

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2017–18



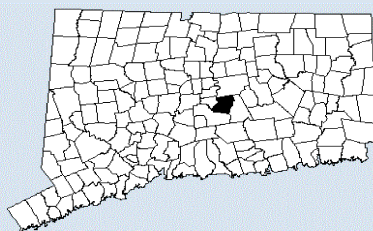
Portland School District

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

District Information

Grade Range	PK-12
Number of Schools/Programs	5
Enrollment	1,321
Per Pupil Expenditures ¹	\$15,076
Total Expenditures ¹	\$21,242,704

¹Expenditure data reflect the 2016-17 year.



Community Information

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

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Notes

Unless otherwise noted, all data are for 2017-18 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, 2017 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	638	48.3	48.4
Male	683	51.7	51.6
American Indian or Alaska Native	*	*	0.3
Asian	*	*	5.1
Black or African American	35	2.6	12.8
Hispanic or Latino	170	12.9	24.8
Pacific Islander	0	0.0	0.1
Two or More Races	61	4.6	3.3
White	1,035	78.3	53.6
English Learners	21	1.6	7.2
Eligible for Free or Reduced-Price Meals	283	21.4	36.7
Students with Disabilities ¹	148	11.2	14.8

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	30	4.8	14	2.2
Male	46	7.0	69	10.1
Black or African American	*	*	10	27.0
Hispanic or Latino	11	6.8	15	9.2
White	49	4.9	52	5.0
English Learners	*	*	0	0.0
Eligible for Free or Reduced-Price Meals	47	14.0	38	10.9
Students with Disabilities	26	17.4	17	10.1
District	76	5.9	83	6.3
State		10.7		6.8

Number of students in 2016-17 qualified as truant under state statute: 13

Number of school-based arrests: 0

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.

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Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	94.5
Paraprofessional Instructional Assistants	3.0
Special Education	
Teachers and Instructors	13.0
Paraprofessional Instructional Assistants	24.5
Administrators, Coordinators and Department Chairs	
District Central Office	5.3
School Level	5.0
Library/Media	
Specialists (Certified)	4.0
Support Staff	2.0
Instructional Specialists Who Support Teachers	3.0
Counselors, Social Workers and School Psychologists	9.0
School Nurses	5.0
Other Staff Providing Non-Instructional Services/Support	64.0

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	1.1
Black or African American	1	0.7	3.7
Hispanic or Latino	0	0.0	3.7
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	134	99.3	91.0

Classroom Teacher Attendance: 2016-17

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	8.1	10.5

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	10	*	*	*
White	67	77.0	69	94.5
English Learners	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	17	68.0	17	*
Students with Disabilities	10	*	10	*
District	82	76.6	82	95.3
State		69.3		80.1

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	7	*
Emotional Disturbance	*	*
Intellectual Disability	*	*
Learning Disability	38	55.1
Other Health Impairment	17	77.3
Other Disabilities	*	*
Speech/Language Impairment	11	*
District	78	57.4
State		68.6

³Ages 6-21

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	19	1.4	1.8
Emotional Disturbance	*	*	1.1
Intellectual Disability	*	*	0.5
Learning Disability	70	5.2	5.2
Other Health Impairment	23	1.7	3.1
Other Disabilities	9	0.7	1.1
Speech/Language Impairment	13	1.0	1.8
All Disabilities	143	10.5	14.5

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	6	4.2	8.3
Private Schools or Other Settings	10	7.0	5.2

²Grades K-12

Overall Expenditures:³ 2016-17

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	11,567,173	8,704	9,847
Instructional Supplies and Equipment	321,698	242	287
Improvement of Instruction and Educational Media Services	645,142	485	589
Student Support Services	1,304,616	982	1,120
Administration and Support Services	2,209,135	1,662	1,905
Plant Operation and Maintenance	2,651,254	1,995	1,648
Transportation	1,114,081	772	904
Costs of Students Tuitioned Out	1,004,469	N/A	N/A
Other	425,136	320	208
Total	21,242,704	15,076	16,535

Additional Expenditures

Land, Buildings, and Debt Service	1,216,100	915	1,393
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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: 2016-17

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	1,488,005	35.2	33.8
Noncertified Personnel	566,166	13.4	14.5
Purchased Services	191,331	4.5	5.5
Tuition to Other Schools	806,875	19.1	23.4
Special Ed. Transportation	406,122	9.6	8.7
Other Expenditures	768,075	18.2	14.1
Total Expenditures	4,226,574	100.0	100.0

Expenditures by Revenue Source:⁴ 2016-17

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	75.9	74.5
State	22.2	23.5
Federal	1.6	1.7
Tuition & Other	0.3	0.3

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).

