

**STRATEGIC SCHOOL PROFILE 2002-03**

**Torrington School District**  
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This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c).

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### COMMUNITY DATA

County: LITCHFIELD	Public School Enrollment as a Percent of Town Population: 14.2%
2000 Population: 35,202	Public School Enrollment as % of Total Student Population: 91.2%
1990-2000 Population Growth: 4.5%	Percent of Adults without a High School Diploma in 2000: 21.5%
2000 Per Capita Income: \$21,406	Adult Education Enrollment in 2001-02 School Year: 253
Number of Public Schools: 7	Number of Adults Receiving Diplomas in 2001-02 School Yr.: 42
Number of Nonpublic Schools: 3	

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Education Reference Group (ERG): F ERG is a classification of districts whose students' families are similar in education, income, occupation, and need, and that have roughly similar enrollment.

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### DISTRICT NEED

Current and Past District Need	Year	District	ERG	State
% of Students Eligible for Free/Reduced-Price Meals	2002-03	24.7	19.5	25.4
% of K-12 Students with Non-English Home Language	2002-03	7.2	5.5	12.2
	1998-99	4.1	4.4	12.3
% of Elementary and Middle School Students who Attended the Same School the Previous Year	2002-03	90.0	89.3	87.5
	1997-98	91.7	87.8	85.2
% of Kindergarten Students who Attended Preschool, Nursery School, or Headstart	2002-03	75.4	74.3	75.9
	1997-98	57.2	67.5	70.4
% of Juniors and Seniors Working More Than 16 Hours Per Week	2002-03	29.8	29.0	25.7
	1997-98	34.8	34.0	30.3

### STUDENT ENROLLMENT AND RACE/ETHNICITY

#### Enrollment

Grade Range	PK-12
Total January Enrollment	5,015
5-Year Oct. Enrollment Change	3.8%
Projected Oct. 2007 Enrollment	
Elementary	2,375
Middle School	1,195
High School	1,428
Prekindergarten, Other	13

Race/Ethnicity (Jan.)	Number	Percent
American Indian	10	0.2
Asian American	133	2.7
Black	266	5.3
Hispanic	354	7.1
White	4,247	84.7
Other	5	0.1
Total Minority 2002-03	768	15.3
Total Minority 1997-98	447	9.2

## EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

Connecticut law requires that school districts provide educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds. This may occur through magnet school programs, public school choice programs, charter schools, minority staff recruitment, inter- or intradistrict programs and projects, distance learning, or other experiences. Below is the description submitted by this school district of how it provides such experiences.


Opportunities for students to interact with peers and teachers from diverse racial, ethnic and economic backgrounds are provided as follows:

- Sister School projects were established.
- Diversity Clubs were created at the Middle and High Schools. Clubs implemented numerous projects to heighten awareness, including Diversity Days and other multicultural programs. Diversity Days, particularly, featured speakers from varied cultures and points of view.
- A multicultural dance troupe, Rhythm of the Nations, was formed at Torrington High School to develop awareness of other cultures. The troupe has performed at various locations, including other schools and community organizations.
- Schools celebrated diversity through various celebrations designed to educate students and staff about multicultural accomplishments.
- Curriculum revision incorporated both materials and instruction designed to promote awareness of the contributions of many cultures.

In addition, the district implemented or continued implementation of the following:

- A high school graduation requirement of two years of world language, a requirement designed to increase proficiency in other languages but also to strengthen understanding of other cultures.
- A Sheff O'Neill Task Force Action Plan with specific targets and responsible persons.
- A Bilingual Program at the middle and one elementary school. ESOL programs were implemented at all schools.
- Diversity training for staff.

## DISTRICT RESOURCES

<b>Staff Count (Full-Time Equivalent)</b>		<b>Average Class Size</b>				
# of Certified Staff		<b>District</b>	<b>ERG</b>	<b>State</b>		
Teachers	335.0	Grade K	2002-03	17.7	17.1	18.3
Administrators	24.2		1997-98	21.3	19.0	19.0
Library/Media Staff	6.0	Grade 2	2002-03	19.8	18.5	19.5
Other Professionals	35.6		1997-98	21.7	20.7	20.5
% Minority 2002-03	3.5	Grade 5	2002-03	21.1	21.0	21.6
% Minority 1997-98	0.5		1997-98	19.2	21.5	21.6
# Non-Certified Instructional	124.9	Grade 7	2002-03	24.0	21.9	21.7
			1997-98	22.1	22.1	21.9
		High School	2002-03	22.6	20.5	20.1
			1997-98	20.9	20.9	20.1

<b>Professional Staff Experience and Training</b>	<b>District</b>	<b>ERG</b>	<b>State</b>
Average Number of Years Experience in Connecticut	15.1	14.2	13.5
% with Master's Degree or Above	71.2	77.4	77.8
% Trained as Mentors, Assessors, or Cooperating Teachers	23.8	25.5	25.0

**DISTRICT RESOURCES, continued**

Total Hours of Instruction Per Yr.*	Dist	ERG	State
Elementary	976	990	986
Middle School	1,024	1,032	1,006
High School	1,080	995	1,000

\*State law requires at least 900 hours for gr. 1-12 and full-day kindergarten, and 450 hours for half-day kindergarten.

