

Connecticut State Department of Education

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2024-25



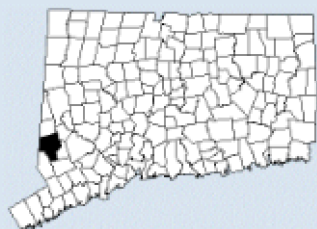
Danbury School District

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District Information

Grade Range	PK-12
Number of Schools/Programs	21
Enrollment	11,956
Per Pupil Expenditures	\$17,100
Total Expenditures	\$208,231,144

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	5,808	48.6	48.4
Male	6,141	51.4	51.5
Non-Binary	7	0.1	0.1
American Indian or Alaska Native	*	*	0.2
Asian	487	4.1	5.2
Black or African American	735	6.1	12.4
Hispanic or Latino of any race	7,897	66.1	32.1
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	470	3.9	4.8
White	2,327	19.5	45.1
English Learners/Multilingual Learners	4,493	37.6	11.3
Eligible for Free or Reduced-Price Meals	6,755	56.5	44.8
Students with Disabilities	1,751	14.6	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	*	*	357	5.9
Male	925	15.7	675	10.5
Non-Binary	*	*	0	*
Black or African American	123	17.3	106	13.6
Hispanic or Latino of any race	1,150	15.0	703	8.5
White	325	14.4	177	7.4
English Learners/Multilingual Learners	744	16.5	421	8.7
Eligible for Free or Reduced-Price Meals	1,112	17.6	683	9.2
Students with Disabilities	341	22.0	183	9.2
All Students - District	1,756	15.2	1,032	8.3
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: 2,257
Number of school-based arrests: 24

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Educators

Full-Time Equivalent (FTE) Staff

Role	FTE
General Education Teachers and Instructors	731.4
General Education Paraprofessionals	71.6
Special Education Teachers and Instructors	112.0
Special Education Paraprofessionals	177.0
District Central Office Administrators	29.0
School Level Administrators	39.9
Library/Media Specialists (Certified)	14.0
Library/Media Support Staff	0.0
Instructional Specialists Who Support Teachers	41.8
Counselors, Social Workers and School Psychologists	71.6
School Nurses	28.2
Other Staff Providing Non-Instructional Services/Support	491.0

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	12.4
State	13.0

Educators by Race/Ethnicity

Race/Ethnicity	District Count	District Percent (%)	State Percent (%)
American Indian or Alaska Native	1	0.1	0.1
Asian	23	2.2	1.4
Black or African American	48	4.6	4.9
Hispanic or Latino of any race	100	9.6	5.3
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	4	0.4	0.3
White	867	83.1	87.9

New! Educator Attrition: 2023-24

Educator Type	District Attrition Count	District Attrition Rate (%)	State Attrition Rate (%)
All Educators	121	11.3	6.8
Teachers	101	11.6	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	67	94.4	63	98.4
Hispanic or Latino of any race	477	94.8	594	99.3
White	211	98.1	225	99.6
English Learners/Multilingual Learners	191	88.4	278	98.6
Eligible for Free or Reduced-Price Meals	431	95.6	502	99.0
Students with Disabilities	88	93.6	155	98.1
All Students - District	811	95.7	964	99.2
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	62	27.6
Emotional Disability	9	20.9
Intellectual Disability	0	0
Learning Disability	425	81.7
Other Health Impairment	158	73.8
Other Disabilities	10	18.2
Speech/Language Impairment	276	76.7
All Disabilities - District	940	63.3
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	230	2.0	2.9
Emotional Disability	43	0.4	1.1
Intellectual Disability	69	0.6	0.6
Learning Disability	520	4.5	6.5
Other Health Impairment	216	1.9	3.6
Other Disabilities	133	1.1	1.1
Speech/Language Impairment	386	3.3	2.0
All Disabilities	1,597	13.7	17.8

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

Students with Disabilities Placed Outside of the District

Classroom Setting	District Count	District Rate (%)	State Rate (%)
Public Schools in Other Districts	15	0.9	8.2
Private Schools or Other Settings	75	4.7	4.5

