

Connecticut State Department of Education

SCHOOL PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2024-25



Manchester High School Manchester School District

860-647-3530 • <http://www.mpspride.org/>

School Information

Grade Range	9-12
Enrollment	1,703
Per Pupil Expenditures	\$19,709
Total Expenditures	\$34,274,252

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 school.

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>

For district totals, please see the district profile.
* 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	School Count	School Percent (%)	District Percent (%)
Female	861	50.6	*
Male	*	*	52.1
Non-Binary	*	*	*
American Indian or Alaska Native	*	*	0.6
Asian	137	8.0	8.4
Black or African American	423	24.8	24.6
Hispanic or Latino of any race	628	36.9	36.6
Native Hawaiian or Other Pacific Islander	*	*	0.2
Two or More Races	60	3.5	4.2
White	443	26.0	25.4
English Learners/Multilingual Learners	146	8.6	9.0
Eligible for Free or Reduced-Price Meals	997	58.5	61.7
Students with Disabilities	261	15.3	20.8

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	216	25.4	130	14.5
Male	*	*	*	*
Non-Binary	*	*	*	*
Black or African American	94	22.1	99	22.2
Hispanic or Latino of any race	196	32.0	107	16.2
White	80	18.7	34	7.5
English Learners/Multilingual Learners	45	30.8	30	19.0
Eligible for Free or Reduced-Price Meals	292	30.6	196	18.0
Students with Disabilities	99	39.3	58	20.6
All Students - School	409	24.4	261	14.7
All Students - District		21.5		12.2

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: 476
Number of school-based arrests: 0

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Educators

Full-Time Equivalent (FTE) Staff

Role	FTE
General Education Teachers and Instructors	137.0
General Education Paraprofessionals	0.0
Special Education Teachers and Instructors	16.0
Special Education Paraprofessionals	20.0
School Level Administrators	11.2
Library/Media Specialists (Certified)	1.0
Library/Media Support Staff	1.0
Instructional Specialists Who Support Teachers	2.1
Counselors, Social Workers and School Psychologists	19.4
School Nurses	3.0
Other Staff Providing Non-Instructional Services/Support	74.0

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.

Educators by Race/Ethnicity

Race/Ethnicity	School Count	School Percent (%)	District Percent (%)
American Indian or Alaska Native	1	0.5	0.4
Asian	2	1.0	2.3
Black or African American	18	9.4	9.9
Hispanic or Latino of any race	20	10.4	8.1
Native Hawaiian or Other Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.4
White	151	78.6	78.9

Classroom Teacher Attendance, 2023-24

Level	Average Number of FTE Days Absent Due to Illness or Personal Time
School	11.9
District	11.5

New! Educator Attrition: 2023-24

Educator Type	School Attrition Count	School Attrition Rate (%)	District Attrition Rate (%)
All Educators	30	15.4	13
Teachers	30	18.5	17.3

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

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

Note: Certified educators/teachers may be assigned at the district level and/or to more than one school in a district. In addition, certified educators/teachers may leave a school but stay within the district. Therefore, the sum of school-level attrition totals may not match the district-level attrition total.

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Instruction and Resources

School-Level Expenditures: 2023-24

Expenditure	Total (\$)	Per Pupil (\$)
Instruction	\$17,721,570	\$10,191
Support Services - Students	\$3,404,795	\$1,958
Improvement of Instruction	\$6,762,971	\$3,889
Library and Media Services	\$109,035	\$63
Support Services - Instruction	.	.
Support Services - School-Based Administration	\$2,139,997	\$1,231
Operation and Maintenance of Plant	\$2,892,031	\$1,663
Transportation Other Than to/From Home	\$93,612	\$54
Enterprise Operations	\$1,150,242	\$661
Total	\$34,274,252	\$19,709

Total per pupil expenditures (PPE) including share of district central expenditures is \$22,833.

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

Students with Disabilities Spending 80% or Greater Time with Nondisabled Peers

Disability	Count	Rate (%)
Autism	*	*
Emotional Disability	16	*
Intellectual Disability	0	0.0
Learning Disability	123	82.6
Other Health Impairment	27	79.4
Other Disabilities	*	*
Speech/Language Impairment	N/A	N/A
All Disabilities - School	177	67.8
All Disabilities - District		63.0

This table includes students ages 6-21 with an IEP or services plan.

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	86	94.5	114	99.1
Hispanic or Latino of any race	129	96.3	154	98.7
White	91	94.8	115	99.1
English Learners/Multilingual Learners	33	91.7	36	94.7
Eligible for Free or Reduced-Price Meals	196	95.6	246	98.8
Students with Disabilities	42	93.3	66	98.5
All Students - School	358	95.2	451	99.1
All Students - District		95.6		98.6

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

School Schedule

Category	Value
Days of Instruction	181
Hours of Instruction Per Year: Grades 1-12 and Full-Day Kindergarten	1036
Hours of Instruction Per Year: Half/Extended Day Kindergarten	N/A
School Start Time	07:30 AM
School End Time	02:00 PM

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Performance and Accountability

School Performance Index (SPI)

