

Connecticut State Department of Education

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2024-25



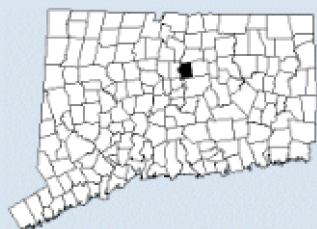
East Hartford School District

Thomas Anderson, Superintendent • 860-622-5100 • <http://www.easthartford.org/>

District Information

Grade Range	PK-12
Number of Schools/Programs	15
Enrollment	6,504
Per Pupil Expenditures	\$17,348
Total Expenditures	\$143,066,827

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	3,087	47.5	48.4
Male	3,417	52.5	51.5
Non-Binary	0	0.0	0.1
American Indian or Alaska Native	19	0.3	0.2
Asian	242	3.7	5.2
Black or African American	1,951	30.0	12.4
Hispanic or Latino of any race	3,455	53.1	32.1
Native Hawaiian or Other Pacific Islander	14	0.2	0.1
Two or More Races	210	3.2	4.8
White	613	9.4	45.1
English Learners/Multilingual Learners	1,281	19.7	11.3
Eligible for Free or Reduced-Price Meals	3,975	61.1	44.8
Students with Disabilities	1,549	23.8	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	648	21.9	391	11.9
Male	818	24.9	615	16.8
Non-Binary	0	0.0	0	*
Black or African American	350	18.5	341	16.4
Hispanic or Latino of any race	935	28.2	553	14.9
White	103	17.6	54	8.3
English Learners/Multilingual Learners	352	26.9	197	14.2
Eligible for Free or Reduced-Price Meals	1,146	28.2	745	16.3
Students with Disabilities	507	34.5	320	17.8
All Students - District	1,466	23.5	1,006	14.5
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: 1,433
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	455.1
General Education Paraprofessionals	65.0
Special Education Teachers and Instructors	87.7
Special Education Paraprofessionals	107.0
District Central Office Administrators	14.0
School Level Administrators	26.0
Library/Media Specialists (Certified)	5.0
Library/Media Support Staff	9.0
Instructional Specialists Who Support Teachers	28.0
Counselors, Social Workers and School Psychologists	53.0
School Nurses	21.0
Other Staff Providing Non-Instructional Services/Support	461.0

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	15	2.2	1.4
Black or African American	61	9.1	4.9
Hispanic or Latino of any race	42	6.3	5.3
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	1	0.2	0.3
White	553	82.3	87.9

New! Educator Attrition: 2023-24

Educator Type	District Attrition Count	District Attrition Rate (%)	State Attrition Rate (%)
All Educators	75	11.3	6.8
Teachers	59	11	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	137	71.4	199	95.7
Hispanic or Latino of any race	198	67.8	291	91.5
White	38	77.6	37	100.0
English Learners/Multilingual Learners	62	52.1	63	75.0
Eligible for Free or Reduced-Price Meals	251	72.1	352	94.6
Students with Disabilities	83	66.9	145	94.8
All Students - District	406	71.2	566	93.4
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	107	36.9
Emotional Disability	58	51.8
Intellectual Disability	7	16.3
Learning Disability	520	85.2
Other Health Impairment	267	78.3
Other Disabilities	16	19.3
Speech/Language Impairment	82	94.3
All Disabilities - District	1,057	67.5
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	328	4.3	2.9
Emotional Disability	112	1.5	1.1
Intellectual Disability	43	0.6	0.6
Learning Disability	612	7.9	6.5
Other Health Impairment	346	4.5	3.6
Other Disabilities	127	1.6	1.1
Speech/Language Impairment	109	1.4	2.0
All Disabilities	1,677	21.8	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	302	18.0	8.2
Private Schools or Other Settings	21	1.3	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	\$91,225,323	\$11,062	\$13,471
Support services - students	\$9,074,883	\$1,422	\$1,826
Support services - instruction	\$2,028,771	\$318	\$972
Support services - general administration	\$59,918	\$9	\$568
Support services - school based administration	\$9,994,685	\$1,567	\$1,274
Central and other support services	\$10,103,365	\$1,584	\$761
Operation and maintenance of plant	\$12,330,063	\$1,933	\$2,125
Student transportation services	\$8,249,818	\$1,502	\$1,695
Food services	.	.	\$10
Enterprise operations	.	.	\$219
Total	\$143,066,827	\$17,348	\$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	\$10,474,271	28.4	26.4
Instructional Aide Salaries	\$3,119,795	8.5	10.1
Other Salaries	\$5,770,026	15.6	10.5
Employee Benefits	\$3,481,066	9.4	13.3
Purchased Services Other Than Transportation	\$802,578	2.2	6.8
Special Education Tuition	\$9,126,231	24.7	22.8
Supplies	\$251,998	0.7	0.6
Property Services	\$9,345	0.0	0.4
Purchased Services For Transportation	\$3,838,425	10.4	8.7
Equipment	\$1,480	0.0	0.2
All Other Expenditures	\$250	0.0	0.1
Total	\$36,875,465	100.0	100.0

