

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2024-25

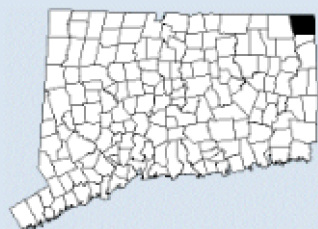
Thompson School District

Melinda Smith, Superintendent • 860-923-9581 • <http://www.district.thompsonk12.org>

District Information

Grade Range	PK-12
Number of Schools/Programs	4
Enrollment	826
Per Pupil Expenditures	\$24,079
Total Expenditures	\$21,984,112

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	396	47.9	48.4
Male	430	52.1	51.5
Non-Binary	0	0.0	0.1
American Indian or Alaska Native	*	*	0.2
Asian	12	1.5	5.2
Black or African American	*	*	12.4
Hispanic or Latino of any race	73	8.8	32.1
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	32	3.9	4.8
White	700	84.7	45.1
English Learners/Multilingual Learners	19	2.3	11.3
Eligible for Free or Reduced-Price Meals	381	46.1	44.8
Students with Disabilities	178	21.5	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	45	11.9	14	3.4
Male	65	16.0	51	11.2
Non-Binary	N/A	N/A	N/A	N/A
Black or African American	*	*	*	*
Hispanic or Latino of any race	13	18.8	*	*
White	85	12.8	56	7.7
English Learners/Multilingual Learners	*	*	0	0.0
Eligible for Free or Reduced-Price Meals	69	18.5	45	10.3
Students with Disabilities	49	27.8	22	10.3
All Students - District	110	14.0	65	7.5
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: 12
Number of school-based arrests: 0

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Educators

Full-Time Equivalent (FTE) Staff

Role	FTE
General Education Teachers and Instructors	70.7
General Education Paraprofessionals	13.0
Special Education Teachers and Instructors	13.8
Special Education Paraprofessionals	20.0
District Central Office Administrators	2.0
School Level Administrators	4.6
Library/Media Specialists (Certified)	1.0
Library/Media Support Staff	3.0
Instructional Specialists Who Support Teachers	2.0
Counselors, Social Workers and School Psychologists	7.0
School Nurses	4.5
Other Staff Providing Non-Instructional Services/Support	80.3

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	29.4
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	0	0.0	1.4
Black or African American	0	0.0	4.9
Hispanic or Latino of any race	0	0.0	5.3
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	1	1.0	0.3
White	100	99.0	87.9

New! Educator Attrition: 2023-24

Educator Type	District Attrition Count	District Attrition Rate (%)	State Attrition Rate (%)
All Educators	8	9	6.8
Teachers	7	9.3	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	*	*	0	*
Hispanic or Latino of any race	*	*	*	*
White	46	88.5	37	100.0
English Learners/Multilingual Learners	0	*	0	*
Eligible for Free or Reduced-Price Meals	26	83.9	16	*
Students with Disabilities	13	*	7	*
All Students - District	52	88.1	47	97.9
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	7	35.0
Emotional Disability	*	*
Intellectual Disability	*	*
Learning Disability	59	89.4
Other Health Impairment	20	66.7
Other Disabilities	*	*
Speech/Language Impairment	15	*
All Disabilities - District	105	67.7
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	21	2.6	2.9
Emotional Disability	14	1.7	1.1
Intellectual Disability	*	*	0.6
Learning Disability	66	8.1	6.5
Other Health Impairment	31	3.8	3.6
Other Disabilities	*	*	1.1
Speech/Language Impairment	21	2.6	2.0
All Disabilities	163	20.0	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	*	*	8.2
Private Schools or Other Settings	*	*	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	\$13,123,652	\$14,374	\$13,471
Support services - students	\$1,418,698	\$1,636	\$1,826
Support services - instruction	\$552,909	\$638	\$972
Support services - general administration	\$663,315	\$765	\$568
Support services - school based administration	\$766,581	\$884	\$1,274
Central and other support services	\$1,398,913	\$1,614	\$761
Operation and maintenance of plant	\$2,379,917	\$2,745	\$2,125
Student transportation services	\$1,680,126	\$1,925	\$1,695
Food services	.	.	\$10
Enterprise operations	.	.	\$219
Total	\$21,984,112	\$24,079	\$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	\$1,128,340	21.8	26.4
Instructional Aide Salaries	\$419,877	8.1	10.1
Other Salaries	\$406,467	7.9	10.5
Employee Benefits	\$525,227	10.2	13.3
Purchased Services Other Than Transportation	\$686,361	13.3	6.8
Special Education Tuition	\$1,513,817	29.3	22.8
Supplies	\$5,930	0.1	0.6
Property Services	.	.	0.4
Purchased Services For Transportation	\$473,537	9.2	8.7
Equipment	\$5,377	0.1	0.2
All Other Expenditures	\$1,073	0.0	0.1
Total	\$5,166,005	100.0	100.0

