

STRATEGIC SCHOOL PROFILE 2005-06

Elementary School K-3 Edition

**Coventry Grammar School
Coventry School District**

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 This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c).

STUDENT ENROLLMENT

Total Enrollment: 468

5-Year Enrollment Change: -10.7%

**TYPE OF SCHOOL**

School Type: Traditional/Regular

School Grade Range: K- 2

SCHOOL NEED

Current and Past School Need	Year	School	District K-3 Schools	State K-3 Schools
% of Students Eligible for Free/Reduced-Price Meals	2005-06	6.8	6.8	13.3
	2002-03	6.6	6.6	14.3
% of K-12 Students with Non-English Home Language	2005-06	0.0	0.0	4.9
	2000-01	0.8	0.8	4.9
% of Students above Entry Grade who Attended this School the Previous Year	2005-06	98.4	98.4	91.9
	2000-01	96.0	96.0	88.9
	Year	School	District	State
% of Kindergarten Students who Attended Preschool, Nursery School or Headstart	2005-06	62.4	62.4	79.2
	2000-01	55.2	55.2	74.7

Enrollment in Special Programs	Students in School	Percent in School	% in District K-3 Schools	% in State K-3 Schools
Bilingual Education and English as a Second Language Services (K-12)	0	0.0	0.0	2.9
Compensatory Education	51	10.9	10.9	15.5
Full or Extended Day Kindergarten	157	N/A	N/A	N/A
Gifted and Talented Program	0	0.0	0.0	0.3
Special Education	44	9.4	9.4	11.6
Prekindergarten	0	N/A	N/A	N/A

STUDENT RACE/ETHNICITY

Race/Ethnicity	Number	Percent
American Indian	6	1.3
Asian American	3	0.6
Black	4	0.9
Hispanic	8	1.7
White	447	95.5

Total Minority 2005-06 4.5%

Total Minority 2000-01 3.2%



EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

Connecticut law requires that school districts provide educational opportunities for their students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds. This may occur through programs with other schools, distance learning, or other experiences. Below is the description submitted by this school of how it provides such experiences.

Although Coventry Grammar School is dedicated to complete heterogeneity in grouping and to the full inclusion of special needs children, our students have limited opportunity to interact with students and teachers of diverse racial, ethnic, and economic backgrounds in their day-to-day experiences at school and in the local community. As the result, we rely on our primary school curriculum, opportunities for interdistrict collaborations, and our school's program of enrichment activities to encourage students to understand, respect, and celebrate how we are all **different** and how we are all **the same**.

At each grade level, Coventry Grammar School students learn of other cultures through stories, songs, and studies that compare and contrast their experiences with those of children in faraway places such as Africa, Asia, and South America. Library books, instructional texts, and other educational materials that we purchase are reviewed to ensure that illustrations, examples, and themes reflect multiracial and multicultural considerations. Art and music classes incorporate lessons from a variety of national and international sources.

Thanks to the continuation of an interdistrict grant coordinated through EASTCONN, five of our Grade 2 classes were partnered in a storybook project (*Imagination Connections*) with five Grade 2 classes from the East Hartford Public Schools. Working with EASTCONN's writer-in-residence, each pair of classes met three times during the school year to brainstorm story lines and to write and illustrate a children's book with the theme of friendships, problem-solving, caring, and sharing. Bound copies of the five resulting storybooks were presented to the students at a "Celebration of Books" and Project Outdoor Adventure gathering held at Patriots Park in the late spring. All participants enthusiastically supported the grant's continuation into the new school year, with the hope that it will expand to include partnerships for all eight of our Grade 2 classes.

Whenever possible, our school's Cultural Arts program of assemblies and special events (generously funded by the PTO) includes the presentation of songs, dances, and stories that draw from many cultures and heritages.

Additionally, parents and family members are called upon to share their ethnic and cultural customs related to holidays and other special celebrations. Significant upgrades in computer hardware and software the past two years have increased our ability to provide students with meaningful experiences in distance learning that can help to reduce racial, ethnic, and economic isolation. Because all classrooms now have internet access, we have the capability of communicating directly with students in other states and countries.

