

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2013–14



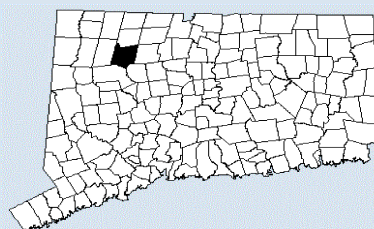
Torrington School District

Ms. Cheryl Kloczko, Superintendent • 860-489-2327 • www.torrington.org/

District Information

Grade Range	PK-12
Number of Schools	18
Enrollment	4,353
Per Pupil Expenditures ¹	\$15,159
Total Expenditures ¹	\$68,805,805

¹Expenditure data reflect the 2012-13 year.



Community Information

[CERC Town Profiles](#) provide summary demographic and economic information for Connecticut's municipalities

Related Reports/Publications

[CT Reports \(CMT/CAPT\)](#)

[District and School Performance Reports](#)

[Special Education Annual Performance Reports](#)

[SAT®, AP®, PSAT® Report by High School \(Class of 2014\)](#)
(2014® The College Board)

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Notes

Unless otherwise noted, all data are for 2013-14 and include all grades offered by the district.

In most tables, data are displayed only for the three major race/ethnicity categories. For additional race/ethnicity categories, please visit [EdSight](#).

State totals are not displayed as they are not comparable to district totals.

Special Education tables reflect only students for whom the district is fiscally responsible.

* When an asterisk is displayed, data have been suppressed to ensure student confidentiality.

N/A is displayed when a category is not applicable for a district or school.

Students

October 1, 2013 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	2,020	46.4	48.3
Male	2,333	53.6	51.6
American Indian	10	0.2	0.2
Asian	146	3.4	4.6
Black or African American	175	4.0	12.9
Hispanic or Latino	892	20.5	21.2
Pacific Islander	7	0.2	0.0
White	2,977	68.4	58.4
Two or More Races	146	3.4	2.3
English Language Learners	338	7.8	5.7
Eligible for Free or Reduced-Price Meals	2,106	48.4	37.3
Students with Disabilities ¹	744	17.1	12.8

¹Students in this category are students with Individualized Education Programs (IEPs) only. This category does not include students with Section 504 Plans.

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ²		Suspension/Expulsion ³	
	Count	Rate (%)	Count	Rate (%)
Female	279	13.8	94	4.6
Male	337	14.6	298	12.5
Black or African American	30	16.5	33	17.7
Hispanic or Latino	156	17.4	100	10.9
White	397	13.5	237	7.9
English Language Learners	37	10.6	28	7.9
Eligible for Free or Reduced-Price Meals	390	18.8	270	12.1
Students with Disabilities	163	21.4	138	16.0
District	616	14.2	392	8.8
State		10.8		7.4

Number of students in 2012-13 qualified as truant under state statute: 114

²A student is chronically absent if he/she misses ten percent or greater of the total number of days enrolled in the school year for any reason. Pre-Kindergarten students are excluded from this calculation.

³The count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

District Profile and Performance Report for School Year 2013-14

Torrington School District

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	281.6
Paraprofessional Instructional Assistants	15.0
Special Education	
Teachers and Instructors	49.4
Paraprofessional Instructional Assistants	125.5
Administrators, Coordinators and Department Chairs	
District Central Office	7.0
School Level	14.2
Library/Media	
Specialists (Certified)	4.6
Support Staff	7.0
Instructional Specialists Who Support Teachers	16.5
Counselors, Social Workers and School Psychologists	23.0
School Nurses	10.4
Other Staff Providing Non-Instructional Services/Support	177.5

¹In 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.

Educators by Race/Ethnicity

	Count	District Percent of Total (%)	State Percent of Total (%)
Asian	3	0.8	1.0
Black or African American	2	0.5	3.5
Hispanic	17	4.3	3.6
Native American	1	0.3	0.1
White	377	94.3	91.7

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
District	99.0
District Poverty Quartile: High	
State High Poverty Quartile Schools	97.8
State Low Poverty Quartile Schools	99.5

²Core academic classes taught by teachers who are fully certified to teach in that subject area.

Classroom Teacher Attendance: 2012-13

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	10.2	9.3

Instruction and Resources

11th and 12th Graders Who Enrolled in at Least Two Advanced Placement® or International Baccalaureate® Courses during High School³

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	0	0	0	0
Hispanic or Latino	0	0	*	*
White	*	*	42	23.1
English Language Learners	0	0	0	0
Eligible for Free or Reduced-Price Meals	*	*	*	*
Students with Disabilities	0	0	0	0
District	29	11.1	47	18.0
State		14.2		26.8

³Effective 2014-15, this calculation will also include students who participate in dual enrollment courses and two or more courses within a career and technical education (CTE) concentration.

