

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2013–14



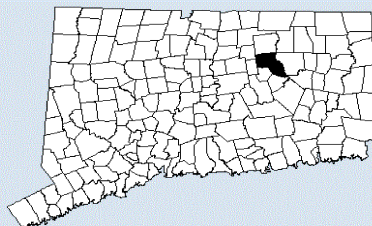
Coventry School District

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

District Information

Grade Range	PK-12
Number of Schools	6
Enrollment	1,693
Per Pupil Expenditures ¹	\$14,649
Total Expenditures ¹	\$26,925,610

¹Expenditure data reflect the 2012-13 year.



Community Information

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

Related Reports/Publications

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

[District and School Performance Reports](#)

[Special Education Annual Performance Reports](#)

[SAT®, AP®, PSAT® Report by High School \(Class of 2014\)](#)
(2014® The College Board)

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Notes

Unless otherwise noted, all data are for 2013-14 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](#).

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, 2013 Enrollment

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	845	49.9	48.3
Male	848	50.1	51.6
American Indian	*	*	0.2
Asian	*	*	4.6
Black or African American	16	0.9	12.9
Hispanic or Latino	79	4.7	21.2
Pacific Islander	0	0.0	0.0
White	1,522	89.9	58.4
Two or More Races	58	3.4	2.3
English Language Learners	*	*	5.7
Eligible for Free or Reduced-Price Meals	302	17.8	37.3
Students with Disabilities ¹	220	13.0	12.8

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		Suspension/Expulsion ³	
	Count	Rate (%)	Count	Rate (%)
Female	41	4.9	18	2.1
Male	49	5.9	58	6.7
Black or African American	0	*	*	*
Hispanic or Latino	*	*	6	7.6
White	80	5.3	61	3.9
English Language Learners	0	*	0	*
Eligible for Free or Reduced-Price Meals	34	11.7	34	10.8
Students with Disabilities	29	13.5	26	10.0
District	90	5.4	76	4.4
State		10.8		7.4

Number of students in 2012-13 qualified as truant under state statute: 7

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.

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Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	120.7
Paraprofessional Instructional Assistants	15.4
Special Education	
Teachers and Instructors	22.9
Paraprofessional Instructional Assistants	28.0
Administrators, Coordinators and Department Chairs	
District Central Office	5.0
School Level	6.7
Library/Media	
Specialists (Certified)	2.0
Support Staff	1.0
Instructional Specialists Who Support Teachers	5.4
Counselors, Social Workers and School Psychologists	11.8
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 (%)
Asian	0	0	1.0
Black or African American	2	1.1	3.5
Hispanic	2	1.1	3.6
Native American	0	0	0.1
White	173	97.7	91.7

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
District	100.0
District Poverty Quartile: Middle	
State High Poverty Quartile Schools	97.8
State Low Poverty Quartile Schools	99.5

²Core academic classes taught by teachers who are fully certified to teach in that subject area.

Classroom Teacher Attendance: 2012-13

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	6.3	9.3

Instruction and Resources

11th and 12th Graders Who Enrolled in at Least Two Advanced Placement[®] or International Baccalaureate[®] Courses during High School³

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	0	0	0	0
Hispanic or Latino	*	*	*	*
White	21	19.6	62	47.3
English Language Learners	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	*	*	*	*
Students with Disabilities	0	0	0	0
District	26	21.8	66	46.2
State		14.2		26.8

³Effective 2014-15, this calculation will also include students who participate in dual enrollment courses and two or more courses within a career and technical education (CTE) concentration.

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers⁴

	Count	Rate (%)
Autism	13	*
Emotional Disturbance	13	56.5
Intellectual Disability	*	*
Learning Disability	71	89.9
Other Health Impairment	23	76.7
Other Disabilities	*	*
Speech/Language Impairment	25	96.2
District	159	79.9
State		69.2

⁴Ages 6-21

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	*	*	1.4
Emotional Disturbance	23	1.3	1.0
Intellectual Disability	*	*	0.4
Learning Disability	79	4.4	4.2
Other Health Impairment	30	1.7	2.5
Other Disabilities	23	1.3	1.0
Speech/Language Impairment	35	2.0	1.9
All Disabilities	213	12.0	12.4

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	*	*	2.8
Private Schools or Other Settings	*	*	8.1

²Grades K-12

Overall Expenditures:³ 2012-13

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	15,998,216	9,285	8,769
Instructional Supplies and Equipment	615,443	357	275
Improvement of Instruction and Educational Media Services	194,699	113	487
Student Support Services	1,444,077	838	965
Administration and Support Services	2,404,548	1,396	1,600
Plant Operation and Maintenance	2,291,265	1,330	1,472
Transportation	1,923,504	1,019	786
Costs of Students Tuitioned Out	1,993,171	N/A	N/A
Other	60,687	35	178
Total	26,925,610	14,649	14,642

