

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	2002-03	2003-04	2004-05
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	112	114	119
Ungraded Elementary	0	0	0
Seventh	114	112	114
Eighth	114	115	113
Ninth	114	115	117
Tenth	110	114	114
Eleventh	103	110	111
Twelfth	90	98	108
Ungraded Secondary	0	0	0
Total K-12 Enrollment	757	778	796

Student Racial/Ethnic Origin

Race/Ethnicity	2002-03		2003-04		2004-05	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	27	3.6%	26	3.3%	25	3.1%
Black (Not Hispanic)	16	2.1%	15	1.9%	13	1.6%
Hispanic	24	3.2%	23	3.0%	20	2.5%
White (Not Hispanic)	690	91.1%	714	91.8%	738	92.7%

Average Class Size

Grade Level	2002-03	2003-04	2004-05
Kindergarten	0	0	0
Common Branch	0	23	0
English Grade 8	38	0	38
Mathematics Grade 8	20	23	17
Science Grade 8	26	21	23
Social Studies Grade 8	38	38	37
English Grade 10	29	23	32
Mathematics Grade 10	25	24	26
Science Grade 10	0	27	27
Social Studies Grade 10	28	23	32

(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

	2002-03		2003-04		2004-05	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	0	0.0%	1	0.1%	1	0.1%
Eligible for Free Lunch	49	6.5%	53	6.8%	48	6.0%

Attendance and Suspension

	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		95.1%		95.4%		96.0%
Student Suspensions	54	7.5%	40	5.3%	47	6.0%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2002-03	2003-04	2004-05
Reduced Lunch	5.2%	5.9%	6.2%
Public Assistance	1-10%	11-20%	11-20%
Student Stability	98%	95%	98%

Staff Counts

Staff	2004-05
Total Teachers	59
Total Other Professional Staff	8
Total Paraprofessionals	NA
Teaching Out of Certification*	2

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

(Form – B)

High School Graduates and Noncompleters

High School Graduates and Completers		2002-03	2003-04	2004-05
General-Education Students	Total Graduates*	76	81	94
	Regents Diplomas	63	69	93
	% Regents Diplomas	83%	85%	99%
	Regents Diplomas with Advanced Designation**			35
	% Regents Diplomas with Advanced Designation			37%
	IEP Diplomas or Local Certificates			
Students with Disabilities	Total Graduates*	7	13	9
	Regents Diplomas	1	11	6
	% Regents Diplomas	14%	85%	67%
	Regents Diplomas with Advanced Designation**			2
	% Regents Diplomas with Advanced Designation			22%
	IEP Diplomas or Local Certificates	0	0	0
All Students	Total Graduates*	83	94	103
	Regents Diplomas	64	80	99
	% Regents Diplomas	77%	85%	96%
	Regents Diplomas with Advanced Designation**			37
	% Regents Diplomas with Advanced Designation			36%
	IEP Diplomas or Local Certificates	0	0	0

* Only students awarded local diplomas or Regents endorsed diplomas are included in the count of high school graduates in this table. Data include graduates in August, January and June of the school year being reported.

**Beginning with students who first entered grade 9 in 2001-02, students may earn a Regents diploma by passing (scoring 65-100) Regents exams in five areas and meeting course requirements. To earn a Regents diploma with advanced designation, the student must pass eight Regents exams. For more information, see <http://www.emsc.nysed.gov/parents/gradreqtsfs.shtml>.

Post-Secondary Plans of 2004-05 Graduates

		4-year College	2-year College	Other Post-Secondary	Military	Employment	Adult Services	Plan Unknown	Other Known Plan
General-Education Students	Number	41	45	1	0	6	0	0	1
	Percent	44%	48%	1%	0%	6%	0%	0%	1%
Students with Disabilities	Number	3	2	0	2	2	0	0	0
	Percent	33%	22%	0%	22%	22%	0%	0%	0%
All Students	Number	44	47	1	2	8	0	0	1
	Percent	43%	46%	1%	2%	8%	0%	0%	1%

High School Noncompletion Rates

		2002-03		2003-04		2004-05	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out	3		2	0.5%	1	0.3%
	Entered GED Program*	9		1	0.3%	2	0.5%
	Total Noncompleters	12		3	0.8%	3	0.8%
Students with Disabilities	Dropped Out	0		0	0.0%	1	1.8%
	Entered GED Program*	2		0	0.0%	1	1.8%
	Total Noncompleters	2		0	0.0%	2	3.6%
All Students	Dropped Out	3	0.7%	2	0.5%	2	0.4%
	Entered GED Program*	11	2.6%	1	0.2%	3	0.7%
	Total Noncompleters	14	3.4%	3	0.7%	5	1.1%

*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)

Career Development and Occupational Studies (CDOS)

Percentage of Students Documenting Self- and Career-Awareness Information and Career Exploration Activities, K-3

