

STRATEGIC SCHOOL PROFILE 2007-08

Single Elementary School District Edition

Pomfret Community School**Pomfret School District**

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Location: 20 Pomfret Street

Pomfret Center,

Connecticut

Website: WWW.POMFRET.CTSCHOOL.NET

This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220© using data and narratives provided by the school district or testing services. Profiles and additional education data, including longitudinal data, are available on the internet at www.sde.ct.gov.

COMMUNITY DATA

County: Windham

Town Population in 2000: 3,798

1990-2000 Population Growth: 22.4%

Number of Public Schools: 1

Per Capita Income in 2000: \$26,029

Percent of Adults without a High School Diploma in 2000*: 8.5%

Percent of Adults Who Were Not Fluent in English in 2000*: 0.7%

District Enrollment as % of Estimated Student Population: 94.0%

*To view the Adult Education Program Profiles online, go to www.sde.ct.gov and click on Adult Education, then Reports.

District Reference Group (DRG): C DRG is a classification of districts whose students' families are similar in education, income, occupation, and need, and that have roughly similar enrollment. The Connecticut State Board of Education approved DRG classification for purposes of reporting data other than student performance.

TYPE OF SCHOOL

School Type: Traditional/Regular

School Grade Range: PK- 8

STUDENT ENROLLMENT

Enrollment on October 1, 2007: 539

5-Year Enrollment Change: -3.8%

INDICATORS OF EDUCATIONAL NEED

Need Indicator	Number in School	Percent in School	Elementary Schools	
			% in DRG	% in State
Students Eligible for Free/Reduced-Price Meals	44	8.2	5.0	33.1
K-12 Students Who Are Not Fluent in English	1	0.2	0.8	7.3
Students Identified as Gifted and/or Talented	51	9.5	2.2	2.3
Students with Disabilities	71	13.2	10.8	10.8
Kindergarten Students who Attended Preschool, Nursery School or Headstart	40	76.9	87.9	79.2
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	477	96.0	94.9	86.8
Homeless	0	0.0	0.0	0.2

PROGRAM AND INSTRUCTION

State law requires that at least 180 days of school be offered to students in kindergarten through Grade 12, 900 hours of instruction to Grades 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

Instructional Time	School	State Elementary Schools
Total Days per Year	183	181
Total Hours per Year	958	987

Estimated Hours of Instruction Per Year in Selected Subject Areas		
Grade 5	School	State
Art	31	31
Computer Education	30	17
English Language Arts	328	425
Family and Consumer Science	0	1
Health	10	23
Library Media Skills	19	18
Mathematics	183	199
Music	51	33
Physical Education	36	40
Science	135	97
Social Studies	135	92
Technology Education	0	1
World Languages	0	10

*Interdisciplinary Approach

Type of Kindergarten: This school offers half-day kindergarten.

World Language

Formal instruction (at least 1 hour per week) in Spanish starts in Grade 7 in this school. Statewide, 72.2% of elementary and middle schools that serve Grade 7 start world language instruction by this grade.

Lunch

An average of 30 minutes is provided for lunch during full school days.

Enrollment in Selected High School Level Courses		
Percent of Grade 8 Students Taking	School	State
Mathematics	19.7	31.2
World Language	0.0	46.4

Average Class Size	School	DRG	State
Kindergarten	17.3	17.1	18.1
Grade 2	16.3	18.6	19.3
Grade 5	18.7	20.4	20.9
Grade 7	17.0	19.9	20.5

Special Programs	School	Elementary Schools	
		DRG	State
% of K-12 Students in Bilingual Education Program or Receiving English as a Second Language Services	0.2	0.7	7.1
% of Gifted and/or Talented Students Who Received Services	0.0	72.2	78.6
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers	84.5	78.2	79.1

LIBRARY AND COMPUTERS

Free on-line access to periodicals, newspapers, and other resources is available to all Connecticut schools through the Connecticut Digital Library at www.iconn.org.

Instructional Computers and Library Materials	School	Elementary Schools	
		DRG	State
# of Students Per Computer	4.8	3.3	3.4
% of Computers with Internet Access	92.9	99.3	98.3
% of Computers that are High or Moderate Power	68.8	92.8	91.7
# of Print Volumes Per Student*	33.5	29.6	27.7
# of Print Periodical Subscriptions	28	16	16

*Because a certain number of volumes are needed for a library of adequate breadth and depth, a small school may need a higher number of volumes per student.

