

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2015–16

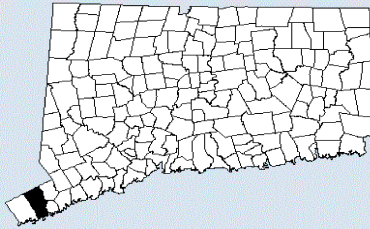


Trailblazers Academy District

203-977-5690

District Information

Grade Range	6-8
Number of Schools/Programs	1
Enrollment	125
Per Pupil Expenditures ¹	\$34,512
Total Expenditures ¹	\$4,106,888

¹Expenditure data reflect the 2014-15 year.

Community Information

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

Related Reports/Publications

[CT Reports \(CMT/CAPT\)](#)
[District and School Performance Reports](#)
[Special Education Annual Performance Reports](#)
[SAT®, AP®, PSAT® Report by High School \(Class of 2016\)](#)
 (2016® The College Board)

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Notes

Unless otherwise noted, all data are for 2015-16 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, 2015 Enrollment

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	58	46.4	48.3
Male	67	53.6	51.6
American Indian or Alaska Native	0	0.0	0.2
Asian	*	*	4.9
Black or African American	57	45.6	12.8
Hispanic or Latino	62	49.6	23.0
Pacific Islander	0	0.0	0.0
Two or More Races	*	*	2.7
White	*	*	55.9
English Learners	*	*	6.4
Eligible for Free or Reduced-Price Meals	*	*	38.0
Students with Disabilities ¹	40	32.0	13.7

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 Count	Rate (%)	Suspension/ Expulsion ³ Count	Rate (%)
Female	12	19.7	12	19.7
Male	12	17.6	27	39.7
Black or African American	13	20.6	*	*
Hispanic or Latino	*	*	20	33.3
White	*	*	0	*
English Learners	*	*	0	*
Eligible for Free or Reduced-Price Meals	24	19.2	37	29.6
Students with Disabilities	*	*	17	45.9
District	24	18.6	39	30.2
State		9.6		7.0

Number of students in 2014-15 qualified as truant under state statute: 12

Number of school-based arrests: Fewer than 6

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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Trailblazers Academy District

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	12.0
Paraprofessional Instructional Assistants	1.3
Special Education	
Teachers and Instructors	1.0
Paraprofessional Instructional Assistants	0.0
Administrators, Coordinators and Department Chairs	
District Central Office	0.5
School Level	1.0
Library/Media	
Specialists (Certified)	0.0
Support Staff	0.0
Instructional Specialists Who Support Teachers	2.5
Counselors, Social Workers and School Psychologists	0.0
School Nurses	0.8
Other Staff Providing Non-Instructional Services/Support	8.0

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	3	16.7	1.0
Black or African American	1	5.6	3.5
Hispanic or Latino	0	0.0	3.5
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	14	77.8	91.7

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
District	100.0
District Poverty Quartile: High	
State High Poverty Quartile Schools	97.6
State Low Poverty Quartile Schools	99.6

²Core academic classes taught by teachers who are fully certified to teach in that subject area.

Classroom Teacher Attendance: 2014-15

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	5.8	9.4

Instruction and Resources

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers³

	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		68.8

³Ages 6-21

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Students with Disabilities by Primary Disability¹

	District Count	District Rate (%)	State Rate (%)
Autism	0	0.0	1.6
Emotional Disturbance	0	0.0	1.0
Intellectual Disability	0	0.0	0.5
Learning Disability	0	0.0	4.6
Other Health Impairment	0	0.0	2.8
Other Disabilities	0	0.0	1.0
Speech/Language Impairment	0	0.0	1.9
All Disabilities	0	0.0	13.4

