

APPENDIX A: 2015-16 CHARTER SCHOOL ANNUAL REPORT

PART 1: SCHOOL INFORMATION AND EXECUTIVE SUMMARY	
Name of Charter School:	Year School Opened:
Odyssey Community School	1997
Street Address:	City/Zip Code:
579 West Middle Turnpike	Manchester, CT 06040
School Director:	School Director Contact Information:
Elaine Stancliffe	estancliffe@odysseyschool.org /860-645-1234 ext.156
Grades Authorized to Serve in 2015-16:	Charter Term:
K-8	2015-2020
<p>1. Executive Summary: Provide a cover letter or executive summary highlighting school progress, performance, accomplishments, and major changes during the 2015-16 school year. Include a brief narrative on the school’s unique model and student population.</p>	
<p>Odyssey School established a Safety Committee consisting of administration, teachers, key building staff, police officers and fire department officers. With the assistance of the Manchester Public Schools Superintendent and his Safety Officer, the committee created the Odyssey School Safety Manual. The committee also established and required that Go Bags be hung in every classroom to be carried by teachers in emergency situations. The committee will be working on creating signage inside and outside the classrooms for improved fire and police clarity in case of an emergency.</p> <p>Odyssey’s eighth grade students were given chromebooks to use throughout the school year. This was our first year doing this. We found it to be a great resource for the older students, and we found it enabled the classes to be more productive. We also found that we underestimated the damage that was done to the chromebooks</p> <p>Odyssey’s Board of Trustees approved the purchase of 40 new chromebooks for the coming year. These chromebooks will be used by the seventh grade in the same capacity. We are changing our policy, however. The chromebooks will still be for the 7th and 8th grade students’ individual use, but they will not be allowed to bring them home.</p> <p>Odyssey’s Board has approved the replacement of 40 staff computers.</p> <p>Odyssey adopted the Eureka Math Program. Odyssey’s Elementary and Math Teachers underwent training prior to the start of the year. As expected, the program was very different from our previous Saxon program. This caused some anxiety among staff, students and parents. As the year progressed, however, most parties seemed to become more comfortable with the changes. It is our expectation that the comfort level and productivity will continue to increase. It is also our expectation that the students who are able to start the program at an early age will thrive after several years with Eureka.</p> <p>Over half our staff underwent CPR training. One of our staff members has also been trained to train others in CPR.</p> <p>Odyssey created the position of Building Substitute. This has been a great asset to the school by significantly decreasing the need for teachers and paraprofessionals to cover classes when substitutes are not available. The Building Sub is also an asset assisting in classes when she is not being used to substitute.</p>	

Odyssey focused on our Writing Curriculum. We established consistent rubrics throughout all grades for the three Common Core units: Narrative, Informational, Opinion/Argumentative. This program also helps us identify students for SRBI in Writing.

PART 2: SCHOOL PERFORMANCE

2. **School Goals:** State the school's mission statement. Provide the school's mission-specific, measurable goals. Analyze school progress toward these goals, providing data as appropriate. Add/Remove rows, as necessary.

Mission Statement:

Odyssey Community School provides a positive elementary and middle school experience that emphasizes academic excellence, the ability to communicate effectively using traditional and technological media, and the development of strong character and self-confidence. The unique mind and heart of each child is nurtured as students are taught to internalize the CIRCLE values (Courage, Integrity, Respect, Curiosity, Leadership and Excellence) and to become productive members of their community.

Goal Statement:

Evidence of Progress toward Goal:

Students will graduate Odyssey with high levels of competence in all subject areas and will demonstrate skills needed to excel in the 21st century, including critical thinking, problem solving, creativity, technological aptitude and global awareness.

67.65% of our K-8 students made at least one year's worth of progress from fall to spring as measured by our benchmark reading assessments.
59.15% of our K-8 students made at least one year's worth of progress from fall to spring as measured by our benchmark math assessments.
86% of our 8th grade students and 73% of our 5th graders scored at the Proficient level or higher on the Science CMTs.

Students at Odyssey will demonstrate respectful behavior towards adults and peers. Odyssey will foster an environment that embraces the CIRCLE values – Courage, Integrity, Respect, Curiosity, Leadership and Excellence – and promotes them as the foundation for all interactions.

Character development is stressed in numerous ways on a daily basis as a way of enforcing a school climate that is tolerant, supportive and caring, with high academic and behavioral expectations for students. Students in all grades receive character instruction, and learn to apply the CIRCLE values in order to become responsible citizens. Older students serve as buddies and mentors for younger students. Bullying behavior is not tolerated and is dealt with immediately.

Odyssey will continue with the Advisory Program, which aligns middle school teachers with small groups of students for mentoring. Clear objectives are stressed to reinforce the CIRCLE values and foster positive feelings among all students. Advisors will have access to information on their advisees through the school data base.

Odyssey students met in advisory groups approximately once per month. Teachers led discussions with students during this time on topics such as bullying prevention and academic and personal goal setting.

Odyssey will embrace the philosophy of interdisciplinary instruction and will develop curricular units that support interdisciplinary instruction.

Three school-wide interdisciplinary units were offered during the 2015-2016 school year. These units were Heritage, Astronomy, and Stories through time. Students participated in mixed age instruction, school activities, field trips, and guest speakers.

The Odyssey Media and Technology Curriculum will be integrated in all subject areas. The subject matter curricula will reflect such integration.

MCC classes are Odyssey's mission-driven classes, and include Media Literacy, Character and Communications. Students in grades 3-6 attend MCC classes one day a

per week. 7th and 8th grade students attend MCC classes 2 times per week for 6 weeks during the year. Our technology education teacher provided multiple professional development opportunities to teachers during the 2015-2016 school year in order to support the successful integration of technology into planning and instruction. 100% of our middle school Language Arts teachers implemented Google Classroom to manage and distribute work between teacher and students, and provide real time feedback/grading. 100% of teachers used Google Drive to collaborate within the school and with students. Approximately 85% of our teachers collaborated with our technology teacher to increase the integration of technology into their classrooms. In addition, our 8th grade students were each provided a Chromebook which was used at school and home to complete assignments. This allowed 8th grade teachers to increase the implementation of technology-based instruction and assignments last year.

3. Student Achievement: Provide data summarizing school performance and academic achievement. Using the blank space provided, include data evidencing student growth and progress toward closing achievement gaps, including an analysis of normed benchmark assessment data.

*The following table shows the percentage of students who scored in the range of average or above on our fall and spring benchmark assessments.

Grade	2013-2014				2014-2015				2015-2016			
	Reading		Math		Reading		Math		Reading		Math	
	Fall	Spring										
K	83%	94%	67%	87%	92%	95%	78%	86%	72%	95%	64%	91%
1	56%	53%	71%	60%	86%	91%	84%	91%	95%	92%	64%	81%
2	54%	53%	57%	66%	60%	62%	63%	71%	69%	59%	73%	59%
3	60%	77%	61%	80%	59%	83%	66%	72%	53%	75%	67%	75%
4	56%	72%	48%	74%	70%	68%	42%	56%	58%	59%	46%	55%
5	60%	46%	64%	46%	69%	71%	71%	53%	66%	59%	57%	52%
6	50%	36%	69%	78%	58%	60%	61%	81%	78%	66%	60%	63%
7	77%	60%	50%	55%	71%	66%	76%	82%	78%	67%	73%	87%
8	85%	55%	44%	47%	70%	66%	78%	75%	81%	84%	76%	62%
All grades	65%	61%	59%	66%	71%	74%	69%	74%	72%	73%	64%	69%

The following table shows the percentage of grades 2-8 students in subgroups who scored in the range of average or above on our fall and spring benchmark assessments.

