Connecticut State Department of Education

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2019–20

Litchfield School District

Mr. Christopher Leone, Superintendent • 860-567-7500 • http://www.litchfieldschools.org

District Information

Grade Range	PK-12
Number of Schools/Programs	4
Enrollment	889
Per Pupil Expenditures[1]	$21,128
Total Expenditures[1]	$19,395,313

[1] *Expenditure data reflect the 2018-19 school year.*
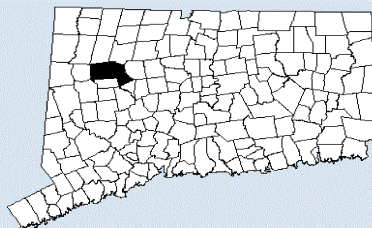
Community Information

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

Contents

Notes

Unless otherwise noted, all data are for 2019-20 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, 2019 Enrollment[2]

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	437	49.2	48.4
Male	452	50.8	51.6
American Indian or Alaska Native	0	0.0	0.3
Asian	17	1.9	5.2
Black or African American	7	0.8	12.7
Hispanic or Latino of any race	45	5.1	26.9
Native Hawaiian or Other Pacific Islander	9	1.0	0.1
Two or More Races	11	1.2	3.8
White	800	90.0	51.1
English Learners	*	*	8.3
Eligible for Free or Reduced-Price Meals	213	24.0	43.3
Students with Disabilities[3]	146	16.4	16.0

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

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

[3] Students 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.

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism[4]		Suspension/Expulsion[5]	
	Count	Rate (%)	Count	Rate (%)
Female	26	6.3	*	*
Male	36	8.6	*	*
Black or African American	0	*	0	*
Hispanic or Latino of any race	*	*	0	0.0
White	54	7.2	*	*
English Learners	0	*	0	*
Eligible for Free or Reduced-Price Meals	25	13.3	*	*
Students with Disabilities	25	17.6	*	*
District	62	7.4	16	1.8
State		12.2		4.9

Number of students in 2018-19 qualified as truant under state statute: 0

Number of school-based arrests: 0

NOTE: In the 2019-20 school year, due to the COVID-19 pandemic, in-person classes were cancelled in mid-March; all districts switched to fully remote instruction for the remainder of the school year. Chronic absenteeism calculations are based only on in-person school days.

[4] A 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.

[5] This column displays the count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	76.4
Paraprofessional Instructional Assistants	0.0
Special Education	
Teachers and Instructors	12.6
Paraprofessional Instructional Assistants	19.0
Administrators, Coordinators and Department Chairs	
District Central Office	2.5
School Level	5.2
Library/Media	
Specialists (Certified)	3.0
Support Staff	0.0
Instructional Specialists Who Support Teachers	3.0
Counselors, Social Workers and School Psychologists	8.0
School Nurses	3.0
Other Staff Providing Non-Instructional Services/Support	54.3

¹ 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

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	1	0.9	1.2
Black or African American	0	0.0	4.0
Hispanic or Latino of any race	5	4.5	4.1
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.1
White	106	94.6	90.4

Classroom Teacher Attendance: 2018-19

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	5.3	10.4

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	0	*	*	*
Hispanic or Latino of any race	0	*	7	*
White	58	96.7	67	95.7
English Learners	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	14	*	16	*
Students with Disabilities	9	*	17	*
District	62	95.4	78	96.3
State		75.8		84.8

² 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 Peers³

	Count	Rate (%)
Autism	7	*
Emotional Disturbance	*	*
Intellectual Disability	*	*
Learning Disability	63	92.6
Other Health Impairment	21	80.8
Other Disabilities	0	0
Speech/Language Impairment	15	*
District	110	78.6
State		67.8

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

Students with Disabilities by Primary Disability[1]

	District Count	District Rate (%)	State Rate (%)
Autism	*	*	2.0
Emotional Disturbance	10	1.2	1.1
Intellectual Disability	*	*	0.5
Learning Disability	68	7.9	5.7
Other Health Impairment	27	3.1	3.3
Other Disabilities	10	1.2	1.1
Speech/Language Impairment	19	2.2	1.8
All Disabilities	147	17.0	15.6

[1] This 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 District[2]

	District Count	District Rate (%)	State Rate (%)
Public Schools in Other Districts	10	6.8	8.2
Private Schools or Other Settings	6	4.1	5.0

