

STRATEGIC SCHOOL PROFILE 2005-06
High School Edition

Litchfield High School
Litchfield School District

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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.

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

STUDENT ENROLLMENT

Total Enrollment: 675

5-Year Enrollment Change: 12.9%



TYPE OF SCHOOL

School Type: Traditional/Regular

School Grade Range: 7-12

SCHOOL NEED

Current and Past School Need	Year	School	DRG High Schools	State High Schools
% of Students Eligible for Free/Reduced-Price Meals	2005-06	5.2	6.8	22.4
	2002-03	5.8	N/A	17.6
% of K-12 Students with Non-English Home Language	2005-06	0.0	1.2	11.4
	2000-01	1.0	N/A	11.2
% 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

Enrollment in Special Programs	Students in School	Percent in School	% in DRG High Schools	% in State High Schools
Bilingual Education and English as a Second Language Services (K-12)	0	0.0	0.2	3.4
Compensatory Education	0	0.0	0.8	7.4
Gifted and Talented Program	0	0.0	1.4	1.6
Special Education	58	8.6	10.0	11.0

STUDENT RACE/ETHNICITY

Race/Ethnicity	Number	Percent
American Indian	4	0.6
Asian American	2	0.3
Black	4	0.6
Hispanic	5	0.7
White	660	97.8

Total Minority 2005-06 2.2%

Total Minority 2000-01 3.2%



EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

Connecticut law requires that school districts provide educational opportunities for their students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds. This may occur through programs with other schools, distance learning, or other experiences. Below is the description submitted by this school of how it provides such experiences.

Connecticut law requires that school districts provide educational opportunities for their students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds. This may occur through programs with other schools, distance learning, or other experiences. Below is the description submitted by this school of how it provides such experiences. One of the programs the high school relies on to address this issue is Project Poetry Live! Now in its 14th year, this program brings together students from Goshen, Litchfield, Morris, Thomaston, Waterbury, Warren, Watertown, and Winchester in an annual celebration of diversity. Litchfield's entire 7th grade participates. Students work in groups to produce works of art, a dance program, a set design panel, and an anthology of poems. LHS Peer Educators contribute in substantive ways each year to students' understanding and appreciation of issues affecting teenagers. Prominent among those issues is diversity. In the past several years, the peer educators have organized an outreach program to young mothers at Crosby High School in Waterbury, providing an opportunity for these students to interact with teenagers from diverse racial and economic backgrounds. The American Field Service Chapter at LHS is very active. In the past, the chapter hosted students from Algeciras, Spain. Recently, 16 Litchfield students journeyed to Spain for the second part of the exchange. Following this, 18 Spanish students and their teachers visited Litchfield as part of an ongoing exchange. Additionally, LHS hosted students from Belgium and Bolivia during the school year. French Students traveled to Quebec in the winter of 2005. Finally, the principal was part of a state delegation visiting China in December 2004, to begin what is expected to be a long-term exchange with a school in Shandong Province. Since that visit, Litchfield students have participated in evening Chinese language classes as preparation of an eventual return visit. Science students continue to participate in two special programs: Partners in Science, sponsored by Boehringer Ingelheim Pharmaceuticals of Ridgefield, CT; and the UCONN Health Center Mini-Med School. Students accepted to these programs are drawn from urban, suburban, and rural school districts, providing them the opportunity to work with and learn from others of varied backgrounds. Students also participate in other statewide activities, such as JETS Competition and the Junior Science and Humanities Program at UCONN provide students with the opportunity to work with a diverse population of their peers.

The LHS music department participates in exchanges with other schools through the New England Festival and other competitions, enhancing their understanding of students from other communities. In April of 2006, LHS musicians joined bands and choral groups from around the nation in the Dixie Classic Music Festival in Richmond, Virginia. The fine and performing arts in the Litchfield School District continue to be an effective avenue for gaining appreciation of similarities and differences among people and culture. The Student Council undertook a year long service project to support Katrina Victim Relief. An initial campaign raised \$5000.00 for local relief agencies that were not supported by The Red Cross. Contact was made and a relationship established with Biloxi High School in Biloxi, Mississippi, devastated by the hurricane. This student group led school efforts to raise money for that school's reconstruction.

SCHOOL RESOURCES

Instructional Time*	School	DRG High Schools	State High Schools
Total Hours of Instruction Per Year	1,080	1,015	1,002

*State law requires at least 900 hours for grades 1 through 12.

