

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2013–14



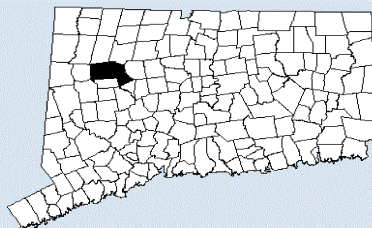
Litchfield School District

Dr. Deborah Wheeler, Superintendent • 860-567-7500 • <http://www.litchfieldschools.org>

District Information

Grade Range	PK-12
Number of Schools	4
Enrollment	992
Per Pupil Expenditures ¹	\$16,794
Total Expenditures ¹	\$17,785,045

¹Expenditure data reflect the 2012-13 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 \(Class of 2014\)](#)
(2014® The College Board)

Contents

Students.....	1
Educators.....	2
Instruction and Resources.....	2
Performance.....	4
Narratives.....	6

Notes

Unless otherwise noted, all data are for 2013-14 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](#).

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, 2013 Enrollment

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	489	49.3	48.3
Male	503	50.7	51.6
American Indian	0	0.0	0.2
Asian	19	1.9	4.6
Black or African American	6	0.6	12.9
Hispanic or Latino	43	4.3	21.2
Pacific Islander	9	0.9	0.0
White	908	91.5	58.4
Two or More Races	7	0.7	2.3
English Language Learners	*	*	5.7
Eligible for Free or Reduced-Price Meals	137	13.8	37.3
Students with Disabilities ¹	107	10.8	12.8

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	36	7.5	7	1.4
Male	36	7.3	37	7.2
Black or African American	*	*	0	*
Hispanic or Latino	*	*	*	*
White	62	7.0	*	*
English Language Learners	0	*	0	*
Eligible for Free or Reduced-Price Meals	19	14.0	10	6.6
Students with Disabilities	14	13.7	7	5.8
District	72	7.4	44	4.4
State		10.8		7.4

Number of students in 2012-13 qualified as truant under state statute: 0

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 2013-14

Litchfield School District

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	85.2
Paraprofessional Instructional Assistants	0.0
Special Education	
Teachers and Instructors	10.0
Paraprofessional Instructional Assistants	22.0
Administrators, Coordinators and Department Chairs	
District Central Office	3.0
School Level	4.2
Library/Media	
Specialists (Certified)	3.0
Support Staff	0.0
Instructional Specialists Who Support Teachers	2.0
Counselors, Social Workers and School Psychologists	7.0
School Nurses	3.0
Other Staff Providing Non-Instructional Services/Support	48.4

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

	Count	District Percent of Total (%)	State Percent of Total (%)
Asian	1	0.9	1.0
Black or African American	0	0	3.5
Hispanic	3	2.6	3.6
Native American	0	0	0.1
White	112	96.6	91.7

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
District	100.0
District Poverty Quartile: Middle	
State High Poverty Quartile Schools	97.8
State Low Poverty Quartile Schools	99.5

²Core academic classes taught by teachers who are fully certified to teach in that subject area.

Classroom Teacher Attendance: 2012-13

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	8.8	9.3

Instruction and Resources

11th and 12th Graders Who Enrolled in at Least Two Advanced Placement[®] or International Baccalaureate[®] Courses during High School³

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	N/A	N/A	N/A	N/A
Hispanic or Latino	*	*	0	0
White	12	18.8	*	*
English Language Learners	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	0	0	*	*
Students with Disabilities	0	0	0	0
District	14	20.6	16	24.2
State		14.2		26.8

³Effective 2014-15, this calculation will also include students who participate in dual enrollment courses and two or more courses within a career and technical education (CTE) concentration.

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers⁴

	Count	Rate (%)
Autism	*	*
Emotional Disturbance	*	*
Intellectual Disability	*	*
Learning Disability	42	85.7
Other Health Impairment	17	77.3
Other Disabilities	*	*
Speech/Language Impairment	18	90.0
District	83	76.1
State		69.2

⁴Ages 6-21

District Profile and Performance Report for School Year 2013-14

Litchfield School District

Students with Disabilities by Primary Disability¹

	District Count	District Rate (%)	State Rate (%)
Autism	6	0.6	1.4
Emotional Disturbance	*	*	1.0
Intellectual Disability	*	*	0.4
Learning Disability	49	4.9	4.2
Other Health Impairment	22	2.2	2.5
Other Disabilities	6	0.6	1.0
Speech/Language Impairment	21	2.1	1.9
All Disabilities	110	11.1	12.4

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District Count	District Rate (%)	State Rate (%)
Public Schools in Other Districts	*	*	2.8
Private Schools or Other Settings	*	*	8.1

