

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2014–15



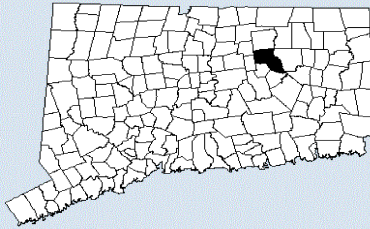
Coventry School District

Mr. David Petrone, Superintendent • 860-742-7317 • <http://www.coventrypublicschools.org>

District Information

Grade Range	PK-12
Number of Schools/Programs	7
Enrollment	1,651
Per Pupil Expenditures ¹	\$15,457
Total Expenditures ¹	\$27,914,784

¹Expenditure data reflect the 2013-14 year.



Community Information

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

Related Reports/Publications

[CT Reports \(CMT/CAPT\)](#)
[District and School Performance Reports](#)
[Special Education Annual Performance Reports](#)
[SAT®, AP®, PSAT® Report by High School \(Class of 2015\)](#)
 (2015® The College Board)

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Notes

Unless otherwise noted, all data are for 2014-15 and include all grades offered by the district.
 In most tables, data are displayed only for the three major race/ethnicity categories. For additional race/ethnicity categories, please visit [EdSight \(EdSight.ct.gov\)](http://EdSight.EdSight.ct.gov).
 State totals are not displayed as they are not comparable to district totals.
 Special Education tables reflect only students for whom the district is fiscally responsible.
 * When an asterisk is displayed, data have been suppressed to ensure student confidentiality.
 N/A is displayed when a category is not applicable for a district or school.

Students

October 1, 2014 Enrollment

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	823	49.8	48.3
Male	828	50.2	51.6
American Indian or Alaska Native	*	*	0.2
Asian	*	*	4.7
Black or African American	17	1.0	12.9
Hispanic or Latino	79	4.8	22.1
Pacific Islander	0	0.0	0.0
Two or More Races	57	3.5	2.5
White	1,479	89.6	57.2
English Language Learners	10	0.6	6.3
Eligible for Free or Reduced-Price Meals	330	20.0	37.6
Students with Disabilities ¹	225	13.6	13.3

¹Students in this category are students with Individualized Education Programs (IEPs) only. This category does not include students with Section 504 Plans.

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ² Count	Rate (%)	Suspension/ Expulsion ³ Count	Rate (%)
Female	54	6.6	8	0.9
Male	58	7.2	51	6.1
Black or African American	0	*	*	*
Hispanic or Latino	9	11.1	*	*
White	95	6.5	49	3.3
English Language Learners	0	*	0	*
Eligible for Free or Reduced-Price Meals	48	14.5	31	8.6
Students with Disabilities	29	13.6	24	9.4
District	112	6.9	59	3.5
State		10.6		7.2

Number of students in 2013-14 qualified as truant under state statute: 6

²A student is chronically absent if he/she misses ten percent or greater of the total number of days enrolled in the school year for any reason. Pre-Kindergarten students are excluded from this calculation.

³The count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

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Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	116.4
Paraprofessional Instructional Assistants	13.7
Special Education	
Teachers and Instructors	22.0
Paraprofessional Instructional Assistants	36.3
Administrators, Coordinators and Department Chairs	
District Central Office	5.0
School Level	7.5
Library/Media	
Specialists (Certified)	2.0
Support Staff	1.9
Instructional Specialists Who Support Teachers	7.4
Counselors, Social Workers and School Psychologists	12.0
School Nurses	4.0
Other Staff Providing Non-Instructional Services/Support	81.6

¹In the full-time equivalent count, staff members working part-time in the school are counted as a fraction of full-time. For example, a teacher who works half-time in a school contributes 0.50 to the school's staff count.

