

**STRATEGIC SCHOOL PROFILE 2008-09**

High School Edition

**Coventry High School  
Coventry School District**

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Location: 78 Ripley Hill Road  
Coventry,  
Connecticut

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This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c) using data and narratives provided by the school district or testing services. Profiles and additional education data, including longitudinal data, are available on the internet at [www.sde.ct.gov](http://www.sde.ct.gov).

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**TYPE OF SCHOOL**

School Type: Traditional/Regular Education  
School Grade Range: 9-12

**STUDENT ENROLLMENT**

Enrollment on October 1, 2008: 553  
5-Year Enrollment Change: -9.5%

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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. The Connecticut State Board of Education approved DRG classification for purposes of reporting data other than student performance.

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**INDICATORS OF EDUCATIONAL NEED**

Need Indicator	Number in School	Percent in School	High Schools	
			% in DRG	% in State
Students Eligible for Free/Reduced-Price Meals	65	11.8	9.3	26.0
Students Who Are Not Fluent in English	0	0.0	0.2	3.3
Students Identified as Gifted and/or Talented	104	18.8	5.5	4.7
Students with Disabilities	81	14.6	9.7	10.6
Juniors and Seniors Working 16 or More Hours Per Week	50	18.4	18.7	19.0

**PROGRAM AND INSTRUCTION**

Average Class Size	School	DRG	State
Algebra I	18.0	18.0	18.7
Biology I	18.0	17.5	19.3
English, Grade 10	19.1	18.7	19.1
American History	21.0	18.6	19.9

**Language Instruction:** Instruction was offered in the following language(s): French, Spanish.

Instructional Time	School	State High Schools
Total Days per Year	182	182
Total Hours per Year	1,023	1,007

State law requires that at least 180 days of school and 900 hours of instruction be offered to students in high school grades.

### Lunch

An average of 23 minutes is provided for lunch during full school days.

% Juniors and Seniors Enrolled in a Course or Courses for College Credit	School	State
During the 2007-08 School Year	54.2	30.5

### Minimum Graduation Credits

The state requires a minimum of 20 credits for graduation.

Total Number of Credits Required for Graduation	School	DRG	State
Required for Class of 2008	22.0	23.6	23.3

% of Class of 2008 Graduates who Took Higher Level Courses or Earned More Credits in Selected Subjects than Required by the State for Graduation	School	State
Algebra I or Equivalent	100.0	94.1
Chemistry	71.2	73.6
4 or More Credits in Mathematics	55.3	65.5
3 or More Credits in Science	100.0	91.1
4 or More Credits in Social Studies	34.1	55.4
Credit for Level 3 or Higher in a World Language	80.3	60.6
2 or More Credits in Vocational Education	48.5	59.2
2 or More Credits in the Arts	43.9	41.6

### Class of 2008

This school required more than the state minimum number of credits for graduation in health, science.

Special Programs	School	High Schools	
		DRG	State
% of Students in Bilingual Education Program or Receiving English as a Second Language Services	0.0	0.2	3.3
% of Gifted and/or Talented Students Who Received Services	51.9	24.9	39.3
% of Special Education Students Who Spent Over 79% of Their Time with Their Non-Disabled Peers:	71.6	79.7	72.6

### LIBRARY AND COMPUTERS

Free on-line access to periodicals, newspapers, and other resources is available to all Connecticut schools through the Connecticut Digital Library at [www.iconn.org](http://www.iconn.org).

Instructional Computers and Library Materials	School	High Schools	
		DRG	State
# of Students Per Computer	1.6	2.0	2.4
% of Computers with Internet Access	100.0	99.6	99.2
% of Computers that are High or Moderate Power	80.1	97.8	98.8
# of Print Volumes Per Student*	13.7	20.9	16.0
# of Print Periodical Subscriptions	16	37	48

\*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.

**Interactive Distance Learning:** This school utilizes interactive distance learning. Interactive distance learning ranges from on-line courses with student-instructor interaction via the internet to live classroom interactions through two-way audio and video transmissions. Statewide, 0.4% of high schools in the state utilize interactive distance learning.

## SCHOOL STAFF

Full-Time Equivalent Count of School Staff		
General Education: Teachers and Instructors		41.00
Paraprofessional Instructional Assistants		0.00
Special Education: Teachers and Instructors		5.00
Paraprofessional Instructional Assistants		7.00
Library/Media Specialists and/or Assistants		0.50
Administrators, Coordinators, and Department Chairs		2.20
Instructional Specialists Who Support Teachers (e.g., subject area specialists)		0.00
Counselors, Social Workers, and School Psychologists		5.00
School Nurses		1.00
Other Staff Providing Non-Instructional Services and Support		13.05

In 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.

