

**STRATEGIC SCHOOL PROFILE 2010-11****Torrington School District**

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Connecticut

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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, testing services, or the US Census. 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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**COMMUNITY DATA**

County: Litchfield

Town Population in 2000: 35,202

1990-2000 Population Growth: 4.5%

Number of Public Schools: 7

Per Capita Income in 2000: \$21,406

Percent of Adults without a High School Diploma in 2000\*: 21.5%

Percent of Adults Who Were Not Fluent in English in 2000\*: 2.0%

District Enrollment as % of Estimated. Student Population: 92.6%

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\*To view the Adult Education Program Profiles online, go to [www.sde.ct.gov](http://www.sde.ct.gov) and click on Adult Education, then Reports.

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District Reference Group (DRG): G 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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**STUDENT ENROLLMENT**

Enrollment on October 1, 2010      4,507  
5-Year Enrollment Change      -9.6%

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**DISTRICT GRADE RANGE**

Grade Range      PK - 12

**INDICATORS OF EDUCATIONAL NEED**

Need Indicator	Number in District	Percent		
		District	DRG	State
Students Eligible for Free/Reduced-Price Meals	1,918	42.6	40.3	34.1
K-12 Students Who Are Not Fluent in English	317	7.1	3.8	5.6
Students Identified as Gifted and/or Talented*	233	5.2	4.0	4.0
PK-12 Students Receiving Special Education Services in District	727	16.1	12.3	11.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	317	80.5	77.1	80.2
Homeless	58	1.3	0.3	0.3
Juniors and Seniors Working 16 or More Hours Per Week	62	14.4	13.3	13.2

\*59.2 % of the identified gifted and/or talented students received services.

## SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	10	0.2
Asian American	152	3.4
Black	248	5.5
Hispanic	758	16.8
Pacific Islander	3	0.1
White	3,279	72.8
Two or more races	57	1.3
Total Minority	1,228	27.2

**Percent of Minority Professional Staff:** 3.8%

**Non-English Home Language:**

14.8% of this district's students (excluding prekindergarten students) come from homes where English is not the primary language. The number of non-English home languages is 36.

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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.

Torrington is a community of increasing demographic diversity. The school system celebrates the diverse perspectives of students, parents, and staff as we prepare our students to function effectively in a global society. The district recognizes that a positive school climate is essential to creating an inclusive and welcoming school community within all of the schools. Each of the schools conducted a Welcoming Walkthrough protocol at the start of the school year and has implemented many of the suggestions made by the team to improve the school environment. Each school has been given leeway to select a behavior or management system that is respectful of all individuals and allows all students to interact in a positive way. The district has also aggressively pursued a number of grant opportunities at the district level to give all elementary students an experience with the performing arts at local professional venues including the Warner Theatre. The district utilizes grants, donations, and PTO fundraisers to defray the cost of field trips so that all students are able to participate. District opportunities include programs at the New England Air Museum for all 4th graders and a sister school/interdistrict experience at the Discovery Center in Woodstock, CT. The district has been actively seeking out community partnerships to improve knowledge of and access to medical and mental health services. A Birth to Graduation initiative was launched to connect families of newborns with the school and social agencies as early as possible. The district actively encourages minority candidates to seek employment in Torrington Public Schools. Our certified and non-certified staff includes many educators and paraprofessionals who are members of minority groups. Curriculum materials are evaluated to assure that they are representative and respectful of diverse groups. Students participate in field trips to a variety of locations locally, regionally, and even internationally to expose students to a variety of educational experiences.