Educators by Race/Ethnicity

	Count	District Percent of Total (%)	State Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	2	1.1	1.0
Black or African American	2	1.1	3.5
Hispanic or Latino	2	1.1	3.5
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.0
White	169	96.6	91.8

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
District	98.9
District Poverty Quartile: Middle	
State High Poverty Quartile Schools	97.9
State Low Poverty Quartile Schools	99.6

²Core academic classes taught by teachers who are fully certified to teach in that subject area.

Classroom Teacher Attendance: 2013-14

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	6.6	9.2

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School³

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	0	0.0
Hispanic or Latino	*	*	*	*
White	74	62.2	92	84.4
English Language Learners	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	10	33.3	18	66.7
Students with Disabilities	6	27.3	11	50.0
District	83	62.4	101	84.2
State		58.4		73.8

³College-and-Career-Readiness Courses include Advanced Placement®(AP), International Baccalaureate®(IB), Career and Technical Education(CTE), workplace experience and dual enrollment courses.

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers⁴

	Count	Rate (%)
Autism	13	*
Emotional Disturbance	11	52.4
Intellectual Disability	*	*
Learning Disability	71	88.8
Other Health Impairment	28	82.4
Other Disabilities	*	*
Speech/Language Impairment	16	*
District	147	76.6
State		69.7

⁴Ages 6-21

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	*	*	1.5
Emotional Disturbance	21	1.2	1.0
Intellectual Disability	*	*	0.5
Learning Disability	81	4.7	4.4
Other Health Impairment	35	2.0	2.6
Other Disabilities	20	1.2	1.0
Speech/Language Impairment	25	1.4	1.9
All Disabilities	205	11.9	13.0

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	9	4.4	8.1
Private Schools or Other Settings	7	3.4	5.4

²Grades K-12

Overall Expenditures:³ 2013-14

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	16,033,783	9,516	9,134
Instructional Supplies and Equipment	843,173	500	334
Improvement of Instruction and Educational Media Services	409,529	243	498
Student Support Services	1,616,537	959	1,001
Administration and Support Services	2,646,636	1,571	1,694
Plant Operation and Maintenance	2,605,090	1,546	1,572
Transportation	1,833,924	985	813
Costs of Students Tuitioned Out	1,895,442	N/A	N/A
Other	30,670	18	186
Total	27,914,784	15,457	15,289

Additional Expenditures

Land, Buildings, and Debt Service	1,387,796	824	1,272
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³Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Special Education Expenditures: 2013-14

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	2,241,656	36.4	35.1
Noncertified Personnel	833,662	13.5	14.2
Purchased Services	382,019	6.2	5.2
Tuition to Other Schools	1,486,328	24.1	22.0
Special Ed. Transportation	561,727	9.1	8.6
Other Expenditures	656,324	10.7	14.9
Total Expenditures	6,161,716	100.0	100.0

Expenditures by Revenue Source:⁴ 2013-14

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	62.7	61.1
State	35.4	36.9
Federal	1.6	1.7
Tuition & Other	0.3	0.3

⁴Revenue sources do not include state-funded Teachers' Retirement Board contributions, vocational-technical school operations, SDE budgeted costs for salaries and leadership activities and other state-funded school districts (e.g., Dept. of Children and Families and Dept. of Correction).

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Performance and Accountability

District Performance Index (DPI)

A District Performance Index (DPI) is the average performance of students in a subject area (i.e., ELA, Mathematics or Science) on the state summative assessments. The DPI ranges from 0-100. A DPI is reported for all students tested in a district and for students in each individual student group. Connecticut's ultimate target for a DPI is 75.

