



# Let's Talk About:

**our city  
our schools  
our future**

## Community Survey Report



championing student success.



championing student success.

## **“My kids are more important than pride in the past”:**

### **Findings from Manchester Proud’s Community Survey Data**

**APRIL 25, 2019**

**Prepared by Reaching Higher NH**

## **Executive Summary**

Between August 31, 2018 and January 31, 2019, Manchester Proud hosted an online Community Survey available to participants in six languages in order to gauge the community’s perception of Manchester and, particularly, the Manchester School District. The survey consisted of 31 questions, which included resident and demographic information, a series of statements with which individuals would rank their level of agreement, and open-ended prompts regarding the participant’s perceptions of the district’s strengths and issues.

983 participants completed the survey. One goal of the survey was to hear from community members who are connected to the city, whether through residency, school, or work. 94.4 percent of all participants either currently live (824 participants) or used to live (104 participants) in Manchester. Less than half of the current Manchester residents participating in the survey currently have a student in the school district (45.2 percent), and only 114 participants have both a current student and a former graduate of the district (11.6 percent). Additionally, 18.0 percent of the participants currently work for the Manchester School District.

Overall, participants identified funding as the prominent issue in the Manchester School District, followed by class size and understaffing. Family members of current students, however, mentioned school safety as the second issue after funding. In terms of strengths within the district, participants overwhelmingly mentioned staff, with diversity and staff support of students as the second and third most mentioned topics.

There appeared to be a disparity between those with students currently enrolled and those with graduates. Those with current students were more likely to strongly disagree that the district prepares students to be successful in college or the workforce. Those with graduates, however, were more likely to agree that the district prepares students for the workforce. This could be because of their own experiences and seeing the success of their own children, or their students may have graduated some time ago, and those experiences are likely different from students currently enrolled.

Additionally, a disparity exists between Manchester residents who have voted at least once in Manchester, and those who have never voted. For those who have never voted in the city, they were more likely to agree that the district receives the right amount of funding, yet those who are considered voters were more likely to strongly disagree about funding. Yet, throughout all of the community engagement activities of Manchester Proud, these issues are both mentioned considerably – and mentioned as being long-standing issues, existing for at least a decade. The findings in this Community Survey Report, however, show that respondents who identify as voters strongly disagree with the work of the Board of School Committee, as well as the funding overall.

Manchester Proud, as it creates its strategic plan, will need to consider the stakeholders across Manchester, from current families, who are most directly impacted by the district on a day-to-day basis, to individuals who no longer have, or indeed never had, children enrolled in the Manchester School District.

## Introduction

Manchester Proud (MP) conducted an online Community Survey, available on its website and open to anyone with internet access, in order to hear from a wide range of community members. The Community Survey was available in six languages: English, Spanish, Arabic, Vietnamese, Swahili, and French. These languages were recommended by the Manchester Department of Health, which has successfully done extensive, and similar, community surveys.

There were 31 questions in total. The first question, "Do you currently live in Manchester?" filtered participants to better identify their connection to Manchester. Participants who selected "No" received questions about whether they have ever lived in Manchester, and where

they currently live. Participants who selected "Yes" to the first question then received questions about how long they have lived in Manchester, whether they had ever voted in the city, and whether they had ever had a student in the district schools. The remaining questions (eight through 31) were then available to all participants.

The Community Survey was promoted through various channels, including on Manchester Proud's website and social media, through elected officials' social media, through emails to anyone who had previously interacted with Manchester Proud, and during community events such as town halls. Manchester Proud closed the survey at 11:59 PM on January 31, 2019.

Throughout this process, Manchester Proud was interested in learning the following:

- *What is the public's perception of Manchester's safety?*
- *What is the public's perception of the Manchester School District?*
- *What is the public's perception of Manchester's teachers?*
- *What is the public's perception of the Manchester Board of School Committee?*
- *What is the public's perception of the school funding and the effectiveness of tax dollars in Manchester?*
- *What is the public's perception of Manchester School District's graduates' overall college and career readiness?*
- *What is the public's perception of the media in relation to the Manchester School District?*
- *What does the public believe are the most prominent issues in the school district?*
- *What does the public believe are the most prominent strengths in the school district?*

**The Community Survey was available in six languages: English, Spanish, Arabic, Vietnamese, Swahili, and French.**

## Process

The survey was hosted by SurveyMonkey and consisted of 31 questions, although the maximum number of questions a participant could receive was 29, specifically for those who answered “Yes” to question one. Answering “No” to question one yielded 27 total questions.

Questions one through nine related to the respondent’s current residency and connection to Manchester. Questions 10 through 22 were statements which participants would answer with Likert scale responses of “Strongly agree” through “Strongly disagree.” Questions 23 and 24 related to the school district and the media. Questions 25 and 26 were open-ended questions about the participant’s opinions on the issues and strengths of the schools. Questions 27 through 30 were the same demographic questions from MP’s community canvass. The last question provided participants with the opportunity to include their email address to learn receive MP updates-- however, no participant included their email address.

The exact survey questions, as well as the instructions, are provided in Inset 1, with asterisks (\*) marking required questions.

### Inset 1: Manchester Proud: Community Survey

Thank you, in advance, for taking the time to complete the Manchester Proud Community Survey. The purpose of this survey is to learn about your experiences in and perspective about Manchester, NH and the Manchester Public Schools. This survey is for anyone invested in Manchester, including current residents, former residents, neighboring residents, current employees, former employees, and individuals who feel a personal investment in the city. This survey will take about 10 minutes to complete. Your answers will not be assessed individually. As such, please be as honest as possible.

**Q1:** Do you currently live in Manchester?\*

Yes

No

[NEW PAGE]

If No:	If Yes:
Q2: What city/town do you currently live in?*	Q4: How long have you lived in Manchester?*
<i>Space to fill in</i>	1 year or less 2-5 years 6-10 years More than 10 years
	Q5: Have you ever voted in Manchester?
	Yes No
Q3: Have you ever lived in Manchester?*	Q6: Do you currently have a student in your household who attends a Manchester public school?*
Yes, and I/my child attended at least one of the Manchester public schools	Yes
Yes, but I/my child have never attended a Manchester public school	No
No	Q7: Do you have a student who graduated from a Manchester public high school?*
	Yes
	No

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**Q8:** Do you currently work in Manchester?

Yes

No

**Q9:** Do you currently work for Manchester Public Schools?

Yes

No

**[NEW PAGE]**

*For each of the following statements, please select from the following: Strongly Agree, Agree, Neutral, Disagree, or Strongly Disagree.*

*At the bottom of this page, you have the opportunity to provide comments/additional responses for these questions.*

**Q10:** I feel that the neighborhood I live in is safe.

**Q11:** I feel that the neighborhood I live in is safer than most neighborhoods in Manchester.

**Q12:** I feel that Manchester Public Schools are doing a good job.

**Q13:** I feel that the school in my neighborhood is doing better than most schools in Manchester.

**Q14:** I feel that the teachers in Manchester care a lot about their students.

**Q15:** I feel that the teachers at my neighborhood school care a lot about their students.

**Q16:** I feel that the Board of School Committee works in alignment with the needs of the Manchester schools.

**Q17:** I believe when students graduate from a public high school in Manchester, they are prepared to be successful in **the workforce**.

**Q18:** I believe when students graduate from a public high school in Manchester, they are prepared to be successful **in college**.

**Q19:** I believe that the public schools in Manchester receive the right amount of funding.

**Q20:** I believe that tax dollars invested in Manchester schools are used effectively.

**Q21:** The stories I hear about Manchester schools in the media (TV, newspaper, radio, etc.) are positive.

**Q22:** Overall, I believe that Manchester schools are on the right track.

**Q23:** Use this space to include any additional information related to the questions above.

*Space provided to fill in*

**[NEW PAGE]**

**Q24:** Where do you hear about Manchester Public Schools? Check all that apply.

Television

Radio

Newspaper

Social media (Facebook, Instagram, Twitter, Snapchat, etc.)

District website

District email

Word-of-mouth

Other (space provided to fill in)

**Q25:** In your opinion, what are the top three issues Manchester schools face?

*Space provided to fill in*

**Q26:** In your opinion, what are the top three strengths of Manchester schools?

*Space provided to fill in*

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**Q27:** Please select your age.

Under 18

18-24

25-34

35-44

45-54

55-64

65 or older

**Q28:** What is your gender?

*Space provided to fill in*

**Q29:** What best describes your race/ethnicity? Choose all that apply.

African American

African

Asian American

Southeast Asian

East Asian

South Asian

Middle Eastern

White/European

Latin American/Hispanic

Native American/Pacific Islander

I choose not to answer

Other:

**Q30:** What best describes your level of completed education? If currently enrolled, please select your highest degree received.

Nursery school to 8th grade

Some high school

High school graduate, diploma or the equivalent (for example: GED)

Some college credit

Trade/technical/vocational training

Associate degree

Bachelor's degree

Master's degree

Professional degree

Doctorate degree

**Q31:** If you are interested in receiving information about Manchester Proud's process and/or volunteer opportunities, please type in your email address. Otherwise, please click "Done."

**[SUBMIT BUTTON: NEW PAGE]**

Thank you for completing our survey!  
If you included your email address, you will receive information from us within two weeks.  
Please follow our progress on our website - [www.manchesterproud.org](http://www.manchesterproud.org)

**In total, 983 participants completed the survey.**

You can also contact us with comments and questions at [outreach@manchesterproud.org](mailto:outreach@manchesterproud.org) - thank you again!

## Challenges

When creating the survey, Manchester Proud considered the potential challenge of participants completing the survey multiple times, skewing the data. Upon review of the results, however, it was clear that this did not happen.

Another challenge was crafting the questions prior to the majority of the community engagement; if MP had waited until after the community canvassing, for example, there may have been different questions or different wording, based on what MP heard at the doors. Therefore, as these questions were created in advance of hearing from family members, they are reflective of the beginning of the community engagement efforts, rather than the endpoint.

A notable challenge, however, included reaching participants who would complete the survey in languages other than English. Although MP

promoted translated surveys through social media, including “boosting” the posts to reach a significantly larger online audience, and shared it through community organizations that work with linguistically diverse populations, responses for the translated surveys were low.

An additional challenge was the concern, specifically raised by school district staff, about anonymity. During a listening session, a staff member informed the Manchester Proud facilitator that school staff members were not completing the online survey, because they were concerned about participating and their information “being known.” The facilitator explained that the survey respondents would remain anonymous, which alleviated fears by this specific participant - but, as seen in the Respondents section, a low proportion of MSD staff completed the survey.

## Respondents

### DEMOGRAPHICS

In total, 1,134 participants began the Community Survey in one of the six available languages. Table 1 shows the language in which participants opened the survey and answered at least the first question.

**Table 1: Languages of choice for survey respondents**

Language of Survey	Responses
English	1071 (94.4%)
Arabic	35 (3.1%)
Spanish	21 (1.9%)
Vietnamese	6 (0.5%)
Swahili	1 (0.1%)
<b>TOTAL</b>	<b>1134</b>

**Over 50 percent of participants who answered the question on age are between the ages of 35 and 54.**

151 participants did not *complete* the survey. We have defined “complete” as a survey that includes at least one question answered regarding the participant’s beliefs/experiences about Manchester or the school district (questions 10-26). If a participant answered at least one of those questions, their survey is considered “complete.” In total, 983 participants completed the survey. All data and information that follows in this report, as well as in the Appendices, reference only the *completed* surveys.

Demographic information, such as age and race, in the survey was optional. For each table that shows **optional responses**, we have included a row with “No response” to show how many participants, out of the 983 total, did not answer the question.

Table 2 shows the distribution of ages across all participants. Over 50 percent of participants who answered this question are between the ages of 35 and 54.

**Table 2: Ages of survey respondents**

Age	Responses	Proportion of completed responses
Under 18	7 (0.8%)	0.7%
18-24	26 (2.8%)	2.6%
25-34	117 (12.8%)	11.9%
35-44	246 (26.9%)	25.0%
45-54	245 (26.8%)	24.9%
55-64	174 (19.0%)	17.7%
65 and older	99 (10.8%)	10.1%
<b>TOTAL</b>	<b>914</b>	<b>93.0%</b>
No Response	69	7.0%

Next, participants had the option to write in their gender, rather than choose from a predetermined list.



Table 3 shows the breakdown of participants by their self-identified gender. 69.5 percent of participants identify as female, whereas 18.1 percent of all participants identify as male.

*Table 3: Genders of survey respondents*

Gender	Responses	Proportion of completed responses
Male	178 (20.6%)	18.1%
Female	683 (79.1%)	69.5%
Non-conforming/Non-binary	3 (0.4%)	0.3%
<b>TOTAL</b>	<b>864</b>	<b>87.9%</b>
No Response	119	12.1%

Table 4 shows the participants' self-identified races/ethnicities. Participants had the option to select multiple responses. This table demonstrates how many times each of these categories were selected in total. The table also shows how many individual participants did not select any categories, and/or selected "Choose not to answer." The second-to-last row shows how many participants wrote in an answer, however, for the purposes of this report, those responses are not grouped together with any of the other predetermined categories.

*Table 4: Races/ethnicities of survey respondents*

Race/ethnicity	Responses	Proportion of completed responses
African American	11	1.1%
African	3	0.3%
Asian American	4	0.4%
East Asian	0	0.0%
South Asian	0	0.0%
Middle Eastern	16	1.6%
White/European	690	70.2%
Latin American/Hispanic	33	3.4%
Native American/Pacific Islander	7	0.7%
Wrote in response for "Other", not included in categories above	8	0.8%
<b>TOTAL Respondents</b>	<b>768</b>	<b>78.1%</b>
No response, or selected "choose not to answer"	215	21.9%

Because individuals could select more than one response, the proportion of completed responses will not add up to 100 percent.

As seen in this chart, 70.2 percent of total participants identified as "White/European," and 3.4 percent of total participants identified as "Latin American/Hispanic." Overall, 78.1 percent of total participants selected at least one of the answers available for this question.

Table 5 shows the number of participants by their educational attainment. Participants were prompted to select the highest level they have completed from the list of options below.

**Table 5: Educational attainment of survey respondents**

Completed education	Responses	Proportion of completed responses
Nursery school to 8th grade	3 (0.3%)	0.3%
Some high school	6 (0.7%)	0.6%
High school graduate, diploma, or the equivalent (for example: GED)	63 (6.9%)	6.4%
Some college credit	93 (10.2%)	9.5%
Trade/technical/vocational training	24 (2.6%)	2.4%
Associate degree	78 (8.6%)	7.9%
Bachelor's degree	284 (31.2%)	28.9%
Master's degree	304 (33.4%)	30.9%
Professional degree	37 (4.1%)	3.8%
Doctorate degree	18 (2.0%)	1.8%
<b>TOTAL</b>	<b>910</b>	<b>92.6%</b>
No Response	73	7.4%

70.7 percent of individuals who answered this question have a Bachelor's degree or higher; only 7.9 percent have up to a high school diploma or its equivalent.

When reviewing the demographics of individuals who completed these questions and the survey overall, respondents tended to be white, college educated women between the ages of 35 and 54.

#### **Manchester Residency and Connections**

The purpose of the Community Survey was to reach community members with a personal and/or professional stake in Manchester. As seen in Table 6, 83.8 percent of those who completed the survey live in Manchester, while 16.2 percent do not.

**Table 6: Residency of survey respondents**

Do you currently live in Manchester?	Responses
Live in MHT	824 (83.8%)
Do not live in MHT	159 (16.2%)

**When reviewing the demographics of individuals who completed these questions and the survey overall, respondents tended to be white, college educated women between the ages of 35 and 54.**

Individuals who do not currently live in Manchester were asked if they had ever lived here. Table 7 shows their answers.

*Table 7: Manchester residency history of survey respondents*

Have you ever lived in Manchester?	Responses
Yes, and I/my child attended at least one of the Manchester public schools	67 (42.1%)
Yes, but I/my child never attended a Manchester public school	37 (23.3%)
Never lived in MHT	55 (34.6%)

65.4 percent of individuals who live elsewhere now, at one time, lived in Manchester. Only 55 total participants of the survey have never lived in Manchester (5.6 percent).

Individuals who currently live in Manchester received a series of questions specific to their experience as residents. Table 8 shows the length of time current residents have lived in Manchester.

*Table 8: Time spent in Manchester among survey respondents*

How long have you lived in Manchester?	Responses
1 year or less	23 (2.8%)
2-5 years	116 (14.1%)
6-10 years	89 (10.8%)
More than 10 years	596 (72.3%)

72.3 percent of respondents who live in Manchester have lived there for longer than 10 years, and only 2.8 percent have lived in the city for one year or less.

An optional question for current Manchester residents was whether they have ever voted in Manchester, as seen in Table 9:

*Table 9: Voter history of survey respondents*

Have you ever voted in Manchester?	Responses	Proportion of completed responses
Voted in MHT	741 (90.0%)	75.4%
Never voted in MHT	82 (10.0%)	8.3%
No response	1	0.1%

90.0 percent of current Manchester residents responding to this survey

**72.3 percent of respondents who live in Manchester have lived there for longer than 10 years, and only 2.8 percent have lived in the city for one year or less.**

have voted in Manchester. Note, however, that the question did not ask if the participant is a current or active voter. Only one individual did not respond to this question.

All participants, regardless of residency, received an optional question about whether they work in Manchester. Their answers are reflected in Table 10.

*Table 10: Location of workplaces for survey respondents*

Do you currently work in Manchester?	Responses	Proportion of completed responses
Work in MHT	580 (59.1%)	59.0%
Do not work in MHT	402 (40.9%)	40.9%
<b>TOTAL</b>	<b>982</b>	<b>99.9%</b>
No response	1	0.1%

59.0 percent of survey participants currently work in Manchester, and 40.9 percent do not; notably, only one participant did not respond to this question.

### **Connections to Manchester School District**

Current Manchester residents received a series of required questions about their direct connection to the school district. The first, seen in Table 11, was whether they currently have a Manchester School District student in their household:

*Table 11: Survey respondents with current MSD students*

Do you currently have a student in your household who attends a Manchester public school?	Responses	Proportion of completed responses
Has current MSD student	372 (45.2%)	37.8%
No current MSD student	452 (54.9%)	46.0%

45.2 percent of the Manchester residents completing the survey currently have a student in the Manchester public schools, 54.9 percent do not. This question, however, was not offered to individuals who do not live in Manchester.

Another required question of Manchester residents was whether they have a student who has ever graduated from a Manchester public high school. Table 12 shows these responses.

**45.2 percent of the Manchester residents completing the survey currently have a student in the Manchester public schools, 54.9 percent do not.**

*Table 12: Survey respondents with former MSD graduates*

Do you have a student who graduated from a Manchester public high school?	Responses	Proportion of completed responses
Had MSD graduate	320 (38.8%)	32.6%
No MSD graduate	504 (61.2%)	51.3%

**38.8 percent of individuals who live in Manchester have had a student graduate from a Manchester high school.**

Similar to the previous question and table, this question was not offered to participants who do not currently live in Manchester. 38.8 percent of individuals who live in Manchester have had a student graduate from a Manchester high school. Additionally, there were 114 participants (11.6 percent of total respondents) who have both a current Manchester school student, as well as a graduate from the schools.

All participants received an optional question regarding whether they work for the Manchester School District. The responses are found in Table 13.

*Table 13: Survey respondents who work in MSD*

Do you currently work for Manchester Public Schools?	Responses	Proportion of completed responses
Work in MSD	177 (18.1%)	18.0%
Do not work in MSD	800 (81.9%)	81.4%
<b>TOTAL</b>	<b>977</b>	<b>99.4%</b>
No response	6	0.6%

In this last table, it is clear that a large majority of participants do not work in the school district; only 18 percent of those answering the survey are current employees of the Manchester School District.

## Findings

In an effort to make the overall results of the Community Survey accessible (engaging with 30 variables has the potential to be very cumbersome), the findings and discussion portions of this report zoom in on top findings and highlights. All other data points can be explored in the Appendices, and the reader is strongly encouraged to review them.

It is helpful to begin by exploring the open-ended questions, which asked participants to identify the top three issues that the Manchester schools face (question 25), and the top three strengths of Manchester schools (question 26).

*“In your opinion, what are the top three issues Manchester schools face?”*

Figure 1 and Table 14 illustrate the topics mentioned most frequently by all participants for the question regarding the top three issues. In total, 833 participants responded to this question (84.7 percent of all participants).

