

**MANCHESTER BOARD OF EDUCATION**  
**REGULAR MEETING**  
**MONDAY, FEBRUARY 25, 2019**  
**LINCOLN CENTER, MANCHESTER, CT**

Curriculum & Instruction Committee Meeting  
Executive Session - Personnel Matter  
Board of Education Meeting

5:30 P.M. - Director's Rm.  
6:30 P.M. - Director's Rm  
7:00 P.M. - Hearing Rm.

- A. OPENING**
- 1) Call to order
  - 2) Pledge of Allegiance
  - 3) Secretary's Welcome
  - 4) Board of Education Minutes 2-11-19 A - 4
- B. COMMITTEE REPORTS**
- 1) Policy Committee Minutes 2-11-19 B - 1
- C. CONSENT CALENDAR**
- 1) Personnel Information C - 1
  - 2) Establish an appropriation for FY18-20, for the United Way Implementation Grant, in the amount of \$163,000 C - 2
- D. REPORT FROM STUDENT REPRESENTATIVE**
- 1) Student Representatives Patrick Doherty and Krista Myrie
- E. PUBLIC COMMENTS (any item before the board)**
- F. SUPERINTENDENT'S REPORT**
- 1) Winter Data Update - Mr. Matthew Geary, Superintendent of Schools F - 1
- G. UNFINISHED BUSINESS - None**
- H. NEW BUSINESS**
- 1) **Policy Recommendation:**  
The Policy Committee submits to the full Board its recommended policy revisions for a **first** reading and adoption in accordance with its policy on policy changes:
    - 1a) Policy 9000 Bylaws H - 1a
    - 1b) Policy 6180 Revised H - 1b
- I. PUBLIC COMMENTS - (comments limited to items on tonight's agenda)**
- J. COMMUNICATIONS - None**

**K. ITEMS FOR FUTURE AGENDAS**

**Monday, March 11, 2019** District Improvement Plan Update

**Monday, April 8, 2019** MRA School Improvement Plan

**Monday, April 22, 2019** Update on Equity Informed School Climate Assessment

**Wednesday, May 8, 2019** Budget Workshop #1 - Room 293 - MHS

**L. ADJOURNMENT**

*Welcome to the Manchester Board of Education meeting. Observers are always welcome. The following instructions are to assist those who wish to speak during the Public Comment session(s):*

- 1) Print your name and address on the sign-in sheet at the podium for accurate record keeping.*
- 2) State your name and address for the record. Students state name only.*
- 3) First Session: Three minute time limit for any item that may come before the Board. Listen for the bell.*
- 4) Second Session: Comments must be limited to items on the Board's agenda for this meeting. The Board Chair has the discretion to limit comment time.*
- 5) Written statements may be substituted for Board members if time runs out for speaker.*
- 6) Immediate replies to questions/concerns should not be expected (Board Chair/Superintendent's discretion).*
- 7) Inappropriate topics: Confidential information, personal issues and legal concerns. Please avoid derogatory and profane language. Board of Education Policy #1220.*

**Manchester Public Schools**  
**Board of Education**  
Policy Committee Minutes  
February 11, 2019  
5:30 PM  
Lincoln Center  
Director's Room

Members Present: Deb Hagenow, Scott Hughes, Melanie Stefanovicz  
Others Present: Matt Geary

The meeting began at 5:30.

The committee reviewed the revised Board of Education Bylaws (revised based on updated suggested by legal counsel and as a result of the Board of Education Self Evaluation) and will forward the revisions to the full Board of Education for a first reading at the next Board of Education meeting.

[BOE Bylaws](#)

[Bylaw Updates](#)

The committee reviewed the revision to the Evaluation of the Instructional Program high leverage policy and will forward the revisions to the full Board of Education for a first reading at the next Board of Education meeting.

[Evaluation of the Instructional Program 6180](#)

The committee discussed the formal adoption of Board of Education Self Evaluation. The Superintendent will work with the Board Chair to draft a letter to the community that summarizes the self evaluation findings.

The following self evaluation next steps were discussed.

- Determine the extent to which internal stakeholders, including certified and non-certified staff, know and work toward the mission, vision, and core values of the district through a survey or other instruments
- Revise the Board of Education bylaws to include the annual re-affirmation of mission, vision, and core values and to indicate a periodic review and revision (every 3 years) of the mission, vision, and core values
- Revise Board of Education bylaws to include formal self-evaluation on a bi-annual basis
- Update Board of Education bylaws to require annual updates
- Schedule two Board of Education professional development sessions per year

- Identify areas of the Board vision where high-leverage policy work is needed to implement or sustain elements of the vision
- Preserve time for high-leverage policy work annually and at each meeting
- Develop and implement a system for monitoring high-leverage policies that includes a timeline for monitoring, as well as internal indicators of success
- Formalize how the roles of teachers and administrators complement, but are distinct from, the roles of Board members

Many of these next steps were captured in the bylaws and Board of Education calendar. The Superintendent will pursue outside support to determine the extent to which internal stakeholders, including certified and non-certified staff, know and work toward the mission, vision, and core values of the district through a survey or other instruments.

The meeting adjourned at 6:30.

Respectfully Submitted

Matt Geary  
Superintendent of Schools



## **PERSONNEL ACTION**

### **APPOINTMENTS**

### **RESIGNATIONS**

Mrs. Catherine May (DiLeonardo), Special Education Teacher at Illing Middle School has submitted a letter of resignation, effective February 15, 2019. Mrs. May has been with Manchester Public Schools since August 26, 2002. It is recommended that her resignation be approved.

Mr. Edward Ciesielski, Special Education Teacher at Martin Elementary School has submitted a letter of resignation for personal reasons, effective March 14, 2019. Mr. Ciesielski has been with Manchester Public Schools since August 29, 2018. It is recommended that his resignation be approved.

Mrs. Jessica Christian, Grade 3 Teacher at Washington Elementary School has submitted a letter of resignation for personal reasons, effective March 5, 2019. Mrs. Christian has been with Manchester Public Schools since November 13, 2012. It is recommended that her resignation be approved.



United Way of Central and  
Northeastern Connecticut

January 30, 2019

Mr. Matthew Geary  
Superintendent  
Manchester Public Schools  
45 North School Street  
Manchester, CT 06042

Dear Mr. Geary:

Thank you for the work your organization does to improve the lives of children and families in our community. Our Board of Directors, volunteers and staff appreciate your organization's service and partnership with United Way.

We are pleased to approve a funding award up to \$163,000 to support a multi-tiered system of supports for students at Illing Middle School, intended to help at-risk students increase their academic readiness for high school.

Please note that the enclosed Award Fact Sheet includes specific details. If you have any questions please contact Liz Buczynski, director, Community Investment at [lbuczynski@unitedwayinc.org](mailto:lbuczynski@unitedwayinc.org) or at 860-493-1106.

We know that economic conditions continue to challenge families in our community. We appreciate your support and that of the Manchester Public Schools employees in helping us raise the critical resources needed for us to carry out our work together.

Sincerely,

James P. O'Meara  
Chair, Board of Directors

**Town of Manchester  
Board of Education**

**To:** The Manchester Board of Education

**From:** Matthew Geary, Superintendent of Schools

**Subject:** Item for Appropriation United Way Implementation Grant for FY 18/20

**Date:** February 11, 2019

Background:

Illing Middle School staff seek to develop and implement a multi-tiered system of supports in order to meet the diverse needs of our student population and ensure they leave middle school ready for high school and projecting to be college and career ready.

Discussion/Analysis:

In order to implement interventions, the funds will be used to;

- Create a Coordinator of Student Supports position tasked with developing and implementing a multi-tiered system of supports
- Support the work of the building-level team tasked with developing Tier 1 interventions and practices

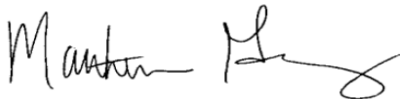
Financial Impact: None.

Other Board/Commission Action: None.

Recommendations:

The Superintendent of Schools recommends the Board of Education request the Board of Directors establish an appropriation for the FY18-20 United Way Implementation Grant in the amount of \$163,000.

Attachments: Award Letter



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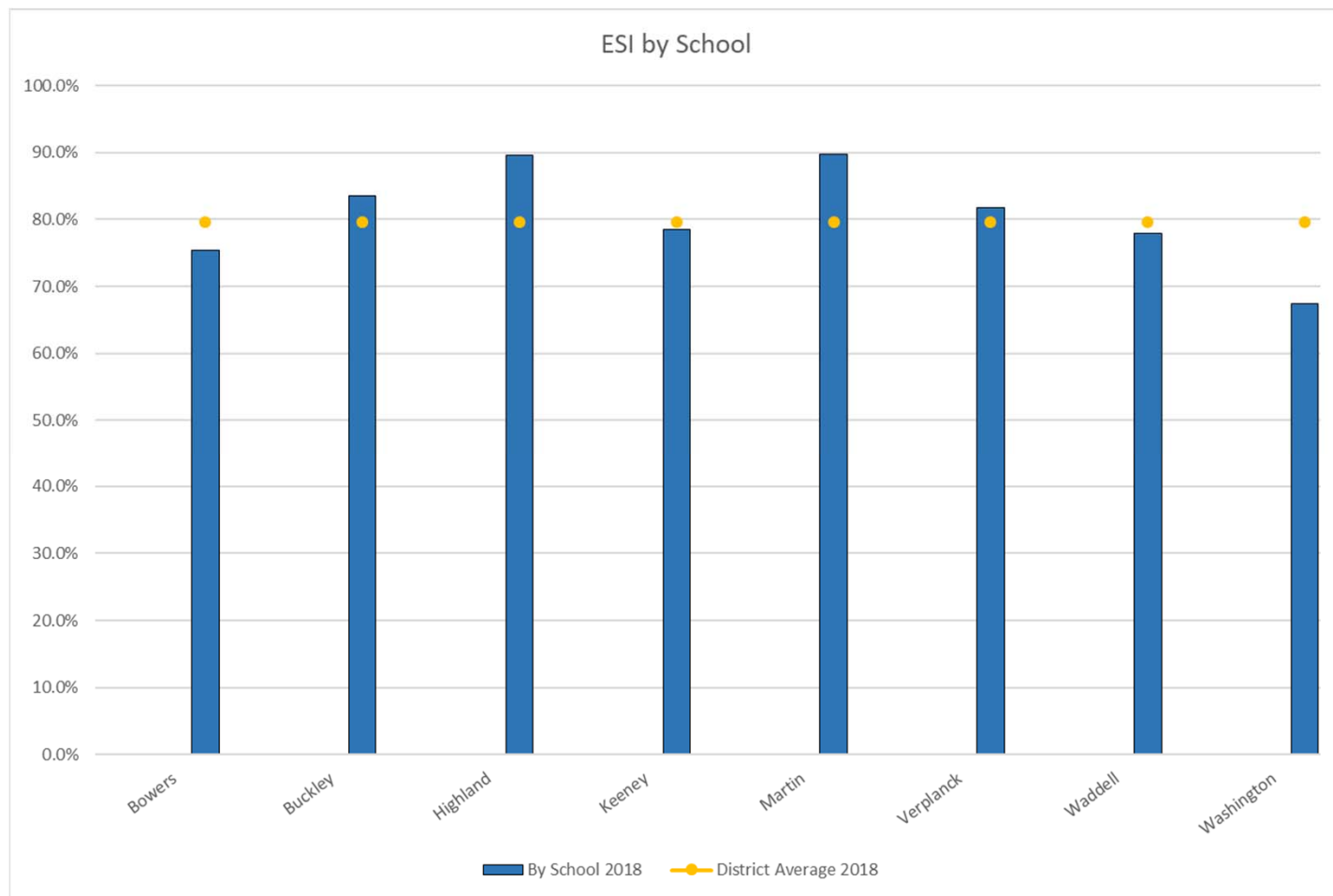
Matthew Geary  
Superintendent of Schools  
Manchester, Connecticut  
February 25, 2019

# Manchester Board of Education Winter Data Update 2018-19



# ESI - % of Students Meeting Standard-Fall 2018

ESI	Fall 2018		Fall 2018 % Students at Meets/ Exceeds
	# Students Meeting	Total Students Tested	
Bowers	49	65	75.4%
Buckley	61	73	83.6%
Highland	26	29	89.7%
Keeney	44	56	78.6%
Martin	35	39	89.7%
Verplanck	36	44	81.8%
Waddell	67	86	77.9%
Washington	33	49	67.3%
District	351	441	79.6%



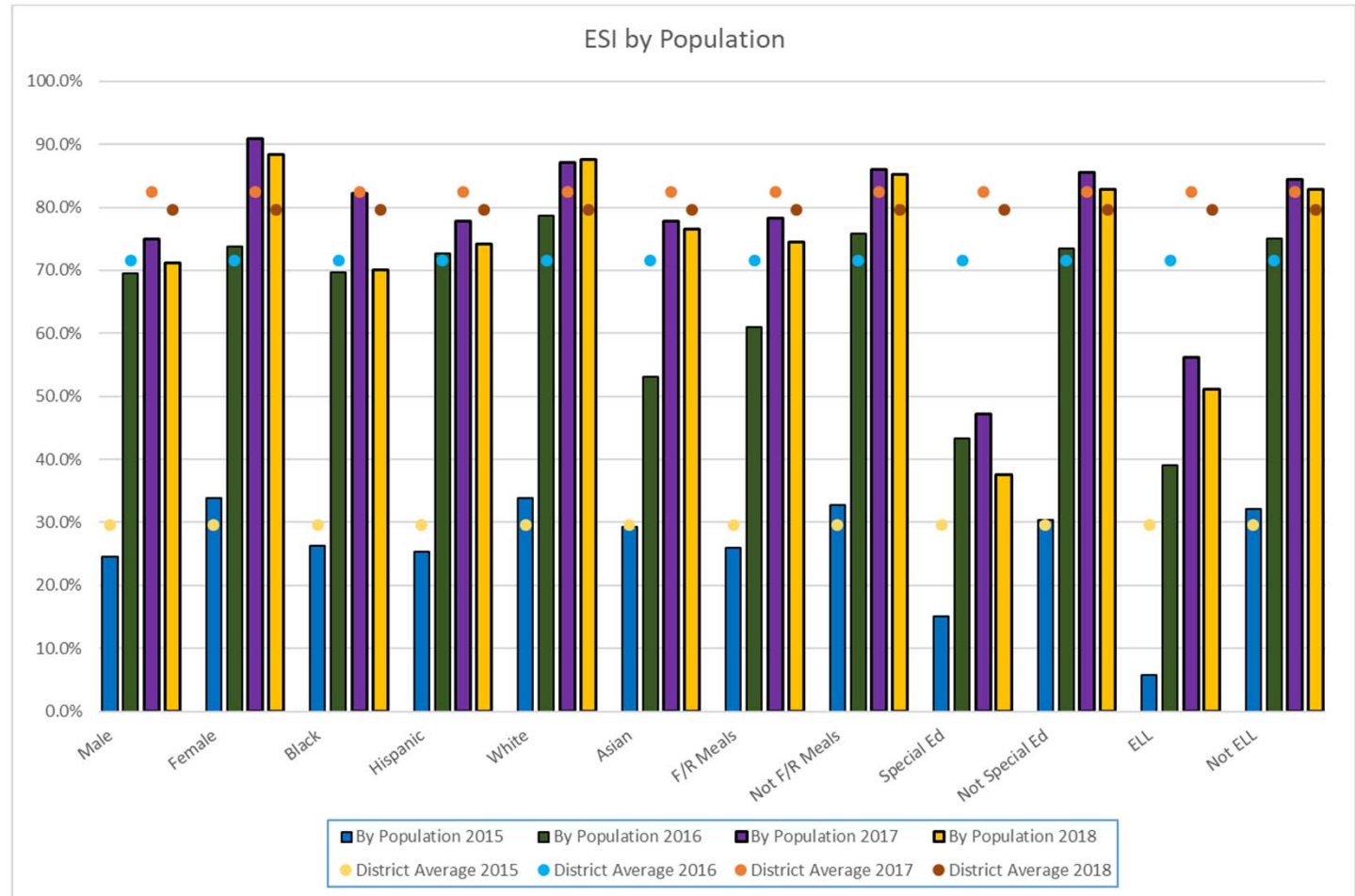
Manchester Public Schools

# ESI - % of Students Meeting Standard-Fall 2018

	Fall 2015		Fall 2016		Fall 2017		Fall 2018	
ESI	% Students at Meets/Exceeds		% Students at Meets/Exceeds		% Students at Meets/Exceeds		% Students at Meets/Exceeds	
Male	24.6%		69.5%		74.9%		71.2%	
Female	33.8%		73.7%		90.9%		88.4%	
Black	26.3%		69.6%		82.2%		70.0%	
Hispanic	25.3%		72.6%		77.8%		74.1%	
White	33.8%		78.6%		87.1%		87.6%	
Asian	29.3%		53.0%		77.8%		76.6%	
F/R Meals	26.0%		61.0%		78.3%		74.5%	
Not F/R Meals	32.8%		75.8%		86.0%		85.2%	
Special Ed	15.0%		43.3%		47.2%		37.5%	
Not Special Ed	30.4%		73.5%		85.5%		82.9%	
ELL	5.7%		39.1%		56.3%		51.1%	
Not ELL	32.0%		75.1%		84.4%		82.8%	
	29.6%		71.5%		82.4%		79.6%	

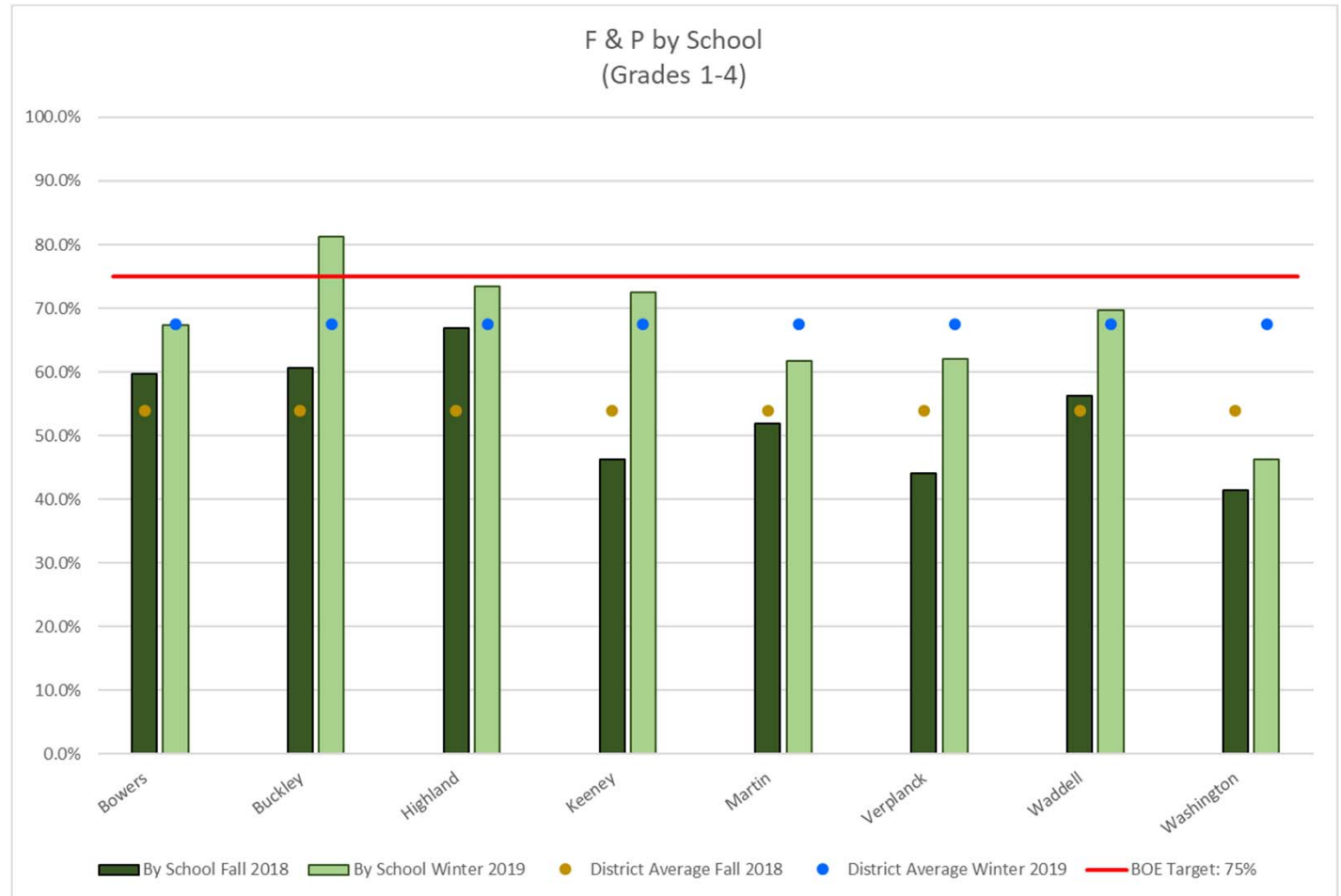
  

	Fall 2015		Fall 2016		Fall 2017		Fall 2018	
ESI	# Meeting	Total	# Meeting	Total	# Meeting	Total	# Meeting	Total
Male	42	171	166	239	176	235	161	226
Female	68	201	171	232	189	208	190	215
Black	20	76	71	102	83	101	56	80
Hispanic	25	99	69	95	84	108	86	116
White	50	148	158	201	142	163	162	185
Asian	12	41	35	66	49	63	36	47
F/R Meals	46	177	83	136	162	207	172	231
Not F/R Meals	64	195	254	335	203	236	179	210
Special Ed	3	20	13	30	17	36	12	32
Not Special Ed	107	352	324	441	348	407	339	409
ELL	2	35	18	46	18	32	23	45
Not ELL	108	337	319	425	347	411	328	396
District	110	372	337	471	365	443	351	441



# F & P- % of Students Meets/Exceeds Standards

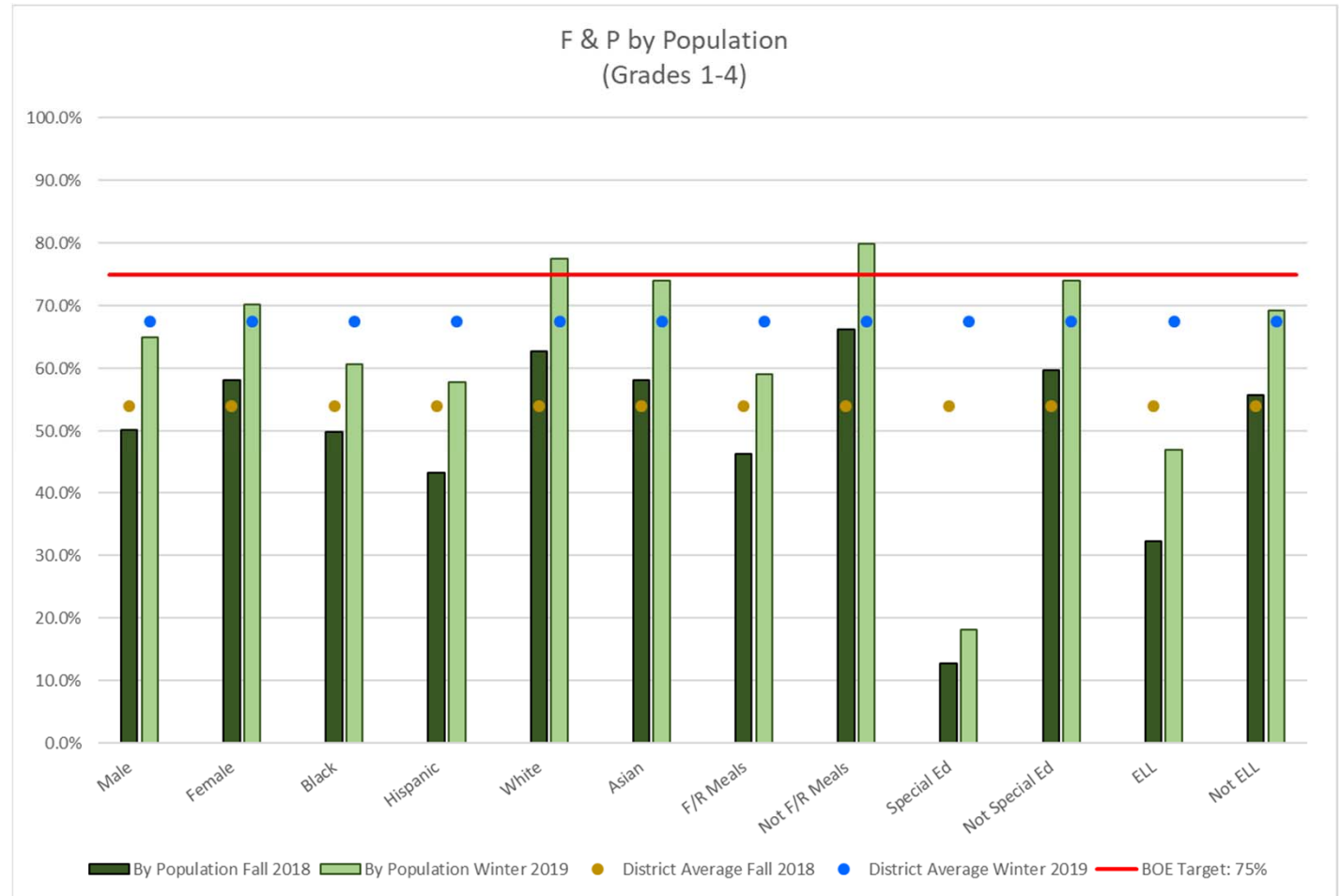
F & P (no KF)	Fall 2018		Winter 2019	
	#Students Meets/Exceeds	#Students Tested	#Students Meets/Exceeds	#Students Tested
Bowers	166	278	190	282
Buckley	152	251	207	255
Highland	119	178	136	185
Keeney	87	188	124	171
Martin	80	154	92	149
Verplanck	92	209	134	216
Waddell	205	364	250	359
Washington	78	188	88	190
District	979	1813	1222	1809



Manchester Public Schools

# F & P- % of Students Meets/Exceeds Standards

F & P (no KF)	Fall 2018		Winter 2019	
	#Students Meets/Exceeds	#Students Tested	#Students Meets/Exceeds	#Students Tested
Male	471	939	606	932
Female	508	874	616	877
Black	218	437	269	443
Hispanic	213	493	290	502
White	428	682	519	669
Asian	93	160	114	154
F/R Meals	513	1109	634	1073
Not F/R Meals	466	704	588	736
Special Ed	28	219	38	209
Not Special Ed	951	1594	1184	1600
ELL	43	133	63	134
Not ELL	936	1680	1159	1675
District	979	1813	1222	1809

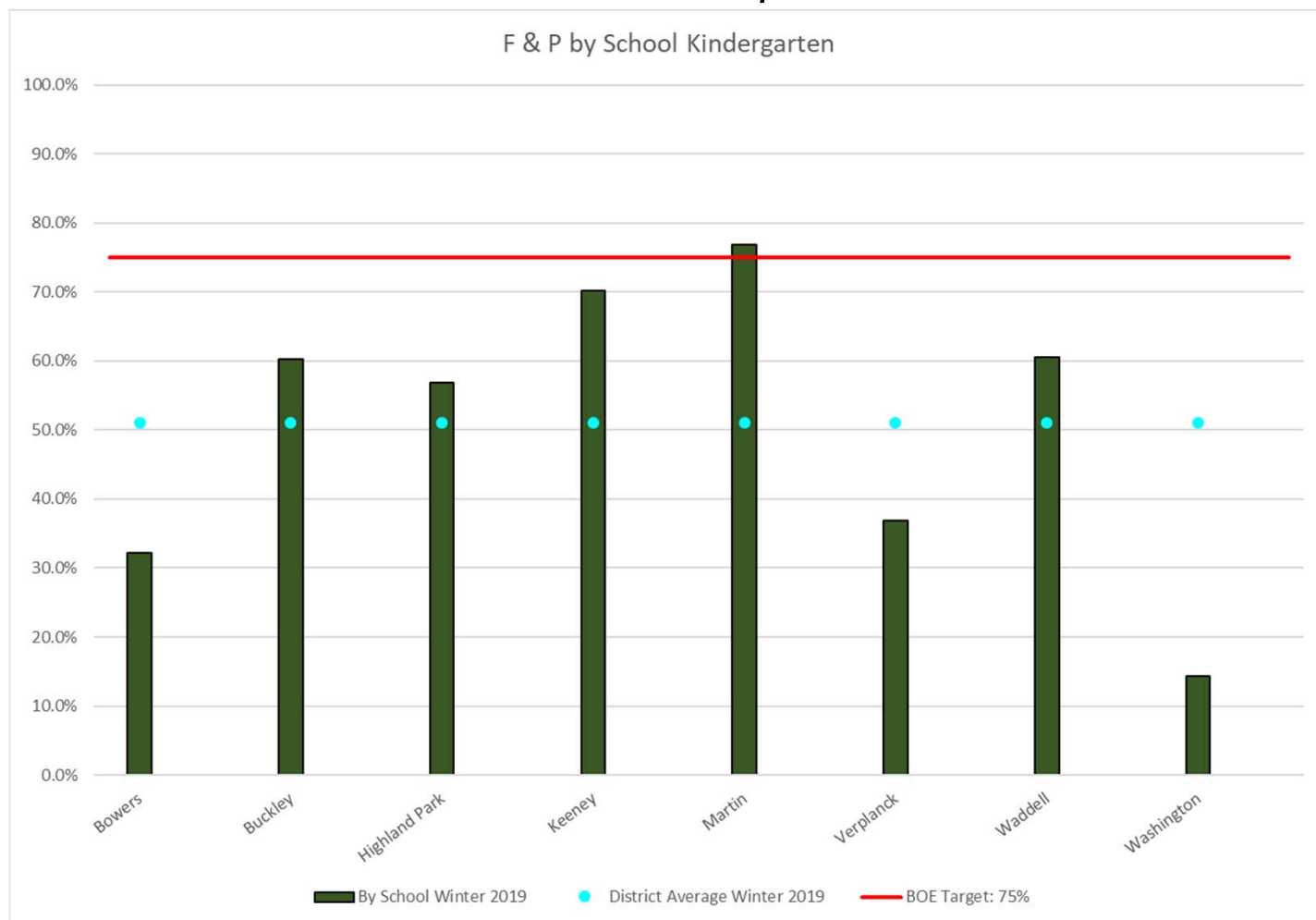


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# F & P- % of Students Meets/Exceeds Standards

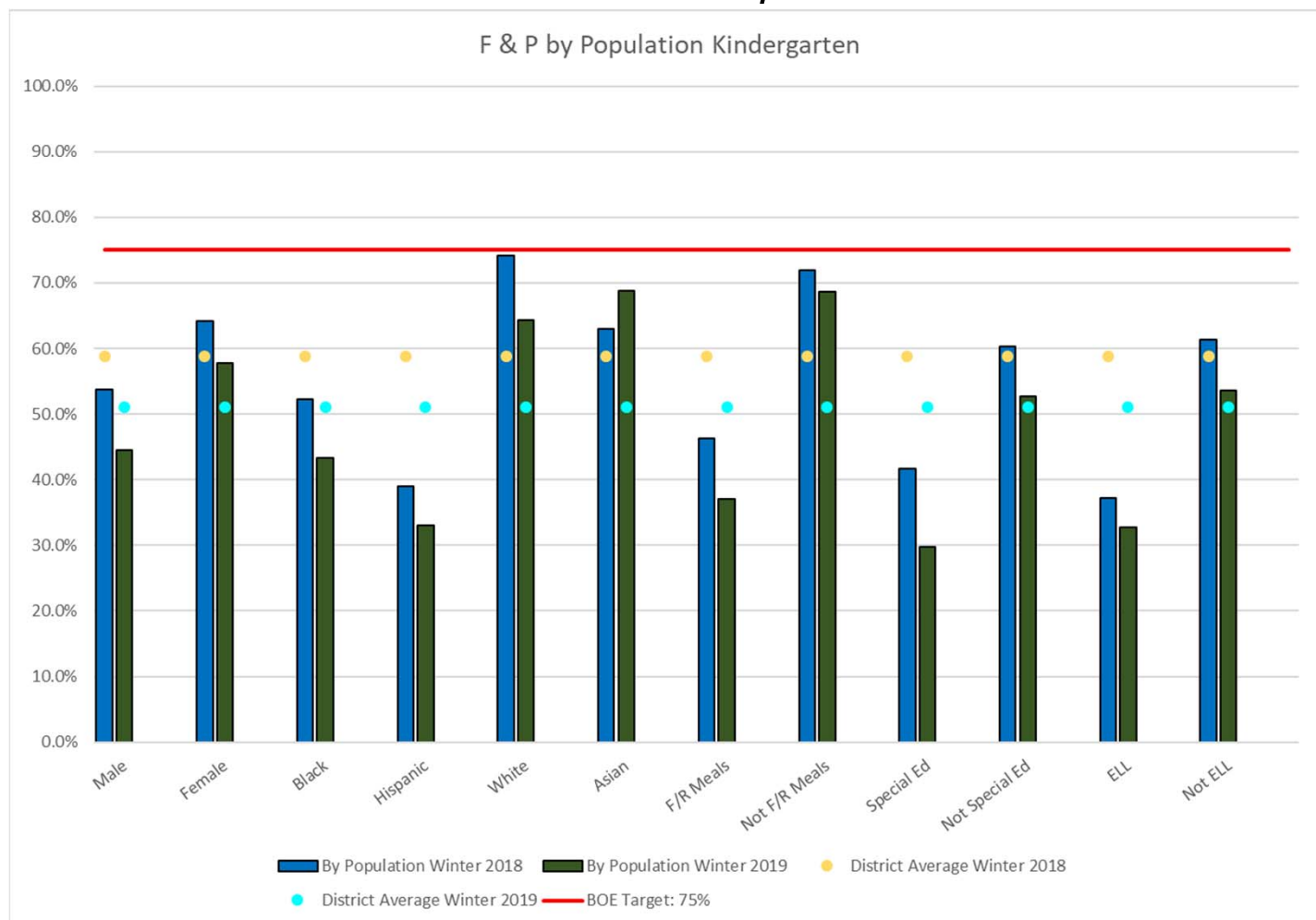
F & P Kindergarten	Winter 2019		Winter 2019
	# Students Meets/ Exceeds	# Students Tested	% Students at Meets/ Exceeds
Bowers	19	59	32.2%
Buckley	47	78	60.3%
Highland	25	44	56.8%
Keeney	40	57	70.2%
Martin	30	39	76.9%
Verplanck	24	65	36.9%
Waddell	66	109	60.6%
Washington	8	56	14.3%
District	259	507	51.1%



Manchester Public Schools

# F & P- % of Students Meets/Exceeds Standards

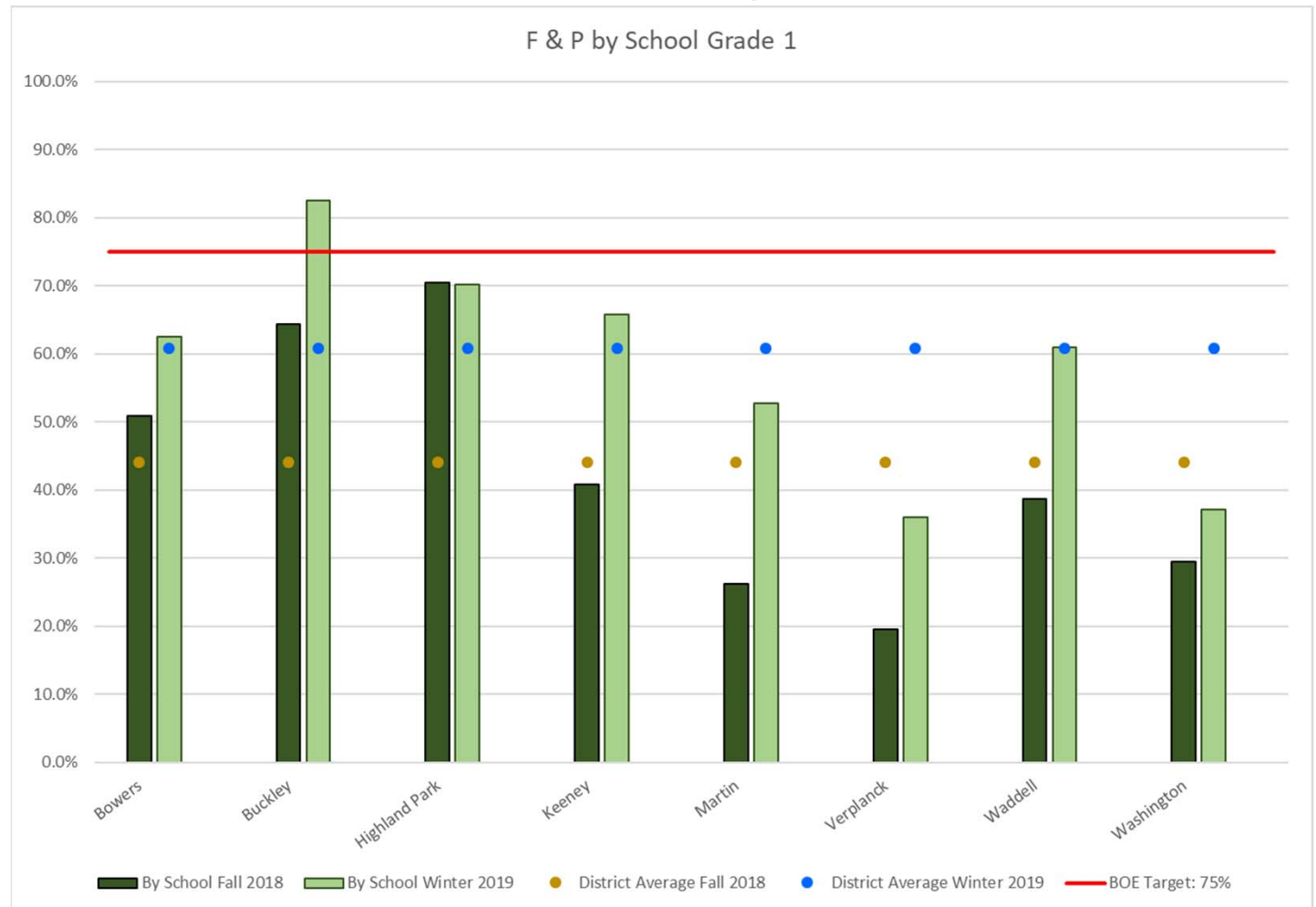
F & P Kindergarten	Winter 2018		Winter 2019	
	#Students Meets/ Exceeds	#Students Tested	#Students Meets/ Exceeds	#Students Tested
Male	134	249	114	256
Female	149	232	145	251
Black	58	111	45	104
Hispanic	44	113	48	145
White	129	174	126	196
Asian	46	73	33	48
F/R Meals	114	246	104	281
Not F/R Meals	169	235	155	226
Special Ed	15	36	11	37
Not Special Ed	268	445	248	470
ELL	19	51	20	61
Not ELL	264	430	239	446
District	283	481	259	507



Manchester Public Schools

# F & P- % of Students Meets/Exceeds Standards

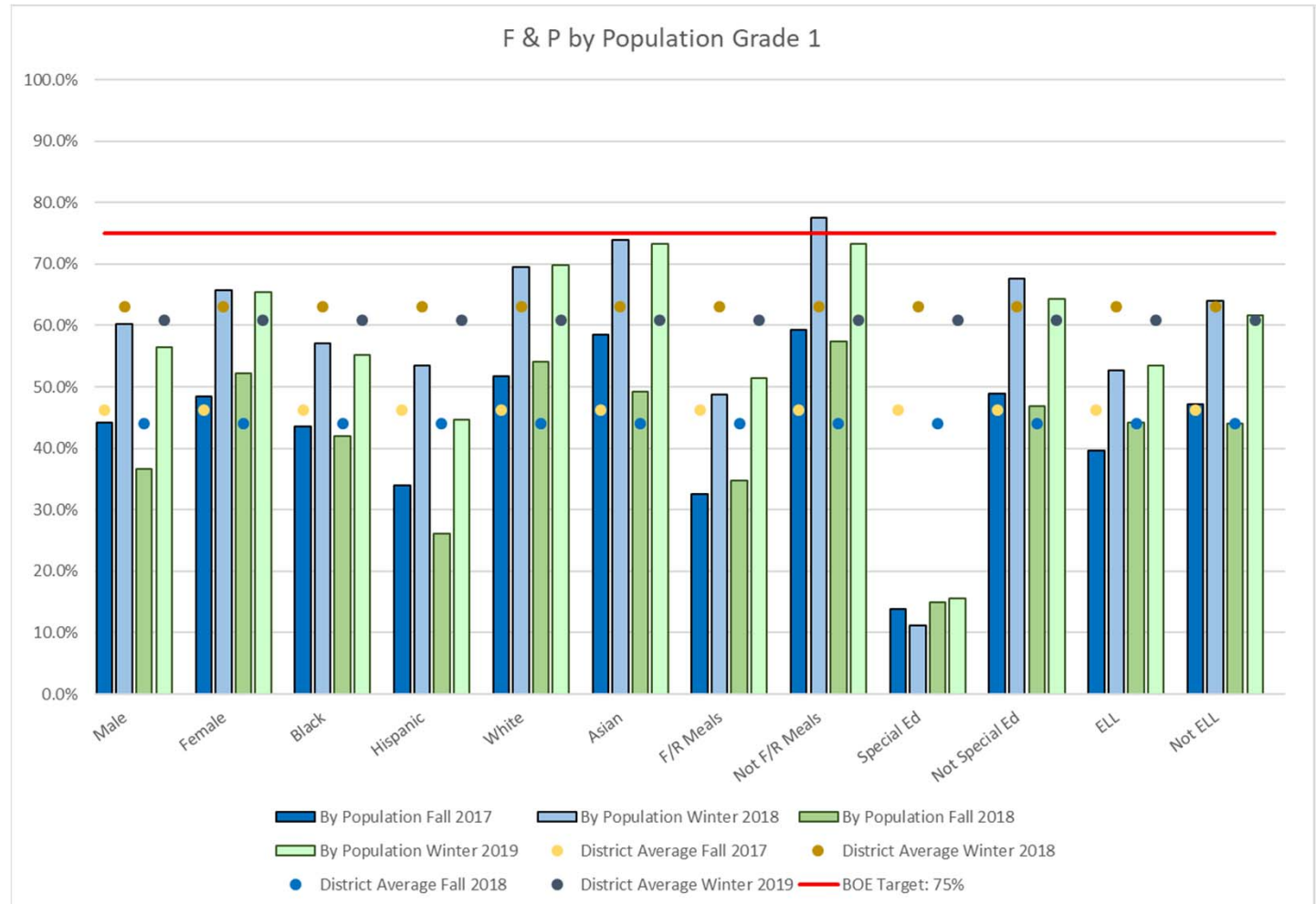
F & P Grade 1	Fall 2018		Winter 2019	
	#Students Meets/ Exceeds	#Students Tested	#Students Meets/ Exceeds	#Students Tested
Bowers	29	57	35	56
Buckley	47	73	61	74
Highland	38	54	40	57
Keeney	20	49	23	35
Martin	11	42	19	36
Verplanck	10	51	18	50
Waddell	39	101	61	100
Washington	10	34	13	35
District	204	463	270	444



Manchester Public Schools

# F & P- % of Students Meets/Exceeds Standards

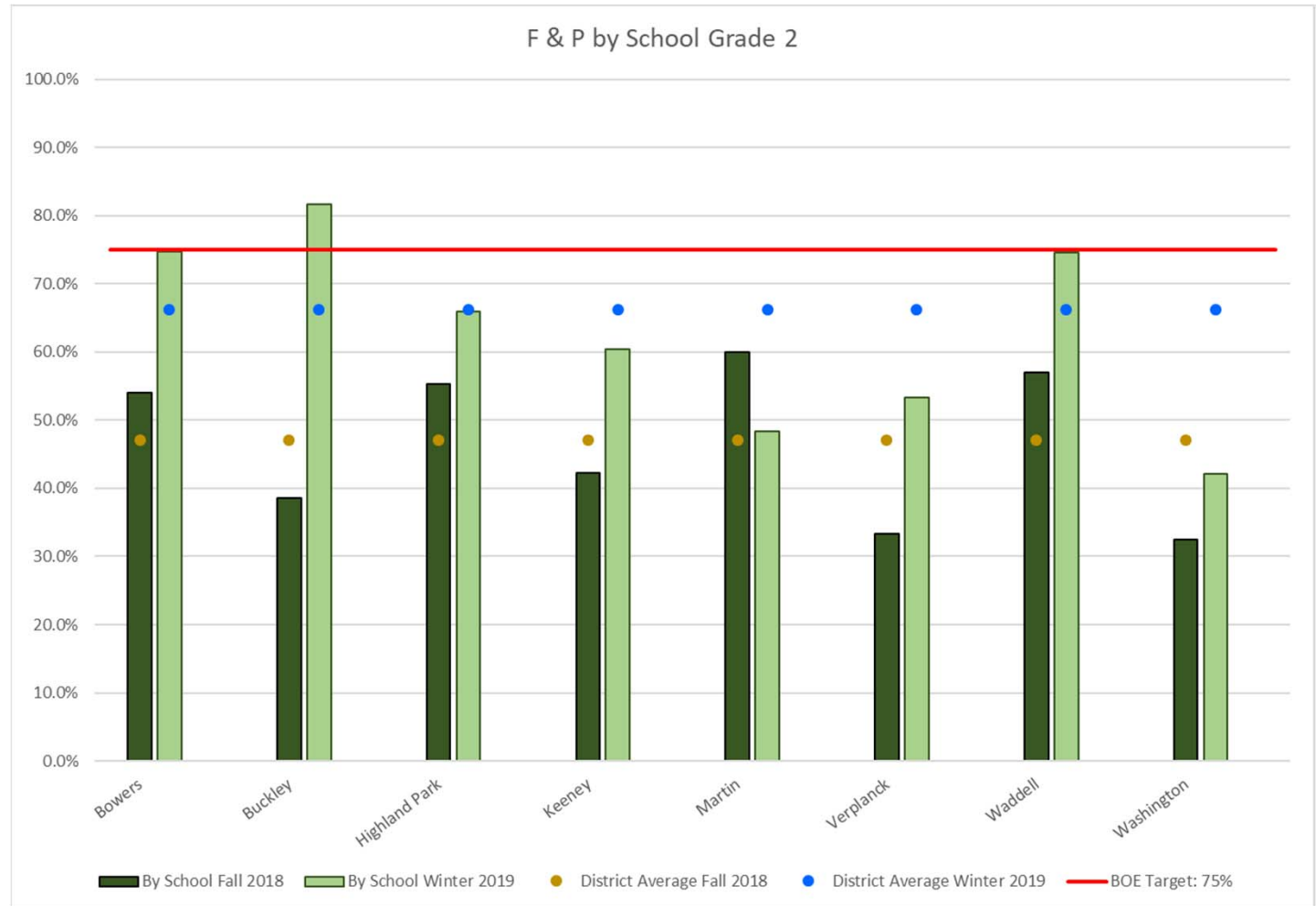
F & P Grade 1	Fall 2017		Winter 2018		Fall 2018		Winter 2019	
	#Students Meets/Exceeds	#Students Tested	#Students Meets/Exceeds	#Students Tested	#Students Meets/Exceeds	#Students Tested	#Students Meets/Exceeds	#Students Tested
Male	105	238	135	224	89	243	130	230
Female	110	227	148	225	115	220	140	214
Black	48	110	61	107	45	107	58	105
Hispanic	34	100	53	99	29	111	50	112
White	101	195	132	190	92	170	111	159
Asian	31	53	34	46	32	65	44	60
F/R Meals	74	227	110	226	95	273	130	253
Not F/R Meals	141	238	173	223	109	190	140	191
Special Ed	5	36	4	36	6	40	5	32
Not Special Ed	210	429	279	413	198	423	265	412
ELL	23	58	30	57	19	43	23	43
Not ELL	192	407	253	395	185	420	247	401
District	215	465	283	449	204	463	270	444



Manchester Public Schools

# F & P- % of Students Meets/Exceeds Standards

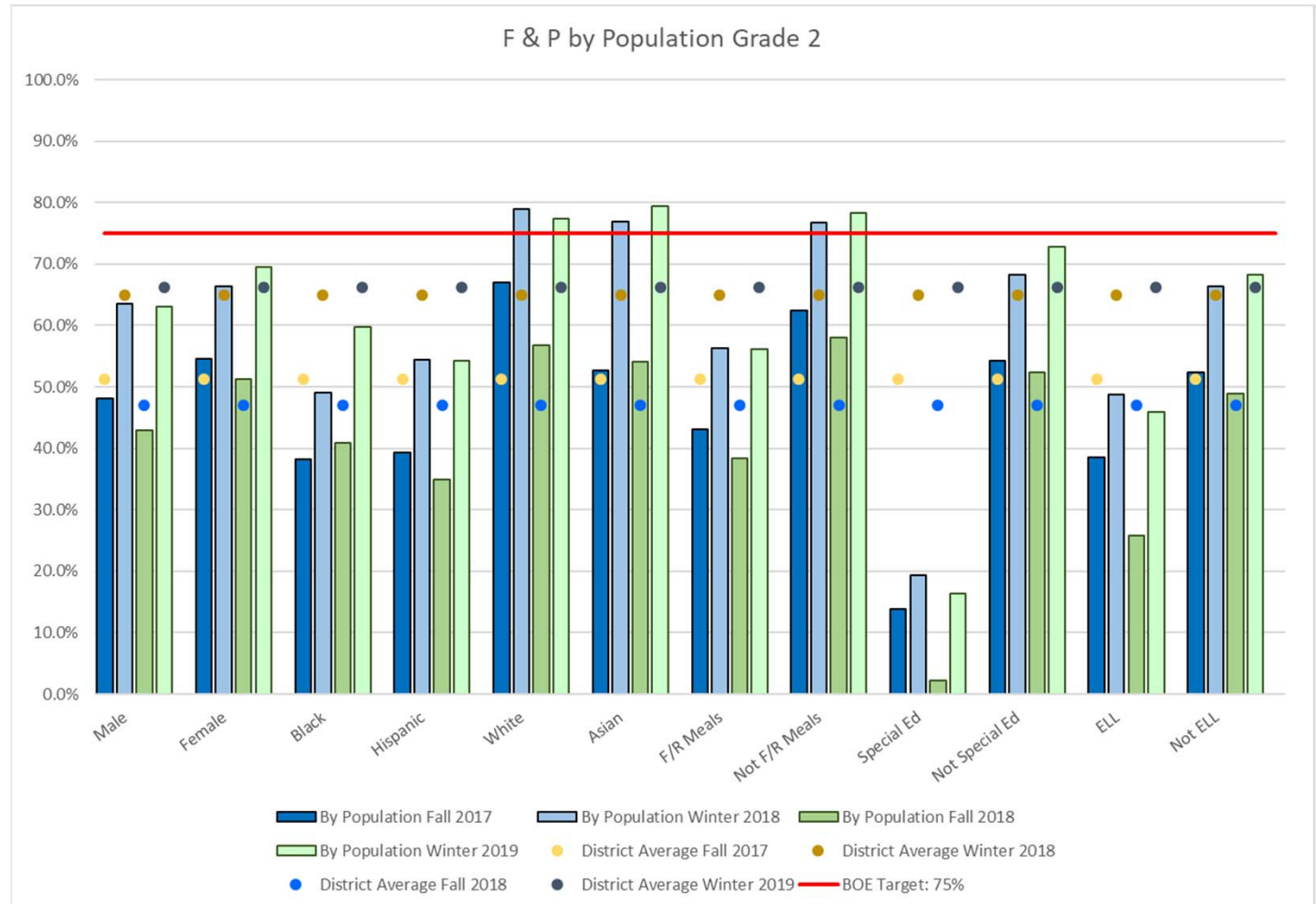
F & P Grade 2	Fall 2018		Winter 2019	
	# Students Meets/ Exceeds	# Students Tested	# Students Meets/ Exceeds	# Students Tested
Bowers	40	74	56	75
Buckley	27	70	58	71
Highland	26	47	33	50
Keeney	19	45	26	43
Martin	18	30	15	31
Verplanck	15	45	24	45
Waddell	41	72	53	71
Washington	13	40	16	38
District	199	423	281	424



Manchester Public Schools

# F & P- % of Students Meets/Exceeds Standards

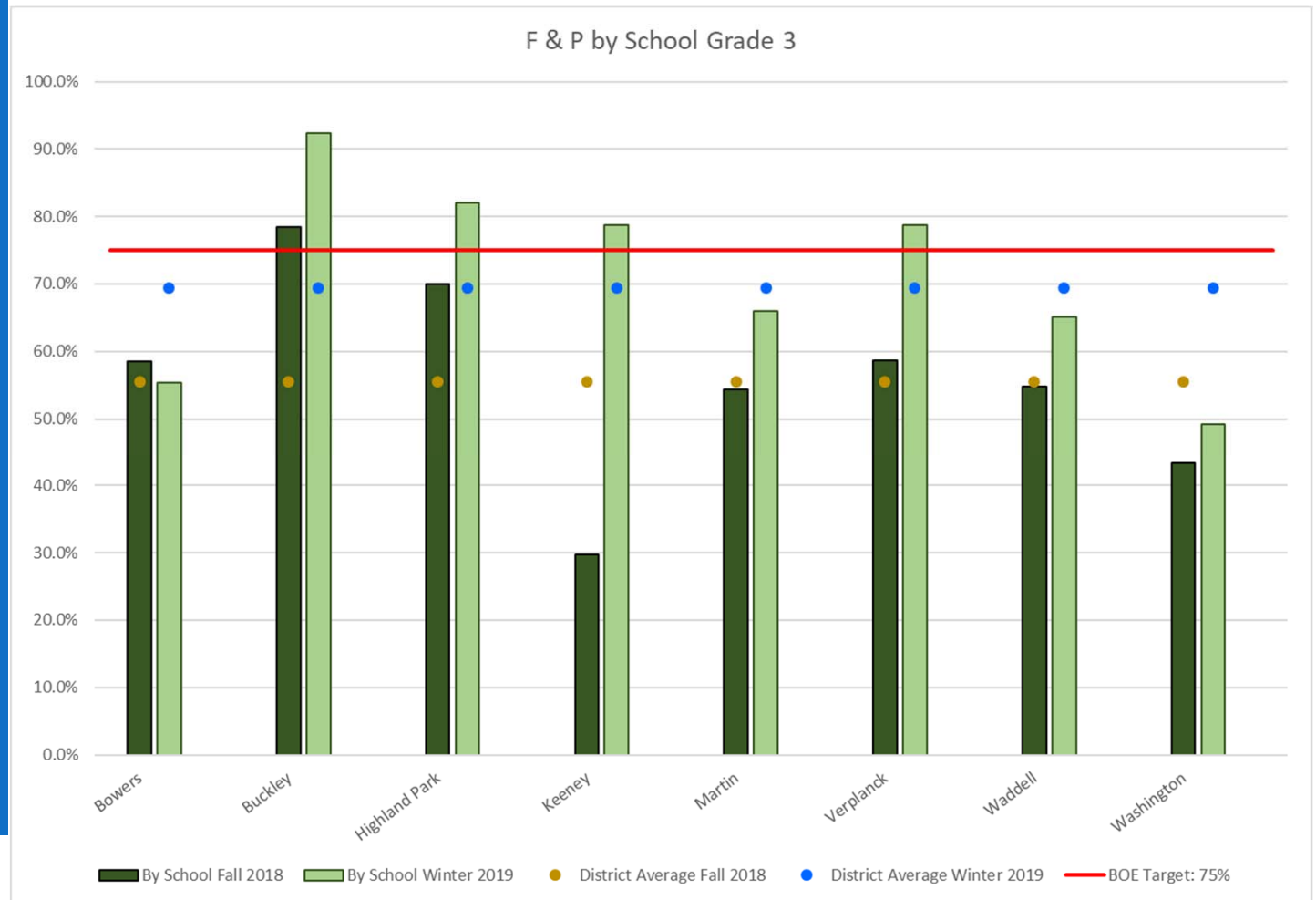
F & P Grade 2	Fall 2017		Winter 2018		Fall 2018		Winter 2019	
	#Students Meets/Exceeds	#Students Tested	#Students Meets/Exceeds	#Students Tested	#Students Meets/Exceeds	#Students Tested	#Students Meets/Exceeds	#Students Tested
Male	119	247	150	236	92	214	135	214
Female	133	244	154	232	107	209	146	210
Black	42	110	52	106	43	105	64	107
Hispanic	55	140	73	134	36	103	57	105
White	130	194	142	180	97	171	130	168
Asian	20	38	30	39	20	37	27	34
F/R Meals	122	283	152	270	91	237	129	230
Not F/R Meals	130	208	152	198	108	186	152	194
Special Ed	5	36	6	31	1	45	8	49
Not Special Ed	247	455	298	437	198	378	273	375
ELL	15	39	19	39	9	35	17	37
Not ELL	237	452	285	429	190	388	264	387
District	252	491	304	468	199	423	281	424



Manchester Public Schools

# F & P- % of Students Meets/Exceeds Standards

F & P Grade 3	Fall 2018		Winter 2019	
	#Students Meets/ Exceeds	#Students Tested	#Students Meets/ Exceeds	#Students Tested
Bowers	41	70	41	74
Buckley	40	51	48	52
Highland	28	40	32	39
Keeney	14	47	37	47
Martin	25	46	29	44
Verplanck	34	58	48	61
Waddell	46	84	54	83
Washington	26	60	29	59
District	254	457	319	460

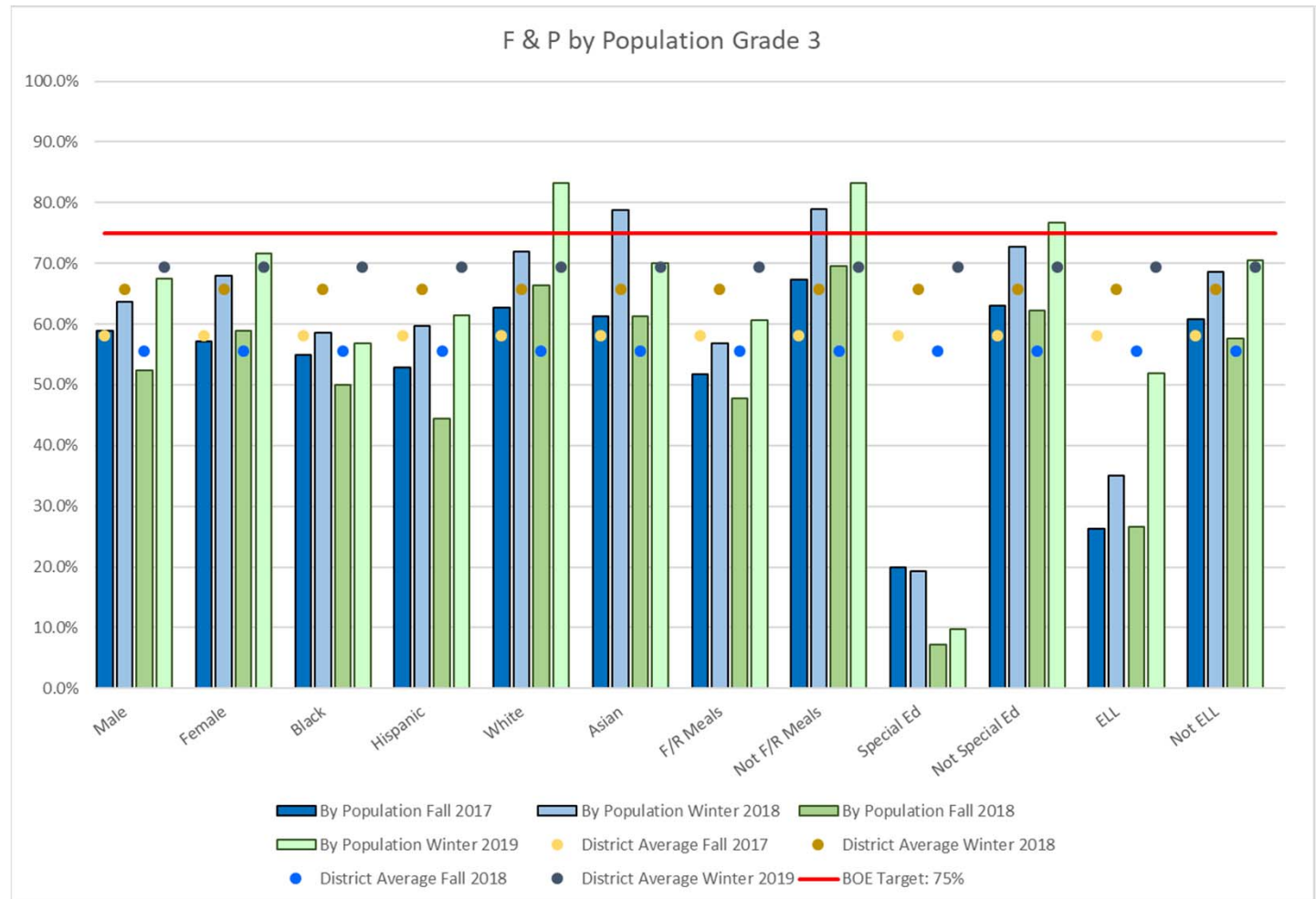


Manchester Public Schools



# F & P- % of Students Meets/Exceeds Standards

F & P Grade 3	Fall 2017		Winter 2018		Fall 2018		Winter 2019	
	#Students Meets/Exceeds	#Students Tested	#Students Meets/Exceeds	#Students Tested	#Students Meets/Exceeds	#Students Tested	#Students Meets/Exceeds	#Students Tested
Male	145	246	156	245	121	231	158	234
Female	131	229	155	228	133	226	161	225
Black	62	113	65	111	54	108	63	111
Hispanic	76	144	86	144	59	133	83	135
White	109	174	123	171	116	175	144	173
Asian	19	31	26	33	19	31	21	30
F/R Meals	146	282	161	283	140	293	171	282
Not F/R Meals	130	193	150	190	114	164	148	178
Special Ed	11	55	12	62	4	55	5	51
Not Special Ed	265	420	299	411	250	402	314	409
ELL	10	38	14	40	8	30	14	27
Not ELL	266	437	297	433	246	427	305	433
District	276	475	311	473	254	457	319	460

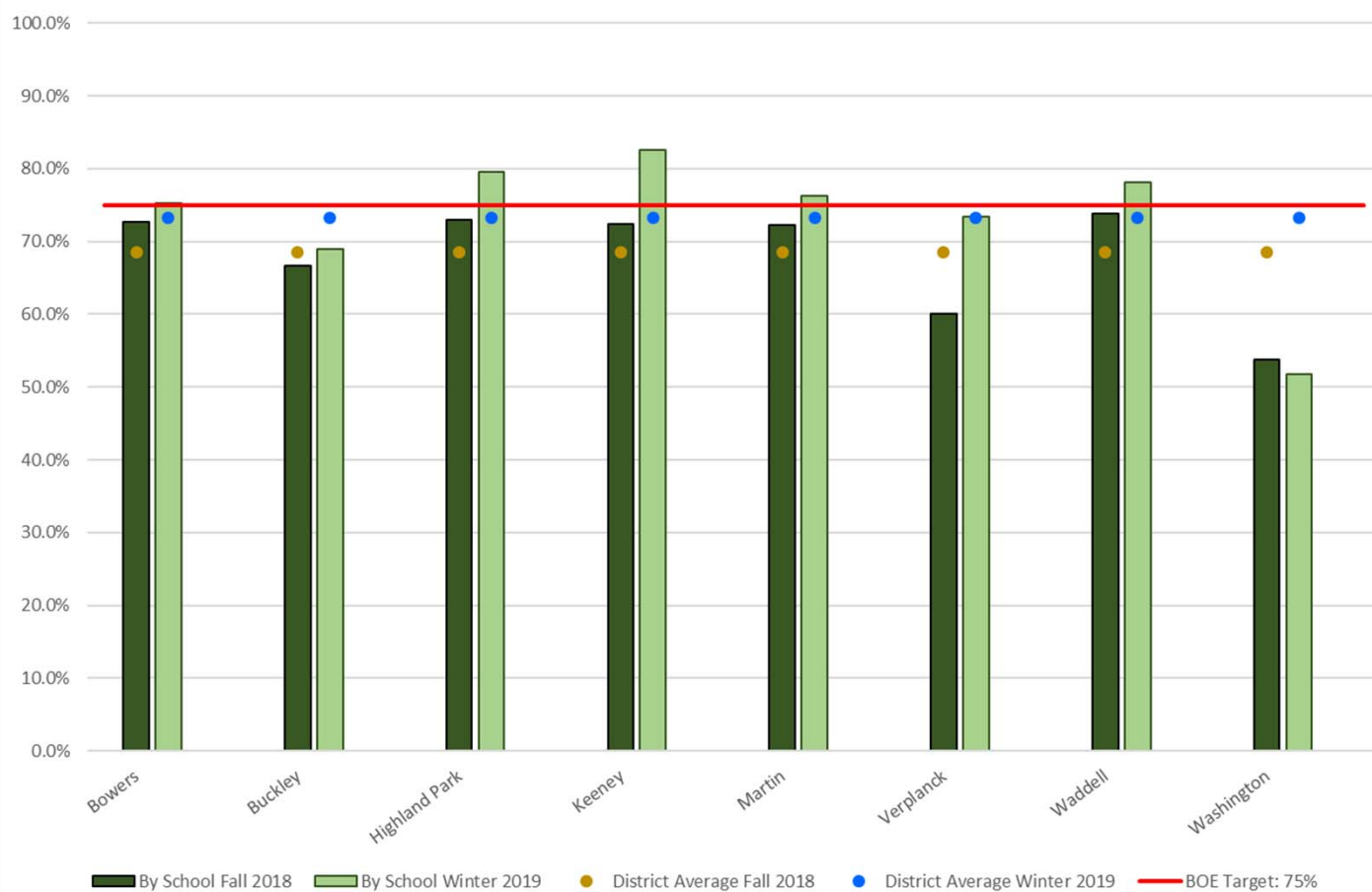


Manchester Public Schools



# Fluency - % of Students Meets/Exceeds

F & P by School Grade 4



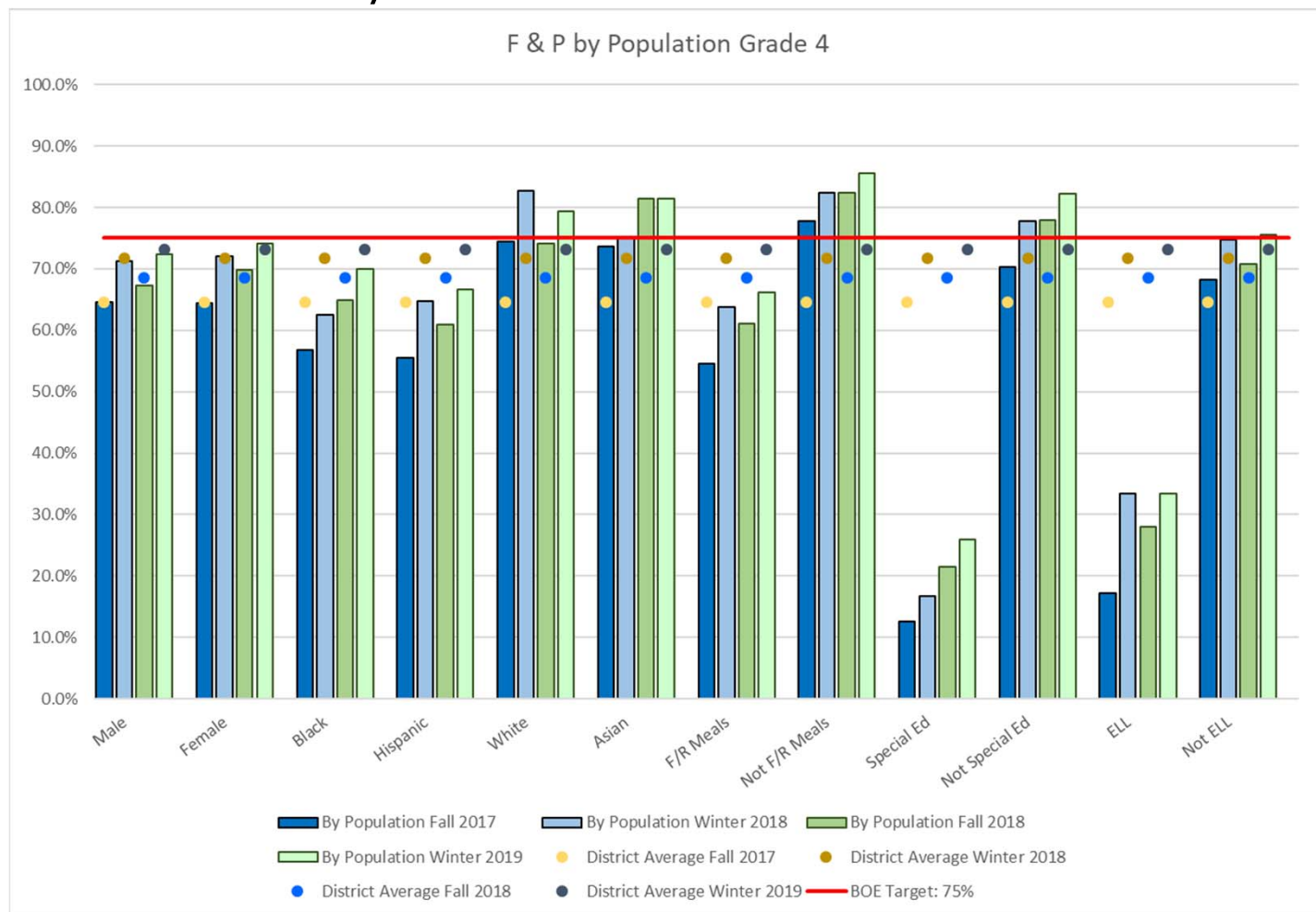
F & P Grade 4	Fall 2018		Winter 2019	
	#Students Meets/ Exceeds	#Students Tested	#Students Meets/ Exceeds	#Students Tested
Bowers	56	77	58	77
Buckley	38	57	40	58
Highland	27	37	31	39
Keeney	34	47	38	46
Martin	26	36	29	38
Verplanck	33	55	44	60
Waddell	79	107	82	105
Washington	29	54	30	58
District	322	470	352	481



Manchester Public Schools

# Fluency - % of Students Meets/Exceeds

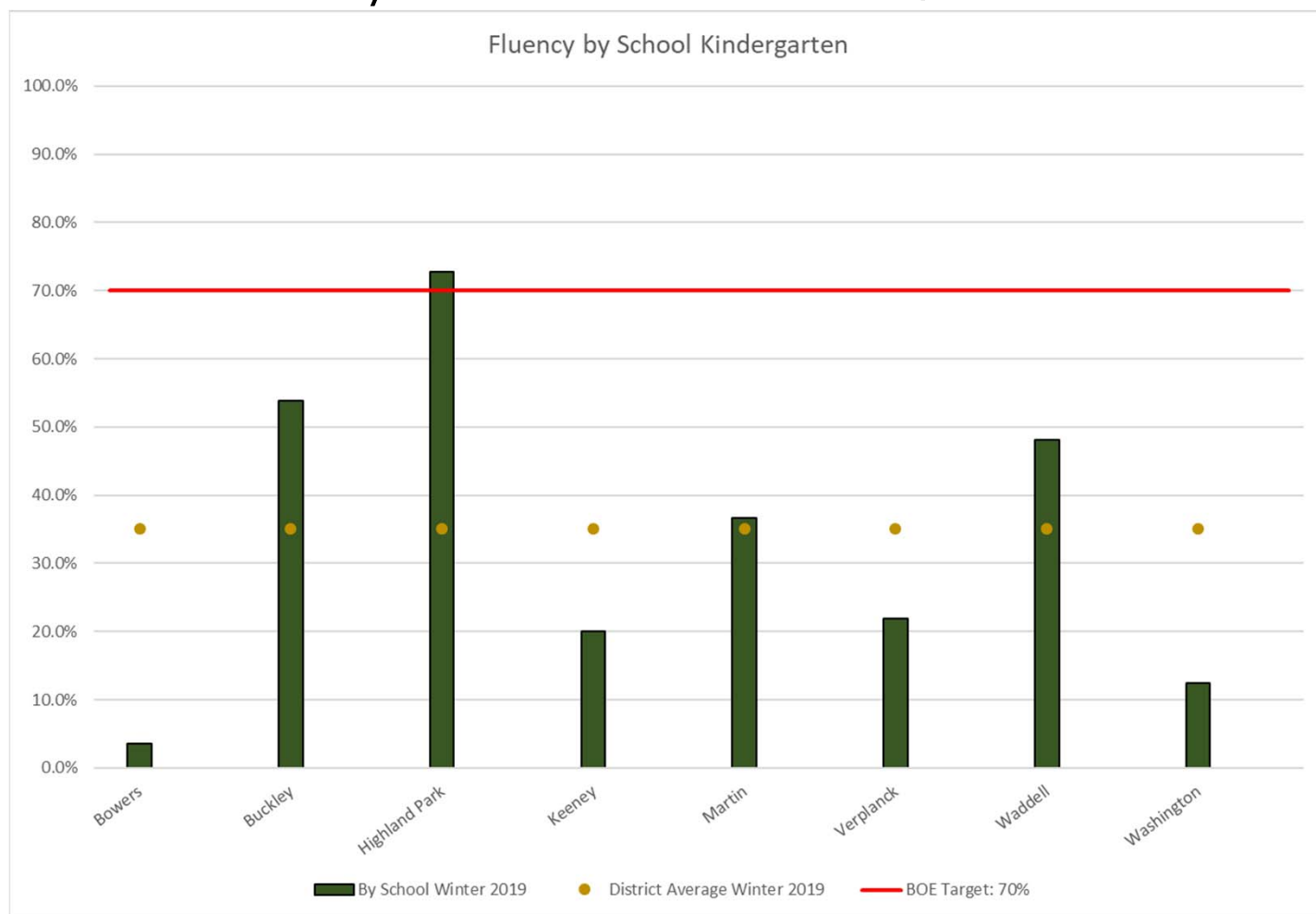
F & P Grade 4	Fall 2017		Winter 2018		Fall 2018		Winter 2019	
	#Students Meets/Exceeds	#Students Tested	#Students Meets/Exceeds	#Students Tested	#Students Meets/Exceeds	#Students Tested	#Students Meets/Exceeds	#Students Tested
Male	159	246	179	251	169	251	183	253
Female	148	230	168	233	153	219	169	228
Black	67	118	75	120	76	117	84	120
Hispanic	81	146	97	150	89	146	100	150
White	122	164	134	162	123	166	134	169
Asian	28	38	30	40	22	27	22	27
F/R Meals	149	273	178	279	187	306	204	308
Not F/R Meals	158	203	169	205	135	164	148	173
Special Ed	6	48	8	48	17	79	20	77
Not Special Ed	301	428	339	436	305	391	332	404
ELL	6	35	12	36	7	25	9	27
Not ELL	301	441	335	448	315	445	343	454
District	307	476	347	484	322	470	352	481



Manchester Public Schools

# Fluency - % of Students Meets/Exceeds

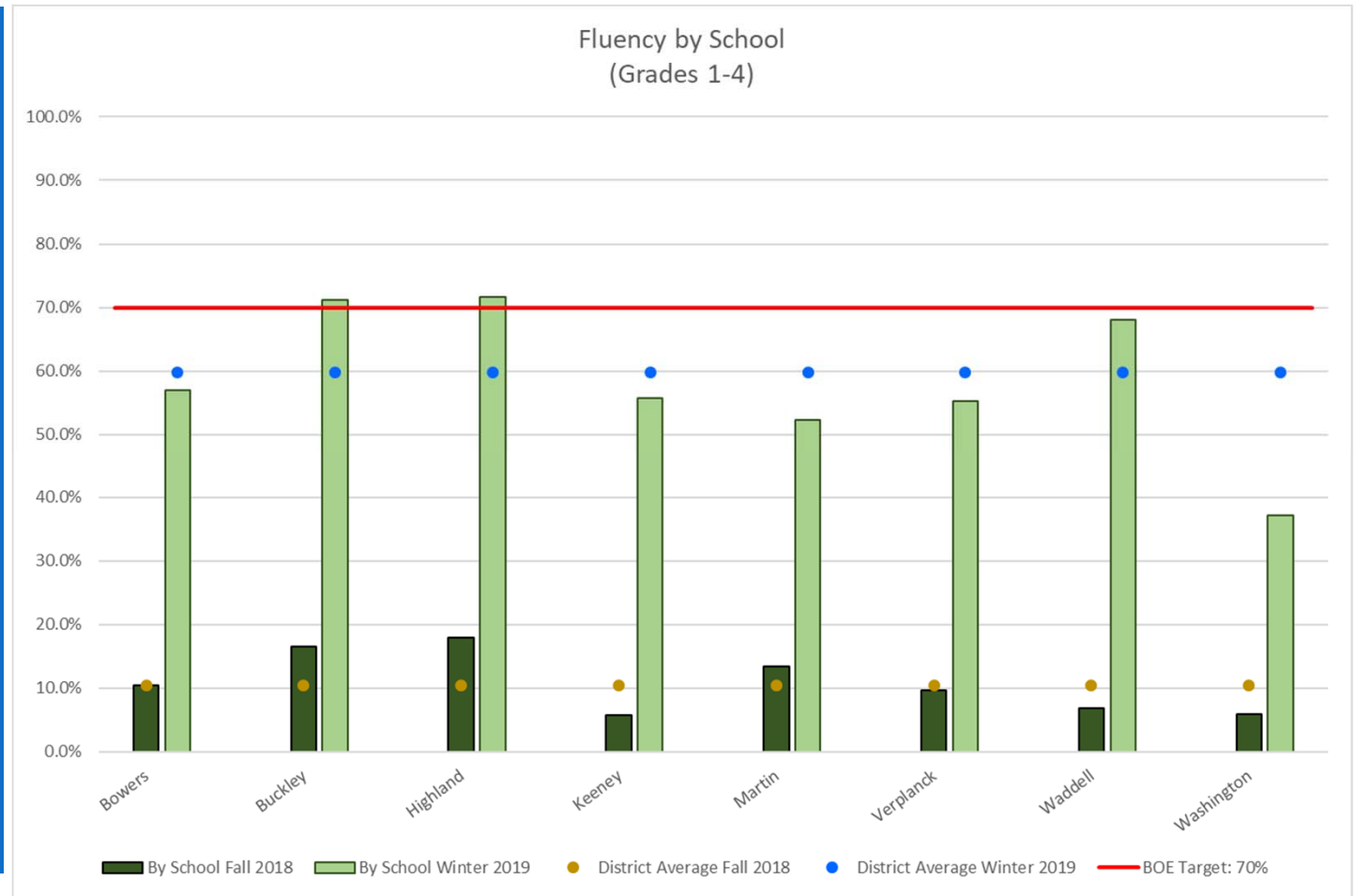
Fluency Kindergarten	Winter 2019		Winter 2019
	# Students Meets/Exceeds	# Students Tested	% Students at Meets/Exceeds
Bowers	2	57	3.5%
Buckley	42	78	53.8%
Highland	32	44	72.7%
Keeney	9	45	20.0%
Martin	15	41	36.6%
Verplanck	14	64	21.9%
Waddell	52	108	48.1%
Washington	7	56	12.5%
District	173	493	35.1%



Manchester Public Schools

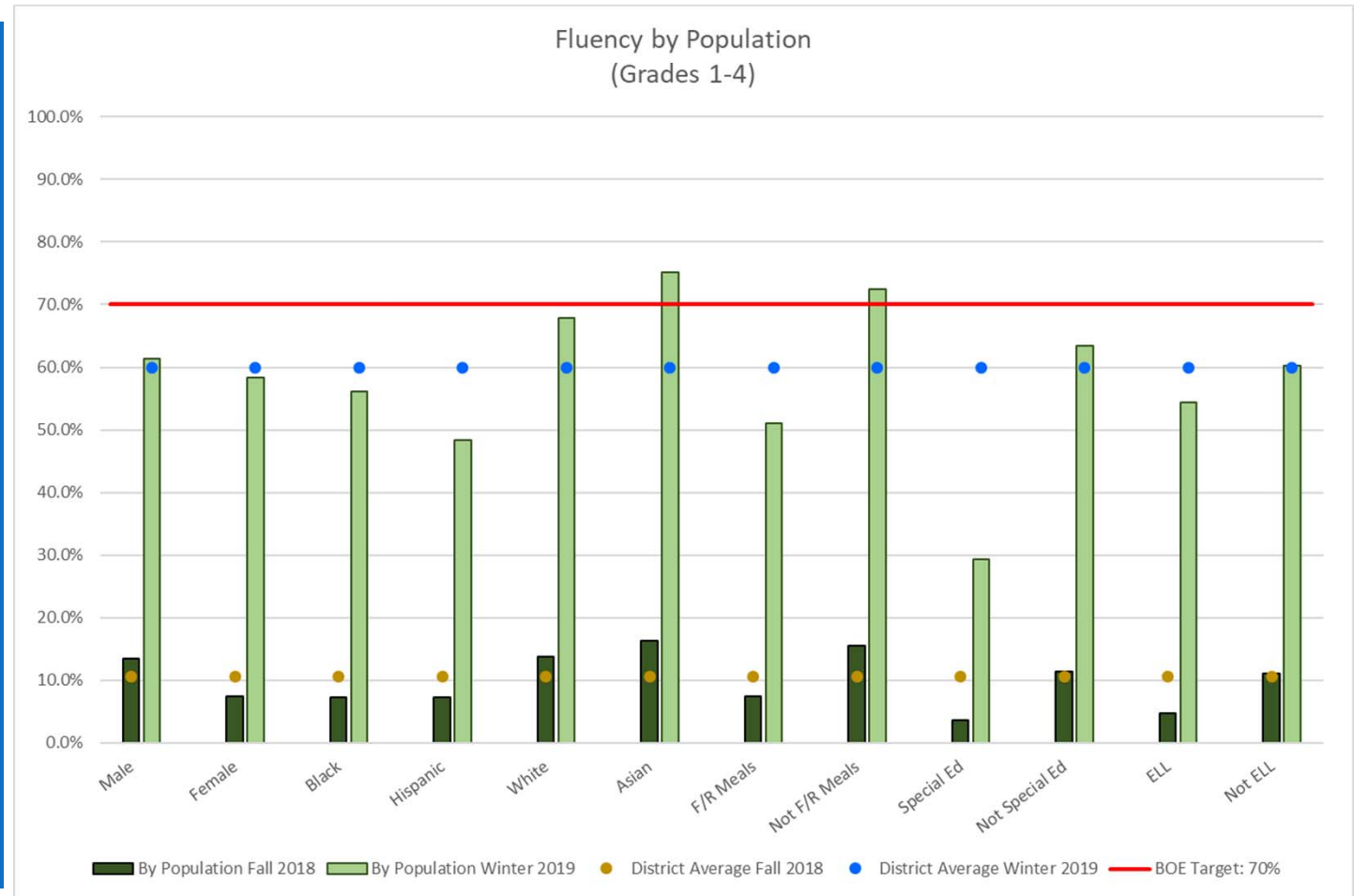
# Fluency- % of Students Meets/Exceeds

Fluency No KF	Fall 2018		Winter 2019	
	#Students Meets/ Exceeds	#Students Tested	#Students Meets/ Exceeds	#Students Tested
Bowers	25	240	146	256
Buckley	41	248	181	254
Highland	32	178	131	183
Keeney	11	192	102	183
Martin	21	156	79	151
Verplanck	20	206	115	208
Waddell	25	361	237	348
Washington	11	185	68	183
District	186	1768	1059	1769



# Fluency- % of Students Meets/Exceeds

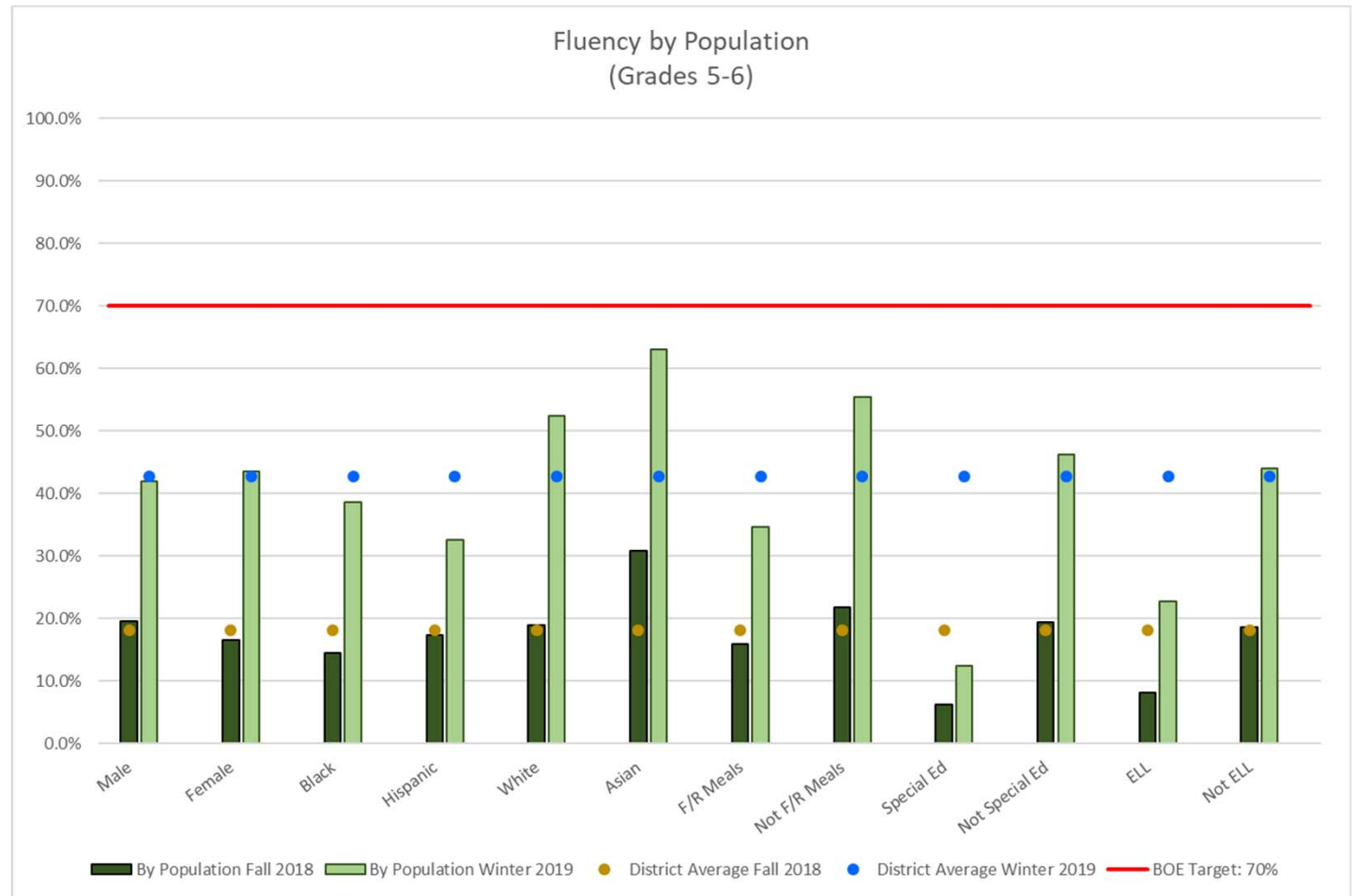
Fluency No KF	Fall 2018		Winter 2019	
	# Students Meets/ Exceeds	# Students Tested	# Students Meets/ Exceeds	# Students Tested
Male	122	909	558	910
Female	64	859	501	859
Black	31	427	243	433
Hispanic	35	479	238	492
White	92	667	448	660
Asian	25	154	109	145
F/R Meals	79	1080	529	1037
Not F/R Meals	107	688	530	732
Special Ed	7	195	54	184
Not Special Ed	179	1573	1005	1585
ELL	6	128	69	127
Not ELL	180	1640	990	1642
District	186	1768	1059	1769



