

MANCHESTER BOARD OF EDUCATION
REGULAR MEETING
MONDAY, SEPTEMBER 24, 2012

7:00 p.m.
Lincoln Center

A. OPENING

- 1) Call to order
- 2) Pledge of Allegiance
- 3) Board of Education Minutes – September 10, 2012

B. SUPERINTENDENT'S REPORT – PART I

- 1) Alliance Grant Update

C. CONSENT CALENDAR

- 1) Personnel Actions - C – 1
- 2) Appropriation to increase the Manchester Head Start State Day Care Program C – 2
for FY2012-2013 in the amount of \$80,000 bringing the total appropriation to \$530,000.
- 3) Transfer of Funds C – 3

D. PUBLIC COMMENTS (any item before the Board)

E. SUPERINTENDENT'S REPORT – PART II

- 1) BOE Response to SMARTR Committee's Findings & Inquiries E – 1
- 2) CMT Report – Dr. Ann Richardson E – 2

F. UNFINISHED BUSINESS

None

G. NEW BUSINESS -

None

H. COMMUNICATIONS

I. COMMITTEE REPORT

J. PUBLIC COMMENTS (comments limited to items on tonight's agenda)

K. ITEMS FOR FUTURE AGENDAS

L. ADJOURNMENT

Welcome to the Manchester Board of Education meeting. Observers are always welcome. The following instructions are to assist those who wish to speak during Public Comment session(s):

- 1) Print your name and address on the sign-in sheet at the podium for accurate record keeping.*
- 2) State your name and address for the record. Students state name only.*
- 3) First session: Three minute time limit for any item that may come before the Board. Listen for the bell.*
- 4) Second session: Comments must be limited to items on the Board's agenda for this meeting. The Board Chair has the discretion to limit comment time.*
- 5) Written statements may be submitted for Board members if time runs out for speaker.*
- 6) Immediate replies to questions/concerns should not be expected (Board Chair/Superintendent's discretion).*
- 7) Inappropriate topics: Confidential information, personal issues and legal concerns. Please avoid derogatory and profane language. Board of Education Policy #1220.*

PERSONNEL ACTION**APPOINTMENTS**

Elizabeth Hoey to be a Grade 5 teacher at Washington Elementary School. Ms. Hoey received a Bachelor of Arts in Childhood Education and Special Education degree at Marist College. Ms. Hoey resides in Manchester. It is recommended that her appointment be approved effective September 7, 2012 (BA/Step 1 \$43,611).

Lisa Smith to be a Grade 5 teacher at Keeney Elementary School. Ms. Smith received a Master of Arts in Special Education degree at Saint Joseph College. Ms. Smith resides in Manchester. It is recommended that her appointment be approved effective September 10, 2012 (MA/Step 2 \$47,536).

September 24, 2012

**Town of Manchester
Board of Education**

To: Manchester Board of Education
From: Dr. Richard W. Kisiel, Interim Superintendent of Schools
Subject: Item for Increase in Appropriation for Fiscal Year 12/13
Date: September 10, 2012

Background: Board of Education authorization is requested to make an increase in appropriation for the Manchester Head Start State Day Care Program. The sources of revenue are parent fees and state day care payments.

Discussion/Analysis: This increase in appropriation is for fiscal year 12/13 anticipated revenue.

Financial Impact: None

Other Board/Commission Action: None

Recommendations: The Superintendent recommends that the Board of Education request the Board of Directors increase the appropriation for the fiscal year 12/13 anticipated revenue by \$80,000 bringing the total appropriation to \$530,000.

Attachments: None


Richard W. Kisiel, Ed.D.
Interim Superintendent of Schools
Manchester, Connecticut
September 24, 2012

**Town of Manchester
Board of Education**

To: Manchester Board of Education
From: Dr. Richard W. Kisiel, Interim Superintendent of Schools
Subject: Transfer of Funds
Date: September 11, 2012

Background: In accordance with Board of Education Policy 3160, Transfer of Funds between Categories, I am requesting the Board approve the following transfers in the FY 2012-2013 Budget.

Discussion/Analysis: Transfer from Illing Middle School Language Arts Instructional Supply/Material to Illing Middle School Language Arts Dues & Fees account. A transfer of \$920.00 is being requested.

Financial Impact: None

Other Board/Commission Action: None

Recommendations: The Superintendent of Schools recommends that the Board of Education approve these transfers in the FY 2012-2013 Budget.



Dr. Richard W. Kisiel
Interim Superintendent of Schools
Manchester, Connecticut
September 24, 2012

OK
Doreen
Caron
9/12/12

RECEIVED

SEP 12 2012

Manchester Public Schools
Manchester, Connecticut

To: Accounting Department
Date: 9/11/12

School: Elling Middle School Initial: _____
Principal's Sign: [Signature]
Date of Approval: 9/11/12

JUSTIFICATION:
Transfer to paydues for NEBA Conference Registration

SUBJECT: TRANSFER BUDGET MONIES FROM ONE LINE ACCOUNT TO ANOTHER:

DECREASE:

\$ 920.00 Account #: 12853100 5611 Description: Instructional Sup. & Mat

\$ _____ Account #: _____ Description: _____

\$ _____ Account #: _____ Description: _____

\$ _____ **TOTAL DECREASE**

INCREASE:

\$ 920.00 Account #: 12853100 5810 Description: Dups & Fees

\$ _____ Account #: _____ Description: _____

\$ _____ Account #: _____ Description: _____

\$ 920.00 **TOTAL INCREASE (Must match total decrease)**

Accounting Department Only

Board Approval Needed: Yes No

Date of Board Approval: _____

Date Transfer Completed: _____ Name: _____

TO: Board of Education

FROM: Richard Kisiel
Superintendent of Schools

Date: September 21, 2012

The SMARTR committee requested a response from the Board of Education to several questions to assist this committee in completing its report and recommendations. These questions are:

- (1) What curriculum and instructional considerations should the SMARTR committee be aware of moving forward?
- (2) Are there facility considerations of which the SMARTR committee should be aware of moving forward? (plans to close school buildings)
- (3) Are there topics the Board of Education would like the SMARTR committee to investigate?
- (4) Are there options that the Board of Education would not support if put forward by the SMARTR committee (i.e. magnet school option, redistricting, changing neighborhood school concept)?
- (5) Will the Board of Education be able to respond to the SMARTR committee's findings and requests at the next BOE meeting?

The administration prepared for the Board's deliberations a response to the first question related to curriculum and instructional considerations. The response focuses of ideas, concepts and potential actions portraying Manchester Public Schools in the future.