**Figure 1: Top three issues of Manchester schools (Overall)**

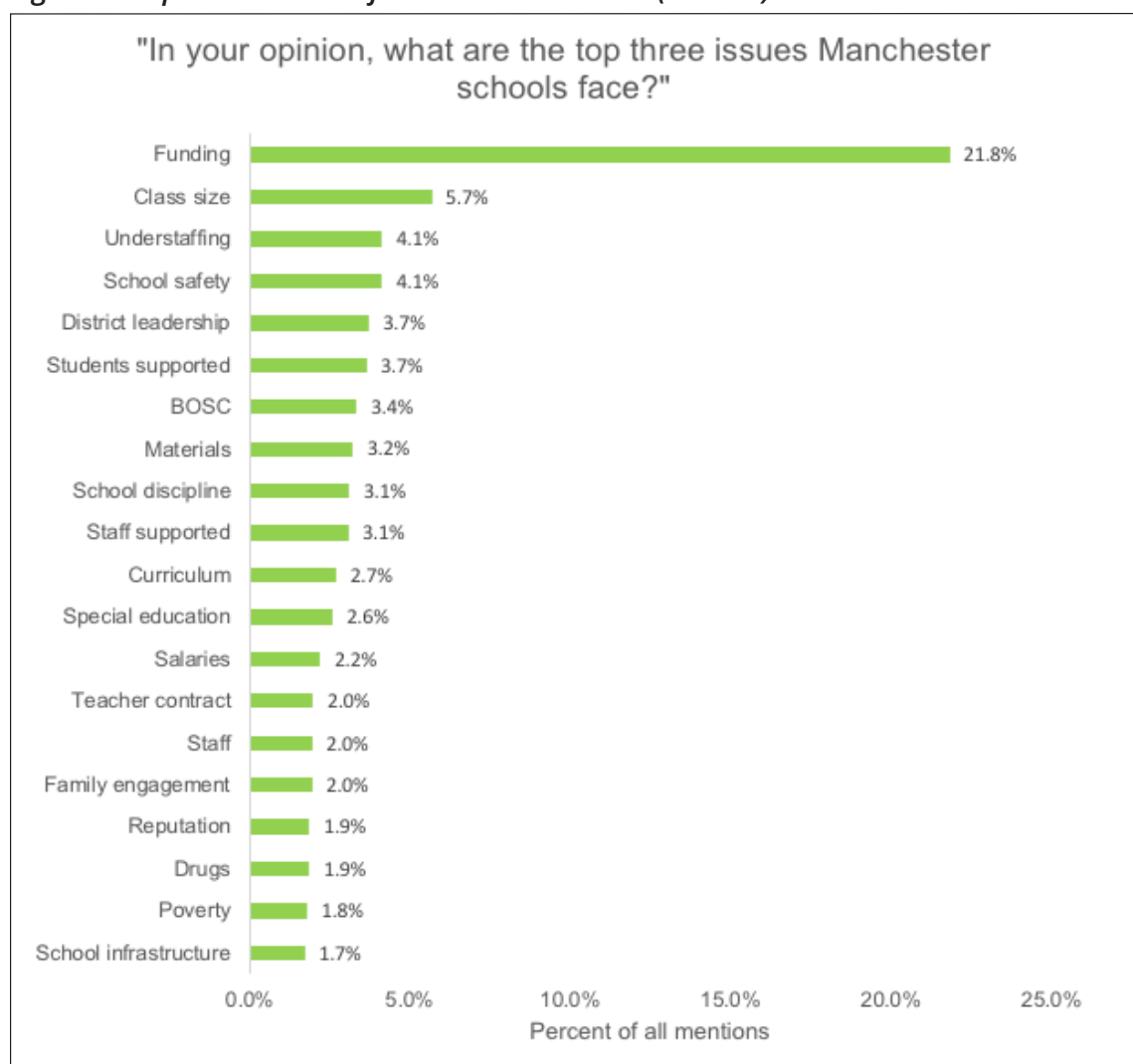


Table 14: Top three issues of Manchester schools (Overall)

Topic	Mentions	Topic	Mentions
BOSC	89 (3.4%)	School discipline	83 (3.1%)
Class size	151 (5.7%)	School infrastructure	46 (1.7%)
Curriculum	72 (2.7%)	School reputation	50 (1.9%)
District leadership	99 (3.7%)	School safety	110 (4.1%)
Drugs	50 (1.9%)	Special education	69 (2.6%)
Family engagement	52 (2.0%)	Staff	52 (2.0%)
Funding	579 (21.8%)	Staff supported	82 (3.1%)
Materials	86 (3.2%)	Students supported	97 (3.7%)
Poverty	48 (1.8%)	Teacher contract	53 (2.0%)
Salaries	59 (2.2%)	Understaffing	110 (4.1%)

The most prominent issue to participants, mentioned 579 times (Table 14), is funding. A sampling of direct responses, which includes the entire unedited response to the question, follows:

*“Federal/state UNFUNDED mandates Children in classroom not able to be taught for various reasons Lack of respect/ discipline on the part of students and not discouraged by his/her parents”*

*“Funding, Low expectations of student performance (partly due to Common Core, and comingling of funds between city and BOSC.”*

*“Money for funding all programs, unfortunately most do not know how poorly funded the schools are unless they are trolling to put down teachers. Consistency. Having worked across multiple schools in middle and elementary, there is little consistency. The inconsistencies are not simple location variations, but are in major policies for the district. Special Education. As the public and federally identified as the legal provider for all the children of Manchester, few understand the implications of FAPE. Services must be provided at all schools and at the level of need of the individual student. Unfortunately this is an unfunded federal mandate. Manchester has struggles through multiple administrative changes in Student Services and directives are inconsistent at best.”*

*“Funding for innovative approaches on education. Community Engagement. Collaboration across schools.”*

*“Disrespect with students and staff, Principals and staff not listening to students input on situations, fundings.”*

*“Lack of equitable opportunity for all students to achieve to their maximal potential (including minority, ELL, learning difference/ special education youth) Underfunding Lack of community concern/caring/support for the city’s youth”*

*“Too much funding Too much diversity Too much brainwashing”*

*“Non Title 1 schools are jilted in funding and rely too heavily on the parents to make up the difference. We lack basic funds for math programs due to a ratio issue Too much politics in parent groups that change the minds of our admin lack of teacher contract equals lack of education”*

*“Funding, individualized attention to students, and the unhealthiness options of hot lunch that are available to students”*



*"Lack of proper funding for modern materials & equipment; failure to work with former sending districts; general lack of support by the community to insist on quality schools"*

*"1. funding for multimedia rich classrooms (where students have access to electronic resources on a daily basis. 2. helping students who continue to struggle, even after multiple strategies have been attempted 3. funding and programming that support the gifted and the struggling learners."*

*"Funding auditing (where is the money going), resources for teachers, parental involvement"*

*"1. Needy population. Many families are coming from difficult circumstances and there are many neglectful parents. 2. Lack of funding. I could provide you with the stats, but they have been discussed ad nauseum with nobody with authority giving a damn. 3. Poor leadership, from top to bottom. [District administrator] seems to be a huge improvement over the previous two administrations, but we need someone who will speak out loudly about the detrimental effects of the artificial impediment called the tax cap. Why are people in power so afraid to speak up? What does the price of a refrigerator (CPI) have to do with the cost of running a school district. The tax cap has been a disaster. This city is on a downward spiral. Timing of the decline coincides with adoption of the tax cap. Complex problems do not normally have simple answers. The tax cap is a poorly conceived simple solution that made people feel as though they were doing something to ensure fiscal responsibility. It has been a disaster."*

As evident in these comments, funding is a theme, but not the only concern on participants' minds. The second and third most frequently mentioned topics, class size (151 mentions) and understaffing (110 mentions), also relate to funding. A sampling of responses, which again will include the participant's unedited and complete answer to the prompt, follows:

*"Understaffing in critical areas, inadequate supplies and support for students (Manchester teachers must beg for funds for necessary classroom supplies on 'go fund me' sites), poorly paid teachers and staff AND #4 - low employee morale"*

*"Funding, overcrowding, and understaffing are major issues in Manchester schools. There are many more students with special education needs and behavioral problems due to the opioid epidemic. Manchester needs to have the appropriate amount of funding and resources to handle these programs effectively and safely."*

*"Adequate funding Class sizes Lack of communication with the public so the public can better understand issues"*

*"Class size, lack of resources (math program, quality reading intervention services for struggling readers, technology, etc.), support from the district and school board"*

*"Class size at my school continues to be too large. Teachers do not feel supported or appreciated by the school board and some of the public. Our building in particular is old and worn out, has not been painted in 20 years. It is dirty. It is a discouraging environment with no hope of an update. Carpets smell like mold."*

*"1. class size 2. the inequity of pay, low pay for new hires as opposed to the pay of older teachers. Not too many professions have such a pay difference for doing the same job, regardless of longevity. 3. Outdated practices, ways of thought and culture, outdated curriculum/ instruction/ implementations."*

*"large class sizes an absence of reality promoting a [school] as a successful program when in fact it is not."*



A more comprehensive list of answers to this prompt, as well as the other open-ended prompts in the survey, is available in Appendix 17, which is available online at [bit.ly/MP\\_communitysurvey](https://bit.ly/MP_communitysurvey).

Figure 2 and Table 15 compare mentions for this same question by individuals who currently have a student in the school district with those who do not have a current student enrolled in the district.

Figure 2: Top three issues of Manchester schools (Has current MSD student vs. no current MSD student)

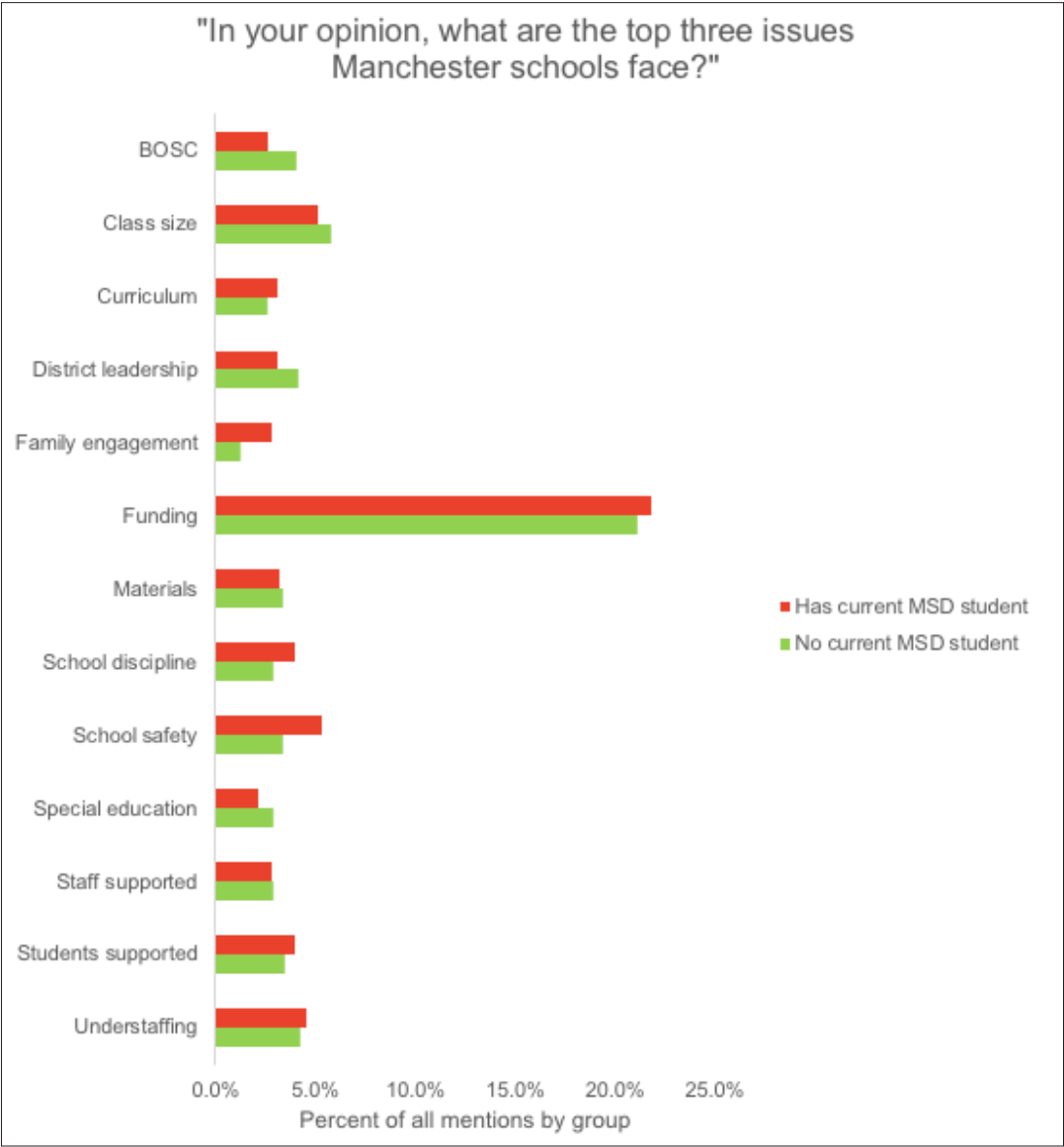


Table 15: Top three issues of Manchester schools (Has current MSD student vs. no current MSD student)

Topic	Mentions	
	Has current MSD student	No current MSD student
BOSC	28 (2.6%)	47 (4.0%)
Class size	54 (5.1%)	68 (5.8%)
Curriculum	33 (3.1%)	30 (2.6%)
District leadership	33 (3.1%)	48 (4.1%)
Family engagement	30 (2.8%)	14 (1.2%)
Funding	231 (21.8%)	247 (21.1%)
Materials	34 (3.2%)	39 (3.3%)
School discipline	42 (4.0%)	34 (2.9%)
School safety	56 (5.3%)	39 (3.3%)
Special education	22 (2.1%)	34 (2.9%)
Staff supported	30 (2.8%)	34 (2.9%)
Students supported	42 (4.0%)	41 (3.5%)
Understaffing	48 (4.5%)	50 (4.3%)

For individuals with a student currently enrolled in the district, funding is still the top issue, followed by school safety. A sampling of responses that included the topic of school safety follows:

*“- Early childhood education needs to be expanded and improved. The teachers are phenomenal, but they can only do so much when they see kids 2 days a week. Getting kids to love school early will help with grades and retention in later grades. - Quality and type of food offered. Keeping foods simple and having a set weekly schedule might help those kids that rely on routine. At least once a month, yogurt and fruit is offered for both breakfast and lunch in the same day. This feels like either apathy or oversight. - Safety during drop off and pickup. A lack of crossing guards is a huge concern, as well as inadequate snow removal at drop off areas. –”*

*“bullying, funding, violence”*

*“1 for HS, not enough extra help, after school ect. 2 Safety 3 IEP's (one of my children needed it, the school seemed over burdened and I didn't feel included in the system, it didn't seem like it really helped)”*

*“1.Over/under population of schools based on districts 2.Violence/drugs -kids do not feel safe 3. Outdated materials/supplies, not preparing future workforce”*

*“Safety. Caring teachers. Bad school board.”*

*“1) Funding - i.e. Teacher contracts (we are blessed with amazing teachers!), Behavioral and learning disability support, air conditioning for schools (how can you learn when you're melting); 2) School bus nightmares - children dropped off an hour or more after normal time, kindergarten age children dropped off with no guardian present, Children not dropped off, but brought back to school to get picked up, etc.; 3) Drop off and pick up - Parents should have to sign some agreement understanding the drop off and pick up rules. It's a mess and people are very inconsiderate making it unsafe.”*

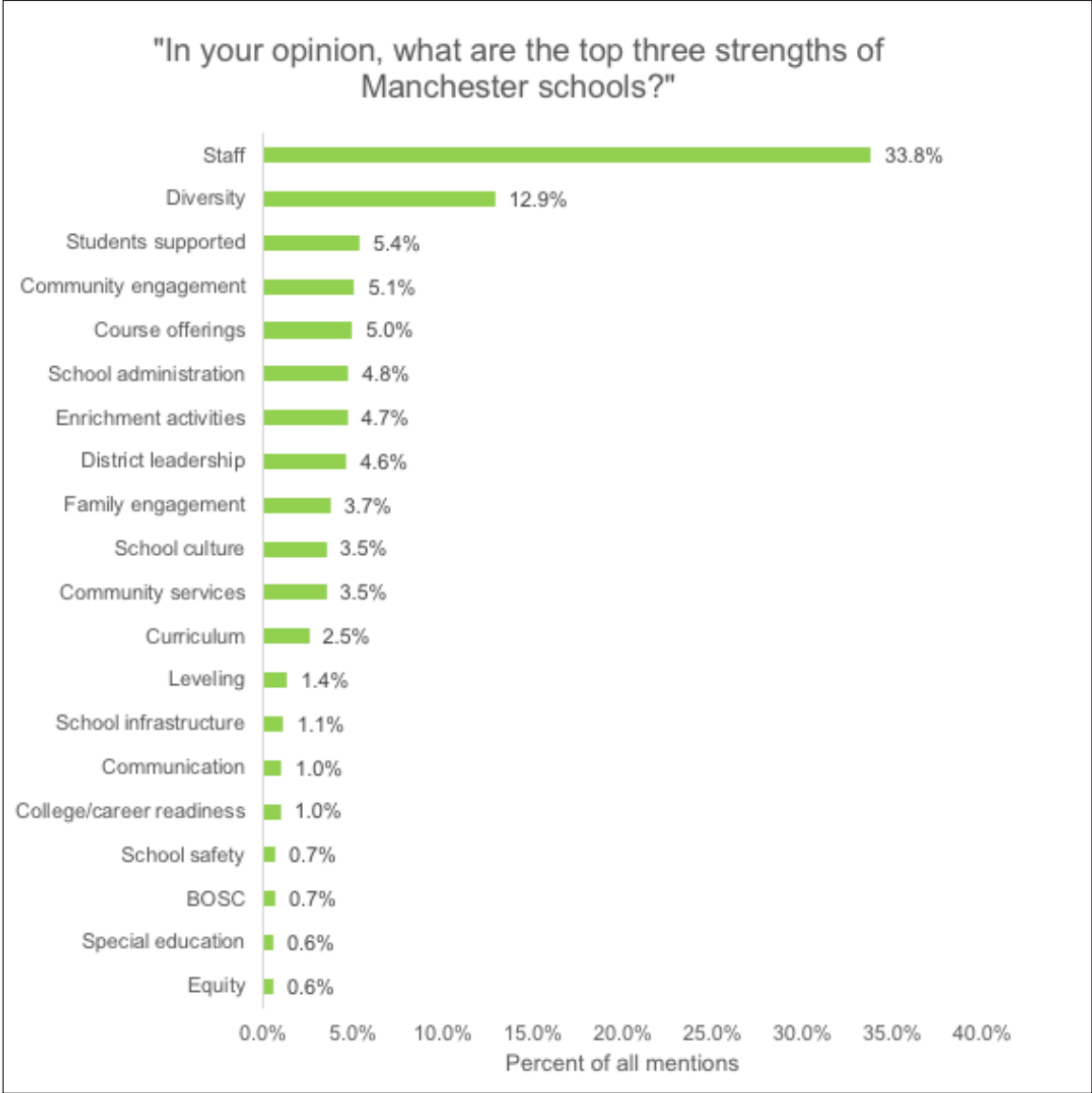
While the quotes embedded within this report generally represent the views expressed by respondents, the reader is strongly encouraged to review the more comprehensive list available via hyperlink in Appendix 17.

Next, participants’ perceptions of the strengths of the Manchester schools are explored.

*“In your opinion, what are the top three strengths of Manchester schools?”*

760 participants (77.3 percent) answered the question, “In your opinion, what are the top three strengths of Manchester schools?”. Figure 3 and Table 16 show the percent of all mentions and the number of mentions by topic:

**Figure 3: Top three strengths of Manchester schools (Overall)**



**Table 16: Top three strengths of Manchester schools (Overall)**

Topic	Mentions	Topic	Mentions
BOSC	12 (0.7%)	Equity	10 (0.6%)
College/career readiness	17 (1.0%)	Family engagement	66 (3.7%)
Communication	18 (1.0%)	Leveling	24 (1.4%)
Community engagement	90 (5.1%)	School administration	84 (4.8%)
Community services	62 (3.5%)	School culture	62 (3.5%)
Course offerings	88 (5.0%)	School infrastructure	20 (1.1%)
Curriculum	45 (2.5%)	School safety	12 (0.7%)
District leadership	82 (4.6%)	Special education	10 (0.6%)
Diversity	228 (12.9%)	Staff	598 (33.8%)
Enrichment activities	83 (4.7%)	Students supported	95 (5.4%)

For all participants, the most frequently mentioned strength identified was the staff, with a total of 598 mentions. A sampling of responses to this question follows:

*“(1) Amazing staff and administration -- they are incredibly dedicated to our children and wildly underappreciated/undervalued. (2) Strong innovation and partnerships with community organizations (3) embracing competency based learning and opportunities for students to get credit for work completed outside of the traditional classroom.”*

*“Caring and dedicated staff, exceptional music program, parent support.”*

*“The many amazing teachers that give parents hope and confidence. The experience of being in a diverse community. The potential that exists in a city that is on the cusp of greatness (which I believe is the case for Manchester right now).”*

*“Staff (for the most part) are very caring and work above and beyond what their contractual hrs/days state. Communication among students, staff, and parents/guardians is very good. They do their best to accommodate meeting times for working parents.”*

*“1. Teachers resilience, perseverance and commitment. 2. Students are amazing.”*

*“1. Educators on the front lines. 2. Students coming from other districts which is a source of revenue for the district. 3. Location, location, location in the largest city in our state.”*

*“Dedication of teachers and other school staff, diversity, the fact that the community is more engaged now in looking for solutions to solve what seems to have been never ending problems in the school system.”*

*“Some staff not affected by low morale, ability to manage such diverse population must be difficult.”*

*“Devoted teachers Some good school board members that are there for the right reasons, not for their own ego or to hear their own voice. Students.”*

*“I think the main thing is that, at least at the elementary school I am at, the teachers are wonderful and very caring to their students. They go out of their way to make sure the kids are safe, that they are learning and have what they need. They are not there just for the paycheck.”*

When participants described the strengths of the schools, diversity was the second most frequently mentioned topic (228 mentions, 12.9 percent).

