

STRATEGIC SCHOOL PROFILE 2008-09**Odyssey Community School District**

Telephone: (860) 645-1234

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, 2008 178

5-Year Enrollment Change 40.2%

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	60	33.7	N/A	30.3
K-12 Students Who Are Not Fluent in English	0	0.0	N/A	5.2
Students Identified as Gifted and/or Talented	0	0.0	N/A	4.0
PK-12 Students Receiving Special Education Services in District	15	8.4	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	2	1.1
Asian American	5	2.8
Black	52	29.2
Hispanic	36	20.2
White	83	46.6
Total Minority	95	53.4

Percent of Minority Professional Staff: 0.0%

Non-English Home Language: 12.9% of this district's students (excluding prekindergarten students) come from homes where English is not the primary language. The number of non-English home languages is 6.

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 Community School continues to attract a very diverse student population, with 53% reporting minority race/ethnicity and approximately 34% reporting eligibility for free or reduced lunch. 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.

Odyssey's curriculum provides students with the opportunity to participate in interdisciplinary units and events that celebrate diversity and human experience, including the Holocaust, Black and Latino History, Women's History and various topics involving the Civil Rights Movement. Each trimester every student participates in All School Exploration (ASE). These interdisciplinary, multi-grade units include study of a particular culture, with an emphasis this year on Africa and African culture. Several guests visited Odyssey to share African culture with the school. In addition, Odyssey began sponsoring a Peace Corps volunteer who graduated from Odyssey in 1999 and is now stationed in Burkina Faso for two years.

In addition to ASE, students experience awareness of individual differences and cultures through our student advisory program as well as a school-wide anti-bullying program. Students have the opportunity to participate in small groups to deal with stereotypes of diversity and tolerance as well as build skills to deal with threatening or bullying behaviors. The entire school is immersed in the context of our CIRCLE values of Courage, Integrity, Respect, Curiosity, Leadership and Excellence. Several field trips augment the in-school learning, and students in need of financial aid are provided with that assistance in a private and supportive way. In addition to the above, Odyssey strives to maintain an open and welcoming atmosphere for all of our parents, and we actively work to set high expectations for all students.

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	30.0	60.7	4.3
Writing	40.0	64.2	5.5
Mathematics	23.3	63.6	0.6
Grade 5 Reading	58.3	66.0	22.4
Writing	54.1	66.5	15.4
Mathematics	58.3	68.8	17.3
Science	45.9	58.1	14.2
Grade 6 Reading	40.6	68.9	8.0
Writing	34.4	62.2	7.4
Mathematics	46.9	68.8	9.8
Grade 7 Reading	74.3	74.9	33.8
Writing	74.3	62.9	64.3
Mathematics	58.8	66.0	24.2
Grade 8 Reading	63.2	68.4	25.8
Writing	78.9	66.5	61.9
Mathematics	42.1	64.5	10.3
Science	63.2	60.6	33.5

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
	18.2	36.2	7.9

SAT® I: Reasoning Test Class of 2008		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 2008	N/A	N/A	N/A
Cumulative Four-Year Dropout Rate for Class of 2008	N/A	N/A	N/A
2007-08 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	13.75
Paraprofessional Instructional Assistants	0.00
Special Education	
Teachers and Instructors	1.00
Paraprofessional Instructional Assistants	2.00
Library/Media Specialists and/or Assistants	0.00
Staff Devoted to Adult Education	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	
School Level	2.00
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	0.00
Counselors, Social Workers, and School Psychologists	0.00
School Nurses	0.63
Other Staff Providing Non-Instructional Services and Support	4.30

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	5.8	N/A	13.6
% with Master's Degree or Above	52.9	N/A	76.1

Average Class Size	District	DRG	State
Grade K	N/A	N/A	N/A
Grade 2	N/A	N/A	N/A
Grade 5	19.5	N/A	21.0
Grade 7	14.4	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	1,008	N/A	1,016
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	1.9	N/A	2.6
High School	N/A	N/A	N/A

