

**STRATEGIC SCHOOL PROFILE 2007-08****Portland School District**

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Location: 33 East Main Street  
Portland,  
Connecticut

Website: [www.portlandct.org/education/district/index.htm](http://www.portlandct.org/education/district/index.htm)

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

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**COMMUNITY DATA**

County: Middlesex	Per Capita Income in 2000: \$28,229
Town Population in 2000: 8,732	Percent of Adults without a High School Diploma in 2000*: 12.1%
1990-2000 Population Growth: 3.7%	Percent of Adults Who Were Not Fluent in English in 2000*: 0.7%
Number of Public Schools: 5	District Enrollment as % of Estimated. Student Population: 89.4%

\*To view the Adult Education Program Profiles online, go to [www.sde.ct.gov](http://www.sde.ct.gov) and click on Adult Education, then Reports.

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District Reference Group (DRG): E 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.

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**STUDENT ENROLLMENT**

Enrollment on October 1, 2007 1,425  
5-Year Enrollment Change -0.9%

**DISTRICT GRADE RANGE**

Grade Range PK-12

**INDICATORS OF EDUCATIONAL NEED**

Need Indicator	Number in District	Percent		
		District	DRG	State
Students Eligible for Free/Reduced-Price Meals	144	10.1	9.7	28.7
K-12 Students Who Are Not Fluent in English	1	0.1	0.5	5.4
Students Identified as Gifted and/or Talented*	5	0.4	4.3	4.0
PK-12 Students Receiving Special Education Services in District	123	8.6	11.3	11.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	106	94.6	82.5	79.2
Homeless	1	0.1	0.0	0.2
Juniors and Seniors Working 16 or More Hours Per Week	34	24.8	20.0	20.2

\*100.0% of the identified gifted and/or talented students received services.

## SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	6	0.4
Asian American	22	1.5
Black	59	4.1
Hispanic	41	2.9
White	1,297	91.0
Total Minority	128	9.0

**Percent of Minority Professional Staff:** 0.0%

**Non-English Home Language:** 1.2% of this district's students (excluding prekindergarten students) come from homes where English is not the primary language. The number of non-English home languages is 5.

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### EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

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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.

The Portland Public Schools work to reduce student isolation through the curriculum, student activities during and outside of school, and during summer break.

A first grade classroom at Valley View School paired up with a classroom at Moody School in Middletown.

First graders participated in a program called Flat Stanley. Through the Flat Stanley program, information was sent to Valley View students from people in various parts of the United States and some other countries as well.

Multi-cultural music continued to be incorporated in all the primary grade levels, as well as in the whole school Holiday Concert, featuring music from around the world.

Our grade 3 students study in depth the history of Native Americans with field trips to Native American museums.

Gildersleeve School participates in the program "Project Wisdom" which encourages respect of all people. Students in grades 3 and 4 also have several opportunities throughout the year to participate in activities which foster personal giving to help members in the community who are not as fortunate as others economically.

Students at Brownstone Intermediate School participated in activities including "Healthy Kids/Healthy Community" week, Math Academy, Cultural Understanding through Theatre and Arts, and "Cultural Day."

At Portland Middle School, collaborative efforts are taken to reduce racial, ethnic and economic isolation through participation in an interdistrict theater arts program.

Examples of some activities/programs high school students experienced during the 2007-2008 school year included: Student participation in the Wesleyan Upward Bound Program including tutorial services, student volunteering as mentors to young students living in the local low income housing project by making themselves available for support services at the homework center located in the housing project, student attendance at a diversity conference attended by students from member consortium schools which resulted in the development of a heightened awareness of diverse issues confronting young people today and led to the Diversity Club to be reinstated.

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## STUDENT PERFORMANCE

**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	67.8	52.0	70.6
Writing	71.2	63.4	50.9
Mathematics	66.1	60.0	50.3
Grade 4 Reading	63.7	55.9	53.2
Writing	66.4	62.9	43.4
Mathematics	62.9	60.3	44.0
Grade 5 Reading	76.0	62.2	68.5
Writing	75.0	64.5	59.3
Mathematics	71.4	65.9	46.3
Science	73.3	54.9	69.8
Grade 6 Reading	81.5	66.3	70.8
Writing	60.0	61.9	32.1
Mathematics	76.9	66.4	60.1
Grade 7 Reading	82.7	71.1	57.4
Writing	78.6	62.0	74.8
Mathematics	75.0	63.0	60.6
Grade 8 Reading	77.2	64.8	61.0
Writing	71.9	63.4	50.9
Mathematics	85.1	60.8	87.4
Science	70.2	58.6	44.7

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](http://www.ctreports.com).

To see the NCLB Report Card for this school, go to [www.sde.ct.gov](http://www.sde.ct.gov) and click on "No Child Left Behind."

