

**STRATEGIC SCHOOL PROFILE 2012-13****Portland School District**

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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).

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**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: 93.5%

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\*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.

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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.

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**STUDENT ENROLLMENT**

Enrollment on October 1, 2012      1,373  
 5-Year Enrollment Change      -3.6%

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**DISTRICT GRADE RANGE**

Grade Range      PK - 12

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**INDICATORS OF EDUCATIONAL NEED**

Need Indicator	Number in District	Percent		
		District	DRG	State
Students Eligible for Free/Reduced-Price Meals	233	17.0	15.1	36.7
K-12 Students Who Are Not Fluent in English	21	1.6	0.8	5.8
Students Identified as Gifted and/or Talented*	3	0.2	3.3	3.8
PK-12 Students Receiving Special Education Services in District	124	9.0	11.7	11.9
Kindergarten Students who Attended Preschool, Nursery School or Headstart	101	97.1	82.8	79.3
Homeless	2	0.1	0.1	0.3
Juniors and Seniors Working 16 or More Hours Per Week	30	16.8	14.2	12.7

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

### SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	1	0.1
Asian American	20	1.5
Black	37	2.7
Hispanic	84	6.1
Pacific Islander	1	0.1
White	1,181	86.0
Two or more races	49	3.6
Total Minority	192	14.0

**Percent of Minority Professional Staff:** 0.0%

**Open Choice:**

21 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:**

3.4% 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 10.

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### EFFORTS TO REDUCE RACIAL, ETHNIC AND ECONOMIC ISOLATION

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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.

Over the past five years the Portland Public Schools have participated successfully in the OPEN CHOICE Program. We continue to increase our number of CHOICE children enrolled in our school. The children from the CHOICE Program that attend our school are encouraged to participate in extra curricular programs in our community, such as, sports and scouts. This CHOICE Program is highly effective in bringing diverse groups of students and parents together in our efforts to reduce racial, ethnic and economic isolation.

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## 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	79.4	56.9	91.3
Writing	84.6	60.0	95.0
Mathematics	71.8	61.4	54.7
Grade 4 Reading	81.9	62.6	84.2
Writing	77.5	63.0	75.3
Mathematics	78.3	65.1	66.5
Grade 5 Reading	80.6	66.9	70.2
Writing	80.3	65.6	72.7
Mathematics	80.0	69.2	56.5
Science	68.6	62.3	41.6
Grade 6 Reading	93.5	73.3	93.4
Writing	90.6	65.1	95.9
Mathematics	86.5	67	81.0
Grade 7 Reading	94.5	78.9	91.8
Writing	86.2	64.9	89.2
Mathematics	90.0	65.4	93.0
Grade 8 Reading	89.9	76.2	74.7
Writing	86.5	67.2	82.4
Mathematics	90.8	65.0	93.1
Science	80.2	60.4	73.0

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	60.7	48.5	59.8
Writing Across the Disciplines	72.7	62.1	52.3
Mathematics	60.0	52.4	49.2
Science	46.4	48.8	36.1

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
	39.9	51.1	23.0

SAT® I: Reasoning Test Class of 2012		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		85.7	78.5	
Average Score	Mathematics	558	503	85.7
	Critical Reading	537	499	79.7
	Writing	537	504	76.7

**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, Adjusted Cohort Rate 2012	91.3	84.8	50.7
2011-12 Annual Dropout Rate for Grade 9 through 12	0.6	2.1	50.0

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	82.1	82.6
% Employed (Civilian Employment and in Armed Services)	10.7	9.8

## RESOURCES AND EXPENDITURES

### DISTRICT STAFF

Full-Time Equivalent Count of School Staff	
General Education	
Teachers and Instructors	91.50
Paraprofessional Instructional Assistants	16.50
Special Education	
Teachers and Instructors	12.00
Paraprofessional Instructional Assistants	13.00
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	4.00
Other Staff Providing Non-Instructional Services and Support	68.50

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	16.0	15.4	13.9
% with Master's Degree or Above	86.7	82.9	79.8

Average Class Size	District	DRG	State
Grade K	17.3	16.4	18.9
Grade 2	17.0	17.6	19.8
Grade 5	19.5	17.9	21.3
Grade 7	23.4	18.4	20.2
High School	19.6	16.7	18.8

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	1,007	992	999
Middle School	1,036	1,031	1,029
High School	1,002	1,015	1,027

\*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*	1.5	2.1	2.7
Middle School	1.5	1.6	2.1
High School	1.2	1.5	2.1

\*Excludes schools with no grades above kindergarten.

