

**STRATEGIC SCHOOL PROFILE 2001-02****Mansfield School District****GORDON SCHIMMEL, Superintendent**

Telephone: 860-429-3350




---

This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c).  
Data were provided by the local school district during the fall of 2001.

---

**COMMUNITY DATA**

County: TOLLAND	Public School Enrollment as a Percent of Town Population: 6.5%
2000 Population: 20,720	Public School Enrollment as % of Total Student Population: 96.7%
1990-2000 Population Growth: -1.8%	Percent of Adults without a High School Diploma in 1990: 6.7%
1998 Per Capita Income: \$17,975	Adult Education Enrollment in 2000-01 School Year: 89
Number of Public Schools: 4	Number of Adults Receiving Diplomas in 2000-01 School Yr.: 10
Number of Nonpublic Schools: 2	

---

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

---

**DISTRICT NEED**

<b>Current and Past District Need</b>	<b>Year</b>	<b>District</b>	<b>ERG</b>	<b>State</b>
Estimated % of Students Eligible for Free/Reduced-Price Meals	2001-02	10.3	3.9	22.2
	2000-01	11.5	4.2	23.6
% of K-12 Students with Non-English Home Language	2001-02	11.2	1.8	12.8
	1998-99	9.5	1.7	12.3
% of Elementary and Middle School Students who Attended the Same School the Previous Year	2001-02	87.3	92.6	86.9
	1996-97	89.9	92.0	85.6
% of Kindergarten Students who Attended Preschool, Nursery School, or Headstart	2001-02	78.2	84.1	75.1
	1996-97	74.6	78.2	69.4
% of Juniors and Seniors Working More Than 16 Hours Per Week	2001-02	N/A	N/A	N/A
	1996-97	N/A	N/A	N/A

**STUDENT ENROLLMENT AND RACE/ETHNICITY**

<b>Enrollment</b>	
Grade Range	PK- 8
Total Enrollment	1,417
5-Year Enrollment Change	4.9%
Projected 2006 Enrollment	
Elementary	1,234
Middle School	N/A
High School	N/A
Prekindergarten, Other	67

<b>Race/Ethnicity</b>	<b>Number</b>	<b>Percent</b>
American Indian	3	0.2
Asian American	130	9.2
Black	59	4.2
Hispanic	63	4.4
White	1,162	82.0
Total Minority 2001-02	255	18.0
Total Minority 1996-97	202	15.0

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

Connecticut law requires that school districts provide educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds. This may occur through magnet school programs, public school choice programs, charter schools, minority staff recruitment, inter- or intradistrict programs and projects, distance learning, or other experiences. Below is the description submitted by this school district of how it provides such experiences.

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. Presently, the Board of Education funds two minority assistantships for Masters students from the University of Connecticut. Each week, they complete 20-hour internships and, in addition, work 10 hours with students and teachers in two of the district's schools. A major goal of the program is to attract more minority teacher applications. The elementary schools continue to offer the Spanish language in grades 2 through 4, placing a strong instructional emphasis on the cultures of the Hispanic world. In addition, this year, the schools initiated the following special projects: 1.) Goodwin School, Literacy Links, a national award winning program, connected the lunch program with the library in a literacy project; 2.) enrichment clusters were offered to permit students to study the cultures of different countries; 3.) at Vinton School, activities such as *Native American Day*, the Alaskan *Iditarod*, and international potluck dinners celebrated and educated the school community about diversity in the school, state, and global community; 4.) Mansfield Middle School is unique in offering four different world languages (French, Spanish, German and Latin), a student exchange program with Elze, Germany and a teacher exchange program with Chile. Finally, all schools participate in integrated art and dance enrichment programs; all schools participate in an inter-district summer *Learning Links* program, providing opportunities for five area towns to offer quality, integrated summer programs; and all schools participate in *Camp Paesano*, a language learning workshop with nine other school districts. These projects and several others can be found in individual school reports.

As an integrated, university town preK-8 public school district, the Mansfield schools are dedicated to fostering links to a wider global community, part of daily life as citizens of the world.

