

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2015–16



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	1,195
Per Pupil Expenditures ¹	\$17,508
Total Expenditures ¹	\$21,009,904

¹Expenditure data reflect the 2014-15 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 \(Class of 2016\)](#)
(2016® The College Board)

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Notes

Unless otherwise noted, all data are for 2015-16 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, 2015 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	592	49.5	48.3
Male	603	50.5	51.6
American Indian or Alaska Native	*	*	0.2
Asian	10	0.8	4.9
Black or African American	19	1.6	12.8
Hispanic or Latino	106	8.9	23.0
Pacific Islander	*	*	0.0
Two or More Races	63	5.3	2.7
White	993	83.1	55.9
English Learners	25	2.1	6.4
Eligible for Free or Reduced-Price Meals	725	60.7	38.0
Students with Disabilities ¹	198	16.6	13.7

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	82	15.0	19	3.1
Male	80	14.4	59	9.7
Black or African American	*	*	*	*
Hispanic or Latino	13	11.8	12	9.7
White	136	15.1	58	5.9
English Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	125	18.9	68	9.0
Students with Disabilities	41	22.0	29	12.7
District	162	14.7	78	6.4
State		9.6		7.0

Number of students in 2014-15 qualified as truant under state statute: 139

Number of school-based arrests: Fewer than 6

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	81.4
Paraprofessional Instructional Assistants	21.9
Special Education	
Teachers and Instructors	16.0
Paraprofessional Instructional Assistants	41.0
Administrators, Coordinators and Department Chairs	
District Central Office	3.5
School Level	4.0
Library/Media	
Specialists (Certified)	3.0
Support Staff	1.0
Instructional Specialists Who Support Teachers	4.8
Counselors, Social Workers and School Psychologists	9.0
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

	District		State
	Count	Percent of Total (%)	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	3.5
Hispanic or Latino	1	0.8	3.5
Pacific Islander	0	0.0	0.0
Two or More Races	1	0.8	0.1
White	120	97.6	91.7

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
District	96.7
District Poverty Quartile: High	
State High Poverty Quartile Schools	97.6
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: 2014-15

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	9.8	9.4

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	*	*	6	*
White	23	51.1	46	73.0
English Learners	0	0.0	*	*
Eligible for Free or Reduced-Price Meals	12	32.4	29	65.9
Students with Disabilities	*	*	8	*
District	28	45.2	56	71.8
State		61.2		73.9

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	8	32.0
Emotional Disturbance	9	*
Intellectual Disability	*	*
Learning Disability	60	84.5
Other Health Impairment	18	78.3
Other Disabilities	*	*
Speech/Language Impairment	20	95.2
District	124	68.9
State		68.8

⁴Ages 6-21

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	28	2.5	1.6
Emotional Disturbance	19	1.7	1.0
Intellectual Disability	13	1.1	0.5
Learning Disability	71	6.3	4.6
Other Health Impairment	23	2.0	2.8
Other Disabilities	13	1.1	1.0
Speech/Language Impairment	23	2.0	1.9
All Disabilities	190	16.8	13.4

¹Grades K-12

Overall Expenditures:³ 2014-15

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	10,415,462	8,400	9,387
Instructional Supplies and Equipment	572,178	461	318
Improvement of Instruction and Educational Media Services	232,155	187	541
Student Support Services	2,327,937	1,877	1,048
Administration and Support Services	2,155,763	1,739	1,790
Plant Operation and Maintenance	2,182,536	1,760	1,608
Transportation	1,201,008	1,001	845
Costs of Students Tuitioned Out	1,659,406	N/A	N/A
Other	263,459	212	194
Total	21,009,904	17,508	15,762

Additional Expenditures

Land, Buildings, and Debt Service	9,890,790	7,976	1,524
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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: 2014-15

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	1,825,214	36.8	35.1
Noncertified Personnel	639,076	12.9	14.5
Purchased Services	245,301	5.0	5.5
Tuition to Other Schools	1,494,713	30.2	21.6
Special Ed. Transportation	151,878	3.1	8.3
Other Expenditures	599,182	12.1	15.0
Total Expenditures	4,955,364	100.0	100.0

Expenditures by Revenue Source:⁴

2014-15

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	43.5	43.4
State	53.6	52.3
Federal	2.3	3.4
Tuition & Other	0.6	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	0	N/A	0	N/A	0	N/A
Asian	*	*	*	*	*	*
Black or African American	9	*	9	*	*	*
Hispanic or Latino	44	60.9	43	53.9	17	*
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*
Two or More Races	21	55.5	21	47.7	10	*
White	470	65.9	470	59.4	209	50.4
English Learners	10	*	10	*	*	*
Non-English Learners	542	65.1	541	58.5	*	*
Eligible for Free or Reduced-Price Meals	319	59.9	319	54.6	138	46.6
Not Eligible for Free or Reduced-Price Meals	233	71.5	232	63.2	105	52.8
Students with Disabilities	95	46.1	95	40.3	49	34.3
Students without Disabilities	457	68.6	456	61.9	194	53.1
High Needs	345	59.0	345	53.4	152	44.8
Non-High Needs	207	74.3	206	66.2	91	56.8
District	552	64.8	551	58.2	243	49.3

