

Connecticut State Department of Education
**DISTRICT PROFILE AND PERFORMANCE REPORT
 FOR SCHOOL YEAR 2023-24**



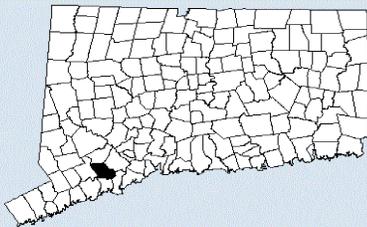
Trumbull School District

Martin Semmel, Superintendent • 203-452-4301 • www.trumbullps.org/

District Information

Grade Range	PK-12
Number of Schools/Programs	13
Enrollment	6,940
Per Pupil Expenditures ¹	\$18,553
Total Expenditures ¹	\$130,499,323

¹ Expenditure data reflect the 2022-23 school year.



Community Information

AdvanceCT Town Profiles provide summary demographic and economic information for Connecticut's municipalities at <https://www.advancect.org/site-selection/town-profiles>

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Notes

Unless otherwise noted, all data are for 2023-24 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 <https://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. Complete data suppression guidelines are available at <https://tinyurl.com/SuppressionPolicy>

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

Students

October 1, 2023 Enrollment²

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	*	*	48.3
Male	3,591	51.7	51.5
Non-Binary	*	*	0.1
American Indian or Alaska Native	10	0.1	0.2
Asian	698	10.1	5.2
Black or African American	477	6.9	12.5
Hispanic or Latino of any race	1,409	20.3	31.1
Native Hawaiian or Other Pacific Islander	6	0.1	0.1
Two or More Races	211	3.0	4.7
White	4,129	59.5	46.2
English Learners/Multilingual Learners	279	4.0	10.5
Eligible for Free or Reduced-Price Meals	1,210	17.4	44.0
Students with Disabilities ³	1,053	15.2	17.9

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	206	6.3	45	1.3
Male	185	5.3	112	3.0
Non-Binary	0	*	0	*
Black or African American	29	6.1	15	2.9
Hispanic or Latino of any race	123	9.1	42	2.9
White	187	4.6	90	2.2
English Learners/Multilingual Learners	24	7.5	8	2.5
Eligible for Free or Reduced-Price Meals	149	10.8	58	4.0
Students with Disabilities	124	12.9	46	3.9
District	391	5.8	157	2.2
State		17.7		7.0

Number of students qualified as truant under state statute: 370

Number of school-based arrests: 0

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	422.5
Paraprofessional Instructional Assistants	40.7
Special Education	
Teachers and Instructors	74.5
Paraprofessional Instructional Assistants	187.2
Administrators, Coordinators and Department Chairs	
District Central Office	7.6
School Level	25.8
Library/Media	
Specialists (Certified)	8.0
Support Staff	1.0
Instructional Specialists Who Support Teachers	31.5
Counselors, Social Workers and School Psychologists	49.9
School Nurses	12.7
Other Staff Providing Non-Instructional Services/Support	325.8

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

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	5	0.8	1.4
Black or African American	3	0.5	4.8
Hispanic or Latino of any race	18	2.9	5.1
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.3
White	599	95.8	88.3

Classroom Teacher Attendance: 2022-23

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	16.7	13.3

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	36	97.3	38	95.0
Hispanic or Latino of any race	109	96.5	86	100.0
White	329	97.6	381	99.5
English Learners/Multilingual Learners	6	*	9	*
Eligible for Free or Reduced-Price Meals	106	96.4	116	97.5
Students with Disabilities	61	95.3	90	96.8
District	545	97.7	573	99.3
State		88.4		94.6

² College-and-Career-Readiness Courses include Advanced Placement®(AP), International Baccalaureate®(IB), Career and Technical Education(CTE), workplace experience and dual credit courses.

