

Connecticut State Department of Education

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2024-25



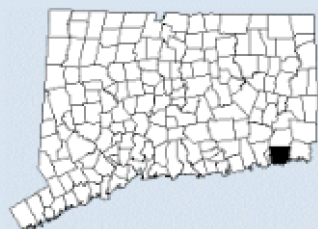
Groton School District

Susan Austin, Superintendent • 860-572-2100 • <https://www.grotonschools.org/>

District Information

Grade Range	PK-12
Number of Schools/Programs	10
Enrollment	4,009
Per Pupil Expenditures	\$20,055
Total Expenditures	\$88,501,698

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	1,916	47.8	48.4
Male	2,087	52.1	51.5
Non-Binary	6	0.1	0.1
American Indian or Alaska Native	27	0.7	0.2
Asian	238	5.9	5.2
Black or African American	295	7.4	12.4
Hispanic or Latino of any race	1,063	26.5	32.1
Native Hawaiian or Other Pacific Islander	11	0.3	0.1
Two or More Races	535	13.3	4.8
White	1,840	45.9	45.1
English Learners/Multilingual Learners	171	4.3	11.3
Eligible for Free or Reduced-Price Meals	2,712	67.6	44.8
Students with Disabilities	824	20.6	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	*	*	114	5.6
Male	401	20.7	204	9.2
Non-Binary	*	*	0	*
Black or African American	58	21.9	47	15.0
Hispanic or Latino of any race	285	28.9	117	10.1
White	259	15.3	96	5.0
English Learners/Multilingual Learners	59	32.4	20	10.0
Eligible for Free or Reduced-Price Meals	495	29.0	274	9.6
Students with Disabilities	219	28.4	98	10.1
All Students - District	748	20.1	318	7.5
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: 1,054
Number of school-based arrests: 6

District Profile and Performance Report for School Year 2024-25

Groton School District

Educators

Full-Time Equivalent (FTE) Staff

Role	FTE
General Education Teachers and Instructors	276.3
General Education Paraprofessionals	55.1
Special Education Teachers and Instructors	59.0
Special Education Paraprofessionals	146.3
District Central Office Administrators	11.0
School Level Administrators	23.2
Library/Media Specialists (Certified)	6.5
Library/Media Support Staff	2.0
Instructional Specialists Who Support Teachers	28.6
Counselors, Social Workers and School Psychologists	32.6
School Nurses	8.0
Other Staff Providing Non-Instructional Services/Support	272.4

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	15.0
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	7	1.6	1.4
Black or African American	15	3.4	4.9
Hispanic or Latino of any race	15	3.4	5.3
Native Hawaiian or Other Pacific Islander	1	0.2	0.1
Two or More Races	2	0.5	0.3
White	398	90.9	87.9

New! Educator Attrition: 2023-24

Educator Type	District Attrition Count	District Attrition Rate (%)	State Attrition Rate (%)
All Educators	39	8.5	6.8
Teachers	27	7.6	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	18	*	23	92.0
Hispanic or Latino of any race	68	97.1	55	93.2
White	99	98.0	111	97.4
English Learners/Multilingual Learners	7	*	11	*
Eligible for Free or Reduced-Price Meals	90	95.7	104	96.3
Students with Disabilities	30	96.8	52	89.7
All Students - District	226	97.0	248	95.0
All Students - State		89.2		95.3

College-and-Career-Readiness Courses include Advanced Placement®(AP), International Baccalaureate®(IB), Career and Technical Education(CTE), workplace experience and dual credit courses.

