

STRATEGIC SCHOOL PROFILE 2009-10**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: 13

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: 89.7%

*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, 2009 6,884
 5-Year Enrollment Change -6.5%

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	3,204	46.5	36.4	32.6
K-12 Students Who Are Not Fluent in English	326	4.9	3.5	5.4
Students Identified as Gifted and/or Talented*	307	4.4	4.0	4.1
PK-12 Students Receiving Special Education Services in District	941	13.6	12.1	11.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	401	72.4	75.1	80.5
Homeless	4	0.1	0.2	0.2
Juniors and Seniors Working 16 or More Hours Per Week	152	16.4	14.8	13.6

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

SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	35	0.5
Asian American	517	7.5
Black	1,591	23.1
Hispanic	1,484	21.5
White	3,257	47.4
Total Minority	3,627	52.7

Percent of Minority Professional Staff: 8.2%

Non-English Home Language:

5.0% 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 33.

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.

The goal of our district is to continue focusing on closing the achievement gap. Significant gains in achievement have been made for our students. Additionally, there have been achievement gains for our black and brown students in the area of reading and writing. Evidence has been revealed to show that the implementation of Data Driven Decision Making, cultural relevant lesson planning, and SMART Goals (goals for individual student achievement) has shown upward of 15-18% gains at several grade levels; in both math and reading. This year, the implementation of SRBI (Scientifically Researched Based Intervention) will prove to strengthen existing efforts to close the gap. Such initiatives are applied to ensure continual equitable student growth. Further focus has been turned to our Bilingual and ELL (English Language Learners) programs. The increase of students with second language is staggering and calls for immediate implementation of additional support for our ELL students. Additional programming supports the reduction of racial isolation. Such programs include Courageous conversations, and Beyond Diversity. Academic experiences in Manchester are provided with a culturally responsive approach. This is done with a focus to embrace differences and center on an understanding of diversity. The school system celebrates its diversity as evident through the central focus on cultural awareness at the school level. Several opportunities continue to be provided each year for all students to reduce racial, ethnic and economic isolation. Below are only a few highlights of some of the many fine programs that our school system offers all of our students. A review of our racial balance plan was completed this year to ensure that Manchester maintains compliance. Overall, families are attracted to our schools because of the diversity and exposure to a comprehensive education. The Manchester Board of Education continues to be 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	<p>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.</p> <p>For more detailed CMT results, go to www.ctreports.com.</p> <p>To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."</p>
Grade 3 Reading	51.9	57.0	24.5	
Writing	57.1	58.3	34.4	
Mathematics	61.3	62.4	34.4	
Grade 4 Reading	54.4	59.9	23.3	
Writing	58.9	63.6	25.6	
Mathematics	62.6	67.0	27.0	
Grade 5 Reading	59.0	61.8	26.7	
Writing	65.3	68.2	27.7	
Mathematics	71.1	72.4	31.3	
Science	50.9	59.4	17.5	
Grade 6 Reading	70.7	74.9	26.4	
Writing	61.4	65.9	26.2	
Mathematics	60.9	70.7	17.2	
Grade 7 Reading	67.6	77.4	14.9	
Writing	52.8	61.2	21.4	
Mathematics	55.6	68.5	15.6	
Grade 8 Reading	67.7	73.3	22.3	
Writing	48.9	62.6	17.8	
Mathematics	52.2	67.3	14.0	
Science	46.2	62.8	12.1	

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	<p>For more detailed CAPT results, go to www.ctreports.com.</p> <p>To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."</p>
Reading Across the Disciplines	31.2	45.9	22.0	
Writing Across the Disciplines	52.6	59.6	28.6	
Mathematics	31.8	48.7	17.4	
Science	30.3	45.3	19.7	

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
	42.6	50.7	26.7

SAT® I: Reasoning Test Class of 2009		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		55.8	68.5	
Average Score	Mathematics	479	508	25.6
	Critical Reading	494	503	34.9
	Writing	493	506	32.6

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 2009	94.8	91.3	52.3
2008-09 Annual Dropout Rate for Grade 9 through 12	1.9	3.0	34.6

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	93.0	84.5
% Employed (Civilian Employment and in Armed Services)	5.0	10.4

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of School Staff	
General Education	
Teachers and Instructors	463.21
Paraprofessional Instructional Assistants	64.49
Special Education	
Teachers and Instructors	73.00
Paraprofessional Instructional Assistants	140.30
Library/Media Specialists and/or Assistants	24.27
Staff Devoted to Adult Education	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	11.60
School Level	26.30
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	14.00
Counselors, Social Workers, and School Psychologists	46.10
School Nurses	19.50
Other Staff Providing Non-Instructional Services and Support	358.32

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	14.6	13.8
% with Master's Degree or Above	59.8	78.5	77.8

Average Class Size	District	DRG	State
Grade K	17.3	18.2	18.5
Grade 2	19.4	18.9	19.7
Grade 5	19.3	20.7	21.1
Grade 7	18.7	19.9	20.8
High School	21.3	19.8	19.6

