school in the 2024-2025 school year. Of those 360 principals, 59 (16.4%) took a principal position in a different school district, while 169 (46.9%) remained employed as a principal in the same school district but moved to a different school.

Relatively few principals leave the administrative role for a different position in education. Of those principals who remained employed in North Carolina public schools from the 2023-2024 to the 2024-2025 school year (2,331), the vast majority (2,153, 92.4%) remained in the role of principal. Approximately four percent (100, 4.3%) of these principals left their school administrator role to work in the district's central office and 53 principals (2.3%) took positions as assistant principals. Twelve principals (0.5%) chose to return to the classroom as a teacher and thirteen principals (0.6%) took an instructional support position.

In the 2023-2024 school year, there were 658 principals serving in schools identified as low performing. The majority of these principals (495, 75.2%) remained employed at the same school for the 2024-2025 school year. Of those 163 that left employment with their schools, 76 (46.6%) left the school but remained in the same district. There were 33 principals (20.3%) who left their low-performing school and moved to a different school district. The remaining 54 principals (33.1%) left the low-performing school and were not employed in North Carolina public schools in the 2024-2025 school year. The attrition rate of principals serving in low-performing schools is higher than the attrition rate of principals that serve in non-low-performing schools (8.20% vs. 5.3%).

There were 48 principals in the State who moved to a low-performing school from 2023-2024 to the 2024-2025 school year. Of these 48 principals, 18 (37.5%) served in a different low-performing school in the 2023-2024 school year. There were 30 principals (62.5%) who moved to a low-performing school in the 2024-2025 school year from a non-low-performing school in the prior year.

North Carolina General Statute 115C-289.2(c) requires the State Board of Education to analyze the relationship between the attrition and mobility data of principals and student growth, achievement, and performance of the schools they serve. It will take some time to appreciate the impact of principal

mobility on these measures. The agency will collect longitudinal data on these relationships and begin including these analyses when there is sufficient data to detect the presence of such relationships.

In conclusion, the principal attrition rate of 6.1% should not generate concern for the State given that approximately three out of five (58.9%) of the attrition is attributable to retirement and not dissatisfaction with the profession. Additionally, the State's administrator preparation programs are producing licensed administrators each year that exceeds the total number of principals who are leaving employment with North Carolina public schools. In contrast with the teaching profession, the mobility rate of principals is relatively high (14.5%). Currently, it is unclear whether this higher mobility rate of principals has any impact on student and/or school achievement, growth, or performance. Future reports will examine these relationships and provide information of the effects of principal mobility on the State's public schools.

Data related to school administrators' attrition and mobility for all North Carolina school districts can be found on the State of the Teaching Profession Dashboard. These analyses can be found at <https://go.ncdpi.gov/bcdjz> or scan this QR code:



