

STRATEGIC SCHOOL PROFILE 2001-02

Middle and Junior High School Edition

**Mansfield Middle School
Mansfield School District**CAROLE IWANICKI, Principal
School Type: Traditional/Regular

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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.

STUDENT ENROLLMENT

School Grade Range	5- 8
Total Enrollment	668
5-Year Enrollment Change	10.4%

**FACILITIES**

# of Permanent General Classrooms	31
# of Portable Classrooms	4
Yr. of Original Construction	1969

SCHOOL NEED

Current and Past School Need	Year	School	District Middle/Junior High Schools	State Middle/Junior High Schools
Estimated % of Students Eligible for Free/Reduced-Price Meals	2001-02	9.5	9.5	22.0
	2000-01	12.2	12.2	22.4
% of K-12 Students with Non-English Home Language	2001-02	10.0	10.0	10.7
	1998-99	5.9	5.9	10.3
% of Students who Attended This School the Previous Year	2001-02	91.6	91.6	90.5
	1996-97	98.7	98.7	87.8

Enrollment in Special Programs	Students in School	Percent in School	% in District Middle/Junior High Schools	% in State Middle/Junior High Schools
Bilingual Education and English as a Second Language Services (K-12)	15	2.2	2.2	2.4
Compensatory Education	51	7.6	7.6	13.2
Gifted and Talented Program	121	18.1	18.1	5.0
Special Education	100	15.0	15.0	13.1

STUDENT RACE/ETHNICITY

Race/Ethnicity	Number	Percent
American Indian	3	0.4
Asian American	52	7.8
Black	32	4.8
Hispanic	30	4.5
White	551	82.5

Total Minority 2001-02 17.5%

Total Minority 1996-97 10.1%



EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

Connecticut law requires that school districts provide educational opportunities for their students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds. This may occur through programs with other schools, distance learning, or other experiences. Below is the description submitted by this school of how it provides such experiences.

Mansfield Middle School has always valued the important contributions of students and teachers from diverse racial, ethnic, and economic backgrounds to every educational experience. This commitment to interaction with culturally and socio-economically diverse student populations begins in our philosophy, mission statement and programs. It extends beyond the school day to special programs with other districts. Our goal is to create a school environment in which differences are valued and desired in all learning situations. Our philosophy focuses on the success and inclusion of every student, regardless of background, with the intent to reduce isolation in our student community.

- For the past two years the Board of Education has funded a minority assistantship for a Masters student from the University of Connecticut. Each intern completed a 20-hour internship and, in addition, worked 10 hours in our library media center with students and teachers. Our goal is to attract more minority teacher applications.
- The superintendent and middle school principal annually attend a minority job fair to interview prospective teachers for openings in the district.
- Within the school day, students are heterogeneously grouped for most of their classes. Lessons and assessments are designed to respond to differences in learning styles, abilities and modalities.
- The Board of Education has created a class size policy, limiting the number of students in classes. Monthly reports monitor student enrollment in classes.
- After-school programs, involving almost half our student body, offer exploratory and enrichment opportunities outside the regular classroom. These after-school offerings include the Internet Club, the Ambassadors Club, and Multicultural Celebrations. All students are eligible.
- Much of the advisor/advisee program curriculum highlights character traits and behaviors that value and honor differences and diversity. Our students meet weekly with a homeroom teacher for discussions and service activities.
- Teachers are encouraged to select materials that reflect the heritage and cultural diversity of both our student population and other regions of the world.
- Four world languages are offered for study. Students participate in an introductory rotation through Latin, German, Spanish and French in grade 6. Most students choose one language for two years of study in grades 7- 8.
- Our parent group, the MMSA, sponsors events for the student body and supports efforts that reach all the children.
- The German Exchange Program allows 6th-8th graders who choose to participate to travel to Elze, Germany, for 3 weeks. All students benefit from their experiences and from interactions with the German students who visit us in alternate years.
- During the 2001-02 school year, Mansfield Middle School established a faculty exchange program with teachers at Liceo Manuel de Salas in Santiago, Chile. During the summer of 2002, three Mansfield Middle School faculty visited Santiago to observe classes and to make presentations about differentiated instruction. Three faculty members from Santiago will visit Mansfield Middle School in the winter of 2003 to continue this exchange of ideas about instruction.

