

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2015–16



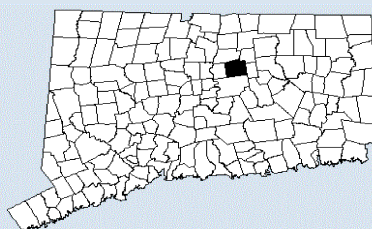
Manchester School District

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

District Information

Grade Range	PK-12
Number of Schools/Programs	19
Enrollment	6,243
Per Pupil Expenditures ¹	\$16,248
Total Expenditures ¹	\$117,373,920

¹Expenditure data reflect the 2014-15 year.



Community Information

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

Related Reports/Publications

[CT Reports \(CMT/CAPT\)](#)

[District and School Performance Reports](#)

[Special Education Annual Performance Reports](#)

[SAT®, AP®, PSAT® Report by High School \(Class of 2016\)](#)
(2016® The College Board)

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Notes

Unless otherwise noted, all data are for 2015-16 and include all grades offered by the district.

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

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

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

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

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

Students

October 1, 2015 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	3,056	49.0	48.3
Male	3,187	51.0	51.6
American Indian or Alaska Native	21	0.3	0.2
Asian	503	8.1	4.9
Black or African American	1,384	22.2	12.8
Hispanic or Latino	1,676	26.8	23.0
Pacific Islander	10	0.2	0.0
Two or More Races	222	3.6	2.7
White	2,427	38.9	55.9
English Learners	368	5.9	6.4
Eligible for Free or Reduced-Price Meals	3,524	56.4	38.0
Students with Disabilities ¹	843	13.5	13.7

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

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ²		Suspension/Expulsion ³	
	Count	Rate (%)	Count	Rate (%)
Female	427	14.5	171	5.5
Male	434	14.4	394	12.1
Black or African American	192	14.3	216	15.3
Hispanic or Latino	328	20.1	196	11.4
White	286	12.6	126	5.2
English Learners	69	18.0	25	6.5
Eligible for Free or Reduced-Price Meals	624	18.1	460	12.5
Students with Disabilities	211	25.9	163	16.5
District	861	14.4	565	8.9
State		9.6		7.0

Number of students in 2014-15 qualified as truant under state statute: 632

Number of school-based arrests: 26

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

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

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Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	465.3
Paraprofessional Instructional Assistants	93.6
Special Education	
Teachers and Instructors	82.0
Paraprofessional Instructional Assistants	112.7
Administrators, Coordinators and Department Chairs	
District Central Office	14.5
School Level	31.4
Library/Media	
Specialists (Certified)	15.0
Support Staff	10.0
Instructional Specialists Who Support Teachers	49.4
Counselors, Social Workers and School Psychologists	51.6
School Nurses	23.5
Other Staff Providing Non-Instructional Services/Support	442.3

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

Educators by Race/Ethnicity

	Count	District Percent of Total (%)	State Percent of Total (%)
American Indian or Alaska Native	2	0.3	0.1
Asian	2	0.3	1.0
Black or African American	37	5.2	3.5
Hispanic or Latino	24	3.3	3.5
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	654	91.0	91.7

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
District	99.9
District Poverty Quartile: High	
State High Poverty Quartile Schools	97.6
State Low Poverty Quartile Schools	99.6

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

Classroom Teacher Attendance: 2014-15

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	9.7	9.4

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School³

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	72	80.0	66	82.5
Hispanic or Latino	76	77.6	91	81.3
White	151	88.3	141	86.5
English Learners	14	66.7	11	*
Eligible for Free or Reduced-Price Meals	165	77.5	163	82.3
Students with Disabilities	40	61.5	34	48.6
District	343	84.1	330	84.2
State		61.2		73.9

³College-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 Peers⁴

	Count	Rate (%)
Autism	58	54.2
Emotional Disturbance	20	31.3
Intellectual Disability	11	47.8
Learning Disability	236	91.8
Other Health Impairment	111	64.9
Other Disabilities	11	15.5
Speech/Language Impairment	118	88.7
District	565	68.4
State		68.8

⁴Ages 6-21

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	115	1.6	1.6
Emotional Disturbance	64	0.9	1.0
Intellectual Disability	23	0.3	0.5
Learning Disability	257	3.6	4.6
Other Health Impairment	171	2.4	2.8
Other Disabilities	91	1.3	1.0
Speech/Language Impairment	152	2.1	1.9
All Disabilities	873	12.2	13.4

