Connecticut State Department of Education

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2016–17

Litchfield School District

Ms. Sherri Turner, Superintendent • 860-567-7500 • http://www.litchfieldschools.org

District Information

Grade Range	PK-12
Number of Schools/Programs	4
Enrollment	946
Per Pupil Expenditures[1]	$19,626
Total Expenditures[1]	$19,095,647

[1]*Expenditure data reflect the 2015-16 year.*
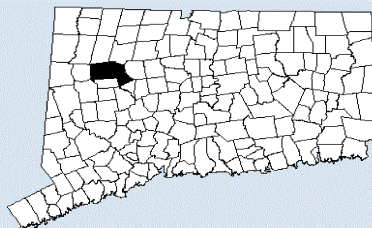
Community Information

CERC Town Profiles provide summary demographic and economic information for Connecticut's municipalities

Related Reports/Publications

CT Reports (CMT/CAPT)
Special Education Annual Performance Reports
SAT®, AP®, PSAT® Report by High School (Class of 2017)
(2017® The College Board)

Contents

Notes

Unless otherwise noted, all data are for 2016-17 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 ensure student confidentiality.

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

Students

October 1, 2016 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	448	47.4	48.4
Male	498	52.6	51.6
American Indian or Alaska Native	0	0.0	0.3
Asian	13	1.4	5.1
Black or African American	10	1.1	12.9
Hispanic or Latino	49	5.2	24.0
Pacific Islander	9	1.0	0.1
Two or More Races	11	1.2	2.9
White	854	90.3	54.8
English Learners	*	*	6.8
Eligible for Free or Reduced-Price Meals	142	15.0	35.9
Students with Disabilities[1]	133	14.1	14.3

[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	44	10.2	10	2.2
Male	45	9.3	28	5.5
Black or African American	0	*	*	*
Hispanic or Latino	6	12.2	*	*
White	81	9.8	33	3.8
English Learners	0	*	0	*
Eligible for Free or Reduced-Price Meals	18	15.9	7	4.8
Students with Disabilities	15	11.3	12	7.9
District	89	9.7	38	4.0
State		9.9		6.7

Number of students in 2015-16 qualified as truant under state statute: Fewer than 6

Number of school-based arrests: 0

[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	80.7
Paraprofessional Instructional Assistants	4.0
Special Education	
Teachers and Instructors	12.0
Paraprofessional Instructional Assistants	22.0
Administrators, Coordinators and Department Chairs	
District Central Office	3.0
School Level	5.9
Library/Media	
Specialists (Certified)	2.0
Support Staff	0.0
Instructional Specialists Who Support Teachers	2.0
Counselors, Social Workers and School Psychologists	9.0
School Nurses	3.0
Other Staff Providing Non-Instructional Services/Support	44.6

[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	0	0.0	0.1
Asian	1	0.9	1.0
Black or African American	0	0.0	3.6
Hispanic or Latino	3	2.6	3.6
Pacific Islander	0	0.0	0.0
Two or More Races	2	1.7	0.1
White	109	94.8	91.4

Classroom Teacher Attendance: 2015-16

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	7.7	9.6

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	0	0.0	*	*
Hispanic or Latino	0	0.0	*	*
White	33	54.1	52	69.3
English Learners	0	0.0	0	0.0
Eligible for Free or Reduced-Price Meals	*	*	*	*
Students with Disabilities	*	*	6	*
District	36	55.4	55	68.8
State		63.6		77.5

[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	44	86.3
Other Health Impairment	25	80.6
Other Disabilities	*	*
Speech/Language Impairment	8	*
District	88	73.3
State		68.2

[4]Ages 6-21

Students with Disabilities by Primary Disability[1]

	District Count	District Rate (%)	State Rate (%)
Autism	11	1.2	1.7
Emotional Disturbance	9	1.0	1.0
Intellectual Disability	0	0.0	0.5
Learning Disability	51	5.5	4.9
Other Health Impairment	32	3.5	2.9
Other Disabilities	14	1.5	1.1
Speech/Language Impairment	14	1.5	1.8
All Disabilities	131	14.2	13.9

