

Connecticut State Department of Education

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2024-25



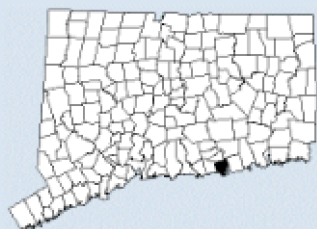
Old Saybrook School District

Christopher Drezek, Superintendent • 860-395-3157 • <http://www.oldsaybrookschoools.org>

District Information

Grade Range	PK-12
Number of Schools/Programs	3
Enrollment	1,030
Per Pupil Expenditures	\$27,652
Total Expenditures	\$28,896,093

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	533	51.7	51.5
Non-Binary	*	*	0.1
American Indian or Alaska Native	0	0.0	0.2
Asian	41	4.0	5.2
Black or African American	*	*	12.4
Hispanic or Latino of any race	159	15.4	32.1
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	35	3.4	4.8
White	786	76.3	45.1
English Learners/Multilingual Learners	85	8.3	11.3
Eligible for Free or Reduced-Price Meals	240	23.3	44.8
Students with Disabilities	162	15.7	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	32	7.0	*	*
Male	46	9.3	*	*
Non-Binary	0	*	0	*
Black or African American	*	*	0	*
Hispanic or Latino of any race	9	5.8	*	*
White	57	7.9	15	1.9
English Learners/Multilingual Learners	7	8.0	*	*
Eligible for Free or Reduced-Price Meals	32	12.8	7	2.6
Students with Disabilities	26	15.2	12	6.1
All Students - District	78	8.2	20	1.9
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: 97
Number of school-based arrests: 0

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Educators

Full-Time Equivalent (FTE) Staff

Role	FTE
General Education Teachers and Instructors	91.9
General Education Paraprofessionals	13.3
Special Education Teachers and Instructors	25.0
Special Education Paraprofessionals	23.7
District Central Office Administrators	4.0
School Level Administrators	5.0
Library/Media Specialists (Certified)	2.2
Library/Media Support Staff	1.9
Instructional Specialists Who Support Teachers	7.8
Counselors, Social Workers and School Psychologists	12.0
School Nurses	4.7
Other Staff Providing Non-Instructional Services/Support	57.5

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	13.5
State	13.0

Educators by Race/Ethnicity

Race/Ethnicity	District Count	District Percent (%)	State Percent (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	0	0.0	1.4
Black or African American	1	0.7	4.9
Hispanic or Latino of any race	5	3.4	5.3
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.3
White	142	96.0	87.9

New! Educator Attrition: 2023-24

Educator Type	District Attrition Count	District Attrition Rate (%)	State Attrition Rate (%)
All Educators	19	12.8	6.8
Teachers	16	13.6	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	N/A	N/A	N/A	N/A
Hispanic or Latino of any race	8	*	12	*
White	59	93.7	75	100.0
English Learners/Multilingual Learners	*	*	6	*
Eligible for Free or Reduced-Price Meals	19	*	21	100.0
Students with Disabilities	15	*	17	*
All Students - District	74	93.7	91	100.0
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	19	55.9
Emotional Disability	7	*
Intellectual Disability	*	*
Learning Disability	55	98.2
Other Health Impairment	34	91.9
Other Disabilities	0	0
Speech/Language Impairment	*	*
All Disabilities - District	120	79.5
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	36	3.7	2.9
Emotional Disability	11	1.1	1.1
Intellectual Disability	*	*	0.6
Learning Disability	56	5.8	6.5
Other Health Impairment	37	3.8	3.6
Other Disabilities	*	*	1.1
Speech/Language Impairment	6	0.6	2.0
All Disabilities	156	16.1	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	*	*	8.2
Private Schools or Other Settings	*	*	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	\$16,699,631	\$15,981	\$13,471
Support services - students	\$2,418,819	\$2,358	\$1,826
Support services - instruction	\$1,572,416	\$1,533	\$972
Support services - general administration	\$706,185	\$688	\$568
Support services - school based administration	\$1,636,401	\$1,595	\$1,274
Central and other support services	\$1,225,868	\$1,195	\$761
Operation and maintenance of plant	\$3,271,261	\$3,188	\$2,125
Student transportation services	\$1,315,511	\$1,341	\$1,695
Food services	\$50,000	\$49	\$10
Enterprise operations	.	.	\$219
Total	\$28,896,093	\$27,652	\$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	\$3,205,878	51.0	26.4
Instructional Aide Salaries	\$954,279	15.2	10.1
Other Salaries	\$281,330	4.5	10.5
Employee Benefits	\$688,941	11.0	13.3
Purchased Services Other Than Transportation	\$78,712	1.3	6.8
Special Education Tuition	\$690,564	11.0	22.8
Supplies	\$67,618	1.1	0.6
Property Services	.	.	0.4
Purchased Services For Transportation	\$306,056	4.9	8.7
Equipment	\$8,974	0.1	0.2
All Other Expenditures	\$1,759	0.0	0.1
Total	\$6,284,110	100.0	100.0

