

**STRATEGIC SCHOOL PROFILE 2006-07****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: 15.0%
2000 Population: 8,316	Public School Enrollment as % of Total Student Population: 88.2%
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 2005-06 School Year: 23
Number of Public Schools: 3	Number of Adults Receiving Diplomas in 2005-06 School Yr.: 6
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**

<b>Current and Past District Need</b>	<b>Year</b>	<b>District</b>	<b>DRG</b>	<b>State</b>
% of Students Eligible for Free/Reduced-Price Meals	2006-07	4.8	10.0	27.3
	2002-03	4.8	N/A	25.4
% of K-12 Students with Non-English Home Language	2006-07	0.4	1.4	12.8
	2001-02	0.5	N/A	12.8
% of Elementary and Middle School Students Above Entry Gr. Who Attended Same School Previous Yr.	2006-07	94.2	94.7	88.6
	2001-02	93.4	N/A	86.9
% of Kindergarten Students who Attended Preschool, Nursery School, or Headstart	2006-07	77.2	82.6	79.3
	2001-02	71.6	N/A	75.1
% of Juniors and Seniors Working More Than 16 Hours Per Week	2006-07	22.2	23.3	20.2
	2001-02	24.6	N/A	29.1

**STUDENT ENROLLMENT AND RACE/ETHNICITY**

<b>Enrollment</b>	
Grade Range	PK-12
Total Enrollment	1,261
5-Year Enrollment Change	-10.0%
Projected 2011 Enrollment	
Elementary	362
Middle School	250
High School	551
Prekindergarten, Other	22

<b>Race/Ethnicity</b>	<b>Number</b>	<b>Percent</b>
American Indian	8	0.6
Asian American	18	1.4
Black	10	0.8
Hispanic	30	2.4
White	1,195	94.8
Total Minority 2006-07	66	5.2
Total Minority 2001-02	59	4.2

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

Below is the description submitted by this school district 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, now in its 16th year, 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 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 and the Rotary Exchange program at LHS are 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 South Korea, Spain and Brazil. LHS principal, Dr. Breslin, participated in a state delegation to China in December 2004 to begin what is expected to be a long-term exchange with a school in Shandong Province. 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, 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

#### Staff Count (Full-Time Equivalent)

# of Certified Staff		
Teachers	91.1	
Administrators	7.0	
Department Chairs	0.0	
Library/Media Staff	3.0	
Other Professionals	16.4	
% Minority 2006-07	0.0	
% Minority 2001-02	0.0	
# Non-Certified Instructional	29.3	

Average Class Size		District	DRG	State
Grade K	2006-07	12.8	15.0	18.2
	2001-02	13.5	N/A	18.3
Grade 2	2006-07	21.0	17.3	19.5
	2001-02	17.5	N/A	19.6
Grade 5	2006-07	18.8	19.9	21.2
	2001-02	20.5	N/A	21.5
Grade 7	2006-07	19.0	20.1	20.8
	2001-02	18.5	N/A	21.9
High School	2006-07	20.2	18.5	20.0
	2001-02	17.5	N/A	19.9

Professional Staff Experience and Training	District	DRG	State
Average Years of Experience in Connecticut and Other Locations	15.0	15.3	14.4
% with Master's Degree or Above	82.6	79.9	78.9

**DISTRICT RESOURCES, continued**

<b>Total Hours of Instruction Per Yr.*</b>	<b>Dist</b>	<b>DRG</b>	<b>State</b>
Elementary	984	985	987
Middle School	N/A	N/A	N/A
High School	978	1,001	1,002

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

<b>Resource Ratios</b>	<b>District</b>	<b>DRG</b>	<b>State</b>
Students Per Academic Computer	3.5	2.8	3.2
Students Per Teacher	13.8	13.1	13.5
Teachers Per Administrator	13.0	13.2	13.9

**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 is in the final phase 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 educational needs of each school. Finally, the voters in the town approve the annual budget.

**STUDENT PERFORMANCE**

<b>SAT<sup>®</sup> I: Reasoning Test</b>	<b>Class of 2001</b>	<b>Class of 2006</b>			
		<b>District</b>	<b>State</b>	<b>Of All Districts in State</b>	
	<b>District</b>			<b>Lowest %</b>	<b>Highest %</b>
% of Graduates Tested	81.2	95.5	74.7	23.8	100.0
Mathematics: Average Score	536	523	510	284	604
Mathematics: % Scoring 600 or More	27.5	25.9	23.9	0.0	55.6
Critical Reading: Average Score	534	509	505	346	595
Critical Reading: % Scoring 600 or More	23.2	20.0	21.3	0.0	48.5
Writing: Average Score	N/A	528	504	337	595
Writing: % Scoring 600 or More	N/A	27.1	20.3	0.0	48.8



<b>Physical Fitness</b>	<b>District</b>	<b>State</b>	<b>Of All Districts in State</b>	
			<b>Lowest %</b>	<b>Highest %</b>
% Passing All Four Tests	50.1	36.1	0.0	85.0