Teachers and Instructors	School	High Schools	
		DRG	State
Average Number of Years of Experience in Education	13.6	14.1	13.8
% with Master's Degree or Above	60.4	74.1	72.9
Teacher Attendance, 2007-08: Average # of Days Absent Due to Illness or Personal Time	8.8	8.2	8.4
% Assigned to Same School the Previous Year	85.4	88.8	87.0

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## HOME AND SCHOOL COMMUNICATION AND SUPPORT

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**Teacher E-Mail Addresses:** All teachers at this school have been issued e-mail addresses.

**Online Homework Information:** A portion of the school's website is devoted to homework pages.

The following narrative about how this school promotes and supports parental involvement was submitted by the school.

Coventry High School takes great pride in developing and maintaining quality school-family-community partnerships. We host an open house in September and hold parent conferences in November. During the school year parents receive newsletters including important events and news. A road sign, maintained by the student council, is another way in which major events are communicated. Also, families can visit our webpage, which includes a calendar of events, to learn about the school. Our curriculum is on-line facilitating clear communications of learning expectations to parents.

Teachers are available to parents by voice mail or e-mail. In addition to the planned parent conferences in November, many parent meetings are held during the year and can be initiated by parent, student, or staff member. And teachers frequently notify parents of student progress, including many teachers who use an on-line grade book that parents can access with a password. Our student support professionals, including three school counselors, a nurse, a social worker, and a school psychologist, collaborate with families every day to ensure the success of our students. The student assistance program identifies students at risk and provides the support needed for their success. Our counseling faculty enhanced the comprehensive school counseling program to include grade level appropriate lessons on a range of topics such as interest inventories and college searches. The addition of the computer program Naviance has been very beneficial for parents to monitor the college application process. Evening workshops were held on the college application process, financial aid, our on-line curriculum, and the high school reform initiative.

Our parents and families are involved in many aspects of our school. Our Parents Club meets monthly and participates in an annual craft show raising funds to help with school projects. The Band Booster Club is very active in supporting our music department. And the GRIDIRON Club has been supportive of our football team including building a concession booth near the playing field. Coventry Scholarship Foundation Trust generates multiple monetary awards for our graduating seniors. Our Project Graduation committee worked throughout the school year to organize and fund the safe, post-graduation celebration.

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## SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	1	0.2
Asian American	6	1.1
Black	12	2.2
Hispanic	7	1.3
White	527	95.3
Total Minority	26	4.7

**Percent of Minority Professional Staff:** 1.8

**Non-English Home Language:** 0.7% of this school's students come from homes where English is not the primary language. The number of non-English home languages is 3.

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

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Below is the description submitted by this school of how it provides educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds.

The administration, faculty and community of Coventry High School have made it an integral part of the school's mission to incorporate respect for racial, ethnic and economic differences in our town, state, nation and world. This commitment is clearly articulated with the statement, "Coventry High School strives to nurture responsible, independent learners, who think critically, respect diversity, and respond to the demands of an increasingly technological, multicultural, and interdependent global society." In following this mission, the community has made a concerted effort to expose our students to diverse populations and incorporate diversity thematically throughout the school's curriculum.

Coventry High School students participate in a variety of inter-district programs which expose students to diverse populations, including the Greater Hartford Academy of Arts in Hartford, Great Path Academy in Manchester, and the Arts at the Capitol Theatre in Willimantic. Coventry High School students also continue to interact with a broad spectrum of ethnically, racially and economically diverse students through our partnership with EASTCONN programming, ECSU and MCC. In addition, many students participated in the interschool advanced placement review sessions where they interacted with students from urban and rural schools as part of our involvement in Project Opening Doors, a grant administered by CBIA.

Students experienced diversity through numerous co-curricular programs, clubs, athletics and school-based activities. Coventry High School has a co-op football team with Windham Regional Vocational Technical School and a co-op ice hockey team with the communities of Bolton and Lebanon. Our students participated in the inter-district Successful Journeys Conference through EASTCONN.

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### STUDENT PERFORMANCE AND BEHAVIOR

Physical Fitness: % Reaching Health Standard on All Four Tests*	School	State	% of Schools in State with Equal or Lower Percent Reaching Standard
Grade 10	41.7	39.9	61.5

\*Includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

Advanced Placement Courses 2007-08	School	State High Schools
Number of Courses for which Students were Tested	9	10.0
% of Grade 12 Students Tested	27.7	21.2
% of Exams Scored 3 or More*	58.2	72.8

\*A score of three or higher is generally required for earning college credit.

**Connecticut Academic Performance Test, Third Generation, % Meeting State Goal.** The CAPT is administered to Grade 10 students. 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. The following results reflect the performance of students with scoreable tests who were enrolled in the school at the time of testing, regardless of the length of time they were enrolled in the school. Results for fewer than 20 students are not presented. For more detailed CAPT results, go to [www.ctreports.com](http://www.ctreports.com).

