

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2014–15



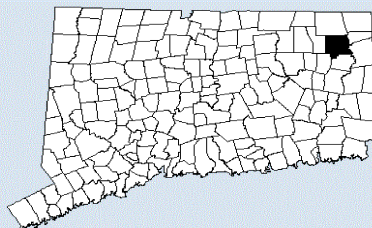
Pomfret School District

Mr. Matt Bisceglia, Superintendent • 860-928-2718 • www.pomfret.ctschool.net

District Information

Grade Range	PK-8
Number of Schools/Programs	1
Enrollment	410
Per Pupil Expenditures ¹	\$18,074
Total Expenditures ¹	\$7,916,596

¹Expenditure data reflect the 2013-14 year.



Community Information

[CERC Town Profiles](#) provide summary demographic and economic information for Connecticut's municipalities

Related Reports/Publications

[CT Reports \(CMT/CAPT\)](#)

[District and School Performance Reports](#)

[Special Education Annual Performance Reports](#)

[SAT®, AP®, PSAT® Report by High School \(Class of 2015\)](#)
(2015® The College Board)

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Notes

Unless otherwise noted, all data are for 2014-15 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 [EdSight \(EdSight.ct.gov\)](http://EdSight.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 ensure student confidentiality.

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

Students

October 1, 2014 Enrollment

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	195	47.6	48.3
Male	215	52.4	51.6
American Indian or Alaska Native	*	*	0.2
Asian	11	2.7	4.7
Black or African American	*	*	12.9
Hispanic or Latino	11	2.7	22.1
Pacific Islander	0	0.0	0.0
Two or More Races	8	2.0	2.5
White	373	91.0	57.2
English Language Learners	0	0.0	6.3
Eligible for Free or Reduced-Price Meals	70	17.1	37.6
Students with Disabilities ¹	42	10.2	13.3

¹Students in this category are students with Individualized Education Programs (IEPs) only. This category does not include students with Section 504 Plans.

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ²		Suspension/ Expulsion ³	
	Count	Rate (%)	Count	Rate (%)
Female	*	*	*	*
Male	*	*	*	*
Black or African American	0	*	0	*
Hispanic or Latino	*	*	0	*
White	11	3.0	9	2.3
English Language Learners	*	*	0	*
Eligible for Free or Reduced-Price Meals	10	14.5	*	*
Students with Disabilities	*	*	*	*
District	15	3.8	9	2.1
State		10.6		7.2

Number of students in 2013-14 qualified as truant under state statute: 0

²A student is chronically absent if he/she misses 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.

³The count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

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Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	33.0
Paraprofessional Instructional Assistants	3.0
Special Education	
Teachers and Instructors	4.0
Paraprofessional Instructional Assistants	12.5
Administrators, Coordinators and Department Chairs	
District Central Office	0.6
School Level	2.6
Library/Media	
Specialists (Certified)	1.0
Support Staff	0.5
Instructional Specialists Who Support Teachers	1.0
Counselors, Social Workers and School Psychologists	2.0
School Nurses	1.0
Other Staff Providing Non-Instructional Services/Support	22.4

¹In 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

	Count	District Percent of Total (%)	State Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	0	0.0	1.0
Black or African American	0	0.0	3.5
Hispanic or Latino	0	0.0	3.5
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.0
White	45	100.0	91.8

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
District	100.0
District Poverty Quartile: Middle	
State High Poverty Quartile Schools	97.9
State Low Poverty Quartile Schools	99.6

²Core academic classes taught by teachers who are fully certified to teach in that subject area.

Classroom Teacher Attendance: 2013-14

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	10.3	9.2

Instruction and Resources

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers³

	Count	Rate (%)
Autism	8	*
Emotional Disturbance	*	*
Intellectual Disability	0	0
Learning Disability	13	*
Other Health Impairment	*	*
Other Disabilities	0	0
Speech/Language Impairment	9	*
District	36	65.5
State		69.7

³Ages 6-21

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	14	2.4	1.5
Emotional Disturbance	*	*	1.0
Intellectual Disability	*	*	0.5
Learning Disability	18	3.1	4.4
Other Health Impairment	7	1.2	2.6
Other Disabilities	*	*	1.0
Speech/Language Impairment	10	1.7	1.9
All Disabilities	56	9.7	13.0

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	16	28.6	8.1
Private Schools or Other Settings	6	10.7	5.4

