

STRATEGIC SCHOOL PROFILE 2012-13

High School Edition

Manchester High School**Manchester School District**

Matthew A. Geary, Principal
 James F. Farrell, Asst. Principal
 James M. Fromme, Asst. Principal
 Elizabeth A. Hayes, Asst. Principal
 Sinthia Sone-Moyano, Asst. Principal
 Vonetta N. Romeo-Rivers, Asst. Principal
 Telephone: 860-647-3530

Location: 134 East MiddleTpk.
 Manchester,
 Connecticut

Website: mhsweb.ci.manchester.ct.us/

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, 2012: 1,693
 5-Year Enrollment Change: -18.5%

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 | 839 | 49.6 | 38.4 | 31.8 |
| Students Who Are Not Fluent in English | 63 | 3.7 | 2.7 | 3.8 |
| Students Identified as Gifted and/or Talented | 123 | 7.3 | 6.2 | 5.0 |
| Students with Disabilities | 219 | 12.9 | 12.7 | 11.3 |
| Juniors and Seniors Working 16 or More Hours Per Week | 130 | 15.7 | 13.9 | 12.7 |

PROGRAM AND INSTRUCTION

| Average Class Size | School | DRG | State |
|--------------------|--------|------|-------|
| Algebra I | 16.3 | 17.7 | 17.6 |
| Biology I | 20.2 | 18.5 | 18.6 |
| English, Grade 10 | 18.0 | 18.5 | 19.0 |
| American History | 21.6 | 20.0 | 19.8 |

| Instructional Time | School | State High Schools |
|----------------------|--------|--------------------|
| Total Days per Year | 183 | 181 |
| Total Hours per Year | 1,003 | 1,027 |

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 2011-12 School Year | 64.8 | 36.2 |

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 2012 | 22.0 | 23.0 | 23.8 |

| % of Class of 2012 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 | 91.3 | 92.0 |
| Chemistry | 63.9 | 73.8 |
| 4 or More Credits in Mathematics | 56.0 | 67.0 |
| 3 or More Credits in Science | 77.9 | 88.3 |
| 4 or More Credits in Social Studies | 53.2 | 58.3 |
| Credit for Level 3 or Higher in a World Language | 52.2 | 61.1 |
| 2 or More Credits in Vocational Education | 68.7 | 57.1 |
| 2 or More Credits in the Arts | 35.1 | 40.5 |

Class of 2012

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, community service

| Special Programs | School | High Schools | |
|---|--------|--------------|-------|
| | | DRG | State |
| % of Students in Bilingual Education Program or Receiving English as a Second Language Services | 3.7 | 2.6 | 3.6 |
| % of Gifted and/or Talented Students Who Received Services | 0.0 | 17.4 | 30.2 |
| % of Special Education Students Who Spent Over 79% of Their Time with Their Non-Disabled Peers: | 69.9 | 62.0 | 72.5 |

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 | 98.6 |
| % of Computers that are High or Moderate Power | 100.0 | 99.9 | 99.0 |
| # of Print Volumes Per Student* | 24.8 | 16.0 | 16.0 |
| # of Print Periodical Subscriptions | 25 | 30 | 34 |

*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, 42.4% of high schools in the state utilize interactive distance learning.

SCHOOL STAFF

| Full-Time Equivalent Count of School Staff | | |
|---|---|--------|
| General Education: | Teachers and Instructors | 140.07 |
| | Paraprofessional Instructional Assistants | 0.00 |
| Special Education: | Teachers and Instructors | 15.25 |
| | Paraprofessional Instructional Assistants | 32.00 |
| Library/Media Specialists and/or Assistants | | 4.00 |
| Administrators, Coordinators, and Department Chairs | | 7.80 |
| Instructional Specialists Who Support Teachers (e.g., subject area specialists) | | 0.00 |
| Counselors, Social Workers, and School Psychologists | | 18.30 |
| 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 | 13.9 | 14.5 | 13.9 |
| % with Master's Degree or Above | 60.9 | 80.8 | 76.8 |
| Teacher Attendance, 2011-12: Average # of Days Absent Due to Illness or Personal Time | 8.8 | 9.0 | 8.6 |
| % Assigned to Same School the Previous Year | 78.9 | 87.2 | 87.9 |

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.

