

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2024-25

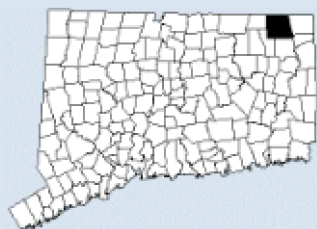
The Woodstock Academy District

Christopher Sandford, Superintendent • 860-928-6575 • <http://www.woodstockacademy.org>

District Information

Grade Range	9-12
Number of Schools/Programs	3
Enrollment	1,022
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	*	*	48.4
Male	525	51.4	51.5
Non-Binary	*	*	0.1
American Indian or Alaska Native	*	*	0.2
Asian	68	6.7	5.2
Black or African American	26	2.5	12.4
Hispanic or Latino of any race	82	8.0	32.1
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	26	2.5	4.8
White	814	79.6	45.1
English Learners/Multilingual Learners	*	*	11.3
Eligible for Free or Reduced-Price Meals	45	4.4	44.8
Students with Disabilities	92	9.0	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	97	19.8	16	3.2
Male	*	*	36	6.6
Non-Binary	*	*	0	*
Black or African American	*	*	*	*
Hispanic or Latino of any race	14	17.1	*	*
White	141	17.6	41	5.0
English Learners/Multilingual Learners	*	*	0	*
Eligible for Free or Reduced-Price Meals	20	46.5	*	*
Students with Disabilities	31	35.6	9	9.0
All Students - District	174	17.2	52	4.9
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: 235
Number of school-based arrests: Fewer than 6

District Profile and Performance Report for School Year 2024-25

The Woodstock Academy District

Educators

Full-Time Equivalent (FTE) Staff

Role	FTE
General Education Teachers and Instructors	55.5
General Education Paraprofessionals	0.0
Special Education Teachers and Instructors	8.0
Special Education Paraprofessionals	12.0
District Central Office Administrators	1.4
School Level Administrators	7.6
Library/Media Specialists (Certified)	1.0
Library/Media Support Staff	1.0
Instructional Specialists Who Support Teachers	0.8
Counselors, Social Workers and School Psychologists	8.6
School Nurses	3.5
Other Staff Providing Non-Instructional Services/Support	76.0

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	12.2
State	13.0

Educators by Race/Ethnicity

Race/Ethnicity	District Count	District Percent (%)	State Percent (%)
American Indian or Alaska Native	1	1.2	0.1
Asian	1	1.2	1.4
Black or African American	1	1.2	4.9
Hispanic or Latino of any race	1	1.2	5.3
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.3
White	81	95.3	87.9

New! Educator Attrition: 2023-24

Educator Type	District Attrition Count	District Attrition Rate (%)	State Attrition Rate (%)
All Educators	13	14.6	6.8
Teachers	11	15.7	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	*	*	7	*
Hispanic or Latino of any race	12	48.0	18	85.7
White	171	82.2	205	96.7
English Learners/Multilingual Learners	0	*	*	*
Eligible for Free or Reduced-Price Meals	9	*	17	*
Students with Disabilities	12	*	24	92.3
All Students - District	207	75.8	252	94.7
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	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 Woodstock Academy 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 Woodstock Academy 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	24	44.9	24	67.1	22	53.0
Black or African American	*	*	*	*	*	*
Hispanic or Latino of any race	23	54.0	23	48.1	23	55.8
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	*	*	*	*	*	*
White	202	60.5	202	51.6	198	64.1
English Learners/Multilingual Learners	*	*	*	*	*	*
Non-English Learners/Non-Multilingual Learners	*	*	*	*	*	*
Eligible for Free or Reduced-Price Meals	12	*	12	*	11	*
Not Eligible for Free or Reduced-Price Meals	249	59.1	249	53.4	244	62.4
Students with Disabilities	13	*	13	*	13	*
Students without Disabilities	248	59.7	248	54.1	242	63.0
High Needs	25	43.8	25	37.2	24	51.9
Non-High Needs	236	60.2	236	54.6	231	63.2
All Students - District	261	58.7	261	52.9	255	62.2

