

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2014–15



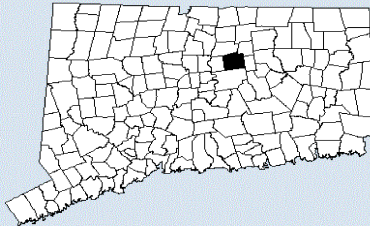
Manchester School District

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

District Information

Grade Range	PK-12
Number of Schools/Programs	19
Enrollment	6,267
Per Pupil Expenditures ¹	\$15,886
Total Expenditures ¹	\$112,554,436

¹Expenditure data reflect the 2013-14 year.



Community Information

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

Related Reports/Publications

- [CT Reports \(CMT/CAPT\)](#)
- [District and School Performance Reports](#)
- [Special Education Annual Performance Reports](#)
- [SAT®, AP®, PSAT® Report by High School \(Class of 2015\)](#)
(2015® The College Board)

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Notes

Unless otherwise noted, all data are for 2014-15 and include all grades offered by the district.
 In most tables, data are displayed only for the three major race/ethnicity categories. For additional race/ethnicity categories, please visit [EdSight \(EdSight.ct.gov\)](http://EdSight.EdSight.ct.gov).
 State totals are not displayed as they are not comparable to district totals.
 Special Education tables reflect only students for whom the district is fiscally responsible.
 * When an asterisk is displayed, data have been suppressed to ensure student confidentiality.
 N/A is displayed when a category is not applicable for a district or school.

Students

October 1, 2014 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	3,047	48.6	48.3
Male	3,220	51.4	51.6
American Indian or Alaska Native	26	0.4	0.2
Asian	517	8.2	4.7
Black or African American	1,355	21.6	12.9
Hispanic or Latino	1,670	26.6	22.1
Pacific Islander	7	0.1	0.0
Two or More Races	238	3.8	2.5
White	2,454	39.2	57.2
English Language Learners	388	6.2	6.3
Eligible for Free or Reduced-Price Meals	3,433	54.8	37.6
Students with Disabilities ¹	838	13.4	13.3

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

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ²		Suspension/Expulsion ³	
	Count	Rate (%)	Count	Rate (%)
Female	377	12.9	170	5.5
Male	413	13.6	368	11.2
Black or African American	176	13.3	185	13.1
Hispanic or Latino	300	18.8	180	10.5
White	254	11.0	156	6.4
English Language Learners	54	14.8	27	7.3
Eligible for Free or Reduced-Price Meals	581	17.7	424	11.5
Students with Disabilities	166	21.5	136	14.5
District	790	13.3	538	8.5
State		10.6		7.2

Number of students in 2013-14 qualified as truant under state statute: 665

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

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

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Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	457.2
Paraprofessional Instructional Assistants	103.6
Special Education	
Teachers and Instructors	69.0
Paraprofessional Instructional Assistants	121.2
Administrators, Coordinators and Department Chairs	
District Central Office	11.5
School Level	28.6
Library/Media	
Specialists (Certified)	14.0
Support Staff	8.6
Instructional Specialists Who Support Teachers	42.6
Counselors, Social Workers and School Psychologists	49.1
School Nurses	23.1
Other Staff Providing Non-Instructional Services/Support	364.8

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

Educators by Race/Ethnicity

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
American Indian or Alaska Native	3	0.4	0.1
Asian	1	0.2	1.0
Black or African American	35	5.1	3.5
Hispanic or Latino	19	2.8	3.5
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.0
White	623	91.5	91.8

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
District	99.9
District Poverty Quartile: High	
State High Poverty Quartile Schools	97.9
State Low Poverty Quartile Schools	99.6

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

Classroom Teacher Attendance: 2013-14

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	8.9	9.2

Instruction and Resources

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

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	51	68.0	77	83.7
Hispanic or Latino	73	70.9	76	86.4
White	130	81.3	172	83.5
English Language Learners	14	60.9	8	*
Eligible for Free or Reduced-Price Meals	134	69.1	161	87.0
Students with Disabilities	21	42.9	40	54.8
District	284	75.5	363	84.6
State		58.4		73.8

³College-and-Career-Readiness Courses include Advanced Placement®(AP), International Baccalaureate®(IB), Career and Technical Education(CTE), workplace experience and dual enrollment courses.

