

# Portland Public Schools



**Administration**  
 Emmanuel Caulk, Superintendent  
 David Galin, Chief Academic Officer  
 Ellen Sanborn, Chief Financial Officer  
 Jeanne Crocker, Director of School Performance

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 (207) 874-8100

## District Scorecard v 2.0

### Indicator Descriptions

- Achieved Target: ✓
- Target Missed, Progress Made: ↑
- Target Missed, Performance Steady: ○
- Target Missed: ✘

### STUDENT ACHIEVEMENT

	Baseline: Average 2011-2012 & 2012-2013	2013-2014			2014-2015			Goal for 2017-2018
		Target	Actual	Target Met?	Target	Actual	Target Met?	
<b>Grade 3 NECAP Math Proficiency**</b>								
District total	54%	61%	53%	✘	N/A			N/A
White	66%	71%	63%	✘	N/A			N/A
Black/African American	26%	36%	28%	↑	N/A			N/A
Asian	36%	46%	57%	✓	N/A			N/A
Hispanic/Latino	36%	46%	51%	✓	N/A			N/A
Economically Disadvantaged	36%	46%	35%	✘	N/A			N/A
Identified Disability	24%	35%	24%	○	N/A			N/A
Limited English Proficient	26%	37%	23%	✘	N/A			N/A
<b>Grade 3 NECAP Reading Proficiency**</b>								
District total	62%	68%	61%	✘	N/A			N/A
White	67%	72%	71%	↑	N/A			N/A

Black/African American	39%	48%	37%	☒	N/A	N/A
Asian	44%	52%	56%	✓	N/A	N/A
Hispanic/Latino	44%	52%	52%	✓	N/A	N/A
Economically Disadvantaged	46%	54%	42%	☒	N/A	N/A
Identified Disability	28%	39%	34%	↑	N/A	N/A
Limited English Proficient	37%	46%	33%	☒	N/A	N/A
<b>Grade 5 NECAP Math Proficiency**</b>						
District total	58%	64%	58%	○	N/A	N/A
White	72%	76%	69%	☒	N/A	N/A
Black/African American	27%	38%	30%	↑	N/A	N/A
Asian	60%	66%	67%	✓	N/A	N/A
Hispanic/Latino	39%	47%	24%	☒	N/A	N/A
Economically Disadvantaged	40%	49%	42%	↑	N/A	N/A
Identified Disability	27%	38%	20%	☒	N/A	N/A
Limited English Proficient	30%	41%	23%	☒	N/A	N/A
<b>Grade 5 NECAP Reading Proficiency**</b>						
District total	73%	77%	74%	↑	N/A	N/A
White	81%	84%	80%	☒	N/A	N/A
Black/African American	47%	55%	52%	↑	N/A	N/A
Asian	75%	79%	73%	☒	N/A	N/A
Hispanic/Latino	52%	59%	51%	☒	N/A	N/A
Economically Disadvantaged	57%	64%	64%	✓	N/A	N/A
Identified Disability	36%	46%	26%	☒	N/A	N/A
Limited English Proficient	49%	57%	35%	☒	N/A	N/A
<b>Grade 5 NECAP Writing Proficiency**</b>						
District total	54%	56%	56%	✓	N/A	N/A
White	61%	67%	60%	☒	N/A	N/A
Black/African American	35%	44%	53%	✓	N/A	N/A
Asian	46%	54%	55%	✓	N/A	N/A
Hispanic/Latino	28%	39%	37%	↑	N/A	N/A
Economically Disadvantaged	39%	48%	42%	↑	N/A	N/A
Identified Disability	14%	26%	9%	☒	N/A	N/A
Limited English Proficient	37%	46%	36%	☒	N/A	N/A
<b>Grade 8 NECAP Math Proficiency**</b>						
District total	59%	65%	50%	☒	N/A	N/A
White	69%	73%	60%	☒	N/A	N/A

