

Connecticut State Department of Education

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2024-25



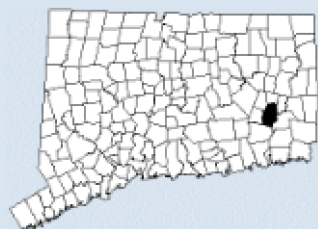
Norwich School District

Susan Lessard, Superintendent – Acting • 860-823-4200 • <http://www.norwichpublicschools.org>

District Information

Grade Range	PK-12
Number of Schools/Programs	18
Enrollment	3,291
Per Pupil Expenditures	\$23,566
Total Expenditures	\$122,163,574

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	1,721	52.3	51.5
Non-Binary	*	*	0.1
American Indian or Alaska Native	7	0.2	0.2
Asian	192	5.8	5.2
Black or African American	630	19.1	12.4
Hispanic or Latino of any race	1,301	39.5	32.1
Native Hawaiian or Other Pacific Islander	12	0.4	0.1
Two or More Races	285	8.7	4.8
White	864	26.3	45.1
English Learners/Multilingual Learners	807	24.5	11.3
Eligible for Free or Reduced-Price Meals	2,532	76.9	44.8
Students with Disabilities	767	23.3	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	*	*	149	8.9
Male	333	21.0	292	15.7
Non-Binary	*	*	0	*
Black or African American	86	15.0	108	15.8
Hispanic or Latino of any race	289	24.2	173	12.3
White	173	21.7	94	10.3
English Learners/Multilingual Learners	131	16.3	90	10.7
Eligible for Free or Reduced-Price Meals	547	23.0	375	13.5
Students with Disabilities	211	31.4	115	12.7
All Students - District	638	21.0	441	12.5
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: 828
Number of school-based arrests: 7

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Educators

Full-Time Equivalent (FTE) Staff

Role	FTE
General Education Teachers and Instructors	213.0
General Education Paraprofessionals	149.0
Special Education Teachers and Instructors	58.0
Special Education Paraprofessionals	149.0
District Central Office Administrators	8.3
School Level Administrators	23.0
Library/Media Specialists (Certified)	4.0
Library/Media Support Staff	0.0
Instructional Specialists Who Support Teachers	24.4
Counselors, Social Workers and School Psychologists	31.0
School Nurses	14.1
Other Staff Providing Non-Instructional Services/Support	244.9

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	22.2
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	9	2.5	1.4
Black or African American	11	3.0	4.9
Hispanic or Latino of any race	27	7.4	5.3
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	5	1.4	0.3
White	315	85.8	87.9

New! Educator Attrition: 2023-24

Educator Type	District Attrition Count	District Attrition Rate (%)	State Attrition Rate (%)
All Educators	84	21.3	6.8
Teachers	62	21.5	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	0	*	8	*
Hispanic or Latino of any race	*	*	11	*
White	6	*	22	81.5
English Learners/Multilingual Learners	*	*	8	*
Eligible for Free or Reduced-Price Meals	*	*	33	84.6
Students with Disabilities	10	*	48	85.7
All Students - District	10	*	48	85.7
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	93	43.5
Emotional Disability	33	37.5
Intellectual Disability	10	19.2
Learning Disability	251	79.2
Other Health Impairment	127	69.4
Other Disabilities	9	29.0
Speech/Language Impairment	97	95.1
All Disabilities - District	620	62.8
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	228	4.4	2.9
Emotional Disability	88	1.7	1.1
Intellectual Disability	52	1.0	0.6
Learning Disability	317	6.1	6.5
Other Health Impairment	186	3.6	3.6
Other Disabilities	65	1.2	1.1
Speech/Language Impairment	124	2.4	2.0
All Disabilities	1,060	20.3	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	380	35.8	8.2
Private Schools or Other Settings	77	7.3	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	\$88,366,694	\$17,046	\$13,471
Support services - students	\$8,802,214	\$2,710	\$1,826
Support services - instruction	\$1,216,475	\$375	\$972
Support services - general administration	\$3,689,137	\$1,136	\$568
Support services - school based administration	\$2,395,793	\$738	\$1,274
Central and other support services	\$1,697,777	\$523	\$761
Operation and maintenance of plant	\$4,712,824	\$1,451	\$2,125
Student transportation services	\$10,898,957	\$2,010	\$1,695
Food services	.	.	\$10
Enterprise operations	\$383,702	\$118	\$219
Total	\$122,163,574	\$23,566	\$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	\$5,688,049	13.7	26.4
Instructional Aide Salaries	\$3,724,575	9.0	10.1
Other Salaries	\$485,734	1.2	10.5
Employee Benefits	\$2,742,728	6.6	13.3
Purchased Services Other Than Transportation	\$3,147,630	7.6	6.8
Special Education Tuition	\$20,677,694	49.7	22.8
Supplies	\$65,673	0.2	0.6
Property Services	.	.	0.4
Purchased Services For Transportation	\$4,993,179	12.0	8.7
Equipment	\$45,211	0.1	0.2
All Other Expenditures	\$140	0.0	0.1
Total	\$41,570,613	100.0	100.0

