

Connecticut State Department of Education

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2024-25



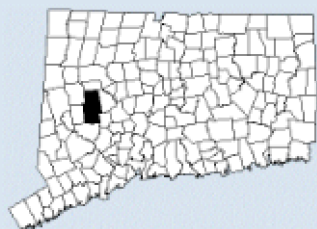
Regional School District 14

Brian Murphy, Superintendent • 203-263-4339 • <http://www.ctreg14.org>

District Information

Grade Range	PK-12
Number of Schools/Programs	5
Enrollment	1,561
Per Pupil Expenditures	\$24,147
Total Expenditures	\$38,731,089

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	798	51.1	48.4
Male	*	*	51.5
Non-Binary	*	*	0.1
American Indian or Alaska Native	*	*	0.2
Asian	12	0.8	5.2
Black or African American	23	1.5	12.4
Hispanic or Latino of any race	250	16.0	32.1
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	56	3.6	4.8
White	1,216	77.9	45.1
English Learners/Multilingual Learners	14	0.9	11.3
Eligible for Free or Reduced-Price Meals	312	20.0	44.8
Students with Disabilities	301	19.3	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	76	9.9	12	1.5
Male	66	9.0	69	8.8
Non-Binary	0	*	0	*
Black or African American	*	*	0	0.0
Hispanic or Latino of any race	24	9.9	*	*
White	110	9.4	63	5.1
English Learners/Multilingual Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	45	13.9	25	7.1
Students with Disabilities	42	15.2	25	7.3
All Students - District	142	9.4	81	5.0
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: 63
Number of school-based arrests: 0

District Profile and Performance Report for School Year 2024-25

Regional School District 14

Educators

Full-Time Equivalent (FTE) Staff

Role	FTE
General Education Teachers and Instructors	115.5
General Education Paraprofessionals	7.0
Special Education Teachers and Instructors	23.8
Special Education Paraprofessionals	65.8
District Central Office Administrators	3.0
School Level Administrators	9.2
Library/Media Specialists (Certified)	2.6
Library/Media Support Staff	1.0
Instructional Specialists Who Support Teachers	8.8
Counselors, Social Workers and School Psychologists	17.8
School Nurses	4.0
Other Staff Providing Non-Instructional Services/Support	94.0

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	9.9
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	2	1.1	1.4
Black or African American	0	0.0	4.9
Hispanic or Latino of any race	3	1.7	5.3
Native Hawaiian or Other Pacific Islander	1	0.6	0.1
Two or More Races	0	0.0	0.3
White	176	96.7	87.9

New! Educator Attrition: 2023-24

Educator Type	District Attrition Count	District Attrition Rate (%)	State Attrition Rate (%)
All Educators	19	10.4	6.8
Teachers	16	11.3	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	*	*	*	*
Hispanic or Latino of any race	23	100.0	15	*
White	143	94.1	127	98.4
English Learners/Multilingual Learners	0	*	*	*
Eligible for Free or Reduced-Price Meals	37	92.5	28	96.6
Students with Disabilities	26	92.9	25	100.0
All Students - District	178	94.7	149	98.7
All Students - State		89.2		95.3

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

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

Disability	Count	Rate (%)
Autism	27	61.4
Emotional Disability	*	*
Intellectual Disability	0	0
Learning Disability	102	83.6
Other Health Impairment	29	85.3
Other Disabilities	0	0
Speech/Language Impairment	*	*
All Disabilities - District	175	73.8
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