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

Level	Percent (%)
District	25.8
State	25.7

Expenditures by Revenue Source: 2023-24

Revenue Source	Percent of Total (%) Excluding School Construction
Local	37.0
State	49.3
Federal	9.5
Tuition & Other	4.2

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	112	67.8	112	66.7	50	72.3
Black or African American	935	58.2	928	51.9	422	57.2
Hispanic or Latino of any race	1,558	55.6	1,556	52.9	710	55.0
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*
Two or More Races	105	61.3	103	55.5	40	61.1
White	306	68.7	306	64.8	121	70.3
English Learners/Multilingual Learners	648	49.7	649	49.2	314	48.3
Non-English Learners/Non-Multilingual Learners	2,382	60.7	2,370	55.9	1,032	60.8
Eligible for Free or Reduced-Price Meals	1,991	55.9	1,984	51.1	838	54.7
Not Eligible for Free or Reduced-Price Meals	1,039	63.1	1,035	60.7	508	63.3
Students with Disabilities	719	40.9	713	35.9	324	40.1
Students without Disabilities	2,311	63.8	2,306	60.2	1,022	63.6
High Needs	2,344	54.7	2,333	50.6	1,018	53.2
Non-High Needs	686	71.0	686	67.4	328	72.6
All Students - District	3,030	58.4	3,019	54.4	1,346	57.9

