

STRATEGIC SCHOOL PROFILE 2007-08**Manchester School District**

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Location: 45 North School Street
Manchester,
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, testing services, or the US Census. Profiles and additional education data, including longitudinal data, are available on the internet at www.sde.ct.gov.

COMMUNITY DATA

County: Hartford	Per Capita Income in 2000: \$25,989
Town Population in 2000: 54,740	Percent of Adults without a High School Diploma in 2000*: 13.8%
1990-2000 Population Growth: 6.0%	Percent of Adults Who Were Not Fluent in English in 2000*: 1.5%
Number of Public Schools: 12	District Enrollment as % of Estimated. Student Population: 88.0%

*To view the Adult Education Program Profiles online, go to www.sde.ct.gov and click on Adult Education, then Reports.

District Reference Group (DRG): G 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.

STUDENT ENROLLMENT

Enrollment on October 1, 2007 6,831
5-Year Enrollment Change -11.1%

DISTRICT GRADE RANGE

Grade Range PK-12

INDICATORS OF EDUCATIONAL NEED

Need Indicator	Number in District	Percent		
		District	DRG	State
Students Eligible for Free/Reduced-Price Meals	2,465	36.1	31.0	28.7
K-12 Students Who Are Not Fluent in English	252	3.8	3.1	5.4
Students Identified as Gifted and/or Talented*	151	2.2	3.3	4.0
PK-12 Students Receiving Special Education Services in District	920	13.5	11.8	11.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	319	65.1	74.1	79.2
Homeless	5	0.1	0.2	0.2
Juniors and Seniors Working 16 or More Hours Per Week	276	27.0	24.8	20.2

*0.0% of the identified gifted and/or talented students received services.

SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	31	0.5
Asian American	437	6.4
Black	1,508	22.1
Hispanic	1,350	19.8
White	3,505	51.3
Total Minority	3,326	48.7

Percent of Minority Professional Staff: 7.3%

Non-English Home Language: 3.8% of this district's students (excluding prekindergarten students) come from homes where English is not the primary language. The number of non-English home languages is 31.

EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

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.

Manchester is an urban –suburban town that is balanced with respect to diversity. Our ethnic student enrollment totals over 50% in the school year 2007-2008. We continue to enhance or awareness of our cultural strengths through on-going professional development programs for staff. Such professional development programs are as follows; Courageous Conversations, Beyond Diversity and Culturally responsive teaching programs. Two of our ten elementary schools are magnet schools that focus on a theme and, in turn, strengthen diverse options for the town. Washington School's theme is technology and Nathan Hale's School is Spanish language acquisition. These magnet schools were specifically created in an effort to balance the racial student population, as well as offer selections academically in neighboring communities. Both schools actively recruit families to take part in these areas. Overall, many people are attracted to these schools because of exposure to various ethnic and cultural experiences. District enrollments have changed in Manchester to reflect more families of color within our schools. Our District's Equity Director continues to play an important role overseeing the programs that guide us when designing culturally responsive teaching. In addition, Manchester participates in sister school programs, race relation study circles, regional Magnet connections, and staff of color recruiting efforts. Throughout time Manchester remains committed to supporting all students to help them reach their fullest potential.

STUDENT PERFORMANCE

Connecticut Mastery Test, Fourth Generation, % Meeting State Goal. The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards.

Grade and CMT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal
Grade 3 Reading	49.0	52.0	30.7
Writing	66.8	63.4	39.9
Mathematics	54.8	60.0	22.7
Grade 4 Reading	55.1	55.9	33.5
Writing	67.6	62.9	45.3
Mathematics	56.5	60.3	28.3
Grade 5 Reading	60.4	62.2	26.5
Writing	61.0	64.5	26.5
Mathematics	60.2	65.9	22.8
Science	49.9	54.9	25.3
Grade 6 Reading	66.7	66.3	31.0
Writing	58.9	61.9	30.4
Mathematics	59.4	66.4	20.8
Grade 7 Reading	66.0	71.1	24.5
Writing	52.1	62.0	16.8
Mathematics	48.0	63.0	15.5
Grade 8 Reading	55.5	64.8	20.8
Writing	45.2	63.4	13.2
Mathematics	41.8	60.8	12.6
Science	39.6	58.6	13.2

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. Results for fewer than 20 students are not presented.

For more detailed CMT results, go to www.ctreports.com.

To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."

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.

CAPT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal
Reading Across the Disciplines	38.4	45.5	30.8
Writing Across the Disciplines	55.2	57.9	30.8
Mathematics	39.3	50.1	24.6
Science	38.6	46.3	30.8

For more detailed CAPT results, go to www.ctreports.com.

To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."

