

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2015–16



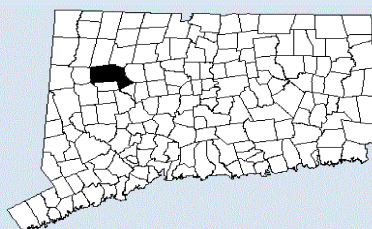
Litchfield School District

Ms. Lynn McMullin, Superintendent • 860-567-7500 • <http://www.litchfieldschools.org>

District Information

Grade Range	PK-12
Number of Schools/Programs	4
Enrollment	971
Per Pupil Expenditures ¹	\$18,115
Total Expenditures ¹	\$18,205,748

¹Expenditure data reflect the 2014-15 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 \(Class of 2016\)](#)
 (2016® The College Board)

Contents

Students.....	1
Educators.....	2
Instruction and Resources.....	2
Performance and Accountability.....	4
Narratives.....	7

Notes

Unless otherwise noted, all data are for 2015-16 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, 2015 Enrollment

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	453	46.7	48.3
Male	518	53.3	51.6
American Indian or Alaska Native	0	0.0	0.2
Asian	18	1.9	4.9
Black or African American	*	*	12.8
Hispanic or Latino	48	4.9	23.0
Pacific Islander	*	*	0.0
Two or More Races	10	1.0	2.7
White	882	90.8	55.9
English Learners	*	*	6.4
Eligible for Free or Reduced-Price Meals	102	10.5	38.0
Students with Disabilities ¹	118	12.2	13.7

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	29 6.7	* *
Male	56 11.3	* *
Black or African American	0 *	* *
Hispanic or Latino	* *	* *
White	78 9.3	43 4.9
English Learners	0 *	0 *
Eligible for Free or Reduced-Price Meals	22 18.0	13 9.0
Students with Disabilities	18 15.3	10 6.9
District	85 9.2	48 4.9
State	9.6	7.0

Number of students in 2014-15 qualified as truant under state statute: Fewer than 6

Number of school-based arrests: 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 2015-16

Litchfield School District

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	83.7
Paraprofessional Instructional Assistants	0.0
Special Education	
Teachers and Instructors	11.6
Paraprofessional Instructional Assistants	22.0
Administrators, Coordinators and Department Chairs	
District Central Office	3.0
School Level	5.2
Library/Media	
Specialists (Certified)	3.0
Support Staff	0.0
Instructional Specialists Who Support Teachers	2.0
Counselors, Social Workers and School Psychologists	8.0
School Nurses	3.0
Other Staff Providing Non-Instructional Services/Support	44.8

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 (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	1	0.9	1.0
Black or African American	0	0.0	3.5
Hispanic or Latino	2	1.7	3.5
Pacific Islander	0	0.0	0.0
Two or More Races	1	0.9	0.1
White	114	96.6	91.7

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
District	99.0
District Poverty Quartile: Low	
State High Poverty Quartile Schools	97.6
State Low Poverty Quartile Schools	99.6

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

Classroom Teacher Attendance: 2014-15

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	14.4	9.4

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School³

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	0	0.0	0	0.0
Hispanic or Latino	0	0.0	*	*
White	20	26.7	45	57.7
English Learners	0	0.0	*	*
Eligible for Free or Reduced-Price Meals	*	*	*	*
Students with Disabilities	*	*	*	*
District	20	25.3	51	58.6
State		61.2		73.9

³College-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 Peers⁴

	Count	Rate (%)
Autism	*	*
Emotional Disturbance	*	*
Intellectual Disability	N/A	N/A
Learning Disability	39	88.6
Other Health Impairment	21	84.0
Other Disabilities	*	*
Speech/Language Impairment	15	*
District	84	77.8
State		68.8

⁴Ages 6-21

District Profile and Performance Report for School Year 2015-16

Litchfield School District

Students with Disabilities by Primary Disability¹

	District Count	District Rate (%)	State Rate (%)
Autism	10	1.0	1.6
Emotional Disturbance	6	0.6	1.0
Intellectual Disability	0	0.0	0.5
Learning Disability	45	4.7	4.6
Other Health Impairment	25	2.6	2.8
Other Disabilities	12	1.3	1.0
Speech/Language Impairment	15	1.6	1.9
All Disabilities	113	11.8	13.4

¹Grades K-12

Overall Expenditures:³ 2014-15

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	9,282,921	9,501	9,387
Instructional Supplies and Equipment	322,591	330	318
Improvement of Instruction and Educational Media Services	1,055,300	1,080	541
Student Support Services	1,517,648	1,553	1,048
Administration and Support Services	1,754,519	1,796	1,790
Plant Operation and Maintenance	1,836,805	1,880	1,608
Transportation	1,147,286	925	845
Costs of Students Tuitioned Out	809,256	N/A	N/A
Other	479,422	491	194
Total	18,205,748	18,115	15,762

Additional Expenditures

Land, Buildings, and Debt Service	1,993,486	2,040	1,524
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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: 2014-15

	District Total (\$)	District Percent of Total (%)	State Percent of Total (%)
Certified Personnel	1,136,930	37.8	35.1
Noncertified Personnel	511,501	17.0	14.5
Purchased Services	99,088	3.3	5.5
Tuition to Other Schools	633,292	21.1	21.6
Special Ed. Transportation	150,857	5.0	8.3
Other Expenditures	476,296	15.8	15.0
Total Expenditures	3,007,964	100.0	100.0

Expenditures by Revenue Source:⁴

2014-15

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	88.8	88.9
State	9.4	9.2
Federal	1.7	1.9
Tuition & Other	0.1	0.1

