


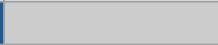







Manchester Public Schools

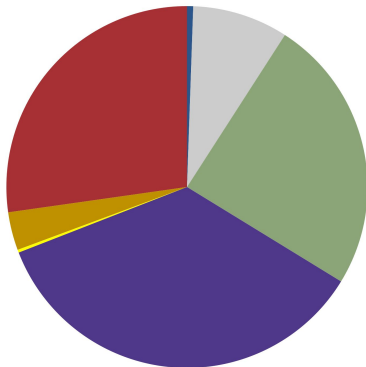
Fall Data Update
2024-25

Demographic Information

	EL	SPED	F/R*	Male	Female	Gender Non-Conforming
PK-12 (6150)	571 / 9.29%	1162 / 18.90%	3524 / 57.31%	3186 / 51.82%	2957 / 48.09%	7 / 0.10%
K-12 (5873)	530 / 9.50%	1063 / 18.10%	3318 / 56.50%	3024 / 51.50%	2842 / 48.40%	7 / 0.10%

	American Indian or Alaskan Native	Asian	Black or African American	Hispanic/Latino	Native Hawaiian or Other Pacific Islander	Two or more races	White
PK-12 (6150)	34 / 0.55%	526 / 8.56%	1515 / 24.62%	2297 / 37.34%	16 / 0.26%	210 / 3.41%	1552 / 25.23%
K-12 (5873)	33 / 0.56%	481 / 8.20%	1433 / 24.40%	2175 / 37.00%	15 / 0.27%	215 / 3.57%	1521 / 25.90%
Chart Color							

PK-12
Race/
Ethnicity



Enrollments

Head Start	116
Martin PreK	161
Bowers	374
Buckley	284
Highland	304
Keeney	366
Verplanck	471
Waddell	501

Bennet	867
Illing	766
MMA	25
MHS	1699
Bentley	55
MTC	25
MRA	67
New Horizons	30
Private	81

Board of Education Priorities

- All students in grades PK – 12 will demonstrate strong critical reading, writing, mathematics, and thinking skills.
- All students will attend school regularly and demonstrate appropriate behavior while engaged in school with enhanced monitoring, communication, and support from MPS staff.
- All members of the school community, particularly those from traditionally marginalized groups, will feel seen, heard, and valued AND empowered to work as partners to ensure students are successful (what should students know and be able to do? how are they doing? how can families help?)
- All staff members will feel heard, valued, supported, and empowered.
- All community members will understand and support the work of the Manchester Public Schools.

Board Priorities

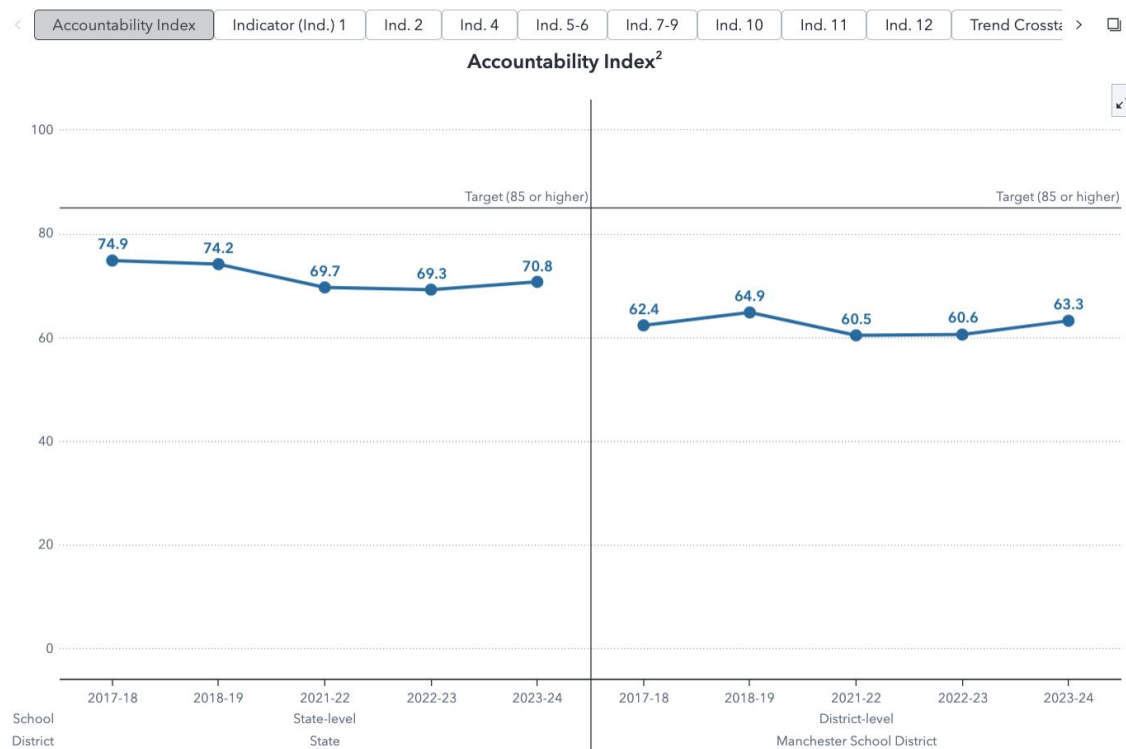
Board Priority	Data Point
All students will attend school regularly and demonstrate appropriate behavior while engaged in school with enhanced monitoring, communication, and support from MPS staff.	Chronic Absence Data Student Discipline Data
All students in grades PK – 12 will demonstrate strong critical reading, writing, mathematics, and thinking skills	DIBELS and IXL/CommonLit Reading IXL Math Diagnostic Rate 9th Grade On Track Rate Graduation Rate College and Career Participation
All members of the school community, particularly those from traditionally marginalized groups, will feel seen, heard, and valued AND empowered to work as partners to ensure students are successful (what should students know and be able to do? how are they doing? how can families help?)	Board of Education Surveys Parent Conference Data
All staff members will feel heard, valued, supported, and empowered.	Board of Education Quarterly Surveys
All community members will understand and support the work of the Manchester Public Schools	Publications and Views Facebook Posts and big shares Accountability Index

State Accountability Index

State Indicators

Indicator	Elem.	Middle	High	Mid / High
Indicator 1: Academic Achievement (ELA/Math/Science weighted equally in elementary, middle, and middle/high schools and at a ratio of 3:3:2 for high schools)	300	300	800	300
Indicator 2a-d: Academic Growth	400	400		400
Indicator 2e-f: Progress Toward English Language Proficiency	100	100	100	100
Indicator 4: Chronic Absenteeism	100	100	100	100
Indicator 5: Postsecondary Preparation			50	50
Indicator 6: Postsecondary Readiness			50	50
Indicator 7: On-track to High School Graduation		50	50	50
Indicator 8: 4-year Adjusted Cohort Graduation			100	100
Indicator 9: 6-year Adjusted Cohort Graduation			100	100
Indicator 10: Postsecondary Entrance			100	100
Indicator 11: Physical Fitness	50	50	50	50
Indicator 12: Arts Access			50	50
Total Possible Points	950	1000	1550	1450

State Indicators - Accountability Index



¹ To view **district-level results**, you must select the **district name** from the District(s) List and **District-level** from the School(s) List.