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2007-08

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	\$1,005	\$5,677	\$7,411	N/A	\$7,522
Instructional Supplies and Equipment	\$40	\$224	\$332	N/A	\$271
Improvement of Instruction and Educational Media Services	\$82	\$463	\$232	N/A	\$446
Student Support Services	\$29	\$163	\$796	N/A	\$806
Administration and Support Services	\$207	\$1,170	\$1,508	N/A	\$1,369
Plant Operation and Maintenance	\$207	\$1,172	\$1,249	N/A	\$1,377
Transportation	\$0	N/A	\$610	N/A	\$644
Costs for Students Tuitioned Out	N/A	N/A	N/A	N/A	N/A
Other	\$0	\$0	\$87	N/A	\$151
Total	\$1,570	\$8,869	\$12,897	N/A	\$12,805
Additional Expenditures					
Land, Buildings, and Debt Service	\$102	\$577	\$1,185	N/A	\$1,759

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	N/A	N/A	N/A	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	93.8	1.1	5.1
Excluding School Construction	0.0	93.4	1.1	5.5

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.

One of Odyssey's mission-driven goals is to create an educational 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. Our CIRCLE values (Courage, Integrity, Respect, Curiosity, Leadership and Excellence) serve as common values toward which all members of the Odyssey community strive. We teach these values both in the overt curriculum as part of our Character classes, and in the latent curriculum of our culture and daily interactions. Odyssey has made and maintained a commitment to provide small class sizes. Teachers come to know their students well and thus are able to differentiate instruction to meet the needs of individual students in their classes. An additional exciting school outcome is related to the achievement gap that exists state-wide between white students and students of color as measured by the Connecticut Mastery Test. At Odyssey, students of color who are part of a matched cohort that attended OCS from grades 4 – 7 showed a 25 percent increase in the number of students reaching goal in math, and a 50 percent increase in the number of students reaching goal in both reading and writing on the CMTs during their tenure at Odyssey. In terms of average achievement gap across grades for 2009, Odyssey had a 12 percent gap between students of color vs. white students reaching goal in math, compared to a 30.9 percent gap in Manchester and a 39.7 percent gap for the state average. Odyssey had an 8.4 percent gap in reading, compared to a 29.9 percent gap in Manchester and a 39.1 percent gap for the state average. With a minority population of 53 percent and a sharply declining achievement gap, we believe that Odyssey shines as a model of successful integration.

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 2007-08 with a Standard Diploma	N/A	N/A
2007-08 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	54.4	65.7
	Writing	N/A	N/A	57.6	64.1
	Mathematics	N/A	N/A	46.5	65.7
	Science	N/A	N/A	54.7	59.4
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	0.0
	% With Accommodations	100.0
CAPT	% Without Accommodations	N/A
	% With Accommodations	N/A
% Assessed Using Skills Checklist		0.0

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.

During the past year Odyssey Community School had a major, positive transition in our Special Education personnel, programs and services. Our long-time Special Education Lead teacher resigned to take an administrative position in another district. We eliminated extraneous administrative duties from this position; therefore our new Special Education teacher had approximately one third more time to dedicate solely to our students with special needs. Our new teacher brought a wealth of experience in critical areas of Special Education, including intensive reading instruction through the Wilson Reading Program, co-teaching, inclusion, small-group tutoring, effective use of paraprofessionals and Scientific Research Based Instruction (SRBI) in the classroom environment.

Odyssey began to formalize our Student Assistance Team (SAT) model and procedures in preparation for our transition to a Response to Intervention (RTI) and SRBI model which will be fully implemented in 2009 – 2010.

The SAT is a multidisciplinary team which meets weekly to review students who are identified as being at risk for academic or behavioral failure. The SAT will continue to evolve, especially in the area of implementing Tier 1 interventions in classrooms.

Odyssey's teachers participated in a variety of professional development activities related to differentiation of instruction and we devoted a significant amount of professional development time to Data Driven Decision Making (DDDM), using data from a variety of assessments including CMT scores, Blue Ribbon Test scores, disciplinary data and curriculum based assessment data. Teachers used data to identify students whose skills in specific curricular areas were deficient, and they used targeted remediation to address those deficiencies. Dramatically higher CMT scores in grade 7 Language Arts attest to the value of targeted remediation for struggling students.

In the spring of 2009, the school formed an ad-hoc committee consisting of teachers, administrators, parents and Board members to examine our current Student Information System (SIS) and compare it to other available options. We plan to adopt a web-based SIS in the fall of 2009 and fully implement it in the spring of 2010. A web-based SIS will enable a higher degree of home-school communication and will also provide a state-of-the-art vehicle for data collection and analysis.
