

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2016–17



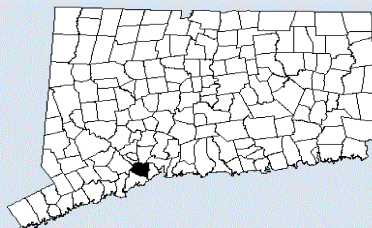
Orange School District

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

District Information

Grade Range	PK-6
Number of Schools/Programs	4
Enrollment	1,167
Per Pupil Expenditures ¹	\$17,741
Total Expenditures ¹	\$21,111,497

¹Expenditure data reflect the 2015-16 year.



Community Information

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

Related Reports/Publications

[CT Reports \(CMT/CAPT\)](#)

[Special Education Annual Performance Reports](#)

[SAT®, AP®, PSAT® Report by High School \(Class of 2017\)](#)
(2017® The College Board)

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Notes

Unless otherwise noted, all data are for 2016-17 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 ensure student confidentiality.

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

Students

October 1, 2016 Enrollment

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	553	47.4	48.4
Male	614	52.6	51.6
American Indian or Alaska Native	*	*	0.3
Asian	153	13.1	5.1
Black or African American	*	*	12.9
Hispanic or Latino	49	4.2	24.0
Pacific Islander	0	0.0	0.1
Two or More Races	35	3.0	2.9
White	910	78.0	54.8
English Learners	71	6.1	6.8
Eligible for Free or Reduced-Price Meals	61	5.2	35.9
Students with Disabilities ¹	94	8.1	14.3

¹Students 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 ²		Suspension/Expulsion ³	
	Count	Rate (%)	Count	Rate (%)
Female	19	3.5	*	*
Male	23	3.9	*	*
Black or African American	*	*	0	*
Hispanic or Latino	*	*	*	*
White	32	3.6	7	0.8
English Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	9	13.8	*	*
Students with Disabilities	11	10.9	*	*
District	42	3.7	10	0.8
State		9.9		6.7

Number of students in 2015-16 qualified as truant under state statute: 0

Number of school-based arrests: 0

²A 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.

³The count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

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Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	86.5
Paraprofessional Instructional Assistants	13.8
Special Education	
Teachers and Instructors	9.5
Paraprofessional Instructional Assistants	25.0
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	10.0
Counselors, Social Workers and School Psychologists	5.0
School Nurses	4.0
Other Staff Providing Non-Instructional Services/Support	72.5

¹In 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	1.0
Black or African American	1	0.8	3.6
Hispanic or Latino	1	0.8	3.6
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	120	98.4	91.4

Classroom Teacher Attendance: 2015-16

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	12.4	9.6

Instruction and Resources

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers³

	Count	Rate (%)
Autism	*	*
Emotional Disturbance	*	*
Intellectual Disability	N/A	N/A
Learning Disability	23	74.2
Other Health Impairment	7	*
Other Disabilities	*	*
Speech/Language Impairment	20	80.0
District	56	66.7
State		68.2

³Ages 6-21

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	16	1.4	1.7
Emotional Disturbance	*	*	1.0
Intellectual Disability	0	0.0	0.5
Learning Disability	32	2.8	4.9
Other Health Impairment	11	1.0	2.9
Other Disabilities	*	*	1.1
Speech/Language Impairment	30	2.6	1.8
All Disabilities	95	8.3	13.9

¹Grades K-12

Overall Expenditures:³ 2015-16

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	10,682,267	9,084	9,663
Instructional Supplies and Equipment	1,045,577	889	321
Improvement of Instruction and Educational Media Services	767,155	652	578
Student Support Services	2,071,024	1,761	1,103
Administration and Support Services	2,823,751	2,401	1,861
Plant Operation and Maintenance	1,906,542	1,621	1,637
Transportation	1,055,331	462	877
Costs of Students Tuitioned Out	612,053	N/A	N/A
Other	147,797	126	201
Total	21,111,497	17,741	16,236

Additional Expenditures

Land, Buildings, and Debt Service	841,226	715	1,749
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³Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Special Education Expenditures: 2015-16

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	1,749,058	37.7	34.6
Noncertified Personnel	684,367	14.7	14.6
Purchased Services	413,561	8.9	5.8
Tuition to Other Schools	612,053	13.2	21.8
Special Ed. Transportation	321,402	6.9	8.5
Other Expenditures	863,659	18.6	14.7
Total Expenditures	4,644,100	100.0	100.0

Expenditures by Revenue Source:⁴

2015-16

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	91.2	93.1
State	7.2	5.3
Federal	1.5	1.6
Tuition & Other	0.0	0.0

⁴Revenue 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).

