

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2017–18

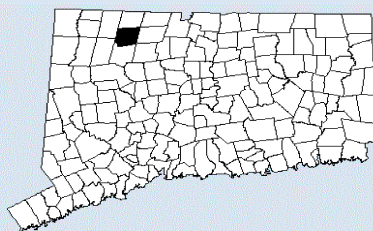


Explorations District

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District Information

Grade Range	9-12
Number of Schools/Programs	1
Enrollment	96
Per Pupil Expenditures ¹	\$19,815
Total Expenditures ¹	\$1,823,016

¹Expenditure data reflect the 2016-17 year.

Community Information

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

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Notes

Unless otherwise noted, all data are for 2017-18 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, 2017 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	50	52.1	48.4
Male	46	47.9	51.6
American Indian or Alaska Native	0	0.0	0.3
Asian	0	0.0	5.1
Black or African American	*	*	12.8
Hispanic or Latino	7	7.3	24.8
Pacific Islander	0	0.0	0.1
Two or More Races	*	*	3.3
White	81	84.4	53.6
English Learners	0	0.0	7.2
Eligible for Free or Reduced-Price Meals	40	41.7	36.7
Students with Disabilities ¹	40	41.7	14.8

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	24	50.0	8	16.7
Male	9	22.5	12	27.9
Black or African American	*	*	0	*
Hispanic or Latino	*	*	*	*
White	27	36.5	13	17.3
English Learners	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	18	47.4	12	29.3
Students with Disabilities	15	44.1	8	21.1
District	33	37.5	20	22.0
State		10.7		6.8

Number of students in 2016-17 qualified as truant under state statute: 23

Number of school-based arrests: Fewer than 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.

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Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	8.4
Paraprofessional Instructional Assistants	1.0
Special Education	
Teachers and Instructors	3.0
Paraprofessional Instructional Assistants	1.0
Administrators, Coordinators and Department Chairs	
District Central Office	1.0
School Level	1.5
Library/Media	
Specialists (Certified)	0.0
Support Staff	0.0
Instructional Specialists Who Support Teachers	0.0
Counselors, Social Workers and School Psychologists	2.0
School Nurses	1.0
Other Staff Providing Non-Instructional Services/Support	2.0

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	0	0.0	1.1
Black or African American	0	0.0	3.7
Hispanic or Latino	0	0.0	3.7
Pacific Islander	0	0.0	0.0
Two or More Races	1	5.9	0.1
White	16	94.1	91.0

Classroom Teacher Attendance: 2016-17

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	5.6	10.5

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School²

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	N/A	N/A	N/A	N/A
Hispanic or Latino	*	*	*	*
White	*	*	10	47.6
English Learners	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	8	*	6	*
Students with Disabilities	*	*	7	*
District	12	50.0	14	53.8
State		69.3		80.1

²College-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 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		68.6

³Ages 6-21

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	0	0.0	1.8
Emotional Disturbance	0	0.0	1.1
Intellectual Disability	0	0.0	0.5
Learning Disability	0	0.0	5.2
Other Health Impairment	0	0.0	3.1
Other Disabilities	0	0.0	1.1
Speech/Language Impairment	0	0.0	1.8
All Disabilities	0	0.0	14.5

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	0	0.0	8.3
Private Schools or Other Settings	0	0.0	5.2

²Grades K-12

Overall Expenditures:³ 2016-17

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	1,018,377	11,069	9,847
Instructional Supplies and Equipment	9,940	108	287
Improvement of Instruction and Educational Media Services	96,741	1,052	589
Student Support Services	157,755	1,715	1,120
Administration and Support Services	240,183	2,611	1,905
Plant Operation and Maintenance	246,048	2,674	1,648
Transportation	35,630	.	904
Costs of Students Tuitioned Out	.	N/A	N/A
Other	18,342	199	208
Total	1,823,016	19,815	16,535

Additional Expenditures

Land, Buildings, and Debt Service	8,994	98	1,393
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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: 2016-17

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	0	0.0	33.8
Noncertified Personnel	0	0.0	14.5
Purchased Services	0	0.0	5.5
Tuition to Other Schools	0	0.0	23.4
Special Ed. Transportation	0	0.0	8.7
Other Expenditures	0	0.0	14.1
Total Expenditures	0	0.0	100.0

Expenditures by Revenue Source:⁴ 2016-17

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	5.2	5.2
State	68.0	68.3
Federal	2.0	2.0
Tuition & Other	24.8	24.5

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).

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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.