² The overall Accountability Index is the percentage of total possible points earned on all available indicators

State Indicators - Accountability Index ELA Achievement



¹ To view **district-level results**, you must select the **district name** from the District(s) List and **District-level** from the School(s) List.

² Subject Performance Index (0-100) in English Language Arts (ELA), Math, and Science

- All Students
- Students with *High Needs**

* To be included in the High Needs student group a student must be a student with a disability, English Learner, or a student eligible for free- or reduced-price meals.

State Indicators - Accountability Index Math Achievement



¹ To view **district-level results**, you must select the **district name** from the District(s) List and **District-level** from the School(s) List.

² Subject Performance Index (0-100) in English Language Arts (ELA), Math, and Science

- All Students
- Students with *High Needs**

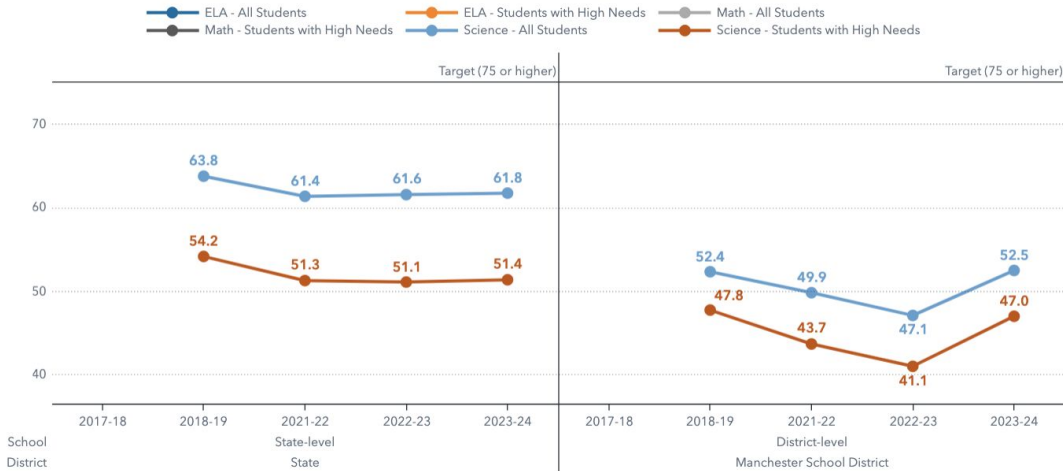
* To be included in the High Needs student group a student must be a student with a disability, English Learner, or a student eligible for free- or reduced-price meals.

State Indicators - Accountability Index Science Achievement

< Accountability Index **Indicator (Ind.) 1** Ind. 2 Ind. 4 Ind. 5-6 Ind. 7-9 Ind. 10 Ind. 11 Ind. 12 Trend Crosstr > 

Performance Index²

Click buttons below to show/hide measures on the chart



¹ To view **district-level results**, you must select the **district name** from the District(s) List **and** **District-level** from the School(s) List.

² Subject Performance Index (0-100) in English Language Arts (ELA), Math, and Science

- All Students
- Students with *High Needs**

* To be included in the High Needs student group a student must be a student with a disability, English Learner, or a student eligible for free- or reduced-price meals.

Board of Education Priority - Attendance and Student Behavior

- All students will attend school regularly and demonstrate appropriate behavior while engaged in school with enhanced monitoring, communication, and support from MPS staff.



Board of Education Priority - Attendance and Student Behavior

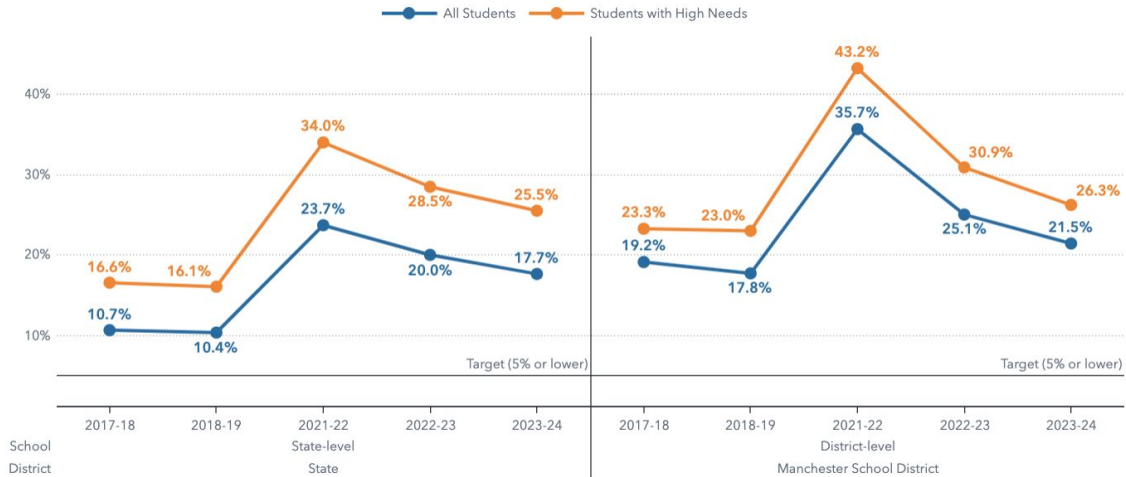
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Chronic Absenteeism²

Click buttons below to show/hide measures on the chart

All Students

Students with High Needs



¹ To view **district-level results**, you must select the **district name** from the District(s) List and **District-level** from the School(s) List.

² Percentage of students chronically absent. 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.

- All Students
- Students with *High Needs**

* To be included in the *High Needs* student group a student must be a student with a disability, English Learner, or a student eligible for free- or reduced-price meals.

Board of Education Priority - Attendance and Student Behavior

% Chronically Absent 61 Days

	Bowers	Buckley	Highland	Keeney	Verplanck	Waddell	Bennet	Illing	MHS	District
Female	18.50%	7.32%	6.45%	7.79%	11.71%	17.81%	11.94%	14.81%	18.70%	15.72%
Male	14.29%	13.79%	7.46%	10.20%	12.02%	13.36%	14.96%	13.37%	17.05%	15.64%
Asian	0.00%	12.00%	10.00%	8.33%	28.57%	18.68%	22.58%	10.17%	9.49%	14.04%
Black	18.92%	6.67%	6.35%	10.59%	8.49%	12.84%	9.09%	10.58%	13.06%	12.71%
Hispanic	18.07%	13.24%	9.09%	16.67%	10.53%	13.33%	18.32%	23.26%	23.97%	20.21%
White	10.98%	8.16%	4.40%	4.32%	17.46%	16.90%	8.82%	8.72%	15.49%	12.08%
F/R Meals	19.91%	18.60%	10.53%	13.29%	12.09%	16.73%	17.35%	18.92%	22.98%	19.67%
Not F/R Meals	10.64%	3.60%	2.92%	5.08%	11.21%	13.51%	8.12%	8.61%	12.30%	10.46%
Special Ed	22.22%	16.67%	6.67%	15.63%	14.47%	17.07%	18.63%	22.56%	26.38%	24.90%
Not Special Ed	14.83%	9.55%	6.95%	7.69%	11.35%	15.10%	12.41%	12.30%	16.42%	13.63%
ML	19.51%	17.65%	10.00%	16.67%	8.62%	12.09%	15.85%	16.95%	21.48%	17.81%
Not ML	15.89%	10.36%	6.69%	8.59%	12.34%	16.27%	13.32%	13.84%	17.57%	15.46%
Total	16.30%	10.82%	6.92%	9.14%	11.87%	15.45%	13.56%	14.08%	17.91%	15.69%

