

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2016–17



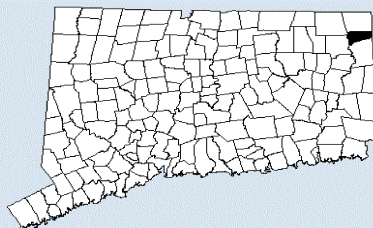
Putnam School District

Mr. William Hull, Superintendent • 860-963-6900 • <http://www.putnam.k12.ct.us/>

District Information

Grade Range	PK-12
Number of Schools/Programs	5
Enrollment	1,188
Per Pupil Expenditures ¹	\$17,950
Total Expenditures ¹	\$20,786,400

¹Expenditure data reflect the 2015-16 year.



Community Information

[CERC Town Profiles](#) provide summary demographic and economic information for Connecticut's municipalities

Related Reports/Publications

[CT Reports \(CMT/CAPT\)](#)

[Special Education Annual Performance Reports](#)

[SAT®, AP®, PSAT® Report by High School \(Class of 2017\)](#)
(2017® The College Board)

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Notes

Unless otherwise noted, all data are for 2016-17 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.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, 2016 Enrollment

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	602	50.7	48.4
Male	586	49.3	51.6
American Indian or Alaska Native	*	*	0.3
Asian	12	1.0	5.1
Black or African American	24	2.0	12.9
Hispanic or Latino	126	10.6	24.0
Pacific Islander	*	*	0.1
Two or More Races	62	5.2	2.9
White	961	80.9	54.8
English Learners	41	3.5	6.8
Eligible for Free or Reduced-Price Meals	697	58.7	35.9
Students with Disabilities ¹	210	17.7	14.3

¹Students 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 ²		Suspension/Expulsion ³	
	Count	Rate (%)	Count	Rate (%)
Female	78	14.2	18	2.9
Male	92	16.9	50	8.3
Black or African American	6	28.6	*	*
Hispanic or Latino	19	16.2	9	6.9
White	138	15.6	52	5.3
English Learners	9	20.9	*	*
Eligible for Free or Reduced-Price Meals	123	19.2	61	8.2
Students with Disabilities	50	25.5	25	10.4
District	170	15.6	68	5.6
State		9.9		6.7

Number of students in 2015-16 qualified as truant under state statute: 82

Number of school-based arrests: 7

²A 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.

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

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Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	83.0
Paraprofessional Instructional Assistants	19.4
Special Education	
Teachers and Instructors	17.0
Paraprofessional Instructional Assistants	35.0
Administrators, Coordinators and Department Chairs	
District Central Office	3.5
School Level	4.0
Library/Media	
Specialists (Certified)	3.0
Support Staff	0.5
Instructional Specialists Who Support Teachers	3.8
Counselors, Social Workers and School Psychologists	9.0
School Nurses	4.0
Other Staff Providing Non-Instructional Services/Support	51.7

¹In 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	1	0.8	1.0
Black or African American	0	0.0	3.6
Hispanic or Latino	1	0.8	3.6
Pacific Islander	0	0.0	0.0
Two or More Races	1	0.8	0.1
White	118	97.5	91.4

Classroom Teacher Attendance: 2015-16

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	8.9	9.6

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School³

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	0	0.0	*	*
Hispanic or Latino	*	*	*	*
White	30	47.6	33	67.3
English Learners	0	0.0	0	0.0
Eligible for Free or Reduced-Price Meals	11	27.5	18	45.0
Students with Disabilities	6	*	7	*
District	35	46.7	42	62.7
State		63.6		77.5

³College-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 Peers⁴

	Count	Rate (%)
Autism	11	44.0
Emotional Disturbance	*	*
Intellectual Disability	6	*
Learning Disability	57	81.4
Other Health Impairment	28	80.0
Other Disabilities	*	*
Speech/Language Impairment	14	*
District	125	67.2
State		68.2

⁴Ages 6-21

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	26	2.3	1.7
Emotional Disturbance	19	1.7	1.0
Intellectual Disability	13	1.2	0.5
Learning Disability	70	6.3	4.9
Other Health Impairment	36	3.2	2.9
Other Disabilities	15	1.3	1.1
Speech/Language Impairment	19	1.7	1.8
All Disabilities	198	17.8	13.9

