

STRATEGIC SCHOOL PROFILE 2011-12

High School Edition

Manchester High School**Manchester School District**

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This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c) using data and narratives provided by the school district or testing services. Profiles and additional education data, including longitudinal data, are available on the internet at www.sde.ct.gov.

TYPE OF SCHOOL

School Type: Traditional/Regular Education
 School Grade Range: 9 - 12

STUDENT ENROLLMENT

Enrollment on October 1, 2011: 1,779
 5-Year Enrollment Change: -18.3%

District Reference Group (DRG): G DRG is a classification of districts whose students' families are similar in education, income, occupation, and need, and that have roughly similar enrollment. The Connecticut State Board of Education approved DRG classification for purposes of reporting data other than student performance.

INDICATORS OF EDUCATIONAL NEED

Need Indicator	Number in School	Percent in School	High Schools	
			% in DRG	% in State
Students Eligible for Free/Reduced-Price Meals	920	51.7	36.2	30.7
Students Who Are Not Fluent in English	49	2.8	2.4	3.7
Students Identified as Gifted and/or Talented	111	6.2	6.1	5.3
Students with Disabilities	237	13.3	12.0	10.8
Juniors and Seniors Working 16 or More Hours Per Week	136	16.0	12.0	13.0

PROGRAM AND INSTRUCTION

Average Class Size	School	DRG	State
Algebra I	19.0	18.1	18.4
Biology I	19.6	19.6	19.7
English, Grade 10	19.2	19.2	19.6
American History	21.5	20.5	20.4

Language Instruction:

Instruction was offered in the following language(s):
 French, Italian, Latin, Spanish

Instructional Time	School	State High Schools
Total Days per Year	183	181
Total Hours per Year	1,003	1,024

State law requires that at least 180 days of school and 900 hours of instruction be offered to students in high school grades.

Lunch

An average of 25 minutes is provided for lunch during full school days.

% Juniors and Seniors Enrolled in a Course or Courses for College Credit	School	State
During the 2010-11 School Year	60.3	34.5

Minimum Graduation Credits

The state requires a minimum of 20 credits for graduation.

Total Number of Credits Required for Graduation	School	DRG	State
Required for Class of 2011	22.0	23.1	23.2

% of Class of 2011 Graduates who Took Higher Level Courses or Earned More Credits in Selected Subjects than Required by the State for Graduation	School	State
Algebra I or Equivalent	89.4	91.6
Chemistry	69.3	73.9
4 or More Credits in Mathematics	58.3	64.1
3 or More Credits in Science	78.2	88.1
4 or More Credits in Social Studies	53.2	51.4
Credit for Level 3 or Higher in a World Language	58.5	62.5
2 or More Credits in Vocational Education	67.4	54.6
2 or More Credits in the Arts	38.8	40.6

Class of 2011

This school required more than the state minimum number of credits for graduation in social studies, science, the arts and/or vocational education, physical education

Special Programs	School	High Schools	
		DRG	State
% of Students in Bilingual Education Program or Receiving English as a Second Language Services	2.8	2.3	3.5
% of Gifted and/or Talented Students Who Received Services	0.0	24.3	36.1
% of Special Education Students Who Spent Over 79% of Their Time with Their Non-Disabled Peers:	71.3	61.8	72.8

LIBRARY AND COMPUTERS

Free on-line access to periodicals, newspapers, and other resources is available to all Connecticut schools through the Connecticut Digital Library at www.iconn.org.

Instructional Computers and Library Materials	School	High Schools	
		DRG	State
# of Students Per Computer	1.8	2.1	2.1
% of Computers with Internet Access	100.0	100.0	99.9
% of Computers that are High or Moderate Power	100.0	99.3	97.5
# of Print Volumes Per Student*	24.0	16.8	16.6
# of Print Periodical Subscriptions	29	33	35

*Because a certain number of volumes are needed for a library of adequate breadth and depth, a small school may need a higher number of volumes per student.

Interactive Distance Learning:

This school utilize interactive distance learning. Interactive distance learning ranges from on-line courses with student-instructor interaction via the internet to live classroom interactions through two-way audio and video transmissions. Statewide, 39.5% of high schools in the state utilize interactive distance learning.

SCHOOL STAFF

Full-Time Equivalent Count of School Staff		
General Education:	Teachers and Instructors	139.78
	Paraprofessional Instructional Assistants	0.00
Special Education:	Teachers and Instructors	16.25
	Paraprofessional Instructional Assistants	34.75
Library/Media Specialists and/or Assistants		4.00
Administrators, Coordinators, and Department Chairs		8.80
Instructional Specialists Who Support Teachers (e.g., subject area specialists)		0.00
Counselors, Social Workers, and School Psychologists		19.60
School Nurses		3.00
Other Staff Providing Non-Instructional Services and Support		63.60

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.

