Connecticut State Department of Education

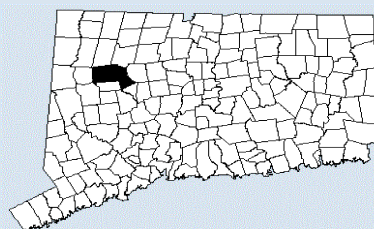# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2014–15

CSDE
CONNECTICUT STATE
DEPARTMENT OF EDUCATION

Litchfield School District

Dr. Herbert Pandiscio, Superintendent • 860-567-7500 • http://www.litchfieldschools.org

District Information

Grade Range	PK-12
Number of Schools/Programs	4
Enrollment	983
Per Pupil Expenditures[1]	$17,443
Total Expenditures[1]	$17,652,553

[1]Expenditure data reflect the 2013-14 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 2015)
(2015® The College Board)

Contents

Notes

Unless otherwise noted, all data are for 2014-15 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 (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, 2014 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	467	47.5	48.3
Male	516	52.5	51.6
American Indian or Alaska Native	*	*	0.2
Asian	16	1.6	4.7
Black or African American	*	*	12.9
Hispanic or Latino	43	4.4	22.1
Pacific Islander	9	0.9	0.0
Two or More Races	8	0.8	2.5
White	899	91.5	57.2
English Language Learners	*	*	6.3
Eligible for Free or Reduced-Price Meals	131	13.3	37.6
Students with Disabilities[1]	114	11.6	13.3

[1]Students 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	28	6.1	8	1.7
Male	33	6.5	40	7.5
Black or African American	0	*	*	*
Hispanic or Latino	*	*	*	*
White	56	6.4	42	4.6
English Language Learners	0	*	0	*
Eligible for Free or Reduced-Price Meals	15	13.6	9	6.5
Students with Disabilities	18	15.9	14	10.6
District	61	6.3	48	4.8
State		10.6		7.2

Number of students in 2013-14 qualified as truant under state statute: 23

[2]A 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.

[3]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	79.2
Paraprofessional Instructional Assistants	0.0
Special Education	
Teachers and Instructors	10.0
Paraprofessional Instructional Assistants	23.0
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	3.0
Counselors, Social Workers and School Psychologists	6.9
School Nurses	3.0
Other Staff Providing Non-Instructional Services/Support	40.8

[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		State
	Count	Percent of Total (%)	Percent of Total (%)
American Indian or Alaska Native	1	0.9	0.1
Asian	1	0.9	1.0
Black or African American	0	0.0	3.5
Hispanic or Latino	3	2.7	3.5
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.0
White	107	95.5	91.8

Classes Taught by Highly Qualified Teachers[2]

	Percent of Total (%)
District	100.0
District Poverty Quartile: Middle	
State High Poverty Quartile Schools	97.9
State Low Poverty Quartile Schools	99.6

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

Classroom Teacher Attendance: 2013-14

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	6.6	9.2

Instruction and Resources

11th and 12th Graders Enrolled in
College-and-Career-Readiness Courses during High School[3]

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	N/A	N/A	N/A	N/A
Hispanic or Latino	*	*	*	*
White	37	48.7	50	74.6
English Language Learners	*	*	0	0.0
Eligible for Free or Reduced-Price Meals	*	*	*	*
Students with Disabilities	*	*	6	*
District	41	48.8	53	72.6
State		58.4		73.8

[3]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[4]

	Count	Rate (%)
Autism	*	*
Emotional Disturbance	*	*
Intellectual Disability	N/A	N/A
Learning Disability	41	89.1
Other Health Impairment	23	88.5
Other Disabilities	0	0
Speech/Language Impairment	14	*
District	86	79.6
State		69.7

[4]Ages 6-21

Students with Disabilities by Primary Disability[1]

	District		State
	Count	Rate (%)	Rate (%)
Autism	*	*	1.5
Emotional Disturbance	*	*	1.0
Intellectual Disability	0	0.0	0.5
Learning Disability	46	4.7	4.4
Other Health Impairment	27	2.8	2.6
Other Disabilities	9	0.9	1.0
Speech/Language Impairment	19	1.9	1.9
All Disabilities	114	11.7	13.0

[1]Grades K-12

Students with Disabilities Placed Outside of the District[2]

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	7	6.1	8.1
Private Schools or Other Settings	6	5.3	5.4

[2]Grades K-12

Overall Expenditures:[3] 2013-14

		Per Pupil	
	Total ($)	District ($)	State ($)
Instructional Staff and Services	9,186,243	9,326	9,134
Instructional Supplies and Equipment	200,177	203	334
Improvement of Instruction and Educational Media Services	964,004	979	498
Student Support Services	1,312,302	1,332	1,001
Administration and Support Services	1,651,773	1,677	1,694
Plant Operation and Maintenance	1,896,620	1,926	1,572
Transportation	1,140,301	946	813
Costs of Students Tuitioned Out	872,138	N/A	N/A
Other	428,995	436	186
Total	17,652,553	17,443	15,289
Additional Expenditures			
Land, Buildings, and Debt Service	1,556,584	1,580	1,272

