

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2015–16

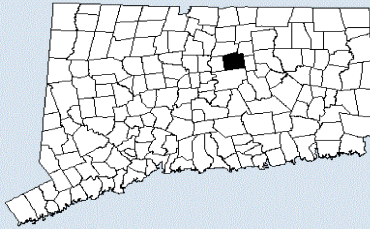


## Odyssey Community School District

860-645-1234

### District Information

Grade Range	K-8
Number of Schools/Programs	1
Enrollment	328
Per Pupil Expenditures <sup>1</sup>	\$10,411
Total Expenditures <sup>1</sup>	\$3,414,906

<sup>1</sup>Expenditure data reflect the 2014-15 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](#)  
[SAT®, AP®, PSAT® Report by High School \(Class of 2016\)](#)  
 (2016® The College Board)

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### Notes

Unless otherwise noted, all data are for 2015-16 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, 2015 Enrollment

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	160	48.8	48.3
Male	168	51.2	51.6
American Indian or Alaska Native	0	0.0	0.2
Asian	44	13.4	4.9
Black or African American	67	20.4	12.8
Hispanic or Latino	48	14.6	23.0
Pacific Islander	0	0.0	0.0
Two or More Races	19	5.8	2.7
White	150	45.7	55.9
English Learners	17	5.2	6.4
Eligible for Free or Reduced-Price Meals	86	26.2	38.0
Students with Disabilities <sup>1</sup>	25	7.6	13.7

<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	*	*	*	*
Male	*	*	*	*
Black or African American	*	*	*	*
Hispanic or Latino	0	0.0	*	*
White	12	8.2	*	*
English Learners	0	*	*	*
Eligible for Free or Reduced-Price Meals	*	*	*	*
Students with Disabilities	*	*	*	*
District	14	4.3	12	3.7
State		9.6		7.0

Number of students in 2014-15 qualified as truant under state statute: 23

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 2015-16

## Odyssey Community School District

### Educators

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

	FTE
<b>General Education</b>	
Teachers and Instructors	27.0
Paraprofessional Instructional Assistants	10.5
<b>Special Education</b>	
Teachers and Instructors	3.0
Paraprofessional Instructional Assistants	7.0
<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	0.5
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	6.3

<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	1.0
Black or African American	0	0.0	3.5
Hispanic or Latino	2	6.3	3.5
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	30	93.8	91.7

#### Classes Taught by Highly Qualified Teachers<sup>2</sup>

	Percent of Total (%)
District	100.0
District Poverty Quartile: Middle	
State High Poverty Quartile Schools	97.6
State Low Poverty Quartile Schools	99.6

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

#### Classroom Teacher Attendance: 2014-15

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	9.1	9.4

### 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		68.8

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

# District Profile and Performance Report for School Year 2015-16

## Odyssey Community School District

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

	District Count	District Rate (%)	State Rate (%)
Autism	0	0.0	1.6
Emotional Disturbance	0	0.0	1.0
Intellectual Disability	0	0.0	0.5
Learning Disability	0	0.0	4.6
Other Health Impairment	0	0.0	2.8
Other Disabilities	0	0.0	1.0
Speech/Language Impairment	0	0.0	1.9
All Disabilities	0	0.0	13.4

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

### Overall Expenditures:<sup>3</sup> 2014-15

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	2,117,359	6,455	9,387
Instructional Supplies and Equipment	58,831	179	318
Improvement of Instruction and Educational Media Services	93,489	285	541
Student Support Services	59,926	183	1,048
Administration and Support Services	592,748	1,807	1,790
Plant Operation and Maintenance	492,553	1,502	1,608
Transportation	0	.	845
Costs of Students Tuitioned Out	.	N/A	N/A
Other	0	0	194
<b>Total</b>	<b>3,414,906</b>	<b>10,411</b>	<b>15,762</b>

#### Additional Expenditures

Land, Buildings, and Debt Service	1,530,704	4,667	1,524
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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: 2014-15

	District Total (\$)	District Percent of Total (%)	State Percent of Total (%)
Certified Personnel	0	0.0	35.1
Noncertified Personnel	0	0.0	14.5
Purchased Services	0	0.0	5.5
Tuition to Other Schools	0	0.0	21.6
Special Ed. Transportation	0	0.0	8.3
Other Expenditures	0	0.0	15.0
<b>Total Expenditures</b>	<b>0</b>	<b>0.0</b>	<b>100.0</b>

### Expenditures by Revenue Source:<sup>4</sup>

#### 2014-15

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	0.0	0.0
State	86.1	96.7
Federal	1.3	1.9
Tuition & Other	12.6	1.4

