

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2016–17



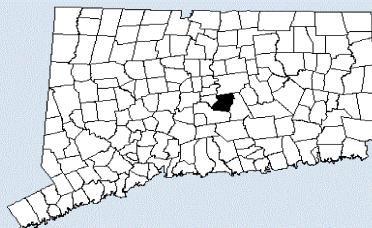
Portland School District

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

District Information

Grade Range	PK-12
Number of Schools/Programs	5
Enrollment	1,337
Per Pupil Expenditures ¹	\$14,716
Total Expenditures ¹	\$21,014,420

¹Expenditure data reflect the 2015-16 year.



Community Information

[CERC Town Profiles](#) provide summary demographic and economic information for Connecticut's municipalities

Related Reports/Publications

[CT Reports \(CMT/CAPT\)](#)

[Special Education Annual Performance Reports](#)

[SAT®, AP®, PSAT® Report by High School \(Class of 2017\)](#)
(2017® The College Board)

Contents

Students.....	1
Educators.....	2
Instruction and Resources.....	2
Performance and Accountability.....	4
Narratives.....	7

Notes

Unless otherwise noted, all data are for 2016-17 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 ensure student confidentiality.

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

Students

October 1, 2016 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	645	48.2	48.4
Male	692	51.8	51.6
American Indian or Alaska Native	*	*	0.3
Asian	20	1.5	5.1
Black or African American	34	2.5	12.9
Hispanic or Latino	140	10.5	24.0
Pacific Islander	*	*	0.1
Two or More Races	64	4.8	2.9
White	1,076	80.5	54.8
English Learners	19	1.4	6.8
Eligible for Free or Reduced-Price Meals	278	20.8	35.9
Students with Disabilities ¹	145	10.8	14.3

¹Students in this category are students with Individualized Education Programs (IEPs) only. This category does not include students with Section 504 Plans.

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ²		Suspension/Expulsion ³	
	Count	Rate (%)	Count	Rate (%)
Female	29	4.6	9	1.4
Male	33	5.0	49	7.0
Black or African American	6	17.1	*	*
Hispanic or Latino	10	7.0	9	6.2
White	42	4.0	37	3.5
English Learners	0	0.0	0	0.0
Eligible for Free or Reduced-Price Meals	29	11.2	28	9.8
Students with Disabilities	14	11.2	14	8.5
District	62	4.8	58	4.3
State		9.9		6.7

Number of students in 2015-16 qualified as truant under state statute: 10

Number of school-based arrests: Fewer than 6

²A student is chronically absent if he/she misses 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.

³The 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 2016-17

Portland School District

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	97.5
Paraprofessional Instructional Assistants	6.0
Special Education	
Teachers and Instructors	12.0
Paraprofessional Instructional Assistants	21.5
Administrators, Coordinators and Department Chairs	
District Central Office	2.3
School Level	8.0
Library/Media	
Specialists (Certified)	4.0
Support Staff	2.0
Instructional Specialists Who Support Teachers	2.0
Counselors, Social Workers and School Psychologists	8.0
School Nurses	5.0
Other Staff Providing Non-Instructional Services/Support	63.0

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	1.0
Black or African American	1	0.7	3.6
Hispanic or Latino	0	0.0	3.6
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	134	99.3	91.4

Classroom Teacher Attendance: 2015-16

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	7.0	9.6

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School³

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	*	*
Hispanic or Latino	*	*	*	*
White	53	71.6	68	84.0
English Learners	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	13	*	10	*
Students with Disabilities	6	*	6	*
District	65	74.7	83	85.6
State		63.6		77.5

³College-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 Peers⁴

	Count	Rate (%)
Autism	7	*
Emotional Disturbance	*	*
Intellectual Disability	0	0
Learning Disability	53	85.5
Other Health Impairment	14	*
Other Disabilities	*	*
Speech/Language Impairment	12	*
District	90	73.2
State		68.2

⁴Ages 6-21

District Profile and Performance Report for School Year 2016-17

Portland School District

Students with Disabilities by Primary Disability¹

	District Count	District Rate (%)	State Rate (%)
Autism	20	1.5	1.7
Emotional Disturbance	*	*	1.0
Intellectual Disability	*	*	0.5
Learning Disability	62	4.5	4.9
Other Health Impairment	18	1.3	2.9
Other Disabilities	6	0.4	1.1
Speech/Language Impairment	17	1.2	1.8
All Disabilities	133	9.7	13.9

¹Grades K-12

Overall Expenditures:³ 2015-16

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	11,176,671	8,267	9,663
Instructional Supplies and Equipment	635,909	470	321
Improvement of Instruction and Educational Media Services	593,224	439	578
Student Support Services	1,290,281	954	1,103
Administration and Support Services	2,073,076	1,533	1,861
Plant Operation and Maintenance	2,858,076	2,114	1,637
Transportation	981,505	670	877
Costs of Students Tuitioned Out	978,287	N/A	N/A
Other	427,391	316	201
Total	21,014,420	14,716	16,236

