

**STRATEGIC SCHOOL PROFILE 2009-10****Portland School District**

SALLY E. DOYEN, Superintendent

Location: 33 East Main Street

Telephone: (860) 342-6790

Portland,  
ConnecticutWebsite: [www.portlandetschools.org](http://www.portlandetschools.org)

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](http://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: 91.1%

\*To view the Adult Education Program Profiles online, go to [www.sde.ct.gov](http://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, 2009      1,436  
5-Year Enrollment Change      0.7%

**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	145	10.1	12.9	32.6
K-12 Students Who Are Not Fluent in English	5	0.4	0.7	5.4
Students Identified as Gifted and/or Talented*	4	0.3	3.7	4.1
PK-12 Students Receiving Special Education Services in District	127	8.8	11.1	11.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	105	97.2	87.2	80.5
Homeless	1	0.1	0.1	0.2
Juniors and Seniors Working 16 or More Hours Per Week	19	12.3	12.9	13.6

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

### SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	8	0.6
Asian American	27	1.9
Black	65	4.5
Hispanic	52	3.6
White	1,284	89.4
Total Minority	152	10.6

**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:**

2.3% 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 9.

---

### 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.

Efforts to incorporate sensitivity to diversity in our school community have been a multi-faceted approach. Valley View School, Gildersleeve School and Brownstone Intermediate School participate in the Open Choice Program and have students attending grades K - 5. Learning experiences that provide insight into varied life styles are tied to many curricula areas and goals. Our grade three students study the history of the Native American with field trips to museums and learning experiences and projects focused on the peoples indigenous to the area. Twelve sixth graders participated for a fourth year in the Youth Technology and Mathematics Academy. Students worked together to build a sense of community, develop attitudes for academic excellence, increase understanding and acceptance of different cultures, and strengthen math and technology skills. As part of an inter-district program, Portland Middle School teamed with the Sport and Medical Science Academy of Hartford to participate in a skating program housed at Trinity College. A diverse group of approximately 50 students met weekly. Additionally, a grant was written utilizing the collaborative efforts of students, staff, administration and parents to bring in a program that will focus on Kindness and Compassion and as a byproduct help all of us to understand and appreciate one another. Examples of some activities/programs high school students experienced during the 2009-2010 school year include: Student participation in the Wesleyan Upward Bound Program including tutorial services, student volunteering as mentors to young students living in the local low income housing project, student attendance at a diversity conference attended by students from member consortium schools.

---

## 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
Grade 3 Reading	68.5	57.0	57.7
Writing	76.3	58.3	85.3
Mathematics	64.1	62.4	42.3
Grade 4 Reading	71.9	59.9	59.1
Writing	77.1	63.6	65.0
Mathematics	72.2	67.0	44.0
Grade 5 Reading	81.7	61.8	81.8
Writing	86.2	68.2	84.3
Mathematics	87.8	72.4	77.7
Science	82.8	59.4	83.7
Grade 6 Reading	92.2	74.9	87.7
Writing	85.7	65.9	84.8
Mathematics	95.7	70.7	98.8
Grade 7 Reading	88.8	77.4	64.9
Writing	78.1	61.2	70.8
Mathematics	79.2	68.5	58.4
Grade 8 Reading	83.1	73.3	59.2
Writing	75.4	62.6	61.8
Mathematics	86.9	67.3	81.5
Science	74.6	62.8	53.5

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.

For more detailed CMT results, go to [www.ctreports.com](http://www.ctreports.com).

To see the NCLB Report Card for this school, go to [www.sde.ct.gov](http://www.sde.ct.gov) and click on "No Child Left Behind."

**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
Reading Across the Disciplines	71.8	45.9	87.1
Writing Across the Disciplines	70.1	59.6	58.6
Mathematics	72.4	48.7	84.1
Science	61.8	45.3	68.2

For more detailed CAPT results, go to [www.ctreports.com](http://www.ctreports.com). To see the NCLB Report Card for this school, go to [www.sde.ct.gov](http://www.sde.ct.gov) and click on "No Child Left Behind."

**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
	28.9	50.7	6.8

SAT® I: Reasoning Test Class of 2009		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		66.2	68.5	
Average Score	Mathematics	534	508	70.5
	Critical Reading	522	503	62.8
	Writing	523	506	58.9

**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, Class of 2009	95.1	91.3	55.4
2008-09 Annual Dropout Rate for Grade 9 through 12	1.4	3.0	47.1

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	79.2	84.5
% Employed (Civilian Employment and in Armed Services)	6.5	10.4

## RESOURCES AND EXPENDITURES

### DISTRICT STAFF

Full-Time Equivalent Count of School Staff	
General Education	
Teachers and Instructors	92.80
Paraprofessional Instructional Assistants	15.50
Special Education	
Teachers and Instructors	12.00
Paraprofessional Instructional Assistants	11.00
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	5.00
Other Staff Providing Non-Instructional Services and Support	66.50

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	15.1	13.8
% with Master's Degree or Above	72.6	79.5	77.8

Average Class Size	District	DRG	State
Grade K	18.0	16.3	18.5
Grade 2	19.7	18.3	19.7
Grade 5	19.5	19.4	21.1
Grade 7	20.6	19.3	20.8
High School	19.8	18.5	19.6

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	1,005	997	992
Middle School	1,017	1,023	1,018
High School	981	1,026	1,006

\*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*	2.9	2.6	3.2
Middle School	2.0	2.2	2.5
High School	1.3	1.8	2.3

\*Excludes schools with no grades above kindergarten.

