

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2018–19

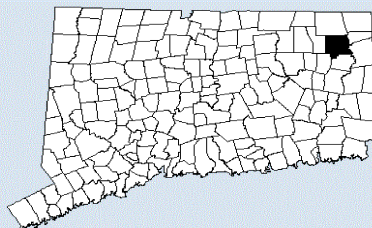


Pomfret School District

860-928-2718 • <http://pomfretcommunityschool.org>

District Information

Grade Range	PK-8
Number of Schools/Programs	1
Enrollment	381
Per Pupil Expenditures ¹	\$18,862
Total Expenditures ¹	\$10,864,284

¹Expenditure data reflect the 2017-18 school year.

Community Information

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

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Notes

Unless otherwise noted, all data are for 2018-19 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.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, or to ensure that statistics based on a very small sample size are not interpreted as equally representative as those based on a sufficiently larger sample size.

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

Students

October 1, 2018 Enrollment²

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	172	45.1	48.4
Male	209	54.9	51.6
American Indian or Alaska Native	0	0.0	0.3
Asian	15	3.9	5.2
Black or African American	*	*	12.8
Hispanic or Latino of any race	19	5.0	25.8
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	*	*	3.6
White	339	89.0	52.4
English Learners	*	*	7.6
Eligible for Free or Reduced-Price Meals	96	25.2	42.1
Students with Disabilities ³	40	10.5	15.4

²This table represents students in grades PK-12 reported by the district in the Public School Information System (i.e., PSIS Reporting District).

³Students in this category are students with an individualized education program (IEP) only. This category does not include students with Section 504 plans or services plans.

NOTE: To protect student privacy, gender counts are suppressed (*) when fewer than 6 students enrolled in the district identify as non-binary.

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ⁴		Suspension/Expulsion ⁵	
	Count	Rate (%)	Count	Rate (%)
Female	*	*	0	0.0
Male	*	*	6	2.6
Black or African American	0	*	0	*
Hispanic or Latino of any race	*	*	0	0.0
White	*	*	6	1.7
English Learners	0	*	0	*
Eligible for Free or Reduced-Price Meals	6	7.2	*	*
Students with Disabilities	*	*	*	*
District	7	1.9	6	1.5
State		10.4		6.7

Number of students in 2017-18 qualified as truant under state statute: 0

Number of school-based arrests: 0

⁴A 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.

⁵This column displays the 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	30.2
Paraprofessional Instructional Assistants	6.5
Special Education	
Teachers and Instructors	4.0
Paraprofessional Instructional Assistants	8.5
Administrators, Coordinators and Department Chairs	
District Central Office	0.0
School Level	3.5
Library/Media	
Specialists (Certified)	0.8
Support Staff	0.0
Instructional Specialists Who Support Teachers	0.8
Counselors, Social Workers and School Psychologists	2.0
School Nurses	1.0
Other Staff Providing Non-Instructional Services/Support	21.3

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	1.1
Black or African American	0	0.0	3.8
Hispanic or Latino of any race	0	0.0	3.8
Native Hawaiian or Other Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	42	100.0	90.5

Classroom Teacher Attendance: 2017-18

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	8.4	10.0

Instruction and Resources

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

	Count	Rate (%)
Autism	*	*
Emotional Disturbance	*	*
Intellectual Disability	*	*
Learning Disability	8	*
Other Health Impairment	8	*
Other Disabilities	0	0
Speech/Language Impairment	9	*
District	32	54.2
State		67.6

³This 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 Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	8	1.5	1.9
Emotional Disturbance	6	1.1	1.1
Intellectual Disability	*	*	0.5
Learning Disability	16	2.9	5.5
Other Health Impairment	13	2.4	3.2
Other Disabilities	*	*	1.1
Speech/Language Impairment	16	2.9	1.8
All Disabilities	66	12.1	15.0

¹This 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 District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	*	*	8.2
Private Schools or Other Settings	*	*	5.0

²This 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:³ 2017-18

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$7,797,745	\$13,538	\$10,545
Support services - students	\$564,241	\$1,462	\$1,373
Support services - instruction	\$332,285	\$861	\$644
Support services - general administration	\$163,286	\$423	\$462
Support services - school based administration	\$428,631	\$1,110	\$1,007
Central and other support services	\$210,308	\$545	\$671
Operation and maintenance of plant	\$608,849	\$1,577	\$1,629
Student transportation services	\$753,740	\$1,282	\$1,231
Food services	.	.	\$13
Enterprise operations	.	.	\$157
Minor school construction	\$5,200	\$13	\$65
Total	\$10,864,284	\$18,862	\$17,153

³Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Special Education Expenditures: 2017-18

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$417,924	13.3	29.7
Instructional Aide Salaries	\$268,922	8.5	9.6
Other Salaries	\$361,932	11.5	10.4
Employee Benefits	\$245,411	7.8	13.0
Purchased Services Other Than Transportation	\$80,847	2.6	5.5
Special Education Tuition	\$1,442,917	45.8	22.6
Supplies	\$36,599	1.2	0.6
Property Services	.	.	0.4
Purchased Services For Transportation	\$291,076	9.2	8.0
Equipment	\$1,862	0.1	0.2
All Other Expenditures	\$500	0.0	0.1
Total	\$3,147,989	100.0	100.0
Percent of Total Expenditures Used for Special Education		29.0	24.4

Expenditures by Revenue Source:⁴ 2017-18

	Percent of Total (%) Excluding School Construction
Local	68.8
State	28.7
Federal	2.1
Tuition & Other	0.3

