STRATEGIC SCHOOL PROFILE 2011-12

Orange School District

THOMAS N. JAMES, Superintendent

Telephone: (203) 891-8020

Location: 637 Orange Center Road
Orange,
Connecticut

Website: www.oess.org

This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c) using data and narratives provided by the school district, testing services, or the US Census. Profiles and additional education data, including longitudinal data, are available on the internet at www.sde.ct.gov.

COMMUNITY DATA

County: New Haven
Town Population in 2000: 13,233
1990-2000 Population Growth: 3.1%
Number of Public Schools: 4

Per Capita Income in 2000: $36,471
Percent of Adults without a High School Diploma in 2000*: N/A
Percent of Adults Who Were Not Fluent in English in 2000*: 1.3%
District Enrollment as % of Estimated. Student Population: 97.0%

*To view the Adult Education Program Profiles online, go to www.sde.ct.gov and click on Adult Education, then Reports.

District Reference Group (DRG): B DRG is a classification of districts whose students' families are similar in education, income, occupation, and need, and that have roughly similar enrollment. The Connecticut State Board of Education approved DRG classification for purposes of reporting data other than student performance.

STUDENT ENROLLMENT

Enrollment on October 1, 2011   1,267
5-Year Enrollment Change   -9.2%

DISTRICT GRADE RANGE

Grade Range   PK - 6

INDICATORS OF EDUCATIONAL NEED

Need Indicator	Number in District	Percent		
		District	DRG	State
Students Eligible for Free/Reduced-Price Meals	34	2.7	9.1	35.2
K-12 Students Who Are Not Fluent in English	14	1.1	2.0	5.6
Students Identified as Gifted and/or Talented*	34	2.7	6.8	4.0
PK-12 Students Receiving Special Education Services in District	127	10.0	10.0	11.5
Kindergarten Students who Attended Preschool, Nursery School or Headstart	136	92.5	91.3	79.8
Homeless	0	0.0	0.1	0.3
Juniors and Seniors Working 16 or More Hours Per Week	N/A	N/A	N/A	N/A

*94.1 % of the identified gifted and/or talented students received services.

SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	**Number**	**Percent**
American Indian	3	0.2
Asian American	140	11.0
Black	33	2.6
Hispanic	54	4.3
Pacific Islander	0	0.0
White	1,026	81.0
Two or more races	11	0.9
Total Minority	241	19.0

Percent of Minority Professional Staff: 1.6%

Open Choice:

12 student(s) attended this district as part of the Open Choice program.Open Choice brings students from urban areas to attend school in suburban or rural towns, and students from non-urban areas to attend city schools.

Non-English Home Language:

4.9% of this district's students (excluding prekindergarten students) come from homes where English is not the primary language.The number of non-English home languages is 18.

EFFORTS TO REDUCE RACIAL, ETHNIC AND ECONOMIC ISOLATION

Below is the description submitted by this school of how it provides educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds.

The Board of Education continued to welcome Project Choice students in 2012-2013. Through classroom and school reach- out efforts, our principals and teachers continue to demonstrate their commitment to the program. We accepted one additional student for the 2012/2013 school year. The Orange Board of Education has seen a burgeoning ESL program. In 2011-2012, we serviced 18 ELL students. Through an increase in enrollments from April – August of 2012, we enrolled 25 additional ELL students (18 of them in kindergarten) who are living in homes where English is not the primary language. We have 26 different languages, including both Chinese dialects, Urdu, Arabic, Korean, Hebrew, Polish, Ukrainian, and others. Our efforts in this area have increased considerably. We have hired a full-time ESL teacher to service the 41 students; we purchased 30 Rosetta Stone 'English' accounts for those ELL students and families who have access to the Internet and would benefit from this style of instruction/language acquisition. We are planning multiple evening events for our ESL families with the wider school community to increase relationships with these newest members of our school community. In addition, we offer community members, students, and staff the opportunity to enroll in Rosetta Stone and they can select from 35 foreign languages to study for a 12 month period of time. Orange continues to provide all students in Grades 1-6 with Spanish instruction. In addition to acquiring oral communication skills, the program enables students to view the Spanish culture through study of its art, music, customs, and traditions. Students also heighten their awareness of the greater world community through various cultural arts programs sponsored by our PTO's. We continue to make efforts to attract and recruit minority candidates for teaching and administrative assignments, this year adding a Hispanic Spanish teacher to our staff.

STUDENT PERFORMANCE

Connecticut Mastery Test, Fourth Generation, % Goal. The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards.

