

Connecticut State Department of Education

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2024-25



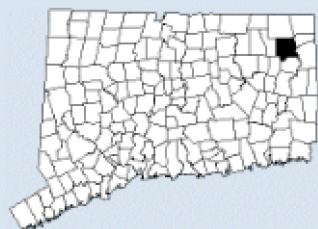
Pomfret School District

Robert Cummings, Superintendent • 860-928-2718 • <http://pomfretcommunityschool.org>

District Information

Grade Range	PK-8
Number of Schools/Programs	1
Enrollment	333
Per Pupil Expenditures	\$22,226
Total Expenditures	\$11,868,754

Expenditure data reflect the 2023-24 school year.



Community Information

AdvanceCT Town Profiles provide summary demographic and economic information for Connecticut's municipalities at <https://www.advancect.org/site-selection/town-profiles>

Contents

Students.....	1
Educators.....	2
Instruction and Resources.....	2
Performance and Accountability.....	4
Narratives.....	6

Notes

Unless otherwise noted, all data are for 2024-25 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 <https://public-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. Complete data suppression guidelines are available at <https://tinyurl.com/SuppressionPolicy>

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

Students

October 1, 2024 Enrollment

Student Group	District Count	District Percent (%)	State Percent (%)
Female	150	45.0	48.4
Male	183	55.0	51.5
Non-Binary	0	0.0	0.1
American Indian or Alaska Native	0	0.0	0.2
Asian	*	*	5.2
Black or African American	*	*	12.4
Hispanic or Latino of any race	19	5.7	32.1
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	8	2.4	4.8
White	298	89.5	45.1
English Learners/Multilingual Learners	*	*	11.3
Eligible for Free or Reduced-Price Meals	78	23.4	44.8
Students with Disabilities	58	17.4	18.5

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

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

Chronic Absenteeism and Suspension/Expulsion

Student Group	Chronic Count	Chronic Rate (%)	Suspension Count	Suspension Rate (%)
Female	12	8.5	*	*
Male	12	7.1	*	*
Non-Binary	N/A	N/A	N/A	N/A
Black or African American	0	*	0	*
Hispanic or Latino of any race	*	*	0	0.0
White	21	7.5	10	3.2
English Learners/Multilingual Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	10	11.6	*	*
Students with Disabilities	7	12.7	*	*
All Students - District	24	7.7	10	2.9
All Students - State		17.2		6.8

A 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.

A student is included in **suspension count/rate** if they received at least one in-school suspension, out-of-school suspension, or expulsion.

Number of students qualified as truant under state statute: 0
Number of school-based arrests: 0

District Profile and Performance Report for School Year 2024-25

Pomfret School District

Educators

Full-Time Equivalent (FTE) Staff

Role	FTE
General Education Teachers and Instructors	29.2
General Education Paraprofessionals	6.5
Special Education Teachers and Instructors	4.0
Special Education Paraprofessionals	9.5
District Central Office Administrators	0.0
School Level Administrators	3.6
Library/Media Specialists (Certified)	0.8
Library/Media Support Staff	1.0
Instructional Specialists Who Support Teachers	0.0
Counselors, Social Workers and School Psychologists	2.0
School Nurses	1.0
Other Staff Providing Non-Instructional Services/Support	21.7

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.

Classroom Teacher Attendance: 2023-24

Level	Average Number of FTE Days Absent Due to Illness or Personal Time
District	12.6
State	13.0

Educators by Race/Ethnicity

Race/Ethnicity	District Count	District Percent (%)	State Percent (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	0	0.0	1.4
Black or African American	0	0.0	4.9
Hispanic or Latino of any race	0	0.0	5.3
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.3
White	40	100.0	87.9

New! Educator Attrition: 2023-24

Educator Type	District Attrition Count	District Attrition Rate (%)	State Attrition Rate (%)
All Educators	8	19.5	6.8
Teachers	9	25	7.6

Teacher Attrition Rate is defined as the percent of certified teachers who were teaching in the district in 2022-23 but were not teaching in the district in 2023-24.

