

STRATEGIC SCHOOL PROFILE 2012-13**Manchester 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) 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

Town Population in 2000: 54,740

1990-2000 Population Growth: 6%

Number of Public Schools: 12

Per Capita Income in 2000: \$25,989

Percent of Adults without a High School Diploma in 2000*: 13.8%

Percent of Adults Who Were Not Fluent in English in 2000*: 1.5%

District Enrollment as % of Estimated. Student Population: 88.8%

*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, 2012 6,236
 5-Year Enrollment Change -8.7%

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	3,379	54.2	43.3	36.7
K-12 Students Who Are Not Fluent in English	326	5.4	4.0	5.8
Students Identified as Gifted and/or Talented*	220	3.5	3.8	3.8
PK-12 Students Receiving Special Education Services in District	863	13.8	12.8	11.9
Kindergarten Students who Attended Preschool, Nursery School or Headstart	434	72.1	74.2	79.3
Homeless	2	0.0	0.3	0.3
Juniors and Seniors Working 16 or More Hours Per Week	130	15.7	13.9	12.7

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

SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	21	0.3
Asian American	501	8.0
Black	1,366	21.9
Hispanic	1,516	24.3
Pacific Islander	1	0.0
White	2,565	41.1
Two or more races	266	4.3
Total Minority	3,671	58.9

Percent of Minority Professional Staff: 8.7%

Non-English Home Language:

14.0% 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 53.

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.

Improvement within the Manchester School system requires a targeted investment aligned to the district's most pressing needs. The district and each of its schools will focus on the implementation of best practices to increase effectiveness and efficiency resulting in higher student success rates. The district's identified priorities are aligned with the district's theory of action. Our theory emphasizes a commitment to providing all students with rigorous instruction supported by a focused analysis and application of student performance data. This year, many initiatives were applied to support equitable student growth. In our English Language Learner (ELL) programs we have been able to hire additional staffing, using federal Title III funds, which allows for differentiation in programming. In addition, collaborative efforts have been made between our Coordinator of English Language Learner Programs and our Equity Coordinator to provide professional development opportunities to all staff, which will result in creating culturally responsive classrooms and providing additional support for your students. In addition, the Manchester School system has continued to increase collaboration of school and community program and service opportunities focused on improving school climate, improvement in student attendance, and reduction in disruptive behaviors affecting school climate and student learning. This work has begun with parent climate surveys and will continue with parental/community input on a newly formed District Improvement Team. The team will represent a cross section of the district and its various stakeholders and work to monitor the work related to the district's identified priorities. Overall, families are attracted to our schools because of the diversity and exposure to a sound comprehensive education. The Manchester Board of Education is committed to helping our district and community address racial, ethnic and economic isolation.

STUDENT PERFORMANCE

Connecticut Mastery Test, Fourth Generation, % 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	46.4	56.9	18.8
Writing	53.7	60.0	26.1
Mathematics	53.8	61.4	19.9
Grade 4 Reading	55.3	62.6	19.0
Writing	45.6	63.0	7.0
Mathematics	55.6	65.1	18.4
Grade 5 Reading	59.9	66.9	19.3
Writing	52.7	65.6	15.5
Mathematics	66.0	69.2	31.1
Science	55.0	62.3	19.9
Grade 6 Reading	69.7	73.3	24.6
Writing	55.5	65.1	18.2
Mathematics	57.4	67	19.0
Grade 7 Reading	69.4	78.9	14.6
Writing	53.8	64.9	15.8
Mathematics	48.1	65.4	14.6
Grade 8 Reading	67.4	76.2	16.5
Writing	56.0	67.2	15.1
Mathematics	47.1	65.0	13.2
Science	44.1	60.4	13.8

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 scorable 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	31.0	48.5	15.9
Writing Across the Disciplines	52.6	62.1	23.5
Mathematics	34.1	52.4	15.9
Science	32.3	48.8	18.0

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
	56.5	51.1	58.1

SAT® I: Reasoning Test Class of 2012		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		63.9	78.5	
Average Score	Mathematics	459	503	18.0
	Critical Reading	469	499	19.5
	Writing	479	504	21.1

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, Adjusted Cohort Rate 2012	73.2	84.8	13.2
2011-12 Annual Dropout Rate for Grade 9 through 12	1.9	2.1	17.9

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	93.6	82.6
% Employed (Civilian Employment and in Armed Services)	2.8	9.8

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of School Staff	
General Education	
Teachers and Instructors	452.86
Paraprofessional Instructional Assistants	77.64
Special Education	
Teachers and Instructors	67.00
Paraprofessional Instructional Assistants	124.00
Library/Media Specialists and/or Assistants	23.02
Staff Devoted to Adult Education	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	10.60
School Level	24.20
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	28.00
Counselors, Social Workers, and School Psychologists	46.00
School Nurses	20.75
Other Staff Providing Non-Instructional Services and Support	358.40

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	13.0	14.5	13.9
% with Master's Degree or Above	56.7	81.1	79.8

