

Mansfield Board of Education Retreat

September 26, 2013

Bishop Center 5:30pm

Board Members: Mark LaPlaca, Chair; Randy Walikonis, Vice-Chair; Martha Kelly, Secretary, Susannah Everett, April Holinko, Sarah Lacombe, Katherine Paulhus, Jay, Rueckl, Carrie Silver-Bernstein,

Agenda

Call to Order

2013-2014 Goals and Objectives/Strategies/Evidence with an initial focus on comments and questions raised by Board Members (see attached)

Enrollment

Adjournment

Board of Education Members' Questions and Comments regarding 2013-2014 Goals and Objectives

- One of the topics on strategies and evidence that I'd like to discuss relates to Goal I b. (Improving the mathematics, etc., skills of each student). One of the sample evidences I'd be interested in seeing is data on achievements that includes EO Smith High School. I would appreciate discussing what sort of data we might obtain from EO Smith that can tell how well we are doing in preparing our kids for high school. As a specific example, is there information that we can get on math placement at EOS (into algebra or trigonometry, for instance) for our students for the last couple years? Has the implementation of Bridges and the use of the new middle school math books made a difference in their level of preparation? Perhaps this is too large of a topic to collect all the data by next week, but I'd like to at least talk about what evidence we can quantify regarding our student's readiness for high school.
- Progress report/report card effort grade summaries - how has this made a difference since implementation several years ago (effort grades).
- Possible changes to program/facilities with regard to SE relocatable classrooms and MMS portables moving past shelf life.
- District Curriculum Activity - 2011-2015 - update on this. Additionally, where are we with consultant recommendations regarding all program offerings.
- Strategies and evidence with regard to transitions between environments - particularly 8th grade to EO Smith: how is the district evaluating and modifying?
- Communicate quarterly with TC regarding needs for infrastructure, security and technology - discuss the strategies listed in that area.
- In reviewing the strategies and evidence you provided for board goals, my only comments are adding some additional components that I know already are implemented across our schools. For example, I know that progress monitoring regularly occurs for students who need additional supports, and this data helps to guide decision making for instruction. I guess this falls under SRBI procedures, but I have been so impressed with the team based approach and commitment to regular review of data that I think it would be terrific if that is mentioned specifically in the strategies.
- I would also add that the SRBI process also applies to social and behavioral growth for students as well. I know that all students get instruction in social skills and character ed, and that students in need of additional supports are frequently monitored and receive more intensive interventions.
- Finally, most of the strategies you mention under school climate are related to school safety. I know this is a huge focus right now, but I would also add the huge range of supports that are provided to students across tiers of intervention, the community building activities that occur at all of the schools between students, families, and the community, and the collaboration with community agencies and support providers.
- Finally, given the research that doesn't support changing instruction based on learning styles, I don't feel particularly comfortable with that term...would "instruction targeted to student's strengths and preferences" work for you (under 1a)?
- I am interested in the goal RE pre-k education, and in particular what kind of things we might do to learn more about it. I'll add that I think the activities are the evidence. That is, the goal will be met if we as a board know more about the relevant evidence regardless of whether this results in any changes to our policy or procedure

Mansfield Public Schools: Board of Education Goals – 2013-2014

- l) Help each student to be a confident and successful learner through differentiated instruction and support. Monitor student progress to ensure growth.
- a. Engage and motivate each student.
- Sample Strategies:
- Develop strong relationships with students and parents, knowing and understanding them as individuals and caring for each child
 - Provide classroom instruction that addresses the full range of intelligences and learning styles
 - Provide before, during, and after-school activities that address a wide variety of interests and needs
 - Provide students with feedback and reinforcement regarding their learning
- Sample Evidence:
- Progress report/report card effort grade summaries
 - Extracurricular activities program and attendance data
 - Documentation of participation in activities and programs
 - Documentation of student work completion
- b. Improve the mathematics, reading, science, and writing skills of each student to support college and career readiness.
- Sample Strategies
- Implement high quality Tier I direct instruction for skill development
 - Conduct frequent review of student work by grade level/subject teachers and support staff
 - Continue Response to Intervention/Scientific Research-Based Interventions (RTI/SRBI) procedures
 - Continue teaching and time management strategies
 - Provide remedial instruction, as needed, through a wide variety of Support Services
- Sample Evidence
- Review RTI/SRBI data regarding Tier II, III, and special education students related to interventions and progress
 - Review Connecticut Mastery Test (CMT) scores (as part of district testing report)
 - Provide data on district reading, writing, mathematics, and science achievement to include EO Smith High School.
- c. Promote the cognitive, social, and emotional development of each student.
- Sample Strategies
- Review data regarding each area and determine individual and group priorities
 - Survey students to assess needs
 - Implement programs at classroom, grade level, and schoolwide to meet student needs.
- Sample Evidence
- Review assessment results to determine growth over time
 - Review survey data to determine program offering effectiveness
- d. Support the full breadth of the district's programs, systematically review program offerings, and explore expanding programs.
- Sample Strategies
- Provide adequate staff, time, and financial resources to support the full breadth of the district's program
 - Provide challenging and engaging classroom instruction in music, art, world languages and physical education
 - Provide enrichment opportunities in all curriculum areas
 - Provide opportunities for students to perform in the arts and sports
 - Provide opportunities for students to explore cultures and technologies as they engage in 21st century citizenship
 - Continue District Curriculum Activity 2011-2015
 - Solicit review and resolve to the extent possible program offering issues
- Sample Evidence
- Review district data regarding staffing, time, and financial resources allocated to programs
 - Document students' participation and accomplishments in areas listed above to include cultural diversity.
 - Review curriculum council goals and current challenges
 - Review consultant recommendations regarding all program offerings
- e. Provide positive school climate through positive behavior support systems and encouraging character development to ensure student safety, health, physical, and emotional well-being.
- Sample Strategies

- Provide staff training in precautions and response
 - Provide direct student instruction through health program
 - Conduct program review of our Human Development and Health Education curriculum
 - Conduct Crisis Response Drills
 - Conduct Table Top exercises with key building staff and local fire and police officers
 - Maintain state requirements regarding bullying
 - Conduct dental health program at each school
 - Conduct parent, staff, and student climate surveys and develop plans to address identified needs
- Sample Evidence
- Provide school student accident data
 - Provide selected school health data
 - Provide school climate data required by the CT State Department of Education.
 - Provide school and district plans regarding school climate.
- f. Increase engagement and participation of parents/guardians in the education of their children.
- Sample Strategies
- Continue practice of inviting a parent/guardian to sit on certified staff searches
 - Keep parents/guardians informed and involved by frequent and timely communication
 - Invite parent participation in sharing student work and/or accomplishments
- Sample Evidence
- Review search committee participation
 - Monitor frequency of communication used by teachers, principals, schools, and district
 - Individual parent replies regarding involvement and/or engagements
- g. Encourage the civic engagement of students.
- Sample Strategies
- Continue current events instruction to provide opportunities for students to get involved
 - Provide meaningful opportunities for student involvement in important decisions through both informal means, as well as through student government
 - Provide opportunities for student involvement in kindness, conservation and charity efforts
 - Continue and support the Dorothy C. Goodwin Bequest Fund.
 - Continue instructional programs that promote civic engagement in the curriculum
- Sample Evidence
- Document number of students who engage in kindness, conservation and/or civic projects
 - Document student involvement in decisions
 - Document students' participation in student government and instructional programs
- h. Align our current Language Arts/ Reading, Science and Mathematics curriculum with the Common Core State Standards (CCSS).
- Sample Strategies
- Implement district plan – year 1
 - Solicit feedback from constituent groups
 - Develop district plan – year 2
- Sample Evidence
- Document degree of success in implementing year 1 plan
 - Document specific needs to be addressed year 2
- i. Integrate current technology into the instructional program to extend student learning of subject matter and appropriate use of technology.
- Sample Strategies
- Continue instructional program technology to enhance classroom instruction
 - Continue instructional program technology to extend student learning beyond the regular school day
- Sample Evidence:
- Determine effort regarding the school day
 - Document efforts regarding outside the school day
- j. Explore additional support services for students in need of community and/or health services.
- Sample Strategies
- Collaborate with town, state, federal, and other agencies to provide comprehensive services to students in need
- Sample Evidence:
- Review services provided to students with specific needs
- k. Ensure all student transitions within and between environments are supported and successful.
- Sample Strategies
- Review all current transitional programs and adjust/modify as appropriate
 - Monitor transitional process

- Discuss with transition programs/schools way to enhance the process

Sample Evidence

- Review data and propose enhancements as appropriate
- Review feedback from transitioning programs/school.

- I. Incorporate curricula that investigate energy use and environmental issues.

Sample Strategies

- Maintain compost program at each school
- Install solar energy panels at all schools
- Continue K-8 curricula which emphasizes energy use and environmental issues

Sample Evidence:

- Provide information regarding energy use and environmental issues discussed throughout the school year

- II) Attract, support, and retain qualified, motivated, and diverse professional staff.

- a. Facilitate and encourage a positive, professional learning community.

Sample Strategies

- Promote the Mansfield Public Schools to highly qualified educators
- Participate in local and/or regional recruiting opportunities
- Continually review and/or refine staff selection process
- Provide an induction program to support teachers new to Mansfield and to promote their professional development
- Continue professional development based on individual/group needs

Sample Evidence:

- Provide data on recruiting and retention
- Provide data on specific professional development growth opportunities offered

- b. Recognize teacher and staff effort and success regularly.

Sample Strategies

- Recognize teachers and staff for effort and/or success

Sample Evidence

- Provide data on methods of recognition

- c. Foster a climate of mutual respect at all levels.

Sample Strategies

- Model a climate of respect at the classroom, grade level, school, and district level
- Provide opportunities for all staff to increase their skills regarding a climate of respect
- Promote positive student interactions in classrooms & public spaces

Sample Evidence

- Review examples of respect between all levels
- Provide data on professional development opportunities to staff on this topic
- Share observations of students in public situations (e.g., field trips, concerts, special events)

- d. Maintain quality educational programs at multiple sites while adjusting staff levels and resources despite any changes in overall enrollment.

Sample Strategies

- Review program staffing monthly as part of the budget process

Sample Evidence

- Review staffing levels and program offerings

- e. Support current and future school/district leadership to maintain and surpass current levels of student achievement.

