

Connecticut State Department of Education

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2024-25



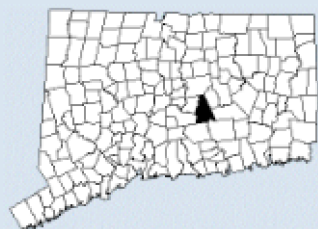
East Hampton School District

Timothy Vantasel, Superintendent • 860-365-4000 • <http://www.easthamptonps.org>

District Information

Grade Range	PK-12
Number of Schools/Programs	6
Enrollment	1,676
Per Pupil Expenditures	\$22,129
Total Expenditures	\$39,589,543

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	833	49.7	48.4
Male	843	50.3	51.5
Non-Binary	0	0.0	0.1
American Indian or Alaska Native	0	0.0	0.2
Asian	*	*	5.2
Black or African American	23	1.4	12.4
Hispanic or Latino of any race	140	8.4	32.1
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	59	3.5	4.8
White	1,433	85.5	45.1
English Learners/Multilingual Learners	17	1.0	11.3
Eligible for Free or Reduced-Price Meals	387	23.1	44.8
Students with Disabilities	328	19.6	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	95	11.9	17	2.0
Male	89	11.0	36	4.2
Non-Binary	N/A	N/A	N/A	N/A
Black or African American	*	*	*	*
Hispanic or Latino of any race	19	15.2	*	*
White	154	11.1	44	3.0
English Learners/Multilingual Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	90	25.4	33	8.5
Students with Disabilities	58	18.4	22	5.9
All Students - District	184	11.4	53	3.1
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: 169
Number of school-based arrests: 0

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East Hampton School District

Educators

Full-Time Equivalent (FTE) Staff

Role	FTE
General Education Teachers and Instructors	114.8
General Education Paraprofessionals	16.9
Special Education Teachers and Instructors	28.0
Special Education Paraprofessionals	50.0
District Central Office Administrators	3.0
School Level Administrators	7.0
Library/Media Specialists (Certified)	4.0
Library/Media Support Staff	0.0
Instructional Specialists Who Support Teachers	6.0
Counselors, Social Workers and School Psychologists	14.0
School Nurses	5.0
Other Staff Providing Non-Instructional Services/Support	114.8

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	14.7
State	13.0

Educators by Race/Ethnicity

Race/Ethnicity	District Count	District Percent (%)	State Percent (%)
American Indian or Alaska Native	1	0.6	0.1
Asian	1	0.6	1.4
Black or African American	0	0.0	4.9
Hispanic or Latino of any race	2	1.1	5.3
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.3
White	173	97.7	87.9

New! Educator Attrition: 2023-24

Educator Type	District Attrition Count	District Attrition Rate (%)	State Attrition Rate (%)
All Educators	12	6.9	6.8
Teachers	11	7.7	7.6

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

Note: See Appendix A for exit reasons.

Instruction and Resources

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

Student Group	11th Count	11th Rate (%)	12th Count	12th Rate (%)
Black or African American	*	*	*	*
Hispanic or Latino of any race	9	*	11	*
White	101	98.1	106	99.1
English Learners/Multilingual Learners	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	35	97.2	18	*
Students with Disabilities	12	*	16	*
All Students - District	116	96.7	121	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	27	54.0
Emotional Disability	*	*
Intellectual Disability	0	0
Learning Disability	96	85.7
Other Health Impairment	53	73.6
Other Disabilities	*	*
Speech/Language Impairment	32	84.2
All Disabilities - District	216	72.5
All Disabilities - State		68.0

This table represents students ages 6-21 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

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Students with Disabilities by Primary Disability

Disability	District Count	District Rate (%)	State Rate (%)
Autism	53	3.2	2.9
Emotional Disability	*	*	1.1
Intellectual Disability	*	*	0.6
Learning Disability	112	6.8	6.5
Other Health Impairment	74	4.5	3.6
Other Disabilities	15	0.9	1.1
Speech/Language Impairment	43	2.6	2.0
All Disabilities	313	18.9	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	14	4.5	8.2
Private Schools or Other Settings	10	3.2	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	\$26,070,053	\$14,572	\$13,471
Support services - students	\$3,600,437	\$2,079	\$1,826
Support services - instruction	\$714,523	\$413	\$972
Support services - general administration	\$1,168,352	\$675	\$568
Support services - school based administration	\$1,882,746	\$1,087	\$1,274
Central and other support services	\$1,517,876	\$876	\$761
Operation and maintenance of plant	\$2,768,648	\$1,599	\$2,125
Student transportation services	\$1,866,908	\$1,087	\$1,695
Food services	.	.	\$10
Enterprise operations	.	.	\$219
Total	\$39,589,543	\$22,129	\$22,054