Additional Expenditures

Land, Buildings, and Debt Service	1,252,075	926	1,749
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³Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Special Education Expenditures: 2015-16

	District Total (\$)	District Percent of Total (%)	State Percent of Total (%)
Certified Personnel	1,333,439	32.0	34.6
Noncertified Personnel	659,664	15.8	14.6
Purchased Services	168,606	4.0	5.8
Tuition to Other Schools	829,620	19.9	21.8
Special Ed. Transportation	329,648	7.9	8.5
Other Expenditures	847,593	20.3	14.7
Total Expenditures	4,168,570	100.0	100.0

Expenditures by Revenue Source:⁴

2015-16

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	75.2	73.7
State	23.1	24.5
Federal	1.6	1.7
Tuition & Other	0.1	0.2

⁴Revenue 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 Correction).

District Profile and Performance Report for School Year 2016-17

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.

	English Language Arts(ELA)		Math		Science	
	Count	DPI	Count	DPI	Count	DPI
American Indian or Alaska Native	0	N/A	0	N/A	0	N/A
Asian	12	*	12	*	*	*
Black or African American	18	*	18	*	7	*
Hispanic or Latino	73	68.1	73	63.9	28	52.2
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	36	75.9	36	68.5	16	*
White	561	76.8	560	71.3	246	64.5
English Learners	24	70.9	24	67.3	7	*
Non-English Learners	676	75.7	675	70.1	293	62.8
Eligible for Free or Reduced-Price Meals	153	67.7	153	62.2	61	51.9
Not Eligible for Free or Reduced-Price Meals	547	77.7	546	72.3	239	65.3
Students with Disabilities	65	51.6	65	46.1	30	44.0
Students without Disabilities	635	78.0	634	72.5	270	64.7
High Needs	195	65.2	195	59.7	75	51.8
Non-High Needs	505	79.5	504	74.1	225	66.2
District	700	75.5	699	70.1	300	62.6

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

	NAEP 2015		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	43%	43%	50%
National Public	35%	33%	36%
MATH			
Connecticut	41%	36%	32%
National Public	39%	32%	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 student subgroup performance on NAEP, [click here](#).

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	92.2	72.5	92.2	80.2	415	84.1
Curl Up	77.5	99.1	67.0	76.2	415	80.2
Push Up	67.6	87.2	80.6	70.3	415	76.6
Mile Run/PACER	95.1	70.6	80.6	75.2	415	80.2
All Tests - District	57.8	55.0	43.7	56.4	415	53.3
All Tests - State	52.8	51.4	51.4	50.6		51.6

²The Connecticut Physical Fitness Assessment (CPFA) is administered to all students in Grades 4, 6, 8 and 10. 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.

District Profile and Performance Report for School Year 2016-17

Portland School District

Cohort Graduation: Four-Year¹

	2015-16	
	Cohort Count ²	Rate (%)
Black or African American	*	*
Hispanic or Latino	*	*
English Learners	0	0
Eligible for Free or Reduced-Price Meals	20	90.0
Students with Disabilities	*	*
District	89	95.5
State		87.4

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 2015-16 school year.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam⁵

	Participation ⁶	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	95.7	52	55.9
Male	96.7	45	49.5
Black or African American	*	0	*
Hispanic or Latino	*	6	*
White	96.1	84	54.2
English Learners	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	100.0	8	28.6
Students with Disabilities	*	0	*
District	96.2	97	52.7
State	96.1		43.5

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
- Smarter Balanced - Level 3 or higher on both ELA and math

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 percent.

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 2016	Class of 2015
	Entrance ⁷	Persistence ⁸
	Rate (%)	Rate (%)
Female	87.2	88.4
Male	67.5	81.5
Black or African American	*	*
Hispanic or Latino	*	*
White	82.4	85.7
English Learners	82.4	*
Eligible for Free or Reduced-Price Meals	*	*
Students with Disabilities	*	*
District	78.2	85.7
State	72.0	88.5

