

Connecticut State Department of Education

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2024-25



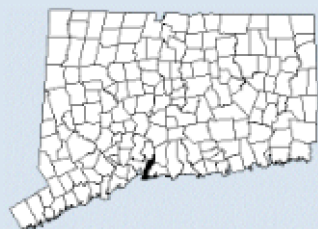
East Haven School District

Erica Forti, Superintendent • 203-468-3261 • <http://www.east-haven.k12.ct.us>

District Information

Grade Range	PK-12
Number of Schools/Programs	8
Enrollment	2,857
Per Pupil Expenditures	\$18,985
Total Expenditures	\$61,282,763

Expenditure data reflect the 2023-24 school year.



Community Information

AdvanceCT Town Profiles provide summary demographic and economic information for Connecticut's municipalities at <https://www.advancect.org/site-selection/town-profiles>

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Notes

Unless otherwise noted, all data are for 2024-25 and include all grades offered by the district.

In most tables, data are displayed only for the three major race/ethnicity categories. For additional race/ethnicity categories, please visit <https://public-edsight.ct.gov>

State totals are not displayed as they are not comparable to district totals.

Special Education tables reflect only students for whom the district is fiscally responsible.

* When an asterisk is displayed, data have been suppressed to safeguard student confidentiality. Complete data suppression guidelines are available at <https://tinyurl.com/SuppressionPolicy>

N/A is displayed when a category is not applicable for a district or school.

Students

October 1, 2024 Enrollment

Student Group	District Count	District Percent (%)	State Percent (%)
Female	*	*	48.4
Male	1,474	51.6	51.5
Non-Binary	*	*	0.1
American Indian or Alaska Native	*	*	0.2
Asian	90	3.2	5.2
Black or African American	182	6.4	12.4
Hispanic or Latino of any race	1,232	43.1	32.1
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	106	3.7	4.8
White	1,239	43.4	45.1
English Learners/Multilingual Learners	390	13.7	11.3
Eligible for Free or Reduced-Price Meals	1,681	58.8	44.8
Students with Disabilities	563	19.7	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	226	17.7	38	2.6
Male	*	*	83	5.3
Non-Binary	*	*	0	*
Black or African American	29	16.9	20	10.2
Hispanic or Latino of any race	182	15.9	50	3.8
White	202	18.3	45	3.5
English Learners/Multilingual Learners	71	16.4	16	3.6
Eligible for Free or Reduced-Price Meals	334	21.5	89	4.9
Students with Disabilities	119	22.8	41	6.4
All Students - District	449	17.2	121	4.0
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: Fewer than 6
Number of school-based arrests: 0

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Educators

Full-Time Equivalent (FTE) Staff

Role	FTE
General Education Teachers and Instructors	196.6
General Education Paraprofessionals	52.3
Special Education Teachers and Instructors	35.0
Special Education Paraprofessionals	77.3
District Central Office Administrators	6.0
School Level Administrators	14.0
Library/Media Specialists (Certified)	1.0
Library/Media Support Staff	2.8
Instructional Specialists Who Support Teachers	19.0
Counselors, Social Workers and School Psychologists	24.0
School Nurses	7.7
Other Staff Providing Non-Instructional Services/Support	197.1

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	14.1
State	13.0

Educators by Race/Ethnicity

Race/Ethnicity	District Count	District Percent (%)	State Percent (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	2	0.7	1.4
Black or African American	2	0.7	4.9
Hispanic or Latino of any race	12	4.1	5.3
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.3
White	280	94.6	87.9