MANCHESTER SCHOOLS OF THE FUTURE

FACILITIES

- Inter-district magnet school a viable option
- School renovation priorities; (1) Washington School, (2) Verplanck Elementary, and (3) Robertson School
- Bentley Alternative School located at separate school site
- Relocate district offices as needed to support school facility needs

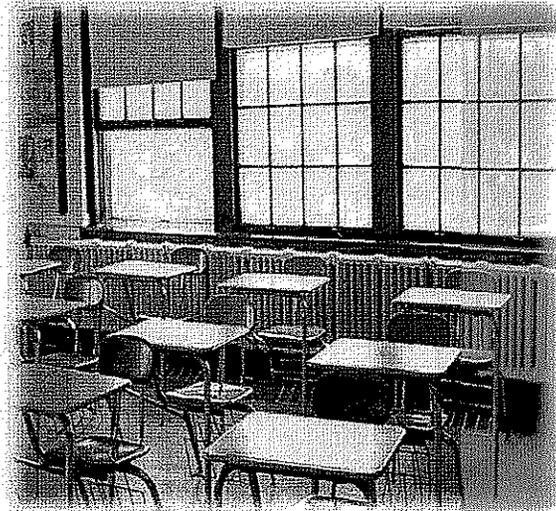
- School design and location to support and maintain racial balance in elementary schools e.g. K-2, 3-5, 6
- Pre-K classrooms (regular education) in all elementary schools
- Flexible design of school space for small group collaboration, large group meetings, and other spaces to allow for diversity of teaching and learning approaches
- All schools air conditioned

COMMUNITY – CULTURE

- Accept the SMARTR Committee position questioning the viability and sustainability of current neighborhood schools
- Schools should be community centers for education, and health and human services
- Additional physical education, sport, and recreation facilities for community and school use
- 24/7 (flexibility in hours of attendance, school access, learning programs)
- Establish a foundation and partnership within the community to promote volunteering in schools

TEACHING, LEARNING, AND CURRICULUM

- Consolidate grade 5 and 6 in one school location to coordinate and align curriculum and instruction and reduce the transition time
- Program and space to allow the use of current technology and multi-media tools to design websites, television and radio programming, documentaries, oral history, film
- Convert computer labs to distance learning labs
- Themed based academies grades 6-12, K-12, as appropriate
- Elementary school enrollment at 400 maximum
- High School themed based academies (school within the school)
- Extended school days and year
- All classrooms reflect the current/latest technology to support the curriculum
- Equal access to technology
- World language study in elementary schools
- Class size PreK-3 18:1, Grades 4-8 22:1, Grades 9-12 25:1



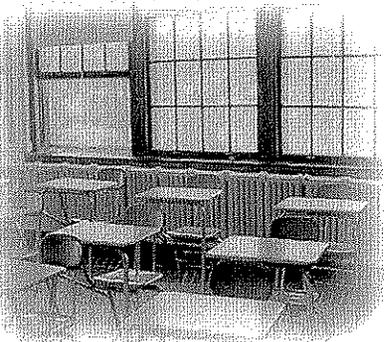
MANCHESTER PUBLIC SCHOOLS

Connecticut Mastery Test
2012 Administration



Highlights

The Manchester Public Schools continues to see positive numbers within several schools specific to the areas of math, reading and 5th grade science representing student proficiency scores. Our strong point in this year's analyses shows significant pockets of achievement gains when examining district wide cohort data. Grades 4, 5 and 8 saw gains upwards of 5 points in Reading proficiency scores. Furthermore, this year's scores are showing several areas that are above state scores indicated on pages 17-20.



This year the Manchester District is ranked within the DRG (District Reference Group) at number 2 for Grade 3 Reading Proficient and above scores. Grade 4 is ranked at #2 and #3 in Math and Reading proficient and above scores, respectively. Grade 5 is ranked #3 in Reading Proficient and above scores. Grade 4 is also ranked at #2 and #3 in Math and Writing scores At/ Above Goal.



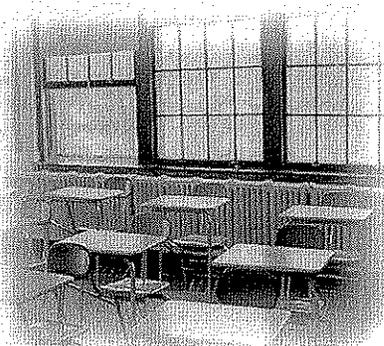
As we celebrate our gains, we are mindful of the continued work that will realize our goal to place Manchester at the top.



Highlights

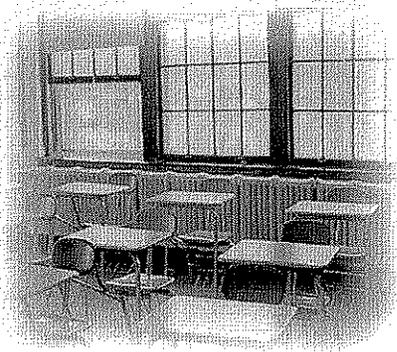
Below is evidence that Manchester continues to close the achievement gap:

- ❖ Our Black 7th grade population in math and reading shows gains of 24 and 19 points respectively, and 5th grade increases in reading of 22 points.
- ❖ Our Hispanic population in grades 6th, 7th and 8th within reading showed increases of 25, 11, and 28 points in order of grade.
- ❖ Our ELL students have shined through in grades 7 and 8 with increases in math of 13 and 10 points, respectively.
- ❖ Math scores for SPED students in grades 6 and 7 increased 47 points and 35 points, respectively. 5th grade SPED reading scores increased 40 points.
- ❖ In 6th and 8th grade, our white population has exceeded the State target for math with a score of 93% and 91.4% proficient and above, respectively. The State targets were also exceeded by the 8th grade white population for reading at 89.4% proficient and above.
- ❖ Our Asian population exceeded the state targets for grade 7 math at 95.2% proficient and above.



