

Connecticut State Department of Education
**DISTRICT PROFILE AND PERFORMANCE REPORT
 FOR SCHOOL YEAR 2021–22**



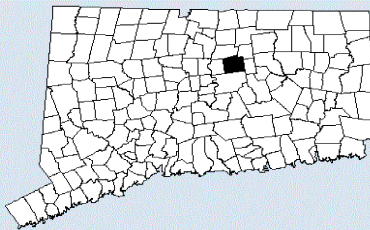
Manchester School District

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

District Information

Grade Range	PK-12
Number of Schools/Programs	16
Enrollment	6,199
Per Pupil Expenditures ¹	\$17,854
Total Expenditures ¹	\$133,370,883

¹ Expenditure data reflect the 2020-21 school year.



Community Information

AdvanceCT Town Profiles provide summary demographic and economic information for Connecticut's municipalities at <https://www.advancect.org/site-selection/town-profiles>

Contents

Students.....	1
Educators.....	2
Instruction and Resources.....	2
Performance and Accountability.....	4
Narratives.....	7

Notes

Unless otherwise noted, all data are for 2021-22 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. Complete data suppression guidelines are available at <https://tinyurl.com/SuppressionPolicy>

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

Students

October 1, 2021 Enrollment²

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	*	*	48.5
Male	3,243	52.3	51.5
Non-Binary	*	*	0.1
American Indian or Alaska Native	34	0.5	0.3
Asian	504	8.1	5.1
Black or African American	1,530	24.7	12.6
Hispanic or Latino of any race	2,020	32.6	29.0
Native Hawaiian or Other Pacific Islander	18	0.3	0.1
Two or More Races	129	2.1	4.3
White	1,964	31.7	48.6
English Learners/Multilingual Learners	474	7.6	8.8
Eligible for Free or Reduced-Price Meals	3,628	58.5	40.6
Students with Disabilities ³	1,057	17.1	16.7

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	1,015	35.0	262	8.2
Male	1,136	36.3	464	13.2
Non-Binary	0	*	0	*
Black or African American	483	32.6	245	14.8
Hispanic or Latino of any race	918	45.6	293	13.1
White	529	28.3	144	7.1
English Learners/Multilingual Learners	213	40.0	56	9.9
Eligible for Free or Reduced-Price Meals	1,564	44.8	538	13.2
Students with Disabilities	473	46.8	222	17.3
District	2,151	35.7	726	10.8
State		23.7		6.5

Number of students qualified as truant under state statute: 1,946

Number of school-based arrests: 17

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 2021-22

Manchester School District

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	530.8
Paraprofessional Instructional Assistants	72.0
Special Education	
Teachers and Instructors	95.5
Paraprofessional Instructional Assistants	109.0
Administrators, Coordinators and Department Chairs	
District Central Office	20.1
School Level	39.0
Library/Media	
Specialists (Certified)	11.0
Support Staff	12.0
Instructional Specialists Who Support Teachers	24.8
Counselors, Social Workers and School Psychologists	62.9
School Nurses	22.3
Other Staff Providing Non-Instructional Services/Support	429.3

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

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
American Indian or Alaska Native	4	0.5	0.1
Asian	15	1.9	1.3
Black or African American	65	8.2	4.3
Hispanic or Latino of any race	46	5.8	4.6
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	2	0.3	0.2
White	661	83.4	89.2

Classroom Teacher Attendance: 2020-21

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	18.6	10.4

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	81	86.2	109	86.5
Hispanic or Latino of any race	92	85.2	121	84.0
White	132	89.8	158	90.3
English Learners/Multilingual Learners	19	73.1	25	73.5
Eligible for Free or Reduced-Price Meals	181	88.3	234	88.6
Students with Disabilities	57	82.6	63	61.8
District	352	87.1	442	88.0
State		81.7		87.7

