

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2013–14

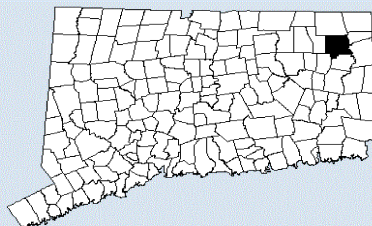


Pomfret School District

860-928-2718 • www.pomfret.ctschool.net

District Information

Grade Range	PK-8
Number of Schools	1
Enrollment	426
Per Pupil Expenditures ¹	\$15,526
Total Expenditures ¹	\$7,545,629

¹Expenditure data reflect the 2012-13 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](#)

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Notes

Unless otherwise noted, all data are for 2013-14 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](#).

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, 2013 Enrollment

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	208	48.8	48.3
Male	218	51.2	51.6
American Indian	*	*	0.2
Asian	13	3.1	4.6
Black or African American	7	1.6	12.9
Hispanic or Latino	11	2.6	21.2
Pacific Islander	0	0.0	0.0
White	389	91.3	58.4
Two or More Races	*	*	2.3
English Language Learners	*	*	5.7
Eligible for Free or Reduced-Price Meals	65	15.3	37.3
Students with Disabilities ¹	46	10.8	12.8

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	*	*	0	0.0
Male	*	*	6	2.6
Black or African American	0	*	0	*
Hispanic or Latino	0	*	0	*
White	*	*	*	*
English Language Learners	0	*	0	*
Eligible for Free or Reduced-Price Meals	*	*	0	0.0
Students with Disabilities	*	*	*	*
District	9	2.2	6	1.3
State		10.8		7.4

Number of students in 2012-13 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	34.6
Paraprofessional Instructional Assistants	2.0
Special Education	
Teachers and Instructors	4.0
Paraprofessional Instructional Assistants	12.5
Administrators, Coordinators and Department Chairs	
District Central Office	0.0
School Level	2.6
Library/Media	
Specialists (Certified)	1.0
Support Staff	0.5
Instructional Specialists Who Support Teachers	2.0
Counselors, Social Workers and School Psychologists	1.0
School Nurses	1.0
Other Staff Providing Non-Instructional Services/Support	21.4

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 (%)
Asian	0	0	1.0
Black or African American	0	0	3.5
Hispanic	0	0	3.6
Native American	0	0	0.1
White	46	100.0	91.7

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
District	100.0
District Poverty Quartile: Middle	
State High Poverty Quartile Schools	97.8
State Low Poverty Quartile Schools	99.5

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

Classroom Teacher Attendance: 2012-13

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	8.2	9.3

Instruction and Resources

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers⁴

	Count	Rate (%)
Autism	7	*
Emotional Disturbance	0	0
Intellectual Disability	*	*
Learning Disability	20	80.0
Other Health Impairment	6	*
Other Disabilities	*	*
Speech/Language Impairment	6	*
District	42	71.2
State		69.2

⁴Ages 6-21

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Students with Disabilities by Primary Disability¹

	District Count	District Rate (%)	State Rate (%)
Autism	13	2.1	1.4
Emotional Disturbance	*	*	1.0
Intellectual Disability	*	*	0.4
Learning Disability	25	4.1	4.2
Other Health Impairment	8	1.3	2.5
Other Disabilities	*	*	1.0
Speech/Language Impairment	11	1.8	1.9
All Disabilities	65	10.7	12.4

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District Count	District Rate (%)	State Rate (%)
Public Schools in Other Districts	*	*	2.8
Private Schools or Other Settings	*	*	8.1

²Grades K-12

Overall Expenditures:³ 2012-13

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	4,312,196	9,136	8,769
Instructional Supplies and Equipment	167,030	354	275
Improvement of Instruction and Educational Media Services	126,760	269	487
Student Support Services	114,124	242	965
Administration and Support Services	596,864	1,265	1,600
Plant Operation and Maintenance	623,098	1,320	1,472
Transportation	678,995	994	786
Costs of Students Tuitioned Out	911,281	N/A	N/A
Other	15,281	32	178
Total	7,545,629	15,526	14,642

Additional Expenditures

Land, Buildings, and Debt Service	51,205	108	1,434
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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: 2012-13

	District Total (\$)	District Percent of Total (%)	State Percent of Total (%)
Certified Personnel	606,554	21.2	35.6
Noncertified Personnel	268,582	9.4	14.5
Purchased Services	96,112	3.4	5.0
Tuition to Other Schools	1,326,657	46.4	21.4
Special Ed. Transportation	259,719	9.1	8.5
Other Expenditures	304,224	10.6	14.9
Total Expenditures	2,861,848	100.0	100.0
PK-12 Expenditures Used for Special Education		37.9	21.9

Expenditures by Revenue Source:⁴ 2012-13

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	61.2	61.1
State	36.1	36.3
Federal	2.4	2.4
Tuition & Other	0.2	0.2

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).

District Profile and Performance Report for School Year 2013-14

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Performance

District Performance Index (DPI)

A District Performance Index (DPI) for the Connecticut Mastery Test (CMT) is the test performance of all subjects tested for all students in the district. The DPI ranges in value from 0 to 100 points. Connecticut's ultimate target for a DPI is 88 because in a district with a DPI of 88 or above, students will have performed at or above the "goal" level on the majority of tests. Detailed reports of CMT assessment results are available at www.ctreports.com. School and District Performance Reports produced by the Connecticut State Department of Education (CSDE) are also available online.

CMT	DPI				2013-14				Note: If no data are displayed for 2013-14, the district implemented the Smarter Balanced Field Test.
	2009-10	2010-11	2011-12	2012-13	Count	DPI	Target	Achieved	
Black or African American	.	.	.	.	.	.	.	.
Hispanic or Latino	.	.	.	.	.	.	.	.
English Language Learners	.	.	.	.	.	.	.	.
Eligible for Free or Reduced-Price Meals	72.8	72.2	71.5	73.2	.	.	.	.
Students with Disabilities	49.4	52.1	42.6	48.9	.	.	.	.
High Needs	61.3	63.4	63.5	65.1	.	.	.	.
District	86.4	87.1	85.8	85.3	.	.	.	.

2013 National Assessment of Educational Progress (NAEP): Percent At or Above Proficient¹

READING	Grade 4	Grade 8	Grade 12
Connecticut	43%	45%	50%
National Public	34%	34%	36%
MATH	Grade 4	Grade 8	Grade 12
Connecticut	45%	37%	32%
National Public	41%	34%	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 CMT/CAPT and NAEP. Instead, NAEP results are meant to complement CMT/CAPT results.

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by			All Tested Grades	
	4	6	8	Count	Rate (%)
Sit & Reach	65.3	71.7	66.0	155	67.7
Curl Up	75.5	88.7	83.0	155	82.6
Push Up	61.2	67.9	62.3	155	63.9
Mile Run/PACER	67.3	83.0	73.6	155	74.8
All Tests - District	38.8	54.7	52.8	155	49.0
All Tests - State	50.2	50.7	50.3		51.1

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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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 out placements 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. Also, 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 2013-2014 school year the focus country was Laos.

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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.