

STRATEGIC SCHOOL PROFILE 2005-06**Torrington School District****SUSAN O'BRIEN, Superintendent**

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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: 14.0%
2000 Population: 35,202	Public School Enrollment as % of Total Student Population: 92.5%
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 2004-05 School Year: 287
Number of Public Schools: 7	Number of Adults Receiving Diplomas in 2004-05 School Yr.: 62
Number of Nonpublic Schools: 3	

 District Reference Group (DRG): G DRG 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	DRG	State
% of Students Eligible for Free/Reduced-Price Meals	2005-06	27.5	29.5	26.9
	2002-03	24.7	N/A	25.4
% of K-12 Students with Non-English Home Language	2005-06	9.5	6.4	12.6
	2000-01	5.5	N/A	12.5
% of Elementary and Middle School Students Above Entry Gr. Who Attended Same School Previous Yr.	2005-06	92.1	87.0	88.0
	2000-01	88.7	N/A	87.0
% of Kindergarten Students who Attended Preschool, Nursery School, or Headstart	2005-06	77.6	73.7	79.2
	2000-01	77.9	N/A	74.7
% of Juniors and Seniors Working More Than 16 Hours Per Week	2005-06	26.0	26.4	21.7
	2000-01	37.8	N/A	31.7

STUDENT ENROLLMENT AND RACE/ETHNICITY

Enrollment	
Grade Range	PK-12
Total Enrollment	4,930
5-Year Enrollment Change	-0.2%
Projected 2010 Enrollment	
Elementary	2,284
Middle School	1,221
High School	1,250
Prekindergarten, Other	14

Race/Ethnicity	Number	Percent
American Indian	18	0.4
Asian American	134	2.7
Black	270	5.5
Hispanic	497	10.1
White	4,011	81.4
Total Minority 2005-06	919	18.6
Total Minority 2000-01	592	12.0

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 uses curriculum integration and community connections to celebrate its growing diversity and to prepare its students for a global society.

Curriculum: All programming focuses on preparing students to thrive in a global society. The district has had a long-standing policy for the acquisition of textbooks and materials with a global perspective. In a recent revision to that policy, the district strengthened its commitment to providing students with textbooks, library books, and instructional materials that reflect and teach diversity. Staff implements this policy by making diversity a core criterion in the selection of all educational materials. Teachers participate in district-wide and individual professional development that enhances their capacity to deal with learners from diverse backgrounds.

At the elementary level, students participated in CAS programs that exposed them to students from all over the state, and the English language learner program was expanded. Character Counts and DARE programs teach students to respect others. At the secondary level, students have experiences with young people across the state in curriculum-based programs such as Poetry Live, Young Writers, Model UN, We the People, and mock trials.

Because inclusion is a district initiative, regular and special education students have the opportunity to learn together. In addition, the district's fine arts program regularly incorporates music and guest artists and speakers from diverse groups.

Connections: Our schools make connections within and beyond the Torrington borders so that students interact with peers from diverse backgrounds. Schools sponsor field trips, co-curricular activities, and community service projects. Athletic teams and music groups participate in regional and state competitions. Through media and professional networks at the state and national level (e.g., NAME), the district seeks to hire and train staff that reflects the growing diversity of our global society.

DISTRICT RESOURCES

Staff Count (Full-Time Equivalent)



# of Certified Staff	
Teachers	333.0
Administrators	23.0
Department Chairs	0.0
Library/Media Staff	6.0
Other Professionals	38.5
% Minority 2005-06	3.2
% Minority 2000-01	2.4
# Non-Certified Instructional	126.0

Average Class Size		District	DRG	State
Grade K	2005-06	18.0	17.5	18.3
	2000-01	18.9	N/A	18.1
Grade 2	2005-06	18.9	18.6	19.7
	2000-01	17.9	N/A	19.5
Grade 5	2005-06	22.5	20.2	21.2
	2000-01	23.5	N/A	21.7
Grade 7	2005-06	18.6	20.9	21.1
	2000-01	22.7	N/A	21.9
High School	2005-06	22.6	20.7	20.3
	2000-01	18.3	N/A	20.0

Professional Staff Experience and Training	District	DRG	State
Average Number of Years Experience in Connecticut	14.1	14.4	13.1
% with Master's Degree or Above	71.1	80.5	78.5
% Trained as Mentors, Assessors, or Cooperating Teachers	22.4	28.8	28.5

DISTRICT RESOURCES, continued

Total Hours of Instruction Per Yr.*	Dist	DRG	State
Elementary	921	973	986
Middle School	999	1,012	1,015
High School	1,044	990	1,002

*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	DRG	State
Students Per Academic Computer	4.2	4.0	3.4
Students Per Teacher	14.8	14.1	13.6
Teachers Per Administrator	14.5	13.7	13.9

STUDENT PERFORMANCE

Physical Fitness	District	State
% Passing All 4 Tests	27.2	35.6

Connecticut Mastery Test, Fourth 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 % Meeting State Goal in:	District	State	Of All Districts in State		
			Lowest %	Highest %	
Grade 3	Reading	48.3	54.4	10.3	91.3
	Writing	50.9	61.0	13.6	100.0
	Mathematics	42.6	56.3	13.6	90.0
Grade 4	Reading	54.9	57.8	17.5	89.7
	Writing	52.3	62.8	29.9	91.1
	Mathematics	52.9	58.8	22.4	92.3
Grade 5	Reading	56.8	60.9	19.5	92.0
	Writing	57.4	65.0	25.0	90.8
	Mathematics	61.1	60.7	18.2	89.9
Grade 6	Reading	60.6	63.6	26.6	92.8
	Writing	50.1	62.2	25.9	94.4
	Mathematics	57.7	58.6	12.5	95.1
Grade 7	Reading	69.2	66.7	26.9	95.0
	Writing	43.4	60.0	25.5	89.8
	Mathematics	55.1	57.0	19.2	93.0
Grade 8	Reading	69.9	66.7	13.3	93.6
	Writing	53.6	62.4	2.7	96.4
	Mathematics	60.4	58.3	0.0	93.6



