Connecticut State Department of Education

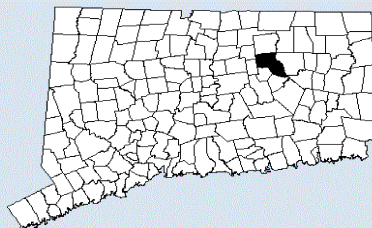# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2015–16

CSDE
CONNECTICUT STATE
DEPARTMENT OF EDUCATION

Coventry School District

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

District Information

Grade Range	PK-12
Number of Schools/Programs	6
Enrollment	1,634
Per Pupil Expenditures[1]	$15,742
Total Expenditures[1]	$27,799,641

[1]*Expenditure data reflect the 2014-15 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 2016)](#)
(2016® The College Board)

Contents

Notes

Unless otherwise noted, all data are for 2015-16 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.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, 2015 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	805	49.3	48.3
Male	829	50.7	51.6
American Indian or Alaska Native	*	*	0.2
Asian	20	1.2	4.9
Black or African American	*	*	12.8
Hispanic or Latino	84	5.1	23.0
Pacific Islander	0	0.0	0.0
Two or More Races	58	3.5	2.7
White	1,454	89.0	55.9
English Learners	6	0.4	6.4
Eligible for Free or Reduced-Price Meals	333	20.4	38.0
Students with Disabilities[1]	225	13.8	13.7

[1]Students 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]		Suspension/Expulsion[3]	
	Count	Rate (%)	Count	Rate (%)
Female	48	6.0	15	1.8
Male	41	5.1	31	3.7
Black or African American	*	*	0	*
Hispanic or Latino	8	10.1	*	*
White	74	5.2	39	2.7
English Learners	0	*	0	*
Eligible for Free or Reduced-Price Meals	39	12.5	27	7.7
Students with Disabilities	31	14.6	21	8.0
District	89	5.6	46	2.8
State		9.6		7.0

Number of students in 2014-15 qualified as truant under state statute: Fewer than 6

Number of school-based arrests: 0

[2]A 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.

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

Educators

Full-Time Equivalent (FTE)[1] Staff

	FTE
General Education	
Teachers and Instructors	127.0
Paraprofessional Instructional Assistants	16.7
Special Education	
Teachers and Instructors	18.6
Paraprofessional Instructional Assistants	42.7
Administrators, Coordinators and Department Chairs	
District Central Office	5.0
School Level	6.2
Library/Media	
Specialists (Certified)	3.0
Support Staff	2.3
Instructional Specialists Who Support Teachers	10.6
Counselors, Social Workers and School Psychologists	12.0
School Nurses	4.0
Other Staff Providing Non-Instructional Services/Support	80.5

[1]In 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

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	1	0.5	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	0.1
White	179	97.3	91.7

Classes Taught by Highly Qualified Teachers[2]

	Percent of Total (%)
District	100.0
District Poverty Quartile: Middle	
State High Poverty Quartile Schools	97.6
State Low Poverty Quartile Schools	99.6

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

Classroom Teacher Attendance: 2014-15

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	7.4	9.4

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School[3]

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	*	*
Hispanic or Latino	6	*	*	*
White	97	84.3	96	79.3
English Learners	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	17	65.4	20	69.0
Students with Disabilities	7	*	16	64.0
District	110	83.3	105	80.2
State		61.2		73.9

[3]College-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 Peers[4]

	Count	Rate (%)
Autism	8	*
Emotional Disturbance	16	76.2
Intellectual Disability	*	*
Learning Disability	77	87.5
Other Health Impairment	32	91.4
Other Disabilities	*	*
Speech/Language Impairment	13	*
District	152	79.2
State		68.8

[4]Ages 6-21

Students with Disabilities by Primary Disability[1]

	District		State
	Count	Rate (%)	Rate (%)
Autism	*	*	1.6
Emotional Disturbance	21	1.2	1.0
Intellectual Disability	*	*	0.5
Learning Disability	88	5.2	4.6
Other Health Impairment	39	2.3	2.8
Other Disabilities	20	1.2	1.0
Speech/Language Impairment	19	1.1	1.9
All Disabilities	208	12.3	13.4

[1]Grades K-12

Overall Expenditures:[3] 2014-15

		Per Pupil	
	Total ($)	District ($)	State ($)
Instructional Staff and Services	16,545,638	10,070	9,387
Instructional Supplies and Equipment	524,040	319	318
Improvement of Instruction and Educational Media Services	354,123	216	541
Student Support Services	1,564,300	952	1,048
Administration and Support Services	2,781,800	1,693	1,790
Plant Operation and Maintenance	2,611,111	1,589	1,608
Transportation	1,800,855	984	845
Costs of Students Tuitioned Out	1,595,360	N/A	N/A
Other	22,414	14	194
Total	27,799,641	15,742	15,762
Additional Expenditures			
Land, Buildings, and Debt Service	1,336,581	814	1,524

[3]Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Special Education Expenditures: 2014-15

	District		State
	Total ($)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	2,369,966	37.7	35.1
Noncertified Personnel	1,027,839	16.4	14.5
Purchased Services	398,162	6.3	5.5
Tuition to Other Schools	1,243,137	19.8	21.6
Special Ed. Transportation	507,140	8.1	8.3
Other Expenditures	736,974	11.7	15.0
Total Expenditures	6,283,218	100.0	100.0

Expenditures by Revenue Source:[4] 2014-15

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	64.3	62.6
State	33.8	35.4
Federal	1.7	1.8
Tuition & Other	0.2	0.2

[4]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 Correction).

