

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2017–18



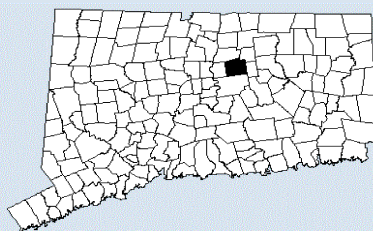
Manchester School District

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

District Information

Grade Range	PK-12
Number of Schools/Programs	20
Enrollment	6,228
Per Pupil Expenditures ¹	\$16,586
Total Expenditures ¹	\$122,754,209

¹Expenditure data reflect the 2016-17 year.



Community Information

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

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Unless otherwise noted, all data are for 2017-18 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.ct.gov.

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, 2017 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	2,969	47.7	48.4
Male	3,259	52.3	51.6
American Indian or Alaska Native	20	0.3	0.3
Asian	525	8.4	5.1
Black or African American	1,503	24.1	12.8
Hispanic or Latino	1,708	27.4	24.8
Pacific Islander	6	0.1	0.1
Two or More Races	196	3.1	3.3
White	2,270	36.4	53.6
English Learners	398	6.4	7.2
Eligible for Free or Reduced-Price Meals	3,440	55.2	36.7
Students with Disabilities ¹	920	14.8	14.8

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	556	19.4	190	6.3
Male	590	18.9	358	10.7
Black or African American	265	18.5	208	13.6
Hispanic or Latino	401	24.3	190	10.8
White	355	16.4	129	5.7
English Learners	94	21.9	19	4.4
Eligible for Free or Reduced-Price Meals	862	24.3	434	11.0
Students with Disabilities	248	27.4	140	13.1
District	1,146	19.2	548	8.6
State		10.7		6.8

Number of students in 2016-17 qualified as truant under state statute: 1,128

Number of school-based arrests: 23

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	467.0
Paraprofessional Instructional Assistants	58.6
Special Education	
Teachers and Instructors	81.6
Paraprofessional Instructional Assistants	115.3
Administrators, Coordinators and Department Chairs	
District Central Office	14.4
School Level	35.6
Library/Media	
Specialists (Certified)	15.0
Support Staff	9.1
Instructional Specialists Who Support Teachers	33.4
Counselors, Social Workers and School Psychologists	60.1
School Nurses	22.3
Other Staff Providing Non-Instructional Services/Support	360.3

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 (%)
American Indian or Alaska Native	4	0.6	0.1
Asian	2	0.3	1.1
Black or African American	33	4.6	3.7
Hispanic or Latino	33	4.6	3.7
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	640	89.9	91.0

Classroom Teacher Attendance: 2016-17

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	10.8	10.5

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School²

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	88	90.7	67	80.7
Hispanic or Latino	94	84.7	77	78.6
White	136	86.6	157	87.7
English Learners	18	64.3	15	71.4
Eligible for Free or Reduced-Price Meals	193	84.3	161	80.1
Students with Disabilities	35	60.3	37	47.4
District	384	87.5	347	84.0
State		69.3		80.1

²College-and-Career-Readiness Courses include Advanced Placement®(AP), International Baccalaureate®(IB), Career and Technical Education(CTE), workplace experience and dual enrollment courses.

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers³

	Count	Rate (%)
Autism	61	51.3
Emotional Disturbance	22	31.4
Intellectual Disability	*	*
Learning Disability	253	84.1
Other Health Impairment	151	65.1
Other Disabilities	*	*
Speech/Language Impairment	101	80.8
District	608	64.5
State		68.6

³Ages 6-21

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	128	1.7	1.8
Emotional Disturbance	70	1.0	1.1
Intellectual Disability	25	0.3	0.5
Learning Disability	302	4.1	5.2
Other Health Impairment	233	3.2	3.1
Other Disabilities	101	1.4	1.1
Speech/Language Impairment	145	2.0	1.8
All Disabilities	1,004	13.7	14.5

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	143	14.2	8.3
Private Schools or Other Settings	81	8.1	5.2

