

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2018–19



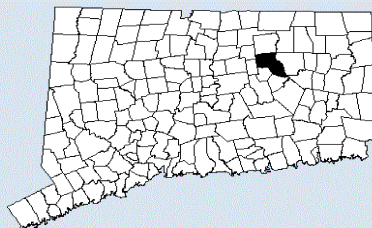
Coventry School District

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

District Information

Grade Range	PK-12
Number of Schools/Programs	6
Enrollment	1,649
Per Pupil Expenditures ¹	\$16,030
Total Expenditures ¹	\$28,564,685

¹Expenditure data reflect the 2017-18 school year.



Community Information

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

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Unless otherwise noted, all data are for 2018-19 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

October 1, 2018 Enrollment²

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	818	49.6	48.4
Male	831	50.4	51.6
American Indian or Alaska Native	*	*	0.3
Asian	26	1.6	5.2
Black or African American	*	*	12.8
Hispanic or Latino of any race	94	5.7	25.8
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	65	3.9	3.6
White	1,453	88.1	52.4
English Learners	11	0.7	7.6
Eligible for Free or Reduced-Price Meals	408	24.7	42.1
Students with Disabilities ³	228	13.8	15.4

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

³Students 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.

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/Expulsion ⁵	
	Count	Rate (%)	Count	Rate (%)
Female	60	7.9	16	1.9
Male	62	7.8	40	4.7
Black or African American	0	*	0	*
Hispanic or Latino of any race	16	17.2	*	*
White	93	6.8	47	3.2
English Learners	*	*	0	*
Eligible for Free or Reduced-Price Meals	63	16.5	21	4.5
Students with Disabilities	38	17.4	17	6.3
District	122	7.8	56	3.3
State		10.4		6.7

Number of students in 2017-18 qualified as truant under state statute: 23

Number of school-based arrests: 7

⁴A 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.

⁵This column displays the 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	123.1
Paraprofessional Instructional Assistants	20.5
Special Education	
Teachers and Instructors	21.0
Paraprofessional Instructional Assistants	38.6
Administrators, Coordinators and Department Chairs	
District Central Office	5.0
School Level	8.1
Library/Media	
Specialists (Certified)	3.0
Support Staff	1.3
Instructional Specialists Who Support Teachers	10.6
Counselors, Social Workers and School Psychologists	13.0
School Nurses	4.8
Other Staff Providing Non-Instructional Services/Support	83.7

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	2	1.1	1.1
Black or African American	1	0.5	3.8
Hispanic or Latino of any race	2	1.1	3.8
Native Hawaiian or Other Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	182	97.3	90.5

Classroom Teacher Attendance: 2017-18

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	8.3	10.0

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	*	*	*	*
White	97	93.3	94	90.4
English Learners	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	20	83.3	23	71.9
Students with Disabilities	10	*	17	70.8
District	111	91.7	103	90.4
State		74.5		85.2

²College-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	*	*
Emotional Disturbance	14	63.6
Intellectual Disability	*	*
Learning Disability	83	92.2
Other Health Impairment	39	88.6
Other Disabilities	9	*
Speech/Language Impairment	14	*
District	170	81.0
State		67.6

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

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	20	1.2	1.9
Emotional Disturbance	22	1.4	1.1
Intellectual Disability	7	0.4	0.5
Learning Disability	90	5.6	5.5
Other Health Impairment	45	2.8	3.2
Other Disabilities	23	1.4	1.1
Speech/Language Impairment	18	1.1	1.8
All Disabilities	225	13.9	15.0

¹This 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

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	12	5.3	8.2
Private Schools or Other Settings	8	3.6	5.0

²This 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 Expenditures:³ 2017-18

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$18,381,339	\$10,315	\$10,545
Support services - students	\$1,603,520	\$953	\$1,373
Support services - instruction	\$403,079	\$240	\$644
Support services - general administration	\$582,161	\$346	\$462
Support services - school based administration	\$1,431,801	\$851	\$1,007
Central and other support services	\$1,540,106	\$916	\$671
Operation and maintenance of plant	\$2,574,678	\$1,531	\$1,629
Student transportation services	\$1,893,718	\$1,212	\$1,231
Food services	.	.	\$13
Enterprise operations	.	.	\$157
Minor school construction	\$154,284	\$92	\$65
Total	\$28,564,685	\$16,030	\$17,153

