

STRATEGIC SCHOOL PROFILE 2011-12**Portland School District**

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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.

COMMUNITY DATA

County: Middlesex

Town Population in 2000: 8,732

1990-2000 Population Growth: 3.7%

Number of Public Schools: 5

Per Capita Income in 2000: \$28,229

Percent of Adults without a High School Diploma in 2000*: 12.1%

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

District Enrollment as % of Estimated. Student Population: 93.9%

*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): 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.

STUDENT ENROLLMENT

Enrollment on October 1, 2011 1,361
 5-Year Enrollment Change -6.2%

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	217	15.9	14.9	35.2
K-12 Students Who Are Not Fluent in English	7	0.5	0.7	5.6
Students Identified as Gifted and/or Talented*	3	0.2	3.3	4.0
PK-12 Students Receiving Special Education Services in District	120	8.8	11.1	11.5
Kindergarten Students who Attended Preschool, Nursery School or Headstart	77	95.1	86.6	79.8
Homeless	0	0.0	0.1	0.3
Juniors and Seniors Working 16 or More Hours Per Week	29	17.0	15.3	13.0

*0.0 % of the identified gifted and/or talented students received services.

SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	1	0.1
Asian American	23	1.7
Black	29	2.1
Hispanic	82	6.0
Pacific Islander	0	0.0
White	1,174	86.3
Two or more races	52	3.8
Total Minority	187	13.7

Percent of Minority Professional Staff: 0.0%

Open Choice:

11 student(s) attended this district as part of the Open Choice program. Open Choice brings students from urban areas to attend school in suburban or rural towns, and students from non-urban areas to attend city schools.

Non-English Home Language:

2.5% 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 8.

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.

Over the past four years Valley View School has participated successfully in the OPEN CHOICE Program. We continue to increase our number of CHOICE children enrolled in our school. Gildersleeve School participates in the Open Choice Program and accepts students from Hartford. Diversity and Multicultural Awareness Training has been provided for all staff. Brownstone Intermediate School has provided various opportunities for teachers and students to gain increased awareness of diversity, and greater sensitivity to differences. This past year, eighteen sixth graders participated in the Youth Technology and Mathematics Academy. Portland Middle School partners with Middletown, Hartford and a few other local school districts in an annual theater initiative. Our students traveled to Boston and New Britain this year interacting with diverse groups of students from all over New England. At Portland High School some examples of activities/programs high school students experienced during the 2011-2012 school year include: student participation in the Wesleyan Upward Bound Program including tutorial services, student volunteering, and student attendance at a diversity conference attended by students from member consortium schools (Coginchaug, Cromwell, East Hampton, Middletown, Haddam and Deep River).

STUDENT PERFORMANCE

Connecticut Mastery Test, Fourth Generation, % 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	<p>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.</p> <p>For more detailed CMT results, go to www.ctreports.com.</p> <p>To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."</p>
Grade 3 Reading	80.8	59.2	90.0	
Writing	86.0	62.7	95.0	
Mathematics	80.4	66.5	66.9	
Grade 4 Reading	76.2	64.1	60.6	
Writing	78.6	65.3	64.4	
Mathematics	70.4	68.0	36.3	
Grade 5 Reading	91.2	67.6	97.0	
Writing	84.4	68.1	82.7	
Mathematics	89.0	71.6	81.0	
Science	78.9	63.9	60.1	
Grade 6 Reading	92.9	74.1	92.2	
Writing	84.7	67.4	80.7	
Mathematics	86.8	69.3	78.9	
Grade 7 Reading	88.7	79.8	58.5	
Writing	85.3	65.6	87.0	
Mathematics	86.2	68.1	81.3	
Grade 8 Reading	85.8	76.8	58.5	
Writing	82.5	68.3	68.8	
Mathematics	89.5	67.2	86.2	
Science	79.1	61.9	68.1	

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 scorable 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	<p>For more detailed CAPT results, go to www.ctreports.com.</p> <p>To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."</p>
Reading Across the Disciplines	58.1	47.5	61.7	
Writing Across the Disciplines	73.3	63.0	53.0	
Mathematics	58.7	49.2	57.9	
Science	53.8	47.1	52.2	

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
	32.5	50.6	10.5

SAT® I: Reasoning Test Class of 2011		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		73.8	77.3	
Average Score	Mathematics	515	505	54.2
	Critical Reading	507	502	50.4
	Writing	509	506	48.1

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, Adjusted Cohort Rate 2011	83.5	82.7	31.6
2010-11 Annual Dropout Rate for Grade 9 through 12	3.3	2.6	17.4

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	77.5	84.5
% Employed (Civilian Employment and in Armed Services)	15.0	9.7

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of School Staff	
General Education	
Teachers and Instructors	91.60
Paraprofessional Instructional Assistants	15.50
Special Education	
Teachers and Instructors	12.00
Paraprofessional Instructional Assistants	11.50
Library/Media Specialists and/or Assistants	7.40
Staff Devoted to Adult Education	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	1.00
School Level	7.00
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	69.75

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	15.0	15.4	13.9
% with Master's Degree or Above	73.3	81.8	79.6

