

# Connecticut State Department of Education

## DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2024-25



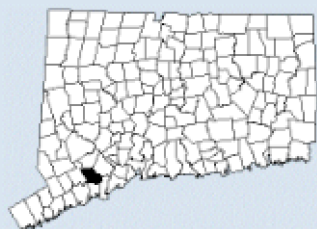
### Trumbull School District

Martin Semmel, Superintendent • 203-452-4301 • [www.trumbullps.org/](http://www.trumbullps.org/)

#### District Information

|                            |               |
|----------------------------|---------------|
| Grade Range                | PK-12         |
| Number of Schools/Programs | 13            |
| Enrollment                 | 6,943         |
| Per Pupil Expenditures     | \$19,452      |
| Total Expenditures         | \$137,081,330 |

Expenditure data reflect the 2023-24 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 2024-25 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://public-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, 2024 Enrollment

| Student Group                             | District Count | District Percent (%) | State Percent (%) |
|-------------------------------------------|----------------|----------------------|-------------------|
| Female                                    | *              | *                    | 48.4              |
| Male                                      | 3,602          | 51.9                 | 51.5              |
| Non-Binary                                | *              | *                    | 0.1               |
| American Indian or Alaska Native          | 10             | 0.1                  | 0.2               |
| Asian                                     | 759            | 10.9                 | 5.2               |
| Black or African American                 | 513            | 7.4                  | 12.4              |
| Hispanic or Latino of any race            | 1,440          | 20.7                 | 32.1              |
| Native Hawaiian or Other Pacific Islander | 7              | 0.1                  | 0.1               |
| Two or More Races                         | 215            | 3.1                  | 4.8               |
| White                                     | 3,999          | 57.6                 | 45.1              |
| English Learners/Multilingual Learners    | 327            | 4.7                  | 11.3              |
| Eligible for Free or Reduced-Price Meals  | 1,393          | 20.1                 | 44.8              |
| Students with Disabilities                | 1,053          | 15.2                 | 18.5              |

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

**Students with disabilities** 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

| Student Group                            | Chronic Count | Chronic Rate (%) | Suspension Count | Suspension Rate (%) |
|------------------------------------------|---------------|------------------|------------------|---------------------|
| Female                                   | 227           | 7.0              | 35               | 1.0                 |
| Male                                     | *             | *                | 126              | 3.4                 |
| Non-Binary                               | *             | *                | 0                | *                   |
| Black or African American                | 33            | 6.6              | 16               | 2.9                 |
| Hispanic or Latino of any race           | 136           | 9.8              | 52               | 3.5                 |
| White                                    | 232           | 5.9              | 77               | 1.9                 |
| English Learners/Multilingual Learners   | 47            | 14.1             | 6                | 1.7                 |
| Eligible for Free or Reduced-Price Meals | 182           | 12.7             | 69               | 4.4                 |
| Students with Disabilities               | 139           | 14.1             | 57               | 4.8                 |
| All Students - District                  | 455           | 6.7              | 161              | 2.3                 |
| All Students - State                     |               | 17.2             |                  | 6.8                 |

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.

A student is included in **suspension count/rate** if they received at least one in-school suspension, out-of-school suspension, or expulsion.

**Number of students qualified as truant under state statute: 326**  
**Number of school-based arrests: Fewer than 6**

# District Profile and Performance Report for School Year 2024-25

## Trumbull School District

### Educators

#### Full-Time Equivalent (FTE) Staff

| Role                                                     | FTE   |
|----------------------------------------------------------|-------|
| General Education Teachers and Instructors               | 416.4 |
| General Education Paraprofessionals                      | 34.2  |
| Special Education Teachers and Instructors               | 74.2  |
| Special Education Paraprofessionals                      | 184.8 |
| District Central Office Administrators                   | 8.6   |
| School Level Administrators                              | 25.0  |
| Library/Media Specialists (Certified)                    | 9.0   |
| Library/Media Support Staff                              | 1.0   |
| Instructional Specialists Who Support Teachers           | 32.6  |
| Counselors, Social Workers and School Psychologists      | 50.9  |
| School Nurses                                            | 12.7  |
| Other Staff Providing Non-Instructional Services/Support | 321.8 |

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.