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

Level	Percent (%)
District	21.7
State	25.7

Expenditures by Revenue Source: 2023-24

Revenue Source	Percent of Total (%) Excluding School Construction
Local	96.6
State	1.4
Federal	1.8
Tuition & Other	0.2

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

District Profile and Performance Report for School Year 2024-25

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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	23	64.7	23	66.4	11	*
Black or African American	*	*	*	*	0	N/A
Hispanic or Latino of any race	84	64.3	84	60.3	36	62.4
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*
Two or More Races	14	*	14	*	*	*
White	358	75.6	359	71.3	171	75.2
English Learners/Multilingual Learners	72	58.7	72	58.0	30	58.3
Non-English Learners/Non-Multilingual Learners	410	75.8	411	70.9	196	74.2
Eligible for Free or Reduced-Price Meals	133	61.2	133	57.9	63	62.4
Not Eligible for Free or Reduced-Price Meals	349	77.9	350	73.2	163	75.8
Students with Disabilities	80	52.1	81	46.8	40	54.9
Students without Disabilities	402	77.5	402	73.4	186	75.8
High Needs	195	59.8	196	55.7	92	62.1
Non-High Needs	287	82.4	287	78.0	134	79.0
All Students - District	482	73.3	483	68.9	226	72.1

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

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

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

Physical Fitness Tests: Percent of Students Reaching Health Standard

Test	Grade 4 Percent (%)	Grade 6 Percent (%)	Grade 8 Percent (%)	HS Percent (%)	All Tested Grades Count	All Tested Grades Percent (%)
Sit & Reach	86.5	81.9	93.8	94.1	284	89.1
Curl Up	92.3	90.4	97.5	95.6	284	94.0
Push Up	75.0	89.2	91.3	91.0	282	87.6
Mile Run/PACER	80.8	81.0	87.7	70.3	281	80.4
All Tests - District	53.8	66.3	83.8	70.3	279	69.9
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	11	*
White	65	95.4
English Learners/Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	23	91.3
Students with Disabilities	11	*
All Students - District	82	95.1
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	69	77.5
Male	*	*
Non-Binary	*	*
Black or African American	N/A	N/A
Hispanic or Latino of any race	13	65.0
White	104	75.4
English Learners/ Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	19	47.5
Students with Disabilities	9	25.7
All Students - District	120	70.6
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	73.5	89.7
Male	78.0	83.3
Non-Binary	N/A	N/A
Black or African American	N/A	*
Hispanic or Latino of any race	*	*
White	84.8	87.5
English Learners/ Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	44.0	*
Students with Disabilities	*	*
All Students - District	76.2	86.4
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	73.3	75	48.9	50	97.7	64.7
ELA Performance Index	High Needs Students	59.8	75	39.9	50	79.7	54.9
Math Performance Index	All Students	68.9	75	46.0	50	91.9	61.1
Math Performance Index	High Needs Students	55.7	75	37.2	50	74.3	50.6
Science Performance Index	All Students	72.1	75	48.1	50	96.1	62.6
Science Performance Index	High Needs Students	62.1	75	41.4	50	82.8	52.1
ELA Academic Growth	All Students	66.0%	100%	66.0	100	66.0	60.6%
ELA Academic Growth	High Needs Students	59.6%	100%	59.6	100	59.6	55.7%
Math Academic Growth	All Students	69.0%	100%	69.0	100	69.0	62.3%
Math Academic Growth	High Needs Students	62.9%	100%	62.9	100	62.9	55.9%
Progress Toward English Proficiency	Literacy	65.2%	100%	32.6	50	65.2	58.7%
Progress Toward English Proficiency	Oral	65.2%	100%	32.6	50	65.2	55.7%
Chronic Absenteeism	All Students	8.2%	<=5%	43.7	50	87.3	17.2%
Chronic Absenteeism	High Needs Students	12.2%	<=5%	35.6	50	71.2	24.8%
% Taking CCR Courses	All Students	97.1%	75%	50.0	50	100.0	92.4%
% Meeting CCR Benchmark	All Students	70.6%	75%	47.1	50	94.1	47.2%
On-track to High School Graduation	All Students	92.6%	94%	49.2	50	98.5	85.9%
4-year Graduation Rate (2024 Cohort)	All Students	95.1%	94%	100.0	100	100.0	88.9%
6-year Graduation Rate (2022 Cohort)	High Needs Students	90.0%	94%	95.7	100	95.7	87.3%
Postsecondary Entrance (Class of 2024)	All Students	76.2%	75%	100.0	100	100.0	67.0%
Physical Fitness % Meeting Health Standard	All Students	69.9%	75%	46.6	50	93.2	49.0%
Arts Access	All Students	77.6%	60%	50.0	50	100.0	55.1%
Accountability Index				1201.8	1450	82.9	