Students with Disabilities Spending 80% or Greater Time with Nondisabled Peers

Disability	Count	Rate (%)
Autism	65	47.8
Emotional Disability	33	52.4
Intellectual Disability	6	26.1
Learning Disability	257	89.2
Other Health Impairment	96	78.0
Other Disabilities	11	36.7
Speech/Language Impairment	74	94.9
All Disabilities - District	542	73.1
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

Groton School District

Students with Disabilities by Primary Disability

Disability	District Count	District Rate (%)	State Rate (%)
Autism	141	3.5	2.9
Emotional Disability	64	1.6	1.1
Intellectual Disability	23	0.6	0.6
Learning Disability	288	7.1	6.5
Other Health Impairment	124	3.1	3.6
Other Disabilities	76	1.9	1.1
Speech/Language Impairment	92	2.3	2.0
All Disabilities	808	19.9	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	52	6.4	8.2
Private Schools or Other Settings	27	3.3	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	\$46,850,064	\$10,616	\$13,471
Support services - students	\$14,270,022	\$3,500	\$1,826
Support services - instruction	\$1,905,075	\$467	\$972
Support services - general administration	\$3,091,701	\$758	\$568
Support services - school based administration	\$4,657,163	\$1,142	\$1,274
Central and other support services	\$1,755,857	\$431	\$761
Operation and maintenance of plant	\$8,737,428	\$2,143	\$2,125
Student transportation services	\$7,234,388	\$1,796	\$1,695
Food services	.	.	\$10
Enterprise operations	.	.	\$219
Total	\$88,501,698	\$20,055	\$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	\$10,753,971	42.9	26.4
Instructional Aide Salaries	\$2,749,500	11.0	10.1
Other Salaries	\$1,401,930	5.6	10.5
Employee Benefits	\$1,781,161	7.1	13.3
Purchased Services Other Than Transportation	\$1,665,676	6.7	6.8
Special Education Tuition	\$3,722,586	14.9	22.8
Supplies	\$158,853	0.6	0.6
Property Services	\$829	0.0	0.4
Purchased Services For Transportation	\$2,715,628	10.8	8.7
Equipment	\$87,663	0.4	0.2
All Other Expenditures	\$2,403	0.0	0.1
Total	\$25,040,199	100.0	100.0

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

Level	Percent (%)
District	28.3
State	25.7

Expenditures by Revenue Source: 2023-24

Revenue Source	Percent of Total (%) Excluding School Construction
Local	63.1
State	30.1
Federal	6.8
Tuition & Other	0.1

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

Groton 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	12	*	12	*	*	*
Asian	112	71.3	112	69.5	51	71.6
Black or African American	132	53.3	132	48.6	52	48.5
Hispanic or Latino of any race	532	56.5	530	52.8	231	52.5
Native Hawaiian or Other Pacific Islander	7	*	7	*	*	*
Two or More Races	248	61.4	248	57.4	102	59.7
White	921	69.1	922	65.2	373	66.4
English Learners/Multilingual Learners	122	53.9	122	51.3	47	53.4
Non-English Learners/Non-Multilingual Learners	1,842	64.4	1,841	60.5	767	61.3
Eligible for Free or Reduced-Price Meals	915	58.4	913	54.4	361	54.2
Not Eligible for Free or Reduced-Price Meals	1,049	68.3	1,050	64.7	453	66.2
Students with Disabilities	396	44.2	395	39.6	157	40.8
Students without Disabilities	1,568	68.6	1,568	65.0	657	65.7
High Needs	1,117	56.5	1,116	52.5	447	52.5
Non-High Needs	847	73.2	847	69.7	367	71.0
All Students - District	1,964	63.7	1,963	59.9	814	60.9

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	78.4	82.9	91.3	83.0	1,049	83.8
Curl Up	76.5	82.9	81.8	89.3	1,048	81.9
Push Up	56.9	72.1	69.1	80.3	1,044	68.3
Mile Run/PACER	63.7	62.0	44.9	61.0	1,041	57.8
All Tests - District	33.8	50.5	42.0	54.2	1,037	44.0
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

District Profile and Performance Report for School Year 2024-25

Groton School District

2023-24 Cohort Graduation: Four-Year

Student Group	Cohort Count	Rate (%)
Black or African American	21	90.5
Hispanic or Latino of any race	69	85.5
White	127	90.6
English Learners/Multilingual Learners	8	*
Eligible for Free or Reduced-Price Meals	160	83.8
Students with Disabilities	47	68.1
All Students - District	267	88.0
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	163	65.5
Male	*	*
Non-Binary	*	*
Black or African American	*	*
Hispanic or Latino of any race	62	48.1
White	141	65.6
English Learners/ Multilingual Learners	6	27.3
Eligible for Free or Reduced-Price Meals	92	45.5
Students with Disabilities	9	10.1
All Students - District	279	56.5
All Students - State		47.2