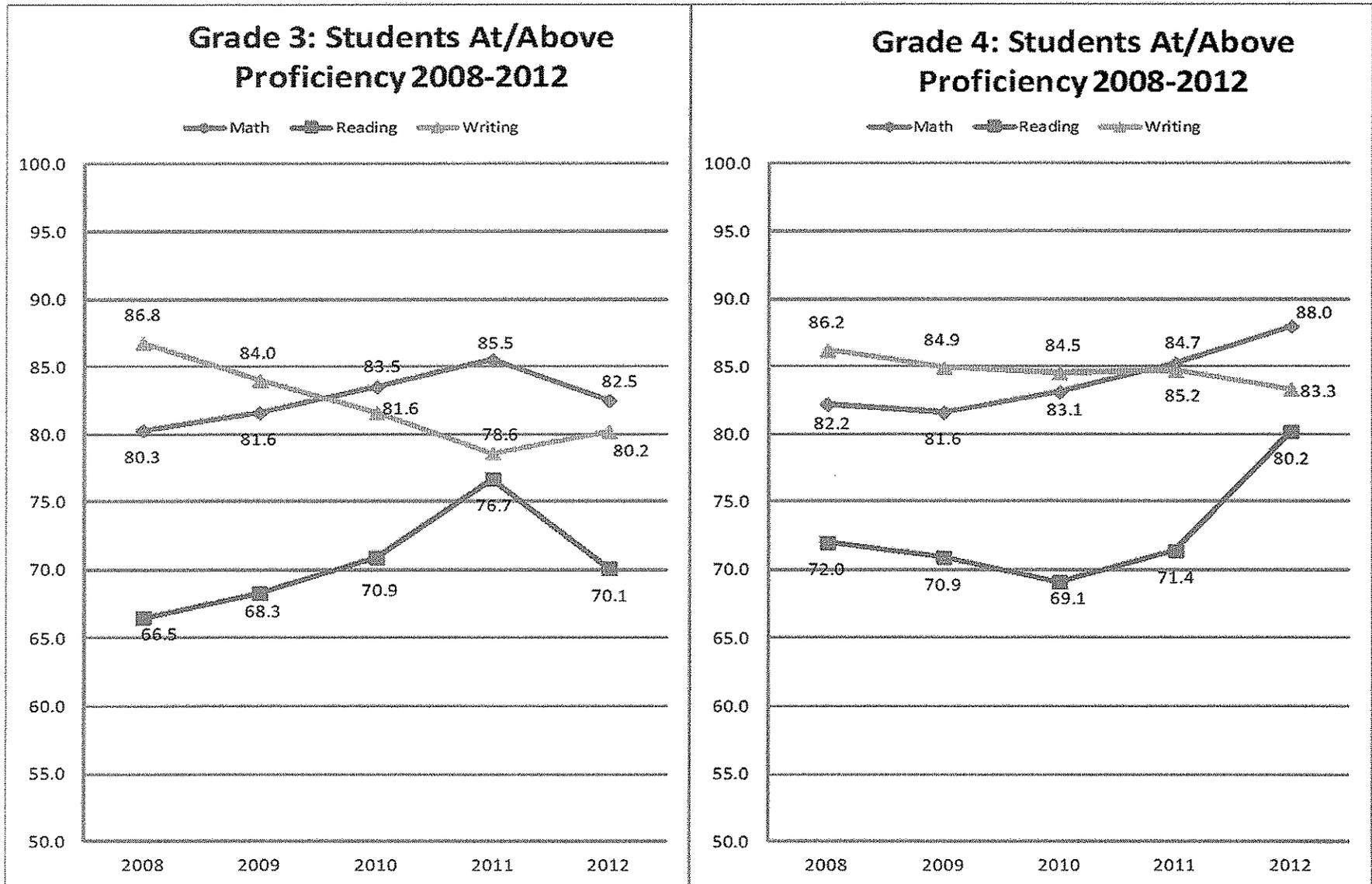


CMT Comparison 2008-2012



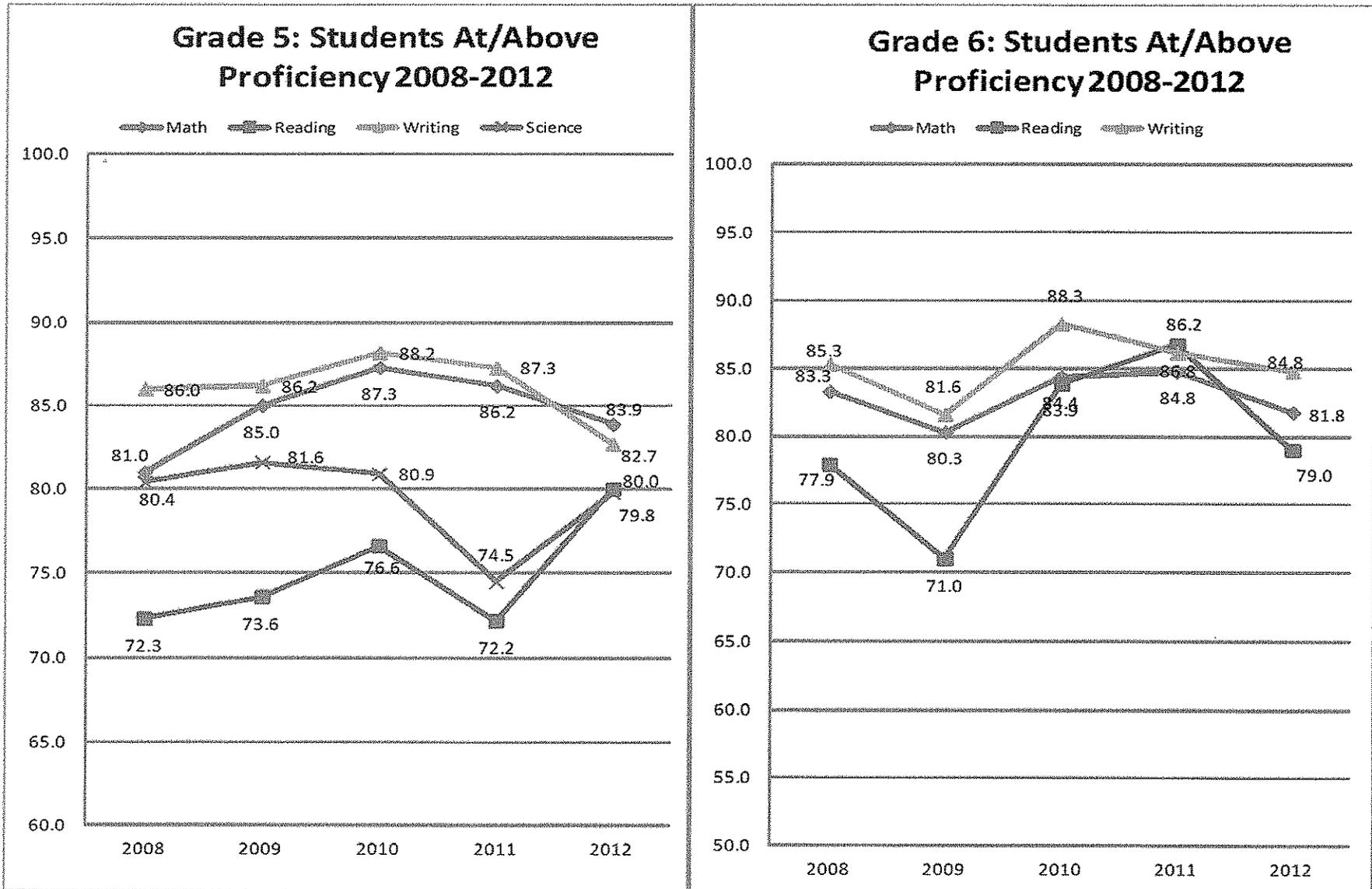
CMT Comparison 2008-2012

At/Above Proficiency



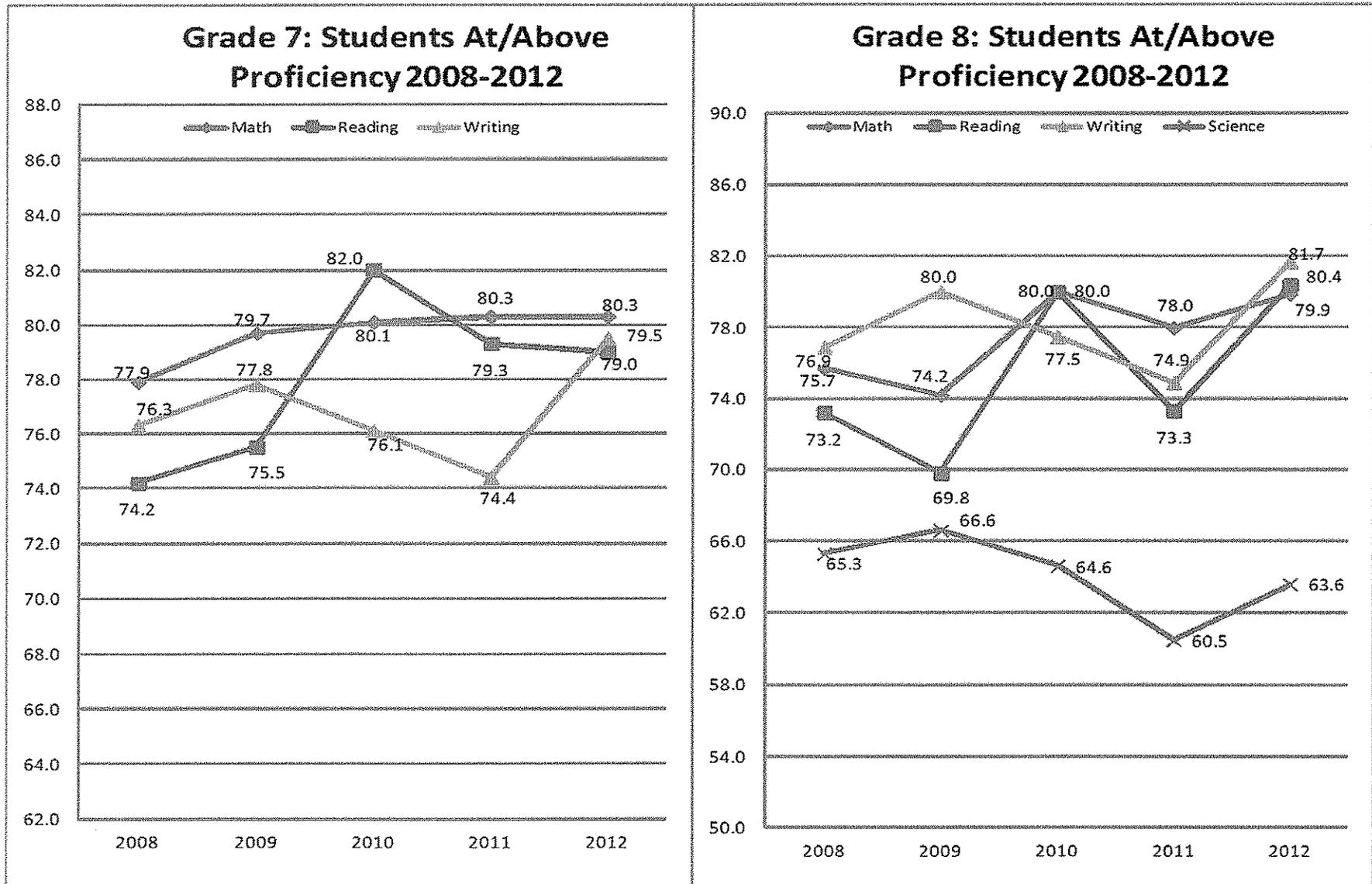
CMT Comparison 2008-2012

At/Above Proficiency



