

Manchester Board of Education

Winter Data Update 2022-2023

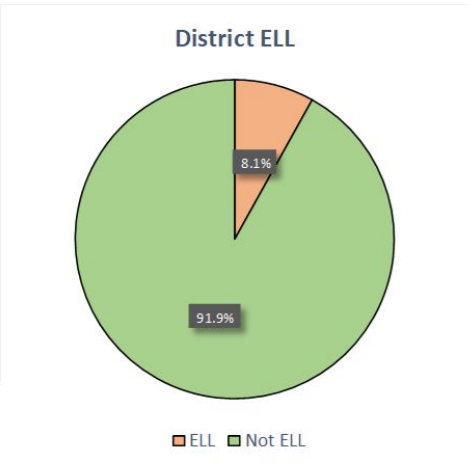
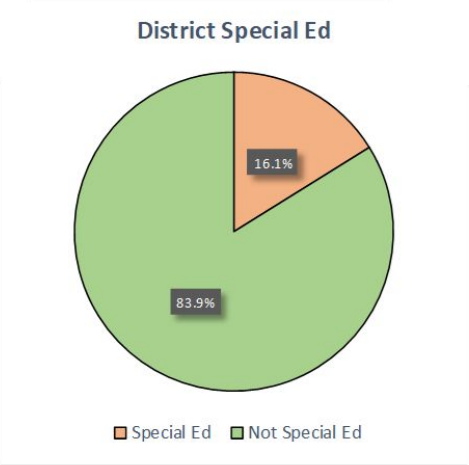
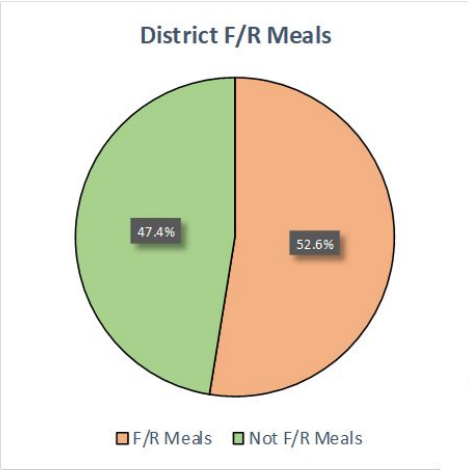


Manchester
Public Schools

October 2022

Demographic
Data
K- 12

DISTRICT OCTOBER 2022	Enrollment	% of Population
All Students	5895	100.0%
F/R Meals	3098	52.6%
Not F/R Meals	2797	47.4%
Special Ed	952	16.1%
Not Special Ed	4943	83.9%
ELL	476	8.1%
Not ELL	5419	91.9%

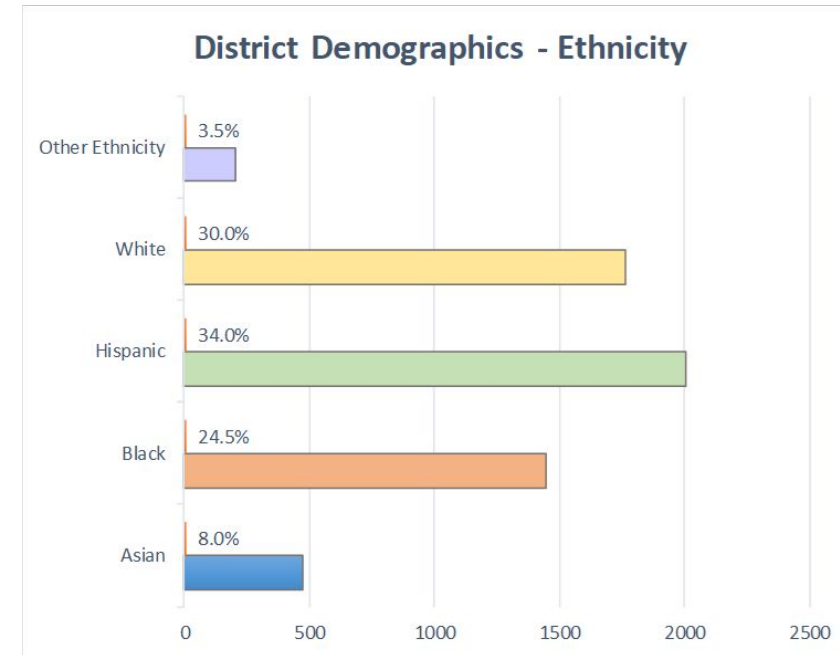
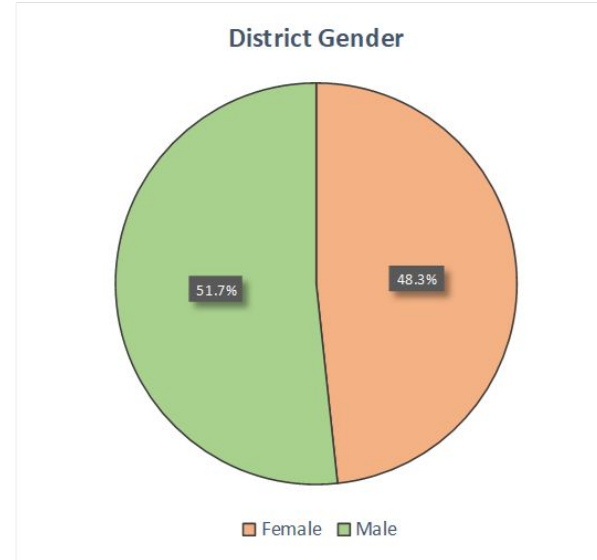


Manchester Public Schools

October 2022

Demographic Data K- 12

DISTRICT OCTOBER 2022	Enrollment	% of Population
All Students	5895	100.0%
Female	2845	48.3%
Male	3045	51.7%
Asian	471	8.0%
Black	1445	24.5%
Hispanic	2005	34.0%
White	1766	30.0%
Other Ethnicity	208	3.5%



PRIORITIES

- Ensure all students are regularly attending school
- Ensure all students in grades PK – 12 demonstrate strong critical reading, writing, mathematics, and thinking skills
- Correct the disparity in discipline impacting students from marginalized groups in all grades
- Ensure all members of the school community, particularly those from traditionally marginalized groups, are 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?)
- Communicate the good work of the Manchester Public Schools with members of the community

PROGRES

- Early Screening Inventory (K readiness)
- Percent of students
 - reading at or above grade level as indicated by the Fountas and Pinnell assessment and Scholastic Reading Inventory
 - scoring at or above standard on Math Fluency and Math Unit Assessments
 - scoring at or above the state average on the PSAT and SAT
 - scoring at or above goal on the SBAC
 - scoring at or above standard on district assessments of critical skills (reading and writing)
- High school graduation rate
- Participation in Advanced Classes
- College and Career Readiness Rate
- Percent of students who are chronically absent
- Percent of students with 1 or more In School Suspensions

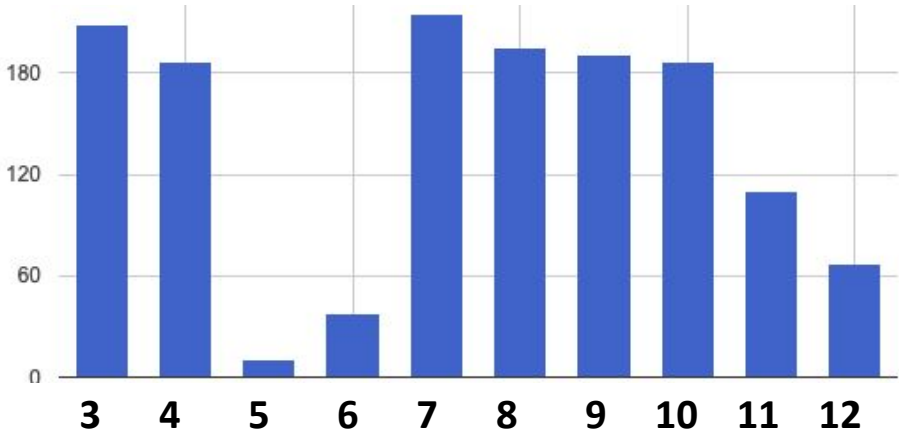
PROGRES

Board Priority	Data Point
Ensure all students are regularly attending school	Attendance Data
Ensure all students in grades PK – 12 demonstrate strong critical reading, writing, mathematics, and thinking skills	Fountas and Pinnell Reading Math Fluency Graduation Rate College and Career Participation
Correct the disparity in discipline impacting students from marginalized groups in all grades	Student Discipline Data Board of Education Quarterly Surveys
Ensure all members of the school community, particularly those from traditionally marginalized groups, are 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 Quarterly Surveys
Communicate the good work of the Manchester Public Schools with members of the community	Publications and Views Facebook Posts and big shares

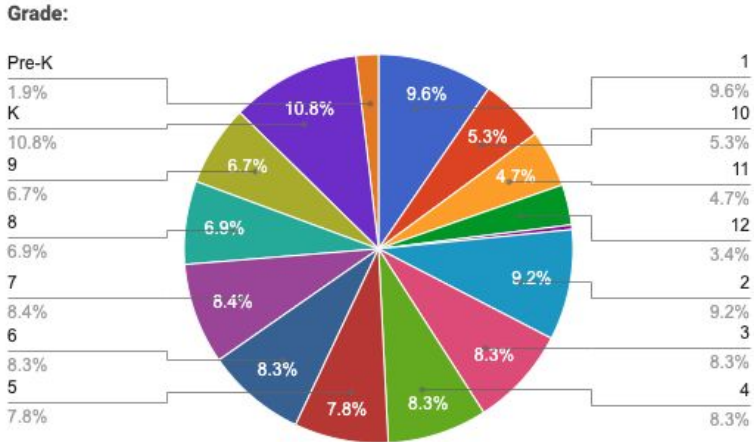
District Improvement Plan Survey Data - Respondents

	Students	Families	Staff
American Indian or Alaska Native	2.80%	2.30%	1.60%
Asian	10.20%	9.90%	3.80%
Black or African American	34.80%	29.20%	10.10%
Pacific Islander	1.10%	1.70%	0.30%
Hispanic or Latino	30.40%	23.60%	9.80%
White	43.6%	55.10%	79.80%
She/Her	49.60%	47.30%	76.00%
He/Him	43.70%	47.90%	17.70%
They/Them	5.50%	1.50%	0.90%
I prefer not to answer	5.10%	5.00%	6.60%
My gender pronouns are not listed	2.00%	0.40%	0.30%

Grade Level Responses (Students)



Grade Level Responses (Families)



Number of Responses:
Students: 1414
Families: 1012
Staff: 317

PRIORITIES

Board of Education - Superintendent Shared Priority #1

**Ensure all students are regularly
attending school**

PROGRES

School	# > 11 abs	Total #	Percent Current	Percent @ 100 days
Bowers	87	307	28.34%	29.8%
Buckley	45	298	15.10%	15.8%
Highland	83	337	24.63%	23.5%
Keeney	52	270	19.26%	19.0%
Martin	60	206	29.13%	30.0%
Verplanck	115	473	24.31%	24.4%
Waddell	111	477	23.27%	25.2%
Bennet	208	857	24.27%	24.7%
Illing	220	862	25.52%	25.2%
MHS	477	1688	28.26%	27.9%
MMA	20	34	58.82%	61.8%
MRA	43	67	64.18%	64.7%
New Horizons	26	39	66.67%	85.7%
Bentley	36	54	66.67%	69.1%
District	1583	5969	26.52%	26.8%

through 113 days (March 3)

District 21- 22 100 Days: 32.7%

PROGRES

School	Hispanic # > 11 abs	Hispanic Total #	Current Hispanic Percent	Previous Hispanic Percent	Current School Percent
Bowers	48	141	34.04%	34.3%	28.34%
Buckley	20	83	24.10%	25.3%	15.10%
Highland	34	134	25.37%	25.3%	24.63%
Keeney	16	75	21.30%	24.3%	19.26%
Martin	21	70	30.00%	40.4%	29.13%
Verplanck	70	208	30.70%	29.8%	24.31%
Waddell	48	181	26.52%	25.6%	23.27%
Bennet	90	297	30.30%	29.6%	24.27%
Illing	108	364	29.67%	29.7%	25.52%
MHS	239	622	38.42%	37.3%	28.26%
MMA	13	20	65.00%	70.00%	58.82%
MRA	20	26	76.92%	80.77%	64.18%
New Horizons	17	18	94.44%	94.44%	66.67%
Bentley	18	28	64.29%	64.29%	66.67%
District	762	2300	33.13%	33.3%	26.52%

through 101 days (February 10)

District 21- 22 100 Days: 42.3% (H)

NEXT STEPS

Next Steps

- Continue relentless monitoring of attendance every 20 days with an emphasis on Hispanic students
- Ensure all staff involved in attendance monitoring are clear on roles and responsibilities through step back meetings
- Prioritize the work of Student Engagement Specialists to ensure they are working with students in danger of chronic absence with emphasis on all students between 11 and 13 absences

PRIORITIES

Board of Education - Superintendent Shared Priority #2

**Ensure all students in grades PK – 12
demonstrate strong critical reading,
writing, mathematics, and thinking skills**

PROGRES

Grades 1 - 4 Percent Reading at or above grade level

Indicator - F&P	21-22 winter meets / exceeds	21-22 spring meets / exceeds	22-23 fall meets / exceeds	22-23 winter meets / exceeds
Grade 1	49.6%	58.6%	43.1%	61.6%
Grade 2	58.9%	69.1%	44.4%	57.3%
Grade 3	64.3%	70.2%	58.8%	70.9%
Grade 4	68.4%	74.4%	62.6%	67.0%

PROGRES

Grade K Percent Reading at or above grade level

	Prior Winter of 2022		Prior Spring 2022		Winter Meets/Exceed	
School	#/Total	%	#/Total	%	#/Total	%
Bowers Elementary	27/59	45.8%	49/63	77.8%	22/51	43.1%
Buckley Elementary	35/57	61.4%	51/61	83.6%	31/51	60.8%
Highland Elementary	31/73	42.5%	59/74	79.7%	20/71	28.2%
Keeney Elementary	13/36	36.1%	28/35	80.0%	36/70	51.4%
Martin Elementary	19/41	46.3%	25/42	59.5%	4/41	9.8%
Verplanck Elementary	20/87	23.0%	51/89	57.3%	30/83	36.1%
Waddell Elementary	45/102	44.1%	71/103	68.9%	36/92	39.1%
District	190/455	41.8%	334/467	71.5%	179/459	39.0%

PROGRES

Grade K Percent Reading at or above grade level

	Prior Winter of 2022		Prior Spring 2022		Winter Meets/Exceed	
School	#/Total	%	#/Total	%	#/Total	%
Male	89/215	41.4%	154/225	68.4%	84/233	36.1%
Female	101/240	42.1%	180/242	74.4%	95/226	42.0%
Black	55/110	50.0%	84/113	74.3%	33/100	33.0%
Hispanic	46/154	29.9%	97/160	60.6%	46/142	32.4%
White	68/142	47.9%	114/142	80.3%	63/139	45.3%
Asian	16/38	42.1%	31/41	75.6%	17/40	42.5%
F/R Meals	78/241	32.4%	163/275	59.3%	33/102	32.4%
Not F/R Meals	112/214	52.3%	171/192	89.1%	146/357	40.9%
Special Ed	10/41	24.4%	18/43	41.9%	8/35	22.9%
Not Special Ed	180/414	43.5%	316/424	74.5%	171/424	40.3%
EL	7/35	20.0%	31/51	60.8%	13/40	32.5%
Not EL	183/420	43.6%	303/416	72.8%	166/419	39.6%
District	190/455	41.8%	334/467	71.5%	179/459	39.0%

PROGRES

Grades 1 - 4 Percent Reading at or above grade level

	Prior Fall 2021		Prior Winter of 2022		Prior Spring 2022		Fall Meets/Exceeds		Winter Meets/Exceeds	
School	#/Total	%	#/Total	%	#/Total	%	#/Total	%	#/Total	%
Bowers Elementary	113/269	42.0%	143/260	55.0%	156/262	59.5%	122/258	47.3%	158/250	63.2%
Buckley Elementary	135/227	59.5%	179/227	78.9%	203/236	86.0%	146/234	62.4%	185/226	81.9%
Highland Elementary	116/250	46.4%	143/243	58.8%	195/267	73.0%	147/244	60.2%	170/247	68.8%
Keeney Elementary	106/212	50.0%	117/195	60.0%	148/207	71.5%	103/194	53.1%	140/194	72.2%
Martin Elementary	74/128	57.8%	86/129	66.7%	95/133	71.4%	66/127	52.0%	78/124	62.9%
Verplanck Elementary	127/353	36.0%	167/347	48.1%	207/361	57.3%	154/358	43.0%	184/362	50.8%
Waddell Elementary	184/371	49.6%	214/344	62.2%	232/352	65.9%	186/359	51.8%	222/367	60.5%
District	855/1810	47.2%	1049/1745	60.1%	1236/1818	68.0%	924/1774	52.1%	1137/1770	64.2%