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

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

Sources:

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

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	69.8	91.5
Male	53.8	88.3
Non-Binary	N/A	*
Black or African American	*	*
Hispanic or Latino of any race	49.2	*
White	66.7	88.6
English Learners/ Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	47.5	92.6
Students with Disabilities	26.3	*
All Students - District	62.1	89.9
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

Groton 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	63.7	75	42.5	50	84.9	64.7
ELA Performance Index	High Needs Students	56.5	75	37.7	50	75.4	54.9
Math Performance Index	All Students	59.9	75	39.9	50	79.9	61.1
Math Performance Index	High Needs Students	52.5	75	35.0	50	70.0	50.6
Science Performance Index	All Students	60.9	75	40.6	50	81.1	62.6
Science Performance Index	High Needs Students	52.5	75	35.0	50	70.0	52.1
ELA Academic Growth	All Students	52.4%	100%	52.4	100	52.4	60.6%
ELA Academic Growth	High Needs Students	49.1%	100%	49.1	100	49.1	55.7%
Math Academic Growth	All Students	59.1%	100%	59.1	100	59.1	62.3%
Math Academic Growth	High Needs Students	56.2%	100%	56.2	100	56.2	55.9%
Progress Toward English Proficiency	Literacy	63.0%	100%	31.5	50	63.0	58.7%
Progress Toward English Proficiency	Oral	57.0%	100%	28.5	50	57.0	55.7%
Chronic Absenteeism	All Students	20.1%	<=5%	19.7	50	39.4	17.2%
Chronic Absenteeism	High Needs Students	27.2%	<=5%	5.6	50	11.2	24.8%
% Taking CCR Courses	All Students	96.0%	75%	50.0	50	100.0	92.4%
% Meeting CCR Benchmark	All Students	56.5%	75%	37.7	50	75.3	47.2%
On-track to High School Graduation	All Students	91.1%	94%	48.4	50	96.9	85.9%
4-year Graduation Rate (2024 Cohort)	All Students	88.0%	94%	93.6	100	93.6	88.9%
6-year Graduation Rate (2022 Cohort)	High Needs Students	88.4%	94%	94.0	100	94.0	87.3%
Postsecondary Entrance (Class of 2024)	All Students	62.1%	75%	82.8	100	82.8	67.0%
Physical Fitness % Meeting Health Standard	All Students	44.0%	75%	29.3	50	58.6	49.0%
Arts Access	All Students	66.5%	60%	50.0	50	100.0	55.1%
Accountability Index				1018.6	1450	70.2	

Physical Fitness Estimated Participation Rate - District: 91.1% | 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	73.2	56.5	16.7	16.9	N
Math Performance Index Gap	69.7	52.5	17.2	18.4	N
Science Performance Index Gap	71.0	52.5	18.5	18.2	Y
Graduation Rate Gap	94.0%	88.4%	5.6%	8.6%	N

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

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

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

Subject	Student Group	Participation Rate (%)
ELA	All Students	98.4
ELA	High Needs Students	97.9
Math	All Students	98.3
Math	High Needs Students	97.7
Science	All Students	97.9
Science	High Needs Students	97.1

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: 46.3

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

Groton School District

Narratives

School District Improvement Plans and Parental Outreach Activities

Groton Public Schools (GPS) realized the Groton 2020 plan with the opening of one new middle school, Groton Middle School, ensuring excellence and equity for all middle school students when it opened three years ago. This was part of the plan with the State of Connecticut to ensure racial and socioeconomic balance at all Groton schools, along with building two new elementary schools that were built on the sites of the former two middle schools with all five of our elementary schools becoming intra-district magnet schools for students in Groton. With this plan, all seven of our schools are now within +- 15% of our economic/racial makeup of 60% free/reduced lunch/students of color so our schools more closely represent and mirror our community. This plan has sustained us for the past five years and we are now embarking on a new strategic plan.

