

STRATEGIC SCHOOL PROFILE 2007-08**Torrington School District**

SUSAN O'BRIEN, Superintendent
Telephone: (860) 489-2396

Location: 355 Migeon Avenue
Torrington,
Connecticut

Website: www.torrington.org/

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.

COMMUNITY DATA

County: Litchfield	Per Capita Income in 2000: \$21,406
Town Population in 2000: 35,202	Percent of Adults without a High School Diploma in 2000*: 21.5%
1990-2000 Population Growth: 4.5%	Percent of Adults Who Were Not Fluent in English in 2000*: 2%
Number of Public Schools: 7	District Enrollment as % of Estimated. Student Population: 92.2%

*To view the Adult Education Program Profiles online, go to www.sde.ct.gov and click on Adult Education, then Reports.

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.

STUDENT ENROLLMENT

Enrollment on October 1, 2007 4,756
5-Year Enrollment Change -5.2%

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	1,466	30.8	31.0	28.7
K-12 Students Who Are Not Fluent in English	290	6.1	3.1	5.4
Students Identified as Gifted and/or Talented*	274	5.8	3.3	4.0
PK-12 Students Receiving Special Education Services in District	593	12.5	11.8	11.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	269	76.4	74.1	79.2
Homeless	23	0.5	0.2	0.2
Juniors and Seniors Working 16 or More Hours Per Week	143	26.0	24.8	20.2

*55.1% of the identified gifted and/or talented students received services.

SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	15	0.3
Asian American	148	3.1
Black	298	6.3
Hispanic	593	12.5
White	3,702	77.8
Total Minority	1,054	22.2

Percent of Minority Professional Staff: 3.4%

Non-English Home Language: 11.1% 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 34.

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.

Torrington uses curriculum integration and community connections to celebrate its growing diversity and to prepare its students for a global society.

Curriculum: All programming focuses on preparing students to thrive in a global society. District selection policies and practices for textbook, materials, and technology have diversity as a core criterion. This year an administrator was appointed to oversee multicultural education so that the thread of diversity experiences weaves its way consistently through all of the K-12 content areas. Educators attend conferences and participate in district-wide and individual professional development that enhances their capacity to deal with learners from diverse backgrounds. Elementary students participate in CAS programs that exposed them to students from all over the state. Character Counts, Growing Good Citizens, and DARE programs teach students to respect others. At the secondary level, students have experiences with young people across the state in curriculum-based programs such as Model UN. Intra-district student activities bring together Torrington's diverse student populations.

Because inclusion is a district initiative, regular and special education students have the opportunity to learn together. In addition, the district's fine arts program regularly incorporates music and guest artists and speakers from diverse groups.

Connections: Our schools make connections within and beyond the Torrington borders so that students interact with peers from diverse backgrounds. At the elementary level, educators use parental and community resources to build students awareness of other cultures. At the middle school, the principal successfully launched a special outreach to Latino parents. All schools sponsor field trips, co-curricular activities, and community service projects. Athletic teams and music groups participate in regional and state competition.. Through media and professional networks at the state and national level (e.g., NAME), the district seeks to hire and train staff that reflects the growing diversity of our global society.

STUDENT PERFORMANCE

Connecticut Mastery Test, Fourth Generation, % 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.

Grade and CMT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal
Grade 3 Reading	43.0	52.0	16.6
Writing	55.7	63.4	17.2
Mathematics	46.6	60.0	12.3
Grade 4 Reading	49.7	55.9	25.3
Writing	56.6	62.9	22.0
Mathematics	53.9	60.3	27.0
Grade 5 Reading	54.8	62.2	17.3
Writing	54.5	64.5	18.5
Mathematics	62.9	65.9	30.2
Science	46	54.9	18.5
Grade 6 Reading	66.7	66.3	31.0
Writing	53.5	61.9	20.8
Mathematics	70.9	66.4	42.3
Grade 7 Reading	63.9	71.1	21.9
Writing	42.9	62.0	11.0
Mathematics	57.6	63.0	26.5
Grade 8 Reading	61.4	64.8	27.0
Writing	54.0	63.4	23.3
Mathematics	63.1	60.8	37.1
Science	56.8	58.6	30.8

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.

To see the NCLB Report Card for this school, go to 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 scoreable 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	38.8	45.5	32.3
Writing Across the Disciplines	47.7	57.9	22.3
Mathematics	40.0	50.1	25.4
Science	32.9	46.3	21.5

For more detailed CAPT results, go to www.ctreports.com.

To see the NCLB Report Card for this school, go to 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
	26.8	36.1	18.7

SAT® I: Reasoning Test Class of 2007		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		71.7	77.6	
Average Score	Mathematics	513	504	56.9
	Critical Reading	495	502	36.9
	Writing	492	503	33.1

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, Class of 2007	81.2	92.6	6.2
Cumulative Four-Year Dropout Rate for Class of 2007	15.1	6.2	5.3
2006-07 Annual Dropout Rate for Grade 9 through 12	3.0	1.7	11.1

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	81.0	83.4
% Employed (Civilian Employment and in Armed Services)	13.8	12.3

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of District Staff	
General Education	
Teachers and Instructors	300.20
Paraprofessional Instructional Assistants	21.00
Special Education	
Teachers and Instructors	40.90
Paraprofessional Instructional Assistants	103.00
Library/Media Specialists and Assistants	13.50
Staff Devoted to Adult Education	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	7.00
School Level	19.40
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	6.00
Counselors, Social Workers, and School Psychologists	22.60
School Nurses	9.60
Other Staff Providing Non-Instructional Services and Support	188.20

