

**STRATEGIC SCHOOL PROFILE 2008-09**

High School Edition

**Litchfield High School  
Litchfield School District**

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This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c) using data and narratives provided by the school district or testing services. Profiles and additional education data, including longitudinal data, are available on the internet at [www.sde.ct.gov](http://www.sde.ct.gov).

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**TYPE OF SCHOOL**

School Type: Traditional/Regular Education  
School Grade Range: 7-12

**STUDENT ENROLLMENT**

Enrollment on October 1, 2008: 578  
5-Year Enrollment Change: -13.1%

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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. The Connecticut State Board of Education approved DRG classification for purposes of reporting data other than student performance.

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**INDICATORS OF EDUCATIONAL NEED**

Need Indicator	Number in School	Percent in School	High Schools	
			% in DRG	% in State
Students Eligible for Free/Reduced-Price Meals	50	8.7	9.3	26.0
Students Who Are Not Fluent in English	0	0.0	0.2	3.3
Students Identified as Gifted and/or Talented	46	8.0	5.5	4.7
Students with Disabilities	46	8.0	9.7	10.6
Juniors and Seniors Working 16 or More Hours Per Week	17	8.2	18.7	19.0

**PROGRAM AND INSTRUCTION**

Average Class Size	School	DRG	State
Algebra I	14.0	18.0	18.7
Biology I	19.3	17.5	19.3
English, Grade 10	19.2	18.7	19.1
American History	25.5	18.6	19.9

**Language Instruction:** Instruction was offered in the following language(s): French, Latin, Spanish.

Instructional Time	School	State High Schools
Total Days per Year	181	182
Total Hours per Year	975	1,007

State law requires that at least 180 days of school and 900 hours of instruction be offered to students in high school grades.

#### Lunch

An average of 24 minutes is provided for lunch during full school days.

% Juniors and Seniors Enrolled in a Course or Courses for College Credit	School	State
During the 2007-08 School Year	71.2	30.5

#### Minimum Graduation Credits

The state requires a minimum of 20 credits for graduation.

Total Number of Credits Required for Graduation	School	DRG	State
Required for Class of 2008	24.0	23.6	23.3

% of Class of 2008 Graduates who Took Higher Level Courses or Earned More Credits in Selected Subjects than Required by the State for Graduation	School	State
Algebra I or Equivalent	100.0	94.1
Chemistry	80.2	73.6
4 or More Credits in Mathematics	82.1	65.5
3 or More Credits in Science	100.0	91.1
4 or More Credits in Social Studies	84.0	55.4
Credit for Level 3 or Higher in a World Language	84.0	60.6
2 or More Credits in Vocational Education	77.4	59.2
2 or More Credits in the Arts	38.7	41.6

#### Class of 2008

This school required more than the state minimum number of credits for graduation in health, physical education, science, the arts and/or vocational education.

Special Programs	School	High Schools	
		DRG	State
% of Students in Bilingual Education Program or Receiving English as a Second Language Services	0.0	0.2	3.3
% of Gifted and/or Talented Students Who Received Services	0.0	24.9	39.3
% of Special Education Students Who Spent Over 79% of Their Time with Their Non-Disabled Peers:	93.5	79.7	72.6

#### LIBRARY AND COMPUTERS

Free on-line access to periodicals, newspapers, and other resources is available to all Connecticut schools through the Connecticut Digital Library at [www.iconn.org](http://www.iconn.org).

Instructional Computers and Library Materials	School	High Schools	
		DRG	State
# of Students Per Computer	2.4	2.0	2.4
% of Computers with Internet Access	100.0	99.6	99.2
% of Computers that are High or Moderate Power	100.0	97.8	98.8
# of Print Volumes Per Student*	16.8	20.9	16.0
# of Print Periodical Subscriptions	42	37	48

\*Because a certain number of volumes are needed for a library of adequate breadth and depth, a small school may need a higher number of volumes per student.

