

STRATEGIC SCHOOL PROFILE 2008-09**Litchfield School District**

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Location: 35 Plumb Hill Road
Litchfield,
Connecticut

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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	Per Capita Income in 2000: \$30,096
Town Population in 2000: 8,316	Percent of Adults without a High School Diploma in 2000*: 10.1%
1990-2000 Population Growth: -0.6%	Percent of Adults Who Were Not Fluent in English in 2000*: 0.7%
Number of Public Schools: 3	District Enrollment as % of Estimated. Student Population: 87.6%

*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, 2008 1,202
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	92	7.7	11.1	30.3
K-12 Students Who Are Not Fluent in English	0	0.0	0.6	5.2
Students Identified as Gifted and/or Talented*	91	7.6	3.8	4.0
PK-12 Students Receiving Special Education Services in District	130	10.8	11.1	11.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	79	87.8	85.5	79.7
Homeless	0	0.0	0.0	0.2
Juniors and Seniors Working 16 or More Hours Per Week	17	8.2	18.7	19.0

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

SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	8	0.7
Asian American	30	2.5
Black	8	0.7
Hispanic	34	2.8
White	1,122	93.3
Total Minority	80	6.7

Percent of Minority Professional Staff: 1.7%

Non-English Home Language: All of this district's students (excluding prekindergarten students) come from homes where English is the primary language.

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. During the past several years, there have been numerous interactions and visits between LHS students and students from other countries. Litchfield High School participated in an exchange program with Spain, Germany, Bolivia, and Belgium to promote a better understanding and awareness of international diversity. Exchanges have involved students from South Korea, Spain and Brazil.

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, regional "Robotics" competitions, and the "Dixie Classic Music Festival in Richmond, Virginia. 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, % 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.

Grade and CMT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal
Grade 3 Reading	66.7	54.6	62.9
Writing	67.1	62.5	49.1
Mathematics	76.9	62.8	67.9
Grade 4 Reading	75.0	60.7	71.2
Writing	70.5	64.2	47.3
Mathematics	72.3	63.6	56.7
Grade 5 Reading	72.3	66.0	47.2
Writing	85.3	66.5	90.1
Mathematics	78.9	68.8	62.3
Science	70.1	58.1	51.9
Grade 6 Reading	89.0	68.9	84.7
Writing	71.4	62.2	54.0
Mathematics	85.5	68.8	72.4
Grade 7 Reading	91.8	74.9	86.6
Writing	81.1	62.9	83.4
Mathematics	88.9	66.0	90.4
Grade 8 Reading	81.7	68.4	65.8
Writing	81.1	66.5	69.7
Mathematics	76.8	64.5	55.5
Science	67	60.6	38.7

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.

For more detailed CMT 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."

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 scoreable 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
Reading Across the Disciplines	69.9	47.4	81.1
Writing Across the Disciplines	70.8	55.0	67.9
Mathematics	73.1	47.8	86.3
Science	69.5	42.8	89.3

For more detailed 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."

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
	46.4	36.2	75.8

SAT® I: Reasoning Test Class of 2008		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		89.6	74.5	
Average Score	Mathematics	539	507	76.7
	Critical Reading	528	503	73.6
	Writing	539	506	82.2

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 2008	91.4	92.1	26.7
Cumulative Four-Year Dropout Rate for Class of 2008	7.8	6.6	21.2
2007-08 Annual Dropout Rate for Grade 9 through 12	1.0	2.5	55.5

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	93.4	84.1
% Employed (Civilian Employment and in Armed Services)	5.7	11.0

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of District Staff	
General Education	
Teachers and Instructors	89.40
Paraprofessional Instructional Assistants	3.20
Special Education	
Teachers and Instructors	9.00
Paraprofessional Instructional Assistants	18.50
Library/Media Specialists and/or Assistants	4.00
Staff Devoted to Adult Education	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	3.40
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	2.10
Other Staff Providing Non-Instructional Services and Support	58.81

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	14.7	14.6	13.6
% with Master's Degree or Above	86.9	77.2	76.1

Average Class Size	District	DRG	State
Grade K	15.0	15.8	18.3
Grade 2	19.5	17.5	19.3
Grade 5	23.8	19.6	21.0
Grade 7	18.8	19.5	20.5
High School	19.2	18.2	19.3

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	1,022	993	988
Middle School	N/A	N/A	N/A
High School	975	1,007	1,007

*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*	3.7	2.7	3.3
Middle School	N/A	N/A	N/A
High School	2.4	2.0	2.4

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2007-08

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	\$8,571	\$7,077	\$7,521	\$7,032	\$7,522
Instructional Supplies and Equipment	\$255	\$210	\$267	\$303	\$271
Improvement of Instruction and Educational Media Services	\$998	\$825	\$461	\$409	\$446
Student Support Services	\$1,245	\$1,028	\$808	\$862	\$806
Administration and Support Services	\$1,569	\$1,296	\$1,351	\$1,365	\$1,369
Plant Operation and Maintenance	\$2,051	\$1,693	\$1,382	\$1,339	\$1,377
Transportation	\$935	\$726	\$649	\$671	\$644
Costs for Students Tuitioned Out	\$789	N/A	N/A	N/A	N/A
Other	\$332	\$274	\$152	\$158	\$151
Total	\$16,745	\$13,461	\$12,869	\$12,486	\$12,805
Additional Expenditures					
Land, Buildings, and Debt Service	\$3,340	\$2,758	\$1,791	\$1,677	\$1,759

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$3,167,606	18.9	19.0	20.5

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	82.9	15.0	1.9	0.2
Excluding School Construction	86.5	11.0	2.3	0.2

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	136
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	11.1%

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	7	0.6	0.8	0.8
Learning Disability	43	3.5	3.7	3.9
Intellectual Disability	1	0.1	0.4	0.5
Emotional Disturbance	1	0.1	0.7	1.0
Speech Impairment	42	3.4	2.9	2.3
Other Health Impairment*	33	2.7	1.8	2.1
Other Disabilities**	9	0.7	0.7	0.9
Total	136	11.1	11.1	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 2007-08 with a Standard Diploma	N/A	81.4
2007-08 Annual Dropout Rate for Students Aged 14 to 21	N/A	3.5

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	45.6	30.2	79.1	65.7
	Writing	27.9	19.5	76.2	64.1
	Mathematics	39.7	30.7	79.5	65.7
	Science	19.0	23.8	68.6	59.4
CAPT	Reading Across the Disciplines	N/A	N/A	69.9	47.4
	Writing Across the Disciplines	N/A	N/A	70.8	55.0
	Mathematics	N/A	N/A	73.1	47.8
	Science	N/A	N/A	69.5	42.8

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	30.9
	% With Accommodations	69.1
CAPT	% Without Accommodations	62.5
	% With Accommodations	37.5
% Assessed Using Skills Checklist		2.7

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	3	2.2
Private Schools or Other Settings	6	4.4

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	119	87.5	75.5	72.7
40.1 to 79.0 Percent of Time	12	8.8	18.1	16.1
0.0 to 40.0 Percent of Time	5	3.7	6.4	11.2

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 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 will be 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 education and support of parents and school staff to increase this participation will be needed. The involvement of families and adult student in the development of meaningful IEP objectives and transition activities will continue to be an important focus area. Emphasis will be placed on the formulation of program modifications, adaptations, and instructional strategies so the completed IEPs will be 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.