Resource Ratios	District	ERG	State
Students Per Academic Computer	4.8	4.0	4.0
Students Per Teacher	15.0	13.8	13.7
Teachers Per Administrator	13.8	13.7	13.8

**STUDENT PERFORMANCE**

Physical Fitness	District	ERG	State
% Passing All 4 Tests	15.4	31.5	34.8

**Connecticut Mastery Test, Third Generation, % Meeting State Goal:** The state goal was established with the advice and assistance of a cross section of Connecticut educators. The Goal level is more demanding than the state Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards.

Connecticut Mastery Test, 3 <sup>rd</sup> Gen. % Meeting State Goal	District 2000-01	District 2002-03	ERG 2002-03	State 2002-03
Grade 4 Reading	60	54.5	56.7	55.9
Writing	66	63.3	61.3	61.5
Mathematics	59	59.1	61.3	60.4
All Three Tests	39.2	37.9	40.6	42.1
Grade 6 Reading	57	58.8	67.3	64.1
Writing	60	58.0	62.4	60.8
Mathematics	60	66.8	63.0	61.0
All Three Tests	41.9	42.3	46.8	46.2
Grade 8 Reading	67	61.0	67.6	68.1
Writing	63	52.4	58.5	60.0
Mathematics	61	47.8	54.6	56.1
All Three Tests	44.8	36.8	43.5	45.2
Participation Rate	89.2	96.2	97.1	96.5



The figures above were calculated differently than those reported in the No Child Left Behind (NCLB) Report Cards. Unlike NCLB figures, these results reflect the performance of students with scoreable tests who were enrolled in the district at the time of testing, regardless of the length of time they were enrolled in the district.

## STUDENT PERFORMANCE, continued

**Connecticut Academic Performance Test, Second Generation, % Meeting State Goal:** The state Goal was established with the advice and assistance of a cross section of Connecticut educators. Students receive certification of mastery for each area in which they meet or exceed the Goal. The Goal level is more demanding than the state Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards.


Conn. Academic Performance Test, 2 <sup>nd</sup> Gen. % Grade 10 Meeting State Goal	District 2000-01	District 2002-03	ERG 2002-03	State 2002-03
Reading Across the Disciplines	36	50.2	44.6	47.0
Writing Across the Disciplines	40	49.0	51.4	52.8
Mathematics	47	39.9	41.9	45.1
Science	43	39.9	41.7	43.2
All Four Tests	17.2	21.8	22.5	26.6
Participation Rate	89.3	92.9	93.8	93.2



The figures above were calculated differently than those reported in the No Child Left Behind (NCLB) Report Cards. Unlike NCLB figures, these results reflect the performance of students with scoreable tests who were enrolled in the district at the time of testing, regardless of the length of time they were enrolled in the district.

SAT <sup>®</sup> I: Reasoning Test	Class of 1997	Class of 2002		
	District	District	ERG	State
% of Graduates Tested	72.7	66.3	77.1	76.8
Mathematics: Average Score	498	518	495	503
Mathematics: % Scoring 600 or More	20.6	23.7	16.9	22.3
Verbal: Average Score	507	521	499	502
Verbal: % Scoring 600 or More	19.4	21.5	16.7	20.4

Dropout Rates	District	ERG	State
Cumulative Four-Year Rate for Class of 2002	24.5	10.2	10.8
2001-02 Annual Rate for Grades 9 through 12	5.2	2.3	2.4
1996-97 Annual Rate for Grades 9 through 12	6.6	3.7	3.9

Activities of Graduates	Class of	# in District	District %	ERG %	State %
 Pursuing Higher Education	2002	187	70.0	79.7	79.7
	1997	169	74.4	76.2	75.6
Employed or in Military	2002	49	18.4	16.8	16.3
	1997	57	25.1	19.9	18.6
Unemployed	2002	0	0.0	0.8	0.9
	1997	0	0.0	1.2	1.4

## DISTRICT REVENUES/EXPENDITURES 2001-02

Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources. ERG and state figures will not be comparable to the district if the school district does not teach both elementary and secondary students.

