Connecticut State Department of Education

## DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2017–18

CSDE
CONNECTICUT STATE
DEPARTMENT OF EDUCATION

Torrington School District

Ms. Denise Clemons, Superintendent • 860-489-2327 • www.torrington.org/

District Information

Grade Range	PK-12
Number of Schools/Programs	16
Enrollment	4,108
Per Pupil Expenditures[1]	$17,334
Total Expenditures[1]	$76,476,256

[1]Expenditure data reflect the 2016-17 year.
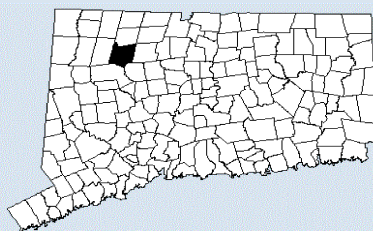
Community Information

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

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Notes

Unless otherwise noted, all data are for 2017-18 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, 2017 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	1,956	47.6	48.4
Male	2,152	52.4	51.6
American Indian or Alaska Native	6	0.1	0.3
Asian	170	4.1	5.1
Black or African American	157	3.8	12.8
Hispanic or Latino	1,071	26.1	24.8
Pacific Islander	8	0.2	0.1
Two or More Races	146	3.6	3.3
White	2,550	62.1	53.6
English Learners	389	9.5	7.2
Eligible for Free or Reduced-Price Meals	2,207	53.7	36.7
Students with Disabilities[1]	829	20.2	14.8

[1]Students 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	233	12.4	91	4.7
Male	299	14.5	231	10.7
Black or African American	31	19.7	23	14.3
Hispanic or Latino	133	12.9	103	9.4
White	328	13.5	177	7.1
English Learners	36	8.8	25	6.1
Eligible for Free or Reduced-Price Meals	412	16.9	243	9.6
Students with Disabilities	181	22.1	135	14.6
District	532	13.5	322	7.9
State		10.7		6.8

Number of students in 2016-17 qualified as truant under state statute: 61

Number of school-based arrests: 21

[2]A 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.

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

Educators

Full-Time Equivalent (FTE)[1] Staff

	FTE
General Education	
Teachers and Instructors	259.4
Paraprofessional Instructional Assistants	23.4
Special Education	
Teachers and Instructors	53.0
Paraprofessional Instructional Assistants	119.5
Administrators, Coordinators and Department Chairs	
District Central Office	3.0
School Level	11.4
Library/Media	
Specialists (Certified)	5.0
Support Staff	7.0
Instructional Specialists Who Support Teachers	14.5
Counselors, Social Workers and School Psychologists	24.0
School Nurses	10.1
Other Staff Providing Non-Instructional Services/Support	164.7

[1]In 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

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
American Indian or Alaska Native	1	0.3	0.1
Asian	4	1.1	1.1
Black or African American	6	1.6	3.7
Hispanic or Latino	11	2.9	3.7
Pacific Islander	0	0.0	0.0
Two or More Races	1	0.3	0.1
White	351	93.9	91.0

Classroom Teacher Attendance: 2016-17

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	11.3	10.5

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School[2]

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	7	*	14	*
Hispanic or Latino	35	85.4	47	85.5
White	117	84.2	127	87.0
English Learners	6	*	11	*
Eligible for Free or Reduced-Price Meals	87	79.8	92	85.2
Students with Disabilities	23	63.9	42	70.0
District	170	81.7	202	87.8
State		69.3		80.1

[2]College-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 Peers[3]

	Count	Rate (%)
Autism	35	40.2
Emotional Disturbance	16	28.6
Intellectual Disability	6	26.1
Learning Disability	217	68.5
Other Health Impairment	103	56.9
Other Disabilities	10	19.6
Speech/Language Impairment	57	71.3
District	444	55.8
State		68.6

[3]Ages 6-21

Students with Disabilities by Primary Disability[1]

	District		State
	Count	Rate (%)	Rate (%)
Autism	89	2.1	1.8
Emotional Disturbance	56	1.3	1.1
Intellectual Disability	23	0.5	0.5
Learning Disability	317	7.4	5.2
Other Health Impairment	183	4.3	3.1
Other Disabilities	93	2.2	1.1
Speech/Language Impairment	92	2.1	1.8
All Disabilities	853	19.9	14.5

[1]Grades K-12

Students with Disabilities Placed Outside of the District[2]

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	68	8.0	8.3
Private Schools or Other Settings	70	8.2	5.2

[2]Grades K-12

Overall Expenditures:[3] 2016-17

		Per Pupil	
	Total ($)	District ($)	State ($)
Instructional Staff and Services	42,675,032	10,411	9,847
Instructional Supplies and Equipment	804,576	196	287
Improvement of Instruction and Educational Media Services	1,313,097	320	589
Student Support Services	6,342,671	1,547	1,120
Administration and Support Services	6,219,598	1,517	1,905
Plant Operation and Maintenance	5,470,430	1,335	1,648
Transportation	4,739,163	1,025	904
Costs of Students Tuitioned Out	8,371,697	N/A	N/A
Other	539,992	132	208
Total	76,476,256	17,334	16,535
Additional Expenditures			
Land, Buildings, and Debt Service	2,114,116	516	1,393

