

STRATEGIC SCHOOL PROFILE 2009-10**Coventry School District**

DONNA J. BERNARD, 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: 94.5%

*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, 2009 1,909
 5-Year Enrollment Change -9.3%

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	304	15.9	12.9	32.6
K-12 Students Who Are Not Fluent in English	2	0.1	0.7	5.4
Students Identified as Gifted and/or Talented*	115	6.0	3.7	4.1
PK-12 Students Receiving Special Education Services in District	215	11.3	11.1	11.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	115	87.8	87.2	80.5
Homeless	0	0.0	0.1	0.2
Juniors and Seniors Working 16 or More Hours Per Week	30	10.7	12.9	13.6

*69.6 % of the identified gifted and/or talented students received services.

SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	4	0.2
Asian American	16	0.8
Black	36	1.9
Hispanic	47	2.5
White	1,806	94.6
Total Minority	103	5.4

Percent of Minority Professional Staff: 2.3%

Non-English Home Language:

0.5% 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 7.

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. The continual expansion of our heterogeneous offerings reflects our valuing diversity priorities. 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 collaborated with Windham Middle School on a variety of cross-cultural projects, including the Faces of Culture program. Our Coventry Grammar School reading exchange program with Silver Lane School in East Hartford serves as an excellent example of valuing diverse relationships. In addition, Robertson School provided many opportunities for developing diversity understandings, including its writing exchange with 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. 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 Qindao, China, is serving our students well. We now provide Chinese cultural studies at the Capt. Nathan Hale School and are offering instruction in Mandarin at Coventry High School. Coventry Public Schools are proud of their reputation as caring communities.

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	67.5	57.0	55.2	
Writing	56.8	58.3	33.1	
Mathematics	75.4	62.4	65.6	
Grade 4 Reading	64.7	59.9	42.1	
Writing	68.2	63.6	43.1	
Mathematics	77.5	67.0	59.7	
Grade 5 Reading	73.8	61.8	61.2	
Writing	81.6	68.2	71.1	
Mathematics	83.4	72.4	64.5	
Science	73.4	59.4	56.6	
Grade 6 Reading	84.3	74.9	58.3	
Writing	76.4	65.9	60.4	
Mathematics	86.0	70.7	70.6	
Grade 7 Reading	77.6	77.4	32.5	
Writing	64.7	61.2	40.9	
Mathematics	59.3	68.5	21.4	
Grade 8 Reading	77.6	73.3	45.9	
Writing	73.5	62.6	56.1	
Mathematics	62.6	67.3	26.8	
Science	70.5	62.8	43.9	

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	41.6	45.9	35.6	
Writing Across the Disciplines	56.7	59.6	36.8	
Mathematics	40.3	48.7	30.3	
Science	49.0	45.3	46.2	

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
	47.3	50.7	37.7

SAT® I: Reasoning Test Class of 2009		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		69.0	68.5	
Average Score	Mathematics	531	508	64.3
	Critical Reading	535	503	77.5
	Writing	524	506	61.2

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, Class of 2009	97.5	91.3	72.3
2008-09 Annual Dropout Rate for Grade 9 through 12	0.7	3.0	66.9

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	83.6	84.5
% Employed (Civilian Employment and in Armed Services)	16.4	10.4

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of School Staff	
General Education	
Teachers and Instructors	122.65
Paraprofessional Instructional Assistants	16.17
Special Education	
Teachers and Instructors	20.50
Paraprofessional Instructional Assistants	35.24
Library/Media Specialists and/or Assistants	4.00
Staff Devoted to Adult Education	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	1.45
School Level	6.25
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	2.00
Counselors, Social Workers, and School Psychologists	11.60
School Nurses	4.00
Other Staff Providing Non-Instructional Services and Support	86.43

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	15.0	15.1	13.8
% with Master's Degree or Above	73.0	79.5	77.8

Average Class Size	District	DRG	State
Grade K	16.4	16.3	18.5
Grade 2	20.9	18.3	19.7
Grade 5	26.7	19.4	21.1
Grade 7	22.3	19.3	20.8
High School	21.3	18.5	19.6

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	986	997	992
Middle School	1,044	1,023	1,018
High School	1,020	1,026	1,006

*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*	4.4	2.6	3.2
Middle School	2.6	2.2	2.5
High School	1.9	1.8	2.3