CMT Comparison 2008-2012

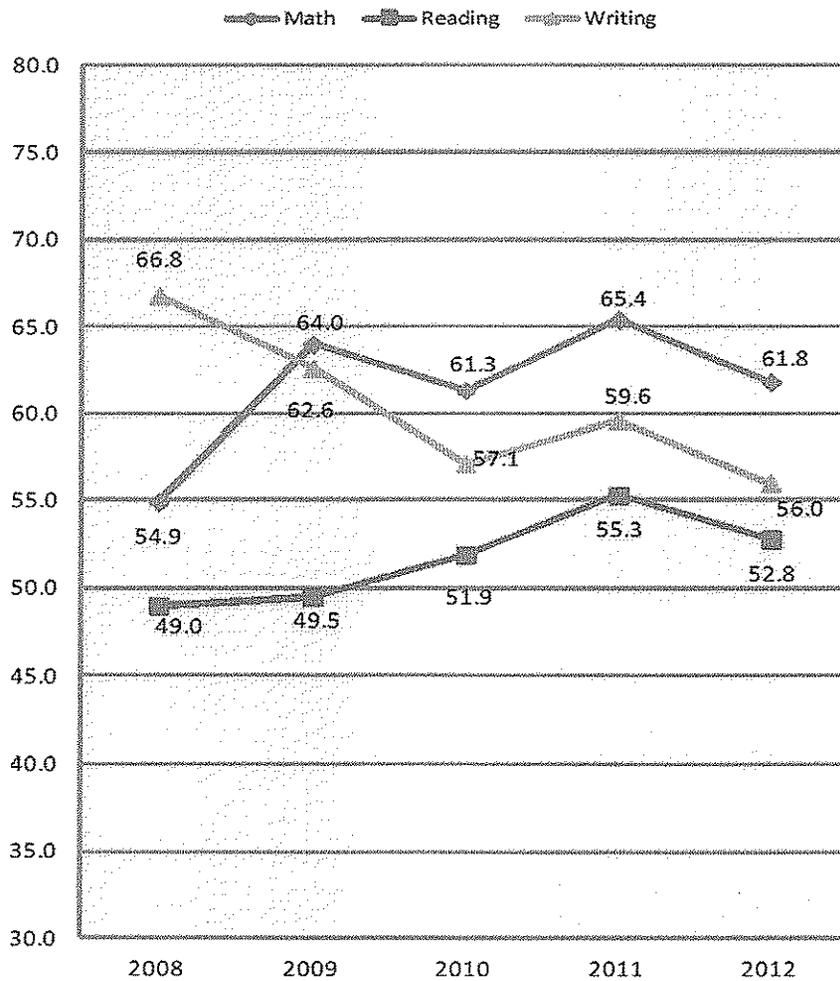
At/Above Proficiency



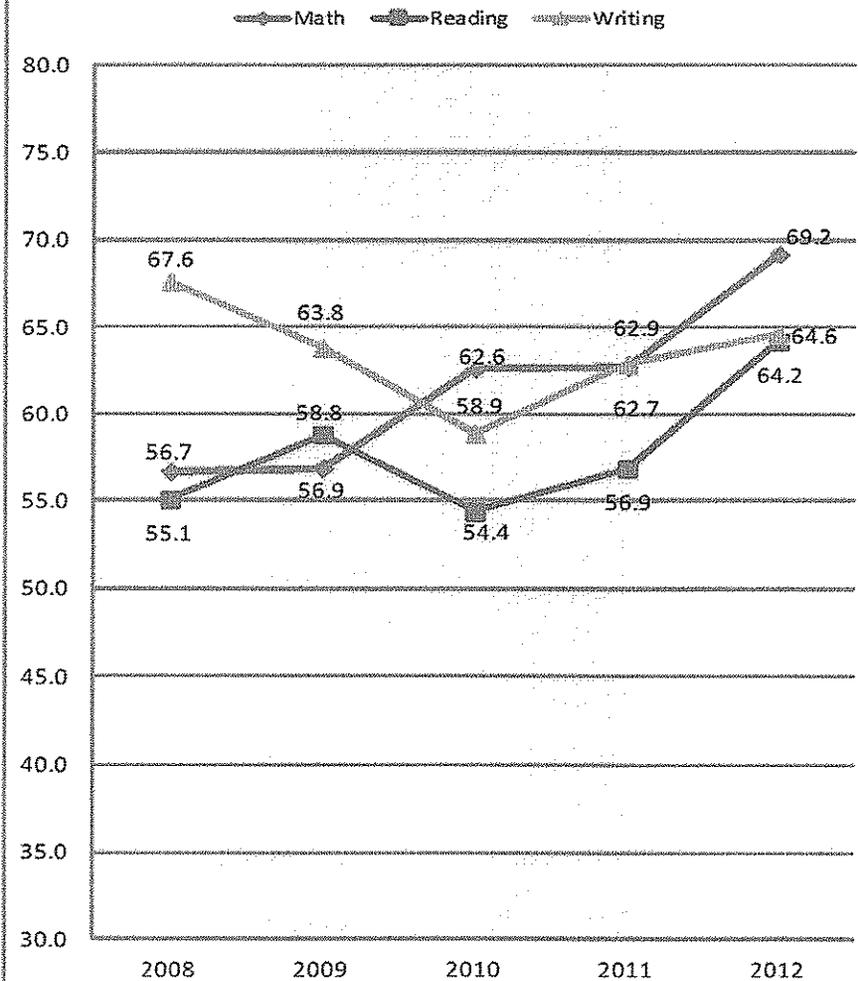
CMT Comparison 2008-2012

At/Above Goal

**Grade 3: Students At/Above Goal
2008-2012**



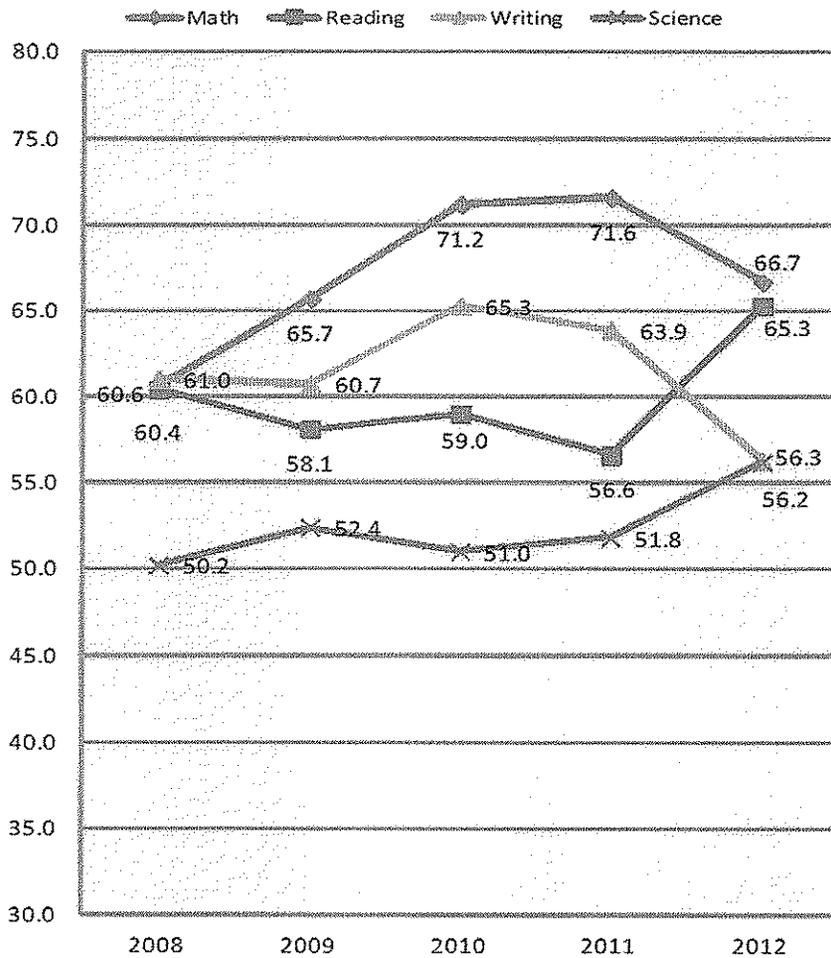
