

Connecticut State Department of Education

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2024-25



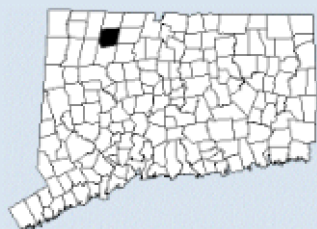
The Gilbert School District

Greg Shugrue, Superintendent • 860-379-6163 • <http://www.gilbertschool.org>

District Information

Grade Range	7-12
Number of Schools/Programs	1
Enrollment	452
Per Pupil Expenditures	N/A
Total Expenditures	N/A

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	226	50.0	48.4
Male	226	50.0	51.5
Non-Binary	0	0.0	0.1
American Indian or Alaska Native	0	0.0	0.2
Asian	17	3.8	5.2
Black or African American	14	3.1	12.4
Hispanic or Latino of any race	95	21.0	32.1
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	24	5.3	4.8
White	302	66.8	45.1
English Learners/Multilingual Learners	14	3.1	11.3
Eligible for Free or Reduced-Price Meals	255	56.4	44.8
Students with Disabilities	66	14.6	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	58	25.6	29	12.2
Male	44	20.3	40	17.0
Non-Binary	N/A	N/A	N/A	N/A
Black or African American	*	*	*	*
Hispanic or Latino of any race	25	26.6	16	15.5
White	64	22.0	44	14.3
English Learners/Multilingual Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	80	31.6	49	18.0
Students with Disabilities	16	25.0	12	16.4
All Students - District	102	23.0	69	14.6
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: 151
Number of school-based arrests: 0

District Profile and Performance Report for School Year 2024-25

The Gilbert School District

Educators

Full-Time Equivalent (FTE) Staff

Role	FTE
General Education Teachers and Instructors	37.8
General Education Paraprofessionals	0.0
Special Education Teachers and Instructors	0.0
Special Education Paraprofessionals	0.0
District Central Office Administrators	0.0
School Level Administrators	5.2
Library/Media Specialists (Certified)	1.0
Library/Media Support Staff	0.0
Instructional Specialists Who Support Teachers	0.0
Counselors, Social Workers and School Psychologists	5.8
School Nurses	2.0
Other Staff Providing Non-Instructional Services/Support	32.5

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	13.0
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	4.0	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	48	96.0	87.9

New! Educator Attrition: 2023-24

Educator Type	District Attrition Count	District Attrition Rate (%)	State Attrition Rate (%)
All Educators	5	9.6	6.8
Teachers	5	12.2	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	*	*	21	95.5
White	19	52.8	55	98.2
English Learners/Multilingual Learners	0	*	*	*
Eligible for Free or Reduced-Price Meals	16	51.6	48	96.0
Students with Disabilities	7	*	8	*
All Students - District	32	53.3	84	95.5
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).

District Profile and Performance Report for School Year 2024-25

The Gilbert School District

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	N/A	N/A	\$13,471
Support services - students	N/A	N/A	\$1,826
Support services - instruction	N/A	N/A	\$972
Support services - general administration	N/A	N/A	\$568
Support services - school based administration	N/A	N/A	\$1,274
Central and other support services	N/A	N/A	\$761
Operation and maintenance of plant	N/A	N/A	\$2,125
Student transportation services	N/A	N/A	\$1,695
Food services	N/A	N/A	\$10
Enterprise operations	N/A	N/A	\$219
Total	N/A	N/A	\$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	N/A	N/A	26.4
Instructional Aide Salaries	N/A	N/A	10.1
Other Salaries	N/A	N/A	10.5
Employee Benefits	N/A	N/A	13.3
Purchased Services Other Than Transportation	N/A	N/A	6.8
Special Education Tuition	N/A	N/A	22.8
Supplies	N/A	N/A	0.6
Property Services	N/A	N/A	0.4
Purchased Services For Transportation	N/A	N/A	8.7
Equipment	N/A	N/A	0.2
All Other Expenditures	N/A	N/A	0.1
Total	N/A	N/A	100.0

