

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2016–17

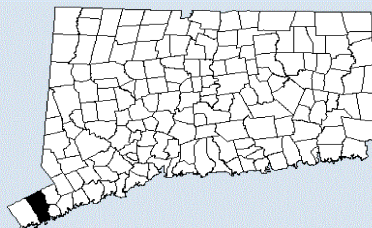


Trailblazers Academy District

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

District Information

Grade Range	6-8
Number of Schools/Programs	1
Enrollment	129
Per Pupil Expenditures ¹	\$31,797
Total Expenditures ¹	\$3,974,629

¹Expenditure data reflect the 2015-16 year.

Community Information

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

Related Reports/Publications

[CT Reports \(CMT/CAPT\)](#)

[Special Education Annual Performance Reports](#)

[SAT®, AP®, PSAT® Report by High School \(Class of 2017\)](#)
(2017® The College Board)

Contents

Students.....	1
Educators.....	2
Instruction and Resources.....	2
Performance and Accountability.....	4
Narratives.....	6

Notes

Unless otherwise noted, all data are for 2016-17 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, 2016 Enrollment

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	56	43.4	48.4
Male	73	56.6	51.6
American Indian or Alaska Native	0	0.0	0.3
Asian	*	*	5.1
Black or African American	66	51.2	12.9
Hispanic or Latino	58	45.0	24.0
Pacific Islander	0	0.0	0.1
Two or More Races	*	*	2.9
White	*	*	54.8
English Learners	*	*	6.8
Eligible for Free or Reduced-Price Meals	*	*	35.9
Students with Disabilities ¹	43	33.3	14.3

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	7 12.7	15 27.3
Male	11 14.1	37 46.8
Black or African American	* *	31 47.7
Hispanic or Latino	9 15.0	19 31.7
White	* *	* *
English Learners	0 *	0 *
Eligible for Free or Reduced-Price Meals	18 13.8	52 38.8
Students with Disabilities	7 16.3	19 43.2
District	18 13.5	52 38.8
State	9.9	6.7

Number of students in 2015-16 qualified as truant under state statute: 34

Number of school-based arrests: 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.

District Profile and Performance Report for School Year 2016-17

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	2.0
Paraprofessional Instructional Assistants	0.0
Administrators, Coordinators and Department Chairs	
District Central Office	1.0
School Level	1.0
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	8.0

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	1	5.9	1.0
Black or African American	2	11.8	3.6
Hispanic or Latino	0	0.0	3.6
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	14	82.4	91.4

Classroom Teacher Attendance: 2015-16

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	8.0	9.6

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		68.2

³Ages 6-21

District Profile and Performance Report for School Year 2016-17

Trailblazers Academy District

Students with Disabilities by Primary Disability¹

	District Count	District Rate (%)	State Rate (%)
Autism	0	0.0	1.7
Emotional Disturbance	0	0.0	1.0
Intellectual Disability	0	0.0	0.5
Learning Disability	0	0.0	4.9
Other Health Impairment	0	0.0	2.9
Other Disabilities	0	0.0	1.1
Speech/Language Impairment	0	0.0	1.8
All Disabilities	0	0.0	13.9

¹Grades K-12

Overall Expenditures:³ 2015-16

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	976,987	7,816	9,663
Instructional Supplies and Equipment	33,721	270	321
Improvement of Instruction and Educational Media Services	0	0	578
Student Support Services	560,857	4,487	1,103
Administration and Support Services	2,018,544	16,148	1,861
Plant Operation and Maintenance	280,546	2,244	1,637
Transportation	4,141	.	877
Costs of Students Tuitioned Out	.	N/A	N/A
Other	99,833	799	201
Total	3,974,629	31,797	16,236

Additional Expenditures

Land, Buildings, and Debt Service	0	0	1,749
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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: 2015-16

	District Total (\$)	District Percent of Total (%)	State Percent of Total (%)
Certified Personnel	0	0.0	34.6
Noncertified Personnel	0	0.0	14.6
Purchased Services	0	0.0	5.8
Tuition to Other Schools	0	0.0	21.8
Special Ed. Transportation	0	0.0	8.5
Other Expenditures	0	0.0	14.7
Total Expenditures	0	0.0	100.0

Expenditures by Revenue Source:⁴

2015-16

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	0.0	0.0
State	34.7	34.7
Federal	3.8	3.8
Tuition & Other	61.5	61.5

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).