²Grades K-12

Overall Expenditures:³ 2016-17

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	65,394,323	10,473	9,847
Instructional Supplies and Equipment	903,534	145	287
Improvement of Instruction and Educational Media Services	8,300,348	1,329	589
Student Support Services	8,173,013	1,309	1,120
Administration and Support Services	13,158,029	2,107	1,905
Plant Operation and Maintenance	13,081,922	2,095	1,648
Transportation	5,297,836	674	904
Costs of Students Tuitioned Out	7,226,420	N/A	N/A
Other	1,218,784	195	208
Total	122,754,209	16,586	16,535

Additional Expenditures

Land, Buildings, and Debt Service	5,506,628	882	1,393
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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: 2016-17

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	10,057,894	34.4	33.8
Noncertified Personnel	4,873,036	16.7	14.5
Purchased Services	813,662	2.8	5.5
Tuition to Other Schools	4,787,762	16.4	23.4
Special Ed. Transportation	2,099,934	7.2	8.7
Other Expenditures	6,593,252	22.6	14.1
Total Expenditures	29,225,540	100.0	100.0

Expenditures by Revenue Source:⁴ 2016-17

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	65.1	63.5
State	28.7	30.0
Federal	4.3	4.5
Tuition & Other	2.0	2.0

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 and Accountability

District Performance Index (DPI)

A District Performance Index (DPI) is the average performance of students in a subject area (i.e., ELA, Mathematics or Science) on the state summative assessments. The DPI ranges from 0-100. A DPI is reported for all students tested in a district and for students in each individual student group. Connecticut's ultimate target for a DPI is 75.

The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

	English Language Arts(ELA)		Math	
	Count	DPI	Count	DPI
American Indian or Alaska Native	10	*	10	*
Asian	214	65.3	212	63.9
Black or African American	693	52.6	694	45.4
Hispanic or Latino	854	53.5	854	48.0
Native Hawaiian or Other Pacific Islander	*	*	*	*
Two or More Races	112	60.0	112	53.7
White	1072	64.5	1063	59.3
English Learners	283	52.4	281	48.0
Non-English Learners	2676	59.0	2668	53.4
Eligible for Free or Reduced-Price Meals	1761	53.8	1750	48.1
Not Eligible for Free or Reduced-Price Meals	1198	65.1	1199	59.8
Students with Disabilities	446	39.3	441	33.3
Students without Disabilities	2513	61.8	2508	56.3
High Needs	1921	53.2	1910	47.5
Non-High Needs	1038	68.0	1039	62.7
District	2959	58.4	2949	52.8

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

	NAEP 2017		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	43%	44%	50%
National Public	35%	35%	36%
MATH			
Connecticut	40%	36%	32%
National Public	40%	33%	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 Smarter Balanced and NAEP. Instead, NAEP results are meant to complement other state assessment data. To view student subgroup performance on NAEP, [click here](#).

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	HS	Count	Rate (%)
Sit & Reach	77.0	85.3	74.8	78.2	1,504	78.8
Curl Up	73.4	82.4	81.8	83.6	1,504	79.7
Push Up	59.9	70.0	70.9	72.4	1,504	67.5
Mile Run/PACER	72.6	81.3	69.5	58.4	1,504	71.3
All Tests - District	37.3	50.0	39.2	41.3	1,504	41.8
All Tests - State	53.2	51.4	50.5	45.6		50.1

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

	2016-17	
	Cohort Count ²	Rate (%)
Black or African American	95	82.1
Hispanic or Latino	112	79.5
English Learners	29	86.2
Eligible for Free or Reduced-Price Meals	264	81.1
Students with Disabilities	81	70.4
District	429	86.2
State		87.9

¹The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years.

²Cohort count includes all students in the cohort as of the end of the 2016-17 school year.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam³

	Participation ⁴	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	95.7	121	30.8
Male	92.4	107	23.3
Black or African American	92.8	17	9.4
Hispanic or Latino	91.9	29	13.9
White	94.9	127	37.8
English Learners	79.6	*	*
Eligible for Free or Reduced-Price Meals	94.9	72	16.7
Students with Disabilities	69.9	*	*
District	93.9	228	26.8
State	96.3		44.8

³College readiness exams and benchmark scores are as follows:

- SAT® - meets benchmark score on SAT, Revised SAT or Connecticut School Day SAT
- 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
- Smarter Balanced - Level 3 or higher on both ELA and math

⁴Participation 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.

