

STRATEGIC SCHOOL PROFILE 2003-04

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).

COMMUNITY DATA

County: Litchfield	Public School Enrollment as a Percent of Town Population: 14.4%
2000 Population: 35,202	Public School Enrollment as % of Total Student Population: 91.6%
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 2002-03 School Year: 233
Number of Public Schools: 7	Number of Adults Receiving Diplomas in 2002-03 School Yr.: 48
Number of Nonpublic Schools: 3	

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.

DISTRICT NEED

Current and Past District Need	Year	District	ERG	State
% of Students Eligible for Free/Reduced-Price Meals	2003-04	24.8	20.9	26.6
	2002-03	24.7	19.5	25.4
% of K-12 Students with Non-English Home Language	2003-04	7.7	5.7	12.4
	1998-99	4.1	4.4	12.3
% of Elementary and Middle School Students above Entry Gr. who Attended this School the Previous Yr.	2003-04	85.0	89.0	88.9
	1998-99	91.4	88.0	86.0
% of Kindergarten Students who Attended Preschool, Nursery School, or Headstart	2003-04	78.0	73.4	76.4
	1998-99	68.0	68.4	72.0
% of Juniors and Seniors Working More Than 16 Hours Per Week	2003-04	22.4	28.5	23.0
	1998-99	37.2	34.6	31.3

STUDENT ENROLLMENT AND RACE/ETHNICITY

Enrollment		Race/Ethnicity (Jan.)	Number	Percent
Grade Range	PK-12	American Indian	13	0.3
Total January Enrollment	5,081	Asian American	140	2.8
5-Year Oct. Enrollment Change	3.1%	Black	271	5.3
Projected Oct. 2008 Enrollment		Hispanic	380	7.5
Elementary	2,436	White	4,265	83.9
Middle School	1,206	Other	12	0.2
High School	1,373	Total Minority 2003-04	816	16.1
Prekindergarten, Other	14	Total Minority 1998-99	508	10.4

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.

- Students from Torrington High School continue to attend the Greater Hartford Academy of Performing Arts as well as participating in Model UN and Mock Trial events representing students from the entire state. The Rhythm of the Nations, a THS dance group with representation from different ethnic backgrounds, performs not only within the school for multicultural events, but also outside the district to varied audiences.
- Collaborations with surrounding institutions of higher learning have provided additional opportunities to educate minority and low-income students about post-secondary opportunities for their continued education.
- District-wide, the Division of Human Resources, has focused on recruiting staff representing minority groups, resulting in the following percentages for the 2003-04 school year: 4% minority certified staff, and 4.1% classified staff. Efforts will continue to increase those percentages.
- All schools celebrated the diversity of their own population as well as celebrated the diversity of world populations through many curricular programs, curricular revision, and enrichment activities and assemblies. For example, elementary students collected pennies for peace to send to students in the war torn Middle East.
- Sister School projects continue.
- Administrators and teachers have attended NAME and other conferences designed to enhance understanding of diversity and have provided opportunity for staff to network with other professionals of diverse backgrounds and experiences.
- Schools have pen pal projects using technology.
- Torrington Public School's partnership with the Bushnell Center for Performing Arts as well as with local arts organizations such as the Nutmeg Conservatory for the Arts and the Warner Theatre have provided opportunity for students to interact with visiting artists of diverse backgrounds and with students from different parts of the country.
- The district's increasing minority population resulted in n three bilingual programs and an ELL program in all seven schools. The opportunity for interaction within our own population grows, and widespread initiatives stipulated above enhance all students' capacity to interact with varied populations from diverse backgrounds.

