

**STRATEGIC SCHOOL PROFILE 2005-06****Litchfield School District****DOMINICK C VITA, Superintendent**

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 This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c).
 

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**COMMUNITY DATA**

County: Litchfield	Public School Enrollment as a Percent of Town Population: 15.3%
2000 Population: 8,316	Public School Enrollment as % of Total Student Population: 88.7%
1990-2000 Population Growth: -0.6%	Percent of Adults without a High School Diploma in 2000: 10.1%
2000 Per Capita Income: \$30,096	Adult Education Enrollment in 2004-05 School Year: 22
Number of Public Schools: 3	Number of Adults Receiving Diplomas in 2004-05 School Yr.: 8
Number of Nonpublic Schools: 4	

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 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.
 

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**DISTRICT NEED**

Current and Past District Need	Year	District	DRG	State
% of Students Eligible for Free/Reduced-Price Meals	2005-06	5.0	9.1	26.9
	2002-03	4.8	N/A	25.4
% of K-12 Students with Non-English Home Language	2005-06	0.0	1.2	12.6
	2000-01	0.5	N/A	12.5
% of Elementary and Middle School Students Above Entry Gr. Who Attended Same School Previous Yr.	2005-06	91.9	92.0	88.0
	2000-01	91.4	N/A	87.0
% of Kindergarten Students who Attended Preschool, Nursery School, or Headstart	2005-06	86.7	77.7	79.2
	2000-01	75.6	N/A	74.7
% of Juniors and Seniors Working More Than 16 Hours Per Week	2005-06	17.7	21.9	21.7
	2000-01	25.7	N/A	31.7

**STUDENT ENROLLMENT AND RACE/ETHNICITY**

<b>Enrollment</b>	
Grade Range	PK-12
Total Enrollment	1,296
5-Year Enrollment Change	-8.5%
Projected 2010 Enrollment	
Elementary	339
Middle School	253
High School	579
Prekindergarten, Other	18

Race/Ethnicity	Number	Percent
American Indian	9	0.7
Asian American	15	1.2
Black	7	0.5
Hispanic	27	2.1
White	1,238	95.5
Total Minority 2005-06	58	4.5
Total Minority 2000-01	46	3.2

## EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

Connecticut law requires that school districts provide educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds. This may occur through magnet school programs, public school choice programs, charter schools, minority staff recruitment, inter- or intradistrict programs and projects, distance learning, or other experiences. Below is the description submitted by this school district of how it provides such experiences.


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, now in its 15th year, brings 7th 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 that with Crosby High School in Waterbury, provide opportunities for LHS students to interact with students of diverse cultural, racial and economic backgrounds.

The American Field Service chapter at LHS is very 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. This year, the exchanges involved students from Spain and Germany. In December 2004 LHS principal, Dr. Breslin, participated in a state delegation to China to begin what is expected to be a long-term exchange with a school in Shandong Province.

Additionally, 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 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.

## DISTRICT RESOURCES

<b>Staff Count (Full-Time Equivalent)</b>			<b>Average Class Size</b>		
<b># of Certified Staff</b>			<b>District</b>	<b>DRG</b>	<b>State</b>
Teachers	96.4		Grade K	2005-06	12.5
Administrators	7.0			2000-01	15.6
Department Chairs	0.0		Grade 2	2005-06	13.0
Library/Media Staff	3.0			2000-01	N/A
Other Professionals	14.0		Grade 5	2005-06	21.0
% Minority 2005-06	0.0			2000-01	18.3
% Minority 2000-01	0.0		Grade 7	2005-06	20.2
# Non-Certified Instructional	29.1			2000-01	N/A
			High School	2005-06	17.2
				2000-01	20.2
				2005-06	21.2
				2000-01	21.7
				2005-06	20.0
				2000-01	21.9
				2005-06	17.4
				2000-01	18.4
				2005-06	20.3
				2000-01	20.0

<b>Professional Staff Experience and Training</b>	<b>District</b>	<b>DRG</b>	<b>State</b>
Average Number of Years Experience in Connecticut	14.5	13.6	13.1
% with Master's Degree or Above	87.9	80.4	78.5
% Trained as Mentors, Assessors, or Cooperating Teachers	27.4	29.5	28.5

**DISTRICT RESOURCES, continued**

Total Hours of Instruction Per Yr.*	Dist	DRG	State
Elementary	1,011	984	986
Middle School	N/A	N/A	N/A
High School	1,080	1,015	1,002

\*State law requires at least 900 hours for gr. 1-12 and full-day kindergarten, and 450 hours for half-day kindergarten.

