

STRATEGIC SCHOOL PROFILE 2006-07**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: 13.8%
2000 Population: 35,202	Public School Enrollment as % of Total Student Population: 92.8%
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 2005-06 School Year: 292
Number of Public Schools: 7	Number of Adults Receiving Diplomas in 2005-06 School Yr.: 47
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	2006-07	28.1	30.3	27.3
	2002-03	24.7	N/A	25.4
% of K-12 Students with Non-English Home Language	2006-07	10.5	7.0	12.8
	2001-02	6.4	N/A	12.8
% of Elementary and Middle School Students Above Entry Gr. Who Attended Same School Previous Yr.	2006-07	90.8	87.2	88.6
	2001-02	92.2	N/A	86.9
% of Kindergarten Students who Attended Preschool, Nursery School, or Headstart	2006-07	74.4	75.2	79.3
	2001-02	71.6	N/A	75.1
% of Juniors and Seniors Working More Than 16 Hours Per Week	2006-07	21.0	25.7	20.2
	2001-02	30.8	N/A	29.1

STUDENT ENROLLMENT AND RACE/ETHNICITY

Enrollment	
Grade Range	PK-12
Total Enrollment	4,858
5-Year Enrollment Change	-1.8%
Projected 2011 Enrollment	
Elementary	2,273
Middle School	1,232
High School	1,186
Prekindergarten, Other	14

Race/Ethnicity	Number	Percent
American Indian	16	0.3
Asian American	142	2.9
Black	287	5.9
Hispanic	563	11.6
White	3,850	79.3
Total Minority 2006-07	1,008	20.7
Total Minority 2001-02	659	13.3

EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

Below is the description submitted by this school district of how it provides educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds.

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. District selection policies and practices for textbook, materials, and technology have diversity as a core criterion. The thread of learning experiences that incorporate diversity weaves its way through all of the content areas. Educators participate in district-wide and individual professional development that enhances their capacity to deal with learners from diverse backgrounds.

Elementary students participate in CAS programs that exposed them to students from all over the state. 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 Model UN. Intra-district student activities bring together Torrington's diverse student populations.

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. At the elementary level, educators use parental and community resources to build students awareness of other cultures. Schools sponsor field trips, co-curricular activities, and community service projects. Athletic teams and music groups participate in regional and state competition.. 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	343.5
Administrators	23.0
Department Chairs	0.4
Library/Media Staff	6.0
Other Professionals	40.3
% Minority 2006-07	3.6
% Minority 2001-02	2.9
# Non-Certified Instructional	127.0

Average Class Size		District	DRG	State
Grade K	2006-07	16.5	17.5	18.2
	2001-02	15.9	N/A	18.3
Grade 2	2006-07	19.4	18.6	19.5
	2001-02	20.6	N/A	19.6
Grade 5	2006-07	20.6	20.1	21.2
	2001-02	20.5	N/A	21.5
Grade 7	2006-07	20.0	19.6	20.8
	2001-02	25.1	N/A	21.9
High School	2006-07	20.3	19.8	20.0
	2001-02	21.2	N/A	19.9

Professional Staff Experience and Training	District	DRG	State
Average Years of Experience in Connecticut and Other Locations	15.3	15.4	14.4
% with Master's Degree or Above	71.4	80.5	78.9

DISTRICT RESOURCES, continued

Total Hours of Instruction Per Yr.*	Dist	DRG	State
Elementary	944	981	987
Middle School	1,033	1,004	1,016
High School	1,033	998	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	3.7	3.8	3.2
Students Per Teacher	14.1	13.8	13.5
Teachers Per Administrator	14.7	13.5	13.9

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 budget development process focuses on program and student needs. Building and program administrators work with their respective stakeholders to construct a budget that met the building/program goals and student needs. Each budget is then presented by the administrator to a review team made up of the Superintendent and her executive leadership team, who weigh 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 holds 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 are held. Built from the building and program level, reviewed against goals, and vetted by stakeholders, the budget addresses equitably the diverse needs of each building and program in the district.

STUDENT PERFORMANCE

SAT[®] I: Reasoning Test	Class of 2001	Class of 2006			
		District	State	Of All Districts in State	
	District			Lowest %	Highest %
% of Graduates Tested	64.9	72.3	74.7	23.8	100.0
Mathematics: Average Score	534	513	510	284	604
Mathematics: % Scoring 600 or More	27.7	19.2	23.9	0.0	55.6
Critical Reading: Average Score	519	501	505	346	595
Critical Reading: % Scoring 600 or More	19.4	14.6	21.3	0.0	48.5
Writing: Average Score	N/A	501	504	337	595
Writing: % Scoring 600 or More	N/A	15.1	20.3	0.0	48.8



Physical Fitness	District	State	Of All Districts in State	
			Lowest %	Highest %
% Passing All Four Tests	24.5	36.1	0.0	85.0

STUDENT PERFORMANCE, continued

Connecticut Mastery Test, Fourth Generation, % Meeting State Goal. The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards.

