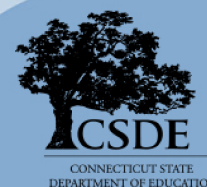


DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2020–21



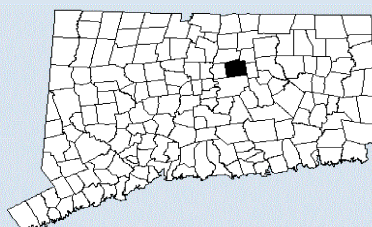
Manchester School District

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

District Information

Grade Range	PK-12
Number of Schools/Programs	17
Enrollment	6,091
Per Pupil Expenditures ¹	\$17,172
Total Expenditures ¹	\$131,364,212

¹ Expenditure data reflect the 2019-20 school year.



Community Information

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

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Notes

Unless otherwise noted, all data are for 2020-21 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 <https://edsight.ct.gov>

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

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

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

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

Students

October 1, 2020 Enrollment²

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	2,880	47.3	48.4
Male	3,211	52.7	51.5
American Indian or Alaska Native	24	0.4	0.3
Asian	513	8.4	5.2
Black or African American	1,482	24.3	12.7
Hispanic or Latino of any race	1,884	30.9	27.8
Native Hawaiian or Other Pacific Islander	13	0.2	0.1
Two or More Races	150	2.5	4.0
White	2,025	33.2	49.9
English Learners	430	7.1	8.3
Eligible for Free or Reduced-Price Meals	3,576	58.7	42.7
Students with Disabilities ³	1,032	16.9	16.3

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

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

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

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ⁴		Suspension/Expulsion ⁵	
	Count	Rate (%)	Count	Rate (%)
Female	848	30.1	37	1.2
Male	1,095	35.1	76	2.2
Black or African American	561	38.4	39	2.4
Hispanic or Latino of any race	809	43.3	43	2.1
White	428	22.0	27	1.3
English Learners	168	37.2	8	1.6
Eligible for Free or Reduced-Price Meals	1,511	44.3	92	2.3
Students with Disabilities	477	49.9	56	4.7
District	1,943	32.7	113	1.7
State		19.0		1.4

Number of students in 2019-20 qualified as truant under state statute: 697

Number of school-based arrests: Fewer than 6

NOTE: In the 2020-21 school year, students attended school in-person to varying degrees; some learned fully/mostly remotely for the entire school year. Chronic absenteeism calculations are based only on in-person school days.

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

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

District Profile and Performance Report for School Year 2020-21

Manchester School District

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	494.7
Paraprofessional Instructional Assistants	75.5
Special Education	
Teachers and Instructors	93.5
Paraprofessional Instructional Assistants	120.2
Administrators, Coordinators and Department Chairs	
District Central Office	18.1
School Level	36.8
Library/Media	
Specialists (Certified)	11.0
Support Staff	9.9
Instructional Specialists Who Support Teachers	26.8
Counselors, Social Workers and School Psychologists	64.3
School Nurses	23.1
Other Staff Providing Non-Instructional Services/Support	428.4

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

Educators by Race/Ethnicity

	Count	District Percent of Total (%)	State Percent of Total (%)
American Indian or Alaska Native	3	0.4	0.1
Asian	8	1.1	1.3
Black or African American	55	7.3	4.1
Hispanic or Latino of any race	39	5.2	4.3
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.1
White	648	86.1	89.9

Classroom Teacher Attendance: 2019-20

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	6.6	7.3

Instruction and Resources

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

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	103	89.6	101	90.2
Hispanic or Latino of any race	103	83.1	116	94.3
White	155	89.1	151	98.1
English Learners	21	77.8	17	*
Eligible for Free or Reduced-Price Meals	217	85.8	194	93.3
Students with Disabilities	61	78.2	70	83.3
District	413	88.4	417	94.6
State		75.9		85.6