PROGRES

Grades 1 - 4 Percent Reading at or above grade level

	Prior Fall 2021		Prior Winter of 2022		Prior Spring 2022		Fall Meets/Exceeds		Winter Meets/Exceeds	
	#/Total	%	#/Total	%	#/Total	%	#/Total	%	#/Total	%
Male	417/953	43.8%	514/905	56.8%	616/949	64.9%	466/920	50.7%	567/917	61.8%
Female	438/857	51.1%	535/840	63.7%	620/869	71.3%	458/854	53.6%	570/853	66.8%
Black	168/408	41.2%	222/398	55.8%	268/413	64.9%	196/396	49.5%	238/401	59.4%
Hispanic	227/612	37.1%	300/596	50.3%	366/626	58.5%	269/630	42.7%	346/628	55.1%
White	339/582	58.2%	386/550	70.2%	443/570	77.7%	346/553	62.6%	414/534	77.5%
Asian	102/170	60.0%	117/161	72.7%	129/165	78.2%	90/147	61.2%	104/155	67.1%
F/R Meals	445/1131	39.3%	543/1058	51.3%	682/1128	60.5%	440/1023	43.0%	552/983	56.2%
Not F/R Meals	410/679	60.4%	506/687	73.7%	554/690	80.3%	484/751	64.4%	585/787	74.3%
Special Ed	25/200	12.5%	35/188	18.6%	44/219	20.1%	35/205	17.1%	44/192	22.9%
Not Special Ed	830/1610	51.6%	1014/1557	65.1%	1192/1599	74.5%	889/1569	56.7%	1093/1578	69.3%
EL	43/182	23.6%	77/193	39.9%	92/205	44.9%	51/187	27.3%	78/198	39.4%
Not EL	812/1628	49.9%	972/1552	62.6%	1144/1613	70.9%	873/1587	55.0%	1059/1572	67.4%
District	855/1810	47.2%	1049/1745	60.1%	1236/1818	68.0%	924/1774	52.1%	1137/1770	64.2%

PROGRES

Grades 5-6 Percent Reading at or above grade level

SRI Grades 5 & 6	Total Enrollment	Total Tested	FALL		WINTER	
			# At P/A	% At P/A	# At P/A	% At P/A
All Students	843	764	229	30.0%	288	36.5%
All Female	413	377	123	32.6%	153	39.3%
All Male	430	387	106	27.4%	135	33.8%
Female						
Asian	39	33	11	33.3%	16	44.4%
Black	112	103	25	24.3%	38	35.8%
Hispanic	126	113	30	26.5%	33	27.7%
White	126	119	54	45.4%	61	52.6%
Male						
Asian	37	33	11	33.3%	19	57.6%
Black	120	102	20	19.6%	28	26.7%
Hispanic	126	114	19	16.7%	22	18.5%
White	135	126	53	42.1%	64	49.6%
Female						
Special Ed	64	44	0	0.0%	1	2.2%
Not Special Ed	349	333	123	36.9%	152	44.3%
Male						
Special Ed	82	51	4	7.8%	6	10.5%
Not Special Ed	348	336	102	30.4%	129	37.7%
Female						
EL	25	18	0	0.0%	1	6.3%
Not EL	388	359	123	34.3%	152	40.8%
Male						
EL	42	40	3	7.5%	7	16.7%
Not EL	388	347	103	29.7%	128	35.9%

PROGRES

Grades 5-6 Percent Reading at or above grade level

SRI Grade 5	Total Enrollment	Total Tested	FALL		WINTER	
			# At P/A	% At P/A	# At P/A	% At P/A
All Students	441	395	103	26.1%	142	34.7%
All Female	212	192	55	28.6%	71	35.5%
All Male	229	203	48	23.6%	71	34.0%
Female						
Asian	19	17	5	29.4%	5	29.4%
Black	52	46	8	17.4%	17	34.7%
Hispanic	74	67	16	23.9%	18	25.0%
White	61	57	24	42.1%	27	49.1%
Male						
Asian	22	20	6	30.0%	13	61.9%
Black	66	53	8	15.1%	16	29.6%
Hispanic	68	64	10	15.6%	12	18.2%
White	67	60	22	36.7%	29	47.5%
Female						
Special Ed	35	21	0	0.0%	1	4.0%
Not Special Ed	177	171	55	32.2%	70	40.0%
Male						
Special Ed	40	22	0	0.0%	1	4.0%
Not Special Ed	189	181	48	26.5%	70	38.0%
Female						
EL	12	9	0	0.0%	1	11.1%
Not EL	200	183	55	30.1%	70	36.6%
Male						
EL	20	20	2	10.0%	6	28.6%
Not EL	209	183	46	25.1%	65	34.6%

PROGRES

Grades 5-6 Percent Reading at or above grade level

SRI Grade 6	Total Enrollment	Total Tested	FALL		WINTER	
			# At P/A	% At P/A	# At P/A	% At P/A
All Students	402	369	126	34.1%	146	38.5%
All Female	201	185	68	36.8%	82	43.4%
All Male	201	184	58	31.5%	64	33.7%
Female						
Asian	20	16	6	37.5%	11	57.9%
Black	60	57	17	29.8%	21	36.8%
Hispanic	52	46	14	30.4%	15	31.9%
White	65	62	30	48.4%	34	55.7%
Male						
Asian	15	13	5	38.5%	6	50.0%
Black	54	49	12	24.5%	12	23.5%
Hispanic	58	50	9	18.0%	10	18.9%
White	68	66	31	47.0%	35	51.5%
Female						
Special Ed	29	23	0	0.0%	0	0.0%
Not Special Ed	172	162	68	42.0%	82	48.8%
Male						
Special Ed	42	29	4	13.8%	5	15.6%
Not Special Ed	159	155	54	34.8%	59	37.3%
Female						
EL	13	9	0	0.0%	0	0.0%
Not EL	188	176	68	38.6%	82	45.1%
Male						
EL	22	20	1	5.0%	1	4.8%
Not EL	179	164	57	34.8%	63	37.3%

PROGRES

Grades K - 4 Math Fluency at or above grade level

Fact Fluency

- Grade K - Addition and Subtraction within 5
- Grade 1 - Addition and Subtraction within 10
- Grade 2 - Addition and Subtraction within 20
- Grade 3 - Multiplication and Division within 100
- Grade 4 - Multiplication and Division within 144

Computational Fluency

- Grade 2 - Addition and subtraction within 100
- Grade 3 - Addition and subtraction within 1,000
- Grade 4 - Addition and subtraction within 1 million

PROGRES

Grades K - 4 Math Fact Fluency at or above grade level

Indicator - Math Fact Fluency	21-22 winter meets/ exceeds	21-22 spring meets / exceeds	22-23 fall meets/ exceeds	22-23 winter meets / exceeds
Grade 1	44.0%	69.5%	23.6%	54.7%
Grade 2	46.0%	62.9%	36.0%	60.3%
Grade 3	33.7%	49.4%	5.7%	35.3%
Grade 4	44.8%	67.2%	30.8%	51.1%

PROGRES

Grades 2 - 4 Math Computational Fluency at or above grade level

Indicator - Math Computational Fluency	21-22 winter meets/ exceeds	21-22 spring meets / exceeds	22-23 fall meets/ exceeds	22-23 winter meets/ exceeds
Grade 2	42.5%	62.4%	7.6%	44.3%
Grade 3	22.0%	49.0%	6.4%	19.8%
Grade 4	58.0%	72.9%	44.3%	57.6%

PROGRES

Grades 1 - 4 Math Fact Fluency at or above grade level

	Prior Fall 2021		Prior Winter 2022		Prior Spring 2022		Fall Meets/Exceeds		Winter Meets/Exceeds	
School	#/Total	%	#/Total	%	#/Total	%	#/Total	%	#/Total	%
Bowers Elementary	48/261	18.4%	110/250	44.0%	163/248	65.7%	62/239	25.9%	108/239	45.2%
Buckley Elementary	62/219	28.3%	135/231	58.4%	199/228	87.3%	80/223	35.9%	173/225	76.9%
Highland Elementary	62/266	23.3%	133/267	49.8%	180/263	68.4%	65/244	26.6%	144/251	57.4%
Keeney Elementary	22/209	10.5%	60/205	29.3%	117/201	58.2%	47/195	24.1%	104/191	54.5%
Martin Elementary	19/129	14.7%	55/128	43.0%	96/135	71.1%	33/125	26.4%	57/123	46.3%
Verplanck Elementary	33/352	9.4%	125/350	35.7%	172/351	49.0%	67/366	18.3%	127/343	37.0%
Waddell Elementary	44/366	12.0%	134/355	37.7%	209/357	58.5%	66/359	18.4%	161/363	44.4%
District	290/1802	16.1%	752/1786	42.1%	1136/1783	63.7%	420/1751	24.0%	874/1735	50.4%

PROGRES

Grades 1 - 4 Math Fact Fluency at or above grade level

	Prior Fall 2021		Prior Winter 2022		Prior Spring 2022		Fall Meets/Exceeds		Winter Meets/Exceeds	
	#/Total	%	#/Total	%	#/Total	%	#/Total	%	#/Total	%
Male	173/947	18.3%	406/936	43.4%	598/932	64.2%	246/897	27.4%	470/891	52.7%
Female	117/855	13.7%	346/850	40.7%	538/851	63.2%	174/854	20.4%	404/844	47.9%
Black	41/403	10.2%	119/396	30.1%	238/405	58.8%	74/392	18.9%	174/393	44.3%
Hispanic	59/610	9.7%	186/616	30.2%	327/612	53.4%	105/620	16.9%	247/608	40.6%
White	135/582	23.2%	302/567	53.3%	412/561	73.4%	172/538	32.0%	328/525	62.5%
Asian	49/169	29.0%	103/164	62.8%	130/161	80.7%	55/149	36.9%	103/159	64.8%
F/R Meals	112/1112	10.1%	360/1065	33.8%	612/1102	55.5%	165/1010	16.3%	382/945	40.4%
Not F/R Meals	178/690	25.8%	392/721	54.4%	524/681	76.9%	255/741	34.4%	492/790	62.3%
Special Ed	10/187	5.3%	37/192	19.3%	64/204	31.4%	22/177	12.4%	41/170	24.1%
Not Special Ed	280/1615	17.3%	715/1594	44.9%	1072/1579	67.9%	398/1574	25.3%	833/1562	53.3%
EL	25/186	13.4%	66/201	32.8%	111/205	54.1%	29/183	15.8%	83/203	40.9%
Not EL	265/1616	16.4%	686/1585	43.3%	1025/1578	65.0%	391/1568	24.9%	791/1532	51.6%
District	290/1802	16.1%	752/1786	42.1%	1136/1783	63.7%	420/1751	24.0%	874/1735	50.4%

Grade K Math Fact Fluency at or above grade level

	Prior Winter 2021		Prior Spring 2022		Winter Meets/Exceeds	
School			#/Total	%	#/Total	%
Bowers Elementary	11/59	18.6%	50/60	83.3%	7/48	14.6%
Buckley Elementary	26/60	43.3%	43/48	89.6%	13/53	24.5%
Highland Elementary	41/71	57.7%	63/74	85.1%	32/74	43.2%
Keeney Elementary	4/33	12.1%	26/35	74.3%	12/64	18.8%
Martin Elementary	8/38	21.1%	26/39	66.7%	2/40	5.0%
Verplanck Elementary	8/89	9.0%	59/87	67.8%	7/76	9.2%
Waddell Elementary	26/98	26.5%	73/100	73.0%	19/99	19.2%
District	124/448	27.7%	340/443	76.7%	92/454	20.3%

Grade K Math Fact Fluency at or above grade level

	Prior Winter 2021		Prior Spring 2022		Winter Meets/Exceeds	
School			#/Total	%	#/Total	%
Male	62/212	29.2%	158/209	75.6%	46/235	19.6%
Female	62/236	26.3%	182/234	77.8%	46/219	21.0%
Black	28/109	25.7%	78/106	73.6%	11/103	10.7%
Hispanic	25/150	16.7%	101/149	67.8%	24/138	17.4%
White	53/141	37.6%	121/139	87.1%	39/135	28.9%
Asian	14/37	37.8%	30/38	78.9%	10/41	24.4%
F/R Meals	48/254	18.9%	178/258	69.0%	11/103	10.7%
Not F/R Meals	76/194	39.2%	162/185	87.6%	81/351	23.1%
Special Ed	5/37	13.5%	14/34	41.2%	1/34	2.9%
Not Special Ed	119/411	29.0%	326/409	79.7%	91/420	21.7%
EL	13/47	27.7%	34/47	72.3%	8/54	14.8%
Not EL	111/401	27.7%	306/396	77.3%	84/400	21.0%
District	124/448	27.7%	340/443	76.7%	92/454	20.3%

PROGRES

Grades 2 - 4 Math Computational Fluency at or above grade level

	Prior Fall 2021		Prior Winter 2022		Prior Spring 2022		Fall Meets/Exceeds		Winter Meets/Exceeds	
School	#/Total	%	#/Total	%	#/Total	%	#/Total	%	#/Total	%
Bowers Elementary	40/188	21.3%	71/179	39.7%	111/182	61.0%	34/179	19.0%	60/177	33.9%
Buckley Elementary	30/174	17.2%	106/180	58.9%	146/178	82.0%	63/166	38.0%	107/169	63.3%
Highland Elementary	49/204	24.0%	82/205	40.0%	136/201	67.7%	40/176	22.7%	77/177	43.5%
Keeney Elementary	24/158	15.2%	54/153	35.3%	81/152	53.3%	20/154	13.0%	65/152	42.8%
Martin Elementary	25/95	26.3%	37/96	38.5%	76/100	76.0%	25/89	28.1%	38/83	45.8%
Verplanck Elementary	30/264	11.4%	68/257	26.5%	112/269	41.6%	46/270	17.0%	84/272	30.9%
Waddell Elementary	63/280	22.5%	125/271	46.1%	171/274	62.4%	20/260	7.7%	87/251	34.7%
District	261/1363	19.1%	543/1341	40.5%	833/1356	61.4%	248/1294	19.2%	518/1281	40.4%

PROGRES

Grades 2 - 4 Math Computational Fluency at or above grade level

	Prior Fall 2021		Prior Winter 2022		Prior Spring 2022		Fall Meets/Exceeds		Winter Meets/Exceeds	
	#/Total	%	#/Total	%	#/Total	%	#/Total	%	#/Total	%
Male	137/714	19.2%	289/697	41.5%	435/703	61.9%	138/683	20.2%	282/672	42.0%
Female	124/649	19.1%	254/644	39.4%	398/653	60.9%	110/611	18.0%	236/609	38.8%
Black	34/314	10.8%	105/307	34.2%	170/315	54.0%	43/278	15.5%	93/287	32.4%
Hispanic	76/455	16.7%	145/455	31.9%	249/464	53.7%	65/462	14.1%	149/448	33.3%
White	109/441	24.7%	212/427	49.6%	307/426	72.1%	106/402	26.4%	203/392	51.8%
Asian	36/124	29.0%	66/119	55.5%	85/117	72.6%	27/114	23.7%	59/117	50.4%
F/R Meals	124/815	15.2%	285/814	35.0%	460/849	54.2%	115/750	15.3%	234/705	33.2%
Not F/R Meals	137/548	25.0%	258/527	49.0%	373/507	73.6%	133/544	24.4%	284/576	49.3%
Special Ed	14/165	8.5%	29/159	18.2%	51/171	29.8%	9/139	6.5%	28/138	20.3%
Not Special Ed	247/1198	20.6%	514/1182	43.5%	782/1185	66.0%	239/1155	20.7%	490/1143	42.9%
EL	18/136	13.2%	35/139	25.2%	73/146	50.0%	15/139	10.8%	45/151	29.8%
Not EL	243/1227	19.8%	508/1202	42.3%	760/1210	62.8%	233/1155	20.2%	473/1130	41.9%
District	261/1363	19.1%	543/1341	40.5%	833/1356	61.4%	248/1294	19.2%	518/1281	40.4%

NEXT STEPS

Next Steps - Reading

- Continue to implement high quality tier 1 instruction, including targeted small groups in all classrooms
- Focus on phonics and phonemic awareness in all K - 2 classrooms
- Ensure Kindergarten students are regularly reading books
- Ensure the use of Common Lit with fidelity (Late March formative assessment, Grades 5-8)
- Utilize student test report from SRI to grow students in grades 5 and 6

NEXT STEPS

Next Steps - Reading

- Plan for summer programming that prioritizes reading intervention for students approaching and below grade level in Grades K - 3
 - 4 weeks / 3 hours per day / Monday - Thursday
- Pilot after school reading intervention for students enrolled at MELC and approaching or below grade level at Verplanck
- Use results of pilot to plan for fall after-school approaches

NEXT STEPS

Next Steps - Math

- Continue to implement high quality tier 1 instruction, including targeted small groups in all classrooms
- Focus on higher level thinking tasks in all math classrooms
- Refocus the fluency block on computational fluency
- Ensure students below grade level have appropriate classroom activities and access to intervention delivered by an interventionist or tutor
- Utilize IXL Math with fidelity, Grades 5 - 8
- Ensure parents know and understand student data and how they can help at home

NEXT STEPS

Next Steps - Math

SHARING BACON

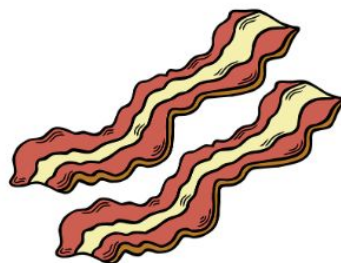
PROBLEM:

You are a chef at a summer camp and you are frying 30 *identical* strips of bacon for breakfast. A counselor comes in to inform you that there are only 18 campers coming in for breakfast and they all love bacon! How are you going to equally share the bacon between the campers?

