

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2015–16



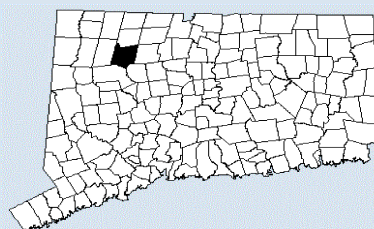
Torrington School District

Ms. Lynda Reitman, Superintendent • 860-489-2327 • www.torrington.org/

District Information

Grade Range	PK-12
Number of Schools/Programs	18
Enrollment	4,266
Per Pupil Expenditures ¹	\$16,675
Total Expenditures ¹	\$74,404,141

¹Expenditure data reflect the 2014-15 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 \(Class of 2016\)](#)
 (2016® The College Board)

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Notes

Unless otherwise noted, all data are for 2015-16 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.ct.gov.

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, 2015 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	1,953	45.8	48.3
Male	2,313	54.2	51.6
American Indian or Alaska Native	8	0.2	0.2
Asian	149	3.5	4.9
Black or African American	149	3.5	12.8
Hispanic or Latino	956	22.4	23.0
Pacific Islander	7	0.2	0.0
Two or More Races	147	3.4	2.7
White	2,850	66.8	55.9
English Learners	367	8.6	6.4
Eligible for Free or Reduced-Price Meals	2,215	51.9	38.0
Students with Disabilities ¹	822	19.3	13.7

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	184	9.5	97	4.9
Male	223	10.0	251	10.8
Black or African American	15	9.3	20	12.2
Hispanic or Latino	84	8.9	91	9.2
White	274	10.0	215	7.6
English Learners	12	3.2	26	6.9
Eligible for Free or Reduced-Price Meals	272	12.7	229	9.9
Students with Disabilities	117	14.7	111	12.4
District	407	9.8	348	8.1
State		9.6		7.0

Number of students in 2014-15 qualified as truant under state statute: 64

Number of school-based arrests: 7

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.

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Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	295.3
Paraprofessional Instructional Assistants	18.5
Special Education	
Teachers and Instructors	51.8
Paraprofessional Instructional Assistants	139.0
Administrators, Coordinators and Department Chairs	
District Central Office	5.0
School Level	13.4
Library/Media	
Specialists (Certified)	5.0
Support Staff	7.0
Instructional Specialists Who Support Teachers	15.0
Counselors, Social Workers and School Psychologists	28.0
School Nurses	11.1
Other Staff Providing Non-Instructional Services/Support	174.4

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 (%)
American Indian or Alaska Native	2	0.5	0.1
Asian	4	1.0	1.0
Black or African American	4	1.0	3.5
Hispanic or Latino	15	3.6	3.5
Pacific Islander	0	0.0	0.0
Two or More Races	1	0.2	0.1
White	393	93.8	91.7

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
District	99.6
District Poverty Quartile: High	
State High Poverty Quartile Schools	97.6
State Low Poverty Quartile Schools	99.6

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

Classroom Teacher Attendance: 2014-15

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	9.9	9.4

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School³

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	10	*
Hispanic or Latino	29	90.6	53	93.0
White	140	90.9	178	90.4
English Learners	8	*	10	*
Eligible for Free or Reduced-Price Meals	69	87.3	85	90.4
Students with Disabilities	26	74.3	43	78.2
District	195	90.3	256	91.4
State		61.2		73.9

³College-and-Career-Readiness Courses include Advanced Placement®(AP), International Baccalaureate®(IB), Career and Technical Education(CTE), workplace experience and dual enrollment courses.

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

	Count	Rate (%)
Autism	33	42.3
Emotional Disturbance	23	40.4
Intellectual Disability	*	*
Learning Disability	191	63.2
Other Health Impairment	95	53.7
Other Disabilities	*	*
Speech/Language Impairment	68	86.1
District	419	55.1
State		68.8

⁴Ages 6-21

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	79	1.8	1.6
Emotional Disturbance	57	1.3	1.0
Intellectual Disability	19	0.4	0.5
Learning Disability	302	6.9	4.6
Other Health Impairment	181	4.1	2.8
Other Disabilities	82	1.9	1.0
Speech/Language Impairment	94	2.1	1.9
All Disabilities	814	18.5	13.4

¹Grades K-12

Overall Expenditures:³ 2014-15

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	42,142,161	10,039	9,387
Instructional Supplies and Equipment	534,267	127	318
Improvement of Instruction and Educational Media Services	1,391,746	332	541
Student Support Services	4,785,278	1,140	1,048
Administration and Support Services	7,517,497	1,791	1,790
Plant Operation and Maintenance	5,851,146	1,394	1,608
Transportation	4,505,085	985	845
Costs of Students Tuitioned Out	7,053,030	N/A	N/A
Other	623,931	149	194
Total	74,404,141	16,675	15,762