Copyright © 2018 ACT, Inc. www.act.org

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

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College Entrance and Persistence

	Class of 2017	Class of 2016
	Entrance ⁵	Persistence ⁶
	Rate (%)	Rate (%)
Female	71.3	85.1
Male	48.0	78.8
Black or African American	55.3	91.7
Hispanic or Latino	47.4	62.7
White	66.3	87.0
English Learners	48.1	*
Eligible for Free or Reduced-Price Meals	52.4	77.7
Students with Disabilities	30.8	*
District	61.0	82.3
State	70.9	88.3

⁵College 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.

⁶College 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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Next Generation Accountability Results

Connecticut's Next Generation Accountability System is a broad set of 12 indicators that help tell the story of how well a district/school is preparing its students for success in college, careers, and life. It moves beyond test scores and graduation rates to provide a more holistic, multifactor perspective of district and school performance.

The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	58.4	75	38.9	50	77.9	67.6
	High Needs Students	53.2	75	35.5	50	71.0	57.5
Math Performance Index	All Students	52.8	75	35.2	50	70.5	62.7
	High Needs Students	47.5	75	31.7	50	63.3	52.0
ELA Academic Growth	All Students	50.5%	100%	50.5	100	50.5	60.7%
	High Needs Students	47.6%	100%	47.6	100	47.6	55.6%
Math Academic Growth	All Students	44.7%	100%	44.7	100	44.7	61.9%
	High Needs Students	43.5%	100%	43.5	100	43.5	55.4%
Chronic Absenteeism	All Students	19.2%	<=5%	21.7	50	43.3	10.7%
	High Needs Students	23.3%	<=5%	13.4	50	26.8	16.6%
Preparation for CCR	% Taking Courses	85.8%	75%	50.0	50	100.0	74.8%
	% Passing Exams	26.8%	75%	17.8	50	35.7	44.8%
On-track to High School Graduation		77.9%	94%	41.4	50	82.8	87.5%
4-year Graduation All Students (2017 Cohort)		86.2%	94%	91.8	100	91.8	87.9%
6-year Graduation - High Needs Students (2015 Cohort)		78.5%	94%	83.5	100	83.5	81.8%
Postsecondary Entrance (Class of 2017)		61.1%	75%	81.5	100	81.5	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		85.5% 41.8%	75%	13.9	50	27.8	96.6% 50.1%
Arts Access		44.9%	60%	37.4	50	74.8	51.2%
Accountability Index				780.1	1250	62.4	

Gap Indicators	Non-High Needs Rate ¹	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev ²	Is Gap an Outlier? ²
Achievement Gap Size Outlier?					N
ELA Performance Index Gap	68.0	53.2	14.8	15.9	
Math Performance Index Gap	62.7	47.5	15.2	18.2	
Science Performance Index Gap	.	N/A	.	.	
Graduation Rate Gap	94.0%	78.5%	15.5%	12.7%	Y

¹If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for graduation rate), the ultimate target is used for gap calculations.

²If the size of the gap exceeds the state mean gap plus one standard deviation, the gap is an outlier.

Subject/Subgroup		Participation Rate (%) ³
ELA	All Students	97.2
	High Needs Students	96.7
Math	All Students	96.8
	High Needs Students	96.1
Science	All Students	88.8
	High Needs Students	87.7

³Minimum participation standard is 95%.

Connecticut's State Identified Measurable Goal for Children with Disabilities (SIMR)

Increase the reading performance of all 3rd grade students with disabilities statewide, as measured by Connecticut's English Language Arts (ELA) Performance Index.

Grade 3 ELA Performance Index for Students with Disabilities:

District: 42.6

State: 51.5

Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement: comprehensive documentation and supports](#)

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Narratives

School District Improvement Plans and Parental Outreach Activities

The District Improvement Plan created and monitored by our District Improvement Team drives the work to improve Manchester Public Schools. The team consists of four sub-committees each with oversight of one of the four areas of the plan - systems, talent, academics, and culture and climate. The team meet monthly and by the end of the year, each subcommittee provided an update on progress for each of the strategies in their area.

