

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2013–14

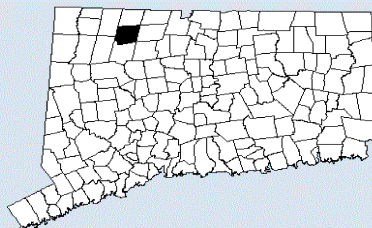


Explorations District

860-738-9070 • www.ExplorationsCS.com

District Information

Grade Range	9-12
Number of Schools	1
Enrollment	83
Per Pupil Expenditures ¹	\$16,881
Total Expenditures ¹	\$1,232,295

¹Expenditure data reflect the 2012-13 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 \(Class of 2014\)](#)
(2014® The College Board)

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Notes

Unless otherwise noted, all data are for 2013-14 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](#).

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, 2013 Enrollment

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	41	49.4	48.3
Male	42	50.6	51.6
American Indian	*	*	0.2
Asian	*	*	4.6
Black or African American	*	*	12.9
Hispanic or Latino	*	*	21.2
Pacific Islander	0	0.0	0.0
White	76	91.6	58.4
Two or More Races	*	*	2.3
English Language Learners	0	0.0	5.7
Eligible for Free or Reduced-Price Meals	27	32.5	37.3
Students with Disabilities ¹	27	32.5	12.8

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	9	24.3	8	21.0
Male	14	33.3	15	34.8
Black or African American	0	*	*	*
Hispanic or Latino	0	*	0	*
White	21	29.2	*	*
English Language Learners	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	11	44.0	9	33.3
Students with Disabilities	6	25.0	6	23.0
District	23	29.1	23	28.3
State		10.8		7.4

Number of students in 2012-13 qualified as truant under state statute: 10

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	7.6
Paraprofessional Instructional Assistants	0.0
Special Education	
Teachers and Instructors	2.0
Paraprofessional Instructional Assistants	1.5
Administrators, Coordinators and Department Chairs	
District Central Office	0.0
School Level	1.9
Library/Media	
Specialists (Certified)	0.0
Support Staff	0.0
Instructional Specialists Who Support Teachers	0.0
Counselors, Social Workers and School Psychologists	0.2
School Nurses	1.0
Other Staff Providing Non-Instructional Services/Support	1.6

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 (%)
Asian	0	0	1.0
Black or African American	1	8.3	3.5
Hispanic	0	0	3.6
Native American	0	0	0.1
White	11	91.7	91.7

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
District	100.0
District Poverty Quartile: Middle	
State High Poverty Quartile Schools	97.8
State Low Poverty Quartile Schools	99.5

²Core academic classes taught by teachers who are fully certified to teach in that subject area.

Classroom Teacher Attendance: 2012-13

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	2.2	9.3

Instruction and Resources

11th and 12th Graders Who Enrolled in at Least Two Advanced Placement[®] or International Baccalaureate[®] Courses during High School³

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A
White	0	0	0	0
English Language Learners	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	0	0	0	0
Students with Disabilities	0	0	0	0
District	0	0	0	0
State		14.2		26.8

³Effective 2014-15, this calculation will also include students who participate in dual enrollment courses and two or more courses within a career and technical education (CTE) concentration.

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		69.2

⁴Ages 6-21

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	0	0	1.4
Emotional Disturbance	0	0	1.0
Intellectual Disability	0	0	0.4
Learning Disability	0	0	4.2
Other Health Impairment	0	0	2.5
Other Disabilities	0	0	1.0
Speech/Language Impairment	0	0	1.9
All Disabilities	0	0	12.4

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	0	0	2.8
Private Schools or Other Settings	0	0	8.1

²Grades K-12

Overall Expenditures:³ 2012-13

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	628,716	8,613	8,769
Instructional Supplies and Equipment	5,558	76	275
Improvement of Instruction and Educational Media Services	31,794	436	487
Student Support Services	88,504	1,212	965
Administration and Support Services	245,358	3,361	1,600
Plant Operation and Maintenance	167,960	2,301	1,472
Transportation	57,830	.	786
Costs of Students Tuitioned Out	.	N/A	N/A
Other	6,575	90	178
Total	1,232,295	16,881	14,642