Draft: Subject Revision

Appendices

Appendix A: Self-Reported Reasons for Leaving

Teachers who left the LEA but remained in education (Includes individuals resigning to teach in another NC LEA or charter school and individuals who moved to non-teaching positions in education)	
58	Resigned to teach in another NC public school system
	Teachers leaving LEA to accept a teaching position in another NC system
	Teachers leaving LEA to accept a teaching position in a NC charter school
	Teachers obtaining another teaching job on their own initiative (as opposed to spouse relocation)
59	Moved to a non-teaching position in education in another LEA or Agency
	Teachers moved to counselor, media coordinator, or non-teaching duties in another LEA or Agency
	Teachers moved to administrative positions (school-based) in another LEA or Agency
	Teachers moved to supervisory, director, or coordinator positions in another LEA or Agency
	Teachers accepted non-teaching support or administrative positions in another LEA or Agency
70	Resigned to teach in a NC charter school
	Teachers leaving LEA to accept a teaching position in a NC charter school
	Teachers obtaining another teaching job on their own initiative (as opposed to spouse relocation)
71	Resigned to teach in a NC non-public/private school
	Teachers leaving LEA to accept a teaching position in a NC non-public/private school
	Teachers obtaining another teaching job on their own initiative (as opposed to spouse relocation)
75	Moved to a non-teaching position in the LEA
	Teachers moved to counselor, media coordinator, or non-teaching duties in current LEA of employment
	Teachers moved to administrative positions (school-based) in current LEA of employment
	Teachers moved to supervisory, director, or coordinator positions in current LEA of employment
	Teachers accepted non-teaching support or administrative positions in current LEA of employment
Teachers who left for personal reasons (Includes individuals retiring with reduced benefits, individuals resigning to teach in a non-public school in NC, individuals resigning to teach in another state, individuals dissatisfied with teaching, individuals seeking a career change)	
57	Resigned – Family responsibility/Child care
	Teachers resigning for maternity/family leave
	Teachers resigning to care for ill parents or members of the immediate family
	Teachers resigning to care for family business or personal needs
60	Resigned – To continue education/Take a sabbatical
	Teachers resigning to return to school
	Teachers resigning to pursue an educational leave of absence
61	Resigned – Family relocation
	Teachers resigning due to spouse's relocation
	Teachers resigning as a result of marriage and relocation
	Teachers resigning due to family relocation
62	Resigned – To teach in another state
	Teachers leaving NC to teach in a public school in another state
	Teachers leaving NC to teach in a private school in another state
63	Resigned – Dissatisfied with teaching
	Teachers resigning due to dissatisfaction with teaching
64	Resigned – Health/disability
	Teachers resigning due to personal disability or health related issues
68	Retired with reduced benefits
	Teachers retiring after age 50 with reduced benefits
	Teachers retiring with less than full benefits
72	Resigned – Career Change
	Teachers resigning to pursue another employment opportunity

	Teachers resigning to pursue interests outside teaching
73	Re-employed Retired Teacher Resigned
	Teacher who had retired, was re-employed and subsequently resigns
Teachers whose departure was initiated by the LEA (Includes individuals who were non-renewed, dismissed, or resigned in lieu of dismissal)	
50	Dismissed
	Teachers demoted or dismissed under GS 115C-325(h)
	Probationary teachers dismissed during the school year under GS 115C-325(m)
	Teachers dismissed under GS 115C-325 (Below standard ratings)
	Teachers reported to the dismissed teacher list
	Teachers dismissed and the ruling upheld by case manager
53	Non-Renewed – Probationary Contract Ended
	Probationary teachers whose contract is not renewed after the end of the year
54	Interim Contract – Not Rehired (<i>Report only for interim contracts of 6 months or more</i>)
	Interim teachers not rehired under retirement cap
	Teachers not rehired under a term contract with specific employment dates
	Teachers not rehired due to return of a permanent teacher from a leave of absence
55	Resigned in lieu of dismissal
	Teachers resigned to avoid placement on dismissed teacher list
	Teachers resigned rather than go through full dismissal hearing
	Teachers resigned during an active investigation regarding performance/behavior as a professional educator
56	Did not obtain or maintain license
	Teachers not renewed due to failure to fulfill lateral entry requirements
	Teachers not renewed due to failure to earn 15 renewal credits
	Teachers failed to meet Praxis or provisional license requirements
	Teachers let license expire
	Teachers' license was revoked
78	Resigned In Lieu of Non-Renewal
Teachers who left for reasons beyond LEA control (Includes individuals who retired with full benefits, individuals who resigned for health reasons, individuals who resigned due to family responsibilities and/or childcare, death, and individuals who resigned due to family relocation)	
51	Reduction in Force
	Teachers not rehired due to loss of enrollment, funding, or programming
	Teachers covered under local "RIF" policies
66	Retired with full benefits
	Teachers age 60 with 25 years of creditable service
	Teachers with 30 years of creditable service
	Teachers age 65 with at least 5 years of creditable service
	Teachers retiring with full/unreduced retirement benefits
67	Deceased
	Teachers who die while in active service in a NC public school
74	Resigned – End of Visiting International Faculty (VIF) Term
	Teachers whose cultural visas have expired and are no longer eligible to be employed in North Carolina
76	Resigned – Moving Due to Military Orders
	Teachers resigning due to being moved under military orders
77	Resigned – End of Teach for America (TFA) Term
Teachers who left for other reasons (Includes teachers resigning or leaving teaching for reasons not listed or those who resigned for unknown and other reasons)	
65	Resigned – Other reasons
	Teachers resigning or leaving teaching for reasons not listed on the survey
	<i>Please specify (text box):</i> _____
69	Resigned – Reasons unknown
	Teachers resigning; however, there is no information on reason