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

Special Education Expenditures: 2017-18

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$1,926,999	27.4	29.7
Instructional Aide Salaries	\$867,405	12.3	9.6
Other Salaries	\$1,375,057	19.6	10.4
Employee Benefits	\$638,379	9.1	13.0
Purchased Services Other Than Transportation	\$193,514	2.8	5.5
Special Education Tuition	\$1,257,432	17.9	22.6
Supplies	\$29,225	0.4	0.6
Property Services	\$23,384	0.3	0.4
Purchased Services For Transportation	\$705,427	10.0	8.0
Equipment	\$4,088	0.1	0.2
All Other Expenditures	\$5,651	0.1	0.1
Total	\$7,026,561	100.0	100.0
Percent of Total Expenditures Used for Special Education		24.6	24.4

Expenditures by Revenue Source:⁴

2017-18

	Percent of Total (%) Excluding School Construction
Local	68.2
State	29.1
Federal	2.5
Tuition & Other	0.3

⁴Revenue 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).

District Profile and Performance Report for School Year 2018-19

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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	*	*	*	*	*	*
Asian	11	*	11	*	*	*
Black or African American	*	*	*	*	*	*
Hispanic or Latino of any race	48	70.7	48	58.7	18	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	23	72.7	23	68.9	12	*
White	756	78.0	756	72.5	339	71.5
English Learners	9	*	9	*	*	*
Non-English Learners	837	77.6	837	71.7	*	*
Eligible for Free or Reduced-Price Meals	185	71.6	185	64.1	74	67.1
Not Eligible for Free or Reduced-Price Meals	661	79.2	661	73.7	300	72.4
Students with Disabilities	118	57.9	118	50.0	47	53.0
Students without Disabilities	728	80.7	728	75.1	327	73.9
High Needs	259	67.8	259	60.7	102	63.8
Non-High Needs	587	81.8	587	76.4	272	74.1
District	846	77.5	846	71.6	374	71.3

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

	NAEP 2019		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	40	41	50
National Public	34	32	36
MATH			
Connecticut	45	39	32
National Public	40	33	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 performance on NAEP by student group, [click here](#).

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	HS	Count	Rate (%)
Sit & Reach	70.8	87.9	88.7	88.0	459	83.7
Curl Up	84.2	83.6	85.2	92.6	459	86.3
Push Up	66.7	75.9	77.4	88.9	459	76.9
Mile Run/PACER	87.5	81.9	83.5	63.0	459	79.3
All Tests - District	49.2	66.4	67.8	57.4	459	60.1
All Tests - State	56.1	53.5	50.9	51.4		52.9

²The Connecticut Physical Fitness Assessment (CPFA) is administered to students in Grades 4, 6, 8 and High School (HS). 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

	2017-18	
	Cohort Count ²	Rate (%)
Black or African American	N/A	N/A
Hispanic or Latino of any race	6	*
English Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	25	96.0
Students with Disabilities	23	78.3
District	123	94.3
State		88.3

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 2017-18 school year.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam³

	Participation ⁴	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	96.6	68	57.1
Male	96.6	66	56.9
Black or African American	*	0	*
Hispanic or Latino of any race	*	*	*
White	97.1	121	58.2
English Learners	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	92.9	19	33.9
Students with Disabilities	81.1	*	*
District	96.6	134	57.0
State	95.9		42.6

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

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 percentage.

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 2018	Class of 2017
	Entrance ⁵	Persistence ⁶
	Rate (%)	Rate (%)
Female	78.6	93.4
Male	61.9	87.8
Black or African American	61.9	*
Hispanic or Latino of any race	*	*
White	69.2	92.0
English Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	58.1	90.0
Students with Disabilities	37.5	*
District	69.7	91.2
State	71.0	87.8