Additional Expenditures

Land, Buildings, and Debt Service	3,151	43	1,434
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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: 2012-13

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	0	0.0	35.6
Noncertified Personnel	0	0.0	14.5
Purchased Services	0	0.0	5.0
Tuition to Other Schools	0	0.0	21.4
Special Ed. Transportation	0	0.0	8.5
Other Expenditures	0	0.0	14.9
Total Expenditures	0	0.0	100.0

PK-12 Expenditures Used for Special Education	.	21.9
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Expenditures by Revenue Source:⁴ 2012-13

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	13.3	13.3
State	60.3	60.4
Federal	4.6	4.6
Tuition & Other	21.8	21.6

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

District Performance Index (DPI)

A District Performance Index (DPI) for the Connecticut Mastery Test (CMT) and the Connecticut Academic Performance Test (CAPT) is the test performance of all subjects tested in the respective assessment for all students in the district. The DPI ranges in value from 0 to 100 points. Connecticut's ultimate target for a DPI is 88 because in a district with a DPI of 88 or above, students will have performed at or above the 'goal' level on the majority of tests. Detailed reports of CMT and CAPT assessment results are available at www.ctreports.com. School and District Performance Reports produced by the Connecticut State Department of Education (CSDE) are also available online.

CMT	DPI				2013-14				Note: If no data are displayed for 2013-14, the district implemented the Smarter Balanced Field Test.
	2009-10	2010-11	2011-12	2012-13	Count	DPI	Target	Achieved	
Black or African American	
Hispanic or Latino	
English Language Learners	
Eligible for Free or Reduced-Price Meals	
Students with Disabilities	
High Needs	
District	

CAPT	DPI				2013-14				Note: If no data are displayed for 2013-14, the district implemented the Smarter Balanced Field Test.
	2009-10	2010-11	2011-12	2012-13	Count	DPI	Target	Achieved	
Black or African American	<20	.	.	.	
Hispanic or Latino	
English Language Learners	
Eligible for Free or Reduced-Price Meals	<20	.	.	.	
Students with Disabilities	<20	.	.	.	
High Needs	<20	.	.	.	
District	.	57.5	53.0	.	17	.	60.6	n/a	

2013 National Assessment of Educational Progress (NAEP): Percent At or Above Proficient¹

READING	Grade 4	Grade 8	Grade 12
Connecticut	43%	45%	50%
National Public	34%	34%	36%
MATH	Grade 4	Grade 8	Grade 12
Connecticut	45%	37%	32%
National Public	41%	34%	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 CMT/CAPT and NAEP. Instead, NAEP results are meant to complement CMT/CAPT results.

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	*	16	*
Curl Up	N/A	N/A	N/A	*	16	*
Push Up	N/A	N/A	N/A	*	16	*
Mile Run/PACER	N/A	N/A	N/A	*	16	*
All Tests - District	N/A	N/A	N/A	*	16	*
All Tests - State	50.2	50.7	50.3	53.9		51.1

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

	2012-13				2013-14
	Cohort Count ²	Rate (%)	Target ³ (%)	Target Achieved	Target ³ (%)
Black or African American	*	0	.		.
Hispanic or Latino	*	*	.		.
English Language Learners	*	*	.		.
Eligible for Free or Reduced-Price Meals	*	*	.		.
Students with Disabilities	*	*	.		.
District	32	65.6	59.7	Yes	63.2
State ⁴		85.5			

¹The 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 2013 are [available online](#).

²Cohort count includes all students in the cohort as of the end of the 2012-13 school year.

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

⁴Targets are not displayed at the state level.

