

Mansfield Board of Education Meeting

November 13, 2014

Vinton School 7:30 p.m.

Board Members: Randy Walikonis, Chair, Jay Rueckl, Vice-Chair; Martha Kelly, Secretary, Susannah Everett, John Fratiello, Sarah Lacombe, Katherine Paulhus, Carrie Silver-Bernstein, Kathy Ward

Agenda

7:30 Call to Order

7:31 Special Presentation

7:45 Hearing for Visitors

7:55 Communications (P. 1)

8:00 Additions to the Present Agenda

Reports:

8:05 Vinton PTO

8:20 Committee Reports: Finance Committee, Personnel Committee, EASTCONN Executive Committee

8:40 Report of the Acting Superintendent

- Capital Improvement Funds
- Enrollment Projection (P. 3)
- School Climate Surveys (P. 25)
- Enhancing Student Achievement (P. 93)
- Class Size/Enrollment

APPROVAL OF MINUTES: October 23, 2014 Meeting (M) (P. 95)

NEW BUSINESS:

CONSENT AGENDA: (M) The following item for the Board of Education November 13, 2014 meeting be approved or received for the record, unless removed by a Board member or the Acting Superintendent of Schools.

That the Mansfield Board of Education accepts the 2014-2015 1st Quarter Financial Report. (Encl.)

9:20* Hearing for Visitors

9:25 Suggestions for Future Agenda

9:30 Executive Session for the purpose of strategy with respect to collective bargaining

Possible action on Mansfield Administrators Association contract and Mansfield Instructional Assistants Chapter contracts.

Adjournment

* Estimate

Robert's Rules of Order General Guidelines

As outlined in the MBOE By-Laws, Robert's Rules of Order shall govern the proceedings of the Board unless otherwise provided by the by-laws. Following are some general guidelines from Robert's Rules and the By-Laws that should be followed to ensure efficient meetings and the rights of all members, aid decision-making and allow all to be heard.

1. During any discussion, a member must be recognized by the Chair before speaking.
2. A member will not be allowed to speak a second time until all other members wishing to speak have been allowed to do so.
3. Members should refrain from speaking a second time unless they have a new point to make or need to respond to new information.
4. As a general rule during discussion, comments should be directed through the Chair to the whole Board, rather than to other or individual members. All discussion is with the Board as a whole. Questions of the Superintendent or other non-BOE members making presentations should be directed to that individual.
5. Private conversations can be distracting to those speaking and should be limited.
6. During discussion, the Chair should try to provide equal time to those in favor or against a given topic or motion.
7. A majority is more than half of the votes cast, not a majority of the Board. For example: if only 7 members choose to vote, and the result is 4-3 in favor, the motion is adopted. Members who abstain are "refraining from voting".
8. If discussion on a *motion* is lasting a long time, any member can "move the previous question" or "call the question". They must be recognized by the Chair in order to do so. This is not debatable, and a two-thirds vote is required to pass. If two-thirds vote in favor of ending debate, the Board ends all discussion on a motion and then moves to an immediate vote on that motion.
9. Committee reports that recommend action should be submitted in writing. This allows for clear understanding of recommendations.

Mansfield Public Schools: Board of Education Goals: 2014-2015

- I. Engage, motivate and support each student to become confident and successful learners through differentiated instruction and holistic support. Monitor student progress to ensure growth.
 - A. Improve the mathematics, reading, science and writing skills of each student to support college and career readiness.
 - B. Align our current Language Arts/Reading, Science and Mathematics curriculum with the Common Core State Standards (CCSS).
 - C. Promote the cognitive, social, and emotional development of each student while cultivating character and fostering civic engagement.
 - D. Support the full breadth of the district's programs, foster environmental awareness and sustainability, systematically review program offerings, and explore other programs.
 - E. Provide a positive school climate through constructive behavior support systems to ensure student safety, health, physical and emotional well-being.
 - F. Promote the engagement and participation of parents/guardians in the education of their children.
 - G. Integrate relevant technology into the instructional program to enhance student learning of subject matter, technology and its use.
 - H. Help connect students and families with community support services.
 - I. Ensure student transitions are supportive and successful.
 - J. Acknowledge student achievements.
- II. Attract, support and retain qualified, motivated and diverse professional staff by fostering positive, professional learning communities.
 - A. Foster a climate of mutual respect and regularly recognize staff leadership, effort and success.
 - B. Maintain superior educational programs, adjusting staff levels and resources as required.
 - C. Support administrative leadership to maintain and surpass current levels of student achievement.
 - D. Implement, with input and collaboration from certified staff, an effective professional development and evaluation program that supports the growth and confidence of our students and promotes staff success.
 - E. Seek input from staff regarding important issues affecting the district.
- III. Monitor the district's quality 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.
 - B. In collaboration with the Town Council, develop and implement a long-term plan, supported by voters, to address prek-8 building needs.
 - C. Implement school security and technology improvements as approved by the Board.
- IV. Increase the effectiveness of the Board of Education.
 - A. Provide Board members with appropriate professional development opportunities to promote effectiveness.
 - B. Encourage communication and collaboration between the Board and our community.
 - C. Collaborate with community members and organizations – including E. O. Smith High School's Region 19 Board -- to support the district's students.
 - D. Review prekindergarten educational opportunities for Mansfield children.
 - E. Evaluate the Board's goal-setting process.
- V. Plan for long-term fiscal sustainability.
 - A. Meet periodically with our state legislators to advocate for continued Education Cost Sharing; develop a plan to address changes to current funding level.
 - B. Continue to explore partnerships with other groups to maximize program effectiveness while containing costs.
 - C. Investigate alternative revenue, including public and private funding sources and grant opportunities.
 - D. Continue to educate ourselves and the public about long-term financial ramifications of balancing Board goals and priorities.
 - E. Improve the readability of our budget.

DATE: November 5, 2104

TO: Members of Mansfield Board of Education

FROM: Mansfield Education Association

SUBJECT: District Professional Days

We would like to thank you for taking the time to hear the recent grievance concerns presented to you at the last Board of Education meeting. It was during that meeting that we realized by some of the questions that were asked that perhaps the Board is not really aware of how our current district professional development time works and how it is having a negative impact on students and staff.

This is the second year that PD time is being offered on a regular basis in each of our schools during the regular school day. What this means is that teachers are being pulled from their students and other staff is being put into the classrooms to cover for 1 ½ to 2 ½ hours every PD time. There can be anywhere from one to as many as four different people moving in and out of the classroom during this time presenting lessons to students. In many cases this is not the regular classroom instruction that would be taking place. Many different staff members are being utilized to cover the classrooms for teachers. These include, nurses, speech and language personnel, school psychologists, para-educators, and district math consultant.

Representatives of the MEA Executive Board recently met with Acting Superintendent Rachel Leclerc and building principals to share concerns that many teachers have expressed about this process. Some of these concerns include:

- Teachers are losing instructional time with their students to attend PD and that means that students are missing out on instruction in math and other lessons; in their place lessons are being taught about other topics that deviate from the regular curriculum. The time away from their students is putting teachers behind in where they should be in teaching the curriculum. From the outside this gives parents the impression that instruction is happening, but in many cases it is not regular classroom instruction.
- With up to possibly four different people coming in and out of the room, there is little consistency for the students and a lot of transitioning that they have to adjust to.
- How this is being handled in each building varies and is creating many inequities around contracted planning time and how much time support staff is being pulled to cover classes which affects their ability to meet the needs of their own caseloads. Some staff is not able to access PD time at all.
- State statutes currently state that district professional development and evaluation committees, which are required to include teachers, are to

determine the PD plan for the district. This has not happened and is in violation with the law.

We recognize that our administrators have worked hard to provide us with time that we need and asked for in order to write common core units, look at data, write goals, meet to discuss students who need interventions under SRBI and other requirements that have been put on us with new initiatives. Since it is impossible for us to be in two places at once, no matter how hard they try to not impact our classrooms, planning time, and caseloads it is not an easy task. We appreciate their efforts to do so, and while some positive changes have been made, there are still contractual inequities that continue.

