Connecticut State Department of Education

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2018–19

CSDE
CONNECTICUT STATE
DEPARTMENT OF EDUCATION

Explorations District

860-738-9070 • http://www.ExplorationsCS.com

District Information

Grade Range	**9-12**
Number of Schools/Programs	**1**
Enrollment	**88**
Per Pupil Expenditures[1]	**$19,703**
Total Expenditures[1]	**$1,891,455**

[1]*Expenditure data reflect the 2017-18 school year.*
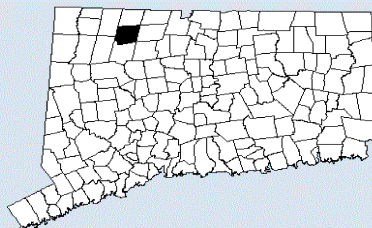
Community Information

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

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Notes

Unless otherwise noted, all data are for 2018-19 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 safeguard student confidentiality, or to ensure that statistics based on a very small sample size are not interpreted as equally representative as those based on a sufficiently larger sample size.

N/A is displayed when a category is not applicable for a district or school.

Students

October 1, 2018 Enrollment[2]

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	53	60.2	48.4
Male	35	39.8	51.6
American Indian or Alaska Native	0	0.0	0.3
Asian	0	0.0	5.2
Black or African American	*	*	12.8
Hispanic or Latino of any race	9	10.2	25.8
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	*	*	3.6
White	75	85.2	52.4
English Learners	0	0.0	7.6
Eligible for Free or Reduced-Price Meals	53	60.2	42.1
Students with Disabilities[3]	27	30.7	15.4

[2]This table represents students in grades PK-12 reported by the district in the Public School Information System (i.e., PSIS Reporting District).

[3]Students in this category are students with an individualized education program (IEP) only. This category does not include students with Section 504 plans or services plans.

NOTE: To protect student privacy, gender counts are suppressed (*) when fewer than 6 students enrolled in the district identify as non-binary.

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism[4]		Suspension/ Expulsion[5]	
	Count	Rate (%)	Count	Rate (%)
Female	15	29.4	*	*
Male	10	29.4	*	*
Black or African American	*	*	0	*
Hispanic or Latino of any race	*	*	0	*
White	22	29.7	*	*
English Learners	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	17	30.9	9	14.3
Students with Disabilities	8	25.0	*	*
District	25	29.4	12	12.5
State		10.4		6.7

Number of students in 2017-18 qualified as truant under state statute: 29

Number of school-based arrests: 0

[4]A student is chronically absent if they miss 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.

[5]This column displays the count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

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	2.0
Paraprofessional Instructional Assistants	2.0
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	2.7

[1]In 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

	District		State
	Count	Percent of Total (%)	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	3.8
Hispanic or Latino of any race	0	0.0	3.8
Native Hawaiian or Other Pacific Islander	0	0.0	0.0
Two or More Races	1	6.3	0.1
White	15	93.8	90.5

Classroom Teacher Attendance: 2017-18

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	7.3	10.0

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School[2]

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	0	*
Hispanic or Latino of any race	*	*	*	*
White	12	*	*	*
English Learners	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	8	*	*	*
Students with Disabilities	6	*	*	*
District	15	75.0	22	78.6
State		74.5		85.2

[2]College-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 Peers[3]

	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		67.6

[3]This table represents students ages 6-21 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

Students with Disabilities by Primary Disability[1]

	District		State
	Count	Rate (%)	Rate (%)
Autism	N/A	N/A	1.9
Emotional Disturbance	N/A	N/A	1.1
Intellectual Disability	N/A	N/A	0.5
Learning Disability	N/A	N/A	5.5
Other Health Impairment	N/A	N/A	3.2
Other Disabilities	N/A	N/A	1.1
Speech/Language Impairment	N/A	N/A	1.8
All Disabilities	N/A	N/A	15.0

[1]This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

Students with Disabilities Placed Outside of the District[2]

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	N/A	N/A	8.2
Private Schools or Other Settings	N/A	N/A	5.0

[2]This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

Overall Expenditures:[3] 2017-18

	Total ($)	Per Pupil	
		District ($)	State ($)
Instruction	$767,675	$7,997	$10,545
Support services - students	$296,557	$3,089	$1,373
Support services - instruction	$93,955	$979	$644
Support services - general administration	$40,487	$422	$462
Support services - school based administration	$390,927	$4,072	$1,007
Central and other support services	.	.	$671
Operation and maintenance of plant	$259,686	$2,705	$1,629
Student transportation services	$42,169	$1,004	$1,231
Food services	.	.	$13
Enterprise operations	.	.	$157
Minor school construction	.	.	$65
Total	$1,891,455	$19,703	$17,153

