

STRATEGIC SCHOOL PROFILE 2012-13**Torrington School District**

Cheryl Kloczko, Superintendent

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Torrington,
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.

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: 93.2%

*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, 2012 4,354
 5-Year Enrollment Change -8.5%

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	2,043	46.9	43.3	36.7
K-12 Students Who Are Not Fluent in English	314	7.2	4.0	5.8
Students Identified as Gifted and/or Talented*	147	3.4	3.8	3.8
PK-12 Students Receiving Special Education Services in District	664	15.3	12.8	11.9
Kindergarten Students who Attended Preschool, Nursery School or Headstart	299	76.7	74.2	79.3
Homeless	39	0.9	0.3	0.3
Juniors and Seniors Working 16 or More Hours Per Week	57	15.3	13.9	12.7

*36.1 % of the identified gifted and/or talented students received services.

SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	9	0.2
Asian American	150	3.4
Black	198	4.5
Hispanic	807	18.5
Pacific Islander	6	0.1
White	3,064	70.4
Two or more races	120	2.8
Total Minority	1,290	29.6

Percent of Minority Professional Staff: 4.3%

Non-English Home Language:

17.1% 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 37.

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 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. 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 throughout the year to promote appropriate behavior that are provided by local agencies and organizations. The district sponsors a huge number of events to bring members of the community together through our nationally recognized music program. The Character Education curriculum emphasizes the importance of all individuals and their membership in the school community. The district uses grant funding to support "sister schools" within the city to bring together students around a project or activity. The district actively encourages minority candidates to seek employment in Torrington Public Schools. 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 internationally to expose students to a variety of educational experiences.

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	59.8	56.9	36.3
Writing	60.8	60.0	40.4
Mathematics	55.0	61.4	23.0
Grade 4 Reading	72.7	62.6	57.6
Writing	67.4	63.0	48.1
Mathematics	63.6	65.1	31.6
Grade 5 Reading	74.4	66.9	47.2
Writing	69.1	65.6	42.2
Mathematics	75.3	69.2	44.7
Science	60.5	62.3	29.2
Grade 6 Reading	73.7	73.3	34.7
Writing	63.7	65.1	32.4
Mathematics	61.6	67	28.0
Grade 7 Reading	75.1	78.9	24.1
Writing	57.3	64.9	22.8
Mathematics	52.0	65.4	17.7
Grade 8 Reading	72.9	76.2	23.4
Writing	62.4	67.2	22.0
Mathematics	59.3	65.0	25.2
Science	59.3	60.4	28.9

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 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	30.2	48.5	15.2
Writing Across the Disciplines	45.0	62.1	12.1
Mathematics	39.7	52.4	21.2
Science	32.1	48.8	17.3

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
	34.3	51.1	14.1

SAT® I: Reasoning Test Class of 2012		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		60.0	78.5	
Average Score	Mathematics	486	503	30.1
	Critical Reading	493	499	39.8
	Writing	485	504	26.3

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 2012	79.7	84.8	22.1
2011-12 Annual Dropout Rate for Grade 9 through 12	2.0	2.1	15.0

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	74.2	82.6
% Employed (Civilian Employment and in Armed Services)	20.4	9.8

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of School Staff	
General Education	
Teachers and Instructors	279.08
Paraprofessional Instructional Assistants	14.00
Special Education	
Teachers and Instructors	49.00
Paraprofessional Instructional Assistants	99.50
Library/Media Specialists and/or Assistants	11.40
Staff Devoted to Adult Education	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	5.00
School Level	13.20
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	7.40
Counselors, Social Workers, and School Psychologists	22.00
School Nurses	10.00
Other Staff Providing Non-Instructional Services and Support	186.85

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	14.5	13.9
% with Master's Degree or Above	81.7	81.1	79.8

Average Class Size	District	DRG	State
Grade K	18.6	18.4	18.9
Grade 2	18.1	19.1	19.8
Grade 5	20.6	20.8	21.3
Grade 7	17.6	19.5	20.2
High School	16.2	18.7	18.8