DISTRICT RESOURCES

Staff Count (Full-Time Equivalent)		Average Class Size					
# of Certified Staff		District		ERG		State	
Teachers	318.8	Grade K	2003-04	20.6	18.0	18.7	18.7
Administrators	23.7	Grade 2	1998-99	20.7	18.2	18.6	18.6
Library/Media Staff	6.0	Grade 5	2003-04	19.8	19.0	19.8	19.8
Other Professionals	32.5	Grade 5	1998-99	20.7	19.9	20.1	20.1
% Minority 2003-04	3.1	Grade 7	2003-04	22.2	20.8	21.4	21.4
% Minority 1998-99	0.5	Grade 7	1998-99	22.1	21.3	21.5	21.5
# Non-Certified Instructional	101.0	High School	2003-04	22.4	22.2	21.6	21.6
		High School	1998-99	21.6	22.2	21.7	21.7
				24.4	20.6	20.3	20.3
				20.0	21.1	19.9	19.9

Professional Staff Experience and Training	District	ERG	State
Average Number of Years Experience in Connecticut	15.4	14.3	13.5
% with Master's Degree or Above	73.0	77.8	78.6
% Trained as Mentors, Assessors, or Cooperating Teachers	25.7	27.8	26.6

DISTRICT RESOURCES, continued

Total Hours of Instruction Per Yr.*	Dist	ERG	State
Elementary	976	993	984
Middle School	1,025	1,038	1,014
High School	1,124	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	3.7	3.7
Students Per Teacher	15.8	14.0	13.8
Teachers Per Administrator	13.5	13.8	14.0

STUDENT PERFORMANCE

Physical Fitness	District	ERG	State
% Passing All 4 Tests	31.6	32.3	34.6

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 rd Gen. % Meeting State Goal	District 2000-01	District 2003-04	ERG 2003-04	State 2003-04
Grade 4 Reading	60	53.0	54.1	54.3
Writing	66	64.7	66.3	65.8
Mathematics	59	50.1	57.6	57.6
All Three Tests	39.2	37.4	40.9	42.3
Grade 6 Reading	57	69.7	64.7	61.9
Writing	60	62.2	64.1	62.2
Mathematics	60	68.3	64.2	62.0
All Three Tests	41.9	46.1	47.0	46.4
Grade 8 Reading	67	68.9	67.4	66.7
Writing	63	53.6	61.1	61.8
Mathematics	61	51.3	55.0	56.3
All Three Tests	44.8	38.3	43.8	45.7
Participation Rate	89.2	97.6	98.0	97.4



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 nd Gen. % Grade 10 Meeting State Goal	District 2000-01	District 2003-04	ERG 2003-04	State 2003-04
Reading Across the Disciplines	36	49.2	45.6	48.0
Writing Across the Disciplines	40	39.4	52.5	53.7
Mathematics	47	50.4	45.0	46.1
Science	43	39.8	46.8	47.4
All Four Tests	17.2	18.9	23.4	27.7
Participation Rate	89.3	96.1	98.0	96.9



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SAT [®] I: Reasoning Test	Class of 1998	Class of 2003		
	District	District	ERG	State
% of Graduates Tested	68.6	63.1	75.7	76.2
Mathematics: Average Score	495	512	498	508
Mathematics: % Scoring 600 or More	18.7	25.4	18.7	23.8
Verbal: Average Score	497	496	498	504
Verbal: % Scoring 600 or More	18.1	15.2	16.2	21.1

Dropout Rates	District	ERG	State
Cumulative Four-Year Rate for Class of 2003	18.7	8.4	9.5
2002-03 Annual Rate for Grades 9 through 12	3.7	2.0	2.1
1997-98 Annual Rate for Grades 9 through 12	4.5	3.5	3.5

Activities of Graduates	Class of	# in District	District %	ERG %	State %
 Pursuing Higher Education	2003	226	72.4	79.7	80.3
	1998	150	62.0	76.3	76.7
 Employed or in Military	2003	75	24.0	16.8	15.7
	1998	85	35.1	19.3	17.8
 Unemployed	2003	0	0.0	1.1	1.1
	1998	0	0.0	1.5	2.0

DISTRICT REVENUES/EXPENDITURES 2002-03

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	\$28,021	\$5,576	\$6,046	\$5,801	\$6,036
Instructional Supplies and Equipment	\$697	\$139	\$249	\$243	\$252
Improvement of Instruction and Educational Media Services	\$2,350	\$468	\$386	\$298	\$376
Student Support Services	\$1,421	\$283	\$583	\$552	\$580
Administration and Support Services	\$4,153	\$826	\$1,051	\$998	\$1,061
Plant Operation and Maintenance	\$5,008	\$997	\$998	\$940	\$992
Transportation	\$2,219	\$415	\$468	\$423	\$470
Costs for Students Tuitioned Out	\$2,798	N/A	N/A	N/A	N/A
Other	\$475	\$95	\$120	\$124	\$117
Total	\$47,144	\$9,136	\$10,129	\$9,566	\$10,096
Additional Expenditures					
Land, Buildings, and Debt Service	\$6,237	\$1,241	\$1,132	\$626	\$1,177
Adult Education	\$107	\$460	N/A	\$968	\$996

