

STRATEGIC SCHOOL PROFILE 1999-2000**TORRINGTON SCHOOL DISTRICT****THOMAS A JOKUBAITIS, 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 1999.

COMMUNITY DATA

County: Litchfield	Public School Enrollment as a Percent of Town Population: 13.9%
1998 Population: 34,688	Public School Enrollment as % of Total Student Population: 90.9%
1990-1998 Population Growth: 3.0%	Percent of Adults without a High School Diploma in 1990: 26.4%
1998 Per Capita Income: \$19,684	Adult Education Enrollment in 1998-99 School Year: 236
Number of Public Schools: 7	Number of Adults Receiving Diplomas in 1998-99 School Year: 48
Number of Nonpublic Schools: 3	Percent of Adults without a High School Diploma Enrolled in
Education Reference Group (ERG): F	Adult Education in 1998-99 School Year: 3.4%

DISTRICT NEED

Current and Past District Need	Year	District	ERG	State
% of Students Eligible for Free/Reduced-Priced Meals	1999-2000	21.2	17.9	23.6
% of K-12 Students with Non-English Home Language	1999-2000	4.2	3.9	12.3
	1998-1999	4.1	4.4	12.3
% of Elementary and Middle School Students who Attended the Same School the Previous Year	1999-2000	87.8	88.4	86.3
	1994-1995	85.2	N/A	85.0
% of Kindergarten Students who Attended Preschool, Nursery School, or Headstart	1999-2000	68.3	71.5	73.1
	1994-1995	68.9	N/A	66.8
% of Juniors and Seniors Working More Than 16 Hours Per Week	1999-2000	35.5	34.1	30.4
	1994-1995	27.8	N/A	29.2

STUDENT ENROLLMENT AND RACE/ETHNICITY

Enrollment		Race/Ethnicity		Number	Percent
Grade Range	PK-12	American Indian	24	0.5	
Total Enrollment	4,856	Asian American	120	2.5	
5-Year Enrollment Change	2.0%	Black	193	4.0	
Projected 2004 Enrollment		Hispanic	233	4.8	
Elementary	2,025	White	4,286	88.3	
Middle School	1,227	Total Minority 1999-2000	570	11.7	
High School	1,280	Total Minority 1994-1995	314	6.6	
Prekindergarten, Other	20				

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. For example, one school, with a rapidly increasing number of Hispanic families, sponsored a Celebration of Diversity evening that drew over 1,000 people.

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 levels was designed and funded for implementation in 2000-2001.
- All staff received diversity training.
- Parent/teacher focus groups were developed and met several times over the year to discuss multicultural issues.
- A town meeting was organized to bring important issues to the attention of the community and to begin to develop an action plan.
- Teachers volunteered to participate in after school Spanish lessons to better communicate with new, non-English speaking students.

DISTRICT RESOURCES

		Average Class Size		District	ERG	State
		1999-2000	1994-1995			
Staff Count (Full-Time Equivalent)	# of Certified Staff	Grade K	1999-2000	21.5	18.4	18.5
			1994-1995	20.9	N/A	19.6
	Teachers	Grade 2	1999-2000	19.0	19.4	19.8
	Administrators		1994-1995	22.5	N/A	20.7
	Library/Media Staff	Grade 5	1999-2000	23.5	21.4	21.8
	Other Professionals		1994-1995	23.1	N/A	21.9
	% Minority 1999-2000	Grade 7	1999-2000	21.5	22.2	21.9
	% Minority 1994-1995		1994-1995	16.8	N/A	21.7
	# Non-Certified Instructional	High School	1999-2000	19.4	20.5	20.0
			1994-1995	22.5	N/A	20.2

Professional Staff Experience and Training	District	ERG	State
Average Number of Years Experience in Connecticut	15.1	15.1	14.3
% with Master's Degree or Above	67.0	76.2	77.6
% Trained as Mentors, Assessors, or Cooperating Teachers*	22.5	24.5	30.7

*Not comparable to percent trained as mentors, assessors, or cooperating teachers reported on previous profiles.

DISTRICT RESOURCES, continued

Total Hours of Instruction Per Year*	District	ERG	State		District	ERG	State
				Students Per Teacher	15.1	14.6	14.3
				Students Per Academic Computer	3.9	4.7	5.0
Elementary	952	979	977	Teachers Per Administrator	13.1	13.2	13.6
Middle School	957	1,019	1,005				
High School	923	981	995				

*State law requires at least 900 hours for grades 1 through 12 and full-day kindergarten, and 450 hours for half-day kindergarten.

STUDENT PERFORMANCE

Physical Fitness	District	ERG	State
% Passing All 4 Tests	32.6	37.5	38.9

Connecticut Mastery Test, % 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 % Meeting State Goal	District Fall 1993	District Fall 1999	ERG Fall 1999	State Fall 1999
Grade 4 Reading	49	59	57	55.9
Writing	51	56	55	54.1
Mathematics	64	58	67	64.2
All Three Tests	N/A	34.1	34.0	34.5
Grade 6 Reading	57	69	70	66.4
Writing	36	58	64	59.7
Mathematics	50	58	57	55.3
All Three Tests	N/A	37.5	38.2	38.2
Grade 8 Reading	62	72	68	67.5
Writing	26	54	57	59.6
Mathematics	57	59	59	58.7
All Three Tests	N/A	40.2	38.9	41.5
Participation Rate	N/A	91.5	94.7	92.2

Connecticut Mastery Test Index: 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	District Fall 1993	District Fall 1999	ERG Fall 1999	State Fall 1999
Grade 4 Reading	64.2	68.9	69.8	67.0
Writing	68.9	73.1	73.8	72.8
Mathematics	80.8	76.9	82.9	79.5
Grade 6 Reading	68.7	78.9	79.4	74.9
Writing	56.4	73.9	79.3	76.0
Mathematics	72.2	77.9	78.2	74.7
Grade 8 Reading	73.6	79.9	77.9	76.3
Writing	51.9	72.6	74.4	75.2
Mathematics	77.1	80.6	78.6	76.6

STUDENT PERFORMANCE, continued

Connecticut Academic Performance Test, % 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.

