

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2015–16

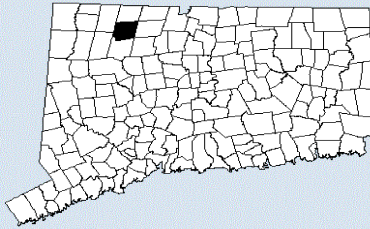


Explorations District

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District Information

Grade Range	9-12
Number of Schools/Programs	1
Enrollment	92
Per Pupil Expenditures ¹	\$16,088
Total Expenditures ¹	\$1,415,732

¹Expenditure data reflect the 2014-15 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 \(Class of 2016\)](#)
 (2016® The College Board)

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Notes

Unless otherwise noted, all data are for 2015-16 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, 2015 Enrollment

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	58	63.0	48.3
Male	34	37.0	51.6
American Indian or Alaska Native	*	*	0.2
Asian	0	0.0	4.9
Black or African American	*	*	12.8
Hispanic or Latino	15	16.3	23.0
Pacific Islander	0	0.0	0.0
Two or More Races	*	*	2.7
White	72	78.3	55.9
English Learners	0	0.0	6.4
Eligible for Free or Reduced-Price Meals	41	44.6	38.0
Students with Disabilities ¹	36	39.1	13.7

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	17	30.9	12	21.1
Male	9	30.0	6	20.0
Black or African American	*	*	0	*
Hispanic or Latino	6	*	*	*
White	16	23.5	15	22.1
English Learners	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	15	41.7	9	22.5
Students with Disabilities	11	33.3	8	22.9
District	26	30.6	18	20.7
State		9.6		7.0

Number of students in 2014-15 qualified as truant under state statute: 21

Number of school-based arrests: 0

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	8.9
Paraprofessional Instructional Assistants	1.0
Special Education	
Teachers and Instructors	2.0
Paraprofessional Instructional Assistants	1.5
Administrators, Coordinators and Department Chairs	
District Central Office	0.0
School Level	2.0
Library/Media	
Specialists (Certified)	0.0
Support Staff	0.0
Instructional Specialists Who Support Teachers	0.0
Counselors, Social Workers and School Psychologists	1.0
School Nurses	1.0
Other Staff Providing Non-Instructional Services/Support	3.0

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	1.0
Black or African American	0	0.0	3.5
Hispanic or Latino	0	0.0	3.5
Pacific Islander	0	0.0	0.0
Two or More Races	1	6.7	0.1
White	14	93.3	91.7

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
District	100.0
District Poverty Quartile: Middle	
State High Poverty Quartile Schools	97.6
State Low Poverty Quartile Schools	99.6

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

Classroom Teacher Attendance: 2014-15

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	7.8	9.4

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School³

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	0	0.0	*	*
Hispanic or Latino	0	0.0	0	0.0
White	11	52.4	10	*
English Learners	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	*	*	*	*
Students with Disabilities	*	*	*	*
District	11	47.8	12	57.1
State		61.2		73.9

³College-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 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		68.8

⁴Ages 6-21

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	0	0.0	1.6
Emotional Disturbance	0	0.0	1.0
Intellectual Disability	0	0.0	0.5
Learning Disability	0	0.0	4.6
Other Health Impairment	0	0.0	2.8
Other Disabilities	0	0.0	1.0
Speech/Language Impairment	0	0.0	1.9
All Disabilities	0	0.0	13.4

¹Grades K-12

Overall Expenditures:³ 2014-15

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	810,969	9,216	9,387
Instructional Supplies and Equipment	10,604	121	318
Improvement of Instruction and Educational Media Services	32,132	365	541
Student Support Services	68,569	779	1,048
Administration and Support Services	203,042	2,307	1,790
Plant Operation and Maintenance	231,105	2,626	1,608
Transportation	53,568	.	845
Costs of Students Tuitioned Out	.	N/A	N/A
Other	5,743	65	194
Total	1,415,732	16,088	15,762

Additional Expenditures

Land, Buildings, and Debt Service	1,325	15	1,524
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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: 2014-15

