

**STRATEGIC SCHOOL PROFILE 2000-01****Torrington School District****GREGORY RICCIO, Superintendent**

Telephone: 860-489-2327



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 2000.

**COMMUNITY DATA**

County: Litchfield  
2000 Population: 35,202  
1990-2000 Population Growth: 4.5%  
1998 Per Capita Income: \$19,684  
Number of Public Schools: 7  
Number of Nonpublic Schools: 3

Public School Enrollment as a Percent of Town Population: 13.9%  
Public School Enrollment as % of Total Student Population: 91.8%  
Percent of Adults without a High School Diploma in 1990: 26.4%  
Adult Education Enrollment in 1999-2000 School Year: 259  
Number of Adults Receiving Diplomas in 1999-2000 School Yr.: 64

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**

<b>Current and Past District Need</b>	<b>Year</b>	<b>District</b>	<b>ERG</b>	<b>State</b>
Estimated % of Students Eligible for Free/Reduced-Price Meals	2000-01	19.0	17.1	23.6
% of K-12 Students with Non-English Home Language	2000-01	5.5	4.3	12.5
	1998-99	4.1	4.4	12.3
% of Elementary and Middle School Students who Attended the Same School the Previous Year	2000-01	88.7	88.5	87.0
	1995-96	88.8	86.3	85.5
% of Kindergarten Students who Attended Preschool, Nursery School, or Headstart	2000-01	77.9	73.5	74.7
	1995-96	65.7	68.8	69.1
% of Juniors and Seniors Working More Than 16 Hours Per Week	2000-01	37.8	35.8	31.7
	1995-96	25.6	32.8	29.9

**STUDENT ENROLLMENT AND RACE/ETHNICITY**

**Enrollment**

Grade Range PK-12  
Total Enrollment 4,938  
5-Year Enrollment Change 1.5%  
Projected 2005 Enrollment  
Elementary 2,191  
Middle School 1,209  
High School 1,339  
Prekindergarten, Other 11

<b>Race/Ethnicity</b>	<b>Number</b>	<b>Percent</b>
American Indian	7	0.1
Asian American	131	2.7
Black	208	4.2
Hispanic	246	5.0
White	4,346	88.0
Total Minority 2000-01	592	12.0
Total Minority 1995-96	420	8.6

## 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 have been established.
- Student diversity clubs were created at the Middle and High schools.
- Numerous multicultural programs and celebrations were hosted by the schools.

In addition, the district has implemented the following:

- A Sheff-O'Neill Task Force Action Plan with specific targets and tasks assigned to various school personnel to achieve the goals of CT law and the school district.
- The first bilingual program at the middle and elementary school level was designed and funded.
- All staff received diversity training.
- Parent/teacher focus groups were developed and met several times over the year to discuss multicultural issues.

## DISTRICT RESOURCES

### Staff Count (Full-Time Equivalent)

# of Certified Staff		
Teachers	326.2	
Administrators	26.0	
Library/Media Staff	6.0	
Other Professionals	51.3	
% Minority 2000-01	2.4	
% Minority 1995-96	0.6	
# Non-Certified Instructional	99.4	

Average Class Size		District	ERG	State
Grade K	2000-01	18.9	17.4	18.1
	1995-96	23.2	20.0	19.6
Grade 2	2000-01	17.9	18.8	19.5
	1995-96	23.4	20.6	20.6
Grade 5	2000-01	23.5	21.5	21.7
	1995-96	24.0	21.8	21.9
Grade 7	2000-01	22.7	22.2	21.9
	1995-96	20.5	22.3	21.7
High School	2000-01	18.3	20.3	20.0
	1995-96	23.2	21.3	20.3

Professional Staff Experience and Training	District	ERG	State
Average Number of Years Experience in Connecticut	14.6	14.6	14.0
% with Master's Degree or Above	66.9	76.5	77.6
% Trained as Mentors, Assessors, or Cooperating Teachers	23.4	24.9	25.0

