

**STRATEGIC SCHOOL PROFILE 2004-05****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: 14.1%
2000 Population: 35,202	Public School Enrollment as % of Total Student Population: 91.3%
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 2003-04 School Year: 283
Number of Public Schools: 7	Number of Adults Receiving Diplomas in 2003-04 School Yr.: 45
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**

<b>Current and Past District Need</b>	<b>Year</b>	<b>District</b>	<b>ERG</b>	<b>State</b>
% of Students Eligible for Free/Reduced-Price Meals	2004-2005	27.0	22.1	26.6
	2002-2003	24.7	19.5	25.4
% of K-12 Students with Non-English Home Language	2004-2005	8.2	6.0	12.5
	1999-2000	4.2	3.9	12.3
% of Elementary and Middle School Students above Entry Gr. who Attended this School the Previous Yr.	2004-2005	92.7	89.7	89.0
	1999-2000	87.8	88.4	86.3
% of Kindergarten Students who Attended Preschool, Nursery School, or Headstart	2004-2005	78.4	74.8	77.0
	1999-2000	68.3	71.5	73.1
% of Juniors and Seniors Working More Than 16 Hours Per Week	2004-2005	26.2	26.8	22.1
	1999-2000	35.5	34.1	30.4

**STUDENT ENROLLMENT AND RACE/ETHNICITY**

<b>Enrollment</b>	
Grade Range	PK-12
Total Enrollment	4,988
5-Year Enrollment Change	2.7%
Projected 2009 Enrollment	
Elementary	2,251
Middle School	1,172
High School	1,323
Prekindergarten, Other	11

<b>Race/Ethnicity</b>	<b>Number</b>	<b>Percent</b>
American Indian	13	0.3
Asian American	140	2.8
Black	273	5.5
Hispanic	419	8.4
White	4,143	83.1
Total Minority 2004-2005	845	16.9
Total Minority 1999-2000	570	11.7

## 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.

Torrington Public Schools enjoys a growing diversity in its student population. To enrich and expand its ethnic, cultural, and economic diversity, the district uses two avenues--curriculum and community connections.

### Curriculum

At the elementary level, our schools continue to invest in multicultural literature and enrichment programs (school day, after-school, and evening) and to participate in city and regional arts programs that bring together diverse groups. Character Counts and anti-bullying programs teach students to respect other people. Teachers participate on committees and attend professional development that increase their capacity to teach and model the attitudes and behaviors that our diverse, global society requires.

At the secondary level, our schools work diligently to integrate diversity into curriculum and offer anti-bullying programs and conflict resolution training. High school students participate in the Model UN and mock trial programs. Through the fine arts program, students compete regionally and nationally in the areas of music and dance.


All of the schools offer language services to English language learners and use the inclusion model for special needs students.

### Connections

Our schools also make community connections for students and parents that further reduce racial and economic isolation. These connections are made through fine arts programming with the Bushnell, the Warner Theatre, Long Wharf Theater, Poetry Live, and visiting artists; technology pen pals; PTO events; field trips; and special projects such as adopting schools.

Through networks of media and professional organizations at the state and national level (e.g. NAME), the district seeks to hire and train staff that reflects the growing diversity of Torrington and our global society.

## DISTRICT RESOURCES

<b>Staff Count (Full-Time Equivalent)</b>		<b>Average Class Size</b>				
				<b>District</b>	<b>ERG</b>	<b>State</b>
# of Certified Staff		Grade K	2004-2005	19.1	17.5	18.5
Teachers	323.3		1999-2000	21.5	18.4	18.5
Administrators	23.0	Grade 2	2004-2005	19.6	18.6	19.5
Department Chairs	0.0		1999-2000	19.0	19.4	19.8
Library/Media Staff	6.0	Grade 5	2004-2005	21.4	20.7	21.3
Other Professionals	34.5		1999-2000	23.5	21.4	21.8
% Minority 2004-2005	3.1	Grade 7	2004-2005	20.3	21.2	20.9
% Minority 1999-2000	0.3		1999-2000	21.5	22.2	21.9
# Non-Certified Instructional	114.0	High School	2004-2005	22.2	20.9	20.2
			1999-2000	19.4	20.5	20.0

<b>Professional Staff Experience and Training</b>		<b>District</b>	<b>ERG</b>	<b>State</b>
Average Number of Years Experience in Connecticut		15.2	14.2	13.2
% with Master's Degree or Above		71.6	78.2	78.5
% Trained as Mentors, Assessors, or Cooperating Teachers		23.7	28.3	27.7

**DISTRICT RESOURCES, continued**

Total Hours of Instruction Per Yr.*	Dist	ERG	State
Elementary	976	993	987
Middle School	1,024	1,035	1,014
High School	1,085	995	1,003

\*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	4.2	3.5	3.6
Students Per Teacher	15.4	14.0	13.8
Teachers Per Administrator	14.1	13.9	13.9

**STUDENT PERFORMANCE**

Physical Fitness	District	ERG	State
% Passing All 4 Tests	22.4	32.7	35.2

**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> Generation % Meeting State Goal	District 2004-05	ERG 2004-05	State 2004-05
Grade 4 Reading	49.9	53.6	52.8
Writing	61.8	64.1	63.3
Mathematics	51.2	57.8	56.8
All Three Tests	35.5	40.2	41.2
Grade 6 Reading	62.2	60.9	60.5
Writing	58.0	61.8	61.3
Mathematics	62.4	61.0	60.9
All Three Tests	40.6	43.8	45.3
Grade 8 Reading	65.5	66.4	64.9
Writing	51.0	60.1	60.7
Mathematics	57.6	55.2	55.7
All Three Tests	40.8	42.9	45.2
Participation Rate	98.5	98.9	99.0



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.




