

# SCHOOL PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2014–15



## Torrington High School Torrington School District

860-489-2294 • [www.torrington.org/our\\_schools/torrington\\_high\\_school/index.html](http://www.torrington.org/our_schools/torrington_high_school/index.html)

### School Information

Grade Range **9-12**  
Enrollment **1,003**

### 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)

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

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### Notes

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

	School		District
	Count	Percent of Total (%)	Percent of Total (%)
Female	464	46.3	45.9
Male	539	53.7	54.1
American Indian or Alaska Native	*	*	0.2
Asian	33	3.3	3.2
Black or African American	53	5.3	4.2
Hispanic or Latino	206	20.5	21.2
Pacific Islander	*	*	0.2
Two or More Races	36	3.6	3.5
White	673	67.1	67.5
English Language Learners	52	5.2	8.5
Eligible for Free or Reduced-Price Meals	434	43.3	50.2
Students with Disabilities <sup>1</sup>	175	17.4	18.0

<sup>1</sup>Students in this category are students with Individualized Education Programs (IEPs) only. This category does not include students with Section 504 Plans.

### Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism <sup>2</sup>		Suspension/Expulsion <sup>3</sup>	
	Count	Rate (%)	Count	Rate (%)
Female	73	15.9	61	13.0
Male	92	18.0	124	23.3
Black or African American	7	15.9	11	23.4
Hispanic or Latino	35	17.1	53	24.7
White	112	17.2	113	16.9
English Language Learners	11	20.4	16	27.5
Eligible for Free or Reduced-Price Meals	94	24.4	111	25.0
Students with Disabilities	40	25.3	58	32.9
School	165	17.0	185	18.5
District		10.8		7.8

**Number of students in 2013-14 qualified as truant under state statute: 13**

<sup>2</sup>A student is chronically absent if he/she misses ten percent or greater of the total number of days enrolled in the school year for any reason. Pre-Kindergarten students are excluded from this calculation.

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

# School Profile and Performance Report for School Year 2014-15

## Torrington High School

### Torrington School District

## Educators

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

	FTE
<b>General Education</b>	
Teachers and Instructors	69.4
Paraprofessional Instructional Assistants	3.0
<b>Special Education</b>	
Teachers and Instructors	11.5
Paraprofessional Instructional Assistants	15.0
<b>Administrators, Coordinators and Department Chairs</b>	
School Level	6.4
<b>Library/Media</b>	
Specialists (Certified)	1.0
Support Staff	0.0
Instructional Specialists Who Support Teachers	0.4
Counselors, Social Workers and School Psychologists	8.5
School Nurses	2.0
Other Staff Providing Non-Instructional Services/Support	27.6

<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

	School Count	School Percent of Total (%)	District Percent of Total (%)
American Indian or Alaska Native	1	1.0	0.5
Asian	1	1.0	0.5
Black or African American	0	0.0	0.7
Hispanic or Latino	6	5.8	3.9
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.0
White	96	92.3	94.3

### Classes Taught by Highly Qualified Teachers<sup>2</sup>

School	Percent of Total (%)
School	100.0
School Poverty Quartile: Middle	
State High Poverty Quartile Schools	97.9
State Low Poverty Quartile Schools	99.6

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

### Classroom Teacher Attendance, 2013-14

	School	District
Average # of FTE Days Absent Due to Illness or Personal Time	11.8	10.8

## Instruction and Resources

Days of Instruction	181
Hours of Instruction Per Year	
Grades 1-12 and Full-Day Kindergarten	992
Half/Extended Day Kindergarten	N/A

### School Schedule

<b>School Hours for Students</b>	
Start Time	07:25 AM
End Time	02:06 PM

### 11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School<sup>3</sup>

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	10	*	8	*
Hispanic or Latino	41	87.2	41	87.2
White	154	92.2	157	94.0
English Language Learners	8	*	10	*
Eligible for Free or Reduced-Price Meals	73	83.9	66	84.6
Students with Disabilities	25	86.2	30	83.3
School	222	91.7	221	92.1
District		89.0		85.3

<sup>3</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>4</sup>

	Count	Rate (%)
Autism	*	*
Emotional Disturbance	9	*
Intellectual Disability	0	0.0
Learning Disability	55	59.7
Other Health Impairment	15	38.4
Other Disabilities	*	*
Speech/Language Impairment	*	*
School	90	51.7
District		54.2

<sup>4</sup>Ages 6-21

# School Profile and Performance Report for School Year 2014-15

## Torrington High School

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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	7	*	7	*	8	*
Black or African American	10	*	9	*	7	*
Hispanic or Latino	39	45.7	39	31.4	29	44.2
Native Hawaiian or Other Pacific Islander	0	*	0	*	*	*
Two or More Races	7	*	*	*	9	*
White	130	58.2	123	47.6	139	54.8
English Language Learners	10	*	10	*	7	*
Non-English Language Learners	183	56.2	173	45.0	186	53.6
Eligible for Free or Reduced-Price Meals	68	49.2	67	35.1	74	46.5
Not Eligible for Free or Reduced-Price Meals	125	57.8	116	48.9	119	56.6
Students with Disabilities	29	38.8	28	29.4	34	45.0
Students without Disabilities	164	57.6	155	46.5	159	54.4
High Needs	82	47.1	81	34.2	90	46.8
Non-High Needs	111	60.4	102	51.5	103	57.9
School	193	54.8	183	43.9	193	52.7