*"1. Diversity! We are living in a time where being insulated in a little bubble is a liability--it's so great that we are a city of many languages and cultures. 2. Creativity -- teachers, administrators, and parents are involved and creative in ways that get kids motivated and use the limited resources they have to do good stuff. 3. The young folks moving in to the city (who maybe can't afford to move out once they are here) and are working hard to make Manchester a real destination, and a place for families who expect a great school system."*

*"1. Faculty and staff 2. Diversity and it's acceptance 3. Sense of community/school pride."*

*"Diversity!!!!!!! I believe it is an amazing strength that the majority of the state lacks. Caring teachers and [school]."*

*"The students - they are diverse, fierce and eager to learn. The teaching staff - they have suffered decades of poor leadership and inconsistency and still persevere. However, we are losing too many new teachers because of low pay and no contract. Our location - we have many assets in this city to help our students flourish."*

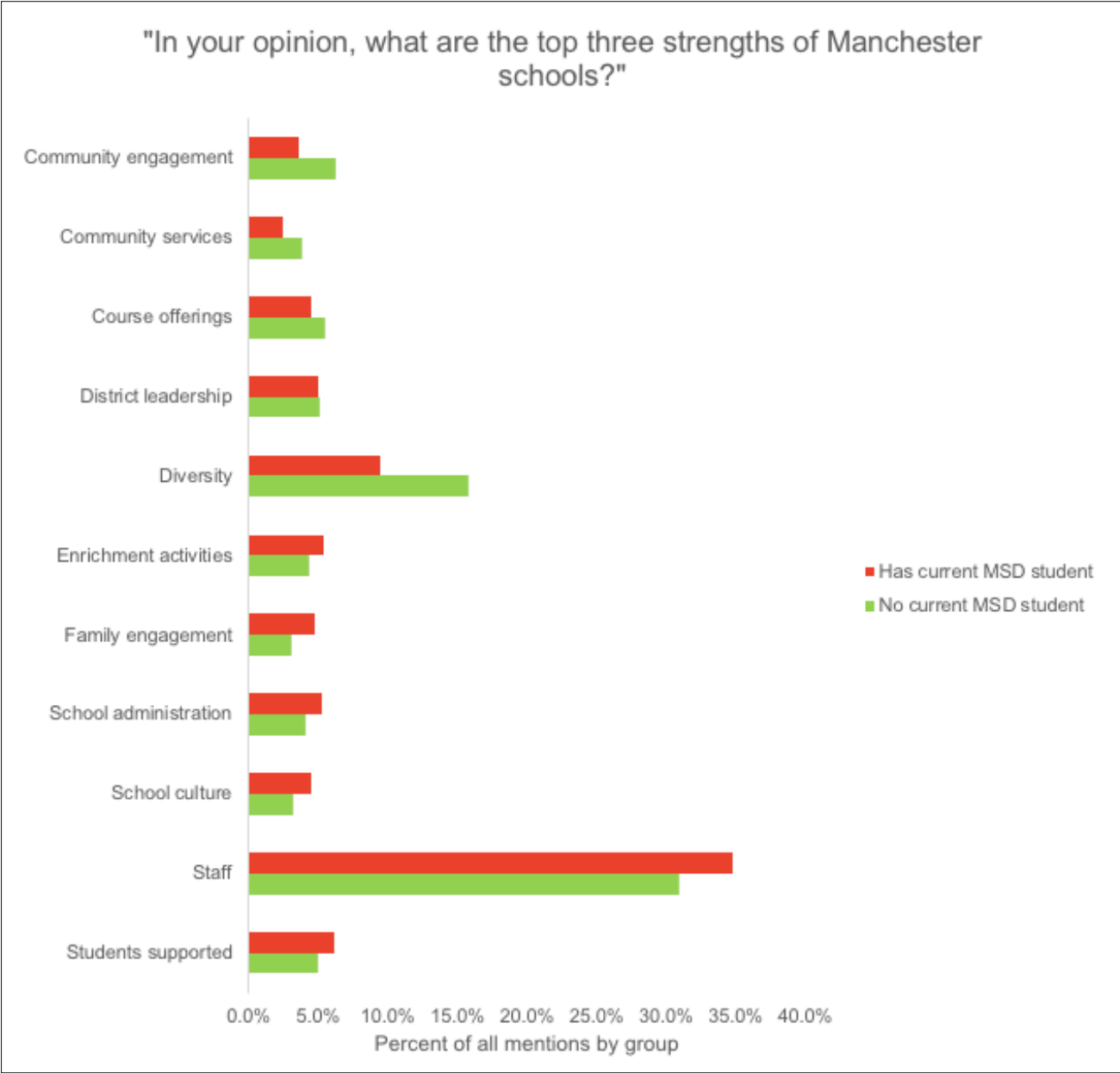
*"Student Diversity (not being all-white), choice of school (charter/traditional), special services' educators."*

*"Diversity, access to local companies, a city hungering for something more."*

*"1. Extremely caring and dedicated staff! 2. Diversity - in a state that is mostly white, Manchester schools have great diversity, which I think is positive. I've talked to some parents who really appreciate this. (But, I've also spoke to others, who, while they didn't say it explicitly, are clearly racist because the diversity makes them nervous.) 3. Innovation - being in the queen city means they have unbelievable access to a huge variety of resources that can benefit students - the very least of which is the ability to have speakers come in from a variety of businesses and professions or to take on students as interns. We also have the Currier Museum, the Millyard Museum, the baseball stadium, arena, river, the airport, and all sorts of other wonderful places within walking distance of many schools. There is great opportunity for exposure."*

Figure 4 and Table 17 compare the number of mentions by individuals who have a current student in the district with those who do not:

Figure 4: Top three strengths of Manchester schools (Has current MSD student vs. no current MSD student)



**Table 17: Top three strengths of Manchester schools (Has current MSD student vs. no current MSD student)**

Mentions		
Topic	Current MSD student	No current MSD student
Community engagement	25 (3.6%)	49 (6.3%)
Community services	17 (2.5%)	30 (3.8%)
Course offerings	31 (4.5%)	43 (5.5%)
District leadership	34 (4.9%)	40 (5.1%)
Diversity	65 (9.5%)	123 (15.8%)
Enrichment activities	37 (5.4%)	34 (4.4%)
Family engagement	32 (4.7%)	24 (3.1%)
School administration	36 (5.2%)	32 (4.1%)
School culture	31 (4.5%)	25 (3.2%)
Staff	239 (34.8%)	241 (30.9%)
Students supported	42 (6.1%)	39 (5.0%)

Individuals with a current student in the district also mentioned staff most frequently, but in examining Figure 4, they did not mention diversity with the same frequency as those who do not have a current student -- though it is still the second most frequently mentioned strength.

The third topic that is mentioned most frequently is “students supported,” with 42 mentions by individuals with a current Manchester student. A sampling of their responses follows and includes respondents’ full comments to shed light on the range of topics on families’ minds as they consider the strengths of Manchester schools:

*“Sense of community as fostered in sports and band. Aspen portal is a great tool for parents. And teachers are really passionate and supportive of their students.”*

*“Overall diversity; employees who believe in and work hard for their students; and willingness to think outside the box for solutions”*

*“Opportunities and experiences! All that the city has to offer in science, tech, arts, diversity, ecology, and commerce is or can be incorporated into the school curriculum through expert teachers and sheer proximity.”*

*“Teachers and faculty that do care a great deal and try their hardest to make do with what they can, some good opportunities for students if they are able to take advantage of them, some passionate parents and students.”*

*“Diversity Foster Independence Teachers who go out of their way for kids who truly need someone in their corner.”*

*“Many teachers and administrators that really care about their students, challenging classes at upper levels”*

*“The staff, the ability to deal with challenging students, being forthright about our own challenges.”*

*“Diversity, new administration and mayor which I’m hoping saves the school system, and we love a [school]. We love those they do grade bands, and allow each student to meet their needs.”*

*“Teachers are dedicated to there [sic] students. Big emphasis and support for kids with learning disabilities.”*

*“Sadly can’t come up with 3. But I do believe the teachers love and care for our kids. But their hands are tied due to budget restraints.”*

*"1. Teachers are willing, creative, and caring. 2. Arts programming has been strong besides the lack of strings offered at several elementary schools due to the cut music position at [school]. 3. The students who do excel here seem to excel everywhere."*

*"Teachers willingness to help students achieve their potential, teachers trying to bring balance to their students, administrators at school being there to help teachers and parents"*

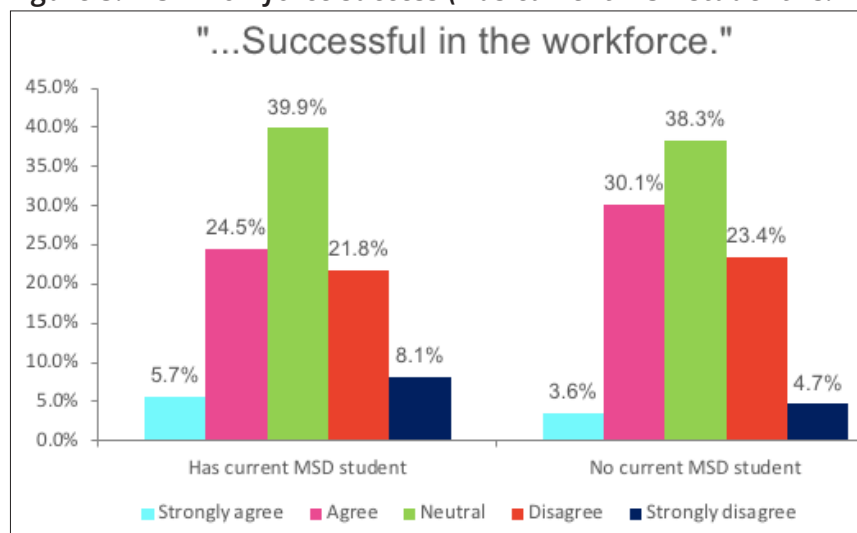
*"Believing all students can learn Meeting standards with limited resources Welcoming"*

College and career readiness is a prominent measure of success for students and their schools and districts. Participants' responses to MP's question on this topic, particularly those with current students and graduates, are explored next.

*"I believe that when students graduate from a public high school in Manchester, they are prepared to be successful in the workforce."*

In question 17, participants were asked their level of agreement with the statement, "I believe that when students graduate from a public high school in Manchester, they are prepared to be successful in the workforce." Figure 5 and Table 18 show the responses from those who currently have a student in the district, in comparison to participants who do not.

**Figure 5: MSD workforce success (Has current MSD student vs. no current MSD student)\***





**Those with graduates agree that students are prepared to enter the workforce once they have completed high school, but those with students currently enrolled strongly disagree.**

*Table 18: MSD workforce success (Has current MSD student vs. no current MSD student)\**

	Strongly agree		Agree		Neutral		Disagree		Strongly disagree		Total	
Has current MSD student	5.7%	21	24.5%	91	39.9%	148	21.8%	81	8.1%	30*	45.2%	371
No current MSD student	3.6%	16	30.1%	135	38.3%	172	23.4%	105	4.7%	21	54.8%	449
Total	4.5%	37	27.6%	226	39.0%	320	22.7%	186	6.2%	51	100.0%	820

Figure 5 shows similar-looking charts; the bell curve shape shows a normal distribution for the two groups, with the majority of individuals marking “Neutral.” Yet, as seen in Table 18, individuals with a current student in the Manchester School District are more likely to strongly disagree with the statement that graduates are prepared to enter the workforce, than those who do not have a student enrolled. This difference is statistically significant at the 0.05 significance level (for more information on statistical significance and how it is used in this report, see Inset 2).

*Asterisk (\*) indicates the presence of statistically significant results within these comparisons.*

## Inset 2: Statistical Significance

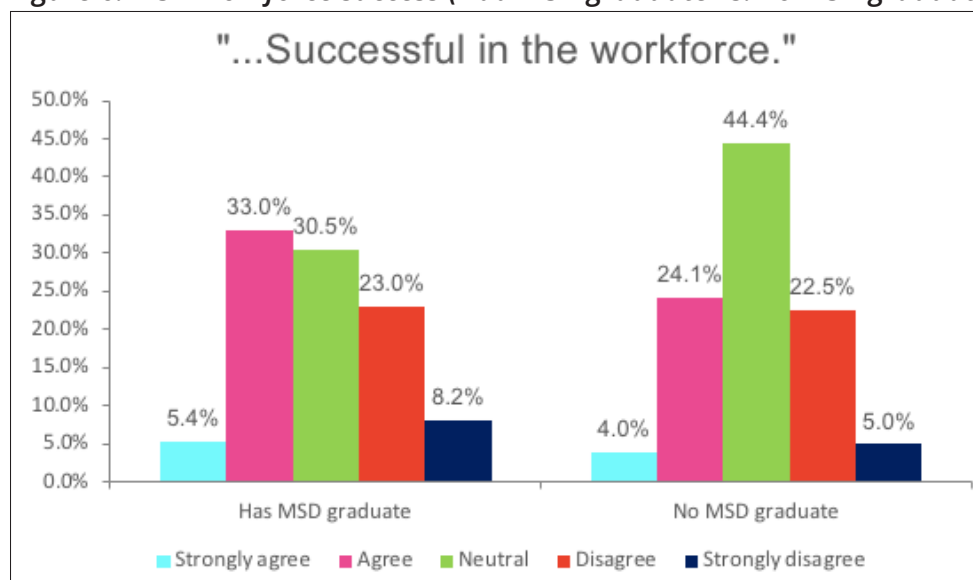
### Wondering what “statistical significance” means?

Statistical significance is a statement of reliability. It means that the result we found is unlikely to be a mistake. Specifically, for this report, we have defined “significant” as  $p < 0.05$ , which means that if we say a result is “statistically significant,” there is a 5 percent chance or less that the result was the product of chance or error.

Statistical significance is not necessarily a statement of practical significance or importance. Very small differences in data can be reliable (statistically significant), but not important (practically significant). We will try to be specific as to whether results are statistically or practically significant throughout this report.

For individuals who have a student who has graduated from the school district; however, the findings look different. Figure 6 and Table 19 show responses to this same question, comparing those who have a school district graduate and those who do not.

**Figure 6: MSD workforce success (Had MSD graduate vs. no MSD graduate)\***



**Table 19: MSD workforce success (Had MSD graduate vs. no MSD graduate)\***

	Strongly agree		Agree		Neutral		Disagree		Strongly disagree		Total	
Has MSD graduate	5.4%	17	33.0%	105*	30.5%	97	23.0%	73	8.2%	26	38.8%	318
No MSD graduate	4.0%	20	24.1%	121	44.4%	223*	22.5%	113	5.0%	25	61.2%	502
Total	4.5%	37	27.6%	226	39.0%	320	22.7%	186	6.2%	51	100.0%	820

Individuals with a student who has graduated from the Manchester School District are more likely to agree with the statement that graduates are prepared to enter the workforce (statistically significant at the 95 percent confidence level). This is a notable contrast to the previous finding: those with graduates agree that students are prepared to enter the workforce once they have completed high school, but those with students currently enrolled strongly disagree.

*"I believe that when students graduate from a public high school in Manchester, they are prepared to be successful in college."*

Question 18 asked participants about their level of agreement with whether students are prepared to be successful in college when they graduate from a Manchester public high school. Similar to the earlier findings, Figure 7 and Table 20 show a comparison between those who have a current Manchester School District student and those who do not.

Figure 7: MSD college success (Has current MSD student vs. no current MSD student)\*

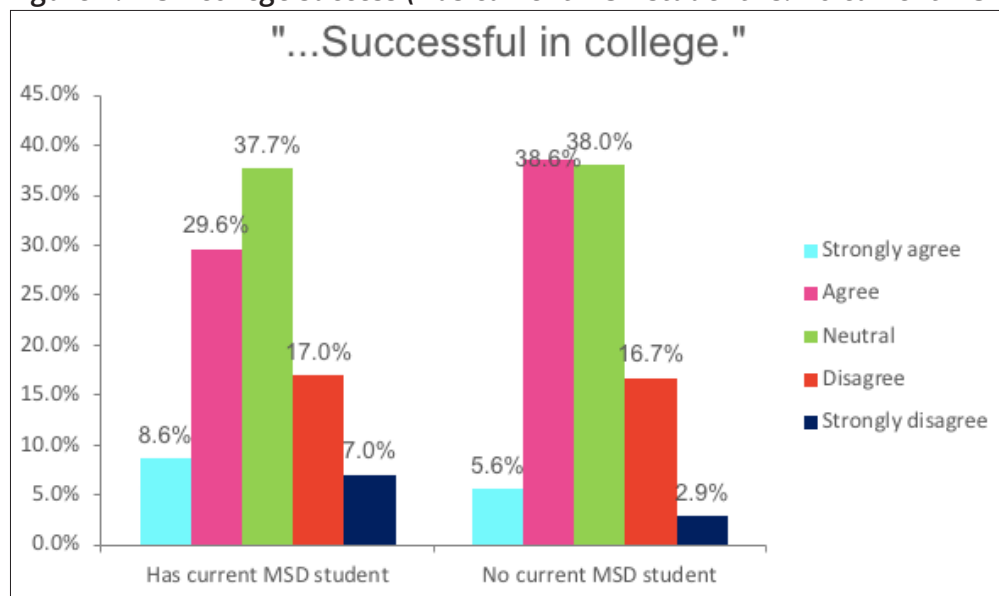


Table 20: MSD college success (Has current MSD student vs. no current MSD student)\*

	Strongly agree		Agree		Neutral		Disagree		Strongly disagree		Total	
Has current MSD student	8.6%	32	29.6%	110	37.7%	140	17.0%	63	7.0%	26*	45.3%	371
No current MSD student	5.6%	25	36.8%	165*	38.0%	170	16.7%	75	2.9%	13	54.7%	448
Total	7.0%	57	33.6%	275	37.9%	310	16.9%	138	4.8%	39	100.0%	819

Participants who currently have a student in the Manchester School District are more likely to strongly disagree that students are prepared to be successful in college when graduating (statistically significant at the 95 percent confidence level). In contrast, participants who do not have a student in the school system are significantly more likely to agree with the statement that Manchester graduates are prepared to be successful in college.

**28.1 percent of those without students in the district either disagreed or strongly disagreed that graduates are prepared for the workforce, compared to only 19.6 percent who disagreed or strongly disagreed that graduates are prepared for college.**

Also of note, 28.1 percent of those without students in the district either disagreed or strongly disagreed that graduates are prepared for the workforce, compared to only 19.6 percent who disagreed or strongly disagreed that graduates are prepared for college. Similarly, only 33.6 percent of those without students agreed or strongly agreed that graduates are prepared for the workforce, yet 42.4 percent agreed or strongly agreed that graduates are prepared for college.

Figure 8 and Table 21 examine the relationship between those who have a Manchester graduate and those who do not.

Figure 8: MSD college success (Had MSD graduate vs. no MSD graduate)\*

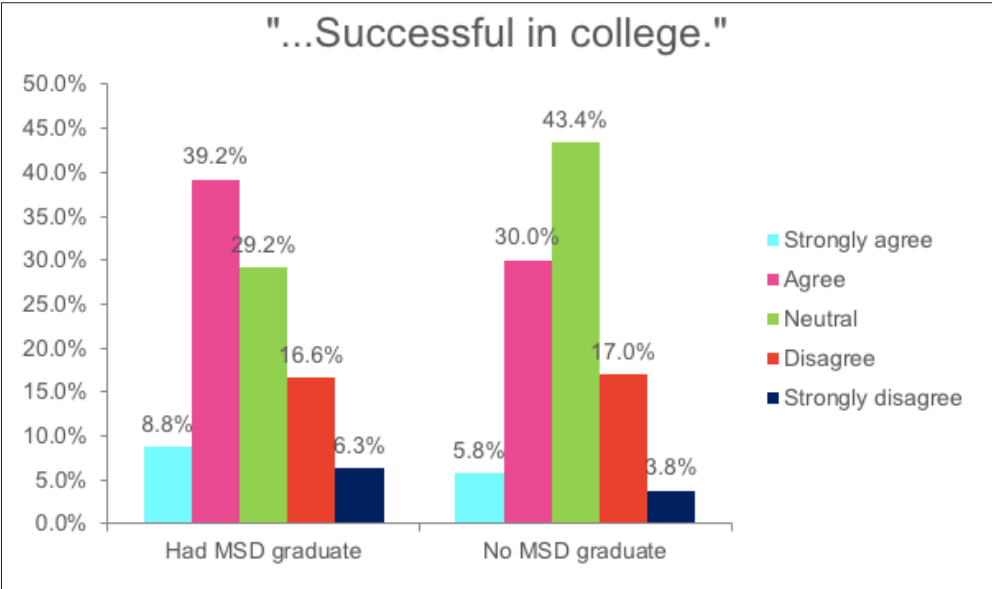


Table 21: MSD college success (Had MSD graduate vs. no MSD graduate)\*

	Strongly agree		Agree		Neutral		Disagree		Strongly disagree		Total	
Had MSD graduate	8.8%	28	39.2%	125*	29.2%	93	16.6%	53	6.3%	20	39.0%	319
No MSD graduate	5.8%	29	30.0%	150	43.4%	217*	17.0%	85	3.8%	19	61.1%	500
Total	7.0%	57	33.6%	275	37.9%	310	16.8%	138	4.8%	39	100.0%	819

The findings here are similar to the question regarding workforce readiness; families with a Manchester School District graduate are statistically more likely to agree that graduates are prepared to be successful in college than those who do not.

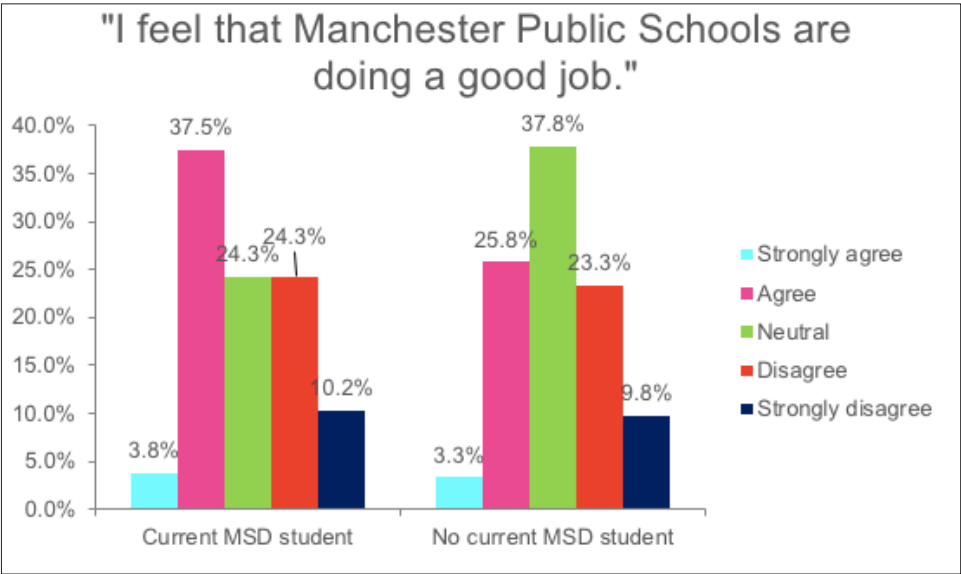
As an additional note, individuals who identified as having a Manchester graduate did not have a way to identify how recently their student graduated - so these families may have a student who graduated in the recent past (again, 114 participants have both a current student and a graduate), or, for example, they may have had students graduate over a decade ago.

Manchester Proud was also curious to better understand the overall perception of the school district by those who have students currently enrolled. There were two questions in the survey to capture these beliefs: Question 12, which appeared near the beginning of the survey, and Question 22, which appeared at the end of the Likert scale series of questions.

*“I feel that Manchester public schools are doing a good job.”*

Figure 9 and Table 22 show participants’ responses to the question, “I feel that Manchester public schools are doing a good job,” based on whether they have a student who currently attends one of the Manchester schools.

*Figure 9: MSD doing a good job (Has current MSD student vs. no current MSD student)\**



**Families with a Manchester School District graduate are statistically more likely to agree that graduates are prepared to be successful in college than those who do not.**

*Table 22: MSD doing a good job (Has current MSD student vs. no current MSD student)\**

	Strongly agree		Agree		Neutral		Disagree		Strongly disagree		Total	
Current MSD student	3.8%	14	37.5%	139*	24.3%	90	24.3%	90	10.2%	38	45.2%	371
No current MSD student	3.3%	15	25.8%	116	37.8%	170*	23.3%	105	9.8%	44	54.8%	450
Total	3.5%	29	31.1%	255	31.7%	260	23.8%	195	10.0%	82	100.0%	821

Individuals who currently have a student enrolled in the Manchester School District are statistically more likely to agree with the statement that Manchester public schools are doing a good job than those who do not. This is similar to those who have graduates from the school district. Figure 10 and Table 23 show these comparisons.