## STUDENT PERFORMANCE, continued

**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 All Districts in State		
			Lowest %	Highest %	
Grade 3	Reading	65.9	52.3	13.1	86.4
	Writing	76.1	60.8	20.0	88.9
	Mathematics	65.9	59.4	15.0	91.3
Grade 4	Reading	74.1	57.0	14.1	91.3
	Writing	58.5	65.1	20.0	90.2
	Mathematics	64.6	62.3	17.9	100.0
Grade 5	Reading	82.9	61.4	19.5	92.3
	Writing	80.5	64.6	25.0	95.5
	Mathematics	75.3	66.0	23.5	93.3
Grade 6	Reading	83.1	64.3	16.7	96.3
	Writing	80.9	63.0	20.8	93.6
	Mathematics	82.0	63.9	10.2	92.8
Grade 7	Reading	85.1	65.9	3.8	96.8
	Writing	76.3	60.4	0.0	95.0
	Mathematics	76.3	60.3	7.7	92.0
Grade 8	Reading	83.5	66.6	4.8	94.0
	Writing	71.8	64.0	0.0	94.6
	Mathematics	74.4	60.8	4.5	95.7

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](http://www.ctreports.com).

To see the NCLB Report Card for this district, go to [www.sde.ct.gov](http://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.

CAPT Subject Area	District	State	Of All Districts in State	
			Lowest %	Highest %
Reading Across the Disciplines	71.6	45.6	2.8	87.2
Writing Across the Disciplines	60.8	52.9	0.0	87.4
Mathematics	54.9	45.2	0.0	86.3
Science	74.5	44.4	0.0	84.5




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 CAPT results, go to [www.ctreports.com](http://www.ctreports.com).

To see the NCLB Report Card for this district, go to [www.sde.ct.gov](http://www.sde.ct.gov) and click on "No Child Left Behind."

**STUDENT PERFORMANCE, continued**

Graduation and Dropout Rates	District	State	Of All Districts in State	
			Lowest %	Highest %
Graduation Rate for Class of 2006	96.7	92.2	66.7	100.0
Cumulative Four-Year Dropout Rate for Class of 2006	3.1	6.6	0.0	72.5
2005-06 Annual Dropout Rate for Gr. 9 through 12	1.4	1.8	0.0	19.2
2000-01 Annual Dropout Rate for Gr. 9 through 12	1.1	3.0	N/A	N/A

Activities of Graduates	Class of	# in District	District %	State %
 Pursuing Higher Education	2006	82	92.1	82.7
	2001	66	77.6	79.1
Employed or in Military	2006	6	6.7	12.9
	2001	18	21.2	17.1
Unemployed	2006	0	0.0	0.8
	2001	0	0.0	0.7

**SPECIAL EDUCATION****DISTRICT OVERVIEW**

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	157
Of All K-12 Students for Whom the District is Financially Responsible, the Percent of Students with Disabilities	12.1%
Total PK-12 Special Education Expenditures, 2005-06	\$2,597,570
Percent of Total PK-12 Expenditures Used for Special Education, 2005-06	17.2%
Enrollment in District PK-12 Special Education Programs	153
Full-Time Equivalent Count of District PK-12 Special Education Instructional Staff	
Teachers and Instructors	8.0
Paraprofessional Instructional Assistants	23.0



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	6	0.5	0.6	0.6
Learning Disability	45	3.5	3.8	4.0
Intellectual Disability	3	0.2	0.4	0.5
Emotional Disturbance	3	0.2	0.6	1.0
Speech Impairment	64	4.9	3.0	2.3
Other Health Impairment*	27	2.1	1.8	1.9
Other Disabilities**	9	0.7	0.7	0.9
<b>Total</b>	<b>157</b>	<b>12.1</b>	<b>10.9</b>	<b>11.2</b>

\*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

## SPECIAL EDUCATION, continued

### Connecticut Mastery Test, Fourth Generation, Percentage of Students with Disabilities Meeting State Goal.

The following results include students attending district schools who participated in the standard assessment with or without accommodations for their disabilities.

Grade and CMT Subject Area	Students with Disabilities		All Students	
	District	State	District	State
Grade 3 Reading	N/A	N/A	65.9	52.3
Writing	N/A	N/A	76.1	60.8
Mathematics	N/A	N/A	65.9	59.4
Grade 4 Reading	N/A	N/A	74.1	57.0
Writing	15.0	21.2	58.5	65.1
Mathematics	10.0	25.7	64.6	62.3
Grade 5 Reading	N/A	N/A	82.9	61.4
Writing	N/A	N/A	80.5	64.6
Mathematics	N/A	N/A	75.3	66.0
Grade 6 Reading	N/A	N/A	83.1	64.3
Writing	N/A	N/A	80.9	63.0
Mathematics	N/A	N/A	82.0	63.9
Grade 7 Reading	N/A	N/A	85.1	65.9
Writing	N/A	N/A	76.3	60.4
Mathematics	N/A	N/A	76.3	60.3
Grade 8 Reading	N/A	N/A	83.5	66.6
Writing	N/A	N/A	71.8	64.0
Mathematics	N/A	N/A	74.4	60.8

For more detailed CMT results, go to [www.ctreports.com](http://www.ctreports.com). Results for fewer than 20 students are not presented.

