

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2013–14

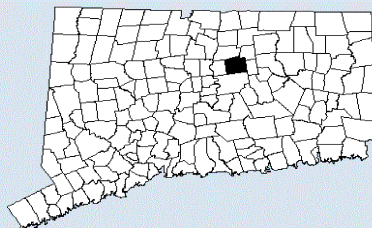


Odyssey Community School District

860-645-1234

District Information

Grade Range	K-8
Number of Schools	1
Enrollment	325
Per Pupil Expenditures ¹	\$9,539
Total Expenditures ¹	\$3,090,555

¹Expenditure data reflect the 2012-13 year.

Community Information

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

Related Reports/Publications

[CT Reports \(CMT/CAPT\)](#)

[District and School Performance Reports](#)

[Special Education Annual Performance Reports](#)

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Notes

Unless otherwise noted, all data are for 2013-14 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](#).

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, 2013 Enrollment

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	153	47.1	48.3
Male	172	52.9	51.6
American Indian	0	0.0	0.2
Asian	33	10.2	4.6
Black or African American	73	22.5	12.9
Hispanic or Latino	51	15.7	21.2
Pacific Islander	0	0.0	0.0
White	158	48.6	58.4
Two or More Races	10	3.1	2.3
English Language Learners	0	0.0	5.7
Eligible for Free or Reduced-Price Meals	109	33.5	37.3
Students with Disabilities ¹	27	8.3	12.8

¹Students 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 ²		Suspension/ Expulsion ³	
	Count	Rate (%)	Count	Rate (%)
Female	18	11.8	*	*
Male	19	11.5	*	*
Black or African American	*	*	*	*
Hispanic or Latino	*	*	*	*
White	22	14.1	8	5.1
English Language Learners	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	16	14.5	12	10.1
Students with Disabilities	*	*	*	*
District	37	11.7	19	5.9
State		10.8		7.4

Number of students in 2012-13 qualified as truant under state statute: 0

²A 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.

³The count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

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Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	25.8
Paraprofessional Instructional Assistants	8.0
Special Education	
Teachers and Instructors	4.0
Paraprofessional Instructional Assistants	3.0
Administrators, Coordinators and Department Chairs	
District Central Office	0.0
School Level	2.0
Library/Media	
Specialists (Certified)	0.0
Support Staff	0.6
Instructional Specialists Who Support Teachers	0.0
Counselors, Social Workers and School Psychologists	0.0
School Nurses	1.3
Other Staff Providing Non-Instructional Services/Support	5.8

¹In 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 (%)
Asian	0	0	1.0
Black or African American	0	0	3.5
Hispanic	2	6.3	3.6
Native American	0	0	0.1
White	30	93.8	91.7

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
District	100.0
District Poverty Quartile: Middle	
State High Poverty Quartile Schools	97.8
State Low Poverty Quartile Schools	99.5

²Core academic classes taught by teachers who are fully certified to teach in that subject area.

Classroom Teacher Attendance: 2012-13

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	5.0	9.3

Instruction and Resources

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers⁴

	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		69.2

⁴Ages 6-21

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	0	0	1.4
Emotional Disturbance	0	0	1.0
Intellectual Disability	0	0	0.4
Learning Disability	0	0	4.2
Other Health Impairment	0	0	2.5
Other Disabilities	0	0	1.0
Speech/Language Impairment	0	0	1.9
All Disabilities	0	0	12.4

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	0	0	2.8
Private Schools or Other Settings	0	0	8.1

²Grades K-12

Overall Expenditures:³ 2012-13

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	1,895,197	5,849	8,769
Instructional Supplies and Equipment	52,328	162	275
Improvement of Instruction and Educational Media Services	93,509	289	487
Student Support Services	54,105	167	965
Administration and Support Services	568,260	1,754	1,600
Plant Operation and Maintenance	427,156	1,318	1,472
Transportation	0	.	786
Costs of Students Tuitioned Out	.	N/A	N/A
Other	0	0	178
Total	3,090,555	9,539	14,642

Additional Expenditures

Land, Buildings, and Debt Service	1,905,942	5,883	1,434
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³Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Special Education Expenditures: 2012-13

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	0	0.0	35.6
Noncertified Personnel	0	0.0	14.5
Purchased Services	0	0.0	5.0
Tuition to Other Schools	0	0.0	21.4
Special Ed. Transportation	0	0.0	8.5
Other Expenditures	0	0.0	14.9
Total Expenditures	0	0.0	100.0

PK-12 Expenditures Used for Special Education	.	21.9
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Expenditures by Revenue Source:⁴ 2012-13

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	0.0	0.0
State	67.8	88.4
Federal	0.7	1.2
Tuition & Other	31.5	10.5

⁴Revenue 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 2013-14

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Performance

District Performance Index (DPI)

A District Performance Index (DPI) for the Connecticut Mastery Test (CMT) is the test performance of all subjects tested for all students in the district. The DPI ranges in value from 0 to 100 points. Connecticut's ultimate target for a DPI is 88 because in a district with a DPI of 88 or above, students will have performed at or above the "goal" level on the majority of tests. Detailed reports of CMT assessment results are available at www.ctreports.com. School and District Performance Reports produced by the Connecticut State Department of Education (CSDE) are also available online.