All Educator Attrition Rate is defined as the percent of certified educators who were staffed in a certified educator position in the district in 2022-23 but were not staffed in a certified educator position in the district in 2023-24.

Note: See Appendix A for exit reasons.

Instruction and Resources

Students with Disabilities Spending 80% or Greater Time with Nondisabled Peers

Disability	Count	Rate (%)
Autism	*	*
Emotional Disability	0	0
Intellectual Disability	0	0
Learning Disability	20	90.9
Other Health Impairment	7	*
Other Disabilities	*	*
Speech/Language Impairment	18	*
All Disabilities - District	53	76.8
All Disabilities - State		68.0

This table represents students ages 6-21 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

District Profile and Performance Report for School Year 2024-25

Pomfret School District

Students with Disabilities by Primary Disability

Disability	District Count	District Rate (%)	State Rate (%)
Autism	12	2.4	2.9
Emotional Disability	*	*	1.1
Intellectual Disability	*	*	0.6
Learning Disability	22	4.5	6.5
Other Health Impairment	10	2.0	3.6
Other Disabilities	6	1.2	1.1
Speech/Language Impairment	25	5.1	2.0
All Disabilities	77	15.7	17.8

This 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 District

Classroom Setting	District Count	District Rate (%)	State Rate (%)
Public Schools in Other Districts	*	*	8.2
Private Schools or Other Settings	*	*	4.5

This 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: 2023-24

Expenditure	District Total (\$)	District Per Pupil (\$)	State Per Pupil (\$)
Instruction	\$8,154,505	\$15,271	\$13,471
Support services - students	\$543,153	\$1,565	\$1,826
Support services - instruction	\$403,931	\$1,164	\$972
Support services - general administration	\$182,315	\$525	\$568
Support services - school based administration	\$507,388	\$1,462	\$1,274
Central and other support services	\$211,781	\$610	\$761
Operation and maintenance of plant	\$1,114,834	\$3,213	\$2,125
Student transportation services	\$750,847	\$1,388	\$1,695
Food services	.	.	\$10
Enterprise operations	.	.	\$219
Total	\$11,868,754	\$22,226	\$22,054

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

Special Education Expenditures: 2023-24

Expenditure	District Total (\$)	District Percent (%)	State Percent (%)
Teacher Salaries	\$606,674	19.8	26.4
Instructional Aide Salaries	\$137,974	4.5	10.1
Other Salaries	\$304,405	9.9	10.5
Employee Benefits	\$233,637	7.6	13.3
Purchased Services Other Than Transportation	\$220,851	7.2	6.8
Special Education Tuition	\$1,218,598	39.8	22.8
Supplies	\$113,008	3.7	0.6
Property Services	.	.	0.4
Purchased Services For Transportation	\$221,787	7.2	8.7
Equipment	\$2,895	0.1	0.2
All Other Expenditures	.	.	0.1
Total	\$3,059,831	100.0	100.0

Percent of Total Expenditures Used for Special Education: 2023-24

Level	Percent (%)
District	25.8
State	25.7

Expenditures by Revenue Source: 2023-24

Revenue Source	Percent of Total (%) Excluding School Construction
Local	70.5
State	25.2
Federal	4.3
Tuition & Other	0.0

Revenue 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).

District Profile and Performance Report for School Year 2024-25

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., English Language Arts(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.

