

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2014–15



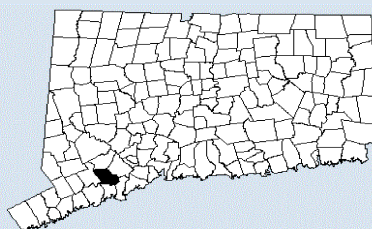
Trumbull School District

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

District Information

Grade Range	PK-12
Number of Schools/Programs	13
Enrollment	6,716
Per Pupil Expenditures ¹	\$14,688
Total Expenditures ¹	\$100,859,802

¹Expenditure data reflect the 2013-14 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 \(Class of 2015\)](#)
 (2015® The College Board)

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Notes

Unless otherwise noted, all data are for 2014-15 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 \(EdSight.ct.gov\)](http://EdSight.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, 2014 Enrollment

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	3,347	49.8	48.3
Male	3,369	50.2	51.6
American Indian or Alaska Native	*	*	0.2
Asian	519	7.7	4.7
Black or African American	304	4.5	12.9
Hispanic or Latino	591	8.8	22.1
Pacific Islander	*	*	0.0
Two or More Races	27	0.4	2.5
White	5,257	78.3	57.2
English Language Learners	130	1.9	6.3
Eligible for Free or Reduced-Price Meals	617	9.2	37.6
Students with Disabilities ¹	658	9.8	13.3

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	119 3.7	16 0.4
Male	106 3.2	78 2.2
Black or African American	* *	10 3.1
Hispanic or Latino	19 3.4	11 1.8
White	174 3.4	68 1.2
English Language Learners	10 9.3	* *
Eligible for Free or Reduced-Price Meals	56 9.3	21 3.4
Students with Disabilities	48 7.6	32 4.1
District	225 3.4	94 1.3
State	10.6	7.2

Number of students in 2013-14 qualified as truant under state statute: 10

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	406.3
Paraprofessional Instructional Assistants	36.5
Special Education	
Teachers and Instructors	69.3
Paraprofessional Instructional Assistants	141.3
Administrators, Coordinators and Department Chairs	
District Central Office	9.0
School Level	24.7
Library/Media	
Specialists (Certified)	10.0
Support Staff	2.0
Instructional Specialists Who Support Teachers	31.5
Counselors, Social Workers and School Psychologists	47.7
School Nurses	12.4
Other Staff Providing Non-Instructional Services/Support	327.4

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	6	1.0	1.0
Black or African American	4	0.7	3.5
Hispanic or Latino	13	2.1	3.5
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.0
White	590	96.3	91.8

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
District	99.8
District Poverty Quartile: Low	
State High Poverty Quartile Schools	97.9
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: 2013-14

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	7.9	9.2

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	24	80.0
Hispanic or Latino	35	94.6	39	81.3
White	390	90.1	388	90.9
English Language Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	42	93.3	34	82.9
Students with Disabilities	33	73.3	20	71.4
District	484	90.1	485	89.3
State		58.4		73.8

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	41	45.1
Emotional Disturbance	20	50.0
Intellectual Disability	*	*
Learning Disability	164	78.8
Other Health Impairment	122	74.4
Other Disabilities	*	*
Speech/Language Impairment	41	87.2
District	405	66.0
State		69.7

⁴Ages 6-21

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	95	1.5	1.5
Emotional Disturbance	40	0.6	1.0
Intellectual Disability	23	0.4	0.5
Learning Disability	208	3.2	4.4
Other Health Impairment	165	2.5	2.6
Other Disabilities	53	0.8	1.0
Speech/Language Impairment	51	0.8	1.9
All Disabilities	635	9.8	13.0

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	37	5.8	8.1
Private Schools or Other Settings	20	3.1	5.4

²Grades K-12

Overall Expenditures:³ 2013-14

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	57,252,834	8,408	9,134
Instructional Supplies and Equipment	1,174,876	173	334
Improvement of Instruction and Educational Media Services	4,327,895	636	498
Student Support Services	8,310,242	1,220	1,001
Administration and Support Services	11,388,692	1,673	1,694
Plant Operation and Maintenance	9,201,271	1,351	1,572
Transportation	5,175,951	702	813
Costs of Students Tuitioned Out	3,604,248	N/A	N/A
Other	423,793	62	186
Total	100,859,802	14,688	15,289

Additional Expenditures

Land, Buildings, and Debt Service	8,756,123	1,286	1,272
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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: 2013-14

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	8,495,855	42.2	35.1
Noncertified Personnel	3,427,358	17.0	14.2
Purchased Services	347,438	1.7	5.2
Tuition to Other Schools	3,105,576	15.4	22.0
Special Ed. Transportation	2,077,830	10.3	8.6
Other Expenditures	2,674,909	13.3	14.9
Total Expenditures	20,128,966	100.0	100.0

Expenditures by Revenue Source:⁴ 2013-14

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	90.6	91.2
State	5.9	5.1
Federal	1.8	1.9
Tuition & Other	1.7	1.8

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).

