

Connecticut State Department of Education

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2024-25



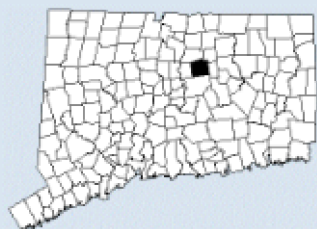
Manchester School District

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

District Information

Grade Range	PK-12
Number of Schools/Programs	16
Enrollment	6,122
Per Pupil Expenditures	\$20,321
Total Expenditures	\$152,914,042

Expenditure data reflect the 2023-24 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 2024-25 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://public-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, 2024 Enrollment

Student Group	District Count	District Percent (%)	State Percent (%)
Female	*	*	48.4
Male	3,191	52.1	51.5
Non-Binary	*	*	0.1
American Indian or Alaska Native	35	0.6	0.2
Asian	516	8.4	5.2
Black or African American	1,504	24.6	12.4
Hispanic or Latino of any race	2,239	36.6	32.1
Native Hawaiian or Other Pacific Islander	14	0.2	0.1
Two or More Races	256	4.2	4.8
White	1,558	25.4	45.1
English Learners/Multilingual Learners	554	9.0	11.3
Eligible for Free or Reduced-Price Meals	3,777	61.7	44.8
Students with Disabilities	1,271	20.8	18.5

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

Students with disabilities 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

Student Group	Chronic Count	Chronic Rate (%)	Suspension Count	Suspension Rate (%)
Female	*	*	*	*
Male	656	21.8	496	14.6
Non-Binary	*	*	*	*
Black or African American	282	19.5	280	17.3
Hispanic or Latino of any race	588	27.8	348	14.5
White	219	14.7	114	7.1
English Learners/Multilingual Learners	142	24.0	68	10.7
Eligible for Free or Reduced-Price Meals	928	27.0	611	14.6
Students with Disabilities	413	34.5	259	17.4
All Students - District	1,248	21.5	796	12.2
All Students - State		17.2		6.8

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.

A student is included in **suspension count/rate** if they received at least one in-school suspension, out-of-school suspension, or expulsion.

Number of students qualified as truant under state statute: 1,573
Number of school-based arrests: Fewer than 6

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Educators

Full-Time Equivalent (FTE) Staff

Role	FTE
General Education Teachers and Instructors	472.8
General Education Paraprofessionals	9.0
Special Education Teachers and Instructors	93.0
Special Education Paraprofessionals	157.0
District Central Office Administrators	21.3
School Level Administrators	36.7
Library/Media Specialists (Certified)	10.0
Library/Media Support Staff	6.0
Instructional Specialists Who Support Teachers	28.8
Counselors, Social Workers and School Psychologists	66.6
School Nurses	27.0
Other Staff Providing Non-Instructional Services/Support	552.0

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.

Classroom Teacher Attendance: 2023-24

Level	Average Number of FTE Days Absent Due to Illness or Personal Time
District	11.5
State	13.0

Educators by Race/Ethnicity

Race/Ethnicity	District Count	District Percent (%)	State Percent (%)
American Indian or Alaska Native	3	0.4	0.1
Asian	17	2.3	1.4
Black or African American	73	9.9	4.9
Hispanic or Latino of any race	60	8.1	5.3
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	3	0.4	0.3
White	582	78.9	87.9

New! Educator Attrition: 2023-24

Educator Type	District Attrition Count	District Attrition Rate (%)	State Attrition Rate (%)
All Educators	95	13	6.8
Teachers	100	17.3	7.6

Teacher Attrition Rate is defined as the percent of certified teachers who were teaching in the district in 2022-23 but were not teaching in the district in 2023-24.

All Educator Attrition Rate is defined as the percent of certified educators who were staffed in a certified educator position in the district in 2022-23 but were not staffed in a certified educator position in the district in 2023-24.

Note: See Appendix A for exit reasons.

