

Connecticut State Department of Education

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2024-25



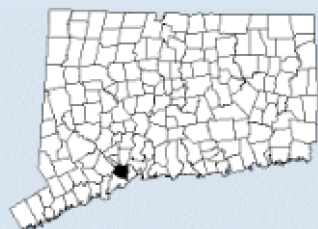
Orange School District

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

District Information

Grade Range	PK-6
Number of Schools/Programs	4
Enrollment	1,254
Per Pupil Expenditures	\$19,558
Total Expenditures	\$25,209,793

Expenditure data reflect the 2023-24 school year.



Community Information

AdvanceCT Town Profiles provide summary demographic and economic information for Connecticut's municipalities at <https://www.advancect.org/site-selection/town-profiles>

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Notes

Unless otherwise noted, all data are for 2024-25 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 <https://public-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. Complete data suppression guidelines are available at <https://tinyurl.com/SuppressionPolicy>

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

Students

October 1, 2024 Enrollment

Student Group	District Count	District Percent (%)	State Percent (%)
Female	608	48.5	48.4
Male	646	51.5	51.5
Non-Binary	0	0.0	0.1
American Indian or Alaska Native	0	0.0	0.2
Asian	169	13.5	5.2
Black or African American	31	2.5	12.4
Hispanic or Latino of any race	116	9.3	32.1
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	57	4.5	4.8
White	881	70.3	45.1
English Learners/Multilingual Learners	78	6.2	11.3
Eligible for Free or Reduced-Price Meals	193	15.4	44.8
Students with Disabilities	137	10.9	18.5

The enrollment table represents students in grades PK-12 reported by the district in the Public School Information System (i.e., PSIS Reporting District).

Students with disabilities 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

Student Group	Chronic Count	Chronic Rate (%)	Suspension Count	Suspension Rate (%)
Female	33	5.6	0	0.0
Male	40	6.5	18	2.7
Non-Binary	N/A	N/A	N/A	N/A
Black or African American	*	*	*	*
Hispanic or Latino of any race	9	7.9	*	*
White	31	3.7	13	1.5
English Learners/Multilingual Learners	15	19.0	*	*
Eligible for Free or Reduced-Price Meals	20	11.0	*	*
Students with Disabilities	14	10.0	*	*
All Students - District	73	6.0	18	1.4
All Students - State		17.2		6.8

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.

A student is included in **suspension count/rate** if they received at least one in-school suspension, out-of-school suspension, or expulsion.

Number of students qualified as truant under state statute: 68
Number of school-based arrests: 0

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Educators

Full-Time Equivalent (FTE) Staff

Role	FTE
General Education Teachers and Instructors	98.8
General Education Paraprofessionals	27.5
Special Education Teachers and Instructors	9.0
Special Education Paraprofessionals	30.0
District Central Office Administrators	4.0
School Level Administrators	4.0
Library/Media Specialists (Certified)	3.0
Library/Media Support Staff	0.0
Instructional Specialists Who Support Teachers	4.0
Counselors, Social Workers and School Psychologists	6.0
School Nurses	4.0
Other Staff Providing Non-Instructional Services/Support	76.1

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.

Classroom Teacher Attendance: 2023-24

Level	Average Number of FTE Days Absent Due to Illness or Personal Time
District	13.0
State	13.0

Educators by Race/Ethnicity

Race/Ethnicity	District Count	District Percent (%)	State Percent (%)
American Indian or Alaska Native	1	0.8	0.1
Asian	0	0.0	1.4
Black or African American	1	0.8	4.9
Hispanic or Latino of any race	2	1.6	5.3
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.3
White	125	96.9	87.9

New! Educator Attrition: 2023-24

Educator Type	District Attrition Count	District Attrition Rate (%)	State Attrition Rate (%)
All Educators	16	12.3	6.8
Teachers	15	13.9	7.6

Teacher Attrition Rate is defined as the percent of certified teachers who were teaching in the district in 2022-23 but were not teaching in the district in 2023-24.

All Educator Attrition Rate is defined as the percent of certified educators who were staffed in a certified educator position in the district in 2022-23 but were not staffed in a certified educator position in the district in 2023-24.

Note: See Appendix A for exit reasons.

Instruction and Resources

Students with Disabilities Spending 80% or Greater Time with Nondisabled Peers

Disability	Count	Rate (%)
Autism	*	*
Emotional Disability	*	*
Intellectual Disability	0	0
Learning Disability	33	89.2
Other Health Impairment	14	58.3
Other Disabilities	0	0
Speech/Language Impairment	15	75.0
All Disabilities - District	72	69.2
All Disabilities - State		68.0

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 Disability

Disability	District Count	District Rate (%)	State Rate (%)
Autism	24	2.0	2.9
Emotional Disability	*	*	1.1
Intellectual Disability	*	*	0.6
Learning Disability	37	3.1	6.5
Other Health Impairment	25	2.1	3.6
Other Disabilities	6	0.5	1.1
Speech/Language Impairment	23	1.9	2.0
All Disabilities	117	9.8	17.8

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

Classroom Setting	District Count	District Rate (%)	State Rate (%)
Public Schools in Other Districts	N/A	N/A	8.2
Private Schools or Other Settings	*	*	4.5