Manchester Public Schools

# Grade 5-6 Fluency- % of Students Meets/Exceeds

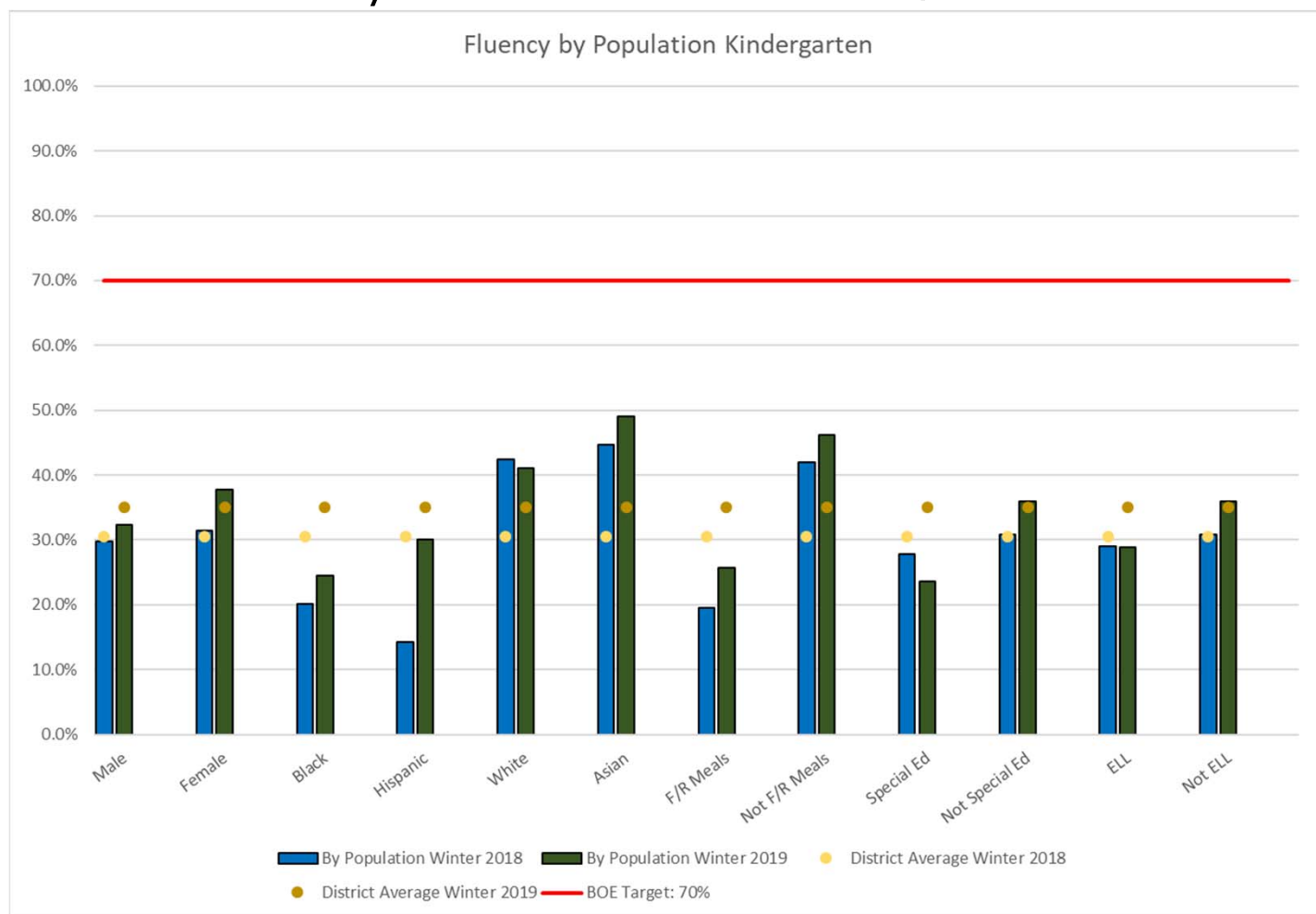
Fluency Grade 5&6	Fall 2018		Winter 2019	
	#Students Meets/ Exceeds	#Students Tested	#Students Meets/ Exceeds	#Students Tested
Male	83	426	177	423
Female	69	416	188	432
Black	31	214	83	215
Hispanic	46	266	87	267
White	51	269	142	271
Asian	21	68	46	73
F/R Meals	85	534	181	523
Not F/R Meals	67	308	184	332
Special Ed	5	81	11	89
Not Special Ed	147	761	354	766
ELL	4	49	12	53
Not ELL	148	793	353	802
District	152	842	365	855



Manchester Public Schools

# Fluency - % of Students Meets/Exceeds

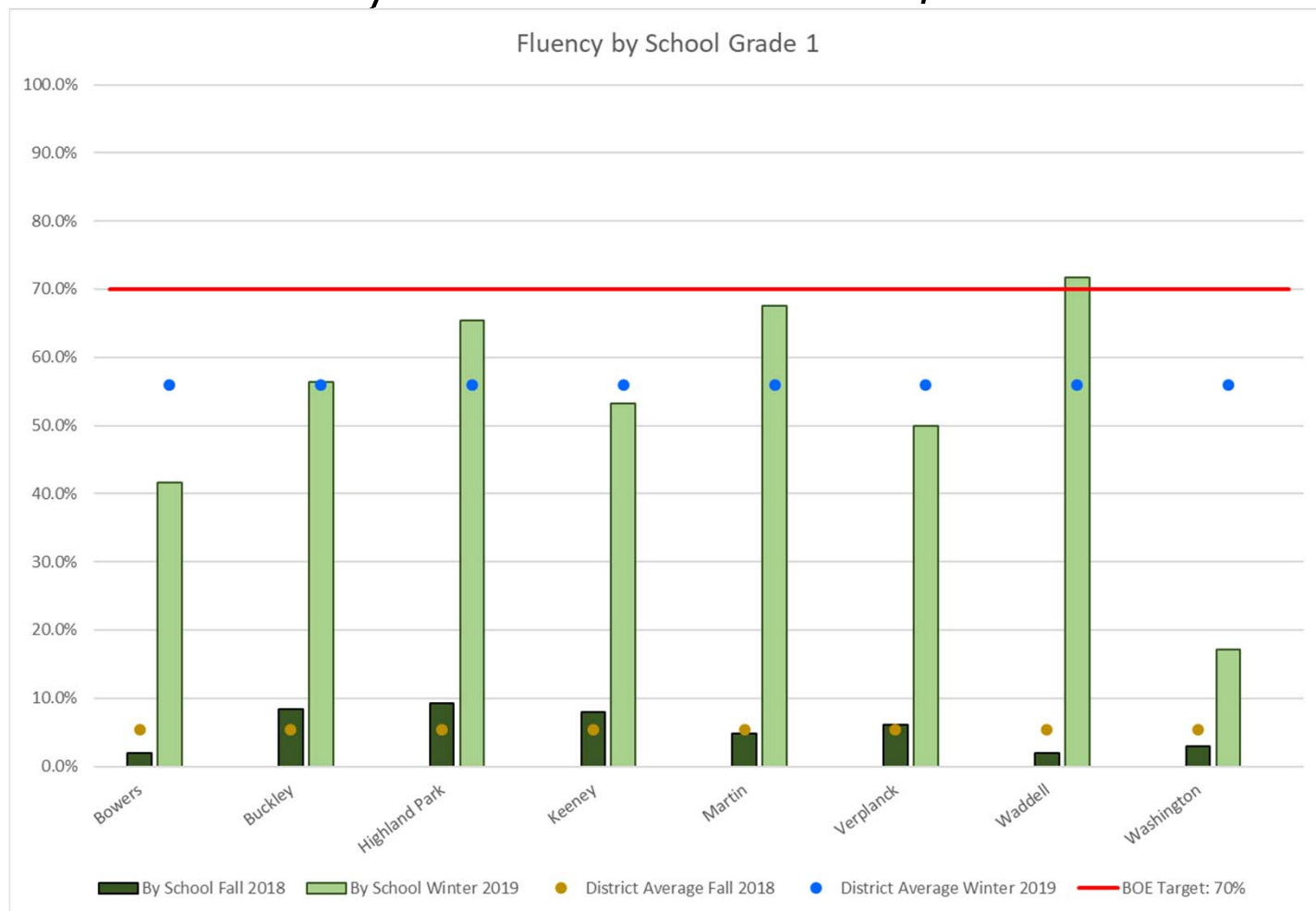
Fluency Kindergarten	Winter 2018		Winter 2019	
	# Students Meets/ Exceeds	# Students Tested	# Students Meets/ Exceeds	# Students Tested
Male	75	252	80	247
Female	73	232	93	246
Black	23	114	25	102
Hispanic	16	112	43	143
White	73	172	76	185
Asian	34	76	24	49
F/R Meals	48	246	69	268
Not F/R Meals	100	238	104	225
Special Ed	10	36	8	34
Not Special Ed	138	448	165	459
ELL	16	55	17	59
Not ELL	132	429	156	434
District	148	484	173	493



Manchester Public Schools

# Fluency - % of Students Meets/Exceeds

Fluency Grade 1	Fall 2018		Winter 2019	
	#Students Meets/Exceeds	#Students Tested	#Students Meets/Exceeds	#Students Tested
Bowers	1	50	20	48
Buckley	6	71	40	71
Highland	5	54	36	55
Keeney	4	50	25	47
Martin	2	42	27	40
Verplanck	3	49	25	50
Waddell	2	101	71	99
Washington	1	34	6	35
District	24	452	250	447

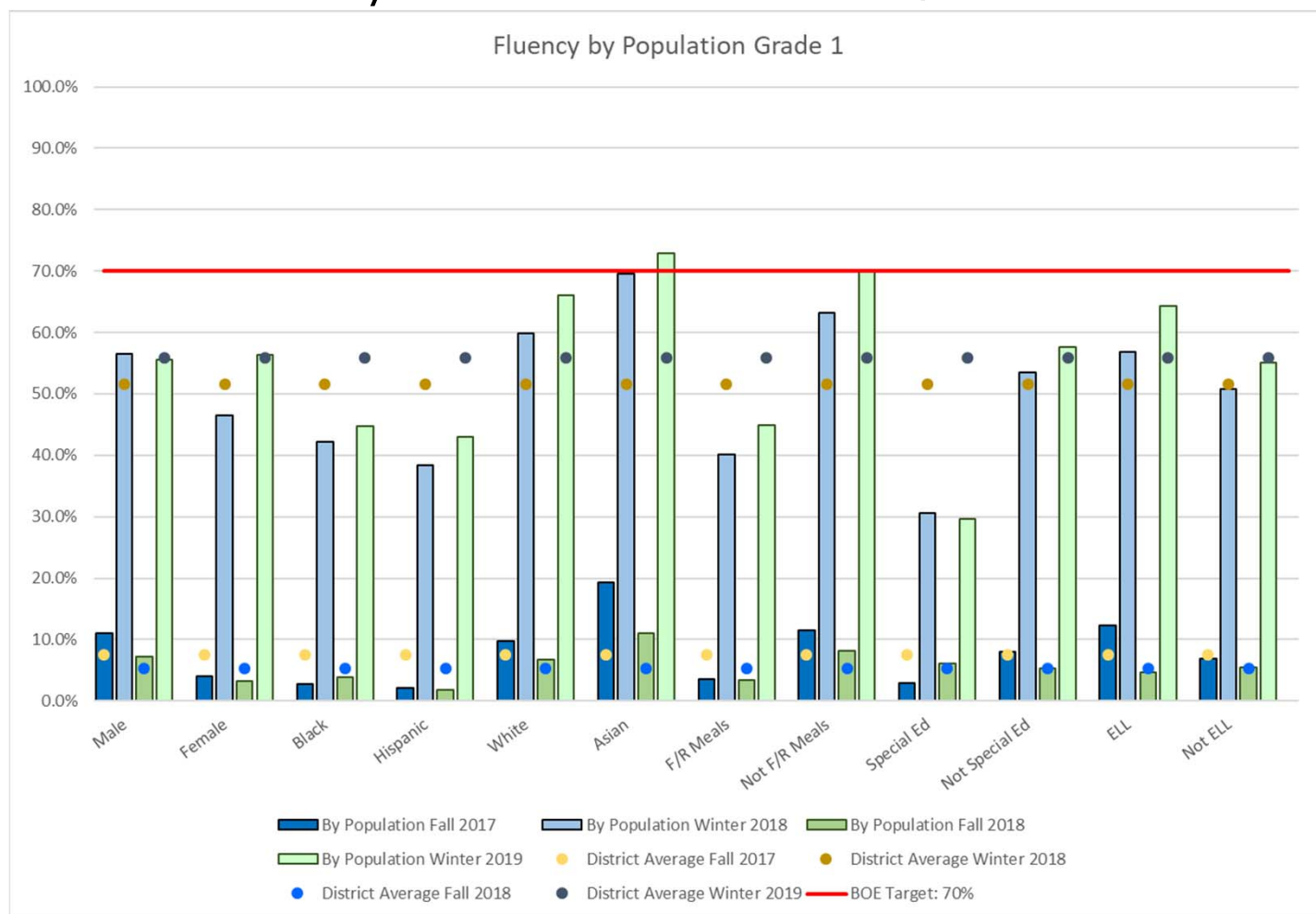


Manchester Public Schools



# Fluency - % of Students Meets/Exceeds

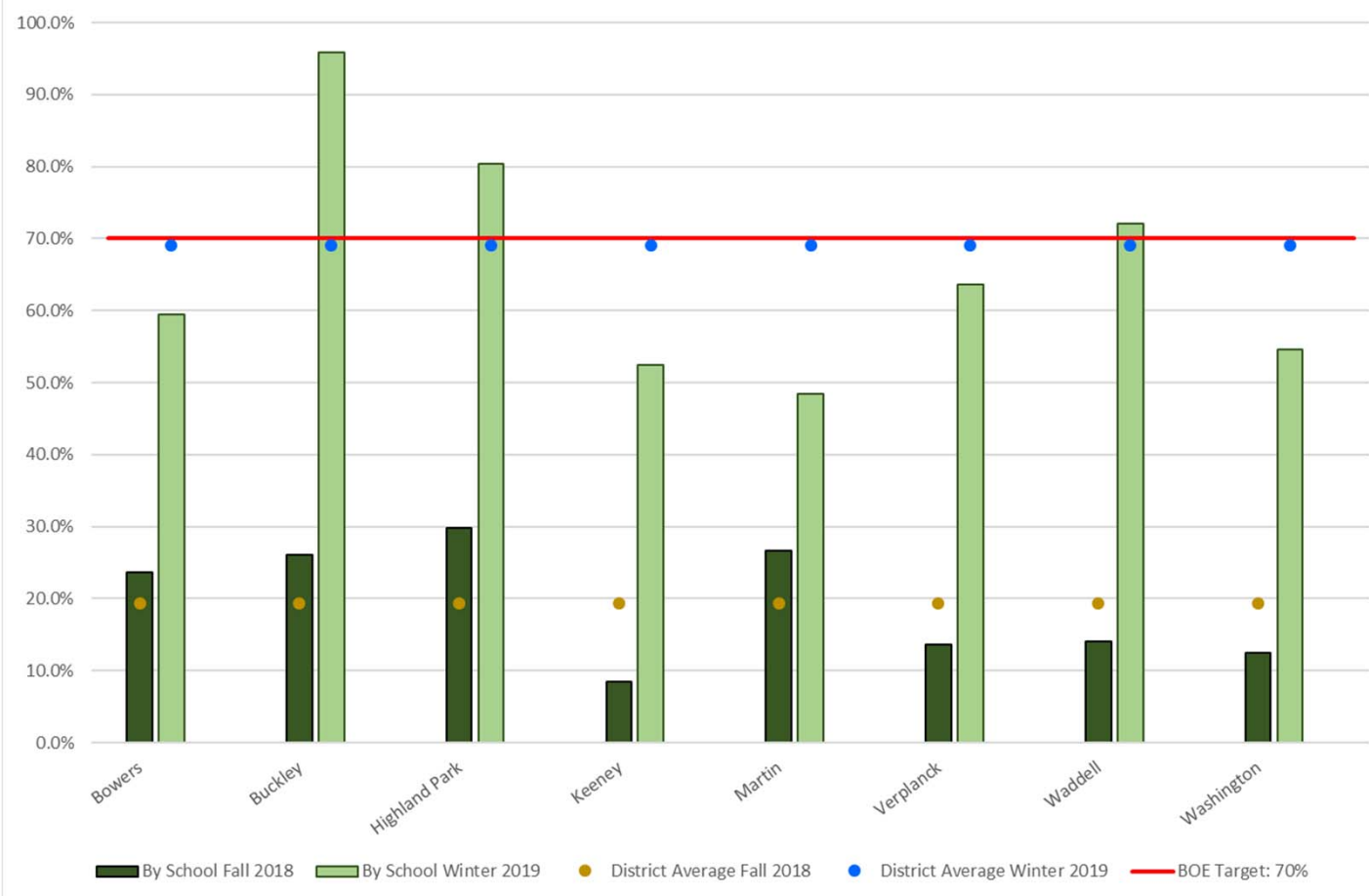
Fluency Grade 1	Fall 2017		Winter 2018		Fall 2018		Winter 2019	
	#Students Meets/Exceeds	#Students Tested	#Students Meets/Exceeds	#Students Tested	#Students Meets/Exceeds	#Students Tested	#Students Meets/Exceeds	#Students Tested
Male	26	236	122	216	17	237	130	234
Female	9	226	100	215	7	215	120	213
Black	3	111	43	102	4	103	47	105
Hispanic	2	97	36	94	2	110	49	114
White	19	195	109	182	11	165	107	162
Asian	10	52	32	46	7	64	43	59
F/R Meals	8	227	88	219	9	267	113	252
Not F/R Meals	27	235	134	212	15	185	137	195
Special Ed	1	34	11	36	2	33	8	27
Not Special Ed	34	428	211	395	22	419	242	420
ELL	7	57	29	51	2	43	27	42
Not ELL	28	405	193	380	22	409	223	405
District	35	462	222	431	24	452	250	447



Manchester Public Schools

# Fluency - % of Students Meets/Exceeds

Fluency by School Grade 2



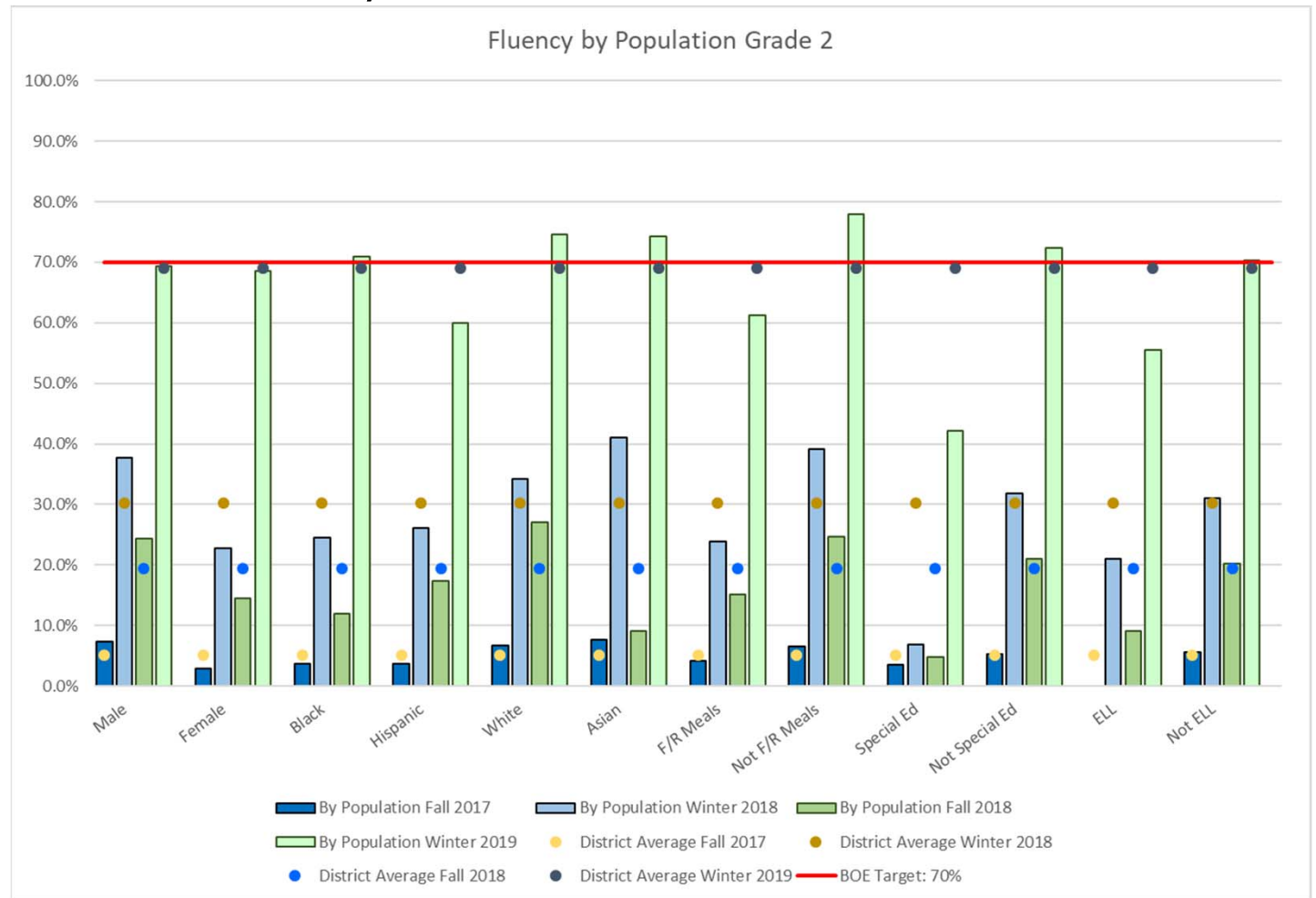
Fluency Grade 2	Fall 2018		Winter 2019	
	#Students Meets/Exceeds	#Students Tested	#Students Meets/Exceeds	#Students Tested
Bowers	13	55	41	69
Buckley	18	69	69	72
Highland	14	47	41	51
Keeney	4	47	22	42
Martin	8	30	15	31
Verplanck	6	44	28	44
Waddell	10	71	49	68
Washington	5	40	18	33
District	78	403	283	410



Manchester Public Schools

# Fluency - % of Students Meets/Exceeds

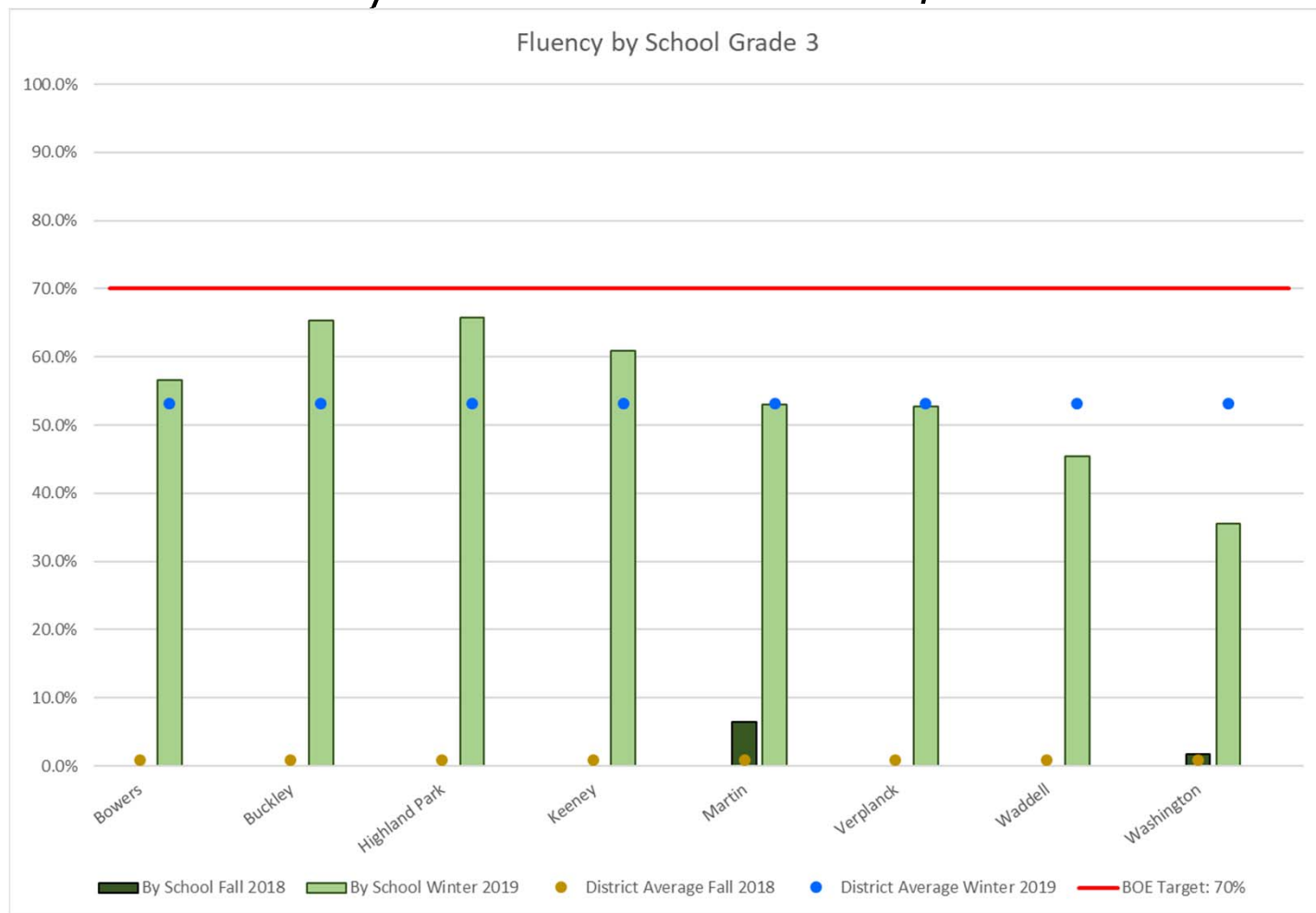
	Fall 2017		Winter 2018		Fall 2018		Winter 2019	
Fluency Grade 2	#Students Meets/Exceeds	#Students Tested	#Students Meets/Exceeds	#Students Tested	#Students Meets/Exceeds	#Students Tested	#Students Meets/Exceeds	#Students Tested
Male	17	232	89	236	49	202	143	206
Female	7	239	53	233	29	201	140	204
Black	4	108	26	106	12	100	73	103
Hispanic	5	136	35	134	17	98	60	100
White	12	179	62	181	45	166	123	165
Asian	3	39	16	39	3	33	26	35
F/R Meals	11	271	65	272	34	225	134	219
Not F/R Meals	13	200	77	197	44	178	149	191
Special Ed	1	29	2	29	2	42	19	45
Not Special Ed	23	442	140	440	76	361	264	365
ELL	0	39	8	38	3	33	20	36
Not ELL	24	432	134	431	75	370	263	374
District	24	471	142	469	78	403	283	410



Manchester Public Schools

# Fluency - % of Students Meets/Exceeds

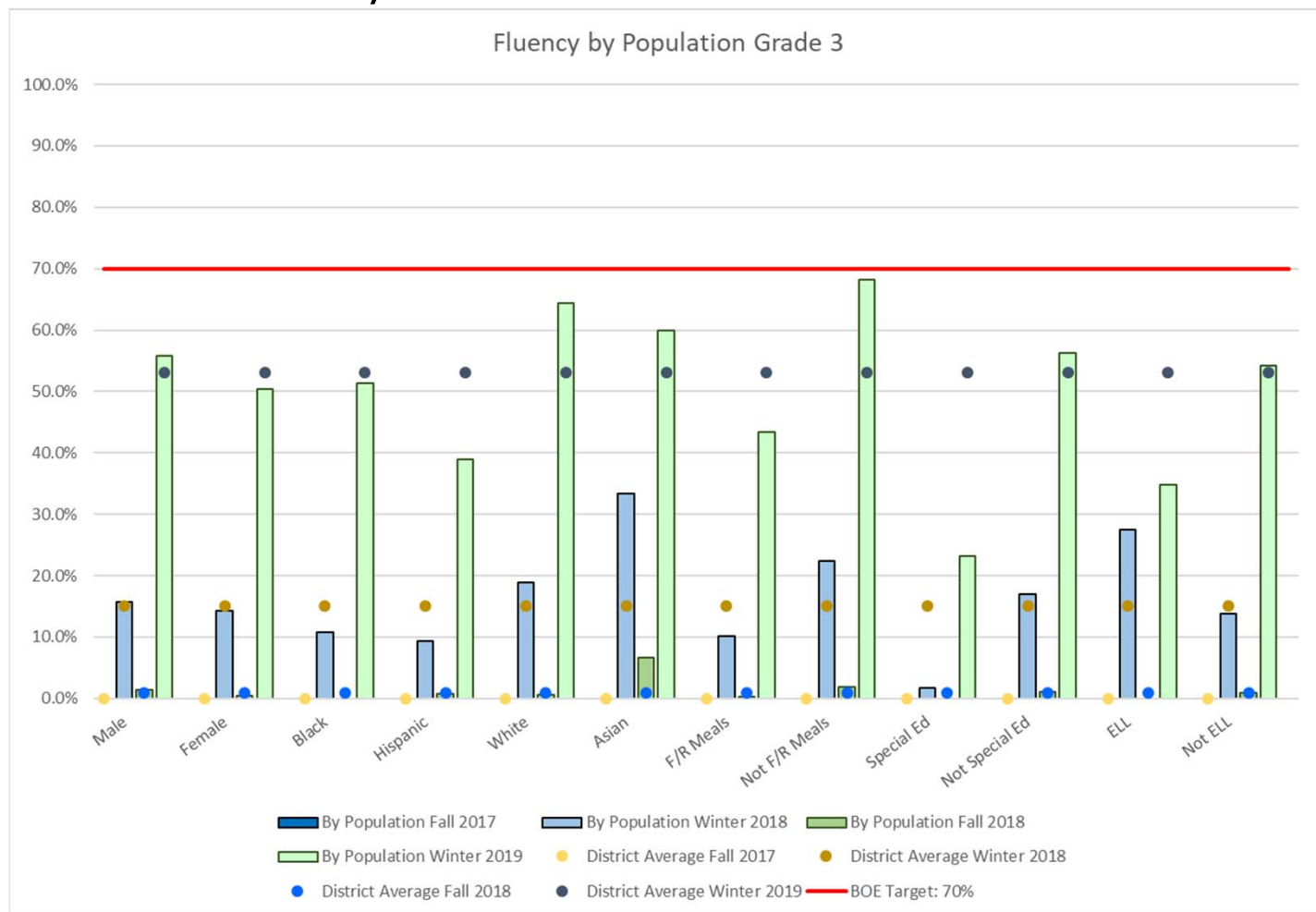
Fluency Grade 3	Fall 2018		Winter 2019	
	#Students Meets/Exceeds	#Students Tested	#Students Meets/Exceeds	#Students Tested
Bowers	0	64	39	69
Buckley	0	51	34	52
Highland	0	40	25	38
Keeney	0	48	28	46
Martin	3	47	26	49
Verplanck	0	58	29	55
Waddell	0	81	35	77
Washington	1	56	21	59
District	4	436	237	446



Manchester Public Schools

# Fluency - % of Students Meets/Exceeds

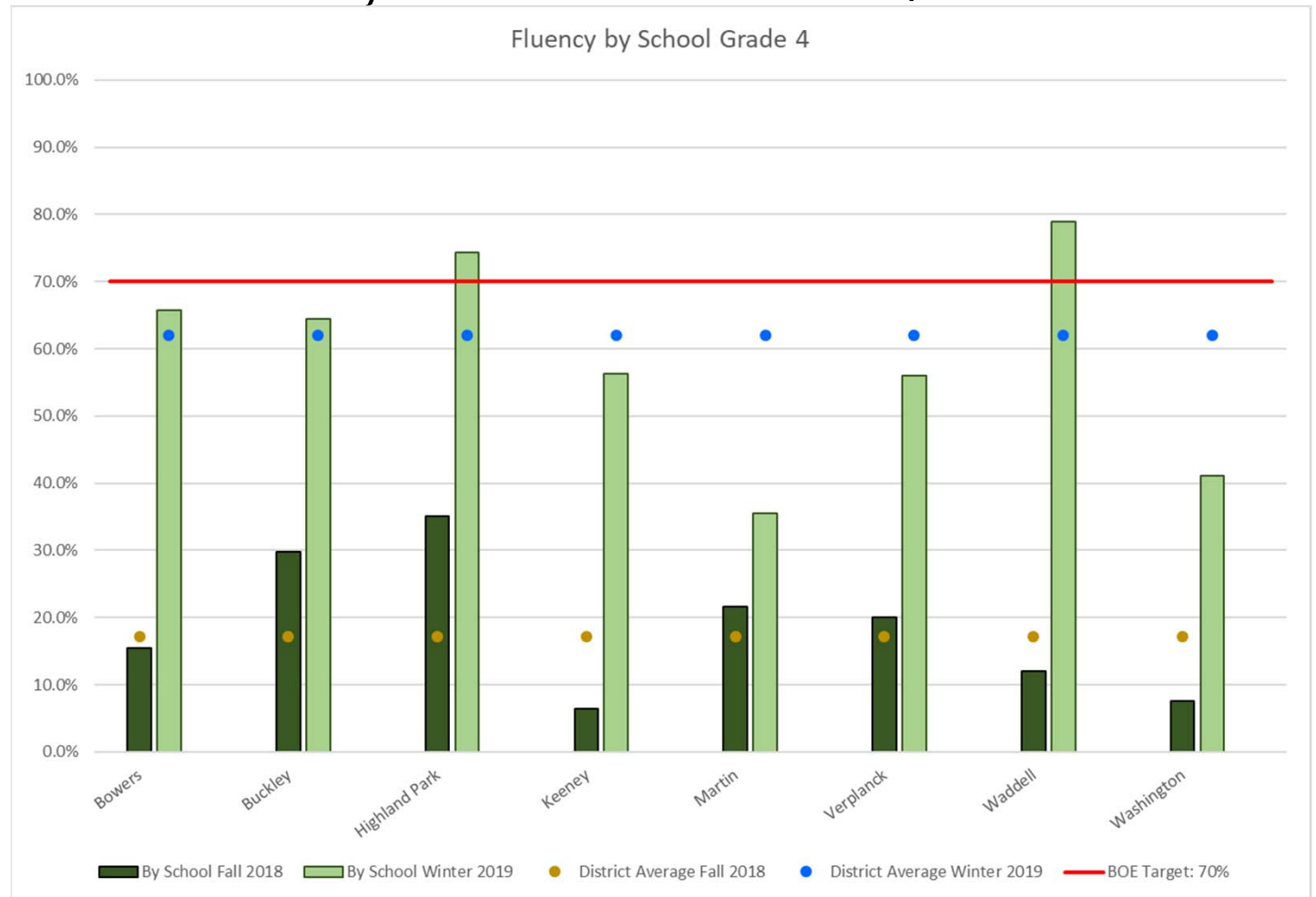
Fluency Grade 3	Fall 2017		Winter 2018		Fall 2018		Winter 2019	
	#Students Meets/Exceeds	#Students Tested	#Students Meets/Exceeds	#Students Tested	#Students Meets/Exceeds	#Students Tested	#Students Meets/Exceeds	#Students Tested
Male	0	239	38	241	3	225	126	226
Female	0	228	32	225	1	221	111	220
Black	0	112	12	111	0	108	56	109
Hispanic	0	138	13	140	1	128	51	131
White	0	171	32	169	1	170	110	171
Asian	0	33	11	33	2	30	15	25
F/R Meals	0	278	28	278	1	284	117	270
Not F/R Meals	0	189	42	188	3	162	120	176
Special Ed	0	49	1	58	0	45	10	43
Not Special Ed	0	418	69	408	4	401	227	403
ELL	0	40	11	40	0	26	8	23
Not ELL	0	427	59	426	4	420	229	423
District	0	467	70	466	4	446	237	446



Manchester Public Schools

# Fluency - % of Students Meets/Exceeds

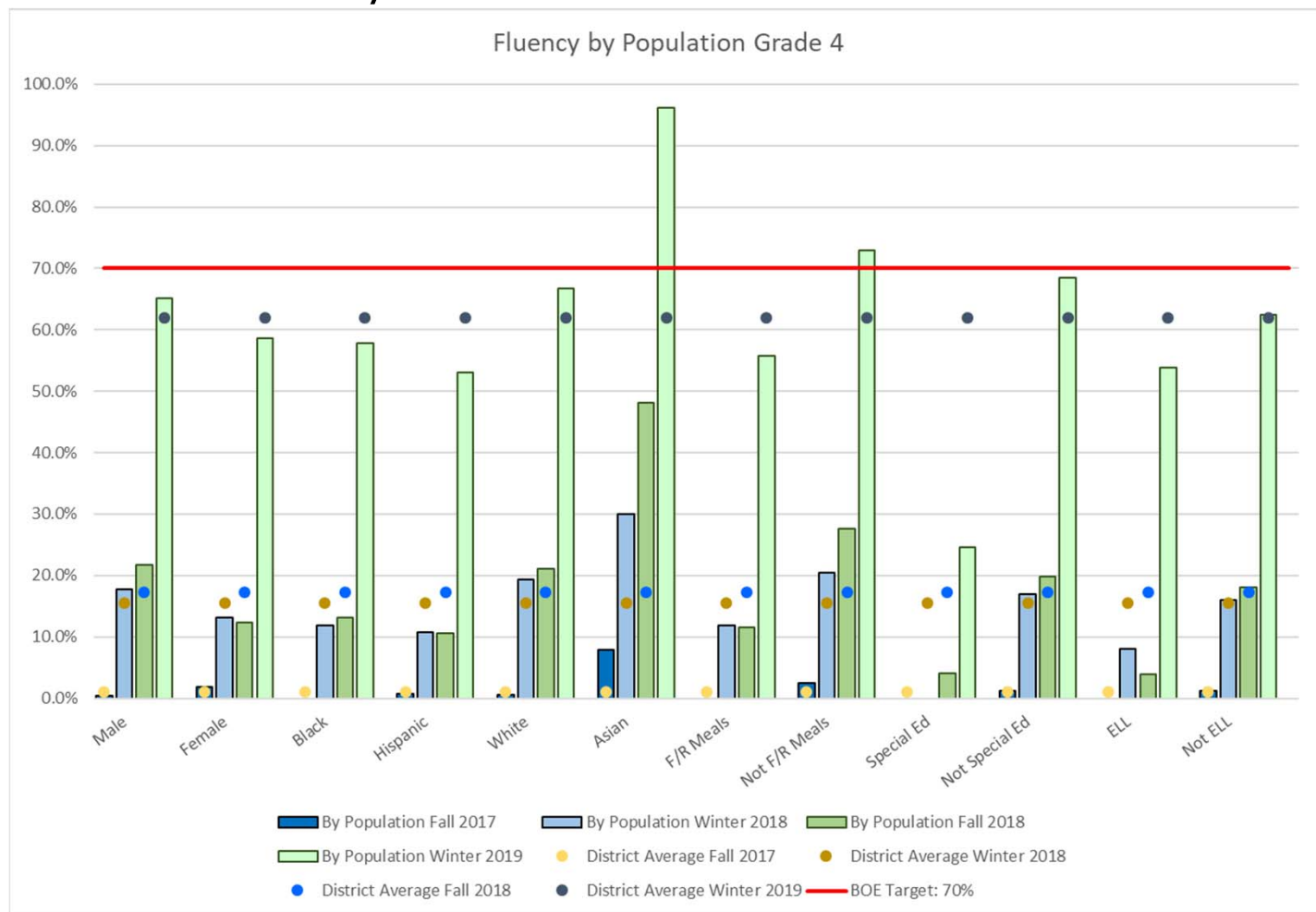
Fluency Grade 4	Fall 2018		Winter 2019	
	#Students Meets/Exceeds	#Students Tested	#Students Meets/Exceeds	#Students Tested
Bowers	11	71	46	70
Buckley	17	57	38	59
Highland	13	37	29	39
Keeney	3	47	27	48
Martin	8	37	11	31
Verplanck	11	55	33	59
Waddell	13	108	82	104
Washington	4	53	23	56
District	80	465	289	466



Manchester Public Schools

# Fluency - % of Students Meets/Exceeds

Fluency Grade 4	Fall 2017		Winter 2018		Fall 2018		Winter 2019	
	#Students Meets/Exceeds	#Students Tested	#Students Meets/Exceeds	#Students Tested	#Students Meets/Exceeds	#Students Tested	#Students Meets/Exceeds	#Students Tested
Male	1	237	44	249	53	245	159	244
Female	4	227	30	230	27	220	130	222
Black	0	111	14	118	15	115	67	116
Hispanic	1	146	16	149	15	142	78	147
White	1	161	31	160	35	166	108	162
Asian	3	38	12	40	13	27	25	26
F/R Meals	0	266	33	278	35	302	165	296
Not F/R Meals	5	198	41	201	45	163	124	170
Special Ed	0	39	0	44	3	75	17	69
Not Special Ed	5	425	74	435	77	390	272	397
ELL	0	37	3	37	1	26	14	26
Not ELL	5	427	71	442	79	439	275	440
District	5	464	74	479	80	465	289	466



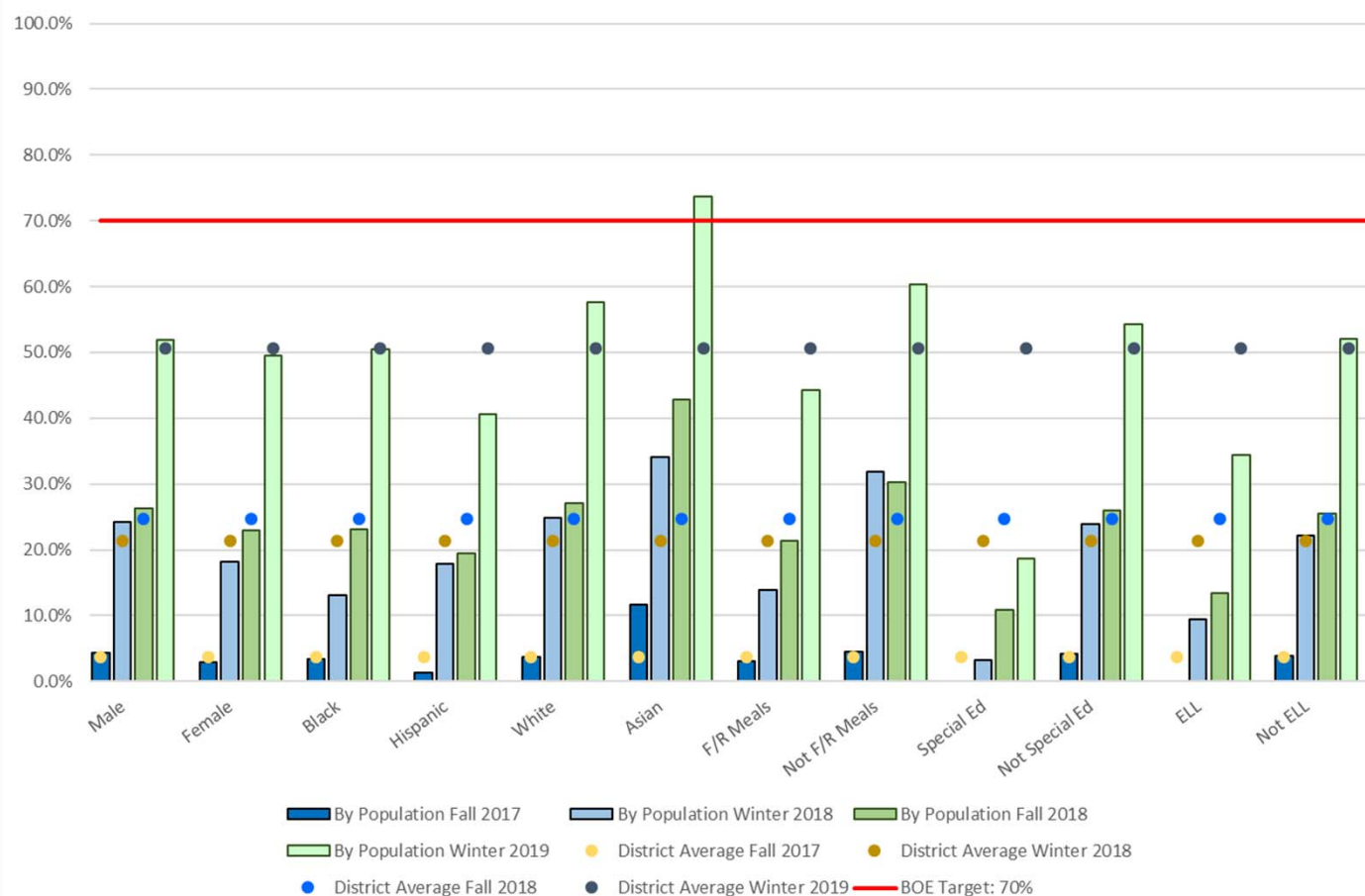
Manchester Public Schools



# Fluency - % of Students Meets/Exceeds

Fluency Grade 5	Fall 2017		Winter 2018		Fall 2018		Winter 2019	
	#Students Meets/Exceeds	#Students Tested	#Students Meets/Exceeds	#Students Tested	#Students Meets/Exceeds	#Students Tested	#Students Meets/Exceeds	#Students Tested
Male	11	256	64	265	58	221	112	216
Female	7	237	43	237	49	213	109	220
Black	4	120	16	123	25	108	55	109
Hispanic	2	145	27	151	28	144	58	143
White	6	159	40	161	38	140	79	137
Asian	5	43	14	41	15	35	28	38
F/R Meals	9	291	41	295	58	272	116	262
Not F/R Meals	9	202	66	207	49	162	105	174
Special Ed	0	58	2	63	4	37	8	43
Not Special Ed	18	435	105	439	103	397	213	393
ELL	0	32	3	32	4	30	11	32
Not ELL	18	461	104	470	103	404	210	404
District	18	493	107	502	107	434	221	436

Fluency by Population Grade 5

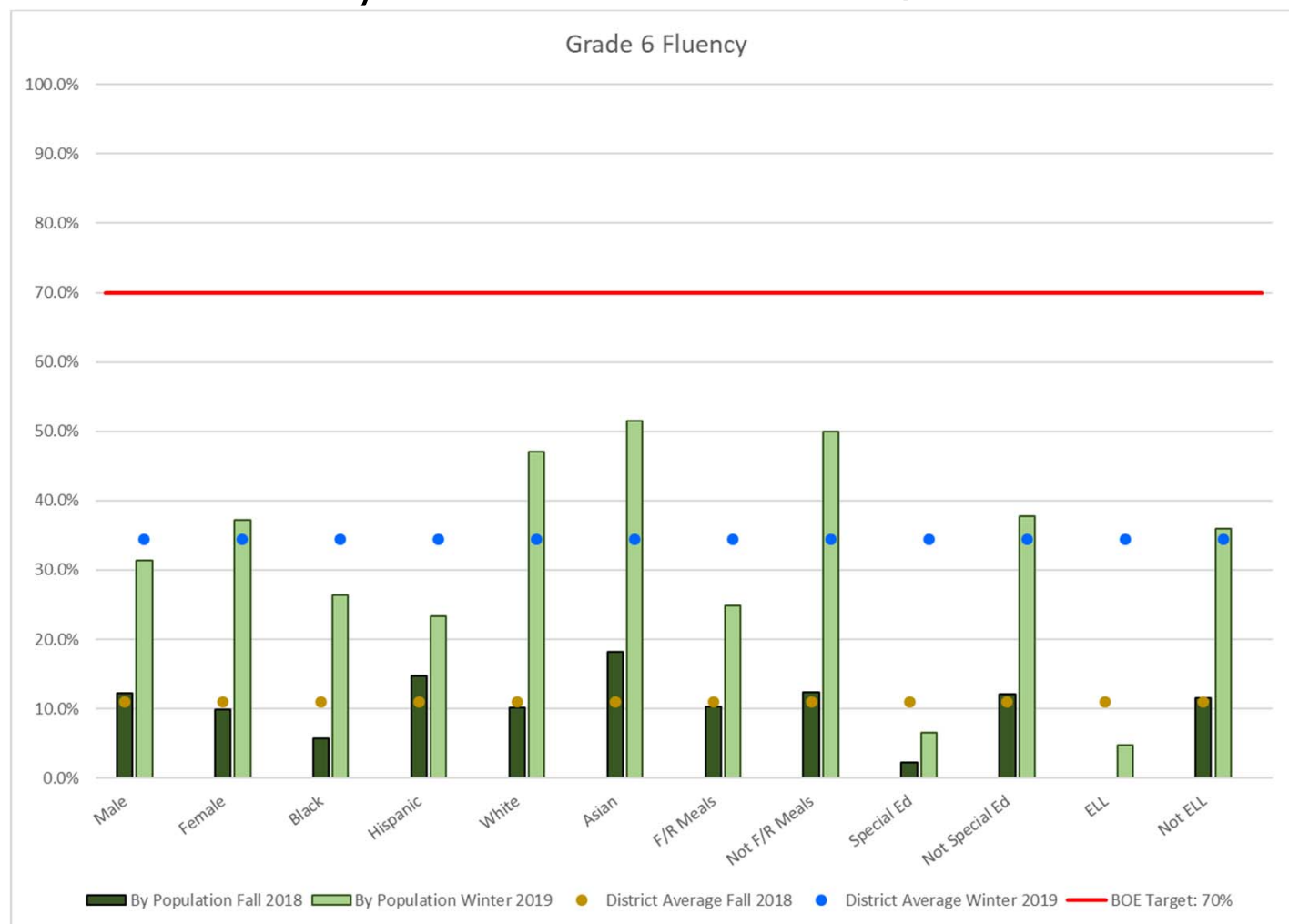


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# Fluency - % of Students Meets/Exceeds

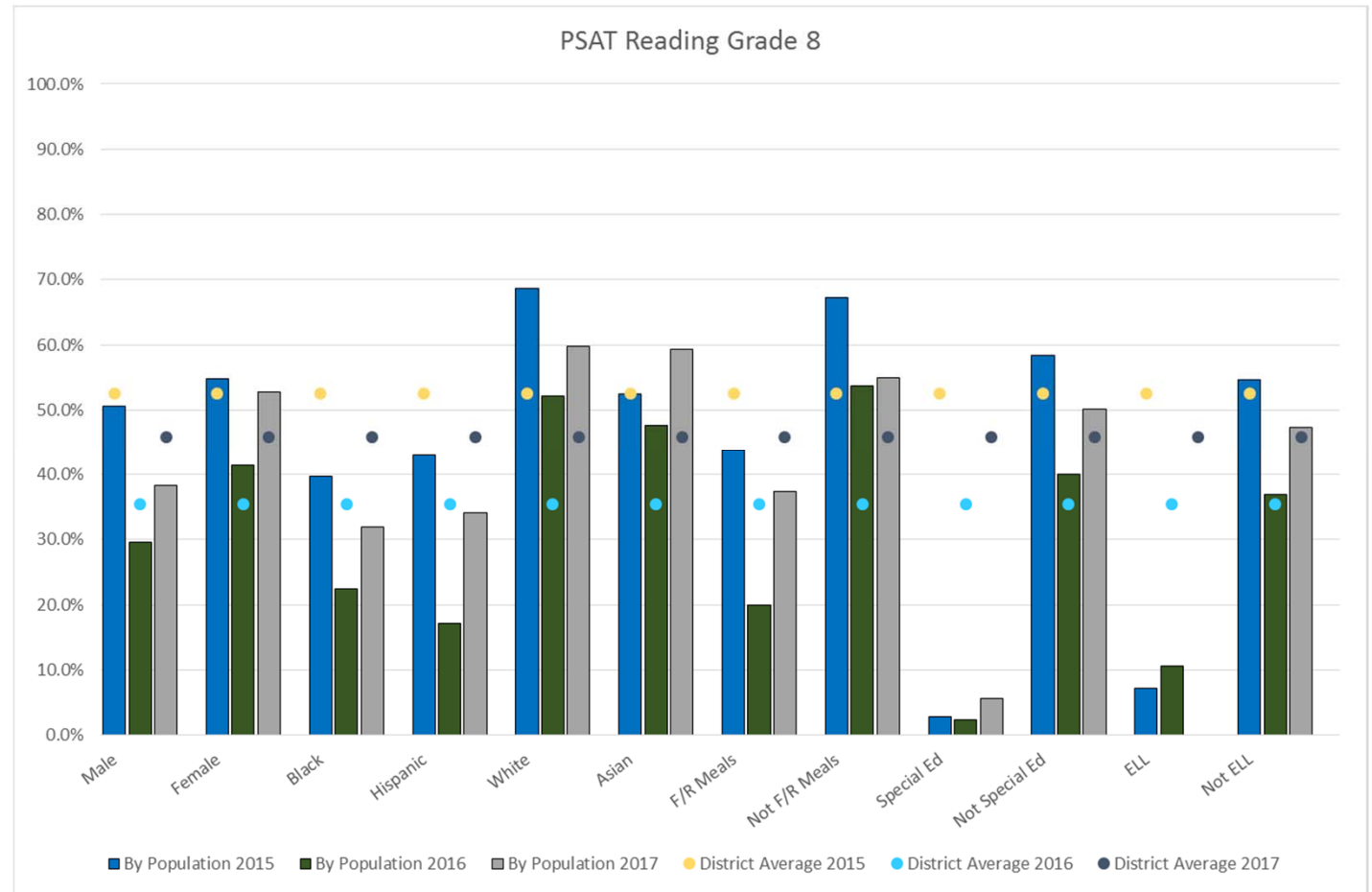
Gr 6 Fluency	Fall 2018		Winter 2019	
	# Students Meets/Exceeds	# Students Tested	# Students Meets/Exceeds	# Students Tested
Male	25	205	65	207
Female	20	203	79	212
Black	6	106	28	106
Hispanic	18	122	29	124
White	13	129	63	134
Asian	6	33	18	35
F/R Meals	27	262	65	261
Not F/R Meals	18	146	79	158
Special Ed	1	44	3	46
Not Special Ed	44	364	141	373
ELL	0	19	1	21
Not ELL	45	389	143	398
District	45	408	144	419



Manchester Public Schools

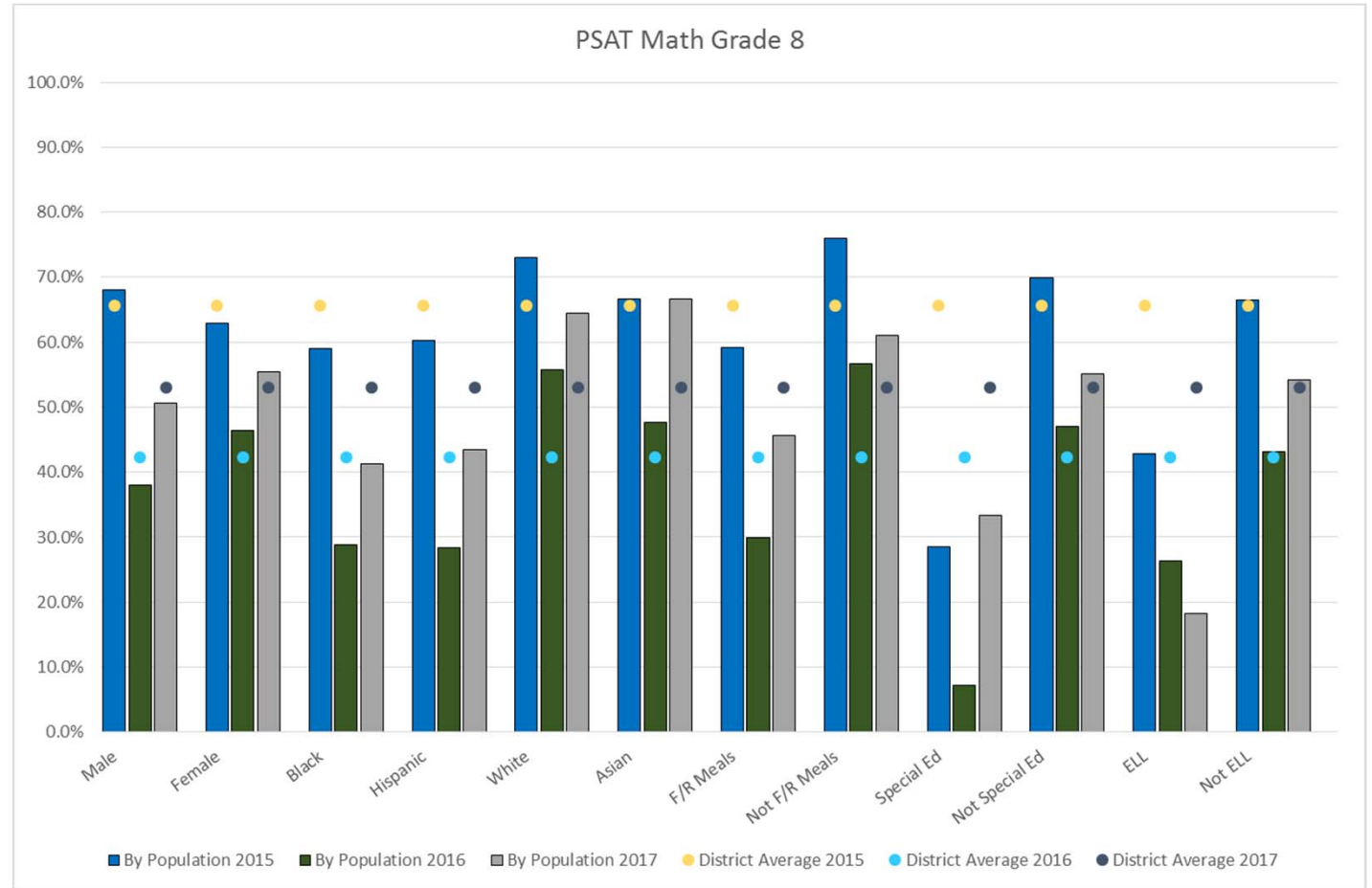
# PSAT - % Students At/Above State Average

PSAT Reading Grade 8	2015-2016		2016-2017		2017-2018	
	# Students at State Avg	# Students Tested	# Students at State Avg	# Students Tested	# Students at State Avg	# Students Tested
Male	87	172	52	176	69	180
Female	87	159	74	179	103	195
Black	33	83	18	80	31	97
Hispanic	40	93	17	99	29	85
White	79	115	72	138	89	149
Asian	11	21	10	21	16	27
F/R Meals	90	206	38	191	72	193
Not F/R Meals	84	125	88	164	100	182
Special Ed	1	35	1	42	2	36
Not Special Ed	173	296	125	313	170	339
ELL	1	14	2	19	0	11
Not ELL	173	317	124	336	172	364
District	174	331	126	355	172	375



# PSAT - % Students At/Above State Average

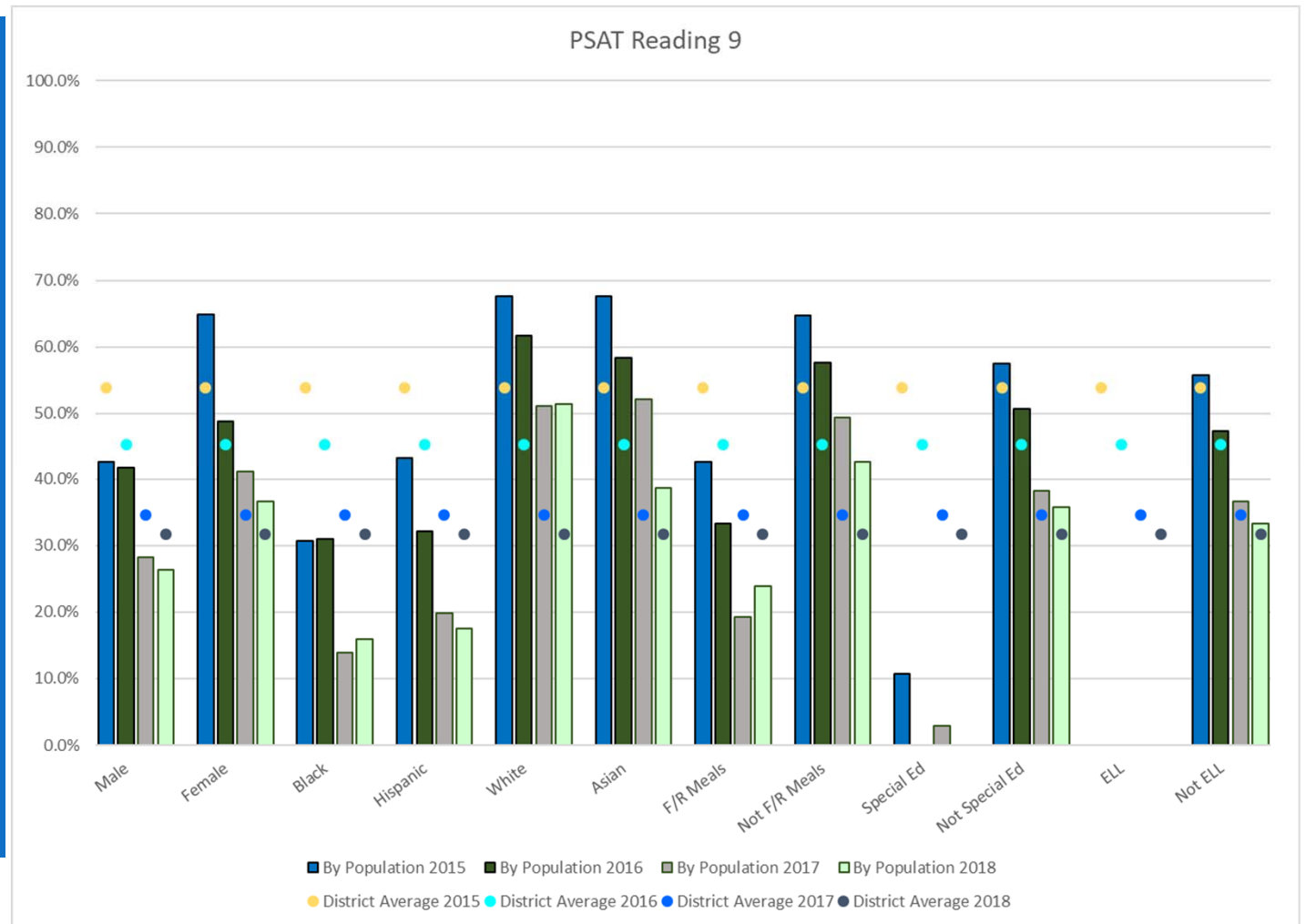
PSAT Math Grade 8	2015-2016		2016-2017		2017-2018	
	# Students	# Students	# Students	# Students	# Students	# Students
	State Avg	Tested	State Avg	Tested	State Avg	Tested
Male	117	172	67	176	91	180
Female	100	159	83	179	108	195
Black	49	83	23	80	40	97
Hispanic	56	93	28	99	37	85
White	84	115	77	138	96	149
Asian	14	21	10	21	18	27
F/R Meals	122	206	57	191	88	193
Not F/R Meals	95	125	93	164	111	182
Special Ed	10	35	3	42	12	36
Not Special Ed	207	296	147	313	187	339
ELL	6	14	5	19	2	11
Not ELL	211	317	145	336	197	364
District	217	331	150	355	199	375



Manchester Public Schools

# PSAT - % Students At/Above State Average

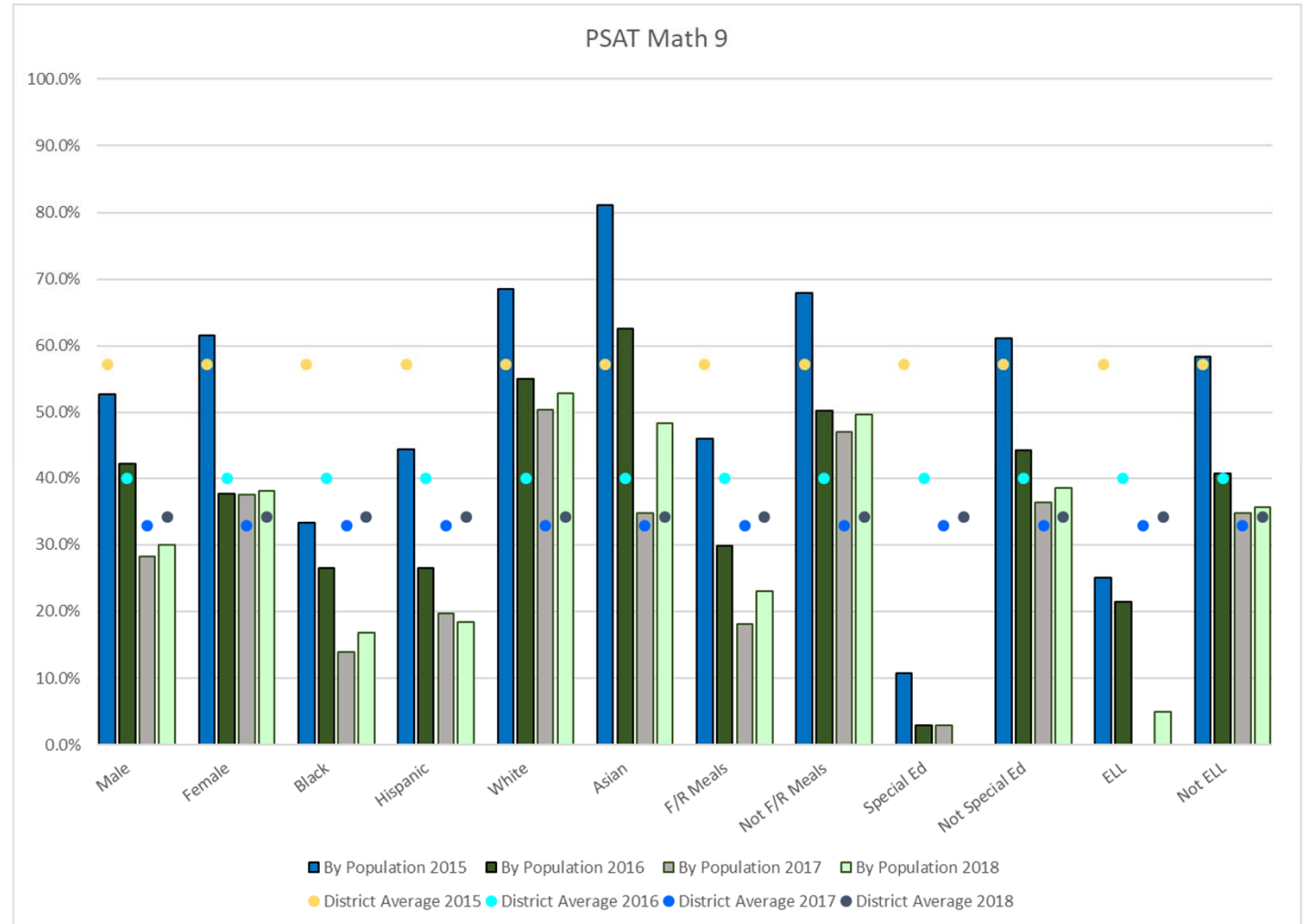
PSAT Reading Grade 9	2015-2016		2016-2017		2017-2018		2018-2019	
	#Students at State Avg	#Students Tested	#Students at State Avg	#Students Tested	#Students at State Avg	#Students Tested	#Students at State Avg	#Students Tested
Male	77	180	68	163	48	170	52	197
Female	118	182	83	170	69	168	78	213
Black	23	75	27	87	11	79	18	113
Hispanic	39	90	28	87	17	86	18	103
White	90	133	74	120	67	131	73	142
Asian	25	37	14	24	12	23	12	31
F/R Meals	76	178	56	168	32	166	57	239
Not F/R Meals	119	184	95	165	85	172	73	171
Special Ed	3	28	0	35	1	35	0	47
Not Special Ed	192	334	151	298	116	303	130	363
ELL	0	12	0	14	0	19	0	20
Not ELL	195	350	151	319	117	319	130	390
District	195	362	151	333	117	338	130	410



Manchester Public Schools

# PSAT - % Students At/Above State Average

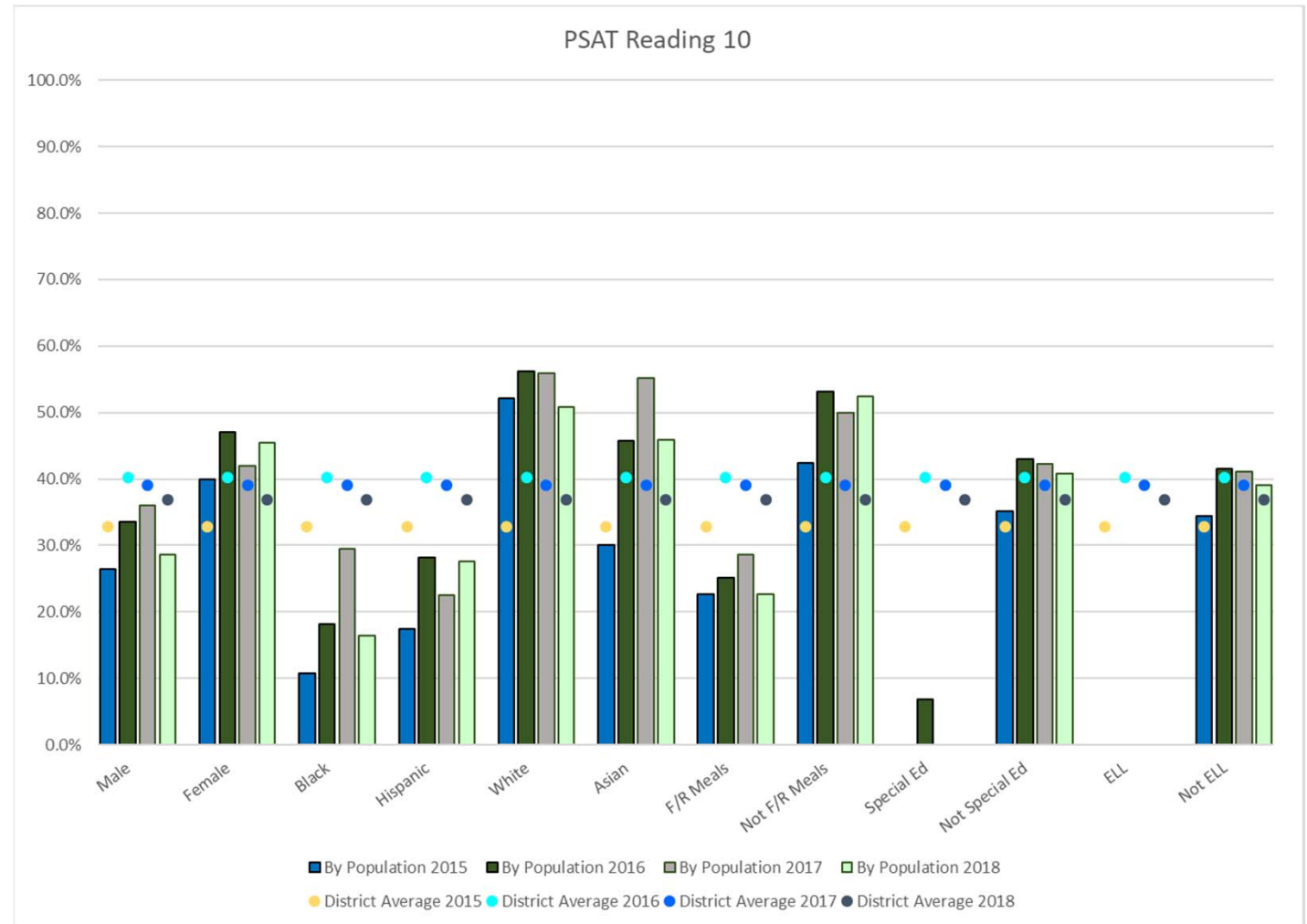
PSAT Math Grade	2015-2016		2016-2017		2017-2018		2018-2019	
	#Students at State Avg	#Students Tested	#Students at State Avg	#Students Tested	#Students at State Avg	#Students Tested	#Students at State Avg	#Students Tested
9								
Male	95	180	69	163	48	170	59	197
Female	112	182	64	170	63	168	81	213
Black	25	75	23	87	11	79	19	113
Hispanic	40	90	23	87	17	86	19	103
White	91	133	66	120	66	131	75	142
Asian	30	37	15	24	8	23	15	31
F/R Meals	82	178	50	168	30	166	55	239
Not F/R Meals	125	184	83	165	81	172	85	171
Special Ed	3	28	1	35	1	35	0	47
Not Special Ed	204	334	132	298	110	303	140	363
ELL	3	12	3	14	0	19	1	20
Not ELL	204	350	130	319	111	319	139	390
District	207	362	133	333	111	338	140	410



Manchester Public Schools

# PSAT - % Students At/Above State Average

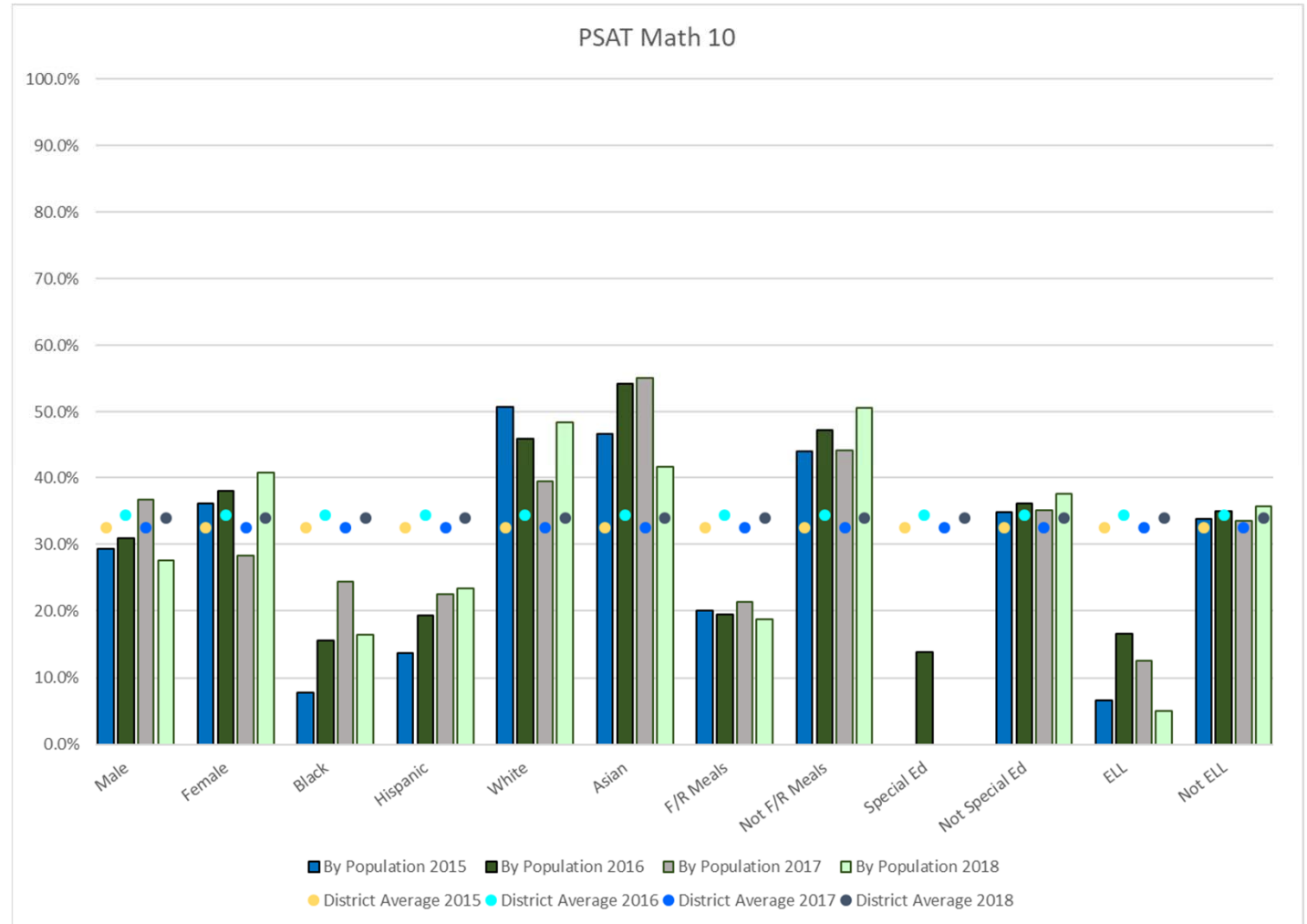
PSAT Reading Grade 10	2015-2016		2016-2017		2017-2018		2018-2019	
	#Students at State Avg	#Students Tested	#Students at State Avg	#Students Tested	#Students at State Avg	#Students Tested	#Students at State Avg	#Students Tested
Male	46	174	64	191	57	158	51	178
Female	62	155	89	189	68	162	76	167
Black	7	65	14	77	23	78	12	73
Hispanic	14	80	29	103	20	89	27	98
White	74	142	77	137	61	109	66	130
Asian	9	30	16	35	16	29	11	24
F/R Meals	36	159	44	175	47	164	41	181
Not F/R Meals	72	170	109	205	78	156	86	164
Special Ed	0	22	2	29	0	24	0	34
Not Special Ed	108	307	151	351	125	296	127	311
ELL	0	15	0	12	0	16	0	20
Not ELL	108	314	153	368	125	304	127	325
District	108	329	153	380	125	320	127	345



Manchester Public Schools

# PSAT - % Students At/Above State Average

	2015-2016		2016-2017		2017-2018		2018-2019	
PSAT Math Grade 10	#Students at State Avg	#Students Tested	#Students at State Avg	#Students Tested	#Students at State Avg	#Students Tested	#Students at State Avg	#Students Tested
Male	51	174	59	191	58	158	49	178
Female	56	155	72	189	46	162	68	167
Black	5	65	12	77	19	78	12	73
Hispanic	11	80	20	103	20	89	23	98
White	72	142	63	137	43	109	63	130
Asian	14	30	19	35	16	29	10	24
F/R Meals	32	159	34	175	35	164	34	181
Not F/R Meals	75	170	97	205	69	156	83	164
Special Ed	0	22	4	29	0	24	0	34
Not Special Ed	107	307	127	351	104	296	117	311
ELL	1	15	2	12	2	16	1	20
Not ELL	106	314	129	368	102	304	116	325
District	107	329	131	380	104	320	117	345

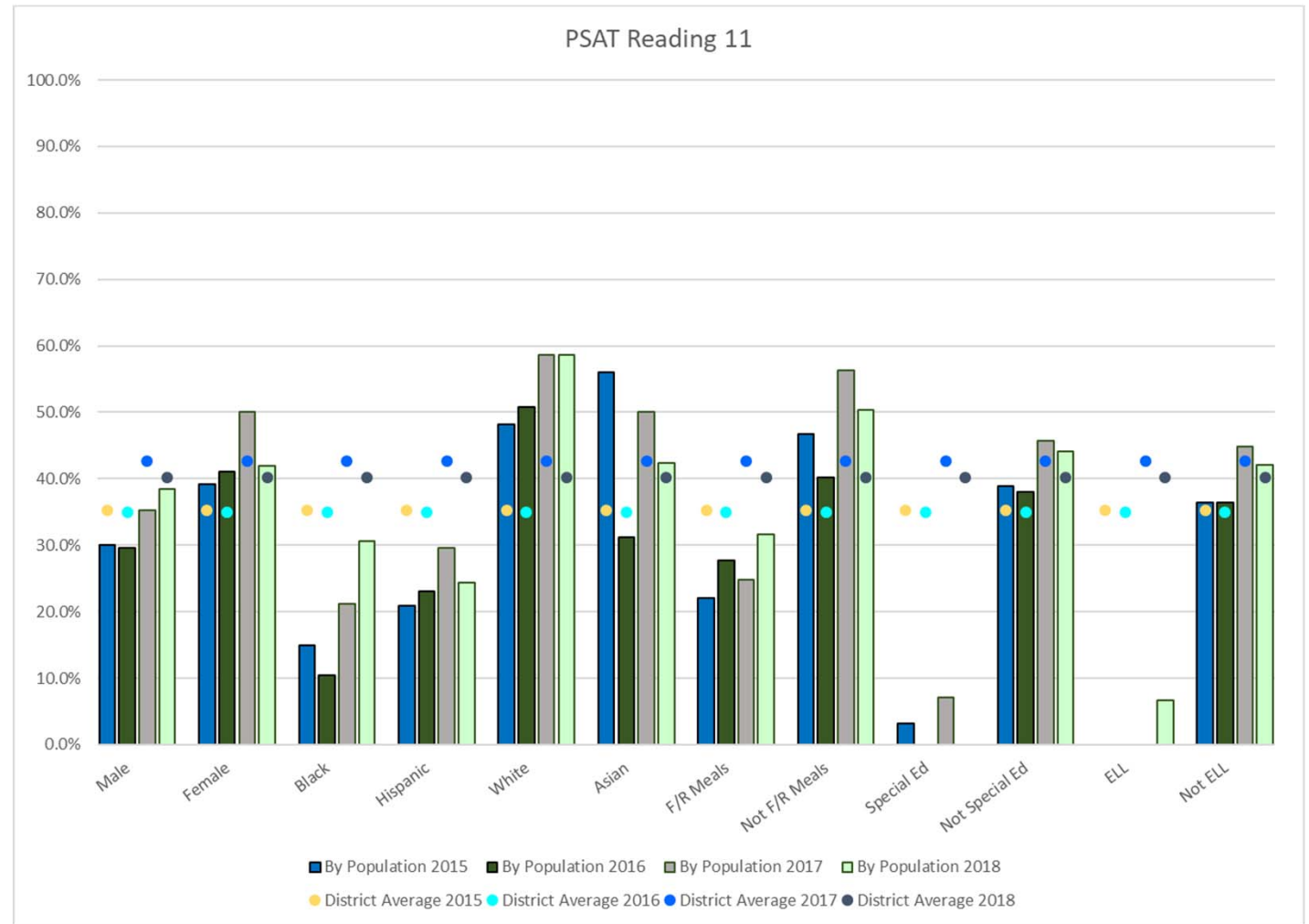


Manchester Public Schools



# PSAT - % Students At/Above State Average

PSAT Reading Grade 11	2015-2016		2016-2017		2017-2018		2018-2019	
	#Students at State Avg	#Students Tested	#Students at State Avg	#Students Tested	#Students at State Avg	#Students Tested	#Students at State Avg	#Students Tested
Male	40	133	42	142	62	176	55	143
Female	70	179	51	124	88	176	60	143
Black	9	60	5	48	15	71	23	75
Hispanic	14	67	12	52	26	88	18	74
White	68	141	63	124	75	128	58	99
Asian	14	25	10	32	18	36	11	26
F/R Meals	32	145	31	112	38	153	49	155
Not F/R Meals	78	167	62	154	112	199	66	131
Special Ed	1	32	0	21	2	28	0	25
Not Special Ed	109	280	93	245	148	324	115	261
ELL	0	10	0	11	0	17	1	15
Not ELL	110	302	93	255	150	335	114	271
District	110	312	93	266	150	352	115	286

