

STRATEGIC SCHOOL PROFILE 2008-09**Trailblazers Academy District**

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Location: 1 Bridge Street
Stamford,
Connecticut

This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c) using data and narratives provided by the school district, testing services, or the US Census. Profiles and additional education data, including longitudinal data, are available on the internet at www.sde.ct.gov.

COMMUNITY DATA

County: Fairfield	Per Capita Income in 2000: N/A
Town Population in 2000: N/A	Percent of Adults without a High School Diploma in 2000*: N/A
1990-2000 Population Growth: N/A	Percent of Adults Who Were Not Fluent in English in 2000*: N/A
Number of Public Schools: 1	District Enrollment as % of Estimated. Student Population: N/A

*To view the Adult Education Program Profiles online, go to www.sde.ct.gov and click on Adult Education, then Reports.

District Reference Group (DRG): N/A

STUDENT ENROLLMENT

Enrollment on October 1, 2008	150
5-Year Enrollment Change	37.6%

DISTRICT GRADE RANGE

Grade Range	6- 8
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INDICATORS OF EDUCATIONAL NEED

Need Indicator	Number in District	Percent		
		District	DRG	State
Students Eligible for Free/Reduced-Price Meals	108	72.0	N/A	30.3
K-12 Students Who Are Not Fluent in English	0	0.0	N/A	5.2
Students Identified as Gifted and/or Talented	0	0.0	N/A	4.0
PK-12 Students Receiving Special Education Services in District	30	20.0	N/A	11.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	N/A	N/A	N/A	N/A
Homeless	0	0.0	N/A	0.2
Juniors and Seniors Working 16 or More Hours Per Week	N/A	N/A	N/A	N/A

SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	0	0.0
Asian American	0	0.0
Black	94	62.7
Hispanic	50	33.3
White	6	4.0
Total Minority	144	96.0

Percent of Minority Professional Staff: 9.5%

Non-English Home Language: All of this district's students (excluding prekindergarten students) come from homes where English is the primary language.

EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

Below is the description submitted by this school of how it provides educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds.

Trailblazers Academy is a school that is keenly aware and proud of our diversity. We make conscious and consistent effort reviewing programs and implementing programs and policies that will reduce racial, ethnic and economic isolation. We celebrate our differences and recognize diversity as an opportunity to open the minds of our students and everyone who touches our community. Our handbook, the curriculum, the selection of texts and reading materials, field trips, hiring practices and the recruitment of staff and students all rest upon diversity as a primary benchmark.

Trailblazers Academy has worked diligently since its inception to increase the diversity of the population of students. Our staff is quite diverse and we hire people that reflect the City of Stamford and our diverse and progressive school environment.

Our curriculum includes materials by authors with diverse backgrounds (e.g., short stories written by African American and Hispanic authors) and explores life experiences with which the students are able to relate. We consider ourselves transformative regarding the diversity and multiculturalism of our curriculum. We provide many cultural and educational programs partnering with businesses and community organizations in order to provide rich and diverse experiences for our students

STUDENT PERFORMANCE

Connecticut Mastery Test, Fourth Generation, % Meeting State Goal. The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards.

Grade and CMT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal
Grade 3 Reading	N/A	N/A	N/A
Writing	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A
Grade 4 Reading	N/A	N/A	N/A
Writing	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A
Grade 5 Reading	N/A	N/A	N/A
Writing	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A
Science	N/A	N/A	N/A
Grade 6 Reading	19.0	68.9	0.6
Writing	14.0	62.2	0.6
Mathematics	20.9	68.8	0.6
Grade 7 Reading	25.0	74.9	0.6
Writing	14.9	62.9	1.3
Mathematics	25.0	66.0	1.9
Grade 8 Reading	24.5	68.4	1.9
Writing	37.5	66.5	6.5
Mathematics	30.6	64.5	6.5
Science	22.4	60.6	7.1

These results reflect the performance of students with scoreable tests who were enrolled in the district at the time of testing, regardless of the length of time they were enrolled in the district. Results for fewer than 20 students are not presented.

For more detailed CMT results, go to www.ctreports.com.

To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on “No Child Left Behind.”

Connecticut Academic Performance Test, Third Generation, % Meeting State Goal. The CAPT is administered to Grade 10 students. The Goal level is more demanding than the state Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. The following results reflect the performance of students with scoreable tests who were enrolled in the school at the time of testing, regardless of the length of time they were enrolled in the school. Results for fewer than 20 students are not presented.

CAPT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal
Reading Across the Disciplines	N/A	N/A	N/A
Writing Across the Disciplines	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A
Science	N/A	N/A	N/A

For more detailed CAPT results, go to www.ctreports.com.

To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on “No Child Left Behind.”