A major change during 2012-13 in the area of family engagement was a move to expand our web / social media presence to increase family involvement in the school. Work began by launching the new website MHS Redline, a joint effort between faculty and students, including a Twitter feed, Facebook page, and updated information for the school community. The Redline website allows parents and families to find information about curricular and extracurricular happenings at MHS. The site also includes static content, such as the Student Parent Handbook, Program of Studies, School Calendars, and Student Newspaper. Further development of both the website and social media feeds along with the integration of our existing Manchester Television News are planned for the future. Manchester High School also introduced a new automated attendance accountability system (Swipe) for the 2012-13 school year. This system was introduced in response to a poor overall attendance rate. The new system requires that students swipe ID cards into stations at the entrance and at mini-stations around the school. Information is recorded and shared in real time; parents/guardians can access this information. Average daily attendance improved to 91.28% during 2012-13, and there was a significant reduction in class cuts. Parents and guardians of students at Manchester High School are also able to access grades for their students through our online Home Access Center. An open house for parents and guardians of students in all grades 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. Parents and guardians of our incoming freshman class were invited to attend a parent orientation in late August, 2012, 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 Support Center provided support for students and families through counseling sessions and mediations. Parents and guardians were invited to and attended events that celebrated success such as the National Honor Society Induction, Academic Awards Night, and the second annual Super Senior Dinner, for students with exemplary behavior throughout high school.

SCHOOL DIVERSITY

| Student Race/Ethnicity | | |
|------------------------|--------|---------|
| Race/Ethnicity | Number | Percent |
| American Indian | 5 | 0.3 |
| Asian American | 104 | 6.1 |
| Black | 376 | 22.2 |
| Hispanic | 369 | 21.8 |
| Pacific Islander | 0 | 0.0 |
| White | 803 | 47.4 |
| Two or more races | 36 | 2.1 |
| Total Minority | 890 | 52.6 |

Percent of Minority Professional Staff :9.4

Non-English Home Language:

12.8 % of this school's students come from homes where English is not the primary language. The number of non-English home languages is 29

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. A focus of school administration and staff during 2012-13 was to ensure that all students, regardless of race, ethnicity, or socio-economic status, were able to participate in curricular and extra-curricular programs and opportunities. The high school administration increased the amount budgeted to provide support for students who could not afford activities such as field trips and school events. Students were also able to use school-wide currency connected to our PBIS program to pay for activities. Additionally, a practice that required students to pay all outstanding school obligations prior to attending any school activity was discontinued, resulting in a significant increase in the number of students attending school events. Over sixty clubs and activities exist at MHS which, combined with over 24 varsity sports programs give students the opportunity to participate in diverse extracurricular groups. The make-up of the groups who participate in these activities is monitored to ensure that the group is representative of the school population. Finally, a new high school website was launched with the intent of providing up to the minute news about school events. The high school webmasters ensure that the entire MHS population is represented in the stories on the new website. A renewed focus on culturally responsive teaching was present in 2012-13 as evidenced by the participation of approximately 50 teachers from across disciplines in culturally responsive teaching training. This training is designed to ensure all students feel respected and welcomed in classrooms which will support our work to ensure students are college and career ready when they leave MHS. 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, MHS participated in the SAT school day program which allowed all juniors to take the SAT during a school day at a significantly reduced cost.

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 | 62.3 | 51.4 | 80.6 |

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

| Advanced Placement Courses 2011-12 | School | State High Schools |
|--|--------|--------------------|
| Number of Courses for which Students were Tested | 13 | 11.1 |
| % of Grade 12 Students Tested | 22.4 | 28.6 |
| % of Exams Scored 3 or More* | 63.1 | 71.1 |

*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 | 32.0 | 48.5 | 31.1 |
| Writing Across the Disciplines | 55.0 | 62.1 | 41.8 |
| Mathematics | 35.4 | 52.4 | 30.6 |
| Science | 33.9 | 48.8 | 33.0 |

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 2012 | School | State | % of Schools in State with Equal or Lower Scores |
|--------------------------------------|--------|-------|--|
| Average Score: Mathematics | 459 | 503 | 35.3 |
| Critical Reading | 469 | 499 | 37.9 |
| Writing | 479 | 504 | 40.5 |
| % of Graduates Tested | 63.9 | 78.5 | N/A |

| Graduation and Dropout Rates | School | State | % of Districts in State with Equal or Less Desirable Rates |
|--|--------|-------|--|
| Graduation Rate, Adjusted Cohort Rate 2012 | 76.9 | 84.8 | 17.8 |
| 2011-12 Annual Dropout Rate for Grade 9 through 12 | 1.6 | 2.1 | 25.0 |

| Activities of Graduates | School | State |
|-----------------------------------|--------|-------|
| % Pursuing Higher Education | 93.6 | 82.6 |
| % Employed, Civilian and Military | 2.8 | 9.8 |

| Student Attendance | School | State High Schools |
|------------------------|--------|--------------------|
| % Present on October 1 | 91.5 | 94.3 |

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 2011-12 school year, 661 students were responsible for these incidents. These students represent 36.5% of the estimated number of students who attended this school at some point during the 2011-12 school year.

