

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2013–14



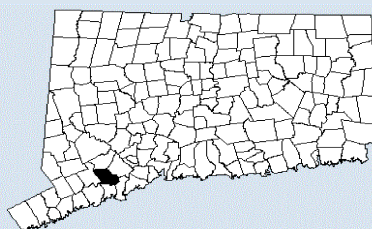
Trumbull School District

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

District Information

Grade Range	PK-12
Number of Schools	12
Enrollment	6,824
Per Pupil Expenditures ¹	\$14,138
Total Expenditures ¹	\$98,075,145

¹Expenditure data reflect the 2012-13 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 \(Class of 2014\)](#)
(2014® The College Board)

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Notes

Unless otherwise noted, all data are for 2013-14 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](#).

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, 2013 Enrollment

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	3,394	49.7	48.3
Male	3,430	50.3	51.6
American Indian	*	*	0.2
Asian	518	7.6	4.6
Black or African American	309	4.5	12.9
Hispanic or Latino	571	8.4	21.2
Pacific Islander	*	*	0.0
White	5,387	78.9	58.4
Two or More Races	24	0.4	2.3
English Language Learners	122	1.8	5.7
Eligible for Free or Reduced-Price Meals	509	7.5	37.3
Students with Disabilities ¹	618	9.1	12.8

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	65	2.0	12	0.3
Male	77	2.3	93	2.7
Black or African American	*	*	*	*
Hispanic or Latino	23	4.1	18	3.0
White	102	2.0	67	1.2
English Language Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	23	4.8	23	4.6
Students with Disabilities	33	5.3	26	3.5
District	142	2.2	105	1.5
State		10.8		7.4

Number of students in 2012-13 qualified as truant under state statute: 5

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.

District Profile and Performance Report for School Year 2013-14

Trumbull School District

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	412.9
Paraprofessional Instructional Assistants	36.6
Special Education	
Teachers and Instructors	68.1
Paraprofessional Instructional Assistants	118.2
Administrators, Coordinators and Department Chairs	
District Central Office	6.0
School Level	27.5
Library/Media	
Specialists (Certified)	9.0
Support Staff	0.0
Instructional Specialists Who Support Teachers	28.1
Counselors, Social Workers and School Psychologists	46.7
School Nurses	11.4
Other Staff Providing Non-Instructional Services/Support	323.6

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 (%)
Asian	6	1.0	1.0
Black or African American	3	0.5	3.5
Hispanic	13	2.1	3.6
Native American	0	0	0.1
White	593	96.4	91.7

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
District	99.9
District Poverty Quartile: Low	
State High Poverty Quartile Schools	97.8
State Low Poverty Quartile Schools	99.5

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

Classroom Teacher Attendance: 2012-13

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	8.0	9.3

Instruction and Resources

11th and 12th Graders Who Enrolled in at Least Two Advanced Placement[®] or International Baccalaureate[®] Courses during High School³

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	*	*
Hispanic or Latino	*	*	*	*
White	38	9.0	74	16.6
English Language Learners	0	0	0	0
Eligible for Free or Reduced-Price Meals	*	*	*	*
Students with Disabilities	0	0	0	0
District	50	9.4	92	16.7
State		14.2		26.8

³Effective 2014-15, this calculation will also include students who participate in dual enrollment courses and two or more courses within a career and technical education (CTE) concentration.

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

	Count	Rate (%)
Autism	41	47.1
Emotional Disturbance	14	50.0
Intellectual Disability	*	*
Learning Disability	156	80.4
Other Health Impairment	110	71.0
Other Disabilities	*	*
Speech/Language Impairment	38	88.4
District	373	65.9
State		69.2

⁴Ages 6-21

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	90	1.4	1.4
Emotional Disturbance	28	0.4	1.0
Intellectual Disability	24	0.4	0.4
Learning Disability	194	2.9	4.2
Other Health Impairment	156	2.4	2.5
Other Disabilities	61	0.9	1.0
Speech/Language Impairment	49	0.7	1.9
All Disabilities	602	9.2	12.4

