

STRATEGIC SCHOOL PROFILE 2007-08**Trumbull School District**

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Location: 6254 Main Street
Trumbull,
Connecticut

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This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c) using data and narratives provided by the school district, testing services, or the US Census. Profiles and additional education data, including longitudinal data, are available on the internet at www.sde.ct.gov.

COMMUNITY DATA

County: Fairfield	Per Capita Income in 2000: \$34,931
Town Population in 2000: 34,243	Percent of Adults without a High School Diploma in 2000*: 10.9%
1990-2000 Population Growth: 7.0%	Percent of Adults Who Were Not Fluent in English in 2000*: 1.6%
Number of Public Schools: 9	District Enrollment as % of Estimated. Student Population: 90.0%

*To view the Adult Education Program Profiles online, go to www.sde.ct.gov and click on Adult Education, then Reports.

District Reference Group (DRG): B DRG is a classification of districts whose students' families are similar in education, income, occupation, and need, and that have roughly similar enrollment. The Connecticut State Board of Education approved DRG classification for purposes of reporting data other than student performance.

STUDENT ENROLLMENT

Enrollment on October 1, 2007 6,883
5-Year Enrollment Change 8.8%

DISTRICT GRADE RANGE

Grade Range PK-12

INDICATORS OF EDUCATIONAL NEED

Need Indicator	Number in District	Percent		
		District	DRG	State
Students Eligible for Free/Reduced-Price Meals	234	3.4	5.3	28.7
K-12 Students Who Are Not Fluent in English	92	1.4	2.2	5.4
Students Identified as Gifted and/or Talented*	105	1.5	6.2	4.0
PK-12 Students Receiving Special Education Services in District	619	9.0	10.3	11.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	390	93.8	91.3	79.2
Homeless	0	0.0	0.0	0.2
Juniors and Seniors Working 16 or More Hours Per Week	167	17.3	15.5	20.2

*29.5% of the identified gifted and/or talented students received services.

SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	7	0.1
Asian American	362	5.3
Black	279	4.1
Hispanic	387	5.6
White	5,848	85.0
Total Minority	1,035	15.0

Percent of Minority Professional Staff: 3.5%

Open Choice: 38 students attended this district as part of the Open Choice program. Open Choice brings students from urban areas to attend school in suburban or rural towns, and students from non-urban areas to attend city schools.

Non-English Home Language: 4.1% of this district's students (excluding prekindergarten students) come from homes where English is not the primary language. The number of non-English home languages is 39.

EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

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

While the minority student enrollment in Trumbull is approximately 16%, the schools have actively sought to provide resources and activities that allow students and staff to interact with members of minority communities. To increase and expand interactions with people of diverse backgrounds, the District has supported the following initiatives:

- An active district-wide Cultural Diversity committee, representing administrators, teachers and community members, works toward extending an environment where diversity is valued as a source of strength and vitality. The district-wide committee has expanded to include five building level cultural diversity committees, each sponsoring a variety of cultural events at the local level. Inter-district projects allow us to maintain lasting partnerships with surrounding districts.
 - A regional Agriscience and Biotechnology Center, located at Trumbull High School, has enrolled 187 students from eight communities. Twenty-nine percent of the students are minority students.
 - Twenty-seven Trumbull students participated in a regional program for the arts. Fifty-seven of our students enrolled in the marine science program at the regional Aquaculture Center in Bridgeport.
 - Approximately thirty-eight Project Choice students have become a part of our school system as welcome members of our elementary, middle school and high school communities.
 - Minority candidates for teaching positions are actively recruited from teacher-preparation institutions and through personal contact and recommendations, as well as ensuring these candidates are included in respective interviews. This area must continue to be a priority. Two minority candidates were hired in August 2007.
 - All curriculum guides include links and references to diverse cultures and backgrounds, and students and teachers share and celebrate the rich history, traditions and holidays of a wide range of the world's communities.
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STUDENT PERFORMANCE

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 Districts in State with Equal or Lower Percent Meeting Goal
Grade 3 Reading	70.8	52.0	81.0
Writing	80.7	63.4	82.8
Mathematics	87.2	60.0	96.9
Grade 4 Reading	80.5	55.9	91.8
Writing	83.1	62.9	86.2
Mathematics	86.0	60.3	93.7
Grade 5 Reading	81.2	62.2	81.5
Writing	84.4	64.5	87.7
Mathematics	88.5	65.9	92.0
Science	81	54.9	88.9
Grade 6 Reading	83.7	66.3	76.8
Writing	85.0	61.9	93.5
Mathematics	83.5	66.4	76.2
Grade 7 Reading	87.1	71.1	77.4
Writing	79.9	62.0	79.4
Mathematics	80.6	63.0	73.5
Grade 8 Reading	88.0	64.8	88.7
Writing	89.5	63.4	91.8
Mathematics	80.9	60.8	79.9
Science	78.1	58.6	72.3

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 school, 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. The following results reflect the performance of students with scoreable tests who were enrolled in the school at the time of testing, regardless of the length of time they were enrolled in the school. Results for fewer than 20 students are not presented.