Truancy

During the 2011-12 school year, 542 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, 2011-12 | | |
|---|----------------------|----------------|
| Offense Category | Location of Incident | |
| | School | Other Location |
| Violent Crimes Against Persons | 2 | 0 |
| Sexually Related Behavior | 1 | 3 |
| Personally Threatening Behavior | 53 | 10 |
| Theft | 9 | 0 |
| Physical/Verbal Confrontation | 49 | 6 |
| Fighting/Battery | 13 | 2 |
| Property Damage | 3 | 2 |
| Weapons | 3 | 1 |
| Drugs/Alcohol/Tobacco | 10 | 16 |
| School Policy Violations | 1,826 | 512 |
| Total | 1,969 | 552 |

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

The following narratives was submitted by this school.

The school improvement plan at Manchester High School contains a variety of strategies designed to ensure that all students will achieve mastery in literacy, numeracy, and all core content areas; master and demonstrate the skills and competencies required for success in learning and work beyond school; and value and demonstrate personal responsibility, character, cultural understanding, and ethical behavior. One core approach to school improvement at Manchester High School, is the implementation of a Professional Learning Community model to promote both collaboration and the integration of innovative student – centered instructional strategies during 2012-13. Teachers are engaged in collaborative work twice weekly for approximately 45 minutes during the school day. Teachers began integrating the Common Core State Standards into the curriculum across disciplines and also strengthened midterm and final exams. New school-wide expectations for student learning have been developed along with rubrics that measure student performance in each area. In January, 2013, all students in grades 9 and 10 took the Northwest Evaluation Association Measure of Academic Progress (MAP) assessments in Reading and Mathematics. These assessments will give a strong indication of each student’s strengths and weaknesses and help teachers plan to support individual student needs. In addition to improving collaboration, our work focused on the need to foster a culture of high expectations for all students. To support this work, a PBIS concept, centered around the word IMAGINE and drawing from the Habits of Mind, was developed by the high school faculty as a way to promote successful behavior. A Student Success Plan, based around interest and learning styles inventories, was developed for each student and housed in Naviance, our web-based college and career planning tool. A new School Climate Committee which included faculty, students, and parents, was also commissioned to support our work to strengthen climate. In addition to our tier 1 work, we have developed and strengthened a wide variety of interventions to provide support for struggling students. A mentoring lab was created at MHS during 2012-13 and provided opportunities for personal and academic growth for both mentors and mentees. Structured study halls were available through our expanded Stars program where staff members work with small groups of students to keep them focused on success. Math and Writing support labs were open each block and Focus on the Future, an after school program to support school work completion and skill building, was developed to help struggling students.

SUPPLEMENTAL SCHOOL INFORMATION

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

Given the importance of mathematics as it relates to college and career readiness, we were pleased to provide a new opportunity for students enrolled in College Preparatory Algebra I to review and strengthen skills essential to the course. Students whose grades for the first semester fell between a 50 and a 65 were eligible to participate. A grade in this range suggests that these students’ Algebra skills are still developing and that additional support would help strengthen their understanding of key ideas. In an effort to further assist students in mastering important concepts, a Supersized Algebra 1 class met on Saturdays and provided additional instruction and support. While participating students remained in their original Algebra 1 class, they also attend the Saturday sessions that revisit the curriculum from the first semester. The curriculum in the first semester of Algebra was focused on skills and concepts that the Mathematics Department has identified to be essential in laying the foundation for the study of higher level mathematics. We believed these sessions would promote mastery of those important skills needed to ensure success in the Algebra 1 class and throughout high school mathematics courses. A second initiative, not described above, was the development of a Staff Working Agreement, a document that guides how we, as adults, communicate with each other. A strong school climate starts with the atmosphere cultivated by the high school staff. This agreement allows us to model appropriate behavior for the young people in our school and is a key foundational piece for the development of a safe & respectful climate. The Staff working agreement represents a commitment by all staff members to listen, communicate, and act respectfully when interacting with each other. This agreement was developed by the School Climate Committee with input gathered from all staff members through small group sessions, staff surveys, and individual conversations across the school.