Black/African American	27%	38%	26%	☒	N/A	N/A
Asian	50%	57%	53%	↑	N/A	N/A
Hispanic/Latino	61%	67%	36%	☒	N/A	N/A
Economically Disadvantaged	40%	48%	30%	☒	N/A	N/A
Identified Disability	19%	31%	9%	☒	N/A	N/A
Limited English Proficient	24%	35%	17%	☒	N/A	N/A

**Grade 8 NECAP Reading Proficiency\*\***

District total	76%	80%	72%	☒	N/A	N/A
White	83%	86%	76%	☒	N/A	N/A
Black/African American	53%	60%	55%	↑	N/A	N/A
Asian	65%	70%	79%	✓	N/A	N/A
Hispanic/Latino	75%	79%	73%	☒	N/A	N/A
Economically Disadvantaged	62%	69%	58%	☒	N/A	N/A
Identified Disability	38%	47%	20%	☒	N/A	N/A
Limited English Proficient	47%	55%	46%	☒	N/A	N/A

**Grade 8 NECAP Writing Proficiency\*\***

District total	62%	68%	56%	☒	N/A	N/A
White	70%	74%	62%	☒	N/A	N/A
Black/African American	38%	47%	35%	☒	N/A	N/A
Asian	57%	63%	47%	☒	N/A	N/A
Hispanic/Latino	67%	72%	48%	☒	N/A	N/A
Economically Disadvantaged	46%	54%	36%	☒	N/A	N/A
Identified Disability	16%	28%	3%	☒	N/A	N/A
Limited English Proficient	36%	45%	23%	☒	N/A	N/A

**Grade 11, Maine High School Assessment (MHSA) Proficiency\*\***

<i>Math</i>						
District	36%	46%	39%	↑	N/A	N/A
White	49%	57%	51%	↑	N/A	N/A
Black/African American	6%	20%	18%	↑	N/A	N/A
Asian	40%	49%	48%	↑	N/A	N/A
Hispanic/Latino	18%	30%	5%	☒	N/A	N/A
Economically Disadvantaged	15%	28%	23%	↑	N/A	N/A
Identified Disability	13%	27%	12%	☒	N/A	N/A
Limited English Proficient	3%	18%	7%	↑	N/A	N/A

*Critical Reading*

District	45%	53%	43%	☒	N/A	N/A
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White	60%	66%	59%	☒	N/A	N/A
Black/African American	16%	29%	14%	☒	N/A	N/A
Asian	32%	42%	29%	☒	N/A	N/A
Hispanic/Latino	24%	35%	16%	☒	N/A	N/A
Economically Disadvantaged	23%	35%	19%	☒	N/A	N/A
Identified Disability	18%	31%	14%	☒	N/A	N/A
Limited English Proficient	1%	16%	2%	↑	N/A	N/A
<b>Writing</b>						
District	45%	53%	45%	○	N/A	N/A
White	59%	65%	59%	○	N/A	N/A
Black/African American	14%	27%	17%	↑	N/A	N/A
Asian	33%	43%	39%	↑	N/A	N/A
Hispanic/Latino	20%	32%	11%	☒	N/A	N/A
Economically Disadvantaged	21%	33%	22%	↑	N/A	N/A
Identified Disability	13%	26%	15%	↑	N/A	N/A
Limited English Proficient	3%	18%	0%	☒	N/A	N/A
<b>Science</b>						
District	35%	44%	34%	☒	N/A	N/A
White	48%	56%	46%	☒	N/A	N/A
Black/African American	7%	21%	9%	↑	N/A	N/A
Asian	31%	41%	37%	↑	N/A	N/A
Hispanic/Latino	16%	29%	14%	☒	N/A	N/A
Economically Disadvantaged	15%	28%	17%	↑	N/A	N/A
Identified Disability	15%	28%	13%	☒	N/A	N/A
Limited English Proficient	1%	16%	1%	○	N/A	N/A
<b>% Access Scores At Levels 4, 5, &amp; 6**</b>						
1st Grade	16%	29%	18%	↑	40%	63%
2nd Grade	40%	49%	38%	☒	57%	73%
3rd Grade	74%	78%	81%	✓	82%	89%
4th Grade	73%	77%	76%	↑	80%	88%
5th Grade	74%	78%	64%	☒	81%	89%
6th Grade	61%	67%	61%	○	72%	83%
7th Grade	64%	70%	60%	☒	74%	84%
8th Grade	55%	62%	70%	✓	67%	80%
9th Grade	74%	78%	64%	☒	81%	88%
10th Grade	66%	71%	68%	↑	75%	85%
11th Grade	59%	65%	72%	✓	70%	82%

