

**STRATEGIC SCHOOL PROFILE 2006-07****Mansfield School District****GORDON SCHIMMEL, Superintendent**

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 This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c).
 

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**COMMUNITY DATA**

County: Tolland	Public School Enrollment as a Percent of Town Population: 6.1%
2000 Population: 20,720	Public School Enrollment as % of Total Student Population: 97.8%
1990-2000 Population Growth: -1.8%	Percent of Adults without a High School Diploma in 2000: N/A
2000 Per Capita Income: \$18,094	Adult Education Enrollment in 2005-06 School Year: N/A
Number of Public Schools: 4	Number of Adults Receiving Diplomas in 2005-06 School Yr.: N/A
Number of Nonpublic Schools: 4	

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 District Reference Group (DRG): C DRG is a classification of districts whose students' families are similar in education, income, occupation, and need, and that have roughly similar enrollment.
 

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**DISTRICT NEED**

Current and Past District Need	Year	District	DRG	State
% of Students Eligible for Free/Reduced-Price Meals	2006-07	15.0	4.7	27.3
	2002-03	17.8	N/A	25.4
% of K-12 Students with Non-English Home Language	2006-07	11.2	1.7	12.8
	2001-02	11.2	N/A	12.8
% of Elementary and Middle School Students Above Entry Gr. Who Attended Same School Previous Yr.	2006-07	89.6	94.5	88.6
	2001-02	87.3	N/A	86.9
% of Kindergarten Students who Attended Preschool, Nursery School, or Headstart	2006-07	79.7	86.2	79.3
	2001-02	78.2	N/A	75.1
% of Juniors and Seniors Working More Than 16 Hours Per Week	2006-07	N/A	N/A	N/A
	2001-02	N/A	N/A	N/A

**STUDENT ENROLLMENT AND RACE/ETHNICITY**

Enrollment	
Grade Range	PK- 8
Total Enrollment	1,333
5-Year Enrollment Change	-5.9%
Projected 2011 Enrollment	
Elementary	760
Middle School	563
High School	0
Prekindergarten, Other	66

Race/Ethnicity	Number	Percent
American Indian	7	0.5
Asian American	140	10.5
Black	43	3.2
Hispanic	75	5.6
White	1,068	80.1
Total Minority 2006-07	265	19.9
Total Minority 2001-02	255	18.0


## EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

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

The Public Schools of Mansfield value the important contributions of students and teachers from diverse racial, ethnic and economic backgrounds. As a culturally and socio-economically diverse school district, the Mansfield Public Schools make every effort to provide equal opportunity for all students.

We are dedicated to insuring that all students have access to every program through heterogeneously-grouped classes and multiple levels of access. The Board of Education has funded a minority assistantship from local funds for a Masters student from the University of Connecticut for the past seven years. Our elementary schools offer the Spanish language in grades 2 through 4, placing strong instructional emphasis on the cultures of the Hispanic world. In addition, the schools offer a variety of special projects: At Goodwin School, a series of "Diversity Mixers" offered during the month of January, culminating in an International Pot Luck Dinner are two of many activities designed to celebrate diversity and increase students' awareness of other cultures. At Southeast School, a host of multicultural-themed special events – featuring Native Americans to enrichment clusters focusing the cultures of other countries - are offered to broaden students' horizons. At Vinton School activities such as the United Nations Day celebration; and "Reach for the World – Read," a literacy-exchange partnership with Sweeney School in Willimantic, brings third graders from diverse backgrounds together to help the school community to celebrate cultures from different parts of the world. Mansfield Middle School (designated by the Connecticut Association of Schools as the 2007 Middle School of the Year) is unique in offering four different world languages (French, Spanish, German and Latin), a student exchange program with Sarstedt, Germany, and a teacher exchange program with China and Thailand began last year. All schools participate in integrated art and dance programs, all schools participate in an inter-district summer Awesome Adventures program and in the Academy of International Arts and Science Studies, a ten-school-district summer camp program that has helped to reduce racial, ethnic and economic isolation. These projects and several others can be found in individual school reports.