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## STUDENT PERFORMANCE

**Connecticut Mastery Test, Fourth Generation, % 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	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal
Grade 3 Reading	53.9	58.4	23.1
Writing	57.1	61.1	26.7
Mathematics	61.4	63.0	30.4
Grade 4 Reading	67.4	62.5	47.2
Writing	61.6	65.5	23.8
Mathematics	62.8	67.0	24.4
Grade 5 Reading	67.3	61.4	46.0
Writing	79.3	66.8	63.2
Mathematics	77.1	72.5	42.3
Science	57.4	59.9	28.2
Grade 6 Reading	77.6	76.0	34.5
Writing	62.4	65.2	30.4
Mathematics	72.7	71.3	38.7
Grade 7 Reading	80.5	77.8	34.4
Writing	44.7	58.9	14.6
Mathematics	65.6	68.4	33.3
Grade 8 Reading	71.2	74.7	26.1
Writing	54.0	64.8	19.1
Mathematics	59.9	66.6	24.8
Science	52.3	63.1	19.1

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](http://www.ctreports.com).

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."

**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 scorable 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.

CAPT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal
Reading Across the Disciplines	25.6	44.7	14.4
Writing Across the Disciplines	53.7	61.2	25.6
Mathematics	32.7	49.5	20.3
Science	28.1	47.0	17.3

For more detailed CAPT results, go to [www.ctreports.com](http://www.ctreports.com). 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."

**Physical Fitness.** The assessment includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

Physical Fitness: % of Students Reaching Health Standard on All Four Tests	District	State	% of Districts in State with Equal or Lower Percent Reaching Standard
	29.0	51.0	7.4

SAT® I: Reasoning Test Class of 2010		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		60.6	70.6	
Average Score	Mathematics	504	510	38.2
	Critical Reading	499	505	39.7
	Writing	498	510	35.1

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

Graduation and Dropout Rates	District	State	% of Districts in State with Equal or Less Desirable Rates
Graduation Rate, Adjusted Cohort Rate 2010	77.6	81.8	19.8
2009-10 Annual Dropout Rate for Grade 9 through 12	4.6	2.8	8.6

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	77.3	84.8
% Employed (Civilian Employment and in Armed Services)	10.1	9.1

## RESOURCES AND EXPENDITURES

### DISTRICT STAFF

Full-Time Equivalent Count of School Staff	
General Education	
Teachers and Instructors	289.40
Paraprofessional Instructional Assistants	9.00
Special Education	
Teachers and Instructors	42.20
Paraprofessional Instructional Assistants	105.00
Library/Media Specialists and/or Assistants	11.00
Staff Devoted to Adult Education	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	7.00
School Level	12.20
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	7.00
Counselors, Social Workers, and School Psychologists	22.00
School Nurses	10.20
Other Staff Providing Non-Instructional Services and Support	190.90

In the full-time equivalent (FTE) count, staff members working part-time in the school district are counted as a fraction of full-time. For example, a teacher who works half-time in the district contributes 0.50 to the district's staff count.

Teachers and Instructors	District	DRG	State
Average Years of Experience in Education	15.0	14.8	13.9
% with Master's Degree or Above	77.2	79.6	79.0

Average Class Size	District	DRG	State
Grade K	17.9	18.3	18.4
Grade 2	19.4	19.5	19.9
Grade 5	21.2	21.7	21.2
Grade 7	12.6	19.3	20.6
High School	19.1	19.7	19.3

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	945	985	992
Middle School	1,034	1,007	1,017
High School	1,032	1,011	1,010

\*State law requires that at least 900 hours of instruction be offered to students in grade 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

Students Per Academic Computer	Dist	DRG	State
Elementary School*	4.1	3.5	3.1
Middle School	2.3	2.4	2.4
High School	2.3	2.0	2.2

\*Excludes schools with no grades above kindergarten.

### DISTRICT EXPENDITURES AND REVENUES, 2009-10

Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources. DRG and state figures will not be comparable to the district if the school district does not teach both elementary and secondary students.

