

Connecticut State Department of Education

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2024-25



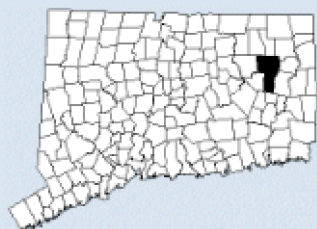
Regional School District 11

Andrew Skarzynski, Superintendent • 860-455-9306 • <http://www.parishill.org>

District Information

Grade Range	7-12
Number of Schools/Programs	2
Enrollment	194
Per Pupil Expenditures	\$29,861
Total Expenditures	\$7,226,431

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	98	50.5	48.4
Male	96	49.5	51.5
Non-Binary	0	0.0	0.1
American Indian or Alaska Native	*	*	0.2
Asian	*	*	5.2
Black or African American	*	*	12.4
Hispanic or Latino of any race	21	10.8	32.1
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	*	*	4.8
White	160	82.5	45.1
English Learners/Multilingual Learners	*	*	11.3
Eligible for Free or Reduced-Price Meals	107	55.2	44.8
Students with Disabilities	51	26.3	18.5

The enrollment table represents students in grades PK-12 reported by the district in the Public School Information System (i.e., PSIS Reporting District).

Students with disabilities are students with an individualized education program (IEP) only. This category does not include students with Section 504 plans or services plans.

Chronic Absenteeism and Suspension/Expulsion

Student Group	Chronic Count	Chronic Rate (%)	Suspension Count	Suspension Rate (%)
Female	13	13.1	*	*
Male	19	20.4	*	*
Non-Binary	N/A	N/A	N/A	N/A
Black or African American	*	*	0	*
Hispanic or Latino of any race	8	*	*	*
White	20	12.6	*	*
English Learners/Multilingual Learners	0	*	0	*
Eligible for Free or Reduced-Price Meals	21	25.0	13	11.2
Students with Disabilities	14	31.1	*	*
All Students - District	32	16.7	21	10.4
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: 23
Number of school-based arrests: 0

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Educators

Full-Time Equivalent (FTE) Staff

Role	FTE
General Education Teachers and Instructors	20.6
General Education Paraprofessionals	0.0
Special Education Teachers and Instructors	4.0
Special Education Paraprofessionals	5.0
District Central Office Administrators	1.4
School Level Administrators	2.5
Library/Media Specialists (Certified)	0.6
Library/Media Support Staff	1.0
Instructional Specialists Who Support Teachers	0.0
Counselors, Social Workers and School Psychologists	3.0
School Nurses	1.0
Other Staff Providing Non-Instructional Services/Support	11.0

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	8.9
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	0	0.0	1.4
Black or African American	0	0.0	4.9
Hispanic or Latino of any race	0	0.0	5.3
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.3
White	33	100.0	87.9

New! Educator Attrition: 2023-24

Educator Type	District Attrition Count	District Attrition Rate (%)	State Attrition Rate (%)
All Educators	4	12.5	6.8
Teachers	3	12.5	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	*	*	*	*
White	11	*	33	97.1
English Learners/Multilingual Learners	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	10	*	12	*
Students with Disabilities	6	*	13	*
All Students - District	17	81.0	35	94.6
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	*	*
Emotional Disability	*	*
Intellectual Disability	*	*
Learning Disability	12	60.0
Other Health Impairment	8	*
Other Disabilities	0	0
Speech/Language Impairment	*	*
All Disabilities - District	25	44.6
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	7	3.4	2.9
Emotional Disability	*	*	1.1
Intellectual Disability	11	5.3	0.6
Learning Disability	20	9.6	6.5
Other Health Impairment	12	5.8	3.6
Other Disabilities	*	*	1.1
Speech/Language Impairment	*	*	2.0
All Disabilities	56	26.9	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
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	\$3,962,081	\$16,372	\$13,471
Support services - students	\$344,078	\$1,646	\$1,826
Support services - instruction	\$244,368	\$1,169	\$972
Support services - general administration	\$298,993	\$1,431	\$568
Support services - school based administration	\$502,574	\$2,405	\$1,274
Central and other support services	\$174,678	\$836	\$761
Operation and maintenance of plant	\$855,762	\$4,095	\$2,125
Student transportation services	\$517,958	\$15,234	\$1,695
Food services	.	.	\$10
Enterprise operations	\$325,939	\$1,560	\$219
Total	\$7,226,431	\$29,861	\$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	\$245,372	13.3	26.4
Instructional Aide Salaries	\$147,446	8.0	10.1
Other Salaries	.	.	10.5
Employee Benefits	\$101,178	5.5	13.3
Purchased Services Other Than Transportation	\$208,889	11.4	6.8
Special Education Tuition	\$870,870	47.3	22.8
Supplies	\$6,101	0.3	0.6
Property Services	.	.	0.4
Purchased Services For Transportation	\$227,856	12.4	8.7
Equipment	\$1,021	0.1	0.2
All Other Expenditures	\$31,284	1.7	0.1
Total	\$1,840,017	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	69.4
State	25.2
Federal	3.6
Tuition & Other	1.8