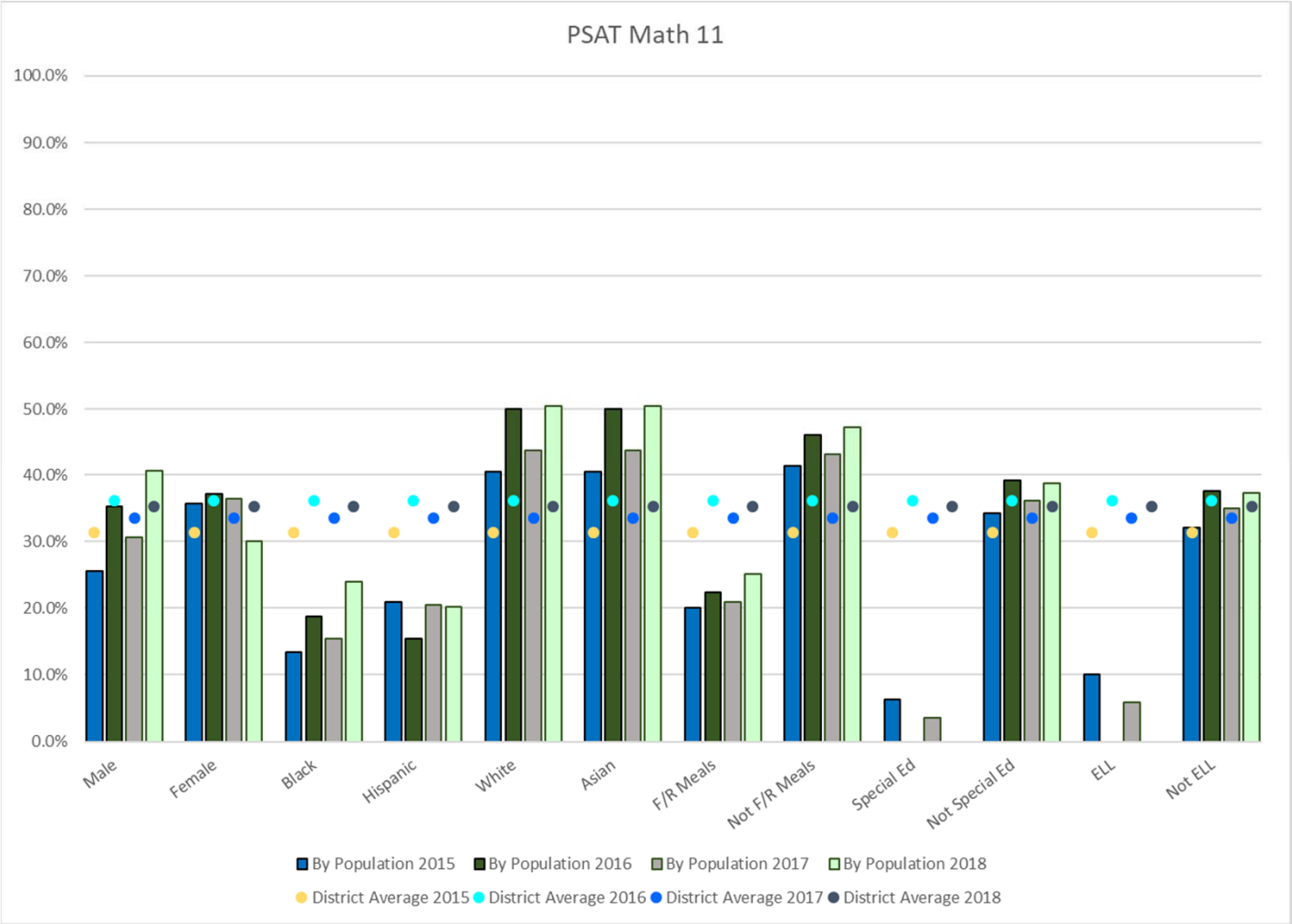


Manchester Public Schools



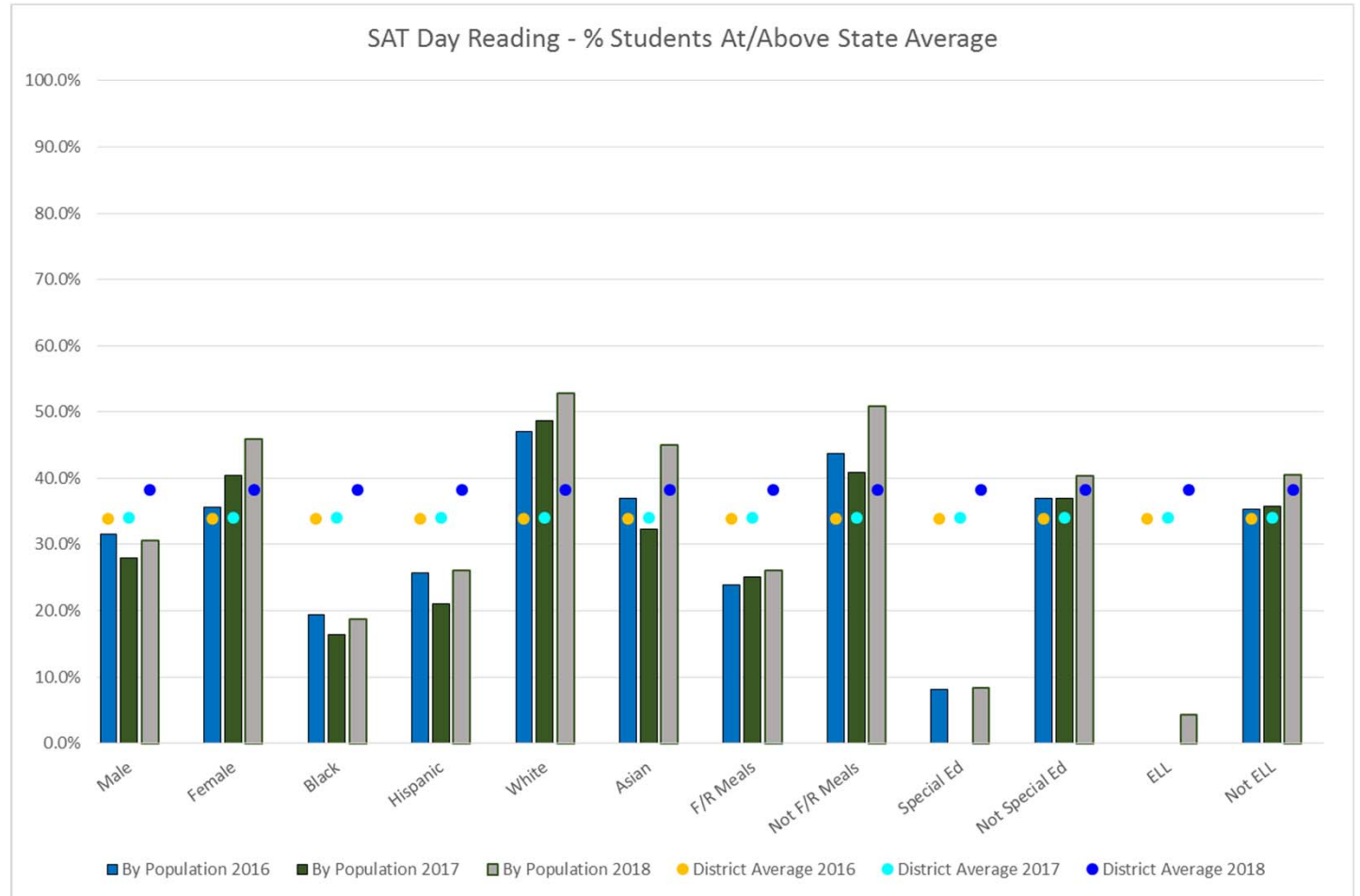
# PSAT - % Students At/Above State Average

PSAT Math Grade 11	2015-2016		2016-2017		2017-2018		2018-2019	
	#Students at State Avg	#Students Tested	#Students at State Avg	#Students Tested	#Students at State Avg	#Students Tested	#Students at State Avg	#Students Tested
Male	34	133	50	142	54	176	58	143
Female	64	179	46	124	64	176	43	143
Black	8	60	9	48	11	71	18	75
Hispanic	14	67	8	52	18	88	15	74
White	57	141	62	124	56	128	50	99
Asian	13	25	15	32	20	36	13	26
F/R Meals	29	145	25	112	32	153	39	155
Not F/R Meals	69	167	71	154	86	199	62	131
Special Ed	2	32	0	21	1	28	0	25
Not Special Ed	96	280	96	245	117	324	101	261
ELL	1	10	0	11	1	17	0	15
Not ELL	97	302	96	255	117	335	101	271
District	98	312	96	266	118	352	101	286



# CT SAT Day Results - Reading

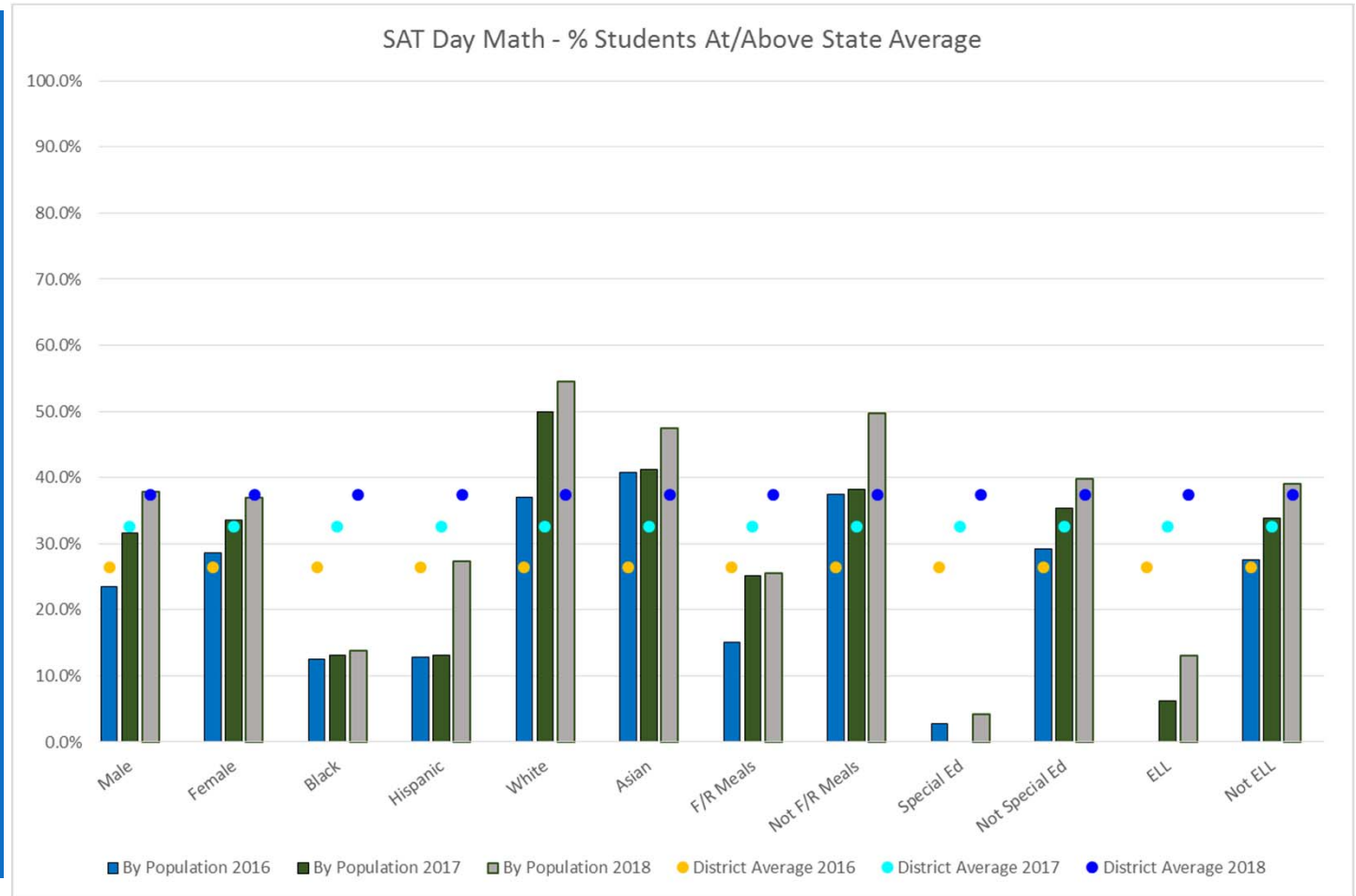
SAT Day Reading	2016		2017		2018	
	# Students At/Above State Avg	# Students Tested	# Students At/Above State Avg	# Students Tested	# Students At/Above State Avg	# Students Tested
Male	47	149	47	168	55	180
Female	71	199	65	161	83	181
Black	14	72	10	61	15	80
Hispanic	20	78	16	76	23	88
White	71	151	71	146	65	123
Asian	10	27	11	34	18	40
F/R Meals	41	172	36	143	48	184
Not F/R Meals	77	176	76	186	90	177
Special Ed	3	37	0	26	2	24
Not Special Ed	115	311	112	303	136	337
ELL	0	14	0	16	1	23
Not ELL	118	334	112	313	137	338
District	118	348	112	329	138	361



Manchester Public Schools

# CT SAT Day Results - Math

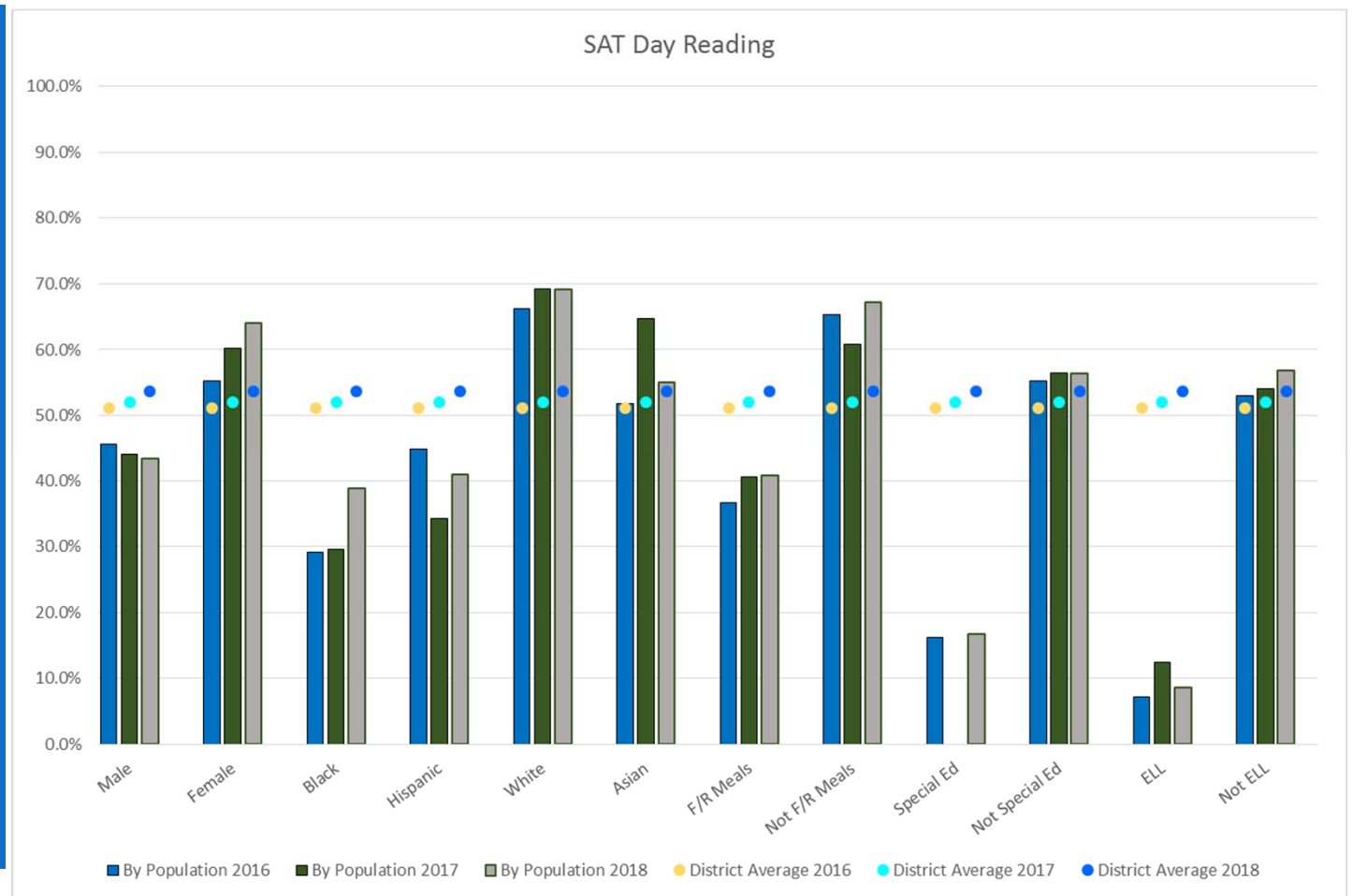
SAT Day Math	2016		2017		2018	
	# Students At/Above State Avg	# Students Tested	# Students At/Above State Avg	# Students Tested	# Students At/Above State Avg	# Students Tested
Male	35	149	53	168	68	180
Female	57	199	54	161	67	181
Black	9	72	8	61	11	80
Hispanic	10	78	10	76	24	88
White	56	151	73	146	67	123
Asian	11	27	14	34	19	40
F/R Meals	26	172	36	143	47	184
Not F/R Meals	66	176	71	186	88	177
Special Ed	1	37	0	26	1	24
Not Special Ed	91	311	107	303	134	337
ELL	0	14	1	16	3	23
Not ELL	92	334	106	313	132	338
District	92	349	107	329	135	361



Manchester Public Schools

# CT SAT Day Results - % Students At or Above Level 3 - Reading

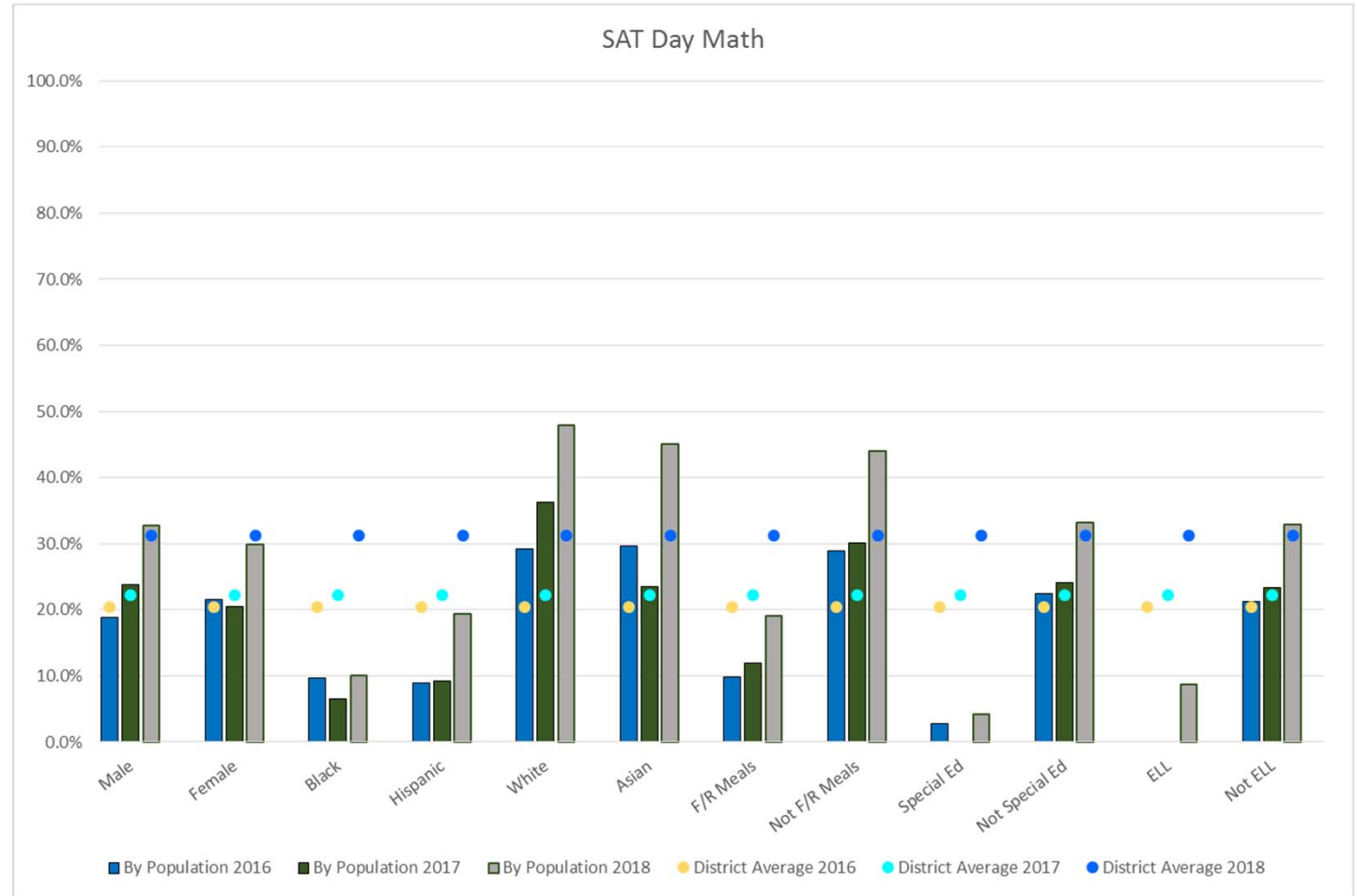
SAT Day Reading	2016		2017		2018	
	# Students Level 3 or Above	# Students Tested	# Students Level 3 or Above	# Students Tested	# Students Level 3 or Above	# Students Tested
Male	68	149	74	168	78	180
Female	110	199	97	161	116	181
Black	21	72	18	61	31	80
Hispanic	35	78	26	76	36	88
White	100	151	101	146	85	123
Asian	14	27	22	34	22	40
F/R Meals	63	172	58	143	75	184
Not F/R Meals	115	176	113	186	119	177
Special Ed	6	37	0	26	4	24
Not Special Ed	172	311	171	303	190	337
ELL	1	14	2	16	2	23
Not ELL	177	334	169	313	192	338
District	178	348	171	329	194	361



Manchester Public Schools

# CT SAT Day Results - % Students At or Above Level 3 - Math

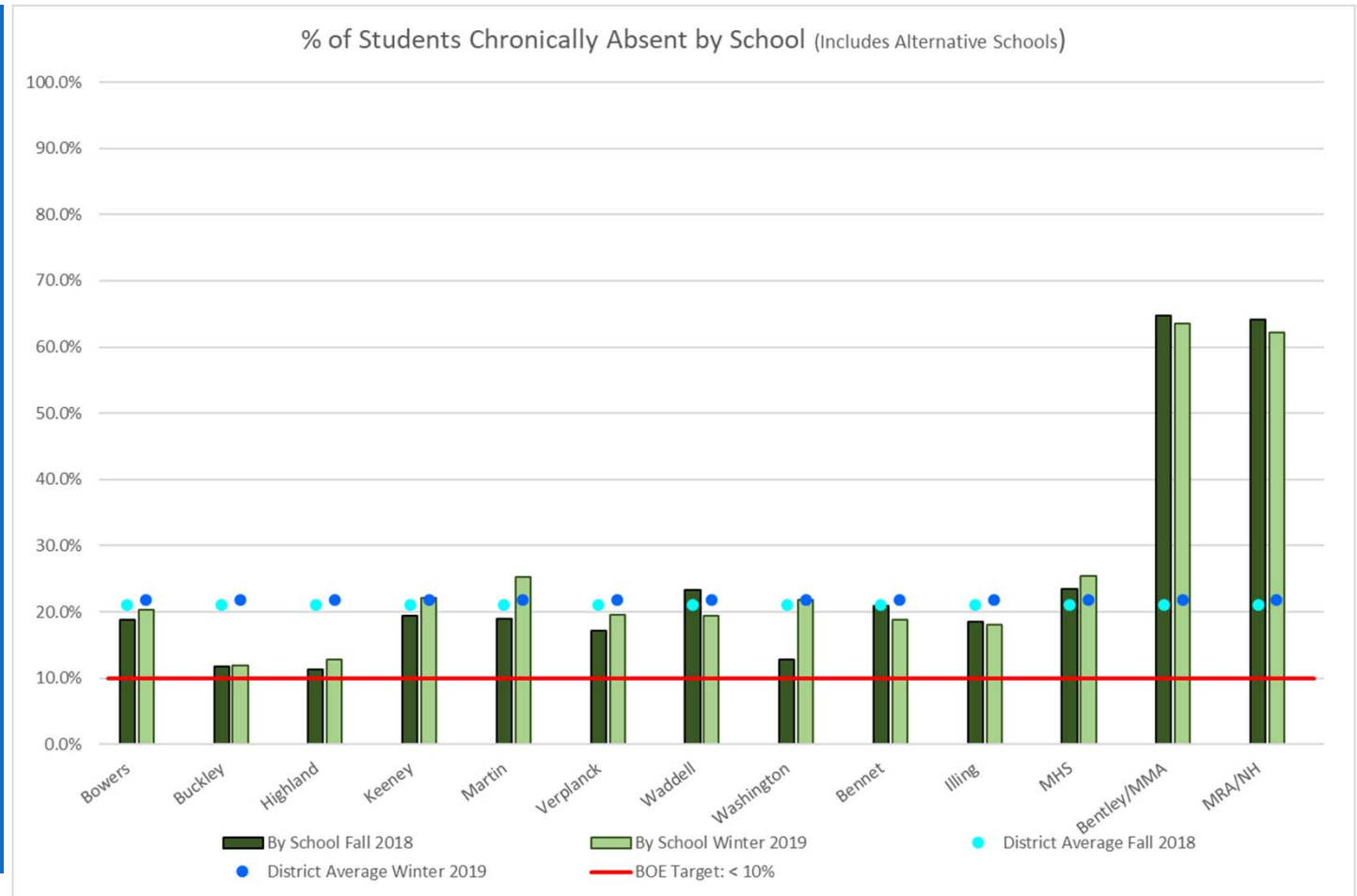
SAT Day Math	2016		2017		2018	
	# Students Level 3 or Above	# Students Tested	# Students Level 3 or Above	# Students Tested	# Students Level 3 or Above	# Students Tested
Male	28	149	40	168	59	180
Female	43	199	33	161	54	181
Black	7	72	4	61	8	80
Hispanic	7	78	7	76	17	88
White	44	151	53	146	59	123
Asian	8	27	8	34	18	40
F/R Meals	17	172	17	143	35	184
Not F/R Meals	51	176	56	186	78	177
Special Ed	1	37	0	26	1	24
Not Special Ed	70	311	73	303	112	337
ELL	0	14	0	16	2	23
Not ELL	71	334	73	313	111	338
District	71	348	73	329	113	361



Manchester Public Schools

# % Students Chronically Absent

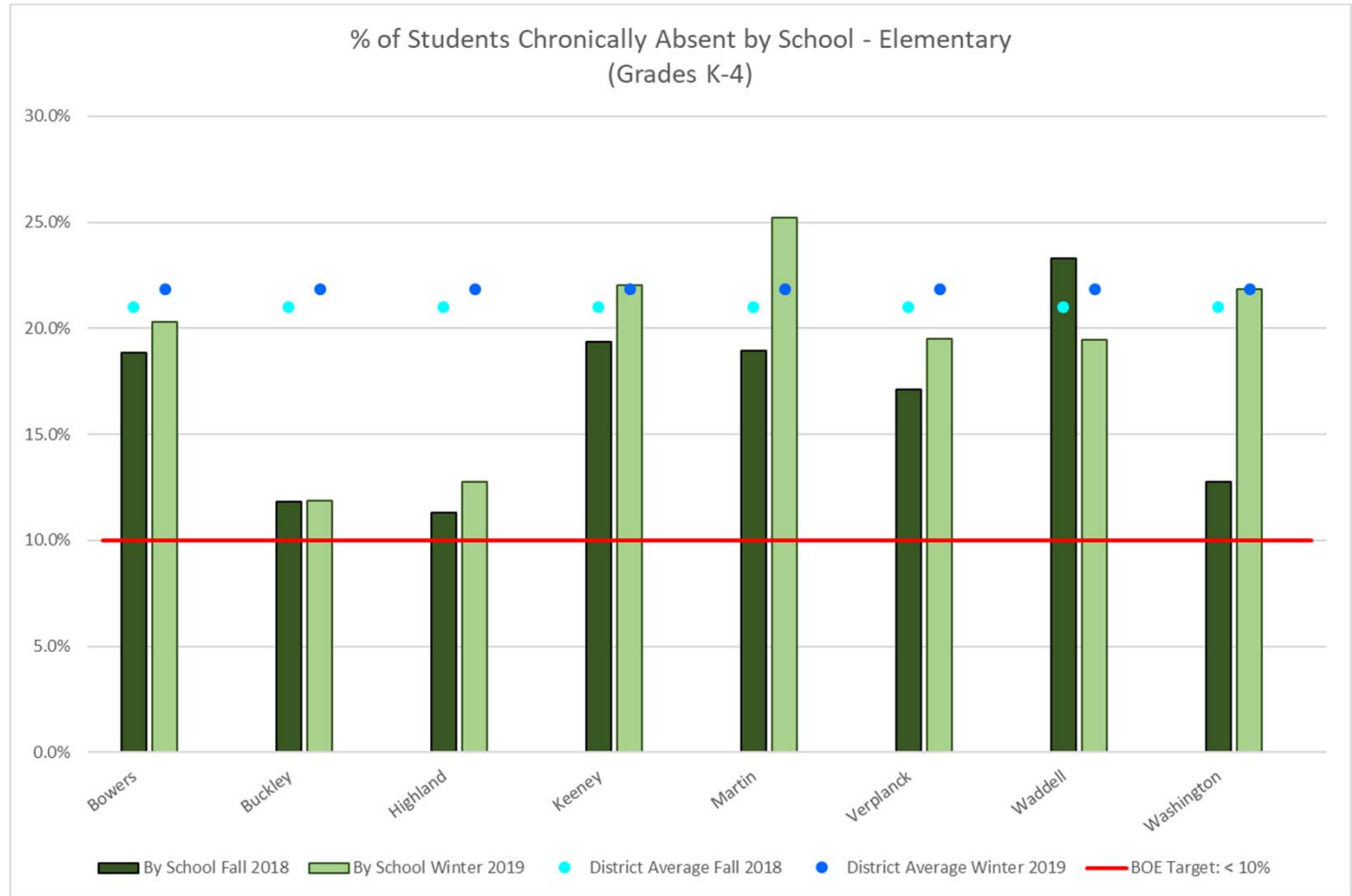
Chronic Absenteeism	Fall 2018		Winter 2019	
	# Students Chronically Absent	Total # Students	# Students Chronically Absent	Total # Students
Bowers	64	340	70	345
Buckley	40	338	41	345
Highland	25	221	29	227
Keeney	48	248	56	254
Martin	43	227	58	230
Verplanck	46	269	55	282
Waddell	112	481	92	473
Washington	32	251	54	247
Bennet	194	925	174	923
Illing	149	803	145	801
MHS	381	1628	411	1621
Bentley/MMA	44	68	47	74
MRA/NH	59	92	61	98
District	1238	5894	1294	5925



Manchester Public Schools

# % Students Chronically Absent

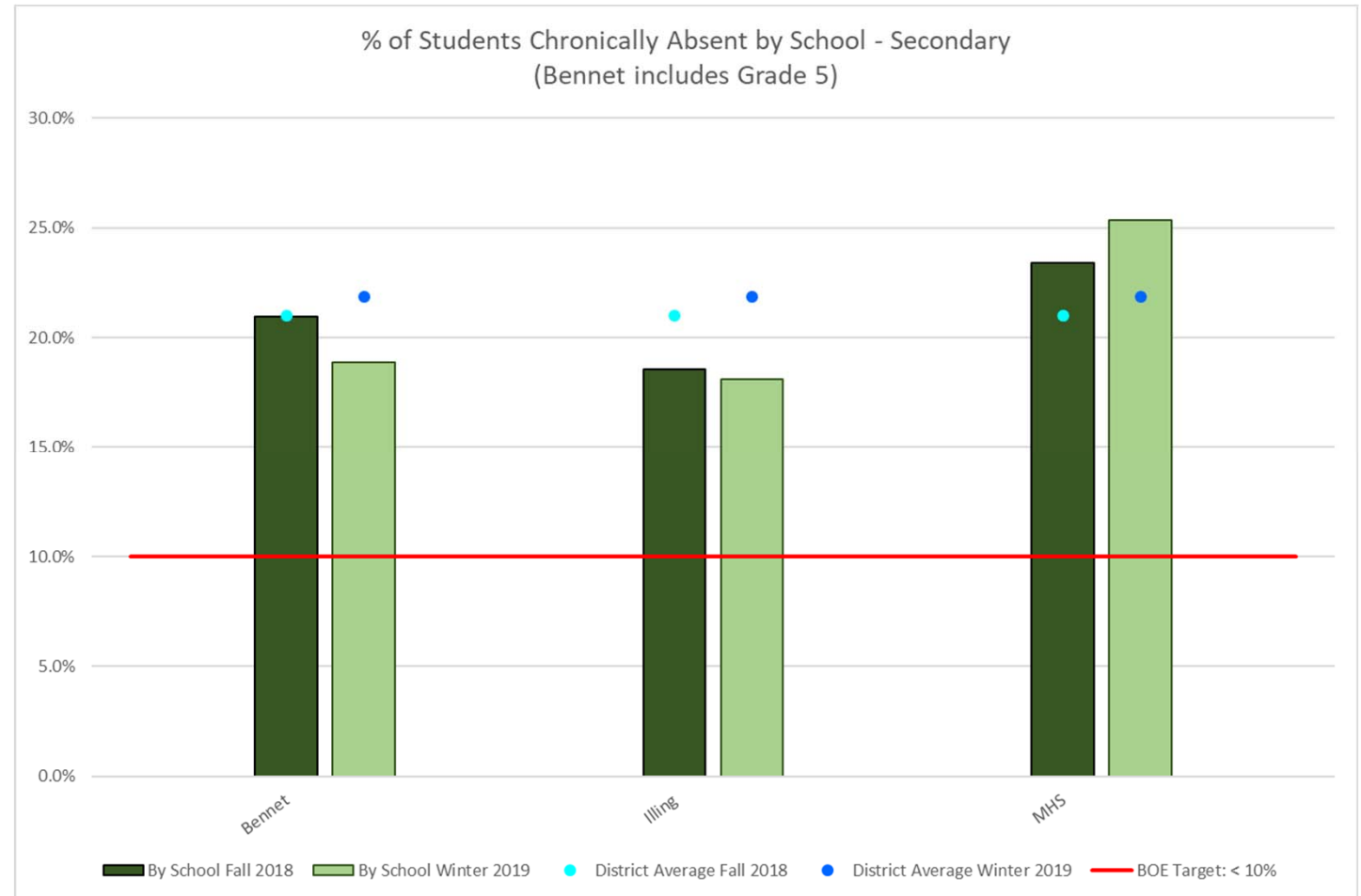
Chronic Absenteeism	Fall 2018		Winter 2019	
	# Students Chronically Absent	Total # Students	# Students Chronically Absent	Total # Students
Bowers	64	340	70	345
Buckley	40	338	41	345
Highland	25	221	29	227
Keeney	48	248	56	254
Martin	43	227	58	230
Verplanck	46	269	55	282
Waddell	112	481	92	473
Washington	32	251	54	247



Manchester Public Schools

# % Students Chronically Absent

Chronic Absenteeism	Fall 2018		Winter 2019	
	# Students Chronically Absent	Total # Students	# Students Chronically Absent	Total # Students
Bennet	194	925	174	923
Illing	149	803	145	801
MHS	381	1628	411	1621

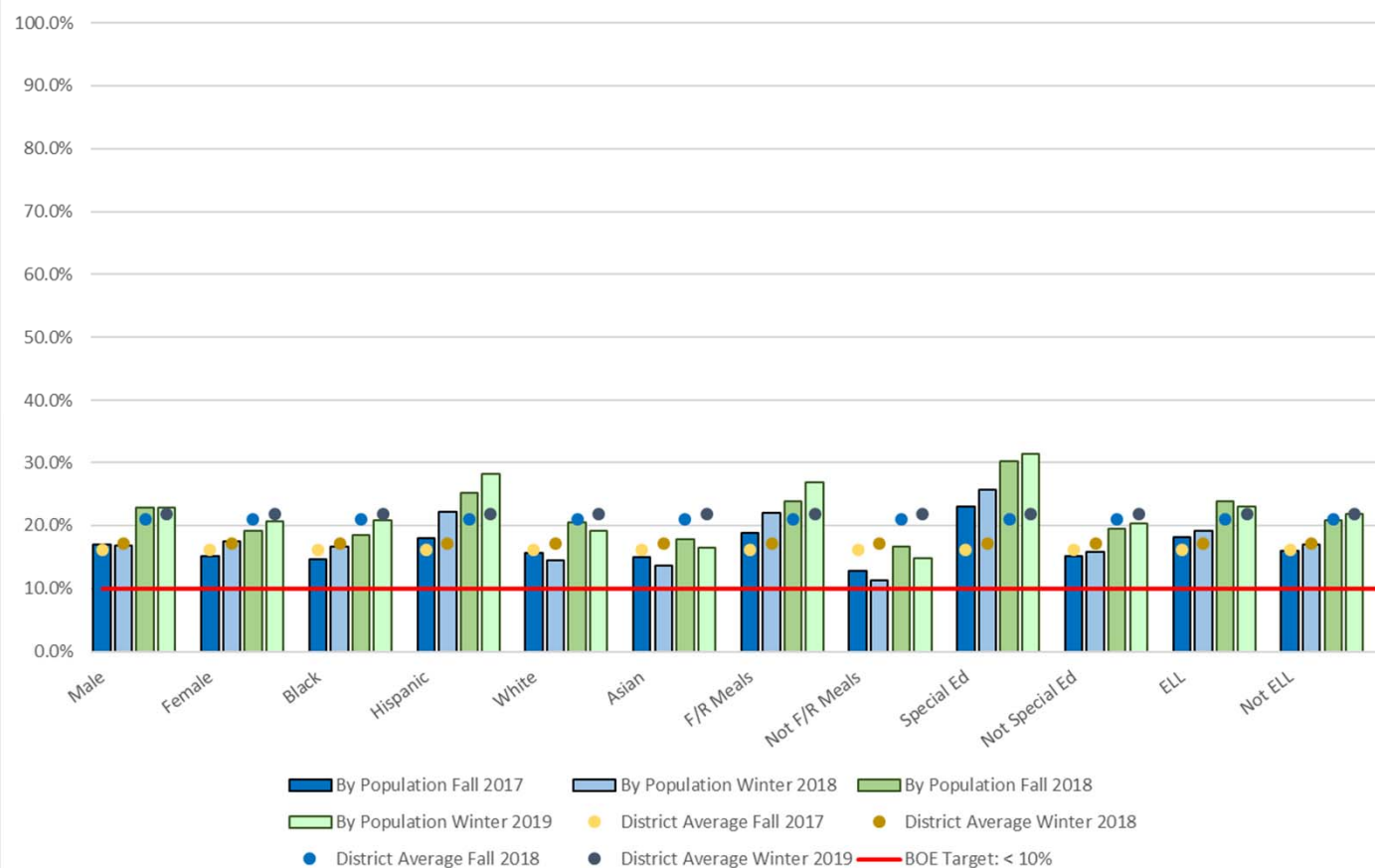




# % Students Chronically Absent

Chronic Absenteeism	Fall 2017		Winter 2018		Fall 2018		Winter 2019	
	#Students Chronically Absent	Total # Students	#Students Chronically Absent	Total # Students	#Students Chronically Absent	Total # Students	#Students Chronically Absent	Total # Students
Male	521	3065	523	3118	697	3062	705	3081
Female	430	2835	499	2864	541	2832	589	2844
Black	207	1413	238	1429	262	1417	300	1439
Hispanic	289	1611	366	1648	425	1690	481	1713
White	337	2158	313	2168	429	2093	397	2083
Asian	75	504	69	509	85	477	78	472
F/R Meals	609	3241	715	3249	857	3601	935	3485
Not F/R Meals	342	2659	307	2733	381	2293	359	2440
Special Ed	180	786	212	829	253	839	263	839
Not Special Ed	771	5114	810	5153	985	5055	1031	5086
ELL	71	393	79	414	91	382	92	399
Not ELL	880	5507	943	5568	1147	5512	1202	5526
District	951	5900	1022	5982	1238	5894	1294	5925

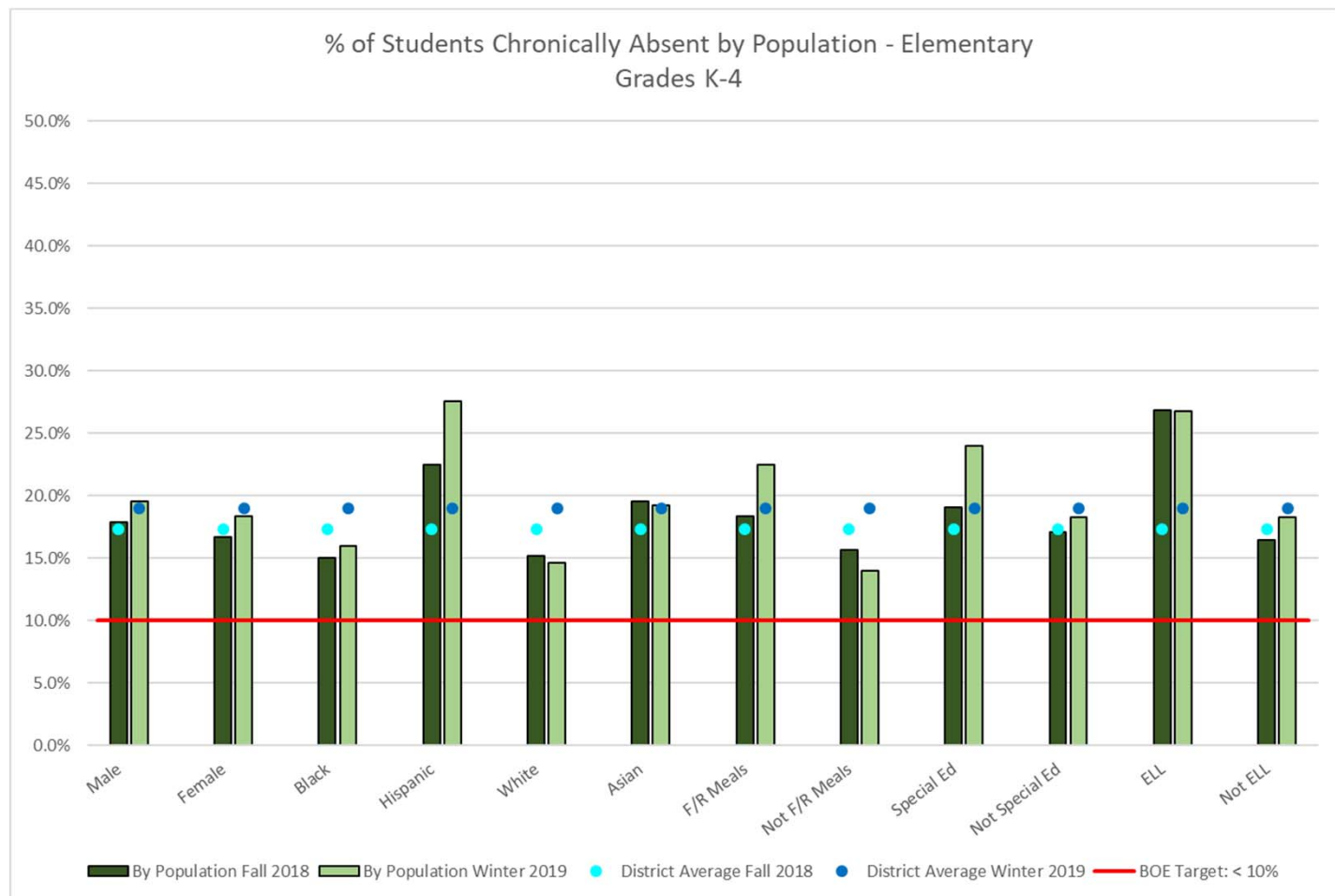
% of Students Chronically Absent by Population



Manchester Public Schools

# % Students Chronically Absent

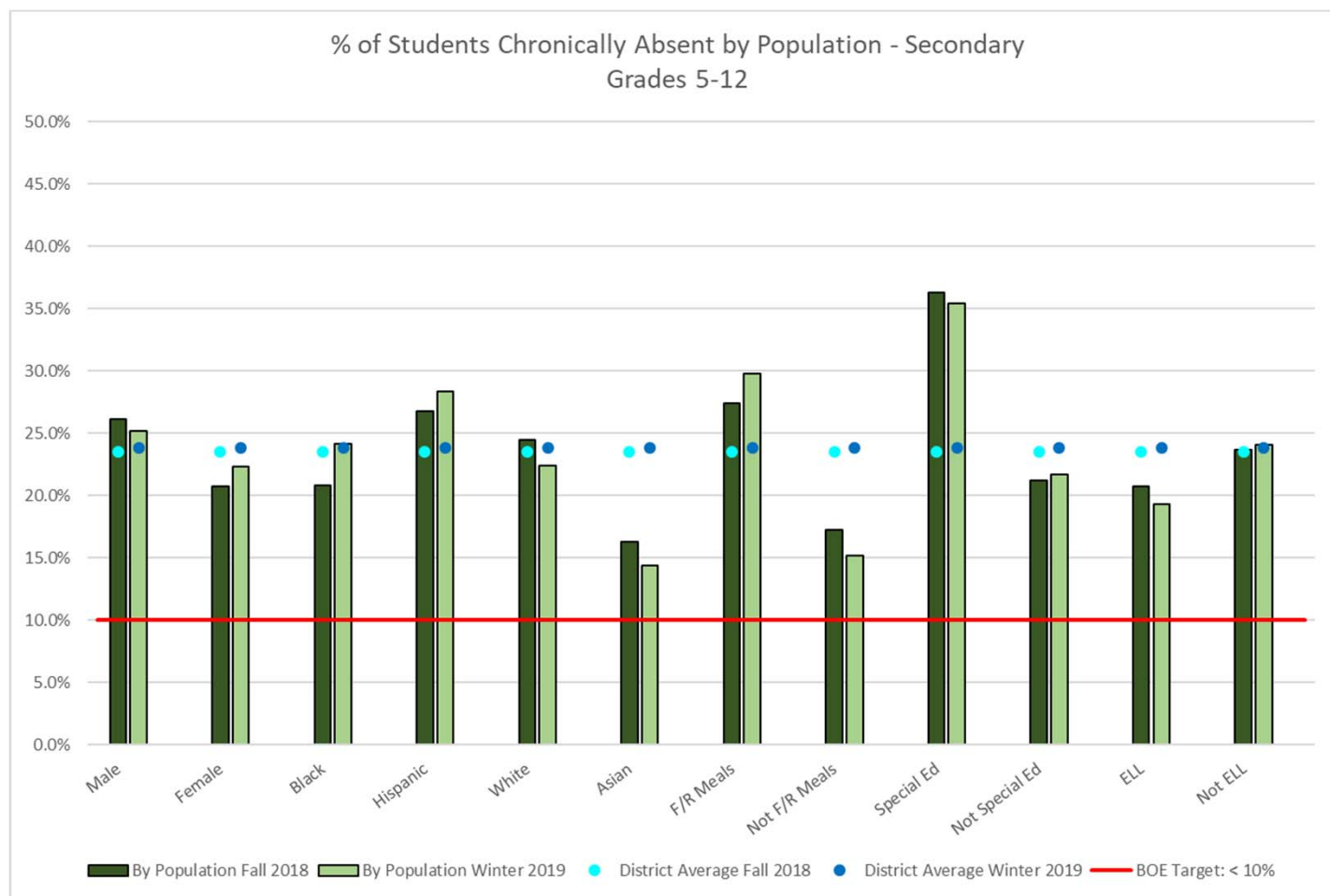
Chronic Absenteeism - Elementary	Fall 2018		Winter 2019	
	#Students Chronically Absent	Total # Students	#Students Chronically Absent	Total # Students
Male	222	1243	245	1257
Female	189	1135	211	1151
Black	84	561	92	577
Hispanic	144	641	185	671
White	137	902	131	897
Asian	43	220	40	208
F/R Meals	265	1444	317	1413
Not F/R Meals	146	934	139	995
Special Ed	57	299	72	300
Not Special Ed	354	2079	384	2108
ELL	52	194	54	202
Not ELL	359	2184	402	2206
District	411	2378	456	2408



Manchester Public Schools

# % Students Chronically Absent

Chronic Absenteeism - Secondary	Fall 2018		Winter 2019	
	#Students Chronically Absent	Total # Students	#Students Chronically Absent	Total # Students
Male	475	1819	460	1824
Female	352	1697	378	1693
Black	178	856	208	862
Hispanic	281	1049	296	1042
White	292	1191	266	1186
Asian	42	257	38	264
F/R Meals	592	2157	618	2072
Not F/R Meals	235	1359	220	1445
Special Ed	196	540	191	539
Not Special Ed	631	2976	647	2978
ELL	39	188	38	197
Not ELL	788	3328	800	3320
District	827	3516	838	3517

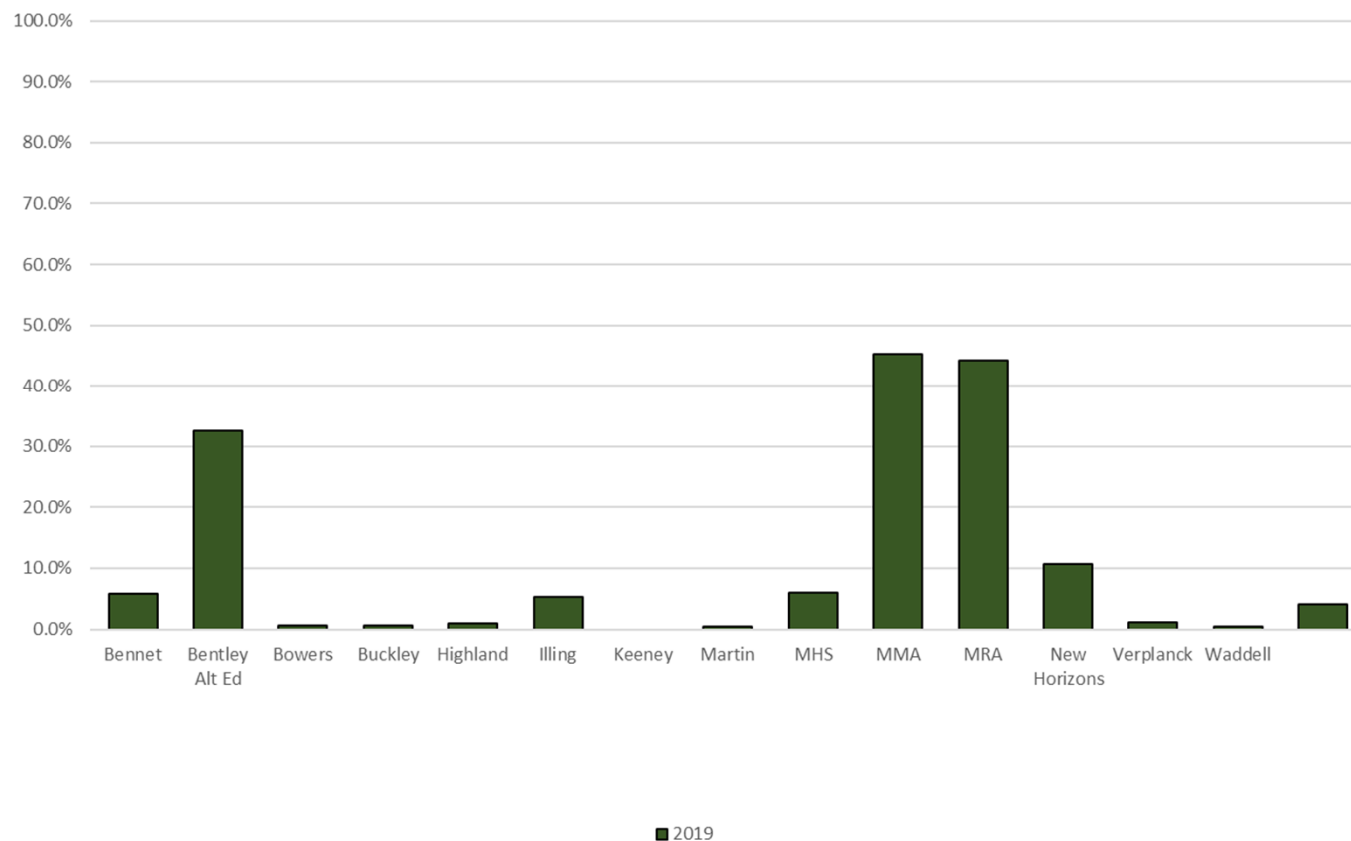


Manchester Public Schools

## % Students with 1 or More ISS thru December 31

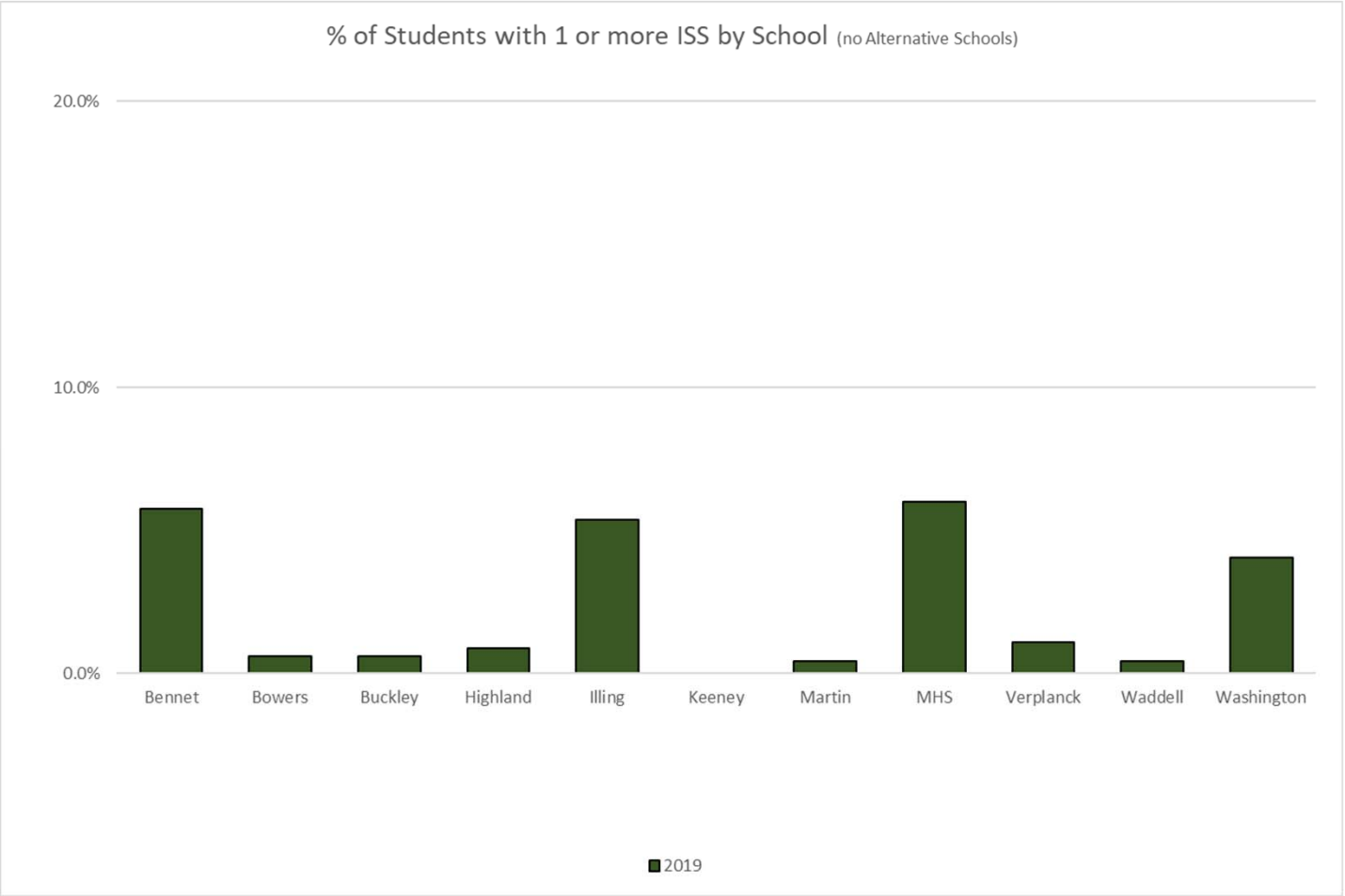
	Students with an ISS		Students
	2019	2019	
Bennet	5.7%	53	923
Bentley Alt Ed	32.6%	14	43
Bowers	0.6%	2	345
Buckley	0.6%	2	345
Highland	0.9%	2	227
Illing	5.4%	43	801
Keeney	0.0%	0	254
Martin	0.4%	1	230
MHS	6.0%	97	1621
MMA	45.2%	14	31
MRA	44.3%	31	70
New Horizons	10.7%	3	28
Verplanck	1.1%	3	282
Waddell	0.4%	2	473
Washington	4.0%	10	247

% of Students with 1 or more ISS by School



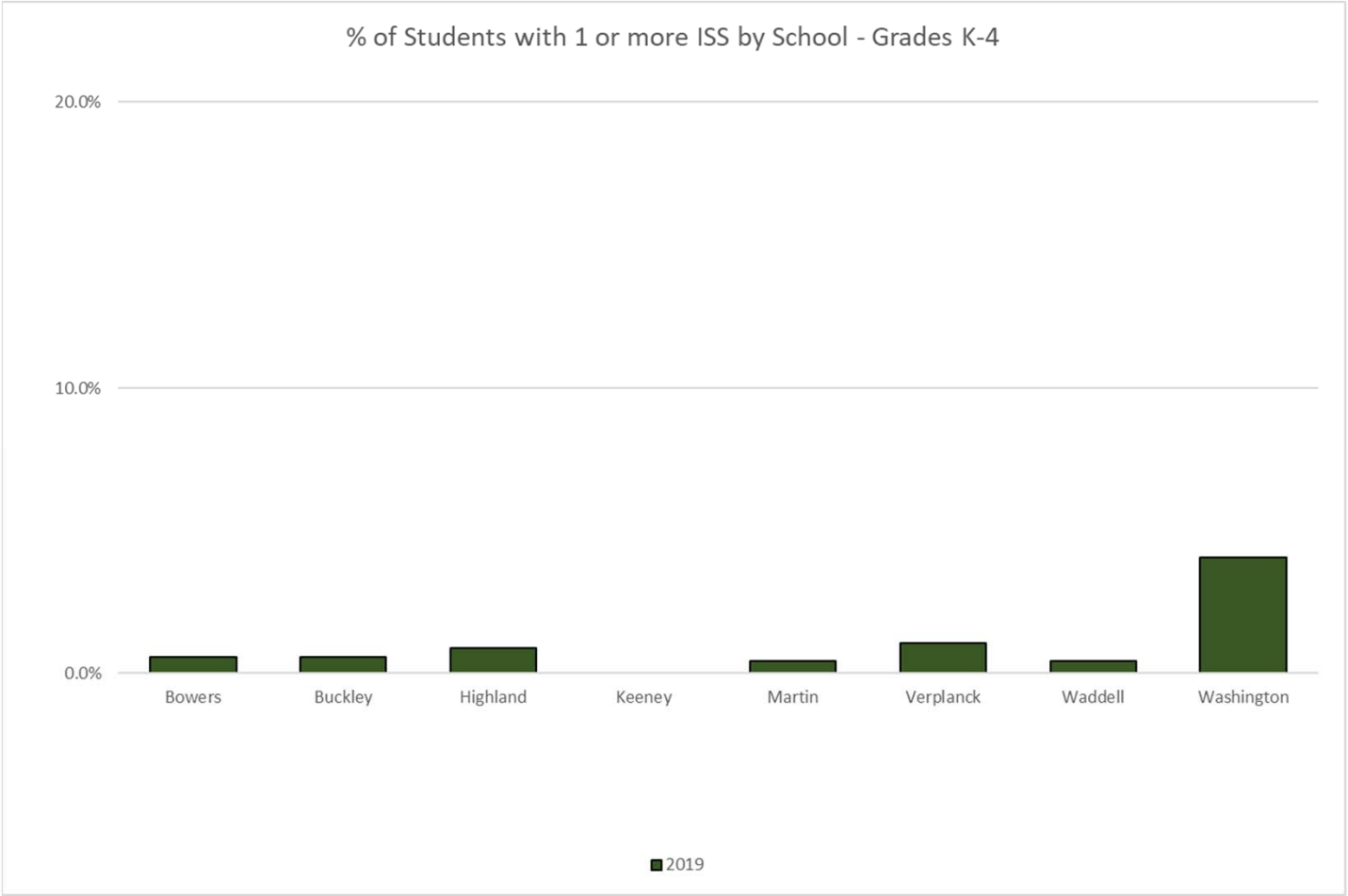
# % Students with 1 or More ISS thru December 31 (no Alternative Schools)

	Percent Students with an ISS 2019	Number 2019	Total Students 2019
Bennet	5.7%	53	923
Bowers	0.6%	2	345
Buckley	0.6%	2	345
Highland	0.9%	2	227
Illing	5.4%	43	801
Keeney	0.0%	0	254
Martin	0.4%	1	230
MHS	6.0%	97	1621
Verplanck	1.1%	3	282
Waddell	0.4%	2	473
Washington	4.0%	10	247



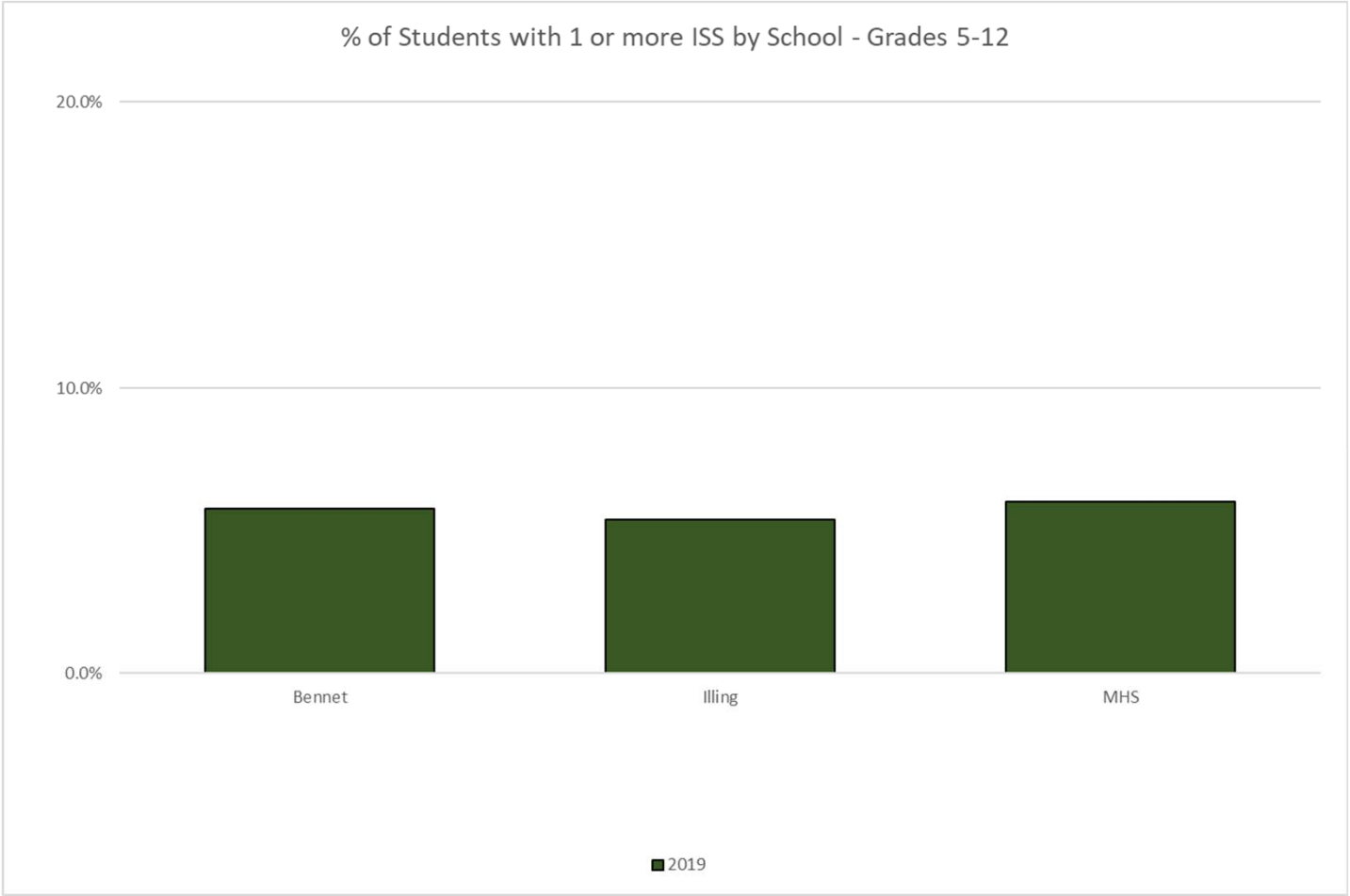
# % Students with 1 or More ISS thru December 31

	Percent Students with an ISS 2019	Number 2019	Total Students 2019
Bowers	0.6%	2	345
Buckley	0.6%	2	345
Highland	0.9%	2	227
Keeney	0.0%	0	254
Martin	0.4%	1	230
Verplanck	1.1%	3	282
Waddell	0.4%	2	473
Washington	4.0%	10	247



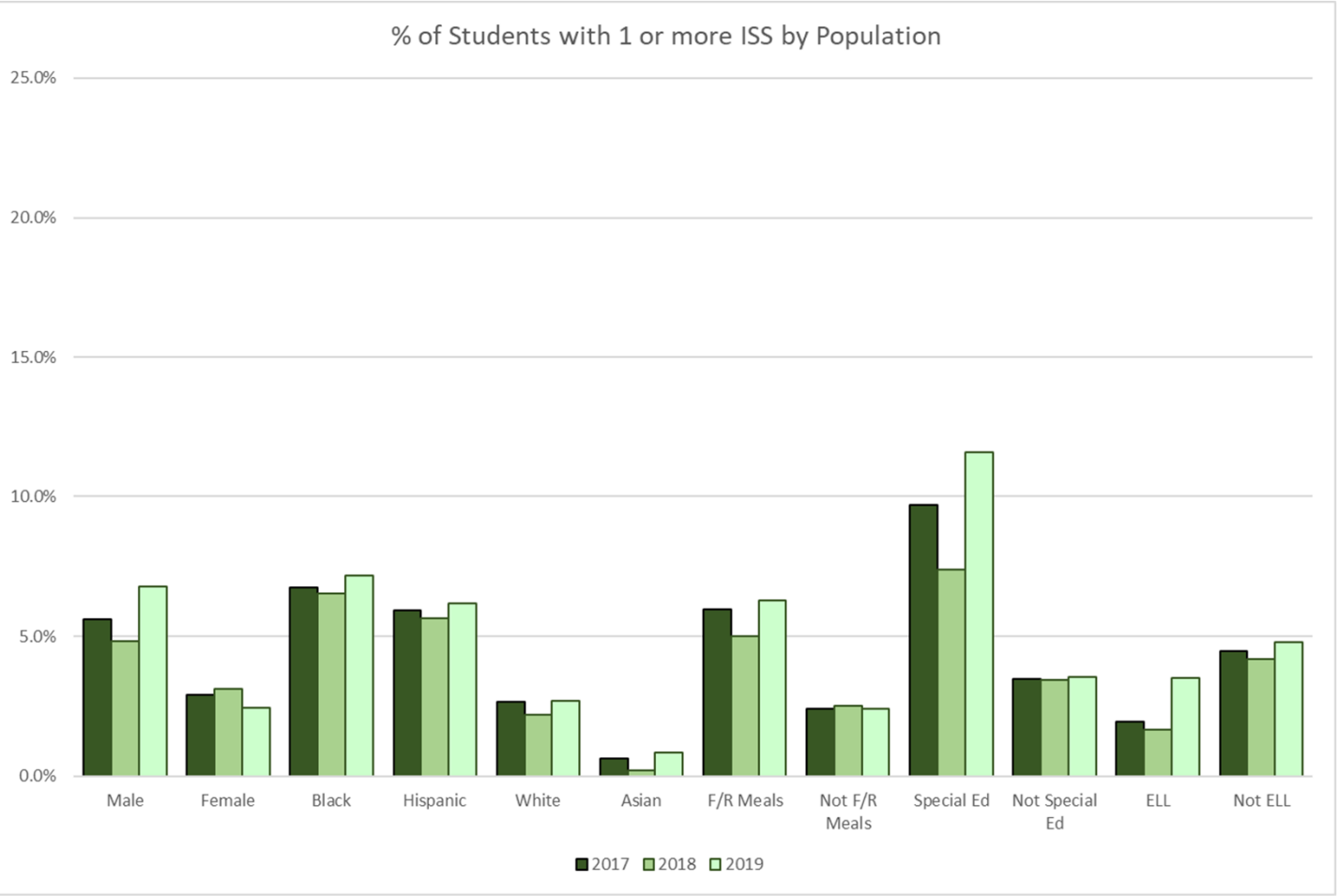
# % Students with 1 or More ISS thru December 31

	Percent Students with an ISS 2019	Number Students 2019	Total Students 2019
Bennet	5.7%	53	923
Illing	5.4%	43	801
MHS	6.0%	97	1621



# % Students with 1 or More ISS thru December 31

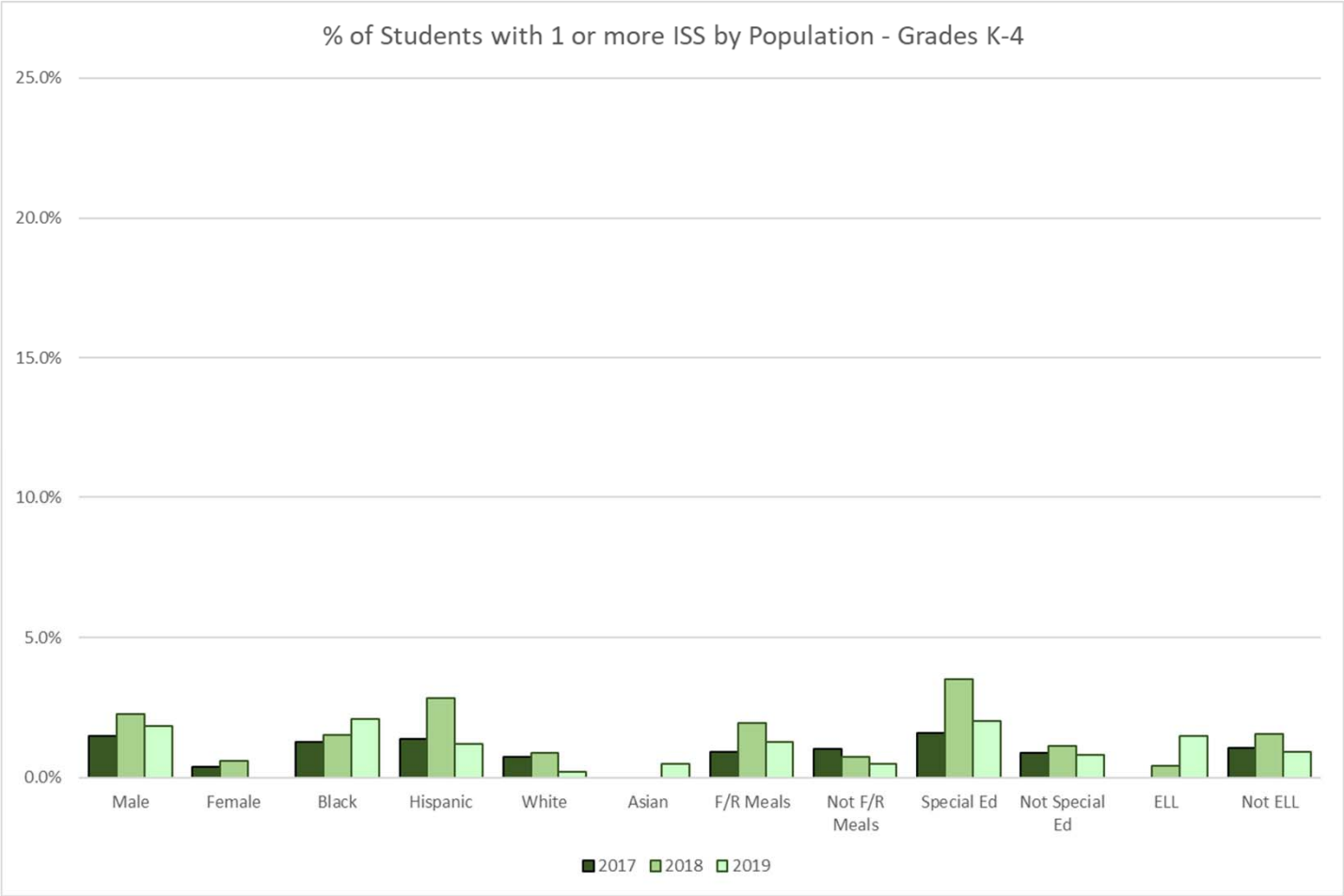
	# of Students with an ISS			Total Students		
	2017	2018	2019	2017	2018	2019
Male	172	148	209	3063	3072	3081
Female	85	89	69	2924	2844	2844
Black	95	92	103	1407	1412	1439
Hispanic	97	92	106	1639	1634	1713
White	59	47	56	2233	2140	2083
Asian	3	1	4	481	508	472
F/R Meals	190	177	219	3197	3533	3485
Not F/R Meals	67	60	59	2790	2383	2440
Special Ed	77	62	97	794	842	839
Not Special Ed	180	175	181	5193	5074	5086
ELL	8	7	14	409	420	399
Not ELL	249	230	264	5578	5496	5526
District	257	237	278	5987	5916	5925





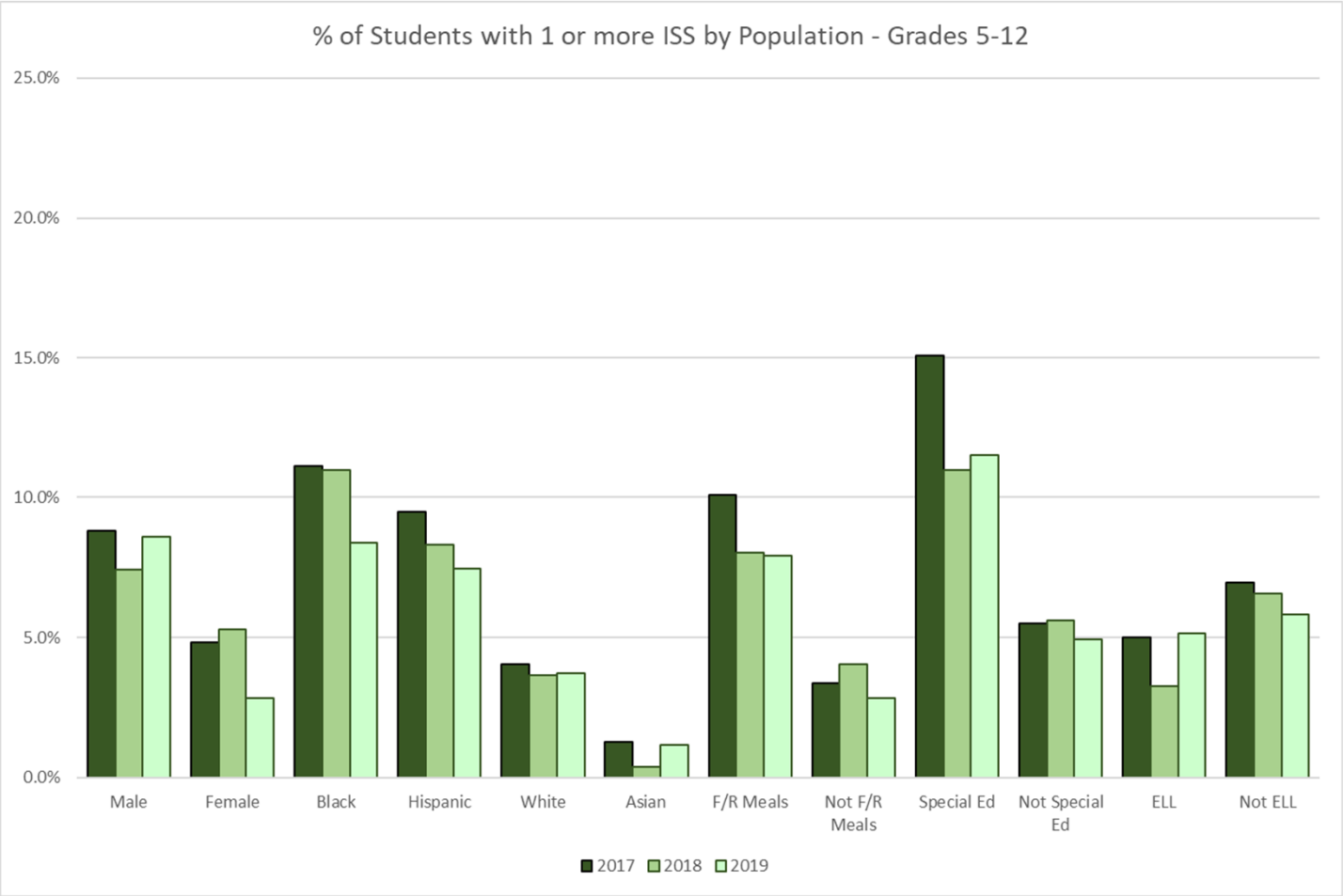
# % Students with 1 or More ISS thru December 31

	# of Students with an ISS			Total Students		
	2017	2018	2019	2017	2018	2019
Male	20	29	23	1336	1279	1257
Female	5	7	0	1265	1182	1151
Black	8	9	12	624	590	577
Hispanic	10	19	8	721	670	671
White	7	8	2	951	905	897
Asian	0	0	1	243	242	208
F/R Meals	13	29	18	1440	1490	1413
Not F/R Meals	12	7	5	1161	971	995
Special Ed	5	12	6	317	341	300
Not Special Ed	20	24	17	2284	2120	2108
ELL	0	1	3	249	236	202
Not ELL	25	35	20	2351	2225	2206
District	25	36	23	2601	2461	2408



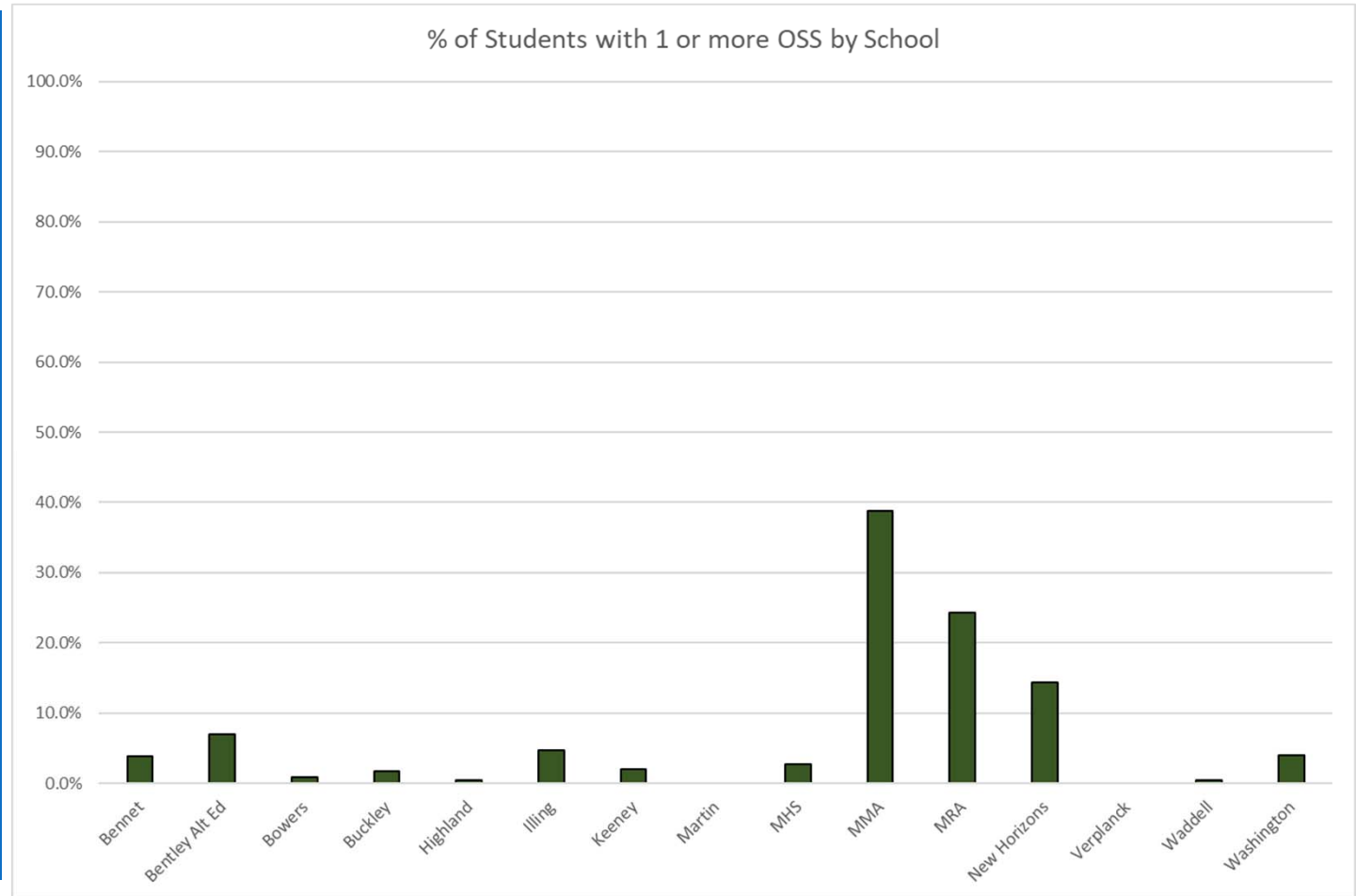
# % Students with 1 or More ISS thru December 31

	# of Students with an ISS			Total Students		
	2017	2018	2019	2017	2018	2019
Male	152	133	147	1727	1793	1713
Female	80	88	46	1659	1662	1632
Black	87	90	68	783	822	811
Hispanic	87	80	73	918	964	979
White	52	45	42	1282	1235	1134
Asian	3	1	3	238	266	262
F/R Meals	177	164	153	1757	2043	1938
Not F/R Meals	55	57	40	1629	1412	1407
Special Ed	72	55	50	477	501	435
Not Special Ed	160	166	143	2909	2954	2910
ELL	8	6	10	160	184	195
Not ELL	224	215	183	3226	3271	3150
District	232	221	193	3386	3455	3345



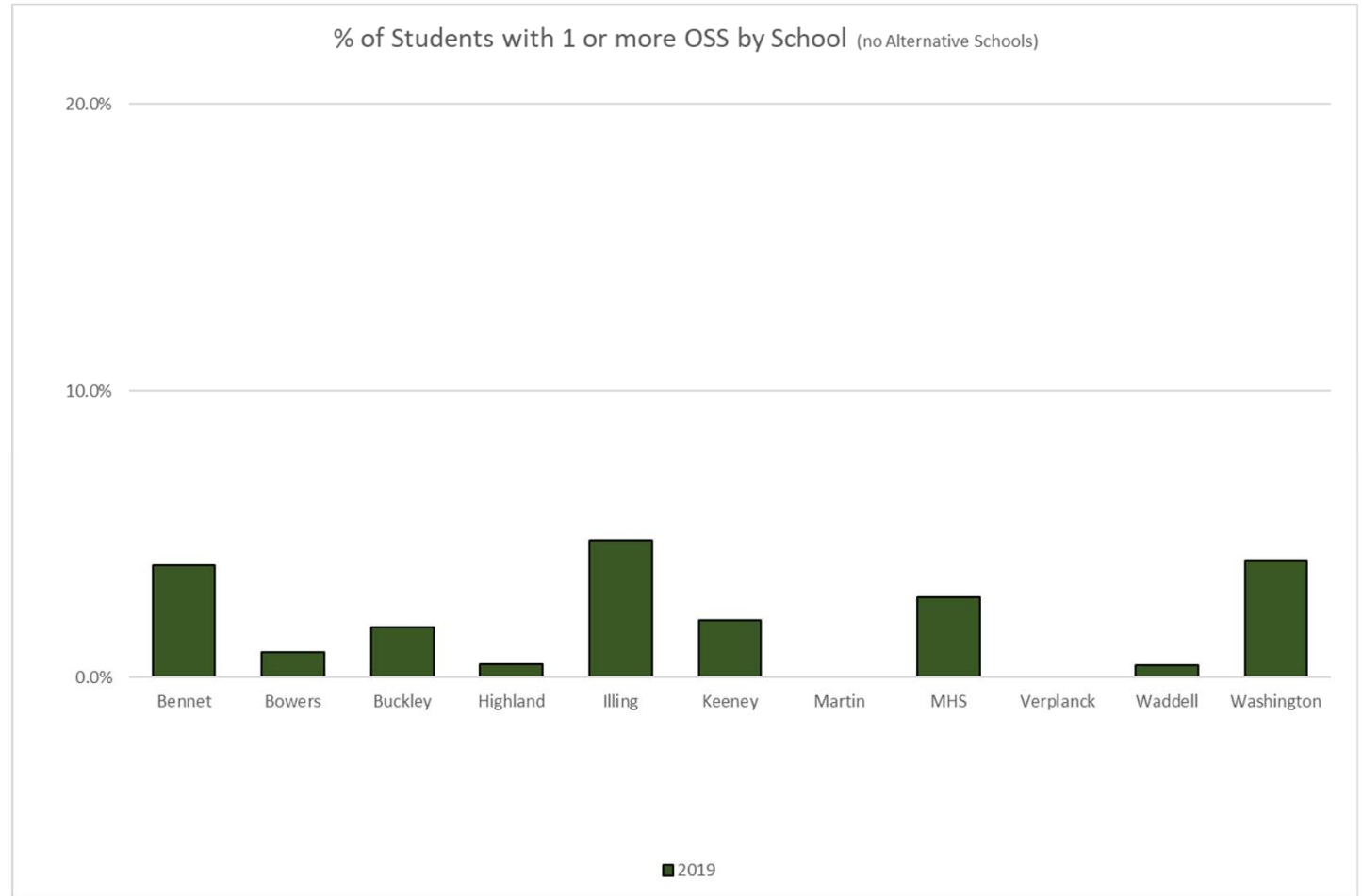
## % Students with 1 or More OSS thru December 31

	Percent Students with an OSS 2019	Number 2019	Total Students 2019
Bennet	3.9%	36	923
Bentley Alt Ed	7.0%	3	43
Bowers	0.9%	3	345
Buckley	1.7%	6	345
Highland	0.4%	1	227
Illing	4.7%	38	801
Keeney	2.0%	5	254
Martin	0.0%	0	230
MHS	2.8%	45	1621
MMA	38.7%	12	31
MRA	24.3%	17	70
New Horizons	14.3%	4	28
Verplanck	0.0%	0	282
Waddell	0.4%	2	473
Washington	4.0%	10	247