District Profile and Performance Report for School Year 2016-17

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	60	34.4	61	31.6	14	*
Hispanic or Latino	52	40.1	53	34.9	17	*
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	27	36.6	26	30.1	10	*
Non-English Learners	90	37.8	93	34.5	22	40.3
Eligible for Free or Reduced-Price Meals	114	37.9	116	33.4	30	39.0
Not Eligible for Free or Reduced-Price Meals	*	*	*	*	*	*
Students with Disabilities	40	26.1	42	22.2	9	*
Students without Disabilities	77	43.5	77	39.7	23	43.9
High Needs	116	37.7	118	33.4	31	39.0
Non-High Needs	*	*	*	*	*	*
District	117	37.5	119	33.5	32	39.4

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			
Grade 4			
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	88.6	95.3	N/A	87	92.0
Push Up	N/A	52.3	69.8	N/A	87	60.9
Mile Run/PACER	N/A	59.1	46.5	N/A	87	52.9
All Tests - District	N/A	31.8	30.2	N/A	87	31.0
All Tests - State	52.8	51.4	51.4	50.6		51.6

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.

District Profile and Performance Report for School Year 2016-17

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	37.5	75	25.0	50	50.0	67.1
	High Needs Students	37.7	75	25.1	50	50.3	55.9
Math Performance Index	All Students	33.5	75	22.3	50	44.7	62.2
	High Needs Students	33.4	75	22.2	50	44.5	50.5
Science Performance	All Students	39.4	75	26.3	50	52.5	55.3
	High Needs Students	39.0	75	26.0	50	51.9	45.2
ELA Academic Growth	All Students	28.6%	100%	28.6	100	28.6	55.4%
	High Needs Students	28.9%	100%	28.9	100	28.9	49.8%
Math Academic Growth	All Students	36.4%	100%	36.4	100	36.4	61.7%
	High Needs Students	36.8%	100%	36.8	100	36.8	53.7%
Chronic Absenteeism	All Students	13.5%	<=5%	32.9	50	65.9	9.9%
	High Needs Students	13.6%	<=5%	32.7	50	65.5	15.8%
Preparation for CCR	% Taking Courses	N/A	75%	0.0	0	0.0	70.7%
	% Passing Exams	N/A	75%	0.0	0	0.0	43.5%
On-track to High School Graduation		62.9%	94%	33.4	50	66.9	87.8%
4-year Graduation All Students (2016 Cohort)		N/A	94%	0.0	0	0.0	87.4%
6-year Graduation - High Needs Students (2014)		N/A	94%	0.0	0	0.0	82.0%
Postsecondary Entrance (Class of 2016)		N/A	75%	0.0	0	0.0	72.0%
Physical Fitness (estimated part rate) and (fitness		100.0% 31.0%	75%	20.7	50	41.4	92.0% 51.6%
Arts Access		N/A	60%	0.0	0	0.0	50.5%
Accountability Index				397.3	900	44.1	

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	.	37.7	.	16.7	
Math Performance Index Gap	.	33.4	.	18.7	
Science Performance Index Gap	.	39.0	.	16.6	
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	91.9
	High Needs Students	91.8
Math	All Students	94.8
	High Needs Students	94.8
Science	All Students	82.2
	High Needs Students	81.8

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: 50.2

Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

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

District Profile and Performance Report for School Year 2016-17

Trailblazers Academy District

Narratives

School District Improvement Plans and Parental Outreach Activities

Efforts to Reduce Racial, Ethnic and Economic Isolation

District Profile and Performance Report for School Year 2016-17

Trailblazers Academy District

Equitable Allocation of Resources among District Schools