

# SCHOOL PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2017–18



## Orchard Hill School South Windsor School District

860-648-5015 • <http://oh.southwindsorschools.org/home>

### School Information

Grade Range **PK-5**  
Enrollment **638**

### Community Information

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

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### Notes

Unless otherwise noted, all data are for 2017-18 and include all grades offered by the school.

In most tables, data are displayed only for the three major race/ethnicity categories. For additional race/ethnicity categories, please visit [edsight.ct.gov](http://edsight.ct.gov).

For district totals, please see the district profile.

\* 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, 2017 Enrollment

	School		District
	Count	Percent of Total (%)	Percent of Total (%)
Female	332	52.0	47.8
Male	306	48.0	52.2
American Indian or Alaska Native	0	0.0	*
Asian	166	26.0	19.5
Black or African American	37	5.8	6.6
Hispanic or Latino	60	9.4	8.5
Pacific Islander	0	0.0	*
Two or More Races	35	5.5	4.5
White	340	53.3	60.6
English Language Learners	50	7.8	5.0
Eligible for Free or Reduced-Price Meals	77	12.1	12.9
Students with Disabilities <sup>1</sup>	87	13.6	13.9

<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>		Suspension/Expulsion <sup>3</sup>	
	Count	Rate (%)	Count	Rate (%)
Female	12	4.0	0	0.0
Male	11	3.9	*	*
Black or African American	*	*	*	*
Hispanic or Latino	*	*	*	*
White	*	*	*	*
English Language Learners	*	*	0	0.0
Eligible for Free or Reduced-Price Meals	9	8.9	*	*
Students with Disabilities	*	*	0	0.0
School	23	3.9	*	*
District		5.3		4.2

**Number of students in 2016-17 qualified as truant under state statute: Fewer than 6**

**Number of school-based arrests: 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.

# School Profile and Performance Report for School Year 2017-18

## Orchard Hill School

### South Windsor School District

## Educators

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

	FTE
<b>General Education</b>	
Teachers and Instructors	32.5
Paraprofessional Instructional Assistants	2.0
<b>Special Education</b>	
Teachers and Instructors	8.0
Paraprofessional Instructional Assistants	23.5
<b>Administrators, Coordinators and Department Chairs</b>	
School Level	2.3
<b>Library/Media</b>	
Specialists (Certified)	1.0
Support Staff	0.0
Instructional Specialists Who Support Teachers	3.8
Counselors, Social Workers and School Psychologists	1.8
School Nurses	2.0
Other Staff Providing Non-Instructional Services/Support	10.8

<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	School Percent of Total (%)	District Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.0
Asian	1	1.8	2.2
Black or African American	0	0.0	1.0
Hispanic or Latino	0	0.0	1.2
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.3
White	55	98.2	95.3

### Classroom Teacher Attendance, 2016-17

	School	District
Average # of FTE Days Absent Due to Illness or Personal Time	8.2	8.5

## Instruction and Resources

### School Schedule

Days of Instruction	182
Hours of Instruction Per Year	
Grades 1-12 and Full-Day Kindergarten	908
Half/Extended Day Kindergarten	N/A

School Hours for Students	
Start Time	09:15 AM
End Time	03:50 PM

### Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers<sup>3</sup>

	Count	Rate (%)
Autism	*	*
Emotional Disturbance	N/A	N/A
Intellectual Disability	0	0.0
Learning Disability	13	*
Other Health Impairment	*	*
Other Disabilities	*	*
Speech/Language Impairment	17	*
School	39	92.9
District		78.9

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

# School Profile and Performance Report for School Year 2017-18

## Orchard Hill School

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## Performance and Accountability

### School Performance Index (SPI)

A School Performance Index (SPI) is the average performance of students in a subject area (i.e., ELA, Mathematics or Science) on the state summative assessments. The SPI ranges from 0-100. An SPI is reported for all students tested in a school and for students in each individual student group. Connecticut's ultimate target for an SPI is 75. The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