⁴Revenue 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., 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	0	N/A	0	N/A	0	N/A
Asian	11	*	11	*	*	*
Black or African American	*	*	*	*	0	N/A
Hispanic or Latino of any race	16	*	16	*	6	*
Native Hawaiian or Other Pacific Islander	*	*	*	*	0	N/A
Two or More Races	*	*	*	*	*	*
White	226	75.1	225	73.8	79	71.3
English Learners	*	*	*	*	*	*
Non-English Learners	*	*	*	*	*	*
Eligible for Free or Reduced-Price Meals	54	71.9	53	70.6	17	*
Not Eligible for Free or Reduced-Price Meals	204	75.8	204	74.9	73	71.1
Students with Disabilities	25	55.3	25	51.7	10	*
Students without Disabilities	233	77.1	232	76.4	80	73.5
High Needs	76	68.3	75	66.4	25	69.8
Non-High Needs	182	77.8	182	77.1	65	72.4
District	258	75.0	257	74.0	90	71.7

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

	NAEP 2019		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	40	41	50
National Public	34	32	36
MATH			
Connecticut	45	39	32
National Public	40	33	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 performance on NAEP by student group, [click here](#).

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	HS	Count	Rate (%)
Sit & Reach	59.0	68.1	58.5	N/A	139	61.9
Curl Up	84.6	80.9	86.8	N/A	139	84.2
Push Up	76.9	72.3	71.7	N/A	139	73.4
Mile Run/PACER	46.2	63.8	73.6	N/A	139	62.6
All Tests - District	33.3	48.9	43.4	N/A	139	42.4
All Tests - State	56.1	53.5	50.9	51.4		52.9

²The 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.

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

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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		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	75.0	75	50.0	50	100.0	67.7
	High Needs Students	68.3	75	45.5	50	91.1	58.1
Math Performance Index	All Students	74.0	75	49.3	50	98.6	63.1
	High Needs Students	66.4	75	44.3	50	88.5	52.7
Science Performance Index	All Students	71.7	75	47.8	50	95.6	63.8
	High Needs Students	69.8	75	46.6	50	93.1	54.2
ELA Academic Growth	All Students	56.2%	100%	56.2	100	56.2	59.9%
	High Needs Students	57.2%	100%	57.2	100	57.2	55.1%
Math Academic Growth	All Students	62.3%	100%	62.3	100	62.3	62.5%
	High Needs Students	58.3%	100%	58.3	100	58.3	55.2%
Progress Toward English Proficiency	Literacy	.	100%	.	.	.	60.0%
	Oral	.	100%	.	.	.	52.1%
Chronic Absenteeism	All Students	1.9%	<=5%	50.0	50	100.0	10.4%
	High Needs Students	5.3%	<=5%	49.4	50	98.8	16.1%
Preparation for CCR	% Taking Courses	.	75%	.	.	.	80.0%
	% Passing Exams	.	75%	.	.	.	42.6%
On-track to High School Graduation		97.5%	94%	50.0	50	100.0	88.0%
4-year Graduation All Students (2018 Cohort)		.	94%	.	.	.	88.3%
6-year Graduation - High Needs Students (2016 Cohort)		.	94%	.	.	.	83.3%
Postsecondary Entrance (Class of 2018)		.	75%	.	.	.	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		97.9% 42.4%	75%	28.3	50	56.6	96.4% 52.9%
Arts Access		.	60%	.	.	.	51.9%
Accountability Index				695.2	900	77.2	

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 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	68.3	6.7	15.4	
Math Performance Index Gap	75.0	66.4	8.6	17.6	
Science Performance Index Gap	72.4	69.8	2.6	16.1	
Graduation Rate Gap	

¹If 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.

²If 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.

Subject/Student Group		Participation Rate (%) ³
ELA	All Students	99.6
	High Needs Students	100.0
Math	All Students	99.3
	High Needs Students	98.8
Science	All Students	100.0
	High Needs Students	100.0

³Minimum 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: 51.5**

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Narratives

School District Improvement Plans and Parental Outreach Activities

Annually, the Pomfret Board of Education approves school goals that focus on both student achievement and positive school and family communications. The district monitors and analyzes benchmark testing and make adjustments and creates interventions as needed. Individual student progress is our primary focus and the district closely monitors cohort student data by grade level.

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 its automated email and calling system 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 that special and general education staff required training and support in this area. Behavior and Autism Consultants from EASTCONN continue to be contracted 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. Pomfret Community School contracts with EASTCONN's Residency and Truancy program to further assist with individual students and families.

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, and 3% Latino. 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. In addition, students at Pomfret Community School participate in a significant number of fund raising activities that support the efforts of many worthwhile organizations such as the Pomfret Food Pantry and TEEG. 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 spring to provide awareness of diversity. In the 2018-2019 school year the focus country was Finland. This program included crafts, stories, and a variety of activities. The Pomfret Community School PTO is instrumental in making this program an annual highlight. This year all grade eight students at Pomfret Community School participated in a Human Rights Conference hosted by one of our designated high schools Woodstock Academy.

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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. The district is pleased to continue to maintain reasonable class sizes at all 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. The school provides one to one access to chrome books for all students grade five through eight. A laptop cart is available grade three and four while the primary wing also has access to a laptop cart and a chrome book lab. Once students graduate from 8th Grade, they have a number of public and private high school choices. Starting in the 2019-2020 school year, the Pomfret Board of Education approved two additional designated high school options for Pomfret students.