[1]Grades K-12

Overall Expenditures:[3] 2015-16

	Total ($)	Per Pupil District ($)	Per Pupil State ($)
Instructional Staff and Services	9,630,127	10,021	9,663
Instructional Supplies and Equipment	224,651	234	321
Improvement of Instruction and Educational Media Services	896,276	933	578
Student Support Services	1,766,633	1,838	1,103
Administration and Support Services	1,877,979	1,954	1,861
Plant Operation and Maintenance	1,939,153	2,018	1,637
Transportation	1,209,612	1,177	877
Costs of Students Tuitioned Out	1,087,694	N/A	N/A
Other	463,522	482	201
Total	19,095,647	19,626	16,236
Additional Expenditures			
Land, Buildings, and Debt Service	1,809,589	1,883	1,749

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

Special Education Expenditures: 2015-16

	District Total ($)	District Percent of Total (%)	State Percent of Total (%)
Certified Personnel	1,194,475	36.4	34.6
Noncertified Personnel	390,322	11.9	14.6
Purchased Services	112,417	3.4	5.8
Tuition to Other Schools	926,011	28.2	21.8
Special Ed. Transportation	210,308	6.4	8.5
Other Expenditures	446,912	13.6	14.7
Total Expenditures	3,280,445	100.0	100.0

Expenditures by Revenue Source:[4] 2015-16

	Percent of Total (%) Including School Construction	Percent of Total (%) Excluding School Construction
Local	88.7	87.7
State	8.4	9.2
Federal	2.8	3.0
Tuition & Other	0.1	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	0	N/A	0	N/A	*	*
Hispanic or Latino	20	73.1	19	*	*	*
Native Hawaiian or Other Pacific Islander	7	*	7	*	*	*
Two or More Races	6	*	6	*	*	*
White	418	76.1	419	73.8	204	67.2
English Learners	0	N/A	0	N/A	0	N/A
Non-English Learners	459	76.4	459	74.2	221	67.4
Eligible for Free or Reduced-Price Meals	62	67.7	62	66.0	30	68.3
Not Eligible for Free or Reduced-Price Meals	397	77.7	397	75.5	191	67.3
Students with Disabilities	72	54.3	71	55.8	30	53.2
Students without Disabilities	387	80.5	388	77.6	191	69.6
High Needs	113	61.0	112	61.3	54	61.3
Non-High Needs	346	81.4	347	78.4	167	69.4
District	459	76.4	459	74.2	221	67.4

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	98.0	84.6	84.1	90.1	269	88.5
Curl Up	86.3	72.3	96.3	93.0	269	87.7
Push Up	78.4	80.0	82.9	78.9	269	80.3
Mile Run/PACER	90.2	87.7	84.1	84.5	269	86.2
All Tests - District	66.7	56.9	73.2	59.2	269	64.3
All Tests - State	52.8	51.4	51.4	50.6		51.6

[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]

	2015-16	
	Cohort Count[2]	Rate (%)
Black or African American	0	0
Hispanic or Latino	*	*
English Learners	*	*
Eligible for Free or Reduced-Price Meals	*	*
Students with Disabilities	*	*
District	85	96.5
State		87.4

[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 2015-16 school year.

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

	Participation[6]	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	98.4	41	66.1
Male	96.4	50	60.2
Black or African American	*	*	*
Hispanic or Latino	*	*	*
White	97.8	84	61.8
English Learners	*	0	*
Eligible for Free or Reduced-Price Meals	*	6	*
Students with Disabilities	86.4	*	*
District	97.2	91	62.8
State	96.1		43.5

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

[4]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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IB® statistics derived from data provided by the International Baccalaureate Organization.
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College Entrance and Persistence

	Class of 2016	Class of 2015
	Entrance[7]	Persistence[8]
	Rate (%)	Rate (%)
Female	89.5	100.0
Male	66.7	89.3
Black or African American	N/A	N/A
Hispanic or Latino	*	*
White	77.3	93.9
English Learners	*	*
Eligible for Free or Reduced-Price Meals	*	*
Students with Disabilities	*	*
District	77.1	94.2
State	72.0	88.5

[5]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.

