

Connecticut State Department of Education

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2024-25



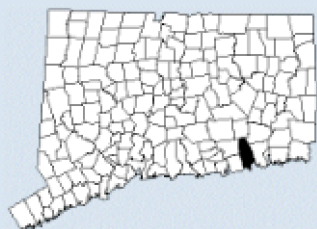
East Lyme School District

Jeffrey Newton, Superintendent • 860-739-3966 • <https://www.eastlymeschools.org/>

District Information

Grade Range	PK-12
Number of Schools/Programs	7
Enrollment	2,500
Per Pupil Expenditures	\$23,370
Total Expenditures	\$59,664,541

Expenditure data reflect the 2023-24 school year.



Community Information

AdvanceCT Town Profiles provide summary demographic and economic information for Connecticut's municipalities at <https://www.advancect.org/site-selection/town-profiles>

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Notes

Unless otherwise noted, all data are for 2024-25 and include all grades offered by the district.

In most tables, data are displayed only for the three major race/ethnicity categories. For additional race/ethnicity categories, please visit <https://public-edsight.ct.gov>

State totals are not displayed as they are not comparable to district totals.

Special Education tables reflect only students for whom the district is fiscally responsible.

* When an asterisk is displayed, data have been suppressed to safeguard student confidentiality. Complete data suppression guidelines are available at <https://tinyurl.com/SuppressionPolicy>

N/A is displayed when a category is not applicable for a district or school.

Students

October 1, 2024 Enrollment

Student Group	District Count	District Percent (%)	State Percent (%)
Female	*	*	48.4
Male	1,285	51.4	51.5
Non-Binary	*	*	0.1
American Indian or Alaska Native	*	*	0.2
Asian	231	9.2	5.2
Black or African American	46	1.8	12.4
Hispanic or Latino of any race	271	10.8	32.1
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	158	6.3	4.8
White	1,782	71.3	45.1
English Learners/Multilingual Learners	101	4.0	11.3
Eligible for Free or Reduced-Price Meals	628	25.1	44.8
Students with Disabilities	523	20.9	18.5

The enrollment table represents students in grades PK-12 reported by the district in the Public School Information System (i.e., PSIS Reporting District).

Students with disabilities are students with an individualized education program (IEP) only. This category does not include students with Section 504 plans or services plans.

Chronic Absenteeism and Suspension/Expulsion

Student Group	Chronic Count	Chronic Rate (%)	Suspension Count	Suspension Rate (%)
Female	*	*	27	2.2
Male	104	8.4	108	8.2
Non-Binary	*	*	0	*
Black or African American	*	*	*	*
Hispanic or Latino of any race	41	15.1	22	7.6
White	135	7.8	93	5.1
English Learners/Multilingual Learners	16	15.8	*	*
Eligible for Free or Reduced-Price Meals	98	16.1	60	8.9
Students with Disabilities	67	13.1	41	7.0
All Students - District	205	8.4	135	5.3
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: 353
Number of school-based arrests: 0

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Educators

Full-Time Equivalent (FTE) Staff

Role	FTE
General Education Teachers and Instructors	189.0
General Education Paraprofessionals	9.0
Special Education Teachers and Instructors	48.0
Special Education Paraprofessionals	105.4
District Central Office Administrators	5.0
School Level Administrators	11.0
Library/Media Specialists (Certified)	5.0
Library/Media Support Staff	2.8
Instructional Specialists Who Support Teachers	12.0
Counselors, Social Workers and School Psychologists	22.0
School Nurses	5.0
Other Staff Providing Non-Instructional Services/Support	147.7

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	12.5
State	13.0

Educators by Race/Ethnicity

Race/Ethnicity	District Count	District Percent (%)	State Percent (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	1	0.3	1.4
Black or African American	2	0.7	4.9
Hispanic or Latino of any race	6	2.0	5.3
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.3
White	287	97.0	87.9

