Connecticut State Department of Education

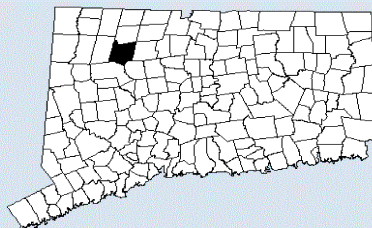# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2016–17

Torrington School District

Mr. Mark Winzler, Superintendent • 860-489-2327 • www.torrington.org/

District Information

Grade Range	PK-12
Number of Schools/Programs	17
Enrollment	4,201
Per Pupil Expenditures[1]	$17,018
Total Expenditures[1]	$75,663,957

[1]*Expenditure data reflect the 2015-16 year.*

Community Information

CERC Town Profiles provide summary demographic and economic information for Connecticut's municipalities

Related Reports/Publications

CT Reports (CMT/CAPT)
Special Education Annual Performance Reports
SAT®, AP®, PSAT® Report by High School (Class of 2017)
(2017® The College Board)

Contents

Notes

Unless otherwise noted, all data are for 2016-17 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, 2016 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	1,974	47.0	48.4
Male	2,227	53.0	51.6
American Indian or Alaska Native	7	0.2	0.3
Asian	170	4.0	5.1
Black or African American	172	4.1	12.9
Hispanic or Latino	1,024	24.4	24.0
Pacific Islander	9	0.2	0.1
Two or More Races	154	3.7	2.9
White	2,665	63.4	54.8
English Learners	377	9.0	6.8
Eligible for Free or Reduced-Price Meals	2,211	52.6	35.9
Students with Disabilities[1]	839	20.0	14.3

[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	220	11.5	72	3.6
Male	279	13.0	209	9.4
Black or African American	23	13.5	18	10.5
Hispanic or Latino	125	12.6	86	8.3
White	312	12.1	158	6.0
English Learners	31	7.8	25	6.3
Eligible for Free or Reduced-Price Meals	326	15.3	200	8.6
Students with Disabilities	149	18.5	109	11.7
District	499	12.3	281	6.7
State		9.9		6.7

Number of students in 2015-16 qualified as truant under state statute: 52

Number of school-based arrests: 18

[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	272.7
Paraprofessional Instructional Assistants	21.0
Special Education	
Teachers and Instructors	53.4
Paraprofessional Instructional Assistants	133.0
Administrators, Coordinators and Department Chairs	
District Central Office	5.0
School Level	12.4
Library/Media	
Specialists (Certified)	4.6
Support Staff	6.0
Instructional Specialists Who Support Teachers	14.0
Counselors, Social Workers and School Psychologists	24.0
School Nurses	11.2
Other Staff Providing Non-Instructional Services/Support	174.2

Educators by Race/Ethnicity

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
American Indian or Alaska Native	1	0.3	0.1
Asian	2	0.5	1.0
Black or African American	4	1.0	3.6
Hispanic or Latino	15	3.9	3.6
Pacific Islander	0	0.0	0.0
Two or More Races	1	0.3	0.1
White	365	94.1	91.4

[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.

Classroom Teacher Attendance: 2015-16

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	10.1	9.6

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School[3]

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	14	*	*	*
Hispanic or Latino	53	77.9	32	94.1
White	128	85.3	157	93.5
English Learners	14	66.7	7	*
Eligible for Free or Reduced-Price Meals	92	77.3	71	94.7
Students with Disabilities	45	71.4	51	86.4
District	210	82.7	216	93.5
State		63.6		77.5

[3]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[4]

	Count	Rate (%)
Autism	41	50.0
Emotional Disturbance	21	38.2
Intellectual Disability	*	*
Learning Disability	192	62.5
Other Health Impairment	97	57.1
Other Disabilities	*	*
Speech/Language Impairment	68	77.3
District	430	55.6
State		68.2

[4]Ages 6-21

Students with Disabilities by Primary Disability[1]

	District		State
	Count	Rate (%)	Rate (%)
Autism	88	2.0	1.7
Emotional Disturbance	56	1.3	1.0
Intellectual Disability	22	0.5	0.5
Learning Disability	308	7.1	4.9
Other Health Impairment	172	4.0	2.9
Other Disabilities	79	1.8	1.1
Speech/Language Impairment	104	2.4	1.8
All Disabilities	829	19.1	13.9

