

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2018–19



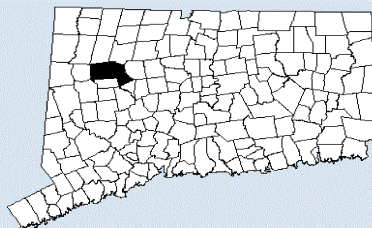
Litchfield School District

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

District Information

Grade Range	PK-12
Number of Schools/Programs	4
Enrollment	895
Per Pupil Expenditures ¹	\$20,783
Total Expenditures ¹	\$19,411,482

¹Expenditure data reflect the 2017-18 school year.



Community Information

[AdvanceCT Town Profiles](#) provide summary demographic and economic information for Connecticut's municipalities

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Notes

Unless otherwise noted, all data are for 2018-19 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 safeguard student confidentiality, or to ensure that statistics based on a very small sample size are not interpreted as equally representative as those based on a sufficiently larger sample size.

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

Students

October 1, 2018 Enrollment²

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	430	48.0	48.4
Male	465	52.0	51.6
American Indian or Alaska Native	0	0.0	0.3
Asian	19	2.1	5.2
Black or African American	7	0.8	12.8
Hispanic or Latino of any race	41	4.6	25.8
Native Hawaiian or Other Pacific Islander	10	1.1	0.1
Two or More Races	9	1.0	3.6
White	809	90.4	52.4
English Learners	*	*	7.6
Eligible for Free or Reduced-Price Meals	205	22.9	42.1
Students with Disabilities ³	140	15.6	15.4

²This table represents students in grades PK-12 reported by the district in the Public School Information System (i.e., PSIS Reporting District).

³Students in this category are students with an individualized education program (IEP) only. This category does not include students with Section 504 plans or services plans.

NOTE: To protect student privacy, gender counts are suppressed (*) when fewer than 6 students enrolled in the district identify as non-binary.

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ⁴		Suspension/Expulsion ⁵	
	Count	Rate (%)	Count	Rate (%)
Female	19	4.7	12	2.8
Male	26	5.7	28	5.9
Black or African American	0	*	*	*
Hispanic or Latino of any race	*	*	*	*
White	39	5.0	33	4.0
English Learners	0	*	0	*
Eligible for Free or Reduced-Price Meals	22	11.4	15	6.6
Students with Disabilities	16	11.9	14	8.8
District	45	5.2	40	4.4
State		10.4		6.7

Number of students in 2017-18 qualified as truant under state statute: Fewer than 6

Number of school-based arrests: Fewer than 6

⁴A student is chronically absent if they miss 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.

⁵This column displays the 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 2018-19

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Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	79.4
Paraprofessional Instructional Assistants	4.0
Special Education	
Teachers and Instructors	11.6
Paraprofessional Instructional Assistants	17.0
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	55.5

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	1.1
Black or African American	1	0.9	3.8
Hispanic or Latino of any race	3	2.7	3.8
Native Hawaiian or Other Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	108	95.6	90.5

Classroom Teacher Attendance: 2017-18

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	7.8	10.0

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School²

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	*	*
Hispanic or Latino of any race	7	*	*	*
White	62	89.9	66	97.1
English Learners	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	14	*	13	*
Students with Disabilities	13	*	7	*
District	73	91.3	71	97.3
State		74.5		85.2

²College-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 Peers³

	Count	Rate (%)
Autism	*	*
Emotional Disturbance	*	*
Intellectual Disability	0	0
Learning Disability	55	91.7
Other Health Impairment	23	79.3
Other Disabilities	0	0
Speech/Language Impairment	16	*
District	105	80.8
State		67.6

³This table represents students ages 6-21 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	9	1.0	1.9
Emotional Disturbance	*	*	1.1
Intellectual Disability	*	*	0.5
Learning Disability	60	6.9	5.5
Other Health Impairment	29	3.3	3.2
Other Disabilities	11	1.3	1.1
Speech/Language Impairment	19	2.2	1.8
All Disabilities	136	15.6	15.0

