

Connecticut State Department of Education

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2024-25



West Haven School District

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District Information

Grade Range	PK-12
Number of Schools/Programs	12
Enrollment	5,950
Per Pupil Expenditures	\$18,600
Total Expenditures	\$127,541,037

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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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	3,114	52.3	51.5
Non-Binary	*	*	0.1
American Indian or Alaska Native	15	0.3	0.2
Asian	344	5.8	5.2
Black or African American	1,412	23.7	12.4
Hispanic or Latino of any race	2,496	41.9	32.1
Native Hawaiian or Other Pacific Islander	6	0.1	0.1
Two or More Races	280	4.7	4.8
White	1,397	23.5	45.1
English Learners/Multilingual Learners	1,370	23.0	11.3
Eligible for Free or Reduced-Price Meals	3,402	57.2	44.8
Students with Disabilities	1,188	20.0	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	*	*	154	5.1
Male	801	26.2	250	7.5
Non-Binary	*	*	0	*
Black or African American	325	23.3	117	7.8
Hispanic or Latino of any race	702	28.3	182	6.8
White	316	23.0	72	4.9
English Learners/Multilingual Learners	319	22.1	72	4.7
Eligible for Free or Reduced-Price Meals	1,057	29.6	286	7.4
Students with Disabilities	366	32.2	115	8.3
All Students - District	1,505	25.5	404	6.4
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: 2,242
Number of school-based arrests: 10

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Educators

Full-Time Equivalent (FTE) Staff

Role	FTE
General Education Teachers and Instructors	412.0
General Education Paraprofessionals	90.0
Special Education Teachers and Instructors	80.5
Special Education Paraprofessionals	88.0
District Central Office Administrators	8.1
School Level Administrators	21.5
Library/Media Specialists (Certified)	6.0
Library/Media Support Staff	0.0
Instructional Specialists Who Support Teachers	27.5
Counselors, Social Workers and School Psychologists	37.0
School Nurses	12.0
Other Staff Providing Non-Instructional Services/Support	247.0

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	11.0
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	1	0.2	1.4
Black or African American	20	3.4	4.9
Hispanic or Latino of any race	26	4.4	5.3
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	1	0.2	0.3
White	545	91.9	87.9

New! Educator Attrition: 2023-24

Educator Type	District Attrition Count	District Attrition Rate (%)	State Attrition Rate (%)
All Educators	48	8.1	6.8
Teachers	44	8.9	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	120	85.7	125	88.7
Hispanic or Latino of any race	159	80.3	231	95.5
White	101	90.2	113	94.2
English Learners/Multilingual Learners	41	58.6	72	81.8
Eligible for Free or Reduced-Price Meals	224	84.5	269	93.1
Students with Disabilities	61	85.9	93	96.9
All Students - District	412	84.6	509	93.6
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	68	35.4
Emotional Disability	27	48.2
Intellectual Disability	8	23.5
Learning Disability	366	89.7
Other Health Impairment	148	75.5
Other Disabilities	20	25.0
Speech/Language Impairment	142	86.1
All Disabilities - District	779	68.9
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	206	3.0	2.9
Emotional Disability	56	0.8	1.1
Intellectual Disability	35	0.5	0.6
Learning Disability	408	6.0	6.5
Other Health Impairment	198	2.9	3.6
Other Disabilities	132	2.0	1.1
Speech/Language Impairment	197	2.9	2.0
All Disabilities	1,232	18.2	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	162	13.1	8.2
Private Schools or Other Settings	66	5.4	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	\$99,729,663	\$14,544	\$13,471
Support services - students	\$2,483,432	\$419	\$1,826
Support services - instruction	\$322,155	\$54	\$972
Support services - general administration	\$4,894,583	\$826	\$568
Support services - school based administration	\$3,509,278	\$592	\$1,274
Central and other support services	\$857,904	\$145	\$761
Operation and maintenance of plant	\$7,153,384	\$1,207	\$2,125
Student transportation services	\$8,065,420	\$1,614	\$1,695
Food services	.	.	\$10
Enterprise operations	\$525,217	\$89	\$219
Total	\$127,541,037	\$18,600	\$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	\$7,283,183	20.2	26.4
Instructional Aide Salaries	\$4,669,275	12.9	10.1
Other Salaries	\$445,571	1.2	10.5
Employee Benefits	\$3,800,321	10.5	13.3
Purchased Services Other Than Transportation	\$748,878	2.1	6.8
Special Education Tuition	\$15,222,587	42.2	22.8
Supplies	\$69,656	0.2	0.6
Property Services	.	.	0.4
Purchased Services For Transportation	\$3,820,148	10.6	8.7
Equipment	.	.	0.2
All Other Expenditures	.	.	0.1
Total	\$36,059,619	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	38.8
State	45.8
Federal	14.9
Tuition & Other	0.5

