

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2017–18



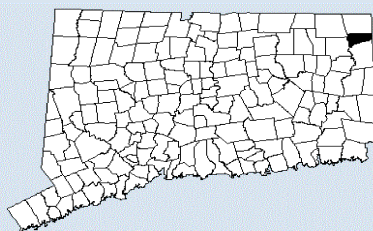
Putnam School District

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	1,185
Per Pupil Expenditures ¹	\$18,449
Total Expenditures ¹	\$21,178,983

¹Expenditure data reflect the 2016-17 year.



Community Information

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

Contents

Students.....	1
Educators.....	2
Instruction and Resources.....	2
Performance and Accountability.....	4
Narratives.....	7

Notes

Unless otherwise noted, all data are for 2017-18 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, 2017 Enrollment

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	593	50.0	48.4
Male	592	50.0	51.6
American Indian or Alaska Native	*	*	0.3
Asian	14	1.2	5.1
Black or African American	22	1.9	12.8
Hispanic or Latino	125	10.5	24.8
Pacific Islander	*	*	0.1
Two or More Races	59	5.0	3.3
White	961	81.1	53.6
English Learners	44	3.7	7.2
Eligible for Free or Reduced-Price Meals	701	59.2	36.7
Students with Disabilities ¹	213	18.0	14.8

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	63 11.8	13 2.2
Male	78 14.1	40 6.6
Black or African American	* *	* *
Hispanic or Latino	16 13.8	10 7.8
White	114 12.9	39 4.0
English Learners	7 14.6	* *
Eligible for Free or Reduced-Price Meals	113 16.7	43 5.7
Students with Disabilities	46 24.1	18 7.6
District	141 13.0	53 4.4
State	10.7	6.8

Number of students in 2016-17 qualified as truant under state statute: 90

Number of school-based arrests: 9

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.

District Profile and Performance Report for School Year 2017-18

Putnam School District

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	81.0
Paraprofessional Instructional Assistants	18.9
Special Education	
Teachers and Instructors	18.0
Paraprofessional Instructional Assistants	32.0
Administrators, Coordinators and Department Chairs	
District Central Office	3.5
School Level	5.0
Library/Media	
Specialists (Certified)	3.0
Support Staff	0.0
Instructional Specialists Who Support Teachers	4.3
Counselors, Social Workers and School Psychologists	10.0
School Nurses	4.0
Other Staff Providing Non-Instructional Services/Support	50.0

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	1.1
Black or African American	0	0.0	3.7
Hispanic or Latino	1	0.8	3.7
Pacific Islander	0	0.0	0.0
Two or More Races	1	0.8	0.1
White	123	97.6	91.0

Classroom Teacher Attendance: 2016-17

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	9.0	10.5

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School²

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	0	0.0
Hispanic or Latino	*	*	*	*
White	37	57.8	46	75.4
English Learners	0	0.0	*	*
Eligible for Free or Reduced-Price Meals	19	45.2	29	63.0
Students with Disabilities	*	*	12	60.0
District	47	56.0	54	73.0
State		69.3		80.1

²College-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 Peers³

	Count	Rate (%)
Autism	13	54.2
Emotional Disturbance	8	40.0
Intellectual Disability	*	*
Learning Disability	50	82.0
Other Health Impairment	32	84.2
Other Disabilities	*	*
Speech/Language Impairment	16	*
District	125	68.3
State		68.6

³Ages 6-21

District Profile and Performance Report for School Year 2017-18

Putnam School District

Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	26	2.3	1.8
Emotional Disturbance	20	1.8	1.1
Intellectual Disability	13	1.2	0.5
Learning Disability	61	5.5	5.2
Other Health Impairment	43	3.8	3.1
Other Disabilities	14	1.3	1.1
Speech/Language Impairment	24	2.1	1.8
All Disabilities	201	18.0	14.5

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	12	6.0	8.3
Private Schools or Other Settings	11	5.5	5.2

²Grades K-12

Overall Expenditures:³ 2016-17

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	9,984,414	8,490	9,847
Instructional Supplies and Equipment	381,239	324	287
Improvement of Instruction and Educational Media Services	242,386	206	589
Student Support Services	2,520,053	2,143	1,120
Administration and Support Services	2,365,223	2,011	1,905
Plant Operation and Maintenance	2,457,687	2,090	1,648
Transportation	1,135,283	970	904
Costs of Students Tuitioned Out	1,804,370	N/A	N/A
Other	288,328	245	208
Total	21,178,983	18,449	16,535

Additional Expenditures

Land, Buildings, and Debt Service	2,542,056	2,162	1,393
-----------------------------------	-----------	-------	-------

³Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Special Education Expenditures: 2016-17

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	1,725,315	35.9	33.8
Noncertified Personnel	670,000	13.9	14.5
Purchased Services	252,310	5.3	5.5
Tuition to Other Schools	1,582,848	32.9	23.4
Special Ed. Transportation	31,907	0.7	8.7
Other Expenditures	542,128	11.3	14.1
Total Expenditures	4,804,508	100.0	100.0

Expenditures by Revenue Source:⁴ 2016-17

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	39.0	43.7
State	56.7	51.5
Federal	3.1	3.5
Tuition & Other	1.2	1.3

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).

District Profile and Performance Report for School Year 2017-18

Putnam School District

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.

