Connecticut State Department of Education

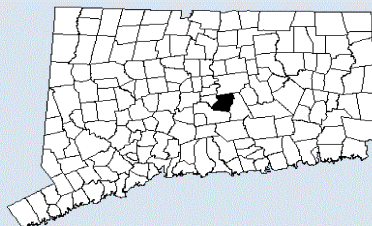# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2015–16

CSDE
CONNECTICUT STATE
DEPARTMENT OF EDUCATION

Portland School District

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

District Information

Grade Range	PK-12
Number of Schools/Programs	5
Enrollment	1,360
Per Pupil Expenditures[1]	$14,624
Total Expenditures[1]	$20,459,278

[1]*Expenditure data reflect the 2014-15 year.*

Community Information

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

Related Reports/Publications

[CT Reports (CMT/CAPT)](#)
[District and School Performance Reports](#)
[Special Education Annual Performance Reports](#)
[SAT®, AP®, PSAT® Report by High School (Class of 2016)](#)
(2016® The College Board)

Contents

Notes

Unless otherwise noted, all data are for 2015-16 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, 2015 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	666	49.0	48.3
Male	694	51.0	51.6
American Indian or Alaska Native	*	*	0.2
Asian	*	*	4.9
Black or African American	38	2.8	12.8
Hispanic or Latino	139	10.2	23.0
Pacific Islander	0	0.0	0.0
Two or More Races	64	4.7	2.7
White	1,097	80.7	55.9
English Learners	20	1.5	6.4
Eligible for Free or Reduced-Price Meals	289	21.3	38.0
Students with Disabilities[1]	152	11.2	13.7

[1]Students 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	33	5.1	11	1.7
Male	47	7.0	39	5.6
Black or African American	*	*	*	*
Hispanic or Latino	16	11.7	10	7.0
White	50	4.7	32	2.9
English Learners	*	*	0	*
Eligible for Free or Reduced-Price Meals	42	15.0	24	8.4
Students with Disabilities	17	12.8	9	5.6
District	80	6.1	50	3.7
State		9.6		7.0

Number of students in 2014-15 qualified as truant under state statute: 200

Number of school-based arrests: Fewer than 6

[2]A 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.

[3]The count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

Educators

Full-Time Equivalent (FTE)[1] Staff

	FTE
General Education	
Teachers and Instructors	92.9
Paraprofessional Instructional Assistants	13.5
Special Education	
Teachers and Instructors	12.0
Paraprofessional Instructional Assistants	19.5
Administrators, Coordinators and Department Chairs	
District Central Office	2.3
School Level	7.4
Library/Media	
Specialists (Certified)	2.0
Support Staff	4.8
Instructional Specialists Who Support Teachers	3.0
Counselors, Social Workers and School Psychologists	8.0
School Nurses	5.0
Other Staff Providing Non-Instructional Services/Support	58.5

[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

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	0	0.0	1.0
Black or African American	1	0.8	3.5
Hispanic or Latino	0	0.0	3.5
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	129	99.2	91.7

Classes Taught by Highly Qualified Teachers[2]

	Percent of Total (%)
District	100.0
District Poverty Quartile: Middle	
State High Poverty Quartile Schools	97.6
State Low Poverty Quartile Schools	99.6

[2]Core academic classes taught by teachers who are fully certified to teach in that subject area.

Classroom Teacher Attendance: 2014-15

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	8.2	9.4

Instruction and Resources

11th and 12th Graders Enrolled in
College-and-Career-Readiness Courses during High School[3]

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	*	*
Hispanic or Latino	*	*	6	*
White	50	61.7	67	90.5
English Learners	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	12	*	13	*
Students with Disabilities	*	*	7	*
District	62	63.9	79	90.8
State		61.2		73.9

[3]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 Peers[4]

	Count	Rate (%)
Autism	9	*
Emotional Disturbance	*	*
Intellectual Disability	*	*
Learning Disability	60	92.3
Other Health Impairment	16	76.2
Other Disabilities	*	*
Speech/Language Impairment	16	*
District	106	80.9
State		68.8

[4]Ages 6-21

Students with Disabilities by Primary Disability[1]

	District Count	District Rate (%)	State Rate (%)
Autism	16	1.1	1.6
Emotional Disturbance	*	*	1.0
Intellectual Disability	*	*	0.5
Learning Disability	65	4.7	4.6
Other Health Impairment	21	1.5	2.8
Other Disabilities	10	0.7	1.0
Speech/Language Impairment	19	1.4	1.9
All Disabilities	140	10.1	13.4