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	156	64.3	156	63.7	69	61.9
Black or African American	687	59.1	687	54.8	291	56.7
Hispanic or Latino of any race	1,147	59.0	1,143	55.7	486	59.3
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*
Two or More Races	145	63.4	145	58.0	60	64.0
White	703	65.5	701	62.3	300	68.3
English Learners/Multilingual Learners	750	56.9	747	55.5	281	54.4
Non-English Learners/Non-Multilingual Learners	2,097	62.7	2,094	58.4	930	63.4
Eligible for Free or Reduced-Price Meals	1,716	59.6	1,710	55.9	688	58.8
Not Eligible for Free or Reduced-Price Meals	1,131	63.6	1,131	60.4	523	64.5
Students with Disabilities	560	45.7	557	39.7	206	44.3
Students without Disabilities	2,287	64.9	2,284	62.1	1,005	64.8
High Needs	2,082	58.3	2,076	54.8	833	57.6
Non-High Needs	765	69.0	765	65.4	378	69.4
All Students - District	2,847	61.2	2,841	57.7	1,211	61.3

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	94.2	95.7	84.5	82.7	1,733	89.3
Curl Up	89.8	84.0	83.2	86.1	1,733	85.7
Push Up	77.6	70.8	72.0	67.1	1,733	71.9
Mile Run/PACER	81.3	62.0	55.4	38.0	1,732	59.4
All Tests - District	67.0	54.5	52.9	33.9	1,732	52.3
All Tests - State	55.8	51.4	46.0	43.6		49.0

The Connecticut Physical Fitness Assessment (CPFA) is administered to students in Grades 4, 6, 8 and High School (HS). The health-related fitness scores gathered through the CPFA should be used to educate and motivate children and their families to increase physical activity and develop lifetime fitness habits.

Note: Only students assessed in all four areas are included in the All Tests calculation

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2023-24 Cohort Graduation: Four-Year

Student Group	Cohort Count	Rate (%)
Black or African American	139	82.7
Hispanic or Latino of any race	208	90.9
White	132	90.9
English Learners/Multilingual Learners	69	87.0
Eligible for Free or Reduced-Price Meals	332	85.2
Students with Disabilities	89	70.8
All Students - District	518	88.6
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	184	37.6
Male	*	*
Non-Binary	*	*
Black or African American	67	23.8
Hispanic or Latino of any race	123	28.0
White	85	36.6
English Learners/ Multilingual Learners	17	10.8
Eligible for Free or Reduced-Price Meals	150	27.1
Students with Disabilities	9	5.4
All Students - District	314	30.5
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.

