

New York State School Report Card Comprehensive Information Report

BEDS Code: 26-05-01-06-0013
 Name: Odyssey Academy
 Principal: Susan Meier

Grade Range : 6-12

Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	0	0	0
Kindergarten	0	0	0
First	0	0	0
Second	0	0	0
Third	0	0	0
Fourth	0	0	0
Fifth	0	0	0
Sixth	115	112	114
Ungraded Elementary	0	0	0
Seventh	113	114	112
Eighth	112	114	115
Ninth	98	114	115
Tenth	105	110	114
Eleventh	93	103	110
Twelfth	85	90	98
Ungraded Secondary	3	0	0
Total K-12 Enrollment	724	757	778

Student Racial/Ethnic Origin

Race/Ethnicity	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	25	3.5%	27	3.6%	26	3.3%
Black (Not Hispanic)	12	1.7%	16	2.1%	15	1.9%
Hispanic	19	2.6%	24	3.2%	23	3.0%
White (Not Hispanic)	668	92.3%	690	91.1%	714	91.8%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	0	0	0
Common Branch	0	0	23
English Grade 8	40	38	0
Mathematics Grade 8	21	20	23
Science Grade 8	22	26	21
Social Studies Grade 8	38	38	38
English Grade 10	20	29	23
Mathematics Grade 10	21	25	24
Science Grade 10	23	0	27
Social Studies Grade 10	20	28	23

(Form - A)

District Need to Resource Capacity Category

N/RC Category	Description
5	This is a school district with average student needs in relation to district resource capacity.

Similar School Group and Description

Similar School Group	Description
49	All schools in this group are secondary level schools in school districts with average student needs in relation to district resource capacity. The schools in this group are in the lower range of student needs for secondary level schools in these districts.

All schools within the same N/RC category are divided into three similar school groups defined by the percentage of students in the school who are eligible for the free-lunch program and/or who are limited English proficient (also known as English language learners).

Student Demographics Used To Determine Similar Schools Group

	2001-02		2002-03		2003-04	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	1	0.1%	0	0.0%	1	0.1%
Eligible for Free Lunch	45	6.2%	49	6.5%	53	6.8%

Attendance and Suspension

	2000-01		2001-02		2002-03	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		94.1%		95.1%		95.4%
Student Suspensions	42	5.8%	54	7.5%	40	5.3%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2001-02	2002-03	2003-04
Reduced Lunch	5.0%	5.2%	5.9%
Public Assistance	1-10%	1-10%	11-20%
Student Stability	96%	98%	95%

Staff Counts

Staff	2003-04
Total Teachers	57
Total Other Professional Staff	9
Total Paraprofessionals	NA
Teaching Out of Certification*	1

*Teaching out of certification more than on an incidental basis.

(Form – B)

High School Graduates and Noncompleters

High School Graduates Earning Regents Diplomas*

	2001-02			2002-03			2003-04		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	66	46	70%	76	63	83%	81	69	85%
Students with Disabilities	5	4	80%	7	1	14%	13	11	85%
All Students	71	50	70%	83	64	77%	94	80	85%

*Only students awarded local diplomas (including local diplomas with Regents endorsements) are counted as high school graduates. Because of a change in data collection procedures for the 2001-02 school year, diploma counts for that year do not include counts from August 2001. Data for the 2002-03 school year include August 2002 and January and June 2003 graduates; data for the 2003-04 school year include August 2003 and January and June 2004 graduates.

Distribution of 2003-04 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	37	44	0	1	11	1
Percent	39%	47%	0%	1%	12%	1%

Number of High School Completers with Disabilities in 2003-04

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2003-04 Completers (a+c)
13	11	0	13

*Local Diplomas (including local diplomas with Regents endorsements)

High School Noncompletion Rates

		2001-02		2002-03		2003-04	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out	3		3		2	0.5%
	Entered GED Program*	6		9		1	0.3%
	Total Noncompleters	9		12		3	0.8%
Students with Disabilities	Dropped Out	0		0		0	0.0%
	Entered GED Program*	0		2		0	0.0%
	Total Noncompleters	0		2		0	0.0%
All Students	Dropped Out	3	0.8%	3	0.7%	2	0.5%
	Entered GED Program*	6	1.6%	11	2.6%	1	0.2%
	Total Noncompleters	9	2.4%	14	3.4%	3	0.7%

*The number and percentage of students who left a program leading to a high school diploma and entered a program leading to a high school equivalency diploma.