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers⁴

	Count	Rate (%)
Autism	48	51.6
Emotional Disturbance	15	23.8
Intellectual Disability	9	40.9
Learning Disability	255	89.2
Other Health Impairment	112	66.7
Other Disabilities	17	21.8
Speech/Language Impairment	131	92.3
District	587	68.9
State		69.7

⁴Ages 6-21

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	97	1.3	1.5
Emotional Disturbance	63	0.9	1.0
Intellectual Disability	22	0.3	0.5
Learning Disability	286	4.0	4.4
Other Health Impairment	171	2.4	2.6
Other Disabilities	101	1.4	1.0
Speech/Language Impairment	151	2.1	1.9
All Disabilities	891	12.4	13.0

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	106	11.9	8.1
Private Schools or Other Settings	63	7.1	5.4

²Grades K-12

Overall Expenditures:³ 2013-14

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	60,999,421	9,823	9,134
Instructional Supplies and Equipment	1,640,133	264	334
Improvement of Instruction and Educational Media Services	5,945,408	957	498
Student Support Services	7,397,622	1,191	1,001
Administration and Support Services	11,900,716	1,916	1,694
Plant Operation and Maintenance	11,221,221	1,807	1,572
Transportation	5,178,471	696	813
Costs of Students Tuitioned Out	6,724,969	N/A	N/A
Other	1,546,475	249	186
Total	112,554,436	15,886	15,289

Additional Expenditures

Land, Buildings, and Debt Service	5,022,256	809	1,272
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³Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Special Education Expenditures: 2013-14

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	8,684,760	32.6	35.1
Noncertified Personnel	3,952,264	14.8	14.2
Purchased Services	391,163	1.5	5.2
Tuition to Other Schools	4,481,306	16.8	22.0
Special Ed. Transportation	1,992,988	7.5	8.6
Other Expenditures	7,175,059	26.9	14.9
Total Expenditures	26,677,540	100.0	100.0

Expenditures by Revenue Source:⁴ 2013-14

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	65.1	63.7
State	29.8	31.0
Federal	3.6	3.7
Tuition & Other	1.5	1.6

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

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Performance and Accountability

District Performance Index (DPI)

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

	English Language Arts(ELA)		Math		Science	
	Count	DPI	Count	DPI	Count	DPI
American Indian or Alaska Native	*	*	*	*	*	*
Asian	204	66.8	205	62.7	85	55.9
Black or African American	588	54.4	586	46.0	269	42.4
Hispanic or Latino	750	54.8	751	47.4	359	44.3
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*
Two or More Races	130	63.0	129	56.6	52	53.0
White	1055	66.7	1049	60.5	502	55.5
English Language Learners	199	52.2	202	46.7	77	39.7
Non-English Language Learners	2544	61.2	2534	54.3	1200	50.0
Eligible for Free or Reduced-Price Meals	1523	55.2	1516	47.8	737	45.0
Not Eligible for Free or Reduced-Price Meals	1220	67.3	1220	61.0	540	55.5
Students with Disabilities	456	41.6	452	34.9	212	33.6
Students without Disabilities	2287	64.4	2284	57.5	1065	52.5
High Needs	1709	54.5	1704	47.3	814	44.2
Non-High Needs	1034	70.6	1032	64.3	463	58.6
District	2743	60.6	2736	53.7	1277	49.4

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

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

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

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	85.7	91.5	74.2	74.1	1,602	81.3
Curl Up	81.0	90.7	79.9	77.9	1,602	82.1
Push Up	69.8	81.6	64.1	71.9	1,602	71.3
Mile Run/PACER	77.8	86.9	69.1	58.6	1,602	73.1
All Tests - District	49.6	61.8	41.1	39.5	1,602	47.7
All Tests - State	50.8	51.0	50.3	51.9		51.0

