

Connecticut State Department of Education
**DISTRICT PROFILE AND PERFORMANCE REPORT
 FOR SCHOOL YEAR 2023-24**



Manchester School District

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

District Information

Grade Range	PK-12
Number of Schools/Programs	16
Enrollment	6,167
Per Pupil Expenditures ¹	\$19,931
Total Expenditures ¹	\$150,680,117

¹ Expenditure data reflect the 2022-23 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>

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Notes

Unless otherwise noted, all data are for 2023-24 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, 2023 Enrollment²

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	*	*	48.3
Male	3,195	51.8	51.5
Non-Binary	*	*	0.1
American Indian or Alaska Native	34	0.6	0.2
Asian	519	8.4	5.2
Black or African American	1,517	24.6	12.5
Hispanic or Latino of any race	2,195	35.6	31.1
Native Hawaiian or Other Pacific Islander	16	0.3	0.1
Two or More Races	212	3.4	4.7
White	1,674	27.1	46.2
English Learners/Multilingual Learners	572	9.3	10.5
Eligible for Free or Reduced-Price Meals	3,647	59.1	44.0
Students with Disabilities ³	1,181	19.2	17.9

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	*	*	265	8.2
Male	695	22.4	466	13.4
Non-Binary	*	*	0	*
Black or African American	317	21.2	239	14.2
Hispanic or Latino of any race	586	27.1	305	12.7
White	264	16.3	131	7.5
English Learners/Multilingual Learners	124	20.3	64	9.7
Eligible for Free or Reduced-Price Meals	960	26.6	573	13.5
Students with Disabilities	410	35.3	258	17.7
District	1,291	21.5	731	10.9
State		17.7		7.0

Number of students qualified as truant under state statute: 1,483

Number of school-based arrests: 8

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.

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Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	485.5
Paraprofessional Instructional Assistants	33.0
Special Education	
Teachers and Instructors	90.0
Paraprofessional Instructional Assistants	133.0
Administrators, Coordinators and Department Chairs	
District Central Office	20.7
School Level	36.0
Library/Media	
Specialists (Certified)	10.0
Support Staff	8.0
Instructional Specialists Who Support Teachers	23.0
Counselors, Social Workers and School Psychologists	61.1
School Nurses	23.0
Other Staff Providing Non-Instructional Services/Support	549.0

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	3	0.4	0.1
Asian	18	2.5	1.4
Black or African American	60	8.2	4.8
Hispanic or Latino of any race	51	7.0	5.1
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	1	0.1	0.3
White	596	81.8	88.3

Classroom Teacher Attendance: 2022-23

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	11.2	13.3

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	110	91.7	112	96.6
Hispanic or Latino of any race	140	92.7	146	96.7
White	123	98.4	127	98.4
English Learners/Multilingual Learners	33	94.3	35	87.5
Eligible for Free or Reduced-Price Meals	254	94.8	237	99.2
Students with Disabilities	74	91.4	101	97.1
District	442	95.1	433	97.1
State		88.4		94.6

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 Who Spend 80% or Greater Time with Nondisabled Peers³

	Count	Rate (%)
Autism	64	34.0
Emotional Disability	38	51.4
Intellectual Disability	10	31.3
Learning Disability	370	82.6
Other Health Impairment	165	69.3
Other Disabilities	8	14.8
Speech/Language Impairment	91	77.1
District	746	64.8
State		66.8

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).

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	199	2.7	2.6
Emotional Disability	74	1.0	1.1
Intellectual Disability	32	0.4	0.6
Learning Disability	448	6.0	6.4
Other Health Impairment	241	3.2	3.5
Other Disabilities	98	1.3	1.2
Speech/Language Impairment	158	2.1	2.0
All Disabilities	1,250	16.8	17.3

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	172	13.8	8.0
Private Schools or Other Settings	75	6.0	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: 2022-23

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$79,202,143	\$10,476	\$12,942
Support services - students	\$14,392,658	\$2,346	\$1,724
Support services - instruction	\$22,872,936	\$3,728	\$905
Support services - general administration	\$351,118	\$57	\$520
Support services - school based administration	\$6,307,550	\$1,028	\$1,207
Central and other support services	\$6,111,536	\$996	\$771
Operation and maintenance of plant	\$13,466,513	\$2,195	\$2,101
Student transportation services	\$6,775,356	\$1,570	\$1,582
Food services	.	.	\$8
Enterprise operations	\$1,200,307	\$196	\$213
Total	\$150,680,117	\$19,931	\$21,143

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

Special Education Expenditures: 2022-23

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$7,795,027	22.5	27.6
Instructional Aide Salaries	\$3,516,329	10.2	10.2
Other Salaries	\$3,220,974	9.3	10.5
Employee Benefits	\$5,351,139	15.5	13.2
Purchased Services Other Than Transportation	\$5,018,578	14.5	6.4
Special Education Tuition	\$6,700,649	19.4	22.2
Supplies	\$134,508	0.4	0.7
Property Services	\$35,129	0.1	0.4
Purchased Services For Transportation	\$2,802,133	8.1	8.4
Equipment	\$18,949	0.1	0.3
All Other Expenditures	\$2,606	0.0	0.1
Total	\$34,596,019	100.0	100.0
Percent of Total Expenditures Used for Special Education		23.0	25.0

Expenditures by Revenue Source⁴: 2022-23

	Percent of Total (%) Excluding School Construction
Local	57.9
State	31.4
Federal	8.9
Tuition & Other	1.8

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).