(Form - C)

Second Language Proficiency Examinations

General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	17	94%	2	#	46	85%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	35	94%	0	0%	78	81%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	1	#	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	1	#	0	0%	1	#

Regents Competency Tests

General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	2	#	0	0%
Science	0	0%	0	0%	0	0%
Reading	0	0%	1	#	0	0%
Writing	0	0%	1	#	0	0%
Global Studies	0	0%	0	0%	0	0%
U.S. Hist & Gov't	0	0%	0	0%	0	0%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	3	#	2	#	0	0%
Science	2	#	3	#	0	0%
Reading	0	0%	1	#	0	0%
Writing	0	0%	1	#	0	0%
Global Studies	0	0%	2	#	0	0%
U.S. Hist & Gov't	2	#	1	#	0	0%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Comprehensive English						
Number Tested	85	99	108	14	15	12
Number Scoring 55-100	83	97	104	12	14	10
Number Scoring 65-100	68	91	99	4	11	8
Number Scoring 85-100	40	39	57	0	3	1
Percentage of Tested Scoring 55-100	98%	98%	96%	86%	93%	83%
Percentage of Tested Scoring 65-100	80%	92%	92%	29%	73%	67%
Percentage of Tested Scoring 85-100	47%	39%	53%	0%	20%	8%
Mathematics A						
Number Tested	116	160	123	19	20	20
Number Scoring 55-100	85	142	120	9	17	17
Number Scoring 65-100	68	124	111	5	15	11
Number Scoring 85-100	13	26	29	1	1	1
Percentage of Tested Scoring 55-100	73%	89%	98%	47%	85%	85%
Percentage of Tested Scoring 65-100	59%	78%	90%	26%	75%	55%
Percentage of Tested Scoring 85-100	11%	16%	24%	5%	5%	5%
Mathematics B						
Number Tested	0	60	108	0	6	9
Number Scoring 55-100	0	30	71	0	2	3
Number Scoring 65-100	0	13	51	0	2	2
Number Scoring 85-100	0	0	9	0	0	0
Percentage of Tested Scoring 55-100	0%	50%	66%	0%	33%	33%
Percentage of Tested Scoring 65-100	0%	22%	47%	0%	33%	22%
Percentage of Tested Scoring 85-100	0%	0%	8%	0%	0%	0%
Global History and Geography						
Number Tested	106	111	109	18	14	18
Number Scoring 55-100	101	109	108	18	14	17
Number Scoring 65-100	95	108	100	18	13	11
Number Scoring 85-100	31	66	60	2	6	2
Percentage of Tested Scoring 55-100	95%	98%	99%	100%	100%	94%
Percentage of Tested Scoring 65-100	90%	97%	92%	100%	93%	61%
Percentage of Tested Scoring 85-100	29%	59%	55%	11%	43%	11%
U.S. History and Government						
Number Tested	85	97	64	13	14	10
Number Scoring 55-100	83	96	63	11	13	10
Number Scoring 65-100	72	95	60	5	13	8
Number Scoring 85-100	36	52	33	0	2	3
Percentage of Tested Scoring 55-100	98%	99%	98%	85%	93%	100%
Percentage of Tested Scoring 65-100	85%	98%	94%	38%	93%	80%
Percentage of Tested Scoring 85-100	42%	54%	52%	0%	14%	30%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Living Environment						
Number Tested	158	148	130	24	21	19
Number Scoring 55-100	158	147	129	24	21	18
Number Scoring 65-100	156	140	121	24	19	13
Number Scoring 85-100	59	49	50	1	2	1
Percentage of Tested Scoring 55-100	100%	99%	99%	100%	100%	95%
Percentage of Tested Scoring 65-100	99%	95%	93%	100%	90%	68%
Percentage of Tested Scoring 85-100	37%	33%	38%	4%	10%	5%
Physical Setting/Earth Science						
Number Tested	70	87	105	7	11	15
Number Scoring 55-100	68	84	101	7	9	12
Number Scoring 65-100	68	82	95	7	9	10
Number Scoring 85-100	21	41	46	0	4	1
Percentage of Tested Scoring 55-100	97%	97%	96%	100%	82%	80%
Percentage of Tested Scoring 65-100	97%	94%	90%	100%	82%	67%
Percentage of Tested Scoring 85-100	30%	47%	44%	0%	36%	7%
Physical Setting/Chemistry						
Number Tested	39	84	51	1	7	0
Number Scoring 55-100	37	65	49	#	4	0
Number Scoring 65-100	29	48	43	#	2	0
Number Scoring 85-100	4	2	9	#	0	0
Percentage of Tested Scoring 55-100	95%	77%	96%	#	57%	0%
Percentage of Tested Scoring 65-100	74%	57%	84%	#	29%	0%
Percentage of Tested Scoring 85-100	10%	2%	18%	#	0%	0%
Physical Setting/Physics						
Number Tested			41			4
Number Scoring 55-100			36			#
Number Scoring 65-100			25			#
Number Scoring 85-100			4			#
Percentage of Tested Scoring 55-100			88%			#
Percentage of Tested Scoring 65-100			61%			#
Percentage of Tested Scoring 85-100			10%			#

* Physical Setting/Physics results for 2001-02 and 2002-03 are not included in the report card because the Department issued new conversion charts for assessments administered in those years.

