

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2019–20



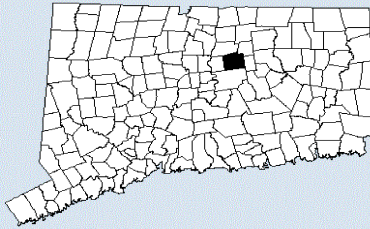
Manchester School District

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

District Information

Grade Range	PK-12
Number of Schools/Programs	17
Enrollment	6,309
Per Pupil Expenditures ¹	\$16,973
Total Expenditures ¹	\$128,097,831

¹ Expenditure data reflect the 2018-19 school year.



Community Information

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

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Notes

Unless otherwise noted, all data are for 2019-20 and include all grades offered by the district.

In most tables, data are displayed only for the three major race/ethnicity categories. For additional race/ethnicity categories, please visit edsight.ct.gov.

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

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

* When an asterisk is displayed, data have been suppressed to safeguard student confidentiality, or to ensure that statistics based on a very small sample size are not interpreted as equally representative as those based on a sufficiently larger sample size.

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

Students

October 1, 2019 Enrollment²

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	3,001	47.6	48.4
Male	3,308	52.4	51.6
American Indian or Alaska Native	21	0.3	0.3
Asian	541	8.6	5.2
Black or African American	1,561	24.7	12.7
Hispanic or Latino of any race	1,887	29.9	26.9
Native Hawaiian or Other Pacific Islander	12	0.2	0.1
Two or More Races	161	2.6	3.8
White	2,126	33.7	51.1
English Learners	449	7.1	8.3
Eligible for Free or Reduced-Price Meals	3,983	63.1	43.3
Students with Disabilities ³	1,080	17.1	16.0

NOTE: To protect student privacy, gender counts are suppressed () when fewer than 6 students enrolled in the district identify as non-binary.*

² This table represents students in grades PK-12 reported by the district in the Public School Information System (i.e., PSIS Reporting District).

³ Students in this category are students with an individualized education program (IEP) only. This category does not include students with Section 504 plans or services plans.

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ⁴		Suspension/Expulsion ⁵	
	Count	Rate (%)	Count	Rate (%)
Female	563	19.6	155	4.9
Male	594	18.8	310	8.9
Black or African American	273	18.0	173	10.4
Hispanic or Latino of any race	462	26.0	164	8.2
White	305	14.9	100	4.5
English Learners	123	27.0	31	6.4
Eligible for Free or Reduced-Price Meals	907	24.3	400	9.2
Students with Disabilities	279	29.1	168	13.9
District	1,157	19.2	465	7.0
State		12.2		4.9

Number of students in 2018-19 qualified as truant under state statute: 1,129

Number of school-based arrests: 0

NOTE: In the 2019-20 school year, due to the COVID-19 pandemic, in-person classes were cancelled in mid-March; all districts switched to fully remote instruction for the remainder of the school year. Chronic absenteeism calculations are based only on in-person school days.

⁴ A student is chronically absent if they miss ten percent or greater of the total number of days enrolled in the school year for any reason. Pre-Kindergarten students are excluded from this calculation.

⁵ This column displays the count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

District Profile and Performance Report for School Year 2019-20 Manchester School District

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	488.9
Paraprofessional Instructional Assistants	85.2
Special Education	
Teachers and Instructors	91.0
Paraprofessional Instructional Assistants	113.5
Administrators, Coordinators and Department Chairs	
District Central Office	16.9
School Level	37.8
Library/Media	
Specialists (Certified)	12.0
Support Staff	9.3
Instructional Specialists Who Support Teachers	28.0
Counselors, Social Workers and School Psychologists	65.1
School Nurses	19.8
Other Staff Providing Non-Instructional Services/Support	357.9

¹ In the full-time equivalent count, staff members working part-time in the school are counted as a fraction of full-time. For example, a teacher who works half-time in a school contributes 0.50 to the school's staff count.