Subgroup	2014-2015				2015-2016			
	Reading		Math		Reading		Math	
	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
Black	56%	54%	61%	63%	54%	55%	44%	57%
Hispanic/Latino	71%	65%	67%	73%	78%	71%	68%	67%
White	62%	69%	61%	71%	72%	72%	65%	63%

Whole school scores show that fall benchmarks in reading and math have increased since 2013. Reading scores have been similar in fall and spring over 3 years. Math scores have increased from fall to spring each year.

Subgroup scores show that there is a slight achievement gap between our Black and White students in both reading and math; however, our Hispanic/Latino students are either outperforming or performing equally to our white students.

Performance Metric	*2013-14 :	*2014-15 :	*2015-16 :
Average daily attendance rate:	95.3	95.8	96.3
Chronic absenteeism rate:	11.7	7.2	4.3
Overall suspension rate: (% of students with 1+ suspension/ expulsion)	5.8	5.2	2.4
Number of in-school suspensions:	20	22	18
Number of out-of-school suspensions:	13	6	1
Number of expulsions:	0	0	0
Four Year Cohort Graduation Rate (if applicable):	N/A	N/A	N/A
Six Year Adjusted Cohort Graduation Rate (if applicable)	N/A	N/A	N/A
2015 Accountability Index charter school:	N/A	N/A	N/A
2015 Accountability Index state:	N/A	N/A	N/A

*Source: CSDE analysis based on district submitted and certified data.

**N<= 5. Suppressed to protect student confidentiality.

4. **Best Practice:** In 250 words or less, summarize an emerging best practice at your school in the areas of academics, instruction, or school climate (e.g. extended instructional time, supports for English learners, positive behavior management, and college access). Describe the concrete strategy and its impact on student learning and/or the school climate referencing quantitative data. Provide evidence of collaboration with local school districts in this area, as appropriate.

At the end of the 2013-2014 school year, Odyssey began to explore new math programs that would better align with the Common Core. Three options were presented to staff, based on research done by our lead math teacher and two elementary teachers. After navigating through each curriculum and considering assessments, rigor, and alignment with Common Core, it was decided that Odyssey would transition to the Eureka Math program. One elementary teacher and the lead math teacher attended a 2-day workshop in June to learn about the program and its implementation. The two teachers then held professional development at the end of the school year and one day in August, for all other math teachers. Throughout the year we continued to hold monthly PD workshops to identify areas of strengths and weaknesses and develop strategies for moving forward. To enhance support at home, parents were offered training by our lead math teacher in navigating the website, utilizing resources at home, and giving an overview of how to support with homework. To further develop our understanding of the program, administration and the lead math teacher observed Eureka at Side by Side Charter School in Norwalk, CT. The lead math teacher also communicated with staff from Vernon Public Schools in order to support successful implementation. As the program unfolded, the effects in the classroom were noticeable. Students began to have an increased ability to speak mathematically using learned vocabulary and integration of concepts. The rigor and challenge for students were evident as they began using effective strategies for problem solving, based on their own learning preferences. Within classroom assessments, scores increased and a higher level of thinking developed.

PART 3: STEWARDSHIP, GOVERNANCE, AND MANAGEMENT

5. **Financial Documents:** (1) As required by C.G.S. § 10-66cc(b)(2) and 10-66pp, the charter school and if applicable, the charter school management organization of the state or local charter school, shall submit FY 2014-15 certified audit statements, including the statement of activities (showing all revenues from public and private sources, expenditures, and net operating gain/loss), balance sheet and statement of cash flows. (2) The charter school and if applicable, the charter school management organization of the state or local charter school, shall submit a complete copy of the most recently completed Internal Revenue Service form 990, including all parts and schedules, other than Schedule B of such form. (3) Provide the FY 2015-16 budget comparing submitted budget versus actual figures, with summary explanations of all major variances (any variance plus or minus 10% or more between budget and actual). (4) Provide a FY 2016-17 board-approved budget, summarizing all assumptions and major variances from FY 2016.

6. **Financial Condition:** Provide the following financial data for FY 2016.

Total margin (net income / total revenue):	17.09%
Debt to asset ratio (total liabilities / total assets):	14.96%
Debt service coverage ratio ((net income + depreciation + interest expense) / (principal + interest payments)):	119.66%
Current asset ratio (current assets / current liabilities):	344.30%
Days of unrestricted cash ((total expenditures - depreciation) / 365):	9947.5
Cash flow (change in cash balance):	\$205,961

7. **Governing Board:** Consistent with C.G.S. § 10-66bb(d)(3)(A), provide the following information for all governing board members. The governing board should include teachers and parents and guardians of students enrolled in the school, and the chairperson of the local or regional board of education of the town in which the charter school is located and which has jurisdiction over a school that resembles the approximate grade configuration of the charter school, or the designee of such chairperson, provided such designee is a member of the board of education or the superintendent of schools for the school district, or the superintendents designee.

Name:	Occupation:	Board Role/Term:	Mailing/Email:	Background Check:
Elizabeth Mix	Director, Youth Services	President	mixe@cigov.com	x Yes <input type="checkbox"/> No
Cynthia Merrill	CPA	VPres/Treasurer	cmerrill@walshct.com	x Yes <input type="checkbox"/> No
Malcolm Barlow	Attorney at Law	Trustee	mfbarrow@marlow-murphey.com	x Yes <input type="checkbox"/> No
Anita Baten	Retired teacher	Parent	anitabaten@gmail.com	x Yes <input type="checkbox"/> No
Chris Bugbee	Principal	Ex-Officio	cbugbee@odyssey school.org	x Yes <input type="checkbox"/> No
Jessica Willem	Teacher	Teacher Rep.	jwillem@odysseyschool.org	x Yes <input type="checkbox"/> No
Lisa Kimyachi	Teacher	Teacher Alternate	LKimyachi@odysseyschool.org	x Yes <input type="checkbox"/> No
Michael Kelleher	Retired Banker	Trustee	michaeljkelleher@gmail.com	x Yes <input type="checkbox"/> No
Elaine Stancliffe	Executive Director	Ex-Officio	estancliffe@odysseyschool.org	x Yes <input type="checkbox"/> No
Katherine Mund		Parent Alternate	katherine.mund@gmail.com	x Yes <input type="checkbox"/> No

8. Renewal Terms and Other Issues: Provide a progress update on terms established in the charter school’s most recent renewal; summarize actions taken and progress data to substantiate efforts to address such terms. Provide an update on how the charter school is addressing or plans to address the issues noted. The chart below is pre-populated to include terms documented in the school’s last renewal resolution or issues identified by the CSDE.

Standard/Indicator :	Term or Condition:	Progress Update:
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1.3
School Culture and Climate

Plan to Target Chronic Absenteeism Reduction

In the 2013-2014 school year, Odyssey School had 11.7% students who were considered chronically absent. The following plan is designed to address this issue and reduce this number.

