

Connecticut State Department of Education

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2024-25



Norwalk School District

Alexandra Estrella, Superintendent • 203-854-4000 • <https://www.norwalkps.org/>

District Information

Grade Range	PK-12
Number of Schools/Programs	26
Enrollment	11,473
Per Pupil Expenditures	\$22,245
Total Expenditures	\$266,848,583

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

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

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

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

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

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

Students

October 1, 2024 Enrollment

Student Group	District Count	District Percent (%)	State Percent (%)
Female	5,546	48.3	48.4
Male	5,915	51.6	51.5
Non-Binary	12	0.1	0.1
American Indian or Alaska Native	35	0.3	0.2
Asian	415	3.6	5.2
Black or African American	1,505	13.1	12.4
Hispanic or Latino of any race	6,578	57.3	32.1
Native Hawaiian or Other Pacific Islander	10	0.1	0.1
Two or More Races	425	3.7	4.8
White	2,505	21.8	45.1
English Learners/Multilingual Learners	2,681	23.4	11.3
Eligible for Free or Reduced-Price Meals	5,913	51.5	44.8
Students with Disabilities	2,131	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	940	17.3	*	*
Male	1,058	18.5	473	7.7
Non-Binary	7	*	*	*
Black or African American	304	20.5	171	10.9
Hispanic or Latino of any race	1,328	20.7	419	6.1
White	247	10.2	68	2.7
English Learners/Multilingual Learners	626	23.0	166	5.8
Eligible for Free or Reduced-Price Meals	1,219	21.6	491	7.6
Students with Disabilities	485	24.1	205	8.4
All Students - District	2,005	17.9	692	5.8
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: 2,660
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	781.4
General Education Paraprofessionals	263.6
Special Education Teachers and Instructors	137.0
Special Education Paraprofessionals	157.5
District Central Office Administrators	32.6
School Level Administrators	59.5
Library/Media Specialists (Certified)	14.0
Library/Media Support Staff	1.7
Instructional Specialists Who Support Teachers	127.0
Counselors, Social Workers and School Psychologists	95.5
School Nurses	27.0
Other Staff Providing Non-Instructional Services/Support	442.9

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	11.4
State	13.0

Educators by Race/Ethnicity

Race/Ethnicity	District Count	District Percent (%)	State Percent (%)
American Indian or Alaska Native	2	0.2	0.1
Asian	33	2.6	1.4
Black or African American	116	9.3	4.9
Hispanic or Latino of any race	164	13.1	5.3
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.3
White	939	74.9	87.9

New! Educator Attrition: 2023-24

Educator Type	District Attrition Count	District Attrition Rate (%)	State Attrition Rate (%)
All Educators	153	12.3	6.8
Teachers	124	13.5	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	116	96.7	151	98.1
Hispanic or Latino of any race	468	96.1	606	96.2
White	212	96.8	234	97.9
English Learners/Multilingual Learners	100	87.7	206	90.0
Eligible for Free or Reduced-Price Meals	408	97.1	496	96.9
Students with Disabilities	124	91.2	183	93.8
All Students - District	854	96.3	1,051	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	148	57.8
Emotional Disability	37	41.1
Intellectual Disability	10	21.7
Learning Disability	694	82.2
Other Health Impairment	238	80.1
Other Disabilities	15	25.9
Speech/Language Impairment	226	90.0
All Disabilities - District	1,368	74.3
All Disabilities - State		68.0

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

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Students with Disabilities by Primary Disability

