

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2013–14



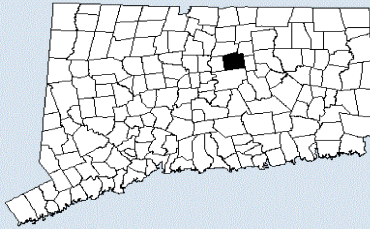
Manchester School District

Mr. Richard Kiesel, Superintendent • 860-647-3441 • <http://www.mpspride.org/>

District Information

Grade Range	PK-12
Number of Schools	19
Enrollment	6,256
Per Pupil Expenditures ¹	\$15,326
Total Expenditures ¹	\$107,974,401

¹Expenditure data reflect the 2012-13 year.



Community Information

[CERC Town Profiles](#) provide summary demographic and economic information for Connecticut's municipalities

Related Reports/Publications

[CT Reports \(CMT/CAPT\)](#)
[District and School Performance Reports](#)
[Special Education Annual Performance Reports](#)
[SAT®, AP®, PSAT® Report by High School \(Class of 2014\)](#)
 (2014® The College Board)

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Notes

Unless otherwise noted, all data are for 2013-14 and include all grades offered by the district.

In most tables, data are displayed only for the three major race/ethnicity categories. For additional race/ethnicity categories, please visit [EdSight](#).

State totals are not displayed as they are not comparable to district totals.

Special Education tables reflect only students for whom the district is fiscally responsible.

* When an asterisk is displayed, data have been suppressed to ensure student confidentiality.

N/A is displayed when a category is not applicable for a district or school.

Students

October 1, 2013 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	3,021	48.3	48.3
Male	3,235	51.7	51.6
American Indian	*	*	0.2
Asian	508	8.1	4.6
Black or African American	1,379	22.0	12.9
Hispanic or Latino	1,564	25.0	21.2
Pacific Islander	*	*	0.0
White	2,510	40.1	58.4
Two or More Races	269	4.3	2.3
English Language Learners	352	5.6	5.7
Eligible for Free or Reduced-Price Meals	3,418	54.6	37.3
Students with Disabilities ¹	837	13.4	12.8

¹Students in this category are students with Individualized Education Programs (IEPs) only. This category does not include students with Section 504 Plans.

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ²		Suspension/Expulsion ³	
	Count	Rate (%)	Count	Rate (%)
Female	353	12.1	219	7.1
Male	397	12.7	410	12.3
Black or African American	149	11.3	220	15.7
Hispanic or Latino	289	18.7	201	12.2
White	244	10.1	171	6.7
English Language Learners	62	17.3	28	7.7
Eligible for Free or Reduced-Price Meals	583	17.2	486	13.5
Students with Disabilities	156	18.8	178	18.3
District	750	12.4	629	9.9
State		10.8		7.4

Number of students in 2012-13 qualified as truant under state statute: 885

²A student is chronically absent if he/she misses ten percent or greater of the total number of days enrolled in the school year for any reason. Pre-Kindergarten students are excluded from this calculation.

³The count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

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Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	450.8
Paraprofessional Instructional Assistants	81.8
Special Education	
Teachers and Instructors	65.0
Paraprofessional Instructional Assistants	108.8
Administrators, Coordinators and Department Chairs	
District Central Office	8.6
School Level	26.2
Library/Media	
Specialists (Certified)	12.9
Support Staff	9.1
Instructional Specialists Who Support Teachers	39.6
Counselors, Social Workers and School Psychologists	51.2
School Nurses	18.4
Other Staff Providing Non-Instructional Services/Support	366.5

¹In 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.

Educators by Race/Ethnicity

	Count	District Percent of Total (%)	State Percent of Total (%)
Asian	7	1.1	1.0
Black or African American	32	4.8	3.5
Hispanic	18	2.7	3.6
Native American	4	0.6	0.1
White	605	90.8	91.7

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
District	99.2
District Poverty Quartile: High	
State High Poverty Quartile Schools	97.8
State Low Poverty Quartile Schools	99.5

²Core academic classes taught by teachers who are fully certified to teach in that subject area.

Classroom Teacher Attendance: 2012-13

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	9.7	9.3

Instruction and Resources

11th and 12th Graders Who Enrolled in at Least Two Advanced Placement[®] or International Baccalaureate[®] Courses during High School³

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	7	7.6	10	10.3
Hispanic or Latino	*	*	*	*
White	37	17.7	45	19.4
English Language Learners	0	0	0	0
Eligible for Free or Reduced-Price Meals	14	6.4	18	8.7
Students with Disabilities	0	0	0	0
District	52	12.1	69	15.4
State		14.2		26.8

³Effective 2014-15, this calculation will also include students who participate in dual enrollment courses and two or more courses within a career and technical education (CTE) concentration.

