

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2020-21



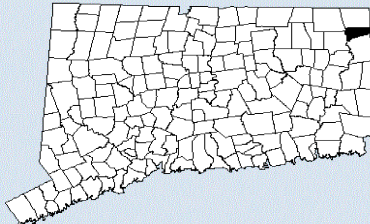
## Putnam School District

Mr. Daniel Sullivan III, Superintendent • 860-963-6900 • <http://www.putnam.k12.ct.us/>

### District Information

Grade Range	PK-12
Number of Schools/Programs	4
Enrollment	1,114
Per Pupil Expenditures <sup>1</sup>	\$17,358
Total Expenditures <sup>1</sup>	\$21,037,583

<sup>1</sup> Expenditure data reflect the 2019-20 school year.



### Community Information

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

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### Notes

Unless otherwise noted, all data are for 2020-21 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 <https://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 safeguard student confidentiality, or to ensure that statistics based on a very small sample size are not interpreted as equally representative as those based on a sufficiently larger sample size.

N/A is displayed when a category is not applicable for a district or school.

## Students

### October 1, 2020 Enrollment<sup>2</sup>

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	538	48.3	48.4
Male	576	51.7	51.5
American Indian or Alaska Native	*	*	0.3
Asian	13	1.2	5.2
Black or African American	15	1.3	12.7
Hispanic or Latino of any race	165	14.8	27.8
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	58	5.2	4.0
White	858	77.0	49.9
English Learners	40	3.6	8.3
Eligible for Free or Reduced-Price Meals	722	64.8	42.7
Students with Disabilities <sup>3</sup>	239	21.5	16.3

*NOTE: To protect student privacy, gender counts are suppressed (\*) when fewer than 6 students enrolled in the district identify as non-binary.*

<sup>2</sup> This table represents students in grades PK-12 reported by the district in the Public School Information System (i.e., PSIS Reporting District).

<sup>3</sup> Students in this category are students with an individualized education program (IEP) only. This category does not include students with Section 504 plans or services plans.

### Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism <sup>4</sup>		Suspension/Expulsion <sup>5</sup>	
	Count	Rate (%)	Count	Rate (%)
Female	138	27.4	10	1.8
Male	176	32.7	29	4.7
Black or African American	*	*	0	*
Hispanic or Latino of any race	63	42.0	6	3.4
White	224	27.7	30	3.3
English Learners	16	37.2	*	*
Eligible for Free or Reduced-Price Meals	238	40.8	32	4.0
Students with Disabilities	94	42.0	19	6.9
District	314	30.1	39	3.3
State		19.0		1.4

**Number of students in 2019-20 qualified as truant under state statute: 151**

**Number of school-based arrests: Fewer than 6**

*NOTE: In the 2020-21 school year, students attended school in-person to varying degrees; some learned fully/mostly remotely for the entire school year. Chronic absenteeism calculations are based only on in-person school days.*

<sup>4</sup> A student is chronically absent if they miss 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.

<sup>5</sup> This column displays the 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 2020-21

## Putnam School District

### Educators

#### Full-Time Equivalent (FTE)<sup>1</sup> Staff

	FTE
<b>General Education</b>	
Teachers and Instructors	81.2
Paraprofessional Instructional Assistants	12.9
<b>Special Education</b>	
Teachers and Instructors	18.0
Paraprofessional Instructional Assistants	35.9
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	3.5
School Level	5.8
<b>Library/Media</b>	
Specialists (Certified)	3.0
Support Staff	0.0
Instructional Specialists Who Support Teachers	2.8
Counselors, Social Workers and School Psychologists	10.0
School Nurses	4.0
Other Staff Providing Non-Instructional Services/Support	50.9

#### Educators by Race/Ethnicity

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	2	1.6	1.3
Black or African American	0	0.0	4.1
Hispanic or Latino of any race	1	0.8	4.3
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	2	1.6	0.1
White	120	96.0	89.9

<sup>1</sup> In 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.

