

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2017–18



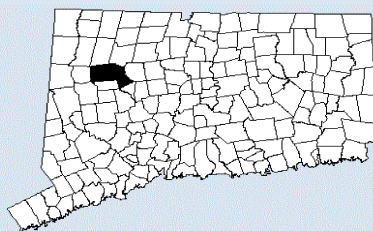
## Litchfield School District

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

### District Information

Grade Range	PK-12
Number of Schools/Programs	4
Enrollment	918
Per Pupil Expenditures <sup>1</sup>	\$20,641
Total Expenditures <sup>1</sup>	\$19,278,907

<sup>1</sup>Expenditure data reflect the 2016-17 year.



### Community Information

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

### Contents

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

### Notes

Unless otherwise noted, all data are for 2017-18 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](http://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, 2017 Enrollment

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	432	47.1	48.4
Male	486	52.9	51.6
American Indian or Alaska Native	0	0.0	0.3
Asian	16	1.7	5.1
Black or African American	6	0.7	12.8
Hispanic or Latino	48	5.2	24.8
Pacific Islander	9	1.0	0.1
Two or More Races	9	1.0	3.3
White	830	90.4	53.6
English Learners	*	*	7.2
Eligible for Free or Reduced-Price Meals	105	11.4	36.7
Students with Disabilities <sup>1</sup>	132	14.4	14.8

<sup>1</sup>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 <sup>2</sup>		Suspension/Expulsion <sup>3</sup>	
	Count	Rate (%)	Count	Rate (%)
Female	17	4.1	14	3.2
Male	23	5.0	33	6.7
Black or African American	0	*	0	*
Hispanic or Latino	*	*	*	*
White	36	4.6	44	5.3
English Learners	0	*	0	*
Eligible for Free or Reduced-Price Meals	12	6.7	15	7.5
Students with Disabilities	12	8.9	16	10.2
District	40	4.6	47	5.1
State		10.7		6.8

Number of students in 2016-17 qualified as truant under state statute: 8

Number of school-based arrests: 0

<sup>2</sup>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.

<sup>3</sup>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 2017-18

## Litchfield School District

### Educators

#### Full-Time Equivalent (FTE)<sup>1</sup> Staff

	FTE
<b>General Education</b>	
Teachers and Instructors	84.2
Paraprofessional Instructional Assistants	4.0
<b>Special Education</b>	
Teachers and Instructors	13.0
Paraprofessional Instructional Assistants	20.0
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	3.0
School Level	5.2
<b>Library/Media</b>	
Specialists (Certified)	3.0
Support Staff	0.0
Instructional Specialists Who Support Teachers	1.6
Counselors, Social Workers and School Psychologists	8.0
School Nurses	3.0
Other Staff Providing Non-Instructional Services/Support	55.4

<sup>1</sup>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

	Count	District Percent of Total (%)	State Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	1	0.8	1.1
Black or African American	0	0.0	3.7
Hispanic or Latino	1	0.8	3.7
Pacific Islander	0	0.0	0.0
Two or More Races	1	0.8	0.1
White	116	97.5	91.0

#### Classroom Teacher Attendance: 2016-17

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	11.3	10.5

### Instruction and Resources

#### 11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School<sup>2</sup>

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	0	0.0
Hispanic or Latino	*	*	*	*
White	53	76.8	47	78.3
English Learners	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	9	*	*	*
Students with Disabilities	7	*	7	*
District	57	78.1	51	78.5
State		69.3		80.1

<sup>2</sup>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<sup>3</sup>

	Count	Rate (%)
Autism	7	*
Emotional Disturbance	*	*
Intellectual Disability	N/A	N/A
Learning Disability	50	90.9
Other Health Impairment	22	75.9
Other Disabilities	*	*
Speech/Language Impairment	10	*
District	98	79.7
State		68.6

<sup>3</sup>Ages 6-21

# District Profile and Performance Report for School Year 2017-18

## Litchfield School District

### Students with Disabilities by Primary Disability<sup>1</sup>

	District Count	District Rate (%)	State Rate (%)
Autism	9	1.0	1.8
Emotional Disturbance	9	1.0	1.1
Intellectual Disability	0	0.0	0.5
Learning Disability	55	6.2	5.2
Other Health Impairment	29	3.3	3.1
Other Disabilities	10	1.1	1.1
Speech/Language Impairment	15	1.7	1.8
All Disabilities	127	14.3	14.5