Instruction and Resources

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

Student Group	11th Count	11th Rate (%)	12th Count	12th Rate (%)
Black or African American	101	95.3	135	99.3
Hispanic or Latino of any race	141	96.6	171	97.7
White	96	95.0	132	99.2
English Learners/Multilingual Learners	36	92.3	43	93.5
Eligible for Free or Reduced-Price Meals	220	96.1	281	98.9
Students with Disabilities	66	95.7	116	96.7
All Students - District	392	95.6	510	98.6
All Students - State		89.2		95.3

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 Spending 80% or Greater Time with Nondisabled Peers

Disability	Count	Rate (%)
Autism	80	33.9
Emotional Disability	45	53.6
Intellectual Disability	12	38.7
Learning Disability	376	81.0
Other Health Impairment	194	66.4
Other Disabilities	9	15.8
Speech/Language Impairment	87	79.1
All Disabilities - District	803	63.0
All Disabilities - State		68.0

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 Disability

Disability	District Count	District Rate (%)	State Rate (%)
Autism	243	3.3	2.9
Emotional Disability	84	1.1	1.1
Intellectual Disability	31	0.4	0.6
Learning Disability	465	6.4	6.5
Other Health Impairment	295	4.0	3.6
Other Disabilities	97	1.3	1.1
Speech/Language Impairment	138	1.9	2.0
All Disabilities	1,353	18.5	17.8

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 District

Classroom Setting	District Count	District Rate (%)	State Rate (%)
Public Schools in Other Districts	205	15.2	8.2
Private Schools or Other Settings	96	7.1	4.5

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 Expenditures: 2023-24

Expenditure	District Total (\$)	District Per Pupil (\$)	State Per Pupil (\$)
Instruction	\$79,923,045	\$10,621	\$13,471
Support services - students	\$15,068,016	\$2,465	\$1,826
Support services - instruction	\$22,103,713	\$3,616	\$972
Support services - general administration	\$266,050	\$44	\$568
Support services - school based administration	\$6,856,110	\$1,122	\$1,274
Central and other support services	\$5,980,737	\$978	\$761
Operation and maintenance of plant	\$14,335,538	\$2,345	\$2,125
Student transportation services	\$6,990,323	\$1,613	\$1,695
Food services	\$43,855	\$7	\$10
Enterprise operations	\$1,346,654	\$220	\$219
Total	\$152,914,042	\$20,321	\$22,054

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

Special Education Expenditures: 2023-24

Expenditure	District Total (\$)	District Percent (%)	State Percent (%)
Teacher Salaries	\$7,831,395	22.0	26.4
Instructional Aide Salaries	\$3,550,516	10.0	10.1
Other Salaries	\$2,976,115	8.4	10.5
Employee Benefits	\$5,771,118	16.2	13.3
Purchased Services Other Than Transportation	\$5,723,802	16.1	6.8
Special Education Tuition	\$6,683,545	18.8	22.8
Supplies	\$140,787	0.4	0.6
Property Services	\$34,582	0.1	0.4
Purchased Services For Transportation	\$2,807,905	7.9	8.7
Equipment	.	.	0.2
All Other Expenditures	\$2,717	0.0	0.1
Total	\$35,522,482	100.0	100.0

Percent of Total Expenditures Used for Special Education: 2023-24

Level	Percent (%)
District	23.2
State	25.7

Expenditures by Revenue Source: 2023-24

Revenue Source	Percent of Total (%) Excluding School Construction
Local	58.9
State	32.4
Federal	6.9
Tuition & Other	1.8

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., English Language Arts(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.