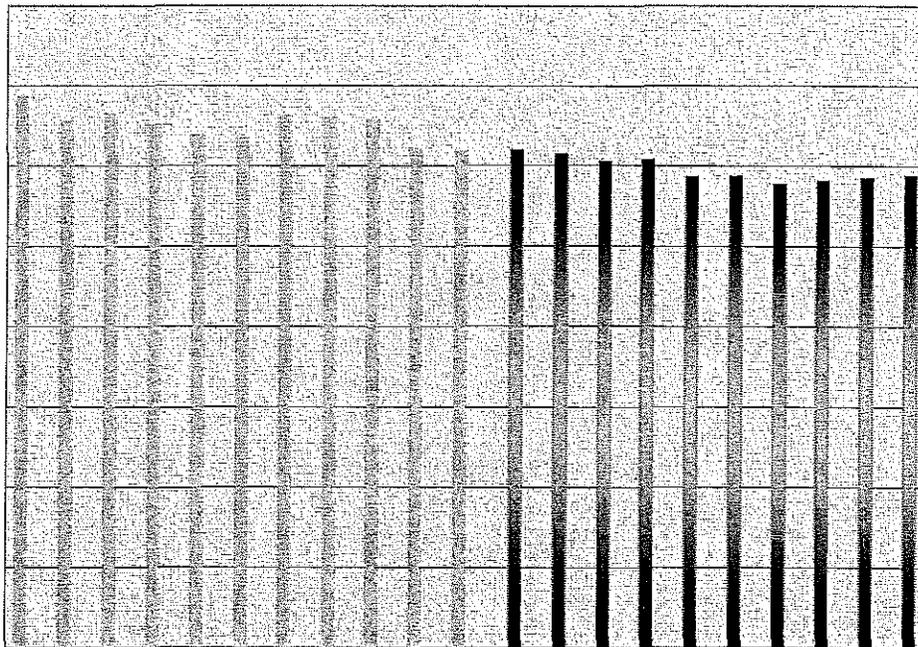
We understand that the goal of the Board is to provide students with the necessary amount of appropriate instruction with as little impact to that instruction. We would argue that this model does not meet this goal and we would encourage the Board to look at other ways of providing necessary and required PD time that puts the needs of the students first.

We have received several comments by teachers as to how this has affected them and their students. The following comment comes from our staff climate survey that sums it up: "Our planning time has been dwindled down to an ineffective amount of time. Classroom teachers are being asked to plan comprehensive lessons for reading, writing, spelling, math, science, social studies, differentiated instruction, guided reading and two SRBI groups. Teachers are already feeling overwhelmed by the demands of a new math program, Jr. Great Books, new Common Core units and the impending changes for writing and spelling. I frequently need 15-20 extra hours out of school to plan instruction and keep up with the correcting of assessments and reflection on data to inform my instruction. The constant stress of trying to do more with less time is negatively impacting my students, my work relationships, my health, and my out of school life. And therefore our school culture becomes one of frenzied frustration."

We encourage you to consider what we have presented here and support the students and staff by finding an alternative approach to PD that does not pull teachers from valuable instructional time with their students, that is equitable for everyone and does not impact teacher planning and prep time.

Thank you for your thoughtful consideration to this very important matter.

MANSFIELD PUBLIC SCHOOLS ENROLLMENT PROJECTED TO 2024



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October 16, 2014

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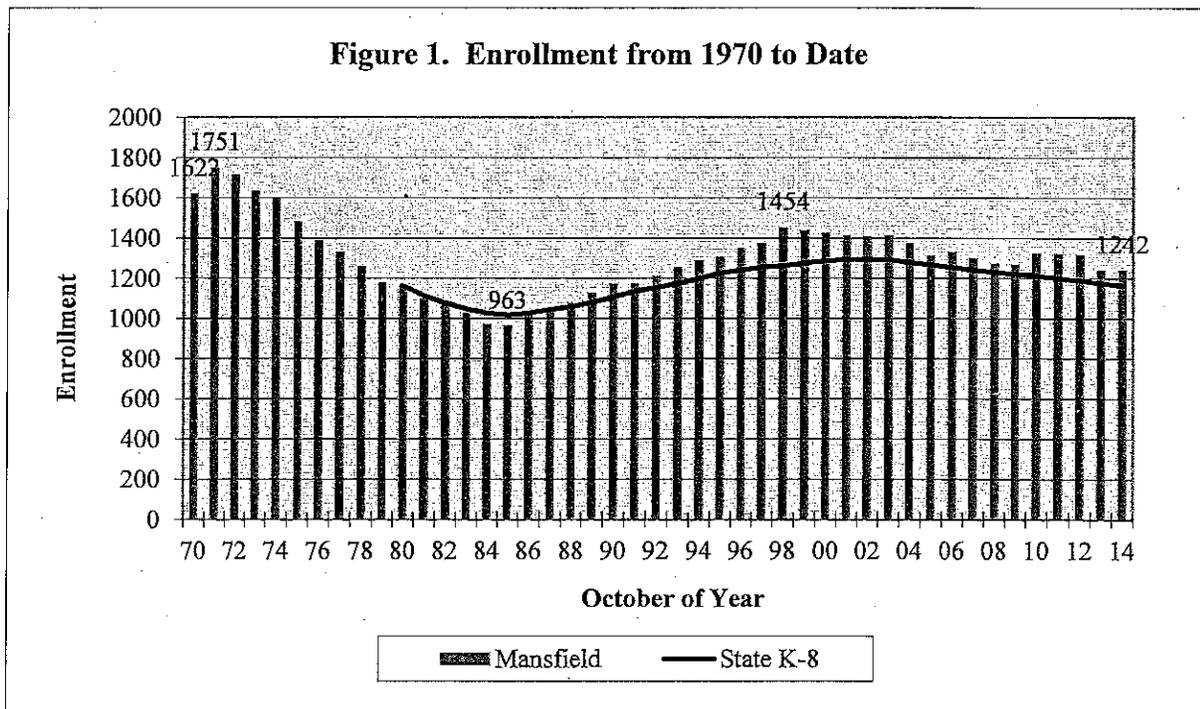
Introduction

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 45 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. This projection would be appropriate for the Mansfield Middle School only. 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 1998 enrollment grew by 491 students, or 51.0 percent, and reached a secondary peak of 1,454 students. The 2014 enrollment was 1,242 students, 212 students (14.6 percent) below the 1998 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 11 years and it is expected to decline in 2014. Between 2002 and 2014, I project it will have fallen by 10.1 percent. Mansfield's downturn started three years before the state's. The second decline in Mansfield has been very slightly deeper than the state's. Had Mansfield followed the state pattern of enrollment since 1980, it would have had 1,165 students in October of 2014 instead of the 1,242 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 2013, the latest data available. They show that 97.2 percent of Mansfield's elementary school-age residents attended the Mansfield Public Schools in 2013. Two 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 (0.8 percent) or public schools in other districts (0.1 percent). The state no longer collects counts of home-schooled students. The last figure available was 11 students in 2012. There was one non-resident enrolled in the Mansfield Public Schools in 2013. The projections in this report are based off of the 1,242 residents and non-residents who attended the Mansfield Public Schools in October, 2014. The comparable figure below is the total enrollment of 1,245 students.

	Number	Percent
Residents		
A. Mansfield Public	1,244	97.2%
B. Other Public	1	0.1%
C. Magnets	10	0.8%
D. Non-Public	25	2.0%
Total (A+B+C+D)	1,280	
E. Non-Residents	1	
Total Enrollment (A+E)	1,245	

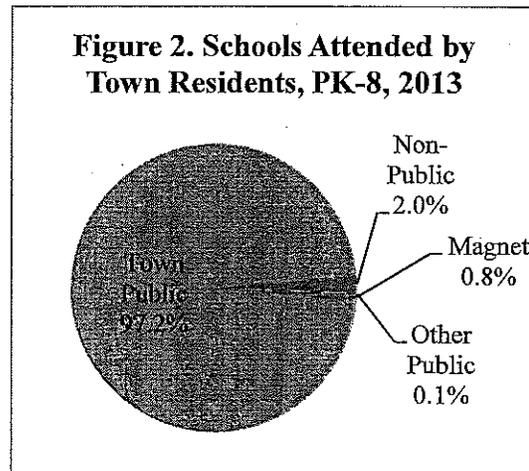
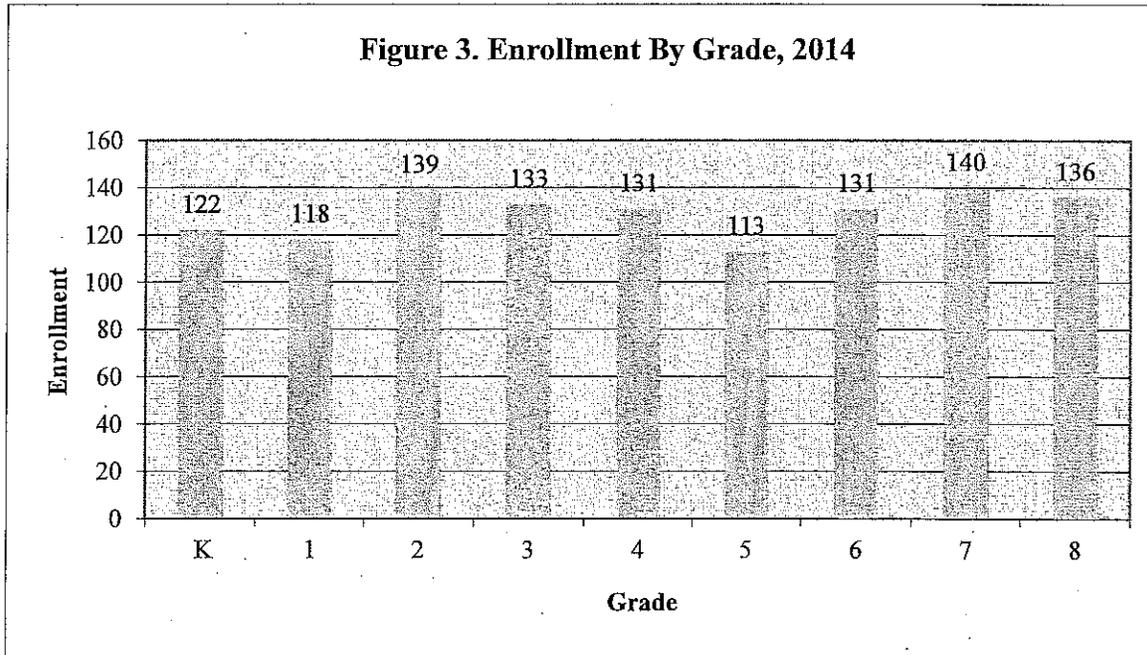


