

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2018–19



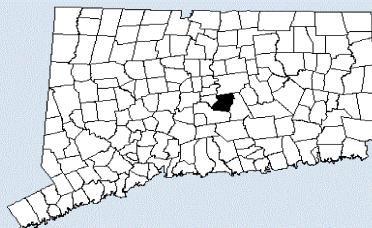
Portland School District

Dr. Philip O'reilly, Superintendent • 860-342-6790 • <http://www.portlandctschoools.org>

District Information

Grade Range	PK-12
Number of Schools/Programs	5
Enrollment	1,323
Per Pupil Expenditures ¹	\$15,693
Total Expenditures ¹	\$21,875,405

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	*	*	48.4
Male	684	51.7	51.6
American Indian or Alaska Native	*	*	0.3
Asian	*	*	5.2
Black or African American	38	2.9	12.8
Hispanic or Latino of any race	171	12.9	25.8
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	79	6.0	3.6
White	1,016	76.8	52.4
English Learners	31	2.3	7.6
Eligible for Free or Reduced-Price Meals	342	25.9	42.1
Students with Disabilities ³	159	12.0	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	41	6.6	21	3.1
Male	48	7.3	53	7.5
Black or African American	*	*	9	20.9
Hispanic or Latino of any race	12	6.9	14	7.5
White	67	6.8	41	3.9
English Learners	*	*	0	0.0
Eligible for Free or Reduced-Price Meals	23	6.8	51	13.1
Students with Disabilities	12	7.3	30	14.9
District	89	6.9	74	5.4
State		10.4		6.7

Number of students in 2017-18 qualified as truant under state statute: 28

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	89.2
Paraprofessional Instructional Assistants	3.0
Special Education	
Teachers and Instructors	14.0
Paraprofessional Instructional Assistants	27.0
Administrators, Coordinators and Department Chairs	
District Central Office	4.3
School Level	5.0
Library/Media	
Specialists (Certified)	4.0
Support Staff	1.0
Instructional Specialists Who Support Teachers	3.6
Counselors, Social Workers and School Psychologists	9.0
School Nurses	5.0
Other Staff Providing Non-Instructional Services/Support	62.5

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	131	100.0	90.5

Classroom Teacher Attendance: 2017-18

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	11.8	10.0

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School²

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	*	*
Hispanic or Latino of any race	*	*	8	*
White	54	79.4	79	94.0
English Learners	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	22	91.7	16	80.0
Students with Disabilities	11	*	13	*
District	72	80.0	93	93.0
State		74.5		85.2

²College-and-Career-Readiness Courses include Advanced Placement®(AP), International Baccalaureate®(IB), Career and Technical Education(CTE), workplace experience and dual enrollment courses.

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

	Count	Rate (%)
Autism	8	*
Emotional Disturbance	*	*
Intellectual Disability	0	0
Learning Disability	46	67.6
Other Health Impairment	24	72.7
Other Disabilities	*	*
Speech/Language Impairment	11	*
District	92	62.2
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	16	1.2	1.9
Emotional Disturbance	6	0.4	1.1
Intellectual Disability	6	0.4	0.5
Learning Disability	68	5.0	5.5
Other Health Impairment	34	2.5	3.2
Other Disabilities	10	0.7	1.1
Speech/Language Impairment	14	1.0	1.8
All Disabilities	154	11.4	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	6	3.9	8.2
Private Schools or Other Settings	9	5.8	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	\$12,702,846	\$9,113	\$10,545
Support services - students	\$1,556,293	\$1,187	\$1,373
Support services - instruction	\$540,817	\$413	\$644
Support services - general administration	\$1,108,111	\$845	\$462
Support services - school based administration	\$1,456,553	\$1,111	\$1,007
Central and other support services	\$326,181	\$249	\$671
Operation and maintenance of plant	\$2,558,622	\$1,952	\$1,629
Student transportation services	\$1,173,757	\$922	\$1,231
Food services	\$25,207	\$19	\$13
Enterprise operations	\$345,293	\$263	\$157
Minor school construction	\$81,725	\$62	\$65
Total	\$21,875,405	\$15,693	\$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	\$1,410,181	29.8	29.7
Instructional Aide Salaries	\$391,790	8.3	9.6
Other Salaries	\$456,723	9.6	10.4
Employee Benefits	\$731,513	15.5	13.0
Purchased Services Other Than Transportation	\$219,990	4.6	5.5
Special Education Tuition	\$1,109,153	23.4	22.6
Supplies	\$40,684	0.9	0.6
Property Services	\$2,629	0.1	0.4
Purchased Services For Transportation	\$355,119	7.5	8.0
Equipment	\$15,441	0.3	0.2
All Other Expenditures	.	.	0.1
Total	\$4,733,223	100.0	100.0
Percent of Total Expenditures Used for Special Education		21.6	24.4

Expenditures by Revenue Source:⁴

2017-18

	Percent of Total (%) Excluding School Construction
Local	76.4
State	21.9
Federal	1.6
Tuition & Other	0.2

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).