**Interactive Distance Learning:** This school does not utilize interactive distance learning. Interactive distance learning ranges from on-line courses with student-instructor interaction via the internet to live classroom interactions through two-way audio and video transmissions. Statewide, 0.4% of high schools in the state utilize interactive distance learning.

**SCHOOL STAFF**

<b>Full-Time Equivalent Count of School Staff</b>	
General Education: Teachers and Instructors	45.20
Paraprofessional Instructional Assistants	1.00
Special Education: Teachers and Instructors	4.00
Paraprofessional Instructional Assistants	7.00
Library/Media Specialists and/or Assistants	2.00
Administrators, Coordinators, and Department Chairs	2.20
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	0.00
Counselors, Social Workers, and School Psychologists	4.20
School Nurses	1.00
Other Staff Providing Non-Instructional Services and Support	14.52

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.

<b>Teachers and Instructors</b>	<b>School</b>	<b>High Schools</b>	
		<b>DRG</b>	<b>State</b>
Average Number of Years of Experience in Education	14.6	14.1	13.8
% with Master's Degree or Above	88.5	74.1	72.9
Teacher Attendance, 2007-08: Average # of Days Absent Due to Illness or Personal Time	7.5	8.2	8.4
% Assigned to Same School the Previous Year	92.3	88.8	87.0

**HOME AND SCHOOL COMMUNICATION AND SUPPORT**

**Teacher E-Mail Addresses:** All teachers at this school have been issued e-mail addresses.

The following narrative about how this school promotes and supports parental involvement was submitted by the school.

Litchfield Middle School and High use a variety of methods to involve parents in their children's education. An Open House Night, as well as other "meet and greet" activities, is scheduled within the first three weeks to allow faculty to present the curricula, the syllabi, and course expectations. PowerSchool, our student data management software, allows parents 24 hour access to their child's grades and teacher comments. Our Global Connect school communication system allows us to disseminate by telephone a prerecorded message to all families in as little as 10 minutes. Our Student Teacher Parent Council holds monthly meetings and organizes Parent Academies on topics of interest, such as teaching techniques, curriculum ideas, and other trends in education. Parent input during Planning and Placement Team meetings is highly valued and carefully weighed. Finally, a weekly Student Support Team meets to discuss students exhibiting academic or social behaviors of concern and designs action plans to appropriately intervene.

## SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	4	0.7
Asian American	14	2.4
Black	4	0.7
Hispanic	9	1.6
White	547	94.6
Total Minority	31	5.4

Percent of Minority Professional Staff: 3.3

**Non-English Home Language:** All of this school's students come from homes where English is the primary language.

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

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Below is the description submitted by this school of how it provides educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds.

Litchfield Middle School and High School strive to provide opportunities to bring students in direct contact with individuals from different racial, ethnic, and economic backgrounds. Now in its 17th year, our Project Poetry Live! Program involves 7th grade students from Goshen, Litchfield, Morris, Thomaston, Torrington, Waterbury, Warren, Watertown and Winchester in an annual celebration of diversity. Students work together in small groups to produce works of art, a dance program, a set design panel, and an anthology of poems. Our middle school organizes a Holocaust remembrance project that includes a presentation and discussion with a Holocaust survivor. The Peer Educators, a student club, is actively involved with a high school for single mothers completing high school in Waterbury, and this exchange is an enthusiastically anticipated effort for both schools. Our Student Council organization involves the student body and greater community in an ongoing community service project with the Susan B. Anthony Project, a nearby home for mothers and children in crisis, as well as other service efforts that are identified yearly. The Interact Club, a high school branch of the local Rotary chapter, is involved in many community support activities. As a small school district in Northwestern Connecticut, Litchfield Middle School and High School continue to make a conscientious effort to enhance student awareness and understanding of all types of diversity.

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### STUDENT PERFORMANCE AND BEHAVIOR

Physical Fitness: % Reaching Health Standard on All Four Tests*	School	State	% of Schools in State with Equal or Lower Percent Reaching Standard
Grade 10	40.9	39.9	59.3

\*Includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

Advanced Placement Courses 2007-08	School	State High Schools
Number of Courses for which Students were Tested	9	10.0
% of Grade 12 Students Tested	23.4	21.2
% of Exams Scored 3 or More*	62.8	72.8

\*A score of three or higher is generally required for earning college credit.

