

STRATEGIC SCHOOL PROFILE 2008-09**Portland School District**

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Location: 33 East Main Street
Portland,
Connecticut

Website: www.portlandct.org/education/district/index.htm

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.

COMMUNITY DATA

| | |
|-----------------------------------|--|
| County: Middlesex | Per Capita Income in 2000: \$28,229 |
| Town Population in 2000: 8,732 | Percent of Adults without a High School Diploma in 2000*: 12.1% |
| 1990-2000 Population Growth: 3.7% | Percent of Adults Who Were Not Fluent in English in 2000*: 0.7% |
| Number of Public Schools: 5 | District Enrollment as % of Estimated. Student Population: 90.5% |

*To view the Adult Education Program Profiles online, go to 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, 2008 | 1,429 |
| 5-Year Enrollment Change | 0.5% |

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 | 162 | 11.3 | 11.1 | 30.3 |
| K-12 Students Who Are Not Fluent in English | 7 | 0.5 | 0.6 | 5.2 |
| Students Identified as Gifted and/or Talented* | 4 | 0.3 | 3.8 | 4.0 |
| PK-12 Students Receiving Special Education Services in District | 120 | 8.4 | 11.1 | 11.4 |
| Kindergarten Students who Attended Preschool, Nursery School or Headstart | 97 | 95.1 | 85.5 | 79.7 |
| Homeless | 1 | 0.1 | 0.0 | 0.2 |
| Juniors and Seniors Working 16 or More Hours Per Week | 30 | 23.1 | 18.7 | 19.0 |

*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 | 22 | 1.5 |
| Black | 56 | 3.9 |
| Hispanic | 47 | 3.3 |
| White | 1,296 | 90.7 |
| Total Minority | 133 | 9.3 |

Percent of Minority Professional Staff: 0.0%

Non-English Home Language: 1.9% 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 7.

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.

Valley View school has provided many opportunities for teachers and students to gain awareness and sensitivity to diversity of others. This year Valley View School was accepted to participate in the Open Choice School Program. This will further help to support the school's climate of celebrating diversity in our school's population. Awareness of and sensitivity to racial, ethnic and economic diversity is encouraged through myriad opportunities provided at Gildersleeve School. 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. This year Gildersleeve will participate in the Open Choice School Program and will accept students from Hartford. Diversity and Multicultural Awareness Training has been provided for all staff in preparation for the start of this new program.

Brownstone Intermediate School has provided many opportunities for teachers and students to gain increased awareness of diversity, and greater sensitivity to differences. Brownstone students joined approximately 100 students from several districts to focus on the awareness of the many ways human beings communicate through the arts and the appreciation of diversity. Sixteen sixth graders participated for a third year in the Youth Technology and Mathematics Academy. They attended 15 Saturday morning workshops with students from Middletown, Cromwell, Durham/Middlefield and East Hampton.

At Portland Middle School, collaborative efforts are taken to reduce racial, ethnic and economic isolation. Portland Middle School and the Sport and Medical Science Academy of Hartford have partnered to allow 50 students from each school an opportunity to collaborate together weekly for more than twenty weeks. The culminating activity will be a show "Olympic Fever on Ice" held at Trinity College in Hartford in late March.

A variety of school sponsored program/activities provided opportunities for Portland High School students to attend and participate in appropriate programs that would heighten student awareness of social, ethnic, and economic issues. Examples of some activities/programs high school students experienced during the 2008-2009 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 (Coginchaug, Cromwell, East Hampton, Middletown, Haddam, and Deep River).

STUDENT PERFORMANCE

Connecticut Mastery Test, Fourth Generation, % 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.

| Grade and CMT Subject Area | District | State | % of Districts in State with Equal or Lower Percent Meeting Goal |
|----------------------------|----------|-------|--|
| Grade 3 Reading | 62.0 | 54.6 | 49.1 |
| Writing | 80.9 | 62.5 | 83.6 |
| Mathematics | 70.1 | 62.8 | 49.1 |
| Grade 4 Reading | 74.4 | 60.7 | 66.9 |
| Writing | 76.3 | 64.2 | 63.0 |
| Mathematics | 68.4 | 63.6 | 46.3 |
| Grade 5 Reading | 76.7 | 66.0 | 62.1 |
| Writing | 70.2 | 66.5 | 43.2 |
| Mathematics | 76.9 | 68.8 | 56.8 |
| Science | 79.8 | 58.1 | 80.9 |
| Grade 6 Reading | 82.7 | 68.9 | 63.8 |
| Writing | 75.7 | 62.2 | 66.3 |
| Mathematics | 81.0 | 68.8 | 61.3 |
| Grade 7 Reading | 83.1 | 74.9 | 57.3 |
| Writing | 71.9 | 62.9 | 55.4 |
| Mathematics | 73.3 | 66.0 | 52.9 |
| Grade 8 Reading | 80.0 | 68.4 | 62.6 |
| Writing | 85.7 | 66.5 | 84.5 |
| Mathematics | 81.8 | 64.5 | 70.3 |
| Science | 73.3 | 60.6 | 54.2 |

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.