²Grades K-12

Overall Expenditures:³ 2013-14

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	4,465,871	10,533	9,134
Instructional Supplies and Equipment	166,650	393	334
Improvement of Instruction and Educational Media Services	152,945	361	498
Student Support Services	186,382	440	1,001
Administration and Support Services	662,645	1,563	1,694
Plant Operation and Maintenance	738,081	1,741	1,572
Transportation	627,490	971	813
Costs of Students Tuitioned Out	886,160	N/A	N/A
Other	30,372	72	186
Total	7,916,596	18,074	15,289

Additional Expenditures

Land, Buildings, and Debt Service	50,520	119	1,272
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³Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Special Education Expenditures: 2013-14

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	576,833	21.0	35.1
Noncertified Personnel	255,850	9.3	14.2
Purchased Services	111,015	4.0	5.2
Tuition to Other Schools	1,256,964	45.8	22.0
Special Ed. Transportation	227,942	8.3	8.6
Other Expenditures	316,327	11.5	14.9
Total Expenditures	2,744,931	100.0	100.0

Expenditures by Revenue Source:⁴ 2013-14

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	61.1	60.9
State	35.8	36.0
Federal	2.6	2.7
Tuition & Other	0.5	0.5

⁴Revenue sources do not include state-funded Teachers' Retirement Board contributions, vocational-technical school operations, SDE 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., 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.

	English Language Arts(ELA)		Math		Science	
	Count	DPI	Count	DPI	Count	DPI
American Indian or Alaska Native	*	*	*	*	N/A	N/A
Asian	9	*	9	*	*	*
Black or African American	*	*	*	*	*	*
Hispanic or Latino	7	*	7	*	N/A	N/A
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	*	*	*	*	*	*
White	264	77.1	264	70.2	100	64.8
English Language Learners	*	*	*	*	N/A	N/A
Non-English Language Learners	*	*	*	*	106	64.5
Eligible for Free or Reduced-Price Meals	48	71.8	48	65.2	8	*
Not Eligible for Free or Reduced-Price Meals	240	78.1	240	71.1	98	64.9
Students with Disabilities	40	57.8	40	52.0	11	*
Students without Disabilities	248	80.1	248	73.0	95	67.0
High Needs	73	67.1	73	61.0	17	*
Non-High Needs	215	80.4	215	73.2	89	67.3
District	288	77.0	288	70.1	106	64.5

National Assessment of Educational Progress (NAEP): Percent At or Above Proficient¹

	NAEP 2015		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	43%	43%	50%
National Public	35%	33%	36%
MATH			
Connecticut	41%	36%	32%
National Public	39%	32%	25%

¹NAEP 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. To view student subgroup performance on NAEP, [click here](#).

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	80.4	95.7	78.6	N/A	148	84.5
Curl Up	76.1	84.8	83.9	N/A	148	81.8
Push Up	50.0	65.2	82.1	N/A	148	66.9
Mile Run/PACER	67.4	78.3	80.4	N/A	148	75.7
All Tests - District	50.0	65.2	60.7	N/A	148	58.8
All Tests - State	50.8	51.0	50.3	51.9		51.0

²The Connecticut Physical Fitness Assessment (CPFA) is administered to all students in Grades 4, 6, 8 and 10. 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.

³Only students assessed in all four areas are included in this calculation.

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Next Generation Accountability Results

These statistics are the first results from Connecticut's Next Generation Accountability System for districts and schools. This system is a broad set of 12 indicators that help tell the story of how well a school is preparing its students for success in college, careers and life. It moves beyond test scores and graduation rates and instead provides a more holistic, multifactor perspective of district and school performance and incorporates student growth over time.

Indicator		Index/Rate	Target	Points	Max	% Points	State Average
ELA Performance Index	All Students	77.0	75	100.0	100	100.0	67.9
	High Needs Students	67.1	75	89.5	100	89.5	56.7
Math Performance Index	All Students	70.1	75	93.5	100	93.5	59.3
	High Needs Students	61.0	75	81.4	100	81.4	47.8
Science Performance Index	All Students	64.5	75	86.0	100	86.0	56.5
	High Needs Students	N/A	75	0.0	0	0.0	45.9
Chronic Absenteeism	All Students	3.8%	<=5%	50.0	50	100.0	10.6%
	High Needs Students	10.4%	<=5%	39.2	50	78.3	17.3%
Preparation for CCR	% Taking Courses	N/A	75%	0.0	0	0.0	66.1%
	% Passing Exams	N/A	75%	0.0	0	0.0	37.3%
On-track to High School Graduation		100.0%	94%	50.0	50	100.0	85.6%
4-year Graduation All Students (2014 Cohort)		N/A	94%	0.0	0	0.0	87.0%
6-year Graduation - High Needs Students (2012 Cohort)		N/A	94%	0.0	0	0.0	77.6%
Postsecondary Entrance (Class of 2014)		N/A	75%	0.0	0	0.0	72.8%
Physical Fitness (estimated part rate) and (fitness rate)		96.1% 58.8%	75%	39.2	50	78.4	87.6% 51.0%
Arts Access		N/A	60%	0.0	0	0.0	45.7%
Accountability Index				628.7	700	89.8	