Board of Education Priority - Attendance and Student Behavior

Number of Students with 1 or More ISS/OSS 5-12 by School and Grade											
	Population	Total #	Total	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Female	48.4%	102	37.6%	23.1%	22.9%	31.0%	61.3%	40.7%	48.6%	42.9%	14.3%
Male	51.5%	169	62.4%	76.9%	77.1%	69.0%	38.7%	59.3%	51.4%	57.1%	57.1%
Asian	8.20%	1	0.4%	0.0%	0.0%	0.0%	0.0%	0.0%	2.9%	0.0%	0.0%
Black	24.40%	93	34.3%	26.9%	34.3%	35.7%	48.4%	32.2%	22.9%	39.3%	28.6%
Hispanic	37.00%	110	40.6%	53.8%	37.1%	35.7%	29.0%	47.5%	60.0%	25.0%	14.3%
White	25.90%	54	19.9%	15.4%	25.7%	23.8%	16.1%	15.3%	11.4%	32.1%	19.0%
Special Ed	18.10%	109	40.2%	65.4%	37.1%	16.7%	38.7%	39.0%	34.3%	50.0%	52.4%
Not Spec Ed	81.90%	162	59.8%	34.6%	62.9%	83.3%	61.3%	61.0%	65.7%	50.0%	19.0%
EL	9.50%	25	9.2%	3.8%	0.0%	9.5%	3.2%	8.5%	8.6%	7.1%	4.8%
Not EL	90.50%	246	90.8%	61.5%	65.7%	69.0%	64.5%	71.2%	60.0%	71.4%	61.9%

Total Number of Students Grades 5 - 12 with 1 or more ISS/OSS: 271

Percent of Students in Grades 5 - 12 with 1 or more ISS/OSS: $271/3509 = 7.7\%$

Board of Education Priority - Attendance and Student Behavior

MHS Phone Free School Initiative

Enrollment	1698	
0 Cell phone offenses	1072	63%
1 Cell phone offense	328	19%
0 or 1 Cell phone offense	1400	82%
More than 1 cell phone offense	295	17%
More than 3 cell phone offenses	116	7%



Year	Q1 Discipline Events	Q1 Cell phone Events	Q1 Non-cell phone Events
2024-25	1269	900	369
2023-24	1040	0	1040

Notes - Chronic Absence and Student Discipline

- 2024-25 Chronic Absence of 15.69% after 61 days compared to 17.8% after 61 days in 2023-24
- 1.5 Student Engagement Specialists transferred to MHS
- Attendance incentives in place at all schools
- Overall, disproportionality of suspensions improving; discipline of students with disabilities continues to be a concern
- Saturday detention and Saturday Catch up programs running grades 7-12 to keep students engaged and on track
- 5 CHR counselors in place across all schools with a 6th counselor coming in January (*Combination of grants and insurance billing*)

Board of Education Priority - Student Achievement

- All students in grades PK – 12 will demonstrate strong critical reading, writing, mathematics, and thinking skills.



Board of Education Priority - Student Achievement

Learning to Read

Foundational Reading Skills

The district uses the DIBELS (Dynamic Indicators of Basic Early Literacy Skills) which is on the Connecticut approved menu of research-based universal screening reading assessments to assess the acquisition of literacy skills.

Specifically, in grades K - 4, the district administers the DIBELS to all students three times per year. This year, we administered the DIBELS to students scoring far below grade level on IXL in grades 5 - 8.

Reading to Learn

Critical Reading and Analysis

The Smarter Balanced Assessment measures student's listening, reading, and writing/research skills once per year in grades 3 - 8.

The district uses IXL - ELA to measure student's reading strategies, vocabulary, writing strategies, and grammar and mechanics three times per year in grades 3 - 7.

Board of Education Priority - Student Achievement (DIBELS)

Why We Need Water

There are many reasons we need to drink water. The cells in our bodies need it to help us live and grow. The water we drink gets rid of waste that we have inside of us. It also controls how hot or cool our body is. Water is in everything we eat and drink.

We must replace the water that our body sweats out. It can make our skin dry and give us a headache. If we don't drink water it can make it hard for us to pay attention. Our body may also feel very tired. Without water, our body cannot fight off colds. Our body is more than half water.

We can get dehydrated when we do not have enough water in our bodies. Water leaves our bodies in many ways. Some of these ways are when we use the bathroom and sweat. Playing sports and being outside in the heat for long periods of time can make our bodies sweat. When our body sweats it loses water.

We can live for about fifty days without eating any food. We can only live a few days without drinking water. This is why we need to drink a lot of water.

Scoring Guide

Why We Need Water

There are many reasons we need to drink water. The cells in our bodies need it to help us live and grow. The water we drink gets rid of waste that we have inside of us. It also controls how hot or cool our body is. Water is in everything we eat and drink.	(12) (26) (41) (54)
We must replace the water that our body sweats out. It can make our skin dry and give us a headache. If we don't drink water it can make it hard for us to pay attention. Our body may also feel very tired. Without water, our body cannot fight off colds. Our body is more than half water.	(66) (80) (95) (106) (112)
We can get dehydrated when we do not have enough water in our bodies. Water leaves our bodies in many ways. Some of these ways are when we use the bathroom and sweat. Playing sports and being outside in the heat for long periods of time can make our bodies sweat. When our body sweats it loses water.	(124) (136) (148) (161) (170)
We can live for about fifty days without eating any food. We can only live a few days without drinking water. This is why we need to drink a lot of water.	(182) (195) (202)

Total words read _____ Total errors _____ Total words correct _____

Board of Education Priority - Student Achievement (IXL - ELA)

Read the text.

The Golden Gate Bridge

The Golden Gate Bridge is one of the most famous bridges in the world. Its tall frame, two large towers, and orange color make the bridge easy to recognize. Yet as the Golden Gate Bridge was being built, people disagreed about what the bridge should look like.

People were worried that San Francisco's thick fog would make the bridge hard to see. The U.S. Navy wanted the bridge to stand out so ships and airplanes wouldn't collide with it. They wanted the bridge to have wide black and yellow stripes, like a bumblebee! Irving Morrow was one of the bridge designers. He did not like the idea of a striped bridge. Morrow did not want a plain black or gray bridge either, though. He thought a dark bridge would make the Golden Gate seem smaller than it was.

When the bridge's parts were delivered to San Francisco, they had an orange color. The bridge workers were supposed to paint a new color over the orange. But Morrow was still unsure of what color that would be. He looked at the orange bridge parts and decided that the color would be perfect! Morrow thought the orange would stand out well against the ocean and the sky.

