

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2024-25

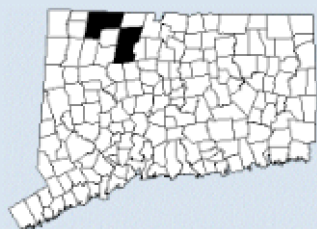
Regional School District 07

Steven Lepage, Superintendent • 860-379-1084 • <http://www.nwr7.com/>

District Information

Grade Range	7-12
Number of Schools/Programs	7
Enrollment	818
Per Pupil Expenditures	\$27,204
Total Expenditures	\$23,096,337

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	417	51.0	48.4
Male	*	*	51.5
Non-Binary	*	*	0.1
American Indian or Alaska Native	*	*	0.2
Asian	8	1.0	5.2
Black or African American	*	*	12.4
Hispanic or Latino of any race	41	5.0	32.1
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	13	1.6	4.8
White	749	91.6	45.1
English Learners/Multilingual Learners	6	0.7	11.3
Eligible for Free or Reduced-Price Meals	209	25.6	44.8
Students with Disabilities	192	23.5	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	66	15.8	18	4.2
Male	68	17.0	40	9.8
Non-Binary	0	*	0	*
Black or African American	*	*	0	*
Hispanic or Latino of any race	9	21.4	*	*
White	119	16.0	51	6.7
English Learners/Multilingual Learners	0	*	*	*
Eligible for Free or Reduced-Price Meals	56	28.4	27	11.7
Students with Disabilities	47	25.0	24	12.0
All Students - District	134	16.3	58	6.9
All Students - State		17.2		6.8

A student is **chronically absent** if they miss ten percent or greater of the total number of days enrolled in the school year for any reason. Pre-Kindergarten students are excluded from this calculation.

A student is included in **suspension count/rate** if they received at least one in-school suspension, out-of-school suspension, or expulsion.

Number of students qualified as truant under state statute: Fewer than 6
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	72.3
General Education Paraprofessionals	0.0
Special Education Teachers and Instructors	12.0
Special Education Paraprofessionals	30.6
District Central Office Administrators	2.9
School Level Administrators	6.1
Library/Media Specialists (Certified)	0.9
Library/Media Support Staff	0.8
Instructional Specialists Who Support Teachers	0.0
Counselors, Social Workers and School Psychologists	5.4
School Nurses	3.0
Other Staff Providing Non-Instructional Services/Support	32.7

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	8.3
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	1	1.0	1.4
Black or African American	2	2.0	4.9
Hispanic or Latino of any race	1	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	96	96.0	87.9

New! Educator Attrition: 2023-24

Educator Type	District Attrition Count	District Attrition Rate (%)	State Attrition Rate (%)
All Educators	14	13.3	6.8
Teachers	13	14.1	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	0	*	*	*
Hispanic or Latino of any race	*	*	8	*
White	118	99.2	167	98.2
English Learners/Multilingual Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	40	100.0	32	88.9
Students with Disabilities	36	100.0	40	88.9
All Students - District	129	99.2	182	97.3
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	7	*
Emotional Disability	13	59.1
Intellectual Disability	0	0
Learning Disability	46	56.1
Other Health Impairment	25	59.5
Other Disabilities	*	*
Speech/Language Impairment	*	*
All Disabilities - District	94	52.2
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	15	2.0	2.9
Emotional Disability	22	2.9	1.1
Intellectual Disability	*	*	0.6
Learning Disability	82	10.9	6.5
Other Health Impairment	42	5.6	3.6
Other Disabilities	10	1.3	1.1
Speech/Language Impairment	*	*	2.0
All Disabilities	180	24.0	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	\$14,393,917	\$16,954	\$13,471
Support services - students	\$1,080,731	\$1,316	\$1,826
Support services - instruction	\$128,575	\$157	\$972
Support services - general administration	\$485,409	\$591	\$568
Support services - school based administration	\$1,385,919	\$1,688	\$1,274
Central and other support services	\$626,204	\$763	\$761
Operation and maintenance of plant	\$2,636,435	\$3,211	\$2,125
Student transportation services	\$1,848,082	\$2,200	\$1,695
Food services	.	.	\$10
Enterprise operations	\$511,066	\$622	\$219
Total	\$23,096,337	\$27,204	\$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	\$1,335,882	22.0	26.4
Instructional Aide Salaries	\$192,047	3.2	10.1
Other Salaries	\$117,518	1.9	10.5
Employee Benefits	\$287,211	4.7	13.3
Purchased Services Other Than Transportation	\$1,807,928	29.8	6.8
Special Education Tuition	\$1,786,451	29.5	22.8
Supplies	\$8,361	0.1	0.6
Property Services	.	.	0.4
Purchased Services For Transportation	\$524,049	8.6	8.7
Equipment	.	.	0.2
All Other Expenditures	.	.	0.1
Total	\$6,059,447	100.0	100.0

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

Level	Percent (%)
District	26.2
State	25.7

Expenditures by Revenue Source: 2023-24

Revenue Source	Percent of Total (%) Excluding School Construction
Local	80.8
State	14.5
Federal	1.4
Tuition & Other	3.3

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).

