

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

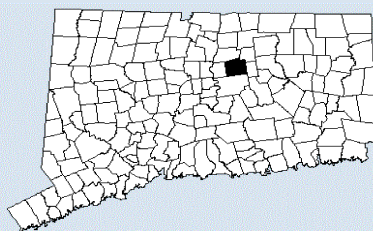


## Odyssey Community School District

860-645-1234 • <http://www.odysseyschool.org>

### District Information

Grade Range	K-8
Number of Schools/Programs	1
Enrollment	329
Per Pupil Expenditures <sup>1</sup>	\$11,861
Total Expenditures <sup>1</sup>	\$3,890,360

<sup>1</sup>Expenditure data reflect the 2016-17 year.

### 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 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](http://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, 2017 Enrollment

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	162	49.2	48.4
Male	167	50.8	51.6
American Indian or Alaska Native	*	*	0.3
Asian	49	14.9	5.1
Black or African American	57	17.3	12.8
Hispanic or Latino	55	16.7	24.8
Pacific Islander	*	*	0.1
Two or More Races	23	7.0	3.3
White	143	43.5	53.6
English Learners	24	7.3	7.2
Eligible for Free or Reduced-Price Meals	72	21.9	36.7
Students with Disabilities <sup>1</sup>	22	6.7	14.8

<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	8	5.0	*	*
Male	10	6.1	*	*
Black or African American	*	*	*	*
Hispanic or Latino	*	*	*	*
White	11	7.7	*	*
English Learners	*	*	0	0.0
Eligible for Free or Reduced-Price Meals	6	4.3	*	*
Students with Disabilities	*	*	*	*
District	18	5.6	11	3.4
State		10.7		6.8

Number of students in 2016-17 qualified as truant under state statute: 11

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.

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

## Odyssey Community School District

### Educators

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

	FTE
<b>General Education</b>	
Teachers and Instructors	26.0
Paraprofessional Instructional Assistants	8.0
<b>Special Education</b>	
Teachers and Instructors	4.0
Paraprofessional Instructional Assistants	3.0
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	0.0
School Level	2.0
<b>Library/Media</b>	
Specialists (Certified)	0.0
Support Staff	1.0
Instructional Specialists Who Support Teachers	0.0
Counselors, Social Workers and School Psychologists	1.0
School Nurses	1.3
Other Staff Providing Non-Instructional Services/Support	6.0

<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	District Percent of Total (%)	State Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	0	0.0	1.1
Black or African American	1	3.0	3.7
Hispanic or Latino	2	6.1	3.7
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	30	90.9	91.0

#### Classroom Teacher Attendance: 2016-17

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	7.1	10.5

### Instruction and Resources

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

	Count	Rate (%)
Autism	N/A	N/A
Emotional Disturbance	N/A	N/A
Intellectual Disability	N/A	N/A
Learning Disability	N/A	N/A
Other Health Impairment	N/A	N/A
Other Disabilities	N/A	N/A
Speech/Language Impairment	N/A	N/A
District	N/A	N/A
State		68.6

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

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

## Odyssey Community School District

### Students with Disabilities by Primary Disability<sup>1</sup>

	District Count	District Rate (%)	State Rate (%)
Autism	0	0.0	1.8
Emotional Disturbance	0	0.0	1.1
Intellectual Disability	0	0.0	0.5
Learning Disability	0	0.0	5.2
Other Health Impairment	0	0.0	3.1
Other Disabilities	0	0.0	1.1
Speech/Language Impairment	0	0.0	1.8
All Disabilities	0	0.0	14.5

<sup>1</sup>Grades K-12

### Students with Disabilities Placed Outside of the District<sup>2</sup>

	District Count	District Rate (%)	State Rate (%)
Public Schools in Other Districts	0	0.0	8.3
Private Schools or Other Settings	0	0.0	5.2