Grade and CMT Subject Area	District	State	Of All Districts in State		
			Lowest %	Highest %	
Grade 3	Reading	45.8	52.3	13.1	86.4
	Writing	54.4	60.8	20.0	88.9
	Mathematics	47.4	59.4	15.0	91.3
Grade 4	Reading	48.6	57.0	14.1	91.3
	Writing	59.0	65.1	20.0	90.2
	Mathematics	51.9	62.3	17.9	100.0
Grade 5	Reading	65.3	61.4	19.5	92.3
	Writing	62.1	64.6	25.0	95.5
	Mathematics	71.1	66.0	23.5	93.3
Grade 6	Reading	59.2	64.3	16.7	96.3
	Writing	57.7	63.0	20.8	93.6
	Mathematics	63.4	63.9	10.2	92.8
Grade 7	Reading	64.0	65.9	3.8	96.8
	Writing	42.5	60.4	0.0	95.0
	Mathematics	51.6	60.3	7.7	92.0
Grade 8	Reading	67.9	66.6	4.8	94.0
	Writing	54.9	64.0	0.0	94.6
	Mathematics	59.3	60.8	4.5	95.7

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. Results for fewer than 20 students are not presented.



For more detailed CMT results, go to www.ctreports.com.

To see the NCLB Report Card for this district, go to www.sde.ct.gov and click on "No Child Left Behind."

Connecticut Academic Performance Test, Third Generation, % Meeting State Goal: The CAPT is administered to Grade 10 students. 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.

CAPT Subject Area	District	State	Of All Districts in State	
			Lowest %	Highest %
Reading Across the Disciplines	35.7	45.6	2.8	87.2
Writing Across the Disciplines	47.8	52.9	0.0	87.4
Mathematics	35.0	45.2	0.0	86.3
Science	33.2	44.4	0.0	84.5




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. Results for fewer than 20 students are not presented.

For more detailed CAPT results, go to www.ctreports.com.

To see the NCLB Report Card for this district, go to www.sde.ct.gov and click on "No Child Left Behind."

STUDENT PERFORMANCE, continued

Graduation and Dropout Rates	District	State	Of All Districts in State	
			Lowest %	Highest %
Graduation Rate for Class of 2006	86.6	92.2	66.7	100.0
Cumulative Four-Year Dropout Rate for Class of 2006	12.4	6.6	0.0	72.5
2005-06 Annual Dropout Rate for Gr. 9 through 12	6.4	1.8	0.0	19.2
2000-01 Annual Dropout Rate for Gr. 9 through 12	6.5	3.0	N/A	N/A

Activities of Graduates	Class of	# in District	District %	State %
 Pursuing Higher Education	2006	243	80.2	82.7
	2001	171	71.5	79.1
Employed or in Military	2006	35	11.6	12.9
	2001	46	19.2	17.1
Unemployed	2006	0	0.0	0.8
	2001	0	0.0	0.7

SPECIAL EDUCATION

DISTRICT OVERVIEW

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	595
Of All K-12 Students for Whom the District is Financially Responsible, the Percent of Students with Disabilities	11.6%
Total PK-12 Special Education Expenditures, 2005-06	\$11,902,262
Percent of Total PK-12 Expenditures Used for Special Education, 2005-06	22.1%
Enrollment in District PK-12 Special Education Programs	542
Full-Time Equivalent Count of District PK-12 Special Education Instructional Staff	
Teachers and Instructors	43.5
Paraprofessional Instructional Assistants	102.0



Of All K-12 Students for Whom District is Financially Responsible, Number and Percentage with Disabilities				
Disability	Count	District Percent	DRG Percent	State Percent
Autism	30	0.6	0.6	0.6
Learning Disability	222	4.3	3.7	4.0
Intellectual Disability	38	0.7	0.6	0.5
Emotional Disturbance	75	1.5	1.3	1.0
Speech Impairment	87	1.7	2.6	2.3
Other Health Impairment*	86	1.7	2.1	1.9
Other Disabilities**	57	1.1	0.9	0.9
Total	595	11.6	11.8	11.2

*Includes chronic health problems such as attention deficit disorders and epilepsy

**Includes hearing, visual, and orthopedic impairments, deaf-blindness, multiple disabilities, traumatic brain injury, and developmental delay

SPECIAL EDUCATION, continued

Connecticut Mastery Test, Fourth Generation, Percentage of Students with Disabilities Meeting State Goal.

The following results include students attending district schools who participated in the standard assessment with or without accommodations for their disabilities.