**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. The following results reflect the performance of students with scoreable tests who were enrolled in the school at the time of testing, regardless of the length of time they were enrolled in the school. Results for fewer than 20 students are not presented. For more detailed CAPT results, go to [www.ctreports.com](http://www.ctreports.com).

CAPT Subject Area	School	State	% of Schools in State with Equal or Lower Scores
Reading Across the Disciplines	69.9	47.4	84.9
Writing Across the Disciplines	70.8	55.0	74.2
Mathematics	73.1	47.8	89.6
Science	69.5	42.8	91.4

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

**SAT® I.** The lowest possible score on each subtest is 200; the highest possible score is 800.

SAT® I: Reasoning Test Class of 2008	School	State	% of Schools in State with Equal or Lower Scores
Average Score: Mathematics	539	507	82.3
Critical Reading	528	503	80.1
Writing	539	506	85.6
% of Graduates Tested	89.6	74.5	N/A

Graduation and Dropout Rates	School	State	% of Districts in State with Equal or Less Desirable Rates
Graduation Rate, Class of 2008	91.4	92.1	29.0
Cumulative Four-Year Dropout Rate for Class of 2008	7.8	6.6	25.8
2007-08 Annual Dropout Rate for Grade 9 through 12	1.0	2.5	54.7

Activities of Graduates	School	State
% Pursuing Higher Education	93.4	84.1
% Employed, Civilian and Military	5.7	11.0

Student Attendance	School	State High Schools
% Present on October 1	96.0	94.6

#### Disciplinary Offenses

Disciplinary offenses committed by students include all serious offenses, offenses involving drugs, alcohol, or tobacco, and all incidents resulting in suspension or expulsion. In the 2007-08 school year, 42 students were responsible for these incidents. These students represent 6.7% of the estimated number of students who attended this school at some point during the 2007-08 school year. For more information and data on disciplinary offenses, go to [www.sde.ct.gov](http://www.sde.ct.gov), click on "CEDaR" and then on "Student Data."

Number of Incidents by Disciplinary Offense Category, 2007-08		
Offense Category	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	1	0
Sexually Related Behavior	0	0
Personally Threatening Behavior	7	0
Theft	1	2
Physical/Verbal Confrontation	1	0
Fighting/Battery	7	0
Property Damage	1	0
Weapons	0	0
Drugs/Alcohol/Tobacco	20	0
School Policy Violations	59	5
Total	97	7

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**SCHOOL IMPROVEMENT PLANS AND ACTIVITIES**

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The following narratives was submitted by this school.

Our special education program has been modified to better educate all students in the least restrictive environment. Our 7th and 8th grade schedule now accommodates four extended academic periods that allow for interdisciplinary activities and differentiated instruction. An Academic Enrichment period managed by classroom teachers provides for students with specific organization needs and academic modifications to receive daily extra-help from their content teachers. Last year we completed our NEASC 5-year follow-up report, and are continuing to review of our mission and expectations and their alignment to curriculum, instruction and assessment. Our data analysis indicates that more work can be done to improve goal performance on CMT and CAPT. As a result, one building goal this year is to enhance student learning through effective and differentiated instruction.

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**SUPPLEMENTAL SCHOOL INFORMATION**

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The space below was optionally used by this school to describe aspects of the school not presented elsewhere in the profile.

The high school instructional schedule allows for four 80-minute instructional periods per day evenly divided by a lunch/activity period. The decision to adjust our daily schedule resulted from the recognition that students learn best through performance-based, authentic assessments, particularly in science laboratories, which have not existed for several years. Our activity period in the middle of the day allows for students to participate in a variety of extracurricular activities without conflicts with athletic or other after-school schedules. Our Independent Study policy continues to allow students to further pursue academic opportunities that clearly align with our program of studies and expectations for student learning. For example, two students this year are completing independent study projects in Asian studies and "Comparative Religions."

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