Sample Strategies

- Retain current leaders
- Provide opportunities for current staff development and/or exhibit leadership

Sample Evidence

- Retention of school/district leadership
- Provide results of leadership searches

- f. Implement, with input and collaboration from certified staff, an effective professional development and evaluation program that supports the development of confident student learners and encourages the continued growth of all staff.

Sample Strategies

- Provide opportunities for certified staff to discuss and implement all aspects of the professional development and evaluation program
- Provide building, district, and outside support to certified staff as appropriate
- Adjust program implementation based on year one data

Sample Evidence

- Solicit feedback from individual staff through building administrators and the Professional Development & Evaluation Committee
- Revise plan as appropriate based on feedback from all certified staff
- g. Provide regular opportunities for all staff to share feedback about the effectiveness of the district's programming.
 - Sample Strategies
 - Implement a process for all staff to provide comments and/or suggestions regarding program implementation
 - Conduct program reviews including input from appropriate staff
 - Sample Evidence
 - Review data and implement revisions and/or modifications based on the data

III) Monitor the District's quality and efficiency of facilities, sufficiency of space, level of security, adequacy of maintenance, and efficiency of student transportation.

- a. Communicate quarterly with Town Council about ongoing needs for infrastructure, security, and technology.
 - Sample Strategies
 - Implement procedures and building enhancements approved by the Mansfield Board of Education
 - Provide updates to the Mansfield Board of Education, students, staff, parents, and the community as necessary
 - Conduct training exercises with students and staff with support from town emergency staff and local police
 - Sample Evidence
 - Conduct objective school safety audit
 - Review data related to emergency procedures policy and schedule training as necessary
- b. In collaboration with the Town Council, develop and implement a long-term plan, supported by voters, to address prek-8 building needs.
 - Sample Strategies
 - Initiate a discussion with the Mansfield Town council which reflects the current status of four schools and develop a long term plan
 - Sample Evidence
 - Review meeting dates, agenda, and resolutions regarding the Mansfield Town Council, Mansfield Board of Education, and as appropriate the school building committee
- c. Implement the improved school security and technology recommendations as approved by the Board.
 - Sample Strategies
 - Implement policies and procedures as outlined
 - Sample Evidence
 - Monitor for compliance and address issues related to procedures and/or equipment
 - Review concept plan in light of state requirements and best practice

IV) Increase the effectiveness of the Board of Education.

- a. Invest time and effort in Board members' learning and development.
 - Sample Strategies
 - Provide opportunities for Board members to increase their learning and development
 - Solicit specific areas of interest for Board members and develop a plan to address needs
 - Sample Evidence:
 - List opportunities provided regarding Board members' learning and development
- b. Celebrate and acknowledge student achievements at Board meetings and other venues.
 - Sample Strategies
 - Share student accomplishments as part of Board meetings and other venues.
 - Sample Evidence:
 - Record student achievements, recognition, and celebrations throughout the school year at all venues.
- c. Foster and encourage communication between the Board and the communities it serves.
 - Sample Strategies
 - Create opportunities for the Board as a whole to communicate with the communities it serves
 - Create opportunities for members of the Board to communicate with the communities it serves
 - Sample Evidence:
 - List opportunities provided for conversation between the Board and the communities it serves
- d. Collaborate with community members and organizations that support the District's students; including Mansfield Youth Services and Mansfield Advocates for Children.
 - Sample Strategies

- Solicit support as appropriate for community members and organizations to support school and/or district programs
- Support community members and organizations that offer programs and/or services which support the district's students.

Sample Evidence:

- List community members and organizations that support school and/or district programs
- List community members and organizations that offer programs and/or services which support the district's students.

- e. Examine evidence regarding school readiness and review prekindergarten educational opportunities for Mansfield children.

Sample Strategies

- Provide information regarding best practice in early childhood programming
- Review current program options and continuum of preschool services

Sample Evidence

- Develop program enhancements based on constituent feedback

- f. Meet regularly with our state legislators.

Sample Strategies

- Schedule regular meetings with state legislators to discuss education items of interest

Sample Evidence

- Review meetings, items covered, and results

V) Plan for long-term fiscal sustainability.

- a. Advocate for continued Education Cost Sharing which supports current programming and develop a plan to address any change to current funding level.

Sample Strategies

- Monitor state legislators discussion regarding Education Cost Sharing
- Provide information and testimony to state legislature as necessary to maintain level of support

Sample Evidence:

- Review legislation proposed/passed regarding Education Cost Sharing

- b. Continue to explore partnerships with other groups to maximize program effectiveness while containing costs.

Sample Strategies

- Review current partnerships and solicit additional partnerships as appropriate to increase program effectiveness

Sample Evidence:

- Review partnerships maintained and/or created

- c. Investigate alternative revenue sources, including public and private grant opportunities.

Sample Strategies

- Review and pursue appropriate alternatives revenue sources

Sample Evidence

- Evaluate efforts expended and return on investment regarding district programs

- d. Continue to educate ourselves and the public at large on long-term financial ramifications of balancing board goals and priorities.

Sample Strategies

- Attend CAFE and organization informational session regarding finance

Sample Evidence

- Review log of sessions attended and information learned

**MANSFIELD PUBLIC SCHOOLS
MEMORANDUM**

TO: Board of Education Members
FROM: Fred Baruzzi
SUBJECT: Enrollment
DATE: 9/5/13

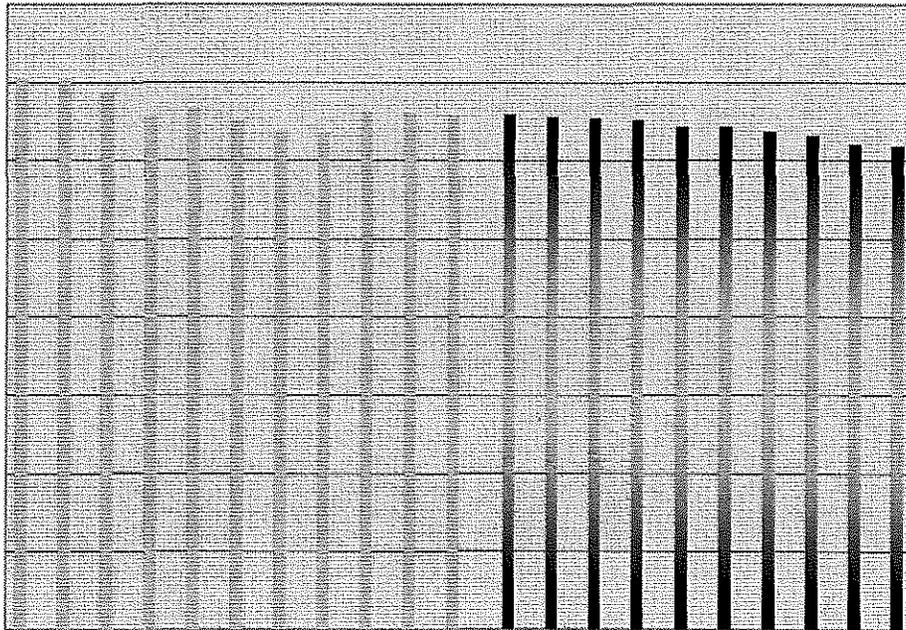
Goodwin Elementary School							
	8/31/12	6/24/13		8/28/13	8/29/13	8/30/13	Prior Gr. 6/24/13 vs. Current Gr. 8/30/13
Preschool	14, 14	16, 15		15, 7	15, 7	15, 7	n/a
Kindergarten	14, 15, 15	15, 14, 15		17, 18	17, 18	17, 18	n/a
1 st grade	17, 18	15, 16		14, 15, 14	14, 15, 14	14, 15, 14	-1
2 nd grade	19, 20	19, 19		16, 16	16, 16	16, 16	+1
3 rd grade	14, 14	15, 14		20, 20	20, 20	20, 20	+2
4 th grade	22, 22	21, 22		15, 14	14, 14	14, 14	-1
Total	218	216		201	200	200	-16
Southeast Elementary School							
Preschool	15, 14	16, 14		13, 12	13, 12	13, 12	n/a
Kindergarten	17, 15, 18	17, 14, 17		18, 18	18, 18	18, 18	n/a
1 st grade	15, 17, 16	13, 17, 16		16, 15, 16	16, 15, 16	16, 15, 16	-1
2 nd grade	16, 15, 15	14, 14, 15		17, 17, 17	17, 17, 17	17, 17, 17	+5
3 rd grade	19, 18	18, 17		20, 21	20, 21	20, 21	-2
4 th grade	15, 14, 14	15, 14, 14		18, 19	18, 19	18, 19	+2
Total	254	245		237	237	237	-8
Vinton Elementary School							
Preschool	15, 16	14, 16		15, 16	15, 16	15, 16	n/a
Kindergarten	15, 15, 15	14, 15, 13		21, 20	21, 20	21, 20	n/a
1 st grade	15, 16, 15	15, 16, 16		15, 16, 15	15, 16, 15	15, 16, 15	+4
2 nd grade	17, 17, 17	17, 17, 17		14, 14, 15	14, 14, 15	14, 14, 15	-4
3 rd grade	18, 18, 17	18, 17, 17		16, 16, 16	16, 16, 16	16, 16, 16	-3
4 th grade	22, 22	22, 21		17, 16, 15	17, 16, 15	17, 16, 15	-3
Total	270	265		257	257	257	-8
Middle School							
5 th grade	15, 16	140		129	130	130	+1
6 th grade	15, 15, 15	143		135	135	135	-5
7 th grade	15, 16, 15	141		140	140	140	-3
8 th grade	17, 17, 17	141		142	142	142	+1
Total	18, 18, 17	565		546	547	547	-18

Total – PK-4	742	726		695	694	694
Total – 5-8	573	565		546	547	547
Total – PK-8	1315	1291		1241	1241	1241

	Projected 11/11	8/31/12	+/-
preK-4	773	742	-31
5-8	580	573	-7
Total	1353	1315	-38

	Projected 10/12	8/30/13	+/-
preK-4	746	694	-52
5-8	573	547	-26
Total	1319	1241	-78