Finally, the difficult decision had been made. A red-orange Golden Gate Bridge was bright enough for ships and planes to see. The color made the bridge appear grand and tall. Over the years, fresh paint has been needed. But the color remains the same orange that was supposed to be painted over many years ago.

What is the text about?

It is about how Irving Morrow became the designer of the Golden Gate Bridge.

It is about how the Golden Gate Bridge got its color.

It is about how the Golden Gate Bridge got its two towers.

Submit

Review the **second paragraph**.

Rainbow Skies

What color is the sky? The answer depends on when you look at the sky. Sometimes it looks blue, sometimes it's orange, and sometimes it's red or purple. In fact, the sky is really many colors at once, but human eyes can only see certain colors at certain times.

The light that travels to Earth from the sun looks white. But hidden inside that white light are all the colors of the rainbow. The gases around Earth, which make up its atmosphere, break up the sun's light. This makes the light bounce around in different directions. Scientists call this *scattering*. Blue light is one of the colors that scatters the most. It is also a color that is easy for our eyes to see. For these reasons, blue is the color we see most often in the sky.

At sunrise and sunset, the sun is lower in the sky. This makes the light scatter differently, so we can see different colors. During sunrises and sunsets, colors like yellow, orange, and red are easier to see. Those beautiful colors are always there, but they are only visible when the sun is low.

Natural events, such as clouds passing or even a volcano erupting, can make the sunset even more colorful. As the sun goes down, clouds and ash high in the sky catch the sunlight and scatter it in different ways. This scattering can show off even more colors. When this happens, beautiful pinks and purples often fill the sky.

Based on the text, what causes scattering?

heat created by the sun

gases in Earth's atmosphere

the gravity on Earth

Board of Education Priority - Student Achievement (DIBELS)

Grade 1 PSF/ORF	F - Total Enrollment	F - Total Tested	F - # At M/E	F - % At M/E	F - # DNM	F - % DNM	F - # APP	F - % App
All Students	436	407	278	68.3%	64	15.7%	65	16.0%
All Female	216	204	149	73.0%	26	12.7%	29	14.2%
All Male	220	203	129	63.5%	38	18.7%	36	17.7%
Asian	42	35	24	68.6%	6	17.1%	5	14.3%
Black	90	84	48	57.1%	20	23.8%	16	19.0%
Hispanic	172	159	101	63.5%	30	18.9%	28	17.6%
White	94	91	78	85.7%	4	4.4%	9	9.9%
F/R Meals	273	250	161	64.4%	41	16.4%	48	19.2%
Not F/R Meals	163	157	117	74.5%	23	14.6%	17	10.8%
Special Ed	71	56	14	25.0%	29	51.8%	13	23.2%
Not Special Ed	365	351	264	75.2%	35	10.0%	52	14.8%
ML	49	44	16	36.4%	19	43.2%	9	20.5%
Not ML	387	363	262	72.2%	45	12.4%	56	15.4%

November Update: 165 students who did not meet or exceed grade level in September reevaluated in November

Grade 1 NWF	Enrollment	Tested	F - # At M/E	F - % At M/E	F - # DNM	F - % DNM	F - # APP	F - % App
All Students	436	165	73	44.2%	47	28.5%	45	27.3%

Percent of students at **Does Not Meet:** 47/436 = 10.7%

Board of Education Priority - Student Achievement (DIBELS)

Grade 2 ORF	F - Total Enrollment	F - Total Tested	F - # At M/E	F - % At M/E	F - # DNM	F - % DNM	F - # APP	F - % App
All Students	446	428	210	49.1%	155	36.2%	63	14.7%
Female	209	204	99	48.5%	73	35.8%	32	15.7%
Male	237	224	111	49.6%	82	36.6%	31	13.8%
Asian	44	44	26	59.1%	14	31.8%	4	9.1%
Black	103	97	46	47.4%	40	41.2%	11	11.3%
Hispanic	144	138	60	43.5%	53	38.4%	25	18.1%
White	115	111	60	54.1%	33	29.7%	18	16.2%
F/R Meals	255	245	115	46.9%	90	36.7%	40	16.3%
Not F/R Meals	191	183	95	51.9%	65	35.5%	23	12.6%
Special Ed	76	65	12	18.5%	48	73.8%	5	7.7%
Not Special Ed	370	363	198	54.5%	107	29.5%	58	16.0%
ML	60	58	24	41.4%	25	43.1%	9	15.5%
Not ML	386	370	186	50.3%	130	35.1%	54	14.6%

November Update: 218 students who did not meet or exceed grade level in September reevaluated in November

Grade 2 ORF	Enrollment	Tested	F - # At M/E	F - % At M/E	F - # DNM	F - % DNM	F - # APP	F - % App
All Students	446	210	62	29.5%	106	50.5%	42	20.0%

Percent of students at **Does Not Meet:** $106/446 = 23.8\%$

Board of Education Priority - Student Achievement (DIBELS)

Grade 3 ORF	F - Total Enrollment	F - Total Tested	F - # At M/E	F - % At M/E	F - # DNM	F - % DNM	F - # APP	F - % App
All Students	487	465	261	56.1%	132	28.4%	72	15.5%
Female	246	240	125	52.1%	76	31.7%	39	16.3%
Male	241	225	136	60.4%	56	24.9%	33	14.7%
Asian	39	35	26	74.3%	6	17.1%	3	8.6%
Black	116	115	61	53.0%	33	28.7%	21	18.3%
Hispanic	187	172	85	49.4%	57	33.1%	30	17.4%
White	128	126	81	64.3%	31	24.6%	14	11.1%
F/R Meals	279	266	126	47.4%	89	33.5%	51	19.2%
Not F/R Meals	208	199	135	67.8%	43	21.6%	21	10.6%
Special Ed	78	64	10	15.6%	42	65.6%	12	18.8%
Not Special Ed	409	401	251	62.6%	90	22.4%	60	15.0%
ML	48	44	15	34.1%	17	38.6%	12	27.3%
Not ML	439	421	246	58.4%	115	27.3%	60	14.3%

November Update: 204 students who did not meet or exceed grade level in September reevaluated in November

Grade 3 ORF	Enrollment	Tested	F - # At M/E	F - % At M/E	F - # DNM	F - % DNM	F - # APP	F - % App
All Students	487	196	54	27.6%	95	48.5%	47	24.0%

Percent of students at **Does Not Meet:** 95/487 = 19.5%

Board of Education Priority - Student Achievement (DIBELS)

Grade 4 ORF	F - Total Enrollment	F - Total Tested	F - # At M/E	F - % At M/E	F - # DNM	F - % DNM	F - # APP	F - % App
All Students	441	429	217	50.6%	103	24.0%	109	25.4%
Female	192	188	106	56.4%	36	19.1%	46	24.5%
Male	249	241	111	46.1%	67	27.8%	63	26.1%
Asian	39	38	21	55.3%	9	23.7%	8	21.1%
Black	97	93	40	43.0%	25	26.9%	28	30.1%
Hispanic	177	171	77	45.0%	46	26.9%	48	28.1%
White	115	114	72	63.2%	20	17.5%	22	19.3%
F/R Meals	262	254	115	45.3%	69	27.2%	70	27.6%
Not F/R Meals	179	175	102	58.3%	34	19.4%	39	22.3%
Special Ed	76	68	17	25.0%	40	58.8%	11	16.2%
Not Special Ed	365	361	200	55.4%	63	17.5%	98	27.1%
ML	59	59	20	33.9%	24	40.7%	15	25.4%
Not ML	382	370	197	53.2%	79	21.4%	94	25.4%

