

STRATEGIC SCHOOL PROFILE 2008-09**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: 91.4%

*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, 2008 1,246
5-Year Enrollment Change -7.4%

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	665	53.4	33.7	30.3
K-12 Students Who Are Not Fluent in English	29	2.5	3.3	5.2
Students Identified as Gifted and/or Talented*	48	3.9	3.8	4.0
PK-12 Students Receiving Special Education Services in District	221	17.7	12.0	11.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	77	79.4	77.0	79.7
Homeless	1	0.1	0.2	0.2
Juniors and Seniors Working 16 or More Hours Per Week	27	18.4	21.3	19.0

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

SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	7	0.6
Asian American	14	1.1
Black	35	2.8
Hispanic	46	3.7
White	1,144	91.8
Total Minority	102	8.2

Percent of Minority Professional Staff: 0.0%

Non-English Home Language: 5.4% 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 8.

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, 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	30.3	54.6	5.7
Writing	38.4	62.5	5.7
Mathematics	41.0	62.8	8.2
Grade 4 Reading	50.6	60.7	14.7
Writing	46.2	64.2	9.7
Mathematics	53.8	63.6	18.9
Grade 5 Reading	56.3	66.0	18.6
Writing	53.4	66.5	14.8
Mathematics	69.0	68.8	37.7
Science	60.2	58.1	34.6
Grade 6 Reading	61.0	68.9	20.2
Writing	32.5	62.2	3.7
Mathematics	62.5	68.8	20.2
Grade 7 Reading	55.6	74.9	9.6
Writing	27.4	62.9	2.5
Mathematics	54.3	66.0	16.6
Grade 8 Reading	44.7	68.4	9.0
Writing	35.7	66.5	5.2
Mathematics	56.8	64.5	22.6
Science	47.5	60.6	18.1

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 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	12.3	47.4	5.3
Writing Across the Disciplines	30.0	55.0	10.7
Mathematics	26.1	47.8	13.7
Science	21.4	42.8	14.5

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
	34.8	36.2	42.6

SAT® I: Reasoning Test Class of 2008		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		57.9	74.5	
Average Score	Mathematics	451	507	14.7
	Critical Reading	482	503	25.6
	Writing	470	506	16.3

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 2008	86.4	92.1	11.5
Cumulative Four-Year Dropout Rate for Class of 2008	11.5	6.6	10.2
2007-08 Annual Dropout Rate for Grade 9 through 12	6.6	2.5	3.6

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	64.2	84.1
% Employed (Civilian Employment and in Armed Services)	10.5	11.0

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of District Staff	
General Education	
Teachers and Instructors	80.00
Paraprofessional Instructional Assistants	17.50
Special Education	
Teachers and Instructors	14.00
Paraprofessional Instructional Assistants	33.50
Library/Media Specialists and/or Assistants	6.00
Staff Devoted to Adult Education	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	3.85
School Level	5.00
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	1.00
Counselors, Social Workers, and School Psychologists	6.90
School Nurses	4.00
Other Staff Providing Non-Instructional Services and Support	55.95

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	18.8	14.5	13.6
% with Master's Degree or Above	80.9	77.2	76.1

Average Class Size	District	DRG	State
Grade K	19.4	17.5	18.3
Grade 2	21.4	18.3	19.3
Grade 5	21.5	20.3	21.0
Grade 7	20.9	19.7	20.5
High School	19.9	19.5	19.3

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	939	981	988
Middle School	1,049	1,001	1,016
High School	1,032	1,005	1,007

*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*	3.6	3.9	3.3
Middle School	2.2	2.8	2.6
High School	1.5	2.6	2.4

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2007-08

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	\$9,315	\$7,127	\$7,521	\$7,445	\$7,522
Instructional Supplies and Equipment	\$359	\$275	\$267	\$227	\$271
Improvement of Instruction and Educational Media Services	\$288	\$220	\$461	\$396	\$446
Student Support Services	\$1,647	\$1,260	\$808	\$887	\$806
Administration and Support Services	\$1,894	\$1,449	\$1,351	\$1,294	\$1,369
Plant Operation and Maintenance	\$1,824	\$1,396	\$1,382	\$1,360	\$1,377
Transportation	\$797	\$619	\$649	\$667	\$644
Costs for Students Tuitioned Out	\$924	N/A	N/A	N/A	N/A
Other	\$247	\$189	\$152	\$166	\$151
Total	\$17,296	\$13,387	\$12,869	\$12,779	\$12,805
Additional Expenditures					
Land, Buildings, and Debt Service	\$69	\$53	\$1,791	\$2,153	\$1,759

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$3,715,218	21.5	22.1	20.5

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	43.5	49.8	5.0	1.7
Excluding School Construction	43.3	50.0	5.0	1.7

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 VoAg 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	217
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	18.3%

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	16	1.3	0.9	0.8
Learning Disability	72	6.1	3.8	3.9
Intellectual Disability	14	1.2	0.5	0.5
Emotional Disturbance	16	1.3	1.2	1.0
Speech Impairment	56	4.7	2.6	2.3
Other Health Impairment*	37	3.1	2.2	2.1
Other Disabilities**	6	0.5	1.1	0.9
Total	217	18.3	12.3	11.6

*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 2007-08 with a Standard Diploma	N/A	81.4
2007-08 Annual Dropout Rate for Students Aged 14 to 21	N/A	3.5

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	3.8	30.2	48.9	65.7
	Writing	3.3	19.5	38.9	64.1
	Mathematics	18.8	30.7	55.8	65.7
	Science	6.9	23.8	53.5	59.4
CAPT	Reading Across the Disciplines	N/A	N/A	12.3	47.4
	Writing Across the Disciplines	N/A	N/A	30.0	55.0
	Mathematics	N/A	N/A	26.1	47.8
	Science	N/A	N/A	21.4	42.8

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	7.8
	% With Accommodations	92.2
CAPT	% Without Accommodations	38.1
	% With Accommodations	61.9
% Assessed Using Skills Checklist		7.7

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	1	0.5
Private Schools or Other Settings	12	5.5

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	180	82.9	70.2	72.7
40.1 to 79.0 Percent of Time	26	12.0	14.6	16.1
0.0 to 40.0 Percent of Time	11	5.1	15.2	11.2

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 academic expectations and increasing achievement for each individual student. Each school is developing an improvement plan which supports this goal. Administrators and teachers will develop personal goals for the 2009/2010 school year which align with school and Board of Education goals. All professional development and training will also support these goals. The school district is working with a national expert in reading instruction to improve reading instruction for students. 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.
