Connecticut State Department of Education

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2019–20

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	1,175
Per Pupil Expenditures[1]	$16,589
Total Expenditures[1]	$20,670,004

[1] Expenditure data reflect the 2018-19 school year.
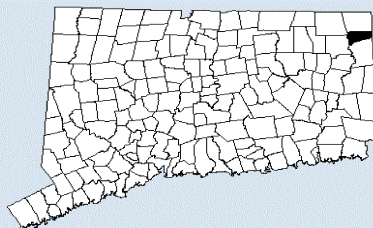
Community Information

[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 2019-20 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 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, 2019 Enrollment[2]

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	564	48.0	48.4
Male	611	52.0	51.6
American Indian or Alaska Native	0	0.0	0.3
Asian	*	*	5.2
Black or African American	22	1.9	12.7
Hispanic or Latino of any race	156	13.3	26.9
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	65	5.5	3.8
White	918	78.1	51.1
English Learners	47	4.0	8.3
Eligible for Free or Reduced-Price Meals	640	54.5	43.3
Students with Disabilities[3]	223	19.0	16.0

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

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

[3] 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[4]		Suspension/Expulsion[5]	
	Count	Rate (%)	Count	Rate (%)
Female	74	14.2	10	1.7
Male	80	14.6	41	6.5
Black or African American	*	*	0	0.0
Hispanic or Latino of any race	25	17.7	*	*
White	113	13.5	42	4.4
English Learners	8	18.2	*	*
Eligible for Free or Reduced-Price Meals	123	18.8	37	4.8
Students with Disabilities	48	22.9	17	6.3
District	154	14.4	51	4.2
State		12.2		4.9

Number of students in 2018-19 qualified as truant under state statute: 97

Number of school-based arrests: 0

NOTE: In the 2019-20 school year, due to the COVID-19 pandemic, in-person classes were cancelled in mid-March; all districts switched to fully remote instruction for the remainder of the school year. Chronic absenteeism calculations are based only on in-person school days.

[4] 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.

[5] This column displays the count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	80.6
Paraprofessional Instructional Assistants	19.4
Special Education	
Teachers and Instructors	17.0
Paraprofessional Instructional Assistants	30.5
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	3.0
Counselors, Social Workers and School Psychologists	10.0
School Nurses	4.0
Other Staff Providing Non-Instructional Services/Support	52.1

¹ 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.

Educators by Race/Ethnicity

	District Count	District Percent of Total (%)	State Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	1	0.8	1.2
Black or African American	0	0.0	4.0
Hispanic or Latino of any race	1	0.8	4.1
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	1	0.8	0.1
White	120	97.6	90.4

Classroom Teacher Attendance: 2018-19

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	10.4	10.4

Instruction and Resources

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

	11th Count	11th Rate (%)	12th Count	12th Rate (%)
Black or African American	*	*	0	*
Hispanic or Latino of any race	*	*	*	*
White	35	70.0	44	78.6
English Learners	*	*	0	*
Eligible for Free or Reduced-Price Meals	25	73.5	30	69.8
Students with Disabilities	*	*	10	*
District	44	72.1	53	77.9
State		75.8		84.8

² 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 Peers³

	Count	Rate (%)
Autism	14	56.0
Emotional Disturbance	13	46.4
Intellectual Disability	*	*
Learning Disability	44	86.3
Other Health Impairment	26	66.7
Other Disabilities	*	*
Speech/Language Impairment	23	88.5
District	123	65.4
State		67.8

³ 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 2019-20
Putnam School District

Students with Disabilities by Primary Disability[1]

	District Count	District Rate (%)	State Rate (%)
Autism	27	2.5	2.0
Emotional Disturbance	28	2.6	1.1
Intellectual Disability	13	1.2	0.5
Learning Disability	51	4.6	5.7
Other Health Impairment	40	3.6	3.3
Other Disabilities	10	0.9	1.1
Speech/Language Impairment	31	2.8	1.8
All Disabilities	200	18.2	15.6

[1] 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[2]

	District Count	District Rate (%)	State Rate (%)
Public Schools in Other Districts	10	5.0	8.2
Private Schools or Other Settings	15	7.5	5.0