#### Classroom Teacher Attendance: 2019-20

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	9.5	7.3

### Instruction and Resources

#### 11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School<sup>2</sup>

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	*	*
Hispanic or Latino of any race	*	*	*	*
White	38	79.2	46	86.8
English Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	22	64.7	24	82.8
Students with Disabilities	10	*	14	*
District	45	71.4	55	85.9
State		75.9		85.6

<sup>2</sup> College-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 Peers<sup>3</sup>

	Count	Rate (%)
Autism	9	37.5
Emotional Disturbance	15	40.5
Intellectual Disability	*	*
Learning Disability	48	85.7
Other Health Impairment	29	69.0
Other Disabilities	*	*
Speech/Language Impairment	19	90.5
District	124	62.3
State		67.9

<sup>3</sup> This table represents students ages 6-21 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

# District Profile and Performance Report for School Year 2020-21

## Putnam School District

### Students with Disabilities by Primary Disability<sup>1</sup>

	District		State
	Count	Rate (%)	Rate (%)
Autism	29	2.7	2.1
Emotional Disturbance	37	3.5	1.1
Intellectual Disability	12	1.1	0.5
Learning Disability	56	5.3	5.8
Other Health Impairment	42	4.0	3.3
Other Disabilities	14	1.3	1.2
Speech/Language Impairment	31	2.9	1.9
<b>All Disabilities</b>	<b>221</b>	<b>20.9</b>	<b>15.9</b>

<sup>1</sup> This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

### Students with Disabilities Placed Outside of the District<sup>2</sup>

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	10	4.5	8.3
Private Schools or Other Settings	18	8.1	4.8

<sup>2</sup> This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

### Overall Expenditures<sup>3</sup>: 2019-20

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$12,594,540	\$10,392	\$11,205
Support services - students	\$1,723,927	\$1,486	\$1,346
Support services - instruction	\$739,048	\$637	\$698
Support services - general administration	\$731,293	\$630	\$464
Support services - school based administration	\$1,534,208	\$1,323	\$1,037
Central and other support services	\$736,302	\$635	\$691
Operation and maintenance of plant	\$1,869,723	\$1,612	\$1,692
Student transportation services	\$901,690	\$999	\$1,159
Food services	.	.	\$21
Enterprise operations	\$206,852	\$178	\$151
<b>Total</b>	<b>\$21,037,583</b>	<b>\$17,358</b>	<b>\$17,838</b>

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

### Special Education Expenditures: 2019-20

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$1,746,203	32.4	29.6
Instructional Aide Salaries	\$647,426	12.0	11.1
Other Salaries	\$291,463	5.4	9.5
Employee Benefits	\$606,206	11.3	13.5
Purchased Services Other Than Transportation	\$250,538	4.7	5.4
Special Education Tuition	\$1,747,552	32.5	22.5
Supplies	\$24,156	0.4	0.5
Property Services	.	.	0.3
Purchased Services For Transportation	\$67,395	1.3	7.2
Equipment	\$298	0.0	0.2
All Other Expenditures	\$3,535	0.1	0.1
<b>Total</b>	<b>\$5,384,772</b>	<b>100.0</b>	<b>100.0</b>
Percent of Total Expenditures Used for Special Education		25.6	25.1

### Expenditures by Revenue Source<sup>4</sup>: 2019-20

	Percent of Total (%) Excluding School Construction
Local	48.8
State	46.1
Federal	3.7
Tuition & Other	1.4

<sup>4</sup> Revenue sources do not include state-funded Teachers' Retirement Board contributions, Connecticut Technical Education and Career System (CTECS) operations, CSDE-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 2020-21

## 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.

*NOTE: As a result of ongoing challenges related to the novel Coronavirus Disease 2019 (COVID-19), Connecticut's request for a waiver from implementing district/school accountability for the 2020-21 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Digest/2020-21/CommissionerMemoAccountabilityWaiver.pdf>*

#### National Assessment of Educational Progress (NAEP): Percent At or Above Proficient<sup>1</sup>

READING	NAEP 2019		NAEP 2013
	Grade 4	Grade 8	Grade 12
Connecticut	40	41	50
National Public	34	32	36
MATH	Grade 4	Grade 8	Grade 12
	Connecticut	45	39
National Public	40	33	25