[1]Grades K-12

Overall Expenditures:[3] 2014-15

	Total ($)	Per Pupil District ($)	Per Pupil State ($)
Instructional Staff and Services	11,081,128	8,351	9,387
Instructional Supplies and Equipment	565,125	426	318
Improvement of Instruction and Educational Media Services	495,794	374	541
Student Support Services	1,187,544	895	1,048
Administration and Support Services	1,999,026	1,506	1,790
Plant Operation and Maintenance	2,882,330	2,172	1,608
Transportation	943,002	654	845
Costs of Students Tuitioned Out	855,800	N/A	N/A
Other	449,529	339	194
Total	20,459,278	14,624	15,762
Additional Expenditures			
Land, Buildings, and Debt Service	1,287,800	970	1,524

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

Special Education Expenditures: 2014-15

	District Total ($)	District Percent of Total (%)	State Percent of Total (%)
Certified Personnel	1,373,467	33.1	35.1
Noncertified Personnel	611,378	14.7	14.5
Purchased Services	341,798	8.2	5.5
Tuition to Other Schools	741,326	17.9	21.6
Special Ed. Transportation	279,986	6.8	8.3
Other Expenditures	798,953	19.3	15.0
Total Expenditures	4,146,908	100.0	100.0

Expenditures by Revenue Source:[4] 2014-15

	Percent of Total (%) Including School Construction	Percent of Total (%) Excluding School Construction
Local	75.2	73.6
State	22.7	24.1
Federal	1.8	1.9
Tuition & Other	0.3	0.3

[4]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 Correction).

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	17	*	17	*	8	*
Hispanic or Latino	67	69.1	67	58.8	31	53.4
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	38	76.6	38	66.2	11	*
White	578	79.1	578	72.4	253	64.7
English Learners	12	*	12	*	*	*
Non-English Learners	702	78.1	702	70.8	*	*
Eligible for Free or Reduced-Price Meals	149	68.0	149	61.5	61	57.2
Not Eligible for Free or Reduced-Price Meals	565	80.3	565	73.0	250	65.1
Students with Disabilities	76	55.5	76	50.9	40	48.0
Students without Disabilities	638	80.4	638	72.9	271	65.8
High Needs	195	65.7	195	59.0	84	54.5
Non-High Needs	519	82.3	519	75.0	227	66.9
District	714	77.8	714	70.6	311	63.5

National Assessment of Educational Progress (NAEP): Percent At or Above Proficient[1]

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

Physical Fitness Tests: Students Reaching Health Standard[2]

	Percent of Students by Grade[3] (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	83.2	82.5	79.6	76.0	381	80.6
Curl Up	68.4	97.1	74.1	78.7	381	79.8
Push Up	52.6	94.2	71.3	69.3	381	72.4
Mile Run/PACER	80.0	71.8	63.0	72.0	381	71.4
All Tests - District	41.1	60.2	36.1	49.3	381	46.5
All Tests - State	50.6	49.8	50.6	51.1		50.5

[2]The 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.

[3]Only students assessed in all four areas are included in this calculation.

Cohort Graduation: Four-Year[1]

	2014-15				2015-16
	Cohort Count[2]	Rate (%)	Target[3] (%)	Target Achieved	Target[3] (%)
Black or African American	*	*	.		.
Hispanic or Latino	*	*	.		.
English Learners	*	*	.		.
Eligible for Free or Reduced-Price Meals	24	79.2	.		.
Students with Disabilities	*	*	.		.
District	92	90.2	87.0	Yes	87.8
State[4]		87.2			

[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. Statewide, district and school results for cohorts of 2010 through 2014 are available online.

[2]Cohort count includes all students in the cohort as of the end of the 2014-15 school year.

[3]Targets are calculated when there are at least 20 students in a cohort in the base year (i.e., 2010-11).

[4]Targets are not displayed at the state level.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam[5]

	Participation[6] Rate (%)	Meeting Benchmark	
		Count	Rate (%)
Female	98.9	50	52.6
Male	95.5	42	47.2
Black or African American	*	0	*
Hispanic or Latino	*	*	*
White	97.4	81	52.3
English Learners	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	93.3	6	20.0
Students with Disabilities	*	0	*
District	97.3	92	50.0
State	95.6		40.7

[5]College 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

[6]Participation 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.
Copyright © 2016 ACT, Inc. www.act.org
IB® statistics derived from data provided by the International Baccalaureate Organization.
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College Entrance and Persistence

	Class of 2015	Class of 2014
	Entrance[7] Rate (%)	Persistence[8] Rate (%)
Female	86.0	85.7
Male	73.0	88.4
Black or African American	*	*
Hispanic or Latino	*	*
White	81.8	86.3
English Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	55.0	*
Students with Disabilities	*	*
District	80.5	87.1
State	71.9	88.3

[7]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.

[8]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

Next Generation Accountability Results

These statistics are the results from Connecticut's Next Generation Accountability System for districts and schools. This system is a broad set of 12 indicators that help tell the story of how well a school is preparing its students for success in college, careers and life. It moves beyond test scores and graduation rates and instead provides a more holistic, multifactor perspective of district and school performance and incorporates student growth over time.