[3]Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Special Education Expenditures: 2016-17

	District		State
	Total ($)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	5,684,717	26.1	33.8
Noncertified Personnel	3,177,606	14.6	14.5
Purchased Services	515,666	2.4	5.5
Tuition to Other Schools	7,495,128	34.4	23.4
Special Ed. Transportation	1,664,748	7.6	8.7
Other Expenditures	3,266,239	15.0	14.1
Total Expenditures	21,804,104	100.0	100.0

Expenditures by Revenue Source:[4] 2016-17

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	59.8	59.9
State	35.3	35.0
Federal	4.4	4.5
Tuition & Other	0.5	0.6

[4]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 Correction).

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.

The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

	English Language Arts(ELA)		Math	
	Count	DPI	Count	DPI
American Indian or Alaska Native	*	*	*	*
Asian	87	72.6	87	68.1
Black or African American	70	58.7	70	48.1
Hispanic or Latino	546	59.1	544	51.7
Native Hawaiian or Other Pacific Islander	*	*	*	*
Two or More Races	74	63.0	74	53.6
White	1362	66.0	1357	58.1
English Learners	318	58.4	318	52.0
Non-English Learners	1828	65.2	1821	57.1
Eligible for Free or Reduced-Price Meals	1302	61.6	1298	53.6
Not Eligible for Free or Reduced-Price Meals	844	68.1	841	60.6
Students with Disabilities	413	48.4	409	40.8
Students without Disabilities	1733	67.9	1730	60.1
High Needs	1442	60.7	1435	53.1
Non-High Needs	704	71.3	704	63.2
District	2146	64.1	2139	56.4

National Assessment of Educational Progress (NAEP): Percent At or Above Proficient[1]

	NAEP 2017		NAEP 2013
READING	Grade 4	Grade 8	Grade 12
Connecticut	43%	44%	50%
National Public	35%	35%	36%
MATH	Grade 4	Grade 8	Grade 12
Connecticut	40%	36%	32%
National Public	40%	33%	25%

[1]NAEP 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 Standard[2]

	Percent of Students by Grade[3] (%)				All Tested Grades	
	4	6	8	HS	Count	Rate (%)
Sit & Reach	88.8	73.2	89.3	81.5	1,135	83.3
Curl Up	81.6	43.1	27.5	91.5	1,135	58.9
Push Up	73.8	46.1	55.4	76.8	1,135	62.0
Mile Run/PACER	70.9	76.1	78.9	32.2	1,135	67.2
All Tests - District	50.6	19.6	18.5	28.9	1,135	29.8
All Tests - State	53.2	51.4	50.5	45.6		50.1

[2]The 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.

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

Cohort Graduation: Four-Year[1]

	2016-17	
	Cohort Count[2]	Rate (%)
Black or African American	12	*
Hispanic or Latino	45	57.8
English Learners	15	*
Eligible for Free or Reduced-Price Meals	130	57.7
Students with Disabilities	57	38.6
District	243	70.4
State		87.9

[1]The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years.

[2]Cohort count includes all students in the cohort as of the end of the 2016-17 school year.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam[3]

	Participation[4]	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	95.1	58	28.2
Male	94.4	59	25.4
Black or African American	96.3	*	*
Hispanic or Latino	92.7	9	9.4
White	94.7	94	33.0
English Learners	93.1	0	0.0
Eligible for Free or Reduced-Price Meals	95.4	35	16.1
Students with Disabilities	78.1	*	*
District	94.7	117	26.7
State	96.3		44.8

[3]College 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

[4]Participation 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 2017	Class of 2016
	Entrance[5]	Persistence[6]
	Rate (%)	Rate (%)
Female	67.0	84.1
Male	49.5	83.8
Black or African American	*	*
Hispanic or Latino	39.3	72.7
White	61.6	84.2
English Learners	*	*
Eligible for Free or Reduced-Price Meals	39.8	75.0
Students with Disabilities	39.3	*
District	58.2	83.9
State	70.9	88.3

[5]College 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.

[6]College 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

Next Generation Accountability Results

Connecticut's Next Generation Accountability System is a broad set of 12 indicators that help tell the story of how well a district/school is preparing its students for success in college, careers, and life. It moves beyond test scores and graduation rates to provide a more holistic, multifactor perspective of district and school performance.