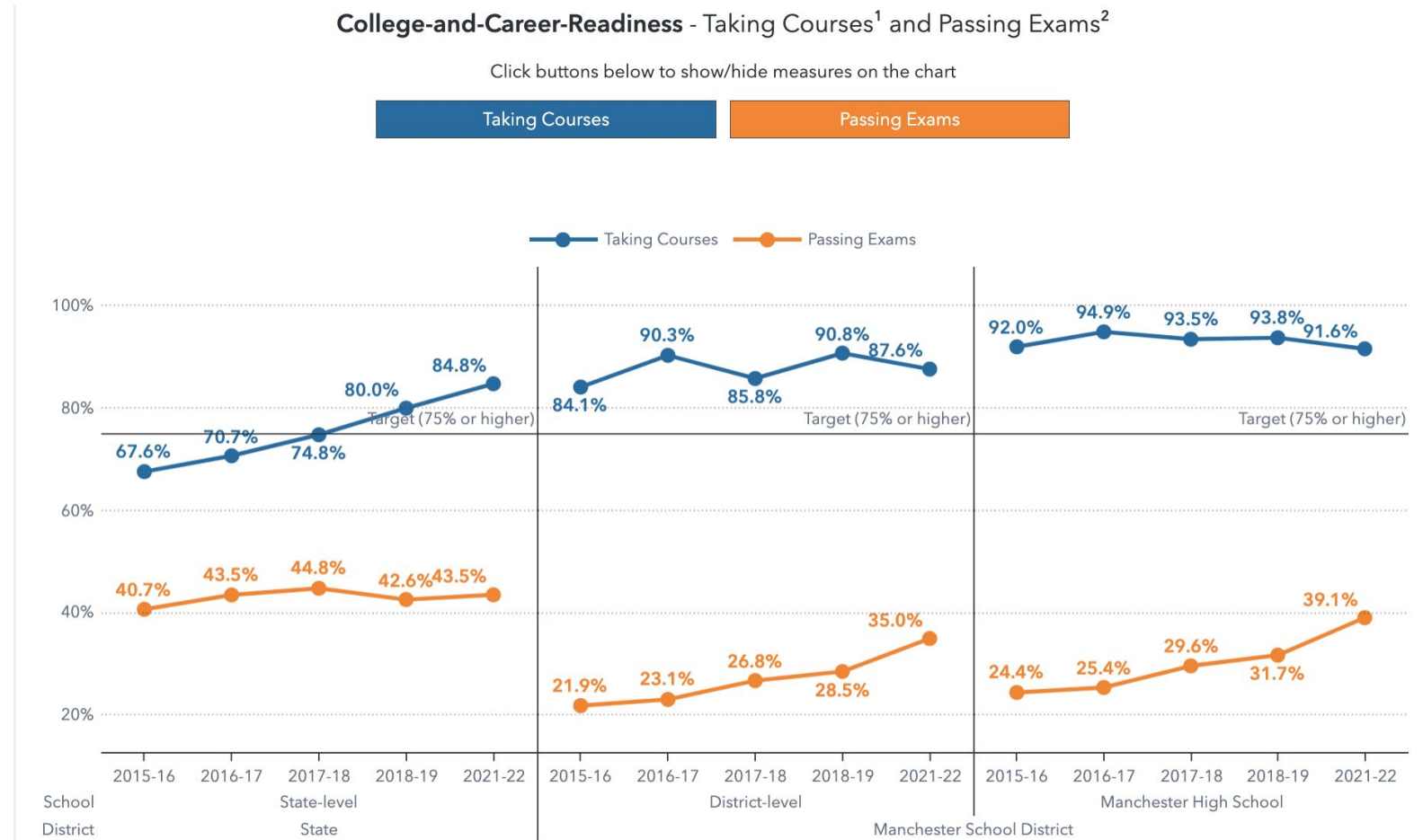
What is the number of whole pieces of bacon each camper will get?

What is the least amount of cuts of bacon you need to make? How do you know?

What is the least amount of *pieces* of bacon each camper will get? How do you know?



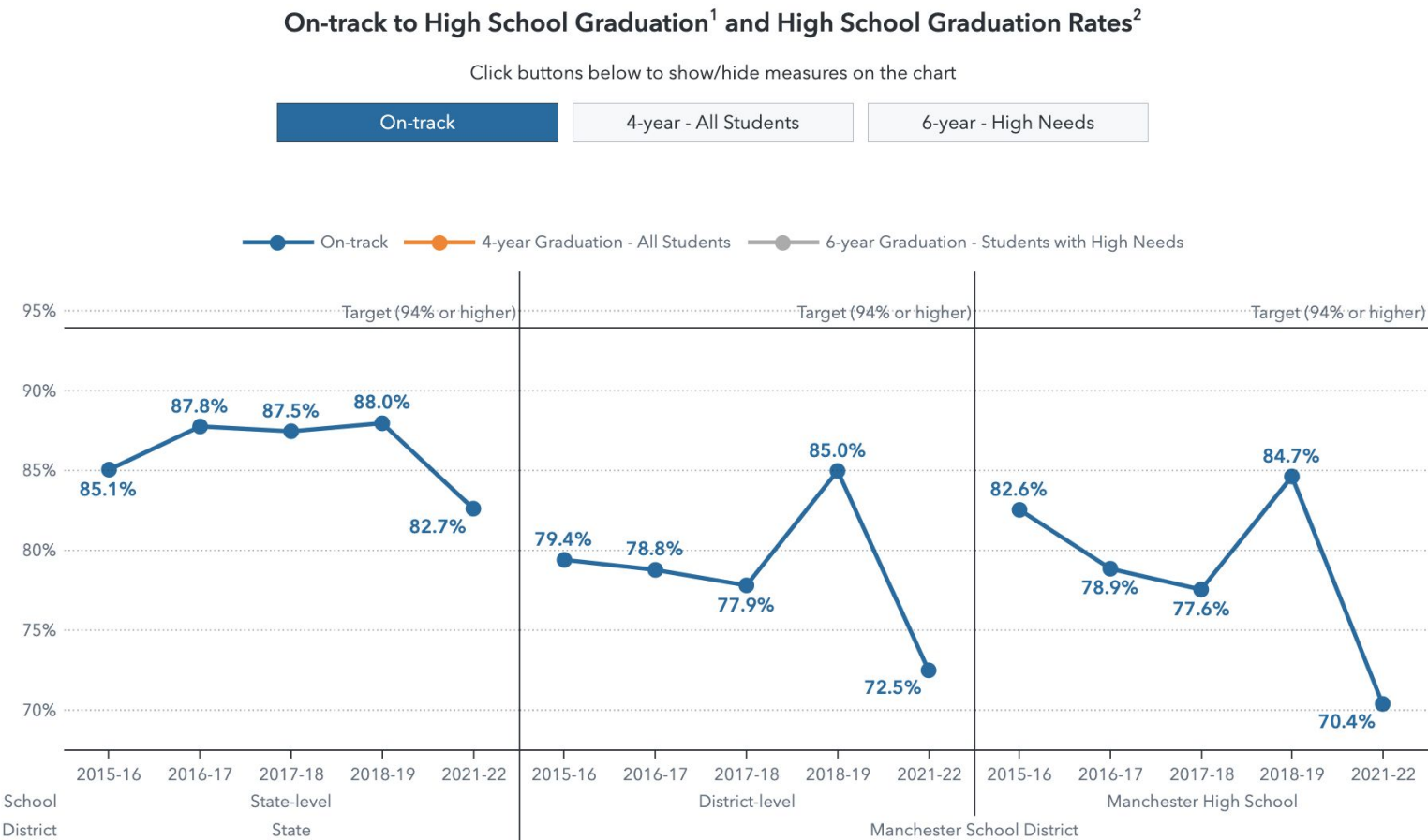
College and Career Readiness - Indicator 6



¹ 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.

² 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.

On Track for Grade 10 - Indicator 7

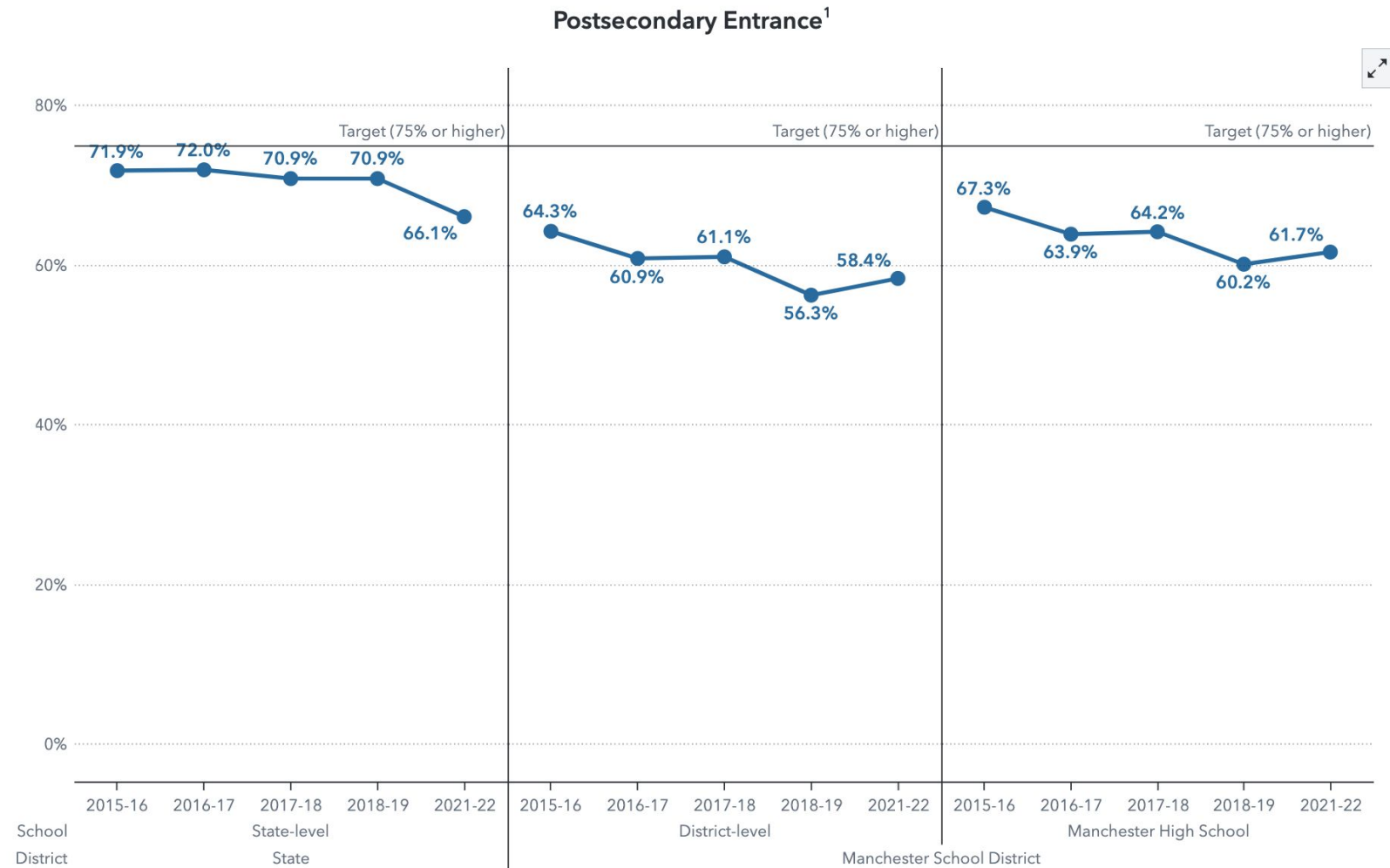


¹ Percentage of 9th graders earning at least six full-year credits in the year (Note: The required number of credits for this indicator increased from five to six in 2021-22.)

² Percentage of first time 9th graders who graduate with a regular high school diploma in four years or less - All Students (Indicator 8) and Percentage of first time 9th graders who graduate with a regular high school diploma in six years or less - Students with *High Needs** (Indicator 9)

* 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.

Post Secondary Entrance - Indicator 10



¹ Percentage of graduating class who enrolled in a 2- or 4-year postsecondary institution any time during the first year after high school graduation

PROGRES

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10																											
=VLOOKUP(\$A10,'Infinite Campus Master Sheet'!\$A:\$K,6,FALSE)																											
	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X				
1						BASELINE						AMERICAN REV						POINT GAIN/LOSS									
2	STUDENT ID	M/F	RACE / ETHNICITY	SPECIAL ED	EL	CLAIM	INTRODUCTION	EVIDENCE	ANALYSIS	ORGANIZATION AND TRANSITIONS	CONCLUSION	CLAIM	INTRODUCTION	EVIDENCE	ANALYSIS	ORGANIZATION AND TRANSITIONS	CONCLUSION	CLAIM	INTRODUCTION	EVIDENCE	ANALYSIS	ORGANIZATION AND TRANSITIONS	CONCLUSION				
3	60707	M	Caucasian/White		LEP	0.5	0.5	0	0.5	0	0	0	0.5	0.5	0	0	0	-0.5	0	0.5	-0.5	0	0				
4	51448	M	Caucasian/White		LEP	0	0	0	0	0	0							0	0	0	0	0	0				
5	41193	F	African-American/Black	Y		0	0.5	0	0	0	0	1.5	3	2	2	1.5	1.5	1.5	2.5	2	2	1.5	1.5				
6	51494	M	Caucasian/White			0.5	0.5	0	0.5	0	0							-0.5	-0.5	0	-0.5	0	0				
7	44495	M	African-American/Black			3	2.5	3	1	2	3	2	2	0	0	0	0	-1	-0.5	-3	-1	-2	-3				
8	45569	M	Asian																								
9	53603	M	Hispanic/Latino		LEP													0	0	0	0	0	0				
10	41024	M	Hispanic/Latino			0	1	2	0	1	1	1	2	1	2	1.5	2	1	1	-1	2	0.5	1				
11	40783	M	Caucasian/White			0.5	1	2	2	2	2	3	1	1	1	0	0	2.5	0	-1	-1	-2	-2				
12	50271	F	African-American/Black																								
13	48459	F	African-American/Black			1.5	2	2	2	1	2	1.5	1	3	0.5	1.5	0.5	0	-1	1	-1.5	0.5	-1.5				
14	54046	F	African-American/Black			2	1	0	0	0	0																
15	39815	M	Hispanic/Latino			1.5	2	2	1	1	0	2	1	2	2.5	2	1	0.5	-1	0	1.5	1	1				
16	42403	M	African-American/Black									1.5	1.5	2	2	1	1	1.5	1.5	2	2	1	1				
17	52678	M	African-American/Black			1.5	0	2	1	1	0																
18	45642	F	Hispanic/Latino		LEP	2	1	0	0	0	0																
19	39473	M	Hispanic/Latino									1.5	1	1	0.5	1	0										
20	37993	F	Hispanic/Latino			2	0	0	0	0	0	1	0.5	1	2	1	0	-1	0.5	1	2	1	0				
21	47349	M	Caucasian/White			2	1	0	0	1	0																
22	52246	M	African-American/Black			2.5	1	0	0	0	0	2.5	2.5	2.5	2.5	1	0	0	1.5	2.5	2.5	1	0				
23	40755	F	Caucasian/White			1	1	1	0	0	0																
24	39535	M	African-American/Black			2	1	0.5	0	0	1	1.5	1.5	2	1.5	1.5	0	-0.5	0.5	1.5	1.5	1.5	-1				
25	60278	M	Caucasian/White																								
26	AVERAGES					1.3	0.9	0.9	0.5	0.5	0.5	1.6	1.5	1.5	1.4	1.0	0.5	0.3	0.3	0.4	0.6	0.3	-0.2				
27																											
28																											

Budget Implications

2	Teacher Summer / Saturday Collaboration	<u>Curriculum Collaboration - Multiple Content Areas</u> Price per content area: 10 teachers (1-2 per school or content area) 3 instructional coaches 5 day summer planning sessions (5 days X 7 hours per day X \$41.50 per hour X 13 people) = \$18,882.50 6 half day Saturday planning sessions (6 X 4 hours per day X \$41.60 per hour X 13 people = \$12,979.20 Total \$31,861.70 per content area Potential Content Areas - Grade 2 Math - Grade 3 Math - Grade 6 Math - Grade 7 Math - Grade 3 Writing - Grade 4 Writing - Grade 8 ELA - Grade 9 ELA 4 Content Areas \$127,444 8 Content Areas \$254,888 12 Content Areas \$382,332 16 Content Areas \$509,776	Strengthen instruction across content areas; Improved reading, math, writing, and thinking
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NEXT STEPS

Next Steps

- Monitor Grade 9 On Track Rate and ensure accurate reporting
- Run credit recovery focused on students in grade 9 during Spring, 2023
- Continue Flight School summer programming for overage, undercredited students
- Continue to fund dual enrollment and CTE courses in multiple areas
- Utilize College Board Data to identify students who may be successful in Advanced Placement classes

PRIORITIES

Board of Education - Superintendent Shared Priority #3

**Correct the disparity in discipline
impacting students from marginalized
groups in all grades**

PROGRES

In School Suspension - Through February

Number	Total	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Bennet	93	40	53						
Bentley	181			92	89				
Illing	231					111	64	33	23
MHS	11					5	2	4	
MMA	34		2	16	16				
MRA/NH	56			7	2	11	20	13	3
Total	606	40	55	115	107	127	86	50	26

