

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2017–18



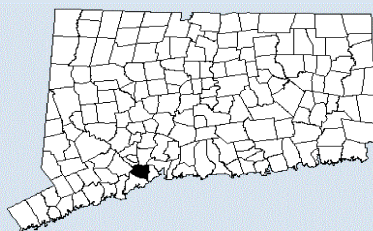
## Orange School District

Dr. Vince Scarpetti, Superintendent • 203-891-8020 • <http://www.oess.org>

### District Information

Grade Range	PK-6
Number of Schools/Programs	4
Enrollment	1,175
Per Pupil Expenditures <sup>1</sup>	\$18,683
Total Expenditures <sup>1</sup>	\$21,540,946

<sup>1</sup>Expenditure data reflect the 2016-17 year.



### Community Information

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

### Contents

Students.....	1
Educators.....	2
Instruction and Resources.....	2
Performance and Accountability.....	4
Narratives.....	6

### Notes

Unless otherwise noted, all data are for 2017-18 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 ensure student confidentiality.

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

## Students

### October 1, 2017 Enrollment

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	550	46.8	48.4
Male	625	53.2	51.6
American Indian or Alaska Native	*	*	0.3
Asian	164	14.0	5.1
Black or African American	16	1.4	12.8
Hispanic or Latino	53	4.5	24.8
Pacific Islander	*	*	0.1
Two or More Races	38	3.2	3.3
White	901	76.7	53.6
English Learners	81	6.9	7.2
Eligible for Free or Reduced-Price Meals	65	5.5	36.7
Students with Disabilities <sup>1</sup>	103	8.8	14.8

<sup>1</sup>Students 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 <sup>2</sup>		Suspension/ Expulsion <sup>3</sup>	
	Count	Rate (%)	Count	Rate (%)
Female	22	4.1	0	0.0
Male	22	3.6	14	2.2
Black or African American	0	*	*	*
Hispanic or Latino	*	*	*	*
White	29	3.3	9	1.0
English Learners	7	8.1	0	0.0
Eligible for Free or Reduced-Price Meals	9	6.5	*	*
Students with Disabilities	*	*	6	4.9
District	44	3.8	14	1.2
State		10.7		6.8

**Number of students in 2016-17 qualified as truant under state statute: Fewer than 6**

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

<sup>2</sup>A 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.

<sup>3</sup>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 2017-18

## Orange School District

### Educators

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

	FTE
<b>General Education</b>	
Teachers and Instructors	89.5
Paraprofessional Instructional Assistants	14.2
<b>Special Education</b>	
Teachers and Instructors	11.0
Paraprofessional Instructional Assistants	30.0
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	3.0
School Level	4.0
<b>Library/Media</b>	
Specialists (Certified)	3.0
Support Staff	0.0
Instructional Specialists Who Support Teachers	9.0
Counselors, Social Workers and School Psychologists	5.0
School Nurses	4.0
Other Staff Providing Non-Instructional Services/Support	73.8

<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	1.1
Black or African American	1	0.8	3.7
Hispanic or Latino	1	0.8	3.7
Pacific Islander	1	0.8	0.0
Two or More Races	0	0.0	0.1
White	122	97.6	91.0

#### Classroom Teacher Attendance: 2016-17

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	11.4	10.5

### Instruction and Resources

#### Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers<sup>3</sup>

	Count	Rate (%)
Autism	8	*
Emotional Disturbance	*	*
Intellectual Disability	0	0
Learning Disability	22	75.9
Other Health Impairment	19	76.0
Other Disabilities	*	*
Speech/Language Impairment	15	75.0
District	66	69.5
State		68.6

<sup>3</sup>Ages 6-21

# District Profile and Performance Report for School Year 2017-18

## Orange School District

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

	District		State
	Count	Rate (%)	Rate (%)
Autism	16	1.4	1.8
Emotional Disturbance	*	*	1.1
Intellectual Disability	*	*	0.5
Learning Disability	29	2.5	5.2
Other Health Impairment	25	2.2	3.1
Other Disabilities	*	*	1.1
Speech/Language Impairment	21	1.8	1.8
All Disabilities	99	8.6	14.5

<sup>1</sup>Grades K-12

### Students with Disabilities Placed Outside of the District<sup>2</sup>

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	*	*	8.3
Private Schools or Other Settings	*	*	5.2

<sup>2</sup>Grades K-12

### Overall Expenditures:<sup>3</sup> 2016-17

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	11,205,486	9,610	9,847
Instructional Supplies and Equipment	951,759	816	287
Improvement of Instruction and Educational Media Services	738,577	633	589
Student Support Services	2,086,713	1,790	1,120
Administration and Support Services	2,827,160	2,425	1,905
Plant Operation and Maintenance	1,844,707	1,582	1,648
Transportation	1,117,480	494	904
Costs of Students Tuitioned Out	667,681	N/A	N/A
Other	101,383	87	208
Total	21,540,946	18,683	16,535

