

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2019–20

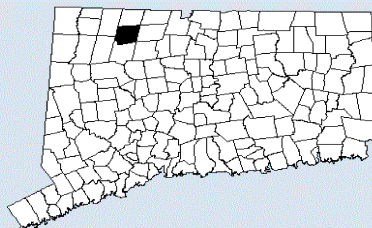


## Explorations District

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

### District Information

Grade Range	9-12
Number of Schools/Programs	1
Enrollment	93
Per Pupil Expenditures <sup>1</sup>	\$21,479
Total Expenditures <sup>1</sup>	\$1,890,172

<sup>1</sup> Expenditure data reflect the 2018-19 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 2019-20 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](http://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, 2019 Enrollment<sup>2</sup>

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	45	48.4	48.4
Male	48	51.6	51.6
American Indian or Alaska Native	0	0.0	0.3
Asian	0	0.0	5.2
Black or African American	*	*	12.7
Hispanic or Latino of any race	10	10.8	26.9
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	*	*	3.8
White	76	81.7	51.1
English Learners	0	0.0	8.3
Eligible for Free or Reduced-Price Meals	66	71.0	43.3
Students with Disabilities <sup>3</sup>	38	40.9	16.0

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

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

<sup>3</sup> 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.

### Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism <sup>4</sup>		Suspension/Expulsion <sup>5</sup>	
	Count	Rate (%)	Count	Rate (%)
Female	13	31.7	*	*
Male	14	32.6	*	*
Black or African American	0	*	*	*
Hispanic or Latino of any race	*	*	*	*
White	20	29.0	10	12.3
English Learners	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	19	31.7	13	18.1
Students with Disabilities	8	27.6	6	15.8
District	27	32.1	16	16.3
State		12.2		4.9

**Number of students in 2018-19 qualified as truant under state statute: 20**

**Number of school-based arrests: 0**

*NOTE: In the 2019-20 school year, due to the COVID-19 pandemic, in-person classes were cancelled in mid-March; all districts switched to fully remote instruction for the remainder of the school year. Chronic absenteeism calculations are based only on in-person school days.*

<sup>4</sup> 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.

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

# District Profile and Performance Report for School Year 2019-20

## Explorations District

### Educators

#### Full-Time Equivalent (FTE)<sup>1</sup> Staff

	FTE
<b>General Education</b>	
Teachers and Instructors	9.4
Paraprofessional Instructional Assistants	0.0
<b>Special Education</b>	
Teachers and Instructors	2.0
Paraprofessional Instructional Assistants	0.0
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	1.0
School Level	1.5
<b>Library/Media</b>	
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	0.9
Other Staff Providing Non-Instructional Services/Support	3.7

<sup>1</sup> 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

	Count	District Percent of Total (%)	State Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	0	0.0	1.2
Black or African American	0	0.0	4.0
Hispanic or Latino of any race	0	0.0	4.1
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	1	6.3	0.1
White	15	93.8	90.4

#### Classroom Teacher Attendance: 2018-19

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	6.1	10.4

### Instruction and Resources

#### 11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School<sup>2</sup>

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	*	*
Hispanic or Latino of any race	0	*	*	*
White	*	*	11	*
English Learners	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	*	*	7	*
Students with Disabilities	0	*	*	*
District	*	*	14	66.7
State		75.8		84.8

<sup>2</sup> 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<sup>3</sup>

	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		67.8

<sup>3</sup> 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).

# District Profile and Performance Report for School Year 2019-20

## Explorations District

### Students with Disabilities by Primary Disability<sup>1</sup>

	District		State
	Count	Rate (%)	Rate (%)
Autism	N/A	N/A	2.0
Emotional Disturbance	N/A	N/A	1.1
Intellectual Disability	N/A	N/A	0.5
Learning Disability	N/A	N/A	5.7
Other Health Impairment	N/A	N/A	3.3
Other Disabilities	N/A	N/A	1.1
Speech/Language Impairment	N/A	N/A	1.8
All Disabilities	N/A	N/A	15.6

<sup>1</sup> 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<sup>2</sup>

	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

<sup>2</sup> 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<sup>3</sup>: 2018-19

