

STRATEGIC SCHOOL PROFILE 2007-08**Mansfield School District**

GORDON SCHIMMEL, Superintendent
Telephone: (860) 429-3350

Location: 4 South Eagleville Road
Storrs,
Connecticut

Website: www.mansfieldct.org/mboe

This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c) using data and narratives provided by the school district, testing services, or the US Census. Profiles and additional education data, including longitudinal data, are available on the internet at www.sde.ct.gov.

COMMUNITY DATA

County: Tolland	Per Capita Income in 2000: \$18,094
Town Population in 2000: 20,720	Percent of Adults without a High School Diploma in 2000*: 5.3%
1990-2000 Population Growth: -1.8%	Percent of Adults Who Were Not Fluent in English in 2000*: 1.4%
Number of Public Schools: 4	District Enrollment as % of Estimated. Student Population: 97.8%

*To view the Adult Education Program Profiles online, go to www.sde.ct.gov and click on Adult Education, then Reports.

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. The Connecticut State Board of Education approved DRG classification for purposes of reporting data other than student performance.

STUDENT ENROLLMENT

Enrollment on October 1, 2007 1,303
5-Year Enrollment Change -8.3%

DISTRICT GRADE RANGE

Grade Range PK- 8

INDICATORS OF EDUCATIONAL NEED

Need Indicator	Number in District	Percent		
		District	DRG	State
Students Eligible for Free/Reduced-Price Meals	188	14.4	4.7	28.7
K-12 Students Who Are Not Fluent in English	35	2.8	0.6	5.4
Students Identified as Gifted and/or Talented*	323	24.8	3.8	4.0
PK-12 Students Receiving Special Education Services in District	180	13.8	11.0	11.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	103	81.1	87.9	79.2
Homeless	0	0.0	0.0	0.2
Juniors and Seniors Working 16 or More Hours Per Week	N/A	N/A	N/A	N/A

*82.7% of the identified gifted and/or talented students received services.

SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	8	0.6
Asian American	140	10.7
Black	35	2.7
Hispanic	75	5.8
White	1,045	80.2
Total Minority	258	19.8

Percent of Minority Professional Staff: 4.2%

Non-English Home Language: 11.6% of this district's students (excluding prekindergarten students) come from homes where English is not the primary language. The number of non-English home languages is 31.

EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

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

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 eight 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 Student Backpack Brigade fills backpacks and donates them to area shelters and the PTO organizes Diversity Mixers culminating in an International Potluck Dinner. At Southeast School, there are enrichment clusters focusing on the cultures of other countries and cultural, musical, and artistic assemblies. At Vinton School activities such as on-site museum programs 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 German and Chinese student exchange program and all students and staff participated in the bi-annual One School/One Read experience. All schools participate in integrated art and dance programs, all schools participate in an inter-district summer 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.

STUDENT PERFORMANCE

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 Districts in State with Equal or Lower Percent Meeting Goal
Grade 3 Reading	68.0	52.0	71.8
Writing	77.9	63.4	71.8
Mathematics	78.9	60.0	79.1
Grade 4 Reading	68.5	55.9	64.6
Writing	73.1	62.9	61.0
Mathematics	69.9	60.3	56.6
Grade 5 Reading	77.3	62.2	72.8
Writing	84.1	64.5	87.0
Mathematics	81.9	65.9	73.5
Science	84.7	54.9	93.8
Grade 6 Reading	78.5	66.3	64.9
Writing	67.6	61.9	52.4
Mathematics	75.9	66.4	56.0
Grade 7 Reading	86.0	71.1	73.5
Writing	78.6	62.0	74.8
Mathematics	80.2	63.0	69.0
Grade 8 Reading	83.9	64.8	80.5
Writing	78.5	63.4	67.3
Mathematics	74.7	60.8	60.4
Science	84.8	58.6	89.9

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.

To see the NCLB Report Card for this school, go to 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. The following results reflect the performance of students with scoreable tests who were enrolled in the school at the time of testing, regardless of the length of time they were enrolled in the school. Results for fewer than 20 students are not presented.

