

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2019–20



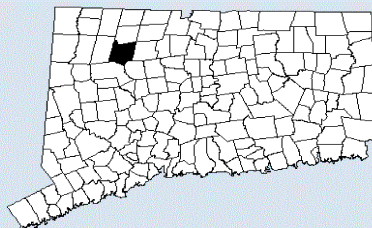
## Torrington School District

Ms. Susan Lubomski, Superintendent • 860-489-2327 • [www.torrington.org/](http://www.torrington.org/)

### District Information

Grade Range	PK-12
Number of Schools/Programs	13
Enrollment	3,857
Per Pupil Expenditures <sup>1</sup>	\$18,324
Total Expenditures <sup>1</sup>	\$79,435,280

<sup>1</sup> Expenditure data reflect the 2018-19 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 2019-20 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, 2019 Enrollment<sup>2</sup>

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	*	*	48.4
Male	2,033	52.7	51.6
American Indian or Alaska Native	*	*	0.3
Asian	162	4.2	5.2
Black or African American	169	4.4	12.7
Hispanic or Latino of any race	1,156	30.0	26.9
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	125	3.2	3.8
White	2,233	57.9	51.1
English Learners	385	10.0	8.3
Eligible for Free or Reduced-Price Meals	2,645	68.6	43.3
Students with Disabilities <sup>3</sup>	765	19.8	16.0

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

<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.

### Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism <sup>4</sup>		Suspension/Expulsion <sup>5</sup>	
	Count	Rate (%)	Count	Rate (%)
Female	246	13.7	76	4.0
Male	313	15.6	167	7.8
Black or African American	33	19.5	13	6.9
Hispanic or Latino of any race	154	13.2	85	6.9
White	330	15.2	124	5.4
English Learners	47	11.6	21	5.0
Eligible for Free or Reduced-Price Meals	458	17.8	198	7.0
Students with Disabilities	151	21.4	72	8.4
District	559	14.7	243	6.0
State		12.2		4.9

Number of students in 2018-19 qualified as truant under state statute: 191

Number of school-based arrests: 0

NOTE: In the 2019-20 school year, due to the COVID-19 pandemic, in-person classes were cancelled in mid-March; all districts switched to fully remote instruction for the remainder of the school year. Chronic absenteeism calculations are based only on in-person school days.

<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 2019-20

## Torrington School District

### Educators

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

	FTE
<b>General Education</b>	
Teachers and Instructors	236.4
Paraprofessional Instructional Assistants	12.0
<b>Special Education</b>	
Teachers and Instructors	52.0
Paraprofessional Instructional Assistants	132.0
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	6.0
School Level	18.4
<b>Library/Media</b>	
Specialists (Certified)	5.0
Support Staff	6.0
Instructional Specialists Who Support Teachers	22.8
Counselors, Social Workers and School Psychologists	23.0
School Nurses	9.0
Other Staff Providing Non-Instructional Services/Support	163.3

<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 Percent of Total (%)	State Percent of Total (%)
American Indian or Alaska Native	1	0.3	0.1
Asian	6	1.6	1.2
Black or African American	2	0.5	4.0
Hispanic or Latino of any race	9	2.5	4.1
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	1	0.3	0.1
White	348	94.8	90.4

#### Classroom Teacher Attendance: 2018-19

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	11.4	10.4

### 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	9	*	7	*
Hispanic or Latino of any race	35	66.0	48	87.3
White	89	80.2	113	91.1
English Learners	10	*	12	*
Eligible for Free or Reduced-Price Meals	82	68.3	91	89.2
Students with Disabilities	21	61.8	31	70.5
District	149	74.9	188	89.1
State		75.8		84.8

<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	44	45.4
Emotional Disturbance	16	31.4
Intellectual Disability	*	*
Learning Disability	248	82.9
Other Health Impairment	108	65.1
Other Disabilities	*	*
Speech/Language Impairment	68	89.5
District	495	65.0
State		67.8

<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 2019-20

## Torrington School District

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

	District		State
	Count	Rate (%)	Rate (%)
Autism	99	2.4	2.0
Emotional Disturbance	51	1.2	1.1
Intellectual Disability	25	0.6	0.5
Learning Disability	300	7.2	5.7
Other Health Impairment	168	4.0	3.3
Other Disabilities	93	2.2	1.1
Speech/Language Impairment	83	2.0	1.8
All Disabilities	819	19.6	15.6

<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	99	12.1	8.2
Private Schools or Other Settings	61	7.4	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>: 2018-19