Resource Ratios	District	DRG	State
Students Per Academic Computer	4.6	2.9	3.4
Students Per Teacher	13.4	13.2	13.6
Teachers Per Administrator	13.8	13.0	13.8

**STUDENT PERFORMANCE**

Physical Fitness	District	State
% Passing All 4 Tests	52.6	35.6

**Connecticut Mastery Test, Fourth Generation, % Meeting State Goal:** The state goal was established with the advice and assistance of a cross section of Connecticut educators. 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.

Connecticut Mastery Test % Meeting State Goal in:	District	State	Of All Districts in State	
			Lowest %	Highest %
Grade 3 Reading	67.1	54.4	10.3	91.3
	63.8	61.0	13.6	100.0
	54.9	56.3	13.6	90.0
Grade 4 Reading	79.5	57.8	17.5	89.7
	80.8	62.8	29.9	91.1
	71.2	58.8	22.4	92.3
Grade 5 Reading	76.5	60.9	19.5	92.0
	81.0	65.0	25.0	90.8
	71.8	60.7	18.2	89.9
Grade 6 Reading	88.3	63.6	26.6	92.8
	92.9	62.2	25.9	94.4
	85.5	58.6	12.5	95.1
Grade 7 Reading	84.7	66.7	26.9	95.0
	72.0	60.0	25.5	89.8
	75.2	57.0	19.2	93.0
Grade 8 Reading	77.4	66.7	13.3	93.6
	75.0	62.4	2.7	96.4
	78.9	58.3	0.0	93.6



The figures above were calculated differently than those reported in the No Child Left Behind (NCLB) Report Cards. Unlike NCLB figures, 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.

## STUDENT PERFORMANCE, continued

**Connecticut Academic Performance Test, Second Generation, % Meeting State Goal:** The state Goal was established with the advice and assistance of a cross section of Connecticut educators. Students receive certification of mastery for each area in which they meet or exceed the Goal. 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.


Conn. Academic Performance Test % Grade 10 Meeting State Goal in:	District	State	Of All Districts in State	
			Lowest %	Highest %
Reading Across the Disciplines	53.8	46.5	0.0	83.1
Writing Across the Disciplines	68.4	52.4	0.0	86.3
Mathematics	65.5	46.3	0.0	82.3
Science	52.6	44.6	0.0	85.3



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SAT <sup>®</sup> I: Reasoning Test	Class of 2000	Class of 2005	
	District	District	State
% of Graduates Tested	85.7	85.4	74.9
Mathematics: Average Score	540	544	512
Mathematics: % Scoring 600 or More	21.2	26.1	24.6
Verbal: Average Score	539	542	510
Verbal: % Scoring 600 or More	21.2	34.1	22.7

Dropout Rates	District	State
Cumulative Four-Year Rate for Class of 2005	7.2	7.4
2004-2005 Annual Rate for Grades 9 through 12	2.2	1.7
1999-2000 Annual Rate for Grades 9 through 12	0.6	3.1

Activities of Graduates	Class of	# in District	District %	State %
 Pursuing Higher Education	2005	86	83.5	82.3
	2000	63	81.8	78.5
Employed or in Military	2005	8	7.8	13.9
	2000	13	16.9	17.6
Unemployed	2005	0	0.0	0.9
	2000	0	0.0	0.7