#### Additional Expenditures

Land, Buildings, and Debt Service	770,811	661	1,393
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<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: 2016-17

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	1,674,950	36.7	33.8
Noncertified Personnel	729,133	16.0	14.5
Purchased Services	356,409	7.8	5.5
Tuition to Other Schools	667,681	14.6	23.4
Special Ed. Transportation	364,451	8.0	8.7
Other Expenditures	768,863	16.9	14.1
Total Expenditures	4,561,487	100.0	100.0

### Expenditures by Revenue Source:<sup>4</sup> 2016-17

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	91.2	93.0
State	7.2	5.3
Federal	1.6	1.7
Tuition & Other	0.0	0.0

<sup>4</sup>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 Correction).

# District Profile and Performance Report for School Year 2017-18

## Orange School 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.

The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

	English Language Arts(ELA)		Math	
	Count	DPI	Count	DPI
American Indian or Alaska Native	*	*	*	*
Asian	94	85.9	94	85.3
Black or African American	8	*	8	*
Hispanic or Latino	32	71.3	32	65.7
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A
Two or More Races	20	82.0	20	78.2
White	512	78.8	510	73.4
English Learners	55	68.1	55	68.0
Non-English Learners	612	80.5	610	75.4
Eligible for Free or Reduced-Price Meals	82	68.1	82	64.6
Not Eligible for Free or Reduced-Price Meals	585	81.0	583	76.2
Students with Disabilities	70	54.8	69	49.9
Students without Disabilities	597	82.3	596	77.7
High Needs	167	65.1	166	61.8
Non-High Needs	500	84.2	499	79.1
District	667	79.4	665	74.8

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

	NAEP 2017		NAEP 2013
	Grade 4	Grade 8	Grade 12
<b>READING</b>			
Connecticut	43%	44%	50%
National Public	35%	35%	36%
<b>MATH</b>			
Connecticut	40%	36%	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 student subgroup performance on NAEP, [click here](#).

#### Physical Fitness Tests: Students Reaching Health Standard<sup>2</sup>

	Percent of Students by Grade <sup>3</sup> (%)				All Tested Grades	
	4	6	8	HS	Count	Rate (%)
Sit & Reach	80.4	80.2	N/A	N/A	325	80.3
Curl Up	72.3	80.8	N/A	N/A	325	76.9
Push Up	53.4	71.8	N/A	N/A	325	63.4
Mile Run/PACER	87.2	87.6	N/A	N/A	325	87.4
All Tests - District	43.2	55.4	N/A	N/A	325	49.8
All Tests - State	53.2	51.4	50.5	45.6		50.1

<sup>2</sup>The 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.

<sup>3</sup>Only students assessed in all four areas are included in this calculation.

# District Profile and Performance Report for School Year 2017-18

## Orange School 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. The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	79.4	75	50.0	50	100.0	67.6
	High Needs Students	65.1	75	43.4	50	86.8	57.5
Math Performance Index	All Students	74.8	75	49.8	50	99.7	62.7
	High Needs Students	61.8	75	41.2	50	82.4	52.0
ELA Academic Growth	All Students	71.6%	100%	71.6	100	71.6	60.7%
	High Needs Students	67.5%	100%	67.5	100	67.5	55.6%
Math Academic Growth	All Students	74.4%	100%	74.4	100	74.4	61.9%
	High Needs Students	60.2%	100%	60.2	100	60.2	55.4%
Chronic Absenteeism	All Students	3.8%	<=5%	50.0	50	100.0	10.7%
	High Needs Students	6.7%	<=5%	46.6	50	93.2	16.6%
Preparation for CCR	% Taking Courses	N/A	75%	0.0	0	0.0	74.8%
	% Passing Exams	N/A	75%	0.0	0	0.0	44.8%
On-track to High School Graduation		N/A	94%	0.0	0	0.0	87.5%
4-year Graduation All Students (2017 Cohort)		N/A	94%	0.0	0	0.0	87.9%
6-year Graduation - High Needs Students (2015 Cohort)		N/A	94%	0.0	0	0.0	81.8%
Postsecondary Entrance (Class of 2017)		N/A	75%	0.0	0	0.0	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		96.7%   49.8%	75%	33.2	50	66.5	96.6%   50.1%
Arts Access		N/A	60%	0.0	0	0.0	51.2%
<b>Accountability Index</b>				<b>588.1</b>	<b>750</b>	<b>78.4</b>	

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>
Achievement Gap Size Outlier?					N
ELA Performance Index Gap	75.0	65.1	9.9	15.9	
Math Performance Index Gap	75.0	61.8	13.2	18.2	
Science Performance Index Gap	.	N/A	.	.	
Graduation Rate Gap	.	.	.	.	

