Connecticut State Department of Education

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2019-20



Coventry School District

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

District Information

Grade Range	PK-12
Number of Schools/Programs	6
Enrollment	1,678
Per Pupil Expenditures ¹	\$16,969
Total Expenditures ¹	\$29,355,758

¹ Expenditure data reflect the 2018-19 school year.



Community Information

AdvanceCT Town Profiles provide summary demographic and economic information for Connecticut's municipalities

Contents

Notes

Unless otherwise noted, all data are for 2019-20 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 safeguard student confidentiality, or to ensure that statistics based on a very small sample size are not interpreted as equally representative as those based on a sufficiently larger sample size.

N/A is displayed when a category is not applicable for a district or school.

Students

•			
		District	
	Count	Percent of Total	١

October 1, 2019 Enrollment²

	District		State
	Count	Percent of Total	Percent of Total
		(%)	(%)
Female	*	*	48.4
Male	845	50.4	51.6
American Indian or Alaska Native	*	*	0.3
Asian	21	1.3	5.2
Black or African American	*	*	12.7
Hispanic or Latino of any race	116	6.9	26.9
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	72	4.3	3.8
White	1,457	86.8	51.1
English Learners	13	0.8	8.3
Eligible for Free or Reduced-Price Meals	444	26.5	43.3
Students with Disabilities ³	230	13.7	16.0

NOTE: To protect student privacy, gender counts are suppressed (*) when fewer than 6 students enrolled in the district identify as non-binary.

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ⁴		Suspension	/Expulsion⁵
	Count	Rate (%)	Count	Rate (%)
Female	103	13.2	10	1.2
Male	97	12.1	23	2.6
Black or African American	*	*	0	*
Hispanic or Latino of any race	19	17.0	*	*
White	160	11.7	25	1.7
English Learners	0	*	0	*
Eligible for Free or Reduced-Price Meals	92	23.0	23	4.6
Students with Disabilities	45	20.3	11	4.2
District	200	12.7	33	1.9
State		12.2		4.9

Number of students in 2018-19 qualified as truant under state statute: 35

Number of school-based arrests: 0

NOTE: In the 2019-20 school year, due to the COVID-19 pandemic, in-person classes were cancelled in mid-March; all districts switched to fully remote instruction for the remainder of the school year. Chronic absenteeism calculations are based only on in-person school days.

² This table represents students in grades PK-12 reported by the district in the Public School Information System (i.e., PSIS Reporting District).

³ Students in this category are students with an individualized education program (IEP) only. This category does not include students with Section 504 plans or services plans.

⁴ A student is chronically absent if they miss 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.

⁵ This column displays 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	125.5
Paraprofessional Instructional Assistants	19.5
Special Education	
Teachers and Instructors	20.6
Paraprofessional Instructional Assistants	38.0
Administrators, Coordinators and Department Chairs	
District Central Office	5.0
School Level	8.1
Library/Media	
Specialists (Certified)	4.0
Support Staff	0.0
Instructional Specialists Who Support Teachers	9.6
Counselors, Social Workers and School Psychologists	13.0
School Nurses	4.8
Other Staff Providing Non-Instructional Services/Support	81.4

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	2	1.1	1.2
Black or African American	0	0.0	4.0
Hispanic or Latino of any race	3	1.6	4.1
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.1
White	185	97.4	90.4

Classroom Teacher Attendance: 2018-19

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	9.8	10.4

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School²

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	0	*	*	*
Hispanic or Latino of any race	7	*	7	*
White	96	95.0	106	94.6
English Learners	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	34	94.4	24	72.7
Students with Disabilities	13	*	15	75.0
District	112	94.9	124	92.5
State		75.8		84.8

² 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 Peers³

	Count	Rate (%)
Autism	11	*
Emotional Disturbance	20	80.0
Intellectual Disability	*	*
Learning Disability	81	92.0
Other Health Impairment	46	90.2
Other Disabilities	12	*
Speech/Language Impairment	*	*
District	177	83.5
State		67.8

³ This table represents students ages 6-21 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	19	1.2	2.0
Emotional Disturbance	25	1.5	1.1
Intellectual Disability	7	0.4	0.5
Learning Disability	88	5.3	5.7
Other Health Impairment	52	3.1	3.3
Other Disabilities	17	1.0	1.1
Speech/Language Impairment	12	0.7	1.8
All Disabilities	220	13.3	15.6