November Update: 212 students who did not meet or exceed grade level in September reevaluated in November

Grade ORF 4	Enrollment	Tested	F - # At M/E	F - % At M/E	F - # DNM	F - % DNM	F - # APP	F - % App
All Students	441	207	55	26.6%	73	35.3%	79	38.2%

Percent of students at **Does Not Meet:** 73/441 = 16.6%

Board of Education Priority - Student Achievement (DIBELS)

Grade 5 ORF	F - Total Tested	F - # At M/E	F - % At M/E	F - # DNM	F - % DNM	F - # APP	F - % App
Female	81	10	12.3%	63	77.8%	8	9.9%
Male	82	5	6.1%	68	82.9%	9	11.0%
Asian	10	0	0.0%	7	70.0%	3	30.0%
Black	51	4	7.8%	45	88.2%	2	3.9%
Hispanic	69	7	10.1%	54	78.3%	8	11.6%
White	24	2	8.3%	19	79.2%	3	12.5%
F/R Meals	123	11	8.9%	99	80.5%	13	10.6%
Not F/R Meals	40	4	10.0%	32	80.0%	4	10.0%
Special Ed	54	0	0.0%	48	88.9%	6	11.1%
Not Special Ed	109	15	13.8%	83	76.1%	11	10.1%
ML	30	2	6.7%	26	86.7%	2	6.7%
Not ML	133	13	9.8%	105	78.9%	15	11.3%
All Students	163	15	9.2%	131	80.4%	17	10.4%

Board of Education Priority - Student Achievement (DIBELS)

Grade 6 ORF	F - Total Tested	F - # At M/E	F - % At M/E	F - # DNM	F - % DNM	F - # APP	F - % App
Female	65	3	4.6%	54	83.1%	8	12.3%
Male	104	14	13.5%	86	82.7%	4	3.8%
Asian	8	1	12.5%	7	87.5%	0	0.0%
Black	43	2	4.7%	37	86.0%	4	9.3%
Hispanic	75	8	10.7%	65	86.7%	2	2.7%
White	33	4	12.1%	24	72.7%	5	15.2%
F/R Meals	117	12	10.3%	101	86.3%	4	3.4%
Not F/R Meals	52	5	9.6%	39	75.0%	8	15.4%
Special Ed	60	3	5.0%	56	93.3%	1	1.7%
Not Special Ed	109	14	12.8%	84	77.1%	11	10.1%
ML	26	2	7.7%	24	92.3%	0	0.0%
Not ML	143	15	10.5%	116	81.1%	12	8.4%
All	169	17	10.1%	140	82.8%	12	7.1%

Board of Education Priority - Student Achievement (DIBELS)

Grade 7 ORF	F - Total Tested	F - # At M/E	F - % At M/E	F - # DNM	F - % DNM	F - # APP	F - % App
Female	57	4	7.0%	49	86.0%	4	7.0%
Male	90	9	10.0%	67	74.4%	14	15.6%
Asian	8	0	0.0%	5	62.5%	3	37.5%
Black	38	6	15.8%	31	81.6%	1	2.6%
Hispanic	76	5	6.6%	63	82.9%	8	10.5%
White	22	2	9.1%	15	68.2%	5	22.7%
F/R Meals	96	9	9.4%	78	81.3%	9	9.4%
Not F/R Meals	51	4	7.8%	38	74.5%	9	17.6%
Special Ed	40	2	5.0%	36	90.0%	2	5.0%
Not Special Ed	107	11	10.3%	80	74.8%	16	15.0%
ML	23	1	4.3%	21	91.3%	1	4.3%
Not ML	124	12	9.7%	95	76.6%	17	13.7%
All	147	13	8.8%	116	78.9%	18	12.2%

Board of Education Priority - Student Achievement (DIBELS)

Grade 8 ORF	F - Total Tested	F - # At M/E	F - % At M/E	F - # DNM	F - % DNM	F - # APP	F - % App
Female	39	1	2.6%	29	74.4%	9	23.1%
Male	56	6	10.7%	44	78.6%	6	10.7%
Asian	3	1	33.3%	2	66.7%	0	0.0%
Black	32	3	9.4%	27	84.4%	2	6.3%
Hispanic	41	2	4.9%	31	75.6%	8	19.5%
White	13	1	7.7%	8	61.5%	4	30.8%
F/R Meals	62	6	9.7%	48	77.4%	8	12.9%
Not F/R Meals	33	1	3.0%	25	75.8%	7	21.2%
Special Ed	30	2	6.7%	28	93.3%	0	0.0%
Not Special Ed	65	5	7.7%	45	69.2%	15	23.1%
ML	18	1	5.6%	15	83.3%	2	11.1%
Not ML	77	6	7.8%	58	75.3%	13	16.9%
All Students	95	7	7.4%	73	76.8%	15	15.8%

Board of Education Priority - Student Achievement (IXL - ELA)

All	11/23/2024	Fall 24	11/23/2024	11/23/2024	Fall 24	11/23/2024	11/23/2024	Fall 24	11/23/2024	11/23/2024
Students	Not Pin	At/Above	At/Above	% Inc	App	App	% Inc	App/Above	App/Above	% Inc
Bowers	21.00%	28.00%	34.00%	21.43%	27.00%	22.00%	-18.52%	55.00%	56.00%	1.82%
Buckley	13.00%	40.00%	50.00%	25.00%	30.00%	28.00%	-6.67%	70.00%	78.00%	11.43%
Highland	4.00%	45.00%	54.00%	20.00%	33.00%	24.00%	-27.27%	78.00%	78.00%	0.00%
Keeney	18.00%	23.00%	31.00%	34.78%	31.00%	29.00%	-6.45%	54.00%	60.00%	11.11%
Verplanck	10.00%	22.00%	32.00%	45.45%	33.00%	30.00%	-9.09%	55.00%	62.00%	12.73%
Waddell	13.00%	24.00%	32.00%	33.33%	31.00%	29.00%	-6.45%	55.00%	61.00%	10.91%
District 2 - 4	13.00%	29.00%	38.00%	31.03%	31.00%	27.00%	-12.90%	60.00%	65.00%	8.33%
Bennet	12.00%	16.00%	31.00%	93.75%	16.00%	21.00%	31.25%	32.00%	52.00%	62.50%
Illing	15.00%	35.00%	34.00%	-2.86%	11.00%	12.00%	9.09%	46.00%	46.00%	0.00%

Board of Education Priority - Student Achievement (IXL - ELA)