¹Grades K-12

Overall Expenditures:³ 2014-15

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	1,164,747	9,788	9,387
Instructional Supplies and Equipment	22,992	193	318
Improvement of Instruction and Educational Media Services	0	0	541
Student Support Services	490,329	4,120	1,048
Administration and Support Services	2,021,353	16,986	1,790
Plant Operation and Maintenance	297,351	2,499	1,608
Transportation	6,668	.	845
Costs of Students Tuitioned Out	.	N/A	N/A
Other	103,448	869	194
Total	4,106,888	34,512	15,762

Additional Expenditures

Land, Buildings, and Debt Service	0	0	1,524
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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: 2014-15

	District Total (\$)	District Percent of Total (%)	State Percent of Total (%)
Certified Personnel	0	0.0	35.1
Noncertified Personnel	0	0.0	14.5
Purchased Services	0	0.0	5.5
Tuition to Other Schools	0	0.0	21.6
Special Ed. Transportation	0	0.0	8.3
Other Expenditures	0	0.0	15.0
Total Expenditures	0	0.0	100.0

Expenditures by Revenue Source:⁴

2014-15

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	0.0	0.0
State	32.0	32.0
Federal	3.3	3.3
Tuition & Other	64.7	64.7

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).

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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	0	N/A	0	N/A	0	N/A
Asian	*	*	*	*	*	*
Black or African American	52	41.1	51	29.5	19	*
Hispanic or Latino	55	45.7	53	38.2	15	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	*	*	*	*	0	N/A
White	*	*	*	*	*	*
English Learners	16	*	16	*	*	*
Non-English Learners	96	45.4	93	34.8	*	*
Eligible for Free or Reduced-Price Meals	*	*	*	*	*	*
Not Eligible for Free or Reduced-Price Meals	*	*	*	*	*	*
Students with Disabilities	34	30.2	32	18.1	8	*
Students without Disabilities	78	50.3	77	41.7	28	42.1
High Needs	*	*	*	*	*	*
Non-High Needs	*	*	*	*	*	*
District	112	44.2	109	34.7	36	39.1

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			
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	N/A	79.5	93.0	N/A	87	86.2
Curl Up	N/A	84.1	93.0	N/A	87	88.5
Push Up	N/A	50.0	67.4	N/A	87	58.6
Mile Run/PACER	N/A	59.1	46.5	N/A	87	52.9
All Tests - District	N/A	31.8	27.9	N/A	87	29.9
All Tests - State	50.6	49.8	50.6	51.1		50.5

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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Next Generation Accountability Results

These statistics are the results from Connecticut's Next Generation Accountability System for districts and schools. This system is a broad set of 12 indicators that help tell the story of how well a school is preparing its students for success in college, careers and life. It moves beyond test scores and graduation rates and instead provides a more holistic, multifactor perspective of district and school performance and incorporates student growth over time.

Indicator		Index/Rate	Target	Points	Max	% Points	State Average
ELA Performance Index	All Students	44.2	75	29.5	50	59.0	67.7
	High Needs Students	44.3	75	29.5	50	59.1	56.7
Math Performance Index	All Students	34.7	75	23.2	50	46.3	61.4
	High Needs Students	34.6	75	23.1	50	46.2	49.9
Science Performance Index	All Students	39.1	75	26.1	50	52.2	57.5
	High Needs Students	39.0	75	26.0	50	52.0	47.0
ELA Academic Growth	All Students	41.9%	100%	41.9	100	41.9	63.8%
	High Needs Students	40.4%	100%	40.4	100	40.4	58.3%
Math Academic Growth	All Students	35.6%	100%	35.6	100	35.6	65.0%
	High Needs Students	35.5%	100%	35.5	100	35.5	57.4%
Chronic Absenteeism	All Students	18.6%	<=5%	22.8	50	45.6	9.6%
	High Needs Students	19.2%	<=5%	21.6	50	43.2	15.6%
Preparation for CCR	% Taking Courses	N/A	75%	0.0	0	0.0	67.6%
	% Passing Exams	N/A	75%	0.0	0	0.0	40.7%
On-track to High School Graduation		69.8%	94%	37.1	50	74.3	85.1%
4-year Graduation All Students (2015 Cohort)		N/A	94%	0.0	0	0.0	87.2%
6-year Graduation - High Needs Students (2013 Cohort)		N/A	94%	0.0	0	0.0	78.6%
Postsecondary Entrance (Class of 2015)		N/A	75%	0.0	0	0.0	71.9%
Physical Fitness (estimated part rate) and (fitness rate)		94.6% 29.9%	75%	19.9	50	39.8	89.2% 50.5%
Arts Access		N/A	60%	0.0	0	0.0	47.5%
Accountability Index				412.3	900	45.8	