Figure 3 shows the October 2014 grade-by-grade enrollment of students in the Mansfield Public Schools. The children in pre-kindergarten programs are not shown. Grade 7 had the largest enrollment with 140 students. This was followed by Grade 2 with 139 students and Grade 8 with 136 students. Grade 5 was the smallest class with 113 students followed by Grade 1 with 118 students. If current conditions continue, this year's Kindergarten class of 122 students will have 133 students when it enters Grade 5 in 2019. That is 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

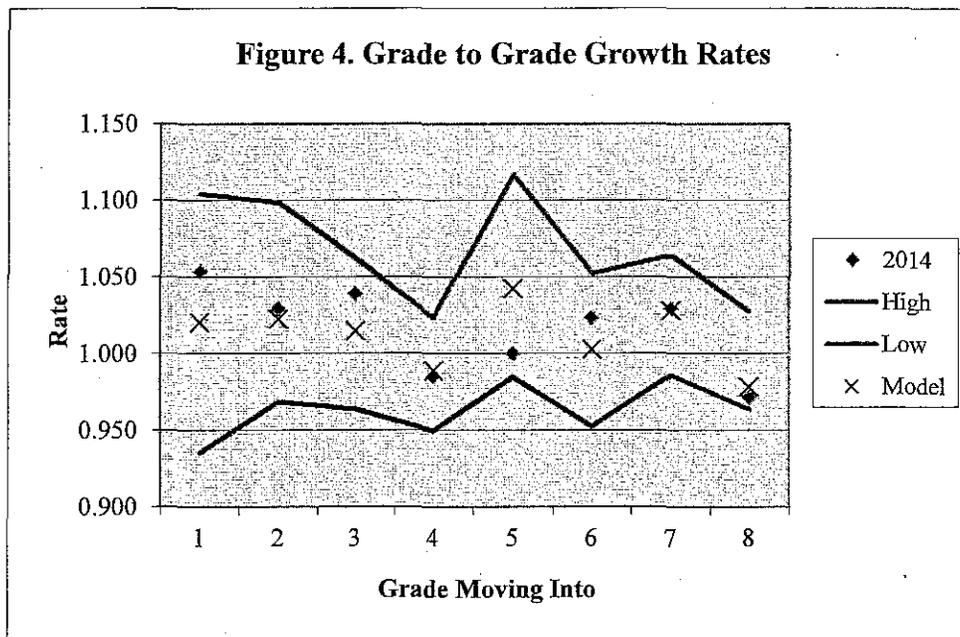
The projections in this report were generated using the cohort survival method. This is the standard method used by people running enrollment projections. For the grades above kindergarten, I compute grade-to-grade growth rates for ten years (see Appendix B). For example, if the number of fifth graders this year is 132 and the number of fourth graders last year was 130, then the growth rate is 1.0154. A growth rate above 1.000 indicates that students moved in, transferred from a non-public school or they were retained. I adjusted the 2013 rates in grades 2, 5, and 6 to reflect the opening of the Charles Barrows STEM Academy. This assumes that future enrollment into the Academy will occur in Kindergarten only. 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. I used a three-year weighted average because it best reflects the recent opening of the Academy.

To extend the projection beyond four years, I need to estimate births. The State Department of Public Health recorded 92 births in 2011. That is the latest official figure. The preliminary counts are 78 births in 2012 and 85 in 2013. To estimate births in 2014, I used the 39 in-state births recorded through August compared to 57 for the same period in 2013. From this I estimated there would be 65 births in 2014 by adding the average of births recorded in September to December of 2012 and 2013 plus the average of births that occurred out-of-state in those two years. I estimated the 2012 fertility rates from Mansfield by taking the 2010 rates for women in households and group quarters and multiplying them by the percentage change in the Center for Disease Control's (CDC) estimate of fertility rates in Connecticut in 2012 and 2010. They have reported a decline in rates. I applied the estimated 2012 Mansfield rates to the Connecticut State Data Center's projection of women of child-bearing age in 2015 to project 106 births in 2015. I projected births in 2015 and 2020, calculated the projected growth in the interval, annualized it and applied it to the two year running average of births in Mansfield starting with 2014 and 2015.

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 nine 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.

With the exception of Grade 8, the model growth rates appear to be in the middle of the ten-year range. Six of the model growth rates are above 1.00 indicating that children are moving into the Mansfield schools. Most of the model rates are close to the annual rates of 2014; Grades 3, 5 and 6 are the exceptions. The average growth rate across grades 2-8 used for the projection was 1.011. The rate in 2014 was also 1.011; the median rate over the past 20 years was 1.016.



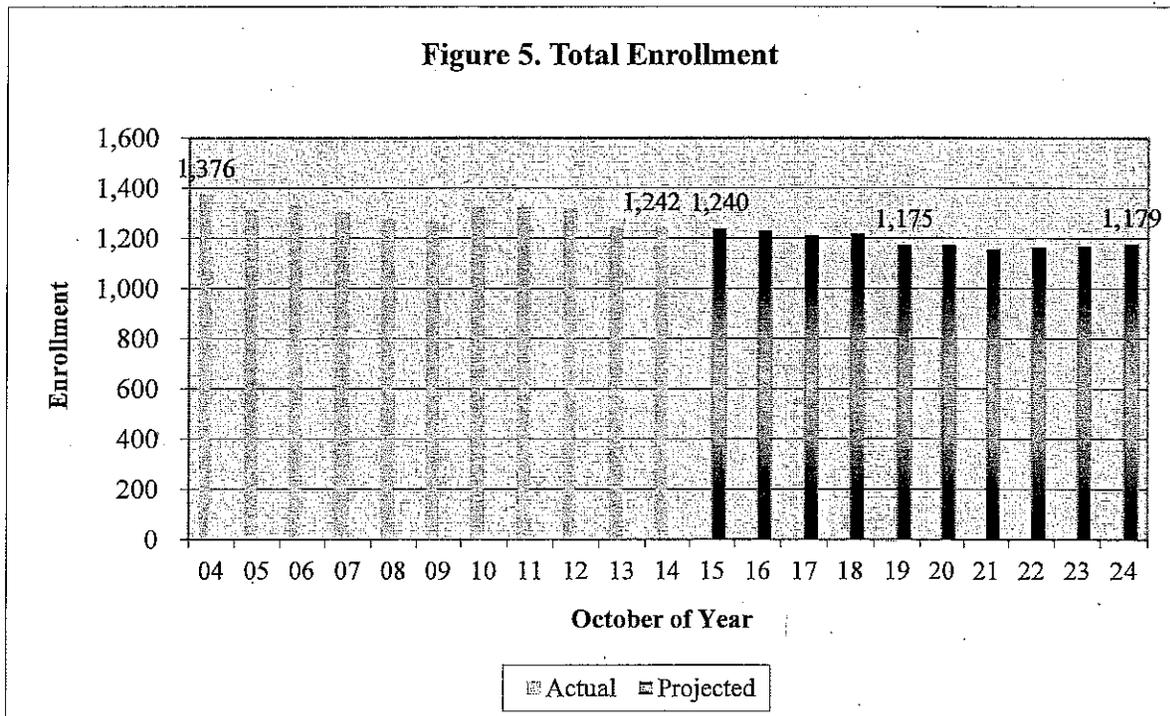
Enrollment data from 2004 to 2013 were taken from the files of the Connecticut State Department of Education. The public school data are available on the Department's website at www.sde.ct.gov. Data for 2014 were provided by the Mansfield central office. All enrollment data after 2011 are subject to minor changes as they are reviewed and audited. Births from 1980 to 2014 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 2004 to 2014 and projected enrollment through 2024. Detailed grade-by-grade data may be found in Appendix A. Between 2004 and 2014 enrollment declined from 1,376 to 1,242 students. That represented a loss of 134 students or 9.7 percent. I estimate that, grade K-8 enrollment in the state's public schools decreased by 9.0 percent in that interval. Mansfield's decline of 11.8 percent between 2003 and 2013 (the latest comparable data available) was smaller than most similar districts in the region. Enrollment grew by 10.2 percent in grades PK-8 in Ellington. All other similar districts had losses in grade PK-8 enrollment that were larger than Mansfield. Enrollment declined by 14.3 percent in Tolland, 17.1 percent in Bolton, 19.7 percent in Andover (grades PK-6), 21.8 percent in Pomfret, 24.5 percent in Hebron (grades PK-6 only), and 28.6 percent in Columbia.