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	7	1.1	2.8
Private Schools or Other Settings	39	6.4	8.1

²Grades K-12

Overall Expenditures:³ 2012-13

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	55,362,773	8,003	8,769
Instructional Supplies and Equipment	1,663,898	241	275
Improvement of Instruction and Educational Media Services	3,901,431	564	487
Student Support Services	7,378,183	1,067	965
Administration and Support Services	10,735,474	1,552	1,600
Plant Operation and Maintenance	9,089,554	1,314	1,472
Transportation	4,855,990	685	786
Costs of Students Tuitioned Out	4,014,101	N/A	N/A
Other	1,073,741	155	178
Total	98,075,145	14,138	14,642

Additional Expenditures

Land, Buildings, and Debt Service	19,090,291	2,760	1,434
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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: 2012-13

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	8,336,670	41.6	35.6
Noncertified Personnel	3,188,277	15.9	14.5
Purchased Services	555,082	2.8	5.0
Tuition to Other Schools	3,494,181	17.5	21.4
Special Ed. Transportation	1,871,295	9.3	8.5
Other Expenditures	2,573,346	12.9	14.9
Total Expenditures	20,018,851	100.0	100.0
PK-12 Expenditures Used for Special Education		20.4	21.9

Expenditures by Revenue Source:⁴ 2012-13

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	82.7	92.3
State	15.0	4.9
Federal	1.6	2.0
Tuition & Other	0.7	0.8

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).

District Profile and Performance Report for School Year 2013-14

Trumbull School District

Performance

District Performance Index (DPI)

A District Performance Index (DPI) for the Connecticut Mastery Test (CMT) and the Connecticut Academic Performance Test (CAPT) is the test performance of all subjects tested in the respective assessment for all students in the district. The DPI ranges in value from 0 to 100 points. Connecticut's ultimate target for a DPI is 88 because in a district with a DPI of 88 or above, students will have performed at or above the 'goal' level on the majority of tests. Detailed reports of CMT and CAPT assessment results are available at www.ctreports.com. School and District Performance Reports produced by the Connecticut State Department of Education (CSDE) are also available online.

CMT	DPI				2013-14				Note: If no data are displayed for 2013-14, the district implemented the Smarter Balanced Field Test.
	2009-10	2010-11	2011-12	2012-13	Count	DPI	Target	Achieved	
Black or African American	79.8	82.2	83.6	82.6	.	.	.	.
Hispanic or Latino	81.2	84.3	84.4	82.5	.	.	.	.
English Language Learners	67.0	69.8	85.5	84.1	.	.	.	.
Eligible for Free or Reduced-Price Meals	78.1	81.7	84.8	81.3	.	.	.	.
Students with Disabilities	65.4	65.0	65.3	62.6	.	.	.	.
High Needs	72.4	73.3	77.5	75.3	.	.	.	.
District	91.7	92.4	92.5	91.4	.	.	.	.

CAPT	DPI				2013-14				Note: If no data are displayed for 2013-14, the district implemented the Smarter Balanced Field Test.
	2009-10	2010-11	2011-12	2012-13	Count	DPI	Target	Achieved	
Black or African American	77.5	82.1	76.0	79.9	.	.	.	.
Hispanic or Latino	88.1	84.2	78.3	82.4	.	.	.	.
English Language Learners	.	.	.	.	.	.	.	.
Eligible for Free or Reduced-Price Meals	80.2	78.3	76.4	87.0	.	.	.	.
Students with Disabilities	60.2	55.9	47.1	47.4	.	.	.	.
High Needs	70.5	69.3	63.9	68.7	.	.	.	.
District	89.8	88.5	86.9	89.2	.	.	.	.

