

Connecticut State Department of Education

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2024-25



Southington School District

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District Information

Grade Range	PK-12
Number of Schools/Programs	24
Enrollment	6,200
Per Pupil Expenditures	\$18,965
Total Expenditures	\$120,031,034

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	3,071	49.5	48.4
Male	3,121	50.3	51.5
Non-Binary	8	0.1	0.1
American Indian or Alaska Native	*	*	0.2
Asian	317	5.1	5.2
Black or African American	156	2.5	12.4
Hispanic or Latino of any race	841	13.6	32.1
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	324	5.2	4.8
White	4,558	73.5	45.1
English Learners/Multilingual Learners	242	3.9	11.3
Eligible for Free or Reduced-Price Meals	1,673	27.0	44.8
Students with Disabilities	1,074	17.3	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	322	10.7	*	*
Male	*	*	253	7.9
Non-Binary	*	*	*	*
Black or African American	16	11.0	19	11.9
Hispanic or Latino of any race	130	16.4	77	8.9
White	383	8.6	227	4.9
English Learners/Multilingual Learners	32	12.7	16	6.2
Eligible for Free or Reduced-Price Meals	308	19.3	179	9.9
Students with Disabilities	180	17.9	120	9.9
All Students - District	615	10.2	356	5.6
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: 518
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	424.1
General Education Paraprofessionals	23.5
Special Education Teachers and Instructors	88.8
Special Education Paraprofessionals	246.4
District Central Office Administrators	10.0
School Level Administrators	23.8
Library/Media Specialists (Certified)	7.0
Library/Media Support Staff	6.9
Instructional Specialists Who Support Teachers	23.8
Counselors, Social Workers and School Psychologists	44.0
School Nurses	19.0
Other Staff Providing Non-Instructional Services/Support	312.7

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	10.3
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	6	1.0	1.4
Black or African American	4	0.6	4.9
Hispanic or Latino of any race	6	1.0	5.3
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.3
White	610	97.3	87.9

New! Educator Attrition: 2023-24

Educator Type	District Attrition Count	District Attrition Rate (%)	State Attrition Rate (%)
All Educators	56	9.1	6.8
Teachers	50	9.8	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	12	*	15	*
Hispanic or Latino of any race	60	96.8	60	98.4
White	365	98.4	386	99.0
English Learners/Multilingual Learners	14	*	9	*
Eligible for Free or Reduced-Price Meals	122	97.6	117	99.2
Students with Disabilities	66	97.1	78	95.1
All Students - District	485	97.6	500	99.0
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	73	48.0
Emotional Disability	43	52.4
Intellectual Disability	*	*
Learning Disability	230	61.3
Other Health Impairment	132	65.7
Other Disabilities	*	*
Speech/Language Impairment	59	83.1
All Disabilities - District	551	58.2
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	156	2.6	2.9
Emotional Disability	82	1.4	1.1
Intellectual Disability	26	0.4	0.6
Learning Disability	376	6.3	6.5
Other Health Impairment	203	3.4	3.6
Other Disabilities	63	1.0	1.1
Speech/Language Impairment	90	1.5	2.0
All Disabilities	996	16.6	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	13	1.3	8.2
Private Schools or Other Settings	47	4.7	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	\$75,798,819	\$11,976	\$13,471
Support services - students	\$11,519,530	\$1,857	\$1,826
Support services - instruction	\$3,260,782	\$526	\$972
Support services - general administration	\$4,997,413	\$806	\$568
Support services - school based administration	\$6,694,045	\$1,079	\$1,274
Central and other support services	\$845,190	\$136	\$761
Operation and maintenance of plant	\$10,029,491	\$1,617	\$2,125
Student transportation services	\$5,798,242	\$1,598	\$1,695
Food services	.	.	\$10
Enterprise operations	\$1,087,522	\$175	\$219
Total	\$120,031,034	\$18,965	\$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	\$10,901,499	29.7	26.4
Instructional Aide Salaries	\$6,617,810	18.0	10.1
Other Salaries	\$1,874,664	5.1	10.5
Employee Benefits	\$6,689,854	18.2	13.3
Purchased Services Other Than Transportation	\$1,431,413	3.9	6.8
Special Education Tuition	\$6,032,288	16.4	22.8
Supplies	\$183,767	0.5	0.6
Property Services	\$91,025	0.2	0.4
Purchased Services For Transportation	\$2,897,574	7.9	8.7
Equipment	\$14,119	0.0	0.2
All Other Expenditures	\$2,850	0.0	0.1
Total	\$36,736,864	100.0	100.0

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

Level	Percent (%)
District	30.6
State	25.7

Expenditures by Revenue Source: 2023-24

Revenue Source	Percent of Total (%) Excluding School Construction
Local	73.9
State	21.0
Federal	3.2
Tuition & Other	1.9

