

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2014–15



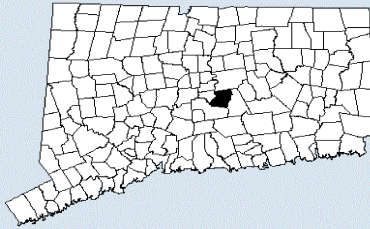
## Portland School District

Dr. Philip O'reilly, Superintendent • 860-342-6790 • [www.portlandctschoools.org](http://www.portlandctschoools.org)

### District Information

Grade Range	PK-12
Number of Schools/Programs	5
Enrollment	1,334
Per Pupil Expenditures <sup>1</sup>	\$13,698
Total Expenditures <sup>1</sup>	\$19,930,005

<sup>1</sup>Expenditure data reflect the 2013-14 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 \(Class of 2015\)](#)  
 (2015® The College Board)

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### Notes

Unless otherwise noted, all data are for 2014-15 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 \(EdSight.ct.gov\)](http://EdSight.EdSight.ct.gov).  
 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, 2014 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	664	49.8	48.3
Male	670	50.2	51.6
American Indian or Alaska Native	*	*	0.2
Asian	21	1.6	4.7
Black or African American	41	3.1	12.9
Hispanic or Latino	126	9.4	22.1
Pacific Islander	*	*	0.0
Two or More Races	50	3.7	2.5
White	1,094	82.0	57.2
English Language Learners	16	1.2	6.3
Eligible for Free or Reduced-Price Meals	283	21.2	37.6
Students with Disabilities <sup>1</sup>	144	10.8	13.3

<sup>1</sup>Students 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 <sup>2</sup>		Suspension/Expulsion <sup>3</sup>	
	Count	Rate (%)	Count	Rate (%)
Female	42	6.5	14	2.1
Male	55	8.3	47	6.8
Black or African American	9	28.1	7	20.5
Hispanic or Latino	13	10.9	12	9.3
White	67	6.2	36	3.2
English Language Learners	*	*	0	0.0
Eligible for Free or Reduced-Price Meals	55	19.6	31	9.9
Students with Disabilities	21	15.7	9	5.2
District	97	7.4	61	4.5
State		10.6		7.2

**Number of students in 2013-14 qualified as truant under state statute: 1**

<sup>2</sup>A 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.

<sup>3</sup>The count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

# District Profile and Performance Report for School Year 2014-15

## Portland School District

### Educators

#### Full-Time Equivalent (FTE)<sup>1</sup> Staff

	FTE
<b>General Education</b>	
Teachers and Instructors	90.8
Paraprofessional Instructional Assistants	14.5
<b>Special Education</b>	
Teachers and Instructors	11.0
Paraprofessional Instructional Assistants	19.0
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	2.3
School Level	7.0
<b>Library/Media</b>	
Specialists (Certified)	2.0
Support Staff	5.6
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	67.5

<sup>1</sup>In 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 (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	0	0.0	1.0
Black or African American	0	0.0	3.5
Hispanic or Latino	0	0.0	3.5
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.0
White	126	100.0	91.8

#### Classes Taught by Highly Qualified Teachers<sup>2</sup>

	Percent of Total (%)
District	99.7
District Poverty Quartile: Middle	
State High Poverty Quartile Schools	97.9
State Low Poverty Quartile Schools	99.6

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

#### Classroom Teacher Attendance: 2013-14

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	7.3	9.2

### Instruction and Resources

#### 11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School<sup>3</sup>

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	*	*
Hispanic or Latino	*	*	*	*
White	58	76.3	72	88.9
English Language Learners	0	0.0	*	*
Eligible for Free or Reduced-Price Meals	10	*	19	90.5
Students with Disabilities	6	*	*	*
District	67	74.4	83	90.2
State		58.4		73.8

<sup>3</sup>College-and-Career-Readiness Courses include Advanced Placement®(AP), International Baccalaureate®(IB), Career and Technical Education(CTE), workplace experience and dual enrollment courses.

#### Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers<sup>4</sup>

	Count	Rate (%)
Autism	8	*
Emotional Disturbance	*	*
Intellectual Disability	*	*
Learning Disability	56	98.2
Other Health Impairment	12	57.1
Other Disabilities	*	*
Speech/Language Impairment	18	*
District	100	82.6
State		69.7

<sup>4</sup>Ages 6-21

# District Profile and Performance Report for School Year 2014-15

## Portland School District

### Students with Disabilities by Primary Disability<sup>1</sup>

	District Count	District Rate (%)	State Rate (%)
Autism	14	1.0	1.5
Emotional Disturbance	*	*	1.0
Intellectual Disability	*	*	0.5
Learning Disability	57	4.2	4.4
Other Health Impairment	21	1.5	2.6
Other Disabilities	11	0.8	1.0
Speech/Language Impairment	25	1.8	1.9
All Disabilities	137	10.0	13.0