	English Language Arts(ELA)		Math		Science	
	Count	DPI	Count	DPI	Count	DPI
American Indian or Alaska Native	*	*	*	*	N/A	N/A
Asian	10	*	10	*	*	*
Black or African American	*	*	*	*	*	*
Hispanic or Latino	36	71.2	35	63.6	16	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	29	71.7	29	58.2	10	*
White	753	72.8	742	63.4	333	63.8
English Language Learners	0	N/A	0	N/A	0	N/A
Non-English Language Learners	838	72.7	826	63.3	370	63.8
Eligible for Free or Reduced-Price Meals	160	63.8	158	55.9	84	57.9
Not Eligible for Free or Reduced-Price Meals	678	74.8	668	65.0	286	65.5
Students with Disabilities	110	52.6	106	44.2	50	47.4
Students without Disabilities	728	75.7	720	66.1	320	66.3
High Needs	230	61.4	225	52.8	114	55.5
Non-High Needs	608	76.9	601	67.2	256	67.4
District	838	72.7	826	63.3	370	63.8

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

	NAEP 2015		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	43%	43%	50%
National Public	35%	33%	36%
MATH			
Connecticut	41%	36%	32%
National Public	39%	32%	25%

¹NAEP is often called the "Nation's Report Card." It is sponsored by the U.S. Department of Education. This table compares Connecticut's performance to that of national public school students. Performance standards for state assessments and NAEP are set independently. Therefore, one should not expect performance results to be the same across Smarter Balanced and NAEP. Instead, NAEP results are meant to complement other state assessment data. To view student subgroup performance on NAEP, [click here](#).

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	86.4	71.9	71.6	85.0	454	79.1
Curl Up	76.3	76.9	86.3	98.3	454	84.4
Push Up	69.5	67.8	71.6	88.3	454	74.4
Mile Run/PACER	90.7	86.0	74.7	71.7	454	81.1
All Tests - District	51.7	47.1	46.3	60.8	454	51.8
All Tests - State	50.8	51.0	50.3	51.9		51.0

²The Connecticut Physical Fitness Assessment (CPFA) is administered to all students in Grades 4, 6, 8 and 10. The health-related fitness scores gathered through the CPFA should be used to educate and motivate children and their families to increase physical activity and develop lifetime fitness habits.

³Only students assessed in all four areas are included in this calculation.

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Cohort Graduation: Four-Year¹

	2013-14				2014-15
	Cohort Count ²	Rate (%)	Target ³ (%)	Target Achieved	Target ³ (%)
Black or African American	*	*	.		.
Hispanic or Latino	*	*	.		.
English Language Learners	N/A	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	*	*	.		.
Students with Disabilities	23	82.6	.		.
District	133	96.2	91.1	Yes	91.4
State ⁴		87.0			

¹The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years. Statewide, district and school results for cohorts of 2010 through 2013 are [available online](#).

²Cohort count includes all students in the cohort as of the end of the 2013-14 school year.

³Targets are calculated when there are at least 20 students in a cohort in the base year (i.e., 2010-11).

⁴Targets are not displayed at the state level.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam⁵

	Participation ⁶	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	78.0	53	43.1
Male	56.9	38	29.2
Black or African American	*	0	*
Hispanic or Latino	*	*	*
White	68.4	81	35.5
English Language Learners	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	42.1	10	17.5
Students with Disabilities	*	*	*
District	67.2	91	36.0
State	67.2		37.3

⁵College readiness exams and benchmark scores are as follows:

- SAT® - composite score of 1550 or higher
- ACT® - meets benchmark score on 3 of 4 exams (benchmark score varies by subject)
- AP® - 3 or higher on any one AP® exam
- IB® - 4 or higher on any one IB® exam
- Smarter Balanced - Level 3 or higher on both ELA and math

⁶Participation Rate equals the number of test-takers in 11th and 12th grade divided by the number of students enrolled in those grades, as a percent.

Sources:

SAT® and AP® statistics derived from data provided by the College Board.

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ACT® statistics derived from data provided by ACT, Inc.

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IB® statistics derived from data provided by the International Baccalaureate Organization.

