Connecticut State Department of Education

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

CSDE
CONNECTICUT STATE
DEPARTMENT OF EDUCATION

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	1,181
Per Pupil Expenditures[1]	$17,910
Total Expenditures[1]	$21,330,667

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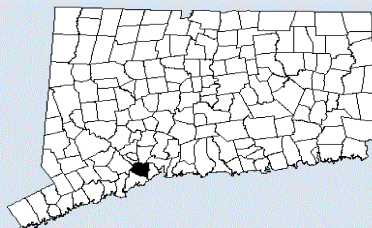
Community Information

[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	563	47.7	48.4
Male	618	52.3	51.6
American Indian or Alaska Native	*	*	0.3
Asian	159	13.5	5.2
Black or African American	20	1.7	12.8
Hispanic or Latino of any race	75	6.4	25.8
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	50	4.2	3.6
White	873	73.9	52.4
English Learners	64	5.4	7.6
Eligible for Free or Reduced-Price Meals	142	12.0	42.1
Students with Disabilities[3]	103	8.7	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	20	3.7	0	0.0
Male	21	3.5	16	2.5
Black or African American	0	0.0	*	*
Hispanic or Latino of any race	6	7.9	0	0.0
White	29	3.4	12	1.4
English Learners	*	*	0	0.0
Eligible for Free or Reduced-Price Meals	16	9.6	*	*
Students with Disabilities	8	8.2	*	*
District	41	3.6	16	1.3
State		10.4		6.7

Number of students in 2017-18 qualified as truant under state statute: 34

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	90.0
Paraprofessional Instructional Assistants	14.3
Special Education	
Teachers and Instructors	10.0
Paraprofessional Instructional Assistants	31.0
Administrators, Coordinators and Department Chairs	
District Central Office	3.0
School Level	4.0
Library/Media	
Specialists (Certified)	2.0
Support Staff	0.0
Instructional Specialists Who Support Teachers	6.0
Counselors, Social Workers and School Psychologists	5.0
School Nurses	4.0
Other Staff Providing Non-Instructional Services/Support	73.8

[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	1	0.8	0.1
Asian	0	0.0	1.1
Black or African American	0	0.0	3.8
Hispanic or Latino of any race	2	1.7	3.8
Native Hawaiian or Other Pacific Islander	1	0.8	0.0
Two or More Races	0	0.0	0.1
White	115	95.8	90.5

Classroom Teacher Attendance: 2017-18

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	12.1	10.0

Instruction and Resources

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers[3]

	Count	Rate (%)
Autism	7	*
Emotional Disturbance	*	*
Intellectual Disability	0	0
Learning Disability	23	82.1
Other Health Impairment	10	*
Other Disabilities	*	*
Speech/Language Impairment	11	*
District	54	63.5
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	17	1.5	1.9
Emotional Disturbance	*	*	1.1
Intellectual Disability	*	*	0.5
Learning Disability	28	2.4	5.5
Other Health Impairment	16	1.4	3.2
Other Disabilities	7	0.6	1.1
Speech/Language Impairment	19	1.7	1.8
All Disabilities	89	7.8	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	*	*	8.2
Private Schools or Other Settings	*	*	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

		Per Pupil	
	Total ($)	District ($)	State ($)
Instruction	$12,087,815	$10,149	$10,545
Support services - students	$3,224,227	$2,749	$1,373
Support services - instruction	$994,183	$848	$644
Support services - general administration	$467,563	$399	$462
Support services - school based administration	$1,162,084	$991	$1,007
Central and other support services	$235,107	$200	$671
Operation and maintenance of plant	$1,718,370	$1,465	$1,629
Student transportation services	$1,112,774	$967	$1,231
Food services	$125,675	$107	$13
Enterprise operations	.	.	$157
Minor school construction	$202,869	$173	$65
Total	$21,330,667	$17,910	$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	$1,721,192	37.6	29.7
Instructional Aide Salaries	.	.	9.6
Other Salaries	$954,748	20.8	10.4
Employee Benefits	$644,783	14.1	13.0
Purchased Services Other Than Transportation	$204,200	4.5	5.5
Special Education Tuition	$671,127	14.7	22.6
Supplies	$8,923	0.2	0.6
Property Services	.	.	0.4
Purchased Services For Transportation	$351,348	7.7	8.0
Equipment	$15,977	0.3	0.2
All Other Expenditures	$6,843	0.1	0.1
Total	$4,579,141	100.0	100.0
Percent of Total Expenditures Used for Special Education		21.5	24.4

Expenditures by Revenue Source:[4] 2017-18

	Percent of Total (%) Excluding School Construction
Local	94.0
State	4.3
Federal	1.7
Tuition & Other	.