Physical Fitness. The assessment includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

Physical Fitness: % of Students Reaching Health Standard on All Four Tests	District	State	% of Districts in State with Equal or Lower Percent Reaching Standard
	8.8	36.2	3.7

SAT [®] I: Reasoning Test Class of 2008		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		N/A	N/A	
Average Score	Mathematics	N/A	N/A	N/A
	Critical Reading	N/A	N/A	N/A
	Writing	N/A	N/A	N/A

SAT[®] I. The lowest possible score on each SAT[®] I subtest is 200; the highest possible score is 800.

Graduation and Dropout Rates	District	State	% of Districts in State with Equal or Less Desirable Rates
Graduation Rate, Class of 2008	N/A	N/A	N/A
Cumulative Four-Year Dropout Rate for Class of 2008	N/A	N/A	N/A
2007-08 Annual Dropout Rate for Grade 9 through 12	N/A	N/A	N/A

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	N/A	N/A
% Employed (Civilian Employment and in Armed Services)	N/A	N/A

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of District Staff	
General Education	
Teachers and Instructors	18.00
Paraprofessional Instructional Assistants	4.00
Special Education	
Teachers and Instructors	1.00
Paraprofessional Instructional Assistants	0.00
Library/Media Specialists and/or Assistants	0.00
Staff Devoted to Adult Education	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	
School Level	0.60
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	1.00
Counselors, Social Workers, and School Psychologists	0.00
School Nurses	0.00
Other Staff Providing Non-Instructional Services and Support	7.25

In the full-time equivalent (FTE) count, staff members working part-time in the school district are counted as a fraction of full-time. For example, a teacher who works half-time in the district contributes 0.50 to the district's staff count.

Teachers and Instructors	District	DRG	State
Average Years of Experience in Education	4.1	N/A	13.6
% with Master's Degree or Above	57.9	N/A	76.1

Average Class Size	District	DRG	State
Grade K	N/A	N/A	N/A
Grade 2	N/A	N/A	N/A
Grade 5	N/A	N/A	N/A
Grade 7	11.5	N/A	20.5
High School	N/A	N/A	N/A

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	N/A	N/A	N/A
Middle School	1,092	N/A	1,016
High School	N/A	N/A	N/A

*State law requires that at least 900 hours of instruction be offered to students in grade 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

Students Per Academic Computer	Dist	DRG	State
Elementary School*	N/A	N/A	N/A
Middle School	3.0	N/A	2.6
High School	N/A	N/A	N/A

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2007-08

Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources. DRG and state figures will not be comparable to the district if the school district does not teach both elementary and secondary students.

Expenditures All figures are unaudited.	Total (in 1000s)	Expenditures Per Pupil			
		District	Elementary Districts	DRG	State
Instructional Staff and Services	\$1,357	\$9,047	\$7,411	N/A	\$7,522
Instructional Supplies and Equipment	\$7	\$49	\$332	N/A	\$271
Improvement of Instruction and Educational Media Services	\$0	\$0	\$232	N/A	\$446
Student Support Services	\$498	\$3,319	\$796	N/A	\$806
Administration and Support Services	\$844	\$5,629	\$1,508	N/A	\$1,369
Plant Operation and Maintenance	\$109	\$728	\$1,249	N/A	\$1,377
Transportation	\$24	N/A	\$610	N/A	\$644
Costs for Students Tuitioned Out	N/A	N/A	N/A	N/A	N/A
Other	\$115	\$767	\$87	N/A	\$151
Total	\$2,955	\$19,700	\$12,897	N/A	\$12,805
Additional Expenditures					
Land, Buildings, and Debt Service	\$0	\$0	\$1,185	N/A	\$1,759

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	N/A	N/A	N/A	N/A

Revenue Sources, % of Expenditures from Source. Revenue 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 Corrections).

District Expenditures	Local Revenue	State Revenue	Federal Revenue	Tuition & Other
Including School Construction	0.0	44.4	4.2	51.3
Excluding School Construction	0.0	44.4	4.2	51.3

EQUITABLE ALLOCATION OF RESOURCES AMONG DISTRICT SCHOOLS

Below is the description submitted by this district of how it allocates resources to insure equity and address needs.

As we begin our 11th year of operation, and our second renewal phase, we are proud to share with you the most recent accomplishments at Trailblazers Academy. We continue to believe that we provide the best in educational value for the citizens of Stamford and surrounding communities. We are proud of our accomplishments and maintain that we continue to change the life trajectory of our students.

Our 52 graduates have all successfully transitioned to local high schools. As we continue to attract the most struggling students in the area and prepare them to be successful in high school and beyond our challenges are daunting. However, for the 7th consecutive a small percentage of our students were accepted to the area's competitive private schools. The rest of our graduates attend a variety of schools offered by the city of Stamford and the state of Connecticut. We are proud that, with each year that passes, our philosophy reaches more and more of Connecticut's students and families.

