

Connecticut State Department of Education

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2024-25



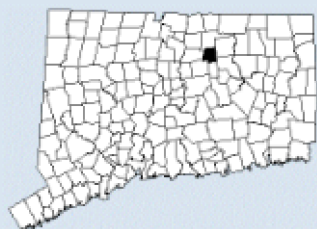
Vernon School District

Joseph Macary, Superintendent • 860-870-6000 • <https://www.vernonpublicschools.org>

District Information

Grade Range	PK-12
Number of Schools/Programs	11
Enrollment	3,236
Per Pupil Expenditures	\$19,243
Total Expenditures	\$66,793,903

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	1,643	50.8	51.5
Non-Binary	*	*	0.1
American Indian or Alaska Native	*	*	0.2
Asian	223	6.9	5.2
Black or African American	346	10.7	12.4
Hispanic or Latino of any race	801	24.8	32.1
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	306	9.5	4.8
White	1,558	48.1	45.1
English Learners/Multilingual Learners	128	4.0	11.3
Eligible for Free or Reduced-Price Meals	1,812	56.0	44.8
Students with Disabilities	644	19.9	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	204	13.5	115	6.9
Male	201	13.0	170	9.8
Non-Binary	0	*	0	*
Black or African American	48	14.2	56	14.8
Hispanic or Latino of any race	145	18.2	99	11.0
White	139	9.5	92	5.8
English Learners/Multilingual Learners	29	20.7	10	6.5
Eligible for Free or Reduced-Price Meals	326	19.1	233	11.6
Students with Disabilities	131	22.4	91	12.1
All Students - District	405	13.2	285	8.3
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: 367
Number of school-based arrests: 0

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Educators

Full-Time Equivalent (FTE) Staff

Role	FTE
General Education Teachers and Instructors	255.2
General Education Paraprofessionals	18.0
Special Education Teachers and Instructors	37.3
Special Education Paraprofessionals	129.0
District Central Office Administrators	10.0
School Level Administrators	12.3
Library/Media Specialists (Certified)	2.0
Library/Media Support Staff	5.0
Instructional Specialists Who Support Teachers	12.8
Counselors, Social Workers and School Psychologists	30.0
School Nurses	8.0
Other Staff Providing Non-Instructional Services/Support	169.1

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	1	0.3	0.1
Asian	7	1.9	1.4
Black or African American	6	1.7	4.9
Hispanic or Latino of any race	14	3.9	5.3
Native Hawaiian or Other Pacific Islander	2	0.6	0.1
Two or More Races	2	0.6	0.3
White	328	91.1	87.9

New! Educator Attrition: 2023-24

Educator Type	District Attrition Count	District Attrition Rate (%)	State Attrition Rate (%)
All Educators	43	12.5	6.8
Teachers	39	13.7	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	25	96.2	38	100.0
Hispanic or Latino of any race	56	90.3	45	97.8
White	128	96.2	136	98.6
English Learners/Multilingual Learners	8	*	*	*
Eligible for Free or Reduced-Price Meals	122	93.1	110	98.2
Students with Disabilities	42	77.8	51	94.4
All Students - District	236	93.7	252	98.8
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	51	51.5
Emotional Disability	14	36.8
Intellectual Disability	*	*
Learning Disability	179	86.9
Other Health Impairment	99	72.8
Other Disabilities	*	*
Speech/Language Impairment	62	98.4
All Disabilities - District	421	70.5
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	101	3.1	2.9
Emotional Disability	38	1.2	1.1
Intellectual Disability	38	1.2	0.6
Learning Disability	206	6.4	6.5
Other Health Impairment	136	4.2	3.6
Other Disabilities	36	1.1	1.1
Speech/Language Impairment	79	2.4	2.0
All Disabilities	634	19.6	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	60	9.5	8.2
Private Schools or Other Settings	10	1.6	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	\$39,319,787	\$11,328	\$13,471
Support services - students	\$7,151,356	\$2,225	\$1,826
Support services - instruction	\$2,822,521	\$878	\$972
Support services - general administration	\$3,086,197	\$960	\$568
Support services - school based administration	\$3,126,087	\$973	\$1,274
Central and other support services	\$901,758	\$281	\$761
Operation and maintenance of plant	\$6,450,847	\$2,007	\$2,125
Student transportation services	\$3,346,825	\$1,345	\$1,695
Food services	.	.	\$10
Enterprise operations	\$588,526	\$183	\$219
Total	\$66,793,903	\$19,243	\$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	\$3,169,954	18.2	26.4
Instructional Aide Salaries	\$2,394,384	13.7	10.1
Other Salaries	\$3,308,138	19.0	10.5
Employee Benefits	\$2,570,966	14.8	13.3
Purchased Services Other Than Transportation	\$428,787	2.5	6.8
Special Education Tuition	\$3,964,990	22.8	22.8
Supplies	\$71,896	0.4	0.6
Property Services	.	.	0.4
Purchased Services For Transportation	\$1,510,052	8.7	8.7
Equipment	\$309	0.0	0.2
All Other Expenditures	.	.	0.1
Total	\$17,419,477	100.0	100.0