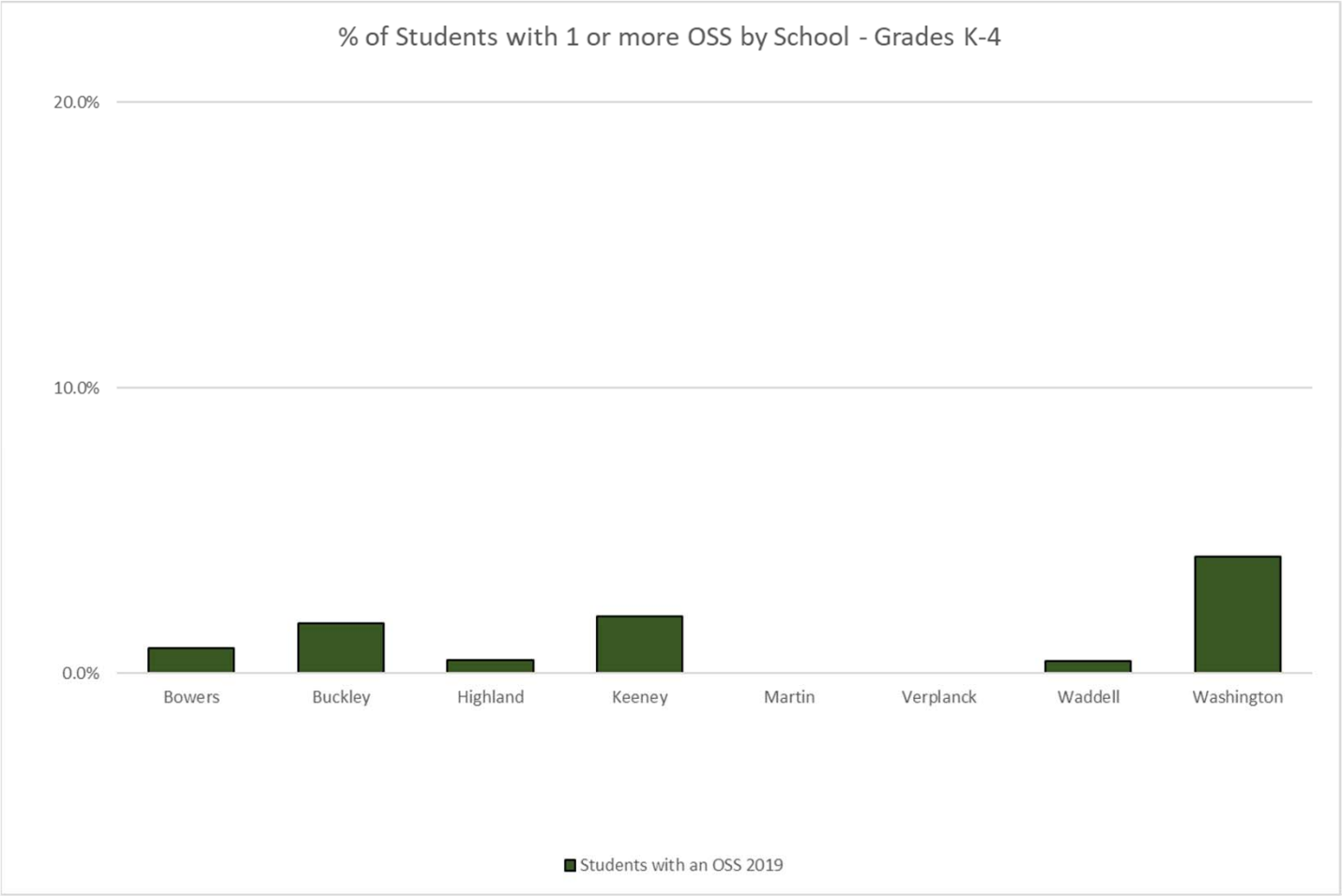
## % Students with 1 or More OSS thru December 31

	Percent Students with an OSS 2019	Number 2019	Total Students 2019
Bennet	3.9%	36	923
Bowers	0.9%	3	345
Buckley	1.7%	6	345
Highland	0.4%	1	227
Illing	4.7%	38	801
Keeney	2.0%	5	254
Martin	0.0%	0	230
MHS	2.8%	45	1621
Verplanck	0.0%	0	282
Waddell	0.4%	2	473
Washington	4.0%	10	247



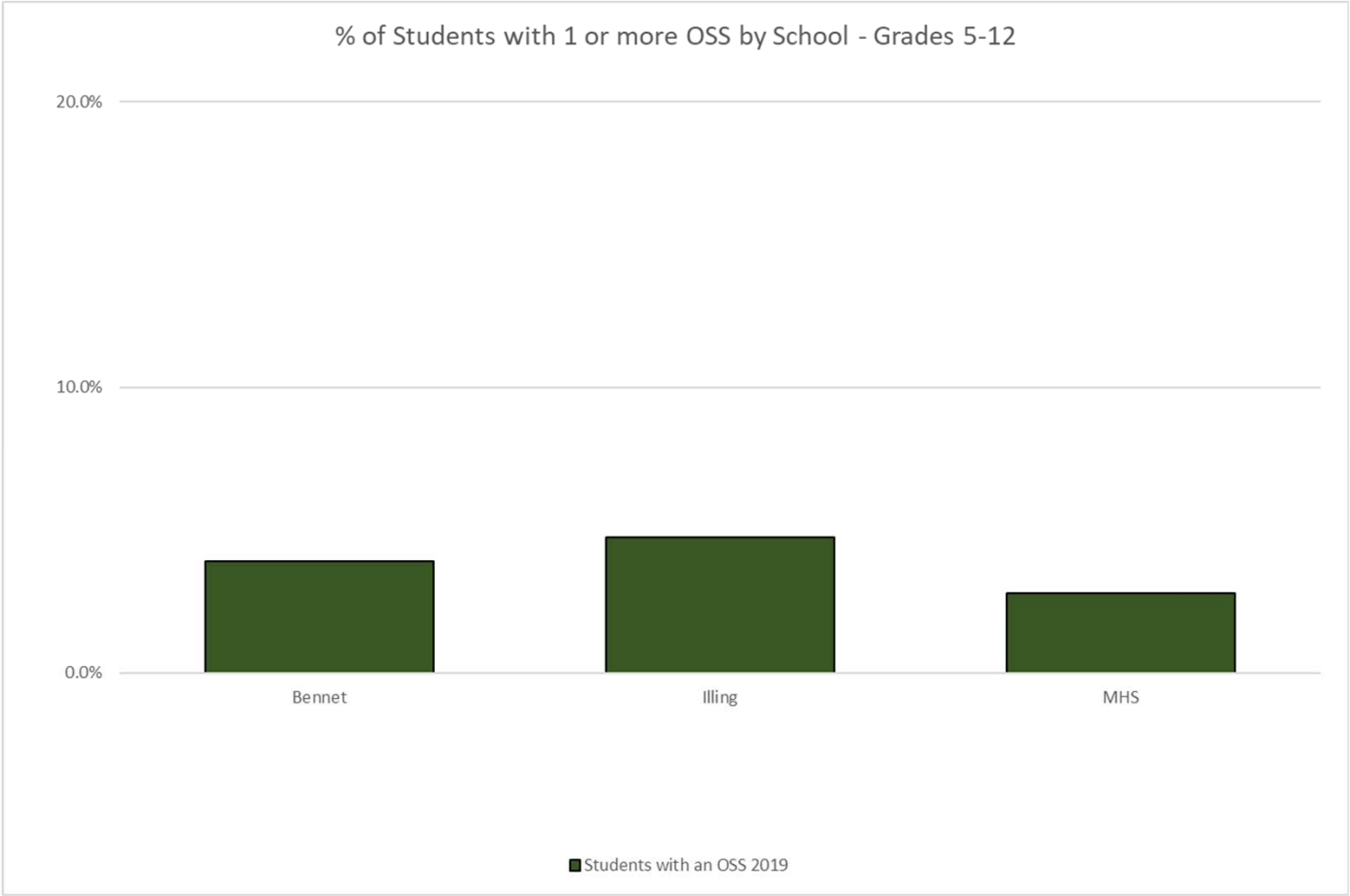
# % Students with 1 or More OSS thru December 31

	Percent Students with an OSS 2019	Number 2019	Total Students 2019
Bowers	0.9%	3	345
Buckley	1.7%	6	345
Highland	0.4%	1	227
Keeney	2.0%	5	254
Martin	0.0%	0	230
Verplanck	0.0%	0	282
Waddell	0.4%	2	473
Washington	4.0%	10	247



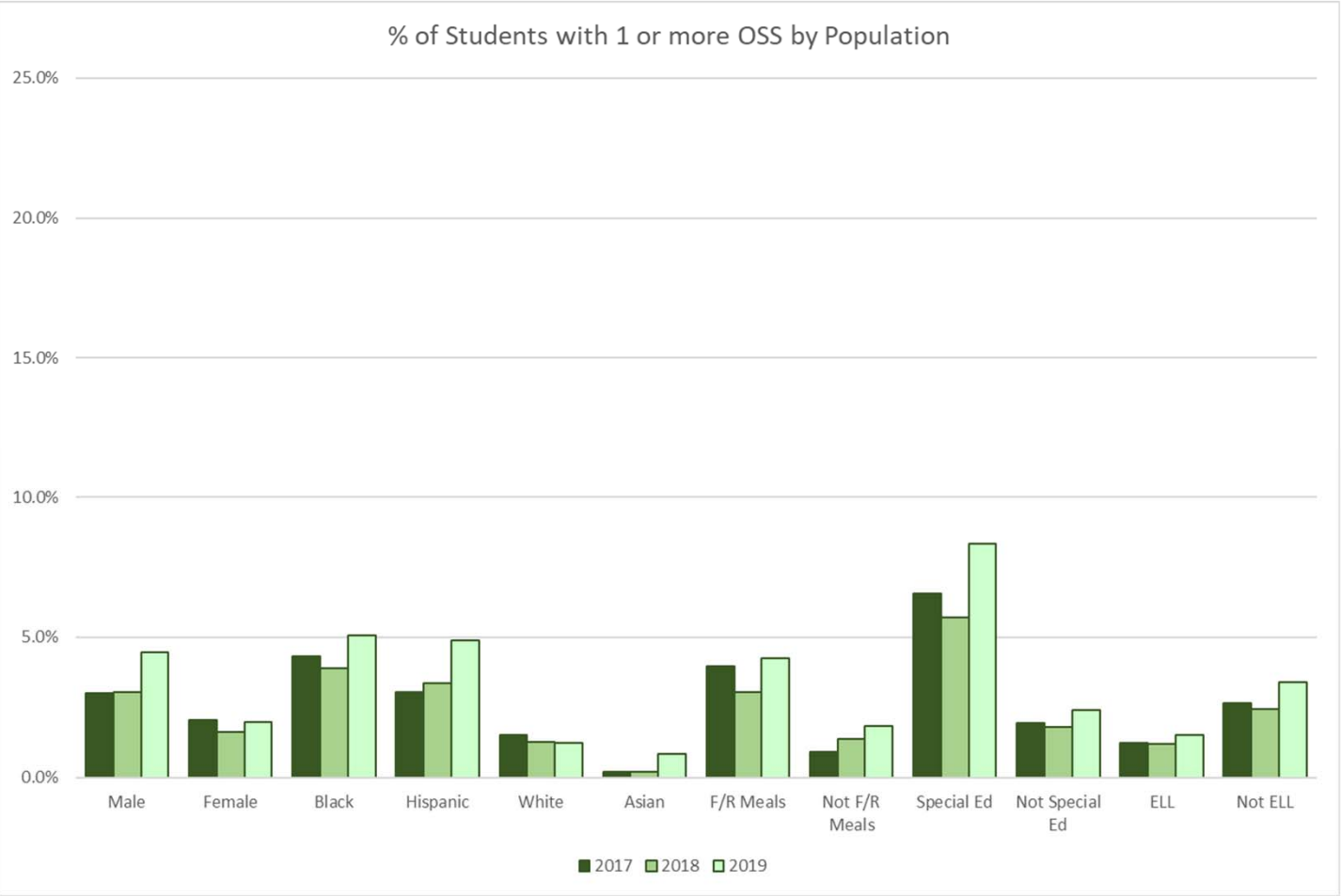
# % Students with 1 or More OSS thru December 31

	Percent Students with an OSS 2019	Number Students 2019	Total Students 2019
Bennet	3.9%	36	923
Illing	4.7%	38	801
MHS	2.8%	45	1621



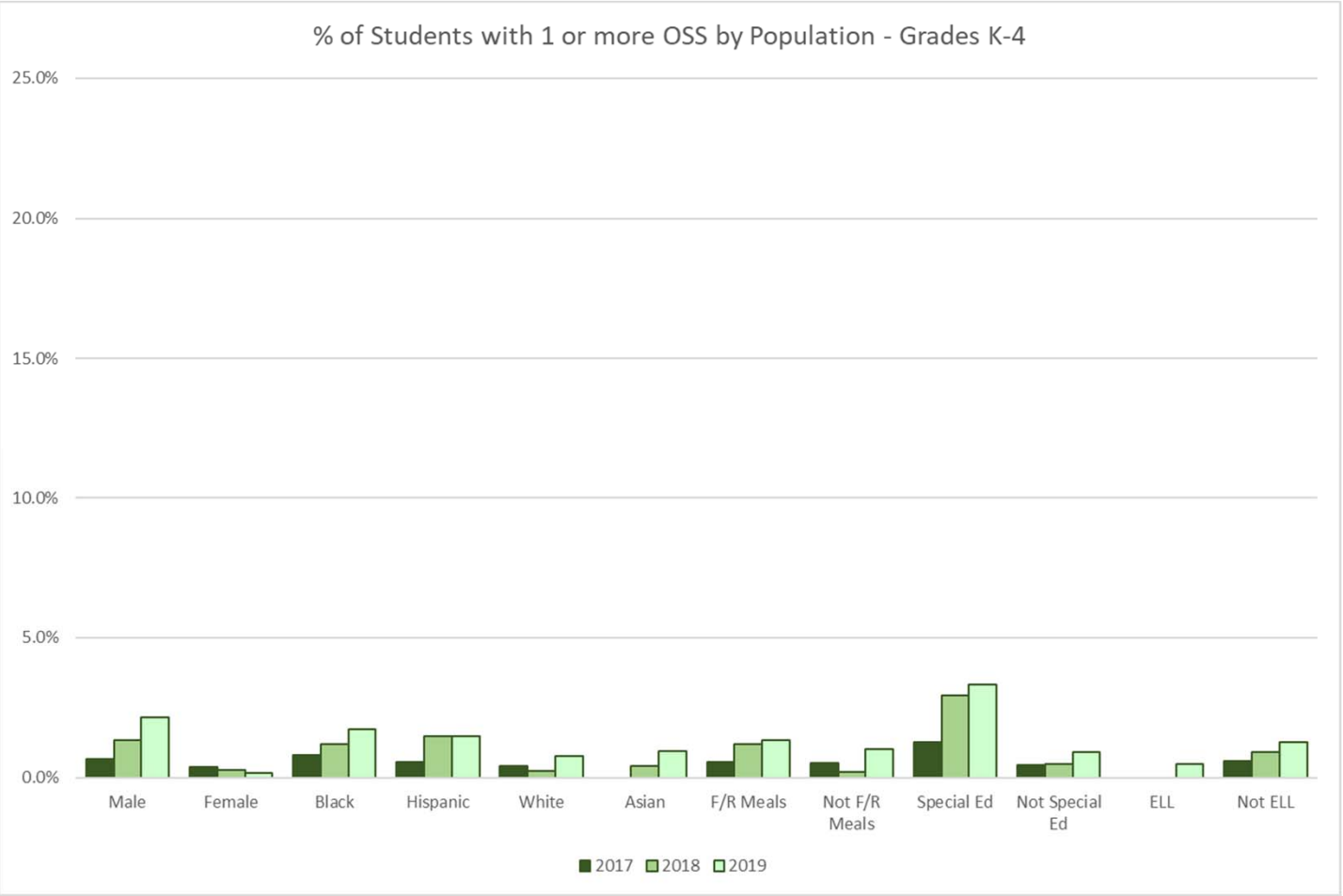
# % Students with 1 or More OSS thru December 31

	# of Students with an OSS			Total Students		
	2017	2018	2019	2017	2018	2019
Male	92	94	137	3063	3072	3081
Female	60	46	56	2924	2844	2844
Black	61	55	73	1407	1412	1439
Hispanic	50	55	84	1639	1634	1713
White	34	27	26	2233	2140	2083
Asian	1	1	4	481	508	472
F/R Meals	127	107	148	3197	3533	3485
Not F/R Meals	25	33	45	2790	2383	2440
Special Ed	52	48	70	794	842	839
Not Special Ed	100	92	123	5193	5074	5086
ELL	5	5	6	409	420	399
Not ELL	147	135	187	5578	5496	5526
District	152	140	193	5987	5916	5925



# % Students with 1 or More OSS thru December 31

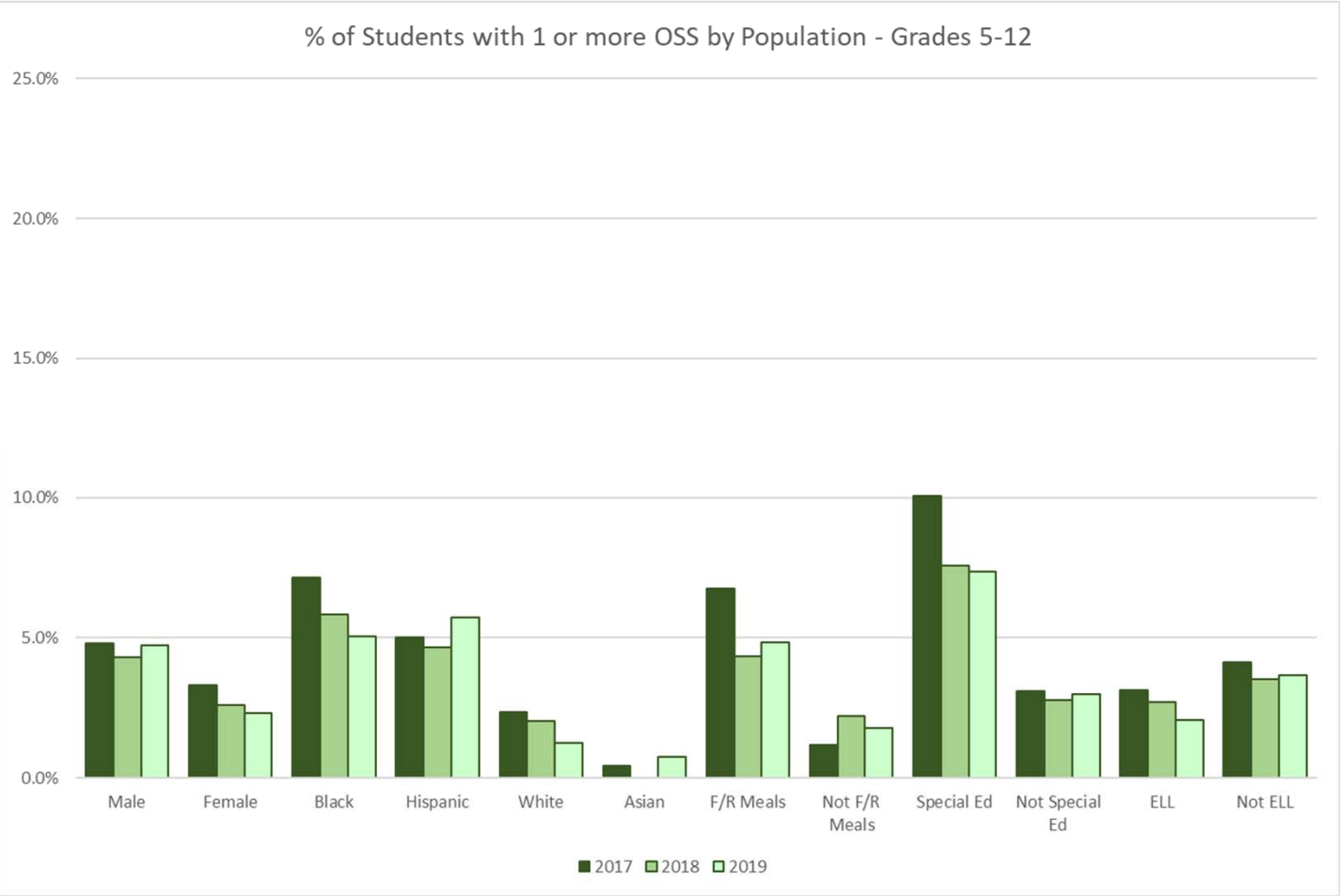
	# of Students with an ISS			Total Students		
	2017	2018	2019	2017	2018	2019
Male	9	17	27	1336	1279	1257
Female	5	3	2	1265	1182	1151
Black	5	7	10	624	590	577
Hispanic	4	10	10	721	670	671
White	4	2	7	951	905	897
Asian	0	1	2	243	242	208
F/R Meals	8	18	19	1440	1490	1413
Not F/R Meals	6	2	10	1161	971	995
Special Ed	4	10	10	317	341	300
Not Special Ed	10	10	19	2284	2120	2108
ELL	0	0	1	249	236	202
Not ELL	14	20	28	2351	2225	2206
District	14	20	29	2601	2461	2408





# % Students with 1 or More OSS thru December 31

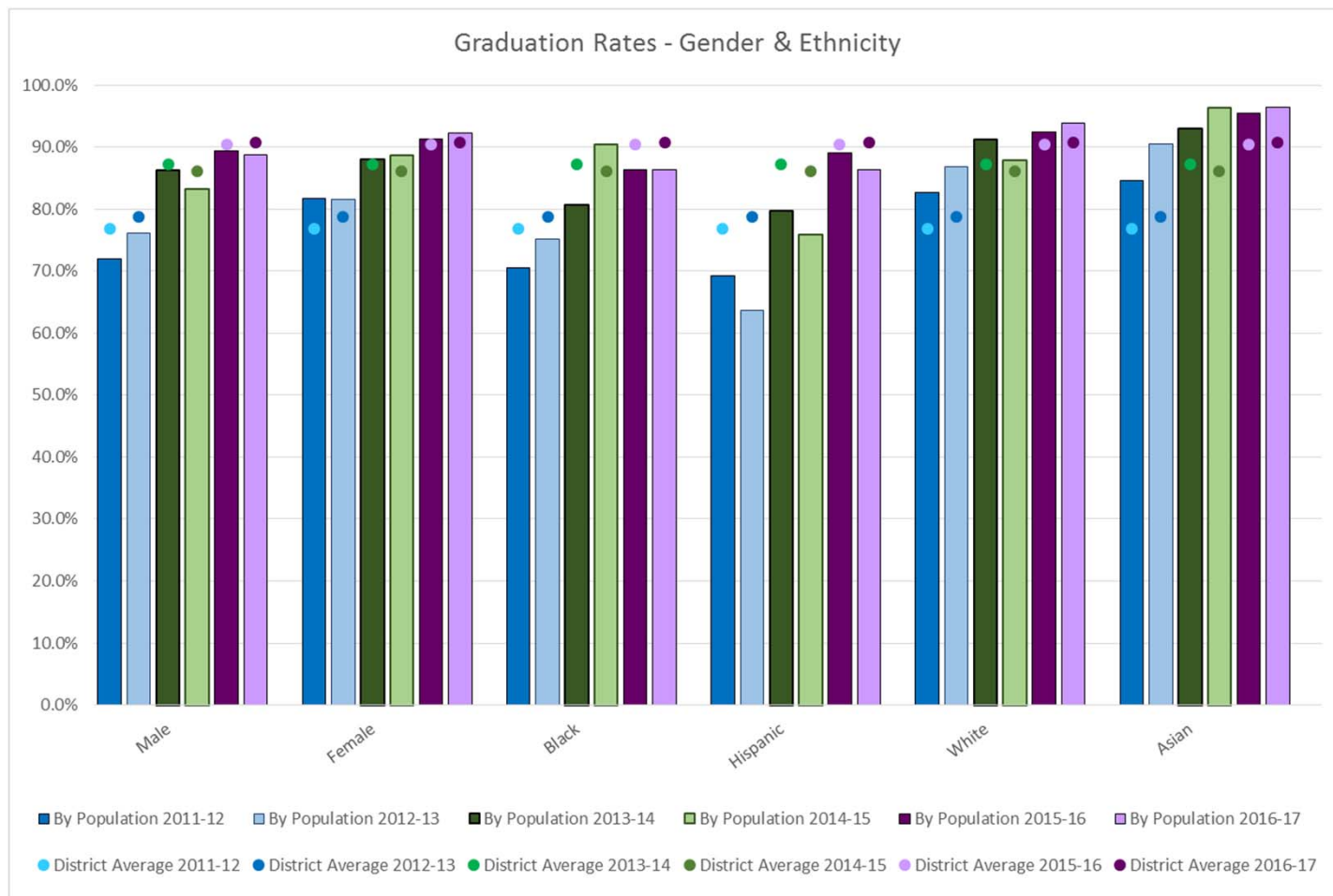
	# of Students with an ISS			Total Students		
	2017	2018	2019	2017	2018	2019
Male	83	77	81	1727	1793	1713
Female	55	43	38	1659	1662	1632
Black	56	48	41	783	822	811
Hispanic	46	45	56	918	964	979
White	30	25	14	1282	1235	1134
Asian	1	0	2	238	266	262
F/R Meals	119	89	94	1757	2043	1938
Not F/R Meals	19	31	25	1629	1412	1407
Special Ed	48	38	32	477	501	435
Not Special Ed	90	82	87	2909	2954	2910
ELL	5	5	4	160	184	195
Not ELL	133	115	115	3226	3271	3150
District	138	120	119	3386	3455	3345



# Graduation Rates

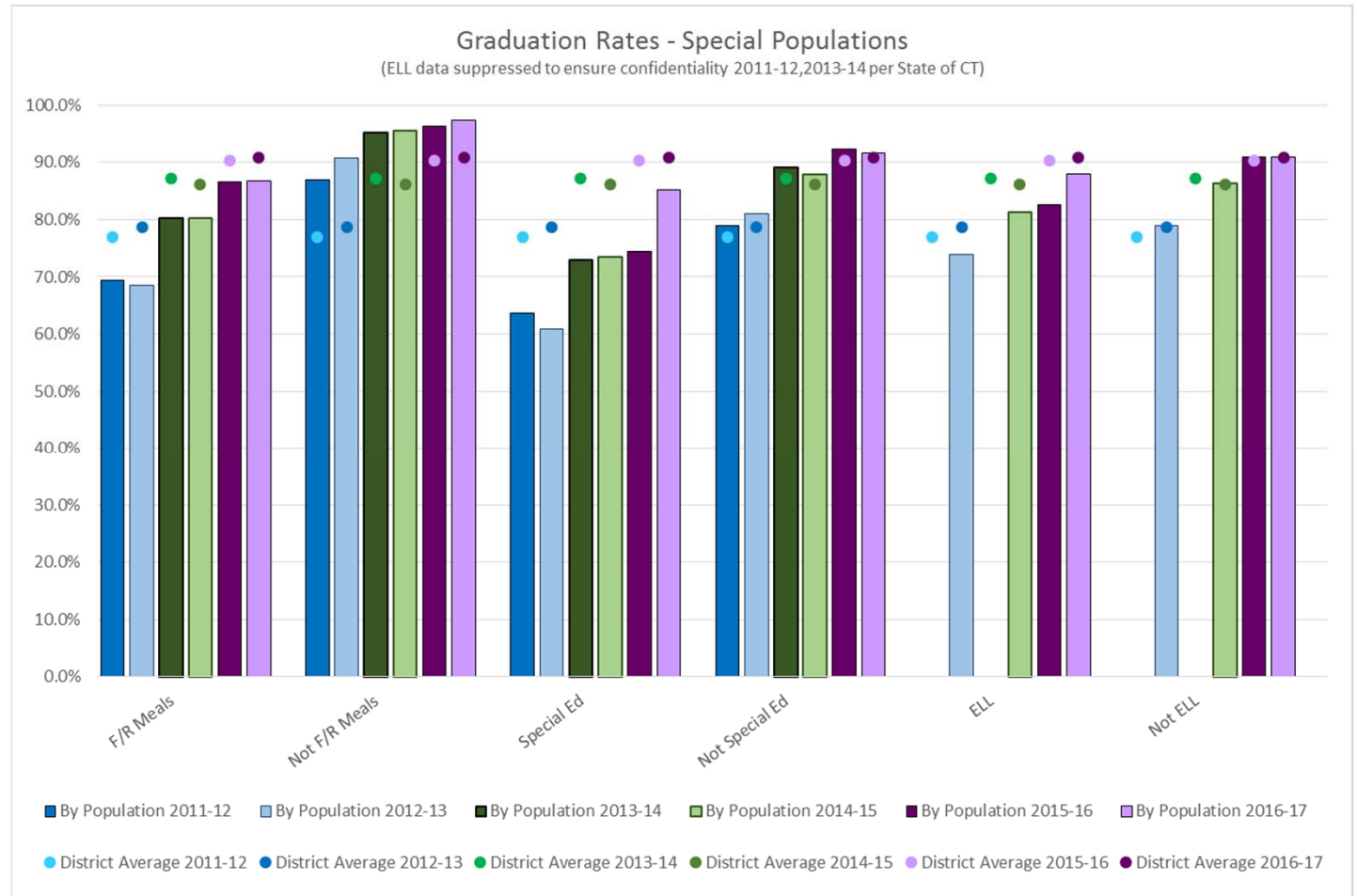
## Gender & Ethnicity

### 2012 to 2017



Manchester Public Schools

# Graduation Rates Special Populations 2012 to 2017



Manchester Public Schools

# District Unit Assessments

## Reading Grade 3 - Unit 1

December 7, 2018

Question 1: What kind of person is Becca?

When describing a character, remember to:

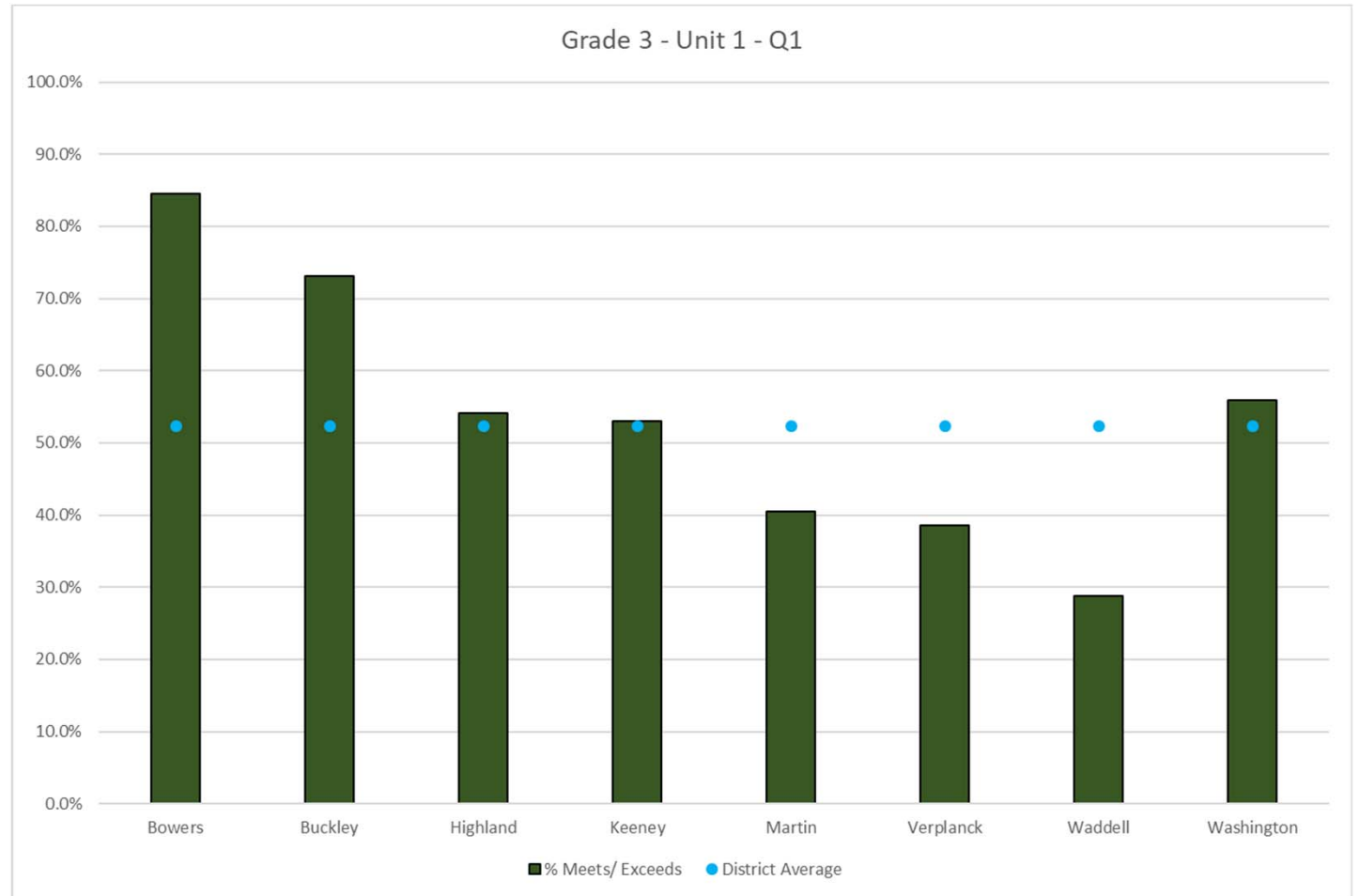
- tell about the character's trait
- use details from the story to support your answer



Manchester Public Schools

# District Unit Assessments 2018-2019 – Reading

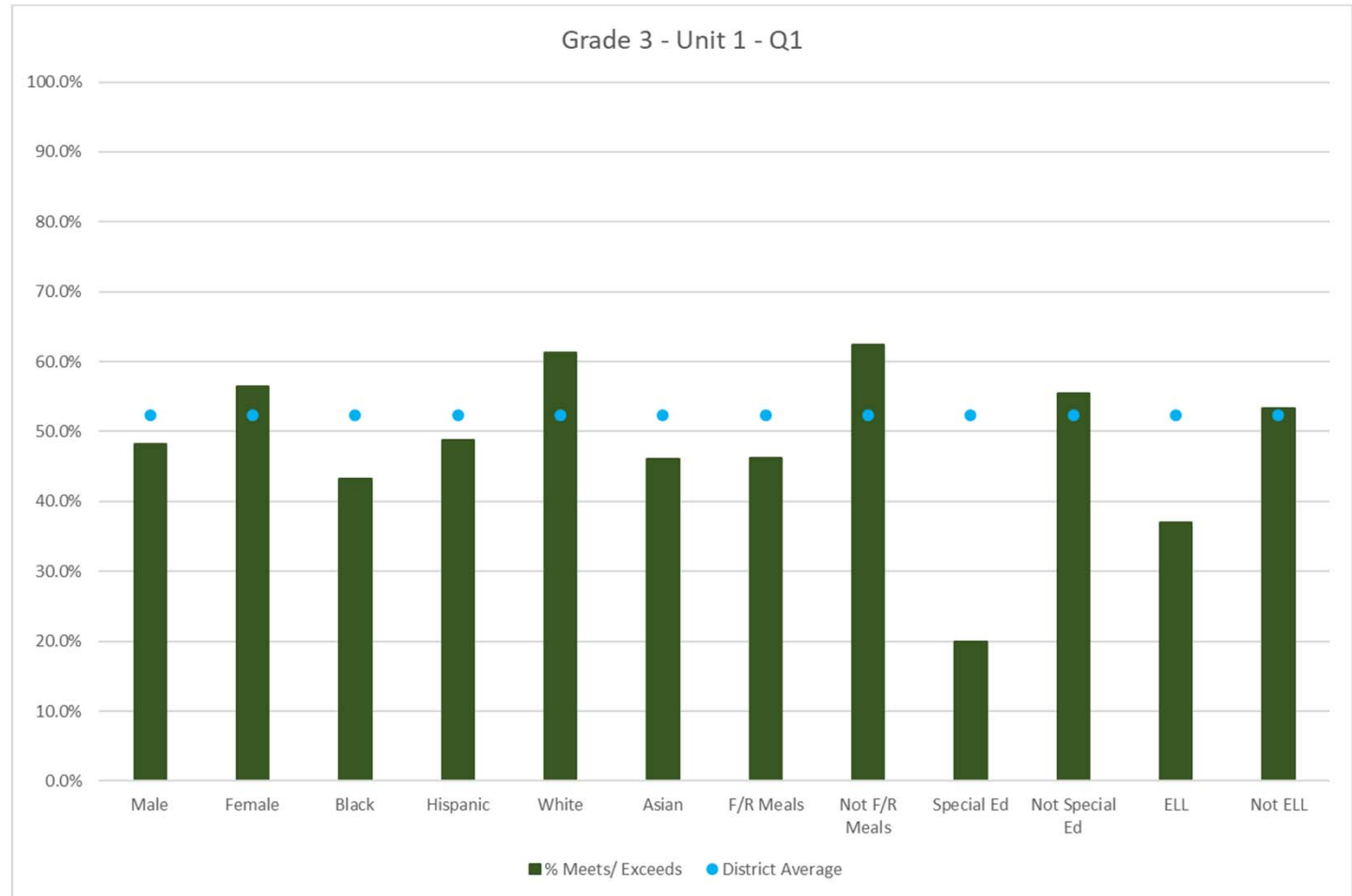
Grade 3 - Unit 1 - Q1	# Students Meets/ Exceeds	# Students Tested	% Meets/ Exceeds
Bowers	49	58	84.5%
Buckley	38	52	73.1%
Highland	20	37	54.1%
Keeney	26	49	53.1%
Martin	19	47	40.4%
Verplanck	22	57	38.6%
Waddell	23	80	28.8%
Washington	33	59	55.9%
District	230	440	52.3%



Manchester Public Schools

# District Unit Assessments 2018-2019 – Reading

Grade 3 - Unit 1 - Q1	#Students Meets/ Exceeds	#Students Tested	% Meets/ Exceeds
Male	107	222	48.2%
Female	123	218	56.4%
Black	45	104	43.3%
Hispanic	64	131	48.9%
White	103	168	61.3%
Asian	12	26	46.2%
F/R Meals	127	275	46.2%
Not F/R Meals	103	165	62.4%
Special Ed	8	40	20.0%
Not Special Ed	222	400	55.5%
ELL	10	27	37.0%
Not ELL	220	413	53.3%
District	230	440	52.3%



Manchester Public Schools

# District Unit Assessments

Reading  
Grade 3 - Unit 1

December 7, 2018

Question 3: Summarize the story “The Yard Sale.”

When summarizing, remember to:

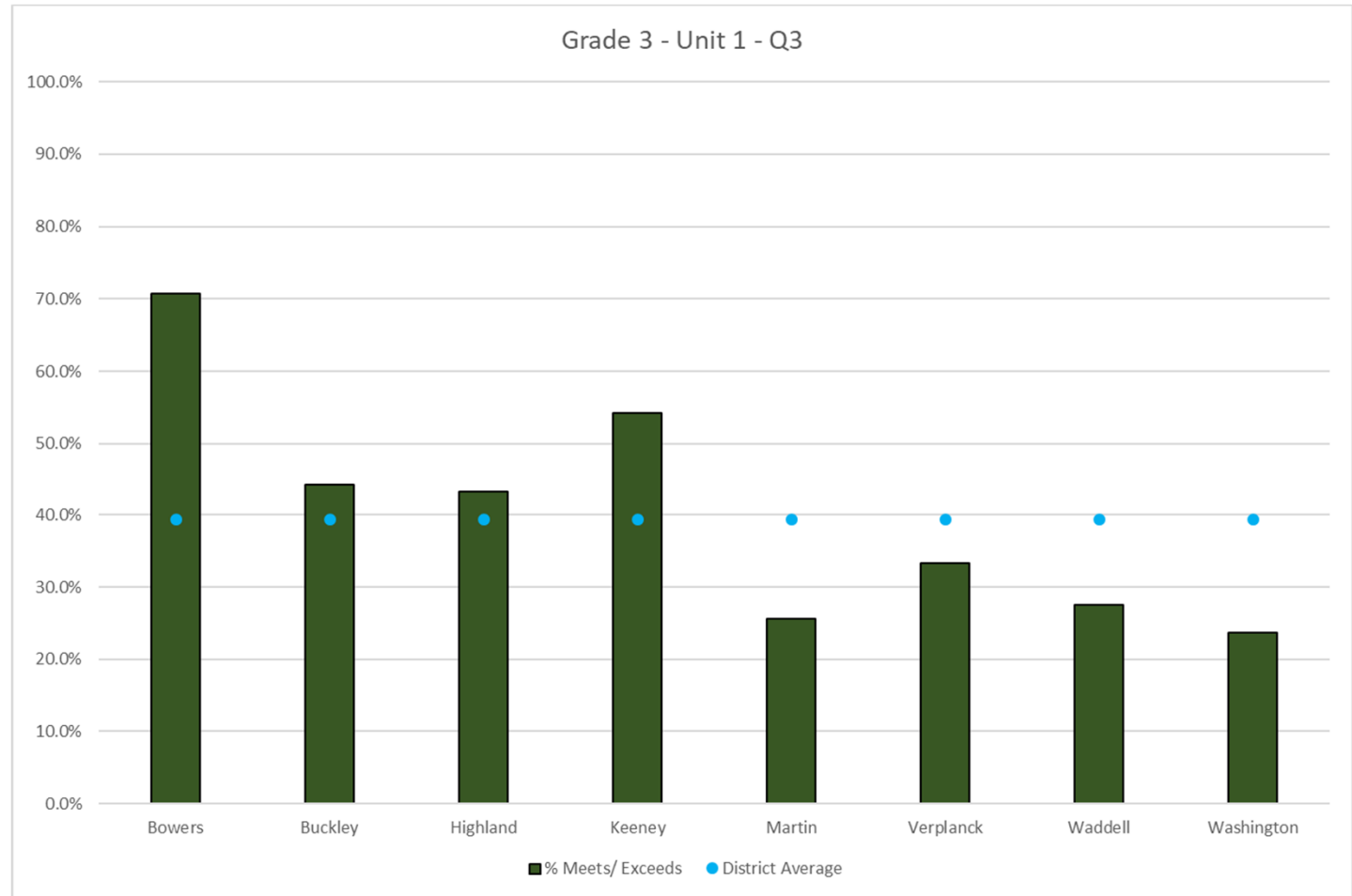
- include important story elements (for example, character, setting, problem)
- include important details from across the story
- leave out unimportant parts
- keep your summary a half page or less



Manchester Public Schools

# District Unit Assessments 2018-2019 – Reading

Grade 3 - Unit 1 - Q3	# Students Meets/ Exceeds	# Students Tested	% Meets/ Exceeds
Bowers	41	58	70.7%
Buckley	23	52	44.2%
Highland	16	37	43.2%
Keeney	26	48	54.2%
Martin	12	47	25.5%
Verplanck	19	57	33.3%
Waddell	22	80	27.5%
Washington	14	59	23.7%
District	173	439	39.4%

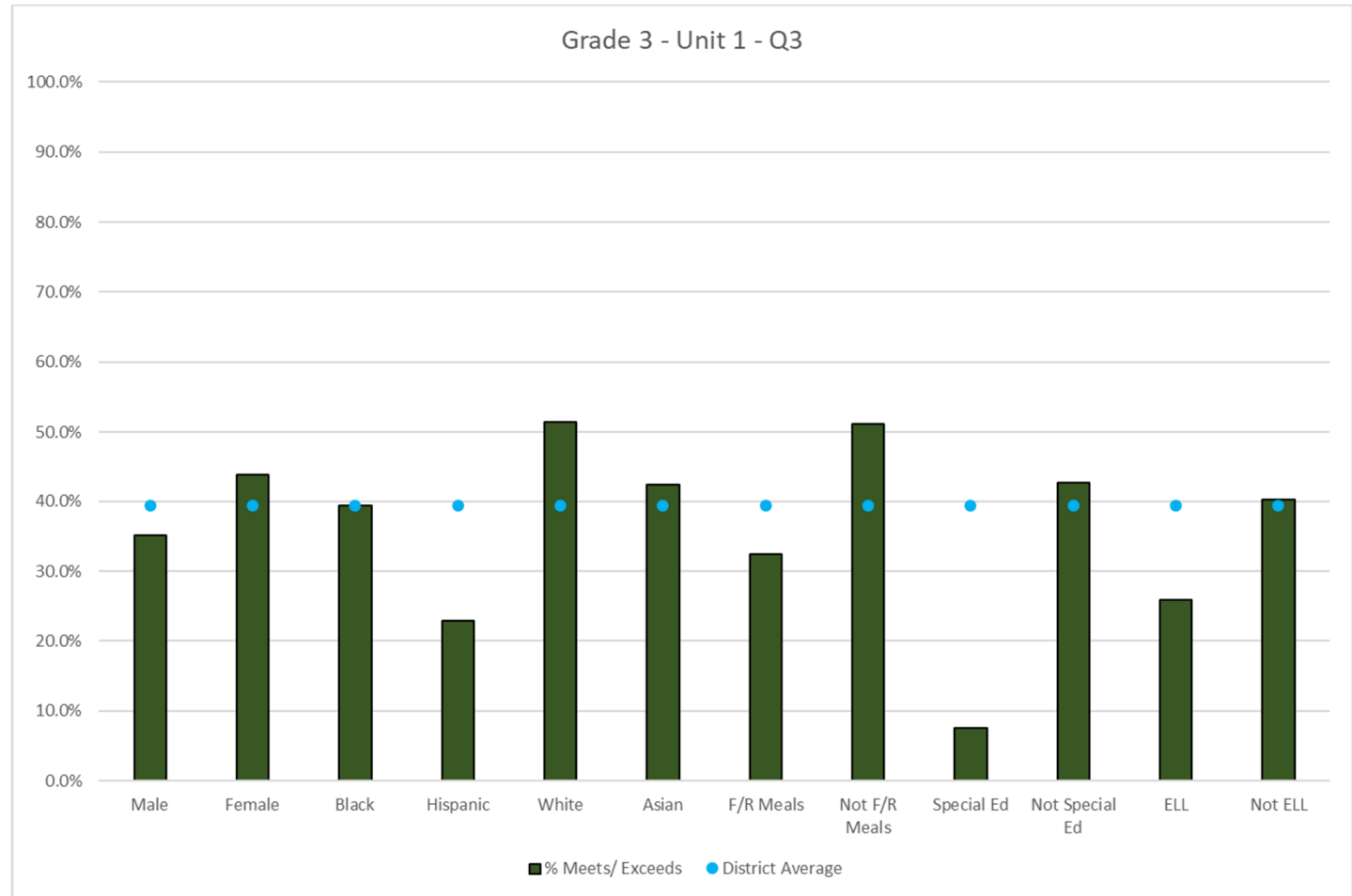


Manchester Public Schools



# District Unit Assessments 2018-2019 – Reading

Grade 3 - Unit 1 - Q3	#Students Meets/ Exceeds	#Students Tested	% Meets/ Exceeds
Male	78	222	35.1%
Female	95	217	43.8%
Black	41	104	39.4%
Hispanic	30	131	22.9%
White	86	167	51.5%
Asian	11	26	42.3%
F/R Meals	89	275	32.4%
Not F/R Meals	84	164	51.2%
Special Ed	3	40	7.5%
Not Special Ed	170	399	42.6%
ELL	7	27	25.9%
Not ELL	166	412	40.3%
District	173	439	39.4%



Manchester Public Schools

# District Unit Assessments

Reading  
Grade 3 - Unit 2

February 5, 2019

Question 1: Summarize the article, “Thrills and Chills.”

When summarizing, remember to:

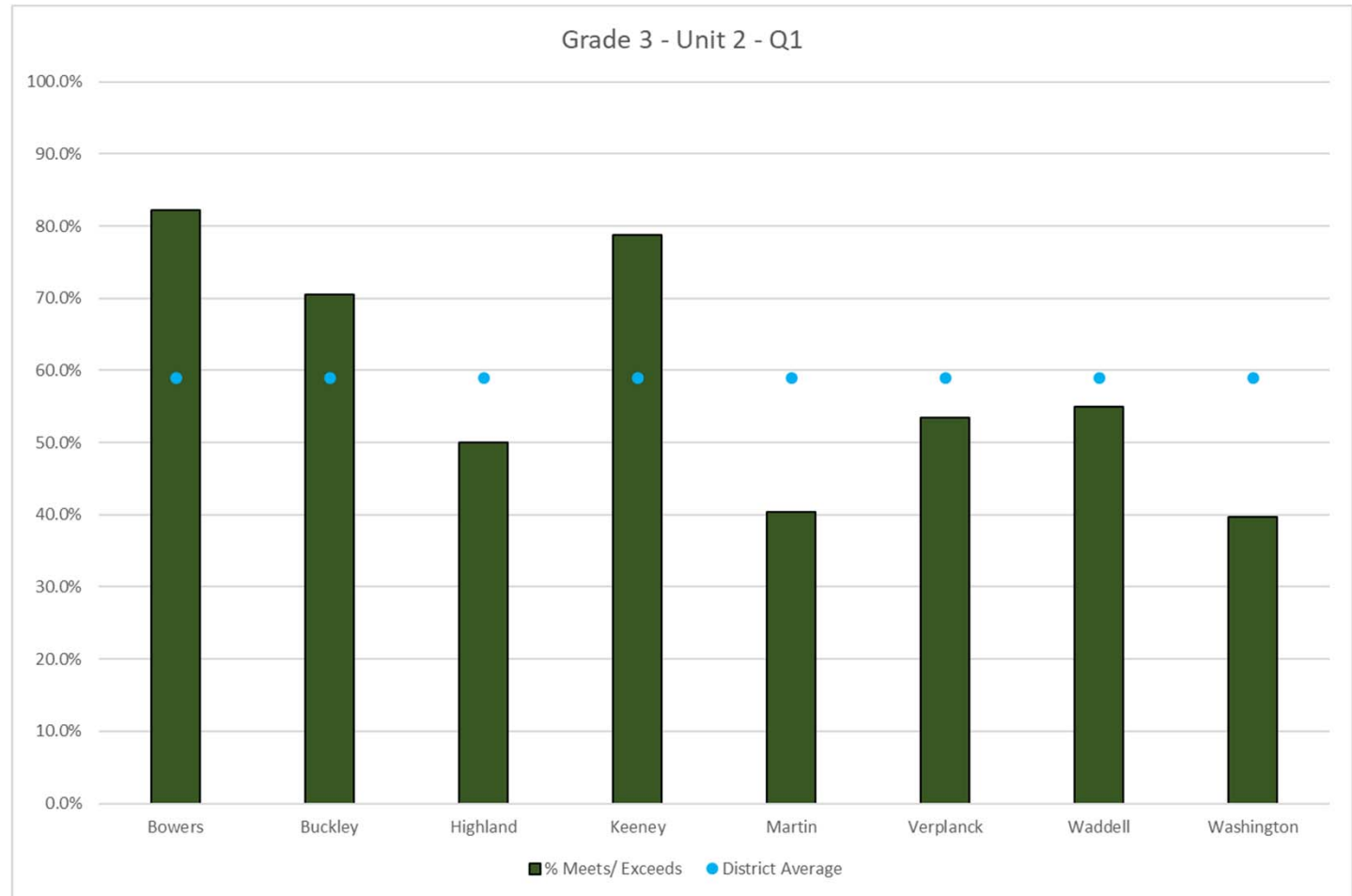
- write about the main idea
- include supporting details
- keep your summary  $\frac{1}{2}$  page or less
- leave out what’s not important



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# District Unit Assessments 2018-2019 – Reading

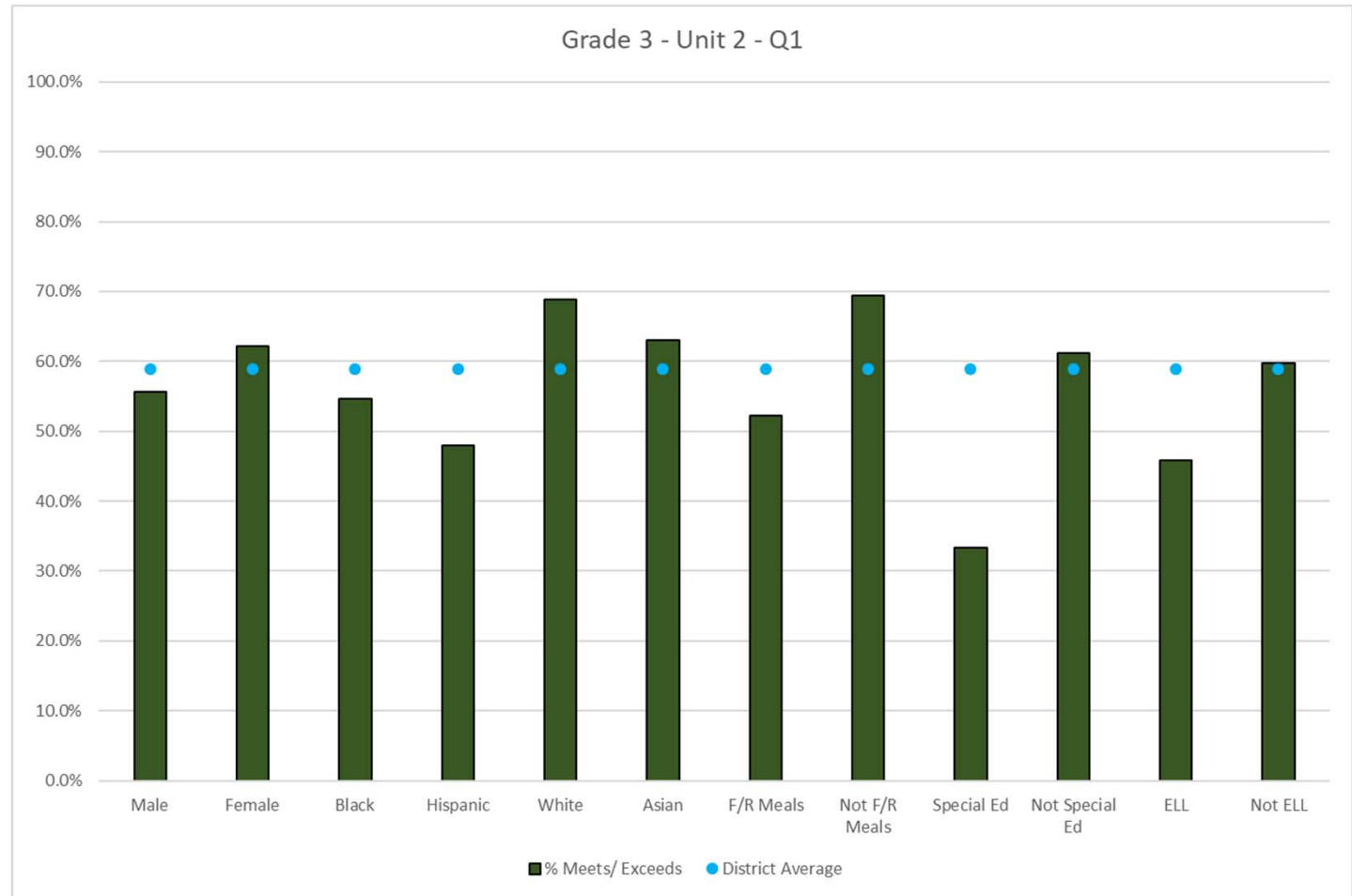
Grade 3 - Unit 2 - Q1	# Students Meets/ Exceeds	# Students Tested	% Meets/ Exceeds
Bowers	51	62	82.3%
Buckley	36	51	70.6%
Highland	19	38	50.0%
Keeney	37	47	78.7%
Martin	19	47	40.4%
Verplanck	31	58	53.4%
Waddell	44	80	55.0%
Washington	23	58	39.7%
District	260	441	59.0%



Manchester Public Schools

# District Unit Assessments 2018-2019 – Reading

Grade 3 - Unit 2 - Q1	# Students Meets/ Exceeds	# Students Tested	% Meets/ Exceeds
Male	122	219	55.7%
Female	138	222	62.2%
Black	59	108	54.6%
Hispanic	60	125	48.0%
White	117	170	68.8%
Asian	17	27	63.0%
F/R Meals	140	268	52.2%
Not F/R Meals	120	173	69.4%
Special Ed	12	36	33.3%
Not Special Ed	248	405	61.2%
ELL	11	24	45.8%
Not ELL	249	417	59.7%
District	260	441	59.0%



Manchester Public Schools

# District Unit Assessments

## Reading Grade 3 - Unit 2

February 5, 2019

Question 3: Summarize the story, "Super Fan/Rider: Gary Coleman."

When summarizing a story, remember to:

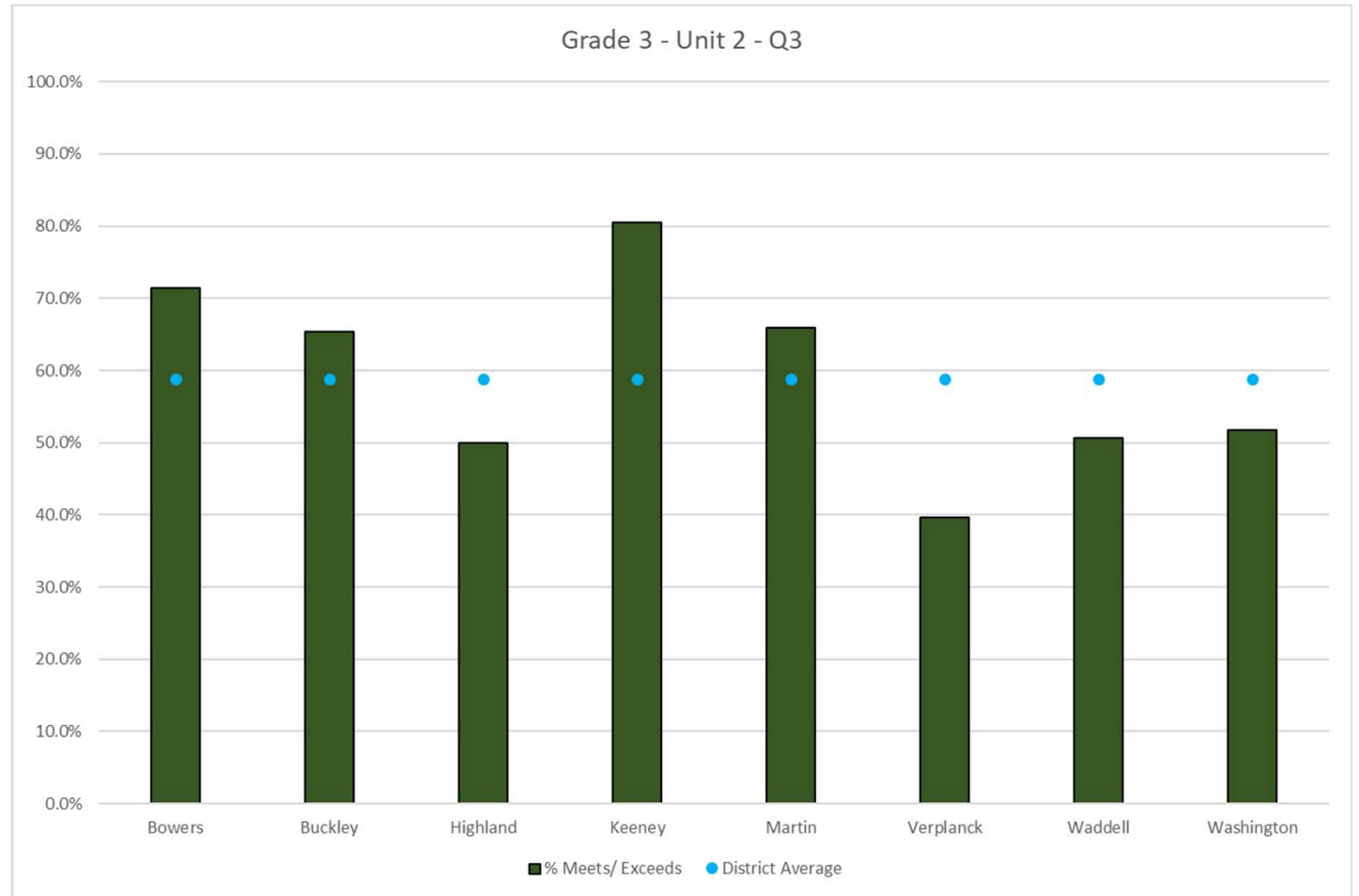
- include important story elements (for example: character, setting, problem)
- include important details from across the story
- leave out unimportant parts



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# District Unit Assessments 2018-2019 – Reading

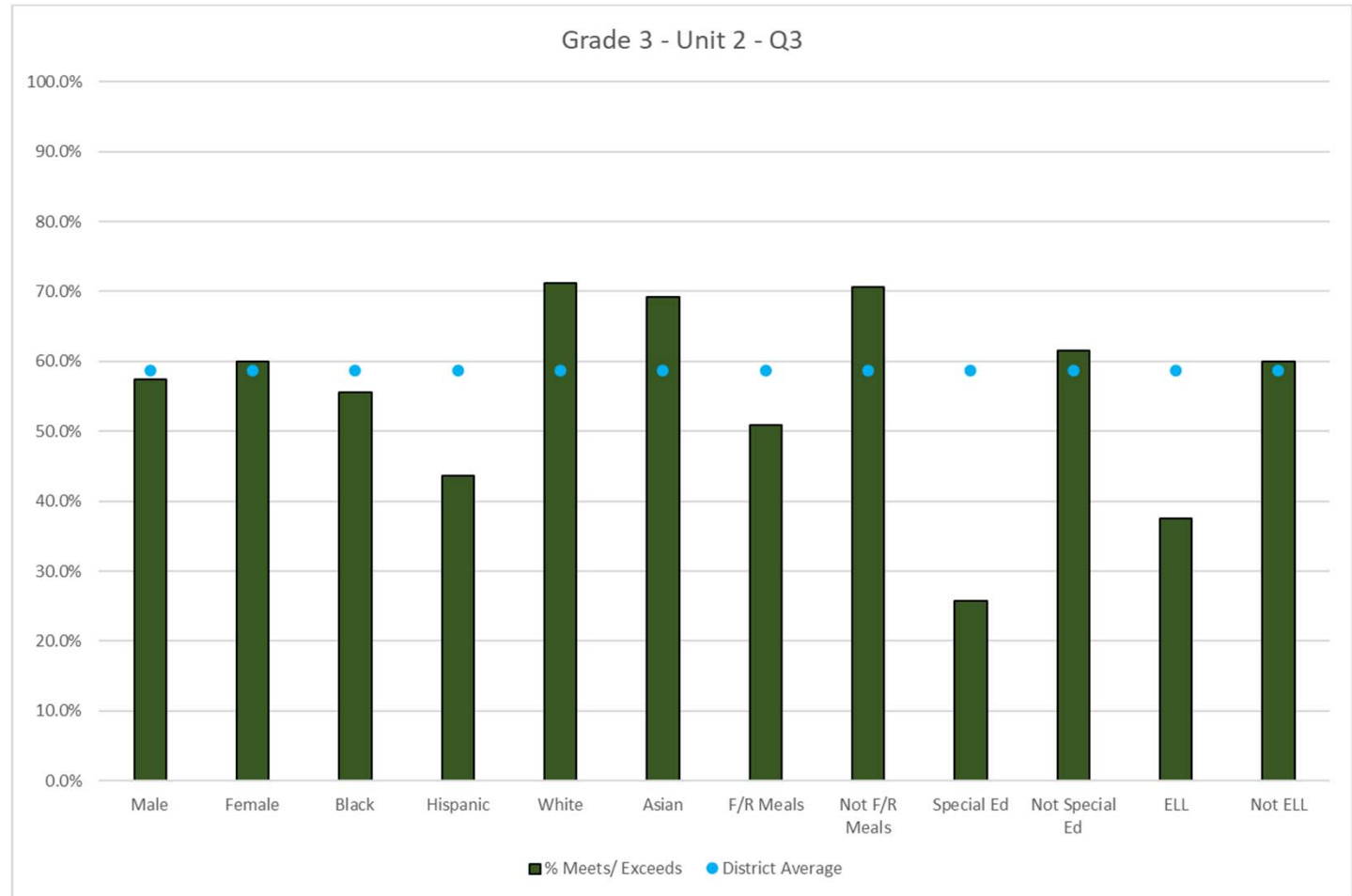
Grade 3 - Unit 2 - Q3	# Students Meets/ Exceeds	# Students Tested	% Meets/ Exceeds
Bowers	45	63	71.4%
Buckley	34	52	65.4%
Highland	19	38	50.0%
Keeney	37	46	80.4%
Martin	31	47	66.0%
Verplanck	23	58	39.7%
Waddell	40	79	50.6%
Washington	30	58	51.7%
District	259	441	58.7%



Manchester Public Schools

# District Unit Assessments 2018-2019 – Reading

Grade 3 - Unit 2 - Q3	#Students Meets/ Exceeds	#Students Tested	% Meets/ Exceeds
Male	127	221	57.5%
Female	132	220	60.0%
Black	60	108	55.6%
Hispanic	55	126	43.7%
White	121	170	71.2%
Asian	18	26	69.2%
F/R Meals	136	267	50.9%
Not F/R Meals	123	174	70.7%
Special Ed	9	35	25.7%
Not Special Ed	250	406	61.6%
ELL	9	24	37.5%
Not ELL	250	417	60.0%
District	259	441	58.7%



Manchester Public Schools

# District Unit Assessments

Reading  
Grade 4 - Unit 1

December 7, 2018

Question 2: How did Leo change from the beginning to the end of the story and why?

When discussing character change, remember to:

- describe one or two ways the character changes
- explain what caused the change
- include how different story elements (other characters, setting, key events) contributed to the change.

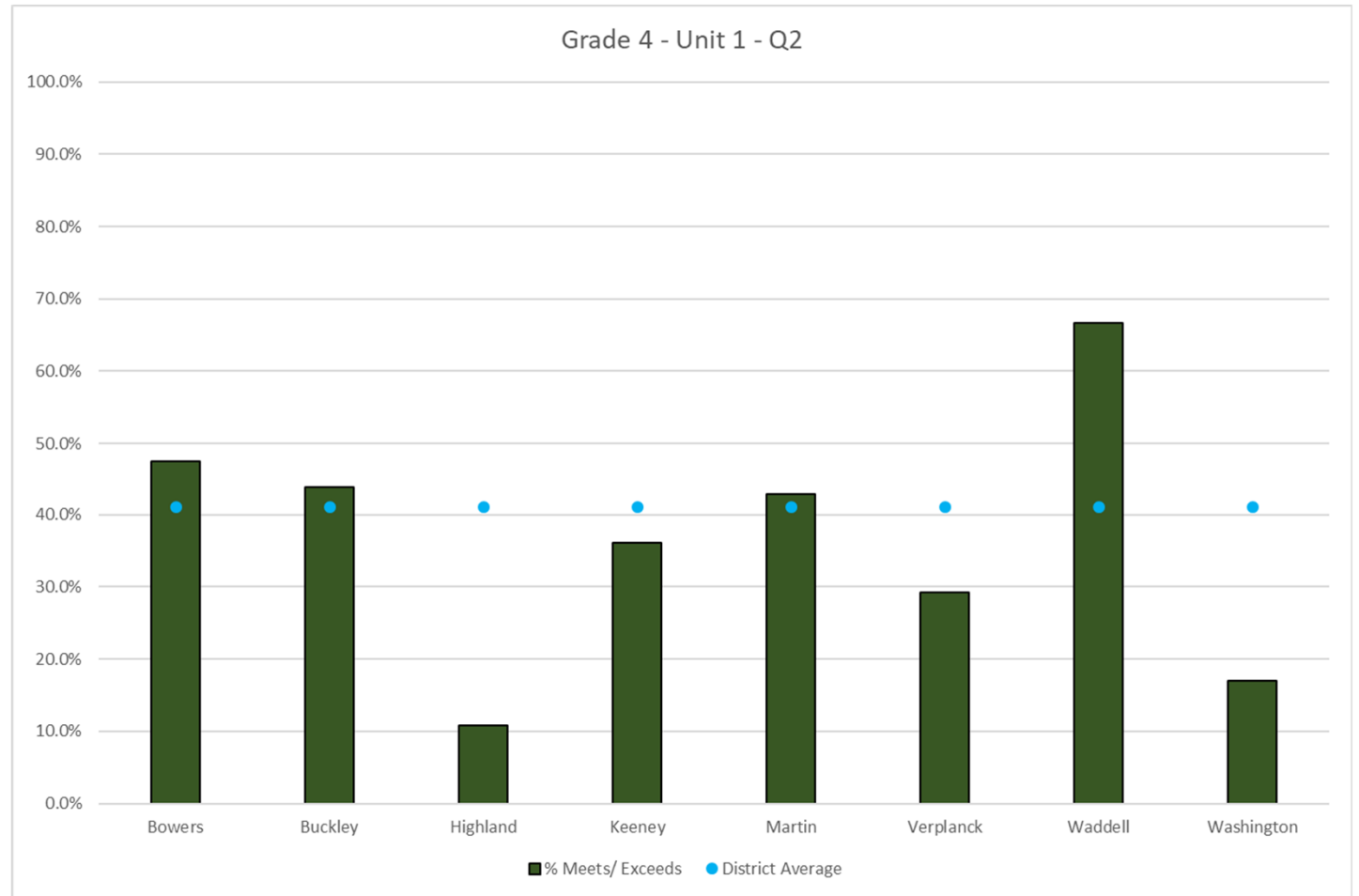


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# District Unit Assessments 2018-2019 – Reading

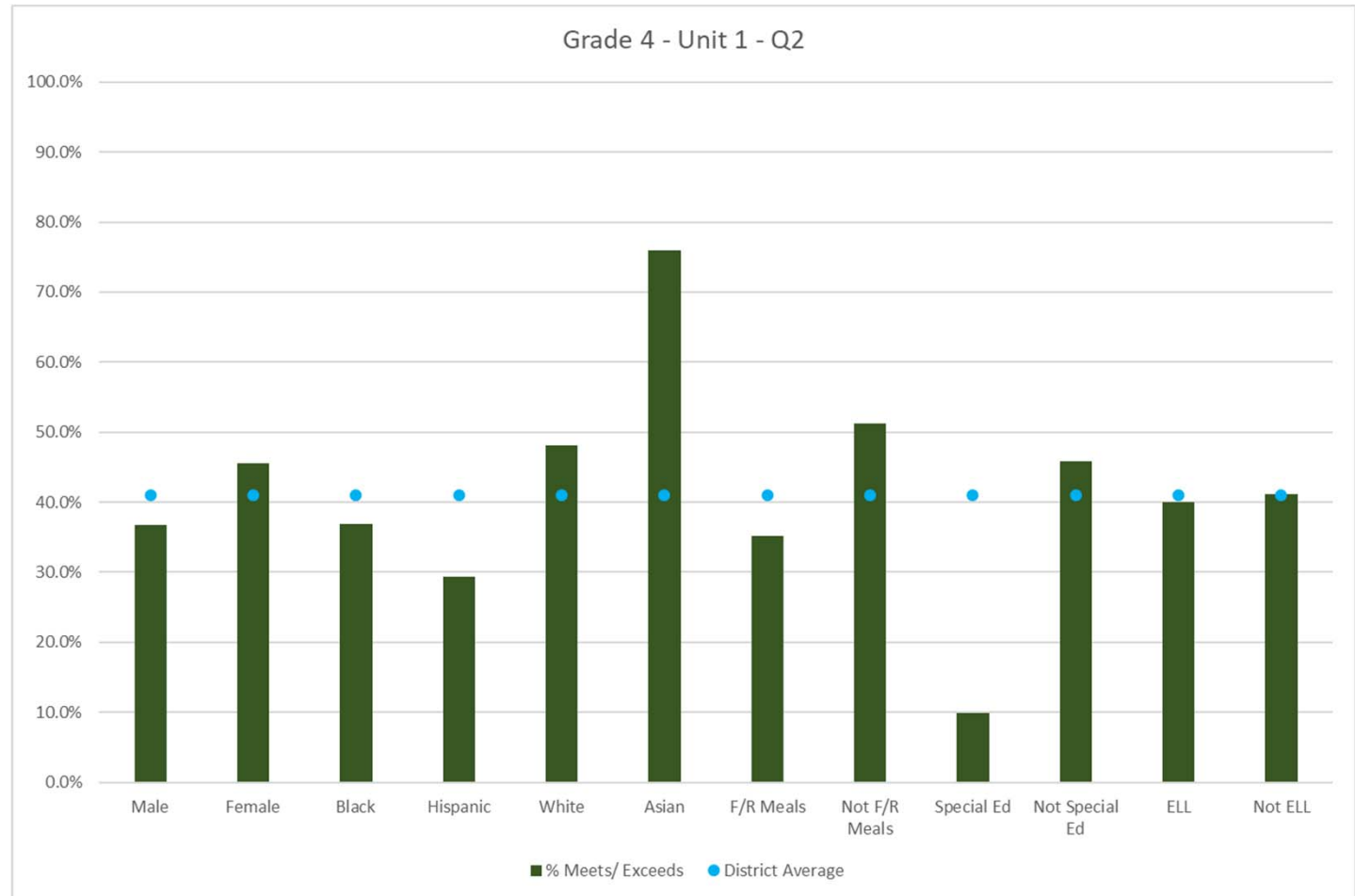
Grade 4 - Unit 1 - Q2	# Students Meets/ Exceeds	# Students Tested	% Meets/ Exceeds
Bowers	28	59	47.5%
Buckley	25	57	43.9%
Highland	4	37	10.8%
Keeney	17	47	36.2%
Martin	15	35	42.9%
Verplanck	17	58	29.3%
Waddell	70	105	66.7%
Washington	9	53	17.0%
District	185	451	41.0%



Manchester Public Schools

# District Unit Assessments 2018-2019 – Reading

Grade 4 - Unit 1 - Q2	#Students Meets/ Exceeds	#Students Tested	% Meets/ Exceeds
Male	86	234	36.8%
Female	99	217	45.6%
Black	42	114	36.8%
Hispanic	41	140	29.3%
White	76	158	48.1%
Asian	19	25	76.0%
F/R Meals	101	287	35.2%
Not F/R Meals	84	164	51.2%
Special Ed	6	61	9.8%
Not Special Ed	179	390	45.9%
ELL	10	25	40.0%
Not ELL	175	426	41.1%
District	185	451	41.0%



# District Unit Assessments

Reading  
Grade 4 - Unit 1

December 7, 2018

Question 4: Write about a theme (or life lesson) that this story develops. Use details from the story to support your answer.

When writing about themes, remember to:

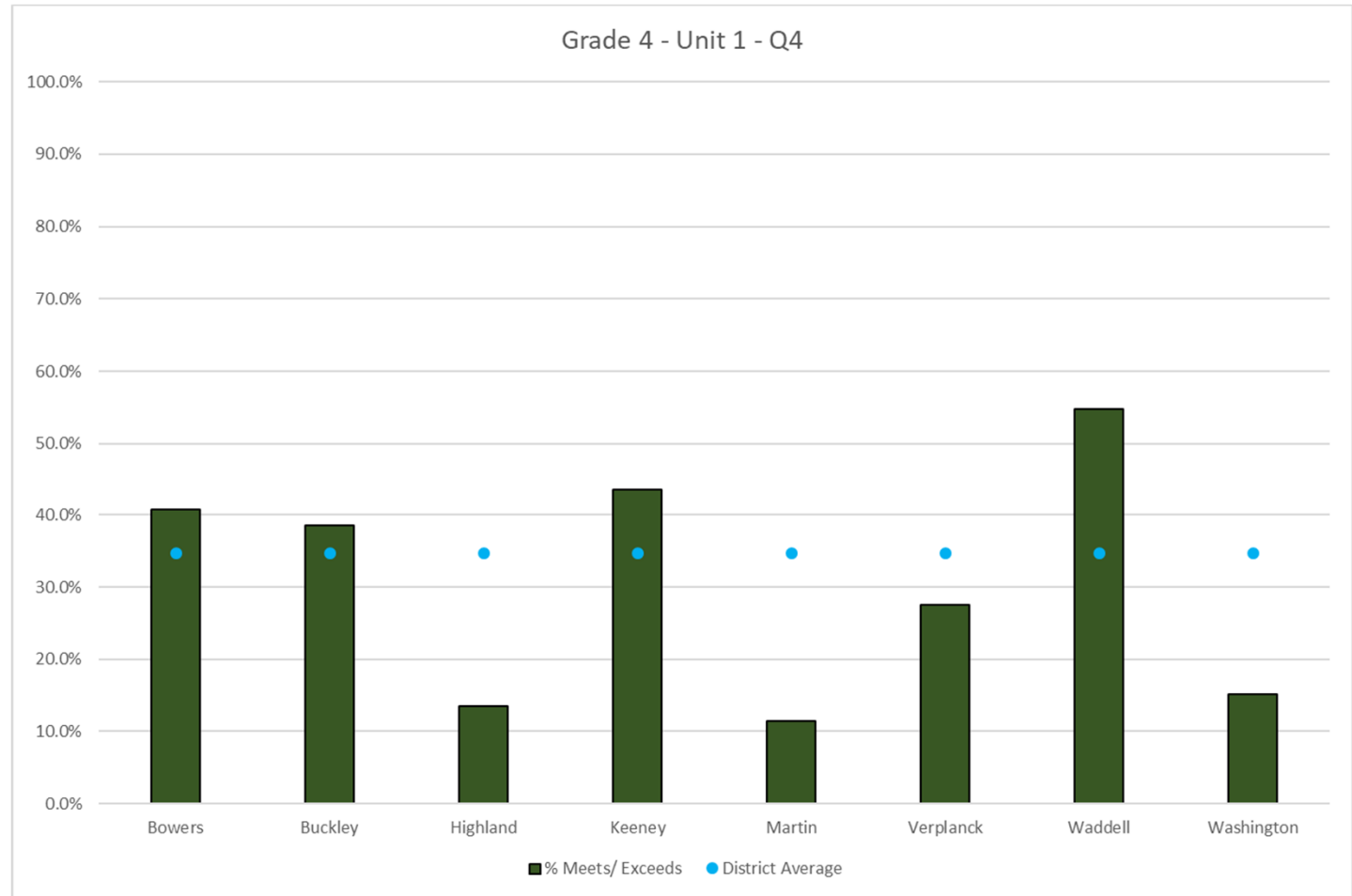
- write about how a theme that comes through in different parts of the story
- discuss parts from early and late in the story that shows this theme
- explain how those parts from across the story support the theme.



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# District Unit Assessments 2018-2019 – Reading

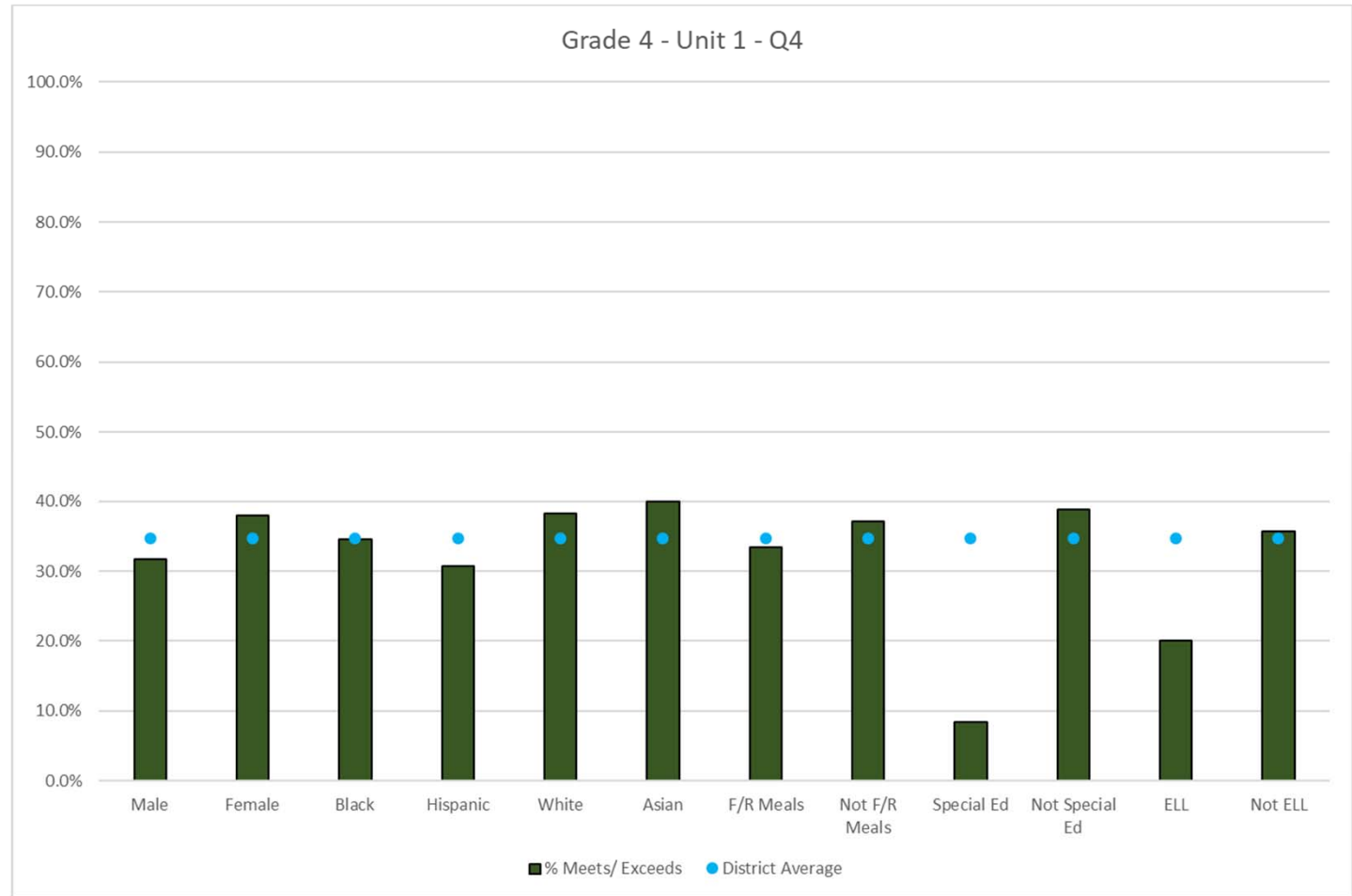
Grade 4 - Unit 1 - Q4	# Students Meets/ Exceeds	# Students Tested	% Meets/ Exceeds
Bowers	24	59	40.7%
Buckley	22	57	38.6%
Highland	5	37	13.5%
Keeney	20	46	43.5%
Martin	4	35	11.4%
Verplanck	16	58	27.6%
Waddell	57	104	54.8%
Washington	8	53	15.1%
District	156	449	34.7%



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# District Unit Assessments 2018-2019 – Reading

Grade 4 - Unit 1 - Q4	#Students Meets/ Exceeds	#Students Tested	% Meets/ Exceeds
Male	74	233	31.8%
Female	82	216	38.0%
Black	39	113	34.5%
Hispanic	43	140	30.7%
White	60	157	38.2%
Asian	10	25	40.0%
F/R Meals	96	287	33.4%
Not F/R Meals	60	162	37.0%
Special Ed	5	60	8.3%
Not Special Ed	151	389	38.8%
ELL	5	25	20.0%
Not ELL	151	424	35.6%
District	156	449	34.7%



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# District Unit Assessments

Reading  
Grade 4 - Unit 2

February 5, 2019

Question 1: Summarize text 1, “Extreme Insects!”