Black	11/23/2024	Fall 24	11/23/2024	11/23/2024	Fall 24	11/23/2024	11/23/2024	Fall 24	11/23/2024	11/23/2024
Student	Not Pin	At/Above	At/Above	% Inc	App	App	% Inc	App/Above	App/Above	% Inc
Bowers	19.00%	25.00%	35.00%	40.00%	25.00%	19.00%	-24.00%	50.00%	54.00%	8.00%
Buckley	28.00%	30.00%	35.00%	16.67%	37.00%	34.00%	-8.11%	67.00%	69.00%	2.99%
Highland	11.00%	37.00%	34.00%	-8.11%	33.00%	26.00%	-21.21%	70.00%	60.00%	-14.29%
Keeney	15.00%	12.00%	18.00%	50.00%	37.00%	31.00%	-16.22%	49.00%	49.00%	0.00%
Verplanck	11.00%	15.00%	22.00%	46.67%	26.00%	36.00%	38.46%	41.00%	58.00%	41.46%
Waddell	13.00%	33.00%	31.00%	-6.06%	33.00%	31.00%	-6.06%	66.00%	62.00%	-6.06%
District 2 - 4	16.00%	25.00%	28.00%	12.00%	31.00%	30.00%	-3.23%	56.00%	58.00%	3.57%
Bennet	8.00%	9.00%	22.00%	144.44%	14.00%	25.00%	78.57%	23.00%	47.00%	104.35%
Illing	17.00%	37.00%	36.00%	-2.70%	12.00%	13.00%	8.33%	49.00%	49.00%	0.00%

Board of Education Priority - Student Achievement (IXL - ELA)

Hispanic	11/23/2024	Fall 24	11/23/2024	11/23/2024	Fall 24	11/23/2024	11/23/2024	Fall 24	11/23/2024	11/23/2024
Students	Not Pin	At/Above	At/Above	% Inc	App	App	% Inc	App/Above	App/Above	% Inc
Bowers	21.00%	21.00%	24.00%	14.29%	25.00%	23.00%	-8.00%	46.00%	47.00%	2.17%
Buckley	5.00%	26.00%	48.00%	84.62%	31.00%	35.00%	12.90%	57.00%	83.00%	45.61%
Highland	2.00%	30.00%	48.00%	60.00%	50.00%	34.00%	-32.00%	80.00%	82.00%	2.50%
Keeney	33.00%	12.00%	18.00%	50.00%	29.00%	27.00%	-6.90%	41.00%	45.00%	9.76%
Verplanck	9.00%	19.00%	29.00%	52.63%	28.00%	28.00%	0.00%	47.00%	57.00%	21.28%
Waddell	18.00%	17.00%	24.00%	41.18%	35.00%	30.00%	-14.29%	52.00%	54.00%	3.85%
District 2 - 4	14.00%	21.00%	31.00%	47.62%	28.00%	29.00%	3.57%	49.00%	60.00%	22.45%
Bennet	11.00%	10.00%	25.00%	150.00%	17.00%	21.00%	23.53%	27.00%	46.00%	70.37%
Illing	17.00%	18.00%	16.00%	-11.11%	10.00%	11.00%	10.00%	28.00%	27.00%	-3.57%

Notes - Reading

- ARC implementation in Year 1 in Grades 1 and 2
- DIBELS scores reflect increased emphasis on Phonics and Phonemic Awareness aligned to the Science of Reading through ARC in Grades 1 and 2 and Foundations in Grades K, 3 - 4
- Utilize DIBELS data to reevaluate existing reading support and consider new reading intervention models
- IXL in Year 1 of implementation in Grades 3 - 7 following pilot in grade 6; Continue to monitor use in support of the curriculum through 2024-25

Notes - Reading

Observations from DIBELS Testers Grades 5 - 8:

- Many students seemed able to read the words in the tested passages. While some stumbled occasionally, it was encouraging that many noticed their errors and self-corrected.
- Many students read at a slow pace, though not one that would typically raise concern for teachers.
- We expected to observe more overt fluency challenges—such as substituting words with similar sounds, inaccurate decoding of unfamiliar words, or poor word recognition. While some students displayed these behaviors, many appeared to be able to read, albeit at a slower pace than is required to meet the goal

Board of Education Priority Student Achievement (IXL - Math)

All	11/23/2024	Fall 24	11/23/2024	11/23/2024	Fall 24	11/23/2024	11/23/2024	Fall 24	11/23/2024	11/23/2024
Students	Not Pin	At/Above	At/Above	% Inc	App	App	% Inc	App/Above	App/Above	% Inc
Bowers	11.00%	44.00%	57.00%	29.55%	26.00%	24.00%	-7.69%	70.00%	81.00%	15.71%
Buckley	4.00%	65.00%	79.00%	21.54%	21.00%	14.00%	-33.33%	86.00%	93.00%	8.14%
Highland	6.00%	61.00%	72.00%	18.03%	23.00%	19.00%	-17.39%	84.00%	91.00%	8.33%
Keeney	14.00%	45.00%	56.00%	24.44%	27.00%	24.00%	-11.11%	72.00%	80.00%	11.11%
Verplanck	20.00%	39.00%	50.00%	28.21%	36.00%	35.00%	-2.78%	75.00%	85.00%	13.33%
Waddell	12.00%	43.00%	57.00%	32.56%	27.00%	24.00%	-11.11%	70.00%	81.00%	15.71%
District 2 - 4	13.00%	48.00%	60.00%	25.00%	27.00%	24.00%	-11.11%	75.00%	84.00%	12.00%
Bennet	8.00%	37.00%	41.00%	10.81%	26.00%	26.00%	0.00%	63.00%	67.00%	6.35%
Illing	21.00%	23.00%	24.00%	4.35%	18.00%	15.00%	-16.67%	41.00%	39.00%	-4.88%
District 2-8	12.00%	40.00%	45.00%	12.50%	23.00%	22.00%	-4.35%	63.00%	67.00%	6.35%

Board of Education Priority Student Achievement (IXL - Math)

Black	11/23/2024	Fall 24	11/23/2024	11/23/2024	Fall 24	11/23/2024	11/23/2024	Fall 24	11/23/2024	11/23/2024
Student	Not Pin	At/Above	At/Above	% Inc	App	App	% Inc	App/Above	App/Above	% Inc
Bowers	14.00%	41.00%	58.00%	41.46%	29.00%	26.00%	-10.34%	70.00%	84.00%	20.00%
Buckley	12.00%	58.00%	80.00%	37.93%	23.00%	16.00%	-30.43%	81.00%	96.00%	18.52%
Highland	11.00%	33.00%	61.00%	84.85%	40.00%	29.00%	-27.50%	73.00%	90.00%	23.29%
Keeney	25.00%	31.00%	41.00%	32.26%	31.00%	29.00%	-6.45%	62.00%	70.00%	12.90%
Verplanck	13.00%	38.00%	47.00%	23.68%	38.00%	39.00%	2.63%	76.00%	86.00%	13.16%
Waddell	18.00%	38.00%	53.00%	39.47%	31.00%	27.00%	-12.90%	69.00%	80.00%	15.94%
District 2 - 4	16.00%	39.00%	55.00%	41.03%	32.00%	28.00%	-12.50%	71.00%	83.00%	16.90%
Bennet	11.00%	24.00%	28.00%	16.67%	26.00%	28.00%	7.69%	50.00%	56.00%	12.00%
Illing	13.00%	16.00%	18.00%	12.50%	18.00%	13.00%	-27.78%	34.00%	31.00%	-8.82%
District 2-8	15.00%	28.00%	37.00%	32.14%	26.00%	24.00%	-7.69%	54.00%	61.00%	12.96%

