

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2024-25

Odyssey Community School District

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District Information

Grade Range	PK-8
Number of Schools/Programs	1
Enrollment	410
Per Pupil Expenditures	\$15,234
Total Expenditures	\$5,636,679

Expenditure data reflect the 2023-24 school year.



Community Information

AdvanceCT Town Profiles provide summary demographic and economic information for Connecticut's municipalities at <https://www.advancect.org/site-selection/town-profiles>

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Unless otherwise noted, all data are for 2024-25 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 <https://public-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. Complete data suppression guidelines are available at <https://tinyurl.com/SuppressionPolicy>

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

Students

October 1, 2024 Enrollment

Student Group	District Count	District Percent (%)	State Percent (%)
Female	207	50.5	48.4
Male	*	*	51.5
Non-Binary	*	*	0.1
American Indian or Alaska Native	*	*	0.2
Asian	105	25.6	5.2
Black or African American	92	22.4	12.4
Hispanic or Latino of any race	86	21.0	32.1
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	*	*	4.8
White	97	23.7	45.1
English Learners/Multilingual Learners	38	9.3	11.3
Eligible for Free or Reduced-Price Meals	166	40.5	44.8
Students with Disabilities	53	12.9	18.5

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

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

Chronic Absenteeism and Suspension/Expulsion

Student Group	Chronic Count	Chronic Rate (%)	Suspension Count	Suspension Rate (%)
Female	15	9.3	*	*
Male	18	10.8	*	*
Non-Binary	0	*	0	*
Black or African American	*	*	*	*
Hispanic or Latino of any race	14	19.4	*	*
White	*	*	*	*
English Learners/Multilingual Learners	9	23.7	*	*
Eligible for Free or Reduced-Price Meals	16	10.1	*	*
Students with Disabilities	9	17.3	*	*
All Students - District	33	10.0	9	2.1
All Students - State		17.2		6.8

A 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.

A student is included in **suspension count/rate** if they received at least one in-school suspension, out-of-school suspension, or expulsion.

Number of students qualified as truant under state statute: 42
Number of school-based arrests: 0

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Educators

Full-Time Equivalent (FTE) Staff

Role	FTE
General Education Teachers and Instructors	27.5
General Education Paraprofessionals	14.0
Special Education Teachers and Instructors	5.0
Special Education Paraprofessionals	0.0
District Central Office Administrators	1.6
School Level Administrators	1.0
Library/Media Specialists (Certified)	0.0
Library/Media Support Staff	1.0
Instructional Specialists Who Support Teachers	1.0
Counselors, Social Workers and School Psychologists	2.0
School Nurses	1.0
Other Staff Providing Non-Instructional Services/Support	11.0

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: 2023-24

Level	Average Number of FTE Days Absent Due to Illness or Personal Time
District	10.9
State	13.0

Educators by Race/Ethnicity

Race/Ethnicity	District Count	District Percent (%)	State Percent (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	1	2.6	1.4
Black or African American	2	5.1	4.9
Hispanic or Latino of any race	2	5.1	5.3
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.3
White	34	87.2	87.9

New! Educator Attrition: 2023-24

Educator Type	District Attrition Count	District Attrition Rate (%)	State Attrition Rate (%)
All Educators	2	5.4	6.8
Teachers	3	9.4	7.6

Teacher Attrition Rate is defined as the percent of certified teachers who were teaching in the district in 2022-23 but were not teaching in the district in 2023-24.

All Educator Attrition Rate is defined as the percent of certified educators who were staffed in a certified educator position in the district in 2022-23 but were not staffed in a certified educator position in the district in 2023-24.

Note: See Appendix A for exit reasons.

Instruction and Resources

Students with Disabilities Spending 80% or Greater Time with Nondisabled Peers

Disability	Count	Rate (%)
Autism	N/A	N/A
Emotional Disability	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
All Disabilities - District	N/A	N/A
All Disabilities - State		68.0

This 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 Disability

Disability	District Count	District Rate (%)	State Rate (%)
Autism	N/A	N/A	2.9
Emotional Disability	N/A	N/A	1.1
Intellectual Disability	N/A	N/A	0.6
Learning Disability	N/A	N/A	6.5
Other Health Impairment	N/A	N/A	3.6
Other Disabilities	N/A	N/A	1.1
Speech/Language Impairment	N/A	N/A	2.0
All Disabilities	N/A	N/A	17.8

This 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 District

Classroom Setting	District Count	District Rate (%)	State Rate (%)
Public Schools in Other Districts	N/A	N/A	8.2
Private Schools or Other Settings	N/A	N/A	4.5

This 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: 2023-24

Expenditure	District Total (\$)	District Per Pupil (\$)	State Per Pupil (\$)
Instruction	\$3,412,144	\$9,222	\$13,471
Support services - students	\$572,009	\$1,546	\$1,826
Support services - instruction	\$84,175	\$228	\$972
Support services - general administration	\$162,386	\$439	\$568
Support services - school based administration	\$595,442	\$1,609	\$1,274
Central and other support services	\$119,036	\$322	\$761
Operation and maintenance of plant	\$691,487	\$1,869	\$2,125
Student transportation services	.	.	\$1,695
Food services	.	.	\$10
Enterprise operations	.	.	\$219
Total	\$5,636,679	\$15,234	\$22,054

