

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2018–19

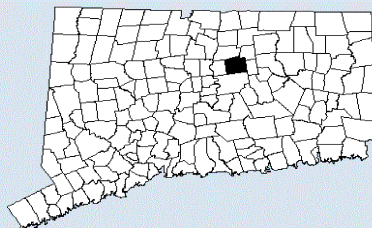


Odyssey Community School District

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

District Information

Grade Range	K-8
Number of Schools/Programs	1
Enrollment	329
Per Pupil Expenditures ¹	\$12,269
Total Expenditures ¹	\$4,036,422

¹Expenditure data reflect the 2017-18 school year.

Community Information

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

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Notes

Unless otherwise noted, all data are for 2018-19 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 safeguard student confidentiality, or to ensure that statistics based on a very small sample size are not interpreted as equally representative as those based on a sufficiently larger sample size.

N/A is displayed when a category is not applicable for a district or school.

Students

October 1, 2018 Enrollment²

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	152	46.2	48.4
Male	177	53.8	51.6
American Indian or Alaska Native	0	0.0	0.3
Asian	54	16.4	5.2
Black or African American	66	20.1	12.8
Hispanic or Latino of any race	63	19.1	25.8
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	25	7.6	3.6
White	121	36.8	52.4
English Learners	36	10.9	7.6
Eligible for Free or Reduced-Price Meals	132	40.1	42.1
Students with Disabilities ³	28	8.5	15.4

²This table represents students in grades PK-12 reported by the district in the Public School Information System (i.e., PSIS Reporting District).

³Students in this category are students with an individualized education program (IEP) only. This category does not include students with Section 504 plans or services plans.

NOTE: To protect student privacy, gender counts are suppressed () when fewer than 6 students enrolled in the district identify as non-binary.*

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ⁴		Suspension/Expulsion ⁵	
	Count	Rate (%)	Count	Rate (%)
Female	10	6.6	*	*
Male	9	5.3	*	*
Black or African American	*	*	*	*
Hispanic or Latino of any race	*	*	*	*
White	*	*	*	*
English Learners	6	13.0	0	0.0
Eligible for Free or Reduced-Price Meals	8	6.1	*	*
Students with Disabilities	*	*	*	*
District	19	5.9	7	2.1
State		10.4		6.7

Number of students in 2017-18 qualified as truant under state statute: 18

Number of school-based arrests: 0

⁴A student is chronically absent if they miss 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.

⁵This column displays the 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	25.0
Paraprofessional Instructional Assistants	9.0
Special Education	
Teachers and Instructors	4.0
Paraprofessional Instructional Assistants	2.0
Administrators, Coordinators and Department Chairs	
District Central Office	0.0
School Level	2.0
Library/Media	
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	6.8

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 (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	0	0.0	1.1
Black or African American	1	3.1	3.8
Hispanic or Latino of any race	2	6.3	3.8
Native Hawaiian or Other Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	28	87.5	90.5

Classroom Teacher Attendance: 2017-18

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	6.5	10.0

Instruction and Resources

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers³

	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		67.6

³This table represents students ages 6-21 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	N/A	N/A	1.9
Emotional Disturbance	N/A	N/A	1.1
Intellectual Disability	N/A	N/A	0.5
Learning Disability	N/A	N/A	5.5
Other Health Impairment	N/A	N/A	3.2
Other Disabilities	N/A	N/A	1.1
Speech/Language Impairment	N/A	N/A	1.8
All Disabilities	N/A	N/A	15.0

¹This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	N/A	N/A	8.2
Private Schools or Other Settings	N/A	N/A	5.0

²This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

Overall Expenditures:³ 2017-18

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$2,283,651	\$6,941	\$10,545
Support services - students	\$185,076	\$563	\$1,373
Support services - instruction	\$190,074	\$578	\$644
Support services - general administration	\$197,534	\$600	\$462
Support services - school based administration	\$593,249	\$1,803	\$1,007
Central and other support services	\$42,612	\$130	\$671
Operation and maintenance of plant	\$544,225	\$1,654	\$1,629
Student transportation services	.	.	\$1,231
Food services	.	.	\$13
Enterprise operations	.	.	\$157
Minor school construction	.	.	\$65
Total	\$4,036,422	\$12,269	\$17,153

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

Special Education Expenditures: 2017-18

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$204,346	59.5	29.7
Instructional Aide Salaries	\$83,812	24.4	9.6
Other Salaries	.	.	10.4
Employee Benefits	\$52,540	15.3	13.0
Purchased Services Other Than Transportation	.	.	5.5
Special Education Tuition	.	.	22.6
Supplies	\$2,617	0.8	0.6
Property Services	.	.	0.4
Purchased Services For Transportation	.	.	8.0
Equipment	.	.	0.2
All Other Expenditures	.	.	0.1
Total	\$343,315	100.0	100.0
Percent of Total Expenditures Used for Special Education		8.5	24.4

Expenditures by Revenue Source:⁴

2017-18

	Percent of Total (%) Excluding School Construction
Local	7.3
State	89.0
Federal	1.6
Tuition & Other	2.2

⁴Revenue sources do not include state-funded Teachers' Retirement Board contributions, Connecticut Technical Education and Career System (CTECS) operations, CSDE-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 2018-19