¹Grades K-12

Overall Expenditures:³ 2014-15

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	63,536,721	10,202	9,387
Instructional Supplies and Equipment	1,816,268	292	318
Improvement of Instruction and Educational Media Services	8,044,070	1,292	541
Student Support Services	7,554,389	1,213	1,048
Administration and Support Services	12,204,899	1,960	1,790
Plant Operation and Maintenance	11,145,906	1,790	1,608
Transportation	5,277,222	702	845
Costs of Students Tuitioned Out	6,451,138	N/A	N/A
Other	1,343,307	216	194
Total	117,373,920	16,248	15,762

Additional Expenditures

Land, Buildings, and Debt Service	4,561,339	732	1,524
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³Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Special Education Expenditures: 2014-15

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	9,082,207	33.6	35.1
Noncertified Personnel	4,333,995	16.0	14.5
Purchased Services	358,878	1.3	5.5
Tuition to Other Schools	4,104,878	15.2	21.6
Special Ed. Transportation	1,987,337	7.3	8.3
Other Expenditures	7,183,489	26.6	15.0
Total Expenditures	27,050,784	100.0	100.0

Expenditures by Revenue Source:⁴ 2014-15

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	63.8	63.2
State	30.7	31.1
Federal	3.9	4.0
Tuition & Other	1.5	1.6

⁴Revenue sources do not include state-funded Teachers' Retirement Board contributions, vocational-technical school operations, SDE budgeted costs for salaries and leadership activities and other state-funded school districts (e.g., Dept. of Children and Families and Dept. of Correction).

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Performance and Accountability

District Performance Index (DPI)

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

	English Language Arts(ELA)		Math		Science	
	Count	DPI	Count	DPI	Count	DPI
American Indian or Alaska Native	*	*	*	*	*	*
Asian	205	64.9	204	63.2	89	53.9
Black or African American	653	53.2	653	46.0	269	41.8
Hispanic or Latino	786	54.6	785	48.2	311	44.0
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*
Two or More Races	136	62.6	136	55.5	52	50.6
White	1113	66.4	1113	60.8	464	56.2
English Learners	209	50.7	209	46.9	67	38.6
Non-English Learners	2698	60.6	2696	54.5	1127	50.0
Eligible for Free or Reduced-Price Meals	1709	54.3	1708	48.0	707	44.9
Not Eligible for Free or Reduced-Price Meals	1198	67.9	1197	62.4	487	55.8
Students with Disabilities	463	39.9	463	33.3	203	34.1
Students without Disabilities	2444	63.7	2442	57.9	991	52.5
High Needs	1866	53.7	1865	47.7	768	44.2
Non-High Needs	1041	71.0	1040	65.2	426	58.7
District	2907	59.9	2905	54.0	1194	49.4

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

	NAEP 2015		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	43%	43%	50%
National Public	35%	33%	36%
MATH			
Connecticut	41%	36%	32%
National Public	39%	32%	25%

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

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	84.7	87.1	78.5	74.5	1,493	81.6
Curl Up	74.5	91.5	80.4	70.4	1,493	79.2
Push Up	63.5	66.9	66.3	63.5	1,493	65.0
Mile Run/PACER	74.5	91.5	62.8	47.5	1,493	70.0
All Tests - District	43.9	55.9	38.9	35.5	1,493	43.8
All Tests - State	50.6	49.8	50.6	51.1		50.5

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

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

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Cohort Graduation: Four-Year¹

	2014-15				2015-16
	Cohort Count ²	Rate (%)	Target ³ (%)	Target Achieved	Target ³ (%)
Black or African American	92	84.8	77.7	Yes	79.8
Hispanic or Latino	107	70.1	68.7	Yes	71.9
English Learners	21	71.4	77.3	No	79.3
Eligible for Free or Reduced-Price Meals	283	73.9	68.0	Yes	71.3
Students with Disabilities	82	54.9	64.2	No	67.9
District	454	80.8	78.7	Yes	80.6
State ⁴		87.2			

¹The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years. Statewide, district and school results for cohorts of 2010 through 2014 are [available online](#).

²Cohort count includes all students in the cohort as of the end of the 2014-15 school year.

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

⁴Targets are not displayed at the state level.

