

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2015–16

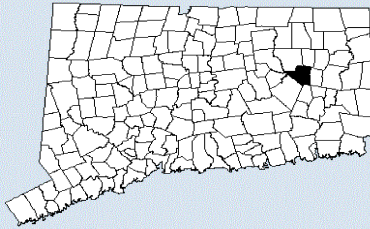


## Path Academy District

860-761-7341

### District Information

Grade Range	9-12
Number of Schools/Programs	1
Enrollment	143
Per Pupil Expenditures <sup>1</sup>	\$14,850
Total Expenditures <sup>1</sup>	\$1,989,908

<sup>1</sup>Expenditure 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)

### Contents

Students.....	1
Educators.....	2
Instruction and Resources.....	2
Performance and Accountability.....	4
Narratives.....	7

### 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](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 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	67	46.9	48.3
Male	76	53.1	51.6
American Indian or Alaska Native	*	*	0.2
Asian	0	0.0	4.9
Black or African American	*	*	12.8
Hispanic or Latino	102	71.3	23.0
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	2.7
White	32	22.4	55.9
English Learners	44	30.8	6.4
Eligible for Free or Reduced-Price Meals	129	90.2	38.0
Students with Disabilities <sup>1</sup>	33	23.1	13.7

<sup>1</sup>Students 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 <sup>2</sup>	Suspension/ Expulsion <sup>3</sup>
	Count Rate (%)	Count Rate (%)
Female	58 100.0	6 9.8
Male	72 100.0	14 19.2
Black or African American	* *	* *
Hispanic or Latino	93 100.0	14 14.6
White	* *	* *
English Learners	33 100.0	* *
Eligible for Free or Reduced-Price Meals	119 100.0	18 14.6
Students with Disabilities	26 100.0	* *
District	130 100.0	20 14.9
State	9.6	7.0

Number of students in 2014-15 qualified as truant under state statute: 48

Number of school-based arrests: 0

<sup>2</sup>A 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.

<sup>3</sup>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 2015-16

## Path Academy District

### Educators

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

	FTE
<b>General Education</b>	
Teachers and Instructors	5.0
Paraprofessional Instructional Assistants	0.0
<b>Special Education</b>	
Teachers and Instructors	1.0
Paraprofessional Instructional Assistants	0.0
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	1.0
School Level	0.0
<b>Library/Media</b>	
Specialists (Certified)	0.0
Support Staff	0.0
Instructional Specialists Who Support Teachers	0.0
Counselors, Social Workers and School Psychologists	0.0
School Nurses	0.0
Other Staff Providing Non-Instructional Services/Support	0.0

<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	1	14.3	0.1
Asian	0	0.0	1.0
Black or African American	0	0.0	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	6	85.7	91.7

#### Classes Taught by Highly Qualified Teachers<sup>2</sup>

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

<sup>2</sup>Core 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

#### 11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School<sup>3</sup>

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	0	0.0	0	0.0
Hispanic or Latino	*	*	*	*
White	*	*	0	0.0
English Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	6	27.3	*	*
Students with Disabilities	0	0.0	0	0.0
District	6	25.0	*	*
State		61.2		73.9

<sup>3</sup>College-and-Career-Readiness Courses include Advanced Placement®(AP), International Baccalaureate®(IB), Career and Technical Education(CTE), workplace experience and dual enrollment courses.

#### Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers<sup>4</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		68.8

<sup>4</sup>Ages 6-21

# District Profile and Performance Report for School Year 2015-16

## Path Academy District

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

	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

<sup>1</sup>Grades K-12

### Overall Expenditures:<sup>3</sup> 2014-15

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	767,584	5,728	9,387
Instructional Supplies and Equipment	97,062	724	318
Improvement of Instruction and Educational Media Services	138,008	1,030	541
Student Support Services	351,744	2,625	1,048
Administration and Support Services	374,017	2,791	1,790
Plant Operation and Maintenance	196,984	1,470	1,608
Transportation	1,209	.	845
Costs of Students Tuitioned Out	.	N/A	N/A
Other	63,300	472	194
Total	1,989,908	14,850	15,762

#### Additional Expenditures

Land, Buildings, and Debt Service	7,140	53	1,524
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<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: 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:<sup>4</sup>

#### 2014-15

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	0.0	0.0
State	73.8	73.8
Federal	7.5	7.5
Tuition & Other	18.7	18.7

<sup>4</sup>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 Correction).