When summarizing, remember to:

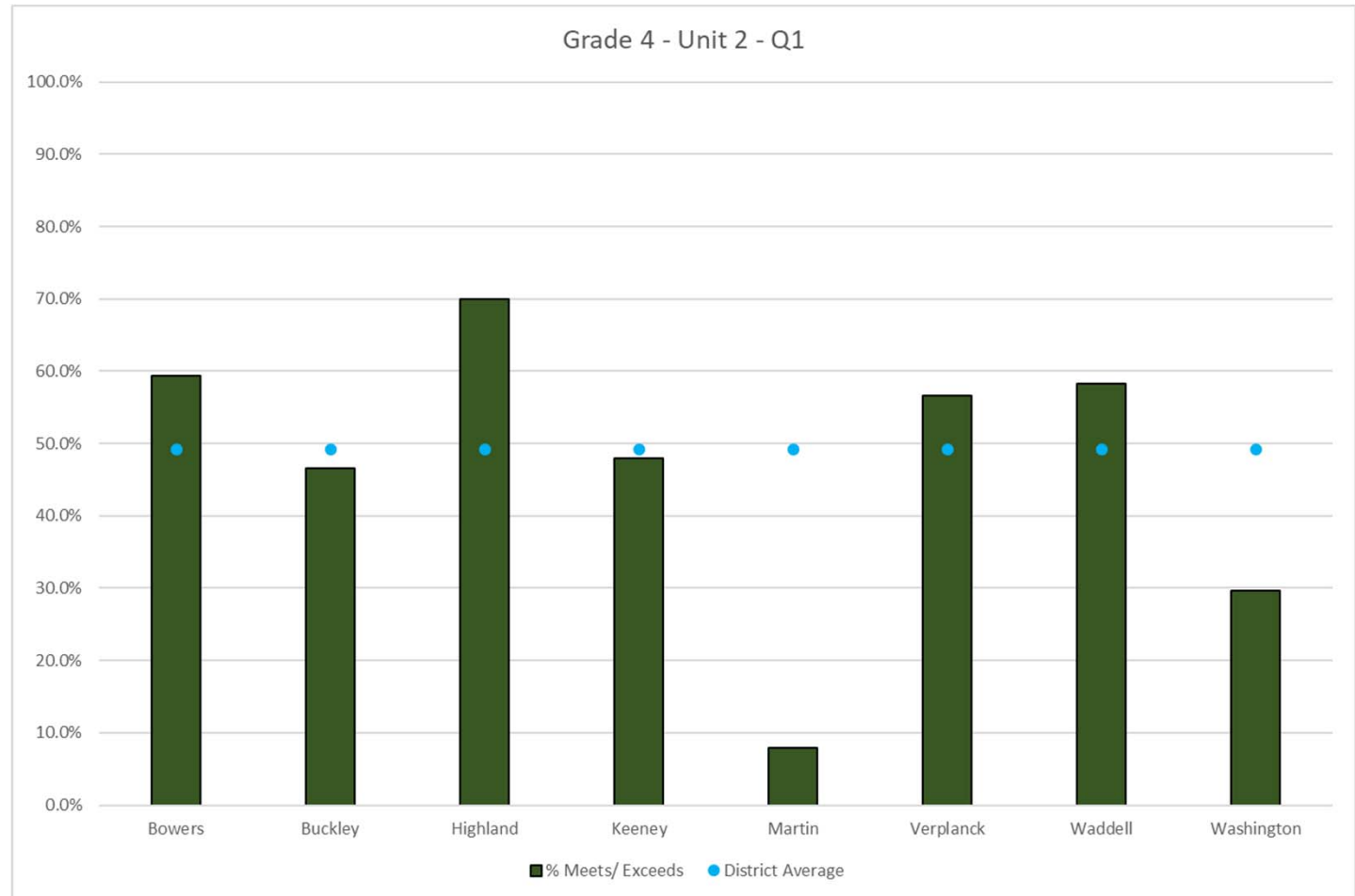
- write about the main idea
- include carefully selected details that link to the main idea
- use text structures in your response
- keep your summary brief
- write about the ideas in the text, not your own opinions



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# District Unit Assessments 2018-2019 – Reading

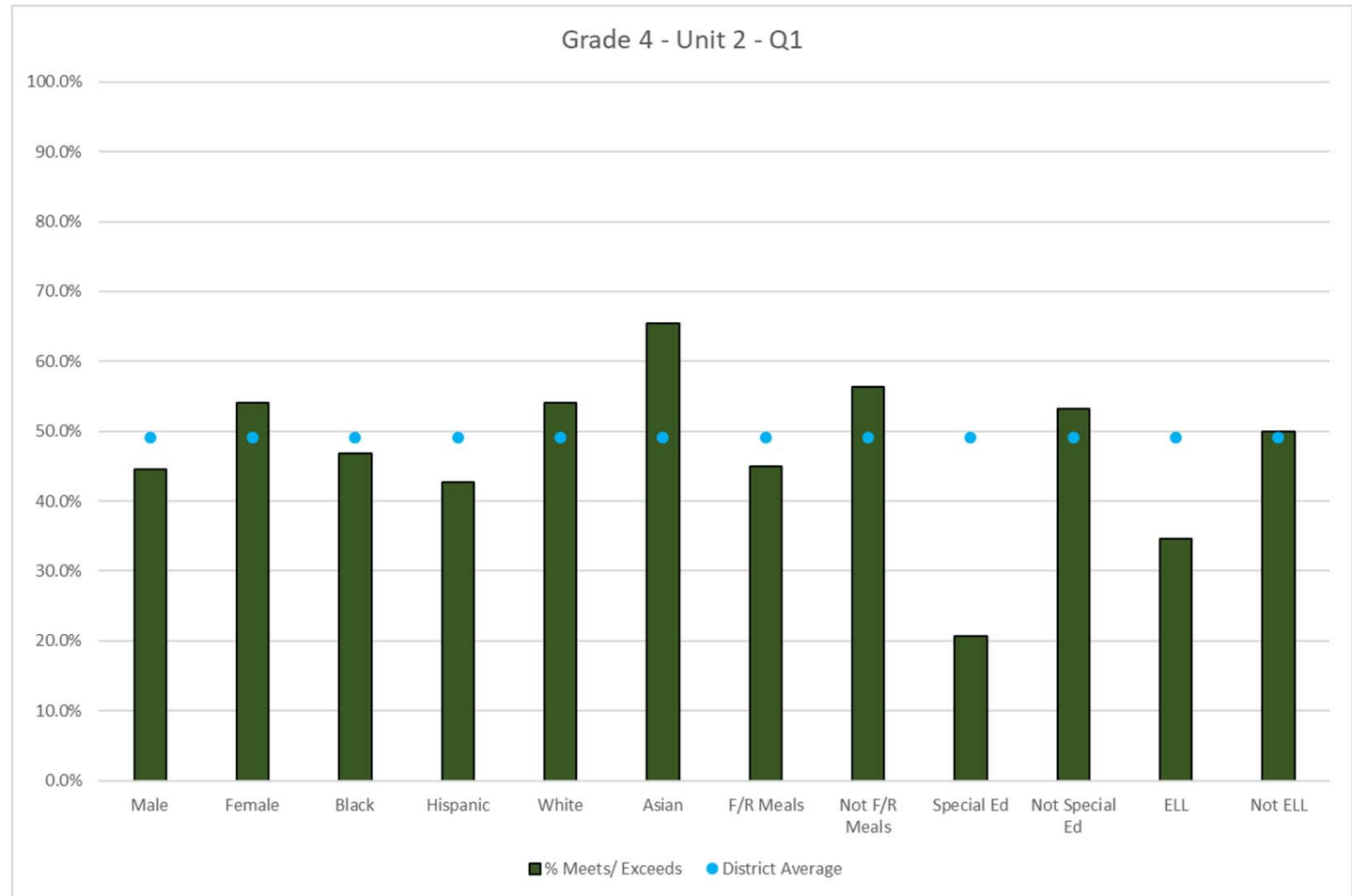
Grade 4 - Unit 2 - Q1	# Students Meets/ Exceeds	# Students Tested	% Meets/ Exceeds
Bowers	35	59	59.3%
Buckley	27	58	46.6%
Highland	28	40	70.0%
Keeney	23	48	47.9%
Martin	3	38	7.9%
Verplanck	34	60	56.7%
Waddell	60	103	58.3%
Washington	16	54	29.6%
District	226	460	49.1%



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# District Unit Assessments 2018-2019 – Reading

Grade 4 - Unit 2 - Q1	# Students Meets/ Exceeds	# Students Tested	% Meets/ Exceeds
Male	106	238	44.5%
Female	120	222	54.1%
Black	53	113	46.9%
Hispanic	62	145	42.8%
White	87	161	54.0%
Asian	17	26	65.4%
F/R Meals	132	293	45.1%
Not F/R Meals	94	167	56.3%
Special Ed	12	58	20.7%
Not Special Ed	214	402	53.2%
ELL	9	26	34.6%
Not ELL	217	434	50.0%
District	226	460	49.1%



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# District Unit Assessments

Reading  
Grade 4 - Unit 2

February 5, 2019

Question 4: Both “Extreme Insects!” and “Amazing Fire Ant Rafts” teach about an important subtopic - fire ants building rafts. Explain briefly what these texts teach about fire ant rafts.

When synthesizing remember to:

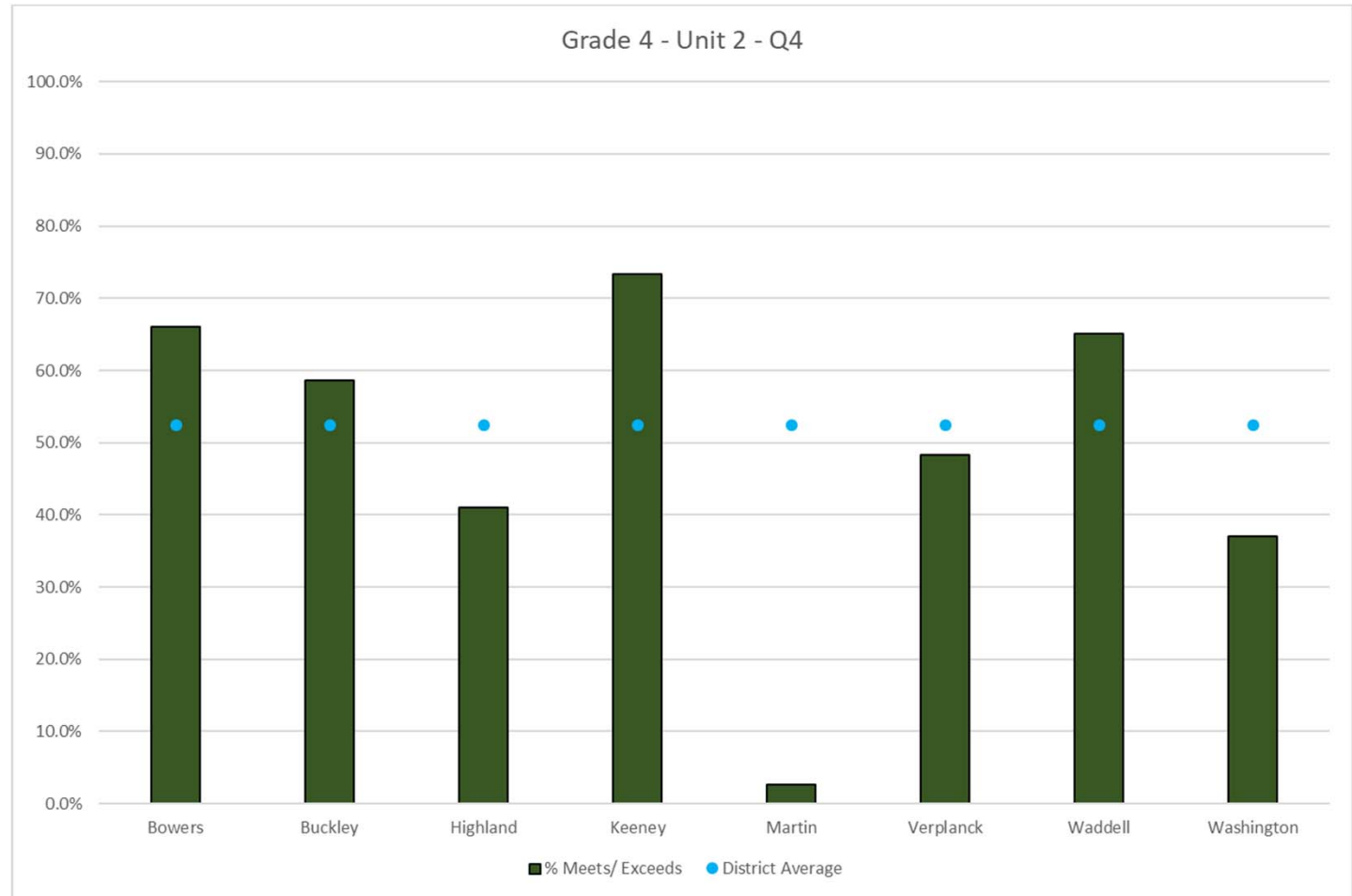
- focus on the subtopic
- include information from each text that fits with the subtopic
- organize information into categories (if possible).



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# District Unit Assessments 2018-2019 – Reading

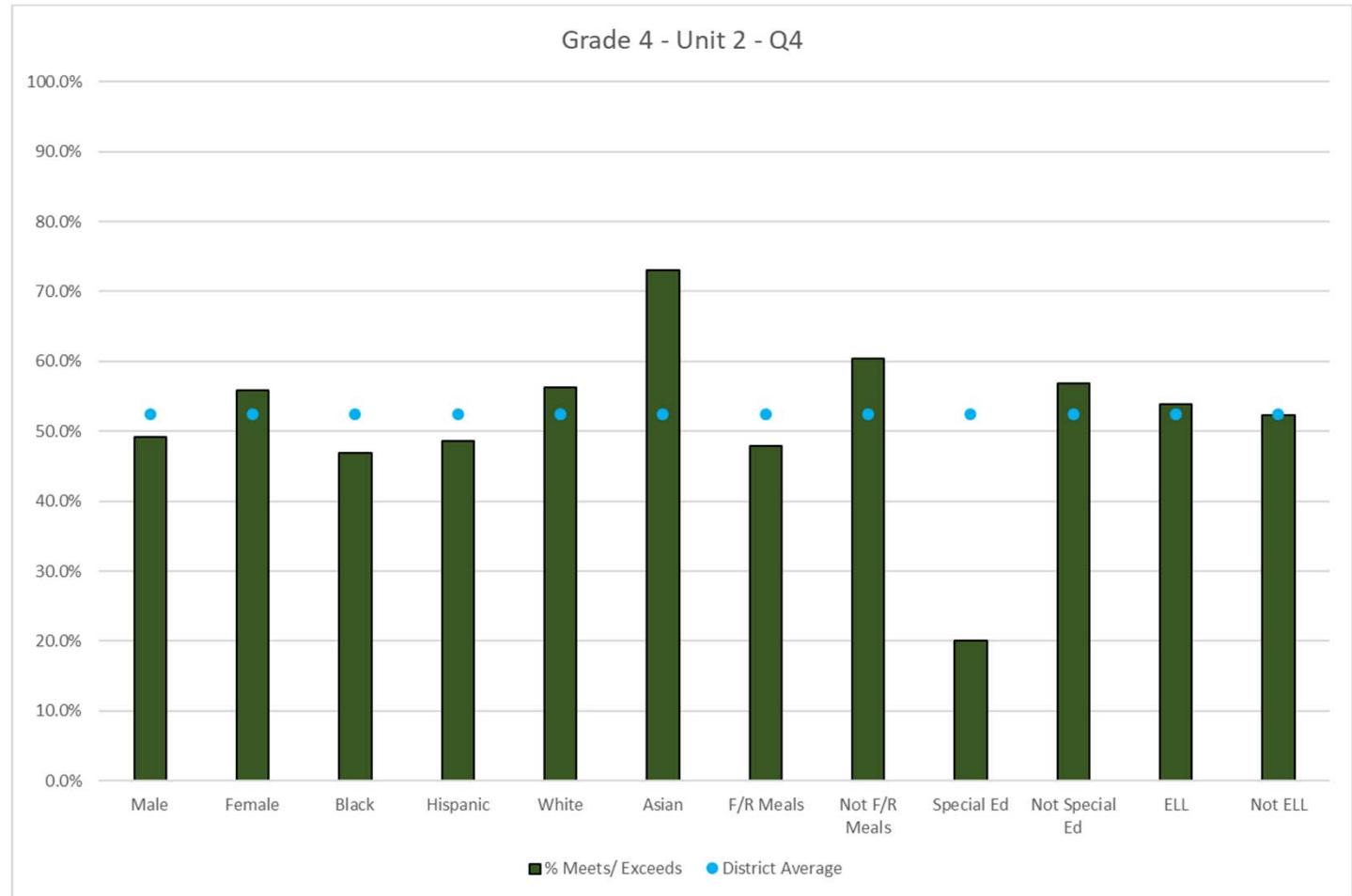
Grade 4 - Unit 2 - Q4	# Students Meets/ Exceeds	# Students Tested	% Meets/ Exceeds
Bowers	39	59	66.1%
Buckley	34	58	58.6%
Highland	16	39	41.0%
Keeney	33	45	73.3%
Martin	1	38	2.6%
Verplanck	29	60	48.3%
Waddell	67	103	65.0%
Washington	20	54	37.0%
District	239	456	52.4%



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# District Unit Assessments 2018-2019 – Reading

Grade 4 - Unit 2 - Q4	#Students Meets/ Exceeds	#Students Tested	% Meets/ Exceeds
Male	115	234	49.1%
Female	124	222	55.9%
Black	53	113	46.9%
Hispanic	70	144	48.6%
White	89	158	56.3%
Asian	19	26	73.1%
F/R Meals	140	292	47.9%
Not F/R Meals	99	164	60.4%
Special Ed	11	55	20.0%
Not Special Ed	228	401	56.9%
ELL	14	26	53.8%
Not ELL	225	430	52.3%
District	239	456	52.4%



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# District Unit Assessments

## Reading Grade 5 - Unit 1

November 2, 2018

Question 1: Reread the passage, lines 11-14. How is this part of the story important to the whole story?

When writing about how one part fits with the whole story, remember to:

- name the story element(s) highlighted in this part of the story
- use literary language to explain how this part or story element is important to the whole story
- discuss how this part begins to develop an idea or theme that will be important in the story.

Question 2: The author could have just written that Coach Clarke was trying to help Sofia. Instead, she wrote all about how they shared lunches and talked in the cafeteria. Why do you think the author might have decided to write the story in this way? Think about what you know about author's craft techniques and goals to support your response.

When writing about author's craft, remember to:

- identify the craft techniques the author used
- write about the goals the author may have been trying to achieve
- use literary language (for example: create tension, build empathy)



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# District Unit Assessments

## Reading Grade 5 - Unit 1

November 2, 2018

Question 3: What themes are especially important in the story “Taco Head?” Provide evidence to support your ideas.

When writing about themes, remember to:

- write about more than one theme that comes across in the story
- show how different parts of the story support each theme
- discuss the technique(s) the author used to develop at least one of these themes.

Question 4: “Taco Head” and the video clip explore a similar theme. Compare and contrast one or more themes that are developed in both stories.

When comparing and contrasting, remember to:

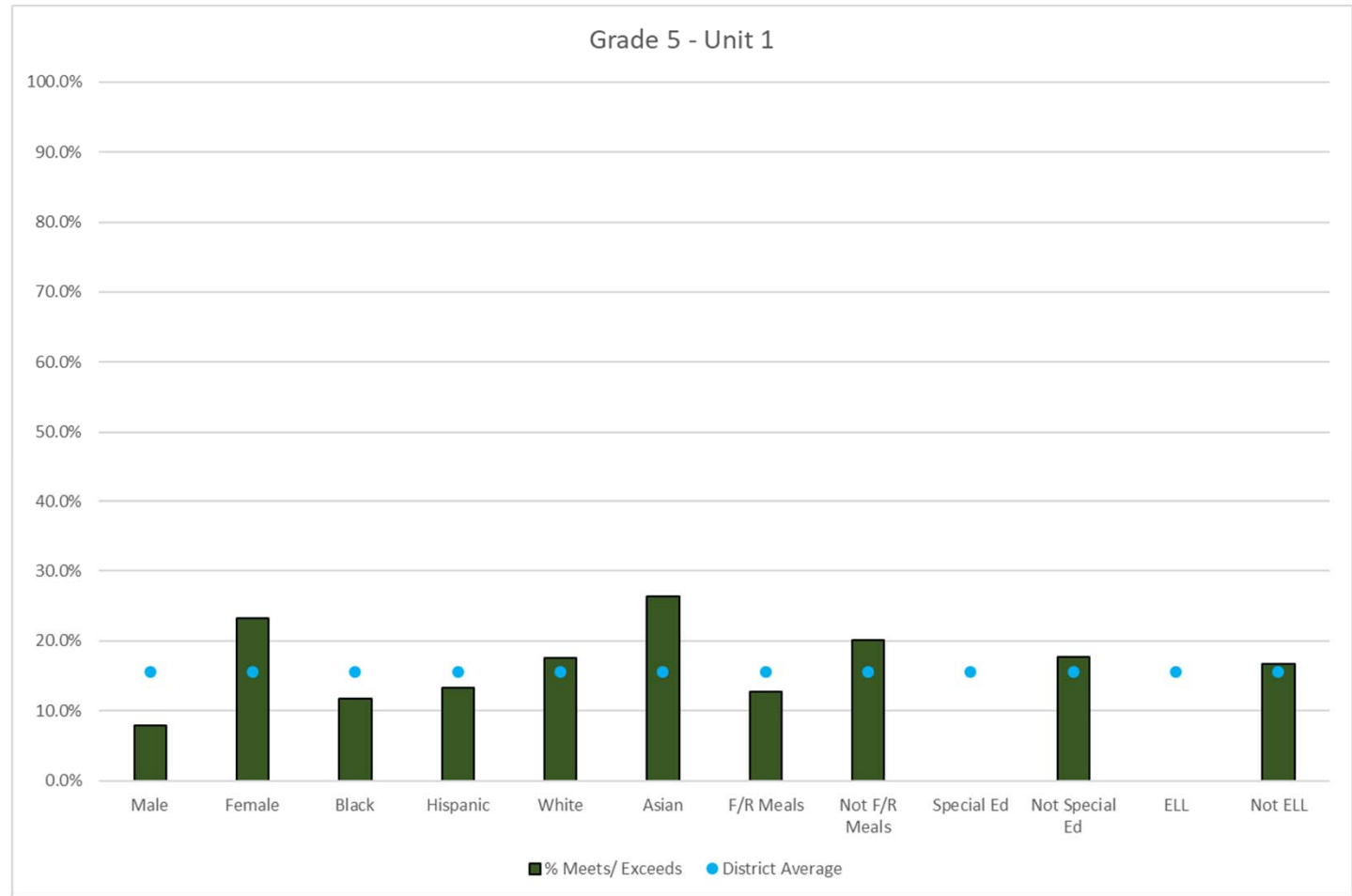
- show how a theme is similar in the two stories
- also show ways in which it is different in the two stories.



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# District Unit Assessments 2018-2019 – Reading

Grade 5 - Unit 1	# Students Meets/ Exceeds	# Students Tested	% Meets/ Exceeds
Male	18	227	7.9%
Female	52	224	23.2%
Black	13	111	11.7%
Hispanic	20	150	13.3%
White	25	142	17.6%
Asian	10	38	26.3%
F/R Meals	36	282	12.8%
Not F/R Meals	34	169	20.1%
Special Ed	0	57	0.0%
Not Special Ed	70	394	17.8%
ELL	0	31	0.0%
Not ELL	70	420	16.7%
District	70	451	15.5%



Manchester Public Schools

# District Unit Assessments

## Reading

### Grade 6

- Unit 2 – Exploring & identifying narrative themes; using text to support your answers

### Grade 7

- Unit 2 – Point of view and theme through realistic fiction, using text evidence to support your answers

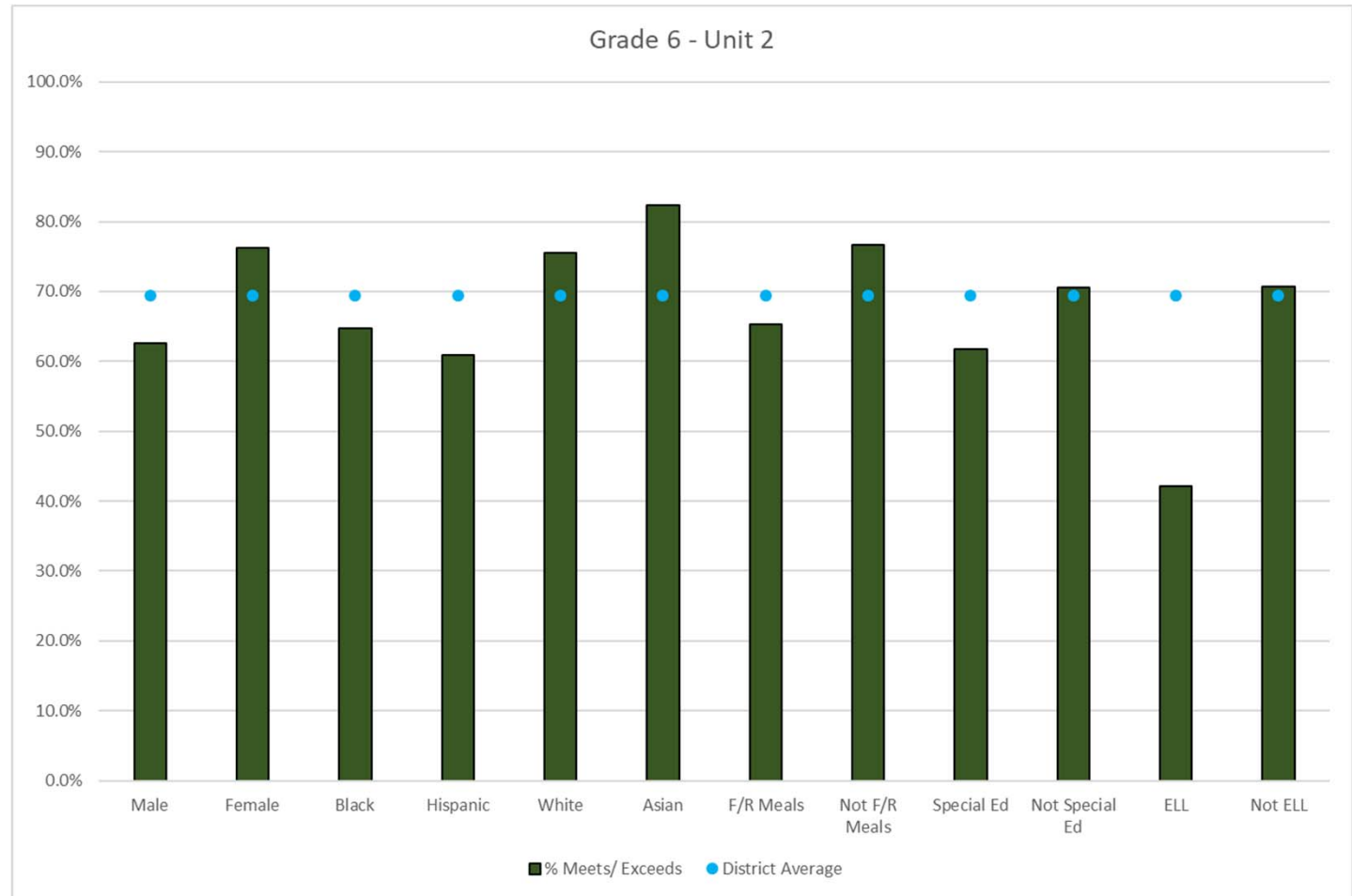
### Grade 8

- Unit 3 – Reading across genres to find theme, character traits, author's craft



# District Unit Assessments 2018-2019 – Reading

Grade 6 - Unit 2	#Students Meets/ Exceeds	#Students Tested	% Meets/ Exceeds
Male	129	206	62.6%
Female	157	206	76.2%
Black	68	105	64.8%
Hispanic	73	120	60.8%
White	102	135	75.6%
Asian	28	34	82.4%
F/R Meals	171	262	65.3%
Not F/R Meals	115	150	76.7%
Special Ed	34	55	61.8%
Not Special Ed	252	357	70.6%
ELL	8	19	42.1%
Not ELL	278	393	70.7%
District	286	412	69.4%

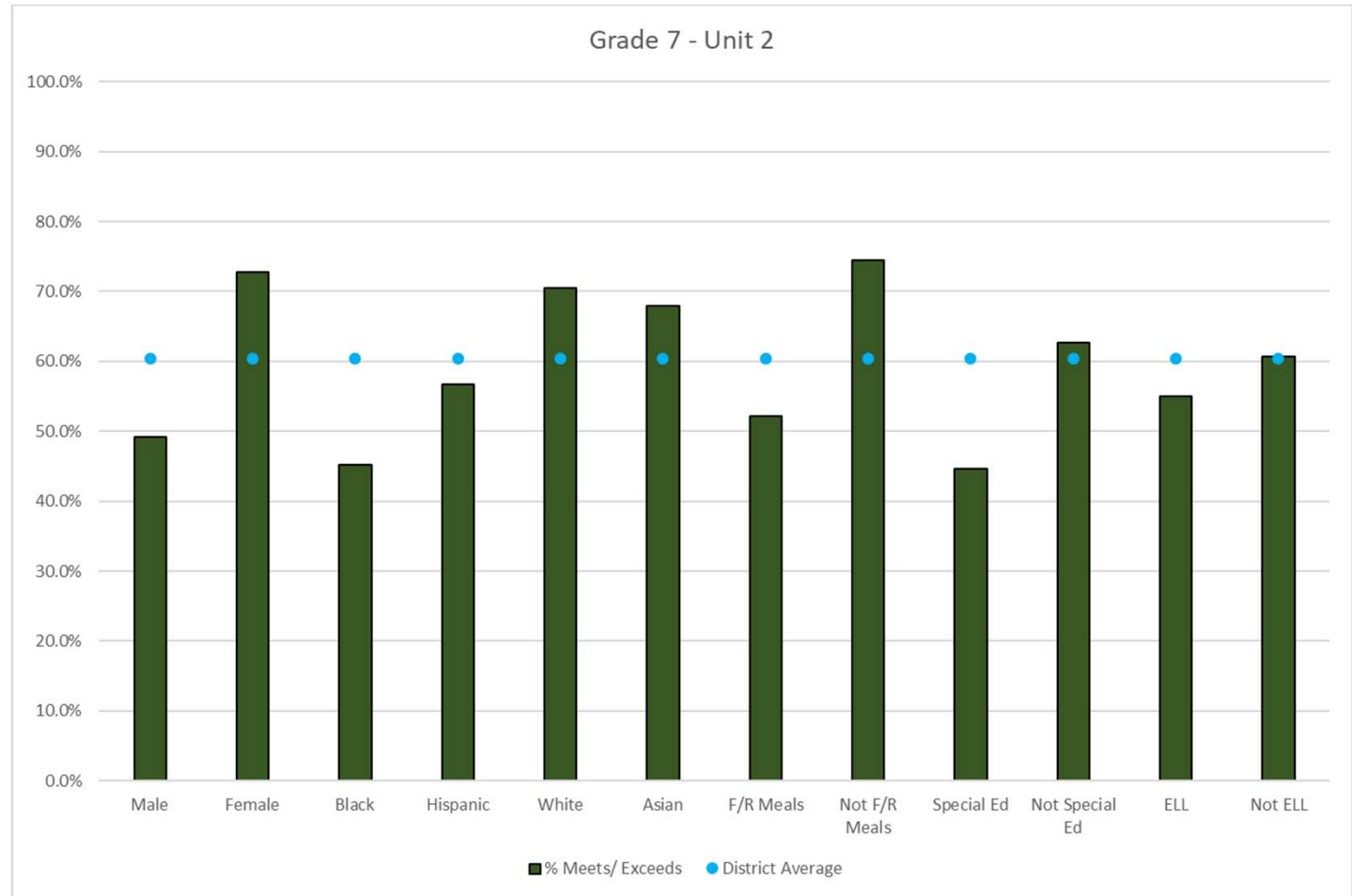


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# District Unit Assessments 2018-2019 – Reading

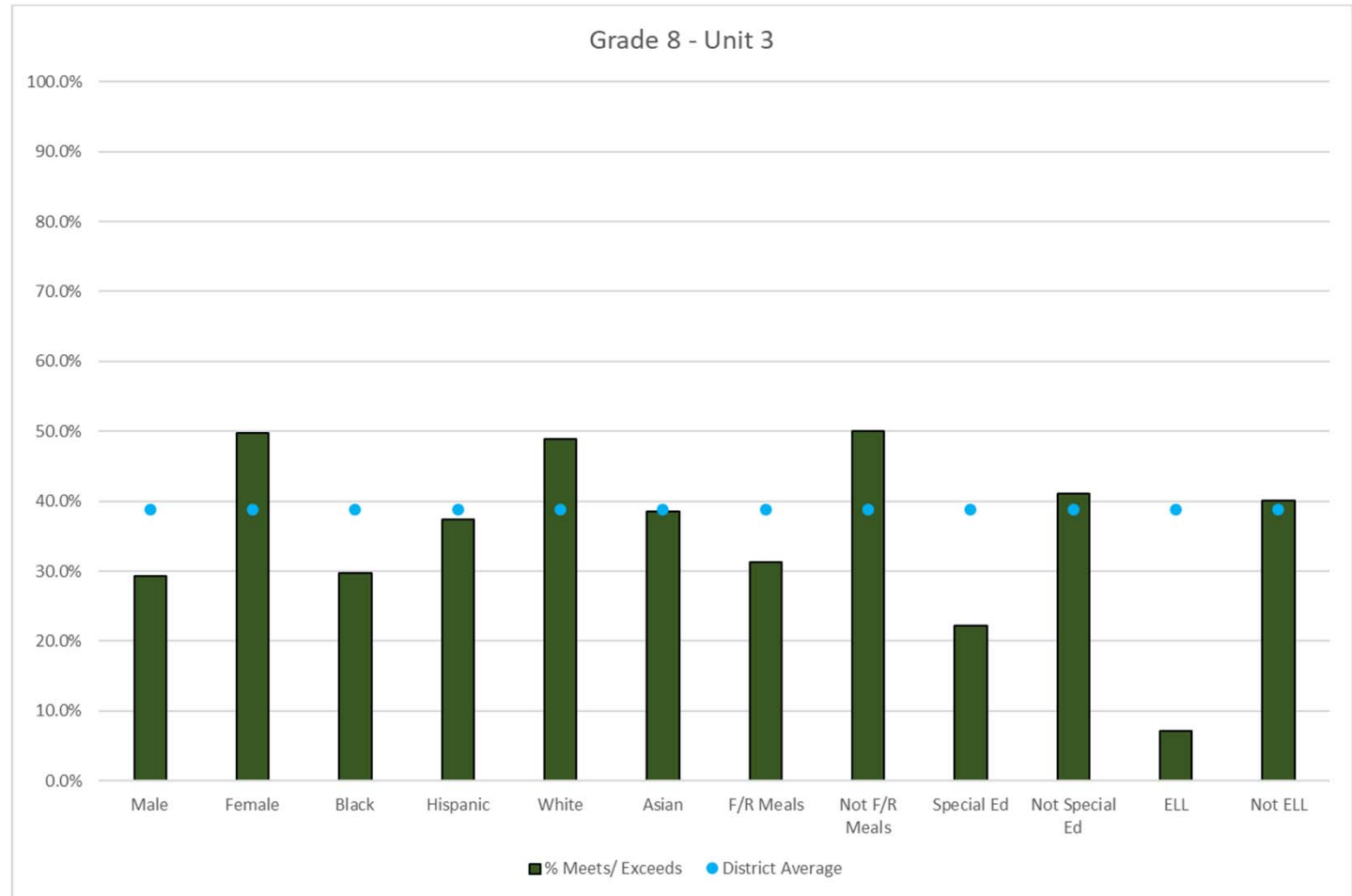
Grade 7 - Unit 2	#Students Meets/ Exceeds	#Students Tested	% Meets/ Exceeds
Male	96	195	49.2%
Female	128	176	72.7%
Black	38	84	45.2%
Hispanic	64	113	56.6%
White	91	129	70.5%
Asian	17	25	68.0%
F/R Meals	122	234	52.1%
Not F/R Meals	102	137	74.5%
Special Ed	21	47	44.7%
Not Special Ed	203	324	62.7%
ELL	11	20	55.0%
Not ELL	213	351	60.7%
District	224	371	60.4%



Manchester Public Schools

# District Unit Assessments 2018-2019 – Reading

Grade 8 - Unit 3	#Students Meets/ Exceeds	#Students Tested	% Meets/ Exceeds
Male	60	205	29.3%
Female	90	181	49.7%
Black	25	84	29.8%
Hispanic	43	115	37.4%
White	68	139	48.9%
Asian	10	26	38.5%
F/R Meals	72	230	31.3%
Not F/R Meals	78	156	50.0%
Special Ed	10	45	22.2%
Not Special Ed	140	341	41.1%
ELL	1	14	7.1%
Not ELL	149	372	40.1%
District	150	386	38.9%



Manchester Public Schools

# District Unit Assessments

## Narrative Writing

Kindergarten  
January 18, 2019

"I'm really eager to understand what you can do as writers of narratives, of stories, so today, will you please write the best personal narrative, the best true story, that you can write? Make this be the story of one time in your life. You might focus on just a scene or two. You'll have only forty-five minutes to write this true story, so you'll need to plan, draft, revise, and edit in one sitting. Write in a way that allows you to show off all you know about narrative writing.

### Grades K-2

"In your writing, make sure you:

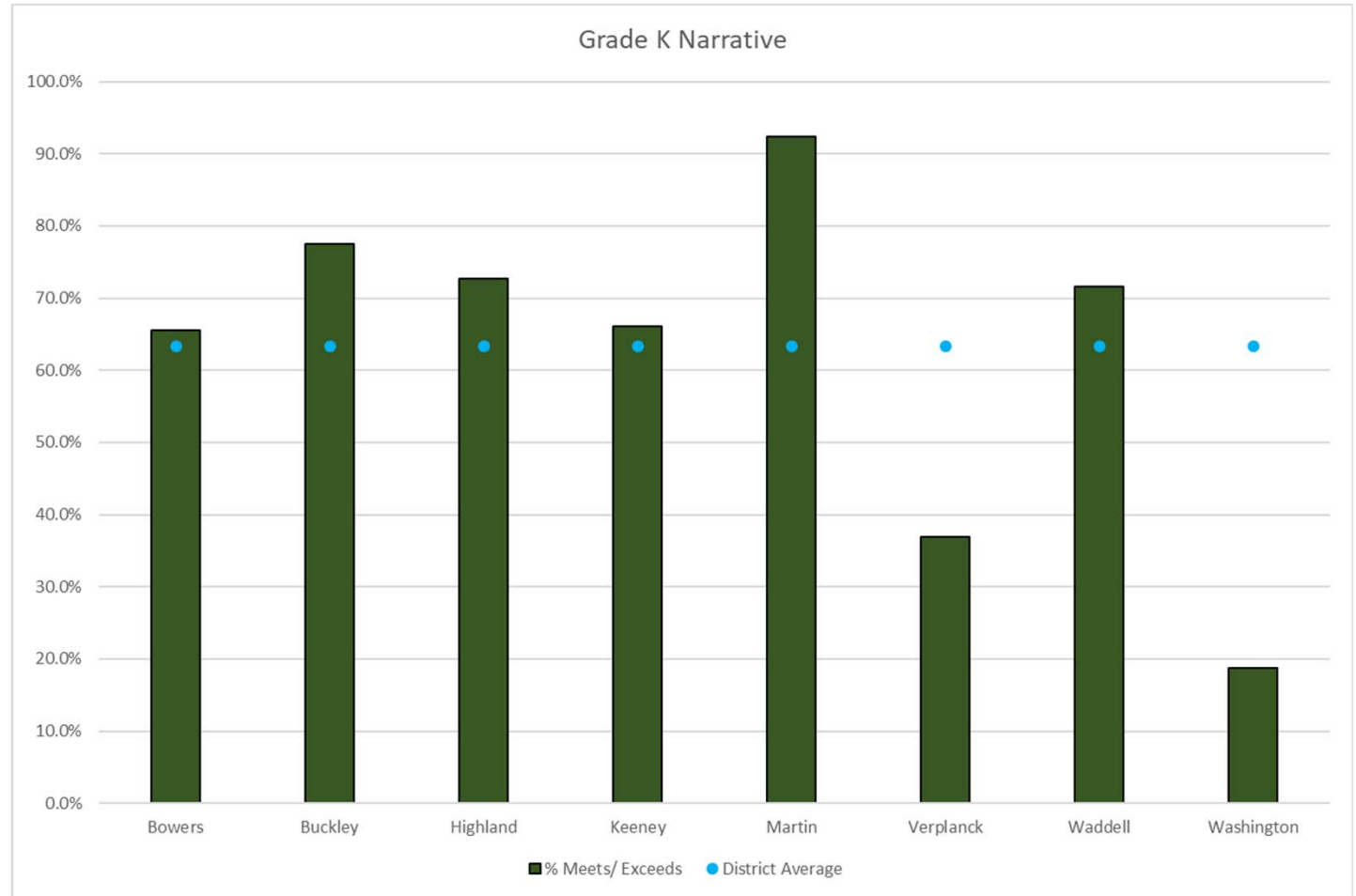
- Make a beginning for your story.
- Show what happened in order.
- Use details to help readers picture your story.
- Make an ending for your story."



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# District Unit Assessments 2018-2019 – Writing

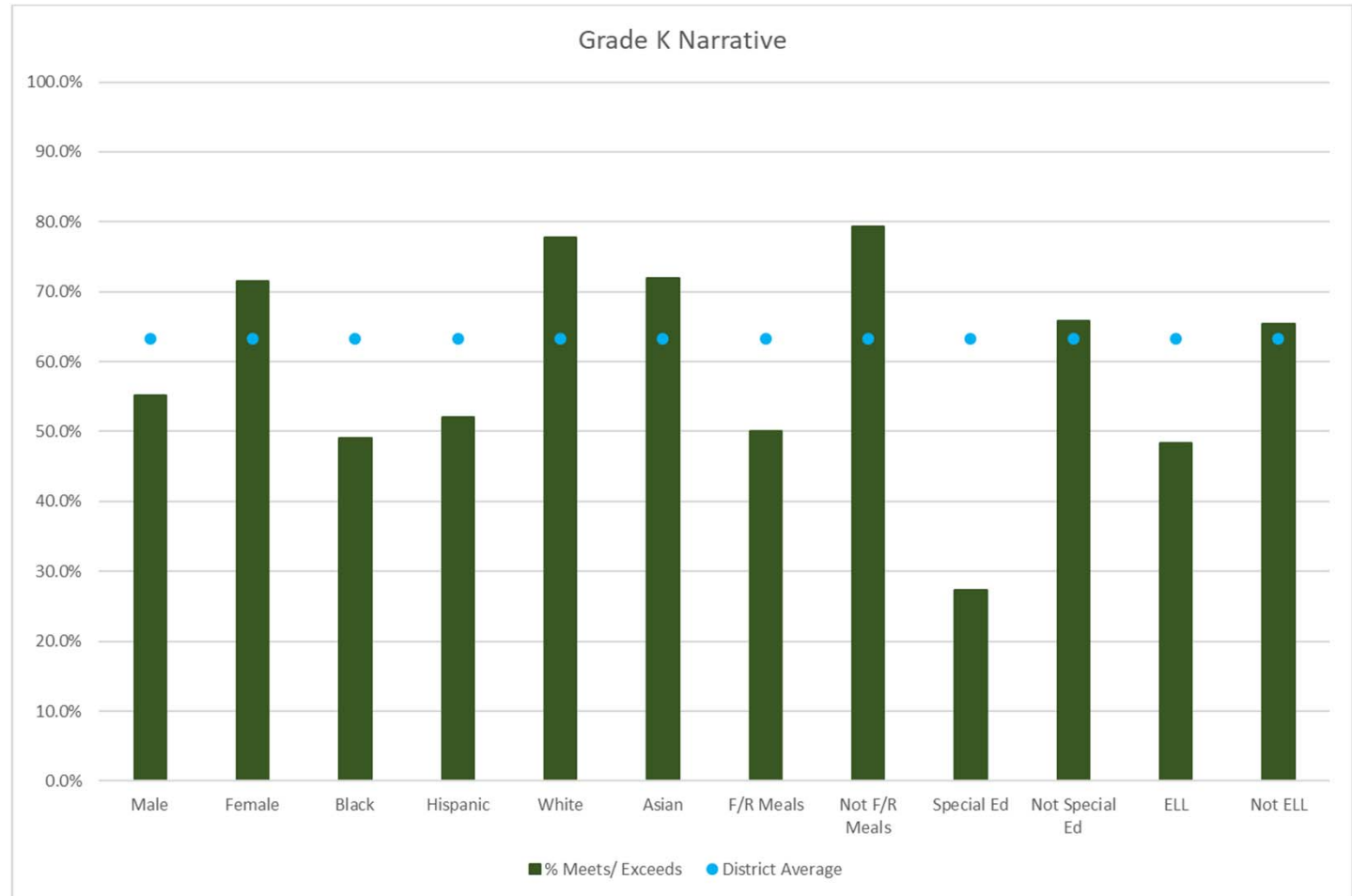
Grade K Narrative	# Students Meets/ Exceeds	# Students Tested	% Meets/ Exceeds
Bowers	38	58	65.5%
Buckley	62	80	77.5%
Highland	32	44	72.7%
Keeney	37	56	66.1%
Martin	36	39	92.3%
Verplanck	24	65	36.9%
Waddell	78	109	71.6%
Washington	9	48	18.8%
District	316	499	63.3%



Manchester Public Schools

# District Unit Assessments 2018-2019 – Writing

Grade K Narrative	# Students Meets/ Exceeds	# Students Tested	% Meets/ Exceeds
Male	138	250	55.2%
Female	178	249	71.5%
Black	49	100	49.0%
Hispanic	74	142	52.1%
White	151	194	77.8%
Asian	36	50	72.0%
F/R Meals	136	272	50.0%
Not F/R Meals	180	227	79.3%
Special Ed	9	33	27.3%
Not Special Ed	307	466	65.9%
ELL	30	62	48.4%
Not ELL	286	437	65.4%
District	316	499	63.3%



Manchester Public Schools

# District Unit Assessments

## Narrative Writing

Grade 1  
November 27,  
2018

"I'm really eager to understand what you can do as writers of narratives, of stories, so today, will you please write the best personal narrative, the best true story, that you can write? Make this be the story of one time in your life. You might focus on just a scene or two. You'll have only forty-five minutes to write this true story, so you'll need to plan, draft, revise, and edit in one sitting. Write in a way that allows you to show off all you know about narrative writing.

### Grades K-2

"In your writing, make sure you:

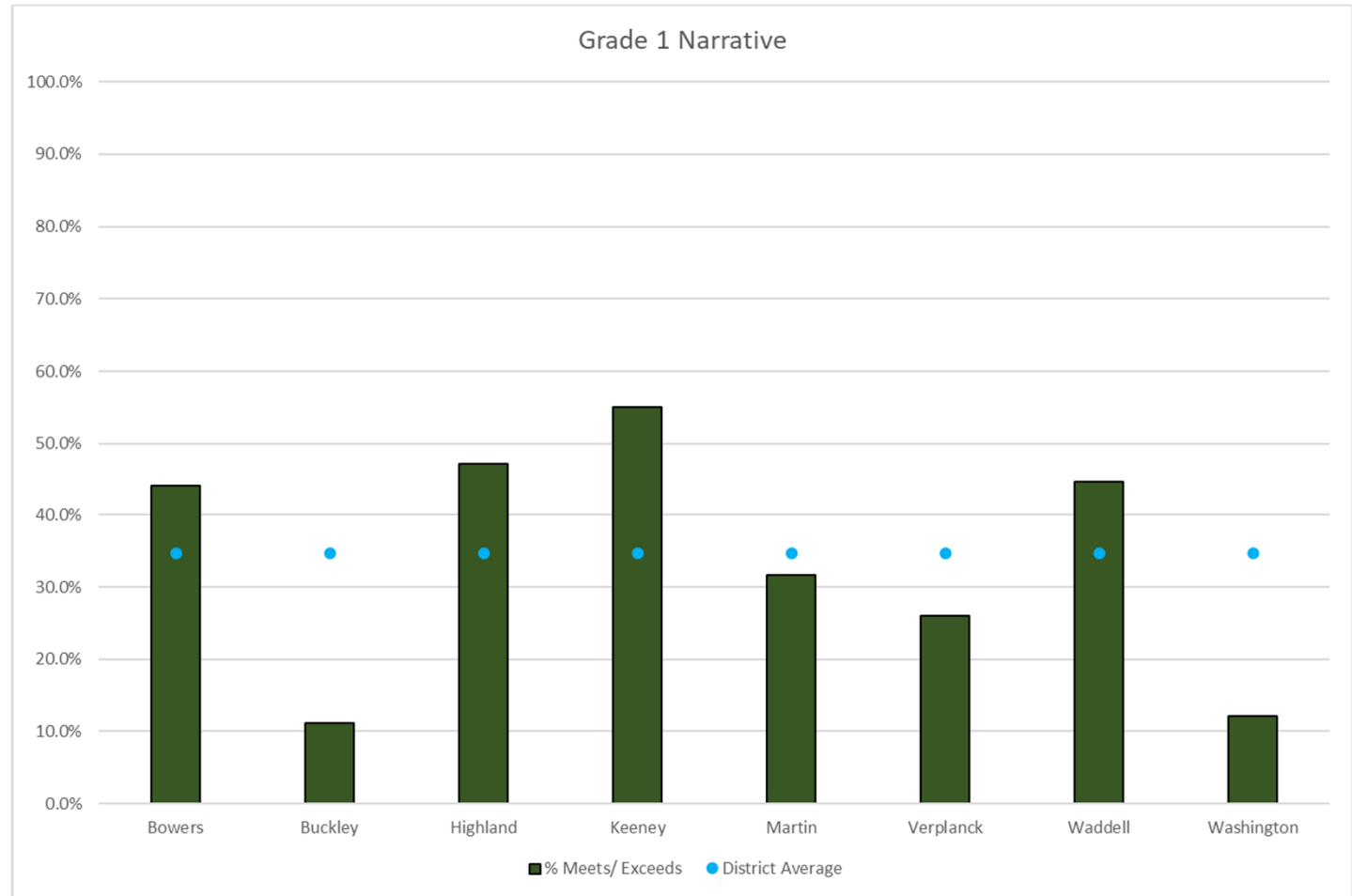
- Make a beginning for your story.
- Show what happened in order.
- Use details to help readers picture your story.
- Make an ending for your story."



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# District Unit Assessments 2018-2019 – Writing

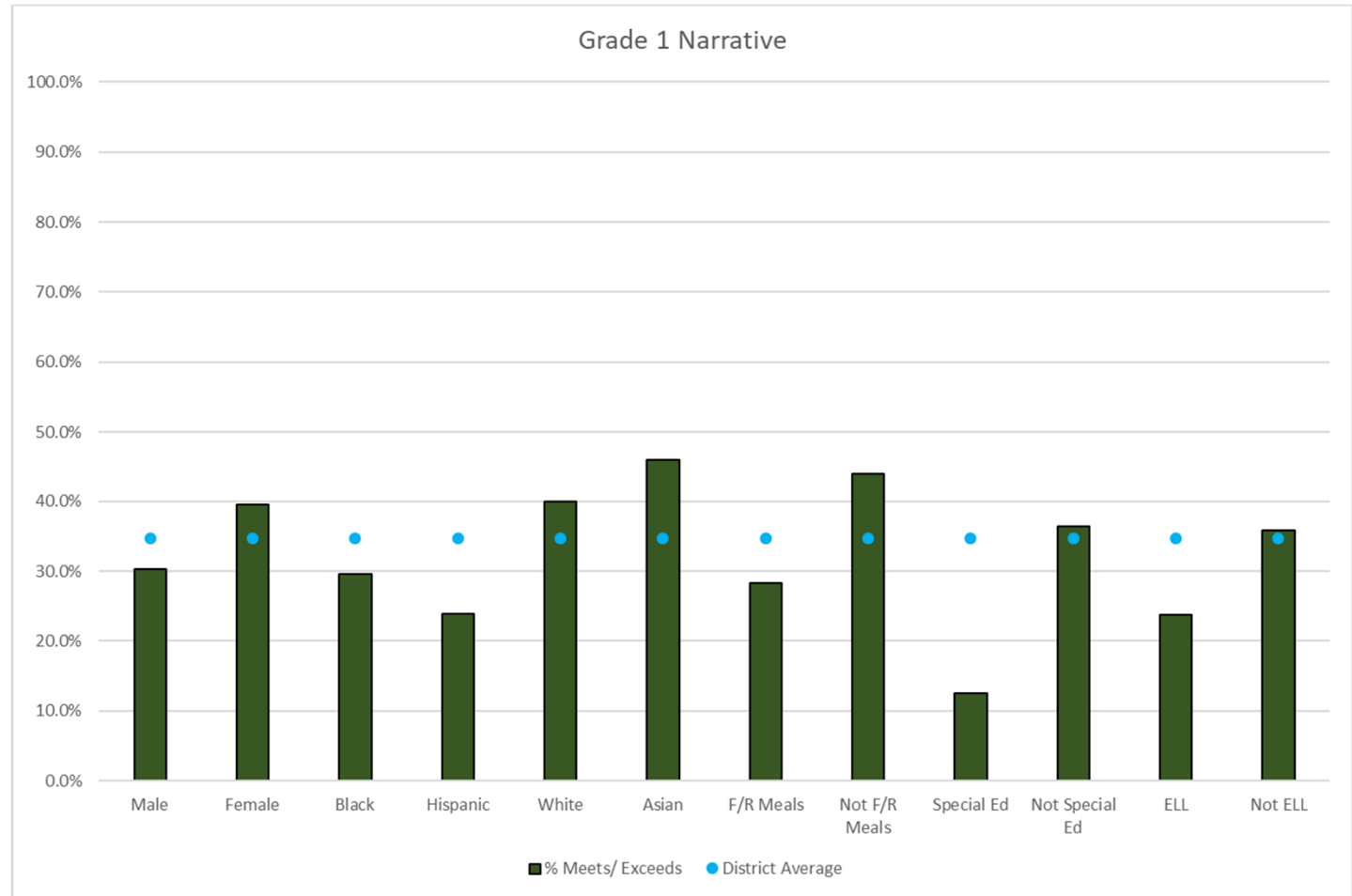
Grade 1 Narrative	# Students Meets/ Exceeds	# Students Tested	% Meets/ Exceeds
Bowers	22	50	44.0%
Buckley	8	72	11.1%
Highland	24	51	47.1%
Keeney	27	49	55.1%
Martin	13	41	31.7%
Verplanck	13	50	26.0%
Waddell	45	101	44.6%
Washington	4	33	12.1%
District	156	449	34.7%



Manchester Public Schools

# District Unit Assessments 2018-2019 – Writing

Grade 1 Narrative	# Students Meets/ Exceeds	# Students Tested	% Meets/ Exceeds
Male	71	234	30.3%
Female	85	215	39.5%
Black	31	105	29.5%
Hispanic	26	109	23.9%
White	66	165	40.0%
Asian	28	61	45.9%
F/R Meals	74	262	28.2%
Not F/R Meals	82	187	43.9%
Special Ed	4	32	12.5%
Not Special Ed	152	417	36.5%
ELL	10	42	23.8%
Not ELL	146	407	35.9%
District	156	449	34.7%



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# District Unit Assessments

## Informational Writing

Grade 1  
January 25, 2019

Think of a topic that you've studied or that you know a lot about. Tomorrow you will have forty-five minutes to write an informational (or all-about) text that teaches others interesting and important information and ideas about that topic. If you want to find and use information from a book or another outside source to help you with this writing, you may bring that with you tomorrow. Please keep in mind that you'll have only forty-five minutes to complete this. You will only have this one period, so you'll need to plan, draft, revise, and edit in one sitting. Write in a way that shows all that you know about information writing.

### Grades K-2, add

"In your writing, make sure you:

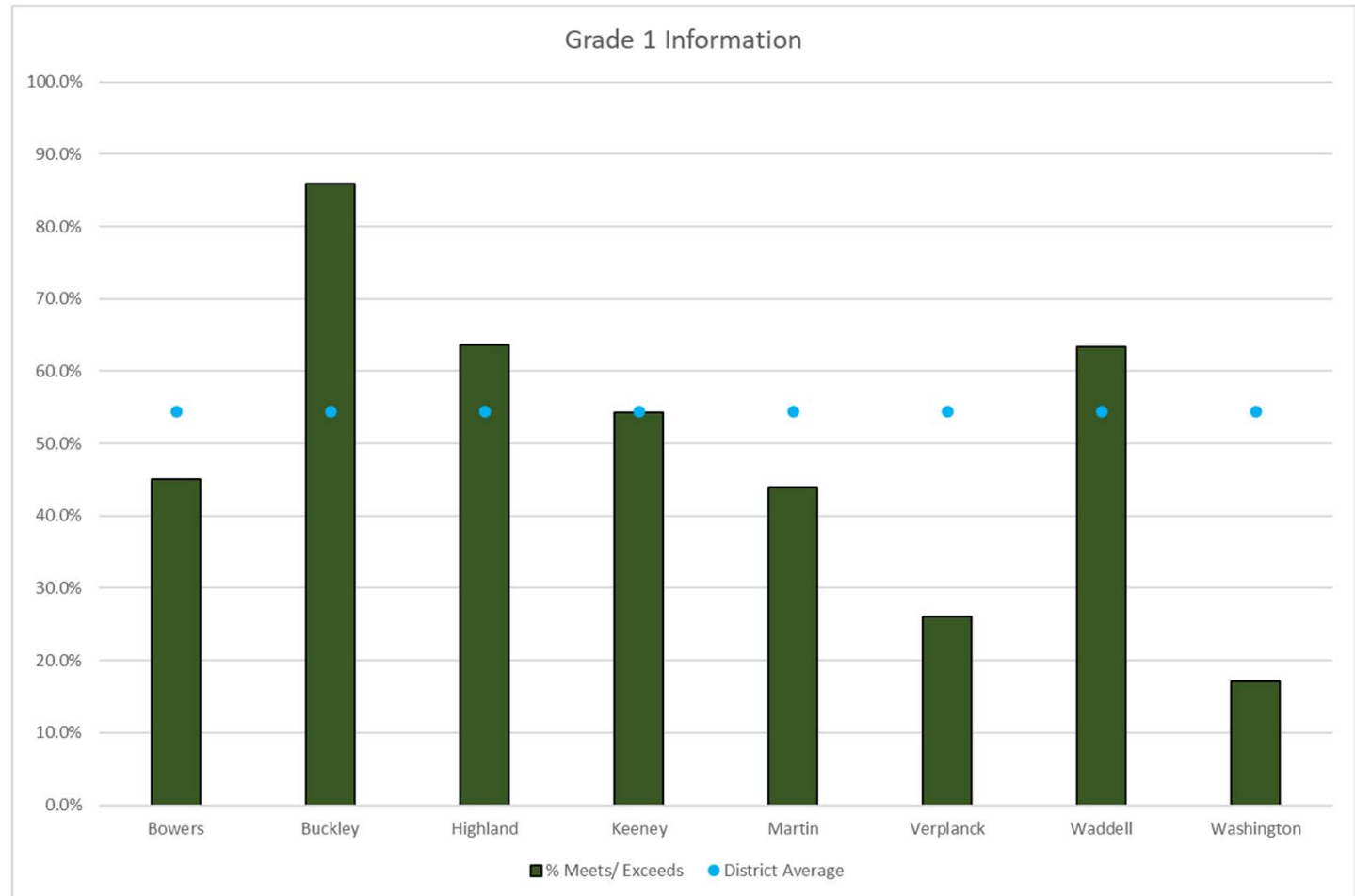
- Introduce the topic you will teach about
- Include lots of information
- Organize your writing
- Write an ending."



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# District Unit Assessments 2018-2019 – Writing

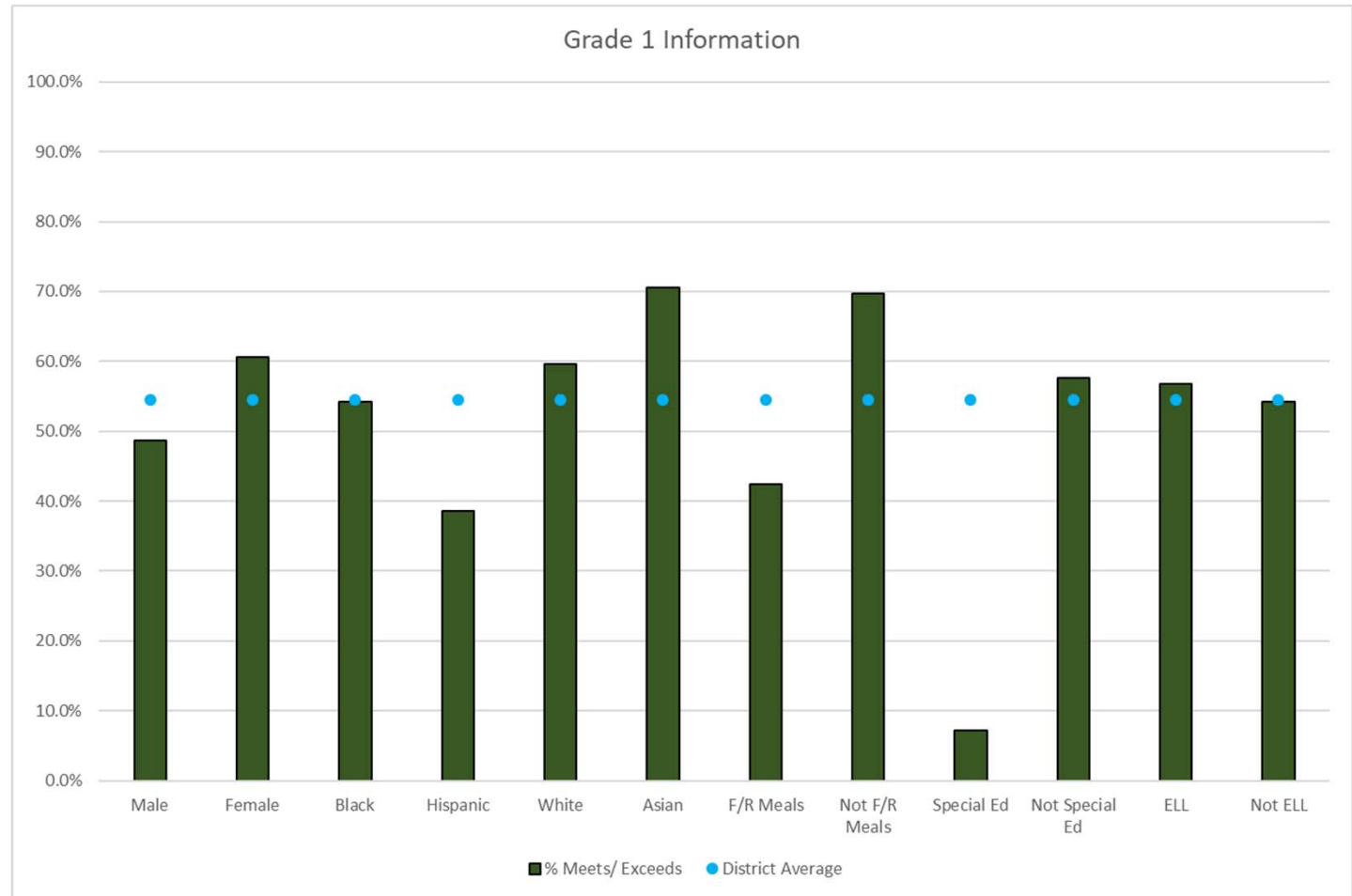
Grade 1 Information	# Students Meets/ Exceeds	# Students Tested	% Meets/ Exceeds
Bowers	23	51	45.1%
Buckley	61	71	85.9%
Highland	35	55	63.6%
Keeney	25	46	54.3%
Martin	18	41	43.9%
Verplanck	12	46	26.1%
Waddell	64	101	63.4%
Washington	6	35	17.1%
District	244	448	54.5%



Manchester Public Schools

# District Unit Assessments 2018-2019 – Writing

Grade 1 Information	# Students Meets/ Exceeds	# Students Tested	% Meets/ Exceeds
Male	113	232	48.7%
Female	131	216	60.6%
Black	57	105	54.3%
Hispanic	42	109	38.5%
White	99	166	59.6%
Asian	43	61	70.5%
F/R Meals	106	250	42.4%
Not F/R Meals	138	198	69.7%
Special Ed	2	28	7.1%
Not Special Ed	242	420	57.6%
ELL	25	44	56.8%
Not ELL	219	404	54.2%
District	244	448	54.5%



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# District Unit Assessments

## Narrative Writing

Grade 2  
November 16, 2018

"I'm really eager to understand what you can do as writers of narratives, of stories, so today, will you please write the best personal narrative, the best true story, that you can write? Make this be the story of one time in your life. You might focus on just a scene or two. You'll have only forty-five minutes to write this true story, so you'll need to plan, draft, revise, and edit in one sitting. Write in a way that allows you to show off all you know about narrative writing.

### Grades K-2

"In your writing, make sure you:

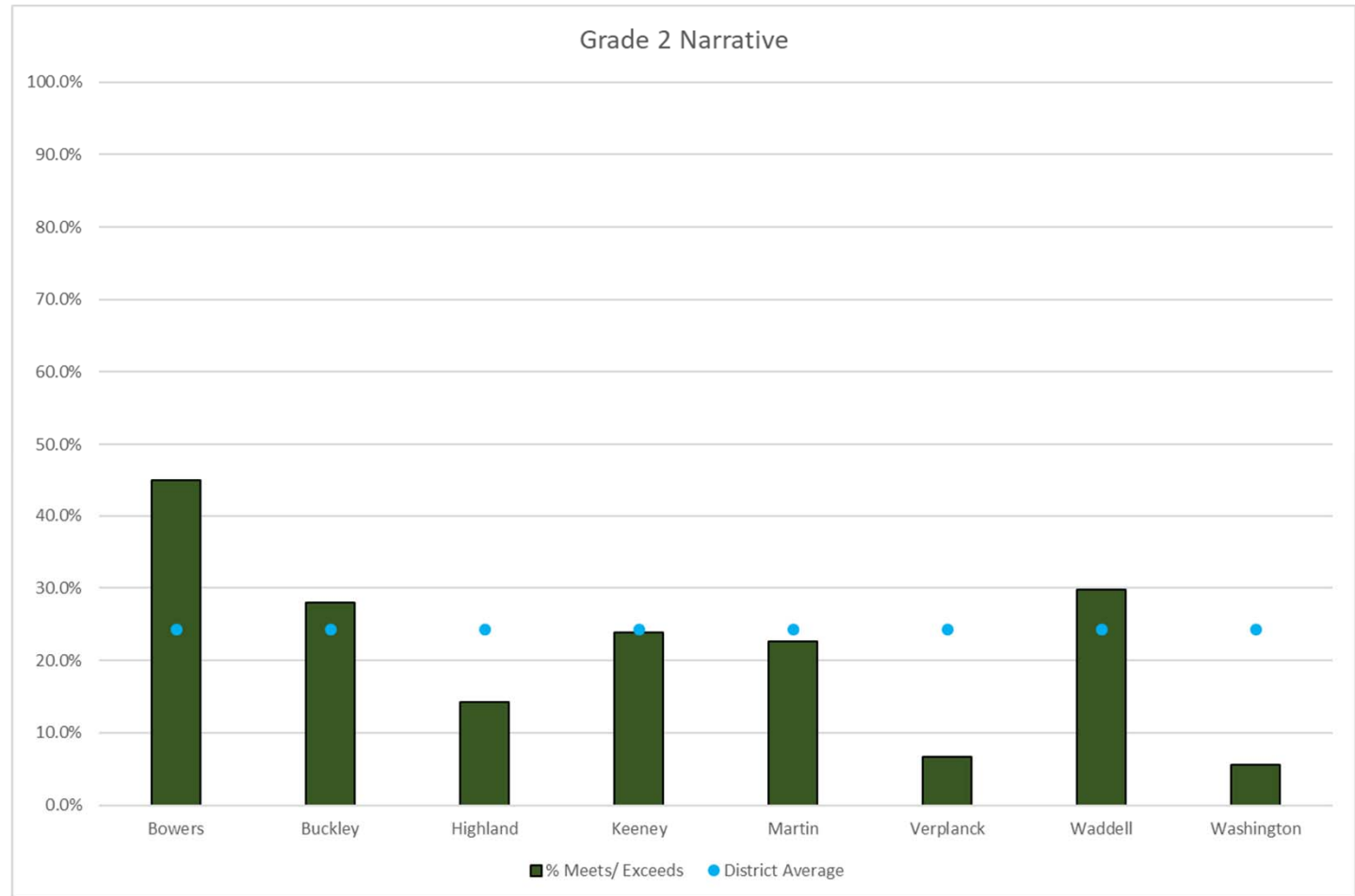
- Make a beginning for your story.
- Show what happened in order.
- Use details to help readers picture your story.
- Make an ending for your story."



Manchester Public Schools

# District Unit Assessments 2018-2019 – Writing

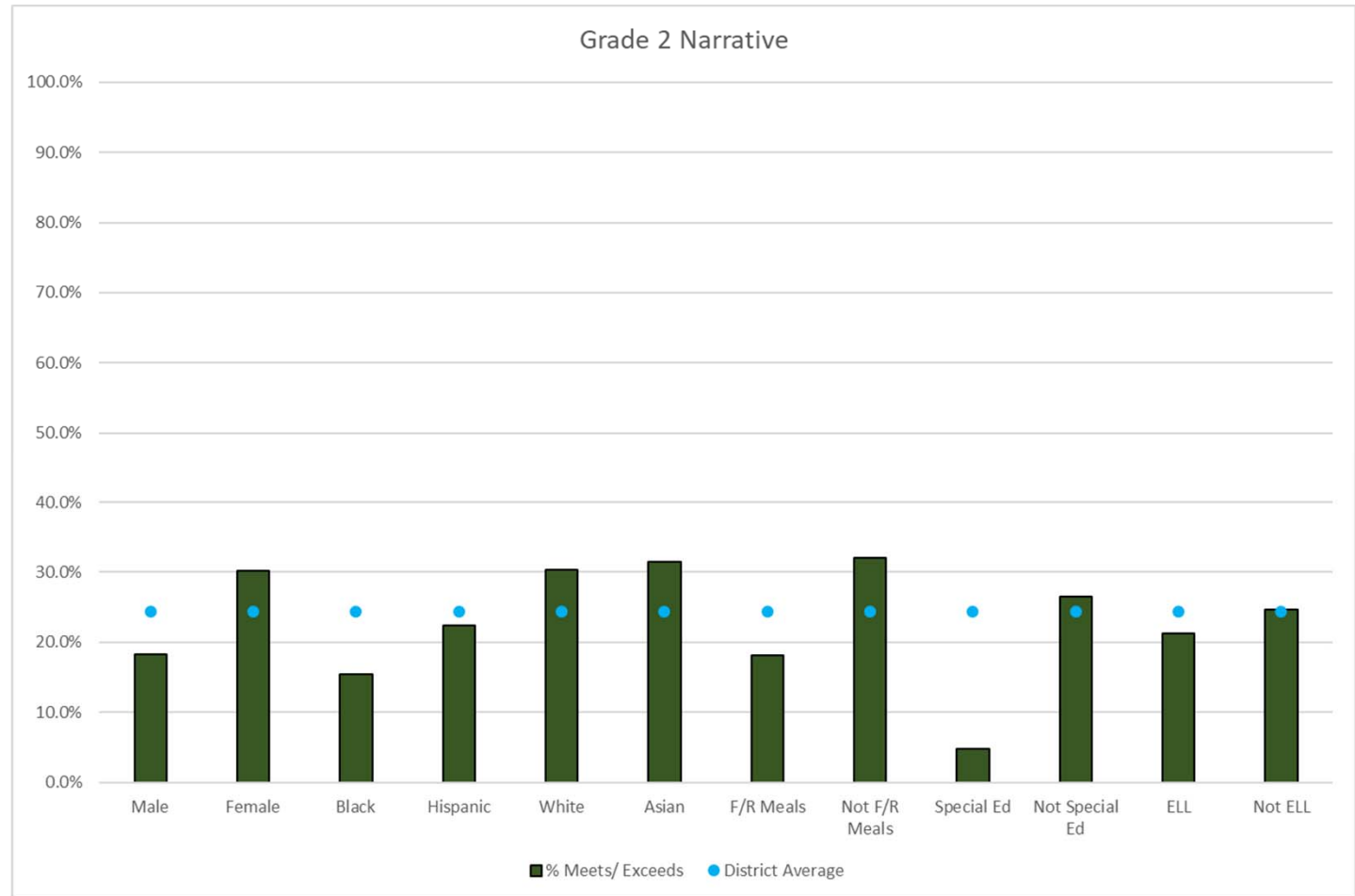
Grade 2 Narrative	# Students Meets/ Exceeds	# Students Tested	% Meets/ Exceeds
Bowers	31	69	44.9%
Buckley	19	68	27.9%
Highland	7	49	14.3%
Keeney	11	46	23.9%
Martin	7	31	22.6%
Verplanck	3	45	6.7%
Waddell	20	67	29.9%
Washington	2	36	5.6%
District	100	411	24.3%



Manchester Public Schools

# District Unit Assessments 2018-2019 – Writing

Grade 2 Narrative	# Students Meets/ Exceeds	# Students Tested	% Meets/ Exceeds
Male	37	202	18.3%
Female	63	209	30.1%
Black	16	104	15.4%
Hispanic	22	98	22.4%
White	51	168	30.4%
Asian	11	35	31.4%
F/R Meals	41	227	18.1%
Not F/R Meals	59	184	32.1%
Special Ed	2	42	4.8%
Not Special Ed	98	369	26.6%
ELL	7	33	21.2%
Not ELL	93	378	24.6%
District	100	411	24.3%



Manchester Public Schools

# District Unit Assessments

## Informational Writing

Grade 2  
January 17, 2019

Think of a topic that you've studied or that you know a lot about. Tomorrow you will have forty-five minutes to write an informational (or all-about) text that teaches others interesting and important information and ideas about that topic. If you want to find and use information from a book or another outside source to help you with this writing, you may bring that with you tomorrow. Please keep in mind that you'll have only forty-five minutes to complete this. You will only have this one period, so you'll need to plan, draft, revise, and edit in one sitting. Write in a way that shows all that you know about information writing.

### Grades K-2, add

"In your writing, make sure you:

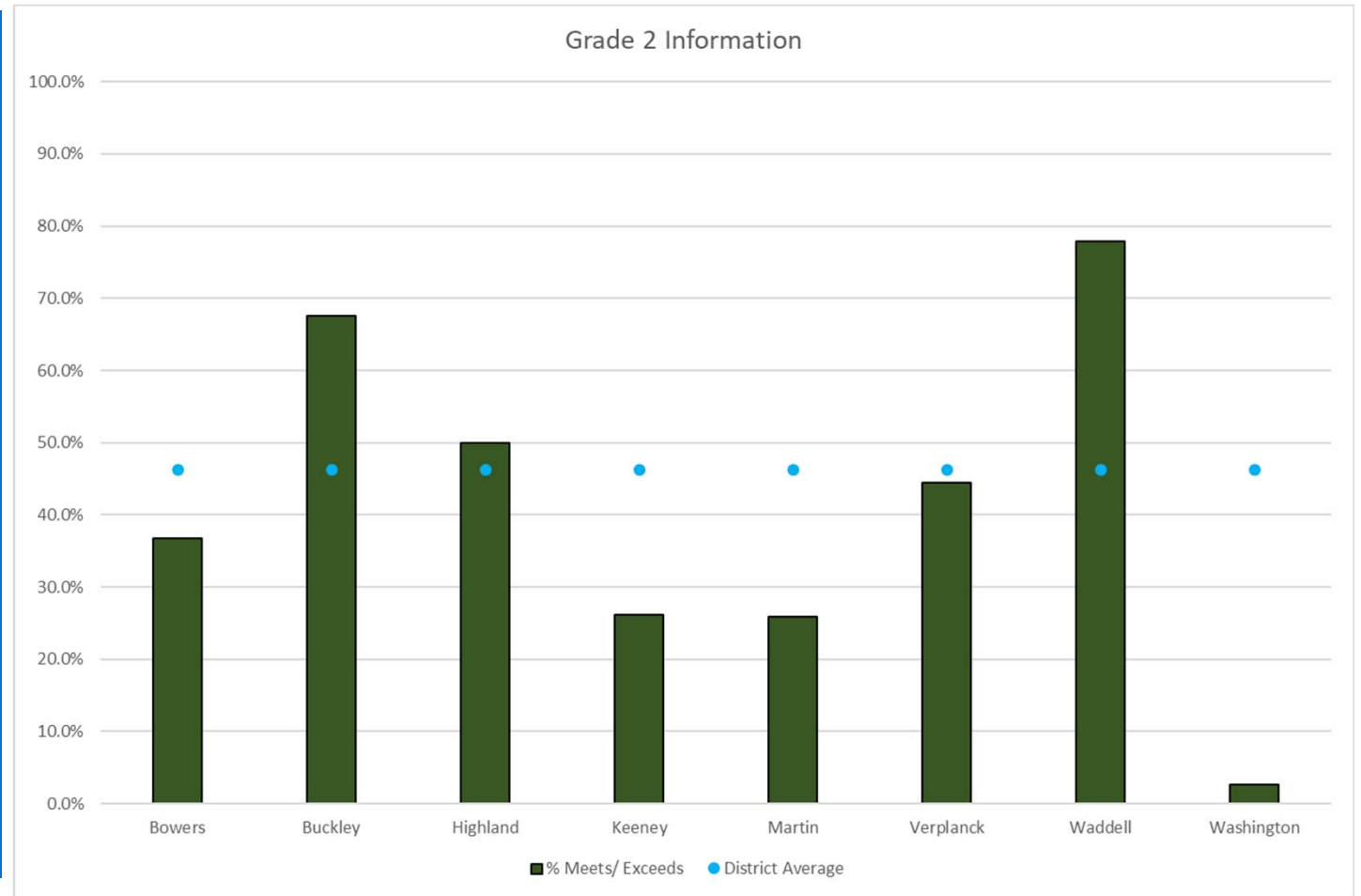
- Introduce the topic you will teach about
- Include lots of information
- Organize your writing
- Write an ending."



Manchester Public Schools

# District Unit Assessments 2018-2019 – Writing

Grade 2 Information	# Students Meets/ Exceeds	# Students Tested	% Meets/ Exceeds
Bowers	25	68	36.8%
Buckley	48	71	67.6%
Highland	24	48	50.0%
Keeney	11	42	26.2%
Martin	8	31	25.8%
Verplanck	20	45	44.4%
Waddell	53	68	77.9%
Washington	1	38	2.6%
District	190	411	46.2%

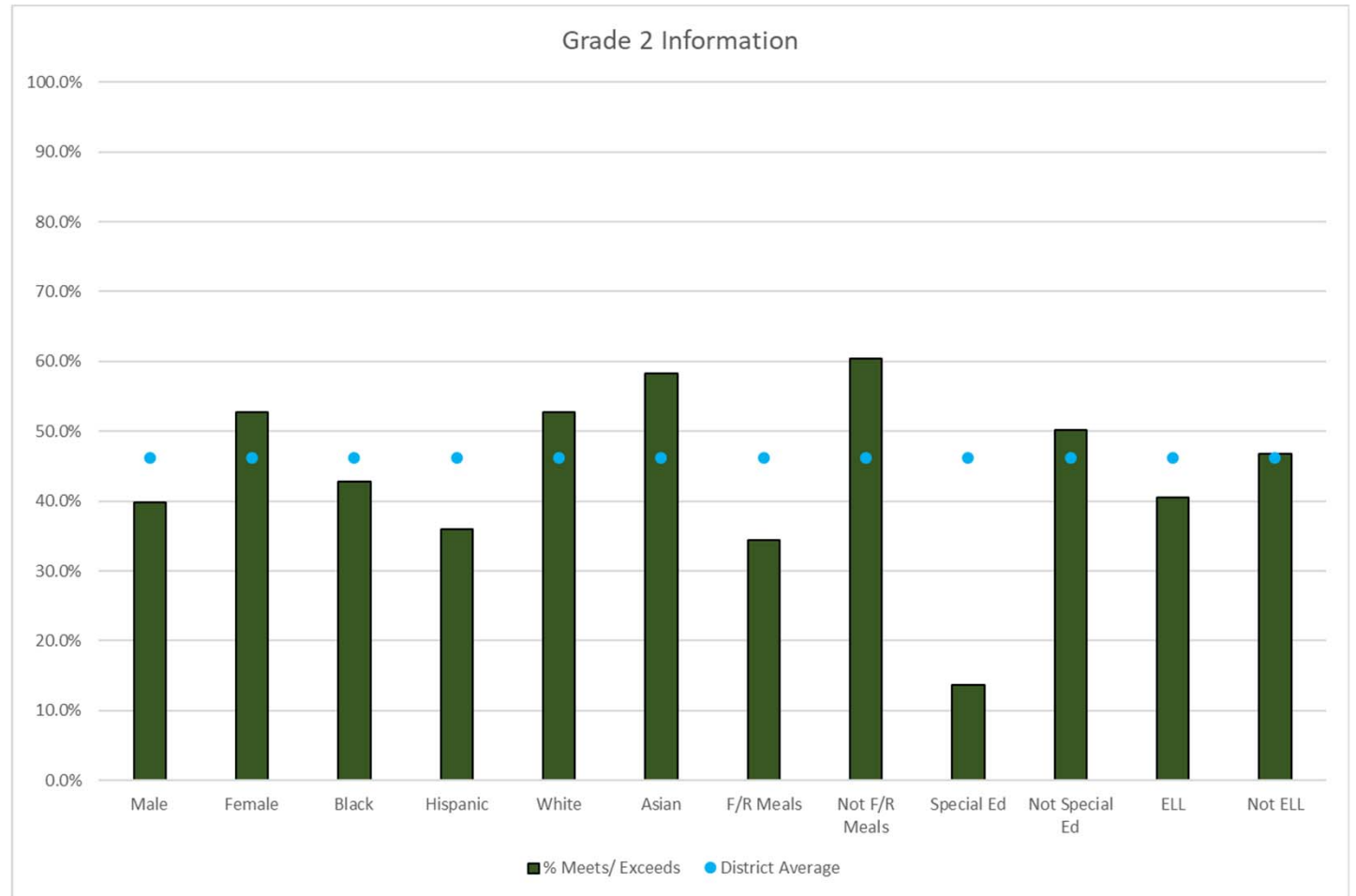


Manchester Public Schools



# District Unit Assessments 2018-2019 – Writing

Grade 2 Information	# Students Meets/ Exceeds	# Students Tested	% Meets/ Exceeds
Male	82	206	39.8%
Female	108	205	52.7%
Black	44	103	42.7%
Hispanic	36	100	36.0%
White	87	165	52.7%
Asian	21	36	58.3%
F/R Meals	77	224	34.4%
Not F/R Meals	113	187	60.4%
Special Ed	6	44	13.6%
Not Special Ed	184	367	50.1%
ELL	15	37	40.5%
Not ELL	175	374	46.8%
District	190	411	46.2%



# District Unit Assessments

## Narrative Writing

Grade 3  
November 30, 2018

"I'm really eager to understand what you can do as writers of narratives, of stories, so today, will you please write the best personal narrative, the best true story, that you can write? Make this be the story of one time in your life. You might focus on just a scene or two. You'll have only forty-five minutes to write this true story, so you'll need to plan, draft, revise, and edit in one sitting. Write in a way that allows you to show off all you know about narrative writing.

### Grades 3-8, add

"In your writing, make sure you:

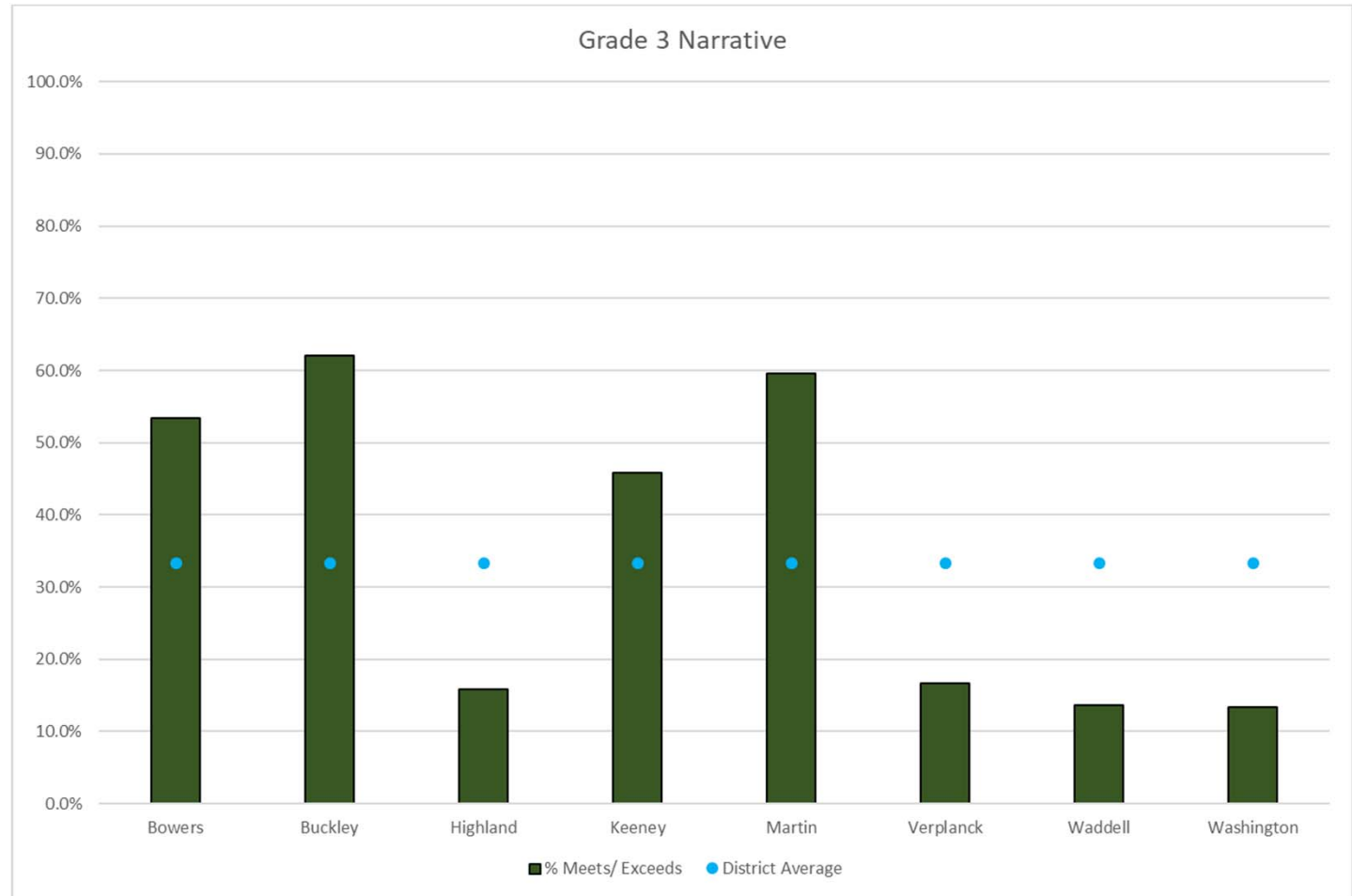
- Write a beginning for your story.
- Use transition words to tell what happened in order.
- Elaborate to help readers picture your story.
- Show what your story is really about.
- Write an ending for your story."