Students Who Spend 80% or Greater Time with Nondisabled Peers³

	Count	Rate (%)
Autism	88	56.8
Emotional Disability	30	48.4
Intellectual Disability	8	30.8
Learning Disability	234	63.9
Other Health Impairment	131	65.5
Other Disabilities	14	45.2
Speech/Language Impairment	64	85.3
District	569	62.2
State		66.8

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	177	2.6	2.6
Emotional Disability	62	0.9	1.1
Intellectual Disability	26	0.4	0.6
Learning Disability	368	5.5	6.4
Other Health Impairment	208	3.1	3.5
Other Disabilities	63	0.9	1.2
Speech/Language Impairment	84	1.3	2.0
All Disabilities	988	14.8	17.3

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	28	2.8	8.0
Private Schools or Other Settings	36	3.6	4.6

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: 2022-23

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$71,644,047	\$10,185	\$12,942
Support services - students	\$20,633,118	\$2,993	\$1,724
Support services - instruction	\$7,085,333	\$1,028	\$905
Support services - general administration	\$3,221,859	\$467	\$520
Support services - school based administration	\$5,096,458	\$739	\$1,207
Central and other support services	\$4,146,482	\$601	\$771
Operation and maintenance of plant	\$11,358,078	\$1,648	\$2,101
Student transportation services	\$7,313,947	\$1,011	\$1,582
Food services	.	.	\$8
Enterprise operations	.	.	\$213
Total	\$130,499,323	\$18,553	\$21,143

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

Special Education Expenditures: 2022-23

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$12,081,641	38.0	27.6
Instructional Aide Salaries	.	.	10.2
Other Salaries	\$5,776,401	18.2	10.5
Employee Benefits	\$4,504,533	14.2	13.2
Purchased Services Other Than Transportation	\$1,036,190	3.3	6.4
Special Education Tuition	\$4,897,921	15.4	22.2
Supplies	\$132,338	0.4	0.7
Property Services	.	.	0.4
Purchased Services For Transportation	\$3,328,296	10.5	8.4
Equipment	\$18,958	0.1	0.3
All Other Expenditures	\$9,775	0.0	0.1
Total	\$31,786,051	100.0	100.0
Percent of Total Expenditures Used for Special Education		24.4	25.0

Expenditures by Revenue Source⁴: 2022-23

	Percent of Total (%) Excluding School Construction
Local	91.4
State	4.2
Federal	2.9
Tuition & Other	1.6

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.

	English Language Arts (ELA)		Math		Science	
	Count	DPI	Count	DPI	Count	DPI
American Indian or Alaska Native	*	*	*	*	*	*
Asian	383	84.4	383	86.4	167	85.6
Black or African American	244	70.6	244	65.3	97	71.1
Hispanic or Latino of any race	730	71.0	730	68.4	329	67.8
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*
Two or More Races	102	82.8	102	79.4	49	82.7
White	2,144	77.5	2,144	75.9	946	78.7
English Learners/Multilingual Learners	281	67.9	281	68.2	89	65.0
Non-English Learners/Non-Multilingual Learners	3,330	77.3	3,330	75.5	1,502	77.5
Eligible for Free or Reduced-Price Meals	621	68.2	621	66.2	270	67.2
Not Eligible for Free or Reduced-Price Meals	2,990	78.3	2,990	76.7	1,321	78.7
Students with Disabilities	507	55.7	507	51.4	224	56.9
Students without Disabilities	3,104	80.0	3,104	78.7	1,367	80.0
High Needs	1,124	65.5	1,124	63.1	470	65.1
Non-High Needs	2,487	81.6	2,487	80.3	1,121	81.7
District	3,611	76.6	3,611	74.9	1,591	76.8

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

	NAEP 2022		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	35	35	50
National Public	32	29	36
MATH			
Connecticut	37	30	32
National Public	35	26	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, at https://portal.ct.gov/-/media/SDE/Student-Assessment/NAEP/report-card_NAEP-2022.pdf

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	HS	Count	Rate (%)
Sit & Reach	94.3	83.5	85.2	96.0	2,030	89.9
Curl Up	93.1	78.8	87.7	91.9	2,034	88.0
Push Up	84.0	81.2	91.1	90.3	1,995	86.7
Mile Run/PACER	90.3	74.6	84.8	77.3	2,034	81.7
All Tests - District	77.7	54.3	67.3	71.3	1,951	67.9
All Tests - State	53.6	48.4	44.6	42.3		47.2

²The 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.

³Only students assessed in all four areas are included in this calculation.

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Cohort Graduation: Four-Year¹

	2022-23	
	Cohort Count ²	Rate (%)
Black or African American	31	96.8
Hispanic or Latino of any race	74	90.5
White	348	96.8
English Learners/Multilingual Learners	11	*
Eligible for Free or Reduced-Price Meals	112	93.8
Students with Disabilities	75	81.3
District	510	96.3
State		88.4

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 2022-23 school year.