**Connecticut Academic Performance Test, Third Generation, % Meeting State Goal.** The CAPT is administered to Grade 10 students. The Goal level is more demanding than the state Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. The following results reflect the performance of students with scoreable tests who were enrolled in the school at the time of testing, regardless of the length of time they were enrolled in the school. Results for fewer than 20 students are not presented.

CAPT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal
Reading Across the Disciplines	40.2	45.5	36.2
Writing Across the Disciplines	60.2	57.9	38.5
Mathematics	60.6	50.1	56.2
Science	44.0	46.3	36.2

For more detailed CAPT results, go to [www.ctreports.com](http://www.ctreports.com).

To see the NCLB Report Card for this school, go to [www.sde.ct.gov](http://www.sde.ct.gov) and click on "No Child Left Behind."

**Physical Fitness.** The assessment includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

Physical Fitness: % of Students Reaching Health Standard on All Four Tests	District	State	% of Districts in State with Equal or Lower Percent Reaching Standard
	33.4	36.1	36.4

SAT® I: Reasoning Test Class of 2007		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		77.3	77.6	
Average Score	Mathematics	541	504	79.2
	Critical Reading	522	502	67.7
	Writing	510	503	56.2

SAT® I. The lowest possible score on each SAT® I subtest is 200; the highest possible score is 800.

Graduation and Dropout Rates	District	State	% of Districts in State with Equal or Less Desirable Rates
Graduation Rate, Class of 2007	98.9	92.6	86.2
Cumulative Four-Year Dropout Rate for Class of 2007	1.1	6.2	81.2
2006-07 Annual Dropout Rate for Grade 9 through 12	1.4	1.7	37.0

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	83.0	83.4
% Employed (Civilian Employment and in Armed Services)	9.1	12.3

## RESOURCES AND EXPENDITURES

### DISTRICT STAFF

Full-Time Equivalent Count of District Staff	
General Education	
Teachers and Instructors	88.70
Paraprofessional Instructional Assistants	11.00
Special Education	
Teachers and Instructors	12.00
Paraprofessional Instructional Assistants	15.50
Library/Media Specialists and Assistants	8.40
Staff Devoted to Adult Education	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	1.00
School Level	7.70
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	1.00
Counselors, Social Workers, and School Psychologists	7.00
School Nurses	4.50
Other Staff Providing Non-Instructional Services and Support	68.00

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	District	DRG	State
Average Years of Experience in Education	14.6	14.5	13.6
% with Master's Degree or Above	74.8	78.1	75.6

Average Class Size	District	DRG	State
Grade K	16.0	15.7	18.1
Grade 2	19.3	16.8	19.3
Grade 5	21.0	19.9	20.9
Grade 7	20.8	19.6	20.5
High School	19.8	18.7	18.6

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	1,009	984	987
Middle School	1,018	1,012	1,017
High School	993	1,005	1,006

\*State law requires that at least 900 hours of instruction be offered to students in grade 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

Students Per Academic Computer	Dist	DRG	State
Elementary School*	4.2	3.0	3.4
Middle School	1.9	2.5	2.7
High School	1.9	2.3	2.7

\*Excludes schools with no grades above kindergarten.

## 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	PK-12 Districts	DRG	State
Instructional Staff and Services	\$9,223	\$6,356	\$7,153	\$6,656	\$7,159
Instructional Supplies and Equipment	\$380	\$262	\$262	\$302	\$266
Improvement of Instruction and Educational Media Services	\$593	\$409	\$443	\$364	\$429
Student Support Services	\$1,181	\$814	\$764	\$810	\$761
Administration and Support Services	\$1,848	\$1,274	\$1,256	\$1,264	\$1,271
Plant Operation and Maintenance	\$2,316	\$1,596	\$1,329	\$1,301	\$1,322
Transportation	\$853	\$559	\$605	\$622	\$601
Costs for Students Tuitioned Out	\$589	N/A	N/A	N/A	N/A
Other	\$271	\$187	\$147	\$154	\$145
<b>Total</b>	<b>\$17,254</b>	<b>\$11,753</b>	<b>\$12,203</b>	<b>\$11,756</b>	<b>\$12,151</b>
<b>Additional Expenditures</b>					
Land, Buildings, and Debt Service	\$2,279	\$1,571	\$1,875	\$1,899	\$1,882

Special Education Expenditures	
Total Expenditures	\$3,285,376
Percent of Total PK-12 Expenditures Used for Special Education	19.0%

**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	75.3	22.6	1.9	0.3
Excluding School Construction	73.9	23.6	2.1	0.3

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**EQUITABLE ALLOCATION OF RESOURCES AMONG DISTRICT SCHOOLS**


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Below is the description submitted by this district of how it allocates resources to insure equity and address needs.