<sup>1</sup> NAEP 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 performance on NAEP by student group, at [https://portal.ct.gov/-/media/SDE/Student-Assessment/NAEP/report-card\\_NAEP-2019.pdf](https://portal.ct.gov/-/media/SDE/Student-Assessment/NAEP/report-card_NAEP-2019.pdf)

#### Physical Fitness Tests: Students Reaching Health Standard

*NOTE: As a result of ongoing challenges related to the novel Coronavirus Disease 2019 (COVID-19), Connecticut's request for a waiver from implementing district/school accountability for the 2020-21 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Digest/2020-21/CommissionerMemoAccountabilityWaiver.pdf>*

# District Profile and Performance Report for School Year 2020-21

## Putnam School District

### Cohort Graduation: Four-Year<sup>1</sup>

	2019-20	
	Cohort Count <sup>2</sup>	Rate (%)
Black or African American	N/A	N/A
Hispanic or Latino of any race	10	*
English Learners	*	*
Eligible for Free or Reduced-Price Meals	42	90.5
Students with Disabilities	14	*
District	63	93.7
State		88.8

<sup>1</sup> The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years.

<sup>2</sup> Cohort count includes all students in the cohort as of the end of the 2019-20 school year.

### 11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam<sup>3</sup>

	Participation <sup>4</sup>	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	89.9	16	23.2
Male	79.3	15	25.9
Black or African American	*	0	*
Hispanic or Latino	*	*	*
White	84.2	*	*
English Learners	*	0	*
Eligible for Free or Reduced-Price Meals	82.5	9	14.3
Students with Disabilities	64.7	0	0.0
District	85.0	31	24.4
State	85.0		36.0

<sup>3</sup>College 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

<sup>4</sup>Participation Rate equals the number of test-takers in 11th and 12th grade divided by the number of students enrolled in those grades, as a percentage.

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.

Copyright © 2021 ACT, Inc. [www.act.org](http://www.act.org)

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

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\* The data are suppressed to ensure confidentiality.

### College Entrance and Persistence

	Class of 2020	Class of 2019
	Entrance <sup>3</sup>	Persistence <sup>4</sup>
	Rate (%)	Rate (%)
Female	50.0	66.7
Male	33.3	*
Black or African American	N/A	*
Hispanic or Latino of any race	*	*
White	42.0	66.7
English Learners	N/A	*
Eligible for Free or Reduced-Price Meals	31.7	48.0
Students with Disabilities	*	*
District	42.6	64.6
State	67.4	84.9

<sup>3</sup> College 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.

<sup>4</sup> College 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 2020-21

## 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.

*NOTE: As a result of ongoing challenges related to the novel Coronavirus Disease 2019 (COVID-19), Connecticut's request for a waiver from implementing district/school accountability for the 2020-21 school year was approved. Therefore, a modified table is shown below. All indicators that were not calculated for the 2020-21 school year (including overall Accountability Index) have been excluded and columns that referenced points have also been removed to avoid confusion. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Digest/2020-21/CommissionerMemoAccountabilityWaiver.pdf>*

Indicator		Index/Rate	Target	State Average Index/Rate
Chronic Absenteeism	All Students	30.1%	<=5%	19.0%
	High Needs Students	39.0%	<=5%	30.2%
Preparation for CCR	% Taking Courses	78.7%	75%	80.6%
	% Passing Exams	24.4%	75%	36.0%
On-track to High School Graduation		77.2%	94%	84.5%
4-year Graduation All Students (2020 Cohort)		93.7%	94%	88.8%
6-year Graduation - High Needs Students (2018 Cohort)		83.9%	94%	85.2%
Postsecondary Entrance (Class of 2020)		42.6%	75%	67.4%
Arts Access		57.0%	60%	50.7%

*NOTE: A dot (.) appears in the table above when there are fewer than 20 students in the student group or the indicator is not applicable based on grades served.*

Gap Indicators	Non-High Needs Rate <sup>1</sup>	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev <sup>2</sup>	Is Gap an Outlier? <sup>2</sup>
Graduation Rate Gap	.	83.9%	.	9.8%	N

<sup>1</sup> If 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.