### DISTRICT RESOURCES

#### Staff Count (Full-Time Equivalent)



# of Certified Staff	
Teachers	120.8
Administrators	8.4
Library/Media Staff	1.0
Other Professionals	12.0
% Minority 2001-02	2.8
% Minority 1996-97	0.8
# Non-Certified Instructional	68.9

Average Class Size		District	ERG	State
Grade K	2001-02	14.3	17.0	18.3
	1996-97	16.3	17.4	19.2
Grade 2	2001-02	15.1	18.5	19.6
	1996-97	18.9	19.2	20.5
Grade 5	2001-02	17.7	20.6	21.5
	1996-97	21.7	20.2	21.7
Grade 7	2001-02	16.3	19.3	21.9
	1996-97	22.5	20.5	22.2
High School	2001-02	N/A	N/A	N/A
	1996-97	N/A	N/A	N/A

Professional Staff Experience and Training	District	ERG	State
Average Number of Years Experience in Connecticut	14.8	13.6	13.7
% with Master's Degree or Above	85.5	78.6	77.5
% Trained as Mentors, Assessors, or Cooperating Teachers	40.7	27.2	23.9

**DISTRICT RESOURCES, continued**

Total Hours of Instruction Per Yr.*	Dist	ERG	State
Elementary	968	982	982
Middle School	1,038	1,020	1,009
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.

Resource Ratios	District	ERG	State
Students Per Academic Computer	2.4	4.3	4.4
Students Per Teacher	11.7	13.4	14.0
Teachers Per Administrator	14.4	13.7	13.5

**STUDENT PERFORMANCE**

Physical Fitness	District	ERG	State
% Passing All 4 Tests	48.6	41.7	34.4

**Connecticut Mastery Test, Third Generation, % Meeting State Goal:** The state goal was established with the advice and assistance of a cross section of Connecticut educators. Students scoring at or above the goal are capable of successfully performing appropriate tasks with minimal teacher assistance.

Connecticut Mastery Test, 3 <sup>rd</sup> Gen. % Meeting State Goal	District 2000-01	District 2001-02	ERG 2001-02	State 2001-02
Grade 4 Reading	68	75	74	57.9
Writing	58	75	73	61.2
Mathematics	65	75	73	61.0
All Three Tests	42.2	59.0	56.0	42.8
Grade 6 Reading	74	77	80	63.6
Writing	66	72	73	60.0
Mathematics	68	79	77	61.0
All Three Tests	54.5	62.7	61.5	45.4
Grade 8 Reading	78	78	81	66.3
Writing*	69	76	70	58.8
Mathematics	66	73	70	55.4
All Three Tests	55.0	63.3	57.2	44.0
Participation Rate	95.9	95.5	97.9	95.0

\*Includes results based on an alternate form of the CMT



In the table above, the percentage of students meeting the state goal is the percentage of those students who had a valid test score. The results reflect the performance of students who were enrolled in the school at the time of testing, regardless of the length of time they were enrolled in the school.

## STUDENT PERFORMANCE, continued

**Connecticut Academic Performance Test, Second Generation, % Meeting State Goal:** The state goal was established with the advice and assistance of a cross section of Connecticut educators. The goal represents a demanding level of achievement which is reasonable to expect of students in the spring of their 10<sup>th</sup> grade year. Students receive certification of mastery for each area in which they meet or exceed the goal.




Conn. Academic Performance Test, 2 <sup>nd</sup> Gen. % Grade 10 Meeting State Goal	District 2000-01	District 2001-02	ERG 2001-02	State 2001-02
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
All Four Tests	N/A	N/A	N/A	N/A
Participation Rate	N/A	N/A	N/A	N/A



In the table above, the percentage of students meeting the state goal is the percentage of those students who had a valid test score. The results reflect the performance of students who were enrolled in the school at the time of testing, regardless of the length of time they were enrolled in the school.

SAT <sup>®</sup> I: Reasoning Test	Class of 1996	Class of 2001		
	District	District	ERG	State
% of Graduates Tested	N/A	N/A	N/A	N/A
Mathematics: Average Score	N/A	N/A	N/A	N/A
Mathematics: % Scoring 600 or More	N/A	N/A	N/A	N/A
Verbal: Average Score	N/A	N/A	N/A	N/A
Verbal: % Scoring 600 or More	N/A	N/A	N/A	N/A

Dropout Rates	District	ERG	State
Cumulative Four-Year Rate for Class of 2001	N/A	N/A	N/A
2000-01 Annual Rate for Grades 9 through 12	N/A	N/A	N/A
1995-96 Annual Rate for Grades 9 through 12	N/A	N/A	N/A

Activities of Graduates	Class of	# in District	District %	ERG %	State %
 Pursuing Higher Education	2001	N/A	N/A	N/A	N/A
	1996	N/A	N/A	81.1	N/A
 Employed or in Military	2001	N/A	N/A	N/A	N/A
	1996	N/A	N/A	16.3	N/A
 Unemployed	2001	N/A	N/A	N/A	N/A
	1996	N/A	N/A	0.1	N/A

