

STRATEGIC SCHOOL PROFILE 2012-13**Coventry School District**

David J. Petrone, Superintendent

Location: 1700 Main Street

Telephone: (860) 742-7317

Coventry,
ConnecticutWebsite: www.coventrypublicschools.org

This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c) using data and narratives provided by the school district, testing services, or the US Census. Profiles and additional education data, including longitudinal data, are available on the internet at www.sde.ct.gov.

COMMUNITY DATA

County: Tolland

Town Population in 2000: 11,504

1990-2000 Population Growth: 14.3%

Number of Public Schools: 4

Per Capita Income in 2000: \$27,143

Percent of Adults without a High School Diploma in 2000*: 9.4%

Percent of Adults Who Were Not Fluent in English in 2000*: 0.3%

District Enrollment as % of Estimated. Student Population: 94.9%

*To view the Adult Education Program Profiles online, go to www.sde.ct.gov and click on Adult Education, then Reports.

District Reference Group (DRG): E DRG is a classification of districts whose students' families are similar in education, income, occupation, and need, and that have roughly similar enrollment. The Connecticut State Board of Education approved DRG classification for purposes of reporting data other than student performance.

STUDENT ENROLLMENT

Enrollment on October 1, 2012 1,720
 5-Year Enrollment Change -14.3%

DISTRICT GRADE RANGE

Grade Range K - 12

INDICATORS OF EDUCATIONAL NEED

Need Indicator	Number in District	Percent		
		District	DRG	State
Students Eligible for Free/Reduced-Price Meals	292	17.0	15.1	36.7
K-12 Students Who Are Not Fluent in English	0	0.0	0.8	5.8
Students Identified as Gifted and/or Talented*	86	5.0	3.3	3.8
PK-12 Students Receiving Special Education Services in District	201	11.7	11.7	11.9
Kindergarten Students who Attended Preschool, Nursery School or Headstart	93	75.0	82.8	79.3
Homeless	0	0.0	0.1	0.3
Juniors and Seniors Working 16 or More Hours Per Week	16	5.9	14.2	12.7

*97.7 % of the identified gifted and/or talented students received services.

SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	2	0.1
Asian American	16	0.9
Black	20	1.2
Hispanic	79	4.6
Pacific Islander	0	0.0
White	1,544	89.8
Two or more races	59	3.4
Total Minority	176	10.2

Percent of Minority Professional Staff: 2.3%

Non-English Home Language:

0.2% of this district's students (excluding prekindergarten students) come from homes where English is not the primary language. The number of non-English home languages is 2.

EFFORTS TO REDUCE RACIAL, ETHNIC AND ECONOMIC ISOLATION

Below is the description submitted by this school of how it provides educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds.

The Coventry Public Schools continue to take advantage of every opportunity to provide diverse experiences and enrichment for all students pre-K through grade 12. Developing programs that celebrate racial, cultural, economic, and ethnic diversity are an important part of our systemic initiatives. Coventry staff understands the perceived homogeneity of students in a community such as ours, and regularly plans, with parents and outside organizations, events that help students value diversity. Each year, teams from each of the schools coordinate programs and experiences with students from close and distant school districts. Presentations by diversity specialists, artists, musicians, and cultural "ambassadors," which entertain as well as instruct, happen in our schools and are integrated into our curricular programs. Students in Coventry participate in activities with young people from across the state.

At Coventry High, our youth regularly connect with non-district students of all kinds via our co-curricular and extra-curricular activities schedules. Capt. Nathan Hale students have participated in the Legacy program which brings inter-district teams together in a focused exploration of differences and similarities across customs and communities to reduce racial, ethnic, and economic isolation. Coventry Grammar School's Imagination Connections program provides students an opportunity to work with Windham and East Hartford public school students. This program serves as an excellent example of valuing diverse relationships. G. H. Robertson provided many opportunities for developing diversity understandings, including its writing exchange with the Clover Street School in Windsor. Our commitment to providing the most diverse instructional settings can be validated with the ongoing staff development efforts and practices focused on differentiating instruction. Our initiatives related to SRBI, in particular, assist with this intent and our outreach, service learning and responsive classroom initiatives reflect exceptional levels of collaboration and our intent to develop compassionate young people. On March 9, 2013, our district participated in a minority job fair at the Two Rivers Magnet Middle School as part of an overall effort to increase the numbers of teachers and administrators of color in the region's public schools. The Coventry Board of Education supports inter-district exchange programs. Students bring back ideas and information from a variety of international experiences to share with other students. Students from Capt. Nathan Hale School and Coventry High School, accompanied by staff and community volunteers, traveled to China in April as part of our ongoing Qingdao, China Exchange Program.