Manchester Public Schools

# District Unit Assessments 2018-2019 – Writing

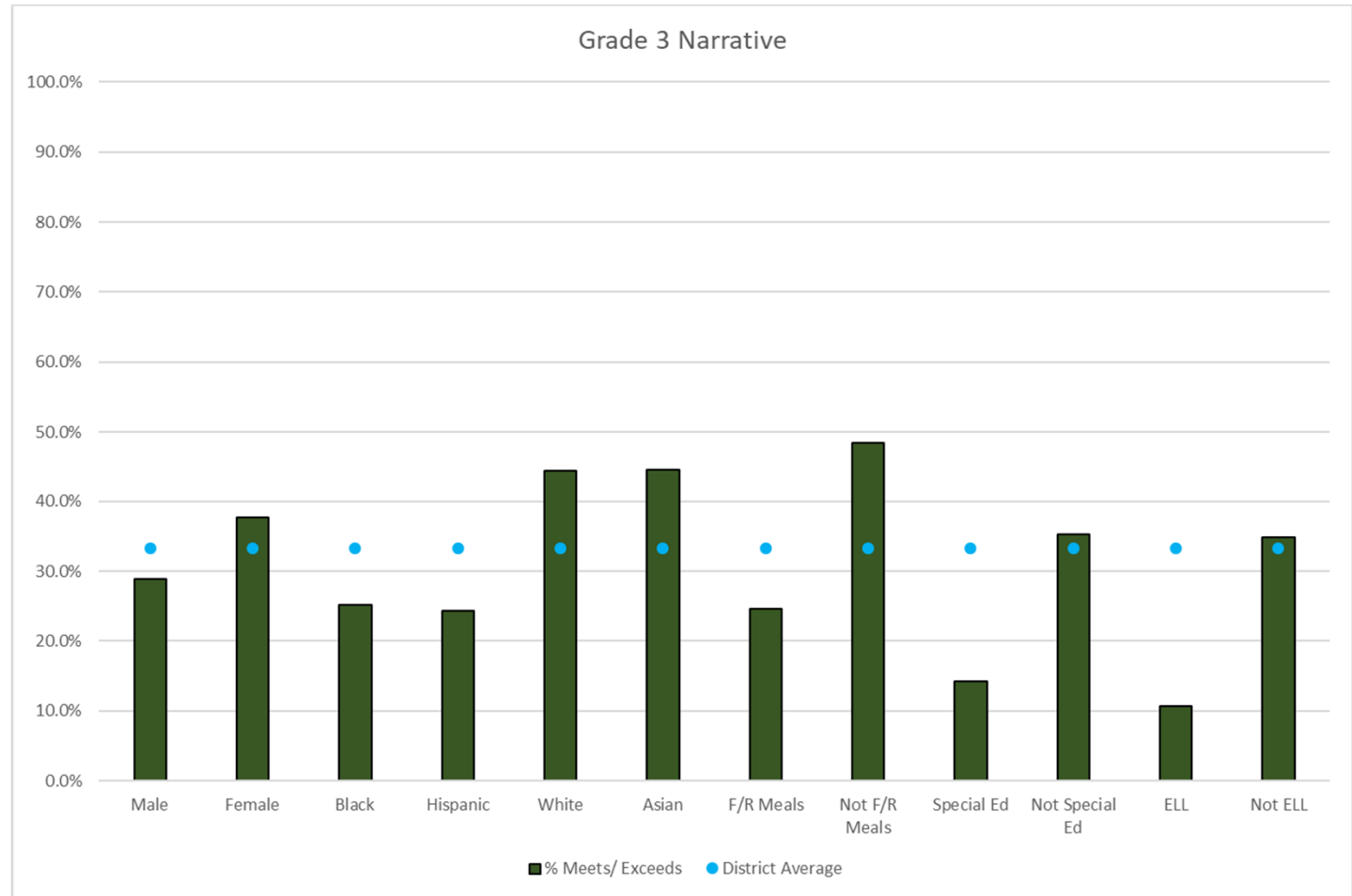
Grade 3 Narrative	# Students Meets/ Exceeds	# Students Tested	% Meets/ Exceeds
Bowers	32	60	53.3%
Buckley	31	50	62.0%
Highland	6	38	15.8%
Keeney	22	48	45.8%
Martin	28	47	59.6%
Verplanck	10	60	16.7%
Waddell	11	81	13.6%
Washington	8	60	13.3%
District	148	444	33.3%



Manchester Public Schools

# District Unit Assessments 2018-2019 – Writing

Grade 3 Narrative	# Students Meets/ Exceeds	# Students Tested	% Meets/ Exceeds
Male	63	218	28.9%
Female	85	226	37.6%
Black	27	107	25.2%
Hispanic	32	132	24.2%
White	74	167	44.3%
Asian	12	27	44.4%
F/R Meals	69	281	24.6%
Not F/R Meals	79	163	48.5%
Special Ed	6	42	14.3%
Not Special Ed	142	402	35.3%
ELL	3	28	10.7%
Not ELL	145	416	34.9%
District	148	444	33.3%



Manchester Public Schools

# District Unit Assessments

## Informational Writing

Grade 3  
January 22, 2019

Think of a topic that you've studied or that you know a lot about. Tomorrow you will have forty-five minutes to write an informational (or all-about) text that teaches others interesting and important information and ideas about that topic. If you want to find and use information from a book or another outside source to help you with this writing, you may bring that with you tomorrow. Please keep in mind that you'll have only forty-five minutes to complete this. You will only have this one period, so you'll need to plan, draft, revise, and edit in one sitting. Write in a way that shows all that you know about information writing.

### Grades 3-8, add

"In your writing, make sure you:

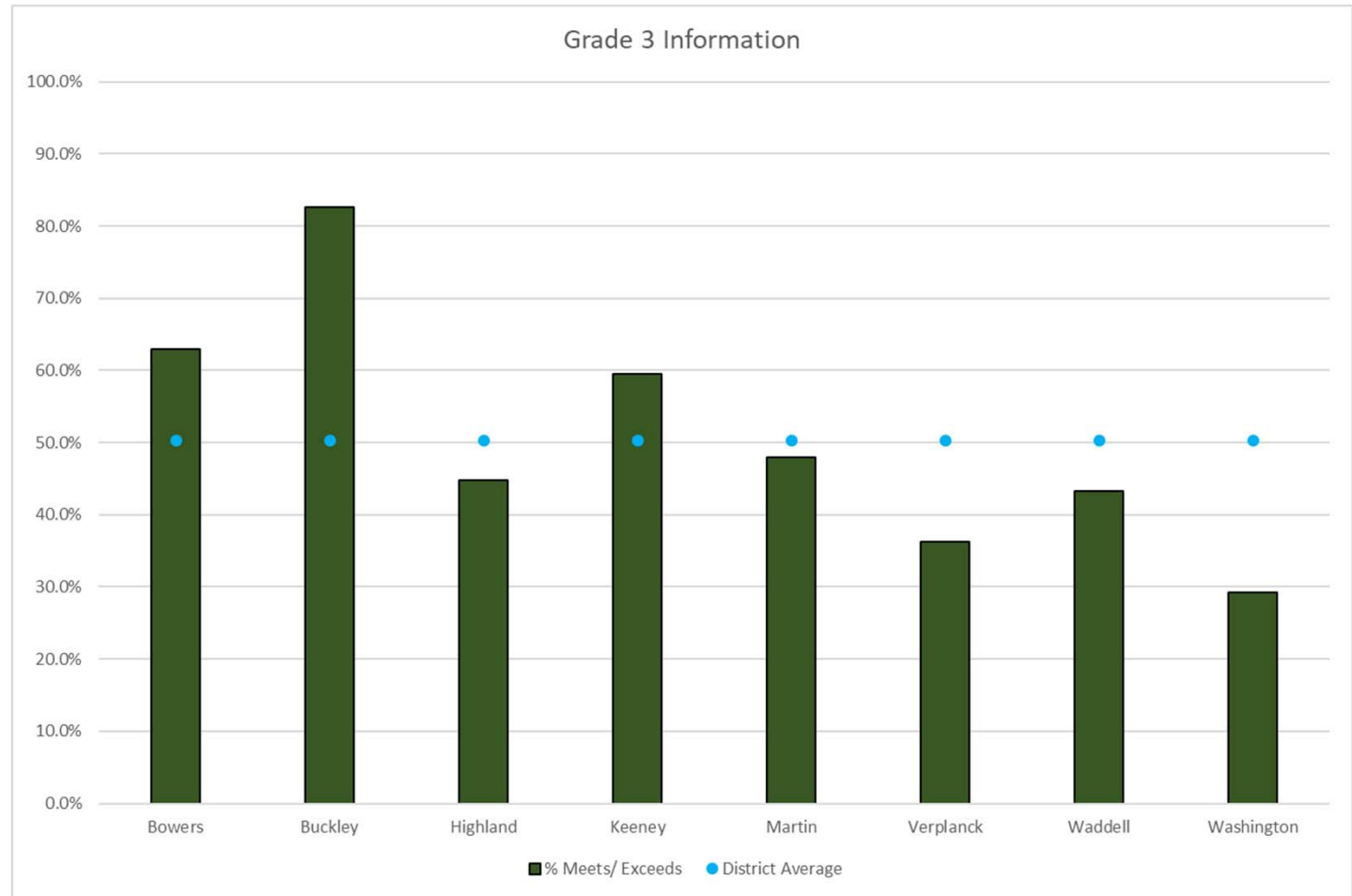
- Write an introduction.
- Elaborate with a variety of information.
- Give reasons and evidence.
- Organize your writing.
- Use transition words.
- Write a conclusion."



Manchester Public Schools

# District Unit Assessments 2018-2019 – Writing

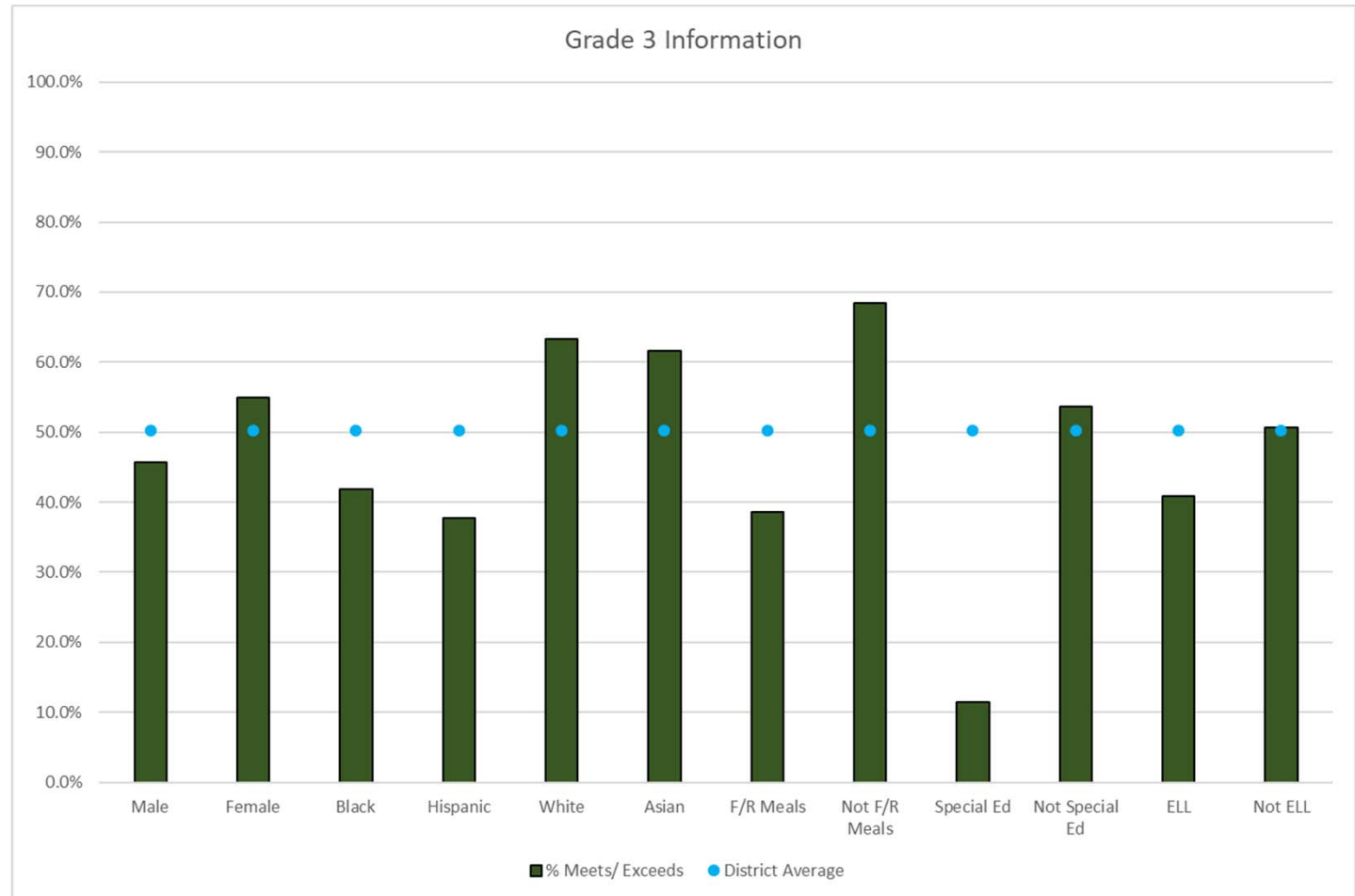
Grade 3 Information	# Students Meets/ Exceeds	# Students Tested	% Meets/ Exceeds
Bowers	39	62	62.9%
Buckley	43	52	82.7%
Highland	17	38	44.7%
Keeney	28	47	59.6%
Martin	23	48	47.9%
Verplanck	21	58	36.2%
Waddell	32	74	43.2%
Washington	17	58	29.3%
District	220	438	50.2%



Manchester Public Schools

# District Unit Assessments 2018-2019 – Writing

Grade 3 Information	# Students Meets/ Exceeds	# Students Tested	% Meets/ Exceeds
Male	102	223	45.7%
Female	118	215	54.9%
Black	44	105	41.9%
Hispanic	48	127	37.8%
White	107	169	63.3%
Asian	16	26	61.5%
F/R Meals	103	267	38.6%
Not F/R Meals	117	171	68.4%
Special Ed	4	35	11.4%
Not Special Ed	216	403	53.6%
ELL	9	22	40.9%
Not ELL	211	416	50.7%
District	220	438	50.2%



Manchester Public Schools

# District Unit Assessments

## Narrative Writing

Grade 4  
December 11, 2018

"I'm really eager to understand what you can do as writers of narratives, of stories, so today, will you please write the best personal narrative, the best true story, that you can write? Make this be the story of one time in your life. You might focus on just a scene or two. You'll have only forty-five minutes to write this true story, so you'll need to plan, draft, revise, and edit in one sitting. Write in a way that allows you to show off all you know about narrative writing.

### Grades 3-8, add

"In your writing, make sure you:

- Write a beginning for your story.
- Use transition words to tell what happened in order.
- Elaborate to help readers picture your story.
- Show what your story is really about.
- Write an ending for your story."

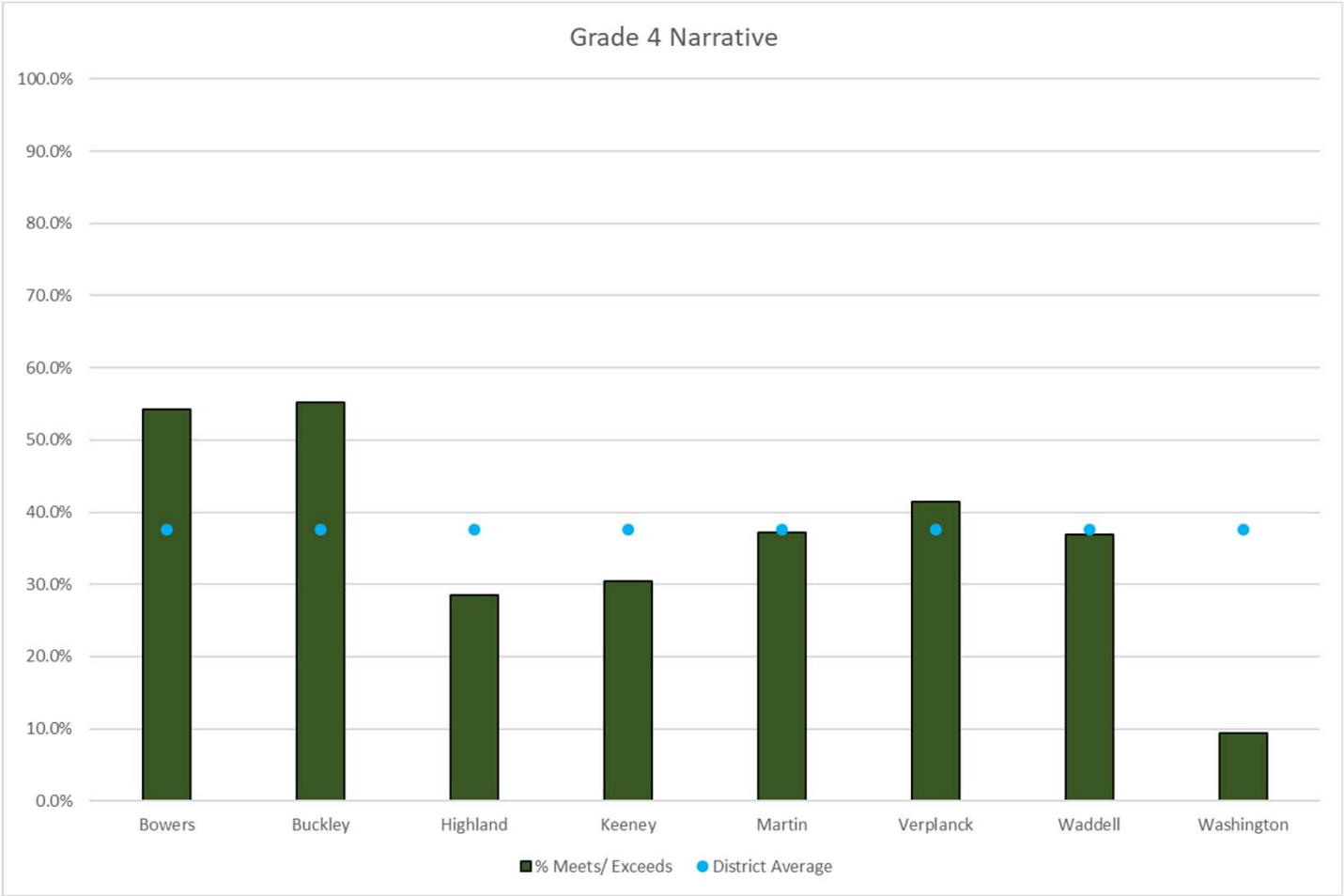


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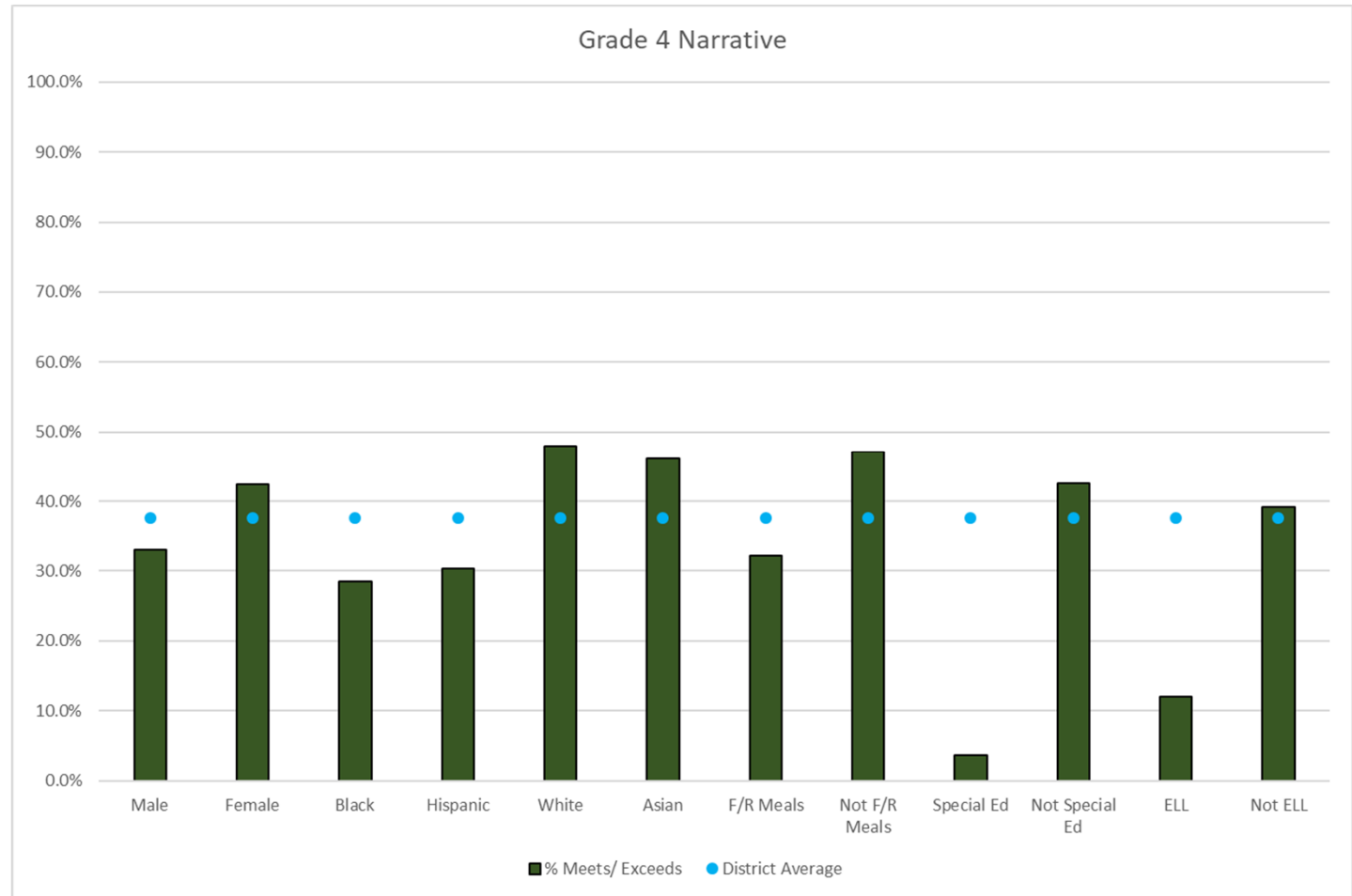
# District Unit Assessments 2018-2019 – Writing

Grade 4 Narrative	# Students Meets/ Exceeds	# Students Tested	% Meets/ Exceeds
Bowers	32	59	54.2%
Buckley	32	58	55.2%
Highland	10	35	28.6%
Keeney	14	46	30.4%
Martin	13	35	37.1%
Verplanck	24	58	41.4%
Waddell	35	95	36.8%
Washington	5	53	9.4%
District	165	439	37.6%



# District Unit Assessments 2018-2019 – Writing

Grade 4 Narrative	# Students Meets/ Exceeds	# Students Tested	% Meets/ Exceeds
Male	75	227	33.0%
Female	90	212	42.5%
Black	32	112	28.6%
Hispanic	41	135	30.4%
White	73	152	48.0%
Asian	12	26	46.2%
F/R Meals	90	280	32.1%
Not F/R Meals	75	159	47.2%
Special Ed	2	56	3.6%
Not Special Ed	163	383	42.6%
ELL	3	25	12.0%
Not ELL	162	414	39.1%
District	165	439	37.6%



Manchester Public Schools

# District Unit Assessments

## Narrative Writing

Grade 5  
December 21, 2018

"I'm really eager to understand what you can do as writers of narratives, of stories, so today, will you please write the best personal narrative, the best true story, that you can write? Make this be the story of one time in your life. You might focus on just a scene or two. You'll have only forty-five minutes to write this true story, so you'll need to plan, draft, revise, and edit in one sitting. Write in a way that allows you to show off all you know about narrative writing.

### Grades 3-8, add

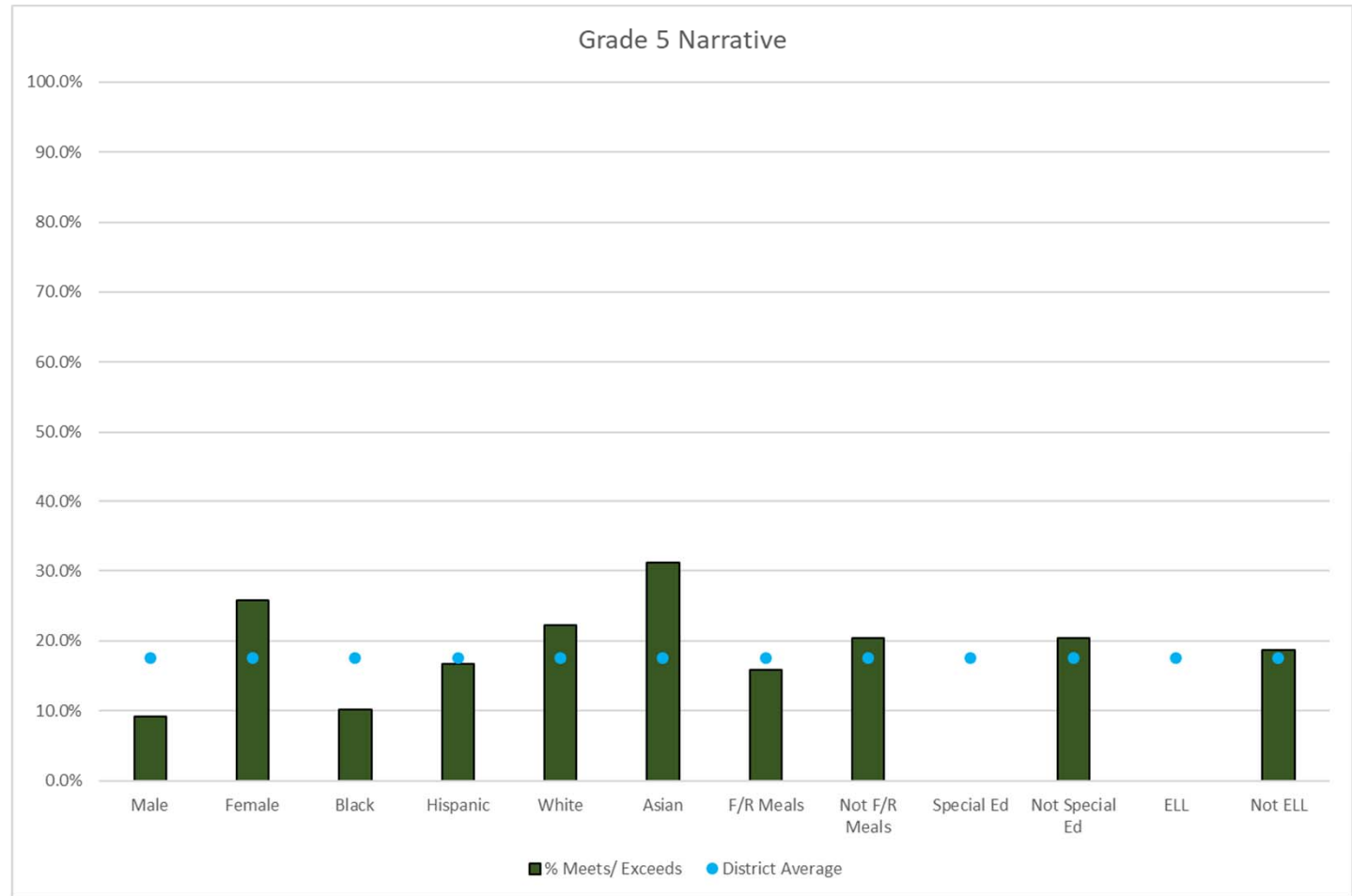
"In your writing, make sure you:

- Write a beginning for your story.
- Use transition words to tell what happened in order.
- Elaborate to help readers picture your story.
- Show what your story is really about.
- Write an ending for your story."



# District Unit Assessments 2018-2019 – Writing

Grade 5 Narrative	# Students Meets/ Exceeds	# Students Tested	% Meets/ Exceeds
Male	18	195	9.2%
Female	52	202	25.7%
Black	10	98	10.2%
Hispanic	22	132	16.7%
White	28	126	22.2%
Asian	10	32	31.3%
F/R Meals	38	240	15.8%
Not F/R Meals	32	157	20.4%
Special Ed	0	53	0.0%
Not Special Ed	70	344	20.3%
ELL	0	24	0.0%
Not ELL	70	373	18.8%
District	70	397	17.6%



Manchester Public Schools

# District Unit Assessments

## Narrative Writing

Grade 6  
December 5, 2018

"I'm really eager to understand what you can do as writers of narratives, of stories, so today, will you please write the best personal narrative, the best true story, that you can write? Make this be the story of one time in your life. You might focus on just a scene or two. You'll have only forty-five minutes to write this true story, so you'll need to plan, draft, revise, and edit in one sitting. Write in a way that allows you to show off all you know about narrative writing.

### Grades 3-8, add

"In your writing, make sure you:

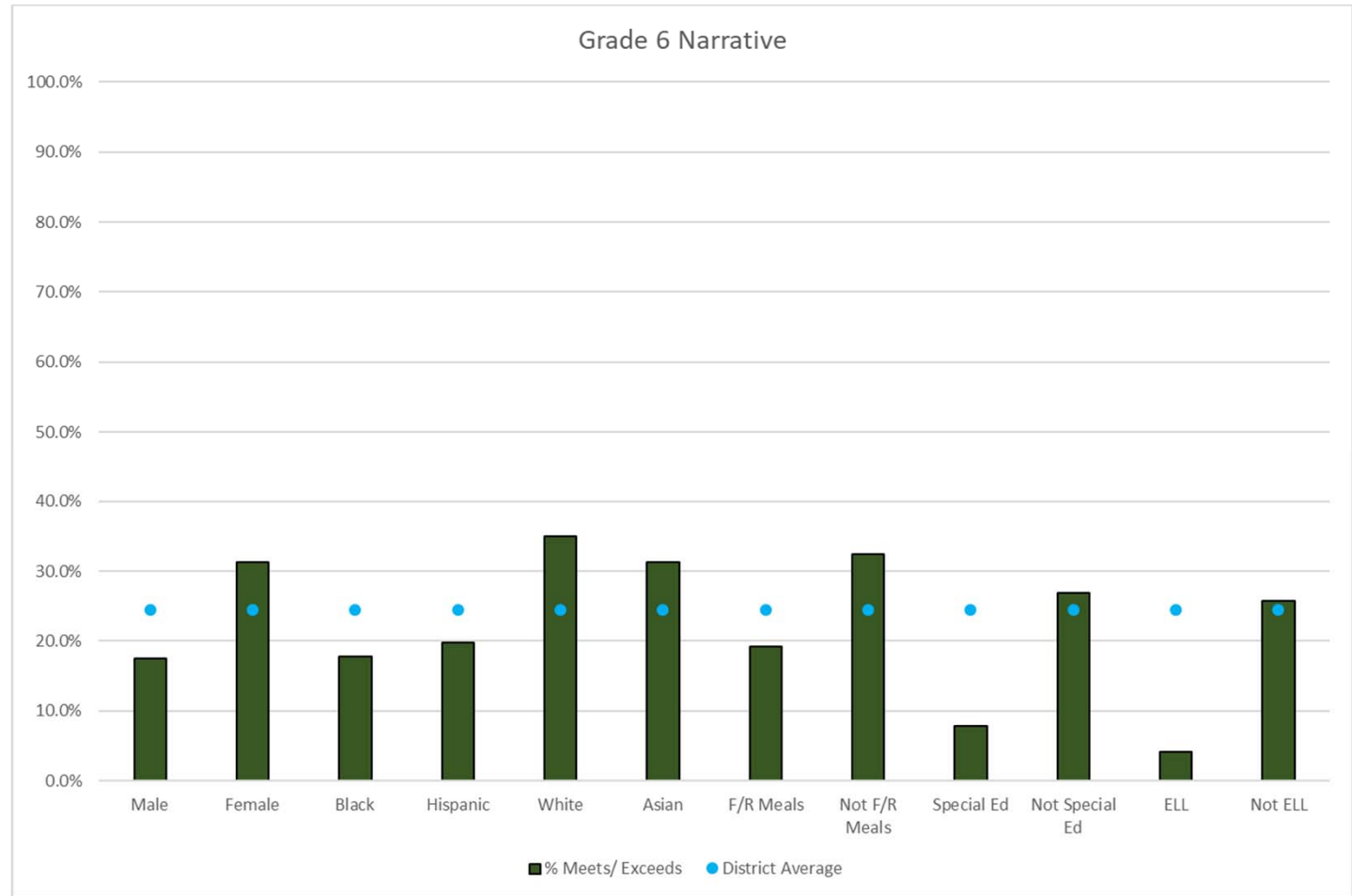
- Write a beginning for your story.
- Use transition words to tell what happened in order.
- Elaborate to help readers picture your story.
- Show what your story is really about.
- Write an ending for your story."



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# District Unit Assessments 2018-2019 – Writing

Grade 6 Narrative	# Students Meets/ Exceeds	# Students Tested	% Meets/ Exceeds
Male	34	194	17.5%
Female	61	195	31.3%
Black	17	96	17.7%
Hispanic	23	116	19.8%
White	44	126	34.9%
Asian	10	32	31.3%
F/R Meals	45	234	19.2%
Not F/R Meals	50	154	32.5%
Special Ed	4	51	7.8%
Not Special Ed	91	338	26.9%
ELL	1	24	4.2%
Not ELL	94	365	25.8%
District	95	389	24.4%



Manchester Public Schools

# District Unit Assessments

## Argument/ Opinion Writing

Grade 7  
December 20, 2018

Think of a topic or issue that you know and care about, an issue around which you have strong feelings. You have forty-five minutes to write an opinion or argument text in which you will write your opinion or claim and tell reasons why you feel that way. When you do this, draw on everything you know about essays, persuasive letters, and reviews. If you want to find information from an outside source, you may do that. Please keep in mind that you need to plan, draft, revise, and edit in one sitting.

"In your writing, make sure you:

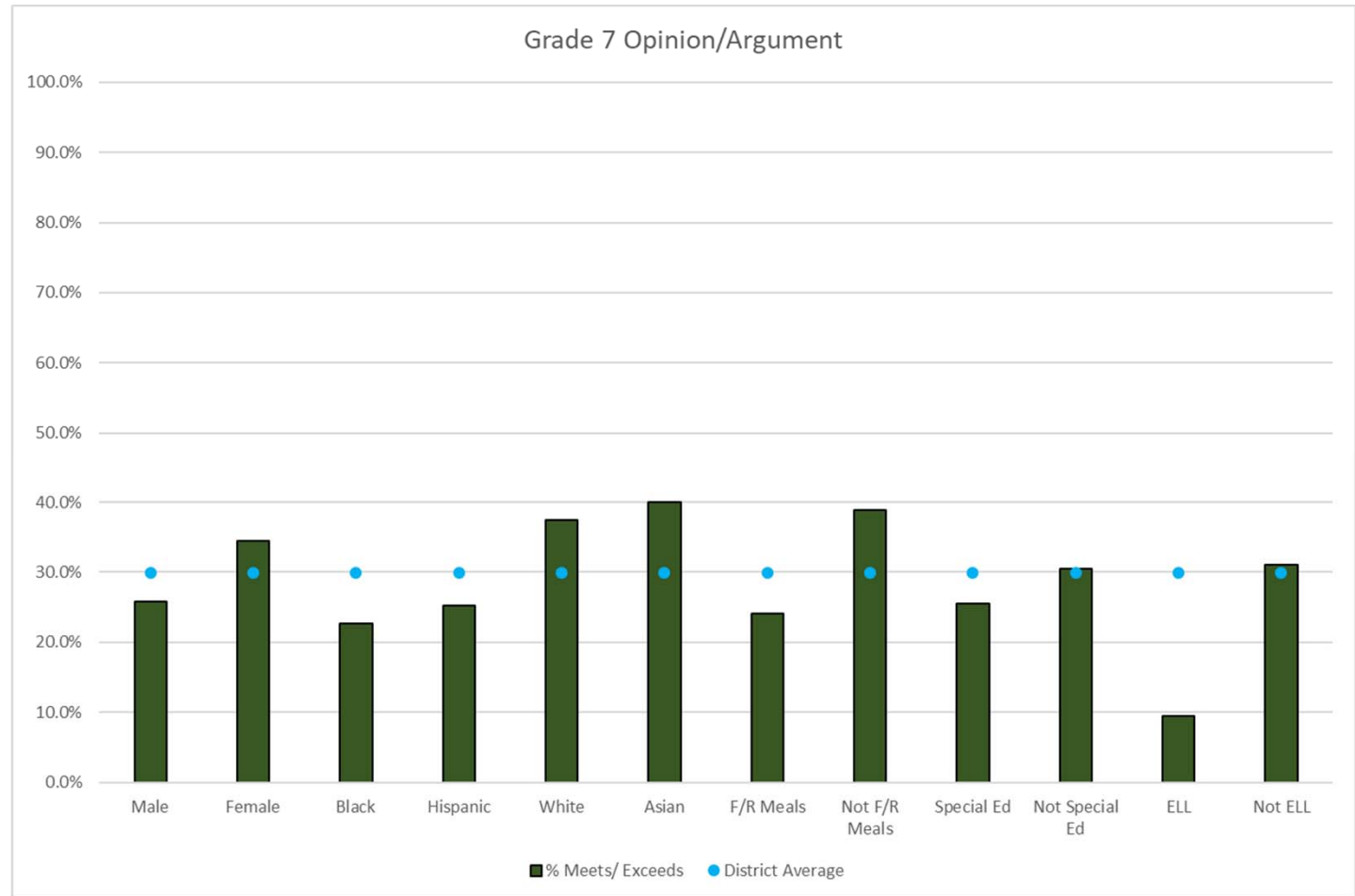
- Write an introduction.
- Elaborate with a variety of information.
- Give reasons and evidence.
- Organize your writing.
- Use transition words.
- Write a conclusion."



Manchester Public Schools

# District Unit Assessments 2018-2019 – Writing

Grade 7 Opinion/ Argument	# Students Meets/ Exceeds	# Students Tested	% Meets/ Exceeds
Male	50	194	25.8%
Female	60	174	34.5%
Black	19	84	22.6%
Hispanic	28	111	25.2%
White	48	128	37.5%
Asian	10	25	40.0%
F/R Meals	54	224	24.1%
Not F/R Meals	56	144	38.9%
Special Ed	11	43	25.6%
Not Special Ed	99	325	30.5%
ELL	2	21	9.5%
Not ELL	108	347	31.1%
District	110	368	29.9%



Manchester Public Schools



# District Unit Assessments

## Narrative Writing

Grade 8  
November 14, 2018

"I'm really eager to understand what you can do as writers of narratives, of stories, so today, will you please write the best personal narrative, the best true story, that you can write? Make this be the story of one time in your life. You might focus on just a scene or two. You'll have only forty-five minutes to write this true story, so you'll need to plan, draft, revise, and edit in one sitting. Write in a way that allows you to show off all you know about narrative writing.

### Grades 3-8, add

"In your writing, make sure you:

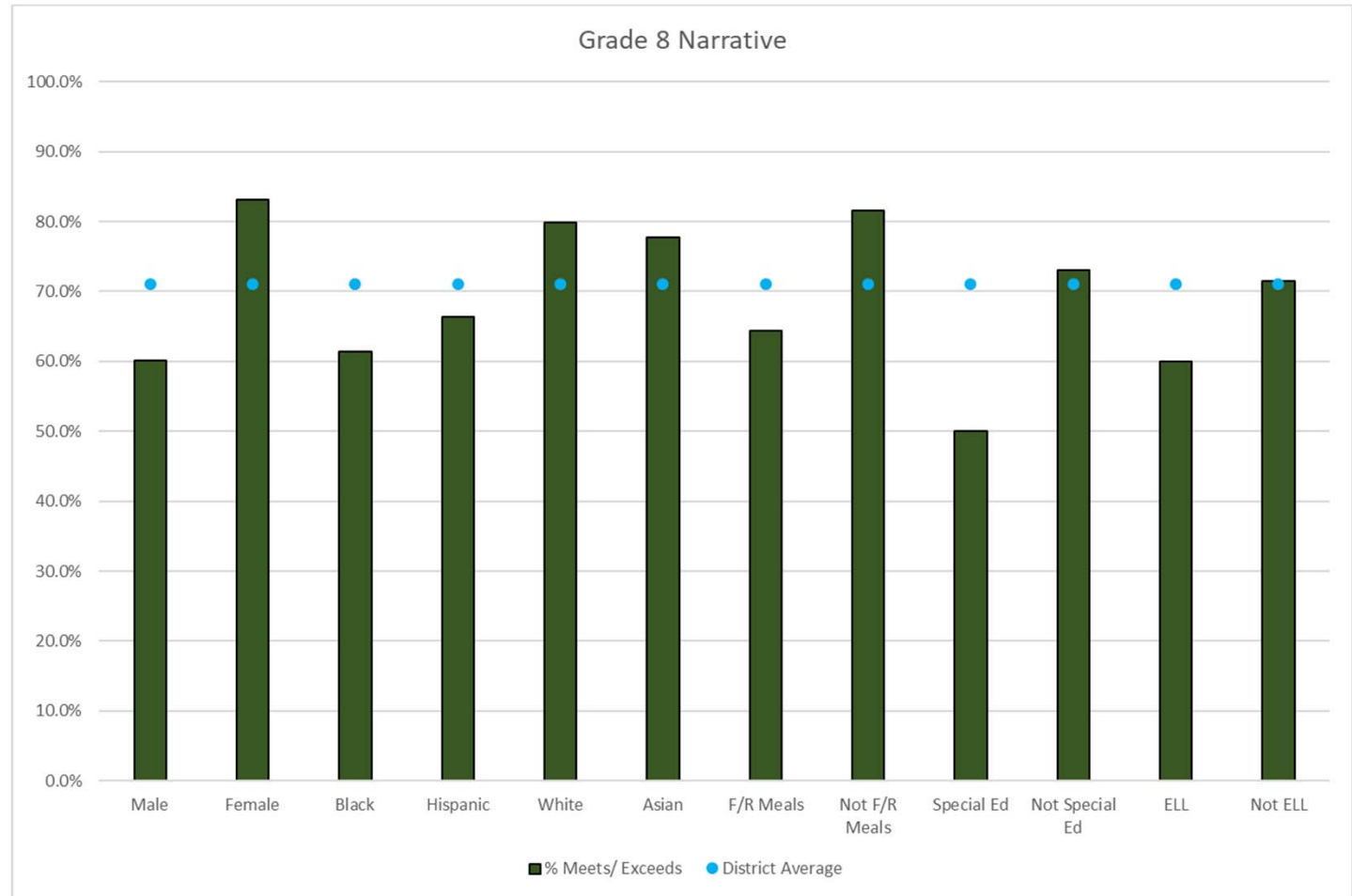
- Write a beginning for your story.
- Use transition words to tell what happened in order.
- Elaborate to help readers picture your story.
- Show what your story is really about.
- Write an ending for your story."



Manchester Public Schools

# District Unit Assessments 2018-2019 – Writing

Grade 8 Narrative	# Students Meets/ Exceeds	# Students Tested	% Meets/ Exceeds
Male	119	198	60.1%
Female	148	178	83.1%
Black	51	83	61.4%
Hispanic	71	107	66.4%
White	111	139	79.9%
Asian	21	27	77.8%
F/R Meals	148	230	64.3%
Not F/R Meals	119	146	81.5%
Special Ed	17	34	50.0%
Not Special Ed	250	342	73.1%
ELL	9	15	60.0%
Not ELL	258	361	71.5%
District	267	376	71.0%



Manchester Public Schools

# District Unit Assessments

## Mathematics

### Kindergarten

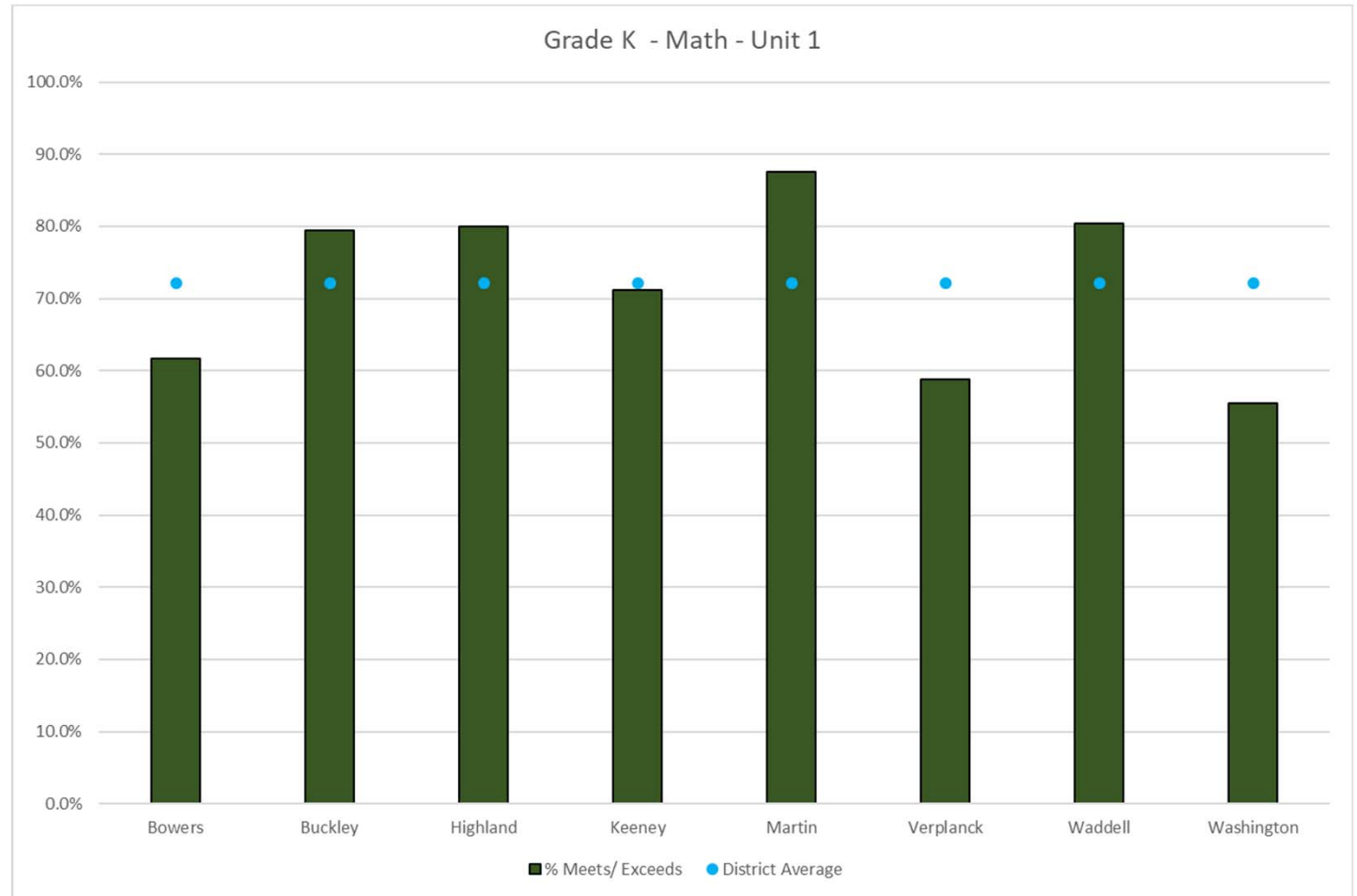
Unit 1 (11/30/18): Count and write numbers 0 – 20; count to tell how many (0-20); comparing numbers (greater than/less than), compare two written numbers

Unit 2a (1/24/19): Showing addition/subtraction with objects, fingers, equations, drawings; solve addition/subtraction word problems (within 10); break down numbers into pairs in more than one way using objects/drawings



# District Unit Assessments 2018-2019 – Mathematics

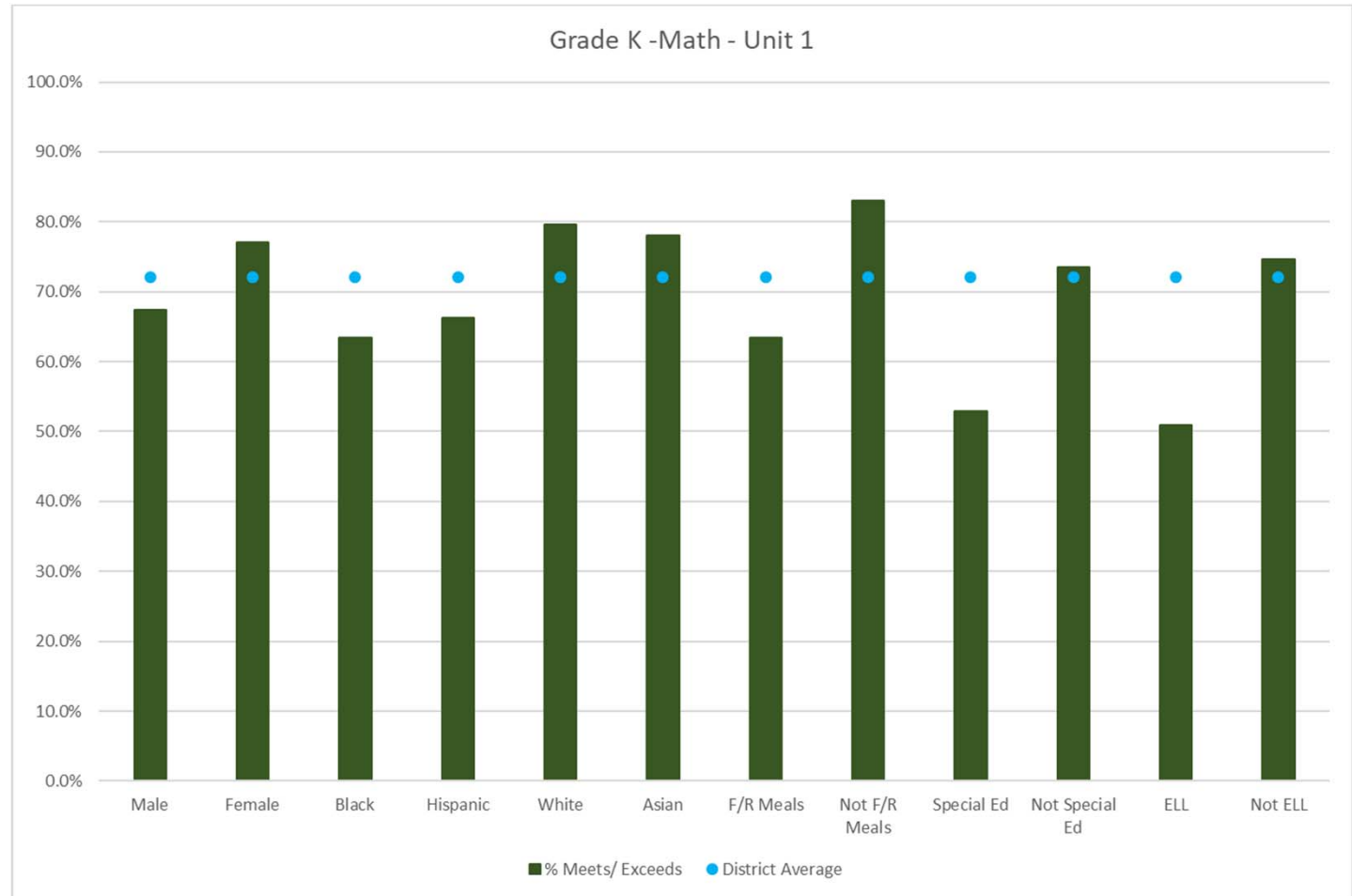
Grade K Unit 1	# Students Meets/ Exceeds	# Students Tested	% Meets/ Exceeds
Bowers	37	60	61.7%
Buckley	62	78	79.5%
Highland	36	45	80.0%
Keeney	42	59	71.2%
Martin	35	40	87.5%
Verplanck	37	63	58.7%
Waddell	86	107	80.4%
Washington	30	54	55.6%
District	365	506	72.1%



Manchester Public Schools

# District Unit Assessments 2018-2019 – Mathematics

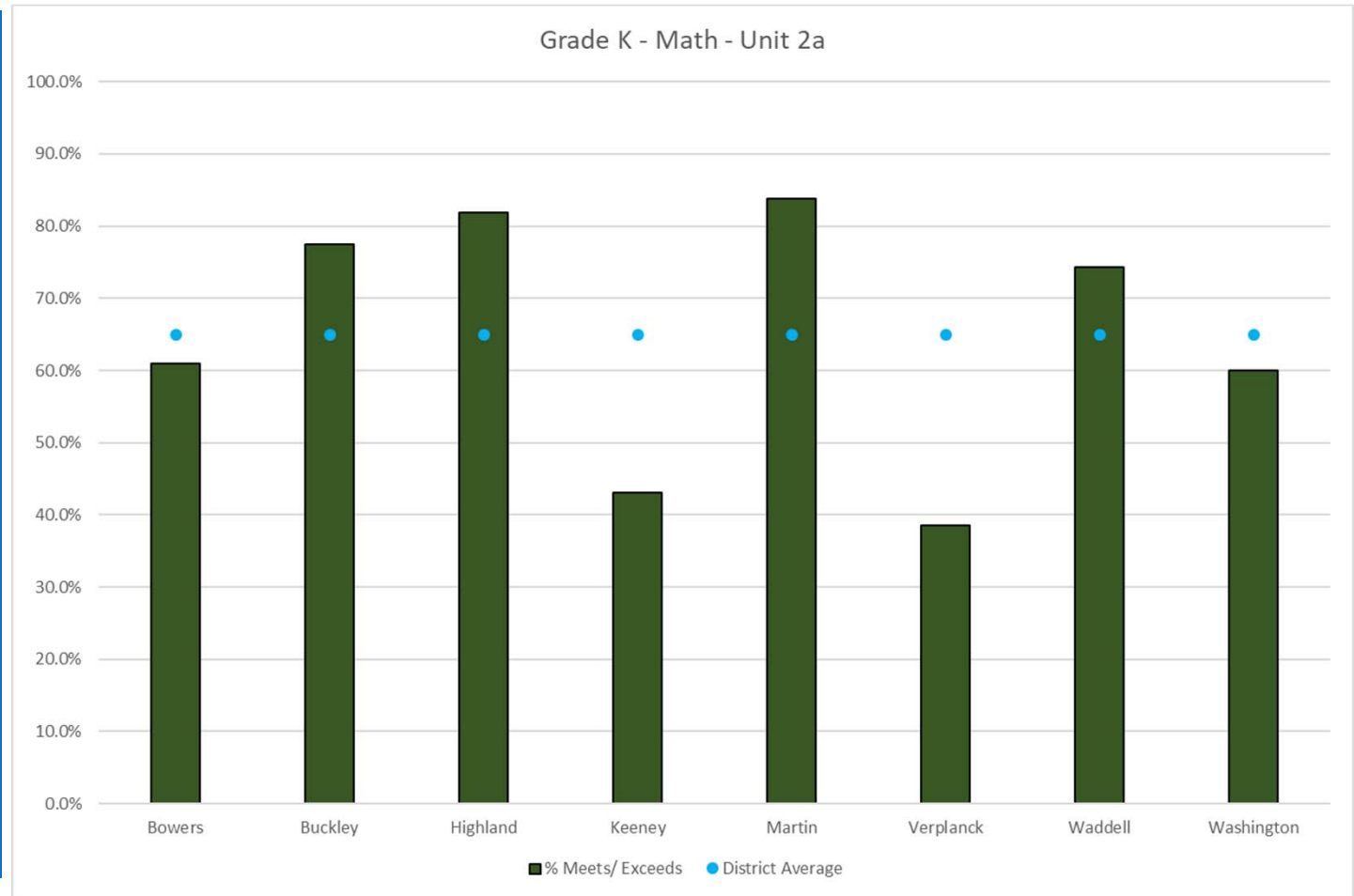
Grade K Unit 1	# Students Meets/ Exceeds	# Students Tested	% Meets/ Exceeds
Male	174	258	67.4%
Female	191	248	77.0%
Black	66	104	63.5%
Hispanic	94	142	66.2%
White	156	196	79.6%
Asian	39	50	78.0%
F/R Meals	179	282	63.5%
Not F/R Meals	186	224	83.0%
Special Ed	18	34	52.9%
Not Special Ed	347	472	73.5%
ELL	27	53	50.9%
Not ELL	338	453	74.6%
District	365	506	72.1%



Manchester Public Schools

# District Unit Assessments 2018-2019 – Mathematics

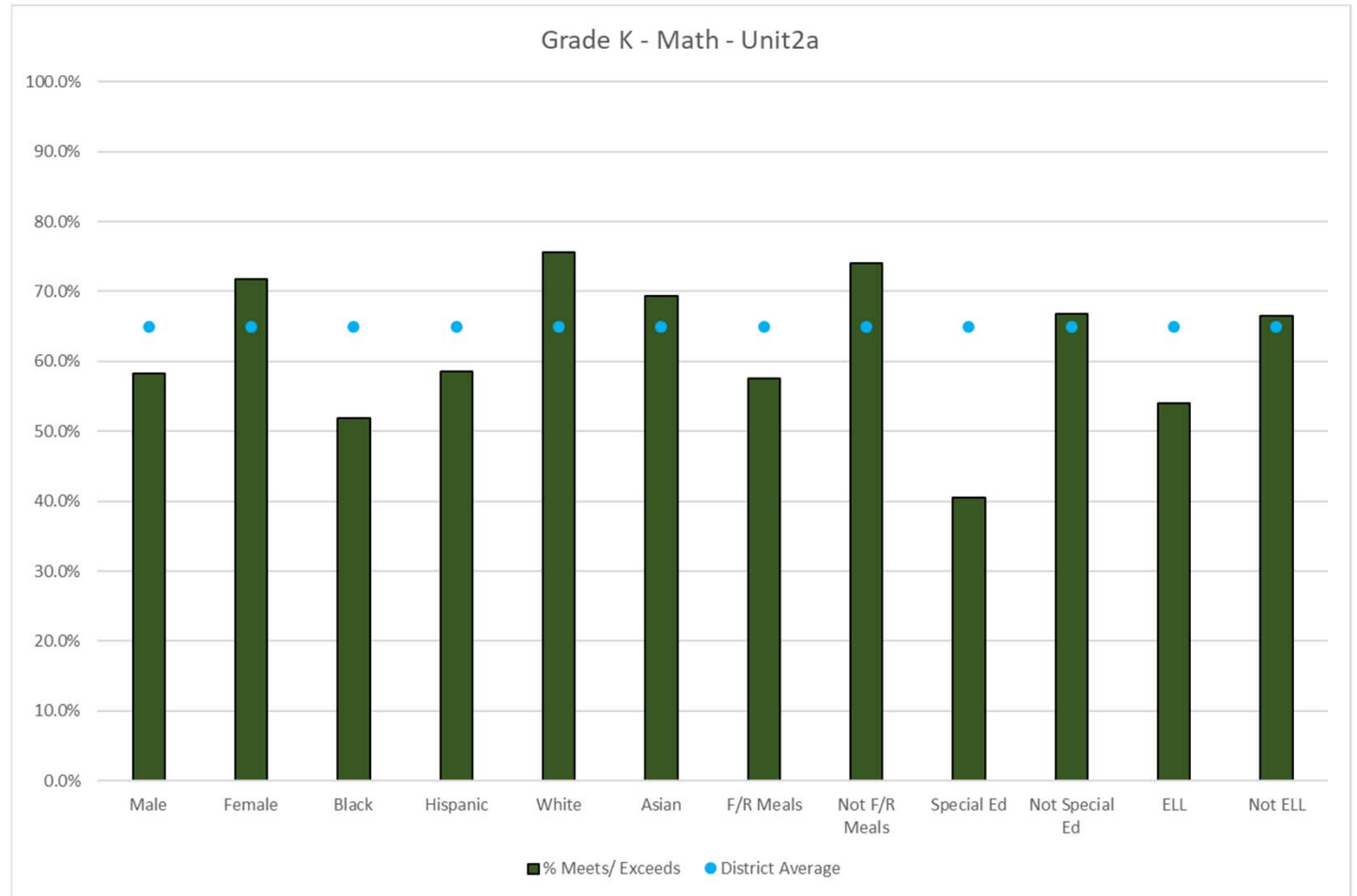
Grade K Unit 2a	# Students Meets/ Exceeds	# Students Tested	% Meets/ Exceeds
Bowers	36	59	61.0%
Buckley	62	80	77.5%
Highland	36	44	81.8%
Keeney	25	58	43.1%
Martin	31	37	83.8%
Verplanck	25	65	38.5%
Waddell	81	109	74.3%
Washington	33	55	60.0%
District	329	507	64.9%



Manchester Public Schools

# District Unit Assessments 2018-2019 – Mathematics

Grade K Unit 2a	# Students Meets/ Exceeds	# Students Tested	% Meets/ Exceeds
Male	151	259	58.3%
Female	178	248	71.8%
Black	55	106	51.9%
Hispanic	85	145	58.6%
White	146	193	75.6%
Asian	34	49	69.4%
F/R Meals	161	280	57.5%
Not F/R Meals	168	227	74.0%
Special Ed	15	37	40.5%
Not Special Ed	314	470	66.8%
ELL	34	63	54.0%
Not ELL	295	444	66.4%
District	329	507	64.9%



Manchester Public Schools

# District Unit Assessments

## Mathematics

### Grade 1

Unit 1a (10/30/18): Use addition and subtraction (within 20) to solve word problems (adding to, taking from, putting together, taking apart, comparing)

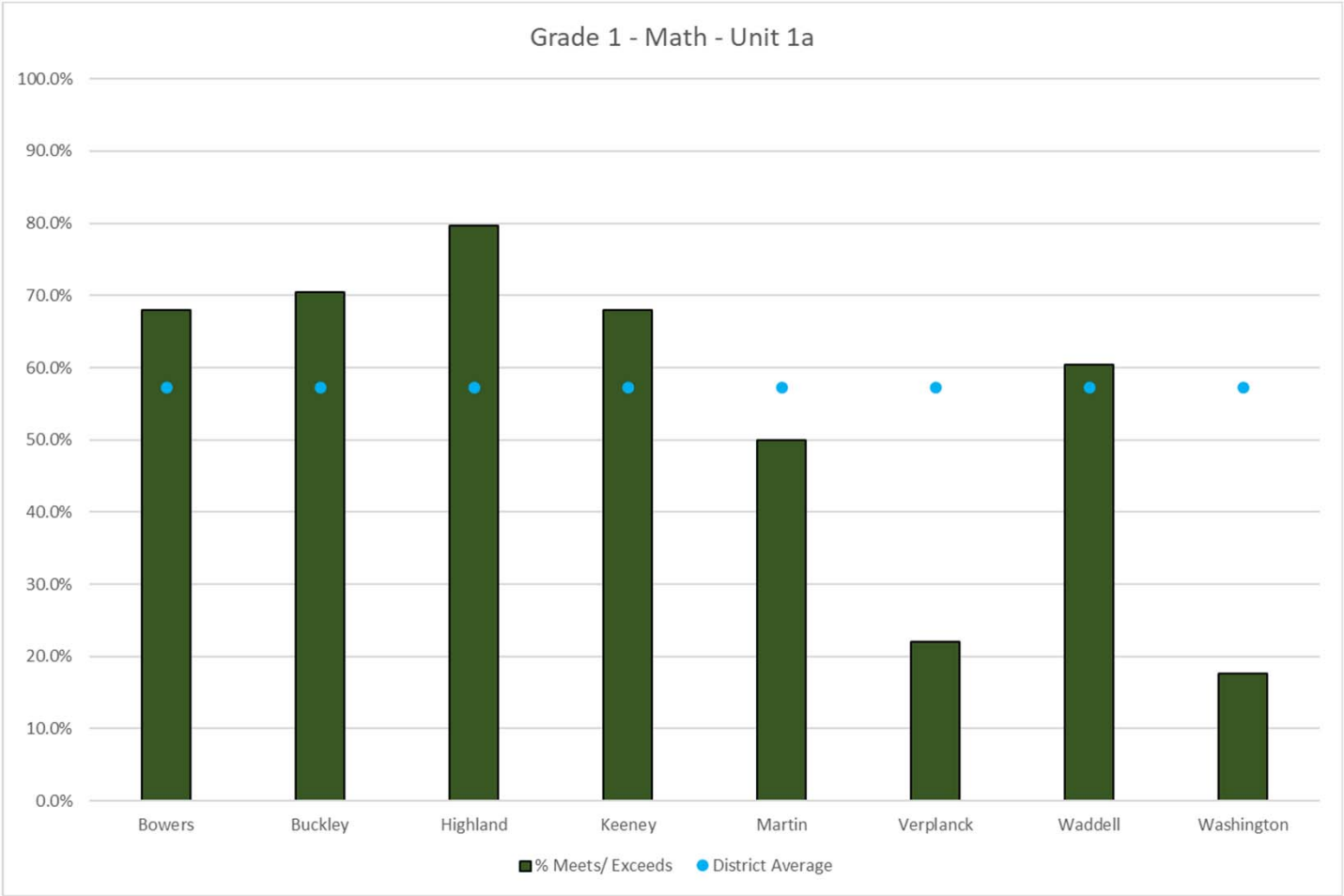
Unit 1b (12/11/18): Strategies to figure out unknown numbers (doubles, near doubles); relating addition and subtraction; addition/subtraction within 20 (counting back/forward); meanings of plus, minus and equal signs





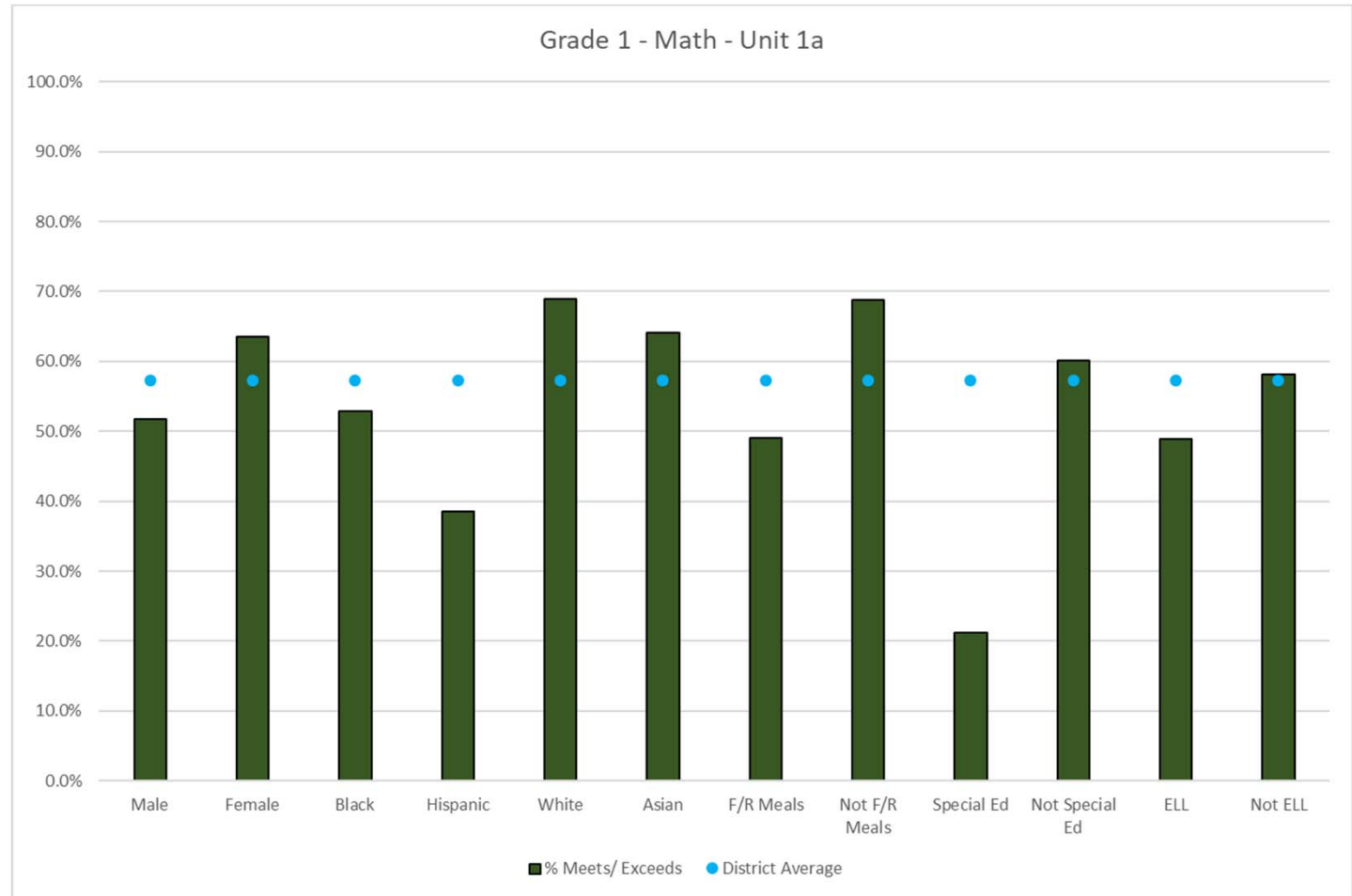
# District Unit Assessments 2018-2019 – Mathematics

Grade 1 Unit 1a	# Students Meets/ Exceeds	# Students Tested	% Meets/ Exceeds
Bowers	34	50	68.0%
Buckley	50	71	70.4%
Highland	43	54	79.6%
Keeney	34	50	68.0%
Martin	20	40	50.0%
Verplanck	11	50	22.0%
Waddell	61	101	60.4%
Washington	6	34	17.6%
District	260	454	57.3%



# District Unit Assessments 2018-2019 – Mathematics

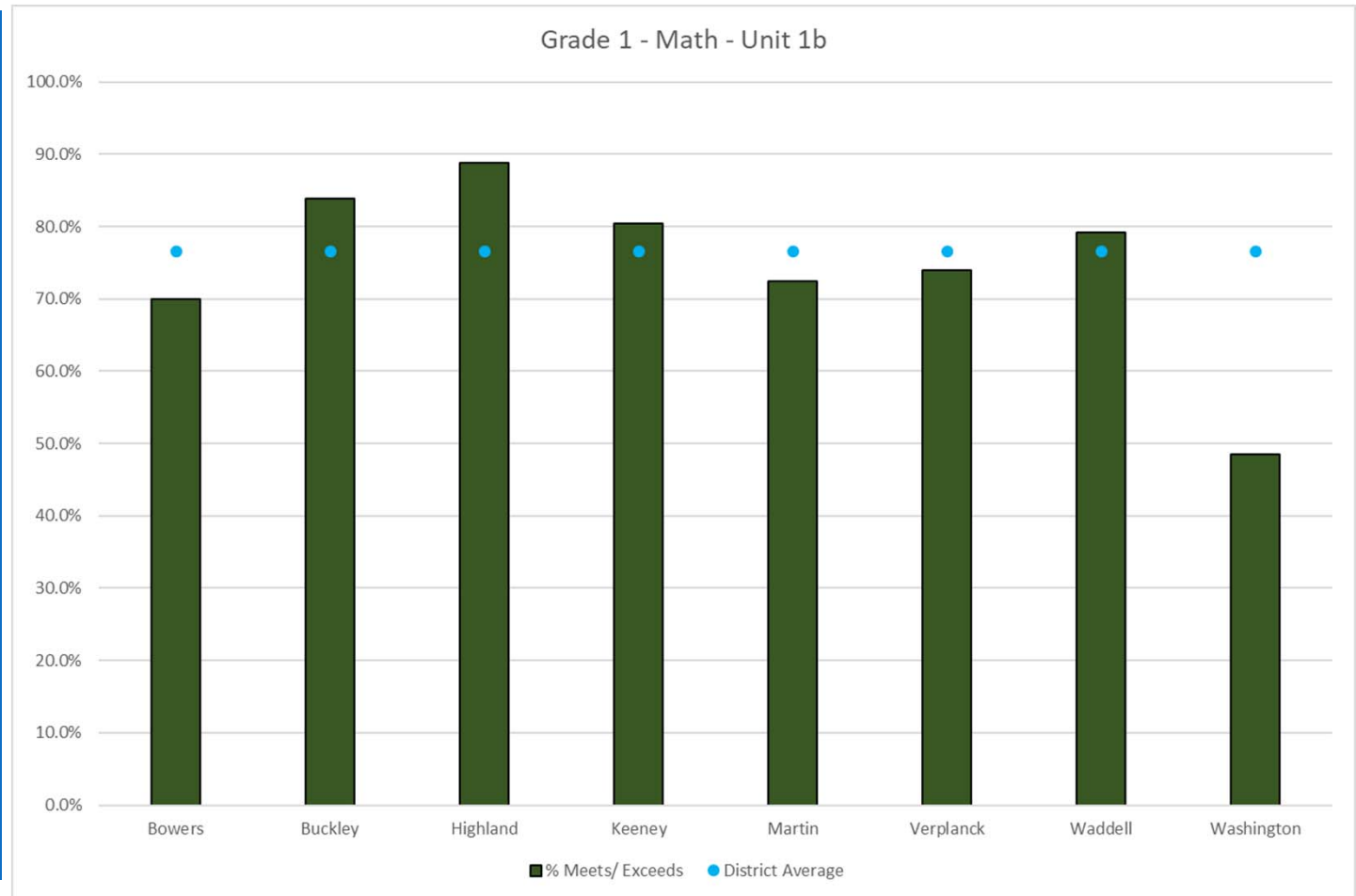
Grade 1 Unit 1a	#Students Meets/ Exceeds	#Students Tested	% Meets/ Exceeds
Male	124	240	51.7%
Female	136	214	63.6%
Black	55	104	52.9%
Hispanic	42	109	38.5%
White	115	167	68.9%
Asian	41	64	64.1%
F/R Meals	130	265	49.1%
Not F/R Meals	130	189	68.8%
Special Ed	7	33	21.2%
Not Special Ed	253	421	60.1%
ELL	21	43	48.8%
Not ELL	239	411	58.2%
District	260	454	57.3%



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# District Unit Assessments 2018-2019 – Mathematics

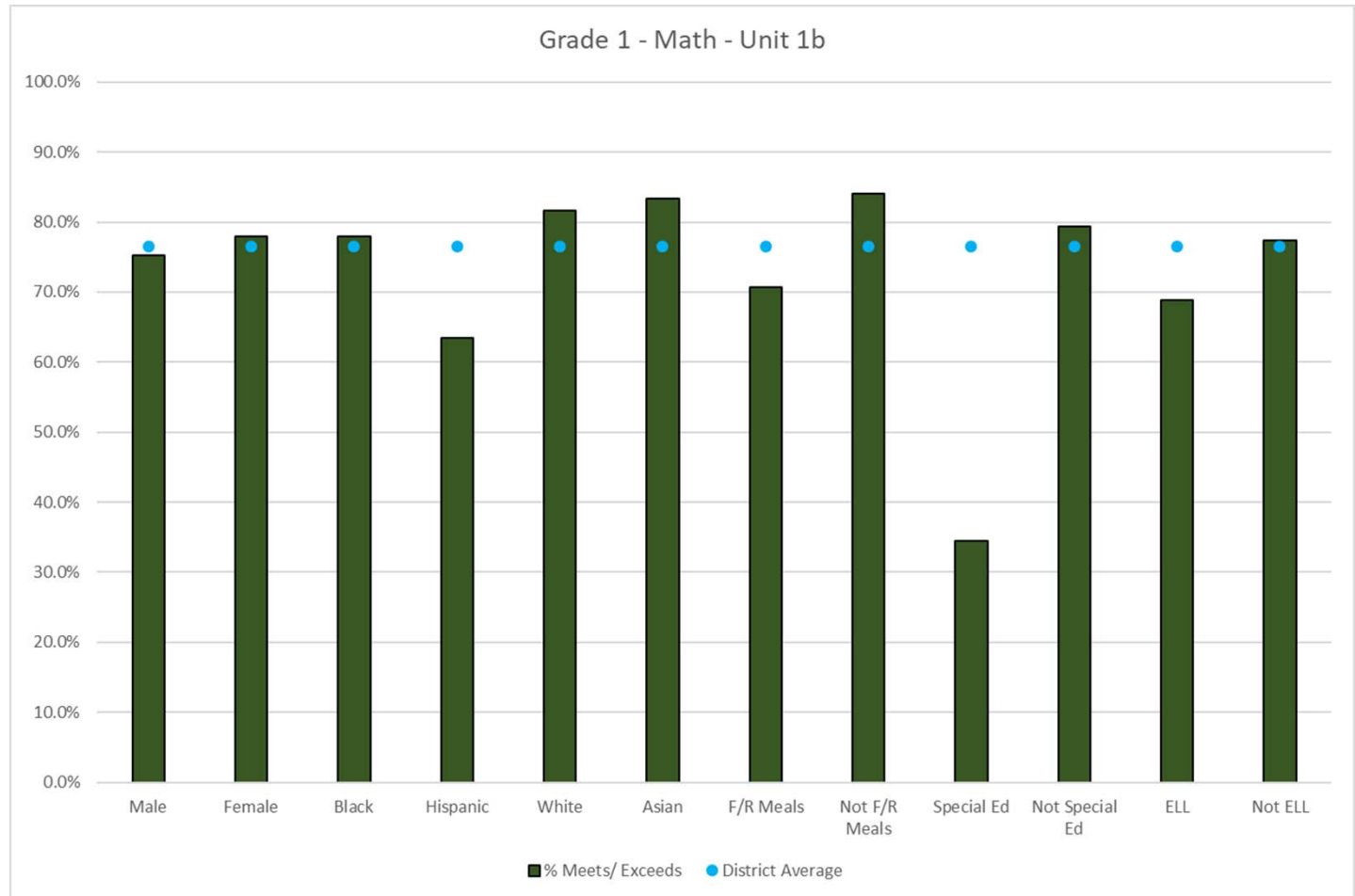
Grade 1 Unit 1b	# Students Meets/ Exceeds	# Students Tested	% Meets/ Exceeds
Bowers	35	50	70.0%
Buckley	57	68	83.8%
Highland	48	54	88.9%
Keeney	41	51	80.4%
Martin	29	40	72.5%
Verplanck	37	50	74.0%
Waddell	76	96	79.2%
Washington	17	35	48.6%
District	342	447	76.5%



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# District Unit Assessments 2018-2019 – Mathematics

Grade 1 Unit 1b	#Students Meets/ Exceeds	#Students Tested	% Meets/ Exceeds
Male	176	234	75.2%
Female	166	213	77.9%
Black	81	104	77.9%
Hispanic	71	112	63.4%
White	133	163	81.6%
Asian	50	60	83.3%
F/R Meals	179	253	70.8%
Not F/R Meals	163	194	84.0%
Special Ed	10	29	34.5%
Not Special Ed	332	418	79.4%
ELL	31	45	68.9%
Not ELL	311	402	77.4%
District	342	447	76.5%



Manchester Public Schools

# District Unit Assessments

## Mathematics

### Grade 2

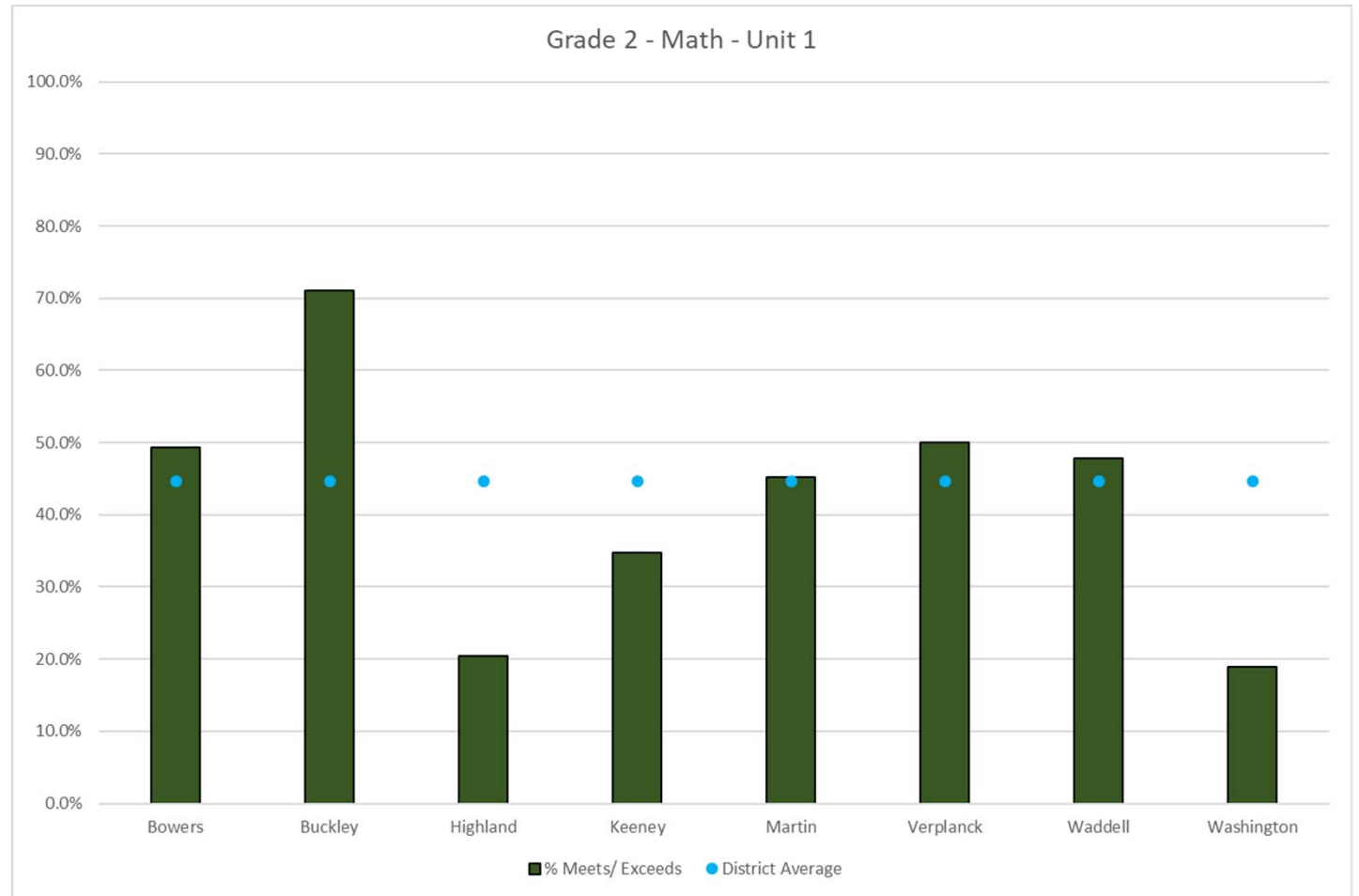
Unit 1 (11/09/18): Fluently add/subtract within 20 using mental strategies; Use addition and subtraction within 100 to solve one and two step word problems; Identifying odd/even numbers; use ten-frames to show making a ten (addition/subtraction)

Unit 2a (12/21/18): Solving Addition and subtraction word problems (within 100) using various strategies (hundreds chart, open number line, breaking numbers apart);



# District Unit Assessments 2018-2019 – Mathematics

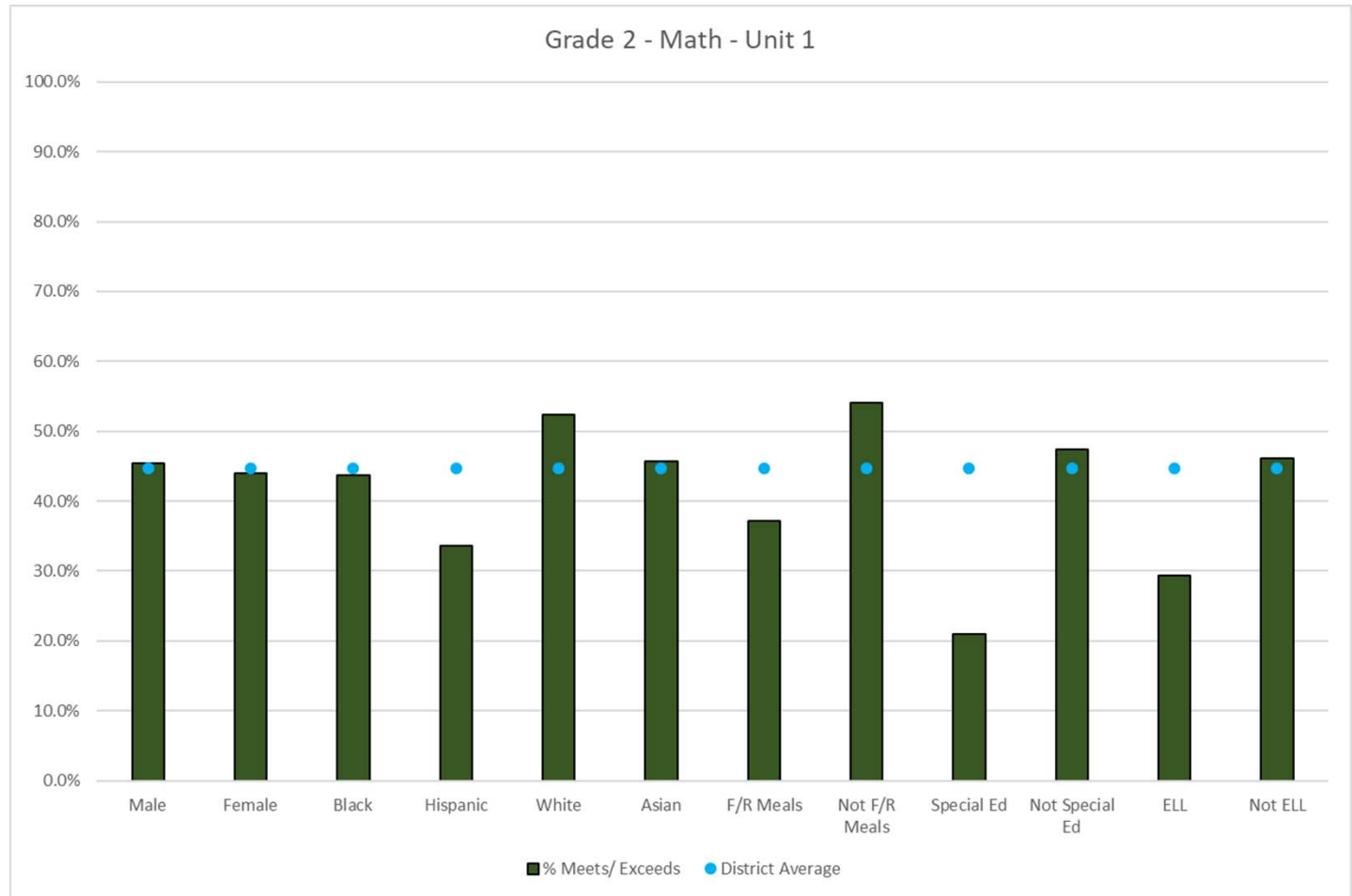
Grade 2 Unit 1	# Students Meets/ Exceeds	# Students Tested	% Meets/ Exceeds
Bowers	36	73	49.3%
Buckley	49	69	71.0%
Highland	10	49	20.4%
Keeney	16	46	34.8%
Martin	14	31	45.2%
Verplanck	22	44	50.0%
Waddell	32	67	47.8%
Washington	7	37	18.9%
District	186	416	44.7%