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers⁴

	Count	Rate (%)
Autism	46	48.9
Emotional Disturbance	32	38.6
Intellectual Disability	7	*
Learning Disability	249	92.9
Other Health Impairment	129	77.7
Other Disabilities	20	26.3
Speech/Language Impairment	149	93.1
District	632	73.1
State		69.2

⁴Ages 6-21

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	96	1.4	1.4
Emotional Disturbance	83	1.2	1.0
Intellectual Disability	17	0.2	0.4
Learning Disability	268	3.8	4.2
Other Health Impairment	166	2.3	2.5
Other Disabilities	94	1.3	1.0
Speech/Language Impairment	167	2.4	1.9
All Disabilities	891	12.6	12.4

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	53	5.9	2.8
Private Schools or Other Settings	79	8.8	8.1

²Grades K-12

Overall Expenditures:³ 2012-13

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	60,677,802	9,730	8,769
Instructional Supplies and Equipment	1,323,149	212	275
Improvement of Instruction and Educational Media Services	4,611,582	740	487
Student Support Services	7,151,209	1,147	965
Administration and Support Services	10,710,421	1,718	1,600
Plant Operation and Maintenance	10,499,105	1,684	1,472
Transportation	5,010,022	676	786
Costs of Students Tuitioned Out	6,512,862	N/A	N/A
Other	1,478,249	237	178
Total	107,974,401	15,326	14,642

Additional Expenditures

Land, Buildings, and Debt Service	4,718,625	757	1,434
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³Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Special Education Expenditures: 2012-13

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	8,567,143	32.9	35.6
Noncertified Personnel	4,049,088	15.5	14.5
Purchased Services	431,203	1.7	5.0
Tuition to Other Schools	4,518,470	17.3	21.4
Special Ed. Transportation	2,088,440	8.0	8.5
Other Expenditures	6,397,749	24.6	14.9
Total Expenditures	26,052,093	100.0	100.0
PK-12 Expenditures Used for Special Education		24.1	21.9

Expenditures by Revenue Source:⁴ 2012-13

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	60.2	64.2
State	35.2	31.1
Federal	4.1	4.2
Tuition & Other	0.5	0.5

⁴Revenue 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 Correction).

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Performance

District Performance Index (DPI)

A District Performance Index (DPI) for the Connecticut Mastery Test (CMT) and the Connecticut Academic Performance Test (CAPT) is the test performance of all subjects tested in the respective assessment for all students in the district. The DPI ranges in value from 0 to 100 points. Connecticut's ultimate target for a DPI is 88 because in a district with a DPI of 88 or above, students will have performed at or above the 'goal' level on the majority of tests. Detailed reports of CMT and CAPT assessment results are available at www.ctreports.com. School and District Performance Reports produced by the Connecticut State Department of Education (CSDE) are also available online.

CMT	DPI				2013-14				Note: If no data are displayed for 2013-14, the district implemented the Smarter Balanced Field Test.
	2009-10	2010-11	2011-12	2012-13	Count	DPI	Target	Achieved	
Black or African American	66.3	64.6	64.3	61.7	
Hispanic or Latino	67.9	65.5	67.1	62.1	.	.	.	.
English Language Learners	56.7	51.9	53.0	47.1	.	.	.	.
Eligible for Free or Reduced-Price Meals	68.1	67.1	68.4	64.5	.	.	.	.
Students with Disabilities	44.1	46.5	48.6	42.9	.	.	.	.
High Needs	66.3	66.0	67.5	63.4	.	.	.	.
District	75.6	74.8	75.7	72.3	.	.	.	.

CAPT	DPI				2013-14				Note: If no data are displayed for 2013-14, the district implemented the Smarter Balanced Field Test.
	2009-10	2010-11	2011-12	2012-13	Count	DPI	Target	Achieved	
Black or African American	50.4	54.4	52.1	52.4	
Hispanic or Latino	55.0	52.9	47.4	44.7	.	.	.	.
English Language Learners	.	44.2	.	.	.	.	.	.
Eligible for Free or Reduced-Price Meals	54.6	55.7	54.2	52.9	.	.	.	.
Students with Disabilities	34.9	30.7	28.0	25.7	.	.	.	.
High Needs	51.9	53.7	52.1	51.4	.	.	.	.
District	65.1	66.7	65.6	62.9	.	.	.	.

