

**STRATEGIC SCHOOL PROFILE 2011-12****Explorations District**

GAIL B. SREBNIK, Director

Location: 286 Main Street

Telephone: (860) 738-9070

Winsted,  
ConnecticutWebsite: [www.ExplorationsCS.com](http://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](http://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](http://www.sde.ct.gov) and click on Adult Education, then Reports.

---



---

District Reference Group (DRG): N/A

---

**STUDENT ENROLLMENT**

Enrollment on October 1, 2011      74  
 5-Year Enrollment Change      -10.8%

**DISTRICT GRADE RANGE**

Grade Range      10 - 12

---

**INDICATORS OF EDUCATIONAL NEED**

Need Indicator	Number in District	Percent		
		District	DRG	State
Students Eligible for Free/Reduced-Price Meals	27	36.5	N/A	35.2
K-12 Students Who Are Not Fluent in English	1	1.4	N/A	5.6
Students Identified as Gifted and/or Talented	0	0.0	N/A	4.0
PK-12 Students Receiving Special Education Services in District	17	23.0	N/A	11.5
Kindergarten Students who Attended Preschool, Nursery School or Headstart	N/A	N/A	N/A	N/A
Homeless	5	6.8	N/A	0.3
Juniors and Seniors Working 16 or More Hours Per Week	9	24.3	N/A	13.0

### SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	0	0.0
Asian American	1	1.4
Black	0	0.0
Hispanic	7	9.5
Pacific Islander	0	0.0
White	66	89.2
Two or more races	0	0.0
Total Minority	8	10.8

**Percent of Minority Professional Staff:** 11.1%

**Non-English Home Language:**

1.4% 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 1.

---

### 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, a lack of free transportation prevents 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 <a href="http://www.ctreports.com">www.ctreports.com</a>.</p> <p>To see the NCLB Report Card for this school, go to <a href="http://www.sde.ct.gov">www.sde.ct.gov</a> 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 <a href="http://www.ctreports.com">www.ctreports.com</a>.</p> <p>To see the NCLB Report Card for this school, go to <a href="http://www.sde.ct.gov">www.sde.ct.gov</a> and click on "No Child Left Behind."</p>
Reading Across the Disciplines	14.3	47.5	3.0	
Writing Across the Disciplines	23.8	63.0	3.0	
Mathematics	20.0	49.2	8.3	
Science	14.3	47.1	5.2	

**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
	0.0	N/A	N/A

SAT® I: Reasoning Test Class of 2011		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		4.2	77.3	
Average Score	Mathematics	450	505	13.7
	Critical Reading	570	502	94.7
	Writing	530	506	68.7

**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 2011	52.9	82.7	3.8
2010-11 Annual Dropout Rate for Grade 9 through 12	10.0	2.6	1.4

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	66.7	84.5
% Employed (Civilian Employment and in Armed Services)	29.2	9.7

## RESOURCES AND EXPENDITURES

### DISTRICT STAFF

Full-Time Equivalent Count of School Staff	
General Education	
Teachers and Instructors	6.80
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	1.00
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	0.00
Counselors, Social Workers, and School Psychologists	0.20
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	11.0	N/A	13.9
% with Master's Degree or Above	100.0	N/A	79.6

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	11.9	N/A	19.6

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	1,162	N/A	1,024

\*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, 2010-11

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	\$598	\$7,481	\$8,576	N/A	\$8,469
Instructional Supplies and Equipment	\$13	\$160	\$272	N/A	\$271
Improvement of Instruction and Educational Media Services	\$19	\$235	\$416	N/A	\$482
Student Support Services	\$51	\$640	\$835	N/A	\$901
Administration and Support Services	\$230	\$2,873	\$1,911	N/A	\$1,490
Plant Operation and Maintenance	\$189	\$2,363	\$1,623	N/A	\$1,463
Transportation	\$14	N/A	\$803	N/A	\$724
Costs for Students Tuitioned Out	N/A	N/A	N/A	N/A	N/A
Other	\$10	\$128	\$358	N/A	\$165
<b>Total</b>	\$1,124	\$14,056	\$15,444	N/A	\$14,140
<b>Additional Expenditures</b>					
Land, Buildings, and Debt Service	\$10	\$119	\$1,717	N/A	\$1,331

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	65.6	2.9	31.5
Excluding School Construction	0.0	66.2	2.9	30.9

---

**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.

The recent fiscal year in our community significantly challenged our school. It has been the practice of the Governing Council at Explorations to provide the best services to those choosing a charter school. Being a high school, technology equipment and specialized supplies, are inherently more costly in nature. Also, considering our special education population ranges from 20 to 26% we also must provide for tutors to assist in instruction. The proposed budget for our school is created by our Executive Director with our book keeper in the late Spring and revisited in the early Fall. It initially is based on the assumption that our enrollement will be full. Due to the lack of transportation for the majority of our students, who live outside of our Winsted location, when we fall short of total enrollment we are forced to make cuts that normally would never happen. Once the proposed budget is adopted, and for the past year it needed to be adjusted we do our best to provide for all students making a choice in their education..

---

**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

---

<b>Of All K-12 Students for Whom District is Financially Responsible, Number and Percentage with Disabilities</b>				
<b>Disability</b>	<b>Count</b>	<b>District Percent</b>	<b>DRG Percent</b>	<b>State Percent</b>
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
<b>Total</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>

\*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

<b>Graduation and Dropout Rates of Students with Disabilities for Whom District is Financially Responsible</b>	<b>District</b>	<b>State</b>
% Who Graduated in 2010-11 with a Standard Diploma	N/A	N/A
2010-11 Annual Dropout Rate for Students Aged 14 to 21	N/A	5.1

## 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	14.3	47.5
	Writing Across the Disciplines	N/A	N/A	23.8	63.0
	Mathematics	N/A	N/A	20.0	49.2
	Science	N/A	N/A	14.3	47.1

For more detailed CMT or CAPT results, go to [www.ctreports.com](http://www.ctreports.com). To see the NCLB Report Card for this school, go to [www.sde.ct.gov](http://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	N/A
	% With Accommodations	N/A
% 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 2011-2012 school year, students entered Explorations from 19 different towns. Traditionally, we find many students in the sophomore class 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 2012 CAPT showed that 50% of the sophomores scored proficient in mathematics. Additionally, 66.7% of the sophomores scored proficient on the Science CAPT, 61.9% scored proficient of the Reading CAPT, and 90.5% scored proficient of the Writing CAPT. We were pleased that every area of the 2012 CAPT showed growth from 2011. 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, six students took courses at NCCC and earned credit in 2011-2012. It is not unusual that three or four graduating seniors earn 12 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, expected to be complete by the fall of 2012.

---