TECHNOLOGY



% of Classrooms, Libraries, and Laboratories Wired for:	School	DRG High Schools	State High Schools
Video	100.0	88.3	75.3
Voice	100.0	95.0	80.1
Internet Access	100.0	99.8	96.5
Multi-Room Network (LAN)	100.0	81.7	80.6

Computers	School	DRG HS	State HS
# of Students Per Academic Computer	5.1	2.5	3.1
% of Computers that are High or Moderate Power	68.9	89.2	86.1
% of Computers with Internet Access, All Speeds	100.0	98.5	97.6
% of Computers with High Speed Internet Access	100.0	98.5	97.6
% of Internet Computers with Filtering Software	97.7	99.9	98.8

This school has a functional satellite link.

LIBRARY MATERIALS

Free on-line access to periodicals, newspapers, and other resources is available to all Connecticut schools through the Connecticut Digital Library.

Library Materials	School	DRG HS	State HS
# of Print Volumes Per Student*	17.6	21.4	15.7
% of Print Volumes Purchased in the Last Three Years	11.0	11.7	11.7
# of Print Periodical Subscriptions	52	41.6	46.6
# of Non-Print Materials	1,164	802.5	811.0

*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.

STAFFING RESOURCES



Average Class Size	School	DRG	State
Algebra I	18.3	18.2	20.0
Biology I	16.4	18.3	20.1
English, Grade 10	17.9	18.3	19.9
American History	17.3	18.8	21.1

School Staff Count Full-Time Equivalent	2005-06	2004-05
# of Certified Staff		
Teachers	52.6	54.9
Administrators	2.0	2.0
Department Chairs	0.0	0.0
Library/Media Staff	1.0	1.0
Counselors, Social Workers, and School Psychologists	3.9	3.8
Other Professionals	0.4	0.4
# of Non-Certified Instructional	13.5	14.0

Professional Staff Race/Ethnicity	2005-06	2004-05	2000-01
% Minority	0.0	0.0	0.0
Professional Staff Experience and Training	School	DRG High School	State High School
Average Number of Years Experience in CT	13.8	12.6	13.2
% with Master's Degree or Above	87.5	78.3	75.6
% Trained as Mentors, Assessors, or Cooperating Teachers	20.3	27.0	26.8

SCHOOL PROCESSES

Student and Teacher Statistics	School	DRG High Schools	State High Schools
% of Students Retained in Grade after 2004-05 School Year	0.7	N/A	4.7
Teacher Attendance, 2004-05: Average # of Days Absent Due to Illness or Personal Time	6.5	7.8	8.3
% Certified Staff Assigned to Same School the Previous Year	87.5	86.7	86.0

Types of Remedial Instructional Services Provided to Students Lacking Basic Skills	Available in Mathematics	Available in Language Arts
Pull-out Instruction	No	No
In-Class Tutorial	No	No
After School Program	No	No
Summer School (2005)	No	No
Other	Yes	Yes

% Juniors and Seniors Enrolled in a Course or Courses for College Credit	School	State High Schools
During the 2004-05 School Year	57.3	25.5
During the 1999-2000 School Year	65.9	21.9

Advanced Placement Courses	School	State High Schools
Number of Courses for which Students were Tested	12	8.7
% of Grade 12 Students Tested	30.0	19.3
% of Exams Scored 3 or More*	51.9	71.7

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

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.



Total Number of Credits Required for Graduation	School	DRG	State Requirement
Required for Class of 2005	27.0	23.4	20.0

% of Class of 2005 Graduates who Earned Credit in Selected Subjects	School	State High Schools
Algebra I or Equivalent	99.0	91.1
Chemistry	68.9	70.2
4 or More Credits in Mathematics	88.3	63.3
3 or More Credits in Science	100.0	87.2
4 or More Credits in Social Studies	57.3	53.3
Credit for Level 3 or Higher in the Same World Language	92.2	57.6
2 or More Credits in Vocational Education	42.7	57.1
2 or More Credits in the Arts	42.7	41.5

STUDENT PERFORMANCE

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:	School	State	Of All Schools in State	
			Lowest %	Highest %
Reading Across the Disciplines	53.8	46.5	0.0	83.9
Writing Across the Disciplines	68.4	52.4	0.0	91.3
Mathematics	65.5	46.3	0.0	83.3
Science	52.6	44.6	0.0	85.3



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.