DISTRICT STAFF

Full-Time Equivalent Count of District Staff	
General Education: Teachers and Instructors	38.20
Paraprofessional Instructional Assistants	6.50
Special Education: Teachers and Instructors	4.00
Paraprofessional Instructional Assistants	10.50
Library/Media Specialists and Assistants	2.00
Administrators, Coordinators, and Department Chairs	
District Central Office	1.60
School Level	1.00
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	0.00
Counselors, Social Workers, and School Psychologists	2.00
School Nurses	1.00
Other Staff Providing Non-Instructional Services and Support	25.00

In the full-time equivalent (FTE) count, staff members working part-time in the school district are counted as a fraction of full-time. For example, a teacher who works half-time in the district contributes 0.50 to the district's staff count.

Teachers and Instructors	School	Elementary Schools	
		DRG	State
Average Number of Years of Experience in Education	14.1	14.1	13.2
% with Master's Degree or Above	83.7	77.8	77.9
Attendance, 2006-07: Average Days Absent Due to Illness or Personal Time	8.1	8.1	8.7
% Assigned to Same School the Previous Year	86.0	74.1	72.5

HOME AND SCHOOL COMMUNICATION AND SUPPORT

Teacher E-Mail Addresses: All teachers at this school have been issued e-mail addresses.

Online Homework Information: A portion of the school's website is devoted to homework pages.

The following narrative about how this school promotes and supports parental involvement was submitted by this school.

Pomfret Community School takes pride in its home-school connection. Pomfret families have a strong connection to the school and are proud of the many unique traditions that make this school so special. The Parent Teacher Organization is very active, supportive and provides the children with numerous enrichment opportunities throughout the year, such as cultural arts performances. Each year a handbook has been prepared to establish a better understanding among students, parents, and teachers. It is our hope that parents and students will find answers in this book to some of the questions about the educational opportunities offered at PCS, as well as the rules and regulations required for being a good citizen of the school. These rules help all of us to live, learn, cooperate and work together.

We at PCS 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; we believe that education is a joint responsibility of home and school. As a team we must work together to achieve our educational goals and help make each child's best year in school.

Teachers communicate on a regular basis through phone conversations, notes, emails, face-to-face conferences and by posting messages and homework on the school web site. Reporting of student progress is distributed six times during the school year for students in grades PreK-8. Scheduled parent-teacher conferences are held twice during the school year. Open House is held early in the fall for each grade level. A monthly newsletter is published to keep parents apprised of events and activities. The school also produces a yearly calendar announcing all activities held throughout the year.

Last year a committee comprised of PCS staff, Board of Education members, members of the town government, residents, parents and former students developed a Strategic Plan for the 2007-2008 school year. The following goal is one focus of the staff, working in conjunction with the community, for the upcoming year:

- Strengthen and develop community partnerships by increasing communication to promote collaboration and coordination efforts, improve educational initiatives.

Pomfret Community School is just that...a community!

SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	0	0.0
Asian American	13	2.4
Black	10	1.9
Hispanic	11	2.0
White	505	93.7
Total Minority	34	6.3

Percent of Minority Professional Staff: 0.0%

Non-English Home Language: 0.2% of this school's students (excluding prekindergarten students) come from homes where English is not the primary language. The number of non-English home languages is 1.

EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

Below is the description submitted by this school of how it provides educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds.

Pomfret is a rural school district experiencing growth and greater diversity in its community, yet Pomfret Community School remains racially and ethnically isolated. A limited number of programs are in place to increase students' awareness of diversity issues and to promote greater interactions with peers from other areas around the state.

A yearly intensive Cultural Arts Program for all students focuses on an in-depth study of another country and its culture. The community is brought into the process as well as invited guests from outside the district. India, Mexico, West Africa, Japan, Canada, Brazil, Puerto Rico, the Philippines, Japan, China, Australia, Greece, southern Africa, Cambodia, Kenya and Korea have been visited and each year a greater excitement and understanding of the culture is observed, through the increased classroom and community participation.

This year saw a continuation in collaborative grants where activities were planned for teachers and students to meet, share lessons, and interact for better understanding. Our selection into the HOT Schools Program virtually assures increased opportunities to increase diversity awareness. One of our art teachers spent four weeks in the fall teaching the idea of tolerance in Indian schools. Many of her ideas were then brought back to our school community. The school was alive with excitement, and learning opportunities were everywhere.

In an attempt to overcome the major hurdles of rural isolation and limited funding, the Board of Education is committed to providing educational opportunities that will enable students to interact and reduce such isolation. Based on the sustained Cultural Arts Program, in existence for 14 years that includes tremendous community participation, the ongoing collaboration with area school districts to unite middle school students, a noted improvement in the quality of such programs, an increase in the percentage of diversity within our school, a greater commitment from the staff and community, all together have produced a heightened awareness of the importance of reducing racial, ethnic, and economic isolation.

