

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2017–18



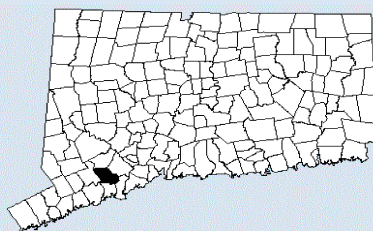
Trumbull School District

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

District Information

Grade Range	PK-12
Number of Schools/Programs	13
Enrollment	6,740
Per Pupil Expenditures ¹	\$16,156
Total Expenditures ¹	\$108,598,675

¹Expenditure data reflect the 2016-17 year.



Community Information

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

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Notes

Unless otherwise noted, all data are for 2017-18 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, 2017 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	3,305	49.0	48.4
Male	3,435	51.0	51.6
American Indian or Alaska Native	*	*	0.3
Asian	616	9.1	5.1
Black or African American	351	5.2	12.8
Hispanic or Latino	781	11.6	24.8
Pacific Islander	*	*	0.1
Two or More Races	93	1.4	3.3
White	4,883	72.4	53.6
English Learners	142	2.1	7.2
Eligible for Free or Reduced-Price Meals	670	9.9	36.7
Students with Disabilities ¹	796	11.8	14.8

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	138	4.3	25	0.7
Male	145	4.4	97	2.8
Black or African American	*	*	*	*
Hispanic or Latino	37	4.9	15	1.9
White	205	4.3	89	1.8
English Learners	12	8.1	0	0.0
Eligible for Free or Reduced-Price Meals	91	8.9	42	3.9
Students with Disabilities	76	10.3	35	3.9
District	283	4.3	122	1.8
State		10.7		6.8

Number of students in 2016-17 qualified as truant under state statute: 246

Number of school-based arrests: 12

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	410.3
Paraprofessional Instructional Assistants	64.6
Special Education	
Teachers and Instructors	70.8
Paraprofessional Instructional Assistants	148.3
Administrators, Coordinators and Department Chairs	
District Central Office	11.2
School Level	22.9
Library/Media	
Specialists (Certified)	9.0
Support Staff	3.0
Instructional Specialists Who Support Teachers	34.9
Counselors, Social Workers and School Psychologists	50.6
School Nurses	12.5
Other Staff Providing Non-Instructional Services/Support	328.1

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	6	1.0	1.1
Black or African American	4	0.6	3.7
Hispanic or Latino	15	2.4	3.7
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	598	96.0	91.0

Classroom Teacher Attendance: 2016-17

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	11.1	10.5

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School²

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	23	88.5	30	93.8
Hispanic or Latino	47	92.2	52	88.1
White	381	92.9	420	94.6
English Learners	0	0.0	*	*
Eligible for Free or Reduced-Price Meals	72	84.7	87	89.7
Students with Disabilities	42	75.0	55	82.1
District	495	92.7	545	94.1
State		69.3		80.1

²College-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 Peers³

	Count	Rate (%)
Autism	55	49.5
Emotional Disturbance	28	58.3
Intellectual Disability	*	*
Learning Disability	200	84.7
Other Health Impairment	171	84.2
Other Disabilities	*	*
Speech/Language Impairment	66	97.1
District	538	73.6
State		68.6

³Ages 6-21

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	114	1.8	1.8
Emotional Disturbance	48	0.7	1.1
Intellectual Disability	17	0.3	0.5
Learning Disability	236	3.7	5.2
Other Health Impairment	204	3.2	3.1
Other Disabilities	75	1.2	1.1
Speech/Language Impairment	73	1.1	1.8
All Disabilities	767	11.9	14.5

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	40	5.2	8.3
Private Schools or Other Settings	33	4.3	5.2

²Grades K-12

Overall Expenditures:³ 2016-17

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	62,519,662	9,380	9,847
Instructional Supplies and Equipment	1,273,249	191	287
Improvement of Instruction and Educational Media Services	5,335,312	800	589
Student Support Services	8,445,585	1,267	1,120
Administration and Support Services	12,345,100	1,852	1,905
Plant Operation and Maintenance	8,268,196	1,241	1,648
Transportation	5,353,474	765	904
Costs of Students Tuitioned Out	3,678,239	N/A	N/A
Other	1,379,858	207	208
Total	108,598,675	16,156	16,535

Additional Expenditures

Land, Buildings, and Debt Service	6,857,645	1,029	1,393
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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: 2016-17

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	9,712,142	42.5	33.8
Noncertified Personnel	3,956,452	17.3	14.5
Purchased Services	757,058	3.3	5.5
Tuition to Other Schools	3,322,759	14.5	23.4
Special Ed. Transportation	1,959,367	8.6	8.7
Other Expenditures	3,161,146	13.8	14.1
Total Expenditures	22,868,924	100.0	100.0

Expenditures by Revenue Source:⁴ 2016-17

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	90.4	90.5
State	5.2	4.9
Federal	2.1	2.3
Tuition & Other	2.3	2.4

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.