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

Level	Percent (%)
District	N/A
State	25.7

Expenditures by Revenue Source: 2023-24

Revenue Source	Percent of Total (%) Excluding School Construction
Local	N/A
State	N/A
Federal	N/A
Tuition & Other	N/A

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

The Gilbert School District

Performance and Accountability

District Performance Index (DPI)

A District Performance Index (DPI) is the average performance of students in a subject area (i.e., English Language Arts(ELA), Mathematics or Science) on the state summative assessments. The DPI ranges from 0-100. A DPI is reported for all students tested in a district and for students in each individual student group. Connecticut's ultimate target for a DPI is 75.

Student Group	ELA Count	ELA DPI	Math Count	Math DPI	Science Count	Science DPI
American Indian or Alaska Native	0	N/A	0	N/A	0	N/A
Asian	9	*	9	*	*	*
Black or African American	8	*	8	*	*	*
Hispanic or Latino of any race	41	49.0	41	44.2	26	46.4
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	12	*	12	*	11	*
White	162	58.1	162	55.6	95	56.9
English Learners/Multilingual Learners	16	*	16	*	7	*
Non-English Learners/Non-Multilingual Learners	216	56.5	216	53.4	136	55.0
Eligible for Free or Reduced-Price Meals	130	52.6	130	48.1	81	51.1
Not Eligible for Free or Reduced-Price Meals	102	59.8	102	59.1	62	58.7
Students with Disabilities	35	37.5	35	33.4	23	35.2
Students without Disabilities	197	59.0	197	56.5	120	58.1
High Needs	143	51.6	143	47.3	88	50.2
Non-High Needs	89	62.4	89	62.1	55	61.0
All Students - District	232	55.8	232	53.0	143	54.4

National Assessment of Educational Progress (NAEP): Percent At or Above Proficient

Year	Subject	Grade	CT	National Public
2024	Reading	4	36%	30%
2024	Reading	8	35%	29%
2024	Math	4	42%	39%
2024	Math	8	32%	27%

NAEP is often called the "Nation's Report Card." It is sponsored by the U.S. Department of Education. This table compares Connecticut's performance to that of national public school students. Performance standards for state assessments and NAEP are set independently. Therefore, one should not expect performance results to be the same across Smarter Balanced and NAEP. Instead, NAEP results are meant to complement other state assessment data. Performance on NAEP by student group is available at <https://tinyurl.com/CTNAEP2024>

Physical Fitness Tests: Percent of Students Reaching Health Standard

Test	Grade 4 Percent (%)	Grade 6 Percent (%)	Grade 8 Percent (%)	HS Percent (%)	All Tested Grades Count	All Tested Grades Percent (%)
Sit & Reach	N/A	N/A	80.5	86.4	131	82.4
Curl Up	N/A	N/A	85.1	90.9	131	87.0
Push Up	N/A	N/A	67.8	69.8	130	68.5
Mile Run/PACER	N/A	N/A	32.9	43.2	129	36.4
All Tests - District	N/A	N/A	28.2	37.2	128	31.3
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

District Profile and Performance Report for School Year 2024-25

The Gilbert School District

2023-24 Cohort Graduation: Four-Year

Student Group	Cohort Count	Rate (%)
Black or African American	*	*
Hispanic or Latino of any race	17	*
White	38	86.8
English Learners/Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	41	80.5
Students with Disabilities	9	*
All Students - District	63	84.1
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	34	41.5
Male	22	33.3
Non-Binary	N/A	N/A
Black or African American	*	*
Hispanic or Latino of any race	9	25.7
White	42	45.7
English Learners/ Multilingual Learners	0	*
Eligible for Free or Reduced-Price Meals	21	25.9
Students with Disabilities	*	*
All Students - District	56	37.8
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.

