

Connecticut State Department of Education

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2024-25



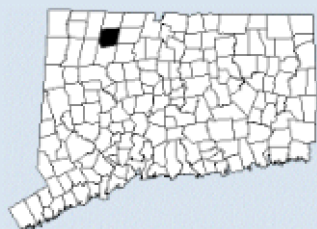
Explorations District

Jill Johnson, Charter School Director - District level • 860-738-9070 • <http://www.ExplorationsCS.com>

District Information

Grade Range	9-12
Number of Schools/Programs	1
Enrollment	77
Per Pupil Expenditures	\$19,094
Total Expenditures	\$1,680,311

Expenditure data reflect the 2023-24 school year.



Community Information

AdvanceCT Town Profiles provide summary demographic and economic information for Connecticut's municipalities at <https://www.advancect.org/site-selection/town-profiles>

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Notes

Unless otherwise noted, all data are for 2024-25 and include all grades offered by the district.

In most tables, data are displayed only for the three major race/ethnicity categories. For additional race/ethnicity categories, please visit <https://public-edsight.ct.gov>

State totals are not displayed as they are not comparable to district totals.

Special Education tables reflect only students for whom the district is fiscally responsible.

* When an asterisk is displayed, data have been suppressed to safeguard student confidentiality. Complete data suppression guidelines are available at <https://tinyurl.com/SuppressionPolicy>

N/A is displayed when a category is not applicable for a district or school.

Students

October 1, 2024 Enrollment

Student Group	District Count	District Percent (%)	State Percent (%)
Female	*	*	48.4
Male	39	50.6	51.5
Non-Binary	*	*	0.1
American Indian or Alaska Native	0	0.0	0.2
Asian	0	0.0	5.2
Black or African American	*	*	12.4
Hispanic or Latino of any race	10	13.0	32.1
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	*	*	4.8
White	55	71.4	45.1
English Learners/Multilingual Learners	0	0.0	11.3
Eligible for Free or Reduced-Price Meals	45	58.4	44.8
Students with Disabilities	29	37.7	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	13	40.6	*	*
Male	17	43.6	*	*
Non-Binary	0	*	0	*
Black or African American	*	*	*	*
Hispanic or Latino of any race	*	*	0	*
White	22	40.7	*	*
English Learners/Multilingual Learners	0	*	0	*
Eligible for Free or Reduced-Price Meals	21	50.0	*	*
Students with Disabilities	11	39.3	*	*
All Students - District	30	41.1	7	7.9
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: 21
Number of school-based arrests: 0

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Educators

Full-Time Equivalent (FTE) Staff

Role	FTE
General Education Teachers and Instructors	6.1
General Education Paraprofessionals	0.0
Special Education Teachers and Instructors	2.0
Special Education Paraprofessionals	0.0
District Central Office Administrators	0.5
School Level Administrators	2.0
Library/Media Specialists (Certified)	0.0
Library/Media Support Staff	0.0
Instructional Specialists Who Support Teachers	0.0
Counselors, Social Workers and School Psychologists	1.0
School Nurses	1.0
Other Staff Providing Non-Instructional Services/Support	3.5

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	9.4
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	1	7.7	0.3
White	12	92.3	87.9

New! Educator Attrition: 2023-24

Educator Type	District Attrition Count	District Attrition Rate (%)	State Attrition Rate (%)
All Educators	2	14.3	6.8
Teachers	2	16.7	7.6

Teacher Attrition Rate is defined as the percent of certified teachers who were teaching in the district in 2022-23 but were not teaching in the district in 2023-24.

All Educator Attrition Rate is defined as the percent of certified educators who were staffed in a certified educator position in the district in 2022-23 but were not staffed in a certified educator position in the district in 2023-24.

Note: See Appendix A for exit reasons.