District											
Percent	Enrollment	Total	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	
Male	51.70%	61.40%	85.00%	60.00%	60.90%	53.30%	61.40%	54.70%	66.00%	76.90%	
Female	48.30%	38.60%	15.00%	40.00%	39.10%	46.70%	38.60%	45.30%	34.00%	23.10%	
Black	24.50%	35.60%	32.50%	43.60%	37.40%	35.50%	35.40%	29.10%	34.00%	42.30%	
Hispanic	34.00%	42.90%	30.00%	36.40%	32.20%	53.30%	48.00%	46.50%	44.00%	42.30%	
White	30.00%	16.70%	20.00%	10.90%	27.00%	8.40%	14.20%	18.60%	18.00%	15.40%	
Asian	8.00%	0.80%	7.50%	0.00%	0.90%	0.00%	0.80%	0.00%	0.00%	0.00%	
Special Ed	16.10%	31.20%	17.50%	21.80%	33.90%	43.00%	18.10%	39.50%	44.00%	23.10%	
Not Special Ed	83.90%	68.80%	82.50%	78.20%	66.10%	57.00%	81.90%	60.50%	56.00%	76.90%	
EL	8.10%	7.60%	5.00%	9.10%	7.80%	5.60%	2.40%	20.90%	2.00%	7.70%	
Not EL	91.90%	92.40%	95.00%	90.90%	92.20%	94.40%	97.60%	79.10%	98.00%	92.30%	

PROGRES

Out of School Suspension - Through February

Number	Total	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Bennet	59	24	35						
Bentley	183			47	136				
Illing	146					59	45	32	10
MHS	40					16	15	8	1
MMA	16	2	1	6	7				
MRA/NH	37			7	3	8	9	9	1
Total	481	26	36	60	146	83	69	49	12

District	Percent Enrollment	Total	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Male	51.70%	56.80%	73.10%	61.10%	51.70%	56.80%	60.20%	39.10%	61.20%	91.70%
Female	48.30%	43.20%	26.90%	38.90%	48.30%	43.20%	39.80%	60.90%	38.80%	8.30%
Black	24.50%	37.80%	23.10%	44.40%	51.70%	36.30%	43.40%	21.70%	38.80%	50.00%
Hispanic	34.00%	42.20%	38.50%	30.60%	40.00%	45.20%	44.60%	47.80%	38.80%	25.00%
White	30.00%	15.80%	26.90%	11.10%	8.30%	16.40%	8.40%	24.60%	18.40%	25.00%
Asian	8.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Special Ed	16.10%	35.10%	30.80%	25.00%	45.00%	40.40%	24.10%	36.20%	36.70%	25.00%
Not Special Ed	83.90%	64.90%	69.20%	75.00%	55.00%	59.60%	75.90%	63.80%	63.30%	75.00%
EL	8.10%	7.10%	0.00%	11.10%	0.00%	8.90%	6.00%	17.40%	0.00%	0.00%
Not EL	91.90%	92.90%	100.00%	88.90%	100.00%	91.10%	94.00%	82.60%	100.00%	100.00%

PROGRES

Students with 1 or More ISS/OSS - Through February

Number	Total	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Bennet	87	40	47						
Bentley	145			54	91				
Illing	174					70	47	36	21
MHS	20					10	4	5	1
MMA	19	1	3	7	8				
MRA/NH	36			3	2	9	11	9	2
Total	481	41	50	64	101	89	62	50	24

Percent	District Enrollment	Total	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Male	51.70%	63.60%	80.50%	62.00%	62.50%	65.30%	59.60%	53.20%	62.00%	79.20%
Female	48.30%	36.40%	19.50%	38.00%	37.50%	34.70%	40.40%	46.80%	38.00%	20.80%
Black	24.50%	34.50%	26.80%	44.00%	35.90%	30.70%	38.20%	32.30%	30.00%	41.70%
Hispanic	34.00%	41.20%	34.10%	38.00%	34.40%	50.50%	40.40%	41.90%	44.00%	33.30%
White	30.00%	19.30%	24.40%	14.00%	25.00%	15.80%	16.90%	19.40%	22.00%	25.00%
Asian	8.00%	1.00%	7.30%	0.00%	1.60%	0.00%	1.10%	0.00%	0.00%	0.00%
Special Ed	16.10%	30.10%	17.10%	28.00%	31.30%	36.60%	22.50%	33.90%	38.00%	29.20%
Not Special Ed	83.90%	69.90%	82.90%	72.00%	68.80%	63.40%	77.50%	66.10%	62.00%	70.80%
EL	8.10%	7.10%	4.90%	8.00%	4.70%	9.90%	4.50%	12.90%	2.00%	8.30%
Not EL	91.90%	92.90%	95.10%	92.00%	95.30%	90.10%	95.50%	87.10%	98.00%	91.70%

District Improvement Plan Survey Data



Diversifying the Staff

The chart below outlines the certified staff involved in 50 in 5 since 2020-21, separated into three areas.

50 in 5 Stats	20-21		21-22		22-23	
Type	BIPOC	W	BIPOC	W	BIPOC	W
Bachelors - Relay	5	0	5	0	2	1
Bachelors - Non-Relay (LTS)	3	1	3	1	6	4
Bachelors to Certification	0	0	0	0	1	0

The chart below indicates the district’s overall progress in diversifying the staff of Manchester Public Schools. Individuals working under a Long Term Substitute permit are not included in these numbers.

District Certified Staff of Color				
<i>Note: These statistics do not include Bachelor’s Non-relay staff who are working under a long term sub authorization while they continue toward certification.</i>				
18-19	19-20	20-21	21-22	22-23
10.9%	12.5%	13.9%	16.6%	19.0%

NEXT STEPS

Next Steps

- Continue relentless monitoring of referrals and suspensions data through step back meetings; Review list of students with at least one ISS/OSS
- Ensure physical and mental health needs of students and families are prioritized by providing necessary supports including social work and counseling services, and family outreach
- Ensure all student experiences are culturally relevant and engaging
- Continue to partner with parents and families to improve school climate and culture
- Continue efforts to diversify staff at MPS through innovative strategies and investments

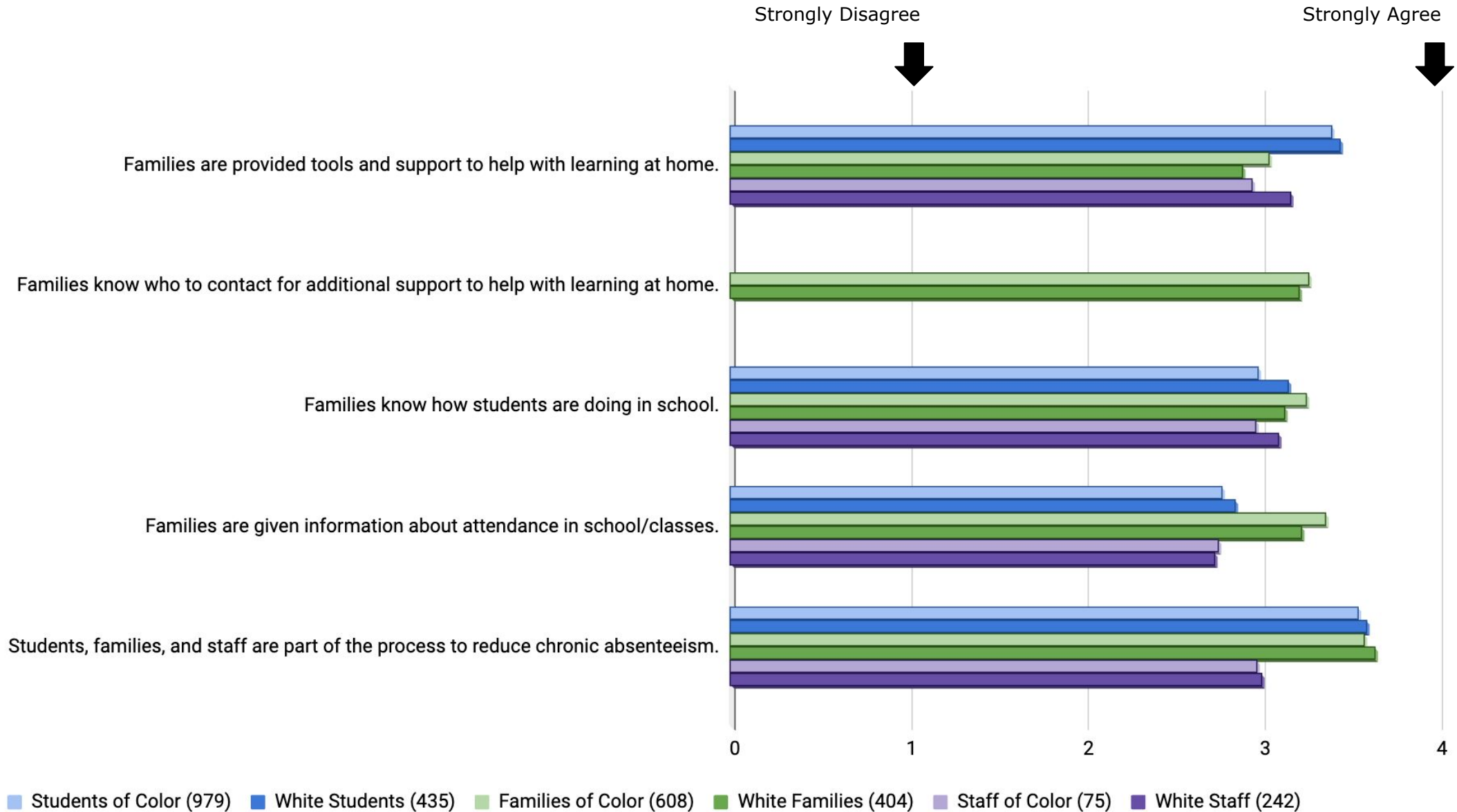
PRIORITIES

Board of Education - Superintendent Shared Priority #4

Ensure all members of the school community, particularly those from traditionally marginalized groups, are 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?)

District Improvement Plan Survey Data

PROGRES



NEXT STEPS

Next Steps

- Develop and implement baby eISCA, funded through the Nellie Mae Education Foundation and designed to hear from our most marginalized students, staff, and families
- Revisit how and when families engage with the school regarding what students should know and be able to do, how they are doing, and how families can help at home

PRIORITIES

Board of Education - Superintendent Shared Priority #5

**Communicate the good work of the
Manchester Public Schools with members
of the community**

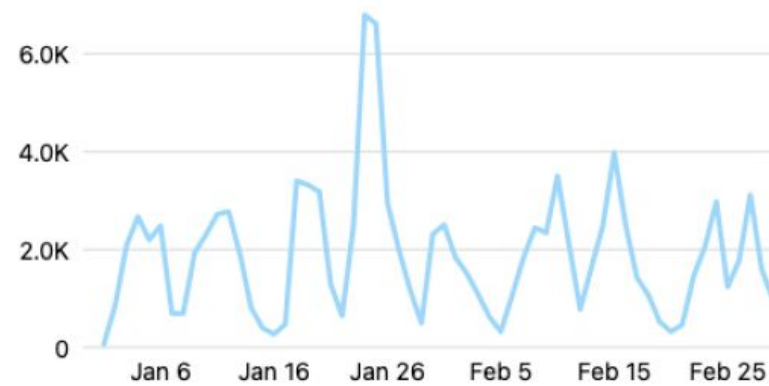
PROGRES

Social Media Data

Reach

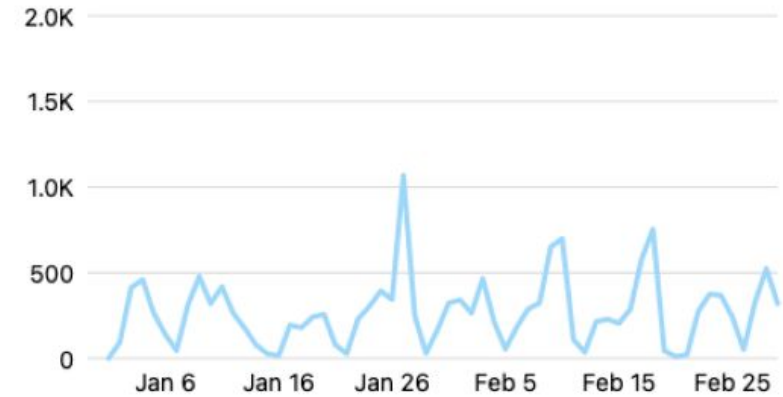
Facebook Page reach ⓘ

38,257 ↑ 86.8%



Instagram reach ⓘ

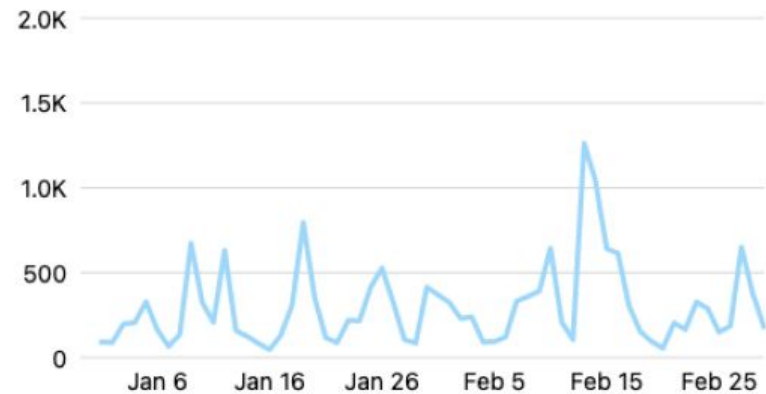
4,211 ↑ 679.8%



Page and profile visits

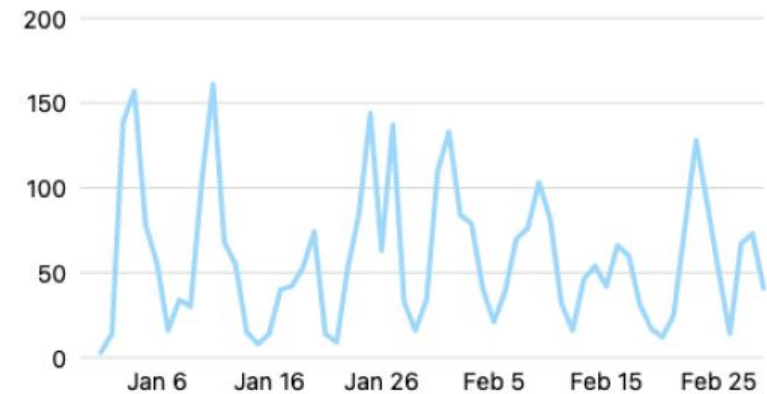
Facebook Page visits ⓘ

17,827 ↑ 104.8%



Instagram profile visits ⓘ

3,529 ↑ 861.6%



PROGRES

Student Stories Campaign - Social Media Data

	Tuesday, Jan. 3, 2023 Evan Austin, MHS junior "I cannot say enough positive things about Evan," says MHS math teacher Jennifer Downes. But she took a stab at it anyway: "He is the best! He is caring, hilarious, studious, ambitious and involved. Evan is all of the things we wish for our students and more. One day he's going to run the... Tue, Jan 3	Post reach 3,583	Engagement 808
	Wednesday, Jan. 11, 2023 Olivia Ramsdell, MHS senior She is, among many other things, an outstanding athlete -- the captain of the MHS softball and volleyball teams, and named all-conference in both sports. So it's fitting (but coincidental) that teacher Kate Chambers used an athletic analogy to describe Olivia's performance in accounting... Wed, Jan 11	Post reach 4,514	Engagement 789
	Wednesday, Jan. 25, 2023 Shenelle Johnson, MHS Senior Shenelle's reputation as "one of the impactful seniors you need to know" preceded her, according to College and Career Facilitator Vanessa McGee. Before Shenelle ever stepped foot into the College and Career Readiness Center, McGee said that she "already sort of knew who... Wed, Jan 25	Post reach 3,067	Engagement 589
	Tuesday, Feb. 14, 2023 Lucas Lerch, MHS Junior Lucas prides himself on his willingness to make mistakes in order to learn and said he found himself in that exact situation over winter break, when his mom's family visited from Puerto Rico. Lucas met his little cousin for the first time, and said that all of a sudden "I've got this three year old i... Tue, Feb 14	Post reach 2,249	Engagement 568
	Friday, Jan. 13, 2023 Bella Lagos, MHS Junior "I'm an artist at heart," says Bella, who as a music-loving member of the Performing Arts and Communications Academy enjoys composing songs using the guitar and piano. "It makes me feel like I have a voice." Bella says Manchester High has helped her to be a better person and staff say that her... Fri, Jan 13	Post reach 2,780	Engagement 489
	Thursday, Jan. 26, 2023 Jared Lindstrom, MHS senior Jared was just a toddler, having a blast at the Lutz Family Farm Day, when he exited the bounce house and decided to run away from his auntie. "There was a decent crowd watching me unsuccessfully chase this little fast, persistent, smart two year old who knew how funny it all was,"... Thu, Jan 26	Post reach 2,681	Engagement 420
	Monday, Jan. 23, 2023 Matt Acevedo, MHS senior He was a captain of the football team and is passionate about the sport but also aware about the importance of keeping things in perspective. "It can be challenging, sometimes, balancing football, challenging academic classes, time with family, a social life, and work," said Matt, who said he'... Mon, Jan 23	Post reach 3,740	Engagement 348

Student Stories Campaign - Mall Display

PROGRES

HUMANS OF MANCHESTER PUBLIC SCHOOLS

Stories

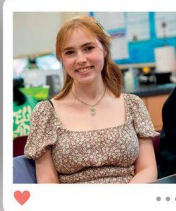


Matthew Acevedo

"Matt always had such a big heart and was always trying to connect with students and to get others to engage. He is a great young man and a committed Red Hawk. He is tremendous in our hallways and a strong leader on the field. Next year Matt plans to play football in college. We're going to miss him."

