

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2014–15



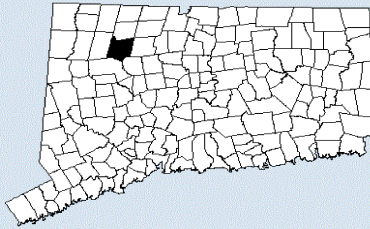
Torrington School District

Ms. Cheryl Kloczko, Superintendent • 860-489-2327 • www.torrington.org/

District Information

Grade Range	PK-12
Number of Schools/Programs	20
Enrollment	4,303
Per Pupil Expenditures ¹	\$16,286
Total Expenditures ¹	\$72,799,765

¹Expenditure data reflect the 2013-14 year.



Community Information

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

Related Reports/Publications

[CT Reports \(CMT/CAPT\)](#)
[District and School Performance Reports](#)
[Special Education Annual Performance Reports](#)
[SAT®, AP®, PSAT® Report by High School \(Class of 2015\)](#)
 (2015® The College Board)

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Notes

Unless otherwise noted, all data are for 2014-15 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 \(EdSight.ct.gov\)](http://EdSight.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, 2014 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	1,976	45.9	48.3
Male	2,327	54.1	51.6
American Indian or Alaska Native	9	0.2	0.2
Asian	139	3.2	4.7
Black or African American	179	4.2	12.9
Hispanic or Latino	911	21.2	22.1
Pacific Islander	8	0.2	0.0
Two or More Races	152	3.5	2.5
White	2,905	67.5	57.2
English Language Learners	365	8.5	6.3
Eligible for Free or Reduced-Price Meals	2,162	50.2	37.6
Students with Disabilities ¹	775	18.0	13.3

¹Students 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	205	10.4	98	4.8
Male	253	11.1	242	10.2
Black or African American	24	14.6	24	14.2
Hispanic or Latino	99	10.6	98	10.3
White	302	10.6	197	6.7
English Language Learners	24	6.7	28	7.4
Eligible for Free or Reduced-Price Meals	300	14.2	228	10.0
Students with Disabilities	139	17.4	110	12.0
District	458	10.8	340	7.8
State		10.6		7.2

Number of students in 2013-14 qualified as truant under state statute: 96

²A 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.

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

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Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	285.4
Paraprofessional Instructional Assistants	15.0
Special Education	
Teachers and Instructors	48.4
Paraprofessional Instructional Assistants	135.5
Administrators, Coordinators and Department Chairs	
District Central Office	5.0
School Level	17.4
Library/Media	
Specialists (Certified)	5.0
Support Staff	6.0
Instructional Specialists Who Support Teachers	15.0
Counselors, Social Workers and School Psychologists	26.0
School Nurses	11.0
Other Staff Providing Non-Instructional Services/Support	180.0

¹In 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 Percent of Total (%)	State Percent of Total (%)
American Indian or Alaska Native	2	0.5	0.1
Asian	2	0.5	1.0
Black or African American	3	0.7	3.5
Hispanic or Latino	16	3.9	3.5
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.0
White	383	94.3	91.8

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
District	99.9
District Poverty Quartile: High	
State High Poverty Quartile Schools	97.9
State Low Poverty Quartile Schools	99.6

²Core academic classes taught by teachers who are fully certified to teach in that subject area.

Classroom Teacher Attendance: 2013-14

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	10.8	9.2

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School³

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	10	*	8	*
Hispanic or Latino	42	85.7	41	85.4
White	157	88.7	163	85.3
English Language Learners	8	*	10	*
Eligible for Free or Reduced-Price Meals	73	79.3	67	77.9
Students with Disabilities	29	80.6	36	59.0
District	226	89.0	227	85.3
State		58.4		73.8

³College-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 Peers⁴

	Count	Rate (%)
Autism	26	38.2
Emotional Disturbance	21	35.0
Intellectual Disability	*	*
Learning Disability	185	64.9
Other Health Impairment	85	53.8
Other Disabilities	*	*
Speech/Language Impairment	61	78.2
District	391	54.2
State		69.7

⁴Ages 6-21

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	69	1.5	1.5
Emotional Disturbance	60	1.3	1.0
Intellectual Disability	19	0.4	0.5
Learning Disability	286	6.4	4.4
Other Health Impairment	162	3.6	2.6
Other Disabilities	71	1.6	1.0
Speech/Language Impairment	91	2.0	1.9
All Disabilities	758	17.0	13.0

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	46	6.1	8.1
Private Schools or Other Settings	69	9.1	5.4

²Grades K-12

Overall Expenditures:³ 2013-14

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	41,673,104	9,799	9,134
Instructional Supplies and Equipment	1,495,040	352	334
Improvement of Instruction and Educational Media Services	1,583,032	372	498
Student Support Services	3,963,244	932	1,001
Administration and Support Services	6,568,840	1,545	1,694
Plant Operation and Maintenance	6,250,949	1,470	1,572
Transportation	4,229,766	935	813
Costs of Students Tuitioned Out	6,470,832	N/A	N/A
Other	564,958	133	186
Total	72,799,765	16,286	15,289

