

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2019–20



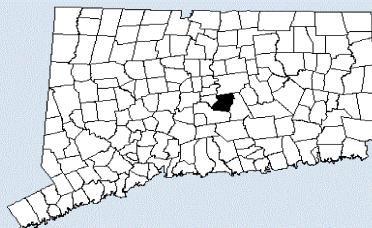
Portland School District

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

District Information

Grade Range	PK-12
Number of Schools/Programs	5
Enrollment	1,310
Per Pupil Expenditures ¹	\$16,427
Total Expenditures ¹	\$22,800,347

¹ Expenditure data reflect the 2018-19 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 2019-20 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, 2019 Enrollment²

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	*	*	48.4
Male	679	51.8	51.6
American Indian or Alaska Native	*	*	0.3
Asian	20	1.5	5.2
Black or African American	43	3.3	12.7
Hispanic or Latino of any race	191	14.6	26.9
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	67	5.1	3.8
White	986	75.3	51.1
English Learners	43	3.3	8.3
Eligible for Free or Reduced-Price Meals	348	26.6	43.3
Students with Disabilities ³	182	13.9	16.0

NOTE: To protect student privacy, gender counts are suppressed () when fewer than 6 students enrolled in the district identify as non-binary.*

² This table represents students in grades PK-12 reported by the district in the Public School Information System (i.e., PSIS Reporting District).

³ Students 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.

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ⁴		Suspension/Expulsion ⁵	
	Count	Rate (%)	Count	Rate (%)
Female	65	10.5	*	*
Male	51	7.7	32	4.6
Black or African American	12	28.6	8	18.6
Hispanic or Latino of any race	26	14.2	*	*
White	66	6.8	30	3.0
English Learners	*	*	0	0.0
Eligible for Free or Reduced-Price Meals	66	18.1	33	8.5
Students with Disabilities	41	23.2	23	10.6
District	116	9.0	50	3.7
State		12.2		4.9

Number of students in 2018-19 qualified as truant under state statute: 48

Number of school-based arrests: 0

NOTE: In the 2019-20 school year, due to the COVID-19 pandemic, in-person classes were cancelled in mid-March; all districts switched to fully remote instruction for the remainder of the school year. Chronic absenteeism calculations are based only on in-person school days.

⁴ 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.

⁵ This column displays 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 2019-20

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Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	90.6
Paraprofessional Instructional Assistants	3.0
Special Education	
Teachers and Instructors	15.0
Paraprofessional Instructional Assistants	35.0
Administrators, Coordinators and Department Chairs	
District Central Office	5.3
School Level	5.0
Library/Media	
Specialists (Certified)	4.0
Support Staff	1.0
Instructional Specialists Who Support Teachers	2.0
Counselors, Social Workers and School Psychologists	9.0
School Nurses	5.0
Other Staff Providing Non-Instructional Services/Support	63.0

¹ 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	1.2
Black or African American	0	0.0	4.0
Hispanic or Latino of any race	1	0.8	4.1
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.1
White	132	99.3	90.4

Classroom Teacher Attendance: 2018-19

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	9.7	10.4

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	*	*	7	*
Hispanic or Latino of any race	7	*	*	*
White	75	87.2	65	95.6
English Learners	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	15	*	25	100.0
Students with Disabilities	8	*	15	*
District	85	86.7	88	95.7
State		75.8		84.8

² College-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	40.0
Emotional Disturbance	*	*
Intellectual Disability	0	0
Learning Disability	52	75.4
Other Health Impairment	23	65.7
Other Disabilities	*	*
Speech/Language Impairment	12	*
District	102	62.2
State		67.8

³ 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).