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

Level	Percent (%)
District	26.1
State	25.7

Expenditures by Revenue Source: 2023-24

Revenue Source	Percent of Total (%) Excluding School Construction
Local	58.6
State	35.3
Federal	4.7
Tuition & Other	1.4

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	*	*	*	*	25	59.6
Black or African American	169	63.3	169	55.3	72	52.8
Hispanic or Latino of any race	379	61.2	377	54.5	168	53.7
Native Hawaiian or Other Pacific Islander	*	*	*	*	0	N/A
Two or More Races	134	64.9	134	59.2	69	58.4
White	754	70.1	752	65.9	341	66.3
English Learners/Multilingual Learners	99	63.2	98	59.7	30	49.3
Non-English Learners/Non-Multilingual Learners	1,423	67.2	1,420	61.7	645	61.2
Eligible for Free or Reduced-Price Meals	849	61.5	846	55.3	368	54.4
Not Eligible for Free or Reduced-Price Meals	673	73.7	672	69.5	307	68.2
Students with Disabilities	298	45.2	295	39.2	126	41.6
Students without Disabilities	1,224	72.2	1,223	67.0	549	65.0
High Needs	956	60.7	953	54.6	404	54.0
Non-High Needs	566	77.4	565	73.4	271	70.6
All Students - District	1,522	66.9	1,518	61.6	675	60.7

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	89.9	91.0	93.6	91.9	831	91.6
Curl Up	91.8	85.8	87.1	86.7	831	87.8
Push Up	83.6	82.5	81.8	78.7	832	81.6
Mile Run/PACER	79.2	76.9	65.8	63.0	832	71.3
All Tests - District	70.5	69.5	63.9	57.3	830	65.3
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	28	89.3
Hispanic or Latino of any race	47	87.2
White	145	88.3
English Learners/Multilingual Learners	6	*
Eligible for Free or Reduced-Price Meals	144	84.7
Students with Disabilities	56	64.3
All Students - District	252	88.9
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	153	60.5
Male	*	*
Non-Binary	*	*
Black or African American	23	35.9
Hispanic or Latino of any race	37	34.3
White	172	63.5
English Learners/ Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	87	35.8
Students with Disabilities	8	7.4
All Students - District	271	53.5
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	69.3	82.7
Male	51.7	89.1
Non-Binary	N/A	N/A
Black or African American	64.0	*
Hispanic or Latino of any race	45.2	*
White	62.4	86.7
English Learners/ Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	45.3	73.1
Students with Disabilities	26.8	*
All Students - District	60.4	85.0
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	66.9	75	44.6	50	89.2	64.7
ELA Performance Index	High Needs Students	60.7	75	40.5	50	80.9	54.9
Math Performance Index	All Students	61.6	75	41.1	50	82.1	61.1
Math Performance Index	High Needs Students	54.6	75	36.4	50	72.8	50.6
Science Performance Index	All Students	60.7	75	40.4	50	80.9	62.6
Science Performance Index	High Needs Students	54.0	75	36.0	50	72.0	52.1
ELA Academic Growth	All Students	67.5%	100%	67.5	100	67.5	60.6%
ELA Academic Growth	High Needs Students	62.9%	100%	62.9	100	62.9	55.7%
Math Academic Growth	All Students	63.5%	100%	63.5	100	63.5	62.3%
Math Academic Growth	High Needs Students	58.2%	100%	58.2	100	58.2	55.9%
Progress Toward English Proficiency	Literacy	73.1%	100%	36.6	50	73.1	58.7%
Progress Toward English Proficiency	Oral	69.1%	100%	34.6	50	69.1	55.7%
Chronic Absenteeism	All Students	13.2%	<=5%	33.5	50	67.1	17.2%
Chronic Absenteeism	High Needs Students	18.1%	<=5%	23.8	50	47.7	24.8%
% Taking CCR Courses	All Students	96.3%	75%	50.0	50	100.0	92.4%
% Meeting CCR Benchmark	All Students	53.5%	75%	35.6	50	71.3	47.2%
On-track to High School Graduation	All Students	86.7%	94%	46.1	50	92.3	85.9%
4-year Graduation Rate (2024 Cohort)	All Students	88.9%	94%	94.6	100	94.6	88.9%
6-year Graduation Rate (2022 Cohort)	High Needs Students	82.1%	94%	87.4	100	87.4	87.3%
Postsecondary Entrance (Class of 2024)	All Students	60.4%	75%	80.5	100	80.5	67.0%
Physical Fitness % Meeting Health Standard	All Students	65.3%	75%	43.5	50	87.1	49.0%
Arts Access	All Students	59.4%	60%	49.5	50	99.0	55.1%
Accountability Index				1106.9	1450	76.3	

