

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2016–17



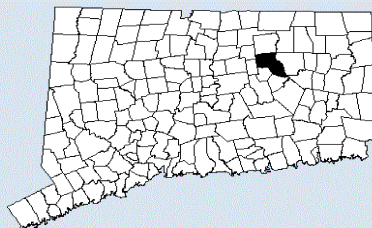
Coventry School District

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

District Information

Grade Range	PK-12
Number of Schools/Programs	6
Enrollment	1,625
Per Pupil Expenditures ¹	\$16,406
Total Expenditures ¹	\$28,283,780

¹Expenditure data reflect the 2015-16 year.



Community Information

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

Related Reports/Publications

[CT Reports \(CMT/CAPT\)](#)

[Special Education Annual Performance Reports](#)

[SAT®, AP®, PSAT® Report by High School \(Class of 2017\)](#)
(2017® The College Board)

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Notes

Unless otherwise noted, all data are for 2016-17 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, 2016 Enrollment

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	806	49.6	48.4
Male	819	50.4	51.6
American Indian or Alaska Native	*	*	0.3
Asian	21	1.3	5.1
Black or African American	*	*	12.9
Hispanic or Latino	94	5.8	24.0
Pacific Islander	0	0.0	0.1
Two or More Races	51	3.1	2.9
White	1,439	88.6	54.8
English Learners	*	*	6.8
Eligible for Free or Reduced-Price Meals	330	20.3	35.9
Students with Disabilities ¹	229	14.1	14.3

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	76	9.6	*	*
Male	84	10.5	*	*
Black or African American	0	*	0	*
Hispanic or Latino	19	19.8	*	*
White	132	9.4	26	1.8
English Learners	*	*	0	*
Eligible for Free or Reduced-Price Meals	59	19.3	14	3.9
Students with Disabilities	38	16.5	15	5.5
District	160	10.1	29	1.8
State		9.9		6.7

Number of students in 2015-16 qualified as truant under state statute: Fewer than 6

Number of school-based arrests: Fewer than 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.

District Profile and Performance Report for School Year 2016-17

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Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	127.6
Paraprofessional Instructional Assistants	19.7
Special Education	
Teachers and Instructors	21.2
Paraprofessional Instructional Assistants	45.9
Administrators, Coordinators and Department Chairs	
District Central Office	5.0
School Level	7.3
Library/Media	
Specialists (Certified)	3.0
Support Staff	2.3
Instructional Specialists Who Support Teachers	9.6
Counselors, Social Workers and School Psychologists	13.0
School Nurses	4.0
Other Staff Providing Non-Instructional Services/Support	82.0

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	1	0.5	1.0
Black or African American	3	1.6	3.6
Hispanic or Latino	3	1.6	3.6
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	180	96.3	91.4

Classroom Teacher Attendance: 2015-16

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	8.6	9.6

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	6	*	7	*
White	82	77.4	105	88.2
English Learners	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	10	50.0	20	71.4
Students with Disabilities	13	48.1	8	*
District	95	77.9	120	87.6
State		63.6		77.5

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	11	*
Emotional Disturbance	17	68.0
Intellectual Disability	*	*
Learning Disability	80	87.9
Other Health Impairment	34	89.5
Other Disabilities	*	*
Speech/Language Impairment	12	*
District	160	79.6
State		68.2

⁴Ages 6-21

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Students with Disabilities by Primary Disability¹

	District Count	District Rate (%)	State Rate (%)
Autism	22	1.3	1.7
Emotional Disturbance	25	1.5	1.0
Intellectual Disability	*	*	0.5
Learning Disability	92	5.5	4.9
Other Health Impairment	38	2.3	2.9
Other Disabilities	18	1.1	1.1
Speech/Language Impairment	*	*	1.8
All Disabilities	215	12.9	13.9

