

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2017–18



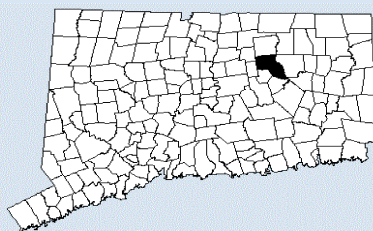
Coventry School District

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

District Information

Grade Range	PK-12
Number of Schools/Programs	6
Enrollment	1,690
Per Pupil Expenditures ¹	\$17,199
Total Expenditures ¹	\$29,049,503

¹Expenditure data reflect the 2016-17 year.



Community Information

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

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Unless otherwise noted, all data are for 2017-18 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, 2017 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	821	48.6	48.4
Male	869	51.4	51.6
American Indian or Alaska Native	*	*	0.3
Asian	27	1.6	5.1
Black or African American	*	*	12.8
Hispanic or Latino	102	6.0	24.8
Pacific Islander	0	0.0	0.1
Two or More Races	57	3.4	3.3
White	1,491	88.2	53.6
English Learners	8	0.5	7.2
Eligible for Free or Reduced-Price Meals	328	19.4	36.7
Students with Disabilities ¹	245	14.5	14.8

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	81	10.4	14	1.7
Male	86	10.7	26	3.0
Black or African American	*	*	0	*
Hispanic or Latino	27	27.6	*	*
White	127	9.1	36	2.4
English Learners	*	*	0	*
Eligible for Free or Reduced-Price Meals	86	22.5	13	3.1
Students with Disabilities	51	22.1	10	3.7
District	167	10.5	40	2.4
State		10.7		6.8

Number of students in 2016-17 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.

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Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	125.1
Paraprofessional Instructional Assistants	18.2
Special Education	
Teachers and Instructors	21.2
Paraprofessional Instructional Assistants	46.2
Administrators, Coordinators and Department Chairs	
District Central Office	5.0
School Level	8.0
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	4.0
Other Staff Providing Non-Instructional Services/Support	84.1

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	1.1
Black or African American	2	1.1	3.7
Hispanic or Latino	3	1.6	3.7
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	183	96.8	91.0

Classroom Teacher Attendance: 2016-17

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	8.3	10.5

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	N/A	N/A	N/A	N/A
Hispanic or Latino	0	0.0	*	*
White	72	75.0	94	82.5
English Learners	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	12	50.0	19	63.3
Students with Disabilities	*	*	16	48.5
District	78	75.0	108	81.8
State		69.3		80.1

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	14	58.3
Emotional Disturbance	21	77.8
Intellectual Disability	*	*
Learning Disability	91	88.3
Other Health Impairment	32	88.9
Other Disabilities	*	*
Speech/Language Impairment	13	*
District	179	80.6
State		68.6

³Ages 6-21

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	25	1.5	1.8
Emotional Disturbance	27	1.6	1.1
Intellectual Disability	*	*	0.5
Learning Disability	103	6.2	5.2
Other Health Impairment	36	2.2	3.1
Other Disabilities	21	1.3	1.1
Speech/Language Impairment	*	*	1.8
All Disabilities	236	14.2	14.5

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	15	6.4	8.3
Private Schools or Other Settings	8	3.4	5.2

²Grades K-12

Overall Expenditures:³ 2016-17

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	17,522,964	10,843	9,847
Instructional Supplies and Equipment	708,951	439	287
Improvement of Instruction and Educational Media Services	392,830	243	589
Student Support Services	1,791,538	1,109	1,120
Administration and Support Services	2,760,917	1,708	1,905
Plant Operation and Maintenance	2,192,969	1,357	1,648
Transportation	1,896,980	1,079	904
Costs of Students Tuitioned Out	1,782,354	N/A	N/A
Other	0	0	208
Total	29,049,503	17,199	16,535

Additional Expenditures

Land, Buildings, and Debt Service	1,224,951	758	1,393
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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: 2016-17

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	2,627,345	37.8	33.8
Noncertified Personnel	1,309,640	18.8	14.5
Purchased Services	229,252	3.3	5.5
Tuition to Other Schools	1,465,903	21.1	23.4
Special Ed. Transportation	647,946	9.3	8.7
Other Expenditures	676,343	9.7	14.1
Total Expenditures	6,956,429	100.0	100.0

Expenditures by Revenue Source:⁴ 2016-17

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	65.4	63.9
State	32.1	33.5
Federal	2.4	2.5
Tuition & Other	0.1	0.1

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).

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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.