CAPT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal
Reading Across the Disciplines	61.4	45.5	66.9
Writing Across the Disciplines	83.7	57.9	88.5
Mathematics	73.3	50.1	78.5
Science	68.5	46.3	75.4

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

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

Physical Fitness. The assessment includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

Physical Fitness: % of Students Reaching Health Standard on All Four Tests	District	State	% of Districts in State with Equal or Lower Percent Reaching Standard
	46.8	36.1	78.6

SAT® I: Reasoning Test Class of 2007		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		91.1	77.6	
Average Score	Mathematics	538	504	77.7
	Critical Reading	520	502	66.9
	Writing	526	503	74.6

SAT® I. The lowest possible score on each SAT® I subtest is 200; the highest possible score is 800.

Graduation and Dropout Rates	District	State	% of Districts in State with Equal or Less Desirable Rates
Graduation Rate, Class of 2007	99.6	92.6	93.8
Cumulative Four-Year Dropout Rate for Class of 2007	0.4	6.2	91.7
2006-07 Annual Dropout Rate for Grade 9 through 12	0.1	1.7	93.3

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	87.0	83.4
% Employed (Civilian Employment and in Armed Services)	3.1	12.3

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of District Staff	
General Education	
Teachers and Instructors	413.30
Paraprofessional Instructional Assistants	34.30
Special Education	
Teachers and Instructors	60.50
Paraprofessional Instructional Assistants	93.80
Library/Media Specialists and Assistants	12.50
Staff Devoted to Adult Education	0.45
Administrators, Coordinators, and Department Chairs	
District Central Office	5.00
School Level	29.15
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	10.00
Counselors, Social Workers, and School Psychologists	44.40
School Nurses	12.50
Other Staff Providing Non-Instructional Services and Support	334.65

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

Teachers and Instructors	District	DRG	State
Average Years of Experience in Education	12.9	13.6	13.6
% with Master's Degree or Above	83.7	82.7	75.6

Average Class Size	District	DRG	State
Grade K	17.3	18.3	18.1
Grade 2	19.9	19.8	19.3
Grade 5	22.9	22.3	20.9
Grade 7	21.5	21.2	20.5
High School	21.7	19.8	18.6

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	1,004	988	987
Middle School	1,032	1,022	1,017
High School	988	977	1,006

*State law requires that at least 900 hours of instruction be offered to students in grade 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

Students Per Academic Computer	Dist	DRG	State
Elementary School*	3.0	3.6	3.4
Middle School	3.2	2.7	2.7
High School	3.3	3.2	2.7

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2006-07

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	\$43,336	\$6,259	\$7,153	\$6,939	\$7,159
Instructional Supplies and Equipment	\$1,300	\$188	\$262	\$237	\$266
Improvement of Instruction and Educational Media Services	\$4,208	\$608	\$443	\$491	\$429
Student Support Services	\$5,406	\$781	\$764	\$803	\$761
Administration and Support Services	\$9,129	\$1,318	\$1,256	\$1,217	\$1,271
Plant Operation and Maintenance	\$8,515	\$1,230	\$1,329	\$1,365	\$1,322
Transportation	\$3,642	\$514	\$605	\$537	\$601
Costs for Students Tuitioned Out	\$2,207	N/A	N/A	N/A	N/A
Other	\$999	\$144	\$147	\$159	\$145
Total	\$78,741	\$11,268	\$12,203	\$11,984	\$12,151
Additional Expenditures					
Land, Buildings, and Debt Service	\$5,960	\$861	\$1,875	\$1,397	\$1,882

Special Education Expenditures	
Total Expenditures	\$14,216,350
Percent of Total PK-12 Expenditures Used for Special Education	18.1%

Revenue Sources, % of Expenditures 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
Including School Construction	89.4	6.2	2.2	2.1
Excluding School Construction	90.4	4.9	2.4	2.3

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.