¹Grades K-12

Overall Expenditures:³ 2015-16

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	10,368,283	8,794	9,663
Instructional Supplies and Equipment	332,041	282	321
Improvement of Instruction and Educational Media Services	225,540	191	578
Student Support Services	2,459,988	2,087	1,103
Administration and Support Services	2,237,362	1,898	1,861
Plant Operation and Maintenance	1,860,889	1,578	1,637
Transportation	1,280,820	1,103	877
Costs of Students Tuitioned Out	1,766,774	N/A	N/A
Other	254,703	216	201
Total	20,786,400	17,950	16,236

Additional Expenditures

Land, Buildings, and Debt Service	10,977,114	9,311	1,749
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³Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Special Education Expenditures: 2015-16

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	1,833,808	35.7	34.6
Noncertified Personnel	673,751	13.1	14.6
Purchased Services	193,633	3.8	5.8
Tuition to Other Schools	1,594,881	31.1	21.8
Special Ed. Transportation	208,999	4.1	8.5
Other Expenditures	629,866	12.3	14.7
Total Expenditures	5,134,938	100.0	100.0

Expenditures by Revenue Source:⁴

2015-16

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	28.2	43.0
State	68.7	52.2
Federal	2.5	3.8
Tuition & Other	0.7	1.0

⁴Revenue 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).

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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	*	*	*	*	0	N/A
Asian	6	*	6	*	*	*
Black or African American	6	*	6	*	*	*
Hispanic or Latino	48	60.5	48	52.9	23	45.7
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*
Two or More Races	24	57.7	24	47.6	14	*
White	493	66.1	482	58.9	194	53.0
English Learners	21	50.4	21	46.7	8	*
Non-English Learners	559	65.6	548	58.2	230	52.3
Eligible for Free or Reduced-Price Meals	336	60.8	330	53.9	120	48.6
Not Eligible for Free or Reduced-Price Meals	244	71.0	239	63.1	118	55.2
Students with Disabilities	101	44.7	99	37.3	31	39.2
Students without Disabilities	479	69.4	470	62.1	207	53.8
High Needs	360	60.0	353	53.0	129	47.9
Non-High Needs	220	73.4	216	65.5	109	56.6
District	580	65.1	569	57.7	238	51.9

National Assessment of Educational Progress (NAEP): Percent At or Above Proficient¹

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

¹NAEP 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 Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	82.3	85.7	81.1	90.1	381	85.3
Curl Up	82.3	71.4	75.6	95.0	381	82.2
Push Up	83.5	69.2	71.1	60.3	381	69.8
Mile Run/PACER	69.6	58.2	62.2	50.4	381	59.1
All Tests - District	57.0	53.8	53.3	41.3	381	50.4
All Tests - State	52.8	51.4	51.4	50.6		51.6

²The 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.

³Only students assessed in all four areas are included in this calculation.

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Cohort Graduation: Four-Year¹

	2015-16	
	Cohort Count ²	Rate (%)
Black or African American	*	*
Hispanic or Latino	*	*
English Learners	*	*
Eligible for Free or Reduced-Price Meals	49	91.8
Students with Disabilities	*	*
District	72	93.1
State		87.4

¹The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years.

²Cohort count includes all students in the cohort as of the end of the 2015-16 school year.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam⁵

	Participation ⁶	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	96.0	16	21.3
Male	85.1	16	23.9
Black or African American	*	*	*
Hispanic or Latino	*	*	*
White	91.1	27	24.1
English Learners	*	0	*
Eligible for Free or Reduced-Price Meals	85.0	10	12.5
Students with Disabilities	64.7	0	0.0
District	90.8	32	22.5
State	96.1		43.5

³College readiness exams and benchmark scores are as follows:

- SAT® - meets benchmark score on SAT, Revised SAT or Connecticut School Day SAT
- 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

⁴Participation 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 2016	Class of 2015
	Entrance ⁷	Persistence ⁸
	Rate (%)	Rate (%)
Female	75.7	*
Male	48.5	90.5
Black or African American	*	*
Hispanic or Latino	*	*
White	64.9	*
English Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	57.4	*
Students with Disabilities	*	*
District	62.9	81.8
State	72.0	88.5

⁵College 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.