New! Educator Attrition: 2023-24

Educator Type	District Attrition Count	District Attrition Rate (%)	State Attrition Rate (%)
All Educators	38	12.3	6.8
Teachers	32	13	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	19	90.5	15	*
Hispanic or Latino of any race	81	89.0	91	96.8
White	91	100.0	97	95.1
English Learners/Multilingual Learners	15	68.2	23	95.8
Eligible for Free or Reduced-Price Meals	102	98.1	114	95.0
Students with Disabilities	35	100.0	48	87.3
All Students - District	205	94.5	213	96.4
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	45	42.5
Emotional Disability	18	62.1
Intellectual Disability	*	*
Learning Disability	178	72.1
Other Health Impairment	52	71.2
Other Disabilities	*	*
Speech/Language Impairment	36	81.8
All Disabilities - District	338	62.7
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	111	3.7	2.9
Emotional Disability	29	1.0	1.1
Intellectual Disability	16	0.5	0.6
Learning Disability	248	8.4	6.5
Other Health Impairment	73	2.5	3.6
Other Disabilities	41	1.4	1.1
Speech/Language Impairment	47	1.6	2.0
All Disabilities	565	19.0	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	56	9.9	8.2
Private Schools or Other Settings	25	4.4	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	\$38,173,091	\$11,826	\$13,471
Support services - students	\$5,066,749	\$1,767	\$1,826
Support services - instruction	\$3,525,512	\$1,230	\$972
Support services - general administration	\$2,302,538	\$803	\$568
Support services - school based administration	\$2,398,363	\$837	\$1,274
Central and other support services	\$1,961,623	\$684	\$761
Operation and maintenance of plant	\$3,507,644	\$1,223	\$2,125
Student transportation services	\$4,346,515	\$1,964	\$1,695
Food services	.	.	\$10
Enterprise operations	\$728	\$0	\$219
Total	\$61,282,763	\$18,985	\$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	\$3,039,392	16.8	26.4
Instructional Aide Salaries	\$1,723,616	9.5	10.1
Other Salaries	\$1,446,950	8.0	10.5
Employee Benefits	\$1,267,471	7.0	13.3
Purchased Services Other Than Transportation	\$1,118,799	6.2	6.8
Special Education Tuition	\$7,344,231	40.5	22.8
Supplies	\$53,249	0.3	0.6
Property Services	\$436	0.0	0.4
Purchased Services For Transportation	\$2,114,511	11.7	8.7
Equipment	\$17,704	0.1	0.2
All Other Expenditures	.	.	0.1
Total	\$18,126,357	100.0	100.0

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

Level	Percent (%)
District	29.6
State	25.7

Expenditures by Revenue Source: 2023-24

Revenue Source	Percent of Total (%) Excluding School Construction
Local	51.6
State	39.0
Federal	7.1
Tuition & Other	2.2

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	*	*	*	*	19	*
Black or African American	78	59.7	77	50.1	35	55.2
Hispanic or Latino of any race	558	57.5	556	51.3	245	58.1
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	44	61.5	43	51.2	*	*
White	580	61.2	580	56.5	239	63.9
English Learners/Multilingual Learners	240	55.0	240	51.3	92	52.0
Non-English Learners/Non-Multilingual Learners	1,065	60.8	1,061	54.7	463	62.6
Eligible for Free or Reduced-Price Meals	809	57.2	806	51.4	330	57.0
Not Eligible for Free or Reduced-Price Meals	496	63.9	495	58.4	225	66.5
Students with Disabilities	267	42.7	265	37.6	106	43.1
Students without Disabilities	1,038	64.1	1,036	58.3	449	65.1
High Needs	934	56.6	931	51.1	384	56.3
Non-High Needs	371	67.6	370	61.6	171	71.1
All Students - District	1,305	59.7	1,301	54.0	555	60.8

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	93.5	89.4	90.4	80.2	807	88.1
Curl Up	94.7	90.3	91.4	87.6	809	90.9
Push Up	84.0	75.8	81.6	71.1	808	77.8
Mile Run/PACER	96.2	87.9	80.6	63.9	805	81.6
All Tests - District	78.4	72.5	67.3	47.4	801	65.9
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	15	*
Hispanic or Latino of any race	100	83.0
White	118	80.5
English Learners/Multilingual Learners	27	81.5
Eligible for Free or Reduced-Price Meals	139	75.5
Students with Disabilities	50	72.0
All Students - District	241	82.6
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	103	51.2
Male	*	*
Non-Binary	*	*
Black or African American	15	41.7
Hispanic or Latino of any race	67	36.2
White	95	49.2
English Learners/ Multilingual Learners	6	13.0
Eligible for Free or Reduced-Price Meals	85	37.9
Students with Disabilities	8	8.9
All Students - District	191	43.6
All Students - State		47.2

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

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

Sources:

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

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ACT® statistics derived from data provided by ACT, Inc.

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IB® statistics derived from data provided by the International Baccalaureate Organization.

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College Entrance and Persistence

Student Group	Class of 2024 Entrance Rate (%)	Class of 2023 Persistence Rate (%)
Female	78.8	88.6
Male	*	90.9
Non-Binary	*	N/A
Black or African American	*	*
Hispanic or Latino of any race	59.5	94.4
White	63.1	90.9
English Learners/ Multilingual Learners	40.9	*
Eligible for Free or Reduced-Price Meals	59.5	88.9
Students with Disabilities	46.7	*
All Students - District	62.1	89.3
All Students - State	67.0	88.2

College entrance refers to the percent of high school graduates from the year who enrolled in college any time during the first year after high school.