Student Group	ELA Count	ELA DPI	Math Count	Math DPI	Science Count	Science DPI
American Indian or Alaska Native	17	*	17	*	7	*
Asian	215	64.4	214	63.7	100	61.2
Black or African American	719	52.8	713	46.9	312	47.9
Hispanic or Latino of any race	1,040	50.5	1,025	46.4	434	48.0
Native Hawaiian or Other Pacific Islander	8	*	8	*	6	*
Two or More Races	75	53.3	75	52.1	35	49.9
White	782	66.2	778	61.1	330	63.6
English Learners/Multilingual Learners	369	48.9	367	46.6	154	47.8
Non-English Learners/Non-Multilingual Learners	2,487	57.6	2,463	52.8	1,070	54.0
Eligible for Free or Reduced-Price Meals	1,674	51.5	1,653	46.9	708	48.5
Not Eligible for Free or Reduced-Price Meals	1,182	63.5	1,177	59.2	516	59.7
Students with Disabilities	563	36.5	556	31.0	231	33.2
Students without Disabilities	2,293	61.4	2,274	57.1	993	57.9
High Needs	1,959	50.6	1,935	46.1	826	47.5
Non-High Needs	897	69.3	895	64.7	398	65.2
All Students - District	2,856	56.5	2,830	52.0	1,224	53.2

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

Year	Subject	Grade	CT	National Public
2024	Reading	4	36%	30%
2024	Reading	8	35%	29%
2024	Math	4	42%	39%
2024	Math	8	32%	27%

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. Performance on NAEP by student group is available at <https://tinyurl.com/CTNAEP2024>

Physical Fitness Tests: Percent of Students Reaching Health Standard

Test	Grade 4 Percent (%)	Grade 6 Percent (%)	Grade 8 Percent (%)	HS Percent (%)	All Tested Grades Count	All Tested Grades Percent (%)
Sit & Reach	88.2	68.2	68.8	59.1	1,587	71.7
Curl Up	79.4	90.6	72.1	73.0	1,593	79.0
Push Up	69.4	66.0	50.7	51.6	1,591	59.9
Mile Run/PACER	73.4	75.4	39.7	40.2	1,589	58.1
All Tests - District	47.0	42.5	22.9	24.2	1,571	34.8
All Tests - State	55.8	51.4	46.0	43.6		49.0

The 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.

Note: Only students assessed in all four areas are included in the All Tests calculation

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2023-24 Cohort Graduation: Four-Year

Student Group	Cohort Count	Rate (%)
Black or African American	107	86.9
Hispanic or Latino of any race	154	79.9
White	132	84.8
English Learners/Multilingual Learners	47	78.7
Eligible for Free or Reduced-Price Meals	283	80.9
Students with Disabilities	71	66.2
All Students - District	439	83.8
All Students - State		88.9

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

Cohort count includes all students in the cohort as of the end of the 2023-24 school year.

11th and 12th Graders Demonstrating Postsecondary Readiness

Student Group	Count	Rate (%)
Female	249	53.7
Male	*	*
Non-Binary	*	*
Black or African American	105	43.4
Hispanic or Latino of any race	128	39.9
White	137	58.5
English Learners/ Multilingual Learners	16	18.8
Eligible for Free or Reduced-Price Meals	209	40.7
Students with Disabilities	15	7.9
All Students - District	450	48.5
All Students - State		47.2

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.

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

Student Group	Class of 2024 Entrance Rate (%)	Class of 2023 Persistence Rate (%)
Female	66.3	86.9
Male	*	82.2
Non-Binary	*	*
Black or African American	53.9	81.4
Hispanic or Latino of any race	43.9	76.6
White	70.5	86.6
English Learners/ Multilingual Learners	46.2	*
Eligible for Free or Reduced-Price Meals	48.4	78.5
Students with Disabilities	23.9	72.0
All Students - District	57.8	84.8
All Students - State	67.0	88.2

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.