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

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

	Count	Rate (%)
Autism	54	40.3
Emotional Disturbance	34	43.0
Intellectual Disability	*	*
Learning Disability	303	82.1
Other Health Impairment	145	63.0
Other Disabilities	*	*
Speech/Language Impairment	103	84.4
District	656	64.3
State		67.9

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

District Profile and Performance Report for School Year 2020-21

Manchester School District

Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	143	1.9	2.1
Emotional Disturbance	79	1.1	1.1
Intellectual Disability	30	0.4	0.5
Learning Disability	369	5.0	5.8
Other Health Impairment	230	3.1	3.3
Other Disabilities	103	1.4	1.2
Speech/Language Impairment	147	2.0	1.9
All Disabilities	1,101	14.9	15.9

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

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	160	14.5	8.3
Private Schools or Other Settings	64	5.8	4.8

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

Overall Expenditures³: 2019-20

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$74,180,280	\$9,697	\$11,205
Support services - students	\$11,826,842	\$1,889	\$1,346
Support services - instruction	\$11,628,806	\$1,857	\$698
Support services - general administration	\$1,470,715	\$235	\$464
Support services - school based administration	\$6,514,028	\$1,040	\$1,037
Central and other support services	\$5,857,248	\$935	\$691
Operation and maintenance of plant	\$13,590,232	\$2,170	\$1,692
Student transportation services	\$5,014,096	\$1,123	\$1,159
Food services	\$88,420	\$14	\$21
Enterprise operations	\$1,193,546	\$191	\$151
Total	\$131,364,212	\$17,172	\$17,838

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

Special Education Expenditures: 2019-20

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$10,067,882	32.8	29.6
Instructional Aide Salaries	\$3,307,110	10.8	11.1
Other Salaries	\$2,852,188	9.3	9.5
Employee Benefits	\$4,140,009	13.5	13.5
Purchased Services Other Than Transportation	\$3,383,410	11.0	5.4
Special Education Tuition	\$4,286,708	14.0	22.5
Supplies	\$286,379	0.9	0.5
Property Services	\$37,159	0.1	0.3
Purchased Services For Transportation	\$2,304,806	7.5	7.2
Equipment	.	.	0.2
All Other Expenditures	\$1,827	0.0	0.1
Total	\$30,667,477	100.0	100.0
Percent of Total Expenditures Used for Special Education		23.3	25.1

Expenditures by Revenue Source⁴: 2019-20

	Percent of Total (%) Excluding School Construction
Local	64.0
State	30.5
Federal	3.9
Tuition & Other	1.6

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

District Profile and Performance Report for School Year 2020-21

Manchester School District

Performance and Accountability

District Performance Index (DPI)

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

NOTE: As a result of ongoing challenges related to the novel Coronavirus Disease 2019 (COVID-19), Connecticut's request for a waiver from implementing district/school accountability for the 2020-21 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Digest/2020-21/CommissionerMemoAccountabilityWaiver.pdf>

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

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

¹ NAEP is often called the "Nation's Report Card." It is sponsored by the U.S. Department of Education. This table compares Connecticut's performance to that of national public school students. Performance standards for state assessments and NAEP are set independently. Therefore, one should not expect performance results to be the same across Smarter Balanced and NAEP. Instead, NAEP results are meant to complement other state assessment data. To view performance on NAEP by student group, at https://portal.ct.gov/-/media/SDE/Student-Assessment/NAEP/report-card_NAEP-2019.pdf

Physical Fitness Tests: Students Reaching Health Standard

NOTE: As a result of ongoing challenges related to the novel Coronavirus Disease 2019 (COVID-19), Connecticut's request for a waiver from implementing district/school accountability for the 2020-21 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Digest/2020-21/CommissionerMemoAccountabilityWaiver.pdf>

District Profile and Performance Report for School Year 2020-21

Manchester School District

Cohort Graduation: Four-Year¹

	2019-20	
	Cohort Count ²	Rate (%)
Black or African American	117	75.2
Hispanic or Latino of any race	121	78.5
English Learners	33	84.8
Eligible for Free or Reduced-Price Meals	300	76.7
Students with Disabilities	69	56.5
District	423	81.3
State		88.8