Grade and CMT Subject Area		District	State	% of Districts in State with Equal or Lower Percent Meeting Goal
Grade 3	Reading	75.9	59.2	80.0
	Writing	75.3	62.7	68.1
	Mathematics	81.4	66.5	69.4
Grade 4	Reading	79.5	64.1	73.8
	Writing	83.2	65.3	80.6
	Mathematics	85.3	68.0	78.1
Grade 5	Reading	92.3	67.6	98.2
	Writing	87.1	68.1	88.7
	Mathematics	92.4	71.6	92.9
	Science	89.7	63.9	93.5
Grade 6	Reading	91.2	74.1	87.3
	Writing	87.2	67.4	87.3
	Mathematics	92.4	69.3	95.2
Grade 7	Reading	N/A	N/A	N/A
	Writing	N/A	N/A	N/A
	Mathematics	N/A	N/A	N/A
Grade 8	Reading	N/A	N/A	N/A
	Writing	N/A	N/A	N/A
	Mathematics	N/A	N/A	N/A
	Science	N/A	N/A	N/A

These results reflect the performance of students with scoreable tests who were enrolled in the district at the time of testing, regardless of the length of time they were enrolled in the district. Results for fewer than 20 students are not presented.

For more detailed CMT results, go to www.ctreports.

To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."

Connecticut Academic Performance Test, Third Generation, % Meeting State Goal. The CAPT is administered to Grade 10 students. The Goal level is more demanding than the state Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. The following results reflect the performance of students with scorable tests who were enrolled in the school at the time of testing, regardless of the length of time they were enrolled in the school. Results for fewer than 20 students are not presented.

CAPT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal
Reading Across the Disciplines	N/A	N/A	N/A
Writing Across the Disciplines	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A
Science	N/A	N/A	N/A

For more detailed CAPT results, go to www.ctreports.com. To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."

Physical Fitness. The assessment includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

Physical Fitness: % of Students Reaching Health Standard on All Four Tests	District	State	% of Districts in State with Equal or Lower Percent Reaching Standard
	55.0	50.6	59.7

SAT® I: Reasoning Test Class of 2011		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		N/A	N/A	
Average Score	Mathematics	N/A	N/A	N/A
	Critical Reading	N/A	N/A	N/A
	Writing	N/A	N/A	N/A

SAT® I. The lowest possible score on each SAT® I subtest is 200; the highest possible score is 800.

Graduation and Dropout Rates	District	State	% of Districts in State with Equal or Less Desirable Rates
Graduation Rate, Adjusted Cohort Rate 2011	N/A	N/A	N/A
2010-11 Annual Dropout Rate for Grade 9 through 12	N/A	N/A	N/A

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	N/A	N/A
% Employed (Civilian Employment and in Armed Services)	N/A	N/A

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of School Staff	
General Education	
Teachers and Instructors	86.68
Paraprofessional Instructional Assistants	12.74
Special Education	
Teachers and Instructors	13.50
Paraprofessional Instructional Assistants	34.00
Library/Media Specialists and/or Assistants	3.00
Staff Devoted to Adult Education	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	2.45
School Level	3.51
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	5.14
Counselors, Social Workers, and School Psychologists	4.79
School Nurses	4.00
Other Staff Providing Non-Instructional Services and Support	62.92

In the full-time equivalent (FTE) count, staff members working part-time in the school district are counted as a fraction of full-time. For example, a teacher who works half-time in the district contributes 0.50 to the district's staff count.

Teachers and Instructors	District	DRG	State
Average Years of Experience in Education	13.0	14.5	13.9
% with Master's Degree or Above	89.3	86.9	79.6

Average Class Size	District	DRG	State
Grade K	18.3	17.9	18.5
Grade 2	17.3	19.8	19.7
Grade 5	18.9	21.9	21.6
Grade 7	N/A	N/A	N/A
High School	N/A	N/A	N/A

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	719	973	993
Middle School	N/A	N/A	N/A
High School	N/A	N/A	N/A

Students Per Academic Computer	Dist	DRG	State
Elementary School*	3.4	2.8	2.8
Middle School	N/A	N/A	N/A
High School	N/A	N/A	N/A

*State law requires that at least 900 hours of instruction be offered to students in grade 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2010-11

Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources. DRG and state figures will not be comparable to the district if the school district does not teach both elementary and secondary students.