CAPT Subject Area	School	State	% of Schools in State with Equal or Lower Scores
Reading Across the Disciplines	38.9	47.4	41.4
Writing Across the Disciplines	52.4	55.0	49.5
Mathematics	47.9	47.8	54.1
Science	47.6	42.8	59.5

To see the NCLB Report Card for this school, go to [www.sde.ct.gov](http://www.sde.ct.gov) and click on "No Child Left Behind."

**SAT® I.** The lowest possible score on each subtest is 200; the highest possible score is 800.

SAT® I: Reasoning Test Class of 2008	School	State	% of Schools in State with Equal or Lower Scores
Average Score: Mathematics	507	507	58.6
Critical Reading	516	503	70.2
Writing	504	506	56.9
% of Graduates Tested	69.7	74.5	N/A

Graduation and Dropout Rates	School	State	% of Districts in State with Equal or Less Desirable Rates
Graduation Rate, Class of 2008	96.4	92.1	63.9
Cumulative Four-Year Dropout Rate for Class of 2008	3.3	6.6	61.6
2007-08 Annual Dropout Rate for Grade 9 through 12	1.1	2.5	49.5

Activities of Graduates	School	State
% Pursuing Higher Education	84.1	84.1
% Employed, Civilian and Military	15.9	11.0

Student Attendance	School	State High Schools
% Present on October 1	96.4	94.6

### Disciplinary Offenses

Disciplinary offenses committed by students include all serious offenses, offenses involving drugs, alcohol, or tobacco, and all incidents resulting in suspension or expulsion. In the 2007-08 school year, 137 students were responsible for these incidents. These students represent 24.2% of the estimated number of students who attended this school at some point during the 2007-08 school year. For more information and data on disciplinary offenses, go to [www.sde.ct.gov](http://www.sde.ct.gov), click on "CEDaR" and then on "Student Data."

Number of Incidents by Disciplinary Offense Category, 2007-08		
Offense Category	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	0	0
Sexually Related Behavior	1	0
Personally Threatening Behavior	25	0
Theft	9	0
Physical/Verbal Confrontation	2	0
Fighting/Battery	6	0
Property Damage	4	0
Weapons	0	0
Drugs/Alcohol/Tobacco	27	0
School Policy Violations	383	0
Total	457	0

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**SCHOOL IMPROVEMENT PLANS AND ACTIVITIES**

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The following narratives was submitted by this school.

Coventry High School earned reaccreditation from The New England Association of Schools and Colleges in 2006. Since then we have focused our efforts on articulating our curriculum and designing learning opportunities for students in all subject areas that are directly tied to our mission and expectations for student learning. Our curriculum, which is aligned with Connecticut State Standards, is now on on-line and accessible to parents and community members. This year, we submitted our two-year report to the New England Association of Schools and Colleges and received multiple commendations on our curriculum work, collaboration with the middle school, and our second generation of our electronic student portfolio among other areas.

We developed and implemented a process of collaboratively examining student work to share ideas and ensure that our students have ample opportunity to master all of our expectations for student learning. We held our first annual senior portfolio open house at which students displayed their work to faculty scorers. The High School Advisory Council that consists of staff, students, administration, parents and other community members met monthly to discuss a variety of issues and recommended goals for the next school year.

We explored effective instructional and intervention strategies for use in and outside the classroom. Our work will result in a formal plan for student academic, social, and behavioral interventions.

We continued our collaboration with the middle school holding three vertical team meetings to coordinate curriculum and instructional strategies. Our scheduling committee, including middle school and high school representatives, decided on a common daily schedule which will be implemented in 2009-2010. Benefits of the new schedule, which contains an eighth period, include efficient use of shared facilities, increased flexibility in scheduling courses, and the possibility for students to take more courses including advanced placement courses, independent study, and virtual high school courses.

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**SUPPLEMENTAL SCHOOL INFORMATION**

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The space below was optionally used by this school to describe aspects of the school not presented elsewhere in the profile.

The Coventry High School program of studies continues to provide challenging courses for high achieving students. These include a full contingent of honors level courses as well as college credit bearing courses in advanced placement courses. We offered advanced placement courses in U.S. History, English Literature, English Language, Calculus, Statistics, Biology, Chemistry and Art History. We are adding AP Environmental Science next year. Our first year implementation of the Project Opening Doors grant exceeded the goals set for us by the Connecticut Business and Industry Association by surpassing the expected number of passing scores on AP exams. College credit bearing courses are also available to Coventry High School students through our ongoing relationship with the University of Connecticut Early College Experience Program. UCONN ECE classes are available in Modern European History, Calculus, Statistics, Discrete Math, French, Spanish and English. Besides these in-house programs, we continue to maintain partnerships with Manchester Community College and Eastern Connecticut State University providing opportunities for Coventry High School students to take college-level courses. Many of our students take Virtual High School on-line courses in content areas outside of our program of studies. Also, for the past two years we have administered the PSAT to all of our sophomore and junior students, which provides additional practice for the students on this important college entrance requirement and supplies us with data to assist us in identifying students' areas of academic strength.

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