MANSFIELD PUBLIC SCHOOLS ENROLLMENT PROJECTED TO 2022



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October 17, 2012

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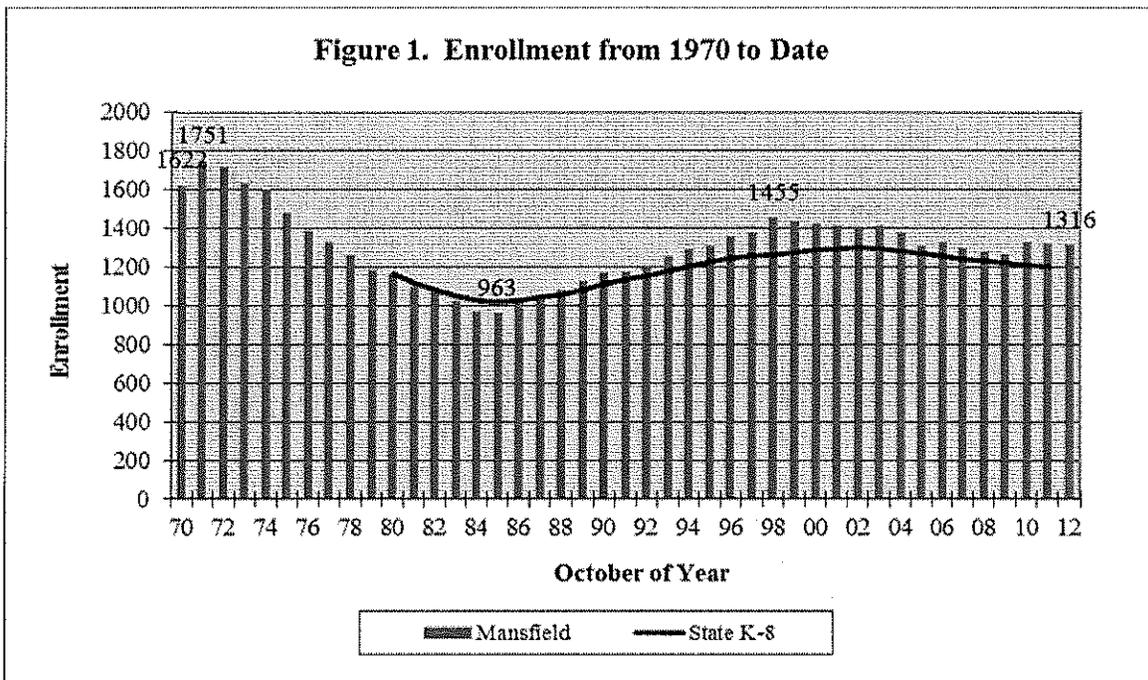
Introduction

This report is a ten-year projection of enrollment for the Mansfield Public Schools. It is based on students attending the Mansfield Public Schools in October of the school year. The projection is divided into the two grade levels that represent how the Mansfield schools are organized: PK-4 and 5-8. The report includes 43 years of enrollment to place the projection into a wider historical perspective. One of the primary drivers of future enrollment is births to residents. The report examines births and their relationship to kindergarten enrollment. Several factors that influence school enrollment - town population, women of child-bearing age, the labor force, housing, non-public enrollment and migration - are presented. Finally, the accuracy of earlier projections is examined.

Enrollment projections are a valuable planning tool. For budgeting the numbers can place requested expenditures into a per pupil context. This can inform the public about which expenditures represent continuing expenditures to support on-going programs and expenditures for school improvement and program expansion. They are an essential step in determining the staffing that will be needed in the future. This may facilitate the transfer of teachers from one grade to another or allow the hiring process to start earlier, which can increase the likelihood of attracting the best teachers in the marketplace. Projections are a critical and required step in planning for school facilities. The State of Connecticut requires eight-year projections by school as a critical component of determining the size of the project for which reimbursement is eligible. In some communities the projection can determine the number of places they can make available to urban students as part of a regional desegregation effort.

Perspective

Enrollment projections typically use the most recent five years of data. While the most recent past is viewed as the best predictor of the near future, it is informative to look at a broader perspective. Figure 1 shows the enrollment in Mansfield from 1970 to date.



Enrollment in the Mansfield Public Schools peaked at 1,751 students in 1971. Between 1971 and 1985 enrollment fell to 963 students. In those 14 years, enrollment declined by 788 students or 45.0 percent. Between 1985 and 1999 enrollment grew by 492 students, or 51.1 percent, and reached a secondary peak of 1,455 students. The 2011 enrollment was 1,316 students, 139 students (9.6 percent) below the 1999 level.

Mansfield's enrollment pattern is fairly similar to that of the state's public schools in grades K-8. I have tracked public school K-8 enrollment since 1980. Public school K-8 enrollment bottomed in 1985, the same year as Mansfield. It reached a secondary peak in 2002. In those 17 years, state K-8 enrollment grew by 27.2 percent. Mansfield's period of growth was slightly shorter than the state's, but much more intense. The state's public school K-8 enrollment has been declining for nine years and it is expected to decline in 2012. Between 2002 and 2011 (the latest data available), it fell by 7.4 percent. Mansfield's downturn started three years before the state's. The second decline in Mansfield has been very slightly shallower than the state's. Had Mansfield followed the state pattern of enrollment since 1980, it would have had 1,200 students in October of 2011 instead of the 1,324 that were enrolled on that date.

Current Enrollment

Table 1 and Figure 2 provide a picture of where Mansfield residents in grades PK-8 attended school in October of 2011, the latest data available. They show that 97.1 percent of Mansfield's elementary school-age residents attended the Mansfield Public Schools in 2011. An estimated 1.8 percent of the school-age residents attended non-public schools in state. The number attending private schools out-of-state is not known. Other school-age residents attended magnet schools (0.4 percent) or public schools in other districts (0.1 percent). Nine children (0.7 percent) were reported as being home schooled. There was one non-residents enrolled in the Mansfield Public Schools in 2011. The projections in this report are based off of the 1,316 residents and non-residents who attended the Mansfield Public Schools in October, 2012.

Table 1. 2011 Enrollment		
	Number	Percent
Residents		
A. Mansfield Public	1,323	97.1%
B. Other Public	2	0.1%
C. Magnets	5	0.4%
D. Non-Public	24	1.8%
E. Home Schooled	9	0.7%
Total (A+B+C+D+E)	1,363	
F. Non-Residents	1	
Total Enrollment (A+F)	1,324	

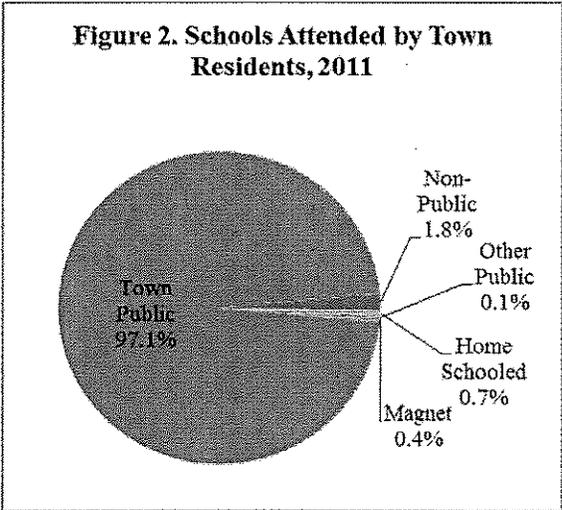
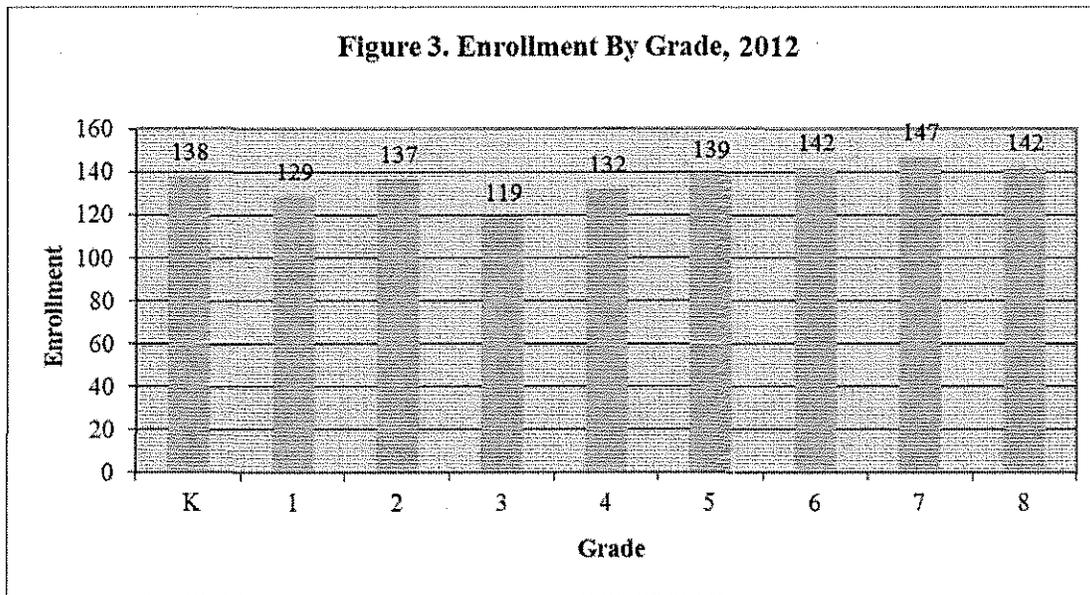


Figure 3 shows the October 2012 grade-by-grade enrollment of students in the Mansfield Public Schools. The children in pre-kindergarten programs are not shown. This year's kindergarten class is one student smaller than last year's largest class since I began tracking enrollment in 1980. The introduction of full-day kindergarten in 2005 changed the enrollment pattern between kindergarten and Grade 1. Grade 7 had the largest enrollment with 147 students. Grades 6 and 7 each had more than 140 students enrolled. Grade 3 was the smallest class with 119 students followed by Grade 1 with 129 students. If current conditions continue, this year's Kindergarten class of 138 students will have 155 students when it enters Grade 5 in 2017. That is well above the current enrollment for that grade. The current year enrollment by grade is the starting point for this projection. How it moves forward is discussed below.