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

² Cohort count includes all students in the cohort as of the end of the 2019-20 school year.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam³

	Participation ⁴	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	85.8	117	26.0
Male	82.1	82	17.9
Black or African American	76.7	21	9.3
Hispanic or Latino	82.6	32	13.0
White	87.5	108	32.9
English Learners	91.3	*	*
Eligible for Free or Reduced-Price Meals	80.9	57	12.4
Students with Disabilities	59.9	0	0.0
District	83.9	199	21.9
State	85.0		36.0

³College readiness exams and benchmark scores are as follows:

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

⁴Participation Rate equals the number of test-takers in 11th and 12th grade divided by the number of students enrolled in those grades, as a percentage.

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.

Copyright © 2021 ACT, Inc. www.act.org

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

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* The data are suppressed to ensure confidentiality.

College Entrance and Persistence

	Class of 2020	Class of 2019
	Entrance ³	Persistence ⁴
	Rate (%)	Rate (%)
Female	62.2	84.9
Male	45.8	74.0
Black or African American	43.6	78.4
Hispanic or Latino of any race	51.5	77.0
White	55.4	76.4
English Learners	43.8	*
Eligible for Free or Reduced-Price Meals	46.7	76.3
Students with Disabilities	18.2	68.0
District	53.9	79.9
State	67.4	84.9

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

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

Source: National Student Clearinghouse

District Profile and Performance Report for School Year 2020-21

Manchester School District

Next Generation Accountability Results

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

NOTE: As a result of ongoing challenges related to the novel Coronavirus Disease 2019 (COVID-19), Connecticut's request for a waiver from implementing district/school accountability for the 2020-21 school year was approved. Therefore, a modified table is shown below. All indicators that were not calculated for the 2020-21 school year (including overall Accountability Index) have been excluded and columns that referenced points have also been removed to avoid confusion. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Digest/2020-21/CommissionerMemoAccountabilityWaiver.pdf>

Indicator		Index/Rate	Target	State Average Index/Rate
Chronic Absenteeism	All Students	32.7%	<=5%	19.0%
	High Needs Students	42.2%	<=5%	30.2%
Preparation for CCR	% Taking Courses	91.4%	75%	80.6%
	% Passing Exams	21.9%	75%	36.0%
On-track to High School Graduation		70.4%	94%	84.5%
4-year Graduation All Students (2020 Cohort)		81.3%	94%	88.8%
6-year Graduation - High Needs Students (2018 Cohort)		84.8%	94%	85.2%
Postsecondary Entrance (Class of 2020)		53.8%	75%	67.4%
Arts Access		35.7%	60%	50.7%

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

Gap Indicators	Non-High Needs Rate ¹	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev ²	Is Gap an Outlier? ²
Graduation Rate Gap	94.0%	84.8%	9.2%	9.8%	N

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

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

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

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

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

NOTE: As a result of ongoing challenges related to the novel Coronavirus Disease 2019 (COVID-19), Connecticut's request for a waiver from implementing district/school accountability for the 2020-21 school year was approved. Therefore, no SIMR data are available. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Digest/2020-21/CommissionerMemoAccountabilityWaiver.pdf>

Supporting Resources:

Two-page FAQ at http://edsight.ct.gov/relatedreports/nextgenFAQ_revisedDec2018.pdf

Detailed Presentation at https://edsight.ct.gov/relatedreports/Next%20Generation%20Accountability%20System_Detailed%20Presentation_Jan_2020.pdf

Using Accountability Results to Guide Improvement at https://edsight.ct.gov/relatedreports/Using_Accountability_Results_to_Guide_Improvement.pdf