<sup>2</sup>Grades K-12

### Overall Expenditures:<sup>3</sup> 2016-17

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	2,292,912	6,991	9,847
Instructional Supplies and Equipment	138,950	424	287
Improvement of Instruction and Educational Media Services	47,315	144	589
Student Support Services	55,854	170	1,120
Administration and Support Services	822,659	2,508	1,905
Plant Operation and Maintenance	532,670	1,624	1,648
Transportation	0	.	904
Costs of Students Tuitioned Out	.	N/A	N/A
Other	0	0	208
<b>Total</b>	<b>3,890,360</b>	<b>11,861</b>	<b>16,535</b>

#### Additional Expenditures

Land, Buildings, and Debt Service	79,806	243	1,393
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<sup>3</sup>Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

### Special Education Expenditures: 2016-17

	District Total (\$)	District Percent of Total (%)	State Percent of Total (%)
Certified Personnel	0	0.0	33.8
Noncertified Personnel	0	0.0	14.5
Purchased Services	0	0.0	5.5
Tuition to Other Schools	0	0.0	23.4
Special Ed. Transportation	0	0.0	8.7
Other Expenditures	0	0.0	14.1
<b>Total Expenditures</b>	<b>0</b>	<b>0.0</b>	<b>100.0</b>

### Expenditures by Revenue Source:<sup>4</sup> 2016-17

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	0.0	0.0
State	89.2	91.0
Federal	2.1	2.1
Tuition & Other	8.7	6.8

<sup>4</sup>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 Correction).

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

## Odyssey Community School District

### 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.

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	DPI	Count	DPI
American Indian or Alaska Native	0	N/A	0	N/A
Asian	22	69.2	22	67.3
Black or African American	40	60.2	40	53.9
Hispanic or Latino	46	63.9	46	55.3
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A
Two or More Races	14	*	14	*
White	95	68.0	95	63.1
English Learners	19	*	19	*
Non-English Learners	198	66.3	198	60.5
Eligible for Free or Reduced-Price Meals	38	58.6	38	52.1
Not Eligible for Free or Reduced-Price Meals	179	67.2	179	61.5
Students with Disabilities	21	44.7	21	39.4
Students without Disabilities	196	67.9	196	62.0
High Needs	66	55.8	66	49.7
Non-High Needs	151	70.0	151	64.2
District	217	65.7	217	59.8

#### 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	97.1	86.5	87.1	N/A	103	90.3
Curl Up	85.7	89.2	93.5	N/A	103	89.3
Push Up	57.1	73.0	67.7	N/A	103	66.0
Mile Run/PACER	65.7	56.8	45.2	N/A	103	56.3
All Tests - District	45.7	45.9	38.7	N/A	103	43.7
All Tests - State	53.2	51.4	50.5	45.6		50.1

<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.

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

## Odyssey Community School District

### 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	65.7	75	43.8	50	87.6	67.6
	High Needs Students	55.8	75	37.2	50	74.4	57.5
Math Performance Index	All Students	59.8	75	39.9	50	79.8	62.7
	High Needs Students	49.7	75	33.1	50	66.3	52.0
ELA Academic Growth	All Students	54.6%	100%	54.6	100	54.6	60.7%
	High Needs Students	45.2%	100%	45.2	100	45.2	55.6%
Math Academic Growth	All Students	54.4%	100%	54.4	100	54.4	61.9%
	High Needs Students	50.5%	100%	50.5	100	50.5	55.4%
Chronic Absenteeism	All Students	5.6%	<=5%	48.9	50	97.7	10.7%
	High Needs Students	5.3%	<=5%	49.3	50	98.7	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		93.3%	94%	49.6	50	99.3	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)		97.2%   43.7%	75%	29.1	50	58.3	96.6%   50.1%
Arts Access		N/A	60%	0.0	0	0.0	51.2%
<b>Accountability Index</b>				<b>535.7</b>	<b>800</b>	<b>67.0</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	70.0	55.8	14.2	15.9	
Math Performance Index Gap	64.2	49.7	14.5	18.2	
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	100.0
	High Needs Students	100.0

