

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2015–16



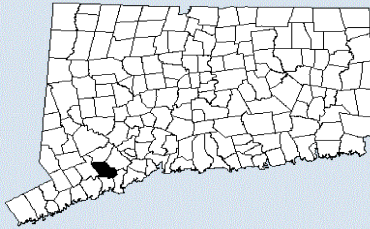
Trumbull School District

Dr. Gary Cialfi, Superintendent • 203-452-4301 • www.trumbullps.org/

District Information

Grade Range	PK-12
Number of Schools/Programs	13
Enrollment	6,687
Per Pupil Expenditures ¹	\$15,187
Total Expenditures ¹	\$102,893,480

¹Expenditure data reflect the 2014-15 year.



Community Information

[CERC Town Profiles](#) provide summary demographic and economic information for Connecticut's municipalities

Related Reports/Publications

[CT Reports \(CMT/CAPT\)](#)
[District and School Performance Reports](#)
[Special Education Annual Performance Reports](#)
[SAT®, AP®, PSAT® Report by High School \(Class of 2016\)](#)
 (2016® The College Board)

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Notes

Unless otherwise noted, all data are for 2015-16 and include all grades offered by the district.

In most tables, data are displayed only for the three major race/ethnicity categories. For additional race/ethnicity categories, please visit edsight.ct.gov.

State totals are not displayed as they are not comparable to district totals.

Special Education tables reflect only students for whom the district is fiscally responsible.

* When an asterisk is displayed, data have been suppressed to ensure student confidentiality.

N/A is displayed when a category is not applicable for a district or school.

Students

October 1, 2015 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	3,361	50.3	48.3
Male	3,326	49.7	51.6
American Indian or Alaska Native	*	*	0.2
Asian	559	8.4	4.9
Black or African American	324	4.8	12.8
Hispanic or Latino	612	9.2	23.0
Pacific Islander	*	*	0.0
Two or More Races	41	0.6	2.7
White	5,134	76.8	55.9
English Learners	133	2.0	6.4
Eligible for Free or Reduced-Price Meals	633	9.5	38.0
Students with Disabilities ¹	689	10.3	13.7

¹Students in this category are students with Individualized Education Programs (IEPs) only. This category does not include students with Section 504 Plans.

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ²		Suspension/Expulsion ³	
	Count	Rate (%)	Count	Rate (%)
Female	158	4.8	17	0.5
Male	159	4.9	64	1.9
Black or African American	*	*	13	4.0
Hispanic or Latino	39	6.6	7	1.1
White	241	4.8	58	1.1
English Learners	15	10.3	*	*
Eligible for Free or Reduced-Price Meals	72	12.2	19	2.7
Students with Disabilities	79	11.6	25	3.2
District	317	4.9	81	1.2
State		9.6		7.0

Number of students in 2014-15 qualified as truant under state statute: 8

Number of school-based arrests: Fewer than 6

²A student is chronically absent if he/she misses ten percent or greater of the total number of days enrolled in the school year for any reason. Pre-Kindergarten students are excluded from this calculation.

³The count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

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Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	406.7
Paraprofessional Instructional Assistants	44.6
Special Education	
Teachers and Instructors	69.8
Paraprofessional Instructional Assistants	141.4
Administrators, Coordinators and Department Chairs	
District Central Office	9.0
School Level	25.1
Library/Media	
Specialists (Certified)	10.0
Support Staff	2.0
Instructional Specialists Who Support Teachers	32.2
Counselors, Social Workers and School Psychologists	50.7
School Nurses	12.4
Other Staff Providing Non-Instructional Services/Support	330.1

¹In the full-time equivalent count, staff members working part-time in the school are counted as a fraction of full-time. For example, a teacher who works half-time in a school contributes 0.50 to the school's staff count.

Educators by Race/Ethnicity

	Count	District Percent of Total (%)	State Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	5	0.8	1.0
Black or African American	3	0.5	3.5
Hispanic or Latino	13	2.1	3.5
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	598	96.6	91.7

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
District	100.0
District Poverty Quartile: Low	
State High Poverty Quartile Schools	97.6
State Low Poverty Quartile Schools	99.6

²Core academic classes taught by teachers who are fully certified to teach in that subject area.