Figure 10: MSD doing a good job (Had MSD graduate vs. no MSD graduate)\*

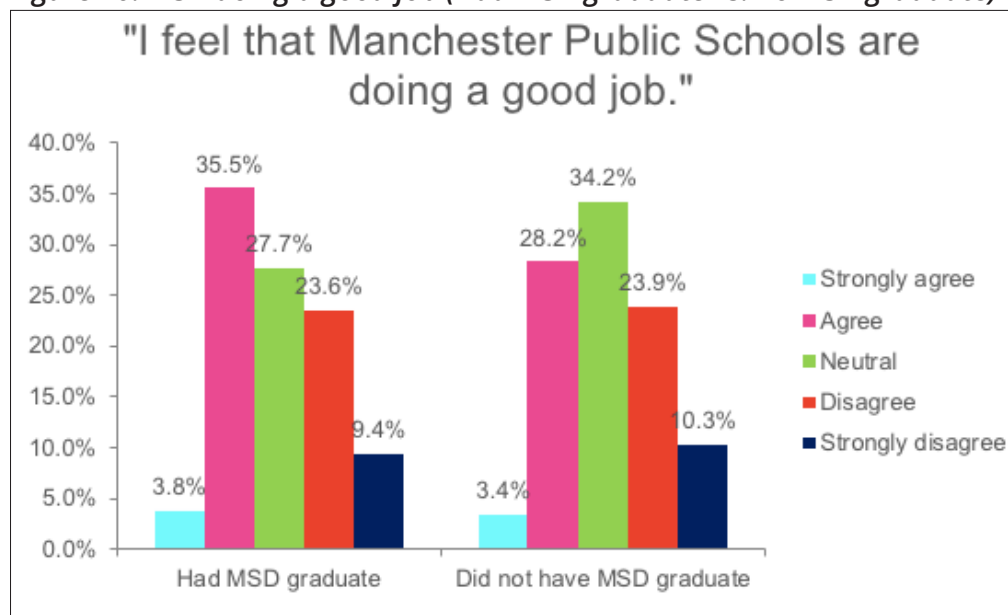


Table 23: MSD doing a good job (Had MSD graduate vs. no MSD graduate)\*

	Strongly agree		Agree		Neutral		Disagree		Strongly disagree		Total	
Had MSD graduate	3.8%	12	35.5%	113*	27.7%	88	23.6%	75	9.4%	30	38.7%	318
Did not have MSD graduate	3.4%	17	28.2%	142	34.2%	172*	23.9%	120	10.3%	52	61.3%	503
Total	3.5%	29	31.1%	255	31.7%	260	23.8%	195	10.0%	82	100.0%	821

Individuals who have a student who has graduated from a Manchester high school are also statistically more likely to agree with the statement that the Manchester Public Schools are doing a good job than those who do not.

**Individuals who currently have a student enrolled in the Manchester School District are statistically more likely to agree with the statement that Manchester public schools are doing a good job, than those who do not. This is similar to those who have graduates from the school district.**

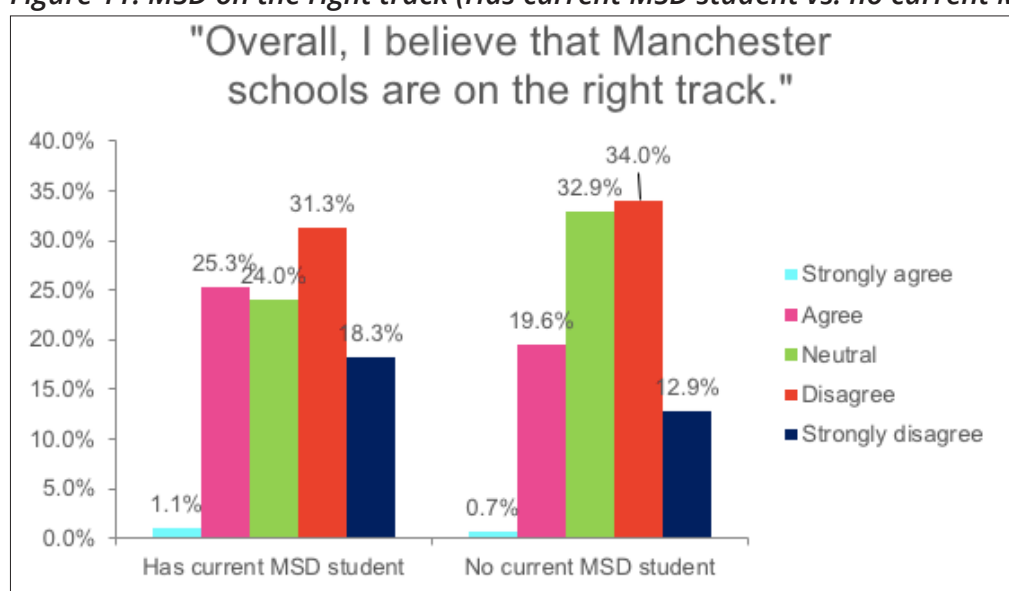
These last two findings elevate the question of perception: those who are directly impacted by the school district, specifically those with current and former students, are more likely to agree that the schools are doing a good job than those who are not directly impacted (such as community members), or who are not impacted in the same ways (such as current employees).

While this question related to how the schools are currently doing, Question 22 relates to the perceived forward trajectory of the district.

*“Overall, I believe that Manchester schools are on the right track.”*

Figure 11 and Table 24 compare the perceptions of those with students currently in the district to those who do not.

**Figure 11: MSD on the right track (Has current MSD student vs. no current MSD student)\***



**Table 24: MSD on the right track (Has current MSD student vs. no current MSD student)\***

	Strongly agree		Agree		Neutral		Disagree		Strongly disagree		Total	
Has current MSD student	1.1%	4	25.3%	94*	24.0%	89	31.3%	116	18.3%	68*	45.2%	371
No current MSD student	0.7%	3	19.6%	88	32.9%	148*	34.0%	153	12.9%	58	54.8%	450
Total	0.9%	7	22.2%	182	28.9%	237	32.8%	269	15.3%	126	100.0%	821

Individuals with current Manchester School District students are statistically more likely to agree - as well as strongly disagree - that the Manchester schools are on the right track, than those who do not have students in the district.

These first few findings, related to those who have and/or had students in the Manchester district, continue to elevate the issue of perception: families of graduates tend to agree that students are prepared for college and the workforce, but families of current students, as well as the larger population, tend to disagree.

One way for community members to be engaged in the school district, even without students, is through voting. As such, Figure 12 and Table 25 examine the same prompt above, but compare the responses of those who have voted in Manchester to those who have never done so.

**Families of graduates tend to agree that students are prepared for college and the workforce, but families of current students, as well as the larger population, tend to disagree.**

Figure 12: MSD on the right track (Ever voted in Manchester vs. never voted in Manchester)\*

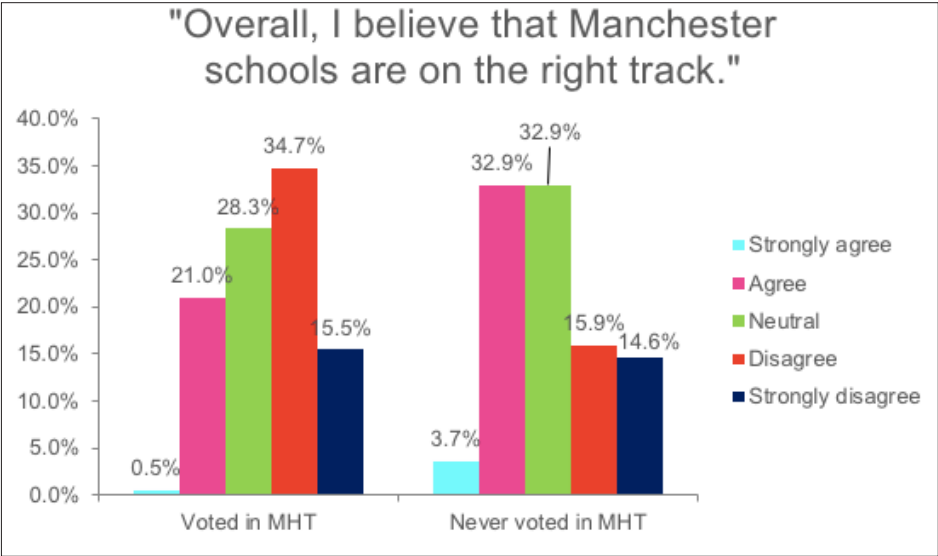


Table 25: MSD on the right track (Ever voted in Manchester vs. never voted in Manchester)\*

	Strongly agree		Agree		Neutral		Disagree		Strongly disagree		Total	
Voted in MHT	0.5%	4	21.0%	155	28.3%	209	34.7%	256*	15.4%	114	90.0%	738
Never voted in MHT	3.7%	3*	32.9%	27*	32.9%	27	15.9%	13	14.6%	12	10.0%	82
Total	0.9%	7	22.2%	182	28.8%	236	32.8%	269	15.4%	126	100.0%	820

Manchester residents who have never voted in Manchester are more likely to strongly agree or agree that Manchester schools are on the right track, compared to residents who have ever voted in the city. And residents who have voted in the city are also statistically more likely to disagree that the schools are on the right track than those who have never voted.

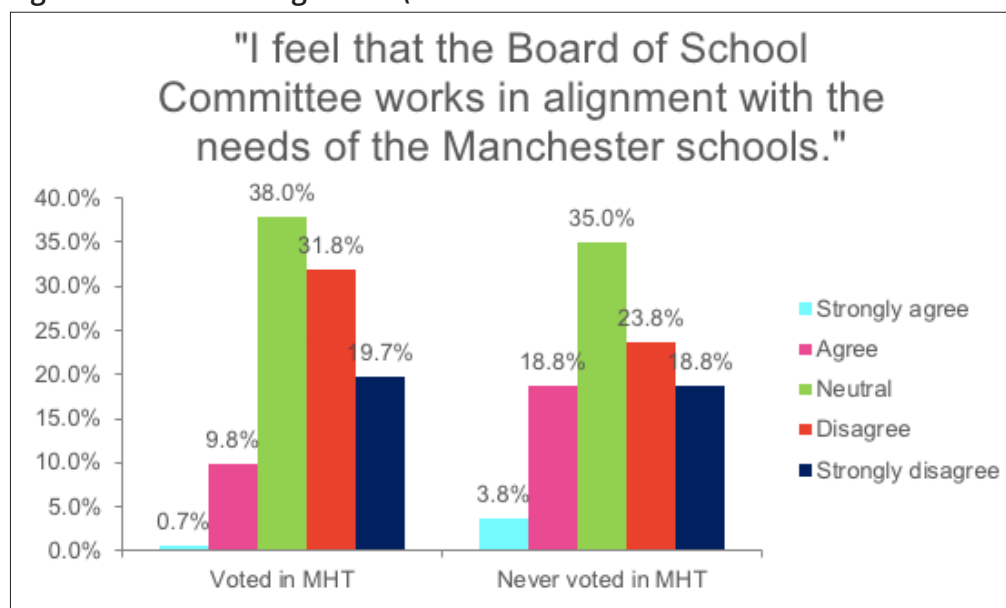


Both the Board of School Committee (BOSC) and Board of Mayor and Aldermen (BOMA) play important roles in the district budget and expenditures. The next series of findings pertain to the BOSC (question 16), funding (question 19), and use of tax dollars (question 20) in the district.

*“I feel that the Board of School Committee works in alignment with the needs of the Manchester schools.”*

Figure 13 and Table 26 compare how residents who have voted in Manchester and those who have not respond to the statement that the BOSC works in alignment with the needs of the schools.

**Figure 13: BOSC in alignment (Ever voted in Manchester vs. never voted in Manchester)\***



**Table 26: BOSC in alignment (Ever voted in Manchester vs. never voted in Manchester)\***

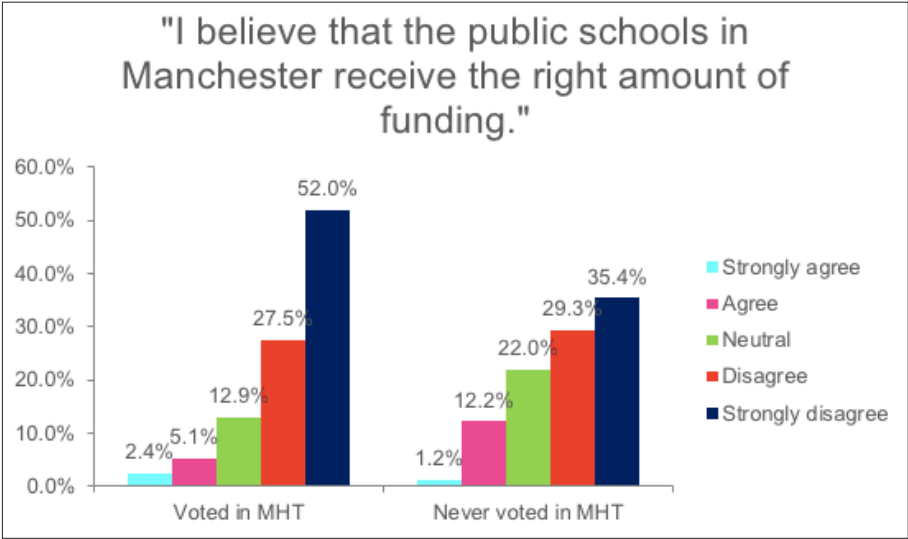
	Strongly agree		Agree		Neutral		Disagree		Strongly disagree		Total	
Voted in MHT	0.7%	5	9.8%	72	38.0%	279	31.8%	234	19.7%	145	90.2%	735
Never voted in MHT	3.8%	3*	18.8%	15*	35.0%	28	23.8%	19	18.8%	15	9.8%	80
Total	1.0%	8	10.7%	87	37.7%	307	31.0%	253	19.6%	160	100.0%	815

Residents who have never voted in Manchester are statistically more likely to both strongly agree and agree with the statement that the BOSC works in alignment with the needs of the Manchester schools than residents who have voted in Manchester.

*“I believe that the public schools in Manchester receive the right amount of funding.”*

Residents are directly impacted by the budget and funding of the school district. Question 19 asked for participants’ level of agreement for the statement, “I believe that the public schools in Manchester receive the right amount of funding.” Figure 14 and Table 27 compare the responses of voters and non-voters in Manchester to this statement.

Figure 14: Right amount of funding (Ever voted in Manchester vs. never voted in Manchester)\*



Residents who have never voted in Manchester are statistically more likely to both strongly agree and agree with the statement that the BOSC works in alignment with the needs of the Manchester schools, than residents who have voted in Manchester.

Table 27: Right amount of funding (Ever voted in Manchester vs. never voted in Manchester)\*

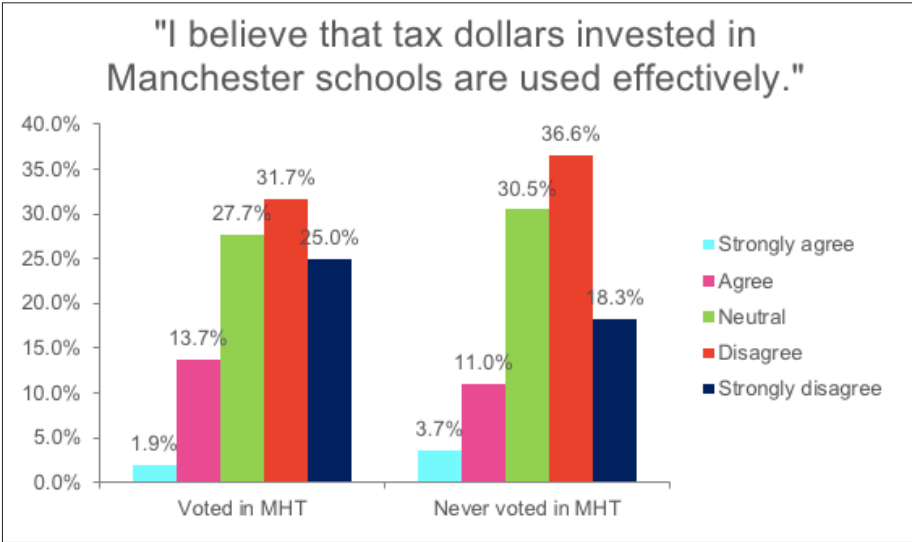
	Strongly agree		Agree		Neutral		Disagree		Strongly disagree		Total	
Voted in MHT	2.4%	18	5.1%	38	12.9%	95	27.5%	203	52.0%	384*	90.0%	738
Never voted in MHT	1.2%	1	12.2%	10*	22.0%	18*	29.3%	24	35.4%	29	10.0%	82
Total	2.3%	19	5.9%	48	13.8%	113	27.7%	227	50.4%	413	100.0%	820

Residents who have voted in Manchester are statistically more likely to strongly disagree that the public schools in Manchester receive the right amount of funding than those who have never voted. Additionally, those who have never voted are more likely to agree that the public schools receive the right amount of funding than those who have voted. Note, however, that this prompt did not specify whether individuals believe that the funding is too low or too high.

*“I believe that tax dollars invested in Manchester schools are used effectively.”*

When considering funding, however, the question remains about how current dollars are spent within the district. Question 20 asked participants about their level of agreement with the statement, “I believe that tax dollars invested in Manchester schools are used effectively.” Figure 15 and Table 28 show the responses by residents who have voted in Manchester in comparison to those who have never done so.

Figure 15: Tax dollars used effectively (Ever voted in Manchester vs. never voted in Manchester)



Residents who have voted in Manchester are statistically more likely to strongly disagree that the public schools in Manchester receive the right amount of funding, than those who have never voted.

Table 28: Tax dollars used effectively (Ever voted in Manchester vs. never voted in Manchester)

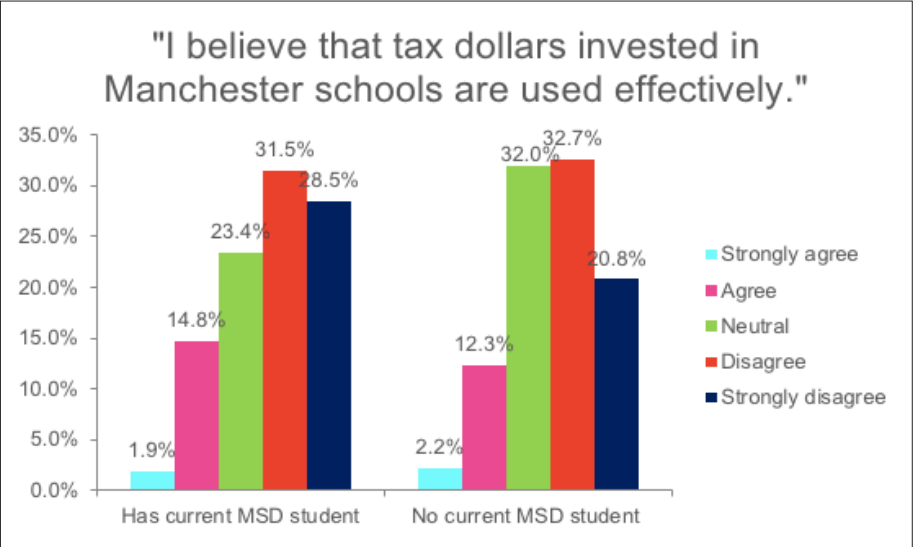
	Strongly agree		Agree		Neutral		Disagree		Strongly disagree		Total	
Voted in MHT	1.9%	14	13.7%	101	27.7%	204	31.7%	233	25.0%	184	90.0%	736
Never voted in MHT	3.7%	3	11.0%	9	30.5%	25	36.6%	30	18.3%	15	10.0%	82
Total	2.1%	17	13.4%	110	28.0%	229	32.2%	263	24.3%	199	100.0%	818

These results did not show any statistical significance at the 95 percent confidence level. However, when comparing these results with the previous prompt, 79.5 percent of voters disagree or strongly disagree that the district receives the right amount of funding, yet only 15.6 percent of voters agree or strongly agree that their tax dollars are currently being used effectively in the district.

Additionally, those who have never voted are more likely to agree that the public schools receive the right amount of funding than those who have voted.

Figure 16 and Table 29 show the results for the same prompt, but compares the response of those with students currently enrolled in the district to those without.

Figure 16: Effective tax dollars (Has current MSD student vs. no current MSD student)\*



79.5 percent of voters disagree or strongly disagree that the district receives the right amount of funding, yet only 15.6 percent of voters agree or strongly agree that their tax dollars are currently being used effectively in the district.

Table 29: Effective tax dollars (Has current MSD student vs. no current MSD student)\*

	Strongly agree		Agree		Neutral		Disagree		Strongly disagree		Total	
Has current MSD student	1.9%	7	14.8%	55	23.4%	87	31.5%	117	28.5%	106*	45.4%	372
No current MSD student	2.2%	10	12.3%	55	32.0%	143	32.7%	146	20.8%	93	54.6%	447
Total	2.1%	17	13.4%	110	28.1%	230	32.1%	263	24.3%	199	100.0%	819

As shown in Table 29, individuals who have a student currently enrolled in the school district are statistically more likely to strongly disagree with the statement that their tax dollars are being used effectively than those who do not have a student.

# Discussion

This report explored the results of the Community Survey from two key perspectives: those most affected by the school district, current families, and those with the ability (whether exercised or not) to directly impact the district, regardless of whether they have a personal connection to it, by voting.

Our findings showed a discrepancy between those actively involved in the system, such as current families, and those who are relatively removed, such as those with graduates. Families with graduates tend to agree that the school district prepares students for the workforce and college – which could be from personal experience and seeing their students succeed. But, current families strongly disagree with this sentiment. This elevates the question of time and whether those with graduates are remembering a different era or experience with the district. One respondent to the survey had this to share in an open-ended response:

*“I grew up in Manchester. So did my wife. We graduated from Manchester schools. When my kids reached high school age, there was NO WAY I was sending them to Manchester. That makes me sad, but my kids are more important than pride in the past. Particularly because the Manchester school system is in disrepair. From what I read in the UL there also seems to be a LOT of petty fighting between the aldermen and school board members. But what else is new.”*

The push and pull of past versus present surfaced in multiple Manchester Proud community engagement activities: canvassing, with parents of young children who were deciding whether they will remain in Manchester once their child is old enough for public school, yet wanting to live in a more diverse community; listening sessions, with current staff sharing that they will not send their own students to the schools, yet remaining employed in the district even through challenging time; and, here, in the Community Survey with individuals who choose to send their students to other local schools, but still remember their own Manchester school experiences fondly.

