

# Connecticut State Department of Education

## DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2024-25



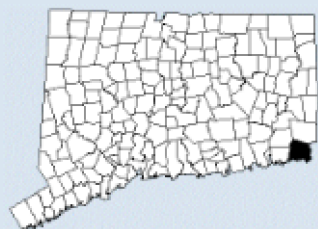
### Stonington School District

Mary Anne Butler, Superintendent • 860-572-0506 • <http://www.stoningtonschools.org>

#### District Information

Grade Range	PK-12
Number of Schools/Programs	7
Enrollment	1,722
Per Pupil Expenditures	\$25,567
Total Expenditures	\$46,352,585

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	881	51.2	48.4
Male	841	48.8	51.5
Non-Binary	0	0.0	0.1
American Indian or Alaska Native	*	*	0.2
Asian	24	1.4	5.2
Black or African American	15	0.9	12.4
Hispanic or Latino of any race	127	7.4	32.1
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	109	6.3	4.8
White	1,444	83.9	45.1
English Learners/Multilingual Learners	14	0.8	11.3
Eligible for Free or Reduced-Price Meals	450	26.1	44.8
Students with Disabilities	288	16.7	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	121	14.1	19	2.1
Male	111	13.5	55	6.3
Non-Binary	N/A	N/A	N/A	N/A
Black or African American	*	*	*	*
Hispanic or Latino of any race	25	18.5	8	5.4
White	182	13.0	60	4.1
English Learners/Multilingual Learners	*	*	0	0.0
Eligible for Free or Reduced-Price Meals	101	23.4	37	7.4
Students with Disabilities	65	23.0	20	5.8
All Students - District	232	13.8	74	4.2
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: 186**  
**Number of school-based arrests: 0**

# District Profile and Performance Report for School Year 2024-25

## Stonington School District

### Educators

#### Full-Time Equivalent (FTE) Staff

Role	FTE
General Education Teachers and Instructors	139.4
General Education Paraprofessionals	11.3
Special Education Teachers and Instructors	30.4
Special Education Paraprofessionals	50.3
District Central Office Administrators	7.0
School Level Administrators	11.2
Library/Media Specialists (Certified)	1.6
Library/Media Support Staff	2.7
Instructional Specialists Who Support Teachers	4.8
Counselors, Social Workers and School Psychologists	18.2
School Nurses	7.2
Other Staff Providing Non-Instructional Services/Support	87.7

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	0.5	0.1
Asian	2	0.9	1.4
Black or African American	1	0.5	4.9
Hispanic or Latino of any race	2	0.9	5.3
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	4	1.9	0.3
White	205	95.4	87.9

#### New! Educator Attrition: 2023-24

Educator Type	District Attrition Count	District Attrition Rate (%)	State Attrition Rate (%)
All Educators	18	8.5	6.8
Teachers	15	8.9	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	*	*	*
Hispanic or Latino of any race	*	*	11	*
White	117	97.5	148	98.7
English Learners/Multilingual Learners	*	*	0	*
Eligible for Free or Reduced-Price Meals	27	96.4	42	97.7
Students with Disabilities	26	100.0	28	96.6
All Students - District	130	97.7	175	98.9
All Students - State		89.2		95.3

**College-and-Career-Readiness Courses** include Advanced Placement®(AP), International Baccalaureate®(IB), Career and Technical Education(CTE), workplace experience and dual credit courses.