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

Overall Expenditures: 2023-24

Expenditure	District Total (\$)	District Per Pupil (\$)	State Per Pupil (\$)
Instruction	\$158,989,054	\$13,057	\$13,471
Support services - students	\$6,189,155	\$512	\$1,826
Support services - instruction	\$571,072	\$47	\$972
Support services - general administration	\$3,829,619	\$317	\$568
Support services - school based administration	\$3,542,036	\$293	\$1,274
Central and other support services	\$8,823,854	\$730	\$761
Operation and maintenance of plant	\$13,397,030	\$1,108	\$2,125
Student transportation services	\$12,889,323	\$1,285	\$1,695
Food services	.	.	\$10
Enterprise operations	.	.	\$219
Total	\$208,231,144	\$17,100	\$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	\$8,576,603	22.8	26.4
Instructional Aide Salaries	\$3,031,339	8.1	10.1
Other Salaries	\$7,441,514	19.8	10.5
Employee Benefits	\$4,564,412	12.1	13.3
Purchased Services Other Than Transportation	\$2,551,757	6.8	6.8
Special Education Tuition	\$5,167,589	13.7	22.8
Supplies	\$151,085	0.4	0.6
Property Services	\$24,230	0.1	0.4
Purchased Services For Transportation	\$5,729,373	15.2	8.7
Equipment	\$348,860	0.9	0.2
All Other Expenditures	.	.	0.1
Total	\$37,586,762	100.0	100.0

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

Level	Percent (%)
District	18.1
State	25.7

Expenditures by Revenue Source: 2023-24

Revenue Source	Percent of Total (%) Excluding School Construction
Local	62.3
State	26.8
Federal	10.5
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	*	*	*	*	*	*
Asian	240	69.2	240	67.6	110	63.4
Black or African American	361	57.4	361	51.6	159	50.8
Hispanic or Latino of any race	3,782	54.0	3,779	50.8	1,521	50.9
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*
Two or More Races	217	63.4	217	59.1	76	58.0
White	1,156	64.1	1,156	59.3	535	59.3
English Learners/Multilingual Learners	2,611	50.1	2,610	48.1	974	46.9
Non-English Learners/Non-Multilingual Learners	3,159	63.1	3,157	58.0	1,431	58.1
Eligible for Free or Reduced-Price Meals	3,209	54.3	3,206	50.4	1,371	51.1
Not Eligible for Free or Reduced-Price Meals	2,561	60.9	2,561	57.5	1,034	56.8
Students with Disabilities	771	40.2	769	35.2	318	38.4
Students without Disabilities	4,999	59.8	4,998	56.4	2,087	55.9
High Needs	4,344	52.8	4,341	49.5	1,769	49.6
Non-High Needs	1,426	70.5	1,426	66.0	636	64.7
All Students - District	5,770	57.2	5,767	53.6	2,405	53.6

National Assessment of Educational Progress (NAEP): Percent At or Above Proficient

Year	Subject	Grade	CT	National Public
2024	Reading	4	36%	30%
2024	Reading	8	35%	29%
2024	Math	4	42%	39%
2024	Math	8	32%	27%

NAEP is often called the "Nation's Report Card." It is sponsored by the U.S. Department of Education. This table compares Connecticut's performance to that of national public school students. Performance standards for state assessments and NAEP are set independently. Therefore, one should not expect performance results to be the same across Smarter Balanced and NAEP. Instead, NAEP results are meant to complement other state assessment data. Performance on NAEP by student group is available at <https://tinyurl.com/CTNAEP2024>