### DISTRICT RESOURCES, continued

Total Hours of Instruction Per Yr.*	Dist	ERG	State
Elementary	976	983	979
Middle School	982	1,020	1,007
High School	1,104	990	999

\*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	4.5	4.6	4.7
Students Per Teacher	15.1	14.4	14.1
Teachers Per Administrator	12.5	13.2	13.5

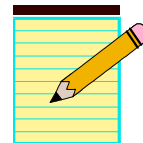
### STUDENT PERFORMANCE



Physical Fitness	District	ERG	State
% Passing All 4 Tests	29.2	32.2	34.2

**Connecticut Mastery Test, Third Generation, % Meeting State Goal:** Results on the Third Generation test are not comparable to test results of previous years.

Connecticut Mastery Test, 3 <sup>rd</sup> Gen. % Meeting State Goal	District	ERG	State
Grade 4 Reading	60	59	56.9
Writing	66	58	57.5
Mathematics	59	63	60.2
All Three Tests	39.2	40.0	40.2
Grade 6 Reading	57	62	62.1
Writing	60	62	61.1
Mathematics	60	57	57.5
All Three Tests	41.9	42.6	43.7
Grade 8 Reading	67	66	66.4
Writing	63	60	60.4
Mathematics	61	55	54.8
All Three Tests	44.8	41.3	43.5
Participation Rate	89.2	95.5	92.8



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 Index, Third Generation:** The index was designed to reflect not only the performance of students who reached the state goal, but also of students who performed at lower levels. A higher index indicates that more students performed at higher levels. The highest possible index is 100 (all students reached the goal), and the lowest possible index is 0 (all students scored at the lowest level).

Connecticut Mastery Test Index, Third Generation	District	ERG	State
Grade 4 Reading	73.3	72.5	69.2
Writing	82.5	77.4	76.5
Mathematics	78.2	81.0	78.1
Grade 6 Reading	72.1	74.3	73.0
Writing	79.0	80.1	79.3
Mathematics	79.2	76.5	75.4
Grade 8 Reading	79.9	77.1	76.1
Writing	79.2	77.1	76.9
Mathematics	80.2	75.3	73.6

Results on the Third Generation test are not comparable to test results of previous years.

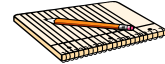


## STUDENT PERFORMANCE, continued

**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 10<sup>th</sup> grade year. Students receive certification of mastery for each area in which they meet or exceed the goal.

Conn. Academic Performance Test, 2 <sup>nd</sup> Gen. % Grade 10 Meeting State Goal	District	ERG	State
Reading Across the Disciplines	36	38	42.2
Writing Across the Disciplines	40	47	48.7
Mathematics	47	43	44.6
Science	43	41	43.4
All Four Tests	17.2	18.1	22.6
Participation Rate	89.3	92.1	90.1

Results on the Second Generation test are not comparable to test results of previous years.




**Connecticut Academic Performance Test Index, Second Generation:** The index was designed to reflect not only the performance of students who reached the state goal, but also of students who performed at lower levels. A higher index indicates that more students performed at higher levels. The highest possible index is 100 (all students reached the goal), and the lowest possible index is 0 (all students scored at the lowest level).

Connecticut Academic Performance Test Index, Second Generation	District	ERG	State
Reading Across the Disciplines	68.6	70.3	70.9
Writing Across the Disciplines	70.9	74.6	74.8
Mathematics	73.5	71.1	70.3
Science	73.9	72.4	72.2

Results on the Second Generation test are not comparable to test results of previous years.