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	N/A	N/A	N/A	93.1	248	93.1
Curl Up	N/A	N/A	N/A	94.4	248	94.4
Push Up	N/A	N/A	N/A	81.5	248	81.5
Mile Run/PACER	N/A	N/A	N/A	63.6	247	63.6
All Tests - District	N/A	N/A	N/A	57.9	247	57.9
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 Woodstock Academy District

2023-24 Cohort Graduation: Four-Year

Student Group	Cohort Count	Rate (%)
Black or African American	7	*
Hispanic or Latino of any race	13	*
White	193	96.9
English Learners/Multilingual Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	19	*
Students with Disabilities	25	80.0
All Students - District	237	95.8
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	128	48.3
Male	122	45.0
Non-Binary	0	*
Black or African American	*	*
Hispanic or Latino of any race	12	26.1
White	198	47.1
English Learners/ Multilingual Learners	0	*
Eligible for Free or Reduced-Price Meals	8	25.8
Students with Disabilities	*	*
All Students - District	250	46.4
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.

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	78.3	91.7
Male	61.7	78.1
Non-Binary	*	*
Black or African American	*	*
Hispanic or Latino of any race	*	*
White	68.2	85.1
English Learners/ Multilingual Learners	N/A	*
Eligible for Free or Reduced-Price Meals	*	*
Students with Disabilities	43.5	*
All Students - District	68.6	85.1
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 Woodstock Academy 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	58.7	75	117.3	150	78.2	64.7
ELA Performance Index	High Needs Students	43.8	75	87.7	150	58.4	54.9
Math Performance Index	All Students	52.9	75	105.9	150	70.6	61.1
Math Performance Index	High Needs Students	37.2	75	74.4	150	49.6	50.6
Science Performance Index	All Students	62.2	75	82.9	100	82.9	62.6
Science Performance Index	High Needs Students	51.9	75	69.3	100	69.3	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	17.2%	<=5%	25.7	50	51.4	17.2%
Chronic Absenteeism	High Needs Students	35.4%	<=5%	0.0	50	0.0	24.8%
% Taking CCR Courses	All Students	85.2%	75%	50.0	50	100.0	92.4%
% Meeting CCR Benchmark	All Students	46.4%	75%	30.9	50	61.8	47.2%
On-track to High School Graduation	All Students	93.0%	94%	49.5	50	98.9	85.9%
4-year Graduation Rate (2024 Cohort)	All Students	95.8%	94%	100.0	100	100.0	88.9%
6-year Graduation Rate (2022 Cohort)	High Needs Students	88.6%	94%	94.2	100	94.2	87.3%
Postsecondary Entrance (Class of 2024)	All Students	68.6%	75%	91.5	100	91.5	67.0%
Physical Fitness % Meeting Health Standard	All Students	57.9%	75%	38.6	50	77.2	49.0%
Arts Access	All Students	54.5%	60%	45.4	50	90.9	55.1%
Accountability Index				1063.2	1450	73.3	

Physical Fitness Estimated Participation Rate - District: 100.0% | 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	60.2	43.8	16.4	16.9	N
Math Performance Index Gap	54.6	37.2	17.4	18.4	N
Science Performance Index Gap	63.2	51.9	11.3	18.2	N
Graduation Rate Gap	94.0%	88.6%	5.4%	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	97.8
ELA	High Needs Students	86.7
Math	All Students	97.8
Math	High Needs Students	86.7
Science	All Students	97.4
Science	High Needs Students	86.2

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 Woodstock Academy District

Narratives

School District Improvement Plans and Parental Outreach Activities

The Woodstock Academy, one of only three independent high schools in Connecticut, serves a vibrant community of 1,050 domestic and international students. Our school is committed to fostering an inclusive and supportive environment that prioritizes student success and well-being. Over the past year, we have undertaken several initiatives aimed at improving our educational programs, enhancing family engagement, and addressing the needs of our diverse student population.

Improving Special Education Programs. The Woodstock Academy recognizes the importance of providing exceptional educational opportunities for students with disabilities. To improve our special education programs, we have implemented comprehensive training for our staff, focusing on differentiated instruction and individualized education plans (IEPs). Our special education team collaborates closely with general education teachers to ensure that all students receive the necessary support to thrive academically and socially. Additionally, we have expanded our resources, including assistive technologies, to cater to the unique needs of our students, ensuring they have access to the curriculum and can fully participate in school activities.

