

Connecticut State Department of Education

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2024-25



Guilford School District

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District Information

Grade Range	PK-12
Number of Schools/Programs	8
Enrollment	3,080
Per Pupil Expenditures	\$22,568
Total Expenditures	\$71,202,015

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	1,528	49.6	48.4
Male	1,546	50.2	51.5
Non-Binary	6	0.2	0.1
American Indian or Alaska Native	0	0.0	0.2
Asian	129	4.2	5.2
Black or African American	*	*	12.4
Hispanic or Latino of any race	305	9.9	32.1
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	176	5.7	4.8
White	2,434	79.0	45.1
English Learners/Multilingual Learners	55	1.8	11.3
Eligible for Free or Reduced-Price Meals	444	14.4	44.8
Students with Disabilities	505	16.4	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	*	*	*	*
Male	154	10.1	*	*
Non-Binary	*	*	0	*
Black or African American	10	29.4	*	*
Hispanic or Latino of any race	45	14.9	*	*
White	226	9.5	45	1.8
English Learners/Multilingual Learners	8	13.1	0	0.0
Eligible for Free or Reduced-Price Meals	92	23.1	13	2.7
Students with Disabilities	88	17.7	19	3.3
All Students - District	307	10.2	57	1.8
All Students - State		17.2		6.8

A student is **chronically absent** if they miss ten percent or greater of the total number of days enrolled in the school year for any reason. Pre-Kindergarten students are excluded from this calculation.

A student is included in **suspension count/rate** if they received at least one in-school suspension, out-of-school suspension, or expulsion.

Number of students qualified as truant under state statute: 484
Number of school-based arrests: 0

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Educators

Full-Time Equivalent (FTE) Staff

Role	FTE
General Education Teachers and Instructors	229.8
General Education Paraprofessionals	16.2
Special Education Teachers and Instructors	43.0
Special Education Paraprofessionals	84.0
District Central Office Administrators	5.0
School Level Administrators	20.0
Library/Media Specialists (Certified)	6.0
Library/Media Support Staff	3.0
Instructional Specialists Who Support Teachers	17.4
Counselors, Social Workers and School Psychologists	25.6
School Nurses	9.5
Other Staff Providing Non-Instructional Services/Support	162.8

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	12.1
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	2	0.6	1.4
Black or African American	1	0.3	4.9
Hispanic or Latino of any race	6	1.7	5.3
Native Hawaiian or Other Pacific Islander	2	0.6	0.1
Two or More Races	1	0.3	0.3
White	336	96.6	87.9

New! Educator Attrition: 2023-24

Educator Type	District Attrition Count	District Attrition Rate (%)	State Attrition Rate (%)
All Educators	20	5.9	6.8
Teachers	15	5.6	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	*	*	*	*
Hispanic or Latino of any race	23	88.5	21	100.0
White	166	96.5	230	96.6
English Learners/Multilingual Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	23	88.5	36	90.0
Students with Disabilities	28	90.3	60	90.9
All Students - District	215	95.6	283	96.6
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	43	60.6
Emotional Disability	*	*
Intellectual Disability	0	0
Learning Disability	143	94.1
Other Health Impairment	117	91.4
Other Disabilities	*	*
Speech/Language Impairment	41	97.6
All Disabilities - District	373	81.8
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	71	2.3	2.9
Emotional Disability	34	1.1	1.1
Intellectual Disability	12	0.4	0.6
Learning Disability	152	5.0	6.5
Other Health Impairment	131	4.3	3.6
Other Disabilities	24	0.8	1.1
Speech/Language Impairment	46	1.5	2.0
All Disabilities	470	15.5	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	8	1.7	8.2
Private Schools or Other Settings	16	3.4	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	\$43,042,861	\$13,643	\$13,471
Support services - students	\$4,852,708	\$1,562	\$1,826
Support services - instruction	\$2,283,262	\$735	\$972
Support services - general administration	\$1,731,028	\$557	\$568
Support services - school based administration	\$4,862,878	\$1,565	\$1,274
Central and other support services	\$698,180	\$225	\$761
Operation and maintenance of plant	\$7,843,764	\$2,525	\$2,125
Student transportation services	\$4,841,883	\$1,518	\$1,695
Food services	.	.	\$10
Enterprise operations	\$1,045,452	\$336	\$219
Total	\$71,202,015	\$22,568	\$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	\$5,635,805	33.0	26.4
Instructional Aide Salaries	\$2,094,780	12.3	10.1
Other Salaries	\$103,792	0.6	10.5
Employee Benefits	\$2,393,034	14.0	13.3
Purchased Services Other Than Transportation	\$1,652,209	9.7	6.8
Special Education Tuition	\$3,059,219	17.9	22.8
Supplies	\$71,218	0.4	0.6
Property Services	.	.	0.4
Purchased Services For Transportation	\$2,021,329	11.8	8.7
Equipment	\$43,994	0.3	0.2
All Other Expenditures	.	.	0.1
Total	\$17,075,380	100.0	100.0

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

Level	Percent (%)
District	24.0
State	25.7

Expenditures by Revenue Source: 2023-24

Revenue Source	Percent of Total (%) Excluding School Construction
Local	93.9
State	3.8
Federal	1.9
Tuition & Other	0.4