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

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

	Count	Rate (%)
Autism	53	37.6
Emotional Disturbance	30	41.7
Intellectual Disability	8	25.0
Learning Disability	340	81.5
Other Health Impairment	139	65.3
Other Disabilities	11	19.3
Speech/Language Impairment	110	83.3
District	691	64.9
State		68.4

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 2021-22

Manchester School District

Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	144	1.9	2.3
Emotional Disturbance	72	1.0	1.1
Intellectual Disability	32	0.4	0.6
Learning Disability	417	5.6	6.1
Other Health Impairment	215	2.9	3.3
Other Disabilities	89	1.2	1.1
Speech/Language Impairment	166	2.2	1.9
All Disabilities	1,135	15.1	16.3

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	161	14.2	8.2
Private Schools or Other Settings	67	5.9	4.6

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: 2020-21

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$82,865,325	\$11,093	\$12,000
Support services - students	\$7,432,926	\$1,230	\$1,468
Support services - instruction	\$8,585,420	\$1,420	\$780
Support services - general administration	\$696,142	\$115	\$472
Support services - school based administration	\$5,788,309	\$958	\$1,103
Central and other support services	\$12,110,679	\$2,004	\$703
Operation and maintenance of plant	\$11,845,714	\$1,960	\$1,910
Student transportation services	\$4,046,367	\$1,928	\$1,287
Food services	.	.	\$28
Enterprise operations	.	.	\$170
Total	\$133,370,883	\$17,854	\$19,134

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

Special Education Expenditures: 2020-21

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$7,792,223	28.8	29.7
Instructional Aide Salaries	\$3,328,442	12.3	10.8
Other Salaries	\$3,392,002	12.6	9.8
Employee Benefits	\$2,562,109	9.5	13.8
Purchased Services Other Than Transportation	\$3,228,373	11.9	5.7
Special Education Tuition	\$4,592,360	17.0	22.6
Supplies	\$89,440	0.3	0.6
Property Services	\$45,724	0.2	0.4
Purchased Services For Transportation	\$1,984,615	7.3	6.3
Equipment	.	.	0.2
All Other Expenditures	\$1,580	0.0	0.1
Total	\$27,016,869	100.0	100.0
Percent of Total Expenditures Used for Special Education		20.3	24.5

Expenditures by Revenue Source⁴: 2020-21

	Percent of Total (%) Excluding School Construction
Local	62.6
State	31.2
Federal	4.4
Tuition & Other	1.7

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 2021-22

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.

	English Language Arts (ELA)		Math		Science	
	Count	DPI	Count	DPI	Count	DPI
American Indian or Alaska Native	16	*	16	*	*	*
Asian	206	61.0	207	59.2	99	61.2
Black or African American	717	49.0	713	41.4	287	44.1
Hispanic or Latino of any race	874	48.3	865	42.0	318	42.6
Native Hawaiian or Other Pacific Islander	8	*	8	*	*	*
Two or More Races	48	53.7	48	45.8	24	44.2
White	902	60.6	890	55.7	370	58.0
English Learners/Multilingual Learners	287	46.7	288	42.4	107	41.9
Non-English Learners/Non-Multilingual Learners	2,484	54.3	2,459	48.3	1,001	50.7
Eligible for Free or Reduced-Price Meals	1,568	48.7	1,550	42.6	586	44.3
Not Eligible for Free or Reduced-Price Meals	1,203	59.8	1,197	54.3	522	56.1
Students with Disabilities	451	35.8	446	28.8	166	34.1
Students without Disabilities	2,320	56.9	2,301	51.3	942	52.6
High Needs	1,779	48.1	1,760	42.1	671	43.7
Non-High Needs	992	63.2	987	57.6	437	59.3
District	2,771	53.5	2,747	47.7	1,108	49.9

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

	NAEP 2022		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	35	35	50
National Public	32	29	36
MATH			
Connecticut	37	30	32
National Public	35	26	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-2022.pdf