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	88.5	75.3	92.9	68.2	1,738	81.3
Curl Up	86.2	79.3	93.4	65.0	1,738	81.0
Push Up	75.6	62.9	78.0	62.0	1,738	69.7
Mile Run/PACER	81.7	63.4	74.6	36.4	1,738	64.1
All Tests - District	64.0	39.4	64.3	32.0	1,737	50.1
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	152	90.8
Hispanic or Latino of any race	253	79.4
White	55	83.6
English Learners/Multilingual Learners	72	70.8
Eligible for Free or Reduced-Price Meals	334	82.0
Students with Disabilities	106	66.0
All Students - District	499	84.6
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	217	40.0
Male	189	29.8
Non-Binary	N/A	N/A
Black or African American	131	32.8
Hispanic or Latino of any race	185	30.3
White	44	51.2
English Learners/ Multilingual Learners	34	16.7
Eligible for Free or Reduced-Price Meals	210	29.2
Students with Disabilities	19	6.9
All Students - District	406	34.5
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	68.6	77.5
Male	41.6	66.7
Non-Binary	N/A	N/A
Black or African American	54.9	77.9
Hispanic or Latino of any race	52.0	68.5
White	68.1	77.8
English Learners/ Multilingual Learners	36.8	*
Eligible for Free or Reduced-Price Meals	46.4	65.6
Students with Disabilities	26.1	48.0
All Students - District	55.7	73.0
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	58.4	75	38.9	50	77.8	64.7
ELA Performance Index	High Needs Students	54.7	75	36.5	50	72.9	54.9
Math Performance Index	All Students	54.4	75	36.3	50	72.6	61.1
Math Performance Index	High Needs Students	50.6	75	33.7	50	67.5	50.6
Science Performance Index	All Students	57.9	75	38.6	50	77.2	62.6
Science Performance Index	High Needs Students	53.2	75	35.5	50	70.9	52.1
ELA Academic Growth	All Students	56.8%	100%	56.8	100	56.8	60.6%
ELA Academic Growth	High Needs Students	54.5%	100%	54.5	100	54.5	55.7%
Math Academic Growth	All Students	57.9%	100%	57.9	100	57.9	62.3%
Math Academic Growth	High Needs Students	56.6%	100%	56.6	100	56.6	55.9%
Progress Toward English Proficiency	Literacy	59.1%	100%	29.5	50	59.1	58.7%
Progress Toward English Proficiency	Oral	54.1%	100%	27.1	50	54.1	55.7%
Chronic Absenteeism	All Students	23.5%	<=5%	13.0	50	26.0	17.2%
Chronic Absenteeism	High Needs Students	27.5%	<=5%	4.9	50	9.9	24.8%
% Taking CCR Courses	All Students	82.7%	75%	50.0	50	100.0	92.4%
% Meeting CCR Benchmark	All Students	34.5%	75%	23.0	50	46.0	47.2%
On-track to High School Graduation	All Students	73.0%	94%	38.8	50	77.6	85.9%
4-year Graduation Rate (2024 Cohort)	All Students	84.6%	94%	90.0	100	90.0	88.9%
6-year Graduation Rate (2022 Cohort)	High Needs Students	89.4%	94%	95.1	100	95.1	87.3%
Postsecondary Entrance (Class of 2024)	All Students	55.7%	75%	74.3	100	74.3	67.0%
Physical Fitness % Meeting Health Standard	All Students	50.1%	75%	33.4	50	66.8	49.0%
Arts Access	All Students	65.6%	60%	50.0	50	100.0	55.1%
Accountability Index				974.3	1450	67.2	

Physical Fitness Estimated Participation Rate - District: 95.4% | 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	71.0	54.7	16.4	16.9	N
Math Performance Index Gap	67.4	50.6	16.8	18.4	N
Science Performance Index Gap	72.6	53.2	19.4	18.2	Y
Graduation Rate Gap	94.0%	89.4%	4.6%	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	98.1
ELA	High Needs Students	97.7
Math	All Students	97.9
Math	High Needs Students	97.5
Science	All Students	98.3
Science	High Needs Students	97.9

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: 46.7

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

East Hartford Public Schools (EHPS) develops and monitors an annual district improvement plan focused on five priorities: Accelerate Achievement for Every Child; Caring and Empowering Supports; Transform Structures and Systems; Diversify and Grow our Workforce; Expand Opportunities and Options for Success. The district's work on each of these five priorities is shared with the Board of Education, School Administrators and members of the District Data Teams in its effort to attain the district mission: to deliver a high-quality learning experience to every child, every day. Principals work with families, students and staff to develop school based strategic plans that support the district's priorities. Special education services are provided to eligible children from birth to age 21. This is done through continuous assessment and auditing of programs through the Educational Benefit Review Process to ensure that supports for eligible students are differentiated and appropriately delivered. A continuum of services, ranging from self-contained programs for students with Autism to services provided in the general education environment, are offered to all special education students. The co-teaching model is an approach to instruction that is implemented across the district. In order to continue to grow in delivering services through this model, professional development is provided to teachers and staff to ensure multiple modes of delivery and practice.