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

Special Education Expenditures: 2023-24

Expenditure	District Total (\$)	District Percent (%)	State Percent (%)
Teacher Salaries	\$3,911,649	31.5	26.4
Instructional Aide Salaries	\$2,464,880	19.8	10.1
Other Salaries	\$281,927	2.3	10.5
Employee Benefits	\$2,128,899	17.1	13.3
Purchased Services Other Than Transportation	\$860,065	6.9	6.8
Special Education Tuition	\$1,826,977	14.7	22.8
Supplies	\$110,730	0.9	0.6
Property Services	\$19,453	0.2	0.4
Purchased Services For Transportation	\$827,128	6.7	8.7
Equipment	.	.	0.2
All Other Expenditures	\$1,140	0.0	0.1
Total	\$12,432,848	100.0	100.0

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

Level	Percent (%)
District	31.4
State	25.7

Expenditures by Revenue Source: 2023-24

Revenue Source	Percent of Total (%) Excluding School Construction
Local	77.7
State	20.0
Federal	2.1
Tuition & Other	0.2

Revenue sources do not include state-funded Teachers' Retirement Board contributions, Connecticut Technical Education and Career System (CTECS) operations, CSDE-budgeted costs for salaries and leadership activities and other state-funded school districts (e.g., Dept. of Children and Families and Dept. of Correction).

District Profile and Performance Report for School Year 2024-25

East Hampton School District

Performance and Accountability

District Performance Index (DPI)

A District Performance Index (DPI) is the average performance of students in a subject area (i.e., English Language Arts(ELA), Mathematics or Science) on the state summative assessments. The DPI ranges from 0-100. A DPI is reported for all students tested in a district and for students in each individual student group. Connecticut's ultimate target for a DPI is 75.

Student Group	ELA Count	ELA DPI	Math Count	Math DPI	Science Count	Science DPI
American Indian or Alaska Native	0	N/A	0	N/A	0	N/A
Asian	*	*	*	*	*	*
Black or African American	12	*	12	*	*	*
Hispanic or Latino of any race	69	67.6	69	60.4	25	71.2
Native Hawaiian or Other Pacific Islander	*	*	*	*	0	N/A
Two or More Races	33	67.4	32	65.3	14	*
White	744	71.2	742	66.6	339	70.0
English Learners/Multilingual Learners	9	*	9	*	*	*
Non-English Learners/Non-Multilingual Learners	860	70.9	857	66.1	*	*
Eligible for Free or Reduced-Price Meals	209	61.3	208	55.5	89	61.5
Not Eligible for Free or Reduced-Price Meals	660	73.6	658	69.3	297	72.5
Students with Disabilities	177	52.6	174	45.5	74	50.5
Students without Disabilities	692	75.3	692	71.2	312	74.6
High Needs	317	58.9	314	52.8	133	58.0
Non-High Needs	552	77.4	552	73.5	253	76.3
All Students - District	869	70.7	866	66.0	386	70.0

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	75.0	61.5	60.8	68.9	508	66.3
Curl Up	84.7	79.3	82.4	94.1	506	85.0
Push Up	65.3	79.3	76.9	78.0	506	74.9
Mile Run/PACER	64.5	45.5	21.8	31.4	505	40.2
All Tests - District	37.9	24.8	16.9	24.6	505	25.7
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	134	97.8
English Learners/Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	30	86.7
Students with Disabilities	18	*
All Students - District	148	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	105	78.4
Male	67	62.0
Non-Binary	N/A	N/A
Black or African American	*	*
Hispanic or Latino of any race	12	57.1
White	153	72.9
English Learners/ Multilingual Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	25	46.3
Students with Disabilities	9	30.0
All Students - District	172	71.1
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	82.4	80.9
Male	69.9	80.0
Non-Binary	N/A	N/A
Black or African American	N/A	N/A
Hispanic or Latino of any race	*	*
White	78.0	78.7
English Learners/ Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	65.4	*
Students with Disabilities	40.0	*
All Students - District	76.2	80.5
All Students - State	67.0	88.2

College entrance refers to the percent of high school graduates from the year who enrolled in college any time during the first year after high school.

