

Connecticut State Department of Education

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2024-25



Westport School District

Thomas Scarice, Superintendent • 203-341-1025 • <https://www.westportps.org/>

District Information

Grade Range	PK-12
Number of Schools/Programs	12
Enrollment	5,281
Per Pupil Expenditures	\$26,864
Total Expenditures	\$143,586,553

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>

Contents

Students.....	1
Educators.....	2
Instruction and Resources.....	2
Performance and Accountability.....	4
Narratives.....	7

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	2,669	50.5	48.4
Male	2,605	49.3	51.5
Non-Binary	7	0.1	0.1
American Indian or Alaska Native	*	*	0.2
Asian	332	6.3	5.2
Black or African American	109	2.1	12.4
Hispanic or Latino of any race	452	8.6	32.1
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	385	7.3	4.8
White	3,999	75.7	45.1
English Learners/Multilingual Learners	57	1.1	11.3
Eligible for Free or Reduced-Price Meals	148	2.8	44.8
Students with Disabilities	776	14.7	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	197	7.5	14	0.5
Male	*	*	59	2.2
Non-Binary	*	*	0	*
Black or African American	9	8.1	*	*
Hispanic or Latino of any race	45	9.9	15	3.2
White	288	7.3	49	1.2
English Learners/Multilingual Learners	6	9.4	*	*
Eligible for Free or Reduced-Price Meals	28	16.0	10	5.3
Students with Disabilities	113	15.0	28	3.3
All Students - District	390	7.5	73	1.4
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: 289
Number of school-based arrests: Fewer than 6

District Profile and Performance Report for School Year 2024-25

Westport School District

Educators

Full-Time Equivalent (FTE) Staff

Role	FTE
General Education Teachers and Instructors	423.4
General Education Paraprofessionals	44.5
Special Education Teachers and Instructors	63.7
Special Education Paraprofessionals	120.0
District Central Office Administrators	11.0
School Level Administrators	32.5
Library/Media Specialists (Certified)	9.2
Library/Media Support Staff	9.0
Instructional Specialists Who Support Teachers	27.3
Counselors, Social Workers and School Psychologists	42.1
School Nurses	13.3
Other Staff Providing Non-Instructional Services/Support	173.7

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	12.7
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	8	1.3	1.4
Black or African American	13	2.1	4.9
Hispanic or Latino of any race	18	3.0	5.3
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.3
White	572	93.6	87.9

New! Educator Attrition: 2023-24

Educator Type	District Attrition Count	District Attrition Rate (%)	State Attrition Rate (%)
All Educators	50	8.1	6.8
Teachers	45	9.1	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	8	*	8	*
Hispanic or Latino of any race	32	100.0	39	100.0
White	315	99.1	314	98.4
English Learners/Multilingual Learners	0	*	*	*
Eligible for Free or Reduced-Price Meals	12	*	16	*
Students with Disabilities	67	97.1	63	91.3
All Students - District	406	98.8	415	98.6
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	53	50.0
Emotional Disability	23	41.1
Intellectual Disability	0	0
Learning Disability	244	87.8
Other Health Impairment	158	86.8
Other Disabilities	8	*
Speech/Language Impairment	65	83.3
All Disabilities - District	551	76.2
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).

District Profile and Performance Report for School Year 2024-25

Westport School District

Students with Disabilities by Primary Disability

Disability	District Count	District Rate (%)	State Rate (%)
Autism	113	2.2	2.9
Emotional Disability	56	1.1	1.1
Intellectual Disability	*	*	0.6
Learning Disability	278	5.4	6.5
Other Health Impairment	183	3.5	3.6
Other Disabilities	*	*	1.1
Speech/Language Impairment	88	1.7	2.0
All Disabilities	745	14.4	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	\$89,632,781	\$16,769	\$13,471
Support services - students	\$11,765,483	\$2,216	\$1,826
Support services - instruction	\$3,615,261	\$681	\$972
Support services - general administration	\$3,071,818	\$579	\$568
Support services - school based administration	\$8,733,968	\$1,645	\$1,274
Central and other support services	\$3,356,754	\$632	\$761
Operation and maintenance of plant	\$14,106,716	\$2,657	\$2,125
Student transportation services	\$7,391,619	\$1,424	\$1,695
Food services	.	.	\$10
Enterprise operations	\$1,912,153	\$360	\$219
Total	\$143,586,553	\$26,864	\$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	\$11,768,707	37.3	26.4
Instructional Aide Salaries	.	.	10.1
Other Salaries	\$6,558,261	20.8	10.5
Employee Benefits	\$4,002,588	12.7	13.3
Purchased Services Other Than Transportation	\$1,065,533	3.4	6.8
Special Education Tuition	\$5,766,834	18.3	22.8
Supplies	\$103,099	0.3	0.6
Property Services	.	.	0.4
Purchased Services For Transportation	\$2,282,419	7.2	8.7
Equipment	\$10,165	0.0	0.2
All Other Expenditures	\$1,913	0.0	0.1
Total	\$31,559,519	100.0	100.0