**Appendix B: State Attrition Percentages by Reasons Categories for LEAs
2024-2025**

LEA	Total Number of Teachers	Total Number of Teachers Leaving the State	Personal Reasons	Personal Pct	Initiated by LEA	Initiated Pct	Beyond Control of LEA	Beyond Control Pct	Other	Other Pct
NC	90,004	9,107	4,280	47.00%	644	7.07%	1,785	19.60%	2,398	26.33%
010	1,397	141	73	51.77%	26	18.44%	25	17.73%	17	12.06%
020	300	25	13	52.00%	0	0.00%	10	40.00%	2	8.00%
030	103	10	3	30.00%	0	0.00%	1	10.00%	6	60.00%
040	195	19	8	42.11%	0	0.00%	2	10.53%	9	47.37%
050	200	25	13	52.00%	1	4.00%	6	24.00%	5	20.00%
060	144	10	6	60.00%	0	0.00%	3	30.00%	1	10.00%
070	389	47	15	31.91%	12	25.53%	10	21.28%	10	21.28%
080	121	17	2	11.76%	7	41.18%	6	35.29%	2	11.76%
090	246	19	2	10.53%	2	10.53%	7	36.84%	8	42.11%
100	873	84	47	55.95%	6	7.14%	10	11.90%	21	25.00%
110	1,543	168	87	51.79%	3	1.79%	21	12.50%	57	33.93%
111	307	38	18	47.37%	1	2.63%	3	7.89%	16	42.11%
120	728	68	35	51.47%	0	0.00%	17	25.00%	16	23.53%
130	2,118	217	119	54.84%	13	5.99%	32	14.75%	53	24.42%
132	338	25	12	48.00%	1	4.00%	5	20.00%	7	28.00%
140	727	56	34	60.71%	1	1.79%	17	30.36%	4	7.14%
150	139	10	1	10.00%	0	0.00%	6	60.00%	3	30.00%
160	569	62	28	45.16%	5	8.06%	16	25.81%	13	20.97%

170	133	16	2	12.50%	0	0.00%	6	37.50%	8	50.00%
180	1,014	62	31	50.00%	5	8.06%	18	29.03%	8	12.90%
181	247	37	17	45.95%	3	8.11%	5	13.51%	12	32.43%
182	178	12	8	66.67%	0	0.00%	0	0.00%	4	33.33%
190	635	63	28	44.44%	1	1.59%	12	19.05%	22	34.92%
200	226	23	11	47.83%	2	8.70%	5	21.74%	5	21.74%
210	112	14	7	50.00%	1	7.14%	5	35.71%	1	7.14%
220	93	4	2	50.00%	0	0.00%	1	25.00%	1	25.00%
230	908	88	37	42.05%	3	3.41%	20	22.73%	28	31.82%
240	321	19	13	68.42%	2	10.53%	3	15.79%	1	5.26%
241	145	27	6	22.22%	2	7.41%	10	37.04%	9	33.33%
250	767	86	46	53.49%	5	5.81%	18	20.93%	17	19.77%
260	3,186	386	122	31.61%	0	0.00%	93	24.09%	171	44.30%
270	278	39	18	46.15%	0	0.00%	10	25.64%	11	28.21%
280	423	40	16	40.00%	6	15.00%	12	30.00%	6	15.00%
290	1,121	94	53	56.38%	2	2.13%	19	20.21%	20	21.28%
291	180	15	10	66.67%	0	0.00%	2	13.33%	3	20.00%
292	123	15	3	20.00%	1	6.67%	3	20.00%	8	53.33%
300	397	31	12	38.71%	1	3.23%	7	22.58%	11	35.48%
310	599	51	13	25.49%	6	11.76%	11	21.57%	21	41.18%
320	2,344	263	139	52.85%	15	5.70%	29	11.03%	80	30.42%
330	339	46	25	54.35%	2	4.35%	11	23.91%	8	17.39%
340	3,538	345	191	55.36%	25	7.25%	78	22.61%	51	14.78%