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

	NAEP 2015		NAEP 2013
	Grade 4	Grade 8	Grade 12
<b>READING</b>			
Connecticut	43%	43%	50%
National Public	35%	33%	36%
<b>MATH</b>			
Connecticut	41%	36%	32%
National Public	39%	32%	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 student subgroup performance on NAEP, [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	10	Count	Rate (%)
Sit & Reach	N/A	N/A	N/A	84.3	204	84.3
Curl Up	N/A	N/A	N/A	94.1	204	94.1
Push Up	N/A	N/A	N/A	80.9	204	80.9
Mile Run/PACER	N/A	N/A	N/A	79.4	204	79.4
All Tests - School	N/A	N/A	N/A	64.2	204	64.2
All Tests - District	49.7	24.6	12.4	64.4		40.0

<sup>2</sup>The Connecticut Physical Fitness Assessment (CPFA) is administered to all students in Grades 4, 6, 8 and 10. The health-related fitness scores gathered through the CPFA should be used to educate and motivate children and their families to increase physical activity and develop lifetime fitness habits.

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

# School Profile and Performance Report for School Year 2014-15

## Torrington High School

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

	2013-14				2014-15
	Cohort Count <sup>2</sup>	Rate (%)	Target <sup>3</sup> (%)	Target Achieved	Target <sup>3</sup> (%)
Black or African American	*	*	.		.
Hispanic or Latino	49	89.8	68.5	Yes	71.3
English Language Learners	*	*	.		.
Eligible for Free or Reduced-Price Meals	131	80.2	64.2	Yes	67.5
Students with Disabilities	27	77.8	63.6	Yes	67.0
School	257	87.5	82.0	Yes	83.3
District		83.8	81.5	Yes	82.9

<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. Statewide, district and school results for cohorts of 2010 through 2013 are [available online](#).

<sup>2</sup>Cohort count includes all students in the cohort as of the end of the 2012-13 school year.

<sup>3</sup>Targets 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 Exam<sup>4</sup>

	Participation <sup>5</sup>	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	57.9	60	26.3
Male	38.2	52	20.5
Black or African American	*	*	*
Hispanic or Latino	31.9	8	8.5
White	52.1	96	28.7
English Language Learners	*	0	0.0
Eligible for Free or Reduced-Price Meals	26.7	14	8.5
Students with Disabilities	*	0	*
School	47.5	112	23.2
District	44.0		21.5

<sup>4</sup>College 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

<sup>5</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 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 <sup>6</sup>	Persistence <sup>7</sup>
	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	*
School	62.7	89.4
District	62.7	89.4

<sup>6</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>7</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

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## Torrington High School

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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	54.8	75	73.1	100	73.1	67.9
	High Needs Students	47.1	75	62.9	100	62.9	56.7
Math Performance Index	All Students	43.9	75	58.5	100	58.5	59.3
	High Needs Students	34.2	75	45.6	100	45.6	47.8
Science Performance Index	All Students	52.7	75	70.3	100	70.3	56.5
	High Needs Students	46.8	75	62.4	100	62.4	45.9
Chronic Absenteeism	All Students	17.0%	<=5%	26.0	50	52.1	10.6%
	High Needs Students	23.7%	<=5%	12.5	50	25.1	17.3%
Preparation for CCR	% Taking Courses	91.9%	75%	50.0	50	100.0	66.1%
	% Passing Exams	23.2%	75%	15.5	50	31.0	37.3%
On-track to High School Graduation		68.6%	94%	36.5	50	72.9	85.6%
4-year Graduation All Students (2014 Cohort)		87.5%	94%	93.1	100	93.1	87.0%
6-year Graduation - High Needs Students (2012 Cohort)		71.9%	94%	76.5	100	76.5	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)		93.6%   64.2%	75%	42.8	50	85.6	87.6%   51.0%
Arts Access		63.7%	60%	50.0	50	100.0	45.7%
<b>Accountability Index</b>				<b>859.3</b>	<b>1250</b>	<b>68.7</b>	

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	60.4	47.1	13.3	16.8	
Math Performance Index Gap	51.5	34.2	17.3	19.5	
Science Performance Index Gap	57.9	46.8	11.0	17.3	
Graduation Rate Gap	94.0%	71.9%	22.1%	12.6%	Y

<sup>1</sup>If 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.

<sup>2</sup>If 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	81.7
	High Needs Students	83.3
Math	All Students	77.6
	High Needs Students	82.4
Science	All Students	87.9
	High Needs Students	86.0

#### Supporting Resources

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