CAPT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal
Reading Across the Disciplines	N/A	N/A	N/A
Writing Across the Disciplines	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A
Science	N/A	N/A	N/A

For more detailed CAPT results, go to www.ctreports.com.

To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."

Physical Fitness. The assessment includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

Physical Fitness: % of Students Reaching Health Standard on All Four Tests	District	State	% of Districts in State with Equal or Lower Percent Reaching Standard
	49.5	36.1	87.2

SAT® I: Reasoning Test Class of 2007		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		N/A	N/A	
Average Score	Mathematics	N/A	N/A	N/A
	Critical Reading	N/A	N/A	N/A
	Writing	N/A	N/A	N/A

SAT® I. The lowest possible score on each SAT® I subtest is 200; the highest possible score is 800.

Graduation and Dropout Rates	District	State	% of Districts in State with Equal or Less Desirable Rates
Graduation Rate, Class of 2007	N/A	N/A	N/A
Cumulative Four-Year Dropout Rate for Class of 2007	N/A	N/A	N/A
2006-07 Annual Dropout Rate for Grade 9 through 12	N/A	N/A	N/A

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	N/A	N/A
% Employed (Civilian Employment and in Armed Services)	N/A	N/A

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of District Staff	
General Education	
Teachers and Instructors	102.80
Paraprofessional Instructional Assistants	31.00
Special Education	
Teachers and Instructors	15.00
Paraprofessional Instructional Assistants	42.50
Library/Media Specialists and Assistants	7.00
Staff Devoted to Adult Education	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	4.40
School Level	5.00
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	2.50
Counselors, Social Workers, and School Psychologists	6.00
School Nurses	4.00
Other Staff Providing Non-Instructional Services and Support	67.07

In the full-time equivalent (FTE) count, staff members working part-time in the school district are counted as a fraction of full-time. For example, a teacher who works half-time in the district contributes 0.50 to the district's staff count.

Teachers and Instructors	District	DRG	State
Average Years of Experience in Education	17.4	14.3	13.6
% with Master's Degree or Above	87.6	75.5	75.6

Average Class Size	District	DRG	State
Grade K	18.1	17.1	18.1
Grade 2	16.1	18.6	19.3
Grade 5	18.1	20.4	20.9
Grade 7	20.0	19.9	20.5
High School	N/A	N/A	N/A

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	997	993	987
Middle School	1,054	1,032	1,017
High School	N/A	N/A	N/A

*State law requires that at least 900 hours of instruction be offered to students in grade 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

Students Per Academic Computer	Dist	DRG	State
Elementary School*	3.3	3.3	3.4
Middle School	1.1	2.2	2.7
High School	N/A	N/A	N/A

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2006-07

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	\$11,962	\$8,973	\$7,141	\$6,737	\$7,159
Instructional Supplies and Equipment	\$613	\$460	\$314	\$287	\$266
Improvement of Instruction and Educational Media Services	\$666	\$500	\$219	\$395	\$429
Student Support Services	\$1,160	\$871	\$732	\$713	\$761
Administration and Support Services	\$2,258	\$1,694	\$1,370	\$1,267	\$1,271
Plant Operation and Maintenance	\$1,807	\$1,356	\$1,146	\$1,295	\$1,322
Transportation	\$875	\$437	\$575	\$605	\$601
Costs for Students Tuitioned Out*	\$450	N/A	N/A	N/A	N/A
Other	\$79	\$59	\$62	\$130	\$145
Total*	\$19,870	\$14,795	\$12,187	\$11,824	\$12,151
Additional Expenditures					
Land, Buildings, and Debt Service	\$1,251	\$938	\$1,737	\$1,979	\$1,882

*Town total expenditures (in 1000s) for PK-12 are: Total, \$29,360; Tuition Costs, \$9,062.

Total town expenditures per pupil for PK-12 are \$14,644.