### DISTRICT RESOURCES

<b>Staff Count (Full-Time Equivalent)</b>	
# of Certified Staff	
Teachers	120.8
Administrators	8.4
Department Chairs	0.0
Library/Media Staff	1.0
Other Professionals	13.0
% Minority 2006-07	3.4
% Minority 2001-02	2.8
# Non-Certified Instructional	73.5

Average Class Size		District	DRG	State
Grade K	2006-07	16.6	17.1	18.2
	2001-02	14.3	N/A	18.3
Grade 2	2006-07	18.1	19.1	19.5
	2001-02	15.1	N/A	19.6
Grade 5	2006-07	19.0	21.0	21.2
	2001-02	17.7	N/A	21.5
Grade 7	2006-07	19.4	20.2	20.8
	2001-02	16.3	N/A	21.9
High School	2006-07	N/A	N/A	N/A
	2001-02	N/A	N/A	N/A

Professional Staff Experience and Training	District	DRG	State
Average Years of Experience in Connecticut and Other Locations	17.8	15.0	14.4
% with Master's Degree or Above	91.8	78.6	78.9

**DISTRICT RESOURCES, continued**

<b>Total Hours of Instruction Per Yr.*</b>	<b>Dist</b>	<b>DRG</b>	<b>State</b>
Elementary	997	997	987
Middle School	1,054	1,037	1,016
High School	N/A	N/A	N/A

\*State law requires at least 900 hours for gr. 1-12 and full-day kindergarten, and 450 hours for half-day kindergarten.

<b>Resource Ratios</b>	<b>District</b>	<b>DRG</b>	<b>State</b>
Students Per Academic Computer	1.9	3.0	3.2
Students Per Teacher	11.0	13.3	13.5
Teachers Per Administrator	14.4	14.5	13.9

**EQUITABLE ALLOCATION OF RESOURCES AMONG DISTRICT SCHOOLS**

Below is the description submitted by this district of how it allocates resources to insure equity and address needs.

The Mansfield Board of Education has a long-established tradition of equitable distribution of resources to insure that each school in the district receives the same level of material and financial resources.

A two-month budget review process is carried out each year to insure full public discussion concerning the allocation of resources throughout the school district. Six years ago, the Board authorized a year-long redistricting study and following a series of public hearings, a redistricting plan was adopted. The purpose of this activity was to insure that the three elementary schools would continue to offer equal opportunities and resources, in anticipation of future growth within the town.

Assurance that resources are equally shared is fundamental to the purpose of American public education and the Public Schools of Mansfield are proud stewards of this national commitment to equity.

**STUDENT PERFORMANCE**

<b>SAT<sup>®</sup> I: Reasoning Test</b>	<b>Class of 2001</b>	<b>Class of 2006</b>			
		<b>District</b>	<b>State</b>	<b>Of All Districts in State</b>	
	<b>District</b>			<b>Lowest %</b>	<b>Highest %</b>
% of Graduates Tested	N/A	N/A	N/A	23.8	100.0
Mathematics: Average Score	N/A	N/A	N/A	284	604
Mathematics: % Scoring 600 or More	N/A	N/A	N/A	0.0	55.6
Critical Reading: Average Score	N/A	N/A	N/A	346	595
Critical Reading: % Scoring 600 or More	N/A	N/A	N/A	0.0	48.5
Writing: Average Score	N/A	N/A	N/A	337	595
Writing: % Scoring 600 or More	N/A	N/A	N/A	0.0	48.8



<b>Physical Fitness</b>	<b>District</b>	<b>State</b>	<b>Of All Districts in State</b>	
			<b>Lowest %</b>	<b>Highest %</b>
% Passing All Four Tests	51.7	36.1	0.0	85.0

## STUDENT PERFORMANCE, continued

**Connecticut Mastery Test, Fourth Generation, % Meeting State Goal.** The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards.