Senior, EPSA (Education & Public Service) Academy, LINK Leader, National Honor Society, Captain of the Football Team, Track Team, Part-Time Staff at Dunkin' Donuts

Highland Park > Bennet > Illing > MHS



Natalie Christopher

"Natalie has a natural talent for the performing arts and leadership along with an incredible work ethic, and she brings joy to everyone she meets. She is mature, compassionate, and intellectual. Next year Natalie will attend Northeastern University in Boston, where she plans to major in physics and philosophy. She is going to do such incredible things in this world."

Senior, STEM (Science, Technology, Engineering, Math and Design) Academy, Roundtable Singers, Handbell Choir, Sock n' Buskin drama club, LINK Crew, National Honor Society, Science National Honor Society, Dance Instructor, Social Media Manager

Bowers > Waddell > Bennet > Illing > MHS

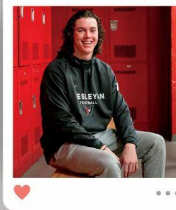


Shenelle Johnson

Shenelle is "an advocate for what's right; she's empathetic, straightforward, hardworking, and definitely a light that shines bright—even on days when she feels dim. She is self-motivated, dedicated, and committed to doing her best at everything that she is tasked with." In the fall, Shenelle will study international business at Clark Atlanta University, a HBCU in Georgia.

Senior, Global Studies Academy, National Honor Society, Volleyball Team, Violin in Orchestra

Nathan Hale, Highland Park, Waddell > Bennet > Illing > MHS

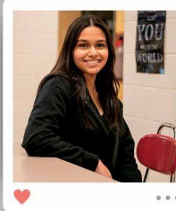


Jared Lindstrom

"It has been a pure joy to watch Jared thrive in high school, on the field, court and in the classroom... He not only pursues excellence in all he does, but also knows how to make it fun, laugh along the way, and he is a sensitive soul. Jared is a hard working young man who goes out of his way to help other people and embrace leadership roles in our community. He embodies the culture we want to build in Manchester."

Senior, Medical Careers Academy, National Honor Society, Three Sport Athlete; Football, Basketball, and Track, Heading to Wesleyan University to Play Football with His Brother

Buckley > Bennet > Illing > MHS



Nadira Iqbal

Nadira is "a dedicated student who works constantly to make our MHS community a better place. She is responsible, reliable, and works extremely hard to make her plans for her future a reality while still finding time to contribute to her community. She is insightful and diligent, a strong student. I was immediately struck by how Nadira connected with, listened to, and advocated for her peers. I know she will continue to make us proud in all she does in the future."

Senior, Medical Careers Academy, Senior Class Co-President, LINK Crew, MCA Advisory Board, Secretary for the National Honor Society

Head Start > Verplanck > Bennet > Illing > MHS

FOLLOW
FOR
MORE!



Smore Newsletter Views (District and Student Stories)

PROGRES

https://www.smore.com/gmvbd-humans-of-manchester	Humans of Manchester	01/06/2023	90
https://www.smore.com/zt8bya-humans-of-manchester	Humans of Manchester	01/06/2023	73
https://www.smore.com/ka563-onemanchester	OneManchester	01/06/2023	9662
https://www.smore.com/gmvbd-humans-of-manchester	Humans of Manchester	01/06/2023	90
https://www.smore.com/zt8bya-humans-of-manchester	Humans of Manchester	01/06/2023	73
https://www.smore.com/ka563-onemanchester	OneManchester	01/06/2023	9662
https://www.smore.com/52tcm-humans-of-manchester	Humans of Manchester	01/10/2023	54
https://www.smore.com/wjbx8-humans-of-manchester	Humans of Manchester	01/10/2023	173
https://www.smore.com/52tcm-humans-of-manchester	Humans of Manchester	01/10/2023	54
https://www.smore.com/wjbx8-humans-of-manchester	Humans of Manchester	01/10/2023	173
https://www.smore.com/fwm64-humans-of-manchester	Humans of Manchester	01/12/2023	74
https://www.smore.com/y3adz-onemanchester	OneManchester	01/12/2023	8814
https://www.smore.com/fwm64-humans-of-manchester	Humans of Manchester	01/12/2023	74
https://www.smore.com/y3adz-onemanchester	OneManchester	01/12/2023	8814
https://www.smore.com/stjk2-humans-of-manchester	Humans of Manchester	01/13/2023	50
https://www.smore.com/9caeg-humans-of-manchester	Humans of Manchester	01/13/2023	38
https://www.smore.com/stjk2-humans-of-manchester	Humans of Manchester	01/13/2023	50
https://www.smore.com/9caeg-humans-of-manchester	Humans of Manchester	01/13/2023	38
https://www.smore.com/2dzst-humans-of-manchester	Humans of Manchester	01/19/2023	52
https://www.smore.com/ztbge-onemanchester	OneManchester	01/19/2023	9625
https://www.smore.com/2dzst-humans-of-manchester	Humans of Manchester	01/19/2023	52
https://www.smore.com/ztbge-onemanchester	OneManchester	01/19/2023	9625
https://www.smore.com/ysjrf-humans-of-manchester	Humans of Manchester	01/23/2023	73
https://www.smore.com/fv32m-humans-of-manchester	Humans of Manchester	01/23/2023	65
https://www.smore.com/ysjrf-humans-of-manchester	Humans of Manchester	01/23/2023	73
https://www.smore.com/fv32m-humans-of-manchester	Humans of Manchester	01/23/2023	65
https://www.smore.com/edvmq-humans-of-manchester	Humans of Manchester	01/25/2023	76
https://www.smore.com/edvmq-humans-of-manchester	Humans of Manchester	01/25/2023	76
https://www.smore.com/ua280-humans-of-manchester	Humans of Manchester	01/26/2023	105
https://www.smore.com/0zm3p-onemanchester	OneManchester	01/26/2023	8257
https://www.smore.com/ua280-humans-of-manchester	Humans of Manchester	01/26/2023	105
https://www.smore.com/0zm3p-onemanchester	OneManchester	01/26/2023	8257
			74,562

PROGRES

MPS Pride Mobile App/ Blackboard Website Data

Organization	# of Followers ▼
 Manchester Public Schools	30,530

Logged In Overall This Year

2,368 students

3,167 parents/guardians



Jan-Feb= 98,321 Student Sessions

Jan-Feb= 43,327 Family Sessions

System Summary	Jan-Feb
Type	Messages
Phone - text message (SMS)	93,436
Phone - voice	7,104
E-Mail	131,140
Grand Totals	231,680



App Page Views Report

Jan 1, 2023 through Feb 28, 2023

Page	# of Views ▼	# of Views
<My Account>	67,316	
Notifications	38,022	
<students>	15,188	
MHS Schedule	7,065	
Top Stories	7,006	
Lunch Menus	5,777	
Your Account	2,949	
Calendar	2,775	
Settings	2,244	
Directory	778	
Illing Schedule	755	
High School Sports	691	
Bus Tracker for Apple Devices	641	
Bennet Schedule	624	
Illing Sports	592	
First View Instructions	567	
Bennet Academy Virtual Backpack	533	
Transportation	516	
Activity Stream	515	
Quarterly Family Survey	388	
Bus Tracker for Google Devices	331	
News	202	
MPS Registration	171	
Silk City TV	131	
MHS Virtual Tour	129	
Tip Line	101	
Bennet Virtual Tour	100	
Illing Virtual Tour	95	

NEXT STEPS

Next Steps

- Continue to grow MPS social media presence and engagement
- Encourage families to download and use the app to send and receive information
- Fully implement Blackboard Reach in place of Remind across the district
- Improve and expand monthly school based newsletters
- Highlight individual student success stories in a systematic way
- Continue to strengthen the communication systems of MPS

QUESTIONS



Manchester Board of Education

Fall Data Update 2022-2023

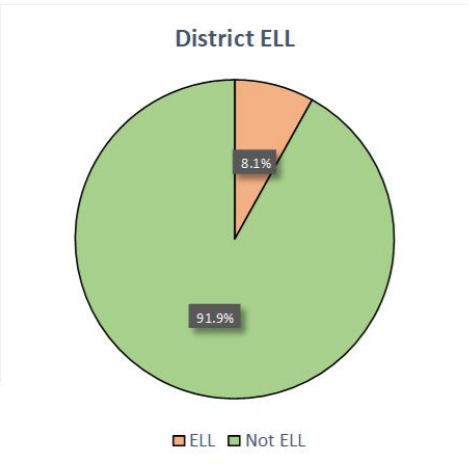
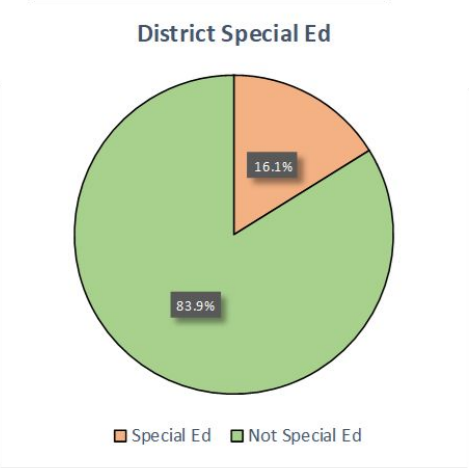
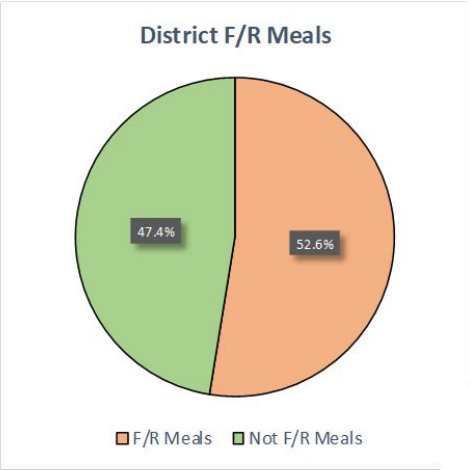


Manchester
Public Schools

October 2022

Demographic
Data
K- 12

DISTRICT OCTOBER 2022	Enrollment	% of Population
All Students	5895	100.0%
F/R Meals	3098	52.6%
Not F/R Meals	2797	47.4%
Special Ed	952	16.1%
Not Special Ed	4943	83.9%
ELL	476	8.1%
Not ELL	5419	91.9%

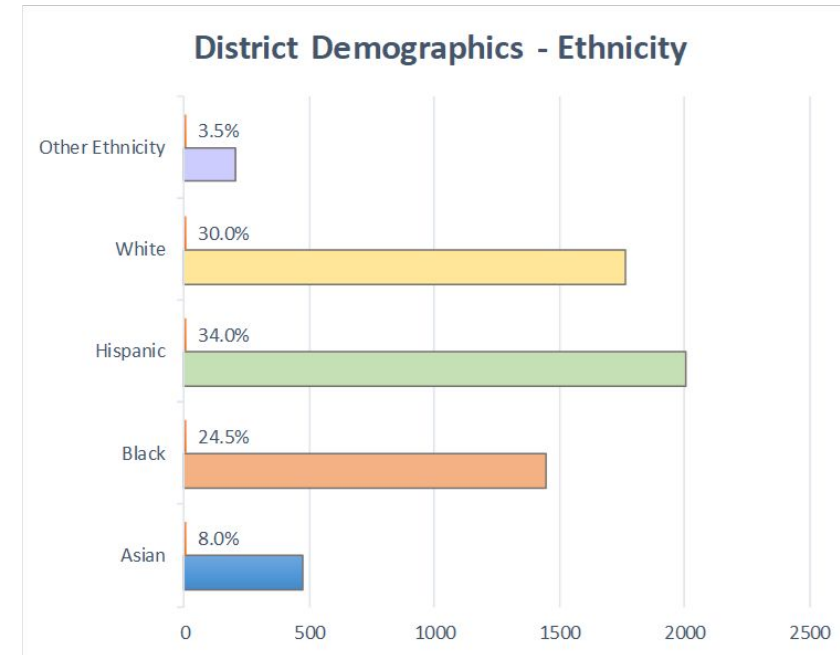
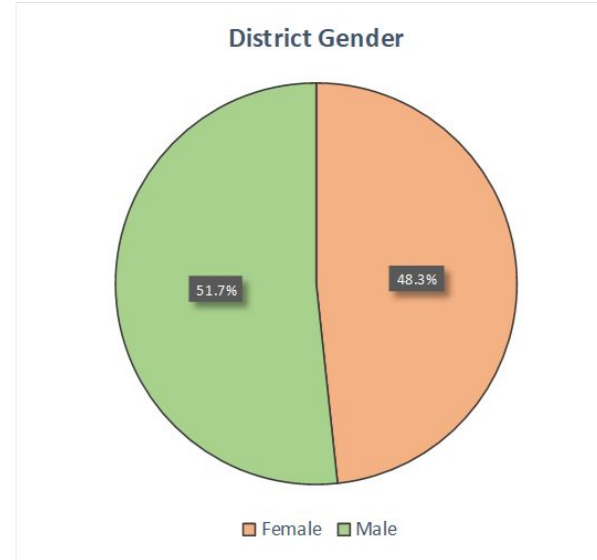


Manchester Public Schools

October 2022

Demographic Data K- 12

DISTRICT OCTOBER 2022	Enrollment	% of Population
All Students	5895	100.0%
Female	2845	48.3%
Male	3045	51.7%
Asian	471	8.0%
Black	1445	24.5%
Hispanic	2005	34.0%
White	1766	30.0%
Other Ethnicity	208	3.5%



PRIORITIES

- Ensure all students are regularly attending school
- Ensure all students in grades PK – 12 demonstrate strong critical reading, writing, mathematics, and thinking skills
- Correct the disparity in discipline impacting students from marginalized groups in all grades
- Ensure all members of the school community, particularly those from traditionally marginalized groups, are 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?)
- Communicate the good work of the Manchester Public Schools with members of the community

PROGRES

- Early Screening Inventory (K readiness)
- Percent of students
 - reading at or above grade level as indicated by the Fountas and Pinnell assessments
 - scoring at or above standard on Math Fluency and Math Unit Assessments
 - scoring at or above the state average on the PSAT and SAT
 - scoring at or above goal on the SBAC
 - scoring at or above standard on district assessments of critical skills (reading and writing)
- High school graduation rate
- Participation in Advanced Classes
- College and Career Readiness Rate
- Percent of students who are chronically absent
- Percent of students with 1 or more In School Suspensions

PROGRES

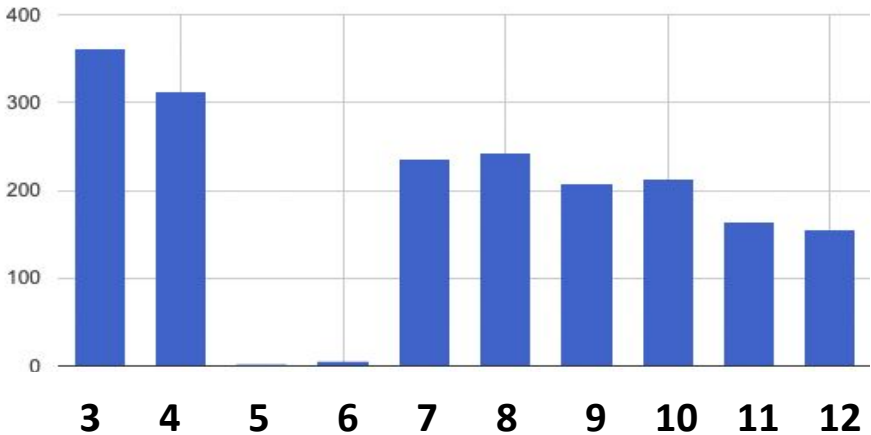
Board Priority	Data Point
Ensure all students are regularly attending school	Attendance Data
Ensure all students in grades PK – 12 demonstrate strong critical reading, writing, mathematics, and thinking skills	Fountas and Pinnell Reading Math Fluency Graduation Rate College and Career Participation
Correct the disparity in discipline impacting students from marginalized groups in all grades	Student Discipline Data Board of Education Quarterly Surveys
Ensure all members of the school community, particularly those from traditionally marginalized groups, are 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 Quarterly Surveys
Communicate the good work of the Manchester Public Schools with members of the community	Publications and Views Facebook Posts and big shares

PROGRES

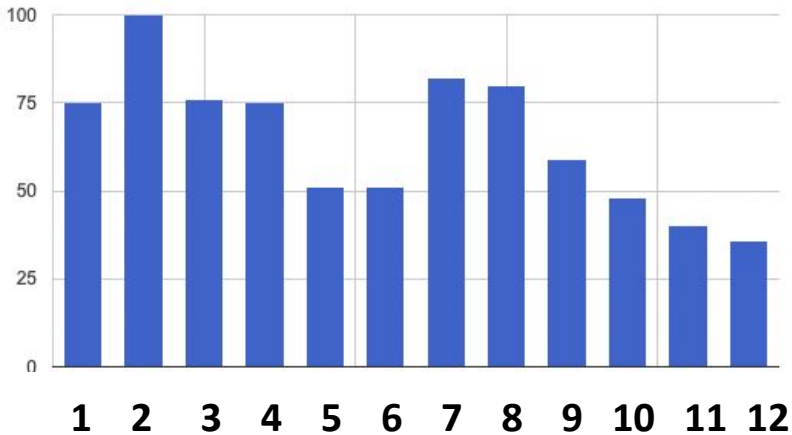
District Improvement Plan Survey Data - Respondents