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

Student Group	ELA Count	ELA SPI	Math Count	Math SPI	Science Count	Science SPI
American Indian or Alaska Native	*	*	*	*	*	*
Asian	36	54.6	36	57.8	36	56.0
Black or African American	81	45.0	81	40.1	91	45.4
Hispanic or Latino of any race	123	42.4	123	38.5	138	42.4
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	*	*	*	*	*	*
White	89	56.5	89	49.0	94	55.7
English Learners/Multilingual Learners	39	34.0	39	32.6	41	35.1
Non-English Learners/Non-Multilingual Learners	302	49.7	302	45.1	331	49.3
Eligible for Free or Reduced-Price Meals	175	43.5	175	40.0	204	43.5
Not Eligible for Free or Reduced-Price Meals	166	52.6	166	47.5	168	52.9
Students with Disabilities	42	29.9	42	23.5	46	28.9
Students without Disabilities	299	50.5	299	46.5	326	50.4
High Needs	205	41.9	205	38.6	233	42.0
Non-High Needs	136	57.0	136	51.3	139	57.4
School	341	47.9	341	43.7	372	47.8

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	N/A	N/A	N/A	58.4	332	58.4
Curl Up	N/A	N/A	N/A	76.3	338	76.3
Push Up	N/A	N/A	N/A	54.7	338	54.7
Mile Run/PACER	N/A	N/A	N/A	43.1	339	43.1
All Tests - School	N/A	N/A	N/A	26.2	332	26.2
All Tests - District	47.0	42.5	22.9	24.2		34.8

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	104	88.5
Hispanic or Latino of any race	148	80.4
White	126	85.7
English Learners/Multilingual Learners	46	78.3
Eligible for Free or Reduced-Price Meals	269	81.8
Students with Disabilities	60	66.7
All Students - School	423	84.9
All Students - District		83.8

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	247	57.8
Male	*	*
Non-Binary	*	*
Black or African American	104	50.5
Hispanic or Latino of any race	127	43.8
White	137	64.6
English Learners/ Multilingual Learners	15	20.3
Eligible for Free or Reduced-Price Meals	208	45.8
Students with Disabilities	14	12.5
All Students - School	448	53.9
All Students - District		48.5

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

- SAT® - meets benchmark 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	69.3	87.2
Male	*	82.7
Non-Binary	*	*
Black or African American	57.0	81.8
Hispanic or Latino of any race	48.4	76.1
White	76.6	87.5
English Learners/ Multilingual Learners	51.4	*
Eligible for Free or Reduced-Price Meals	54.3	79.2
Students with Disabilities	34.1	65.0
All Students - School	62.4	85.2
All Students - District	57.8	84.8

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	47.9	75	95.9	150	63.9	64.7
ELA Performance Index	High Needs Students	41.9	75	83.9	150	55.9	54.9
Math Performance Index	All Students	43.7	75	87.3	150	58.2	61.1
Math Performance Index	High Needs Students	38.6	75	77.2	150	51.4	50.6
Science Performance Index	All Students	47.8	75	63.7	100	63.7	62.6
Science Performance Index	High Needs Students	42.0	75	56.0	100	56.0	52.1
ELA Academic Growth	All Students	.	100%	.	.	.	60.6%
ELA Academic Growth	High Needs Students	.	100%	.	.	.	55.7%
Math Academic Growth	All Students	.	100%	.	.	.	62.3%
Math Academic Growth	High Needs Students	.	100%	.	.	.	55.9%
Progress Toward English Proficiency	Literacy	33.7%	100%	16.8	50	33.7	58.7%
Progress Toward English Proficiency	Oral	46.9%	100%	23.4	50	46.9	55.7%
Chronic Absenteeism	All Students	24.4%	<=5%	11.3	50	22.5	17.2%
Chronic Absenteeism	High Needs Students	30.0%	<=5%	0.1	50	0.1	24.8%
% Taking CCR Courses	All Students	97.4%	75%	50.0	50	100.0	92.4%
% Meeting CCR Benchmark	All Students	53.9%	75%	35.9	50	71.9	47.2%
On-track to High School Graduation	All Students	85.5%	94%	45.5	50	90.9	85.9%
4-year Graduation Rate (2024 Cohort)	All Students	84.9%	94%	90.3	100	90.3	88.9%
6-year Graduation Rate (2022 Cohort)	High Needs Students	90.5%	94%	96.3	100	96.3	87.3%
Postsecondary Entrance (Class of 2024)	All Students	62.4%	75%	83.2	100	83.2	67.0%
Physical Fitness % Meeting Health Standard	All Students	26.2%	75%	17.5	50	34.9	49.0%
Arts Access	All Students	54.8%	60%	45.7	50	91.4	55.1%
Accountability Index				979.9	1550	63.2	

Physical Fitness Estimated Participation Rate - School: 93.3% | 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	57.0	41.9	15.0	17.1	N
Math Performance Index Gap	51.3	38.6	12.7	18.6	N
Science Performance Index Gap	57.4	42.0	15.3	18.3	N
Graduation Rate Gap	94.0%	90.5%	3.5%	6.5%	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	88.4
ELA	High Needs Students	84.9
Math	All Students	88.4
Math	High Needs Students	84.9
Science	All Students	95.5
Science	High Needs Students	94.2

Minimum participation standard is 95%.

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