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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
Asian	*	*	*	*	*	*
Black or African American	*	*	*	*	0	N/A
Hispanic or Latino of any race	22	60.3	22	56.2	11	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	6	*	6	*	*	*
White	299	66.0	299	63.8	203	65.5
English Learners/Multilingual Learners	6	*	6	*	*	*
Non-English Learners/Non-Multilingual Learners	329	66.0	329	63.4	*	*
Eligible for Free or Reduced-Price Meals	81	58.3	81	55.0	59	61.2
Not Eligible for Free or Reduced-Price Meals	254	68.6	254	66.2	163	67.3
Students with Disabilities	78	47.0	78	46.1	56	49.0
Students without Disabilities	257	71.9	257	68.8	166	71.3
High Needs	133	55.5	133	53.6	92	57.0
Non-High Needs	202	73.0	202	70.0	130	71.8
All Students - District	335	66.1	335	63.5	222	65.7

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	N/A	N/A	79.6	89.2	209	84.7
Curl Up	N/A	N/A	94.9	96.4	209	95.7
Push Up	N/A	N/A	73.5	69.6	210	71.4
Mile Run/PACER	N/A	N/A	56.1	72.1	209	64.6
All Tests - District	N/A	N/A	45.9	55.0	207	50.7
All Tests - State	55.8	51.4	46.0	43.6		49.0

The Connecticut Physical Fitness Assessment (CPFA) is administered to students in Grades 4, 6, 8 and High School (HS). The health-related fitness scores gathered through the CPFA should be used to educate and motivate children and their families to increase physical activity and develop lifetime fitness habits.

Note: Only students assessed in all four areas are included in the All Tests calculation

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2023-24 Cohort Graduation: Four-Year

Student Group	Cohort Count	Rate (%)
Black or African American	N/A	N/A
Hispanic or Latino of any race	*	*
White	115	98.3
English Learners/Multilingual Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	31	100.0
Students with Disabilities	25	92.0
All Students - District	127	98.4
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	74	48.4
Male	63	38.4
Non-Binary	N/A	N/A
Black or African American	0	*
Hispanic or Latino of any race	6	*
White	123	42.6
English Learners/ Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	20	26.3
Students with Disabilities	*	*
All Students - District	137	43.2
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	78.7	84.6
Male	50.7	84.2
Non-Binary	N/A	N/A
Black or African American	*	N/A
Hispanic or Latino of any race	*	*
White	64.1	83.5
English Learners/ Multilingual Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	51.2	*
Students with Disabilities	25.7	*
All Students - District	65.1	84.5
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	66.1	75	44.0	50	88.1	64.7
ELA Performance Index	High Needs Students	55.5	75	37.0	50	74.1	54.9
Math Performance Index	All Students	63.5	75	42.3	50	84.7	61.1
Math Performance Index	High Needs Students	53.6	75	35.7	50	71.4	50.6
Science Performance Index	All Students	65.7	75	43.8	50	87.5	62.6
Science Performance Index	High Needs Students	57.0	75	38.0	50	76.0	52.1
ELA Academic Growth	All Students	57.4%	100%	57.4	100	57.4	60.6%
ELA Academic Growth	High Needs Students	50.8%	100%	50.8	100	50.8	55.7%
Math Academic Growth	All Students	61.6%	100%	61.6	100	61.6	62.3%
Math Academic Growth	High Needs Students	55.3%	100%	55.3	100	55.3	55.9%
Progress Toward English Proficiency	Literacy	.	100%	.	.	.	58.7%
Progress Toward English Proficiency	Oral	.	100%	.	.	.	55.7%
Chronic Absenteeism	All Students	16.3%	<=5%	27.3	50	54.6	17.2%
Chronic Absenteeism	High Needs Students	24.8%	<=5%	10.3	50	20.6	24.8%
% Taking CCR Courses	All Students	98.1%	75%	50.0	50	100.0	92.4%
% Meeting CCR Benchmark	All Students	43.2%	75%	28.8	50	57.6	47.2%
On-track to High School Graduation	All Students	89.2%	94%	47.4	50	94.9	85.9%
4-year Graduation Rate (2024 Cohort)	All Students	98.4%	94%	100.0	100	100.0	88.9%
6-year Graduation Rate (2022 Cohort)	High Needs Students	92.9%	94%	98.8	100	98.8	87.3%
Postsecondary Entrance (Class of 2024)	All Students	65.1%	75%	86.8	100	86.8	67.0%
Physical Fitness % Meeting Health Standard	All Students	50.7%	75%	33.8	50	67.6	49.0%
Arts Access	All Students	47.8%	60%	39.8	50	79.7	55.1%
Accountability Index				989.1	1350	73.3	

