

STRATEGIC SCHOOL PROFILE 2001-02**Torrington School District****GREGORY J RICCIO, 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).
Data were provided by the local school district during the fall of 2001.

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: 91.5%
1990-2000 Population Growth: 4.5%	Percent of Adults without a High School Diploma in 1990: 26.4%
1998 Per Capita Income: \$19,684	Adult Education Enrollment in 2000-01 School Year: 294
Number of Public Schools: 7	Number of Adults Receiving Diplomas in 2000-01 School Yr.: 60
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
Estimated % of Students Eligible for Free/Reduced-Price Meals	2001-02	24.7	19.0	22.2
	2000-01	19.0	17.1	23.6
% of K-12 Students with Non-English Home Language	2001-02	6.4	5.2	12.8
	1998-99	4.1	4.4	12.3
% of Elementary and Middle School Students who Attended the Same School the Previous Year	2001-02	92.2	89.1	86.9
	1996-97	90.2	88.1	85.6
% of Kindergarten Students who Attended Preschool, Nursery School, or Headstart	2001-02	71.6	73.2	75.1
	1996-97	74.1	69.3	69.4
% of Juniors and Seniors Working More Than 16 Hours Per Week	2001-02	30.8	31.2	29.1
	1996-97	23.6	33.3	30.2

STUDENT ENROLLMENT AND RACE/ETHNICITY

Enrollment	
Grade Range	PK-12
Total Enrollment	4,949
5-Year Enrollment Change	0.8%
Projected 2006 Enrollment	
Elementary	2,123
Middle School	1,180
High School	1,436
Prekindergarten, Other	15

Race/Ethnicity	Number	Percent
American Indian	8	0.2
Asian American	138	2.8
Black	230	4.6
Hispanic	283	5.7
White	4,290	86.7
Total Minority 2001-02	659	13.3
Total Minority 1996-97	427	8.7

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.

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

Staff Count (Full-Time Equivalent)

# of Certified Staff		
Teachers	328.3	
Administrators	25.2	
Library/Media Staff	6.0	
Other Professionals	52.3	
% Minority 2001-02	2.9	
% Minority 1996-97	0.5	
# Non-Certified Instructional	127.5	

Average Class Size		District	ERG	State
Grade K	2001-02	15.9	17.6	18.3
	1996-97	21.2	19.3	19.2
Grade 2	2001-02	20.6	18.7	19.6
	1996-97	20.0	20.3	20.5
Grade 5	2001-02	20.5	21.1	21.5
	1996-97	22.9	21.8	21.7
Grade 7	2001-02	25.1	22.1	21.9
	1996-97	21.6	22.6	22.2
High School	2001-02	21.2	20.2	19.9
	1996-97	23.2	21.1	20.5

Professional Staff Experience and Training	District	ERG	State
Average Number of Years Experience in Connecticut	14.8	14.5	13.7
% with Master's Degree or Above	68.8	76.7	77.5
% Trained as Mentors, Assessors, or Cooperating Teachers	23.2	24.0	23.9

DISTRICT RESOURCES, continued

Total Hours of Instruction Per Yr.*	Dist	ERG	State
Elementary	976	983	982
Middle School	982	1,022	1,009
High School	1,044	986	998

*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	4.3	4.4
Students Per Teacher	15.1	14.2	14.0
Teachers Per Administrator	13.0	13.3	13.5

STUDENT PERFORMANCE

Physical Fitness	District	ERG	State
% Passing All 4 Tests	34.7	32.3	34.4

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. Students scoring at or above the goal are capable of successfully performing appropriate tasks with minimal teacher assistance.

Connecticut Mastery Test, 3 rd Gen. % Meeting State Goal	District 2000-01	District 2001-02	ERG 2001-02	State 2001-02
Grade 4 Reading	60	64	62	57.9
Writing	66	68	64	61.2
Mathematics	59	58	65	61.0
All Three Tests	39.2	43.1	44.9	42.8
Grade 6 Reading	57	59	65	63.6
Writing	60	60	62	60.0
Mathematics	60	61	63	61.0
All Three Tests	41.9	44.3	45.8	45.4
Grade 8 Reading	67	62	66	66.3
Writing	63	58	58	58.8
Mathematics	61	59	57	55.4
All Three Tests	44.8	42.9	42.7	44.0
Participation Rate	89.2	96.3	97.2	95.0



In the table above, the percentage of students meeting the state goal is the percentage of those students who had a valid test score. The results reflect the performance of students who were enrolled in the school at the time of testing, regardless of the length of time they were enrolled in the school.

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. The goal represents a demanding level of achievement which is reasonable to expect of students in the spring of their 10th grade year. Students receive certification of mastery for each area in which they meet or exceed the goal.