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

Special Education Expenditures: 2023-24

Expenditure	District Total (\$)	District Percent (%)	State Percent (%)
Teacher Salaries	\$305,223	64.0	26.4
Instructional Aide Salaries	\$39,633	8.3	10.1
Other Salaries	\$71,496	15.0	10.5
Employee Benefits	\$38,520	8.1	13.3
Purchased Services Other Than Transportation	.	.	6.8
Special Education Tuition	.	.	22.8
Supplies	\$21,855	4.6	0.6
Property Services	.	.	0.4
Purchased Services For Transportation	.	.	8.7
Equipment	.	.	0.2
All Other Expenditures	.	.	0.1
Total	\$476,727	100.0	100.0

Percent of Total Expenditures Used for Special Education: 2023-24

Level	Percent (%)
District	8.5
State	25.7

Expenditures by Revenue Source: 2023-24

Revenue Source	Percent of Total (%) Excluding School Construction
Local	7.7
State	81.2
Federal	5.4
Tuition & Other	5.7

Revenue 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).

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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., English Language Arts(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.

Student Group	ELA Count	ELA DPI	Math Count	Math DPI	Science Count	Science DPI
American Indian or Alaska Native	*	*	*	*	0	N/A
Asian	42	78.5	42	76.0	13	*
Black or African American	52	72.2	52	64.5	14	*
Hispanic or Latino of any race	44	56.1	44	56.6	18	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	*	*	*	*	6	*
White	62	73.5	62	70.4	21	69.8
English Learners/Multilingual Learners	37	70.9	37	70.6	6	*
Non-English Learners/Non-Multilingual Learners	179	70.3	179	66.0	66	64.1
Eligible for Free or Reduced-Price Meals	111	67.1	111	62.3	36	61.8
Not Eligible for Free or Reduced-Price Meals	105	74.0	105	71.4	36	68.5
Students with Disabilities	32	48.3	32	43.3	13	*
Students without Disabilities	184	74.3	184	70.8	59	67.6
High Needs	140	67.4	140	63.7	42	62.1
Non-High Needs	76	76.0	76	72.4	30	69.5
All Students - District	216	70.4	216	66.7	72	65.2

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

Year	Subject	Grade	CT	National Public
2024	Reading	4	36%	30%
2024	Reading	8	35%	29%
2024	Math	4	42%	39%
2024	Math	8	32%	27%

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. Performance on NAEP by student group is available at <https://tinyurl.com/CTNAEP2024>

Physical Fitness Tests: Percent of Students Reaching Health Standard

Test	Grade 4 Percent (%)	Grade 6 Percent (%)	Grade 8 Percent (%)	HS Percent (%)	All Tested Grades Count	All Tested Grades Percent (%)
Sit & Reach	88.9	86.1	76.5	N/A	106	84.0
Curl Up	89.2	91.7	91.2	N/A	107	90.7
Push Up	61.1	77.8	64.7	N/A	106	67.9
Mile Run/PACER	86.5	86.1	62.5	N/A	105	79.0
All Tests - District	47.2	69.4	40.6	N/A	104	52.9
All Tests - State	55.8	51.4	46.0	43.6		49.0

The 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.

Note: Only students assessed in all four areas are included in the All Tests 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	Student Group	Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	70.4	75	47.0	50	93.9	64.7
ELA Performance Index	High Needs Students	67.4	75	44.9	50	89.9	54.9
Math Performance Index	All Students	66.7	75	44.5	50	89.0	61.1
Math Performance Index	High Needs Students	63.7	75	42.5	50	84.9	50.6
Science Performance Index	All Students	65.2	75	43.5	50	86.9	62.6
Science Performance Index	High Needs Students	62.1	75	41.4	50	82.7	52.1
ELA Academic Growth	All Students	64.6%	100%	64.6	100	64.6	60.6%
ELA Academic Growth	High Needs Students	63.5%	100%	63.5	100	63.5	55.7%
Math Academic Growth	All Students	60.3%	100%	60.3	100	60.3	62.3%
Math Academic Growth	High Needs Students	58.0%	100%	58.0	100	58.0	55.9%
Progress Toward English Proficiency	Literacy	88.6%	100%	44.3	50	88.6	58.7%
Progress Toward English Proficiency	Oral	74.7%	100%	37.4	50	74.7	55.7%
Chronic Absenteeism	All Students	10.0%	<=5%	40.0	50	80.0	17.2%
Chronic Absenteeism	High Needs Students	13.1%	<=5%	33.9	50	67.7	24.8%
% Taking CCR Courses	All Students	.	75%	.	.	.	92.4%
% Meeting CCR Benchmark	All Students	.	75%	.	.	.	47.2%
On-track to High School Graduation	All Students	94.3%	94%	50.0	50	100.0	85.9%
4-year Graduation Rate (2024 Cohort)	All Students	.	94%	.	.	.	88.9%
6-year Graduation Rate (2022 Cohort)	High Needs Students	.	94%	.	.	.	87.3%
Postsecondary Entrance (Class of 2024)	All Students	.	75%	.	.	.	67.0%
Physical Fitness % Meeting Health Standard	All Students	52.9%	75%	35.3	50	70.5	49.0%
Arts Access	All Students	.	60%	.	.	.	55.1%
Accountability Index				750.9	1000	75.1	