<b>Conn. Academic Performance Test, 2<sup>nd</sup> Generation</b> % Grade 10 Meeting State Goal	<b>District</b> <b>2004-05</b>	<b>ERG</b> <b>2004-05</b>	<b>State</b> <b>2004-05</b>
Reading Across the Disciplines	43.6	43.6	48.9
Writing Across the Disciplines	46.2	54.6	55.2
Mathematics	42.7	43.4	47.8
Science	32.7	44.8	47.3
All Four Tests	15.8	23.6	29.2
Participation Rate	93.7	97.8	96.8



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<b>SAT<sup>®</sup> I: Reasoning Test</b>	<b>Class of 1999</b>	<b>Class of 2004</b>		
	<b>District</b>	<b>District</b>	<b>ERG</b>	<b>State</b>
% of Graduates Tested	65.5	62.5	73.4	74.8
Mathematics: Average Score	514	515	497	508
Mathematics: % Scoring 600 or More	23.1	21.2	17.9	23.3
Verbal: Average Score	518	509	501	508
Verbal: % Scoring 600 or More	25.6	19.7	17.5	22.0

<b>Dropout Rates</b>	<b>District</b>	<b>ERG</b>	<b>State</b>
Cumulative Four-Year Rate for Class of 2004	16.0	8.2	8.8
2003-04 Annual Rate for Grades 9 through 12	3.4	1.8	1.8
1998-99 Annual Rate for Grades 9 through 12	6.6	3.3	3.3

<b>Activities of Graduates</b>	<b>Class of</b>	<b># in District</b>	<b>District %</b>	<b>ERG %</b>	<b>State %</b>
 Pursuing Higher Education	2004	214	67.5	80.1	81.5
	1999	170	71.4	78.4	78.3
 Employed or in Military	2004	56	17.7	15.4	14.1
	1999	64	26.9	17.3	17.1
 Unemployed	2004	0	0.0	0.6	0.8
	1999	0	0.0	1.1	0.9

## DISTRICT REVENUES/EXPENDITURES 2003-04

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	\$29,320	\$5,843	\$6,287	\$5,993	\$6,282
Instructional Supplies and Equipment	\$483	\$96	\$242	\$236	\$242
Improvement of Instruction and Educational Media Services	\$2,602	\$518	\$398	\$284	\$387
Student Support Services	\$1,384	\$276	\$616	\$597	\$615
Administration and Support Services	\$4,605	\$918	\$1,092	\$1,072	\$1,101
Plant Operation and Maintenance	\$3,927	\$783	\$1,031	\$989	\$1,025
Transportation	\$2,393	\$422	\$485	\$447	\$487
Costs for Students Tuitioned Out	\$2,891	N/A	N/A	N/A	N/A
Other	\$529	\$105	\$122	\$140	\$120
<b>Total</b>	<b>\$48,134</b>	<b>\$9,328</b>	<b>\$10,518</b>	<b>\$9,952</b>	<b>\$10,479</b>
<b>Additional Expenditures</b>					
Land, Buildings, and Debt Service	\$5,968	\$1,189	\$1,149	\$587	\$1,171
Adult Education	\$111	\$394	N/A	\$1,054	\$1,057

**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	51.4	45.0	3.3	0.4
Without School Construction	52.5	43.4	3.7	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	\$7,645	3.6	\$8,136	4.1	\$8,620	3.8
Salaries and Benefits	\$6,257	4.2	\$6,818	3.6	\$7,120	4.0
Supplies	\$310	-5.5	\$443	6.0	\$455	5.6
Equipment	\$36	2.9	\$114	12.9	\$114	-8.8
High School						
Total	\$8,043	0.4	\$8,877	2.7	\$9,316	1.3
Salaries and Benefits	\$6,521	3.5	\$7,216	2.7	\$7,529	1.7
Supplies	\$318	-22.1	\$530	4.5	\$524	4.0
Equipment	\$42	-55.3	\$129	-11.0	\$133	-13.1

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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.

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.

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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.

While individual schools have made progress in improving student achievement measured by a variety of indicators, Torrington's scores on the second generation of CAPT and on the third generation of the CMT show no longer-term consistent upward trend.

No Child Left Behind requires that individual schools and the district as a whole make adequate yearly progress in student achievement. The requirement applies to the student population and to its subgroups. When the subgroup of special needs students failed to make that progress, the district as a whole and the middle school, in particular, were cited as "in need of improvement". The district has developed an adequate yearly progress (AYP) plan that drives the individual building AYP plans.

In addition, a new central office administration that began its tenure during the spring analyzed how to improve student achievement. Two factors stand out: 1) the need to sharpen the focus of all of the improvement efforts and resources and 2) the need to build the organizational structures associated with student success, such as standards-based curricula that is student-centered and teacher-friendly, purposeful ongoing professional development, standardized assessment/accountability measures, and adequate resources (e.g., textbooks, staff and time).

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.

For the school district website, see [www.torrington.org/](http://www.torrington.org/)



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