

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

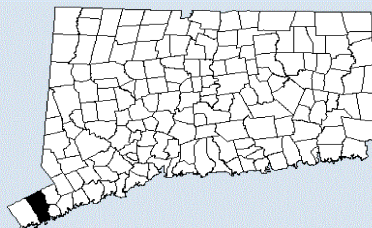


## Trailblazers Academy District

203-977-5690 • <http://www.trailblazersacademy.org>

### District Information

Grade Range	6-8
Number of Schools/Programs	1
Enrollment	127
Per Pupil Expenditures <sup>1</sup>	\$33,933
Total Expenditures <sup>1</sup>	\$4,038,008

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

### Community Information

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

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### Notes

Unless otherwise noted, all data are for 2018-19 and include all grades offered by the district.

In most tables, data are displayed only for the three major race/ethnicity categories. For additional race/ethnicity categories, please visit [edsight.ct.gov](http://edsight.ct.gov).

State totals are not displayed as they are not comparable to district totals.

Special Education tables reflect only students for whom the district is fiscally responsible.

\* When an asterisk is displayed, data have been suppressed to safeguard student confidentiality, or to ensure that statistics based on a very small sample size are not interpreted as equally representative as those based on a sufficiently larger sample size.

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

## Students

### October 1, 2018 Enrollment<sup>2</sup>

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	57	44.9	48.4
Male	70	55.1	51.6
American Indian or Alaska Native	0	0.0	0.3
Asian	*	*	5.2
Black or African American	63	49.6	12.8
Hispanic or Latino of any race	58	45.7	25.8
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	*	*	3.6
White	*	*	52.4
English Learners	14	11.0	7.6
Eligible for Free or Reduced-Price Meals	91	71.7	42.1
Students with Disabilities <sup>3</sup>	33	26.0	15.4

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

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

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

### Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism <sup>4</sup>		Suspension/Expulsion <sup>5</sup>	
	Count	Rate (%)	Count	Rate (%)
Female	*	*	*	*
Male	*	*	*	*
Black or African American	*	*	*	*
Hispanic or Latino of any race	0	0.0	*	*
White	0	*	0	*
English Learners	0	*	0	*
Eligible for Free or Reduced-Price Meals	*	*	7	6.9
Students with Disabilities	*	*	*	*
District	*	*	8	5.7
State		10.4		6.7

**Number of students in 2017-18 qualified as truant under state statute: Fewer than 6**

**Number of school-based arrests: 0**

<sup>4</sup>A student is chronically absent if they miss ten percent or greater of the total number of days enrolled in the school year for any reason. Pre-Kindergarten students are excluded from this calculation.

<sup>5</sup>This column displays the count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

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

## Trailblazers Academy District

### Educators

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

	FTE
<b>General Education</b>	
Teachers and Instructors	12.0
Paraprofessional Instructional Assistants	2.0
<b>Special Education</b>	
Teachers and Instructors	2.0
Paraprofessional Instructional Assistants	0.0
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	0.0
School Level	2.0
<b>Library/Media</b>	
Specialists (Certified)	0.0
Support Staff	0.0
Instructional Specialists Who Support Teachers	1.0
Counselors, Social Workers and School Psychologists	0.0
School Nurses	0.8
Other Staff Providing Non-Instructional Services/Support	9.5

<sup>1</sup>In the full-time equivalent count, staff members working part-time in the school are counted as a fraction of full-time. For example, a teacher who works half-time in a school contributes 0.50 to the school's staff count.

