

SCHOOL PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2015–16



Torrington High School Torrington School District

860-489-2294 • www.torrington.org/our_schools/torrington_high_school/index.html

School Information

Grade Range **9-12**
Enrollment **955**

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 \(Class of 2016\)](#)
(2016® The College Board)

[College Enrollment, Persistence, and Graduation](#)
(National Student Clearinghouse)

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Notes

Unless otherwise noted, all data are for 2015-16 and include all grades offered by the school.

In most tables, data are displayed only for the three major race/ethnicity categories. For additional race/ethnicity categories, please visit edsight.ct.gov.

For district totals, please see the district profile.

* 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, 2015 Enrollment

	School		District
	Count	Percent of Total (%)	Percent of Total (%)
Female	437	45.8	45.8
Male	518	54.2	54.2
American Indian or Alaska Native	*	*	0.2
Asian	36	3.8	3.5
Black or African American	41	4.3	3.5
Hispanic or Latino	200	20.9	22.4
Pacific Islander	*	*	0.2
Two or More Races	30	3.1	3.4
White	645	67.5	66.8
English Language Learners	51	5.3	8.6
Eligible for Free or Reduced-Price Meals	414	43.4	51.9
Students with Disabilities ¹	162	17.0	19.3

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	63	14.8	47	10.9
Male	83	16.2	106	19.9
Black or African American	*	*	10	21.3
Hispanic or Latino	38	19.0	40	19.6
White	93	15.0	94	14.7
English Language Learners	6	12.2	11	22.0
Eligible for Free or Reduced-Price Meals	89	23.4	94	21.5
Students with Disabilities	39	24.5	51	29.0
School	146	15.6	153	15.9
District		9.8		8.1

Number of students in 2014-15 qualified as truant under state statute: 14

Number of school-based arrests: 7

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	69.6
Paraprofessional Instructional Assistants	3.0
Special Education	
Teachers and Instructors	10.5
Paraprofessional Instructional Assistants	21.0
Administrators, Coordinators and Department Chairs	
School Level	4.9
Library/Media	
Specialists (Certified)	1.0
Support Staff	1.0
Instructional Specialists Who Support Teachers	0.2
Counselors, Social Workers and School Psychologists	9.5
School Nurses	2.0
Other Staff Providing Non-Instructional Services/Support	22.9

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

	School Count	School Percent of Total (%)	District Percent of Total (%)
American Indian or Alaska Native	2	2.0	0.5
Asian	2	2.0	1.0
Black or African American	0	0.0	1.0
Hispanic or Latino	6	6.0	3.6
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.2
White	90	90.0	93.8

Classes Taught by Highly Qualified Teachers²

School	Percent of Total (%)
School	100.0
School Poverty Quartile: Middle	
State High Poverty Quartile Schools	97.6
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, 2014-15

	School	District
Average # of FTE Days Absent Due to Illness or Personal Time	11.0	9.9

Instruction and Resources

Days of Instruction	181
Hours of Instruction Per Year	
Grades 1-12 and Full-Day Kindergarten	991
Half/Extended Day Kindergarten	N/A

School Schedule

School Hours for Students	
Start Time	07:26 AM
End Time	02:06 PM

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	*
Hispanic or Latino	28	93.3	51	92.7
White	137	93.2	170	93.9
English Language Learners	8	*	10	*
Eligible for Free or Reduced-Price Meals	67	89.3	81	92.0
Students with Disabilities	22	84.6	33	86.8
School	191	92.3	246	94.3
District		90.3		91.4

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	6	*
Emotional Disturbance	7	*
Intellectual Disability	0	0.0
Learning Disability	42	50.0
Other Health Impairment	19	48.7
Other Disabilities	*	*
Speech/Language Impairment	0	0.0
School	76	46.9
District		55.1

⁴Ages 6-21

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Performance and Accountability

School Performance Index (SPI)

A School Performance Index (SPI) is the average performance of students in a subject area (i.e., ELA, Mathematics or Science) on the state summative assessments. The SPI ranges from 0-100. An SPI is reported for all students tested in a school and for students in each individual student group. Connecticut's ultimate target for an SPI is 75.

	English Language Arts(ELA)		Math		Science	
	Count	SPI	Count	SPI	Count	SPI
American Indian or Alaska Native	0	N/A	0	N/A	0	N/A
Asian	9	*	9	*	9	*
Black or African American	8	*	8	*	14	*
Hispanic or Latino	28	46.3	28	43.3	56	43.3
Native Hawaiian or Other Pacific Islander	*	*	*	*	0	N/A
Two or More Races	*	*	*	*	*	*
White	137	56.5	137	51.2	135	55.9
English Language Learners	7	*	7	*	10	*
Non-English Language Learners	184	55.4	184	50.0	205	53.2
Eligible for Free or Reduced-Price Meals	65	47.3	65	44.2	94	46.9
Not Eligible for Free or Reduced-Price Meals	126	58.6	126	52.1	121	56.7
Students with Disabilities	26	48.7	26	35.2	50	41.8
Students without Disabilities	165	55.7	165	51.7	165	55.7
High Needs	78	47.8	78	42.3	111	46.0
Non-High Needs	113	59.5	113	54.3	104	59.3
School	191	54.7	191	49.4	215	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	N/A	N/A	N/A	92.7	206	92.7
Curl Up	N/A	N/A	N/A	95.1	206	95.1
Push Up	N/A	N/A	N/A	86.9	206	86.9
Mile Run/PACER	N/A	N/A	N/A	34.5	206	34.5
All Tests - School	N/A	N/A	N/A	32.5	206	32.5
All Tests - District	55.0	35.0	36.3	32.5		42.6

