

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2017–18

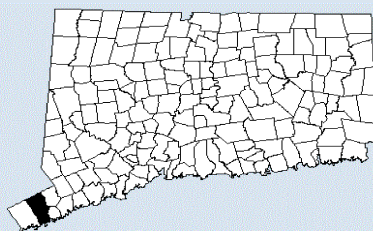


Trailblazers Academy District

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

District Information

Grade Range	6-8
Number of Schools/Programs	1
Enrollment	119
Per Pupil Expenditures ¹	\$31,923
Total Expenditures ¹	\$4,118,115

¹Expenditure data reflect the 2016-17 year.

Community Information

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

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Notes

Unless otherwise noted, all data are for 2017-18 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, 2017 Enrollment

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	49	41.2	48.4
Male	70	58.8	51.6
American Indian or Alaska Native	0	0.0	0.3
Asian	*	*	5.1
Black or African American	64	53.8	12.8
Hispanic or Latino	49	41.2	24.8
Pacific Islander	0	0.0	0.1
Two or More Races	*	*	3.3
White	*	*	53.6
English Learners	*	*	7.2
Eligible for Free or Reduced-Price Meals	*	*	36.7
Students with Disabilities ¹	36	30.3	14.8

¹Students in this category are students with Individualized Education Programs (IEPs) only. This category does not include students with Section 504 Plans.

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ²		Suspension/ Expulsion ³	
	Count	Rate (%)	Count	Rate (%)
Female	*	*	*	*
Male	*	*	*	*
Black or African American	*	*	*	*
Hispanic or Latino	0	0.0	*	*
White	0	*	0	*
English Learners	*	*	0	*
Eligible for Free or Reduced-Price Meals	*	*	10	8.5
Students with Disabilities	*	*	*	*
District	*	*	10	8.4
State		10.7		6.8

Number of students in 2016-17 qualified as truant under state statute: 24

Number of school-based arrests: 0

²A student is chronically absent if he/she misses ten percent or greater of the total number of days enrolled in the school year for any reason. Pre-Kindergarten students are excluded from this calculation.

³The count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

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Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	14.0
Paraprofessional Instructional Assistants	1.3
Special Education	
Teachers and Instructors	2.0
Paraprofessional Instructional Assistants	0.0
Administrators, Coordinators and Department Chairs	
District Central Office	0.0
School Level	2.0
Library/Media	
Specialists (Certified)	0.0
Support Staff	0.0
Instructional Specialists Who Support Teachers	0.8
Counselors, Social Workers and School Psychologists	0.0
School Nurses	0.8
Other Staff Providing Non-Instructional Services/Support	8.5

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	0	0.0	1.1
Black or African American	4	21.1	3.7
Hispanic or Latino	0	0.0	3.7
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	15	79.0	91.0

Classroom Teacher Attendance: 2016-17

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	7.4	10.5

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		68.6

³Ages 6-21

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	0	0.0	1.8
Emotional Disturbance	0	0.0	1.1
Intellectual Disability	0	0.0	0.5
Learning Disability	0	0.0	5.2
Other Health Impairment	0	0.0	3.1
Other Disabilities	0	0.0	1.1
Speech/Language Impairment	0	0.0	1.8
All Disabilities	0	0.0	14.5

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	0	0.0	8.3
Private Schools or Other Settings	0	0.0	5.2

²Grades K-12

Overall Expenditures:³ 2016-17

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	1,053,549	8,167	9,847
Instructional Supplies and Equipment	15,788	122	287
Improvement of Instruction and Educational Media Services	0	0	589
Student Support Services	469,667	3,641	1,120
Administration and Support Services	2,175,288	16,863	1,905
Plant Operation and Maintenance	279,396	2,166	1,648
Transportation	23,339	.	904
Costs of Students Tuitioned Out	.	N/A	N/A
Other	101,088	784	208
Total	4,118,115	31,923	16,535

Additional Expenditures

Land, Buildings, and Debt Service	0	0	1,393
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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: 2016-17

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	0	0.0	33.8
Noncertified Personnel	0	0.0	14.5
Purchased Services	0	0.0	5.5
Tuition to Other Schools	0	0.0	23.4
Special Ed. Transportation	0	0.0	8.7
Other Expenditures	0	0.0	14.1
Total Expenditures	0	0.0	100.0

Expenditures by Revenue Source:⁴ 2016-17

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	0.0	0.0
State	34.6	34.6
Federal	3.5	3.5
Tuition & Other	61.9	61.9

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.

