

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2017–18

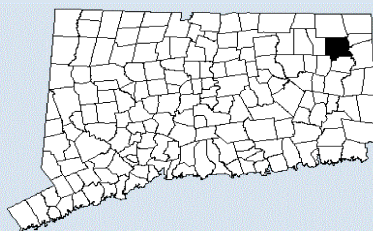


## Pomfret School District

860-928-2718 • <http://www.pomfret.ctschool.net>

### District Information

Grade Range	PK-8
Number of Schools/Programs	1
Enrollment	388
Per Pupil Expenditures <sup>1</sup>	\$20,198
Total Expenditures <sup>1</sup>	\$7,857,071

<sup>1</sup>Expenditure data reflect the 2016-17 year.

### Community Information

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

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### Notes

Unless otherwise noted, all data are for 2017-18 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](http://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, 2017 Enrollment

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	175	45.1	48.4
Male	213	54.9	51.6
American Indian or Alaska Native	*	*	0.3
Asian	15	3.9	5.1
Black or African American	*	*	12.8
Hispanic or Latino	17	4.4	24.8
Pacific Islander	*	*	0.1
Two or More Races	*	*	3.3
White	345	88.9	53.6
English Learners	*	*	7.2
Eligible for Free or Reduced-Price Meals	65	16.8	36.7
Students with Disabilities <sup>1</sup>	46	11.9	14.8

<sup>1</sup>Students 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 <sup>2</sup>		Suspension/ Expulsion <sup>3</sup>	
	Count	Rate (%)	Count	Rate (%)
Female	9	5.4	0	0.0
Male	8	3.9	*	*
Black or African American	0	*	0	*
Hispanic or Latino	0	*	0	*
White	*	*	*	*
English Learners	*	*	0	*
Eligible for Free or Reduced-Price Meals	10	10.0	*	*
Students with Disabilities	*	*	*	*
District	17	4.6	*	*
State		10.7		6.8

Number of students in 2016-17 qualified as truant under state statute: 0

Number of school-based arrests: 0

<sup>2</sup>A 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.

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

# District Profile and Performance Report for School Year 2017-18

## Pomfret School District

### Educators

#### Full-Time Equivalent (FTE)<sup>1</sup> Staff

	FTE
<b>General Education</b>	
Teachers and Instructors	31.2
Paraprofessional Instructional Assistants	7.5
<b>Special Education</b>	
Teachers and Instructors	4.0
Paraprofessional Instructional Assistants	8.5
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	0.0
School Level	3.4
<b>Library/Media</b>	
Specialists (Certified)	0.8
Support Staff	0.0
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	21.3

<sup>1</sup>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.

#### 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	3.7
Hispanic or Latino	0	0.0	3.7
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	43	100.0	91.0

#### Classroom Teacher Attendance: 2016-17

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	9.0	10.5

### Instruction and Resources

#### Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers<sup>3</sup>

	Count	Rate (%)
Autism	*	*
Emotional Disturbance	*	*
Intellectual Disability	*	*
Learning Disability	12	*
Other Health Impairment	8	*
Other Disabilities	*	*
Speech/Language Impairment	9	*
District	38	63.3
State		68.6

<sup>3</sup>Ages 6-21

# District Profile and Performance Report for School Year 2017-18

## Pomfret School District

### Students with Disabilities by Primary Disability<sup>1</sup>

	District Count	District Rate (%)	State Rate (%)
Autism	11	2.0	1.8
Emotional Disturbance	*	*	1.1
Intellectual Disability	*	*	0.5
Learning Disability	18	3.2	5.2
Other Health Impairment	10	1.8	3.1
Other Disabilities	*	*	1.1
Speech/Language Impairment	15	2.7	1.8
All Disabilities	66	11.9	14.5

<sup>1</sup>Grades K-12

### Students with Disabilities Placed Outside of the District<sup>2</sup>

	District Count	District Rate (%)	State Rate (%)
Public Schools in Other Districts	*	*	8.3
Private Schools or Other Settings	*	*	5.2

<sup>2</sup>Grades K-12

### Overall Expenditures:<sup>3</sup> 2016-17

	Total (\$)	Per Pupil District (\$)	Per Pupil State (\$)
Instructional Staff and Services	4,341,912	11,578	9,847
Instructional Supplies and Equipment	137,657	367	287
Improvement of Instruction and Educational Media Services	283,185	755	589
Student Support Services	157,033	419	1,120
Administration and Support Services	798,200	2,129	1,905
Plant Operation and Maintenance	603,971	1,611	1,648
Transportation	759,340	1,238	904
Costs of Students Tuitioned Out	761,925	N/A	N/A
Other	13,848	37	208
Total	7,857,071	20,198	16,535

#### Additional Expenditures

Land, Buildings, and Debt Service	48,109	128	1,393
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<sup>3</sup>Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

### Special Education Expenditures: 2016-17

	District Total (\$)	District Percent of Total (%)	State Percent of Total (%)
Certified Personnel	672,415	24.1	33.8
Noncertified Personnel	343,767	12.3	14.5
Purchased Services	113,671	4.1	5.5
Tuition to Other Schools	1,099,776	39.4	23.4
Special Ed. Transportation	287,783	10.3	8.7
Other Expenditures	272,521	9.8	14.1
Total Expenditures	2,789,933	100.0	100.0

### Expenditures by Revenue Source:<sup>4</sup> 2016-17

	Percent of Total (%) Including School Construction	Percent of Total (%) Excluding School Construction
Local	63.9	63.7
State	33.6	33.8
Federal	2.4	2.4
Tuition & Other	0.2	0.2

<sup>4</sup>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 Correction).