Projection Method

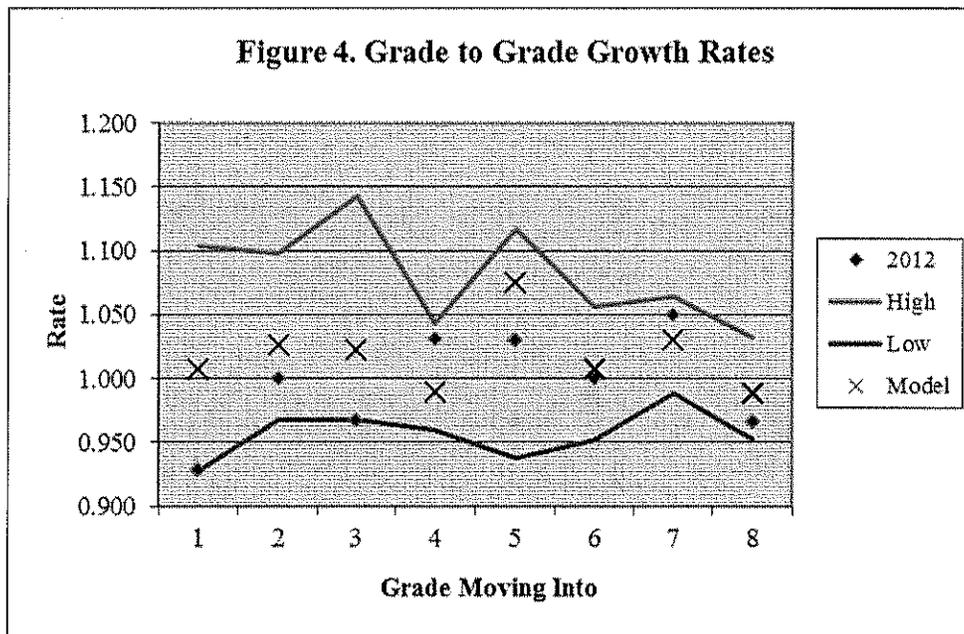
The projections in this report were generated using the cohort survival method. This is the standard method used by people running enrollment projections. For the grades above kindergarten, I compute grade-to-grade growth rates for ten years (see Appendix B). For example, if the number of fifth graders this year is 142 and the number of fourth graders last year was 140, then the growth rate is 1.014. A growth rate above 1.000 indicates that students moved in, transferred from a non-public school or they were retained. A growth rate below 1.000 means that students moved out, transferred or were not promoted from the prior grade. For each grade I calculate four different averages of the annual growth rates: a three-year average, a weighted three-year average, a five-year average and a weighted five-year average. I choose the average that seems to best fit the data. The average growth rate for a grade is applied to the current enrollment from the prior grade. The projection builds grade by grade and year by year.

In the standard model, kindergarten enrollment is compared to births five years prior and some average of the observed growth or decline is used to project future kindergarten enrollment. My method breaks kindergarten enrollment into three parts: five-year olds, six-year olds entering kindergarten for the first time, and six-year old repeaters. Each component is analyzed separately and then combined to get total projected kindergarten. Kindergarten enrollment is notoriously difficult to predict. I feel that this component model can improve the predictability slightly. For the past three years, the birth- to-kindergarten growth components have been high. I used a three-year weighted average, assuming the recent rates would continue.

To extend the projection beyond four years, I need to estimate births. The State Department of Public Health recorded 94 births in 2009. That is the latest official figure. The preliminary counts are 93 births in 2010 and 92 in 2011. To estimate births in 2012, I used the 59 in-state births recorded through September compared to 67 for the same period in 2011. From this I estimated there would be 84 births in 2012 by adding the 25 births recorded in October to December of 2011. I set births in 2015 to the average of 2008 and 2009 on the assumption that the down economy negatively has influenced recent births. I prorated births in 2013 and 2014. I utilized the Connecticut State Data Center's projection of children ages 0-4 in 2010, 2015 and 2020 to estimate births in 2016 to 2017. I calculated the projected growth in the interval, annualized it and applied it to the two year running average of births in Mansfield in the appropriate years.

Figure 4 gives a perspective of the grade-to-grade growth rates for students attending the Mansfield schools. An "x" indicates the average growth rate used in this projection. The diamond is the growth observed between last year and this year. The upper line indicates the largest growth rate observed over the past ten years and the lower line, the lowest. In Grade 1 I used the last seven years of history for the high and low to reflect the change in enrollment pattern caused by the introduction of full-day kindergarten. In general, the narrower the gap between the two lines is, the greater the accuracy of the projection. The growth rates used in the projection were based on a five-year average of the observed grade-to-grade growth.

The model growth rates are all over the map compared to the ten-year range. Grades 1, 2, 3, 6 and 8 are in the middle of the range. Grades 5 and 7 are toward the upper end and Grade 4 is toward the lower end. Six of the growth rates are above 1.00 indicating that children are moving into the Mansfield schools. Five of the model rates are above the annual rate of 2012. Only in Grade 4 was it substantially lower.



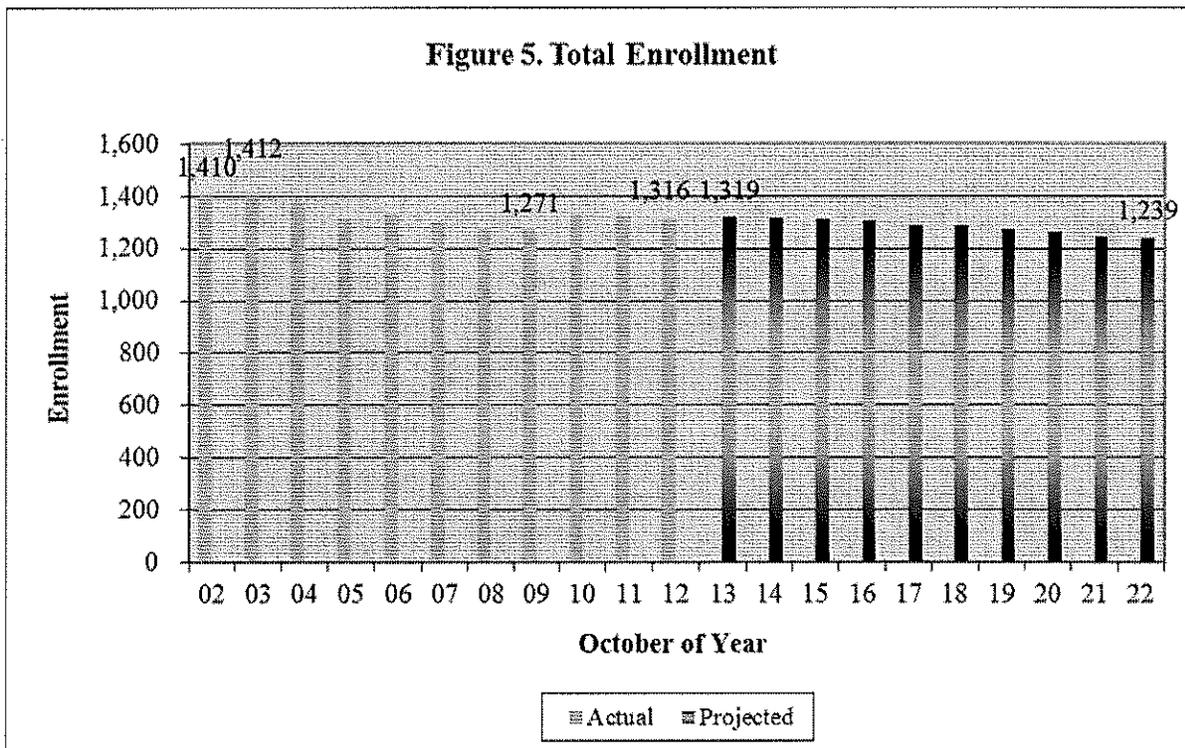
Enrollment data from 2002 to 2011 were taken from the files of the Connecticut State Department of Education. The public school data are available on the Department's website at www.sde.ct.gov. Data for 2012 were provided by the Mansfield central office. All enrollment data after 2009 are subject to minor changes as they are reviewed and audited. Births from 1980 to 2012 were provided by the Healthcare Quality, Statistics, Analysis and Reporting Unit of the State Department of Public Health.

Total Enrollment

Table 2 and Figure 5 present the observed total enrollment in Mansfield from 2002 to 2012 and projected enrollment through 2022. Detailed grade-by-grade data may be found in Appendix A. Between 2002 and 2009 enrollment declined from 1,410 to 1,271 students. By 2012 it had rebounded to 1,316 students. Between 2002 and 2012 there was a loss of 94 students or 6.7 percent. I estimate that, grade K-8 enrollment in the state's public schools decreased by 8.3 percent. Mansfield's decline of 6.5 percent between 2001 and 2011 (the latest comparable data available) was in the middle of similar districts in the region. Enrollment grew by 16.8 percent in grades PK-8 in Ellington, 0.8 percent in Hebron (grades PK-6,) and decreased by 3.2 percent in grades PK-8 in Tolland. Enrollment declined by 9.5 percent in Andover (grades PK-6), 11.6 percent in Pomfret, 20.7 percent in grades PK-8 in Bolton and 26.7 percent in Columbia.

I anticipate that enrollment will stay fairly level for the next four years. Next year, I anticipate that total enrollment will grow by about five students. I believe that enrollment will resume its decline in 2017 and end up near 1,240 students by 2022. The last time the district enrollment was close to 1,240 students was 1993. The ten-year loss of almost 80 students is 5.9 percent below the current enrollment. I have projected that K-8 enrollment statewide will be down 11.3 percent in that period. Your total enrollment should average about 1,285 students over the ten-year projection period. This compares to an average total enrollment of 1,325 students over the past ten years.

