

Connecticut State Department of Education

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2024-25



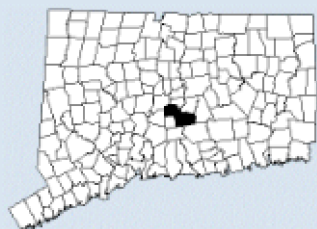
Middletown School District

Alberto Vazquezmatos, Superintendent • 860-638-1401 • www.middletownschoools.org/

District Information

Grade Range	PK-12
Number of Schools/Programs	23
Enrollment	4,394
Per Pupil Expenditures	\$24,962
Total Expenditures	\$115,498,155

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	2,214	50.4	51.5
Non-Binary	*	*	0.1
American Indian or Alaska Native	12	0.3	0.2
Asian	218	5.0	5.2
Black or African American	921	21.0	12.4
Hispanic or Latino of any race	1,134	25.8	32.1
Native Hawaiian or Other Pacific Islander	12	0.3	0.1
Two or More Races	441	10.0	4.8
White	1,656	37.7	45.1
English Learners/Multilingual Learners	293	6.7	11.3
Eligible for Free or Reduced-Price Meals	2,281	51.9	44.8
Students with Disabilities	817	18.6	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	*	*	143	6.3
Male	521	24.9	220	9.5
Non-Binary	*	*	0	*
Black or African American	266	30.4	117	12.1
Hispanic or Latino of any race	339	31.9	114	9.3
White	293	18.8	80	4.7
English Learners/Multilingual Learners	86	28.2	21	6.5
Eligible for Free or Reduced-Price Meals	745	34.0	287	11.6
Students with Disabilities	261	34.9	102	10.7
All Students - District	1,035	25.0	363	7.9
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: 1,199
Number of school-based arrests: Fewer than 6

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Educators

Full-Time Equivalent (FTE) Staff

Role	FTE
General Education Teachers and Instructors	303.0
General Education Paraprofessionals	94.0
Special Education Teachers and Instructors	53.0
Special Education Paraprofessionals	213.0
District Central Office Administrators	16.0
School Level Administrators	17.2
Library/Media Specialists (Certified)	10.5
Library/Media Support Staff	0.0
Instructional Specialists Who Support Teachers	38.6
Counselors, Social Workers and School Psychologists	40.8
School Nurses	19.0
Other Staff Providing Non-Instructional Services/Support	337.0

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	18.9
State	13.0

Educators by Race/Ethnicity

Race/Ethnicity	District Count	District Percent (%)	State Percent (%)
American Indian or Alaska Native	1	0.2	0.1
Asian	12	2.5	1.4
Black or African American	31	6.4	4.9
Hispanic or Latino of any race	21	4.4	5.3
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	1	0.2	0.3
White	416	86.3	87.9

New! Educator Attrition: 2023-24

Educator Type	District Attrition Count	District Attrition Rate (%)	State Attrition Rate (%)
All Educators	62	12.8	6.8
Teachers	48	13.2	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	77	95.1	84	96.6
Hispanic or Latino of any race	64	90.1	73	97.3
White	119	96.7	131	98.5
English Learners/Multilingual Learners	20	80.0	12	*
Eligible for Free or Reduced-Price Meals	155	93.9	170	99.4
Students with Disabilities	41	93.2	69	95.8
All Students - District	302	94.1	332	97.9
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	86	57.3
Emotional Disability	31	60.8
Intellectual Disability	19	40.4
Learning Disability	256	95.2
Other Health Impairment	142	90.4
Other Disabilities	6	24.0
Speech/Language Impairment	67	89.3
All Disabilities - District	607	78.4
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	163	3.8	2.9
Emotional Disability	51	1.2	1.1
Intellectual Disability	47	1.1	0.6
Learning Disability	269	6.2	6.5
Other Health Impairment	157	3.6	3.6
Other Disabilities	41	0.9	1.1
Speech/Language Impairment	101	2.3	2.0
All Disabilities	829	19.1	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	44	5.3	8.2
Private Schools or Other Settings	109	13.1	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	\$63,274,413	\$13,675	\$13,471
Support services - students	\$12,948,782	\$2,987	\$1,826
Support services - instruction	\$5,978,984	\$1,379	\$972
Support services - general administration	\$1,958,993	\$452	\$568
Support services - school based administration	\$5,959,530	\$1,375	\$1,274
Central and other support services	\$6,120,543	\$1,412	\$761
Operation and maintenance of plant	\$10,659,435	\$2,459	\$2,125
Student transportation services	\$6,056,833	\$1,441	\$1,695
Food services	\$857,337	\$198	\$10
Enterprise operations	\$1,683,306	\$388	\$219
Total	\$115,498,155	\$24,962	\$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	\$8,605,871	27.3	26.4
Instructional Aide Salaries	\$5,186,407	16.4	10.1
Other Salaries	\$1,133,406	3.6	10.5
Employee Benefits	\$4,093,136	13.0	13.3
Purchased Services Other Than Transportation	\$1,288,570	4.1	6.8
Special Education Tuition	\$7,237,002	22.9	22.8
Supplies	\$200,881	0.6	0.6
Property Services	\$3,728	0.0	0.4
Purchased Services For Transportation	\$3,824,184	12.1	8.7
Equipment	.	.	0.2
All Other Expenditures	\$3,039	0.0	0.1
Total	\$31,576,222	100.0	100.0