Grade and CMT Subject Area	District	State	Of All Districts in State		
			Lowest %	Highest %	
Grade 3	Reading	68.0	52.3	13.1	86.4
	Writing	65.1	60.8	20.0	88.9
	Mathematics	65.1	59.4	15.0	91.3
Grade 4	Reading	77.2	57.0	14.1	91.3
	Writing	77.6	65.1	20.0	90.2
	Mathematics	79.3	62.3	17.9	100.0
Grade 5	Reading	72.2	61.4	19.5	92.3
	Writing	74.4	64.6	25.0	95.5
	Mathematics	72.2	66.0	23.5	93.3
Grade 6	Reading	77.3	64.3	16.7	96.3
	Writing	67.5	63.0	20.8	93.6
	Mathematics	74.5	63.9	10.2	92.8
Grade 7	Reading	85.8	65.9	3.8	96.8
	Writing	77.5	60.4	0.0	95.0
	Mathematics	80.3	60.3	7.7	92.0
Grade 8	Reading	84.1	66.6	4.8	94.0
	Writing	78.1	64.0	0.0	94.6
	Mathematics	79.9	60.8	4.5	95.7

These results reflect the performance of students with scoreable tests who were enrolled in the district at the time of testing, regardless of the length of time they were enrolled in the district. Results for fewer than 20 students are not presented.



For more detailed CMT results, go to [www.ctreports.com](http://www.ctreports.com).

To see the NCLB Report Card for this district, go to [www.sde.ct.gov](http://www.sde.ct.gov) and click on "No Child Left Behind."

**Connecticut Academic Performance Test, Third Generation, % Meeting State Goal:** The CAPT is administered to Grade 10 students. The Goal level is more demanding than the state Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards.

CAPT Subject Area	District	State	Of All Districts in State	
			Lowest %	Highest %
Reading Across the Disciplines	N/A	N/A	N/A	N/A
Writing Across the Disciplines	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A
Science	N/A	N/A	N/A	N/A




These results reflect the performance of students with scoreable tests who were enrolled in the district at the time of testing, regardless of the length of time they were enrolled in the district. Results for fewer than 20 students are not presented.

For more detailed CAPT results, go to [www.ctreports.com](http://www.ctreports.com).

To see the NCLB Report Card for this district, go to [www.sde.ct.gov](http://www.sde.ct.gov) and click on "No Child Left Behind."

**STUDENT PERFORMANCE, continued**

Graduation and Dropout Rates	District	State	Of All Districts in State	
			Lowest %	Highest %
Graduation Rate for Class of 2006	N/A	N/A	66.7	100.0
Cumulative Four-Year Dropout Rate for Class of 2006	N/A	N/A	0.0	72.5
2005-06 Annual Dropout Rate for Gr. 9 through 12	N/A	N/A	0.0	19.2
2000-01 Annual Dropout Rate for Gr. 9 through 12	N/A	N/A	N/A	N/A

Activities of Graduates	Class of	# in District	District %	State %
 Pursuing Higher Education	2006	N/A	N/A	N/A
	2001	N/A	N/A	N/A
Employed or in Military	2006	N/A	N/A	N/A
	2001	N/A	N/A	N/A
Unemployed	2006	N/A	N/A	N/A
	2001	N/A	N/A	N/A

**SPECIAL EDUCATION****DISTRICT OVERVIEW**

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	159
Of All K-12 Students for Whom the District is Financially Responsible, the Percent of Students with Disabilities	11.8%
Total PK-12 Special Education Expenditures, 2005-06	\$3,931,168
Percent of Total PK-12 Expenditures Used for Special Education, 2005-06	20.0%
Enrollment in District PK-12 Special Education Programs	169
Full-Time Equivalent Count of District PK-12 Special Education Instructional Staff	
Teachers and Instructors	17.0
Paraprofessional Instructional Assistants	38.8



Of All K-12 Students for Whom District is Financially Responsible, Number and Percentage with Disabilities				
Disability	Count	District Percent	DRG Percent	State Percent
Autism	10	0.7	0.6	0.6
Learning Disability	58	4.3	4.0	4.0
Intellectual Disability	2	0.1	0.4	0.5
Emotional Disturbance	9	0.7	0.7	1.0
Speech Impairment	33	2.5	2.1	2.3
Other Health Impairment*	31	2.3	1.8	1.9
Other Disabilities**	16	1.2	0.6	0.9
<b>Total</b>	<b>159</b>	<b>11.8</b>	<b>10.3</b>	<b>11.2</b>

\*Includes chronic health problems such as attention deficit disorders and epilepsy

\*\*Includes hearing, visual, and orthopedic impairments, deaf-blindness, multiple disabilities, traumatic brain injury, and developmental delay

## SPECIAL EDUCATION, continued

### Connecticut Mastery Test, Fourth Generation, Percentage of Students with Disabilities Meeting State Goal.

The following results include students attending district schools who participated in the standard assessment with or without accommodations for their disabilities.