District Profile and Performance Report for School Year 2018-19

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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	*	*	*	*	*	*
Asian	*	*	*	*	*	*
Black or African American	21	58.2	21	55.4	9	*
Hispanic or Latino of any race	87	62.8	87	60.6	32	64.3
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	40	68.0	40	63.6	19	*
White	523	75.2	522	72.4	234	71.2
English Learners	17	*	17	*	7	*
Non-English Learners	664	72.9	663	70.2	294	70.2
Eligible for Free or Reduced-Price Meals	188	62.4	187	58.8	78	61.8
Not Eligible for Free or Reduced-Price Meals	493	76.6	493	74.1	223	72.7
Students with Disabilities	90	49.7	89	44.9	39	52.1
Students without Disabilities	591	76.1	591	73.7	262	72.5
High Needs	238	60.4	237	56.4	102	59.4
Non-High Needs	443	79.2	443	77.1	199	75.2
District	681	72.6	680	69.9	301	69.9

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	87.9	88.7	77.7	79.8	399	83.5
Curl Up	68.1	98.1	77.7	79.8	399	81.5
Push Up	59.3	89.6	64.1	71.7	399	71.7
Mile Run/PACER	72.5	99.1	90.3	76.8	399	85.2
All Tests - District	46.2	84.9	40.8	58.6	399	58.1
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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Cohort Graduation: Four-Year¹

	2017-18	
	Cohort Count ²	Rate (%)
Black or African American	*	*
Hispanic or Latino of any race	*	*
English Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	18	*
Students with Disabilities	9	*
District	85	91.8
State		88.3

¹The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years.

²Cohort count includes all students in the cohort as of the end of the 2017-18 school year.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam³

	Participation ⁴	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	96.9	55	57.3
Male	*	48	51.6
Black or African American	*	*	*
Hispanic or Latino of any race	*	*	*
White	98.0	93	61.2
English Learners	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	88.6	12	27.3
Students with Disabilities	77.8	*	*
District	96.3	103	54.2
State	95.9		42.6

³College readiness exams and benchmark scores are as follows:

- SAT® - meets benchmark score on SAT, Revised SAT or Connecticut School Day SAT
- ACT® - meets benchmark score on 3 of 4 exams (benchmark score varies by subject)
- AP® - 3 or higher on any one AP® exam
- IB® - 4 or higher on any one IB® exam

⁴Participation Rate equals the number of test-takers in 11th and 12th grade divided by the number of students enrolled in those grades, as a percentage.

Sources:

SAT® and AP® statistics derived from data provided by the College Board.

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ACT® statistics derived from data provided by ACT, Inc.

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IB® statistics derived from data provided by the International Baccalaureate Organization.

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College Entrance and Persistence

	Class of 2018	Class of 2017
	Entrance ⁵	Persistence ⁶
	Rate (%)	Rate (%)
Female	93.3	88.9
Male	64.7	93.5
Black or African American	*	*
Hispanic or Latino of any race	*	*
White	82.1	89.7
English Learners	82.1	*
Eligible for Free or Reduced-Price Meals	65.0	*
Students with Disabilities	*	*
District	81.0	91.0
State	71.0	87.8

⁵College entrance refers to the percent of high school graduates from the year who enrolled in college any time during the first year after high school.

⁶College persistence refers to the percent of students who enrolled in college the first year after high school and returned for a second year (Freshman to Sophomore persistence).

Source: National Student Clearinghouse

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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	72.6	75	48.4	50	96.8	67.7
	High Needs Students	60.4	75	40.3	50	80.5	58.1
Math Performance Index	All Students	69.9	75	46.6	50	93.2	63.1
	High Needs Students	56.4	75	37.6	50	75.2	52.7
Science Performance Index	All Students	69.9	75	46.6	50	93.2	63.8
	High Needs Students	59.4	75	39.6	50	79.2	54.2
ELA Academic Growth	All Students	57.4%	100%	57.4	100	57.4	59.9%
	High Needs Students	46.3%	100%	46.3	100	46.3	55.1%
Math Academic Growth	All Students	68.9%	100%	68.9	100	68.9	62.5%
	High Needs Students	61.5%	100%	61.5	100	61.5	55.2%
Progress Toward English Proficiency	Literacy	47.5%	100%	23.8	50	47.5	60.0%
	Oral	33.0%	100%	16.5	50	33.0	52.1%
Chronic Absenteeism	All Students	6.9%	<=5%	46.1	50	92.3	10.4%
	High Needs Students	6.4%	<=5%	47.2	50	94.3	16.1%
Preparation for CCR	% Taking Courses	86.8%	75%	50.0	50	100.0	80.0%
	% Passing Exams	54.2%	75%	36.1	50	72.3	42.6%
On-track to High School Graduation		93.6%	94%	49.8	50	99.6	88.0%
4-year Graduation All Students (2018 Cohort)		91.8%	94%	97.6	100	97.6	88.3%
6-year Graduation - High Needs Students (2016 Cohort)		92.0%	94%	97.9	100	97.9	83.3%
Postsecondary Entrance (Class of 2018)		81.0%	75%	100.0	100	100.0	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		96.1% 58.1%	75%	38.8	50	77.5	96.4% 52.9%
Arts Access		80.5%	60%	50.0	50	100.0	51.9%
Accountability Index				1146.8	1450	79.1	