Student Group	ELA Count	ELA DPI	Math Count	Math DPI	Science Count	Science DPI
American Indian or Alaska Native	0	N/A	0	N/A	0	N/A
Asian	*	*	*	*	*	*
Black or African American	*	*	*	*	*	*
Hispanic or Latino of any race	10	*	10	*	*	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	*	*	*	*	*	*
White	191	72.6	191	72.7	70	72.4
English Learners/Multilingual Learners	*	*	*	*	*	*
Non-English Learners/Non-Multilingual Learners	*	*	*	*	*	*
Eligible for Free or Reduced-Price Meals	62	68.7	62	68.0	21	74.9
Not Eligible for Free or Reduced-Price Meals	152	73.5	152	73.7	58	68.4
Students with Disabilities	37	52.8	37	52.3	12	*
Students without Disabilities	177	76.1	177	76.2	67	74.4
High Needs	83	64.4	83	63.6	28	63.6
Non-High Needs	131	77.0	131	77.4	51	73.8
All Students - District	214	72.1	214	72.1	79	70.2

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

Year	Subject	Grade	CT	National Public
2024	Reading	4	36%	30%
2024	Reading	8	35%	29%
2024	Math	4	42%	39%
2024	Math	8	32%	27%

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. Performance on NAEP by student group is available at <https://tinyurl.com/CTNAEP2024>

Physical Fitness Tests: Percent of Students Reaching Health Standard

Test	Grade 4 Percent (%)	Grade 6 Percent (%)	Grade 8 Percent (%)	HS Percent (%)	All Tested Grades Count	All Tested Grades Percent (%)
Sit & Reach	53.8	44.2	60.0	N/A	104	51.9
Curl Up	84.6	81.4	80.6	N/A	105	81.9
Push Up	65.4	61.0	62.9	N/A	102	62.7
Mile Run/PACER	76.9	66.7	45.7	N/A	103	62.1
All Tests - District	42.3	27.5	32.4	N/A	100	33.0
All Tests - State	55.8	51.4	46.0	43.6		49.0

The 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.

Note: Only students assessed in all four areas are included in the All Tests calculation

District Profile and Performance Report for School Year 2024-25

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.

Indicator	Student Group	Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	72.1	75	48.1	50	96.1	64.7
ELA Performance Index	High Needs Students	64.4	75	42.9	50	85.9	54.9
Math Performance Index	All Students	72.1	75	48.1	50	96.1	61.1
Math Performance Index	High Needs Students	63.6	75	42.4	50	84.8	50.6
Science Performance Index	All Students	70.2	75	46.8	50	93.5	62.6
Science Performance Index	High Needs Students	63.6	75	42.4	50	84.7	52.1
ELA Academic Growth	All Students	66.5%	100%	66.5	100	66.5	60.6%
ELA Academic Growth	High Needs Students	64.2%	100%	64.2	100	64.2	55.7%
Math Academic Growth	All Students	73.4%	100%	73.4	100	73.4	62.3%
Math Academic Growth	High Needs Students	64.7%	100%	64.7	100	64.7	55.9%
Progress Toward English Proficiency	Literacy	.	100%	.	.	.	58.7%
Progress Toward English Proficiency	Oral	.	100%	.	.	.	55.7%
Chronic Absenteeism	All Students	7.7%	<=5%	44.6	50	89.2	17.2%
Chronic Absenteeism	High Needs Students	11.6%	<=5%	36.9	50	73.7	24.8%
% Taking CCR Courses	All Students	.	75%	.	.	.	92.4%
% Meeting CCR Benchmark	All Students	.	75%	.	.	.	47.2%
On-track to High School Graduation	All Students	100.0%	94%	50.0	50	100.0	85.9%
4-year Graduation Rate (2024 Cohort)	All Students	.	94%	.	.	.	88.9%
6-year Graduation Rate (2022 Cohort)	High Needs Students	.	94%	.	.	.	87.3%
Postsecondary Entrance (Class of 2024)	All Students	.	75%	.	.	.	67.0%
Physical Fitness % Meeting Health Standard	All Students	33.0%	75%	22.0	50	44.0	49.0%
Arts Access	All Students	.	60%	.	.	.	55.1%
Accountability Index				692.9	900	77.0	

Physical Fitness Estimated Participation Rate - District: 90.9% | State: 95.6%

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 Indicator	Non-High Needs Rate	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev	Is Gap an Outlier?
ELA Performance Index Gap	75.0	64.4	10.6	16.9	N
Math Performance Index Gap	75.0	63.6	11.4	18.4	N
Science Performance Index Gap	73.8	63.6	10.2	18.2	N
Graduation Rate Gap	.	.	.	.	

