

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2013–14



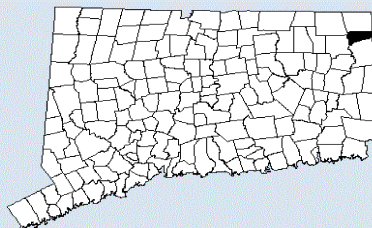
## Putnam School District

Mr. William Hull, Superintendent • 860-963-6900 • [www.putnam.k12.ct.us/](http://www.putnam.k12.ct.us/)

### District Information

Grade Range	PK-12
Number of Schools	5
Enrollment	1,265
Per Pupil Expenditures <sup>1</sup>	\$16,262
Total Expenditures <sup>1</sup>	\$19,514,534

<sup>1</sup>Expenditure 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	597	47.2	48.3
Male	668	52.8	51.6
American Indian	*	*	0.2
Asian	15	1.2	4.6
Black or African American	12	0.9	12.9
Hispanic or Latino	84	6.6	21.2
Pacific Islander	*	*	0.0
White	1,089	86.1	58.4
Two or More Races	59	4.7	2.3
English Language Learners	27	2.1	5.7
Eligible for Free or Reduced-Price Meals	794	62.8	37.3
Students with Disabilities <sup>1</sup>	202	16.0	12.8

<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	81	14.9	15	2.4
Male	76	12.6	74	10.9
Black or African American	*	*	*	*
Hispanic or Latino	7	8.6	14	14.2
White	134	13.6	71	6.5
English Language Learners	6	20.7	*	*
Eligible for Free or Reduced-Price Meals	104	15.1	66	8.0
Students with Disabilities	37	20.8	30	13.6
District	157	13.7	89	6.9
State		10.8		7.4

**Number of students in 2012-13 qualified as truant under state statute: 44**

<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 2013-14

## Putnam School District

### Educators

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

	FTE
<b>General Education</b>	
Teachers and Instructors	83.4
Paraprofessional Instructional Assistants	22.4
<b>Special Education</b>	
Teachers and Instructors	17.0
Paraprofessional Instructional Assistants	32.0
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	3.0
School Level	5.0
<b>Library/Media</b>	
Specialists (Certified)	3.0
Support Staff	3.0
Instructional Specialists Who Support Teachers	4.8
Counselors, Social Workers and School Psychologists	10.0
School Nurses	4.0
Other Staff Providing Non-Instructional Services/Support	52.0

<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 (%)
Asian	2	1.6	1.0
Black or African American	0	0	3.5
Hispanic	1	0.8	3.6
Native American	0	0	0.1
White	124	97.6	91.7

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

	Percent of Total (%)
District	98.3
District Poverty Quartile: High	
State High Poverty Quartile Schools	97.8
State Low Poverty Quartile Schools	99.5

<sup>2</sup>Core 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	9.6	9.3

### Instruction and Resources

#### 11th and 12th Graders Who Enrolled in at Least Two Advanced Placement<sup>®</sup> or International Baccalaureate<sup>®</sup> Courses during High School<sup>3</sup>

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	0	0
Hispanic or Latino	0	0	*	*
White	13	24.5	*	*
English Language Learners	0	0	0	0
Eligible for Free or Reduced-Price Meals	*	*	8	21.1
Students with Disabilities	0	0	0	0
District	15	22.7	20	27.4
State		14.2		26.8

<sup>3</sup>Effective 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 Peers<sup>4</sup>

	Count	Rate (%)
Autism	16	57.1
Emotional Disturbance	*	*
Intellectual Disability	*	*
Learning Disability	58	86.6
Other Health Impairment	12	*
Other Disabilities	*	*
Speech/Language Impairment	17	85.0
District	114	65.9
State		69.2

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

# District Profile and Performance Report for School Year 2013-14

## Putnam School District

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

	District		State
	Count	Rate (%)	Rate (%)
Autism	29	2.5	1.4
Emotional Disturbance	19	1.6	1.0
Intellectual Disability	16	1.4	0.4
Learning Disability	67	5.7	4.2
Other Health Impairment	18	1.5	2.5
Other Disabilities	15	1.3	1.0
Speech/Language Impairment	27	2.3	1.9
All Disabilities	191	16.3	12.4

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

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

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

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

### Overall Expenditures:<sup>3</sup> 2012-13

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	10,123,676	8,016	8,769
Instructional Supplies and Equipment	512,195	406	275
Improvement of Instruction and Educational Media Services	250,029	198	487
Student Support Services	2,164,365	1,714	965
Administration and Support Services	2,049,703	1,623	1,600
Plant Operation and Maintenance	1,752,331	1,387	1,472
Transportation	984,024	803	786
Costs of Students Tuitioned Out	1,445,959	N/A	N/A
Other	232,252	184	178
Total	19,514,534	16,262	14,642

#### Additional Expenditures

Land, Buildings, and Debt Service	0	0	1,434
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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: 2012-13

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	1,831,603	37.8	35.6
Noncertified Personnel	686,354	14.2	14.5
Purchased Services	254,253	5.3	5.0
Tuition to Other Schools	1,306,223	27.0	21.4
Special Ed. Transportation	116,099	2.4	8.5
Other Expenditures	644,861	13.3	14.9
Total Expenditures	4,839,393	100.0	100.0
PK-12 Expenditures Used for Special Education		24.8	21.9

