

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2018–19



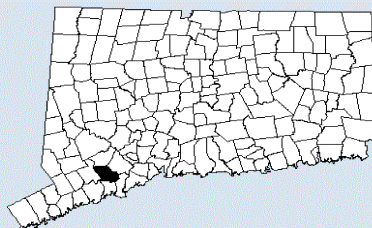
## Trumbull School District

Dr. Gary Cialfi, Superintendent • 203-452-4301 • [www.trumbullps.org/](http://www.trumbullps.org/)

### District Information

Grade Range	PK-12
Number of Schools/Programs	13
Enrollment	6,744
Per Pupil Expenditures <sup>1</sup>	\$16,031
Total Expenditures <sup>1</sup>	\$110,100,123

<sup>1</sup>Expenditure data reflect the 2017-18 school year.



### Community Information

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

### Contents

Students.....	1
Educators.....	2
Instruction and Resources.....	2
Performance and Accountability.....	4
Narratives.....	7

### Notes

Unless otherwise noted, all data are for 2018-19 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](http://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, 2018 Enrollment<sup>2</sup>

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	3,284	48.7	48.4
Male	3,460	51.3	51.6
American Indian or Alaska Native	11	0.2	0.3
Asian	633	9.4	5.2
Black or African American	364	5.4	12.8
Hispanic or Latino of any race	864	12.8	25.8
Native Hawaiian or Other Pacific Islander	6	0.1	0.1
Two or More Races	115	1.7	3.6
White	4,751	70.4	52.4
English Learners	191	2.8	7.6
Eligible for Free or Reduced-Price Meals	1,140	16.9	42.1
Students with Disabilities <sup>3</sup>	816	12.1	15.4

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

<sup>3</sup>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.

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

### Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism <sup>4</sup>		Suspension/Expulsion <sup>5</sup>	
	Count	Rate (%)	Count	Rate (%)
Female	149	4.6	14	0.4
Male	156	4.7	105	3.0
Black or African American	*	*	*	*
Hispanic or Latino of any race	56	6.6	21	2.3
White	209	4.5	87	1.8
English Learners	24	11.3	*	*
Eligible for Free or Reduced-Price Meals	104	9.9	46	4.0
Students with Disabilities	92	11.7	33	3.5
District	305	4.6	119	1.7
State		10.4		6.7

**Number of students in 2017-18 qualified as truant under state statute: 247**

**Number of school-based arrests: 14**

<sup>4</sup>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.

<sup>5</sup>This column displays the 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 2018-19

## Trumbull School District

### Educators

#### Full-Time Equivalent (FTE)<sup>1</sup> Staff

	FTE
<b>General Education</b>	
Teachers and Instructors	423.2
Paraprofessional Instructional Assistants	36.6
<b>Special Education</b>	
Teachers and Instructors	72.9
Paraprofessional Instructional Assistants	146.3
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	12.0
School Level	21.6
<b>Library/Media</b>	
Specialists (Certified)	10.0
Support Staff	3.0
Instructional Specialists Who Support Teachers	34.9
Counselors, Social Workers and School Psychologists	51.6
School Nurses	12.5
Other Staff Providing Non-Instructional Services/Support	336.5

<sup>1</sup>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	5	0.8	1.1
Black or African American	4	0.6	3.8
Hispanic or Latino of any race	16	2.5	3.8
Native Hawaiian or Other Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	611	96.1	90.5

#### Classroom Teacher Attendance: 2017-18

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	10.9	10.0

### Instruction and Resources

#### 11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School<sup>2</sup>

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	25	100.0
Hispanic or Latino of any race	48	77.4	53	100.0
White	341	92.2	405	95.7
English Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	70	78.7	87	96.7
Students with Disabilities	44	84.6	61	91.0
District	450	90.4	530	96.7
State		74.5		85.2

<sup>2</sup>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 Peers<sup>3</sup>

	Count	Rate (%)
Autism	57	52.8
Emotional Disturbance	20	48.8
Intellectual Disability	*	*
Learning Disability	218	83.2
Other Health Impairment	167	87.0
Other Disabilities	*	*
Speech/Language Impairment	58	98.3
District	536	74.0
State		67.6

<sup>3</sup>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).