In order to allocate resources to insure equity and address needs:

- Building administrators, with the assistance of staff members and the recommendations of District curriculum support personnel, develop budgets for their individual schools. All budgets fall within a reasonable parity range.
 - Per pupil allocations, geared to meet the needs of different school age populations, allow building administrators to prioritize and fund the purchase of instructional materials and supplies, print materials, media resources and related professional activities.
 - New text adoptions are district-wide decisions, funded through a central account that provides the new texts and supplementary resources for all students in all schools.
 - Board guidelines establish class size for specific grade levels. When projected class size violates guidelines, adjustments are made to meet the needs of the teacher and class. This may involve hiring additional full-time teachers, providing part-time teachers or placing trained paraprofessionals in the classroom.
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SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	608
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	9.2%

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	43	0.7	0.9	0.7
Learning Disability	206	3.1	3.5	4.0
Intellectual Disability	29	0.4	0.3	0.5
Emotional Disturbance	36	0.5	0.6	1.0
Speech Impairment	107	1.6	2.2	2.4
Other Health Impairment*	137	2.1	2.2	2.1
Other Disabilities**	50	0.8	0.6	0.9
Total	608	9.2	10.4	11.5

*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

Graduation and Dropout Rates of Students with Disabilities for Whom District is Financially Responsible	District	State
% Who Graduated in 2006-07 with a Standard Diploma	77.1	77.2
2006-07 Annual Dropout Rate for Students Aged 14 to 21	1.8	2.8

STATE ASSESSMENTS

Percent of Students with Disabilities 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. These results are for students attending district schools who participated in the standard assessment with or without accommodations for their disabilities. Results for fewer than 20 students are not presented.

- **Connecticut Mastery Test (CMT), Fourth Generation.** The CMT reading, writing and mathematics tests are administered to students in Grades 3 through 8, and the CMT science test to students in Grades 5 and 8.
- **Connecticut Academic Performance Test (CAPT), Third Generation.** The CAPT is administered to Grade 10 students.

State Assessment		Students with Disabilities		All Students	
		District	State	District	State
CMT	Reading	32.8	20.4	82.0	62.1
	Writing	34.8	19.3	83.8	63.0
	Mathematics	40.2	22.6	84.4	62.7
	Science	35.6	22.2	79.5	56.8
CAPT	Reading Across the Disciplines	3.4	11.4	61.4	45.5
	Writing Across the Disciplines	36.7	16.3	83.7	57.9
	Mathematics	22.6	14.7	73.3	50.1
	Science	25.8	14.4	68.5	46.3

For more detailed CMT or CAPT results, go to www.ctreports.com. To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on “No Child Left Behind.”

Participation in State Assessments of Students with Disabilities Attending District Schools		
CMT	% Without Accommodations	19.2
	% With Accommodations	80.8
CAPT	% Without Accommodations	17.1
	% With Accommodations	82.9
% Assessed Using Skills Checklist		9.4

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.

Federal law requires that students with disabilities be educated with their non-disabled peers as much as is appropriate. Placement in separate educational facilities tends to reduce the chances of students with disabilities interacting with non-disabled peers, and of receiving the same education.

K-12 Students with Disabilities Placed in Educational Settings Other Than This District’s Schools		
Placement	Count	Percent
Public Schools in Other Districts	4	0.7
Private Schools or Other Settings	39	6.4

Number and Percentage of K-12 Students with Disabilities for Whom District is Financially Responsible by the Percentage of Time They Spent with Their Non-Disabled Peers				
Time Spent with Non-Disabled Peers	Count of Students	Percent of Students		
		District	DRG	State
79.1 to 100 Percent of Time	441	72.5	75.0	71.6
40.1 to 79.0 Percent of Time	120	19.7	17.7	16.6
0.0 to 40.0 Percent of Time	47	7.7	7.3	11.8

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

The district spent significant time analyzing the new State SRBI model and developing a framework that meets the needs of Trumbull students. This involved attending State level conferences and meeting with staff from across the district.

Our primary focus in developing an SRBI framework was on Tier I reading instruction. This included the review and selection of a K-2 Word Study program and a K-8 Reading Record assessment system. A multi-year curriculum mapping initiative continued across grades 6-12, helping ensure all students receive consistent instruction aligned with specific learning objectives.

We reviewed our assessment schedule, identifying student academic information vital to planning instructional next steps. Assessments were categorized as universal screen, progress monitoring, diagnostic, or outcome measures within the SRBI framework. Based on these assessment points, we developed Tier II intervention paths for the 2008-09 school year. In addition, we reviewed and selected a K-2 Early Intervention program.

Currently, parents in grades K-5 receive Individualized Student Assessment Reports throughout the year. These reports include the description and purpose of the assessment, along with score benchmarks. Our student information database supports the sharing of assessment information via the Internet. We are designing a parent assessment handbook to be used with this online database for the 2008-09 school year.

Actions that directly impacted special education students are as follows:

- Increased services to students with Autism at the middle school level by developing and implementing a comprehensive program.
 - Added certified Special Education staff at the middle and elementary school levels to expand reading support as part of our evolving district-wide SRBI model.
 - Special Education and Regular Education staff participated in joint professional development in the areas of phonological awareness and decoding.
 - Middle and High school staff engaged in curriculum mapping with an emphasis on embedding literacy skills and differentiated learning tasks in a variety of content areas.
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