

Connecticut State Department of Education

SCHOOL PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2024-25



East Hartford High School East Hartford School District

860-622-5200 • <https://ehhs.easthartford.org/>

School Information

Grade Range	9-12
Enrollment	1,776
Per Pupil Expenditures	\$14,998
Total Expenditures	\$25,842,250

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 school.

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

For district totals, please see the district profile.
* 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	School Count	School Percent (%)	District Percent (%)
Female	853	48.0	47.5
Male	923	52.0	52.5
Non-Binary	0	0.0	0.0
American Indian or Alaska Native	*	*	0.3
Asian	60	3.4	3.7
Black or African American	561	31.6	30.0
Hispanic or Latino of any race	969	54.6	53.1
Native Hawaiian or Other Pacific Islander	*	*	0.2
Two or More Races	51	2.9	3.2
White	126	7.1	9.4
English Learners/Multilingual Learners	358	20.2	19.7
Eligible for Free or Reduced-Price Meals	1,007	56.7	61.1
Students with Disabilities	381	21.5	23.8

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	189	22.4	217	23.9
Male	195	21.6	318	32.4
Non-Binary	0	0.0	0	*
Black or African American	80	14.3	171	28.7
Hispanic or Latino of any race	262	27.8	313	30.2
White	24	19.4	25	18.4
English Learners/Multilingual Learners	114	32.7	123	31.8
Eligible for Free or Reduced-Price Meals	279	26.1	375	32.2
Students with Disabilities	101	30.0	142	35.0
All Students - School	384	22.0	535	28.3
All Students - District		23.5		14.5

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: 362
Number of school-based arrests: 0

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Educators

Full-Time Equivalent (FTE) Staff

Role	FTE
General Education Teachers and Instructors	116.1
General Education Paraprofessionals	2.0
Special Education Teachers and Instructors	17.0
Special Education Paraprofessionals	19.0
School Level Administrators	5.0
Library/Media Specialists (Certified)	1.0
Library/Media Support Staff	1.0
Instructional Specialists Who Support Teachers	1.3
Counselors, Social Workers and School Psychologists	15.0
School Nurses	3.8
Other Staff Providing Non-Instructional Services/Support	57.0

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.

Educators by Race/Ethnicity

Race/Ethnicity	School Count	School Percent (%)	District Percent (%)
American Indian or Alaska Native	0	0.0	0.0
Asian	5	3.2	2.2
Black or African American	11	7.0	9.1
Hispanic or Latino of any race	11	7.0	6.3
Native Hawaiian or Other Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.2
White	130	82.8	82.3

Classroom Teacher Attendance, 2023-24

Level	Average Number of FTE Days Absent Due to Illness or Personal Time
School	11.2
District	12.4

New! Educator Attrition: 2023-24

Educator Type	School Attrition Count	School Attrition Rate (%)	District Attrition Rate (%)
All Educators	14	9	11.3
Teachers	10	7.6	11

Teacher Attrition Rate is defined as the percent of certified teachers who were teaching in 2022-23 but were not teaching in 2023-24.

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

Note: Certified educators/teachers may be assigned at the district level and/or to more than one school in a district. In addition, certified educators/teachers may leave a school but stay within the district. Therefore, the sum of school-level attrition totals may not match the district-level attrition total.

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Instruction and Resources

School-Level Expenditures: 2023-24

Expenditure	Total (\$)	Per Pupil (\$)
Instruction	\$16,706,546	\$9,696
Support Services - Students	\$2,959,165	\$1,717
Improvement of Instruction	\$38,758	\$22
Library and Media Services	\$51,574	\$30
Support Services - Instruction	\$174,606	\$101
Support Services - School-Based Administration	\$2,404,964	\$1,396
Operation and Maintenance of Plant	\$3,365,210	\$1,953
Transportation Other Than to/From Home	\$141,426	\$82
Enterprise Operations	.	.
Total	\$25,842,250	\$14,998

Total per pupil expenditures (PPE) including share of district central expenditures is \$18,767.

Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

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

Disability	Count	Rate (%)
Autism	27	48.2
Emotional Disability	18	*
Intellectual Disability	*	*
Learning Disability	162	92.0
Other Health Impairment	69	93.2
Other Disabilities	*	*
Speech/Language Impairment	*	*
All Disabilities - School	288	76.4
All Disabilities - District		67.5

This table includes students ages 6-21 with an IEP or services plan.

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	105	68.6	156	98.7
Hispanic or Latino of any race	155	63.5	220	91.3
White	30	75.0	22	100.0
English Learners/Multilingual Learners	52	48.6	50	70.4
Eligible for Free or Reduced-Price Meals	194	69.3	254	95.1
Students with Disabilities	48	57.8	92	100.0
All Students - School	316	67.8	426	94.0
All Students - District		71.2		93.4

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

School Schedule

Category	Value
Days of Instruction	180
Hours of Instruction Per Year: Grades 1-12 and Full-Day Kindergarten	964
Hours of Instruction Per Year: Half/Extended Day Kindergarten	N/A
School Start Time	07:30 AM
School End Time	02:10 PM

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Performance and Accountability

School Performance Index (SPI)

A School Performance Index (SPI) is the average performance of students in a subject area (i.e., ELA, Mathematics or Science) on the state summative assessments. The SPI ranges from 0-100. An SPI is reported for all students tested in a school and for students in each individual student group. Connecticut's ultimate target for an SPI is 75.