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

Level	Percent (%)
District	22.0
State	25.7

Expenditures by Revenue Source: 2023-24

Revenue Source	Percent of Total (%) Excluding School Construction
Local	96.9
State	1.3
Federal	1.5
Tuition & Other	0.3

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

Westport 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	180	88.7	180	91.0	64	89.1
Black or African American	59	64.4	59	62.2	26	57.4
Hispanic or Latino of any race	229	74.8	229	73.0	88	70.2
Native Hawaiian or Other Pacific Islander	*	*	*	*	0	N/A
Two or More Races	211	83.7	211	83.8	91	84.6
White	2,103	81.5	2,100	80.3	873	78.4
English Learners/Multilingual Learners	67	72.0	67	71.5	25	73.6
Non-English Learners/Non-Multilingual Learners	2,718	81.4	2,715	80.5	1,117	78.5
Eligible for Free or Reduced-Price Meals	80	60.5	80	57.5	32	56.0
Not Eligible for Free or Reduced-Price Meals	2,705	81.8	2,702	81.0	1,110	79.0
Students with Disabilities	428	61.6	426	57.3	198	55.9
Students without Disabilities	2,357	84.8	2,356	84.4	944	83.1
High Needs	510	63.8	508	60.0	230	58.5
Non-High Needs	2,275	85.1	2,274	84.8	912	83.4
All Students - District	2,785	81.2	2,782	80.3	1,142	78.4

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	77.2	73.3	62.1	59.9	1,532	68.5
Curl Up	77.5	83.9	84.5	92.0	1,527	84.2
Push Up	65.3	78.9	69.8	84.8	1,525	74.4
Mile Run/PACER	85.4	88.0	68.2	44.3	1,514	72.3
All Tests - District	46.7	54.0	33.1	28.8	1,505	41.1
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

Westport School District

2023-24 Cohort Graduation: Four-Year

Student Group	Cohort Count	Rate (%)
Black or African American	8	*
Hispanic or Latino of any race	36	91.7
White	331	97.0
English Learners/Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	20	80.0
Students with Disabilities	91	83.5
All Students - District	427	95.8
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	*	*
Male	347	80.5
Non-Binary	*	*
Black or African American	9	*
Hispanic or Latino of any race	49	69.0
White	541	84.9
English Learners/ Multilingual Learners	0	*
Eligible for Free or Reduced-Price Meals	14	48.3
Students with Disabilities	51	37.0
All Students - District	694	83.4
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	85.9	97.2
Male	88.6	97.0
Non-Binary	N/A	N/A
Black or African American	*	*
Hispanic or Latino of any race	82.4	*
White	87.1	97.4
English Learners/ Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	*	*
Students with Disabilities	86.3	87.0
All Students - District	87.2	97.1
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

Westport 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	81.2	75	50.0	50	100.0	64.7
ELA Performance Index	High Needs Students	63.8	75	42.5	50	85.1	54.9
Math Performance Index	All Students	80.3	75	50.0	50	100.0	61.1
Math Performance Index	High Needs Students	60.0	75	40.0	50	80.0	50.6
Science Performance Index	All Students	78.4	75	50.0	50	100.0	62.6
Science Performance Index	High Needs Students	58.5	75	39.0	50	78.0	52.1
ELA Academic Growth	All Students	70.6%	100%	70.6	100	70.6	60.6%
ELA Academic Growth	High Needs Students	65.6%	100%	65.6	100	65.6	55.7%
Math Academic Growth	All Students	76.3%	100%	76.3	100	76.3	62.3%
Math Academic Growth	High Needs Students	63.6%	100%	63.6	100	63.6	55.9%
Progress Toward English Proficiency	Literacy	71.5%	100%	35.7	50	71.5	58.7%
Progress Toward English Proficiency	Oral	72.4%	100%	36.2	50	72.4	55.7%
Chronic Absenteeism	All Students	7.5%	<=5%	45.0	50	90.1	17.2%
Chronic Absenteeism	High Needs Students	14.4%	<=5%	31.3	50	62.5	24.8%
% Taking CCR Courses	All Students	98.7%	75%	50.0	50	100.0	92.4%
% Meeting CCR Benchmark	All Students	83.4%	75%	50.0	50	100.0	47.2%
On-track to High School Graduation	All Students	96.9%	94%	50.0	50	100.0	85.9%
4-year Graduation Rate (2024 Cohort)	All Students	95.8%	94%	100.0	100	100.0	88.9%
6-year Graduation Rate (2022 Cohort)	High Needs Students	95.2%	94%	100.0	100	100.0	87.3%
Postsecondary Entrance (Class of 2024)	All Students	87.2%	75%	100.0	100	100.0	67.0%
Physical Fitness % Meeting Health Standard	All Students	41.1%	75%	27.4	50	54.8	49.0%
Arts Access	All Students	65.1%	60%	50.0	50	100.0	55.1%
Accountability Index				1223.3	1450	84.4	

Physical Fitness Estimated Participation Rate - District: 97.0% | 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	63.8	11.2	16.9	N
Math Performance Index Gap	75.0	60.0	15.0	18.4	N
Science Performance Index Gap	75.0	58.5	16.5	18.2	N
Graduation Rate Gap	94.0%	95.2%	0.0%	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	99.2
ELA	High Needs Students	97.2
Math	All Students	99.1
Math	High Needs Students	96.8
Science	All Students	99.1
Science	High Needs Students	97.5

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: 67.7

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

Westport School District

Narratives

School District Improvement Plans and Parental Outreach Activities

The Westport Public Schools continue to foster strong partnerships with families and the broader community to support district goals and student success. Parents and community members played an active role in shaping the district's Strategic Plan, as well as providing feedback on technology use in schools. Their input was solicited through surveys, forums, and meetings, and directly informed planning and decision-making. Throughout the year, the Board of Education received regular updates on strategic plan progress and consistently welcomed public comment, creating an ongoing dialogue between the district and the community.

