

Connecticut State Department of Education

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2024-25



Granby School District

Cheri Burke, Superintendent • 860-844-5250 • <http://www.granbyschools.org>

District Information

Grade Range	PK-12
Number of Schools/Programs	5
Enrollment	1,709
Per Pupil Expenditures	\$20,961
Total Expenditures	\$37,834,056

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	827	48.4	48.4
Male	882	51.6	51.5
Non-Binary	0	0.0	0.1
American Indian or Alaska Native	*	*	0.2
Asian	48	2.8	5.2
Black or African American	131	7.7	12.4
Hispanic or Latino of any race	122	7.1	32.1
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	52	3.0	4.8
White	1,350	79.0	45.1
English Learners/Multilingual Learners	11	0.6	11.3
Eligible for Free or Reduced-Price Meals	292	17.1	44.8
Students with Disabilities	299	17.5	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	101	12.5	18	2.1
Male	96	11.0	74	8.1
Non-Binary	0	*	0	*
Black or African American	22	17.9	20	15.4
Hispanic or Latino of any race	29	22.7	*	*
White	135	10.2	52	3.8
English Learners/Multilingual Learners	*	*	0	*
Eligible for Free or Reduced-Price Meals	71	23.6	32	9.9
Students with Disabilities	63	21.2	38	11.0
All Students - District	197	11.7	92	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: 180
Number of school-based arrests: 0

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Educators

Full-Time Equivalent (FTE) Staff

Role	FTE
General Education Teachers and Instructors	116.3
General Education Paraprofessionals	12.8
Special Education Teachers and Instructors	20.0
Special Education Paraprofessionals	50.0
District Central Office Administrators	4.0
School Level Administrators	8.6
Library/Media Specialists (Certified)	4.0
Library/Media Support Staff	3.0
Instructional Specialists Who Support Teachers	14.8
Counselors, Social Workers and School Psychologists	14.0
School Nurses	4.0
Other Staff Providing Non-Instructional Services/Support	75.5

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	10.8
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	3	1.6	1.4
Black or African American	4	2.2	4.9
Hispanic or Latino of any race	6	3.3	5.3
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.3
White	171	92.9	87.9

New! Educator Attrition: 2023-24

Educator Type	District Attrition Count	District Attrition Rate (%)	State Attrition Rate (%)
All Educators	33	17.5	6.8
Teachers	26	17.8	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	9	*	13	*
Hispanic or Latino of any race	*	*	*	*
White	96	88.1	123	100.0
English Learners/Multilingual Learners	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	26	96.3	22	100.0
Students with Disabilities	17	73.9	24	96.0
All Students - District	121	90.3	148	99.3
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	22	57.9
Emotional Disability	21	72.4
Intellectual Disability	*	*
Learning Disability	113	92.6
Other Health Impairment	49	90.7
Other Disabilities	*	*
Speech/Language Impairment	20	95.2
All Disabilities - District	231	80.2
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	41	2.5	2.9
Emotional Disability	29	1.7	1.1
Intellectual Disability	9	0.5	0.6
Learning Disability	122	7.3	6.5
Other Health Impairment	54	3.2	3.6
Other Disabilities	18	1.1	1.1
Speech/Language Impairment	23	1.4	2.0
All Disabilities	296	17.7	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	20	6.8	8.2
Private Schools or Other Settings	14	4.7	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	\$22,611,887	\$12,527	\$13,471
Support services - students	\$3,209,956	\$1,857	\$1,826
Support services - instruction	\$1,306,967	\$756	\$972
Support services - general administration	\$708,085	\$410	\$568
Support services - school based administration	\$2,448,966	\$1,416	\$1,274
Central and other support services	\$810,953	\$469	\$761
Operation and maintenance of plant	\$3,603,669	\$2,084	\$2,125
Student transportation services	\$2,325,183	\$1,553	\$1,695
Food services	.	.	\$10
Enterprise operations	\$808,390	\$468	\$219
Total	\$37,834,056	\$20,961	\$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	\$2,905,881	31.8	26.4
Instructional Aide Salaries	\$1,313,695	14.4	10.1
Other Salaries	\$103,422	1.1	10.5
Employee Benefits	\$1,154,550	12.6	13.3
Purchased Services Other Than Transportation	\$231,945	2.5	6.8
Special Education Tuition	\$2,261,880	24.7	22.8
Supplies	\$47,114	0.5	0.6
Property Services	\$12,000	0.1	0.4
Purchased Services For Transportation	\$1,103,882	12.1	8.7
Equipment	\$3,532	0.0	0.2
All Other Expenditures	\$6,577	0.1	0.1
Total	\$9,144,479	100.0	100.0

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

Level	Percent (%)
District	24.2
State	25.7

Expenditures by Revenue Source: 2023-24

Revenue Source	Percent of Total (%) Excluding School Construction
Local	75.6
State	18.8
Federal	1.6
Tuition & Other	4.0

