

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2013–14



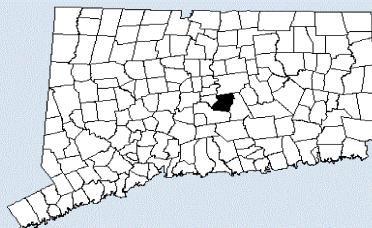
Portland School District

Dr. Sally Doyen, Superintendent • 860-342-6790 • www.portlandctschoools.org

District Information

Grade Range	PK-12
Number of Schools	5
Enrollment	1,382
Per Pupil Expenditures ¹	\$13,485
Total Expenditures ¹	\$19,391,015

¹Expenditure data reflect the 2012-13 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 \(Class of 2014\)](#)
(2014® The College Board)

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Notes

Unless otherwise noted, all data are for 2013-14 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](#).

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, 2013 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	690	49.9	48.3
Male	692	50.1	51.6
American Indian	*	*	0.2
Asian	22	1.6	4.6
Black or African American	43	3.1	12.9
Hispanic or Latino	113	8.2	21.2
Pacific Islander	*	*	0.0
White	1,156	83.6	58.4
Two or More Races	46	3.3	2.3
English Language Learners	15	1.1	5.7
Eligible for Free or Reduced-Price Meals	257	18.6	37.3
Students with Disabilities ¹	138	10.0	12.8

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	37	5.5	14	2.0
Male	35	5.3	38	5.5
Black or African American	*	*	7	16.2
Hispanic or Latino	8	7.3	7	6.0
White	59	5.3	35	3.0
English Language Learners	0	*	*	*
Eligible for Free or Reduced-Price Meals	38	14.8	27	10.0
Students with Disabilities	15	13.3	7	4.5
District	72	5.4	52	3.7
State		10.8		7.4

Number of students in 2012-13 qualified as truant under state statute: 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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Portland School District

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	91.0
Paraprofessional Instructional Assistants	15.5
Special Education	
Teachers and Instructors	12.0
Paraprofessional Instructional Assistants	15.5
Administrators, Coordinators and Department Chairs	
District Central Office	1.0
School Level	7.0
Library/Media	
Specialists (Certified)	2.0
Support Staff	5.4
Instructional Specialists Who Support Teachers	3.0
Counselors, Social Workers and School Psychologists	7.0
School Nurses	5.0
Other Staff Providing Non-Instructional Services/Support	66.5

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 (%)
Asian	0	0	1.0
Black or African American	1	0.8	3.5
Hispanic	0	0	3.6
Native American	0	0	0.1
White	124	99.2	91.7

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
District	100.0
District Poverty Quartile: Middle	
State High Poverty Quartile Schools	97.8
State Low Poverty Quartile Schools	99.5

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

Classroom Teacher Attendance: 2012-13

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	7.1	9.3

Instruction and Resources

11th and 12th Graders Who Enrolled in at Least Two Advanced Placement[®] or International Baccalaureate[®] Courses during High School³

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	0	0	0	0
Hispanic or Latino	0	0	0	0
White	0	0	*	*
English Language Learners	0	0	0	0
Eligible for Free or Reduced-Price Meals	0	0	*	*
Students with Disabilities	0	0	0	0
District	0	0	10	9.9
State		14.2		26.8

³Effective 2014-15, this calculation will also include students who participate in dual enrollment courses and two or more courses within a career and technical education (CTE) concentration.

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers⁴

	Count	Rate (%)
Autism	6	*
Emotional Disturbance	*	*
Intellectual Disability	N/A	N/A
Learning Disability	50	94.3
Other Health Impairment	18	66.7
Other Disabilities	*	*
Speech/Language Impairment	14	*
District	91	77.8
State		69.2

⁴Ages 6-21

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Students with Disabilities by Primary Disability¹

	District Count	District Rate (%)	State Rate (%)
Autism	12	0.8	1.4
Emotional Disturbance	*	*	1.0
Intellectual Disability	0	0	0.4
Learning Disability	53	3.7	4.2
Other Health Impairment	27	1.9	2.5
Other Disabilities	*	*	1.0
Speech/Language Impairment	23	1.6	1.9
All Disabilities	127	8.9	12.4

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District Count	District Rate (%)	State Rate (%)
Public Schools in Other Districts	*	*	2.8
Private Schools or Other Settings	*	*	8.1

²Grades K-12

Overall Expenditures:³ 2012-13

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	10,625,246	7,727	8,769
Instructional Supplies and Equipment	461,384	336	275
Improvement of Instruction and Educational Media Services	533,146	388	487
Student Support Services	1,141,554	830	965
Administration and Support Services	2,175,799	1,582	1,600
Plant Operation and Maintenance	2,465,036	1,793	1,472
Transportation	875,612	590	786
Costs of Students Tuitioned Out	789,540	N/A	N/A
Other	323,698	235	178
Total	19,391,015	13,485	14,642

Additional Expenditures

Land, Buildings, and Debt Service	1,370,431	997	1,434
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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: 2012-13

