

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2018–19

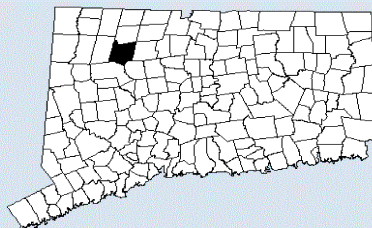


## Torrington School District

860-489-2327 • www.torrington.org/

### District Information

|                                     |              |
|-------------------------------------|--------------|
| Grade Range                         | PK-12        |
| Number of Schools/Programs          | 16           |
| Enrollment                          | 3,912        |
| Per Pupil Expenditures <sup>1</sup> | \$17,998     |
| Total Expenditures <sup>1</sup>     | \$78,489,467 |

<sup>1</sup>Expenditure data reflect the 2017-18 school year.

### Community Information

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

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### Notes

Unless otherwise noted, all data are for 2018-19 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](http://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 safeguard student confidentiality, or to ensure that statistics based on a very small sample size are not interpreted as equally representative as those based on a sufficiently larger sample size.

N/A is displayed when a category is not applicable for a district or school.

## Students

### October 1, 2018 Enrollment<sup>2</sup>

|   | Count | District<br>Percent of Total<br>(%) | State<br>Percent of Total<br>(%) |
|---|-------|-------------------------------------|----------------------------------|
| Female                                    | 1,844 | 47.1                                | 48.4                             |
| Male                                      | 2,068 | 52.9                                | 51.6                             |
| American Indian or Alaska Native          | *     | *                                   | 0.3                              |
| Asian                                     | 172   | 4.4                                 | 5.2                              |
| Black or African American                 | 155   | 4.0                                 | 12.8                             |
| Hispanic or Latino of any race            | 1,096 | 28.0                                | 25.8                             |
| Native Hawaiian or Other Pacific Islander | *     | *                                   | 0.1                              |
| Two or More Races                         | 132   | 3.4                                 | 3.6                              |
| White                                     | 2,347 | 60.0                                | 52.4                             |
| English Learners                          | 370   | 9.5                                 | 7.6                              |
| Eligible for Free or Reduced-Price Meals  | 2,533 | 64.7                                | 42.1                             |
| Students with Disabilities <sup>3</sup>   | 810   | 20.7                                | 15.4                             |

<sup>2</sup>This table represents students in grades PK-12 reported by the district in the Public School Information System (i.e., PSIS Reporting District).

<sup>3</sup>Students in this category are students with an individualized education program (IEP) only. This category does not include students with Section 504 plans or services plans.

**NOTE:** To protect student privacy, gender counts are suppressed (\*) when fewer than 6 students enrolled in the district identify as non-binary.

### Chronic Absenteeism and Suspension/Expulsion

|  | Chronic<br>Absenteeism <sup>4</sup> |          | Suspension/<br>Expulsion <sup>5</sup> |          |
|--|-------------------------------------|----------|---------------------------------------|----------|
|  | Count                               | Rate (%) | Count                                 | Rate (%) |
| Female                                   | 218                                 | 11.9     | 99                                    | 5.1      |
| Male                                     | 224                                 | 11.1     | 224                                   | 10.2     |
| Black or African American                | 23                                  | 14.5     | 28                                    | 16.1     |
| Hispanic or Latino of any race           | 137                                 | 12.5     | 113                                   | 9.5      |
| White                                    | 248                                 | 10.9     | 164                                   | 6.7      |
| English Learners                         | 32                                  | 8.2      | 23                                    | 5.7      |
| Eligible for Free or Reduced-Price Meals | 374                                 | 14.6     | 264                                   | 9.4      |
| Students with Disabilities               | 140                                 | 19.6     | 105                                   | 11.7     |
| District                                 | 442                                 | 11.5     | 323                                   | 7.8      |
| State                                    |                                     | 10.4     |                                       | 6.7      |

**Number of students in 2017-18 qualified as truant under state statute: 84**

**Number of school-based arrests: 12**

<sup>4</sup>A student is chronically absent if they miss 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.