New! Educator Attrition: 2023-24

Educator Type	District Attrition Count	District Attrition Rate (%)	State Attrition Rate (%)
All Educators	27	9.2	6.8
Teachers	24	10	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	24	96.0	20	95.2
White	179	98.9	174	99.4
English Learners/Multilingual Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	54	100.0	51	100.0
Students with Disabilities	39	92.9	49	96.1
All Students - District	238	98.3	230	99.1
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	47	54.0
Emotional Disability	9	39.1
Intellectual Disability	0	0
Learning Disability	132	81.0
Other Health Impairment	94	77.7
Other Disabilities	0	0
Speech/Language Impairment	52	85.2
All Disabilities - District	334	71.8
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	91	3.9	2.9
Emotional Disability	23	1.0	1.1
Intellectual Disability	6	0.3	0.6
Learning Disability	163	7.0	6.5
Other Health Impairment	123	5.3	3.6
Other Disabilities	15	0.6	1.1
Speech/Language Impairment	64	2.7	2.0
All Disabilities	485	20.8	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	13	2.7	8.2
Private Schools or Other Settings	9	1.9	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	\$32,031,029	\$12,546	\$13,471
Support services - students	\$5,131,039	\$2,056	\$1,826
Support services - instruction	\$2,328,103	\$933	\$972
Support services - general administration	\$2,505,988	\$1,004	\$568
Support services - school based administration	\$3,471,528	\$1,391	\$1,274
Central and other support services	\$2,818,777	\$1,129	\$761
Operation and maintenance of plant	\$7,559,698	\$3,029	\$2,125
Student transportation services	\$2,435,214	\$949	\$1,695
Food services	.	.	\$10
Enterprise operations	\$1,383,164	\$554	\$219
Total	\$59,664,541	\$23,370	\$22,054

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

Special Education Expenditures: 2023-24

Expenditure	District Total (\$)	District Percent (%)	State Percent (%)
Teacher Salaries	\$4,868,968	35.6	26.4
Instructional Aide Salaries	\$2,243,944	16.4	10.1
Other Salaries	\$1,356,433	9.9	10.5
Employee Benefits	\$2,244,879	16.4	13.3
Purchased Services Other Than Transportation	\$748,044	5.5	6.8
Special Education Tuition	\$1,200,050	8.8	22.8
Supplies	\$80,621	0.6	0.6
Property Services	.	.	0.4
Purchased Services For Transportation	\$897,327	6.6	8.7
Equipment	\$26,646	0.2	0.2
All Other Expenditures	\$4,292	0.0	0.1
Total	\$13,671,204	100.0	100.0

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

Level	Percent (%)
District	22.9
State	25.7

Expenditures by Revenue Source: 2023-24

Revenue Source	Percent of Total (%) Excluding School Construction
Local	82.9
State	10.7
Federal	2.2
Tuition & Other	4.2

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).

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Performance and Accountability

District Performance Index (DPI)

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

Student Group	ELA Count	ELA DPI	Math Count	Math DPI	Science Count	Science DPI
American Indian or Alaska Native	*	*	*	*	0	N/A
Asian	116	77.7	117	80.1	54	76.7
Black or African American	*	*	*	*	11	*
Hispanic or Latino of any race	138	66.6	136	63.0	63	62.0
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	79	74.9	79	72.9	33	74.9
White	877	74.0	874	70.5	428	73.1
English Learners/Multilingual Learners	93	65.0	93	65.2	34	62.9
Non-English Learners/Non-Multilingual Learners	1,142	74.1	1,138	71.1	555	72.7
Eligible for Free or Reduced-Price Meals	313	64.0	313	61.0	135	63.6
Not Eligible for Free or Reduced-Price Meals	922	76.6	918	74.0	454	74.7
Students with Disabilities	250	55.9	249	50.9	117	51.8
Students without Disabilities	985	77.9	982	75.7	472	77.2
High Needs	511	63.1	510	60.0	229	60.8
Non-High Needs	724	80.7	721	78.2	360	79.3
All Students - District	1,235	73.4	1,231	70.7	589	72.1