Regional School District 14

Students with Disabilities by Primary Disability

Disability	District Count	District Rate (%)	State Rate (%)
Autism	45	3.5	2.9
Emotional Disability	18	1.4	1.1
Intellectual Disability	*	*	0.6
Learning Disability	122	9.6	6.5
Other Health Impairment	35	2.7	3.6
Other Disabilities	16	1.3	1.1
Speech/Language Impairment	*	*	2.0
All Disabilities	246	19.3	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	\$21,706,710	\$13,533	\$13,471
Support services - students	\$3,534,861	\$2,243	\$1,826
Support services - instruction	\$2,313,956	\$1,468	\$972
Support services - general administration	\$877,479	\$557	\$568
Support services - school based administration	\$2,055,676	\$1,304	\$1,274
Central and other support services	\$1,820,022	\$1,155	\$761
Operation and maintenance of plant	\$4,298,812	\$2,728	\$2,125
Student transportation services	\$2,123,574	\$1,542	\$1,695
Food services	.	.	\$10
Enterprise operations	.	.	\$219
Total	\$38,731,089	\$24,147	\$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	\$3,775,306	39.3	26.4
Instructional Aide Salaries	\$1,677,752	17.5	10.1
Other Salaries	\$378,556	3.9	10.5
Employee Benefits	\$1,358,415	14.2	13.3
Purchased Services Other Than Transportation	\$333,600	3.5	6.8
Special Education Tuition	\$1,243,150	13.0	22.8
Supplies	\$41,710	0.4	0.6
Property Services	.	.	0.4
Purchased Services For Transportation	\$781,421	8.1	8.7
Equipment	\$6,223	0.1	0.2
All Other Expenditures	.	.	0.1
Total	\$9,596,133	100.0	100.0

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

Level	Percent (%)
District	24.8
State	25.7

Expenditures by Revenue Source: 2023-24

Revenue Source	Percent of Total (%) Excluding School Construction
Local	76.7
State	15.1
Federal	2.2
Tuition & Other	6.0

Revenue sources do not include state-funded Teachers' Retirement Board contributions, Connecticut Technical Education and Career System (CTECS) operations, CSDE-budgeted costs for salaries and leadership activities and other state-funded school districts (e.g., Dept. of Children and Families and Dept. of Correction).

District Profile and Performance Report for School Year 2024-25

Regional School District 14

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	6	*	6	*	*	*
Black or African American	16	*	16	*	8	*
Hispanic or Latino of any race	93	70.1	93	65.7	46	67.9
Native Hawaiian or Other Pacific Islander	*	*	*	*	0	N/A
Two or More Races	31	72.4	31	65.0	16	*
White	614	70.6	613	67.1	312	70.2
English Learners/Multilingual Learners	16	*	16	*	*	*
Non-English Learners/Non-Multilingual Learners	748	70.5	747	66.6	*	*
Eligible for Free or Reduced-Price Meals	173	64.8	172	62.1	73	64.9
Not Eligible for Free or Reduced-Price Meals	591	71.8	591	67.6	312	71.4
Students with Disabilities	146	52.5	145	46.5	68	49.8
Students without Disabilities	618	74.4	618	71.1	317	74.5
High Needs	272	61.1	271	56.5	125	58.9
Non-High Needs	492	75.2	492	71.8	260	75.6
All Students - District	764	70.2	763	66.4	385	70.2

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	89.1	82.8	81.9	87.2	406	85.5
Curl Up	96.7	73.6	68.0	90.2	409	82.9
Push Up	80.4	61.6	69.8	82.0	407	74.4
Mile Run/PACER	89.1	71.3	76.8	63.2	411	74.0
All Tests - District	73.9	41.2	46.7	57.9	400	55.5
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

Regional School District 14

2023-24 Cohort Graduation: Four-Year

Student Group	Cohort Count	Rate (%)
Black or African American	*	*
Hispanic or Latino of any race	15	*
White	134	97.0
English Learners/Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	45	95.6
Students with Disabilities	31	90.3
All Students - District	158	96.2
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	127	70.9
Male	73	45.6
Non-Binary	N/A	N/A
Black or African American	6	*
Hispanic or Latino of any race	25	65.8
White	162	57.7
English Learners/ Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	43	62.3
Students with Disabilities	7	13.2
All Students - District	200	59.0
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	81.4	92.4
Male	54.3	86.0
Non-Binary	N/A	N/A
Black or African American	*	*
Hispanic or Latino of any race	*	*
White	69.2	89.0
English Learners/ Multilingual Learners	*	N/A
Eligible for Free or Reduced-Price Meals	54.5	88.5
Students with Disabilities	36.7	*
All Students - District	69.2	90.2
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

