

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2016–17



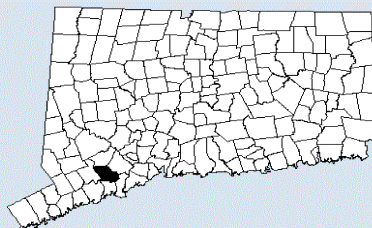
Trumbull School District

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

District Information

Grade Range	PK-12
Number of Schools/Programs	13
Enrollment	6,685
Per Pupil Expenditures ¹	\$15,600
Total Expenditures ¹	\$105,751,492

¹Expenditure data reflect the 2015-16 year.



Community Information

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

Related Reports/Publications

[CT Reports \(CMT/CAPT\)](#)

[Special Education Annual Performance Reports](#)

[SAT®, AP®, PSAT® Report by High School \(Class of 2017\)](#)
(2017® The College Board)

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Notes

Unless otherwise noted, all data are for 2016-17 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, 2016 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	3,305	49.4	48.4
Male	3,380	50.6	51.6
American Indian or Alaska Native	*	*	0.3
Asian	582	8.7	5.1
Black or African American	324	4.8	12.9
Hispanic or Latino	648	9.7	24.0
Pacific Islander	*	*	0.1
Two or More Races	48	0.7	2.9
White	5,065	75.8	54.8
English Learners	133	2.0	6.8
Eligible for Free or Reduced-Price Meals	638	9.5	35.9
Students with Disabilities ¹	742	11.1	14.3

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	144	4.5	10	0.3
Male	141	4.3	85	2.5
Black or African American	*	*	12	3.5
Hispanic or Latino	30	4.8	13	1.9
White	216	4.4	64	1.3
English Learners	16	11.0	*	*
Eligible for Free or Reduced-Price Meals	62	9.5	17	2.5
Students with Disabilities	80	11.2	23	2.7
District	285	4.4	95	1.4
State		9.9		6.7

Number of students in 2015-16 qualified as truant under state statute: 212

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	417.7
Paraprofessional Instructional Assistants	26.3
Special Education	
Teachers and Instructors	66.9
Paraprofessional Instructional Assistants	145.4
Administrators, Coordinators and Department Chairs	
District Central Office	11.0
School Level	24.1
Library/Media	
Specialists (Certified)	9.0
Support Staff	2.5
Instructional Specialists Who Support Teachers	34.9
Counselors, Social Workers and School Psychologists	50.6
School Nurses	12.9
Other Staff Providing Non-Instructional Services/Support	329.9

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	3	0.5	3.6
Hispanic or Latino	16	2.5	3.6
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	605	96.0	91.4

Classroom Teacher Attendance: 2015-16

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	10.7	9.6

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	21	80.8	*	*
Hispanic or Latino	42	80.8	40	93.0
White	403	90.6	376	87.6
English Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	54	79.4	41	91.1
Students with Disabilities	40	74.1	41	70.7
District	502	89.0	456	88.5
State		63.6		77.5

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	51	51.5
Emotional Disturbance	25	54.3
Intellectual Disability	*	*
Learning Disability	187	84.6
Other Health Impairment	154	82.4
Other Disabilities	*	*
Speech/Language Impairment	54	93.1
District	498	73.0
State		68.2

⁴Ages 6-21

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Students with Disabilities by Primary Disability¹

	District	State
	Count	Rate (%)
Autism	109	1.7
Emotional Disturbance	46	0.7
Intellectual Disability	21	0.3
Learning Disability	221	3.4
Other Health Impairment	191	3.0
Other Disabilities	70	1.1
Speech/Language Impairment	62	1.0
All Disabilities	720	11.2

¹Grades K-12

Overall Expenditures:³ 2015-16

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	60,226,963	9,019	9,663
Instructional Supplies and Equipment	1,548,647	232	321
Improvement of Instruction and Educational Media Services	5,138,673	769	578
Student Support Services	8,554,921	1,281	1,103
Administration and Support Services	11,994,847	1,796	1,861
Plant Operation and Maintenance	8,232,069	1,233	1,637
Transportation	4,990,969	710	877
Costs of Students Tuitioned Out	3,824,590	N/A	N/A
Other	1,239,813	186	201
Total	105,751,492	15,600	16,236

Additional Expenditures

Land, Buildings, and Debt Service	7,519,521	1,126	1,749
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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: 2015-16

	District	State
	Total (\$)	Percent of Total (%)
Certified Personnel	9,687,369	43.5
Noncertified Personnel	3,773,870	17.0
Purchased Services	607,661	2.7
Tuition to Other Schools	3,397,787	15.3
Special Ed. Transportation	1,761,322	7.9
Other Expenditures	3,019,730	13.6
Total Expenditures	22,247,739	100.0

Expenditures by Revenue Source:⁴

2015-16

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	91.0	90.8
State	5.4	5.3
Federal	1.9	2.1
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).