#### Classroom Teacher Attendance: 2023-24

| Level    | Average Number of FTE Days Absent Due to Illness or Personal Time |
|----------|-------------------------------------------------------------------|
| District | 13.5                                                              |
| State    | 13.0                                                              |

#### Educators by Race/Ethnicity

| Race/Ethnicity                            | District Count | District Percent (%) | State Percent (%) |
|-------------------------------------------|----------------|----------------------|-------------------|
| American Indian or Alaska Native          | 0              | 0.0                  | 0.1               |
| Asian                                     | 5              | 0.8                  | 1.4               |
| Black or African American                 | 4              | 0.7                  | 4.9               |
| Hispanic or Latino of any race            | 20             | 3.2                  | 5.3               |
| Native Hawaiian or Other Pacific Islander | 0              | 0.0                  | 0.1               |
| Two or More Races                         | 0              | 0.0                  | 0.3               |
| White                                     | 591            | 95.3                 | 87.9              |

#### New! Educator Attrition: 2023-24

| Educator Type | District Attrition Count | District Attrition Rate (%) | State Attrition Rate (%) |
|---------------|--------------------------|-----------------------------|--------------------------|
| All Educators | 38                       | 6.1                         | 6.8                      |
| Teachers      | 34                       | 6.7                         | 7.6                      |

**Teacher Attrition Rate** is defined as the percent of certified teachers who were teaching in the district in 2022-23 but were not teaching in the district in 2023-24. **All Educator Attrition Rate** is defined as the percent of certified educators who were staffed in a certified educator position in the district in 2022-23 but were not staffed in a certified educator position in the district in 2023-24.

Note: See Appendix A for exit reasons.

### Instruction and Resources

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

| Student Group                            | 11th Count | 11th Rate (%) | 12th Count | 12th Rate (%) |
|------------------------------------------|------------|---------------|------------|---------------|
| Black or African American                | 44         | 100.0         | 37         | 97.4          |
| Hispanic or Latino of any race           | 107        | 96.4          | 118        | 99.2          |
| White                                    | 338        | 99.1          | 352        | 99.7          |
| English Learners/Multilingual Learners   | *          | *             | 15         | *             |
| Eligible for Free or Reduced-Price Meals | 124        | 98.4          | 128        | 99.2          |
| Students with Disabilities               | 73         | 97.3          | 94         | 98.9          |
| All Students - District                  | 559        | 98.6          | 582        | 99.5          |
| All Students - State                     |            | 89.2          |            | 95.3          |

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

#### Students with Disabilities Spending 80% or Greater Time with Nondisabled Peers

| Disability                  | Count | Rate (%) |
|-----------------------------|-------|----------|
| Autism                      | 78    | 47.3     |
| Emotional Disability        | 30    | 54.5     |
| Intellectual Disability     | 6     | 23.1     |
| Learning Disability         | 250   | 65.6     |
| Other Health Impairment     | 138   | 69.0     |
| Other Disabilities          | 13    | 37.1     |
| Speech/Language Impairment  | 52    | 82.5     |
| All Disabilities - District | 567   | 61.3     |
| All Disabilities - State    |       | 68.0     |

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 2024-25

## Trumbull School District

### Students with Disabilities by Primary Disability

| Disability                 | District Count | District Rate (%) | State Rate (%) |
|----------------------------|----------------|-------------------|----------------|
| Autism                     | 185            | 2.8               | 2.9            |
| Emotional Disability       | 55             | 0.8               | 1.1            |
| Intellectual Disability    | 26             | 0.4               | 0.6            |
| Learning Disability        | 382            | 5.7               | 6.5            |
| Other Health Impairment    | 203            | 3.0               | 3.6            |
| Other Disabilities         | 61             | 0.9               | 1.1            |
| Speech/Language Impairment | 73             | 1.1               | 2.0            |
| All Disabilities           | 985            | 14.7              | 17.8           |

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

| Classroom Setting                 | District Count | District Rate (%) | State Rate (%) |
|-----------------------------------|----------------|-------------------|----------------|
| Public Schools in Other Districts | 28             | 2.8               | 8.2            |
| Private Schools or Other Settings | 30             | 3.0               | 4.5            |