Board of Education Priority Student Achievement (IXL - Math)

Hispanic	11/23/2024	Fall 24	11/23/2024	11/23/2024	Fall 24	11/23/2024	11/23/2024	Fall 24	11/23/2024	11/23/2024
Students	Not Pin	At/Above	At/Above	% Inc	App	App	% Inc	App/Above	App/Above	% Inc
Bowers	20.00%	37.00%	49.00%	32.43%	28.00%	26.00%	-7.14%	65.00%	75.00%	15.38%
Buckley	7.00%	65.00%	76.00%	16.92%	24.00%	20.00%	-16.67%	89.00%	96.00%	7.87%
Highland	9.00%	60.00%	63.00%	5.00%	21.00%	27.00%	28.57%	81.00%	90.00%	11.11%
Keeney	37.00%	33.00%	43.00%	30.30%	22.00%	35.00%	59.09%	55.00%	78.00%	41.82%
Verplanck	16.00%	33.00%	48.00%	45.45%	40.00%	38.00%	-5.00%	73.00%	86.00%	17.81%
Waddell	22.00%	40.00%	51.00%	27.50%	32.00%	29.00%	-9.38%	72.00%	80.00%	11.11%
District 2 - 4	18.00%	41.00%	53.00%	29.27%	30.00%	30.00%	0.00%	71.00%	83.00%	16.90%
Bennet	4.00%	30.00%	34.00%	13.33%	29.00%	26.00%	-10.34%	59.00%	60.00%	1.69%
Illing	2.00%	11.00%	11.00%	0.00%	15.00%	8.00%	-46.67%	26.00%	19.00%	-26.92%
District 2-8	14.00%	31.00%	37.00%	19.35%	26.00%	25.00%	-3.85%	57.00%	62.00%	8.77%

Board of Education Priority Student Achievement (IXL - Math)



Notes - Math

- Building Thinking Classrooms in Mathematics - Vertical Surface Work continues at all schools
- IXL - Year 3 implementation underway with all teachers becoming more comfortable with utilization
- Tool allows for us to see make up of summer slide and current progress
- 45% of students already at or above grade level compared to 23-24 end of year with 46% of students at or above grade level
- Common IXL skill tracker to be implemented in January
- Periodic push in support planned for January

Board of Education Priority Student Achievement (CCR)

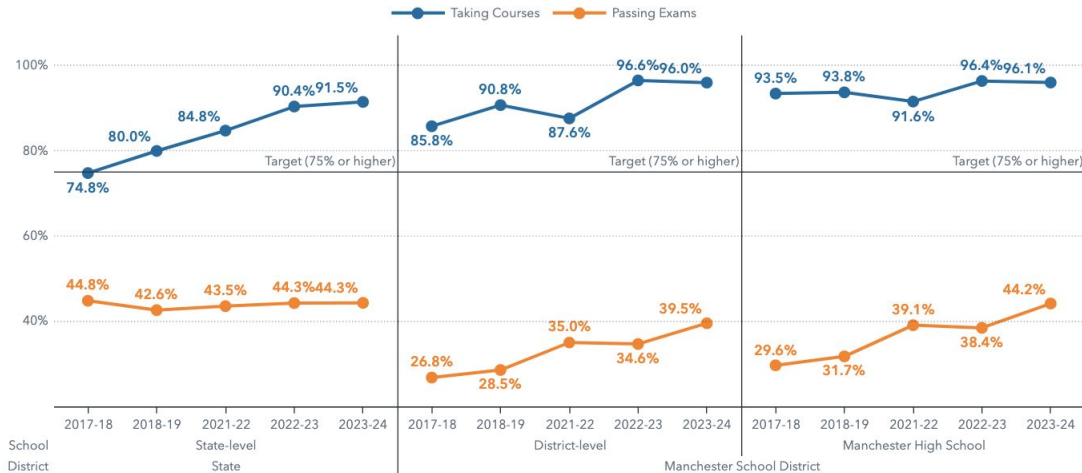
[Accountability Index](#)
[Indicator \(Ind.\) 1](#)
[Ind. 2](#)
[Ind. 4](#)
[Ind. 5-6](#)
[Ind. 7-9](#)
[Ind. 10](#)
[Ind. 11](#)
[Ind. 12](#)
[Trend Crossst](#)

College-and-Career-Readiness - Taking Courses² and Passing Exams³

Click buttons below to show/hide measures on the chart

Taking Courses

Passing Exams



¹ To view **district-level results**, you must select the **district name** from the District(s) List and **District-level** from the School(s) List.

² Percentage of students in grades 11 & 12 participating in at least one of the following during high school: Two courses in AP/IB/dual enrollment; or Two CTE courses in one of 17 career clusters; or Two workplace experience "courses" in any area.

³ Percentage of students in grades 11 & 12 achieving either CCR benchmark on at least one of the following: SAT or ACT or AP or IB; or earning three or more dual enrollment credits.

Board of Education Priority Student Achievement (CCR)

	MHS	AP Biology	AP Calculus AB	AP Calculus BC	AP Chemistry	AP Computer Sci A	AP Eng - Lang Comp	AP Eng - Lit Comp	AP Environmental	AP Microeconomics	AP Physics 1	AP PreCalculus	AP Psychology	AP Spanish 5	AP Statistics	AP US Gov/Pol	AP US History	AP World Hist
F	50.7%	84%	55%	50%	53%	19%	65%	71%	53%	60%	38%	56%	75%	50%	72%	46%	62%	61%
M	49.1%	16%	45%	50%	47%	81%	35%	29%	47%	40%	63%	44%	25%	50%	28%	54%	38%	39%
Asian	8.1%	41%	6%	40%	11%	19%	23%	16%	18%	20%	38%	31%	16%	0%	20%	14%	21%	22%
Black	24.8%	16%	13%	10%	37%	31%	23%	19%	21%	27%	13%	12%	36%	0%	8%	24%	23%	19%
Hawaiian	0.1%	0%	0%	0%	0%	0%	4%	0%	0%	0%	0%	0%	2%	0%	0%	2%	0%	0%
Hispanic	37.0%	11%	10%	10%	21%	13%	15%	16%	18%	0%	13%	19%	16%	56%	12%	20%	26%	14%
Multi	3.5%	5%	6%	0%	0%	0%	0%	3%	0%	7%	4%	2%	0%	0%	4%	0%	2%	6%
White	26.0%	27%	65%	40%	32%	38%	35%	45%	44%	47%	33%	36%	30%	44%	56%	40%	28%	39%
FRAM	52.6%	38%	29%	20%	21%	31%	31%	32%	29%	53%	33%	33%	43%	44%	24%	32%	45%	28%
Not FRAM	47.4%	62%	71%	80%	79%	69%	69%	68%	71%	47%	67%	67%	57%	56%	76%	68%	55%	72%
Not Sped	85.0%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	94%	100%	100%
Sped	15.0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	6%	0%	0%
EL	8.8%	3%	0%	0%	0%	0%	0%	3%	0%	0%	0%	1%	0%	6%	0%	0%	0%	0%
Not EL	91.2%	97%	100%	100%	100%	100%	100%	97%	100%	100%	100%	99%	100%	94%	100%	100%	100%	100%
Total	563	37	31	10	19	16	26	31	34	15	24	90	56	16	25	50	47	36
Total 23-24	460	23	22	7	14	12	45	33	15	11	12	59	45	22	26	22	39	53