## DISTRICT REVENUES/EXPENDITURES 2004-05

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	\$8,162	\$5,988	\$6,555	\$6,041	\$6,555
Instructional Supplies and Equipment	\$263	\$193	\$259	\$260	\$260
Improvement of Instruction and Educational Media Services	\$878	\$644	\$402	\$330	\$391
Student Support Services	\$1,284	\$942	\$656	\$709	\$656
Administration and Support Services	\$1,323	\$971	\$1,144	\$1,124	\$1,153
Plant Operation and Maintenance	\$1,245	\$913	\$1,120	\$1,043	\$1,113
Transportation	\$786	\$553	\$523	\$545	\$522
Costs for Students Tuitioned Out	\$337	N/A	N/A	N/A	N/A
Other	\$258	\$190	\$124	\$124	\$122
<b>Total</b>	<b>\$14,536</b>	<b>\$10,556</b>	<b>\$11,031</b>	<b>\$10,483</b>	<b>\$10,994</b>
<b>Additional Expenditures</b>					
Land, Buildings, and Debt Service	\$836	\$613	\$1,473	\$1,289	\$1,467
Adult Education	\$7	N/A	N/A	N/A	N/A

**Revenue Sources, % 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
With School Construction	85.0	12.7	2.2	0.1
Without School Construction	88.4	9.2	2.3	0.1

**Selected Regular Education Expenditures, Amount Per Pupil and Percent Change from Prior Year.** Selected regular education expenditures exclude costs of special education and land, building, and debt service.

Expenditures by Grade Level	District		DRG	State	
	Per Pupil	% Change	Per Pupil	Per Pupil	% Change
<b>Elementary and Middle</b>					
Total	\$8,500	2.1	\$8,373	\$9,062	5.1
Salaries and Benefits	\$7,021	6.5	\$6,790	\$7,454	4.7
Supplies	\$652	8.5	\$498	\$513	12.7
Equipment	\$86	-41.5	\$101	\$133	16.7
<b>High School</b>					
Total	\$9,569	0.6	\$9,829	\$9,640	3.5
Salaries and Benefits	\$7,824	0.7	\$7,748	\$7,759	3.1
Supplies	\$579	-7.2	\$646	\$585	11.6
Equipment	\$138	38.0	\$155	\$152	14.3

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### EQUITABLE ALLOCATION OF RESOURCES AMONG DISTRICT SCHOOLS

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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 is in the process of renovating and expanding 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 requirements of each school. Finally, the voters in the town approve the annual budget.

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### EVIDENCE OF SUSTAINED IMPROVEMENTS IN STUDENT ACCOMPLISHMENTS

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Below is a summary, submitted by this school district, of the major trends in student performance and accomplishments that indicate sustained improvement over time. Also, areas of need are identified and plans to address these needs are presented.

The Litchfield Public School District continues to show growth in student performance and regularly exceeds NCLB requirements for Adequate Yearly Progress. Based upon the 2006 adjusted CMT scores, 89% of students at Center School scored above the proficient level in mathematics and 92% in reading. At the Litchfield Intermediate School, the adjusted percentages showed that 94% of the students scored at or above the proficient level in both mathematics and reading. The adjusted scores for Litchfield Middle/High School students indicate the percentage of students who scored at or above proficient to be 96% in mathematics and 94% in reading. This increased level of performance is evidence of sustained improvements by students as they move through the system.

Student performance on the CAPT (Connecticut Academic Performance Test) continues to improve in all areas. Students demonstrated high levels of performance in both reading and writing surpassing ERG averages in these areas. Students participating in world language course continue to achieve in Spanish, French, and Latin. LHS students have attained both state and national recognition in French and Latin. The high school's Envirothon and Robotics teams performed well in the state competition were invited to participate in the national competition. The class of 2006 also demonstrated solid achievement on the College Board (SAT) tests. The average scores for both the Mathematics and Verbal sections of the test were favorable when compared with those of comparable districts in the state and well above the state average.

#### Needs and Improvement Plans

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.

Strategic School Profiles may be viewed on the internet at <a href="http://www.state.ct.us/sde">www.state.ct.us/sde</a> . A more detailed, searchable SSP database, data tables, and additional CT education facts are also available at this site.
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For the school district website, see <a href="http://www.litchfieldschools.org">www.litchfieldschools.org</a>
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