

STRATEGIC SCHOOL PROFILE 2009-10**Litchfield School District**

DEBORAH S. WHEELER, Superintendent

Location: 35 Plumb Hill Road

Telephone: (860) 567-7500

Litchfield,
ConnecticutWebsite: www.litchfieldschools.org

This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c) using data and narratives provided by the school district, testing services, or the US Census. Profiles and additional education data, including longitudinal data, are available on the internet at www.sde.ct.gov.

COMMUNITY DATA

County: Litchfield

Town Population in 2000: 8,316

1990-2000 Population Growth: -0.6%

Number of Public Schools: 3

Per Capita Income in 2000: \$30,096

Percent of Adults without a High School Diploma in 2000*: 10.1%

Percent of Adults Who Were Not Fluent in English in 2000*: 0.7%

District Enrollment as % of Estimated. Student Population: 89.0%

*To view the Adult Education Program Profiles online, go to www.sde.ct.gov and click on Adult Education, then Reports.

District Reference Group (DRG): E DRG is a classification of districts whose students' families are similar in education, income, occupation, and need, and that have roughly similar enrollment. The Connecticut State Board of Education approved DRG classification for purposes of reporting data other than student performance.

STUDENT ENROLLMENT

Enrollment on October 1, 2009 1,201
5-Year Enrollment Change -11.9%

DISTRICT GRADE RANGE

Grade Range PK - 12

INDICATORS OF EDUCATIONAL NEED

Need Indicator	Number in District	Percent		
		District	DRG	State
Students Eligible for Free/Reduced-Price Meals	125	11.4	12.9	32.6
K-12 Students Who Are Not Fluent in English	6	0.5	0.7	5.4
Students Identified as Gifted and/or Talented*	68	5.6	3.7	4.1
PK-12 Students Receiving Special Education Services in District	122	9.9	11.1	11.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	65	84.4	87.2	80.5
Homeless	1	0.1	0.1	0.2
Juniors and Seniors Working 16 or More Hours Per Week	6	4.2	12.9	13.6

*0.0 % of the identified gifted and/or talented students received services.

SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	7	0.6
Asian American	28	2.3
Black	6	1.4
Hispanic	38	3.6
White	1,122	92.1
Total Minority	79	6.6

Percent of Minority Professional Staff: 1.7%

Non-English Home Language:

0.5% of this district's students (excluding prekindergarten students) come from homes where English is not the primary language. The number of non-English home languages is 1.

EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

Below is the description submitted by this school of how it provides educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds.

The Litchfield Public School District strives to provide opportunities for students to experience the benefits of interactions with students from other districts as part of a comprehensive effort to reduce racial, ethnic, and economic isolation. This initiative is intended to promote improved understanding and sensitivity to individuals from different backgrounds. Opportunities have included distance learning, international student and teacher exchanges, as well as other programs such as "Project Poetry Live" which brings 7th grade students from numerous area districts together to celebrate diversity. Students work in groups to produce works of art, a dance program, a set design panel, and an anthology of poems. 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. The Rotary Exchange program at LHS is active. The Interact service club at LHS is sponsored by the Litchfield/Morris Rotary club with the goal to develop service projects that benefit people in our town and in our world. The club has made donations over the last few years to the Fistula Foundation in Ethiopia, the Save Darfur Coalition, UNICEF and the Northwest CT AIDS Project. Students from Litchfield High School enroll in the Greater Hartford Academy of the Arts along with students from numerous other districts. 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", music competitions throughout New England, and regional "Robotics" competitions. As a relatively small school district in Northwestern Connecticut, 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.

STUDENT PERFORMANCE

Connecticut Mastery Test, Fourth Generation, % Goal. The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards.

Grade and CMT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal	<p>These results reflect the performance of students with scoreable tests who were enrolled in the district at the time of testing, regardless of the length of time they were enrolled in the district. Results for fewer than 20 students are not presented.</p> <p>For more detailed CMT results, go to www.ctreports.com.</p> <p>To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."</p>
Grade 3 Reading	70.5	57.0	66.3	
Writing	66.7	58.3	58.3	
Mathematics	87.2	62.4	95.7	
Grade 4 Reading	75.9	59.9	71.7	
Writing	77.9	63.6	67.5	
Mathematics	77.0	67.0	59.1	
Grade 5 Reading	74.4	61.8	63.6	
Writing	75.0	68.2	45.2	
Mathematics	80.2	72.4	54.8	
Science	77.2	59.4	66.9	
Grade 6 Reading	90.1	74.9	81.0	
Writing	82.5	65.9	73.2	
Mathematics	85.1	70.7	68.1	
Grade 7 Reading	87.5	77.4	59.7	
Writing	74.2	61.2	61.7	
Mathematics	89.5	68.5	86.4	
Grade 8 Reading	85.9	73.3	69.4	
Writing	71.2	62.6	49.7	
Mathematics	84.6	67.3	75.8	
Science	91.2	62.8	97.5	

Connecticut Academic Performance Test, Third Generation, % Meeting State Goal. The CAPT is administered to Grade 10 students. The Goal level is more demanding than the state Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. The following results reflect the performance of students with scorable tests who were enrolled in the school at the time of testing, regardless of the length of time they were enrolled in the school. Results for fewer than 20 students are not presented.