SAT [®] I: Reasoning Test	Class of 2000	Class of 2005	
	School	School	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

Student Attendance	School	State High School
% on October 1, 2005	97.6	93.9

Physical Fitness, Grade 10 	School	State
% Passing All 4 Tests	61.5	39.1

Dropout Rates	School	State
Cumulative Four-Year Rate for Class of 2005	7.2	7.4
2004-05 Annual Rate for Grade 9 through 12	2.3	1.7
1999-2000 Annual Rate for Gr. 9 through 12	0.6	3.1

Class of 2005: Number of National Merit Scholarship Semi-Finalists: 3



Activities of Graduates	Class of	School	State
% Attending Two- or Four-Year Colleges	2005	82.5	78.3
	2000	79.2	75.4
% Employed or in Military	2005	7.8	13.9
	2000	16.9	17.6

EVIDENCE OF SUSTAINED IMPROVEMENT IN STUDENT ACCOMPLISHMENTS

Below is a summary, submitted by this school, 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.

Litchfield High School continues to show growth in student performance on state tests.

The 7th grade shows 89.8% at or above proficiency in reading on the 2006 Connecticut Mastery Test and 88.9% in math. The 8th grade shows 89.5% at or above proficiency in reading and 91.9% in math. Students in both grades continue to demonstrate “adequate yearly progress” in all areas of the No Child Left Behind(NCLB) report. Student performance in the Connecticut Academic Performance Test (CAPT) continues to improve in 2006 with respect to the percentage of students at or above proficiency. The percent proficient on the 10th grade CAPT is 95% in math (up from 89.2% in 2005), 96% in reading (up from 89.5%), 92% in writing (up from 86.7%). The percent proficient in science is 96%. Fifty-six percent of students in the graduating class of 2007 has reached the high standard (goal) in all four of the content areas: math, science, reading and writing.

STUDENT ACCOMPLISHMENTS

Students participating in world language courses continue to excel in Latin, Spanish, and French, with LHS students having achieved both state and national recognition in French and Latin. The high school’s Envirothon team again won the state championship in this annual statewide competition for the fifth time in six years and was invited to participate in the national competition. The LHS debate team finished first in several statewide competitions, while the middle school mock trial team made it to the semi finals in statewide competition.

AREAS OF NEEDS AND IMPROVEMENTS

Although a large percentage of students continue to meet goal on the Connecticut Academic Performance Test and the Connecticut Mastery Test in the area of reading, the LHS staff is intensifying its efforts to improve students’ reading skills. Student performance on certain SAT II and Advanced Placement Exams are two additional areas that the faculty will continue to focus on this year.

SUPPLEMENTAL SCHOOL INFORMATION

The space below was optionally used by this school to describe aspects of the school not presented elsewhere in the profile. For instance, character education or programs designed to improve school climate may be described.

Litchfield High School’s mission is “...to work together to graduate knowledgeable, skillful, and productive individuals.” In October 2004, Litchfield High School was visited by a team commissioned by the New England Association of Schools and Colleges whose purpose was to determine the extent to which the school was living up to its mission. While the report written by the visiting team was complimentary of the school, staff, and students in many respects, it also pointed to areas of needed improvement. The principal formed task forces to respond to the recommendations stated in the visiting team’s report. The task force’s work, composed of staff, students, and parents, formed the basis of a school improvement plan that will guide the improvement of teaching and learning over the coming five years.

Complimenting Litchfield High School’s strong curriculum is an array of extracurricular offerings, prominent among which is Interact, an international organization that fosters leadership and responsible citizenship, as well as promotes international understanding and peace. Students also participate in Peer Educators, a group that supports a Students Assisting Moms program with a high school in a Connecticut city. Club Hope, another student organization, is an opportunity for students to support and participate in a number of community charity and giving groups. The school takes pride in its athletic program, which is not only very competitive on the field, but is also competitive with respect to the variety of its programs and the sportsmanship of its students and fans, as evidenced by consistently high finishes in the Michael’s Cup Competition and by the number of Ted Alex Sportsmanship Awards earned by its coaches.

Strategic School Profiles may be viewed on the internet at www.state.ct.us/sde . A more detailed, searchable SSP database, data tables, and additional CT education facts are also available at this site.

For the school/district website, see litchfieldschools.org/lhs/lhs.html