Connecticut Academic Performance Test % Grade 10 Meeting State Goal	District Spring 1995	District Spring 2000	ERG Spring 2000	State Spring 2000
Language Arts	36	49	37	37.9
Mathematics	35	52	44	45.3
Science	29	32	35	37.3
Interdisciplinary	41	42	42	46.2
All Four Tests	11.1	11.2	11.7	15.4
Participation Rate*	N/A	93.8	93.5	90.5

*Not comparable to participation rates reported on previous profiles.

Connecticut Academic Performance Test Index: 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	District Spring 1995	District Spring 2000	ERG Spring 2000	State Spring 2000
Language Arts	69.1	72.8	66.6	66.6
Mathematics	66.4	77.2	72.7	71.0
Science	68.1	67.8	70.1	69.3
Interdisciplinary	70.3	72.6	72.4	73.5

Scholastic Assessment Test	Class of 1996		Class of 1999	
	District	District	ERG	State
% of Graduates Tested	71.8	65.5	77.4	77.6
Mathematics: Average Score	482	514	495	503
Mathematics: % Scoring 600 or More	18.7	23.1	17.1	21.9
Verbal: Average Score	488	518	502	504
Verbal: % Scoring 600 or More	15.5	25.6	18.2	21.1

Dropout Rates	District	ERG	State
Cumulative Four-Year Rate for Class of 1999	17.5	13.9	14.3
1998-99 Annual Rate for Grades 9 through 12	6.6	3.3	3.3
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	1999	170	71.4	78.4	78.3
	1994	139	66.9	N/A	74.5
Employed or in Military	1999	64	26.9	17.3	17.1
	1994	52	25.0	N/A	19.1
Unemployed	1999	0	0.0	1.1	0.9
	1994	6	2.9	N/A	1.9

DISTRICT REVENUES/EXPENDITURES 1998-99

All categories except for total and net current expenditures are unaudited. "Selected Regular Program Expenditures" excludes costs of special education and land, building, and debt service. "Net" expenditures excludes regular education transportation, tuition revenue, and debt service. 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).

Note: ERG and state figures will not be comparable to the district if the school district does not teach students at all grade levels (PK-12).

Expenditures	Total (in 1000s)	Expenditures Per Pupil		
		District	ERG PK-12	State PK-12
Total	\$41,740	\$8,402	\$8,650	\$9,312
Net	\$36,092	\$7,287	\$7,826	\$8,252
Instruction	\$24,126	\$4,989	\$5,127	\$5,355
Instructional Supplies	\$532	\$110	\$192	\$179
Instructional Equipment	\$114	\$23	\$67	\$68
Pupil Support Services	\$3,268	\$676	\$762	\$786
Improvement Instruc Serv: Supplies & Equip	\$441	\$91	\$73	\$58
Administration and Support Services	\$2,996	\$620	\$778	\$866
Administration	\$2,937	\$607	\$646	\$662
Instructional and Administrative Support Services	\$59	\$12	\$132	\$200
Plant Operation and Maintenance	\$3,439	\$711	\$818	\$841
Transportation	\$1,750	\$344	\$368	\$384
Food Service/Enterprise Operations	\$310	\$64	\$101	\$101
Costs for Students Tuitioned Out	\$1,700	N/A	N/A	N/A
Land, Buildings, and Debt Service	\$4,151	\$858	\$538	\$805
Adult Education	\$86	\$364	\$646	\$769

Revenue Sources, % from Source	Local Revenue	State Revenue	Federal Revenue	Tuition & Other
District Expenditures	48.5	49.9	1.5	0.1
Education Reference Group PK-12	62.4	34.4	2.0	1.2
State PK-12	61.7	34.6	2.7	0.9

Selected Regular Program Expenditures, Amount Per Pupil and Percent Change from Prior Year				
	District		ERG	State
	Per Pupil	% Change	Per Pupil	Per Pupil
Elementary and Middle				
Total	\$6,432	10.0	\$6,587	\$7,023
Salaries and Benefits	\$5,076	5.6	\$5,436	\$5,761
Supplies	\$198	-13.9	\$364	\$379
Equipment	\$96	9.1	\$135	\$135
High School				
Total	\$6,778	-0.3	\$8,025	\$7,864
Salaries and Benefits	\$5,770	0.6	\$6,365	\$6,707
Supplies	\$309	-1.9	\$530	\$474
Equipment	\$61	22.0	\$198	\$183

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 progress provides a capital allocation per student. Special adjustments are made to ensure 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, specialists 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 1993-1999 who have met the CMT goal standards indicates:

- Steady improvements in grade 6 and 8 math performance.
- Positive trend lines are also evident in reading.
- The writing results in grades 4 and 6 have remained fairly consistent. The results in grade 8 have been declining.

The comparison of the percent of students in grades 10 from 1995-1999 who have met the CAPT goal standards indicates:

- Results are improving in the Response to Literature.
- Editing scores are declining.
- Math and science results are fairly steady, but showing a positive trend.
- Interdisciplinary score jumped significantly in 1999 after several years of decline.

Strategic School Profiles for all Connecticut public schools may be viewed on the Connecticut State Department of Education website at www.state.ct.us/sde .