<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 2015-16

## 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.

	English Language Arts(ELA)		Math		Science	
	Count	DPI	Count	DPI	Count	DPI
American Indian or Alaska Native	0	N/A	0	N/A	0	N/A
Asian	16	*	16	*	*	*
Black or African American	52	64.2	52	55.7	22	52.1
Hispanic or Latino	32	67.6	32	59.8	10	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	10	*	10	*	*	*
White	105	70.3	105	60.7	35	58.7
English Learners	6	*	6	*	*	*
Non-English Learners	209	69.1	209	60.5	*	*
Eligible for Free or Reduced-Price Meals	69	64.1	69	55.4	19	*
Not Eligible for Free or Reduced-Price Meals	146	70.6	146	62.2	55	57.0
Students with Disabilities	26	49.7	26	43.0	9	*
Students without Disabilities	189	71.1	189	62.3	65	57.6
High Needs	83	62.0	83	53.9	26	48.9
Non-High Needs	132	72.6	132	63.9	48	59.1
District	215	68.5	215	60.0	74	55.5

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

	NAEP 2015		NAEP 2013
	Grade 4	Grade 8	Grade 12
<b>READING</b>			
Connecticut	43%	43%	50%
National Public	35%	33%	36%
<b>MATH</b>			
Grade 4			
Connecticut	41%	36%	32%
National Public	39%	32%	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	10	Count	Rate (%)
Sit & Reach	94.4	87.5	89.2	N/A	105	90.5
Curl Up	88.9	87.5	100.0	N/A	105	92.4
Push Up	77.8	71.9	89.2	N/A	105	80.0
Mile Run/PACER	55.6	46.9	40.5	N/A	105	47.6
All Tests - District	41.7	40.6	37.8	N/A	105	40.0
All Tests - State	50.6	49.8	50.6	51.1		50.5

<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 2015-16

## Odyssey Community School District

### Next Generation Accountability Results

These statistics are the results from Connecticut's Next Generation Accountability System for districts and schools. This system is a broad set of 12 indicators that help tell the story of how well a school is preparing its students for success in college, careers and life. It moves beyond test scores and graduation rates and instead provides a more holistic, multifactor perspective of district and school performance and incorporates student growth over time.

Indicator		Index/Rate	Target	Points	Max	% Points	State Average
ELA Performance Index	All Students	68.5	75	45.7	50	91.4	67.7
	High Needs Students	62.0	75	41.4	50	82.7	56.7
Math Performance Index	All Students	60.0	75	40.0	50	80.0	61.4
	High Needs Students	53.9	75	35.9	50	71.8	49.9
Science Performance Index	All Students	55.5	75	37.0	50	74.0	57.5
	High Needs Students	48.9	75	32.6	50	65.1	47.0
ELA Academic Growth	All Students	62.1%	100%	62.1	100	62.1	63.8%
	High Needs Students	67.2%	100%	67.2	100	67.2	58.3%
Math Academic Growth	All Students	54.1%	100%	54.1	100	54.1	65.0%
	High Needs Students	53.0%	100%	53.0	100	53.0	57.4%
Chronic Absenteeism	All Students	4.3%	<=5%	50.0	50	100.0	9.6%
	High Needs Students	1.7%	<=5%	50.0	50	100.0	15.6%
Preparation for CCR	% Taking Courses	N/A	75%	0.0	0	0.0	67.6%
	% Passing Exams	N/A	75%	0.0	0	0.0	40.7%
On-track to High School Graduation		97.0%	94%	50.0	50	100.0	85.1%
4-year Graduation All Students (2015 Cohort)		N/A	94%	0.0	0	0.0	87.2%
6-year Graduation - High Needs Students (2013 Cohort)		N/A	94%	0.0	0	0.0	78.6%
Postsecondary Entrance (Class of 2015)		N/A	75%	0.0	0	0.0	71.9%
Physical Fitness (estimated part rate) and (fitness rate)		96.3%   40.0%	75%	26.7	50	53.3	89.2%   50.5%
Arts Access		N/A	60%	0.0	0	0.0	47.5%
<b>Accountability Index</b>				<b>645.5</b>	<b>900</b>	<b>71.7</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	72.6	62.0	10.6	16.5	
Math Performance Index Gap	63.9	53.9	10.0	18.9	
Science Performance Index Gap	59.1	48.9	10.3	17.2	
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	99.5
	High Needs Students	100.0
Math	All Students	99.5
	High Needs Students	100.0
Science	All Students	98.7
	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: 51.4**

#### 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 2015-16

## Odyssey Community School District

### **Narratives**

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

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

# District Profile and Performance Report for School Year 2015-16

## Odyssey Community School District

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