STUDENT PERFORMANCE AND BEHAVIOR

Physical Fitness: % Reaching Health Standard on All Four Tests*	School	State	% of Schools in State with Equal or Lower Percent Reaching Standard
Grade 4	19.6	33.8	25.9
Grade 6	44.3	35.4	71.0
Grade 8	47.0	37.0	75.0

*Includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

Connecticut Mastery Test, Fourth Generation, % Meeting State Goal. The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards.

Grade and CMT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal
Grade 3 Reading	58.6	52.0	46.6
Writing	73.7	63.4	60.1
Mathematics	66.1	60.0	50.3
Grade 4 Reading	69.2	55.9	65.8
Writing	90.4	62.9	100.0
Mathematics	73.1	60.3	63.5
Grade 5 Reading	80.4	62.2	80.9
Writing	78.6	64.5	67.3
Mathematics	67.9	65.9	38.9
Science	71.4	54.9	64.2
Grade 6 Reading	83.3	66.3	75.0
Writing	83.3	61.9	89.3
Mathematics	75.0	66.4	51.8
Grade 7 Reading	88.0	71.1	80.6
Writing	76.0	62.0	67.7
Mathematics	78.0	63.0	66.5
Grade 8 Reading	91.0	64.8	96.9
Writing	82.4	63.4	78.6
Mathematics	80.9	60.8	79.9
Science	80.9	58.6	79.9

These results reflect the performance of students with scoreable tests who were enrolled in the district at the time of testing, regardless of the length of time they were enrolled in the district. Results for fewer than 20 students are not presented.

For more detailed CMT results, go to www.ctreports.com.

To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."

Student Attendance	School	State Elementary Schools
% Present on October 1	96.8	96.4

Disciplinary Offenses

Disciplinary offenses committed by students include all serious offenses, offenses involving drugs, alcohol, or tobacco, and all incidents resulting in suspension or expulsion. In the 2006-07 school year, 11 students were responsible for these incidents. These students represent 2% of the estimated number of students who attended this school at some point during the 2006-07 school year. For more information and data on disciplinary offenses, go to www.sde.ct.gov, click on "CEDaR" and then on "Student Data."

Number of Incidents by Disciplinary Offense Category, 2006-07		
Offense Category	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	0	0
Sexually Related Behavior	8	0
Personally Threatening Behavior	0	0
Theft	2	0
Physical/Verbal Confrontation	2	0
Fighting/Battery	3	0
Property Damage	1	0
Weapons	0	0
Drugs/Alcohol/Tobacco	1	0
School Policy Violations	3	0
Total	20	0

SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	80
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	11.1%

Of All K-12 Students for Whom District is Financially Responsible, Number and Percentage with Disabilities				
Disability	Count	District Percent	DRG Percent	State Percent
Autism	8	1.1	0.8	0.7
Learning Disability	34	4.7	4.1	4.0
Intellectual Disability	2	0.3	0.4	0.5
Emotional Disturbance	3	0.4	0.7	1.0
Speech Impairment	24	3.3	2.2	2.4
Other Health Impairment*	7	1.0	1.9	2.1
Other Disabilities**	2	0.3	0.6	0.9
Total	80	11.1	10.7	11.5

*Includes chronic health problems such as attention deficit disorders and epilepsy

**Includes hearing, visual, and orthopedic impairments, deaf-blindness, multiple disabilities, traumatic brain injury, and developmental delay

Federal law requires that students with disabilities be educated with their non-disabled peers as much as is appropriate. Placement in separate educational facilities tends to reduce the chances of students with disabilities interacting with non-disabled peers, and of receiving the same education.

K-12 Students with Disabilities Placed in Educational Settings Other Than This District's Schools		
Placement	Count	Percent
Public Schools in Other Districts	1	1.3
Private Schools or Other Settings	8	10.0

Number and Percentage of K-12 Students with Disabilities for Whom District is Financially Responsible by the Percentage of Time They Spent with Their Non-Disabled Peers				
Time Spent with Non-Disabled Peers	Count of Students	Percent of Students		
		District	DRG	State
79.1 to 100 Percent of Time	57	71.3	71.7	71.6
40.1 to 79.0 Percent of Time	15	18.8	21.8	16.6
0.0 to 40.0 Percent of Time	8	10.0	6.5	11.8

Connecticut Mastery Test, Fourth Generation, % of Students with Disabilities Meeting State Goal. The reading, writing and mathematics tests are administered to students in Grades 3 through 8, and the science test to students in Grades 5 and 8. The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. The results below are for students attending district schools who participated in the standard assessment with or without accommodations for their disabilities.

