

**STRATEGIC SCHOOL PROFILE 2009-10**

High School Edition

**Litchfield High School****Litchfield School District**

KRISTEN K. DELLA VOLPE, Principal  
 STEPHANIE KUBISEK, Asst. Principal  
 Telephone: (860) 567-7530

Location: 14 Plumb Hill Road Box 110  
 Litchfield,  
 Connecticut

Website: [litchfieldschools.org/lhs/lhs.html](http://litchfieldschools.org/lhs/lhs.html)

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).

**TYPE OF SCHOOL**

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

**STUDENT ENROLLMENT**

Enrollment on October 1, 2009: 568  
 5-Year Enrollment Change: -17.9%

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.

**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	64	11.3	11.3	27.9
Students Who Are Not Fluent in English	4	0.7	0.3	3.6
Students Identified as Gifted and/or Talented	33	5.8	4.6	5.1
Students with Disabilities	49	8.6	10.1	10.6
Juniors and Seniors Working 16 or More Hours Per Week	6	4.2	12.9	13.6

**PROGRAM AND INSTRUCTION**

Average Class Size	School	DRG	State
Algebra I	18.7	18.3	18.9
Biology I	21.0	17.8	19.6
English, Grade 10	20.8	18.4	19.7
American History	22.3	19.3	20.1

**Language Instruction:**

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

Instructional Time	School	State High Schools
Total Days per Year	181	181
Total Hours per Year	1,066	1,006

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 2008-09 School Year	73.9	31.9

### 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 2009	23.0	23.5	23.6

% of Class of 2009 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	91.5
Chemistry	75.8	72.9
4 or More Credits in Mathematics	57.9	65.2
3 or More Credits in Science	100.0	89.5
4 or More Credits in Social Studies	25.3	53.2
Credit for Level 3 or Higher in a World Language	78.9	60.9
2 or More Credits in Vocational Education	56.8	56.4
2 or More Credits in the Arts	51.6	40.5

### Class of 2009

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

Special Programs	School	High Schools	
		DRG	State
% of Students in Bilingual Education Program or Receiving English as a Second Language Services	0.0	0.3	3.4
% of Gifted and/or Talented Students Who Received Services	0.0	19.5	36.1
% of Special Education Students Who Spent Over 79% of Their Time with Their Non-Disabled Peers:	87.8	78.0	73.5

### 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	2.1	1.8	2.3
% of Computers with Internet Access	100.0	99.4	98.5
% of Computers that are High or Moderate Power	100.0	98.0	97.1
# of Print Volumes Per Student*	17.7	21.7	16.6
# of Print Periodical Subscriptions	12	29	39

\*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, 32% 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	43.90
	Paraprofessional Instructional Assistants	1.00
Special Education:	Teachers and Instructors	3.00
	Paraprofessional Instructional Assistants	9.00
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		14.20

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	14.9	14.4	14.0
% with Master's Degree or Above	87.8	76.6	74.5
Teacher Attendance, 2008-09: Average # of Days Absent Due to Illness or Personal Time	6.8	8.4	8.1
% Assigned to Same School the Previous Year	91.8	92.5	89.6

---

**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 of school to allow faculty to present curricula, syllabi, and course expectations. PowerSchool, our student data management software, allows parents 24 hour access to their child's grades and teacher comments. Our Alert Now 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	13	2.3
Black	3	0.5
Hispanic	12	2.1
White	536	94.4
Total Minority	32	5.6

**Percent of Minority Professional Staff :3.4**

**Non-English Home Language:**

0.7 % of this school's students come from homes where English is not the primary language. The number of non-English home languages is 1

---

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

---

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. Our middle school has organized 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.

---

## 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	74.2	50.4	97.8

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

Advanced Placement Courses 2008-09	School	State High Schools
Number of Courses for which Students were Tested	10	9.5
% of Grade 12 Students Tested	30.6	22.3
% of Exams Scored 3 or More*	76.5	71.3

\*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	72.5	45.9	91.6
Writing Across the Disciplines	88.2	59.6	95.3
Mathematics	72.3	48.7	87.4
Science	80.4	45.3	98.9

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 2009	School	State	% of Schools in State with Equal or Lower Scores
Average Score: Mathematics	536	508	79.8
Critical Reading	538	503	84.3
Writing	558	506	91.0
% of Graduates Tested	76.8	68.5	N/A

Graduation and Dropout Rates	School	State	% of Districts in State with Equal or Less Desirable Rates
Graduation Rate, Class of 2009	96.0	91.3	61.1
2008-09 Annual Dropout Rate for Grade 9 through 12	0.7	3.0	63.8

Activities of Graduates	School	State	Student Attendance	School	State High Schools
% Pursuing Higher Education	92.6	84.5	% Present on October 1	97.9	94.6
% Employed, Civilian and Military	2.1	10.4			

**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 2008-09 school year, 45 students were responsible for these incidents. These students represent 7.7% of the estimated number of students who attended this school at some point during the 2008-09 school year.

Number of Incidents by Disciplinary Offense Category, 2008-09		
Offense Category	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	0	0
Sexually Related Behavior	0	0
Personally Threatening Behavior	5	0
Theft	1	0
Physical/Verbal Confrontation	1	0
Fighting/Battery	5	0
Property Damage	1	0
Weapons	1	0
Drugs/Alcohol/Tobacco	8	0
School Policy Violations	57	0
Total	79	0

---

**SCHOOL IMPROVEMENT PLANS AND ACTIVITIES**

---

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 five 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. We are working to complete our NEASC 7-year progress report, and are continuing to review our core values and beliefs and their alignment to curriculum, instruction and assessment. All school improvement plans and activities are rooted in student performance data.

---

**SUPPLEMENTAL SCHOOL INFORMATION**

---

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

The 2010-2011 high school instructional schedule continues to allow for four 80-minute instructional periods per day with an additional lunch/activity period. We believe students learn best through performance-based, authentic assessments, particularly in science laboratories, and our extended instructional blocks allow for this form of assessment. 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.

---