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: 2023-24

| Expenditure                                    | District Total (\$) | District Per Pupil (\$) | State Per Pupil (\$) |
|------------------------------------------------|---------------------|-------------------------|----------------------|
| Instruction                                    | \$73,595,147        | \$10,443                | \$13,471             |
| Support services - students                    | \$22,355,621        | \$3,232                 | \$1,826              |
| Support services - instruction                 | \$6,708,049         | \$970                   | \$972                |
| Support services - general administration      | \$3,059,585         | \$442                   | \$568                |
| Support services - school based administration | \$5,383,532         | \$778                   | \$1,274              |
| Central and other support services             | \$4,111,474         | \$594                   | \$761                |
| Operation and maintenance of plant             | \$13,498,819        | \$1,952                 | \$2,125              |
| Student transportation services                | \$8,369,104         | \$1,342                 | \$1,695              |
| Food services                                  | .                   | .                       | \$10                 |
| Enterprise operations                          | .                   | .                       | \$219                |
| Total                                          | \$137,081,330       | \$19,452                | \$22,054             |

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

### Special Education Expenditures: 2023-24

| Expenditure                                  | District Total (\$) | District Percent (%) | State Percent (%) |
|----------------------------------------------|---------------------|----------------------|-------------------|
| Teacher Salaries                             | \$12,687,165        | 37.1                 | 26.4              |
| Instructional Aide Salaries                  | .                   | .                    | 10.1              |
| Other Salaries                               | \$6,062,250         | 17.7                 | 10.5              |
| Employee Benefits                            | \$4,950,097         | 14.5                 | 13.3              |
| Purchased Services Other Than Transportation | \$761,894           | 2.2                  | 6.8               |
| Special Education Tuition                    | \$5,571,443         | 16.3                 | 22.8              |
| Supplies                                     | \$90,416            | 0.3                  | 0.6               |
| Property Services                            | .                   | .                    | 0.4               |
| Purchased Services For Transportation        | \$3,993,166         | 11.7                 | 8.7               |
| Equipment                                    | \$41,898            | 0.1                  | 0.2               |
| All Other Expenditures                       | \$5,835             | 0.0                  | 0.1               |
| Total                                        | \$34,164,163        | 100.0                | 100.0             |

### Percent of Total Expenditures Used for Special Education: 2023-24

| Level    | Percent (%) |
|----------|-------------|
| District | 24.9        |
| State    | 25.7        |

### Expenditures by Revenue Source: 2023-24

| Revenue Source  | Percent of Total (%) Excluding School Construction |
|-----------------|----------------------------------------------------|
| Local           | 91.8                                               |
| State           | 4.4                                                |
| Federal         | 2.3                                                |
| Tuition & Other | 1.4                                                |

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).

# District Profile and Performance Report for School Year 2024-25

## 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., English Language Arts(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.

| Student Group                                  | ELA Count | ELA DPI | Math Count | Math DPI | Science Count | Science DPI |
|------------------------------------------------|-----------|---------|------------|----------|---------------|-------------|
| American Indian or Alaska Native               | *         | *       | *          | *        | *             | *           |
| Asian                                          | 417       | 84.1    | 417        | 86.6     | 190           | 85.6        |
| Black or African American                      | 267       | 70.9    | 267        | 65.2     | 127           | 66.9        |
| Hispanic or Latino of any race                 | 731       | 71.5    | 731        | 69.2     | 301           | 71.7        |
| Native Hawaiian or Other Pacific Islander      | *         | *       | *          | *        | *             | *           |
| Two or More Races                              | 102       | 84.5    | 102        | 83.7     | 30            | 88.7        |
| White                                          | 2,148     | 77.8    | 2,147      | 76.8     | 957           | 78.3        |
| English Learners/Multilingual Learners         | 295       | 69.1    | 295        | 69.0     | 88            | 65.6        |
| Non-English Learners/Non-Multilingual Learners | 3,380     | 77.6    | 3,379      | 76.3     | 1,523         | 77.9        |
| Eligible for Free or Reduced-Price Meals       | 771       | 70.0    | 771        | 67.3     | 340           | 71.4        |
| Not Eligible for Free or Reduced-Price Meals   | 2,904     | 78.8    | 2,903      | 78.0     | 1,271         | 78.8        |
| Students with Disabilities                     | 507       | 55.9    | 506        | 52.0     | 222           | 54.5        |
| Students without Disabilities                  | 3,168     | 80.3    | 3,168      | 79.5     | 1,389         | 80.8        |
| High Needs                                     | 1,244     | 67.5    | 1,243      | 65.1     | 531           | 67.1        |
| Non-High Needs                                 | 2,431     | 81.8    | 2,431      | 81.2     | 1,080         | 82.2        |
| All Students - District                        | 3,675     | 77.0    | 3,674      | 75.7     | 1,611         | 77.2        |

