

STRATEGIC SCHOOL PROFILE 2006-07

High School Edition

**Litchfield High School
Litchfield School District**TIMOTHY M BRESLIN, Principal
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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: 667

5-Year Enrollment Change: 7.4%

**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	2006-07	4.9	7.8	22.9
	2002-03	5.8	N/A	17.6
% of K-12 Students with Non-English Home Language	2006-07	0.6	1.4	11.4
	2001-02	0.5	N/A	11.6
% 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

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	0.0	12.5
Gifted and Talented Program	0	0.0	1.2	1.7
Special Education	60	9.0	9.9	10.8

Race/Ethnicity	Number	Percent
American Indian	4	0.6
Asian American	3	0.4
Black	6	0.9
Hispanic	9	1.3
White	645	96.7

STUDENT RACE/ETHNICITY

Total Minority 2006-07	3.3%
Total Minority 2001-02	4.8%

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 High School is in its 14th year of participating in Project Poetry Live! This program brings together students from Goshen, Litchfield, Morris, Thomaston, Torrington, Waterbury, Warren, Watertown, and Winchester in an annual celebration of diversity. While most of our students are white, many students in the other districts are African American or Hispanic. Litchfield's entire 7th grade participates. Students collaborate to produce works of art, a dance program, a set design panel, and an anthology of poems. Litchfield High School's 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 Litchfield High School is active. Last year, our school hosted students from Spain, South Korea and Brazil. Two years ago, we hosted 13 students from Algeciras, Spain. Our students then traveled to Spain for the second part of the exchange. French students traveled to Quebec several times in recent years. Litchfield High School's music department participates in exchanges with other schools through the New England Festival and other competitions. In 2006, LHS musicians joined bands and choral groups in the Dixie Classic Music Festival in Richmond, Virginia., where they met and competed with students from other states. 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 cultures.

SCHOOL RESOURCES

Instructional Time*	School	DRG High Schools	State High Schools
Total Hours of Instruction Per Year	978	1,001	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	87.5	76.0
Voice	100.0	95.3	84.9
Internet Access	100.0	99.8	97.1
Multi-Room Network (LAN)	100.0	86.0	82.4

Computers	School	DRG HS	State HS
# of Students Per Academic Computer	3.4	2.3	2.9
% of Computers that are High or Moderate Power	100.0	95.0	91.7
% of Computers with Internet Access, All Speeds	100.0	99.2	98.7
% of Computers with High Speed Internet Access	100.0	99.2	98.7
% of Internet Computers with Filtering Software	100.0	99.5	98.7

This school does not have a functional satellite link.

SCHOOL RESOURCES, continued

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*	14.1	21.0	15.7
% of Print Volumes Purchased in Last 3 Yrs.	5.3	11.0	11.1
# of Print Periodical Subscriptions	43	40.0	45.9
# of Non-Print Materials	1,000	890.4	848.1

*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	16.0	18.6	19.5
Biology I	N/A	18.0	20.0
English, Grade 10	20.6	18.1	19.5
American History	23.8	19.4	20.8

Professional Staff Race/Ethnicity			
	2006-07	2005-06	2001-02
% Minority	0.0	0.0	0.0

School Staff Count Full-Time Equivalent	2006-07	2005-06
# of Certified Staff		
Teachers	53.7	52.6
Administrators	2.0	2.0
Department Chairs	0.0	0.0
Library/Media Staff	1.0	1.0
Counselors, Social Workers, and School Psychologists	4.1	3.9
Other Professionals	0.4	0.4
# of Non-Certified Instructional	12.5	13.5

Professional Staff Experience and Training	School	DRG HS	State HS
Average Years of Experience in Connecticut and Other Locations	13.9	14.7	14.6
% with Master's Degree or Above	81.5	78.0	76.0

HOME AND SCHOOL COMMUNICATION AND SUPPORT

The following narrative was submitted by this school.

At Litchfield High School, we are committed to supporting the family's role in the education of our students. A five month transition program for 6th grade parents and students culminates in an evening orientation. Parent conferences and open houses held each semester afford the faculty opportunities to present the curricula, the syllabi and expectations for the classes. Parents are given the school emails and voicemails of each faculty and staff member and encouraged to maintain open communication. A district website, with updated calendar is enhanced with school newsletters that are mailed home four times a year. In addition, the principal writes frequently to parents each year on topics of special interest. This past year, a district newsletter was mailed to all members of the community. Local radio station and newspaper are cooperative partners in communicating to all families about school events and other matters. The Student Teacher Parent Association offers evening programs and seminars throughout the year on topics of concern for parents. This organization also sponsors student programs, including an annual spring book fair. Middle school teams set aside time each day for parent conferences, and parents are encouraged to participate in various field trips and activities. We are instituting a new software program that will allow teachers to post homework, class work, grades, and attendance every day. Parents will soon have online access to their children's grades and progress reports. Last year, Litchfield High School participated in an ongoing community dialog, Community Conversation, with district staff, parents, students, and members of the Litchfield community, the primary objective of which was to establish greater knowledge of school and student issues and to foster a partnership with parents and the community.