<sup>1</sup>Grades K-12

### Students with Disabilities Placed Outside of the District<sup>2</sup>

	District Count	District Rate (%)	State Rate (%)
Public Schools in Other Districts	*	*	8.3
Private Schools or Other Settings	*	*	5.2

<sup>2</sup>Grades K-12

### Overall Expenditures:<sup>3</sup> 2016-17

	Total (\$)	Per Pupil District (\$)	Per Pupil State (\$)
Instructional Staff and Services	9,652,445	10,312	9,847
Instructional Supplies and Equipment	128,152	137	287
Improvement of Instruction and Educational Media Services	1,068,285	1,141	589
Student Support Services	1,677,605	1,792	1,120
Administration and Support Services	1,884,091	2,013	1,905
Plant Operation and Maintenance	1,744,521	1,864	1,648
Transportation	1,237,560	1,272	904
Costs of Students Tuitioned Out	1,053,863	N/A	N/A
Other	832,385	889	208
Total	19,278,907	20,641	16,535

#### Additional Expenditures

Land, Buildings, and Debt Service	1,766,708	1,888	1,393
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<sup>3</sup>Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

### Special Education Expenditures: 2016-17

	District Total (\$)	District Percent of Total (%)	State Percent of Total (%)
Certified Personnel	1,294,327	36.2	33.8
Noncertified Personnel	468,548	13.1	14.5
Purchased Services	153,942	4.3	5.5
Tuition to Other Schools	960,194	26.9	23.4
Special Ed. Transportation	240,816	6.7	8.7
Other Expenditures	456,688	12.8	14.1
Total Expenditures	3,574,515	100.0	100.0

### Expenditures by Revenue Source:<sup>4</sup> 2016-17

	Percent of Total (%) Including School Construction	Percent of Total (%) Excluding School Construction
Local	88.4	88.8
State	9.3	8.7
Federal	2.0	2.2
Tuition & Other	0.3	0.3

<sup>4</sup>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).

# District Profile and Performance Report for School Year 2017-18

## 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.

The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

	English Language Arts(ELA)		Math	
	Count	DPI	Count	DPI
American Indian or Alaska Native	0	N/A	0	N/A
Asian	8	*	8	*
Black or African American	*	*	*	*
Hispanic or Latino	23	72.9	23	67.1
Native Hawaiian or Other Pacific Islander	*	*	*	*
Two or More Races	*	*	*	*
White	412	76.6	412	74.0
English Learners	*	*	*	*
Non-English Learners	453	76.5	453	73.9
Eligible for Free or Reduced-Price Meals	95	72.2	95	70.6
Not Eligible for Free or Reduced-Price Meals	360	77.5	360	74.7
Students with Disabilities	70	59.8	70	54.9
Students without Disabilities	385	79.4	385	77.3
High Needs	144	68.3	144	64.9
Non-High Needs	311	80.2	311	78.0
District	455	76.4	455	73.9

#### National Assessment of Educational Progress (NAEP): Percent At or Above Proficient<sup>1</sup>

	NAEP 2017		NAEP 2013
	Grade 4	Grade 8	Grade 12
<b>READING</b>			
Connecticut	43%	44%	50%
National Public	35%	35%	36%
<b>MATH</b>			
Connecticut	40%	36%	32%
National Public	40%	33%	25%

<sup>1</sup>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<sup>2</sup>

	Percent of Students by Grade <sup>3</sup> (%)				All Tested Grades	
	4	6	8	HS	Count	Rate (%)
Sit & Reach	98.4	82.8	90.9	75.9	281	86.5
Curl Up	86.9	71.9	94.8	84.8	281	85.1
Push Up	77.0	82.8	80.5	74.7	281	78.6
Mile Run/PACER	80.3	85.9	81.8	63.3	281	77.2
All Tests - District	67.2	64.1	58.4	40.5	281	56.6
All Tests - State	53.2	51.4	50.5	45.6		50.1

<sup>2</sup>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.

<sup>3</sup>Only students assessed in all four areas are included in this calculation.