To see the NCLB Report Card for this school, go to 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 scoreable 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 | 53.4 | 47.4 | 53.0 |
| Writing Across the Disciplines | 64.5 | 55.0 | 55.7 |
| Mathematics | 63.6 | 47.8 | 66.4 |
| Science | 43.5 | 42.8 | 42.0 |

For more detailed CAPT results, go to www.ctreports.com.

To see the NCLB Report Card for this school, go to 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 |
|--|----------|-------|---|
| | 27.4 | 36.2 | 22.1 |

| SAT® I: Reasoning Test Class of 2008 | | District | State | % of Districts in State with Equal or Lower Scores |
|---|------------------|-----------------|--------------|---|
| % of Graduates Tested | | 82.5 | 74.5 | |
| Average Score | Mathematics | 526 | 507 | 68.2 |
| | Critical Reading | 528 | 503 | 73.6 |
| | Writing | 517 | 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 2008 | 98.8 | 92.1 | 85.5 |
| Cumulative Four-Year Dropout Rate for Class of 2008 | 1.1 | 6.6 | 82.5 |
| 2007-08 Annual Dropout Rate for Grade 9 through 12 | 0.3 | 2.5 | 87.6 |

| Activities of Graduates | District | State |
|--|-----------------|--------------|
| % Pursuing Higher Education (Degree and Non-Degree Programs) | 85.0 | 84.1 |
| % Employed (Civilian Employment and in Armed Services) | 12.5 | 11.0 |

RESOURCES AND EXPENDITURES

DISTRICT STAFF

| Full-Time Equivalent Count of District Staff | |
|---|-------|
| General Education | |
| Teachers and Instructors | 91.50 |
| Paraprofessional Instructional Assistants | 10.50 |
| Special Education | |
| Teachers and Instructors | 12.00 |
| Paraprofessional Instructional Assistants | 15.00 |
| Library/Media Specialists and/or Assistants | 8.40 |
| Staff Devoted to Adult Education | 0.00 |
| Administrators, Coordinators, and Department Chairs | |
| District Central Office | 1.00 |
| School Level | 7.40 |
| 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 | 66.00 |

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 | 14.7 | 14.6 | 13.6 |
| % with Master's Degree or Above | 71.7 | 77.2 | 76.1 |

| Average Class Size | District | DRG | State |
|---------------------------|-----------------|------------|--------------|
| Grade K | 14.6 | 15.8 | 18.3 |
| Grade 2 | 21.0 | 17.5 | 19.3 |
| Grade 5 | 21.3 | 19.6 | 21.0 |
| Grade 7 | 17.5 | 19.5 | 20.5 |
| High School | 18.9 | 18.2 | 19.3 |

| Hours of Instruction Per Year* | Dist | DRG | State |
|--------------------------------|-------|-------|-------|
| Elementary School | 997 | 993 | 988 |
| Middle School | 1,019 | 1,010 | 1,016 |
| High School | 993 | 1,007 | 1,007 |

*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* | 3.6 | 2.7 | 3.3 |
| Middle School | 2.0 | 2.1 | 2.6 |
| High School | 1.4 | 2.0 | 2.4 |

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2007-08

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 | \$9,656 | \$6,762 | \$7,521 | \$7,032 | \$7,522 |
| Instructional Supplies and Equipment | \$711 | \$498 | \$267 | \$303 | \$271 |
| Improvement of Instruction and Educational Media Services | \$703 | \$492 | \$461 | \$409 | \$446 |
| Student Support Services | \$1,090 | \$764 | \$808 | \$862 | \$806 |
| Administration and Support Services | \$2,011 | \$1,408 | \$1,351 | \$1,365 | \$1,369 |
| Plant Operation and Maintenance | \$2,304 | \$1,614 | \$1,382 | \$1,339 | \$1,377 |
| Transportation | \$799 | \$531 | \$649 | \$671 | \$644 |
| Costs for Students Tuitioned Out | \$509 | N/A | N/A | N/A | N/A |
| Other | \$237 | \$166 | \$152 | \$158 | \$151 |
| Total | \$18,020 | \$12,488 | \$12,869 | \$12,486 | \$12,805 |
| Additional Expenditures | | | | | |
| Land, Buildings, and Debt Service | \$2,152 | \$1,507 | \$1,791 | \$1,677 | \$1,759 |

| Special Education Expenditures | District Total | Percent of PK-12 Expenditures Used for Special Education | | |
|--------------------------------|----------------|--|------|-------|
| | | District | DRG | State |
| | \$3,162,859 | 17.6 | 19.0 | 20.5 |