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

Level	Percent (%)
District	34.0
State	25.7

Expenditures by Revenue Source: 2023-24

Revenue Source	Percent of Total (%) Excluding School Construction
Local	49.9
State	40.2
Federal	9.2
Tuition & Other	0.6

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	126	64.6	126	62.7	41	65.1
Black or African American	368	50.1	368	42.8	111	45.7
Hispanic or Latino of any race	718	49.7	716	43.6	227	47.0
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*
Two or More Races	166	55.8	162	49.7	60	54.0
White	499	60.3	499	53.8	187	57.2
English Learners/Multilingual Learners	536	48.1	535	43.4	177	46.1
Non-English Learners/Non-Multilingual Learners	1,350	56.6	1,345	49.9	452	53.9
Eligible for Free or Reduced-Price Meals	1,532	52.0	1,525	45.7	513	49.4
Not Eligible for Free or Reduced-Price Meals	354	63.5	355	57.8	116	61.9
Students with Disabilities	372	36.1	370	28.9	123	34.2
Students without Disabilities	1,514	58.6	1,510	52.7	506	56.0
High Needs	1,634	51.7	1,628	45.5	546	49.4
Non-High Needs	252	70.0	252	64.5	83	66.9
All Students - District	1,886	54.2	1,880	48.0	629	51.7

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	80.6	68.4	71.9	N/A	942	73.7
Curl Up	69.9	69.7	73.4	N/A	944	71.0
Push Up	55.5	54.2	54.1	N/A	943	54.6
Mile Run/PACER	73.8	55.2	34.4	N/A	940	54.9
All Tests - District	37.4	27.1	18.8	N/A	925	27.9
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	N/A	N/A
Hispanic or Latino of any race	N/A	N/A
White	N/A	N/A
English Learners/Multilingual Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	N/A	N/A
Students with Disabilities	N/A	N/A
All Students - District	N/A	N/A
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	0	0.0
Male	0	0.0
Non-Binary	N/A	N/A
Black or African American	0	*
Hispanic or Latino of any race	0	*
White	0	0.0
English Learners/ Multilingual Learners	0	*
Eligible for Free or Reduced-Price Meals	0	0.0
Students with Disabilities	0	0.0
All Students - District	0	0.0
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	*	*
Male	*	*
Non-Binary	N/A	N/A
Black or African American	*	*
Hispanic or Latino of any race	*	*
White	*	*
English Learners/ Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	*	*
Students with Disabilities	*	*
All Students - District	*	*
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	54.2	75	36.1	50	72.2	64.7
ELA Performance Index	High Needs Students	51.7	75	34.5	50	69.0	54.9
Math Performance Index	All Students	48.0	75	32.0	50	64.0	61.1
Math Performance Index	High Needs Students	45.5	75	30.3	50	60.6	50.6
Science Performance Index	All Students	51.7	75	34.5	50	69.0	62.6
Science Performance Index	High Needs Students	49.4	75	32.9	50	65.9	52.1
ELA Academic Growth	All Students	57.0%	100%	57.0	100	57.0	60.6%
ELA Academic Growth	High Needs Students	56.2%	100%	56.2	100	56.2	55.7%
Math Academic Growth	All Students	57.1%	100%	57.1	100	57.1	62.3%
Math Academic Growth	High Needs Students	56.3%	100%	56.3	100	56.3	55.9%
Progress Toward English Proficiency	Literacy	64.6%	100%	32.3	50	64.6	58.7%
Progress Toward English Proficiency	Oral	58.0%	100%	29.0	50	58.0	55.7%
Chronic Absenteeism	All Students	21.0%	<=5%	18.0	50	36.0	17.2%
Chronic Absenteeism	High Needs Students	22.4%	<=5%	15.2	50	30.3	24.8%
% Taking CCR Courses	All Students	85.3%	75%	50.0	50	100.0	92.4%
% Meeting CCR Benchmark	All Students	.	75%	.	50	.	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	.	94%	.	.	.	88.9%
6-year Graduation Rate (2022 Cohort)	High Needs Students	.	94%	.	.	.	87.3%
Postsecondary Entrance (Class of 2024)	All Students	.	75%	.	.	.	67.0%
Physical Fitness % Meeting Health Standard	All Students	27.9%	75%	18.6	50	37.2	49.0%
Arts Access	All Students	20.0%	60%	16.7	50	33.3	55.1%
Accountability Index				650.1	1150	56.5	

Physical Fitness Estimated Participation Rate - District: 92.0% | 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	51.7	18.2	16.9	Y
Math Performance Index Gap	64.5	45.5	19.1	18.4	Y
Science Performance Index Gap	66.9	49.4	17.5	18.2	N
Graduation Rate Gap