#### Students with Disabilities Spending 80% or Greater Time with Nondisabled Peers

Disability	Count	Rate (%)
Autism	27	60.0
Emotional Disability	*	*
Intellectual Disability	*	*
Learning Disability	72	84.7
Other Health Impairment	65	71.4
Other Disabilities	*	*
Speech/Language Impairment	28	87.5
All Disabilities - District	197	70.4
All Disabilities - State		68.0

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

# District Profile and Performance Report for School Year 2024-25

## Stonington School District

### Students with Disabilities by Primary Disability

Disability	District Count	District Rate (%)	State Rate (%)
Autism	49	2.8	2.9
Emotional Disability	10	0.6	1.1
Intellectual Disability	10	0.6	0.6
Learning Disability	85	4.9	6.5
Other Health Impairment	91	5.3	3.6
Other Disabilities	9	0.5	1.1
Speech/Language Impairment	38	2.2	2.0
All Disabilities	292	16.9	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	2.7	8.2
Private Schools or Other Settings	33	11.3	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	\$24,890,170	\$13,729	\$13,471
Support services - students	\$2,776,955	\$1,588	\$1,826
Support services - instruction	\$2,752,415	\$1,574	\$972
Support services - general administration	\$1,718,046	\$982	\$568
Support services - school based administration	\$2,330,141	\$1,332	\$1,274
Central and other support services	\$1,142,555	\$653	\$761
Operation and maintenance of plant	\$4,697,377	\$2,686	\$2,125
Student transportation services	\$2,627,867	\$1,511	\$1,695
Food services	.	.	\$10
Enterprise operations	\$3,417,060	\$1,954	\$219
Total	\$46,352,585	\$25,567	\$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	\$4,342,044	36.8	26.4
Instructional Aide Salaries	\$1,400,518	11.9	10.1
Other Salaries	\$1,254,649	10.6	10.5
Employee Benefits	\$1,889,948	16.0	13.3
Purchased Services Other Than Transportation	\$484,851	4.1	6.8
Special Education Tuition	\$1,746,492	14.8	22.8
Supplies	\$62,929	0.5	0.6
Property Services	.	.	0.4
Purchased Services For Transportation	\$624,868	5.3	8.7
Equipment	\$927	0.0	0.2
All Other Expenditures	.	.	0.1
Total	\$11,807,225	100.0	100.0

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

Level	Percent (%)
District	25.5
State	25.7

### Expenditures by Revenue Source: 2023-24

Revenue Source	Percent of Total (%) Excluding School Construction
Local	90.5
State	3.2
Federal	6.3
Tuition & Other	0.0

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

## Stonington School District

### 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
Asian	13	*	13	*	*	*
Black or African American	*	*	*	*	*	*
Hispanic or Latino of any race	65	70.4	65	67.4	27	71.7
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	54	71.7	54	69.4	19	*
White	732	75.9	731	72.4	307	73.4
English Learners/Multilingual Learners	12	*	12	*	*	*
Non-English Learners/Non-Multilingual Learners	858	75.5	857	72.1	*	*
Eligible for Free or Reduced-Price Meals	233	66.5	232	62.1	100	62.2
Not Eligible for Free or Reduced-Price Meals	637	78.6	637	75.8	259	77.0
Students with Disabilities	144	54.9	144	48.4	63	53.3
Students without Disabilities	726	79.4	725	76.8	296	77.0
High Needs	322	64.6	321	59.9	138	61.2
Non-High Needs	548	81.6	548	79.2	221	80.1
All Students - District	870	75.3	869	72.1	359	72.9

#### 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	81.5	78.6	82.9	86.1	515	82.5
Curl Up	88.9	94.0	94.3	96.2	514	93.4
Push Up	62.2	72.6	62.9	94.2	513	74.5
Mile Run/PACER	66.7	74.4	64.8	74.0	508	70.3
All Tests - District	54.5	55.6	41.9	64.1	507	55.0
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**