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers⁴

	Count	Rate (%)
Autism	31	43.7
Emotional Disturbance	*	*
Intellectual Disability	*	*
Learning Disability	203	71.2
Other Health Impairment	84	56.0
Other Disabilities	16	30.2
Speech/Language Impairment	44	73.3
District	394	56.7
State		69.2

⁴Ages 6-21

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Students with Disabilities by Primary Disability¹

	District Count	District Rate (%)	State Rate (%)
Autism	71	1.6	1.4
Emotional Disturbance	61	1.4	1.0
Intellectual Disability	15	0.3	0.4
Learning Disability	285	6.4	4.2
Other Health Impairment	150	3.3	2.5
Other Disabilities	85	1.9	1.0
Speech/Language Impairment	70	1.6	1.9
All Disabilities	737	16.4	12.4

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District Count	District Rate (%)	State Rate (%)
Public Schools in Other Districts	14	1.8	2.8
Private Schools or Other Settings	85	11.5	8.1

²Grades K-12

Overall Expenditures:³ 2012-13

	Total (\$)	Per Pupil District (\$)	Per Pupil State (\$)
Instructional Staff and Services	40,234,247	9,251	8,769
Instructional Supplies and Equipment	604,546	139	275
Improvement of Instruction and Educational Media Services	2,638,582	607	487
Student Support Services	3,797,154	873	965
Administration and Support Services	5,470,759	1,258	1,600
Plant Operation and Maintenance	5,951,530	1,368	1,472
Transportation	3,853,945	825	786
Costs of Students Tuitioned Out	5,735,698	N/A	N/A
Other	519,344	119	178
Total	68,805,805	15,159	14,642

Additional Expenditures

Land, Buildings, and Debt Service	3,256,975	749	1,434
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³Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Special Education Expenditures: 2012-13

	District Total (\$)	District Percent of Total (%)	State Percent of Total (%)
Certified Personnel	5,072,040	29.2	35.6
Noncertified Personnel	2,774,032	16.0	14.5
Purchased Services	344,984	2.0	5.0
Tuition to Other Schools	5,221,169	30.0	21.4
Special Ed. Transportation	996,367	5.7	8.5
Other Expenditures	2,983,433	17.2	14.9
Total Expenditures	17,392,025	100.0	100.0
PK-12 Expenditures Used for Special Education		25.3	21.9

Expenditures by Revenue Source:⁴ 2012-13

	Percent of Total (%) Including School Construction	Percent of Total (%) Excluding School Construction
Local	58.8	58.3
State	38.4	38.8
Federal	2.7	2.9
Tuition & Other	0.1	0.1

⁴Revenue 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 Correction).

District Profile and Performance Report for School Year 2013-14

Torrington School District

Performance

District Performance Index (DPI)

A District Performance Index (DPI) for the Connecticut Mastery Test (CMT) and the Connecticut Academic Performance Test (CAPT) is the test performance of all subjects tested in the respective assessment for all students in the district. The DPI ranges in value from 0 to 100 points. Connecticut's ultimate target for a DPI is 88 because in a district with a DPI of 88 or above, students will have performed at or above the 'goal' level on the majority of tests. Detailed reports of CMT and CAPT assessment results are available at www.ctreports.com. School and District Performance Reports produced by the Connecticut State Department of Education (CSDE) are also available online.

CMT	DPI				2013-14				Note: If no data are displayed for 2013-14, the district implemented the Smarter Balanced Field Test.
	2009-10	2010-11	2011-12	2012-13	Count	DPI	Target	Achieved	
Black or African American	73.9	70.1	70.8	71.0	.	.	.	.
Hispanic or Latino	65.4	67.2	70.4	70.4	.	.	.	.
English Language Learners	59.9	58.8	61.9	58.3	.	.	.	.
Eligible for Free or Reduced-Price Meals	71.5	72.4	74.6	73.9	.	.	.	.
Students with Disabilities	50.7	53.1	56.3	52.8	.	.	.	.
High Needs	67.2	68.5	71.3	70.5	.	.	.	.
District	77.6	78.4	80.3	79.3	.	.	.	.