<sup>5</sup>This column displays the count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

# District Profile and Performance Report for School Year 2018-19

## Torrington School District

### Educators

#### Full-Time Equivalent (FTE)<sup>1</sup> Staff

|   | FTE   |
|---|-------|
| <b>General Education</b>                                  |       |
| Teachers and Instructors                                  | 244.9 |
| Paraprofessional Instructional Assistants                 | 23.0  |
| <b>Special Education</b>                                  |       |
| Teachers and Instructors                                  | 50.4  |
| Paraprofessional Instructional Assistants                 | 131.0 |
| <b>Administrators, Coordinators and Department Chairs</b> |       |
| District Central Office                                   | 4.0   |
| School Level  | 13.9  |
| <b>Library/Media</b>                                      |       |
| Specialists (Certified)                                   | 5.0   |
| Support Staff   | 6.0   |
| Instructional Specialists Who Support Teachers            | 14.8  |
| Counselors, Social Workers and School Psychologists       | 22.0  |
| School Nurses   | 11.0  |
| Other Staff Providing Non-Instructional Services/Support  | 163.4 |

<sup>1</sup>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

|   | Count | District<br>Percent of Total<br>(%) | State<br>Percent of Total<br>(%) |
|---|-------|-------------------------------------|----------------------------------|
| American Indian or Alaska Native          | 1     | 0.3                                 | 0.1                              |
| Asian                                     | 5     | 1.4                                 | 1.1                              |
| Black or African American                 | 3     | 0.8                                 | 3.8                              |
| Hispanic or Latino of any race            | 10    | 2.8                                 | 3.8                              |
| Native Hawaiian or Other Pacific Islander | 0     | 0.0                                 | 0.0                              |
| Two or More Races                         | 2     | 0.6                                 | 0.1                              |
| White                                     | 336   | 93.9                                | 90.5                             |

#### Classroom Teacher Attendance: 2017-18

|   | District | State |
|---|----------|-------|
| Average Number of FTE Days Absent Due to Illness or Personal Time | 3.4      | 10.0  |

### Instruction and Resources

#### 11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School<sup>2</sup>

|  | 11th  |          | 12th  |          |
|--|-------|----------|-------|----------|
|  | Count | Rate (%) | Count | Rate (%) |
| Black or African American                | 8     | *        | 11    | *        |
| Hispanic or Latino of any race           | 34    | 70.8     | 48    | 92.3     |
| White                                    | 100   | 84.7     | 127   | 96.9     |
| English Learners                         | 11    | *        | 8     | *        |
| Eligible for Free or Reduced-Price Meals | 83    | 79.0     | 102   | 92.7     |
| Students with Disabilities               | 28    | 82.4     | 37    | 90.2     |
| District                                 | 159   | 81.1     | 200   | 94.3     |
| State                                    |       | 74.5     |       | 85.2     |

<sup>2</sup>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<sup>3</sup>

|                            | Count | Rate (%) |
|----------------------------|-------|----------|
| Autism                     | 35    | 35.7     |
| Emotional Disturbance      | 14    | 26.4     |
| Intellectual Disability    | *     | *        |
| Learning Disability        | 205   | 66.6     |
| Other Health Impairment    | 95    | 53.7     |
| Other Disabilities         | *     | *        |
| Speech/Language Impairment | 60    | 70.6     |
| District                   | 422   | 53.2     |
| State                      |       | 67.6     |

<sup>3</sup>This table represents students ages 6-21 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

# District Profile and Performance Report for School Year 2018-19

## Torrington School District

### Students with Disabilities by Primary Disability<sup>1</sup>

|                            | District |          | State    |
|----------------------------|----------|----------|----------|
|                            | Count    | Rate (%) | Rate (%) |
| Autism                     | 102      | 2.4      | 1.9      |
| Emotional Disturbance      | 53       | 1.3      | 1.1      |
| Intellectual Disability    | 23       | 0.5      | 0.5      |
| Learning Disability        | 310      | 7.4      | 5.5      |
| Other Health Impairment    | 182      | 4.4      | 3.2      |
| Other Disabilities         | 85       | 2.0      | 1.1      |
| Speech/Language Impairment | 97       | 2.3      | 1.8      |
| All Disabilities           | 852      | 20.4     | 15.0     |

<sup>1</sup>This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

### Students with Disabilities Placed Outside of the District<sup>2</sup>

|                                   | District |          | State    |
|-----------------------------------|----------|----------|----------|
|                                   | Count    | Rate (%) | Rate (%) |
| Public Schools in Other Districts | 83       | 9.7      | 8.2      |
| Private Schools or Other Settings | 65       | 7.6      | 5.0      |