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	0	0.0	35.1
Noncertified Personnel	0	0.0	14.5
Purchased Services	0	0.0	5.5
Tuition to Other Schools	0	0.0	21.6
Special Ed. Transportation	0	0.0	8.3
Other Expenditures	0	0.0	15.0
Total Expenditures	0	0.0	100.0

Expenditures by Revenue Source:⁴

2014-15

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	4.0	4.0
State	69.3	69.3
Federal	2.0	2.0
Tuition & Other	24.6	24.6

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 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	*	*	*	*	0	N/A
Hispanic or Latino	*	*	*	*	*	*
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	*	*
White	18	*	18	*	13	*
English Learners	0	N/A	0	N/A	*	*
Non-English Learners	20	51.3	20	44.9	*	*
Eligible for Free or Reduced-Price Meals	6	*	6	*	11	*
Not Eligible for Free or Reduced-Price Meals	14	*	14	*	8	*
Students with Disabilities	6	*	6	*	11	*
Students without Disabilities	14	*	14	*	8	*
High Needs	10	*	10	*	*	*
Non-High Needs	10	*	10	*	*	*
District	20	51.3	20	44.9	19	*

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

	NAEP 2015		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	43%	43%	50%
National Public	35%	33%	36%
MATH			
Grade 4			
Connecticut	41%	36%	32%
National Public	39%	32%	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	10	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	50.6	49.8	50.6	51.1		50.5

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

	2014-15				2015-16
	Cohort Count ²	Rate (%)	Target ³ (%)	Target Achieved	Target ³ (%)
Black or African American	0	0	.		.
Hispanic or Latino	0	0	.		.
English Learners	0	0	.		.
Eligible for Free or Reduced-Price Meals	*	*	.		.
Students with Disabilities	*	*	.		.
District	23	87.0	66.6	Yes	70.0
State ⁴		87.2			

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 2014 are [available online](#).

²Cohort count includes all students in the cohort as of the end of the 2014-15 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	96.7	*	*
Male	*	*	*
Black or African American	*	0	*
Hispanic or Latino	*	0	*
White	94.7	*	*
English Learners	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	*	*	*
Students with Disabilities	*	0	*
District	95.5	*	*
State	95.6		40.7

⁵College 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

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 2015	Class of 2014
	Entrance ⁷	Persistence ⁸
	Rate (%)	Rate (%)
Female	*	*
Male	*	*
Black or African American	N/A	N/A
Hispanic or Latino	N/A	N/A
White	*	*
English Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	*	*
Students with Disabilities	*	*
District	53.8	*
State	71.9	88.3

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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Next Generation Accountability Results

These statistics are the results from Connecticut's Next Generation Accountability System for districts and schools. This system is a broad set of 12 indicators that help tell the story of how well a school is preparing its students for success in college, careers and life. It moves beyond test scores and graduation rates and instead provides a more holistic, multifactor perspective of district and school performance and incorporates student growth over time.

Indicator		Index/Rate	Target	Points	Max	% Points	State Average
ELA Performance Index	All Students	51.3	75	68.4	100	68.4	67.7
	High Needs Students	N/A	75	0.0	0	0.0	56.7
Math Performance Index	All Students	44.9	75	59.9	100	59.9	61.4
	High Needs Students	N/A	75	0.0	0	0.0	49.9
Science Performance Index	All Students	N/A	75	0.0	0	0.0	57.5
	High Needs Students	N/A	75	0.0	0	0.0	47.0
ELA Academic Growth	All Students	N/A	100%	0.0	0	0.0	63.8%
	High Needs Students	N/A	100%	0.0	0	0.0	58.3%
Math Academic Growth	All Students	N/A	100%	0.0	0	0.0	65.0%
	High Needs Students	N/A	100%	0.0	0	0.0	57.4%
Chronic Absenteeism	All Students	30.6%	<=5%	0.0	50	0.0	9.6%
	High Needs Students	35.8%	<=5%	0.0	50	0.0	15.6%
Preparation for CCR	% Taking Courses	52.3%	75%	34.8	50	69.7	67.6%
	% Passing Exams	11.4%	75%	7.6	50	15.2	40.7%
On-track to High School Graduation		72.7%	94%	38.7	50	77.4	85.1%
4-year Graduation All Students (2015 Cohort)		87.0%	94%	92.5	100	92.5	87.2%
6-year Graduation - High Needs Students (2013 Cohort)		N/A	94%	0.0	0	0.0	78.6%
Postsecondary Entrance (Class of 2015)		53.8%	75%	71.8	100	71.8	71.9%
Physical Fitness (estimated part rate) and (fitness rate)		N/A N/A	75%	0.0	0	0.0	89.2% 50.5%
Arts Access		40.0%	60%	33.3	50	66.7	47.5%
Accountability Index				407.1	700	58.2	