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	90.1	75.3	83.3	91.5	707	85.3
Curl Up	95.6	80.7	96.2	91.9	708	91.2
Push Up	82.1	80.1	90.2	88.8	702	85.6
Mile Run/PACER	77.4	72.6	85.2	79.4	700	78.9
All Tests - District	65.3	53.1	69.1	74.7	679	66.1
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	10	*
Hispanic or Latino of any race	18	*
White	180	94.4
English Learners/Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	71	88.7
Students with Disabilities	46	73.9
All Students - District	249	94.4
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	188	82.5
Male	*	*
Non-Binary	*	*
Black or African American	*	*
Hispanic or Latino of any race	26	56.5
White	262	73.6
English Learners/ Multilingual Learners	0	*
Eligible for Free or Reduced-Price Meals	60	57.1
Students with Disabilities	26	28.0
All Students - District	342	72.2
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	88.7	94.4
Male	*	93.9
Non-Binary	*	N/A
Black or African American	*	*
Hispanic or Latino of any race	80.0	*
White	82.5	93.8
English Learners/ Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	68.7	86.5
Students with Disabilities	53.7	*
All Students - District	82.0	94.2
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	73.4	75	49.0	50	97.9	64.7
ELA Performance Index	High Needs Students	63.1	75	42.1	50	84.1	54.9
Math Performance Index	All Students	70.7	75	47.1	50	94.2	61.1
Math Performance Index	High Needs Students	60.0	75	40.0	50	80.0	50.6
Science Performance Index	All Students	72.1	75	48.1	50	96.2	62.6
Science Performance Index	High Needs Students	60.8	75	40.5	50	81.1	52.1
ELA Academic Growth	All Students	60.0%	100%	60.0	100	60.0	60.6%
ELA Academic Growth	High Needs Students	58.7%	100%	58.7	100	58.7	55.7%
Math Academic Growth	All Students	62.4%	100%	62.4	100	62.4	62.3%
Math Academic Growth	High Needs Students	54.9%	100%	54.9	100	54.9	55.9%
Progress Toward English Proficiency	Literacy	65.9%	100%	33.0	50	65.9	58.7%
Progress Toward English Proficiency	Oral	59.2%	100%	29.6	50	59.2	55.7%
Chronic Absenteeism	All Students	8.4%	<=5%	43.2	50	86.4	17.2%
Chronic Absenteeism	High Needs Students	13.6%	<=5%	32.8	50	65.6	24.8%
% Taking CCR Courses	All Students	98.7%	75%	50.0	50	100.0	92.4%
% Meeting CCR Benchmark	All Students	72.2%	75%	48.1	50	96.2	47.2%
On-track to High School Graduation	All Students	96.9%	94%	50.0	50	100.0	85.9%
4-year Graduation Rate (2024 Cohort)	All Students	94.4%	94%	100.0	100	100.0	88.9%
6-year Graduation Rate (2022 Cohort)	High Needs Students	90.9%	94%	96.7	100	96.7	87.3%
Postsecondary Entrance (Class of 2024)	All Students	82.0%	75%	100.0	100	100.0	67.0%
Physical Fitness % Meeting Health Standard	All Students	66.1%	75%	44.1	50	88.2	49.0%
Arts Access	All Students	56.9%	60%	47.4	50	94.8	55.1%
Accountability Index				1177.7	1450	81.2	

Physical Fitness Estimated Participation Rate - District: 91.7% | 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	63.1	11.9	16.9	N
Math Performance Index Gap	75.0	60.0	15.0	18.4	N
Science Performance Index Gap	75.0	60.8	14.2	18.2	N
Graduation Rate Gap	94.0%	90.9%	3.1%	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	95.3
ELA	High Needs Students	90.6
Math	All Students	95.0
Math	High Needs Students	90.4
Science	All Students	95.5
Science	High Needs Students	91.7

Minimum participation standard is 95%.

Connecticut's State Identified Measurable Result (SIMR) for Children with Disabilities

Increase the reading performance of all 3rd grade students with disabilities statewide, as measured by Connecticut's English Language Arts (ELA) Performance Index.

Grade 3 ELA Performance Index for Students with Disabilities:

District: 62.1

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

Annual school improvement plans remain aligned to the district improvement plan and Board of Education goals. Through a focus on High Impact Teaching, Equity and Belonging, and Culture and Climate we will support our administration, staff, and families in bringing forth a robust learning experience for our students. ELPS is committed to focusing on these three goals, and the following outlines the work and identified outcomes we expect to occur.

District Improvement Plan Theory of Action

If we build shared meaning, capacity, and commitment to action, all stakeholders will see their part in achieving the school district's mission.

If a growth mindset underlies our culture, then we will foster learning, innovation and action through trusting partnerships.

If we focus on instruction that considers the distinct learning needs, interests, aspirations, and cultural backgrounds of our individual students, then all students will achieve both inter-personal and intra-personal growth.