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College Entrance and Persistence

	Class of 2014	Class of 2013
	Entrance ⁷	Persistence ⁸
	Rate (%)	Rate (%)
Female	76.8	89.5
Male	64.4	88.9
Black or African American	*	*
Hispanic or Latino	*	*
White	70.0	89.9
English Language Learners	70.0	*
Eligible for Free or Reduced-Price Meals	*	*
Students with Disabilities	34.8	*
District	71.1	89.2
State	72.6	88.8

⁷College entrance refers to the percent of high school graduates from the year who enrolled in college any time during the first year after high school.

⁸College persistence refers to the percent of students who enrolled in college the first year after high school and returned for a second year (Freshman to Sophomore persistence).

Source: National Student Clearinghouse

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Next Generation Accountability Results

These statistics are the first results from Connecticut's Next Generation Accountability System for districts and schools. This system is a broad set of 12 indicators that help tell the story of how well a school is preparing its students for success in college, careers and life. It moves beyond test scores and graduation rates and instead provides a more holistic, multifactor perspective of district and school performance and incorporates student growth over time.

Indicator		Index/Rate	Target	Points	Max	% Points	State Average
ELA Performance Index	All Students	72.7	75	96.9	100	96.9	67.9
	High Needs Students	61.4	75	81.8	100	81.8	56.7
Math Performance Index	All Students	63.3	75	84.4	100	84.4	59.3
	High Needs Students	52.8	75	70.4	100	70.4	47.8
Science Performance Index	All Students	63.8	75	85.0	100	85.0	56.5
	High Needs Students	55.5	75	74.0	100	74.0	45.9
Chronic Absenteeism	All Students	6.9%	<=5%	46.2	50	92.5	10.6%
	High Needs Students	13.0%	<=5%	34.1	50	68.2	17.3%
Preparation for CCR	% Taking Courses	72.7%	75%	48.5	50	97.0	66.1%
	% Passing Exams	36.0%	75%	24.0	50	48.0	37.3%
On-track to High School Graduation		94.0%	94%	50.0	50	100.0	85.6%
4-year Graduation All Students (2014 Cohort)		96.2%	94%	100.0	100	100.0	87.0%
6-year Graduation - High Needs Students (2012 Cohort)		78.7%	94%	83.7	100	83.7	77.6%
Postsecondary Entrance (Class of 2014)		71.1%	75%	94.8	100	94.8	72.8%
Physical Fitness (estimated part rate) and (fitness rate)		89.9% 51.8%	75%	17.3	50	34.5	87.6% 51.0%
Arts Access		53.7%	60%	44.7	50	89.5	45.7%
Accountability Index				1035.8	1250	82.9	

Gap Indicators	Non-High Needs Rate ¹	High Needs Rate	Size of Gap	State Gap Mean + 1 Stdev ²	Is Gap an Outlier? ²
Achievement Gap Size Outlier?					N
ELA Performance Index Gap	75.0	61.4	13.6	17.3	
Math Performance Index Gap	67.2	52.8	14.4	19.6	
Science Performance Index Gap	67.4	55.5	11.9	17.2	
Graduation Rate Gap	94.0%	78.7%	15.3%	15.2%	Y

¹If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for graduation rate), then the ultimate target is displayed and used for gap calculations.

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

Subject/Subgroup		Participation Rate (%)
ELA	All Students	96.3
	High Needs Students	94.6
Math	All Students	94.9
	High Needs Students	92.7
Science	All Students	99.5
	High Needs Students	99.1

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

Increase the reading performance of all 3rd grade students with disabilities statewide, as measured by Connecticut's English Language Arts (ELA) Performance Index.

Grade 3 ELA Performance Index for Students with Disabilities:

District: 55.6 State: 50.1

Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement: comprehensive documentation and supports](#)

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Narratives

School District Improvement Plans and Parental Outreach Activities

Coventry Public Schools continues to focus on its mission to “... prepare every student for life, learning and work in the 21st century.” This mission and yearly district goals formulated from the School Improvement Plan ensures student growth. The district's focus and activities are all related to student growth and improvement.