Scholastic Assessment Test	Class of 1996	Class of 2000		
	District	District	ERG	State
% of Graduates Tested	71.8	71.9	76.3	77.8
Mathematics: Average Score	482	505	493	503
Mathematics: % Scoring 600 or More	18.7	16.4	16.2	22.0
Verbal: Average Score	488	501	495	501
Verbal: % Scoring 600 or More	15.5	20.8	15.5	20.1

Dropout Rates	District	ERG	State
Cumulative Four-Year Rate for Class of 2000	19.4	11.8	12.2
1999-2000 Annual Rate for Grades 9 through 12	5.2	2.7	3.1
1995-1996 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	2000	152	68.8	77.8	78.5
	1995	155	77.5	76.7	75.4
Employed or in Military	2000	29	13.1	17.5	17.6
	1995	33	16.5	18.3	18.5
Unemployed	2000	0	0.0	0.9	0.7
	1995	11	5.5	1.7	1.6

## DISTRICT REVENUES/EXPENDITURES 1999-2000

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	\$24,495	\$5,044	\$5,309	\$5,046	\$5,305
Instructional Supplies and Equipment	\$740	\$152	\$245	\$270	\$247
Improvement of Instruction and Educational Media Services	\$2,091	\$431	\$339	\$254	\$331
Student Support Services	\$1,176	\$242	\$496	\$518	\$494
Administration and Support Services	\$3,200	\$659	\$899	\$820	\$906
Plant Operation and Maintenance	\$3,518	\$724	\$886	\$813	\$880
Transportation	\$1,922	\$376	\$400	\$386	\$402
Costs for Students Tuitioned Out	\$1,904	N/A	N/A	N/A	N/A
Other	\$412	\$85	\$107	\$109	\$105
<b>Total</b>	<b>\$39,458</b>	<b>\$7,906</b>	<b>\$8,891</b>	<b>\$8,405</b>	<b>\$8,863</b>
<b>Additional Expenditures</b>					
Land, Buildings, and Debt Service	\$4,684	\$965	\$989	\$597	\$1,016
Adult Education	\$91	\$351	N/A	\$654	\$727

**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	50.3	47.9	1.8	0.0
Without School Construction	51.1	46.9	2.0	0.0

**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	\$6,353	-1.2	\$6,851	4.0	\$7,340	4.5
Salaries and Benefits	\$5,114	0.7	\$5,671	4.3	\$6,013	4.4
Supplies	\$288	45.5	\$405	11.3	\$397	4.7
Equipment	\$74	-22.9	\$128	-5.2	\$129	-4.4
High School						
Total	\$7,924	16.9	\$8,018	-0.1	\$7,987	1.6
Salaries and Benefits	\$6,307	9.3	\$6,433	1.1	\$6,790	1.2
Supplies	\$374	21.0	\$486	-8.3	\$477	0.6
Equipment	\$86	41.0	\$191	-3.5	\$188	2.7

---

**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 budget process provides a capital allocation per student. Special adjustments are made to ensure that all schools have the resources they need to meet the needs of the student population.

In addition, Title 1 schools received additional funding through various grants: Title 1, Early Success, Family Resource Center, etc. Finally, specialist's time is concentrated where student needs are greater.

---

**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 the percent of students in grades 4, 6, and 8 from 1993-2000 who have met the CMT goal standards indicates:

- Steady improvements in grades 4, 6 and 8 math performance.
- Positive trend lines are also evident in reading although grade 8 declined slightly in 2000.
- The writing results in grade 4 increased by 10 points and grade 6 continues to demonstrate a positive trend. The results in grade 8 jumped 9 points, ending a declining trend.

The comparison of the percent of students in grades 10 from 1995-2000 who have met the CAPT goal standards indicates:

- Results improved in both Response to Literature and Editing; Torrington ranked first in Language Arts and third in Mathematics for ERG F.
- Goal percentage figures for Science and Interdisciplinary are being addressed through curricular revision in both content areas.

Strategic School Profiles may be viewed on the internet at <a href="http://www.csde.state.ct.us/public/der/datacentral">www.csde.state.ct.us/public/der/datacentral</a> . A more detailed, searchable SSP database, data tables, and additional CT education facts are also available at this site.
---