## DISTRICT REVENUES/EXPENDITURES 2000-01

Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources. ERG 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	All ERG Districts	All Districts
Instructional Staff and Services	\$8,892	\$6,244	\$5,351	\$5,127	\$5,495
Instructional Supplies and Equipment	\$670	\$470	\$290	\$258	\$250
Improvement of Instruction and Educational Media Services	\$438	\$308	\$199	\$293	\$351
Student Support Services	\$900	\$632	\$450	\$539	\$521
Administration and Support Services	\$1,806	\$1,268	\$990	\$918	\$946
Plant Operation and Maintenance	\$1,193	\$838	\$793	\$852	\$936
Transportation	\$767	\$373	\$434	\$469	\$418
Costs for Students Tuitioned Out*	\$287	N/A	N/A	N/A	N/A
Other	\$53	\$37	\$32	\$110	\$112
<b>Total*</b>	<b>\$15,006</b>	<b>\$10,515</b>	<b>\$8,983</b>	<b>\$8,822</b>	<b>\$9,228</b>
<b>Additional Expenditures</b>					
Land, Buildings, and Debt Service	\$926	\$650	\$1,134	\$1,453	\$1,136
Adult Education	N/A	N/A	N/A	\$538	\$712

\*Town total expenditures (in 1000s) for PK-12 are: Total, \$21,513; Tuition Costs, \$6,183.

Total town expenditures per pupil for PK-12 are \$10,474.

**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	55.9	42.1	1.9	0.1
Without School Construction	57.4	40.5	2.0	0.1

**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		ERG		State	
	Per Pupil	% Change	Per Pupil	% Change	Per Pupil	% Change
Elementary and Middle						
Total	\$8,920	7.5	\$7,022	5.7	\$7,669	4.5
Salaries and Benefits	\$6,989	3.4	\$5,647	5.7	\$6,263	4.2
Supplies	\$742	38.4	\$398	11.8	\$430	8.3
Equipment	\$190	111.1	\$154	15.8	\$139	7.8
High School						
Total	N/A	N/A	\$8,354	N/A	\$8,585	N/A
Salaries and Benefits	N/A	N/A	\$6,463	N/A	\$6,873	N/A
Supplies	N/A	N/A	\$521	N/A	\$511	N/A
Equipment	N/A	N/A	\$177	N/A	\$166	N/A

---

### **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. Four 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 any public school district; the Public Schools of Mansfield are no exception to a tenet that is basic to our philosophy.

---

### **EVIDENCE OF SUSTAINED IMPROVEMENTS IN STUDENT ACCOMPLISHMENTS**

---

Below is a summary, submitted by this school district, of the major trends in student performance and accomplishments that indicate sustained improvement over time. Also, areas of need are identified and plans to address these needs are presented.

A summary of student performance at Mansfield Public Schools is as follows:

Over time, our elementary and middle school students have performed 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. School goals reflect these areas for improvement:

- Differentiation in instruction is the topic of intense staff study to motivate all learners, including the gifted, and to reduce student isolation. An on-going goal is test score improvement.
- After a strong district commitment to technology and a new library media center, teachers continue to write performance goals to improve student learning using information /technology/research skills.

For the past five years, Goodwin students have scored above the state average on all three Mastery tests. Despite a turnover rate of approximately 20% each year, the students have made steady positive gains.

In the area of reading, 71% of the students in fourth grade at Southeast School were "at goal." 79% of the students were "at goal" in writing, a 24% increase from the previous year. Sixty-seven percent of the students scored "at goal" for mathematics.

At Vinton School, grade four scores on the initial CMT-3 assessment indicate student achievement above state averages in Reading, Writing, and Mathematics. The school's Early Intervention Program (EIP initiative, coupled with grade-level curriculum assessment data) continue to show evidence that planned preventive instruction and assistance will make a difference in reading growth and overall academic progress.

#### **AREAS NEEDING IMPROVEMENT**

1. Differentiation in instruction is a staff goal to motivate all learners, including the gifted, and to reduce student isolation and disinterest.
2. Student achievement is an on-going goal.
3. Following a strong district commitment to technology and a new library media center, teachers continue to write performance goals to improve student learning using information, technology, and research skills.
4. In response to a recent request of Commissioner Sergi, we continue to improve our advisor/advisee and character education programs to continue to improve school climate for students.
5. We continue to work to close the achievement gap for all students in core academic areas.

Strategic School Profiles may be viewed on the internet at [www.state.ct.us/sde](http://www.state.ct.us/sde). A more detailed, searchable SSP database, data tables, and additional CT education facts are also available at this site.