District Profile and Performance Report for School Year 2020-21

Manchester School District

Narratives

School District Improvement Plans and Parental Outreach Activities

Parental outreach was an especially crucial area last year with so much remote learning and the District Improvement Plan served as a vital compass, ensuring that new procedures and practices made necessary by the pivot to distance learning and support were developed in alignment with district goals and priorities. We emphasized having staff make phone calls to every district family to assess needs and offer support. This 'human connection' produced benefits in strengthening the home-school connection. In addition, we used emails and social media to disseminate information through regular emails from the superintendent that included updates as well as tips for families to support their students, links to resources and more. The aforementioned District Improvement Plan, created and monitored by our District Improvement Team, drives the work to improve Manchester Public Schools. The team consists of four sub-committees each with oversight of one of the four areas of the plan - systems, talent, academics, and culture and climate. To support the work involved to effectively monitor teaching and learning, the number of people on the team was expanded to include a cross section of positions and representation from all schools. Members of the District Improvement Team were also assigned to a Core Planning Team that worked throughout the year to make adjustments to ensure the district continued its focus on delivering rigorous, engaging instruction with fidelity. We also remain committed to enhancing opportunities for personalized learning for all students PreK-12. Teams of teachers, with the support of instructional coaches and administrators, met regularly to discuss research-based strategies to strengthen instruction PreK-12. This work includes intentional efforts to strengthen programming for students with disabilities. To support robust student learning, the district remains focused on actively engaging families as partners in their children's education. The district has Family Resource Centers at each of its seven elementary schools and also has an ambitious communication plan that includes weekly newsletters sent to families. Moving forward, we are hiring student engagement specialists to address chronic absenteeism, and committing over \$500,000 to support mental health. The MPS mission includes forging an active partnership with families and the community as we work together to create safe, inclusive schools where equity is the norm and excellence is the goal. While the circumstances changed dramatically during the 2020-21 school year our commitment to that mission never wavered.

Efforts to Reduce Racial, Ethnic and Economic Isolation

The pandemic presented new challenges in our work to reduce racial, ethnic and economic isolation and the unrest in our country surrounding continuing racial injustices created an even greater sense of urgency. These stressors arrived even as the persistent achievement gap across the district had us committed to provide more rigorous standards for all students and expand interventions to support students who struggle. As part of our efforts to better understand the experiences of our most marginalized students, families, and staff we continued to build on our partnership with a social justice organization and international research organization with expertise in educational equity that designed, implemented, and helped us analyze the results of an Equity Informed School Climate Assessment, which created a foundation for a blueprint driving our work. By examining the experiences of our community members through the lens of race and its intersections with all other social identities, we now better understand what we can do to provide every student with what they need to be successful. During the entire 20-21 academic year we held twice-weekly virtual meetings for all administrators as well as other staff deeply involved with equity work, addressing inequities and systemic barriers in order to ensure our schools are positive environments where all students achieve at high levels. Our work in this area has many dimensions and includes our embedding equity-related goals into the district improvement plan, adopting a multicultural curriculum framework, and creating an equity policy. Staff across the district were involved with regular professional development all year, with sessions that included in-house presentations and presentations by outside consultants and we included students as well to ensure a range of perspectives as we tackled topics including history, racial identity, intersectionality, systemic racism, and more.

District Profile and Performance Report for School Year 2020-21

Manchester School District

Equitable Allocation of Resources among District Schools

The process of ensuring that all student needs were addressed through the equitable allocation of district resources remained of paramount importance during the 20-21 academic year, especially as we pivoted in response to the pandemic, and reimagine what education should be like in its aftermath. Systematic improvement continues to require a targeted investment aligned to the district's most pressing needs and the Board of Education remains committed to ensuring all schools are adequately funded to support success for all students. This goal is achieved by providing each school a budget allocation for instructional materials based on an equitable per pupil allotment. We also are hiring new and additional staff thanks to funds that we are fortunate to be getting through the federal Elementary and Secondary School Emergency Relief Act and the American Rescue Plan. Included in the group of new hires are additional teachers to support small groups of learners, instructional tutors to provide intervention for students in reading and math, student engagement specialists to address chronic absenteeism, and over \$500,000 to support mental health.