All staff are involved in the continuous improvement of our special education programs and services. Through an annual staff survey, a deliberate selection of professional development activities are identified and carefully developed to ensure staff needs and interests are met. The implementation of our Smart Start preschool program, expansion of our existing Alternative Education program, as well as developing a district-wide committee to refine our programming for students with Autism, are examples of how the district has examined programming at all levels to determine specialized needs and allow students with disabilities to remain in-district to be educated in a least restrictive environment. To ensure our students' well-being in the community, a partnership with the Coventry Police Department has established the Safe Return Program. This program encourages parents to share information with the police department regarding their children to assist first responders in the event of an emergency. Transitional activities have been developed to address student needs as they transition from one school building to another as well as when students transition from Coventry Public Schools to their post-secondary option.

The district Attendance/Tuancy Project initiative is a proactive program that has developed a means to identify at-risk students, monitor them and establish collaborative relationships with students, parents and community providers to ensure all needs of our students are met and that they are attending school ready to learn. Our schools' Student Assistance Teams identify our at-risk students and establish plans to address their needs.

Our Superintendent's Open Door Meetings for parents/families and the use of parental inclusive committees, regular communications via multiple modes (i.e. newsletters, telephone calls and emails) and day and evening parent activities are a few of the many activities that demonstrate parental engagement is welcomed and encouraged. Through the counseling efforts of our pupil services staff, conversations are facilitated to assist district staff and families in obtaining information, making connections and referrals regarding community programs that are available to students and families.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Coventry Public Schools is committed to providing opportunities for students and teachers to increase awareness of diversity and to show greater sensitivity regarding differences. The faculty and staff have established a variety of programs that celebrate racial, cultural, economic, and ethnic diversity. During the 2014-2015 school year, students at Coventry High School (CHS) participated in Project Opening Doors, a multi-district diversity program run through EASTCONN. The district added GradPoint online courses for struggling students, and provided funding for ECE, MCC, and other Advanced Placement course fees. CHS added the requirement of a Contemporary Issues class, and all seniors are required to complete a Community Service Project. Both Capt. Nathan Hale (CNH) and CHS students participated in Rachel's Story, a presentation that encourages students to be kind to and tolerant of others. CNH's enrichment program continued this year. This program provides students with choice and positive peer and adult interactions in a high interest learning environment. Students may choose from approximately 25 enrichment offerings. CNH also participated in a number of service initiatives including Pajama Day to benefit CCMC, Two Tiny Hearts Spirit Week, and the Thanksgiving Food Drive. In addition, CNH participated in a One Book One School initiative which integrated themes of accepting peoples' differences. G. H. Robertson School (GHR) participated in the “Who is Coventry?” art grant celebrating diversity within Coventry families. GHR also participated in several inter-district grants including the grade 3 program Heroes and Heroines with Windsor, grade 4 Water and Wildlife with Windham, and grade 5 Light & Sound with East Hartford. They also ran a Penny Challenge to support The Coventry Fuel Bank, a fund raiser for the abused animals at Tara Farms, and a mentoring program with CHS. Coventry Grammar School (CGS) ran several fund raising initiatives including Jump Rope for Heart, the Kids Caring for Kids food drive, and the Pajama Day for CCMC. They were also part of an art grant to create a family crest and take a trip to the Wadsworth Atheneum, and they participated in a Spread the Cheer program during the holidays which connects students to seniors in the community.

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Equitable Allocation of Resources among District Schools

Coventry Public Schools is committed to issues of equity throughout all subsystems of the organization. The administration has established a site-based budgeting procedure and budget development practice that ensures equitable allocation of resources among district schools. Categorical expenditures are analyzed on a per pupil basis and discrepancies are addressed through the budget revision process. Contractual language sets the basis for staff allocations that are consistently implemented across the district. Through the dedication and involvement of parent groups, various faculty committees, and the Board of Education, issues of equity and resources are addressed.