

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2018–19



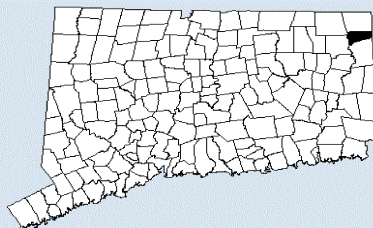
## Putnam School District

Mr. William Hull, Superintendent • 860-963-6900 • <http://www.putnam.k12.ct.us/>

### District Information

Grade Range	PK-12
Number of Schools/Programs	4
Enrollment	1,215
Per Pupil Expenditures <sup>1</sup>	\$17,192
Total Expenditures <sup>1</sup>	\$20,957,126

<sup>1</sup>Expenditure data reflect the 2017-18 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 2018-19 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](http://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, 2018 Enrollment<sup>2</sup>

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	598	49.2	48.4
Male	617	50.8	51.6
American Indian or Alaska Native	0	0.0	0.3
Asian	*	*	5.2
Black or African American	26	2.1	12.8
Hispanic or Latino of any race	144	11.9	25.8
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	54	4.4	3.6
White	975	80.2	52.4
English Learners	44	3.6	7.6
Eligible for Free or Reduced-Price Meals	780	64.2	42.1
Students with Disabilities <sup>3</sup>	221	18.2	15.4

<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.

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

### Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism <sup>4</sup>		Suspension/Expulsion <sup>5</sup>	
	Count	Rate (%)	Count	Rate (%)
Female	52	9.5	30	4.8
Male	70	12.5	61	9.3
Black or African American	*	*	*	*
Hispanic or Latino of any race	23	16.8	12	7.6
White	89	10.1	71	7.0
English Learners	6	13.6	*	*
Eligible for Free or Reduced-Price Meals	104	15.0	82	9.7
Students with Disabilities	47	23.6	38	14.4
District	122	11.0	91	7.1
State		10.4		6.7

**Number of students in 2017-18 qualified as truant under state statute: 71**

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

<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 2018-19

## Putnam School District

### Educators

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

	FTE
<b>General Education</b>	
Teachers and Instructors	81.0
Paraprofessional Instructional Assistants	18.4
<b>Special Education</b>	
Teachers and Instructors	18.0
Paraprofessional Instructional Assistants	29.5
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	3.5
School Level	5.0
<b>Library/Media</b>	
Specialists (Certified)	3.0
Support Staff	0.0
Instructional Specialists Who Support Teachers	3.8
Counselors, Social Workers and School Psychologists	10.0
School Nurses	4.0
Other Staff Providing Non-Instructional Services/Support	50.6

<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.

#### 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	3.8
Hispanic or Latino of any race	1	0.8	3.8
Native Hawaiian or Other Pacific Islander	0	0.0	0.0
Two or More Races	1	0.8	0.1
White	121	96.8	90.5

#### Classroom Teacher Attendance: 2017-18

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	9.1	10.0

### 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	*	*	10	*
White	31	59.6	58	79.5
English Learners	0	*	*	*
Eligible for Free or Reduced-Price Meals	19	48.7	39	76.5
Students with Disabilities	*	*	7	*
District	35	54.7	76	80.9
State		74.5		85.2

<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	14	53.8
Emotional Disturbance	12	46.2
Intellectual Disability	*	*
Learning Disability	44	81.5
Other Health Impairment	31	75.6
Other Disabilities	*	*
Speech/Language Impairment	21	95.5
District	124	64.9
State		67.6

<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 2018-19

## Putnam School District

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

	District		State
	Count	Rate (%)	Rate (%)
Autism	31	2.7	1.9
Emotional Disturbance	26	2.3	1.1
Intellectual Disability	13	1.1	0.5
Learning Disability	54	4.7	5.5
Other Health Impairment	42	3.7	3.2
Other Disabilities	13	1.1	1.1
Speech/Language Impairment	29	2.5	1.8
All Disabilities	208	18.1	15.0

<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	11	5.3	8.2
Private Schools or Other Settings	14	6.7	5.0

