

Connecticut State Department of Education

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2024-25



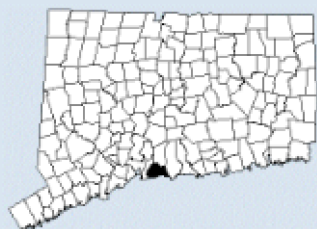
Branford School District

Christopher Tranberg, Superintendent • 203-488-7276 • <http://www.branfordschools.org>

District Information

Grade Range	PK-12
Number of Schools/Programs	8
Enrollment	2,567
Per Pupil Expenditures	\$25,027
Total Expenditures	\$67,322,360

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	1,347	52.5	51.5
Non-Binary	*	*	0.1
American Indian or Alaska Native	*	*	0.2
Asian	160	6.2	5.2
Black or African American	118	4.6	12.4
Hispanic or Latino of any race	443	17.3	32.1
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	137	5.3	4.8
White	1,702	66.3	45.1
English Learners/Multilingual Learners	194	7.6	11.3
Eligible for Free or Reduced-Price Meals	974	37.9	44.8
Students with Disabilities	395	15.4	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	145	12.6	47	3.8
Male	167	13.1	90	6.5
Non-Binary	0	*	0	*
Black or African American	20	17.9	22	18.0
Hispanic or Latino of any race	79	18.9	32	6.9
White	184	11.5	68	3.9
English Learners/Multilingual Learners	21	10.6	7	3.4
Eligible for Free or Reduced-Price Meals	182	20.5	85	8.2
Students with Disabilities	77	20.3	43	9.3
All Students - District	312	12.9	137	5.2
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: 395
Number of school-based arrests: Fewer than 6

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Educators

Full-Time Equivalent (FTE) Staff

Role	FTE
General Education Teachers and Instructors	204.6
General Education Paraprofessionals	32.5
Special Education Teachers and Instructors	32.6
Special Education Paraprofessionals	78.5
District Central Office Administrators	8.0
School Level Administrators	10.0
Library/Media Specialists (Certified)	4.0
Library/Media Support Staff	3.5
Instructional Specialists Who Support Teachers	17.1
Counselors, Social Workers and School Psychologists	23.6
School Nurses	8.0
Other Staff Providing Non-Instructional Services/Support	222.0

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	12.4
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	2	0.7	1.4
Black or African American	3	1.0	4.9
Hispanic or Latino of any race	10	3.3	5.3
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	1	0.3	0.3
White	286	94.7	87.9

New! Educator Attrition: 2023-24

Educator Type	District Attrition Count	District Attrition Rate (%)	State Attrition Rate (%)
All Educators	30	9.8	6.8
Teachers	20	8.5	7.6

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

Note: See Appendix A for exit reasons.

Instruction and Resources

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

Student Group	11th Count	11th Rate (%)	12th Count	12th Rate (%)
Black or African American	12	*	12	*
Hispanic or Latino of any race	25	92.6	29	96.7
White	125	99.2	131	99.2
English Learners/Multilingual Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	69	95.8	58	98.3
Students with Disabilities	26	96.3	30	96.8
All Students - District	184	96.8	196	98.5
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	28	53.8
Emotional Disability	22	59.5
Intellectual Disability	0	0
Learning Disability	108	82.4
Other Health Impairment	75	93.8
Other Disabilities	7	*
Speech/Language Impairment	39	92.9
All Disabilities - District	279	75.4
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	57	2.3	2.9
Emotional Disability	37	1.5	1.1
Intellectual Disability	12	0.5	0.6
Learning Disability	131	5.2	6.5
Other Health Impairment	81	3.2	3.6
Other Disabilities	21	0.8	1.1
Speech/Language Impairment	44	1.8	2.0
All Disabilities	383	15.3	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	15	3.9	8.2
Private Schools or Other Settings	16	4.2	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	\$30,090,553	\$11,186	\$13,471
Support services - students	\$6,368,696	\$2,440	\$1,826
Support services - instruction	\$16,857,363	\$6,459	\$972
Support services - general administration	\$1,655,118	\$634	\$568
Support services - school based administration	\$1,072,294	\$411	\$1,274
Central and other support services	\$993,452	\$381	\$761
Operation and maintenance of plant	\$6,167,764	\$2,363	\$2,125
Student transportation services	\$3,558,811	\$1,343	\$1,695
Food services	.	.	\$10
Enterprise operations	\$558,310	\$214	\$219
Total	\$67,322,360	\$25,027	\$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	\$2,392,334	14.4	26.4
Instructional Aide Salaries	\$1,597,965	9.7	10.1
Other Salaries	\$2,857,261	17.3	10.5
Employee Benefits	\$4,653,732	28.1	13.3
Purchased Services Other Than Transportation	\$671,800	4.1	6.8
Special Education Tuition	\$3,473,365	21.0	22.8
Supplies	\$28,420	0.2	0.6
Property Services	.	.	0.4
Purchased Services For Transportation	\$876,909	5.3	8.7
Equipment	\$2,125	0.0	0.2
All Other Expenditures	\$2,634	0.0	0.1
Total	\$16,556,545	100.0	100.0