Year	Students	Percent Change
2002	1,410	
2003	1,412	0.1%
2004	1,376	-2.5%
2005	1,314	-4.5%
2006	1,332	1.4%
2007	1,302	-2.3%
2008	1,278	-1.8%
2009	1,271	-0.5%
2010	1,327	4.4%
2011	1,324	-0.2%
2012	1,316	-0.6%
2013	1,319	0.2%
2014	1,314	-0.4%
2015	1,309	-0.4%
2016	1,304	-0.4%
2017	1,288	-1.2%
2018	1,288	0.0%
2019	1,274	-1.1%
2020	1,264	-0.8%
2021	1,242	-1.7%
2022	1,239	-0.2%



Elementary School Enrollment

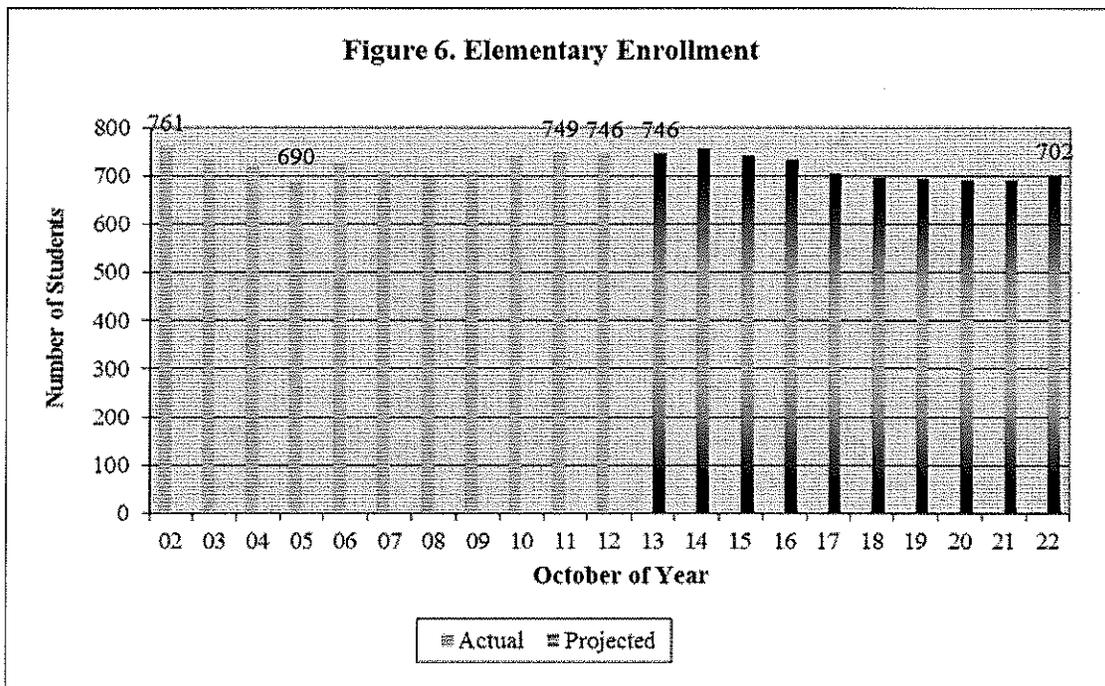
Table 3 and Figure 6 present actual enrollment from 2002 to 2012 and projected enrollment through 2022 at the Mansfield's three elementary schools. In the past ten years, grade PK-4 enrollment ranged from a low of 690 students in 2005 to a high of 761 students in 2002. Between 2002 and 2012 enrollment declined by 15 students or 2.0 percent. I estimate that state public school enrollment in grades K-4 fell 7.9 percent in that interval.

I project that next year's enrollment at the schools will be the same as this year. I anticipate enrollment will peak at 756 students in 2014. I expect enrollment will fall below 700 students in 2018 and remain near that count through 2022. The last time PK-4 enrollment was below 700 students was 1992. This will be about 45 students or 5.9 percent below the October 2012 count. Statewide, I have projected an 8.7 percent decrease in grade K-4 public school enrollment in that period. Over the ten-year projection period, I believe enrollment at your elementary schools will average about 715 students. This is a little below the average of 722 students observed over the past ten years.

These figures include pre-kindergarten children. In the past ten years, pre-kindergarten enrollment ranged from 59 to 91 children. There were 91 children enrolled in these programs in 202. Each of your three elementary schools has two pre-kindergarten classes with a target enrollment of 16 children each. My projection model sets pre-kindergarten enrollment constant at 96 children. Given the recent decline in births, this will allow a greater proportion of three- and four-year olds in the community to be served.

Table 3. Elementary School Enrollment

Year	Students	Percent Change
2002	761	
2003	735	-3.4%
2004	718	-2.3%
2005	690	-3.9%
2006	726	5.2%
2007	709	-2.3%
2008	698	-1.6%
2009	709	1.6%
2010	742	4.7%
2011	749	0.9%
2012	746	-0.4%
2013	746	0.0%
2014	756	1.3%
2015	743	-1.7%
2016	733	-1.3%
2017	704	-4.0%
2018	695	-1.3%
2019	693	-0.3%
2020	692	-0.1%
2021	692	0.0%
2022	702	1.4%



Mansfield Middle School Enrollment

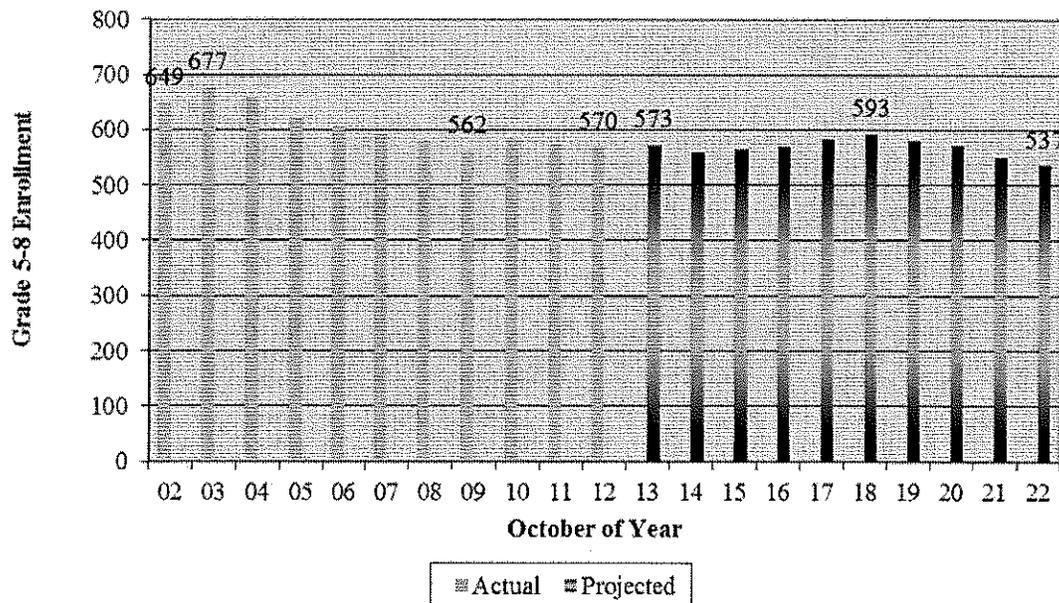
Table 4 and Figure 7 present past enrollment from 2002 to 2012 and projected future enrollment to 2022 at the Mansfield Middle School. Over the past ten years, enrollment ranged from a high of 677 students in 2003 to a low of 562 students in 2009. In 2012, the school's enrollment was 570 students. Between 2002 and 2012, enrollment declined by 79 students or 12.2 percent. I estimate that public school enrollment in grades 5-8 statewide decreased 8.7 percent between 2002 and 2012.

I believe that next year's enrollment at Mansfield Middle School enrollment will be about five students more than this year's. I project that enrollment will grow to almost 595 students in 2018, but then decline to about 535 students in 2022. The last time enrollment in grades 5-8 was below 540 students was 1992. The projected 2022 enrollment is 33 students below the current level, a decline of 5.8 percent. I project that public school enrollment in grades 5-8 statewide will decline by 13.2 percent in that period. Over the ten-year projection period, enrollment at the Mansfield Middle School is expected to average about 560 students. This is below the average of 643 students observed over the past ten years.

Table 4. Mansfield Middle School Enrollment

Year	Students	Percent Change
2002	649	
2003	677	4.3%
2004	658	-2.8%
2005	624	-5.2%
2006	606	-2.9%
2007	593	-2.1%
2008	580	-2.2%
2009	562	-3.1%
2010	585	4.1%
2011	575	-1.7%
2012	570	-0.9%
2013	573	0.5%
2014	558	-2.6%
2015	566	1.4%
2016	571	0.9%
2017	584	2.3%
2018	593	1.5%
2019	581	-2.0%
2020	572	-1.5%
2021	550	-3.8%
2022	537	-2.4%

Figure 7. Mansfield Middle School Enrollment



Factors Affecting the Projection

The primary reasons for elementary enrollment change lie in the births and yield from the birth cohort. Figure 8 presents the births from 1980 to 2009 and preliminary, estimated and projected births through 2017. Births ranged from a low of 92 in 2008 to a high of 150 in 1988. There were 94 births in 2009. The preliminary counts of births are 93 in 2010 and 92 in 2011. Based on births through September of 2012, I estimate there will be only 84 births in 2012. In the 1990s there was an average of 116 births annually. In the five years from 2003 to 2007 (this fall's kindergarten through 4th graders) births averaged 107. Births in the 2008 through 2012 period (the K-4 students of 2017) will likely average 91. The projection in years 2018 to 2022 assumes an average of 91 births annually between 2013 and 2017. This is based in part upon the Connecticut State Data Center projection of Mansfield children ages 0-4.