[1]Grades K-12

Overall Expenditures:[3] 2015-16

		Per Pupil	
	Total ($)	District ($)	State ($)
Instructional Staff and Services	40,991,127	9,892	9,663
Instructional Supplies and Equipment	691,146	167	321
Improvement of Instruction and Educational Media Services	1,522,857	367	578
Student Support Services	8,150,142	1,967	1,103
Administration and Support Services	6,268,217	1,513	1,861
Plant Operation and Maintenance	4,819,430	1,163	1,637
Transportation	4,555,763	1,016	877
Costs of Students Tuitioned Out	8,148,134	N/A	N/A
Other	517,141	125	201
Total	75,663,957	17,018	16,236
Additional Expenditures			
Land, Buildings, and Debt Service	2,339,245	564	1,749

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

Special Education Expenditures: 2015-16

	District		State
	Total ($)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	5,660,944	27.0	34.6
Noncertified Personnel	2,822,976	13.4	14.6
Purchased Services	391,093	1.9	5.8
Tuition to Other Schools	7,372,117	35.1	21.8
Special Ed. Transportation	1,647,425	7.8	8.5
Other Expenditures	3,096,828	14.8	14.7
Total Expenditures	20,991,383	100.0	100.0

Expenditures by Revenue Source:[4] 2015-16

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	58.7	58.5
State	36.7	36.6
Federal	4.0	4.1
Tuition & Other	0.7	0.7

[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.

	English Language Arts(ELA)		Math		Science	
	Count	DPI	Count	DPI	Count	DPI
American Indian or Alaska Native	*	*	*	*	*	*
Asian	93	70.3	93	65.2	33	55.0
Black or African American	88	60.1	87	47.0	41	46.5
Hispanic or Latino	546	56.7	546	48.9	200	46.4
Native Hawaiian or Other Pacific Islander	6	*	6	*	*	*
Two or More Races	84	65.9	84	51.1	40	48.9
White	1398	64.2	1394	56.5	535	52.5
English Learners	310	57.5	310	50.4	91	45.2
Non-English Learners	1909	63.3	1904	55.1	764	51.4
Eligible for Free or Reduced-Price Meals	1148	59.6	1148	51.1	394	48.2
Not Eligible for Free or Reduced-Price Meals	1071	65.6	1066	58.0	461	52.9
Students with Disabilities	449	48.2	445	39.3	161	40.6
Students without Disabilities	1770	66.1	1769	58.2	694	53.1
High Needs	1341	58.2	1337	50.0	471	47.1
Non-High Needs	878	69.1	877	61.2	384	55.1
District	2219	62.5	2214	54.4	855	50.7

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

	NAEP 2015		NAEP 2013
READING	Grade 4	Grade 8	Grade 12
Connecticut	43%	43%	50%
National Public	35%	33%	36%
MATH	Grade 4	Grade 8	Grade 12
Connecticut	41%	36%	32%
National Public	39%	32%	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	10	Count	Rate (%)
Sit & Reach	88.7	77.6	69.8	80.8	1,117	79.7
Curl Up	81.9	45.2	25.5	95.2	1,117	59.4
Push Up	65.5	66.4	47.3	80.8	1,117	63.6
Mile Run/PACER	76.0	77.9	77.5	27.5	1,117	69.7
All Tests - District	54.5	24.6	17.8	24.0	1,117	32.3
All Tests - State	52.8	51.4	51.4	50.6		51.6

[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]

	2015-16	
	Cohort Count[2]	Rate (%)
Black or African American	*	*
Hispanic or Latino	61	73.8
English Learners	*	*
Eligible for Free or Reduced-Price Meals	147	72.1
Students with Disabilities	56	53.6
District	289	81.7
State		87.4

[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 2015-16 school year.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam[5]

	Participation[6]	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	94.5	65	30.0
Male	91.0	53	19.8
Black or African American	92.9	*	*
Hispanic or Latino	89.2	9	8.8
White	93.4	98	30.8
English Learners	89.7	0	0.0
Eligible for Free or Reduced-Price Meals	90.7	14	7.2
Students with Disabilities	77.0	*	*
District	92.6	118	24.3
State	96.1		43.5

[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 2016	Class of 2015
	Entrance[7]	Persistence[8]
	Rate (%)	Rate (%)
Female	63.9	85.7
Male	52.3	77.8
Black or African American	*	*
Hispanic or Latino	45.8	72.7
White	57.8	86.7
English Learners	*	*
Eligible for Free or Reduced-Price Meals	40.4	73.7
Students with Disabilities	25.0	*
District	57.6	82.3
State	72.0	88.5