STUDENT PERFORMANCE

Connecticut Mastery Test, Fourth Generation, % Goal. The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards.

Grade and CMT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal	<p>These results reflect the performance of students with scoreable tests who were enrolled in the district at the time of testing, regardless of the length of time they were enrolled in the district. Results for fewer than 20 students are not presented.</p> <p>For more detailed CMT results, go to www.ctreports.com.</p> <p>To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."</p>
Grade 3 Reading	70.7	56.9	65.6	
Writing	57.4	60.0	33.5	
Mathematics	75.6	61.4	65.2	
Grade 4 Reading	79.2	62.6	75.3	
Writing	83.1	63.0	87.3	
Mathematics	81.1	65.1	73.4	
Grade 5 Reading	75.6	66.9	50.3	
Writing	74.8	65.6	58.4	
Mathematics	86.6	69.2	74.5	
Science	69.8	62.3	42.9	
Grade 6 Reading	87.7	73.3	71.3	
Writing	75.7	65.1	56.5	
Mathematics	80.9	67	60.7	
Grade 7 Reading	87.0	78.9	55.1	
Writing	71.4	64.9	48.1	
Mathematics	72.4	65.4	47.5	
Grade 8 Reading	89.5	76.2	73.4	
Writing	86.2	67.2	81.1	
Mathematics	75.8	65.0	54.1	
Science	69.8	60.4	44.0	

Connecticut Academic Performance Test, Third Generation, % Meeting State Goal. The CAPT is administered to Grade 10 students. The Goal level is more demanding than the state Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. The following results reflect the performance of students with scorable tests who were enrolled in the school at the time of testing, regardless of the length of time they were enrolled in the school. Results for fewer than 20 students are not presented.

CAPT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal	<p>For more detailed CAPT results, go to www.ctreports.com.</p> <p>To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."</p>
Reading Across the Disciplines	59.4	48.5	56.8	
Writing Across the Disciplines	78.1	62.1	66.7	
Mathematics	58.1	52.4	46.2	
Science	53.0	48.8	42.9	

Physical Fitness. The assessment includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

Physical Fitness: % of Students Reaching Health Standard on All Four Tests	District	State	% of Districts in State with Equal or Lower Percent Reaching Standard
	47.7	51.1	38.7

SAT® I: Reasoning Test Class of 2012		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		67.2	78.5	
Average Score	Mathematics	505	503	46.6
	Critical Reading	519	499	63.9
	Writing	513	504	47.4

SAT® I. The lowest possible score on each SAT® I subtest is 200; the highest possible score is 800.

Graduation and Dropout Rates	District	State	% of Districts in State with Equal or Less Desirable Rates
Graduation Rate, Adjusted Cohort Rate 2012	86.3	84.8	34.6
2011-12 Annual Dropout Rate for Grade 9 through 12	0.8	2.1	39.3

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	80.6	82.6
% Employed (Civilian Employment and in Armed Services)	19.4	9.8

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of School Staff	
General Education	
Teachers and Instructors	122.35
Paraprofessional Instructional Assistants	18.15
Special Education	
Teachers and Instructors	23.00
Paraprofessional Instructional Assistants	34.60
Library/Media Specialists and/or Assistants	4.50
Staff Devoted to Adult Education	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	4.00
School Level	6.30
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	1.00
Counselors, Social Workers, and School Psychologists	11.80
School Nurses	4.00
Other Staff Providing Non-Instructional Services and Support	82.89

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

Teachers and Instructors	District	DRG	State
Average Years of Experience in Education	14.0	15.4	13.9
% with Master's Degree or Above	74.1	82.9	79.8

Average Class Size	District	DRG	State
Grade K	20.7	16.4	18.9
Grade 2	18.4	17.6	19.8
Grade 5	23.5	17.9	21.3
Grade 7	18.8	18.4	20.2
High School	17.0	16.7	18.8

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	965	992	999
Middle School	1,043	1,031	1,029
High School	1,036	1,015	1,027

*State law requires that at least 900 hours of instruction be offered to students in grade 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

Students Per Academic Computer	Dist	DRG	State
Elementary School*	4.5	2.1	2.7
Middle School	1.8	1.6	2.1
High School	1.5	1.5	2.1

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2011-12

Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources. DRG and state figures will not be comparable to the district if the school district does not teach both elementary and secondary students.

