

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2015–16

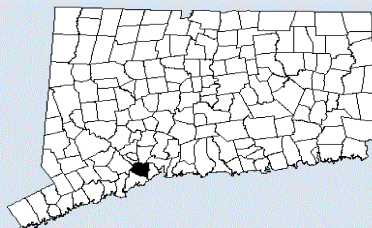


## Orange School District

203-891-8020 • <http://www.oess.org>

### District Information

Grade Range	PK-6
Number of Schools/Programs	4
Enrollment	1,179
Per Pupil Expenditures <sup>1</sup>	\$16,985
Total Expenditures <sup>1</sup>	\$20,211,927

<sup>1</sup>Expenditure 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](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, 2015 Enrollment

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	552	46.8	48.3
Male	627	53.2	51.6
American Indian or Alaska Native	*	*	0.2
Asian	144	12.2	4.9
Black or African American	*	*	12.8
Hispanic or Latino	54	4.6	23.0
Pacific Islander	0	0.0	0.0
Two or More Races	36	3.1	2.7
White	918	77.9	55.9
English Learners	55	4.7	6.4
Eligible for Free or Reduced-Price Meals	58	4.9	38.0
Students with Disabilities <sup>1</sup>	97	8.2	13.7

<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> Count	Rate (%)	Suspension/ Expulsion <sup>3</sup> Count	Rate (%)
Female	17	3.1	*	*
Male	20	3.2	*	*
Black or African American	*	*	0	0.0
Hispanic or Latino	0	0.0	*	*
White	23	2.5	7	0.7
English Learners	6	9.8	*	*
Eligible for Free or Reduced-Price Meals	6	9.1	0	0.0
Students with Disabilities	6	6.4	*	*
District	37	3.2	10	0.8
State		9.6		7.0

Number of students in 2014-15 qualified as truant under state statute: 0

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 2015-16

## Orange School District

### Educators

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

	FTE
<b>General Education</b>	
Teachers and Instructors	86.0
Paraprofessional Instructional Assistants	14.9
<b>Special Education</b>	
Teachers and Instructors	11.0
Paraprofessional Instructional Assistants	26.0
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	1.5
School Level	4.0
<b>Library/Media</b>	
Specialists (Certified)	3.0
Support Staff	0.0
Instructional Specialists Who Support Teachers	9.8
Counselors, Social Workers and School Psychologists	5.0
School Nurses	4.0
Other Staff Providing Non-Instructional Services/Support	72.2

<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	1	0.8	1.0
Black or African American	1	0.8	3.5
Hispanic or Latino	0	0.0	3.5
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	119	98.4	91.7

#### Classes Taught by Highly Qualified Teachers<sup>2</sup>

	Percent of Total (%)
District	97.5
District Poverty Quartile: Low	
State High Poverty Quartile Schools	97.6
State Low Poverty Quartile Schools	99.6

<sup>2</sup>Core 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	14.3	9.4

### Instruction and Resources

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

	Count	Rate (%)
Autism	*	*
Emotional Disturbance	*	*
Intellectual Disability	0	0
Learning Disability	20	62.5
Other Health Impairment	8	*
Other Disabilities	*	*
Speech/Language Impairment	21	77.8
District	52	58.4
State		68.8

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

# District Profile and Performance Report for School Year 2015-16

## Orange School District

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

	District		State
	Count	Rate (%)	Rate (%)
Autism	15	1.3	1.6
Emotional Disturbance	*	*	1.0
Intellectual Disability	*	*	0.5
Learning Disability	32	2.8	4.6
Other Health Impairment	11	1.0	2.8
Other Disabilities	*	*	1.0
Speech/Language Impairment	28	2.4	1.9
All Disabilities	95	8.2	13.4

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

### Overall Expenditures:<sup>3</sup> 2014-15

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	11,793,631	10,003	9,387
Instructional Supplies and Equipment	458,895	389	318
Improvement of Instruction and Educational Media Services	877,907	745	541
Student Support Services	1,248,946	1,059	1,048
Administration and Support Services	2,054,973	1,743	1,790
Plant Operation and Maintenance	2,194,498	1,861	1,608
Transportation	1,024,690	438	845
Costs of Students Tuitioned Out	421,615	N/A	N/A
Other	136,772	116	194
Total	20,211,927	16,985	15,762

#### Additional Expenditures

Land, Buildings, and Debt Service	1,345,994	1,142	1,524
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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: 2014-15

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	1,479,971	33.5	35.1
Noncertified Personnel	956,783	21.7	14.5
Purchased Services	389,028	8.8	5.5
Tuition to Other Schools	421,615	9.5	21.6
Special Ed. Transportation	258,326	5.9	8.3
Other Expenditures	909,653	20.6	15.0
Total Expenditures	4,415,376	100.0	100.0

### Expenditures by Revenue Source:<sup>4</sup> 2014-15

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	91.5	93.6
State	6.8	4.6
Federal	1.7	1.8
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 2015-16

## 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.

	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	86	89.3	86	87.2	22	76.0
Black or African American	15	*	15	*	6	*
Hispanic or Latino	34	77.9	34	71.6	7	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	17	*	17	*	0	N/A
White	558	79.3	557	72.3	135	67.6
English Learners	30	71.6	30	67.0	*	*
Non-English Learners	680	80.6	679	74.1	*	*
Eligible for Free or Reduced-Price Meals	43	63.5	42	58.3	9	*
Not Eligible for Free or Reduced-Price Meals	667	81.3	667	74.7	161	68.5
Students with Disabilities	60	56.5	60	52.3	16	*
Students without Disabilities	650	82.4	649	75.8	154	70.3
High Needs	118	63.5	117	58.5	25	52.3
Non-High Needs	592	83.5	592	76.8	145	70.8
District	710	80.2	709	73.8	170	68.1