A continued goal for Groton Public Schools (GPS) for FY24 was to reduce chronic absenteeism related to some of the residual effects of the pandemic including COVID-19 breakthrough cases, susceptibility to other illnesses such as the flu and RSV, and heightened mental health challenges. We saw an improvement with the 18% chronic absenteeism in FY24, but realize we have a way to go. We continue to focus on Social Emotional learning for students and adults. GPS continues our work with Responsive Classroom, Life is Good, Bibliotherapy, Restorative Practices, and Second Step for students and staff. Groton continues to support the work of high quality instruction for ALL students with tiered interventions; using data analysis, to inform instruction. In partnership with Equal Opportunity Schools, the National Math Science Initiative (NMSI), and the National Urban League, the district is providing embedded coaching for all teachers and staff PK-12 that supports student access to rigorous coursework. Fitch High School has also seen many more underrepresented students taking AP/IB/ECE and Honors courses, and in some cases, doubling our numbers of students in those classes.

Continuing our good work with academics in both the Core instruction and SRBI tiered intervention model, funds are used to provide district wide curriculum review, evaluation, and professional development related to the Connecticut Core and NGSS Standards Initiative in ELA, Math, Science and Social Studies. Professional development will continue to include virtual webinar sessions to provide engaging instruction with the use of technology. By using excellent staff developers in Literacy and STEM such as Project Oceanography, Literacy How, and LEARN, our goal is to provide support for teaching and learning. GPS has been researching and providing professional learning in the science of reading at the elementary level and has had many teachers trained in the Wilson Program and Spire program, both aligned to the Ort-Gillingham methodology.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Groton schools continues to work to ensure that ALL our students receive a high quality education, which enables them to interact with teachers and students from the many different racial, ethnic, and economic backgrounds.

Other opportunities that supported the Groton 2020 plan was launching intra-magnet school programs and career pathways; offering enriching and diverse experience for our student population included student trips to the Mystic Seaport, the Mystic Aquarium, Project Oceanology, NESS, The Mystic Art Museum, the Eastern Connecticut Symphony Orchestra, The Nautilus Museum, to name a few, as well as our continued partnering with the U.S. Naval Submarine Base and use of its resources. This initiative further balanced our schools to mirror the community in every way, including economically.

Fitch High School students participated remotely in a regional student leadership program called More Than Words. The program engages students from New London High School, Ledyard High School and students from the Mashantucket Pequot Tribal Nation in a year-long workshop designed to promote respect for diversity and develop skills in conflict resolution.

District Profile and Performance Report for School Year 2024-25

Groton School District

Equitable Allocation of Resources among District Schools

The Groton Board of Education's policy concerning the annual distribution of resources ensures that each of the seven schools in the district receives an adequate level of material, supplies, and personnel to implement and execute educational programs. Funding is based on student enrollment, district-wide educational programs, and the unique needs of its students, commensurate with district goals and available resources to ensure equity and address needs. Groton Public Schools addresses equity concerns and outreach so that ALL students and families have access and benefit from these programs, and ALL means ALL. The district will ensure that barriers, such as gender, race, national origin, color, disability, age, socio-economics or others, will not prevent students, families, teachers, and staff from access or participation in these programs: Support engaging instruction; provide effective assessments that assist a teacher in monitoring student achievement while informing his/her instruction; Raise the rigor and relevance of instruction, especially using tenets of culturally relevant and responsive pedagogy; Lay the foundation for Access, Rigor, and Relevance through International B

District Profile and Performance Report for School Year 2024-25

Groton 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	0	0.0	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	3	10.0	6.7
Position Eliminated or Expired	0	0.0	9.8
Position Filled Permanently	0	0.0	0.1
Resigned (no reason given)	13	43.3	32.0
Retired	10	33.3	23.7
Teach/Admin in Other CT Dist	2	6.7	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	1	3.3	1.2
Took Job Related To Education	1	3.3	2.3
TOTAL	30		

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.