Copyright © 2025 The College Board. www.collegeboard.org

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

Copyright © 2025 ACT, Inc. www.act.org

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

Copyright © International Baccalaureate Organization 2025

College Entrance and Persistence

Student Group	Class of 2024 Entrance Rate (%)	Class of 2023 Persistence Rate (%)
Female	*	90.6
Male	59.5	81.8
Non-Binary	N/A	N/A
Black or African American	*	*
Hispanic or Latino of any race	*	*
White	64.7	94.3
English Learners/ Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	55.6	77.8
Students with Disabilities	*	*
All Students - District	62.5	87.0
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

The Gilbert School District

Next Generation Accountability Results

Connecticut's Next Generation Accountability System is a broad set of 12 indicators that help tell the story of how well a district/school is preparing its students for success in college, careers, and life. It moves beyond test scores and graduation rates to provide a more holistic, multifactor perspective of district and school performance.

Indicator	Student Group	Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	55.8	75	37.2	50	74.3	64.7
ELA Performance Index	High Needs Students	51.6	75	34.4	50	68.8	54.9
Math Performance Index	All Students	53.0	75	35.3	50	70.6	61.1
Math Performance Index	High Needs Students	47.3	75	31.5	50	63.1	50.6
Science Performance Index	All Students	54.4	75	36.3	50	72.5	62.6
Science Performance Index	High Needs Students	50.2	75	33.5	50	67.0	52.1
ELA Academic Growth	All Students	33.6%	100%	33.6	100	33.6	60.6%
ELA Academic Growth	High Needs Students	31.0%	100%	31.0	100	31.0	55.7%
Math Academic Growth	All Students	41.2%	100%	41.2	100	41.2	62.3%
Math Academic Growth	High Needs Students	35.9%	100%	35.9	100	35.9	55.9%
Progress Toward English Proficiency	Literacy	.	100%	.	.	.	58.7%
Progress Toward English Proficiency	Oral	.	100%	.	.	.	55.7%
Chronic Absenteeism	All Students	23.0%	<=5%	14.1	50	28.1	17.2%
Chronic Absenteeism	High Needs Students	30.2%	<=5%	0.0	50	0.0	24.8%
% Taking CCR Courses	All Students	78.4%	75%	50.0	50	100.0	92.4%
% Meeting CCR Benchmark	All Students	37.8%	75%	25.2	50	50.5	47.2%
On-track to High School Graduation	All Students	95.6%	94%	50.0	50	100.0	85.9%
4-year Graduation Rate (2024 Cohort)	All Students	84.1%	94%	89.5	100	89.5	88.9%
6-year Graduation Rate (2022 Cohort)	High Needs Students	82.1%	94%	87.4	100	87.4	87.3%
Postsecondary Entrance (Class of 2024)	All Students	62.5%	75%	83.3	100	83.3	67.0%
Physical Fitness % Meeting Health Standard	All Students	31.3%	75%	20.8	50	41.7	49.0%
Arts Access	All Students	75.1%	60%	50.0	50	100.0	55.1%
Accountability Index				820.3	1350	60.8	

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	62.4	51.6	10.8	16.9	N
Math Performance Index Gap	62.1	47.3	14.8	18.4	N
Science Performance Index Gap	61.0	50.2	10.8	18.2	N
Graduation Rate Gap	93.5%	82.1%	11.4%	8.6%	Y

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	98.8
ELA	High Needs Students	98.6
Math	All Students	98.8
Math	High Needs Students	98.6
Science	All Students	97.3
Science	High Needs Students	96.7

