

STRATEGIC SCHOOL PROFILE 2007-08**Odyssey Community School District**

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Location: 579 West Middle Turnpike
Manchester,
Connecticut

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: Hartford	Per Capita Income in 2000: N/A
Town Population in 2000: N/A	Percent of Adults without a High School Diploma in 2000*: N/A
1990-2000 Population Growth: N/A	Percent of Adults Who Were Not Fluent in English in 2000*: N/A
Number of Public Schools: 1	District Enrollment as % of Estimated. Student Population: N/A

*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): N/A

STUDENT ENROLLMENT

Enrollment on October 1, 2007 177
5-Year Enrollment Change 86.3%

DISTRICT GRADE RANGE

Grade Range 4- 8

INDICATORS OF EDUCATIONAL NEED

Need Indicator	Number in District	Percent		
		District	DRG	State
Students Eligible for Free/Reduced-Price Meals	37	20.9	N/A	28.7
K-12 Students Who Are Not Fluent in English	0	0.0	N/A	5.4
Students Identified as Gifted and/or Talented	0	0.0	N/A	4.0
PK-12 Students Receiving Special Education Services in District	18	10.2	N/A	11.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	N/A	N/A	N/A	N/A
Homeless	0	0.0	N/A	0.2
Juniors and Seniors Working 16 or More Hours Per Week	N/A	N/A	N/A	N/A

SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	1	0.6
Asian American	4	2.3
Black	43	24.3
Hispanic	32	18.1
White	97	54.8
Total Minority	80	45.2

Percent of Minority Professional Staff: 0.0%

Non-English Home Language: All of this district's students (excluding prekindergarten students) come from homes where English is the primary language.

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.

Odyssey continues to attract a very diverse student population, with 47% reporting minority race/ethnicity. Students have the additional advantage of peer groups with students who come from as many as ten different towns ranging from rural communities and suburban areas to inner city residents. Through regular programming, students participate in interdisciplinary units and events that celebrate diversity and human experience, including the Holocaust, Black and Latino History, Women in History and various topics involving the Civil Rights Movement. Each trimester students participate in All School Exploration. These units include study of a particular culture, with an emphasis this year on the Middle East. Students also experience awareness of individual differences and cultures through our student advisory program as well as our anti-bullying program for elementary students. Students have the opportunity to participate in small groups to deal with stereotypes of diversity and tolerance as well as building skills in dealing with threatening or bullying behaviors. These conversations also take place within the context of the school's CIRCLE values of Courage, Integrity, Respect, Curiosity, Leadership and Excellence. Field trips augment learning. During an All School Exploration this year, students attended a Renaissance Faire. Students in need of financial aid are provided with that assistance in a private and supportive way. In addition to a line item in the budget, many parents include an extra donation when paying for their child's field trip to assist other families.

STUDENT PERFORMANCE

Connecticut Mastery Test, Fourth Generation, % 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.

Grade and CMT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal
Grade 3 Reading	N/A	N/A	N/A
Writing	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A
Grade 4 Reading	44.1	55.9	14.6
Writing	50.0	62.9	10.7
Mathematics	20.6	60.3	1.3
Grade 5 Reading	40.6	62.2	8.0
Writing	50.0	64.5	14.2
Mathematics	50.0	65.9	12.3
Science	31.3	54.9	9.9
Grade 6 Reading	75.8	66.3	56.0
Writing	44.1	61.9	12.5
Mathematics	58.8	66.4	20.2
Grade 7 Reading	75.0	71.1	38.1
Writing	62.2	62.0	38.1
Mathematics	43.2	63.0	12.3
Grade 8 Reading	57.1	64.8	21.4
Writing	40.0	63.4	8.2
Mathematics	37.1	60.8	10.7
Science	54.3	58.6	29.6

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.com.

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 scoreable 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
	8.0	36.1	1.1

SAT® I: Reasoning Test Class of 2007		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, Class of 2007	N/A	N/A	N/A
Cumulative Four-Year Dropout Rate for Class of 2007	N/A	N/A	N/A
2006-07 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 District Staff	
General Education	
Teachers and Instructors	14.25
Paraprofessional Instructional Assistants	0.75
Special Education	
Teachers and Instructors	2.00
Paraprofessional Instructional Assistants	1.50
Library/Media Specialists and Assistants	0.00
Staff Devoted to Adult Education	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	
School Level	0.60
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	0.00
Counselors, Social Workers, and School Psychologists	0.00
School Nurses	0.71
Other Staff Providing Non-Instructional Services and Support	3.45

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	5.9	N/A	13.6
% with Master's Degree or Above	52.9	N/A	75.6

Average Class Size	District	DRG	State
Grade K	N/A	N/A	N/A
Grade 2	N/A	N/A	N/A
Grade 5	17.0	N/A	20.9
Grade 7	18.5	N/A	20.5
High School	N/A	N/A	N/A

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	N/A	N/A	N/A
Middle School	971	N/A	1,017
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.