# District Profile and Performance Report for School Year 2015-16

## Path 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	0	N/A	0	N/A	0	N/A
Black or African American	0	N/A	0	N/A	*	*
Hispanic or Latino	*	*	*	*	10	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	0	N/A	0	N/A	0	N/A
White	0	N/A	0	N/A	*	*
English Learners	*	*	*	*	*	*
Non-English Learners	*	*	*	*	12	*
Eligible for Free or Reduced-Price Meals	*	*	*	*	*	*
Not Eligible for Free or Reduced-Price Meals	0	N/A	0	N/A	*	*
Students with Disabilities	0	N/A	0	N/A	*	*
Students without Disabilities	*	*	*	*	*	*
High Needs	*	*	*	*	*	*
Non-High Needs	0	N/A	0	N/A	*	*
District	*	*	*	*	16	*

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

	NAEP 2015		NAEP 2013
	Grade 4	Grade 8	Grade 12
<b>READING</b>			
Connecticut	43%	43%	50%
National Public	35%	33%	36%
<b>MATH</b>			
Grade 4			
Grade 8			
Grade 12			
Connecticut	41%	36%	32%
National Public	39%	32%	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 student subgroup performance on NAEP, [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	10	Count	Rate (%)
Sit & Reach	N/A	N/A	N/A	N/A	N/A	N/A
Curl Up	N/A	N/A	N/A	N/A	N/A	N/A
Push Up	N/A	N/A	N/A	N/A	N/A	N/A
Mile Run/PACER	N/A	N/A	N/A	N/A	N/A	N/A
All Tests - District	N/A	N/A	N/A	N/A	N/A	N/A
All Tests - State	50.6	49.8	50.6	51.1		50.5

<sup>2</sup>The 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.

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

# District Profile and Performance Report for School Year 2015-16

## Path Academy District

### Cohort Graduation: Four-Year<sup>1</sup>

	2014-15				2015-16
	Cohort Count <sup>2</sup>	Rate (%)	Target <sup>3</sup> (%)	Target Achieved	Target <sup>3</sup> (%)
Black or African American	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
District	N/A	N/A	N/A	N/A	N/A
State <sup>4</sup>	87.2				

<sup>1</sup>The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years. Statewide, district and school results for cohorts of 2010 through 2014 are [available online](#).

<sup>2</sup>Cohort count includes all students in the cohort as of the end of the 2014-15 school year.

<sup>3</sup>Targets are calculated when there are at least 20 students in a cohort in the base year (i.e., 2010-11).

<sup>4</sup>Targets are not displayed at the state level.

### 11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam<sup>5</sup>

	Participation <sup>6</sup>	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	73.9	0	0.0
Male	*	0	*
Black or African American	*	0	*
Hispanic or Latino	82.1	0	0.0
White	*	0	*
English Learners	*	0	*
Eligible for Free or Reduced-Price Meals	75.7	0	0.0
Students with Disabilities	*	0	*
District	70.7	0	0.0
State	95.6		40.7

<sup>5</sup>College readiness exams and benchmark scores are as follows:

- SAT® - meets benchmark score on SAT, Revised SAT or Connecticut School Day SAT
- ACT® - meets benchmark score on 3 of 4 exams (benchmark score varies by subject)
- AP® - 3 or higher on any one AP® exam
- IB® - 4 or higher on any one IB® exam
- Smarter Balanced - Level 3 or higher on both ELA and math

<sup>6</sup>Participation Rate equals the number of test-takers in 11th and 12th grade divided by the number of students enrolled in those grades, as a percent.

Sources:

SAT® and AP® statistics derived from data provided by the College Board.

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ACT® statistics derived from data provided by ACT, Inc.

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IB® statistics derived from data provided by the International Baccalaureate Organization.

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### College Entrance and Persistence

	Class of 2015	Class of 2014
	Entrance <sup>7</sup>	Persistence <sup>8</sup>
	Rate (%)	Rate (%)
Female	N/A	N/A
Male	N/A	N/A
Black or African American	N/A	N/A
Hispanic or Latino	N/A	N/A
White	N/A	N/A
English Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	N/A	N/A
Students with Disabilities	N/A	N/A
District	N/A	N/A
State	71.9	88.3

<sup>7</sup>College entrance refers to the percent of high school graduates from the year who enrolled in college any time during the first year after high school.

<sup>8</sup>College persistence refers to the percent of students who enrolled in college the first year after high school and returned for a second year (Freshman to Sophomore persistence).

