

STRATEGIC SCHOOL PROFILE 2009-10**Trumbull School District**

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Trumbull,
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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

Town Population in 2000: 34,243

1990-2000 Population Growth: 7%

Number of Public Schools: 9

Per Capita Income in 2000: \$34,931

Percent of Adults without a High School Diploma in 2000*: 10.9%

Percent of Adults Who Were Not Fluent in English in 2000*: 1.6%

District Enrollment as % of Estimated. Student Population: 90.4%

*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, 2009 6,974
5-Year Enrollment Change 4.6%

DISTRICT GRADE RANGE

Grade Range K - 12

INDICATORS OF EDUCATIONAL NEED

Need Indicator	Number in District	Percent		
		District	DRG	State
Students Eligible for Free/Reduced-Price Meals	405	5.8	7.7	32.6
K-12 Students Who Are Not Fluent in English	112	1.7	2.1	5.4
Students Identified as Gifted and/or Talented*	129	1.8	6.5	4.1
PK-12 Students Receiving Special Education Services in District	613	8.8	10.1	11.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	445	93.7	90.7	80.5
Homeless	0	0.0	0.0	0.2
Juniors and Seniors Working 16 or More Hours Per Week	169	16.0	12.1	13.6

*0.0 % of the identified gifted and/or talented students received services.

SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	13	0.2
Asian American	423	6.1
Black	305	4.4
Hispanic	429	6.2
White	5,804	83.2
Total Minority	1,170	16.8

Percent of Minority Professional Staff: 3.1%

Open Choice:

42 student(s) 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:

4.7% 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 45.

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 17.5%, 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 196 students from eight communities. Thirty-one percent of the students are minority students.
- Forty-six Trumbull students participated in a regional program for the arts. Forty-seven of our students enrolled in the marine science program at the regional Aquaculture Center in Bridgeport.
- Approximately forty-two 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. One minority candidate was hired in 2009.
- 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.

STUDENT PERFORMANCE

Connecticut Mastery Test, Fourth Generation, % 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	72.9	57.0	70.6
Writing	69.8	58.3	63.8
Mathematics	86.1	62.4	94.5
Grade 4 Reading	79.1	59.9	82.4
Writing	81.1	63.6	81.3
Mathematics	89.4	67.0	89.9
Grade 5 Reading	84.8	61.8	89.7
Writing	85.9	68.2	81.3
Mathematics	94.1	72.4	97.0
Science	82.9	59.4	84.9
Grade 6 Reading	90.9	74.9	84.7
Writing	86.7	65.9	86.6
Mathematics	89.1	70.7	81.0
Grade 7 Reading	91.6	77.4	76.6
Writing	82.4	61.2	84.4
Mathematics	85.7	68.5	74.0
Grade 8 Reading	93.9	73.3	93.0
Writing	87.0	62.6	90.4
Mathematics	84.1	67.3	74.5
Science	81.9	62.8	77.1

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 scorable 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	69.5	45.9	83.3
Writing Across the Disciplines	84.0	59.6	88.7
Mathematics	74.8	48.7	86.4
Science	73.0	45.3	87.1

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
	65.4	50.7	83.2

SAT® I: Reasoning Test Class of 2009		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		78.7	68.5	
Average Score	Mathematics	529	508	62.8
	Critical Reading	518	503	56.6
	Writing	523	506	58.9

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 2009	98.6	91.3	89.2
2008-09 Annual Dropout Rate for Grade 9 through 12	0.2	3.0	94.1

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	94.7	84.5
% Employed (Civilian Employment and in Armed Services)	3.5	10.4

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of School Staff	
General Education	
Teachers and Instructors	414.45
Paraprofessional Instructional Assistants	26.01
Special Education	
Teachers and Instructors	63.00
Paraprofessional Instructional Assistants	110.70
Library/Media Specialists and/or Assistants	13.00
Staff Devoted to Adult Education	0.45
Administrators, Coordinators, and Department Chairs	
District Central Office	5.00
School Level	27.45
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	11.00
Counselors, Social Workers, and School Psychologists	45.60
School Nurses	12.50
Other Staff Providing Non-Instructional Services and Support	341.15

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	12.0	14.2	13.8
% with Master's Degree or Above	86.6	84.7	77.8

Average Class Size	District	DRG	State
Grade K	17.3	18.4	18.5
Grade 2	18.6	19.6	19.7
Grade 5	21.5	21.8	21.1
Grade 7	23.3	21.7	20.8
High School	22.4	20.1	19.6