District Profile and Performance Report for School Year 2016-17

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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	7	*	7	*	*	*
Asian	312	88.9	313	90.0	119	72.9
Black or African American	166	77.6	166	70.7	69	57.5
Hispanic or Latino	312	74.8	310	71.4	125	61.4
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*
Two or More Races	22	78.7	22	80.1	8	*
White	2757	80.3	2754	77.0	1238	67.5
English Learners	148	69.6	148	70.2	41	59.3
Non-English Learners	3430	80.9	3426	77.7	1522	67.1
Eligible for Free or Reduced-Price Meals	345	70.0	344	66.6	162	59.4
Not Eligible for Free or Reduced-Price Meals	3233	81.6	3230	78.5	1401	67.8
Students with Disabilities	389	59.5	387	54.4	173	52.3
Students without Disabilities	3189	83.0	3187	80.2	1390	68.8
High Needs	772	66.4	769	62.7	328	57.0
Non-High Needs	2806	84.3	2805	81.4	1235	69.6
District	3578	80.4	3574	77.4	1563	66.9

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			
Grade 4			
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	90.8	80.5	86.1	88.3	1,950	86.5
Curl Up	90.4	79.4	91.8	97.4	1,950	89.9
Push Up	86.4	76.2	88.0	90.3	1,950	85.4
Mile Run/PACER	91.9	82.4	85.1	85.0	1,950	86.1
All Tests - District	70.4	53.1	67.5	72.5	1,950	66.0
All Tests - State	52.8	51.4	51.4	50.6		51.6

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

	2015-16	
	Cohort Count ²	Rate (%)
Black or African American	*	*
Hispanic or Latino	37	94.6
English Learners	*	*
Eligible for Free or Reduced-Price Meals	60	96.7
Students with Disabilities	50	84.0
District	536	98.1
State		87.4

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 2015-16 school year.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam⁵

	Participation ⁶	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	98.8	379	65.5
Male	97.4	324	64.8
Black or African American	100.0	*	*
Hispanic or Latino	98.9	38	40.0
White	97.9	591	67.6
English Learners	*	*	*
Eligible for Free or Reduced-Price Meals	99.1	45	39.8
Students with Disabilities	82.1	15	13.4
District	98.1	703	65.2
State	96.1		43.5

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 2016	Class of 2015
	Entrance ⁷	Persistence ⁸
	Rate (%)	Rate (%)
Female	91.1	96.6
Male	87.1	93.8
Black or African American	90.0	82.1
Hispanic or Latino	71.8	95.0
White	90.2	97.1
English Learners	*	*
Eligible for Free or Reduced-Price Meals	80.3	86.0
Students with Disabilities	68.8	*
District	89.4	95.3
State	72.0	88.5

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.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	80.4	75	50.0	50	100.0	67.1
	High Needs Students	66.4	75	44.2	50	88.5	55.9
Math Performance Index	All Students	77.4	75	50.0	50	100.0	62.2
	High Needs Students	62.7	75	41.8	50	83.6	50.5
Science Performance	All Students	66.9	75	44.6	50	89.3	55.3
	High Needs Students	57.0	75	38.0	50	76.0	45.2
ELA Academic Growth	All Students	67.1%	100%	67.1	100	67.1	55.4%
	High Needs Students	57.8%	100%	57.8	100	57.8	49.8%
Math Academic Growth	All Students	74.0%	100%	74.0	100	74.0	61.7%
	High Needs Students	58.5%	100%	58.5	100	58.5	53.7%
Chronic Absenteeism	All Students	4.4%	<=5%	50.0	50	100.0	9.9%
	High Needs Students	10.0%	<=5%	40.0	50	80.1	15.8%
Preparation for CCR	% Taking Courses	88.8%	75%	50.0	50	100.0	70.7%
	% Passing Exams	65.2%	75%	43.4	50	86.9	43.5%
On-track to High School Graduation		96.4%	94%	50.0	50	100.0	87.8%
4-year Graduation All Students (2016 Cohort)		98.1%	94%	100.0	100	100.0	87.4%
6-year Graduation - High Needs Students (2014)		90.8%	94%	96.6	100	96.6	82.0%
Postsecondary Entrance (Class of 2016)		89.4%	75%	100.0	100	100.0	72.0%
Physical Fitness (estimated part rate) and (fitness)		93.4% 66.0%	75%	44.0	50	88.0	92.0% 51.6%
Arts Access		34.4%	60%	28.7	50	57.4	50.5%
Accountability Index				1128.9	1350	83.6	

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?					N
ELA Performance Index Gap	75.0	66.4	8.6	16.7	
Math Performance Index Gap	75.0	62.7	12.3	18.7	
Science Performance Index Gap	69.6	57.0	12.6	16.6	
Graduation Rate Gap	94.0%	90.8%	3.2%	12.0%	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	99.1
	High Needs Students	98.3
Math	All Students	99.0
	High Needs Students	98.0
Science	All Students	99.7
	High Needs Students	99.4

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: 63.4

State: 50.2

Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

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

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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 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 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 ninety-one enrolled in the marine science program at the regional Aquaculture Center in Bridgeport. Both of these are partial-day programs. Seventy-two 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 twenty-three. Fifty-seven 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. Software and web-based technology 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.