Similarly, this discrepancy occurs again when looking through the lens of civic engagement. Those who have never voted in Manchester are more likely to agree that the district is on the right track, that the BOSC works in alignment with the district’s needs, and that the district receives the right amount of funding. But those who have voted are more likely to disagree with each of those statements. And importantly, many express an exhaustion or frustration with the challenges in the district, which they frequently perceive not to be improving. These sentiments are often coupled with a desire to pull out of the school district, rather than engage with it. This only heightens the importance of Manchester Proud’s work to build genuine and lasting community engagement in support of Manchester students and schools. For Manchester public school students and their schools to thrive, a broader swath of the community must be encouraged and empowered to work together to shape their future.

# Appendices

## Appendix 1: Identity intersections of respondents

Table 30: Live in Manchester, Work in Manchester

	Live in MHT	Do not live in MHT
Work in MHT	482 (49.0%)	98 (10.0%)
Do not work in MHT	342 (41.5%)	60 (6.1%)

Table 31: Live in Manchester, Work in MSD

	Live in MHT	Do not live in MHT
Work in MSD	114 (11.6%)	63 (6.4%)
Do not work in MSD	708 (72.0%)	92 (9.4%)

## Appendix 2: Analyses of overall neighborhood safety

Table 32: Own neighborhood safe by residency and age\*

LIVE IN MHT	Strongly agree		Agree		Neutral		Disagree		Strongly disagree		Total	
Under 18	0.0%	0	0.0%	0	71.4%	5	28.6%	2	0.0%	0	0.9%	7
18-24	9.5%	2	61.9%	13	14.3%	3	4.8%	1	9.5%	2	2.7%	21
25-34	16.2%	16	48.5%	48	19.2%	19	13.1%	13	3.0%	3	12.9%	99
35-44	24.8%	53	50.0%	107	13.6%	29	10.3%	22	1.4%	3	28.0%	214
45-54	29.7%	60	44.1%	89	17.3%	35	6.4%	13	2.5%	5	26.4%	202
55-65	22.1%	30	59.6%	81	11.0%	15	7.4%	10	0.0%	0	17.8%	136
65 or older	27.9%	24	58.1%	50	4.7%	4	7.0%	6	2.3%	2	11.2%	86
Total	24.2%	185	50.7%	388	14.4%	110	8.8%	67	2.0%	15	100.0%	765

DO NOT LIVE IN MHT	Strongly agree		Agree		Neutral		Disagree		Strongly disagree		Total	
Under 18	0.0%	0	0.0%	0	0.00%	0	0.00%	0	0.00%	0	0.0%	0
18-24	20.0%	1	60.0%	3	0.0%	0	20.0%	1	0.0%	0	3.5%	5
25-34	50.0%	9	38.9%	7	11.1%	2	0.0%	0	0.0%	0	12.5%	18
35-44	59.4%	19	28.1%	9	9.4%	3	3.1%	1	0.0%	0	22.2%	32
45-54	42.9%	18	31.0%	13	16.7%	7	4.8%	2	4.8%	2	29.2%	42
55-65	50.0%	17	26.5%	9	20.6%	7	2.9%	1	0.0%	0	23.6%	34
65 or older	46.2%	6	38.5%	5	15.4%	2	0.0%	0	0.0%	0	9.0%	13
Total	48.6%	70	31.9%	46	14.6%	21	3.5%	5	1.4%	2	100.0%	144

*Table 33: Own neighborhood safe by residency and gender\**

LIVE IN MHT	Strongly agree		Agree		Neutral		Disagree		Strongly disagree		Total	
Male	30.0%	45	50.7%	76	10.0%	15	8.0%	12	1.3%	2	20.7%	150
Female	22.5%	129	51.0%	292	15.7%	90	8.6%	49	2.3%	13	78.9%	573
Non- binary	0.0%	0	100.0%	3	0.0%	0	0.0%	0	0.0%	0	0.4%	3
Total	24.0%	174	51.1%	371	14.5%	105	8.4%	61	2.1%	15	100.0%	726

DO NOT LIVE IN MHT	Strongly agree		Agree		Neutral		Disagree		Strongly disagree		Total	
Male	50.0%	13	26.9%	7	19.2%	5	3.8%	1	0.0%	0	19.4%	26
Female	50.9%	55	32.4%	35	12.0%	13	3.7%	4	0.9%	1	80.6%	108
Non- binary	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
Total	50.7%	68	31.3%	42	13.4%	18	3.7%	5	0.7%	1	100.0%	134

Table 34: Own neighborhood safe by residency and race/ethnicity\*

LIVE IN MHT	Strongly agree		Agree		Neutral		Disagree		Strongly disagree		Total	
African American	30.0%	3	50.0%	5	10.0%	1	10.0%	1	0.0%	0	1.6%	10
African	0.0%	0	33.3%	1	0.0%	0	66.7%	2	0.0%	0	0.5%	3
Asian American	50.0%	2	50.0%	2	0.0%	0	0.0%	0	0.0%	0	0.6%	4
East Asian	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
South Asian	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
Middle Eastern	7.1%	1	42.9%	6	28.6%	4	14.3%	2	7.1%	1	2.2%	14
White / European	24.6%	141	52.7%	302	12.7%	73	8.2%	47	1.7%	10	89.4%	573
Latin American / Hispanic	22.6%	7	22.6%	7	35.5%	11	19.4%	6	0.0%	0	4.8%	31
Native American / Pacific Islander	33.3%	2	16.7%	1	33.3%	2	16.7%	1	0.0%	0	0.9%	6
Total	24.3%	156	50.5%	324	14.2%	91	9.2%	59	1.7%	11	100.0%	641

DO NOT LIVE IN MHT	Strongly agree		Agree		Neutral		Disagree		Strongly disagree		Total	
African American	0.0%	0	0.0%	0	0.0%	0	100.0%	1	0.0%	0	0.8%	1
African	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
Asian American	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
East Asian	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
South Asian	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
Middle Eastern	50.0%	1	50.0%	1	0.0%	0	0.0%	0	0.0%	0	1.7%	2
White / European	53.0%	61	28.7%	33	13.0%	15	4.3%	5	0.9%	1	95.0%	115
Latin American / Hispanic	50.0%	1	50.0%	1	0.0%	0	0.0%	0	0.0%	0	1.7%	2
Native American / Pacific Islander	100.0%	1	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.8%	1
Total	52.9%	64	28.9%	35	12.4%	15	5.0%	6	0.8%	1	100.0%	121



Table 35: Own neighborhood safe by residency and educational attainment\*

LIVE IN MHT	Strongly agree		Agree		Neutral		Disagree		Strongly disagree		Total	
Nursery School to 8th Grade	0.0%	0	0.0%	0	66.7%	2	33.3%	1	0.0%	0	0.4%	3
Some high school	0.0%	0	16.7%	1	66.7%	4	16.7%	1	0.0%	0	0.8%	6
High school graduate, diploma or the equivalent (for example: GED)	16.7%	10	35.0%	21	18.3%	11	20.0%	12	10.0%	6	7.9%	60
Some college credit	22.4%	19	47.1%	40	16.5%	14	9.4%	8	4.7%	4	11.2%	85
Trade / technical / vocational training	16.7%	4	45.8%	11	20.8%	5	16.7%	4	0.0%	0	3.1%	24
Associate degree	23.3%	17	39.7%	29	21.9%	16	12.3%	9	2.7%	2	9.6%	73
Bachelor's degree	21.4%	51	58.0%	138	12.2%	29	8.0%	19	0.4%	1	31.2%	238
Master's degree	30.0%	70	52.8%	123	11.2%	26	5.2%	12	0.9%	2	30.6%	233
Professional degree	29.2%	7	54.2%	13	16.7%	4	0.0%	0	0.0%	0	3.1%	24
Doctorate degree	43.8%	7	37.5%	6	6.3%	1	12.5%	2	0.0%	0	2.1%	16
Total	24.3%	185	50.1%	382	14.7%	112	8.9%	68	2.0%	15	100.0%	762

DO NOT LIVE IN MHT	Strongly agree		Agree		Neutral		Disagree		Strongly disagree		Total	
Nursery School to 8th Grade	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
Some high school	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
High school graduate, diploma or the equivalent (for example: GED)	33.3%	1	0.0%	0	33.3%	1	33.3%	1	0.0%	0	2.1%	3
Some college credit	50.0%	4	25.0%	2	25.0%	2	0.0%	0	0.0%	0	5.6%	8
Trade / technical / vocational training	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
Associate degree	60.0%	3	20.0%	1	0.0%	0	20.0%	1	0.0%	0	3.5%	5
Bachelor's degree	45.5%	20	40.9%	18	9.1%	4	2.3%	1	2.3%	1	30.8%	44
Master's degree	56.5%	39	29.0%	20	11.6%	8	1.4%	1	1.4%	1	48.3%	69
Profession- al degree	16.7%	2	33.3%	4	41.7%	5	8.3%	1	0.0%	0	8.4%	12
Doctorate degree	50.0%	1	50.0%	1	0.0%	0	0.0%	0	0.0%	0	1.4%	2
Total	49.0%	70	32.2%	46	14.0%	20	3.5%	5	1.4%	2	100.0%	143

Table 36: Own neighborhood safe by residency and place of work\*

WORK IN MHT	Strongly agree		Agree		Neutral		Disagree		Strongly disagree		Total	
Live in MHT	23.5%	113	49.3%	237	16.6%	80	8.7%	42	1.9%	9	83.5%	481
Do not live in MHT	48.4%	46	30.5%	29	16.8%	16	2.1%	2	2.1%	2	16.5%	95
Total	27.6%	159	46.2%	266	16.7%	96	7.6%	44	1.9%	11	100.0%	576

DO NOT WORK IN MHT	Strongly agree		Agree		Neutral		Disagree		Strongly disagree		Total	
Live in MHT	24.3%	83	51.3%	175	12.9%	44	9.1%	31	2.3%	8	85.3%	341
Do not live in MHT	42.4%	25	37.3%	22	15.3%	9	5.1%	3	0.0%	0	14.8%	59
Total	27.0%	108	49.3%	197	13.3%	53	8.5%	34	2.0%	8	100.0%	400

## Appendix 3: Analyses of relative neighborhood safety

Table 37: Neighborhood safer than most by residency and age\*

LIVE IN MHT	Strongly agree		Agree		Neutral		Disagree		Strongly disagree		Total	
Under 18	0.0%	0	14.3%	1	71.4%	5	14.3%	1	0.0%	0	0.9%	7
18-24	19.0%	4	38.1%	8	23.8%	5	19.0%	4	0.0%	0	2.8%	21
25-34	27.3%	27	42.4%	42	17.2%	17	10.1%	10	3.0%	3	13.0%	99
35-44	32.7%	70	38.8%	83	18.7%	40	7.9%	17	1.9%	4	28.0%	214
45-54	30.3%	61	45.3%	91	15.4%	31	8.0%	16	1.0%	2	26.3%	201
55-64	36.3%	49	47.4%	64	12.6%	17	3.7%	5	0.0%	0	17.7%	135
65 or older	30.2%	26	50.0%	43	11.6%	10	7.0%	6	1.2%	1	11.3%	86
Total	31.1%	237	43.5%	332	16.4%	125	7.7%	59	1.3%	10	100.0%	763

DO NOT LIVE IN MHT	Strongly agree		Agree		Neutral		Disagree		Strongly disagree		Total	
Under 18	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
18-24	60.0%	3	20.0%	1	0.0%	0	20.0%	1	0.0%	0	3.5%	5
25-34	41.2%	7	29.4%	5	23.5%	4	5.9%	1	0.0%	0	11.8%	17
35-44	61.3%	19	22.6%	7	12.9%	4	3.2%	1	0.0%	0	21.5%	31
45-54	37.2%	16	27.9%	12	23.3%	10	9.3%	4	2.3%	1	29.9%	43
55-64	34.3%	12	34.3%	12	28.6%	10	2.9%	1	0.0%	0	24.3%	35
65 or older	23.1%	3	53.8%	7	23.1%	3	0.0%	0	0.0%	0	9.0%	13
Total	41.7%	60	30.6%	44	21.5%	31	5.6%	8	0.7%	1	100.0%	144

*Table 38: Neighborhood safer than most by residency and gender*

LIVE IN MHT	Strongly agree		Agree		Neutral		Disagree		Strongly disagree		Total	
Male	34.7%	52	42.0%	63	14.7%	22	7.3%	11	1.3%	2	20.7%	150
Female	29.6%	169	44.0%	251	17.0%	97	8.2%	47	1.2%	7	78.9%	571
Non-binary	0.0%	0	100.0%	3	0.0%	0	0.0%	0	0.0%	0	0.4%	3
Total	30.5%	221	43.8%	317	16.4%	119	8.0%	58	1.2%	9	100.0%	724

DO NOT LIVE IN MHT	Strongly agree		Agree		Neutral		Disagree		Strongly disagree		Total	
Male	44.4%	12	29.6%	8	22.2%	6	3.7%	1	0.0%	0	20.0%	27
Female	41.7%	45	31.5%	34	21.3%	23	5.6%	6	0.0%	0	80.0%	108
Non-binary	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
Total	42.2%	57	31.1%	42	21.5%	29	5.2%	7	0.0%	0	100.0%	135

*Table 39: Neighborhood safer than most by residency and race/ethnicity*

LIVE IN MHT	Strongly agree		Agree		Neutral		Disagree		Strongly disagree		Total	
African American	40.0%	4	30.0%	3	20.0%	2	10.0%	1	0.0%	0	n/a	10
African	33.3%	1	33.3%	1	33.3%	1	0.0%	0	0.0%	0	n/a	3
Asian American	50.0%	2	50.0%	2	0.0%	0	0.0%	0	0.0%	0	n/a	4
East Asian	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	n/a	0
South Asian	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	n/a	0
Middle Eastern	35.7%	5	42.9%	6	7.1%	1	7.1%	1	7.1%	1	n/a	14
White / European	31.9%	182	44.5%	254	15.2%	87	7.2%	41	1.2%	7	n/a	571
Latin American / Hispanic	12.9%	4	35.5%	11	35.5%	11	16.1%	5	0.0%	0	n/a	31
Native American / Pacific Islander	33.3%	2	50.0%	3	16.7%	1	0.0%	0	0.0%	0	n/a	6
TOTAL	31.3%	200	43.8%	280	16.1%	103	7.5%	48	1.3%	8	n/a	639
Total	24.3%	185	50.1%	382	14.7%	112	8.9%	68	2.0%	15	100.0%	762

DO NOT LIVE IN MHT	Strongly agree		Agree		Neutral		Disagree		Strongly disagree		Total	
African American	0.0%	0	0.0%	0	0.0%	0	100.0%	1	0.0%	0	n/a	1
African	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	n/a	0
Asian American	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	n/a	0
East Asian	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	n/a	0
South Asian	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	n/a	0
Middle Eastern	50.0%	1	50.0%	1	0.0%	0	0.0%	0	0.0%	0	n/a	2
White / European	44.7%	51	28.9%	33	20.2%	23	6.1%	7	0.0%	0	n/a	114
Latin American / Hispanic	50.0%	1	0.0%	0	50.0%	1	0.0%	0	0.0%	0	n/a	2
Native American / Pacific Islander	100.0%	1	0.0%	0	0.0%	0	0.0%	0	0.0%	0	n/a	1
Total	45.0%	54	28.3%	34	20.0%	24	6.7%	8	0.0%	0	n/a	120
Total	24.3%	185	50.1%	382	14.7%	112	8.9%	68	2.0%	15	100.0%	762

Table 40: Neighborhood safer than most by residency and educational attainment\*

LIVE IN MHT	Strongly agree		Agree		Neutral		Disagree		Strongly disagree		Total	
Nursery School to 8th Grade	0.0%	0	0.0%	0	66.7%	2	33.3%	1	0.0%	0	0.4%	3
Some high school	16.7%	1	16.7%	1	66.7%	4	0.0%	0	0.0%	0	0.8%	6
High school graduate, diploma or the equivalent (for example: GED)	16.7%	10	36.7%	22	31.7%	19	8.3%	5	6.7%	4	7.9%	60
Some college credit	25.9%	22	40.0%	34	12.9%	11	17.6%	15	3.5%	3	11.2%	85
Trade / technical / vocational training	33.3%	8	45.8%	11	12.5%	3	8.3%	2	0.0%	0	3.2%	24
Associate degree	22.2%	16	52.8%	38	13.9%	10	8.3%	6	2.8%	2	9.5%	72
Bachelor's degree	30.3%	72	46.6%	111	16.0%	38	6.7%	16	0.4%	1	31.3%	238
Master's degree	38.4%	89	41.4%	96	14.2%	33	6.0%	14	0.0%	0	30.5%	232
Professional degree	37.5%	9	54.2%	13	8.3%	2	0.0%	0	0.0%	0	3.2%	24
Doctorate degree	56.3%	9	31.3%	5	12.5%	2	0.0%	0	0.0%	0	2.1%	16
TOTAL	31.1%	236	43.6%	331	16.3%	124	7.8%	59	1.3%	10	100.0%	760

DO NOT LIVE IN MHT	Strongly agree		Agree		Neutral		Disagree		Strongly disagree		Total	
Nursery School to 8th Grade	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
Some high school	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
High school graduate, diploma or the equivalent (for example: GED)	33.3%	1	0.0%	0	0.0%	0	66.7%	2	0.0%	0	2.1%	3
Some college credit	37.5%	3	37.5%	3	12.5%	1	12.5%	1	0.0%	0	5.6%	8
Trade / technical / vocational training	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
Associate degree	60.0%	3	20.0%	1	20.0%	1	0.0%	0	0.0%	0	3.5%	5
Bachelor's degree	54.5%	24	25.0%	11	13.6%	6	4.5%	2	2.3%	1	30.6%	44
Master's degree	41.4%	29	28.6%	20	27.1%	19	2.9%	2	0.0%	0	48.6%	70
Professional degree	0.0%	0	58.3%	7	33.3%	4	8.3%	1	0.0%	0	8.3%	12
Doctorate degree	0.0%	0	100.0%	2	0.0%	0	0.0%	0	0.0%	0	1.4%	2
TOTAL	41.7%	60	30.6%	44	21.5%	31	5.6%	8	0.7%	1	100.0%	144

*Table 41: Neighborhood safer than most by residency and place of work\**

WORK IN MHT	Strongly agree		Agree		Neutral		Disagree		Strongly disagree		Total	
Live in MHT	29.6%	142	44.4%	213	16.3%	78	8.8%	42	1.0%	5	83.5%	480
Do not live in MHT	42.1%	40	27.4%	26	26.3%	25	3.2%	3	1.1%	1	16.5%	95
Total	31.7%	182	41.6%	239	17.9%	103	7.8%	45	1.0%	6	100.0%	575

DO NOT WORK IN MHT	Strongly agree		Agree		Neutral		Disagree		Strongly disagree		Total	
Live in MHT	31.5%	107	42.6%	145	17.4%	59	6.2%	21	2.4%	8	85.2%	340
Do not live in MHT	40.7%	24	33.9%	20	16.9%	10	8.5%	5	0.0%	0	14.8%	59
Total	32.8%	131	41.4%	165	17.3%	69	6.5%	26	2.0%	8	100.0%	399

## Appendix 4: Analyses of MSD doing a good job

*Table 42: MSD doing a good job by residency*

	Strongly agree		Agree		Neutral		Disagree		Strongly disagree		Total	
Live in MHT	3.5%	29	31.1%	255	31.7%	260	23.8%	195	10.0%	82	83.9%	821
Do not live in MHT	5.1%	8	27.8%	44	25.9%	41	29.1%	46	12.0%	19	16.1%	158
Total	3.8%	37	30.5%	299	30.7%	301	24.6%	241	10.3%	101	100.0%	979

*Table 43: MSD doing a good job by time in Manchester\**

	Strongly agree		Agree		Neutral		Disagree		Strongly disagree		Total	
1 year or less	4.3%	1	21.7%	5	56.5%	13	13.0%	3	4.3%	1	2.8%	23
2-5 years	2.6%	3	20.7%	24	39.7%	46	27.6%	32	9.5%	11	14.1%	116
6-10 years	3.4%	3	25.8%	23	36.0%	32	25.8%	23	9.0%	8	10.8%	89
More than 10 years	3.7%	22	34.2%	203	28.5%	169	23.1%	137	10.5%	62	72.2%	593
Total	3.5%	29	31.1%	255	31.7%	260	23.8%	195	10.0%	82	100.0%	821



*Table 44: MSD doing a good job by voting history*

	Strongly agree		Agree		Neutral		Disagree		Strongly disagree		Total	
Voted in MHT	3.4%	25	31.3%	231	30.5%	225	24.4%	180	10.4%	77	90.0%	738
Never voted in MHT	4.9%	4	29.3%	24	41.5%	34	18.3%	15	6.1%	5	10.0%	82
Total	3.5%	29	31.1%	255	31.6%	259	23.8%	195	10.0%	82	100.0%	820

*Table 45: MSD doing a good job by MSD employment*

	Strongly agree		Agree		Neutral		Disagree		Strongly disagree		Total	
Work in MSD	6.2%	11	31.1%	55	25.4%	45	28.8%	51	8.5%	15	18.2%	177
Do not work in MSD	3.3%	26	30.5%	243	32.2%	256	23.6%	188	10.4%	83	81.8%	796
Total	3.8%	37	30.6%	298	30.9%	301	24.6%	239	10.1%	98	100.0%	973

## Appendix 5: Analyses of neighborhood school performance

*Table 46: Neighborhood school performance by residency\**

	Strongly agree		Agree		Neutral		Disagree		Strongly disagree		Total	
Live in MHT	9.4%	77	28.9%	237	42.1%	346	14.0%	115	5.6%	46	84.1%	821
Do not live in MHT	27.7%	43	25.2%	39	37.4%	58	7.7%	12	1.9%	3	15.9%	155
Total	12.3%	120	28.3%	276	41.4%	404	13.0%	127	5.0%	49	100.0%	976