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

| Year | Subject | Grade | CT  | National Public |
|------|---------|-------|-----|-----------------|
| 2024 | Reading | 4     | 36% | 30%             |
| 2024 | Reading | 8     | 35% | 29%             |
| 2024 | Math    | 4     | 42% | 39%             |
| 2024 | Math    | 8     | 32% | 27%             |

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. Performance on NAEP by student group is available at <https://tinyurl.com/CTNAEP2024>

#### Physical Fitness Tests: Percent of Students Reaching Health Standard

| Test                 | Grade 4 Percent (%) | Grade 6 Percent (%) | Grade 8 Percent (%) | HS Percent (%) | All Tested Grades Count | All Tested Grades Percent (%) |
|----------------------|---------------------|---------------------|---------------------|----------------|-------------------------|-------------------------------|
| Sit & Reach          | 95.1                | 80.2                | 83.5                | 92.4           | 2,100                   | 87.4                          |
| Curl Up              | 91.2                | 84.3                | 85.6                | 90.0           | 2,099                   | 87.6                          |
| Push Up              | 88.3                | 77.1                | 87.2                | 84.5           | 2,095                   | 84.1                          |
| Mile Run/PACER       | 89.1                | 76.3                | 80.7                | 71.6           | 2,093                   | 79.3                          |
| All Tests - District | 78.0                | 52.9                | 56.5                | 63.7           | 2,086                   | 62.3                          |
| All Tests - State    | 55.8                | 51.4                | 46.0                | 43.6           |                         | 49.0                          |

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.

**Note: Only students assessed in all four areas are included in the All Tests calculation**

# District Profile and Performance Report for School Year 2024-25

## Trumbull School District

### 2023-24 Cohort Graduation: Four-Year

| Student Group                            | Cohort Count | Rate (%) |
|------------------------------------------|--------------|----------|
| Black or African American                | 39           | 89.7     |
| Hispanic or Latino of any race           | 84           | 91.7     |
| White                                    | 366          | 96.4     |
| English Learners/Multilingual Learners   | 9            | *        |
| Eligible for Free or Reduced-Price Meals | 150          | 94.0     |
| Students with Disabilities               | 87           | 82.8     |
| All Students - District                  | 554          | 95.5     |
| All Students - State                     |              | 88.9     |

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

**Cohort count** includes all students in the cohort as of the end of the 2023-24 school year.

### 11th and 12th Graders Demonstrating Postsecondary Readiness

| Student Group                            | Count | Rate (%) |
|------------------------------------------|-------|----------|
| Female                                   | 451   | 75.7     |
| Male                                     | 354   | 64.0     |
| Non-Binary                               | 0     | *        |
| Black or African American                | 53    | 64.6     |
| Hispanic or Latino of any race           | 124   | 53.9     |
| White                                    | 509   | 73.3     |
| English Learners/ Multilingual Learners  | *     | *        |
| Eligible for Free or Reduced-Price Meals | 153   | 60.0     |
| Students with Disabilities               | 30    | 17.6     |
| All Students - District                  | 805   | 69.9     |
| All Students - State                     |       | 47.2     |