Expenditures All figures are unaudited.	Total (in 1000s)	Expenditures Per Pupil			
		District	PK-12 Districts	DRG	State
Instructional Staff and Services	\$39,065	\$8,463	\$8,232	\$8,256	\$8,237
Instructional Supplies and Equipment	\$912	\$198	\$299	\$252	\$300
Improvement of Instruction and Educational Media Services	\$1,225	\$265	\$477	\$379	\$463
Student Support Services	\$3,186	\$690	\$875	\$945	\$872
Administration and Support Services	\$5,322	\$1,153	\$1,433	\$1,360	\$1,459
Plant Operation and Maintenance	\$5,885	\$1,275	\$1,421	\$1,418	\$1,410
Transportation	\$4,127	\$843	\$701	\$705	\$692
Costs for Students Tuitioned Out	\$6,462	N/A	N/A	N/A	N/A
Other	\$459	\$99	\$161	\$154	\$159
<b>Total</b>	<b>\$66,642</b>	<b>\$13,878</b>	<b>\$13,878</b>	<b>\$13,783</b>	<b>\$13,780</b>
<b>Additional Expenditures</b>					
Land, Buildings, and Debt Service	\$5,054	\$1,095	\$1,622	\$1,523	\$1,616

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$18,484,188	27.7	23.2	21.5

**Revenue Sources, % of Expenditures from Source.** Revenue sources do not include state funded Teachers' Retirement Board contributions, vocational-technical school operations, SDE budgeted costs for salaries and leadership activities and other state-funded school districts (e.g., Dept. of Children and Families and Dept. of Corrections).

District Expenditures	Local Revenue	State Revenue	Federal Revenue	Tuition & Other
Including School Construction	52.3	37.7	9.5	0.5
Excluding School Construction	54.5	34.8	10.2	0.6

## EQUITABLE ALLOCATION OF RESOURCES AMONG DISTRICT SCHOOLS

Below is the description submitted by this district of how it allocates resources to insure equity and address needs.

The TPS consists of five smaller, neighborhood-based elementary schools in addition to one middle and one high school. Each of the elementary schools has a distinct culture and student population with different racial, ethnic, and socio-economic profiles. Three of the elementary schools are designated as Title I schools due to the high levels of students eligible for free and reduced lunch. Each school administrator works closely with Central Office administration to review student data to determine school needs. All schools serving the same grades utilize the same curriculum and are provided with the same level of resources and instructional supports across the district. Each of the elementary schools has been provided with the opportunity to offer some type of extended day programming based upon their student performance data. At the secondary level, after school programs include tutoring and academic support for students in addition to the full complement of extra-curricular activities. The budget process is transparent and collaborative. The district looks for creative ways to assure that student needs are being addressed within budget development and approval. The district also utilizes state and federal grant funding to assure that staff has opportunities for professional growth experiences in each school.

## SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	799
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	17.1%

Of All K-12 Students for Whom District is Financially Responsible, Number and Percentage with Disabilities				
Disability	Count	District Percent	DRG Percent	State Percent
Autism	59	1.3	1.1	1.1
Learning Disability	318	6.8	3.8	3.9
Intellectual Disability	18	0.4	0.5	0.4
Emotional Disturbance	78	1.7	1.2	1.0
Speech Impairment	98	2.1	2.3	2.2
Other Health Impairment*	137	2.9	2.4	2.1
Other Disabilities**	91	2.0	1.2	0.9
<b>Total</b>	<b>799</b>	<b>17.1</b>	<b>12.5</b>	<b>11.6</b>

\*Includes chronic health problems such as attention deficit disorders and epilepsy

\*\*Includes hearing, visual, and orthopedic impairments, deaf-blindness, multiple disabilities, traumatic brain injury, and developmental delay

Graduation and Dropout Rates of Students with Disabilities for Whom District is Financially Responsible	District	State
% Who Graduated in 2009-10 with a Standard Diploma	48.4	62.5
2009-10 Annual Dropout Rate for Students Aged 14 to 21	6.0	3.9

## STATE ASSESSMENTS

**Percent of Students with Disabilities 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. These results are for students attending district schools who participated in the standard assessment with or without accommodations for their disabilities. Results for fewer than 20 students are not presented.