Infinite Campus remains the district student management system. This system allows parents to access attendance and grades for every student in the district. Students have access to their own accounts as well at the secondary level in order to develop their own awareness of their personal growth over time. Parents are notified daily and weekly regarding achievement and attendance records. Every building hosts family conference opportunities twice throughout the school year. The district continues to use our school website to communicate to parent's programs and online resources to guide their student's skills-based development at home. Online learning hubs such as Seesaw and Google Classroom provide equitable access to learning materials for all students and ensure consistent communication between students, educators, and families during the learning experience.

All elementary schools have active PTAs that assist in building community support for education and student needs. Parent, school counselor and support staff relationships continue to be a priority to ensure a safe and nurturing environment for all students. At the district level, we host monthly Parent Advisory Council meetings which support district wide decision-making on items such as budget, academic, and extracurricular programming.

Efforts to Reduce Racial, Ethnic and Economic Isolation

The school district continues to make available the opportunity for students to attend regional magnet schools.

We strive to enhance students' understanding of the larger world. Awareness, celebration, and appreciation of significant events in world history and an understanding of characteristics of and interactions among different cultures are addressed through many venues. Throughout the grades, literature in language arts, social studies, music and art addresses diversity and cultures around the world. Student clubs focused on diverse student interest are key components of our educational program at all buildings. All field experiences provided to children are meant to focus on cultural and individual diversity across all buildings.

One of our priority areas continues to be centered around restorative practice. By prioritizing open dialogue, empathy, and understanding, restorative practices create opportunities for individuals from diverse backgrounds to come together, share their experiences, and build meaningful connections. These practices encourage active listening, validation of each person's perspective, and the acknowledgment of systemic inequalities that contribute to isolation. Through facilitated discussions, restorative circles, or community-building activities, individuals can gain insight into the lived experiences of others and develop a sense of belonging and interconnectedness. By addressing the underlying biases and structural barriers that perpetuate isolation, restorative practices promote a culture of inclusivity, equity, and social cohesion.

We have contracted with LEARN to provide professional development for certified staff and administrators on diversity, equity and inclusion and we will continue with this in the next academic year with the goal of continuing to build the capacity of our staff to ensure our classroom and buildings are welcoming and programming is accessible to all students.

Lastly, we most recently partnered with LEARN and six other local districts on the Regional Remote Learning program. This will provide access to course offerings outside of East Lyme. Students will have the opportunity to participate in classes with teachers and students from other districts in a hybrid learning environment.

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Equitable Allocation of Resources among District Schools

The Board of Education policy assures that each school in the district receives an equitable level of materials and financial resources. Zero based budgeting is practiced as a means of ensuring a student need based budgetary process occurs, so that each student receives the necessary materials, supplies, and texts. Additionally, East Lyme is a 1:1 device district to ensure equitable access to materials at all times. The district supports several educational programs across all five schools in order to ensure a common experience for all students which help to provide an equitable experience across all K-12 classrooms. Instructional supplies and professional learning resources are aligned to the curriculum revision cycle as a means of providing equity across content areas. Throughout the year, there is a consistent focus on identifying districtwide programs and resources that can consistently support our students across all buildings to allow us to provide a more coherent educational experience. Core or Tier 1 instruction is seen as equal opportunity and access for all students in using the Universal Design for Learning principles.

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Appendix A

2023-24 Exit Reasons for Certified Educators

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

Exit Reason	District Count	District Percent (%)	State Percent (%)
Another Profession	0	0.0	2.1
Deceased	0	0.0	0.5
District/School Shut Down	0	0.0	0.0
Moved Out of State	0	0.0	2.2
Personal Reasons	1	6.7	6.7
Position Eliminated or Expired	5	33.3	9.8
Position Filled Permanently	0	0.0	0.1
Resigned (no reason given)	0	0.0	32.0
Retired	4	26.7	23.7
Teach/Admin in Other CT Dist	4	26.7	18.0
Teach/Admin in CT Nonpublic School	0	0.0	0.1
Teach/Admin Out-of-State (public or private)	1	6.7	1.3
Terminated	0	0.0	1.2
Took Job Related To Education	0	0.0	2.3
TOTAL	15		

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.