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	*	*	*	*	*	*
Asian	*	*	*	*	*	*
Black or African American	*	*	*	*	*	*
Hispanic or Latino of any race	11	*	10	*	7	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	*	*	*	*	0	N/A
White	67	61.4	67	53.6	38	60.1
English Learners/Multilingual Learners	*	*	*	*	0	N/A
Non-English Learners/Non-Multilingual Learners	*	*	*	*	49	57.7
Eligible for Free or Reduced-Price Meals	39	52.8	38	47.4	22	48.4
Not Eligible for Free or Reduced-Price Meals	46	65.7	46	55.4	27	65.3
Students with Disabilities	19	*	19	*	11	*
Students without Disabilities	66	63.5	65	55.5	38	61.6
High Needs	46	52.7	45	47.2	25	48.4
Non-High Needs	39	68.1	39	57.2	24	67.4
All Students - District	85	59.8	84	51.8	49	57.7

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	90.3	83.3	61	86.9
Curl Up	N/A	N/A	77.4	83.3	61	80.3
Push Up	N/A	N/A	77.4	63.3	61	70.5
Mile Run/PACER	N/A	N/A	61.3	40.0	61	50.8
All Tests - District	N/A	N/A	54.8	33.3	61	44.3
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	*	*
Hispanic or Latino of any race	*	*
White	9	*
English Learners/Multilingual Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	7	*
Students with Disabilities	*	*
All Students - District	11	*
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	*	*
Non-Binary	N/A	N/A
Black or African American	0	*
Hispanic or Latino of any race	0	*
White	21	44.7
English Learners/ Multilingual Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	*	*
Students with Disabilities	*	*
All Students - District	24	41.4
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	*	*
Male	*	*
Non-Binary	N/A	N/A
Black or African American	*	*
Hispanic or Latino of any race	*	*
White	*	*
English Learners/ Multilingual Learners	N/A	*
Eligible for Free or Reduced-Price Meals	*	*
Students with Disabilities	*	*
All Students - District	62.9	*
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	59.8	75	39.8	50	79.7	64.7
ELA Performance Index	High Needs Students	52.7	75	35.1	50	70.3	54.9
Math Performance Index	All Students	51.8	75	34.5	50	69.1	61.1
Math Performance Index	High Needs Students	47.2	75	31.4	50	62.9	50.6
Science Performance Index	All Students	57.7	75	38.5	50	76.9	62.6
Science Performance Index	High Needs Students	48.4	75	32.3	50	64.6	52.1
ELA Academic Growth	All Students	51.1%	100%	51.1	100	51.1	60.6%
ELA Academic Growth	High Needs Students	46.2%	100%	46.2	100	46.2	55.7%
Math Academic Growth	All Students	31.8%	100%	31.8	100	31.8	62.3%
Math Academic Growth	High Needs Students	38.9%	100%	38.9	100	38.9	55.9%
Progress Toward English Proficiency	Literacy	.	100%	.	.	.	58.7%
Progress Toward English Proficiency	Oral	.	100%	.	.	.	55.7%
Chronic Absenteeism	All Students	16.7%	<=5%	26.7	50	53.3	17.2%
Chronic Absenteeism	High Needs Students	24.3%	<=5%	11.5	50	22.9	24.8%
% Taking CCR Courses	All Students	89.7%	75%	50.0	50	100.0	92.4%
% Meeting CCR Benchmark	All Students	41.4%	75%	27.6	50	55.2	47.2%
On-track to High School Graduation	All Students	89.8%	94%	47.8	50	95.5	85.9%
4-year Graduation Rate (2024 Cohort)	All Students	.	94%	.	.	.	88.9%
6-year Graduation Rate (2022 Cohort)	High Needs Students	77.3%	94%	82.2	100	82.2	87.3%
Postsecondary Entrance (Class of 2024)	All Students	62.9%	75%	83.9	100	83.9	67.0%
Physical Fitness % Meeting Health Standard	All Students	44.3%	75%	29.5	50	59.0	49.0%
Arts Access	All Students	67.2%	60%	50.0	50	100.0	55.1%
Accountability Index				788.8	1250	63.1	

Physical Fitness Estimated Participation Rate - District: 91.0% | 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	68.1	52.7	15.4	16.9	N
Math Performance Index Gap	57.2	47.2	10.0	18.4	N
Science Performance Index Gap	67.4	48.4	19.0	18.2	Y
Graduation Rate Gap	.	77.3%	.	8.6%	N

If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for graduation rate), the ultimate target is used for gap calculations.

If the size of the gap exceeds the state mean gap plus one standard deviation, the gap is an outlier.

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in at least one of the student groups used to calculate the gap measure or the indicator is not applicable based on grades served. Gap calculations are based on unrounded rates.