Causes of Chronic Absenteeism

We have determined two major causes of chronic absenteeism. First is parents’ unawareness or lack of concern for the importance of having their children here every day. This is evidenced by students who have sporadic absences. For example, a student might be absent on a Monday and again on the Thursday of the same week. This is also evidenced by students missing on particular day. For example, Fridays are half days at our school. A student might often miss school on Friday because it is considered less important.

The second cause of chronic absenteeism at our school is extended vacations. We have had several families, particularly of younger students, take their students out of the country for several weeks. This has often happened at the beginning or end of the school year, and it often takes the student out of school for weeks or even months.

Plan

In order to address both causes, we focused on increased parent communication and a more structured response to each. To address the first cause, a letter is automatically sent home when a child reaches nine (9) absences. This letter will remind parents that subsequent absences will be considered “unexcused” unless excused by a doctor’s note or other “Acceptable Reason” as defined in 2015-1016 Odyssey School Student Handbook. When a student reaches twelve (12) absences, the student’s parents will be invited in for a meeting with a school administrator. Should excessive absences continue after that, we will report to the Department of Children and Families (DCF). A data team will meet once a month to review progress.

In order to address the second cause, we are increasing our efforts to communicate our expectation that students are not permitted to take extended vacations during the school year. We are now including this information as part of our initial literature when families apply to our school. We have also sent letters home explaining the policy.

Our chronic absenteeism rate has continually decreased from 11.7% in 2013-2014 to 7.2% in 2014-2015 to 4.3% in 2015-2016.

9. **Best Practice:** In 250 words or less, summarize an emerging best practice at your school in the areas of stewardship, governance, and management (e.g., financial management, technology, school operations). Describe the concrete strategy and its impact on the school referencing quantitative data. Provide evidence of collaboration with local school districts in this area, as appropriate.

This year we continued our commitment to technology by include the purchase of 40 new chromebooks for individual use for our 8th grade students. This was a trial year to see how effective it would be to provide chromebooks to one grade. While the productivity of the student work approved, as evidenced by teacher and administrative observations, as well as student grades, it was found that a high number of maintenance issues were needed due to students students not maintaining the chromebooks properly.

Our Board has approved the addition of 40 additional chromebooks to be used individually by the seventh grade students. We will be changing the policy, however, so that the students will have the individual chromebooks to use each day, but the chromebooks will remain at school.

PART 4: STUDENT POPULATION

10. **Enrollment and Demographic Data:** Provide 2015-16 student demographic and enrollment information.

Grades Served:	K-8	Student Enrollment:	328
% Free/Reduced-Price Lunch:	26.2	% Black:	19.5
% Special Education:	7.6	% Hispanic:	15
% Limited English Proficiency:	5.2	% Caucasian:	45.1

2015-16 Enrollment by Grade Level:

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
0	37	37	37	38	38	38	33	32	38	0	0	0	0	328

11. **Enrollment Efforts:** Summarize the school’s efforts to attract, enroll, and retain a diverse and representative student population, including minority students, low-income students, English learners, and students with disabilities.

We have increased our efforts to recruit in all areas of Manchester as well as neighboring towns in order to remedy the fact that our Hispanic population does not mirror that of the town of Manchester. We have, however, not seen an increase in that area. We are still seeing an increase in our Indian population which we attribute to word of mouth and strong ties among the community.

12. **Waitlist Data:** Provide waitlist totals below, illustrating demand and community support for the school.

2015-16 Waitlist:	2016-17 Waitlist:
126	128

13. **Best Practice:** In 250 words or less, summarize an emerging best practice at your school in the areas of student populations (e.g., family and community engagement, recruitment processes, retention strategies). Describe the concrete strategy and its impact on the school referencing quantitative data. Provide evidence of collaboration with local school districts in this area, as appropriate.

This year, our School Governance Council's goal was to increase community outreach by including students and families. Administration contacted the local food pantry, MACC. A representative met with administration to discuss ideas and plans to make the partnership the most successful. The representative spoke in an assembly with all students, informing them where MACC is, what it does for the community, and encouraging their participation in helping. Throughout the year, Odyssey then held various food drives to fill the shelves at MACC. For each of the 6 dances held throughout the year, students were asked to make donations to the food pantry as their entrance fee. While this brought in significant donations, the largest was our initiative to fill the principal's office with goods. The students were motivated by the incentive that the principal would shave his head, in front of everyone, if the goal was met. Notices went home to families to inform them of the efforts, accompanied by a list of the items identified as the highest need. Daily, it was broadcasted what percentage of the office was full. Within 3 weeks, our goal was reached. These efforts, spurred parents and students to continue to look for ways to help our community. Participation in cleaning up a local brook and donating to a "Pennies for Patients" campaign for children with leukemia became widespread. Within our school climate survey, it was found that at the beginning of the year, 12% of families participated in community outreach, while at the end of the year, 72% of families were involved.

APPENDIX B: 2017-18 PRELIMINARY ENROLLMENT REQUEST

Directions: On an annual basis, charter schools must submit an enrollment request for the following school year. Consistent with C.G.S. § 10-66bb(c), the State Board of Education considers enrollment requests in the context of each school’s charter and record of student achievement.

C.G.S. § 10-66bb(c)(2) places an enrollment cap on the number of students that a state charter school may enroll. However, charter schools with a demonstrated record of achievement may seek a waiver. If the submitted 2017-18 enrollment request requires an enrollment waiver, please specify that below.

1. Complete the table below providing the school’s enrollment and growth history. Submit an enrollment request and growth projections for the upcoming school year.															
School Year:	Actual Enrollment:														
	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2013-14	0	36	38	37	37	37	33	36	37	34	0	0	0	0	325
2014-15	0	37	37	37	37	37	37	33	37	36	0	0	0	0	328
2015-16	0	37	37	37	38	38	38	33	32	38	0	0	0	0	328
2016-17	0	36	36	37	36	38	38	38	38	32	0	0	0	0	329
School Year:	2016-17 Enrollment Request:														
	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2017-18	0														
2. Based on the request entered above, is the school seeking a waiver to the enrollment cap described in C.G.S. § 10-66bb(c)(2), no state charter school shall enroll more than two hundred fifty students, or in the case of a kindergarten to grade eight, inclusive, school, more than three hundred students, or twenty-five per cent of the enrollment of the school district in which the state charter school is to be located, whichever is less.												<input type="checkbox"/> Yes <input type="checkbox"/> No			
3. Provide a rationale for the enrollment request, including a synopsis of all relevant assumptions.															
4. Summarize the school’s plans to successfully expand and accommodate the needs of the students served (e.g., programming, staffing, facilities, and class size).															

APPENDIX C: CHARTER SCHOOL PERFORMANCE FRAMEWORK

The Connecticut State Department of Education’s (CSDE) charter school performance framework promotes clear and transparent expectations for all charter schools. The four performance standards are central to measuring schools’ efficacy and viability, and align to state law and national best practices among charter school authorizers, as accumulated by the National Association of Charter School Authorizers. Within each standard area, the framework identifies a series of indicators used to evaluate charter schools. The framework drives the CSDE’s charter school accountability systems and processes, including initial approval decisions, annual monitoring, and renewal determinations.