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2008-09

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	\$13,763	\$7,051	\$7,819	\$7,407	\$7,829
Instructional Supplies and Equipment	\$424	\$217	\$274	\$320	\$279
Improvement of Instruction and Educational Media Services	\$511	\$262	\$474	\$410	\$459
Student Support Services	\$2,199	\$1,127	\$863	\$912	\$859
Administration and Support Services	\$2,135	\$1,094	\$1,405	\$1,419	\$1,426
Plant Operation and Maintenance	\$2,240	\$1,147	\$1,469	\$1,482	\$1,462
Transportation	\$1,796	\$876	\$701	\$715	\$694
Costs for Students Tuitioned Out	\$1,432	N/A	N/A	N/A	N/A
Other	\$932	\$477	\$163	\$189	\$162
Total	\$25,431	\$12,678	\$13,458	\$13,230	\$13,386
Additional Expenditures					
Land, Buildings, and Debt Service	\$280	\$144	\$1,864	\$2,416	\$1,825

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$5,553,690	21.8	19.3	20.7

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	55.2	42.3	2.0	0.6
Excluding School Construction	57.2	40.2	2.0	0.6

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 are 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	223
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	11.4%

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	13	0.7	0.9	1.0
Learning Disability	80	4.1	3.8	3.9
Intellectual Disability	4	0.2	0.4	0.5
Emotional Disturbance	31	1.6	0.7	1.0
Speech Impairment	43	2.2	2.7	2.2
Other Health Impairment*	28	1.4	1.9	2.1
Other Disabilities**	24	1.2	0.7	0.9
Total	223	11.4	11.2	11.6

*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 2008-09 with a Standard Diploma	100.0	81.0
2008-09 Annual Dropout Rate for Students Aged 14 to 21	1.2	4.1

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	40.5	31.6	74.6	67.5
	Writing	13.8	19.6	70.8	63.3
	Mathematics	44.1	32.9	73.7	68.1
	Science	24.1	23.7	71.9	61.1
CAPT	Reading Across the Disciplines	N/A	N/A	41.6	45.9
	Writing Across the Disciplines	8.7	16.8	56.7	59.6
	Mathematics	N/A	N/A	40.3	48.7
	Science	N/A	N/A	49.0	45.3

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	21.6
	% With Accommodations	78.4
CAPT	% Without Accommodations	43.5
	% With Accommodations	56.5
% Assessed Using Skills Checklist		7.5

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	3	1.3
Private Schools or Other Settings	16	7.2

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	173	77.6	74.9	73.4
40.1 to 79.0 Percent of Time	25	11.2	18.0	15.3
0.0 to 40.0 Percent of Time	25	11.2	7.0	11.3

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

This year there was a district-wide concentrated effort to align district curriculum and assessments with state and national standards following the format of A Balanced Curriculum that is best described as a unique web-based curriculum model. When this multi-year project is complete, all curriculum and significant classroom tasks will be easily accessed on the web by all stakeholders including parents and students. Coventry Public Schools staff has taken the initiative to develop a comprehensive scope and sequence curricular model that spans all grade levels, Pre-K to Grade 12. To support the articulation of curriculum and high student achievement, subgroups of vertical discussion teams have been established by central office administration. Additionally, with professional development release time, district personnel worked with consultants to identify learning units and objectives that are connected to state standards and frameworks. In-service training was offered to all constituent groups of teachers with a focus on a “trainer of trainers” model for the first core cohort of trained curriculum leaders representing all grade levels and disciplines. In the area of special education, district classrooms are organized within a fully inclusive district educational philosophy. An increase in the number of special education teachers working in a co-teaching model with regular education teachers is a notable accomplishment. With a philosophy of “role release” for related services staff, their time spent in general education classrooms has also increased dramatically. In the past four years, quality in-service programs have emphasized the importance of differentiated instruction for all students including those who demonstrate special gifts and talents. This year professional development programs for special education and related services staff focused on the identification of specialized instructional needs for students within an inclusive regular education setting. Additionally, district related services personnel collaborated with regular education teachers and administrators within the SRBI process and the Child Study Team to interpret multiple sources of data and initiate instructional changes to support student learning within the general education classroom. School improvement plans for the Coventry Public Schools are aligned with a three to five year district theme, “Quality Educational Environments – Responsive, Collaborative, Clearly Defined.” Within the context of collaboration and responsiveness, our administrators and staff take great pride in developing quality school-family-community partnerships as all constituent groups work toward the improvement of school programs. Parents have participated on a Wellness Committee which assisted and provided input in the development of a wellness plan. Parents have also been active in advising and participating in co-curricular clubs such as the Future Problem Solvers group, which extend student learning beyond the classroom. In the Pupil Services Department, yearly “Parents as Partners” meetings are scheduled to discuss pertinent issues and themes related to special education laws and program improvement. Parents are kept informed of district initiatives via evening orientations, PTO meetings, monthly newsletters, principal’s letters, and the district website.