During the 2024–2025 school year, the district advanced the implementation of its Guiding Principles—core social, civic, and ethical values that serve as a foundation for all district work. Middle school staff received training in Dialectical Behavior Therapy (DBT) skills to support student wellness, while Staples High School integrated Restorative Practices into its school culture. This summer, we will further expand our commitment to student well-being through the development of a comprehensive K–12 curriculum and implementation plan for Social Emotional Learning (SEL).

The Westport Public Schools have also made meaningful strides in improving programs and services for students with disabilities. Enhancements include strengthened transition services at the high school level, expanded professional development in multisensory reading instruction, and ongoing training to address the academic, social, and emotional needs of diverse learners. Expert consultants—including Board Certified Behavior Analysts, psychiatrists, and neuropsychologists—support Planning and Placement Teams in designing individualized education plans for our most complex cases. Additionally, the district has broadened its use of the Response to Intervention (RTI) framework. In addition to RTI supports in literacy and math, elementary schools now employ an RTI model focused on behavior, helping staff respond proactively to truancy and behavioral concerns.

Partnership with families remains a central priority. Monthly meetings between the Assistant Superintendent of Pupil Services and the Special Education PTA, as well as quarterly meetings with the Gifted Education PTA, ensure parents are informed and engaged. These gatherings provide resources to support children at home and serve as open forums for questions. The district also hosts educational presentations for parents on topics such as DBT and substance abuse prevention.

Efforts to Reduce Racial, Ethnic and Economic Isolation

The Westport Public Schools are deeply committed to fostering an inclusive educational environment where students and staff can engage with, and learn from, diverse perspectives. The district partners with TEAM Westport, a community organization focused on multiculturalism, to develop and promote educational initiatives that celebrate diversity and promote equity.

Curriculum throughout the district reflects a commitment to representation and equity. K–12 English/Language Arts programs include a wide range of literature that amplifies voices from various cultural, racial, and gender identities. The World Language Department offers instruction in six languages, pairing language acquisition with meaningful cultural exploration to help students view the world through multiple lenses.

A long-standing hallmark of our district's commitment to integration is the Open Choice program. In 2024–2025, 85 students from Bridgeport attended Westport schools, placing the district among the largest Open Choice participants in the region. Westport also collaborates with local and regional universities to actively recruit minority educators and participates in the Connecticut Teacher Residency Program to promote teacher diversity.

International representation adds further depth to the school community. This year, 335 students came from households where 42 different primary languages are spoken. While many of these students are fluent in English, 65 received support through our English for Speakers of Other Languages (ESOL) program. Staples High School also benefits from a vibrant international exchange with the Hwa Chong Institution in Singapore. Through this partnership, Westport families host visiting students, and Staples students participate in global leadership programs such as the Asia-Pacific Youth Leadership Summit. In addition, students have the opportunity to engage in international travel programs that promote cross-cultural understanding.

District Profile and Performance Report for School Year 2024-25

Westport School District

Equitable Allocation of Resources among District Schools

The Westport Public Schools ensure the equitable distribution of resources across all schools through a transparent and collaborative budget process. Resource allocation is guided by school enrollment figures and aligned with the district's class-size policy to ensure staffing is proportionate and equitable.

Principals work directly with the Superintendent to identify and address unique needs at the school level. Budget decisions are made based on both individual school needs and their impact on the district as a whole. Technology requirements are assessed at both the building and district levels to ensure fair and strategic distribution of equipment. Maintenance needs are identified by each school and addressed centrally, ensuring consistent upkeep and support districtwide.

The district has implemented a long-range, restorative maintenance plan developed in partnership with external consultants. This comprehensive plan ensures that facilities across the district are maintained to a high standard, with equity at the core of decision-making.

District Profile and Performance Report for School Year 2024-25

Westport 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	3	8.6	2.2
Personal Reasons	5	14.3	6.7
Position Eliminated or Expired	6	17.1	9.8
Position Filled Permanently	0	0.0	0.1
Resigned (no reason given)	3	8.6	32.0
Retired	9	25.7	23.7
Teach/Admin in Other CT Dist	6	17.1	18.0
Teach/Admin in CT Nonpublic School	1	2.9	0.1
Teach/Admin Out-of-State (public or private)	1	2.9	1.3
Terminated	0	0.0	1.2
Took Job Related To Education	1	2.9	2.3
TOTAL	35		

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.