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 2015-16

Litchfield 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	8	*	8	*	*	*
Black or African American	*	*	*	*	*	*
Hispanic or Latino	27	76.6	27	69.4	14	*
Native Hawaiian or Other Pacific Islander	8	*	8	*	*	*
Two or More Races	*	*	*	*	*	*
White	456	76.9	456	72.0	195	68.6
English Learners	0	N/A	0	N/A	0	N/A
Non-English Learners	507	77.2	507	72.2	221	68.4
Eligible for Free or Reduced-Price Meals	74	69.0	74	62.6	27	65.2
Not Eligible for Free or Reduced-Price Meals	433	78.6	433	73.9	194	68.8
Students with Disabilities	90	59.3	90	55.4	40	58.7
Students without Disabilities	417	81.0	417	75.9	181	70.5
High Needs	138	65.5	138	60.5	55	62.0
Non-High Needs	369	81.6	369	76.6	166	70.5
District	507	77.2	507	72.2	221	68.4

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

	NAEP 2015		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	43%	43%	50%
National Public	35%	33%	36%
MATH			
Grade 4			
Connecticut	41%	36%	32%
National Public	39%	32%	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 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 Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	78.6	77.6	83.5	91.5	296	82.4
Curl Up	91.4	57.9	86.8	96.6	296	82.4
Push Up	91.4	69.7	76.9	89.8	296	81.1
Mile Run/PACER	87.1	85.5	72.5	71.2	296	79.1
All Tests - District	70.0	35.5	59.3	66.1	296	57.1
All Tests - State	50.6	49.8	50.6	51.1		50.5

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 2015-16

Litchfield School District

Cohort Graduation: Four-Year¹

	2014-15				2015-16
	Cohort Count ²	Rate (%)	Target ³ (%)	Target Achieved	Target ³ (%)
Black or African American	0	0	.		.
Hispanic or Latino	*	*	.		.
English Learners	*	*	.		.
Eligible for Free or Reduced-Price Meals	*	*	.		.
Students with Disabilities	*	*	.		.
District	70	100.0	93.7	Yes	93.8
State ⁴		87.2			

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 2014 are [available online](#).

²Cohort count includes all students in the cohort as of the end of the 2014-15 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	98.6	47	65.3
Male	97.9	50	53.2
Black or African American	*	*	*
Hispanic or Latino	*	*	*
White	98.7	91	59.5
English Learners	*	0	*
Eligible for Free or Reduced-Price Meals	100.0	6	30.0
Students with Disabilities	*	0	*
District	98.2	97	58.4
State	95.6		40.7

⁵College 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

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 2015	Class of 2014
	Entrance ⁷	Persistence ⁸
	Rate (%)	Rate (%)
Female	80.0	96.3
Male	68.3	84.6
Black or African American	N/A	N/A
Hispanic or Latino	*	*
White	74.2	*
English Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	*	*
Students with Disabilities	*	*
District	73.2	90.6
State	71.9	88.3

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 2015-16

Litchfield School District

Next Generation Accountability Results

These statistics are the 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	77.2	75	50.0	50	100.0	67.7
	High Needs Students	65.5	75	43.7	50	87.3	56.7
Math Performance Index	All Students	72.2	75	48.2	50	96.3	61.4
	High Needs Students	60.5	75	40.4	50	80.7	49.9
Science Performance Index	All Students	68.4	75	45.6	50	91.1	57.5
	High Needs Students	62.0	75	41.3	50	82.7	47.0
ELA Academic Growth	All Students	75.4%	100%	75.4	100	75.4	63.8%
	High Needs Students	69.4%	100%	69.4	100	69.4	58.3%
Math Academic Growth	All Students	74.7%	100%	74.7	100	74.7	65.0%
	High Needs Students	69.4%	100%	69.4	100	69.4	57.4%
Chronic Absenteeism	All Students	9.2%	<=5%	41.7	50	83.4	9.6%
	High Needs Students	16.1%	<=5%	27.8	50	55.6	15.6%
Preparation for CCR	% Taking Courses	42.8%	75%	28.5	50	57.0	67.6%
	% Passing Exams	58.4%	75%	39.0	50	77.9	40.7%
On-track to High School Graduation		96.2%	94%	50.0	50	100.0	85.1%
4-year Graduation All Students (2015 Cohort)		100.0%	94%	100.0	100	100.0	87.2%
6-year Graduation - High Needs Students (2013 Cohort)		90.0%	94%	95.7	100	95.7	78.6%
Postsecondary Entrance (Class of 2015)		73.2%	75%	97.7	100	97.7	71.9%
Physical Fitness (estimated part rate) and (fitness rate)		98.0% 57.1%	75%	38.1	50	76.1	89.2% 50.5%
Arts Access		29.9%	60%	24.9	50	49.8	47.5%
Accountability Index				1101.3	1350	81.6	

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	65.5	9.5	16.5	
Math Performance Index Gap	75.0	60.5	14.5	18.9	
Science Performance Index Gap	70.5	62.0	8.5	17.2	
Graduation Rate Gap	94.0%	90.0%	4.0%	15.3%	N

¹If 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.

²If 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	98.3
	High Needs Students	97.2
Math	All Students	98.3
	High Needs Students	97.2
Science	All Students	100.0
	High Needs Students	100.0

³Minimum 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: 44.4

State: 51.4

Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement: comprehensive documentation and supports](#)

District Profile and Performance Report for School Year 2015-16

Litchfield School District

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 2 in EnvisionMath2.0 in grades K-5 and continues to effectively support this implementation with technology. This year we continue to utilize a new curriculum mapping tool and 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 Legacy Program launched this school year as 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 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 continue to revise our SRBI processes and a committee is meeting regularly to standardize benchmarks, data forms, and communication tools for teachers and parents regarding the 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 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. 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

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 also worked with Calvin Terrell last 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 state, national,

District Profile and Performance Report for School Year 2015-16

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. .