2013 National Assessment of Educational Progress (NAEP): Percent At or Above Proficient¹

READING	Grade 4	Grade 8	Grade 12
Connecticut	43%	45%	50%
National Public	34%	34%	36%
MATH	Grade 4	Grade 8	Grade 12
Connecticut	45%	37%	32%
National Public	41%	34%	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 CMT/CAPT and NAEP. Instead, NAEP results are meant to complement CMT/CAPT results.

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	87.3	89.4	86.8	89.6	1,943	88.2
Curl Up	89.8	84.0	90.3	95.1	1,943	89.9
Push Up	71.8	81.8	86.3	88.5	1,943	82.0
Mile Run/PACER	83.4	84.2	84.9	81.3	1,943	83.5
All Tests - District	58.3	61.9	66.9	70.7	1,943	64.4
All Tests - State	50.2	50.7	50.3	53.9		51.1

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

	2012-13				2013-14
	Cohort Count ²	Rate (%)	Target ³ (%)	Target Achieved	Target ³ (%)
Black or African American	28	96.4	94.0	Yes	94.0
Hispanic or Latino	49	91.8	94.0	No	94.0
English Language Learners	*	*	.		.
Eligible for Free or Reduced-Price Meals	71	93	94.0	No	94.0
Students with Disabilities	35	91.4	92.0	No	92.2
District	550	97.8	94.0	Yes	94.0
State ⁴		85.5			

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 2013 are [available online](#).

²Cohort count includes all students in the cohort as of the end of the 2012-13 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	88.3	309	55.6
Male	81.0	270	51.3
Black or African American	81.4	*	*
Hispanic or Latino	70.3	28	30.8
White	86.0	488	56.3
English Language Learners	*	*	*
Eligible for Free or Reduced-Price Meals	73.9	30	32.6
Students with Disabilities	26.7	*	*
District	84.8	579	53.5
State	72.9		37.6

⁵College readiness exams and benchmark scores are as follows:

- SAT® - composite score of 1550 or higher
- 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

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 2013	Class of 2012
	Entrance ⁷	Persistence ⁸
	Rate (%)	Rate (%)
Female	88.7	94.6
Male	80.4	95.1
Black or African American	73.3	92.9
Hispanic or Latino	77.8	100.0
White	85.8	95.3
English Language Learners	*	*
Eligible for Free or Reduced-Price Meals	69.9	97.1
Students with Disabilities	63.8	90.9
District	84.6	94.8
State	72.7	88.5

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

District Profile and Performance Report for School Year 2013-14

Trumbull School District

Narratives

The Trumbull Public Schools have actively sought to provide resources and activities that allow students and staff to interact with members of racially, ethnically, and economically diverse communities. To increase and expand these interactions, the District has supported the following initiatives:

- 1) 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 most 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.
- 2) Forty-two Trumbull students participated in a regional program for the arts, while 56 enrolled in the marine science program at the regional Aquaculture Center in Bridgeport. Both of these are partial day programs. Thirty-one attended the new Fairchild Wheeler Interdistrict Magnet High School in Bridgeport. CES Six-to-Six Interdistrict Magnet School attracted 44 Trumbull students, while the Interdistrict Discovery Magnet School welcomed 10.
- 3) Fifty-eight Project Choice students have been welcomed as members of our elementary, middle, and high school communities.
- 4) Many schools offer Multi-cultural evening events at their schools, often including food from diverse cultures, as well as multi-cultural storytellers during the school day. A few schools have instituted Cultural Diversity Clubs for their students. Individual schools have applied for, and won, grants which allow their students to engage in activities with students in Bridgeport schools.
- 5) 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.
- 6) Candidates from underrepresented populations are actively recruited for teaching positions 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.

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Trumbull School District

Equitable Allocation of Resources among District Schools

To allocate resources to ensure equity and address needs:

- 1) 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.
- 2) 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.
- 3) New textbook adoptions are BOE approved decisions, funded through a central account that provides the new texts and supplementary resources for all students in all schools.
- 4) Software and web-based technology subscriptions are provided through a central office ordering procedure.
- 5) The Board of Education 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 class.