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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	14	*	13	*	*	*
Asian	238	60.7	235	62.0	92	61.3
Black or African American	692	49.2	686	43.3	290	44.0
Hispanic or Latino of any race	986	49.2	982	45.0	409	47.7
Native Hawaiian or Other Pacific Islander	10	*	10	*	*	*
Two or More Races	64	54.7	64	51.0	35	50.5
White	846	63.9	842	60.4	368	62.6
English Learners/Multilingual Learners	356	47.0	353	45.9	127	43.4
Non-English Learners/Non-Multilingual Learners	2,494	55.7	2,479	51.4	1,073	53.6
Eligible for Free or Reduced-Price Meals	1,694	49.7	1,680	45.4	703	47.8
Not Eligible for Free or Reduced-Price Meals	1,156	61.6	1,152	58.3	497	59.2
Students with Disabilities	500	33.9	494	29.1	199	32.3
Students without Disabilities	2,350	59.0	2,338	55.2	1,001	56.5
High Needs	1,945	49.0	1,930	44.9	798	47.0
Non-High Needs	905	66.5	902	63.1	402	63.4
District	2,850	54.6	2,832	50.7	1,200	52.5

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	87.7	79.7	77.9	68.0	1,691	78.5
Curl Up	55.9	79.1	77.6	78.9	1,693	72.5
Push Up	55.9	58.9	50.2	63.5	1,690	57.2
Mile Run/PACER	70.5	67.9	48.8	49.8	1,686	59.5
All Tests - District	38.8	41.5	31.1	33.9	1,665	36.4
All Tests - State	53.6	48.4	44.6	42.3		47.2

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.

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Cohort Graduation: Four-Year¹

	2022-23	
	Cohort Count ²	Rate (%)
Black or African American	116	82.8
Hispanic or Latino of any race	136	72.8
White	150	87.3
English Learners/Multilingual Learners	33	72.7
Eligible for Free or Reduced-Price Meals	306	79.7
Students with Disabilities	93	54.8
District	460	82.0
State		88.4

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 2022-23 school year.

11th and 12th Graders Demonstrating Postsecondary Readiness³

	Count	Rate (%)
Female	205	46.0
Male	*	*
Non-Binary	*	*
Black or African American	65	27.5
Hispanic or Latino	82	27.2
White	148	58.3
English Learners/ Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	149	29.4
Students with Disabilities	6	3.2
District	360	39.5
State		44.3

³Students 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.

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 2023	Class of 2022
	Entrance ⁵ Rate (%)	Persistence ⁶ Rate (%)
Female	69.2	84.0
Male	53.2	71.4
Non-Binary	*	*
Black or African American	58.8	78.7
Hispanic or Latino of any race	46.6	67.3
White	65.7	84.2
English Learners/ Multilingual Learners	53.8	61.9
Eligible for Free or Reduced-Price Meals	51.5	75.9
Students with Disabilities	40.6	*
District	60.9	78.8
State	68.4	87.2

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

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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	54.6	75	36.4	50	72.8	63.9
	High Needs Students	49.0	75	32.7	50	65.4	54.1
Math Performance Index	All Students	50.7	75	33.8	50	67.6	60.2
	High Needs Students	44.9	75	29.9	50	59.8	49.5
Science Performance Index	All Students	52.5	75	35.0	50	70.0	61.8
	High Needs Students	47.0	75	31.4	50	62.7	51.4
ELA Academic Growth	All Students	53.1%	100%	53.1	100	53.1	58.7%
	High Needs Students	51.4%	100%	51.4	100	51.4	54.2%
Math Academic Growth	All Students	52.0%	100%	52.0	100	52.0	61.4%
	High Needs Students	48.9%	100%	48.9	100	48.9	55.1%
Progress Toward English Proficiency	Literacy	56.0%	100%	28.0	50	56.0	58.9%
	Oral	52.1%	100%	26.0	50	52.1	55.2%
Chronic Absenteeism	All Students	21.5%	<=5%	17.1	50	34.1	17.7%
	High Needs Students	26.3%	<=5%	7.5	50	15.0	25.5%
Preparation for CCR	% Taking Courses	96.0%	75%	50.0	50	100.0	91.5%
	% Meeting Benchmark	39.5%	75%	26.3	50	52.7	44.3%
On-track to High School Graduation		76.9%	94%	40.9	50	81.8	84.5%
4-year Graduation All Students (2023 Cohort)		82.0%	94%	87.2	100	87.2	88.4%
6-year Graduation - High Needs Students (2021 Cohort)		83.6%	94%	88.9	100	88.9	86.6%
Postsecondary Entrance (Class of 2023)		60.9%	75%	81.2	100	81.2	68.4%
Physical Fitness (estimated part rate) and (fitness rate)		87.8% 36.4%	75%	12.1	50	24.3	93.6% 47.2%
Arts Access		57.4%	60%	47.9	50	95.7	55.0%
Accountability Index				917.7	1450	63.3	

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?					Y
ELA Performance Index Gap	66.5	49.0	17.4	16.9	
Math Performance Index Gap	63.1	44.9	18.3	18.2	
Science Performance Index Gap	63.4	47.0	16.4	17.9	
Graduation Rate Gap	94.0%	83.6%	10.4%	9.9%	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	95.8
	High Needs Students	95.0
Math	All Students	95.2
	High Needs Students	94.4
Science	All Students	92.8
	High Needs Students	90.8

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: 39.9 State: 49.7

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

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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 Student Engagement Specialists to support our schools and we have increased 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 in 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 continue to 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 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 regularly; 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.

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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. 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 are intentional about assigning staff 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.