¹Grades K-12

Overall Expenditures:³ 2015-16

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	16,825,996	10,361	9,663
Instructional Supplies and Equipment	697,171	429	321
Improvement of Instruction and Educational Media Services	404,575	249	578
Student Support Services	1,616,057	995	1,103
Administration and Support Services	2,760,671	1,700	1,861
Plant Operation and Maintenance	2,654,463	1,635	1,637
Transportation	1,742,552	976	877
Costs of Students Tuitioned Out	1,567,497	N/A	N/A
Other	14,798	9	201
Total	28,283,780	16,406	16,236

Additional Expenditures

Land, Buildings, and Debt Service	1,318,361	812	1,749
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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: 2015-16

	District Total (\$)	District Percent of Total (%)	State Percent of Total (%)
Certified Personnel	2,408,080	38.7	34.6
Noncertified Personnel	1,070,983	17.2	14.6
Purchased Services	330,016	5.3	5.8
Tuition to Other Schools	1,216,341	19.6	21.8
Special Ed. Transportation	496,518	8.0	8.5
Other Expenditures	694,611	11.2	14.7
Total Expenditures	6,216,549	100.0	100.0

Expenditures by Revenue Source:⁴

2015-16

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	63.6	61.9
State	33.8	35.3
Federal	2.2	2.3
Tuition & Other	0.5	0.5

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).

District Profile and Performance Report for School Year 2016-17

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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	*	*	*	*	0	N/A
Asian	9	*	9	*	7	*
Black or African American	8	*	8	*	*	*
Hispanic or Latino	49	69.5	49	63.7	19	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	25	72.2	25	67.0	11	*
White	776	75.9	770	70.3	315	66.4
English Learners	*	*	*	*	0	N/A
Non-English Learners	865	75.6	859	70.0	355	66.1
Eligible for Free or Reduced-Price Meals	157	67.7	154	61.9	68	60.4
Not Eligible for Free or Reduced-Price Meals	711	77.3	708	71.7	287	67.4
Students with Disabilities	119	54.0	119	48.5	40	43.8
Students without Disabilities	749	79.0	743	73.4	315	68.9
High Needs	232	63.4	229	57.2	95	55.9
Non-High Needs	636	80.0	633	74.5	260	69.8
District	868	75.5	862	69.9	355	66.1

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			
Grade 4			
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	87.9	83.6	84.0	80.6	458	84.3
Curl Up	71.0	65.5	73.6	96.8	458	75.5
Push Up	56.5	74.1	91.2	86.0	458	76.4
Mile Run/PACER	90.3	78.4	80.8	66.7	458	79.9
All Tests - District	43.5	44.0	60.0	59.1	458	51.3
All Tests - State	52.8	51.4	51.4	50.6		51.6

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

	2015-16	
	Cohort Count ²	Rate (%)
Black or African American	*	*
Hispanic or Latino	*	*
English Learners	0	0
Eligible for Free or Reduced-Price Meals	34	76.5
Students with Disabilities	21	71.4
District	130	90.0
State		87.4

¹The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years.

²Cohort count includes all students in the cohort as of the end of the 2015-16 school year.

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

	Participation ⁶	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	96.9	76	59.4
Male	96.9	67	51.1
Black or African American	*	*	*
Hispanic or Latino	*	6	*
White	96.9	130	57.8
English Learners	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	95.8	14	29.2
Students with Disabilities	81.4	*	*
District	96.9	143	55.2
State	96.1		43.5

³College 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

⁴Participation 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 2016	Class of 2015
	Entrance ⁷	Persistence ⁸
	Rate (%)	Rate (%)
Female	72.9	91.7
Male	65.6	78.9
Black or African American	N/A	N/A
Hispanic or Latino	*	*
White	71.4	85.0
English Learners	71.4	*
Eligible for Free or Reduced-Price Meals	44.8	*
Students with Disabilities	*	*
District	69.2	86.0
State	72.0	88.5

⁵College 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.