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			
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	96.2	71.9	92.9	85.0	292	86.3
Curl Up	96.2	50.6	64.3	90.0	292	72.3
Push Up	73.4	62.9	75.0	75.0	292	70.9
Mile Run/PACER	83.5	79.8	83.3	47.5	292	77.4
All Tests - District	69.6	46.1	54.8	37.5	292	53.8
All Tests - State	50.6	49.8	50.6	51.1		50.5

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

	2014-15				2015-16
	Cohort Count ²	Rate (%)	Target ³ (%)	Target Achieved	Target ³ (%)
Black or African American	*	*	.		.
Hispanic or Latino	*	*	.		.
English Learners	*	0	.		.
Eligible for Free or Reduced-Price Meals	*	*	73.5	Yes	76.1
Students with Disabilities	*	*	.		.
District	65	86.2	83.7	Yes	85.0
State ⁴		87.2			

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 2014 are [available online](#).

²Cohort count includes all students in the cohort as of the end of the 2014-15 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	95.8	17	23.9
Male	88.4	12	17.4
Black or African American	*	0	*
Hispanic or Latino	*	*	*
White	92.6	26	24.1
English Learners	*	0	*
Eligible for Free or Reduced-Price Meals	88.9	12	14.8
Students with Disabilities	*	0	*
District	92.1	29	20.7
State	95.6		40.7

⁵College 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

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 2015	Class of 2014
	Entrance ⁷	Persistence ⁸
	Rate (%)	Rate (%)
Female	48.0	*
Male	52.5	*
Black or African American	*	*
Hispanic or Latino	*	*
White	51.7	*
English Learners	51.7	*
Eligible for Free or Reduced-Price Meals	37.8	*
Students with Disabilities	*	*
District	50.8	73.1
State	71.9	88.3

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 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	64.8	75	43.2	50	86.3	67.7
	High Needs Students	59.0	75	39.4	50	78.7	56.7
Math Performance Index	All Students	58.2	75	38.8	50	77.6	61.4
	High Needs Students	53.4	75	35.6	50	71.2	49.9
Science Performance Index	All Students	49.3	75	32.9	50	65.7	57.5
	High Needs Students	44.8	75	29.9	50	59.7	47.0
ELA Academic Growth	All Students	64.1%	100%	64.1	100	64.1	63.8%
	High Needs Students	61.0%	100%	61.0	100	61.0	58.3%
Math Academic Growth	All Students	69.8%	100%	69.8	100	69.8	65.0%
	High Needs Students	66.3%	100%	66.3	100	66.3	57.4%
Chronic Absenteeism	All Students	14.7%	<=5%	30.6	50	61.2	9.6%
	High Needs Students	18.6%	<=5%	22.7	50	45.5	15.6%
Preparation for CCR	% Taking Courses	60.0%	75%	40.0	50	80.0	67.6%
	% Passing Exams	20.7%	75%	13.8	50	27.6	40.7%
On-track to High School Graduation		82.9%	94%	44.1	50	88.2	85.1%
4-year Graduation All Students (2015 Cohort)		86.2%	94%	91.7	100	91.7	87.2%
6-year Graduation - High Needs Students (2013 Cohort)		87.1%	94%	92.7	100	92.7	78.6%
Postsecondary Entrance (Class of 2015)		50.8%	75%	67.7	100	67.7	71.9%
Physical Fitness (estimated part rate) and (fitness rate)		84.9% 53.8%	75%	17.9	50	35.8	89.2% 50.5%
Arts Access		51.7%	60%	43.1	50	86.1	47.5%
Accountability Index				945.1	1350	70.0	

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	74.3	59.0	15.3	16.5	
Math Performance Index Gap	66.2	53.4	12.8	18.9	
Science Performance Index Gap	56.8	44.8	12.1	17.2	
Graduation Rate Gap	94.0%	87.1%	6.9%	15.3%	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	97.5
	High Needs Students	96.1
Math	All Students	97.3
	High Needs Students	96.1
Science	All Students	97.4
	High Needs Students	97.7

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: 39.6

State: 51.4

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' 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. 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 visited museums, zoos, theater productions, amusement parks, as well as sporting events throughout the area. Students have also enjoyed classes cooking, photography, and art computers in a comprehensive after school and summer enrichment program.

District Profile and Performance Report for School Year 2015-16 Putnam School District

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 continues to be a focused effort to increase fieldtrips for students that immerse Putnam in diverse environments. In addition, 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. 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.