Educators by Race/Ethnicity

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
American Indian or Alaska Native	3	0.4	0.1
Asian	10	1.3	1.2
Black or African American	44	5.9	4.0
Hispanic or Latino of any race	36	4.8	4.1
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.1
White	653	87.5	90.4

Classroom Teacher Attendance: 2018-19

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	10.8	10.4

Instruction and Resources

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

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	80	84.2	107	92.2
Hispanic or Latino of any race	97	90.7	109	94.8
White	139	95.9	120	90.2
English Learners	18	90.0	26	92.9
Eligible for Free or Reduced-Price Meals	188	88.7	217	91.9
Students with Disabilities	41	82.0	66	78.6
District	363	91.2	384	93.2
State		75.8		84.8

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

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

	Count	Rate (%)
Autism	54	41.2
Emotional Disturbance	34	41.0
Intellectual Disability	8	28.6
Learning Disability	311	81.4
Other Health Impairment	170	64.2
Other Disabilities	15	26.8
Speech/Language Impairment	84	80.8
District	676	64.4
State		67.8

³ This table represents students ages 6-21 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

District Profile and Performance Report for School Year 2019-20 Manchester School District

Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	142	1.9	2.0
Emotional Disturbance	83	1.1	1.1
Intellectual Disability	28	0.4	0.5
Learning Disability	382	5.1	5.7
Other Health Impairment	268	3.6	3.3
Other Disabilities	85	1.1	1.1
Speech/Language Impairment	132	1.8	1.8
All Disabilities	1,120	15.0	15.6

¹ This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	153	13.7	8.2
Private Schools or Other Settings	64	5.7	5.0

² This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

Overall Expenditures³: 2018-19

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$75,880,378	\$10,054	\$10,923
Support services - students	\$10,563,104	\$1,704	\$1,277
Support services - instruction	\$9,220,996	\$1,487	\$682
Support services - general administration	\$1,468,308	\$237	\$467
Support services - school based administration	\$6,145,216	\$991	\$1,021
Central and other support services	\$5,027,011	\$811	\$679
Operation and maintenance of plant	\$12,807,364	\$2,066	\$1,718
Student transportation services	\$5,703,394	\$1,337	\$1,288
Food services	\$95,465	\$15	\$12
Enterprise operations	\$1,186,596	\$191	\$163
Minor school construction	.	.	\$59
Total	\$128,097,831	\$16,973	\$17,629

³ Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Special Education Expenditures: 2018-19

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$10,328,188	32.5	28.5
Instructional Aide Salaries	\$3,344,040	10.5	10.1
Other Salaries	\$2,635,827	8.3	11.1
Employee Benefits	\$4,005,658	12.6	13.0
Purchased Services Other Than Transportation	\$2,760,393	8.7	5.7
Special Education Tuition	\$5,820,837	18.3	22.5
Supplies	\$382,885	1.2	0.6
Property Services	\$34,337	0.1	0.3
Purchased Services For Transportation	\$2,500,959	7.9	8.0
Equipment	.	.	0.2
All Other Expenditures	\$1,703	0.0	0.1
Total	\$31,814,829	100.0	100.0
Percent of Total Expenditures Used for Special Education		24.8	24.6

Expenditures by Revenue Source⁴:

2018-19

	Percent of Total (%) Excluding School Construction
Local	63.4
State	30.2
Federal	4.1
Tuition & Other	2.3

⁴ Revenue sources do not include state-funded Teachers' Retirement Board contributions, Connecticut Technical Education and Career System (CTECS) operations, CSDE-budgeted costs for salaries and leadership activities and other state-funded school districts (e.g., Dept. of Children and Families and Dept. of Correction).

District Profile and Performance Report for School Year 2019-20 Manchester School District

Performance and Accountability

District Performance Index (DPI)

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

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

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

	NAEP 2019		NAEP 2013
READING	Grade 4	Grade 8	Grade 12
Connecticut	40	41	50
National Public	34	32	36
MATH	Grade 4	Grade 8	Grade 12
Connecticut	45	39	32
National Public	40	33	25

¹ NAEP is often called the "Nation's Report Card." It is sponsored by the U.S. Department of Education. This table compares Connecticut's performance to that of national public school students. Performance standards for state assessments and NAEP are set independently. Therefore, one should not expect performance results to be the same across Smarter Balanced and NAEP. Instead, NAEP results are meant to complement other state assessment data. To view performance on NAEP by student group, [click here](#).