11th and 12th Graders Demonstrating Postsecondary Readiness³

	Count	Rate (%)
Female	411	71.0
Male	359	64.8
Non-Binary	0	*
Black or African American	41	53.2
Hispanic or Latino	108	54.3
White	506	70.3
English Learners/ Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	128	55.9
Students with Disabilities	25	15.9
District	770	67.8
State		44.3

³Students demonstrate postsecondary readiness through at least one of the following:

- 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
- Earning three or more non-remedial college credits cumulatively during high school.

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 2023	Class of 2022
	Entrance ⁵ Rate (%)	Persistence ⁶ Rate (%)
Female	85.9	96.5
Male	78.3	96.0
Non-Binary	*	*
Black or African American	79.3	88.9
Hispanic or Latino of any race	68.1	96.1
White	82.0	96.7
English Learners/ Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	73.8	93.3
Students with Disabilities	63.5	88.1
District	81.6	96.3
State	68.4	87.2

⁵ 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.

⁶ 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.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	76.6	75	50.0	50	100.0	63.9
	High Needs Students	65.5	75	43.7	50	87.4	54.1
Math Performance Index	All Students	74.9	75	49.9	50	99.9	60.2
	High Needs Students	63.1	75	42.0	50	84.1	49.5
Science Performance Index	All Students	76.8	75	50.0	50	100.0	61.8
	High Needs Students	65.1	75	43.4	50	86.8	51.4
ELA Academic Growth	All Students	66.7%	100%	66.7	100	66.7	58.7%
	High Needs Students	58.5%	100%	58.5	100	58.5	54.2%
Math Academic Growth	All Students	70.8%	100%	70.8	100	70.8	61.4%
	High Needs Students	61.8%	100%	61.8	100	61.8	55.1%
Progress Toward English Proficiency	Literacy	73.3%	100%	36.7	50	73.3	58.9%
	Oral	72.3%	100%	36.2	50	72.3	55.2%
Chronic Absenteeism	All Students	5.8%	<=5%	48.4	50	96.9	17.7%
	High Needs Students	10.7%	<=5%	38.7	50	77.4	25.5%
Preparation for CCR	% Taking Courses	98.5%	75%	50.0	50	100.0	91.5%
	% Meeting Benchmark	67.8%	75%	45.2	50	90.5	44.3%
On-track to High School Graduation		97.0%	94%	50.0	50	100.0	84.5%
4-year Graduation All Students (2023 Cohort)		96.3%	94%	100.0	100	100.0	88.4%
6-year Graduation - High Needs Students (2021 Cohort)		95.0%	94%	100.0	100	100.0	86.6%
Postsecondary Entrance (Class of 2023)		81.6%	75%	100.0	100	100.0	68.4%
Physical Fitness (estimated part rate) and (fitness rate)		91.5% 67.9%	75%	45.2	50	90.5	93.6% 47.2%
Arts Access		62.0%	60%	50.0	50	100.0	55.0%
Accountability Index				1237.3	1450	85.3	

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
Achievement Gap Size Outlier?					N
ELA Performance Index Gap	75.0	65.5	9.5	16.9	
Math Performance Index Gap	75.0	63.1	11.9	18.2	
Science Performance Index Gap	75.0	65.1	9.9	17.9	
Graduation Rate Gap	94.0%	95.0%	0.0%	9.9%	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.

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. Gap calculations are based on unrounded rates.

Subject/Student Group		Participation Rate (%) ³
ELA	All Students	99.4
	High Needs Students	98.5
Math	All Students	99.4
	High Needs Students	98.5
Science	All Students	99.1
	High Needs Students	98.0