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	.	44.3	.	16.5	
Math Performance Index Gap	.	34.6	.	18.9	
Science Performance Index Gap	.	39.0	.	17.2	
Graduation Rate Gap	

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	96.1
	High Needs Students	96.0
Math	All Students	93.0
	High Needs Students	92.9
Science	All Students	87.8
	High Needs Students	87.5

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: N/A

State: 51.4

Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

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

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Trailblazers Academy District

Narratives

School District Improvement Plans and Parental Outreach Activities

Trailblazers Academy is entering the 18th year of operation. Over that period we have served largely, the disengaged and disenfranchised students in our community. We have worked tirelessly to level opportunities for our students and their families. We service a special education population three times that of our host district. Our program is structured to allow all students, but most significantly, special education students an opportunity to learn in an environment that is small, nurturing and attends to their specific needs. Our average classroom size of 12 or less students gives our students more opportunity to interact with the faculty and receive often, the one-on-one attention they require. We provide push-in and pull-out services, delivered by our two SPED teachers. These teachers work closely with the regular education teachers to insure educational equity and progress.

We have implemented a strong Student Success Plan structure and practice for all of our students. We collaborate with teachers, family advocates, the students themselves and the administrative staff construct meaningful short and long term goals, measure their progress, celebrate their successes and re-mediate and adjust when our joint expectations fall short. We believe this has helped us maintain our attendance rate of over 90%.

Our family advocate model remains a strong cornerstone of our efforts to include our families in their children's educational lives. We conduct multiple home visits, require constant communication from staff to parents and hold a number of family events for the families we serve. This includes our annual Thanksgiving festival which was attended by over 300 people. Our holiday mall, servicing over 1,000 families in the Stamford community, including 95% of our Trailblazers families is now an established tradition and expectation for our school community.

As the only public school in Connecticut that is a certified Sanctuary School we provide a trauma informed approach to our delivery of services. Regarding behavior incidents, we emphasize the why, not the what. We hold community meetings with our students daily and teach them the language to persevere, deal with and overcome obstacles.

With regard to teaching and learning our partnership with the nationally renowned consulting firm, Redesign has resulted in significant pedagogical discipline, rigor and student achievement. We instructional provide coaches for the leadership team, teachers and hundreds of hours of professional development (half day, once per week for the teaching staff for 35 weeks).

Efforts to Reduce Racial, Ethnic and Economic Isolation

We have a great and on-going relationship with our host district. Our staff participates in professional developments offered by the district periodically and their staff reciprocates and participates in ours. This staff exchange program allows us to have a pulse on district happenings and they are able to understand our system and procedures. This has benefited our students during their transition to and from our schools.

As well, our school co-ops football and cheer leading with one of the comprehensive middle schools. In addition we partake in the middle school basketball league and the baseball and softball leagues. This allows our students to be a part of the community at large and reduces racial, ethnic and economic isolation.

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Trailblazers Academy District

Equitable Allocation of Resources among District Schools

Over 90% of our students are below the poverty line. We allocate resources equitably and for the most sever, on a needs basis. All students (whether they qualify or not, i.e. whether of not we get reimbursed) are fed breakfast, lunch and dinner for free and all students participate in a free after school program.