

STRATEGIC SCHOOL PROFILE 2011-12**Coventry School District**

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Coventry,
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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: 94.5%

*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, 2011 1,776
5-Year Enrollment Change -13.4%

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	300	16.9	14.9	35.2
K-12 Students Who Are Not Fluent in English	1	0.1	0.7	5.6
Students Identified as Gifted and/or Talented*	77	4.3	3.3	4.0
PK-12 Students Receiving Special Education Services in District	201	11.3	11.1	11.5
Kindergarten Students who Attended Preschool, Nursery School or Headstart	116	94.3	86.6	79.8
Homeless	0	0.0	0.1	0.3
Juniors and Seniors Working 16 or More Hours Per Week	15	5.2	15.3	13.0

*96.1 % 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	18	1.0
Black	19	1.1
Hispanic	75	4.2
Pacific Islander	0	0.0
White	1,600	90.1
Two or more races	62	3.5
Total Minority	176	9.9

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 School, our youth regularly connect with non-district students of all kinds via our co-curricular and extra curricular activities schedule. 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. Our Coventry Grammar School 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. The G. H. Robertson School 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. The Coventry Board of Education supports inter-district exchange programs. There is a thoughtful regard for international perspectives, as well. Students bring back ideas and information from a variety of international experiences to share with other students. In particular, our developing relationship with our sister school in Qingdao, China, is serving our students well. We recently completed one-half of our student exchange program and are in preparation of our middle school students' visit to China.

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	75.8	59.2	79.4	
Writing	73.5	62.7	63.1	
Mathematics	78.2	66.5	61.3	
Grade 4 Reading	75.4	64.1	57.5	
Writing	73.2	65.3	48.1	
Mathematics	82.6	68.0	70.0	
Grade 5 Reading	77.4	67.6	56.6	
Writing	56.7	68.1	14.9	
Mathematics	81.4	71.6	55.4	
Science	70.2	63.9	37.5	
Grade 6 Reading	87.6	74.1	72.9	
Writing	75.8	67.4	54.2	
Mathematics	83.6	69.3	69.3	
Grade 7 Reading	88.3	79.8	55.3	
Writing	83.3	65.6	79.5	
Mathematics	81.3	68.1	65.6	
Grade 8 Reading	92.8	76.8	83.6	
Writing	86.1	68.3	81.9	
Mathematics	81.6	67.2	61.6	
Science	82.6	61.9	77.5	

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	63.6	47.5	70.7	
Writing Across the Disciplines	81.6	63.0	75.4	
Mathematics	47.0	49.2	38.3	
Science	57.6	47.1	60.4	

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
	49.2	50.6	42.9

SAT® I: Reasoning Test Class of 2011		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		69.4	77.3	
Average Score	Mathematics	503	505	44.3
	Critical Reading	523	502	63.4
	Writing	508	506	46.6

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 2011	90.2	82.7	52.6
2010-11 Annual Dropout Rate for Grade 9 through 12	1.6	2.6	33.3

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	85.4	84.5
% Employed (Civilian Employment and in Armed Services)	14.6	9.7

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of School Staff	
General Education	
Teachers and Instructors	120.85
Paraprofessional Instructional Assistants	16.65
Special Education	
Teachers and Instructors	22.20
Paraprofessional Instructional Assistants	36.00
Library/Media Specialists and/or Assistants	3.91
Staff Devoted to Adult Education	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	3.00
School Level	6.40
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	1.40
Counselors, Social Workers, and School Psychologists	11.80
School Nurses	4.00
Other Staff Providing Non-Instructional Services and Support	87.11

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	74.8	81.8	79.6

Average Class Size	District	DRG	State
Grade K	17.6	15.5	18.5
Grade 2	18.9	17.0	19.7
Grade 5	20.0	18.5	21.6
Grade 7	22.0	19.1	20.3
High School	17.8	17.4	19.6

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	972	992	993
Middle School	1,043	1,027	1,024
High School	1,049	1,013	1,024

*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*	3.8	2.4	2.8
Middle School	2.6	1.9	2.2
High School	1.7	1.5	2.1

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2010-11

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	\$15,364	\$8,373	\$8,464	\$8,407	\$8,469
Instructional Supplies and Equipment	\$409	\$223	\$267	\$300	\$271
Improvement of Instruction and Educational Media Services	\$147	\$80	\$487	\$412	\$482
Student Support Services	\$1,423	\$776	\$901	\$905	\$901
Administration and Support Services	\$2,300	\$1,253	\$1,468	\$1,532	\$1,490
Plant Operation and Maintenance	\$2,599	\$1,416	\$1,471	\$1,547	\$1,463
Transportation	\$1,709	\$868	\$735	\$768	\$724
Costs for Students Tuitioned Out	\$1,748	N/A	N/A	N/A	N/A
Other	\$415	\$226	\$165	\$178	\$165
Total	\$26,115	\$13,673	\$14,238	\$14,452	\$14,140
Additional Expenditures					
Land, Buildings, and Debt Service	\$1,165	\$635	\$1,290	\$1,107	\$1,331