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	14.4	14.6	13.6
% with Master's Degree or Above	70.6	76.5	75.6

Average Class Size	District	DRG	State
Grade K	16.8	17.1	18.1
Grade 2	19.5	18.2	19.3
Grade 5	20.8	19.9	20.9
Grade 7	19.4	19.7	20.5
High School	20.2	20.4	18.6

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	944	983	987
Middle School	1,034	1,006	1,017
High School	1,033	997	1,006

*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	4.3	3.4
Middle School	4.1	3.0	2.7
High School	3.2	3.0	2.7

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2006-07

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	\$32,347	\$6,668	\$7,153	\$7,108	\$7,159
Instructional Supplies and Equipment	\$697	\$144	\$262	\$235	\$266
Improvement of Instruction and Educational Media Services	\$1,782	\$367	\$443	\$365	\$429
Student Support Services	\$3,291	\$678	\$764	\$785	\$761
Administration and Support Services	\$5,110	\$1,053	\$1,256	\$1,216	\$1,271
Plant Operation and Maintenance	\$6,229	\$1,284	\$1,329	\$1,287	\$1,322
Transportation	\$3,352	\$656	\$605	\$613	\$601
Costs for Students Tuitioned Out	\$4,413	N/A	N/A	N/A	N/A
Other	\$678	\$140	\$147	\$147	\$145
Total	\$57,900	\$11,585	\$12,203	\$12,064	\$12,151
Additional Expenditures					
Land, Buildings, and Debt Service	\$7,468	\$1,539	\$1,875	\$2,074	\$1,882

Special Education Expenditures	
Total Expenditures	\$13,899,582
Percent of Total PK-12 Expenditures Used for Special Education	24.0%

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	51.4	45.1	3.2	0.2
Excluding School Construction	56.0	40.1	3.6	0.3

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.

Torrington's budget development process focuses on program and student needs. Building and program administrators work with their respective stakeholders to construct budgets that meet the Board goals and student needs. Each budget is then presented by its administrator to the Superintendent and her executive leadership team, who weigh each proposal against criteria based on Board and district goals and the unique needs of each building/program. The Board's subcommittee on budget then holds public hearings at various schools so that the public can comment on each budget proposal. Following the Board's adoption of a budget proposal, the city holds a public hearing on the school budget. Built from the building and program level to meet Board goals and vetted by stakeholders, the budget addresses equitably the diverse needs of each building and program in the district.

SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	657
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	13.4%

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	37	0.8	0.7	0.7
Learning Disability	216	4.4	3.7	4.0
Intellectual Disability	31	0.6	0.6	0.5
Emotional Disturbance	71	1.4	1.2	1.0
Speech Impairment	113	2.3	2.6	2.4
Other Health Impairment*	121	2.5	2.2	2.1
Other Disabilities**	68	1.4	1.0	0.9
Total	657	13.4	12.1	11.5

*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 2006-07 with a Standard Diploma	57.1	77.2
2006-07 Annual Dropout Rate for Students Aged 14 to 21	4.3	2.8

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	15.0	20.4	56.5	62.1
	Writing	10.6	19.3	52.7	63.0
	Mathematics	16.6	22.6	59.0	62.7
	Science	17.3	22.2	51.6	56.8
CAPT	Reading Across the Disciplines	2.6	11.4	38.8	45.5
	Writing Across the Disciplines	3.0	16.3	47.7	57.9
	Mathematics	0.0	14.7	40.0	50.1
	Science	6.5	14.4	32.9	46.3

For more detailed CMT or CAPT results, go to www.ctreports.com. To see the NCLB Report Card for this school, go to 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	24.9
	% With Accommodations	75.1
CAPT	% Without Accommodations	12.5
	% With Accommodations	87.5
% Assessed Using Skills Checklist		9.0

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	2	0.3
Private Schools or Other Settings	74	11.3

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	377	57.4	66.9	71.6
40.1 to 79.0 Percent of Time	163	24.8	15.0	16.6
0.0 to 40.0 Percent of Time	117	17.8	18.1	11.8

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

Annually the district updates its district improvement plan with the goals of improving student performance and attendance. While the state-approved adequate yearly progress plan focuses on the subgroups (including special education students), it was designed to address the needs of all students.

A unique feature of the plan is its commitment to restructuring schools and programs. At the elementary level, the district modified building attendance zones. The middle school schedule and staff were restructured for the 2008-09 school year to increase instructional time and to provide specialized programming for at-risk students. At the district level, an administrator was assigned to oversee ELL and multicultural education. Elementary and secondary special education supervisors work with buildings to make certain that inclusion works effectively.

Instructional decisions are based on student work---CMT/CAPT, common formative assessments, and other student work. As soon as CMT/CAPT scores are released, intake teachers, including special education teachers, receive a full disaggregation of the data to the strand level for each incoming student. Unduplicated count student subgroup data are also provided to each building. Shortly thereafter, each teacher also receives a similar report for his/her students from the previous year. Extensive curriculum revision is underway. Elementary literacy support teams identify and support at-risk students in flexible clusters. At the secondary level, struggling learners are in small classes, co-taught classes, and/or are provided with additional time to master content through reallocation of staff and/or changes in the building schedule. Professional development for regular and special educators focuses on best practices in literacy and numeracy. Traditional workshops are followed by extensive job-embedded training for staff. Planning this year will result in extended time programming for all levels during the 2008-09 school year. Special education improvements include the publication of a SPED Handbook that standardizes procedures, SPED parent meetings and survey to increase parental involvement, and the implementation of district-wide assistive technologies solutions by a specially-trained assistive technology team.