Performance Standards:	
1. School Performance:	Is the school a successful model resulting in strong student outcomes and a positive school climate?
2. Stewardship, Governance, and Management:	Is the school financially and organizationally healthy and viable?
3. Student Population:	Is the school promoting equity by effectively attracting, enrolling, and retaining students, particularly among targeted populations?
4. Legal Compliance:	Is the school acting in compliance with applicable laws and regulations?

Performance Standards:	Performance Indicators:
1. School Performance	1.1. Academic Achievement <ul style="list-style-type: none"> a. ELA Performance Index – All Students b. ELA Performance Index – High Needs Students c. Math Performance Index – All Students d. Math Performance Index – High Needs Students e. Science Performance Index – All Students f. Science Performance Index – High Needs Students 1.2. Academic Growth (Longitudinal) (a. All Students, b. High Needs) 1.3. Participation Rates (a. All Students, b. High Needs) 1.4. Chronic Absenteeism (a. All Students, b. High Needs) 1.5. Preparation for Postsecondary and Career Readiness - % Taking Courses 1.6. Preparation for Postsecondary and Career Readiness - % Passing Exams 1.7. Graduation – On – Track in 9 th Grade 1.8. Four Year Graduation - All Students 1.9. Six Year Graduation - High Needs Students 1.10. Postsecondary Entrance Rate (All Students) 1.11. Physical Fitness 1.12. Arts Access
2. Stewardship, Governance, and Management	2.1. Financial Management 2.2. Financial Reporting 2.3. Financial Viability 2.4. Governance and Management 2.5. Facility
3. Student Population	3.1. Recruitment and Enrollment Process 3.2. Waitlist and Enrollment Data 3.3. Demographic Representation 3.4. Family and Community Support 3.5. School Culture and Climate
4. Legal Compliance	4.1. Open Meetings and Information Management 4.2. Students with Disabilities 4.3. English Learners

- 4.4. Rights of Students
- 4.5. Teacher/Staff Credentials
- 4.6. Employee Rights

APPENDIX D: STATEMENT OF ASSURANCES

It is imperative that charter schools – as with all other public schools – adopt and uphold the highest ethical and legal standards while delivering excellent academic opportunities for students and their families.

As the authorized representative of **Odyssey Community School**, to the best of my knowledge, I affirm that:

1. Pursuant to C.G.S.A. § 10-66rr, all board members and staff have satisfactorily completed background checks, including a state and national criminal records checks and a record check of the Department of Children and Families child abuse and neglect registry.
2. Pursuant to C.G.S.A. § 10-66rr, if applicable, all charter school management organization (CMO) governing board members and staff members, who performs a service involving direct student contact have satisfactorily completed background checks, as described in (1).
3. All contractors doing business with the school, who performs a service involving direct student contact have satisfactorily completed background checks, as described in (1).
4. Records of any and all background checks described above, are on file at Odyssey Community School and available for random audit by the Connecticut State Department of Education (CSDE).
5. Pursuant to C.G.S.A. § 10-66oo, Odyssey Community School’s Governing Board has adopted written anti-nepotism and conflict of interest policies consistent with state law and best practices in nonprofit corporate governance, and pursuant to 10-66bb(d), that no member or employee of the Governing Board has a personal or financial interest in any asset, real or personal, of the charter school .
6. Pursuant to C.G.S.A. § 10-66oo, each member of a governing council of a state or local charter school shall complete training related to charter school governing council responsibilities and best practices at least once during the term of the charter, and that no board member of Odyssey Community School serves on the board of another charter school or CMO.
7. All public funds received by Odyssey Community School have been, or are being, expended prudently and in a manner required by law.
8. All Governing Board meetings are open and accessible to the public, and that Odyssey Community School has posted, and continues to post, on any Internet website that the Governing Board operates, the schedule, agenda, and minutes of each Governing Board meeting, including any meeting of a subcommittee of the Governing Board.
9. Odyssey Community School does not discriminate in any employment practice, education program, or educational activity on the basis of race, color, religious creed, sex, age, national origin, ancestry, marital status, sexual orientation, gender identity or expression, disability, or any other basis prohibited by Connecticut state and/or federal nondiscrimination laws.

By signing this Statement of Assurances on behalf of the Governing Board of Odyssey Community School, I acknowledge that I understand the terms contained herein and affirm the validity of each statement to the best of my knowledge. I further understand that Odyssey Community School may be subject to random audit by the CSDE to verify these statements.

Signature: Elizabeth Mux

Name of Board Chairperson: Elizabeth Mux

Date: 9/30/16

Odyssey Community School, Inc.

Financial Statements
and
Independent Auditor's Report

June 30, 2015 and 2014

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JAMES A. GEORGE, P.C.
Certified Public Accountants & Business Consultants

INDEPENDENT AUDITOR'S REPORT

To the Board of Directors of
Odyssey Community School, Inc.:

We have audited the accompanying financial statements of Odyssey Community School, Inc. (a nonprofit organization), which comprise the statement of financial position as of June 30, 2015, and the related statements of activities and cash flows for the year then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Odyssey Community School, Inc. as of June 30, 2015, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.



Report on Summarized Comparative Information

We have previously audited the Odyssey Community School, Inc.'s 2014 financial statements, and our report dated December 19, 2014, expressed an unmodified opinion on those audited financial statements. In our opinion, the summarized comparative information presented herein as of and for the year ended June 30, 2014, is consistent, in all material respects, with the audited financial statements from which it has been derived.

Other Matters

Other Information

Our audit was conducted for the purpose of forming an opinion on the financial statements as a whole. The schedule of functional expenses on page 6 and the accompanying schedule of expenditures of state financial assistance, as required by Connecticut State Single Audit Act, is presented for purposes of additional analysis and is not a required part of the financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated, in all material respects, in relation to the financial statements as a whole.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated December 22, 2015, on our consideration of Odyssey Community School, Inc.'s internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering Odyssey Community School, Inc.'s internal control over financial reporting and compliance.

James A. George, P.C.

JAMES A. GEORGE, P.C.
Wakefield, Massachusetts
December 22, 2015

Odyssey Community School, Inc.
Statements of Financial Position
June 30, 2015 and 2014

Assets

	2015	2014
Current Assets		
Cash and Cash Equivalents	\$ 569,896	\$ 543,673
Trade Receivables	14,018	91
Prepaid Expenses	14,519	155
Total Current Assets	598,433	543,919
Property and Equipment, Net	2,688,316	2,297,447
Construction in Progress	-	153,311
Other Assets		
Security Deposit	15,780	15,780
Total Other Assets	15,780	15,780
Total Assets	\$ 3,302,529	\$ 3,010,457

Liabilities and Net Assets

Current Liabilities		
Accounts Payable	\$ 490	\$ 63,886
Accrued Expenses	261,434	219,918
Deferred Revenue	56,153	-
Notes Payable, Current Portion	56,119	296,020
Total Current Liabilities	374,196	579,824
Long-Term Liabilities		
Long-Term Portion of Notes Payable	243,881	572,625
Total Long-Term Liabilities	243,881	572,625
Total Liabilities	618,077	1,152,449
Net Assets		
Unrestricted Net Assets	2,684,452	1,858,008
Total Net Assets	2,684,452	1,858,008
Total Liabilities and Net Assets	\$ 3,302,529	\$ 3,010,457

See accompanying notes to the financial statements.