CMT	DPI				2013-14				Note: If no data are displayed for 2013-14, the district implemented the Smarter Balanced Field Test.
	2009-10	2010-11	2011-12	2012-13	Count	DPI	Target	Achieved	
Black or African American	65.2	69.8	74.2	75.2	50	78.5	72.7	Yes	
Hispanic or Latino	72.3	75.2	82.9	80.7	27	77.3	78.6	No	
English Language Learners		
Eligible for Free or Reduced-Price Meals	66.3	73.1	73.7	74.0	77	74.1	73.8	Yes	
Students with Disabilities	52.3	51.4	53.5	63.9	25	53.1	58.3	No	
High Needs	64.6	68.6	71.8	73.5	92	71.1	71.6	No	
District	73.6	77.6	80.4	79.5	211	80.8	79.0	Yes	

2013 National Assessment of Educational Progress (NAEP): Percent At or Above Proficient¹

READING	Grade 4	Grade 8	Grade 12
Connecticut	43%	45%	50%
National Public	34%	34%	36%
MATH	Grade 4	Grade 8	Grade 12
Connecticut	45%	37%	32%
National Public	41%	34%	25%

¹NAEP 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 CMT/CAPT and NAEP. Instead, NAEP results are meant to complement CMT/CAPT results.

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by			All Tested Grades	
	4	6	8	Count	Rate (%)
Sit & Reach	89.2	91.7	90.6	105	90.5
Curl Up	75.7	97.2	81.3	105	84.8
Push Up	40.5	63.9	50.0	105	51.4
Mile Run/PACER	45.9	61.1	71.9	105	59.0
All Tests - District	27.0	47.2	37.5	105	37.1
All Tests - State	50.2	50.7	50.3		51.1

²The 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.

³Only students assessed in all four areas are included in this calculation.

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Narratives

School District Improvement Plans and Parental Outreach Activities

The culture and climate of Odyssey School has always been a very strong attribute of the school. We have consistently received positive feedback from parent surveys, Welcoming Walkthroughs, and general observations from visitors on how inviting and warm our school environment is. Our goal at Odyssey has always been to achieve a family-like atmosphere with our students, parents, staff and community members.

Several efforts have been made to support our students with special needs and our high risk students. With the addition of grades K-3, our special education team grew from 2 full-time special education teachers and 2 full-time special education paraprofessionals to 3 full-time special education teachers and 3 full-time special education paraprofessionals. In addition, a K-6 Intervention Teacher was hired in 2014 to service students with special needs and support students requiring Tier III interventions.

Teachers and paraprofessionals support our students with special needs through co-taught and resource models. In grades 5-8, almost all language arts and math classes which include students with special needs are co-taught by regular and special education teachers. In grades 7-8, one math class (10 students) per grade is supported by a special education teacher allowing for a 1:5 teacher student ratio. Depending on needs addressed in IEPs, students with special needs in our elementary grades are supported by our two special education teachers, our special education paraprofessional, and/or one of our 5 classroom paraprofessionals.

Our School Governance Council was established during the 2013-2014 school year. The committee, which meets monthly, includes teachers, parents, community members, and administration. The focus of the committee has been to improve parent communication and engagement. Our COOP (Circle of Odyssey Parents) meets monthly to discuss various topics pertaining to the school. Babysitting is provided for each meeting to encourage parent participation.

In the spring of 2014, Odyssey hosted a Family Outreach Fair. During this event, teachers and administration prepared discussions and resources on different topics related to supporting students at home. Such topics included reading, writing, math strategies, organization, nutrition and fitness, etc. Parents and students had the opportunity to talk with different teachers, participate in activities, and gather resources about the different topics. The event was very well attended, and positive feedback was received.

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. In the middle school we designate the first period Friday mornings as our community period. During this time the students meet in advisory groups, with elementary students in Buddy Groups or as a whole group in Middle School Meeting. 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 are able to 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. In 2013 – 2014 there were no referrals for behavioral incidents motivated by racism or prejudice against low income. Students at Odyssey behave in a way that demonstrates a lack of prejudice. 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.

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Odyssey Community School District

Equitable Allocation of Resources among District Schools

n/a