Students 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

| Student Group                               | Class of 2024<br>Entrance<br>Rate (%) | Class of 2023<br>Persistence<br>Rate (%) |
|---------------------------------------------|---------------------------------------|------------------------------------------|
| Female                                      | 88.3                                  | 98.0                                     |
| Male                                        | 75.9                                  | 93.4                                     |
| Non-Binary                                  | N/A                                   | *                                        |
| Black or African American                   | 75.7                                  | 95.8                                     |
| Hispanic or Latino of any race              | 79.0                                  | 87.5                                     |
| White                                       | 82.3                                  | 96.8                                     |
| English Learners/<br>Multilingual Learners  | *                                     | *                                        |
| Eligible for Free or<br>Reduced-Price Meals | 80.0                                  | 85.0                                     |
| Students with Disabilities                  | 60.9                                  | 82.5                                     |
| All Students - District                     | 82.0                                  | 95.6                                     |
| All Students - State                        | 67.0                                  | 88.2                                     |

**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.

**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 2024-25

## 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                                  | Student Group       | Index/Rate | Target | Points Earned | Max Points  | % Points Earned | State Average Index/Rate |
|--------------------------------------------|---------------------|------------|--------|---------------|-------------|-----------------|--------------------------|
| ELA Performance Index                      | All Students        | 77.0       | 75     | 50.0          | 50          | 100.0           | 64.7                     |
| ELA Performance Index                      | High Needs Students | 67.5       | 75     | 45.0          | 50          | 90.0            | 54.9                     |
| Math Performance Index                     | All Students        | 75.7       | 75     | 50.0          | 50          | 100.0           | 61.1                     |
| Math Performance Index                     | High Needs Students | 65.1       | 75     | 43.4          | 50          | 86.8            | 50.6                     |
| Science Performance Index                  | All Students        | 77.2       | 75     | 50.0          | 50          | 100.0           | 62.6                     |
| Science Performance Index                  | High Needs Students | 67.1       | 75     | 44.7          | 50          | 89.5            | 52.1                     |
| ELA Academic Growth                        | All Students        | 66.5%      | 100%   | 66.5          | 100         | 66.5            | 60.6%                    |
| ELA Academic Growth                        | High Needs Students | 61.7%      | 100%   | 61.7          | 100         | 61.7            | 55.7%                    |
| Math Academic Growth                       | All Students        | 71.0%      | 100%   | 71.0          | 100         | 71.0            | 62.3%                    |
| Math Academic Growth                       | High Needs Students | 64.0%      | 100%   | 64.0          | 100         | 64.0            | 55.9%                    |
| Progress Toward English Proficiency        | Literacy            | 67.8%      | 100%   | 33.9          | 50          | 67.8            | 58.7%                    |
| Progress Toward English Proficiency        | Oral                | 64.6%      | 100%   | 32.3          | 50          | 64.6            | 55.7%                    |
| Chronic Absenteeism                        | All Students        | 6.7%       | <=5%   | 46.5          | 50          | 93.1            | 17.2%                    |
| Chronic Absenteeism                        | High Needs Students | 12.5%      | <=5%   | 35.0          | 50          | 70.1            | 24.8%                    |
| % Taking CCR Courses                       | All Students        | 99.0%      | 75%    | 50.0          | 50          | 100.0           | 92.4%                    |
| % Meeting CCR Benchmark                    | All Students        | 69.9%      | 75%    | 46.6          | 50          | 93.2            | 47.2%                    |
| On-track to High School Graduation         | All Students        | 98.6%      | 94%    | 50.0          | 50          | 100.0           | 85.9%                    |
| 4-year Graduation Rate (2024 Cohort)       | All Students        | 95.5%      | 94%    | 100.0         | 100         | 100.0           | 88.9%                    |
| 6-year Graduation Rate (2022 Cohort)       | High Needs Students | 90.8%      | 94%    | 96.6          | 100         | 96.6            | 87.3%                    |
| Postsecondary Entrance (Class of 2024)     | All Students        | 82.0%      | 75%    | 100.0         | 100         | 100.0           | 67.0%                    |
| Physical Fitness % Meeting Health Standard | All Students        | 62.3%      | 75%    | 41.5          | 50          | 83.0            | 49.0%                    |
| Arts Access                                | All Students        | 58.9%      | 60%    | 49.1          | 50          | 98.1            | 55.1%                    |
| <b>Accountability Index</b>                |                     |            |        | <b>1228.0</b> | <b>1450</b> | <b>84.7</b>     |                          |