College persistence refers to the percent of students who enrolled in college the first year after high school and returned for a second year (Freshman to Sophomore persistence).

Source: National Student Clearinghouse

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Next Generation Accountability Results

Connecticut's Next Generation Accountability System is a broad set of 12 indicators that help tell the story of how well a district/school is preparing its students for success in college, careers, and life. It moves beyond test scores and graduation rates to provide a more holistic, multifactor perspective of district and school performance.

Indicator	Student Group	Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	59.7	75	39.8	50	79.6	64.7
ELA Performance Index	High Needs Students	56.6	75	37.7	50	75.5	54.9
Math Performance Index	All Students	54.0	75	36.0	50	72.1	61.1
Math Performance Index	High Needs Students	51.1	75	34.0	50	68.1	50.6
Science Performance Index	All Students	60.8	75	40.6	50	81.1	62.6
Science Performance Index	High Needs Students	56.3	75	37.5	50	75.0	52.1
ELA Academic Growth	All Students	60.8%	100%	60.8	100	60.8	60.6%
ELA Academic Growth	High Needs Students	58.6%	100%	58.6	100	58.6	55.7%
Math Academic Growth	All Students	54.2%	100%	54.2	100	54.2	62.3%
Math Academic Growth	High Needs Students	52.4%	100%	52.4	100	52.4	55.9%
Progress Toward English Proficiency	Literacy	58.4%	100%	29.2	50	58.4	58.7%
Progress Toward English Proficiency	Oral	56.1%	100%	28.1	50	56.1	55.7%
Chronic Absenteeism	All Students	17.2%	<=5%	25.5	50	51.1	17.2%
Chronic Absenteeism	High Needs Students	20.2%	<=5%	19.7	50	39.3	24.8%
% Taking CCR Courses	All Students	95.4%	75%	50.0	50	100.0	92.4%
% Meeting CCR Benchmark	All Students	43.6%	75%	29.1	50	58.1	47.2%
On-track to High School Graduation	All Students	85.4%	94%	45.4	50	90.8	85.9%
4-year Graduation Rate (2024 Cohort)	All Students	82.6%	94%	87.8	100	87.8	88.9%
6-year Graduation Rate (2022 Cohort)	High Needs Students	75.6%	94%	80.4	100	80.4	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	65.9%	75%	43.9	50	87.9	49.0%
Arts Access	All Students	67.0%	60%	50.0	50	100.0	55.1%
Accountability Index				1023.6	1450	70.6	

Physical Fitness Estimated Participation Rate - District: 95.0% | 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	67.6	56.6	11.0	16.9	N
Math Performance Index Gap	61.6	51.1	10.5	18.4	N
Science Performance Index Gap	71.1	56.3	14.9	18.2	N
Graduation Rate Gap	94.0%	75.6%	18.4%	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	98.9
ELA	High Needs Students	98.6
Math	All Students	98.6
Math	High Needs Students	98.3
Science	All Students	97.9
Science	High Needs Students	97.4

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: 45.8

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 Haven Public Schools is committed to providing all students with opportunities and resources necessary to ensure consistent progress toward achieving our Vision of the Graduate. The attributes of our vision—responsible citizen, goal-directed and resilient individual, informed thinker, powerful and effective communicator, and resourceful problem solver—are the foundation of decision-making and efforts to improve programs and services for all students.

EHPS operationalizes our vision to help students prepare for life within and beyond the walls of our schools. Expansion of course offerings in middle and high school in manufacturing, culinary, and other CTE programs ensure opportunities for students to engage in career exploration and training. Inclusion practices, academic supports, and extracurricular activities provide exceptional learners opportunities to extend learning and expand relationships. The community has engaged in thoughtful revision of the special education life skills and transition academy programs, developing authentic opportunities to involve participants in the school community in purposeful ways, while addressing literacy, numeracy, and job skills.

EHPS recognizes that our families are integral to helping every student achieve the Vision of the Graduate. In an effort to strengthen this collaboration with families, East Haven utilizes the Parent Square platform to enhance two-way communication. Parent Square allows for immediate translation of messages to a family's first language of choice and allows recipients to share feedback, questions, and messages to the sender. Information may be received through SMS or email, allowing schools to reach families more effectively. Additionally, family literacy nights, FAFSA support and college planning nights, a Dual Enrollment Information Night, and an ESL Family Night were organized to invite families into our schools, provide resources, and solidify partnerships.