	Students	Families	Staff
American Indian or Alaska Native	3.30%	1.70%	1.30%
Asian	9.39%	10.90%	2.60%
Black or African American	36.13%	28.80%	9.90%
Pacific Islander	0.68%	1.20%	0.70%
Hispanic or Latino	30.47%	23.60%	7.90%
White	29.37%	40.98%	78.37%
She/Her	49.10%	45.80%	75.70%
He/Him	46.10%	50.30%	19%
They/Them	5%	1.80%	1.30%
I prefer not to answer	4%	3.90%	5.70%
My gender pronouns are not listed	2%	0.10%	0%

Grade Level Responses (Students)



Grade Level Responses (Families)



Number of Responses:
Students: 1907
Families: 898
Staff: 453

PRIORITIES

Board of Education - Superintendent Shared Priority #1

**Ensure all students are regularly
attending school**

Chronic Absence - 60 Days

	% Chronic Absent 60 Days										
	Bowers	Buckley	Highland	Keeney	Martin	Verplanck	Waddell	Bennet	Illing	MHS	District
Female	30.4%	18.1%	27.6%	31.1%	45.8%	29.5%	32.8%	32.5%	29.7%	34.1%	31.6%
Male	32.9%	24.0%	30.6%	25.9%	34.8%	34.0%	28.6%	31.5%	29.0%	30.3%	30.2%
Asian	29.4%	15.4%	44.4%	45.0%	60.0%	19.4%	30.1%	18.8%	26.2%	20.4%	26.0%
Black	32.2%	20.0%	24.2%	41.7%	36.4%	27.4%	31.9%	25.5%	24.3%	29.8%	28.5%
Hispanic	36.5%	37.8%	35.9%	26.9%	46.7%	37.7%	28.8%	40.2%	33.1%	40.1%	36.9%
White	25.0%	12.4%	22.8%	18.6%	28.8%	29.3%	33.3%	32.2%	30.1%	27.7%	27.0%
F/R Meals	37.5%	29.2%	34.9%	35.2%	46.9%	36.4%	33.5%	38.4%	30.7%	38.3%	36.1%
Not F/R Meals	25.8%	15.7%	24.1%	24.2%	32.5%	24.6%	27.8%	24.4%	27.5%	26.1%	25.4%
Special Ed	53.2%	30.3%	32.1%	29.6%	57.1%	50.9%	43.8%	35.1%	38.7%	47.2%	42.2%
Not Special Ed	28.0%	20.1%	28.8%	27.9%	31.6%	29.4%	29.3%	31.3%	27.5%	29.9%	28.9%
EL	7.1%	29.4%	24.2%	36.8%	58.3%	18.3%	30.0%	20.9%	32.1%	34.2%	27.8%
Not EL	34.1%	20.7%	29.7%	27.7%	37.9%	33.8%	30.9%	32.9%	29.1%	32.1%	31.2%
Total	31.8%	21.2%	29.1%	28.2%	39.1%	31.8%	30.8%	32.0%	29.3%	32.3%	30.9%

NEXT STEPS

Next Steps

- Continue relentless monitoring of attendance every 20 days
- Ensure all staff involved in attendance monitoring are clear on roles and responsibilities through step back meetings
- Prioritize the work of Student Engagement Specialists to ensure they are working with students in danger of chronic absence
- Monitor illnesses including cold, flu, Covid-19, respiratory infections etc.

PRIORITIES

Board of Education - Superintendent Shared Priority #2

**Ensure all students in grades PK – 12
demonstrate strong critical reading,
writing, mathematics, and thinking skills**

Grades 1 - 4 Percent Reading at or above grade level

Indicator - F&P	21-22 fall meets / exceeds	21-22 spring meets / exceeds	22-23 fall meets / exceeds
Grade 1	36.9%	58.6%	43.1%
Grade 2	43.7%	69.1%	44.4%
Grade 3	50.2%	70.2%	58.8%
Grade 4	59.0%	74.4%	62.6%

PROGRES

Grades 1 - 4 Percent Reading at or above grade level

School	Prior Fall 2021		Fall Meets/Exceeds	
	#/Total	%	#/Total	%
Bowers Elementary	113/269	42.0%	122/258	47.3%
Buckley Elementary	135/227	59.5%	146/234	62.4%
Highland Elementary	116/250	46.4%	147/244	60.2%
Keeney Elementary	106/212	50.0%	103/194	53.1%
Martin Elementary	74/128	57.8%	66/127	52.0%
Verplanck Elementary	127/353	36.0%	154/358	43.0%
Waddell Elementary	184/371	49.6%	186/359	51.8%
District	855/1810	47.2%	924/1774	52.1%

	Prior Fall 2021		Fall Meets/Exceeds	
	#/Total	%	#/Total	%
Male	417/953	43.8%	466/920	50.7%
Female	438/857	51.1%	458/854	53.6%
Black	168/408	41.2%	196/396	49.5%
Hispanic	227/612	37.1%	269/630	42.7%
White	339/582	58.2%	346/553	62.6%
Asian	102/170	60.0%	90/147	61.2%
F/R Meals	445/1131	39.3%	440/1023	43.0%
Not F/R Meals	410/679	60.4%	484/751	64.4%
Special Ed	25/200	12.5%	35/205	17.1%
Not Special Ed	830/1610	51.6%	889/1569	56.7%
EL	43/182	23.6%	51/187	27.3%
Not EL	812/1628	49.9%	873/1587	55.0%
District	855/1810	47.2%	924/1774	52.1%

PROGRES

Grades K - 4 Math Fluency at or above grade level

Fact Fluency

- Grade K - Addition and Subtraction within 5
- Grade 1 - Addition and Subtraction within 10
- Grade 2 - Addition and Subtraction within 20
- Grade 3 - Multiplication and Division within 100
- Grade 4 - Multiplication and Division within 144

Computational Fluency

- Grade 2 - Addition and subtraction within 100
- Grade 3 - Addition and subtraction within 1,000
- Grade 4 - Addition and subtraction within 1 million

PROGRES

Grades K - 4 Math Fact Fluency at or above grade level

Indicator - Math Fact Fluency	21-22 fall meets/ exceeds	21-22 spring meets / exceeds	22-23 fall meets/ exceeds
Grade 1	16.3%	69.5%	23.6%
Grade 2	28.6%	62.9%	36.0%
Grade 3	4.1%	49.4%	5.7%
Grade 4	19.1%	67.2%	30.8%

PROGRES

Grades 2 - 4 Math Computational Fluency at or above grade level

Indicator - Math Computational Fluency	21-22 fall meets/ exceeds	21-22 spring meets / exceeds	22-23 fall meets/ exceeds
Grade 2	12.8%	62.4%	7.6%
Grade 3	6.3%	49.0%	6.4%
Grade 4	39.5%	72.9%	44.3%

PROGRES

Grades 1 - 4 Math Fact Fluency at or above grade level

School	Prior Fall 2021		Fall Meets/Exceeds	
	#/Total	%	#/Total	%
Bowers Elementary	48/261	18.4%	62/239	25.9%
Buckley Elementary	62/219	28.3%	80/223	35.9%
Highland Elementary	62/266	23.3%	65/244	26.6%
Keeney Elementary	22/209	10.5%	47/195	24.1%
Martin Elementary	19/129	14.7%	33/125	26.4%
Verplanck Elementary	33/352	9.4%	67/366	18.3%
Waddell Elementary	44/366	12.0%	66/359	18.4%
District	290/1802	16.1%	420/1751	24.0%

	Prior Fall 2021		Fall Meets/Exceeds	
	#/Total	%	#/Total	%
Male	173/947	18.3%	246/897	27.4%
Female	117/855	13.7%	174/854	20.4%
Black	41/403	10.2%	74/392	18.9%
Hispanic	59/610	9.7%	105/620	16.9%
White	135/582	23.2%	172/538	32.0%
Asian	49/169	29.0%	55/149	36.9%
F/R Meals	112/1112	10.1%	165/1010	16.3%
Not F/R Meals	178/690	25.8%	255/741	34.4%
Special Ed	10/187	5.3%	22/177	12.4%
Not Special Ed	280/1615	17.3%	398/1574	25.3%
EL	25/186	13.4%	29/183	15.8%
Not EL	265/1616	16.4%	391/1568	24.9%
District	290/1802	16.1%	420/1751	24.0%

PROGRES

Grades 2 - 4 Math Computational Fluency at or above grade level

School	Prior Fall 2021		Fall Meets/Exceeds	
	#/Total	%	#/Total	%
Bowers Elementary	40/188	21.3%	34/179	19.0%
Buckley Elementary	30/174	17.2%	63/166	38.0%
Highland Elementary	49/204	24.0%	40/176	22.7%
Keeney Elementary	24/158	15.2%	20/154	13.0%
Martin Elementary	25/95	26.3%	25/89	28.1%
Verplanck Elementary	30/264	11.4%	46/270	17.0%
Waddell Elementary	63/280	22.5%	20/260	7.7%
District	261/1363	19.1%	248/1294	19.2%

	Prior Fall 2021		Fall Meets/Exceeds	
	#/Total	%	#/Total	%
Male	137/714	19.2%	138/683	20.2%
Female	124/649	19.1%	110/611	18.0%
Black	34/314	10.8%	43/278	15.5%
Hispanic	76/455	16.7%	65/462	14.1%
White	109/441	24.7%	106/402	26.4%
Asian	36/124	29.0%	27/114	23.7%
F/R Meals	124/815	15.2%	115/750	15.3%
Not F/R Meals	137/548	25.0%	133/544	24.4%
Special Ed	14/165	8.5%	9/139	6.5%
Not Special Ed	247/1198	20.6%	239/1155	20.7%
EL	18/136	13.2%	15/139	10.8%
Not EL	243/1227	19.8%	233/1155	20.2%
District	261/1363	19.1%	248/1294	19.2%

NEXT STEPS

Next Steps

- Continue to implement high quality tier 1 instruction, including small group reading and math, in all classrooms
- Focus on higher level thinking tasks in all math classrooms
- Provide professional development and modeling as needed for classroom teachers
- Ensure students below grade level have access to intervention delivered by an interventionist or tutor
- Ensure parents know and understand student data and how they can help at home

Illing Middle School - Participation in Advanced Classes

Number of Students	Total Illing Enrollment	2023				
		Algebra 1	Geometry	Personal Finance	Spanish 1	Spanish 2
Male	442	62	14	90	118	44
Female	404	47	7	80	125	33
Black or African American	211	17		39	67	12
Hispanic or Latino	309	28	4	57	90	23
White	260	54	12	51	67	32
Asian	44	6	3	15	10	5
F/R Meals	487	49	3	93	139	36
Not F/R Meals	359	60	18	77	104	35
Special Ed	144	3		10	13	2
Not Special Ed	702	106	21	160	230	73
EL	51	1		7	14	
Not EL	795	108	21	163	229	75
Total	846	109	21	170	243	75

PROGRES

Manchester High School - UConn Participation

Number of Students	AP/UConn Spanish 5	ECE Chinese 5	Medical Terminology ECE H	Ucon Discr Math H	Ucon Hum Dev Fam St H	UConn Human Rights H	UConn Conflict & Peace H	UConn EMT Training H	UConn Latino Latin Am Study H	UConn Sr Eng H
Male	44.40%	25.00%	6.70%	37.50%	7.70%	41.50%	68.20%	0.00%	57.10%	41.10%
Female	55.60%	75.00%	93.30%	62.50%	92.30%	58.50%	31.80%	100.00%	42.90%	58.90%
Black or African American	33.30%	50.00%	40.00%	18.80%	30.80%	18.90%	13.60%	28.60%	14.30%	25.30%
Hispanic or Latino	66.70%	0.00%	20.00%	0.00%	23.10%	18.90%	22.70%	0.00%	57.10%	11.60%
White	0.00%	0.00%	26.70%	68.80%	46.20%	45.90%	31.80%	28.60%	14.30%	48.40%
Asian	0.00%	50.00%	13.30%	6.30%	0.00%	13.20%	18.20%	42.90%	14.30%	12.60%
F/R Meals	44.40%	25.00%	40.00%	25.00%	46.20%	35.80%	45.50%	71.40%	42.90%	34.70%
Not F/R Meals	55.60%	75.00%	60.00%	75.00%	53.80%	64.80%	54.50%	28.60%	57.10%	65.30%
Special Ed	0.00%	0.00%	0.00%	0.00%	0.00%	1.90%	4.50%	0.00%	0.00%	1.10%
Not Special Ed	100.00%	100.00%	100.00%	100.00%	100.00%	98.70%	95.50%	100.00%	100.00%	98.90%
EL	11.10%	0.00%	0.00%	0.00%	0.00%	0.60%	0.00%	0.00%	0.00%	0.00%
Not EL	88.90%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
Total	9	4	15	16	13	159	22	7	7	95

PROGRES

Manchester High School - AP Participation

Number of Students	Total MHS Enrollment	AP Biology	AP Calculus AB	AP Calculus BC	AP Chemistry	AP Computer Sci A	AP Eng - Lang & Comp	AP Eng - Lang & Comp A	AP Eng - Lit & Comp	AP Environmental	AP Microeconomics	AP Physics 1	AP Psychology	AP Statistics	AP US Gov/Pol	AP US History	AP World Hist	AP/UConn Spanish 5	ECE Chinese 5
Male	48.80%	75.00%	63.30%	57.10%	57.10%	66.70%	26.10%	0.00%	24.10%	7.70%	73.30%	86.70%	14.80%	44.40%	47.60%	47.40%	30.80%	44.40%	25.00%
Female	50.90%	25.00%	36.70%	42.90%	42.90%	33.30%	73.90%	100.00%	75.90%	92.30%	26.70%	13.30%	85.20%	55.60%	52.40%	52.60%	69.20%	55.60%	75.00%
Black or African American	25.50%	16.70%	6.70%	0.00%	0.00%	22.20%	13.00%	0.00%	17.20%	15.40%	0.00%	13.30%	14.80%	22.20%	14.30%	13.20%	25.00%	33.30%	50.00%
Hispanic or Latino	32.90%	0.00%	3.30%	14.30%	0.00%	0.00%	8.70%	100.00%	13.80%	30.80%	13.30%	20.00%	7.40%	11.10%	14.30%	10.50%	11.50%	66.70%	0.00%
White	29.30%	58.30%	53.30%	85.70%	71.40%	22.20%	52.20%	0.00%	51.70%	46.20%	66.70%	46.70%	51.90%	44.40%	47.60%	55.30%	42.30%	0.00%	0.00%
Asian	8.90%	25.00%	26.70%	0.00%	28.60%	44.40%	26.10%	0.00%	10.30%	7.70%	20.00%	20.00%	14.80%	22.20%	23.80%	15.80%	17.30%	0.00%	50.00%
F/R Meals	51.60%	8.30%	13.30%	0.00%	14.30%	55.60%	26.10%	100.00%	17.20%	15.40%	26.70%	20.00%	33.30%	11.10%	28.60%	18.40%	38.50%	44.40%	25.00%
Not F/R Meals	48.40%	91.70%	86.70%	100.00%	85.70%	44.40%	73.90%	0.00%	82.80%	84.60%	73.30%	80.00%	66.70%	88.90%	71.40%	81.60%	61.50%	55.60%	75.00%
Special Ed	14.10%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Not Special Ed	85.90%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
EL	6.80%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	11.10%	0.00%
Not EL	93.20%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	88.90%	100.00%
Total	1674	12	30	7	7	9	23	1	29	13	15	15	27	9	21	38	52	9	4