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	77.5	75	50.0	50	100.0	67.7
	High Needs Students	67.8	75	45.2	50	90.4	58.1
Math Performance Index	All Students	71.6	75	47.8	50	95.5	63.1
	High Needs Students	60.7	75	40.5	50	80.9	52.7
Science Performance Index	All Students	71.3	75	47.5	50	95.1	63.8
	High Needs Students	63.8	75	42.6	50	85.1	54.2
ELA Academic Growth	All Students	72.1%	100%	72.1	100	72.1	59.9%
	High Needs Students	65.3%	100%	65.3	100	65.3	55.1%
Math Academic Growth	All Students	71.2%	100%	71.2	100	71.2	62.5%
	High Needs Students	63.0%	100%	63.0	100	63.0	55.2%
Progress Toward English Proficiency	Literacy	.	100%	.	.	.	60.0%
	Oral	.	100%	.	.	.	52.1%
Chronic Absenteeism	All Students	7.8%	<=5%	44.3	50	88.7	10.4%
	High Needs Students	16.2%	<=5%	27.6	50	55.3	16.1%
Preparation for CCR	% Taking Courses	91.1%	75%	50.0	50	100.0	80.0%
	% Passing Exams	57.0%	75%	38.0	50	76.0	42.6%
On-track to High School Graduation		87.2%	94%	46.4	50	92.7	88.0%
4-year Graduation All Students (2018 Cohort)		94.3%	94%	100.0	100	100.0	88.3%
6-year Graduation - High Needs Students (2016 Cohort)		92.9%	94%	98.8	100	98.8	83.3%
Postsecondary Entrance (Class of 2018)		69.7%	75%	93.0	100	93.0	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		95.6% 60.1%	75%	40.1	50	80.2	96.4% 52.9%
Arts Access		51.5%	60%	42.9	50	85.8	51.9%
Accountability Index				1126.4	1350	83.4	

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
Achievement Gap Size Outlier?					N
ELA Performance Index Gap	75.0	67.8	7.2	15.4	
Math Performance Index Gap	75.0	60.7	14.3	17.6	
Science Performance Index Gap	74.1	63.8	10.3	16.1	
Graduation Rate Gap	94.0%	92.9%	1.1%	11.1%	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.

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.

Subject/Student Group		Participation Rate (%) ³
ELA	All Students	99.1
	High Needs Students	97.8
Math	All Students	99.0
	High Needs Students	97.4
Science	All Students	98.9
	High Needs Students	100.0

³Minimum participation standard is 95%.

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.

Grade 3 ELA Performance Index for Students with Disabilities:

District: 56.6 State: 51.5

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Coventry School District

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 2018-2019 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, focusing on trauma informed practices, social emotional learning, Portrait of the Graduate, informative assessments to analyze students' progress and curricular alignment to Next Generation Science Standards. Student achievement growth PreK- 12 continued throughout the 2018-2019 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 the 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. Vocational training was included in the alternative educational program this year, providing students with authentic work experiences in areas of student's interest. In addition, home visits by school staff increased this year to support students and families in hopes of reducing absenteeism. The district was involved in a comprehensive evaluation of special education supports and services this year to ensure we are providing the most appropriate services to meet all individual student's needs. 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. Student Led Conferences this year deepened parents' understanding of their child's learning and the school programming. Literacy and Math evenings involve modeling of learning tasks that parents can replicate at home. Other evening presentations provide parents with information and resources on contemporary topics: Transition Night, Special Education Supports and Services, Internet Safety and Social Media Awareness, and Wellness Presentations.

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 2018-2019 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 are designed to discuss and bring awareness to a variety of social and economic issues throughout the US and the world. The district continued to provide funding for ECE and Advanced Placement course fees. At Capt. Nathan Hale (CNH), in Grade 6, Lessons on Diversity are part of our developmental guidance curriculum. In Grade 7, the ELA team teaches an African American historical fiction unit. CNH held numerous drives to help those in need. Both CHS and CNH offered World Language courses in French, Spanish and Mandarin Chinese. G. H. Robertson School (GHR) ran several fundraising initiatives including the Penny Challenge to support the Coventry Fuel Bank, a food drive for Coventry Food Bank, and made holiday cards and ornaments for people living in elderly housing in town. The arts curriculum at GHR included units on African, Aboriginal and Mexican/Central American folk arts and crafts. The ELA curriculum used diverse mentor texts and books for book clubs and guided reading. Grades 3-5 attended the Animal Embassy assembly about kindness. Coventry Grammar School (CGS) students had a unit of study on Martin Luther King, Jr. The school held various fundraisers to help families in need. CGS held an SK8 4 Life assembly about being enthusiastic, engaged and empowered to be able to do or be whatever you want. Hale Early Education Center (HEEC) received two grants which made it possible for financially needy families to send their children to preschool. They held a free playgroup for 0 - 3 year olds in the community. HEEC also participated in various events that helped support Youth Services and Social Services programs.

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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.