# District Profile and Performance Report for School Year 2017-18

## Litchfield School District

### Cohort Graduation: Four-Year<sup>1</sup>

	2016-17	
	Cohort Count <sup>2</sup>	Rate (%)
Black or African American	*	0
Hispanic or Latino	*	*
English Learners	*	*
Eligible for Free or Reduced-Price Meals	16	*
Students with Disabilities	9	*
District	77	92.2
State		87.9

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

<sup>2</sup>Cohort count includes all students in the cohort as of the end of the 2016-17 school year.

### 11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam<sup>3</sup>

	Participation <sup>4</sup>	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	100.0	34	56.7
Male	94.9	49	62.8
Black or African American	*	0	*
Hispanic or Latino	*	*	*
White	97.7	78	60.5
English Learners	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	95.0	7	35.0
Students with Disabilities	*	*	*
District	97.1	83	60.1
State	96.3		44.8

<sup>3</sup>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

<sup>4</sup>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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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 2017	Class of 2016
	Entrance <sup>5</sup>	Persistence <sup>6</sup>
	Rate (%)	Rate (%)
Female	90.9	100.0
Male	73.2	83.3
Black or African American	N/A	N/A
Hispanic or Latino	*	*
White	81.2	93.1
English Learners	*	*
Eligible for Free or Reduced-Price Meals	*	*
Students with Disabilities	*	*
District	81.1	92.2
State	70.9	88.3

<sup>5</sup>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.

<sup>6</sup>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

# District Profile and Performance Report for School Year 2017-18

## Litchfield School District

### 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. The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

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	67.6
	High Needs Students	68.3	75	45.5	50	91.0	57.5
Math Performance Index	All Students	73.9	75	49.2	50	98.5	62.7
	High Needs Students	64.9	75	43.3	50	86.5	52.0
ELA Academic Growth	All Students	64.8%	100%	64.8	100	64.8	60.7%
	High Needs Students	64.5%	100%	64.5	100	64.5	55.6%
Math Academic Growth	All Students	70.6%	100%	70.6	100	70.6	61.9%
	High Needs Students	64.7%	100%	64.7	100	64.7	55.4%
Chronic Absenteeism	All Students	4.6%	<=5%	50.0	50	100.0	10.7%
	High Needs Students	7.4%	<=5%	45.3	50	90.6	16.6%
Preparation for CCR	% Taking Courses	78.3%	75%	50.0	50	100.0	74.8%
	% Passing Exams	60.1%	75%	40.1	50	80.2	44.8%
On-track to High School Graduation		98.6%	94%	50.0	50	100.0	87.5%
4-year Graduation All Students (2017 Cohort)		92.2%	94%	98.1	100	98.1	87.9%
6-year Graduation - High Needs Students (2015 Cohort)		100.0%	94%	100.0	100	100.0	81.8%
Postsecondary Entrance (Class of 2017)		81.1%	75%	100.0	100	100.0	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		97.6%   56.6%	75%	37.7	50	75.4	96.6%   50.1%
Arts Access		74.7%	60%	50.0	50	100.0	51.2%
<b>Accountability Index</b>				<b>1073.9</b>	<b>1250</b>	<b>85.9</b>	

Gap Indicators	Non-High Needs Rate <sup>1</sup>	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev <sup>2</sup>	Is Gap an Outlier? <sup>2</sup>
Achievement Gap Size Outlier?					N
ELA Performance Index Gap	75.0	68.3	6.7	15.9	
Math Performance Index Gap	75.0	64.9	10.1	18.2	
Science Performance Index Gap	.	N/A	.	.	
Graduation Rate Gap	94.0%	100.0%	-6.0%	12.7%	N

<sup>1</sup>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.

<sup>2</sup>If the size of the gap exceeds the state mean gap plus one standard deviation, the gap is an outlier.

Subject/Subgroup		Participation Rate (%) <sup>3</sup>
ELA	All Students	98.9
	High Needs Students	98.0
Math	All Students	98.9
	High Needs Students	98.0
Science	All Students	99.5
	High Needs Students	100.0

<sup>3</sup>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: 51.5**

#### 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 2017-18

## 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 2017. 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 4 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 education, 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 educat

#### 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 2017-18

## 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.