The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

	English Language Arts(ELA)		Math	
	Count	DPI	Count	DPI
American Indian or Alaska Native	0	N/A	0	N/A
Asian	9	*	9	*
Black or African American	13	*	13	*
Hispanic or Latino	52	60.9	52	54.1
Native Hawaiian or Other Pacific Islander	*	*	*	*
Two or More Races	22	60.9	22	52.6
White	488	67.8	487	59.6
English Learners	26	52.2	26	48.2
Non-English Learners	559	67.0	558	58.9
Eligible for Free or Reduced-Price Meals	350	62.2	349	54.8
Not Eligible for Free or Reduced-Price Meals	235	72.6	235	63.7
Students with Disabilities	96	48.7	95	40.5
Students without Disabilities	489	69.9	489	61.9
High Needs	374	61.6	373	54.1
Non-High Needs	211	74.8	211	66.0
District	585	66.4	584	58.4

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

	NAEP 2017		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	43%	44%	50%
National Public	35%	35%	36%
MATH			
Connecticut	40%	36%	32%
National Public	40%	33%	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	HS	Count	Rate (%)
Sit & Reach	91.1	74.0	65.3	74.1	300	77.0
Curl Up	90.0	70.1	62.7	69.0	300	74.0
Push Up	48.9	64.9	50.7	72.4	300	58.0
Mile Run/PACER	46.7	67.5	61.3	58.6	300	58.0
All Tests - District	40.0	58.4	40.0	44.8	300	45.7
All Tests - State	53.2	51.4	50.5	45.6		50.1

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.

District Profile and Performance Report for School Year 2017-18

Putnam School District

Cohort Graduation: Four-Year¹

	2016-17	
	Cohort Count ²	Rate (%)
Black or African American	*	*
Hispanic or Latino	9	*
English Learners	*	*
Eligible for Free or Reduced-Price Meals	50	86.0
Students with Disabilities	19	*
District	71	85.9
State		87.9

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 2016-17 school year.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam³

	Participation ⁴	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	92.9	19	22.6
Male	89.2	18	24.3
Black or African American	*	0	*
Hispanic or Latino	*	*	*
White	92.0	31	24.8
English Learners	*	0	*
Eligible for Free or Reduced-Price Meals	86.4	10	11.4
Students with Disabilities	63.3	0	0.0
District	91.1	37	23.4
State	96.3		44.8

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.

Copyright © 2018 The College Board. www.collegeboard.org

ACT® statistics derived from data provided by ACT, Inc.

Copyright © 2018 ACT, Inc. www.act.org

IB® statistics derived from data provided by the International Baccalaureate Organization.

Copyright © International Baccalaureate Organization 2018

College Entrance and Persistence

	Class of 2017	Class of 2016
	Entrance ⁵	Persistence ⁶
	Rate (%)	Rate (%)
Female	55.9	85.7
Male	50.0	*
Black or African American	*	*
Hispanic or Latino	*	*
White	51.1	83.8
English Learners	*	*
Eligible for Free or Reduced-Price Meals	42.2	77.8
Students with Disabilities	*	*
District	53.2	81.8
State	70.9	88.3

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

District Profile and Performance Report for School Year 2017-18

Putnam School District

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. The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	66.4	75	44.3	50	88.5	67.6
	High Needs Students	61.6	75	41.1	50	82.2	57.5
Math Performance Index	All Students	58.4	75	38.9	50	77.9	62.7
	High Needs Students	54.1	75	36.0	50	72.1	52.0
ELA Academic Growth	All Students	59.3%	100%	59.3	100	59.3	60.7%
	High Needs Students	55.7%	100%	55.7	100	55.7	55.6%
Math Academic Growth	All Students	50.4%	100%	50.4	100	50.4	61.9%
	High Needs Students	50.5%	100%	50.5	100	50.5	55.4%
Chronic Absenteeism	All Students	13.0%	<=5%	34.1	50	68.1	10.7%
	High Needs Students	16.6%	<=5%	26.9	50	53.8	16.6%
Preparation for CCR	% Taking Courses	63.9%	75%	42.6	50	85.2	74.8%
	% Passing Exams	23.4%	75%	15.6	50	31.2	44.8%
On-track to High School Graduation		92.2%	94%	49.0	50	98.1	87.5%
4-year Graduation All Students (2017 Cohort)		85.9%	94%	91.4	100	91.4	87.9%
6-year Graduation - High Needs Students (2015 Cohort)		89.6%	94%	95.3	100	95.3	81.8%
Postsecondary Entrance (Class of 2017)		53.2%	75%	71.0	100	71.0	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		92.3% 45.7%	75%	30.4	50	60.9	96.6% 50.1%
Arts Access		57.6%	60%	48.0	50	96.0	51.2%
Accountability Index				880.6	1250	70.4	

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	74.8	61.6	13.2	15.9	
Math Performance Index Gap	66.0	54.1	12.0	18.2	
Science Performance Index Gap	.	N/A	.	.	
Graduation Rate Gap	.	89.6%	.	12.7%	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	98.9
	High Needs Students	98.5
Math	All Students	98.7
	High Needs Students	98.3
Science	All Students	97.6
	High Needs Students	96.9

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: 51.5**

Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

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

District Profile and Performance Report for School Year 2017-18

Putnam School District

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. For the 2018/19 school year, teacher's professional goals will be link to their individual evaluation. 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. Programs are operating in all three schools. 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 continues to be 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 collaborate 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 continues to fund 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. The middle school and high school allow any student to participate in team sports. 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, has been 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 continues to have a School Governance Council where parents are given a voice in school programs.

District Profile and Performance Report for School Year 2017-18

Putnam School District

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 allowing students to interact with students both in and outside the district. These opportunities also allow students to interact with a broad assortment of community members. Budget allocations for programs and schools are made on the needs of students not on a formulate basis. During the budget process, administrators and Board of Education members interact to ensure all district needs are being addressed in the budget.