Coventry District
Information Works! School Year 2001-2002

Kenneth R. DiPietro, Superintendent
5785 Students
427 Teachers

Characteristics of students attending school in this district

- Student participation in public school: 88.7%
- Student eligibility for subsidized lunch programs: 10.3%
- Students from various ethnic backgrounds:
  - White: 87%
  - Black: 1%
  - Hispanic: 1%
  - Asian/Pacific Islander: 1%
  - Non-Recipients: 1%
  - Native American: 1%
- Students receiving ESL or bilingual education: 100%
- Students receiving special education services: 18%

School performance and improvement in this district

<table>
<thead>
<tr>
<th>Subtest</th>
<th>Total Number of Schools*</th>
<th>Below Comparison</th>
<th>The Same As Comparison</th>
<th>Above Comparison</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary School</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics (Skills)</td>
<td>6</td>
<td>4</td>
<td>2</td>
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<tr>
<td>Mathematics (Problem Solving)</td>
<td>6</td>
<td>5</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>English Language Arts (Reading: Analysis &amp; Interpretation)</td>
<td>6</td>
<td>4</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>English Language Arts (Writing: Effectiveness)</td>
<td>6</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Middle School</td>
<td></td>
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<tr>
<td>Mathematics (Skills)</td>
<td>1</td>
<td>0</td>
<td>1</td>
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<tr>
<td>Mathematics (Problem Solving)</td>
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<tr>
<td>English Language Arts (Reading: Analysis &amp; Interpretation)</td>
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<td>0</td>
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<tr>
<td>English Language Arts (Writing: Effectiveness)</td>
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<tr>
<td>High School</td>
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<tr>
<td>Mathematics (Skills)</td>
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<td>0</td>
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PERCENT OF SCHOOLS IN EACH PERFORMANCE CATEGORY

- High Performing: 50%
- Moderately Performing: 50%
- Not Categorized: 0%

PERCENT OF SCHOOLS SHOWING IMPROVEMENT

- Improving: 12%
- Not Improving: 88%
- Not Categorized: 0%

Selected district indicators

- 1. SALT Survey Teacher Response Rate (%): 97 / 80
- 2. SALT Survey Student Response Rate (%): 94 / 86
- 3. Student Attendance (%): 94 / 93
- 4. Students Exempted from ELA State Testing (%): 1 / 1
- 5. Stability Index (%): 91 / 83
- 6. Mobility Index (%): 6 / 17
- 7. Drop-out Rate (%): 5 / 16
- 8. Graduation Rate (%): 5 / 16
- 9. Teachers with emergency/special provisional certification (%): 0 / 4

*This is the percent of students in the tested grades who are beginning English language learners (L2P Level I) and/or students whose Individual Education Plan (IEP) exempts them from the regular state assessments. These exempted IEP students took the state’s Alternate Assessment in Spring 2002. Their results are reported in the state section.

Elementary school achievement over the past three years*

- Percent of students meeting the standard
- Percent of students not meeting the standard
- Fewer than 10 test-takers
- No test-takers


Middle school achievement over the past three years*

- Percent of students meeting the standard
- Percent of students not meeting the standard
- Fewer than 10 test-takers
- No test-takers


High school achievement over the past three years*

- Percent of students meeting the standard
- Percent of students not meeting the standard
- Fewer than 10 test-takers
- No test-takers


Data source: Form 31

Sources of Revenue
(excludes food service and debt service)

- Local: 36%
- State: 59%
- Federal: 5%

Data source: Form 31

Per pupil expenditure is not a simple head-count, but a count by full-time equivalent. Thus, a child's participation in Special Education Resource or English as a Second Language is counted only as a percentage of that child's day. In a six period day, a child who spends one period in the program will count as one sixth. Six such periods account for the per pupil expenditure, or the full-time equivalent (FTE). See User's Guide for further information.