Conn. Academic Performance Test, 2 nd Gen. % Grade 10 Meeting State Goal	District 2000-01	District 2001-02	ERG 2001-02	State 2001-02
Reading Across the Disciplines	36	42	43	44.8
Writing Across the Disciplines	40	42	52	51.0
Mathematics	47	46	42	44.1
Science	43	35	42	43.2
All Four Tests	17.2	16.0	20.9	23.7
Participation Rate	89.3	91.0	93.0	92.4



In the table above, the percentage of students meeting the state goal is the percentage of those students who had a valid test score. The results reflect the performance of students who were enrolled in the school at the time of testing, regardless of the length of time they were enrolled in the school.

SAT [®] I: Reasoning Test	Class of 1996	Class of 2001		
	District	District	ERG	State
% of Graduates Tested	71.8	64.9	77.3	77.6
Mathematics: Average Score	482	534	497	503
Mathematics: % Scoring 600 or More	18.7	27.7	17.5	22.1
Verbal: Average Score	488	519	500	502
Verbal: % Scoring 600 or More	15.5	19.4	17.4	20.5

Dropout Rates	District	ERG	State
Cumulative Four-Year Rate for Class of 2001	24.7	10.7	11.2
2000-01 Annual Rate for Grades 9 through 12	6.5	2.6	3.0
1995-96 Annual Rate for Grades 9 through 12	7.5	4.1	4.6

Activities of Graduates	Class of	# in District	District %	ERG %	State %
 Pursuing Higher Education	2001	171	71.5	78.9	79.1
	1996	166	76.9	75.7	75.8
 Employed or in Military	2001	46	19.2	17.5	17.1
	1996	46	21.3	17.9	18.7
 Unemployed	2001	0	0.0	0.7	0.7
	1996	1	0.5	1.7	1.4

DISTRICT REVENUES/EXPENDITURES 2000-01

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	All ERG Districts	All Districts
Instructional Staff and Services	\$24,918	\$5,078	\$5,495	\$5,274	\$5,495
Instructional Supplies and Equipment	\$781	\$159	\$247	\$269	\$250
Improvement of Instruction and Educational Media Services	\$2,317	\$472	\$359	\$279	\$351
Student Support Services	\$1,137	\$232	\$524	\$510	\$521
Administration and Support Services	\$3,660	\$746	\$938	\$871	\$946
Plant Operation and Maintenance	\$3,656	\$745	\$943	\$868	\$936
Transportation	\$2,019	\$385	\$417	\$396	\$418
Costs for Students Tuitioned Out	\$1,538	N/A	N/A	N/A	N/A
Other	\$426	\$87	\$115	\$112	\$112
Total	\$40,452	\$7,994	\$9,261	\$8,774	\$9,228
Additional Expenditures					
Land, Buildings, and Debt Service	\$6,669	\$1,359	\$1,118	\$802	\$1,136
Adult Education	\$95	\$323	N/A	\$700	\$712

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	46.6	51.2	2.1	0.1
Without School Construction	48.4	49.1	2.4	0.2

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	\$6,508	2.4	\$7,121	3.9	\$7,669	4.5
Salaries and Benefits	\$5,405	5.7	\$5,917	4.3	\$6,263	4.2
Supplies	\$296	2.8	\$431	6.4	\$430	8.3
Equipment	\$94	27.0	\$125	-2.3	\$139	7.8
High School						
Total	\$8,171	3.1	\$8,366	N/A	\$8,585	N/A
Salaries and Benefits	\$6,469	2.6	\$6,703	N/A	\$6,873	N/A
Supplies	\$469	25.4	\$574	N/A	\$511	N/A
Equipment	\$161	87.2	\$174	N/A	\$166	N/A

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 site budgets are allocated dependent upon numbers of students. Special adjustments are made, through collaborative processes, to ensure that all schools have resources they need to meet the needs of their students.

Eligible schools have funds available to them through Title 1 of the Consolidated Federal Grant in order to meet the needs of their special population. Specialists' time is concentrated where needs are paramount. Other grant funding available is distributed to eligible parties through a collaborative process based upon need; e.g., State of Connecticut Bilingual Grant and Early Reading Success Grant. Finally, monies available through Title II, IV, and VI are allocated appropriately to benefit all schools.

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.

A comparison of students who reached goal standard on the 2001 administration of the Connecticut Mastery Test, Third Generation, is as follows:

- Consistent performance in mathematics grades four and eight, with improvement in grade six.
- Considerable improvement in reading scores for grades four and six. This improvement reflects initiatives in reading literacy. A decline in grade eight reading scores points out need for addressing content area reading issues through curricular revision and staff development in teaching expository reading.
- Writing scores improved in grade four, were consistent in grade six, and declined in grade eight.

A comparison of students who reached goal standard on the Spring, 2002, administration of the Connecticut Academic Performance Test, Second Generation, is as follows:

- Improved performance in Mathematics, Reading Across the Disciplines, and Writing Across the Disciplines
- Science scores declined somewhat. The issue is being addressed through curricular revision in 6-12 science.

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.