<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.

Subject/Subgroup		Participation Rate (%) <sup>3</sup>
ELA	All Students	98.8
	High Needs Students	96.7
Math	All Students	98.5
	High Needs Students	96.1
Science	All Students	98.4
	High Needs Students	93.8

<sup>3</sup>Minimum 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: \***      **State: 51.5**

#### Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement: comprehensive documentation and supports](#)

# District Profile and Performance Report for School Year 2017-18

## Orange School District

### Narratives

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

The Orange Board of Education, administration, and staff consider communication with parents as vitally important towards ensuring the children of Orange are successful learners. Our district relies on several communication channels to support parents. One of these critical channels, is a website, which offers a wealth of information about each school, upcoming activities, teacher webpages, policies, and so much more. Another channel is Alert Solutions. Our district relies on this system to send out weekly newsletters/e-blasts and regular communication to families. In addition, staff newsletters and announcements regarding information about upcoming activities and district news are sent home weekly. Individual classroom teachers send information about the unit(s) their children will experience over upcoming days/weeks. Regularly-scheduled parent conferences are also held throughout the year to promote effective communication with parents about progress and student needs. Standards-based grading and reporting, progress reports, student assessment reports, and early intervention, all contribute to our communication efforts. We believe these specific communication channels enable parents to be informed, and to initiate discussions at home with their children that support authentic life-long learning. To further create a collaborative community of learners, workshops are offered throughout the school year to help parents understand curriculum connections, assessments, intervention strategies, technology resources, and alternate ways of supporting and reinforcing learning at home. Resources, such as Lexia Core 5 and Dreambox, are made available to students for home use to support and enhance learning. A summer packet of experiences and summer challenges in language arts and math are also provided to all students along with suggestions for planning fun and educational activities that support learning during the summer months. We believe our means of communication invite parents to be informed and involved in their children's education and the greater school community. The Orange Elementary School PTA/PTOs are dedicated and involved groups of parents and teachers who work together to provide outstanding educational experiences for Orange students. The PTA/PTO Cultural Arts committees provide monthly cultural experiences for our children to promote the arts and encourage the celebration of diversity while meeting curriculum standards. Other family-oriented activities to facilitate parent involvement are STEM Night, Drama Club, Math Night, Literacy Night, Parent Volunteer Programs, School Beautification, and BOE meetings.

The district continues to develop, foster, and sustain positive relationships within the community. Several grant opportunities bring visiting artists and authors into the schools. A partnership between the business community, educators, and volunteers brings Junior Achievement (JA) into the district to help students develop a sense of financial literacy.

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

We are committed to guiding our students toward celebrating differences, interacting peacefully, and accepting others. The Orange Elementary School staff continues to strive toward providing opportunities for students to explore experiences from other cultures. As a district, we continue our efforts to expose our students to various cultures by providing programs connected to the curriculum that increases awareness of and sensitivity to diversity. Offerings throughout the year include PTO/PTA multicultural assemblies with an emphasis on Native American, African American, Middle Eastern, Hispanic American, and Asian American themes. Students are exposed to cultural studies surrounding Hispanic Heritage Month, Black History Month, and Chinese New Year. Every year, the study of famous African Americans expands through literature, and students have opportunities to learn about prejudice in meaningful contexts that promotes tolerance. Students participate in a myriad of multicultural experiences, such as Latin American theme Day, a Native American Pow-Wow, and Southwest Fiesta Day. There have also been initiatives through our special education department and regular classrooms teachers to expand their students' understanding of children with significant disabilities in our classrooms. Moreover, students in Orange study Spanish as a world language and are immersed weekly in the language and culture of Hispanic people. Finally, all Orange Elementary Schools participate in PBIS (Positive Behavioral Interventions and Support). Each school focuses on creating a climate where tolerance and respect are emphasized and celebrated. Individual classrooms focus on emphasizing these pillars of character through classroom lessons, circle time, and morning meetings.

The district participates in the Open Choice Program and enrolls students from New Haven. Some schools receive grants from the Anti-Defamation League to train students on how to be an ally and work to eliminate exclusion and isolation among peers.

# District Profile and Performance Report for School Year 2017-18

## Orange School District

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

The first pathway designed to ensure all Orange students have access to equitable resources, is an engaging viable curriculum aligned to Connecticut standards. Orange educators rely on contemporary curricular concepts to create real-world learning experiences that eliminate redundancy, identify where consistency is required, and where flexibility is necessary. In addition, teachers are trained in a variety of evidence-based instructional strategies and practices to support the curriculum. Defining and identifying conditions for success is another critical pathway. Effective Tier 1 instruction, supported by an effective scientific research-based intervention (SRBI) process, along with a comprehensive assessment system, result in accurate diagnosis and prescription of guaranteed student growth.