Teachers and Instructors	School	High Schools	
		DRG	State
Average Number of Years of Experience in Education	14.7	14.7	14.1
% with Master's Degree or Above	59.5	80.7	76.6
Teacher Attendance, 2010-11: Average # of Days Absent Due to Illness or Personal Time	7.8	9.2	8.6
% Assigned to Same School the Previous Year	89.6	90.1	89.1

HOME AND SCHOOL COMMUNICATION AND SUPPORT

Teacher E-Mail Addresses: All teachers at this school have been issued e-mail addresses.

Online Homework Information: A portion of the school's website is devoted to homework pages.

The following narrative about how this school promotes and supports parental involvement was submitted by the school.

Parents and guardians of students at Manchester High School are provided multiple opportunities to partner with faculty to support student learning. An open house for parents and guardians was held in early September. Parents and guardians followed their student's schedule and had an opportunity to meet teachers and gather information about each class. Progress reports were mailed home at the mid-point of each quarter and a report card was mailed home at the end of each marking period. In addition to the printed report card, Manchester High School offered parents access to grades and attendance information on their children through our online Home Access Center. The Freshman class was invited to attend a parent orientation in late August, 2011, just prior to the start of the school year. At this event, parents and guardians were able to meet teachers and administrators and receive information on programs and services available at MHS. The School Counseling department hosted multiple informational evening programs to assist parents in course selection, post-secondary planning, and the financial aid processes. Faculty members in the Student Support Center provided support for students and families through counseling sessions and mediations. Our high school principal published a monthly newsletter highlighting events and activities held at MHS. This newsletter was mailed home. Manchester High School also utilized its website to include such information as the Student Parent Handbook, Program of Studies, School Calendars, and Student Newspaper. Parents and Guardians can also access the Manchester Television news from the MHS website. Plans are in place for 2012-13 to improve the high school's web presence and use of social media to engage parents and guardians. Parents and guardians were also invited to and attended events that celebrated academic and behavioral success such as the National Honor Society Induction, Academic Awards Night and the first annual Super Senior Dinner, for students with exemplary behavior throughout high school.

SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	7	0.4
Asian American	104	5.8
Black	390	21.9
Hispanic	370	20.8
Pacific Islander	0	0.0
White	886	49.8
Two or more races	22	1.2
Total Minority	893	50.2

Percent of Minority Professional Staff :10.3

Non-English Home Language:

12.5 % of this school's students come from homes where English is not the primary language. The number of non-English home languages is 32

EFFORTS TO REDUCE RACIAL, ETHNIC AND ECONOMIC ISOLATION

Below is the description submitted by this school of how it provides educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds.

Manchester High School has a diverse student body giving students the opportunity to interact with people of different races and ethnicities every day. To support this interaction, all freshmen participated in a quarter long Race Relations course where students explore cultural awareness and sensitivity to issues concerning living in a diverse school community and world. The Manchester High School Race Relations Seminars have been modeled on the National Study Circles. Over sixty clubs and activities also exist at MHS which, combined with over 24 varsity sports programs give students the opportunity to participate in diverse extracurricular groups. During the 2011-2012 school year, the Young Men's Leadership Group and Young Women's Leadership Group provided opportunities for students of diverse backgrounds to engage in positive leadership activities. Students from Manchester continue to enroll for partial days at educational programs such as the Greater Hartford Academy of Performing Arts, Great Path Academy, and the Greater Hartford Academy for Math and Science. These students returned from these diverse learning communities to engage in sports and extracurricular activities with their Manchester High School peers. Culturally relevant topics and materials are being integrated into the curricula of courses across disciplines in order to engage all students. To encourage all students to pursue post-secondary education, the Manchester Public Schools budget again funded the administration of the PSAT for all sophomore and junior students. In addition, guidance counselors pursue fee waivers for eligible students for college applications and participation in the SAT testing. The high school career center also provides opportunities for all students to research and pursue careers in areas in which they are passionate. Selected sections of our publications have been translated into the Spanish, Hindi and Gujarati languages to provide information to parents more effectively.

STUDENT PERFORMANCE AND BEHAVIOR

Physical Fitness: % Reaching Health Standard on All Four Tests*	School	State	% of Schools in State with Equal or Lower Percent Reaching Standard
Grade 10	56.9	51.1	68.8

*Includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

Advanced Placement Courses 2010-11	School	State High Schools
Number of Courses for which Students were Tested	11	7.4
% of Grade 12 Students Tested	22.4	24.7
% of Exams Scored 3 or More*	68.0	70.9

*A score of three or higher is generally required for earning college credit.