PROGRES

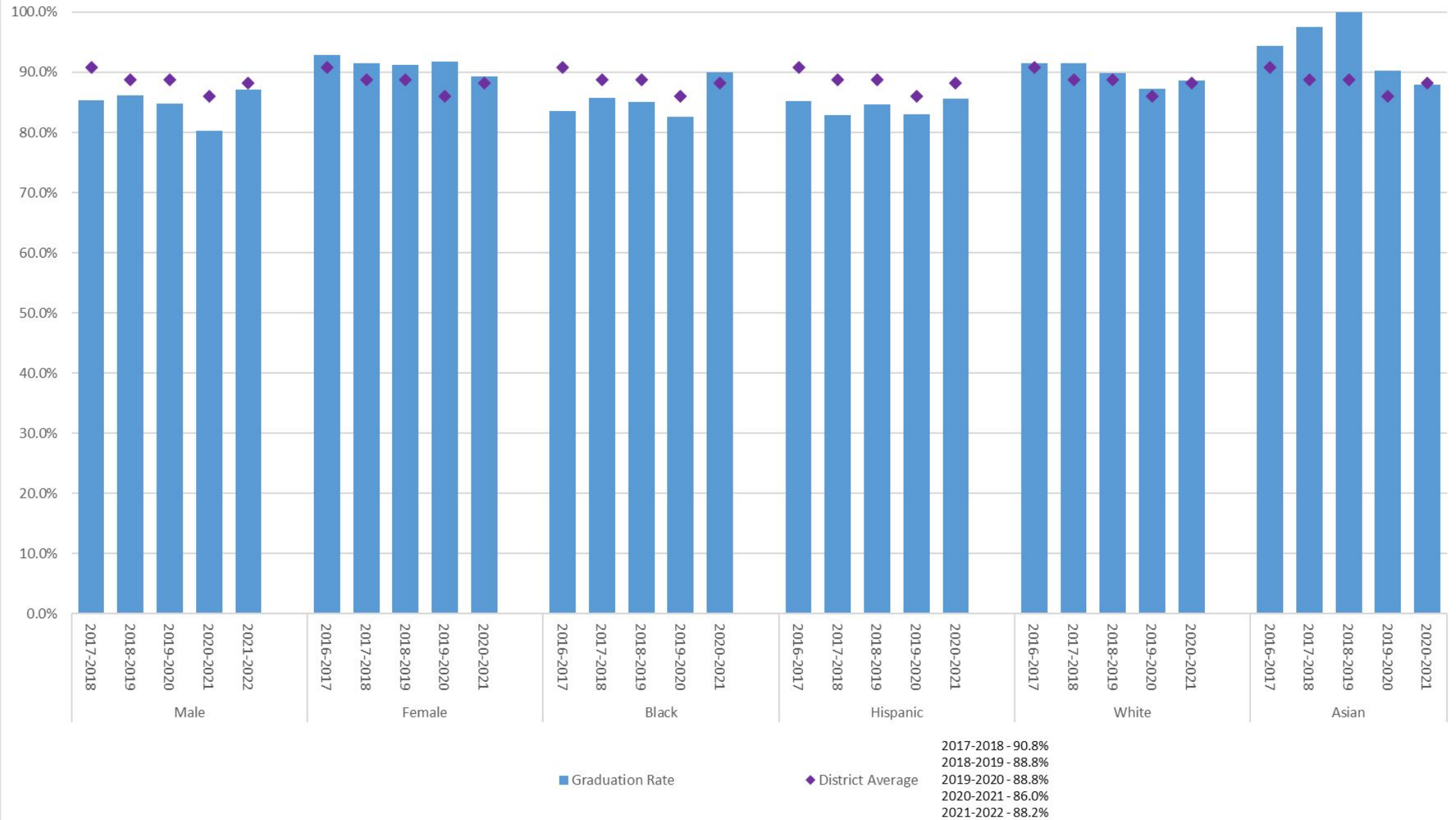
Manchester High School - CCSU, MCC and National Equity Lab

Number of Students	Ed In A Multicultural Soc H	Cad Solid Works H	Conv Mfg Process Lab H	Engin Draw Interp H	Howard Enviro Stdy and Justice	Onlin Howard Enviro Stdy Just H	UPenn NEEL Pers Finance	Engin Draw Interp H	Howard Enviro Stdy and Justice	Onlin Howard Enviro Stdy Just H	UPenn NEEL Pers Finance
Male	57.10%	100.00%	100.00%	100.00%	27.30%	0.00%	38.50%	100.00%	10.30%	0.00%	33.30%
Female	42.90%	0.00%	0.00%	0.00%	72.70%	100.00%	61.50%	0.00%	27.60%	7.70%	53.30%
Black or African American	42.90%	0.00%	0.00%	0.00%	27.30%	100.00%	38.50%	0.00%	10.30%	7.70%	33.30%
Hispanic or Latino	0.00%	50.00%	0.00%	0.00%	27.30%	0.00%	15.40%	0.00%	10.30%	0.00%	13.30%
White	42.90%	33.30%	66.70%	100.00%	18.20%	0.00%	46.20%	100.00%	6.90%	0.00%	40.00%
Asian	0.00%	16.70%	33.30%	0.00%	27.30%	0.00%	0.00%	0.00%	10.30%	0.00%	0.00%
F/R Meals	28.60%	83.30%	66.70%	0.00%	45.50%	0.00%	38.50%	0.00%	17.20%	0.00%	33.30%
Not F/R Meals	71.40%	16.70%	33.30%	100.00%	54.50%	100.00%	61.50%	100.00%	20.70%	7.70%	53.30%
Special Ed	42.90%	0.00%	0.00%	0.00%	0.00%	0.00%	7.70%	0.00%	0.00%	0.00%	6.70%
Not Special Ed	57.10%	100.00%	100.00%	100.00%	100.00%	100.00%	92.30%	100.00%	37.90%	7.70%	80.00%
EL	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Not EL	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	37.90%	7.70%	86.70%
Total	7	6	3	1	11	1	13	1	11	1	13

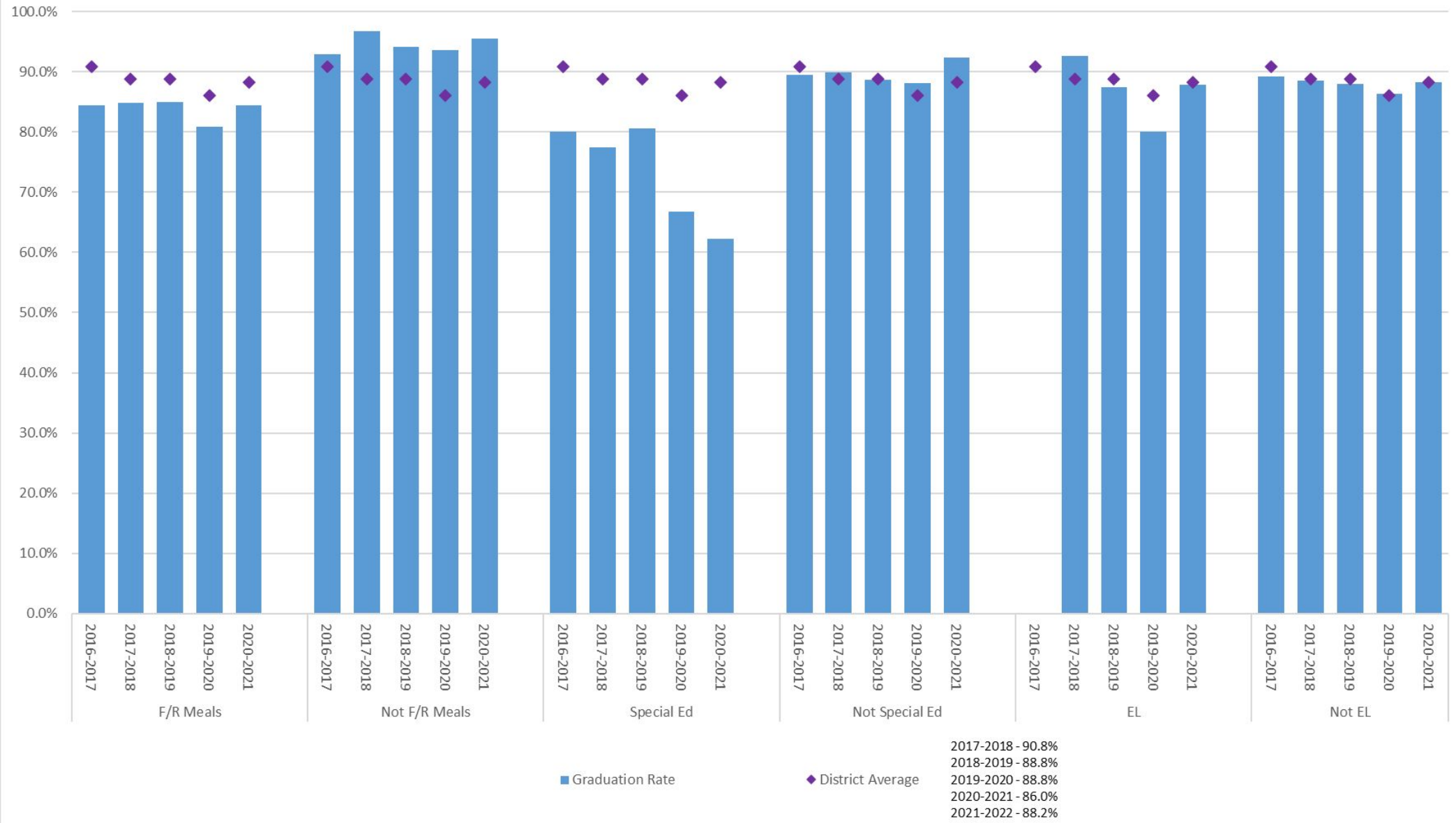
Manchester High School - Graduation Rate

Student Group	All Schools 2021	MHS 2021	MHS 2022
All	81.10%	86.00%	88.2%
Male	74.80%	80.20%	87.1%
Female	87.70%	91.80%	89.3%
Asian	87.90%	90.30%	87.9%
Black/African American	76.70%	82.60%	90.0%
Hispanic/Latino	78.10%	83.00%	85.6%
Two or More Races	95.20%	100.00%	94.4%
White	83.00%	87.30%	88.6%
English Learners	69.00%	80.00%	87.9%
Non - English Learners	86.40%	86.00%	88.2%
Free - or Reduced-Price Meal Eligible	74.80%	80.90%	84.4%
Non - Free- or Reduced-Price Meal Eligible	86.00%	93.60%	95.5%
Special Education	58.10%	66.70%	62.3%
Non Special Education	88.10%	86.00%	92.3%

Graduation Rates - Gender & Ethnicity



Graduation Rates - Population



NEXT STEPS

Next Steps

- Revise scope and sequence for advanced math beginning in grade 6
- Continue to support courses from National Equity Lab and Manchester Community College
- Utilize College Board Data to identify students who may be successful in Advanced Placement classes
- Recruit students representative of MPS student demographics for advanced classes as part of course selection process

PRIORITIES

Board of Education - Superintendent Shared Priority #3

**Correct the disparity in discipline
impacting students from marginalized
groups in all grades**

PROGRES

In School Suspension - Through November

Number	Total	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Bennet	32	14	18						
Bentley	3					1		2	
Illing	82			39	43				
MHS	109					54	29	16	10
MMA	1			1					
MRA/NH	33			1		10	10	9	3
Total	260	14	18	41	43	65	39	27	13

	District Enrollment	Total	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Male	51.70%	60.00%	78.57%	50.00%	58.54%	58.14%	60.00%	58.97%	55.56%	76.92%
Female	48.30%	40.00%	21.43%	50.00%	41.46%	41.86%	40.00%	41.03%	44.44%	23.08%
Black	24.50%	38.46%	21.43%	55.56%	39.02%	34.88%	40.00%	30.77%	44.44%	46.15%
Hispanic	34.00%	43.46%	57.14%	38.89%	41.46%	46.51%	41.54%	46.15%	40.74%	38.46%
White	30.00%	14.62%	7.14%	5.56%	17.07%	13.95%	16.92%	17.95%	11.11%	15.38%
Asian	8.00%	0.77%	0.00%	0.00%	2.44%	0.00%	1.54%	0.00%	0.00%	0.00%
Special Ed	16.10%	34.62%	28.57%	33.33%	39.02%	30.23%	24.62%	35.90%	59.26%	38.46%
Not Special Ed	83.90%	65.38%	71.43%	66.67%	60.98%	69.77%	75.38%	64.10%	40.74%	61.54%
EL	8.10%	8.08%	0.00%	16.67%	7.32%	2.33%	3.08%	23.08%	7.41%	7.69%
Not EL	91.90%	91.92%	100.00%	83.33%	92.68%	97.67%	96.92%	76.92%	92.59%	92.31%

PROGRES

Out of School Suspension - Through November

Number	Total	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Bennet	23	8	15						
Bentley	18					8	8	2	
Illing	98			32	66				
MHS	54					22	22	8	2
MMA	4	1	1	1	1				
MRA/NH	14			1	2	4	2	5	
Total	211	9	16	34	69	34	32	15	2

District	Percent Enrollment	Total	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Male	51.70%	50.71%	77.78%	43.75%	29.41%	65.22%	58.82%	28.13%	46.67%	100.00%
Female	48.30%	49.29%	22.22%	56.25%	70.59%	34.78%	41.18%	71.88%	53.33%	0.00%
Black	24.50%	39.81%	11.11%	37.50%	61.76%	33.33%	50.00%	18.75%	66.67%	0.00%
Hispanic	34.00%	43.60%	55.56%	43.75%	38.24%	44.93%	44.12%	53.13%	20.00%	50.00%
White	30.00%	14.69%	22.22%	18.75%	0.00%	18.84%	5.88%	25.00%	13.33%	50.00%
Asian	8.00%	1.90%	11.11%	0.00%	0.00%	2.90%	0.00%	3.13%	0.00%	0.00%
Special Ed	16.10%	32.23%	22.22%	31.25%	35.29%	36.23%	17.65%	31.25%	53.33%	0.00%
Not Special Ed	83.90%	67.77%	77.78%	68.75%	64.71%	63.77%	82.35%	68.75%	46.67%	100.00%
EL	8.10%	9.95%	0.00%	12.50%	0.00%	11.59%	5.88%	28.13%	0.00%	0.00%
Not EL	91.90%	90.05%	100.00%	87.50%	100.00%	88.41%	94.12%	71.88%	100.00%	100.00%

PROGRES

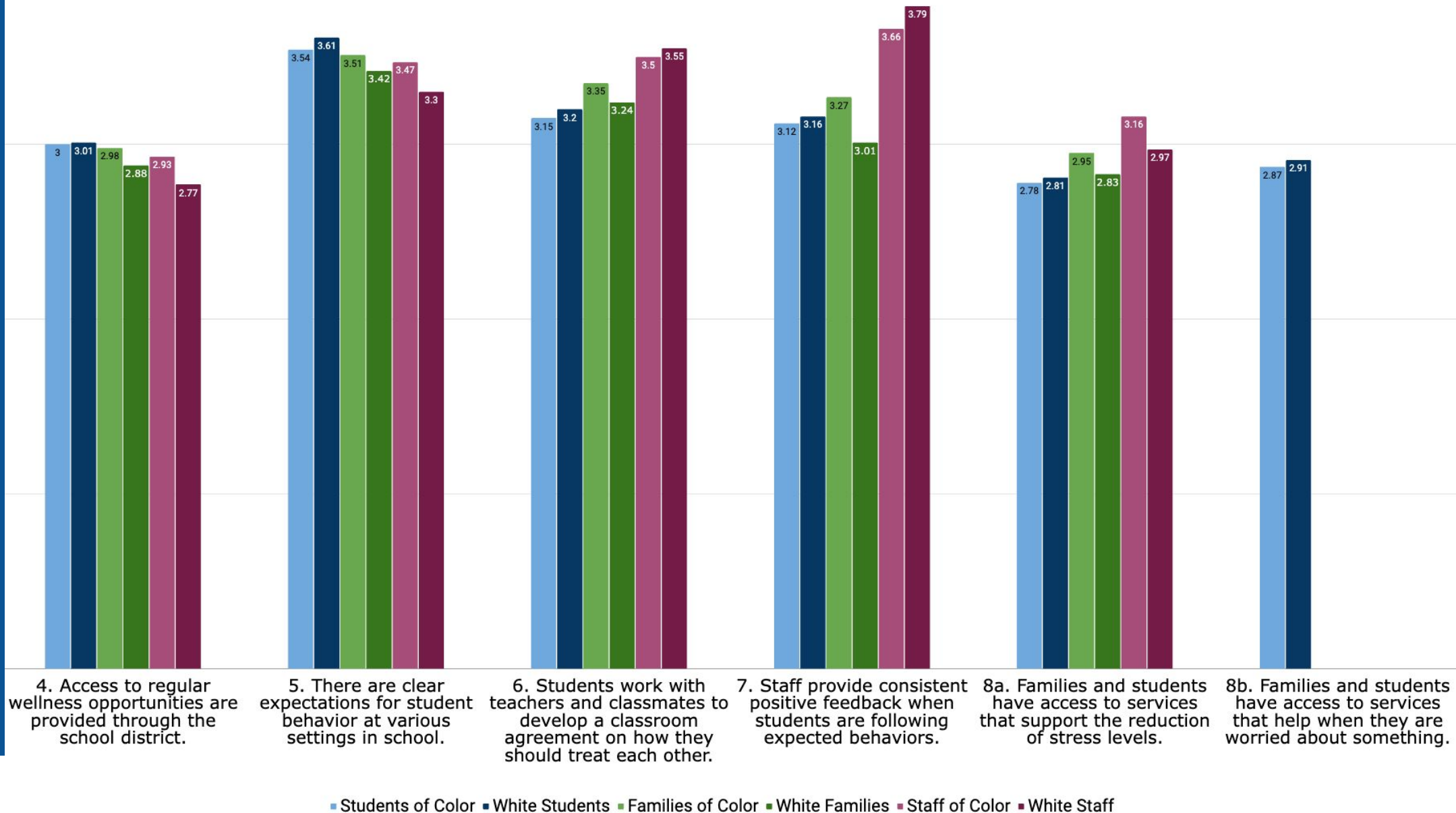
Students with 1 or More ISS/OSS - Through November

Number	Total	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Bennet	36	16	20						
Bentley	13					7	4	2	
Illing	89			28	61				
MHS	93					44	24	17	8
MMA	5	1	1	2	1				
MRA/NH	25			1	1	8	8	6	1
Total	261	17	21	31	63	59	36	25	9