¹ This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

Students with Disabilities Placed Outside of the District²

	Dis	State	
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	*	*	8.2
Private Schools or Other Settings	*	*	5.0

² This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

Overall Expenditures³: 2018-19

		Per I	Pupil
	Total (\$)	District (\$)	State (\$)
Instruction	\$18,906,949	\$10,929	\$10,923
Support services - students	\$1,582,768	\$965	\$1,277
Support services - instruction	\$662,105	\$403	\$682
Support services - general administration	\$605,594	\$369	\$467
Support services - school based administration	\$1,510,041	\$920	\$1,021
Central and other support services	\$1,549,544	\$944	\$679
Operation and maintenance of plant	\$2,674,056	\$1,630	\$1,718
Student transportation services	\$1,864,702	\$1,217	\$1,288
Food services			\$12
Enterprise operations			\$163
Minor school construction			\$59
Total	\$29,355,758	\$16,969	\$17,629

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

Special Education Expenditures: 2018-19

	District		State
	Total (\$) Percent of Total (%)		Percent of Total (%)
Teacher Salaries	\$1,976,472	28.7	28.5
Instructional Aide Salaries	\$846,024	12.3	10.1
Other Salaries	\$1,244,784	18.1	11.1
Employee Benefits	\$631,342	9.2	13.0
Purchased Services Other Than Transportation	\$299,334	4.4	5.7
Special Education Tuition	\$1,222,267	17.8	22.5
Supplies	\$48,950	0.7	0.6
Property Services			0.3
Purchased Services For Transportation	\$604,698	8.8	8.0
Equipment	\$1,103	0.0	0.2
All Other Expenditures	\$4,820	0.1	0.1
Total	\$6,879,794	100.0	100.0
Percent of Total Expenditures Used for Special Education		23.4	24.6

Expenditures by Revenue Source⁴: 2018-19

	Percent of Total (%)		
	Excluding		
	School		
	Construction		
Local	66.0		
State	31.4		
Federal	2.3		
Tuition & Other	0.3		

⁴ Revenue sources do not include state-funded Teachers' Retirement Board contributions, Connecticut Technical Education and Career System (CTECS) operations, CSDE-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.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf

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

	NAEP	NAEP 2013	
READING	Grade 4	Grade 8	Grade 12
Connecticut	40	41	50
National Public	34	32	36
MATH	Grade 4	Grade 8	Grade 12
Connecticut	45	39	32
National Public	40	33	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 performance on NAEP by student group, click here.

Physical Fitness Tests: Students Reaching Health Standard

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Cohort Graduation: Four-Year¹

	2018-19	
	Cohort Count ² Rate (%)	
Black or African American	*	*
Hispanic or Latino of any race	*	*
English Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	32	90.6
Students with Disabilities	20	90.0
District	107	95.3
State		88.5

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.

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

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at:

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College Entrance and Persistence

	Class of 2019	Class of 2018
	Entrance ³	Persistence ⁴
	Rate (%)	Rate (%)
Female	81.6	93.5
Male	68.5	79.5
Black or African American	N/A	N/A
Hispanic or Latino of any race	*	*
White	74.0	86.5
English Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	46.7	*
Students with Disabilities	*	*
District	74.8	87.1
State	71.5	87.5

³ 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.

Source: National Student Clearinghouse

² Cohort count includes all students in the cohort as of the end of the 2018-19 school year.

⁴ 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).

Next Generation Accountability Results

Connecticut's Next Generation Accountability System is a broad set of 12 indicators that help tell the story of how well a district/school is preparing its students for success in college, careers, and life. It moves beyond test scores and graduation rates to provide a more holistic, multifactor perspective of district and school performance.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, a modified table is shown below. All indicators that were not calculated for the 2019-20 school year (including overall Accountability Index) have been excluded and columns that referenced points have also been removed to avoid confusion. For additional information, please view Connecticut's waiver response at: https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf

Indicator		Index/Rate	Target	State Average Index/Rate
Progress Toward English	Progress Toward English Literacy		100%	60.4%
Proficiency	Oral		100%	57.6%
Chanais Absorbasions	All Students	12.7%	<=5%	12.2%
Chronic Absenteeism	High Needs Students	21.3%	<=5%	18.0%
Preparation for CCR % Taking Courses		93.7%	75%	80.4%
On-track to High School Graduation		93.5%	94%	88.4%
4-year Graduation All Students (2019 Cohort)		95.3%	94%	88.5%
6-year Graduation - High Needs Students (2017 Cohort)		94.9%	94%	84.5%
Postsecondary Entrance (Class of 2019)		74.7%	75%	71.5%
Arts Access		51.4%	60%	51.8%

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in the student group or the indicator is not applicable based on grades served.