We continue to work hard to provide our students with the best possible education, and that begins with employing the right people. We believe we attract and retain the finest, most motivated professionals in education. We are extremely proud and honored to report the retention of 100% of our teachers. We believe that this is an indicator of success that is unique among all other schools in the area. We are also proud to have maintained a relationship with the nationally recognized Teach For America program. We have retained al four TFA teachers and they are emerging as exemplary teachers. We believe these are significant threshold accomplishments that illustrate the quality and commitment of our staff.

Our students continue to thrive and achieve.

SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	N/A
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	N/A

Of All K-12 Students for Whom District is Financially Responsible, Number and Percentage with Disabilities				
Disability	Count	District Percent	DRG Percent	State Percent
Autism	N/A	N/A	N/A	N/A
Learning Disability	N/A	N/A	N/A	N/A
Intellectual Disability	N/A	N/A	N/A	N/A
Emotional Disturbance	N/A	N/A	N/A	N/A
Speech Impairment	N/A	N/A	N/A	N/A
Other Health Impairment*	N/A	N/A	N/A	N/A
Other Disabilities**	N/A	N/A	N/A	N/A
Total	N/A	N/A	N/A	N/A

*Includes chronic health problems such as attention deficit disorders and epilepsy

**Includes hearing, visual, and orthopedic impairments, deaf-blindness, multiple disabilities, traumatic brain injury, and developmental delay

Graduation and Dropout Rates of Students with Disabilities for Whom District is Financially Responsible	District	State
% Who Graduated in 2007-08 with a Standard Diploma	N/A	N/A
2007-08 Annual Dropout Rate for Students Aged 14 to 21	N/A	N/A

STATE ASSESSMENTS

Percent of Students with Disabilities Meeting State Goal. The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. These results are for students attending district schools who participated in the standard assessment with or without accommodations for their disabilities. Results for fewer than 20 students are not presented.

- **Connecticut Mastery Test (CMT), Fourth Generation.** The CMT reading, writing and mathematics tests are administered to students in Grades 3 through 8, and the CMT science test to students in Grades 5 and 8.
- **Connecticut Academic Performance Test (CAPT), Third Generation.** The CAPT is administered to Grade 10 students.

State Assessment		Students with Disabilities		All Students	
		District	State	District	State
CMT	Reading	0.0	30.2	23.0	65.7
	Writing	0.0	19.5	22.1	64.1
	Mathematics	4.8	30.7	25.7	65.7
	Science	N/A	N/A	22.4	59.4
CAPT	Reading Across the Disciplines	N/A	N/A	N/A	N/A
	Writing Across the Disciplines	N/A	N/A	N/A	N/A
	Mathematics	N/A	N/A	N/A	N/A
	Science	N/A	N/A	N/A	N/A

For more detailed CMT or CAPT results, go to www.ctreports.com. To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on “No Child Left Behind.”

Participation in State Assessments of Students with Disabilities Attending District Schools		
CMT	% Without Accommodations	64.5
	% With Accommodations	35.5
CAPT	% Without Accommodations	N/A
	% With Accommodations	N/A
% Assessed Using Skills Checklist		0.0

Accommodations for a student’s disability may be made to allow him or her to participate in testing. Students whose disabilities prevent them from taking the test even with accommodations are assessed by means of a list of skills aligned to the same content and grade level standards as the CMT and CAPT.

Federal law requires that students with disabilities be educated with their non-disabled peers as much as is appropriate. Placement in separate educational facilities tends to reduce the chances of students with disabilities interacting with non-disabled peers, and of receiving the same education.

K-12 Students with Disabilities Placed in Educational Settings Other Than This District’s Schools		
Placement	Count	Percent
Public Schools in Other Districts	N/A	N/A
Private Schools or Other Settings	N/A	N/A

Number and Percentage of K-12 Students with Disabilities for Whom District is Financially Responsible by the Percentage of Time They Spent with Their Non-Disabled Peers				
Time Spent with Non-Disabled Peers	Count of Students	Percent of Students		
		District	DRG	State
79.1 to 100 Percent of Time	N/A	N/A	N/A	N/A
40.1 to 79.0 Percent of Time	N/A	N/A	N/A	N/A
0.0 to 40.0 Percent of Time	N/A	N/A	N/A	N/A

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

The school has been identified under the NCLB legislative standards. In order to meet the standards prescribed by the legislations the school has initiated a detailed corrective action plan. This comprehensive plan has been approved by the State Department of Education. Included are many scaffolded programs. For instance, the school has dedicated staff and school hours for CMT remediation. Each Friday all students are separated by ability. These groups then meet for 4 hours to remediate the skills identified as deficient (using CMT data). These groups were organized by the school's data teams who are responsible for the continuous monitoring of student progress.