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

Special Education Expenditures: 2013-14

	District		State
	Total ($)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	1,153,257	36.4	35.1
Noncertified Personnel	516,767	16.3	14.2
Purchased Services	105,928	3.3	5.2
Tuition to Other Schools	697,683	22.0	22.0
Special Ed. Transportation	165,507	5.2	8.6
Other Expenditures	528,364	16.7	14.9
Total Expenditures	3,167,506	100.0	100.0

Expenditures by Revenue Source:[4] 2013-14

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	89.0	88.1
State	8.9	9.7
Federal	1.9	2.0
Tuition & Other	0.2	0.2

[4]Revenue 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).

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	8	*	8	*	*	*
Black or African American	*	*	*	*	*	*
Hispanic or Latino	27	64.9	26	57.6	8	*
Native Hawaiian or Other Pacific Islander	9	*	9	*	*	*
Two or More Races	*	*	*	*	*	*
White	495	75.4	496	69.6	219	67.7
English Language Learners	*	*	*	*	N/A	N/A
Non-English Language Learners	*	*	*	*	236	67.9
Eligible for Free or Reduced-Price Meals	67	64.2	66	59.2	30	60.6
Not Eligible for Free or Reduced-Price Meals	482	76.5	483	70.8	206	69.0
Students with Disabilities	81	55.1	81	51.2	26	52.3
Students without Disabilities	468	78.4	468	72.6	210	69.8
High Needs	125	61.1	124	56.4	46	57.1
Non-High Needs	424	79.1	425	73.2	190	70.5
District	549	75.0	549	69.4	236	67.9

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

	NAEP 2015		NAEP 2013
READING	Grade 4	Grade 8	Grade 12
Connecticut	43%	43%	50%
National Public	35%	33%	36%
MATH	Grade 4	Grade 8	Grade 12
Connecticut	41%	36%	32%
National Public	39%	32%	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 student subgroup performance on NAEP, click here.

Physical Fitness Tests: Students Reaching Health Standard[2]

	Percent of Students by Grade[3] (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	91.3	88.8	92.0	94.4	308	91.6
Curl Up	100.0	95.0	86.4	97.2	308	94.2
Push Up	78.3	87.5	83.0	87.3	308	84.1
Mile Run/PACER	72.5	82.5	83.0	95.8	308	83.4
All Tests - District	62.3	67.5	62.5	81.7	308	68.2
All Tests - State	50.8	51.0	50.3	51.9		51.0

[2]The 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.

[3]Only students assessed in all four areas are included in this calculation.

Cohort Graduation: Four-Year[1]

	2013-14				2014-15
	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	N/A	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	*	*	.		.
Students with Disabilities	*	*	.		.
District	69	92.8	93.7	No	93.7
State[4]		87.0			

[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. Statewide, district and school results for cohorts of 2010 through 2013 are available online.

[2]Cohort count includes all students in the cohort as of the end of the 2013-14 school year.

[3]Targets are calculated when there are at least 20 students in a cohort in the base year (i.e., 2010-11).

[4]Targets are not displayed at the state level.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam[5]

	Participation[6]	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	88.2	40	58.8
Male	69.7	45	50.6
Black or African American	N/A	N/A	N/A
Hispanic or Latino	*	*	*
White	78.3	79	55.2
English Language Learners	*	0	*
Eligible for Free or Reduced-Price Meals	*	*	*
Students with Disabilities	*	0	*
District	77.7	85	54.1
State	67.2		37.3

[5]College 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
- Smarter Balanced - Level 3 or higher on both ELA and math

[6]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 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.
Copyright © 2015 ACT, Inc. www.act.org
IB® statistics derived from data provided by the International Baccalaureate Organization.
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College Entrance and Persistence

	Class of 2014	Class of 2013
	Entrance[7] Rate (%)	Persistence[8] Rate (%)
Female	84.8	91.9
Male	87.1	84.0
Black or African American	N/A	N/A
Hispanic or Latino	*	*
White	85.2	88.1
English Language Learners	85.2	*
Eligible for Free or Reduced-Price Meals	*	*
Students with Disabilities	*	*
District	85.9	88.7
State	72.6	88.8

[7]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.