12th Grade	33%	43%	48%	✓	52%	70%
<b>Grade 4 NWEA Math Above Average Score (205)**</b>						
District total	53%	60%	58%	↑	66%	79%
White	67%	72%	73%	✓	76%	85%
Black/African American	27%	38%	27%	○	47%	68%
Asian	59%	65%	44%	✗	70%	82%
Hispanic/Latino	32%	42%	57%	✓	51%	70%
Economically Disadvantaged	39%	48%	40%	↑	56%	73%
Identified Disability	29%	40%	18%	✗	49%	69%
Limited English Proficient	30%	40%	22%	✗	49%	69%
<b>Grade 8 NWEA Math Above Average Score (230)**</b>						
District total	53%	60%	41%	✗	66%	79%
White	64%	69%	51%	✗	74%	84%
Black/African American	22%	33%	19%	✗	43%	65%
Asian	55%	62%	52%	✗	67%	80%
Hispanic/Latino	39%	48%	38%	✗	56%	73%
Economically Disadvantaged	34%	44%	28%	✗	52%	71%
Identified Disability	16%	29%	11%	✗	40%	63%
Limited English Proficient	26%	37%	16%	✗	46%	67%

## PERFORMANCE GROWTH INDICATORS

	Baseline (Collected 2013-2014)	2013-2014			2014-2015			Goal for 2017-2018
		Target	Actual	Target Met?	Target	Actual	Target Met?	
<b>ACCESS Growth District wide (% Expected Growth)</b>	66%	72%	73%	✓				100%
<b>Average % Growth in PSAT Scores from 10th to 11th Grade*****</b>								
<i>Reading Comprehension</i>								
District total	N/A	Positive Growth	7%	✓	Positive Growth			Positive Growth
White	N/A		8%	✓				
Black/African American	N/A		4%	✓				
Asian	N/A		6%	✓				
Hispanic/Latino	N/A		7%	✓				
Economically Disadvantaged	N/A		5%	✓				
Identified Disability	N/A		6%	✓				
Limited English Proficient	N/A		2%	✓				

**Math**

*District Total*

- White
- Black/African American
- Asian
- Hispanic/Latino
- Economically Disadvantaged
- Identified Disability
- Limited English Proficient

N/A		7%	✓✓		
N/A	Positive Growth	5%	✓✓✓	Positive Growth	Positive Growth
N/A		9%	✓✓✓		
N/A		6%	✓✓✓		
N/A		5%	✓✓✓		
N/A		7%	✓✓		
N/A		-1%	✗		
N/A		13%	✓		

**Writing**

*District Total*

- White
- Black/African American
- Asian
- Hispanic/Latino
- Economically Disadvantaged
- Identified Disability
- Limited English Proficient

N/A		7%	✓		
N/A	Positive Growth	7%	✓✓	Positive Growth	Positive Growth
N/A		4%	✓✓		
N/A		12%	✓✓		
N/A		7%	✓✓		
N/A		6%	✓✓		
N/A		-1%	✗		
N/A		4%	✓		

**Average % NWEA Growth\*\*\*\*\***

Third Grade Math (Fall to Spring)