<sup>2</sup>This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

### Overall Expenditures:<sup>3</sup> 2017-18

|  | Total (\$)   | Per Pupil     |            |
|--|--------------|---------------|------------|
|  |              | District (\$) | State (\$) |
| Instruction                                    | \$51,739,093 | \$11,864      | \$10,545   |
| Support services - students                    | \$4,034,231  | \$1,000       | \$1,373    |
| Support services - instruction                 | \$1,080,308  | \$268         | \$644      |
| Support services - general administration      | \$2,375,072  | \$588         | \$462      |
| Support services - school based administration | \$3,784,770  | \$938         | \$1,007    |
| Central and other support services             | \$5,029,091  | \$1,246       | \$671      |
| Operation and maintenance of plant             | \$5,352,382  | \$1,326       | \$1,629    |
| Student transportation services                | \$5,094,520  | \$1,108       | \$1,231    |
| Food services                                  | .            | .             | \$13       |
| Enterprise operations                          | .            | .             | \$157      |
| Minor school construction                      | .            | .             | \$65       |
| Total  | \$78,489,467 | \$17,998      | \$17,153   |

<sup>3</sup>Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

### Special Education Expenditures: 2017-18

|  | District     |                      | State                |
|--|--------------|----------------------|----------------------|
|  | Total (\$)   | Percent of Total (%) | Percent of Total (%) |
| Teacher Salaries   | \$3,521,406  | 15.4                 | 29.7                 |
| Instructional Aide Salaries                              | \$1,835,854  | 8.0                  | 9.6                  |
| Other Salaries   | \$2,911,240  | 12.7                 | 10.4                 |
| Employee Benefits  | \$3,319,311  | 14.5                 | 13.0                 |
| Purchased Services Other Than Transportation             | \$878,382    | 3.8                  | 5.5                  |
| Special Education Tuition                                | \$8,204,305  | 35.9                 | 22.6                 |
| Supplies   | \$146,764    | 0.6                  | 0.6                  |
| Property Services  | \$51,623     | 0.2                  | 0.4                  |
| Purchased Services For Transportation                    | \$1,962,946  | 8.6                  | 8.0                  |
| Equipment  | \$70         | 0.0                  | 0.2                  |
| All Other Expenditures                                   | \$5,717      | 0.0                  | 0.1                  |
| Total  | \$22,837,618 | 100.0                | 100.0                |
| Percent of Total Expenditures Used for Special Education |              | 29.1                 | 24.4                 |

### Expenditures by Revenue Source:<sup>4</sup>

2017-18

|                 | Percent of Total (%) Excluding School Construction |
|-----------------|--|
| Local           | 60.4   |
| State           | 34.2   |
| Federal         | 4.6  |
| Tuition & Other | 0.9  |

<sup>4</sup>Revenue sources do not include state-funded Teachers' Retirement Board contributions, Connecticut Technical Education and Career System (CTECS) operations, CSDE-budgeted costs for salaries and leadership activities and other state-funded school districts (e.g., Dept. of Children and Families and Dept. of Correction).

# District Profile and Performance Report for School Year 2018-19

## Torrington School District

### 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  | 92                          | 72.9 | 92    | 69.3 | 48      | 72.3 |
| Black or African American                    | 83                          | 52.9 | 84    | 45.2 | 34      | 58.3 |
| Hispanic or Latino of any race               | 565                         | 57.6 | 567   | 51.2 | 223     | 52.2 |
| Native Hawaiian or Other Pacific Islander    | *                           | *    | *     | *    | *       | *    |
| Two or More Races                            | 72                          | 57.6 | 72    | 50.1 | 25      | 54.9 |
| White  | 1,243                       | 64.8 | 1,241 | 58.0 | 489     | 60.4 |
| English Learners                             | 328                         | 56.7 | 328   | 51.7 | 127     | 55.2 |
| Non-English Learners                         | 1,733                       | 63.5 | 1,734 | 56.6 | 696     | 59.1 |
| Eligible for Free or Reduced-Price Meals     | 1,321                       | 59.2 | 1,320 | 52.8 | 514     | 56.0 |
| Not Eligible for Free or Reduced-Price Meals | 740                         | 68.1 | 742   | 61.2 | 309     | 62.7 |
| Students with Disabilities                   | 408                         | 44.4 | 409   | 37.0 | 159     | 44.0 |
| Students without Disabilities                | 1,653                       | 66.9 | 1,653 | 60.5 | 664     | 62.0 |
| High Needs                                   | 1,444                       | 58.6 | 1,444 | 52.1 | 560     | 55.2 |
| Non-High Needs                               | 617                         | 71.4 | 618   | 64.5 | 263     | 65.7 |
| District                                     | 2,061                       | 62.4 | 2,062 | 55.8 | 823     | 58.5 |

#### National Assessment of Educational Progress (NAEP): Percent At or Above Proficient<sup>1</sup>

|                 | NAEP 2019 |         | NAEP 2013 |
|-----------------|-----------|---------|-----------|
|                 | Grade 4   | Grade 8 | Grade 12  |
| <b>READING</b>  |           |         |           |
| Connecticut     | 40        | 41      | 50        |
| National Public | 34        | 32      | 36        |
| <b>MATH</b>     |           |         |           |
| Connecticut     | 45        | 39      | 32        |
| National Public | 40        | 33      | 25        |

<sup>1</sup>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 performance on NAEP by student group, [click here](#).