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	HS	Count	Rate (%)
Sit & Reach	72.7	67.4	79.7	65.2	1,650	71.2
Curl Up	61.1	60.8	73.8	81.2	1,650	69.0
Push Up	48.0	40.4	53.6	50.9	1,650	48.1
Mile Run/PACER	63.2	55.2	42.1	58.5	1,650	55.0
All Tests - District	31.0	28.4	26.4	38.8	1,650	31.2
All Tests - State	48.9	46.7	44.3	43.3		45.8

²The Connecticut Physical Fitness Assessment (CPFA) is administered to students in Grades 4, 6, 8 and High School (HS). 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.

District Profile and Performance Report for School Year 2021-22

Manchester School District

Cohort Graduation: Four-Year¹

	2020-21	
	Cohort Count ²	Rate (%)
Black or African American	103	76.7
Hispanic or Latino of any race	128	78.1
White	153	83.0
English Learners/Multilingual Learners	29	69.0
Eligible for Free or Reduced-Price Meals	278	74.8
Students with Disabilities	62	58.1
District	438	81.1
State		89.6

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 2020-21 school year.

11th and 12th Graders Demonstrating Postsecondary Readiness³

	Participation ⁴ Rate (%)	Meeting Benchmark	
		Count	Rate (%)
Female	*	194	43.6
Male	90.9	*	*
Non-Binary	*	*	*
Black or African American	86.4	63	28.6
Hispanic or Latino	90.9	47	18.7
White	94.1	154	47.8
English Learners/ Multilingual Learners	88.3	*	*
Eligible for Free or Reduced-Price Meals	90.6	114	24.3
Students with Disabilities	70.2	*	*
District	91.4	317	35.0
State	95.0		43.5

³ Students demonstrate postsecondary readiness through at least one of the following:

- 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
- Earning three or more non-remedial college credits cumulatively during high school.

⁴ Participation 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.

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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 2021	Class of 2020
	Entrance ⁵	Persistence ⁶
	Rate (%)	Rate (%)
Female	64.4	82.5
Male	52.1	75.6
Non-Binary	N/A	N/A
Black or African American	43.8	82.2
Hispanic or Latino of any race	50.9	69.8
White	66.7	80.9
English Learners/ Multilingual Learners	45.8	*
Eligible for Free or Reduced-Price Meals	46.4	72.5
Students with Disabilities	31.1	*
District	58.4	79.4
State	66.1	84.9

⁵ 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.

⁶ 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 2021-22

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.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	53.5	75	35.7	50	71.3	64.2
	High Needs Students	48.1	75	32.1	50	64.1	54.2
Math Performance Index	All Students	47.7	75	31.8	50	63.5	58.6
	High Needs Students	42.1	75	28.1	50	56.1	47.7
Science Performance Index	All Students	49.9	75	33.2	50	66.5	61.4
	High Needs Students	43.7	75	29.2	50	58.3	51.3
ELA Academic Growth	All Students	50.8%	100%	50.8	100	50.8	60.4%
	High Needs Students	49.5%	100%	49.5	100	49.5	56.2%
Math Academic Growth	All Students	54.1%	100%	54.1	100	54.1	65.2%
	High Needs Students	52.4%	100%	52.4	100	52.4	59.1%
Progress Toward English Proficiency	Literacy	65.7%	100%	32.9	50	65.7	64.9%
	Oral	58.7%	100%	29.4	50	58.7	57.4%
Chronic Absenteeism	All Students	35.7%	<=5%	0.0	50	0.0	23.7%
	High Needs Students	43.2%	<=5%	0.0	50	0.0	34.0%
Preparation for CCR	% Taking Courses	87.6%	75%	50.0	50	100.0	84.8%
	% Meeting Benchmark	35.0%	75%	23.3	50	46.7	43.5%
On-track to High School Graduation		72.5%	94%	38.6	50	77.2	82.7%
4-year Graduation All Students (2021 Cohort)		81.1%	94%	86.2	100	86.2	89.6%
6-year Graduation - High Needs Students (2019 Cohort)		81.6%	94%	86.8	100	86.8	85.2%
Postsecondary Entrance (Class of 2021)		58.4%	75%	77.9	100	77.9	66.1%
Physical Fitness (estimated part rate) and (fitness rate)		93.7% 31.2%	75%	20.8	50	41.5	94.0% 45.8%
Arts Access		41.3%	60%	34.4	50	68.9	52.4%
Accountability Index				877.0	1450	60.5	

