

STRATEGIC SCHOOL PROFILE 2008-09

High School Edition

**Manchester High School
Manchester School District**

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Location: 134 East Middle Turnpike
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 Connecticut

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, 2008: 2,037
 5-Year Enrollment Change: -5.9%

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	771	37.8	27.4	26.0
Students Who Are Not Fluent in English	57	2.8	2.0	3.3
Students Identified as Gifted and/or Talented	110	5.4	4.1	4.7
Students with Disabilities	245	12.0	11.4	10.6
Juniors and Seniors Working 16 or More Hours Per Week	236	24.0	21.3	19.0

PROGRAM AND INSTRUCTION

Average Class Size	School	DRG	State
Algebra I	19.9	19.0	18.7
Biology I	20.7	19.2	19.3
English, Grade 10	19.5	18.6	19.1
American History	24.0	20.9	19.9

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	182
Total Hours per Year	995	1,007

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 2007-08 School Year	34.1	30.5

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 2008	22.0	22.8	23.3

% of Class of 2008 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	86.3	94.1
Chemistry	72.2	73.6
4 or More Credits in Mathematics	54.7	65.5
3 or More Credits in Science	76.6	91.1
4 or More Credits in Social Studies	59.8	55.4
Credit for Level 3 or Higher in a World Language	53.0	60.6
2 or More Credits in Vocational Education	58.1	59.2
2 or More Credits in the Arts	30.5	41.6

Class of 2008

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

Special Programs	School	High Schools	
		DRG	State
% of Students in Bilingual Education Program or Receiving English as a Second Language Services	2.8	2.0	3.3
% of Gifted and/or Talented Students Who Received Services	0.0	39.2	39.3
% of Special Education Students Who Spent Over 79% of Their Time with Their Non-Disabled Peers:	79.6	63.3	72.6

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	3.2	2.6	2.4
% of Computers with Internet Access	100.0	99.8	99.2
% of Computers that are High or Moderate Power	100.0	98.9	98.8
# of Print Volumes Per Student*	19.8	15.6	16.0
# of Print Periodical Subscriptions	40	43	48

*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 does not 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, 0.4% of high schools in the state utilize interactive distance learning.

SCHOOL STAFF

Full-Time Equivalent Count of School Staff	
General Education: Teachers and Instructors	138.20
Paraprofessional Instructional Assistants	0.00
Special Education: Teachers and Instructors	15.27
Paraprofessional Instructional Assistants	32.00
Library/Media Specialists and/or Assistants	4.00
Administrators, Coordinators, and Department Chairs	8.30
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	1.00
Counselors, Social Workers, and School Psychologists	15.30
School Nurses	3.00
Other Staff Providing Non-Instructional Services and Support	44.05

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	14.3	14.4	13.8
% with Master's Degree or Above	62.3	77.0	72.9
Teacher Attendance, 2007-08: Average # of Days Absent Due to Illness or Personal Time	8.6	8.3	8.4
% Assigned to Same School the Previous Year	90.6	89.0	87.0

HOME AND SCHOOL COMMUNICATION AND SUPPORT

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

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

Manchester High School provides multiple opportunities for supports for parents in working with their children. The school provided progress reports by mail half way into each marking period, followed by report cards at the conclusion of each marking period. In December of 2008, Manchester High School offered computer access to grade and attendance information on their children through our Pinnacle software system. Approximately 350 parents signed up for this computer access to student information. Freshman administrators and counselors offered two informational evenings at off campus locations in Manchester to increase parent access to information. Parents of our incoming Freshman class were invited to attend a portion of our Freshman First Day Program in August of 2008. This allowed parents to meet teachers and administrators and receive information on programs and services. In addition, all parents were invited to our Open House Program in September with the opportunity to meet teachers and receive information about the various courses in which their children are enrolled. Seven issues of The Principal's Newsletter were published and mailed to parents during 2008-2009. These newsletters outline issues and provided information about school programs and services. The guidance department hosts multiple informational evening programs to assist parents in the course selection process and in the college planning and financial aid process. To assist parents in attending these evening programs, Manchester High School provided child care services for younger siblings of our high school students.

SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	7	0.3
Asian American	106	5.2
Black	401	19.7
Hispanic	383	18.8
White	1,140	56.0
Total Minority	897	44.0

Percent of Minority Professional Staff: 9.1

Non-English Home Language: 2.8% of this school's students come from homes where English is not the primary language. The number of non-English home languages is 13.

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.

Members of our Freshman class participate in our Race Relations Seminars. During the one quarter long program, freshman students explore diversity awareness and sensitivity to issues concerning living in a diverse school community and world. Community facilitators and trained student facilitators lead the seminars with the school psychologist who coordinates the program. The Manchester High School Race Relations Seminars are modeled on the National Study Circles. During the 2008-2009 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. In February of 2009, student members of both groups were featured on the NBC Channel 30 Perspectives Program. Our various clubs, activities and sports bring students of diverse backgrounds together for positive experiences. Some students from Manchester have opted for other educational programs such as the Greater Hartford Academy of Performing Arts, Great Path Academy the Greater Hartford Academy for Math and Science. These students return from these diverse learning communities to engage in sports and extracurricular activities with their Manchester High School peers. Administrators, guidance counselors and teachers have participated in Beyond Diversity and Courageous Conversations training and the development of our building Equity Team. Multicultural strands have been integrated into the curricula to engage all students in appropriate opportunities to explore topics of diversity. In addition, eligible students at Manchester High School participate in the national free and reduced price breakfast and lunch program.