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

Level	Percent (%)
District	23.5
State	25.7

Expenditures by Revenue Source: 2023-24

Revenue Source	Percent of Total (%) Excluding School Construction
Local	58.6
State	36.4
Federal	4.7
Tuition & Other	0.3

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	*	*	*	*	*	*
Black or African American	*	*	*	*	*	*
Hispanic or Latino of any race	36	53.2	35	50.3	17	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	13	*	13	*	*	*
White	383	67.0	383	63.3	145	60.7
English Learners/Multilingual Learners	10	*	10	*	*	*
Non-English Learners/Non-Multilingual Learners	430	66.4	429	62.7	*	*
Eligible for Free or Reduced-Price Meals	202	62.7	202	59.7	86	58.3
Not Eligible for Free or Reduced-Price Meals	238	68.9	237	64.8	82	61.4
Students with Disabilities	85	53.4	84	49.9	34	45.5
Students without Disabilities	355	69.1	355	65.5	134	63.5
High Needs	239	62.3	238	59.4	95	57.3
Non-High Needs	201	70.5	201	66.1	73	63.1
All Students - District	440	66.1	439	62.5	168	59.8

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	63.2	39.7	60.0	75.0	235	57.4
Curl Up	46.7	68.1	68.5	72.2	237	62.0
Push Up	37.7	52.1	53.7	47.2	238	47.1
Mile Run/PACER	45.3	48.5	46.8	35.1	227	44.9
All Tests - District	13.7	18.8	34.0	19.4	220	20.5
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	N/A	N/A
Hispanic or Latino of any race	*	*
White	50	90.0
English Learners/Multilingual Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	31	87.1
Students with Disabilities	16	*
All Students - District	60	90.0
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	23	44.2
Male	18	32.7
Non-Binary	N/A	N/A
Black or African American	*	*
Hispanic or Latino of any race	0	*
White	35	39.3
English Learners/ Multilingual Learners	0	*
Eligible for Free or Reduced-Price Meals	16	33.3
Students with Disabilities	*	*
All Students - District	41	38.3
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	60.0	*
Male	53.3	*
Non-Binary	N/A	N/A
Black or African American	N/A	N/A
Hispanic or Latino of any race	*	*
White	54.3	*
English Learners/ Multilingual Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	42.9	*
Students with Disabilities	*	*
All Students - District	56.4	74.1
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	66.1	75	44.0	50	88.1	64.7
ELA Performance Index	High Needs Students	62.3	75	41.6	50	83.1	54.9
Math Performance Index	All Students	62.5	75	41.6	50	83.3	61.1
Math Performance Index	High Needs Students	59.4	75	39.6	50	79.2	50.6
Science Performance Index	All Students	59.8	75	39.9	50	79.8	62.6
Science Performance Index	High Needs Students	57.3	75	38.2	50	76.4	52.1
ELA Academic Growth	All Students	58.4%	100%	58.4	100	58.4	60.6%
ELA Academic Growth	High Needs Students	56.2%	100%	56.2	100	56.2	55.7%
Math Academic Growth	All Students	55.5%	100%	55.5	100	55.5	62.3%
Math Academic Growth	High Needs Students	55.5%	100%	55.5	100	55.5	55.9%
Progress Toward English Proficiency	Literacy	.	100%	.	.	.	58.7%
Progress Toward English Proficiency	Oral	.	100%	.	.	.	55.7%
Chronic Absenteeism	All Students	14.0%	<=5%	32.0	50	63.9	17.2%
Chronic Absenteeism	High Needs Students	19.2%	<=5%	21.7	50	43.4	24.8%
% Taking CCR Courses	All Students	92.5%	75%	50.0	50	100.0	92.4%
% Meeting CCR Benchmark	All Students	38.3%	75%	25.5	50	51.1	47.2%
On-track to High School Graduation	All Students	93.0%	94%	49.5	50	98.9	85.9%
4-year Graduation Rate (2024 Cohort)	All Students	90.0%	94%	95.7	100	95.7	88.9%
6-year Graduation Rate (2022 Cohort)	High Needs Students	76.3%	94%	81.2	100	81.2	87.3%
Postsecondary Entrance (Class of 2024)	All Students	56.4%	75%	75.2	100	75.2	67.0%
Physical Fitness % Meeting Health Standard	All Students	20.5%	75%	6.8	50	13.6	49.0%
Arts Access	All Students	68.8%	60%	50.0	50	100.0	55.1%
Accountability Index				958.1	1350	71.0	