Classroom Teacher Attendance: 2014-15

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	9.0	9.4

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School³

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	16	80.0
Hispanic or Latino	23	56.1	35	92.1
White	240	57.3	407	91.1
English Learners	0	0.0	*	*
Eligible for Free or Reduced-Price Meals	28	65.1	30	88.2
Students with Disabilities	23	52.3	49	83.1
District	291	57.9	503	90.8
State		61.2		73.9

³College-and-Career-Readiness Courses include Advanced Placement®(AP), International Baccalaureate®(IB), Career and Technical Education(CTE), workplace experience and dual enrollment courses.

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers⁴

	Count	Rate (%)
Autism	46	50.0
Emotional Disturbance	28	62.2
Intellectual Disability	*	*
Learning Disability	194	86.6
Other Health Impairment	138	83.1
Other Disabilities	*	*
Speech/Language Impairment	48	96.0
District	473	73.9
State		68.8

⁴Ages 6-21

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Students with Disabilities by Primary Disability¹

	District	State
	Count	Rate (%)
Autism	99	1.5
Emotional Disturbance	45	0.7
Intellectual Disability	18	0.3
Learning Disability	224	3.5
Other Health Impairment	167	2.6
Other Disabilities	71	1.1
Speech/Language Impairment	55	0.9
All Disabilities	679	10.5

¹Grades K-12

Overall Expenditures:³ 2014-15

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	59,027,980	8,810	9,387
Instructional Supplies and Equipment	1,510,697	225	318
Improvement of Instruction and Educational Media Services	4,710,345	703	541
Student Support Services	8,074,542	1,205	1,048
Administration and Support Services	11,198,627	1,671	1,790
Plant Operation and Maintenance	8,111,415	1,211	1,608
Transportation	5,564,459	705	845
Costs of Students Tuitioned Out	3,476,752	N/A	N/A
Other	1,218,663	182	194
Total	102,893,480	15,187	15,762

Additional Expenditures

Land, Buildings, and Debt Service	7,542,235	1,126	1,524
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³Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Special Education Expenditures: 2014-15

	District	State
	Total (\$)	Percent of Total (%)
Certified Personnel	9,089,378	43.0
Noncertified Personnel	3,506,780	16.6
Purchased Services	534,232	2.5
Tuition to Other Schools	3,063,213	14.5
Special Ed. Transportation	1,805,628	8.5
Other Expenditures	3,135,474	14.8
Total Expenditures	21,134,705	100.0

Expenditures by Revenue Source:⁴

2014-15

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	91.3	91.1
State	5.2	5.1
Federal	1.9	2.0
Tuition & Other	1.6	1.7

⁴Revenue 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 Correction).

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Performance and Accountability

District Performance Index (DPI)

A District Performance Index (DPI) is the average performance of students in a subject area (i.e., ELA, Mathematics or Science) on the state summative assessments. The DPI ranges from 0-100. A DPI is reported for all students tested in a district and for students in each individual student group. Connecticut's ultimate target for a DPI is 75.

	English Language Arts(ELA)		Math		Science	
	Count	DPI	Count	DPI	Count	DPI
American Indian or Alaska Native	*	*	*	*	*	*
Asian	284	88.8	284	89.5	115	76.5
Black or African American	155	72.8	155	66.0	77	60.8
Hispanic or Latino	284	74.0	284	68.5	130	62.0
Native Hawaiian or Other Pacific Islander	*	*	*	*	0	N/A
Two or More Races	17	*	17	*	*	*
White	2695	80.4	2694	76.2	1169	69.6
English Learners	79	65.4	79	64.8	33	51.2
Non-English Learners	3366	80.6	3365	76.5	1471	69.4
Eligible for Free or Reduced-Price Meals	306	69.7	306	64.7	148	60.9
Not Eligible for Free or Reduced-Price Meals	3139	81.3	3138	77.3	1356	69.8
Students with Disabilities	424	60.8	424	56.1	183	51.0
Students without Disabilities	3021	83.0	3020	79.0	1321	71.5
High Needs	714	65.4	714	61.1	323	55.9
Non-High Needs	2731	84.1	2730	80.2	1181	72.5
District	3445	80.3	3444	76.2	1504	69.0