### DISTRICT EXPENDITURES AND REVENUES, 2008-09

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	\$10,130	\$7,099	\$7,819	\$7,407	\$7,829
Instructional Supplies and Equipment	\$455	\$319	\$274	\$320	\$279
Improvement of Instruction and Educational Media Services	\$610	\$428	\$474	\$410	\$459
Student Support Services	\$1,162	\$814	\$863	\$912	\$859
Administration and Support Services	\$2,060	\$1,444	\$1,405	\$1,419	\$1,426
Plant Operation and Maintenance	\$2,290	\$1,605	\$1,469	\$1,482	\$1,462
Transportation	\$863	\$569	\$701	\$715	\$694
Costs for Students Tuitioned Out	\$570	N/A	N/A	N/A	N/A
Other	\$284	\$199	\$163	\$189	\$162
<b>Total</b>	<b>\$18,423</b>	<b>\$12,671</b>	<b>\$13,458</b>	<b>\$13,230</b>	<b>\$13,386</b>
<b>Additional Expenditures</b>					
Land, Buildings, and Debt Service	\$2,047	\$1,435	\$1,864	\$2,416	\$1,825

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$3,259,596	17.7	19.3	20.7

**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	72.0	25.8	1.9	0.3
Excluding School Construction	71.6	25.9	2.1	0.4

---

**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 budgeary 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. An after-school grant was directed toward students in grades K-4, who did not have supervised activities available. 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	117
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	8.1%

---

<b>Of All K-12 Students for Whom District is Financially Responsible, Number and Percentage with Disabilities</b>				
<b>Disability</b>	<b>Count</b>	<b>District Percent</b>	<b>DRG Percent</b>	<b>State Percent</b>
Autism	12	0.8	0.9	1.0
Learning Disability	35	2.4	3.8	3.9
Intellectual Disability	0	N/A	N/A	N/A
Emotional Disturbance	12	0.8	0.7	1.0
Speech Impairment	28	1.9	2.7	2.2
Other Health Impairment*	21	1.4	1.9	2.1
Other Disabilities**	9	0.6	0.7	0.9
<b>Total</b>	<b>117</b>	<b>8.1</b>	<b>11.2</b>	<b>11.6</b>

\*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

<b>Graduation and Dropout Rates of Students with Disabilities for Whom District is Financially Responsible</b>	<b>District</b>	<b>State</b>
% Who Graduated in 2008-09 with a Standard Diploma	100.0	81.0
2008-09 Annual Dropout Rate for Students Aged 14 to 21	0.0	4.1

## 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	35.9	31.6	80.6	67.5
	Writing	23.3	19.6	79.7	63.3
	Mathematics	33.3	32.9	80.8	68.1
	Science	11.8	23.7	78.4	61.1
CAPT	Reading Across the Disciplines	N/A	N/A	71.8	45.9
	Writing Across the Disciplines	N/A	N/A	70.1	59.6
	Mathematics	N/A	N/A	72.4	48.7
	Science	N/A	N/A	61.8	45.3

For more detailed CMT or CAPT results, go to [www.ctreports.com](http://www.ctreports.com). To see the NCLB Report Card for this school, go to [www.sde.ct.gov](http://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	14.8
	% With Accommodations	85.3
CAPT	% Without Accommodations	66.7
	% With Accommodations	33.3
% Assessed Using Skills Checklist		4.3

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	0	0.0
Private Schools or Other Settings	4	3.4

### 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	104	88.9	74.9	73.4
40.1 to 79.0 Percent of Time	6	5.1	18.0	15.3
0.0 to 40.0 Percent of Time	7	6.0	7.0	11.3

---

**SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES**

---

The following narrative was submitted by this district.

Parents are encouraged to participate in our Title I literacy information and parent training activity workshops that are offered throughout the year. The goal of these workshops is to provide literacy strategies and materials for parents to use to enhance student learning. The Gildersleeve Data Team conducts an analysis of student data and looks at each individual student's strengths as well as areas in need of improvement. This analysis is then tied to plans for instruction that address these varied capabilities and needs. Reading comprehension in the content areas was the instructional focus this year. We practice a co-teaching model in special education, where the special educator teams up with a Language Arts classroom teacher. Janet Allen is a well known scholar who has earmarked specific reading strategies that will improve reading comprehension. All of our teachers have been given a copy of one of her books and each academic discipline has chosen at least one strategy to implement. This year a team of teachers, guidance counselors and administrators implemented the third year of an alternative program for juniors. For a fourth year, we continue to offer a separate alternative program for the students that have issues that might prevent them from attending school on a regular basis. We continue to offer a variety of AP courses and UCONN courses. We offer a variety of courses through the Virtual High School program.

---