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School

Student Group	11th Count	11th Rate (%)	12th Count	12th Rate (%)
Black or African American	0	*	*	*
Hispanic or Latino of any race	*	*	*	*
White	*	*	12	*
English Learners/Multilingual Learners	0	*	*	*
Eligible for Free or Reduced-Price Meals	14	*	9	*
Students with Disabilities	8	*	8	*
All Students - District	20	95.2	19	95.0
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	N/A	N/A
Emotional Disability	N/A	N/A
Intellectual Disability	N/A	N/A
Learning Disability	N/A	N/A
Other Health Impairment	N/A	N/A
Other Disabilities	N/A	N/A
Speech/Language Impairment	N/A	N/A
All Disabilities - District	N/A	N/A
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	N/A	N/A	2.9
Emotional Disability	N/A	N/A	1.1
Intellectual Disability	N/A	N/A	0.6
Learning Disability	N/A	N/A	6.5
Other Health Impairment	N/A	N/A	3.6
Other Disabilities	N/A	N/A	1.1
Speech/Language Impairment	N/A	N/A	2.0
All Disabilities	N/A	N/A	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	N/A	N/A	8.2
Private Schools or Other Settings	N/A	N/A	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	\$790,466	\$8,983	\$13,471
Support services - students	\$170,384	\$1,936	\$1,826
Support services - instruction	\$13,526	\$154	\$972
Support services - general administration	\$51,629	\$587	\$568
Support services - school based administration	\$410,890	\$4,669	\$1,274
Central and other support services	.	.	\$761
Operation and maintenance of plant	\$204,906	\$2,328	\$2,125
Student transportation services	\$38,510	\$1,100	\$1,695
Food services	.	.	\$10
Enterprise operations	.	.	\$219
Total	\$1,680,311	\$19,094	\$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	\$195,693	56.5	26.4
Instructional Aide Salaries	.	.	10.1
Other Salaries	\$78,599	22.7	10.5
Employee Benefits	\$30,263	8.7	13.3
Purchased Services Other Than Transportation	\$24,966	7.2	6.8
Special Education Tuition	.	.	22.8
Supplies	\$3,202	0.9	0.6
Property Services	\$11,057	3.2	0.4
Purchased Services For Transportation	.	.	8.7
Equipment	\$2,704	0.8	0.2
All Other Expenditures	.	.	0.1
Total	\$346,484	100.0	100.0

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

Level	Percent (%)
District	20.6
State	25.7

Expenditures by Revenue Source: 2023-24

Revenue Source	Percent of Total (%) Excluding School Construction
Local	20.6
State	65.2
Federal	5.9
Tuition & Other	8.3

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	0	N/A	0	N/A
Asian	0	N/A	0	N/A	0	N/A
Black or African American	0	N/A	0	N/A	0	N/A
Hispanic or Latino of any race	*	*	*	*	*	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	0	N/A	0	N/A	0	N/A
White	*	*	*	*	*	*
English Learners/Multilingual Learners	*	*	*	*	0	N/A
Non-English Learners/Non-Multilingual Learners	*	*	*	*	15	*
Eligible for Free or Reduced-Price Meals	*	*	*	*	*	*
Not Eligible for Free or Reduced-Price Meals	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
Students without Disabilities	*	*	*	*	*	*
High Needs	*	*	*	*	*	*
Non-High Needs	*	*	*	*	*	*
All Students - District	17	*	17	*	15	*

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	N/A	*	18	*
Curl Up	N/A	N/A	N/A	*	18	*
Push Up	N/A	N/A	N/A	*	18	*
Mile Run/PACER	N/A	N/A	N/A	*	18	*
All Tests - District	N/A	N/A	N/A	*	18	*
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	15	*
English Learners/Multilingual Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	14	*
Students with Disabilities	*	*
All Students - District	23	65.2
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	*	*
Male	*	*
Non-Binary	*	*
Black or African American	0	*
Hispanic or Latino of any race	*	*
White	*	*
English Learners/ Multilingual Learners	0	*
Eligible for Free or Reduced-Price Meals	*	*
Students with Disabilities	*	*
All Students - District	8	19.5
All Students - State		47.2

Students demonstrate postsecondary readiness through at least one of the following:

- SAT® - meets benchmark score on SAT, Revised SAT or Connecticut School Day SAT
- ACT® - meets benchmark score on 3 of 4 exams (benchmark score varies by subject)
- AP® - 3 or higher on any one AP® exam
- IB® - 4 or higher on any one IB® exam
- Earning three or more non-remedial college credits cumulatively during high school.

Sources:

SAT® and AP® statistics derived from data provided by the College Board.