²Grades K-12

Overall Expenditures:³ 2012-13

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	9,048,864	8,794	8,769
Instructional Supplies and Equipment	263,259	256	275
Improvement of Instruction and Educational Media Services	895,937	871	487
Student Support Services	1,467,166	1,426	965
Administration and Support Services	1,670,576	1,623	1,600
Plant Operation and Maintenance	1,863,712	1,811	1,472
Transportation	1,124,925	962	786
Costs of Students Tuitioned Out	1,048,971	N/A	N/A
Other	401,635	390	178
Total	17,785,045	16,794	14,642

Additional Expenditures

Land, Buildings, and Debt Service	1,639,482	1,593	1,434
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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: 2012-13

	District Total (\$)	District Percent of Total (%)	State Percent of Total (%)
Certified Personnel	1,047,476	31.8	35.6
Noncertified Personnel	501,024	15.2	14.5
Purchased Services	27,351	0.8	5.0
Tuition to Other Schools	917,905	27.8	21.4
Special Ed. Transportation	251,778	7.6	8.5
Other Expenditures	553,397	16.8	14.9
Total Expenditures	3,298,931	100.0	100.0
PK-12 Expenditures Used for Special Education		18.5	21.9

Expenditures by Revenue Source:⁴ 2012-13

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	88.1	87.0
State	8.7	9.5
Federal	2.1	2.3
Tuition & Other	1.1	1.2

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 2013-14

Litchfield School District

Performance

District Performance Index (DPI)

A District Performance Index (DPI) for the Connecticut Mastery Test (CMT) and the Connecticut Academic Performance Test (CAPT) is the test performance of all subjects tested in the respective assessment for all students in the district. The DPI ranges in value from 0 to 100 points. Connecticut's ultimate target for a DPI is 88 because in a district with a DPI of 88 or above, students will have performed at or above the 'goal' level on the majority of tests. Detailed reports of CMT and CAPT assessment results are available at www.ctreports.com. School and District Performance Reports produced by the Connecticut State Department of Education (CSDE) are also available online.

CMT	DPI				2013-14				Note: If no data are displayed for 2013-14, the district implemented the Smarter Balanced Field Test.
	2009-10	2010-11	2011-12	2012-13	Count	DPI	Target	Achieved	
Black or African American	.	.	.	.	.	.	.	.
Hispanic or Latino	.	76.1	.	85.9	.	.	.	.
English Language Learners	.	.	.	.	.	.	.	.
Eligible for Free or Reduced-Price Meals	82.4	73.4	84.9	78.5	.	.	.	.
Students with Disabilities	64.1	56.4	57.0	52.2	.	.	.	.
High Needs	73.8	65.4	70.1	66.5	.	.	.	.
District	89.8	87.0	90.2	89.0	.	.	.	.

CAPT	DPI				2013-14				Note: If no data are displayed for 2013-14, the district implemented the Smarter Balanced Field Test.
	2009-10	2010-11	2011-12	2012-13	Count	DPI	Target	Achieved	
Black or African American	
Hispanic or Latino	
English Language Learners	
Eligible for Free or Reduced-Price Meals	
Students with Disabilities	
High Needs	
District	90.5	83.4	91.2	86.6	.	.	.	.

2013 National Assessment of Educational Progress (NAEP): Percent At or Above Proficient¹

READING	Grade 4	Grade 8	Grade 12
Connecticut	43%	45%	50%
National Public	34%	34%	36%
MATH	Grade 4	Grade 8	Grade 12
Connecticut	45%	37%	32%
National Public	41%	34%	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 CMT/CAPT and NAEP. Instead, NAEP results are meant to complement CMT/CAPT results.

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	91.9	86.0	89.8	97.6	333	91.3
Curl Up	94.6	100.0	84.1	92.9	333	92.8
Push Up	81.1	75.6	83.0	89.4	333	82.3
Mile Run/PACER	82.4	76.7	71.6	87.1	333	79.3
All Tests - District	48.6	44.2	60.2	83.5	333	59.5
All Tests - State	50.2	50.7	50.3	53.9		51.1

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 2013-14

Litchfield School District

Cohort Graduation: Four-Year¹

	2012-13				2013-14
	Cohort Count ²	Rate (%)	Target ³ (%)	Target Achieved	Target ³ (%)
Black or African American	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	*	*	.		.
English Language Learners	*	*	.		.
Eligible for Free or Reduced-Price Meals	*	*	.		.
Students with Disabilities	*	*	.		.
District	88	98.9	93.7	Yes	93.7
State ⁴		85.5			

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 2013 are [available online](#).