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	50.8	45.8	3.1	0.3
Without School Construction	51.7	44.4	3.5	0.4

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	\$7,379	4.8	\$7,812	5.3	\$8,306	3.6
Salaries and Benefits	\$6,004	4.1	\$6,578	6.8	\$6,848	3.9
Supplies	\$328	19.7	\$418	3.0	\$431	1.4
Equipment	\$35	-47.0	\$101	-21.1	\$125	-3.8
High School						
Total	\$8,008	2.8	\$8,642	-0.9	\$9,192	3.3
Salaries and Benefits	\$6,298	2.7	\$7,026	-0.1	\$7,406	3.7
Supplies	\$408	15.6	\$507	1.2	\$504	1.8
Equipment	\$94	-29.3	\$145	-24.9	\$153	-11.6

EQUITABLE ALLOCATION OF RESOURCES AMONG DISTRICT SCHOOLS

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

The Torrington Public Schools budgeting process provides operating funds to schools based upon allocation per student with adjustments as appropriate for level in order to meet the varied needs of the student population. Capital improvement budgets are determined through extensive collaborative prioritizing in terms of schools' specific needs.

Three Title I targeted assistance schools receive additional funding through Title I; other portions of the Federal Consolidated Grant are allocated depending upon needs assessments reflecting examination of all the seven schools and their needs.

Staffing in each school is determined based both upon numbers of students and specific needs such as requirements for a bilingual program. That determination is calculated through extensive discussion among the Superintendent and other administrators with the BOE Budget Committee and full BOE.

EVIDENCE OF SUSTAINED IMPROVEMENTS IN STUDENT ACCOMPLISHMENTS

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.

CMTIII 2003

- District-wide longitudinal and cohort math performance in grade four demonstrated a slight decrease from the 2002 administration, although some individual schools demonstrated an increase. The decline in performance is being addressed through a K-12 map for consistent alignment as well as by convening a task force to analyze resources and teaching methods aimed for renewed improvement.
- Longitudinal and cohort math performance in grade 6 demonstrated increases of 1%.
- Grade 8 longitudinal and cohort math performance demonstrated a significant increase of 14% and 11.4%.
- District-wide grade 4 reading decreased both in longitudinal and cohort performance. The decline is being addressed through increased time in guided reading, closer monitoring of DRA assessment & the addition of a summer school for students at risk.
- Grade 6 longitudinal and cohort reading performance increased by 14.9% and 14.1% respectively.
- Grade 8 reading longitudinal and cohort performance increased by 5.7% and 5.5% respectively.
- Writing performance increased in grades 6 & 8 by 7.9% while grade 4 performance declined from last year.

Note: TPS tracks trends over time & performance in all three areas is above the AYP target.

CAPTII 2002-2003

- Both reading & science demonstrated notable improvement, approximately 5% in reading & 9% in science.
- Writing performance increased by 5.5%
- Math performance declined by 4.6%.

CAPT 2003-2004

- Science declined 3.9%; reading declined 5.2%
- Writing performance increased 1.6%
- Math increased 1.2%

The variability of year-to-year performance indicates differences in groups and Torrington Public Schools continues to track trends, particularly in longitudinal versus 3-yr cohort scores. Cohort scores demonstrated sustained improvement in reading & writing. We will continue to emphasize staff development in literacy across all content areas and find strategies to help non-cohort students improve at the rate cohorts have been improving. Variability in math and science scores is being addressed through curriculum mapping, a review of resources & methodologies, and continued staff development. Particularly the work with K-5 math planned for the 2004-05 school year will serve to examine the foundation leading toward consistent math performance through grades 6-10.

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

For the school district website, see www.torrington.org/