- **Connecticut Mastery Test (CMT), Fourth Generation.** The CMT reading, writing and mathematics tests are administered to students in Grades 3 through 8, and the CMT science test to students in Grades 5 and 8.
- **Connecticut Academic Performance Test (CAPT), Third Generation.** The CAPT is administered to Grade 10 students.

State Assessment		Students with Disabilities		All Students	
		District	State	District	State
CMT	Reading	41.0	33.0	70.0	68.6
	Writing	21.4	19.3	59.8	63.7
	Mathematics	34.1	33.4	66.6	68.2
	Science	19.6	21.2	54.9	61.5
CAPT	Reading Across the Disciplines	3.7	14.1	25.6	44.7
	Writing Across the Disciplines	11.8	17.3	53.7	61.2
	Mathematics	3.8	15.8	32.7	49.5
	Science	9.7	13.1	28.1	47.0

For more detailed CMT or CAPT results, go to [www.ctreports.com](http://www.ctreports.com). 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.”

Participation in State Assessments of Students with Disabilities Attending District Schools		
CMT	% Without Accommodations	15.6
	% With Accommodations	84.4
CAPT	% Without Accommodations	23.1
	% With Accommodations	76.9
% Assessed Using Skills Checklist		7.6

Accommodations for a student's disability may be made to allow him or her to participate in testing. Students whose disabilities prevent them from taking the test even with accommodations are assessed by means of a list of skills aligned to the same content and grade level standards as the CMT and CAPT.

Federal law requires that students with disabilities be educated with their non-disabled peers as much as is appropriate. Placement in separate educational facilities tends to reduce the chances of students with disabilities interacting with non-disabled peers, and of receiving the same education.

K-12 Students with Disabilities Placed in Educational Settings Other Than This District's Schools		
Placement	Count	Percent
Public Schools in Other Districts	5	0.6
Private Schools or Other Settings	82	10.3

### Number and Percentage of K-12 Students with Disabilities for Whom District is Financially Responsible by the Percentage of Time They Spent with Their Non-Disabled Peers

Time Spent with Non-Disabled Peers	Count of Students	Percent of Students		
		District	DRG	State
79.1 to 100 Percent of Time	485	60.7	69.3	74.1
40.1 to 79.0 Percent of Time	195	24.4	15.9	14.9
0.0 to 40.0 Percent of Time	119	14.9	14.8	11.0

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**SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES**

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The following narrative was submitted by this district.

The district has made a commitment to alignment and strategic planning in order to coordinate school improvement efforts. A BOE approved strategic plan was rolled out. In the past year, the district has issued School Report Cards to share school demographics and student performance information with the public. The district has completed Year 1 of systematic evaluation of the instructional program through a three year curriculum review and revision cycle that started with K-12 Math and Science. A student performance oriented teacher evaluation plan was piloted during the 2010-11 school year. The new evaluation plan contains a student performance component and asks each teacher to set relevant SMART goals to improve student performance. Schools that are “in need of improvement” have been asked to develop accountability plans which are presented to the Board of Education quarterly to clarify action steps, responsible parties, and means of monitoring and evaluating interventions. To address the unacceptable high school drop-out rate, the district convened a secondary school reform panel with all relevant stakeholders which meets quarterly and is aggressively pursuing a BOE goal to open an alternative secondary program. Design specifications were developed this year. The district continues to support literacy support teams at each elementary school. In addition, the positions of Grade 5-12 Literacy Coach and Numeracy Coach have been added to provide instructional and curricular support for secondary teachers. Year-long professional development maps have been developed by school principals to provide focus and consistency to staff development efforts. Each of schools has identified a primary professional development focus dealing with improving instruction and effective teaching strategies or improving school climate through positive behavior supports. The district has reinstituted grade level teams at critical transition times such as grade 6 & 9. The district is upgrading technology and infrastructure to allow for engaging, 21st century learning experiences for students. A district committee completed work on a new RTI Handbook to clarify philosophy, expectations, process, assessments, and resources available to reach all students.

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