**Grade 4: Students At/Above Goal
2008-2012**



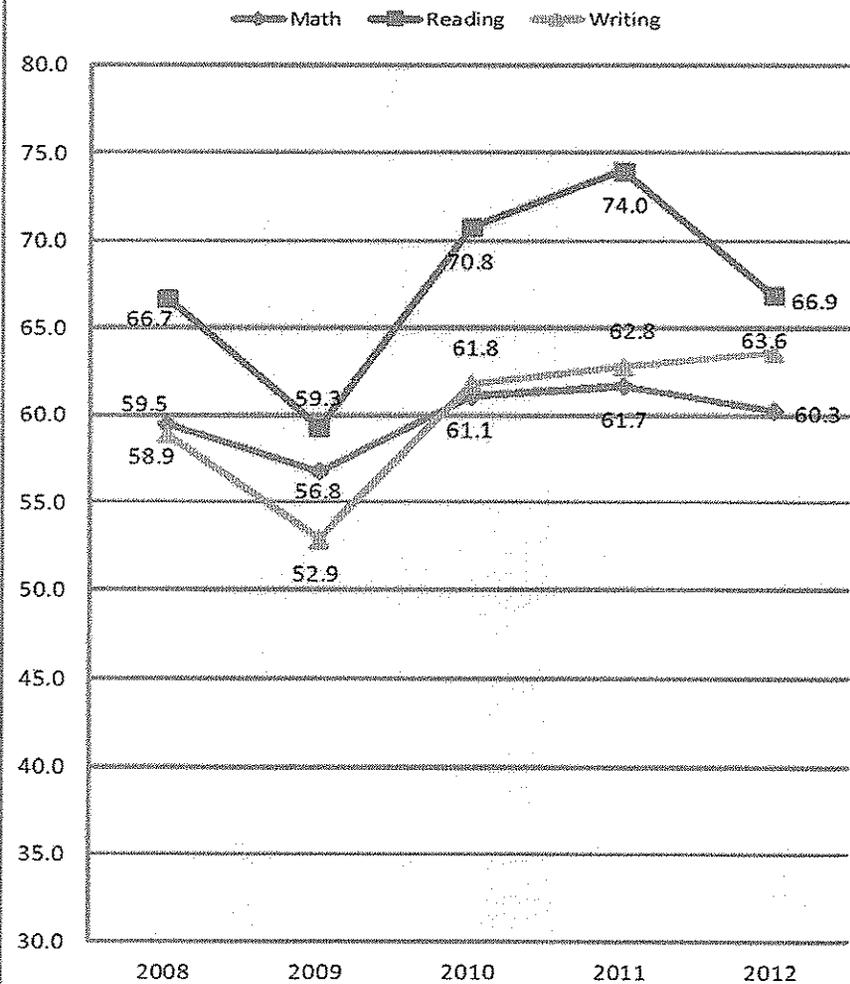
CMT Comparison 2008-2012

At/Above Goal

Grade 5: Students At/Above Goal 2008-2012



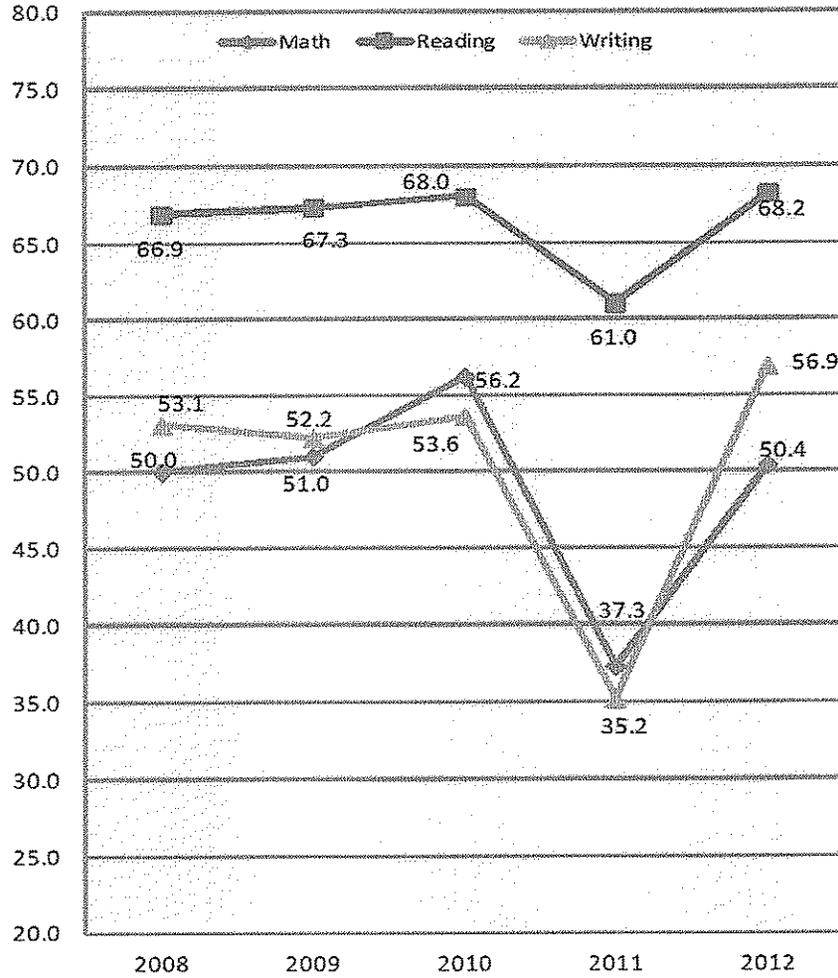
Grade 6: Students At/Above Goal 2008-2012