### Connecticut Academic Performance Test, Third Generation, Percentage of Students with Disabilities Meeting State Goal:

The CAPT is administered to Grade 10 students. The following results include students attending district schools who participated in the standard assessment with or without accommodations for their disabilities.

CAPT Subject Area	Students with Disabilities		All Students	
	District	State	District	State
Reading Across the Disciplines	N/A	N/A	71.6	45.6
Writing Across the Disciplines	N/A	N/A	60.8	52.9
Mathematics	N/A	N/A	54.9	45.2
Science	N/A	N/A	74.5	44.4

For more detailed CAPT results, go to [www.ctreports.com](http://www.ctreports.com). Results for fewer than 20 students are not presented.

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.

Participation in State Assessments of Students with Disabilities Attending District Schools		
CMT	% Without Accommodations	25.6
	% With Accommodations	74.4
CAPT	% Without Accommodations	66.7
	% With Accommodations	33.3
% Assessed Using Skills Checklist		1.2

Graduation and Dropout Rates of Students with Disabilities for Whom District is Financially Responsible	District	State
% Who Graduated in 2005-06 with a Standard Diploma	75.0	73.5
2005-06 Annual Dropout Rate for Students Aged 14 to 21	5.4	3.8

## DISTRICT REVENUES/EXPENDITURES 2005-06

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	\$8,503	\$6,561	\$6,882	\$6,357	\$6,888
Instructional Supplies and Equipment	\$299	\$231	\$247	\$275	\$249
Improvement of Instruction and Educational Media Services	\$813	\$627	\$415	\$354	\$402
Student Support Services	\$1,308	\$1,009	\$720	\$761	\$719
Administration and Support Services	\$1,404	\$1,083	\$1,186	\$1,188	\$1,197
Plant Operation and Maintenance	\$1,298	\$1,002	\$1,206	\$1,167	\$1,199
Transportation	\$817	\$598	\$560	\$576	\$558
Costs for Students Tuitioned Out	\$367	N/A	N/A	N/A	N/A
Other	\$254	\$196	\$135	\$127	\$132
<b>Total</b>	<b>\$15,063</b>	<b>\$11,420</b>	<b>\$11,595</b>	<b>\$11,146</b>	<b>\$11,558</b>
<b>Additional Expenditures</b>					
Land, Buildings, and Debt Service	\$4,003	\$3,088	\$1,866	\$1,542	\$1,834
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	74.7	23.1	1.9	0.3
Without School Construction	88.2	9.0	2.4	0.4

**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	% Change	Per Pupil	% Change
Elementary and Middle						
Total	\$9,380	10.4	\$8,842	5.6	\$9,520	5.1
Salaries and Benefits	\$7,904	12.6	\$7,079	4.3	\$7,850	5.3
Supplies	\$752	15.3	\$556	11.6	\$547	6.6
Equipment	\$82	-4.7	\$129	27.7	\$124	-6.8
High School						
Total	\$10,025	4.8	\$10,328	5.1	\$10,074	4.5
Salaries and Benefits	\$8,215	5.0	\$8,126	4.9	\$8,120	4.7
Supplies	\$676	16.8	\$722	11.8	\$625	6.8
Equipment	\$195	41.3	\$162	4.5	\$150	-1.3

**SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES**

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The following narrative was submitted by this district.

The Litchfield Public School District continues to show growth in student performance and regularly exceeds NCLB requirements for Adequate Yearly Progress. Based upon the 2007 adjusted CMT scores, 97% of students at Center School scored above the proficient level in mathematics and 91% in reading. At the Litchfield Intermediate School, the adjusted percentages showed that 94% and 95% of the students scored at or above the proficient level in both mathematics and reading respectively. The adjusted scores for Litchfield Middle/High School students indicate the percentage of students who scored at or above proficient to be 95% in mathematics and 93% in reading. The CAPT data shows 97% in Math, 98% in Science, 98% in Reading and 95% in Writing meeting the proficiency level before adjustment. This increased 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.

A Director of Curriculum and Instruction is hired for the 2007-08 school year. This is a new position designed to keep the district moving in a positive direction.

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, we continue to educate all students in the least restrictive environment. Our assumption is 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.

To view Strategic School Profiles on the internet, go to [www.sde.ct.gov](http://www.sde.ct.gov) and click on Connecticut Education Data and Research. Additional education data are also available at this site.

For the school district website, see [www.litchfieldschools.org](http://www.litchfieldschools.org)



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