[3]Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Special Education Expenditures: 2017-18

	District		State
	Total ($)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	$263,161	57.2	29.7
Instructional Aide Salaries	.	.	9.6
Other Salaries	$118,224	25.7	10.4
Employee Benefits	$37,454	8.1	13.0
Purchased Services Other Than Transportation	$15,518	3.4	5.5
Special Education Tuition	.	.	22.6
Supplies	$3,649	0.8	0.6
Property Services	$15,071	3.3	0.4
Purchased Services For Transportation	.	.	8.0
Equipment	$6,699	1.5	0.2
All Other Expenditures	.	.	0.1
Total	$459,776	100.0	100.0
Percent of Total Expenditures Used for Special Education		24.3	24.4

Expenditures by Revenue Source:[4] 2017-18

	Percent of Total (%) Excluding School Construction
Local	0.0
State	53.5
Federal	13.1
Tuition & Other	33.4

[4]Revenue sources do not include state-funded Teachers' Retirement Board contributions, Connecticut Technical Education and Career System (CTECS) operations, CSDE-budgeted costs for salaries and leadership activities and other state-funded school districts (e.g., Dept. of Children and Families and Dept. of Correction).

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.

	English Language Arts (ELA)		Math		Science	
	Count	DPI	Count	DPI	Count	DPI
American Indian or Alaska Native	0	N/A	0	N/A	0	N/A
Asian	0	N/A	0	N/A	0	N/A
Black or African American	*	*	*	*	*	*
Hispanic or Latino of any race	*	*	*	*	*	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	0	N/A	0	N/A	0	N/A
White	19	*	19	*	18	*
English Learners	0	N/A	0	N/A	0	N/A
Non-English Learners	22	48.8	22	39.2	21	53.2
Eligible for Free or Reduced-Price Meals	12	*	12	*	12	*
Not Eligible for Free or Reduced-Price Meals	10	*	10	*	9	*
Students with Disabilities	8	*	8	*	8	*
Students without Disabilities	14	*	14	*	13	*
High Needs	14	*	14	*	14	*
Non-High Needs	8	*	8	*	7	*
District	22	48.8	22	39.2	21	53.2

National Assessment of Educational Progress (NAEP): Percent At or Above Proficient[1]

	NAEP 2019		NAEP 2013
READING	Grade 4	Grade 8	Grade 12
Connecticut	40	41	50
National Public	34	32	36
MATH	Grade 4	Grade 8	Grade 12
Connecticut	45	39	32
National Public	40	33	25

[1]NAEP 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 performance on NAEP by student group, click here.

Physical Fitness Tests: Students Reaching Health Standard[2]

	Percent of Students by Grade[3] (%)				All Tested Grades	
	4	6	8	HS	Count	Rate (%)
Sit & Reach	N/A	N/A	N/A	*	18	*
Curl Up	N/A	N/A	N/A	*	18	*
Push Up	N/A	N/A	N/A	*	18	*
Mile Run/PACER	N/A	N/A	N/A	*	18	*
All Tests - District	N/A	N/A	N/A	*	18	*
All Tests - State	56.1	53.5	50.9	51.4		52.9

[2]The Connecticut Physical Fitness Assessment (CPFA) is administered to students in Grades 4, 6, 8 and High School (HS). 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.

[3]Only students assessed in all four areas are included in this calculation.

Cohort Graduation: Four-Year[1]

	2017-18	
	Cohort Count[2]	Rate (%)
Black or African American	N/A	N/A
Hispanic or Latino of any race	*	*
English Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	9	*
Students with Disabilities	13	*
District	28	82.1
State		88.3

[1]The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years.

[2]Cohort count includes all students in the cohort as of the end of the 2017-18 school year.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam[3]

	Participation[4]	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	96.9	*	*
Male	*	*	*
Black or African American	*	0	*
Hispanic or Latino of any race	*	*	*
White	97.6	*	*
English Learners	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	100.0	*	*
Students with Disabilities	*	0	*
District	97.9	6	12.5
State	95.9		42.6

[3]College 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

[4]Participation Rate equals the number of test-takers in 11th and 12th grade divided by the number of students enrolled in those grades, as a percentage.

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 2018	Class of 2017
	Entrance[5]	Persistence[6]
	Rate (%)	Rate (%)
Female	*	*
Male	*	*
Black or African American	N/A	N/A
Hispanic or Latino of any race	N/A	N/A
White	45.0	*
English Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	*	*
Students with Disabilities	*	*
District	45.8	*
State	71.0	87.8

[5]College 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.