#### Educators by Race/Ethnicity

	Count	District Percent of Total (%)	State Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	0	0.0	1.1
Black or African American	2	11.8	3.8
Hispanic or Latino of any race	0	0.0	3.8
Native Hawaiian or Other Pacific Islander	1	5.9	0.0
Two or More Races	0	0.0	0.1
White	14	82.4	90.5

#### Classroom Teacher Attendance: 2017-18

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	5.3	10.0

### Instruction and Resources

#### Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers<sup>3</sup>

	Count	Rate (%)
Autism	N/A	N/A
Emotional Disturbance	N/A	N/A
Intellectual Disability	N/A	N/A
Learning Disability	N/A	N/A
Other Health Impairment	N/A	N/A
Other Disabilities	N/A	N/A
Speech/Language Impairment	N/A	N/A
District	N/A	N/A
State		67.6

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

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

## Trailblazers Academy District

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

	District		State
	Count	Rate (%)	Rate (%)
Autism	N/A	N/A	1.9
Emotional Disturbance	N/A	N/A	1.1
Intellectual Disability	N/A	N/A	0.5
Learning Disability	N/A	N/A	5.5
Other Health Impairment	N/A	N/A	3.2
Other Disabilities	N/A	N/A	1.1
Speech/Language Impairment	N/A	N/A	1.8
All Disabilities	N/A	N/A	15.0

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

### Students with Disabilities Placed Outside of the District<sup>2</sup>

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	N/A	N/A	8.2
Private Schools or Other Settings	N/A	N/A	5.0

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

### Overall Expenditures:<sup>3</sup> 2017-18

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$1,044,404	\$8,777	\$10,545
Support services - students	\$412,565	\$3,467	\$1,373
Support services - instruction	\$290,190	\$2,439	\$644
Support services - general administration	\$597,184	\$5,018	\$462
Support services - school based administration	\$492,119	\$4,135	\$1,007
Central and other support services	.	.	\$671
Operation and maintenance of plant	\$1,192,450	\$10,021	\$1,629
Student transportation services	\$9,096	\$78	\$1,231
Food services	.	.	\$13
Enterprise operations	.	.	\$157
Minor school construction	.	.	\$65
Total	\$4,038,008	\$33,933	\$17,153

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

### Special Education Expenditures: 2017-18

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$83,875	77.8	29.7
Instructional Aide Salaries	.	.	9.6
Other Salaries	.	.	10.4
Employee Benefits	\$23,904	22.2	13.0
Purchased Services Other Than Transportation	.	.	5.5
Special Education Tuition	.	.	22.6
Supplies	.	.	0.6
Property Services	.	.	0.4
Purchased Services For Transportation	.	.	8.0
Equipment	.	.	0.2
All Other Expenditures	.	.	0.1
Total	\$107,779	100.0	100.0
Percent of Total Expenditures Used for Special Education		2.7	24.4

### Expenditures by Revenue Source:<sup>4</sup> 2017-18

	Percent of Total (%) Excluding School Construction
Local	40.8
State	32.6
Federal	1.6
Tuition & Other	25.1

<sup>4</sup>Revenue sources do not include state-funded Teachers' Retirement Board contributions, Connecticut Technical Education and Career System (CTECS) operations, CSDE-budgeted costs for salaries and leadership activities and other state-funded school districts (e.g., Dept. of Children and Families and Dept. of Correction).

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

## Trailblazers Academy District

### Performance and Accountability

#### District Performance Index (DPI)

A District Performance Index (DPI) is the average performance of students in a subject area (i.e., ELA, Mathematics or Science) on the state summative assessments. The DPI ranges from 0-100. A DPI is reported for all students tested in a district and for students in each individual student group. Connecticut's ultimate target for a DPI is 75.

	English Language Arts (ELA)		Math		Science	
	Count	DPI	Count	DPI	Count	DPI
American Indian or Alaska Native	0	N/A	0	N/A	0	N/A
Asian	*	*	*	*	*	*
Black or African American	61	44.5	61	31.9	21	37.2
Hispanic or Latino of any race	49	54.5	49	39.5	*	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	*	*	*	*	0	N/A
White	*	*	*	*	0	N/A
English Learners	24	46.4	24	34.0	9	*
Non-English Learners	91	50.0	91	36.2	28	42.6
Eligible for Free or Reduced-Price Meals	81	48.1	81	34.4	23	41.8
Not Eligible for Free or Reduced-Price Meals	34	52.2	34	39.0	14	*
Students with Disabilities	29	37.1	29	27.3	9	*
Students without Disabilities	86	53.4	86	38.6	28	47.5
High Needs	90	48.4	90	35.1	27	43.2
Non-High Needs	25	52.3	25	37.9	10	*
District	115	49.3	115	35.7	37	43.4