2013 National Assessment of Educational Progress (NAEP): Percent At or Above Proficient¹

READING	Grade 4	Grade 8	Grade 12
Connecticut	43%	45%	50%
National Public	34%	34%	36%
MATH	Grade 4	Grade 8	Grade 12
Connecticut	45%	37%	32%
National Public	41%	34%	25%

¹NAEP is often called the "Nation's Report Card." It is sponsored by the U.S. Department of Education. This table compares Connecticut's performance to that of national public school students. Performance standards for state assessments and NAEP are set independently. Therefore, one should not expect performance results to be the same across CMT/CAPT and NAEP. Instead, NAEP results are meant to complement CMT/CAPT results.

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	87.9	92.9	79.3	81.8	1,408	85.7
Curl Up	84.9	95.5	80.8	82.4	1,408	85.7
Push Up	67.8	80.0	71.0	69.7	1,408	71.7
Mile Run/PACER	81.2	86.8	67.1	55.7	1,408	73.6
All Tests - District	52.7	67.4	36.0	45.9	1,408	50.6
All Tests - State	50.2	50.7	50.3	53.9		51.1

²The Connecticut Physical Fitness Assessment (CPFA) is administered to all students in Grades 4, 6, 8 and 10. The health-related fitness scores gathered through the CPFA should be used to educate and motivate children and their families to increase physical activity and develop lifetime fitness habits.

³Only students assessed in all four areas are included in this calculation.

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Cohort Graduation: Four-Year¹

	2012-13				2013-14
	Cohort Count ²	Rate (%)	Target ³ (%)	Target Achieved	Target ³ (%)
Black or African American	120	72.5	73.7	No	75.7
Hispanic or Latino	116	60.3	62.4	No	65.6
English Language Learners	27	66.7	73.1	No	75.2
Eligible for Free or Reduced-Price Meals	253	63.6	61.5	Yes	64.8
Students with Disabilities	73	46.6	56.8	No	60.5
District	479	74.7	74.9	No	76.8
State ⁴		85.5			

¹The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years. Statewide, district and school results for cohorts of 2010 through 2013 are [available online](#).

²Cohort count includes all students in the cohort as of the end of the 2012-13 school year.

³Targets are calculated when there are at least 20 students in a cohort in the base year (i.e., 2010-11).

⁴Targets are not displayed at the state level.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam⁵

	Participation ⁶	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	81.9	106	24.7
Male	71.5	84	18.9
Black or African American	76.7	19	10.1
Hispanic or Latino	69.9	11	6.7
White	77.8	135	30.6
English Language Learners	65.2	0	0.0
Eligible for Free or Reduced-Price Meals	70.7	43	10.1
Students with Disabilities	30.8	*	*
District	76.6	190	21.7
State	72.9		37.6

⁵College readiness exams and benchmark scores are as follows:

- SAT® - composite score of 1550 or higher
- ACT® - meets benchmark score on 3 of 4 exams (benchmark score varies by subject)
- AP® - 3 or higher on any one AP® exam
- IB® - 4 or higher on any one IB® exam

⁶Participation Rate equals the number of test-takers in 11th and 12th grade divided by the number of students enrolled in those grades, as a percent.

Sources:

SAT® and AP® statistics derived from data provided by the College Board.

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ACT® statistics derived from data provided by ACT, Inc.

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IB® statistics derived from data provided by the International Baccalaureate Organization.

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College Entrance and Persistence

	Class of 2013	Class of 2012
	Entrance ⁷	Persistence ⁸
	Rate (%)	Rate (%)
Female	77.3	83.9
Male	55.1	82.0
Black or African American	69.4	82.6
Hispanic or Latino	41.3	73.7
White	69.3	84.8
English Language Learners	58.3	*
Eligible for Free or Reduced-Price Meals	57.4	76.2
Students with Disabilities	38.0	54.2
District	65.3	83.1
State	72.7	88.5

⁷College entrance refers to the percent of high school graduates from the year who enrolled in college any time during the first year after high school.

⁸College persistence refers to the percent of students who enrolled in college the first year after high school and returned for a second year (Freshman to Sophomore persistence).

Source: National Student Clearinghouse

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Narratives

School District Improvement Plans and Parental Outreach Activities

The formation of a new District Improvement Team was a critical first step in our work to improve all schools. This team is comprised of teachers, support staff, union leadership, and administrators and is charged with the development of a District Improvement Plan. Guided by this plan, all members of the Manchester school community support our mission to prepare all students to be lifelong learners and contributing members of society by providing collaborative experiences that develop students' active participation, creativity, and higher-order thinking skills.