Physical Fitness Estimated Participation Rate - District: 97.2% | State: 95.6%

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 Indicator                 | Non-High Needs Rate | High Needs Rate | Size of Gap | State Gap Mean +1 Stdev | Is Gap an Outlier? |
|-------------------------------|---------------------|-----------------|-------------|-------------------------|--------------------|
| ELA Performance Index Gap     | 75.0                | 67.5            | 7.5         | 16.9                    | N                  |
| Math Performance Index Gap    | 75.0                | 65.1            | 9.9         | 18.4                    | N                  |
| Science Performance Index Gap | 75.0                | 67.1            | 7.9         | 18.2                    | N                  |
| Graduation Rate Gap           | 94.0%               | 90.8%           | 3.2%        | 8.6%                    | N                  |

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.

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. Gap calculations are based on unrounded rates.

| Subject | Student Group       | Participation Rate (%) |
|---------|---------------------|------------------------|
| ELA     | All Students        | 99.3                   |
| ELA     | High Needs Students | 98.5                   |
| Math    | All Students        | 99.3                   |
| Math    | High Needs Students | 98.4                   |
| Science | All Students        | 98.6                   |
| Science | High Needs Students | 97.0                   |

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: 59.1**

**State: 50.2**

**Supporting Resources:** <https://public-edsight.ct.gov/Overview/Next-Generation-Accountability-Dashboard#related-links>

# District Profile and Performance Report for School Year 2024-25

## Trumbull School District

### Narratives

#### School District Improvement Plans and Parental Outreach Activities

The 2024–2025 school year marked continued progress for Trumbull Public Schools in advancing district goals centered on student and staff well-being, academic excellence, and operational improvement. Our District Improvement Plan focused on three strategic areas: Ensuring the Physical, Social, and Emotional Well-Being of All Students and Staff; Optimizing Teaching and Learning; and Operational Excellence and Continuous Improvement.

To support student wellness and safety, the District Safety Team completed infrastructure upgrades, including outdoor speaker installations and emergency power enhancements. A District Crisis Response Team was established, and restorative practices training expanded across schools. The district also launched a Social-Emotional Learning (SEL) Steering Committee to align SEL practices with CASEL and CSDE standards and our Vision of the Graduate. Over 20 staff were trained in Restorative Practices, and mental health professionals received training in suicide risk and threat assessment protocols.

Chronic absenteeism remained a priority. While only one school met the 5% target as of our review in May, all schools maintained rates between 3.7% and 8.5%, outperforming state averages. School Improvement Plans included climate goals aligned with new state legislation, and staff received training to support positive school environments.

Special education services were strengthened through the development of a centralized PPS Digital Space, integration of independence goals in IEPs, and enhanced paraeducator accountability systems. The MTSS process was refined with updated forms and SEL learning walks, and the district explored integration with CT-SEDS for improved data tracking.

In teaching and learning, the district deepened its implementation of the Vision of the Graduate, embedding skills and dispositions into curriculum, report cards, and student-led conferences. Literacy instruction advanced with the full-year pilot and adoption of Bookworms K–5, curriculum revisions at the secondary level, and vertical alignment efforts. In mathematics, the district piloted and adopted Ed Gems at the middle school level and revised Algebra curricula at the high school. Science instruction was enriched through hands-on learning, curriculum updates, and expanded use of the Hillcrest Planetarium.

Family and community engagement remained strong. Principals continued weekly communications, and the Superintendent provided monthly updates. Teachers were also invited to contribute to the 2025–2026 District Improvement Plan during the annual Teacher of the Year Recognition event. The district hosted a joint community forum with the Town to inform residents about the Hillcrest referendum, which passed with overwhelming support. The Superintendent met regularly with the Parent-Teacher Association Council (PTAC), which played a vital role in supporting school initiatives.

To build staff capacity for family engagement, educators were trained in restorative practices and SEL strategies that foster strong school-home partnerships. Parents were engaged in program planning through PTAC and school-based events.

Trumbull Public Schools remains committed to continuous improvement, inclusive practices, and strong partnerships with families to ensure every student thrives.