Each school receives a basic budgetary per pupil allotment which guarantees a foundation of support for each student, PK-12. Beyond this basic amount, budgetary dollars, both local and from grants, are allocated as needed. An after-school grant was directed toward students in grades K-6, and 7, 8, and 9 who did not have supervised activities available. District accounts in technology and instructional textbooks are dedicated as needed to different grades and subjects each year, depending on need.

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**SPECIAL EDUCATION**


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Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	120
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	8.4%

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<b>Of All K-12 Students for Whom District is Financially Responsible, Number and Percentage with Disabilities</b>				
<b>Disability</b>	<b>Count</b>	<b>District Percent</b>	<b>DRG Percent</b>	<b>State Percent</b>
Autism	7	0.5	0.7	0.7
Learning Disability	33	2.3	3.9	4.0
Intellectual Disability	1	0.1	0.4	0.5
Emotional Disturbance	14	1.0	0.7	1.0
Speech Impairment	29	2.0	3.0	2.4
Other Health Impairment*	24	1.7	1.9	2.1
Other Disabilities**	12	0.8	0.7	0.9
<b>Total</b>	<b>120</b>	<b>8.4</b>	<b>11.2</b>	<b>11.5</b>

\*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

<b>Graduation and Dropout Rates of Students with Disabilities for Whom District is Financially Responsible</b>	<b>District</b>	<b>State</b>
% Who Graduated in 2006-07 with a Standard Diploma	78.6	77.2
2006-07 Annual Dropout Rate for Students Aged 14 to 21	0.0	2.8

## STATE ASSESSMENTS

**Percent of Students with Disabilities 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. These results are for students attending district schools who participated in the standard assessment with or without accommodations for their disabilities. Results for fewer than 20 students are not presented.

- **Connecticut Mastery Test (CMT), Fourth Generation.** The CMT reading, writing and mathematics tests are administered to students in Grades 3 through 8, and the CMT science test to students in Grades 5 and 8.
- **Connecticut Academic Performance Test (CAPT), Third Generation.** The CAPT is administered to Grade 10 students.

State Assessment		Students with Disabilities		All Students	
		District	State	District	State
CMT	Reading	25.5	20.4	74.7	62.1
	Writing	9.4	19.3	70.0	63.0
	Mathematics	19.6	22.6	72.8	62.7
	Science	30.0	22.2	71.7	56.8
CAPT	Reading Across the Disciplines	N/A	N/A	40.2	45.5
	Writing Across the Disciplines	N/A	N/A	60.2	57.9
	Mathematics	N/A	N/A	60.6	50.1
	Science	N/A	N/A	44.0	46.3

For more detailed CMT or CAPT results, go to [www.ctreports.com](http://www.ctreports.com). To see the NCLB Report Card for this school, go to [www.sde.ct.gov](http://www.sde.ct.gov) and click on “No Child Left Behind.”

Participation in State Assessments of Students with Disabilities Attending District Schools		
CMT	% Without Accommodations	36.7
	% With Accommodations	63.3
CAPT	% Without Accommodations	30.8
	% With Accommodations	69.2
% Assessed Using Skills Checklist		5.5

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 and CAPT.

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	0	0.0
Private Schools or Other Settings	6	5.0

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	108	90.0	74.4	71.6
40.1 to 79.0 Percent of Time	5	4.2	18.8	16.6
0.0 to 40.0 Percent of Time	7	5.8	6.8	11.8

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**SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES**

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The following narrative was submitted by this district.

A number of language arts supports were utilized this year. Second grade students all received comprehension support using Strategies to Achieve Reading Success. The reading teacher taught strategies using Corrective Reading to second grade students needing additional instruction on essential decoding and comprehensive skills. A kindergarten Extended Day program was introduced to support students with literacy needs.

At Gildersleeve School there has been a steady increase in student participation in voluntary programs such as Governor's Reading Challenge and Reading Counts. We will continue our efforts to revise our school schedule to increase direct student instruction in writing, reading, math, and science.

At Brownstone Intermediate School, as per our goal last year, we have continued to improve our Language Arts Curriculum with a new aligned language arts scope and sequence, a new vocabulary series, and a continuum of spelling words K-6. This year we also implemented a Language Arts instructional block of 100 minutes with scheduled formative assessments. World Cultures and Family/Consumer Science were added for 6th graders. Portland Middle School spent considerable time and effort to understand our students and their performance over the past few years. For some identified students, we have additional support built into their day.

At Portland High School this year, a team of teachers, guidance counselors and administrators designed an alternative program for the incoming freshmen. This program will have a hands-on approach to the core academics with a strong technology and career component.

A team of nine teachers were trained to use the co-teaching models in the classroom and in differentiated instruction. We reduced the number of resource rooms available and increased the number of all students with disabilities in the regular classroom.

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