The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

	English Language Arts(ELA)		Math	
	Count	DPI	Count	DPI
American Indian or Alaska Native	0	N/A	0	N/A
Asian	*	*	*	*
Black or African American	57	42.5	57	28.9
Hispanic or Latino	42	49.0	42	36.4
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A
Two or More Races	0	N/A	0	N/A
White	*	*	*	*
English Learners	19	*	19	*
Non-English Learners	84	44.6	84	31.8
Eligible for Free or Reduced-Price Meals	101	44.7	101	31.7
Not Eligible for Free or Reduced-Price Meals	*	*	*	*
Students with Disabilities	30	33.6	30	25.5
Students without Disabilities	73	50.2	73	35.0
High Needs	101	44.7	101	31.7
Non-High Needs	*	*	*	*
District	103	45.3	103	32.3

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

	NAEP 2017		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	43%	44%	50%
National Public	35%	35%	36%
MATH			
Connecticut	40%	36%	32%
National Public	40%	33%	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	HS	Count	Rate (%)
Sit & Reach	N/A	85.7	81.6	N/A	84	83.3
Curl Up	N/A	91.4	83.7	N/A	84	86.9
Push Up	N/A	62.9	59.2	N/A	84	60.7
Mile Run/PACER	N/A	42.9	40.8	N/A	84	41.7
All Tests - District	N/A	31.4	26.5	N/A	84	28.6
All Tests - State	53.2	51.4	50.5	45.6		50.1

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

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. The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	45.3	75	30.2	50	60.5	67.6
	High Needs Students	44.7	75	29.8	50	59.6	57.5
Math Performance Index	All Students	32.3	75	21.5	50	43.0	62.7
	High Needs Students	31.7	75	21.1	50	42.3	52.0
ELA Academic Growth	All Students	61.5%	100%	61.5	100	61.5	60.7%
	High Needs Students	61.7%	100%	61.7	100	61.7	55.6%
Math Academic Growth	All Students	32.0%	100%	32.0	100	32.0	61.9%
	High Needs Students	32.3%	100%	32.3	100	32.3	55.4%
Chronic Absenteeism	All Students	1.7%	<=5%	50.0	50	100.0	10.7%
	High Needs Students	2.0%	<=5%	50.0	50	100.0	16.6%
Preparation for CCR	% Taking Courses	N/A	75%	0.0	0	0.0	74.8%
	% Passing Exams	N/A	75%	0.0	0	0.0	44.8%
On-track to High School Graduation		70.3%	94%	37.4	50	74.8	87.5%
4-year Graduation All Students (2017 Cohort)		N/A	94%	0.0	0	0.0	87.9%
6-year Graduation - High Needs Students (2015 Cohort)		N/A	94%	0.0	0	0.0	81.8%
Postsecondary Entrance (Class of 2017)		N/A	75%	0.0	0	0.0	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		103.7% 28.6%	75%	19.0	50	38.1	96.6% 50.1%
Arts Access		N/A	60%	0.0	0	0.0	51.2%
Accountability Index				446.6	800	55.8	

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	.	44.7	.	15.9	
Math Performance Index Gap	.	31.7	.	18.2	
Science Performance Index Gap	.	N/A	.	.	
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	91.3
	High Needs Students	91.8
Math	All Students	91.3
	High Needs Students	91.9
Science	All Students	96.0
	High Needs Students	96.0

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: 51.5

Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

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

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Narratives

School District Improvement Plans and Parental Outreach Activities

For the school year 2018-19 Trailblazers Academy continued to improve efforts for students with disabilities. Given our high population of students with disabilities, we place major emphasis on compliance with IEP and provide additional services to our students with disabilities. We hired an additional certified SPED teacher for the school year and hired para-professionals, to provide more intimate support for these students.

Regarding truancy, the school embarked on a robust plan to improve our overall attendance rate and truancy. This plan, lead by our Director of Family Advocacy showed significant improvement in truancy over the prior year. The details of this plan our memorialized in our annual report and other submittals to the State Department of Education.

We have always included the family's in our programming and held family night celebrations, holiday malls, picnics, report card nights and other nightly activities. Our teachers and support staff contact parents frequently and each family receives a minimum of two home visits per year. In addition, and as a requirement of admission, families are strongly encouraged to volunteer at the school, with the minimum requirement of 30 hours per year.

Efforts to Reduce Racial, Ethnic and Economic Isolation

The population of students at our school is 100% children of color. We are always sensitive to this and attend to this through staff professional development, are mindful of what and how we teach, and the experiences we expose our students to year in and year out.

All staff members are trained in Therapeutic Crisis Intervention, Sanctuary, and all are required to take RACE.

We hired an outside consultation firm to help co-write our social studies curriculum to teach standards through content more relevant and recognizable to our students.

We participate in a full compliment of inter-scholastic sports, have a robust after-school program (attended by over 80% of our students), have an annual over-night camping trip and many field trips to museums, amusement parks and other experiences.

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Equitable Allocation of Resources among District Schools

We have a staff dedicated to resource allocation. Lead by the school principal, we discuss monthly at board meetings, budget meetings, staff meetings and other forums how we can better serve our students and insure that each student is getting the attention they deserve. All students have a Student Success Plan that is monitored monthly, students have quarterly progress meetings with their team (which includes a teacher, a family advocate and an administrator), and awards are given for goal attainment. We believe that our intimate setting and smaller class size affords us the opportunity to service our students more attentively.