## Appendix 6: Analyses of neighborhood school teachers

*Table 47: Neighborhood school teacher quality by age\**

	Strongly agree		Agree		Neutral		Disagree		Strongly disagree		Total	
Under 18	14.3%	1	28.6%	2	14.3%	1	28.6%	2	14.3%	1	0.8%	7
18-24	30.8%	8	46.2%	12	19.2%	5	0.0%	0	3.8%	1	2.9%	26
25-34	32.5%	37	30.7%	35	28.9%	33	6.1%	7	1.8%	2	12.6%	114
35-44	38.5%	94	35.7%	87	20.9%	51	3.3%	8	1.6%	4	27.0%	244
45-54	37.6%	92	35.5%	87	21.6%	53	3.7%	9	1.6%	4	27.1%	245
55-64	40.1%	69	34.9%	60	22.7%	39	2.3%	4	0.0%	0	19.0%	172
65 or older	46.4%	45	28.9%	28	23.7%	23	1.0%	1	0.0%	0	10.7%	97
Total	38.2%	346	34.4%	311	22.7%	205	3.4%	31	1.3%	12	100.0%	905

*Table 48: Neighborhood school teacher quality by gender*

	Strongly agree		Agree		Neutral		Disagree		Strongly disagree		Total	
Male	33.5%	59	38.1%	67	23.3%	41	3.4%	6	1.7%	3	20.6%	176
Female	40.3%	273	34.1%	231	21.3%	144	3.2%	22	1.0%	7	79.1%	677
Non- binary	0.0%	0	33.3%	1	66.7%	2	0.0%	0	0.0%	0	0.4%	3
Total	38.8%	332	34.9%	299	21.8%	187	3.3%	28	1.2%	10	100.0%	856

*Table 49: Neighborhood school teacher quality by race/ethnicity*

	Strongly agree		Agree		Neutral		Disagree		Strongly disagree		Total	
African American	27.3%	3	18.2%	2	54.5%	6	0.0%	0	0.0%	0	n/a	11
African	0.0%	0	33.3%	1	66.7%	2	0.0%	0	0.0%	0	n/a	3
Asian American	25.0%	1	75.0%	3	0.0%	0	0.0%	0	0.0%	0	n/a	4
East Asian	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	n/a	0
South Asian	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	n/a	0
Middle Eastern	25.0%	4	31.3%	5	43.8%	7	0.0%	0	0.0%	0	n/a	16
White / European	39.7%	271	35.6%	243	20.7%	141	2.9%	20	1.0%	7	n/a	682
Latin American / Hispanic	6.3%	2	34.4%	11	40.6%	13	12.5%	4	6.3%	2	n/a	32
Native American / Pacific Islander	42.9%	3	57.1%	4	0.0%	0	0.0%	0	0.0%	0	n/a	7
Total	37.6%	284	35.6%	269	22.4%	169	3.2%	24	1.2%	9		755

**Table 50: Neighborhood school teacher quality by educational attainment\***

	Strongly agree		Agree		Neutral		Disagree		Strongly disagree		Total	
Nursery School to 8th Grade	0.0%	0	100.0%	3	0.0%	0	0.0%	0	0.0%	0	0.3%	3
Some high school	33.3%	2	0.0%	0	0.0%	0	50.0%	3	16.7%	1	0.7%	6
High school graduate, diploma or the equivalent (for example: GED)	33.3%	21	31.7%	20	27.0%	17	6.3%	4	1.6%	1	7.0%	63
Trade / technical / vocational training	16.7%	4	50.0%	12	29.2%	7	4.2%	1	0.0%	0	2.7%	24
Associate degree	25.6%	20	33.3%	26	29.5%	23	10.3%	8	1.3%	1	8.6%	78
Some college credit	19.6%	18	34.8%	32	38.0%	35	4.3%	4	3.3%	3	10.2%	92
Bachelor's degree	37.0%	104	39.1%	110	19.6%	55	2.8%	8	1.4%	4	31.2%	281
Master's degree	49.8%	150	29.9%	90	18.6%	56	1.0%	3	0.7%	2	33.4%	301
Professional degree	47.2%	17	36.1%	13	16.7%	6	0.0%	0	0.0%	0	4.0%	36
Doctorate degree	44.4%	8	16.7%	3	38.9%	7	0.0%	0	0.0%	0	2.0%	18
Total	38.1%	344	34.3%	309	22.8%	206	3.4%	31	1.3%	12	100.0%	902

## Appendix 7: Analyses of Board of School Committee

*Table 51: BOSC alignment by residency and MSD employment\**

WORK IN MSD	Strongly agree		Agree		Neutral		Disagree		Strongly disagree		Total	
Live in MHT	0.9%	1	6.1%	7	17.5%	20	36.8%	42	38.6%	44	64.4%	114
Do not live in MHT	0.0%	0	3.2%	2	11.1%	7	23.8%	15	61.9%	39	35.6%	63
Total	0.6%	1	5.1%	9	15.3%	27	32.2%	57	46.9%	83	100.0%	177

DOES NOT WORK IN MSD	Strongly agree		Agree		Neutral		Disagree		Strongly disagree		Total	
Live in MHT	1.0%	7	11.4%	80	41.0%	287	30.0%	210	16.6%	116	88.6%	700
Do not live in MHT	1.1%	1	11.1%	10	47.8%	43	26.7%	24	13.3%	12	11.4%	90
Total	1.0%	8	11.4%	90	41.8%	330	29.6%	234	16.2%	128	100.0%	790

*Table 52: BOSC alignment by residency and Manchester graduate*

	Strongly agree		Agree		Neutral		Disagree		Strongly disagree		Total	
Had MSD graduate	0.9%	3	12.6%	40	36.0%	114	29.3%	93	21.1%	67	38.8%	317
No MSD graduate	1.0%	5	9.4%	47	38.7%	193	32.1%	160	18.8%	94	61.2%	499
Total	1.0%	8	10.7%	87	37.6%	307	31.0%	253	19.7%	161	100.0%	816

## Appendix 8: Analyses of MSD workforce preparation

Table 53: MSD workforce preparation by residency and MSD employment\*

WORK IN MSD	Strongly agree		Agree		Neutral		Disagree		Strongly disagree		Total	
Live in MHT	7.9%	9	37.7%	43	33.3%	38	20.2%	23	0.9%	1	64.4%	114
Do not live in MHT	4.8%	3	34.9%	22	27.0%	17	27.0%	17	6.3%	4	35.6%	63
Total	6.8%	12	36.7%	65	31.1%	55	22.6%	40	2.8%	5	100.0%	177

DOES NOT WORK IN MSD	Strongly agree		Agree		Neutral		Disagree		Strongly disagree		Total	
Live in MHT	4.0%	28	26.0%	183	39.9%	281	23.0%	162	7.1%	50	88.6%	704
Do not live in MHT	2.2%	2	29.7%	27	40.7%	37	20.9%	19	6.6%	6	11.4%	91
Total	3.8%	30	26.4%	210	40.0%	318	22.8%	181	7.0%	56	100.0%	795

## Appendix 9: Analyses of MSD college preparation

Table 54: MSD college preparation by residency and MSD employment

WORK IN MSD	Strongly agree		Agree		Neutral		Disagree		Strongly disagree		Total	
Live in MHT	12.3%	14	40.4%	46	29.8%	34	14.9%	17	2.6%	3	64.4%	114
Do not live in MHT	9.5%	6	34.9%	22	23.8%	15	25.4%	16	6.3%	4	35.6%	63
Total	11.3%	20	38.4%	68	27.7%	49	18.6%	33	4.0%	7	100.0%	177

DOES NOT WORK IN MSD	Strongly agree		Agree		Neutral		Disagree		Strongly disagree		Total	
Live in MHT	6.1%	43	32.6%	229	39.1%	275	17.1%	120	5.1%	36	88.7%	703
Do not live in MHT	4.4%	4	31.1%	28	45.6%	41	12.2%	11	6.7%	6	11.3%	90
Total	5.9%	47	32.4%	257	39.8%	316	16.5%	131	5.3%	42	100.0%	793

## Appendix 10: Analyses of funding levels

*Table 55: Funding levels by age*

	Strongly agree		Agree		Neutral		Disagree		Strongly disagree		Total	
Under 18	0.0%	0	0.0%	0	0.0%	0	28.6%	2	71.4%	5	0.8%	7
18-24	3.8%	1	3.8%	1	15.4%	4	23.1%	6	53.8%	14	2.9%	26
25-34	2.6%	3	5.2%	6	13.8%	16	26.7%	31	51.7%	60	12.7%	116
35-44	1.2%	3	4.1%	10	11.0%	27	24.8%	61	58.9%	145	27.0%	246
45-54	2.4%	6	6.1%	15	11.4%	28	28.2%	69	51.8%	127	26.9%	245
55-64	2.3%	4	7.5%	13	15.0%	26	31.8%	55	43.4%	75	19.0%	173
65 or older	1.0%	1	4.1%	4	16.3%	16	30.6%	30	48.0%	47	10.8%	98
Total	2.0%	18	5.4%	49	12.8%	117	27.9%	254	51.9%	473	100.0%	911

*Table 56: Funding levels by gender\**

	Strongly agree		Agree		Neutral		Disagree		Strongly disagree		Total	
Male	3.4%	6	11.8%	21	14.6%	26	24.7%	44	45.5%	81	20.7%	178
Female	1.0%	7	2.8%	19	12.4%	84	29.3%	199	54.6%	371	79.0%	680
Non- binary	0.0%	0	33.3%	1	0.0%	0	33.3%	1	33.3%	1	0.3%	3
Total	1.5%	13	4.8%	41	12.8%	110	28.3%	244	52.6%	453	100.0%	861

*Table 57: Funding levels by race/ethnicity\**

	Strongly agree		Agree		Neutral		Disagree		Strongly disagree		Total	
African American	0.0%	0	9.1%	1	9.1%	1	45.5%	5	36.4%	4	n/a	11
African	0.0%	0	100.0%	3	0.0%	0	0.0%	0	0.0%	0	n/a	3
Asian American	25.0%	1	0.0%	0	25.0%	1	50.0%	2	0.0%	0	n/a	4
East Asian	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	n/a	0
South Asian	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	n/a	0
Middle Eastern	0.0%	0	12.5%	2	18.8%	3	37.5%	6	31.3%	5	n/a	16
White / European	1.0%	7	4.4%	30	10.8%	74	29.4%	202	54.5%	375	n/a	688
Latin American / Hispanic	6.1%	2	3.0%	1	24.2%	8	30.3%	10	36.4%	12	n/a	33
Native American / Pacific Islander	14.3%	1	14.3%	1	0.0%	0	28.6%	2	42.9%	3	n/a	7
Total	1.4%	11	5.0%	38	11.4%	87	29.8%	227	52.4%	399		762

Table 58: Funding levels by education attainment\*

	Strongly agree		Agree		Neutral		Disagree		Strongly disagree		Total	
Nursery School to 8th Grade	0.0%	0	0.0%	0	0.0%	1	0.0%	0	0.0%	2	0.3%	3
Some high school	0.0%	0	0.0%	0	0.0%	1	0.0%	1	0.0%	4	0.7%	6
High school graduate, diploma or the equivalent (for example: GED)	1.6%	1	7.9%	5	20.6%	13	41.3%	26	28.6%	18	6.9%	63
Some college credit	1.1%	1	8.6%	8	22.6%	21	31.2%	29	36.6%	34	10.3%	93
Trade / technical / vocational training	0.0%	1	0.0%	4	0.0%	7	0.0%	4	0.0%	8	2.6%	24
Associate degree	1.3%	1	6.4%	5	16.7%	13	33.3%	26	42.3%	33	8.6%	78
Bachelor's degree	2.5%	7	6.0%	17	11.7%	33	25.2%	71	54.6%	154	31.1%	282
Master's degree	1.7%	5	2.3%	7	6.9%	21	28.4%	86	60.7%	184	33.4%	303
Professional degree	0.0%	0	8.1%	3	5.4%	2	18.9%	7	67.6%	25	4.1%	37
Doctorate degree	0.0%	0	5.6%	1	16.7%	3	22.2%	4	55.6%	10	2.0%	18
Total	1.8%	16	5.5%	50	12.7%	115	28.0%	254	52.0%	472	100.0%	907

Table 59: Funding levels by residency

	Strongly agree		Agree		Neutral		Disagree		Strongly disagree		Total	
Live in MHT	2.3%	19	5.8%	48	13.8%	113	27.6%	227	50.4%	414	83.9%	821
Do not live in MHT	2.5%	4	3.8%	6	10.2%	16	31.2%	49	52.2%	82	16.1%	157
Total	2.4%	23	5.5%	54	13.2%	129	28.2%	276	50.7%	496	100.0%	978

**Table 60: Funding levels by length of time in Manchester\***

	<b>Strongly agree</b>		<b>Agree</b>		<b>Neutral</b>		<b>Disagree</b>		<b>Strongly disagree</b>		<b>Total</b>	
1 year or less	0.0%	0	0.0%	0	26.1%	6	34.8%	8	39.1%	9	2.8%	23
2-5 years	2.6%	3	6.1%	7	22.6%	26	27.0%	31	41.7%	48	14.0%	115
6-10 years	3.4%	3	10.1%	9	12.4%	11	28.1%	25	46.1%	41	10.8%	89
More than 10 years	2.2%	13	5.4%	32	11.8%	70	27.4%	163	53.2%	316	72.4%	594
Total	2.3%	19	5.8%	48	13.8%	113	27.6%	227	50.4%	414	100.0%	821

**Table 61: Funding levels by current MSD student\***

	<b>Strongly agree</b>		<b>Agree</b>		<b>Neutral</b>		<b>Disagree</b>		<b>Strongly disagree</b>		<b>Total</b>	
Has current MSD student	1.3%	5	6.2%	23	11.0%	41	25.8%	96	55.6%	207	45.3%	372
No current MSD student	3.1%	14	5.6%	25	16.0%	72	29.2%	131	46.1%	207	54.7%	449
Total	2.3%	19	5.8%	48	13.8%	113	27.6%	227	50.4%	414	100.0%	821

**Table 62: Funding levels by MSD graduate**

	<b>Strongly agree</b>		<b>Agree</b>		<b>Neutral</b>		<b>Disagree</b>		<b>Strongly disagree</b>		<b>Total</b>	
Had MSD graduate	2.8%	9	6.6%	21	14.5%	46	29.2%	93	46.9%	149	38.7%	318
No MSD graduate	2.0%	10	5.4%	27	13.3%	67	26.6%	134	52.7%	265	61.3%	503
Total	2.3%	19	5.8%	48	13.8%	113	27.6%	227	50.4%	414	100.0%	821

**Table 63: Funding levels by MSD employment\***

	<b>Strongly agree</b>		<b>Agree</b>		<b>Neutral</b>		<b>Disagree</b>		<b>Strongly disagree</b>		<b>Total</b>	
Work in MSD	0.6%	1	1.7%	3	2.8%	5	16.5%	29	78.4%	138	18.1%	176
Do not work in MSD	2.5%	20	6.4%	51	15.6%	124	30.9%	246	44.6%	355	81.9%	796
Total	2.2%	21	5.6%	54	13.3%	129	28.3%	275	50.7%	493	100.0%	972



## Appendix 11: Analyses of tax dollar usage

*Table 64: Effective tax dollar usage by age\**

	Strongly agree		Agree		Neutral		Disagree		Strongly disagree		Total	
Under 18	0.0%	0	0.0%	0	14.3%	1	42.9%	3	42.9%	3	0.8%	7
18-24	0.0%	0	7.7%	2	30.8%	8	34.6%	9	26.9%	7	2.9%	26
25-34	1.7%	2	12.9%	15	27.6%	32	32.8%	38	25.0%	29	12.8%	116
35-44	0.4%	1	12.7%	31	29.8%	73	29.4%	72	27.8%	68	27.0%	245
45-54	3.3%	8	9.8%	24	25.8%	63	30.7%	75	30.3%	74	26.9%	244
55-64	2.3%	4	14.5%	25	26.6%	46	37.0%	64	19.7%	34	19.1%	173
65 or older	4.1%	4	17.5%	17	37.1%	36	29.9%	29	11.3%	11	10.7%	97
Total	2.1%	19	12.6%	114	28.5%	259	31.9%	290	24.9%	226	100.0%	908

*Table 65: Effective tax dollar usage by gender\**

	Strongly agree		Agree		Neutral		Disagree		Strongly disagree		Total	
Male	4.0%	7	14.3%	25	29.7%	52	32.0%	56	20.0%	35	20.4%	175
Female	1.6%	11	11.9%	81	29.0%	197	32.5%	221	25.0%	170	79.3%	680
Non-Binary	0.0%	0	33.3%	1	33.3%	1	33.3%	1	0.0%	0	0.3%	3
Total	2.1%	18	12.5%	107	29.1%	250	32.4%	278	23.9%	205	100.0%	858

*Table 66: Effective tax dollar usage by race/ethnicity\**

	Strongly agree		Agree		Neutral		Disagree		Strongly disagree		Total	
African American	0.0%	0	9.1%	1	72.7%	8	0.0%	0	18.2%	2	1.4%	11
African	0.0%	0	33.3%	1	0.0%	0	66.7%	2	0.0%	0	0.4%	3
Asian American	25.0%	1	25.0%	1	25.0%	1	25.0%	1	0.0%	0	0.5%	4
East Asian	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
South Asian	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
Middle Eastern	0.0%	0	25.0%	4	31.3%	5	25.0%	4	18.8%	3	2.1%	16
White / European	2.2%	15	13.4%	92	28.3%	194	33.4%	229	22.6%	155	90.3%	685
Latin American / Hispanic	3.0%	1	6.1%	2	33.3%	11	33.3%	11	24.2%	8	4.3%	33
Native American / Pacific Islander	0.0%	0	0.0%	0	0.0%	0	57.1%	4	42.9%	3	0.9%	7
Total	2.2%	17	13.3%	101	28.9%	219	33.1%	251	22.5%	171	100.0%	759

**Table 67: Effective tax dollar usage by educational attainment**

	Strongly agree		Agree		Neutral		Disagree		Strongly disagree		Total	
Nursery School to 8th Grade	0.0%	0	33.3%	1	0.0%	0	33.3%	1	33.3%	1	0.3%	3
Some high school	0.0%	0	0.0%	0	16.7%	1	50.0%	3	33.3%	2	0.7%	6
High school graduate, diploma or the equivalent (for example: GED)	1.6%	1	9.5%	6	28.6%	18	33.3%	21	27.0%	17	7.0%	63
Some college credit	1.1%	1	11.0%	10	33.0%	30	33.0%	30	22.0%	20	10.1%	91
Trade / technical / vocational training	0.0%	0	25.0%	6	45.8%	11	12.5%	3	16.7%	4	2.7%	24
Associate degree	1.3%	1	5.1%	4	26.9%	21	41.0%	32	25.6%	20	8.6%	78
Bachelor's degree	1.8%	5	12.0%	34	29.9%	85	31.3%	89	25.0%	71	31.4%	284
Master's degree	2.7%	8	14.6%	44	24.9%	75	32.2%	97	25.6%	77	33.3%	301
Professional degree	5.6%	2	16.7%	6	27.8%	10	30.6%	11	19.4%	7	4.0%	36
Doctorate degree	0.0%	0	22.2%	4	44.4%	8	16.7%	3	16.7%	3	2.0%	18
Total	2.0%	18	12.7%	115	28.7%	259	32.1%	290	24.6%	222	100.0%	904

**Table 68: Effective tax dollar usage by residency**

	Strongly agree		Agree		Neutral		Disagree		Strongly disagree		Total	
Live in MHT	2.1%	17	13.4%	110	28.1%	230	32.1%	263	24.3%	199	84.0%	819
Do not live in MHT	1.9%	3	10.3%	16	32.1%	50	32.1%	50	23.7%	37	16.0%	156
Total	2.1%	20	12.9%	126	28.7%	280	32.1%	313	24.2%	236	100.0%	975

**Table 69: Effective tax dollar usage by length of time in Manchester**

	Strongly agree		Agree		Neutral		Disagree		Strongly disagree		Total	
1 year or less	4.5%	1	13.6%	3	54.5%	12	22.7%	5	4.5%	1	2.7%	22
2-5 years	2.6%	3	10.4%	12	33.0%	38	33.0%	38	20.9%	24	14.0%	115
6-10 years	0.0%	0	13.6%	12	34.1%	30	26.1%	23	26.1%	23	10.7%	88
More than 10 years	2.2%	13	14.0%	83	25.3%	150	33.2%	197	25.4%	151	72.5%	594
Total	2.1%	17	13.4%	110	28.1%	230	32.1%	263	24.3%	199	100.0%	819

**Table 70: Effective tax dollar usage by MSD graduate**

	Strongly agree		Agree		Neutral		Disagree		Strongly disagree		Total	
Had MSD graduate	2.2%	7	15.1%	48	26.4%	84	29.9%	95	26.4%	84	38.8%	318
No MSD graduate	2.0%	10	12.4%	62	29.1%	146	33.5%	168	23.0%	115	61.2%	501
Total	2.1%	17	13.4%	110	28.1%	230	32.1%	263	24.3%	199	100.0%	819

**Table 71: Effective tax dollar usage by MSD employment\***

	Strongly agree		Agree		Neutral		Disagree		Strongly disagree		Total	
Work in MSD	6.1%	43	32.6%	229	39.1%	275	17.1%	120	5.1%	36	88.7%	703
	2.8%	5	7.9%	14	15.3%	27	35.0%	62	39.0%	69	18.3%	177
Do not work in MSD	1.9%	15	14.1%	112	31.7%	251	31.6%	250	20.7%	164	81.7%	792
Total	2.1%	20	13.0%	126	28.7%	278	32.2%	312	24.0%	233	100.0%	969

## Appendix 12: Analyses of media portrayals of MSD

*Table 72: Media portrayals by residency*

	Strongly agree		Agree		Neutral		Disagree		Strongly disagree		Total	
Live in MHT	0.7%	6	10.0%	82	32.4%	266	40.3%	331	16.6%	136	83.9%	821
Do not live in MHT	0.6%	1	11.5%	18	31.8%	50	41.4%	65	14.6%	23	16.1%	157
Total	0.7%	7	10.2%	100	32.3%	316	40.5%	396	16.3%	159	100.0%	978

*Table 73: Media portrayals by voting status\**

	Strongly agree		Agree		Neutral		Disagree		Strongly disagree		Total	
Voted in MHT	0.5%	4	9.2%	68	32.9%	243	41.5%	306	15.9%	117	90.0%	738
Never voted in MHT	2.4%	2	17.1%	14	28.0%	23	30.5%	25	22.0%	18	10.0%	82
Total	0.7%	6	10.0%	82	32.4%	266	40.4%	331	16.5%	135	83.8%	820

