

STRATEGIC SCHOOL PROFILE 2009-10

Elementary School K-8 Edition

Litchfield Intermediate School**Litchfield School District**

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Location: 35 Plumb Hill Road Box 110
Litchfield,
Connecticut

Website: litchfieldschools.org/lis/lis.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.

TYPE OF SCHOOL

School Type: Traditional/Regular Education
School Grade Range: 4 - 6

STUDENT ENROLLMENT

Enrollment on October 1, 2009: 289
5-Year Enrollment Change: -8.5%

INDICATORS OF EDUCATIONAL NEED

| Need Indicator | Number in School | Percent in School | Elementary Schools | |
|--|------------------|-------------------|--------------------|------------|
| | | | % in District | % in State |
| Students Eligible for Free/Reduced-Price Meals | 27 | 9.3 | 9.6 | 36.7 |
| K-12 Students Who Are Not Fluent in English | 2 | 0.7 | 0.3 | 7.4 |
| Students with Disabilities | 32 | 11.1 | 11.5 | 10.9 |
| Students Identified as Gifted and/or Talented | 18 | 6.2 | 5.5 | 2.4 |
| Kindergarten Students who Attended Preschool, Nursery School or Headstart | N/A | N/A | N/A | N/A |
| Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year | 184 | 91.5 | 91.3 | 91.6 |

PROGRAM AND INSTRUCTION

| Instructional Time | School | State Elementary Schools |
|----------------------|--------|--------------------------|
| Total Days per Year | 181 | 181 |
| Total Hours per Year | 1,001 | 992 |

State law requires that at least 180 days of school be offered to students in kindergarten through Grade 12, 900 hours of instruction to Grades 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

| Average Class Size | School | District | State | Enrollment in Selected High School Level Courses | | | |
|--------------------|--------|----------|-------|--|--------|----------|-------|
| Kindergarten | N/A | N/A | N/A | Percent of Grade 8 Students Taking | School | District | State |
| Grade 2 | N/A | N/A | N/A | Mathematics | N/A | N/A | N/A |
| Grade 5 | 24.5 | 24.5 | 21.1 | World Language | N/A | N/A | N/A |
| Grade 7 | N/A | N/A | N/A | | | | |

| Required Hours of Instruction Per Year in Selected Subject Areas | | |
|--|--------|-------|
| Grade 5 | School | State |
| Art | 24 | 31 |
| Computer Education | 0 | 18 |
| English Language Arts | 407 | 422 |
| Family and Consumer Science | 0 | 1 |
| Health | 18 | 22 |
| Library Media Skills ** | 47 | 19 |
| Mathematics | 211 | 199 |
| Music | 24 | 33 |
| Physical Education | 47 | 41 |
| Science | 84 | 97 |
| Social Studies | 84 | 88 |
| Technology Education | 0 | 2 |
| World Languages | 36 | 14 |

World Language

Formal instruction (at least 1 hour per week) in Spanish starts in Grade 4 in this school. Statewide, 11.9% of elementary and middle schools that serve Grade 4 start world language instruction by this grade.

Lunch

An average of 20 minutes is provided for lunch during full school days.

** Interdisciplinary approach

| Special Programs | School | Elementary Schools | |
|--|--------|--------------------|-------|
| | | District | State |
| % of K-12 Students in Bilingual Education Program or Receiving English as a Second Language Services | 0.0 | 0.0 | 7.2 |
| % of Identified Gifted and/or Talented Students Who Received Services | 0.0 | N/A | 76.7 |
| % of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers | 87.5 | 83.6 | 80.9 |

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.

| Instructional Computers and Library Materials | School | Elementary Schools | |
|--|--------|--------------------|-------|
| | | District | State |
| # of Students Per Computer | 3.7 | 3.6 | 3.2 |
| % of Computers with Internet Access | 100.0 | 100.0 | 99.1 |
| % of Computers that are High or Moderate Power | 100.0 | 100.0 | 89.9 |
| # of Print Volumes Per Student* | 24.8 | 25.2 | 28.9 |
| # of Print Periodical Subscriptions | 10 | 14 | 12 |

*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.

