DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2016–17
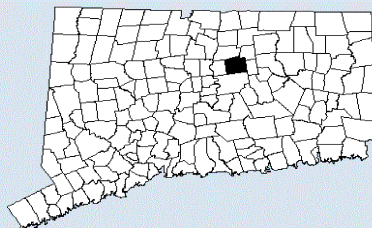
CSDE
CONNECTICUT STATE
DEPARTMENT OF EDUCATION

Odyssey Community School District

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

District Information

Grade Range	K-8
Number of Schools/Programs	1
Enrollment	328
Per Pupil Expenditures[1]	$10,908
Total Expenditures[1]	$3,577,910

[1]*Expenditure data reflect the 2015-16 year.*

Community Information

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

Related Reports/Publications

[CT Reports (CMT/CAPT)](#)
[Special Education Annual Performance Reports](#)
[SAT®, AP®, PSAT® Report by High School (Class of 2017)](#)
(2017® The College Board)

Contents

Notes

Unless otherwise noted, all data are for 2016-17 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.

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, 2016 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	162	49.4	48.4
Male	166	50.6	51.6
American Indian or Alaska Native	0	0.0	0.3
Asian	46	14.0	5.1
Black or African American	57	17.4	12.9
Hispanic or Latino	53	16.2	24.0
Pacific Islander	*	*	0.1
Two or More Races	*	*	2.9
White	148	45.1	54.8
English Learners	17	5.2	6.8
Eligible for Free or Reduced-Price Meals	79	24.1	35.9
Students with Disabilities[1]	23	7.0	14.3

[1]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[2]		Suspension/ Expulsion[3]	
	Count	Rate (%)	Count	Rate (%)
Female	16	10.3	*	*
Male	7	4.4	*	*
Black or African American	*	*	*	*
Hispanic or Latino	*	*	*	*
White	13	9.0	6	4.2
English Learners	*	*	0	*
Eligible for Free or Reduced-Price Meals	*	*	*	*
Students with Disabilities	*	*	*	*
District	23	7.3	11	3.5
State		9.9		6.7

Number of students in 2015-16 qualified as truant under state statute: Fewer than 6

Number of school-based arrests: 0

[2]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.

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

Educators

Full-Time Equivalent (FTE)[1] Staff

	FTE
General Education	
Teachers and Instructors	25.0
Paraprofessional Instructional Assistants	10.5
Special Education	
Teachers and Instructors	4.0
Paraprofessional Instructional Assistants	7.0
Administrators, Coordinators and Department Chairs	
District Central Office	0.0
School Level	3.0
Library/Media	
Specialists (Certified)	0.0
Support Staff	0.8
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	5.9

Educators by Race/Ethnicity

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	0	0.0	1.0
Black or African American	1	3.1	3.6
Hispanic or Latino	2	6.3	3.6
Pacific Islander	0	0.0	0.0
Two or More Races	1	3.1	0.1
White	28	87.5	91.4

[1]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.

Classroom Teacher Attendance: 2015-16

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	15.8	9.6

Instruction and Resources

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers[3]

	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		68.2

[3]Ages 6-21

Students with Disabilities by Primary Disability[1]

	District Count	District Rate (%)	State Rate (%)
Autism	0	0.0	1.7
Emotional Disturbance	0	0.0	1.0
Intellectual Disability	0	0.0	0.5
Learning Disability	0	0.0	4.9
Other Health Impairment	0	0.0	2.9
Other Disabilities	0	0.0	1.1
Speech/Language Impairment	0	0.0	1.8
All Disabilities	0	0.0	13.9

[1]Grades K-12

Overall Expenditures:[3] 2015-16

	Total ($)	Per Pupil District ($)	Per Pupil State ($)
Instructional Staff and Services	2,236,777	6,819	9,663
Instructional Supplies and Equipment	50,068	153	321
Improvement of Instruction and Educational Media Services	72,978	222	578
Student Support Services	54,813	167	1,103
Administration and Support Services	650,776	1,984	1,861
Plant Operation and Maintenance	512,498	1,562	1,637
Transportation	0	.	877
Costs of Students Tuitioned Out	.	N/A	N/A
Other	0	0	201
Total	3,577,910	10,908	16,236
Additional Expenditures			
Land, Buildings, and Debt Service	248,177	757	1,749

[3]Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Special Education Expenditures: 2015-16

	District Total ($)	District Percent of Total (%)	State Percent of Total (%)
Certified Personnel	0	0.0	34.6
Noncertified Personnel	0	0.0	14.6
Purchased Services	0	0.0	5.8
Tuition to Other Schools	0	0.0	21.8
Special Ed. Transportation	0	0.0	8.5
Other Expenditures	0	0.0	14.7
Total Expenditures	0	0.0	100.0

Expenditures by Revenue Source:[4] 2015-16

	Percent of Total (%) Including School Construction	Percent of Total (%) Excluding School Construction
Local	0.0	0.0
State	87.1	93.2
Federal	2.2	2.4
Tuition & Other	10.6	4.4

[4]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).

