

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2014–15



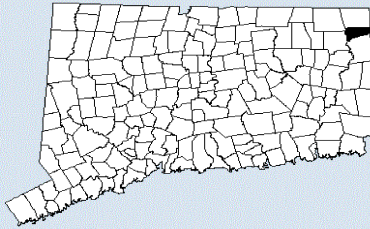
Putnam School District

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

District Information

Grade Range	PK-12
Number of Schools/Programs	5
Enrollment	1,252
Per Pupil Expenditures ¹	\$16,993
Total Expenditures ¹	\$20,578,668

¹Expenditure data reflect the 2013-14 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 \(Class of 2015\)](#)
 (2015® The College Board)

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Notes

Unless otherwise noted, all data are for 2014-15 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 \(EdSight.ct.gov\)](http://EdSight.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, 2014 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	614	49.0	48.3
Male	638	51.0	51.6
American Indian or Alaska Native	*	*	0.2
Asian	13	1.0	4.7
Black or African American	18	1.4	12.9
Hispanic or Latino	97	7.7	22.1
Pacific Islander	*	*	0.0
Two or More Races	64	5.1	2.5
White	1,055	84.3	57.2
English Language Learners	36	2.9	6.3
Eligible for Free or Reduced-Price Meals	775	61.9	37.6
Students with Disabilities ¹	181	14.5	13.3

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	87	15.9	15	2.4
Male	74	12.9	59	9.1
Black or African American	*	*	*	*
Hispanic or Latino	*	*	10	10.0
White	141	14.7	59	5.5
English Language Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	123	18.2	65	8.1
Students with Disabilities	40	22.0	23	10.7
District	161	14.3	74	5.9
State		10.6		7.2

Number of students in 2013-14 qualified as truant under state statute: 44

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	82.4
Paraprofessional Instructional Assistants	22.4
Special Education	
Teachers and Instructors	17.0
Paraprofessional Instructional Assistants	33.0
Administrators, Coordinators and Department Chairs	
District Central Office	4.0
School Level	5.0
Library/Media	
Specialists (Certified)	3.0
Support Staff	2.0
Instructional Specialists Who Support Teachers	5.6
Counselors, Social Workers and School Psychologists	10.0
School Nurses	4.0
Other Staff Providing Non-Instructional Services/Support	51.4

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	2	1.6	1.0
Black or African American	0	0.0	3.5
Hispanic or Latino	1	0.8	3.5
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.0
White	125	97.7	91.8

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
District	98.4
District Poverty Quartile: High	
State High Poverty Quartile Schools	97.9
State Low Poverty Quartile Schools	99.6

²Core academic classes taught by teachers who are fully certified to teach in that subject area.

Classroom Teacher Attendance: 2013-14

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	9.4	9.2

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	*	*	*	*
Hispanic or Latino	*	*	*	*
White	34	58.6	35	59.3
English Language Learners	0	0.0	0	0.0
Eligible for Free or Reduced-Price Meals	21	52.5	21	47.7
Students with Disabilities	*	*	6	*
District	41	58.6	42	60.0
State		58.4		73.8

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	12	41.4
Emotional Disturbance	*	*
Intellectual Disability	*	*
Learning Disability	50	75.8
Other Health Impairment	12	*
Other Disabilities	0	0
Speech/Language Impairment	10	*
District	93	56.7
State		69.7

⁴Ages 6-21

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	31	2.6	1.5
Emotional Disturbance	17	1.5	1.0
Intellectual Disability	14	1.2	0.5
Learning Disability	66	5.6	4.4
Other Health Impairment	18	1.5	2.6
Other Disabilities	12	1.0	1.0
Speech/Language Impairment	22	1.9	1.9
All Disabilities	180	15.4	13.0

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	9	5.0	8.1
Private Schools or Other Settings	14	7.8	5.4

²Grades K-12

Overall Expenditures:³ 2013-14

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	10,153,535	8,136	9,134
Instructional Supplies and Equipment	494,268	396	334
Improvement of Instruction and Educational Media Services	261,365	209	498
Student Support Services	2,261,732	1,812	1,001
Administration and Support Services	2,086,458	1,672	1,694
Plant Operation and Maintenance	2,291,322	1,836	1,572
Transportation	1,201,160	990	813
Costs of Students Tuitioned Out	1,568,856	N/A	N/A
Other	259,972	208	186
Total	20,578,668	16,993	15,289

Additional Expenditures

Land, Buildings, and Debt Service	0	0	1,272
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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: 2013-14

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	1,805,508	36.8	35.1
Noncertified Personnel	645,850	13.1	14.2
Purchased Services	243,986	5.0	5.2
Tuition to Other Schools	1,419,840	28.9	22.0
Special Ed. Transportation	201,108	4.1	8.6
Other Expenditures	596,607	12.1	14.9
Total Expenditures	4,912,899	100.0	100.0

Expenditures by Revenue Source:⁴ 2013-14

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	43.1	43.1
State	52.6	52.6
Federal	3.4	3.4
Tuition & Other	0.9	0.9