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

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

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Cohort Graduation: Four-Year¹

	2013-14				2014-15
	Cohort Count ²	Rate (%)	Target ³ (%)	Target Achieved	Target ³ (%)
Black or African American	101	76.2	75.7	Yes	77.7
Hispanic or Latino	73	75.3	65.6	Yes	68.7
English Language Learners	*	*	75.2	No	77.3
Eligible for Free or Reduced-Price Meals	252	75.8	64.8	Yes	68.0
Students with Disabilities	77	54.5	60.5	No	64.2
District	454	82.2	76.8	Yes	78.7
State ⁴		87.0			

¹The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years. Statewide, district and school results for cohorts of 2010 through 2013 are [available online](#).

²Cohort count includes all students in the cohort as of the end of the 2013-14 school year.

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

⁴Targets are not displayed at the state level.

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

	Participation ⁶	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	83.2	88	21.4
Male	75.9	80	20.3
Black or African American	79.0	16	9.6
Hispanic or Latino	74.9	*	*
White	81.1	118	32.2
English Language Learners	70.3	*	*
Eligible for Free or Reduced-Price Meals	75.5	38	10.0
Students with Disabilities	29.0	0	0.0
District	79.6	168	20.9
State	67.2		37.3

⁵College readiness exams and benchmark scores are as follows:

- SAT® - composite score of 1550 or higher
- ACT® - meets benchmark score on 3 of 4 exams (benchmark score varies by subject)
- AP® - 3 or higher on any one AP® exam
- IB® - 4 or higher on any one IB® exam
- Smarter Balanced - Level 3 or higher on both ELA and math

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

Sources:

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

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

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

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College Entrance and Persistence

	Class of 2014	Class of 2013
	Entrance ⁷	Persistence ⁸
	Rate (%)	Rate (%)
Female	66.0	88.8
Male	46.8	73.1
Black or African American	62.4	79.4
Hispanic or Latino	37.7	69.7
White	58.5	83.3
English Language Learners	58.1	*
Eligible for Free or Reduced-Price Meals	49.8	73.2
Students with Disabilities	30.4	56.5
District	56.4	81.7
State	72.6	88.8

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

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

Source: National Student Clearinghouse

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Next Generation Accountability Results

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

Indicator		Index/Rate	Target	Points	Max	% Points	State Average
ELA Performance Index	All Students	60.6	75	80.8	100	80.8	67.9
	High Needs Students	54.5	75	72.7	100	72.7	56.7
Math Performance Index	All Students	53.7	75	71.6	100	71.6	59.3
	High Needs Students	47.3	75	63.1	100	63.1	47.8
Science Performance Index	All Students	49.4	75	65.9	100	65.9	56.5
	High Needs Students	44.2	75	58.9	100	58.9	45.9
Chronic Absenteeism	All Students	13.3%	<=5%	33.5	50	67.0	10.6%
	High Needs Students	17.4%	<=5%	25.3	50	50.5	17.3%
Preparation for CCR	% Taking Courses	80.4%	75%	50.0	50	100.0	66.1%
	% Passing Exams	20.9%	75%	13.9	50	27.8	37.3%
On-track to High School Graduation		82.3%	94%	43.8	50	87.6	85.6%
4-year Graduation All Students (2014 Cohort)		82.2%	94%	87.4	100	87.4	87.0%
6-year Graduation - High Needs Students (2012 Cohort)		74.3%	94%	79.0	100	79.0	77.6%
Postsecondary Entrance (Class of 2014)		56.6%	75%	75.5	100	75.5	72.8%
Physical Fitness (estimated part rate) and (fitness rate)		89.9% 47.7%	75%	15.9	50	31.8	87.6% 51.0%
Arts Access		41.9%	60%	34.9	50	69.9	45.7%
Accountability Index				872.2	1250	69.8	