SCHOOL STAFF

| Full-Time Equivalent Count of School Staff | | |
|---|---|-------|
| General Education: | Teachers and Instructors | 19.40 |
| | Paraprofessional Instructional Assistants | 0.00 |
| Special Education: | Teachers and Instructors | 2.00 |
| | Paraprofessional Instructional Assistants | 7.00 |
| Library/Media Specialists and/or Assistants | | 1.00 |
| Administrators, Coordinators, and Department Chairs | | 1.00 |
| Instructional Specialists Who Support Teachers (e.g., subject area specialists) | | 0.00 |
| Counselors, Social Workers, and School Psychologists | | 1.40 |
| School Nurses | | 1.00 |
| Other Staff Providing Non-Instructional Services and Support | | 8.60 |

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.

| Teachers and Instructors | School | Elementary Schools | |
|---|---------------|---------------------------|--------------|
| | | District | State |
| Average Number of Years of Experience in Education | 10.0 | 11.0 | 13.6 |
| % with Master's Degree or Above | 69.6 | 78.0 | 79.9 |
| Attendance, 2008-09: Average # of Days Absent Due to Illness or Personal Time | 9.4 | 7.8 | 8.2 |
| % Assigned to Same School the Previous Year | 65.2 | 80.4 | 86.9 |

HOME AND SCHOOL COMMUNICATION AND SUPPORT

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

Online Homework Information: A portion of the school website is devoted to homeworks.

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

Litchfield Intermediate School seeks to involve its parents and community in its curriculum and instruction. Our continued partnership between home and school is central to our mission of providing a stimulating and nurturing educational environment for our students. We continue hosting parent academies throughout the year to bring parents into the school to share information regarding school related issues such as differentiated instruction, understanding CMT scores, and homework help. Our school has also benefitted from an active Parent Teacher Organization. The PTO works to support teachers in their classroom initiatives throughout the year. In addition to our PTO, the Litchfield Education Foundation has provided our teachers with funding to enable certain academic endeavors and the purchase of materials for special projects. Our school also utilizes a website to post assignments or other information as a means to maintain communication for parents.

SCHOOL DIVERSITY

| Student Race/Ethnicity | | |
|------------------------|--------|---------|
| Race/Ethnicity | Number | Percent |
| American Indian | 3 | 1.0 |
| Asian American | 5 | 1.7 |
| Black | 2 | 0.7 |
| Hispanic | 14 | 4.8 |
| White | 265 | 91.7 |
| Total Minority | 24 | 8.3 |

Percent of Minority Professional Staff: 0.0%

Non-English Home Language :

0.7% of this school's students (excluding prekindergarten 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 Intermediate School continues to develop and implement ways to promote a culture of tolerance, respect, and kindness among our staff and students. Our Developmental Guidance Program involves students in the discussion of how to establish respectful and kind peer relations. The developmental guidance program is taught by our Guidance Department to all grade levels on a monthly basis. Our Keys of Good Character Program identifies and promotes good citizenship through a school-wide recognition system. In collaboration with these efforts, our special services and administrative CARE team meets weekly to discuss the social and emotional needs of our student population. Our Leadership Council has also provided ways in which students can actively participate in promoting a positive school culture. We have hosted special assemblies and school-wide special inter-disciplinary activities to promote healthy and active lifestyles and to expose our children to multi-cultural differences. These assemblies have included media presentations, community member involvement, and authors.

STUDENT PERFORMANCE AND BEHAVIOR

| Physical Fitness: % Reaching Health Standard on All Four Tests* | School | District | State | % of Schools in State with Equal or Lower Percent Reaching Standard |
|---|--------|----------|-------|---|
| Grade 4 | 50.6 | 50.6 | 50.3 | 51.4 |
| Grade 6 | 51.9 | 51.9 | 51.4 | 52.4 |
| Grade 8 | N/A | N/A | N/A | N/A |

