

Connecticut State Department of Education

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2024-25



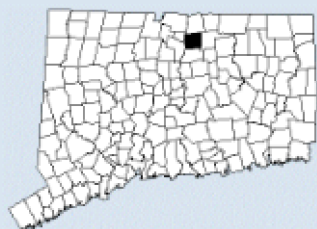
East Windsor School District

Patrick Tudryn, Superintendent • 860-623-3346 • <http://www.eastwindsork12.org>

District Information

Grade Range	PK-12
Number of Schools/Programs	4
Enrollment	1,035
Per Pupil Expenditures	\$25,949
Total Expenditures	\$30,724,004

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	549	53.0	51.5
Non-Binary	*	*	0.1
American Indian or Alaska Native	*	*	0.2
Asian	73	7.1	5.2
Black or African American	141	13.6	12.4
Hispanic or Latino of any race	277	26.8	32.1
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	62	6.0	4.8
White	480	46.4	45.1
English Learners/Multilingual Learners	59	5.7	11.3
Eligible for Free or Reduced-Price Meals	602	58.2	44.8
Students with Disabilities	203	19.6	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	*	*	40	7.8
Male	79	16.0	75	13.0
Non-Binary	*	*	0	*
Black or African American	36	27.7	26	17.2
Hispanic or Latino of any race	52	20.1	38	13.1
White	55	12.1	46	9.1
English Learners/Multilingual Learners	12	19.7	*	*
Eligible for Free or Reduced-Price Meals	129	22.6	95	14.7
Students with Disabilities	56	28.9	38	15.8
All Students - District	156	16.3	115	10.5
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: 160
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	79.2
General Education Paraprofessionals	17.0
Special Education Teachers and Instructors	21.0
Special Education Paraprofessionals	57.0
District Central Office Administrators	4.0
School Level Administrators	6.0
Library/Media Specialists (Certified)	2.0
Library/Media Support Staff	0.5
Instructional Specialists Who Support Teachers	6.0
Counselors, Social Workers and School Psychologists	9.0
School Nurses	8.0
Other Staff Providing Non-Instructional Services/Support	55.0

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	10.7
State	13.0

Educators by Race/Ethnicity

Race/Ethnicity	District Count	District Percent (%)	State Percent (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	3	2.3	1.4
Black or African American	1	0.8	4.9
Hispanic or Latino of any race	2	1.6	5.3
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.3
White	122	95.3	87.9

New! Educator Attrition: 2023-24

Educator Type	District Attrition Count	District Attrition Rate (%)	State Attrition Rate (%)
All Educators	19	14.7	6.8
Teachers	15	15	7.6

Teacher Attrition Rate is defined as the percent of certified teachers who were teaching in the district in 2022-23 but were not teaching in the district in 2023-24. **All Educator Attrition Rate** is defined as the percent of certified educators who were staffed in a certified educator position in the district in 2022-23 but were not staffed in a certified educator position in the district in 2023-24.

Note: See Appendix A for exit reasons.

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School

Student Group	11th Count	11th Rate (%)	12th Count	12th Rate (%)
Black or African American	9	*	7	*
Hispanic or Latino of any race	11	*	18	*
White	33	97.1	40	97.6
English Learners/Multilingual Learners	0	*	*	*
Eligible for Free or Reduced-Price Meals	36	92.3	41	97.6
Students with Disabilities	12	*	20	95.2
All Students - District	56	93.3	69	97.2
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	8	25.8
Emotional Disability	16	57.1
Intellectual Disability	*	*
Learning Disability	60	72.3
Other Health Impairment	17	68.0
Other Disabilities	*	*
Speech/Language Impairment	9	*
All Disabilities - District	115	58.4
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	32	2.9	2.9
Emotional Disability	28	2.6	1.1
Intellectual Disability	15	1.4	0.6
Learning Disability	84	7.7	6.5
Other Health Impairment	26	2.4	3.6
Other Disabilities	10	0.9	1.1
Speech/Language Impairment	10	0.9	2.0
All Disabilities	205	18.9	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	15	7.3	8.2
Private Schools or Other Settings	7	3.4	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	\$19,685,838	\$16,627	\$13,471
Support services - students	\$2,656,693	\$2,535	\$1,826
Support services - instruction	\$732,107	\$699	\$972
Support services - general administration	\$402,885	\$384	\$568
Support services - school based administration	\$2,896,434	\$2,764	\$1,274
Central and other support services	\$572,284	\$546	\$761
Operation and maintenance of plant	\$2,063,974	\$1,969	\$2,125
Student transportation services	\$1,520,671	\$1,381	\$1,695
Food services	.	.	\$10
Enterprise operations	\$193,118	\$184	\$219
Total	\$30,724,004	\$25,949	\$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	\$3,134,596	34.7	26.4
Instructional Aide Salaries	\$1,820,319	20.1	10.1
Other Salaries	\$938,184	10.4	10.5
Employee Benefits	\$1,558,489	17.2	13.3
Purchased Services Other Than Transportation	\$58,683	0.6	6.8
Special Education Tuition	\$1,003,173	11.1	22.8
Supplies	\$34,954	0.4	0.6
Property Services	.	.	0.4
Purchased Services For Transportation	\$491,054	5.4	8.7
Equipment	\$2,477	0.0	0.2
All Other Expenditures	\$250	0.0	0.1
Total	\$9,042,180	100.0	100.0