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
Achievement Gap Size Outlier?					N
ELA Performance Index Gap	63.2	48.1	15.2	16.6	
Math Performance Index Gap	57.6	42.1	15.5	18.2	
Science Performance Index Gap	59.3	43.7	15.6	17.4	
Graduation Rate Gap	94.0%	81.6%	12.4%	10.2%	Y

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

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

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. Gap calculations are based on unrounded rates.

Subject/Student Group	Participation Rate (%) ³	
ELA	All Students	94.3
	High Needs Students	93.2
Math	All Students	93.6
	High Needs Students	92.3
Science	All Students	90.2
	High Needs Students	87.5

³Minimum participation standard is 95%.

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.

Grade 3 ELA Performance Index for Students with Disabilities:

District: 40.2

State: 49.7

Supporting Resources: <https://public-edsight.ct.gov/Overview/Next-Generation-Accountability-Dashboard#related-links>

District Profile and Performance Report for School Year 2021-22

Manchester School District

Narratives

School District Improvement Plans and Parental Outreach Activities

Increased engagement that includes heightened emphasis on parental outreach remains a crucial area with special attention given to addressing chronic absenteeism. In that area we have hired eight Student Engagement Specialists to support our elementary schools and are planning for additional SES staffing at the intermediate and secondary levels. We also have plans to increase our commitment to having staff make phone calls to every district family to assess needs and offer support. This 'human connection' produces benefits in strengthening the home-school connection. The 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 regular newsletters sent to families. 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 recent school years our commitment to that mission has never wavered.

Efforts to Reduce Racial, Ethnic and Economic Isolation

We have a great deal to report on our continued work to address racial, ethnic and economic disparities and better understand the experiences of our most marginalized students and families. Here are steps we have taken to reduce racial isolation system wide: We have created a Department of Race and Equity that buys into the concept that it takes capacity to do this work; we are collaborating with the community to ensure that we are aligned and are focusing on the power of creating an inclusive community; our current superintendent has hired more people of color than the prior 5 superintendents combined; all administrators must participate in racial equity training every week; all schools have an Equity Team; the superintendent provides resources for summer reading to support the personal journey work; Read Alouds through racial equity lens are incorporated into the curriculum; all schools have an Affinity Space Group; the district has an AWARE group; all administrators have an interracial partner; our MHS mascot was changed from an Indian to the Red Hawks; we provide space for our students who celebrate Ramadan; and we flipped Columbus Day to Indigenous Peoples Day. Also we continue to lead the conversation of anti-racist work that leads to the eradication of systemic racism in Manchester, to create a climate where it is comfortable getting uncomfortable so that staff can speak their truth, and to help staff continue to focus on the personal work aka the archeological dig that helps measure how they have been racially socialized. We created a framework known as the 5 Equity Elements that the district uses as the foundation to do racial equity work, inspired the leadership to center race in all conversations that involve people and began the messaging around centering race, focusing on the personal, vision and capacity building that will invoke or inspire sustainability.

District Profile and Performance Report for School Year 2021-22

Manchester School District

Equitable Allocation of Resources among District Schools

The process of ensuring that all student needs are addressed through the equitable allocation of district resources remains of paramount importance, especially as we continue to respond 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 increased federal funding. 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 resources directed to supporting mental health.