

STRATEGIC SCHOOL PROFILE 2012-13**Explorations District**

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Winsted,
ConnecticutWebsite: www.ExplorationsCS.com

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

Town Population in 2000: N/A

1990-2000 Population Growth: N/A

Number of Public Schools: 1

Per Capita Income in 2000: N/A

Percent of Adults without a High School Diploma in 2000*: N/A

Percent of Adults Who Were Not Fluent in English in 2000*: N/A

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, 2012 73
 5-Year Enrollment Change -15.1%

DISTRICT GRADE RANGE

Grade Range 9 - 12

INDICATORS OF EDUCATIONAL NEED

Need Indicator	Number in District	Percent		
		District	DRG	State
Students Eligible for Free/Reduced-Price Meals	22	30.1	N/A	36.7
K-12 Students Who Are Not Fluent in English	0	0.0	N/A	5.8
Students Identified as Gifted and/or Talented	0	0.0	N/A	3.8
PK-12 Students Receiving Special Education Services in District	17	23.3	N/A	11.9
Kindergarten Students who Attended Preschool, Nursery School or Headstart	N/A	N/A	N/A	N/A
Homeless	6	8.2	N/A	0.3
Juniors and Seniors Working 16 or More Hours Per Week	4	9.8	N/A	12.7

SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	1	1.4
Asian American	0	0.0
Black	3	4.1
Hispanic	3	4.1
Pacific Islander	0	0.0
White	66	90.4
Two or more races	0	0.0
Total Minority	7	9.6

Percent of Minority Professional Staff: 10.0%

Non-English Home Language:

All of this district's students (excluding prekindergarten students) come from homes where English is the primary language.

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.

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.

STUDENT PERFORMANCE

Connecticut Mastery Test, Fourth Generation, % 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	<p>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.</p> <p>For more detailed CMT results, go to www.ctreports.com.</p> <p>To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."</p>
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	

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 scorable 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	<p>For more detailed CAPT results, go to www.ctreports.com.</p> <p>To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."</p>
Reading Across the Disciplines	N/A	N/A	N/A	
Writing Across the Disciplines	N/A	N/A	N/A	
Mathematics	N/A	N/A	N/A	
Science	N/A	N/A	N/A	

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
	25.0	51.1	7.9

SAT® I: Reasoning Test Class of 2012		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		21.1	78.5	
Average Score	Mathematics	435	503	11.3
	Critical Reading	475	499	24.8
	Writing	498	504	37.6

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, Adjusted Cohort Rate 2012	57.1	84.8	4.4
2011-12 Annual Dropout Rate for Grade 9 through 12	14.9	2.1	0.7

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	N/A	N/A
% Employed (Civilian Employment and in Armed Services)	0.0	9.8

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of School Staff	
General Education	
Teachers and Instructors	7.05
Paraprofessional Instructional Assistants	0.00
Special Education	
Teachers and Instructors	1.00
Paraprofessional Instructional Assistants	1.00
Library/Media Specialists and/or Assistants	0.00
Staff Devoted to Adult Education	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	0.00
School Level	1.75
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	0.00
Counselors, Social Workers, and School Psychologists	0.20
School Nurses	1.00
Other Staff Providing Non-Instructional Services and Support	1.50

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	13.9
% with Master's Degree or Above	100.0	N/A	79.8

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	11.5	N/A	18.8

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	900	N/A	1,027

*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	1.4	N/A	2.1

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2011-12

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	PK-12 Districts	DRG	State
Instructional Staff and Services	\$604	\$8,157	\$8,821	N/A	\$8,570
Instructional Supplies and Equipment	\$10	\$134	\$279	N/A	\$257
Improvement of Instruction and Educational Media Services	\$14	\$193	\$425	N/A	\$471
Student Support Services	\$55	\$749	\$860	N/A	\$950
Administration and Support Services	\$243	\$3,287	\$2,002	N/A	\$1,547
Plant Operation and Maintenance	\$182	\$2,464	\$1,635	N/A	\$1,459
Transportation	\$19	N/A	\$861	N/A	\$765
Costs for Students Tuitioned Out	N/A	N/A	N/A	N/A	N/A
Other	\$10	\$137	\$362	N/A	\$170
Total	\$1,138	\$15,382	\$15,744	N/A	\$14,333
Additional Expenditures					
Land, Buildings, and Debt Service	\$20	\$264	\$1,882	N/A	\$1,398

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	60.1	2.8	37.1
Excluding School Construction	0.0	61.1	2.9	36.0

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.

The limited per pupil increase has not followed the increasing costs of living. In particular, the lack of funds has made running our school, and providing teacher benefits, a challenge. The proposed budget of our school is created in late spring by administrators. Our budget is based on the assumption we will have full enrollment and funding from the SDE. Adjustments are made after the October 1 count as needed. After the proposed budget was adopted, and once administrators realized it would be at a level lower than anticipated, proper reductions were made “across the board.”

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 2011-12 with a Standard Diploma	50.0	64.4
2011-12 Annual Dropout Rate for Students Aged 14 to 21	N/A	3.2

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	N/A	N/A
	Writing Across the Disciplines	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

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	80.0
	% With Accommodations	20.0
% 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.

During the 2012-2013 school year, students entered Explorations from 15 different towns. Traditionally, we find many students entering that have academic deficiencies in basic skills. We utilize diagnostic tests, class room pre-tests, and the online assessment website 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. The 2013 CAPT showed that 59% of the sophomores scored proficient in mathematics. Additionally, 69% of the sophomores scored proficient on the Science CAPT, 82% scored proficient of the Reading CAPT, and 88% scored proficient of the Writing CAPT. We were pleased that nearly every area of the 2013 CAPT showed growth from 2012. We have a strong relationship with the local community college and we are able to provide enrichment for students who do excel. Through our partnership program, five students took courses at NCCC and earned credit in 2012-2013. It is not unusual that three or four graduating seniors earn 9 college credits throughout their time at Explorations. Seniors are required to produce a digital portfolio as a graduation requirement. The portfolio documents show both academic proficiencies at or above the twelfth grade level and demonstrate each student's unique, individual talents. Students currently use the website Career Cruising to upload documents for the portfolio. They also use the website to complete a career interest inventory, which matches their talents and interests to a particular profession. The student's ability to use this website will be aided by the addition of a fiber optic internet connection, completed in the fall of 2012.