350	518	51	16	31.37%	0	0.00%	11	21.57%	24	47.06%
360	1,844	213	89	41.78%	9	4.23%	37	17.37%	78	36.62%
370	100	9	1	11.11%	0	0.00%	4	44.44%	4	44.44%
380	90	6	2	33.33%	0	0.00%	2	33.33%	2	33.33%
390	410	37	13	35.14%	4	10.81%	14	37.84%	6	16.22%
400	199	25	10	40.00%	0	0.00%	6	24.00%	9	36.00%
410	4,503	443	204	46.05%	62	14.00%	53	11.96%	124	27.99%
420	160	21	5	23.81%	5	23.81%	2	9.52%	9	42.86%
421	184	21	6	28.57%	1	4.76%	9	42.86%	5	23.81%
422	49	13	2	15.38%	0	0.00%	1	7.69%	10	76.92%
430	1,240	137	77	56.20%	0	0.00%	28	20.44%	32	23.36%
440	432	43	22	51.16%	2	4.65%	10	23.26%	9	20.93%
450	853	90	58	64.44%	1	1.11%	14	15.56%	17	18.89%
460	154	14	3	21.43%	3	21.43%	4	28.57%	4	28.57%
470	557	86	18	20.93%	6	6.98%	8	9.30%	54	62.79%
480	47	6	3	50.00%	0	0.00%	1	16.67%	2	33.33%
490	1,256	125	71	56.80%	0	0.00%	29	23.20%	25	20.00%
491	375	26	16	61.54%	0	0.00%	8	30.77%	2	7.69%
500	243	29	17	58.62%	0	0.00%	4	13.79%	8	27.59%
510	2,398	209	97	46.41%	0	0.00%	48	22.97%	64	30.62%
520	72	8	1	12.50%	1	12.50%	3	37.50%	3	37.50%
530	630	53	23	43.40%	1	1.89%	10	18.87%	19	35.85%
540	524	50	24	48.00%	0	0.00%	11	22.00%	15	30.00%