CAPT	DPI				2013-14				Note: If no data are displayed for 2013-14, the district implemented the Smarter Balanced Field Test.
	2009-10	2010-11	2011-12	2012-13	Count	DPI	Target	Achieved	
Black or African American	48.0	.	.	.	.	.	.	.
Hispanic or Latino	59.0	54.7	55.2	48.2	.	.	.	.
English Language Learners	.	.	.	.	.	.	.	.
Eligible for Free or Reduced-Price Meals	52.5	53.9	59.4	49.2	.	.	.	.
Students with Disabilities	25.2	32.5	36.1	35.0	.	.	.	.
High Needs	48.6	51.5	54.8	47.2	.	.	.	.
District	66.1	65.4	68.6	64.8	.	.	.	.

2013 National Assessment of Educational Progress (NAEP): Percent At or Above Proficient¹

READING	Grade 4	Grade 8	Grade 12
Connecticut	43%	45%	50%
National Public	34%	34%	36%
MATH	Grade 4	Grade 8	Grade 12
Connecticut	45%	37%	32%
National Public	41%	34%	25%

¹NAEP is often called the "Nation's Report Card." It is sponsored by the U.S. Department of Education. This table compares Connecticut's performance to that of national public school students. Performance standards for state assessments and NAEP are set independently. Therefore, one should not expect performance results to be the same across CMT/CAPT and NAEP. Instead, NAEP results are meant to complement CMT/CAPT results.

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	83.6	79.2	86.9	89.3	1,223	84.5
Curl Up	81.1	60.4	29.7	92.3	1,223	64.3
Push Up	74.4	59.1	59.6	86.8	1,223	69.0
Mile Run/PACER	79.1	66.7	79.8	85.9	1,223	77.5
All Tests - District	57.1	26.4	22.3	78.2	1,223	44.2
All Tests - State	50.2	50.7	50.3	53.9		51.1

²The Connecticut Physical Fitness Assessment (CPFA) is administered to all students in Grades 4, 6, 8 and 10. The health-related fitness scores gathered through the CPFA should be used to educate and motivate children and their families to increase physical activity and develop lifetime fitness habits.

³Only students assessed in all four areas are included in this calculation.

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Cohort Graduation: Four-Year¹

	2012-13				2013-14
	Cohort Count ²	Rate (%)	Target ³ (%)	Target Achieved	Target ³ (%)
Black or African American	*	*	.		.
Hispanic or Latino	50	86	65.6	Yes	68.5
English Language Learners	*	*	.		.
Eligible for Free or Reduced-Price Meals	118	76.3	60.8	Yes	64.1
Students with Disabilities	48	72.9	59.9	Yes	63.3
District	278	84.5	80.1	Yes	81.5
State ⁴		85.5			

¹The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years. Statewide, district and school results for cohorts of 2010 through 2013 are [available online](#).

²Cohort count includes all students in the cohort as of the end of the 2012-13 school year.

³Targets are calculated when there are at least 20 students in a cohort in the base year (i.e., 2010-11).

⁴Targets are not displayed at the state level.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam⁵

	Participation ⁶	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	64.2	71	29.6
Male	43.8	59	20.8
Black or African American	39.1	0	0.0
Hispanic or Latino	44.6	8	7.9
White	54.5	114	31.1
English Language Learners	*	0	0.0
Eligible for Free or Reduced-Price Meals	38.0	23	12.0
Students with Disabilities	*	0	0.0
District	53.2	130	24.9
State	72.9		37.6

⁵College readiness exams and benchmark scores are as follows:

- SAT® - composite score of 1550 or higher
- ACT® - meets benchmark score on 3 of 4 exams (benchmark score varies by subject)
- AP® - 3 or higher on any one AP® exam
- IB® - 4 or higher on any one IB® exam

⁶Participation Rate equals the number of test-takers in 11th and 12th grade divided by the number of students enrolled in those grades, as a percent.

Sources:

SAT® and AP® statistics derived from data provided by the College Board.

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ACT® statistics derived from data provided by ACT, Inc.

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IB® statistics derived from data provided by the International Baccalaureate Organization.

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College Entrance and Persistence

	Class of 2013	Class of 2012
	Entrance ⁷	Persistence ⁸
	Rate (%)	Rate (%)
Female	68.8	89.6
Male	52.0	76.6
Black or African American	*	*
Hispanic or Latino	54.9	*
White	59.6	86.4
English Language Learners	48.3	*
Eligible for Free or Reduced-Price Meals	49.6	73.0
Students with Disabilities	30.6	*
District	60.6	83.1
State	72.7	88.5

⁷College entrance refers to the percent of high school graduates from the year who enrolled in college any time during the first year after high school.

⁸College persistence refers to the percent of students who enrolled in college the first year after high school and returned for a second year (Freshman to Sophomore persistence).