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

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

<sup>1</sup>NAEP is often called the "Nation's Report Card." It is sponsored by the U.S. Department of Education. This table compares Connecticut's performance to that of national public school students. Performance standards for state assessments and NAEP are set independently. Therefore, one should not expect performance results to be the same across Smarter Balanced and NAEP. Instead, NAEP results are meant to complement other state assessment data. To view performance on NAEP by student group, [click here](#).

#### Physical Fitness Tests: Students Reaching Health Standard<sup>2</sup>

	Percent of Students by Grade <sup>3</sup> (%)				All Tested Grades	
	4	6	8	HS	Count	Rate (%)
Sit & Reach	N/A	89.7	84.8	N/A	75	86.7
Curl Up	N/A	65.5	93.5	N/A	75	82.7
Push Up	N/A	65.5	67.4	N/A	75	66.7
Mile Run/PACER	N/A	89.7	60.9	N/A	75	72.0
All Tests - District	N/A	34.5	45.7	N/A	75	41.3
All Tests - State	56.1	53.5	50.9	51.4		52.9

<sup>2</sup>The Connecticut Physical Fitness Assessment (CPFA) is administered to students in Grades 4, 6, 8 and High School (HS). The health-related fitness scores gathered through the CPFA should be used to educate and motivate children and their families to increase physical activity and develop lifetime fitness habits.

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

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

## Trailblazers Academy District

### Next Generation Accountability Results

Connecticut's Next Generation Accountability System is a broad set of 12 indicators that help tell the story of how well a district/school is preparing its students for success in college, careers, and life. It moves beyond test scores and graduation rates to provide a more holistic, multifactor perspective of district and school performance.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	49.3	75	32.8	50	65.7	67.7
	High Needs Students	48.4	75	32.3	50	64.5	58.1
Math Performance Index	All Students	35.7	75	23.8	50	47.6	63.1
	High Needs Students	35.1	75	23.4	50	46.8	52.7
Science Performance Index	All Students	43.4	75	28.9	50	57.8	63.8
	High Needs Students	43.2	75	28.8	50	57.7	54.2
ELA Academic Growth	All Students	53.8%	100%	53.8	100	53.8	59.9%
	High Needs Students	56.6%	100%	56.6	100	56.6	55.1%
Math Academic Growth	All Students	37.0%	100%	37.0	100	37.0	62.5%
	High Needs Students	41.5%	100%	41.5	100	41.5	55.2%
Progress Toward English Proficiency	Literacy	.	100%	.	.	.	60.0%
	Oral	.	100%	.	.	.	52.1%
Chronic Absenteeism	All Students	3.2%	<=5%	50.0	50	100.0	10.4%
	High Needs Students	3.3%	<=5%	50.0	50	100.0	16.1%
Preparation for CCR	% Taking Courses	.	75%	.	.	.	80.0%
	% Passing Exams	.	75%	.	.	.	42.6%
On-track to High School Graduation		56.5%	94%	30.1	50	60.1	88.0%
4-year Graduation All Students (2018 Cohort)		.	94%	.	.	.	88.3%
6-year Graduation - High Needs Students (2016 Cohort)		.	94%	.	.	.	83.3%
Postsecondary Entrance (Class of 2018)		.	75%	.	.	.	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		91.5%   41.3%	75%	27.6	50	55.1	96.4%   52.9%
Arts Access		.	60%	.	.	.	51.9%
<b>Accountability Index</b>				<b>516.6</b>	<b>900</b>	<b>57.4</b>	

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

Gap Indicators	Non-High Needs Rate <sup>1</sup>	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev <sup>2</sup>	Is Gap an Outlier? <sup>2</sup>
Achievement Gap Size Outlier?					N
ELA Performance Index Gap	52.3	48.4	3.9	15.4	
Math Performance Index Gap	37.9	35.1	2.8	17.6	
Science Performance Index Gap	.	43.2	.	16.1	
Graduation Rate Gap	.	.	.	.	