Board of Education Priority Student Achievement (CCR)

	MHS Students	UCON If You Love it Teach it H	UCONN Am Maritime Culture H	UCONN American Stydy H	UCONN Chinese H	UCONN Conflict Peace H	UCONN Discr Math H	UCONN EMT 1 H	UCONN Human Rights H	UCONN Medical Terminol ogy H	UCONN Sr Eng H
F	50.7%	100%	39%	68%	86%	71%	62%	78%	57%	79%	61%
M	49.1%	0%	61%	32%	14%	29%	38%	22%	43%	19%	39%
X	0.2%	0%	0%	0%	0%	0%	0%	0%	1%	2%	0%
Am Indian	0.5%	0%	0%	0%	0%	0%	0%	4%	1%	2%	1%
Asian	8.1%	0%	22%	14%	29%	11%	7%	9%	17%	30%	19%
Black	24.8%	20%	6%	31%	29%	20%	10%	22%	22%	33%	22%
Hispanic	37.0%	40%	33%	28%	29%	31%	21%	43%	27%	21%	19%
Multi	3.5%	0%	6%	2%	0%	3%	14%	0%	2%	5%	5%
White	26.0%	40%	33%	26%	14%	34%	48%	22%	32%	9%	34%
FRAM	52.6%	60%	28%	42%	71%	43%	34%	57%	41%	35%	36%
Not FRAM	47.4%	40%	72%	58%	29%	57%	66%	43%	59%	65%	64%
Not Sped	85.0%	100%	100%	100%	100%	94%	97%	100%	99%	100%	99%
Sped	15.0%	0%	0%	0%	0%	6%	3%	0%	1%	0%	1%
EL	8.8%	0%	0%	2%	0%	3%	0%	0%	1%	2%	0%
Not EL	91.2%	100%	100%	98%	100%	97%	100%	100%	99%	98%	100%
Grand Total	549	5	18	65	7	35	29	23	192	43	132
Total 23-24	423	0	11	63	7	16	13	16	195	19	83

Board of Education Priority Student Achievement (CCR)

	MHS Students	CCSU Acting H	CCSU Early Child Ed H	CCSU Ed MultiSoc H	CCSU Entreprene	CCSU Hair and Make	CCSU Law Order	CCSU Marketing	CCSU Pub Speaki ng	CCSU Sr Englis	CT State Bluep Readi	CT State CAD Solid	CT State Colg Acco	CT State MFG Mach	CT St MS OfficA pps	CT St Web Design H	Mfg PreAp prentic e	Wesl NEEL Intro Psych	Wesle yan NEEL Phil	Whar NEEL Pers Finan
F	50.7%	82%	90%	88%	35%	93%	66%	37%	58%	63%	12%		33%	4%	28%	25%		83%	71%	70%
M	49.1%	18%	10%	13%	65%	3%	34%	63%	42%	38%	88%	100%	67%	96%	72%	75%	100%	17%	29%	30%
X	0.2%	0%	0%	0%	0%	3%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Am Indian	0.5%	0%	3%	0%	0%	0%	1%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Asian	8.1%	0%	10%	0%	10%	7%	17%	9%	5%	8%	18%	19%	33%	4%	6%	17%	10%	11%	24%	10%
Black	24.8%	36%	31%	38%	40%	17%	23%	32%	32%	21%	6%	13%	11%	21%	11%	29%	0%	22%	29%	30%
Hawaiian	0.1%	0%	0%	0%	0%	3%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Hispanic	37.0%	36%	28%	25%	33%	62%	27%	34%	26%	42%	41%	31%	11%	58%	56%	25%	80%	50%	18%	20%
Multi	3.5%	18%	3%	0%	3%	3%	4%	2%	0%	4%	0%	6%	0%	0%	6%	4%	0%	0%	0%	0%
White	26.0%	9%	24%	38%	15%	7%	28%	23%	37%	25%	35%	31%	44%	17%	22%	25%	10%	17%	29%	40%
FRAM	52.6%	45%	59%	25%	65%	76%	46%	57%	53%	46%	71%	88%	44%	63%	39%	46%	50%	78%	47%	50%
Not FRAM	47.4%	55%	41%	75%	35%	24%	54%	43%	47%	54%	29%	13%	56%	38%	61%	54%	50%	22%	53%	50%
Not Sped	85.0%	100%	97%	100%	95%	72%	97%	93%	95%	92%	100%	100%	100%	92%	83%	96%	90%	100%	100%	100%
Sped	15.0%	0%	3%	0%	5%	28%	3%	7%	5%	8%	0%	0%	0%	8%	17%	4%	10%	0%	0%	0%
EL	8.8%	0%	17%	0%	8%	14%	3%	8%	0%	4%	0%	0%	11%	4%	6%	0%	0%	0%	0%	0%
Not EL	91.2%	100%	83%	100%	93%	86%	97%	92%	100%	96%	100%	100%	89%	96%	94%	100%	100%	100%	100%	100%
Grand Total	528	11	29	8	40	29	90	115	19	24	17	16	9	24	18	24	10	18	17	10
Total 23-24	123	7	34	14	0	0	0	0	0	0	11	17	7	8	4	12	0	0	9	0

Notes - College and Career Readiness

- 46 courses in which students can earn college credit while at Manchester High School
- Enrollment in Dual Credit Course up 600 seats in 2024-25
- Dual credit expansion grant project underway to increase students accessing opportunities for college credit where cost is a barrier
- Diverse groups of students accessing and earning credit in dual enrollment college credit bearing courses at MHS
- Continued participation in National Equity Lab courses from around the country
- MHS above state average in students accessing courses and number of students attaining credit

Board of Education Priority Student Achievement (CCR)

Looma Taha - Princeton University
Molecular Biology or Chemistry



Mahdi Jilu - Boston University
Engineering

QuestBridge is proud to announce the results of the 2024 QuestBridge National College Match, a program that connects high-achieving high school seniors from low-income backgrounds with full four-year scholarships to 52 of the nation's top colleges. Out of over 25,500 applicants, QuestBridge selected 7,288 Finalists to be considered for the QuestBridge National College Match Scholarship (Match Scholarship). This year, QuestBridge's 52 college partners matched with 2,627 Finalists, who are recognized as Match Scholarship Recipients. This is the highest number of Match Scholarship Recipients to date for QuestBridge.

QUEST  BRIDGE

Proud to have a

National
College Match
Scholarship
recipient!

Budget Priorities - Learning Opportunities

- What areas of the district programming are you most curious about?
- Are there any concerns or areas where you would like to see progress or improvement?
- Are there any specific student or staff experiences you would like to learn more about?

QUESTIONS