Source: National Student Clearinghouse

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Narratives

School District Improvement Plans and Parental Outreach Activities

The district has created a strategic plan integrating new curriculum, technology needs, and the new teachers' evaluation system. The curriculum revision aligned with CCS has involved teachers at every school in all grade levels. Assessment data is monitored and evaluated to provide students with supports and challenges necessary. School staff feedback guided technology needs and purchasing at each site. Training has been provided. The new teacher evaluation plan focuses on a growth model to improve instructional practice.

Professional development maps have been established by school principals and their staff to provide focus and consistency of purpose. Each school has identified a primary professional development focus dealing with improving instruction and positive behavior support strategies. Teacher Leaders are creating professional development experiences for their colleagues at their own schools and throughout the district.

Administration has reached out to the community to identify opportunities for authentic learning experiences. These opportunities allow for more career ready students who have been exposed to various career settings. Through Advisory at the middle school and the high school, students can monitor their progress toward current and future goals.

All students have equal access to curriculum and all educational and enrichment programs. All staff follow SRBI protocols. The middle school will be receiving a SPDG grant, which will be used as a model districtwide.

In the area of special education, the PPT Teams welcome parents as part of the team decision making process. All sites offer comprehensive teams: special education, OT, PT, and speech and language. Social workers, school psychologists, and behaviorists are available to each site. Community and in-house pre-kindergarten programs provide programs for special education students.

As a district, health and safety precautions have been established for 504 students. Appropriate staff monitor the 504 process and related documentation to ensure students receive what they need.

Regarding truancy prevention, monitoring of attendance occurs at all levels. Family meetings with social workers about truancy concerns offer strategies to establish new patterns of behavior. The district collaborates with the police through DARE and other programs, teaching students about making good life choices. Additionally, local business owners discuss qualities students must have to be desirable employees. These real world opportunities help students see how choices they make today will impact their futures.

All schools are dedicated to engaging families in student learning. Families are invited to student presentations and performances. PTO meetings, School Governance Councils, Curriculum Nights help build community relationships and welcome families to schools. Parent conferences occur in the fall and spring. Parents are informed of events and grades through Power Announcement and Parent Portal on PowerSchool. The Kindergarten Readiness Fair welcomes new families through an engaging weekend event. New Student Orientation evenings are held for students transitioning to 6th and 9th grade. Spanish translation is provided. Our Early Literacy Coach and Even Start personnel provide parent literacy and Parents as Teachers Training in school and at home.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Torrington is a community of increasing demographic diversity. In order to promote equity and access for all ethnic and income groups served by the schools, district publications are available in both English and Spanish, communications are sent electronic or in paper copies, and access to technology resources within the schools is increasing. Our ELL population has increased significantly this year. Extra staff has been hired to address the needs of our new students.

In alignment with the district's school climate plan, each school site engages in developmentally appropriate activities to build community and promote respect and appreciation of differences. Each school has a series of anti-bullying, tolerance building and respect for diversity workshops which occur throughout the year to promote appropriate behavior that are provided by local agencies and organizations. The district sponsors a large number of events to bring members of the community together through our nationally recognized music program. The Character Education curriculum and the PBIS system emphasize the importance of all individuals and their membership in the school community. The district uses grant funding to bring together students of different socio-economic backgrounds to participate in various activities. Local organizations provides tolerance building and respect for all educational programs at every elementary school. Students collaborate to foster relationships throughout the community. The expansion of clubs and activities at each grade level allows for creative expression as well as diverse experiences that students might never have had the opportunity pursue on a financial level. Extended day and extended year programs provide students with academic support as well as a quiet place to study and focus on their learning.

The district actively encourages minority candidates to seek employment in Torrington Public Schools. Curriculum materials are evaluated to assure that they representative and respectful of diverse groups. Students participate in field trips to a variety of locations locally, regionally, and internationally to expose students to a variety of educational experiences.

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Equitable Allocation of Resources among District Schools

Each of the elementary schools has a distinct culture and student population with different racial, ethnic, and socio-economic profiles. Each school administrator works closely with Central Office administration to review student data to determine school needs. The budget process takes into account the needs of each site to assure that each school has resources to provide for its unique student population.

All schools serving the same grades utilize the same curriculum and are provided with a comparable level of resources and instructional supports across the district. SRBI, TAG and Enrichment programs are offered at all elementary schools. SRBI interventions as well as on-line and accelerated learning programs exist at both the middle and high schools. Each of the elementary schools has been provided with the opportunity to offer 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.