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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	265	85.8	271	82.7	117	70.8
Black or African American	139	68.2	143	59.3	68	55.0
Hispanic or Latino	241	68.6	237	61.9	130	60.6
Native Hawaiian or Other Pacific Islander	*	*	*	*	N/A	N/A
Two or More Races	11	*	11	*	*	*
White	2490	75.9	2478	69.8	1262	68.0
English Language Learners	75	61.9	75	59.4	25	47.4
Non-English Language Learners	3081	76.2	3075	70.2	1557	67.4
Eligible for Free or Reduced-Price Meals	318	66.4	317	59.2	149	55.9
Not Eligible for Free or Reduced-Price Meals	2838	76.9	2833	71.1	1433	68.2
Students with Disabilities	377	55.8	375	50.9	197	49.2
Students without Disabilities	2779	78.6	2775	72.5	1385	69.6
High Needs	674	61.7	670	56.1	321	52.8
Non-High Needs	2482	79.7	2480	73.6	1261	70.7
District	3156	75.8	3150	69.9	1582	67.1

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			
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	90.4	82.2	93.0	85.3	1,910	87.7
Curl Up	90.4	79.1	86.2	95.1	1,910	87.3
Push Up	78.1	81.8	89.6	93.0	1,910	85.4
Mile Run/PACER	81.3	81.8	85.8	81.8	1,910	82.7
All Tests - District	63.1	58.6	72.9	67.8	1,910	65.5
All Tests - State	50.8	51.0	50.3	51.9		51.0

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

	2013-14				2014-15
	Cohort Count ²	Rate (%)	Target ³ (%)	Target Achieved	Target ³ (%)
Black or African American	31	100.0	94.0	Yes	94.0
Hispanic or Latino	48	89.6	94.0	No	94.0
English Language Learners	*	*	.		.
Eligible for Free or Reduced-Price Meals	70	90.0	94.0	No	94.0
Students with Disabilities	55	76.4	92.2	No	92.4
District	555	96.0	94.0	Yes	94.0
State ⁴		87.0			

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 2013-14 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	80.8	314	54.3
Male	75.9	248	49.4
Black or African American	72.0	16	32.0
Hispanic or Latino	57.6	27	31.8
White	79.7	452	52.6
English Language Learners	*	*	*
Eligible for Free or Reduced-Price Meals	54.7	23	26.7
Students with Disabilities	24.0	*	*
District	78.5	562	52.0
State	67.2		37.3

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
- 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 2014	Class of 2013
	Entrance ⁷	Persistence ⁸
	Rate (%)	Rate (%)
Female	89.7	95.5
Male	84.0	89.9
Black or African American	84.4	85.0
Hispanic or Latino	68.9	88.2
White	88.7	93.6
English Language Learners	*	*
Eligible for Free or Reduced-Price Meals	78.9	87.1
Students with Disabilities	70.6	86.5
District	87.0	92.9
State	72.6	88.8

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 first 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	75.8	75	100.0	100	100.0	67.9
	High Needs Students	61.7	75	82.2	100	82.2	56.7
Math Performance Index	All Students	69.9	75	93.2	100	93.2	59.3
	High Needs Students	56.1	75	74.8	100	74.8	47.8
Science Performance Index	All Students	67.1	75	89.4	100	89.4	56.5
	High Needs Students	52.8	75	70.4	100	70.4	45.9
Chronic Absenteeism	All Students	3.4%	<=5%	50.0	50	100.0	10.6%
	High Needs Students	8.0%	<=5%	44.1	50	88.1	17.3%
Preparation for CCR	% Taking Courses	89.7%	75%	50.0	50	100.0	66.1%
	% Passing Exams	52.0%	75%	34.7	50	69.4	37.3%
On-track to High School Graduation		97.7%	94%	50.0	50	100.0	85.6%
4-year Graduation All Students (2014 Cohort)		96.0%	94%	100.0	100	100.0	87.0%
6-year Graduation - High Needs Students (2012 Cohort)		91.8%	94%	97.6	100	97.6	77.6%
Postsecondary Entrance (Class of 2014)		86.8%	75%	100.0	100	100.0	72.8%
Physical Fitness (estimated part rate) and (fitness rate)		91.9% 65.5%	75%	43.7	50	87.3	87.6% 51.0%
Arts Access		33.4%	60%	27.9	50	55.7	45.7%
Accountability Index				1108.0	1250	88.6	

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?					Y
ELA Performance Index Gap	75.0	61.7	13.3	17.3	
Math Performance Index Gap	73.6	56.1	17.5	19.6	
Science Performance Index Gap	70.7	52.8	17.9	17.2	
Graduation Rate Gap	94.0%	91.8%	2.2%	15.2%	N

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

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

Subject/Subgroup		Participation Rate (%)
ELA	All Students	89.0
	High Needs Students	89.0
Math	All Students	88.9
	High Needs Students	88.6
Science	All Students	99.8
	High Needs Students	99.4

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: 63.2 State: 50.1

Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

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

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Narratives

School District Improvement Plans and Parental Outreach Activities

Tier I efforts in the Trumbull Public Schools have been deliberately designed to maximize strong teaching and learning for all learners, including students with disabilities and English Learners.

