

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2016–17

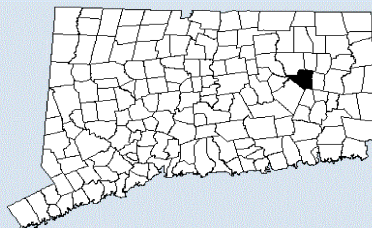


Path Academy District

860-336-4200

District Information

Grade Range	9-12
Number of Schools/Programs	1
Enrollment	157
Per Pupil Expenditures ¹	\$13,572
Total Expenditures ¹	\$1,954,314

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)

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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

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	67	42.7	48.4
Male	90	57.3	51.6
American Indian or Alaska Native	0	0.0	0.3
Asian	*	*	5.1
Black or African American	20	12.7	12.9
Hispanic or Latino	98	62.4	24.0
Pacific Islander	0	0.0	0.1
Two or More Races	*	*	2.9
White	36	22.9	54.8
English Learners	30	19.1	6.8
Eligible for Free or Reduced-Price Meals	148	94.3	35.9
Students with Disabilities ¹	30	19.1	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	78	100.0	14	17.3
Male	74	100.0	16	21.3
Black or African American	21	100.0	*	*
Hispanic or Latino	93	100.0	20	20.8
White	35	100.0	*	*
English Learners	26	100.0	7	25.9
Eligible for Free or Reduced-Price Meals	146	100.0	30	20.0
Students with Disabilities	31	100.0	*	*
District	152	100.0	30	19.2
State		9.9		6.7

Number of students in 2015-16 qualified as truant under state statute: 156

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	3.6
Paraprofessional Instructional Assistants	0.0
Special Education	
Teachers and Instructors	2.0
Paraprofessional Instructional Assistants	0.0
Administrators, Coordinators and Department Chairs	
District Central Office	1.0
School Level	0.0
Library/Media	
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	0.4

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	1	14.3	0.1
Asian	0	0.0	1.0
Black or African American	1	14.3	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	5	71.4	91.4

Classroom Teacher Attendance: 2015-16

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	9.1	9.6

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School³

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	0	0.0
Hispanic or Latino	*	*	*	*
White	*	*	0	0.0
English Learners	*	*	0	0.0
Eligible for Free or Reduced-Price Meals	6	13.6	*	*
Students with Disabilities	*	*	*	*
District	7	15.2	*	*
State		63.6		77.5

³College-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 Peers⁴

	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

⁴Ages 6-21

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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	775,706	5,387	9,663
Instructional Supplies and Equipment	56,989	396	321
Improvement of Instruction and Educational Media Services	81,116	563	578
Student Support Services	394,065	2,737	1,103
Administration and Support Services	341,520	2,372	1,861
Plant Operation and Maintenance	184,923	1,284	1,637
Transportation	4,755	.	877
Costs of Students Tuitioned Out	.	N/A	N/A
Other	115,240	800	201
Total	1,954,314	13,572	16,236

Additional Expenditures

Land, Buildings, and Debt Service	7,200	50	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	76.8	76.8
Federal	11.3	11.3
Tuition & Other	11.8	11.8

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	0	N/A	0	N/A	0	N/A
Black or African American	*	*	*	*	*	*
Hispanic or Latino	6	*	6	*	9	*
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	*	*	*	*	*	*
English Learners	*	*	*	*	*	*
Non-English Learners	12	*	12	*	7	*
Eligible for Free or Reduced-Price Meals	13	*	13	*	11	*
Not Eligible for Free or Reduced-Price Meals	*	*	*	*	0	N/A
Students with Disabilities	*	*	*	*	*	*
Students without Disabilities	11	*	11	*	8	*
High Needs	13	*	13	*	11	*
Non-High Needs	*	*	*	*	0	N/A
District	14	*	14	*	11	*

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	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	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.

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Cohort Graduation: Four-Year¹

	2015-16	
	Cohort Count ²	Rate (%)
Black or African American	*	0
Hispanic or Latino	23	*
English Learners	*	*
Eligible for Free or Reduced-Price Meals	*	*
Students with Disabilities	*	*
District	38	*
State		87.4

¹The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years.