Connecticut Academic Performance Test, Third Generation, % Meeting State Goal. The CAPT is administered to Grade 10 students. The Goal level is more demanding than the state Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. The following results reflect the performance of students with scoreable tests who were enrolled in the school at the time of testing, regardless of the length of time they were enrolled in the school. Results for fewer than 20 students are not presented. For more detailed CAPT results, go to www.ctreports.com.

CAPT Subject Area	School	State	% of Schools in State with Equal or Lower Scores
Reading Across the Disciplines	39.1	47.5	42.3
Writing Across the Disciplines	61.9	63.0	46.2
Mathematics	37.6	49.2	37.6
Science	35.6	47.1	41.0

To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."

SAT® I. The lowest possible score on each subtest is 200; the highest possible score is 800.

SAT® I: Reasoning Test Class of 2011	School	State	% of Schools in State with Equal or Lower Scores
Average Score: Mathematics	472	505	36.2
Critical Reading	480	502	40.4
Writing	478	506	37.2
% of Graduates Tested	66.7	77.3	N/A

Graduation and Dropout Rates	School	State	% of Districts in State with Equal or Less Desirable Rates
Graduation Rate, Adjusted Cohort Rate 2011	74.0	82.7	16.9
2010-11 Annual Dropout Rate for Grade 9 through 12	4.4	2.6	15.5

Activities of Graduates	School	State	Student Attendance	School	State High Schools
% Pursuing Higher Education	92.1	84.5	% Present on October 1	90.0	94.1
% Employed, Civilian and Military	6.7	9.7			

Disciplinary Offenses

Disciplinary offenses committed by students include all serious offenses, offenses involving drugs, alcohol, or tobacco, and all incidents resulting in suspension or expulsion. In the 2010-11 school year, 526 students were responsible for these incidents. These students represent 27.6% of the estimated number of students who attended this school at some point during the 2010-11 school year.

Truancy

During the 2010-11 school year, 755 students qualified as truant under state statute. As these counts rely on school-level policies regarding unexcused absences, they are not comparable between schools.

Number of Incidents by Disciplinary Offense Category, 2010-11		
Offense Category	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	1	0
Sexually Related Behavior	4	0
Personally Threatening Behavior	33	14
Theft	13	2
Physical/Verbal Confrontation	88	14
Fighting/Battery	29	0
Property Damage	6	0
Weapons	5	3
Drugs/Alcohol/Tobacco	5	6
School Policy Violations	1,170	409
Total	1,354	448

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

The following narratives was submitted by this school.

Professional Development was a key component in the school improvement work at Manchester High School during 2010-2011. A committee comprised of one member from each department across the school and co-chaired by an Assistant Principal and a teacher oversaw professional development. During eight half-day professional development programs, teachers received programming on topics such as technology in the classroom, best instructional practice, effective classroom management, and positive behavioral interventions and supports. A needs assessment was conducted during one full day of professional development as a first step in drafting a school improvement plan. To support student achievement, Manchester High School continued to provide enhanced instruction to students identified with weaknesses in the areas of Reading and Mathematics in both grades 9 and 10. This additional instruction has been provided in 42 minute "Skinny block" periods in addition to regular instruction in English and Mathematics. Placement decisions for grade 9 and 10 students were made by use of CAPT style benchmark assessments, grade 7 and 8 CMT scores, previous year course performance and teacher recommendations. Each department developed data driven goals for expected student performance, which were reviewed during the 2011-2012 school year. The Proficiency Project, in which students are expected to demonstrate understanding of essential learning concepts in each course through common performance assessments, was shifted to emphasize tasks that required higher order thinking. Teachers revised assessments as a result of this shift in thinking. School climate was increased as a result of a new partnership between the Manchester Police Department, a variety of community agencies, and school and district administrators. The result of this work was a significant decline in the number of juvenile arrests at Manchester High School. This initiative will continue during 2012-13. Toward the end of 2011-12, plans were developed to add multiple Tier 2 interventions to support both academic and behavioral needs. In addition, a new real time web-based attendance program was researched and purchased for use in 2012-13 in order to improve student attendance.

SUPPLEMENTAL SCHOOL INFORMATION

The space below was optionally used by this school to describe aspects of the school not presented elsewhere in the profile.

Manchester High School continues to offer a wide variety of courses that lead to college credit through the Advanced Placement Program, the University of Connecticut Early College Experience Program, and the Manchester Community College Pathways Program Goodwin College. Students also have the opportunity to take web-based courses using Odysseyware, a new course and credit recovery program.