Subject	Student Group	Participation Rate (%)
ELA	All Students	98.9
ELA	High Needs Students	97.9
Math	All Students	98.8
Math	High Needs Students	97.9
Science	All Students	100.0
Science	High Needs Students	100.0

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

Parish Hill Middle High School (PHMHS) is committed to fully integrating students with disabilities into the school community as appropriate for each child. A wide range of services are offered to meet student needs. This includes but is not limited to co-taught general education classes, general education classes with support, and resource room classes. Students requiring specialized services most often receive supports at PHMHS in order to remain connected to the school community. Students requiring specialized programs are placed close to home for students to access community resources, vocational opportunities, and recreational activities. PHMHS accepts out of district students at a base tuition rate of \$7900 a year, making Parish Hill an attractive alternative to districts and families who are seeking a small and supportive high school to receive individualized services. PHMHS universally screens all students to determine learning needs and employs data-driven decision-making to monitor student progress, identify students in need of support, and develop prescriptive programs. ELA, Math, and Enrichment labs service students in need of intervention and advance students who are at or above grade level. Featuring a small school setting with a low student-to-teacher ratio and a high graduation rate, the vast majority of PHMHS students find success in both post-secondary college and career settings. Most recently, PHMHS earned a high rating in CT by US News and World Report.

PHMHS uses various strategies to address truancy such as monthly attendance reviews, Peer Mentoring, Student Council advisory, and a vibrant Advisory Program that pairs small groups of students to an adult to create an all-inclusive family-style atmosphere. Students and families are contacted regularly before truancy becomes an issue requiring formal attendance letters to be sent home. Letters are followed up with phone calls to offer support. Meetings are held with parents, guardians, students, counselors, admin and support personnel to resolve attendance issues. PHMHS also conducts home visits by members of our school and the Community Safety Officer. Finally, PHMHS works with the Department of Children and Families or other community and state agencies to solicit family support.

PHMHS has a strong Parent-Teacher-Student-Association (PTSA) that engages parents and community members in decision-making opportunities and promotes all that is exceptional about PHMHS. Our PTSA is instrumental in providing feedback on programs and curricular initiatives that meet the most current needs of our students and community. Over the past seven years, Parish Hill staff were awarded various Connecticut Parent Teacher Association honors that include Superintendent, High School Principal, Middle School Principal, Assistant Principal, and High School and Middle School Teachers of the Year Awards in recognition of notable contributions to the school and community. PHMHS is most proud to be named a National Parent Teacher Association School of Excellence.

PHMHS staff regularly communicate with parents and guardians via in person or virtual meetings to meet the needs of parents working from home. Virtual meetings have been held for PT conferences, PPTs, 504s, and attendance meetings as needed.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Recently, the PHMHS PTSA provided all staff and local community members with free Mental Health First Aid Certification training, courtesy of Hartford Health Care, and the NAACP led a whole-school assembly and met with students in individual classes to speak about racism from historical and contemporary perspectives. Representatives from the Hero Center and the Looking in Theater group led whole-school assemblies and aired the film Etched in Glass about the life of Steve Ross in honor of International Holocaust Remembrance Day. The school social worker and student leaders led school wide "Starts with Hello" and "Say Something" movements sponsored by The Sandy Hook Promise organization. Regular assemblies are held featuring regional presenters and for the purpose of staging regular student recognitions. A group of staff and community members formed committees to review culture and climate and the student handbook pertaining to SEL perspectives and the code of conduct. Students take various World Language (Chinese, German, etc.) courses and other academic courses not offered at school through online virtual distance learning platforms. The school has developed a strong advisory program featuring weekly grade specific lessons for students centered on topics such as diversity, anti-bullying, respect and responsibility. PHMHS uses The Second Step curriculum for middle school students through periodic push-in lessons. Extracurricular clubs such as the Diversity Club, Model UN, Peer Mentors, Peer Mediation, and GSA provide an open forum for students to express their diversity and learn about equity. PHMHS utilizes an open enrollment policy to increase participation in Advanced Placement courses. The school social worker attends cultural competency training to address homeless student needs and rights and organizes the Adopt-A-Family and Helping Hands initiatives to help feed and clothe those less fortunate in the community. Several students and families have attended cultural trips to Washington DC, France, Spain, and Quebec. Seventh and eighth grade students are eligible to attend the Windham STEM Academy (via lottery) and high school students can attend ACT Magnet High School in Willimantic or Quinebaug Middle College in Danielson.

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Equitable Allocation of Resources among District Schools

Parish Hill Middle High School is the only school within Regional School District 11. Regular communication with administration, special education, student services, community members, the PTSA and all departments ensure district resources are allocated in an equitable and consistent manner.

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Appendix A

2023-24 Exit Reasons for Certified Educators

Exit reasons are reported by districts in the Educator Data System (EDS) based on the information provided by exiting educators.

Exit Reason	District Count	District Percent (%)	State Percent (%)
Another Profession	0	0.0	2.1
Deceased	0	0.0	0.5
District/School Shut Down	0	0.0	0.0
Moved Out of State	0	0.0	2.2
Personal Reasons	0	0.0	6.7
Position Eliminated or Expired	0	0.0	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	1	100.0	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.