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

Level	Percent (%)
District	29.4
State	25.7

Expenditures by Revenue Source: 2023-24

Revenue Source	Percent of Total (%) Excluding School Construction
Local	69.0
State	23.0
Federal	6.0
Tuition & Other	2.1

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).

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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	0	N/A	0	N/A	0	N/A
Asian	23	76.3	23	80.7	12	*
Black or African American	68	54.5	68	46.6	36	53.2
Hispanic or Latino of any race	139	64.0	140	58.4	53	60.9
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	34	66.7	34	60.0	8	*
White	238	67.4	238	64.9	107	66.1
English Learners/Multilingual Learners	45	62.5	45	59.1	15	*
Non-English Learners/Non-Multilingual Learners	457	65.3	458	61.2	201	64.0
Eligible for Free or Reduced-Price Meals	307	60.5	308	54.5	128	57.9
Not Eligible for Free or Reduced-Price Meals	195	72.2	195	71.2	88	72.5
Students with Disabilities	99	46.1	99	37.6	46	45.9
Students without Disabilities	403	69.7	404	66.7	170	68.7
High Needs	344	60.2	345	54.6	143	58.1
Non-High Needs	158	75.5	158	74.9	73	75.2
All Students - District	502	65.0	503	61.0	216	63.9

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	82.9	89.6	79.5	72.2	335	79.7
Curl Up	71.4	67.2	77.1	60.9	335	68.4
Push Up	60.0	41.8	60.5	40.9	333	49.8
Mile Run/PACER	77.1	66.2	47.0	33.0	333	52.3
All Tests - District	42.9	40.0	38.3	16.5	331	32.0
All Tests - State	55.8	51.4	46.0	43.6		49.0

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

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

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2023-24 Cohort Graduation: Four-Year

Student Group	Cohort Count	Rate (%)
Black or African American	10	*
Hispanic or Latino of any race	15	*
White	29	86.2
English Learners/Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	38	81.6
Students with Disabilities	16	*
All Students - District	59	86.4
All Students - State		88.9

The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years.

Cohort count includes all students in the cohort as of the end of the 2023-24 school year.