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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	69.0	89.8
Male	46.7	79.8
Non-Binary	*	*
Black or African American	59.5	77.3
Hispanic or Latino of any race	50.5	89.8
White	60.2	90.3
English Learners/ Multilingual Learners	47.6	77.3
Eligible for Free or Reduced-Price Meals	54.3	85.2
Students with Disabilities	32.9	60.9
All Students - District	57.1	85.8
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	61.2	75	40.8	50	81.6	64.7
ELA Performance Index	High Needs Students	58.3	75	38.9	50	77.7	54.9
Math Performance Index	All Students	57.7	75	38.4	50	76.9	61.1
Math Performance Index	High Needs Students	54.8	75	36.5	50	73.1	50.6
Science Performance Index	All Students	61.3	75	40.9	50	81.7	62.6
Science Performance Index	High Needs Students	57.6	75	38.4	50	76.8	52.1
ELA Academic Growth	All Students	63.5%	100%	63.5	100	63.5	60.6%
ELA Academic Growth	High Needs Students	63.1%	100%	63.1	100	63.1	55.7%
Math Academic Growth	All Students	63.9%	100%	63.9	100	63.9	62.3%
Math Academic Growth	High Needs Students	61.1%	100%	61.1	100	61.1	55.9%
Progress Toward English Proficiency	Literacy	67.3%	100%	33.7	50	67.3	58.7%
Progress Toward English Proficiency	Oral	61.0%	100%	30.5	50	61.0	55.7%
Chronic Absenteeism	All Students	25.5%	<=5%	9.0	50	18.0	17.2%
Chronic Absenteeism	High Needs Students	28.5%	<=5%	3.0	50	6.0	24.8%
% Taking CCR Courses	All Students	89.3%	75%	50.0	50	100.0	92.4%
% Meeting CCR Benchmark	All Students	30.5%	75%	20.3	50	40.6	47.2%
On-track to High School Graduation	All Students	89.8%	94%	47.8	50	95.5	85.9%
4-year Graduation Rate (2024 Cohort)	All Students	88.6%	94%	94.3	100	94.3	88.9%
6-year Graduation Rate (2022 Cohort)	High Needs Students	84.3%	94%	89.7	100	89.7	87.3%
Postsecondary Entrance (Class of 2024)	All Students	57.1%	75%	76.1	100	76.1	67.0%
Physical Fitness % Meeting Health Standard	All Students	52.3%	75%	34.8	50	69.7	49.0%
Arts Access	All Students	35.8%	60%	29.9	50	59.7	55.1%
Accountability Index				1004.4	1450	69.3	

Physical Fitness Estimated Participation Rate - District: 96.3% | 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	69.0	58.3	10.7	16.9	N
Math Performance Index Gap	65.4	54.8	10.6	18.4	N
Science Performance Index Gap	69.4	57.6	11.8	18.2	N
Graduation Rate Gap	94.0%	84.3%	9.7%	8.6%	Y

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

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

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

Subject	Student Group	Participation Rate (%)
ELA	All Students	98.1
ELA	High Needs Students	97.7
Math	All Students	97.9
Math	High Needs Students	97.5
Science	All Students	97.3
Science	High Needs Students	96.5

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: 49.3

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

West Haven Board of Education continues to work in accordance with the State Department of Education's School improvement plan. Procedures and practices are in place to ensure that all students have access, and the support needed to achieve and be successful in learning. Research-based strategies are in place in all schools, grades PreK to 12 to improve student achievement. The district offers professional development to staff that are research based and reflective of the essential needs of the student population. The district improvement plan has a strong emphasis on collaboration, using data driven decisions tools, curriculum design that is continually updated, ongoing student assessment and monitoring, as well as variety of resources. Each one of the schools in district reflects the District Improvement Plan but also customizes it to meet the needs of the learners they support. Curriculum on all levels, PreK to Grade 12, in the area language arts, mathematics, science and social studies are aligned and based on the Connecticut State Standards and national standards. The curriculum is grounded in scientifically based strategies, which address the differing needs of all students, including our special education population as well as the English Language Learners. To that end, we provide ongoing training for new and tenured teachers that focus on continued development of their expertise in work to address all students' needs. Curricula are displayed on the district's website so parents can view and be informed. The district has implemented a state approved program, Benchmark that focuses on not only the foundational skills, but all academic skills that support reading mastery. The district continues to provide resources including software, and technology as well as hands on manipulatives, and texts. The focus on students' social and emotional skills continues utilizing classroom programs, district activities, partnerships, and other resources. Students in our special education programs are centered around keeping our students in the least restrictive environment. They are provided the supports in district that help them to be successful in their learning career.