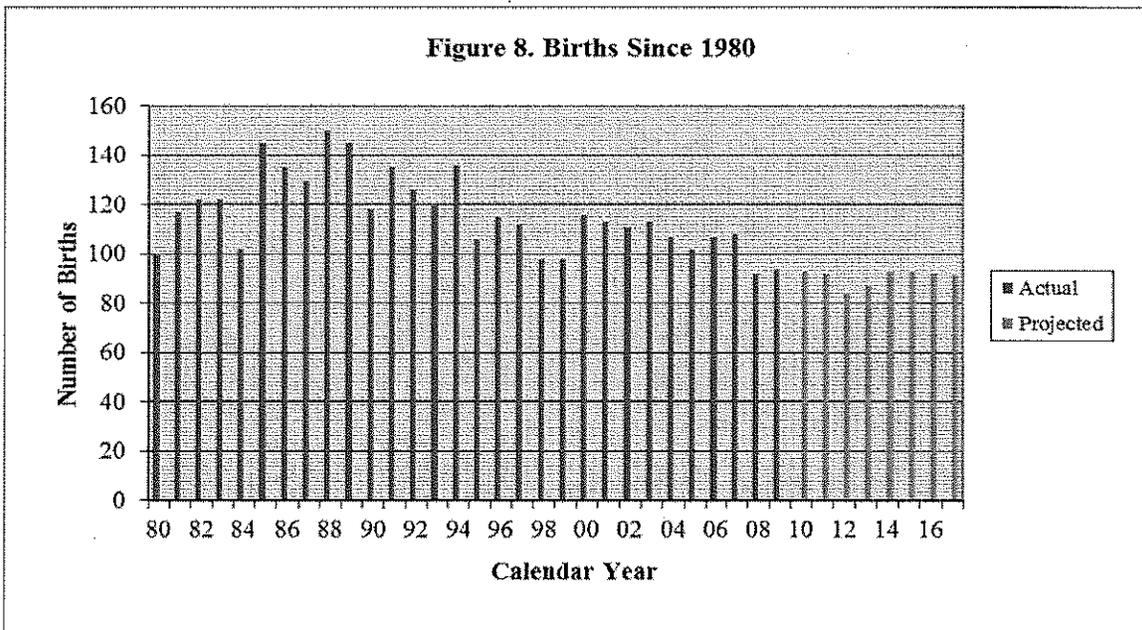
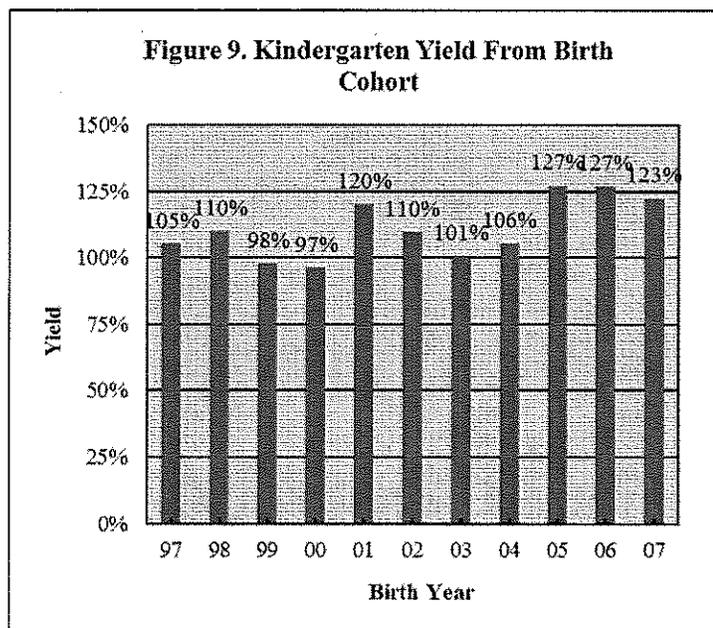


Figure 9 depicts the kindergarten yield five and six years later from the birth cohorts of 1997 to 2007 for Mansfield residents attending kindergarten in Mansfield. For example, there were 107 births in 2006 and 127 children enrolled in Mansfield kindergartens at age five in 2011 and an additional nine who first enrolled in kindergarten at age six in 2012. That is a yield of 127 percent. The yield from the birth cohort ranged from a low 97 percent in 2000 to a high of 127 percent in 2005 and 2006. The estimated yield for births in 2007 is 123 percent. Note that 2007 yield is an estimate because we will not know the actual number of children who will enter kindergarten for the first time as six-year olds until October 2013. Yields above 100 percent generally mean that parents



move into town after giving birth elsewhere. Yields below 100 percent mean that families who gave birth as town residents left town or chose another school system for kindergarten. Full-day kindergarten was first available to some of the birth cohort of 2000 and became universal for the 2002 birth cohort. The weighted average yield over the past three years was 124.9 percent along with a 3.2 percent retention rate.

Table 5 gives a history of enrollment in kindergarten since 2002 and relates the components of kindergarten enrollment back to the appropriate birth cohort. Retention is tied to the prior year's kindergarten enrollment. To estimate kindergarten enrollment, I utilized the weighted three year averages from 2010 to 2112 of retentions, and yields from births five and six years ago. Thus, I estimated kindergarten from 116.3 percent of births five years ago, 8.7 percent of births six years ago, and 3.2 percent of current Kindergarten students retained. These rates are fairly close to the rates observed in 2012.

Year	Birth Year	Births	K	Retained From Prior Year			Non-Retained		Born 6 Years Prior	Yield From Births 5-Years Prior	Yield From Births 6-Years Prior	Total Yield From Birth Cohort
				Born 5-Years Prior Resident	Non-Resident	Born 6 Years Prior	Born 5-Years Prior Resident	Born 6 Years Prior				
2002	1997	112	122	0	113	0	9	0.0%	100.9%	7.8%	105.4%	
2003	1998	98	102	2	95	0	5	1.6%	96.9%	4.5%	110.2%	
2004	1999	98	97	0	84	0	13	0.0%	85.7%	13.3%	98.0%	
2005	2000	116	117	2	103	0	12	2.1%	88.8%	12.2%	96.6%	
2006	2001	113	133	1	123	0	9	0.9%	108.8%	7.8%	120.4%	
2007	2002	111	127	2	112	0	13	1.5%	100.9%	11.5%	109.9%	
2008	2003	113	117	3	104	0	10	2.4%	92.0%	9.0%	100.9%	
2009	2004	107	115	2	103	0	10	1.7%	96.3%	8.8%	105.6%	
2010	2005	102	133	2	121	0	10	1.7%	118.6%	9.3%	127.5%	
2011	2006	107	139	3	127	0	9	2.3%	118.7%	8.8%	127.1%	
2012	2007	108	138	6	123	0	9	4.3%	113.9%	8.4%	122.6%	
3-Year Average									2.8%	117.0%	8.9%	125.7%
Weighted 3-Year Average									3.2%	116.3%	8.7%	124.9%
5-Year Average									2.5%	107.6%	8.9%	116.7%
Weighted 5-Year Average									2.8%	112.3%	8.8%	121.1%

The correlation between births and kindergarten enrollment five-year later from the past seven years (when full-day kindergarten was available) was a very low 0.29. If this relationship were used to predict kindergarten enrollment, the estimate would have been off by an average of seven children annually over the past ten years. The cohort survival method, even with my breakout into five-year olds, six-year old delayed entrants and children retained, cannot overcome the underlying unpredictability of kindergarten enrollment from earlier births.

Context of the Projection

The cohort-survival method needs only births and a few years of recent enrollment data to generate a projection. Mathematically, nothing else matters. But enrollment changes do not occur in a vacuum. Events and policies in the district, community and region all have some bearing on enrollment. Remember that a basic assumption of the cohort-survival method is that the recent past can be a good predictor of the near future. It is incumbent for every receiver of a projection to determine what events happened in the past five years and whether they are likely to change. Analyzing how the factors underlying the projection changed in the prior year can be an important step in this process.

To assist in this endeavor, this report examines seven factors that could affect enrollment: town population; women of child-bearing age; people in the labor market; new home construction; sales of existing homes; non-public enrollment and student migration.

Figure 10 presents the US Census Bureau estimate of Mansfield population growth between July, 2010 and 2011. In that year, the town population is estimated to have declined by 22 people. The population loss of 0.08 percent was the 69th ranked in the state. In contrast, Tolland County declined by 0.15 percent, the state grew by 0.15 percent and communities with similar economic and need characteristics declined by 0.10 percent. The 2010 census population data show that from April 2000 to April 2010 Mansfield population in housing units (this excludes students in dorms) grew from 12,723 people to 13,636. The 7.2 percent increase between 2000 and 2010 was the 61st largest in the state.

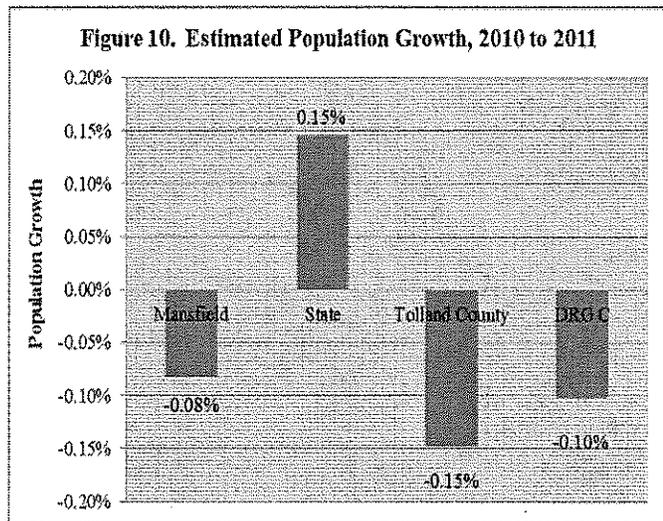


Figure 11 presents the number of women of child-bearing age from the 2000 and 2010 censuses. There were 116 births to Mansfield residents in 2000 and a preliminary count of 92 in 2010. In communities such as yours, women in the 30-34 age group have the highest rate of births. The number of women in this group fell from 407 in 2000 to 312 in 2010. The second highest birth rate in communities like yours is women ages 25-29. The number in that age range dipped from 378 in 2000 to 362 in 2010. The only age range that increased at all was 20-24. This age range typically has a relatively low birth rate in communities like yours. These figures exclude women in university housing.