Truancy Prevention Initiatives. Understanding that consistent attendance is crucial for academic success, The Woodstock Academy has developed a proactive truancy prevention program. This initiative includes regular monitoring of attendance patterns, early intervention strategies, and the establishment of several dedicated attendance officers who work closely with students and families. Our school counselors reach out to students exhibiting patterns of absenteeism, offering support and resources to address any underlying issues. By fostering strong relationships with our students and their families, we aim to create a more engaging and supportive school environment that encourages regular attendance.

Engaging Families in Student Learning. We believe that family engagement is key to student success. To build staff skills in partnering effectively with families, we have conducted professional development workshops focused on cultural competency and communication strategies. These workshops equip our educators with the tools to engage with families from diverse backgrounds, ensuring that every family feels valued and heard.

We actively involve parents in the planning and improvement of school programs and conduct surveys to gather input from parents about their experiences and suggestions for enhancing their children's educational experience.

Community Outreach Activities. The Woodstock Academy hosts events that invite community members into our school, such as open houses, cultural nights, art gallery events, author nights, and a wide array of musical and theatrical performances. These events not only showcase our students' achievements but also strengthen the bond between the school and the community.

Through targeted initiatives in special education, truancy prevention, and active parent involvement, we strive to create an inclusive environment where every student can succeed. Together with families and the community, we are committed to nurturing a brighter future for our students.

Efforts to Reduce Racial, Ethnic and Economic Isolation

The Woodstock Academy, an independent high school welcoming approximately 1,050 domestic and international students, is deeply committed to reducing racial, ethnic, and economic isolation. Over the past school year, The Academy has implemented several impactful initiatives aimed at fostering a more inclusive environment.

One of the primary strategies has been building and growing an international boarding program. Right now, about 160 students from over 30 countries live and study at our school. This diverse learning environment not only broadens students' perspectives but also encourages cultural exchange among peers from varied backgrounds.

In addition, The Academy employs a Director of Equity and Inclusion whose goal is to engage in activities aimed at celebrating different cultures and promoting inclusivity.

He coordinates a wide array of extracurricular programs, multicultural clubs for students, diversity days, professional development programming, guest speakers, holiday celebrations, and much more. These initiatives encourage students and staff to learn about and appreciate the rich tapestry of identities within their school community.

Furthermore, we have focused on minority educator recruitment. Over the last three years, we have made great progress in recruiting educators of diverse backgrounds to more closely reflect the diversity of our student body. This not only enriches the educational experience but also provides students with role models who reflect their identities.

Through these comprehensive efforts, The Woodstock Academy remains dedicated to reducing isolation and fostering an inclusive environment where every student feels valued and empowered. The journey toward a truly diverse community is ongoing, and The Academy is proud to be at the forefront of this important mission.

District Profile and Performance Report for School Year 2024-25

The Woodstock Academy District

Equitable Allocation of Resources among District Schools

At The Woodstock Academy, the allocation of district resources is a carefully structured process aimed at addressing the diverse needs of our 1,050 domestic and international students. Each year, the administration conducts a comprehensive needs assessment, gathering input from faculty, students, and parents to identify key areas for improvement.

Based on this data, resources are distributed equitably among departments and programs, ensuring that every student has access to essential services, such as academic support, extracurricular activities, and mental health resources. Funding is allocated not just by enrollment numbers but also by considering the unique challenges faced by different student groups.

Moreover, the academy prioritizes transparency and collaboration, involving stakeholders in budget discussions. Regular reviews ensure that resource allocation remains responsive to changing student needs. This holistic approach fosters an inclusive environment where every student can thrive, reinforcing our commitment to equity and excellence in education.

District Profile and Performance Report for School Year 2024-25

The Woodstock Academy 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	0	0.0	2.1
Deceased	0	0.0	0.5
District/School Shut Down	0	0.0	0.0
Moved Out of State	1	8.3	2.2
Personal Reasons	1	8.3	6.7
Position Eliminated or Expired	2	16.7	9.8
Position Filled Permanently	0	0.0	0.1
Resigned (no reason given)	2	16.7	32.0
Retired	4	33.3	23.7
Teach/Admin in Other CT Dist	2	16.7	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	12		

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.