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

Level	Percent (%)
District	27.3
State	25.7

Expenditures by Revenue Source: 2023-24

Revenue Source	Percent of Total (%) Excluding School Construction
Local	66.3
State	26.0
Federal	6.8
Tuition & Other	0.9

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	92	70.2	91	67.7	41	69.5
Black or African American	472	52.3	474	44.2	211	52.1
Hispanic or Latino of any race	517	52.9	516	47.5	240	51.5
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*
Two or More Races	226	60.3	227	52.9	86	50.4
White	864	64.7	863	59.3	364	62.8
English Learners/Multilingual Learners	189	45.7	186	43.8	74	49.4
Non-English Learners/Non-Multilingual Learners	1,993	60.2	1,996	53.7	873	57.2
Eligible for Free or Reduced-Price Meals	1,119	52.5	1,120	45.9	470	48.9
Not Eligible for Free or Reduced-Price Meals	1,063	65.7	1,062	60.1	477	64.1
Students with Disabilities	353	39.0	352	33.1	146	42.0
Students without Disabilities	1,829	62.8	1,830	56.6	801	59.2
High Needs	1,275	51.1	1,275	45.0	542	48.5
Non-High Needs	907	70.0	907	63.8	405	67.4
All Students - District	2,182	58.9	2,182	52.8	947	56.6

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	82.3	68.2	73.8	83.0	1,155	76.5
Curl Up	82.4	89.4	84.8	91.1	1,153	86.7
Push Up	70.8	73.5	66.2	67.1	1,143	69.6
Mile Run/PACER	75.1	61.1	31.6	29.2	1,133	50.7
All Tests - District	48.0	39.7	24.3	25.2	1,100	35.1
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	74	87.8
Hispanic or Latino of any race	60	88.3
White	152	90.8
English Learners/Multilingual Learners	15	*
Eligible for Free or Reduced-Price Meals	171	87.1
Students with Disabilities	50	54.0
All Students - District	320	90.0
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	155	47.5
Male	*	*
Non-Binary	*	*
Black or African American	47	28.0
Hispanic or Latino of any race	41	28.1
White	149	58.2
English Learners/ Multilingual Learners	10	25.6
Eligible for Free or Reduced-Price Meals	95	28.3
Students with Disabilities	11	9.5
All Students - District	281	42.6
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	76.8	84.0
Male	*	78.0
Non-Binary	*	N/A
Black or African American	56.7	75.0
Hispanic or Latino of any race	48.2	69.2
White	77.1	86.0
English Learners/ Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	53.4	76.7
Students with Disabilities	27.0	*
All Students - District	65.6	81.4
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	58.9	75	39.3	50	78.6	64.7
ELA Performance Index	High Needs Students	51.1	75	34.0	50	68.1	54.9
Math Performance Index	All Students	52.8	75	35.2	50	70.4	61.1
Math Performance Index	High Needs Students	45.0	75	30.0	50	60.0	50.6
Science Performance Index	All Students	56.6	75	37.7	50	75.4	62.6
Science Performance Index	High Needs Students	48.5	75	32.3	50	64.7	52.1
ELA Academic Growth	All Students	50.4%	100%	50.4	100	50.4	60.6%
ELA Academic Growth	High Needs Students	45.1%	100%	45.1	100	45.1	55.7%
Math Academic Growth	All Students	52.8%	100%	52.8	100	52.8	62.3%
Math Academic Growth	High Needs Students	47.5%	100%	47.5	100	47.5	55.9%
Progress Toward English Proficiency	Literacy	62.3%	100%	31.1	50	62.3	58.7%
Progress Toward English Proficiency	Oral	55.6%	100%	27.8	50	55.6	55.7%
Chronic Absenteeism	All Students	25.0%	<=5%	10.0	50	20.1	17.2%
Chronic Absenteeism	High Needs Students	33.7%	<=5%	0.0	50	0.0	24.8%
% Taking CCR Courses	All Students	96.1%	75%	50.0	50	100.0	92.4%
% Meeting CCR Benchmark	All Students	42.6%	75%	28.4	50	56.8	47.2%
On-track to High School Graduation	All Students	81.7%	94%	43.5	50	86.9	85.9%
4-year Graduation Rate (2024 Cohort)	All Students	90.0%	94%	95.7	100	95.7	88.9%
6-year Graduation Rate (2022 Cohort)	High Needs Students	94.7%	94%	100.0	100	100.0	87.3%
Postsecondary Entrance (Class of 2024)	All Students	65.6%	75%	87.5	100	87.5	67.0%
Physical Fitness % Meeting Health Standard	All Students	35.1%	75%	11.7	50	23.4	49.0%
Arts Access	All Students	42.4%	60%	35.3	50	70.7	55.1%
Accountability Index				925.4	1450	63.8	