[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.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	62.5	75	41.7	50	83.3	67.1
	High Needs Students	58.2	75	38.8	50	77.6	55.9
Math Performance Index	All Students	54.4	75	36.3	50	72.6	62.2
	High Needs Students	50.0	75	33.3	50	66.7	50.5
Science Performance	All Students	50.7	75	33.8	50	67.6	55.3
	High Needs Students	47.1	75	31.4	50	62.8	45.2
ELA Academic Growth	All Students	47.3%	100%	47.3	100	47.3	55.4%
	High Needs Students	46.5%	100%	46.5	100	46.5	49.8%
Math Academic Growth	All Students	48.0%	100%	48.0	100	48.0	61.7%
	High Needs Students	46.2%	100%	46.2	100	46.2	53.7%
Chronic Absenteeism	All Students	12.3%	<=5%	35.5	50	71.0	9.9%
	High Needs Students	15.2%	<=5%	29.5	50	59.0	15.8%
Preparation for CCR	% Taking Courses	87.8%	75%	50.0	50	100.0	70.7%
	% Passing Exams	24.3%	75%	16.2	50	32.4	43.5%
On-track to High School Graduation		81.2%	94%	43.2	50	86.4	87.8%
4-year Graduation All Students (2016 Cohort)		81.7%	94%	86.9	100	86.9	87.4%
6-year Graduation - High Needs Students (2014		84.8%	94%	90.2	100	90.2	82.0%
Postsecondary Entrance (Class of 2016)		57.6%	75%	76.8	100	76.8	72.0%
Physical Fitness (estimated part rate) and (fitness		87.0% | 32.3%	75%	10.8	50	21.5	92.0% | 51.6%
Arts Access		57.6%	60%	48.0	50	95.9	50.5%
Accountability Index				**890.2**	**1350**	**65.9**	

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	69.1	58.2	10.9	16.7	
Math Performance Index Gap	61.2	50.0	11.2	18.7	
Science Performance Index Gap	55.1	47.1	8.0	16.6	
Graduation Rate Gap	94.0%	84.8%	9.2%	12.0%	N

[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	96.7
	High Needs Students	96.7
Math	All Students	96.4
	High Needs Students	96.3
Science	All Students	97.5
	High Needs Students	96.3

[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: 58   **State: 50.2**

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. Torrington has been recognized nationally as one of the Top Ten Communities for Music Instruction for the last 17 years. This year, the District initiated its first Back to School "Meet & Greet". Prior to the start of school, this informal gathering of staff and community providers in the City of Torrington allowed for parents and stakeholders to gain information on the District. This event encouraged parents to meet members of Torrington Public Schools at an event in the community instead of meeting at the school or in an Administrator's office.

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 at the Middle and High Schools, students can monitor their progress and develop plans toward their future and career goals. All schools collaborate with the Police Department and other community agencies to enhance our students' knowledge about making good life choices. Additionally, local business owners provide regular presentations on the characteristics and qualities students must demonstrate to become desirable future employees.   .As a District, health and safety is a priority. We have been recognized by the State of Connecticut for our safety preparedness. All students needing special health or physical accommodations are provided with appropriate materials/devices. Staff monitor all 504s and Assistive Technology needs. All sites offer comprehensive teams of service providers: Social Workers, School Psychologists, and Behaviorists. Community and in-house Pre-Kindergarten programs also provide for special education students. Full day kindergarten has provided a foundation for our youngest learners. Intervention supports are offered at all grade levels. All staff follow District SRBI protocols. .All schools are dedicated to engaging families in student learning. PTO meetings, School Governance Councils, Curriculum Nights and student presentations 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 programs are held for students transitioning to 6th or 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's Goal is to welcome and show respect for all families and their culture.   We "collaborate with all stakeholders in the City of Torrington" and "provide a personalized learning growth model to enhance staff skills to deliver high quality instruction to ensure student achievement". Many staff members have participated in community trainings related to issues on race, poverty and equity. Additionally, several have attended Restorative Practice training which provides strategies to develop meaningful relationships with students.

In alignment with the District's School Climate Plan, each school engages in developmentally appropriate activities to engage the community and promote respect and enhance an appreciation of diversity. Sessions on anti-bullying, tolerance building and respect are designed to promote appropriate, positive behavior. The Character Education curriculum and the PBIS system emphasize the importance of all individuals and their membership in the school community. Additionally, curriculum materials are evaluated and implemented to assure that they are representative and respectful of all diverse groups. .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. Students participate in field trips to a variety of locations locally, regionally and internationally to expose them to a variety of educational experiences. There are also a large number of events which are hosted by our nationally recognized music program that brings together members of the community.

Equitable Allocation of Resources among District Schools

During the budget season, Administrators collaborate to review student data and demographics to determine school needs. All schools serving the same grades utilize the same curriculum and are provided with a comparable level of resources and instructional supports. SRBI interventions are available at every grade level; as well as, on-line and accelerated learning programs at the Middle and High Schools. 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. To ensure fiscal responsibility and equity throughout the District, public meetings are held to provide opportunities for the input of all community stakeholders and increase awareness of our needs.