# District Profile and Performance Report for School Year 2018-19

## Trumbull School District

### Students with Disabilities by Primary Disability<sup>1</sup>

	District		State
	Count	Rate (%)	Rate (%)
Autism	121	1.9	1.9
Emotional Disturbance	41	0.6	1.1
Intellectual Disability	17	0.3	0.5
Learning Disability	262	4.1	5.5
Other Health Impairment	196	3.0	3.2
Other Disabilities	75	1.2	1.1
Speech/Language Impairment	70	1.1	1.8
All Disabilities	782	12.1	15.0

<sup>1</sup>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 District<sup>2</sup>

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	38	4.9	8.2
Private Schools or Other Settings	44	5.6	5.0

<sup>2</sup>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 Expenditures:<sup>3</sup> 2017-18

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$63,755,042	\$9,283	\$10,545
Support services - students	\$15,753,757	\$2,345	\$1,373
Support services - instruction	\$7,157,986	\$1,066	\$644
Support services - general administration	\$1,989,219	\$296	\$462
Support services - school based administration	\$4,256,504	\$634	\$1,007
Central and other support services	\$3,641,734	\$542	\$671
Operation and maintenance of plant	\$8,489,887	\$1,264	\$1,629
Student transportation services	\$5,055,994	\$737	\$1,231
Food services	.	.	\$13
Enterprise operations	.	.	\$157
Minor school construction	.	.	\$65
Total	\$110,100,123	\$16,031	\$17,153

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

### Special Education Expenditures: 2017-18

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$9,963,053	41.7	29.7
Instructional Aide Salaries	.	.	9.6
Other Salaries	\$4,007,799	16.8	10.4
Employee Benefits	\$2,942,905	12.3	13.0
Purchased Services Other Than Transportation	\$547,589	2.3	5.5
Special Education Tuition	\$4,572,373	19.1	22.6
Supplies	\$71,707	0.3	0.6
Property Services	.	.	0.4
Purchased Services For Transportation	\$1,764,393	7.4	8.0
Equipment	\$16,483	0.1	0.2
All Other Expenditures	\$1,820	0.0	0.1
Total	\$23,888,122	100.0	100.0
Percent of Total Expenditures Used for Special Education		21.7	24.4

### Expenditures by Revenue Source:<sup>4</sup>

2017-18

	Percent of Total (%) Excluding School Construction
Local	92.1
State	4.5
Federal	2.0
Tuition & Other	1.5

<sup>4</sup>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).

# District Profile and Performance Report for School Year 2018-19

## Trumbull School District

### 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	334	86.8	334	88.6	134	86.7
Black or African American	183	75.0	182	70.2	85	70.1
Hispanic or Latino of any race	428	73.6	427	69.0	175	70.2
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*
Two or More Races	55	86.1	55	81.1	16	*
White	2,446	80.3	2,443	77.5	1,109	79.3
English Learners	199	70.9	199	71.7	76	67.5
Non-English Learners	3,255	80.5	3,250	77.5	1,448	79.0
Eligible for Free or Reduced-Price Meals	593	71.6	590	68.6	260	68.1
Not Eligible for Free or Reduced-Price Meals	2,861	81.7	2,859	79.0	1,264	80.6
Students with Disabilities	401	58.7	396	55.4	180	55.1
Students without Disabilities	3,053	82.7	3,053	80.0	1,344	81.6
High Needs	985	68.2	980	65.6	428	64.9
Non-High Needs	2,469	84.6	2,469	81.8	1,096	83.7
District	3,454	79.9	3,449	77.2	1,524	78.4

#### National Assessment of Educational Progress (NAEP): Percent At or Above Proficient<sup>1</sup>

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

<sup>1</sup>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<sup>2</sup>

	Percent of Students by Grade <sup>3</sup> (%)				All Tested Grades	
	4	6	8	HS	Count	Rate (%)
Sit & Reach	89.6	77.6	86.1	87.8	1,907	85.1
Curl Up	88.7	80.8	86.5	97.4	1,907	88.2
Push Up	80.9	80.4	86.1	90.2	1,907	84.4
Mile Run/PACER	88.7	79.4	86.7	79.5	1,907	83.5
All Tests - District	69.3	54.5	66.3	66.0	1,907	63.9
All Tests - State	56.1	53.5	50.9	51.4		52.9

<sup>2</sup>The Connecticut Physical Fitness Assessment (CPFA) is administered to students in Grades 4, 6, 8 and High School (HS). 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.

<sup>3</sup>Only students assessed in all four areas are included in this calculation.

# District Profile and Performance Report for School Year 2018-19

## Trumbull School District

### Cohort Graduation: Four-Year<sup>1</sup>

	2017-18	
	Cohort Count <sup>2</sup>	Rate (%)
Black or African American	33	93.9
Hispanic or Latino of any race	57	98.2
English Learners	*	*
Eligible for Free or Reduced-Price Meals	99	94.9
Students with Disabilities	54	83.3
District	570	96.8
State		88.3

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

<sup>2</sup>Cohort count includes all students in the cohort as of the end of the 2017-18 school year.

