#### STRATEGIC SCHOOL PROFILE 2010-11

# **Coventry School District**

DONNA J. BERNARD, Superintendent

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Coventry, Connecticut

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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%

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

#### DISTRICT GRADE RANGE

Enrollment on October 1, 2010 1.830 5-Year Enrollment Change -13.1% Grade Range

K - 12

### INDICATORS OF EDUCATIONAL NEED

Need Indicator	Number in District	Percent		
		District	DRG	State
Students Eligible for Free/Reduced-Price Meals	311	17.0	13.7	34.1
K-12 Students Who Are Not Fluent in English	1	0.1	0.7	5.6
Students Identified as Gifted and/or Talented*	83	4.5	3.5	4.0
PK-12 Students Receiving Special Education Services in District	205	11.2	10.9	11.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	100	80.0	86.3	80.2
Homeless	0	0.0	0.1	0.3
Juniors and Seniors Working 16 or More Hours Per Week	20	6.7	13.9	13.2

<sup>\*95.2 %</sup> of the identified gifted and/or talented students received services.

<sup>\*</sup>To view the Adult Education Program Profiles online, go to www.sde.ct.gov and click on Adult Education, then Reports.

### SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity				
Race/Ethnicity	Number	Percent		
American Indian	3	0.2		
Asian American	13	0.7		
Black	20	1.1		
Hispanic	79	4.3		
Pacific Islander	0	0.0		
White	1,643	89.8		
Two or more races	72	3.9		
Total Minority	187	10.2		

Percent of Minority Professional Staff: 2.4%

#### 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 3.

#### 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 a	nd CMT Subject	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal	These results reflect the performance of students with scoreable
Grade 3	Reading	64.3	58.4	45.6	tests who were enrolled in the district at the
	Writing	61.9	61.1	38.5	time of testing,
	Mathematics	71.0	63.0	55.3	regardless of the length
Grade 4	Reading	73.7	62.5	60.7	of time they were enrolled in the district.
	Writing	73.9	65.5	52.4	Results for fewer than
	Mathematics	76.9	67.0	59.1	20 students are not
Grade 5	Reading	68.6	61.4	48.5	presented.
	Writing	66.4	66.8	33.7	7
	Mathematics	85.1	72.5	66.9	
	Science	73.6	59.9	59.5	For more detailed CMT results, go to
Grade 6	Reading	84.1	76.0	51.2	www.ctreports.
	Writing	84.9	65.2	85.7	7
	Mathematics	91.5	71.3	85.7	7
Grade 7	Reading	89.9	77.8	72.6	To see the NCLB
	Writing	80.1	58.9	81.6	Report Card for this
	Mathematics	80.6	68.4	62.2	school, go to www.sde.ct.gov and
Grade 8	Reading	81.3	74.7	45.2	click on "No Child Left
	Writing	73.7	64.8	47.8	Behind."
	Mathematics	64.5	66.6	31.8	7
	Science	73.0	63.1	47.1	
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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
Reading Across the Disciplines	54.6	44.7	56.1
Writing Across the Disciplines	69.9	61.2	50.4
Mathematics	55.5	49.5	48.1
Science	60.0	47.0	60.9

For more detailed 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."

**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		% of Districts in State with Equal or Lower Percent Reaching Standard
	51.5	51.0	45.5

SAT® I: Reasoning Test Class of 2010		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates T	ested	72.1	70.6	
Average Score	Mathematics	529	510	65.6
	Critical Reading	530	505	71.0
	Writing	539	510	77.1

**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 2010	86.0	81.8	37.4
2009-10 Annual Dropout Rate for Grade 9 through 12	0.4	2.8	71.2

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	85.6	84.8
% Employed (Civilian Employment and in Armed Services)	14.4	9.1

# RESOURCES AND EXPENDITURES

# **DISTRICT STAFF**

Full-Time Equivalent Count of School Staff	
General Education	
Teachers and Instructors	115.03
Paraprofessional Instructional Assistants	14.17
Special Education	
Teachers and Instructors	19.50
Paraprofessional Instructional Assistants	32.28
Library/Media Specialists and/or Assistants	2.67
Staff Devoted to Adult Education	0.00
Administrators, Coordinators, and Department Chairs District Central Office School Level	3.00 6.40
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	1.40
Counselors, Social Workers, and School Psychologists	11.20
School Nurses	4.00
Other Staff Providing Non-Instructional Services and Support	83.04

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	15.2	13.9
% with Master's Degree or Above	71.0	81.0	79.0

Average Class Size	District	DRG	State
Grade K	17.9	16.7	18.4
Grade 2	19.3	18.1	19.9
Grade 5	26.2	19.7	21.2
Grade 7	24.0	19.6	20.6
High School	16.2	17.1	19.3

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	972	993	992
Middle School	1,044	1,025	1,017
High School	1,048	1,027	1,010

*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*	4.1	2.6	3.1
Middle School	2.5	2.0	2.4
High School	1.8	1.8	2.2

<sup>\*</sup>Excludes schools with no grades above kindergarten.