Additional Expenditures

Land, Buildings, and Debt Service	2,514,892	591	1,272
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³Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Special Education Expenditures: 2013-14

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	5,027,135	26.1	35.1
Noncertified Personnel	3,144,772	16.3	14.2
Purchased Services	322,935	1.7	5.2
Tuition to Other Schools	5,815,215	30.2	22.0
Special Ed. Transportation	1,301,095	6.8	8.6
Other Expenditures	3,627,290	18.9	14.9
Total Expenditures	19,238,442	100.0	100.0

Expenditures by Revenue Source:⁴ 2013-14

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	57.5	58.8
State	38.9	37.4
Federal	3.2	3.4
Tuition & Other	0.4	0.4

⁴Revenue 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).

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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	7	*	7	*	*	*
Asian	77	74.7	76	67.5	29	59.8
Black or African American	95	59.0	91	45.7	30	46.4
Hispanic or Latino	457	59.6	453	49.6	173	45.4
Native Hawaiian or Other Pacific Islander	6	*	6	*	*	*
Two or More Races	78	59.7	76	47.9	31	49.9
White	1445	65.9	1433	54.9	637	54.4
English Language Learners	206	55.0	205	48.0	67	37.7
Non-English Language Learners	1959	65.2	1937	54.1	838	53.6
Eligible for Free or Reduced-Price Meals	1068	61.5	1056	50.7	427	48.7
Not Eligible for Free or Reduced-Price Meals	1097	66.9	1086	56.2	478	55.7
Students with Disabilities	447	49.8	441	40.1	179	43.0
Students without Disabilities	1718	68.0	1701	57.0	726	54.7
High Needs	1271	59.7	1257	49.1	508	48.0
Non-High Needs	894	70.8	885	59.7	397	57.9
District	2165	64.3	2142	53.5	905	52.4

National Assessment of Educational Progress (NAEP): Percent At or Above Proficient¹

	NAEP 2015		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	43%	43%	50%
National Public	35%	33%	36%
MATH			
Connecticut	41%	36%	32%
National Public	39%	32%	25%

¹NAEP 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 Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	84.8	74.9	75.1	84.4	973	80.7
Curl Up	82.9	79.4	86.6	94.1	973	85.3
Push Up	73.6	44.7	63.2	81.0	973	67.1
Mile Run/PACER	73.1	36.2	19.4	79.5	973	55.8
All Tests - District	49.7	24.6	12.4	64.4	973	40.0
All Tests - State	50.8	51.0	50.3	51.9		51.0

²The 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.

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

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Cohort Graduation: Four-Year¹

	2013-14				2014-15
	Cohort Count ²	Rate (%)	Target ³ (%)	Target Achieved	Target ³ (%)
Black or African American	*	*	.		.
Hispanic or Latino	51	88.2	68.5	Yes	71.3
English Language Learners	*	*	.		.
Eligible for Free or Reduced-Price Meals	138	76.8	64.1	Yes	67.4
Students with Disabilities	41	58.5	63.3	No	66.7
District	272	83.8	81.5	Yes	82.9
State ⁴		87.0			

¹The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years. Statewide, district and school results for cohorts of 2010 through 2013 are [available online](#).

²Cohort count includes all students in the cohort as of the end of the 2013-14 school year.

³Targets are calculated when there are at least 20 students in a cohort in the base year (i.e., 2010-11).

⁴Targets are not displayed at the state level.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam⁵

	Participation ⁶	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	54.8	60	24.9
Male	34.8	52	18.6
Black or African American	*	*	*
Hispanic or Latino	30.9	8	8.2
White	47.3	96	26.1
English Language Learners	*	0	0.0
Eligible for Free or Reduced-Price Meals	24.7	14	7.9
Students with Disabilities	*	0	0.0
District	44.0	112	21.5
State	67.2		37.3

⁵College readiness exams and benchmark scores are as follows:

- SAT® - composite score of 1550 or higher
- 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

⁶Participation 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 2014	Class of 2013
	Entrance ⁷	Persistence ⁸
	Rate (%)	Rate (%)
Female	68.5	89.8
Male	57.4	88.9
Black or African American	*	*
Hispanic or Latino	68.2	81.5
White	61.9	91.0
English Language Learners	74.2	*
Eligible for Free or Reduced-Price Meals	51.2	86.9
Students with Disabilities	20.7	*
District	62.7	89.4
State	72.6	88.8

⁷College 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.

⁸College 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

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Next Generation Accountability Results

These statistics are the first results from Connecticut's Next Generation Accountability System for districts and schools. This system is a broad set of 12 indicators that help tell the story of how well a school is preparing its students for success in college, careers and life. It moves beyond test scores and graduation rates and instead provides a more holistic, multifactor perspective of district and school performance and incorporates student growth over time.