- District Total
- White
- Black/African American
- Asian
- Hispanic/Latino
- Economically Disadvantaged
- Identified Disability
- Limited English Proficient

N/A		6%	✓		
N/A	Positive Growth	6%	✓✓	Positive Growth	Positive Growth
N/A		7%	✓✓		
N/A		4%	✓✓		
N/A		6%	✓✓		
N/A		6%	✓✓		
N/A		8%	✓✓		
N/A		7%	✓✓		

Third Grade Reading (Fall to Spring)

- District Total
- White
- Black/African American
- Asian
- Hispanic/Latino
- Economically Disadvantaged

N/A		5%	✓✓		
N/A	Positive Growth	4%	✓✓✓	Positive Growth	Positive Growth
N/A		6%	✓✓✓		
N/A		4%	✓✓✓		
N/A		5%	✓✓✓		
N/A		5%	✓✓		

Identified Disability	N/A	P	7%	✓✓	P		P	
Limited English Proficient	N/A		6%	✓✓				
<b>Fifth Grade Math (Fall to Spring)</b>								
District Total	N/A	Positive Growth	5%	✓✓	Positive Growth		Positive Growth	
White	N/A		5%	✓✓✓				
Black/African American	N/A		6%	✓✓✓				
Asian	N/A		5%	✓✓✓				
Hispanic/Latino	N/A		5%	✓✓✓				
Economically Disadvantaged	N/A		5%	✓✓✓				
Identified Disability	N/A		6%	✓✓✓				
Limited English Proficient	N/A		6%	✓✓				
<b>Fifth Grade Reading (Fall to Spring)</b>								
District Total	N/A	Positive Growth	4%	✓✓	Positive Growth		Positive Growth	
White	N/A		4%	✓✓✓				
Black/African American	N/A		5%	✓✓✓				
Asian	N/A		5%	✓✓✓				
Hispanic/Latino	N/A		3%	✓✓✓				
Economically Disadvantaged	N/A		4%	✓✓✓				
Identified Disability	N/A		4%	✓✓✓				
Limited English Proficient	N/A		5%	✓✓				
<b>Sixth Grade Math (Fall to Spring)</b>								
District Total	N/A	Positive Growth	3%	✓✓	Positive Growth		Positive Growth	
White	N/A		3%	✓✓✓				
Black/African American	N/A		3%	✓✓✓				
Asian	N/A		3%	✓✓✓				
Hispanic/Latino	N/A		1%	✓✓✓				
Economically Disadvantaged	N/A		2%	✓✓✓				
Identified Disability	N/A		2%	✓✓✓				
Limited English Proficient	N/A		3%	✓✓				
<b>Sixth Grade Reading (Fall to Spring)</b>								
District Total	N/A	Positive Growth	N/A	N/A	Positive Growth		Positive Growth	
White	N/A		N/A	N/A				
Black/African American	N/A		N/A	N/A				
Asian	N/A		N/A	N/A				
Hispanic/Latino	N/A		N/A	N/A				
Economically Disadvantaged	N/A		N/A	N/A				

Identified Disability  
 Limited English Proficient

N/A	P	N/A	N/A	P		P
N/A		N/A	N/A			

Eight Grade Math (Spring) to Ninth Grade Math (Spring)

District Total  
 White  
 Black/African American  
 Asian  
 Hispanic/Latino  
 Economically Disadvantaged  
 Identified Disability  
 Limited English Proficient