District		Percent Enrollment	Total	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Male		51.70%	59.77%	70.59%	42.86%	58.06%	63.49%	59.32%	55.56%	60.00%	77.78%
Female		48.30%	40.23%	29.41%	57.14%	41.94%	36.51%	40.68%	44.44%	40.00%	22.22%
Black		24.50%	38.31%	23.53%	52.38%	38.71%	33.33%	45.76%	33.33%	40.00%	33.33%
Hispanic		34.00%	44.06%	58.82%	42.86%	41.94%	46.03%	42.37%	41.67%	40.00%	44.44%
White		30.00%	14.56%	11.76%	4.76%	16.13%	17.46%	10.17%	19.44%	16.00%	22.22%
Asian		8.00%	0.77%	0.00%	0.00%	3.23%	0.00%	1.69%	0.00%	0.00%	0.00%
Special Ed		16.10%	33.33%	29.41%	38.10%	32.26%	33.33%	25.42%	36.11%	48.00%	33.33%
Not Special Ed		83.90%	66.67%	70.59%	61.90%	67.74%	66.67%	74.58%	63.89%	52.00%	66.67%
EL		8.10%	8.43%	0.00%	9.52%	9.68%	9.52%	3.39%	16.67%	8.00%	11.11%
Not EL		91.90%	91.57%	100.00%	90.48%	90.32%	90.48%	96.61%	83.33%	92.00%	88.89%

District Improvement Plan Survey Data

PROGRES



NEXT STEPS

Next Steps

- Continue relentless monitoring of referrals and suspensions data through step back meetings
- Ensure physical and mental health needs of students and families are prioritized by providing necessary supports including social work and counseling services, and family outreach
- Implement on site services and case management for Mental Health Supports through Community Health Resources
- Continue to partner with parents and families to improve school climate and culture

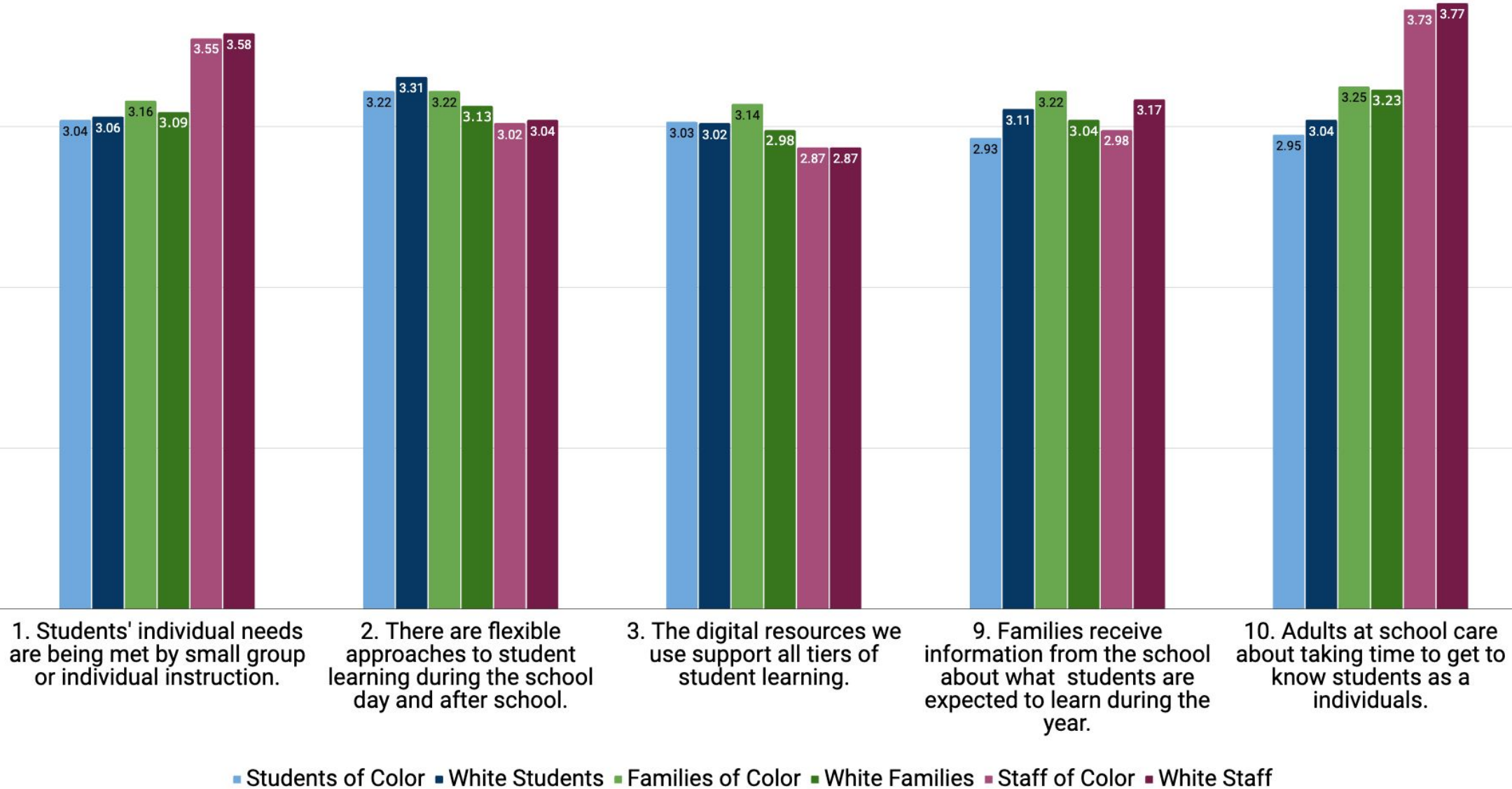
PRIORITIES

Board of Education - Superintendent Shared Priority #4

Ensure all members of the school community, particularly those from traditionally marginalized groups, are 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?)

District Improvement Plan Survey Data

PROGRES



NEXT STEPS

Next Steps

- Develop and implement baby eISCA, funded through the Nellie Mae Education Foundation and designed to hear from our most marginalized students, staff, and families
- Revisit how and when families engage with the school regarding what students should know and be able to do, how they are doing, and how families can help at home

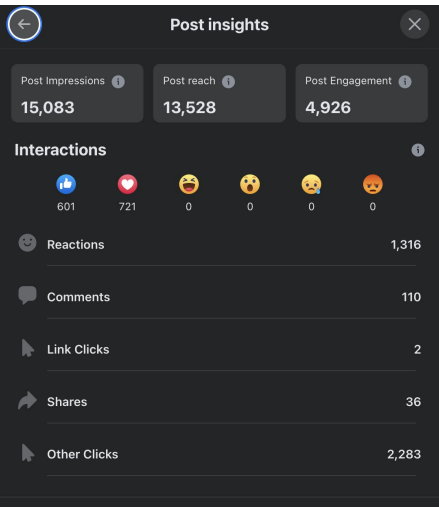
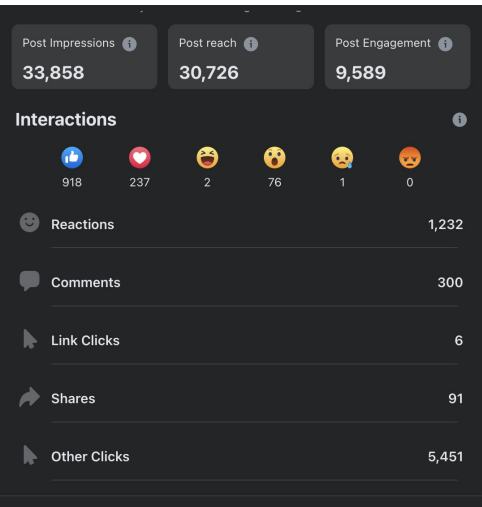
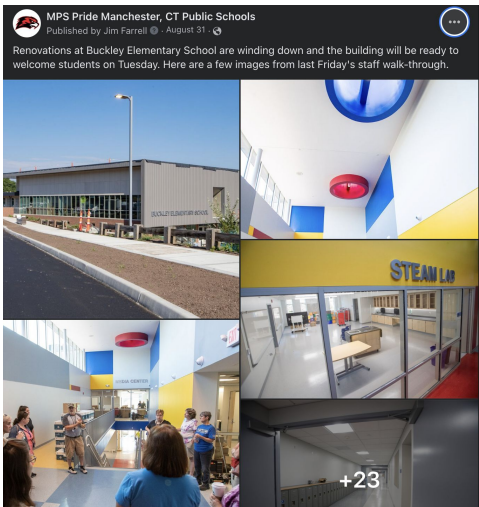
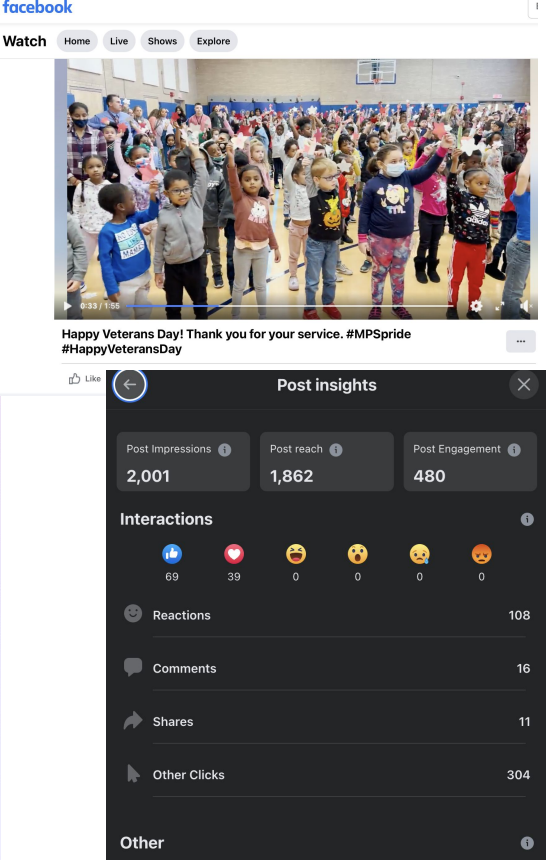
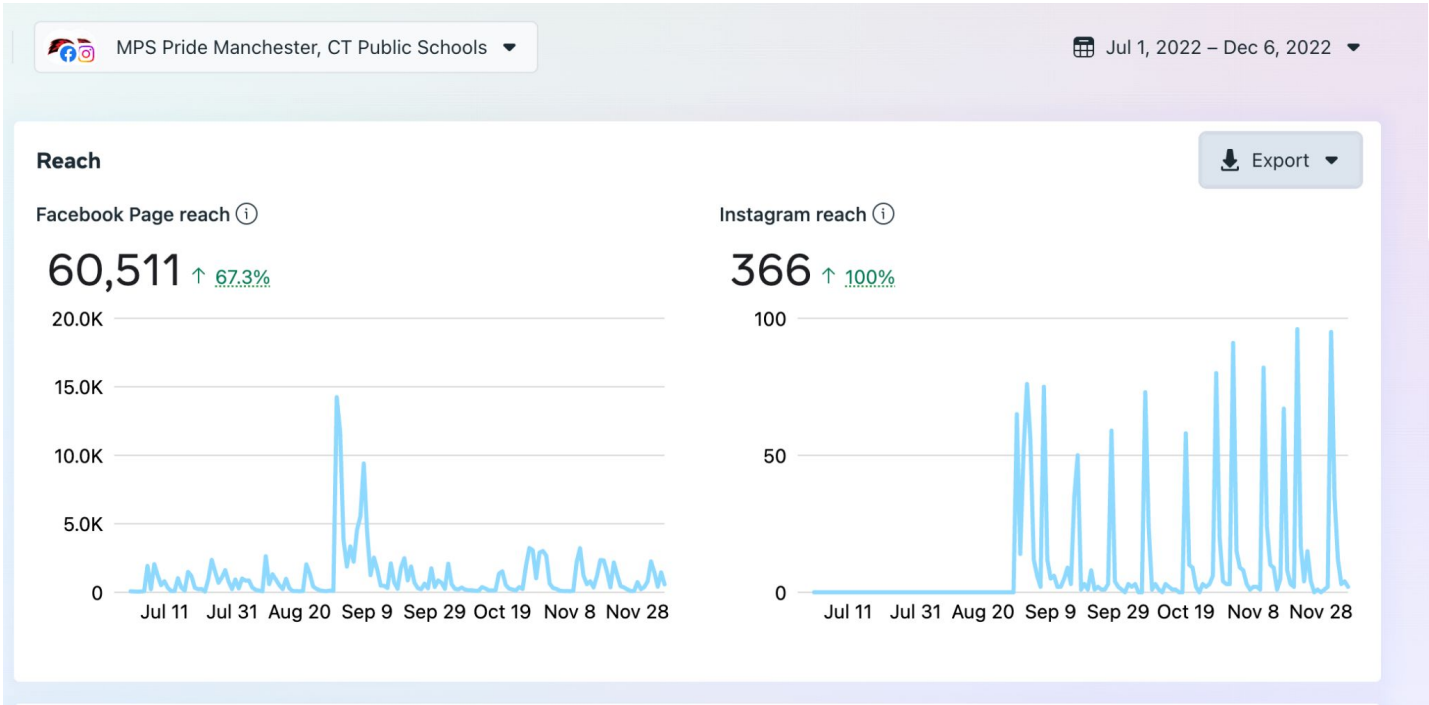
PRIORITIES

Board of Education - Superintendent Shared Priority #5

**Communicate the good work of the
Manchester Public Schools with members
of the community**

PROGRES

Social Media Data



District Newsletter Views

Newsletter Link

<https://www.smores.com/2jp31-manchester-public-schools>

<https://www.smores.com/wb8ph-onemanchester>

<https://www.smores.com/yvhdu-manchester-public-schools>

<https://www.smores.com/dmg8b-onemanchester>

<https://www.smores.com/7pfex-manchester-public-schools>

<https://www.smores.com/7jdaw-onemanchester>

<https://www.smores.com/h6qj0-manchester-public-schools>

<https://www.smores.com/xb1he-onemanchester>

<https://www.smores.com/ym1ap-onemanchester>

<https://www.smores.com/84yf5-manchester-public-schools>

<https://www.smores.com/u6mhd-onemanchester>

<https://www.smores.com/at38k-onemanchester>

<https://www.smores.com/w7b3z-onemanchester>

<https://www.smores.com/xz95h-manchester-public-schools>

<https://www.smores.com/afs72-onemanchester>

<https://www.smores.com/5hdgp-onemanchester>

<https://www.smores.com/wdymp-onemanchester>

<https://www.smores.com/0w4be-onemanchester>

<https://www.smores.com/1hggj-onemanchester>

Title

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9/2/2022

9/2/2022

9/10/2022

09/12/2022

9/16/2022

9/16/2022

9/23/2022

9/26/2022

10/1/2022

10/7/2022

10/11/2022

10/14/2022

10/21/2022

10/23/2022

10/31/2022

11/04/2022

11/12/2022

11/17/2022

11/27/2022

Total views

13,205

10,545

11,484

8,411

9,262

8,530

8,365

9,311

8,717

10,036

8,951

9,219

10,218

9,392

9,583

9,140

9,953

9,258

8,657

PROGRES

PROGRES

MPS Pride Mobile App/ Blackboard Website Data

Organization	# of Followers ▼
 Manchester Public Schools	29,151

Logged In

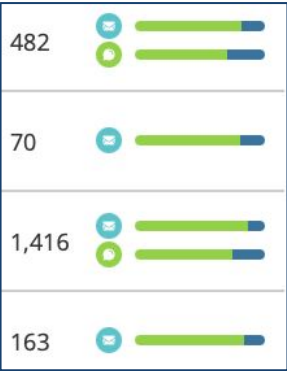
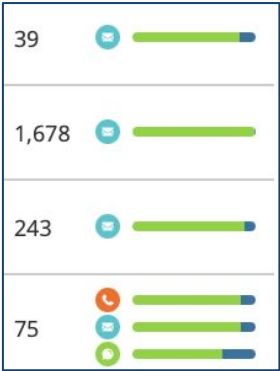
2,090 students

3,739 parents/guardians

839 staff



System Summary	November
Type	Messages
Phone - text message (SMS)	10,755
Phone - voice	2,468
E-Mail	99,682
Grand Totals	113,341



App Page Views Report

Sep 6, 2022  through Dec 7, 2022 

Generate Report

Page	# of Views	# of Views ▼
 Notifications	78,952	
 <My Account>	72,760	
 <students>	36,885	
 MHS Schedule	18,685	
 Your Account	11,055	
 Lunch Menus	11,048	
 Settings	5,130	
 Transportation	4,575	
 Calendar	4,047	
 Directory	2,762	
 Bennet Academy Virtual Backpack	2,467	
 Bennet Schedule	2,187	
 Illing Schedule	1,960	
 High School Sports	1,660	
 Activity Stream	1,210	
 Top Stories	1,104	
 Illing Sports	992	
 MPS Registration	840	
 News	724	
 Bennet Virtual Tour	477	
 MHS Virtual Tour	405	
 Tip Line	363	
 Illing Virtual Tour	357	
 Silk City TV	332	

* This report uses [sampling](#) and does not include today's data.

NEXT STEPS

Next Steps

- Continue to grow MPS social media presence and engagement
- Encourage families to download and use the app to send and receive information
- Fully implement Blackboard Reach in place of Remind across the district
- Improve and expand monthly school based newsletters
- Infuse what students should know and be able to do in communication with families consistently
- Continue to strengthen the communication systems of MPS

QUESTIONS