<sup>1</sup>If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for graduation rate), the ultimate target is used for gap calculations.

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

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

Subject/Student Group		Participation Rate (%) <sup>3</sup>
ELA	All Students	97.6
	High Needs Students	100.0
Math	All Students	96.9
	High Needs Students	99.0
Science	All Students	90.9
	High Needs Students	87.9

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

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

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

Grade 3 ELA Performance Index for Students with Disabilities:

**District: N/A State: 51.5**

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

## Trailblazers Academy District

### Narratives

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

Trailblazers Academy was founded as a Charter Middle school in 1999 to serve grades 6-8. The school was established to provide a safe, diverse middle school experience to students who are struggling in the comprehensive middle schools. The mission of Trailblazers Academy is to successfully transition students to high school on track to go to college. Using our holistic approach of combining rigorous academics with a social and emotional curriculum and support system, we attempt to motivate our students and empower them to succeed in middle school and prepare them to be successful in high school. While maintaining small classes and fostering positive relationships, the school builds a strong academic foundation for each student by emphasizing core subjects, high academic standards, life skills, and character development.

The core program components of the program model include: Rigorous academic skills and strategies-based curriculum in a small classroom setting; One-on-one face-to-face contact based on the Domus Positive Youth Development Approach; Student Social and Emotional skill-building and Development of the Student Success Plan.

We use the Framework for Effective Instruction, a construct that is focused on concept acquisition and building skills that are transferable and usable in school and in their everyday life. We place emphasis on information synthesis by having students' think about their thinking (metacognition). We work to establish strong one-on-one relationships with our students and families through our family advocate program, which is designed to remove success barriers and assist with social and emotional functioning. All students have individual Student Success Plans and all interventions are administered on an individual basis.

As a learning community and organization we are engaged in deeply understating whether providing youth at Trailblazers Academy with a strong academic curriculum, coupled with a Family Advocate who can attend to their social and emotional needs, increase their school engagement and build positive skills, as measured by attendance, behavior, and academics.

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

Trailblazers Academy intends to serve those students who are not on track to successfully complete middle school. Students are referred to or apply to Trailblazers Academy because they are behind academically, struggling with attendance, have behavior issues or seek a smaller, more supportive middle school environment. In fact, among the 130 youth that shared during the intake process their reason for being referred to Trailblazers Academy, 5 percent have truancy issues, 11 percent indicated having depression, 19 percent indicated prior behavior issues, 30 percent are looking for smaller classes, and 36 percent are looking for a different school environment. As a charter school, Trailblazers Academy holds an annual blind lottery and students are referred throughout the year from the Stamford Public Schools (97% of our enrollment comes from Stamford). We recruit students annually through a number of sources and avenues including: Elementary school visits in which school leader's visit all elementary schools in Stamford and articulate the program model.

Community outreach to social services organizations, juvenile probation and other community organizations. Public Information Sessions. Brochures. Online application system and social media outreach

Family Advocates work closely with parents/guardians and truly see them as partners in the educational journey. We believe in meeting families where they are both emotionally and physically. The home visit is an opportunity to see families in their natural environment and gain better insight into the strengths of the home environment, as well as the obstacles they face. Group Social and Emotional Skill Building Sessions: Once per week, family advocate led s/e groups based on identified areas of focus; Creation of a Student Success Plan (SSP): An individualized student driven plan that addresses a student's needs and interests. Students set a long-term goal, as well as eight short term goals (4 in the fall and 4 mid-year).

Individual Skills Building Based on SSP: Staff members met individually with students to focus on individual skills development based on their identified SSP goals.

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

## Trailblazers Academy District

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

Resource allocation is equitable across the school. We spend on average of 30% more per student than the local LEA, due mainly to the narrative above and the high population of SPED students in the school (3 times the district average).