550	734	43	21	48.84%	1	2.33%	7	16.28%	14	32.56%
560	323	34	22	64.71%	1	2.94%	9	26.47%	2	5.88%
570	174	12	5	41.67%	0	0.00%	6	50.00%	1	8.33%
580	162	14	3	21.43%	3	21.43%	7	50.00%	1	7.14%
590	372	22	10	45.45%	0	0.00%	11	50.00%	1	4.55%
600	8,713	973	505	51.90%	201	20.66%	118	12.13%	149	15.31%
610	129	7	3	42.86%	0	0.00%	3	42.86%	1	14.29%
620	222	22	10	45.45%	1	4.55%	8	36.36%	3	13.64%
630	823	86	43	50.00%	0	0.00%	22	25.58%	21	24.42%
640	834	94	38	40.43%	9	9.57%	22	23.40%	25	26.60%
650	1,679	165	78	47.27%	2	1.21%	30	18.18%	55	33.33%
660	81	16	9	56.25%	3	18.75%	2	12.50%	2	12.50%
670	1,735	248	128	51.61%	30	12.10%	51	20.56%	39	15.73%
680	511	56	23	41.07%	14	25.00%	11	19.64%	8	14.29%
681	884	79	44	55.70%	0	0.00%	12	15.19%	23	29.11%
690	93	10	4	40.00%	0	0.00%	4	40.00%	2	20.00%
700	320	44	22	50.00%	0	0.00%	18	40.91%	4	9.09%
710	662	67	35	52.24%	2	2.99%	8	11.94%	22	32.84%
720	112	13	7	53.85%	0	0.00%	4	30.77%	2	15.38%
730	277	28	2	7.14%	0	0.00%	2	7.14%	24	85.71%
740	1,555	142	77	54.23%	7	4.93%	24	16.90%	34	23.94%
750	162	22	10	45.45%	1	4.55%	4	18.18%	7	31.82%
760	958	74	38	51.35%	2	2.70%	19	25.68%	15	20.27%

761	312	21	10	47.62%	2	9.52%	4	19.05%	5	23.81%
770	411	39	14	35.90%	1	2.56%	9	23.08%	15	38.46%
780	1,269	106	30	28.30%	5	4.72%	19	17.92%	52	49.06%
790	733	90	41	45.56%	3	3.33%	18	20.00%	28	31.11%
800	1,067	94	42	44.68%	2	2.13%	15	15.96%	35	37.23%
810	479	53	19	35.85%	2	3.77%	22	41.51%	10	18.87%
820	499	42	17	40.48%	3	7.14%	16	38.10%	6	14.29%
821	196	24	5	20.83%	0	0.00%	9	37.50%	10	41.67%
830	360	36	12	33.33%	7	19.44%	13	36.11%	4	11.11%
840	538	48	25	52.08%	6	12.50%	10	20.83%	7	14.58%
850	366	39	8	20.51%	0	0.00%	9	23.08%	22	56.41%
860	486	54	7	12.96%	2	3.70%	35	64.81%	10	18.52%
861	87	14	2	14.29%	2	14.29%	6	42.86%	4	28.57%
862	114	10	4	40.00%	0	0.00%	5	50.00%	1	10.00%
870	131	17	12	70.59%	1	5.88%	2	11.76%	2	11.76%
880	259	31	19	61.29%	0	0.00%	4	12.90%	8	25.81%
890	35	2	0	0.00%	1	50.00%	0	0.00%	1	50.00%
900	2,484	254	153	60.24%	8	3.15%	43	16.93%	50	19.69%
910	316	27	11	40.74%	1	3.70%	3	11.11%	12	44.44%
920	10,503	985	465	47.21%	52	5.28%	154	15.63%	314	31.88%
930	111	12	6	50.00%	0	0.00%	4	33.33%	2	16.67%
940	67	15	4	26.67%	2	13.33%	7	46.67%	2	13.33%
950	392	47	24	51.06%	3	6.38%	7	14.89%	13	27.66%

960	1,065	121	42	34.71%	5	4.13%	49	40.50%	25	20.66%
970	535	33	21	63.64%	4	12.12%	3	9.09%	5	15.15%
980	611	51	25	49.02%	0	0.00%	10	19.61%	16	31.37%
990	330	31	17	54.84%	0	0.00%	11	35.48%	3	9.68%
995	151	8	4	50.00%	0	0.00%	4	50.00%	0	0.00%