²Cohort count includes all students in the cohort as of the end of the 2015-16 school year.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam⁵

	Participation ⁶	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	94.3	0	0.0
Male	93.3	0	0.0
Black or African American	*	0	*
Hispanic or Latino	94.7	0	0.0
White	*	0	*
English Learners	*	0	*
Eligible for Free or Reduced-Price Meals	93.5	0	0.0
Students with Disabilities	*	0	*
District	93.8	0	0.0
State	96.1		43.5

³College 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

⁴Participation 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 2016	Class of 2015
	Entrance ⁷	Persistence ⁸
	Rate (%)	Rate (%)
Female	*	*
Male	N/A	N/A
Black or African American	N/A	N/A
Hispanic or Latino	*	*
White	*	*
English Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	*	*
Students with Disabilities	*	*
District	*	*
State	72.0	88.5

⁵College 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.

⁶College 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

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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.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	N/A	75	0.0	0	0.0	67.1
	High Needs Students	N/A	75	0.0	0	0.0	55.9
Math Performance Index	All Students	N/A	75	0.0	0	0.0	62.2
	High Needs Students	N/A	75	0.0	0	0.0	50.5
Science Performance	All Students	N/A	75	0.0	0	0.0	55.3
	High Needs Students	N/A	75	0.0	0	0.0	45.2
ELA Academic Growth	All Students	N/A	100%	0.0	0	0.0	55.4%
	High Needs Students	N/A	100%	0.0	0	0.0	49.8%
Math Academic Growth	All Students	N/A	100%	0.0	0	0.0	61.7%
	High Needs Students	N/A	100%	0.0	0	0.0	53.7%
Chronic Absenteeism	All Students	100.0%	<=5%	0.0	50	0.0	9.9%
	High Needs Students	100.0%	<=5%	0.0	50	0.0	15.8%
Preparation for CCR	% Taking Courses	16.9%	75%	11.3	50	22.6	70.7%
	% Passing Exams	N/A	75%	0.0	50	0.0	43.5%
On-track to High School Graduation		9.3%	94%	4.9	50	9.9	87.8%
4-year Graduation All Students (2016 Cohort)		5.3%	94%	5.6	100	5.6	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)		N/A N/A	75%	0.0	50	0.0	92.0% 51.6%
Arts Access		45.4%	60%	37.8	50	75.7	50.5%
Accountability Index				59.6	450	13.3	

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?					
ELA Performance Index Gap	.	N/A	.	.	
Math Performance Index Gap	.	N/A	.	.	
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	43.5
	High Needs Students	43.2
Math	All Students	43.5
	High Needs Students	43.2
Science	All Students	35.4
	High Needs Students	35.4

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

Path Academy District

Narratives

School District Improvement Plans and Parental Outreach Activities

Path Academy has focused on improving school climate and raising expectations for all learners. Our Youth Development Specialists have increased parent communications, emphasizing student progress and achievement and ways in which parents can support the academic goals of the school. In the area of special education, communication with our sending districts has increased and improved. Positive relationships have been established with pupil services personnel in all the districts and procedures and practices have been established to ensure consistent monitoring of all special education students and timely scheduling of PPT's. A renewed focus on curriculum development has enabled teachers to better serve the varying needs of our students. A formal schedule of professional development activities has been established for the entire school year, emphasizing curriculum alignment and strategies to improve student engagement. Increased effort's to engage community organizations, institutions of higher learning, and other social service agencies have enabled the school to better serve the needs of our students.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Path Academy is in a unique position relative to the students it serves. The vast majority of our students are minority and every effort is made to provide opportunities for educational programs and other events to presented within the school, as well as opportunities for our students to visit and interact with students from other schools. Every effort is made to invite local business people and artists into the building for presentations. Teachers also make every effort to incorporate into their curricula multi-cultural learnings and opportunities.

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Equitable Allocation of Resources among District Schools

Path Academy is a singular charter school unto itself. As a result, all resources are directed at the school. Budget preparation includes feedback and input from all teachers and other staff members to ensure that the academic, social, and emotional needs of our students are met. The process is a formal one and all expenditures are carefully monitored by Our Piece of the Pie.