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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.

	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	88	88.0	88	87.3	25	71.4
Black or African American	12	*	12	*	*	*
Hispanic or Latino	30	74.9	30	70.6	10	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	17	*	17	*	*	*
White	514	79.2	514	73.8	132	65.2
English Learners	44	69.6	44	69.3	9	*
Non-English Learners	617	80.7	617	75.6	161	65.7
Eligible for Free or Reduced-Price Meals	41	66.3	41	61.4	7	*
Not Eligible for Free or Reduced-Price Meals	620	80.8	620	76.1	163	66.2
Students with Disabilities	65	55.0	65	48.8	16	*
Students without Disabilities	596	82.6	596	78.1	154	67.4
High Needs	128	62.6	128	58.9	29	52.6
Non-High Needs	533	84.1	533	79.1	141	68.2
District	661	79.9	661	75.2	170	65.5

National Assessment of Educational Progress (NAEP): Percent At or Above Proficient¹

	NAEP 2015		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	43%	43%	50%
National Public	35%	33%	36%
MATH			
Grade 4			
Connecticut	41%	36%	32%
National Public	39%	32%	25%

¹NAEP 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 Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	80.9	77.7	N/A	N/A	358	79.3
Curl Up	78.7	81.1	N/A	N/A	358	79.9
Push Up	71.6	72.6	N/A	N/A	358	72.1
Mile Run/PACER	80.3	90.3	N/A	N/A	358	85.2
All Tests - District	53.6	56.0	N/A	N/A	358	54.7
All Tests - State	52.8	51.4	51.4	50.6		51.6

²The 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.

³Only students assessed in all four areas are included in this calculation.

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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.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	79.9	75	50.0	50	100.0	67.1
	High Needs Students	62.6	75	41.7	50	83.5	55.9
Math Performance Index	All Students	75.2	75	50.0	50	100.0	62.2
	High Needs Students	58.9	75	39.2	50	78.5	50.5
Science Performance	All Students	65.5	75	43.7	50	87.3	55.3
	High Needs Students	52.6	75	35.1	50	70.2	45.2
ELA Academic Growth	All Students	74.8%	100%	74.8	100	74.8	55.4%
	High Needs Students	65.8%	100%	65.8	100	65.8	49.8%
Math Academic Growth	All Students	86.7%	100%	86.7	100	86.7	61.7%
	High Needs Students	73.3%	100%	73.3	100	73.3	53.7%
Chronic Absenteeism	All Students	3.7%	<=5%	50.0	50	100.0	9.9%
	High Needs Students	9.2%	<=5%	41.6	50	83.3	15.8%
Preparation for CCR	% Taking Courses	N/A	75%	0.0	0	0.0	70.7%
	% Passing Exams	N/A	75%	0.0	0	0.0	43.5%
On-track to High School Graduation		N/A	94%	0.0	0	0.0	87.8%
4-year Graduation All Students (2016 Cohort)		N/A	94%	0.0	0	0.0	87.4%
6-year Graduation - High Needs Students (2014)		N/A	94%	0.0	0	0.0	82.0%
Postsecondary Entrance (Class of 2016)		N/A	75%	0.0	0	0.0	72.0%
Physical Fitness (estimated part rate) and (fitness)		100.0% 54.7%	75%	36.5	50	73.0	92.0% 51.6%
Arts Access		N/A	60%	0.0	0	0.0	50.5%
Accountability Index				688.5	850	81.0	

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?					N
ELA Performance Index Gap	75.0	62.6	12.4	16.7	
Math Performance Index Gap	75.0	58.9	16.1	18.7	
Science Performance Index Gap	68.2	52.6	15.5	16.6	
Graduation Rate Gap	

¹If 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.

²If the size of the gap exceeds the state mean gap plus one standard deviation, the gap is an outlier.

Subject/Subgroup		Participation Rate (%) ³
ELA	All Students	98.7
	High Needs Students	95.6
Math	All Students	98.7
	High Needs Students	95.6
Science	All Students	97.2
	High Needs Students	87.9

³Minimum 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: 50.2**

Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

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

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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.

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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 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, staff has been trained in a variety of evidence-based instructional strategies and practices to support the curriculum. Defining and identifying success is another pathway. Standards-based grading, coupled with an effective scientific research-based intervention (SRBI) process, results in accurate diagnosis and prescription that monitors and leads to guaranteed student growth.