The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

	English Language Arts(ELA)		Math	
	Count	DPI	Count	DPI
American Indian or Alaska Native	*	*	*	*
Asian	13	*	13	*
Black or African American	7	*	7	*
Hispanic or Latino	43	69.3	43	61.4
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A
Two or More Races	16	*	16	*
White	762	76.4	761	70.0
English Learners	6	*	6	*
Non-English Learners	836	76.2	835	69.6
Eligible for Free or Reduced-Price Meals	188	69.1	189	61.9
Not Eligible for Free or Reduced-Price Meals	654	78.2	652	71.8
Students with Disabilities	116	54.6	117	47.5
Students without Disabilities	726	79.7	724	73.1
High Needs	259	65.3	260	58.1
Non-High Needs	583	81.1	581	74.7
District	842	76.2	841	69.6

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

	NAEP 2017		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	43%	44%	50%
National Public	35%	35%	36%
MATH			
Connecticut	40%	36%	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 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	HS	Count	Rate (%)
Sit & Reach	89.4	80.3	75.0	83.5	491	82.1
Curl Up	90.2	77.0	78.1	91.7	491	84.1
Push Up	84.8	65.6	64.8	88.1	491	75.6
Mile Run/PACER	84.8	79.5	74.2	63.3	491	76.0
All Tests - District	69.7	50.0	44.5	53.2	491	54.6
All Tests - State	53.2	51.4	50.5	45.6		50.1

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

	2016-17	
	Cohort Count ²	Rate (%)
Black or African American	*	*
Hispanic or Latino	10	*
English Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	32	93.8
Students with Disabilities	14	*
District	131	97.7
State		87.9

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 2016-17 school year.

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

	Participation ⁴	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	96.4	66	60.0
Male	96.0	65	51.6
Black or African American	N/A	N/A	N/A
Hispanic or Latino	*	*	*
White	97.1	120	57.1
English Learners	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	92.6	16	29.6
Students with Disabilities	83.7	*	*
District	96.2	131	55.5
State	96.3		44.8

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.

Copyright © 2018 ACT, Inc. www.act.org

IB® statistics derived from data provided by the International Baccalaureate Organization.

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College Entrance and Persistence

	Class of 2017	Class of 2016
	Entrance ⁵	Persistence ⁶
	Rate (%)	Rate (%)
Female	87.1	97.7
Male	64.5	87.5
Black or African American	*	*
Hispanic or Latino	*	*
White	75.7	92.5
English Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	62.5	*
Students with Disabilities	*	*
District	76.5	92.9
State	70.9	88.3

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. The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	76.2	75	50.0	50	100.0	67.6
	High Needs Students	65.3	75	43.5	50	87.0	57.5
Math Performance Index	All Students	69.6	75	46.4	50	92.7	62.7
	High Needs Students	58.1	75	38.8	50	77.5	52.0
ELA Academic Growth	All Students	71.6%	100%	71.6	100	71.6	60.7%
	High Needs Students	67.2%	100%	67.2	100	67.2	55.6%
Math Academic Growth	All Students	68.8%	100%	68.8	100	68.8	61.9%
	High Needs Students	62.3%	100%	62.3	100	62.3	55.4%
Chronic Absenteeism	All Students	10.5%	<=5%	38.9	50	77.8	10.7%
	High Needs Students	20.5%	<=5%	18.9	50	37.9	16.6%
Preparation for CCR	% Taking Courses	78.8%	75%	50.0	50	100.0	74.8%
	% Passing Exams	55.5%	75%	37.0	50	74.0	44.8%
On-track to High School Graduation		91.8%	94%	48.8	50	97.7	87.5%
4-year Graduation All Students (2017 Cohort)		97.7%	94%	100.0	100	100.0	87.9%
6-year Graduation - High Needs Students (2015 Cohort)		88.9%	94%	94.6	100	94.6	81.8%
Postsecondary Entrance (Class of 2017)		76.5%	75%	100.0	100	100.0	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		94.2% 54.6%	75%	36.4	50	72.8	96.6% 50.1%
Arts Access		55.9%	60%	46.6	50	93.1	51.2%
Accountability Index				1019.6	1250	81.6	

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	65.3	9.7	15.9	
Math Performance Index Gap	74.7	58.1	16.5	18.2	
Science Performance Index Gap	.	N/A	.	.	
Graduation Rate Gap	94.0%	88.9%	5.1%	12.7%	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	98.7
	High Needs Students	97.8
Math	All Students	98.6
	High Needs Students	98.2
Science	All Students	97.8
	High Needs Students	96.7

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: 52.8

State: 51.5

Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

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

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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 2017-2018 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 effective teaching strategies, assessing student work and analyzing student data. The 2017-2018 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 and vocational programs, 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. 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 2017-2018 school year, Coventry High School (CHS) added Mandarin Chinese to their World Language offerings. CHS supported clubs such as International Travel, Albert Schweitzer, and the Gay Straight Alliance, offering support and awareness of diversity. The district continued to provide funding for ECE, MCC, and other 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 English Language Arts team teaches an African American historical fiction unit. For the past two years, CNH has offered a Mandarin Chinese program. CNH held numerous drives to help those in need. 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. Grades 3-5 also welcomed Inspector Iwannonno for an anti-bullying/kindness assembly. Coventry Grammar School (CGS) students had a unit of study on Martin Luther King, Jr. The school held food and clothing drives to help families in need. CGS held a character building assembly in November and Sadecky's Puppets assembly in March which showed how actions affect the people you meet and the way they treat you back. This year the district held its first annual Playing in PJs event in support of children who have been diagnosed with cancer and are being treated at CCMC. The district also celebrated Rock Your Socks Day which raises public awareness of Down Syndrome. Both events were a huge success!

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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.