[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
Asian	94	85.9	94	85.7	28	77.3
Black or African American	*	*	*	*	*	*
Hispanic or Latino of any race	44	71.2	44	64.9	11	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	24	82.9	24	82.5	*	*
White	491	79.4	489	73.4	113	73.6
English Learners	59	71.8	59	71.4	16	*
Non-English Learners	606	80.6	604	75.1	145	75.2
Eligible for Free or Reduced-Price Meals	90	66.0	90	61.5	21	59.7
Not Eligible for Free or Reduced-Price Meals	575	82.0	573	76.8	140	76.3
Students with Disabilities	69	57.5	69	52.0	21	46.8
Students without Disabilities	596	82.4	594	77.4	140	78.2
High Needs	168	67.2	168	63.5	41	58.7
Non-High Needs	497	84.1	495	78.6	120	79.4
District	665	79.8	663	74.8	161	74.1

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	85.5	80.3	N/A	N/A	351	82.9
Curl Up	81.5	85.4	N/A	N/A	351	83.5
Push Up	70.5	71.3	N/A	N/A	351	70.9
Mile Run/PACER	76.9	82.6	N/A	N/A	351	79.8
All Tests - District	56.6	57.3	N/A	N/A	351	57.0
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.

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	79.8	75	50.0	50	100.0	67.7
	High Needs Students	67.2	75	44.8	50	89.5	58.1
Math Performance Index	All Students	74.8	75	49.8	50	99.7	63.1
	High Needs Students	63.5	75	42.4	50	84.7	52.7
Science Performance Index	All Students	74.1	75	49.4	50	98.9	63.8
	High Needs Students	58.7	75	39.1	50	78.2	54.2
ELA Academic Growth	All Students	72.9%	100%	72.9	100	72.9	59.9%
	High Needs Students	56.4%	100%	56.4	100	56.4	55.1%
Math Academic Growth	All Students	76.9%	100%	76.9	100	76.9	62.5%
	High Needs Students	62.5%	100%	62.5	100	62.5	55.2%
Progress Toward English Proficiency	Literacy	54.7%	100%	27.4	50	54.7	60.0%
	Oral	55.8%	100%	27.9	50	55.8	52.1%
Chronic Absenteeism	All Students	3.6%	<=5%	50.0	50	100.0	10.4%
	High Needs Students	7.8%	<=5%	44.3	50	88.7	16.1%
Preparation for CCR	% Taking Courses	.	75%	.	.	.	80.0%
	% Passing Exams	.	75%	.	.	.	42.6%
On-track to High School Graduation		.	94%	.	.	.	88.0%
4-year Graduation All Students (2018 Cohort)		.	94%	.	.	.	88.3%
6-year Graduation - High Needs Students (2016 Cohort)		.	94%	.	.	.	83.3%
Postsecondary Entrance (Class of 2018)		.	75%	.	.	.	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		98.3% | 57.0%	75%	38.0	50	76.0	96.4% | 52.9%
Arts Access		.	60%	.	.	.	51.9%
Accountability Index				**731.8**	**950**	**77.0**	

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?					Y
ELA Performance Index Gap	75.0	67.2	7.8	15.4	
Math Performance Index Gap	75.0	63.5	11.5	17.6	
Science Performance Index Gap	75.0	58.7	16.3	16.1	
Graduation Rate Gap	.	.	.	.	

[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	99.9
	High Needs Students	99.4
Math	All Students	99.6
	High Needs Students	99.4
Science	All Students	100.0
	High Needs Students	100.0

[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: *   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

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. 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, and early intervention reports all contribute to our communication efforts. We believe these specific communication channels enable parents to initiate discussions that support authentic, life-long learning. To further create a collaborative community of learners, workshops and on-line video resources 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, MobyMax, Greg Tang Math, FASTT Math, are made available to students for home use to support and enhance learning. In addition, summer reading and math challenges are 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. 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. Efforts will commence this year to further develop this area by focusing on skills that create emotionally intelligent schools: recognizing, understanding, labeling, expressing, and regulating emotions (RULER).

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.

Equitable Allocation of Resources among District Schools

The first pathway designed to ensure all Orange students have access to equitable resources is to provide every student with an opportunity to engage with viable curricula aligned to Connecticut standards. Orange educators rely on contemporary curricular concepts to create real-world learning experiences that eliminate redundancy without compromising scientifically-based practices or findings from the learning sciences. Access is also made possible through increased teacher skill acquired from on-site, science-based professional learning opportunities that support student learning. Defining and identifying conditions for success is another critical pathway. Effective Tier 1 instruction, supported by effective scientific research-based interventions (SRBI), embedded in a comprehensive and balanced assessment system, result in accurate diagnosis and prescription for guaranteed student growth. .