Gap Indicators	Non-High Needs Rate ¹	High Needs Rate	Size of Gap	State Gap Mean + 1 Stdev ²	Is Gap an Outlier? ²
Achievement Gap Size Outlier?					N
ELA Performance Index Gap	75.0	67.1	7.9	17.3	
Math Performance Index Gap	73.2	61.0	12.2	19.6	
Science Performance Index Gap	67.3	N/A	.	17.2	
Graduation Rate Gap	

¹If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for graduation rate), then the ultimate target is displayed and used for gap calculations.

²If the size of the gap exceeds the state mean gap plus one standard deviation, then the gap is an outlier.

Subject/Subgroup		Participation Rate (%)
ELA	All Students	100.0
	High Needs Students	100.0
Math	All Students	100.0
	High Needs Students	100.0
Science	All Students	100.0
	High Needs Students	.

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

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: 50.1**

Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement: comprehensive documentation and supports](#)

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Pomfret School District

Narratives

School District Improvement Plans and Parental Outreach Activities

Pomfret Community School takes pride in its home-school connections. Pomfret families have a strong connection to the school; many attended PCS, and are proud of the many unique traditions that make this school special. The Parent Teacher Organization is very active and supportive and provides opportunities for enrichment throughout the year. We maintain an open-door policy which welcomes the active participation of parents and community members in the school life of our students. We encourage a strong home-school partnership and believe that we are a team that works together for every student to achieve success. Each year families receive a copy of our student handbook which discusses all of our rules and regulations and weekly updates about school events.

Teachers communicate with parents on a regular basis through phone calls, notes, emails, conferences and website updates. Student progress reports are sent to parents six times per year and formal conferences are scheduled twice per year. In addition, monthly newsletters are published and a yearly calendar of events is distributed. The district also uses Blackboard Connect to keep families informed of school related events.

PCS is the cornerstone of the Pomfret community and we have a close connection to our town Recreation Department. That department uses our facilities for activities before and after school, on the weekends and during the summer break. This cooperative relationship provides opportunities for our students and adult community members. In addition, our staff invites all local seniors to a holiday dinner each December.

The Special Education Program at Pomfret Community School strives to meet the needs of students with disabilities in the most inclusive environment. With a growing population of students identified on the autism spectrum, it was recognized special and general education staff required training and support in this area. Behavior and Autism Consultants from EASTCONN have been contracted with to build capacity within the school to address the needs of those students. The partnering has been highly successful and has prevented possible outplacements from occurring.

To prevent truancy, parents are informed of the state guidelines for students' attendance, including excused and unexcused absence reasons in our student handbook. Absences and late arrivals are tracked and parents are contacted by phone and by letter when a concern arises. In addition, families are encouraged to take vacations during school breaks.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Pomfret Community School is located in a region of Connecticut with very limited racial, ethnic and economic diversity. Our current student population is approximately 92% white, 2% African American, 4% Asian, 1.8% Latino and .2% Native American. Our staff is 100% white. To address our lack of diversity, we provide opportunities for student so to be exposed to other cultures. We have a school club called Hope for Haiti that studies the region and has conducted fundraisers to support education in that country. Students in the middle school have the opportunity to participate in Spanish language classes which includes study of the cultures of Spanish speaking countries. In addition, we hold a cultural arts week each March to provide awareness of diversity. In the 2014-2015 school year the focus country was Ghana. This program included crafts, stories, activities and a dancer from Ghana.

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Equitable Allocation of Resources among District Schools

The Pomfret School District consists of one Pre-Kindergarten to Grade Eight school - Pomfret Community School (PCS). The focus of the district is to maintain the high quality of the educational program at PCS while also providing multiple options to students beyond 8th Grade. At Pomfret Community School, resources are equitably allocated across the grade levels. This assures that students are given access to an education that works to meet their individual needs as learners. Teachers across all content areas and the arts are provided with instructional tools to help maximize student achievement and personal growth. Once students graduate from 8th Grade, they have a number of public and private high school choices. Tuition to the public high school options presents a significant budget obligation to the district on an annual basis.