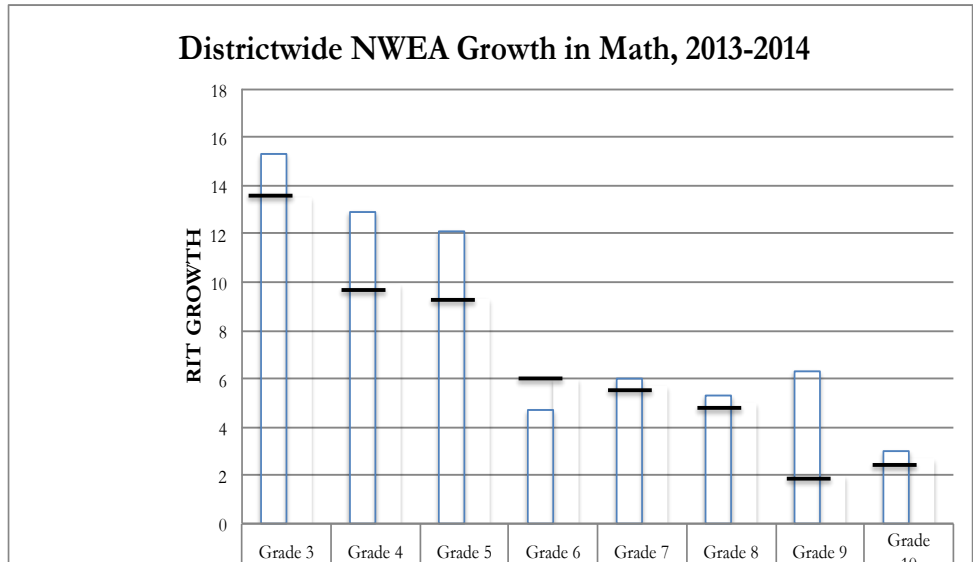
N/A	Positive Growth	2%	✓✓	Positive Growth		Positive Growth
N/A		2%	✓✓✓			
N/A		4%	✓✓✓			
N/A		1%	✓✓✓			
N/A		4%	✓✓✓			
N/A		3%	✓✓✓			
N/A		2%	✓✓			
N/A		3%	✓			

Eighth Grade Reading (Spring) to Ninth Grade Reading (Spring)

District Total  
 White  
 Black/African American  
 Asian  
 Hispanic/Latino  
 Economically Disadvantaged  
 Identified Disability  
 Limited English Proficient

N/A	Positive Growth	1%	✓	Positive Growth		Positive Growth
N/A		1%	✓✓			
N/A		2%	✓✓✓			
N/A		2%	✓✓✓			
N/A		1%	✓✓			
N/A		2%	✓✓✓			
N/A		1%	✓✓			
N/A		2%	✓✓			

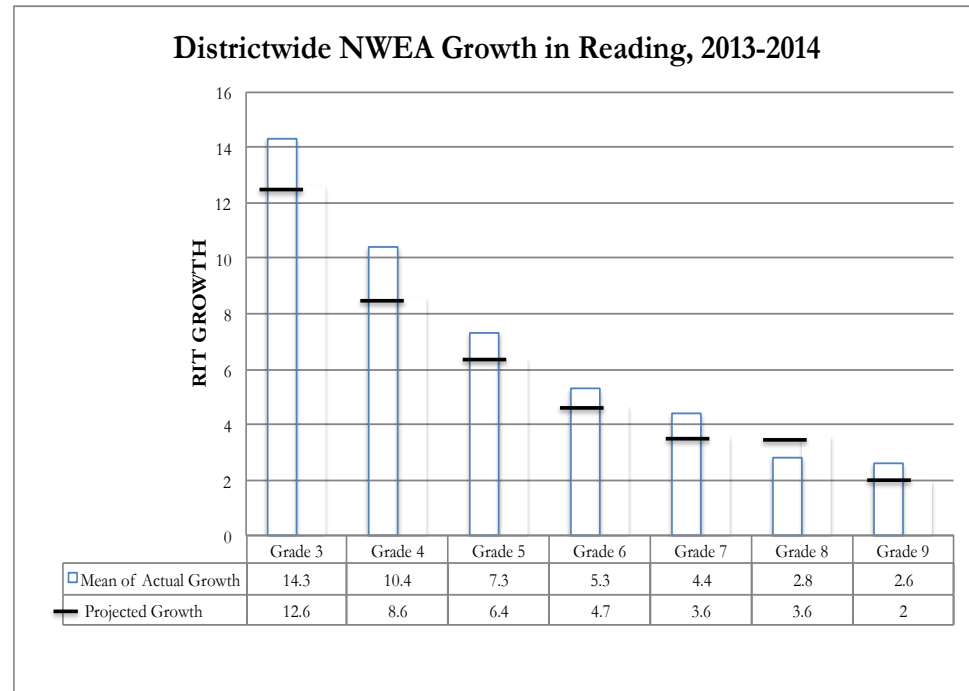
NWEA RIT Growth in Math 2013-2014, District