	District Total (\$)	District Percent of Total (%)	State Percent of Total (%)
Certified Personnel	1,369,595	35.7	35.6
Noncertified Personnel	550,377	14.4	14.5
Purchased Services	303,289	7.9	5.0
Tuition to Other Schools	679,617	17.7	21.4
Special Ed. Transportation	227,751	5.9	8.5
Other Expenditures	702,786	18.3	14.9
Total Expenditures	3,833,415	100.0	100.0
PK-12 Expenditures Used for Special Education		19.8	21.9

Expenditures by Revenue Source:⁴ 2012-13

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	75.0	73.2
State	22.9	24.5
Federal	2.1	2.2
Tuition & Other	0.1	0.1

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 2013-14

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Performance

District Performance Index (DPI)

A District Performance Index (DPI) for the Connecticut Mastery Test (CMT) and the Connecticut Academic Performance Test (CAPT) is the test performance of all subjects tested in the respective assessment for all students in the district. The DPI ranges in value from 0 to 100 points. Connecticut's ultimate target for a DPI is 88 because in a district with a DPI of 88 or above, students will have performed at or above the 'goal' level on the majority of tests. Detailed reports of CMT and CAPT assessment results are available at www.ctreports.com. School and District Performance Reports produced by the Connecticut State Department of Education (CSDE) are also available online.

CMT	DPI				2013-14				Note: If no data are displayed for 2013-14, the district implemented the Smarter Balanced Field Test.
	2009-10	2010-11	2011-12	2012-13	Count	DPI	Target	Achieved	
Black or African American	65.5	.	.	.	.	.	.	.
Hispanic or Latino	80.1	.	80.1	80.3	.	.	.	.
English Language Learners	.	.	.	.	.	.	.	.
Eligible for Free or Reduced-Price Meals	72.3	77.2	80.6	86.2	.	.	.	.
Students with Disabilities	52.3	50.8	59.8	70.8	.	.	.	.
High Needs	66.9	71.2	74.5	80.9	.	.	.	.
District	88.7	89.1	91.3	92.4	.	.	.	.

CAPT	DPI				2013-14				Note: If no data are displayed for 2013-14, the district implemented the Smarter Balanced Field Test.
	2009-10	2010-11	2011-12	2012-13	Count	DPI	Target	Achieved	
Black or African American	
Hispanic or Latino	
English Language Learners	
Eligible for Free or Reduced-Price Meals	
Students with Disabilities	
High Needs	.	50.6	.	51.8	.	.	.	.
District	84.3	80.9	83.2	76.4	.	.	.	.

2013 National Assessment of Educational Progress (NAEP): Percent At or Above Proficient¹

READING	Grade 4	Grade 8	Grade 12
Connecticut	43%	45%	50%
National Public	34%	34%	36%
MATH	Grade 4	Grade 8	Grade 12
Connecticut	45%	37%	32%
National Public	41%	34%	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 CMT/CAPT and NAEP. Instead, NAEP results are meant to complement CMT/CAPT results.

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	59.4	85.4	59.8	74.4	387	69.0
Curl Up	67.9	81.3	89.7	59.0	387	75.5
Push Up	72.6	69.8	78.5	52.6	387	69.5
Mile Run/PACER	87.7	77.1	70.1	56.4	387	73.9
All Tests - District	39.6	55.2	41.1	30.8	387	42.1
All Tests - State	50.2	50.7	50.3	53.9		51.1

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

	2012-13				2013-14
	Cohort Count ²	Rate (%)	Target ³ (%)	Target Achieved	Target ³ (%)
Black or African American	*	*	.		.
Hispanic or Latino	*	*	.		.
English Language Learners	*	*	.		.
Eligible for Free or Reduced-Price Meals	*	*	.		.
Students with Disabilities	*	*	.		.
District	93	86	85.2	Yes	86.1
State ⁴		85.5			

¹The 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 2013 are [available online](#).

²Cohort count includes all students in the cohort as of the end of the 2012-13 school year.

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

⁴Targets are not displayed at the state level.

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

	Participation ⁶	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	84.2	46	48.4
Male	67.0	38	38.0
Black or African American	*	0	*
Hispanic or Latino	*	*	*
White	77.7	80	45.7
English Language Learners	*	0	*
Eligible for Free or Reduced-Price Meals	42.4	6	18.2
Students with Disabilities	*	*	*
District	75.4	84	43.1
State	72.9		37.6

⁵College readiness exams and benchmark scores are as follows:

- SAT® - composite score of 1550 or higher
- 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

⁶Participation 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 2013	Class of 2012
	Entrance ⁷	Persistence ⁸
	Rate (%)	Rate (%)
Female	87.5	93.5
Male	81.0	91.4
Black or African American	N/A	N/A
Hispanic or Latino	*	*
White	87.3	92.1
English Language Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	*	*
Students with Disabilities	*	*
District	84.1	92.4
State	72.7	88.5

⁷College 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.

⁸College 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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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

Priority Comprehensive District-Wide Communication Plan.

Priority Clearly Articulated Instructional Practices that Reflect a Learner-Centered Model (21st century) of Teaching and Learning.

Priority 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

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. For instance, this past year, fifteen sixth graders participated in the Youth Technology and Mathematics Academy at Middlesex Community College with students from Middletown and East Hampton. In addition, students at Portland High School participate in the Wesleyan Upward Bound Program including tutorial services and 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.

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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.