CMT Subject Area	Students with Disabilities		All Students	
	District	State	District	State
Reading	20.6	20.4	78.7	62.1
Writing	23.5	19.3	80.8	63.0
Mathematics	20.0	22.6	73.6	62.7
Science	N/A	N/A	76.6	56.8

Results for fewer than 20 students are not presented. For more detailed CMT or CAPT results, go to www.ctreports.com. To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."

Accommodations for a student's disability may be made to allow him or her to participate in testing. Students whose disabilities prevent them from taking the test even with accommodations are assessed by means of a list of skills aligned to the same content and grade level standards as the CMT.

Participation in State Assessments of Students with Disabilities Attending District Schools		
CMT	% Without Accommodations	23.1
	% With Accommodations	76.9
	% Assessed Using Skills Checklist	10.3

DISTRICT EXPENDITURES AND REVENUES, 2006-07

Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources. DRG and state figures will not be comparable to the district if the school district does not teach both elementary and secondary students.

Expenditures All figures are unaudited.	Total (in 1000s)	Expenditures Per Pupil			
		District	Elementary Districts	DRG	State
Instructional Staff and Services	\$3,778	\$6,996	\$7,141	\$6,737	\$7,159
Instructional Supplies and Equipment	\$167	\$310	\$314	\$287	\$266
Improvement of Instruction and Educational Media Services	\$92	\$170	\$219	\$395	\$429
Student Support Services	\$115	\$214	\$732	\$713	\$761
Administration and Support Services	\$464	\$860	\$1,370	\$1,267	\$1,271
Plant Operation and Maintenance	\$540	\$1,000	\$1,146	\$1,295	\$1,322
Transportation	\$519	\$646	\$575	\$605	\$601
Costs for Students Tuitioned Out *	\$498	N/A	N/A	N/A	N/A
Other	\$5	\$9	\$62	\$130	\$145
Total*	\$6,178	\$11,234	\$12,187	\$11,824	\$12,151
Additional Expenditures					
Land, Buildings, and Debt Service	\$367	\$679	\$1,737	\$1,979	\$1,882

*Town total expenditures (in 1000s) for PK-12 are: Total, \$8,577; Tuition Costs, \$2,896.

Total town expenditures per pupil for PK-12 are \$11,153.

Special Education Expenditures

Total Expenditures	\$2,000,791
Percent of Total PK-12 Expenditures Used for Special Education	23.3%

Revenue Sources, % of Expenditures from Source. Revenue 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 Corrections).

District Expenditures	Local Revenue	State Revenue	Federal Revenue	Tuition & Other
Including School Construction	58.3	38.2	2.9	0.7
Excluding School Construction	59.5	36.8	3.0	0.7

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this school.

Pomfret Community School continues to realize growth and improvement in all areas, especially in reading, writing, math and technology in the classroom. Curriculum and resources are current, staff has been retained to provide remedial and enhanced instruction in language arts and mathematics; Science Curriculum revisions are in place with new supporting resources for instruction, and a close examination of current instructional practices for alignment with CMT 4 are continuing; our early literacy program (ELI) includes children in grades K, 1, 2, 3 along with the implementation of Response to Instruction in K-3. A newly revised Language Arts curriculum has been written and will be implemented during the 2008-09 school year.

A curriculum collaboration initiative joins together middle & high school staff to promote curriculum, transition and communications among the schools; a development guidance program and school crisis plan are solidly in place. Recent technology grant has enabled more professional development for teachers to develop class based web pages with social studies focus. Classroom computers are networked and computer lab is in full operation; our summer reading program indicates high levels of success for students on CMT exam and our after school and summer school programs assist students in basic skills; after school program, PASS, provides assistance to all students in grades 3-8, a second physical education teacher provides greater focus on skills necessary for success on the CMTs as well as better opportunity for involvement in physical education and health related activities, but lack of space limits time available; a second music teacher provides instruction in the primary grades and enables upper grade students to receive more direct instruction, a second art teacher provides greater opportunities for grades PK - 2. A guidance position provides greater support for all students especially in developing anti-bullying strategies, overseeing peer mediation, and buddy systems. Once again, CMT Generation 4 scores were above state average and competitive with the DRG average with highest scores in writing and reading, with improvement noted in math. Space issues predominate and consideration is being given to solutions that will provide equality for all children; new materials and curriculum in social studies and math for grades K-8 will support improvement in the language arts area along with increased time spent on math instruction as well as continued professional development focus. Pomfret's HOT Schools program will enhance instruction and provide greater opportunities for all children to succeed by using more arts curriculum integration and use of multiple intelligence approaches.

SUPPLEMENTAL SCHOOL INFORMATION

The space below was optionally used by this school to describe aspects of the school not presented elsewhere in the profile.