# **DISTRICT EXPENDITURES AND REVENUES, 2009-10**

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	\$14,969	\$7,841	\$8,232	\$7,996	\$8,237
Instructional Supplies and Equipment	\$440	\$231	\$299	\$280	\$300
Improvement of Instruction and Educational Media Services	\$348	\$182	\$477	\$396	\$463
Student Support Services	\$1,471	\$771	\$875	\$924	\$872
Administration and Support Services	\$2,091	\$1,095	\$1,433	\$1,460	\$1,459
Plant Operation and Maintenance	\$2,131	\$1,116	\$1,421	\$1,405	\$1,410
Transportation	\$1,721	\$846	\$701	\$727	\$692
Costs for Students Tuitioned Out	\$1,780	N/A	N/A	N/A	N/A
Other	\$746	\$391	\$161	\$179	\$159
Total	\$25,696	\$13,057	\$13,878	\$13,766	\$13,780
Additional Expenditures					
Land, Buildings, and Debt Service	\$264	\$138	\$1,622	\$1,611	\$1,616

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$5,888,983	22.9	20.1	21.5

**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	56.7	35.6	7.4	0.3
Excluding School Construction	57.8	34.5	7.4	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 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 209
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	<b>District Percent</b>	DRG Percent	State Percent	
Autism	13	0.7	N/A	1.1	
Learning Disability	73	3.9	N/A	3.9	
Intellectual Disability	5	0.3	N/A	0.4	
Emotional Disturbance	37	2.0	N/A	1.0	
Speech Impairment	35	1.8	N/A	2.2	
Other Health Impairment*	24	1.3	N/A	2.1	
Other Disabilities**	22	1.2	N/A	0.9	
Total	209	11.0	N/A	11.6	

<sup>\*</sup>Includes chronic health problems such as attention deficit disorders and epilepsy

<sup>\*\*</sup>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 2009-10 with a Standard Diploma	75.0	62.5
2009-10 Annual Dropout Rate for Students Aged 14 to 21	0.0	3.9

# 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	28.1	33.0	77.2	68.6
	Writing	21.3	19.3	73.6	63.7
	Mathematics	40.4	33.4	78.5	68.2
	Science	25.7	21.2	73.3	61.5
САРТ	Reading Across the Disciplines	N/A	N/A	54.6	44.7
	Writing Across the Disciplines	12.5	17.3	69.9	61.2
	Mathematics	N/A	N/A	55.5	49.5
	Science	N/A	N/A	60.0	47.0

For more detailed CMT or CAPT results, go to <a href="www.ctreports.com">www.ctreports.com</a>. To see the NCLB Report Card for this school, go to <a href="www.sde.ct.gov">www.sde.ct.gov</a> and click on "No Child Left Behind."

Participation in State Assessments of Students with Disabilities Attending District Schools			
CMT	% Without Accommodations	11.8	
	% With Accommodations	88.2	
CAPT	% Without Accommodations	25.0	
	% With Accommodations	75.0	
% Assessed U	sing Skills Checklist	10.5	

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	2	1.0		
Private Schools or Other Settings	15	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	<b>Count of Students</b>	Percent of Students		
		District	DRG	State
79.1 to 100 Percent of Time	163	78.0	N/A	74.1
40.1 to 79.0 Percent of Time	19	9.1	N/A	14.9
0.0 to 40.0 Percent of Time	27	12.9	N/A	11.0

#### SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

District improvement planning for the Coventry Public Schools involves a series of activities at the district, school, grade, classroom and individual student level. As is reflected in both the mission statement of the Coventry Public Schools and the District Wide Long Term Effectiveness Goals of the Board of Education, this comprehensive improvement plan has a consistent focus on improving student achievement. "A Balanced Curriculum," our comprehensive web-based curriculum document, is continually being developed and refined. It provides a scope and sequence that is the "roadmap" for all curriculum, instruction and assessment activities in the district. The supports needed to implement this curriculum include a focused staff development plan, vertical and horizontal teaming, and allowing staff to provide appropriate and differentiated instruction, analyze data, communicate with families and community partners, implement technologies, coordinate resources, and improve efficiencies. In the area of special education, district classrooms provide differentiated instruction to all students within a fully inclusive district educational philosophy. Of special note is the number of strong co-teaching partnerships that allow special education and general education teachers across the grade levels to collaborate in the education of all students. Consistent with a philosophy of "role release," related services staff have dramatically increased time spent within general education to work collaboratively with all staff and administrators in meeting the needs of all students. Through staff collaboration within the SRBI process and Child Study Teams, multiple sources of data are analyzed and instructional changes are implemented to support student learning within the general education classroom. 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. This year professional development programs for special education and related services staff focused on using the Individualized Education Program (IEP) to document the identified instructional needs for students in relation to the general education curriculum and how to meet these needs. School improvement plans for the Coventry Public Schools are aligned with Board of Education mission and goals as well as the 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 programming at the district, school, grade, classroom and individual student level. These program plans provide the mechanism for concentration on identified needs through appropriate staff development, horizontal and vertical collaboration, Child Study Teams and Tiered instruction provided as part of SRBI. An additional focus is on school climate, character development, and the social/emotional side of the SRBI continuum. With these combined initiatives, students are able to receive instruction daily at their optimal level.