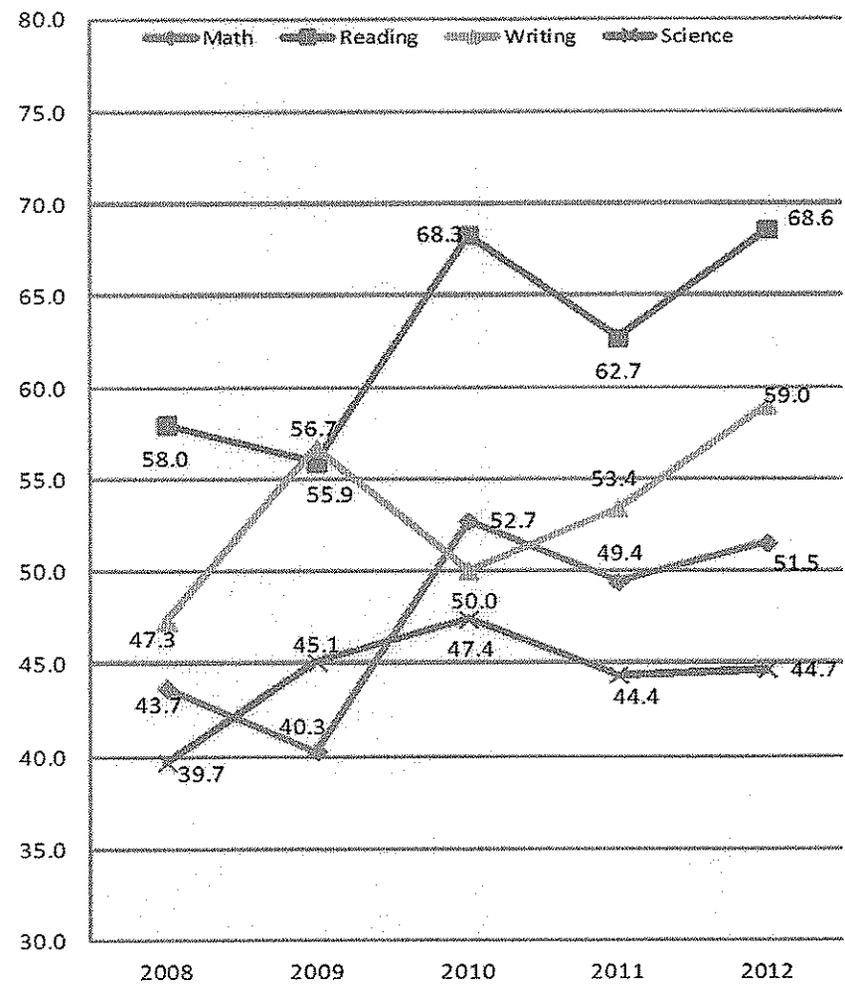
CMT Comparison 2008-2012

At/Above Goal

**Grade 7: Students At/Above Goal
2008-2012**

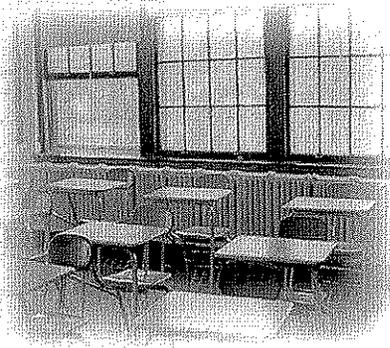


**Grade 8: Students At/Above Goal
2008-2012**





Achievement Gap Data



CMT Point Gains by Race

Students At or Above Proficiency Closing the Achievement Gap over time

Notes: Cells highlighted with orange indicate growth.

* Indicates growth of 5-10 points.

+ Indicates significant growth of ten points or more.

		MATH	READING	WRITING	SCIENCE
		2006-2012	2006-2012	2006-2012	2006-2012
GRADE 3	Black	13.7 +	-1.4	1.4	N/A
	Hispanic	3.3	3.4	-2.2	N/A
	White	9.1 *	6.0 *	4.1	N/A
	Asian	-1.5	-3.0	-3.5	N/A
GRADE 4	Black	15.0 +	12.3 +	5.0 *	N/A
	Hispanic	12.4 +	7.7 *	-5.0	N/A
	White	10.2 +	5.0 *	-1.5	N/A
	Asian	10.0 +	12.9 +	10.0 +	N/A
GRADES	Black	14.4 +	22.8 +	0.3	0.1
	Hispanic	1.4	9.9 *	-3.3	-3.0
	White	3.1	5.6 *	-3.0	-0.1
	Asian	4.4	20.9 +	1.1	9.7 *
GRADE 6 Barnet	Black	19.0 +	15.1 +	14.3 +	N/A
	Hispanic	8.1 *	25.7 +	6.6 *	N/A
	White	12.9 +	9.8 *	7.8 *	N/A
	Asian	-3.2	-1.0	-10.2	N/A
GRADE 7 Illing	Black	24.2 +	19.3 +	8.7 *	N/A
	Hispanic	21.6 +	11.8 +	-0.3	N/A
	White	10.9 +	11.2 +	3.1	N/A
	Asian	5.9 *	-3.6	16.6 +	N/A
GRADES Illing	Black	17.3 +	20.6 +	5.4 *	6.8 *
	Hispanic	12.0 +	28.9 +	20.5 +	5.4 *
	White	14.0 +	11.0 +	12.6 +	4.5
	Asian	2.0	-6.1	-6.1	-8.7
		10.0	10.2	3.4	

CMT Point Gains by Race

Students At or Above Goal

Closing the Achievement Gap over time

Notes: Cells highlighted with orange indicate growth.

* Indicates growth of 5-10 points.

+ Indicates significant growth of ten points or more.

		MATH	READING	WRITING	SCIENCE
		2006-2012	2006-2012	2006-2012	2008-2012
GRADE 3	Black	17.7 +	-0.6	2.8	N/A
	Hispanic	-3.8	-2.2	-5.0	N/A
	White	18.3 +	7.4 *	5.2 *	N/A
	Asian	9.6 *	-0.8	1.3	N/A
GRADE 4	Black	17.6 +	10.6 +	2.6	N/A
	Hispanic	18.3 +	9.5 *	4.4	N/A
	White	12.0 +	5.4 *	-1.6	N/A
	Asian	22.9 +	22.6 +	16.9 +	N/A
GRADE 5	Black	15.0 +	14.4 +	2.3	2.9
	Hispanic	20.5 +	15.6 +	-2.4	6.4 *
	White	13.2 +	5.3 *	-2.0	10.5 +
	Asian	28.9 +	19.0 +	25.7 +	12.4 +
GRADE 6 Bellevue	Black	23.5 +	5.6 *	11.0 +	N/A
	Hispanic	16.1 +	22.6 +	19.2 +	N/A
	White	22.7 +	14.9 +	14.7 +	N/A
	Asian	0.3	21.9 +	-16.4	N/A
GRADE 7 Illing	Black	21.5 +	21.4 +	20.6 +	N/A
	Hispanic	10.2 +	14.8 +	1.6	N/A
	White	12.5 +	13.8 +	1.8	N/A
	Asian	-1.2	-3.6	9.6 *	N/A
GRADE 8 Illing	Black	13.2 +	21.6 +	19.8 +	9.8 *
	Hispanic	8.5 *	15.2 +	22.3 +	5.1 *
	White	15.7 +	13.5 +	20.9 +	11.4 +
	Asian	-0.4	8.9 *	-4.1	-8.7
		13.9	11.5	7.1	

CMT Point Gains by F/R Meals, SPED, ELL

Students At or Above Proficiency

Closing the Achievement Gap over time

Notes: Cells highlighted with orange indicate growth.