Source: National Student Clearinghouse

# District Profile and Performance Report for School Year 2015-16

## Path Academy District

### 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	N/A	75	0.0	0	0.0	67.7
	High Needs Students	N/A	75	0.0	0	0.0	56.7
Math Performance Index	All Students	N/A	75	0.0	0	0.0	61.4
	High Needs Students	N/A	75	0.0	0	0.0	49.9
Science Performance Index	All Students	N/A	75	0.0	0	0.0	57.5
	High Needs Students	N/A	75	0.0	0	0.0	47.0
ELA Academic Growth	All Students	N/A	100%	0.0	0	0.0	63.8%
	High Needs Students	N/A	100%	0.0	0	0.0	58.3%
Math Academic Growth	All Students	N/A	100%	0.0	0	0.0	65.0%
	High Needs Students	N/A	100%	0.0	0	0.0	57.4%
Chronic Absenteeism	All Students	100.0%	<=5%	0.0	50	0.0	9.6%
	High Needs Students	100.0%	<=5%	0.0	50	0.0	15.6%
Preparation for CCR	% Taking Courses	17.1%	75%	11.4	50	22.8	67.6%
	% Passing Exams	N/A	75%	0.0	50	0.0	40.7%
On-track to High School Graduation		16.7%	94%	8.9	50	17.7	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)		0.0%   N/A	75%	0.0	50	0.0	89.2%   50.5%
Arts Access		15.4%	60%	12.8	50	25.6	47.5%
<b>Accountability Index</b>				<b>33.1</b>	<b>350</b>	<b>9.4</b>	

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?					
ELA Performance Index Gap	.	N/A	.	.	
Math Performance Index Gap	.	N/A	.	.	
Science Performance Index Gap	.	N/A	.	.	
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.

Subject/Subgroup		Participation Rate (%) <sup>3</sup>
ELA	All Students	26.1
	High Needs Students	26.1
Math	All Students	26.1
	High Needs Students	26.1
Science	All Students	48.9
	High Needs Students	51.2

<sup>3</sup>Minimum 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](#)

# District Profile and Performance Report for School Year 2015-16

## Path Academy District

### Narratives

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

Path Academy Windham prides itself on being responsive to all student needs, including the special education students who attend. The school employs 2 full time special education teachers, who utilize an inclusion model with team teaching to ensure students have access to the full complement of course offerings with the support to achieve success. Special education students also have access to the resource room, which offers additional one on one time with each special education teacher. Path Academy Windham is also able to offer small class sizes, which decrease the student to teacher ratio, promoting extra assistance as needed for all subject areas. The school uses a blended learning model, utilizing a number of resources to help students access material at all times of day. This has also improved the ability of all staff to modify and accommodate student learning needs within the curriculum. The staff at Path Academy Windham have also worked hard to increase the number of partnerships the school utilizes with outside providers to ensure that the needs of student are being met both in school and beyond the school day. The school's extended day and year allows students more access to course content with assistance from certified teaching staff, while also providing built in tutoring time each day for added support.

At Path Academy Windham, each student is paired with a Youth Development Specialist (YDS), who meets with students weekly to set goals around academic and behavioral expectations. Because of the school's student population, many students have goals pertaining to school attendance. The student's YDS makes daily attendance outreach phone calls to the homes of all absent students, in an effort to alert the family of the student's absence. After three consecutive absences, the student's YDS conducts a home visit to re-engage both the student and his or her family and discuss the importance of school attendance. Path Academy Windham also has the ability to provide students with flexible schedules to accommodate their various needs. Because of the school's blended learning program, students have access to all academic class content at home and on weekends, in an effort to encourage faster credit accumulation.

All staff participate in two weeks of professional development before school starts each year. The schedule also includes two hours built in to each week to provide continuous professional development for staff as needed. Topics covered in these professional development experiences include motivational interviewing and cultural sensitivity. Youth Development Specialists engage in parental contact at least once per trimester and invite parents to parent/teacher conferences twice per year. Staff at Path Academy Windham also host parent meetings with all interested parties at any needed points throughout the year.

In an effort to engage more families in the planning and improvement of school programs, the school offered a Parent/Teacher Organization opportunity to interested families; however, no families indicated an interest in participating. Parent/teacher conferences are held at the school twice per year and all parents are personally invited by their student's YDS to attend. Open Houses are also held twice per year, and parents are notified of t

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

Because of the high number of bilingual students enrolled in our program, Path Academy Windham works hard to utilize specific efforts to recruit and retain bilingual staff to ensure instruction and support can be delivered and supported by all staff.

The school hosted a number of guest speakers and volunteers throughout the school year, all who offer various perspectives to enhance the course content. Path Academy Windham staff also created celebratory events with an emphasis on inclusion and the embrace of various cultural traditions. Additionally, field trips that complemented the course content were designed to expose students to and highlight cultural diversity.

# District Profile and Performance Report for School Year 2015-16

## Path Academy District

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

Each year, Path Academy Windham staff works to prepare the budget in advance with review of allocation of funding from previous school year. The budget is then reviewed and discussed by the Board of Directors to ensure equity and appropriate addressing of student needs.