<sup>1</sup>Grades K-12

### Students with Disabilities Placed Outside of the District<sup>2</sup>

	District Count	District Rate (%)	State Rate (%)
Public Schools in Other Districts	7	5.1	8.1
Private Schools or Other Settings	7	5.1	5.4

<sup>2</sup>Grades K-12

### Overall Expenditures:<sup>3</sup> 2013-14

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	10,956,184	7,957	9,134
Instructional Supplies and Equipment	768,771	558	334
Improvement of Instruction and Educational Media Services	515,119	374	498
Student Support Services	1,171,201	851	1,001
Administration and Support Services	2,078,183	1,509	1,694
Plant Operation and Maintenance	2,484,582	1,804	1,572
Transportation	888,934	590	813
Costs of Students Tuitioned Out	709,813	N/A	N/A
Other	357,218	259	186
Total	19,930,005	13,698	15,289

#### Additional Expenditures

Land, Buildings, and Debt Service	1,322,530	960	1,272
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<sup>3</sup>Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

### Special Education Expenditures: 2013-14

	District Total (\$)	District Percent of Total (%)	State Percent of Total (%)
Certified Personnel	1,451,765	39.7	35.1
Noncertified Personnel	397,125	10.9	14.2
Purchased Services	345,415	9.4	5.2
Tuition to Other Schools	583,600	16.0	22.0
Special Ed. Transportation	245,797	6.7	8.6
Other Expenditures	634,289	17.3	14.9
Total Expenditures	3,657,991	100.0	100.0

### Expenditures by Revenue Source:<sup>4</sup> 2013-14

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	74.5	72.8
State	24.1	25.7
Federal	1.2	1.3
Tuition & Other	0.1	0.1

<sup>4</sup>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 Correction).

# District Profile and Performance Report for School Year 2014-15

## Portland School District

### Performance and Accountability

#### District Performance Index (DPI)

A District Performance Index (DPI) is the average performance of students in a subject area (i.e., ELA, Mathematics or Science) on the state summative assessments. The DPI ranges from 0-100. A DPI is reported for all students tested in a district and for students in each individual student group. Connecticut's ultimate target for a DPI is 75.

	English Language Arts(ELA)		Math		Science	
	Count	DPI	Count	DPI	Count	DPI
American Indian or Alaska Native	*	*	*	*	N/A	N/A
Asian	11	*	11	*	*	*
Black or African American	18	*	18	*	7	*
Hispanic or Latino	63	67.7	63	57.3	25	59.7
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*
Two or More Races	25	72.4	25	60.3	11	*
White	575	80.7	574	70.8	273	65.1
English Language Learners	15	*	15	*	*	*
Non-English Language Learners	679	79.4	678	69.3	*	*
Eligible for Free or Reduced-Price Meals	144	68.9	144	58.2	68	58.4
Not Eligible for Free or Reduced-Price Meals	550	81.8	549	71.9	253	65.8
Students with Disabilities	89	58.4	89	47.5	29	48.2
Students without Disabilities	605	82.2	604	72.3	292	65.8
High Needs	196	66.7	196	56.0	82	56.1
Non-High Needs	498	84.1	497	74.2	239	67.0
District	694	79.1	693	69.1	321	64.2

#### National Assessment of Educational Progress (NAEP): Percent At or Above Proficient<sup>1</sup>

	NAEP 2015		NAEP 2013
	Grade 4	Grade 8	Grade 12
<b>READING</b>			
Connecticut	43%	43%	50%
National Public	35%	33%	36%
<b>MATH</b>			
Grade 4			
Connecticut	41%	36%	32%
National Public	39%	32%	25%

<sup>1</sup>NAEP 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 Smarter Balanced and NAEP. Instead, NAEP results are meant to complement other state assessment data. To view student subgroup performance on NAEP, [click here](#).

#### Physical Fitness Tests: Students Reaching Health Standard<sup>2</sup>

	Percent of Students by Grade <sup>3</sup> (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	89.5	83.7	79.2	76.0	387	82.2
Curl Up	69.5	79.3	80.0	78.7	387	77.0
Push Up	58.9	62.0	61.6	69.3	387	62.5
Mile Run/PACER	89.5	71.7	64.8	72.0	387	73.9
All Tests - District	45.3	44.6	38.4	49.3	387	43.7
All Tests - State	50.8	51.0	50.3	51.9		51.0

<sup>2</sup>The 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.

<sup>3</sup>Only students assessed in all four areas are included in this calculation.

# District Profile and Performance Report for School Year 2014-15

## Portland School District

### Cohort Graduation: Four-Year<sup>1</sup>

	2013-14				2014-15
	Cohort Count <sup>2</sup>	Rate (%)	Target <sup>3</sup> (%)	Target Achieved	Target <sup>3</sup> (%)
Black or African American	*	*	.		.
Hispanic or Latino	*	*	.		.
English Language Learners	*	0	.		.
Eligible for Free or Reduced-Price Meals	*	*	.		.
Students with Disabilities	*	*	.		.
District	112	92.9	86.1	Yes	87.0
State <sup>4</sup>		87.0			

<sup>1</sup>The 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](#).