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	Student Group	Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	56.5	75	37.6	50	75.3	64.7
ELA Performance Index	High Needs Students	50.6	75	33.7	50	67.4	54.9
Math Performance Index	All Students	52.0	75	34.7	50	69.3	61.1
Math Performance Index	High Needs Students	46.1	75	30.8	50	61.5	50.6
Science Performance Index	All Students	53.2	75	35.5	50	71.0	62.6
Science Performance Index	High Needs Students	47.5	75	31.6	50	63.3	52.1
ELA Academic Growth	All Students	56.4%	100%	56.4	100	56.4	60.6%
ELA Academic Growth	High Needs Students	53.4%	100%	53.4	100	53.4	55.7%
Math Academic Growth	All Students	56.2%	100%	56.2	100	56.2	62.3%
Math Academic Growth	High Needs Students	54.2%	100%	54.2	100	54.2	55.9%
Progress Toward English Proficiency	Literacy	56.4%	100%	28.2	50	56.4	58.7%
Progress Toward English Proficiency	Oral	54.7%	100%	27.4	50	54.7	55.7%
Chronic Absenteeism	All Students	21.5%	<=5%	17.1	50	34.2	17.2%
Chronic Absenteeism	High Needs Students	26.5%	<=5%	7.0	50	14.0	24.8%
% Taking CCR Courses	All Students	97.3%	75%	50.0	50	100.0	92.4%
% Meeting CCR Benchmark	All Students	48.5%	75%	32.4	50	64.7	47.2%
On-track to High School Graduation	All Students	84.5%	94%	44.9	50	89.8	85.9%
4-year Graduation Rate (2024 Cohort)	All Students	83.8%	94%	89.2	100	89.2	88.9%
6-year Graduation Rate (2022 Cohort)	High Needs Students	87.8%	94%	93.4	100	93.4	87.3%
Postsecondary Entrance (Class of 2024)	All Students	57.8%	75%	77.1	100	77.1	67.0%
Physical Fitness % Meeting Health Standard	All Students	34.8%	75%	23.2	50	46.4	49.0%
Arts Access	All Students	55.1%	60%	45.9	50	91.9	55.1%
Accountability Index				959.8	1450	66.2	

Physical Fitness Estimated Participation Rate - District: 94.4% | State: 95.6%

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 Indicator	Non-High Needs Rate	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev	Is Gap an Outlier?
ELA Performance Index Gap	69.3	50.6	18.7	16.9	Y
Math Performance Index Gap	64.7	46.1	18.6	18.4	Y
Science Performance Index Gap	65.2	47.5	17.7	18.2	N
Graduation Rate Gap	94.0%	87.8%	6.2%	8.6%	N

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.

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. Gap calculations are based on unrounded rates.

Subject	Student Group	Participation Rate (%)
ELA	All Students	97.2
ELA	High Needs Students	96.7
Math	All Students	96.3
Math	High Needs Students	95.5
Science	All Students	97.6
Science	High Needs Students	96.8

Minimum 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: 45.5

State: 50.2

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 while simultaneously seeking to reduce racial isolation system wide. Our Department of Race and Equity endorses the concept that it takes capacity to do this work and therefore we are collaborating with the community to ensure that we are aligned and are focusing on the power of creating an inclusive environment. Our administrators participate in regular racial equity training and all schools have an Equity Team. Our intent is to create a climate where people are comfortable getting uncomfortable so that staff can speak their truth; we also want to help staff 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.

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Appendix A

2023-24 Exit Reasons for Certified Educators

Exit reasons are reported by districts in the Educator Data System (EDS) based on the information provided by exiting educators.

Exit Reason	District Count	District Percent (%)	State Percent (%)
Another Profession	2	3.2	2.1
Deceased	1	1.6	0.5
District/School Shut Down	0	0.0	0.0
Moved Out of State	0	0.0	2.2
Personal Reasons	8	12.7	6.7
Position Eliminated or Expired	6	9.5	9.8
Position Filled Permanently	0	0.0	0.1
Resigned (no reason given)	5	7.9	32.0
Retired	14	22.2	23.7
Teach/Admin in Other CT Dist	25	39.7	18.0
Teach/Admin in CT Nonpublic School	0	0.0	0.1
Teach/Admin Out-of-State (public or private)	0	0.0	1.3
Terminated	0	0.0	1.2
Took Job Related To Education	2	3.2	2.3
TOTAL	63		

Please note that the exit counts above are for educators leaving the district. This differs from the counts in the attrition table where individuals may still be employed in the district but in non-teaching or non-certified educator roles.