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?					Y
ELA Performance Index Gap	75.0	60.4	14.6	15.4	
Math Performance Index Gap	75.0	56.4	18.6	17.6	
Science Performance Index Gap	75.0	59.4	15.6	16.1	
Graduation Rate Gap	94.0%	92.0%	2.0%	11.1%	N

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	98.0
	High Needs Students	98.8
Math	All Students	97.9
	High Needs Students	98.4
Science	All Students	98.7
	High Needs Students	98.1

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

To start the 2018-19 school year, the Portland Public Schools upgraded an existing program and implemented a new program that enhanced the quality of special education services. At Valley View Elementary School, the district added a full-time teacher to the Applied Behavioral Analysis lab. At Portland High School, the district implemented a new therapeutic day program that involves collaboration between the Portland Public Schools and the Wheeler Clinic. Both of these programs enhanced the district's ability to support students with unique social and emotional learning needs. These programs complement a vast array of support services that enable students with disabilities to meet with success in the least restrictive environment.

The district actively monitors student attendance data and intervenes immediately when patterns of absences suggest a student is on track to miss more than four school days in a month or ten school days in a school year. Schools counselors, administrators, and social workers in each school use the district's SRBI process to design support plans that promote student attendance. Parents are actively engaged in the process and provided resources and support to promote student attendance. Each school has an active school climate committee that strives to create a positive school climate that is inviting and supportive of all students. One new feature of school climate programming involves the use of restorative practices designed to repair relationships that have been damaged. Restorative practices have begun to replace traditional exclusionary practices such as in-school and out-of-school suspension. The restorative approach has reduced the amount of exclusions from the regular classroom environment, and has promoted the creation of a learning climate that values and promotes positive and healthy relationships.

Each school in the Portland Public Schools provides opportunities for parents to participate in the life of the district through parent teacher organizations, booster clubs, and committees that invite parents to participate in school improvement and school climate initiatives. Parents also serve on hiring committees and have an active role supporting all school improvement initiatives. Parents are kept informed of school events through weekly communications from each building principal. Teachers regularly communicate with parents and keep parents apprised of student performance. This year, a standards-based report card was introduced at Valley View Elementary School and Brownstone Elementary School. The standards-based report cards provide detailed insight into students' academic skills. A handbook that accompanies each report card offers parents tips and suggestions for how they can support the continuum of instruction that extends from the classroom into the home.

Efforts to Reduce Racial, Ethnic and Economic Isolation

The Portland Public School District is an active participant in Connecticut programs that promote diversity. This year, fifty-seven students across grades K-12 who reside in Hartford attended the Portland Public Schools as part of the Open Choice Program. In addition to the Open Choice program, ten students from Portland High School attended the Greater Hartford Academy of the Arts, and twenty Portland High School students participated in courses offered through the Connecticut's Virtual High School Program.

During the 2018-19 school year, the Portland Public Schools designed a teacher recruitment and retention plan. A key component of the plan is the recruitment of minority teachers. As part of this effort, the Portland Public Schools partnered with TEACH Connecticut. TEACH Connecticut is a platform designed to guide and inform individuals who aspire to become a Connecticut public school teacher. Portland is a featured community on the TEACH Connecticut platform. Representatives from Portland also participated in a regional minority teacher recruitment fair hosted by the Capitol Region Education Council. Candidates from the minority teacher recruitment fair were prioritized in the teacher selection process. Portland was also awarded a grant to support minority teacher recruitment efforts.

Efforts to expose Portland students to racial, ethnic, and economic diversity are prevalent throughout the district's academic program. Social justice is a central tenant of academic programming throughout the social studies and English Language Arts curriculum. In social studies, essential questions that articulate themes associated with the struggle for civil rights and challenge associated with injustice and inequity guide inquiry-based discussions during which students are invited to identify the challenges of inequity and injustice, and take informed action to address the inequities and injustice. Through the district's Readers Workshop program, students are engaged in units designed around the concept of social justice. During these social justice units, students engage in book clubs and independent reading of fiction and non-fiction text that capture the multi-layered causes and outcomes of inequity and injustice.

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Equitable Allocation of Resources among District Schools

The Portland Public Schools ensures the equitable allocation of resources among district schools through a collaborative budget development process that engages a wide variety of community stakeholders. Each school receives a baseline per pupil expenditure that ensures funds are distributed equitably. Each school and department is also provided the opportunity to advocate for funding to support school improvement initiatives. District leaders, building principals, team leaders, and curriculum specialists work collaboratively to prioritize resources and maximize the benefit of district funds. The funding priorities are then vetted by the Portland Board of Education, and ultimately are subject to community approval through the referendum process.

In addition to the regular budgeting process, supplemental funding through the Perkins Grant, Gildersleeve Wheeler Grant, Ryan Fund, and other grant opportunities are pursued annually. For example, this year, Gildersleeve Grant Funding was used to support the purchase of fiction and non-fiction texts in grades 6-8 to support Readers Workshop programming.