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	945	986	999
Middle School	1,034	1,019	1,029
High School	982	1,006	1,027

*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*	3.2	3.0	2.7
Middle School	3.6	2.2	2.1
High School	3.9	2.1	2.1

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2011-12

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	\$39,799	\$8,960	\$8,570	\$8,571	\$8,570
Instructional Supplies and Equipment	\$614	\$138	\$252	\$180	\$257
Improvement of Instruction and Educational Media Services	\$1,868	\$421	\$475	\$421	\$471
Student Support Services	\$3,584	\$807	\$949	\$1,097	\$950
Administration and Support Services	\$5,118	\$1,152	\$1,526	\$1,486	\$1,547
Plant Operation and Maintenance	\$6,033	\$1,358	\$1,466	\$1,455	\$1,459
Transportation	\$4,110	\$868	\$775	\$753	\$765
Costs for Students Tuitioned Out	\$5,789	N/A	N/A	N/A	N/A
Other	\$510	\$115	\$170	\$195	\$170
Total	\$67,424	\$14,515	\$14,444	\$14,327	\$14,333
Additional Expenditures					
Land, Buildings, and Debt Service	\$3,751	\$844	\$1,405	\$1,688	\$1,398

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$16,874,160	25.0	22.8	21.8

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	56.7	39.7	3.6	0.0
Excluding School Construction	56.9	39.3	3.8	0.0

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.

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 school to assure that each school has resources for its unique student makeup. 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. 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.

SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	731
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	16.1%

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	68	1.5	1.5	1.3
Learning Disability	281	6.2	4.0	4.0
Intellectual Disability	15	0.3	0.5	0.4
Emotional Disturbance	63	1.4	1.2	1.0
Speech Impairment	90	2.0	2.2	2.0
Other Health Impairment*	132	2.9	2.5	2.4
Other Disabilities**	82	1.8	1.2	1.0
Total	731	16.1	13.1	12.1

*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 2011-12 with a Standard Diploma	69.6	64.4
2011-12 Annual Dropout Rate for Students Aged 14 to 21	3.3	3.2

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	31.6	34.5	71.3	69.2
	Writing	16.1	19.9	63.3	64.4
	Mathematics	22.0	29.0	60.7	65.5
	Science	12.6	21.3	59.9	61.3
CAPT	Reading Across the Disciplines	7.5	15.7	30.2	48.5
	Writing Across the Disciplines	6.4	16.7	45.0	62.1
	Mathematics	2.8	16.8	39.7	52.4
	Science	4.3	14.6	32.1	48.8

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	18.1
	% With Accommodations	81.9
CAPT	% Without Accommodations	38.1
	% With Accommodations	61.9
% Assessed Using Skills Checklist		11.3

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	10	1.4
Private Schools or Other Settings	76	10.4

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	420	57.5	68.2	72.0
40.1 to 79.0 Percent of Time	204	27.9	16.0	16.4
0.0 to 40.0 Percent of Time	107	14.6	15.8	11.6

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

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. The district annually posts School Report Cards to share school demographics and student performance information with the public. The district completed a three year curriculum review and revision cycle to conduct a systematic evaluation of the instructional program and to transition to alignment with the Common Core State Standards. The teacher evaluation plan was revised to promote collaboration and feedback that will improve instructional practice. In addition, the focus will be on preparing for the Smarter Balance Assessment. 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. Teachers are given more ownership and direction over determining their professional development needs. Teacher capacity is being improved through an elementary math collaborative group who meet to work on curriculum and assessment. The district has reinstated 6th and 9th grade orientation programs to assist students in critical transitions and has worked closely with high school administration on the 9th grade academy concept. The district is investigating implementing a theme-based small learning community within the high school. Administration is reaching out to the community to identify opportunities for authentic and engaging learning experiences to offer more options for students. The district is upgrading technology and infrastructure to allow for engaging, 21st century learning experiences for students. The district is implementing SRBI practices.