Grades	2002-03	2003-04	2004-05
K-1	0%	0%	0%
2-3	0%	0%	0%

Students Developing a Career Plan, 4-12

Grades		2002-03	2003-04	2004-05
4-5	Number of General-Education Students	0	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
6-8	Number of General-Education Students	0	0	303
	Number of Students with Disabilities	0	0	30
	Number of All Students	0	0	333
	Percent of Enrollment	0%	0%	96%
9-12	Number of General-Education Students	0	0	404
	Number of Students with Disabilities	0	0	45
	Number of All Students	0	0	449
	Percent of Enrollment	0%	0%	100%

(Form - D)

Second Language Proficiency Examinations

General-Education Students

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	2	#	46	85%	28	82%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	78	81%	90	97%

Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	1	#	0	0%	3	#
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	1	#	10	80%

Regents Competency Tests

General-Education Students

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	2	#	0	0%	0	0%
Science	0	0%	0	0%	0	0%
Reading	1	#	0	0%	2	#
Writing	1	#	0	0%	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	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	2	#	0	0%	0	0%
Science	3	#	0	0%	0	0%
Reading	1	#	0	0%	5	100%
Writing	1	#	0	0%	2	#
Global Studies	2	#	0	0%	0	0%
U.S. Hist & Gov't	1	#	0	0%	0	0%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Comprehensive English						
Number Tested	99	108	114	15	12	21
Number Scoring 55-100	97	104	110	14	10	17
Number Scoring 65-100	91	99	98	11	8	6
Number Scoring 85-100	39	57	57	3	1	1
Percentage of Tested Scoring 55-100	98%	96%	96%	93%	83%	81%
Percentage of Tested Scoring 65-100	92%	92%	86%	73%	67%	29%
Percentage of Tested Scoring 85-100	39%	53%	50%	20%	8%	5%
Mathematics A						
Number Tested	160	123	138	20	20	26
Number Scoring 55-100	142	120	133	17	17	21
Number Scoring 65-100	124	111	131	15	11	19
Number Scoring 85-100	26	29	34	1	1	1
Percentage of Tested Scoring 55-100	89%	98%	96%	85%	85%	81%
Percentage of Tested Scoring 65-100	78%	90%	95%	75%	55%	73%
Percentage of Tested Scoring 85-100	16%	24%	25%	5%	5%	4%
Mathematics B						
Number Tested	60	108	96	6	9	2
Number Scoring 55-100	30	71	74	2	3	#
Number Scoring 65-100	13	51	56	2	2	#
Number Scoring 85-100	0	9	4	0	0	#
Percentage of Tested Scoring 55-100	50%	66%	77%	33%	33%	#
Percentage of Tested Scoring 65-100	22%	47%	58%	33%	22%	#
Percentage of Tested Scoring 85-100	0%	8%	4%	0%	0%	#
Global History and Geography						
Number Tested	111	109	117	14	18	21
Number Scoring 55-100	109	108	117	14	17	21
Number Scoring 65-100	108	100	116	13	11	20
Number Scoring 85-100	66	60	74	6	2	6
Percentage of Tested Scoring 55-100	98%	99%	100%	100%	94%	100%
Percentage of Tested Scoring 65-100	97%	92%	99%	93%	61%	95%
Percentage of Tested Scoring 85-100	59%	55%	63%	43%	11%	29%
U.S. History and Government						
Number Tested	97	64	113	14	10	18
Number Scoring 55-100	96	63	104	13	10	11
Number Scoring 65-100	95	60	97	13	8	4
Number Scoring 85-100	52	33	71	2	3	0
Percentage of Tested Scoring 55-100	99%	98%	92%	93%	100%	61%
Percentage of Tested Scoring 65-100	98%	94%	86%	93%	80%	22%
Percentage of Tested Scoring 85-100	54%	52%	63%	14%	30%	0%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Living Environment						
Number Tested	148	130	146	21	19	11
Number Scoring 55-100	147	129	145	21	18	11
Number Scoring 65-100	140	121	141	19	13	9
Number Scoring 85-100	49	50	59	2	1	1
Percentage of Tested Scoring 55-100	99%	99%	99%	100%	95%	100%
Percentage of Tested Scoring 65-100	95%	93%	97%	90%	68%	82%
Percentage of Tested Scoring 85-100	33%	38%	40%	10%	5%	9%
Physical Setting/Earth Science						
Number Tested	87	105	111	11	15	21
Number Scoring 55-100	84	101	105	9	12	16
Number Scoring 65-100	82	95	100	9	10	13
Number Scoring 85-100	41	46	58	4	1	3
Percentage of Tested Scoring 55-100	97%	96%	95%	82%	80%	76%
Percentage of Tested Scoring 65-100	94%	90%	90%	82%	67%	62%
Percentage of Tested Scoring 85-100	47%	44%	52%	36%	7%	14%
Physical Setting/Chemistry						
Number Tested	84	51	52	7	0	1
Number Scoring 55-100	65	49	50	4	0	#
Number Scoring 65-100	48	43	48	2	0	#
Number Scoring 85-100	2	9	8	0	0	#
Percentage of Tested Scoring 55-100	77%	96%	96%	57%	0%	#
Percentage of Tested Scoring 65-100	57%	84%	92%	29%	0%	#
Percentage of Tested Scoring 85-100	2%	18%	15%	0%	0%	#
Physical Setting/Physics						
Number Tested		41	35		4	3
Number Scoring 55-100		36	35		#	#
Number Scoring 65-100		25	30		#	#
Number Scoring 85-100		4	10		#	#
Percentage of Tested Scoring 55-100		88%	100%		#	#
Percentage of Tested Scoring 65-100		61%	86%		#	#
Percentage of Tested Scoring 85-100		10%	29%		#	#