Regional School District 14

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	70.2	75	46.8	50	93.6	64.7
ELA Performance Index	High Needs Students	61.1	75	40.8	50	81.5	54.9
Math Performance Index	All Students	66.4	75	44.3	50	88.5	61.1
Math Performance Index	High Needs Students	56.5	75	37.7	50	75.4	50.6
Science Performance Index	All Students	70.2	75	46.8	50	93.6	62.6
Science Performance Index	High Needs Students	58.9	75	39.3	50	78.6	52.1
ELA Academic Growth	All Students	71.1%	100%	71.1	100	71.1	60.6%
ELA Academic Growth	High Needs Students	61.8%	100%	61.8	100	61.8	55.7%
Math Academic Growth	All Students	71.1%	100%	71.1	100	71.1	62.3%
Math Academic Growth	High Needs Students	61.0%	100%	61.0	100	61.0	55.9%
Progress Toward English Proficiency	Literacy	.	100%	.	.	.	58.7%
Progress Toward English Proficiency	Oral	.	100%	.	.	.	55.7%
Chronic Absenteeism	All Students	9.4%	<=5%	41.2	50	82.3	17.2%
Chronic Absenteeism	High Needs Students	14.8%	<=5%	30.3	50	60.7	24.8%
% Taking CCR Courses	All Students	96.5%	75%	50.0	50	100.0	92.4%
% Meeting CCR Benchmark	All Students	59.0%	75%	39.3	50	78.7	47.2%
On-track to High School Graduation	All Students	98.1%	94%	50.0	50	100.0	85.9%
4-year Graduation Rate (2024 Cohort)	All Students	96.2%	94%	100.0	100	100.0	88.9%
6-year Graduation Rate (2022 Cohort)	High Needs Students	93.8%	94%	99.7	100	99.7	87.3%
Postsecondary Entrance (Class of 2024)	All Students	69.2%	75%	92.3	100	92.3	67.0%
Physical Fitness % Meeting Health Standard	All Students	55.5%	75%	37.0	50	74.0	49.0%
Arts Access	All Students	31.1%	60%	25.9	50	51.8	55.1%
Accountability Index				1086.3	1350	80.5	

Physical Fitness Estimated Participation Rate - District: 92.2% | 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	61.1	13.9	16.9	N
Math Performance Index Gap	71.8	56.5	15.3	18.4	N
Science Performance Index Gap	75.0	58.9	16.1	18.2	N
Graduation Rate Gap	94.0%	93.8%	0.3%	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	99.1
ELA	High Needs Students	97.6
Math	All Students	99.0
Math	High Needs Students	97.2
Science	All Students	98.0
Science	High Needs Students	95.6

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: 54.5

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

Regional School District 14

Narratives

School District Improvement Plans and Parental Outreach Activities

Region 14's Five-Year Strategic Plan is centered around the four goals of the Region 14 Board of Education: 1) The district will strive to improve academic performance for all students on multiple assessment indicators and the staff will be committed to continuous improvement; 2) Region 14 will develop partnerships with all stakeholders in the school community to highlight the exemplary programs the district offers; 3) Region 14 will provide safe and secure facilities equipped with technology, enabling a 21st century learning environment that supports the values of the district; and 4) Region 14 will prepare a budget that meets the needs of every student and communicates the needs and priorities of Region 14 in a clear and concise manner.