I anticipate that enrollment will decline slightly through 2019 and then, if the projected increase in births materializes, start to recover. Next year, I anticipate that total enrollment will be very close to this year's. I believe that the low will come in 2019 at about 1,175 students. That will be almost 70 students below the current level, a decline of 5.4 percent. The last time that enrollment was that low was 1991. I project that enrollment will be 1,180 students in 2024. That will be 60-65 students below the current enrollment, a decline of about five percent. I have projected that K-8 enrollment statewide will be down 12.9 percent in that period. Your total enrollment should average about 1,195 students over the ten-year projection period. This compares to an average total enrollment of 1,295 students over the past ten years.

Year	Students	Percent Change
2004	1,376	
2005	1,314	-4.5%
2006	1,332	1.4%
2007	1,302	-2.3%
2008	1,277	-1.9%
2009	1,271	-0.5%
2010	1,327	4.4%
2011	1,324	-0.2%
2012	1,317	-0.5%
2013	1,245	-5.5%
2014	1,242	-0.2%
2015	1,240	-0.2%
2016	1,231	-0.7%
2017	1,212	-1.5%
2018	1,218	0.5%
2019	1,175	-3.5%
2020	1,177	0.2%
2021	1,157	-1.7%
2022	1,166	0.8%
2023	1,171	0.4%
2024	1,179	0.7%



Elementary School Enrollment

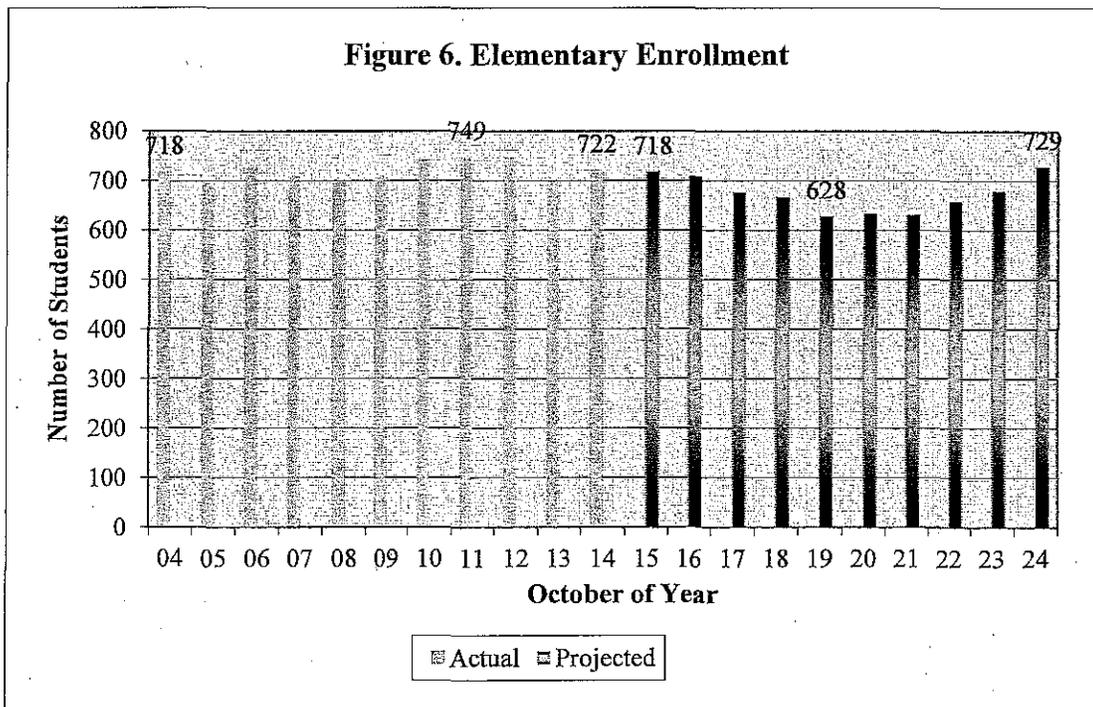
Table 3 and Figure 6 present actual enrollment from 2004 to 2014 and projected enrollment through 2024 at the Mansfield's three elementary schools. In the past ten years, grade PK-4 enrollment ranged from a low of 690 students in 2005 to a high of 749 students in 2011. Between 2004 and 2014 enrollment grew by four students or 0.6 percent. I project that state public school enrollment in grades K-4 will have fallen 8.8 percent in that interval.

I project that next year's enrollment at the schools will be about the same as this year. I anticipate enrollment will decline to 630 students in 2019 and then begin to recover if the projected increase in births materializes. The last time PK-4 enrollment was near 630 students was 1987. If births recover, enrollment could approach 730 students by 2024. This will be very close to the October 2014 count. Statewide, I have projected a 10.4 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 675 students. This is below the average of 719 students observed over the past ten years.

These figures include pre-kindergarten children. In the past ten years, pre-kindergarten enrollment ranged from 61 to 91 children. There were 79 children enrolled in these programs in 2014. Each of your three elementary schools has two pre-kindergarten classes with a target enrollment of 16 children each. That gives you a pre-kindergarten capacity of 96 children. There were only 79 children enrolled this year. I kept future pre-kindergarten enrollment at that figure.

Table 3. Elementary School Enrollment

Year	Students	Percent Change
2004	718	
2005	690	-3.9%
2006	726	5.2%
2007	709	-2.3%
2008	697	-1.7%
2009	709	1.7%
2010	742	4.7%
2011	749	0.9%
2012	747	-0.3%
2013	699	-6.4%
2014	722	3.3%
2015	718	-0.6%
2016	709	-1.3%
2017	676	-4.7%
2018	667	-1.3%
2019	628	-5.8%
2020	634	1.0%
2021	631	-0.5%
2022	658	4.3%
2023	679	3.2%
2024	729	7.4%

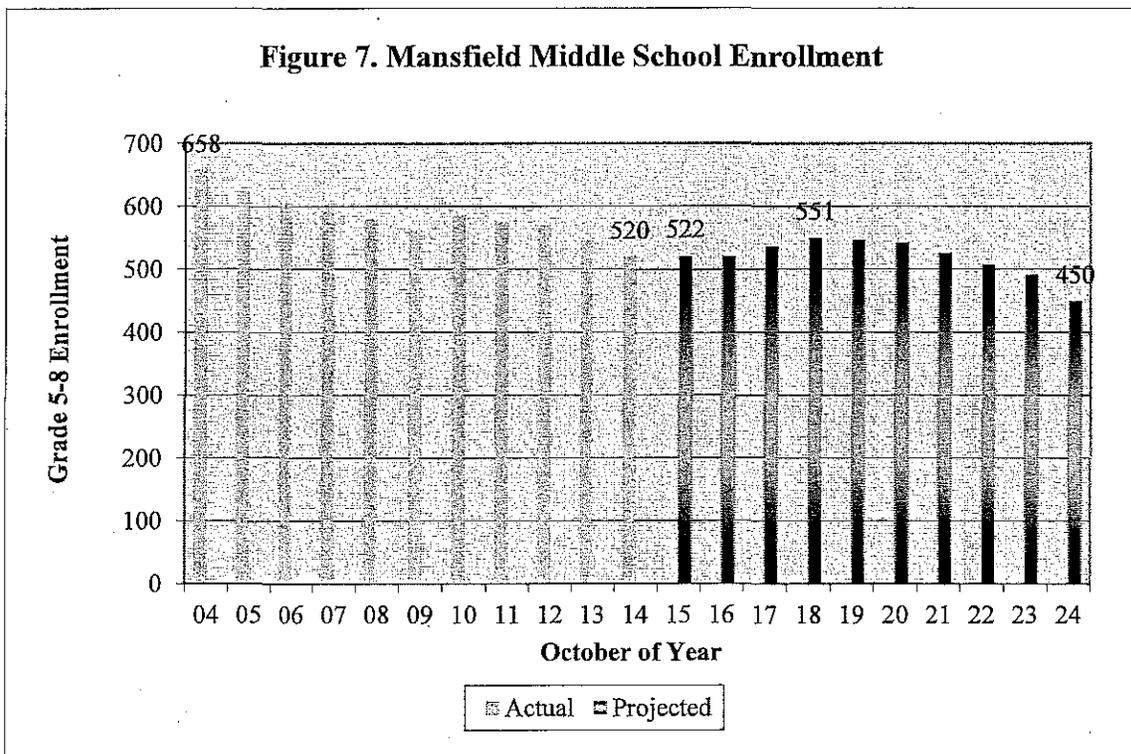


Mansfield Middle School Enrollment

Table 4 and Figure 7 present past enrollment from 2004 to 2014 and projected future enrollment to 2024 at the Mansfield Middle School. Over the past ten years, enrollment declined from 658 students in 2004 to 520 students in 2014. The recent peak was 677 students in 2003. The last time enrollment in middle school was below 520 students was 1991. Between 2004 and 2014, enrollment declined by 138 students or 21.0 percent. I project that public school enrollment in grades 5-8 statewide will have decreased 10.4 percent between 2004 and 2014.