The EHPS Vision of the Graduate is grounded in the belief that a student's attendance is critical to their success. School data teams review attendance data and representatives participate in district-level meetings to share strategies and progress. Aggregate monitoring data is provided to schools monthly along with student-level data to support responsive intervention steps. These include a range of needs-based strategies including home visits, wrap-around services (i.e. relationship building, resource sharing, school-based health services, needs assessments), and policy-based motivational strategies (such as linking attendance to participation in extracurricular programs). In all schools, family engagement is an attendance priority with school personnel engaging in progress reviews with individual students and their families.

Creating further alignment with the vision, EHHS administrators, support staff and Central Office administrators conducted quarterly, personalized on-track meetings with every grade nine student. Meetings were guided by questions on topics including: attendance patterns, academic progress, transition to the high school environment, available supports, short and long term goal-setting, and full participation in the school community. District Student of the Month ceremonies, aligned to the attributes of the EHPS Vision of the Graduate, celebrate student progress and success.

Efforts to Reduce Racial, Ethnic and Economic Isolation

East Haven Public Schools strives to foster a learning community where all students feel accepted, connected, and valued. EHPS takes a learning stance in listening to stakeholders within the community and helping students develop skills that are integral to fostering a just, inclusive, and empowering learning environment. Core instruction across all grade levels incorporates tenets of social emotional learning through the use of Second Step in K-8 and advisory programming at the high school. These lessons help provide a foundation for collaboration, problem solving, and respecting the diversity of individuals' identities, background, language, abilities, and beliefs.

EHPS is committed to utilizing an assets-based lens to review and refine programs and services. The introduction of the Panorama Student Success data platform has allowed the district to view students' experiences holistically and comprehensively, pairing their voice from student surveys alongside attendance, academic performance, discipline, and demographics. Insights from this work are informing scheduling decisions as well as the development and monitoring of interventions to support students' growth. At the same time, innovative programming brings diverse student groups together. Peer mentoring programs are now in place across elementary, middle, and high school settings. Additionally, expanded collaboration and partnership between CTE and the Transition Academy has resulted in meaningful skill development and inclusion in the school community.

EHPS is also committed to diversifying our staff. Through outreach, local partnerships, and co-teaching internships, East Haven is working to recruit, support, and retain new staff who reflect the diversity of our community. Additionally, all faculty participate in Safe Schools Climate professional learning, and ongoing curriculum review examines instructional resources through a lens of diversity, equity, and inclusion. Ultimately, East Haven Public Schools believes that it is the responsibility of all educators to engage with partners and constituents throughout the community in order to reflect on current practices and plan for continuous improvement so that the daily school experience is ever evolving to meet the needs of our diverse learners.

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Equitable Allocation of Resources among District Schools

The East Haven Board of Education utilizes a budget process that is inclusive of diverse stakeholders and focused on the equitable allocation of resources. EHPS prioritizes expanding the impact and efficacy of staff to better serve our students, especially through intervention and enrichment opportunities that enhance core learning. These strategic resourcing efforts are exemplified by the work with early literacy and the preservation of diverse programming opportunities at the secondary level. East Haven has partnered with the HILL for Literacy to provide embedded professional learning and district-wide literacy data meetings to support educators' efforts to deliver differentiated small group instruction to all emerging readers. In an effort to enhance all students' post-secondary opportunities, East Haven High School offers eight active CTE pathways (providing a range of career experiences from automotive to the health sciences) and a robust complement of fine arts courses. In addition to district-funded initiatives, per capita allocations allow building principals to align their school improvement goals to address the individualized educational needs within their 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	1	3.7	2.1
Deceased	0	0.0	0.5
District/School Shut Down	0	0.0	0.0
Moved Out of State	3	11.1	2.2
Personal Reasons	4	14.8	6.7
Position Eliminated or Expired	0	0.0	9.8
Position Filled Permanently	0	0.0	0.1
Resigned (no reason given)	2	7.4	32.0
Retired	7	25.9	23.7
Teach/Admin in Other CT Dist	9	33.3	18.0
Teach/Admin in CT Nonpublic School	0	0.0	0.1
Teach/Admin Out-of-State (public or private)	0	0.0	1.3
Terminated	0	0.0	1.2
Took Job Related To Education	1	3.7	2.3
TOTAL	27		

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.