Physical Fitness. The assessment includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

Physical Fitness: % of Students Reaching Health Standard on All Four Tests	District	State	% of Districts in State with Equal or Lower Percent Reaching Standard
	26.2	36.1	16.6

SAT® I: Reasoning Test Class of 2007		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		66.5	77.6	
Average Score	Mathematics	484	504	28.5
	Critical Reading	490	502	30.8
	Writing	488	503	28.5

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

Graduation and Dropout Rates	District	State	% of Districts in State with Equal or Less Desirable Rates
Graduation Rate, Class of 2007	94.6	92.6	36.2
Cumulative Four-Year Dropout Rate for Class of 2007	3.5	6.2	45.1
2006-07 Annual Dropout Rate for Grade 9 through 12	0.9	1.7	62.2

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	92.5	83.4
% Employed (Civilian Employment and in Armed Services)	6.4	12.3

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of District Staff	
General Education	
Teachers and Instructors	458.68
Paraprofessional Instructional Assistants	70.39
Special Education	
Teachers and Instructors	66.50
Paraprofessional Instructional Assistants	135.39
Library/Media Specialists and Assistants	20.20
Staff Devoted to Adult Education	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	11.80
School Level	27.80
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	15.00
Counselors, Social Workers, and School Psychologists	42.00
School Nurses	18.56
Other Staff Providing Non-Instructional Services and Support	322.17

In the full-time equivalent (FTE) count, staff members working part-time in the school district are counted as a fraction of full-time. For example, a teacher who works half-time in the district contributes 0.50 to the district's staff count.

Teachers and Instructors	District	DRG	State
Average Years of Experience in Education	14.1	14.6	13.6
% with Master's Degree or Above	58.8	76.5	75.6

Average Class Size	District	DRG	State
Grade K	16.7	17.1	18.1
Grade 2	17.9	18.2	19.3
Grade 5	18.3	19.9	20.9
Grade 7	17.9	19.7	20.5
High School	20.8	20.4	18.6

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	1,048	983	987
Middle School	1,033	1,006	1,017
High School	997	997	1,006

*State law requires that at least 900 hours of instruction be offered to students in grade 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

Students Per Academic Computer	Dist	DRG	State
Elementary School*	3.8	4.3	3.4
Middle School	3.5	3.0	2.7
High School	2.6	3.0	2.7

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2006-07

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	\$54,303	\$7,666	\$7,153	\$7,108	\$7,159
Instructional Supplies and Equipment	\$1,430	\$202	\$262	\$235	\$266
Improvement of Instruction and Educational Media Services	\$2,242	\$317	\$443	\$365	\$429
Student Support Services	\$5,995	\$846	\$764	\$785	\$761
Administration and Support Services	\$9,462	\$1,336	\$1,256	\$1,216	\$1,271
Plant Operation and Maintenance	\$9,973	\$1,408	\$1,329	\$1,287	\$1,322
Transportation	\$3,434	\$443	\$605	\$613	\$601
Costs for Students Tuitioned Out	\$6,060	N/A	N/A	N/A	N/A
Other	\$1,294	\$183	\$147	\$147	\$145
Total	\$94,192	\$12,474	\$12,203	\$12,064	\$12,151
Additional Expenditures					
Land, Buildings, and Debt Service	\$18,736	\$2,645	\$1,875	\$2,074	\$1,882

Special Education Expenditures	
Total Expenditures	\$22,331,668
Percent of Total PK-12 Expenditures Used for Special Education	23.7%

Revenue Sources, % of Expenditures 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
Including School Construction	52.7	42.5	3.8	1.0
Excluding School Construction	63.3	30.9	4.6	1.2

EQUITABLE ALLOCATION OF RESOURCES AMONG DISTRICT SCHOOLS

Below is the description submitted by this district of how it allocates resources to insure equity and address needs.

Support in the way of funding for programming in the Manchester Public Schools is a commitment shared by all. The annual town budget process ensures that every school submits a budget requesting materials and staffing for educational improvement. Additionally, the district practice reviews the requests to ensure the distribution of resources is equitable. Those schools that have a larger percentage of free and reduced lunch populations receive a larger amount of funding from Title grants. However, all of our schools receive allocations for the town for necessary materials and equipment based on per pupil allotment. Such parameters are taken into consideration established by equity and specific to class size, staffing and literacy support. Furthermore, the district applies for funding through a grant process to support school improvement initiatives. Grants are secured to help provide supplemental funding, especially in schools that have a large population of low income students.

SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	993
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	13.7%

Of All K-12 Students for Whom District is Financially Responsible, Number and Percentage with Disabilities				
Disability	Count	District Percent	DRG Percent	State Percent
Autism	42	0.6	0.7	0.7
Learning Disability	306	4.2	3.7	4.0
Intellectual Disability	35	0.5	0.6	0.5
Emotional Disturbance	131	1.8	1.2	1.0
Speech Impairment	213	2.9	2.6	2.4
Other Health Impairment*	166	2.3	2.2	2.1
Other Disabilities**	100	1.4	1.0	0.9
Total	993	13.7	12.1	11.5

*Includes chronic health problems such as attention deficit disorders and epilepsy

**Includes hearing, visual, and orthopedic impairments, deaf-blindness, multiple disabilities, traumatic brain injury, and developmental delay

Graduation and Dropout Rates of Students with Disabilities for Whom District is Financially Responsible	District	State
% Who Graduated in 2006-07 with a Standard Diploma	78.0	77.2
2006-07 Annual Dropout Rate for Students Aged 14 to 21	1.6	2.8

STATE ASSESSMENTS

Percent of Students with Disabilities Meeting State Goal. The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. These results are for students attending district schools who participated in the standard assessment with or without accommodations for their disabilities. Results for fewer than 20 students are not presented.

- **Connecticut Mastery Test (CMT), Fourth Generation.** The CMT reading, writing and mathematics tests are administered to students in Grades 3 through 8, and the CMT science test to students in Grades 5 and 8.
- **Connecticut Academic Performance Test (CAPT), Third Generation.** The CAPT is administered to Grade 10 students.

State Assessment		Students with Disabilities		All Students	
		District	State	District	State
CMT	Reading	17.3	20.4	58.2	62.1
	Writing	15.1	19.3	58.9	63.0
	Mathematics	14.9	22.6	53.5	62.7
	Science	14.8	22.2	44.7	56.8
CAPT	Reading Across the Disciplines	2.0	11.4	38.4	45.5
	Writing Across the Disciplines	11.1	16.3	55.2	57.9
	Mathematics	4.0	14.7	39.3	50.1
	Science	4.0	14.4	38.6	46.3

For more detailed CMT or CAPT results, go to www.ctreports.com. To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on “No Child Left Behind.”

Participation in State Assessments of Students with Disabilities Attending District Schools		
CMT	% Without Accommodations	20.6
	% With Accommodations	79.4
CAPT	% Without Accommodations	84.7
	% With Accommodations	15.3
% Assessed Using Skills Checklist		11.5

Accommodations for a student’s disability may be made to allow him or her to participate in testing. Students whose disabilities prevent them from taking the test even with accommodations are assessed by means of a list of skills aligned to the same content and grade level standards as the CMT and CAPT.

Federal law requires that students with disabilities be educated with their non-disabled peers as much as is appropriate. Placement in separate educational facilities tends to reduce the chances of students with disabilities interacting with non-disabled peers, and of receiving the same education.

K-12 Students with Disabilities Placed in Educational Settings Other Than This District’s Schools		
Placement	Count	Percent
Public Schools in Other Districts	28	2.8
Private Schools or Other Settings	117	11.8

Number and Percentage of K-12 Students with Disabilities for Whom District is Financially Responsible by the Percentage of Time They Spent with Their Non-Disabled Peers				
Time Spent with Non-Disabled Peers	Count of Students	Percent of Students		
		District	DRG	State
79.1 to 100 Percent of Time	689	69.4	66.9	71.6
40.1 to 79.0 Percent of Time	136	13.7	15.0	16.6
0.0 to 40.0 Percent of Time	168	16.9	18.1	11.8

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

District and school improvement is at the forefront of the Manchester Public Schools. Manchester developed a District Improvement Plan that represented the data of our school system. Our goals formulated from the data were to improve achievement in numeracy, literacy and parent involvement. All of the school plans were modeled after the District Improvement Plan. Such initiatives that accompany the new plan were employing techniques of; data driven decision making, benchmark assessments, and common formative assessments. This plan was embroidered into our new strategic plan along with our Equity Plan to increase student achievement.

Additionally, in 2006-2007 Manchester wrote and implemented four new curricula – K-8. This new curricula was implemented in the school year 2007-2008. The areas of concentration were the four core; language arts, math, science, and social studies. These curricula served to move the District forward aligning the State and National standards with our work and our assessments. We maintain our connections with several universities and colleges to enhance our Advanced Placement selections and our newly adopted Enrichment Programs. Additionally, technology plays a large role in student achievement which is integrated throughout the curriculum.

As a District, we are increasing time in general education for our special needs students through various models. One standard approach is the co-teaching model that strengthens accommodations for students in the regular education model. Furthermore, the inclusion practice is applied in all of our schools that support our special education students learning in the regular education classrooms. As a district, we are increasing the time that our special needs students have with their typical peers in regular education settings. Continued professional development in this area is on-going. Evidence of these facts can be found in the data of the strategic school profile.

Parents play an important role in our students' success. For the most part, our District has neighborhood schools which allows for our parent contribution to be a natural extension of our programs. The District has a town wide PTA that assists in supporting all programs. Along with well rounded programming, our parent literacy programs help families learn important strategies to increase student reading outside of the school day. The Manchester school district is committed to working as a team to close the achievement gap and provide a challenging education for all students.