³Minimum 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: 58.1

State: 49.7

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Narratives

School District Improvement Plans and Parental Outreach Activities

The 2023-2024 school year was a highly successful school year. The Trumbull Public Schools focused its improvement in the following areas: Ensuring the Physical, Social, and Emotional Well-Being of All Students and Staff; Optimizing Teaching and Learning; and Operational Excellence and Continuous Improvement. Our first goal around the wellness of all staff and students generated many successes. Our district security team and School Resource Officer conducted school-based assessments of all schools. We added outdoor speakers to two of our schools. We developed a Multi-Tiered Systems of Support Handbook that will be use in all of our schools moving forward. Our continued focus on chronic absenteeism continues to pay dividends as all of our schools are on a trajectory to meet the 5% chronic absenteeism milestone or have reduced chronic absenteeism by 10% from the previous year. We also piloted the Devereux Students' Strengths Assessment (DESSA) at three of our schools and gained valuable insight. This year's School Climate Data showed overall increases in positive perceptions of students, staff, and parents. As it relates to our Teaching and Learning goal, we continued our work with our Vision of the Graduate (VOG) as we created posters, integrated skills and dispositions into curriculum, and updated our report card to incorporate VOG feedback to our parents. A great deal of effort was focused on the Science of Reading as we analyzed our current reading materials and the materials required by the State Department of Education and began taking additional steps in this area. In Mathematics, we placed additional emphasis on our Building Thinking Classrooms at the Elementary level and on our Early Intervention Process at the Middle School and High School levels. We also re-opened our planetarium at Hillcrest Middle School and have started in-district field trips for classes to take advantage of this great space. Finally, our goal on Operational Excellence focused on completing our Master Facilities Plan and working towards a referendum for a new Hillcrest Middle School building, implementing our new 8 drop 2 schedule at the high school, and ensuring a paraprofessional model that systematically utilizes supports students in the least restrictive environment. A full account of each goal for the 2023-2024 school year can be found on the Trumbull Public Schools website.

Our parent outreach for the school year was excellent. Principals at each building continued to send weekly communications to all families about upcoming events and ways that parents can be involved in the teaching and learning process. The Superintendent of Schools continued to send a monthly update to all parents and staff as well. Our "Town Hall Meetings" for staff were held three times at each level. The Superintendent continued to meet with the Parent-Teacher Association Council (PTAC) to discuss opportunities for families and ways for the schools and parents to collaborate. The PTAC continued to benefit students in a multitude of ways through the time, treasure, and talent they offered at each school.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Trumbull Public Schools recognizes every child's right to a free, high-quality public education and values the richness of diversity. With this commitment in mind, we engaged in activities designed to reduce, racial, ethnic, and economic isolation. The most significant of our work was the continuation of key committees: An Equity Steering Committee, which consists primarily of central office leadership, a District Equity Leadership Team (DELT) with representatives from across the district, and our School Equity Leadership Teams (SELT) that now exist at all levels.

Our DELT continued to ensure that the district was doing its best to actualize the recently adopted District Equity Position Statement. We provided professional development on our TPS Equity Rubric as well as bias training. The DELT reviewed our goals around reducing the achievement gap and generated strong goals for the 2024-2025 district improvement plan. The goals focus on improving communication with families regarding learning paths and for reducing unnecessary barriers in the Trumbull High School Program of Studies. Additionally, we continued with our participation in the Open Choice program with Bridgeport Public Schools and our Human Resource department made additional connections that should increase the diversity of our staff.

Our work in providing access to all students is also directly embedded in the curriculum and instructional experiences we provide. At the high school level, our History department has been approved to offer an American Indian History course which will focus on recognized tribes in Connecticut. Additionally, revisions to our Grade 9 English curriculum to further broaden the choice of authors were started. Finally, our Shades Club continued to thrive as a safe place to discuss and share resources.

At the elementary and middle school levels, students explored issues of diversity and inclusion with classroom lessons as well as PBIS activities and school assemblies. The texts and novels interwoven into the curriculum are aimed to show diversity of representation.

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Equitable Allocation of Resources among District Schools

The Trumbull Public Schools is committed to allocating resources in an equitable manner. The Board of Education goals drive the district and school improvement plans. These plans drive the budget development process and ensure that students' needs are the driving force in the process. The district leadership team reviews data from the schools and allocates resources based on need to avoid potential inequities. As the district developed its uses for ESSER grants, we employed these same techniques so that each school would receive what it needed based on student performance data. Additionally, TPS has two Title I elementary schools which receive funding in order to support our neediest of students from an economic perspective. Through an analysis of student outcomes, we were able to identify students and schools with additional needs and to identify opportunities to flexibly use our current resources. We also worked closely with our PTA's to ensure that they have understood the policies around raising and expending funds. Finally, we also provided student waivers to participate in pay-to-participate activities.