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

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Performance and Accountability

District Performance Index (DPI)

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

Student Group	ELA Count	ELA DPI	Math Count	Math DPI	Science Count	Science DPI
American Indian or Alaska Native	0	N/A	0	N/A	0	N/A
Asian	72	86.5	72	87.4	27	80.9
Black or African American	*	*	*	*	7	*
Hispanic or Latino of any race	155	71.9	155	67.9	76	71.4
Native Hawaiian or Other Pacific Islander	*	*	*	*	0	N/A
Two or More Races	89	82.4	89	78.9	32	81.4
White	1,246	77.1	1,246	74.8	532	75.9
English Learners/Multilingual Learners	65	68.9	65	67.8	21	67.1
Non-English Learners/Non-Multilingual Learners	1,511	77.5	1,511	75.1	653	76.0
Eligible for Free or Reduced-Price Meals	196	69.1	196	64.8	82	65.6
Not Eligible for Free or Reduced-Price Meals	1,380	78.3	1,380	76.2	592	77.1
Students with Disabilities	257	57.6	257	52.8	91	54.9
Students without Disabilities	1,319	80.9	1,319	79.1	583	79.0
High Needs	433	64.5	433	60.6	160	61.9
Non-High Needs	1,143	81.9	1,143	80.2	514	80.0
All Students - District	1,576	77.1	1,576	74.8	674	75.7

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	94.3	90.2	87.0	86.1	908	89.2
Curl Up	95.8	91.8	94.1	92.5	902	93.5
Push Up	84.2	83.7	79.9	83.0	904	82.6
Mile Run/PACER	86.4	87.4	76.7	72.0	898	80.5
All Tests - District	72.1	73.1	63.6	59.0	893	66.9
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	6	*
Hispanic or Latino of any race	32	100.0
White	203	95.6
English Learners/Multilingual Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	48	93.8
Students with Disabilities	35	77.1
All Students - District	271	96.3
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	182	74.3
Male	*	*
Non-Binary	*	*
Black or African American	*	*
Hispanic or Latino of any race	30	63.8
White	278	67.8
English Learners/ Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	31	47.0
Students with Disabilities	18	18.6
All Students - District	350	67.6
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	*	96.8
Male	77.5	*
Non-Binary	*	*
Black or African American	*	*
Hispanic or Latino of any race	83.9	*
White	80.9	94.6
English Learners/ Multilingual Learners	N/A	*
Eligible for Free or Reduced-Price Meals	72.7	93.9
Students with Disabilities	56.3	*
All Students - District	82.3	95.5
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

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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	77.1	75	50.0	50	100.0	64.7
ELA Performance Index	High Needs Students	64.5	75	43.0	50	86.0	54.9
Math Performance Index	All Students	74.8	75	49.9	50	99.7	61.1
Math Performance Index	High Needs Students	60.6	75	40.4	50	80.8	50.6
Science Performance Index	All Students	75.7	75	50.0	50	100.0	62.6
Science Performance Index	High Needs Students	61.9	75	41.3	50	82.6	52.1
ELA Academic Growth	All Students	63.7%	100%	63.7	100	63.7	60.6%
ELA Academic Growth	High Needs Students	61.0%	100%	61.0	100	61.0	55.7%
Math Academic Growth	All Students	75.3%	100%	75.3	100	75.3	62.3%
Math Academic Growth	High Needs Students	67.2%	100%	67.2	100	67.2	55.9%
Progress Toward English Proficiency	Literacy	68.6%	100%	34.3	50	68.6	58.7%
Progress Toward English Proficiency	Oral	61.9%	100%	31.0	50	61.9	55.7%
Chronic Absenteeism	All Students	10.2%	<=5%	39.7	50	79.3	17.2%
Chronic Absenteeism	High Needs Students	18.0%	<=5%	23.9	50	47.8	24.8%
% Taking CCR Courses	All Students	96.1%	75%	50.0	50	100.0	92.4%
% Meeting CCR Benchmark	All Students	67.6%	75%	45.0	50	90.1	47.2%
On-track to High School Graduation	All Students	95.8%	94%	50.0	50	100.0	85.9%
4-year Graduation Rate (2024 Cohort)	All Students	96.3%	94%	100.0	100	100.0	88.9%
6-year Graduation Rate (2022 Cohort)	High Needs Students	90.6%	94%	96.4	100	96.4	87.3%
Postsecondary Entrance (Class of 2024)	All Students	82.3%	75%	100.0	100	100.0	67.0%
Physical Fitness % Meeting Health Standard	All Students	66.9%	75%	44.6	50	89.1	49.0%
Arts Access	All Students	62.9%	60%	50.0	50	100.0	55.1%
Accountability Index				1206.4	1450	83.2	

Physical Fitness Estimated Participation Rate - District: 94.2% | State: 95.6%

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in the student group or the indicator is not applicable based on grades served.