Additional Expenditures

Land, Buildings, and Debt Service	2,442,180	582	1,524
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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: 2014-15

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	5,636,290	27.1	35.1
Noncertified Personnel	3,383,724	16.3	14.5
Purchased Services	356,885	1.7	5.5
Tuition to Other Schools	6,471,463	31.2	21.6
Special Ed. Transportation	1,442,599	6.9	8.3
Other Expenditures	3,476,331	16.7	15.0
Total Expenditures	20,767,292	100.0	100.0

Expenditures by Revenue Source:⁴

2014-15

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	60.0	59.9
State	36.3	36.3
Federal	3.0	3.1
Tuition & Other	0.7	0.8

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).

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Performance and Accountability

District Performance Index (DPI)

A District Performance Index (DPI) is the average performance of students in a subject area (i.e., ELA, Mathematics or Science) on the state summative assessments. The DPI ranges from 0-100. A DPI is reported for all students tested in a district and for students in each individual student group. Connecticut's ultimate target for a DPI is 75.

	English Language Arts(ELA)		Math		Science	
	Count	DPI	Count	DPI	Count	DPI
American Indian or Alaska Native	*	*	*	*	*	*
Asian	82	71.7	81	67.7	33	62.4
Black or African American	86	62.4	86	49.2	44	52.6
Hispanic or Latino	446	59.2	446	50.9	190	49.4
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*
Two or More Races	82	61.1	81	51.5	24	50.0
White	1466	64.6	1456	56.3	613	57.2
English Learners	197	58.4	197	51.8	60	48.5
Non-English Learners	1975	64.1	1963	55.5	847	55.8
Eligible for Free or Reduced-Price Meals	1089	60.8	1083	52.1	437	52.4
Not Eligible for Free or Reduced-Price Meals	1083	66.3	1077	58.1	470	58.0
Students with Disabilities	457	49.4	452	40.7	205	43.8
Students without Disabilities	1715	67.3	1708	59.0	702	58.6
High Needs	1287	59.4	1278	51.0	522	50.8
Non-High Needs	885	69.6	882	61.1	385	61.3
District	2172	63.5	2160	55.1	907	55.3

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

	NAEP 2015		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	43%	43%	50%
National Public	35%	33%	36%
MATH			
Connecticut	41%	36%	32%
National Public	39%	32%	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 Smarter Balanced and NAEP. Instead, NAEP results are meant to complement other state assessment data. To view student subgroup performance on NAEP, [click here](#).

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	87.4	86.6	86.3	92.7	849	88.3
Curl Up	82.1	54.1	38.4	95.1	849	72.6
Push Up	71.2	54.8	63.7	86.9	849	70.7
Mile Run/PACER	78.5	78.3	84.9	34.5	849	68.9
All Tests - District	55.0	35.0	36.3	32.5	849	42.6
All Tests - State	50.6	49.8	50.6	51.1		50.5

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

	2014-15				2015-16
	Cohort Count ²	Rate (%)	Target ³ (%)	Target Achieved	Target ³ (%)
Black or African American	*	*	.		.
Hispanic or Latino	59	76.3	71.3	Yes	74.1
English Learners	26	73.1	.		.
Eligible for Free or Reduced-Price Meals	126	73.8	67.4	Yes	70.7
Students with Disabilities	68	63.2	66.7	No	70.1
District	282	83.7	82.9	Yes	84.3
State ⁴		87.2			

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 2014 are [available online](#).

²Cohort count includes all students in the cohort as of the end of the 2014-15 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	92.4	64	28.4
Male	89.7	56	20.7
Black or African American	90.0	*	*
Hispanic or Latino	89.9	11	12.4
White	90.9	97	27.6
English Learners	90.5	0	0.0
Eligible for Free or Reduced-Price Meals	89.0	18	10.4
Students with Disabilities	60.0	*	*
District	90.9	120	24.2
State	95.6		40.7

⁵College readiness exams and benchmark scores are as follows:

- SAT® - meets benchmark score on SAT, Revised SAT or Connecticut School Day SAT
- 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
- Smarter Balanced - Level 3 or higher on both ELA and math

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 2015	Class of 2014
	Entrance ⁷	Persistence ⁸
	Rate (%)	Rate (%)
Female	75.0	89.2
Male	50.0	74.3
Black or African American	*	*
Hispanic or Latino	47.7	73.3
White	67.5	85.6
English Learners	*	*
Eligible for Free or Reduced-Price Meals	39.4	77.6
Students with Disabilities	35.9	*
District	61.9	81.9
State	71.9	88.3

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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Next Generation Accountability Results

These statistics are the results from Connecticut's Next Generation Accountability System for districts and schools. This system is a broad set of 12 indicators that help tell the story of how well a school is preparing its students for success in college, careers and life. It moves beyond test scores and graduation rates and instead provides a more holistic, multifactor perspective of district and school performance and incorporates student growth over time.