The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

	English Language Arts(ELA)		Math	
	Count	DPI	Count	DPI
American Indian or Alaska Native	0	N/A	0	N/A
Asian	0	N/A	0	N/A
Black or African American	0	N/A	0	N/A
Hispanic or Latino	*	*	*	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A
Two or More Races	0	N/A	0	N/A
White	21	51.9	21	42.8
English Learners	0	N/A	0	N/A
Non-English Learners	23	51.3	23	42.5
Eligible for Free or Reduced-Price Meals	14	*	14	*
Not Eligible for Free or Reduced-Price Meals	9	*	9	*
Students with Disabilities	*	*	*	*
Students without Disabilities	18	*	18	*
High Needs	15	*	15	*
Non-High Needs	8	*	8	*
District	23	51.3	23	42.5

National Assessment of Educational Progress (NAEP): Percent At or Above Proficient¹

	NAEP 2017		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	43%	44%	50%
National Public	35%	35%	36%
MATH			
Connecticut	40%	36%	32%
National Public	40%	33%	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	HS	Count	Rate (%)
Sit & Reach	N/A	N/A	N/A	*	17	*
Curl Up	N/A	N/A	N/A	*	17	*
Push Up	N/A	N/A	N/A	*	17	*
Mile Run/PACER	N/A	N/A	N/A	*	17	*
All Tests - District	N/A	N/A	N/A	*	17	*
All Tests - State	53.2	51.4	50.5	45.6		50.1

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

	2016-17	
	Cohort Count ²	Rate (%)
Black or African American	N/A	N/A
Hispanic or Latino	*	0
English Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	9	*
Students with Disabilities	7	*
District	22	81.8
State		87.9

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 2016-17 school year.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam³

	Participation ⁴	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	100.0	*	*
Male	*	*	*
Black or African American	N/A	N/A	N/A
Hispanic or Latino	*	0	*
White	95.3	*	*
English Learners	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	100.0	*	*
Students with Disabilities	*	*	*
District	96.0	*	*
State	96.3		44.8

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 2017	Class of 2016
	Entrance ⁵	Persistence ⁶
	Rate (%)	Rate (%)
Female	*	*
Male	*	*
Black or African American	*	*
Hispanic or Latino	*	*
White	*	*
English Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	*	*
Students with Disabilities	*	*
District	*	*
State	70.9	88.3

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. The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	51.3	75	68.3	100	68.3	67.6
	High Needs Students	N/A	75	0.0	0	0.0	57.5
Math Performance Index	All Students	42.5	75	56.6	100	56.6	62.7
	High Needs Students	N/A	75	0.0	0	0.0	52.0
ELA Academic Growth	All Students	N/A	100%	0.0	0	0.0	60.7%
	High Needs Students	N/A	100%	0.0	0	0.0	55.6%
Math Academic Growth	All Students	N/A	100%	0.0	0	0.0	61.9%
	High Needs Students	N/A	100%	0.0	0	0.0	55.4%
Chronic Absenteeism	All Students	37.5%	<=5%	0.0	50	0.0	10.7%
	High Needs Students	45.6%	<=5%	0.0	50	0.0	16.6%
Preparation for CCR	% Taking Courses	52.0%	75%	34.7	50	69.3	74.8%
	% Passing Exams	10.0%	75%	6.7	50	13.3	44.8%
On-track to High School Graduation		N/A	94%	0.0	0	0.0	87.5%
4-year Graduation All Students (2017 Cohort)		81.8%	94%	87.0	100	87.0	87.9%
6-year Graduation - High Needs Students (2015 Cohort)		N/A	94%	0.0	0	0.0	81.8%
Postsecondary Entrance (Class of 2017)		N/A	75%	0.0	0	0.0	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		85.0% 11.8%	75%	3.9	50	7.8	96.6% 50.1%
Arts Access		39.8%	60%	33.1	50	66.3	51.2%
Accountability Index				290.4	600	48.4	

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	.	N/A	.	15.9	
Math Performance Index Gap	.	N/A	.	18.2	
Science Performance Index Gap	.	N/A	.	.	
Graduation Rate Gap	.	.	.	12.7%	N

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	100.0
	High Needs Students	.
Math	All Students	100.0
	High Needs Students	.
Science	All Students	100.0
	High Needs Students	.