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$711,366	\$8,084	\$10,923
Support services - students	\$266,420	\$3,028	\$1,277
Support services - instruction	\$136,244	\$1,548	\$682
Support services - general administration	\$59,217	\$673	\$467
Support services - school based administration	\$380,746	\$4,327	\$1,021
Central and other support services	.	.	\$679
Operation and maintenance of plant	\$300,131	\$3,411	\$1,718
Student transportation services	\$36,047	\$668	\$1,288
Food services	.	.	\$12
Enterprise operations	.	.	\$163
Minor school construction	.	.	\$59
Total	\$1,890,172	\$21,479	\$17,629

<sup>3</sup> Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

### Special Education Expenditures: 2018-19

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$169,627	43.0	28.5
Instructional Aide Salaries	.	.	10.1
Other Salaries	\$146,859	37.3	11.1
Employee Benefits	\$40,801	10.4	13.0
Purchased Services Other Than Transportation	\$13,982	3.5	5.7
Special Education Tuition	.	.	22.5
Supplies	\$7,301	1.9	0.6
Property Services	\$15,641	4.0	0.3
Purchased Services For Transportation	.	.	8.0
Equipment	.	.	0.2
All Other Expenditures	.	.	0.1
Total	\$394,211	100.0	100.0
Percent of Total Expenditures Used for Special Education		20.9	24.6

### Expenditures by Revenue Source<sup>4</sup>: 2018-19

	Percent of Total (%) Excluding School Construction
Local	0.0
State	56.4
Federal	14.9
Tuition & Other	28.7

<sup>4</sup> 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).

# District Profile and Performance Report for School Year 2019-20

## Explorations District

### 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.

*NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>*

#### National Assessment of Educational Progress (NAEP): Percent At or Above Proficient<sup>1</sup>

	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

<sup>1</sup> 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

*NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>*

# District Profile and Performance Report for School Year 2019-20

## Explorations District

### Cohort Graduation: Four-Year<sup>1</sup>

	2018-19	
	Cohort Count <sup>2</sup>	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	22	81.8
Students with Disabilities	9	*
District	31	83.9
State		88.5

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

<sup>2</sup> Cohort count includes all students in the cohort as of the end of the 2018-19 school year.

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

*NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at:*

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### College Entrance and Persistence

	Class of 2019	Class of 2018
	Entrance <sup>3</sup>	Persistence <sup>4</sup>
	Rate (%)	Rate (%)
Female	*	*
Male	*	*
Black or African American	N/A	N/A
Hispanic or Latino of any race	*	*
White	*	*
English Learners	*	*
Eligible for Free or Reduced-Price Meals	*	*
Students with Disabilities	*	*
District	50.0	*
State	71.5	87.5

<sup>3</sup> 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.

<sup>4</sup> 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

# District Profile and Performance Report for School Year 2019-20

## Explorations District

### 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.

*NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, a modified table is shown below. All indicators that were not calculated for the 2019-20 school year (including overall Accountability Index) have been excluded and columns that referenced points have also been removed to avoid confusion. For additional information, please view Connecticut's waiver response at:*

*<https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>*

Indicator		Index/Rate	Target	State Average Index/Rate
Progress Toward English Proficiency	Literacy	.	100%	60.4%
	Oral	.	100%	57.6%
Chronic Absenteeism	All Students	32.1%	<=5%	12.2%
	High Needs Students	34.3%	<=5%	18.0%
Preparation for CCR	% Taking Courses	42.1%	75%	80.4%
On-track to High School Graduation		55.0%	94%	88.4%
4-year Graduation All Students (2019 Cohort)		83.9%	94%	88.5%
6-year Graduation - High Needs Students (2017 Cohort)		.	94%	84.5%
Postsecondary Entrance (Class of 2019)		50.0%	75%	71.5%
Arts Access		69.0%	60%	51.8%

*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 <sup>1</sup>	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev <sup>2</sup>	Is Gap an Outlier? <sup>2</sup>
Graduation Rate Gap	.	.	.	10.9%	N

<sup>1</sup> 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.