<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> 2017-18

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$12,448,724	\$10,212	\$10,545
Support services - students	\$1,586,396	\$1,351	\$1,373
Support services - instruction	\$675,876	\$576	\$644
Support services - general administration	\$701,773	\$598	\$462
Support services - school based administration	\$1,434,969	\$1,222	\$1,007
Central and other support services	\$526,657	\$449	\$671
Operation and maintenance of plant	\$2,210,280	\$1,883	\$1,629
Student transportation services	\$1,091,805	\$1,130	\$1,231
Food services	.	.	\$13
Enterprise operations	\$280,646	\$239	\$157
Minor school construction	.	.	\$65
Total	\$20,957,126	\$17,192	\$17,153

<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: 2017-18

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$1,730,818	36.5	29.7
Instructional Aide Salaries	\$536,205	11.3	9.6
Other Salaries	\$228,491	4.8	10.4
Employee Benefits	\$507,131	10.7	13.0
Purchased Services Other Than Transportation	\$205,386	4.3	5.5
Special Education Tuition	\$1,442,849	30.4	22.6
Supplies	\$48,080	1.0	0.6
Property Services	\$257	0.0	0.4
Purchased Services For Transportation	\$38,713	0.8	8.0
Equipment	.	.	0.2
All Other Expenditures	\$2,943	0.1	0.1
Total	\$4,740,871	100.0	100.0
Percent of Total Expenditures Used for Special Education		22.6	24.4

### Expenditures by Revenue Source:<sup>4</sup>

2017-18

	Percent of Total (%) Excluding School Construction
Local	45.8
State	49.3
Federal	3.4
Tuition & Other	1.5

<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 2018-19

## 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.

	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	7	*	7	*	*	*
Hispanic or Latino of any race	59	56.1	59	49.6	25	54.1
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*
Two or More Races	22	68.4	22	59.3	7	*
White	468	66.3	467	59.0	212	62.2
English Learners	26	52.4	26	47.3	13	*
Non-English Learners	537	65.9	536	58.5	241	61.7
Eligible for Free or Reduced-Price Meals	361	61.5	359	54.6	163	56.3
Not Eligible for Free or Reduced-Price Meals	202	71.9	203	63.9	91	70.0
Students with Disabilities	106	47.8	106	38.9	47	48.7
Students without Disabilities	457	69.3	456	62.4	207	64.1
High Needs	383	61.0	382	53.6	171	56.1
Non-High Needs	180	74.2	180	67.1	83	71.7
District	563	65.2	562	58.0	254	61.2

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

	NAEP 2019		NAEP 2013
	Grade 4	Grade 8	Grade 12
<b>READING</b>			
Connecticut	40	41	50
National Public	34	32	36
<b>MATH</b>			
Connecticut	45	39	32
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, [click here](#).

#### Physical Fitness Tests: Students Reaching Health Standard<sup>2</sup>

	Percent of Students by Grade <sup>3</sup> (%)				All Tested Grades	
	4	6	8	HS	Count	Rate (%)
Sit & Reach	77.8	72.9	83.0	80.3	333	78.7
Curl Up	79.2	58.8	72.0	90.8	333	74.5
Push Up	40.3	61.2	55.0	77.6	333	58.6
Mile Run/PACER	31.9	55.3	48.0	61.8	333	49.5
All Tests - District	16.7	44.7	44.0	57.9	333	41.4
All Tests - State	56.1	53.5	50.9	51.4		52.9

<sup>2</sup>The Connecticut Physical Fitness Assessment (CPFA) is administered to students in Grades 4, 6, 8 and High School (HS). 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.

<sup>3</sup>Only students assessed in all four areas are included in this calculation.

# District Profile and Performance Report for School Year 2018-19

## Putnam School District

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

	2017-18	
	Cohort Count <sup>2</sup>	Rate (%)
Black or African American	N/A	N/A
Hispanic or Latino of any race	6	*
English Learners	*	*
Eligible for Free or Reduced-Price Meals	45	86.7
Students with Disabilities	18	*
District	71	88.7
State		88.3

<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 2017-18 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	95.5	17	19.3
Male	91.4	11	15.7
Black or African American	*	0	*
Hispanic or Latino of any race	81.0	*	*
White	95.2	23	18.4
English Learners	*	0	*
Eligible for Free or Reduced-Price Meals	91.1	8	8.9
Students with Disabilities	73.3	0	0.0
District	93.7	28	17.7
State	95.9		42.6

<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.