*Table 74: Media portrayals by current MSD student\**

	Strongly agree		Agree		Neutral		Disagree		Strongly disagree		Total	
Has current MSD student	0.5%	2	12.4%	46	32.1%	119	39.9%	148	15.1%	56	45.2%	371
No current MSD student	0.9%	4	8.0%	36	32.7%	147	40.7%	183	17.8%	80	54.8%	450
Total	0.7%	6	10.0%	82	32.4%	266	40.3%	331	16.6%	136	100.0%	821

*Table 75: Media portrayals by MSD graduate*

	Strongly agree		Agree		Neutral		Disagree		Strongly disagree		Total	
Had MSD graduate	0.6%	2	10.0%	32	37.0%	118	37.6%	120	14.7%	47	38.9%	319
No MSD graduate	0.8%	4	10.0%	50	29.5%	148	42.0%	211	17.7%	89	61.1%	502
Total	0.7%	6	10.0%	82	32.4%	266	40.3%	331	16.6%	136	100.0%	821

## Appendix 13: Analyses of MSD on the right track

Table 76: MSD on the right track by age\*

	Strongly agree		Agree		Neutral		Disagree		Strongly disagree		Total	
Under 18	0.0%	0	0.0%	0	14.3%	1	42.9%	3	42.9%	3	0.8%	7
18-24	0.0%	0	26.9%	7	26.9%	7	34.6%	9	11.5%	3	2.9%	26
25-34	0.0%	0	23.1%	27	32.5%	38	29.1%	34	15.4%	18	12.9%	117
35-44	1.2%	3	19.2%	47	27.8%	68	34.3%	84	17.6%	43	26.9%	245
45-54	0.8%	2	20.9%	51	29.5%	72	26.6%	65	22.1%	54	26.8%	244
55-64	0.6%	1	21.8%	38	24.7%	43	39.1%	68	13.8%	24	19.1%	174
65 or older	1.0%	1	25.8%	25	32.0%	31	37.1%	36	4.1%	4	10.7%	97
Total	0.8%	7	21.4%	195	28.6%	260	32.9%	299	16.4%	149	100.0%	910

Table 77: MSD on the right track by residency

	Strongly agree		Agree		Neutral		Disagree		Strongly disagree		Total	
Live in MHT	0.9%	7	22.2%	182	28.9%	237	32.8%	269	15.3%	126	84.0%	821
Do not live in MHT	1.3%	2	19.2%	30	31.4%	49	28.8%	45	19.2%	30	16.0%	156
Total	0.9%	9	21.7%	212	29.3%	286	32.1%	314	16.0%	156	100.0%	977

Table 78: MSD on the right track by time in Manchester

	Strongly agree		Agree		Neutral		Disagree		Strongly disagree		Total	
1 year or less	4.3%	1	30.4%	7	39.1%	9	17.4%	4	8.7%	2	2.8%	23
2-5 years	0.9%	1	19.8%	23	30.2%	35	33.6%	39	15.5%	18	14.1%	116
6-10 years	1.1%	1	23.9%	21	30.7%	27	29.5%	26	14.8%	13	10.7%	88
More than 10 years	0.7%	4	22.1%	131	27.9%	166	33.7%	200	15.7%	93	72.4%	594
Total	0.9%	7	22.2%	182	28.9%	237	32.8%	269	15.3%	126	100.0%	821

Table 79: MSD on the right track by MSD employment\*

	Strongly agree		Agree		Neutral		Disagree		Strongly disagree		Total	
Work in MSD	2.3%	4	18.2%	32	22.7%	40	33.5%	59	23.3%	41	18.1%	176
Do not work in MSD	0.6%	5	22.6%	180	30.7%	244	31.8%	253	14.2%	113	81.9%	795
Total	0.9%	9	21.8%	212	29.2%	284	32.1%	312	15.9%	154	100.0%	971

## Appendix 14: Media sources for respondents

*Table 80: Media sources for MSD information (overall)*

Media sources	Share/number of respondents	
District email	26.4%	260
District website	36.3%	357
Newspaper	61.5%	605
Radio	26.1%	257
Social media (Facebook, Instagram, Twitter, Snapchat, etc.)	73.1%	719
Television	51.0%	501
Word-of-mouth	63.0%	619
Other (please specify)	11.1%	109

*Table 81: Media sources for MSD information by residency*

Media sources	Live in MHT		Do not live in MHT	
	Share/number of respondents		Share/number of respondents	
Television	50.1%	413	55.3%	88
Radio	25.8%	213	27.7%	44
Newspaper	61.8%	509	60.4%	96
Social media (Facebook, Instagram, Twitter, Snapchat, etc.)	73.8%	608	69.8%	111
District website	36.8%	303	34.0%	54
District email	26.7%	220	25.2%	40
Word-of-mouth	64.3%	530	56.0%	89

*Table 82: Media sources for MSD information by current MSD student*

Media sources	Current MSD student		No current MSD student	
	Share/number of respondents		Share/number of respondents	
Television	22.9%	189	140.9%	224
Radio	10.3%	85	80.5%	128
Newspaper	24.8%	204	191.8%	305
Social media (Facebook, Instagram, Twitter, Snapchat, etc.)	36.4%	300	193.7%	308
District website	23.4%	193	69.2%	110
District email	20.8%	171	30.8%	49
Word-of-mouth	30.6%	252	174.8%	278

*Table 83: Media sources for MSD information by voting status*

Media sources	Voted in MHT		Never voted in MHT	
	Share/number of respondents		Share/number of respondents	
Television	46.5%	383	18.9%	30
Radio	23.9%	197	10.1%	16
Newspaper	57.9%	477	19.5%	31
Social media (Facebook, Instagram, Twitter, Snapchat, etc.)	67.2%	554	33.3%	53
District website	33.5%	276	16.4%	26
District email	24.6%	203	10.1%	16
Word-of-mouth	58.6%	483	28.9%	46

# Appendix 15: Top issues for MSD

Figure 17: Top issues for MSD by residency

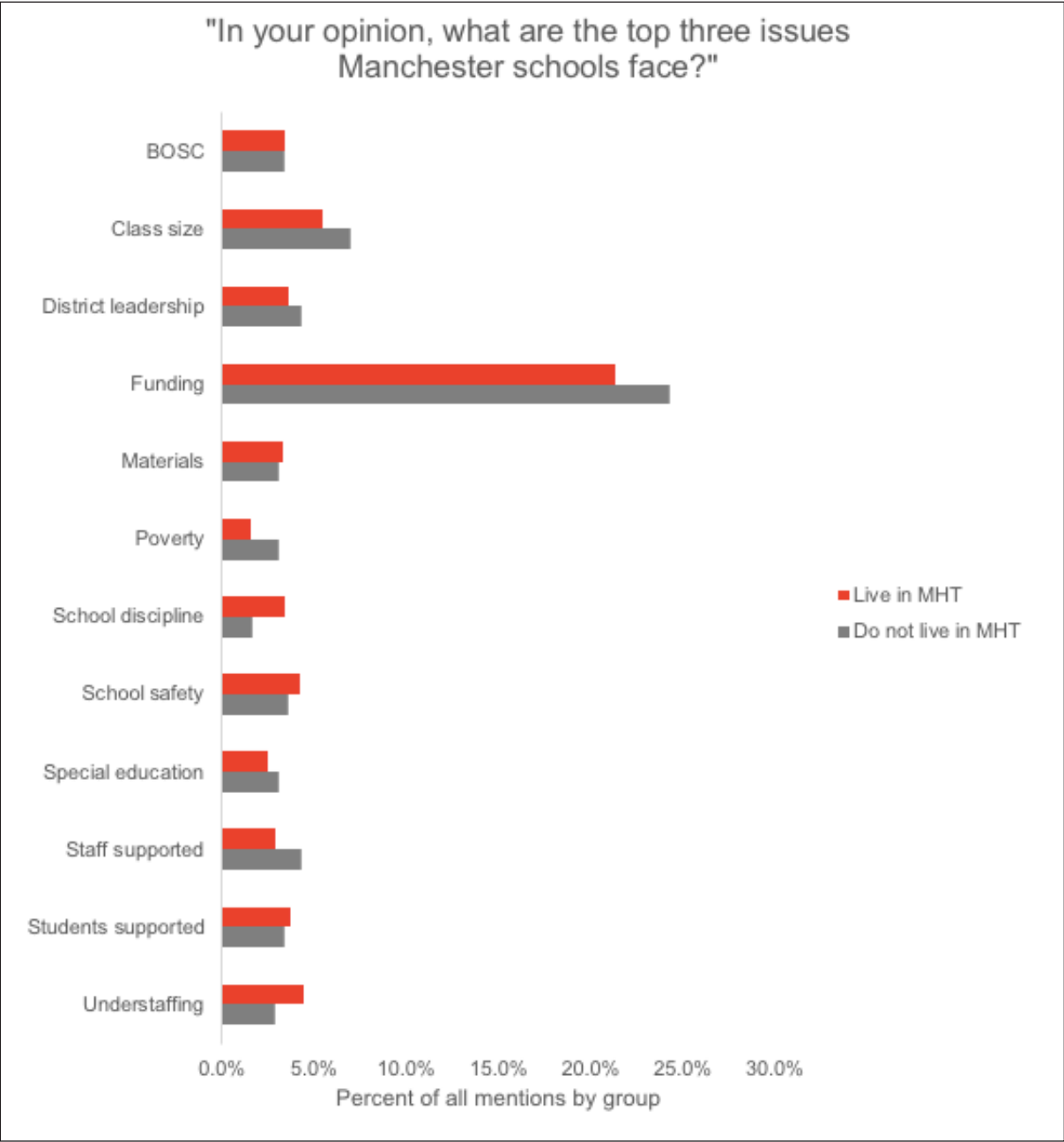
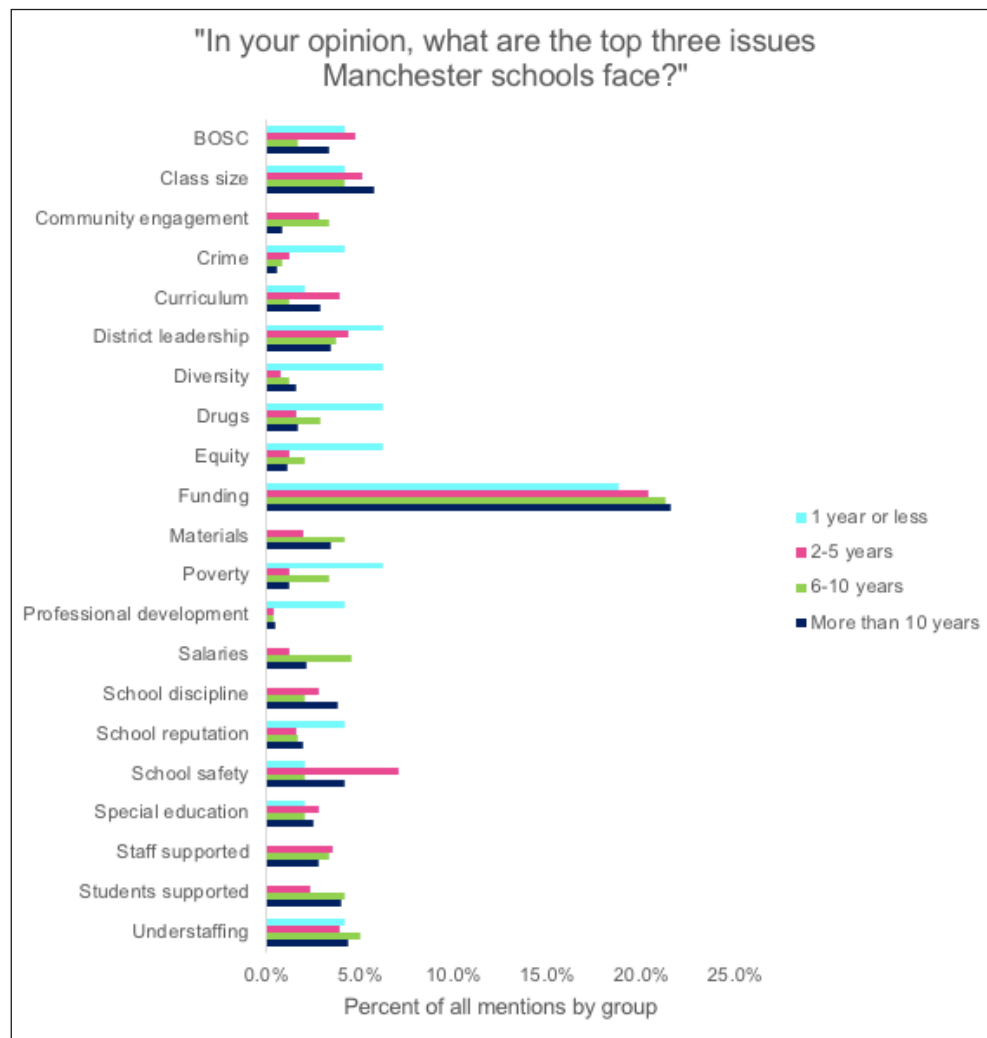




Table 84: Top issues for MSD by residency

Topic	MENTIONS	
	Live in MHT	Do not live in MHT
BOSC	75 (3.4%)	14 (3.4%)
Class size	122 (3.5%)	29 (7.0%)
District leadership	81 (3.6%)	18 (4.3%)
Funding	478 (21.4%)	101 (24.3%)
Materials	73 (3.3%)	13 (3.1%)
Poverty	35 (1.6%)	13 (3.1%)
School discipline	76 (3.4%)	7 (1.7%)
School safety	95 (4.2%)	15 (3.6%)
Special education	56 (2.5%)	13 (3.1%)
Staff supported	64 (2.9%)	18 (4.3%)
Students supported	83 (3.7%)	14 (3.4%)
Understaffing	98 (4.4%)	12 (2.9%)

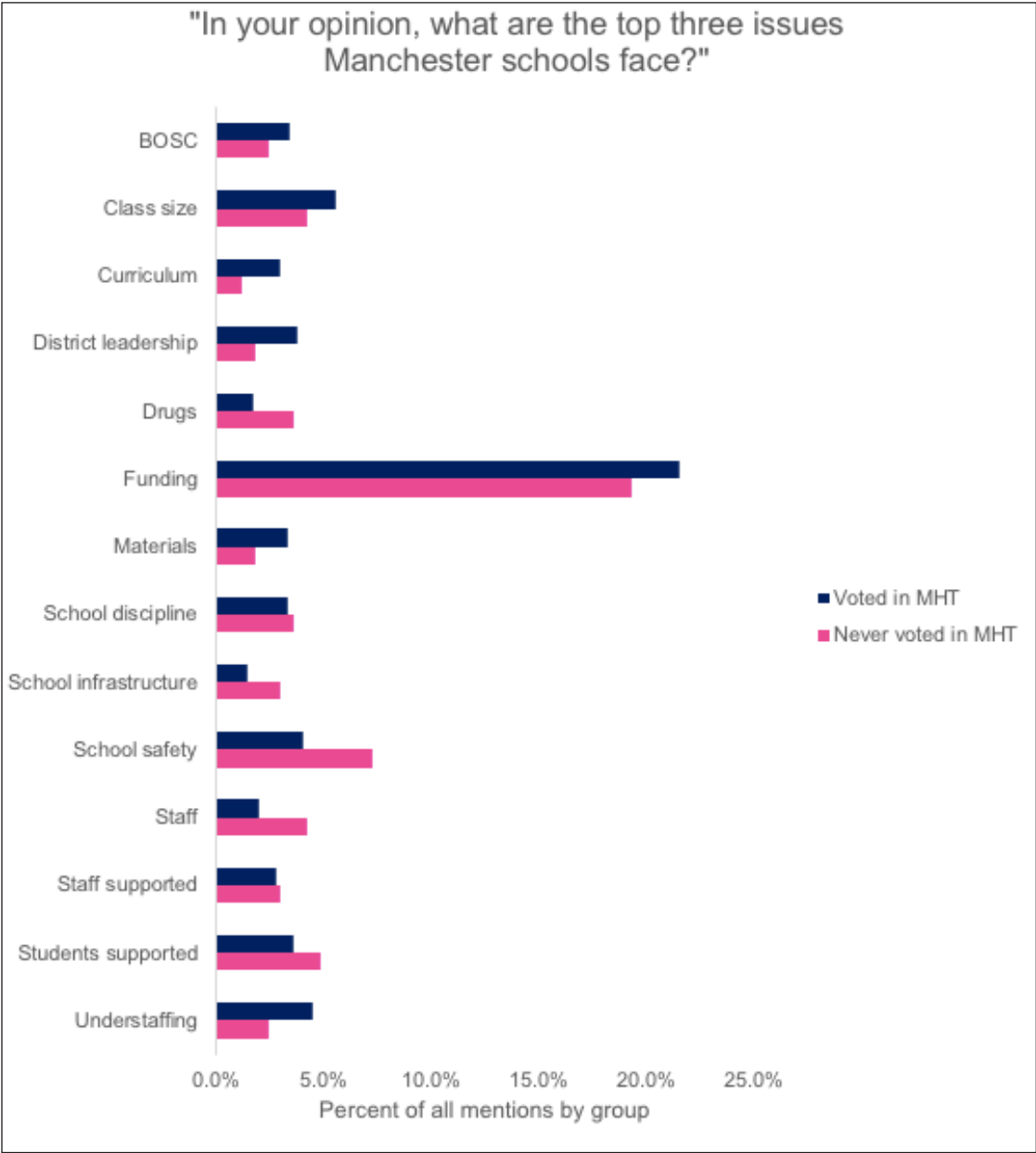
Figure 18: Top issues for MSD by time in Manchester



*Table 85: Top issues for MSD by time in Manchester*

TOPIC	MENTIONS			
	1 year or less	2-5 years	6-10 years	More than 10 years
BOSC	2 (4.2%)	12 (4.7%)	4 (1.7%)	57 (3.4%)
Class size	2 (4.2%)	13 (5.1%)	10 (4.2%)	97 (5.7%)
Community engagement	0 (0.0%)	7 (2.7%)	8 (3.3%)	14 (0.8%)
Crime	2 (4.2%)	3 (1.2%)	2 (0.8%)	9 (0.5%)
Curriculum	1 (2.1%)	10 (3.9%)	3 (1.3%)	49 (2.9%)
District leadership	3 (6.3%)	11 (4.3%)	9 (3.8%)	58 (3.4%)
Diversity	3 (6.3%)	2 (0.8%)	3 (1.3%)	27 (1.6%)
Drugs	3 (6.3%)	4 (1.6%)	7 (2.9%)	28 (1.7%)
Equity	3 (6.3%)	3 (1.2%)	5 (2.1%)	19 (1.1%)
Funding	9 (18.8%)	52 (20.4%)	51 (21.3%)	366 (21.6%)
Materials	0 (0.0%)	5 (2.0%)	10 (4.2%)	58 (3.4%)
Poverty	3 (6.3%)	3 (1.2%)	8 (3.3%)	21 (1.2%)
Professional development	2 (4.2%)	1 (0.4%)	1 (0.4%)	8 (0.5%)
Salaries	0 (0.0%)	3 (1.2%)	11 (4.6%)	36 (2.1%)
School discipline	0 (0.0%)	7 (2.7%)	5 (2.1%)	64 (3.8%)
School reputation	2 (4.2%)	4 (1.6%)	4 (1.7%)	33 (1.9%)
School safety	1 (2.1%)	18 (7.1%)	5 (2.1%)	71 (4.2%)
Special education	1 (2.1%)	7 (2.7%)	5 (2.1%)	43 (2.5%)
Staff supported	0 (0.0%)	9 (3.5%)	8 (3.3%)	47 (2.8%)
Students supported	0 (0.0%)	6 (2.4%)	10 (4.2%)	67 (4.0%)
Understaffing	2 (4.2%)	10 (3.9%)	12 (5.0%)	74 (4.4%)

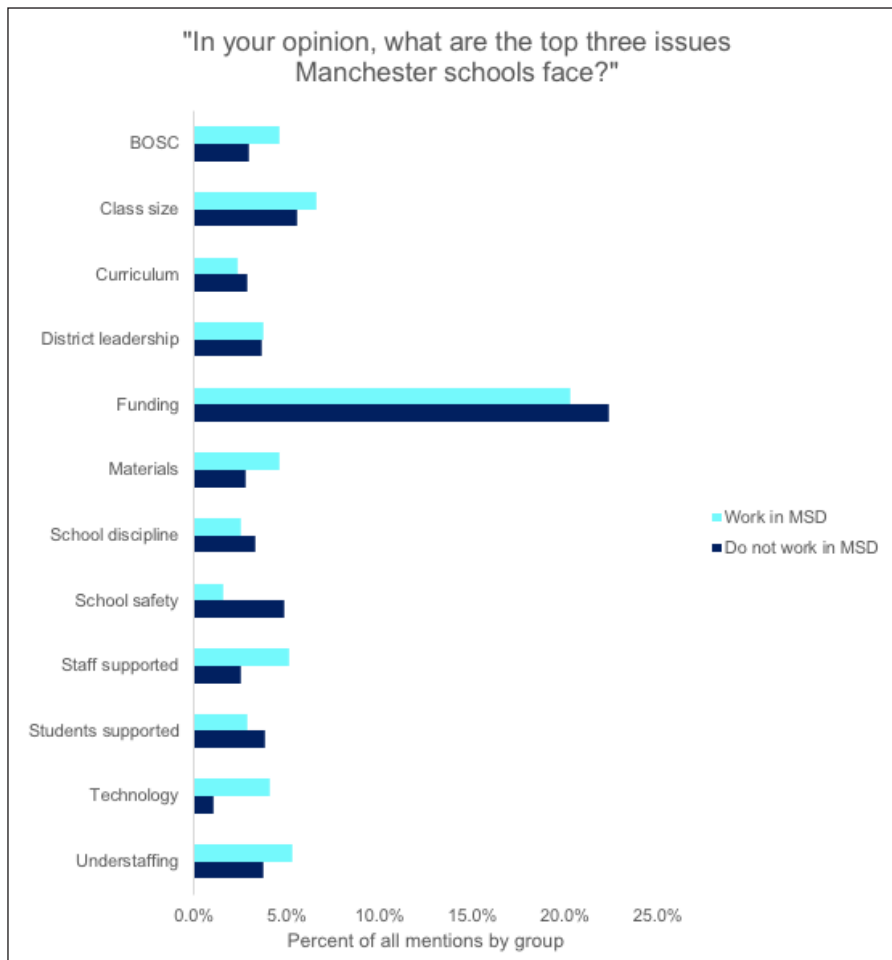
Figure 19: Top issues for MSD by voting history