In pursuit of continuous improvement in academic performance, Region 14 employs two part-time interventionists at each elementary school and two full-time interventionists at the middle school and high school to provide support in literacy and math. Each elementary school and the middle school also have instructional leaders for literacy and math. Our multi-tiered system of support includes after school intervention services for students in grades K-5 receiving tier 2 supports. Special Education teachers participate in grade level and departmental data meetings and planning meetings to ensure alignment of practices with classroom teachers. All paraeducators in the district have access to online professional learning modules to personalize their learning to meet the unique needs of the students with whom they work. Region 14 also has an integrated preschool program to include three PreK-4 classes and one PreK-3 class.

In alignment with the belief that students are at their best socially, emotionally, and academically when they regularly attend school, each school has a plan in place to address chronic absenteeism which include a combination of the following strategies: weekly review of attendance via a school-based committee for student success; assignment of a case manager or counselor specifically for attendance purposes; utilization of the monthly chronic absenteeism report provided to the CSDE; communication with parents and guardians via letters, phone calls, and home visits; incentive competitions at each school to reward classes for consistent attendance and arriving on-time; attendance awards; coordination with the Juvenile Review Board, and, as needed, communication with DCF.

Parents and guardians are an integral part of the educational process. Each school and the superintendent has a parent advisory group to provide feedback and ideas for improvement. The elementary schools and middle school have active PTOs that support and organize supplemental programming. At the high school level, a GradNite committee of parents help with senior activity planning and the Agriscience Alumni Organization supports the nationally recognized agriscience program. Parent support and involvement in the arts and athletics are crucial to the success of the programs. Curriculum Nights provide information and resources to parents to assist students at home with math, literacy, and science curricular content. In addition, open houses, parent conference nights, STEM and literacy nights, financial aid sessions, and weekly newsletters connect parents and guardians with faculty in support of the students.

Efforts to Reduce Racial, Ethnic and Economic Isolation

In Region 14, we believe it is important to provide students with curricular content, resources, and experiences that both mirror their own cultural, racial, ethnic and economic perspectives and support exploration of perspectives different from their own. Throughout our curriculum, learning experiences for students are designed to increase their awareness and understanding of the diversity of individuals and cultures so as to value each person as an individual and appreciate their contributions:

Programs such as "No Place for Hate" at the high school and "Words Matter" at the middle school encourage students to reflect on how their words and actions impact others.

High school students enrolled in Spanish classes visit the elementary schools during Hispanic Heritage Month to read to the students and share about Latino cultural products, perspectives, and practices.

Elementary students participate in whole-class projects focusing on an influential person in America, past or present, for Black History Month and present their projects to the school community.

Middle school students through their English Language Arts curriculum study aspects of Native American, African American, Latino American, and Japanese American history and its impact on the present day.

Students from Nonnewaug High School traveled to Europe and Africa through school-sponsored travel programs.

Nonnewaug High School entered into co-op agreements with other regional school districts for hockey, football, and lacrosse. This has brought teammates together from over 30 towns in our geographic area and has helped to reduce racial, ethnic, and economic isolation.

District Profile and Performance Report for School Year 2024-25

Regional School District 14

Equitable Allocation of Resources among District Schools

Region 14 is committed to providing comparable financial support to each of its four schools to ensure the resources necessary to improve student achievement are available. All school and district administrators participate in the zero-based budgeting process, revisiting their needs annually to develop a budget that represents the current and projected needs of the students and schools. Emphasis is placed upon resources aligned with district improvement goals and curricular needs with consideration of the student populations in each building, and intervention and special education needs. This planning process leads to the preparation and presentation of the budget, then its subsequent adoption and implementation. Throughout the fiscal year, the use of resources is consistently examined to ensure the allocation of resources continues to be equitable.

District Profile and Performance Report for School Year 2024-25

Regional School District 14

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)	6	75.0	32.0
Retired	2	25.0	23.7
Teach/Admin in Other CT Dist	0	0.0	18.0
Teach/Admin in CT Nonpublic School	0	0.0	0.1
Teach/Admin Out-of-State (public or private)	0	0.0	1.3
Terminated	0	0.0	1.2
Took Job Related To Education	0	0.0	2.3
TOTAL	8		

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.