Student Group	ELA Count	ELA SPI	Math Count	Math SPI	Science Count	Science SPI
American Indian or Alaska Native	*	*	*	*	*	*
Asian	18	*	18	*	18	*
Black or African American	139	49.1	139	44.1	140	55.8
Hispanic or Latino of any race	204	42.3	204	40.8	206	52.4
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*
Two or More Races	9	*	9	*	8	*
White	36	56.5	36	53.4	37	65.0
English Learners/Multilingual Learners	94	32.3	94	32.4	95	42.8
Non-English Learners/Non-Multilingual Learners	314	51.0	314	47.5	316	59.8
Eligible for Free or Reduced-Price Meals	247	45.0	247	41.5	249	53.2
Not Eligible for Free or Reduced-Price Meals	161	49.4	161	47.9	162	60.0
Students with Disabilities	67	31.2	67	29.8	70	39.2
Students without Disabilities	341	49.8	341	46.8	341	59.3
High Needs	297	42.6	297	40.1	300	51.4
Non-High Needs	111	57.8	111	54.7	111	68.1
School	408	46.7	408	44.0	411	55.9

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	N/A	N/A	N/A	67.5	360	67.5
Curl Up	N/A	N/A	N/A	66.7	360	66.7
Push Up	N/A	N/A	N/A	63.1	360	63.1
Mile Run/PACER	N/A	N/A	N/A	37.2	360	37.2
All Tests - School	N/A	N/A	N/A	32.5	360	32.5
All Tests - District	64.0	39.4	64.3	32.0		50.1

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	136	91.9
Hispanic or Latino of any race	235	78.7
White	46	82.6
English Learners/Multilingual Learners	71	70.4
Eligible for Free or Reduced-Price Meals	310	82.3
Students with Disabilities	95	68.4
All Students - School	451	84.3
All Students - District		84.6

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	187	43.4
Male	159	32.6
Non-Binary	N/A	N/A
Black or African American	107	34.4
Hispanic or Latino of any race	171	35.3
White	31	50.0
English Learners/ Multilingual Learners	32	18.0
Eligible for Free or Reduced-Price Meals	185	33.8
Students with Disabilities	18	10.3
All Students - School	346	37.6
All Students - District		34.5

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

- SAT® - meets benchmark 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	73.8	75.5
Male	47.0	63.3
Non-Binary	N/A	N/A
Black or African American	59.5	76.9
Hispanic or Latino of any race	59.8	67.9
White	66.7	70.0
English Learners/ Multilingual Learners	50.0	*
Eligible for Free or Reduced-Price Meals	54.1	63.6
Students with Disabilities	37.3	45.8
All Students - School	61.2	70.3
All Students - District	55.7	73.0

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	46.7	75	93.4	150	62.3	64.7
ELA Performance Index	High Needs Students	42.6	75	85.1	150	56.7	54.9
Math Performance Index	All Students	44.0	75	88.1	150	58.7	61.1
Math Performance Index	High Needs Students	40.1	75	80.1	150	53.4	50.6
Science Performance Index	All Students	55.9	75	74.5	100	74.5	62.6
Science Performance Index	High Needs Students	51.4	75	68.5	100	68.5	52.1
ELA Academic Growth	All Students	.	100%	.	.	.	60.6%
ELA Academic Growth	High Needs Students	.	100%	.	.	.	55.7%
Math Academic Growth	All Students	.	100%	.	.	.	62.3%
Math Academic Growth	High Needs Students	.	100%	.	.	.	55.9%
Progress Toward English Proficiency	Literacy	49.9%	100%	25.0	50	49.9	58.7%
Progress Toward English Proficiency	Oral	49.5%	100%	24.8	50	49.5	55.7%
Chronic Absenteeism	All Students	22.0%	<=5%	16.0	50	31.9	17.2%
Chronic Absenteeism	High Needs Students	26.5%	<=5%	7.0	50	13.9	24.8%
% Taking CCR Courses	All Students	80.7%	75%	50.0	50	100.0	92.4%
% Meeting CCR Benchmark	All Students	37.6%	75%	25.1	50	50.2	47.2%
On-track to High School Graduation	All Students	69.2%	94%	36.8	50	73.6	85.9%
4-year Graduation Rate (2024 Cohort)	All Students	84.3%	94%	89.6	100	89.6	88.9%
6-year Graduation Rate (2022 Cohort)	High Needs Students	91.3%	94%	97.1	100	97.1	87.3%
Postsecondary Entrance (Class of 2024)	All Students	61.2%	75%	81.6	100	81.6	67.0%
Physical Fitness % Meeting Health Standard	All Students	32.5%	75%	21.7	50	43.3	49.0%
Arts Access	All Students	62.7%	60%	50.0	50	100.0	55.1%
Accountability Index				1014.3	1550	65.4	

Physical Fitness Estimated Participation Rate - School: 90.5% | 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	57.8	42.6	15.3	17.1	N
Math Performance Index Gap	54.7	40.1	14.6	18.6	N
Science Performance Index Gap	68.1	51.4	16.7	18.3	N
Graduation Rate Gap	94.0%	91.3%	2.7%	6.5%	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	94.8
ELA	High Needs Students	94.2
Math	All Students	94.8
Math	High Needs Students	94.2
Science	All Students	96.8
Science	High Needs Students	96.0

Minimum participation standard is 95%.

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