

STRATEGIC SCHOOL PROFILE 2010-11**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.

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: 91.6%

*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, 2010 1,404
 5-Year Enrollment Change -1.5%

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	191	13.6	13.7	34.1
K-12 Students Who Are Not Fluent in English	7	0.5	0.7	5.6
Students Identified as Gifted and/or Talented*	4	0.3	3.5	4.0
PK-12 Students Receiving Special Education Services in District	100	7.1	10.9	11.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	108	96.4	86.3	80.2
Homeless	4	0.3	0.1	0.3
Juniors and Seniors Working 16 or More Hours Per Week	29	16.1	13.9	13.2

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

SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	0	0.0
Asian American	14	1.0
Black	15	1.1
Hispanic	35	2.5
Pacific Islander	0	0.0
White	1,334	95.0
Two or more races	6	0.4
Total Minority	70	5.0

Percent of Minority Professional Staff: 0.0%

Open Choice:

13 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:

2.4% 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 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.

Portland Public Schools is currently in its third year of the OPEN CHOICE Program with Hartford. Each year we increase the number of OPEN CHOICE students enrolled in our district. The majority of the students participating are African American or Hispanic. Local parents are paired with families of OPEN CHOICE students to help families become a part of our school community. The program is highly effective in bringing diverse groups of students and parents together in our efforts to reduce racial, ethnic and economic isolation.

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	69.4	58.4	57.5
Writing	76.6	61.1	73.9
Mathematics	66.7	63.0	46.6
Grade 4 Reading	73.0	62.5	58.3
Writing	85.3	65.5	86.6
Mathematics	75.0	67.0	53.7
Grade 5 Reading	80.8	61.4	81.6
Writing	82.6	66.8	73.6
Mathematics	80.8	72.5	55.8
Science	78.5	59.9	72.4
Grade 6 Reading	92.9	76.0	86.3
Writing	87.0	65.2	92.3
Mathematics	93.9	71.3	95.2
Grade 7 Reading	85.5	77.8	49.0
Writing	76.9	58.9	74.1
Mathematics	84.7	68.4	73.1
Grade 8 Reading	84.7	74.7	56.7
Writing	76.9	64.8	54.8
Mathematics	83.0	66.6	69.4
Science	76.7	63.1	54.8

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 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	65.8	44.7	80.3
Writing Across the Disciplines	70.6	61.2	54.1
Mathematics	66.7	49.5	72.2
Science	60.5	47.0	62.4

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
	40.2	51.0	24.3

SAT® I: Reasoning Test Class of 2010		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		65.9	70.6	
Average Score	Mathematics	524	510	62.6
	Critical Reading	518	505	61.1
	Writing	515	510	51.1

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 2010	87.8	81.8	45.8
2009-10 Annual Dropout Rate for Grade 9 through 12	0.8	2.8	55.4

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	83.0	84.8
% Employed (Civilian Employment and in Armed Services)	12.5	9.1

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of School Staff	
General Education	
Teachers and Instructors	90.70
Paraprofessional Instructional Assistants	15.00
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	5.50
Other Staff Providing Non-Instructional Services and Support	65.25

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	15.2	13.9
% with Master's Degree or Above	77.9	81.0	79.0

Average Class Size	District	DRG	State
Grade K	18.7	16.7	18.4
Grade 2	17.2	18.1	19.9
Grade 5	19.7	19.7	21.2
Grade 7	24.2	19.6	20.6
High School	20.0	17.1	19.3

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	991	993	992
Middle School	1,030	1,025	1,017
High School	993	1,027	1,010

*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*	2.7	2.6	3.1
Middle School	1.8	2.0	2.4
High School	1.4	1.8	2.2