Physical Fitness Estimated Participation Rate - District: 93.7% | 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	73.0	55.5	17.5	16.9	Y
Math Performance Index Gap	70.0	53.6	16.5	18.4	N
Science Performance Index Gap	71.8	57.0	14.8	18.2	N
Graduation Rate Gap	94.0%	92.9%	1.1%	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	94.7
ELA	High Needs Students	91.8
Math	All Students	94.7
Math	High Needs Students	91.8
Science	All Students	97.0
Science	High Needs Students	94.8

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: N/A

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

Regional School District No. 7's administrators, teachers and support staff are dedicated to continuous improvement across all academic areas. Throughout the 2024-25 school year, we focused on our previously adopted Theory of Action statements, with renewed emphasis on stakeholder communication. In addition to the distribution of the Highlander Magazine, a new monthly Highlander Highlights Newsletter shared information on a broad array of topics and promoted district programs throughout the year. Simultaneously, our district leadership team focused attention and interventions to improve student learning outcomes.

1. Theory of Action for Improved Student Achievement.

- Curriculum and Instruction: If we develop an aligned, well resourced, and viable CCSS based curriculum that supports the delivery of high impact instructional strategies, then student learning and achievement will increase.

- Assessment: If we establish rigorous formative and summative school based assessments that are aligned with the CCSS, then we can target high impact instructional strategies on the areas of greatest student need and the pace of achievement will increase.

2. Theory of Action Regarding Professional Development and Collaboration.

- If we provide opportunities for our teachers to engage in collaborative analysis of student work and assessment results so teachers work together in order to refine their teaching, then instructional quality and efficiency will improve and student achievement will increase.

- If we provide on-going, job embedded opportunities for teachers to offer and receive feedback regarding their instructional strategies (through PLCs, peer coaching, instructional rounds, and observation feedback), then instructional quality and efficiency will improve and student learning will increase.

- If we provide faculty and staff with on-going social and emotional skills training, then we will foster a school district that embodies social, emotional and cognitive learning for every member of our community.

3. Theory of Action Regarding Communication. -If we communicate and engage effectively with all stakeholders, then we create shared ownership of the district's mission and vision to meet the academic, social and emotional needs of our students and learning will increase.

-Northwestern High School and Middle School's improvement goals and teacher SLOs are directly aligned with these Theory of Action statements. Teachers work in Professional Learning Communities to share and gain insights for sustained school improvement. PLCs remain an important vehicle for focused improvement.

Although truancy is not as significant of an issue at NWR7 as immediately following the pandemic, a number of strategies have been used to maintain and improve punctual daily rates of attendance. We have a very positive climate, so most students want to be here.

Improving student learning is a continuous process. This year's professional development plan focused on: improved collaboration and teamwork between special education and general education teachers; increased knowledge and awareness of Artificial Intelligence tools, and implications for education, which will be an ongoing focus. Our district will soon engage in a comprehensive and inclusive 5-year District Strategic Planning process to shape the future success of our district and our students.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Regional School District No. 7 represents the four small communities of Barkhamsted, Colebrook, New Hartford, and Norfolk where diversity is significantly limited. Our school district stretches over 160 square miles in northwestern Connecticut. All four of our towns qualify as rural areas, with the largest town population being just over 6,000.

Our school district consistently makes significant efforts to reduce racial, ethnic, and economic isolation through our integrated curriculum, specially designed programs, and student activities. Some staff members have created a Social Justice Committee to better understand how to ensure all students, staff, and families feel a sense of belonging. Some students have started their own Social Justice Club and the two groups work collaboratively when possible.

Our Middle School Social Studies teacher runs a Civil Rights Club where students learn about racial tension and work to promote the rights of all. In the past, the club has sponsored guest speakers such as; Mary Beth Tinker, and Dr. Terrance Roberts, one of the Little Rock Nine. This year, our students took a trip to Washington D.C. to learn more about the Civil Rights movement in our country.

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Equitable Allocation of Resources among District Schools

One of Regional School District No. 7's goals is to provide adequate staffing to enable us to offer a broad program of studies for our students. Our budget passed by an overwhelming majority in all four regional towns once again, showing community support.

The education budget is initially prepared and submitted by each academic department to their principals. After careful review, the principals present the budget to the Director of Finance and Operations and the Superintendent of Schools.

The allocation of resources is carefully aligned with the district goals, and those of the middle school and high school. The Superintendent, Director of Finance and Operations, and Administration strategize to address both short and long-term facility needs, which encompass both schools and athletic fields.

The middle school students are organized in 3 academic teams and students remain in these teams throughout 7th and 8th grade. Resources are equally shared between teams and departments, aligned to school and district goals.

Financial equity has been established between departments and teams and resource allocation is monitored by the leadership team throughout the school year.

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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	1	11.1	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	11.1	9.8
Position Filled Permanently	0	0.0	0.1
Resigned (no reason given)	2	22.2	32.0
Retired	2	22.2	23.7
Teach/Admin in Other CT Dist	2	22.2	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	1	11.1	2.3
TOTAL	9		

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.