Physical Fitness Estimated Participation Rate - District: 96.1% | 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	60.7	14.3	16.9	N
Math Performance Index Gap	73.4	54.6	18.8	18.4	Y
Science Performance Index Gap	70.6	54.0	16.7	18.2	N
Graduation Rate Gap	93.9%	82.1%	11.8%	8.6%	Y

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	97.9
Math	High Needs Students	97.5
Science	All Students	97.5
Science	High Needs Students	96.4

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: 48.9

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

Vernon Public Schools believes that the educational programs and services available in the district provide opportunities for the academic, social, and emotional growth of our student population. Our district improvement plan and aligned school improvement plans, along with family and community outreach activities, highlight our efforts to strengthen student learning outcomes. The District Engagement Team meets monthly to discuss strategies to support our students. During the 2024-25 school year, the focus on building-based professional learning has centered on creating a welcoming school climate for all VPS students. Student focus groups have provided opportunities across multiple schools to collect qualitative data related to the climate of our schools. As a result of the analysis of this data, follow-up professional learning opportunities for staff and students have been planned and implemented during the school year.

School-based Attendance Teams work collaboratively with families to identify the root cause of absences, problem-solve, and identify proactive strategies to support the student. All schools have established goals and identified strategies to support consistent daily attendance in our schools. Mentoring programs have been established at multiple schools to support at-risk students with chronic absenteeism. Family contacts, including home visits, have provided opportunities for school staff to connect with and support families. School staff, including Family Engagement Coordinators, have connected families to community resources such as Cornerstone Foundation, Vernon Social Services, Vernon Youth Services, Hockanum Valley Community Council (HVCC), YMCA, ECHN Family Resource Center, and the Rockville Public Library. The Ready Set School Fair is an opportunity for families of children ages 3-5 to learn of resources within the community and students entering kindergarten for the fall of 2025. All families will receive an activity bag of learning materials. This event is scheduled in May 2025 at Henry Park. In addition, Vernon Center Middle School held team family dinners during September and October in place of the traditional open house as an opportunity to connect with families early in the school year. Meet and Greet events at all elementary schools provided school staff and families opportunities to connect early in the year to establish positive relationships. Numerous events have been implemented during the school year to support students and families.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Vernon is a diverse community with five elementary schools, one middle school, and one high school. Rockville High School recruits students for Advanced Placement courses, Early College Experience (ECE) courses, and other courses that may garner college credit prior to graduation. All grade 10 and 11 students take the PSAT. The YES team (Youth Empowerment Squad) continues to provide a student voice in addressing the needs of all students within our schools. All students in grades K-8 engage in the social awareness curriculum which teaches social skills. Students have alternative educational options such as Magnet Schools. ESL programs are offered at multiple schools. Our website provides many family-friendly functions, including a translation feature for non-English speaking families. The district also utilizes phone translation and in-person translation services as needed. Vernon has provided extensive professional learning in curriculum writing and implementation, ensuring that all students have access to the same rigorous curriculum and resources. Teachers and paraprofessionals in the district participated in professional opportunities this year to develop a better understanding of diversity and equity. Multicultural events were organized and offered at the building level to help families and students connect with our schools. Families have been connected to community resources (Cornerstone Foundation and HVCC) to ensure families have access to food and other basic needs. VPS works closely with town departments to ensure families can access resources such as energy assistance and programming for children. In addition, we formed a committee to develop the Vernon Public Schools Increasing Educator Diversity Plan. Our plan has identified specific strategies and action steps to recruit, hire, and retain a diverse workforce. As a result, the diversity of our staff has increased and is more reflective of our student population.

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Equitable Allocation of Resources among District Schools

The Vernon Public School district has a common curriculum guaranteed for every student. All curriculum resources are located on the secure staff portal ensuring equitable access among all classrooms. The elementary principals collaboratively plan their budgets to ensure equity among resources. All initiatives are systemic in Vernon, ensuring that each K - 12 student has access to the same rigorous curriculum. Each student shall be given equitable access to education and student technology resources are available at all schools at all grade levels. Community members have access to all communications, media, newsletters, periodicals, advisory services, and representation in actions affecting education in general and the public schools in particular. All Schools have Instructional Leadership Teams which provide input to the principal, assist in the development of the school improvement plan and lead other initiatives in the school. Schools provide portal access to parents and families for the ASPEN Student Information System and distribute monthly newsletters to recognize students and families.

District Profile and Performance Report for School Year 2024-25

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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	1	2.8	2.2
Personal Reasons	4	11.1	6.7
Position Eliminated or Expired	0	0.0	9.8
Position Filled Permanently	0	0.0	0.1
Resigned (no reason given)	19	52.8	32.0
Retired	5	13.9	23.7
Teach/Admin in Other CT Dist	7	19.4	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	36		

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.