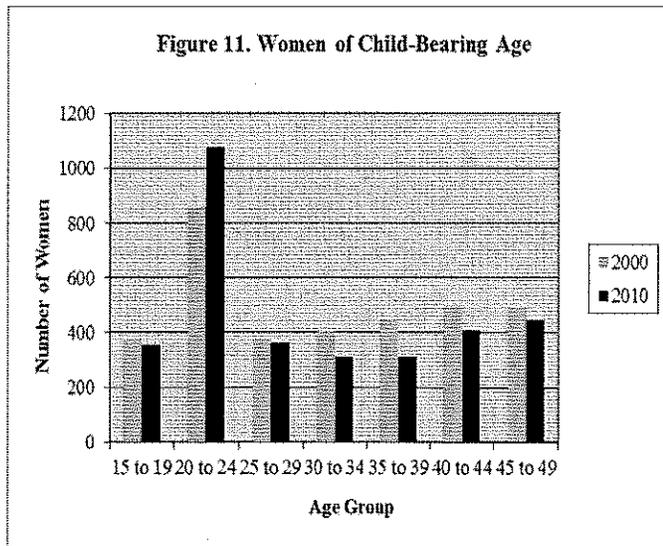


Figure 12 examines the number of people in the labor force from the US Department of Labor, Bureau of Labor Statistics. These are people 16 years of age or older working or actively seeking employment. Since it excludes most students and the elderly, I find it a very rough proxy of the number of school-age families. The Mansfield labor force increased 8.8 percent between 2007 and 2011. This was higher than the state (3.9 percent) and Tolland County (5.0 percent). The 2011 unemployment level of 7.5 percent was the same as 2010. The town rate is better than the state rate of 8.8 percent but very slightly worse than the Tolland County rate of 7.4 percent.

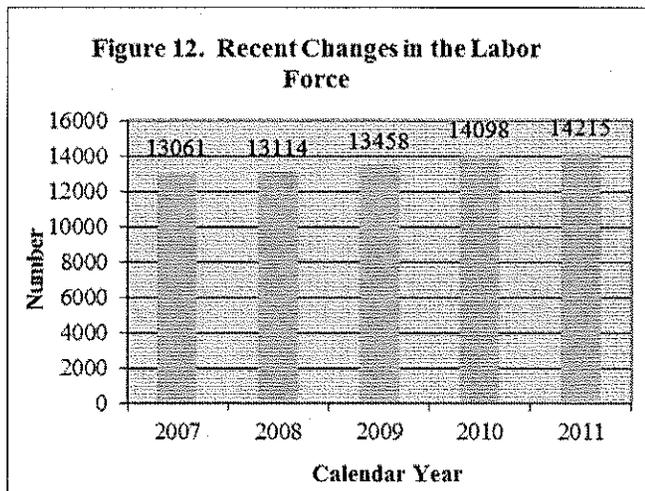


Figure 13 presents the net new housing units constructed from 2001 to 2011 from the State Department of Economic and Community Development. In the past ten years the number of net (of demolitions) new housing units constructed in Mansfield ranged from a high of 71 in 2001 down to a low of 6 in 2011. In the five-year look-back period for this projection, there was an average of 20 net new housing units constructed. The 2010 census indicated that Mansfield had 6,017 housing units of which 92.8 percent were occupied in April 2010.

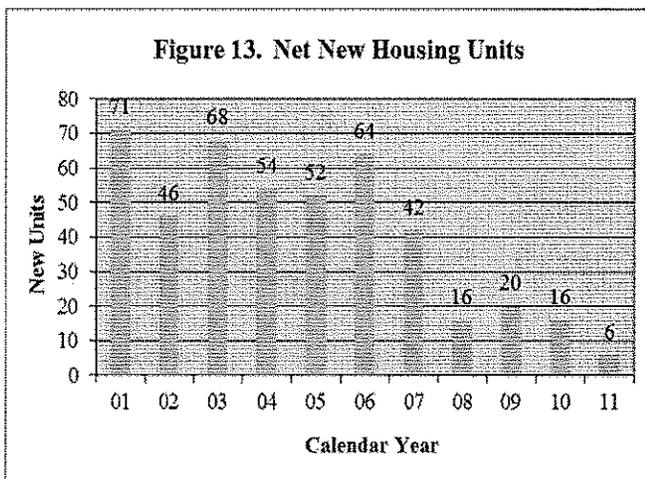


Figure 14 presents my estimate of the number of sales of existing homes. I derived it by taking the number of real estate transactions from The Warren Group/Commercial Record and subtracting the number of new single-family housing units authorized. This is an estimate because of the lag between the time a new house is authorized and it is sold. The estimated number of sales of existing homes ranged from a low of 144 in 2009 to a high of 236 in 2004. There were 150 existing houses sold in 2011. In the five-year look back period for the projection, there were 162 sales annually. Based on sales through August, I anticipate there will be about 165 sales of existing houses in 2012.

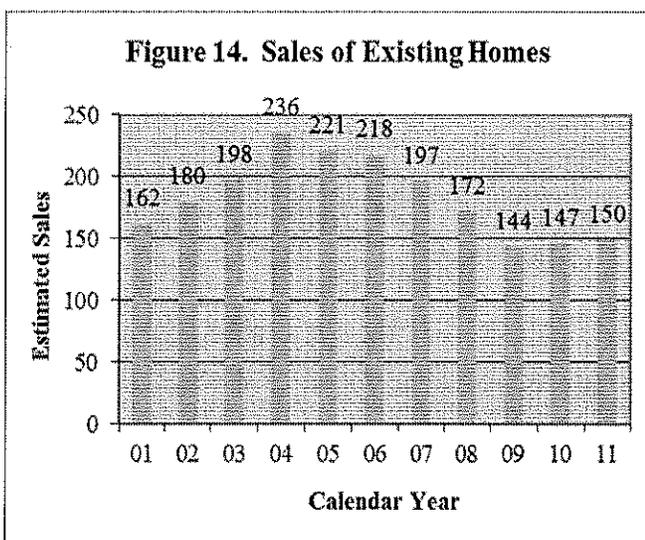


Figure 15 presents the non-public enrollment in grades PK-8 over the past ten years for students from the town of Mansfield. The data are from the records of the Connecticut State Department of Education. Non-public enrollment ranged from a high of 53 students in 2001 to a low of 24 students in 2011. In the past ten years, enrollment in the non-public schools decreased by 29 students or 54.7 percent. The 2011 enrollment represented 1.8 percent of all PK-8 students from Mansfield. That is down from the 2005 peak of 3.0 percent. I expect the non-public enrollment from Mansfield will be the same in 2012.

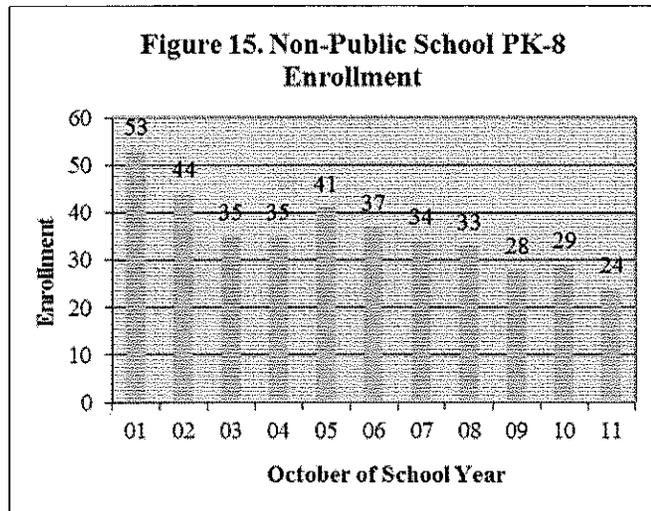
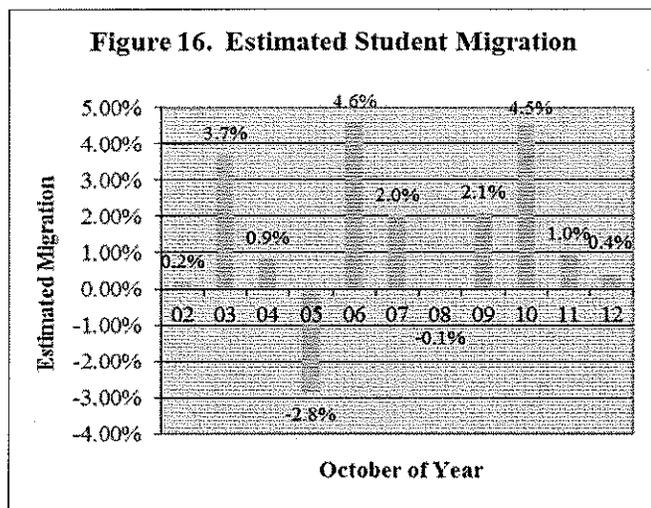


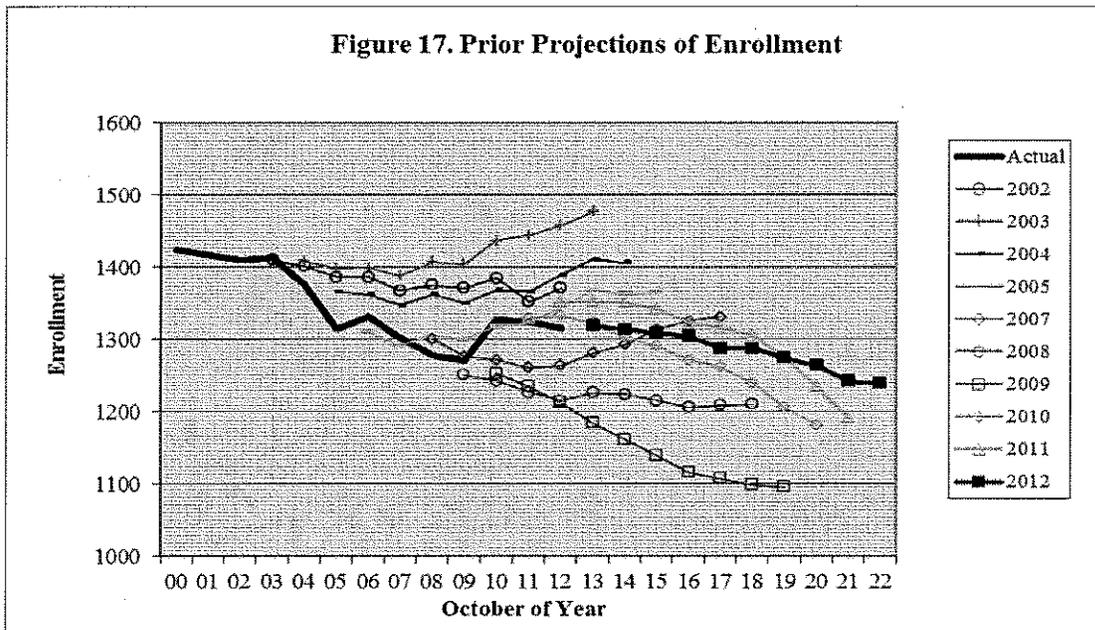
Figure 16 presents the estimated migration of students from Mansfield. Estimated migration ranged from a low of -2.8 percent in 2005 to a high of +4.6 percent in 2006. The rate between October, 2011 and October, 2012 was 0.4 percent. The data behind these figures may be found in Appendix B. The average migration in the five-year look-back period of the projection was a robust 1.57 percent. The median five-year migration observed over the past 23 years was 1.46 percent.