* Indicates growth of 5-10 points.

+ Indicates significant growth of ten points or more.

		MATH	READING	WRITING	SCIENCE
		2006-2012	2006-2012	2006-2012	2006-2012
GRADE 3	F/R Meals	13.4 +	7.6 *	0.6	N/A
	SPED	32.8 +	13.5 +	3.2	N/A
	ELL	6.1 *	-2.2	10.6 +	N/A
GRADE 4	F/R Meals	14.1 +	10.0 *	-0.4	N/A
	SPED	17.7 +	26.0 +	-9.1	N/A
	ELL	-72.2	-21.1	-25.0	N/A
GRADE 5	F/R Meals	11.0 +	20.9 +	-1.0	-0.3
	SPED	31.6 +	40.7 +	-1.8	0.0
	ELL	-9.5	14.4 +	2.0	6.7 *
Barnet GRADE 6	F/R Meals	18.6 +	25.3 +	13.0 +	N/A
	SPED	47.2 +	31.4 +	27.4 +	N/A
	ELL	-3.8	-4.6	-25.0	N/A
Jilling GRADE 7	F/R Meals	20.8 +	20.3 +	8.1 *	N/A
	SPED	35.4 +	26.0 +	6.2 *	N/A
	ELL	13.3 +	8.8 *	6.8 *	N/A
Jilling GRADE 8	F/R Meals	20.7 +	24.4 +	10.5 +	6.4 *
	SPED	15.9 +	12.9 +	10.0 +	-5.5
	ELL	10.7 +	-20.9	-37.5	-33.3
		12.4	13.0	-0.1	

CMT Point Gains by F/R Meals, SPED, ELL

Students At or Above Goal

Closing the Achievement Gap over time

Notes: Cells highlighted with orange indicate growth.

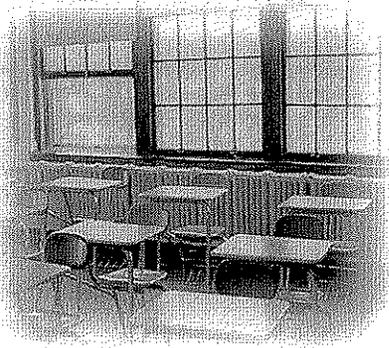
* Indicates growth of 5-10 points.

+ Indicates significant growth of ten points or more.

		MATH	READING	WRITING	SCIENCE
		2006-2012	2006-2012	2006-2012	2008-2012
GRADE 3	F/R Meals	15.0 +	7.0 *	2.7	N/A
	SPED	24.2 +	4.4	2.8	N/A
	ELL	1.0	-14.0	2.8	N/A
GRADE 4	F/R Meals	18.2 +	9.9 *	3.8	N/A
	SPED	13.0 +	13.9 +	-0.7	N/A
	ELL	-50.0	3.3	-30.6	N/A
GRADES 5	F/R Meals	21.9 +	18.9 +	4.8	10.9 +
	SPED	20.1 +	33.8 +	-8.4	-2.7
	ELL	-1.3	-10.6	-20.4	-7.1
Benet GRADE 6	F/R Meals	27.2 +	23.8 +	21.1 +	N/A
	SPED	17.4 +	18.6 +	17.6 +	N/A
	ELL	-5.5	-12.1	-12.5	N/A
Illing GRADE 7	F/R Meals	17.2 +	24.5 +	12.6 +	N/A
	SPED	18.6 +	27.8 +	-1.9	N/A
	ELL	10.0 +	6.3 *	-4.2	N/A
Illing GRADE 8	F/R Meals	14.1 +	20.7 +	18.9 +	11.4 +
	SPED	7.3 *	7.7 *	-1.2	-6.0
	ELL	-17.9	-14.3	-12.5	-33.3
		8.4	9.4	-0.3	



CMT Comparison State/District/DRG



2012 CMT Comparison

State/Manchester

Students At/Above Proficiency by Race

Notes: Cells highlighted with orange indicates score is 1-4 points above the state average.

* Indicates 5-9 points.

+ Indicates 10 points or more.

		MATH		READING		WRITING		SCIENCE	
		State	District	State	District	State	District	State	District
GRADE 3	Black	67.2	69.1	54.1	54.8	70.2	72.6	N/A	N/A
	Hispanic	72.2	72.3	53.6	55.8	70.3	68.5	N/A	N/A
	White	93.2	92.0	84.3	81.0	89.4	87.4	N/A	N/A
	Asian	94.0	91.1	84.4	82.2	92.6	89.1	N/A	N/A
GRADE 4	Black	67.7	77.9 +	57.5	73.8 +	69.9	80.6 +	N/A	N/A
	Hispanic	71.5	83.2 +	57.8	71.7 +	69.7	74.8 *	N/A	N/A
	White	93.1	95.9	87.9	84.7	90.4	87.3	N/A	N/A
	Asian	95.2	90.6	87.9	93.5 *	92.7	100.0 *	N/A	N/A
GRADE 5	Black	67.4	76.3 *	59.3	70.0 +	78.7	74.5	60.4	72.3 +
	Hispanic	70.6	74.1	59.1	69.0 *	78.0	76.2	63.1	70.0 *
	White	93.1	90.5	88.9	87.6	93.4	88.9	92.3	86.8
	Asian	94.4	96.4	89.5	92.9	95.1	93.1	90.8	89.7
GRADE 6 Bentley	Black	71.5	70.6	69.4	66.2	73.0	81.0 *	N/A	N/A
	Hispanic	71.7	66.2	67.8	70.8	69.1	74.7 *	N/A	N/A
	White	94.3	93.0	92.2	88.4	91.6	91.0	N/A	N/A
	Asian	96.4	81.8	93.0	79.0	94.1	84.8	N/A	N/A
GRADE 7 Illing	Black	69.1	68.2	74.4	71.8	71.3	73.7	N/A	N/A
	Hispanic	70.8	69.3	71.5	66.3	67.6	68.3	N/A	N/A
	White	94.0	90.4	94.0	87.3	90.7	86.0	N/A	N/A
	Asian	96.7	95.2	94.5	85.7	94.3	95.2	N/A	N/A
GRADE 8 Illing	Black	70.1	65.8	71.1	71.1	74.0	73.4	52.0	43.6
	Hispanic	70.3	68.6	68.8	75.2 *	71.4	73.6	52.8	46.4
	White	94.7	91.4	93.6	89.4	92.6	91.5	88.6	84.0
	Asian	95.1	87.0	91.9	73.9	93.6	73.9	88.1	65.2

2012 CMT Comparison

State/Manchester

Students At/Above Goal by Race

Notes: Cells highlighted with orange indicates score is 1-4 points above the state average.

* Indicates 5-9 points.

+ Indicates 10 points or more.