**Appendix C: State Attrition, Mobility, and LEA Attrition for LEAs
2024-2025**

District Name	LEA	Total Number of Teachers	Total State Attrition	State Attrition Rate	Total Mobility	Mobility Rate	Number Departed from LEA	LEA Attrition Rate
State	NC	90,105	9,107	10.11%	4,005	4.44%	13,112	14.55%
Alamance-Burlington Schools	010	1,397	141	10.09%	114	8.16%	255	18.25%
Alexander County Schools	020	300	25	8.33%	20	6.67%	45	15.00%
Alleghany County Schools	030	103	10	9.71%	8	7.77%	18	17.48%
Anson County Schools	040	195	19	9.74%	15	7.69%	34	17.44%
Ashe County Schools	050	200	25	12.50%	5	2.50%	30	15.00%
Avery County Schools	060	145	10	6.90%	8	5.52%	18	12.41%
Beaufort County Schools	070	389	47	12.08%	23	5.91%	70	17.99%
Bertie County Schools	080	121	17	14.05%	9	7.44%	26	21.49%
Bladen County Schools	090	246	19	7.72%	19	7.72%	38	15.45%

District Name	LEA	Total Number of Teachers	Total State Attrition	State Attrition Rate	Total Mobility	Mobility Rate	Number Departed from LEA	LEA Attrition Rate
Brunswick County Schools	100	873	84	9.62%	41	4.70%	125	14.32%
Buncombe County Schools	110	1,543	168	10.89%	62	4.02%	230	14.91%
Asheville City Schools	111	308	38	12.34%	29	9.42%	67	21.75%
Burke County Schools	120	729	68	9.33%	26	3.57%	94	12.89%
Cabarrus County Schools	130	2,118	217	10.25%	122	5.76%	339	16.01%
Kannapolis City Schools	132	338	25	7.40%	36	10.65%	61	18.05%
Caldwell County Schools	140	727	56	7.70%	23	3.16%	79	10.87%
Camden County Schools	150	139	10	7.19%	1	0.72%	11	7.91%
Carteret County Public Schools	160	569	62	10.90%	13	2.28%	75	13.18%
Caswell County Schools	170	133	16	12.03%	12	9.02%	28	21.05%
Catawba County Schools	180	1,014	62	6.11%	41	4.04%	103	10.16%
Hickory City Schools	181	247	37	14.98%	17	6.88%	54	21.86%
Newton Conover City Schools	182	178	12	6.74%	10	5.62%	22	12.36%
Chatham County Schools	190	635	63	9.92%	34	5.35%	97	15.28%
Cherokee County Schools	200	226	23	10.18%	3	1.33%	26	11.50%
Edenton-Chowan Schools	210	112	14	12.50%	8	7.14%	22	19.64%
Clay County Schools	220	93	4	4.30%	2	2.15%	6	6.45%

District Name	LEA	Total Number of Teachers	Total State Attrition	State Attrition Rate	Total Mobility	Mobility Rate	Number Departed from LEA	LEA Attrition Rate
Cleveland County Schools	230	909	88	9.68%	30	3.30%	118	12.98%
Columbus County Schools	240	322	19	5.90%	20	6.21%	39	12.11%
Whiteville City Schools	241	145	27	18.62%	7	4.83%	34	23.45%
Craven County Schools	250	767	86	11.21%	45	5.87%	131	17.08%
Cumberland County Schools	260	3,186	386	12.12%	127	3.99%	513	16.10%
Currituck County Schools	270	278	39	14.03%	11	3.96%	50	17.99%
Dare County Schools	280	425	40	9.41%	7	1.65%	47	11.06%
Davidson County Schools	290	1,121	94	8.39%	49	4.37%	143	12.76%
Lexington City Schools	291	181	15	8.29%	15	8.29%	30	16.57%
Thomasville City Schools	292	123	15	12.20%	22	17.89%	37	30.08%
Davie County Schools	300	397	31	7.81%	16	4.03%	47	11.84%
Duplin County Schools	310	599	51	8.51%	16	2.67%	67	11.19%
Durham Public Schools	320	2,346	263	11.21%	141	6.01%	404	17.22%
Edgecombe County Public Schools	330	341	46	13.49%	20	5.87%	66	19.35%
Winston Salem / Forsyth County Schools	340	3,538	345	9.75%	139	3.93%	484	13.68%
Franklin County Schools	350	518	51	9.85%	32	6.18%	83	16.02%