	English Language Arts(ELA)		Math	
	Count	SPI	Count	SPI
American Indian or Alaska Native	0	N/A	0	N/A
Asian	69	87.2	69	87.8
Black or African American	17	*	17	*
Hispanic or Latino	28	83.3	28	73.9
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A
Two or More Races	14	*	14	*
White	149	83.7	149	80.2
English Language Learners	41	75.0	41	75.0
Non-English Language Learners	236	84.9	236	81.2
Eligible for Free or Reduced-Price Meals	51	76.4	51	72.5
Not Eligible for Free or Reduced-Price Meals	226	85.0	226	82.1
Students with Disabilities	33	69.3	33	66.1
Students without Disabilities	244	85.3	244	82.2
High Needs	104	75.9	104	73.2
Non-High Needs	173	87.9	173	84.6
School	277	83.4	277	80.3

### National Assessment of Educational Progress (NAEP): Percent At or Above Proficient<sup>1</sup>

	NAEP 2017		NAEP 2013
	Grade 4	Grade 8	Grade 12
<b>READING</b>			
Connecticut	43%	44%	50%
National Public	35%	35%	36%
<b>MATH</b>			
Connecticut	40%	36%	32%
National Public	40%	33%	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	HS	Count	Rate (%)
Sit & Reach	83.2	N/A	N/A	N/A	95	83.2
Curl Up	87.4	N/A	N/A	N/A	95	87.4
Push Up	63.2	N/A	N/A	N/A	95	63.2
Mile Run/PACER	72.6	N/A	N/A	N/A	95	72.6
All Tests - School	47.4	N/A	N/A	N/A	95	47.4
All Tests - District	43.9	55.0	51.7	55.7		51.4

<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.

# School Profile and Performance Report for School Year 2017-18

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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.

The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	83.4	75	50.0	50	100.0	67.6
	High Needs Students	75.9	75	50.0	50	100.0	57.5
Math Performance Index	All Students	80.3	75	50.0	50	100.0	62.7
	High Needs Students	73.2	75	48.8	50	97.6	52.0
ELA Academic Growth	All Students	72.4%	100%	72.4	100	72.4	60.7%
	High Needs Students	65.2%	100%	65.2	100	65.2	55.6%
Math Academic Growth	All Students	68.2%	100%	68.2	100	68.2	61.9%
	High Needs Students	62.0%	100%	62.0	100	62.0	55.4%
Chronic Absenteeism	All Students	3.9%	<=5%	50.0	50	100.0	10.7%
	High Needs Students	8.0%	<=5%	44.0	50	87.9	16.6%
Preparation for CCR	% Taking Courses	N/A	75%	0.0	0	0.0	74.8%
	% Passing Exams	N/A	75%	0.0	0	0.0	44.8%
On-track to High School Graduation		N/A	94%	0.0	0	0.0	87.5%
4-year Graduation All Students (2017 Cohort)		N/A	94%	0.0	0	0.0	87.9%
6-year Graduation - High Needs Students (2015 Cohort)		N/A	94%	0.0	0	0.0	81.8%
Postsecondary Entrance (Class of 2017)		N/A	75%	0.0	0	0.0	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		97.9%   47.4%	75%	31.6	50	63.2	96.6%   50.1%
Arts Access		N/A	60%	0.0	0	0.0	51.2%
<b>Accountability Index</b>				<b>592.1</b>	<b>750</b>	<b>79.0</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	75.9	-0.9	15.6	
Math Performance Index Gap	75.0	73.2	1.8	17.7	
Science Performance Index Gap	.	N/A	.	.	
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), the ultimate target is used for gap calculations.

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

Subject/Subgroup	Participation Rate (%) <sup>3</sup>	
ELA	All Students	100.0
	High Needs Students	100.0
Math	All Students	100.0
	High Needs Students	100.0
Science	All Students	98.9
	High Needs Students	97.0

#### Supporting Resources

- [Two-page FAQ](#)
- [Detailed Presentation](#)
- [Using Accountability Results to Guide Improvement: comprehensive documentation and supports](#)

<sup>3</sup>Minimum participation standard is 95%.