

STRATEGIC SCHOOL PROFILE 2011-12**Putnam School District**

WILLIAM J. HULL, Superintendent

Location: 126 Church Street

Telephone: (860)-963-6900

Putnam,
ConnecticutWebsite: www.putnam.k12.ct.us/

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: Windham

Town Population in 2000: 9,002

1990-2000 Population Growth: -0.3%

Number of Public Schools: 3

Per Capita Income in 2000: \$20,597

Percent of Adults without a High School Diploma in 2000*: 21.0%

Percent of Adults Who Were Not Fluent in English in 2000*: 1.1%

District Enrollment as % of Estimated. Student Population: 84.2%

*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): G 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, 2011 1,257
 5-Year Enrollment Change -6.1%

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	712	56.6	42.1	35.2
K-12 Students Who Are Not Fluent in English	26	2.2	3.8	5.6
Students Identified as Gifted and/or Talented*	46	3.7	3.9	4.0
PK-12 Students Receiving Special Education Services in District	186	14.8	12.6	11.5
Kindergarten Students who Attended Preschool, Nursery School or Headstart	50	53.8	77.0	79.8
Homeless	2	0.2	0.3	0.3
Juniors and Seniors Working 16 or More Hours Per Week	12	10.4	12.0	13.0

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

SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	6	0.5
Asian American	11	0.9
Black	17	1.4
Hispanic	78	6.2
Pacific Islander	3	0.2
White	1,091	86.8
Two or more races	51	4.1
Total Minority	166	13.2

Percent of Minority Professional Staff: 2.4%

Non-English Home Language:

4.7% 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.

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.

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 continues to produce funding for field trips to expand students horizons.

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	56.2	59.2	28.8
Writing	52.6	62.7	16.3
Mathematics	64.0	66.5	28.1
Grade 4 Reading	55.1	64.1	16.3
Writing	51.1	65.3	10.0
Mathematics	52.2	68.0	11.3
Grade 5 Reading	58.3	67.6	17.5
Writing	47.1	68.1	5.4
Mathematics	61.2	71.6	16.7
Science	54.5	63.9	13.7
Grade 6 Reading	61.9	74.1	14.5
Writing	46.8	67.4	10.2
Mathematics	48.3	69.3	10.8
Grade 7 Reading	80.0	79.8	31.4
Writing	56.7	65.6	18.0
Mathematics	44.0	68.1	8.8
Grade 8 Reading	74.4	76.8	26.4
Writing	58.7	68.3	18.8
Mathematics	60.4	67.2	24.5
Science	63.0	61.9	33.1

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	25.4	47.5	11.3
Writing Across the Disciplines	36.8	63.0	11.2
Mathematics	25.0	49.2	14.3
Science	30.6	47.1	20.1

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
	53.3	50.6	55.5

SAT® I: Reasoning Test Class of 2011		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		52.2	77.3	
Average Score	Mathematics	476	505	23.7
	Critical Reading	480	502	25.2
	Writing	481	506	22.9

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 2011	78.7	82.7	21.1
2010-11 Annual Dropout Rate for Grade 9 through 12	3.8	2.6	13.0

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	64.2	84.5
% Employed (Civilian Employment and in Armed Services)	11.9	9.7

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of School Staff	
General Education	
Teachers and Instructors	83.29
Paraprofessional Instructional Assistants	25.42
Special Education	
Teachers and Instructors	17.50
Paraprofessional Instructional Assistants	30.00
Library/Media Specialists and/or Assistants	6.00
Staff Devoted to Adult Education	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	4.00
School Level	5.00
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	1.00
Counselors, Social Workers, and School Psychologists	9.00
School Nurses	4.00
Other Staff Providing Non-Instructional Services and Support	50.54

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	14.4	13.9
% with Master's Degree or Above	76.2	79.5	79.6

Average Class Size	District	DRG	State
Grade K	18.6	18.7	18.5
Grade 2	20.2	19.3	19.7
Grade 5	20.8	21.1	21.6
Grade 7	24.2	20.3	20.3
High School	14.3	19.4	19.6

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	984	989	993
Middle School	1,073	1,012	1,024
High School	1,033	1,013	1,024

*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*	4.0	3.4	2.8
Middle School	2.3	2.4	2.2
High School	1.2	2.1	2.1

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2010-11

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	\$10,676	\$8,263	\$8,464	\$8,467	\$8,469
Instructional Supplies and Equipment	\$378	\$293	\$267	\$222	\$271
Improvement of Instruction and Educational Media Services	\$323	\$250	\$487	\$406	\$482
Student Support Services	\$1,664	\$1,288	\$901	\$999	\$901
Administration and Support Services	\$1,844	\$1,428	\$1,468	\$1,417	\$1,490
Plant Operation and Maintenance	\$1,761	\$1,363	\$1,471	\$1,459	\$1,463
Transportation	\$838	\$659	\$735	\$732	\$724
Costs for Students Tuitioned Out	\$789	N/A	N/A	N/A	N/A
Other	\$248	\$192	\$165	\$166	\$165
Total	\$18,522	\$14,631	\$14,238	\$14,111	\$14,140
Additional Expenditures					
Land, Buildings, and Debt Service	\$0	\$0	\$1,290	\$1,057	\$1,331

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$4,046,583	21.8	22.7	21.7

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	42.7	42.2	13.2	2.0
Excluding School Construction	42.7	42.2	13.2	2.0

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.

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. Putnam students also enrich their education experience via distance learning with virtual online courses. More importantly, Putnam students interact with the community by volunteering many hours of community service.

SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	168
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	14.1%

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	24	2.0	1.3	1.2
Learning Disability	54	4.5	3.9	3.9
Intellectual Disability	16	1.3	0.5	0.4
Emotional Disturbance	11	0.9	1.2	1.0
Speech Impairment	36	3.0	2.3	2.1
Other Health Impairment*	18	1.5	2.5	2.2
Other Disabilities**	9	0.8	1.2	1.0
Total	168	14.1	12.9	11.7

*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 2010-11 with a Standard Diploma	55.6	62.4
2010-11 Annual Dropout Rate for Students Aged 14 to 21	N/A	5.1

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	19.4	36.0	64.3	70.4
	Writing	10.8	21.5	52.1	66.3
	Mathematics	11.6	31.8	55.1	68.4
	Science	15.0	23.0	58.5	62.9
CAPT	Reading Across the Disciplines	N/A	N/A	25.4	47.5
	Writing Across the Disciplines	10.0	18.2	36.8	63.0
	Mathematics	N/A	N/A	25.0	49.2
	Science	N/A	N/A	30.6	47.1

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	39.0
	% With Accommodations	61.0
CAPT	% Without Accommodations	22.2
	% With Accommodations	77.8
% Assessed Using Skills Checklist		11.9

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	2	1.2
Private Schools or Other Settings	8	4.8

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	119	70.8	68.0	72.1
40.1 to 79.0 Percent of Time	32	19.0	16.4	16.3
0.0 to 40.0 Percent of Time	17	10.1	15.6	11.7

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

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 is working with a national expert in reading instruction to improve reading instruction for students along with Aimsweb 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.