Physical Fitness Tests: Students Reaching Health Standard

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

District Profile and Performance Report for School Year 2019-20 Manchester School District

Cohort Graduation: Four-Year¹

	2018-19	
	Cohort Count ²	Rate (%)
Black or African American	112	76.8
Hispanic or Latino of any race	130	75.4
English Learners	29	86.2
Eligible for Free or Reduced-Price Meals	318	76.4
Students with Disabilities	80	51.3
District	482	82.2
State		88.5

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

² Cohort count includes all students in the cohort as of the end of the 2018-19 school year.

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

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-Waiver-Response.pdf>

College Entrance and Persistence

	Class of 2019	Class of 2018
	Entrance ³ Rate (%)	Persistence ⁴ Rate (%)
Female	71.9	80.9
Male	60.6	86.2
Black or African American	53.7	79.5
Hispanic or Latino of any race	57.5	63.3
White	73.3	89.3
English Learners	64.3	*
Eligible for Free or Reduced-Price Meals	58.1	76.6
Students with Disabilities	42.4	*
District	66.2	83.3
State	71.5	87.5

³ College entrance refers to the percent of high school graduates from the year who enrolled in college any time during the first year after high school.

⁴ College persistence refers to the percent of students who enrolled in college the first year after high school and returned for a second year (Freshman to Sophomore persistence).

Source: National Student Clearinghouse

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Next Generation Accountability Results

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

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, a modified table is shown below. All indicators that were not calculated for the 2019-20 school year (including overall Accountability Index) have been excluded and columns that referenced points have also been removed to avoid confusion. For additional information, please view Connecticut's waiver response at:

<https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

Indicator		Index/Rate	Target	State Average Index/Rate
Progress Toward English Proficiency	Literacy	64.7%	100%	60.4%
	Oral	56.4%	100%	57.6%
Chronic Absenteeism	All Students	19.2%	<=5%	12.2%
	High Needs Students	23.5%	<=5%	18.0%
Preparation for CCR	% Taking Courses	92.2%	75%	80.4%
On-track to High School Graduation		83.0%	94%	88.4%
4-year Graduation All Students (2019 Cohort)		82.2%	94%	88.5%
6-year Graduation - High Needs Students (2017 Cohort)		87.6%	94%	84.5%
Postsecondary Entrance (Class of 2019)		66.1%	75%	71.5%
Arts Access		44.6%	60%	51.8%

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in the student group or the indicator is not applicable based on grades served.

Gap Indicators	Non-High Needs Rate ¹	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev ²	Is Gap an Outlier? ²
Graduation Rate Gap	94.0%	87.6%	6.4%	10.9%	N

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

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

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in at least one of the student groups used to calculate the gap measure or the indicator is not applicable based on grades served.

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

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

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no SIMR data are available. For additional information, please view Connecticut's waiver response at:

<https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

Supporting Resources:

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement](#)