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

District Profile and Performance Report for School Year 2016-17

Portland 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		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	75.5	75	50.0	50	100.0	67.1
	High Needs Students	65.2	75	43.5	50	87.0	55.9
Math Performance Index	All Students	70.1	75	46.7	50	93.4	62.2
	High Needs Students	59.7	75	39.8	50	79.6	50.5
Science Performance	All Students	62.6	75	41.7	50	83.5	55.3
	High Needs Students	51.8	75	34.6	50	69.1	45.2
ELA Academic Growth	All Students	54.5%	100%	54.5	100	54.5	55.4%
	High Needs Students	48.8%	100%	48.8	100	48.8	49.8%
Math Academic Growth	All Students	60.7%	100%	60.7	100	60.7	61.7%
	High Needs Students	50.6%	100%	50.6	100	50.6	53.7%
Chronic Absenteeism	All Students	4.8%	<=5%	50.0	50	100.0	9.9%
	High Needs Students	10.4%	<=5%	39.1	50	78.2	15.8%
Preparation for CCR	% Taking Courses	80.4%	75%	50.0	50	100.0	70.7%
	% Passing Exams	52.7%	75%	35.1	50	70.3	43.5%
On-track to High School Graduation		94.6%	94%	50.0	50	100.0	87.8%
4-year Graduation All Students (2016 Cohort)		95.5%	94%	100.0	100	100.0	87.4%
6-year Graduation - High Needs Students (2014)		78.6%	94%	83.6	100	83.6	82.0%
Postsecondary Entrance (Class of 2016)		78.2%	75%	100.0	100	100.0	72.0%
Physical Fitness (estimated part rate) and (fitness)		96.5% 53.3%	75%	35.5	50	71.0	92.0% 51.6%
Arts Access		76.3%	60%	50.0	50	100.0	50.5%
Accountability Index				1064.2	1350	78.8	

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?					N
ELA Performance Index Gap	75.0	65.2	9.8	16.7	
Math Performance Index Gap	74.1	59.7	14.4	18.7	
Science Performance Index Gap	66.2	51.8	14.3	16.6	
Graduation Rate Gap	94.0%	78.6%	15.4%	12.0%	Y

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.

Subject/Subgroup		Participation Rate (%) ³
ELA	All Students	98.1
	High Needs Students	98.5
Math	All Students	97.8
	High Needs Students	98.0
Science	All Students	99.0
	High Needs Students	98.7

³Minimum participation standard is 95%.

Connecticut's State Identified Measurable Goal for Children with Disabilities (SIMR)

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

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement: comprehensive documentation and supports](#)

District Profile and Performance Report for School Year 2016-17

Portland School District

Narratives

School District Improvement Plans and Parental Outreach Activities

The Portland Public Schools Teaching and Learning Priorities.

A Cohesive Continuum of Practice Throughout Each Building and from School to School.

Priority A PK-12 Curriculum that Aligns with Connecticut Core Standards (CCS) and Other Content Frameworks Coordinated within each Department and Between the Five Schools. Priority Well Defined Systemic and Systematic SPED Services and SRBI Practices. Priority A Comprehensive District-Wide Communication Plan. Priority Clearly Articulated Instructional Practices that Reflect a Learner-Centered Model (21st Century) of Teaching and Learning. Priority Summative and Formative Assessment Practices that are Created to Gauge Students' Competencies with Learning Standards and that Assess Students' Ability to Apply New Learning. Priority Grading and Reporting Practices that are Aligned with the District's Curriculum.

Collaborative Communities of Practice that increase our Capacity to Teach and Learn.

Priority Professional Learning Teams at Every Level of the Organization that Build Expertise and Strategic Support to Perform Well

.A Climate and Culture that is Intellectually, Physically and Emotionally Safe and Welcoming for all Students and Adults.

Priority Engaged Family-School-Community Partnerships that Increase Authentic Learning Experiences.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Our five Portland schools provide many opportunities for teachers and students to gain increased awareness of diversity and develop a greater sensitivity to individual differences. All students participate in enrichment activities designed to facilitate collaboration and communication between students and staff at the local, regional, state, and collegiate level.

Our high school students annually participate in a highly acclaimed diversity conference attended by students from Region 4, Region 13, Cromwell, East Hampton, Middletown, and East Haddam. This conference, held at Wesleyan University, continues the conversation concerning diversity and supports the work of our school-based Diversity Club. The Diversity Club at Portland High School also highlights international differences and world cultures through activities such as our International Dinner and World Language Week. These opportunities are also extended to the professional staff. Faculty members participate in text-based discussions monthly that focus on culturally responsive teaching practices and student perspectives.

Portland is also a proud participant in the Hartford Region Open Choice program. The Open Choice program offers public school students in Hartford the opportunity to attend public schools in suburban towns, and public school students in suburban communities the opportunity to attend public schools in Hartford. These and many other opportunities build a sense of community, develop attitudes for academic excellence, and increase the understanding of different people and cultures in our society.

District Profile and Performance Report for School Year 2016-17

Portland School District

Equitable Allocation of Resources among District Schools

Each school receives foundational support based on student population. Budget allocations include both locally approved money as well as additional support from the many supplemental grants Portland receives. This includes a generous annual grant from our local education foundation called The Gildersleeve Fund. Our District technology allocation is part of an annual capital replacement cycle that allows us to continually upgrade our digital hardware. Other resources, both personnel and learning materials, are allocated based on student need.