Grade and CMT Subject Area	Students with Disabilities		All Students	
	District	State	District	State
Grade 3 Reading	5.0	15.3	45.8	52.3
Writing	5.4	21.0	54.4	60.8
Mathematics	7.1	23.8	47.4	59.4
Grade 4 Reading	6.9	16.5	48.6	57.0
Writing	12.3	21.2	59.0	65.1
Mathematics	13.6	25.7	51.9	62.3
Grade 5 Reading	29.3	19.5	65.3	61.4
Writing	14.6	20.7	62.1	64.6
Mathematics	31.7	24.6	71.1	66.0
Grade 6 Reading	10.9	20.1	59.2	64.3
Writing	10.9	18.6	57.7	63.0
Mathematics	15.6	20.8	63.4	63.9
Grade 7 Reading	14.0	21.4	64.0	65.9
Writing	6.7	16.3	42.5	60.4
Mathematics	6.4	18.1	51.6	60.3
Grade 8 Reading	20.0	23.3	67.9	66.6
Writing	2.4	20.5	54.9	64.0
Mathematics	10.0	19.5	59.3	60.8

For more detailed CMT results, go to www.ctreports.com. Results for fewer than 20 students are not presented.

Connecticut Academic Performance Test, Third Generation, Percentage of Students with Disabilities Meeting State Goal:

The CAPT is administered to Grade 10 students. The following results include students attending district schools who participated in the standard assessment with or without accommodations for their disabilities.

CAPT Subject Area	Students with Disabilities		All Students	
	District	State	District	State
Reading Across the Disciplines	3.4	11.3	35.7	45.6
Writing Across the Disciplines	0.0	12.7	47.8	52.9
Mathematics	3.2	12.8	35.0	45.2
Science	0.0	14.7	33.2	44.4

For more detailed CAPT results, go to www.ctreports.com. Results for fewer than 20 students are not presented.

Accommodations for a student's disability may be made to allow him or her to participate in testing. Students whose disabilities prevent them from taking the test even with accommodations are assessed by means of a list of skills aligned to the same content and grade level standards as the CMT and CAPT.

Participation in State Assessments of Students with Disabilities Attending District Schools		
CMT	% Without Accommodations	13.6
	% With Accommodations	86.4
CAPT	% Without Accommodations	10.0
	% With Accommodations	90.0
% Assessed Using Skills Checklist		9.6

Graduation and Dropout Rates of Students with Disabilities for Whom District is Financially Responsible	District	State
% Who Graduated in 2005-06 with a Standard Diploma	63.9	73.5
2005-06 Annual Dropout Rate for Students Aged 14 to 21	6.6	3.8

DISTRICT REVENUES/EXPENDITURES 2005-06

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	\$31,064	\$6,306	\$6,882	\$6,855	\$6,888
Instructional Supplies and Equipment	\$480	\$97	\$247	\$214	\$249
Improvement of Instruction and Educational Media Services	\$1,626	\$330	\$415	\$300	\$402
Student Support Services	\$3,117	\$633	\$720	\$719	\$719
Administration and Support Services	\$5,367	\$1,090	\$1,186	\$1,144	\$1,197
Plant Operation and Maintenance	\$5,396	\$1,095	\$1,206	\$1,180	\$1,199
Transportation	\$2,730	\$531	\$560	\$571	\$558
Costs for Students Tuitioned Out	\$3,594	N/A	N/A	N/A	N/A
Other	\$560	\$114	\$135	\$127	\$132
Total	\$53,933	\$10,678	\$11,595	\$11,407	\$11,558
Additional Expenditures					
Land, Buildings, and Debt Service	\$13,368	\$2,714	\$1,866	\$1,544	\$1,834
Adult Education	\$118	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	56.1	40.6	3.0	0.2
Without School Construction	54.4	41.5	3.8	0.3

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	% Change	Per Pupil	% Change
Elementary and Middle						
Total	\$8,705	5.0	\$9,307	5.0	\$9,520	5.1
Salaries and Benefits	\$7,274	4.0	\$7,882	5.4	\$7,850	5.3
Supplies	\$598	76.9	\$538	13.7	\$547	6.6
Equipment	\$36	38.5	\$101	13.5	\$124	-6.8
High School						
Total	\$8,850	2.4	\$9,605	6.0	\$10,074	4.5
Salaries and Benefits	\$7,319	4.1	\$7,926	5.2	\$8,120	4.7
Supplies	\$602	77.1	\$576	19.5	\$625	6.8
Equipment	\$36	38.5	\$116	13.7	\$150	-1.3

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

Annually the district updates its 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 modifies its improvement plan.

As soon as CMT/CAPT scores are released, intake teachers are provided with a full disaggregation of the data to the strand level for each incoming student. Shortly thereafter, each teacher also receives a similar report for his/her students from the previous year. Curriculum revision is underway in language arts and mathematics. Elementary literacy support teams identify and support at-risk students in flexible clusters. At the secondary level, struggling learners are in small classes and/or are provided with additional time to master content through reallocation of staff and/or changes in the building schedule. Professional development focuses on best practices in literacy and numeracy. Traditional workshops are followed by extensive job-embedded training for staff. Building plans to improve student attendance and increase parental support have done so. Instructional area leaders were added at the high school to focus on curriculum, instruction, and assessment. The district/school AYP plans are working as evidenced by the 2007 data: our two Title I schools and the high school are in "safe harbor".

To view Strategic School Profiles on the internet, go to www.sde.ct.gov and click on Connecticut Education Data and Research. Additional education data are also available at this site.

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

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