Special Education Expenditures	
Total Expenditures	\$3,737,269
Percent of Total PK-12 Expenditures Used for Special Education	18.8%

Revenue Sources, % of Expenditures 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
Including School Construction	65.6	32.0	2.2	0.2
Excluding School Construction	65.0	32.5	2.4	0.2

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 ensure 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 ensure full public discussion concerning the allocation of resources through the school district. Seven 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 ensure that the three elementary schools would continue to offer equal opportunities and resources, in anticipation of future growth within the town. The district conducted a review of all four schools this year in hopes of developing a renovation project which would sustain and/or improve district facilities for all students.

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.

SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	167
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	13.5%

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	9	0.7	0.8	0.7
Learning Disability	70	5.7	4.1	4.0
Intellectual Disability	1	0.1	0.4	0.5
Emotional Disturbance	10	0.8	0.7	1.0
Speech Impairment	31	2.5	2.2	2.4
Other Health Impairment*	33	2.7	1.9	2.1
Other Disabilities**	13	1.1	0.6	0.9
Total	167	13.5	10.7	11.5

*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

Graduation and Dropout Rates of Students with Disabilities for Whom District is Financially Responsible	District	State
% Who Graduated in 2006-07 with a Standard Diploma	N/A	77.2
2006-07 Annual Dropout Rate for Students Aged 14 to 21	N/A	2.8

STATE ASSESSMENTS

Percent of Students with Disabilities 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. These results are for students attending district schools who participated in the standard assessment with or without accommodations for their disabilities. Results for fewer than 20 students are not presented.

- **Connecticut Mastery Test (CMT), Fourth Generation.** The CMT reading, writing and mathematics tests are administered to students in Grades 3 through 8, and the CMT science test to students in Grades 5 and 8.
- **Connecticut Academic Performance Test (CAPT), Third Generation.** The CAPT is administered to Grade 10 students.

State Assessment		Students with Disabilities		All Students	
		District	State	District	State
CMT	Reading	37.8	20.4	77.6	62.1
	Writing	28.9	19.3	76.7	63.0
	Mathematics	36.8	22.6	77.0	62.7
	Science	56.0	22.2	84.7	56.8
CAPT	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 CMT or CAPT results, go to www.ctreports.com. To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on “No Child Left Behind.”

Participation in State Assessments of Students with Disabilities Attending District Schools		
CMT	% Without Accommodations	15.4
	% With Accommodations	84.6
CAPT	% Without Accommodations	N/A
	% With Accommodations	N/A
% Assessed Using Skills Checklist		4.9

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.

Federal law requires that students with disabilities be educated with their non-disabled peers as much as is appropriate. Placement in separate educational facilities tends to reduce the chances of students with disabilities interacting with non-disabled peers, and of receiving the same education.

K-12 Students with Disabilities Placed in Educational Settings Other Than This District’s Schools		
Placement	Count	Percent
Public Schools in Other Districts	0	0.0
Private Schools or Other Settings	3	1.8

Number and Percentage of K-12 Students with Disabilities for Whom District is Financially Responsible by the Percentage of Time They Spent with Their Non-Disabled Peers				
Time Spent with Non-Disabled Peers	Count of Students	Percent of Students		
		District	DRG	State
79.1 to 100 Percent of Time	135	80.8	71.7	71.6
40.1 to 79.0 Percent of Time	28	16.8	21.8	16.6
0.0 to 40.0 Percent of Time	4	2.4	6.5	11.8

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

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 2008 CMT, Mansfield Public Schools students achieved State Goal at the following rate:

Mathematics: Grade 8 – 74.5%, Grade 7 – 79.7%, Grade 6 – 75.7%, Grade 5 – 81.6%, Grade 4 – 69.7%; Grade 3 – 41.0%

Reading: Grade 8 – 83.9%, Grade 7 - 86%, Grade 6 – 78.5%, Grade 5 – 77.3%, Grade 4 – 68.5%, Grade 3 – 68.0%

Writing: Grade 8 – 78.5%, Grade 7 – 78.6%, Grade 6 – 67.6%, Grade 5 – 84.1%, Grade 4 – 73.1%, Grade 3 – 77.9%

Science: Grade 8 – 84.7%, Grade 5 – 85.89

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 four 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.