The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	64.1	75	42.8	50	85.5	67.6
	High Needs Students	60.7	75	40.4	50	80.9	57.5
Math Performance Index	All Students	56.4	75	37.6	50	75.2	62.7
	High Needs Students	53.1	75	35.4	50	70.8	52.0
ELA Academic Growth	All Students	56.7%	100%	56.7	100	56.7	60.7%
	High Needs Students	55.0%	100%	55.0	100	55.0	55.6%
Math Academic Growth	All Students	59.3%	100%	59.3	100	59.3	61.9%
	High Needs Students	57.6%	100%	57.6	100	57.6	55.4%
Chronic Absenteeism	All Students	13.5%	<=5%	33.0	50	66.1	10.7%
	High Needs Students	16.5%	<=5%	27.0	50	54.0	16.6%
Preparation for CCR	% Taking Courses	84.9%	75%	50.0	50	100.0	74.8%
	% Passing Exams	26.7%	75%	17.8	50	35.6	44.8%
On-track to High School Graduation		75.6%	94%	40.2	50	80.4	87.5%
4-year Graduation All Students (2017 Cohort)		70.4%	94%	74.9	100	74.9	87.9%
6-year Graduation - High Needs Students (2015 Cohort)		79.1%	94%	84.1	100	84.1	81.8%
Postsecondary Entrance (Class of 2017)		58.2%	75%	77.6	100	77.6	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		90.7% | 29.8%	75%	19.9	50	39.7	96.6% | 50.1%
Arts Access		59.8%	60%	49.9	50	99.7	51.2%
Accountability Index				**859.0**	**1250**	**68.7**	

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	71.3	60.7	10.6	15.9	
Math Performance Index Gap	63.2	53.1	10.1	18.2	
Science Performance Index Gap	.	N/A	.	.	
Graduation Rate Gap	94.0%	79.1%	14.9%	12.7%	Y

[1]If 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.

[2]If 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	97.9
	High Needs Students	98.0
Math	All Students	97.7
	High Needs Students	97.7
Science	All Students	96.2
	High Needs Students	95.5

[3]Minimum 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: 55.2   **State: 51.5**

Supporting Resources

Two-page FAQ

Detailed Presentation

Using Accountability Results to Guide Improvement: comprehensive documentation and supports

Narratives

School District Improvement Plans and Parental Outreach Activities

Torrington continually strives for academic excellence by enhancing the curriculum, technology, course offerings and services to meet the needs of all students. The curriculum revision is aligned with Connecticut Core Standards and instructional needs are determined based on data analysis of student progress. All schools offer educational events which enable parents and families to understand the changes and new offerings our educational program can provide for all students. Administration has worked in collaboration with community agencies and businesses to provide authentic learning experiences for our students. These opportunities allow for career ready experiences. Through Advisory period at the middle and high school, students can monitor their progress and develop plans toward their future and career goals. .Regarding special education, the PPT Teams welcome parents as part of the decision making process. All sites offer comprehensive teams of service providers: social workers, school psychologists, and behaviorists. Community and in-house pre-kindergarten programs provide for special education students. Intervention supports are offered at all grade levels. All staff follow district SRBI protocols. .As a district, health and safety are our priorities. We have been recognized by the state for our safety preparedness. All students needing special health or physical accommodations are provided for. Staff monitor all 504 needs and Assistive Technology needs. Torrington has been recognized nationally as one of the Top Ten Communities for Music Instruction for the last 18 years. Our arts program has also been recognized throughout the state as well. Schools collaborate with the police department and other community agencies, which teach students about making good life choices. Additionally, local business owners provide regular presentations on the qualities students must demonstrate to become desirable future employees. .All schools are dedicated to engaging families in student learning. Families are invited to student presentations and performances. PTO meetings, School Governance Councils, and Curriculum Nights build community relationships and welcome families. .Parent conferences occur every fall and spring. 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 grades. Spanish translation is provided at all events. Our Early Literacy Coach and Even Start personnel provide parent literacy and Parents as Teachers Training in school and at home. The district has been recognized for its Home Visiting program which bridges the gap between families and school. .

Efforts to Reduce Racial, Ethnic and Economic Isolation

Torrington is a community of increasing demographic diversity. The district goal is to welcome and show respect for all families and everyone's culture. Many staff members have participated in community trainings related to issues of race, poverty and equity. Additionally, several have attended Restorative Practice training which teaches respect for all and helps to develop meaningful relationships.

In alignment with the district's school climate plan, each school site engages in developmentally appropriate activities to build community and promote respect and an 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. The district uses grant funding to enable students of different socio-economic backgrounds to participate in various activities. Local organizations provide tolerance building and respect. 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. .Additionally, curriculum materials are evaluated and implemented 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.

Equitable Allocation of Resources among District Schools

During the budget season, school administrators worked closely with Central Office administration to review student data and demographics to determine school needs. The budget process takes into account the needs of each site to assure that every school has resources to provide for its unique student population. Each of the elementary schools has a distinct culture and student population with different racial, ethnic, and socio-economic profiles.   .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 interventions are available at every grade level as well as on-line and accelerated learning programs exist at both the middle and high schools. .The Superintendent and Central Office team collaborate to ensure fiscal responsibility and equity throughout the district. Public meetings are held to provide opportunities for community input and increased awareness of district needs. The district implements ESSA family Engagement Strategies to ensure parents are involved and made aware of the budgetary process.