Truancy is addressed in a variety of methods, both to prevent absences, as well as addressing them and offering support for families. Parents are informed at the beginning of the year of the district policy and the effects it has on learners, starting with our youngest population. Handbooks are posted on both the district and school website. Personal phone calls are made by school staff which include the classroom teacher and school social worker to communicate the importance of attending school, along with emails and letters. The school outreach workers make home visits to families to give support as needed. Supports through ACES have worked with individual families on welcoming to the district and offering resources. Parent communication is done via email, newsletters, or apps, done in languages represented in district. Families have access to Power School to not only monitor their child's attendance but view the academic progress their child is making. School based activities promote attendance, such as assemblies and certificates. Parent communication is encouraged to be done, by all staff, for positive as well as challenging issues.

Efforts to Reduce Racial, Ethnic and Economic Isolation

West Haven District has been committed to working towards reducing racial, ethnic, and economic isolation for all students in our community. The district presently has approximately 1,300 English Language Learners. Due to the changing demographics, we work to make sure all students receive instructional support and curricula on their level, as well as challenging them to excel in school. Additional staff to sustain our work with EL students has been hired. Staff meet regularly during Data Teams, Student Assistance meetings, Crisis Interventions, and attendance committees to discuss students' academic work as well as their emotional wellbeing. Social Workers as well as the Outreach team meet with families on an individual basis and work on building a relationship with the schools and staff. Community Supports, such as Bridges, WINC and clinics, help support students' physical health and mental wellbeing.

The district has maintained and continues to build upon our community relationships, which include after school activities, clubs, enrichment, programs that build teamwork and trust as well as recreational activities. We have partnerships with the local universities, such as University of New Haven, Yale University, Gateway Community College, Albertus and Southern Connecticut State College. We collaborate with the Community House for school readiness programs, as well as the before and after school programs, and summer programs. All activities as well as programs are designed to involve children and families in their community schools to reduce not only racial and ethnic isolation, but equally important economic isolation.

The schools in the district hold family nights, for literacy, numeracy as well as college and career opportunities. Conferences, PPT's, 504 meetings, newsletters and email communication are generated with Spanish and other translations as well as information on the district website. The district has partnered with TRP (Teacher Residency Program) to train culturally diverse staff to become teachers in the district.

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Equitable Allocation of Resources among District Schools

West Haven Board of Education allocation of funds to its schools on a per pupil basis. The District Coordinators, School Administrators and Central Office Staff develop the yearly budget to reflect the needs of our changing school population and community. The budget process considers the needs of the individual buildings which vary in relationship to programs and initiatives, as well as the educational, social, and emotional needs of the student population. Each school budget is designed to ensure comparable resources are distributed across the district. This includes staff, resources, technology, and special materials needed for individual programs and student population. The district-wide content area coordinators are up to date on implementation of any major curriculum changes and related professional development, or state initiatives, to ensure equal access of content for all youngsters in the district. West Haven is committed to following all state and federal guidelines when allocating grant funds, thus ensuring that students most in need will benefit.

The Board of Education is committed to ensuring equal access to the curriculum and equitable allocation of all resources.

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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	3.3	2.1
Deceased	0	0.0	0.5
District/School Shut Down	0	0.0	0.0
Moved Out of State	3	10.0	2.2
Personal Reasons	1	3.3	6.7
Position Eliminated or Expired	0	0.0	9.8
Position Filled Permanently	0	0.0	0.1
Resigned (no reason given)	6	20.0	32.0
Retired	10	33.3	23.7
Teach/Admin in Other CT Dist	9	30.0	18.0
Teach/Admin in CT Nonpublic School	0	0.0	0.1
Teach/Admin Out-of-State (public or private)	0	0.0	1.3
Terminated	0	0.0	1.2
Took Job Related To Education	0	0.0	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.