Physical Fitness Estimated Participation Rate - District: 86.6% | 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	70.0	51.1	18.9	16.9	Y
Math Performance Index Gap	63.8	45.0	18.8	18.4	Y
Science Performance Index Gap	67.4	48.5	18.9	18.2	Y
Graduation Rate Gap	94.0%	94.7%	0.0%	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	97.2
ELA	High Needs Students	95.9
Math	All Students	97.3
Math	High Needs Students	96.0
Science	All Students	95.9
Science	High Needs Students	94.4

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: 42.6

State: 50.2

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

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Middletown School District

Narratives

School District Improvement Plans and Parental Outreach Activities

Middletown Public Schools' (MPS) strategic operating plan, "Thriving Together", outlines our commitment to continuous improvement and deep community engagement. Centered around four pillars — Building a Culture of Growth, Supporting Our Middletown Community, Communicating with Clarity and Consistency, and Fostering Relationships and Belonging — the plan includes actionable strategies aligned to improving special education, preventing truancy, and engaging families in student learning.

MPS is enhancing special education through a reallocation of resources and services to better meet student needs and support mental health. This includes refining the Intensive Case Management program and increasing alignment of services with educationally sound decision-making practices. Our approach ensures students with disabilities are supported through inclusive, trauma-informed, and equitable learning environments.

Truancy prevention is embedded in our broader focus on physical, social, and emotional wellness. MPS is developing a coalition of community partners to connect families to services and resources that remove barriers to attendance. We are also expanding mentorship programs, career exploration, and personalized academic pathways to ensure students feel connected, seen, and motivated to attend school consistently.

Family engagement is a priority across all four pillars. MPS is designing family-school-community partnerships that link directly to learning. These include ongoing parent information sessions aligned to families' needs and interests and collaborative learning events around well-being. We are developing a scope and sequence of learning experiences that involve parents from early grades onward to strengthen belonging and partnership.

To build staff skills in family engagement, MPS is creating professional learning that fosters courage, vulnerability, and culturally responsive practices. Staff are supported to strengthen home-school communication, recognize the strengths of all families, and partner meaningfully with parents to support student success.

Finally, MPS provides parents with tools and strategies to support learning at home. Through personalized learning, parents become partners in helping children make meaningful progress toward rigorous academic outcomes and lifelong skills aligned to our Portrait of a Global Citizen.

Together, these efforts ensure that all students and families thrive, supported by effective programs, strong relationships, and a shared belief in every child's potential.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Middletown Public Schools (MPS) is committed to reducing racial, ethnic, and economic isolation through intentional programming, inclusive practices, and expanding access to high-quality, diverse learning experiences. During the 2024-25 school year, MPS served approximately 4,400 students, of whom over 60% identified as students of color, and over 50% were eligible for free or reduced-price lunch. The district employed more than 450 certified staff, including 65 educators of color, reflecting a steady increase in educator diversity over the past three years.

Internally, MPS continues to invest in programs that reduce isolation and build belonging. The district's "Fostering Relationships and Belonging" pillar emphasizes culturally responsive teaching, inclusive curriculum design, and linked-to-learning family partnerships. To these ends, all district educators participate in professional development focused on diversity, equity, inclusion, and belonging (DEIB), with additional training built into new teacher induction.

Across our 10 schools, each building hosts cultural heritage events, student-led forums, and curricular projects designed to explore identity and cultural appreciation. These experiences reach thousands of students and provide platforms for dialogue and shared understanding.

To further reduce isolation, MPS has enhanced access to advanced coursework and career and technical education, ensuring equitable participation. Over the past three years, enrollment of historically underrepresented students in AP and CTE courses has continuously grown.

Through our strategic operating plan, "Thriving Together", we are deepening partnerships, expanding access, and building the capacity of our staff to ensure every student feels valued and connected in a diverse and inclusive school community.

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Equitable Allocation of Resources among District Schools

Middletown Public Schools uses a student-centered, equity-based budgeting process to allocate resources across the district. Central to this approach is the use of data to identify and respond to academic, social-emotional, and operational needs at each school. Resource decisions are guided by enrollment trends, student demographics, special education and English learner needs, and school performance data.

School leaders collaborate with district administrators to assess priorities and advocate for building-level needs. Funding is allocated with intentional supports for high-needs populations, including staffing, intervention programs, and mental health services. The district also uses federal and state grants to provide additional resources for students requiring specialized support.

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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	1	2.4	0.5
District/School Shut Down	0	0.0	0.0
Moved Out of State	1	2.4	2.2
Personal Reasons	0	0.0	6.7
Position Eliminated or Expired	2	4.8	9.8
Position Filled Permanently	0	0.0	0.1
Resigned (no reason given)	16	38.1	32.0
Retired	11	26.2	23.7
Teach/Admin in Other CT Dist	11	26.2	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	42		

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.