		MATH		READING		WRITING		SCIENCE	
		State	District	State	District	State	District	State	District
GRADE 3	Black	38.3	43.3 *	34.1	33.3	42.3	44.3	N/A	N/A
	Hispanic	44.8	42.6	34.6	34.7	42.3	38.9	N/A	N/A
	White	78.1	78.1	70.9	66.3	72.3	65.7	N/A	N/A
	Asian	83.0	80.0	72.7	73.3	78.9	71.7	N/A	N/A
GRADE 4	Black	40.8	52.3 +	38.2	52.4 +	43.4	57.1 +	N/A	N/A
	Hispanic	45.1	63.2 +	38.9	52.2 +	43.1	55.0 +	N/A	N/A
	White	79.4	76.7	76.2	74.3	75.8	69.6	N/A	N/A
	Asian	87.0	90.6	75.9	87.1 +	81.5	96.9 +	N/A	N/A
GRADE 5	Black	44.0	45.2	41.6	45.6	47.8	40.2	32.7	30.7
	Hispanic	49.5	56.9 *	42.8	53.1 +	47.4	43.1	37.7	44.6 *
	White	82.8	78.8	79.1	78.1	77.8	67.4	78.1	74.2
	Asian	87.2	92.9 *	80.6	75.0	81.6	89.7 *	77.0	72.4
GRADE 6 Barnet	Black	41.2	35.3	51.5	41.2	47.0	44.3	N/A	N/A
	Hispanic	44.0	45.1	50.8	55.6	43.4	54.4 +	N/A	N/A
	White	81.4	76.6	84.6	83.2	78.0	75.9	N/A	N/A
	Asian	87.4	60.3	86.0	66.9	83.4	63.6	N/A	N/A
GRADE 7 Illing	Black	40.7	36.5	60.5	60.0	43.7	51.6 *	N/A	N/A
	Hispanic	43.1	35.2	59.2	51.2	41.6	44.6	N/A	N/A
	White	79.8	64.5	88.7	80.0	76.2	62.2	N/A	N/A
	Asian	88.0	66.7	91.4	71.4	83.5	81.0	N/A	N/A
GRADE 8 Illing	Black	37.4	31.6	54.5	56.6	44.4	39.2	31.0	25.6
	Hispanic	40.4	31.4	53.6	55.4	44.0	48.2	33.9	24.1
	White	79.7	70.6	87.1	82.5	79.5	75.6	75.9	66.3
	Asian	84.8	69.6	86.3	73.9	82.8	60.9	76.4	47.8

2012 CMT Comparison

State/Manchester

Students At/Above Proficiency by F/R Meals, SPED, ELL

Notes: Cells highlighted with orange indicates score is 1-4 points above the state average.

* Indicates 5-9 points.

+ Indicates 10 points or more.

		MATH		READING		WRITING		SCIENCE	
		State	District	State	District	State	District	State	District
GRADE 3	F/R Meals	71.6	72.4	54.3	56.1	69.8	70.0	N/A	N/A
	SPED	62.3	65.6	42.1	36.8	42.4	37.7	N/A	N/A
	ELL	58.4	70.4 +	29.9	40.7 +	56.0	60.6	N/A	N/A
GRADE 4	F/R Meals	71.1	82.8 +	58.5	73.1 +	69.5	76.7 *	N/A	N/A
	SPED	60.0	53.6	45.7	55.0 *	42.1	37.7	N/A	N/A
	ELL	54.5	16.7	28.0	40.0 +	50.6	58.3 *	N/A	N/A
GRADE 5	F/R Meals	70.6	76.9 *	60.8	73.0 +	78.4	75.3	64.4	70.9 *
	SPED	58.2	66.7 *	48.2	57.1 *	54.0	38.9	47.7	40.3
	ELL	46.8	61.1 +	27.1	43.8 +	59.1	66.7 *	36.1	37.5
GRADE 6 Barnet	F/R Meals	73.1	73.9	69.6	72.0	71.0	78.9 *	N/A	N/A
	SPED	62.1	63.9	54.2	52.9	46.5	54.0 *	N/A	N/A
	ELL	47.2	40.0	35.3	26.7	47.8	37.5	N/A	N/A
GRADE 7 Iiling	F/R Meals	71.6	73.1	73.5	75.0	69.3	75.2 *	N/A	N/A
	SPED	59.8	55.6	61.9	48.0	43.4	35.1	N/A	N/A
	ELL	36.8	33.3	33.8	18.8	37.7	36.8	N/A	N/A
GRADE 8 Iiling	F/R Meals	71.5	73.7	70.4	73.4	72.2	74.1	54.1	51.5
	SPED	61.2	34.8	58.7	41.7	48.0	37.8	37.2	15.8
	ELL	37.0	35.7	23.0	7.7	34.9	0.0	14.7	0.0

2012 CMT Comparison

State/Manchester

Students At/Above Goal by F/R Meals, SPED, ELL

Notes: Cells highlighted with orange indicates score is 1-4 points above the state average.

* Indicates 5-9 points.

+ Indicates 10 points or more.

		MATH		READING		WRITING		SCIENCE	
		State	District	State	District	State	District	State	District
GRADE 3	F/R Meals	44.1	46.5	35.2	36.5	42.0	42.5	N/A	N/A
	SPED	34.6	40.6 *	25.9	21.1	20.5	13.1	N/A	N/A
	ELL	29.9	29.6	14.4	7.4	24.9	24.2	N/A	N/A
GRADE 4	F/R Meals	45.2	60.3 +	39.3	53.8 +	43.1	53.8 +	N/A	N/A
	SPED	32.2	28.6	28.3	30.0	19.3	20.3	N/A	N/A
	ELL	25.7	16.7	13.0	20.0 *	22.6	25.0	N/A	N/A
GRADE 5	F/R Meals	49.2	56.9 *	43.7	53.2 *	48.2	47.0	38.2	41.8
	SPED	35.6	30.6	31.6	42.9 +	24.0	8.3	24.7	16.7
	ELL	25.6	22.2	12.7	18.8 *	22.9	20.8	12.0	8.3
Bennet GRADE 6	F/R Meals	44.9	50.7 *	52.6	54.5	45.0	53.8 *	N/A	N/A
	SPED	30.9	25.0	36.7	32.4	22.3	25.4	N/A	N/A
	ELL	19.0	13.3	16.4	6.7	19.9	18.8	N/A	N/A
Illing GRADE 7	F/R Meals	43.4	42.0	60.7	63.3	42.5	51.1 *	N/A	N/A
	SPED	29.6	22.2	47.3	40.0	19.4	5.3	N/A	N/A
	ELL	14.7	20.0 *	17.5	6.3	12.8	15.8	N/A	N/A
Illing GRADE 8	F/R Meals	40.6	38.8	54.8	58.1	44.4	46.1	34.8	32.8
	SPED	28.8	13.0	42.2	25.0	23.5	8.1	21.5	5.3
	ELL	12.3	7.1	8.8	0.0	9.6	0.0	4.4	0.0

What does the data tell us?

- ❖ Only half of our students are achieving at Goal levels.
- ❖ Drop in writing at 4th and 5th grade level district wide both proficiency and goal levels.
- ❖ Slow gains in reading scores.
- ❖ Decrease in the ELL performance in math and reading.
- ❖ Students are in need of continued overall work in reading, writing, and science across the district, especially with Common Core changes.

How will we use the data?

Action Plan

- ❖ Continue professional development for math and reading.
- ❖ Enhance work on strengthening coaching practices at every school.
- ❖ Continued training in Common Core.
- ❖ Outreach programs for parents.
- ❖ New 6 week summer reading program for grades K-5 for students below grade level.
- ❖ Strengthen dialogue at every school about early intervention practices (EIP) to support all students.