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$51,868,257	\$11,965	\$10,923
Support services - students	\$4,270,169	\$1,110	\$1,277
Support services - instruction	\$1,010,726	\$263	\$682
Support services - general administration	\$2,501,248	\$650	\$467
Support services - school based administration	\$3,861,539	\$1,004	\$1,021
Central and other support services	\$5,570,386	\$1,448	\$679
Operation and maintenance of plant	\$5,180,900	\$1,347	\$1,718
Student transportation services	\$5,172,055	\$1,106	\$1,288
Food services	.	.	\$12
Enterprise operations	.	.	\$163
Minor school construction	.	.	\$59
Total	\$79,435,280	\$18,324	\$17,629

<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: 2018-19

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$3,474,049	15.1	28.5
Instructional Aide Salaries	\$2,028,998	8.8	10.1
Other Salaries	\$3,173,601	13.8	11.1
Employee Benefits	\$3,385,697	14.7	13.0
Purchased Services Other Than Transportation	\$647,528	2.8	5.7
Special Education Tuition	\$8,392,653	36.4	22.5
Supplies	\$114,264	0.5	0.6
Property Services	\$39,091	0.2	0.3
Purchased Services For Transportation	\$1,809,858	7.8	8.0
Equipment	\$2,622	0.0	0.2
All Other Expenditures	\$4,171	0.0	0.1
Total	\$23,072,531	100.0	100.0
Percent of Total Expenditures Used for Special Education		29.0	24.6

### Expenditures by Revenue Source<sup>4</sup>: 2018-19

	Percent of Total (%) Excluding School Construction
Local	61.0
State	34.2
Federal	4.2
Tuition & Other	0.6

<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 2019-20 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.

*NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>*

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

	NAEP 2019		NAEP 2013
READING	Grade 4	Grade 8	Grade 12
Connecticut	40	41	50
National Public	34	32	36
MATH	Grade 4	Grade 8	Grade 12
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

*NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>*

# District Profile and Performance Report for School Year 2019-20

## Torrington School District

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

	2018-19	
	Cohort Count <sup>2</sup>	Rate (%)
Black or African American	16	*
Hispanic or Latino of any race	55	80.0
English Learners	14	*
Eligible for Free or Reduced-Price Meals	138	76.1
Students with Disabilities	57	57.9
District	233	81.5
State		88.5

<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 2018-19 school year.

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

*NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at:*

*<https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-Waiver-Response.pdf>*

### College Entrance and Persistence

	Class of 2019	Class of 2018
	Entrance <sup>3</sup>	Persistence <sup>4</sup>
	Rate (%)	Rate (%)
Female	80.0	95.8
Male	57.3	71.2
Black or African American	*	*
Hispanic or Latino of any race	65.2	73.9
White	69.5	89.9
English Learners	*	*
Eligible for Free or Reduced-Price Meals	63.2	75.5
Students with Disabilities	36.7	*
District	68.6	85.4
State	71.5	87.5

<sup>3</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>4</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 2019-20 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.

*NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, a modified table is shown below. All indicators that were not calculated for the 2019-20 school year (including overall Accountability Index) have been excluded and columns that referenced points have also been removed to avoid confusion. For additional information, please view Connecticut's waiver response at:*

*<https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>*

Indicator		Index/Rate	Target	State Average Index/Rate
Progress Toward English Proficiency	Literacy	62.9%	100%	60.4%
	Oral	57.4%	100%	57.6%
Chronic Absenteeism	All Students	14.7%	<=5%	12.2%
	High Needs Students	17.5%	<=5%	18.0%
Preparation for CCR	% Taking Courses	82.2%	75%	80.4%
On-track to High School Graduation		85.5%	94%	88.4%
4-year Graduation All Students (2019 Cohort)		81.5%	94%	88.5%
6-year Graduation - High Needs Students (2017 Cohort)		71.4%	94%	84.5%
Postsecondary Entrance (Class of 2019)		68.5%	75%	71.5%
Arts Access		62.4%	60%	51.8%

*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>
Graduation Rate Gap	94.0%	71.4%	22.6%	10.9%	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.*

## 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.

*NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no SIMR data are available. For additional information, please view Connecticut's waiver response at:*

*<https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>*

### Supporting Resources:

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement](#)

# District Profile and Performance Report for School Year 2019-20

## 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 students requiring special education services. 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 20 years. Our arts program has also been recognized throughout the state as well.

Schools collaborate with the police and fire departments 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. 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 not otherwise have had the opportunity to pursue. 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.

# District Profile and Performance Report for School Year 2019-20

## Torrington School District

### **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 family engagement strategies to ensure parents are involved and made aware of the budgetary process.