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	1,004	990	992
Middle School	1,025	1,023	1,018
High School	988	981	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*	2.8	3.3	3.2
Middle School	2.5	2.5	2.5
High School	2.8	2.6	2.3

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2008-09

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	\$47,140	\$6,799	\$7,819	\$7,576	\$7,829
Instructional Supplies and Equipment	\$1,416	\$204	\$274	\$268	\$279
Improvement of Instruction and Educational Media Services	\$3,909	\$564	\$474	\$503	\$459
Student Support Services	\$6,668	\$962	\$863	\$912	\$859
Administration and Support Services	\$9,764	\$1,408	\$1,405	\$1,364	\$1,426
Plant Operation and Maintenance	\$9,083	\$1,310	\$1,469	\$1,412	\$1,462
Transportation	\$4,597	\$640	\$701	\$617	\$694
Costs for Students Tuitioned Out	\$3,331	N/A	N/A	N/A	N/A
Other	\$715	\$103	\$163	\$159	\$162
Total	\$86,625	\$12,487	\$13,458	\$13,145	\$13,386
Additional Expenditures					
Land, Buildings, and Debt Service	\$6,280	\$906	\$1,864	\$1,228	\$1,825

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$16,788,111	19.4	19.8	20.7

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	89.5	6.7	2.0	1.8
Excluding School Construction	90.7	5.3	2.1	1.9

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 ensure 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.

SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	609
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	9.1%

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	72	1.1	1.1	1.0
Learning Disability	213	3.2	3.4	3.9
Intellectual Disability	32	0.5	0.3	0.5
Emotional Disturbance	37	0.6	0.5	1.0
Speech Impairment	52	0.8	2.0	2.2
Other Health Impairment*	153	2.3	2.1	2.1
Other Disabilities**	50	0.7	0.7	0.9
Total	609	9.1	10.1	11.6

*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 2008-09 with a Standard Diploma	93.9	81.0
2008-09 Annual Dropout Rate for Students Aged 14 to 21	0.0	4.1

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	45.1	31.6	85.7	67.5
	Writing	29.3	19.6	82.2	63.3
	Mathematics	54.3	32.9	88.1	68.1
	Science	37.5	23.7	82.4	61.1
CAPT	Reading Across the Disciplines	15.4	13.8	69.5	45.9
	Writing Across the Disciplines	18.2	16.8	84.0	59.6
	Mathematics	28.6	16.7	74.8	48.7
	Science	15.6	13.0	73.0	45.3

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	17.2
	% With Accommodations	82.8
CAPT	% Without Accommodations	8.3
	% With Accommodations	91.7
% Assessed Using Skills Checklist		14.7

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	65	10.7

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	459	75.4	77.2	73.4
40.1 to 79.0 Percent of Time	98	16.1	15.8	15.3
0.0 to 40.0 Percent of Time	52	8.5	7.0	11.3

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

The district utilized the State SRBI Framework to focus improvement plans and activities. All district staff received professional development on the definition and use of SRBI so they could begin to understand how it would function in their content area. While all three tiers of the framework are important, emphasis was placed on Tier I. By providing a strong Tier I core curriculum, we maximize all students' opportunities for academic success. Tier I • Foundations phonics/word study program was implemented in Grades K-2. The Fountas and Pinnell Benchmark Assessment system was implemented in Grades K-8 as a consistent approach to administering and analyzing reading records. • A K-12 student assessment database was created to track the longitudinal progress of all students. • Monthly subject-based District Articulation Committee (DAC) meetings focused on curriculum, instruction and assessment in transition grades 5-6 and 8-9. This allowed for improvements in our curriculum alignment and consistent use of instructional best practices. • The district conducted a K-12 mathematics Tri-State visit to receive feedback on areas of strength and needs for growth. • Professional learning activities will continue to support staff efforts to grow, to explore, to innovate and to use their skills to enhance student learning. Tier II/Tier III • The Leveled Literacy intervention (LLI) program was implemented to serve the needs of struggling readers in Grades 1-3. • The Wilson Reading Program continues intervention efforts for struggling readers in Grades 3-8. • Trumbull High School continues the use of the Read 180 lab for computer-based instruction focused on specific reading skills. • The district's K-5 Math Program Leader analyzed universal screen, diagnostic, and progress monitoring assessments for future use by classroom teachers and elementary math specialists. • Trumbull High School students utilized PLATO Learning computer programs to access online assessments and tutorials in mathematics, science, reading and writing.