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

	Participation ⁶	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	*	*	*
Male	*	*	*
Black or African American	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A
White	*	*	*
English Language Learners	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	*	0	*
Students with Disabilities	*	0	*
District	17.4	*	*
State	72.9		37.6

⁵College readiness exams and benchmark scores are as follows:

- SAT® - composite score of 1550 or higher
- 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

⁶Participation 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 2013	Class of 2012
	Entrance ⁷	Persistence ⁸
	Rate (%)	Rate (%)
Female	*	*
Male	*	*
Black or African American	N/A	N/A
Hispanic or Latino	N/A	N/A
White	38.1	*
English Language Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	*	*
Students with Disabilities	*	*
District	34.8	*
State	72.7	88.5

⁷College 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.

⁸College 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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Narratives

School District Improvement Plans and Parental Outreach Activities

During the 2013-2014 school year, students entered Explorations from 24 different towns. Traditionally, we find many students, Special Education and regular education alike, enter that have academic deficiencies in basic skills. We utilize diagnostic tests in English and Math, class room pre-tests, progress monitors, and post tests, and the online assessment tool StudyIsland.com to identify students in need of remedial help early in the school year. In particular, students showing a weakness in English and Mathematics are placed in remedial courses covering Algebra, Geometry, and Reading and Writing. These remedial courses provide smaller, more intensive instruction for these students. In particular, the testing and classroom data aids our Special Education teacher in the writing and implementation of student goals and informs the aid given to these students by our Special Education tutors. At our weekly staff meetings, we are then able to discuss our students having specific needs and plan how best to educate them in the regular education classroom.

In order to prevent student truancy, we updated our student handbook and student applications to include the new state mandates for truancy. We instituted a new policy where parents are contacted daily by our school nurse for all absences. After students have had four unexcused absences in a month, or 10 in a year, we hold a discipline meeting with parents and the student and file a FWSN report. During the meetings, we seek to brainstorm solutions as a group to improve the student. Additionally, Sending districts have been much more collaborative in our efforts to file the report. Last, we began to offer an activity during our Friday rotations entitled "Playshop" that provides an outlet for teens to express themselves and their feelings using improvisation as the medium.

Explorations continues to utilize a strong advisory program, where all students in groups of about 10 are assigned to a specific teacher. Twice monthly, teacher contact the parents of their advisees to give updates to academic and behavior progress, as well as to provide information about upcoming school events. The school holds parent meetings six times per year provide further information and to give parents an open forum to ask questions from school administrators and teachers. Parents also have an open invitation to attend school adventure education trips and have been instrumental in helping with school fundraising dinners. Last, as an identified focus school, the school has established a Governance Council comprised of school teachers, community members and parents to engage in planning and improvement of school programs, and to serve in an advisory capacity to the school administrators.

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. Through the use of film, video, literature, periodicals, and first person accounts we 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 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 television stations, and in local newspapers, but our geographic isolation hinders our ability to attract a more diverse student body. Additionally, we provide transportation for students from Litchfield and Torrington. However, space is limited. A lack of free transportation prevents more students of lower income brackets, and without their own means of transportation, from attending Explorations.

Explorations Charter School, with the school motto "Achieve Through Self-Discipline," provides unique opportunities for students. On Friday, Explorations conducts rotations where students participate in Adventure Education and Job Exploration. Adventure Education takes the place of the standard physical education classes. Activities for Adventure Education include rock climbing, caving, ice skating, snowshoeing, kayaking, and hiking. Job program allows students a chance to give back to the community. Students worked at The Thomaston Opera House, and at White Memorial in Litchfield in addition to smaller, private job programs students were able to find themselves. Many students, from low income brackets, would never have the means to participate in these types of activities and for some the opportunity has provided a lifelong interest. Among our 83 students in June 2014, our minority population was 9.6% of our total student population. However, as of September 2014, our minority population is 18.1% - an increase of 8.6%.

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Equitable Allocation of Resources among District Schools

As an independent charter school, all resources received by Explorations are allocated within the school.