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

Level	Percent (%)
District	24.6
State	25.7

Expenditures by Revenue Source: 2023-24

Revenue Source	Percent of Total (%) Excluding School Construction
Local	85.6
State	7.9
Federal	5.9
Tuition & Other	0.6

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

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Performance and Accountability

District Performance Index (DPI)

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

Student Group	ELA Count	ELA DPI	Math Count	Math DPI	Science Count	Science DPI
American Indian or Alaska Native	*	*	*	*	*	*
Asian	81	73.9	81	73.2	35	71.2
Black or African American	62	59.6	62	54.1	25	58.1
Hispanic or Latino of any race	222	66.4	221	59.5	102	57.5
Native Hawaiian or Other Pacific Islander	*	*	*	*	0	N/A
Two or More Races	66	73.5	66	68.8	*	*
White	854	69.0	853	66.1	362	63.7
English Learners/Multilingual Learners	153	66.2	153	64.9	56	58.7
Non-English Learners/Non-Multilingual Learners	1,137	69.0	1,135	64.9	495	63.5
Eligible for Free or Reduced-Price Meals	485	62.9	484	58.4	218	57.9
Not Eligible for Free or Reduced-Price Meals	805	72.1	804	68.9	333	66.4
Students with Disabilities	208	49.5	208	45.5	81	44.2
Students without Disabilities	1,082	72.4	1,080	68.7	470	66.3
High Needs	634	61.6	633	57.7	269	56.9
Non-High Needs	656	75.5	655	71.9	282	68.9
All Students - District	1,290	68.7	1,288	64.9	551	63.0

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	84.7	67.6	79.1	88.2	761	79.4
Curl Up	82.5	76.7	98.0	96.1	761	88.0
Push Up	83.6	76.2	85.7	73.7	758	79.8
Mile Run/PACER	74.7	63.3	51.8	44.6	760	58.7
All Tests - District	56.5	40.0	43.6	39.1	756	44.6
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	11	*
Hispanic or Latino of any race	30	76.7
White	147	93.2
English Learners/Multilingual Learners	7	*
Eligible for Free or Reduced-Price Meals	89	84.3
Students with Disabilities	26	73.1
All Students - District	216	91.2
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	74	42.3
Male	90	42.3
Non-Binary	0	*
Black or African American	10	40.0
Hispanic or Latino of any race	17	29.8
White	115	44.6
English Learners/ Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	45	34.4
Students with Disabilities	*	*
All Students - District	164	42.2
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	78.7	92.5
Male	70.8	*
Non-Binary	*	*
Black or African American	*	*
Hispanic or Latino of any race	54.2	*
White	76.6	92.5
English Learners/ Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	65.4	80.4
Students with Disabilities	45.5	*
All Students - District	74.1	90.3
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	68.7	75	45.8	50	91.6	64.7
ELA Performance Index	High Needs Students	61.6	75	41.1	50	82.2	54.9
Math Performance Index	All Students	64.9	75	43.3	50	86.6	61.1
Math Performance Index	High Needs Students	57.7	75	38.5	50	76.9	50.6
Science Performance Index	All Students	63.0	75	42.0	50	84.1	62.6
Science Performance Index	High Needs Students	56.9	75	37.9	50	75.9	52.1
ELA Academic Growth	All Students	58.9%	100%	58.9	100	58.9	60.6%
ELA Academic Growth	High Needs Students	57.9%	100%	57.9	100	57.9	55.7%
Math Academic Growth	All Students	57.9%	100%	57.9	100	57.9	62.3%
Math Academic Growth	High Needs Students	54.6%	100%	54.6	100	54.6	55.9%
Progress Toward English Proficiency	Literacy	64.0%	100%	32.0	50	64.0	58.7%
Progress Toward English Proficiency	Oral	59.0%	100%	29.5	50	59.0	55.7%
Chronic Absenteeism	All Students	12.9%	<=5%	34.2	50	68.5	17.2%
Chronic Absenteeism	High Needs Students	18.3%	<=5%	23.4	50	46.8	24.8%
% Taking CCR Courses	All Students	97.7%	75%	50.0	50	100.0	92.4%
% Meeting CCR Benchmark	All Students	42.2%	75%	28.1	50	56.2	47.2%
On-track to High School Graduation	All Students	92.3%	94%	49.1	50	98.2	85.9%
4-year Graduation Rate (2024 Cohort)	All Students	91.2%	94%	97.0	100	97.0	88.9%
6-year Graduation Rate (2022 Cohort)	High Needs Students	89.6%	94%	95.3	100	95.3	87.3%
Postsecondary Entrance (Class of 2024)	All Students	74.1%	75%	98.8	100	98.8	67.0%
Physical Fitness % Meeting Health Standard	All Students	44.6%	75%	29.7	50	59.4	49.0%
Arts Access	All Students	62.5%	60%	50.0	50	100.0	55.1%
Accountability Index				1095.1	1450	75.5	