Odyssey Community School, Inc.
Statements of Activities
For the Year Ended June 30, 2015
With Comparative Totals for the Year Ended June 30, 2014

	2015			2014
	Unrestricted	Temporarily Restricted	Total	Total
Operating Revenue				
Grant Income	\$ 4,312,422	\$ -	\$ 4,312,422	\$ 3,795,780
Special Education Services	309,286	-	309,286	282,279
Field Trips	41,539	-	41,539	36,074
Interest Income	2,102	-	2,102	2,785
Other Income	1,455	-	1,455	1,540
Contributions	2,175	3,740	5,915	99,339
Satisfaction of Restrictions	3,740	(3,740)	-	-
Total Operating Revenue	4,672,719	-	4,672,719	4,217,797
Operating Expenses				
Program Services	2,774,829	-	2,774,829	2,821,997
Management and General	1,071,446	-	1,071,446	933,902
Total Operating Expenses	3,846,275	-	3,846,275	3,755,899
Change in Net Assets	826,444	-	826,444	461,898
Net Assets - Beginning of Year	1,858,008	-	1,858,008	1,396,110
Net Assets - End of Year	\$ 2,684,452	\$ -	\$ 2,684,452	\$ 1,858,008

See accompanying notes to the financial statements.

Odyssey Community School, Inc.
Statements of Cash Flows
June 30, 2015 and 2014

	2015	2014
CASH FLOWS FROM OPERATING ACTIVITIES		
Change in Net Assets	\$ 826,444	\$ 461,898
Adjustments to Reconcile Change in Net Assets to Net Cash Provided (Used) by Operating Activities		
Depreciation	342,495	341,865
(Increase) Decrease in Operating Assets		
Accounts Receivable	(13,927)	10,952
Prepaid Expenses	(14,364)	(155)
Increase (Decrease) in Operating Liabilities		
Accounts Payable	(63,396)	62,500
Accrued Expenses	41,516	18,549
Deferred Revenue	56,153	-
	1,174,921	895,609
CASH FLOWS FROM INVESTING ACTIVITIES		
Purchases of Property and Equipment	(580,053)	(210,181)
NET CASH USED BY INVESTING ACTIVITIES	(580,053)	(210,181)
CASH FLOWS FROM FINANCING ACTIVITIES		
Principal Payments on Debt	(918,645)	(634,840)
Proceeds/(Payments) from Line of Credit	350,000	(20,000)
NET CASH USED BY FINANCING ACTIVITIES	(568,645)	(654,840)
NET INCREASE IN CASH AND CASH EQUIVALENTS	26,223	30,588
BEGINNING CASH AND CASH EQUIVALENTS	543,673	513,085
ENDING CASH AND CASH EQUIVALENTS	\$ 569,896	\$ 543,673
SUPPLEMENTAL CASH FLOW INFORMATION		
Cash Paid for Interest	\$ 32,006	\$ 45,019

See accompanying notes to the financial statements.

Odyssey Community School, Inc.
Statements of Functional Expenses
For the Year Ended June 30, 2015
With Comparative Totals for the Year Ended June 30, 2014

	2015			2014
	Program Expenses	General and Administrative	Total	Total
Salaries and Wages	\$ 1,985,729	\$ 455,184	\$ 2,440,913	\$ 2,371,131
Depreciation	-	342,495	342,495	341,865
Benefits	244,362	61,090	305,452	268,951
Rent	232,131	31,654	263,785	263,785
Payroll Taxes	93,703	23,426	117,129	110,756
Utilities	50,030	21,441	71,471	68,054
Program Expense	64,886	-	64,886	55,744
Other Supplies	45,867	-	45,867	63,883
Repairs and Maintenance	4,249	38,243	42,492	34,123
Field Trips	38,286	-	38,286	35,437
Interest Expense	-	32,006	32,006	45,019
Office Supplies	-	26,654	26,654	29,733
Professional Fees	-	17,625	17,625	20,015
Insurance	1,455	13,094	14,549	13,648
Professional Development	9,769	2,242	12,011	11,360
Media Lab	3,405	-	3,405	7,349
Postage	-	2,870	2,870	3,051
Advertising	-	1,847	1,847	1,480
Miscellaneous	-	1,575	1,575	6,638
Minor Equipment	808	-	808	295
Character Building	149	-	149	2,180
Travel	-	-	-	1,100
Health	-	-	-	302
Total Expenses	\$ 2,774,829	\$ 1,071,446	\$ 3,846,275	\$ 3,755,899

See accompanying notes to the financial statements.

Odyssey Community School, Inc.
Notes to the Financial Statements
June 30, 2015 and 2014

Note A – Nature of Activities and Significant Accounting Policies

Nature of Activities

Odyssey Community School, Inc. (the Organization) is a state charter school authorized by Public Act 97-290 which places emphasis on media literacy to develop analytical thinking, communication skills, and experiential learning to connect students with the world outside of school.

Financial Statement Presentation

The accompanying financial statements have been prepared in accordance with accounting principles generally accepted in the United States of America (GAAP) established by the Financial Accounting Standards Board (FASB). References to U.S. GAAP in these notes are to the FASB Accounting Standards Codification (ASC).

Net Assets

The net assets of the Organization have been broken down into three different classifications as follows:

Unrestricted net assets – consist of unrestricted amounts that are available for use in carrying out the mission of the Organization.

Temporarily restricted net assets – consist of those amounts that are donor restricted for a specific purpose. When a donor restriction expires, either by the passage of a stipulated time restriction or by the accomplishment of a specific purpose restriction, temporarily restricted net assets are reclassified to unrestricted net assets and reported in the statement of activities as net assets released from restrictions. The Organization did not have any temporarily restricted net assets at June 30, 2015 and 2014.

Permanently restricted net assets – result from contributions from donors who place restrictions on the use of donated funds mandating that the original principal remain invested in perpetuity. The Organization did not have any permanently restricted net assets at June 30, 2015 and 2014.

Use of Estimates

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenses during the reporting period. Accordingly, actual results could differ from those estimates.

Odyssey Community School, Inc.
Notes to the Financial Statements
June 30, 2015 and 2014

Note A – Nature of Activities and Significant Accounting Policies (Continued)

Cash and Cash Equivalents

For the purposes of the statements of cash flows, the Organization considers all unrestricted highly liquid investments with an initial maturity of three months or less to be cash and cash equivalents.

Accounts Receivable

The Organization has receivable balances due from various agencies. Receivables are recorded when the Organization requests reimbursement from these agencies.

Management reviews the receivable balance for collectability and records an allowance for doubtful accounts based on historical information and current economic trends. No allowance for doubtful accounts was recorded as of June 30, 2015 and 2014 as management believes all accounts are fully collectible.

Property and Equipment

Property and equipment with a useful life greater than one year is stated at cost. The Organization's policy is to capitalize property and equipment costing \$500 or more. Depreciation is calculated on a straight-line basis based on the following useful lives:

Leasehold improvements	5 - 10 years
Furniture and equipment	3 - 5 years

The Organization reviews long-lived assets for recoverability whenever events or changes in circumstances indicate that its carrying amount may not be recoverable.

Revenue Recognition

The Organization recognizes revenue from government grants when received and is earned.

Prior Year Information

The Statements of Activities and Statements of Functional Expenses include certain prior year summarized comparative information in total, but not by function. Such information does not include sufficient detail to constitute a presentation in conformity with generally accepted accounting principles. Accordingly, such information should be read in conjunction with the Organization's financial statements for the year ended June 30, 2014 from which the summarized information was derived.