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

	Participation ⁶	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	95.5	97	23.0
Male	91.5	78	20.6
Black or African American	92.4	18	10.6
Hispanic or Latino	92.4	16	7.6
White	95.2	112	33.5
English Learners	86.1	0	0.0
Eligible for Free or Reduced-Price Meals	94.4	48	11.7
Students with Disabilities	65.5	*	*
District	93.6	175	21.9
State	95.6		40.7

⁵College readiness exams and benchmark scores are as follows:

- SAT® - meets benchmark score on SAT, Revised SAT or Connecticut School Day SAT
- ACT® - meets benchmark score on 3 of 4 exams (benchmark score varies by subject)
- AP® - 3 or higher on any one AP® exam
- IB® - 4 or higher on any one IB® exam
- Smarter Balanced - Level 3 or higher on both ELA and math

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

Sources:

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

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

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

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College Entrance and Persistence

	Class of 2015	Class of 2014
	Entrance ⁷	Persistence ⁸
	Rate (%)	Rate (%)
Female	71.2	83.0
Male	56.6	75.8
Black or African American	57.6	75.5
Hispanic or Latino	58.9	62.1
White	68.0	86.0
English Learners	*	*
Eligible for Free or Reduced-Price Meals	58.1	73.4
Students with Disabilities	39.7	*
District	64.3	80.0
State	71.9	88.3

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

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

Source: National Student Clearinghouse

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Next Generation Accountability Results

These statistics are the results from Connecticut's Next Generation Accountability System for districts and schools. This system is a broad set of 12 indicators that help tell the story of how well a school is preparing its students for success in college, careers and life. It moves beyond test scores and graduation rates and instead provides a more holistic, multifactor perspective of district and school performance and incorporates student growth over time.

Indicator		Index/Rate	Target	Points	Max	% Points	State Average
ELA Performance Index	All Students	59.9	75	40.0	50	79.9	67.7
	High Needs Students	53.7	75	35.8	50	71.6	56.7
Math Performance Index	All Students	54.0	75	36.0	50	71.9	61.4
	High Needs Students	47.7	75	31.8	50	63.6	49.9
Science Performance Index	All Students	49.4	75	32.9	50	65.8	57.5
	High Needs Students	44.2	75	29.5	50	58.9	47.0
ELA Academic Growth	All Students	57.3%	100%	57.3	100	57.3	63.8%
	High Needs Students	53.8%	100%	53.8	100	53.8	58.3%
Math Academic Growth	All Students	54.5%	100%	54.5	100	54.5	65.0%
	High Needs Students	51.0%	100%	51.0	100	51.0	57.4%
Chronic Absenteeism	All Students	14.4%	<=5%	31.2	50	62.3	9.6%
	High Needs Students	18.2%	<=5%	23.5	50	47.0	15.6%
Preparation for CCR	% Taking Courses	84.1%	75%	50.0	50	100.0	67.6%
	% Passing Exams	21.9%	75%	14.6	50	29.2	40.7%
On-track to High School Graduation		79.4%	94%	42.3	50	84.5	85.1%
4-year Graduation All Students (2015 Cohort)		80.8%	94%	86.0	100	86.0	87.2%
6-year Graduation - High Needs Students (2013 Cohort)		76.4%	94%	81.3	100	81.3	78.6%
Postsecondary Entrance (Class of 2015)		64.3%	75%	85.8	100	85.8	71.9%
Physical Fitness (estimated part rate) and (fitness rate)		89.1% 43.8%	75%	14.6	50	29.2	89.2% 50.5%
Arts Access		44.4%	60%	37.0	50	73.9	47.5%
Accountability Index				888.7	1350	65.8	

Gap Indicators	Non-High Needs Rate ¹	High Needs Rate	Size of Gap	State Gap Mean + 1 Stdev ²	Is Gap an Outlier? ²
Achievement Gap Size Outlier?					Y
ELA Performance Index Gap	71.0	53.7	17.3	16.5	
Math Performance Index Gap	65.2	47.7	17.6	18.9	
Science Performance Index Gap	58.7	44.2	14.4	17.2	
Graduation Rate Gap	92.6%	76.4%	16.2%	15.3%	Y

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

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

Subject/Subgroup		Participation Rate (%) ³
ELA	All Students	97.3
	High Needs Students	96.7
Math	All Students	97.2
	High Needs Students	96.6
Science	All Students	97.8
	High Needs Students	97.4

³Minimum participation standard is 95%.