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	0	N/A	0	N/A	0	N/A
Asian	161	77.8	161	81.1	66	80.2
Black or African American	*	*	*	*	34	60.5
Hispanic or Latino of any race	407	65.1	407	62.4	187	63.4
Native Hawaiian or Other Pacific Islander	*	*	*	*	0	N/A
Two or More Races	194	72.6	194	70.2	80	71.8
White	2,388	72.9	2,383	72.0	1,061	73.5
English Learners/Multilingual Learners	176	63.6	176	64.1	77	62.0
Non-English Learners/Non-Multilingual Learners	3,053	72.3	3,048	71.2	1,351	72.7
Eligible for Free or Reduced-Price Meals	841	65.1	838	62.8	382	65.1
Not Eligible for Free or Reduced-Price Meals	2,388	74.2	2,386	73.7	1,046	74.6
Students with Disabilities	547	52.1	542	49.1	226	52.1
Students without Disabilities	2,682	75.9	2,682	75.3	1,202	75.9
High Needs	1,220	62.1	1,215	60.3	530	62.6
Non-High Needs	2,009	77.8	2,009	77.2	898	77.7
All Students - District	3,229	71.9	3,224	70.9	1,428	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	85.5	80.7	77.5	87.1	1,833	82.8
Curl Up	93.0	81.1	74.6	97.8	1,832	86.8
Push Up	88.7	74.4	75.0	83.6	1,832	80.6
Mile Run/PACER	78.3	63.3	44.8	58.2	1,827	61.3
All Tests - District	65.7	46.7	34.2	52.1	1,824	49.8
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	18	*
Hispanic or Latino of any race	58	81.0
White	372	93.5
English Learners/Multilingual Learners	8	*
Eligible for Free or Reduced-Price Meals	148	82.4
Students with Disabilities	79	73.4
All Students - District	492	91.3
All Students - State		88.9

The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years.

Cohort count includes all students in the cohort as of the end of the 2023-24 school year.

11th and 12th Graders Demonstrating Postsecondary Readiness

Student Group	Count	Rate (%)
Female	371	72.5
Male	*	*
Non-Binary	*	*
Black or African American	12	44.4
Hispanic or Latino of any race	66	53.7
White	507	66.6
English Learners/ Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	113	46.5
Students with Disabilities	27	18.0
All Students - District	644	64.3
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	83.8	95.0
Male	*	90.3
Non-Binary	*	*
Black or African American	*	*
Hispanic or Latino of any race	51.8	85.7
White	78.8	93.5
English Learners/ Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	59.3	83.8
Students with Disabilities	45.3	85.0
All Students - District	75.9	92.8
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	71.9	75	47.9	50	95.8	64.7
ELA Performance Index	High Needs Students	62.1	75	41.4	50	82.8	54.9
Math Performance Index	All Students	70.9	75	47.2	50	94.5	61.1
Math Performance Index	High Needs Students	60.3	75	40.2	50	80.4	50.6
Science Performance Index	All Students	72.1	75	48.1	50	96.1	62.6
Science Performance Index	High Needs Students	62.6	75	41.7	50	83.5	52.1
ELA Academic Growth	All Students	64.1%	100%	64.1	100	64.1	60.6%
ELA Academic Growth	High Needs Students	59.1%	100%	59.1	100	59.1	55.7%
Math Academic Growth	All Students	70.0%	100%	70.0	100	70.0	62.3%
Math Academic Growth	High Needs Students	63.7%	100%	63.7	100	63.7	55.9%
Progress Toward English Proficiency	Literacy	72.1%	100%	36.0	50	72.1	58.7%
Progress Toward English Proficiency	Oral	63.5%	100%	31.8	50	63.5	55.7%
Chronic Absenteeism	All Students	10.2%	<=5%	39.7	50	79.3	17.2%
Chronic Absenteeism	High Needs Students	17.2%	<=5%	25.6	50	51.2	24.8%
% Taking CCR Courses	All Students	98.3%	75%	50.0	50	100.0	92.4%
% Meeting CCR Benchmark	All Students	64.3%	75%	42.8	50	85.7	47.2%
On-track to High School Graduation	All Students	94.6%	94%	50.0	50	100.0	85.9%
4-year Graduation Rate (2024 Cohort)	All Students	91.3%	94%	97.1	100	97.1	88.9%
6-year Graduation Rate (2022 Cohort)	High Needs Students	93.2%	94%	99.1	100	99.1	87.3%
Postsecondary Entrance (Class of 2024)	All Students	75.9%	75%	100.0	100	100.0	67.0%
Physical Fitness % Meeting Health Standard	All Students	49.8%	75%	33.2	50	66.4	49.0%
Arts Access	All Students	40.9%	60%	34.0	50	68.1	55.1%
Accountability Index				1162.9	1450	80.2	