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

	2014-15				2015-16
	Cohort Count ²	Rate (%)	Target ³ (%)	Target Achieved	Target ³ (%)
Black or African American	*	*	.		.
Hispanic or Latino	56	78.6	71.3	Yes	74.1
English Language Learners	23	78.3	.		.
Eligible for Free or Reduced-Price Meals	114	77.2	67.5	Yes	70.8
Students with Disabilities	47	74.5	67.0	Yes	70.4
School	258	87.6	83.3	Yes	84.7
District		83.7	82.9	Yes	84.3

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 2014 are [available online](#).

²Cohort count includes all students in the cohort as of the end of the 2014-15 school year.

³Targets are shown when there were at least 20 students in the cohort in 2010-11, the year that served as the base for target calculations.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam⁴

	Participation ⁵	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	93.6	64	29.1
Male	93.5	56	22.6
Black or African American	*	*	*
Hispanic or Latino	90.6	11	12.9
White	94.2	97	29.6
English Language Learners	90.5	0	0.0
Eligible for Free or Reduced-Price Meals	90.8	18	11.0
Students with Disabilities	*	*	*
School	93.6	120	25.6
District	90.9		24.2

⁴College readiness exams and benchmark scores are as follows:

- SAT® - meets benchmark 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

⁵Participation 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 2015	Class of 2014
	Entrance ⁶	Persistence ⁷
	Rate (%)	Rate (%)
Female	76.4	89.2
Male	50.4	74.3
Black or African American	*	*
Hispanic or Latino	47.7	73.3
White	68.9	85.6
English Language Learners	*	*
Eligible for Free or Reduced-Price Meals	40.2	77.6
Students with Disabilities	36.1	*
School	62.8	81.9
District	61.9	81.9

⁶College 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.

⁷College 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 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	54.7	75	73.0	100	73.0	67.7
	High Needs Students	47.8	75	63.8	100	63.8	56.7
Math Performance Index	All Students	49.4	75	65.9	100	65.9	61.4
	High Needs Students	42.3	75	56.4	100	56.4	49.9
Science Performance Index	All Students	52.4	75	69.9	100	69.9	57.5
	High Needs Students	46.0	75	61.3	100	61.3	47.0
ELA Academic Growth	All Students	N/A	100%	0.0	0	0.0	63.8%
	High Needs Students	N/A	100%	0.0	0	0.0	58.3%
Math Academic Growth	All Students	N/A	100%	0.0	0	0.0	65.0%
	High Needs Students	N/A	100%	0.0	0	0.0	57.4%
Chronic Absenteeism	All Students	15.6%	<=5%	28.9	50	57.7	9.6%
	High Needs Students	23.3%	<=5%	13.3	50	26.7	15.6%
Preparation for CCR	% Taking Courses	93.4%	75%	50.0	50	100.0	67.6%
	% Passing Exams	25.6%	75%	17.1	50	34.2	40.7%
On-track to High School Graduation		88.1%	94%	46.8	50	93.7	85.1%
4-year Graduation All Students (2015 Cohort)		87.6%	94%	93.2	100	93.2	87.2%
6-year Graduation - High Needs Students (2013 Cohort)		85.0%	94%	90.4	100	90.4	78.6%
Postsecondary Entrance (Class of 2015)		62.8%	75%	83.7	100	83.7	71.9%
Physical Fitness (estimated part rate) and (fitness rate)		81.7% 32.5%	75%	10.8	50	21.7	89.2% 50.5%
Arts Access		59.6%	60%	49.7	50	99.3	47.5%
Accountability Index				874.2	1250	69.9	

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	59.5	47.8	11.7	16.6	
Math Performance Index Gap	54.3	42.3	12.0	19.1	
Science Performance Index Gap	59.3	46.0	13.4	17.3	
Graduation Rate Gap	94.0%	85.0%	9.0%	13.0%	N

¹If 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.

²If 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	94.7
	High Needs Students	92.2
Math	All Students	94.7
	High Needs Students	92.2
Science	All Students	89.8
	High Needs Students	83.9

Supporting Resources

- [Two-page FAQ](#)
- [Detailed Presentation](#)
- [Using Accountability Results to Guide Improvement: comprehensive documentation and supports](#)

³Minimum participation standard is 95%.