I believe that next year's enrollment at Mansfield Middle School enrollment will be about the same as this year's. I project that enrollment will then approach 550 students in 2018 and then resume the decline. By 2024 I anticipate that the middle school enrollment will be about 450 students. The last time enrollment in grades 5-8 was close to that level was 1988. The projected 2024 enrollment is 70 students below the current level, a decline of 13.5 percent. I project that public school enrollment in grades 5-8 statewide will decline by 15.2 percent in that period. Over the ten-year projection period, enrollment at the Mansfield Middle School is expected to average about 520 students. This is below the average of 576 students observed over the past ten years.

Year	Students	Percent Change
2004	658	
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	546	-4.2%
2014	520	-4.8%
2015	522	0.4%
2016	522	0.0%
2017	536	2.7%
2018	551	2.8%
2019	547	-0.7%
2020	543	-0.7%
2021	526	-3.1%
2022	508	-3.4%
2023	492	-3.1%
2024	450	-8.5%



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 actual births from 1980 to 2011 and preliminary, estimated and projected births through 2019. Births ranged from a low of 78 in 2012 to a high of 150 in 1988. There were 92 births in 2011, the last official count. The preliminary counts of births are 78 in 2012 and 85 in 2013. Based on births through August of 2014, I estimate there will be only 65 births in 2014. In the 1990s there was an average of 116 births annually. In the five years from 2005 to 2009 (this fall's kindergarten through 4th graders) births averaged 101. Births in the 2010 through 2014 period (the K-4 students of 2019) will likely average 83. The projection in years 2020 to 2024 assumes an average of 100 births annually between 2015 and 2019. This is based in part upon the Connecticut State Data Center projection of women of child-bearing ages in 2015 and 2020.

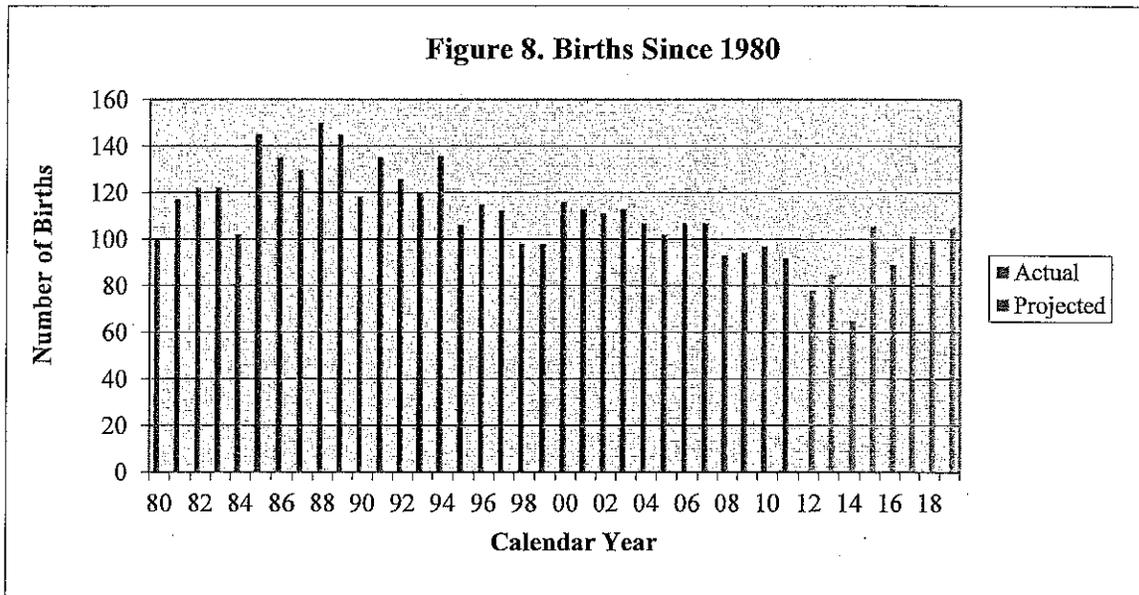
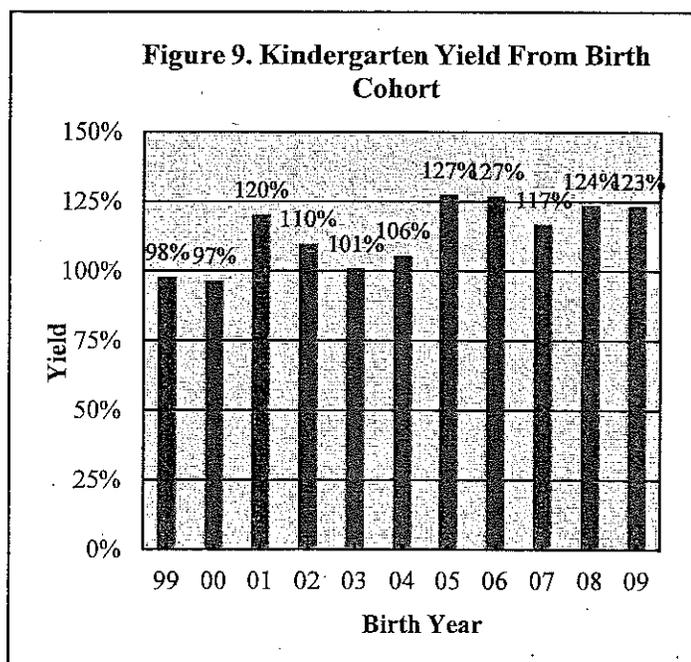


Figure 9 depicts the kindergarten yield five and six years later from the birth cohorts of 1999 to 2009 for Mansfield residents attending kindergarten in Mansfield. For example, there were 93 births in 2008 and 107 children enrolled in Mansfield kindergartens at age five in 2012 and an additional eight who first enrolled in kindergarten at age six in 2014. That is a yield of 123 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 2009 is 123 percent. Note that 2009 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 2015. 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 122.4 percent along with a 3.2 percent retention rate. The opening of the Charles Barrows STEM Academy in Windham last year appears to have had little effect on the kindergarten yield.

Table 5 gives a history of enrollment in kindergarten since 2004 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 2012 to 2014 of retentions, and yields from births five and six years ago. Thus, I estimated kindergarten from 116.0 percent of births five years ago, 6.3 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 2014.

Year	Birth Year	Births	K	Retained				Born 6 Years Prior	Percent Retained	Yield From Births 5-Years Prior	Yield From Births 6-Years Prior	Total Yield From Birth Cohort
				From Prior Year	----- Non-Resident	----- Non-Resident	----- Born 5-Years Prior					
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	107	138	6	123	0	9	4.3%	115.0%	8.4%	116.8%	
2013	2008	93	112	3	107	0	2	2.2%	115.1%	1.9%	123.7%	
2014	2009	94	122	4	110	0	8	3.6%	117.0%	8.6%	123.3%	
3-Year Average								3.3%	115.6%	6.2%	121.3%	
Weighted 3-Year Average								3.2%	116.0%	6.3%	122.4%	
5-Year Average								2.8%	116.9%	7.4%	123.7%	
Weighted 5-Year Average								3.1%	116.4%	6.8%	122.9%	

The correlation between births and kindergarten enrollment five-year later from the past eight years (when full-day kindergarten was available) was a very low 0.34. If this relationship were used to predict kindergarten enrollment, the estimate would have been off by an average of eight 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.

Public Act 14-39 requires that the Office of Early Childhood develop a plan by June 30, 2015 to change the age eligible to start kindergarten from January of the school year to October and to create spaces in public and private child readiness programs for the students affected by the change. The earliest this plan could be implemented would seem to be the 2016-17 school year. Whatever form the plan takes, it would reduce the size of your kindergarten class in October, 2016 and possibly increase your pre-kindergarten enrollment in that year. This change is not built into this projection, but will be built into future projections once the plan is formalized.

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 2013. In that period, the town population is estimated to have declined by 772 people. The population loss of 2.9 percent was the 169th ranked in the state. In contrast, Tolland County declined by 0.89 percent, the state grew by 0.58 percent and communities with similar economic and need characteristics declined by 0.43 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.