SCHOOL PROCESSES

Student and Teacher Statistics	School	DRG High Schools	State High Schools
% of Students Retained in Grade after 2005-06 School Year	0.8	N/A	4.5
Teacher Attendance, 2005-06: Average # of Days Absent Due to Illness or Personal Time	9.1	8.3	8.5
% Certified Staff Assigned to Same School the Previous Year	80.0	87.0	86.3

Types of Remedial Instructional Services Provided to Students Lacking Basic Skills	Available in Mathematics	Available in Language Arts
Pull-out Instruction	No	Yes
In-Class Tutorial	No	No
After School Program	No	No
Summer School (2006)	Yes	Yes
Other	No	No



% Juniors and Seniors Enrolled in a Course or Courses for College Credit	School	State High Schools
During the 2005-06 School Year	60.9	28.3
During the 2000-01 School Year	66.9	22.8

Advanced Placement Courses	School	State High Schools
Number of Courses for which Students were Tested	11	8.9
% of Grade 12 Students Tested	31.6	20.1
% of Exams Scored 3 or More*	54.1	71.9

*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 2006	27.0	23.6	20.0

% of Class of 2006 Graduates who Earned Credit in Selected Subjects	School	State High Schools
Algebra I or Equivalent	97.8	91.1
Chemistry	74.2	70.6
4 or More Credits in Mathematics	91.0	64.0
3 or More Credits in Science	97.8	88.1
4 or More Credits in Social Studies	65.2	51.9
Credit for Level 3 or Higher in the Same World Language	94.4	59.1
2 or More Credits in Vocational Education	43.8	57.9
2 or More Credits in the Arts	40.4	39.8

STUDENT PERFORMANCE

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	School	State	Of All Schools in State	
			Lowest %	Highest %
Reading Across the Disciplines	72.3	45.6	0.0	87.2
Writing Across the Disciplines	61.4	52.9	0.0	87.6
Mathematics	55.4	45.2	0.0	86.3
Science	75.2	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.

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

SAT [®] I: Reasoning Test	Class of 2001	Class of 2006			
		School	State	Of All Schools in State	
	School			Lowest %	Highest %
% of Graduates Tested	81.2	95.5	74.7	11.7	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	314	595
Critical Reading: % Scoring 600 or More	23.2	20.0	21.3	0.0	48.5
Writing: Average Score	N/A	528	504	304	595
Writing: % Scoring 600 or More	N/A	27.1	19.6	0.0	48.8

Student Attendance	School	State High School
% on October 1, 2006	95.2	93.9

Class of 2006: Number of National Merit Scholarship Semi-Finalists: **0**



Physical Fitness, Grade 10	School	State	Of All Schools in State	
			Lowest %	Highest %
% Passing All Four Tests	55.3	39.5	0.0	70.3

Graduation and Dropout Rates	School	State	Of All Schools in State	
			Lowest %	Highest %
Graduation Rate for Class of 2006	96.7	92.2	40.0	100.0
Cumulative Four-Year Dropout Rate for Class of 2006	3.1	6.6	0.0	100.0
2005-06 Annual Dropout Rate for Grade 9 through 12	1.4	1.8	0.0	29.8
2000-01 Annual Dropout Rate for Grade 9 through 12	1.1	3.0	N/A	N/A



Activities of Graduates	Class of	School	State
% Attending Two- or Four-Year Colleges	2006	91.0	78.3
	2001	72.9	76.3
% Employed or in Military	2006	6.7	12.9
	2001	21.2	17.1

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this school.

In the area of special education, Litchfield High School mirrors the district's intent to educate all students in the least restrictive environment. To the extent practicable, students with disabilities spend most of the school day with peers in regular classes and activities. Because we believe that parents' involvement is critical in their children's education, the school encourages parents to participate meaningfully in the development of meaningful IEP objectives and transition activities for students. Last year, the focus of several school-wide professional development activities was differentiated instruction. 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 Advanced Placement Exams will be a key area of focus in the coming 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.

Litchfield High School's mission is "...to work together to graduate knowledgeable, skillful, and productive individuals." As a follow-up on NEASC self-study, the faculty examined student performance on a variety of assessments, with an eye toward improving teaching and learning. The school's master schedule was redesigned last year to increase the number of instructional hours for each subject. The redesigned schedule increased the number of courses at a nearby high school that Litchfield students would be able to take. The high school is also involved in a district-wide initiative to align curriculum with local, state, and national standards. Strong volunteer and community support continue to strengthen our school. The Community Conversation, and such programs as School to Career involve our students in the Litchfield community and helps make the community aware of the school's mission. Last year, the student government, National Honor Society, Peer Educators, and Interact groups participated in a number of community service projects. Our students produced a school musical, and our chorus and band groups performed two major concerts and a collaborative effort with two other schools at a local theater. Throughout the year, students are provided with opportunities to showcase their art, literature and music. Several student groups, such as the Principal's Advisory Council and Independent Study group allow students the opportunity to voice their concerns and work collectively to solve problems.

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

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