SCHOOL RESOURCES

Instructional Time*	School	District Middle/Jr	State Middle/Jr
Total Hours of Instruction Per Year	1,038	1,038	1,009

*State law requires at least 900 hours for grades 1 through 12.

TECHNOLOGY



% of Classrooms, Libraries, and Laboratories Wired for:	School	District Middle/Jr	State Middle/Jr
Video	100.0	100.0	72.9
Voice	100.0	100.0	69.1
Internet Access	100.0	100.0	92.4
Multi-Room Network (LAN)	100.0	100.0	57.8

Computers	School	Dist Mid/Jr	State Mid/Jr
# of Students Per Academic Computer	1.7	1.7	4.2
% of Computers that are High or Moderate Power	98.7	98.7	94.6
% of Computers with Internet Access, All Speeds	88.5	88.5	86.7
% of Computers with High Speed Internet Access	87.7	87.7	84.1
% of Internet Computers with Filtering Software	98.3	98.3	84.2

This school has a functional satellite link.

LIBRARY MATERIALS

Free on-line access to periodicals, newspapers, and other resources is available to all Connecticut schools through the Connecticut Digital Library.

Print and Non-Print Materials	School	Dist Mid/Jr	State Mid/Jr
# of Print Volumes Per Student*	21.5	21.5	17.2
% of Print Volumes Purchased in the Last Three Years	12.2	12.2	14.3
# of Print Periodical Subscriptions	21	21.0	32.2
# of Non-Print Materials	321	321.0	468.1

*Because a certain number of volumes are needed for a library of adequate breadth and depth, a small school may need a higher number of volumes per students.

STAFFING RESOURCES



Average Class Size		School	District	State
Grade 5	2001-02	17.7	17.7	21.5
	1996-97	21.7	21.7	21.7
Grade 7	2001-02	16.3	16.3	21.9
	1996-97	22.5	22.5	22.2

Professional Staff	2001-02	2000-01	1996-97
% Minority	5.8	4.5	1.9

School Staff Count Full-Time Equivalent	2001-02	2000-01
# of Certified Staff		
Teachers	55.8	54.9
Administrators	2.0	2.0
Library/Media Staff	0.0	0.0
Counselors, Social Workers, and School Psychologists	3.0	3.0
Other Professionals	1.5	1.5
# of Non-Certified Instructional	27.0	25.0

Professional Staff Experience and Training	School	District Middle/Jr	State Middle/Jr
Average Number of Years Experience in Connecticut	14.5	14.5	13.7
% with Master's Degree or Above	82.6	82.6	77.4
% Trained as Mentors, Assessors, or Cooperating Teachers	37.7	37.7	21.8

SCHOOL PROCESSES

Selected Subject Areas, Grade 8	Estimated Hours of Instruction Per Year			Computer/ Technology Supported
	School	District	State	
Art E	17	17	38	No
Computer Education I	36	36	25	Yes
English Language Arts	117	117	158	No
Family and Consumer Science E	17	17	21	No
Health I	20	20	27	No
Mathematics	117	117	145	No
Music E	48	48	59	No
Physical Education	63	63	55	No
Reading	136	136	94	No
Science	117	117	141	No
Social Studies	117	117	140	No
Technology Education E	17	17	31	No
World Languages	84	84	102	No

E indicates elective, I indicates integrated courses.

Enrollment in Selected High School Level Courses				
% Gr. 8 Students Taking		School	District	State
High School Level Math	2001-02	44.6	44.6	26.8
	1996-97	20.0	20.0	24.6
World Language	2001-02	73.1	73.1	41.5
	1996-97	78.1	78.1	43.1

Interactive Distance Learning:

This school utilizes interactive distance learning. Interactive distance learning ranges from on-line courses with student-instructor interaction via the internet to live classroom interactions through two-way audio and video transmissions.