Prior Projections of Enrollment

The cohort-survival projection method works by moving forward the pattern of recent events that are subsumed within the grade-by-grade enrollment. This works very well when communities are stable. That includes places that are growing or declining at a steady rate. One way to know if that assumption is valid is to examine how past projections have fared. Figure 17 presents the enrollment projections that I have run for Mansfield since 2001. Last year's projection was 37 students (2.8 percent) above this year's enrollment of 1,316. The eight other enrollment projections that I did between 2002 and 2010 had one-year error rates that averaged 2.2 percent. The five projections done between 2002 and 2007 had an average five-year error rate of 5.2 percent, which is 1.02 percent annualized.

Last year's projection for Mansfield is running 2.81 percent high. In that analysis, I projected that K-4 enrollment would be 677 students in 2011. The actual enrollment of 655 was 22 students less than projected. The projection was high by 3.4 percent. I projected that enrollment in grades 5-8 would be 580 students in 2012. The actual enrollment of 570 was 10 students less than projected. The projection was high by 1.75 percent. The 2011 projection set pre-kindergarten enrollment at the desired capacity of 96 children. The actual enrollment was 91 children.



In my work I have found the cohort-survival method provides estimates that are sufficiently accurate for intermediate-range policy planning. The eight-year planning horizon for school construction grants is at the limit of the useful accuracy of the method. I analyzed the eight-year accuracy of the district projections from across the state that I ran in 2003. I found for the 54 district-level projections that I ran in 2003 the median projection was 6.0 high in predicting 2011 enrollment. That is an annual error rate of 0.7 percent. The absolute error rate (regardless of whether it was high or low) averaged 7.0 percent. That error was less than five percent in 44 percent of the projections and more than 15 percent in 7 percent of the projections. Among the 73 elementary projections run, the median projection was 9.6 percent high (1.2 percent annually). Among the 61 middle school projections run, the median projection was 9.1 percent high (1.1 percent annually). Among the 57 high school projections run, the median projection was 2.8 percent high (-0.35 percent per year). This illustrates what an economic downturn can do to projections run with the cohort-survival method.

Summary

Total enrollment is projected to remain near the current level for four years, but ultimately decline 5.9 percent from 1,316 in 2012 to about 1,240 students in 2022. Enrollment at your three elementary schools is projected to grow from its current level of 746 to 756 students in 2014 and then decline to about 700 students in 2022. The enrollment at the projection's end will be about 45 students or 5.9 percent below the October 2012 count. Enrollment at the Mansfield Middle School was 570 students in October 2012. I project it will rise to about 595 students in 2018 and then fall to 535 students in 2022. The projected 2022 enrollment is 33 students below the current level, a decline of 5.8 percent.

You do not have to look much further than the pattern of births to understand the decline. In 2003-2007 there were 107 births annually. These children are now in grades K-4. In the 2008-2012 period, there will be 91 births annually. I simulated a recovery from the small number of births anticipated in 2012. That kept the average births in 2013 to 2017 period at 91 births annually.

This 2012 report is projecting lower enrollments through 2019 and higher enrollments afterward compared to the 2011 projection. The basic reason for the early shortfall is that 2012 enrollments came in lower than expected. This year's projection started from a lower base. In this year's report I made a minor upward revision in births. This, along with a slightly more aggressive projection of kindergarten enrollment, pushed enrollments up in the later years.. The construction of new houses as well as the sale of existing houses remained low. It is critical to remember at this point that a projection is just a moving forward of recent current trends. These current economic conditions will end. We just don't know when. Despite this uncertainty, I find projections useful because they do answer the question, "What will happen if things remain the same?"

These projections are based upon several key assumptions revolving around the notion that the recent past is a good predictor of the near future. The projection assumes that the following school policies will continue: kindergarten will remain full-day; retention policies will not change and limited enrollment of Mansfield residents in magnet schools. The projection assumes the following population growth factors will not change appreciably: births will average 91 over the 2013 to 2017 period, a 24.9 percent increase between the number of births and subsequent kindergarten enrollment and a student migration of +1.6 percent. Additionally, seven percent of parents will start their children in kindergarten at age six (or have had a special education child held in pre-school for an extra year); there will be 20 new housing units constructed annually and 162 sales of existing homes.

This is an incredibly difficult time to predict future enrollment. A high unemployment rate, a slow economic recovery and a tight mortgage market all make conditions today different than a couple of years ago. Mansfield's 7.5 percent unemployment rate in 2011 was unchanged over 2010 and remained the highest since these data were reported by the US Department of Labor starting in 1990. These conditions are only a part of the five-year enrollment history that is used to look forward to the next ten years. We have seen the impact on enrollment. We cannot know today how long these conditions will remain, whether they will increase in severity and when they might end. The cohort survival method relies on observed data from the recent past. The method is unresponsive to cyclical change. However, I know of no alternative data-based model that is responsive and produces grade-level data.

This projection should be used as a starting point for local planning. Examine the factors and assumptions underlying the method. You know your community best. Apply your knowledge of the specific conditions in Mansfield and then make adjustments as necessary.

Appendix A. Enrollment Projected By Grade to 2022

School Year	Birth Year	Births ¹	K ²	1	2	3	4	5	6	7	8	PreK	PK-4	5-8	Total
2002-03	1997	112	122	126	145	138	171	159	172	156	162	59	761	649	1,410
2003-04	1998	98	102	143	124	156	143	172	168	176	161	67	735	677	1,412
2004-05	1999	98	97	123	143	128	161	141	173	171	173	66	718	658	1,376
2005-06	2000	116	117	121	119	139	128	151	139	171	163	66	690	624	1,314
2006-07	2001	113	133	127	124	136	145	133	156	144	173	61	726	606	1,332
2007-08	2002	111	127	125	129	125	136	144	135	166	148	67	709	593	1,302
2008-09	2003	113	117	129	133	136	120	140	143	137	160	63	698	580	1,278
2009-10	2004	107	115	112	129	131	132	134	145	143	140	90	709	562	1,271
2010-11	2005	102	133	127	123	137	131	147	141	151	146	91	742	585	1,327
2011-12	2006	107	139	137	123	128	135	142	140	147	146	87	749	575	1,324
2012-13	2007	108	138	129	137	119	132	139	142	147	142	91	746	570	1,316
Projected															
2013-14	2008	92	121	139	132	140	118	142	140	146	145	96	746	573	1,319
2014-15	2009	94	121	122	143	135	139	127	143	144	144	96	756	558	1,314
2015-16	2010	93	120	122	125	146	134	149	128	147	142	96	743	566	1,309
2016-17	2011	92	119	121	125	128	144	144	150	132	145	96	733	571	1,304
2017-18	2012	84	109	120	124	128	127	155	145	154	130	96	704	584	1,288
2018-19	2013	87	112	110	123	127	127	136	156	149	152	96	695	593	1,288
2019-20	2014	93	119	113	113	126	126	136	137	161	147	96	693	581	1,274
2020-21	2015	93	120	120	116	115	125	135	137	141	159	96	692	572	1,264
2021-22	2016	92	119	121	123	119	114	134	136	141	139	96	692	550	1,242
2022-23	2017	92	118	120	124	126	118	123	135	140	139	96	702	537	1,239

¹ 1997 to 2009 births from the State Department of Public Health. Births in 2010 and 2011 are preliminary. Births in 2012 were estimated from recorded in-state births through September. Births in 2015 were set to the average of 2008 and 2009 births. Births in 2016 and 2017 were estimated from the Connecticut State Data Center projections of children ages 0-4 in Mansfield.

² Based on weighted three-year averages of births 5- and 6- years ago and retentions.

Appendix B. Growth from Grade to Grade across Years

October of Year	Grade Moved Into from Prior Year										Average	Estimated Migration ¹
	K	1	2	3	4	5	6	7	8	PreK		
2003	1.041	1.172	0.984	1.076	1.036	1.006	1.057	1.023	1.032		1.048	3.72%
2004	0.990	1.206	1.000	1.032	1.032	0.986	1.006	1.018	0.983		1.033	0.85%
2005	1.009	1.247	0.967	0.972	1.000	0.938	0.986	0.988	0.953		1.007	-2.84%
2006	1.177	1.085	1.025	1.143	1.043	1.039	1.033	1.036	1.012		1.052	4.60%
2007	1.144	0.940	1.016	1.008	1.000	0.993	1.015	1.064	1.028		1.008	2.03%
2008	1.035	1.016	1.064	1.054	0.960	1.029	0.993	1.015	0.964		1.012	-0.12%
2009	1.075	0.957	1.000	0.985	0.971	1.117	1.036	1.000	1.022		1.011	2.11%
2010	1.304	1.104	1.098	1.062	1.000	1.114	1.052	1.041	1.021		1.062	4.55%
2011	1.299	1.030	0.969	1.041	0.985	1.084	0.952	1.043	0.967		1.009	0.97%
2012	1.278	0.928	1.000	0.967	1.031	1.030	1.000	1.050	0.966		0.997	0.37%
3-Year Ave.	1.294	1.021	1.022	1.023	1.006	1.076	1.002	1.045	0.985		1.022	
Weighted 3-Year	1.289	0.991	1.006	1.008	1.011	1.062	0.993	1.046	0.975		1.011	
5-Year Ave.	1.198	1.007	1.026	1.022	0.989	1.075	1.007	1.030	0.988		1.018	
Weighted 5-year	1.245	1.000	1.016	1.014	1.000	1.073	1.002	1.037	0.985		1.016	
Enrollment Multiplier²		1.007	1.026	1.022	0.989	1.075	1.007	1.030	0.988	1.000	1.018	

¹ Adjusted for non-residents enrolled in Mansfield.

² Projection based on five-year average of grade-by-grade enrollment growth in grades 1-8.