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ACT® statistics derived from data provided by ACT, Inc.

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IB® statistics derived from data provided by the International Baccalaureate Organization.

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College Entrance and Persistence

Student Group	Class of 2024 Entrance Rate (%)	Class of 2023 Persistence Rate (%)
Female	*	*
Male	*	*
Non-Binary	*	N/A
Black or African American	N/A	N/A
Hispanic or Latino of any race	*	*
White	*	*
English Learners/ Multilingual Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	*	*
Students with Disabilities	*	*
All Students - District	*	*
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	.	75	.	.	.	64.7
ELA Performance Index	High Needs Students	.	75	.	.	.	54.9
Math Performance Index	All Students	.	75	.	.	.	61.1
Math Performance Index	High Needs Students	.	75	.	.	.	50.6
Science Performance Index	All Students	.	75	.	.	.	62.6
Science Performance Index	High Needs Students	.	75	.	.	.	52.1
ELA Academic Growth	All Students	.	100%	.	.	.	60.6%
ELA Academic Growth	High Needs Students	.	100%	.	.	.	55.7%
Math Academic Growth	All Students	.	100%	.	.	.	62.3%
Math Academic Growth	High Needs Students	.	100%	.	.	.	55.9%
Progress Toward English Proficiency	Literacy	.	100%	.	.	.	58.7%
Progress Toward English Proficiency	Oral	.	100%	.	.	.	55.7%
Chronic Absenteeism	All Students	41.1%	<=5%	0.0	50	0.0	17.2%
Chronic Absenteeism	High Needs Students	45.3%	<=5%	0.0	50	0.0	24.8%
% Taking CCR Courses	All Students	95.1%	75%	50.0	50	100.0	92.4%
% Meeting CCR Benchmark	All Students	19.5%	75%	13.0	50	26.0	47.2%
On-track to High School Graduation	All Students	.	94%	.	.	.	85.9%
4-year Graduation Rate (2024 Cohort)	All Students	65.2%	94%	69.4	100	69.4	88.9%
6-year Graduation Rate (2022 Cohort)	High Needs Students	92.6%	94%	98.5	100	98.5	87.3%
Postsecondary Entrance (Class of 2024)	All Students	.	75%	.	.	.	67.0%
Physical Fitness % Meeting Health Standard	All Students	22.2%	75%	7.4	50	14.8	49.0%
Arts Access	All Students	79.5%	60%	50.0	50	100.0	55.1%
Accountability Index				288.3	500	57.7	

Physical Fitness Estimated Participation Rate - District: 85.7% | 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	.	.	.	.	N
Math Performance Index Gap	.	.	.	.	N
Science Performance Index Gap	.	.	.	.	N
Graduation Rate Gap	.	92.6%	.	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	100.0
ELA	High Needs Students	100.0
Math	All Students	100.0
Math	High Needs Students	100.0
Science	All Students	95.2
Science	High Needs Students	.

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

During the 2024-2025 school year, students attended Explorations from 15 different towns and staff found many students had academic deficiencies in basic skills. We used classroom formative tests and benchmark STAR 360 three times during the year to identify students in need of additional support and measure growth over time. Teachers had access to data from benchmark testing for all students to use as they planned lessons, created IEP goals, and created classroom Focus Areas. Teachers continued to differentiate lessons to meet the needs of all students. Students showing a weakness in Math received increased Math Lab support. In staff meetings, staff discussed student specific needs and planned how best to accommodate them in the classroom. Explorations also began to utilize IXL, an online learning platform, to help target skill deficiencies. The school started the pilot phase in April and will implement the program school wide in 2025-2026.

To increase student engagement, students and staff planned activities to engage students and the school community, such as spirit week. This year, students and staff dressed up for various themes, such as Staff/Student Switch Day, Twin Day, and Decades Day, culminating in a Halloween Costume contest.