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.

If 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. Gap calculations are based on unrounded rates.

Subject	Student Group	Participation Rate (%)
ELA	All Students	99.5
ELA	High Needs Students	100.0
Math	All Students	99.5
Math	High Needs Students	100.0
Science	All Students	98.8
Science	High Needs Students	100.0

Minimum 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: 50.2**

Supporting Resources: <https://public-edsight.ct.gov/Overview/Next-Generation-Accountability-Dashboard#related-links>

District Profile and Performance Report for School Year 2024-25

Pomfret School District

Narratives

School District Improvement Plans and Parental Outreach Activities

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 makes 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 active and supportive and provides opportunities for enrichment throughout the year. We maintain an open-door policy which welcomes the 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 access to our online handbook 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 provides baskets of baked goods and gifts to Pomfret senior citizens in 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 some 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. We partner with families to address issues that are impacting a child's attendance. Absences and late arrivals are tracked and parents are contacted by phone and by letter when a concern arises.

PCS has an active School Improvement Committee. This committee meets monthly to monitor our School Improvement Plan and make adjustments as needed. The plan is annually updated each summer. The plan is shared with the community and posted on our website. The goal of the plan will be to identify processes and procedures that need to be improved so that we can further support increased student achievement. Each month the Board of Education reviews the work of the Improvement Committee.

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 89% white, 2% African American, 4% Asian, and 5% Latino. Our staff is 100% white. To address our lack of diversity, we provide opportunities for student so to be exposed to other cultures. 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. Pomfret Community School partners with TEEG, The Pomfret School and Christ Church to sponsor the Pomfret Power Pack program which offers weekend food bags to Pomfret families. Students in the middle school have the opportunity to participate in Spanish language classes which includes study of the cultures of Spanish speaking countries. Pomfret Community School provides many programs and activities that promote a safe and supportive school environment which fosters positive behavior, respect for self and others, tolerance and acceptance of differences.

As part of our School Improvement Planning work we will be examining in more detail how to work with students and their families to provide the necessary supports. As part of this work we will be reviewing our current practices in order to improve upon them.

District Profile and Performance Report for School Year 2024-25

Pomfret School District

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.

The Town of Pomfret has supported additional instructional time in technology and art for all students. 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. Students with special needs are evaluated on an individual basis and decisions related to additional staffing or resources are based upon that information. The school provides one to one access to chrome books for all students grade three through eight. Once students graduate from 8th Grade, they have a number of public and private high school choices.

District Profile and Performance Report for School Year 2024-25

Pomfret School District

Appendix A

2023-24 Exit Reasons for Certified Educators

Exit reasons are reported by districts in the Educator Data System (EDS) based on the information provided by exiting educators.

Exit Reason	District Count	District Percent (%)	State Percent (%)
Another Profession	0	.	2.1
Deceased	0	.	0.5
District/School Shut Down	0	.	0.0
Moved Out of State	0	.	2.2
Personal Reasons	0	.	6.7
Position Eliminated or Expired	0	.	9.8
Position Filled Permanently	0	.	0.1
Resigned (no reason given)	0	.	32.0
Retired	0	.	23.7
Teach/Admin in Other CT Dist	0	.	18.0
Teach/Admin in CT Nonpublic School	0	.	0.1
Teach/Admin Out-of-State (public or private)	0	.	1.3
Terminated	0	.	1.2
Took Job Related To Education	0	.	2.3
TOTAL	.		

Please note that the exit counts above are for educators leaving the district. This differs from the counts in the attrition table where individuals may still be employed in the district but in non-teaching or non-certified educator roles.