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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 2018	Class of 2017
	Entrance <sup>5</sup>	Persistence <sup>6</sup>
	Rate (%)	Rate (%)
Female	61.8	*
Male	50.0	*
Black or African American	50.0	*
Hispanic or Latino of any race	*	*
White	*	82.6
English Learners	*	*
Eligible for Free or Reduced-Price Meals	48.9	*
Students with Disabilities	*	*
District	56.1	75.8
State	71.0	87.8

<sup>5</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>6</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 2018-19

## 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.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	65.2	75	43.5	50	87.0	67.7
	High Needs Students	61.0	75	40.7	50	81.3	58.1
Math Performance Index	All Students	58.0	75	38.6	50	77.3	63.1
	High Needs Students	53.6	75	35.8	50	71.5	52.7
Science Performance Index	All Students	61.2	75	40.8	50	81.6	63.8
	High Needs Students	56.1	75	37.4	50	74.8	54.2
ELA Academic Growth	All Students	51.2%	100%	51.2	100	51.2	59.9%
	High Needs Students	51.6%	100%	51.6	100	51.6	55.1%
Math Academic Growth	All Students	49.4%	100%	49.4	100	49.4	62.5%
	High Needs Students	46.6%	100%	46.6	100	46.6	55.2%
Progress Toward English Proficiency	Literacy	70.5%	100%	35.3	50	70.5	60.0%
	Oral	67.0%	100%	33.5	50	67.0	52.1%
Chronic Absenteeism	All Students	11.0%	<=5%	38.0	50	76.0	10.4%
	High Needs Students	14.7%	<=5%	30.6	50	61.2	16.1%
Preparation for CCR	% Taking Courses	70.3%	75%	46.8	50	93.7	80.0%
	% Passing Exams	17.7%	75%	11.8	50	23.6	42.6%
On-track to High School Graduation		89.6%	94%	47.7	50	95.3	88.0%
4-year Graduation All Students (2018 Cohort)		88.7%	94%	94.4	100	94.4	88.3%
6-year Graduation - High Needs Students (2016 Cohort)		92.6%	94%	98.5	100	98.5	83.3%
Postsecondary Entrance (Class of 2018)		56.1%	75%	74.7	100	74.7	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		99.7%   41.4%	75%	27.6	50	55.3	96.4%   52.9%
Arts Access		68.4%	60%	50.0	50	100.0	51.9%
<b>Accountability Index</b>				<b>1024.4</b>	<b>1450</b>	<b>70.6</b>	

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>
Achievement Gap Size Outlier?					N
ELA Performance Index Gap	74.2	61.0	13.2	15.4	
Math Performance Index Gap	67.1	53.6	13.5	17.6	
Science Performance Index Gap	71.7	56.1	15.6	16.1	
Graduation Rate Gap	.	92.6%	.	11.1%	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.

Subject/Student Group		Participation Rate (%) <sup>3</sup>
ELA	All Students	98.5
	High Needs Students	97.8
Math	All Students	98.3
	High Needs Students	97.6
Science	All Students	97.1
	High Needs Students	95.7

<sup>3</sup>Minimum participation standard is 95%.

### 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.

Grade 3 ELA Performance Index for Students with Disabilities:

**District: \***      **State: 51.5**

# District Profile and Performance Report for School Year 2018-19

## Putnam School District

### Narratives

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#### **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. 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. This plan is being revised for the 2019/20 school year. Teachers 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, 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 district has introduced CBITS (Cognitive Behavioral Intervention for Trauma in Schools) as a program to help students who have been exposed to trauma. The Putnam Board of Education developed 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. The Board of Education will be developing a new five-year plan in the 2019/20 school year. 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**

The Putnam Public Schools continue to be committed to providing its 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', as well as, families' horizons. Students have visited museums, zoos, theater productions, amusement parks, as well as, 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. 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 2018-19

## 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.