Physical Fitness Tests: Percent of Students Reaching Health Standard

Test	Grade 4 Percent (%)	Grade 6 Percent (%)	Grade 8 Percent (%)	HS Percent (%)	All Tested Grades Count	All Tested Grades Percent (%)
Sit & Reach	92.9	85.0	81.9	86.0	3,421	86.5
Curl Up	86.0	79.6	81.6	96.5	3,425	85.8
Push Up	80.5	75.4	72.1	80.6	3,422	77.1
Mile Run/PACER	85.3	83.7	62.5	68.7	3,426	75.3
All Tests - District	65.2	60.2	47.2	55.0	3,396	57.0
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	68	83.8
Hispanic or Latino of any race	552	68.7
White	235	88.9
English Learners/Multilingual Learners	254	52.8
Eligible for Free or Reduced-Price Meals	525	77.1
Students with Disabilities	120	72.5
All Students - District	924	76.0
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	280	31.1
Male	199	21.7
Non-Binary	0	*
Black or African American	24	17.8
Hispanic or Latino of any race	219	19.9
White	170	38.5
English Learners/ Multilingual Learners	50	10.0
Eligible for Free or Reduced-Price Meals	187	19.5
Students with Disabilities	6	2.4
All Students - District	479	26.3
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	64.9	87.1
Male	52.6	82.4
Non-Binary	N/A	N/A
Black or African American	73.4	78.4
Hispanic or Latino of any race	45.6	81.9
White	73.0	90.0
English Learners/ Multilingual Learners	21.0	91.4
Eligible for Free or Reduced-Price Meals	53.3	82.9
Students with Disabilities	40.8	77.8
All Students - District	58.5	85.2
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	57.2	75	38.1	50	76.3	64.7
ELA Performance Index	High Needs Students	52.8	75	35.2	50	70.5	54.9
Math Performance Index	All Students	53.6	75	35.7	50	71.4	61.1
Math Performance Index	High Needs Students	49.5	75	33.0	50	65.9	50.6
Science Performance Index	All Students	53.6	75	35.7	50	71.4	62.6
Science Performance Index	High Needs Students	49.6	75	33.0	50	66.1	52.1
ELA Academic Growth	All Students	59.4%	100%	59.4	100	59.4	60.6%
ELA Academic Growth	High Needs Students	57.3%	100%	57.3	100	57.3	55.7%
Math Academic Growth	All Students	56.7%	100%	56.7	100	56.7	62.3%
Math Academic Growth	High Needs Students	55.4%	100%	55.4	100	55.4	55.9%
Progress Toward English Proficiency	Literacy	62.0%	100%	31.0	50	62.0	58.7%
Progress Toward English Proficiency	Oral	58.4%	100%	29.2	50	58.4	55.7%
Chronic Absenteeism	All Students	15.2%	<=5%	29.7	50	59.4	17.2%
Chronic Absenteeism	High Needs Students	17.3%	<=5%	25.3	50	50.7	24.8%
% Taking CCR Courses	All Students	97.6%	75%	50.0	50	100.0	92.4%
% Meeting CCR Benchmark	All Students	26.3%	75%	17.6	50	35.1	47.2%
On-track to High School Graduation	All Students	80.5%	94%	42.8	50	85.7	85.9%
4-year Graduation Rate (2024 Cohort)	All Students	76.0%	94%	80.8	100	80.8	88.9%
6-year Graduation Rate (2022 Cohort)	High Needs Students	82.6%	94%	87.9	100	87.9	87.3%
Postsecondary Entrance (Class of 2024)	All Students	58.5%	75%	78.0	100	78.0	67.0%
Physical Fitness % Meeting Health Standard	All Students	57.0%	75%	38.0	50	76.1	49.0%
Arts Access	All Students	54.7%	60%	45.6	50	91.2	55.1%
Accountability Index				995.7	1450	68.7	

Physical Fitness Estimated Participation Rate - District: 94.6% | 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	70.5	52.8	17.7	16.9	Y
Math Performance Index Gap	66.0	49.5	16.6	18.4	N
Science Performance Index Gap	64.7	49.6	15.1	18.2	N
Graduation Rate Gap	94.0%	82.6%	11.4%	8.6%	Y

If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for graduation rate), the ultimate target is used for gap calculations.

If the size of the gap exceeds the state mean gap plus one standard deviation, the gap is an outlier.

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in at least one of the student groups used to calculate the gap measure or the indicator is not applicable based on grades served. Gap calculations are based on unrounded rates.