[6]College 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

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.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	48.8	75	97.5	150	65.0	67.7
	High Needs Students	.	75	.	.	.	58.1
Math Performance Index	All Students	39.2	75	78.3	150	52.2	63.1
	High Needs Students	.	75	.	.	.	52.7
Science Performance Index	All Students	53.2	75	70.9	100	70.9	63.8
	High Needs Students	.	75	.	.	.	54.2
ELA Academic Growth	All Students	.	100%	.	.	.	59.9%
	High Needs Students	.	100%	.	.	.	55.1%
Math Academic Growth	All Students	.	100%	.	.	.	62.5%
	High Needs Students	.	100%	.	.	.	55.2%
Progress Toward English Proficiency	Literacy	.	100%	.	.	.	60.0%
	Oral	.	100%	.	.	.	52.1%
Chronic Absenteeism	All Students	29.4%	<=5%	1.2	50	2.4	10.4%
	High Needs Students	30.2%	<=5%	0.0	50	0.0	16.1%
Preparation for CCR	% Taking Courses	77.1%	75%	50.0	50	100.0	80.0%
	% Passing Exams	12.5%	75%	8.3	50	16.7	42.6%
On-track to High School Graduation		.	94%	.	.	.	88.0%
4-year Graduation All Students (2018 Cohort)		82.1%	94%	87.4	100	87.4	88.3%
6-year Graduation - High Needs Students (2016 Cohort)		.	94%	.	.	.	83.3%
Postsecondary Entrance (Class of 2018)		45.8%	75%	61.1	100	61.1	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		.	.	75%	.	.	.	96.4% | 52.9%
Arts Access		48.2%	60%	40.2	50	80.4	51.9%
Accountability Index				**495.0**	**850**	**58.2**	

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in the student group or the indicator is not applicable based on grades served.

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	.	.	.	15.4	
Math Performance Index Gap	.	.	.	17.6	
Science Performance Index Gap	.	.	.	16.1	
Graduation Rate Gap	.	.	.	11.1%	N

[1]If 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.
[2]If the size of the gap exceeds the state mean gap plus one standard deviation, the gap is an outlier.

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in at least one of the student groups used to calculate the gap measure or the indicator is not applicable based on grades served.

Subject/Student Group		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	.

[3]Minimum participation standard is 95%.

Connecticut's State Identified Measurable Result (SIMR) for Children with Disabilities

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

Narratives

School District Improvement Plans and Parental Outreach Activities

During the 2018-2019 school year, students attended Explorations from 20 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 planned lessons, created IEP goals, and created SEED SLOs and IAGDS. Combined with revised curriculum maps, teachers were better able to differentiate to meet the needs of all students. Students showing a weakness in Math were placed in a remedial "Math Lab." We also hired a remedial reading teacher who will begin meeting with students in 2019-20. In data-team meetings, staff discussed students having specific needs and planned how best to accommodate them in the classroom. We continued an initiative called "The A-team challenge," designed to improve attendance, academic performance, student behavior, and proficiency on benchmark tests. We also began "perfect attendance challenges" and had 27 students earn a trip to Six Flags New England in May 2019.

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 or an automated system when students were absent. The contact with parents allowed us to have important conversations around attendance. The school executive director, assistant principal, social worker, and nurse continued their attendance committee. The group revised the process to identify student truancy; these improvements included earlier intervention strategies, revised letters, 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 continued use of a "Parent Portal," which allowed parents and students to check grades in all classes, providing more transparency and increased communication between parents and staff. In January, we held our annual pasta dinner for students, staff, parents, and alumni where over 100 people attended.

We concluded the year with a picnic at a local pond that allowed parents, staff and students to participate in some of the activities that their students did throughout the school year (kayaking, hiking, volleyball, etc.€|) We were pleased to say that this activity was attended by a number of family members.

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 helped 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 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. We also reinstituted our Unpaid Experiential Learning Program (UELP) - in this program, all juniors and seniors participate in an internship designed to give them experience in a future field of employment.

Since the 2013-2014 school year our minority population has fluctuated from a low of 9.6% in June of 2014 to 15.6% in October of 2019. .

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 and the board finance committee, 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 current Low-Performing Schools Grant has allowed us to update our facility and purchase necessary equipment to improve student access to learning. A past security grant allowed us to make physical upgrades to the building, including adding bullet resistant film to windows, bullet proof glass to three exterior entrances, and expanding our security camera system. Parents are also essential to aiding