SCHOOL RESOURCES

Instructional Time*	School	District K-3	State K-3
Total Hours of Instruction Per Year	966	966	974

*State law requires at least 900 hours for grades 1 through 12 and full-day kindergarten, and 450 hours for half-day kindergarten.

TECHNOLOGY



% of Classrooms, Libraries, and Laboratories Wired for:	School	District K-3	State K-3
Video	100.0	100.0	65.9
Voice	100.0	100.0	74.2
Internet Access	100.0	100.0	99.5
Multi-Room Network (LAN)	100.0	100.0	86.9

Computers	School	Dist K-3	State K-3
# of Students Per Academic Computer	8.2	8.2	5.0
% of Computers that are High or Moderate Power	57.9	57.9	72.2
% of Computers with Internet Access, All Speeds	93.0	93.0	97.6
% of Computers with High Speed Internet Access	93.0	93.0	89.3
% of Internet Computers with Filtering Software	100.0	100.0	98.9

This school does not have a functional satellite link.

LIBRARY MATERIALS

Free on-line access to periodicals, newspapers, and other resources is available to all Connecticut schools through the Connecticut Digital Library.

Print and Non-Print Materials	School	Dist K-3	State K-3
# of Print Volumes Per Student*	19.1	19.1	22.7
% of Print Volumes Purchased in the Last Three Years	20.1	20.1	11.4
# of Print Periodical Subscriptions	12	12.0	7.7
# of Non-Print Materials	787	787.0	445.6

*Because a certain number of volumes are needed for a library of adequate breadth and depth, a small school may need a higher number of volumes per student.

STAFFING RESOURCES



Average Class Size		School	District	State
Gr. K	2005-06	19.5	19.5	18.3
	2000-01	18.1	18.1	18.1
Gr. 2	2005-06	19.4	19.4	19.7
	2000-01	21.0	21.0	19.5

School Staff Count Full-Time Equivalent	2005-06	2004-05
# of Certified Staff		
Teachers	28.0	31.0
Administrators	1.0	1.0
Department Chairs	0.0	0.0
Library/Media Staff	0.1	0.1
Counselors, Social Workers, and School Psychologists	1.2	1.6
Other Professionals	1.5	1.9
# of Non-Certified Instructional	20.9	24.3

Professional Staff Race/Ethnicity	2005-06	2004-05	2000-01
% Minority	2.9	2.6	2.6
Professional Staff Experience and Training	School	District K-3	State K-3
Average Number of Years Experience in Connecticut	17.6	17.6	13.5
% with Master's Degree or Above	77.1	77.1	80.7
% Trained as Mentors, Assessors, or Cooperating Teachers	40.0	40.0	30.6

SCHOOL PROCESSES

Selected Subject Areas, Grade 2	Estimated Hours of Instruction Per Year			Computer/ Technology Supported
	School	District	State	
Art	27	27	30	No
Computer Education	15	15	14	Yes
English Language Arts*	516	516	500	No
Health	19	19	21	No
Library Media Skills	18	18	18	No
Mathematics*	186	186	190	No
Music	27	27	31	No
Physical Education	27	27	36	No
Science*	59	59	69	No
Social Studies*	60	60	70	No
World Languages	0	0	4	N/A

*Interdisciplinary Approach

World Language Formal instruction (at least 1 hour per week) in a world language is not offered in this school. In Connecticut, 6.5% of K-3 schools offer world language instruction.

Types of Remedial Instructional Services Provided to Students Lacking Basic Skills	Available in Mathematics	Available in Language Arts
Pull-Out Instruction	No	Yes
In-Class Tutorial	No	No
After School Program	No	No
Summer School (2005)	No	No
Other	No	No



Interactive Distance Learning

This school does not utilize interactive distance learning. Interactive distance learning ranges from on-line courses with student-instructor interaction via the internet to live classroom interaction through two-way audio and video transmissions.

Student and Teacher Statistics	School	District K-3	State K-3
% of Students Retained in Grade after 2004-05 School Year	1.5	1.5	1.8
Teacher Attendance, 2004-05: Average # of Days Absent Due to Illness or Personal Time	6.0	6.0	8.6
% Certified Staff Assigned to Same School the Previous Year	91.4	91.4	84.8

STUDENT PERFORMANCE

Student Attendance	School	District K-3	State K-3
% on October 1, 2005	99.8	99.8	96.1



Connecticut Mastery Test, Fourth Generation, % Meeting State Goal: The state goal was established with the advice and assistance of a cross section of Connecticut educators. 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.

