

STRATEGIC SCHOOL PROFILE 2008-09**Explorations District**

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Location: 286 Main Street
Winsted,
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: Litchfield	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	85
5-Year Enrollment Change	23.2%

DISTRICT GRADE RANGE

Grade Range	10-12
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INDICATORS OF EDUCATIONAL NEED

Need Indicator	Number in District	Percent		
		District	DRG	State
Students Eligible for Free/Reduced-Price Meals	25	29.4	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	22	25.9	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	15	23.1	N/A	19.0

SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	0	0.0
Asian American	2	2.4
Black	1	1.2
Hispanic	3	3.5
White	79	92.9
Total Minority	6	7.1

Percent of Minority Professional Staff: 0.0%

Non-English Home Language: 2.4% of this district's students (excluding prekindergarten students) come from homes where English is not the primary language. The number of non-English home languages is 2.

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.

We continue to have much economic diversity and increase our racial diversity. We continue to have open discussions about the world and the problems nations face and reach out to other charter schools. We work to acquaint our students with 'the other' in film, video, literature, periodicals and first person to help them understand our co-dependence and our similarities. We integrate into classes a multi-cultural lens when discussing history and literature.

We work with urban charter schools to bring our populations together to provide educational opportunities that foster the interaction of our differing populations.

Our location in the northwestern corner of the State and the lack of free transportation to charter schools does limit families living in more integrated communities from taking advantage of our school. We do place ads in papers and go out to speak at other schools but our geographic isolation will continue to hinder our ability to attract a more diverse student body.

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	N/A	N/A	N/A
Writing	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A
Grade 7 Reading	N/A	N/A	N/A
Writing	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A
Grade 8 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

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	5.0	47.4	2.3
Writing Across the Disciplines	5.0	55.0	1.5
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
	23.5	36.2	15.8

SAT® I: Reasoning Test Class of 2008		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		31.6	74.5	
Average Score	Mathematics	505	507	44.2
	Critical Reading	535	503	80.6
	Writing	520	506	62.0

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	100.0	92.1	100.0
Cumulative Four-Year Dropout Rate for Class of 2008	0.0	6.6	100.0
2007-08 Annual Dropout Rate for Grade 9 through 12	0.0	2.5	100.0

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	84.2	84.1
% Employed (Civilian Employment and in Armed Services)	10.5	11.0

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of District Staff	
General Education	
Teachers and Instructors	5.80
Paraprofessional Instructional Assistants	0.00
Special Education	
Teachers and Instructors	1.00
Paraprofessional Instructional Assistants	1.50
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	1.00
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	0.00
Counselors, Social Workers, and School Psychologists	0.00
School Nurses	0.50
Other Staff Providing Non-Instructional Services and Support	2.50

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	10.0	N/A	13.6
% with Master's Degree or Above	71.4	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	N/A	N/A	N/A
High School	9.8	N/A	19.3

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	N/A	N/A	N/A
Middle School	N/A	N/A	N/A
High School	975	N/A	1,007

*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	N/A	N/A	N/A
High School	1.6	N/A	2.4

*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	Secondary Districts	DRG	State
Instructional Staff and Services	\$464	\$5,393	\$7,913	N/A	\$7,522
Instructional Supplies and Equipment	\$18	\$213	\$320	N/A	\$271
Improvement of Instruction and Educational Media Services	\$31	\$357	\$386	N/A	\$446
Student Support Services	\$35	\$409	\$720	N/A	\$806
Administration and Support Services	\$203	\$2,361	\$1,828	N/A	\$1,369
Plant Operation and Maintenance	\$169	\$1,970	\$1,517	N/A	\$1,377
Transportation	\$17	N/A	\$788	N/A	\$644
Costs for Students Tuitioned Out	N/A	N/A	N/A	N/A	N/A
Other	\$7	\$86	\$331	N/A	\$151
Total	\$945	\$10,984	\$14,310	N/A	\$12,805
Additional Expenditures					
Land, Buildings, and Debt Service	\$7	\$83	\$2,027	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	77.9	3.8	18.3
Excluding School Construction	0.0	78.2	3.8	17.9

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.

We are fortunate to receive financial help from a federal REAP Grant that supplements financial aide from the State Consolidated Grant. Without these funds we would be hard pressed to provide the extra help we do. We earmark Title One money (from both grants) to providing tutoring for students with deficiencies in basic skills.

Unfortunately, this past 2008-09 year we were denied Title one funds. Tutoring time was therefore limited and not to the standard we wish to offer. In a few instances we have a tutor audit a class to assist students afterwards with projects. We also provide for after school help to any student and on occasion graduated students return to us for help with a college course.

We feel that charter schools do not get adequate funding and should be congratulated for the job they do in spite of this.

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	N/A	N/A	N/A	N/A
	Writing	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
CAPT	Reading Across the Disciplines	N/A	N/A	5.0	47.4
	Writing Across the Disciplines	N/A	N/A	5.0	55.0
	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	N/A
	% With Accommodations	N/A
CAPT	% Without Accommodations	66.7
	% With Accommodations	33.3
% 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.

Students enter Explorations from a minimum of 10 different high schools. Many enter our sophomore class with academic deficiencies in basic skills. We use a pre-test to identify students in need of remedial help early in the school year and continue to offer after school help to all students twice a week. This 2008-2009 school year, once again, had more than half of our sophomores not completing Algebra One! The CAPT 2008 showed that AYP was made in mathematics but of course this does not hold much validity as we start in tenth grade and each year a new group of sophomores (never with us before) are evaluated. The fact that they show an adjusted 89.5% proficient level, or better, in mathematics is a combination of the skills they entered with and our excellent math tutorial programs. This group did not show AYP in reading with an adjusted score of 62.6% proficient or better. Due to the unusual situation, as a charter school, without control of prior educating our sophomores we restructured our English classes to provide a smaller, more intensive, class for students needing remedial help. I believe when we retest the group as juniors we will see improvements in reading and writing.

Students who have been with us for three years are showing an SAT score in Reading above the State average; at an average score of 530. Their math scores continue to hover in the 500s; but definitely still are weak. We have a wonderful relationship with the local community college and we are able to provide enrichment and advancement for our students who do excel. It is not unusual to find three or four graduating seniors with 12 earned college credits or better. Given that our school population is 85 we do a good job in providing for individual needs.

Seniors are required to produce a digital Portfolio as a graduation requirement. The portfolio documents, not only, academic proficiencies at or above twelfth grade level but also showcases their uniqueness and individual talents (in art, music, volunteerism, etc.). With the assistance of the community college and an independent IT person we are adding more technology into our programs and our staff has been able to develop some online classes.

We intend to continue with our pre-testing program in the 09-10 school year.