In the area of systems, the district continues to focus on the implementation of professional learning communities (PLCs) coupled with professional development opportunities and resources. The district has developed Professional Learning standards to guide the work of the PLCs. Survey data indicates that the quality of work completed in PLCs continues to improve.

.This year the focus in the area of talent was to strengthen relationships between central office and building level leadership by defining effective building level leadership in support of personalized student-centered learning and then articulating what effective central office support of building level leadership looks like. A group of administrators, with support from a consultant, met several times then shared their work with the full leadership team.

In the area of academics, the district continues its focus on delivering rigorous, engaging instruction with fidelity through the workshop model K-8. We remain committed to enhancing opportunities for personalized learning for all students PreK-12. Teams of teachers, with the support of instructional coaches and administrators, meet regularly to discuss research-based instructional strategies to strengthen instruction PreK-12. This work includes intentional efforts to strengthen programming for students with disabilities.

.To support robust student learning, the district remains focused on actively engaging families as partners in their children's education. Multiple literacy and numeracy events, as well as Academic Parent conferences were integrated at the elementary level to support parents as partners in strengthening students skills in reading and math. These efforts have allowed us to develop a comprehensive approach to partnering with parents around student learning which will be implemented in 2018-19.

Family Resource Center Coordinators support the development of trust between and collaboration among all stakeholders, and seek to capitalize on the strengths and assets of families and community members to support school success. Parent leadership training was again provided for parents and guardians. A Kindergarten home visit program was successfully piloted and is scheduled to expand at additional elementary schools next year.

The district continues to work to implement a comprehensive social-emotional learning curriculum in grades K-5. The curriculum is in place to build student skills in the areas of self-awareness, self-management, social awareness and responsible decision making. Staff received additional training in restorative practices to strengthen classroom and school communities, and respond to challenging behavior.

Finally, significant attention was given to reducing chronic absenteeism by tightening reporting systems and coordinating work at the building level with support from central office.

Efforts to Reduce Racial, Ethnic and Economic Isolation

The persistent achievement gap across the district indicates the need to provide more rigorous standards for all students and expand interventions to support students who struggle. During 2017-18, extensive curriculum work in all areas continued with an emphasis on ensuring high standards and culturally relevant pedagogy. We also continued to focus on increasing collaboration between community agencies and schools to meet the social, emotional and mental health needs of students and families. .As part of our efforts to better understand the experiences of our most marginalized students and families, we worked with an outside agency with expertise in equity to develop and implement a new school climate instrument with a focus on equity. The new instrument expanded our yearly school climate assessment to include school site visits, specialized focus groups and a newly developed equity-informed survey. By examining the experiences of students of various races, genders, disabilities, first languages and sexual orientations we will better understand what we can do to provide every student with what they need to be successful. The results of the climate assessment will help us address inequities and systemic barriers in order to ensure our schools are positive environments where all students achieve at high levels.

In the area of recruitment we continued to strategically recruit candidates that are representative of the student demographic of Manchester Public Schools and have cultivated strong university partnerships for student teaching, internships and research grants.

.Our English Learner (EL) programs has worked to strengthen the programming provided for our ELs and focused on meeting the needs of individual students through thoughtful and intentional planning of interventions. 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. Students from elementary schools and Bennet Academy continue to participate in Discovery Camp each year.

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Equitable Allocation of Resources among District Schools

Systematic improvement continues to require a targeted investment aligned to the district's most pressing needs. The Board of Education remains committed to ensuring all schools are adequately funded to support success for all students. This goal is achieved by providing each school a budget allocation for instructional materials based on an equitable per pupil allotment.

During the budget development process every school submits a budget requesting materials and staffing for educational improvement. Central office staff reviews requests to ensure an equitable distribution of resources. Grant funds are secured to provide additional funding to improve student achievement. Class sizes, free and reduced lunch statistics and staffing are taken into consideration in order to disburse funds equitably and provide quality programming for all students.

.Outside consultants continue to conduct evaluations in the areas of personalized student centered learning, academic and behavioral interventions and family partnership efforts. These audits are intended to ensure communication, collaboration, consistency, efficiency and allocation of resources within and across the district.