								10
□ Mean of Actual Growth	15.3	12.9	12.1	4.7	6	5.3	6.3	3
— Projected Growth	13.5	9.9	9.3	6	5.7	5	2	2.7

NWEA RIT Growth in Reading 2013-2014, District



## COLLEGE AND CAREER READINESS

	Baseline	2013-2014		2014-2015		Goal for 2017-2018
		Target	Actual	Target Met?		
<b>Average Graduation Rate**</b>						
District total	79%	82%	Available January, 2015		85%	91%
White	82%	85%			87%	92%
Black/African American	72%	76%			80%	88%
Asian	81%	84%			86%	92%
Hispanic/Latino	71%	75%			79%	86%
Economically Disadvantaged	70%	75%			78%	87%
Identified Disability	61%	67%			72%	83%
Limited English Proficient	62%	68%		73%	83%	

% of 11th and 12th grade students enrolled in AP courses****	30%	30%	30%	✓	31%	32.4%
% of total AP exams taken resulting in scores of 3 or better	60%	60%	64%	✓	60%	60.0%
% of 11th and 12th grade students enrolled in Dual Enrollment Courses	14%	N/A	N/A	N/A	N/A	

**% of students with 10th Grade PSAT Composite Score of 133 or greater\*\***

District total	34%	44%	36%	↑	52%	71%
White	45%	53%	48%	↑	60%	76%
Black/African American	9%	23%	10%	↑	34%	60%
Asian	30%	41%	25%	⊗	49%	69%
Hispanic/Latino	13%	26%	11%	⊗	37%	61%
Economically Disadvantaged	18%	31%	16%	⊗	41%	64%
Identified Disability	18%	31%	9%	⊗	41%	64%
Limited English Proficient	6%	20%	0%	⊗	32%	58%

**% of students with 11th Grade SAT Composite Score of 1550 or greater\*\***

District total	27%	38%	29%	↑	47%	68%
White	36%	46%	41%	↑	54%	72%
Black/African American	3%	18%	5%	↑	30%	57%
Asian	24%	35%	31%	↑	45%	66%
Hispanic/Latino	14%	27%	15%	↑	38%	62%
Economically Disadvantaged	9%	22%	11%	↑	34%	59%
Identified Disability	5%	19%	2%	⊗	31%	58%
Limited English Proficient	5%	20%	0%	⊗	32%	58%

**% of students who qualify for credit-bearing coursework at Southern Maine Community College (Accuplacer Scores)\*\***

Baseline  
(Collected  
2014-2015)

Math						
District total	N/A	Data Not Available		Baseline Year		
White	N/A					
Black/African American	N/A					
Asian	N/A					
Hispanic/Latino	N/A					
Economically Disadvantaged	N/A					
Identified Disability	N/A					
Limited English Proficient	N/A					
Reading						
District total	N/A					

White  
 Black/African American  
 Asian  
 Hispanic/Latino  
 Economically Disadvantaged  
 Identified Disability  
 Limited English Proficient

N/A  
 N/A  
 N/A  
 N/A  
 N/A  
 N/A  
 N/A

<i>Data Not Available</i>	<i>Baseline Year</i>
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## POST-SECONDARY SUCCESS