Grade and CMT Subject Area		Students with Disabilities		All Students	
		District	State	District	State
Grade 3	Reading	N/A	N/A	68.0	52.3
	Writing	N/A	N/A	65.1	60.8
	Mathematics	N/A	N/A	65.1	59.4
Grade 4	Reading	N/A	N/A	77.2	57.0
	Writing	N/A	N/A	77.6	65.1
	Mathematics	N/A	N/A	79.3	62.3
Grade 5	Reading	32.1	19.5	72.2	61.4
	Writing	42.9	20.7	74.4	64.6
	Mathematics	46.4	24.6	72.2	66.0
Grade 6	Reading	30.4	20.1	77.3	64.3
	Writing	21.7	18.6	67.5	63.0
	Mathematics	21.7	20.8	74.5	63.9
Grade 7	Reading	54.2	21.4	85.8	65.9
	Writing	20.0	16.3	77.5	60.4
	Mathematics	52.0	18.1	80.3	60.3
Grade 8	Reading	36.4	23.3	84.1	66.6
	Writing	14.3	20.5	78.1	64.0
	Mathematics	22.7	19.5	79.9	60.8

For more detailed CMT results, go to [www.ctreports.com](http://www.ctreports.com). Results for fewer than 20 students are not presented.

**Connecticut Academic Performance Test, Third Generation, Percentage of Students with Disabilities Meeting State Goal:** The CAPT is administered to Grade 10 students. The following results include students attending district schools who participated in the standard assessment with or without accommodations for their disabilities.

CAPT Subject Area	Students with Disabilities		All Students	
	District	State	District	State
Reading Across the Disciplines	N/A	N/A	N/A	N/A
Writing Across the Disciplines	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A
Science	N/A	N/A	N/A	N/A

For more detailed CAPT results, go to [www.ctreports.com](http://www.ctreports.com). Results for fewer than 20 students are not presented.

Accommodations for a student's disability may be made to allow him or her to participate in testing. Students whose disabilities prevent them from taking the test even with accommodations are assessed by means of a list of skills aligned to the same content and grade level standards as the CMT and CAPT.

Participation in State Assessments of Students with Disabilities Attending District Schools		
CMT	% Without Accommodations	8.1
	% With Accommodations	91.9
CAPT	% Without Accommodations	N/A
	% With Accommodations	N/A
% Assessed Using Skills Checklist		2.9

Graduation and Dropout Rates of Students with Disabilities for Whom District is Financially Responsible	District	State
% Who Graduated in 2005-06 with a Standard Diploma	N/A	73.5
2005-06 Annual Dropout Rate for Students Aged 14 to 21	N/A	3.8

## DISTRICT REVENUES/EXPENDITURES 2005-06

Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources. DRG and state figures will not be comparable to the district if the school district does not teach both elementary and secondary students.

Expenditures All figures are unaudited.	Total (in 1000s)	Expenditures Per Pupil			
		District	Elementary Districts	DRG	State
Instructional Staff and Services	\$11,976	\$9,114	\$6,897	\$6,482	\$6,888
Instructional Supplies and Equipment	\$442	\$337	\$271	\$254	\$249
Improvement of Instruction and Educational Media Services	\$603	\$459	\$214	\$368	\$402
Student Support Services	\$1,147	\$873	\$709	\$667	\$719
Administration and Support Services	\$2,288	\$1,741	\$1,249	\$1,162	\$1,197
Plant Operation and Maintenance	\$1,789	\$1,361	\$1,037	\$1,158	\$1,199
Transportation	\$879	\$441	\$545	\$571	\$558
Costs for Students Tuitioned Out*	\$464	N/A	N/A	N/A	N/A
Other	\$77	\$59	\$42	\$127	\$132
<b>Total*</b>	\$19,664	\$14,897	\$11,647	\$11,178	\$11,558
<b>Additional Expenditures</b>					
Land, Buildings, and Debt Service	\$624	\$475	\$1,081	\$2,315	\$1,834
Adult Education	N/A	N/A	N/A	N/A	N/A

\*Town total expenditures (in 1000s) for PK-12 are: Total, \$28,266; Tuition Costs, \$8,297.

