

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2014–15



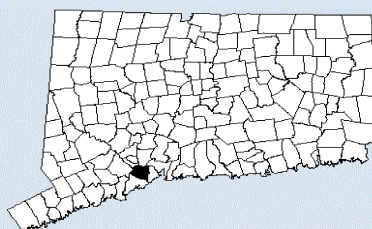
## Orange School District

Ms. Lynn McMullin, Superintendent • 203-891-8020 • <http://www.oess.org>

### District Information

Grade Range	PK-6
Number of Schools/Programs	4
Enrollment	1,180
Per Pupil Expenditures <sup>1</sup>	\$15,993
Total Expenditures <sup>1</sup>	\$19,271,015

<sup>1</sup>Expenditure data reflect the 2013-14 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 \(Class of 2015\)](#)  
(2015® The College Board)

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### Notes

Unless otherwise noted, all data are for 2014-15 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 \(EdSight.ct.gov\)](http://EdSight.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, 2014 Enrollment

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	580	49.2	48.3
Male	600	50.8	51.6
American Indian or Alaska Native	*	*	0.2
Asian	136	11.5	4.7
Black or African American	*	*	12.9
Hispanic or Latino	48	4.1	22.1
Pacific Islander	0	0.0	0.0
Two or More Races	31	2.6	2.5
White	937	79.4	57.2
English Language Learners	44	3.7	6.3
Eligible for Free or Reduced-Price Meals	60	5.1	37.6
Students with Disabilities <sup>1</sup>	105	8.9	13.3

<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	14	2.5	*	*
Male	22	3.8	*	*
Black or African American	*	*	*	*
Hispanic or Latino	*	*	*	*
White	23	2.5	7	0.7
English Language Learners	*	*	0	0.0
Eligible for Free or Reduced-Price Meals	11	14.7	*	*
Students with Disabilities	12	11.4	*	*
District	36	3.1	12	1.0
State		10.6		7.2

**Number of students in 2013-14 qualified as truant under state statute: 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 2014-15

## Orange School District

### Educators

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

	FTE
<b>General Education</b>	
Teachers and Instructors	78.9
Paraprofessional Instructional Assistants	10.8
<b>Special Education</b>	
Teachers and Instructors	11.0
Paraprofessional Instructional Assistants	19.5
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	3.5
School Level	3.0
<b>Library/Media</b>	
Specialists (Certified)	3.0
Support Staff	0.0
Instructional Specialists Who Support Teachers	10.8
Counselors, Social Workers and School Psychologists	4.5
School Nurses	3.0
Other Staff Providing Non-Instructional Services/Support	63.3

<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	0.9	1.0
Black or African American	1	0.9	3.5
Hispanic or Latino	0	0.0	3.5
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.0
White	115	98.3	91.8

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

	Percent of Total (%)
District	100.0
District Poverty Quartile: Low	
State High Poverty Quartile Schools	97.9
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: 2013-14

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	12.0	9.2

### 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	0	0
Intellectual Disability	*	*
Learning Disability	28	77.8
Other Health Impairment	10	*
Other Disabilities	N/A	N/A
Speech/Language Impairment	18	72.0
District	59	66.3
State		69.7

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

# District Profile and Performance Report for School Year 2014-15

## Orange School District

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

	District Count	District Rate (%)	State Rate (%)
Autism	11	1.0	1.5
Emotional Disturbance	*	*	1.0
Intellectual Disability	*	*	0.5
Learning Disability	37	3.2	4.4
Other Health Impairment	15	1.3	2.6
Other Disabilities	*	*	1.0
Speech/Language Impairment	30	2.6	1.9
All Disabilities	102	8.8	13.0

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

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

	District Count	District Rate (%)	State Rate (%)
Public Schools in Other Districts	*	*	8.1
Private Schools or Other Settings	*	*	5.4

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

### Overall Expenditures:<sup>3</sup> 2013-14

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	11,897,709	9,990	9,134
Instructional Supplies and Equipment	366,789	308	334
Improvement of Instruction and Educational Media Services	829,336	696	498
Student Support Services	1,227,223	1,030	1,001
Administration and Support Services	1,769,587	1,486	1,694
Plant Operation and Maintenance	1,688,085	1,417	1,572
Transportation	986,155	417	813
Costs of Students Tuitioned Out	327,123	N/A	N/A
Other	179,008	150	186
Total	19,271,015	15,993	15,289

#### Additional Expenditures

Land, Buildings, and Debt Service	1,541,789	1,295	1,272
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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: 2013-14

	District Total (\$)	District Percent of Total (%)	State Percent of Total (%)
Certified Personnel	1,759,776	39.3	35.1
Noncertified Personnel	958,651	21.4	14.2
Purchased Services	387,630	8.7	5.2
Tuition to Other Schools	327,123	7.3	22.0
Special Ed. Transportation	238,616	5.3	8.6
Other Expenditures	806,986	18.0	14.9
Total Expenditures	4,478,782	100.0	100.0