Manchester Public Schools

# District Unit Assessments 2018-2019 – Mathematics

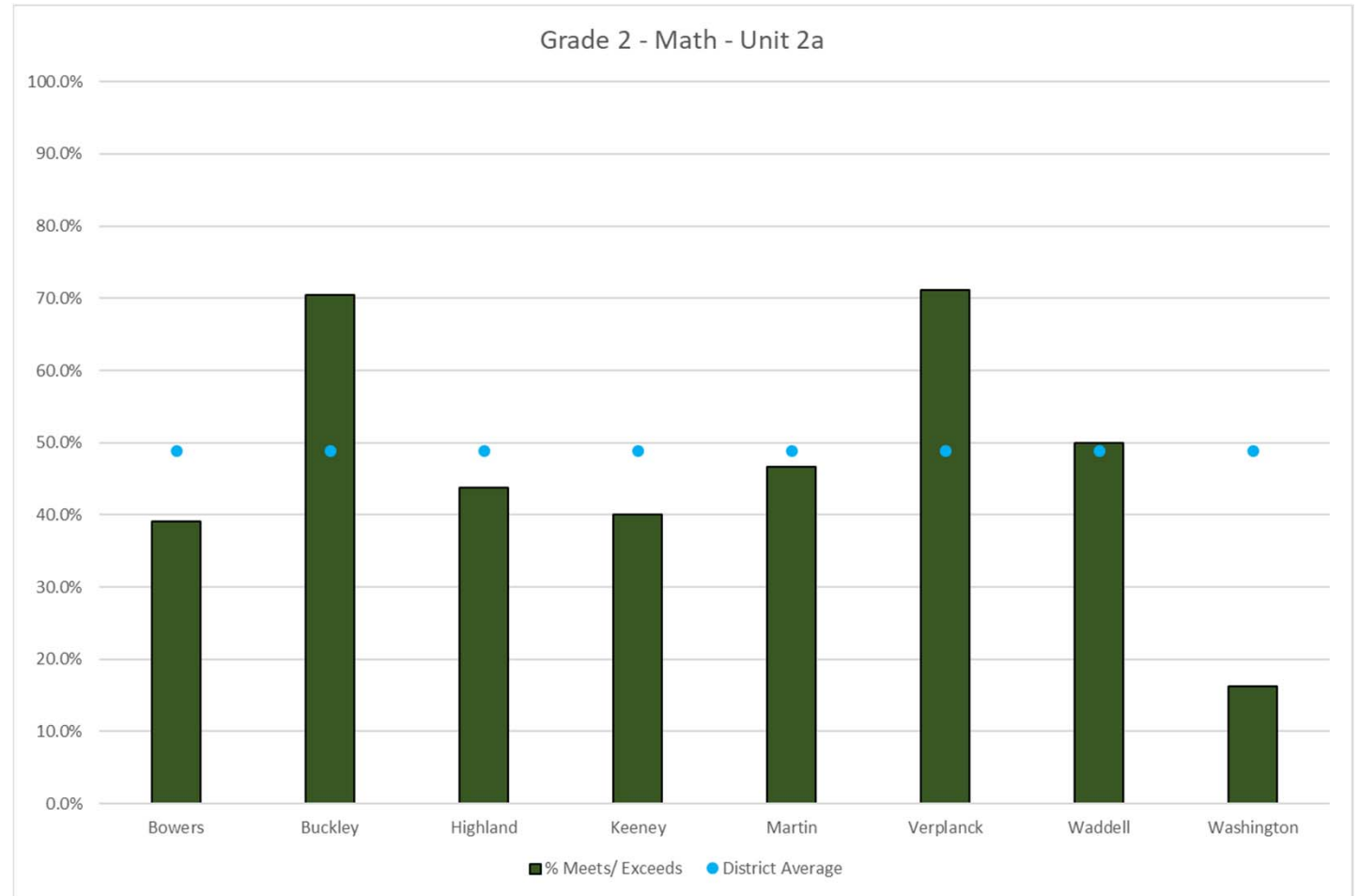
Grade 2 Unit 1	#Students Meets/ Exceeds	#Students Tested	% Meets/ Exceeds
Male	94	207	45.4%
Female	92	209	44.0%
Black	45	103	43.7%
Hispanic	34	101	33.7%
White	89	170	52.4%
Asian	16	35	45.7%
F/R Meals	86	231	37.2%
Not F/R Meals	100	185	54.1%
Special Ed	9	43	20.9%
Not Special Ed	177	373	47.5%
ELL	10	34	29.4%
Not ELL	176	382	46.1%
District	186	416	44.7%



Manchester Public Schools

# District Unit Assessments 2018-2019 – Mathematics

Grade 2 Unit 2a	# Students Meets/ Exceeds	# Students Tested	% Meets/ Exceeds
Bowers	27	69	39.1%
Buckley	50	71	70.4%
Highland	21	48	43.8%
Keeney	18	45	40.0%
Martin	14	30	46.7%
Verplanck	32	45	71.1%
Waddell	35	70	50.0%
Washington	6	37	16.2%
District	203	415	48.9%

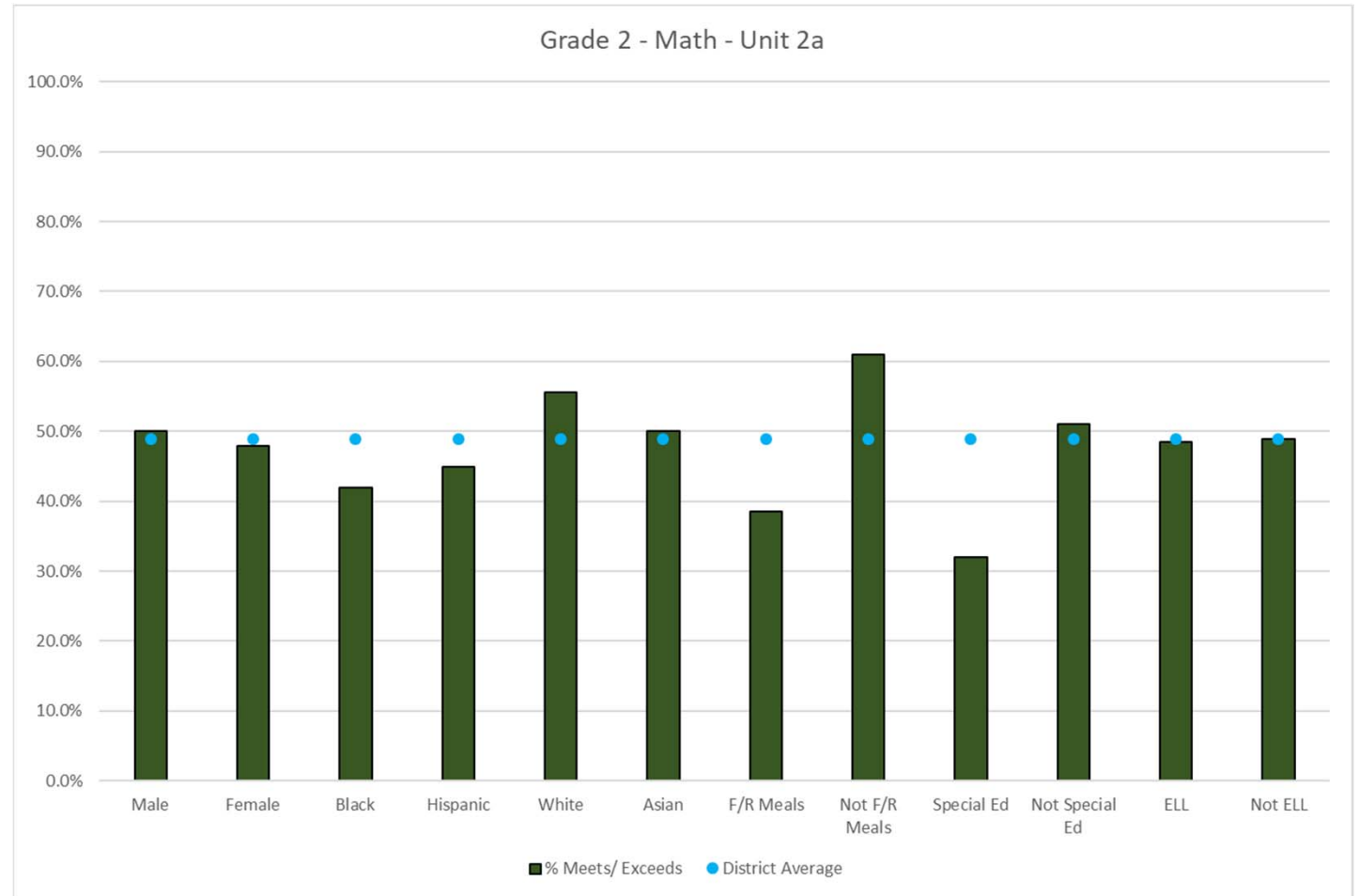


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# District Unit Assessments 2018-2019 – Mathematics

Grade 2 Unit 2a	# Students Meets/ Exceeds	# Students Tested	% Meets/ Exceeds
Male	103	206	50.0%
Female	100	209	47.8%
Black	44	105	41.9%
Hispanic	44	98	44.9%
White	94	169	55.6%
Asian	18	36	50.0%
F/R Meals	86	223	38.6%
Not F/R Meals	117	192	60.9%
Special Ed	15	47	31.9%
Not Special Ed	188	368	51.1%
ELL	16	33	48.5%
Not ELL	187	382	49.0%
District	203	415	48.9%



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# District Unit Assessments

## Mathematics

### Grade 3

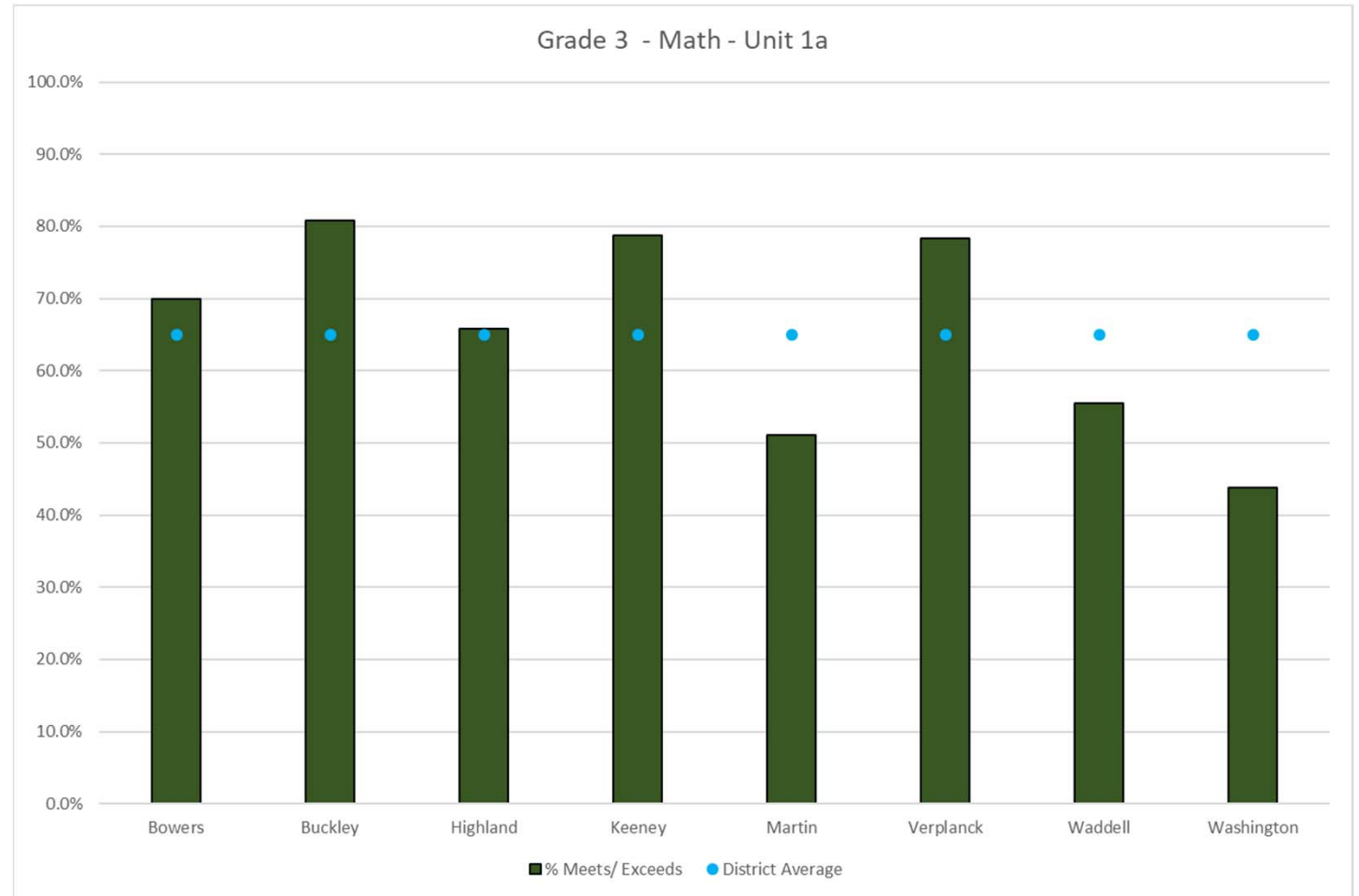
Unit 1a (11/21/18): Fluently multiply/divide within 100; Interpreting products/quotients of whole numbers; Determining missing factor/product/quotient; Multiplication/Division within 100 to solve word problems (using arrays, equal groups, measurement quantities)

Unit 1b (12/21/18): Multiply/divide using properties of operations (commutative, associative, distributive); Solving for unknowns in multiplication/division equations; understanding relationship between multiplication and division; relating area to multiplication/addition



# District Unit Assessments 2018-2019 – Mathematics

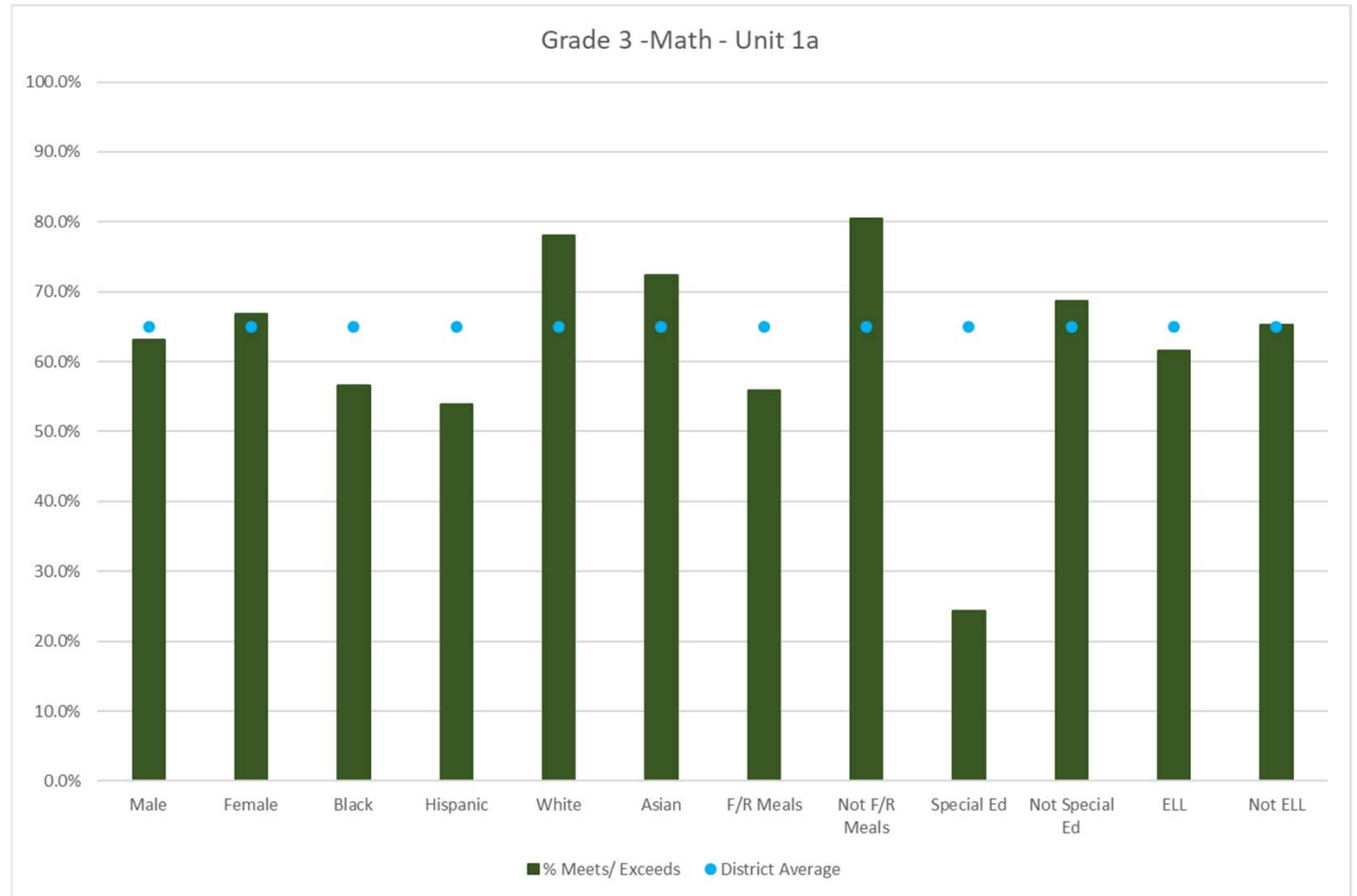
Grade 3 Unit 1a	# Students Meets/ Exceeds	# Students Tested	% Meets/ Exceeds
Bowers	42	60	70.0%
Buckley	42	52	80.8%
Highland	25	38	65.8%
Keeney	37	47	78.7%
Martin	24	47	51.1%
Verplanck	47	60	78.3%
Waddell	45	81	55.6%
Washington	25	57	43.9%
District	288	443	65.0%



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# District Unit Assessments 2018-2019 – Mathematics

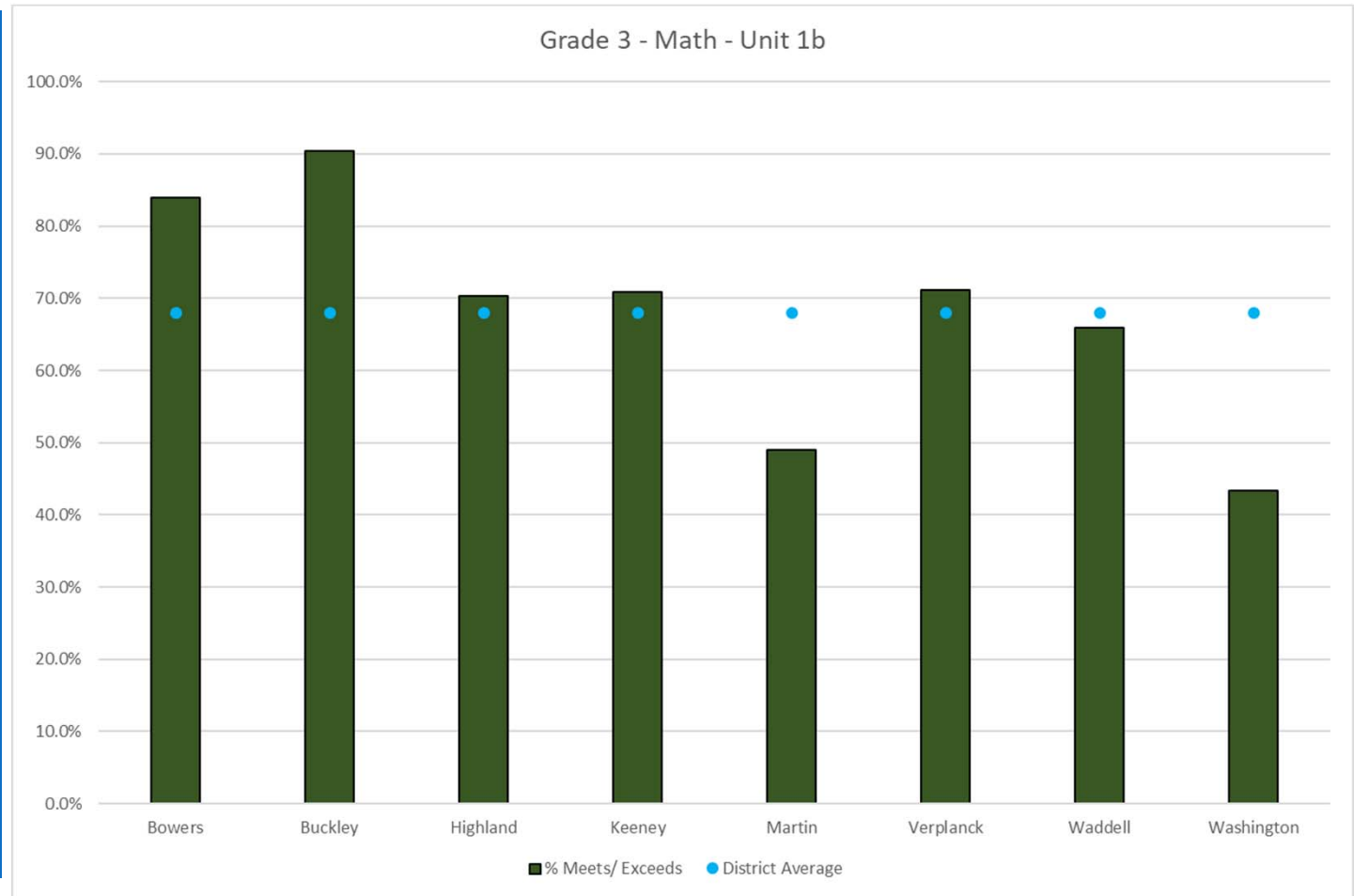
Grade 3 Unit 1a	# Students Meets/ Exceeds	# Students Tested	% Meets/ Exceeds
Male	139	220	63.2%
Female	149	223	66.8%
Black	60	106	56.6%
Hispanic	69	128	53.9%
White	132	169	78.1%
Asian	21	29	72.4%
F/R Meals	156	279	55.9%
Not F/R Meals	132	164	80.5%
Special Ed	9	37	24.3%
Not Special Ed	279	406	68.7%
ELL	16	26	61.5%
Not ELL	272	417	65.2%
District	288	443	65.0%



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# District Unit Assessments 2018-2019 – Mathematics

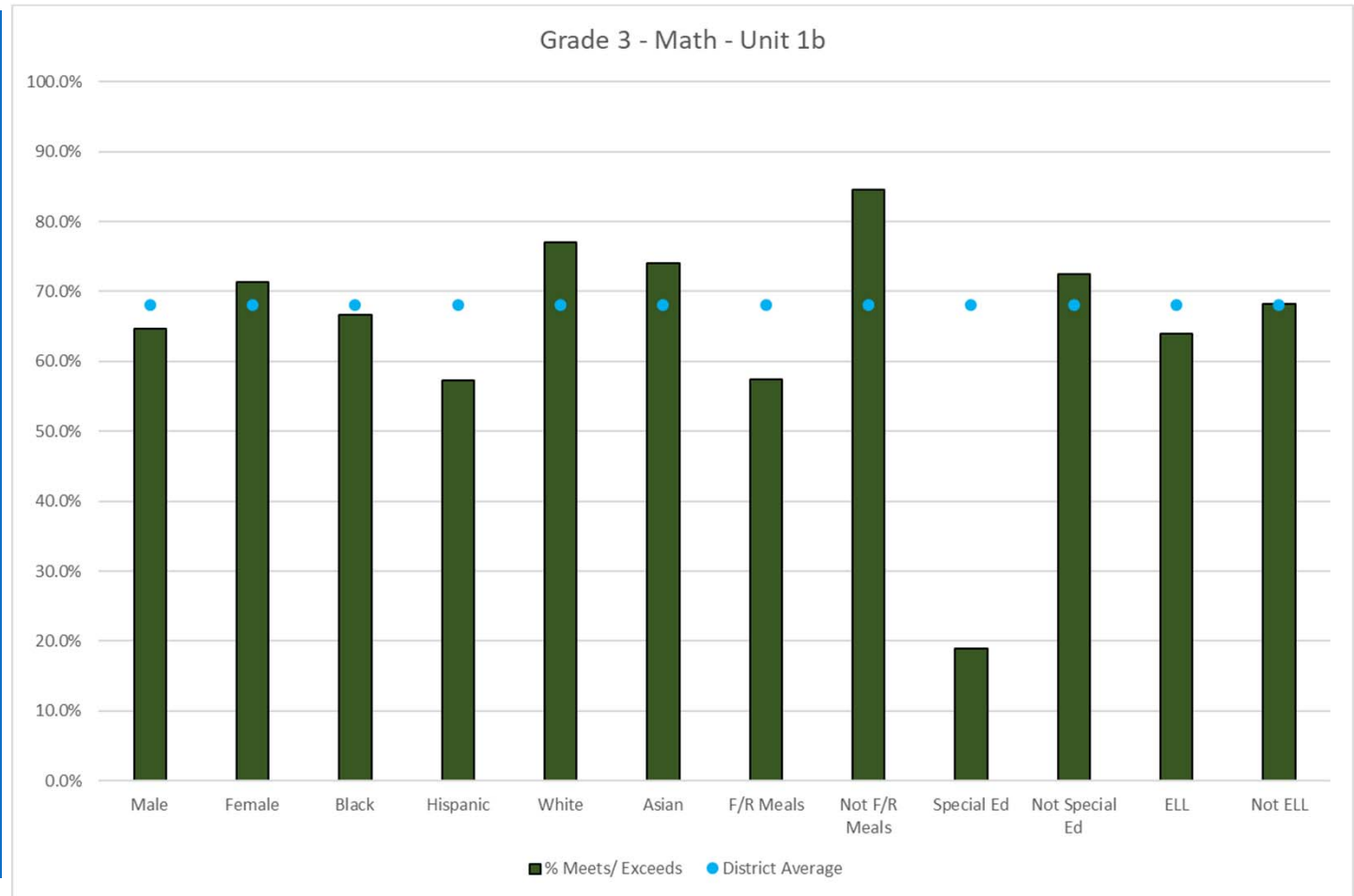
Grade 3 Unit 1b	# Students Meets/ Exceeds	# Students Tested	% Meets/ Exceeds
Bowers	52	62	83.9%
Buckley	47	52	90.4%
Highland	26	37	70.3%
Keeney	34	48	70.8%
Martin	23	47	48.9%
Verplanck	42	59	71.2%
Waddell	54	82	65.9%
Washington	26	60	43.3%
District	304	447	68.0%



Manchester Public Schools

# District Unit Assessments 2018-2019 – Mathematics

Grade 3 Unit 1b	# Students Meets/ Exceeds	# Students Tested	% Meets/ Exceeds
Male	145	224	64.7%
Female	159	223	71.3%
Black	72	108	66.7%
Hispanic	75	131	57.3%
White	131	170	77.1%
Asian	20	27	74.1%
F/R Meals	156	272	57.4%
Not F/R Meals	148	175	84.6%
Special Ed	7	37	18.9%
Not Special Ed	297	410	72.4%
ELL	16	25	64.0%
Not ELL	288	422	68.2%
District	304	447	68.0%



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# District Unit Assessments

## Mathematics

### Grade 4

Unit 1 (10/25/18): Place value & rounding, comparing whole numbers (greater than  $>$ /less than  $<$ /equal to  $=$ ); fluently add/subtract multi-digit whole numbers

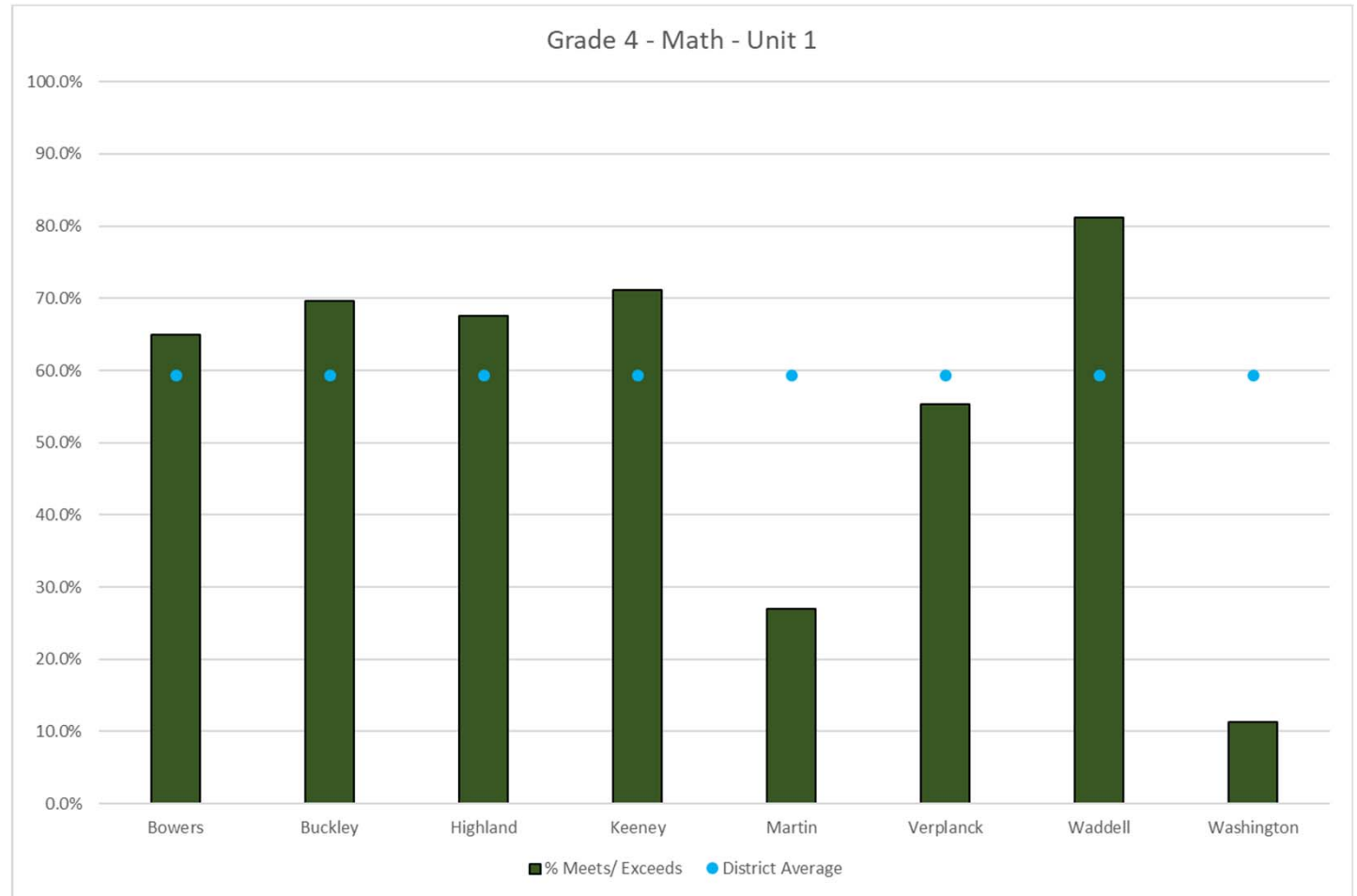
Unit 2a (12/04/18): Factors pairs, prime/composite numbers; multiply whole numbers up to 4 digits by 1 digit and two 2 digit whole numbers; area and perimeter formulas for rectangles – relating to multiplication/addition

Unit 2b (1/28/19): Multiply/divide whole numbers up to 4 digits by 1 digit and two 2 digit whole numbers using various strategies (area model, partial product, place value, rectangular arrays, partial quotient etc.); solve multi-step multiplication/division word problems, using a letter for unknown; using mental math/estimation to verify reasonableness of answers



# District Unit Assessments 2018-2019 – Mathematics

Grade 4 Unit 1	# Students Meets/ Exceeds	# Students Tested	% Meets/ Exceeds
Bowers	39	60	65.0%
Buckley	39	56	69.6%
Highland	25	37	67.6%
Keeney	32	45	71.1%
Martin	10	37	27.0%
Verplanck	31	56	55.4%
Waddell	82	101	81.2%
Washington	6	53	11.3%
District	264	445	59.3%

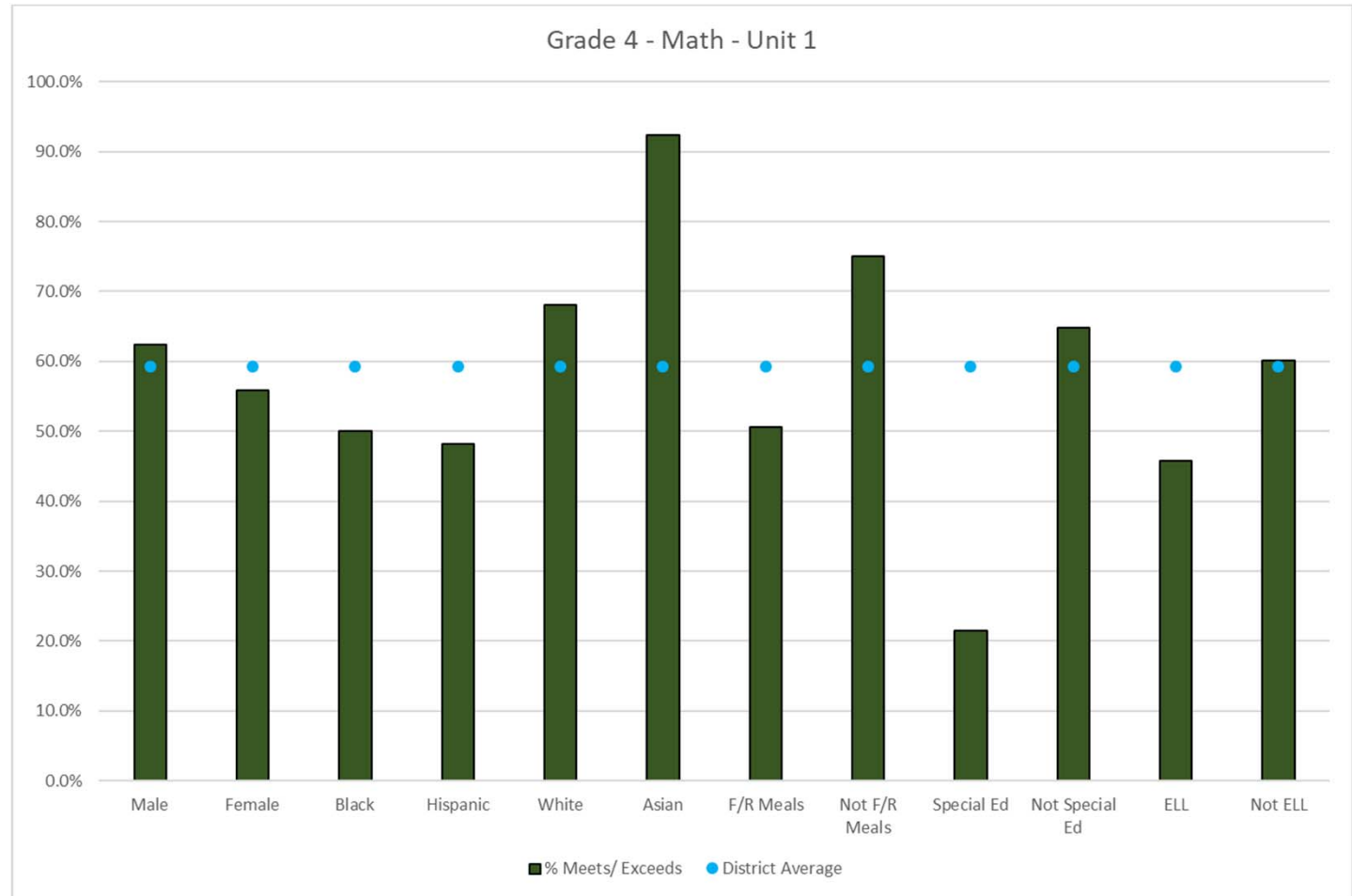


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# District Unit Assessments 2018-2019 – Mathematics

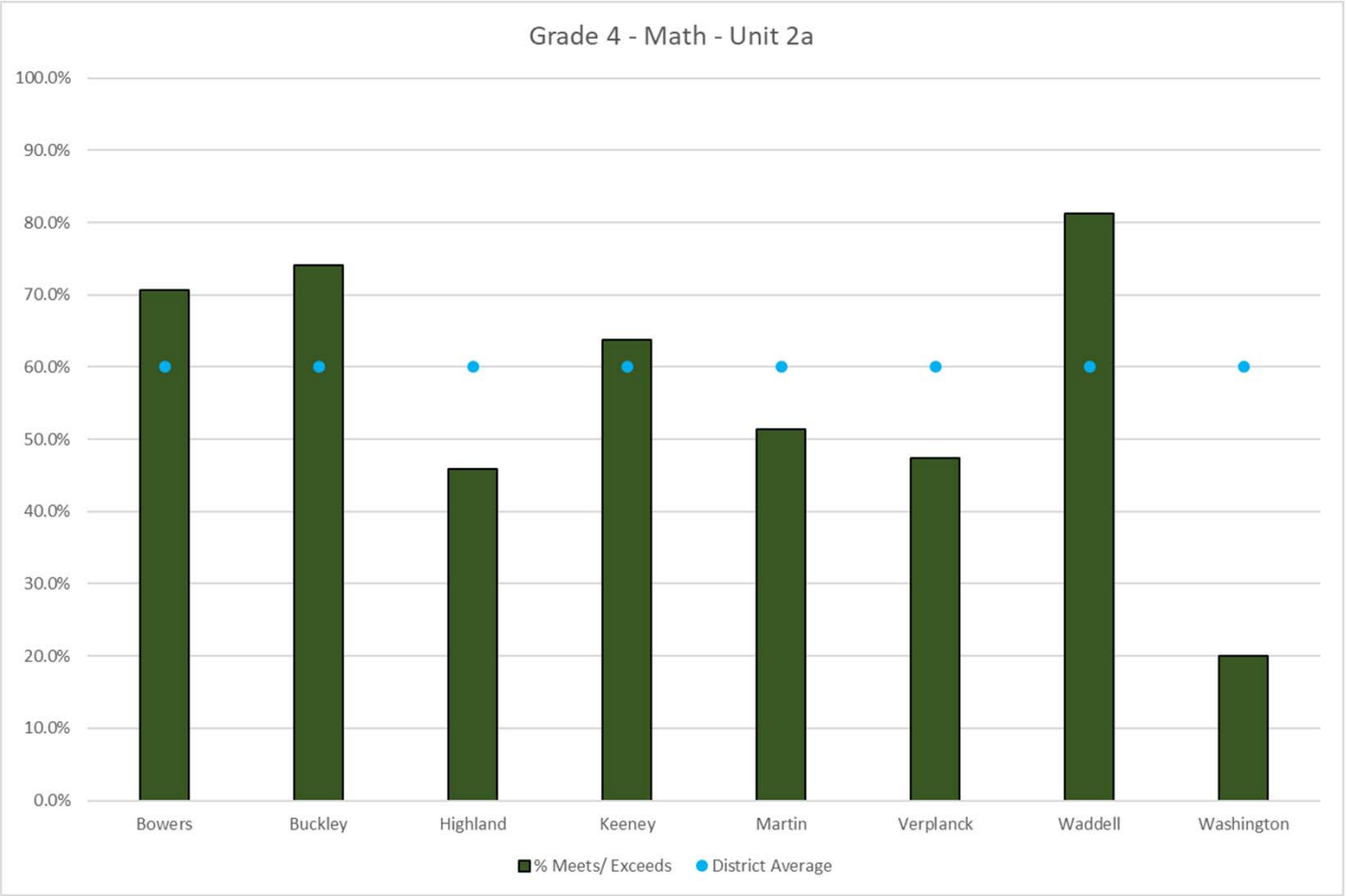
Grade 4 Unit 1	# Students Meets/ Exceeds	# Students Tested	% Meets/ Exceeds
Male	146	234	62.4%
Female	118	211	55.9%
Black	54	108	50.0%
Hispanic	66	137	48.2%
White	109	160	68.1%
Asian	24	26	92.3%
F/R Meals	144	285	50.5%
Not F/R Meals	120	160	75.0%
Special Ed	12	56	21.4%
Not Special Ed	252	389	64.8%
ELL	11	24	45.8%
Not ELL	253	421	60.1%
District	264	445	59.3%



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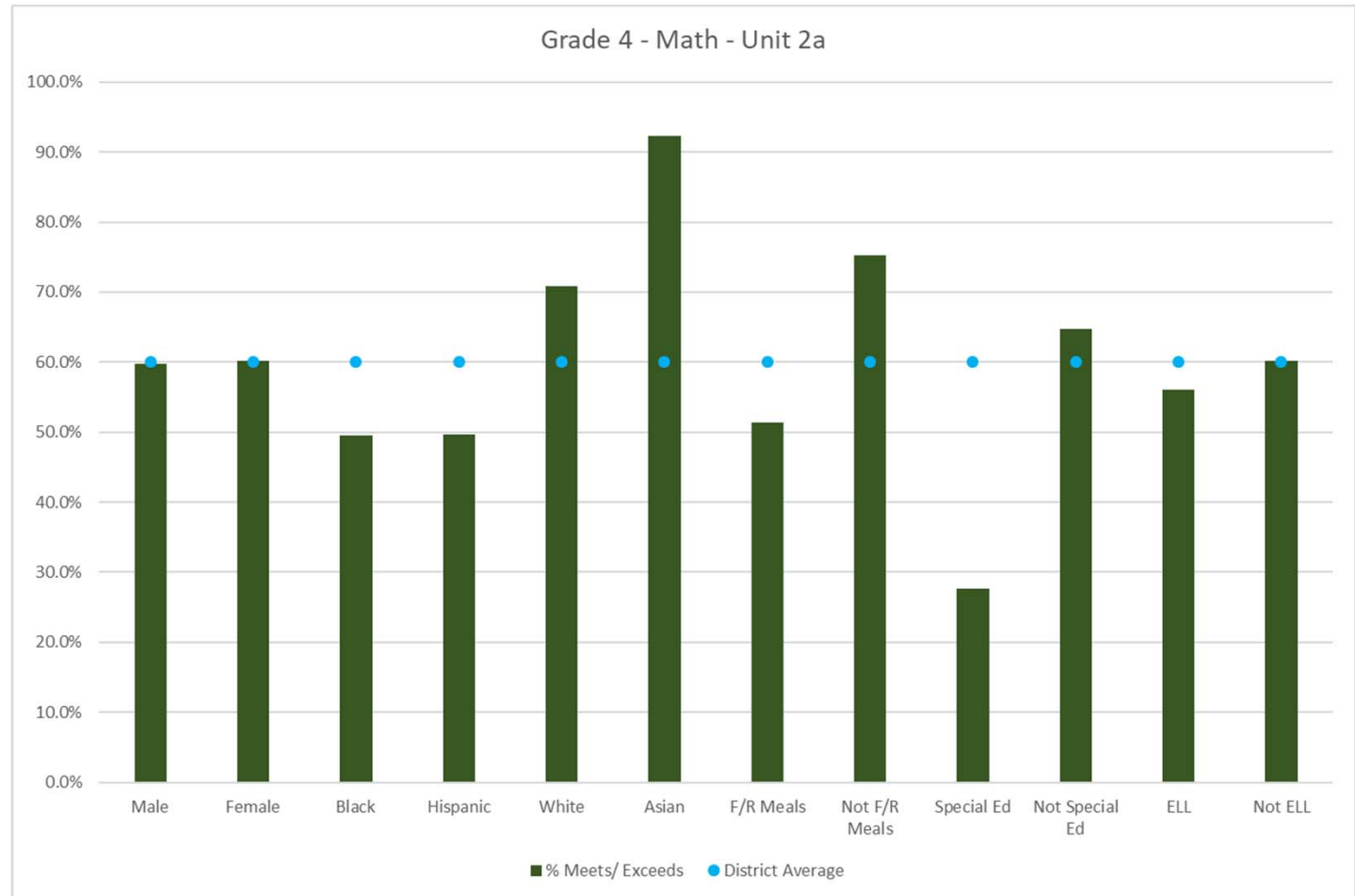
# District Unit Assessments 2018-2019 – Mathematics

Grade 4 Unit 2a	# Students Meets/ Exceeds	# Students Tested	% Meets/ Exceeds
Bowers	41	58	70.7%
Buckley	43	58	74.1%
Highland	17	37	45.9%
Keeney	30	47	63.8%
Martin	19	37	51.4%
Verplanck	27	57	47.4%
Waddell	82	101	81.2%
Washington	11	55	20.0%
District	270	450	60.0%



# District Unit Assessments 2018-2019 – Mathematics

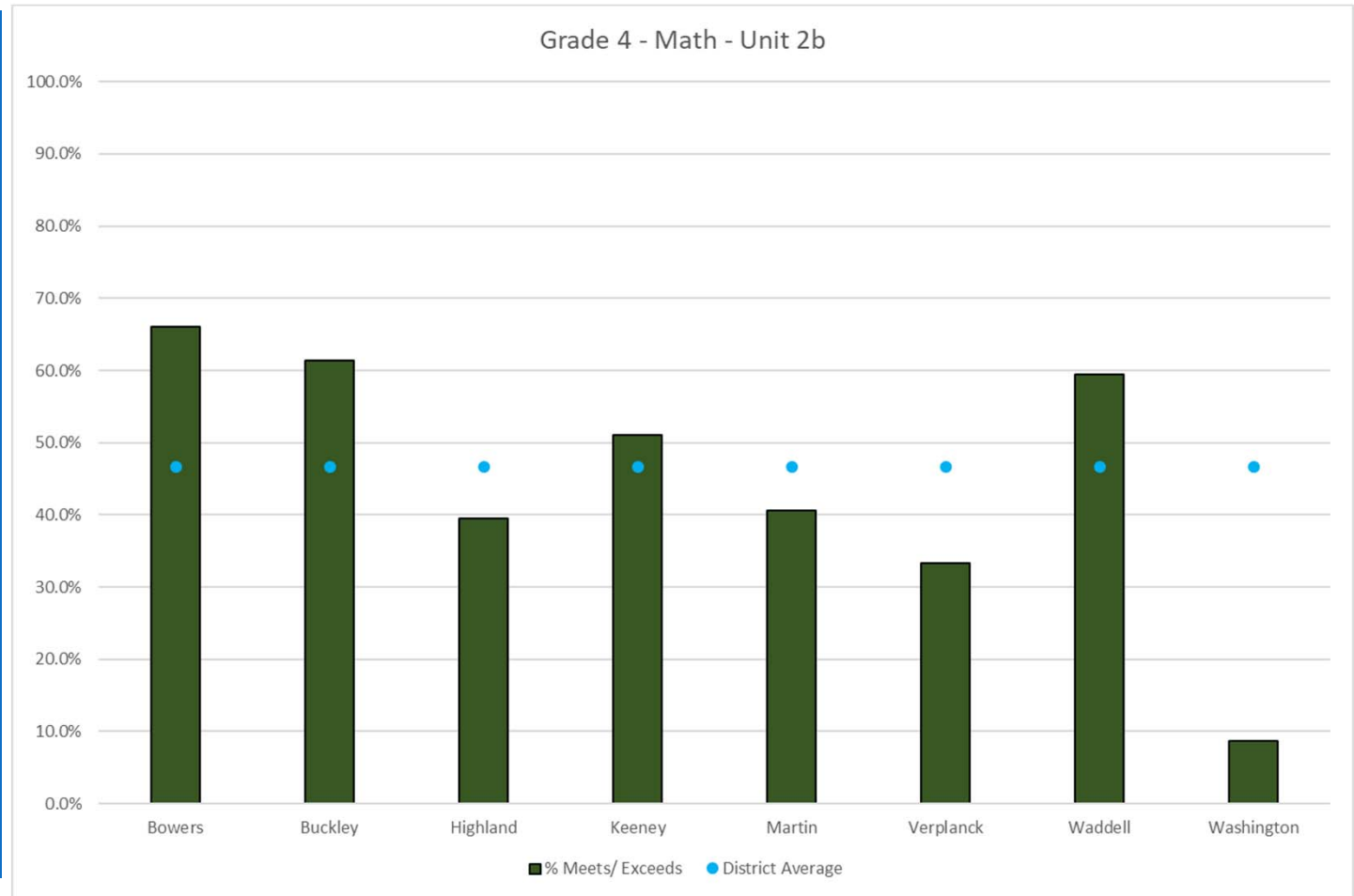
Grade 4 Unit 2a	# Students Meets/ Exceeds	# Students Tested	% Meets/ Exceeds
Male	140	234	59.8%
Female	130	216	60.2%
Black	55	111	49.5%
Hispanic	70	141	49.6%
White	112	158	70.9%
Asian	24	26	92.3%
F/R Meals	148	288	51.4%
Not F/R Meals	122	162	75.3%
Special Ed	16	58	27.6%
Not Special Ed	254	392	64.8%
ELL	14	25	56.0%
Not ELL	256	425	60.2%
District	270	450	60.0%



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# District Unit Assessments 2018-2019 – Mathematics

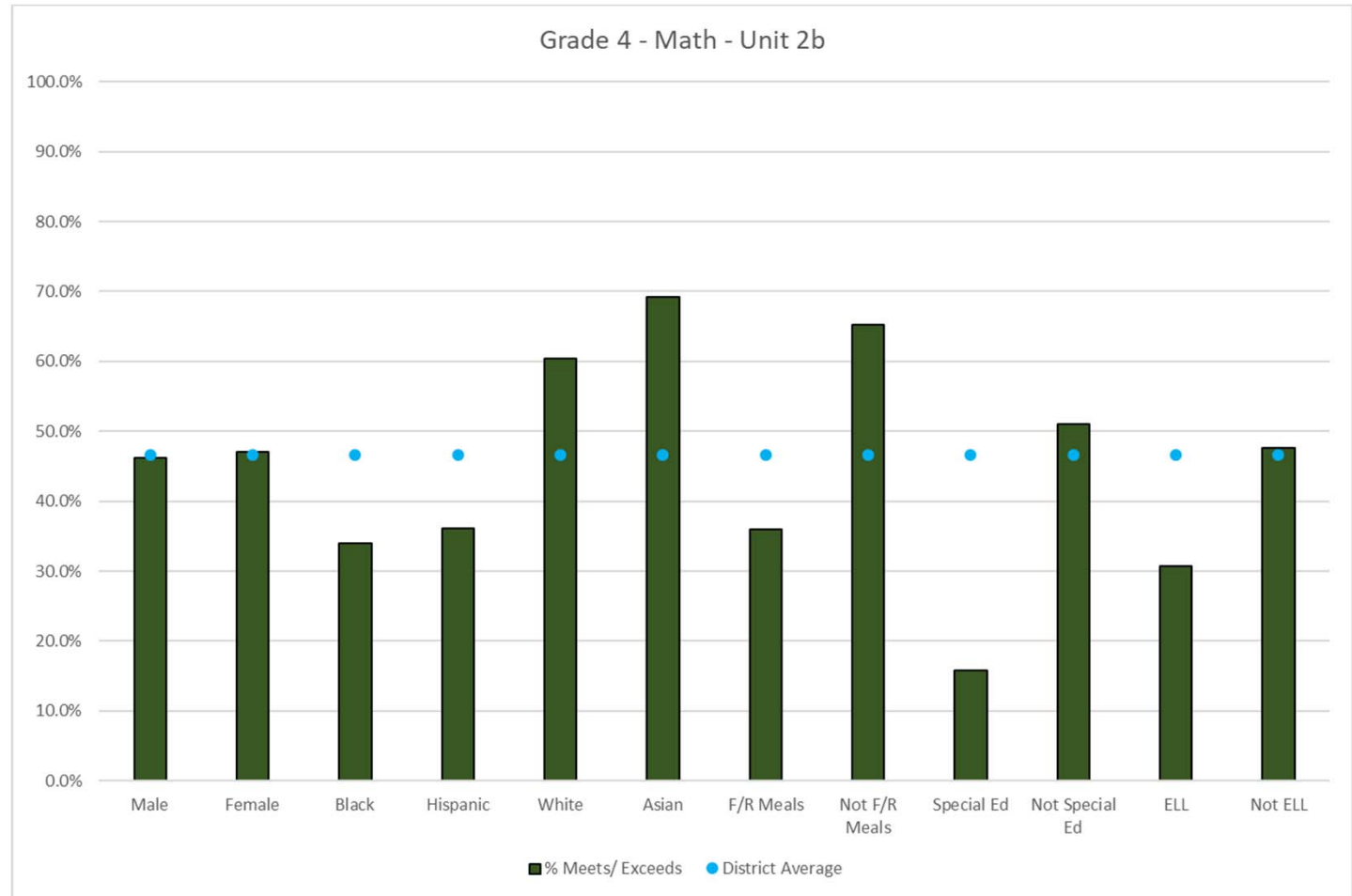
Grade 4 Unit 2b	# Students Meets/ Exceeds	# Students Tested	% Meets/ Exceeds
Bowers	39	59	66.1%
Buckley	35	57	61.4%
Highland	15	38	39.5%
Keeney	25	49	51.0%
Martin	15	37	40.5%
Verplanck	20	60	33.3%
Waddell	60	101	59.4%
Washington	5	58	8.6%
District	214	459	46.6%



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# District Unit Assessments 2018-2019 – Mathematics

Grade 4 Unit 2b	# Students Meets/ Exceeds	# Students Tested	% Meets/ Exceeds
Male	109	236	46.2%
Female	105	223	47.1%
Black	39	115	33.9%
Hispanic	52	144	36.1%
White	96	159	60.4%
Asian	18	26	69.2%
F/R Meals	105	292	36.0%
Not F/R Meals	109	167	65.3%
Special Ed	9	57	15.8%
Not Special Ed	205	402	51.0%
ELL	8	26	30.8%
Not ELL	206	433	47.6%
District	214	459	46.6%



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# District Unit Assessments

## Mathematics

### Grade 5

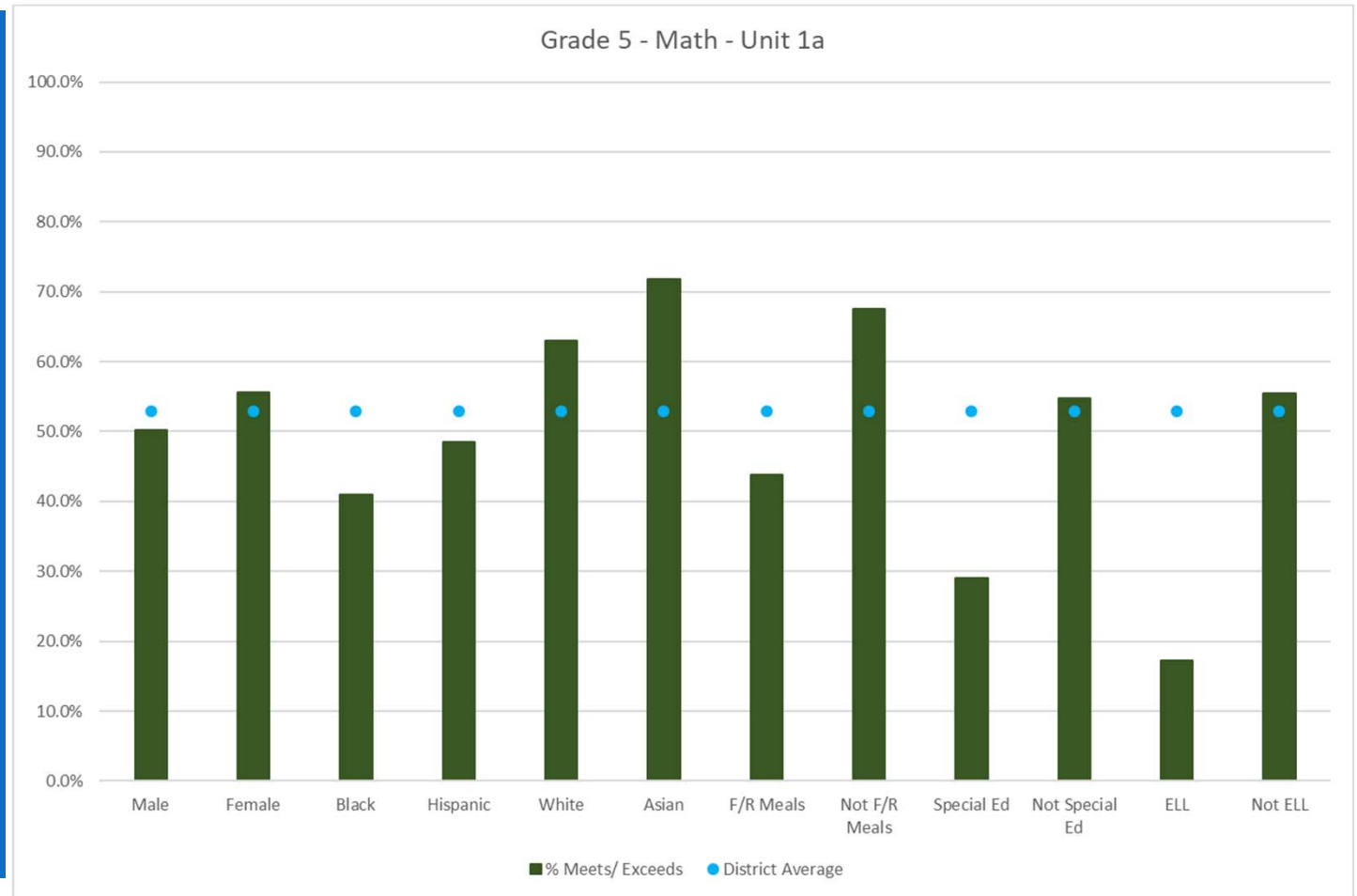
Unit 1a (11/02/18): Fluently multiply multi-digit numbers; use models and strategies to divide whole numbers; understand place value with decimals (to millions place value); solving problems involving exponents (powers of 10)

Unit 1b (1/18/19): Understand place value with decimals; add/subtract decimals to hundredths; use models/strategies to multiply/divide decimals



# District Unit Assessments 2018-2019 – Mathematics

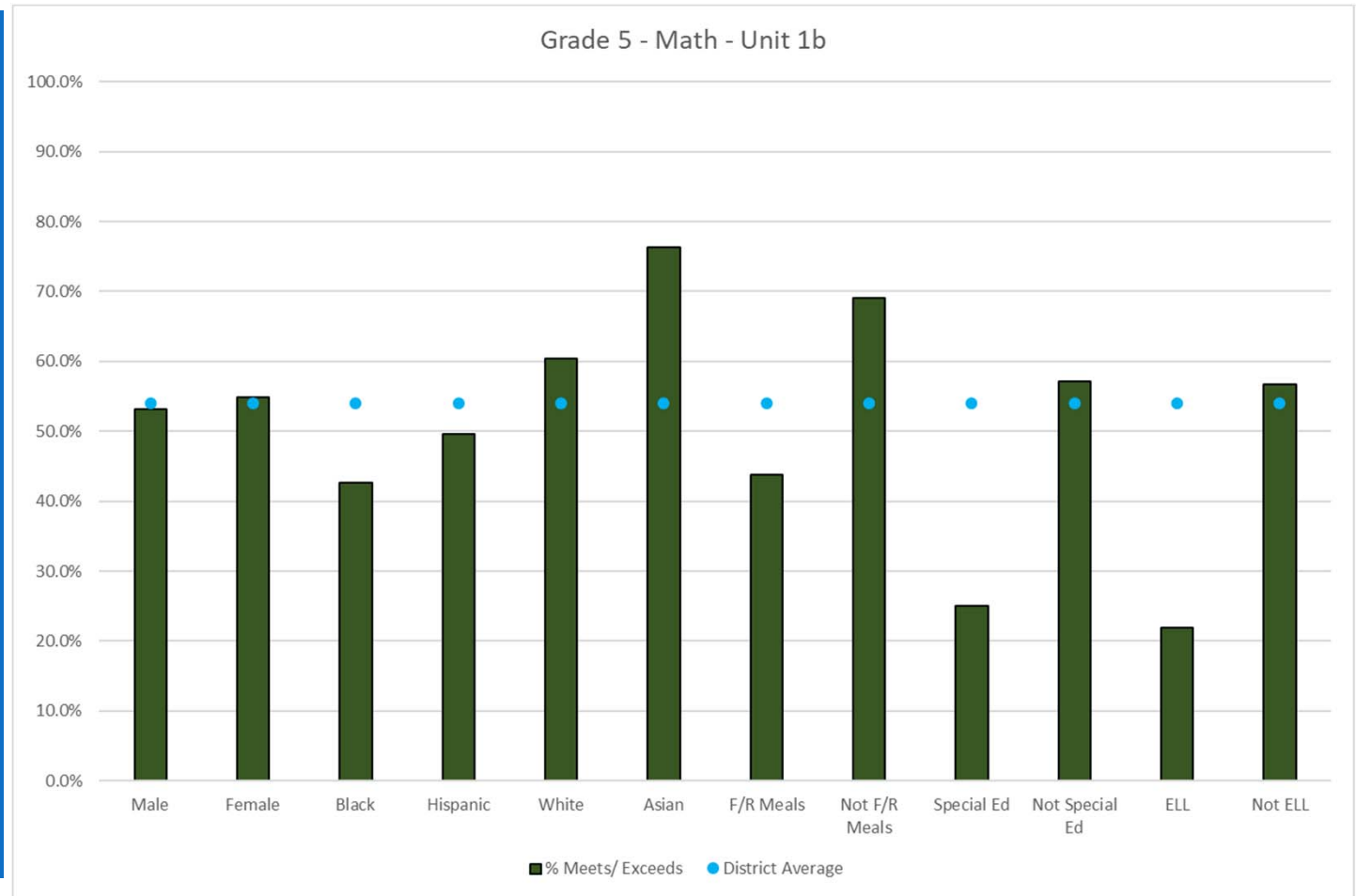
Grade 5 Unit 1a	#Students Meets/ Exceeds	#Students Tested	% Meets/ Exceeds
Male	110	219	50.2%
Female	120	216	55.6%
Black	43	105	41.0%
Hispanic	67	138	48.6%
White	90	143	62.9%
Asian	28	39	71.8%
F/R Meals	118	269	43.9%
Not F/R Meals	112	166	67.5%
Special Ed	9	31	29.0%
Not Special Ed	221	404	54.7%
ELL	5	29	17.2%
Not ELL	225	406	55.4%
District	230	435	52.9%



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# District Unit Assessments 2018-2019 – Mathematics

Grade 5 Unit 1b	# Students Meets/ Exceeds	# Students Tested	% Meets/ Exceeds
Male	110	207	53.1%
Female	118	215	54.9%
Black	43	101	42.6%
Hispanic	67	135	49.6%
White	84	139	60.4%
Asian	29	38	76.3%
F/R Meals	110	251	43.8%
Not F/R Meals	118	171	69.0%
Special Ed	10	40	25.0%
Not Special Ed	218	382	57.1%
ELL	7	32	21.9%
Not ELL	221	390	56.7%
District	228	422	54.0%



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# District Unit Assessments

## Mathematics

### Grade 6

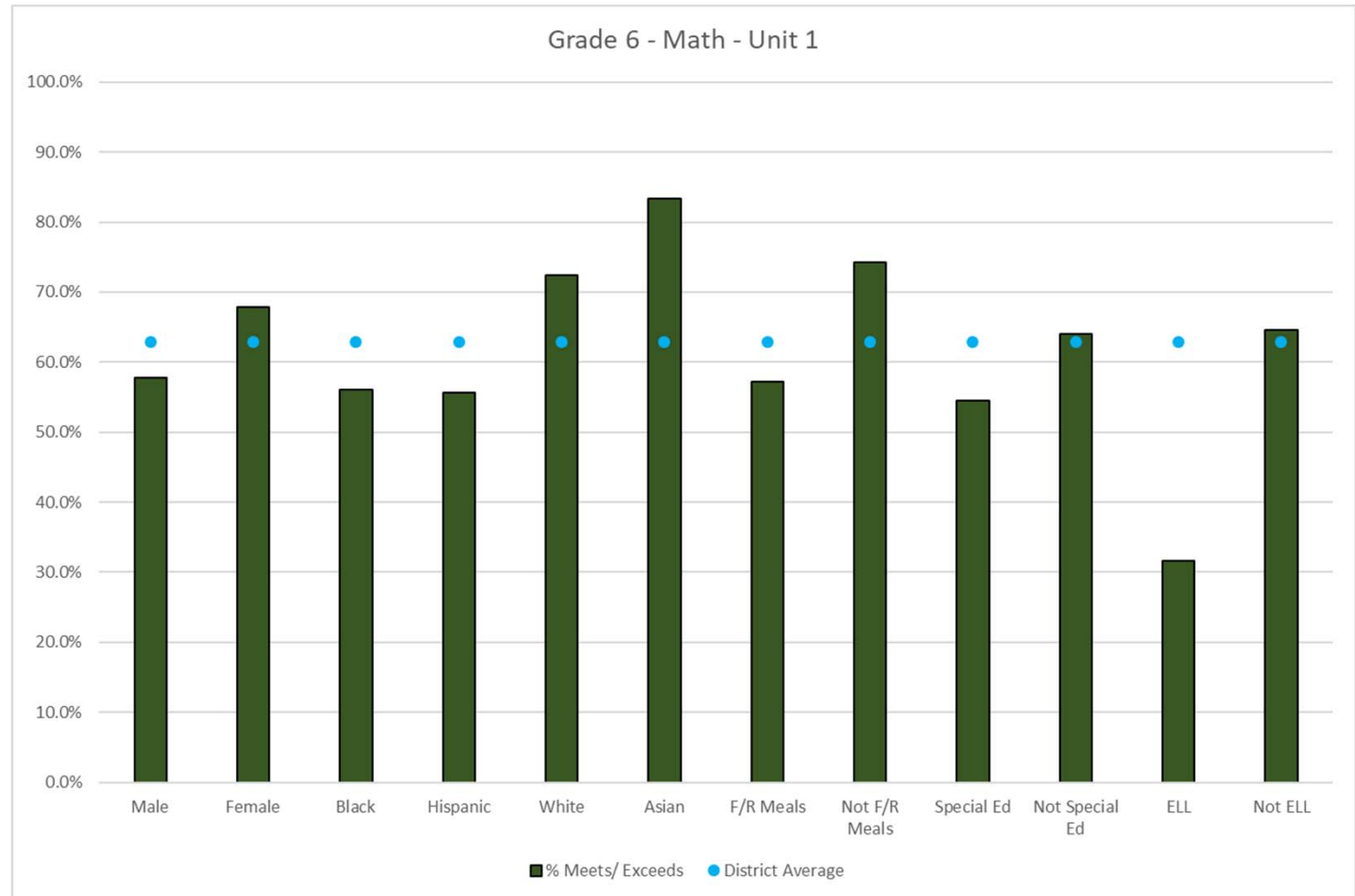
Unit 1 (10/25/18): Positive Rational Numbers - fluently divide multi-digit numbers; fluently add/subtract/multiply/divide multi-digit decimals; interpret/compute quotients of fractions; solve word problems involving division of fractions by fractions

Unit 2 (11/29/18): Integers and Rational Numbers – use positive and negative numbers; ordered pairs in finding locations on coordinate plane(s); positive/negative numbers on number lines; statements of inequality on number line; absolute value of rational number as distance from zero on number line; solve problems by graphing points in quadrants/creating polygon



# District Unit Assessments 2018-2019 – Mathematics

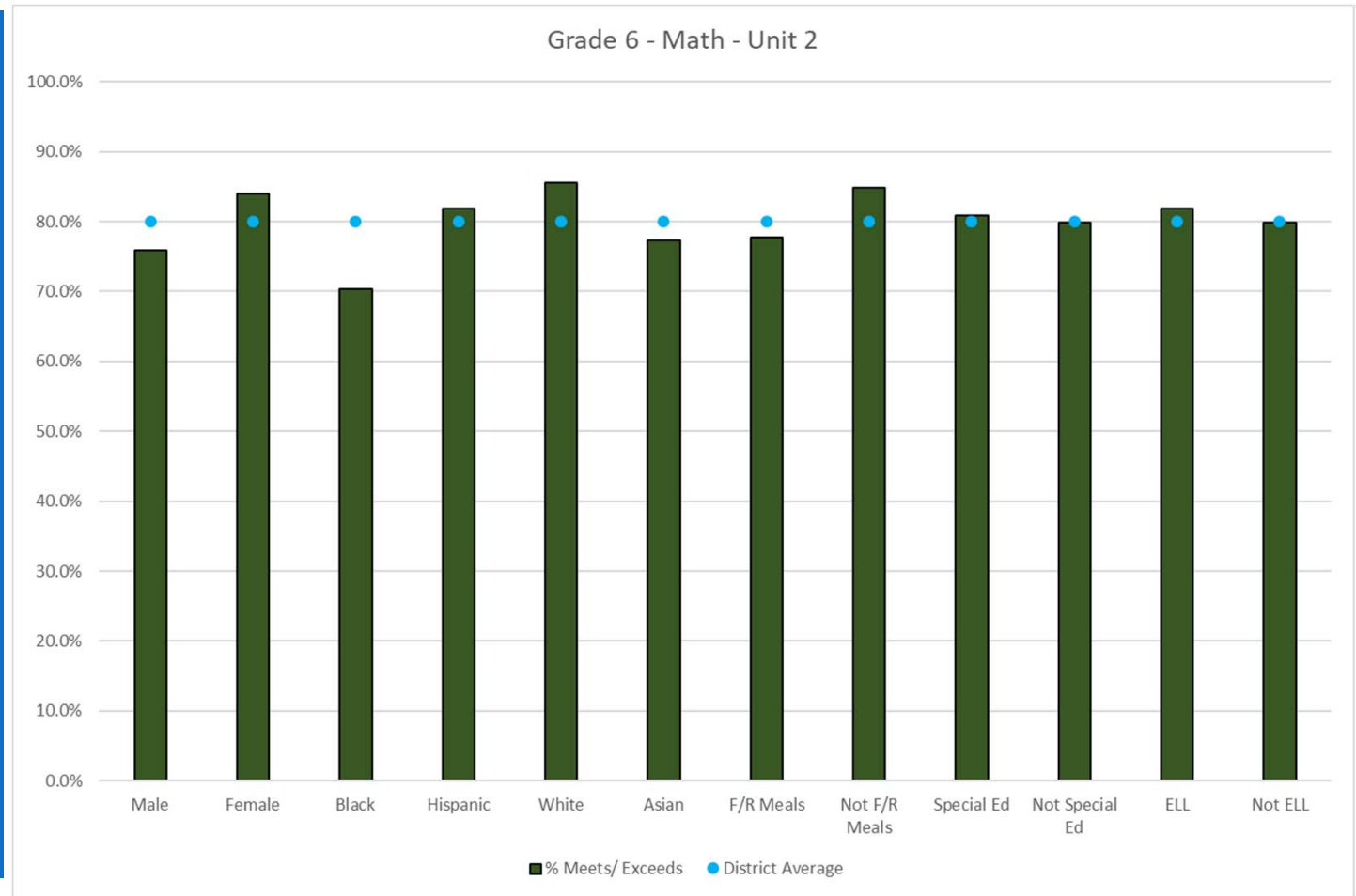
Grade 6 Unit 1	#Students Meets/ Exceeds	#Students Tested	% Meets/ Exceeds
Male	108	187	57.8%
Female	131	193	67.9%
Black	56	100	56.0%
Hispanic	64	115	55.7%
White	84	116	72.4%
Asian	25	30	83.3%
F/R Meals	144	252	57.1%
Not F/R Meals	95	128	74.2%
Special Ed	24	44	54.5%
Not Special Ed	215	336	64.0%
ELL	6	19	31.6%
Not ELL	233	361	64.5%
District	239	380	62.9%



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# District Unit Assessments 2018-2019 – Mathematics

Grade 6 Unit 2	# Students Meets/ Exceeds	# Students Tested	% Meets/ Exceeds
Male	129	170	75.9%
Female	147	175	84.0%
Black	64	91	70.3%
Hispanic	90	110	81.8%
White	89	104	85.6%
Asian	17	22	77.3%
F/R Meals	181	233	77.7%
Not F/R Meals	95	112	84.8%
Special Ed	38	47	80.9%
Not Special Ed	238	298	79.9%
ELL	18	22	81.8%
Not ELL	258	323	79.9%
District	276	345	80.0%



Manchester Public Schools

# District Unit Assessments

## Mathematics

### Grade 7

Unit 1 (10/26/18): Integers and Rational Number - solving problems with positive & negative integers/fractions/decimals; Converting fractions to decimals

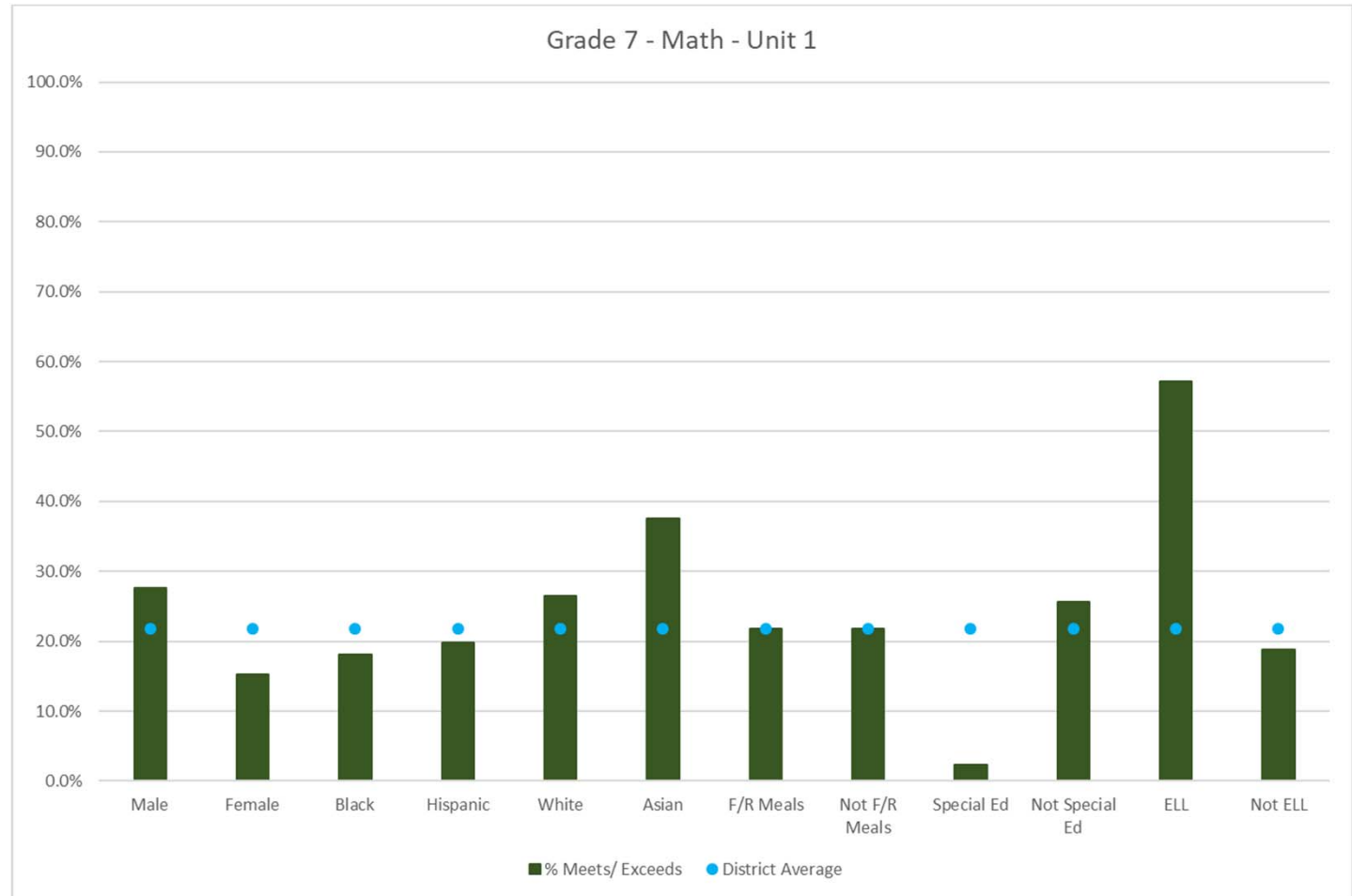
Unit 2 (11/30/18): Analyze & Use Proportional Relationships - solving real world math problems by analyzing and using proportional relationships

Unit 3 (1/18/19): Analyze & Solve Percent Problems - solving multi-step problems relating to ratio & percents



# District Unit Assessments 2018-2019 – Mathematics

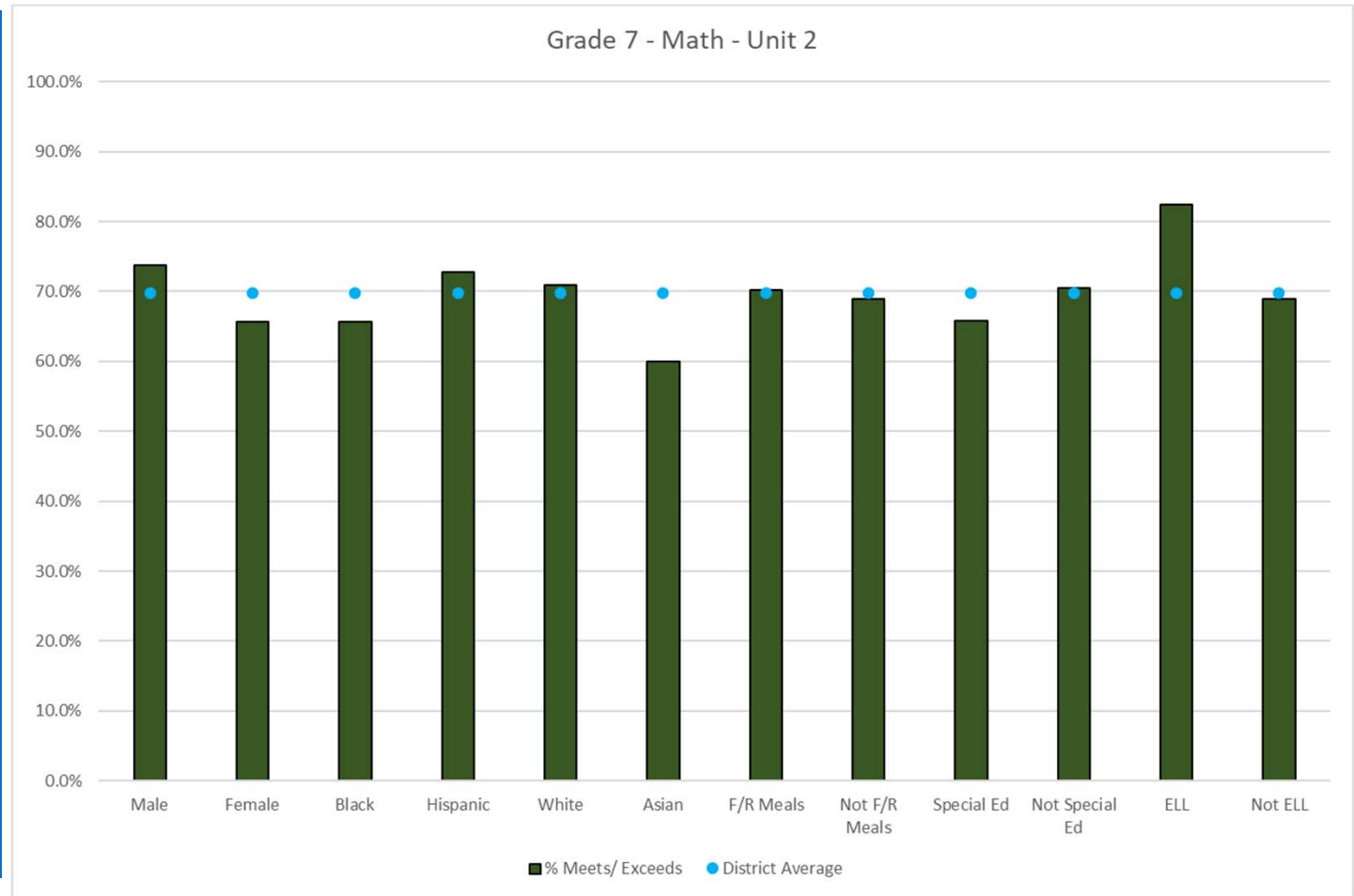
Grade 7 Unit 1	# Students Meets/ Exceeds	# Students Tested	% Meets/ Exceeds
Male	39	141	27.7%
Female	19	125	15.2%
Black	13	72	18.1%
Hispanic	19	96	19.8%
White	18	68	26.5%
Asian	6	16	37.5%
F/R Meals	43	197	21.8%
Not F/R Meals	15	69	21.7%
Special Ed	1	44	2.3%
Not Special Ed	57	222	25.7%
ELL	12	21	57.1%
Not ELL	46	245	18.8%
District	58	266	21.8%



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# District Unit Assessments 2018-2019 – Mathematics

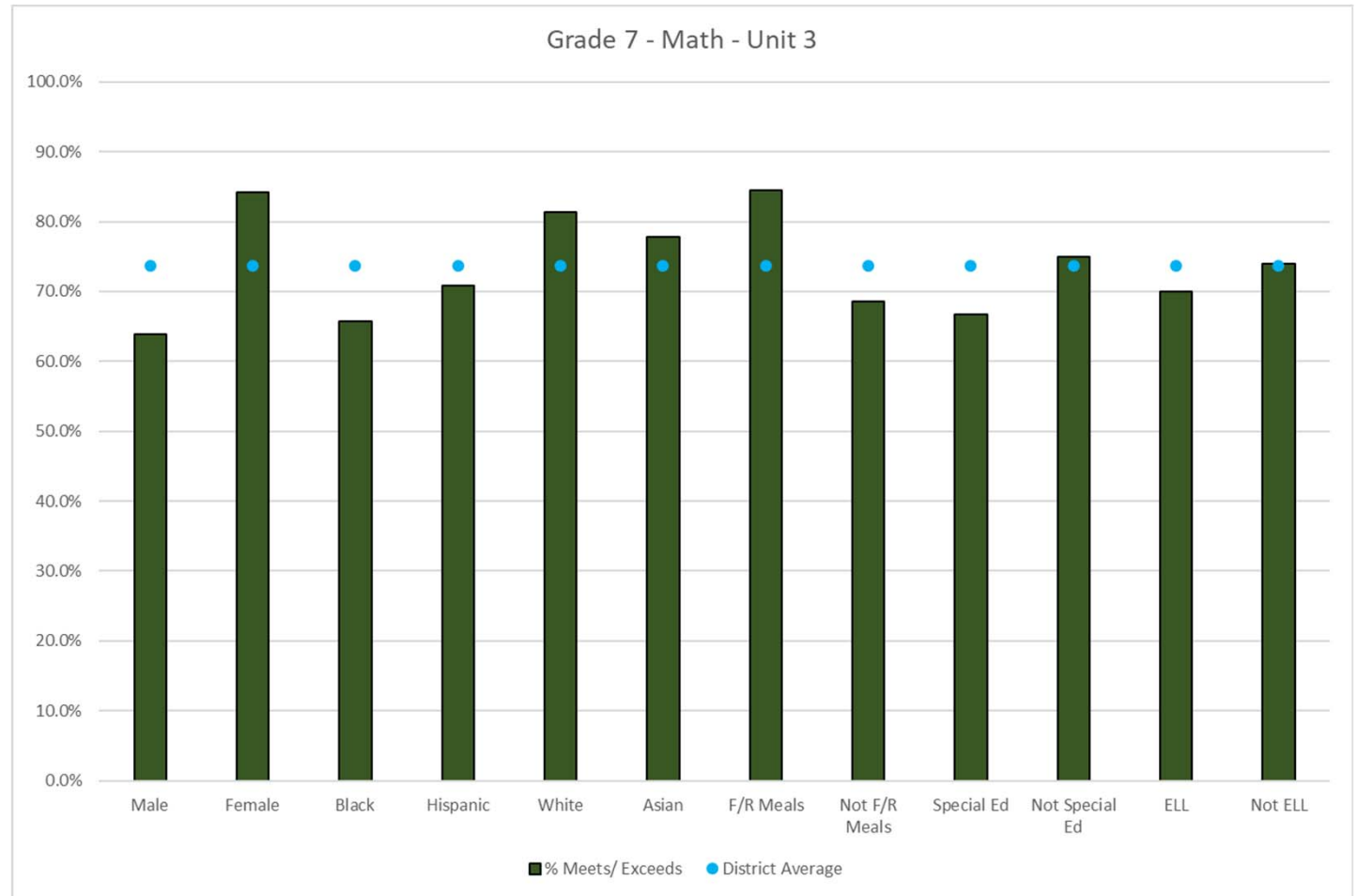
Grade 7 Unit 2	# Students Meets/ Exceeds	# Students Tested	% Meets/ Exceeds
Male	101	137	73.7%
Female	86	131	65.6%
Black	44	67	65.7%
Hispanic	67	92	72.8%
White	56	79	70.9%
Asian	9	15	60.0%
F/R Meals	127	181	70.2%
Not F/R Meals	60	87	69.0%
Special Ed	25	38	65.8%
Not Special Ed	162	230	70.4%
ELL	14	17	82.4%
Not ELL	173	251	68.9%
District	187	268	69.8%



Manchester Public Schools

# District Unit Assessments 2018-2019 – Mathematics

Grade 7 Unit 3	# Students Meets/ Exceeds	# Students Tested	% Meets/ Exceeds
Male	99	155	63.9%
Female	123	146	84.2%
Black	48	73	65.8%
Hispanic	73	103	70.9%
White	74	91	81.3%
Asian	14	18	77.8%
F/R Meals	82	97	84.5%
Not F/R Meals	140	204	68.6%
Special Ed	28	42	66.7%
Not Special Ed	194	259	74.9%
ELL	14	20	70.0%
Not ELL	208	281	74.0%
District	222	301	73.8%