Total town expenditures per pupil for PK-12 are \$14,182.

**Revenue Sources, % from Source.** Revenue sources do not include state funded Teachers' Retirement Board contributions, vocational-technical school operations, SDE budgeted costs for salaries and leadership activities and other state-funded school districts (e.g., Dept. of Children and Families and Dept. of Corrections).

District Expenditures	Local Revenue	State Revenue	Federal Revenue	Tuition & Other
With School Construction	64.3	33.0	2.5	0.2
Without School Construction	64.9	32.4	2.6	0.2

**Selected Regular Education Expenditures, Amount Per Pupil and Percent Change from Prior Year.** Selected regular education expenditures exclude costs of special education and land, building, and debt service.

Expenditures by Grade Level	District		DRG		State	
	Per Pupil	% Change	Per Pupil	% Change	Per Pupil	% Change
Elementary and Middle						
Total	\$12,463	18.0	\$8,947	4.8	\$9,520	5.1
Salaries and Benefits	\$9,895	14.9	\$7,210	5.0	\$7,850	5.3
Supplies	\$883	21.8	\$543	8.2	\$547	6.6
Equipment	\$219	48.0	\$145	-1.4	\$124	-6.8
High School*						
Total	N/A	N/A	N/A	N/A	N/A	N/A
Salaries and Benefits	N/A	N/A	N/A	N/A	N/A	N/A
Supplies	N/A	N/A	N/A	N/A	N/A	N/A
Equipment	N/A	N/A	N/A	N/A	N/A	N/A

\*High school expenditures are not reported for districts without secondary schools.

**SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES**

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The following narrative was submitted by this district.

Our elementary and middle school students perform well on the Connecticut Mastery Test. We continue to analyze any changes in student performance data, as well as individual student longitudinal test results, to identify needs for program adjustments.

On the 2007 CMT, Mansfield Middle School students achieved State Goal at the following rate:

Mathematics: Grade 8 - 80%, Grade 7 - 80%, Grade 6 - 75%, Grade 5 - 73%

Reading: Grade 8 - 85%, Grade 7 - 86%, Grade 6 - 77%, Grade 5 - 73%

Writing: Grade 8 - 79%, Grade 7 - 78%, Grade 6 - 68%, Grade 5 - 75%

Goodwin School students achieved State Goal at the following rate:

Mathematics: Grade 3 - 68%, Grade 4 - 79%

Reading: Grade 3 - 70%, Grade 4 - 76%

Writing: Grade 3 - 63%, Grade 4 - 81%

Southeast School students achieved State Goal at the following rate:

Mathematics: Grade 3 - 67%, Grade 4 - 81%

Reading: Grade 3 - 71%, Grade 4 - 83%

Writing: Grade 3 - 69%, Grade 4 - 81%

Vinton School students achieved State Goal at the following rate:

Mathematics: Grade 3 - 61%, Grade 4 - 79%

Reading: Grade 3 - 62%, Grade 4 - 72%

Writing: Grade 3 - 62%, Grade 4 - 72%

Improvement plans for all four schools include a new assessment protocol being implemented this year to more closely monitor student achievement. Specific goals focus on moving more students from Level 3 to Level 4 (State Goal) in all three areas of the Connecticut Mastery Test, by intervening early through increased instructional time (through full-day kindergarten), to differentiated instruction, more efficient use of support services, and align instruction with curricular goals for greater student achievement.

To view Strategic School Profiles on the internet, go to [www.sde.ct.gov](http://www.sde.ct.gov) and click on Connecticut Education Data and Research. Additional education data are also available at this site.

For the school district website, see [www.mansfieldct.org/mboe](http://www.mansfieldct.org/mboe)



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