⁶College 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

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Next Generation Accountability Results

Connecticut's Next Generation Accountability System is a broad set of 12 indicators that help tell the story of how well a district/school is preparing its students for success in college, careers, and life. It moves beyond test scores and graduation rates to provide a more holistic, multifactor perspective of district and school performance.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	65.1	75	43.4	50	86.8	67.1
	High Needs Students	60.0	75	40.0	50	80.0	55.9
Math Performance Index	All Students	57.7	75	38.5	50	77.0	62.2
	High Needs Students	53.0	75	35.3	50	70.6	50.5
Science Performance	All Students	51.9	75	34.6	50	69.2	55.3
	High Needs Students	47.9	75	31.9	50	63.8	45.2
ELA Academic Growth	All Students	60.2%	100%	60.2	100	60.2	55.4%
	High Needs Students	61.3%	100%	61.3	100	61.3	49.8%
Math Academic Growth	All Students	55.8%	100%	55.8	100	55.8	61.7%
	High Needs Students	54.2%	100%	54.2	100	54.2	53.7%
Chronic Absenteeism	All Students	15.6%	<=5%	28.9	50	57.8	9.9%
	High Needs Students	19.0%	<=5%	22.1	50	44.2	15.8%
Preparation for CCR	% Taking Courses	54.2%	75%	36.2	50	72.3	70.7%
	% Passing Exams	22.5%	75%	15.0	50	30.0	43.5%
On-track to High School Graduation		80.7%	94%	42.9	50	85.9	87.8%
4-year Graduation All Students (2016 Cohort)		93.1%	94%	99.0	100	99.0	87.4%
6-year Graduation - High Needs Students (2014)		87.5%	94%	93.1	100	93.1	82.0%
Postsecondary Entrance (Class of 2016)		62.9%	75%	83.8	100	83.8	72.0%
Physical Fitness (estimated part rate) and (fitness		100.0% 50.5%	75%	33.7	50	67.4	92.0% 51.6%
Arts Access		57.4%	60%	47.9	50	95.7	50.5%
Accountability Index				957.7	1350	70.9	

Gap Indicators	Non-High Needs Rate ¹	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev ²	Is Gap an Outlier? ²
Achievement Gap Size Outlier?					N
ELA Performance Index Gap	73.4	60.0	13.4	16.7	
Math Performance Index Gap	65.5	53.0	12.5	18.7	
Science Performance Index Gap	56.6	47.9	8.7	16.6	
Graduation Rate Gap	.	87.5%	.	12.0%	N

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

²If the size of the gap exceeds the state mean gap plus one standard deviation, the gap is an outlier.

Subject/Subgroup		Participation Rate (%) ³
ELA	All Students	98.6
	High Needs Students	98.2
Math	All Students	96.6
	High Needs Students	96.2
Science	All Students	98.0
	High Needs Students	96.6

³Minimum participation standard is 95%.

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: * **State: 50.2**

Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

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

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Narratives

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 Putnam school uses these goals to guide both building and individual 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' individual needs. In addition, the school district has worked with national experts in reading and mathematics to improve reading and math instruction for all students. The district has developed a comprehensive SRBI (Scientifically Research Based Interventions) plan to address all students' learning needs. These include academic as well as behavioral needs. Teachers in both areas employ both formative and summative assessments to plan for classroom instruction as well as to monitor the progress of students. All schools in the district employ Positive Behavioral Support initiatives. The district is successfully collaborating with a host of local and state agencies to improve attendance for all students and to provide services for students in need. The district has created a school based health clinic to meet the medical, dental and behavioral needs of students. The school system provides free breakfasts to 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. Each school annually, submits a school improvement plan. In addition, each school in the district has a School Governance Council which allows parents a voice in the governing of the school.

Efforts to Reduce Racial, Ethnic and Economic Isolation

The Putnam Public Schools is committed to providing its students with a broad range of opportunities in order that students 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. The district has funded field trips to expand students', as well as, families' horizons. Students have visited museums, zoos, theater productions, amusement parks, as well as sporting events throughout the area. In addition, the district is involved with three magnet schools with 16 students attending QMC, 6 students attending ACT and 1 student attending STEM magnet school in Willimantic. A goal of the Board of Education, as outlined in their Strategic Plan, is to increase community involvement in the school system. As part of this goal, Putnam students interact regularly with a multitude of community organizations. Students regularly volunteer many hours of community service with these organizations. A requirement for high school graduation is 20 hours of community service. Each school has a School Governance council where parents are given a voice in school programs.

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Equitable Allocation of Resources among District Schools

The Putnam School District prides itself on providing a 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 all students to interact with students and community members. Budget allocations for programs and schools are made on the needs of students not on formulate basis. During the budget process, administrators and Board of Education members interact to ensure all district needs are being addressed in the budget.