[2] 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[3]: 2018-19

	Total ($)	Per Pupil District ($)	Per Pupil State ($)
Instruction	$11,946,979	$9,588	$10,923
Support services - students	$1,653,242	$1,377	$1,277
Support services - instruction	$640,325	$533	$682
Support services - general administration	$752,537	$627	$467
Support services - school based administration	$1,480,522	$1,233	$1,021
Central and other support services	$670,725	$558	$679
Operation and maintenance of plant	$2,078,009	$1,730	$1,718
Student transportation services	$1,169,004	$1,211	$1,288
Food services	.	.	$12
Enterprise operations	$278,660	$232	$163
Minor school construction	.	.	$59
Total	$20,670,004	$16,589	$17,629

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

Special Education Expenditures: 2018-19

	District Total ($)	District Percent of Total (%)	State Percent of Total (%)
Teacher Salaries	$1,718,000	33.3	28.5
Instructional Aide Salaries	$608,887	11.8	10.1
Other Salaries	$224,021	4.3	11.1
Employee Benefits	$588,867	11.4	13.0
Purchased Services Other Than Transportation	$267,799	5.2	5.7
Special Education Tuition	$1,622,974	31.5	22.5
Supplies	$20,363	0.4	0.6
Property Services	$286	0.0	0.3
Purchased Services For Transportation	$97,888	1.9	8.0
Equipment	$396	0.0	0.2
All Other Expenditures	$2,527	0.0	0.1
Total	$5,152,009	100.0	100.0
Percent of Total Expenditures Used for Special Education		24.9	24.6

Expenditures by Revenue Source[4]: 2018-19

	Percent of Total (%) Excluding School Construction
Local	48.3
State	46.4
Federal	3.5
Tuition & Other	1.9

[4] 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).

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: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 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/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf

National Assessment of Educational Progress (NAEP): Percent At or Above Proficient[1]

	NAEP 2019		NAEP 2013
READING	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	32
National Public	40	33	25

[1] 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, click here.

Physical Fitness Tests: Students Reaching Health Standard

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 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/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf

Cohort Graduation: Four-Year[1]

	2018-19	
	Cohort Count[2]	Rate (%)
Black or African American	*	*
Hispanic or Latino of any race	10	*
English Learners	*	*
Eligible for Free or Reduced-Price Meals	61	88.5
Students with Disabilities	22	77.3
District	92	91.3
State		88.5

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

[2] Cohort count includes all students in the cohort as of the end of the 2018-19 school year.

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

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at:
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College Entrance and Persistence

	Class of 2019	Class of 2018
	Entrance[3]	Persistence[4]
	Rate (%)	Rate (%)
Female	62.5	81.0
Male	47.4	*
Black or African American	N/A	N/A
Hispanic or Latino of any race	*	*
White	54.5	*
English Learners	*	*
Eligible for Free or Reduced-Price Meals	46.3	73.9
Students with Disabilities	*	*
District	55.8	81.1
State	71.5	87.5

[3] 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.

[4] 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

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: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, a modified table is shown below. All indicators that were not calculated for the 2019-20 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/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf

Indicator		Index/Rate	Target	State Average Index/Rate
Progress Toward English Proficiency	Literacy	57.3%	100%	60.4%
	Oral	49.1%	100%	57.6%
Chronic Absenteeism	All Students	14.4%	<=5%	12.2%
	High Needs Students	18.3%	<=5%	18.0%
Preparation for CCR	% Taking Courses	75.2%	75%	80.4%
On-track to High School Graduation		90.9%	94%	88.4%
4-year Graduation All Students (2019 Cohort)		91.3%	94%	88.5%
6-year Graduation - High Needs Students (2017 Cohort)		87.0%	94%	84.5%
Postsecondary Entrance (Class of 2019)		55.8%	75%	71.5%
Arts Access		67.1%	60%	51.8%

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[1]	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev[2]	Is Gap an Outlier?[2]
Graduation Rate Gap	.	87.0%	.	10.9%	N

[1] 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.
[2] 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: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 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/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf

Supporting Resources:

Two-page FAQ   Detailed Presentation   Using Accountability Results to Guide Improvement