Physical Fitness Estimated Participation Rate - District: 95.0% | 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	75.0	59.8	15.2	16.9	N
Math Performance Index Gap	75.0	55.7	19.3	18.4	Y
Science Performance Index Gap	75.0	62.1	12.9	18.2	N
Graduation Rate Gap	94.0%	90.0%	4.0%	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	98.8
ELA	High Needs Students	99.0
Math	All Students	99.0
Math	High Needs Students	99.5
Science	All Students	99.6
Science	High Needs Students	99.0

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: * **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

This is the completion of year four of our five-year strategic plan for Old Saybrook Public Schools. The plan was developed with families, students, community members, and staff. These groups identified equity, high-quality instruction, and student and staff well-being as their top priorities for the district. Evidence of progress toward these goals is shared on our district website, and through regular newsletters and videos. Families provide feedback about the impact of these action steps through annual surveys and family forums.

Communication continued to be at the forefront of the organization for 2024-2025. The Old Saybrook Public Schools welcomed its new Superintendent of Schools, Mr. Christopher Drezek. He has continued to host regular family meetings to ensure access to all who chose to attend as part of his entry plan to the district. Some families continued to attend planning and placement team meetings online while others chose to attend in person. Parent-teacher conferences were offered on both platforms, as well. When health conditions dictated, the district live-streamed performances and events, and offered in-person opportunities whenever possible.

Based on feedback from families, tours of the schools and in-person meetings with teachers were offered on several occasions. The district also sought parent involvement in decision-making, regularly soliciting feedback about progress toward strategic goals, input about the use of grant funds, and including parents to provide feedback on how we should approach the High Quality Instruction goal of the strategic plan. Focus groups and feedback continues to be solicited from all stakeholders as the district analyzes its structures and pursues continuous improvement.

Efforts to improve special education services for students with disabilities included ongoing staff training about the new CT-SEDS, dyslexia, and the addition of social-emotional learning programming across grade levels. In 2021-2022, OSPS enhanced the alternative high school program for students with significant emotional needs by adding a full-time counselor to support students and families. OSPS also partnered with neighboring districts to broaden the scope of services to students in our 18-22 transition program.

Attendance was reviewed weekly and followed by individual outreach from a team of teachers, social workers, and counselors. Attendance Board meetings and support from outside agencies were last-resort measures employed only after direct, one-on-one, personalized supports were provided. In addition, the district made efforts to stress the importance of daily attendance for students. Flyers and periodic communication were sent to families.

Families continued to be champions of students' learning by staying connected through the district's learning management systems and digital gradebook. Students spent more time in the community, too, working on projects with the Historical Society, the Chamber of Commerce, the Garden Club, and many local businesses. They conducted environmental research and an archaeological dig. Each of these events connected students and community members, involving everyone in the education of Old Saybrook's students.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Equity is at the heart of Old Saybrook Public Schools' 2021-2026 Strategic Plan. We strive to ensure that all students will be challenged and respected, and represented throughout the district. To achieve this, the Equity Guiding Coalition was established in the fall of 2021. This group conducted a needs assessment and engaged every educator in anti-bias training. In addition, the 2023-24 school year has seen the shift from "Guiding" to the Equity Action Coalition. This move was made to include students and parents in the efforts made to increase equitable outcomes for all students throughout the district. The group looks to enact the knowledge they have gained since their inception to the various processes throughout the district (e.g. employee recruitment, hiring, and retention protocols).

One of the district's initiatives was centered in providing instructional support for multilingual (ML) students at all three instructional levels. Educators across the district participated in a series of workshops detailing specific strategies for providing ML students comprehensible input and opportunities for output. The district administrator team focused on revamping the intake process for ML families to create a better home-school connection as well as determining the level of support students entering the district need upon arrival.

Interdistrict programs included students in the 18-22 year-old transition program who were part of a regional effort to broaden opportunities and create connections. Our Fine Arts department continues to examine ways to connect with departments in the region for professional learning opportunities which build a sense of community.

The district also has free preschool for age 4 students.

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Equitable Allocation of Resources among District Schools

Old Saybrook Public Schools' budget is driven by the priorities of our strategic plan, which was written with input from the community, families, and educators. With only one school at each level, there is little concern that one school will be funded differently than another. In fact, the size of our district allows for a highly collaborative and transparent budget-building process. Starting with a zero-base, the budget is built by a team of teachers and administrators and includes only that which is necessary for the following year. This team approach and focus on the priorities of the strategic plan ensure equitable access to a well-rounded education for all Old Saybrook students.

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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	2	15.4	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)	4	30.8	32.0
Retired	7	53.8	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	0	0.0	2.3
TOTAL	13		

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.