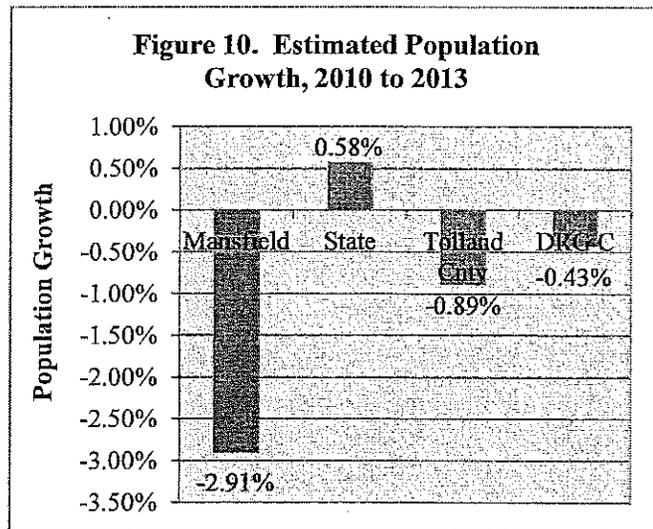


Figure 11 presents the Connecticut State Data Center's population projections for Mansfield's residents 0-14 years of age in the years 2015 and 2020 along with the 2010 Census population. They project that population ages 0-4 will grow from 572 children in 2010 to 765 children in 2020. The population ages 5-9 is projected to decline by 17 percent between 2010 and 2015 and recover part of the loss by 2020. The number of children ages 10-14 is projected to decrease 24 percent between 2010 and 2020. I believe that the growth in the 0-4 cohort may be due to a problem in the projection model with does not take into account local apartment complexes which function like group quarters; they have a population that replaces itself with people of the same age.

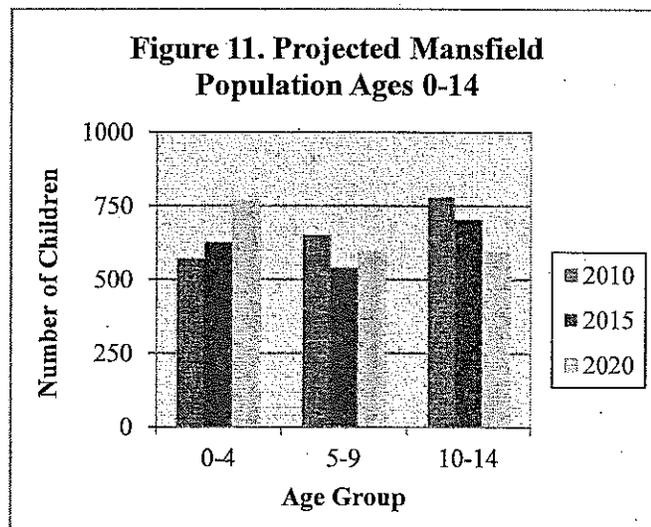


Figure 12 presents the number of women of child-bearing age (in households) from the 2000 and 2010 censuses. There were 116 births to Mansfield residents in 2000 and a count of 97 in 2010. In communities such as yours, women in the 30-34 age group have the highest rate of births. The number of women 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.

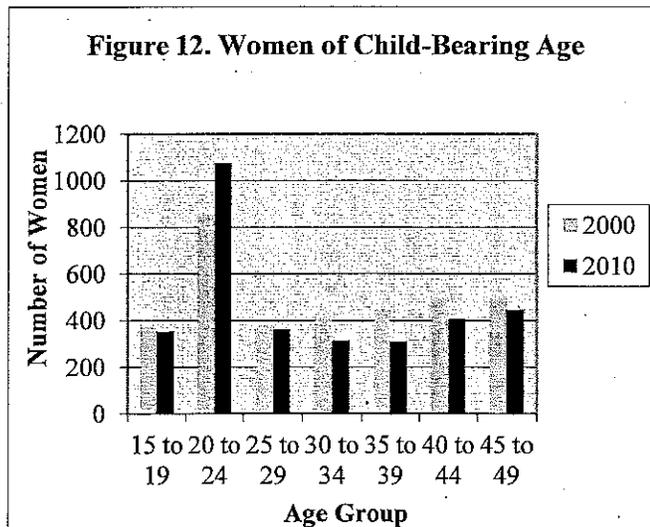


Figure 13 examines the number of people in the labor force from the US Department of Labor, Bureau of Labor Statistics. These are people 16 years of age or older working or actively seeking employment. Since it excludes most students and the elderly, I find it a very rough proxy of the number of school-age families. The Mansfield labor force decreased 0.6 percent between 2009 and 2013. This was better than the state (-1.9 percent) and Tolland County (-2.8 percent). The 2013 unemployment level of 7.2 percent was down 0.5 percentage points from the 2011 high. The town rate is better than the state rate of 7.8 percent but worse than the Tolland County rate of 6.7 percent.

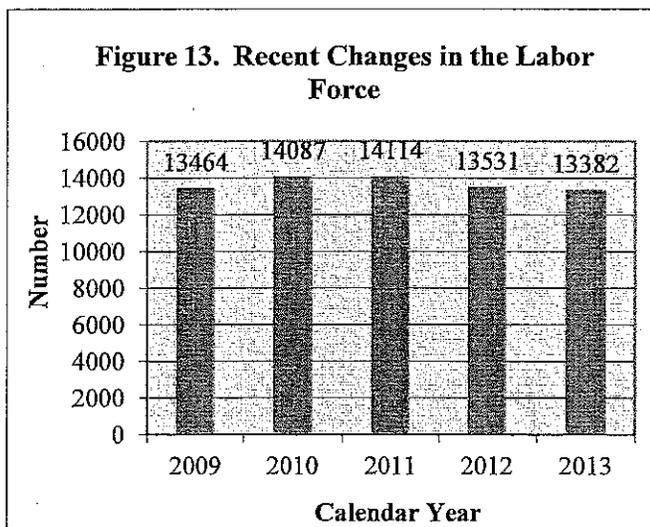


Figure 14 presents the net new housing units constructed from 2003 to 2013 from the State Department of Economic and Community Development. In the past ten years the number of net (of demolitions) new housing units constructed in Mansfield ranged from a high 68 in 2004 down to a low of six in 2011. There was a net of eight permits issued for new units in 2013. In the five-year look-back period for this projection, there was an average of 13 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. Each unit had a high 4.75 occupants (Tolland County and DRG C had an average of 2.8). Only 25.4 percent of the units had children under 18.

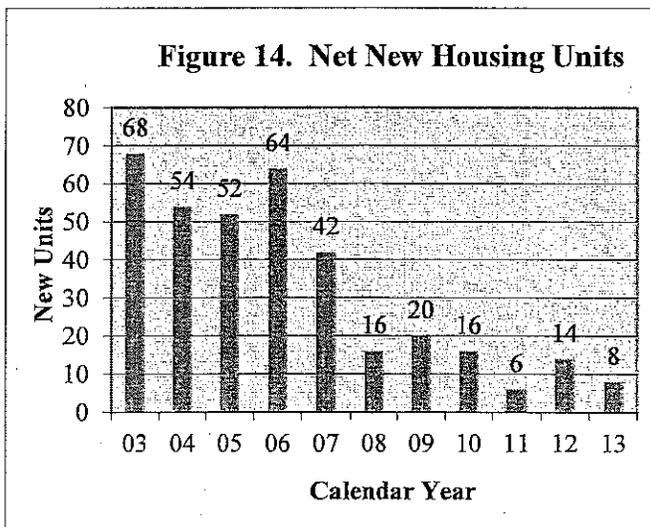


Figure 15 presents my estimate of the number of sales of existing homes. I derived it by taking the number of real estate transactions from The Warren Group/Commercial Record and subtracting the number of new single-family housing units authorized. This is an estimate because of the lag between the time 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 157 existing houses sold in 2013. In the five-year look back period for the projection, there were 153 sales annually. Based on sales through August, I anticipate there will be about 170 sales of existing houses in 2014.

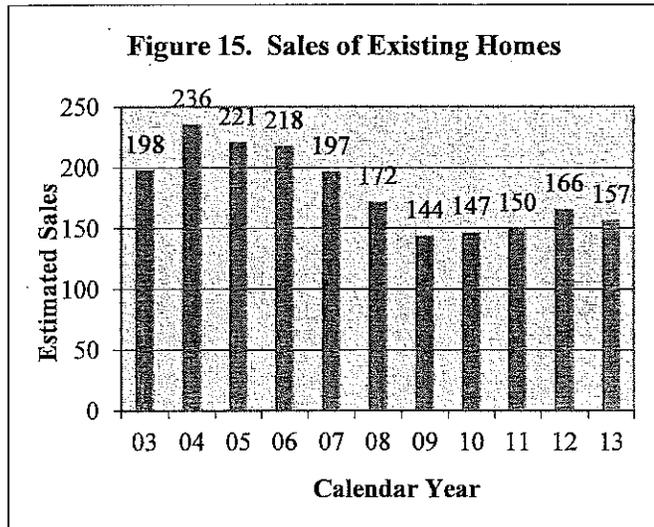


Figure 16 presents the non-public enrollment in grades PK-8 over the past ten years for students from the town of Mansfield. The data are from the records of the Connecticut State Department of Education. Non-public enrollment ranged from a high of 41 students in 2005 to a low of 22 students in 2012. There were 25 students enrolled in 2013. In the past ten years, enrollment in the non-public schools decreased by 10 students or 29 percent. The 2013 enrollment represented 2.0 percent of all PK-8 students from Mansfield. That is down from the 2005 peak of 3.0 percent. I project the non-public enrollment from Mansfield will be about the same in 2014. Mansfield now loses some residents to magnet and other public schools. That count rose from zero in 2004 to 11 in 2014.