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 | 72.6 | 25.3 | 2.1 | 0.1 |
| Excluding School Construction | 70.8 | 26.8 | 2.3 | 0.1 |

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 budgetary per pupil allotment which guarantees a foundation of support for 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-6 and 7, 8, and 9, 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 | 111 |
| Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities | 7.7% |

| Of All K-12 Students for Whom District is Financially Responsible, Number and Percentage with Disabilities | | | | |
|---|--------------|-------------------------|--------------------|----------------------|
| Disability | Count | District Percent | DRG Percent | State Percent |
| Autism | 8 | 0.6 | 0.8 | 0.8 |
| Learning Disability | 32 | 2.2 | 3.7 | 3.9 |
| Intellectual Disability | 0 | 0.0 | 0.4 | 0.5 |
| Emotional Disturbance | 11 | 0.8 | 0.7 | 1.0 |
| Speech Impairment | 29 | 2.0 | 2.9 | 2.3 |
| Other Health Impairment* | 22 | 1.5 | 1.8 | 2.1 |
| Other Disabilities** | 9 | 0.6 | 0.7 | 0.9 |
| Total | 111 | 7.7 | 11.1 | 11.6 |

*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

| Graduation and Dropout Rates of Students with Disabilities for Whom District is Financially Responsible | District | State |
|--|-----------------|--------------|
| % Who Graduated in 2007-08 with a Standard Diploma | N/A | 81.4 |
| 2007-08 Annual Dropout Rate for Students Aged 14 to 21 | N/A | 3.5 |

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 | 30.6 | 30.2 | 76.6 | 65.7 |
| | Writing | 16.1 | 19.5 | 76.4 | 64.1 |
| | Mathematics | 18.9 | 30.7 | 75.0 | 65.7 |
| | Science | N/A | N/A | 76.9 | 59.4 |
| CAPT | Reading Across the Disciplines | N/A | N/A | 53.4 | 47.4 |
| | Writing Across the Disciplines | N/A | N/A | 64.5 | 55.0 |
| | Mathematics | N/A | N/A | 63.6 | 47.8 |
| | Science | N/A | N/A | 43.5 | 42.8 |

For more detailed CMT or CAPT results, go to www.ctreports.com. To see the NCLB Report Card for this school, go to 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 | 3.6 |
| | % With Accommodations | 96.4 |
| CAPT | % Without Accommodations | 30.0 |
| | % With Accommodations | 70.0 |
| % Assessed Using Skills Checklist | | 6.1 |

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 | 5 | 4.5 |

| 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 | 101 | 91.0 | 75.5 | 72.7 |
| 40.1 to 79.0 Percent of Time | 5 | 4.5 | 18.1 | 16.1 |
| 0.0 to 40.0 Percent of Time | 5 | 4.5 | 6.4 | 11.2 |

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

At Valley View School, parents are encouraged to participate in our Title I literacy information and training activity workshops that are offered throughout the year. The new RTI model is now fully implemented and the RTI Team of school staff meet twice a week to review, discuss and monitor the performance of students that are in need of support.

Many improvement efforts are underway at Gildersleeve School. 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. An additional reading and mathematics period was added each week to provide support to all learners.

At Brownstone Intermediate School, reading comprehension was the focus for instruction for a second year. In addition to the regular Language Arts curriculum, every student had one additional period per week of "Reading Strategies" instruction. Our CMT reading scores for students at or above goal increased in 2009 for both grade levels: from 75.9% to 76.7% in grade 5, and from 81.5% to 82.7% in grade 6. More significant gains are seen when cohorts are examined: 75.9% of students in grade 5 in 07-08 were at or above goal. As sixth graders in 08-09, 82.7% of those same students were at or above goal.

Portland Middle School has regularly reviewed data to determine strengths and to determine areas in need of additional focus. In the 2008-2009 school year, an area for focus was determined to be reading comprehension. To that end, the district and school used a research based program developed by Janet Allen to address reading strategies and to increase student performance in reading comprehension. In addition to reading, Portland Middle School works each year to improve in mathematics and writing.

At Portland High School, overall student performance on CAPT has shown improvement in the number of students at the proficient level. The number of students taking the SAT I has increased by almost 3% to 85% of the student body over the base year of 1996. SAT scores, both Verbal and Math, have increased since 1998 and are at the state average. We have implemented various reading programs to improve the number of students that meet goal on the CAPT. Portland High School will be in their third year of offering an alternative educational program that emphasizes hands on activities and a strong technology and career component. Portland High School is the first high school in the nation to have the Water and People course. This course will allow our students to sit for the state exam for certification in the water industry.