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2009-10

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	\$10,658	\$7,432	\$8,232	\$7,996	\$8,237
Instructional Supplies and Equipment	\$228	\$159	\$299	\$280	\$300
Improvement of Instruction and Educational Media Services	\$483	\$337	\$477	\$396	\$463
Student Support Services	\$1,038	\$724	\$875	\$924	\$872
Administration and Support Services	\$1,965	\$1,370	\$1,433	\$1,460	\$1,459
Plant Operation and Maintenance	\$2,331	\$1,626	\$1,421	\$1,405	\$1,410
Transportation	\$797	\$521	\$701	\$727	\$692
Costs for Students Tuitioned Out	\$478	N/A	N/A	N/A	N/A
Other	\$255	\$178	\$161	\$179	\$159
Total	\$18,234	\$12,421	\$13,878	\$13,766	\$13,780
Additional Expenditures					
Land, Buildings, and Debt Service	\$1,898	\$1,324	\$1,622	\$1,611	\$1,616

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$3,387,146	18.6	20.1	21.5

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	73.3	20.7	5.9	0.1
Excluding School Construction	71.6	21.8	6.5	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 per pupil dollar amount that is spent for needs within that particular school. Title I reading support is focused on the needs of early learners at Valley View Elementary School.

SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	102
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	7.1%

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	14	1.0	N/A	1.1
Learning Disability	27	1.9	N/A	3.9
Intellectual Disability	2	0.1	N/A	0.4
Emotional Disturbance	8	0.6	N/A	1.0
Speech Impairment	20	1.4	N/A	2.2
Other Health Impairment*	22	1.5	N/A	2.1
Other Disabilities**	9	0.6	N/A	0.9
Total	102	7.1	N/A	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 2009-10 with a Standard Diploma	81.8	62.5
2009-10 Annual Dropout Rate for Students Aged 14 to 21	0.0	3.9

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	36.8	33.0	80.9	68.6
	Writing	25.9	19.3	81.1	63.7
	Mathematics	37.0	33.4	80.6	68.2
	Science	16.7	21.2	77.7	61.5
CAPT	Reading Across the Disciplines	N/A	N/A	65.8	44.7
	Writing Across the Disciplines	N/A	N/A	70.6	61.2
	Mathematics	N/A	N/A	66.7	49.5
	Science	N/A	N/A	60.5	47.0

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	13.1
	% With Accommodations	86.9
CAPT	% Without Accommodations	14.3
	% With Accommodations	85.7
% Assessed Using Skills Checklist		5.9

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	3.9

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	87	85.3	N/A	74.1
40.1 to 79.0 Percent of Time	9	8.8	N/A	14.9
0.0 to 40.0 Percent of Time	6	5.9	N/A	11.0

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

During the past three years, Valley View School (PreK-2) has focused on establishing an effective SRBI Intervention Program to support the varied learning and behavioral needs of all our students. We continue to refine and improve the effectiveness of all the interventions used with our students. Many improvement efforts are underway at Gildersleeve School. The focus of these efforts is to provide a systematic and targeted approach aimed at improved student achievement at all levels. 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. Common assessments for reading, writing and mathematics are administered and monitored in order to track academic progress and provide focus for future instruction. At Brownstone Intermediate School, reading comprehension in the content areas was the instructional focus for a second year. In addition to the regular Language Arts curriculum, every student in fifth grade had one additional period per week of "Reading Strategies" instruction. Students practiced editing and revising, DRP skills, and reading comprehension test taking. We continued a Language Arts instructional block of 90 minutes with regularly scheduled formative assessments. At Portland Middle School data is shared with staff, Board of Education members and families in our school community. In the recent past, we have shared our goal to improve reading comprehension and we strive to make a difference is our constant endeavor to meet the needs of all learners. Last year, all staff members participated in nine hours of training in the area of Differentiated Instruction. This year a team of teachers, guidance counselors and administrators implemented the fourth year of an alternative program for Portland High School seniors. This program has a hands-on approach to the core academics with a strong technology and career component training. For a fifth 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. Parents meet with a team to discuss the best strategies for the individual student. Portland Schools continue to analyze needs and pursue ways to improve student learning.