Odyssey Community School, Inc.
Notes to the Financial Statements
June 30, 2015 and 2014

Note A – Nature of Activities and Significant Accounting Policies (Continued)

Income Taxes

The Organization is exempt from income taxes as a charitable organization under Section 501(c)(3) of the Internal Revenue Code and is not classified as a private foundation. The Organization accounts for uncertainty in income taxes in accordance with ASC Topic, *Income Taxes*. This standard clarifies the accounting for uncertainty in tax positions and prescribes a recognition threshold and measurement attribute for the financial statements regarding a tax position taken or expected to be taken on a tax return. The Organization has determined that there are no uncertain tax positions which qualify for either recognition or disclosure in the financial statements at June 30, 2015. The Organization's information returns are subject to examination by the federal and state jurisdictions and generally remain open for the most recent three years.

Fair Value Measurement

ASC Topic, *Fair Value Measurements*, establishes a framework for measuring fair value and expands disclosures about fair value measurements. The standards establish a fair value hierarchy that prioritizes the inputs and assumptions used to measure fair value. The three levels of the fair value framework are as follows:

Level 1 – Valuations based on unadjusted quoted prices in active markets for identical assets or liabilities that the Organization has the ability to access.

Level 2 – Valuations based on quoted prices in markets that are not active or for which all significant inputs are observable, either directly or indirectly.

Level 3 – Valuations based on inputs that are unobservable, that is, inputs that reflect the Organization's own assumptions.

Note B – Cash and Cash Equivalents

The Organization maintains deposits in six accounts with one financial institution. Cash balances exceeded federally insured limits at June 30, 2015 and 2014 by \$342,672 and \$326,515, respectively.

Odyssey Community School, Inc.
Notes to the Financial Statements
June 30, 2015 and 2014

Note C – Property and Equipment

Property and Equipment consisted of the following at June 30:

	<u>2015</u>	<u>2014</u>
Leasehold Improvements	\$ 4,078,083	\$ 3,383,386
Furniture and Equipment	417,538	378,871
	<u>4,495,621</u>	<u>3,762,257</u>
Less: Accumulated Depreciation	(1,807,305)	(1,464,810)
Total	<u>\$ 2,688,316</u>	<u>\$ 2,297,447</u>

Note D – Accrued Expenses

Accrued Expenses consisted of the following as of June 30:

	<u>2015</u>	<u>2014</u>
Accrued Payroll	\$ 176,825	\$ 174,671
Compensated Absences	59,020	40,857
Accrued Expenses	25,589	4,390
Total	<u>\$ 261,434</u>	<u>\$ 219,918</u>

Note E – Teachers’ Retirement System

Teachers and certain other personnel are eligible to participate in the State of Connecticut Teachers’ Retirement System, a cost sharing multiple employer public employees retirement system described in the Connecticut General Statutes, Chapter 167a. The system has been established to provide retirement and other benefits for teachers, their survivors and beneficiaries. These certified personnel are covered under a union contract. All regular certified employees employed by the Organization at a minimum half time or greater basis are eligible to participate in the Teachers’ Retirement System administered by the Connecticut State Teachers’ Retirement Board. The contribution requirements of plan members and the State are established and may be amended by the State Legislature. Members are required to contribute 7.25% of their annual salary on a pre-tax basis. The State of Connecticut also contributes to the system based on actuarially determined amounts.

Odyssey Community School, Inc.
Notes to the Financial Statements
June 30, 2015 and 2014

Note F – Concentrations

The Organization's operations are primarily funded by grants from the State of Connecticut. Grant revenue from the State of Connecticut accounted for 92% and 90% of total revenue for the years ended June 30, 2015 and 2014, respectively.

Note G – Operating Leases

The Organization has a facility lease agreement with an unrelated party. The lease term is through August 2017 at a rate of \$21,492 per month. The Organization has an option to renew the lease at that time for an additional five years at a rate of \$23,176 per month. Future minimum payments on the aforementioned lease for the years ending June 30 are as follows:

2016	\$ 257,905
2017	257,905
2018	<u>42,984</u>
Total	<u>\$ 558,794</u>

Rent expense was \$263,785 and \$263,785 for the years ended June 30, 2015 and 2014, respectively.

Note H – Line of Credit

During October 2012, the Organization took out a Line of Credit with Rockville Bank. The Line of Credit is for \$50,000 with an interest rate of one percent above the prime rate which was 4.25% at June 30, 2015. The loan was closed and paid off in April 2015.

During June 2014, the Organization took out a Line of Credit with United Bank. The Line of Credit is for \$300,000 with an interest rate of one percent above the prime rate and a 3.5% floor rate. The term of the Line of Credit is twelve months and will convert to a five year term loan after the twelve month period. The interest rate was 4.74% at June 30, 2015. The balance was \$300,000 at June 30, 2015.

Odyssey Community School, Inc.
Notes to the Financial Statements
June 30, 2015 and 2014

Note I – Long Term Debt

Mortgages payable consisted of the following at June 30:

	2015	2014
Mortgage Loans		
The Organization took out a loan for the expansion of the building for \$1,200,000 with an interest rate of 3.75%. For the first six months interest only payments were due on the loan. Thereafter, 48 equal monthly payments of \$26,961 per month are due. The loan was paid in full in May 2015.	\$ -	\$ 868,645
The Organization took out a construction loan for the expansion of the building for \$300,000. On June 27, 2015 this loan converted to a permanent term loan with an interest rate of 4.74%. The maturity date of the loan is June 27, 2020.	300,000	-
	300,000	868,645
Total	300,000	868,645
Less Current Portion	(56,119)	(296,020)
Long Term Portion of Mortgages Payable	\$ 243,881	\$ 572,625

Future maturities as of June 30, 2015 are as follows:

2016	\$	56,119
2017		58,391
2018		60,922
2019		63,562
2020		61,006
Total	\$	300,000

Note J – Advertising Expense

The Organization expenses the cost of advertising incurred. Advertising expenses was \$1,847 and \$1,480 for the years ended June 30, 2015 and 2014, respectively.

Odyssey Community School, Inc.
Notes to the Financial Statements
June 30, 2015 and 2014

Note K – Related Party Transactions

The Organization is required by its by-laws to have staff members on its Board of Directors. These employees receive compensation from the Organization.

Note L – Subsequent Events

The Organization has evaluated subsequent events through December 22, 2015 and the financial statements were available to be issued on December 22, 2015.

Odyssey Community School, Inc.
Schedule of Expenditures of State Financial Assistance
For the Year Ended June 30, 2015

<u>State Grantor Pass-Through Grantor Program Title</u>	<u>State Grant Program Core - CT Number</u>	<u>Expenditures</u>
Department of Education:		
Charter Schools	11000-SDE64000-17041-84179	\$ 3,597,000
Charter School Facility, General Improvements and Debt Repayment	12052-SDE64000-43003	648,697
Total State Financial Assistance		<u>\$ 4,245,697</u>

See accompanying notes to schedule of expenditures of state financial assistance.

Odyssey Community School, Inc.
Notes to Schedule of Expenditures of State Financial Assistance
For the Year Ended June 30, 2015

The accompanying schedule of expenditures of state financial assistance includes state grant activity of the Odyssey Community School, Inc. under programs of the State of Connecticut for the fiscal year ended June 30, 2015. Various departments and agencies of the State of Connecticut have provided financial assistance through grants and other authorizations in accordance with the General Statutes of the State of Connecticut.