* Physical Setting/Physics results for 2002-03 are not included in the report card because the Department issued new conversion charts for assessments administered in that year.

(Form – G)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Comprehensive French						
Number Tested	19	29	44	2	3	6
Number Scoring 55-100	19	27	42	#	#	5
Number Scoring 65-100	18	24	40	#	#	4
Number Scoring 85-100	5	9	21	#	#	1
Percentage of Tested Scoring 55-100	100%	93%	95%	#	#	83%
Percentage of Tested Scoring 65-100	95%	83%	91%	#	#	67%
Percentage of Tested Scoring 85-100	26%	31%	48%	#	#	17%
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	52	61	61	1	1	1
Number Scoring 55-100	52	61	60	#	#	#
Number Scoring 65-100	51	55	56	#	#	#
Number Scoring 85-100	22	25	32	#	#	#
Percentage of Tested Scoring 55-100	100%	100%	98%	#	#	#
Percentage of Tested Scoring 65-100	98%	90%	92%	#	#	#
Percentage of Tested Scoring 85-100	42%	41%	52%	#	#	#
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)

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2004	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 2005	General-Education Students	98	0%	13%	61%	26%
	Students with Disabilities	15	0%	40%	60%	0%
	All Students	113	0%	17%	61%	22%

(Form – I)

New York State Alternate Assessments (NYSAA) 2004–05

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

2001 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	95	95	95	9	9	9	104	104	104
Number Scoring 55–64	1	0	0	0	1	0	1	1	0
Number Scoring 65–84	31	23	49	6	4	5	37	27	54
Number Scoring 85–100	61	71	46	3	3	4	64	74	50
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		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Listening and Speaking (Grade K-1)						
Number Tested		0	0		0	0
Beginning		0	0		0	0
Intermediate		0	0		0	0
Advanced		0	0		0	0
Proficient		0	0		0	0
Reading and Writing (Grade K-1)						
Number Tested		0	0		0	0
Beginning		0	0		0	0
Intermediate		0	0		0	0
Advanced		0	0		0	0
Proficient		0	0		0	0
Listening and Speaking (Grade 2-4)						
Number Tested		0	0		0	0
Beginning		0	0		0	0
Intermediate		0	0		0	0
Advanced		0	0		0	0
Proficient		0	0		0	0
Reading and Writing (Grade 2-4)						
Number Tested		0	0		0	0
Beginning		0	0		0	0
Intermediate		0	0		0	0
Advanced		0	0		0	0
Proficient		0	0		0	0
Listening and Speaking (Grade 5-6)						
Number Tested		1	1		0	0
Beginning		#	#		0	0
Intermediate		#	#		0	0
Advanced		#	#		0	0
Proficient		#	#		0	0
Reading and Writing (Grade 5-6)						
Number Tested		1	1		0	0
Beginning		#	#		0	0
Intermediate		#	#		0	0
Advanced		#	#		0	0
Proficient		#	#		0	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		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Listening and Speaking (Grade 7-8)						
Number Tested		0	0		0	0
Beginning		0	0		0	0
Intermediate		0	0		0	0
Advanced		0	0		0	0
Proficient		0	0		0	0
Reading and Writing (Grade 7-8)						
Number Tested		0	0		0	0
Beginning		0	0		0	0
Intermediate		0	0		0	0
Advanced		0	0		0	0
Proficient		0	0		0	0
Listening and Speaking (Grade 9-12)						
Number Tested		1	0		0	0
Beginning		#	0		0	0
Intermediate		#	0		0	0
Advanced		#	0		0	0
Proficient		#	0		0	0
Reading and Writing (Grade 9-12)						
Number Tested		1	0		0	0
Beginning		#	0		0	0
Intermediate		#	0		0	0
Advanced		#	0		0	0
Proficient		#	0		0	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)