Indicator		Index/Rate	Target	Points	Max	% Points	State Average
ELA Performance Index	All Students	64.3	75	85.7	100	85.7	67.9
	High Needs Students	59.7	75	79.6	100	79.6	56.7
Math Performance Index	All Students	53.5	75	71.4	100	71.4	59.3
	High Needs Students	49.1	75	65.5	100	65.5	47.8
Science Performance Index	All Students	52.4	75	69.8	100	69.8	56.5
	High Needs Students	48.0	75	64.1	100	64.1	45.9
Chronic Absenteeism	All Students	10.8%	<=5%	38.5	50	77.0	10.6%
	High Needs Students	13.9%	<=5%	32.2	50	64.4	17.3%
Preparation for CCR	% Taking Courses	87.1%	75%	50.0	50	100.0	66.1%
	% Passing Exams	21.5%	75%	14.4	50	28.7	37.3%
On-track to High School Graduation		75.6%	94%	40.2	50	80.4	85.6%
4-year Graduation All Students (2014 Cohort)		83.8%	94%	89.2	100	89.2	87.0%
6-year Graduation - High Needs Students (2012 Cohort)		73.0%	94%	77.6	100	77.6	77.6%
Postsecondary Entrance (Class of 2014)		62.7%	75%	83.5	100	83.5	72.8%
Physical Fitness (estimated part rate) and (fitness rate)		75.4% 40.0%	75%	13.3	50	26.7	87.6% 51.0%
Arts Access		61.8%	60%	50.0	50	100.0	45.7%
Accountability Index				925.0	1250	74.0	

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	70.8	59.7	11.1	17.3	
Math Performance Index Gap	59.7	49.1	10.6	19.6	
Science Performance Index Gap	57.9	48.0	9.9	17.2	
Graduation Rate Gap	94.0%	73.0%	21.0%	15.2%	Y

¹If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for graduation rate), then the ultimate target is displayed and used for gap calculations.

²If the size of the gap exceeds the state mean gap plus one standard deviation, then the gap is an outlier.

Subject/Subgroup		Participation Rate (%)
ELA	All Students	93.4
	High Needs Students	94.6
Math	All Students	92.4
	High Needs Students	93.6
Science	All Students	96.3
	High Needs Students	96.1

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: 59.2 State: 50.1

Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement: comprehensive documentation and supports](#)

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Narratives

School District Improvement Plans and Parental Outreach Activities

The district continues to enhance the curriculum, technology, and course offerings and services to meet the needs of our students. The curriculum revision is aligned with Connecticut Core Standards and has involved teachers at all grade levels. Parent educational events enable everyone 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.

All students have equal access to all education and enrichment programs.

All staff follow district SRBI protocols. The middle school has implemented interventions based on the SPDG grant model, which will be used districtwide. Intervention supports are offered at all grade levels.

Regarding special education, the PPT Teams welcome parents as part of the team decision making process. All sites offer comprehensive teams of service providers. Social workers, school psychologists, and behaviorist are available to each site. Community and in-house pre-kindergarten programs provide for special education students. Full day kindergarten has helped to provide a foundation for our youngest learners.

As a district, health and safety is a priority. 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 AT needs.

In order to address truancy concerns, family meetings including staff teams of social workers, administrators and teachers offer strategies to establish new patterns of behavior.

The district collaborates with the police through the DARE and other community agencies to 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 to schools.

Parent conferences occur every fall and spring. Parents are kept informed of events and grades through Power Announcement and the Parent Portal in Power School. 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.

Torrington Public Schools continues to build a strong community by teaching and enriching the lives of its youngest members, our K-12 students.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Torrington is a community whose demographic diversity continues to increase. In order to promote equity and access for all ethnic and income groups served by the schools, district publications are made available in English and Spanish. Our ELL population has increased significantly this year. Extra staff has been hired to address the needs of our students. Communications are sent electronically or in paper form. All parents can access student grades and can monitor student progress electronically and confidentially throughout the year.

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 celebrates and features our award winning music program. The character education curriculum and PBIS system emphasize the importance of all individuals and their membership in the school community. The district uses funding to enable students of different socio-economic backgrounds to participate in various activities. Local organizations provide tolerance building and respect for all educational programs at every elementary school. 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 not have had the opportunity to pursue due to limited family financial resources. Extended day and extended year programs provide student with academic support as well as a quiet place to study and focus on learning.

The district actively encourages minority candidates to seek employment in Torrington. Additionally, curriculum materials are evaluated 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 them to multi-faceted educational experiences.

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Equitable Allocation of Resources among District Schools

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 students data to determine school needs. The budget process takes into account the needs of each site to assure that each school has the resources to provide for its unique student population. 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, TAG and enrichment programs are offered at all elementary schools. SRBI interventions as well as on-line credit recovery and accelerated learning programs exist at the middle and high schools. Each of the elementary schools has been provided the opportunity to offer extended day programming based on their student performance data. At the secondary level, after school programs include tutoring and academic support for all students in addition to the full complement of extra-curricular activities.