Gap Indicators	Non-High Needs Rate ¹	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev ²	Is Gap an Outlier?2
Graduation Rate Gap	94.0%	94.9%	-0.9%	10.9%	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.

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in at least one of the student groups used to calculate the gap measure or the indicator is not applicable based on grades served.

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

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

Performance Index.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no SIMR data are available. For additional information, please view Connecticut's waiver response at:

https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/ CT-Covid19-WaiverResponse.pdf

Supporting Resources:

Two-page FAQ

Detailed Presentation

Using Accountability Results to Guide Improvement

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

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 2019-2020 school year, Coventry Public School District's 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 trauma informed practices, social emotional learning, Portrait of the Graduate, Individualized Education Plan (IEP) Writing, when and how to use a Behavior Intervention Plan (BIP) and Functional Behavior Assessment (FBA), and curricular alignment to Next Generation Science Standards. Student achievement growth PreK - 12 continued throughout the 2019-2020 school year as measured by benchmark and standardized assessments in reading, writing and math.

Coventry Public Schools is committed to providing a continuum of services districtwide. Hale Early Education Center, fully accredited through the National Association for Education of Young Children (NAEYC), provides high quality preschool education for all students. Programming for students with autism is strong with high quality staff providing intensive instruction K-8. Coventry's Transition Program for students 18-21 at Patriot's Park prepares students with daily living and vocational skills needed for success in life. Parent and community involvement continues to be a priority of Coventry Public Schools. Involvement is encouraged by the monthly Special Education meetings and the Superintendent's Open Door Meetings, both of which establish open communication and collaboration. Several other evening presentations took place to provide parents with information and resources regarding bullying and drug and alcohol abuse. Coventry Public Schools launched the use of the Say Something app for students to anonymously report incidents of bullying.

During the COVID-19 pandemic during the latter half of the school year, Coventry Public Schools faced the challenge of developing and implementing continued learning opportunities for students in grades K-12 and our 18-21 program. The district went to great efforts to ensure students had available technology resources and the appropriate level of learning tasks and support to continue individualized instruction. Pupil and Staff Support Services staff embraced professional development opportunities to establish Google Classrooms to meet with students, provide support, and deliver needed materials.

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 2019-2020 school year, Coventry High School (CHS) supported clubs such as International Travel, Albert Schweitzer, and the Gay Straight Alliance, offering support and awareness of diversity. The Social Studies and ELA curriculum were designed to discuss and bring awareness to a variety of social and economic issues throughout the US and the world. At Coventry Academy, students read and responded to a variety of texts that examined the themes of class, racism and culture. Social Workers developed Tolerance Lessons to address social biases. At Capt. Nathan Hale (CNH), Lessons on Diversity were part of the developmental guidance curriculum in Grade 6. In Grade 7, the ELA team taught an African American historical fiction unit. Grade 8 taught a unit on autism. G. H. Robertson School (GHR) held a school-wide celebration in November for World Kindness Day. The arts curriculum included units on African, Aboriginal and Mexican/Central American folk arts and crafts. And, the ELA curriculum used diverse mentor texts and books for book clubs and guided reading. GHR ran several fundraising initiatives including a Toiletry Collection for Coventry Food Bank. Coventry Grammar School (CGS) used the Second Step curriculum in Grades K-2 which is rooted in social-emotional learning. Grade 1 participated in the Traveling Mural Project that connects students with other school communities around the country. Grade 2 attended the Upstander assembly and program which teaches students to be upstanders, not bystanders. The school held various fundraisers to help families in need. Hale Early Education Center (HEEC) received two grants which made it possible for financially needy families to send their children to preschool. Th

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.