National Assessment of Educational Progress (NAEP): Percent At or Above Proficient¹

	NAEP 2015		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	43%	43%	50%
National Public	35%	33%	36%
MATH			
Grade 4			
Connecticut	41%	36%	32%
National Public	39%	32%	25%

¹NAEP is often called the "Nation's Report Card." It is sponsored by the U.S. Department of Education. This table compares Connecticut's performance to that of national public school students. Performance standards for state assessments and NAEP are set independently. Therefore, one should not expect performance results to be the same across Smarter Balanced and NAEP. Instead, NAEP results are meant to complement other state assessment data. To view student subgroup performance on NAEP, [click here](#).

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	86.6	82.7	88.3	86.0	1,927	85.8
Curl Up	83.3	83.8	87.9	97.7	1,927	88.3
Push Up	70.8	74.5	85.7	91.5	1,927	80.5
Mile Run/PACER	83.5	81.9	89.3	81.4	1,927	83.8
All Tests - District	59.3	53.6	72.6	69.2	1,927	63.3
All Tests - State	50.6	49.8	50.6	51.1		50.5

²The Connecticut Physical Fitness Assessment (CPFA) is administered to all students in Grades 4, 6, 8 and 10. The health-related fitness scores gathered through the CPFA should be used to educate and motivate children and their families to increase physical activity and develop lifetime fitness habits.

³Only students assessed in all four areas are included in this calculation.

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Cohort Graduation: Four-Year¹

	2014-15				2015-16
	Cohort Count ²	Rate (%)	Target ³ (%)	Target Achieved	Target ³ (%)
Black or African American	33	93.9	94.0	No	94.0
Hispanic or Latino	49	93.9	94.0	No	94.0
English Learners	*	*	.		.
Eligible for Free or Reduced-Price Meals	59	93.2	94.0	No	94.0
Students with Disabilities	47	83.0	92.4	No	92.6
District	534	98.1	94.0	Yes	94.0
State ⁴		87.2			

¹The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years. Statewide, district and school results for cohorts of 2010 through 2014 are [available online](#).

²Cohort count includes all students in the cohort as of the end of the 2014-15 school year.

³Targets are calculated when there are at least 20 students in a cohort in the base year (i.e., 2010-11).

⁴Targets are not displayed at the state level.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam⁵

	Participation ⁶	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	98.3	339	58.3
Male	97.1	291	61.1
Black or African American	*	*	*
Hispanic or Latino	98.7	24	30.4
White	97.5	533	61.5
English Learners	*	0	*
Eligible for Free or Reduced-Price Meals	98.7	23	29.9
Students with Disabilities	78.6	*	*
District	97.7	630	59.6
State	95.6		40.7

⁵College readiness exams and benchmark scores are as follows:

- SAT® - meets benchmark score on SAT, Revised SAT or Connecticut School Day SAT
- ACT® - meets benchmark score on 3 of 4 exams (benchmark score varies by subject)
- AP® - 3 or higher on any one AP® exam
- IB® - 4 or higher on any one IB® exam
- Smarter Balanced - Level 3 or higher on both ELA and math

⁶Participation Rate equals the number of test-takers in 11th and 12th grade divided by the number of students enrolled in those grades, as a percent.

Sources:

SAT® and AP® statistics derived from data provided by the College Board.

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ACT® statistics derived from data provided by ACT, Inc.

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IB® statistics derived from data provided by the International Baccalaureate Organization.

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College Entrance and Persistence

	Class of 2015	Class of 2014
	Entrance ⁷	Persistence ⁸
	Rate (%)	Rate (%)
Female	89.6	95.6
Male	81.8	91.1
Black or African American	87.5	88.9
Hispanic or Latino	87.0	86.7
White	84.1	94.2
English Learners	*	*
Eligible for Free or Reduced-Price Meals	86.2	92.5
Students with Disabilities	42.9	85.2
District	85.7	93.6
State	71.9	88.3

⁷College entrance refers to the percent of high school graduates from the year who enrolled in college any time during the first year after high school.