Gap Indicator	Non-High Needs Rate	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev	Is Gap an Outlier?
ELA Performance Index Gap	75.0	64.5	10.5	16.9	N
Math Performance Index Gap	75.0	60.6	14.4	18.4	N
Science Performance Index Gap	75.0	61.9	13.1	18.2	N
Graduation Rate Gap	94.0%	90.6%	3.4%	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	99.4
ELA	High Needs Students	98.5
Math	All Students	99.4
Math	High Needs Students	98.5
Science	All Students	99.3
Science	High Needs Students	97.7

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: 62.5

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

With our Portrait of a Graduate (POG) in mind, and a focus on academic challenge, professional learning, and safety, we improve by revising curriculum and resources, reviewing special education programming, exploring restorative practices, implementing Guilford's Educator Growth Plan, and initiating a Technology in Education Advisory Group. Our POG model, adopted by the Board of Education, focuses on six competencies - being an Adaptable Learner, Responsible Collaborator, Effective Communicator, Critical Thinker, Empathetic Individual and Global Citizen. We want our graduates to develop these attributes over the course of their tenure with GPS. The Portrait of a Graduate guides our work and decisions as our teachers design daily lessons, as committees renew and revise curricula, as the BOE and administration build future budgets and draft new policies.

This year, educators refined our working model of high-quality instruction (HQP). The Model of HQI focuses on creating an environment of belonging in which all learners are thinking about grade- and course-level topics through challenging tasks, receiving feedback, and accessing credible resources to learn more. Through this model, educators support students in building both academic content knowledge and the POG skills necessary to acquire and apply that learning.

All teachers received professional development in the area of Restorative Practices which is a framework for addressing conflicts and repairing harm, prioritizing building relationships and creating positive community environments rather than punishment. This work will continue throughout the district.

The new Educator Growth Plan adopted by the Board of Education and the Connecticut State Department of Education in 2024 focuses on five foundational beliefs: Equity, People Are Motivated to Do Well, Systems for Learning, Liberatory Improvement, and Continuous Improvement. This plan is based on continuous improvement for every educator in every role across the district.

In response to community interest, a Technology in Education Advisory Group formed this year.

It was led by a teacher and a parent who served as co-chairs. The rest of the committee included educators, students, parents, and community members. They researched and surveyed stakeholders and provided the Board of Education with a final report to make recommendations about cell phone use and generative AI in Guilford's schools.

All principals and teaching staff communicate with parents through emails, weekly and monthly newsletters, parent-teacher conferences, and SchoolMessenger notifications to inform parents of events, district initiatives and priorities, and ways to become involved with their children's learning. Our PTOs are strong partners and offer many enrichment activities and cultural arts programs for students.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Our Family Equity Liaison, Dr. Rydell Harrison, continues to collaborate with administrators, principals, and social workers to advocate for individuals (students and parents) who feel marginalized in some way. He helps to assure our commitment to fostering an environment of equity and social justice. Our high school held an inaugural Multicultural Festival to celebrate all different cultures in our community. The Open Choice program continues through ACES with Guilford welcoming students from New Haven in the 2024-2025 school year. The Guilford Anti-Bias Anti-Racist (ABAR) Alliance works through our PTOs to offer resources that empower families to engage in important conversations at home around diversity, equity, inclusion, and belonging. Harmony Day is celebrated across the district in June. The ABC program sponsored high school-age students from NY, MA and CT. This year we celebrated 50 years of Guilford ABC. The district continues to make a concerted effort to recruit and maintain teaching staff with diverse backgrounds and experiences. The district continues to work with the Ed Ethics group from Harvard University to build safe and brave classrooms. The Guilford Youth Mentoring program continues to thrive, pairing adult volunteers as positive role models with students. Students are provided with meaningful connections that impact their lives at home, school, work, and in their communities.

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Equitable Allocation of Resources among District Schools

Resource allocation and budget development begins at the building and program levels with input from teachers, principals, program directors, and central office administrators. Annually, school administrators meet with the Board of Education to share budget priorities for instruction, building maintenance, and other resources to support school goals. The Superintendent, the Assistant Superintendent for Curriculum, the Assistant Superintendent for Operations, and the Business Manager review building level requests, focusing on the needs of the school and the need to provide equitable resources across the district. Most expenditures are based on enrollment, age and condition of equipment, identified needs, and multi-year purchasing plans. Facility renovations and site improvements are driven by multi-year plans, code compliance, enrollment, and the need to provide comparable facilities at all schools. The budget process is reviewed at all levels: school, district, Board of Education, and community. Guilford works hard to ensure equity and coherence in every aspect of the system, from instruction to operations, and allocation of resources is no exception.

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Appendix A

2023-24 Exit Reasons for Certified Educators

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

Exit Reason	District Count	District Percent (%)	State Percent (%)
Another Profession	0	0.0	2.1
Deceased	0	0.0	0.5
District/School Shut Down	0	0.0	0.0
Moved Out of State	0	0.0	2.2
Personal Reasons	0	0.0	6.7
Position Eliminated or Expired	0	0.0	9.8
Position Filled Permanently	0	0.0	0.1
Resigned (no reason given)	0	0.0	32.0
Retired	0	0.0	23.7
Teach/Admin in Other CT Dist	2	100.0	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	2		

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.