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: 2023-24

Expenditure	District Total (\$)	District Per Pupil (\$)	State Per Pupil (\$)
Instruction	\$13,638,777	\$10,581	\$13,471
Support services - students	\$4,690,358	\$3,661	\$1,826
Support services - instruction	\$1,021,433	\$797	\$972
Support services - general administration	\$721,776	\$563	\$568
Support services - school based administration	\$1,022,750	\$798	\$1,274
Central and other support services	\$245,439	\$192	\$761
Operation and maintenance of plant	\$2,535,640	\$1,979	\$2,125
Student transportation services	\$1,268,853	\$1,027	\$1,695
Food services	\$64,766	\$51	\$10
Enterprise operations	.	.	\$219
Total	\$25,209,793	\$19,558	\$22,054

Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Special Education Expenditures: 2023-24

Expenditure	District Total (\$)	District Percent (%)	State Percent (%)
Teacher Salaries	\$2,615,861	55.4	26.4
Instructional Aide Salaries	.	.	10.1
Other Salaries	\$1,001,316	21.2	10.5
Employee Benefits	\$618,408	13.1	13.3
Purchased Services Other Than Transportation	\$95,519	2.0	6.8
Special Education Tuition	\$60,156	1.3	22.8
Supplies	\$13,902	0.3	0.6
Property Services	.	.	0.4
Purchased Services For Transportation	\$308,412	6.5	8.7
Equipment	\$6,036	0.1	0.2
All Other Expenditures	\$5,761	0.1	0.1
Total	\$4,725,371	100.0	100.0

Percent of Total Expenditures Used for Special Education: 2023-24

Level	Percent (%)
District	18.7
State	25.7

Expenditures by Revenue Source: 2023-24

Revenue Source	Percent of Total (%) Excluding School Construction
Local	93.3
State	2.8
Federal	3.9
Tuition & Other	0.0

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).

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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., English Language Arts(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.

Student Group	ELA Count	ELA DPI	Math Count	Math DPI	Science Count	Science DPI
American Indian or Alaska Native	0	N/A	0	N/A	0	N/A
Asian	92	86.6	92	85.7	25	85.4
Black or African American	18	*	18	*	*	*
Hispanic or Latino of any race	65	72.7	65	67.1	14	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	33	88.5	33	86.6	*	*
White	488	77.6	489	74.9	138	76.5
English Learners/Multilingual Learners	61	68.9	61	70.9	10	*
Non-English Learners/Non-Multilingual Learners	635	79.6	636	76.3	181	79.3
Eligible for Free or Reduced-Price Meals	117	73.1	117	69.7	26	72.6
Not Eligible for Free or Reduced-Price Meals	579	79.8	580	77.1	165	79.2
Students with Disabilities	82	55.0	83	51.4	27	56.5
Students without Disabilities	614	81.8	614	79.2	164	81.9
High Needs	212	67.7	213	65.1	52	64.9
Non-High Needs	484	83.4	484	80.6	139	83.3
All Students - District	696	78.7	697	75.9	191	78.3

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

Year	Subject	Grade	CT	National Public
2024	Reading	4	36%	30%
2024	Reading	8	35%	29%
2024	Math	4	42%	39%
2024	Math	8	32%	27%

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. Performance on NAEP by student group is available at <https://tinyurl.com/CTNAEP2024>

Physical Fitness Tests: Percent of Students Reaching Health Standard

Test	Grade 4 Percent (%)	Grade 6 Percent (%)	Grade 8 Percent (%)	HS Percent (%)	All Tested Grades Count	All Tested Grades Percent (%)
Sit & Reach	94.1	91.1	N/A	N/A	338	92.6
Curl Up	90.0	94.0	N/A	N/A	338	92.0
Push Up	77.1	76.2	N/A	N/A	338	76.6
Mile Run/PACER	88.8	86.1	N/A	N/A	335	87.5
All Tests - District	67.7	68.3	N/A	N/A	331	68.0
All Tests - State	55.8	51.4	46.0	43.6		49.0

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.