⁸College persistence refers to the percent of students who enrolled in college the first year after high school and returned for a second year (Freshman to Sophomore persistence).

Source: National Student Clearinghouse

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Next Generation Accountability Results

These statistics are the results from Connecticut's Next Generation Accountability System for districts and schools. This system is a broad set of 12 indicators that help tell the story of how well a school is preparing its students for success in college, careers and life. It moves beyond test scores and graduation rates and instead provides a more holistic, multifactor perspective of district and school performance and incorporates student growth over time.

Indicator		Index/Rate	Target	Points	Max	% Points	State Average
ELA Performance Index	All Students	80.3	75	50.0	50	100.0	67.7
	High Needs Students	65.4	75	43.6	50	87.2	56.7
Math Performance Index	All Students	76.2	75	50.0	50	100.0	61.4
	High Needs Students	61.1	75	40.7	50	81.4	49.9
Science Performance Index	All Students	69.0	75	46.0	50	91.9	57.5
	High Needs Students	55.9	75	37.3	50	74.6	47.0
ELA Academic Growth	All Students	86.5%	100%	86.5	100	86.5	63.8%
	High Needs Students	78.7%	100%	78.7	100	78.7	58.3%
Math Academic Growth	All Students	88.9%	100%	88.9	100	88.9	65.0%
	High Needs Students	76.1%	100%	76.1	100	76.1	57.4%
Chronic Absenteeism	All Students	4.9%	<=5%	50.0	50	100.0	9.6%
	High Needs Students	11.2%	<=5%	37.5	50	75.1	15.6%
Preparation for CCR	% Taking Courses	75.1%	75%	50.0	50	100.0	67.6%
	% Passing Exams	59.6%	75%	39.7	50	79.5	40.7%
On-track to High School Graduation		95.8%	94%	50.0	50	100.0	85.1%
4-year Graduation All Students (2015 Cohort)		98.1%	94%	100.0	100	100.0	87.2%
6-year Graduation - High Needs Students (2013 Cohort)		96.3%	94%	100.0	100	100.0	78.6%
Postsecondary Entrance (Class of 2015)		85.7%	75%	100.0	100	100.0	71.9%
Physical Fitness (estimated part rate) and (fitness rate)		92.9% 63.3%	75%	42.2	50	84.3	89.2% 50.5%
Arts Access		36.4%	60%	30.3	50	60.7	47.5%
Accountability Index				1197.6	1350	88.7	

Gap Indicators	Non-High Needs Rate ¹	High Needs Rate	Size of Gap	State Gap Mean + 1 Stdev ²	Is Gap an Outlier? ²
Achievement Gap Size Outlier?					N
ELA Performance Index Gap	75.0	65.4	9.6	16.5	
Math Performance Index Gap	75.0	61.1	13.9	18.9	
Science Performance Index Gap	72.5	55.9	16.6	17.2	
Graduation Rate Gap	94.0%	96.3%	-2.3%	15.3%	N

¹If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for graduation rate), the ultimate target is used for gap calculations.

²If the size of the gap exceeds the state mean gap plus one standard deviation, the gap is an outlier.

Subject/Subgroup		Participation Rate (%) ³
ELA	All Students	98.7
	High Needs Students	98.3
Math	All Students	98.7
	High Needs Students	98.3
Science	All Students	99.1
	High Needs Students	97.3

³Minimum participation standard is 95%.

Connecticut's State Identified Measurable Goal for Children with Disabilities (SIMR)

Increase the reading performance of all 3rd grade students with disabilities statewide, as measured by Connecticut's English Language Arts (ELA) Performance Index.

Grade 3 ELA Performance Index for Students with Disabilities:

District: 63.8

State: 51.4

Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement: comprehensive documentation and supports](#)

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Trumbull School District

Narratives

School District Improvement Plans and Parental Outreach Activities

Efforts to Reduce Racial, Ethnic and Economic Isolation

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Equitable Allocation of Resources among District Schools