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	.	16.5	
Math Performance Index Gap	.	N/A	.	18.9	
Science Performance Index Gap	.	N/A	.	17.2	
Graduation Rate Gap	.	.	.	15.3%	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	91.3
	High Needs Students	.
Math	All Students	91.3
	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: 51.4

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 2015-2016 school year, students entered Explorations from 19 different towns and we find many students have academic deficiencies in basic skills. We use diagnostic tests (CCSS aligned Math and English), classroom pre-/post-tests, and the online assessment tool STAR 360 to identify students in need of remedial help early in the school year. Each student has a data binder where benchmark testing is summarized. These binders are available to teachers as they plan lessons in order to differentiate to meet the needs of all students regardless of IEP/504 status. Students showing a weakness in English and Math are placed in remedial courses providing smaller, more intensive instruction in basic skills. This data aids our SPED teachers in writing and implementing student goals and informs the aid given by our SPED tutors. At weekly staff meetings, we discuss students having specific needs and plan how best to educate them in the regular ed. classroom. The school has adopted a full SEED model, and we hope the more intensive focus and feedback given to teachers will help them to be more successful.

With help of a curriculum coach hired for the 2015-16 school year, all teachers revised and updated their curriculum maps. The new maps made stronger connections to CCSS, paid particular attention to differentiation in the class, offered more rigor to students, and were more vertically in specific subject areas (English, Math).

New for 2015-16, Explorations hired a school social worker for the first time. The school social worker directly addressed a range of social-emotional issues, with particular emphasis on servicing students with counseling needs per their IEPs. The school social worker 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. Also, the social worker worked closely with the Special Education department, and created new counseling goals and objectives, while utilizing a variety of research-based strategies to provide the appropriate supports.

In order to curb student truancy, we updated our handbook and applications form to include the state mandates for truancy. We continued a policy which began in 2013-14 where parents are contacted daily by our school nurse when absent. We found the contact with parents allowed us to have important conversations around attendance and to provide interventions. The school assistant principal, social worker, and nurse formed an attendance committee. Together, the group revised the process to identify student truancy and sought to provide interventions as early as possible.

As an identified focus school, the school has established a Governance Council comprised of school administrators, teachers, and parents to engage in planning and improvement of school programs. The council has worked to improve parent outreach, school culture building, and student attendance.

We are committed to supporting the family's role in the education of our students. Parents also have an open invitation to attend school Adventure Education trips and have been instrumental in helping with school fundraising dinners, after school activities such as the school kayak club, being present on class field trips, or helping out with school bake sales.

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 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 Litchfield and Torrington at a significant expense to our budget and at a fee to students to cover some of the costs. A lack of free transportation prevents more students of lower income brackets, and without 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 and Job Exploration. Adventure Education takes the place of the standard physical education classes. Activities for Adventure Education include rock climbing, 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 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; 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 a high of 26.2% in September of 2015.

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Equitable Allocation of Resources among District Schools

Explorations allocates all resources within the high school. Once again for 2015-16, the lack of a per pupil increase in funding has not followed the increasing costs of living. 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, we continually look for ways to save money throughout the year. This past year, we put all lights on a motion sensor and upgraded all of the light bulbs in the school to save utility costs. Grant writing is an important factor in our budget, as the money we receive from grants has allowed us to make upgrades to the physical building as well as the areas of technology (iPads, Smartboards) and curriculum (new materials). Last, Parents are also essential to aiding our overhead costs. They often provide the school with paper products – including paper towels, toilet paper, and copy paper. Their aid allows us to stretch our funding for educational needs.