

STRATEGIC SCHOOL PROFILE 2007-08**Putnam School District**

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Location: 126 Church Street
Putnam,
Connecticut

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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	Per Capita Income in 2000: \$20,597
Town Population in 2000: 9,002	Percent of Adults without a High School Diploma in 2000*: 21.0%
1990-2000 Population Growth: -0.3%	Percent of Adults Who Were Not Fluent in English in 2000*: 1.1%
Number of Public Schools: 3	District Enrollment as % of Estimated. Student Population: 92.3%

*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, 2007 1,307
5-Year Enrollment Change -5.5%

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	571	43.7	31.0	28.7
K-12 Students Who Are Not Fluent in English	33	2.7	3.1	5.4
Students Identified as Gifted and/or Talented*	57	4.4	3.3	4.0
PK-12 Students Receiving Special Education Services in District	220	16.8	11.8	11.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	41	50.0	74.1	79.2
Homeless	0	0.0	0.2	0.2
Juniors and Seniors Working 16 or More Hours Per Week	36	19.8	24.8	20.2

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

SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	8	0.6
Asian American	9	0.7
Black	46	3.5
Hispanic	44	3.4
White	1,200	91.8
Total Minority	107	8.2

Percent of Minority Professional Staff: 0.8%

Non-English Home Language: 4.6% 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 7.

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 strive to develop understanding of and respect for various programs in our society and the world, promoting equity and respect among people and providing learning experiences for students to become more familiar with people from different races, ethnic groups, and economic backgrounds. Since Putnam is a school district with a small minority population, it is important for our students to have opportunities to understand and appreciate the diversity existing in our society.

At each school, we have worked to reduce racial, ethnic and economic isolations via a multicultural curriculum, instructional activities and special events throughout the school year. During the 2007/2008 school year, Putnam students attended the ACT, Arts Magnet High School, in Willimantic, traveled to Montreal and volunteered for many hours of community service. Students also have the opportunity to enrich their education experience via distance learning with virtual online courses. Next year, Putnam students will attend the Middle College Magnet School at Quinebaug Valley Community College and will participate in college tours.

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.

STUDENT PERFORMANCE

Connecticut Mastery Test, Fourth Generation, % 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.

Grade and CMT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal
Grade 3 Reading	35.6	52.0	9.8
Writing	44.2	63.4	5.5
Mathematics	59.8	60.0	35.0
Grade 4 Reading	47.7	55.9	20.9
Writing	48.9	62.9	9.4
Mathematics	56.8	60.3	28.9
Grade 5 Reading	55.1	62.2	18.5
Writing	37.2	64.5	5.6
Mathematics	56.4	65.9	19.1
Science	57.7	54.9	32.7
Grade 6 Reading	50.0	66.3	12.5
Writing	33.7	61.9	4.8
Mathematics	61.6	66.4	24.4
Grade 7 Reading	55.8	71.1	11.6
Writing	35.6	62.0	9.0
Mathematics	51.4	63.0	18.1
Grade 8 Reading	55.4	64.8	20.1
Writing	59.0	63.4	28.3
Mathematics	55.6	60.8	25.8
Science	51.8	58.6	24.5

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 scoreable 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	22.0	45.5	10.8
Writing Across the Disciplines	32.6	57.9	9.2
Mathematics	25.6	50.1	12.3
Science	35.6	46.3	24.6

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
	39.7	36.1	58.3

SAT® I: Reasoning Test Class of 2007		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		72.9	77.6	
Average Score	Mathematics	481	504	27.7
	Critical Reading	501	502	45.4
	Writing	483	503	26.2

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, Class of 2007	85.9	92.6	10.0
Cumulative Four-Year Dropout Rate for Class of 2007	11.1	6.2	9.8
2006-07 Annual Dropout Rate for Grade 9 through 12	3.9	1.7	7.4

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	82.4	83.4
% Employed (Civilian Employment and in Armed Services)	10.6	12.3

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of District Staff	
General Education	
Teachers and Instructors	87.40
Paraprofessional Instructional Assistants	15.00
Special Education	
Teachers and Instructors	15.00
Paraprofessional Instructional Assistants	33.00
Library/Media Specialists and Assistants	6.00
Staff Devoted to Adult Education	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	3.85
School Level	6.00
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	0.00
Counselors, Social Workers, and School Psychologists	6.00
School Nurses	4.00
Other Staff Providing Non-Instructional Services and Support	55.17

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	19.3	14.6	13.6
% with Master's Degree or Above	81.6	76.5	75.6