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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.

The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

	English Language Arts(ELA)		Math	
	Count	DPI	Count	DPI
American Indian or Alaska Native	*	*	*	*
Asian	10	*	10	*
Black or African American	20	54.3	20	52.1
Hispanic or Latino	86	65.5	86	61.9
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A
Two or More Races	32	68.7	32	63.6
White	545	77.2	544	72.2
English Learners	18	*	18	*
Non-English Learners	676	75.1	675	70.3
Eligible for Free or Reduced-Price Meals	173	65.8	173	60.5
Not Eligible for Free or Reduced-Price Meals	521	77.9	520	73.3
Students with Disabilities	72	53.7	72	44.0
Students without Disabilities	622	77.3	621	73.1
High Needs	213	64.1	213	57.8
Non-High Needs	481	79.7	480	75.5
District	694	74.9	693	70.1

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

	NAEP 2017		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	43%	44%	50%
National Public	35%	35%	36%
MATH			
Connecticut	40%	36%	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 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	HS	Count	Rate (%)
Sit & Reach	82.0	90.3	86.7	81.3	389	85.1
Curl Up	74.0	98.9	97.1	60.4	389	83.0
Push Up	69.0	88.2	85.7	72.5	389	78.9
Mile Run/PACER	80.0	72.0	80.0	80.2	389	78.1
All Tests - District	59.0	65.6	68.6	60.4	389	63.5
All Tests - State	53.2	51.4	50.5	45.6		50.1

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.

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Cohort Graduation: Four-Year¹

	2016-17	
	Cohort Count ²	Rate (%)
Black or African American	*	*
Hispanic or Latino	*	*
English Learners	*	0
Eligible for Free or Reduced-Price Meals	24	83.3
Students with Disabilities	6	*
District	101	93.1
State		87.9

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 2016-17 school year.

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

	Participation ⁴	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	99.0	62	63.3
Male	93.7	48	50.5
Black or African American	*	0	*
Hispanic or Latino	*	7	*
White	96.9	100	62.5
English Learners	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	90.5	13	31.0
Students with Disabilities	73.1	*	*
District	96.4	110	57.0
State	96.3		44.8

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 2017	Class of 2016
	Entrance ⁵	Persistence ⁶
	Rate (%)	Rate (%)
Female	75.0	92.7
Male	69.6	74.1
Black or African American	*	*
Hispanic or Latino	*	*
White	72.8	85.2
English Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	45.0	*
Students with Disabilities	*	*
District	72.3	85.3
State	70.9	88.3

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. The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	74.9	75	49.9	50	99.8	67.6
	High Needs Students	64.1	75	42.7	50	85.4	57.5
Math Performance Index	All Students	70.1	75	46.7	50	93.4	62.7
	High Needs Students	57.8	75	38.6	50	77.1	52.0
ELA Academic Growth	All Students	63.2%	100%	63.2	100	63.2	60.7%
	High Needs Students	56.7%	100%	56.7	100	56.7	55.6%
Math Academic Growth	All Students	68.5%	100%	68.5	100	68.5	61.9%
	High Needs Students	58.5%	100%	58.5	100	58.5	55.4%
Chronic Absenteeism	All Students	5.9%	<=5%	48.2	50	96.4	10.7%
	High Needs Students	13.7%	<=5%	32.5	50	65.1	16.6%
Preparation for CCR	% Taking Courses	85.0%	75%	50.0	50	100.0	74.8%
	% Passing Exams	57.0%	75%	38.0	50	76.0	44.8%
On-track to High School Graduation		87.8%	94%	46.7	50	93.4	87.5%
4-year Graduation All Students (2017 Cohort)		93.1%	94%	99.0	100	99.0	87.9%
6-year Graduation - High Needs Students (2015 Cohort)		80.0%	94%	85.1	100	85.1	81.8%
Postsecondary Entrance (Class of 2017)		72.3%	75%	96.5	100	96.5	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		97.0% 63.5%	75%	42.3	50	84.7	96.6% 50.1%
Arts Access		74.3%	60%	50.0	50	100.0	51.2%
Accountability Index				1013.2	1250	81.1	

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	64.1	10.9	15.9	
Math Performance Index Gap	75.0	57.8	17.2	18.2	
Science Performance Index Gap	.	N/A	.	.	
Graduation Rate Gap	94.0%	80.0%	14.0%	12.7%	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	98.2
	High Needs Students	98.7
Math	All Students	98.1
	High Needs Students	98.7
Science	All Students	95.1
	High Needs Students	94.4

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: 51.5**

Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

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

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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. This past June, four seniors participating in the Open Choice program became the first graduating class from Portland High School.

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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.