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	98.0
ELA	High Needs Students	97.8
Math	All Students	97.7
Math	High Needs Students	97.4
Science	All Students	97.0
Science	High Needs Students	96.6

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: 42.0

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

Norwich Public Schools (NPS) is home to seven elementary schools (six of those include our preschool programs), two middle schools, one transition academy program that serves students that have completed a high school program, one special education program in a separate building, and one family resource center. During the 2024-2025 school year, the district continued several district improvement efforts including improvement of academic programs, special education programs, truancy prevention, and parental outreach efforts. During the 2024-2025 school year, the focus on Tier 1 instruction in literacy and mathematics, improved the academic achievement of special education students, and focus on the instruction of multilingual learners were the goals. The district invested in better supports and streamlined practices for English Language (EL) Learners. Our Teachers English to Speakers of Other Languages (TESOL) delivered lessons in core classes as well as small groups that allowed EL learners to acquire academic knowledge. EL coaching focused on collaboration and co-teaching to support in implementing Sheltered Instruction Observation Protocol (SIOP) strategies across Tier 1 instruction. In addition, the district focused on strengthening the comprehensive core classroom (Tier 1) mathematics instructional program by providing training for administrators and teachers in the continued implementation of core curriculum and professional development through Eureka. Many efforts were made to ensure that students continued to attend school throughout the year. Norwich participated in the LEAP Program facilitating home visits. School Resource Officers and family engagement and attendance coordinators connected with families of chronically absent students and the continued effort by classroom teachers to communicate with families prompted wellness checks if contact was not established with the student or family. Throughout the year, the district held monthly district-level and bi-weekly school-based attendance team meetings which included representatives from each school. These meetings included a review of bi-weekly chronic absenteeism data as a review of the effectiveness of tier I and II attendance interventions and facilitated building-wide attendance campaigns, incentives, small group interventions, and individual outreach to students and families inclusive of home visits, connections with local agencies as needed, and individual goal setting. Services were provided that families viewed as beneficial and relevant such as services ESL, GED, HS Diploma, technology supports, other educational supports for adults, and language transition services. Regular scheduled notices, memos, phone calls, newsletters, and other communications were a priority. Norwich continued to provide the opportunity to communicate verbally with all of our families using Language Line as a translation service in 240 languages.

Efforts to Reduce Racial, Ethnic and Economic Isolation

For the 2024-2025 school year, Norwich Public Schools is home to two intra-district two magnet middle schools provide opportunities for students in the areas of STEAM and Global Studies. Student recruitment efforts at all magnet schools are intended to reduce racial, ethnic and socio-economic isolation. Within the community of Norwich, parents have school choices for their children. Besides the two intra-district magnet schools, parents can opt to send their child to magnet schools in the city of New London or to one of the LEARN-sponsored magnet schools in the region. In conjunction with the magnet school offerings, a high leverage Equity Policy has established a framework for racial equity for Norwich Public School students, to ensure the elimination of racial bias, particularly institutional racism, and any prejudice or unlawful discrimination that may affect student achievement and learning experiences, and to promote learning and working environments that welcome, respect, value equity and diversity, and support opportunities and bridges to race equity success. Norwich Public Schools participated in The Connecticut Teacher Residency Program as an alternate route to elementary and secondary certification programs focused on increasing educators of color in the Norwich Public Schools. Our Teacher in Residence in the teacher preparation program through CT-TRP successfully completed their mentor year and has been assigned to their residency classroom for the 24-25 school year. For the 24-25 School year we had 2 CT-TRP candidates who will begin the first year of their residency, and two are planned for the 2025-2026 school year. In addition, the district has a focus on retention and has included intermittent surveys and interviews regarding hiring practices and climate, and holds a collaborative committee throughout the year with representation from district staff to focus on recruitment and retention efforts.

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Equitable Allocation of Resources among District Schools

The district ensures instructional supply budgets are distributed on a per-pupil basis. Student needs are met through a variety of state, federal, and local funding sources to enhance the general fund offerings. Norwich Public Schools relies heavily on state and federal grants to support initiatives and District Improvement Goals. The additional funding sources often require an analysis of student needs including free and reduced lunch status, or the number of ELs and/or special education students. School enrollment and student needs are both considered to ensure an equitable distribution of funds. The District analyzes resource allocations by school to ensure an equitable share of resources and includes school level administration in the review for clear, common understanding.

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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	4	5.8	2.2
Personal Reasons	3	4.3	6.7
Position Eliminated or Expired	29	42.0	9.8
Position Filled Permanently	0	0.0	0.1
Resigned (no reason given)	18	26.1	32.0
Retired	2	2.9	23.7
Teach/Admin in Other CT Dist	10	14.5	18.0
Teach/Admin in CT Nonpublic School	0	0.0	0.1
Teach/Admin Out-of-State (public or private)	1	1.4	1.3
Terminated	2	2.9	1.2
Took Job Related To Education	0	0.0	2.3
TOTAL	69		

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.