1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

The accounting policies of the Odyssey Community School, Inc. conform to accounting principles generally accepted in the United States of America as applicable to not-for-profit organizations.

The information in the Schedule of Expenditures of State Financial Assistance is presented based upon regulations established by the State of Connecticut, Office of Policy and Management.

Basis of Accounting

The expenditures reported on the Schedule of Expenditures of State Financial Assistance are reported on the basis of accounting principles generally accepted in the United States of America. In accordance with Section 4-236-22 of the Regulations to the State Single Audit Act, certain grants are not dependent on expenditure activity, and accordingly, are considered to be expended in the fiscal year of receipt. These grant program receipts are reflected in the expenditures column of the Schedule of Expenditures of State Financial Assistance.

**REPORT ON COMPLIANCE FOR EACH MAJOR STATE PROGRAM; REPORT ON
INTERNAL CONTROL OVER COMPLIANCE; AND REPORT ON THE SCHEDULE OF
EXPENDITURES OF STATE FINANCIAL ASSISTANCE REQUIRED BY THE STATE
SINGLE AUDIT ACT**

To the Board of Directors of
Odyssey Community School, Inc.:

Report on Compliance for Each Major State Program

We have audited Odyssey Community School, Inc.'s compliance with the types of compliance requirements described in the Office of Policy and Management's Compliance Supplement that could have a direct and material effect on each of Odyssey Community School, Inc.'s major state programs for the year ended June 30, 2015. Odyssey Community School, Inc.'s major state programs are identified in the summary of auditors' results section of the accompanying schedule of findings and questioned costs.

Management's Responsibility

Management is responsible for compliance with the requirements of laws, regulations, contracts and grants applicable to its state programs.

Auditors' Responsibility

Our responsibility is to express an opinion on compliance for each of Odyssey Community School, Inc.'s major state programs based on our audit of the types of compliance requirements referred to above. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in Government Auditing Standards, issued by the Comptroller General of the United States; and the State Single Audit Act (C.G.S. Sections 4-230 to 4-236). Those standards and the State Single Audit Act require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major state program occurred. An audit includes examining, on a test basis, evidence about Odyssey Community School, Inc.'s compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

We believe that our audit provides a reasonable basis for our opinion on compliance for each major state program. However, our audit does not provide a legal determination of Odyssey Community School, Inc.'s compliance.

Opinion on Each Major State Program

In our opinion, Odyssey Community School, Inc., complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major state programs for the year ended June 30, 2015.

Report on Internal Control over Compliance

Management of Odyssey Community School, Inc., is responsible for establishing and maintaining effective internal control over compliance with the types of compliance requirements referred to above. In planning and performing our audit of compliance, we considered Odyssey Community School, Inc.'s internal control over compliance with the types of requirements that could have a direct and material effect on each major state program to determine the auditing procedures that are appropriate in the circumstances for the purpose of expressing our opinion on compliance for each major state program and to test and report on internal control over compliance in accordance with the State Single Audit Act, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of Odyssey Community School, Inc.'s internal control over compliance.

A deficiency in internal control over compliance exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. A *material weakness in internal control over compliance* is a deficiency, or combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the State Single Audit Act. Accordingly, this report is not suitable for any other purpose.

Report on Schedule of Expenditures of State Financial Assistance Required by the State Single Audit Act

We have audited the financial statements of Odyssey Community School, Inc., as of and for the year ended June 30, 2015 and have issued our report thereon dated December 22, 2015, which contained an unmodified opinion on those financial statements. Our audit was conducted for the purpose of forming an opinion on the financial statements as a whole. The accompanying schedule of expenditures of state financial assistance is presented for purposes of additional analysis as required by the State Single Audit Act and is not a required part of the financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing

Odyssey Community School, Inc.
Schedule of Findings and Questioned Costs - State Financial Assistance
For the Year Ended
June 30, 2015

Section I - Summary of Auditor's Results

Financial Statements

Type of auditor's report issued:	Unqualified
Internal control over financial reporting:	
Material weaknesses identified?	No
Significant deficiencies identified that are not considered to be material weaknesses?	No
Noncompliance material to financial statements noted?	No

State Financial Assistance

Internal control over major programs:	
Material weaknesses identified?	No
Significant deficiencies identified that are not considered to be material weaknesses?	No
Type of auditor's report issued on compliance for major programs:	Unqualified
Any audit findings disclosed that are required to be reported in accordance with Section 4-236-24 of the Regulations to the State Single Audit Act?	No

Identification of Major program:

<u>State Grantor and Program</u>	<u>State Core - CT Number</u>	<u>Expenditures</u>
State Department of Education - Charter Schools	11000-SDE64000-17041-84179	\$3,597,000
Charter School Facility, General Improvements and Debt Repayment	12052-SDE64000-43003	\$648,697
Dollar threshold used to distinguish between type A and type B programs		\$200,000

Section II - Financial Statement Findings

None noted.

Section III - State Financial Assistance Findings and Questioned Costs

None noted.

	YTD as of June 30, 2016	2015/2016 Budget	% of Budget
REVENUES			
Contributions-Unrestricted	3,936	5,000	79%
State Grant	3,597,000	3,597,000	100%
Special Education Serv. - Towns	339,332	236,000	144%
Foundation Grants	56,153	56,153	100%
Chrome Book Deposits	1,250	1,250	100%
Interest	3,753	3,000	125%
Miscellaneous	128	-	
Total Revenues	4,001,552	3,898,403	103%
EXPENSES			
Salaries			
Administration	357,390	357,390	100%
Administrive Support	197,071	199,141	99%
Nurse	48,611	52,751	92%
Custodian	109,360	101,618	108%
Paraprofessional	220,097	219,056	100%
Teachers	1,550,722	1,593,254	97%
Teacher substitutes	585	1,000	59%
Building Sub	23,246	24,000	97%
Substitutes	6,396	10,000	64%
Supervisory Aides	3,356	3,848	87%
Extended Day/Clubs	4,050	3,500	116%
Total Salaries	2,520,884	2,565,558	98%
Payroll Taxes/Benefits			
FICA	58,713	59,430	99%
Medi for certified	26,474	26,456	100%
Unemp. Tax	31,919	28,000	114%
Emp. Benefits	262,649	261,000	101%
Health Reimbursement	141	2,000	7%
HCR/DCR	556	1,500	37%
403B match	38,927	35,000	111%
S/T L/T Disability	31,015	28,000	111%
Educational Incentives	1,500	3,600	42%
Total Taxes/Benefits	451,894	444,986	102%
Administration			