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	23	1.7	2.0
Emotional Disturbance	9	0.7	1.1
Intellectual Disability	7	0.5	0.5
Learning Disability	69	5.2	5.7
Other Health Impairment	35	2.6	3.3
Other Disabilities	12	0.9	1.1
Speech/Language Impairment	23	1.7	1.8
All Disabilities	178	13.4	15.6

¹ 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 District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	7	3.9	8.2
Private Schools or Other Settings	10	5.6	5.0

² 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 Expenditures³: 2018-19

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$12,936,350	\$9,320	\$10,923
Support services - students	\$1,556,808	\$1,185	\$1,277
Support services - instruction	\$518,603	\$395	\$682
Support services - general administration	\$1,166,554	\$888	\$467
Support services - school based administration	\$1,555,596	\$1,184	\$1,021
Central and other support services	\$324,746	\$247	\$679
Operation and maintenance of plant	\$2,822,393	\$2,148	\$1,718
Student transportation services	\$1,219,574	\$1,137	\$1,288
Food services	\$11,068	\$8	\$12
Enterprise operations	\$344,880	\$262	\$163
Minor school construction	\$343,775	\$262	\$59
Total	\$22,800,347	\$16,427	\$17,629

³ Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Special Education Expenditures: 2018-19

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$1,293,162	26.9	28.5
Instructional Aide Salaries	\$438,799	9.1	10.1
Other Salaries	\$540,138	11.2	11.1
Employee Benefits	\$759,705	15.8	13.0
Purchased Services Other Than Transportation	\$336,568	7.0	5.7
Special Education Tuition	\$1,036,961	21.5	22.5
Supplies	\$37,771	0.8	0.6
Property Services	\$3,158	0.1	0.3
Purchased Services For Transportation	\$350,569	7.3	8.0
Equipment	\$17,633	0.4	0.2
All Other Expenditures	.	.	0.1
Total	\$4,814,463	100.0	100.0
Percent of Total Expenditures Used for Special Education		21.1	24.6

Expenditures by Revenue Source⁴: 2018-19

	Percent of Total (%) Excluding School Construction
Local	74.5
State	23.3
Federal	2.1
Tuition & Other	0.1

⁴ 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 2019-20 Portland 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.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

National Assessment of Educational Progress (NAEP): Percent At or Above Proficient¹

	NAEP 2019		NAEP 2013
READING	Grade 4	Grade 8	Grade 12
Connecticut	40	41	50
National Public	34	32	36
MATH	Grade 4	Grade 8	Grade 12
Connecticut	45	39	32
National Public	40	33	25

¹ 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 performance on NAEP by student group, [click here](#).

Physical Fitness Tests: Students Reaching Health Standard

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

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Cohort Graduation: Four-Year¹

	2018-19	
	Cohort Count ²	Rate (%)
Black or African American	*	*
Hispanic or Latino of any race	10	*
English Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	26	69.2
Students with Disabilities	14	*
District	105	90.5
State		88.5

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

² Cohort count includes all students in the cohort as of the end of the 2018-19 school year.

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

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-Waiver-Response.pdf>

College Entrance and Persistence

	Class of 2019	Class of 2018
	Entrance ³	Persistence ⁴
	Rate (%)	Rate (%)
Female	89.8	90.5
Male	78.7	86.4
Black or African American	*	*
Hispanic or Latino of any race	*	*
White	88.1	89.1
English Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	65.0	*
Students with Disabilities	*	*
District	84.4	89.1
State	71.5	87.5

³ College 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.

⁴ College 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.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, a modified table is shown below. All indicators that were not calculated for the 2019-20 school year (including overall Accountability Index) have been excluded and columns that referenced points have also been removed to avoid confusion. For additional information, please view Connecticut's waiver response at:

<https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

Indicator		Index/Rate	Target	State Average Index/Rate
Progress Toward English Proficiency	Literacy	57.0%	100%	60.4%
	Oral	74.7%	100%	57.6%
Chronic Absenteeism	All Students	9.0%	<=5%	12.2%
	High Needs Students	16.8%	<=5%	18.0%
Preparation for CCR	% Taking Courses	91.1%	75%	80.4%
On-track to High School Graduation		89.5%	94%	88.4%
4-year Graduation All Students (2019 Cohort)		90.5%	94%	88.5%
6-year Graduation - High Needs Students (2017 Cohort)		85.7%	94%	84.5%
Postsecondary Entrance (Class of 2019)		84.3%	75%	71.5%
Arts Access		79.1%	60%	51.8%

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
Graduation Rate Gap	94.0%	85.7%	8.3%	10.9%	N

¹ 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.

² 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.