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

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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	26	86.4	26	81.7	10	*
Black or African American	68	53.8	68	48.6	22	56.3
Hispanic or Latino of any race	49	64.6	49	58.4	17	*
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*
Two or More Races	27	71.3	27	65.6	10	*
White	721	75.5	721	70.8	313	78.0
English Learners/Multilingual Learners	12	*	12	*	*	*
Non-English Learners/Non-Multilingual Learners	881	73.5	881	68.5	*	*
Eligible for Free or Reduced-Price Meals	169	64.0	169	58.3	61	62.8
Not Eligible for Free or Reduced-Price Meals	724	75.6	724	71.0	313	78.7
Students with Disabilities	154	51.6	154	46.9	54	54.8
Students without Disabilities	739	78.0	739	73.1	320	79.7
High Needs	289	60.8	289	55.6	101	61.3
Non-High Needs	604	79.5	604	74.8	273	81.6
All Students - District	893	73.4	893	68.6	374	76.1

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	90.6	75.8	71.3	86.9	523	81.5
Curl Up	82.8	89.1	86.1	97.2	522	89.1
Push Up	88.5	89.8	90.2	88.8	523	89.3
Mile Run/PACER	86.8	83.6	77.7	72.2	522	79.9
All Tests - District	69.5	62.5	50.4	60.8	520	61.0
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	10	*
Hispanic or Latino of any race	7	*
White	119	95.0
English Learners/Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	21	85.7
Students with Disabilities	26	80.8
All Students - District	144	94.4
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	117	80.7
Male	112	81.8
Non-Binary	0	*
Black or African American	12	54.5
Hispanic or Latino of any race	7	*
White	196	84.5
English Learners/ Multilingual Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	31	63.3
Students with Disabilities	13	27.1
All Students - District	229	80.9
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	84.4	94.2
Male	85.9	89.5
Non-Binary	N/A	N/A
Black or African American	*	*
Hispanic or Latino of any race	*	*
White	85.7	91.9
English Learners/ Multilingual Learners	*	N/A
Eligible for Free or Reduced-Price Meals	*	*
Students with Disabilities	85.0	*
All Students - District	85.2	91.7
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	73.4	75	48.9	50	97.9	64.7
ELA Performance Index	High Needs Students	60.8	75	40.5	50	81.0	54.9
Math Performance Index	All Students	68.6	75	45.7	50	91.4	61.1
Math Performance Index	High Needs Students	55.6	75	37.1	50	74.1	50.6
Science Performance Index	All Students	76.1	75	50.0	50	100.0	62.6
Science Performance Index	High Needs Students	61.3	75	40.8	50	81.7	52.1
ELA Academic Growth	All Students	62.9%	100%	62.9	100	62.9	60.6%
ELA Academic Growth	High Needs Students	53.1%	100%	53.1	100	53.1	55.7%
Math Academic Growth	All Students	75.0%	100%	75.0	100	75.0	62.3%
Math Academic Growth	High Needs Students	66.7%	100%	66.7	100	66.7	55.9%
Progress Toward English Proficiency	Literacy	.	100%	.	.	.	58.7%
Progress Toward English Proficiency	Oral	.	100%	.	.	.	55.7%
Chronic Absenteeism	All Students	11.7%	<=5%	36.5	50	73.1	17.2%
Chronic Absenteeism	High Needs Students	19.9%	<=5%	20.2	50	40.5	24.8%
% Taking CCR Courses	All Students	95.1%	75%	50.0	50	100.0	92.4%
% Meeting CCR Benchmark	All Students	80.9%	75%	50.0	50	100.0	47.2%
On-track to High School Graduation	All Students	95.0%	94%	50.0	50	100.0	85.9%
4-year Graduation Rate (2024 Cohort)	All Students	94.4%	94%	100.0	100	100.0	88.9%
6-year Graduation Rate (2022 Cohort)	High Needs Students	97.8%	94%	100.0	100	100.0	87.3%
Postsecondary Entrance (Class of 2024)	All Students	85.2%	75%	100.0	100	100.0	67.0%
Physical Fitness % Meeting Health Standard	All Students	61.0%	75%	40.6	50	81.3	49.0%
Arts Access	All Students	68.9%	60%	50.0	50	100.0	55.1%
Accountability Index				1118.2	1350	82.8	

Physical Fitness Estimated Participation Rate - District: 97.2% | State: 95.6%

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in the student group or the indicator is not applicable based on grades served.

Gap Indicator	Non-High Needs Rate	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev	Is Gap an Outlier?
ELA Performance Index Gap	75.0	60.8	14.2	16.9	N
Math Performance Index Gap	74.8	55.6	19.2	18.4	Y
Science Performance Index Gap	75.0	61.3	13.7	18.2	N
Graduation Rate Gap	94.0%	97.8%	0.0%	8.6%	N

If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for graduation rate), the ultimate target is used for gap calculations.

If the size of the gap exceeds the state mean gap plus one standard deviation, the gap is an outlier.

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in at least one of the student groups used to calculate the gap measure or the indicator is not applicable based on grades served. Gap calculations are based on unrounded rates.