Physical Fitness Estimated Participation Rate - District: 96.7% | 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	75.0	61.6	13.4	16.9	N
Math Performance Index Gap	71.9	57.7	14.2	18.4	N
Science Performance Index Gap	68.9	56.9	12.0	18.2	N
Graduation Rate Gap	94.0%	89.6%	4.4%	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	98.3
ELA	High Needs Students	97.1
Math	All Students	98.2
Math	High Needs Students	97.0
Science	All Students	97.7
Science	High Needs Students	95.8

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: 49.9

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

Branford Public Schools (BPS) continues to engage students, families, educators, and community members in the implementation of its Strategic Coherence Plan. The plan is built around three district wide goals: 1) Equity and Opportunity: Ensuring that every student has access to meaningful growth and development, 2) Instructional Alignment: Promoting the acquisition of Global Learning Competencies through the district's Definition of Deep Learning, and 3) Community Engagement: Strengthening communication systems and processes to ensure stakeholders are well-informed and actively involved.

These goals are grounded in the district's core values of continuous improvement, reflective practice, and a growth mindset. Each year, leadership teams create strategy maps that outline specific goals for students, educators, and school leaders. These maps also identify the learning needed to reach the goals and describe the evidence that will be used to assess progress.

In 2024–2025, Branford educators adopted the New Art and Science of Teaching (NASOT) framework to define high-quality instruction and promote a shared professional language. NASOT enhances consistency in instructional practices across the district by guiding goal setting, coaching, feedback, and professional learning. In addition, strong curricular resources and professional development help ensure equitable access to high-quality instruction at every level. This unified approach supports ongoing instructional improvement and deeper student learning.

To support multilingual learners, the district offered professional learning for paraprofessionals. The training, titled Best Practices for Working with Multilingual Learners, focused on strategies to strengthen instructional support and promote inclusive learning environments.

Community partnership and parental outreach remains a district priority. This year, BPS hosted a series of community book talks focused on the impact of technology on children's lives. The district also launched its Facilities Master Plan initiative, which included parent focus groups and public forums. The Superintendent's monthly newsletter, Hive-Mind Headlines, provides updates on accomplishments, initiatives, and districtwide news. In addition, the rollout of ParentSquare has improved communication between schools and families.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Branford Public Schools is committed to reducing racial, ethnic, and economic isolation. Recruitment and hiring protocols have been updated to promote consistency, align to district values and priorities, and reduce bias. Translation services are available to families, and the district covers costs for senior activities and other school-related expenses to ensure full participation.

The Branford High School Program of Studies continues to grow, offering a range of college and career pathways. Eight new courses were added this year, including Residential Construction and a Certified Nursing Assistant (CNA) program, to support clear post-secondary plans. The Health Sciences Pathway prepares students for medical careers or advanced college study. Students also access UConn Early College Experience (ECE) courses to earn credits and reduce future tuition costs.

Beyond academics, the high school fosters student voice through groups such as the Black Student Union, Women's Club, and Gay-Straight Alliance. The Gay-Straight Alliance is also active at Walsh Intermediate School. Student representatives now serve on the Board of Education, contributing to district-level decision-making. Branford High School holds a "No Place for Hate" designation from the Anti-Defamation League, reinforcing its commitment to a school culture where all students feel they belong. The curriculum highlights diverse cultures and histories, with events celebrating Hispanic and Latino Heritage Month, Black History Month, and Women's History Month.

Across all schools, students participate in activities that build cultural awareness, inclusion, and diversity. These include programs exploring Black and Brown cultures through history and music, multicultural events, and schoolwide activities aligned with the district's Global Learning Competencies, especially empathy and kindness. Branford supports school choice, with 68 students attending magnet and charter schools and 74 non-resident students joining through Open Choice. Transportation is provided to support afterschool access. Second graders also received free swimming lessons through a partnership with the Soundview YMCA, emphasizing water safety in the shoreline community.

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Equitable Allocation of Resources among District Schools

Branford Public Schools uses a zero-based budgeting process to build both operating and capital budgets each year. Budgets are developed collaboratively, grounded in known and anticipated needs, historical data, and district priorities. This approach ensures that resources are distributed equitably across schools and aligned with student needs.

Principals, directors, and teacher leaders submit budget requests that are reviewed by central office through the lens of equity and alignment to the Strategic Coherence Plan. Class size, enrollment, and emerging needs—such as academic, social-emotional, and special education supports—are key considerations. The district continues to invest in targeted supports, including the expansion of elementary interventionists and improved systems for identifying and serving gifted and talented students.

This process reflects Branford's commitment to fiscal responsibility, equity, and high-quality learning experiences for all students.

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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	1	6.3	2.1
Deceased	0	0.0	0.5
District/School Shut Down	0	0.0	0.0
Moved Out of State	1	6.3	2.2
Personal Reasons	0	0.0	6.7
Position Eliminated or Expired	2	12.5	9.8
Position Filled Permanently	0	0.0	0.1
Resigned (no reason given)	3	18.8	32.0
Retired	6	37.5	23.7
Teach/Admin in Other CT Dist	1	6.3	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	12.5	2.3
TOTAL	16		

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.