College persistence refers to the percent of students who enrolled in college the first year after high school and returned for a second year (Freshman to Sophomore persistence).

Source: National Student Clearinghouse

District Profile and Performance Report for School Year 2024-25

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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	70.7	75	47.1	50	94.2	64.7
ELA Performance Index	High Needs Students	58.9	75	39.3	50	78.6	54.9
Math Performance Index	All Students	66.0	75	44.0	50	88.0	61.1
Math Performance Index	High Needs Students	52.8	75	35.2	50	70.5	50.6
Science Performance Index	All Students	70.0	75	46.7	50	93.3	62.6
Science Performance Index	High Needs Students	58.0	75	38.7	50	77.3	52.1
ELA Academic Growth	All Students	62.7%	100%	62.7	100	62.7	60.6%
ELA Academic Growth	High Needs Students	54.1%	100%	54.1	100	54.1	55.7%
Math Academic Growth	All Students	61.3%	100%	61.3	100	61.3	62.3%
Math Academic Growth	High Needs Students	47.6%	100%	47.6	100	47.6	55.9%
Progress Toward English Proficiency	Literacy	.	100%	.	.	.	58.7%
Progress Toward English Proficiency	Oral	.	100%	.	.	.	55.7%
Chronic Absenteeism	All Students	11.4%	<=5%	37.1	50	74.3	17.2%
Chronic Absenteeism	High Needs Students	20.6%	<=5%	18.8	50	37.7	24.8%
% Taking CCR Courses	All Students	97.9%	75%	50.0	50	100.0	92.4%
% Meeting CCR Benchmark	All Students	71.1%	75%	47.4	50	94.8	47.2%
On-track to High School Graduation	All Students	96.4%	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	89.7%	94%	95.5	100	95.5	87.3%
Postsecondary Entrance (Class of 2024)	All Students	76.2%	75%	100.0	100	100.0	67.0%
Physical Fitness % Meeting Health Standard	All Students	25.7%	75%	17.2	50	34.3	49.0%
Arts Access	All Students	69.4%	60%	50.0	50	100.0	55.1%
Accountability Index				1042.6	1350	77.2	

Physical Fitness Estimated Participation Rate - District: 96.6% | 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	75.0	58.9	16.1	16.9	N
Math Performance Index Gap	73.5	52.8	20.6	18.4	Y
Science Performance Index Gap	75.0	58.0	17.0	18.2	N
Graduation Rate Gap	94.0%	89.7%	4.3%	8.6%	N

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

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

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

Subject	Student Group	Participation Rate (%)
ELA	All Students	98.2
ELA	High Needs Students	96.4
Math	All Students	98.0
Math	High Needs Students	95.8
Science	All Students	98.5
Science	High Needs Students	96.4