Expenditures All figures are unaudited.	Total (in 1000s)	Expenditures Per Pupil			
		District	PK-12 Districts	DRG	State
Instructional Staff and Services	\$16,557	\$9,302	\$8,570	\$8,661	\$8,570
Instructional Supplies and Equipment	\$427	\$240	\$252	\$303	\$257
Improvement of Instruction and Educational Media Services	\$180	\$101	\$475	\$432	\$471
Student Support Services	\$1,360	\$764	\$949	\$981	\$950
Administration and Support Services	\$2,393	\$1,344	\$1,526	\$1,644	\$1,547
Plant Operation and Maintenance	\$2,930	\$1,646	\$1,466	\$1,614	\$1,459
Transportation	\$1,959	\$1,017	\$775	\$842	\$765
Costs for Students Tuitioned Out	\$2,273	N/A	N/A	N/A	N/A
Other	\$302	\$170	\$170	\$188	\$170
Total	\$28,382	\$15,121	\$14,444	\$15,079	\$14,333
Additional Expenditures					
Land, Buildings, and Debt Service	\$1,231	\$691	\$1,405	\$1,099	\$1,398

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$6,371,714	22.4	20.0	21.8

Revenue Sources, % of Expenditures from Source. Revenue 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 Corrections).

District Expenditures	Local Revenue	State Revenue	Federal Revenue	Tuition & Other
Including School Construction	58.3	39.3	2.4	0.1
Excluding School Construction	61.7	35.7	2.5	0.1

EQUITABLE ALLOCATION OF RESOURCES AMONG DISTRICT SCHOOLS

Below is the description submitted by this district of how it allocates resources to insure equity and address needs.

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. Additional staff has been allocated to the high school to provide for more equitable attention to students needing academic assistance.

SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	211
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	11.6%

Of All K-12 Students for Whom District is Financially Responsible, Number and Percentage with Disabilities				
Disability	Count	District Percent	DRG Percent	State Percent
Autism	17	0.9	1.2	1.3
Learning Disability	74	4.1	4.0	4.0
Intellectual Disability	4	0.2	0.4	0.4
Emotional Disturbance	28	1.5	0.7	1.0
Speech Impairment	42	2.3	2.5	2.0
Other Health Impairment*	24	1.3	2.1	2.4
Other Disabilities**	22	1.2	0.8	1.0
Total	211	11.6	11.7	12.1

*Includes chronic health problems such as attention deficit disorders and epilepsy

**Includes hearing, visual, and orthopedic impairments, deaf-blindness, multiple disabilities, traumatic brain injury, and developmental delay

Graduation and Dropout Rates of Students with Disabilities for Whom District is Financially Responsible	District	State
% Who Graduated in 2011-12 with a Standard Diploma	80.0	64.4
2011-12 Annual Dropout Rate for Students Aged 14 to 21	N/A	3.2

STATE ASSESSMENTS

Percent of Students with Disabilities Meeting State Goal. The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. These results are for students attending district schools who participated in the standard assessment with or without accommodations for their disabilities. Results for fewer than 20 students are not presented.

- **Connecticut Mastery Test (CMT), Fourth Generation.** The CMT reading, writing and mathematics tests are administered to students in Grades 3 through 8, and the CMT science test to students in Grades 5 and 8.
- **Connecticut Academic Performance Test (CAPT), Third Generation.** The CAPT is administered to Grade 10 students.

State Assessment		Students with Disabilities		All Students	
		District	State	District	State
CMT	Reading	48.6	34.5	81.8	69.2
	Writing	24.1	19.9	75.4	64.4
	Mathematics	36.0	29.0	78.7	65.5
	Science	21.7	21.3	69.8	61.3
CAPT	Reading Across the Disciplines	N/A	N/A	59.4	48.5
	Writing Across the Disciplines	25.0	16.7	78.1	62.1
	Mathematics	N/A	N/A	58.1	52.4
	Science	6.2	14.6	53.0	48.8

For more detailed CMT or CAPT results, go to www.ctreports.com. To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on “No Child Left Behind.”

Participation in State Assessments of Students with Disabilities Attending District Schools

CMT	% Without Accommodations	11.8
	% With Accommodations	88.2
CAPT	% Without Accommodations	11.8
	% With Accommodations	88.2
% Assessed Using Skills Checklist		5.9

Accommodations for a student's disability may be made to allow him or her to participate in testing. Students whose disabilities prevent them from taking the test even with accommodations are assessed by means of a list of skills aligned to the same content and grade level standards as the CMT and CAPT.