Students Per Academic Computer	Dist	DRG	State
Elementary School*	N/A	N/A	N/A
Middle School	2.2	N/A	2.7
High School	N/A	N/A	N/A

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2006-07

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	Elementary Districts	DRG	State
Instructional Staff and Services	\$866	\$4,975	\$7,141	N/A	\$7,159
Instructional Supplies and Equipment	\$46	\$265	\$314	N/A	\$266
Improvement of Instruction and Educational Media Services	\$76	\$437	\$219	N/A	\$429
Student Support Services	\$27	\$156	\$732	N/A	\$761
Administration and Support Services	\$195	\$1,122	\$1,370	N/A	\$1,271
Plant Operation and Maintenance	\$198	\$1,139	\$1,146	N/A	\$1,322
Transportation	\$0	N/A	\$575	N/A	\$601
Costs for Students Tuitioned Out	N/A	N/A	N/A	N/A	N/A
Other	\$0	\$0	\$62	N/A	\$145
Total	\$1,408	\$8,094	\$12,187	N/A	\$12,151
Additional Expenditures					
Land, Buildings, and Debt Service	\$110	\$631	\$1,737	N/A	\$1,882

Special Education Expenditures	
Total Expenditures	N/A
Percent of Total PK-12 Expenditures Used for Special Education	N/A

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	0.0	96.1	0.5	3.4
Excluding School Construction	0.0	99.0	0.6	0.4

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.

Odyssey's goal is to create an atmosphere through which students develop self-confidence, academic competence, an ability to communicate effectively, and an understanding of their obligation to contribute to the well being of the community. Our philosophy emphasizes a multi-layered concept of community, from the smallest advisory group to the increasingly larger groups of the class, the school, the town, the state, the country and the world. We encourage students to incorporate their individual needs into the overall goals of the community without sacrificing independence and uniqueness. Our CIRCLE values - Courage, Integrity, Respect, Curiosity, Leadership and Excellence - serve as common values toward which all members of the Odyssey community strive. Odyssey has made and maintained a commitment to provide smaller class sizes than are commonly seen in traditional public schools. Smaller classes foster close relationships between students and teachers and create a safe environment in which individual differences are celebrated with positive values from the basis of mutual support. Facilitated by smaller groups, teachers design lessons that engage all students in the learning process.

SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	N/A
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	N/A

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	N/A	N/A	N/A	N/A
Learning Disability	N/A	N/A	N/A	N/A
Intellectual Disability	N/A	N/A	N/A	N/A
Emotional Disturbance	N/A	N/A	N/A	N/A
Speech Impairment	N/A	N/A	N/A	N/A
Other Health Impairment*	N/A	N/A	N/A	N/A
Other Disabilities**	N/A	N/A	N/A	N/A
Total	N/A	N/A	N/A	N/A

*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 2006-07 with a Standard Diploma	N/A	N/A
2006-07 Annual Dropout Rate for Students Aged 14 to 21	N/A	N/A

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	N/A	N/A	58.8	62.1
	Writing	N/A	N/A	49.4	63.0
	Mathematics	N/A	N/A	41.9	62.7
	Science	N/A	N/A	43.3	56.8
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	N/A
	% With Accommodations	N/A
CAPT	% Without Accommodations	N/A
	% With Accommodations	N/A
% Assessed Using Skills Checklist		N/A

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	N/A	N/A
Private Schools or Other Settings	N/A	N/A

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	N/A	N/A	N/A	N/A
40.1 to 79.0 Percent of Time	N/A	N/A	N/A	N/A
0.0 to 40.0 Percent of Time	N/A	N/A	N/A	N/A

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

Following a pilot in the previous school year, Odyssey incorporated The Blue Ribbon Assessment Program in all grades during 2007-2008. Blue Ribbon is a computer based, internet application which will serve as a second form of assessment to show student progress in addition to the Connecticut Mastery Tests. Prior to the pilot, the only form of assessment has been the CMTs, which demonstrate growth over time, with the majority of 8th graders outperforming their home schools and/or the state average. Student performance at Odyssey is assessed through a combination of methods, including written work, class work, quizzes and tests. Odyssey teachers address individual learning styles in a variety of ways, including working with an understanding of multiple intelligence theory. Teachers employ a variety of assessments, adapted and modified on a case-by-case basis within their classes. Each Friday a Student Watch is sent home to parents, informing them of test scores, projects coming up, homework assignments that were not completed, etc.