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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	26	75.2	26	76.9	*	*
Black or African American	44	62.9	44	58.1	15	*
Hispanic or Latino of any race	49	68.2	49	59.4	17	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	16	*	16	*	*	*
White	80	71.5	79	68.4	28	67.5
English Learners	30	64.9	30	62.7	6	*
Non-English Learners	185	69.7	184	65.7	67	66.2
Eligible for Free or Reduced-Price Meals	87	65.9	87	62.6	29	64.2
Not Eligible for Free or Reduced-Price Meals	128	71.2	127	67.1	44	66.8
Students with Disabilities	19	*	19	*	7	*
Students without Disabilities	196	71.2	195	67.6	66	67.4
High Needs	108	64.3	108	61.7	37	62.1
Non-High Needs	107	73.9	106	68.9	36	69.6
District	215	69.1	214	65.2	73	65.8

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

	NAEP 2019		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	40	41	50
National Public	34	32	36
MATH			
Connecticut	45	39	32
National Public	40	33	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 Smarter Balanced and NAEP. Instead, NAEP results are meant to complement other state assessment data. To view performance on NAEP by student group, [click here](#).

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	HS	Count	Rate (%)
Sit & Reach	91.7	80.6	82.9	N/A	107	85.0
Curl Up	91.7	69.4	94.3	N/A	107	85.0
Push Up	72.2	55.6	80.0	N/A	107	69.2
Mile Run/PACER	44.4	47.2	25.7	N/A	107	39.3
All Tests - District	38.9	36.1	25.7	N/A	107	33.6
All Tests - State	56.1	53.5	50.9	51.4		52.9

²The Connecticut Physical Fitness Assessment (CPFA) is administered to students in Grades 4, 6, 8 and High School (HS). 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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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	69.1	75	46.0	50	92.1	67.7
	High Needs Students	64.3	75	42.9	50	85.7	58.1
Math Performance Index	All Students	65.2	75	43.5	50	87.0	63.1
	High Needs Students	61.7	75	41.1	50	82.3	52.7
Science Performance Index	All Students	65.8	75	43.9	50	87.7	63.8
	High Needs Students	62.1	75	41.4	50	82.7	54.2
ELA Academic Growth	All Students	66.9%	100%	66.9	100	66.9	59.9%
	High Needs Students	64.5%	100%	64.5	100	64.5	55.1%
Math Academic Growth	All Students	68.4%	100%	68.4	100	68.4	62.5%
	High Needs Students	64.7%	100%	64.7	100	64.7	55.2%
Progress Toward English Proficiency	Literacy	51.0%	100%	25.5	50	51.0	60.0%
	Oral	51.2%	100%	25.6	50	51.2	52.1%
Chronic Absenteeism	All Students	5.9%	<=5%	48.2	50	96.5	10.4%
	High Needs Students	7.2%	<=5%	45.5	50	91.1	16.1%
Preparation for CCR	% Taking Courses	.	75%	.	.	.	80.0%
	% Passing Exams	.	75%	.	.	.	42.6%
On-track to High School Graduation		93.8%	94%	49.9	50	99.7	88.0%
4-year Graduation All Students (2018 Cohort)		.	94%	.	.	.	88.3%
6-year Graduation - High Needs Students (2016 Cohort)		.	94%	.	.	.	83.3%
Postsecondary Entrance (Class of 2018)		.	75%	.	.	.	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		99.1% 33.6%	75%	22.4	50	44.9	96.4% 52.9%
Arts Access		.	60%	.	.	.	51.9%
Accountability Index				740.5	1000	74.0	

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in the student group or the indicator is not applicable based on grades served.

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	73.9	64.3	9.6	15.4	
Math Performance Index Gap	68.9	61.7	7.2	17.6	
Science Performance Index Gap	69.6	62.1	7.6	16.1	
Graduation Rate Gap	

¹If 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.

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

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in at least one of the student groups used to calculate the gap measure or the indicator is not applicable based on grades served.

Subject/Student Group		Participation Rate (%) ³
ELA	All Students	100.0
	High Needs Students	100.0
Math	All Students	99.5
	High Needs Students	100.0
Science	All Students	100.0
	High Needs Students	100.0

³Minimum participation standard is 95%.

Connecticut's State Identified Measurable Result (SIMR) for Children with Disabilities

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**

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Odyssey Community School District

Narratives

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. We are in the second year of implementing a 5-year School Improvement Plan, which focuses predominantly on teaching and learning, school climate, and community outreach. Our focus on literacy is supported through the introduction of The Teachers College Reading and Writing Program. Staff have worked closely with specialists from CREC throughout the year to implement the program with fidelity. This year we have also been able to send more staff to Columbia to receive professional development from Teachers College. We have also decided to join the New England Association of Schools and Colleges in order to gain accreditation. The program they offer is one of continuous school improvement. We see this as essential in assuring that our goal of continuous growth is met. 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. In 2018, we received a grant from the PCLB foundation to increase community engagement. This included a Community Engagement Manager who works part time to increase community involvement and to assist in increasing the number of school-wide events, both during and after the school day, and improving communication regarding these events. We will continue to offer multiple curriculum nights to increase parent understanding of instruction. We will also be adding a series of summertime events this year.

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.

This year, we have contracted with KJR Consulting to provide our staff with intensive professional development on diversity and inclusion in order to enhance our ability to support and connect with all of our students and families. Through a series of 5 workshops beginning in June through December 2019, staff will explore topics including diversity and inclusion awareness, cultural dexterity, everyday bias, and how to have conversations about race, equity, and bias.

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.

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Equitable Allocation of Resources among District Schools

N/A