Physical Fitness Estimated Participation Rate - District: 87.5% | 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	70.5	62.3	8.1	16.9	N
Math Performance Index Gap	66.1	59.4	6.6	18.4	N
Science Performance Index Gap	63.1	57.3	5.9	18.2	N
Graduation Rate Gap	94.0%	76.3%	17.7%	8.6%	Y

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

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

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

Subject	Student Group	Participation Rate (%)
ELA	All Students	96.4
ELA	High Needs Students	94.1
Math	All Students	96.2
Math	High Needs Students	93.7
Science	All Students	93.4
Science	High Needs Students	89.8

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

MRFES is a Title I school and we are committed to communicating regularly with families. We offer an annual Title I meeting open to parents and a Title I parent advisory council. Recently, the Principal hosted virtual coffee hours to parents to discuss anything school related. MRFES adopted Wonders as a core reading program and have developed what we call a 'language-based classroom' to target students reading deficits and markers for Dyslexia. At MRFES we use the Bridges program for Math and have purchased Forefront to document math progress. Tools of the Mind, Purposeful Play and the RULER program offer opportunities in social emotional learning. MRFES has instituted Science as part of our Unified Arts rotation and has increased consistency with instruction and delivered age-appropriate content. We use Eastbay Collaborative to provide Foss kits to enhance the science curriculum. The School Improvement Team proposes a School Improvement Plan with goals and objectives that support the district Strategic Plan. Our early childhood program continues to be NAEYC accredited. Parents connect through events such as Early Childhood Fair, PTO meetings, Open House and parent conferences. Reading events include the summer Governor's Reading Challenge, Bedtime Stories and Read Across America. MRFES also offers a summer math challenge and offers technology devices for all students. Interactive whiteboards are in all grades. MRFES supports the district-wide Portrait of a Graduate which outlines the district's vision for students as they graduate. Curriculum Coordinators worked with subject area staff to access data in core content areas. Students had opportunities to experience pathways at the high school level such as culinary and carpentry. We have a Life Skills program which allows TMS to continue to run a Best Buddies and unified sports program which fosters relationships between disabled and non-disabled peers. This year we continued the Social Emotional Learning curriculum in every classroom to assist with our students' social and emotional needs. Students of our ROAR Leadership program produced skits that are relevant to SEL at the middle school level such as coping skills and bullying. Our students create smart goals which allows them to monitor and recognize their growth. The Attendance committee monitors attendance weekly. TMHS Leadership Team reviews data including Next Generation Accountability, academics, climate, discipline, attendance, and accessibility. Factors that have significantly impacted our school's success are our Student Success Coordinator, Student Leadership Team, Student Spirit Association, our Peer Tutoring Center, and our use of online platforms. In the 2024-2025 school year, TMHS faces huge obstacles to the continued improvement of the school. The Thompson Board of Finance's decision to underfund Thompson Public Schools has left the school understaffed and without the necessary basic resources that would help the school make improvement. The focus of the school and its staff will be on creating opportunities for the students without any monetary support. Parents are engaged through our School Governance Council, and encouraged to attend Open House/Expo Night, Parent-Teacher Conferences, Student Success Meetings, and PPTs. Communication consists of Plus Portal, One Call Now, email, web, Facebook, Twitter, and newsletters.