**Table 86: Top issues for MSD by voting history**

Topic	MENTIONS	
	Voted in MHT	Never voted in MHT
BOSC	71 (3.4%)	4 (2.4%)
Class size	115 (5.6%)	7 (4.2%)
Curriculum	61 (3.0%)	2 (1.2%)
District leadership	78 (3.8%)	3 (1.8%)
Drugs	36 (1.7%)	6 (3.6%)
Funding	445 (21.5%)	32 (19.3%)
Materials	70 (3.4%)	3 (1.8%)
School discipline	70 (3.4%)	6 (3.6%)
School infrastructure	30 (1.5%)	5 (3.0%)
School safety	83 (4.0%)	12 (7.2%)
Staff	41 (2.0%)	7 (4.2%)
Staff supported	58 (2.8%)	5 (3.0%)
Students supported	75 (3.6%)	8 (4.8%)
Understaffing	93 (4.5%)	4 (2.4%)

**Figure 20: Top issues for MSD by MSD employment**



*Table 87: Top issues for MSD by MSD employment*

Topic	MENTIONS	
	Work in MSD	Do not work in MSD
BOSC	26 (4.6%)	61 (2.9%)
Class size	37 (6.6%)	114 (5.5%)
Curriculum	13 (2.3%)	59 (2.9%)
District leadership	21 (3.7%)	76 (3.7%)
Funding	114 (20.2%)	463 (22.4%)
Materials	26 (4.6%)	58 (2.8%)
School discipline	14 (2.5%)	69 (3.3%)
School safety	9 (1.6%)	101 (4.9%)
Staff supported	29 (5.2%)	52 (2.5%)
Students supported	16 (2.8%)	79 (3.8%)
Technology	23 (4.1%)	21 (1.0%)
Understaffing	30 (5.3%)	78 (3.8%)
Students supported	75 (3.6%)	8 (4.8%)
Understaffing	93 (4.5%)	4 (2.4%)

# Appendix 16: Top strengths for MSD

Figure 21: Top strengths for MSD by residency

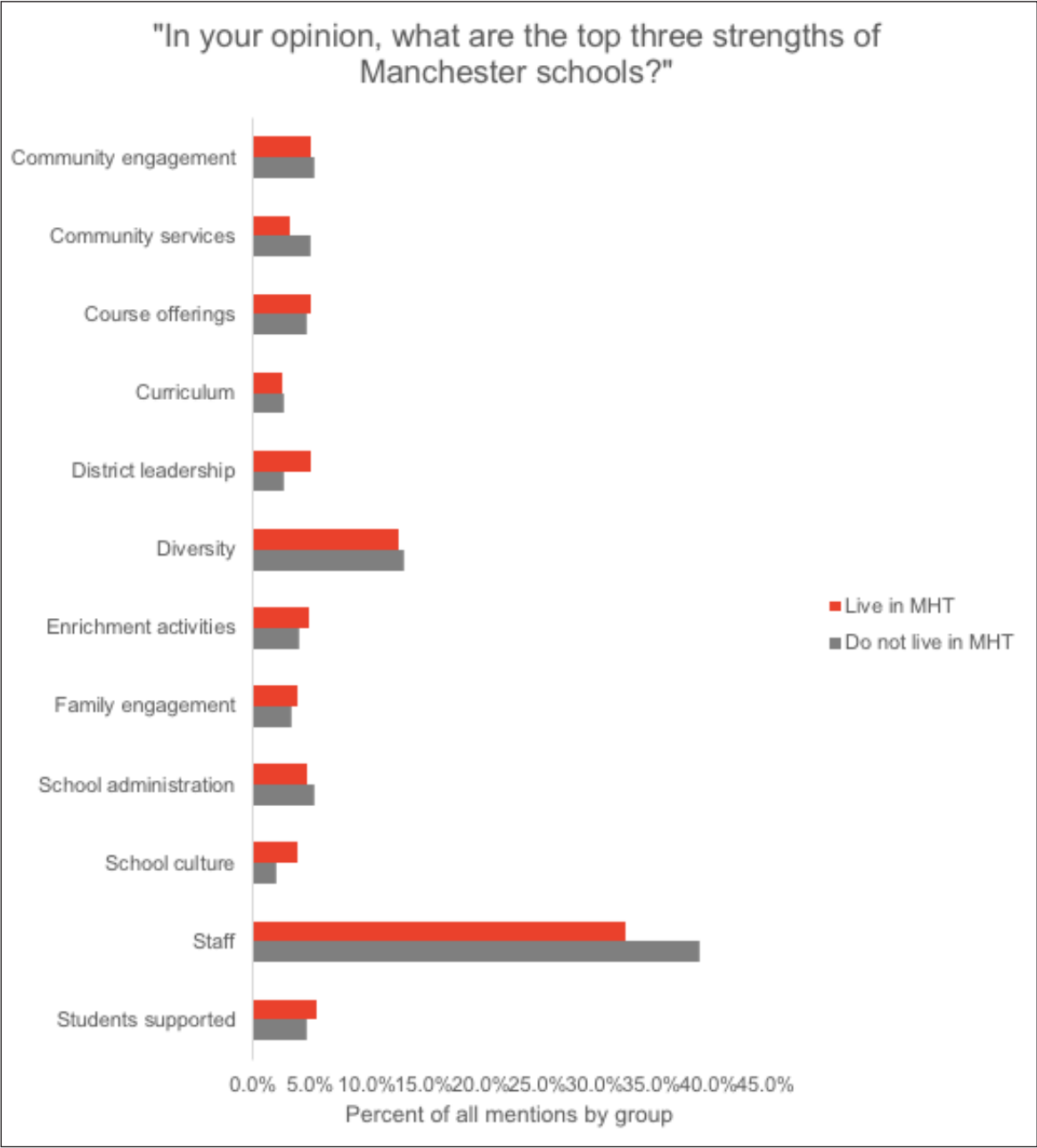
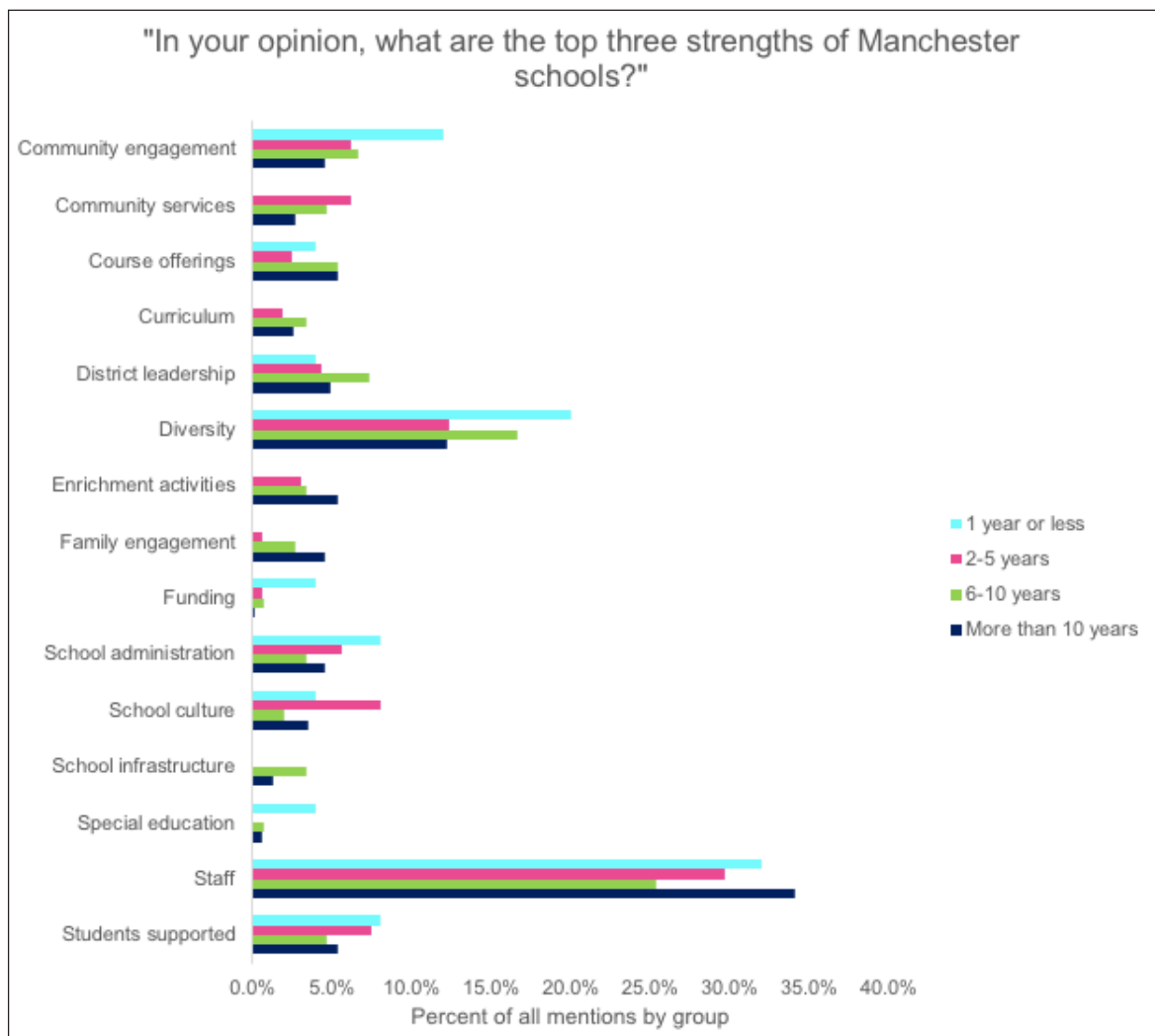


Table 88: Top strengths for MSD by residency

Topic	MENTIONS	
	Live in MHT	Do not live in MHT
Community engagement	74 (5.0%)	16 (5.3%)
Community services	47 (3.2%)	15 (5.0%)
Course offerings	74 (5.0%)	14 (4.7%)
Curriculum	37 (2.5%)	8 (2.7%)
District leadership	74 (5.0%)	8 (2.7%)
Diversity	188 (12.8%)	40 (13.3%)
Enrichment activities	71 (4.8%)	12 (4.0%)
Family engagement	56 (3.8%)	10 (3.3%)
School administration	68 (4.6%)	16 (5.3%)
School culture	56 (3.8%)	6 (2.0%)
Staff	480 (32.7%)	118 (39.2%)
Students supported	81 (5.5%)	14 (4.7%)

Figure 22: Top strengths for MSD by time in Manchester



*Table 89: Top strengths for MSD by time in Manchester*

MENTIONS				
TOPIC	1 year or less	2-5 years	6-10 years	More than 10 years
Community engagement	3 (12.0%)	10 (6.2%)	10 (6.7%)	51 (4.5%)
Community services	0 (0.0%)	10 (6.2%)	7 (4.7%)	30 (2.7%)
Course offerings	1 (4.0%)	4 (2.5%)	8 (5.3%)	61 (5.4%)
Curriculum	0 (0.0%)	3 (1.9%)	5 (3.3%)	29 (2.6%)
District leadership	1 (4.0%)	7 (4.3%)	11 (7.3%)	55 (4.9%)
Diversity	5 (20.0%)	20 (12.3%)	25 (16.7%)	138 (12.2%)
Enrichment activities	0 (0.0%)	5 (3.1%)	5 (3.3%)	61 (5.4%)
Family engagement	0 (0.0%)	1 (0.6%)	4 (2.7%)	51 (4.5%)
Funding	1 (4.0%)	1 (0.6%)	1 (0.7%)	2 (0.2%)
School administration	2 (8.0%)	9 (5.6%)	5 (3.3%)	52 (4.6%)
School culture	1 (4.0%)	13 (8.0%)	3 (2.0%)	39 (3.5%)
School infrastructure	0 (0.0%)	0 (0.0%)	5 (3.3%)	15 (1.3%)
Special education	1 (4.0%)	0 (0.0%)	1 (0.7%)	7 (0.6%)
Staff	8 (32.0%)	48 (29.6%)	38 (25.3%)	386 (34.2%)
Students supported	2 (8.0%)	12 (7.4%)	7 (4.7%)	60 (5.3%)



Figure 23: Top strengths for MSD by voting status

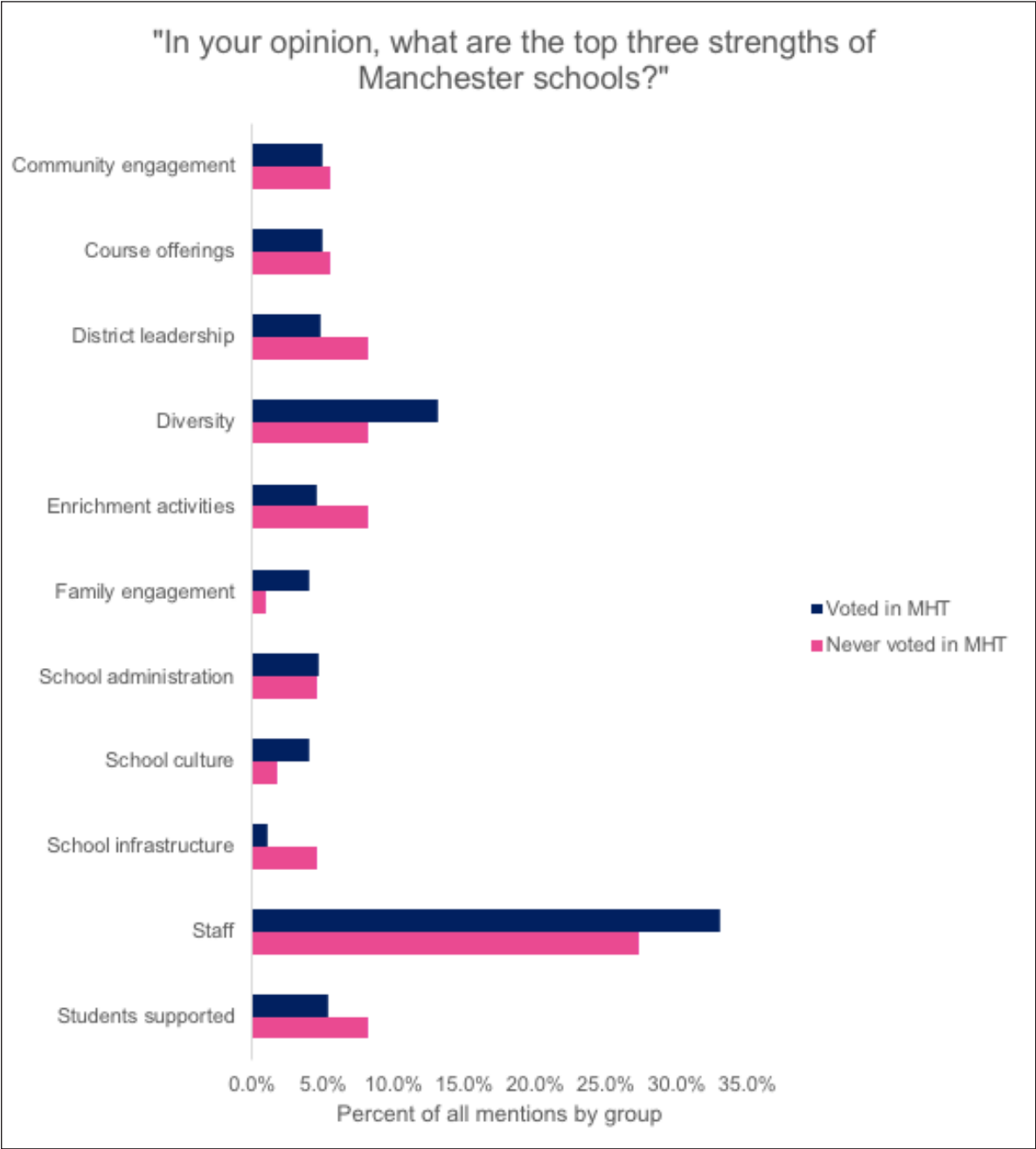
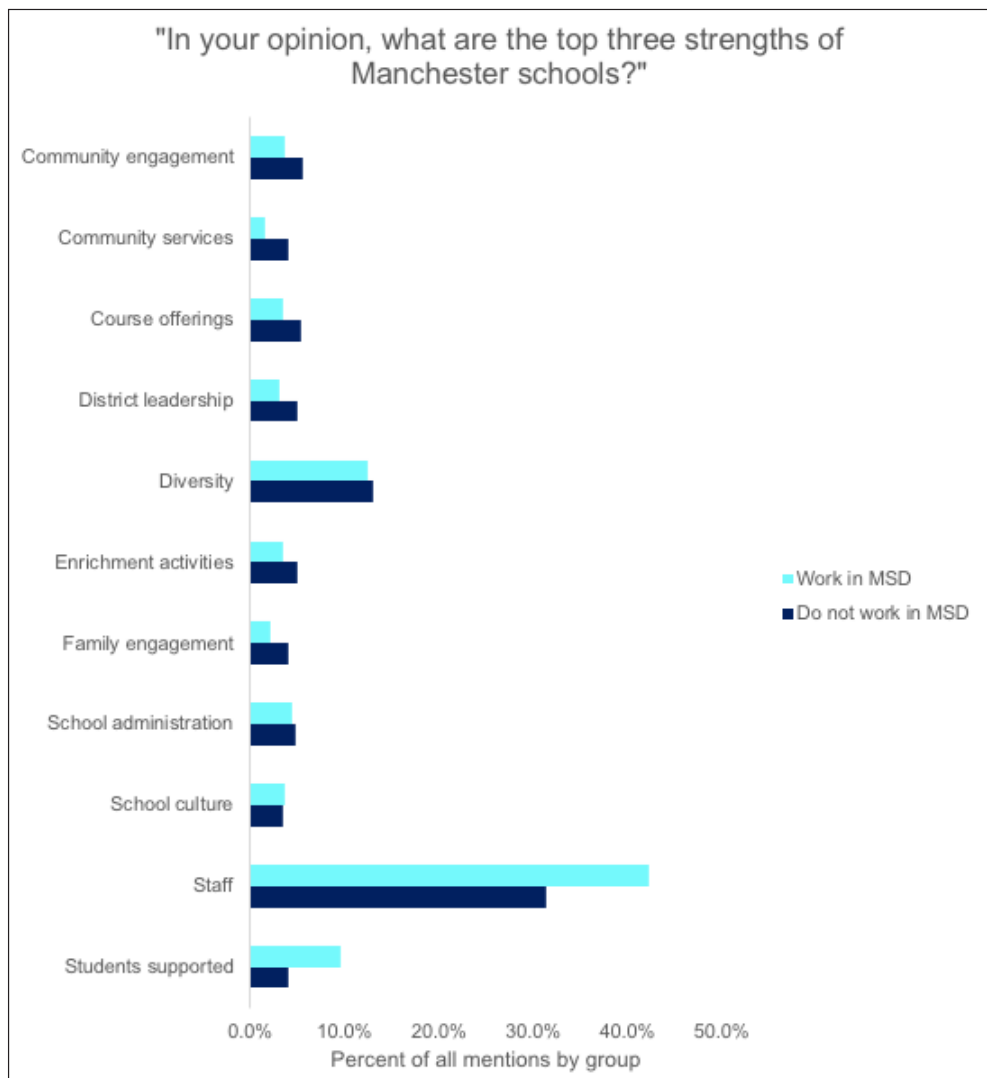


Table 90: Top strengths for MSD by voting status

Topic	MENTIONS	
	Voted in MHT	Never voted in MHT
Community engagement	68 (5.0%)	6 (5.5%)
Course offerings	68 (5.0%)	6 (5.5%)
District leadership	65 (4.8%)	9 (8.2%)
Diversity	178 (13.1%)	9 (8.2%)
Enrichment activities	62 (4.6%)	9 (8.2%)
Family engagement	55 (4.1%)	1 (0.9%)
School administration	63 (4.6%)	5 (4.5%)
School culture	54 (4.0%)	2 (1.8%)
School infrastructure	15 (1.1%)	5 (4.5%)
Staff	449 (33.1%)	30 (27.3%)
Students supported	72 (5.3%)	9 (8.2%)

Figure 24: Top strengths for MSD by MSD employment status



*Table 91: Top strengths for MSD by MSD employment status*

Topic	MENTIONS	
	Work in MSD	Do not work in MSD
Community engagement	14 (3.7%)	76 (5.5%)
Community services	6 (1.6%)	55 (4.0%)
Course offerings	13 (3.4%)	75 (5.4%)
District leadership	12 (3.2%)	70 (5.1%)
Diversity	47 (12.4%)	179 (13.0%)
Enrichment activities	13 (3.4%)	70 (5.1%)
Family engagement	8 (2.1%)	57 (4.1%)
School administration	17 (4.5%)	67 (4.9%)
School culture	14 (3.7%)	48 (3.5%)
Staff	160 (42.3%)	434 (31.4%)
Students supported	36 (9.5%)	57 (4.1%)

## Appendix 17: Sampling of All 3 Open Ended Responses

This 25-page Appendix includes the following information: the age of the respondent (if answered), whether the respondent lives in Manchester (Yes or No), the respondent's open-ended response that appeared at the end of the statements for which they marked Strongly Agree to Strongly Disagree (if answered), and the open-ended responses for the top issues and strengths (if answered).

Given its considerable size, it is available online via [bit.ly/MP\\_communitysurvey](https://bit.ly/MP_communitysurvey), rather than embedded in this report.

## Appendix 18: Reaching Higher New Hampshire

To support its efforts, Manchester Proud contracted with Reaching Higher New Hampshire (RHNH), a nonpartisan nonprofit that supports high-quality public education for all students in New Hampshire. During the reporting period, RHNH provided two services to Manchester Proud: first, it served as general project manager for Manchester Proud, with responsibility for coordinating and supporting both the Manchester Proud Champions Council and all of the community-led Work Groups; and second, RHNH led community engagement efforts to gather feedback, build public involvement with the planning process, and ultimately, create a public mandate to implement and support the new strategic plan for MSD.

Reaching Higher New Hampshire's mission is to foster support for high standards in all of our public schools, giving all New Hampshire children the opportunity to prepare for college, for immediate careers, and for the challenges and opportunities of life in the 21st Century. RHNH serves as a nonpartisan 501c3 public education policy and community engagement resource for New Hampshire students, families, educators, and elected officials.