

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2019–20

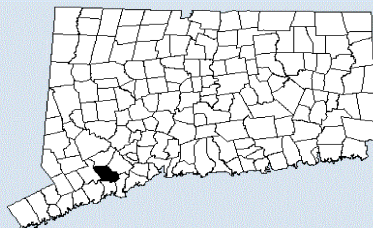


Trumbull School District

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

District Information

Grade Range	PK-12
Number of Schools/Programs	13
Enrollment	6,808
Per Pupil Expenditures ¹	\$16,661
Total Expenditures ¹	\$114,309,294

¹ Expenditure data reflect the 2018-19 school year.

Community Information

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

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Notes

Unless otherwise noted, all data are for 2019-20 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 safeguard student confidentiality, or to ensure that statistics based on a very small sample size are not interpreted as equally representative as those based on a sufficiently larger sample size.

N/A is displayed when a category is not applicable for a district or school.

Students

October 1, 2019 Enrollment²

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	3,333	49.0	48.4
Male	3,475	51.0	51.6
American Indian or Alaska Native	9	0.1	0.3
Asian	645	9.5	5.2
Black or African American	388	5.7	12.7
Hispanic or Latino of any race	989	14.5	26.9
Native Hawaiian or Other Pacific Islander	8	0.1	0.1
Two or More Races	123	1.8	3.8
White	4,646	68.2	51.1
English Learners	243	3.6	8.3
Eligible for Free or Reduced-Price Meals	1,177	17.3	43.3
Students with Disabilities ³	852	12.5	16.0

NOTE: To protect student privacy, gender counts are suppressed (*) when fewer than 6 students enrolled in the district identify as non-binary.

² This table represents students in grades PK-12 reported by the district in the Public School Information System (i.e., PSIS Reporting District).

³ Students in this category are students with an individualized education program (IEP) only. This category does not include students with Section 504 plans or services plans.

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ⁴		Suspension/Expulsion ⁵	
	Count	Rate (%)	Count	Rate (%)
Female	182	5.6	17	0.5
Male	207	6.2	51	1.4
Black or African American	18	4.7	*	*
Hispanic or Latino of any race	75	7.9	19	1.8
White	252	5.6	38	0.8
English Learners	28	11.3	0	0.0
Eligible for Free or Reduced-Price Meals	102	11.3	25	1.9
Students with Disabilities	89	11.3	17	1.8
District	389	5.9	68	1.0
State		12.2		4.9

Number of students in 2018-19 qualified as truant under state statute: 152

Number of school-based arrests: 0

NOTE: In the 2019-20 school year, due to the COVID-19 pandemic, in-person classes were cancelled in mid-March; all districts switched to fully remote instruction for the remainder of the school year. Chronic absenteeism calculations are based only on in-person school days.

⁴ A student is chronically absent if they miss 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.

⁵ This column displays the 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	423.8
Paraprofessional Instructional Assistants	36.3
Special Education	
Teachers and Instructors	74.8
Paraprofessional Instructional Assistants	149.5
Administrators, Coordinators and Department Chairs	
District Central Office	11.0
School Level	21.4
Library/Media	
Specialists (Certified)	9.0
Support Staff	3.0
Instructional Specialists Who Support Teachers	31.7
Counselors, Social Workers and School Psychologists	52.8
School Nurses	12.9
Other Staff Providing Non-Instructional Services/Support	336.7

¹ In 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	8	1.3	1.2
Black or African American	3	0.5	4.0
Hispanic or Latino of any race	17	2.7	4.1
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.1
White	605	95.6	90.4

Classroom Teacher Attendance: 2018-19

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	11.3	10.4

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	28	93.3	*	*
Hispanic or Latino of any race	58	85.3	54	90.0
White	368	93.6	368	96.3
English Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	67	85.9	65	87.8
Students with Disabilities	45	76.3	57	90.5
District	498	92.6	487	95.3
State		75.8		84.8

² College-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	59	50.0
Emotional Disturbance	22	41.5
Intellectual Disability	*	*
Learning Disability	217	81.0
Other Health Impairment	172	84.3
Other Disabilities	*	*
Speech/Language Impairment	71	95.9
District	555	71.6
State		67.8

³ This table represents students ages 6-21 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	134	2.0	2.0
Emotional Disturbance	53	0.8	1.1
Intellectual Disability	19	0.3	0.5
Learning Disability	269	4.1	5.7
Other Health Impairment	207	3.2	3.3
Other Disabilities	59	0.9	1.1
Speech/Language Impairment	84	1.3	1.8
All Disabilities	825	12.6	15.6

¹ This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	39	4.7	8.2
Private Schools or Other Settings	32	3.9	5.0

² This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

Overall Expenditures³: 2018-19

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$65,664,845	\$9,571	\$10,923
Support services - students	\$16,448,515	\$2,447	\$1,277
Support services - instruction	\$7,555,411	\$1,124	\$682
Support services - general administration	\$2,003,632	\$298	\$467
Support services - school based administration	\$4,442,302	\$661	\$1,021
Central and other support services	\$3,166,196	\$471	\$679
Operation and maintenance of plant	\$9,238,378	\$1,374	\$1,718
Student transportation services	\$5,790,015	\$843	\$1,288
Food services	.	.	\$12
Enterprise operations	.	.	\$163
Minor school construction	.	.	\$59
Total	\$114,309,294	\$16,661	\$17,629

³ Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Special Education Expenditures: 2018-19

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$10,436,262	40.9	28.5
Instructional Aide Salaries	.	.	10.1
Other Salaries	\$4,711,800	18.5	11.1
Employee Benefits	\$3,269,303	12.8	13.0
Purchased Services Other Than Transportation	\$570,657	2.2	5.7
Special Education Tuition	\$4,135,185	16.2	22.5
Supplies	\$92,192	0.4	0.6
Property Services	.	.	0.3
Purchased Services For Transportation	\$2,286,101	9.0	8.0
Equipment	\$12,256	0.0	0.2
All Other Expenditures	\$1,903	0.0	0.1
Total	\$25,515,659	100.0	100.0
Percent of Total Expenditures Used for Special Education		22.3	24.6

Expenditures by Revenue Source⁴: 2018-19

	Percent of Total (%) Excluding School Construction
Local	92.0
State	4.7
Federal	1.9
Tuition & Other	1.4

⁴ Revenue sources do not include state-funded Teachers' Retirement Board contributions, Connecticut Technical Education and Career System (CTECS) operations, CSDE-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.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

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

	NAEP 2019		NAEP 2013
READING	Grade 4	Grade 8	Grade 12
Connecticut	40	41	50
National Public	34	32	36
MATH	Grade 4	Grade 8	Grade 12
Connecticut	45	39	32
National Public	40	33	25

¹ NAEP 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 performance on NAEP by student group, [click here](#).

Physical Fitness Tests: Students Reaching Health Standard

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Cohort Graduation: Four-Year¹

	2018-19	
	Cohort Count ²	Rate (%)
Black or African American	27	92.6
Hispanic or Latino of any race	52	96.2
English Learners	*	*
Eligible for Free or Reduced-Price Meals	111	96.4
Students with Disabilities	63	76.2
District	535	97.0
State		88.5

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

² Cohort count includes all students in the cohort as of the end of the 2018-19 school year.

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

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at:

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College Entrance and Persistence

	Class of 2019	Class of 2018
	Entrance ³	Persistence ⁴
	Rate (%)	Rate (%)
Female	94.7	94.1
Male	82.5	95.4
Black or African American	92.0	*
Hispanic or Latino of any race	92.2	90.0
White	86.6	95.3
English Learners	*	*
Eligible for Free or Reduced-Price Meals	84.3	85.5
Students with Disabilities	72.0	78.8
District	88.2	94.6
State	71.5	87.5

³ College 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.

⁴ College 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.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, a modified table is shown below. All indicators that were not calculated for the 2019-20 school year (including overall Accountability Index) have been excluded and columns that referenced points have also been removed to avoid confusion. For additional information, please view Connecticut's waiver response at:

<https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

Indicator		Index/Rate	Target	State Average Index/Rate
Progress Toward English Proficiency	Literacy	82.5%	100%	60.4%
	Oral	73.8%	100%	57.6%
Chronic Absenteeism	All Students	5.9%	<=5%	12.2%
	High Needs Students	10.5%	<=5%	18.0%
Preparation for CCR	% Taking Courses	93.9%	75%	80.4%
On-track to High School Graduation		97.9%	94%	88.4%
4-year Graduation All Students (2019 Cohort)		97.0%	94%	88.5%
6-year Graduation - High Needs Students (2017 Cohort)		93.8%	94%	84.5%
Postsecondary Entrance (Class of 2019)		88.1%	75%	71.5%
Arts Access		39.4%	60%	51.8%

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in the student group or the indicator is not applicable based on grades served.

Gap Indicators	Non-High Needs Rate ¹	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev ²	Is Gap an Outlier? ²
Graduation Rate Gap	94.0%	93.8%	0.2%	10.9%	N

¹ If 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.

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

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in at least one of the student groups used to calculate the gap measure or the indicator is not applicable based on grades served.

Connecticut's State Identified Measurable Result (SIMR) for Children with Disabilities

Increase the reading performance of all 3rd grade students with disabilities statewide, as measured by Connecticut's English Language Arts (ELA) Performance Index.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no SIMR data are available. For additional information, please view Connecticut's waiver response at:

<https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

Supporting Resources:

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement](#)

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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 students, including students with disabilities and English Learners. To support all PreK-12 learners, district professional development in 2018-19 has continued a multi-year initiative focused on literacy, with the organization of all classroom teachers and specialists into ongoing communities of practice to share and develop best practices related to reading and writing across the curriculum. Work in the mathematics and science areas has continued the development of curriculum, instruction, and assessment in relation 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. Assured supports include Leveled Literacy Instruction, the Wilson Reading Program, STAR, and iReady. 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 PreK-12 program. Active parents' clubs at 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.

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. School-based diversity committees 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.

In 2019-20, twenty-five Trumbull students participated in a regional program for the arts, while 138 enrolled in the marine science program at the regional Aquaculture Center in Bridgeport. Both of these are partial-day programs. Fifty-two students attended the Fairchild Wheeler Interdistrict Magnet High School in Bridgeport. CES Six-to-Six Interdistrict Magnet School attracted forty Trumbull students, while the Interdistrict Discovery Magnet School welcomed nineteen. Forty-one Project Choice students have been welcomed as members of our elementary, middle, and high school communities.

Curriculum guides PreK-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, Trumbull Public Schools supports 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 paraeducators.