Efforts to Reduce Racial, Ethnic and Economic Isolation

MRFES partners with TEEG to connect with families. A Weekend Warrior program provides selected families with food weekly to ensure families have food over the weekend. The Lions Club offers vision screening during the school year. We offer students' different cultural experiences including Soro Bindi which is an interactive performance that incorporates traditional Ghanaian dances, songs, and stories. We have information tables that include TEEG, YMCA, Boy Scouts, Girl Scouts, PTO, Thompson Library, Recreation, Dental Van and the NECC. Mystic Aquarium has presented to students on marine biology and there are historical programs at Roseland Cottage. Summer learning includes ESY and offers reading to students with Dyslexia. All students have a Chromebook. The PTO creates multiple fundraisers. School activities and curricula are developed to be respectful and inclusive of differences in our students' ethnicity, economic status, gender, and lifestyle. TMS continues a PBIS initiative which includes teachers, staff, and students who plan events. Teams meet weekly providing behavior & academic data regarding struggling students through the RTI program. Faculty and staff implement restorative practices in their daily routine. An attendance committee has been implemented with support from TEEG. Students attended assemblies on bullying and internet safety. Social Studies teachers celebrate Black History Month. Our music students performed at Holiday and Spring Concerts and hosted an annual showcase night for parents and the community and held a science fair. TMS and TMHS partnered with Community Health Resources to provide weekly in-school therapeutic services. During the school year students participated in a student-led group identified as ROAR. Diversity Club continues to expand through affiliations with neighboring schools, ECC Nation, as well as school-based learning and celebration activities. Student Leadership Team continues to meet monthly and is an active member of the ECC Diversity Council. School activities and curriculum are developed to be respectful and inclusive of differences in our students' ethnicity, economic status, gender, and lifestyle. TMHS is offering Black and Latino studies.

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Equitable Allocation of Resources among District Schools

Thompson Public Schools implements a zero-based budgetary process to develop a spending plan to present to the BOE members. Administrators review each school plan with principals to determine if the budgetary requests align with the Portrait of a Graduate. Equitable allocation of funding may be cyclical and across several funding sessions. Principals present their budgets to the members of the BOE. The needs of each school are discussed before the BOE recommends a final budget to the members of the Board of Finance. The BOE budget is finalized by the BOF to be sent to the voters in town. If the budget fails to pass and reductions are necessary, it is up to the superintendent of schools to make equitable decisions regarding funding and resource allocation across all three schools, and will also determine how state and federal grants and other alternate funding sources are distributed equitably among all schools. The unique structure of TPS with all schools connected on one campus lends itself to sharing resources to help reduce overhead costs while maintaining an even allocation of resources across the grade levels.

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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	1	20.0	6.7
Position Eliminated or Expired	0	0.0	9.8
Position Filled Permanently	0	0.0	0.1
Resigned (no reason given)	2	40.0	32.0
Retired	2	40.0	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	5		

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.