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	*	*	*	*	*	*
Asian	*	*	*	*	*	*
Black or African American	12	*	12	*	*	*
Hispanic or Latino	47	70.0	47	62.0	19	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	29	73.8	29	65.1	15	*
White	771	74.7	771	67.3	324	66.1
English Learners	*	*	*	*	0	N/A
Non-English Learners	*	*	*	*	363	65.7
Eligible for Free or Reduced-Price Meals	167	68.1	167	60.6	54	61.3
Not Eligible for Free or Reduced-Price Meals	701	76.0	701	68.4	309	66.5
Students with Disabilities	116	56.7	116	47.7	57	49.0
Students without Disabilities	752	77.2	752	69.9	306	68.8
High Needs	237	64.9	237	57.0	96	55.3
Non-High Needs	631	78.0	631	70.6	267	69.5
District	868	74.5	868	66.9	363	65.7

National Assessment of Educational Progress (NAEP): Percent At or Above Proficient[1]

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

[1]NAEP 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 Standard[2]

	Percent of Students by Grade[3] (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	86.1	71.4	84.1	82.0	460	81.1
Curl Up	75.4	70.5	78.6	92.0	460	78.7
Push Up	59.8	82.1	86.5	82.0	460	77.4
Mile Run/PACER	95.1	83.0	81.0	58.0	460	80.2
All Tests - District	41.0	45.5	58.7	52.0	460	49.3
All Tests - State	50.6	49.8	50.6	51.1		50.5

[2]The 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.

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

Cohort Graduation: Four-Year[1]

	2014-15				2015-16
	Cohort Count[2]	Rate (%)	Target[3] (%)	Target Achieved	Target[3] (%)
Black or African American	0	0	.		.
Hispanic or Latino	*	*	.		.
English Learners	0	0	.		.
Eligible for Free or Reduced-Price Meals	29	82.8	.		.
Students with Disabilities	*	*	.		.
District	117	93.2	.		.
State[4]		87.2			

[1]The 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 2014 are available online.

[2]Cohort count includes all students in the cohort as of the end of the 2014-15 school year.

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

[4]Targets are not displayed at the state level.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam[5]

	Participation[6]	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	97.8	69	51.5
Male	94.6	46	35.7
Black or African American	*	*	*
Hispanic or Latino	*	*	*
White	96.2	104	44.1
English Learners	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	89.1	12	21.8
Students with Disabilities	*	*	*
District	96.2	115	43.7
State	95.6		40.7

[5]College readiness exams and benchmark scores are as follows:
- SAT® - meets benchmark score on SAT, Revised SAT or Connecticut School Day SAT
- 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

[6]Participation 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.
Copyright © 2016 ACT, Inc. www.act.org
IB® statistics derived from data provided by the International Baccalaureate Organization.
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College Entrance and Persistence

	Class of 2015	Class of 2014
	Entrance[7]	Persistence[8]
	Rate (%)	Rate (%)
Female	81.4	96.2
Male	71.7	84.2
Black or African American	71.7	*
Hispanic or Latino	*	*
White	77.7	92.9
English Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	50.0	*
Students with Disabilities	*	*
District	76.8	91.2
State	71.9	88.3

[7]College 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.

[8]College 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

Next Generation Accountability Results

These statistics are the 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	74.5	75	49.6	50	99.3	67.7
	High Needs Students	64.9	75	43.3	50	86.6	56.7
Math Performance Index	All Students	66.9	75	44.6	50	89.2	61.4
	High Needs Students	57.0	75	38.0	50	76.0	49.9
Science Performance Index	All Students	65.7	75	43.8	50	87.6	57.5
	High Needs Students	55.3	75	36.8	50	73.7	47.0
ELA Academic Growth	All Students	76.6%	100%	76.6	100	76.6	63.8%
	High Needs Students	70.9%	100%	70.9	100	70.9	58.3%
Math Academic Growth	All Students	75.4%	100%	75.4	100	75.4	65.0%
	High Needs Students	72.2%	100%	72.2	100	72.2	57.4%
Chronic Absenteeism	All Students	5.6%	<=5%	48.8	50	97.7	9.6%
	High Needs Students	11.5%	<=5%	37.1	50	74.2	15.6%
Preparation for CCR	% Taking Courses	81.7%	75%	50.0	50	100.0	67.6%
	% Passing Exams	43.7%	75%	29.2	50	58.3	40.7%
On-track to High School Graduation		91.7%	94%	48.8	50	97.5	85.1%
4-year Graduation All Students (2015 Cohort)		93.2%	94%	99.1	100	99.1	87.2%
6-year Graduation - High Needs Students (2013 Cohort)		81.4%	94%	86.6	100	86.6	78.6%
Postsecondary Entrance (Class of 2015)		76.8%	75%	100.0	100	100.0	71.9%
Physical Fitness (estimated part rate) and (fitness rate)		91.3% | 49.3%	75%	32.9	50	65.8	89.2% | 50.5%
Arts Access		53.9%	60%	45.0	50	89.9	47.5%
Accountability Index				**1128.8**	**1350**	**83.6**	