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.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no SIMR data are available. For additional information, please view Connecticut's waiver response at:

<https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

Supporting Resources:

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement](#)

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Narratives

School District Improvement Plans and Parental Outreach Activities

The 2019-20 school year was the most unique year in the history of the Portland Public Schools. The COVID-19 pandemic disrupted all school improvement plans and parent outreach activities that were ongoing prior to the pandemic. While the overall effect of the pandemic was devastating, there were a variety of silver linings that influenced school improvement plans and parental outreach activities.

Prior to the pandemic, the Portland Public Schools invested in a one-to-one device initiative for all students in grades 5-12. This district also equipped most classrooms in grades K-4 with Chromebook carts. The district was engaged in the process of training teachers in the effective application of technology to support teaching and learning. This training included providing all teachers in grades 7-12 with the time and support necessary to earn Google Level One Educator certification. As a result of these efforts, when the pandemic forced the immediate transition from in-person teaching and learning to virtual teaching and learning, the district had built the capacity to immediately make the adjustment in grades 5-12. In grades PreK-4, the district was able to redeploy classroom carts of Chromebooks and make the full transition to remote learning within two weeks. The experience with virtual learning has generated new professional development opportunities and promoted new ways of conceptualizing teaching and learning. As a direct result of prudent pre-pandemic district improvement initiatives, and insights gleaned during the course of the pandemic, the Portland Public School is now positioned to support teaching and learning in the ongoing context of the pandemic and apply lessons learned to future school improvement initiatives once the pandemic ends.

In addition to influencing district improvement plans, the pandemic also influenced the means and importance of parental outreach efforts. Prior to the pandemic, communication with parents was supported as part of "normal" mechanisms, including weekly e-blasts, phone calls, meetings, parent conferences, back-to-school nights, and a variety of other as-needed communications. The pandemic enhanced the need for effective communication and forced the district to modify communication protocols in order to promote social distancing. Since the pandemic, the district has implemented new communication strategies that are supported with the robust application of teleconferencing and web-based applications. The adjustments have fostered enhanced, two-way electronic communication, and real-time modes of communication with parents. These modes are supporting families during the pandemic, and will be used to enhance communications when the pandemic ends.

Efforts to Reduce Racial, Ethnic and Economic Isolation

The pandemic experienced during the 2019-2020 school year shined a new light on the ongoing effects of racial, ethnic and economic isolation. Specifically, the pandemic illustrated the digital divide and the need for nutritional supports. In order to mitigate the influence of the pandemic on Portland families subject to racial, ethnic and economic isolation, the Portland Public Schools implemented assertive measures to provide for the nutritional needs and the technology necessary to engage in remote learning. In collaboration with the food service vendor, the Portland Public Schools continued to distribute free breakfasts and lunches to all Portland families. The district also reached out to all families and provided the devices and internet connectivity necessary for students to engage in distance learning.

In addition to pandemic-related mitigation efforts, the Portland Public Schools continued to actively partner with the Open Choice Program. During the 2019-20 school year, Portland offered sixty-two seats to students who reside in Hartford. The district also provided Portland students the opportunity to participate in the Greater Hartford Academy of the Arts and the Connecticut Virtual High School program.

Other efforts to reduce racial, ethnic and economic isolation planned for the 2019-20 school year included minority teacher recruitment through active attendance at recruitment fairs and participation in the TEACH Connecticut program. The district also hired a teacher to provide services to the district's growing population of English Language Learners, incorporated elements social justice in the academic programming in grades 7-12 curriculum, and promoted civil discourse that encourages students to critically examine the extent to which America is achieving its founding principles. Additional measure included the adoption of Readers and Writers Workshop approaches that expand the use of multicultural texts, the incorporation of speakers with diverse experiences and viewpoints in the district's humanities program, and the development of extracurricular and co-curricular clubs that support efforts to promote social justice and mitigate the effects of racial, ethnic, and economic isolation.

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Equitable Allocation of Resources among District Schools

The Portland Public Schools ensure the equitable allocation of resources among all district schools by inviting a wide variety of stakeholders to participate in the budget development process. As part of the baseline budget development protocols, each school receives a baseline per pupil expenditure. School administrators from each building are then engaged in a collaborative process designed to develop district-wide initiatives that include programming, professional development, staffing, and other needs that support all schools equitable and help the district advance shared goals.