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	18	*	18	*	6	*
Black or African American	42	60.9	42	56.0	14	*
Hispanic or Latino	36	66.5	36	59.7	16	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	15	*	15	*	6	*
White	103	67.4	103	62.3	27	55.6
English Learners	11	*	11	*	*	*
Non-English Learners	203	66.8	203	61.3	68	54.3
Eligible for Free or Reduced-Price Meals	63	60.9	63	54.6	26	49.7
Not Eligible for Free or Reduced-Price Meals	151	68.6	151	63.9	43	56.1
Students with Disabilities	14	*	14	*	6	*
Students without Disabilities	200	67.8	200	62.7	63	54.1
High Needs	78	59.1	78	53.3	30	49.2
Non-High Needs	136	70.5	136	65.6	39	57.2
District	214	66.3	214	61.1	69	53.7

National Assessment of Educational Progress (NAEP): Percent At or Above Proficient[1]

	NAEP 2015		NAEP 2013
READING	Grade 4	Grade 8	Grade 12
Connecticut	43%	43%	50%
National Public	35%	33%	36%
MATH	Grade 4	Grade 8	Grade 12
Connecticut	41%	36%	32%
National Public	39%	32%	25%

[1]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[2]

	Percent of Students by Grade[3] (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	91.9	85.3	96.8	N/A	102	91.2
Curl Up	86.5	91.2	96.8	N/A	102	91.2
Push Up	54.1	64.7	71.0	N/A	102	62.7
Mile Run/PACER	64.9	41.2	61.3	N/A	102	55.9
All Tests - District	40.5	32.4	51.6	N/A	102	41.2
All Tests - State	52.8	51.4	51.4	50.6		51.6

[2]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.

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

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.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	66.3	75	44.2	50	88.4	67.1
	High Needs Students	59.1	75	39.4	50	78.8	55.9
Math Performance Index	All Students	61.1	75	40.8	50	81.5	62.2
	High Needs Students	53.3	75	35.5	50	71.1	50.5
Science Performance	All Students	53.7	75	35.8	50	71.6	55.3
	High Needs Students	49.2	75	32.8	50	65.6	45.2
ELA Academic Growth	All Students	47.5%	100%	47.5	100	47.5	55.4%
	High Needs Students	45.4%	100%	45.4	100	45.4	49.8%
Math Academic Growth	All Students	58.2%	100%	58.2	100	58.2	61.7%
	High Needs Students	54.0%	100%	54.0	100	54.0	53.7%
Chronic Absenteeism	All Students	7.3%	<=5%	45.4	50	90.7	9.9%
	High Needs Students	7.5%	<=5%	45.0	50	90.0	15.8%
Preparation for CCR	% Taking Courses	N/A	75%	0.0	0	0.0	70.7%
	% Passing Exams	N/A	75%	0.0	0	0.0	43.5%
On-track to High School Graduation		97.1%	94%	50.0	50	100.0	87.8%
4-year Graduation All Students (2016 Cohort)		N/A	94%	0.0	0	0.0	87.4%
6-year Graduation - High Needs Students (2014		N/A	94%	0.0	0	0.0	82.0%
Postsecondary Entrance (Class of 2016)		N/A	75%	0.0	0	0.0	72.0%
Physical Fitness (estimated part rate) and (fitness		96.2% | 41.2%	75%	27.5	50	54.9	92.0% | 51.6%
Arts Access		N/A	60%	0.0	0	0.0	50.5%
Accountability Index				**601.4**	**900**	**66.8**	

Gap Indicators	Non-High Needs Rate [1]	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev [2]	Is Gap an Outlier? [2]
Achievement Gap Size Outlier?					N
ELA Performance Index Gap	70.5	59.1	11.4	16.7	
Math Performance Index Gap	65.6	53.3	12.3	18.7	
Science Performance Index Gap	57.2	49.2	8.0	16.6	
Graduation Rate Gap	.	.	.	.	

[1]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.

[2]If the size of the gap exceeds the state mean gap plus one standard deviation, the gap is an outlier.

Subject/Subgroup		Participation Rate (%) [3]
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

[3]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: N/A   State: 50.2

Supporting Resources

Two-page FAQ

Detailed Presentation

Using Accountability Results to Guide Improvement: comprehensive documentation and supports

Narratives

School District Improvement Plans and Parental Outreach Activities

Efforts to Reduce Racial, Ethnic and Economic Isolation

Equitable Allocation of Resources among District Schools