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	*	*	*	*	*	*
Asian	9	*	9	*	*	*
Black or African American	6	*	6	*	7	*
Hispanic or Latino	46	54.0	47	47.3	19	*
Native Hawaiian or Other Pacific Islander	*	*	*	*	N/A	N/A
Two or More Races	23	57.1	23	46.8	14	*
White	514	64.0	515	54.8	230	51.6
English Language Learners	13	*	13	*	*	*
Non-English Language Learners	590	63.1	592	54.0	*	*
Eligible for Free or Reduced-Price Meals	337	58.2	339	49.1	150	47.8
Not Eligible for Free or Reduced-Price Meals	266	68.7	266	59.7	126	54.4
Students with Disabilities	101	44.1	101	38.8	61	38.4
Students without Disabilities	502	66.6	504	56.7	215	54.4
High Needs	368	57.1	370	48.5	166	46.7
Non-High Needs	235	71.8	235	62.0	110	57.1
District	603	62.8	605	53.7	276	50.8

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	79.3	82.8	80.6	78.7	354	80.5
Curl Up	79.3	72.0	59.3	80.3	354	71.5
Push Up	65.2	72.0	66.7	70.5	354	68.4
Mile Run/PACER	62.0	80.6	75.9	41.0	354	67.5
All Tests - District	54.3	59.1	49.1	29.5	354	49.7
All Tests - State	50.8	51.0	50.3	51.9		51.0

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

	2013-14				2014-15
	Cohort Count ²	Rate (%)	Target ³ (%)	Target Achieved	Target ³ (%)
Black or African American	*	*	.		.
Hispanic or Latino	*	*	.		.
English Language Learners	*	*	.		.
Eligible for Free or Reduced-Price Meals	41	82.9	71.0	Yes	73.5
Students with Disabilities	*	*	.		.
District	66	84.8	82.5	Yes	83.7
State ⁴		87.0			

¹The 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](#).

²Cohort count includes all students in the cohort as of the end of the 2013-14 school year.

³Targets are calculated when there are at least 20 students in a cohort in the base year (i.e., 2010-11).

⁴Targets are not displayed at the state level.

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

	Participation ⁶	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	68.9	14	23.0
Male	46.8	16	20.3
Black or African American	*	*	*
Hispanic or Latino	*	*	*
White	58.1	27	23.1
English Language Learners	*	0	*
Eligible for Free or Reduced-Price Meals	48.8	10	11.9
Students with Disabilities	*	0	*
District	56.4	30	21.4
State	67.2		37.3

⁵College 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
- Smarter Balanced - Level 3 or higher on both ELA and math

⁶Participation 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 2014	Class of 2013
	Entrance ⁷	Persistence ⁸
	Rate (%)	Rate (%)
Female	48.1	73.0
Male	31.7	*
Black or African American	*	*
Hispanic or Latino	*	*
White	*	72.1
English Language Learners	*	*
Eligible for Free or Reduced-Price Meals	28.9	*
Students with Disabilities	*	*
District	38.2	72.9
State	72.6	88.8

⁷College 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.

⁸College 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

These statistics are the first results from Connecticut's Next Generation Accountability System for districts and schools. This system is a broad set of 12 indicators that help tell the story of how well a school is preparing its students for success in college, careers and life. It moves beyond test scores and graduation rates and instead provides a more holistic, multifactor perspective of district and school performance and incorporates student growth over time.

Indicator		Index/Rate	Target	Points	Max	% Points	State Average
ELA Performance Index	All Students	62.8	75	83.8	100	83.8	67.9
	High Needs Students	57.1	75	76.1	100	76.1	56.7
Math Performance Index	All Students	53.7	75	71.7	100	71.7	59.3
	High Needs Students	48.5	75	64.7	100	64.7	47.8
Science Performance Index	All Students	50.8	75	67.8	100	67.8	56.5
	High Needs Students	46.7	75	62.2	100	62.2	45.9
Chronic Absenteeism	All Students	14.3%	<=5%	31.3	50	62.6	10.6%
	High Needs Students	18.0%	<=5%	24.0	50	48.0	17.3%
Preparation for CCR	% Taking Courses	59.3%	75%	39.5	50	79.0	66.1%
	% Passing Exams	21.4%	75%	14.3	50	28.6	37.3%
On-track to High School Graduation		93.0%	94%	49.5	50	99.0	85.6%
4-year Graduation All Students (2014 Cohort)		84.8%	94%	90.3	100	90.3	87.0%
6-year Graduation - High Needs Students (2012 Cohort)		86.0%	94%	91.5	100	91.5	77.6%
Postsecondary Entrance (Class of 2014)		38.2%	75%	51.0	100	51.0	72.8%
Physical Fitness (estimated part rate) and (fitness rate)		94.7% 49.7%	75%	33.1	50	66.3	87.6% 51.0%
Arts Access		53.8%	60%	44.8	50	89.6	45.7%
Accountability Index				895.5	1250	71.6	

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	71.8	57.1	14.8	17.3	
Math Performance Index Gap	62.0	48.5	13.5	19.6	
Science Performance Index Gap	57.1	46.7	10.5	17.2	
Graduation Rate Gap	94.0%	86.0%	8.0%	15.2%	N

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

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

Subject/Subgroup		Participation Rate (%)
ELA	All Students	98.0
	High Needs Students	97.2
Math	All Students	98.3
	High Needs Students	97.7
Science	All Students	100.0
	High Needs Students	100.0

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: 50.0

State: 50.1

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 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 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. Teachers employ both formative and summative assessments to plan for classroom instruction as well as to monitor the progress of students. 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 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. 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 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. The district has funded field trips to expand students', as well as, families' horizons. Students have traveled to museums and sport events throughout the area. Students have also enjoyed amusement parks in New England, participated in activities such as cooking, photography and bowling at little or no cost to families.

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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. There has been a focused effort to increase field trips for students that immerse Putnam in diverse environments. 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.