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$5,715,954	21.9	20.1	21.7

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	60.0	32.5	7.2	0.3
Excluding School Construction	58.7	33.5	7.6	0.3

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	204
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	11.0%

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	14	0.8	1.1	1.2
Learning Disability	75	4.1	3.6	3.9
Intellectual Disability	5	0.3	0.4	0.4
Emotional Disturbance	39	2.1	0.7	1.0
Speech Impairment	32	1.7	2.5	2.1
Other Health Impairment*	16	0.9	1.9	2.2
Other Disabilities**	23	1.2	0.8	1.0
Total	204	11.0	11.1	11.7

*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 2010-11 with a Standard Diploma	65.0	62.4
2010-11 Annual Dropout Rate for Students Aged 14 to 21	N/A	5.1

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	51.4	36.0	83.1	70.4
	Writing	17.6	21.5	75.5	66.3
	Mathematics	34.0	31.8	81.4	68.4
	Science	29.2	23.0	77.0	62.9
CAPT	Reading Across the Disciplines	N/A	N/A	63.6	47.5
	Writing Across the Disciplines	29.4	18.2	81.6	63.0
	Mathematics	N/A	N/A	47.0	49.2
	Science	N/A	N/A	57.6	47.1

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	48.5
	% With Accommodations	51.5
CAPT	% Without Accommodations	9.1
	% With Accommodations	90.9
% Assessed Using Skills Checklist		7.7

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	6	2.9
Private Schools or Other Settings	22	10.8

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	150	73.5	74.3	72.1
40.1 to 79.0 Percent of Time	21	10.3	18.2	16.3
0.0 to 40.0 Percent of Time	33	16.2	7.5	11.7

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

“The Coventry Public Schools will prepare every student for life, learning and work in the 21st century.” This newly revised mission statement for the Coventry Public Schools provides a clear focus for district improvement planning now and as we move into the future. Work at the district, school, classroom and individual student level is focused on this mission and designed to increase student achievement. District Literacy and Math Councils have been established, focusing on current practices in curriculum, instruction and assessment as well as the shift to implementation of the Common Core State Standards. Regular meetings of grade level and vertical teams provide opportunities for staff to drill deeply into data related to student performance and to support teachers in instructional initiatives based on identified needs. Based on this data, there has been a district-wide focus on vocabulary development and an increase in explicit instruction in phonics for our youngest students. The district continues to focus on the use of technology to support both instruction and key administrative tasks. Our high school piloted the NWEA Measures of Academic Progress Assessments, a computer based and adaptive assessment, with district-wide implementation planned for the next school year. Interactive white boards and computer based learning are integrated at all levels. IEP Direct and RTIm Direct continue to provide a high level of administrative support to managing student data, and the district has begun a shift to PowerSchool, a student information system, that will increase efficiency and improve communication with parents relative to the academic progress of their student. The Coventry Public Schools in 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 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. Staff development within the Pupil Services Department has focused on developing and implementing effective IEPs that provide educational benefit to identified students. The development of enrichment activities across the curriculum for all students is supported by the district-wide Challenge and Enrichment Teacher. Our Challenge and Enrichment Teacher also works directly with students identified as demonstrating special gifts and talents or students interested in specific topics of inquiry. A district-wide focus remains on engaging parents, families and community in a collaborative partnership. Inquiries by individual parents relative to their child’s performance within the school environment receive a prompt response. Evening meetings, including Open House, the Annual Art Show and informational sessions on college planning, are offered on a regular basis and provide opportunities for collaboration. Workshops relating to additional topics of interest to parents are collaboratively sponsored, including presentations this year on Childhood Anxiety and Cyber Bullying. Regular communication has been maintained relative to district initiatives including the implementation of a standards based report card in the elementary schools, and the development of school-based Safe School Climate Committees. Parent support and input has resulted in revisions to these plans. Coventry’s Safe Schools Climate Plan has allowed 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. This is also true about our policies, practices and procedures related to truancy prevention and increasing student attendance. Attendance data is reviewed regularly to look for possible patterns of behavior with specific students. When a pattern of concern is noted, counseling staff are utilized to support the identified student and family utilizing strategies such as parent meetings, home visits, and referrals to outside agencies.