# District Profile and Performance Report for School Year 2024-25

## Stonington School District

### 2023-24 Cohort Graduation: Four-Year

Student Group	Cohort Count	Rate (%)
Black or African American	*	*
Hispanic or Latino of any race	12	*
White	117	95.7
English Learners/Multilingual Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	43	86.0
Students with Disabilities	23	73.9
All Students - District	137	93.4
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	95	61.7
Male	80	51.3
Non-Binary	N/A	N/A
Black or African American	*	*
Hispanic or Latino of any race	11	*
White	154	57.0
English Learners/ Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	28	39.4
Students with Disabilities	8	14.5
All Students - District	175	56.5
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	82.8	89.6
Male	74.2	91.3
Non-Binary	*	N/A
Black or African American	*	*
Hispanic or Latino of any race	*	*
White	79.1	91.4
English Learners/ Multilingual Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	64.9	80.0
Students with Disabilities	*	81.0
All Students - District	77.9	90.3
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

# District Profile and Performance Report for School Year 2024-25

## Stonington School District

### 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	75.3	75	50.0	50	100.0	64.7
ELA Performance Index	High Needs Students	64.6	75	43.1	50	86.2	54.9
Math Performance Index	All Students	72.1	75	48.1	50	96.2	61.1
Math Performance Index	High Needs Students	59.9	75	40.0	50	79.9	50.6
Science Performance Index	All Students	72.9	75	48.6	50	97.2	62.6
Science Performance Index	High Needs Students	61.2	75	40.8	50	81.7	52.1
ELA Academic Growth	All Students	63.9%	100%	63.9	100	63.9	60.6%
ELA Academic Growth	High Needs Students	58.4%	100%	58.4	100	58.4	55.7%
Math Academic Growth	All Students	57.6%	100%	57.6	100	57.6	62.3%
Math Academic Growth	High Needs Students	47.0%	100%	47.0	100	47.0	55.9%
Progress Toward English Proficiency	Literacy	.	100%	.	.	.	58.7%
Progress Toward English Proficiency	Oral	.	100%	.	.	.	55.7%
Chronic Absenteeism	All Students	13.8%	<=5%	32.4	50	64.8	17.2%
Chronic Absenteeism	High Needs Students	20.9%	<=5%	18.3	50	36.6	24.8%
% Taking CCR Courses	All Students	98.4%	75%	50.0	50	100.0	92.4%
% Meeting CCR Benchmark	All Students	56.5%	75%	37.6	50	75.3	47.2%
On-track to High School Graduation	All Students	93.8%	94%	49.9	50	99.8	85.9%
4-year Graduation Rate (2024 Cohort)	All Students	93.4%	94%	99.4	100	99.4	88.9%
6-year Graduation Rate (2022 Cohort)	High Needs Students	90.9%	94%	96.7	100	96.7	87.3%
Postsecondary Entrance (Class of 2024)	All Students	77.9%	75%	100.0	100	100.0	67.0%
Physical Fitness % Meeting Health Standard	All Students	55.0%	75%	36.7	50	73.4	49.0%
Arts Access	All Students	51.7%	60%	43.1	50	86.1	55.1%
<b>Accountability Index</b>				<b>1061.5</b>	<b>1350</b>	<b>78.6</b>	

Physical Fitness Estimated Participation Rate - District: 100.0% | 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	64.6	10.4	16.9	N
Math Performance Index Gap	75.0	59.9	15.1	18.4	N
Science Performance Index Gap	75.0	61.2	13.8	18.2	N
Graduation Rate Gap	94.0%	90.9%	3.1%	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	99.3
ELA	High Needs Students	98.8
Math	All Students	99.2
Math	High Needs Students	98.5
Science	All Students	98.1
Science	High Needs Students	97.2