11th and 12th Graders Demonstrating Postsecondary Readiness

Student Group	Count	Rate (%)
Female	28	47.5
Male	17	23.9
Non-Binary	0	*
Black or African American	*	*
Hispanic or Latino of any race	7	22.6
White	33	44.0
English Learners/ Multilingual Learners	0	*
Eligible for Free or Reduced-Price Meals	20	24.7
Students with Disabilities	0	0.0
All Students - District	45	34.4
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	53.1	*
Male	50.0	*
Non-Binary	N/A	N/A
Black or African American	*	*
Hispanic or Latino of any race	*	*
White	57.7	*
English Learners/ Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	44.4	*
Students with Disabilities	*	*
All Students - District	51.8	93.8
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	65.0	75	43.4	50	86.7	64.7
ELA Performance Index	High Needs Students	60.2	75	40.2	50	80.3	54.9
Math Performance Index	All Students	61.0	75	40.6	50	81.3	61.1
Math Performance Index	High Needs Students	54.6	75	36.4	50	72.8	50.6
Science Performance Index	All Students	63.9	75	42.6	50	85.1	62.6
Science Performance Index	High Needs Students	58.1	75	38.7	50	77.4	52.1
ELA Academic Growth	All Students	68.3%	100%	68.3	100	68.3	60.6%
ELA Academic Growth	High Needs Students	68.3%	100%	68.3	100	68.3	55.7%
Math Academic Growth	All Students	64.3%	100%	64.3	100	64.3	62.3%
Math Academic Growth	High Needs Students	57.7%	100%	57.7	100	57.7	55.9%
Progress Toward English Proficiency	Literacy	70.6%	100%	35.3	50	70.6	58.7%
Progress Toward English Proficiency	Oral	56.3%	100%	28.2	50	56.3	55.7%
Chronic Absenteeism	All Students	16.3%	<=5%	27.4	50	54.8	17.2%
Chronic Absenteeism	High Needs Students	22.2%	<=5%	15.6	50	31.3	24.8%
% Taking CCR Courses	All Students	95.4%	75%	50.0	50	100.0	92.4%
% Meeting CCR Benchmark	All Students	34.4%	75%	22.9	50	45.8	47.2%
On-track to High School Graduation	All Students	89.4%	94%	47.5	50	95.1	85.9%
4-year Graduation Rate (2024 Cohort)	All Students	86.4%	94%	92.0	100	92.0	88.9%
6-year Graduation Rate (2022 Cohort)	High Needs Students	87.0%	94%	92.5	100	92.5	87.3%
Postsecondary Entrance (Class of 2024)	All Students	51.8%	75%	69.1	100	69.1	67.0%
Physical Fitness % Meeting Health Standard	All Students	32.0%	75%	21.3	50	42.7	49.0%
Arts Access	All Students	42.4%	60%	35.4	50	70.7	55.1%
Accountability Index				1037.5	1450	71.6	

Physical Fitness Estimated Participation Rate - District: 100.0% | 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	75.0	60.2	14.8	16.9	N
Math Performance Index Gap	74.9	54.6	20.3	18.4	Y
Science Performance Index Gap	75.0	58.1	16.9	18.2	N
Graduation Rate Gap	94.0%	87.0%	7.0%	8.6%	N

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

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

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

Subject	Student Group	Participation Rate (%)
ELA	All Students	99.6
ELA	High Needs Students	99.4
Math	All Students	99.6
Math	High Needs Students	99.4
Science	All Students	97.8
Science	High Needs Students	96.7

Minimum participation standard is 95%.

Connecticut's State Identified Measurable Result (SIMR) for Children with Disabilities

Increase the reading performance of all 3rd grade students with disabilities statewide, as measured by Connecticut's English Language Arts (ELA) Performance Index.

Grade 3 ELA Performance Index for Students with Disabilities:

District: * **State: 50.2**

Supporting Resources: <https://public-edsight.ct.gov/Overview/Next-Generation-Accountability-Dashboard#related-links>

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Narratives

School District Improvement Plans and Parental Outreach Activities

East Windsor Public Schools (EWPS) is committed to equipping every student with the skills necessary for their personal and academic success through our "Portrait of the Graduate". Beginning in Pre-K and extending through high school graduation, our educational approach fosters curiosity, resilience, and critical thinking. Students emerge as motivated problem-solvers who are socially-emotionally aware, reflective, and civic-minded contributors to their communities.

In special education, EWPS continually enhances service delivery by recruiting highly qualified staff. Our initiatives include a full-day integrated preschool program catering to both disabled and non-disabled students, ensuring early childhood educational experiences are accessible to all. At the middle school level, a life skills program supports students with significant cognitive disabilities by imparting functional academic and adaptive living skills. Professional development through the Science of Reading Masterclass enhances literacy instruction district-wide, complemented by Savvas literacy resources from PK to 8th grade. We've also introduced STEM programming for PK-4, nurturing early curiosity and innovation. Moreover, elementary students now benefit from expanded music enrichment opportunities, initiating them into music and band education at an earlier age. At the high school, newly approved courses offer diverse educational pathways tailored to individual student interests.