Average Class Size	District	DRG	State
Grade K	16.6	17.1	18.1
Grade 2	19.2	18.2	19.3
Grade 5	20.8	19.9	20.9
Grade 7	22.6	19.7	20.5
High School	21.2	20.4	18.6

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	936	983	987
Middle School	1,035	1,006	1,017
High School	981	997	1,006

*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*	4.2	4.3	3.4
Middle School	2.4	3.0	2.7
High School	1.9	3.0	2.7

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2006-07

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	\$8,967	\$6,697	\$7,153	\$7,108	\$7,159
Instructional Supplies and Equipment	\$438	\$327	\$262	\$235	\$266
Improvement of Instruction and Educational Media Services	\$299	\$223	\$443	\$365	\$429
Student Support Services	\$1,622	\$1,212	\$764	\$785	\$761
Administration and Support Services	\$1,811	\$1,352	\$1,256	\$1,216	\$1,271
Plant Operation and Maintenance	\$1,804	\$1,348	\$1,329	\$1,287	\$1,322
Transportation	\$671	\$512	\$605	\$613	\$601
Costs for Students Tuitioned Out	\$833	N/A	N/A	N/A	N/A
Other	\$311	\$232	\$147	\$147	\$145
Total	\$16,756	\$12,723	\$12,203	\$12,064	\$12,151
Additional Expenditures					
Land, Buildings, and Debt Service	\$72	\$54	\$1,875	\$2,074	\$1,882

Special Education Expenditures	
Total Expenditures	\$3,277,673
Percent of Total PK-12 Expenditures Used for Special Education	19.6%

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	43.8	49.0	5.6	1.5
Excluding School Construction	43.6	49.2	5.6	1.6

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 has implemented a comprehensive accountability plan to improve student learning in grade pre-kindergarten through grade 12. The focus of the plan is based on educational research and recommendations from the Leadership and Learning Center founded by Dr. Douglas Reeves. It is a long-range, multi-year plan with the initial work being done by teachers and administrators during regularly scheduled professional development time. There is a district-wide Accountability and Standards Team composed of teachers and administrators. All teachers and administrators, with support from certified trainers, have been working on addressing district goals. The fundamental purpose of this work is to raise academic expectations and increase achievement for all students. The work accomplished during this school year is the beginning on our path toward excellence.

SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	218
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	17.5%

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	12	1.0	0.7	0.7
Learning Disability	75	6.0	3.7	4.0
Intellectual Disability	14	1.1	0.6	0.5
Emotional Disturbance	19	1.5	1.2	1.0
Speech Impairment	60	4.8	2.6	2.4
Other Health Impairment*	34	2.7	2.2	2.1
Other Disabilities**	4	0.3	1.0	0.9
Total	218	17.5	12.1	11.5

*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 2006-07 with a Standard Diploma	76.9	77.2
2006-07 Annual Dropout Rate for Students Aged 14 to 21	3.1	2.8

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	4.5	20.4	50.0	62.1
	Writing	2.2	19.3	42.9	63.0
	Mathematics	20.5	22.6	56.7	62.7
	Science	30.0	22.2	54.7	56.8
CAPT	Reading Across the Disciplines	N/A	N/A	22.0	45.5
	Writing Across the Disciplines	N/A	N/A	32.6	57.9
	Mathematics	N/A	N/A	25.6	50.1
	Science	N/A	N/A	35.6	46.3

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	10.4
	% With Accommodations	89.6
CAPT	% Without Accommodations	15.4
	% With Accommodations	84.6
% Assessed Using Skills Checklist		9.8

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	0	0.0
Private Schools or Other Settings	16	7.3

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	145	66.5	66.9	71.6
40.1 to 79.0 Percent of Time	50	22.9	15.0	16.6
0.0 to 40.0 Percent of Time	23	10.6	18.1	11.8

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

The Putnam School District has implemented a comprehensive accountability plan to improve student learning in grade pre-kindergarten through grade 12. The focus of the plan is based on educational research and recommendations from the Leadership and Learning Center founded by Dr. Douglas Reeves. It is a long-range, multi-year plan with the initial work being done by teachers and administrators during regularly scheduled professional development time. There is a district-wide Accountability and Standards Team composed of teachers and administrators. All teachers and administrators, with support from certified trainers, have been working on addressing district goals. The fundamental purpose of this work is to raise academic expectations and increase achievement for all students. The work accomplished during this school year is the beginning on our path toward excellence.