Expenditures All figures are unaudited.	Total (in 1000s)	Expenditures Per Pupil			
		District	PK-12 Districts	DRG	State
Instructional Staff and Services	$11,466	$8,951	$8,513	$8,216	$8,469
Instructional Supplies and Equipment	$268	$209	$323	$249	$271
Improvement of Instruction and Educational Media Services	$727	$568	$407	$541	$482
Student Support Services	$1,480	$1,155	$919	$970	$901
Administration and Support Services	$1,793	$1,400	$1,700	$1,434	$1,490
Plant Operation and Maintenance	$1,562	$1,219	$1,281	$1,420	$1,463
Transportation	$973	$388	$678	$649	$724
Costs for Students Tuitioned Out*	$563	N/A	N/A	N/A	N/A
Other	$0	$0	$102	$166	$165
Total*	$18,832	$14,464	$14,710	$13,971	$14,140
Additional Expenditures					
Land, Buildings, and Debt Service	$493	$385	$1,866	$1,120	$1,331

*Town total expenditures (in 1000s) for PK-12 are: Total, $36,598 Tuition Costs, $17,550. Total town expenditures per pupil for PK-12 are $14,540.

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	$4,714,908	25.0	20.9	21.7

Revenue Sources, % of Expenditures from Source. 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 Corrections).

District Expenditures	Local Revenue	State Revenue	Federal Revenue	Tuition & Other
Including School Construction	91.9	4.8	3.2	0.0
Excluding School Construction	91.7	5.0	3.3	0.0

EQUITABLE ALLOCATION OF RESOURCES AMONG DISTRICT SCHOOLS

Below is the description submitted by this district of how it allocates resources to insure equity and address needs.

Through a restructuring of the Central Office and an increased collaboration among our district-level Leadership Team, we are better able to ensure equitable, high-quality programming across the district. The new Director of Curriculum & Instruction is working with staff to standardize the curriculum and our in-house assessments, data analysis, and interventions. Three district-wide goals were established to further emphasize fidelity to district programs. We brought in two Internet-based SRBI tools as both universal screening tools and intervention tools; one for math and one for reading. These products are the first intervention tools in a planned 'suite of interventions' that will ensure equitable access to support services across the district. The Director of Special Education has also been an instrumental leader in district restructuring Beginning this year, all paraprofessionals are assigned to students (not classrooms) or groups of students according to their specific needs. All paraprofessionals were trained as either reading or math interventionists, and work with children accordingly. Some Special Education teachers were reassigned to different buildings for more meaningful and equitable servicing of students. Our administrators meet twice monthly to ensure policy, services, resources, curriculum, etc. are implemented district-wide. Previously, one school had Accelerated Reader. This year all schools have this program. An effort was made to distribute technology more equitably than in the past. This year all students have access to netbooks or iPads, including kindergarteners.

SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible   128
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities   10.2%

Of All K-12 Students for Whom District is Financially Responsible, Number and Percentage with Disabilities				
Disability	Count	District Percent	DRG Percent	State Percent
Autism	16	1.3	1.3	1.2
Learning Disability	39	3.1	3.2	3.9
Intellectual Disability	0	N/A	N/A	N/A
Emotional Disturbance	0	N/A	N/A	N/A
Speech Impairment	49	3.9	1.7	2.1
Other Health Impairment*	19	1.5	2.2	2.2
Other Disabilities**	5	0.4	0.7	1.0
Total	128	10.2	10.0	11.7

*Includes chronic health problems such as attention deficit disorders and epilepsy
**Includes hearing, visual, and orthopedic impairments, deaf-blindness, multiple disabilities, traumatic brain injury, and developmental delay

Graduation and Dropout Rates of Students with Disabilities for Whom District is Financially Responsible	District	State
% Who Graduated in 2010-11 with a Standard Diploma	N/A	N/A
2010-11 Annual Dropout Rate for Students Aged 14 to 21	N/A	5.1

STATE ASSESSMENTS

Percent of Students with Disabilities Meeting State Goal. The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. These results are for students attending district schools who participated in the standard assessment with or without accommodations for their disabilities. Results for fewer than 20 students are not presented.

- **Connecticut Mastery Test (CMT), Fourth Generation.** The CMT reading, writing and mathematics tests are administered to students in Grades 3 through 8, and the CMT science test to students in Grades 5 and 8.
- **Connecticut Academic Performance Test (CAPT), Third Generation.** The CAPT is administered to Grade 10 students.

State Assessment	Students with Disabilities		All Students	
	District	**State**	**District**	**State**
CMT Reading	41.5	36.0	85.0	70.4
Writing	45.3	21.5	83.3	66.3
Mathematics	50.0	31.8	88.0	68.4
Science	53.3	23.0	89.7	62.9
CAPT Reading Across the Disciplines	N/A	N/A	N/A	N/A
Writing Across the Disciplines	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A
Science	N/A	N/A	N/A	N/A

For more detailed CMT or CAPT results, go to www.ctreports.com. To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."