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# District Unit Assessments

## Mathematics

### Grade 8

Unit 1 (11/02/18): Real Numbers - Rational/Irrational Numbers; square roots; cube roots; exponents; scientific notation

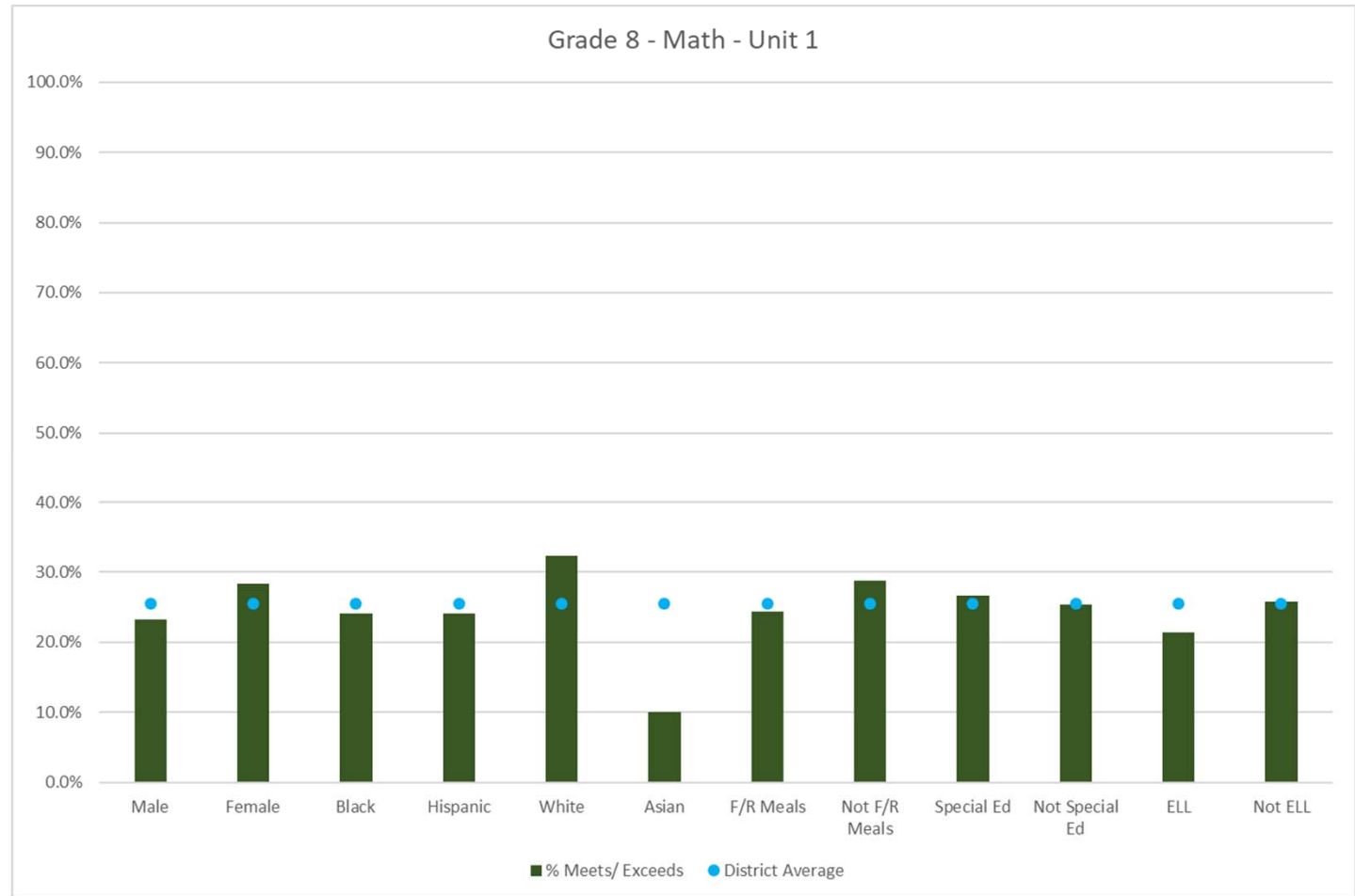
Unit 2 (1/11/19): Analyze & Solve Linear Equations – equations in 1 variable with one solution, infinite solutions or no solution; equations with rational number coefficients





# District Unit Assessments 2018-2019 – Mathematics

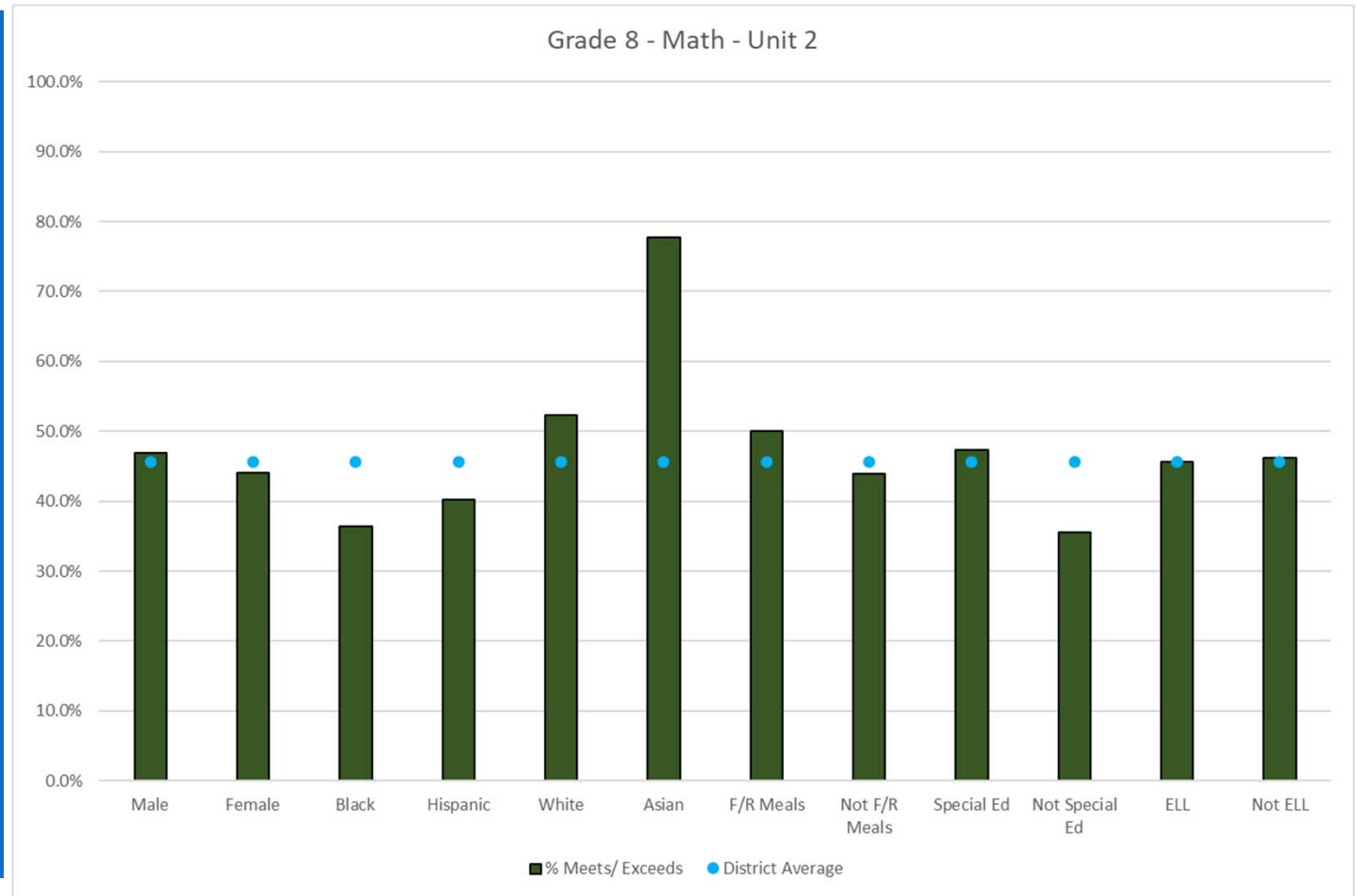
Grade 8 Unit 1	# Students Meets/ Exceeds	# Students Tested	% Meets/ Exceeds
Male	30	129	23.3%
Female	30	106	28.3%
Black	14	58	24.1%
Hispanic	20	83	24.1%
White	22	68	32.4%
Asian	1	10	10.0%
F/R Meals	43	176	24.4%
Not F/R Meals	17	59	28.8%
Special Ed	8	30	26.7%
Not Special Ed	52	205	25.4%
ELL	3	14	21.4%
Not ELL	57	221	25.8%
District	60	235	25.5%



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# District Unit Assessments 2018-2019 – Mathematics

Grade 8 Unit 2	# Students Meets/ Exceeds	# Students Tested	% Meets/ Exceeds
Male	61	130	46.9%
Female	45	102	44.1%
Black	20	55	36.4%
Hispanic	35	87	40.2%
White	35	67	52.2%
Asian	7	9	77.8%
F/R Meals	33	66	50.0%
Not F/R Meals	73	166	44.0%
Special Ed	95	201	47.3%
Not Special Ed	11	31	35.5%
ELL	100	219	45.7%
Not ELL	6	13	46.2%
District	106	232	45.7%



Manchester Public Schools

# Document Based Question (DBQ)

## Social Studies Grade 6

January 11, 2019

### Unit 2 DBQ:

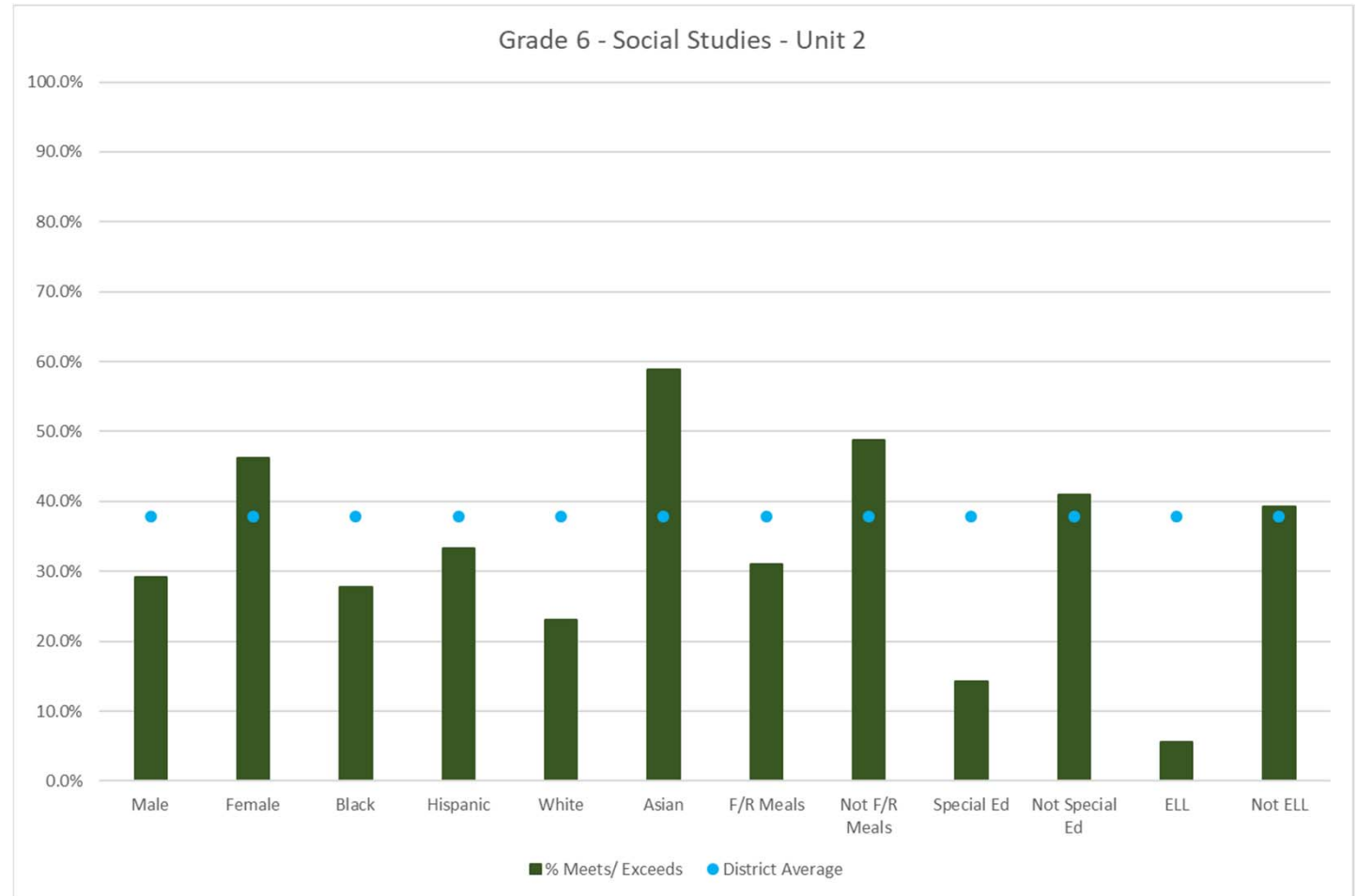
“Did the Aztecs or Maya, have a more  
advanced civilization?”  
(Unit on Middle America)



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# District Unit Assessments 2018-2019 – Social Studies

Grade 6 Unit 2	# Students Meets/ Exceeds	# Students Tested	% Meets/ Exceeds
Male	60	206	29.1%
Female	98	212	46.2%
Black	30	108	27.8%
Hispanic	41	123	33.3%
White	31	134	23.1%
Asian	20	34	58.8%
F/R Meals	80	258	31.0%
Not F/R Meals	78	160	48.8%
Special Ed	7	49	14.3%
Not Special Ed	151	369	40.9%
ELL	1	18	5.6%
Not ELL	157	400	39.3%
District	158	418	37.8%



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# Document Based Question (DBQ)

## Social Studies Grade 7

November 16, 2018

### Unit 2 DBQ:

“Does oil benefit the lives of the people in the Middle East?”

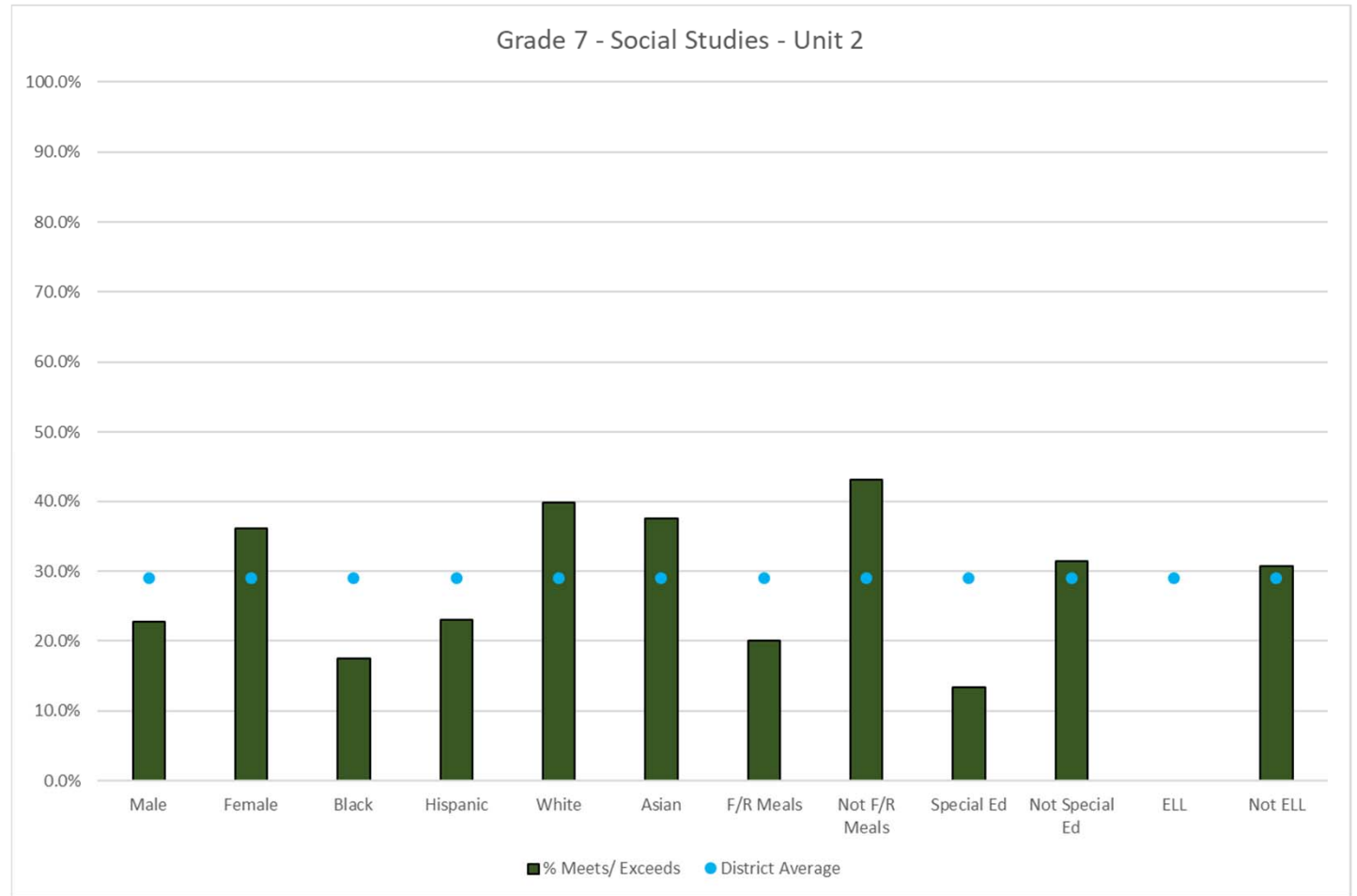
(Unit on Middle East)



Manchester Public Schools

# District Unit Assessments 2018-2019 – Social Studies

Grade 7 Unit 2	#Students Meets/ Exceeds	#Students Tested	% Meets/ Exceeds
Male	42	185	22.7%
Female	60	166	36.1%
Black	14	80	17.5%
Hispanic	24	104	23.1%
White	49	123	39.8%
Asian	9	24	37.5%
F/R Meals	43	214	20.1%
Not F/R Meals	59	137	43.1%
Special Ed	6	45	13.3%
Not Special Ed	96	306	31.4%
ELL	0	19	0.0%
Not ELL	102	332	30.7%
District	102	351	29.1%



Manchester Public Schools

# Document Based Question (DBQ)

## Social Studies Grade 7

February 1, 2019

### Unit 3 DBQ:

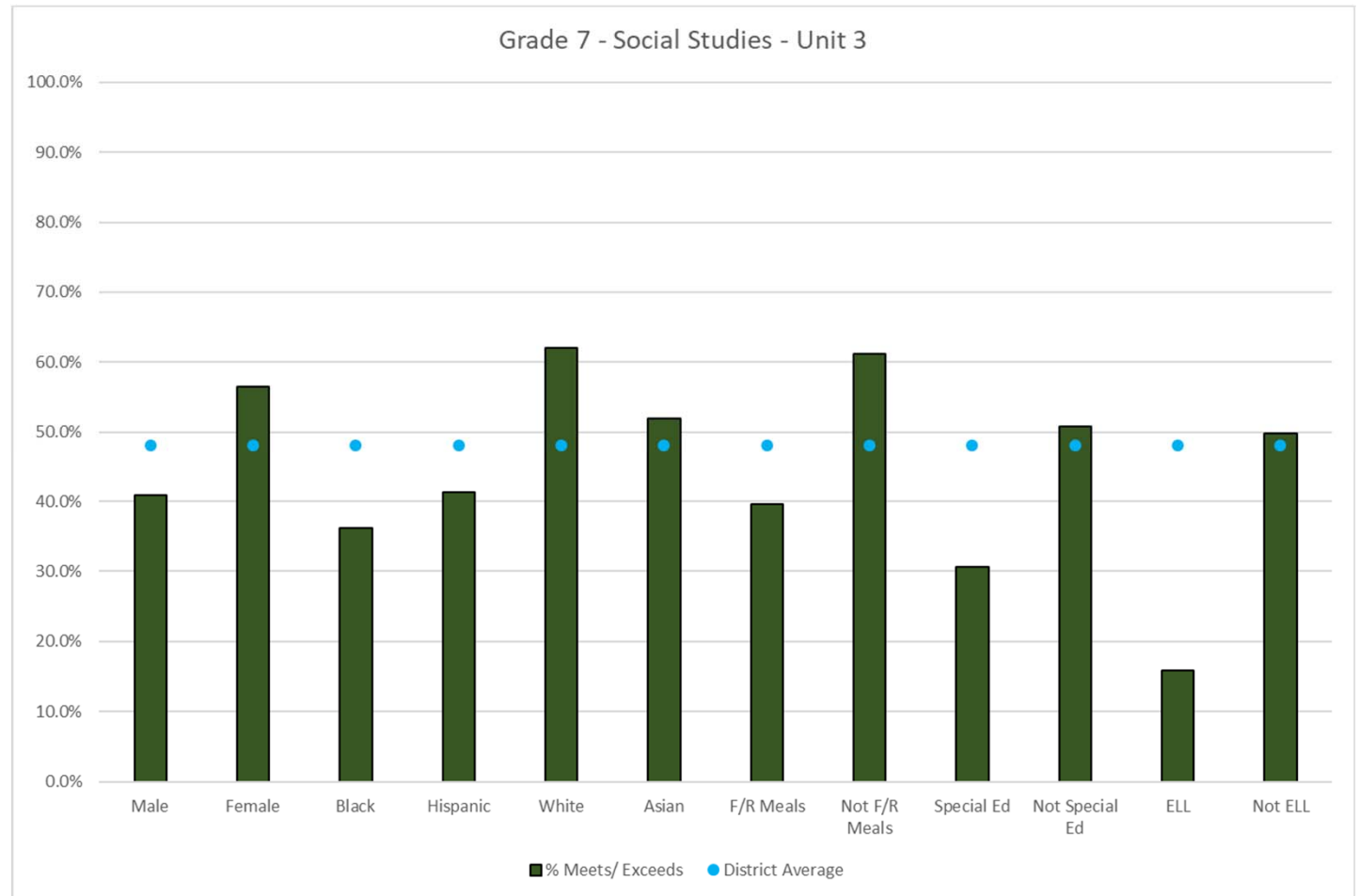
“What was the Driving Force Behind European Imperialism in Africa?” (Unit on Africa)



Manchester Public Schools

# District Unit Assessments 2018-2019 – Social Studies

Grade 7 Unit 3	# Students Meets/ Exceeds	# Students Tested	% Meets/ Exceeds
Male	80	196	40.8%
Female	96	170	56.5%
Black	30	83	36.1%
Hispanic	45	109	41.3%
White	80	129	62.0%
Asian	13	25	52.0%
F/R Meals	88	222	39.6%
Not F/R Meals	88	144	61.1%
Special Ed	15	49	30.6%
Not Special Ed	161	317	50.8%
ELL	3	19	15.8%
Not ELL	173	347	49.9%
District	176	366	48.1%



Manchester Public Schools



# Document Based Question (DBQ)

Social Studies  
Grade 8

November 16, 2018

## Unit 2 DBQ:

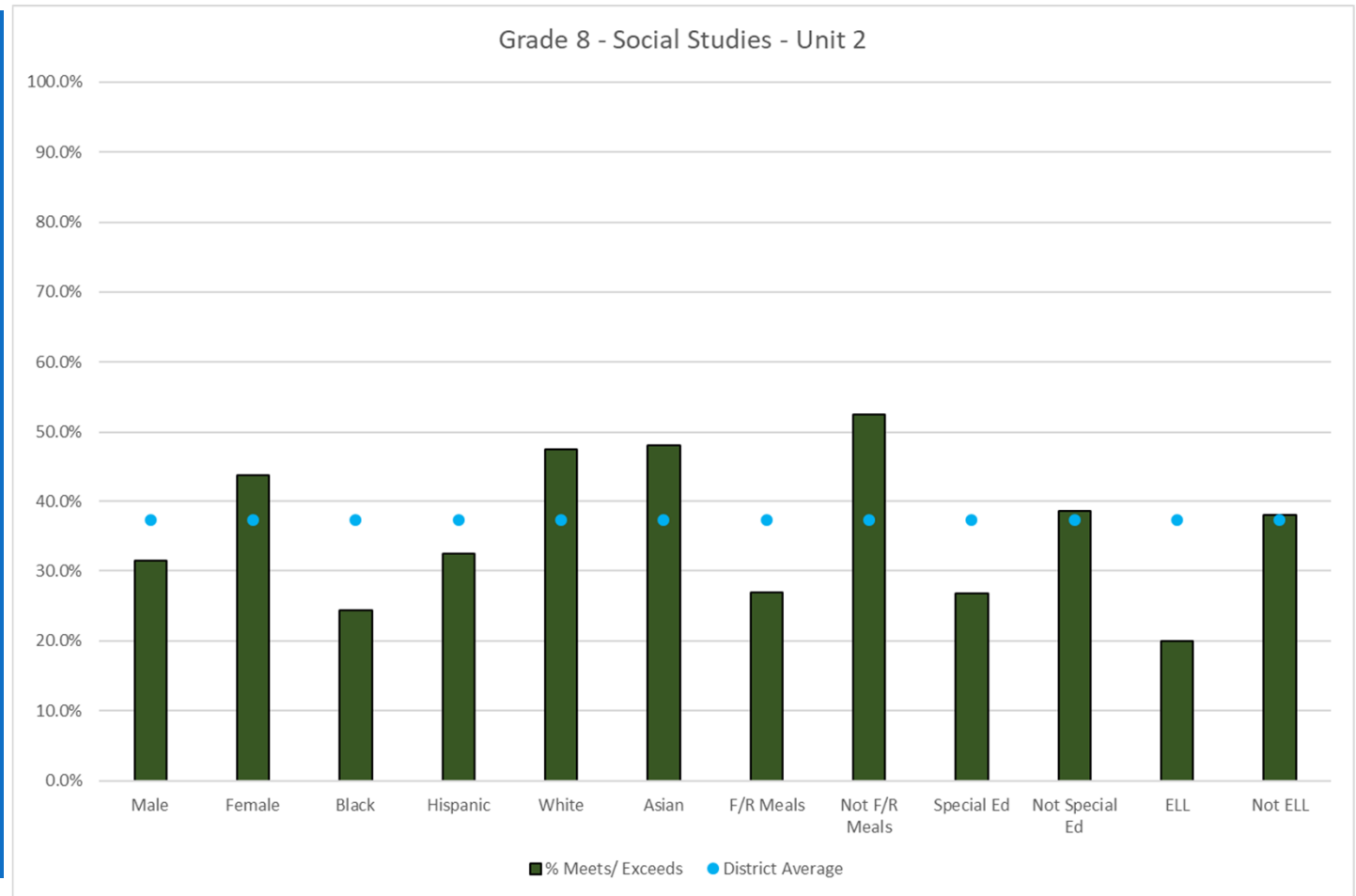
“Was the American Revolution Justified?”  
(Unit on American Revolution)



Manchester Public Schools

# District Unit Assessments 2018-2019 – Social Studies

Grade 8 Unit 2	#Students Meets/ Exceeds	#Students Tested	% Meets/ Exceeds
Male	64	203	31.5%
Female	80	183	43.7%
Black	20	82	24.4%
Hispanic	38	117	32.5%
White	66	139	47.5%
Asian	13	27	48.1%
F/R Meals	62	230	27.0%
Not F/R Meals	82	156	52.6%
Special Ed	11	41	26.8%
Not Special Ed	133	345	38.6%
ELL	3	15	20.0%
Not ELL	141	371	38.0%
District	144	386	37.3%



Manchester Public Schools

# Document Based Question (DBQ)

Social Studies  
Grade 8

February 1, 2019

## Unit 3 DBQ:

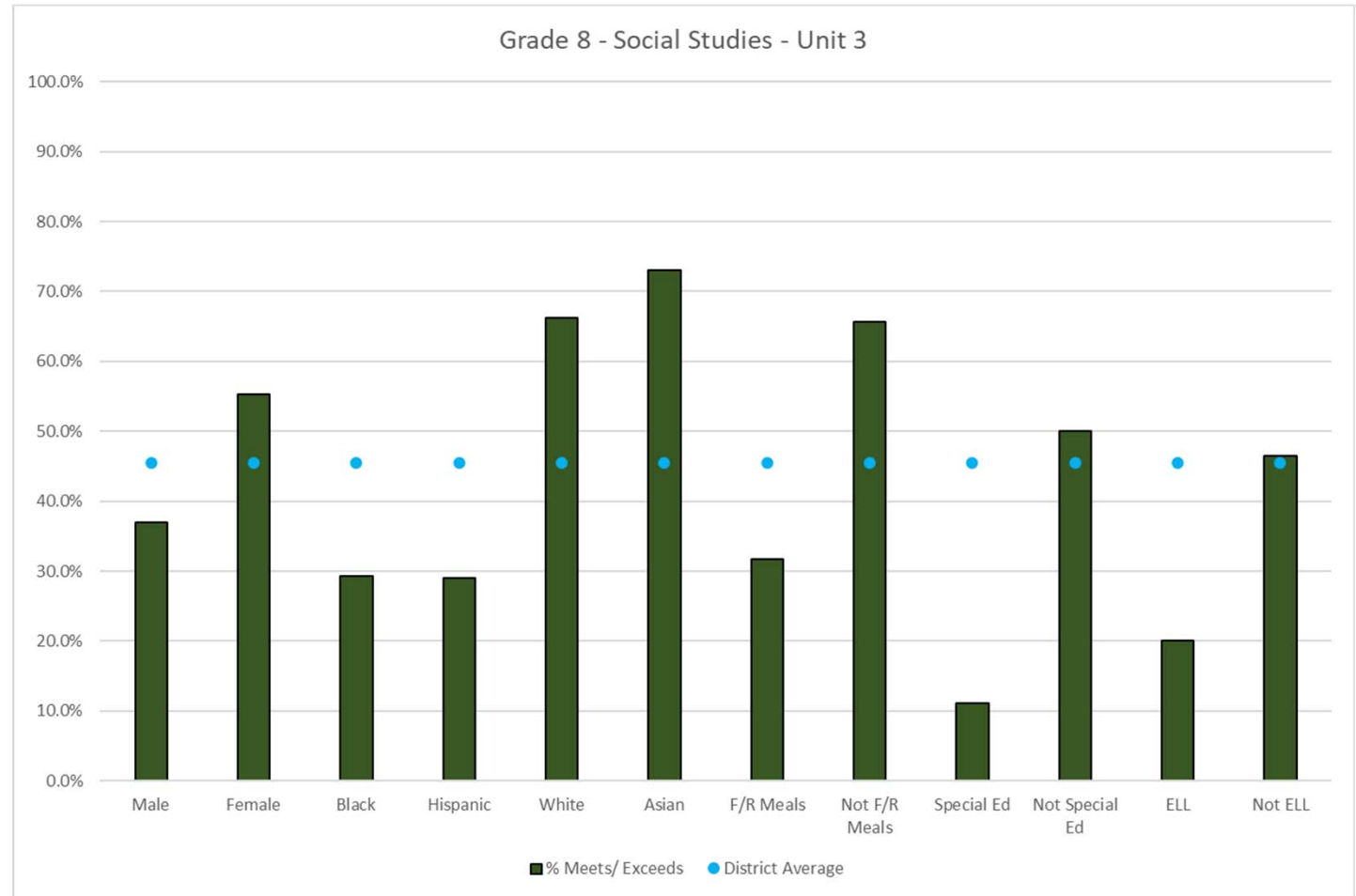
“Should the Electoral College Be Abolished?”  
(Unit on Federal Constitution and Early  
Republic)



Manchester Public Schools

# District Unit Assessments 2018-2019 – Social Studies

Grade 8 Unit 3	# Students Meets/ Exceeds	# Students Tested	% Meets/ Exceeds
Male	76	206	36.9%
Female	100	181	55.2%
Black	24	82	29.3%
Hispanic	34	117	29.1%
White	92	139	66.2%
Asian	19	26	73.1%
F/R Meals	73	230	31.7%
Not F/R Meals	103	157	65.6%
Special Ed	5	45	11.1%
Not Special Ed	171	342	50.0%
ELL	3	15	20.0%
Not ELL	173	372	46.5%
District	176	387	45.5%



Manchester Public Schools

**BYLAWS****9000****Article I****ROLE OF THE BOARD OF EDUCATION AND ITS MEMBERS****Section 1 - General Duties**

- A. The Manchester Board of Education (the "Board") represents the residents of the Town in carrying out the mandates of the General Statutes pertaining to education.
- B. The Board shall establish policy to be employed in the conduct of the schools. Such policies shall be broad enough to indicate a plan of action to be taken by the Superintendent in meeting a variety of problems of a similar nature.
- C. The Board shall concern itself with questions of policy and not with administrative details.
- D. In determining school policy it shall:
  - (1) hear and consider facts and recommendations, (2) adopt a plan, policy or course of action, and (3) authorize the Superintendent of Schools, its chief executive officer, to carry out its policy.

**Section 2 - Specific Powers and Duties**

The Board shall have authority to take all action necessary or advisable to meet its responsibilities under state statute and the Charter of the Town of Manchester, including but not limited to the following:

- A. Create, abolish, modify, and maintain such positions, schools, divisions, and classifications as may be necessary for the efficient administration of the educational enterprise.
- B. To elect and evaluate the Superintendent of Schools in accordance with state statutes.
- C. To consider and adopt an annual budget, prepared by the Superintendent of Schools.
- D. To determine the number, classification, duties and remuneration of employees.
- E. To establish policies for employment, promotion and dismissal of personnel in accordance with the state statutes.
- F. To provide for the appraisal of the efficiency of personnel.
- G. To initiate and approve the acquisition and disposition of school sites, and to initiate and approve plans for school buildings.
- H. To consider any specific recommendations made by the Superintendent of Schools.
- I. To keep the citizenry informed of purposes, values, conditions and needs of public education in the Town.
- J. To consider, revise and adopt any changes in the curriculum.
- K. To take any other actions required or permitted by law.
- L. To make reasonable provision to implement the educational interests of the State, as defined by law, so that
  - i. each child shall have for the period prescribed in the General Statutes equal opportunity to receive a suitable program of educational experiences;

- ii. the school district shall finance at a reasonable level an educational program designed to achieve this end;
- iii. the school district shall provide educational opportunities for its students to interact with students and teachers from other racial, ethnic and economic backgrounds; and
- iv. the mandates in the General Statutes pertaining to education within the jurisdiction of the State Board of Education shall be implemented.

## **Article II**

### **ORGANIZATION AND MEETINGS OF THE BOARD OF EDUCATION**

#### **Section 1 - Membership of the Board of Education**

The Board shall consist of nine (9) members elected for three (3) year terms, as provided in the Charter. Board members shall take office on the second Monday of November in the year in which their term begins.

Members of the Board of Education shall, before entering upon their official duties, take the oath of office provided in Connecticut General Statutes Section 1-25.

#### **Section 2 - Annual Organizational Meeting of the Board**

The Board annually shall organize in November at its first meeting after the start of the new terms of Board members commence. The Superintendent or his/her designee shall call the meeting to order and preside until a new Chair is chosen. **At the annual meeting the Board of Education shall vote to reaffirm the Board mission, vision, and priorities.**

#### **Section 3 - Election of Officers**

Not later than one month after the date on which the newly elected members take office, the Board shall elect a Chair and then shall elect a Secretary and may prescribe their duties. The votes of each Board member cast in such election shall be reduced to writing and made available for public inspection within 48 hours, excluding Saturday, Sunday or legal holidays, and shall also be recorded in the minutes of the meeting at which taken, which minutes shall be available for public inspection within a reasonable amount of time.

The Chair and the Secretary shall take office immediately upon election. All officers of the Board shall hold office for a term of one year and until their successors are duly elected.

Whenever there is a vacancy in the office of Chair or Secretary, at the next regular meeting the Board shall elect a new officer to fill the vacancy for the unexpired term of office.

#### **Section 4 - Duties of Board Officers**

The Chair is the presiding officer at all Board meetings and may exercise such additional powers as are



granted by the General Statutes, the Charter, and these bylaws. The Secretary shall maintain a record of all Board proceedings, and may attest to any action taken by the Board. The Secretary shall, in the absence of the Chair, preside at Board meetings.

#### Section 5 - Regular Meetings of the Board

Regular meetings of the Board shall be held in the Hearing Room, Lincoln Center, 494 Main Street at 7:00 p.m., on the second and fourth Monday of each month, except for July, August and December, when only one regular meeting shall be held. Regular meetings may be held in such other place and at such other time as the Board may determine after sufficient notice has been given to all members. Board meetings may be cancelled by majority vote provided there is at least one meeting in every month. **The Board shall hold at least two professional learning sessions per year.** In compliance with the General Statutes of the State of Connecticut, the Board shall file the calendar of its regular meeting with the Town Clerk on or before January 31.

#### Section 6 - Special Meetings of the Board

Special meetings of the Board shall be called by the Chair upon written request of three members or whenever deemed necessary by the Chair or the Superintendent. Notice of all special meetings shall be given to Board members and the Town Clerk at least twenty-four hours prior to the time the meeting is to convene. The notice shall indicate the purpose of the special meeting. No other business shall be transacted at such meeting, except upon the unanimous vote of the Board members present at such special meeting.

When a majority of the members agree that an emergency exists which has made a timely notice impossible, such a meeting may be called at a time or place which may be most convenient. In case of such emergency and the proceedings occurring at such meeting shall be filed with the Town Clerk no later than seventy-two (72) hours following the holding of such a meeting.

#### Section 7 - Executive Session Meetings of the Board

The public may be excluded from meetings of the Board of Education that are declared to be executive sessions.

Executive sessions may be held on a two-thirds vote of the members present and voting taken at a public meeting stating the reasons for such executive session. Executive sessions may be held for any reasons permissible under the provisions of the Freedom of Information Act, as it may be amended from time to time, including one or more of the following purposes:

- i. Discussion concerning the appointment, employment, performance, evaluation, health or dismissal of a public officer or employee, provided that such individual may require that discussion be held at an open meeting.
- ii. Strategy and negotiations with respect to pending claims and litigation to which the Board or a member of the Board, because of his or her conduct as a member of the Board, is a party until such claims or litigation have been finally adjudicated or otherwise settled.
- iii. Matters concerning security strategy or the deployment of security personnel,

- or devices affecting public security.
- iv. Discussion of the selection of a site or the lease, sale or purchase of real estate when publicity regarding such site, lease, sale, purchase or construction would cause a likelihood of increased price until such time as all of the property has been acquired or all proceedings or transactions concerning same have been terminated or abandoned.
- v. Discussion of any matter which would result in the disclosure of public records or the information contained therein described in Conn. Gen. Stat. §1-210(b).

No votes shall be taken at an executive session meeting.

It is understood that all communications between and to Board members at executive sessions are considered to be confidential, and shall not be released to or discussed with any members of the public.

#### Section 8- Electronic Mail [Email Communications]

Board members shall not use email as a substitute for deliberations at public Board meetings, to discuss policy matters, or vote informally on any issues. Any e-mail communications by and among Board members shall be considered public documents subject to disclosure unless a specific exemption from disclosure applies (e.g., attorney-client communication).

#### Section 9 - Board Actions

The Board may exercise its authority only when acting as a Board. Individual Board members have no authority except at Board meetings or when discharging an assignment delegated to the Board or Board member. Unless otherwise provided, all Board actions shall be by a majority vote of the members present at a duly convened regular or special meeting of the Board.

#### Section 10 - ~~Amendment to Bylaws~~ Formulation, Adoption, Amendment, or Deletion of Bylaws

~~Amendments to these bylaws must be proposed in writing, with action being taken at a subsequent meeting of the Board. A two-thirds vote of the members, present and voting, shall be necessary for adoption of amendments to these bylaws.~~

Bylaw proposals and suggested amendments to, revisions of, or deletions of existing bylaws shall normally be submitted to all members of the Board of Education by the Superintendent in writing prior to a regular Board of Education meeting in which such proposed bylaws, amendments, revisions or deletions thereof shall be read and discussed.

Except for emergency situations, bylaws will be adopted, amended, or deleted after consideration at two regular meetings of the Board of Education. The agenda shall be marked to indicate such matters.

When a bylaw is placed on the agenda for the second consecutive meeting, a motion either to adopt or not to adopt the policy or the proposed bylaw changes is necessary for discussion. If the discussion



results in a suggestion for change, such changes will be included in the second reading of the bylaw prior to adoption.

Any bylaw of the Board may be adopted, amended or deleted at any regular meeting by a two-thirds vote of all members of the Board, provided that such proposal shall have been given to the Board at the previous regular meeting.

#### Section 11 - Quorum and Voting Procedures

1. A majority of the members of the Board shall constitute a quorum. A quorum is necessary for the transaction of business at any regular or special meeting of the Board.

2. **Voting Procedures:**

- a. No member can vote on a question in which he/she has a direct personal or pecuniary interest.
- b. Members may vote for themselves for any office or other position.
- c. While it is the duty of every member who has an opinion on a question to express it by vote, he/she cannot be compelled to do so.
- d. A member may abstain from voting (with the knowledge that the effect is the same as if he/she had voted on the prevailing side).
- e. The votes of each member of the Board upon any issue before the Board shall be recorded in the minutes of the session at which taken.
- f. Any Board member shall have the opportunity to explain his/her vote for recording in the minutes.

3. **Procedures for Participation By Means of Electronic Equipment**

A. Board members may participate in meetings by means of electronic equipment (*e.g.*, telephone, video conference) under the conditions set forth herein. When such conditions are met, any Board member participating by means of electronic equipment shall be counted for the purpose of constituting a quorum. Conditions for participation are as follows:

- I. The facility that is made available to the public that wishes to attend the meeting must be located where the greatest number of Board of Education members are located;
- II. Any physical or demonstrable material that is used in the course of the proceedings must be present in the place where the public is located; and
- III. All those in attendance at the meeting, at whatever location, must be able to hear and identify all participants in the proceeding, including their individual remarks and votes.

B. When a Board member is participating in a meeting by means of electronic equipment, the Chairperson shall take the necessary steps to ensure that the three conditions

enumerated above are met. In addition, the Chairperson shall take the necessary steps to ensure that a Board member participating by means of electronic equipment has adequate opportunity to express himself/herself in Board discussion, including the opportunity to take the floor and make motions.

#### Section 12- Method of Filling Vacancies

Whenever a vacancy occurs in the office of any member of the Board of Education, it shall be filled by the remaining members of the Board until the next regular Town election, at which election a successor shall be elected for the unexpired portion of the term. Nominations to fill such vacancy shall be made by any Board member that is a registered member of the same political party as the departed member. If no remaining member is a member of such political party, then any member may make such nomination.

#### Section 13 - Committees

The Board shall act as a committee of the whole on all matters coming before it except that special committees for the consideration or investigation of certain problems, or for the performance of certain Board functions, may be created by vote of the Board. Any committee created by the Board shall be subject to the provisions of the Freedom of Information Act.

##### a. Standing Committees.

The Board may authorize committees to be convened and direct them to carry out purposes so designated by the Board.

Standing committees may include, but shall not be limited to, those listed below. At or promptly after the annual organizational meeting, the Chair shall appoint two (2) or four (4) members to the standing committees.

The appointments shall be made in a manner that assures equal minority party representation on each standing committee. The Chair will solicit Board member interest in serving on a standing committee before the Chair makes appointments.

The standing committees are:

- 1) Buildings and Sites
- 2) Community Relations
- 3) Curriculum and Instruction
- 4) Personnel and Finance
- 5) Policy

## 6) Transportation and Residency

### Building and Sites Committee

This committee has responsibility for the oversight of the maintenance and operation of all school buildings and school building sites.

Specific responsibilities of this committee include:

- Develops and recommends to the Board a maintenance schedule for buildings and grounds;
- Reviews needed repairs and maintenance based on the administration's
- inspection of school facilities;
- Assists with the planning for new construction, major renovations, or major improvements of school buildings and grounds;
- Recommends to the full Board additions, deletions, or changes to school facilities needed to support school programs;
- Conducts periodic inspection of school facilities and reports to the Board at least annually; and
- Working through the administration, conducts studies and otherwise works with the administration on matters related to security, space, and community use of the school buildings and grounds.

### Community Relations Committee

This committee works to ensure that the Board builds strong and strategic relationships with the community and maintain a positive image of the school district within the community.

Specific responsibilities of this committee include:

- Works with administration to develop a community relations plan that identifies formal and informal mechanism to engage in dialogue with the community;
- Works with administration to develop key messages articulated to the community;
- Assists the administration in creating marketing efforts that support school
- district's mission and goals; and
- Evaluates the Board's stakeholder relationships

### Curriculum and Instruction Committee

This committee reviews major areas of curriculum development, regular and special education services and programs, student assessment, long term curriculum review and revisions.

Specific responsibilities of this committee include:

- Periodically reports to the Board on the status of curriculum implementation and monitors areas in need of study or improvement;
- Periodically reviews, evaluates and reports to the Board on student progress and results on standardized test results;

- Studies and recommends textbook usage; and
- Recommends budget changes required to support curriculum and instruction.

#### Personnel and Finance Committee

This committee has responsibility with the preparation of the budget and periodic reviews of expenditures and oversees the policies and practices associated with the employment of school district personnel.

Specific responsibilities of this committee include:

- Reviews and reports to the Board on accounting and purchasing procedures;
- Recommends the annual budget to the full Board;
- Represents the Board during various stages of budget development;
- Reviews and recommends to the Board evaluation system for school employees and the superintendent;
- Assists, as requested by the superintendent, in determining the creation and elimination district positions; and
- Provides the administration with feedback on new or revised job descriptions.

#### Policy Committee

This committee oversees district policies and regulations.

Specific responsibilities of this committee include:

- Works with the superintendent to review, update, create, or update district policies and required regulations;
- Evaluates suggestions for board policy that come from Board members, the public, and the administration; and
- Presents proposed policy changes to the full Board for discussion (First Reading) and tentative action (Second Reading).

#### Transportation and Residency Committee

This committee will conduct hearings at the request of the administration or parent/guardian regarding transport transportation requests and complaints, and residency and school attendance zone matters.

Standing committees will meet at the request of the Board. Each committee will report to the Board at the directive and discretion of the Board.

b. Special Committees. With the consent of the Board, the Chair may appoint a special committee of the Board to deal with any topic or matter not within the jurisdiction of a standing committee. The Chair will solicit Board member interest and appoint Board members to serve on negotiating committees for administrator and teacher contracts. Only Board members shall serve on a special committee.

c. Advisory Committees. With the consent of the Board, the Chair may appoint advisory committees



to provide advice or recommendations to the Board on any matter within the jurisdiction of the Board. An advisory committee may include Board members, staff and community members, as deemed appropriate.

d. Committee Authority. Committees may advise the Board and do not determine or interpret policy. A standing or special committee may exercise the authority of the Board to the extent explicitly provided by these bylaws.

#### Section 14- Meeting Conduct

Meetings of the Board shall be conducted by the Chair in a manner consistent with the provisions of the Freedom of Information Act and the adopted bylaws of the Board. All meetings of the Board of Education for the official transaction of business shall be open to the public except that the Board may, by the affirmative vote of two-thirds of the members present and voting, meet in executive session for the purposes specified in Conn. Gen. Stat. §1-225, as described in Section 7 above.

All Board meetings shall commence at or as close as practicable to the stated time, provided there is a quorum.

All regular and special Board meetings shall be guided by an agenda which will have been prepared by the Chair in consultation with the Superintendent and delivered in advance to all Board members and other designated persons. By a two-thirds vote of those members present and voting, items may be added to the agenda of a regular meeting.

#### Construction and Posting of Agenda

##### 1. Construction of Agenda

- a. The Superintendent in cooperation with the Chairperson of the Board of Education and Minority Leader shall prepare an agenda for each meeting.
- b. In addition to those items listed by the Chairperson of the Board, any member of the Board may contact the Chairperson or the Superintendent and request that an item be placed on the agenda.
  - i. This request must be made no later than seventy-two (72) hours prior to the legally required public posting of the agenda.
  - ii. At least 3 Board members must agree to the additional agenda item before it will be placed on the agenda.
- c. Town residents and/or taxpayers may request that the Board place an item on the agenda of a regular meeting. To do so they must:
  - i. Take their request in writing to the Secretary of the Board, with a copy of the request to the Superintendent of Schools.
  - ii. The Secretary of the Board will present the written request to the Board at its next regular meeting.

- iii. If at least three Board of Education members agree to the additional agenda item, it will be placed on an agenda for a future regular meeting of the Board of Education.
- iv. The Board of Education will decide at which future regular meeting date the item will appear on the agenda.

## 2. Posting of Agenda

- a. At least twenty-four (24) hours prior to the time of the regular [or special] meeting, an agenda will be constructed and posted by the Superintendent of Schools for the Board of Education.
- b. An agenda will be posted at [Town Hall and] the Administrative Offices of the Board of Education.
- c. The Board may add items to the agenda of any regular meeting by a two-thirds vote of those Board Members present and voting.

Robert's Rules of Order shall govern the proceedings of the Board except when those rules are in conflict with these bylaws or the Board's established customs and practices.

Smoking will not be permitted in any room in which a meeting of the Board of Education is being conducted, or during the time immediately prior to the meeting. A sign notifying the public that no smoking is allowed in the place designated for the meeting will be prominently posted.

If at any point in the meeting the Board of Education should not maintain a quorum, the Board Chair shall adjourn the meeting and declare the time and place of the resumption of the meeting, which shall be reflected in a written order of adjournment. A copy of the written order of adjournment will be posted on or near the door of the place where the meeting was held within twenty-four hours after the time of adjournment.

## Section 15 - Minutes

A complete and accurate set of minutes of each meeting shall be recorded in the Minute Book of the Board. The Minute Book shall be maintained at the Board's Administrative Offices. A copy of the minutes of each meeting shall be sent by mail to each Board member not later than thirty days following each meeting.

The minutes shall constitute the official record of proceedings of the Board and shall be open to public inspection at all reasonable times.

The minutes shall include the following:

- The time, place and date of each meeting.
- The names of those members in attendance.
- The disposition of all matters on which action was recommended.
- All motions and resolutions and their disposition, listing all votes, abstentions and absentees.
- All decisions concerning future meetings and agendas.

By request, a brief statement of a Board member may be included.

A record of votes taken at each meeting shall be reduced to writing and made available for public inspection within forty-eight hours of the conclusion of the meeting at which the votes were taken. Votes taken shall also be reflected in the minutes of each meeting, and the minutes shall be made available for public inspection within seven days of the date of the meeting to which they refer.

#### Section 16 - Pledge of Allegiance

After the Call to Order, and prior to the Approval of Minutes at regular Board meetings, all in attendance will be invited to join the Board in reciting the Pledge of Allegiance, to be led by the Chair or the Chair's designee.

#### Section 17- Formulation. Adoption. Amendment or Deletion of Policies and Administrative Regulations

##### Formulation, Adoption, Amendment, or Deletion of Policies

In the absence of any written policy, administrative regulations will be used to guide and administer the effective operation of the school district.

Suggestions for either new policies or policy changes would normally come to the Board of Education from any of the following:

- Board of Education Members
- Superintendent
- Statute
- Matters of law
- Citizens
- Students

The Superintendent will prepare a draft policy statement for consideration and for the development by the Board of Education.

Policy proposals and suggested amendments to, revisions, or deletions of existing policies shall normally be submitted to all members of the Board of Education by the Superintendent in writing prior to a regular Board of Education meeting in which such proposed policies, amendments, revisions or deletions thereof shall be read and discussed.

Policies that deal with matters of an emergency nature may be introduced at any regular or special Board meeting.

Policies that affect students shall become effective at the beginning of the next school year following adoption unless the policy provides otherwise.

Except for emergency situations, policies will be adopted, amended, or deleted after consideration at two regular meetings of the Board of Education. The agenda shall be marked to indicate such



policy matters.

When a policy is placed on the agenda for the second consecutive meeting, a motion either to adopt or not to adopt the policy or the proposed policy changes is necessary for discussion. If the discussion results in a suggestion for change, such changes will be included in the second reading of the policy prior to adoption.

The formal adoption or deletion of policies and the adoption of policy changes shall be by majority vote of all members of the Board, and the action shall be recorded in the minutes of the Board.

Only those written statements so adopted as policy and so recorded shall be regarded as official policy of the Board.

#### Formulation, Adoption, Amendment, or Deletion of Administrative Regulations

1. The Superintendent is responsible for the formulation, adoption, amendment and deletion of administrative regulations to implement the policies of the Board.
2. The Superintendent shall bring to the attention of the Board all new, revised or deleted administrative regulations.
3. The Board reserves the right to review and direct revisions or deletions of administrative regulations should they, in the Board's judgment, be inconsistent with the policies of the Board. If the Board directs the Superintendent to adopt, amend, or delete administrative regulations, it shall do so upon majority vote of all members in attendance at a meeting, provided that prior notification of such proposed revision has been described in writing in the call of the meeting, or upon majority vote of all members of the Board when no such written notice has been given.

#### Suspension of Bylaws, Policies, and Administrative Regulations

1. Policies and bylaws of the Board shall be subject to suspension for a specified purpose and limited time by:
  - a. A majority vote of all members of the Board in attendance at a meeting, and
  - b. Provided that prior notification of such a proposed suspension has been described in writing in the call of the meeting.
2. Policies of the Board of Education shall be subject to suspension for a specified purpose and limited time upon a majority vote of all members of the Board when no such written notice has been given.
3. Bylaws of the Board of Education shall be subject to suspension for a specified purpose and limited time upon a two-thirds votes of all members of the Board when no such written notice has been given.



4. Administrative regulations of the Board may be suspended for a specified purpose and limited time:
  - a. By the Superintendent, who shall give notice to the Board of the reason for the suspension and the time period of the suspension.
  - b. The Board may direct the Superintendent to suspend administrative regulations for a specified purpose and limited time upon majority vote of all members in attendance at a meeting, provided that prior notification of such proposed suspension has been described in writing in the call of the meeting, or upon majority vote of all members of the Board when no such written notice has been given.

#### Section 18 - Removal of Board Officers

It is the policy of the Manchester Board of Education that an officer of the Board will:

- adhere to all Board policies, rules and regulations;
- conduct himself or herself in a fair and impartial manner; and
- carry out the duties of his or her respective office in accordance with law.

An officer of the Board may be removed for cause by a majority vote of the entire Board. A vote to remove a Board officer shall only take place at a regular meeting or a special meeting called for that purpose. "Cause" includes, but is not limited to, any conduct that:

- specifically relates to and affects the administration of the office in a manner deemed to be deleterious to Board operations;
- negatively and directly affects the rights and interests of the public;
- violates Board policies, rules and regulations; or
- conduct that interferes with the orderly and efficient operation of the Board.

#### Procedures for Removal:

Prior to any vote to remove a Board officer for cause:

- 1) The Board may review the performance and/or conduct of the Board officer in open or executive session (as determined by the Board and the Board officer) prior to taking any formal action.
- 2) If the Board determines that formal action is necessary, the Board officer shall be provided with reasonable notice of the Board's intent to consider possible removal from office (such notice to be given in writing after being authorized by Board vote at a prior meeting of the Board).
- 3) Upon the written request of the Board officer within 7 days of such action, he/she shall be provided with an opportunity for a hearing before the Board of Education before the Board votes on removal.

- 4) At any such hearing, the Board officer shall have the right to be represented by counsel at his/her own expense and to present relevant evidence to the Board.

**Standard for Removal:**

Service as a Board officer is a privilege, not a right, the purpose of which is to assist the Board in conducting its business in an appropriate, orderly, and efficient manner. Therefore, any Board member serving as an officer shall have no legally protected right to continue in that position. A decision that there is cause for removal shall be made by a majority of board members present and voting, provided that no less than a majority of the board membership as a whole shall be required for removal.

**Section 19 - Code of Conduct for Board Members**

It is the policy of the Manchester Board of Education that a member of the Board will:

1. adhere to all Board policies, rules and regulations;
2. conduct himself or herself in a fair and impartial manner;
3. refrain from interfering with the implementation of a Board policy decision by the administration;
4. refrain from interfering with the duties of any school district official;
5. refrain from divulging to anyone any aspect of matters considered and discussed in executive session; and
6. refrain from engaging in slanderous, discriminatory, obscene or threatening conduct or communications toward any student and/or any school district official, in any manner and/or using any medium.

Each member of the Board will act in complete accordance with the provisions and tenor of this policy. Should any member of the Board fail to so act, such failure will constitute cause for censure or other such action as deemed appropriate by the Board.

**Procedures for Censure:**

Prior to any vote to censure a Board Member for cause:

1. The Board may review the performance and/or conduct of the Board member in open or executive session (as determined by the Board and the Board member) prior to taking any formal action.
2. If the Board determines that formal action is necessary, the Board member shall be provided with reasonable notice of the Board's intent to consider possible censure (such notice to be given in writing after being authorized by Board vote at a prior meeting of the Board).
3. A vote to censure a Board member shall only take place at a regular meeting or a special meeting called for that purpose.
4. Such censure may be enacted for cause by a majority vote of all Board members.

## Section 20 - Board of Education Updates and Self-Evaluation

The Board of Education shall receive annual updates on the following updates:

- Buildings / Maintenance
- Technology
- Teacher and Administrator Evaluation
- Teaching and Learning
- Pupil Services

The Board of Education shall conduct a formal self-evaluation on a bi-annual basis.

The Board of Education shall review the mission and vision of Manchester Public Schools every three years.

## **Article III**

### **DUTIES AND AUTHORITY OF THE SUPERINTENDENT**

#### Section 1 - General Duties

The Superintendent shall be the chief executive officer of the Board and shall serve as its professional advisor. In accordance with the policies of the Board and the General Statutes, the Superintendent shall be responsible for administering and supervising the schools and all other activities under the control of the Board.

#### Section 2 -Authority

All individuals employed by the Board shall be responsible to the Superintendent. The Superintendent shall make such rules and give instructions to school employees as may be necessary to implement Board policy.

#### Section 3 - Delegation of Authority

The Superintendent, in his/her discretion, may delegate to other employees of the Board the exercise of any power and the discharge of any duties imposed upon the Superintendent. The delegation of such powers or duties, however, shall not relieve the Superintendent of responsibility for the actions taken under such delegation.

#### Section 4 - Duties in Relation to Board Meetings

Except when matters pertaining to the Superintendent's salary or reappointment are being considered, the Superintendent, or his/her designee, shall be present at all meetings of the Board. The Superintendent shall submit to the Board recommendations relative to matters requiring Board action. The Superintendent shall, at all times, keep the Board informed relative to the educational



programs and activities operating under the Board's authority. The Superintendent shall provide a quarterly budget update to the Board.

#### Section 5 - Specific Duties and Responsibilities

All employees, except in cases where special authorization is given by the Board, shall be hired by the Board only upon the nomination of the Superintendent, except insofar as the Superintendent may delegate this responsibility regarding specific categories of employees. The Board may authorize the Superintendent to offer contracts to new teachers.

### **ARTICLE IV**

#### **Standards of Ethical Conduct For Members of the Board of Education**

##### Section 1 - Purpose.

The proper operation of the Board of Education and the school system of the Town of Manchester requires that Members of the Board of Education be independent, impartial and responsible to the people; that decisions and policy be made by the Board of Education through proper channels of the governmental structure; that public office not be used for personal gain; and that the public have confidence in the integrity of its elected leaders. In recognition of those goals, these Standards of Ethical Conduct are established with the purpose of setting forth guidelines, standards and limitations for conduct of Members of the Board of Education that are consistent with the best interests of the Town of Manchester and its school system.

##### Section 2 - Definitions.

As used in these Standards, the words and phrases stated below shall have the following meanings:

"Business" means any corporation, partnership, sole proprietorship, firm, enterprise, franchise, association, organization, self-employed individual, holding company, joint stock company, receivership, trust, investment property or any legal entity through which business is conducted for profit or not for profit.

"Close Relative" means the spouse, domestic partner, parent, child, step-child or sibling of any Member of the Board of Education.

"Confidential Information" means any information concerning the property, business or affairs of the Town of Manchester that is obtained solely by reason of one's participation in Town government as a Member of the Board of Education and which is not readily accessible to or ascertainable by any other member of the public through alternative means.

"Conflict of Interest" means an action, a Financial Interest, or a Personal Interest that a reasonable person would find to be incompatible with the proper discharge of the duties of a Member of the Board of Education or that a reasonable person would find likely to impair one's independence of judgment in the performance of the duties of a Member of the Board of Education. Without limiting the foregoing definition, a "Conflict of Interest"

A conflict of interest shall be deemed to exist if a Member of the Board of Education or a Close Relative:

- 1) Has a Financial Interest or Personal Interest in any sale, purchase or lease of real estate, materials, supplies or services to the Board of Education or by the Board of Education;
- 2) Is an employee, officer, partner, director or consultant of any Business that provides materials or services to the Board of Education, purchases materials or services from the Board of Education, or otherwise contracts with the Board of Education;
- 3) Has a Substantial Ownership Interest in any Business that provides materials or services to the Board of Education, purchases materials or services from the Board of Education, or otherwise contracts with the Board of Education;
- 4) Has a Financial Interest or Personal Interest in any legislation or other matters coming before the Board of Education.
- 5) Has a Financial Interest or Personal Interest in any real property located within the Town (excluding a personal residence), the use or development of which may be subject to regulation by the Town for purposes related to use by the Board of Education.
- 6) Has accepted any service, gift or favor from any person or business having any dealings with the Board of Education.
- 7) Is employed by or renders services for private interests under circumstances where such employment or service would bring into question his or her independence of judgment in the performance of his or her official duties or permit the inference that he or she has used or disclosed confidential information acquired by him or her in the course of his or her official duties.

"Financial Interest" means that the outcome of a discretionary action by the Board of Education can reasonably be expected to yield an exclusive economic benefit or specific pecuniary gain, beyond that which is available to every other business or individual within the Town, for a Member of the Board of Education or a Close Relative, or for a Business in which a Member of the Board of Education or Close Relative holds a Substantial Ownership Interest or has an ongoing business relationship as a client or customer.

"Gift" means anything of intrinsic value which is received, and for which consideration of equal or greater value is not given, including tangible goods, payments, loans, subscriptions, advances, services, entertainment, food, beverage, travel and lodging. Gifts do not include:

- 1) Any item, regardless of value, which is offered to the Town or the Board of Education, is accepted on behalf of the Town or the Board of Education, and

becomes and remains the property of the Town or the Board of Education.

- 2) Any item, regardless of value, received from a Close Relative.
- 3) Items, including cash, with a value not to exceed \$100.00, which are customarily tendered on gift-giving occasions, including Christmas, Hanukkah, birthdays, the birth or adoption of a child, weddings, confirmation or bar/bat mitzvahs, provided the total value of such gifts in any calendar year received from any one individual do not exceed \$250.00.
- 4) Items received by individuals at the time of departure from office or at public occasions held to honor a Member of the Board of Education.
- 5) A certificate, plaque or other ceremonial award or recognition costing less than one hundred (\$100.00) dollars.
- 6) An honorary degree bestowed upon a Member of the Board of Education by a public or private university or college.
- 7) The waiver or payment of a registration or entrance fee to attend a civic or philanthropic event to which a Member of the Board of Education has been invited to participate in his or her official capacity.
- 8) A complimentary meal provided at a civic or philanthropic event to which Member of the Board of Education has been invited to participate in his or her official capacity.
- 9) A meal provided in the home by an individual.
- 10) Contributions or donations to a charitable cause made in the name of a Member of the Board of Education.
- 11) A loan made on terms that are commercially reasonable and not more favorable than loans made in the ordinary course of business.
- 12) A political contribution otherwise reported as required by law. g.

"Person" means an individual, sole proprietorship, trust, business, corporation, union, association, firm, partnership, limited liability company, committee, club or other organization or group of persons.

"Personal Interest" means that the outcome of a discretionary action by the Board of Education can reasonably be expected to yield a material benefit, special consideration, treatment or advantage to a Member of the Board of Education or Close Relative beyond that which is available to every other citizen of the Town.

"Substantial Ownership Interest" means control of, legal ownership of, or a beneficial interest in a Business that exceeds five percent of the outstanding securities of the Business or, if the Business is



unincorporated, exceeds five percent of the net worth of such Business.

"Town" means the Town of Manchester and the Manchester Board of Education and the Manchester school system.

### Section 3- Conflicts of Interest.

Conflicts of Interest are not, in and of themselves, a sign of unethical or improper conduct. They are an innocent consequence of the fact that, outside of their service to the Town, Members of the Board of Education possess a wide array of professional pursuits, financial interests and personal relationships. However, it is expected that Members of the Board of Education will be acutely sensitive to the existence of possible Conflicts of Interest and, when a possible Conflict of Interest arises, that they will conduct themselves in a manner that will eliminate any question as to the integrity and impartiality of the Manchester Board of Education.

Members of the Board of Education that are deemed to have a Conflict of Interest shall be subject to and abide by the following standards of conduct:

- a) Any Member of the Board of Education having a Conflict of Interest with respect to any matter to be acted upon or coming before the Board of Education shall make a full disclosure of that interest and shall consider whether the Conflict of Interest rises to the level that the Member feels that he or she cannot render an objective and impartial decision and therefore shall disqualify himself or herself from participating in any deliberation and decision making with respect to that matter.
- b) A Member of the Board of Education with a Conflict of Interest shall not directly participate in the delivery of any Board of Education service, nor attempt to influence anyone concerning the delivery of services, to that particular person or Business that gives rise to the Conflict of Interest.
- c) A Member of the Board of Education with a Conflict of Interest shall not directly participate in the awarding of Board of Education contracts, nor attempt to influence anyone concerning the awarding of Board of Education contracts, to that particular person or Business that gives rise to the Conflict of Interest.
- d) No Member of the Board of Education shall appear on behalf of a private concern or otherwise represent a private concern (other than himself or herself or except as a witness under subpoena) in any state or federal litigation or administrative proceeding to which the Board of Education is a party, where such representation would be against the interest of the Board of Education.

### Section 4- Preferential Treatment Prohibited.

No Member of the Board of Education shall seek for himself, or grant to any other person, any special consideration, treatment or advantage beyond that which is available to every other citizen of the Town.

Section 5- Soliciting or Accepting Inducements Prohibited.

No Member of the Board of Education, or candidate for nomination or election to the Board of Education, shall solicit or accept anything of value from any person based upon an understanding that any specific vote or official action will be influenced thereby.

Section 6 - Gifts.

Members of the Board of Education and Close Relatives shall not accept any gift from any person or business that has business dealings with the Board of Education, or has an interest in any matter that is pending or to be presented before the Board of Education. If it is impossible or inappropriate to refuse an unsolicited gift or offering, the gift shall be accepted on behalf of the Board of Education, shall be delivered to the Superintendent of Schools and shall become and remain the property of the Board of Education.

Section 7 - Incompatible Employment.

While engaged in the performance of their official duties, Members of the Board of Education owe a duty of undivided loyalty to the interests of the Board of Education and the Manchester school system. Therefore, no Member of the Board of Education shall engage in or accept private employment or render services for a Person or Business when he knows or has reason to know that such employment or service could impair his or her independence of judgment in the performance of his or her official duties, or possibly require him to disclose confidential information acquired by him in the course of his or her official duties, or possibly require him to take any other action which might be antagonistic to the interests of the Board of Education and the Manchester school system.

Section 8- Doing Business with the Board of Education.

No Member of the Board of Education shall engage in any private business transaction with the Board of Education without prior written notice to the Superintendent of Schools. No Member of the Board of Education shall enter into any contract with the Board of Education.

Section 9 - Disclosure or Use of Confidential Information.

Members of the Board of Education shall not disclose or otherwise disseminate any confidential information or divulge personal matters pertaining to others that do not bear upon the discharge of official duties.

Whether or not it shall involve disclosure, no Member of the Board of Education shall use or permit the use of confidential information to advance his or her own financial or personal interests or to advance or damage the financial or personal interests of any other business or individual.

Section 10 - Use of Town or Board of Education Property, Assets and Resources.

Town-owned or Board of Education-owned equipment, supplies, property, labor and resources shall be used only for the conduct of approved Town business. No Member of the Board of Education shall



knowingly use or permit the use by others of Town property or Board of Education property for personal convenience or personal profit. However, Members of the Board of Education may use Town property or Board of Education property, assets and resources to the extent they are made available to the public generally or to the extent that such use is consistent with established policies and procedures governing the use of Town owned or Board of Education-owned vehicles or communication devices.

#### Section 11 - Former Members of the Board of Education.

A person who has served at any time as a Member of the Board of Education shall not appear before the Board of Education on behalf of any person or Business (other than himself or a Close Relative) until at least twenty-four (24) months have passed from the termination of his or her elected service on the Board. Nothing in this restriction shall be construed to inhibit a former Board Member's right to publicly express his or her personal views upon an issue before the Board of Education or advocate on his or her own behalf for a particular decision on a matter before the Board of Education.

A person who has served at any time as a member of the Board of Education shall not privately lobby on behalf of any person or in any way attempt to influence the judgment or decision of any Member of the Board of Education on behalf of any person or Business (other than himself or a Close Relative) until at least twenty- four (24) months have passed from the termination of his or her elected service on the Board. Nothing in this restriction shall be construed to inhibit a former Board Member's right to publicly express his or her personal views upon an issue before the Board of Education or advocate on his or her own behalf for a particular decision on a matter before the Board of Education.

A person who has served at any time as a Member of the Board of Education shall not represent anyone other than the Board of Education concerning any particular matter in which he or she participated personally and substantially while serving as a Member of the Board of Education.

A person who has served at any time as a Member of the Board of Education shall not disclose or use confidential information acquired in the course of any by reason of his or her official duties, for the financial gain for himself or herself or others.

#### Section 12 - Censure

The Board of Education may, by Resolution of Censure, express its sense that the conduct of one or more of its Members has not conformed to these Standards of Ethical Conduct.

Upon a written request to the Chairman containing the full text of the Proposed Resolution of Censure and no less than seven (7) signatures of the Members of the Board, the Board shall consider such Resolution of Censure.. All Members of the Board, including any Member who is the subject of the Resolution of Censure, may be heard on the question. Passage of the Resolution of Censure shall require a unanimous vote of all members present and eligible to vote. Any Member who is the subject of a Resolution of Censure shall not be permitted to vote on the question.

A Resolution of Censure shall not be in order, and shall not be considered under any circumstances, while a hearing, investigation, prosecution, or any other proceeding arising from the same conduct is pending before the Ethics Commission of the Town of Manchester or before any other agency,

commission, department or court with jurisdiction over said conduct.

### Section 13- Use of the Board of Education-Issued ~~device-Tablets-Devices~~

In order to avoid unnecessary copying and printing, to reduce the district's printing and copying costs, and to make information readily available electronically for all Board members, the Manchester Board of Education ("Board"), are issued ~~device-tablets-devices~~. While the use of the devices promises to increase efficiency, reduce costs and help in preserving the environment, Board members have an obligation to comply with the Freedom of Information Act (the "FOIA"), Conn. Gen. Stat. §§ 1-200 through 1-241, which represents Connecticut's commitment to open government and a strong policy in favor of public access to meetings and records.

The following guidelines govern the use of the Board of Education-issued devices by Board members:

1. The devices are the property of the Manchester Board of Education. Accordingly, the devices may only be used for Board-related business. Board members should not have any expectation of personal privacy with regard to the use of the devices. Personal and/or private use of the devices is prohibited. The devices are to be used only by Board members, and not by any other persons. Board members may not download and/or utilize any applications, software or any program onto the devices for personal and/or private use.
2. All information contained on any device (including, but not limited to e-mails or other interactive communications) is subject to disclosure under the FOIA, unless a specific statutory exemption applies to such information.
3. The devices should not be used for the transmission and/or storage of confidential or privileged materials (including, but not limited to, materials that will be discussed in executive session).
4. Personal and/or private e-mail accounts are not to be loaded onto or accessed through the devices. Any and all emails sent by way of a device must be sent through the Manchester Board of Education email system. In addition, Board members should not use private email accounts to conduct public business, whether through use of the device or otherwise.
5. Any type of interactive communications or series of communications (including in person communications, telephonic communications and electronic communications of any sort) relating to school district business and involving a quorum of the Board or a committee of the Board will likely be deemed to constitute a "meeting" under the FOIA. Such communications violate the provisions of the FOIA for several reasons, including the failure to post notice of the meeting and the failure to allow access to the meeting by members of the public. Accordingly, Board members must take care to ensure that their



interactive communications, via device or otherwise, do not constitute a meeting under the FOIA.

6. Board members are prohibited from sending or receiving electronic messages through the device or otherwise during Board meetings and committee meetings.
7. Board members must take care to safeguard the devices. Board members may be held financially responsible for the loss of or damage to an device.
8. In order to protect the security of information contained in the device, each Board member shall be issued a password by the district for the use of the device. Such passwords will not be modified by Board members.

#### Section 14 - Reimbursement of Board Members' Expenses

##### 1. Remuneration

- a. A member of the Manchester Board of Education shall receive no compensation for carrying out Board services.

##### 2. Reimbursement

- a. Board members authorized to attend educational conferences, meetings or travel on
- b. Board business shall be reimbursed, upon submitting vouchers and supporting documentation for reasonable expenditures, transportation costs, and registration fees. Board members must have approval in advance from the Board to be eligible for a reimbursement.
- c. Each Board member that receives prior authorization for reimbursement of a Board of Education expense is expected to account for all expenditures incurred in connection with the performance of his/her Board duties.
- d. Receipts in general are required for:
  - i. Lodging -- Lodging accommodations should provide normal comforts and services well located in relation to the area in which Board business will be conducted.
  - ii. Meals --Reasonable expenditures are allowed for meals [IRS recommended guidelines]. Board members may submit appropriate explanatory information as needed, on a separate sheet of paper attached to the receipt. The Board will not reimburse Board members for the purchase of alcohol.
  - iii. Taxi or Bus Fare
  - iv. Parking Fees or Toll Charges (when applicable)

3. Registration Fees -- The Board will not pay any late registration fees without an explicit prior authorization.

Revised: January 9, 1995

December 13, 1999

November 27, 2000

December 12, 2007

September 22, 2008

May 27, 2014

## REVISION 6180

The Manchester Public Schools curriculum and programs are designed to produce optimal student achievement for students Pre K- 12 and beyond. Based on a shared vision and mission, best practices in planning, instruction and assessing are implemented to accomplish excellence in all areas of student development. The evaluation of the MPS instructional program emphasizes the role that standards and curriculum frameworks play to inform curriculum development and outlines a five-year curriculum review process to ensure the curriculum is rigorous, achievable and aligned to the vision of the district.

Professional staff, including outside consultants will support the review and continual revision of curriculum and programs. The Superintendent and/or designees will inform the Board regarding new and revised curriculum and programs as it relates to the cycle of revision and evaluation.

### Administrative Regulations

#### Defining Curriculum

Curriculum is defined broadly as the academic content taught in schools and within specific courses. Curriculum identifies the concepts; knowledge and skills students in a specific grade/academic discipline should know and be able to do as a result of their educational experience. A Manchester Public Schools curriculum document includes the national or state standards students will work toward, the units that teachers teach, the instructional pedagogy appropriate to the course or discipline, the learning materials used in the course, and various forms of assessment that provide evidence of student progress toward meeting course expectations. It is recommended that curriculums include Assured Learning Experiences (ALEs). The ALEs are common experiences that students engage in to demonstrate their progress in attaining the learning standards identified in the course.

#### The Role of Standards and Curriculum Frameworks

National and state standards inform the curriculum writing process. These standards are used as a foundation for MPS leaders to make decisions about what to include in an individual curriculum so that students can achieve the standards identified for a particular course or grade level. In addition to standards, curriculum frameworks are published by professional organizations representing the various academic disciplines and by the State Department of Education. Curriculum frameworks serve as an important influence for curriculum development as they provide a vision for the learner in each academic discipline as well as guidance on ways to implement standards through the use of highly effective pedagogical practices. Frameworks often provide a description of the standard at each grade level, or grade-level band, and snapshots of grade-level instructional practice. Curriculum frameworks also typically include suggestions for connections across and between courses and themes that can be used in instruction. Using standards and curriculum frameworks, curriculum writers have a wealth of information to guide the development of local curriculum documents that meet the needs of students.

#### Curriculum Design: Writing & Revision Process

The district's curriculum continually evolves to meet the needs of a changing society. The curriculum writing and/or revision process may initiate from a variety of sources including:

- (1) newly adopted state and/or national standards (as was the case with CT’s adoption of the Common Core State Standards, Next Generation Science Standards, and new PreK-12 social studies and arts standards)
- (2) the five-year curriculum review process from which needs for curriculum revision emerge,
- (3) requests for new or revised courses through the district’s course request process, or
- (4) the needs and interests of students and the community.

Key questions guide the curriculum writing process. These questions include, “what are the appropriate national or state standards for this course?”, “what are the concepts and understanding students should address in this course?”, “what are the most effective ways to structure learning experiences?”, and “what are the most effective ways to assess learning?”. The graphic below outlines this iterative process.

### Five-Year Curriculum Review

The curriculum review process provides all PreK-12 departments with a consistent format and tools to review and assess curriculum on a regular basis. The entire PK - 12 program of all content area departments and related services programs are reviewed during the same year on a five-year cycle. The Curriculum Review process is based on five core indicators of effective curriculum design:

#### **Indicator 1: Content Skills and Understandings**

What students are expected to know, understand, and be able to do is clearly defined, meaningful, focused on fundamental and relevant knowledge and skills necessary to succeed in a global community, and reflect high expectations for all.

#### **Indicator 2: Maps, Units and Pacing Guide Development**

Written documents include key required components, including the scope or breadth of material, the sequence of material, and the method of instruction in order to provide an articulated curriculum across the grades.

#### **Indicator 3: Assured Learning Experiences**

Key cognitive learning experiences (i.e., specific pedagogical strategies or instructional tasks) that help learners perceive, process, rehearse, store, and transfer new learning; tasks that create authentic experiences for all students to demonstrate proficiency with content and understandings specified; tasks that promote coherence and alignment across grades/courses and reflect high expectations for all students.

#### **Indicator 4: Assessment and Data**

Measures of content knowledge, process skills, and understandings; the specified assessments provide a means to determine the level of student learning as delineated in the curriculum documents. Both formative and summative assessments are specified, aligned, and represent high expectations.

**Indicator 5: Curriculum Alignment**

Reflects a clear match between the written curriculum, taught curriculum, and tested curriculum (including local and state assessments) consistent with external and internal standards, assessments, and best practices, creating coherence within and across the grades.

Curriculum reviews are done on a five-year cycle. The first and most critical phase in the process is a self-assessment. A group representing PreK-12 educators work as a vertical team to complete an assessment of the district curriculum in a content area. The goal of the self-assessment is to provide an in-depth reflection of the status of curriculum. The self-assessment is framed by guiding questions for each of the five indicators named above. Following the self-assessment, a subset of the vertical team presents its findings to the district's Office of Curriculum, Instruction, and Assessment.

The next phase of curriculum review is implementation. Based on the self-assessment and feedback of the Office of Curriculum, Instruction, and Assessment vertical team leaders will prioritize areas of focus and define action steps within department and district development planning.

Following the curriculum review process, vertical teams address identified department priorities by developing and monitoring long-range plans for curriculum implementation. Action steps taken may include:

- Utilizing the self-assessment as well as feedback from the Office of Curriculum, Instruction, and Assessment to develop and monitor short and long-term strategic actions for curriculum implementation.
- Making recommendations to address professional learning needs.
- Ensuring and articulating vertical alignment of curriculum, instruction, and assessment (e.g., vocabulary, mathematical discourse) within each content area.
- Analyzing district-wide data to monitor outcomes and ensure effectiveness of curriculum implementation and professional learning.
- Soliciting feedback and respond to changes in a timely manner (e.g. new research, state mandates).
- Establishing ad hoc groups to address issues, challenges, or needs identified by the vertical team.

Each year, the Directors of Teaching and Learning shall submit end-of-year reports to the Deputy Superintendent summarizing their actions to implement and monitor curriculum and to support

teachers' professional learning. These reports, along with student performance data and feedback from the Office of Curriculum, Instruction, and Assessment inform plans for the subsequent school year.

#### Data and Artifacts Collected, Analyzed or Examined

	<b>Indicator 1</b>  Content Skills and Understandings	<b>Indicator 2</b>  Maps, Units and Pacing Guide Development	<b>Indicator 3</b>  Assured Learning Experiences	<b>Indicator 4</b>  Assessment and Data	<b>Indicator 5</b>  Curriculum Alignment
<b>DATA</b>					
<b>ARTIFACTS</b>					



## Rubric - Evaluation of Instructional Program

**Indicator 1: Content, Skills and Understandings:** What students are expected to know, understand and be able to do is clearly defined, meaningful, culturally relevant and responsive, focused on fundamental and relevant knowledge and skills necessary to succeed in a global community, and reflects high expectations for all students.

The district/school/department mission is effectively reflected in the selection of content and skills. There is clear and compelling evidence that state and/or national standards were used and/or prioritized to determine what students should know, understand and be able to do. A common language is articulated accurately and it reflects accepted practice within the discipline and/or current educational research and promotes the work of the discipline. Effective 21st century skills are integrated (embedded) throughout the curriculum in order to promote college and career readiness (flexibility and adaptability, initiative and self-direction, social and cross cultural skills, productivity and accountability, and leadership and responsibility), including problem solving, communication (communicating clearly, collaborating with others), critical thinking (reasoning effectively, using systems, thinking, making judgments and decisions), and adaptability. The specified content, skills and understandings provide opportunities to have student learning extend beyond the curriculum.

What did the data and/or artifacts reveal? What did you conclude?

Based on your vertical team priorities and data analysis, what emerged as strengths and needs in this area?

How did the data inform the vertical team priorities?

What level of priority has been identified for this indicator (high, mid-level, low-level)?

**Indicator 2: Maps, Units and Pacing Guides Development:** The written documents per grade include key required components, including the scope or breadth of material (how much of what is to be taught/should be taught at that particular level within that particular context) and the sequence (the succession of when the information is presented) and how (i.e., spiral, systematic, selective emphasis), providing an articulated curriculum across the grades.

Comprehensive curriculum maps, units and pacing guides that define common expectations by grade level and course have been developed across the discipline. Maps are used by teachers to guide and sequence instruction where key content knowledge and skills, assessments and assured instructional experiences are evident. The units of study, with priority standards and supporting standards that are aligned with and are “unwrapped,” are clearly identified. The units of study also detail the big ideas, essential questions, pre- and post-assessments, key vocabulary, interdisciplinary connections, 21st century learning skills, learning activities, and high-impact instructional strategies that address differentiation, enrichment and intervention (Ainsworth, 2010). The curriculum is balanced (i.e., appropriate amounts per grade, appropriate across the grades and increasingly rigorous—content is not over or under emphasized). A pacing guide is used by teachers for implementing the units of study to ensure all priority standards are taught, assessed, re-taught, and reassessed over the course of the school year (Ainsworth).

What did the data and/or artifacts reveal? What did you conclude?

Based on your vertical team priorities and data analysis, what emerged as strengths and needs in this area?

How did the data inform the vertical team priorities?

What level of priority has been identified for this indicator (high, mid-level, low-level)?

**Indicator 3: Assured Learning Experiences:** Key cognitive learning experiences (i.e., specific pedagogical strategies or instructional tasks) that help learners perceive, process, rehearse, store and transfer new learning or tasks that create authentic experiences for all students to demonstrate proficiency of the grade level content and understandings are specified. These tasks promote coherence and alignment across the grades/courses and reflect high expectations for all students.

The assured learning experiences are specified in the curriculum, including learning experiences that differentiate, bringing meaning to the content, standards and skills. Assured learning experiences employ best practices and reflect effective teaching strategies and standards for dynamic teaching that is student-centered, skillful, data-driven, engaging, reflective and collaborative, and personalized. Assured learning experiences are aligned with curriculum and assessments, reflect the standards and are highly engaging. Specified teaching strategies lead all students to understanding and promote high levels of performance.

What did the data and/or artifacts reveal? What did you conclude?

Based on your vertical team priorities and data analysis, what emerged as strengths and needs in this area?

How did the data inform the vertical team priorities?

What level of priority has been identified for this indicator (high, mid-level, low-level)?

**Indicator 4: Assessment/Data:** Given the need to measure content knowledge, process skills and understandings, the specified assessments provide the means to determine the level of student learning as delineated in the curriculum documents. Both formative and summative assessments are specified, aligned and represent high expectations.

Key assessments must be aligned with standards as well as be common across the school system. Assessment criteria are used to link/align assessments to standards. For common assessments, levels of performance are defined (e.g., proficiency, mastery) by stated criteria and exemplars are available to teachers. A range of assessments are represented (formative, interim, summative). Assessments should be varied in order to measure depth of knowledge, level of understanding and the ability to apply concepts in unique or practical settings. Finally, assessment data are collected, analyzed and used to assess student learning and inform Curriculum, Instruction and Assessment revisions.

What did the data and/or artifacts reveal? What did you conclude?

Based on your vertical team priorities and data analysis, what emerged as strengths and needs in this area?

How did the data inform the vertical team priorities?

What level of priority has been identified for this indicator (high, mid-level, low-level)?

**Indicator 5: Curriculum Alignment:** There is a clear match between the written curriculum, taught curriculum and tested curriculum (including local and state assessments) that is consistent with external and internal standards, assessments and best practices, creating coherence within and across the grades.

Curriculum alignment refers to the examination of the match between the written curriculum, taught curriculum and tested curriculum (including local assessment and state assessments). An aligned curriculum represents a curriculum that is consistent with external and internal standards, assessments and best practices. The curriculum is aligned between local learning expectations and state assessments, between local assessments and learning outcomes. Assessment is aligned with the written and taught curriculum.

What did the data and/or artifacts reveal? What did you conclude?

Based on your vertical team priorities and data analysis, what emerged as strengths and needs in this area?

How did the data inform the vertical team priorities?

What level of priority has been identified for this indicator (high, mid-level, low-level)?