Note: Only students assessed in all four areas are included in the All Tests 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	Student Group	Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	78.7	75	50.0	50	100.0	64.7
ELA Performance Index	High Needs Students	67.7	75	45.2	50	90.3	54.9
Math Performance Index	All Students	75.9	75	50.0	50	100.0	61.1
Math Performance Index	High Needs Students	65.1	75	43.4	50	86.7	50.6
Science Performance Index	All Students	78.3	75	50.0	50	100.0	62.6
Science Performance Index	High Needs Students	64.9	75	43.2	50	86.5	52.1
ELA Academic Growth	All Students	74.6%	100%	74.6	100	74.6	60.6%
ELA Academic Growth	High Needs Students	71.6%	100%	71.6	100	71.6	55.7%
Math Academic Growth	All Students	79.0%	100%	79.0	100	79.0	62.3%
Math Academic Growth	High Needs Students	69.1%	100%	69.1	100	69.1	55.9%
Progress Toward English Proficiency	Literacy	72.6%	100%	36.3	50	72.6	58.7%
Progress Toward English Proficiency	Oral	77.1%	100%	38.5	50	77.1	55.7%
Chronic Absenteeism	All Students	6.0%	<=5%	48.0	50	95.9	17.2%
Chronic Absenteeism	High Needs Students	11.1%	<=5%	37.7	50	75.4	24.8%
% Taking CCR Courses	All Students	.	75%	.	.	.	92.4%
% Meeting CCR Benchmark	All Students	.	75%	.	.	.	47.2%
On-track to High School Graduation	All Students	.	94%	.	.	.	85.9%
4-year Graduation Rate (2024 Cohort)	All Students	.	94%	.	.	.	88.9%
6-year Graduation Rate (2022 Cohort)	High Needs Students	.	94%	.	.	.	87.3%
Postsecondary Entrance (Class of 2024)	All Students	.	75%	.	.	.	67.0%
Physical Fitness % Meeting Health Standard	All Students	68.0%	75%	45.3	50	90.6	49.0%
Arts Access	All Students	.	60%	.	.	.	55.1%
Accountability Index				782.0	950	82.3	

Physical Fitness Estimated Participation Rate - District: 95.9% | State: 95.6%

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 Indicator	Non-High Needs Rate	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev	Is Gap an Outlier?
ELA Performance Index Gap	75.0	67.7	7.3	16.9	N
Math Performance Index Gap	75.0	65.1	9.9	18.4	N
Science Performance Index Gap	75.0	64.9	10.1	18.2	N
Graduation Rate Gap	.	.	.	.	

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.

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. Gap calculations are based on unrounded rates.

Subject	Student Group	Participation Rate (%)
ELA	All Students	98.8
ELA	High Needs Students	97.4
Math	All Students	98.9
Math	High Needs Students	97.8
Science	All Students	99.0
Science	High Needs Students	98.1

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: 50.5

State: 50.2

Supporting Resources: <https://public-edsight.ct.gov/Overview/Next-Generation-Accountability-Dashboard#related-links>

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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 vitally important towards ensuring the children of Orange are successful learners. Our district relies on several communication channels to support parents. One of these is a website that offers a wealth of information about each school, upcoming activities, teacher webpages, policies, and so much more. Another channel is Alert Solutions. Our district uses 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 regarding 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 online video resources are offered throughout the school year to help parents understand curriculum connections, assessments, intervention strategies, technology resources, and alternative 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.

The Orange Public School PTA/PTOs are also dedicated and involved groups of parents and teachers who work together to provide outstanding educational experiences for Orange students. Members of 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.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Orange Leadership Teams and PTO/As are committed to providing experiences that guide students and staff to celebrate differences, interact peacefully, and demonstrate compassion. These efforts are fostered through regular meetings where experiences are discussed and created. Staff and student participation in the myriad of experiences created by PTO/A and Leadership Team members, reduce racial, ethnic, economic, and gender isolation.

The Orange Elementary School staff embed and integrate relevant resources to increase awareness of and sensitivity to diversity in the curriculum. As a result, meaningful and contextualized opportunities to learn about prejudice, compassion and tolerance are created. These efforts are supported regularly and consistently by our library media specialists, who include current books and resources which represent people from all walks of life in various settings, fields, positions, and careers in the collections they update.

In addition, students in Orange study a world language--Spanish. As a result, Orange students are immersed weekly in the language and culture of Hispanic people. Moreover, collaborative initiatives between special and general education departments expand students' understanding of children with significant disabilities. Grants from the Anti-Defamation League to train students on how to be allies and to work to eliminate exclusion and isolation among peers are also available.

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), and understanding adverse, childhood experiences (ACES), in addition to learning about restorative practices and healthy school climates. Each school for example, focuses on creating a climate where respect is emphasized and celebrated. Individual classrooms focus on pillars of character through classroom lessons, circle time, and morning meetings. Finally, economic isolation is ameliorated with grant support (Titles I, II, III, IV, ESSER I, 2 & ARP ESSER) and participation in the Open Choice Program.

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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 a 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.

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Appendix A

2023-24 Exit Reasons for Certified Educators

Exit reasons are reported by districts in the Educator Data System (EDS) based on the information provided by exiting educators.

Exit Reason	District Count	District Percent (%)	State Percent (%)
Another Profession	0	0.0	2.1
Deceased	0	0.0	0.5
District/School Shut Down	0	0.0	0.0
Moved Out of State	1	14.3	2.2
Personal Reasons	0	0.0	6.7
Position Eliminated or Expired	0	0.0	9.8
Position Filled Permanently	0	0.0	0.1
Resigned (no reason given)	0	0.0	32.0
Retired	1	14.3	23.7
Teach/Admin in Other CT Dist	5	71.4	18.0
Teach/Admin in CT Nonpublic School	0	0.0	0.1
Teach/Admin Out-of-State (public or private)	0	0.0	1.3
Terminated	0	0.0	1.2
Took Job Related To Education	0	0.0	2.3
TOTAL	7		

Please note that the exit counts above are for educators leaving the district. This differs from the counts in the attrition table where individuals may still be employed in the district but in non-teaching or non-certified educator roles.