### DISTRICT EXPENDITURES AND REVENUES, 2011-12

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	\$10,358	\$7,583	\$8,570	\$8,661	\$8,570
Instructional Supplies and Equipment	\$485	\$355	\$252	\$303	\$257
Improvement of Instruction and Educational Media Services	\$590	\$432	\$475	\$432	\$471
Student Support Services	\$1,153	\$844	\$949	\$981	\$950
Administration and Support Services	\$2,104	\$1,540	\$1,526	\$1,644	\$1,547
Plant Operation and Maintenance	\$2,428	\$1,777	\$1,466	\$1,614	\$1,459
Transportation	\$853	\$577	\$775	\$842	\$765
Costs for Students Tuitioned Out	\$743	N/A	N/A	N/A	N/A
Other	\$307	\$225	\$170	\$188	\$170
<b>Total</b>	<b>\$19,021</b>	<b>\$13,329</b>	<b>\$14,444</b>	<b>\$15,079</b>	<b>\$14,333</b>
<b>Additional Expenditures</b>					
Land, Buildings, and Debt Service	\$1,479	\$1,082	\$1,405	\$1,099	\$1,398

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$3,511,703	18.5	20.0	21.8

**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	74.2	22.7	3.0	0.0
Excluding School Construction	72.2	24.4	3.3	0.0

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**EQUITABLE ALLOCATION OF RESOURCES AMONG DISTRICT SCHOOLS**


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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 of each student, PK-12. Beyond this basic amount, budgetary dollars, both local and from grants, are allocated as needed. District accounts in technology and instructional textbooks are dedicated as needed to different grades and subjects each year, depending on need.

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**SPECIAL EDUCATION**


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Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	124
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	8.8%

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<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	11	0.8	1.2	1.3
Learning Disability	46	3.3	4.0	4.0
Intellectual Disability	1	0.1	0.4	0.4
Emotional Disturbance	12	0.9	0.7	1.0
Speech Impairment	18	1.3	2.5	2.0
Other Health Impairment*	29	2.1	2.1	2.4
Other Disabilities**	7	0.5	0.8	1.0
<b>Total</b>	<b>124</b>	<b>8.8</b>	<b>11.7</b>	<b>12.1</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 2011-12 with a Standard Diploma	85.7	64.4
2011-12 Annual Dropout Rate for Students Aged 14 to 21	0.0	3.2

## 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	58.3	34.5	86.9	69.2
	Writing	27.3	19.9	84.4	64.4
	Mathematics	41.9	29.0	83.1	65.5
	Science	38.1	21.3	74.2	61.3
CAPT	Reading Across the Disciplines	N/A	N/A	60.7	48.5
	Writing Across the Disciplines	N/A	N/A	72.7	62.1
	Mathematics	N/A	N/A	60.0	52.4
	Science	N/A	N/A	46.4	48.8

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	7.4
	% With Accommodations	92.6
CAPT	% Without Accommodations	0.0
	% With Accommodations	100.0
% Assessed Using Skills Checklist		2.6

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	3	2.4
Private Schools or Other Settings	11	8.9

### 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	95	76.6	74.3	72.0
40.1 to 79.0 Percent of Time	17	13.7	18.0	16.4
0.0 to 40.0 Percent of Time	12	9.7	7.7	11.6

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**SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES**

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The following narrative was submitted by this district.

Many improvement efforts are underway in all Portland schools. The focus of these efforts is to provide a systematic and targeted approach aimed at improved student achievement at all levels. Universal Screenings in Language Arts and Mathematics are conducted with all students three times a year. This analysis is then tied to plans for instruction that address these varied capabilities and needs. Ongoing grade level common assessments for reading, writing and mathematics are administered and monitored in order to track academic progress and provide focus for future instruction. A strategic systematic plan for reading instruction was developed school-wide to give focus to reading instruction and align with the Common Core Standards. The inclusion and co-teaching models of instruction are implemented to provide services to our special education students. Students are spending more time in the mainstream classroom. This has led to improved peer interactions and has increased academic performance. Our Response to Intervention model has led to more systematic and monitored interventions for all levels of learners.

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