[2] This 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]: 2018-19

	Total ($)	Per Pupil District ($)	Per Pupil State ($)
Instruction	$10,801,319	$11,766	$10,923
Support services - students	$2,183,546	$2,453	$1,277
Support services - instruction	$1,198,548	$1,347	$682
Support services - general administration	$503,087	$565	$467
Support services - school based administration	$1,201,763	$1,350	$1,021
Central and other support services	$304,937	$343	$679
Operation and maintenance of plant	$1,881,339	$2,114	$1,718
Student transportation services	$1,137,434	$1,394	$1,288
Food services	$25,000	$28	$12
Enterprise operations	$158,340	$178	$163
Minor school construction	.	.	$59
Total	$19,395,313	$21,128	$17,629

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

Special Education Expenditures: 2018-19

	District Total ($)	District Percent of Total (%)	State Percent of Total (%)
Teacher Salaries	$967,579	29.0	28.5
Instructional Aide Salaries	$790,404	23.7	10.1
Other Salaries	$43,608	1.3	11.1
Employee Benefits	$615,979	18.5	13.0
Purchased Services Other Than Transportation	$193,676	5.8	5.7
Special Education Tuition	$477,438	14.3	22.5
Supplies	$40,512	1.2	0.6
Property Services	.	.	0.3
Purchased Services For Transportation	$202,715	6.1	8.0
Equipment	$740	0.0	0.2
All Other Expenditures	$638	0.0	0.1
Total	$3,333,289	100.0	100.0
Percent of Total Expenditures Used for Special Education		17.2	24.6

Expenditures by Revenue Source[4]: 2018-19

	Percent of Total (%) Excluding School Construction
Local	90.5
State	7.4
Federal	1.9
Tuition & Other	0.3

[4] Revenue 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).

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.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf

National Assessment of Educational Progress (NAEP): Percent At or Above Proficient[1]

	NAEP 2019		NAEP 2013
READING	Grade 4	Grade 8	Grade 12
Connecticut	40	41	50
National Public	34	32	36
MATH	Grade 4	Grade 8	Grade 12
Connecticut	45	39	32
National Public	40	33	25

[1] 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 performance on NAEP by student group, click here.

Physical Fitness Tests: Students Reaching Health Standard

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Cohort Graduation: Four-Year[1]

	2018-19	
	Cohort Count[2]	Rate (%)
Black or African American	*	*
Hispanic or Latino of any race	*	*
English Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	17	*
Students with Disabilities	7	*
District	73	98.6
State		88.5

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

[2] Cohort count includes all students in the cohort as of the end of the 2018-19 school year.

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

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-Waiver Response.pdf

College Entrance and Persistence

	Class of 2019	Class of 2018
	Entrance[3]	Persistence[4]
	Rate (%)	Rate (%)
Female	84.8	95.7
Male	65.9	83.3
Black or African American	N/A	N/A
Hispanic or Latino of any race	*	*
White	73.9	88.1
English Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	*	*
Students with Disabilities	*	*
District	74.3	89.4
State	71.5	87.5

[3] 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.

[4] 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

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.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, a modified table is shown below. All indicators that were not calculated for the 2019-20 school year (including overall Accountability Index) have been excluded and columns that referenced points have also been removed to avoid confusion. For additional information, please view Connecticut's waiver response at:
https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf

Indicator		Index/Rate	Target	State Average Index/Rate
Progress Toward English Proficiency	Literacy	.	100%	60.4%
	Oral	.	100%	57.6%
Chronic Absenteeism	All Students	7.4%	<=5%	12.2%
	High Needs Students	14.0%	<=5%	18.0%
Preparation for CCR	% Taking Courses	95.9%	75%	80.4%
On-track to High School Graduation		95.1%	94%	88.4%
4-year Graduation All Students (2019 Cohort)		98.6%	94%	88.5%
6-year Graduation - High Needs Students (2017 Cohort)		95.0%	94%	84.5%
Postsecondary Entrance (Class of 2019)		74.3%	75%	71.5%
Arts Access		76.6%	60%	51.8%

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]
Graduation Rate Gap	94.0%	95.0%	-1.0%	10.9%	N

[1] 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.
[2] If 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.

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.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no SIMR data are available. For additional information, please view Connecticut's waiver response at:
https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf

Supporting Resources:

Two-page FAQ   Detailed Presentation   Using Accountability Results to Guide Improvement

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 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 education

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.

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.