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	64.9	10.1	16.5	
Math Performance Index Gap	70.6	57.0	13.6	18.9	
Science Performance Index Gap	69.5	55.3	14.2	17.2	
Graduation Rate Gap	94.0%	81.4%	12.6%	15.3%	N

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

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

Subject/Subgroup		Participation Rate (%)[3]
ELA	All Students	98.7
	High Needs Students	97.2
Math	All Students	98.7
	High Needs Students	97.2
Science	All Students	98.9
	High Needs Students	99.0

[3]Minimum participation standard is 95%.

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: 55.5   **State: 51.4**

Supporting Resources

Two-page FAQ

Detailed Presentation

Using Accountability Results to Guide Improvement: comprehensive documentation and supports

Narratives

School District Improvement Plans and Parental Outreach Activities

It is the mission of Coventry Public Schools to create an environment that prepares students for life, learning and work in the 21st century. We are an exemplary learning community that supports innovation and is committed to challenging all learners. During the 2015-2016 school year, the Coventry Public Schools District Improvement Committee developed a strategic plan targeting 21st century learning skills, outlining how the district will identify, define, and measure the critical skills and attributes that are required for success and align systems to continuously improve student performance and achievement. The plan also targets the maintaining and promotion of a positive and respectful learning community as well as to recruit, retain and develop high quality staff at every level. Professional development supported this effort, focusing on effective teaching strategies, assessing student work and analyzing student data. The 1:1 iPad initiative expanded at the high school level, with students in grades 9-12 having an iPad for use in school and at home. The integration of technology across the district continued to grow and staff participated in professional development that supported them in the use of technology in the classroom. .Parent and community involvement is a priority of Coventry Public Schools. Involvement is encouraged by the Superintendent's Open Door Meetings which establish open communication and collaboration. We also encourage parental and community involvement within the District Technology Committee as well as holding community evening workshops such as our Internet Safety presentation, parent conferences and transition meetings.

To proactively address truancy, we monitor attendance data and reach out to families via letters, phone contact and home visits. Student Assistance teams within each school provide supports for students. During the 2015-2016 school year, Coventry Public Schools increased intervention staffing and resources in an effort to enhance SRBI tiered intervention services. Through all grade levels of the district, reading, writing and math support was provided by certified teachers.

From pre-kindergarten through the 12th grade, Coventry Public Schools has a continuum of services meeting the individual needs of all the students, starting with early intervention services provided through the expanded pre-school program to providing transition services for students who qualify. Related services staff are involved in professional learning designed to improve programming and achievement for the students, as well as increasing parents understanding of the programing provided for their children.

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 2015-2016 school year, Coventry High School (CHS) offered a Latin American Studies course which focused on history and culture. Students were able to attend the Soroptimist "Dream It, Be It" conference which focused on female empowerment. Financial support was extended to grades 10 and 11 students allowing them to take the PSAT exams at no cost. The district provided funding for ECE, MCC, and other Advanced Placement course fees and worked with Coventry Youth Services to provide funding for extra-curricular activities and academic scholarships. Capt. Nathan Hale (CNH) students participated in Ryan's Story, a presentation that outlines the effects of bullying and encourages students to be kind to and empathetic of others. CNH's enrichment program continued this year, which provides students with positive peer and adult interactions in a high interest learning environment. CNH families hosted 13 Chinese students and 4 educators in 2016 as part of the Connecticut-China Sister School Exchange program. They also participated in service initiatives and in the Great Kindness Challenge which actively engages students, school staff and families in creating a school environment of acceptance, unity and respect. G. H. Robertson School (GHR) ran several fundraising initiatives including the Penny Challenge to support The Coventry Fuel Bank, a fundraiser for the abused animals at Tara Farms, and Pajama Day. Grade 4 students had an opportunity to visit the Pequot Museum and explore the history of the American Indian culture. Coventry Grammar School (CGS) hosted a mitten tree for the holidays where the CGS community was encouraged to purchase items for Coventry families in need. They also participated in the Spread the Cheer program which connects students to seniors in the community. Grade 2 students studied a unit on Mexico, focusing on Mexican history and culture. CGS also participated in Pajama Day for CCMC and the Kids Caring for Kids food drive.

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.