<sup>2</sup> 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.*

### 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.

*NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no SIMR data are available. For additional information, please view Connecticut's waiver response at:*

*<https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>*

#### Supporting Resources:

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement](#)

# District Profile and Performance Report for School Year 2019-20

## Explorations District

### Narratives

#### School District Improvement Plans and Parental Outreach Activities

During the 2019-2020 school year, students attended Explorations from 21 different towns. School staff found many students had academic deficiencies in basic skills. We used classroom formative tests, STAR 360, and CCSS aligned math assessments to identify students in need of additional support. Each student had a data binder where benchmark testing was summarized and these binders were available to teachers as they planned lessons, created IEP goals, and created SEED SLOs and IAGDS. Teachers revised curriculum and planned lessons to better differentiate to meet the needs of all students. Students showing a weakness in Math received increased Math Lab support in addition to their scheduled math class. Our remedial reading teacher, hired for the 2019-20 school year, met with small groups of students to work on identified weaknesses. In data-team meetings, staff discussed student 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 continued the attendance challenge, where students with the highest attendance rates would earn a trip at the end of the school year. We were forced to cancel our 2020 trip due to Covid-19.

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 to be members of the school attendance committee. The group revised the process to identify student truancy; these improvements included earlier intervention strategies, revised letters, student conferences, parent meetings, and referrals to outside agencies. The social worker and assistant principal also made home visits to offer support and solutions to students with poor attendance. The social worker addressed a range of social-emotional issues, and worked closely with families, teachers, and administration to implement strategies and work on goals related to student IEPs and other overall social-emotional needs.

We continued our commitment to supporting the family's role in the education of our students. Parents helped with school fundraising activities, after school activities such as the school kayak club, and with class field trips. We continued the use of a "Parent Portal," which allowed parents and students to check grades in all classes in real time, providing transparency and increased communication between parents and staff. We had plans for other events in the Spring, but due to our Covid-19 closure we were unable to host these events. During the closure we held virtual parent meetings and conferences. With the sudden closure of the school in March, we quickly mobilized to work with families to ensure that students had access to necessary resources, technology and connectivity. The building remained open for parents to come by to pick up necessary supplies. When transportation posed a challenge for parents, administrators and staff delivered required items to student homes. Staff regularly communicated with parents to offer support and guidance on helping their students.

#### Efforts to Reduce Racial, Ethnic and Economic Isolation

Explorations 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 backgrounds. This multi-cultural lens exposes students to ideas where they may form 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 were unable to travel to other schools in 2019-20, as we typically do those visits in the springtime. During the visits, representatives from Explorations make presentations so that we can introduce our program to a wider audience. To help our relative geographic isolation, we provide transportation with three bus stops in Torrington for students at a significant expense to our budget. A lack of transportation from other towns prevents students from more diverse areas from attending Explorations.

Our Friday activities offer unique opportunities for our students. Adventure Education takes the place of the standard physical education classes. Activities include rock climbing, ice skating, snowshoeing, biking, kayaking, and hiking. Many students from lower socio-economic backgrounds and who are geographically isolated may have never had the opportunity to participate in these types of activities; for some, these experiences have provided a lifelong interest. In our Unpaid Experiential Learning Program (UEL) all juniors and seniors participate in an internship designed to give them experience in a future field of employment. When not on Adventure Education, Freshmen and Sophomores experience "specials" including guidance, health, remedial and enrichment Math and English classes, and a period devoted to Virtual Reality Field trips. (VR / AR headsets were purchased with grant funds).

Since the 2013-2014 school year our minority population increased from a low of 9.6% in June of 2014 to 18.3% in October of 2019 and 20.9% in October of 2020.

# District Profile and Performance Report for School Year 2019-20

## Explorations District

### **Equitable Allocation of Resources among District Schools**

As a one building charter school, Explorations allocates all resources in one high school building. 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 for 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, and 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. Parents are also essential to aiding our overhead costs. They often provide the school with a variety of products, including paper towels, toilet paper, cleaning supplies, classroom supplies, and copy paper.