Insurance	15,000	28,000	150%
Workers Comp	26,925		
Copier	15,607	16,000	98%
Office Supplies	11,972	12,000	100%
Promo Materials/Advertising/Printing	863	6,500	13%
Postage	2,575	2,500	103%
Health Supplies	749	1,500	50%
Administrator's Fund	6,319	6,000	105%
Total Administration	80,010	72,500	110%
Professional Services			
Accounting	11,190	12,000	93%
Payroll Service	5,413	5,000	108%
Legal	4,241	2,500	170%
Medical Advisor	500	500	100%
Total Professional Services	21,344	20,000	107%
Facilities			
Rent	263,785	263,785	100%
Utilities	68,535	65,000	105%
Repairs & Maintenance	22,382	15,000	149%
Supplies-Facility	21,334	24,000	89%
Total Facilities	376,036	367,785	102%
Technology			
Equipment/Support/Training/Supplies	71,777	38,000	189%
PEGPETIA Grant	56,153	56,153	100%
Replacement Chrome Books	561	1,250	45%
Total Technology	128,491	95,403	135%
Mission-Driven Programs			
Character Building - ACE	375	3,750	10%
Total Mission-Driven Programs	375	3,750	10%
Curriculum/Supplies			
Physical Education Equip & Supplies	2,536	2,500	101%
Field Day	2,204	500	441%
Mile Run	483	500	97%
Art Supplies	2,978	3,000	99%
Music Supplies	252	2,000	13%
Text Books/Consumable Workbooks	1,570	10,000	16%
School Supplies	17,591	24,000	73%
SPED Supplies	1,726	1,500	115%
Library Books/Expenses	7,316	7,500	98%

Total Curriculum/Supplies	36,656	51,500	71%
Student Activities			
Financial Aide for Trips	-	200	0%
Total Student Activities	-	200	0%
Professional Development			
Conference	-	2,500	0%
Dues/Memberships	6,763	6,400	106%
Travel	1,372	2,000	69%
Total Professional Development	8,135	10,900	75%
Capital Improvements			
Building Improvements	42,701	45,000	95%
Furnishings	8,796	7,000	126%
Total Capital Improvements	51,497	52,000	99%
Interest Exp	112	100	112%
Miscellaneous Exp	424	500	85%
Loan Exp	13,593	45,000	130%
Principal payments	44,900		
	59,029	45,600	
CY Reserve	271,384	168,221	
Total Expenses	4,005,735	3,898,403	103%
Net Income	(4,183)	-	

2009 Building Fund Contributions	-
2009 Building Fund Expenses	2,346
	<u>(2,346)</u>

Playground Fund Contributions	1
Playground Fund Expenses	7,017
	<u>(7,016)</u>

Field Trip Income	11,230
Field Trip Expense	11,234
	<u>(4)</u>

8th Grade Trip Income	20,560
8th Grade Trip Expense	<u>19,040</u>
	<u>1,520</u>
Yearbook Income	1,830
Yearbook Expense	<u>1,003</u>
	<u>827</u>
Fundraising Income	1,620
Fundraising Expense	<u>-</u>
	<u>1,620</u>

Comments

less contributions than anticipated
hours of SPED time for existing students increased more than anticipated
higher interest rate than anticipated
hired permanent substitute
hired permanent substitute
less days worked than anticipated
increased rate of pay for club hours
higher state reimbursement rate for state shortfall
employee forfeit funds from prior year
employee forfeit funds from prior year
more employees joined plan
higher insurance rates
less employees working on higher education

higher workers' comp ins fees
more on-line advertising
was able to continue using items purchased in prior years
more consultation time on employee legal matters
additional costs associated with HVAC units/plumbing issues
utilized discounts and special pricing to save money
purchased more chrome books and teacher lap tops at end of year
less student chrome books needed repair than anticipated
was able to continue using items purchased in prior years
bus expenses to transport children to field day
was able to continue using items purchased in prior years
more use of on-line resources
utilized discounts and special pricing to save money
additional SPED students

students did not financial aide
all conferences related to Title I activities
less employees traveled far for conferences
needed to replace more student chairs than anticipated
interest on late payment
less bank fees
changed to interest only later than anticipated

balance = \$0

balance = \$0

Return of Organization Exempt From Income Tax

2013

Under section 501(c), 527, or 4947(a)(1) of the Internal Revenue Code (except private foundations)

- Do not enter Social Security numbers on this form as it may be made public.
Information about Form 990 and its instructions is at www.irs.gov/form990.

Open to Public Inspection

Department of the Treasury Internal Revenue Service

A For the 2013 calendar year, or tax year beginning Jul 1, 2013, and ending Jun 30, 2014

B Check if applicable: Address change, Name change, Initial return, Terminated, Amended return, Application pending
C Name of organization ODYSSEY COMMUNITY SCHOOL, INC.
D Employer Identification Number 06-1452142
E Telephone number (860) 645-1234
G Gross receipts \$ 4,217,797.

F Name and address of principal officer: ELAINE STANCLIFFE 579 WEST MIDDLE TURNPIKE MANCHESTER CT 06040
H(a) Is this a group return for subordinates? Yes No
H(b) Are all subordinates included? Yes No

I Tax-exempt status X 501(c)(3) 501(c) () (insert no.) 4947(a)(1) or 527

J Website: WWW.ODYSSEYSCHOOL.ORG
H(c) Group exemption number

K Form of organization: X Corporation Trust Association Other
L Year of formation: 1996
M State of legal domicile: CT

Part I Summary

1 Briefly describe the organization's mission or most significant activities: ODYSSEY COMMUNITY SCHOOL PROVIDES A POSITIVE INTERMEDIATE ELEMENTARY AND MIDDLE SCHOOL EXPERIENCE THAT EMPHASIZES ACADEMIC EXCELLENCE, THE ABILITY TO COMMUNICATE EFFECTIVELY USING TRADITIONAL AND TECHNOLOGICAL MEDIA AND THE DEVELOPMENT OF STRONG CHARACTER AND SELF-CONFIDENCE.
2 Check this box if the organization discontinued its operations or disposed of more than 25% of its net assets.
3 Number of voting members of the governing body (Part VI, line 1a) 3 10
4 Number of independent voting members of the governing body (Part VI, line 1b) 4 9
5 Total number of individuals employed in calendar year 2013 (Part V, line 2a) 5 70
6 Total number of volunteers (estimate if necessary) 6 218
7a Total unrelated business revenue from Part VIII, column (C), line 12 7a 0.
7b Net unrelated business taxable income from Form 990-T, line 34 7b

Table with 3 columns: Revenue, Prior Year, Current Year. Rows 8-12: Contributions and grants, Program service revenue, Investment income, Other revenue, Total revenue.

Table with 3 columns: Expenses, Prior Year, Current Year. Rows 13-18: Grants and similar amounts paid, Benefits paid to or for members, Salaries, other compensation, Professional fundraising fees, Total fundraising expenses, Other expenses, Total expenses.

Table with 3 columns: Net Assets of Fund Balance, Beginning of Current Year, End of Year. Rows 20-22: Total assets, Total liabilities, Net assets or fund balances.

Part II Signature Block

Under penalties of perjury, I declare that I have examined this return, including accompanying schedules and statements, and to the best of my knowledge and belief, it is true, correct, and complete. Declaration of preparer (other than officer) is based on all information of which preparer has any knowledge.

Sign Here: Signature of officer ELAINE STANCLIFFE, EXECUTIVE DIRECTOR, Date

Paid Preparer Use Only: Preparer's name James A. George, CPA, CVA, JD, Preparer's signature, Date 1/29/14, PTIN P00659906, Firm's name James A. George, PC, Firm's address 401 Edgewater Place Suite 190 Wakefield MA 01880, Firm's EIN 20-3968236, Phone no. (781) 245-8200

May the IRS discuss this return with the preparer shown above? (see instructions) X Yes No