<sup>3</sup>Minimum 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: 51.5**

#### Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

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

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

## Odyssey Community School District

### Narratives

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#### **School District Improvement Plans and Parental Outreach Activities**

Odyssey is completely committed to advancing the academic and social development of all our students. Each year, our students consistently outperform Manchester Public Schools and surrounding sending towns on state testing and remain one of the top charter schools in Connecticut. This coming year, we will be implementing a 5-year School Improvement Plan, which will focus predominantly on teaching and learning, school climate, and community outreach. Our focus on literacy will be supported through the introduction of The Teachers College Reading and Writing Program. Staff will work closely with specialists from CREC throughout the year to implement the program with fidelity. During the 2017-2018 school year, we successfully piloted an online world language program, offering our 7th grade students the opportunity to take one of 5 different languages over the course of two years to receive credit towards high school. This program will be offered to both our 7th and 8th graders next year, with the hope of hiring a World Language teacher the following year. Odyssey students in grades K-4 participate in an intervention block, which provides 30 minutes, four days a week, for all students to receive small group enrichment or intervention supports depending on the needs of each student. This program has been very successful in improving student reading, writing, and math skills. Many students each year are exited from receiving SRBI supports, and special education referrals have decreased. In addition, our intervention block time allows students with special needs to receive many IEP services at a time that does not interfere with classroom instructional time, maximizing the time that students receive the same instruction as their non-disabled peers. The culture and climate of Odyssey Community School has always been a very strong attribute of the school. We have consistently received positive feedback from parent and student surveys, and general observations from visitors on our warm and welcoming school environment. Our goal at Odyssey has always been to achieve a family-like atmosphere with our students, parents, staff and community members. Our COOP (Circle of Odyssey Parents) meets monthly to discuss various topics pertaining to the school and leads events to promote family involvement such as movie and game nights. Babysitting is provided for each monthly meeting at no cost to encourage parent participation. During the 2017-2018 school year, Odyssey's School Governance Council worked to increase family involvement by increasing the number of school-wide events, both during and after the school day, and improving communication regarding these events. Data showed that there was an increase in the awareness of activities and involvement this year. This coming year, we will offer multiple curriculum nights to increase parent understanding of instruction, and to support learning at home, as well as monthly parent breakfasts with administrators to keep families abreast of important school information.

#### **Efforts to Reduce Racial, Ethnic and Economic Isolation**

Equity has always been a strength in Odyssey. In addition to individualizing instruction, we attribute this success to our emphasis on character development. Every Friday, our middle school students meet in advisory groups, with elementary students in Buddy Groups or as a whole group in Middle School Meetings. In these different groups students discuss issues such as equity, and how diversity affects and enhances the world we live in. Another aspect of our school that contributes to our success is our emphasis on cultural education within our ASE (All School Exploration) program. ASE focuses on a different topic each trimester. One topic each year is devoted to a specific region of the world. During this trimester students create projects on this region, we have guest speakers come to the school, we have a kick-off event and a culminating activity, we take field trips, and students take 8 to 10 classes taught by different teachers on the topic. By devoting so much time and energy to a topic, students gain a much more in depth understanding of the culture. It is our philosophy that cultural studies must go beyond isolated events or celebrations. Students must have the opportunity to examine different aspects of a culture to truly be able to understand and appreciate it. We believe that this helps our students gain an understanding of their own cultures as well as other cultures, and this understanding builds an environment of acceptance and appreciation throughout the school. Odyssey has a minority population of 53%, making us a thoroughly and successfully integrated and diverse school of choice. Students consider themselves to be part of the school community and understand that they are called upon to help their peers achieve their potential regardless of race, ethnicity or economic level.

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

## Odyssey Community School District

### **Equitable Allocation of Resources among District Schools**

only one school