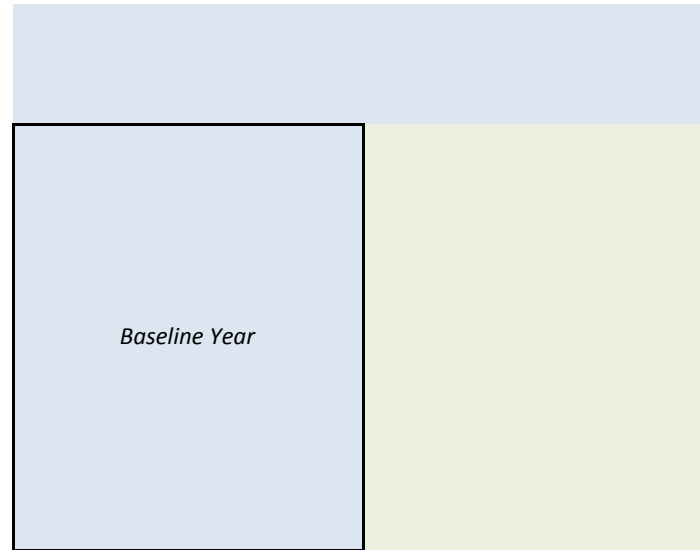
	Baseline (Collected 2013-2014)	<u>2013-2014</u>			<u>2014-2015</u>			Goal for 2017-2018
		Target	Actual	Target Met	Target	Actual	Target Met	
% of PPS graduates who enroll in post-secondary institutions within one year after graduating	73%	<i>Baseline Year</i>						
% of PPS graduates who enrolled in college within the first year after graduating, and returned for a second year (freshman to sophomore year persistence)	83%							
% of PPS graduates who graduated within six years from post-secondary institutions*	41%							

\*Number does not include Casco Bay High School graduates because there are not yet enough graduating cohorts.

## OTHER ACADEMIC INDICATORS

	Baseline	<u>2013-2014</u>			<u>2014-2015</u>			Goal for 2017-2018
		Target	Actual	Target Met	Target	Actual	Target Met?	
	Baseline: Average 2011- 2012 & 2012- 2013							
% of students enrollment in PreK Program	14.4%	15%	N/A	N/A				
% of Grade 9 students completed/passed Algebra I in 8th Grade***	9.4%	15.5%	N/A	N/A	21%			40%
Student attendance (%)	91.4%	95%			95%			95%

Baseline  
Collected  
2013-2014



- Freshmen On Track Rate
- Extended Learning Opportunities
  - % of students completing job shadowing
  - % of students completing Internship
  - % of students of participating in activities that demonstrate service to our community, individual creativity, and physical wellness in high schools
  - % of students of participating in activities that demonstrate service to our community, individual creativity, and physical wellness in middle schools
  - % of students of participating in activities that demonstrate service to our community, individual creativity, and physical wellness in elementary schools
- % of students gaining proficiency in language other than English

## COMMUNITY ENGAGEMENT AND SATISFACTION

	Baseline	2013-2014			2014-2015			Target
		Target	Actual	Target Met?	Target	Actual	Target Met?	
Private-Public Partnerships	N/A	N/A	N/A	N/A				
Parent Surveys: Participation Rate	26%	<i>Baseline Year</i>			30%			
Student Surveys: Participation Rate	49%				75%			
School Advisory Councils	N/A	N/A	N/A	N/A				
% of Volunteers in Public Schools	N/A	N/A	N/A	N/A				

\*\* Targets based on Comprehensive Plan Targets determined by establishing a 2 year baseline average of % of students below proficient and creating a target of 15% reduction of that number.

\*\*\* Targets based on 6 year longitudinal target of 40% enrollment in Algebra I math course in eighth grade, which amounts to 5.1% increases annually. This model is based on the Algebra targets set by Boston Public Schools with EdVestors in 2008.

\*\*\*\*Target based on national average of AP course enrollment in 2012, according to the College Board.

\*\*\*\*Target based goal of 2/3 participation in honors courses.