¹This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	*	*	8.2
Private Schools or Other Settings	*	*	5.0

²This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

Overall Expenditures:³ 2017-18

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$11,090,416	\$11,874	\$10,545
Support services - students	\$2,055,374	\$2,254	\$1,373
Support services - instruction	\$1,139,385	\$1,249	\$644
Support services - general administration	\$455,139	\$499	\$462
Support services - school based administration	\$1,155,676	\$1,267	\$1,007
Central and other support services	\$305,500	\$335	\$671
Operation and maintenance of plant	\$1,845,478	\$2,024	\$1,629
Student transportation services	\$1,187,224	\$1,338	\$1,231
Food services	\$43,000	\$47	\$13
Enterprise operations	\$134,290	\$147	\$157
Minor school construction	.	.	\$65
Total	\$19,411,482	\$20,783	\$17,153

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

Special Education Expenditures: 2017-18

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$979,795	29.6	29.7
Instructional Aide Salaries	\$716,862	21.6	9.6
Other Salaries	\$77,056	2.3	10.4
Employee Benefits	\$530,347	16.0	13.0
Purchased Services Other Than Transportation	\$145,256	4.4	5.5
Special Education Tuition	\$651,479	19.7	22.6
Supplies	\$32,317	1.0	0.6
Property Services	.	.	0.4
Purchased Services For Transportation	\$177,879	5.4	8.0
Equipment	\$2,904	0.1	0.2
All Other Expenditures	\$1,223	0.0	0.1
Total	\$3,315,118	100.0	100.0
Percent of Total Expenditures Used for Special Education		17.1	24.4

Expenditures by Revenue Source:⁴

2017-18

	Percent of Total (%) Excluding School Construction
Local	90.7
State	7.2
Federal	1.9
Tuition & Other	0.3

⁴Revenue sources do not include state-funded Teachers' Retirement Board contributions, Connecticut Technical Education and Career System (CTECS) operations, CSDE-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 2018-19

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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	14	*	14	*	*	*
Black or African American	*	*	*	*	*	*
Hispanic or Latino of any race	24	70.5	24	65.3	15	*
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*
Two or More Races	*	*	*	*	0	N/A
White	405	75.7	405	73.5	177	75.0
English Learners	*	*	*	*	*	*
Non-English Learners	*	*	*	*	*	*
Eligible for Free or Reduced-Price Meals	102	70.1	102	68.5	50	72.5
Not Eligible for Free or Reduced-Price Meals	354	77.1	354	74.7	151	74.8
Students with Disabilities	76	56.1	76	51.8	42	55.0
Students without Disabilities	380	79.4	380	77.6	159	79.3
High Needs	157	66.0	157	63.4	78	66.7
Non-High Needs	299	80.5	299	78.5	123	79.0
District	456	75.5	456	73.3	201	74.2

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

	NAEP 2019		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	40	41	50
National Public	34	32	36
MATH			
Connecticut	45	39	32
National Public	40	33	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 performance on NAEP by student group, [click here](#).

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	HS	Count	Rate (%)
Sit & Reach	87.7	91.2	89.6	95.0	209	90.0
Curl Up	89.2	82.5	92.5	95.0	209	89.0
Push Up	78.5	73.7	83.6	95.0	209	80.4
Mile Run/PACER	89.2	91.2	80.6	90.0	209	87.1
All Tests - District	64.6	64.9	70.1	90.0	209	68.9
All Tests - State	56.1	53.5	50.9	51.4		52.9

²The Connecticut Physical Fitness Assessment (CPFA) is administered to students in Grades 4, 6, 8 and High School (HS). 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.

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Cohort Graduation: Four-Year¹

	2017-18	
	Cohort Count ²	Rate (%)
Black or African American	N/A	N/A
Hispanic or Latino of any race	*	*
English Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	9	*
Students with Disabilities	11	*
District	64	98.4
State		88.3

¹The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years.