Indicator		Index/Rate	Target	Points	Max	% Points	State Average
ELA Performance Index	All Students	63.5	75	42.4	50	84.7	67.7
	High Needs Students	59.4	75	39.6	50	79.2	56.7
Math Performance Index	All Students	55.1	75	36.8	50	73.5	61.4
	High Needs Students	51.0	75	34.0	50	68.0	49.9
Science Performance Index	All Students	55.3	75	36.9	50	73.7	57.5
	High Needs Students	50.8	75	33.9	50	67.8	47.0
ELA Academic Growth	All Students	51.5%	100%	51.5	100	51.5	63.8%
	High Needs Students	51.1%	100%	51.1	100	51.1	58.3%
Math Academic Growth	All Students	53.3%	100%	53.3	100	53.3	65.0%
	High Needs Students	51.4%	100%	51.4	100	51.4	57.4%
Chronic Absenteeism	All Students	9.8%	<=5%	40.5	50	81.0	9.6%
	High Needs Students	12.4%	<=5%	35.2	50	70.5	15.6%
Preparation for CCR	% Taking Courses	90.9%	75%	50.0	50	100.0	67.6%
	% Passing Exams	24.2%	75%	16.1	50	32.3	40.7%
On-track to High School Graduation		89.3%	94%	47.5	50	95.0	85.1%
4-year Graduation All Students (2015 Cohort)		83.7%	94%	89.0	100	89.0	87.2%
6-year Graduation - High Needs Students (2013 Cohort)		84.2%	94%	89.6	100	89.6	78.6%
Postsecondary Entrance (Class of 2015)		61.9%	75%	82.5	100	82.5	71.9%
Physical Fitness (estimated part rate) and (fitness rate)		64.0% 42.6%	75%	7.1	50	14.2	89.2% 50.5%
Arts Access		58.8%	60%	49.0	50	98.1	47.5%
Accountability Index				937.4	1350	69.4	

Gap Indicators	Non-High Needs Rate ¹	High Needs Rate	Size of Gap	State Gap Mean + 1 Stdev ²	Is Gap an Outlier? ²
Achievement Gap Size Outlier?					N
ELA Performance Index Gap	69.6	59.4	10.2	16.5	
Math Performance Index Gap	61.1	51.0	10.1	18.9	
Science Performance Index Gap	61.3	50.8	10.5	17.2	
Graduation Rate Gap	94.0%	84.2%	9.8%	15.3%	N

¹If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for graduation rate), the ultimate target is used for gap calculations.

²If the size of the gap exceeds the state mean gap plus one standard deviation, the gap is an outlier.

Subject/Subgroup		Participation Rate (%) ³
ELA	All Students	96.3
	High Needs Students	96.5
Math	All Students	95.7
	High Needs Students	95.8
Science	All Students	95.7
	High Needs Students	93.7

³Minimum participation standard is 95%.

Connecticut's State Identified Measurable Goal for Children with Disabilities (SIMR)

Increase the reading performance of all 3rd grade students with disabilities statewide, as measured by Connecticut's English Language Arts (ELA) Performance Index.

Grade 3 ELA Performance Index for Students with Disabilities:

District: 53.3

State: 51.4

Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement: comprehensive documentation and supports](#)

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Narratives

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, all district information is available in both English and Spanish. Our ELL population has increased significantly each year. Communications are sent electronically or in paper form. All parents can access student grades and can monitor student progress electronically and confidentially throughout the year.

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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 sponsors a series of anti-bullying, tolerance building and respect for diversity workshops. These sessions are designed to promote appropriate, positive behavior. The district hosts a large number of events which 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. Torrington Middle School received an SPDG grant to continue to enhance its positive school climate. Other grant funds are used districtwide to enable students of different socio-economic backgrounds to participate in various activities. Local organizations provide tolerance building and respect for all educational programs at every elementary school. Students collaborate to foster relationships throughout the district and 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.

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The district actively encourages minority candidates to seek employment in Torrington Public Schools. Additionally, 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 the central office administration to review data to determine student needs. The budget process takes into account the needs of each site to assure that every school has the resources to provide for its unique student population.

All schools serving grades K-5 utilize the district curriculum and are provided with same materials and resources to ensure instructional equity, consistency, and support. SRBI and Enrichment programs are offered at all elementary schools. SRBI as well as on-line and accelerated learning programs exist at both the middle and the high schools. Each of the elementary school have been provided 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 all students in addition to the full complement of extra-curricular activities.

Each site budget is evaluated by the site and district administration to ensure equity of funding and resources.