# District Profile and Performance Report for School Year 2017-18

## Pomfret School District

### 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.

The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

	English Language Arts(ELA)		Math	
	Count	DPI	Count	DPI
American Indian or Alaska Native	*	*	*	*
Asian	10	*	10	*
Black or African American	*	*	*	*
Hispanic or Latino	16	*	16	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A
Two or More Races	*	*	*	*
White	235	74.2	235	69.8
English Learners	*	*	*	*
Non-English Learners	262	74.1	262	69.8
Eligible for Free or Reduced-Price Meals	68	70.1	68	65.1
Not Eligible for Free or Reduced-Price Meals	199	75.4	199	71.6
Students with Disabilities	25	57.1	25	46.3
Students without Disabilities	242	75.8	242	72.4
High Needs	85	67.9	85	62.1
Non-High Needs	182	77.0	182	73.6
District	267	74.1	267	69.9

#### National Assessment of Educational Progress (NAEP): Percent At or Above Proficient<sup>1</sup>

	NAEP 2017		NAEP 2013
	Grade 4	Grade 8	Grade 12
<b>READING</b>			
Connecticut	43%	44%	50%
National Public	35%	35%	36%
<b>MATH</b>			
Connecticut	40%	36%	32%
National Public	40%	33%	25%

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

#### Physical Fitness Tests: Students Reaching Health Standard<sup>2</sup>

	Percent of Students by Grade <sup>3</sup> (%)				All Tested Grades	
	4	6	8	HS	Count	Rate (%)
Sit & Reach	77.5	61.9	80.0	N/A	132	73.5
Curl Up	72.5	73.8	92.0	N/A	132	80.3
Push Up	67.5	73.8	86.0	N/A	132	76.5
Mile Run/PACER	52.5	61.9	82.0	N/A	132	66.7
All Tests - District	30.0	45.2	64.0	N/A	132	47.7
All Tests - State	53.2	51.4	50.5	45.6		50.1

<sup>2</sup>The 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.

<sup>3</sup>Only students assessed in all four areas are included in this calculation.

# District Profile and Performance Report for School Year 2017-18

## Pomfret School District

### 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.

The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	74.1	75	49.4	50	98.8	67.6
	High Needs Students	67.9	75	45.3	50	90.5	57.5
Math Performance Index	All Students	69.9	75	46.6	50	93.2	62.7
	High Needs Students	62.1	75	41.4	50	82.8	52.0
ELA Academic Growth	All Students	74.8%	100%	74.8	100	74.8	60.7%
	High Needs Students	73.6%	100%	73.6	100	73.6	55.6%
Math Academic Growth	All Students	57.5%	100%	57.5	100	57.5	61.9%
	High Needs Students	51.1%	100%	51.1	100	51.1	55.4%
Chronic Absenteeism	All Students	4.6%	<=5%	50.0	50	100.0	10.7%
	High Needs Students	8.9%	<=5%	42.3	50	84.5	16.6%
Preparation for CCR	% Taking Courses	N/A	75%	0.0	0	0.0	74.8%
	% Passing Exams	N/A	75%	0.0	0	0.0	44.8%
On-track to High School Graduation		93.0%	94%	49.5	50	99.0	87.5%
4-year Graduation All Students (2017 Cohort)		N/A	94%	0.0	0	0.0	87.9%
6-year Graduation - High Needs Students (2015 Cohort)		N/A	94%	0.0	0	0.0	81.8%
Postsecondary Entrance (Class of 2017)		N/A	75%	0.0	0	0.0	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		97.1%   47.7%	75%	31.8	50	63.6	96.6%   50.1%
Arts Access		N/A	60%	0.0	0	0.0	51.2%
<b>Accountability Index</b>				<b>613.1</b>	<b>800</b>	<b>76.6</b>	

Gap Indicators	Non-High Needs Rate <sup>1</sup>	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev <sup>2</sup>	Is Gap an Outlier? <sup>2</sup>
Achievement Gap Size Outlier?					N
ELA Performance Index Gap	75.0	67.9	7.1	15.9	
Math Performance Index Gap	73.6	62.1	11.5	18.2	
Science Performance Index Gap	.	N/A	.	.	
Graduation Rate Gap	.	.	.	.	

<sup>1</sup>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.

<sup>2</sup>If the size of the gap exceeds the state mean gap plus one standard deviation, the gap is an outlier.

Subject/Subgroup		Participation Rate (%) <sup>3</sup>
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	100.0

<sup>3</sup>Minimum participation standard is 95%.

### 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: 51.5**

#### Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

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

# District Profile and Performance Report for School Year 2017-18

## Pomfret School District

### Narratives

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#### **School District Improvement Plans and Parental Outreach Activities**

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 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.

#### **Efforts to Reduce Racial, Ethnic and Economic Isolation**

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. 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 2017-2018 school year the focus country was South Africa. This program included crafts, stories, and a variety of activities. The Pomfret Community School PTO is instrumental in making this program an annual highlight.

# District Profile and Performance Report for School Year 2017-18

## Pomfret School District

### **Equitable Allocation of Resources among District Schools**

#### 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. 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. .