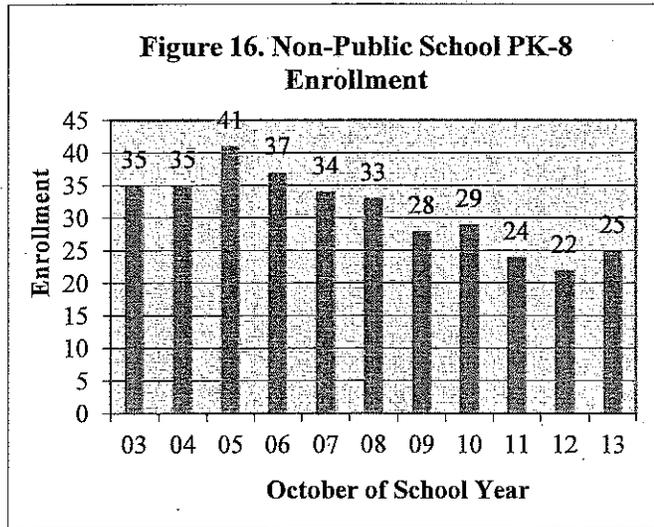
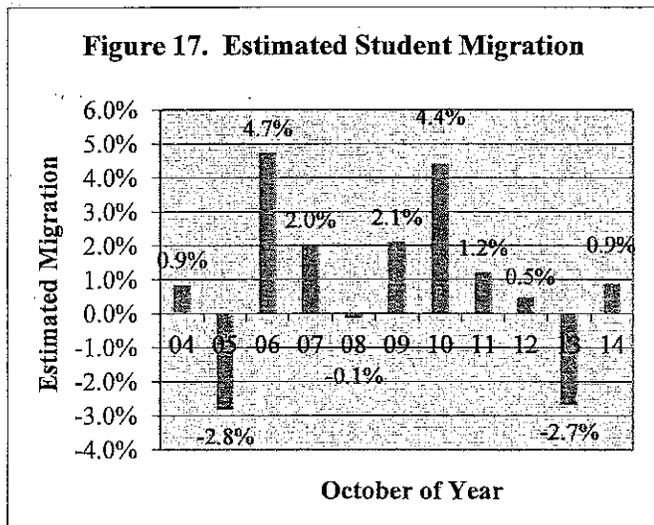


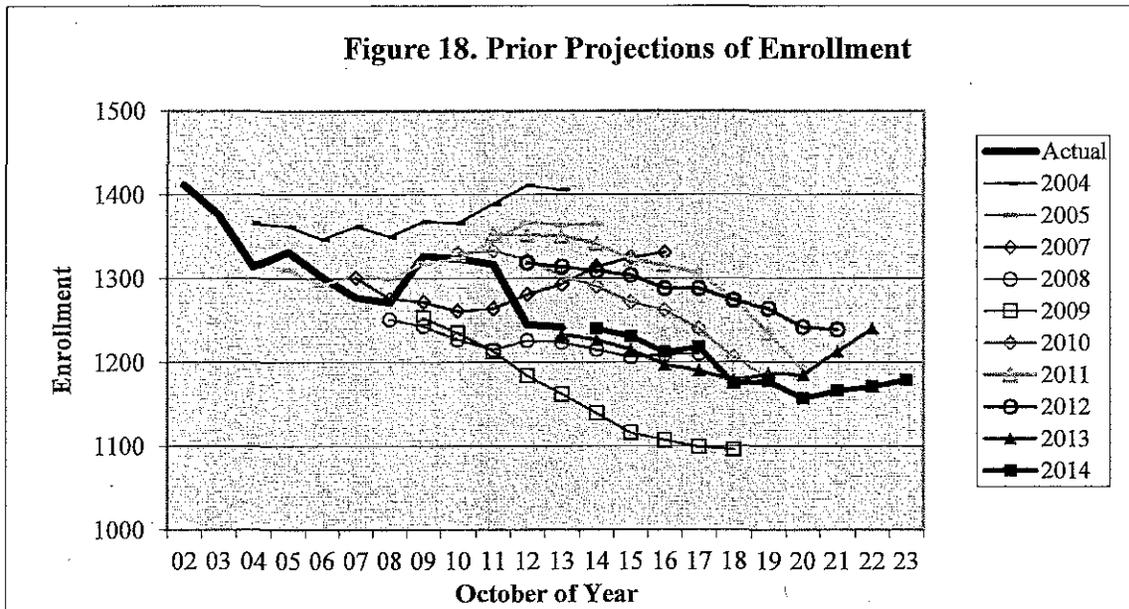
Figure 17 presents the estimated migration of students from Mansfield. Estimated migration ranged from a low of -2.8 percent in 2005 to a high of +4.7 percent in 2006. The rate between October, 2013 and October, 2014 was +0.9 percent. The data behind these figures may be found in Appendix B. The average migration in the five-year look-back period of the projection was +0.86 percent. The median five-year migration observed over the past 20 years was 1.7 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 18 presents the enrollment projections that I have run for Mansfield since 2004. Last year's projection was 71 students (5.7 percent) above this year's enrollment of 1,248. The eight other enrollment projections that I did between 2004 and 2011 had one-year error rates that averaged 2.5 percent. The five projections done between 2004 and 2008 had an average five-year error rate of 4.6 percent, which is 0.90 percent annualized.

Last year's projection for Mansfield is running 0.7 percent low. In that analysis, I projected that K-4 enrollment would be 626 students in 2014. The actual enrollment of 643 was 17 students more than projected. The projection was low by 2.6 percent. I projected that enrollment in grades 5-8 would be 528 students in 2014. The actual enrollment of 520 was eight students less than projected. The projection was high by 1.5 percent. The 2013 projection set pre-kindergarten enrollment at 79 children, which is 17 less than the desired capacity of 96 children. The actual enrollment in 2014 was 79 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 2004. I found for the 67 district-level projections that I ran in 2004 the median projection was 5.5 high in predicting 2012 enrollment. That is an annual error rate of 0.7 percent. The absolute error rate (regardless of whether it was high or low) averaged 8.6 percent. That error was less than five percent in 46 percent of the projections and more than 15 percent in 15 percent of the projections. Among the 87 elementary projections run, the median projection was 9.5 percent high (1.1 percent annually). Among the 70 middle school projections run, the median projection was 8.2 percent high (1.0 percent annually). Among the 72 high school projections run, the median projection was 3.1 percent high (0.4 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 decline through 2019 and then recover. I forecast that enrollment will fall from 1,242 students in 2014 to about 1,175 students in 2019. I expect the recovery will take enrollment to about 1,180 students in 2024. If the projected births materialize, the ten-year enrollment decline will be about five percent. I project that enrollment at your three elementary schools will decline from 722 students in 2014 to about 630 students in 2019 and then recover to 730 students in 2024. Enrollment at the Mansfield Middle School was 520 students in October 2014. I project it will range from a high of close to 550 students in 2018 to a low of about 450 in 2024. The projected 2024 enrollment is 70 students below the current level, a decline of 13.5 percent. Over the ten-year projection period, I expect the school's enrollment over the next ten years will average about 520 students.

This report is projecting a decline and then rebound in enrollment. It is critical to remember that a projection is just a moving forward of recent trends. Is the forecast realistic? In the five years from 2005 to 2009 (this fall's kindergarten through 4th graders) births averaged 101. Births in the 2010 through 2014 period will average 83. This pattern of births, which except for the last half of 2014 have already happened, support the decline. My calculation of 106 births in 2015 was based in part on the Connecticut State Data Center projection of Mansfield women of child-bearing age in 2015. I believe their projection may be high because their model does not appear to consider that students who live in area apartment and condo complexes will likely be replaced in five years by students of a similar age. Standard population projection models age these students into a cohort that has a moderate fertility rate. I therefore believe, that enrollment may not recover as projected. My kindergarten model expects a 22.4 percent growth between births and eventual kindergarten enrollment. That is very close to the rate estimated for the birth cohort of 2009. The median growth over the past eight years (when full-day kindergarten was implemented) was 22.8 percent. The average of the grade-to grade growth rates across grades 2-12 that I used to grow future enrollment was 1.011. The annual growth rate averaged 1.011 in 2014 and the median over the last 20 years was 1.016. Taking these three key factors into consideration, I cannot consider the projected decline through 2019 as overly pessimistic. I am not as confident about the growth projected through 2024. A wildcard in this whole projection is the proposed expansion in the size of the University.