⁶College 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

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.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	75.5	75	50.0	50	100.0	67.1
	High Needs Students	63.4	75	42.3	50	84.6	55.9
Math Performance Index	All Students	69.9	75	46.6	50	93.3	62.2
	High Needs Students	57.2	75	38.2	50	76.3	50.5
Science Performance	All Students	66.1	75	44.1	50	88.1	55.3
	High Needs Students	55.9	75	37.3	50	74.5	45.2
ELA Academic Growth	All Students	64.3%	100%	64.3	100	64.3	55.4%
	High Needs Students	59.0%	100%	59.0	100	59.0	49.8%
Math Academic Growth	All Students	74.3%	100%	74.3	100	74.3	61.7%
	High Needs Students	65.8%	100%	65.8	100	65.8	53.7%
Chronic Absenteeism	All Students	10.1%	<=5%	39.9	50	79.8	9.9%
	High Needs Students	17.1%	<=5%	25.7	50	51.4	15.8%
Preparation for CCR	% Taking Courses	83.0%	75%	50.0	50	100.0	70.7%
	% Passing Exams	55.2%	75%	36.8	50	73.6	43.5%
On-track to High School Graduation		94.2%	94%	50.0	50	100.0	87.8%
4-year Graduation All Students (2016 Cohort)		90.0%	94%	95.7	100	95.7	87.4%
6-year Graduation - High Needs Students (2014)		91.2%	94%	97.0	100	97.0	82.0%
Postsecondary Entrance (Class of 2016)		69.2%	75%	92.2	100	92.2	72.0%
Physical Fitness (estimated part rate) and (fitness)		94.8% 51.3%	75%	34.2	50	68.4	92.0% 51.6%
Arts Access		56.4%	60%	47.0	50	93.9	50.5%
Accountability Index				1090.4	1350	80.8	

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	63.4	11.6	16.7	
Math Performance Index Gap	74.5	57.2	17.3	18.7	
Science Performance Index Gap	69.8	55.9	13.9	16.6	
Graduation Rate Gap	94.0%	91.2%	2.8%	12.0%	N

¹If 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.

²If 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	98.6
	High Needs Students	98.3
Math	All Students	98.0
	High Needs Students	97.1
Science	All Students	99.4
	High Needs Students	99.0

³Minimum 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: * **State: 50.2**

Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

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

District Profile and Performance Report for School Year 2016-17

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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 2016-2017 school year, the 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 on effective teaching strategies, assessing student work and analyzing student data. The 2016-2017 school year saw growth in student achievement in many areas across the district. Student achievement is measured through all grade levels in reading, writing and math. Coventry Public Schools is committed to providing a continuum of services district-wide. The acquisition and expansion of the Hale Early Education Center, the expansion of our programming for students with autism and the continued refinement of our Alternative Education program, are examples of how the district continues to develop programming in order to meet the individual needs of its students. The integration of technology across the district continued to grow and staff participated in professional learning opportunities that supported the use of technology in the classroom. The District's 1:1 iPad initiative expanded to 8th grade students in the middle school as well as continued with all students in the high school. Parent and community involvement continues to be 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 through evening presentations, parent conferences, PTO meetings and transition meetings.

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 2016-2017 school year, Coventry High School (CHS) offered a Latin American Studies course which focused on history and culture. 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. At Capt. Nathan Hale (CNH) in grade 6 Lessons on Diversity are part of our developmental guidance curriculum. In Grade 7, the English Language Arts team teaches an African American historical fiction unit. CNH has a broad Chinese culture program, including hosting a Mandarin teacher from China through the Teachers of Critical Language Program. G. H. Robertson School (GHR) ran several fundraising initiatives including the Penny Challenge to support the Coventry Fuel Bank, the Coventry Food Bank, and a fundraiser for the abused animals at Tara Farms. There were weekly visits from the middle school's Mandarin teacher the visiting teacher from China. Coventry Grammar School (CGS) students had a unit of study on Martin Luther King, Jr. Kindergarten students exchanged letters with Veterans. Two first grade classrooms hosted a postcard exchange where students gained cultural information and other state facts from other first grade classrooms from around the country. A Thanksgiving Feast was celebrated where students learned about the pilgrimage. Grade 2 students studied a unit on Mexico. A Spread the Cheer program which connected students with seniors in the community was hosted during the holidays. A Title I Compact Tea was hosted by the reading consultant, providing parents at-home strategies to support student growth.

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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.