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: 55.1

State: 50.2

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

District Profile and Performance Report for School Year 2024-25

East Hampton School District

Narratives

School District Improvement Plans and Parental Outreach Activities

Each school in East Hampton has fully implemented the district's Profile of the Graduate into curriculum and practices, making the Profile a strong tool for district coherence. District and Building Goals speak to the transferable skills of the Profile and the importance of ensuring that all students have the opportunities throughout their school career to practice and master these skills. The Profile of the Graduate itself is a matrix of developmental transferable skills that are measured by authentic performance assessments throughout students' PK -12 experiences. The Profile is based on the district's vision, East Hampton 2030, which was updated in March 2020 in a process that included surveys and focus groups of students, teachers, parents, and community members. The vision includes critical student outcomes focused on high academic standards, the acquisition of transferable skills, and character development. The East Hampton Board of Education annually develops an ambitious set of district goals for the improvement of its instructional programs and operations based on the vision and has since expanded the goals to include the implementation of the Profile of the Graduate. Each of the school's building goals are based on the district goals and are communicated to parents in presentations at Board meetings and through district communications. The administrative team annual present School Advancement initiatives with outcomes provided in a Board presentation at the conclusion of the school year. District initiatives and communication on the schools' progress are widely distributed through regular newsletters from each school and the school's website. Information is shared and discussed with parents and the community during the Superintendent's Update at each Board of Education meeting. Communicating with parents and the community is one of the highest priorities of the school district and the Superintendent of Schools prepares a bi-weekly update that is forwarded to the entire school community. Each school has an active parents' organization and active booster groups have provided funding during budget shortfalls for extracurricular programming. The Superintendent of Schools has regular coffee hours for informal visits by parents and community members. The Director of Curriculum plays a key role in instructional progress, coordinating all improvement efforts among the district's four schools ensuring coherence and fidelity among all schools. In an effort to partner directly with families, the schools focus on unified week long initiatives focused on character and mental health including the Sandy Hook Promise. Weekly building newsletters and regular classroom communications directly from Principals and teachers through ParentSquare are designed to support families by communicating educational initiatives to enhance all school programs. Educational articles and commentary on growth mindset, grit, mental health, mindfulness, child development, and mental health are sent weekly to every parent and staff members.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Students participate in various regional, state, and national activities designed to connect students of all cultures and interests in music, drama, student council, and athletics. Tremendous efforts are made to connect students at every grade level with educational opportunities within the state and out of state. The world language department annually sponsors trips to New York City for food tours of various cultures and weeklong trips abroad that expose students to various European and South American cities and cultures. The music department participates in state festivals, New England festivals, and national festivals that provide students a rich opportunity to meet and work with students from diverse populations. The high school welcomes international exchange students each year. There is a long-standing tradition that the Senior Class tours Washington, DC. Teachers are sensitive and aware of the importance of using daily curriculum to promote broadening understandings and the increased use of technology to present students with a global view. Clubs and activities at the school including DECA, Interact Club, EarlyAct Club (middle school), the Senior Capstone Project, the grade 8 Capstone, and regular community service opportunities are designed to connect students to programs, internships, and service outside of the community. In addition, the school district has established a relationship with the Shandong Provincial Education Department in the Jinan Province of China and each school in the district has hosted several school leaders and teachers from China who have visited classrooms and interviewed students. In January 2025, 25 students and teachers from the IB School in the Jilin Province participated in an exchange with East Hampton High School.

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Equitable Allocation of Resources among District Schools

The budget development and management process in the East Hampton Public Schools helps to ensure that there is an equitable allocation of resources among district schools. The school district has been highly successful incorporating 1-to-1 technology throughout the school district, with Interactive Boards in every classroom in the school district. Additional annual staffing budget proposals are developed by administration and approved by the Superintendent of Schools. They include adjustments based on enrollments or special needs. The Board of Education welcomes budgeting suggestions from all staff, parents, and the community at fall meetings, public hearings, and informal meetings such as the monthly Superintendent's Advisory Council. Every request made during the budget process is reviewed and considered by the Board of Education. All requests and budget information is published and shared with all staff members and the community. Parents are extremely active in the budgeting process and have provided tremendous advocacy for the budget throughout the referendum process. With four schools, equitable distribution of our limited resources is a high priority.

District Profile and Performance Report for School Year 2024-25

East Hampton School District

Appendix A

2023-24 Exit Reasons for Certified Educators

Exit reasons are reported by districts in the Educator Data System (EDS) based on the information provided by exiting educators.

Exit Reason	District Count	District Percent (%)	State Percent (%)
Another Profession	0	0.0	2.1
Deceased	0	0.0	0.5
District/School Shut Down	0	0.0	0.0
Moved Out of State	0	0.0	2.2
Personal Reasons	0	0.0	6.7
Position Eliminated or Expired	0	0.0	9.8
Position Filled Permanently	0	0.0	0.1
Resigned (no reason given)	0	0.0	32.0
Retired	1	100.0	23.7
Teach/Admin in Other CT Dist	0	0.0	18.0
Teach/Admin in CT Nonpublic School	0	0.0	0.1
Teach/Admin Out-of-State (public or private)	0	0.0	1.3
Terminated	0	0.0	1.2
Took Job Related To Education	0	0.0	2.3
TOTAL	1		

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.