### Expenditures by Revenue Source:<sup>4</sup> 2012-13

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	38.5	38.5
State	56.4	56.4
Federal	4.6	4.6
Tuition & Other	0.6	0.6

<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 2013-14

## Putnam School District

### 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](http://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	.	.	.	.	.	.	.	.	
Hispanic or Latino	.	51.5	64.9	58.7	.	.	.	.	
English Language Learners	.	46.4	.	.	.	.	.	.	
Eligible for Free or Reduced-Price Meals	57.7	60.9	68.5	64.7	.	.	.	.	
Students with Disabilities	30.7	32.6	39.2	45.1	.	.	.	.	
High Needs	55.3	59.0	66.3	63.5	.	.	.	.	
District	65.9	68.4	73.7	71.3	.	.	.	.	

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	61.8	58.9	48.7	54.5	.	.	.	.	
Students with Disabilities	.	.	.	.	.	.	.	.	
High Needs	59.3	56.1	48.2	54.7	.	.	.	.	
District	65.8	63.9	57.7	65.5	.	.	.	.	

#### 2013 National Assessment of Educational Progress (NAEP): Percent At or Above Proficient<sup>1</sup>

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%

<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 CMT/CAPT and NAEP. Instead, NAEP results are meant to complement CMT/CAPT results.

#### 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	95.6	81.4	82.4	73.9	330	83.9
Curl Up	91.1	74.4	77.6	81.2	330	81.2
Push Up	73.3	69.8	70.6	75.4	330	72.1
Mile Run/PACER	60.0	62.8	61.2	30.4	330	54.8
All Tests - District	60.0	52.3	57.6	21.7	330	49.4
All Tests - State	50.2	50.7	50.3	53.9		51.1

<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 2013-14

## Putnam School District

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

	2012-13				2013-14
	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	N/A	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	49	67.3	68.4	No	71.0
Students with Disabilities	20	75	.		.
District	96	77.1	81.2	No	82.5
State <sup>4</sup>		85.5			

<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 2012-13 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	58.5	14	26.4
Male	43.0	17	19.8
Black or African American	*	*	*
Hispanic or Latino	*	*	*
White	50.4	27	23.5
English Language Learners	*	0	*
Eligible for Free or Reduced-Price Meals	45.2	13	17.8
Students with Disabilities	*	0	*
District	48.9	31	22.3
State	72.9		37.6

<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

<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 2013	Class of 2012
	Entrance <sup>7</sup>	Persistence <sup>8</sup>
	Rate (%)	Rate (%)
Female	80.4	*
Male	32.4	80.0
Black or African American	N/A	N/A
Hispanic or Latino	*	*
White	63.2	*
English Language Learners	*	*
Eligible for Free or Reduced-Price Meals	40.9	*
Students with Disabilities	*	*
District	60.0	78.8
State	72.7	88.5

<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 2013-14

## Putnam School District

### Narratives

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#### **School District Improvement Plans and Parental Outreach Activities**

The Putnam Board of Education has set the goal of raising expectations and increasing achievements for each individual student. Each school uses these goals to guide building and teacher goals. The district has created a Professional Development Committee made up of teachers and administrators. This committee has developed in-service activities that align with Board of Education goals as well as meeting teachers needs. In addition, the school district has worked with a national experts in reading instruction to improve reading instruction for students along with Star math assessment to improve math achievement. Putnam High School is employing NWEA to monitor progress in all areas. Teachers are employing DIBELS reading assessments to monitor the progress of students. The district is using Scientifically Research Based Interventions as mandated by law to increase achievement for all students. The district is collaborating with state agencies to improve attendance for all students. The Putnam Board of Education has established a Strategic Plan to continue the dramatic improvement noted in the district in the last few years. This plan may be accessed on the district's website.

#### **Efforts to Reduce Racial, Ethnic and Economic Isolation**

The Putnam Public Schools is committed to providing its students with a broad range of opportunities so that students can interact with students of all racial, ethnic and economic backgrounds. With this in mind, the Putnam Public Schools, the Putnam Family Resource Center and the Putnam Recreation Department work in partnership to reduce economic isolation by making after school, weekend and vacation activities and programs accessible to all students regardless of their family income. Students have traveled to museums in Boston, attended sporting events in Norwich, enjoyed amusement parks in New England and participated in activities such as cooking, photography and bowling at little or no cost to families. The district has funded field trips to expand students', as well as families' horizons.

# District Profile and Performance Report for School Year 2013-14

## Putnam School District

### **Equitable Allocation of Resources among District Schools**

The Putnam School District strives to provide quality education to all students. In supporting this core tenet of this essential goal, the Board of Education provides a wide array of opportunities for students to interact with students and community members of diverse backgrounds. Putnam students attend the ACT, Arts Magnet High School in Willimantic, the Middle College Magnet School at Quinebaug Valley Community College, and the Killingly Vo-Ag High School. It is a goal, as outlined in the Board of Education's Strategic Plan, to increase community involvement in the school system. As part of this goal, Putnam students interact regularly with the community by volunteering many hours of community service.