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

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 | School | District | State | % of Schools in State with Equal or Lower Percent Meeting Goal |
|----------------------------|--------|----------|-------|--|
| Grade 3 Reading | N/A | N/A | N/A | N/A |
| Writing | N/A | N/A | N/A | N/A |
| Mathematics | N/A | N/A | N/A | N/A |
| Grade 4 Reading | 75.9 | 75.9 | 59.9 | 76.9 |
| Writing | 77.9 | 77.9 | 63.6 | 74.7 |
| Mathematics | 77.0 | 77.0 | 67.0 | 65.7 |
| Grade 5 Reading | 74.4 | 74.4 | 61.8 | 72.6 |
| Writing | 75.0 | 75.0 | 68.2 | 58.8 |
| Mathematics | 80.2 | 80.2 | 72.4 | 62.7 |
| Science | 77.2 | 77.2 | 59.4 | 77.9 |
| Grade 6 Reading | 90.1 | 90.1 | 74.9 | 83.3 |
| Writing | 82.5 | 82.5 | 65.9 | 79.1 |
| Mathematics | 85.1 | 85.1 | 70.7 | 74.9 |
| Grade 7 Reading | N/A | N/A | N/A | N/A |
| Writing | N/A | N/A | N/A | N/A |
| Mathematics | N/A | N/A | N/A | N/A |
| Grade 8 Reading | N/A | N/A | N/A | N/A |
| Writing | N/A | N/A | N/A | N/A |
| Mathematics | N/A | N/A | N/A | N/A |
| Science | N/A | N/A | N/A | N/A |

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.

To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."

| Student Attendance | School | District Elementary Sch. | State Elementary Sch. |
|------------------------|--------|--------------------------|-----------------------|
| % Present on October 1 | 97.9 | 97.6 | 96.2 |

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, 4 students were responsible for these incidents. These students represent 1.4% 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 | 2 | 0 |
| Theft | 0 | 0 |
| Physical/Verbal Confrontation | 1 | 0 |
| Fighting/Battery | 7 | 0 |
| Property Damage | 0 | 0 |
| Weapons | 0 | 0 |
| Drugs/Alcohol/Tobacco | 0 | 0 |
| School Policy Violations | 0 | 0 |
| Total | 10 | 0 |

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this school.

Litchfield Intermediate School uses an interdisciplinary approach to teaching math with science, language arts with social studies. The integrated study of language arts and social studies, we believe, yields stronger readers and writers. Growing with Math, for the fourth and fifth grade, allows for multiple opportunities to master skills and build numeracy through conceptual language based means. In the sixth grade, we continue to use Impact Math, a challenging program to prepare our students for math at the next level. As a school, we continue our work to develop curricula and best practices to reflect our students' developmental needs as learners as well as prepare them for the challenges of the next grades. On-going discussion around student work and benchmarking during teacher common planning time allows us to continually reflect on educational opportunities for students. We are able to support students further through Supplemental Skills, our regular education intervention program for math and language arts. Through our SRBI Team, we continue to monitor the progress of these students and our interventions. Our school is also continuing its professional development on differentiated instruction and how to reach the needs of all students in our classrooms.

SUPPLEMENTAL SCHOOL INFORMATION

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

Litchfield Intermediate School is proud of its active collaboration with the community. As it continues to be our goal to provide the most appropriate, nurturing, and stimulating environment for our students, our faculty seeks to provide experiences to enrich the curricula. These experiences include our collaboration with local organizations to create and fund opportunities for our students, such as activities organized with the White Memorial Foundation, Oliver Wolcott Library, Historical Society and events held in conjunction with Veterans' Day, Constitution Day, Red Ribbon Week, and Random Acts of Kindness Week. Our school has also participated in special events like Connecticut Reads Aloud, author visits, school-wide reads, and a school-wide Science Fair to add variety to our educational offerings. Our Student Leadership Council provides opportunities for students to work together toward common goals, like fundraising for troops overseas and local charities. Our Lego League has allowed our students to enrich their math and science studies through fun activities and competition. Through the excellent direction of our music department, Litchfield Intermediate School's band and chorus continue to draw wide student participation and provide opportunities to develop our talents and perform at different area and regional venues.