On an annual basis, the Special Education Resource Fair is held for parents and families. This Resource Fair is highly attended bringing families together with school district personnel, community based resources and information. EHPS communicates regularly with parents about the importance of students' attendance at school. The district's Attendance Taskforce created an Attendance Toolkit that provides school level administrators with strategies for decreasing chronic absenteeism. Student attendance is monitored daily, and regular communication families with updates about their child's attendance record are consistent practices. Attendance celebrations are held to demonstrate the importance of coming to school on a regular basis. Principals, social workers, teachers and counselors hold school based attendance meetings and when necessary, develop an individualized attendance plan with families. Teams of support staff conduct home visits to determine the cause of truancy and to assist families in need of support. In an effort to continually improve its relationships with the families it serves, EHPS offers several opportunities for them to benefit from its programs as well as to provide the district with suggestions for improvement. As a part of its Parent University, the You for Youth Parent education enrichment program provides opportunities for elementary students and their families to practice and learn together about literacy, math and the use of technology while learning. The district's Office of Family and Community Partnerships facilitates leadership training sessions on topics such as how to develop their child's literacy and mathematics skills at home. Each school has active parent organizations that communicate information about programs and events; these also provide information to families about relevant topics such as internet safety, social emotional learning, as well as enrichment.

Efforts to Reduce Racial, Ethnic and Economic Isolation

The East Hartford Public Schools system reflects the diversity of its community. As active participants in School/Business Partnerships, Inter-Elementary Music Festivals, magnet schools, and inter-district grant programs, our students are provided with multiple opportunities to interact with their peers inside and outside of East Hartford as well as adults in the community. East Hartford's choice program allows students to attend several schools in the district based on their interests and needs. At the elementary level, families can elect for their child to attend a neighborhood school or a theme-based school. The O'Connell Elementary School offers the International Baccalaureate's (IB) Primary Years Programme (PYP) which focuses on developing international-minded students through an inquiry-based approach to instruction. Middle school students can enroll at Sunset Ridge, a small IB Middle Years Programme (MYP), or the district's large comprehensive middle school, East Hartford Middle School. As a Sheff magnet school, the Connecticut IB Academy (CIBA) continues its dedication to equity, access and excellence, enrolling students from urban and suburban cities and towns in the Greater Hartford area through the Regional School Choice lottery. East Hartford Public Schools has actively sought out additional opportunities so that its students have experiences with peers and adults who represent different cultures. After school programs and extracurricular clubs offer students the ability to develop their knowledge, skills and understanding of music and dance, and the School Business partnership has developed a mentoring program which pairs students with adults who work in local businesses. East Hartford continues to successfully receive grant funding from 21 Century, and the United Way in efforts to support this work and increase access and availability to our students. In an effort to improve its work with the students and families it serves, teachers and administrators have engaged in a comprehensive cultural competency programming and professional learning opportunities. As a part of the international theme, EHPS also welcomes foreign exchange students each year and participates in sister school exchanges with schools in Denmark and China.

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Equitable Allocation of Resources among District Schools

East Hartford Board of Education supports the equitable allocation of resources among the district's schools through the budget development process. The proposed budget is analyzed to ensure that all programs are supported at appropriate levels. Staffing and materials are audited by the district, and resources are reallocated if necessary after continuous review of school staffing profiles and comprehensive student performance data. Funding for instructional supplies is based on enrollment to ensure equity, and these resources are obtained through a central purchasing process and subsequently distributed. The annual budget is presented to the Board of Education, Town Council and the public. The district continues to expand services for students with special needs and an entire department team of teachers is dedicated to provide support for English Learners. These specific subgroups continue to grow within our community. Funding is often supplemented by federal and state grants. In an effort to enhance the quality of instruction offered to students district-wide, the staff receives professional development and access to technology has been made equitable across schools.

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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	0	0.0	2.1
Deceased	0	0.0	0.5
District/School Shut Down	0	0.0	0.0
Moved Out of State	1	6.3	2.2
Personal Reasons	1	6.3	6.7
Position Eliminated or Expired	0	0.0	9.8
Position Filled Permanently	0	0.0	0.1
Resigned (no reason given)	9	56.3	32.0
Retired	1	6.3	23.7
Teach/Admin in Other CT Dist	4	25.0	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	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.