Additional Expenditures

Land, Buildings, and Debt Service	1,429,904	830	1,434
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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: 2012-13

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	2,257,897	36.0	35.6
Noncertified Personnel	834,857	13.3	14.5
Purchased Services	283,651	4.5	5.0
Tuition to Other Schools	1,621,284	25.9	21.4
Special Ed. Transportation	647,557	10.3	8.5
Other Expenditures	624,819	10.0	14.9
Total Expenditures	6,270,065	100.0	100.0

PK-12 Expenditures Used for Special Education	23.3	21.9
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Expenditures by Revenue Source:⁴ 2012-13

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	61.1	59.4
State	35.8	37.4
Federal	2.9	3.0
Tuition & Other	0.2	0.2

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 2013-14

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Performance

District Performance Index (DPI)

A District Performance Index (DPI) for the Connecticut Mastery Test (CMT) and the Connecticut Academic Performance Test (CAPT) is the test performance of all subjects tested in the respective assessment for all students in the district. The DPI ranges in value from 0 to 100 points. Connecticut's ultimate target for a DPI is 88 because in a district with a DPI of 88 or above, students will have performed at or above the 'goal' level on the majority of tests. Detailed reports of CMT and CAPT assessment results are available at www.ctreports.com. School and District Performance Reports produced by the Connecticut State Department of Education (CSDE) are also available online.

CMT	DPI				2013-14				Note: If no data are displayed for 2013-14, the district implemented the Smarter Balanced Field Test.
	2009-10	2010-11	2011-12	2012-13	Count	DPI	Target	Achieved	
Black or African American	.	.	.	.	.	.	.	.
Hispanic or Latino	71.6	78.7	83.8	82.5	.	.	.	.
English Language Learners	.	.	.	.	.	.	.	.
Eligible for Free or Reduced-Price Meals	73.9	78.3	81.3	78.8	.	.	.	.
Students with Disabilities	59.0	55.5	58.5	62.3	.	.	.	.
High Needs	70.2	72.7	73.7	73.6	.	.	.	.
District	85.0	86.6	88.6	88.0	.	.	.	.

CAPT	DPI				2013-14				Note: If no data are displayed for 2013-14, the district implemented the Smarter Balanced Field Test.
	2009-10	2010-11	2011-12	2012-13	Count	DPI	Target	Achieved	
Black or African American	.	.	.	.	.	.	.	.
Hispanic or Latino	.	.	.	.	.	.	.	.
English Language Learners	.	.	.	.	.	.	.	.
Eligible for Free or Reduced-Price Meals	.	77.0	.	.	.	.	.	.
Students with Disabilities	27.0	.	.	.	.	.	.	.
High Needs	37.9	55.7	58.7	63.0	.	.	.	.
District	71.5	77.8	82.1	81.7	.	.	.	.

2013 National Assessment of Educational Progress (NAEP): Percent At or Above Proficient¹

READING	Grade 4	Grade 8	Grade 12
Connecticut	43%	45%	50%
National Public	34%	34%	36%
MATH	Grade 4	Grade 8	Grade 12
Connecticut	45%	37%	32%
National Public	41%	34%	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 CMT/CAPT and NAEP. Instead, NAEP results are meant to complement CMT/CAPT results.

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	79.7	80.2	85.2	68.5	501	78.4
Curl Up	88.6	76.2	90.6	97.6	501	88.2
Push Up	60.2	68.3	85.9	72.6	501	71.9
Mile Run/PACER	92.7	77.0	78.9	60.5	501	77.2
All Tests - District	45.5	43.7	60.9	53.2	501	50.9
All Tests - State	50.2	50.7	50.3	53.9		51.1

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

	2012-13				2013-14
	Cohort Count ²	Rate (%)	Target ³ (%)	Target Achieved	Target ³ (%)
Black or African American	*	*	.		.
Hispanic or Latino	*	*	.		.
English Language Learners	*	*	.		.
Eligible for Free or Reduced-Price Meals	28	82.1	.		.
Students with Disabilities	*	*	.		.
District	138	90.6	90.8	No	91.1
State ⁴		85.5			

¹The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years. Statewide, district and school results for cohorts of 2010 through 2013 are [available online](#).

²Cohort count includes all students in the cohort as of the end of the 2012-13 school year.