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	1,032	982	992
Middle School	1,033	1,000	1,018
High School	995	1,002	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*	2.3	3.7	3.2
Middle School	2.9	2.6	2.5
High School	2.1	2.3	2.3

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2008-09

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	\$57,110	\$8,321	\$7,819	\$7,898	\$7,829
Instructional Supplies and Equipment	\$1,626	\$237	\$274	\$242	\$279
Improvement of Instruction and Educational Media Services	\$3,559	\$519	\$474	\$380	\$459
Student Support Services	\$6,458	\$941	\$863	\$900	\$859
Administration and Support Services	\$10,680	\$1,556	\$1,405	\$1,379	\$1,426
Plant Operation and Maintenance	\$11,145	\$1,624	\$1,469	\$1,492	\$1,462
Transportation	\$3,749	\$495	\$701	\$693	\$694
Costs for Students Tuitioned Out	\$5,937	N/A	N/A	N/A	N/A
Other	\$1,343	\$196	\$163	\$176	\$162
Total	\$101,607	\$13,783	\$13,458	\$13,462	\$13,386
Additional Expenditures					
Land, Buildings, and Debt Service	\$8,319	\$1,212	\$1,864	\$2,044	\$1,825

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$23,405,155	23.0	22.3	20.7

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	62.8	31.3	4.5	1.4
Excluding School Construction	61.4	32.3	4.9	1.5

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.

Grants are secured to help provide supplementary funding to improve student achievement, especially in schools that have a population of low income students. The method to determine the distribution of funding is established by free and reduced lunch counts. Those schools that have a larger percentage of free and reduced lunch population receive a larger amount of stat funded allocations and district focus to address these needs. These funds are awarded to support professional development and remedial programming for students. Parameters are taken into consideration established by equity and specific to class size, free and reduced lunch statistics, staffing for achievement success, and literacy support to enable a quality education. Furthermore, the district applies for funding toward each school's improvement planning initiatives under the sanction of Title Grants. The Manchester Board of Education's annual town budget process ensures that every school submits a budget requesting materials and staffing for educational improvement. Additionally, the district practice reviews requests to ensure the distribution of resources in an equitable fashion so that each school received the necessary staff, materials, and monies. However, all of our schools are at the forefront to ensure success for all. This point is represented by providing each school an allocation from the town for instructional materials based on per pupil allotment.

SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	976
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	64	0.9	1.0	1.0
Learning Disability	287	3.9	3.9	3.9
Intellectual Disability	27	0.4	0.5	0.5
Emotional Disturbance	102	1.4	1.1	1.0
Speech Impairment	222	3.1	2.5	2.2
Other Health Impairment*	175	2.4	2.3	2.1
Other Disabilities**	99	1.4	1.1	0.9
Total	976	13.4	12.4	11.6

*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 2008-09 with a Standard Diploma	91.4	81.0
2008-09 Annual Dropout Rate for Students Aged 14 to 21	1.7	4.1

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	21.9	31.6	61.6	67.5
	Writing	14.0	19.6	57.5	63.3
	Mathematics	20.2	32.9	60.8	68.1
	Science	12.3	23.7	48.7	61.1
CAPT	Reading Across the Disciplines	3.5	13.8	31.2	45.9
	Writing Across the Disciplines	9.7	16.8	52.6	59.6
	Mathematics	11.1	16.7	31.8	48.7
	Science	12.9	13.0	30.3	45.3

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	19.7
	% With Accommodations	80.3
CAPT	% Without Accommodations	9.7
	% With Accommodations	90.3
% Assessed Using Skills Checklist		10.3

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	27	2.8
Private Schools or Other Settings	92	9.4

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	693	71.0	70.1	73.4
40.1 to 79.0 Percent of Time	116	11.9	15.3	15.3
0.0 to 40.0 Percent of Time	167	17.1	14.6	11.3

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

Our goals will be formulated from this data to improve achievement in numeracy, literacy and parent involvement. School Improvement Plans will be generated from the District Plan so that each building and all staff is consistent with the mission to move the District forward. Each school in Manchester has a school improvement plan that focuses specifically on improving student achievement for our students in the following areas; low socio-economic status, special education, and minority, as well as supporting enrichment to challenge all students. Because the school district of Manchester received that status of making AYP (Adequate Yearly Progress), the system was given a year of no requirements from the Federal Government. Evidence at all levels showed student academic growth on the CMT and CAPT assessment tools. Some of the techniques that the district staff has implemented to help all students learn are as follows: differentiated instruction, training in data driven decision making, proficiency development, Courageous conversations, math initiatives, University of Connecticut Reading program, and parent involvement in literacy programs, Positive Behavioral support (PBS), SRBI and Early Intervention Programs (EIP). The Manchester school district is committed to working as a team to close the achievement gap and provide a challenging education for all students.
