

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2019–20



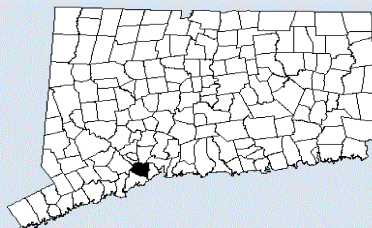
Orange School District

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

District Information

Grade Range	PK-6
Number of Schools/Programs	4
Enrollment	1,236
Per Pupil Expenditures ¹	\$17,992
Total Expenditures ¹	\$21,517,900

¹ 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.

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 Enrollment²

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	589	47.7	48.4
Male	647	52.3	51.6
American Indian or Alaska Native	*	*	0.3
Asian	171	13.8	5.2
Black or African American	22	1.8	12.7
Hispanic or Latino of any race	85	6.9	26.9
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	58	4.7	3.8
White	898	72.7	51.1
English Learners	71	5.7	8.3
Eligible for Free or Reduced-Price Meals	162	13.1	43.3
Students with Disabilities ³	118	9.5	16.0

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

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.

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ⁴		Suspension/Expulsion ⁵	
	Count	Rate (%)	Count	Rate (%)
Female	35	6.1	0	0.0
Male	34	5.4	6	0.9
Black or African American	*	*	*	*
Hispanic or Latino of any race	9	10.7	0	0.0
White	46	5.3	*	*
English Learners	6	8.0	*	*
Eligible for Free or Reduced-Price Meals	26	15.3	*	*
Students with Disabilities	10	9.1	*	*
District	69	5.8	6	0.5
State		12.2		4.9

Number of students in 2018-19 qualified as truant under state statute: 25

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.

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.

District Profile and Performance Report for School Year 2019-20

Orange School District

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	91.0
Paraprofessional Instructional Assistants	15.8
Special Education	
Teachers and Instructors	13.0
Paraprofessional Instructional Assistants	31.0
Administrators, Coordinators and Department Chairs	
District Central Office	2.0
School Level	4.0
Library/Media	
Specialists (Certified)	3.0
Support Staff	0.0
Instructional Specialists Who Support Teachers	8.0
Counselors, Social Workers and School Psychologists	5.0
School Nurses	4.0
Other Staff Providing Non-Instructional Services/Support	74.5

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

	Count	District Percent of Total (%)	State Percent of Total (%)
American Indian or Alaska Native	1	0.8	0.1
Asian	0	0.0	1.2
Black or African American	0	0.0	4.0
Hispanic or Latino of any race	2	1.6	4.1
Native Hawaiian or Other Pacific Islander	1	0.8	0.1
Two or More Races	0	0.0	0.1
White	122	96.8	90.4

Classroom Teacher Attendance: 2018-19

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	10.1	10.4

Instruction and Resources

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers²

	Count	Rate (%)
Autism	7	*
Emotional Disturbance	*	*
Intellectual Disability	0	0
Learning Disability	23	74.2
Other Health Impairment	11	*
Other Disabilities	*	*
Speech/Language Impairment	12	57.1
District	55	60.4
State		67.8

² 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).

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	17	1.4	2.0
Emotional Disturbance	*	*	1.1
Intellectual Disability	*	*	0.5
Learning Disability	31	2.6	5.7
Other Health Impairment	17	1.4	3.3
Other Disabilities	8	0.7	1.1
Speech/Language Impairment	27	2.3	1.8
All Disabilities	102	8.5	15.6

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 District²

	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 Expenditures³: 2018-19

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$12,158,867	\$10,166	\$10,923
Support services - students	\$3,415,363	\$2,894	\$1,277
Support services - instruction	\$973,378	\$825	\$682
Support services - general administration	\$674,408	\$572	\$467
Support services - school based administration	\$931,824	\$790	\$1,021
Central and other support services	\$208,383	\$177	\$679
Operation and maintenance of plant	\$1,911,254	\$1,620	\$1,718
Student transportation services	\$1,120,809	\$978	\$1,288
Food services	\$123,614	\$105	\$12
Enterprise operations	.	.	\$163
Minor school construction	.	.	\$59
Total	\$21,517,900	\$17,992	\$17,629

³ 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	\$1,720,512	36.6	28.5
Instructional Aide Salaries	.	.	10.1
Other Salaries	\$984,607	20.9	11.1
Employee Benefits	\$652,727	13.9	13.0
Purchased Services Other Than Transportation	\$273,431	5.8	5.7
Special Education Tuition	\$490,457	10.4	22.5
Supplies	\$113,401	2.4	0.6
Property Services	.	.	0.3
Purchased Services For Transportation	\$319,824	6.8	8.0
Equipment	\$142,198	3.0	0.2
All Other Expenditures	\$9,237	0.2	0.1
Total	\$4,706,394	100.0	100.0
Percent of Total Expenditures Used for Special Education		21.9	24.6

Expenditures by Revenue Source⁴: 2018-19

	Percent of Total (%) Excluding School Construction
Local	94.3
State	3.8
Federal	1.9
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).

District Profile and Performance Report for School Year 2019-20

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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 Proficient¹

	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

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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	86.2%	100%	60.4%
	Oral	76.4%	100%	57.6%
Chronic Absenteeism	All Students	5.8%	<=5%	12.2%
	High Needs Students	12.4%	<=5%	18.0%
Preparation for CCR	% Taking Courses	.	75%	80.4%
On-track to High School Graduation		.	94%	88.4%
4-year Graduation All Students (2019 Cohort)		.	94%	88.5%
6-year Graduation - High Needs Students (2017 Cohort)		.	94%	84.5%
Postsecondary Entrance (Class of 2019)		.	75%	71.5%
Arts Access		.	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 ¹	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev ²	Is Gap an Outlier? ²
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.

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](#)

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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 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 Newsela, Freckle, digital books, Lexia Core 5, Greg Tang Math (and others), 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 Public 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. These activities have been modified this year due to COVID-19, however, the district continues to develop, foster, and sustain positive relationships within the community.

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 experiences that emphasize 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 Americans from various culturally diverse backgrounds expands through literature, and students have opportunities to learn about prejudice in meaningful contexts that promote 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) and social emotional learning (SEL) through the RULER Approach, developed by researchers and educators from the Yale Center of Emotional Intelligence (Recognizing, Understanding, Labeling, Expressing and Regulating). Each school focuses on creating a climate where tolerance and respect are emphasized and celebrated. Individual classrooms focus on emphasizing pillars of character through classroom lessons, circle time, and morning meetings. Efforts will commence this year to focus on skills that create emotionally intelligent schools.

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.

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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. 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.