³Targets are calculated when there are at least 20 students in a cohort in the base year (i.e., 2010-11).

⁴Targets are not displayed at the state level.

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

	Participation ⁶	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	77.8	58	43.0
Male	62.2	45	35.4
Black or African American	*	0	*
Hispanic or Latino	*	*	*
White	70.6	93	39.1
English Language Learners	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	42.2	7	15.6
Students with Disabilities	*	0	*
District	70.2	103	39.3
State	72.9		37.6

⁵College readiness exams and benchmark scores are as follows:

- SAT® - composite score of 1550 or higher
- 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

⁶Participation 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 2013	Class of 2012
	Entrance ⁷	Persistence ⁸
	Rate (%)	Rate (%)
Female	82.6	89.6
Male	59.0	75.6
Black or African American	N/A	N/A
Hispanic or Latino	*	*
White	71.8	83.1
English Language Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	53.8	*
Students with Disabilities	*	*
District	71.5	82.8
State	72.7	88.5

⁷College 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.

⁸College 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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Narratives

School District Improvement Plans and Parental Outreach Activities

The Coventry Public Schools continues to focus on its mission to "...prepare every student for life, learning and work in the 21st century." This mission and associated goals formed the basis of the District Improvement Plan in which all schools made significant growth in their identified School Performance Index targets during the 2013-2014 school year. They also provide a laser like focus to school district personnel as they work to improve outcomes for all students, including students with disabilities.

All instructional staff are involved in the continuous improvement of special education programs and services. As an inclusive district, the instructional shifts associated with the implementation of the Connecticut Core State Standards (for grades K to 12) and the Connecticut Early Learning and Development Standards (for PreK), support student access to a rigorous curriculum. Specific program improvements on all levels have targeted specialized needs and allowed students with disabilities to remain in district or return to district from out of district placements. Program improvements have included ABA programming for students with Autism, continuous improvements of our Alternative Education Programs, the development of a Community Based program for students 18-21, adding study skills to grade 6 and utilizing study skills in our high school to focus on strategies for reading informational text. In addition, improvements in the technology infrastructure and an increase in available technology have added new ways to meet the specialized needs of our students. Our Related Services Department provides an ongoing focus on the development of social skills, utilizing strategies such as the Second Step Curriculum, Developmental Guidance, Rachel's Legacy and participation in Best Buddies in the middle and high school level.

Student Assistance Teams in each building provide supports for students in a variety of ways, including truancy prevention. The school nurses continue to contact parents when a student is out to decrease the number of full day absences. Additional strategies implemented include attendance letters, regular "check ins" with students and their families, direct intervention or counseling students, meetings with parents or guardians to develop and monitor an individual plan designed to support a student, and even home visits.

A district-wide focus remains on engaging parents, families and community in a collaborative partnership. Certified staff maintain regular communication with parents in a variety of ways, including regular meetings, phone calls, and emails. Inquiries by individual parents relative to their child's performance within the school environment receive a prompt response. Evening meetings, including Open Houses at each school, an Annual Art Show, and informational sessions on college planning, provide opportunities for collaboration. Parents are encouraged to visit the school and volunteer in the classroom or during field trips. Parent Teacher Organizations (PTOs) maintain active roles in planning and improving school programs across all levels. Regular communication has been maintained relative to district initiatives.

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 2013-2014 school year, 24 students at Coventry High School (CHS) were enrolled in an ECE Latin American Studies course. Ten CHS students and several teachers participated in the Successful Journey program which focuses on bringing together diverse groups. Fifteen students and several teachers participated in the FACES of Culture program which is a diversity based program that unites students from rural and inner city schools. Capt. Nathan Hale School's (CNH), enrichment program provides students with choice and positive peer and adult interactions in a high interest learning environment. Students are able to select from approximately 25 enrichment offerings ranging from learning about Martial Arts to the Chinese Culture. CNH's Career Day featured 41 presenters from diverse backgrounds; students were able to attend 11 different career presentations throughout the day. CNH also partnered with Coventry Youth Services and the Booth & Dimock Library to offer a boy's group to at risk youth that focused on hands-on STEM (science, technology, engineering, and math) related activities as well as problem solving and conflict resolution. At G. H. Robertson School, 123 third grade students participated in EASTCONN Inter-District Grant Programs; each program is designed to increase student awareness, understanding, and appreciation of diversity. Coventry Grammar School's lessons and cultural arts assemblies throughout the year emphasize tolerance and acceptance of differences. On March 5, 2014, our district participated in a minority job fair at the Two Rivers Magnet Middle School as part of an overall effort to increase the number of teachers and administrators of color in the region's public schools.

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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.