To curb student truancy, our school nurse contacted parents daily by using an automated system when students were absent. The contact allowed us to have important conversations around attendance. The school Executive Director, assistant principal, school counselor, nurse, a general education teacher and a special education teacher worked as members of the achievement committee. The group refined the process to identify and support student truancy; these included earlier intervention strategies, revised monthly attendance letters, holding student conferences and parent meetings, and referrals to outside agencies. The school counselor addressed a range of social-emotional issues, and worked closely with families, teachers, and administration to implement strategies and work on goals related to student IEPs and social-emotional needs. Home visits were also conducted. The school nurse and assistant principal also held almost daily meetings to offer support to students and to find ways to improve their grades in the classroom, daily attendance, and to listen to any concerns.

We continued our commitment to supporting the family's role in the education of our students. The "Parent Portal" through Rediker Software allowed parents and students to check grades in all classes in real time, providing transparency and increased communication between parents and staff. We held a family pasta dinner in the winter that was very well attended, and we look forward to bringing this annual tradition back twice a year. The school also held its first ever karaoke night at a local restaurant as another way to bring the Explorations' community together. The restaurant donated its physical space for the event, as well as a portion of its profits from the day to our senior class. Proceeds from this event were put towards our prom as well as other end of year senior activities.

We held a variety of virtual and in-person parent conferences and presentations throughout the year. Topics of the presentations were focused on supporting student mental health and sponsored through our partnership with EdAdvance.

Efforts to Reduce Racial, Ethnic and Economic Isolation

The school offers opportunities for teachers and students to gain awareness of diversity and personal experiences through our curriculum. This multi-cultural lens helps students form personal connections and reflect on acquired knowledge. The school is welcoming of all races, backgrounds, and sexual orientations; students are free to be themselves and are accepted. For the third year, Explorations offered the CSDE created Black and Latin studies class to 15 students and we will run a full class again in 2025-2026.

Explorations' location in the northwestern corner limits more diverse communities from taking advantage of our school. We placed ads on local radio stations and newspapers and made presentations in two local school districts this year. We hope, through the work of our school counselor, to partner with more schools in 2025-2026 to introduce our school program to more prospective students.

We hosted a Spring Enrollment Open house that was well attended and nearly every family that attended submitted an application. To help our relative geographic isolation, we provide transportation with three bus stops in Torrington for students at a significant expense to our budget.

Our Friday activities offer unique opportunities for our students. Adventure Education takes the place of the PE classes with activities including ice skating, biking, kayaking, and hiking. Many geographically isolated students from lower socio-economic backgrounds have never participated in these types of activities; for some, this creates a lifelong interest.

During the 2024-2025 school year, we revised our internship programs (including UELP and WBE) to provide students with internships designed to give them experience in a future field of employment. The Internship Program will be re-launched on a wider scale for the 2025-2026 school year.

All students participate in experience "Academic Enrichment Fridays"; topics include College and Career prep, social emotional learning, health, fitness, SAT/NGSS Prep, team building, art, work safety training, and remedial and enrichment activities.

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Equitable Allocation of Resources among District Schools

As a one building charter school, Explorations allocates all resources in one high school building. The proposed budget of our school is created in late spring by administrators and the board finance committee, voted on by the Governing Board, and is based on full enrollment and funding from the SDE. Adjustments are made after the October 1 count as needed. Grant writing is the greatest supplement to our budget, and we use grants for student and staff need areas. Our local bank and Community Foundation have provided grant funding opportunities which have helped to supplement our Science and Technology Classes, and our Adventure Ed Program. Title I, Title II and Title IV funds are allocated to support programs to support all students. Parents are also essential to aiding our overhead costs. They often provide the school with a variety of products, including paper towels, toilet paper, classroom supplies, and copy paper. Our solar panel project, completed with grant funds in 2019, continues to provide savings on school energy bills as well as enhancing opportunities for integrated units within the Science curriculum.

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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	.	2.1
Deceased	0	.	0.5
District/School Shut Down	0	.	0.0
Moved Out of State	0	.	2.2
Personal Reasons	0	.	6.7
Position Eliminated or Expired	0	.	9.8
Position Filled Permanently	0	.	0.1
Resigned (no reason given)	0	.	32.0
Retired	0	.	23.7
Teach/Admin in Other CT Dist	0	.	18.0
Teach/Admin in CT Nonpublic School	0	.	0.1
Teach/Admin Out-of-State (public or private)	0	.	1.3
Terminated	0	.	1.2
Took Job Related To Education	0	.	2.3
TOTAL	.		

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.