District Profile and Performance Report for School Year 2019-20

Manchester School District

Narratives

School District Improvement Plans and Parental Outreach Activities

Parental outreach became an especially crucial area of focus in mid-March, when our buildings were closed due to the pandemic, and the District Improvement Plan served as a vital compass moving forward, ensuring that new procedures and practices made necessary by the pivot to distance learning and support were developed in alignment with district goals and priorities. Regarding parental outreach, when the state decreed that buildings be closed we made an immediate decision to commit to having staff make phone calls to every district family to assess needs and offer support. This 'human connection' paid produced benefits in strengthening the home-school connection. In addition, we used emails and social media to disseminate information through daily emails from the superintendent that included updates as well as tips for families to support their students, links to resources and more. The aforementioned District Improvement Plan, created and monitored by our District Improvement Team, drives the work to improve Manchester Public Schools. The team consists of four sub-committees each with oversight of one of the four areas of the plan - systems, talent, academics, and culture and climate. To support the work involved to effectively monitor teaching and learning, the number of people on the team has been expanded to include a cross section of positions and representation from all schools. Members of the District Improvement Team were also assigned to a Core Planning Team that convened in mid-March to make decisions about the final three months of the 2019-20 academic year. Throughout the year, the district continued its focus on delivering rigorous, engaging instruction with fidelity, using the workshop model K-8 while in buildings. We remain committed to enhancing opportunities for personalized learning for all students PreK-12. Teams of teachers, with the support of instructional coaches and administrators, met regularly to discuss research-based strategies to strengthen instruction PreK-12. This work includes intentional efforts to strengthen programming for students with disabilities. To support robust student learning, the district remains focused on actively engaging families as partners in their children's education. Pre-March, literacy and numeracy events, as well as strengthened parent conferences were integrated at the elementary level to support parents as partners. These efforts allowed us to develop a comprehensive approach to partnering with parents around student learning, which we continue to refine. The district has Family Resource Centers at each of its seven elementary schools and at Bennet Academy. The district also has an ambitious communication plan that includes weekly newsletters sent to PreK-4 families, 5-6 families, 7-8 families and 9-12 families. The district also introduced individualized attendance report cards so that families received updates on each child at least once a month. The MPS mission includes forging an active partnership with families and the community as we work together to create safe, inclusive schools where equity is the norm and excellence is the goal. While the circumstances changed dramatically during the 2019-20 school year our commitment to that mission never wavered.

Efforts to Reduce Racial, Ethnic and Economic Isolation

The pandemic presented new challenges in our work to reduce racial, ethnic and economic isolation during the last school year and the unrest in our country surrounding continuing racial injustices created an even greater sense of urgency. These stressors arrived even as the persistent achievement gap across the district had us committed to provide more rigorous standards for all students and expand interventions to support students who struggle. As part of our efforts to better understand the experiences of our most marginalized students, families, and staff we continued our partnership with a social justice organization and international research organization with expertise in educational equity to design, implement, and analyze the results of our Equity Informed School Climate Assessment, which was given during 2017-18 and has created a foundation for the creation of a blueprint driving our work. By examining the experiences of our community members through the lens of race and its intersections with all other social identities, we now better understand what we can do to provide every student with what they need to be successful. We are using the results of the climate assessment to address inequities and systemic barriers in order to ensure our schools are positive environments where all students achieve at high levels. Our work in this area has many dimensions and includes our embedding equity-related goals into the district improvement plan, adopting a multicultural curriculum framework, and creating an equity policy. During the 2019-20 academic year all staff were required to participate in professional development (1 full day, 4 half days, and multiple staff meetings) focused on race and equity. Administrators across the district led the work, having been prepared a year earlier by participating in eight three-hour-long equity-related professional learning sessions. These sessions included in-house presentations and presentations by outside consultants. In order to create more opportunities for youth voice, youth joined adults in attending conferences and hearing from national experts, learning about a variety of topics including history, racial identity, intersectionality, systemic racism, and more.

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Manchester School District

Equitable Allocation of Resources among District Schools

The process of ensuring that all student needs were addressed through the equitable allocation of district resources was of paramount importance during the 19-20 academic year, especially as we pivoted in response to the pandemic. Teams of school leaders worked collaboratively to identify otherwise unanticipated needs (e.g., technology) and areas for savings (transportation, etc.) to make adjustments during the last months of the academic year. Systematic improvement continues to require a targeted investment aligned to the district's most pressing needs. The Board of Education remains committed to ensuring all schools are adequately funded to support success for all students. This goal is achieved by providing each school a budget allocation for instructional materials based on an equitable per pupil allotment. During the budget development process every school submits a budget requesting materials and staffing for educational improvement. Central office staff reviews requests to ensure an equitable distribution of resources. Grant funds are secured to provide additional funding to improve student achievement.