Types of Supplemental Instructional Services Provided to Students Lacking Basic Skills	Available in Mathematics	Available in Language Arts
Pull-Out Remedial Instruction	Yes	Yes
In-Class Tutorial	Yes	Yes
After School Program	Yes	Yes
Summer School (2001)	No	No
Other	Yes	Yes



Student and Teacher Statistics	School	District Middle/Jr High Schools	State Middle/Jr High Schools
% of Students Retained in Grade after 2000-01 School Year	0.0	0.0	0.9
Teacher Attendance, 2000-01: Average # of Days Absent Due to Illness or Personal Time	6.5	6.5	8.4
% Certified Staff Assigned to Same School the Previous Year	87.0	87.0	82.1

STUDENT PERFORMANCE


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, 3rd Gen. % Meeting State Goal	School 2000-01	School 2001-02	District 2001-02	State 2001-02
Grade 4 Reading	N/A	N/A	N/A	N/A
Writing	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A
All Three Tests	N/A	N/A	N/A	N/A
Grade 6 Reading	74	77	77	63.6
Writing	66	72	72	60.0
Mathematics	68	79	79	61.0
All Three Tests	54.5	62.7	62.7	45.4
Grade 8 Reading	79	78	78	66.3
Writing*	70	77	76	58.8
Mathematics	67	74	73	55.4
All Three Tests	55.3	64.1	63.3	44.0
Participation Rate	96.1	94.2	95.5	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.

Physical Fitness	School	District	State
% Passing All 4 Tests			
 Grade 4	N/A	N/A	N/A
Grade 6	51.0	51.0	33.7
Grade 8	47.2	47.2	35.5

Student Attendance	School	District Mid/Jr	State Mid/Jr
% on October 1, 2001	98.2	98.2	95.3



EVIDENCE OF SUSTAINED IMPROVEMENTS IN STUDENT ACCOMPLISHMENTS

Below is a summary, submitted by this school, 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.

Over time, our middle school students have performed well on both CMT's and other standardized tests. We continue to analyze any fluctuations in individual student performance data longitudinally to identify needs for program changes or adjustments. Our 2001-02 CMT results follow:

- 77 % of sixth grade students met the CMT state goal in reading, while 78% of the eighth graders achieved at that level.
- 72 % met the CMT goal in grade 6 in writing and 77 % in grade eight.
- 79 % of sixth graders met the CMT goal in math, compared to 74 % of the eighth graders. More students in the eighth grade achieved goal in all areas than they had in the sixth grade.

Our 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 isolation and disinterest in students in our student body. One goal is to continue to improve test scores.
- After a strong district commitment to technology and a new library media center, the teachers continue to write performance goals to improve student learning using information/technology/research skills.
- A school-wide effort is underway to improve student performance on standardized tests.

SUPPLEMENTAL SCHOOL INFORMATION

The space below was optionally used by this school to describe aspects of the school not presented elsewhere in the profile. For instance, character education or programs designed to improve school climate may be described.

Mansfield Middle School demonstrates a high level of student productivity and creativity across all classes, fostering a spirit of cooperation and empowerment throughout the school community. Here are some highlights:

- strong subject-matter content in language arts, mathematics, science, and social studies serving as a foundation for grade-level team planning of interdisciplinary units.
- other subject areas that play essential roles in our school-wide curriculum goals: a broad variety of classroom, choral, band, and string music offerings, with three full-time teachers; four world languages (Spanish, French, Latin, German) in grades 5-8; physical education classes for all students three times weekly; art, industrial technology, and family & consumer sciences for all students; a technology program that introduces word processing, spreadsheets, and data bases and their applications to all students by Grade 8; an information and research curriculum which integrates curriculum and our new Library Media Center.
- a commitment to equity of educational opportunity for all students. Flexible scheduling, including an after-school program, and a heterogeneous grouping policy. Challenge opportunities for gifted students are available in every team. A comprehensive supportive service program provides the opportunity for placement of students with special needs into mainstream classes.
- a MATH PLUS program which offers highly able math students two-year acceleration. In addition, some students participate independently on-line in highly advanced math study with Johns Hopkins University.
- a Professional Development School partnership with the NEAG School of Education at the University of Connecticut.
- The After-School Activities Program allows students to extend their interests among 15-20 offerings for each seven-week session.

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

For the school/district website, see mmsnet.org