Disability	District Count	District Rate (%)	State Rate (%)
Autism	283	2.4	2.9
Emotional Disability	90	0.8	1.1
Intellectual Disability	47	0.4	0.6
Learning Disability	844	7.2	6.5
Other Health Impairment	304	2.6	3.6
Other Disabilities	107	0.9	1.1
Speech/Language Impairment	312	2.7	2.0
All Disabilities	1,987	17.0	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	79	4.0	8.2
Private Schools or Other Settings	70	3.5	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	\$172,584,257	\$14,387	\$13,471
Support services - students	\$21,802,517	\$1,904	\$1,826
Support services - instruction	\$10,453,367	\$913	\$972
Support services - general administration	\$778,018	\$68	\$568
Support services - school based administration	\$10,903,836	\$952	\$1,274
Central and other support services	\$4,854,044	\$424	\$761
Operation and maintenance of plant	\$33,720,266	\$2,944	\$2,125
Student transportation services	\$11,552,277	\$1,591	\$1,695
Food services	\$200,000	\$17	\$10
Enterprise operations	.	.	\$219
Total	\$266,848,583	\$22,245	\$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	\$11,868,962	18.8	26.4
Instructional Aide Salaries	\$7,786,136	12.4	10.1
Other Salaries	\$10,554,160	16.8	10.5
Employee Benefits	\$11,389,911	18.1	13.3
Purchased Services Other Than Transportation	\$3,311,241	5.3	6.8
Special Education Tuition	\$12,670,668	20.1	22.8
Supplies	\$147,695	0.2	0.6
Property Services	.	.	0.4
Purchased Services For Transportation	\$5,239,782	8.3	8.7
Equipment	\$17,131	0.0	0.2
All Other Expenditures	\$8,052	0.0	0.1
Total	\$62,993,739	100.0	100.0

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

Level	Percent (%)
District	23.6
State	25.7

Expenditures by Revenue Source: 2023-24

Revenue Source	Percent of Total (%) Excluding School Construction
Local	82.3
State	11.3
Federal	5.5
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	9	*	9	*	*	*
Asian	206	73.6	206	73.1	101	70.4
Black or African American	726	58.5	722	50.9	334	50.2
Hispanic or Latino of any race	2,971	57.0	2,969	53.6	1,294	53.0
Native Hawaiian or Other Pacific Islander	6	*	6	*	*	*
Two or More Races	205	69.7	203	66.5	70	66.0
White	1,159	74.3	1,158	71.9	500	69.3
English Learners/Multilingual Learners	1,319	50.3	1,319	49.2	507	47.8
Non-English Learners/Non-Multilingual Learners	3,963	66.2	3,954	61.7	1,799	60.0
Eligible for Free or Reduced-Price Meals	2,780	57.6	2,775	53.7	1,192	53.3
Not Eligible for Free or Reduced-Price Meals	2,502	67.3	2,498	64.0	1,114	61.6
Students with Disabilities	1,013	44.8	1,010	40.3	434	41.8
Students without Disabilities	4,269	66.4	4,263	62.9	1,872	60.9
High Needs	3,534	56.2	3,528	52.6	1,525	52.1
Non-High Needs	1,748	74.4	1,745	70.6	781	67.4
All Students - District	5,282	62.2	5,273	58.6	2,306	57.3