Subject	Student Group	Participation Rate (%)
ELA	All Students	99.3
ELA	High Needs Students	99.3
Math	All Students	99.2
Math	High Needs Students	99.2
Science	All Students	99.0
Science	High Needs Students	99.0

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: 46.8

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

Danbury Public Schools is concluding year-two of implementing its 2022-2027 Strategic Plan, A Roadmap to Achievement. The plan has six priorities of our district vision: Teaching and Learning, Staff Development, Talent Acquisition, School Climate, Meaningful Collaboration, and Resource Allocation. These strategic priorities each have several strategic goals, followed by detailed action plans to ensure this high-leverage equity work is completed with fidelity.

A critical component of this strategic plan is our school climate work which guides our social emotional learning initiatives, attendance strategies, counselors and social workers.

This is delivered through providing equitable learning environments and culturally relevant curricular experiences, and by working relentlessly to provide the opportunities and professional resources needed to help students reach unbounded success.

Early Childhood Program opportunities are offered to close to six hundred students. Parents also have the option to engage their children in learning experiences for both prevention of summer learning loss and accelerating school readiness.

We engage families in the school improvement process through our school compact model and elicit feedback to inform our family and community engagement goals for each building's School Improvement Plan.

The district's focus is to personalize learning for all students in order to support their success in achieving their academic, personal, and interpersonal goals.

Students and teachers collaboratively look at individual student data (academic, attendance, truancy, discipline, social-emotional, etc.) to determine pathways and appropriate interventions to meet their goals and how to demonstrate mastery.

Families are actively engaged throughout this process. In partnership with our local community partners, Danbury Public Schools offers rigorous after-school and Summer Learning Programs to families. We have programs for parent engagement and education in the form of the People Empowering People Program and Parents Supporting Educational Excellence.

2023-24 continued to prepare for the opening of our Career Academy in Fall of 2025.

Our IT department continues to use the "Go Guardian" and the "Beacon" systems to identify dangerous use of technology and to alert district personnel to early warning signs.

The district is continuing to fund Family Liaisons at most schools. These bilingual liaisons create a bridge between childrens' home and school by solving problems, helping families understand our school district policies and procedures and improve communication between teachers and parents.

The district has fully implemented Parent Square as the primary communication device to parents and the community for emergencies and special notices.

We have implemented the LEAP program (Learner Engagement and Attendance Program) to support student attendance in the year returning from remote learning.

Each school sends a representative to monthly District-Wide PTO meetings to discuss issues, solutions, and learning for students with academic and/or SEL challenges both at home and school.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Danbury Public School's rich diversity has enabled us to develop and enhance awareness of the cultural, racial, ethnic, and socio-economic backgrounds of our students and families.

We work to ensure that our diversity is reflected in our curricula, teaching strategies, and choice of materials. We have a K-5 magnet school, a 6-8 lottery school, and a 9-12 dual enrollment program to provide choice for parents and students at the elementary, middle, and school levels. All students eventually come together when they attend Danbury High School.

Danbury has secured a site and funding for its Career Academy opening in 2025 that will provide students with workforce pathways opportunities to become job ready alongside becoming collagen ready.

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Equitable Allocation of Resources among District Schools

Danbury Public Schools is committed to ensuring equity. This commitment is visible across all areas of our work, strategic plan and funding of district, school, and program improvement.

Danbury Public Schools makes resources available at each school to accomplish this goal. The annual operating budgets are thoughtfully developed each year based on the known and anticipated needs for the current school year.

In order to support district and school improvement, supplemental grants are directly allocated to the schools with the most needs.

We staff at appropriate levels to support students who need additional services and resources (ELLs, students with disabilities, etc.). In order to ensure that there is equity of resources across the district, we use a consistent class size enrollment to determine the number of teachers, specialists, coaches, support personnel, and staff needed.

As construction on the new Danbury Career Academy begin, we are also improving Danbury High School to ensure students who remain at the east side campus have access to the same innovative, state of the art facilities as students attending the new building.

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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	3	2.9	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	2.0	9.8
Position Filled Permanently	0	0.0	0.1
Resigned (no reason given)	78	76.5	32.0
Retired	18	17.6	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	1	1.0	1.2
Took Job Related To Education	0	0.0	2.3
TOTAL	102		

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.