[6]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.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	76.4	75	50.0	50	100.0	67.1
	High Needs Students	61.0	75	40.7	50	81.3	55.9
Math Performance Index	All Students	74.2	75	49.5	50	99.0	62.2
	High Needs Students	61.3	75	40.9	50	81.8	50.5
Science Performance	All Students	67.4	75	44.9	50	89.9	55.3
	High Needs Students	61.3	75	40.9	50	81.7	45.2
ELA Academic Growth	All Students	58.5%	100%	58.5	100	58.5	55.4%
	High Needs Students	45.1%	100%	45.1	100	45.1	49.8%
Math Academic Growth	All Students	70.1%	100%	70.1	100	70.1	61.7%
	High Needs Students	59.0%	100%	59.0	100	59.0	53.7%
Chronic Absenteeism	All Students	9.7%	<=5%	40.6	50	81.1	9.9%
	High Needs Students	13.3%	<=5%	33.3	50	66.7	15.8%
Preparation for CCR	% Taking Courses	62.8%	75%	41.8	50	83.7	70.7%
	% Passing Exams	62.8%	75%	41.8	50	83.7	43.5%
On-track to High School Graduation		99.4%	94%	50.0	50	100.0	87.8%
4-year Graduation All Students (2016 Cohort)		96.5%	94%	100.0	100	100.0	87.4%
6-year Graduation - High Needs Students (2014		N/A	94%	0.0	0	0.0	82.0%
Postsecondary Entrance (Class of 2016)		77.1%	75%	100.0	100	100.0	72.0%
Physical Fitness (estimated part rate) and (fitness		96.4%	64.3%	75%	42.9	50	85.7	92.0%	51.6%
Arts Access		72.4%	60%	50.0	50	100.0	50.5%
Accountability Index				**999.9**	**1250**	**80.0**	

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	61.0	14.0	16.7	
Math Performance Index Gap	75.0	61.3	13.7	18.7	
Science Performance Index Gap	69.4	61.3	8.1	16.6	
Graduation Rate Gap	.	.	.	12.0%	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.

Subject/Subgroup		Participation Rate (%)[3]
ELA	All Students	98.8
	High Needs Students	100.0
Math	All Students	98.8
	High Needs Students	99.2
Science	All Students	99.6
	High Needs Students	98.3

[3]Minimum participation standard is 95%.

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: *   **State: 50.2**

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 SBAC testing in spring 2016. 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. The district began implementation of year 3 in EnvisionMath2.0 in grades K-5 and continues to effectively support this implementation with technology. We continue to utilize a curriculum mapping tool and template to help standardize both the curriculum and our focus on differentiation.

To better address student's individual needs, Litchfield High School successfully using on-line learning to expand its programming opportunities. The Legacy Program is an alternative high school experience for students at-risk of dropping out of the traditional program. The program provides a small, positive, well-structured learning environment that capitalizes on work study, internships, adult mentoring, and career-readiness. Candidates for this program 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 other complex life circumstances.

We continue to revise our SRBI processes and meet regularly to standardize benchmarks, data forms, and communication tools for teachers and parents regarding tiered interventions. We provide highly-trained paraprofessionals and certified reading teachers 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 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.

Litchfield continues to support its preschool program, offering more seats to 3- and 4-year-old community peers, and strengthening the overall transition to kindergarten. We have 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 ed, Litchfield continues to educate all students in the least restrictive environment. 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 a 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 ed teachers

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 continue to explore a sister school relationship with China hopefully to begin in the near future.

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 has also worked with Calvin Terrell, 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 participate 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.

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 maintains a focus 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 all educational needs Finally, the voters in the town approve the annual budget.