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>

District Profile and Performance Report for School Year 2024-25

The Gilbert School District

Narratives

School District Improvement Plans and Parental Outreach Activities

The Gilbert School and Winchester Special Education Department work collaboratively to meet the needs of students with disabilities. The Winchester And Gilbert Administration meet weekly to discuss programs and services. Communication with parents, students, faculty and staff (regular and special education) is collaborative, informative and supportive. We hold joint meetings as well as professional development. All parents have access to PowerSchool and School Messenger, providing email blasts, texts and calls to parents. Parents, students and faculty have access to a daily bulletin and receive reminders through their phones and computers. Our website has been updated and reformatted to be more user-friendly, informative, interactive and ADL compliant. We conduct Open House, Community Forums, Transition and Topic-Specific Informational Meetings. Each month, the Head of School sends an "E-News Blast" to inform parents, students and staff of events and happenings at TGS. We are always open to collaborating with community organizations as well as area school districts in activities and events that will benefit our students. Teachers communicate with parents through phone calls, emails and "Good News" postcards, not only with specific concerns they might have but also with good news on their child's growth and success as a student. Teachers hold parent and team meetings to share information and put plans into place with all stakeholders needed to support student success. Attendance in every class is closely monitored. Parents have access through PowerSchool to view their child's class and attendance. If students are having a difficult time attending school, our Counselors and Administration meet with students, families and faculty to create plans of action and to give information on community resources. Our Policy Manual can be accessed on our school website so all parents and students have access to TGS policies and procedures. Administration and Social Workers visit homes and/or make referrals to the appropriate agencies when deemed necessary. The district has partnered with Connecticut Junior Republic to provide student/family mental health support and services. CJR has satellite offices in our building providing counseling to our students' grades 7-12. Our teachers use inquiry-based learning, integrating higher-level thinking skills daily into our curriculum. Data is used to drive instruction in grades 7-9 teams as well as departments for grades 10-12. We use 3TR (Take Time to Read) and PLC along with bi-monthly leadership meetings to improve communication and coordinate school-wide efforts in academic improvement. We have contracted with EdAdvance, our regional educational service center, and CREC to complete curriculum audits, assist with curriculum revisions, standards alignment, assessments and instructional techniques.

Efforts to Reduce Racial, Ethnic and Economic Isolation

The Gilbert School has successfully continued our International Residency Program, accepting students from around the world. The premise of this program is "The Gilbert School, Connecting Winsted, Connecticut and the World". Students from grades 7-12 take part in this program at various levels and student diversity programs have been developed to not only welcome new students from around the world, but to foster a sense of openness and understanding. Our goal is to integrate all our students within our school community. We have created events where all students can share their talents and everyone can celebrate what makes us unique and special. We have done this through food, dance, art, music, drama, poetry and song. Students are learning to appreciate others interests and talents. Throughout the building, we proudly display, through banners and murals, encouraging words, phrases and expressions. We hosted a Celebration of Dominican Republic Independence, coordinating with our Dominican Community members.

We try to create a safe and nurturing school environment where students are encouraged to be Respectful, Responsible and Safe. Positive relationships are formed as we address the growing racial concerns in our country. We continue to focus on social justice and racial equity with our students and staff. With an increasing number of Spanish speaking students as well, The Gilbert School has an ELL teacher who has worked diligently to provide Professional Development for teachers working with Second Language Speakers. Publications and Gilbert attire are available in multiple languages for all of our families including our international families. Our website is ADA compliant.

In October of 2021, the Gilbert Administration introduced the Wingman Program to our student body through presentations by Ian Hockley, Executive Director of Dylan's Wings of Change and we have continued with this successful program this school year. Among the many objectives of the program is the primary goal of improving school climate and culture. Wingman Student Leaders lead the student body in trust-building group activities designed to foster and inspire real connections between peers, in an effort to create a welcoming and inclusive school community.

District Profile and Performance Report for School Year 2024-25

The Gilbert School District

Equitable Allocation of Resources among District Schools

The Gilbert School is a one-district school. Winchester Public Schools which serves grades PreK-6 is our sending district. Winchester Public Schools has representation on our Finance Committee that develops and recommends the budget to the full Board of Education. There are four representatives from Winchester who are members of our full Board. The Town of Winchester serves as the primary source of funding for The Gilbert School. A joint committee of Gilbert and Winchester Board members is involved in the budget process.

District Profile and Performance Report for School Year 2024-25

The Gilbert School District

Appendix A

2023-24 Exit Reasons for Certified Educators

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

Exit Reason	District Count	District Percent (%)	State Percent (%)
Another Profession	1	33.3	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	2	66.7	2.3
TOTAL	3		

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.