### 11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam<sup>3</sup>

	Participation <sup>4</sup>	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	98.5	380	72.5
Male	96.4	332	63.6
Black or African American	98.1	27	51.9
Hispanic or Latino of any race	97.4	48	41.7
White	97.1	563	71.0
English Learners	*	0	*
Eligible for Free or Reduced-Price Meals	98.9	83	46.4
Students with Disabilities	78.2	12	10.1
District	97.4	712	68.1
State	95.9		42.6

<sup>3</sup>College 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

<sup>4</sup>Participation Rate equals the number of test-takers in 11th and 12th grade divided by the number of students enrolled in those grades, as a percentage.

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 2018	Class of 2017
	Entrance <sup>5</sup>	Persistence <sup>6</sup>
	Rate (%)	Rate (%)
Female	88.7	97.9
Male	77.4	91.6
Black or African American	*	*
Hispanic or Latino of any race	70.2	97.1
White	85.5	94.6
English Learners	*	*
Eligible for Free or Reduced-Price Meals	70.3	90.6
Students with Disabilities	56.9	96.8
District	83.6	95.1
State	71.0	87.8

<sup>5</sup>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.

<sup>6</sup>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

# District Profile and Performance Report for School Year 2018-19

## Trumbull School District

### 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.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	79.9	75	50.0	50	100.0	67.7
	High Needs Students	68.2	75	45.5	50	91.0	58.1
Math Performance Index	All Students	77.2	75	50.0	50	100.0	63.1
	High Needs Students	65.6	75	43.7	50	87.5	52.7
Science Performance Index	All Students	78.4	75	50.0	50	100.0	63.8
	High Needs Students	64.9	75	43.3	50	86.5	54.2
ELA Academic Growth	All Students	68.6%	100%	68.6	100	68.6	59.9%
	High Needs Students	59.8%	100%	59.8	100	59.8	55.1%
Math Academic Growth	All Students	72.8%	100%	72.8	100	72.8	62.5%
	High Needs Students	63.4%	100%	63.4	100	63.4	55.2%
Progress Toward English Proficiency	Literacy	76.3%	100%	38.1	50	76.3	60.0%
	Oral	53.2%	100%	26.6	50	53.2	52.1%
Chronic Absenteeism	All Students	4.6%	<=5%	50.0	50	100.0	10.4%
	High Needs Students	10.0%	<=5%	40.1	50	80.2	16.1%
Preparation for CCR	% Taking Courses	93.7%	75%	50.0	50	100.0	80.0%
	% Passing Exams	68.1%	75%	45.4	50	90.8	42.6%
On-track to High School Graduation		98.5%	94%	50.0	50	100.0	88.0%
4-year Graduation All Students (2018 Cohort)		96.8%	94%	100.0	100	100.0	88.3%
6-year Graduation - High Needs Students (2016 Cohort)		92.1%	94%	98.0	100	98.0	83.3%
Postsecondary Entrance (Class of 2018)		83.6%	75%	100.0	100	100.0	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		93.9%   63.9%	75%	42.6	50	85.2	96.4%   52.9%
Arts Access		33.9%	60%	28.2	50	56.5	51.9%
<b>Accountability Index</b>				<b>1216.1</b>	<b>1450</b>	<b>83.9</b>	

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 <sup>1</sup>	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev <sup>2</sup>	Is Gap an Outlier? <sup>2</sup>
Achievement Gap Size Outlier?					N
ELA Performance Index Gap	75.0	68.2	6.8	15.4	
Math Performance Index Gap	75.0	65.6	9.4	17.6	
Science Performance Index Gap	75.0	64.9	10.1	16.1	
Graduation Rate Gap	94.0%	92.1%	1.9%	11.1%	N

<sup>1</sup>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.

<sup>2</sup>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.

Subject/Student Group		Participation Rate (%) <sup>3</sup>
ELA	All Students	99.2
	High Needs Students	98.8
Math	All Students	99.0
	High Needs Students	98.2
Science	All Students	99.4
	High Needs Students	98.9

<sup>3</sup>Minimum participation standard is 95%.

### 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.

Grade 3 ELA Performance Index for Students with Disabilities:

**District: 63.1      State: 51.5**

# District Profile and Performance Report for School Year 2018-19

## Trumbull School District

### 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 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 writing and reading 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 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, 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 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, 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.

In 2018-19, forty-nine Trumbull students participated in a regional program for the arts, while 126 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 thirty-seven Trumbull students, while the Interdistrict Discovery Magnet School welcomed twenty-one. Fifty 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.

# District Profile and Performance Report for School Year 2018-19

## Trumbull School District

### **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 paraprofessionals.