Participation in State Assessments of Students with Disabilities Attending District Schools		
CMT	% Without Accommodations	17.8
	% With Accommodations	82.2
CAPT	% Without Accommodations	N/A
	% With Accommodations	N/A
% Assessed Using Skills Checklist		13.3

Accommodations for a student's disability may be made to allow him or her to participate in testing. Students whose disabilities prevent them from taking the test even with accommodations are assessed by means of a list of skills aligned to the same content and grade level standards as the CMT and CAPT.

Federal law requires that students with disabilities be educated with their non-disabled peers as much as is appropriate. Placement in separate educational facilities tends to reduce the chances of students with disabilities interacting with non-disabled peers, and of receiving the same education.

K-12 Students with Disabilities Placed in Educational Settings Other Than This District's Schools		
Placement	**Count**	**Percent**
Public Schools in Other Districts	0	0.0
Private Schools or Other Settings	11	8.6

Number and Percentage of K-12 Students with Disabilities for Whom District is Financially Responsible by the Percentage of Time They Spent with Their Non-Disabled Peers				
Time Spent with Non-Disabled Peers	**Count of Students**	**Percent of Students**		
		District	**DRG**	**State**
79.1 to 100 Percent of Time	95	74.2	75.7	72.1
40.1 to 79.0 Percent of Time	26	20.3	16.5	16.3
0.0 to 40.0 Percent of Time	7	5.5	7.8	11.7

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

The Board of Education continues to be vigilant in its commitment to continuous improvement and is focused on the achievement of all students. This year, 2012-2013, is a year of significant change, all aimed at improving teaching and learning. Some of the changes are outlined above in the 'Equitable Allocation of Resources' narrative. These include deep and systemic changes in the delivery of Special Education and SRBI services and other support services. This intervention plan even includes our after-school program, 21st Century, which provides a homework club and, this year, reading and math SRBI intervention support through highly-qualified paraprofessionals. Three district-wide goals are representative of concentrated efforts to improve and standardize instruction. The first is the implementation of a new math curriculum, Grades K – 6, integrating technology into the instruction and homework, and focusing on the Common Core State Standards. To further support this implementation, the district has hired an additional Math Curriculum Specialist and reassigned the Math Curriculum Specialists into the schools, one per building (they were previously housed in Central Office). Second, we are making a concerted effort to protect our classroom teachers' instructional time from interruptions. Our third goal is that teachers will post the lesson target, in student-friendly language, at the beginning of the lesson so that students begin to internalize what they are doing and why. If an activity is not aligned to a specific curriculum target, teachers are being asked to consider whether or not it is worthy of their classroom time. The District has its first Technology Department this year, with two full-time employees. Changes in technology since January of 2012 include: 1. the development of a new inviting, dynamic (vs. static) webpage, where families can find up-to-date information about their children's school and programs; 2. the addition of several Internet-based programs district-wide -- Lexia Reading, Accelerated Reader, Dreambox Math, and Naviance; 3. the addition of Rosetta Stone for 30 of our ELL students; 4. at each elementary school, the purchase and implementation of two (2) computers on wheels, with 25 wireless netbooks each; 5. the purchase of 15 iPads on a cart for the Kindergarten; 6. the purchase of a document camera for every classroom; 7. the completion of a project which installed a SmartBoard in every instructional area; and 8. the addition of significant funds to the Special Education budget for the purchase of adaptive technologies. Orange continues to be data-team driven. Our efforts to improve SRBI and our tiered interventions have already begun to blur the lines between Special Education and regular education in that our paraprofessionals can service all students with the same need in the same group. Through Internet-based programs such as Lexia, interventionists can use the reporting features to identify, for example, all the students needing additional instruction in short vowel sounds and work with them in one grade-level group. Our new math curriculum is differentiated, (One of the reasons we selected it), thereby increasing teachers' knowledge of and experience with implementing classroom differentiation. The District has formed two, long-standing district-wide committees to work on key improvement plans: a Teacher Evaluation Plan Committee and a Long-Range Strategic Planning Committee. Both committees are represented by teachers from all four schools, Administrators, and Board members. In addition, the Strategic Planning Committee has parent members from the schools. The Board's Policy Committee is spending this year reviewing all policy, in accordance with CABE policy, in preparation for developing a new, on-line policy manual. Two of our schools were accepted into PBIS this year. Next year the two remaining school will be trained, thereby providing us with a district-wide program and intervention for behavior. Orange continues to quickly identify attendance issues and to personally work with families on a case-by-case basis to improve attendance. When necessary, we have sought the support of outside services, such as the Department of Children and Families.