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	34.6	39.9	43.4

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

Advanced Placement Courses 2007-08	School	State High Schools
Number of Courses for which Students were Tested	16	10.0
% of Grade 12 Students Tested	19.1	21.2
% of Exams Scored 3 or More*	74.9	72.8

*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	42.4	47.4	48.9
Writing Across the Disciplines	53.2	55.0	52.2
Mathematics	31.7	47.8	29.0
Science	32.3	42.8	34.1

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 2008	School	State	% of Schools in State with Equal or Lower Scores
Average Score: Mathematics	477	507	39.8
Critical Reading	479	503	40.3
Writing	481	506	40.3
% of Graduates Tested	61.6	74.5	N/A

Graduation and Dropout Rates	School	State	% of Districts in State with Equal or Less Desirable Rates
Graduation Rate, Class of 2008	93.6	92.1	43.2
Cumulative Four-Year Dropout Rate for Class of 2008	4.4	6.6	47.9
2007-08 Annual Dropout Rate for Grade 9 through 12	1.5	2.5	38.9

Activities of Graduates	School	State
% Pursuing Higher Education	92.5	84.1
% Employed, Civilian and Military	7.1	11.0

Student Attendance	School	State High Schools
% Present on October 1	91.1	94.6

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 2007-08 school year, 399 students were responsible for these incidents. These students represent 18.8% of the estimated number of students who attended this school at some point during the 2007-08 school year. For more information and data on disciplinary offenses, go to www.sde.ct.gov, click on "CEDaR" and then on "Student Data."

Number of Incidents by Disciplinary Offense Category, 2007-08		
Offense Category	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	0	0
Sexually Related Behavior	0	0
Personally Threatening Behavior	24	4
Theft	14	0
Physical/Verbal Confrontation	56	2
Fighting/Battery	10	1
Property Damage	5	0
Weapons	4	1
Drugs/Alcohol/Tobacco	18	2
School Policy Violations	867	63
Total	998	73

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

The following narratives was submitted by this school.

During 2008-2009, Manchester High School implemented plans to reorganize the Freshman Program. To provide additional instruction to students identified with weaknesses in the areas of English and Mathematics, additional instruction in these areas has been provided in 42 minute "Skinny block" periods in addition to regular instruction. In addition, reduction in the number of levels of instruction from four to three was started with the elimination of general studies level courses for grade 9 students. Placement decisions for grade 9 students were developed through review of grade 9 benchmark assessments, grade 7 and grade 8 CMT scores, grade 8 course performance and teacher recommendations. Benchmark assessments in reading, mathematics and science were administered to grade 9 and 10 students in September, November and January. Each department developed data driven goals for expected student performance which were reviewed during the 2008-2009 school year. Manchester High School has continued to implement the Proficiency Project. Through this model, students are expected to demonstrate understanding of essential learning concepts in each course through common performance assessments. During the 2008-2009 school year, curriculum revisions have been ongoing. All curricula reflect state standards, CAPT standards and other applicable standards, e.g. Perkins, as well as Proficiencies and common assessments. Closing the achievement gaps remains an essential focus for the district and for Manchester High School. In September of 2008, based on performance on the March 2008 CAPT, Manchester High School was designated as achieving "Safe Harbor" under NCLB. This designation of "Safe Harbor" recognized significant gains in student performance among all students in grade 10 and specifically in the four subgroups in which Manchester High School is reviewed. Student attendance continues to be an area of focus at Manchester High School.

SUPPLEMENTAL SCHOOL INFORMATION

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

During the 2008-2009 school year, Manchester High School was reviewed in the decennial evaluation process with the New England Association of Schools and Colleges (NEASC). This included the completion of the self-study process and the review by the assigned visiting committee from NEASC in May of 2009. The final report on the NEASC evaluation will be provided in the fall of 2009. Manchester High School continues to offer a wide variety of courses that lead to college credit through the Advanced Placement Program of the College Board, through the University of Connecticut Early College Experience Program and through the Manchester Community College Pathways Program. Manchester High School continues to offer a wide array of elective courses to enrich the learning opportunities for our students. During this year, a branch of the Northeast Family Credit Union opened at Manchester High School. In addition to the banking service opportunity for faculty and students, internship opportunities have been developed for Manchester High School students with the credit union. As members of the expanded Central Connecticut Conference, multiple student athletes received all conference, all state, scholar athlete and all New England designation in various sports. The various groups within our performing arts department have continued to received regional awards. The Manchester High School Robotics Team engaged in national competition in Dallas, Texas. Members of the Future Business Leaders of America represented the school in national competition in Anaheim, California. In addition to these programs, Manchester High School offers an array of extracurricular offerings unmatched in most public high schools.