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

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

Grade 3 ELA Performance Index for Students with Disabilities:

District: 41.7 State: 51.4

Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

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

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Narratives

School District Improvement Plans and Parental Outreach Activities

The work to improve student performance in a consistent and systematic fashion continued during 2015-16. The District Improvement Plan (DIP), created and monitored by our District Improvement Team (DIT) continues to drive this work in the areas of systems, talent, academics, and culture and climate. During 2015-16, the DIT continued to meet monthly and by the end of the year had developed fidelity indicators and indicators of adult progress for each of the strategies outlined in the DIP.

In the area of systems, the district continues to focus on the implementation of professional learning communities (PLCs) as well as targeting professional development opportunities and resources. The district has developed Professional Learning standards which guide the work of the PLCs.

In the area of talent, leadership development opportunities were provided for all building and central office administrators in district. This included the use of the Work Place Inventory (WPI), an innovative and flexible assessment based around sixteen key work-related personality traits, supported by individual and small group professional learning experiences for all administrators. Members of School Improvement Teams also took the WPI as part of our effort to continue to cultivate teacher leadership. The results of the WPI have been used as a tool for reflection and discussion among administrators and their teacher leaders. Discussions continue to strengthen the instructional effectiveness of faculty and provided a vehicle for continued coaching and collaboration.

In academics, work has focused on delivering instruction with fidelity through the workshop model K-8 and in an engaging manner with opportunities for personalized learning PreK-12. Teams of teachers, with the support of instructional coaches and administrators meet regularly to discuss how to strengthen instruction PreK-12 through research-based instructional practices. This work includes intentional efforts to strengthen programming for students with disabilities.

In the area of culture and climate, the district is focused on actively engaging families as partners in their children's education. Family Resource Center Coordinators lead our work to connect with parents and families. They provide opportunities and skill development for students and families, support the development of trust between and collaboration among all stakeholders, and seek to capitalize on the strengths and assets of families and community members to support school success. Professional learning around strengthening connections with families was provided for all staff. Parent leadership training was also provided for parents and families through the Parents Seeking Educational Excellence and PEP programs. School Governance Councils (SGC) are in place in some schools and Family Advisory Groups are being developed in schools without an SGC.

In addition to our work to partner with families, we continue to implement the Social Emotional Learning curriculum at the elementary level as part of our efforts to support skill building in the areas of self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. Finally, significant attention has been given to reducing chronic absenteeism by tightening reporting systems and coordinating work at the building level.

Efforts to Reduce Racial, Ethnic and Economic Isolation

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

The persistent achievement gap across the district indicates the need to expand both new and existing interventions to support struggling students and provide more rigorous standards for all students. In addition to our work to partner with families described above, we are deeply invested in Social Emotional Learning and Restorative Practices. Staff training in these areas took place across the system as we built understanding and capacity of all stakeholders. We also continued to focus on increasing collaboration between community agencies and schools to meet the social, emotional, and mental health needs of students and families.

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

In our English Learner (EL) programs we worked to strengthen the programming provided for our English learners and focused on meeting the needs of individual students through thoughtful and intentional planning of interventions. Collaborative efforts have been made between our Coordinator of English Learner Programs and our Equity Coordinator to provide professional development to all staff, which will result in creating culturally responsive classrooms and providing support for all students. A fifth grade leadership program was implemented as part of our efforts to bring our diverse student population together. Students from elementary schools and Bennet Academy continue to participate in Discovery Camp each year.

The Manchester Board of Education is committed to helping our district and community address racial, ethnic and economic isolation as evidenced by the district vision and Board priority

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Equitable Allocation of Resources among District Schools

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

Every school submits a budget requesting materials and staffing for educational improvement during the budget development process. Central office staff reviews requests to ensure the distribution of resources in an equitable fashion. Grant funds are secured to provide supplementary funding to improve student achievement. Parameters established by equity and specific to class size, free and reduced lunch statistics, and staffing are taken into consideration to disperse funds equitably to ensure structures necessary for providing a quality programming for all students.

Outside consultants continue to conduct evaluations in the areas of attendance, summer learning programs, instructional coaching, and family partnership efforts. These audits are intended to ensure effective communication, collaboration, consistency, efficiency and allocation of resources within and across the district.