Teams of teachers, with the support of instructional coaches, have created and implemented several curricular units in mathematics, literacy, and other content areas. Working in teams, teachers designed units of study to standardize expectations across the district. While teachers have flexibility to develop and implement strategies and activities of their choice, and the district encourages creativity, ensuring the all students have access to high quality standards-based curriculum is a focus of the district. The district has purchased a web-based curriculum mapping program to ensure that teachers have real time access to the curriculum and resources and to eventually share the curriculum, supporting materials, and samples of student work with families and the community.

To support new and existing staff, the district provides four full and six half days of professional development. We are also committed to providing job-embedded professional development opportunities and resources to support weekly common planning time in all schools and have begun adjusting scheduled to support this time.

Our work to intervene when students struggle with the CCSS aligned curriculum is ongoing and multi-faceted and includes programming for students who have not had a pre-school experience, extended programming (into the summer) for students in grades K – 3 who are below proficient in reading and math, and interventions used both in the classroom and in a separate setting.

Manchester Public Schools uses a continuum of innovative instructional delivery models to implement special education services for students with disabilities. These services provide students with disabilities access to the general education curricula, help to improve their academic achievement, reduce the time that they are removed from general education classrooms, and increase their time with non-disabled peers. In order to level the playing field for students with disabilities and ensure their maximum success, various comprehensive inclusionary models and assistive technology applications are implemented throughout the district.

To assist parents and families with supporting our students, we focused on providing parent education through coordinated outreach efforts organized at the district level. Members of the outreach staff, working with school personnel sought to partner with families and town agencies to ensure all students were successful. Plans were made to expand the number of family resource centers from one to a total of five and the expansion will allow for more immediate support when issues that impact student learning arise. Finally, we employ two Behavior Analysts to assist teachers, students, and parents with managing behaviors that exist both at school and at home.

Efforts to Reduce Racial, Ethnic and Economic Isolation

For the first time in recent history, the District Improvement team described above is representative of the diverse population of the Manchester Public Schools and includes representation from every school and grade level. Improvement within the Manchester School system continues to require a targeted investment aligned to the district's most pressing needs. The district and each of its schools focus on the implementation of best practices to increase effectiveness and efficiency resulting in higher student success rates.

The Manchester Public Schools works diligently to improve the climate and culture in all of our schools. The persistent achievement gap across the districts indicates the need to expand both new and existing interventions to support struggling students and provide more rigorous standards for all students. In order to create a culture of high expectations for all students, a system of individualized academic and behavioral interventions and wraparound services was implemented to ensure success in school and improve achievement. We continued to focus on increasing collaboration between community agencies and schools to meet the social, emotional, and mental health needs of students and their families. The district also sought to bring to scale a prevention-oriented and evidence based school discipline model that fosters a safe and engaging school climate, reduces suspensions, expulsions, arrests, drop outs and truancy by increasing family and community partnerships and parent leadership skills through evidence based programming.

In our English Learner (EL) programs we have been able to hire additional certified staffing, using Alliance funding, which allows for differentiation in programming. In addition, collaborative efforts have been made between our Coordinator of English Learner Programs and our Equity Coordinator to provide professional development to all staff, which will result in creating culturally responsive classrooms and providing support for all students. The Manchester Board of Education is committed to helping our district and community address racial, ethnic and economic isolation.

Finally, 964 Manchester students elected to attend magnet schools operated by the Hartford Public Schools or CREC during 2013-14.

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Equitable Allocation of Resources among District Schools

The Manchester Board of Education continues to be committed to ensuring that all schools in the district are funded to support success for all students. This goal is achieved by providing each school an allocation from the budget for instructional materials based on an equitable per pupil allotment.

Every school submits a budget requesting materials and staffing for improvement during the annual budget development process. The central office staff then reviews requests to ensure the distribution of resources in an equitable fashion so that schools receive necessary staffing, materials, and monies.

Title, Alliance, and other grants are secured to provide supplementary funding to improve student achievement. Many awards target schools that have a preponderance of low-income students. In these instances, the distribution of funds is determined through analysis of free and reduced lunch counts at each school. Parameters established by equity and specific to class size, free and reduced lunch statistics, and staffing are taken into consideration to disperse funds equitably to ensure structures necessary for a quality education program are provided for all students.