Physical Fitness Estimated Participation Rate - District: 98.1% | State: 95.6%

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 Indicator	Non-High Needs Rate	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev	Is Gap an Outlier?
ELA Performance Index Gap	75.0	67.4	7.6	16.9	N
Math Performance Index Gap	72.4	63.7	8.7	18.4	N
Science Performance Index Gap	69.5	62.1	7.5	18.2	N
Graduation Rate Gap	.	.	.	.	

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.

If 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. Gap calculations are based on unrounded rates.

Subject	Student Group	Participation Rate (%)
ELA	All Students	99.1
ELA	High Needs Students	98.6
Math	All Students	99.1
Math	High Needs Students	98.6
Science	All Students	100.0
Science	High Needs Students	100.0

Minimum 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: 50.2**

Supporting Resources: <https://public-edsight.ct.gov/Overview/Next-Generation-Accountability-Dashboard#related-links>

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Narratives

School District Improvement Plans and Parental Outreach Activities

At Odyssey, we strive to support the development of our students into successful, well-respected members of their community by promoting academic excellence, self-confidence, and the internalization of our core values: Courage, Integrity, Respect, Curiosity, Leadership, and Excellence.

Every member of the Odyssey focuses on continuous improvement in pursuit of excellence. The School Improvement Plan is updated annually and involves multiple stakeholders in this collaborative process. It includes the review of achievement data including Smarter Balance Assessments, universal screens, curriculum based assessments, attendance, behavior and social emotional data. Stakeholder survey data (fall and spring) is also reviewed. The School Improvement Plan is collaboratively developed to improve student outcomes, aligned to the school mission and is in alignment with state and national trends along with being responsive to internal data trends.

The 2024-25 School Improvement plan included specific actions related to three main goals: Teaching and Learning .Social Emotional Learning and RULER implementation .Efficient Operations and Safety and Security

Odyssey implemented ParentSquare, a communication platform, and aims to improve two-way communication between school and home, especially for our multilingual families. In addition to a Back To School night and picnic in the park, there were numerous other parent events including Heritage Night celebrating the various cultures that make up our diverse community and the new student orientation.

Odyssey has two dedicated parents that serve on the Board of Trustees and regularly provide updates to the Board. These parents are selected through a parent election process. One parent serves as the Vice-President of the Board of Trustees.

Parents have the opportunity to provide feedback about communication, learning environment and safety topics through the Climate Survey that is conducted annually in the spring and fall.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Odyssey Community School is a Charter School that by design aims to reduce the racial, ethnic, and economic isolation. The school admits students from Manchester and approximately 13 other towns through a blind lottery.

The State of Connecticut has articulated a strong commitment to increasing the diversity of Connecticut's teaching workforce. The Odyssey Community School remains committed to this critically important pursuit. The Odyssey community is a beautiful diverse community where all members are heard, seen, and valued.

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Equitable Allocation of Resources among District Schools

As a single local charter school, we at Odyssey work diligently with the Connecticut Charter School Association who support us in our efforts to seek equitable State of Connecticut funding for our teachers, students, and programs. We are able to provide quality instructional and technological resources for every teacher, every classroom, and every student.

Odyssey also receives annual grant funds from The Peter and Carmen Lucia Buck Foundation (PCLB) for programmatic enhancements.

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Appendix A

2023-24 Exit Reasons for Certified Educators

Exit reasons are reported by districts in the Educator Data System (EDS) based on the information provided by exiting educators.

Exit Reason	District Count	District Percent (%)	State Percent (%)
Another Profession	0	.	2.1
Deceased	0	.	0.5
District/School Shut Down	0	.	0.0
Moved Out of State	0	.	2.2
Personal Reasons	0	.	6.7
Position Eliminated or Expired	0	.	9.8
Position Filled Permanently	0	.	0.1
Resigned (no reason given)	0	.	32.0
Retired	0	.	23.7
Teach/Admin in Other CT Dist	0	.	18.0
Teach/Admin in CT Nonpublic School	0	.	0.1
Teach/Admin Out-of-State (public or private)	0	.	1.3
Terminated	0	.	1.2
Took Job Related To Education	0	.	2.3
TOTAL	.		

Please note that the exit counts above are for educators leaving the district. This differs from the counts in the attrition table where individuals may still be employed in the district but in non-teaching or non-certified educator roles.