#### Physical Fitness Tests: Students Reaching Health Standard<sup>2</sup>

|                      | Percent of Students by Grade <sup>3</sup> (%) |      |      |      | All Tested Grades |          |
|----------------------|---|------|------|------|-------------------|----------|
|                      | 4   | 6    | 8    | HS   | Count             | Rate (%) |
| Sit & Reach          | 81.1  | 80.9 | 79.5 | 87.1 | 1,040             | 81.2     |
| Curl Up              | 77.4  | 70.0 | 80.1 | 92.1 | 1,040             | 77.3     |
| Push Up              | 74.1  | 36.1 | 50.0 | 75.2 | 1,040             | 54.9     |
| Mile Run/PACER       | 67.3  | 40.9 | 29.8 | 39.6 | 1,040             | 45.0     |
| All Tests - District | 47.1  | 19.1 | 15.7 | 37.6 | 1,040             | 27.9     |
| All Tests - State    | 56.1  | 53.5 | 50.9 | 51.4 |                   | 52.9     |

<sup>2</sup>The Connecticut Physical Fitness Assessment (CPFA) is administered to students in Grades 4, 6, 8 and High School (HS). 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.

<sup>3</sup>Only students assessed in all four areas are included in this calculation.

# District Profile and Performance Report for School Year 2018-19

## Torrington School District

### Cohort Graduation: Four-Year<sup>1</sup>

|  | 2017-18                   |          |
|--|---------------------------|----------|
|  | Cohort Count <sup>2</sup> | Rate (%) |
| Black or African American                | 16                        | *        |
| Hispanic or Latino of any race           | 63                        | 76.2     |
| English Learners                         | 17                        | *        |
| Eligible for Free or Reduced-Price Meals | 125                       | 76.0     |
| Students with Disabilities               | 52                        | 67.3     |
| District                                 | 239                       | 82.8     |
| State                                    |                           | 88.3     |

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

<sup>2</sup>Cohort count includes all students in the cohort as of the end of the 2017-18 school year.

### 11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam<sup>3</sup>

|  | Participation <sup>4</sup> | Meeting Benchmark |          |
|--|----------------------------|-------------------|----------|
|  | Rate (%)                   | Count             | Rate (%) |
| Female                                   | 94.2                       | 47                | 24.9     |
| Male                                     | 91.8                       | 51                | 23.3     |
| Black or African American                | 87.0                       | *                 | *        |
| Hispanic or Latino of any race           | 89.0                       | 9                 | 9.0      |
| White                                    | 94.8                       | 74                | 29.7     |
| English Learners                         | 96.3                       | *                 | *        |
| Eligible for Free or Reduced-Price Meals | 93.5                       | 33                | 15.3     |
| Students with Disabilities               | 70.7                       | 0                 | 0.0      |
| District                                 | 92.9                       | 98                | 24.0     |
| State                                    | 95.9                       |                   | 42.6     |

<sup>3</sup>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

<sup>4</sup>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 percentage.

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 2018         | Class of 2017            |
|--|-----------------------|--------------------------|
|  | Entrance <sup>5</sup> | Persistence <sup>6</sup> |
|  | Rate (%)              | Rate (%)                 |
| Female                                   | 72.4                  | 90.5                     |
| Male                                     | 49.1                  | 74.5                     |
| Black or African American                | *                     | *                        |
| Hispanic or Latino of any race           | 46.0                  | *                        |
| White                                    | 62.2                  | 85.9                     |
| English Learners                         | *                     | *                        |
| Eligible for Free or Reduced-Price Meals | 46.5                  | 80.0                     |
| Students with Disabilities               | 28.6                  | *                        |
| District                                 | 60.3                  | 83.6                     |
| State                                    | 71.0                  | 87.8                     |

<sup>5</sup>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.