Subject	Student Group	Participation Rate (%)
ELA	All Students	99.1
ELA	High Needs Students	97.7
Math	All Students	99.1
Math	High Needs Students	97.7
Science	All Students	99.0
Science	High Needs Students	97.2

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: * **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

The Granby Board of Education (BOE) adopted the Granby Public Schools: Moving Forward Together Strategic Plan 2021-2025 and the Granby Public Schools Vision of a Graduate. Our school district continues to be grounded in the six (6) major goal areas of this plan: Student Learning and Achievement, Community Development, Safety and Social Emotional Well-Being, Budget Development and Fiscal Management, Embracing Diversity, and Professional Learning with a focus on Student Learning and Achievement as well as Community Engagement. All Granby schools developed data-driven continuous improvement plans to guide efforts around student achievement and instruction. Additionally, the Vision of a Graduate adopted by the BOE states, "All Granby Public School students will become resourceful learners and effective communicators who positively contribute at the local, national and global levels.

Efforts to improve special education services consists of an inclusion model of special education; the successful second year of the Granby B.E.A.R. Transition Academy, a post-secondary transition program for eligible youth aged 18-22 years old with significant special education needs; the recent hiring of a Math Intervention Teacher and a Board-Certified Behavior Analyst to support the increased student behavior needs. Additionally, the district provides a comprehensive K-12 Multi-Tiered System of Support (MTSS) model for providing interventions; summer programming; an integrated pre-school program; full-day kindergarten; and, the inclusion of a Unified Sports Program at Kelly Lane Primary School.

Parents are actively engaged in their child's learning and the planning and improvement of school programs through Parent Advisory Councils, Granby Equity Team, School Climate Committees, curricular and hiring committees, focus groups, Superintendent Community Conversations, volunteerism, parent workshops, curriculum nights, conferences, budget workshops, informational events, and an annual climate survey. Annually, parents raise funds to help support the school projects, extracurricular and sports programs. The Board also works collaboratively with the Town Youth Center, Social Services, Police Department, Farmington Valley YMCA, Farmington Valley Health District, Board of Finance, and the Board of Selectmen to address the social, behavioral and safety needs of students.

Use of the local community television station, an interactive website, teacher websites, parent portals such as Google Classroom and PowerSchool, access to online grades, the ability to register, sign up and pay for field trips on-line, the use of blogs, social media, STOP-IT anti-bullying software, weekly eblasts, monthly newsletters, and community forums have all helped to increase school-parent communication.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Granby addresses racial, ethnic and economic isolation through curriculum, district and school improvement plans and opportunities for students to participate in parental choice initiatives. Granby has participated in the Open Choice Program since its inception and has been one of the highest participating districts in the state. There were 13 students at Kelly Lane Primary School; 20 students at Wells Road Intermediate School; and 57 students at Granby Middle and High Schools during 2024-25. Extracurricular activities are scheduled to ensure participation for Open Choice students. Twenty-seven (27) students attended inter-district and Hartford host magnet schools and 24 high school students attended a half-day technical program at Asnuntuck Community College. The district offers Spanish (Grades 6-12), French (Grades 6-12) and Mandarin (Grades 7-12). Teachers and students benefit from participating in a variety of diversity workshops. Other experiences designed to increase students' awareness of diversity include Capstone Projects in Grades 2, 6, 8 and 12 that helps students to exhibit care and compassion for others and a District Wellness Committee that promotes wellness and healthy food choices. Minority educator recruitment efforts have included attendance at local recruitment fairs. The Granby Equity Team is comprised of teachers, administrators, parents, students, community members, and a BOE representative. Additionally, Granby hired three (3) minority teacher candidates who participated in the Connecticut Teacher Residency Program through CREC.

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Equitable Allocation of Resources among District Schools

The BOE allocates an equitable level of material and financial resources among district schools. A BOE Comparability of Services Policy helps ensure the equity and equivalency of instructional resources allocated to each school. The long-range fiscal plan for large capital projects, small capital expenditures and operating budgets within the Town of Granby, Board of Finance, Board of Selectmen, and BOE often agree on the annual increase for the budget. BOE class size guidelines are used to determine the number of teachers, support personnel, instructional support and instructional supplies for each building. Decisions about new programs and textbooks are made as part of a curriculum review cycle and approved by the BOE. The development of the budget includes an examination of student performance and assessment results, program evaluations, spending per school, state legislation, and accreditation recommendations. A Quality & Diversity Fund supports the district's efforts to reduce racial, ethnic and economic isolation and is used to support the needs of our Choice students, magnet school tuitions and various enrichment activities for all students.

District Profile and Performance Report for School Year 2024-25

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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	4.2	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	1	4.2	6.7
Position Eliminated or Expired	1	4.2	9.8
Position Filled Permanently	0	0.0	0.1
Resigned (no reason given)	2	8.3	32.0
Retired	8	33.3	23.7
Teach/Admin in Other CT Dist	11	45.8	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	24		

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.