[8]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

These statistics are the first 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	75.0	75	100.0	100	100.0	67.9
	High Needs Students	61.1	75	81.5	100	81.5	56.7
Math Performance Index	All Students	69.4	75	92.5	100	92.5	59.3
	High Needs Students	56.4	75	75.2	100	75.2	47.8
Science Performance Index	All Students	67.9	75	90.5	100	90.5	56.5
	High Needs Students	57.1	75	76.2	100	76.2	45.9
Chronic Absenteeism	All Students	6.3%	<=5%	47.3	50	94.6	10.6%
	High Needs Students	14.2%	<=5%	31.6	50	63.2	17.3%
Preparation for CCR	% Taking Courses	59.9%	75%	39.9	50	79.8	66.1%
	% Passing Exams	54.1%	75%	36.1	50	72.2	37.3%
On-track to High School Graduation		90.1%	94%	47.9	50	95.8	85.6%
4-year Graduation All Students (2014 Cohort)		92.8%	94%	98.7	100	98.7	87.0%
6-year Graduation - High Needs Students (2012 Cohort)		N/A	94%	0.0	0	0.0	77.6%
Postsecondary Entrance (Class of 2014)		85.9%	75%	100.0	100	100.0	72.8%
Physical Fitness (estimated part rate) and (fitness rate)		95.7% | 68.2%	75%	45.5	50	90.9	87.6% | 51.0%
Arts Access		31.6%	60%	26.3	50	52.6	45.7%
Accountability Index				**989.1**	**1150**	**86.0**	

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	75.0	61.1	13.9	17.3	
Math Performance Index Gap	73.2	56.4	16.8	19.6	
Science Performance Index Gap	70.5	57.1	13.4	17.2	
Graduation Rate Gap	.	.	.	15.2%	N

[1]If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for graduation rate), then the ultimate target is displayed and used for gap calculations.

[2]If the size of the gap exceeds the state mean gap plus one standard deviation, then the gap is an outlier.

Subject/Subgroup		Participation Rate (%)
ELA	All Students	98.6
	High Needs Students	100.0
Math	All Students	98.6
	High Needs Students	99.2
Science	All Students	100.0
	High Needs Students	100.0

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: 79.2   **State: 50.1**

Supporting Resources
Two-page FAQ
Detailed Presentation
Using Accountability Results to Guide Improvement: comprehensive documentation and supports

Narratives

School District Improvement Plans and Parental Outreach Activities

The Litchfield Schools continue to show solid student performance in our benchmark assessments and on the first SBAC testing in spring 2015. With 70% or more students at goal and as high as 94% meeting our unit benchmarks, we have evidence of sustained improvements and growth-over-time by students as they move through the system. We look at the data on the percentage of students scoring in the advanced band, as well, in an effort to evaluate our differentiation for high-end students, as well as those who struggle. At the high school, the excellent SAT and AP scores, in conjunction with the excellent attrition data for both 2-year and 4-year college attendees, speak to excellence in programming.

The district has completed an extensive revision Pre-K-12, aligning curriculum to the Common Core Standards. Last year the district purchased a new common-core aligned math curriculum for K-5, EnvisionMath2.0 and enough technology to support its implementation. This year a new curriculum committee with representatives from a variety of content areas and Special Education has begun discussing a new curriculum mapping tool and the template to help standardize both the curriculum and our focus on differentiation.

In addition, to better address student's individual needs, Litchfield High School has begun successfully using on-line learning opportunities to expand its programming opportunities. The BOE has also approved an alternative high school experience for students at-risk of dropping out of the traditional program. The new program will provide a small, positive, well-structured learning environment that capitalizes on work study, internships, adult mentoring, and career-readiness. Candidates for this program might include students who are at-risk of dropping out of high school because they may be habitually disengaged, have attendance issues, suffer from social anxiety, have difficulty with compliance, or are facing any one of a number of complex life circumstances.

We have a newly revised SRBI team is meeting regularly to standardize the 6-week benchmarks, data forms, and communication tools for teachers and parents regarding the tiered interventions. We provide highly-trained paraprofessionals and certified reading tutors in grades pre-K to 6 and host academic learning labs at the high school, to ensure that all students attain expected levels of performance. A new Dean of Students is charged with the responsibility of coordinating programming and supports for students whose minor disciplinary infractions, attendance, and academic lapses are interfering with their success; his afterschool responsibilities to coordinate support services for athletes with school support personnel and coaches.

Last year, Litchfield significantly expanded its pre-school program, offering more seats to 3- and 4-year-old community peers, thereby strengthening the overall transition to kindergarten. The Center School principal has strong data to support preschoolers in our own program perform better through 3rd grade than those who did not participate in preschool with us. An additional expansion is planned for this year.

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

Efforts to Reduce Racial, Ethnic and Economic Isolation

The Litchfield Schools provide opportunities for students to interact with others 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, including our 1-to-1 laptop initiative which has connected students to the Internet and a wealth of virtual experiences all day long. We are also in the midst of exploring a sister school relationship with China beginning with the 2016 – 2017 school year.

Litchfield High School's "Peer Educators" contribute to understanding teenage issues. This year they began writing and presenting skits for the younger grades. Prominent among the issues they address are acceptance of differences and diversity. Programs, such as this, provide opportunities for LHS students to interact with students of diverse cultural, racial, and economic backgrounds. Litchfield also worked with Calvin Terrell this year, and started a club called The Change to continue the socio-centric work they began under his guidance.

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, Oliver Wolcott Tech, and Wamogo 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 st

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.