Federal law requires that students with disabilities be educated with their non-disabled peers as much as is appropriate. Placement in separate educational facilities tends to reduce the chances of students with disabilities interacting with non-disabled peers, and of receiving the same education.

K-12 Students with Disabilities Placed in Educational Settings Other Than This District's Schools

Placement	Count	Percent
Public Schools in Other Districts	4	1.9
Private Schools or Other Settings	20	9.5

Number and Percentage of K-12 Students with Disabilities for Whom District is Financially Responsible by the Percentage of Time They Spent with Their Non-Disabled Peers

Time Spent with Non-Disabled Peers	Count of Students	Percent of Students		
		District	DRG	State
79.1 to 100 Percent of Time	165	78.2	74.3	72.0
40.1 to 79.0 Percent of Time	19	9.0	18.0	16.4
0.0 to 40.0 Percent of Time	27	12.8	7.7	11.6

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

The Coventry Board of Education has established the following goals: (1) Identify, define, and measure the critical skills and attributes that are required for success and align systems to continuously improve student performance and achievement; (2) Maintain and promote a positive and respectful learning community; and (3) Recruit, retain and develop high quality staff at every level. These goals provide a laser like focus to school district personnel as they work to improve the achievement and outcomes for all students, including students with disabilities. At the district level, the work has focused on aligning the K-12 curriculum in English Language Arts and Math to the Common Core State Standards (CCSS) in preparation for full implementation during the 2013-2014 school year. A district-wide Curriculum Committee, including both administrators and teachers, met throughout the year to oversee and support this initiative. A focus on reading informational text and writing across the curriculum prepares students for the CCSS. On the elementary level, the development of standards based report cards allows parents to understand the rigorous tasks that are the CCSS. A district-wide assessment calendar was developed, which includes the use of NWEA's Measures of Academic Progress (MAP) Assessment in grades 3 – 10 to inform customized learning for each student through techniques such as individual and class goal setting, differentiation of instruction and flexible grouping. Our district-wide Challenge and Enrichment Program (CEP) teacher supports both the development of enrichment activities across the curriculum for all students, and specialized instruction for students identified as demonstrating special gifts and talents or students interested in specific topics of inquiry. Coventry's Safe Schools Climate Plan continues to allow the district to comprehensively examine policies, practices and procedures in place to support a positive school climate. Preventative and responsive measures remain in place at all schools. Student Success Plans are in place at the secondary level, with Enrichment periods and the Coventry High School Advisory Program providing additional support to personalized learning and school climate initiatives. Policies, practices and procedures related to truancy prevention and increasing student attendance have also been reviewed. Attendance data is reviewed regularly to look for possible patterns of behavior with specific students. When a pattern of concern is noted, counseling staff support the identified student and family utilizing strategies such as parent meetings, home visits, and referrals to outside agencies. Staff Development has been provided to support district initiatives, including utilizing best practices in curriculum, instruction and assessment in the CCSS; writing SMART goals; data-based decision-making; and using technology, including Flipping the Classroom, Edmodo, Google Docs, and EasyBib. Student management software, including IEP Direct and PowerSchool, are in use district-wide. The Coventry Public Schools remains a fully inclusive district and all students with disabilities receive direct instruction within differentiated general education classrooms to the maximum extent appropriate. We continue to utilize Scientifically Researched Based Interventions (SRBI) and to foster strong co-teaching relationships that support the achievement of all students in the classroom, and blur the lines between special education and general education. To support students with disabilities within the rigorous CCSS, the Pupil and Staff Support Services Department (PSSS) focused on the development of standards based Individualized Education Programs (IEPs). A district-wide focus remains on engaging parents, families and community in a collaborative partnership. Certified staff maintain regular communication with parents in a variety of ways, including in person, by telephone, and through email. Inquiries by individual parents relative to their child's performance within the school environment receive a prompt response. Evening meetings, including Open Houses at each school, the Annual Art Show, and informational sessions on college planning, are offered annually and provide opportunities for collaboration. Parents are encouraged to visit the school and volunteer in the classroom or during field trips. Parent Teacher Organizations (PTOs) maintain active roles in planning and improving school programs across all levels. Regular communication has been maintained relative to district initiatives including the implementation of full day kindergarten, implementation of the CCSS, standards based report cards, and building level initiatives to develop positive school climates.