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

	NAEP 2015		NAEP 2013
	Grade 4	Grade 8	Grade 12
<b>READING</b>			
Connecticut	43%	43%	50%
National Public	35%	33%	36%
<b>MATH</b>			
Grade 4			
Connecticut	41%	36%	32%
National Public	39%	32%	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	10	Count	Rate (%)
Sit & Reach	81.2	78.6	N/A	N/A	376	79.8
Curl Up	74.1	72.3	N/A	N/A	376	73.1
Push Up	75.9	61.7	N/A	N/A	376	68.1
Mile Run/PACER	84.7	76.7	N/A	N/A	376	80.3
All Tests - District	49.4	46.6	N/A	N/A	376	47.9
All Tests - State	50.6	49.8	50.6	51.1		50.5

<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 2015-16

## Orange School District

### 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	80.2	75	50.0	50	100.0	67.7
	High Needs Students	63.5	75	42.4	50	84.7	56.7
Math Performance Index	All Students	73.8	75	49.2	50	98.4	61.4
	High Needs Students	58.5	75	39.0	50	78.0	49.9
Science Performance Index	All Students	68.1	75	45.4	50	90.8	57.5
	High Needs Students	52.3	75	34.8	50	69.7	47.0
ELA Academic Growth	All Students	74.0%	100%	74.0	100	74.0	63.8%
	High Needs Students	57.5%	100%	57.5	100	57.5	58.3%
Math Academic Growth	All Students	74.2%	100%	74.2	100	74.2	65.0%
	High Needs Students	61.3%	100%	61.3	100	61.3	57.4%
Chronic Absenteeism	All Students	3.2%	<=5%	50.0	50	100.0	9.6%
	High Needs Students	7.7%	<=5%	44.5	50	89.1	15.6%
Preparation for CCR	% Taking Courses	N/A	75%	0.0	0	0.0	67.6%
	% Passing Exams	N/A	75%	0.0	0	0.0	40.7%
On-track to High School Graduation		N/A	94%	0.0	0	0.0	85.1%
4-year Graduation All Students (2015 Cohort)		N/A	94%	0.0	0	0.0	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)		N/A	75%	0.0	0	0.0	71.9%
Physical Fitness (estimated part rate) and (fitness rate)		96.4%   47.9%	75%	31.9	50	63.8	89.2%   50.5%
Arts Access		N/A	60%	0.0	0	0.0	47.5%
<b>Accountability Index</b>				<b>654.2</b>	<b>850</b>	<b>77.0</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?					Y
ELA Performance Index Gap	75.0	63.5	11.5	16.5	
Math Performance Index Gap	75.0	58.5	16.5	18.9	
Science Performance Index Gap	70.8	52.3	18.5	17.2	
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	98.1
	High Needs Students	93.8
Math	All Students	98.0
	High Needs Students	93.1
Science	All Students	99.4
	High Needs Students	100.0

<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: 55.7**

**State: 51.4**

#### 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 2015-16

## Orange School District

### Narratives

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

District Profile and Performance Report for School Year 2015-16. Orange School District.

Narratives.

School District Improvement Plans and Parental Outreach Activities. The Orange Board of Education, administration, and staff consider communication with parents as vitally important toward ensuring that students are successful learners. Of particular interest is how to support parents working at home with their child on learning activities. To that end, our district and school websites support parents in their quest to help their child succeed academically and socially. Staff utilize the district and teacher webpages/Google Classroom, as well as Alert Solutions to send out weekly newsletters/e-blasts and regular communication to families. This wide array of communication enables the parents to be informed and initiate discussions at home with their child as a way to monitor progress and support instruction. District staff newsletters and announcements include information about upcoming activities and district news. Classroom teachers send information about what unit(s) of study will be undertaken over the next several days/weeks. This enables the parents to be informed and initiate discussions at home with their child as a way to monitor progress and support instruction, as well as being involved in the greater school community.

To promote effective communication with parents about their child's progress and needs, regularly-scheduled parent conferences are held throughout the year. Other vehicles of communication include standards-based report cards, progress reports, student assessment reports, and early intervention progress monitoring. 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 other ways to support and reinforce their child's learning at home. Resources, such as Lexia Core 5 and Dreambox, are made available to students at home to support and enhance their learning. A summer packet of learning activities in language arts and math is provided to all students along with suggestions for planning fun and educational activities to support learning during the summer months.

The Orange Elementary School PTA/PTOs are a dedicated and involved group of parents and teachers who work together to provide outstanding educational experiences for our students. Parents volunteer in classrooms to provide language arts and math skill practice and also as readers. The PTA/PTO Cultural Arts committees provide monthly cultural experiences for our children that promote the arts and encourage the celebration of diversity while meeting the 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 JA into the district to help students develop a sense of financial literacy.

We continue to work with parents as partners in their child's education.

#### 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 classroom 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 2015-16

## Orange School District

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

The Director of Curriculum, Instruction, and Personnel continues to work with staff to standardize the curriculum, assessments, data analysis, and interventions. Three district-wide goals were established to further emphasize fidelity to district programs. We utilize two internet-based SRBI tools as universal screening tools and intervention tools, one for math and one for reading. These products are part of a “suite of interventions” that will ensure equitable access to support services across the district. All of our schools utilize Accelerated Reader and Accelerated Math as part of our tier intervention program. Paraprofessionals are assigned to students or groups of students according to their specific needs. Some Special Education teachers were reassigned to different buildings for more meaningful and equitable servicing of students. All special education staff receives professional development in response to new legislation and instructional strategies. Administrators meet twice monthly to ensure policies, services, resources, curriculum, etc. are implemented district-wide. Efforts continue to be made to distribute technology equitably.