Gap Indicators	Non-High Needs Rate ¹	High Needs Rate	Size of Gap	State Gap Mean + 1 Stdev ²	Is Gap an Outlier? ²
Achievement Gap Size Outlier?					N
ELA Performance Index Gap	70.6	54.5	16.1	17.3	
Math Performance Index Gap	64.3	47.3	17.0	19.6	
Science Performance Index Gap	58.6	44.2	14.4	17.2	
Graduation Rate Gap	91.4%	74.3%	17.1%	15.2%	Y

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

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

Subject/Subgroup	Participation Rate (%)	
ELA	All Students	92.4
	High Needs Students	92.9
Math	All Students	92.3
	High Needs Students	92.8
Science	All Students	98.1
	High Needs Students	97.4

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

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

Grade 3 ELA Performance Index for Students with Disabilities:

District: 43.4 State: 50.1

Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

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

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Narratives

School District Improvement Plans and Parental Outreach Activities

The work to improve student performance in a consistent and systematic fashion continued during the 2014-15 school year. The District Improvement Plan, created and monitored by our District Improvement Team drives this work in the areas of systems, talent, academics, and culture and climate. The District Improvement Team is comprised of teachers, support staff, union leadership, building administrators, and administrators from across the district. The team continued to meet monthly and by the end of the year had developed fidelity indicators and indicators of adult progress for each of the strategies outlined in the plan.

In addition, work began to support all schools in the district in the creation of School Improvement Plans that outline the strategies employed at the building level to support school and district goals. Each school brought together a School Improvement Team comprised of the principal, teachers, coaches, and support staff. The central office leadership worked to build the capacity of School Improvement Teams through three sessions where the process was explained to schools and they then had the opportunity to work on their plans and receive feedback from colleagues from other schools. By the end of 2014-15, all schools had first level plans that included strategies and action steps that will drive the work going forward.

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

In the area of talent, we provided leadership development opportunities for all building and central office administrators in district. This included the use of the Work Place Inventory which supported individual and small group professional learning experiences for all school and district leaders. We also continued to strengthen the instructional effectiveness of faculty through the coaching model and collaborative curricular practice.

In academics, the work to integrate the Common Core State Standards into the curriculum continued during the 2014-15 school year. The district uses the Understanding by Design process and teams of teachers, with the support of instructional coaches, have developed and implemented curriculum across the district using Unit Planner, a new curriculum platform. The district regularly incorporates new resources and technology to engage students in their own learning as we shift toward a more student-centered model.

In the area of culture and climate, the district is focused on actively engaging families as partners in their children's education. This work is supported by funding from the Hartford Foundation for Public Giving . Beginning in September, full time Family Resource Centers (FRC) were added to four schools. In January, part time FRCs were added to the remaining elementary schools. The FRC Coordinators lead our work to connect with parents and families. They provide opportunities and skill development for students and families, support the development of trust between and collaboration among all stakeholders, and seek to capitalize on the strengths and assets of families and community members to support school success.

Efforts to Reduce Racial, Ethnic and Economic Isolation

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

The persistent achievement gap across the district indicates the need to expand both new and existing interventions to support struggling students and provide more rigorous standards for all students. In addition to our work to partner with families described above, we piloted the Social Thinking curriculum in several elementary schools as part of our efforts to support skill building in the area of social-emotional learning and strengthen school communities. We also continued to focus on increasing collaboration between community agencies and schools to meet the social, emotional, and mental health needs of students and families.

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

In our English Learner (EL) programs we continued to strengthen the programming provided for our English learners and focused on meeting the needs of individual students through thoughtful and intentional planning of interventions. In addition, collaborative efforts have been made between our Coordinator of English Learner Programs and our Equity Coordinator to provide professional development to all staff, which will result in creating culturally responsive classrooms and providing support for all students. The Manchester Board of Education is committed to helping our district and community address racial, ethnic and economic isolation as evidenced by a school renovation plan that was passed at referendum and will ultimately result in racially balanced schools.

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Equitable Allocation of Resources among District Schools

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

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

Outside consultants have been engaged to conduct systems audits and evaluations in the areas of attendance and behavior, summer learning programs, instructional coaching, and family and community partnership efforts. These audits are intended to ensure effective communication, collaboration, c