<sup>6</sup>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

# District Profile and Performance Report for School Year 2018-19

## Torrington School District

### 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        | 62.4          | 75     | 41.6          | 50          | 83.2            | 67.7                     |
|   | High Needs Students | 58.6          | 75     | 39.0          | 50          | 78.1            | 58.1                     |
| Math Performance Index                                    | All Students        | 55.8          | 75     | 37.2          | 50          | 74.4            | 63.1                     |
|   | High Needs Students | 52.1          | 75     | 34.7          | 50          | 69.4            | 52.7                     |
| Science Performance Index                                 | All Students        | 58.5          | 75     | 39.0          | 50          | 78.1            | 63.8                     |
|   | High Needs Students | 55.2          | 75     | 36.8          | 50          | 73.6            | 54.2                     |
| ELA Academic Growth                                       | All Students        | 53.0%         | 100%   | 53.0          | 100         | 53.0            | 59.9%                    |
|   | High Needs Students | 50.7%         | 100%   | 50.7          | 100         | 50.7            | 55.1%                    |
| Math Academic Growth                                      | All Students        | 57.0%         | 100%   | 57.0          | 100         | 57.0            | 62.5%                    |
|   | High Needs Students | 54.5%         | 100%   | 54.5          | 100         | 54.5            | 55.2%                    |
| Progress Toward English Proficiency                       | Literacy            | 54.7%         | 100%   | 27.3          | 50          | 54.7            | 60.0%                    |
|   | Oral                | 54.5%         | 100%   | 27.2          | 50          | 54.5            | 52.1%                    |
| Chronic Absenteeism                                       | All Students        | 11.5%         | <=5%   | 37.0          | 50          | 74.0            | 10.4%                    |
|   | High Needs Students | 14.4%         | <=5%   | 31.2          | 50          | 62.4            | 16.1%                    |
| Preparation for CCR                                       | % Taking Courses    | 88.0%         | 75%    | 50.0          | 50          | 100.0           | 80.0%                    |
|   | % Passing Exams     | 24.0%         | 75%    | 16.0          | 50          | 32.0            | 42.6%                    |
| On-track to High School Graduation                        |                     | 84.8%         | 94%    | 45.1          | 50          | 90.3            | 88.0%                    |
| 4-year Graduation All Students (2018 Cohort)              |                     | 82.8%         | 94%    | 88.1          | 100         | 88.1            | 88.3%                    |
| 6-year Graduation - High Needs Students (2016 Cohort)     |                     | 76.3%         | 94%    | 81.2          | 100         | 81.2            | 83.3%                    |
| Postsecondary Entrance (Class of 2018)                    |                     | 60.3%         | 75%    | 80.4          | 100         | 80.4            | 70.9%                    |
| Physical Fitness (estimated part rate) and (fitness rate) |                     | 84.9%   27.9% | 75%    | 9.3           | 50          | 18.6            | 96.4%   52.9%            |
| Arts Access   |                     | 68.1%         | 60%    | 50.0          | 50          | 100.0           | 51.9%                    |
| <b>Accountability Index</b>                               |                     |               |        | <b>986.5</b>  | <b>1450</b> | <b>68.0</b>     |                          |

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in the student group or the indicator is not applicable based on grades served.

| Gap Indicators                | Non-High Needs Rate <sup>1</sup> | High Needs Rate | Size of Gap | State Gap Mean +1 Stdev <sup>2</sup> | Is Gap an Outlier? <sup>2</sup> |
|-------------------------------|----------------------------------|-----------------|-------------|--------------------------------------|---------------------------------|
| Achievement Gap Size Outlier? |                                  |                 |             |                                      | N                               |
| ELA Performance Index Gap     | 71.4                             | 58.6            | 12.9        | 15.4                                 |                                 |
| Math Performance Index Gap    | 64.5                             | 52.1            | 12.5        | 17.6                                 |                                 |
| Science Performance Index Gap | 65.7                             | 55.2            | 10.6        | 16.1                                 |                                 |
| Graduation Rate Gap           | 94.0%                            | 76.3%           | 17.7%       | 11.1%                                | Y                               |

<sup>1</sup>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.

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

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in at least one of the student groups used to calculate the gap measure or the indicator is not applicable based on grades served.

| Subject/Student Group |                     | Participation Rate (%) <sup>3</sup> |
|-----------------------|---------------------|-------------------------------------|
| ELA                   | All Students        | 98.2                                |
|                       | High Needs Students | 98.2                                |
| Math                  | All Students        | 98.2                                |
|                       | High Needs Students | 98.2                                |
| Science               | All Students        | 98.1                                |
|                       | High Needs Students | 98.0                                |

<sup>3</sup>Minimum participation standard is 95%.

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

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: 52.4      State: 51.5**

# District Profile and Performance Report for School Year 2018-19

## Torrington School District

### Narratives

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#### 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

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 to pursue on a financial level. .Additionally, curriculum materials are evaluated and implemented to ensure 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.

# District Profile and Performance Report for School Year 2018-19

## Torrington School District

### **Equitable Allocation of Resources among District Schools**

During the budget season, school administrators work 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 ensure 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. Additionally, 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.