To support all learners at the K-5 level, district professional development in 2014-15 began a multi-year initiative focused on writing across all subject areas, beginning with the organization of all classroom teachers and specialists into ongoing communities of practice to begin sharing and developing best practices related to writing and to prepare for consultant professional development offered by the Connecticut Writing Project. Work in the mathematics and science areas K-5 continued the development of curriculum, instruction, and assessment related to the Connecticut Core Standards. At the 6-12 level, the district has continued its efforts to enhance curriculum, instruction, and assessment for all student learners, including focused department-based professional development to make teaching and learning improvements based on identified needs.

Tier II and Tier III interventions are supported most directly by each school's Early Intervention Team, led by a school-based Early Intervention Team Chair who participates on a district-wide team that meets regularly to discuss successes, identify targeted goals, and plan future improvements. Assured supports include Leveled Literacy Instruction, the Wilson Reading Program, iReady, Read 180, and PLATO Learning. Truancy is addressed and prevented in a variety of targeted ways focused on each student's academic, emotional, and social portrait.

The district's parent and community outreach activities continue to be extensive and varied. Besides each school's Back to School Night each fall, each school's Parent-Teacher-Student Association brings together all constituencies toward program improvements. Each school's PTSA President meets weekly with the Superintendent and other Central Office personnel to discuss particular focus areas, and regular meetings of the district-wide PTSA Council throughout the year, open to the public, highlight particular elements of the K-12 program. Active parents' clubs at many schools supplement the PTSA Council through social and academic activities to engage all parents, including in the afternoons and evenings and on weekends.

School principals engage parents and the community in various ways, including ongoing speakers related to a range of curricular advancements, afternoon and evening workshops hosted by building-based consultants and specialists, regular electronic communication with parents, and public relations outreach for elective education.

At the 6-12 level, support for parent and community involvement is led by building-based administrators and members of the guidance and counseling staff. Several workshops attract significant community involvement, including eighth- to ninth-grade transition planning and college readiness workshops; parents are surveyed regarding the extent to which the workshops meet their needs, and adjustments continue to be made as warranted.

The Superintendent's annual College and Career Readiness Forum continues to bring together a standing-room-only crowd of parents, community members, and alumni focused on discussion of the habits of mind most important to build in our district for future success for all.

Efforts to Reduce Racial, Ethnic and Economic Isolation

The Trumbull Public Schools continue to actively seek 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 those interactions, the District has supported the following initiatives:

An active district-wide Cultural Diversity Committee, representing administrators, teachers, and community members, continues to work toward extending an environment where diversity is valued as a source of strength and vitality. School-based diversity committees also sponsor various cultural events at the local level, including inter-district projects that allow the district to maintain lasting partnerships with surrounding districts. A particularly impactful program has been Trumbull High School's Truth About Hate assembly, providing education and sharing about cultural diversity using the pyramid of hate as a model, and supported by peer leadership within the school community.

Forty-three Trumbull students participated in a regional program for the arts, while seventy-eight enrolled in the marine science program at the regional Aquaculture Center in Bridgeport. Both of these are partial-day programs. Nineteen students attended the Fairchild Wheeler Interdistrict Magnet High School in Bridgeport. CES Six-to-Six Interdistrict Magnet School attracted twenty-nine Trumbull students, while the Interdistrict Discovery Magnet School welcomed six.

Fifty-five Project Choice students have been welcomed as members of our elementary, middle, and high school communities.

Curriculum guides K-12 include links to diverse cultures and backgrounds, supporting both students and teachers to share and celebrate the rich history, traditions, and holidays of a wide range of the world's communities.

In accordance with the District's affirmative action policy, candidates from underrepresented populations are actively recruited for teaching positions from teacher-preparation institutions and through personal contact and recommendations.

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Equitable Allocation of Resources among District Schools

To allocate district resources to ensure that student needs are addressed and that each school receives an equitable share, the Trumbull Public Schools support a budget process that begins with each building-based administrator developing a proposed budget for his or her individual school. Per pupil allocations, supporting the differential needs of varied school age populations, are determined by central-office administrators, and allow building-based administrators to prioritize and fund the purchase of instructional materials and supplies, print materials, media resources, and related professional activities. New textbook adoptions are linked to approval of the district's Board of Education, and funded through a central account providing new texts and supplementary resources to all students in all schools. Software and web-based technology subscriptions are also funded through the central office to ensure parity across schools. Finally, Board of Education guidelines delineate class size for specific grade levels. When projected class size exceeds guidelines, adjustments are made that may include hiring additional full- or part-time teachers, and/or additional paraprofessionals.