Narratives

School District Improvement Plans and Parental Outreach Activities

The Putnam Board of Education established goals to promote learning, increase student achievement, expand programs, advocate for families and increase community partnerships. Each school continues to look at student data, analyze learning gaps and develop actionable school improvement plans. Teachers develop their own personalized learning goals to coincide with the efforts outlined in each school's plan. The District included family and community members in the creation of our Portrait of a Putnam Learner. The committee examined input from all district staff as to what they felt were the three most important, distinctive traits that Putnam Public School graduates should possess. Moreover, the District SRBI/PBIS Committee met to revise its Behavioral plan for the district. This team consisted of two administrators and teacher representatives from all three schools. The focus of the Professional Learning at the start of the school year was on the function of behavior, developing proactive strategies for de-escalation and focusing on restorative practices. The mental health team continued to collaborate with CHDI to offer Cognitive Behavioral Intervention for Trauma in Schools to any student in the district who suffered from a trauma related event. The district continues to collaborate with an outside mental health agency to bring mental health services to students in PK-12. The agencies' mental health team has a school-based clinic in an effort to support students in need. The onset of COVID forced the district to rethink some of its professional learning for teachers. Suddenly, online learning was mandatory and we needed to ensure teachers had the necessary skills and tools to make it work. Initially, students received two weeks' worth of work and teachers spent the next week training in various online tools used for remote learning. It became apparent that the district needed a way to communicate with parents. To that end, the district rolled out Parent Square, an online system designed for communication. Throughout the course of distance learning, parents received messages from teachers and administration regarding assignments and decisions. Parents/guardians provided input via several online surveys. Family engagement during online instruction was necessary, but proved challenging. However, the staff was able to employ our cadre of paraprofessionals to help work around schedules, daycare, and student locations. Staff supported families in need of internet access by providing assistance with local resources. Streamlining access to assignments and instructions for students and parents helped reduce the need to toggle back and forth between various platforms, posts, and teams. Additionally, the use of asynchronous instruction incorporated teacher videos that made learning accessible and available at families' convenience. Teachers disseminated paper packets and manipulatives for students who needed them. The special education team consulted with parents and provided suggestions regarding goal related activities for social skills. The mental health team kept in contact with those students deemed at risk. The use of Zoom for direct teaching, class meetings, and lunch bunches provided further instruction and interaction with students. In the end, teachers adapted to necessary technology to meet the needs of all students,

Efforts to Reduce Racial, Ethnic and Economic Isolation

The Putnam School District prides itself on providing a quality education to all students. In supporting the core tenets of this essential goal, the Board of Education provides a wide array of opportunities allowing students to interact with students within and outside of the district. These opportunities allow students to interact with a broad assortment of community members. The high school staff developed curriculum that would have an appeal to a more diverse group of students. Multicultural Literature enables students to gain a better understanding of both their own culture and the cultures of others. The World Religions course provides the opportunity for the student to gain an in-depth insight into the diversity of religions throughout the world. The UConn ECE Cultural Anthology course examines the diverse life-ways, social arrangements, and belief systems found among human groups around the world. The new Human Rights course focuses on the structural elements of basic human rights concept and institutions, the brief history of human rights, the challenge of contemporary human rights advocacy and determine why it is important to be educated about Human Rights. A new course to help bring the study of World Language to students with significant disabilities, French Cultures, examines the culture of six French-speaking countries. In an effort to provide students with career ready skills, and collaborating with a local assisted living facility and community college, a Certified Nurse Assistant (CNA) course enables students to obtain the skills and hands-on training for CNA certification. For the 2019-20 school year, Putnam Public Schools provided breakfast for all student for no cost and lunch for students in grades K-8 at no cost. Suppers were available as well. Throughout the remote learning, food services' staff continued to provide meals for any person under the age of 18 who was a Putnam resident. As the shutdown continued, snacks became available. The numbers are as follows: March-July 2020: Breakfast: 34,666   Lunch: 34,833 Supper: 14,969 Snack: 13,529.Sept. 2019-March 15,2020: Breakfast: 90,007 Lunch: 104,986 Supper: 16,361 Snack: 0.Each school continues to operate with a School Governance Council to give parents a voice in the process.

Equitable Allocation of Resources among District Schools

The Putnam School District is committed to equitable access and resources for all students. To accomplish this, the district allocated the necessary funds to provide all students in grades 3-12, an online learning device, for the 20-21 school year. Plans to distribute devices to students, in grade PK - grade 2, will continue on a rolling basis in the future. Budget allocations for programs and schools are based on the needs of students, not on a formulate basis. The budget process is a collaborative effort between the Board of Education members and administrators to develop a budget with district needs in mind. During remote learning, the district supported families who needed computers and internet access. COVID plans included training for all teachers, regardless of school or grade level to ensure equitable practices among all schools. The district purchased programs based on building level needs, to help facilitate learning at all grade levels. There will be new online learning programs that enhance the classroom structure for blended learning and a flipped classroom model. All teachers have been receiving the same Microsoft training all summer to prepare for online learning.