CAPT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal	<p>For more detailed CAPT results, go to www.ctreports.com.</p> <p>To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."</p>
Reading Across the Disciplines	72.5	45.9	87.9	
Writing Across the Disciplines	88.2	59.6	93.2	
Mathematics	72.3	48.7	81.8	
Science	80.4	45.3	98.5	

Physical Fitness. The assessment includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

Physical Fitness: % of Students Reaching Health Standard on All Four Tests	District	State	% of Districts in State with Equal or Lower Percent Reaching Standard
	63.6	50.7	80.6

SAT® I: Reasoning Test Class of 2009		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		76.8	68.5	
Average Score	Mathematics	536	508	72.9
	Critical Reading	538	503	78.3
	Writing	558	506	89.1

SAT® I. The lowest possible score on each SAT® I subtest is 200; the highest possible score is 800.

Graduation and Dropout Rates	District	State	% of Districts in State with Equal or Less Desirable Rates
Graduation Rate, Class of 2009	96.0	91.3	62.3
2008-09 Annual Dropout Rate for Grade 9 through 12	0.7	3.0	66.9

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	92.6	84.5
% Employed (Civilian Employment and in Armed Services)	2.1	10.4

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of School Staff	
General Education	
Teachers and Instructors	87.80
Paraprofessional Instructional Assistants	3.00
Special Education	
Teachers and Instructors	8.00
Paraprofessional Instructional Assistants	25.00
Library/Media Specialists and/or Assistants	4.00
Staff Devoted to Adult Education	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	3.00
School Level	4.20
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	0.00
Counselors, Social Workers, and School Psychologists	7.40
School Nurses	3.00
Other Staff Providing Non-Instructional Services and Support	58.40

In the full-time equivalent (FTE) count, staff members working part-time in the school district are counted as a fraction of full-time. For example, a teacher who works half-time in the district contributes 0.50 to the district's staff count.

Teachers and Instructors	District	DRG	State
Average Years of Experience in Education	13.0	15.1	13.8
% with Master's Degree or Above	84.4	79.5	77.8

Average Class Size	District	DRG	State
Grade K	19.3	16.3	18.5
Grade 2	20.8	18.3	19.7
Grade 5	24.5	19.4	21.1
Grade 7	22.8	19.3	20.8
High School	20.8	18.5	19.6

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	992	997	992
Middle School	N/A	N/A	N/A
High School	1,066	1,026	1,006

*State law requires that at least 900 hours of instruction be offered to students in grade 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

Students Per Academic Computer	Dist	DRG	State
Elementary School*	3.6	2.6	3.2
Middle School	N/A	N/A	N/A
High School	2.1	1.8	2.3

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2008-09

Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources. DRG and state figures will not be comparable to the district if the school district does not teach both elementary and secondary students.

Expenditures All figures are unaudited.	Total (in 1000s)	Expenditures Per Pupil			
		District	PK-12 Districts	DRG	State
Instructional Staff and Services	\$8,708	\$7,245	\$7,819	\$7,407	\$7,829
Instructional Supplies and Equipment	\$370	\$308	\$274	\$320	\$279
Improvement of Instruction and Educational Media Services	\$1,035	\$861	\$474	\$410	\$459
Student Support Services	\$1,225	\$1,020	\$863	\$912	\$859
Administration and Support Services	\$1,540	\$1,281	\$1,405	\$1,419	\$1,426
Plant Operation and Maintenance	\$1,971	\$1,640	\$1,469	\$1,482	\$1,462
Transportation	\$883	\$657	\$701	\$715	\$694
Costs for Students Tuitioned Out	\$556	N/A	N/A	N/A	N/A
Other	\$356	\$296	\$163	\$189	\$162
Total	\$16,645	\$13,511	\$13,458	\$13,230	\$13,386
Additional Expenditures					
Land, Buildings, and Debt Service	\$2,652	\$2,206	\$1,864	\$2,416	\$1,825

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$2,918,651	17.5	19.3	20.7

Revenue Sources, % of Expenditures from Source. 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 Corrections).

District Expenditures	Local Revenue	State Revenue	Federal Revenue	Tuition & Other
Including School Construction	86.5	11.0	2.1	0.5
Excluding School Construction	87.6	9.5	2.4	0.6

EQUITABLE ALLOCATION OF RESOURCES AMONG DISTRICT SCHOOLS

Below is the description submitted by this district of how it allocates resources to insure equity and address needs.

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 town has completed an extensive renovation and expansion of the intermediate and middle/high schools 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.

SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	130
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	10.7%

Of All K-12 Students for Whom District is Financially Responsible, Number and Percentage with Disabilities				
Disability	Count	District Percent	DRG Percent	State Percent
Autism	6	0.5	0.9	1.0
Learning Disability	44	3.6	3.8	3.9
Intellectual Disability	1	0.1	0.4	0.5
Emotional Disturbance	3	0.2	0.7	1.0
Speech Impairment	36	3.0	2.7	2.2
Other Health Impairment*	31	2.5	1.9	2.1
Other Disabilities**	9	0.7	0.7	0.9
Total	130	10.7	11.2	11.6

*Includes chronic health problems such as attention deficit disorders and epilepsy

**Includes hearing, visual, and orthopedic impairments, deaf-blindness, multiple disabilities, traumatic brain injury, and developmental delay

Graduation and Dropout Rates of Students with Disabilities for Whom District is Financially Responsible	District	State
% Who Graduated in 2008-09 with a Standard Diploma	71.4	81.0
2008-09 Annual Dropout Rate for Students Aged 14 to 21	7.7	4.1

STATE ASSESSMENTS

Percent of Students with Disabilities Meeting State Goal. The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. These results are for students attending district schools who participated in the standard assessment with or without accommodations for their disabilities. Results for fewer than 20 students are not presented.

- **Connecticut Mastery Test (CMT), Fourth Generation.** The CMT reading, writing and mathematics tests are administered to students in Grades 3 through 8, and the CMT science test to students in Grades 5 and 8.
- **Connecticut Academic Performance Test (CAPT), Third Generation.** The CAPT is administered to Grade 10 students.

State Assessment		Students with Disabilities		All Students	
		District	State	District	State
CMT	Reading	36.7	31.6	81.0	67.5
	Writing	25.5	19.6	75.0	63.3
	Mathematics	39.6	32.9	83.9	68.1
	Science	35.7	23.7	83.7	61.1
CAPT	Reading Across the Disciplines	N/A	N/A	72.5	45.9
	Writing Across the Disciplines	N/A	N/A	88.2	59.6
	Mathematics	N/A	N/A	72.3	48.7
	Science	N/A	N/A	80.4	45.3

For more detailed CMT or CAPT results, go to www.ctreports.com. To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on “No Child Left Behind.”

Participation in State Assessments of Students with Disabilities Attending District Schools

CMT	% Without Accommodations	37.1
	% With Accommodations	62.9
CAPT	% Without Accommodations	75.0
	% With Accommodations	25.0
% Assessed Using Skills Checklist		4.1

Accommodations for a student's disability may be made to allow him or her to participate in testing. Students whose disabilities prevent them from taking the test even with accommodations are assessed by means of a list of skills aligned to the same content and grade level standards as the CMT and CAPT.

Federal law requires that students with disabilities be educated with their non-disabled peers as much as is appropriate. Placement in separate educational facilities tends to reduce the chances of students with disabilities interacting with non-disabled peers, and of receiving the same education.

K-12 Students with Disabilities Placed in Educational Settings Other Than This District's Schools

Placement	Count	Percent
Public Schools in Other Districts	2	1.5
Private Schools or Other Settings	10	7.7

Number and Percentage of K-12 Students with Disabilities for Whom District is Financially Responsible by the Percentage of Time They Spent with Their Non-Disabled Peers

Time Spent with Non-Disabled Peers	Count of Students	Percent of Students		
		District	DRG	State
79.1 to 100 Percent of Time	110	84.6	74.9	73.4
40.1 to 79.0 Percent of Time	14	10.8	18.0	15.3
0.0 to 40.0 Percent of Time	6	4.6	7.0	11.3

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

The Litchfield Public School District continues to show solid student performance in the Connecticut Mastery tests and Connecticut Academic Performance Test. The district regularly exceeds NCLB requirements for Adequate Yearly Progress. This level of performance is evidence of sustained improvements by students as they move through the system. While this level of achievement may be very good, continuing improvement is necessary to reach the statewide goals. While student performance in Litchfield is commendable in many ways, improving student performance continues to be one of the district's priorities. The district is in the process of reviewing the program of studies, instructional methodologies, and alignment to the Connecticut Curriculum Frameworks and Common Core Standards to promote better student learning. An extensive Supplemental Skills program has been instituted at the elementary level along with a Basic Skills program at the middle school and Academic centers at the high school to ensure that all students attain expected levels of performance. In the area of special education, Litchfield continues to educate all students in the least restrictive environment. It is assumed that student with disabilities will continue to spend the vast majority of their school day with typical peers in regular classes and activities. An added focus is on the encouragement of our students with disabilities to participate not only in regular classes but to participate in appropriate school sponsored extracurricular activities with typical students. 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. Professional development activities for the entire school staff have concentrated on differentiated instruction with the goal of improving student learning for all students.