(Form – G)

Regents Examinations

	All Students			Students with Disabilities		
	2001–02	2002–03	2003–04	2001–02	2002–03	2003–04
Comprehensive French						
Number Tested	24	19	29	1	2	3
Number Scoring 55–100	22	19	27	#	#	#
Number Scoring 65–100	19	18	24	#	#	#
Number Scoring 85–100	1	5	9	#	#	#
Percentage of Tested Scoring 55–100	92%	100%	93%	#	#	#
Percentage of Tested Scoring 65–100	79%	95%	83%	#	#	#
Percentage of Tested Scoring 85–100	4%	26%	31%	#	#	#
Comprehensive Italian						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%
Comprehensive German						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%
Comprehensive Hebrew						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%
Comprehensive Spanish						
Number Tested	41	52	61	3	1	1
Number Scoring 55–100	40	52	61	#	#	#
Number Scoring 65–100	37	51	55	#	#	#
Number Scoring 85–100	15	22	25	#	#	#
Percentage of Tested Scoring 55–100	98%	100%	100%	#	#	#
Percentage of Tested Scoring 65–100	90%	98%	90%	#	#	#
Percentage of Tested Scoring 85–100	37%	42%	41%	#	#	#
Comprehensive Latin						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%

(Form – H)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Sequential Mathematics, Course III (last administered January 2004)						
Number Tested	59	22	0	0	1	0
Number Scoring 55-100	36	13	0	0	#	0
Number Scoring 65-100	28	11	0	0	#	0
Number Scoring 85-100	10	2	0	0	#	0
Percentage of Tested Scoring 55-100	61%	59%	0%	0%	#	0%
Percentage of Tested Scoring 65-100	47%	50%	0%	0%	#	0%
Percentage of Tested Scoring 85-100	17%	9%	0%	0%	#	0%

Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	22	100%	0	0%	51	98%
Students with Disabilities	13	100%	0	0%	19	84%

District reports contain data for all students with disabilities enrolled in the district for the 2001-02 school year.

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2003	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2004	General-Education Students	107	1%	29%	53%	17%
	Students with Disabilities	8	0%	50%	50%	0%
	All Students	115	1%	30%	53%	16%

(Form - I)

New York State Alternate Assessments (NYSAA) 2003–04

Test	Count of Students					
	Tested	Not Tested	Level 1	Level 2	Level 3	Level 4
Elementary Level						
Social Studies	0	0	0	0	0	0
Middle Level						
Social Studies	0	0	0	0	0	0
Secondary Level						
English Language Arts	0	0	0	0	0	0
Social Studies	0	0	0	0	0	0
Mathematics	0	0	0	0	0	0
Science	0	0	0	0	0	0

2000 Cohort Performance on Regents Examinations after Four Years

	General-Education Students			Students with Disabilities			All Students		
	Global History & Geo.	U.S. History & Gov't	Science	Global History & Geo.	U.S. History & Gov't	Science	Global History & Geo.	U.S. History & Gov't	Science
Cohort Enrollment	79	79	79	13	13	13	92	92	92
Number Scoring 55–64	0	0	2	0	0	1	0	0	3
Number Scoring 65–84	47	29	45	11	10	12	58	39	57
Number Scoring 85–100	30	50	29	2	2	0	32	52	29
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – J)

New York State English as a Second Language Achievement Tests (NYSESLAT)*

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Listening and Speaking (Grade K-1)						
Number Tested			0			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			0			0
Proficient (37-39)			0			0
Reading and Writing (Grade K-1)						
Number Tested			0			0
Beginning (0-14)			0			0
Intermediate (15-24)			0			0
Advanced (25-32)			0			0
Proficient (33-35)			0			0
Listening and Speaking (Grade 2-4)						
Number Tested			0			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			0			0
Proficient (37-39)			0			0
Reading and Writing (Grade 2-4)						
Number Tested			0			0
Beginning (0-14)			0			0
Intermediate (15-24)			0			0
Advanced (25-32)			0			0
Proficient (33-35)			0			0
Listening and Speaking (Grade 5-6)						
Number Tested			1			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
Reading and Writing (Grade 5-6)						
Number Tested			1			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			0

*The NYSESLAT was first administered in the 2002-03 school year, but complete data for all school districts were not available until 2003-04.

(Form – K)

New York State English as a Second Language Achievement Tests (NYSESLAT)*

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Listening and Speaking (Grade 7-8)						
Number Tested			0			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			0			0
Proficient (37-39)			0			0
Reading and Writing (Grade 7-8)						
Number Tested			0			0
Beginning (0-14)			0			0
Intermediate (15-24)			0			0
Advanced (25-32)			0			0
Proficient (33-35)			0			0
Listening and Speaking (Grade 9-12)						
Number Tested			1			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
Reading and Writing (Grade 9-12)						
Number Tested			1			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			0

*The NYSESLAT was first administered in the 2002-03 school year, but complete data for all school districts were not available until 2003-04.

(Form - L)