Average Class Size	District	DRG	State
Grade K	19.3	18.4	18.9
Grade 2	18.1	19.1	19.8
Grade 5	19.5	20.8	21.3
Grade 7	15.5	19.5	20.2
High School	18.8	18.7	18.8

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	1,026	986	999
Middle School	1,019	1,019	1,029
High School	1,003	1,006	1,027

*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*	2.3	3.0	2.7
Middle School	2.4	2.2	2.1
High School	1.8	2.1	2.1

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2011-12

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	\$62,458	\$9,752	\$8,570	\$8,571	\$8,570
Instructional Supplies and Equipment	\$1,602	\$250	\$252	\$180	\$257
Improvement of Instruction and Educational Media Services	\$3,644	\$569	\$475	\$421	\$471
Student Support Services	\$6,846	\$1,069	\$949	\$1,097	\$950
Administration and Support Services	\$10,492	\$1,638	\$1,526	\$1,486	\$1,547
Plant Operation and Maintenance	\$10,659	\$1,664	\$1,466	\$1,455	\$1,459
Transportation	\$3,689	\$495	\$775	\$753	\$765
Costs for Students Tuitioned Out	\$6,299	N/A	N/A	N/A	N/A
Other	\$1,592	\$248	\$170	\$195	\$170
Total	\$107,282	\$14,994	\$14,444	\$14,327	\$14,333
Additional Expenditures					
Land, Buildings, and Debt Service	\$15,081	\$2,355	\$1,405	\$1,688	\$1,398

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$24,403,848	22.7	22.8	21.8

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	66.5	27.6	5.7	0.2
Excluding School Construction	62.7	30.5	6.5	0.3

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.

The Manchester Board of Education ensures that all district schools are funded to support success for all students. This goal is achieved by providing each school an allocation from the Town for instructional materials based on an equitable per pupil allotment. Every school submits a budget requesting materials and staffing for educational improvement during the annual Town budget process. Additionally, the district reviews requests to ensure the distribution of resources in an equitable fashion so that schools receives necessary staffing, materials, and monies. Additionally, Title Grants and other awards are secured to provide supplementary funding to improve student achievement. Many such awards target schools that have a preponderance of low-income students. In these instances, the method to determining the distribution of funds by free and reduced lunch counts. Schools with greater populations of free and reduced lunch students receive a larger amount of funding. Parameters established by equity and specific to class size, free and reduced lunch statistics, and staffing is taken into consideration to disperse funds equitably to ensure basic structures necessary for a quality education program is provided for all students.

SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	940
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	13.4%

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	97	1.4	1.5	1.3
Learning Disability	291	4.1	4.0	4.0
Intellectual Disability	20	0.3	0.5	0.4
Emotional Disturbance	96	1.4	1.2	1.0
Speech Impairment	189	2.7	2.2	2.0
Other Health Impairment*	164	2.3	2.5	2.4
Other Disabilities**	83	1.2	1.2	1.0
Total	940	13.4	13.1	12.1

*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 2011-12 with a Standard Diploma	52.5	64.4
2011-12 Annual Dropout Rate for Students Aged 14 to 21	5.5	3.2

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	25.8	34.5	60.8	69.2
	Writing	9.2	19.9	52.8	64.4
	Mathematics	19.7	29.0	54.8	65.5
	Science	10.4	21.3	49.5	61.3
CAPT	Reading Across the Disciplines	N/A	N/A	31.0	48.5
	Writing Across the Disciplines	5.6	16.7	52.6	62.1
	Mathematics	2.3	16.8	34.1	52.4
	Science	3.6	14.6	32.3	48.8

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	19.4
	% With Accommodations	80.6
CAPT	% Without Accommodations	18.8
	% With Accommodations	81.3
% Assessed Using Skills Checklist		13.1

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	47	5.0
Private Schools or Other Settings	77	8.2

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	672	71.5	68.2	72.0
40.1 to 79.0 Percent of Time	99	10.5	16.0	16.4
0.0 to 40.0 Percent of Time	169	18.0	15.8	11.6

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

Data continues to be used in all aspects of the Manchester school system's efforts to design the most meaningful activities for the students. Our district priorities have been developed from quantitative data (various student achievement data sets) and qualitative data (parent/student surveys). The district improvement plan provides priorities for the district to incorporate into every aspect of its work. Each school coordinates their school improvement plans with the district improvement plan. The school improvement plans are generated so that each building and all staff are working towards the district's priorities. In an effort to close the achievement gap the district improvement plan and school improvement plan focus specifically on improving student achievement in the following areas: low socio-economic status, low achievement, special education and all ethnic groups. Professional learning opportunities, which have been provided to staff to help all students grow academically, include; differentiated instruction, instructional rounds, cultural pedagogy, and numeracy and literacy initiatives and support. Manchester Public School's staff is committed to working collaboratively to close the achievement gap and to providing a challenging education, so that all students are prepared for learning in school and beyond.