Average Class Size	District	DRG	State
Grade K	13.7	15.5	18.5
Grade 2	17.0	17.0	19.7
Grade 5	21.2	18.5	21.6
Grade 7	23.2	19.1	20.3
High School	19.6	17.4	19.6

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	993	992	993
Middle School	1,030	1,027	1,024
High School	996	1,013	1,024

*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*	2.3	2.4	2.8
Middle School	1.5	1.9	2.2
High School	1.2	1.5	2.1

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2010-11

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	\$10,496	\$7,476	\$8,464	\$8,407	\$8,469
Instructional Supplies and Equipment	\$298	\$212	\$267	\$300	\$271
Improvement of Instruction and Educational Media Services	\$567	\$404	\$487	\$412	\$482
Student Support Services	\$1,120	\$798	\$901	\$905	\$901
Administration and Support Services	\$2,039	\$1,452	\$1,468	\$1,532	\$1,490
Plant Operation and Maintenance	\$2,665	\$1,898	\$1,471	\$1,547	\$1,463
Transportation	\$834	\$555	\$735	\$768	\$724
Costs for Students Tuitioned Out	\$618	N/A	N/A	N/A	N/A
Other	\$297	\$211	\$165	\$178	\$165
Total	\$18,935	\$13,068	\$14,238	\$14,452	\$14,140
Additional Expenditures					
Land, Buildings, and Debt Service	\$1,746	\$1,244	\$1,290	\$1,107	\$1,331

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$3,723,549	19.7	20.1	21.7

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	74.2	19.7	6.1	0.0
Excluding School Construction	72.5	20.8	6.7	0.1

EQUITABLE ALLOCATION OF RESOURCES AMONG DISTRICT SCHOOLS

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 of each student, PK-12. Beyond this basic amount, budgetary dollars, both local and from grants, are allocated as needed. District accounts in technology and instructional textbooks are dedicated as needed to different grades and subjects each year, depending on need.

SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	113
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	8.1%

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	10	0.7	1.1	1.2
Learning Disability	40	2.9	3.6	3.9
Intellectual Disability	2	0.1	0.4	0.4
Emotional Disturbance	8	0.6	0.7	1.0
Speech Impairment	23	1.6	2.5	2.1
Other Health Impairment*	23	1.6	1.9	2.2
Other Disabilities**	7	0.5	0.8	1.0
Total	113	8.1	11.1	11.7

*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

Graduation and Dropout Rates of Students with Disabilities for Whom District is Financially Responsible	District	State
% Who Graduated in 2010-11 with a Standard Diploma	66.7	62.4
2010-11 Annual Dropout Rate for Students Aged 14 to 21	N/A	5.1

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	47.4	36.0	86.2	70.4
	Writing	28.8	21.5	83.6	66.3
	Mathematics	26.0	31.8	84.0	68.4
	Science	22.2	23.0	79.0	62.9
CAPT	Reading Across the Disciplines	N/A	N/A	58.1	47.5
	Writing Across the Disciplines	N/A	N/A	73.3	63.0
	Mathematics	N/A	N/A	58.7	49.2
	Science	N/A	N/A	53.8	47.1

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.”

Participation in State Assessments of Students with Disabilities Attending District Schools

CMT	% Without Accommodations	18.1
	% With Accommodations	81.9
CAPT	% Without Accommodations	16.7
	% With Accommodations	83.3
% Assessed Using Skills Checklist		3.8

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	1	0.9
Private Schools or Other Settings	7	6.2

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	95	84.1	74.3	72.1
40.1 to 79.0 Percent of Time	7	6.2	18.2	16.3
0.0 to 40.0 Percent of Time	11	9.7	7.5	11.7

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

Valey View School - During the past four years, Valley View School has focused on establishing an effective SRBI/RTI Intervention Program to support the varied learning and behavioral needs of all our students.

Gildersleeve Elementary School - Many improvement efforts are underway at Gildersleeve School. The focus of these efforts is to provide a systematic and targeted approach aimed at improved student achievement at all levels.

Universal Screenings in Language and Mathematics are conducted with all students three times a year. Our school reading consultant and each classroom teacher co-teach weekly with an emphasis on these school wide strategies.

Brownstone Intermediate School - A new Math program entitled, "Envisions Math" was introduced to our students during the 2011-2012 school year. This program is based on Common Core Standards. Students began taking online assessments, as well as having the ability to access the textbook at home via the Internet. In addition to the regular Language Arts curriculum, every student had one additional period per week of "Reading Strategies" instruction.

Portland Middle School - Staff meetings have been turned over to in-house "experts" to share examples of exemplary practices/lessons/or experiences that have made a positive impact on student achievement. Last year, all staff members participated in nine hours of training in the area of Differentiated Instruction.

Portland High School - This year a team of teachers, guidance counselors and administrators implemented the fourth year of an alternative program for seniors. This program has a hands-on approach to the core academics with a strong technology and career component training. This year we were able to offer all five courses in the sequence and added Architectural Design to the program. The parents offer various job shadow experiences and allow the teachers to tap into the business owner's expertise.