District Name	LEA	Total Number of Teachers	Total State Attrition	State Attrition Rate	Total Mobility	Mobility Rate	Number Departed from LEA	LEA Attrition Rate
Gaston County Schools	360	1,873	213	11.37%	81	4.32%	294	15.70%
Gates County Schools	370	100	9	9.00%	1	1.00%	10	10.00%
Graham County Schools	380	91	6	6.59%	1	1.10%	7	7.69%
Granville County Schools	390	411	37	9.00%	28	6.81%	65	15.82%
Greene County Schools	400	199	25	12.56%	13	6.53%	38	19.10%
Guilford County Schools	410	4,505	443	9.83%	207	4.59%	650	14.43%
Halifax County Schools	420	160	21	13.12%	19	11.87%	40	25.00%
Roanoke Rapids City Schools	421	184	21	11.41%	3	1.63%	24	13.04%
Weldon City Schools	422	49	13	26.53%	7	14.29%	20	40.82%
Harnett County Schools	430	1,245	137	11.00%	70	5.62%	207	16.63%
Haywood County Schools	440	432	43	9.95%	12	2.78%	55	12.73%
Henderson County Schools	450	853	90	10.55%	14	1.64%	104	12.19%
Hertford County Schools	460	155	14	9.03%	11	7.10%	25	16.13%
Hoke County Schools	470	557	86	15.44%	53	9.52%	139	24.96%
Hyde County Schools	480	47	6	12.77%	3	6.38%	9	19.15%
Iredell-Statesville Schools	490	1,264	125	9.89%	56	4.43%	181	14.32%
Mooresville Graded School District	491	375	26	6.93%	21	5.60%	47	12.53%

District Name	LEA	Total Number of Teachers	Total State Attrition	State Attrition Rate	Total Mobility	Mobility Rate	Number Departed from LEA	LEA Attrition Rate
Jackson County Public Schools	500	243	29	11.93%	14	5.76%	43	17.70%
Johnston County Public Schools	510	2,399	209	8.71%	108	4.50%	317	13.21%
Jones County Schools	520	74	8	10.81%	9	12.16%	17	22.97%
Lee County Schools	530	630	53	8.41%	47	7.46%	100	15.87%
Lenoir County Public Schools	540	524	50	9.54%	28	5.34%	78	14.89%
Lincoln County Schools	550	734	43	5.86%	25	3.41%	68	9.26%
Macon County Schools	560	323	34	10.53%	10	3.10%	44	13.62%
Madison County Schools	570	174	12	6.90%	8	4.60%	20	11.49%
Martin County Schools	580	163	14	8.59%	18	11.04%	32	19.63%
McDowell County Schools	590	372	22	5.91%	9	2.42%	31	8.33%
Charlotte-Mecklenburg Schools	600	8,721	973	11.16%	328	3.76%	1301	14.92%
Mitchell County Schools	610	129	7	5.43%	2	1.55%	9	6.98%
Montgomery County Schools	620	222	22	9.91%	12	5.41%	34	15.32%
Moore County Schools	630	823	86	10.45%	34	4.13%	120	14.58%
Nash-Rocky Mount Schools	640	835	94	11.26%	91	10.90%	185	22.16%
New Hanover County Schools	650	1,682	165	9.81%	55	3.27%	220	13.08%
Northampton County Schools	660	81	16	19.75%	2	2.47%	18	22.22%