#### Efforts to Reduce Racial, Ethnic and Economic Isolation

Trumbull Public Schools remains committed to reducing racial, ethnic, and economic isolation through inclusive practices, curriculum, and partnerships. Our district continued its participation in the Open Choice program with Bridgeport Public Schools, welcoming students from diverse backgrounds into our schools. We also expanded our efforts to diversify our workforce. All hiring supervisors completed CSDE training on diversifying the educator workforce, and the district participated in multiple recruitment fairs to attract a broader pool of candidates.

Our Equity Steering Committee, District Equity Leadership Team (DELT), and School Equity Leadership Teams (SELT) continued to guide this work. DELT reviewed progress on our Equity Position Statement and led professional development on the TPS Equity Rubric and bias awareness. These efforts informed our 2024–2025 District Improvement Plan, which includes goals to improve communication about learning pathways and reduce barriers in the Trumbull High School Program of Studies.

Curricular updates also supported this mission. At the high school level, new courses such as African American Literature and revised English 10 curricula broadened representation. At the middle and elementary levels, texts and lessons emphasized diverse voices and inclusive themes. Hundreds of students engaged in classroom discussions, PBIS activities, and assemblies focused on identity, empathy, and belonging.

The Shades Club at Trumbull High School continued to thrive, offering a safe space for students to explore identity and equity. Across the district, dozens of educators participated in Instructional Rounds and Leading & Learning PLCs that examined subgroup performance and equity-focused teaching strategies. Students were also recognized for their achievements in national and state-level competitions, including the DAR Good Citizen Award and essay contests celebrating cultural heritage.

Over the past three years, Trumbull has built a strong foundation of equity-focused leadership, inclusive curriculum, and community partnerships. We continue to celebrate student voice and cultural awareness through school-wide events and recognitions. We remain committed to ensuring every student feels seen, valued, and supported.

# District Profile and Performance Report for School Year 2024-25

## Trumbull School District

### **Equitable Allocation of Resources among District Schools**

Trumbull Public Schools remains committed to allocating resources equitably to meet the diverse needs of all students. The Board of Education goals guide district and school improvement plans, which in turn drive the budget development process. District leadership reviews school-level data to ensure resources are distributed based on student needs, avoiding inequities. This year, we continued to apply this approach in our use of grant funding, including Title I and remaining ESSER funds, ensuring targeted support for our highest-need schools and students. Our two Title I elementary schools received additional funding to support economically disadvantaged students. We also worked with PTAs to reinforce equitable fundraising and spending practices. Additionally, we provided fee waivers for students to access pay-to-participate programs, ensuring all students could benefit from extracurricular opportunities regardless of financial status.

# District Profile and Performance Report for School Year 2024-25

## Trumbull School District

### Appendix A

#### 2023-24 Exit Reasons for Certified Educators

Exit reasons are reported by districts in the Educator Data System (EDS) based on the information provided by exiting educators.

| Exit Reason                                  | District Count | District Percent (%) | State Percent (%) |
|----------------------------------------------|----------------|----------------------|-------------------|
| Another Profession                           | 0              | 0.0                  | 2.1               |
| Deceased                                     | 0              | 0.0                  | 0.5               |
| District/School Shut Down                    | 0              | 0.0                  | 0.0               |
| Moved Out of State                           | 0              | 0.0                  | 2.2               |
| Personal Reasons                             | 2              | 33.3                 | 6.7               |
| Position Eliminated or Expired               | 0              | 0.0                  | 9.8               |
| Position Filled Permanently                  | 0              | 0.0                  | 0.1               |
| Resigned (no reason given)                   | 1              | 16.7                 | 32.0              |
| Retired                                      | 0              | 0.0                  | 23.7              |
| Teach/Admin in Other CT Dist                 | 3              | 50.0                 | 18.0              |
| Teach/Admin in CT Nonpublic School           | 0              | 0.0                  | 0.1               |
| Teach/Admin Out-of-State (public or private) | 0              | 0.0                  | 1.3               |
| Terminated                                   | 0              | 0.0                  | 1.2               |
| Took Job Related To Education                | 0              | 0.0                  | 2.3               |
| TOTAL                                        | 6              |                      |                   |

Please note that the exit counts above are for educators leaving the district. This differs from the counts in the attrition table where individuals may still be employed in the district but in non-teaching or non-certified educator roles.