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: 64.1**

**State: 50.2**

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

# District Profile and Performance Report for School Year 2024-25

## Stonington School District

### Narratives

#### School District Improvement Plans and Parental Outreach Activities

Stonington Public Schools has established a Welcoming Schools committee at each building dedicated to creating an inclusive and welcoming school environment. This committee works towards fostering a safe and supportive atmosphere that encourages families to get involved in their child's education. To promote transparency and engagement, the district offers various opportunities for parents to witness learning in action through classroom visits and newsletters. Additionally, parents receive regular communication through Parent Square, which provides updates on school events, schedules, and other important information. Our Parent Teacher Organization (PTO) organizes family-based activities that promote community involvement and engagement. Furthermore, our district recognizes the importance of building relationships between parents and teachers. To facilitate this, we hold events like Night of the Arts, Kindergarten Night, and Back to School Night/Parent Teacher Conferences, which provide opportunities for parents to meet with teachers and administrators. Our teachers receive resources and professional development to support family engagement, and there is regular communication between teachers and families through Parent Square and phone calls. Our district also places a strong emphasis on mental health and attendance matters. We have implemented in-house attendance challenges and mental health open houses at various community locations. The district increased the number of school social workers. Social workers did root cause analysis on truancy and chronic absenteeism, held progress monitoring meets with students, and conducted home visits to support attendance. These events aim to promote healthy habits and a positive school environment. Finally, our district has established a Parent Advisory Group that meets monthly to discuss school-based family activities and outreach efforts. This group provides a platform for parents to share their ideas and feedback, and it helps to ensure that our district's efforts are meeting the needs of our community.

#### Efforts to Reduce Racial, Ethnic and Economic Isolation

Stonington Public Schools continues to foster student understanding and respect for diverse populations who attend our schools and live in our community. Work specific to Diversity, Equity and Inclusion (DEI) expanded this year based upon the District's Call to Action drafted in July 2020. The district's Anti-bias, Antiracist (ABAR) admin team steers the work for faculty, staff and students and provides professional learning for all educators and administrators. Stonington alumni helped inform this work and contributed to developing learning opportunities for staff members. At the elementary level, positive behavioral support programs center on developing core values. Through classroom studies, students develop an appreciation for cultural perspectives and learn about varied family customs and traditions. The elementary and middle schools implement the Second Step curriculum in grades K-8 to support social-emotional learning and the development of pro-social behaviors. To supplement the Second Step Curriculum, topics of identity, stereotypes, equity, and racism are also addressed through the K-12 VOICE program. The appreciation of other cultures and the value of fluency in a second language is reflected by the number of the graduating class (twenty-five percent) at Stonington High School earning the Seal of Biliteracy. The school-based health center works with local agencies to provide students and families with health and nutrition programs, including mental and physical well-being, healthy food, and meal preparation based on simple, low-cost ingredients. Mental health staff work with students to instill common language and positive behavioral expectations. Technology expands access to local and global information, while music and art instruction support cultural studies. Students participate in various service projects to support needs within our community. The district conducted the Welcoming School Protocol in all school locations with teams of teachers, staff, parents, and students. These teams reviewed the physical plant, policies and procedures, welcoming staff, and written materials. They created an action list to improve welcoming and acceptance across all aspects of the school experience.

# District Profile and Performance Report for School Year 2024-25

## Stonington School District

### **Equitable Allocation of Resources among District Schools**

Stonington's Board of Education dictates that comparable resources are distributed to each school in the district. Students in each grade, regardless of school assignment, receive equal access to these resources. Budgets are developed annually to address school and district needs. Consideration is given to enrollment figures, class-size, programs, student performance and growth data, curriculum, and district initiatives. The process of budget development at the district level is informed by building administrators' recommendations and contributions to budget discussions. Equitable requests are made to the Board of Education. Monies for supplies, texts, and other academic materials are budgeted on a per-pupil basis. In January, the Superintendent presents a proposed budget to the Board of Education. This is formulated based upon input from building level and district level administrators, as well as input from school-based teams. Public meetings are conducted in January and February as the Board of Education studies financial figures and builds its budget for presentation to the Board of Finance. Input from the community is welcomed and a town-wide referendum is hosted in May.

# District Profile and Performance Report for School Year 2024-25

## Stonington School District

### 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	0	0.0	6.7
Position Eliminated or Expired	1	100.0	9.8
Position Filled Permanently	0	0.0	0.1
Resigned (no reason given)	0	0.0	32.0
Retired	0	0.0	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	1		

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.