<sup>2</sup> If the size of the gap exceeds the state mean gap plus one standard deviation, the gap is an outlier.

*NOTE: A dot (.) appears in the table above when there are fewer than 20 students in at least one of the student groups used to calculate the gap measure or the indicator is not applicable based on grades served.*

### Connecticut's State Identified Measurable Result (SIMR) for Children with Disabilities

Increase the reading performance of all 3rd grade students with disabilities statewide, as measured by Connecticut's English Language Arts (ELA) Performance Index.

*NOTE: As a result of ongoing challenges related to the novel Coronavirus Disease 2019 (COVID-19), Connecticut's request for a waiver from implementing district/school accountability for the 2020-21 school year was approved. Therefore, no SIMR data are available. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Digest/2020-21/CommissionerMemoAccountabilityWaiver.pdf>*

#### Supporting Resources:

Two-page FAQ at [http://edsight.ct.gov/relatedreports/nextgenFAQ\\_revisedDec2018.pdf](http://edsight.ct.gov/relatedreports/nextgenFAQ_revisedDec2018.pdf)

Detailed Presentation at [https://edsight.ct.gov/relatedreports/Next%20Generation%20Accountability%20System\\_Detailed%20Presentation\\_Jan\\_2020.pdf](https://edsight.ct.gov/relatedreports/Next%20Generation%20Accountability%20System_Detailed%20Presentation_Jan_2020.pdf)

Using Accountability Results to Guide Improvement at [https://edsight.ct.gov/relatedreports/Using\\_Accountability\\_Results\\_to\\_Guide\\_Improvement.pdf](https://edsight.ct.gov/relatedreports/Using_Accountability_Results_to_Guide_Improvement.pdf)

# District Profile and Performance Report for School Year 2020-21

## Putnam School District

### Narratives

#### School District Improvement Plans and Parental Outreach Activities

The Putnam Board of Education has set the goal of increasing the achievement of all students through shared responsibility between classroom educators and support staff while meeting their individual needs through innovative teaching strategies, vertically aligned curricula, and assessments. 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. Teacher's professional goals are linked to their evaluation. Teachers have the responsibility to direct their own professional learning to help achieve their goals. The school district continues to work 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. To ensure that the needs of special education students are being appropriately addressed the district voluntarily contracted with SERC to conduct an audit of our special education program this year.

Beginning with the 2021-22 academic year the district has added professional development time to support PLC meetings and the use of data driven decision making. To provide the most accurate picture of student performance, teachers are required to employ both formative and summative assessments to revise curriculum, plan for classroom instruction as well as to monitor the progress of students. The district is collaborating with a host of local and state agencies to improve attendance for all students and to provide services for students in need. Given the impact of the pandemic and access to stimulus funds, the district has partnered with Positive Regard to provide an interventionist in each school. The Interventionist will work with students, staff, and families relative to attendance, motivation, and performance. Additional counseling opportunities will also be available to students and families. The district, in collaboration with an outside health agency, runs school-based health clinics for all schools to meet the dental and behavioral needs of students. The Putnam Board of Education will develop a new strategic plan this year with a representative group of school and community stakeholders. Each school annually submits a school improvement plan linked to the Board of Education goals. 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

Two goals of the Putnam Board of Education are:

- Advocate for families, enhance communication, foster relationships, and strengthen community partnerships to increase equity and community involvement in the school system.
- While ensuring equity among all students, support families, social and emotional needs of students, and employees through coordinated programs and services.

With that in mind, the Putnam Public Schools continue to provide students with a broad range of opportunities in order for students to 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, as well as vacation activities and programs accessible to all students regardless of their family income. The district continues to fund field trips to expand students' and families' horizons. Students have visited museums, zoos, theater productions, amusement parks, and sporting events throughout the area. The middle and high school allow all students to participate in team sports. Putnam students may attend three area magnet schools along with an outside Vo-Ag school. Putnam Middle School participates in inter-district grants which are designed to expose students to a diverse student population. Putnam students also interact regularly with a multitude of community organizations. As 20 hours of community service is a requirement for high school graduation, students are very active with these organization. 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 2020-21

## 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 work together to ensure all district needs are being addressed in the budget.