Expenditures All figures are unaudited.	Total (in 1000s)	Expenditures Per Pupil			
		District	PK-12 Districts	ERG	State
Instructional Staff and Services	\$26,708	\$5,390	\$5,790	\$5,521	\$5,786
Instructional Supplies and Equipment	\$665	\$134	\$254	\$259	\$256
Improvement of Instruction and Educational Media Services	\$2,503	\$505	\$383	\$293	\$376
Student Support Services	\$1,237	\$250	\$548	\$515	\$544
Administration and Support Services	\$3,753	\$758	\$997	\$953	\$1,006
Plant Operation and Maintenance	\$4,479	\$904	\$946	\$918	\$938
Transportation	\$2,236	\$419	\$446	\$417	\$445
Costs for Students Tuitioned Out	\$2,751	N/A	N/A	N/A	N/A
Other	\$342	\$69	\$119	\$120	\$117
<b>Total</b>	<b>\$44,674</b>	<b>\$8,715</b>	<b>\$9,703</b>	<b>\$9,209</b>	<b>\$9,663</b>
<b>Additional Expenditures</b>					
Land, Buildings, and Debt Service	\$6,489	\$1,310	\$1,025	\$605	\$1,059
Adult Education	\$105	\$297	N/A	\$697	\$776

**Revenue Sources, % from Source.** Revenue 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 Corrections).

District Expenditures	Local Revenue	State Revenue	Federal Revenue	Tuition & Other
With School Construction	48.5	48.2	2.9	0.4
Without School Construction	48.9	47.3	3.3	0.5

**Selected Regular Education Expenditures, Amount Per Pupil and Percent Change from Prior Year.** Selected regular education expenditures exclude costs of special education and land, building, and debt service.

Expenditures by Grade Level	District		ERG		State	
	Per Pupil	% Change	Per Pupil	% Change	Per Pupil	% Change
Elementary and Middle						
Total	\$7,039	8.2	\$7,418	4.2	\$8,015	4.5
Salaries and Benefits	\$5,770	6.8	\$6,159	4.1	\$6,589	5.2
Supplies	\$274	-7.4	\$406	-5.8	\$425	-1.2
Equipment	\$66	-29.8	\$128	2.4	\$130	-6.5
High School						
Total	\$7,789	-4.7	\$8,721	4.2	\$8,899	3.7
Salaries and Benefits	\$6,130	-5.2	\$7,031	4.9	\$7,142	3.9
Supplies	\$353	-24.7	\$501	-12.7	\$495	-3.1
Equipment	\$133	-17.4	\$193	10.9	\$173	4.2

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### **EQUITABLE ALLOCATION OF RESOURCES AMONG DISTRICT SCHOOLS**

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Below is the description submitted by this district of how it allocates resources to insure equity and address needs.

Opportunities for students to interact...

- The Bushnell Partners Program provides teaching arts from diverse racial/ethnic backgrounds who work in the classrooms with students and teachers in order to enhance literacy and an appreciation of the benefits of cultural diversity.
- Speakers and performers from diverse cultures who have interacted with students about their cultural experiences and traditions in both classroom presentations and school-wide Diversity Days.
- Parents and community members of diverse cultural backgrounds came to the schools to share ethnic/cultural talents.
- Pen Pal Exchanges and Sister School Partnerships with schools in Hartford.
- High schools students participated in the Greater Hartford Academy for Performing Arts.
- The THS Rhythm of the Nations Dance Troup performed in several suburban schools. The dance group is made up of students from diverse racial/ethnic subgroups including white, black, Asian and Hispanic.
- Evening programs for parents of ELL students and their families that provided opportunity for families to interact with school and community agency personnel in order to promote common understandings.

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### **EVIDENCE OF SUSTAINED IMPROVEMENTS IN STUDENT ACCOMPLISHMENTS**

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Below is a summary, submitted by this school district, of the major trends in student performance and accomplishments that indicate sustained improvement over time. Also, areas of need are identified and plans to address these needs are presented.

A comparison of students who reached goal standard on the 2002 administration of the Connecticut Mastery Test, Third Generation is as follows:

- Marked improvement in mathematics, grade 6. Consistent performance in Grade 4. Drop in performance Grade 8. Issues in Grade 8 math performance are being addressed through a re-alignment of curricular scope and sequence in mathematics K-12 as well as focused, ongoing staff development in numeracy.
- Consistent performance in reading, Grade 6 with a slight decline in reading scores for Grades 4 and 8. Prior to this year, Grade 4 performance had been steadily improving. The decline in Grade 4 will be watched closely as intervention strategies and staff development in literacy increases. The decline in Grade 8 is being addressed through focused staff development in reading and writing across the curriculum.
- Writing scores in Grades 4, 6, and 8 did not show improvement over the previous year. Continued focus on staff development and classroom emphasis on writing as a tool for learning will occur.

A comparison of students who reached goal standard on the Spring, 2003, administration of the Connecticut Academic Performance Test, Second Generation is not yet available as of September 10, 2003.

Strategic School Profiles may be viewed on the internet at [www.state.ct.us/sde](http://www.state.ct.us/sde). A more detailed, searchable SSP database, data tables, and additional CT education facts are also available at this site.