Indicator		Index/Rate	Target	Points	Max	% Points	State Average
ELA Performance Index	All Students	77.8	75	50.0	50	100.0	67.7
	High Needs Students	65.7	75	43.8	50	87.6	56.7
Math Performance Index	All Students	70.6	75	47.1	50	94.1	61.4
	High Needs Students	59.0	75	39.3	50	78.6	49.9
Science Performance Index	All Students	63.5	75	42.4	50	84.7	57.5
	High Needs Students	54.5	75	36.3	50	72.7	47.0
ELA Academic Growth	All Students	67.9%	100%	67.9	100	67.9	63.8%
	High Needs Students	58.6%	100%	58.6	100	58.6	58.3%
Math Academic Growth	All Students	70.5%	100%	70.5	100	70.5	65.0%
	High Needs Students	66.5%	100%	66.5	100	66.5	57.4%
Chronic Absenteeism	All Students	6.1%	<=5%	47.9	50	95.8	9.6%
	High Needs Students	12.3%	<=5%	35.4	50	70.7	15.6%
Preparation for CCR	% Taking Courses	76.6%	75%	50.0	50	100.0	67.6%
	% Passing Exams	50.0%	75%	33.3	50	66.7	40.7%
On-track to High School Graduation		91.4%	94%	48.6	50	97.2	85.1%
4-year Graduation All Students (2015 Cohort)		90.2%	94%	96.0	100	96.0	87.2%
6-year Graduation - High Needs Students (2013 Cohort)		65.2%	94%	69.4	100	69.4	78.6%
Postsecondary Entrance (Class of 2015)		80.5%	75%	100.0	100	100.0	71.9%
Physical Fitness (estimated part rate) and (fitness rate)		94.1% | 46.5%	75%	31.0	50	61.9	89.2% | 50.5%
Arts Access		76.8%	60%	50.0	50	100.0	47.5%
Accountability Index				**1083.9**	**1350**	**80.3**	

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	65.7	9.3	16.5	
Math Performance Index Gap	75.0	59.0	16.0	18.9	
Science Performance Index Gap	66.9	54.5	12.4	17.2	
Graduation Rate Gap	94.0%	65.2%	28.8%	15.3%	Y

[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.

Subject/Subgroup		Participation Rate (%)[3]
ELA	All Students	97.6
	High Needs Students	97.1
Math	All Students	97.6
	High Needs Students	97.1
Science	All Students	99.7
	High Needs Students	98.9

[3]Minimum 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: 64.6   **State: 51.4**

Supporting Resources

Two-page FAQ

Detailed Presentation

Using Accountability Results to Guide Improvement: comprehensive documentation and supports

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 Comprehensive District-Wide Communication Plan .Priority   Clearly Articulated Instructional Practices that Reflect a Learner-Centered Model (21st century) of Teaching and   Learning.Priority A Kindergarten through Grade 12 Curriculum that Aligns with the Connecticut Core Standards and other Content Frameworks and that is Coordinated within Each Department and Between the Five Schools.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 .Priority Well-Defined Systemic and Systematic Special Education Services and SRBI Practices for Individuals or Small Groups with Diverse and Complex Learning Needs.

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 .Priority Planned Professional Learning at Every Level of the Organization from the First Day of Employment .Priority Staffing Parity in each Building and Staffing Continuity throughout the District.Priority A Technology Leadership Team Focused on Managing the District's Digital Resources in Order to Enhance Innovative Teaching and to Maintain Robust Support Systems that Augment Automation Efficiencies.Priority Board of Education Members who Advocate for District-Wide Accountability and Public Support for Portland's Schools.

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. .Priority Safe and Supportive School Climates that Foster Accountability and Autonomy.Priority Schools that Build Resiliency and Persistence for All Learners in Environments that Embrace the Whole Student.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Efforts to Reduce Racial, Ethnic, and Economic Isolation.

Our five schools provide many opportunities for teachers and students to gain increased awareness of diversity, and greater sensitivity to differences. All students participate in enrichment activities that bring them to educational settings throughout the state including numerous area colleges and Connecticut school districts. Students at Portland High School participate in the Wesleyan Upward Bound Program including tutorial services, student volunteering as mentors to young students from other communities. Our high school students annually participate in a highly acclaimed diversity conference attended by students from our member consortium schools of Coginchaug, Cromwell, East Hampton, Middletown, Haddam and Deep River. This program has resulted in the development of a heightened awareness of diverse issues confronting young people today and led to the Diversity Club being established at our high school. These and many other opportunities throughout our five schools build a sense of community, develop attitudes for academic excellence, and increase understanding and acceptance of different people and cultures in our society. Portland is 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, at no cost to the student's family.

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.