<sup>2</sup>Cohort count includes all students in the cohort as of the end of the 2013-14 school year.

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

<sup>4</sup>Targets are not displayed at the state level.

### 11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam<sup>5</sup>

	Participation <sup>6</sup>	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	73.7	51	51.5
Male	61.4	31	37.3
Black or African American	*	0	*
Hispanic or Latino	*	*	*
White	72.0	74	47.1
English Language Learners	*	0	*
Eligible for Free or Reduced-Price Meals	41.7	*	*
Students with Disabilities	*	0	*
District	68.1	82	45.1
State	67.2		37.3

<sup>5</sup>College 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
- Smarter Balanced - Level 3 or higher on both ELA and math

<sup>6</sup>Participation 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 2014	Class of 2013
	Entrance <sup>7</sup>	Persistence <sup>8</sup>
	Rate (%)	Rate (%)
Female	93.3	100.0
Male	74.1	97.1
Black or African American	*	*
Hispanic or Latino	*	*
White	83.3	98.4
English Language Learners	83.3	*
Eligible for Free or Reduced-Price Meals	*	*
Students with Disabilities	*	*
District	82.5	98.6
State	72.6	88.8

<sup>7</sup>College 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.

<sup>8</sup>College 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

# District Profile and Performance Report for School Year 2014-15

## Portland School District

### Next Generation Accountability Results

These statistics are the first results from Connecticut's Next Generation Accountability System for districts and schools. This system is a broad set of 12 indicators that help tell the story of how well a school is preparing its students for success in college, careers and life. It moves beyond test scores and graduation rates and instead provides a more holistic, multifactor perspective of district and school performance and incorporates student growth over time.

Indicator		Index/Rate	Target	Points	Max	% Points	State Average
ELA Performance Index	All Students	79.1	75	100.0	100	100.0	67.9
	High Needs Students	66.7	75	88.9	100	88.9	56.7
Math Performance Index	All Students	69.1	75	92.1	100	92.1	59.3
	High Needs Students	56.0	75	74.7	100	74.7	47.8
Science Performance Index	All Students	64.2	75	85.7	100	85.7	56.5
	High Needs Students	56.1	75	74.8	100	74.8	45.9
Chronic Absenteeism	All Students	7.4%	<=5%	45.2	50	90.5	10.6%
	High Needs Students	17.3%	<=5%	25.4	50	50.7	17.3%
Preparation for CCR	% Taking Courses	80.8%	75%	50.0	50	100.0	66.1%
	% Passing Exams	45.1%	75%	30.0	50	60.1	37.3%
On-track to High School Graduation		92.1%	94%	49.0	50	98.0	85.6%
4-year Graduation All Students (2014 Cohort)		92.9%	94%	98.8	100	98.8	87.0%
6-year Graduation - High Needs Students (2012 Cohort)		80.8%	94%	85.9	100	85.9	77.6%
Postsecondary Entrance (Class of 2014)		82.5%	75%	100.0	100	100.0	72.8%
Physical Fitness (estimated part rate) and (fitness rate)		90.0%   43.7%	75%	29.1	50	58.2	87.6%   51.0%
Arts Access		72.4%	60%	50.0	50	100.0	45.7%
<b>Accountability Index</b>				<b>1079.7</b>	<b>1250</b>	<b>86.4</b>	

Gap Indicators	Non-High Needs Rate <sup>1</sup>	High Needs Rate	Size of Gap	State Gap Mean + 1 Stdev <sup>2</sup>	Is Gap an Outlier? <sup>2</sup>
Achievement Gap Size Outlier?					N
ELA Performance Index Gap	75.0	66.7	8.3	17.3	
Math Performance Index Gap	74.2	56.0	18.2	19.6	
Science Performance Index Gap	67.0	56.1	10.9	17.2	
Graduation Rate Gap	94.0%	80.8%	13.2%	15.2%	N

<sup>1</sup>If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for graduation rate), then the ultimate target is displayed and used for gap calculations.

<sup>2</sup>If the size of the gap exceeds the state mean gap plus one standard deviation, then the gap is an outlier.

Subject/Subgroup		Participation Rate (%)
ELA	All Students	95.1
	High Needs Students	98.0
Math	All Students	94.9
	High Needs Students	97.6
Science	All Students	100.0
	High Needs Students	100.0

### Connecticut's State Identified Measurable Goal for Children with Disabilities (SIMR)

Increase the reading performance of all 3rd grade students with disabilities statewide, as measured by Connecticut's English Language Arts (ELA) Performance Index.

Grade 3 ELA Performance Index for Students with Disabilities:

**District: 58.8      State: 50.1**

#### Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement: comprehensive documentation and supports](#)

# District Profile and Performance Report for School Year 2014-15

## Portland School District

### Narratives

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#### **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 to School

Priority A Comprehensive District-Wide Communication Plan

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

Priority A 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, student at Portland High School participate in the Wesleyan Upward Bound Program including tutorial services, student 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.

# District Profile and Performance Report for School Year 2014-15

## Portland School District

### **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.