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: 51.5

Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

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

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Narratives

School District Improvement Plans and Parental Outreach Activities

During the 2017-2018 school year, students entered Explorations from 17 different towns and many had academic deficiencies in basic skills. We used diagnostic tests, classroom pre-/post-tests, and STAR 360 to identify students in need. Each student had a data binder where benchmark testing was summarized. These binders were available to teachers as they plan lessons, created IEP goals, and created SEED SLOs and IAGDS in order to differentiate to meet the needs of all students. Students showing a weakness in Math were placed in a remedial “Math Lab.” In meetings, staff discussed students having specific needs and plan how best to educate them in the classroom. We began an initiative called “The A-team challenge,” designed to improve attendance, academic performance, student behavior, and proficiency on benchmark tests. Teachers continued to revise and update their curriculum maps with help from our curriculum coach. Teachers made stronger connections to CCSS, paid particular attention to differentiation, created more rigor, and vertically aligned maps in specific subject areas (English, Math). Additionally, the coach and teachers worked on classroom best practices and on revising pre and post tests.

The social worker addressed a range of social-emotional issues, and worked closely with parents/guardians, teachers, and administration to implement strategies and work on goals related to student IEPs and other overall social-emotional needs. The school guidance counselor collaborated closely with parents and students, planned a variety of college and career education trips, implemented developmental guidance lessons, and aided students in the completion of FAFSA, college applications, and job applications.

To curb student truancy, we continued a policy where parents were contacted daily by our school nurse when students were absent. The contact with parents allowed us to have important conversations around attendance. The school assistant principal, social worker, and nurse formed an attendance committee. The group revised the process to identify student truancy; these improvements included earlier intervention strategies, parent meetings, and referrals to outside agencies. We continued our commitment to supporting the family's role in the education of our students. Parents helped with school fundraising dinners, after school activities such as the school kayak club, and in being present on class field trips. Parents of former and current students served on the school Governing Council. Explorations implemented a “Parent Portal” this past year allowing parents to check grades in all student classes, providing more transparency and increased communication between parents and staff. We began the year with a picnic at a local pond that included parents being introduced to some of the activities that their students would be participating in during the school year (kayaking, hiking, volleyball, etc.) We were pleased to say that this activity was attended by family members of over 35% of our school. In addition, we had community members and business partners in attendance. For our second event of the year, we held pasta dinner for students, staff, parents, and alumni where over 100 people attended.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Explorations Charter School provides opportunities for teachers and students to gain awareness of diversity, differences, and personal experiences. In the classroom, our curriculum encourages discussion of different cultures and economic backgrounds. Additionally, visiting speakers help our students understand both the differences within “other” cultures and their own. This multi-cultural lens, primarily in history and literature, exposes students to ideas where they may form strong personal connections and where they can reflect on acquired knowledge. The school is welcoming of all races and sexual orientations; students are free to be who they want to be and are accepted by the community.

The location of Explorations in the northwestern corner of the state limits more integrated communities from taking advantage of our school. We place ads on local radio and TV stations, and in local newspapers. We also continue to travel to local schools to make presentations so that we can introduce our program to a wider audience. To help our relative geographic isolation, we provide transportation for students from Torrington at a significant expense to our budget and at a small fee to students to cover some of the costs. A lack of free transportation prevents more students - especially in lower income brackets where they lack their own means of transportation - from attending Explorations.

Explorations provides unique opportunities for students. On Friday, Explorations conducts rotations where students participate in Adventure Education. Adventure Education takes the place of the standard physical education classes. Activities for Adventure Education include rock climbing, ice skating, snowshoeing, kayaking, and hiking. Many students from low income brackets would never have the means to participate in these types of activities; for some, the opportunity has provided a lifelong interest. Since the 2013-2014 school year our minority population has fluctuated from a low of 9.6% in June of 2014 to 15.7% in October of 2018.

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Equitable Allocation of Resources among District Schools

Explorations allocates all resources within the high school. The proposed budget of our school is created in late spring by administrators, voted on by the Governing Board, and is based on full enrollment and funding from the SDE. Adjustments are made after the October 1 count as needed. Grant writing is the greatest supplement to our budget, and we use grants student and staff need areas. Our current 1003(g) grant has allowed the school to do the following items: expand technology in the school, provide wilderness therapy to students, hire a building sub to provide staff release time, provide summer enrichment opportunities, expand that Graphic Design department through the purchase of digital cameras and iMacs, purchase Smart Boards for classrooms. A past security grant allowed us to make physical upgrades to the building, including adding a bullet-resistant film to windows and bulletproof glass to three exterior entrances and expanding our security camera system. Parents are also essential to aiding our overhead costs. They often provide the school with a variety of products, including paper towels, toilet paper, cleaning supplies, classroom supplies, and copy paper.