²Cohort count includes all students in the cohort as of the end of the 2017-18 school year.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam³

	Participation ⁴	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	100.0	40	53.3
Male	98.7	44	56.4
Black or African American	*	0	*
Hispanic or Latino of any race	*	*	*
White	99.3	76	55.5
English Learners	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	100.0	13	43.3
Students with Disabilities	95.8	*	*
District	99.3	84	54.9
State	95.9		42.6

³College 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

⁴Participation Rate equals the number of test-takers in 11th and 12th grade divided by the number of students enrolled in those grades, as a percentage.

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 2018	Class of 2017
	Entrance ⁵	Persistence ⁶
	Rate (%)	Rate (%)
Female	82.1	83.3
Male	68.6	83.3
Black or African American	68.6	*
Hispanic or Latino of any race	*	*
White	72.4	82.1
English Learners	72.4	*
Eligible for Free or Reduced-Price Meals	*	*
Students with Disabilities	*	*
District	74.6	83.3
State	71.0	87.8

⁵College 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.

⁶College 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

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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	75.5	75	50.0	50	100.0	67.7
	High Needs Students	66.0	75	44.0	50	88.1	58.1
Math Performance Index	All Students	73.3	75	48.9	50	97.8	63.1
	High Needs Students	63.4	75	42.2	50	84.5	52.7
Science Performance Index	All Students	74.2	75	49.5	50	99.0	63.8
	High Needs Students	66.7	75	44.5	50	89.0	54.2
ELA Academic Growth	All Students	62.9%	100%	62.9	100	62.9	59.9%
	High Needs Students	58.5%	100%	58.5	100	58.5	55.1%
Math Academic Growth	All Students	72.1%	100%	72.1	100	72.1	62.5%
	High Needs Students	63.9%	100%	63.9	100	63.9	55.2%
Progress Toward English Proficiency	Literacy	.	100%	.	.	.	60.0%
	Oral	.	100%	.	.	.	52.1%
Chronic Absenteeism	All Students	5.2%	<=5%	49.5	50	99.1	10.4%
	High Needs Students	11.4%	<=5%	37.2	50	74.5	16.1%
Preparation for CCR	% Taking Courses	94.1%	75%	50.0	50	100.0	80.0%
	% Passing Exams	54.9%	75%	36.6	50	73.2	42.6%
On-track to High School Graduation		100.0%	94%	50.0	50	100.0	88.0%
4-year Graduation All Students (2018 Cohort)		98.4%	94%	100.0	100	100.0	88.3%
6-year Graduation - High Needs Students (2016 Cohort)		100.0%	94%	100.0	100	100.0	83.3%
Postsecondary Entrance (Class of 2018)		74.6%	75%	99.5	100	99.5	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		79.5% 68.9%	75%	23.0	50	45.9	96.4% 52.9%
Arts Access		72.4%	60%	50.0	50	100.0	51.9%
Accountability Index				1132.3	1350	83.9	

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in the student group or the indicator is not applicable based on grades served.

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	66.0	9.0	15.4	
Math Performance Index Gap	75.0	63.4	11.6	17.6	
Science Performance Index Gap	75.0	66.7	8.3	16.1	
Graduation Rate Gap	94.0%	100.0%	-6.0%	11.1%	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.

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in at least one of the student groups used to calculate the gap measure or the indicator is not applicable based on grades served.

Subject/Student Group		Participation Rate (%) ³
ELA	All Students	97.9
	High Needs Students	97.6
Math	All Students	97.9
	High Needs Students	97.6
Science	All Students	95.8
	High Needs Students	95.1

³Minimum participation standard is 95%.

Connecticut's State Identified Measurable Result (SIMR) for Children with Disabilities

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: 51.5**

District Profile and Performance Report for School Year 2018-19

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 2018. 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 5 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 is successfully using online 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

Litchfield High School's "Peer Educators" contribute to understanding teenage issues. 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 High School's 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.

District Profile and Performance Report for School Year 2018-19

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 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.