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

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

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

Physical Fitness Tests: Percent of Students Reaching Health Standard

Test	Grade 4 Percent (%)	Grade 6 Percent (%)	Grade 8 Percent (%)	HS Percent (%)	All Tested Grades Count	All Tested Grades Percent (%)
Sit & Reach	92.5	88.8	88.5	74.0	3,165	85.7
Curl Up	94.6	90.1	90.9	77.6	3,175	87.9
Push Up	86.9	85.3	80.6	62.8	3,183	78.4
Mile Run/PACER	86.7	86.8	76.4	45.2	3,122	73.1
All Tests - District	75.3	70.8	63.6	33.0	3,080	60.4
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	151	95.4
Hispanic or Latino of any race	556	90.3
White	241	95.9
English Learners/Multilingual Learners	169	79.3
Eligible for Free or Reduced-Price Meals	625	92.6
Students with Disabilities	143	77.6
All Students - District	1,017	92.6
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	413	44.1
Male	*	*
Non-Binary	*	*
Black or African American	77	28.1
Hispanic or Latino of any race	328	29.4
White	275	60.0
English Learners/ Multilingual Learners	45	13.1
Eligible for Free or Reduced-Price Meals	282	30.3
Students with Disabilities	25	7.6
All Students - District	758	38.4
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	69.7	86.7
Male	59.0	*
Non-Binary	*	*
Black or African American	66.0	78.7
Hispanic or Latino of any race	52.3	84.3
White	85.3	93.9
English Learners/ Multilingual Learners	25.3	68.8
Eligible for Free or Reduced-Price Meals	57.7	81.6
Students with Disabilities	41.3	72.3
All Students - District	64.3	86.9
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	62.2	75	41.5	50	83.0	64.7
ELA Performance Index	High Needs Students	56.2	75	37.5	50	74.9	54.9
Math Performance Index	All Students	58.6	75	39.0	50	78.1	61.1
Math Performance Index	High Needs Students	52.6	75	35.1	50	70.1	50.6
Science Performance Index	All Students	57.3	75	38.2	50	76.4	62.6
Science Performance Index	High Needs Students	52.1	75	34.8	50	69.5	52.1
ELA Academic Growth	All Students	64.6%	100%	64.6	100	64.6	60.6%
ELA Academic Growth	High Needs Students	62.2%	100%	62.2	100	62.2	55.7%
Math Academic Growth	All Students	63.9%	100%	63.9	100	63.9	62.3%
Math Academic Growth	High Needs Students	61.7%	100%	61.7	100	61.7	55.9%
Progress Toward English Proficiency	Literacy	59.2%	100%	29.6	50	59.2	58.7%
Progress Toward English Proficiency	Oral	57.7%	100%	28.8	50	57.7	55.7%
Chronic Absenteeism	All Students	17.9%	<=5%	24.1	50	48.2	17.2%
Chronic Absenteeism	High Needs Students	22.2%	<=5%	15.5	50	31.1	24.8%
% Taking CCR Courses	All Students	96.5%	75%	50.0	50	100.0	92.4%
% Meeting CCR Benchmark	All Students	38.4%	75%	25.6	50	51.2	47.2%
On-track to High School Graduation	All Students	89.3%	94%	47.5	50	95.0	85.9%
4-year Graduation Rate (2024 Cohort)	All Students	92.6%	94%	98.5	100	98.5	88.9%
6-year Graduation Rate (2022 Cohort)	High Needs Students	91.5%	94%	97.3	100	97.3	87.3%
Postsecondary Entrance (Class of 2024)	All Students	64.3%	75%	85.7	100	85.7	67.0%
Physical Fitness % Meeting Health Standard	All Students	60.4%	75%	40.2	50	80.5	49.0%
Arts Access	All Students	76.3%	60%	50.0	50	100.0	55.1%
Accountability Index				1071.5	1450	73.9	

Physical Fitness Estimated Participation Rate - District: 92.5% | 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	74.4	56.2	18.2	16.9	Y
Math Performance Index Gap	70.6	52.6	18.0	18.4	N
Science Performance Index Gap	67.4	52.1	15.3	18.2	N
Graduation Rate Gap	94.0%	91.5%	2.5%	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	98.4
ELA	High Needs Students	98.2
Math	All Students	98.2
Math	High Needs Students	98.0
Science	All Students	98.0
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: 46.8

State: 50.2

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

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Narratives

School District Improvement Plans and Parental Outreach Activities

In 2024-25, NPS implemented the first phase of its district-wide Portrait of a Graduate initiative focused on developing critical thinking as a foundational competency. The initiative is a collective vision that articulates our community's aspirations for all students. The Portrait encapsulates the hopes, ambitions, and dreams our community has for its young people and the skills and mindsets our children need for navigating the dynamic landscapes of today and the uncharted territories of tomorrow.

To expand community input, the NPS Specialized Learning Department introduced a new Special Education Advisory Group, inviting parents and the community to provide direct input to Norwalk Public Schools about practices, programs, and services that have an impact on students with disabilities and their families. The group launched in February 2025 and meets monthly in person and offers the option to join virtually via Zoom.

The NPS Family Center serves as the central hub of the district, playing a vital role in fostering lasting relationships and meaningful family engagement throughout a student's academic journey. Open year-round, including evening and weekend hours, the Family Center provides easy access to register students, multi-lingual testing, gather information, attend workshops, voice concerns, and resolve issues. Bilingual staff ensures all families have access in their home language.