Connecticut Mastery Test % Meeting State Goal in:	School	District	State	Of All Schools in State	
				Lowest %	Highest %
Grade 3 Reading	N/A	N/A	N/A	N/A	N/A
Writing	N/A	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A	N/A

The figures above were calculated differently than those reported in the No Child Left Behind (NCLB) Report Cards. Unlike NCLB figures, 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.

EVIDENCE OF SUSTAINED IMPROVEMENTS IN STUDENT ACCOMPLISHMENTS

Below is a summary, submitted by this school, of the major trends in student performance and accomplishments that indicate sustained improvement over time. Also, areas of need are identified and plans to address these needs are presented.

Coventry Grammar School's mission is to provide a developmentally appropriate education for children at the primary level. As such, our instructional programs stress experiences that encourage children to acquire the knowledge and skills to become confident learners. All instructional activities involve young children directly, dynamically, and creatively in the learning process. Additionally, it is important to continue to emphasize the acquisition of higher-order thinking skills such as becoming adept at transferring learned concepts and skills to new situations.

In support of this mission, Coventry Grammar School teachers worked collaboratively within grade-level teams and along with our school's Reading staff this school year to align assessment standards and procedures in Language Arts so that our instructional objectives and student evaluation procedures match state benchmarks in Kindergarten, Grade 1, and Grade 2. We continue to believe that our school's comprehensive Reading program is second to none in the area in providing an exceptional foundation for young learners at the primary level. As such, Reading and Language Arts instruction is vibrant, vital, and strong in our classrooms.

The summative assessment of all Coventry Grammar School students by our Reading staff in May 2006 indicated that student progress in Language Arts has been impressive. Not only has this assessment initiative helped to raise educational standards at our school, it also serves as a proactive measure in preparation for the eventual reporting of Adequate Yearly Progress (AYP), an integral component of the federal *No Child Left Behind* legislation. Although the state has not yet determined how AYP will be reported for its handful of K-2 primary schools, Coventry Grammar has put a solid and sensible format into place.

The inclusion of Kindergartners within the assessment plan has provided significant supportive data to underscore the importance of early intervention. As the result, an even greater focus on enhancing and expanding phonemic awareness strategies and activities in Kindergarten will be evident in the coming school year.

SUPPLEMENTAL SCHOOL INFORMATION

The space below was optionally used by this school to describe aspects of the school not presented elsewhere in the profile. For instance, character education or programs designed to improve school climate may be described.

Annual classroom themes and school programs at Coventry Grammar School stress the importance of friendships, caring, sharing, and respecting the differences of others whether in class, on the playground, at lunch, or on the school bus. Bullying and other forms of harassment will not and cannot be tolerated. To help ensure the encouragement of a safe, respectful, and welcoming learning environment for all students, our faculty and staff have continued to receive training in two nationally recognized, social skills-based programs – “The Responsive Classroom” and “Don’t Laugh At Me.”

A school-wide “Have A Heart, Help A Friend” food and home supplies drive is a highly successful annual event for the benefit of the Coventry Human Resources Food Pantry. Participation each year in the American Heart Association’s “Jump Rope For Heart” campaign includes a week filled with exciting activities in Physical Education classes, and a springtime Daffodil Sale involves the entire school community in supporting the American Cancer Society.

Parent and family outreach continues as a sincere school effort. Coventry Grammar School's energized PTO provides dedicated, enthusiastic, and creative support for co-curricular programs, and sponsors a number of activities throughout the year at no cost to parents or students. In March, the primary and intermediate schools' PTOs co-sponsored a "Family Fun Carnival" that attracted and engaged hundreds of Coventry and local area visitors on a Saturday afternoon. Our school's Spring Arts Festival, an eagerly anticipated annual event, features every child in a song or dance number planned and carried out with the cooperation of classroom teachers and Art, Music, and Physical Education specialists. "Experienced" visitors to this event arrive early with lawn chairs and snacks!

Strategic School Profiles may be viewed on the internet at www.state.ct.us/sde . A more detailed, searchable SSP database, data tables, and additional CT education facts are also available at this site.

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