EWPS prioritizes holistic student support through multi-tiered systems of support (MTSS), which facilitate comprehensive data analysis on student academics, attendance, social-emotional, and behavioral needs. To combat truancy, we've established a task force spanning K-12, engaging principals, administrators, and directors in raising awareness about the critical importance of regular school attendance. Internally, rigorous data collection informs targeted interventions, while externally, we educate parents and students about the long-term impacts of chronic absenteeism. Our commitment to family engagement is exemplified through programs like LEAP and PTHV, providing teachers with training in home visits and building strong school-home partnerships. Professional development initiatives encompass responsive classroom practices and restorative approaches, enhancing educators' skills in fostering positive relationships in classrooms and through parent communications.

Annual surveys of students and parents, alongside feedback forums and conferences, inform improvements to instruction and school climate across all grade levels. The Community Advisory Board at East Windsor High School ensures alignment with community expectations and business needs for graduates. Monthly discussions at Board of Education meetings and the BOE Curriculum Council further drive enhancements across the K-12 continuum. In response to the evolving needs of students, EWPS intensified communication efforts with parents regarding academic progress and equipped them with tools like PowerSchool, Google Classroom, IXL, i-Ready, Reflex, and Frax to support ongoing skill-building and parental involvement in their child's academic journey. These initiatives, along with our MTSS process, collectively reinforce EWPS's commitment to nurturing a supportive, inclusive, and academically enriching environment for all students.

Efforts to Reduce Racial, Ethnic and Economic Isolation

In an effort to reduce racial, ethnic, and economic isolation, East Windsor Public Schools (EWPS) continues to strengthen its partnership with the Hartford Region Open Choice Program. During the 2025–26 school year, 72 students from preschool through grade 12 were enrolled through this collaboration. For the second consecutive year, EWPS secured a CREC grant that funded a six-week summer enrichment program for East Windsor and Hartford students, emphasizing STEM, coding, and social-emotional learning (SEL).

EWPS connects with Hartford families through events such as the Hartford City Hall Holiday Toy Giveaway, RSCO School Choice Fairs, and CREC family engagement programs for Open Choice families. For the third consecutive year, EWPS partnered with the Trolley Museum and CREC to host a Family Literacy Night celebrating Hispanic Heritage Month, where all families received Empanadas for Everyone. The district also hosted a "Welcome to East Windsor" reception at the Hartford Public Library, offered school tours for new families, and conducted 41 home visits during the 2024–25 school year to support new and transitioning students.

Commitment to SEL and diversity is reflected in district-wide events such as Unity Day and Read Across America, which actively include Open Choice students. The Educators Rising program encourages underrepresented and multilingual students to explore teaching careers. In 2024–25, participants presented at the Connecticut Association of Schools' Elementary Leadership Conference, attended SERC's Youth Empowerment Symposium, and joined the first EWPS Educators Rising Conference led by the Academic Leadership Association (ALA), featuring workshops on leadership and career pathways in education.

In 2025–26, EWPS expanded its partnership with ALA to offer professional development for staff, focusing on building strong relationships with students and families to better support those facing challenges. EWPS also supports resident teachers through the Connecticut Teacher Residency Program, advancing diversity among educators. With students of color comprising about 45% of the district's enrollment, EWPS remains committed to equity, inclusion, and belonging, ensuring every student thrives academically and socially.

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Equitable Allocation of Resources among District Schools

Administrators provide a building-based budget driven by student programming and staff needs. The district utilizes both local and grant funds to meet curriculum, instructional, and building-based requirements. As outlined in the EWPS Strategic Plan under Strategy #3, titled "Ensure equitable access to resources," we continue our approach to using non-exclusionary discipline, expanding access to free and reduced breakfast and lunch for all students, reviewing data related to program access, expanding our College and Career opportunities, and providing professional development to teachers and staff in these areas.

Another high focus area for us is addressing access to technology and ensuring all students have access to transportation to and from school. We monitor these efforts through performance indicators that include, but are not limited to, discipline data, course/program data, food service participation rates, assessment meetings, and professional development selection. Students participate in the course selection process and are assisted by their guidance counselors and case managers to ensure equity in subject matter.

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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	0	0.0	2.2
Personal Reasons	0	0.0	6.7
Position Eliminated or Expired	0	0.0	9.8
Position Filled Permanently	0	0.0	0.1
Resigned (no reason given)	10	83.3	32.0
Retired	2	16.7	23.7
Teach/Admin in Other CT Dist	0	0.0	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	12		

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.