In 2025, NPS collaborated with the Norwalk Community Health Center to open a new Family Health & Wellness Center inside the Family Center that offers a multitude of services to not only our students but their families too. By collaborating with other city agencies and community partners, the centralized location streamlines services for families across the city. Several schools also now boast their new Family Health & Wellness Centers for students and families.

The award-winning NPS Communications department maintains consistent communication through district and school websites, social media channels, and the school-to-home communication tool, ParentSquare, which provides messaging to families, staff, and students via email, text, and app notifications. School leaders and staff consistently communicate with families individually, across grades, subjects, and the whole school regarding academics, social events, and exciting news. Schools and the district ensure that translators are available to families at conferences, parent meetings, and open houses.

Board of Education meetings are live-streamed on the NPS YouTube channel, with options for Spanish and Haitian-Creole, and past meetings are available on demand. Families have access to a Parent Portal to track student work and progress. The superintendent values student voices and input, organizing the Superintendent's Student Leadership Council each year with students in grades 10-12 participating.

To deter truancy, families are notified of student absences via School Messenger, and school attendance team members reach out to families directly to address ongoing issues. Parents can monitor attendance through the Parent Portal. The district convenes an Attendance Committee specifically to review attendance, chronic absenteeism, and schools reach out directly to students not attending regularly. School attendance committees enact plans to decrease chronic absenteeism.

Efforts to Reduce Racial, Ethnic and Economic Isolation

In 2024-25, NPS expanded the four-year foundational equity work that addresses achievement gaps amongst student demographics including Black and brown students, multilingual learners, and special education students. NPS's common language describes the equity outcomes to achieve, established metrics to measure the impact of these strategies, and dives deeper into the personal work that each engages in to make a change.

NPS leveraged the data from the 2020 Equity Audit conducted in partnership with Temple University and maintained our comprehensive Equity in Education initiative, working with a Rutgers University Professor and the founder of Leading with Hearts and Minds provide support to effectively implement implicit bias training across the district. Each school addresses disproportionality by breaking barriers to provide all students with opportunities to excel.

To address growing enrollment, a comprehensive, multi-year school building program is underway. Construction started on two new school buildings, one for Norwalk High School/P-TECH Norwalk and the other for South Norwalk Elementary School, the latter of which is the first elementary school for the South Norwalk neighborhood in over 40 years. South Norwalk will open its doors in Fall 2025.

In addition to thematic schools, NPS continues to offer a variety of choice program options, including Montessori, an intra-district Bank Street magnet, a National and CT character education elementary magnet, and a dual-language elementary school. In partnership with IBM and CT State Community College Norwalk, students can earn both a HS diploma and associate's degree at P-TECH Norwalk. The district is excited to have several middle and elementary schools qualify as candidate schools for the International Baccalaureate Primary and Middle Years Programs, launched in Fall 2023. A total of 636 students applied for intra-district choice schools for the 2024-25 school year.

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Equitable Allocation of Resources among District Schools

One of Norwalk Public Schools' Finance Teams main goals for the 2024-25 school year revolved around an assessment of resource allocation to determine equitable distribution of staff resources in schools. The Finance Team was pleased to complete Phase I of this assessment this year.

The Student Based Budgets (SBB) continue incorporating specialized learning and multilingual learners expenses within each school budget allowing for better management and tracking of expenses and services at the school level. School principals have been trained in SBB so that they have the knowledge needed to allocate those resources according to the needs of their schools.

School Governance Councils operate at every school, providing additional opportunities for parents, staff and community members to advise district and school leaders. SGCs met quarterly from each school to report on efficacy of said procedures and the change that may have been needed in addressing these.

Staff members are assigned based on the number of students and programs operating in that individual school, in accordance with contractual class size limits. The Budget Book has also been redesigned for better transparency.

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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	1.2	6.7
Position Eliminated or Expired	0	0.0	9.8
Position Filled Permanently	0	0.0	0.1
Resigned (no reason given)	57	67.1	32.0
Retired	20	23.5	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	7	8.2	2.3
TOTAL	85		

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.