Physical Fitness Estimated Participation Rate - District: 96.9% | 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	62.1	12.9	16.9	N
Math Performance Index Gap	75.0	60.3	14.7	18.4	N
Science Performance Index Gap	75.0	62.6	12.4	18.2	N
Graduation Rate Gap	94.0%	93.2%	0.8%	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	98.9
ELA	High Needs Students	98.0
Math	All Students	98.7
Math	High Needs Students	97.6
Science	All Students	98.8
Science	High Needs Students	98.5

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: 57.4

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

Family engagement in student learning is a district wide goal for all teachers and administrators. Individual schools employ strategies to invite family participation within the learning process. Family workshops are held to introduce curricular topics including literacy nights, math workshops and school readiness. Guest readers, PTO monthly presentations on curriculum and instruction topics are strategies in which Southington partners with homes.

Seven Kindergarten screening sessions occurred, including two on Saturdays to accommodate working families. A total of 50 children received waivers while nine were granted the gift of time and the potential to participate in a new PreK Five program.

Transitions from the elementary to middle level as well as middle to high school feature events for both students and families. Incoming kindergarten families attend an event titled "A Day in the Life of a Kindergartener". Rising kindergarten students also receive a "Welcome" packet which includes numeracy and literacy information with activities for home. The sixth grade transition is eased with multiple events and opportunities such as sessions at the local YMCA Camp Sloper. The ninth-grade transition is aided with various informational evening and day programs and visits.

Southington's special education department held evening events for families of identified students on topics ranging from transition programming for our 18-21 population to preschool programming available to students identified via the birth to three. The overarching goal is to make the transition into school as smooth as possible, regardless of the level.

Technology allows for easy communication with families. Staff connect with families using websites, apps, and regular correspondence such as newsletters, to engage and inform the community.

Celebrations are routinely held within all schools to honor students who become authors, artists, and athletes. Monthly Board of Education meetings provide time to honor and acknowledge the efforts of all students who achieve personal and or team goals. This designated time is listed on each respective agenda as "the Celebration of Excellence".

The superintendent's adopted goals informs administrators and teachers alike, and ensures focus and coherence of district priorities. Student growth and achievement goals are utilized to monitor progress across levels and within disciplines district wide. Schools schedule intervention blocks to honor SRBI processes. This provides timely intervention and assistance for students when necessary.

Early release professional development allows for vertical articulation meetings amongst staff from various schools, grade levels, and content areas. This scheduled collaboration time focuses on best practices, student needs, and ensures fidelity of the curriculum. The district is proud of the efforts to develop, implement, and sustain programs for parents, families, and students that promote wellness and academic achievement for all.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Southington's effort to reduce racial, ethnic, and economic isolation are critical to every aspect of the organization. Ethnic and cultural customs are embedded in the language arts, social studies, history, music, world language and art curricula, Pre-K to grade 12. Instructional and cultural arts programs focus on the appreciation of world diversity.

STEPS (Southington's Town-wide Effort to Promote Success) support students within our community by analyzing survey data administered every two years and then facilitating specialized programs based on identified needs. One of the focus areas of the survey is cultural responsiveness.

Additionally, the district is combining the efforts of STEPS with emotional intelligence. This initiative recognizes and values differences amongst us, promotes an awareness of our own dispositions, and promotes self-regulation. The district also employs Paul Vivian, Audley Donaldson and Derek Hall, three gentlemen from different backgrounds with a depth of experience and knowledge around implicit and explicit bias, stereotypes, and gender equity. Their sessions provide cultural competence education to our 3rd, 5th, 6th, and 8th graders across all schools.

Southington High School students participate in the Greater Hartford Academy of Math and Science and Greater Hartford Academy of the Arts inter-district magnet schools.

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Equitable Allocation of Resources among District Schools

Board of Education policy provides for input from administrators, staff, parents and students in the development and allocation of its budget. This input, along with a system of per pupil allotments, ensures that each school receives an equitable share of the district's resources. In reaching the final determination of budget allocations, the Board and central office staff take into consideration such factors as the student population served, the age of school facilities, student performance on local and state testing programs to ensure equity and to address legitimate needs. The Board of Education supports the allocation of resource staff for the purpose of implementing early intervention plans for students. In addition, special education instructional staff, paraeducators, literacy, and numeracy staff are assigned based on student need. The special education department used a recently completed audit to guide systemic organizational changes.

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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	12.5	6.7
Position Eliminated or Expired	0	0.0	9.8
Position Filled Permanently	0	0.0	0.1
Resigned (no reason given)	1	12.5	32.0
Retired	3	37.5	23.7
Teach/Admin in Other CT Dist	3	37.5	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	8		

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.