The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

	English Language Arts(ELA)		Math	
	Count	DPI	Count	DPI
American Indian or Alaska Native	8	*	8	*
Asian	329	87.2	329	89.0
Black or African American	171	75.2	171	69.7
Hispanic or Latino	377	73.6	377	68.8
Native Hawaiian or Other Pacific Islander	*	*	*	*
Two or More Races	46	89.2	46	83.3
White	2569	80.5	2568	77.1
English Learners	165	72.7	165	71.4
Non-English Learners	3338	80.6	3337	77.4
Eligible for Free or Reduced-Price Meals	528	71.5	527	68.1
Not Eligible for Free or Reduced-Price Meals	2975	81.8	2975	78.7
Students with Disabilities	407	57.9	408	53.4
Students without Disabilities	3096	83.2	3094	80.2
High Needs	918	67.8	918	64.5
Non-High Needs	2585	84.6	2584	81.6
District	3503	80.2	3502	77.1

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

	NAEP 2017		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	43%	44%	50%
National Public	35%	35%	36%
MATH			
Connecticut	40%	36%	32%
National Public	40%	33%	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	HS	Count	Rate (%)
Sit & Reach	89.6	73.5	87.8	89.4	1,980	84.9
Curl Up	89.0	72.9	90.9	96.1	1,980	86.9
Push Up	82.5	68.8	87.6	88.7	1,980	81.7
Mile Run/PACER	90.8	79.4	86.5	83.2	1,980	85.1
All Tests - District	69.7	47.8	70.5	71.3	1,980	64.6
All Tests - State	53.2	51.4	50.5	45.6		50.1

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

	2016-17	
	Cohort Count ²	Rate (%)
Black or African American	*	*
Hispanic or Latino	41	100.0
English Learners	6	*
Eligible for Free or Reduced-Price Meals	76	94.7
Students with Disabilities	55	80.0
District	497	97.4
State		87.9

¹The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years.

²Cohort count includes all students in the cohort as of the end of the 2016-17 school year.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam³

	Participation ⁴	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	98.8	395	69.9
Male	96.5	362	66.1
Black or African American	96.6	22	37.9
Hispanic or Latino	97.3	50	45.5
White	97.5	601	70.4
English Learners	*	0	*
Eligible for Free or Reduced-Price Meals	97.3	89	48.9
Students with Disabilities	82.1	21	17.1
District	97.7	757	68.0
State	96.3		44.8

³College 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

⁴Participation 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 2017	Class of 2016
	Entrance ⁵	Persistence ⁶
	Rate (%)	Rate (%)
Female	90.2	96.0
Male	81.5	95.6
Black or African American	*	*
Hispanic or Latino	85.4	85.2
White	86.4	96.4
English Learners	*	*
Eligible for Free or Reduced-Price Meals	73.0	91.8
Students with Disabilities	63.3	87.9
District	86.1	95.8
State	70.9	88.3

⁵College 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.

⁶College 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

Connecticut's Next Generation Accountability System is a broad set of 12 indicators that help tell the story of how well a district/school is preparing its students for success in college, careers, and life. It moves beyond test scores and graduation rates to provide a more holistic, multifactor perspective of district and school performance. The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	80.2	75	50.0	50	100.0	67.6
	High Needs Students	67.8	75	45.2	50	90.4	57.5
Math Performance Index	All Students	77.1	75	50.0	50	100.0	62.7
	High Needs Students	64.5	75	43.0	50	85.9	52.0
ELA Academic Growth	All Students	69.5%	100%	69.5	100	69.5	60.7%
	High Needs Students	60.4%	100%	60.4	100	60.4	55.6%
Math Academic Growth	All Students	73.5%	100%	73.5	100	73.5	61.9%
	High Needs Students	64.5%	100%	64.5	100	64.5	55.4%
Chronic Absenteeism	All Students	4.3%	<=5%	50.0	50	100.0	10.7%
	High Needs Students	8.5%	<=5%	43.1	50	86.2	16.6%
Preparation for CCR	% Taking Courses	93.4%	75%	50.0	50	100.0	74.8%
	% Passing Exams	68.0%	75%	45.3	50	90.7	44.8%
On-track to High School Graduation		96.2%	94%	50.0	50	100.0	87.5%
4-year Graduation All Students (2017 Cohort)		97.4%	94%	100.0	100	100.0	87.9%
6-year Graduation - High Needs Students (2015 Cohort)		92.4%	94%	98.3	100	98.3	81.8%
Postsecondary Entrance (Class of 2017)		86.1%	75%	100.0	100	100.0	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		93.9% 64.6%	75%	43.1	50	86.2	96.6% 50.1%
Arts Access		33.3%	60%	27.8	50	55.6	51.2%
Accountability Index				1063.6	1250	85.1	

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	67.8	7.2	15.9	
Math Performance Index Gap	75.0	64.5	10.5	18.2	
Science Performance Index Gap	.	N/A	.	.	
Graduation Rate Gap	94.0%	92.4%	1.6%	12.7%	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	98.9
	High Needs Students	98.3
Math	All Students	98.8
	High Needs Students	98.3
Science	All Students	98.9
	High Needs Students	97.6

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: 62.2

State: 51.5

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 K-12 learners, 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 and Teachers College, Columbia University. Work in the mathematics and science areas continued the development of curriculum, instruction, and assessment, particularly as related to the Connecticut Core Standards and the Next-Generation Science Standards.

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, STAR, iReady, and Read 180. 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. Support for parent and community involvement at the 6-12 level is led by building-based administrators and members of the school 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 Trumbull students participated in a regional program for the arts, while ninety-three enrolled in the marine science program at the regional Aquaculture Center in Bridgeport. Both of these are partial-day programs. Forty-seven students attended the Fairchild Wheeler Interdistrict Magnet High School in Bridgeport. CES Six-to-Six Interdistrict Magnet School attracted thirty-three Trumbull students, while the Interdistrict Discovery Magnet School welcomed eighteen. 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 that provides new texts and supplementary resources to all students in all schools. Digital subscriptions are 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-time teachers, part-time teachers, and/or paraprofessionals.