### Expenditures by Revenue Source:<sup>4</sup> 2013-14

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	93.0	92.4
State	5.2	5.6
Federal	1.7	1.9
Tuition & Other	0.1	0.1

<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 2014-15

## 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	*	*	*	*	*	*
Asian	82	88.9	82	86.5	18	*
Black or African American	16	*	16	*	*	*
Hispanic or Latino	35	73.2	35	65.7	8	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	*	*	*	*	*	*
White	551	80.1	551	72.3	159	63.9
English Language Learners	17	*	17	*	6	*
Non-English Language Learners	676	81.0	676	73.5	189	64.3
Eligible for Free or Reduced-Price Meals	38	67.6	37	59.6	13	*
Not Eligible for Free or Reduced-Price Meals	655	81.5	656	74.2	182	64.7
Students with Disabilities	75	59.2	74	54.5	21	51.8
Students without Disabilities	618	83.3	619	75.7	174	65.9
High Needs	112	64.4	111	58.2	33	56.5
Non-High Needs	581	83.8	582	76.3	162	66.0
District	693	80.7	693	73.4	195	64.4

#### 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	84.0	86.7	N/A	N/A	342	85.4
Curl Up	66.7	79.4	N/A	N/A	342	73.4
Push Up	68.5	70.0	N/A	N/A	342	69.3
Mile Run/PACER	79.0	80.6	N/A	N/A	342	79.8
All Tests - District	48.8	56.1	N/A	N/A	342	52.6
All Tests - State	50.8	51.0	50.3	51.9		51.0

<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 2014-15

## Orange School District

### Next Generation Accountability Results

These statistics are the first 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	80.7	75	100.0	100	100.0	67.9
	High Needs Students	64.4	75	85.9	100	85.9	56.7
Math Performance Index	All Students	73.4	75	97.9	100	97.9	59.3
	High Needs Students	58.2	75	77.6	100	77.6	47.8
Science Performance Index	All Students	64.4	75	85.9	100	85.9	56.5
	High Needs Students	56.5	75	75.4	100	75.4	45.9
Chronic Absenteeism	All Students	3.1%	<=5%	50.0	50	100.0	10.6%
	High Needs Students	9.4%	<=5%	41.2	50	82.4	17.3%
Preparation for CCR	% Taking Courses	N/A	75%	0.0	0	0.0	66.1%
	% Passing Exams	N/A	75%	0.0	0	0.0	37.3%
On-track to High School Graduation		N/A	94%	0.0	0	0.0	85.6%
4-year Graduation All Students (2014 Cohort)		N/A	94%	0.0	0	0.0	87.0%
6-year Graduation - High Needs Students (2012 Cohort)		N/A	94%	0.0	0	0.0	77.6%
Postsecondary Entrance (Class of 2014)		N/A	75%	0.0	0	0.0	72.8%
Physical Fitness (estimated part rate) and (fitness rate)		96.9%   52.6%	75%	35.1	50	70.2	87.6%   51.0%
Arts Access		N/A	60%	0.0	0	0.0	45.7%
<b>Accountability Index</b>				<b>649.0</b>	<b>750</b>	<b>86.5</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	64.4	10.6	17.3	
Math Performance Index Gap	75.0	58.2	16.8	19.6	
Science Performance Index Gap	66.0	56.5	9.5	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), then the ultimate target is displayed and used for gap calculations.

<sup>2</sup>If the size of the gap exceeds the state mean gap plus one standard deviation, then the gap is an outlier.

Subject/Subgroup		Participation Rate (%)
ELA	All Students	98.5
	High Needs Students	94.3
Math	All Students	98.5
	High Needs Students	93.8
Science	All Students	100.0
	High Needs Students	100.0

### 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: 51.3**

**State: 50.1**

#### 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 2014-15

## 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 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 children succeed academically and socially. Staff utilize the district and teacher webpages/Google Classroom, Facebook, Twitter, as well as Alert Solutions to send out weekly newsletters/e-blasts and regular communications 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 children's progress and needs, regularly scheduled parent conferences are held throughout the year. Other vehicles of communication include standard-based report cards, progress reports, student assessment reports, communication journals folders, 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 children's learning at home. Resources such as, Lexia Core 5, DreamBox and Book Flix 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 brought Junior Achievement the district each year to help students develop a sense of financial literacy.

We are committed to working with parents as partners in their children'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 increase 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 and promote tolerance. Students participate in a myriad of multi-cultural 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 the 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 Supports). 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 sixteen students from New Haven. In addition, some schools participate in a Sister School Grant Program from ACES in which Orange students work with classrooms from urban districts on academic projects that focus on reducing racism, prejudices, and oppression in today's society. 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 2014-15

## Orange School District

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

The Director of Curriculum, Instruction & 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 both 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 schools in district utilize Accelerated Reader and Accelerated Math as part of our tiers of 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 have been receiving professional development in response to new legislation and instructional strategies. Administrators meet twice monthly to ensure policy, services, resources, curriculum, etc. are implemented district-wide. Efforts continue to be made to distribute technology equitably.