District Name	LEA	Total Number of Teachers	Total State Attrition	State Attrition Rate	Total Mobility	Mobility Rate	Number Departed from LEA	LEA Attrition Rate
Onslow County Schools	670	1,737	248	14.28%	55	3.17%	303	17.44%
Orange County Schools	680	511	56	10.96%	35	6.85%	91	17.81%
Chapel Hill-Carrboro City Schools	681	885	79	8.93%	39	4.41%	118	13.33%
Pamlico County Schools	690	93	10	10.75%	6	6.45%	16	17.20%
Elizabeth City-Pasquotank Public Schools	700	320	44	13.75%	14	4.37%	58	18.13%
Pender County Schools	710	662	67	10.12%	48	7.25%	115	17.37%
Perquimans County Schools	720	112	13	11.61%	3	2.68%	16	14.29%
Person County Schools	730	278	28	10.07%	27	9.71%	55	19.78%
Pitt County Schools	740	1,555	142	9.13%	56	3.60%	198	12.73%
Polk County Schools	750	162	22	13.58%	7	4.32%	29	17.90%
Randolph County School System	760	958	74	7.72%	37	3.86%	111	11.59%
Asheboro City Schools	761	312	21	6.73%	15	4.81%	36	11.54%
Richmond County Schools	770	411	39	9.49%	17	4.14%	56	13.63%
Public Schools of Robeson County	780	1,269	106	8.35%	60	4.73%	166	13.08%
Rockingham County Schools	790	734	90	12.26%	21	2.86%	111	15.12%
Rowan-Salisbury Schools	800	1,078	94	8.72%	71	6.59%	165	15.31%

District Name	LEA	Total Number of Teachers	Total State Attrition	State Attrition Rate	Total Mobility	Mobility Rate	Number Departed from LEA	LEA Attrition Rate
Rutherford County Schools	810	480	53	11.04%	22	4.58%	75	15.63%
Sampson County Schools	820	499	42	8.42%	25	5.01%	67	13.43%
Clinton City Schools	821	196	24	12.24%	18	9.18%	42	21.43%
Scotland County Schools	830	361	36	9.97%	21	5.82%	57	15.79%
Stanly County Schools	840	538	48	8.92%	13	2.42%	61	11.34%
Stokes County Schools	850	368	39	10.60%	14	3.80%	53	14.40%
Surry County Schools	860	486	54	11.11%	15	3.09%	69	14.20%
Elkin City Schools	861	87	14	16.09%	5	5.75%	19	21.84%
Mount Airy City Schools	862	114	10	8.77%	4	3.51%	14	12.28%
Swain County Schools	870	131	17	12.98%	12	9.16%	29	22.14%
Transylvania County Schools	880	259	31	11.97%	8	3.09%	39	15.06%
Tyrrell County Schools	890	35	2	5.71%	1	2.86%	3	8.57%
Union County Public Schools	900	2,485	254	10.22%	111	4.47%	365	14.69%
Vance County Schools	910	316	27	8.54%	21	6.65%	48	15.19%
Wake County Schools	920	10,507	985	9.37%	249	2.37%	1234	11.74%
Warren County Schools	930	111	12	10.81%	9	8.11%	21	18.92%
Washington County Schools	940	68	15	22.06%	4	5.88%	19	27.94%
Watauga County Schools	950	392	47	11.99%	17	4.34%	64	16.33%

District Name	LEA	Total Number of Teachers	Total State Attrition	State Attrition Rate	Total Mobility	Mobility Rate	Number Departed from LEA	LEA Attrition Rate
Wayne County Public Schools	960	1,065	121	11.36%	51	4.79%	172	16.15%
Wilkes County Schools	970	535	33	6.17%	19	3.55%	52	9.72%
Wilson County Schools	980	611	51	8.35%	35	5.73%	86	14.08%
Yadkin County Schools	990	330	31	9.39%	16	4.85%	47	14.24%
Yancey County Schools	995	151	8	5.30%	6	3.97%	14	9.27%

Appendix D : Teacher Vacancy Data for LEAs

A complete list of LEAs with their disaggregated vacancy rates can be found on the State of the Teaching Profession Dashboard. These analyses can be found at <https://go.ncdpi.gov/bcdjz> or scan this QR code:

