

**STRATEGIC SCHOOL PROFILE 2005-06****Coventry School District****DONNA J BERNARD, Superintendent**

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

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**COMMUNITY DATA**

County: Tolland	Public School Enrollment as a Percent of Town Population: 18.1%
2000 Population: 11,504	Public School Enrollment as % of Total Student Population: 94.3%
1990-2000 Population Growth: 14.3%	Percent of Adults without a High School Diploma in 2000: 9.4%
2000 Per Capita Income: \$27,143	Adult Education Enrollment in 2004-05 School Year: 31
Number of Public Schools: 4	Number of Adults Receiving Diplomas in 2004-05 School Yr.: 17
Number of Nonpublic Schools: 0	

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 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.
 

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**DISTRICT NEED**

Current and Past District Need	Year	District	DRG	State
% of Students Eligible for Free/Reduced-Price Meals	2005-06	8.7	9.1	26.9
	2002-03	10.3	N/A	25.4
% of K-12 Students with Non-English Home Language	2005-06	0.2	1.2	12.6
	2000-01	1.5	N/A	12.5
% of Elementary and Middle School Students Above Entry Gr. Who Attended Same School Previous Yr.	2005-06	95.6	92.0	88.0
	2000-01	92.5	N/A	87.0
% of Kindergarten Students who Attended Preschool, Nursery School, or Headstart	2005-06	62.4	77.7	79.2
	2000-01	55.2	N/A	74.7
% of Juniors and Seniors Working More Than 16 Hours Per Week	2005-06	24.8	21.9	21.7
	2000-01	31.1	N/A	31.7

**STUDENT ENROLLMENT AND RACE/ETHNICITY**

Enrollment	
Grade Range	PK-12
Total Enrollment	2,101
5-Year Enrollment Change	1.3%
Projected 2010 Enrollment	
Elementary	966
Middle School	475
High School	699
Prekindergarten, Other	20

Race/Ethnicity	Number	Percent
American Indian	17	0.8
Asian American	11	0.5
Black	26	1.2
Hispanic	50	2.4
White	1,997	95.0
Total Minority 2005-06	104	5.0
Total Minority 2000-01	67	3.2

## EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

Connecticut law requires that school districts provide educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds. This may occur through magnet school programs, public school choice programs, charter schools, minority staff recruitment, inter- or intradistrict programs and projects, distance learning, or other experiences. Below is the description submitted by this school district of how it provides such experiences.

The Coventry Public Schools seek and 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 potential homogeneity of student experiences in a community such as ours and regularly plans, with parents and outside organizations, events that help students value diversity. Presentations by artists, musicians, and cultural "ambassadors," which entertain as well as instruct, happen in all schools and are integrated into our curricular programs. Of particular note is our newly developing International Exchange Program with the Qingdao Middle School in Shandong, China. Our visitors from England to Capt. Nathan Hale School during the 2005-2006 school year provided yet another cultural perspective.

In addition to our outreach programs, a review of Coventry Public Schools' inclusion initiatives would reflect exceptional levels of collaboration related to our special education student population. Our commitment to providing the most diverse instructional settings can be validated with the ongoing staff development efforts and practices focused on differentiated instruction. Beyond that the elimination of the "basic" level courses at Coventry High School, and the continual expansion of our heterogeneous offerings reflect our valuing diversity priorities.

Coventry Board of Education supports inter-district exchange experiences and 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 last year. 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 service learning and responsive classroom initiatives at all schools address not only issues of diversity, but also, our intent to develop compassionate young people.

Coventry Schools work collaboratively with thoughtful regard to international perspectives and provide experiences necessary for establishing caring communities.

### DISTRICT RESOURCES

#### Staff Count (Full-Time Equivalent)



# of Certified Staff	
Teachers	147.7
Administrators	9.0
Department Chairs	0.3
Library/Media Staff	1.0
Other Professionals	18.6
% Minority 2005-06	1.7
% Minority 2000-01	1.7
# Non-Certified Instructional	57.7

Average Class Size		District	DRG	State
Grade K	2005-06	19.5	15.6	18.3
	2000-01	18.1	N/A	18.1
Grade 2	2005-06	19.4	18.3	19.7
	2000-01	21.0	N/A	19.5
Grade 5	2005-06	25.3	20.2	21.2
	2000-01	24.3	N/A	21.7
Grade 7	2005-06	24.6	20.0	21.1
	2000-01	25.9	N/A	21.9
High School	2005-06	19.7	18.4	20.3
	2000-01	18.8	N/A	20.0

Professional Staff Experience and Training	District	DRG	State
Average Number of Years Experience in Connecticut	14.2	13.6	13.1
% with Master's Degree or Above	71.3	80.4	78.5
% Trained as Mentors, Assessors, or Cooperating Teachers	32.6	29.5	28.5

**DISTRICT RESOURCES, continued**

Total Hours of Instruction Per Yr.*	Dist	DRG	State
Elementary	970	984	986
Middle School	1,029	1,005	1,015
High School	1,023	1,015	1,002

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

Resource Ratios	District	DRG	State
Students Per Academic Computer	3.8	2.9	3.4
Students Per Teacher	14.2	13.2	13.6
Teachers Per Administrator	16.4	13.0	13.8

**STUDENT PERFORMANCE**

Physical Fitness	District	State
% Passing All 4 Tests	39.0	35.6

**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:	District	State	Of All Districts in State		
			Lowest %	Highest %	
Grade 3	Reading	56.5	54.4	10.3	91.3
	Writing	65.4	61.0	13.6	100.0
	Mathematics	54.0	56.3	13.6	90.0
Grade 4	Reading	71.7	57.8	17.5	89.7
	Writing	70.5	62.8	29.9	91.1
	Mathematics	62.7	58.8	22.4	92.3
Grade 5	Reading	67.4	60.9	19.5	92.0
	Writing	67.1	65.0	25.0	90.8
	Mathematics	67.4	60.7	18.2	89.9
Grade 6	Reading	66.5	63.6	26.6	92.8
	Writing	56.0	62.2	25.9	94.4
	Mathematics	48.9	58.6	12.5	95.1
Grade 7	Reading	65.0	66.7	26.9	95.0
	Writing	56.3	60.0	25.5	89.8
	Mathematics	51.4	57.0	19.2	93.0
Grade 8	Reading	66.7	66.7	13.3	93.6
	Writing	58.0	62.4	2.7	96.4
	Mathematics	46.4	58.3	0.0	93.6



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.

## STUDENT PERFORMANCE, continued

**Connecticut Academic Performance Test, Second Generation, % Meeting State Goal:** The state Goal was established with the advice and assistance of a cross section of Connecticut educators. Students receive certification of mastery for each area in which they meet or exceed the Goal. 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.


Conn. Academic Performance Test % Grade 10 Meeting State Goal in:	District	State	Of All Districts in State	
			Lowest %	Highest %
Reading Across the Disciplines	60.8	46.5	0.0	83.1
Writing Across the Disciplines	54.6	52.4	0.0	86.3
Mathematics	44.4	46.3	0.0	82.3
Science	41.7	44.6	0.0	85.3



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SAT <sup>®</sup> I: Reasoning Test	Class of 2000	Class of 2005	
	District	District	State
% of Graduates Tested	80.2	74.4	74.9
Mathematics: Average Score	513	510	512
Mathematics: % Scoring 600 or More	23.2	18.2	24.6
Verbal: Average Score	527	515	510
Verbal: % Scoring 600 or More	26.1	19.2	22.7

Dropout Rates	District	State
Cumulative Four-Year Rate for Class of 2005	6.7	7.4
2004-2005 Annual Rate for Grades 9 through 12	0.7	1.7
1999-2000 Annual Rate for Grades 9 through 12	5.7	3.1

Activities of Graduates	Class of	# in District	District %	State %
 Pursuing Higher Education	2005	118	88.7	82.3
	2000	67	77.9	78.5
Employed or in Military	2005	15	11.3	13.9
	2000	18	20.9	17.6
Unemployed	2005	0	0.0	0.9
	2000	0	0.0	0.7

## DISTRICT REVENUES/EXPENDITURES 2004-05

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	\$11,585	\$5,503	\$6,555	\$6,041	\$6,555
Instructional Supplies and Equipment	\$366	\$174	\$259	\$260	\$260
Improvement of Instruction and Educational Media Services	\$842	\$400	\$402	\$330	\$391
Student Support Services	\$1,435	\$682	\$656	\$709	\$656
Administration and Support Services	\$1,813	\$861	\$1,144	\$1,124	\$1,153
Plant Operation and Maintenance	\$1,748	\$831	\$1,120	\$1,043	\$1,113
Transportation	\$1,292	\$584	\$523	\$545	\$522
Costs for Students Tuitioned Out	\$793	N/A	N/A	N/A	N/A
Other	\$250	\$119	\$124	\$124	\$122
<b>Total</b>	<b>\$20,124</b>	<b>\$9,282</b>	<b>\$11,031</b>	<b>\$10,483</b>	<b>\$10,994</b>
<b>Additional Expenditures</b>					
Land, Buildings, and Debt Service	\$408	\$194	\$1,473	\$1,289	\$1,467
Adult Education	\$22	N/A	N/A	N/A	N/A

**Revenue Sources, % 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
With School Construction	57.0	39.9	2.5	0.6
Without School Construction	57.1	39.8	2.5	0.6

**Selected Regular Education Expenditures, Amount Per Pupil and Percent Change from Prior Year.** Selected regular education expenditures exclude costs of special education and land, building, and debt service.

Expenditures by Grade Level	District		DRG	State	
	Per Pupil	% Change	Per Pupil	Per Pupil	% Change
Elementary and Middle					
Total	\$7,827	4.1	\$8,373	\$9,062	5.1
Salaries and Benefits	\$6,554	5.6	\$6,790	\$7,454	4.7
Supplies	\$400	-0.7	\$498	\$513	12.7
Equipment	\$28	-70.2	\$101	\$133	16.7
High School					
Total	\$7,873	2.1	\$9,829	\$9,640	3.5
Salaries and Benefits	\$6,549	3.9	\$7,748	\$7,759	3.1
Supplies	\$400	-2.2	\$646	\$585	11.6
Equipment	\$28	-70.8	\$155	\$152	14.3

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### **EQUITABLE ALLOCATION OF RESOURCES AMONG DISTRICT SCHOOLS**

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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.

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### **EVIDENCE OF SUSTAINED IMPROVEMENTS IN STUDENT ACCOMPLISHMENTS**

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Below is a summary, submitted by this school district, 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 Public Schools' programs and practices reflect a serious focus on the continuous improvement of student academic accomplishments. Assessments that are qualitative and quantitative cover a broad range of expectations of high levels of student performance. Whether submitting exhibits to portfolios at the high school or participating in demonstration projects at Capt. Nathan Hale, students have a clear understanding that they are to reflect increasing levels of proficiency related to all areas of their instructional programs. Extraordinary examples of student work are evident across the district. One sees exceptional wall displays of quality writing in the second grade wing at Coventry Grammar School and can peruse written examples of proficient student work at Robertson School. The educational program in Coventry reflects the appropriate breadth and depth of students' assessments not associated with standardized exams. The Board of Education, however, also continues its commitment to producing commendable standardized student test results. The analysis of the Connecticut Mastery Test (CMT) results indicates that Coventry students continue to improve in a variety of subtest areas. High school students taking the Connecticut Academic Performance Test (CAPT) show exceptional progress. Individual and group student results are carefully analyzed for trends and objective based information. Varied educational interventions and a consistent effort by dedicated staff members can account for improvements in many categorical areas. Based on the data collected from assessments, educational and instructional programs are modified to address academic needs more comprehensively. Our Academic Assistance program is exceptionally successful in providing scaffolding for our students in need of assistance. This initiative provides guidance, monitoring, and tutorial assistance to students in order to better enhance achievement. Curricular extension activities are provided for students needing a more complex and specialized instruction. Our school practices, schedules, and procedures are continuously re-designed to provide for greater instructional focus and attention to academic rigor for all students. Coventry Public Schools' students continue to win awards across the state and are recognized for their outstanding work in a wide variety of areas. From the FOX 61 Student News awards to the national 612 project recognition, from poster contest winners to young artist awards, from the music commendations to the athletic prowess citations and a wide variety of scholarships, Coventry Public Schools' students are recognized for their notable achievements. As we continue to develop our programs and practices, we look towards even greater student success.

Strategic School Profiles may be viewed on the internet at <a href="http://www.state.ct.us/sde">www.state.ct.us/sde</a> . A more detailed, searchable SSP database, data tables, and additional CT education facts are also available at this site.
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For the school district website, see <a href="http://www.coventrypublicschools.org/">www.coventrypublicschools.org/</a>
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Filename: DIST017.DOC  
Directory: J:\SSPbox\SSP Internet 2005-06  
Template: C:\Documents and Settings\cloudr\Application  
Data\Microsoft\Templates\Normal.dot  
Title: 32-00  
Subject:  
Author: csde  
Keywords:  
Comments:  
Creation Date: 12/4/2006 11:18 AM  
Change Number: 1  
Last Saved On: 12/4/2006 11:18 AM  
Last Saved By: csde  
Total Editing Time: 0 Minutes  
Last Printed On: 12/4/2006 11:49 AM  
As of Last Complete Printing  
Number of Pages: 7  
Number of Words: 2,531 (approx.)  
Number of Characters: 14,353 (approx.)