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 % Grade 10 Meeting State Goal in:	District	State	Of All Districts in State	
			Lowest %	Highest %
Reading Across the Disciplines	38.6	46.5	0.0	83.1
Writing Across the Disciplines	36.6	52.4	0.0	86.3
Mathematics	38.6	46.3	0.0	82.3
Science	30.6	44.6	0.0	85.3



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SAT [®] I: Reasoning Test	Class of 2000	Class of 2005	
	District	District	State
% of Graduates Tested	71.9	68.9	74.9
Mathematics: Average Score	505	503	512
Mathematics: % Scoring 600 or More	16.4	17.6	24.6
Verbal: Average Score	501	504	510
Verbal: % Scoring 600 or More	20.8	20.6	22.7

Dropout Rates	District	State
Cumulative Four-Year Rate for Class of 2005	19.7	7.4
2004-2005 Annual Rate for Grades 9 through 12	7.2	1.7
1999-2000 Annual Rate for Grades 9 through 12	5.2	3.1

Activities of Graduates	Class of	# in District	District %	State %
 Pursuing Higher Education	2005	224	77.5	82.3
	2000	152	68.8	78.5
Employed or in Military	2005	42	14.5	13.9
	2000	29	13.1	17.6
Unemployed	2005	0	0.0	0.9
	2000	0	0.0	0.7

DISTRICT REVENUES/EXPENDITURES 2004-05

Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources. DRG 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	DRG	State
Instructional Staff and Services	\$31,228	\$6,276	\$6,555	\$6,435	\$6,555
Instructional Supplies and Equipment	\$461	\$93	\$259	\$197	\$260
Improvement of Instruction and Educational Media Services	\$2,728	\$548	\$402	\$301	\$391
Student Support Services	\$1,270	\$255	\$656	\$717	\$656
Administration and Support Services	\$4,871	\$979	\$1,144	\$1,107	\$1,153
Plant Operation and Maintenance	\$4,762	\$957	\$1,120	\$1,069	\$1,113
Transportation	\$2,567	\$495	\$523	\$523	\$522
Costs for Students Tuitioned Out	\$2,850	N/A	N/A	N/A	N/A
Other	\$485	\$97	\$124	\$115	\$122
Total	\$51,222	\$10,123	\$11,031	\$10,747	\$10,994
Additional Expenditures					
Land, Buildings, and Debt Service	\$18,772	\$3,773	\$1,473	\$1,333	\$1,467
Adult Education	\$115	N/A	N/A	N/A	N/A

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	44.4	52.3	3.0	0.3
Without School Construction	53.5	41.9	4.1	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		DRG	State	
	Per Pupil	% Change	Per Pupil	Per Pupil	% Change
Elementary and Middle					
Total	\$8,292	8.5	\$8,866	\$9,062	5.1
Salaries and Benefits	\$6,995	11.8	\$7,480	\$7,454	4.7
Supplies	\$338	9.0	\$473	\$513	12.7
Equipment	\$26	-27.8	\$89	\$133	16.7
High School					
Total	\$8,646	7.5	\$9,061	\$9,640	3.5
Salaries and Benefits	\$7,032	7.8	\$7,535	\$7,759	3.1
Supplies	\$340	6.9	\$482	\$585	11.6
Equipment	\$26	-38.1	\$102	\$152	14.3

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.

Torrington's new budget development process focuses on program and student needs. Building and program administrators worked with their respective stakeholders to construct a budget that met the building/program goals and student needs. Each budget was then presented by the administrator to a review team made up of the Superintendent and her executive leadership team, who weighed each proposal against criteria based on Board and district goals and the unique needs of that particular building/program. The Board's subcommittee on budget then held public hearings at each site so that the public could comment on each budget proposal. Following the Board's adoption of a budget proposal, additional public hearings were held. Built from the building and program level, reviewed against goals, and vetted by stakeholders, the FY07 will address equitably the diverse needs of each building and program in the district.

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.

Last year student subgroups taking the CMT and CAPT did not make progress toward the state and federal benchmark performances in reading and mathematics. As a result, the district developed a district improvement plan with the goals of improving student performance and attendance. While the adequate yearly progress plan focused on the subgroups, it was designed to address the needs of all students. Using the district plan as a basis, each building developed and/or modified an existing improvement plan.

Because the operating budget for 2005-2006 was almost finalized before the plans were developed, there were not many resources to implement the improvement goals during 2005-2006. However, the following steps were taken: 1) prior to the school year, all teachers collaborated with special educators, ELL staff, and 504 managers to plan for their students' unique learning needs; 2) extensive professional development was provided for K-5 mathematics instruction; 3) drafts of K-5 language arts and mathematics curriculum were developed with teachers; 4) work began on preparing the high school for a new schedule and its accreditation, including a new schedule and adequate staff; 5) the budget development process focused on student needs and stakeholder input.

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/

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