²Cohort count includes all students in the cohort as of the end of the 2012-13 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	98.4	42	67.7
Male	80.6	41	56.9
Black or African American	N/A	N/A	N/A
Hispanic or Latino	*	*	*
White	88.2	78	61.4
English Language Learners	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	*	6	*
Students with Disabilities	*	0	*
District	88.8	83	61.9
State	72.9		37.6

⁵College readiness exams and benchmark scores are as follows:

- SAT® - composite score of 1550 or higher
- 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

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 2013	Class of 2012
	Entrance ⁷	Persistence ⁸
	Rate (%)	Rate (%)
Female	80.0	92.5
Male	59.5	93.0
Black or African American	59.5	*
Hispanic or Latino	*	*
White	69.9	92.3
English Language Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	*	*
Students with Disabilities	*	*
District	70.1	92.8
State	72.7	88.5

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

District Profile and Performance Report for School Year 2013-14

Litchfield School District

Narratives

School District Improvement Plans and Parental Outreach Activities

The Litchfield Public School District continues to show solid student performance in the Connecticut Mastery Tests and Connecticut Academic Performance Test. The district has achieved excellent SPI/DPI baseline ratings. This level of performance is evidence of sustained improvements and growth-over-time by students as they move through the system. While this level of achievement may be very good, continuing improvement, particularly for advanced-band students, is necessary to reach our expectation that all students will graduate with skills that prepare them to succeed in their college and career endeavors.

While student performance in Litchfield is commendable in many ways, improving student performance continues to be one of the district's priorities. The district has completed an extensive revision of the program of studies, instructional methodologies, and alignment to the Common Core Standards, PreK-12, to promote better student learning. This year a team of teachers have formed a committee to purchase a new common-core aligned math curriculum for pre-K – grade 5. The committee has representatives from all grade levels, as well as the middle and high school. Litchfield High School has started to use on-line learning opportunities to expand programming for students. A Literacy and Mathematics Supplemental Skills program is provided at all grade levels, along with a Basic Skills program at the middle school and Academic labs at the high school, to ensure that all students attain expected levels of performance.

Litchfield is expanding its pre-school program, offering more seats to 3- and 4-year-old community peers, thereby strengthening the overall transition to kindergarten. There is strong data to support preschoolers in our own program perform better through 3rd grade than those who did not participate in preschool with us. In the area of special education, Litchfield continues to educate all students in the least restrictive environment. Only in extraordinary circumstances will an outside placement be considered. An added focus is on the encouragement of our students with disabilities to participate not only in regular classes but in appropriate school sponsored extracurricular activities. The involvement of families and adult students in the development of meaningful IEP objectives and transition activities will continue to be an important focus area. Emphasis is placed on the formulation of program modifications, adaptations, and instructional strategies so the completed IEPs are meaningful to the parents and regular education teachers, including the teachers of art, music, and physical education.

Efforts to Reduce Racial, Ethnic and Economic Isolation

The Litchfield Public School District provide opportunities for students to interact with students from other districts as part of an effort to reduce racial, ethnic, and economic isolation. Several different initiatives are intended to promote improved understanding and sensitivity to individuals from different backgrounds. Litchfield High School's "Peer Educators" contribute to understanding teenage issues. Prominent among those issues is diversity. Programs, such as this, provide opportunities for LHS students to interact with students of diverse cultural, racial, and economic backgrounds. Litchfield High School's very active Interact Service Club is sponsored by the Litchfield/Morris Rotary club with the goal of developing service projects that benefit people in our town and in our world. Students from Litchfield High School enroll in the Greater Hartford Academy of the Arts along with students from numerous other districts. Litchfield Intermediate School students will participate again this year in an inter-district collaborative grant funded program with a sister school in Torrington.

Litchfield students at all grade levels have participated in activities including cultural enrichment programs, studying Native American culture, reading about diverse cultures, participating in special programs such as "Partners in Science" and the UCONN "Mini Med School," and music and robotics competitions, regionally and throughout New England.

As a small school district in rural Northwestern Connecticut, located an hour from Hartford, the Litchfield Public Schools continue to make a conscientious effort to enhance student awareness and understanding of all types of diversity to assist students to be better prepared to be a part of the state, national, and global community

District Profile and Performance Report for School Year 2013-14

Litchfield School District

Equitable Allocation of Resources among District Schools

The Litchfield Public School District equitably allocates resources among all the schools in the system. Programs, supplies, and services are provided to students in each school in a fair and uniform manner appropriate to the learning and developmental needs of students at the elementary, intermediate, middle, and high school levels.

In addition to instructional and other resources, the district and the town collaborate on maintenance and custodial services to ensure that all students in the district are educated in school facilities that are appropriate to the educational programs offered and that are safe, healthy, and pleasant.

The allocation of resources within the district is reviewed annually during the budget development process. The school administration and the Board of Education evaluate the needs of the district and each school to address the educational needs of each school. Finally, the voters in the town approve the annual budget