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 100 over the 2015 to 2019 period, a 22.8 percent increase between the number of births and subsequent kindergarten enrollment and a student migration of +0.89 percent. Additionally, six 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 13 new housing units constructed annually and 153 sales of existing homes.

It is important to remember that the cohort survival method relies on observed data from the recent past. Its key assumption is that those conditions will persist. It does not try to predict when the economic conditions might change. We cannot know today how long these conditions will continue. 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 2024

School Year	Birth Year	Births ¹	K ²	1	2	3	4	5	6	7	8	PreK	PK-4	5-8	Total
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	116	129	133	136	120	140	143	137	160	63	697	580	1,277
2009-10	2004	107	115	112	129	131	132	134	146	143	139	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	107	138	130	138	119	131	139	142	147	142	91	747	570	1,317
2013-14	2008	93	112	135	128	133	113	128	136	140	142	78	699	546	1,245
2014-15	2009	94	122	118	139	133	131	113	131	140	136	79	722	520	1,242
Projected															
2015-16	2010	97	122	124	121	141	131	137	113	135	137	79	718	522	1,240
2016-17	2011	92	117	124	127	123	139	137	137	116	132	79	709	522	1,231
2017-18	2012	78	100	119	127	129	122	145	137	141	113	79	676	536	1,212
2018-19	2013	85	107	102	122	129	128	127	145	141	138	79	667	551	1,218
2019-20	2014	65	84	109	104	124	128	133	127	149	138	79	628	547	1,175
2020-21	2015	106	129	86	111	106	123	133	133	131	146	79	634	543	1,177
2021-22	2016	89	114	132	88	113	105	128	133	137	128	79	631	526	1,157
2022-23	2017	102	127	116	135	89	112	109	128	137	134	79	658	508	1,166
2023-24	2018	100	126	130	119	137	88	117	109	132	134	79	679	492	1,171
2024-25	2019	105	132	129	133	121	135	92	117	112	129	79	729	450	1,179

¹ 1999 to 2013 births are from the State Department of Public Health. Births in 2012 and 2013 are preliminary. Births in 2014 were estimated from recorded in-state births through August. Births in 2015 were set to the product of Mansfield's estimated 2012 fertility rates and the Connecticut State Data Center projection of Mansfield women of child-bearing ages. Births in 2016 to 2019 were estimated from the annualized growth in projected births in 2015 and 2020.

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		
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	4.72%
2007	1.144	0.940	1.016	1.008	1.000	0.993	1.015	1.064	1.028		1.008	2.03%
2008	1.027	1.016	1.064	1.054	0.960	1.029	0.993	1.015	0.964		1.012	-0.12%
2009	1.075	0.966	1.000	0.985	0.971	1.117	1.043	1.000	1.015		1.012	2.11%
2010	1.304	1.104	1.098	1.062	1.000	1.114	1.052	1.034	1.021		1.061	4.42%
2011	1.299	1.030	0.969	1.041	0.985	1.084	0.952	1.043	0.967		1.009	1.21%
2012	1.290	0.935	1.007	0.967	1.023	1.030	1.000	1.050	0.966		0.997	0.49%
2013 ⁴	<i>1.204</i>	<i>0.978</i>	<i>1.008</i>	<i>0.964</i>	<i>0.950</i>	<i>0.985</i>	<i>0.986</i>	<i>0.986</i>	<i>0.966</i>		0.978	-2.69%
2014	1.298	1.054	1.030	1.039	0.985	1.000	1.023	1.029	0.971		1.016	0.89%
3-Year Ave.	1.264	0.989	1.015	0.990	0.986	1.005	1.003	1.022	0.968		0.997	
Weighted 3-Year	1.265	1.009	1.019	1.002	0.980	1.000	1.007	1.018	0.969		1.000	
5-Year Ave.	1.279	1.020	1.022	1.015	0.989	1.042	1.003	1.028	0.978		1.012	
Weighted 5-year	1.272	1.010	1.016	1.006	0.984	1.021	1.001	1.024	0.972		1.004	
Enrollment Multiplier³		1.020	1.022	1.015	0.989	1.042	1.003	1.028	0.978	1.000	1.012	

¹ Adjusted for non-residents enrolled in Mansfield and Mansfield residents enrolled in other public schools.

² *Italicized* figures adjusted for start-up of the Charles Barrows STEM Academy in Windham.

³ Projection based on five-year average of grade-by-grade enrollment growth in grades 1-8.

Q1 Please select your child's grade level at our school (can select multiple if more than one child in our school):

Answered: 134 Skipped: 0

Answer Choices	Responses	
5	26.12%	35
6	38.06%	51
7	25.37%	34
8	25.37%	34
Total Respondents: 134		

Q2 Please select your ethnicity:

Answered: 134 Skipped: 0

Answer Choices	Responses	
American Indian/Alaskan	0.00%	0
Asian/Pacific Islander	5.97%	8
African American or Black	1.49%	2
Hispanic	3.73%	5
non-Hispanic	2.24%	3
White	80.60%	108
BI-Racial	3.73%	5
Multi-Racial	1.49%	2
Prefer Not to Answer	2.99%	4
Do Not Know	0.75%	1
Total Respondents: 134		

Q3 My child's identified gender is (can select multiple if more than one child in our school):

Answered: 134 Skipped: 0

Answer Choices	Responses	
Male	52.99%	71
Female	57.46%	77
Total Respondents: 134		

Q4 My child likes to come to school each day.

Answered: 133 Skipped: 1

Answer Choices	Responses	
All of the time	42.86%	57
Most of the time	47.37%	63
Some of the time	8.27%	11
None of the time	1.50%	2
Total		133

Q5 I feel the students in this school are friendly.

Answered: 130 Skipped: 4

Answer Choices	Responses	
All of the time	21.54%	28
Most of the time	73.85%	96
Some of the time	3.85%	5
None of the time	0.77%	1
Total		130

Q6 I feel that this school is physically safe.

Answered: 133 Skipped: 1

Answer Choices	Responses	
All of the time	62.41%	83
Most of the time	34.59%	46
Some of the time	3.01%	4
None of the time	0.00%	0
Total		133

Q7 I feel comfortable sharing my thoughts and ideas at this school.

Answered: 130 Skipped: 4

Answer Choices	Responses	
All of the time	40.77%	53

Fall 2014 CT School Climate Assessment - Mansfield Middle Parent/Guardian

Most of the time	39.23%	51
Some of the time	15.38%	20
None of the time	4.62%	6
Total		130

Q8 I feel my child's peers treat him/her fairly.

Answered: 132 Skipped: 2

Answer Choices	Responses	
All of the time	26.52%	35
Most of the time	67.42%	89
Some of the time	5.30%	7
None of the time	0.76%	1
Total		132

Q9 I feel the adults in my child's school treat me fairly.

Answered: 131 Skipped: 3

Answer Choices	Responses	
All of the time	58.02%	76
Most of the time	35.88%	47
Some of the time	6.11%	8
None of the time	0.00%	0
Total		131

Q10 My child has been treated unfairly at school because of his/her:(check all that apply)

Answered: 127 Skipped: 7

Answer Choices	Responses	
Race	0.00%	0
Gender	1.57%	2
Sexual orientation	0.00%	0
Religion	3.15%	4
Academic achievement	7.09%	9

Fall 2014 CT School Climate Assessment - Mansfield Middle Parent/Guardian

Academic level	5.51%	7
Ethnicity	0.00%	0
Disability	2.36%	3
Physical appearance	11.02%	14
Other	17.32%	22
Has not happened	70.08%	89
Total Respondents: 127		

**Q11 I have seen or heard others being treated unfairly as school because of their:
(check all that apply)**

Answered: 123 Skipped: 6

Answer Choices	Responses	
Race	3.13%	4
Gender	4.69%	6
Sexual orientation	3.13%	4
Religion	3.91%	5
Academic achievement	12.50%	16
Academic level	9.38%	12
Ethnicity	2.34%	3
Disability	10.16%	13
Physical appearance	16.41%	21
Other	12.50%	16
Has not happened	59.38%	76
Total Respondents: 128		

Q12 I feel there are trusted adults in the school who my child can go to/talk to for help.

Answered: 103 Skipped: 1

Answer Choices	Responses	
All of the time	66.17%	88
Most of the time	27.07%	36
Some of the time	6.02%	8

None of the time	0.75%	1
Total		133

Q13 My child's trip to and from school is a positive/safe experience.

Answered: 125 Skipped: 6

Answer Choices	Responses	
All of the time	39.84%	51
Most of the time	48.44%	62
Some of the time	11.72%	15
None of the time	0.00%	0
Total		128

Q14 My child is involved in extra-curricular activities such as athletics, clubs, activities, school committees, etc.

Answered: 131 Skipped: 3

Answer Choices	Responses	
All of the time	40.46%	53
Most of the time	28.24%	37
Some of the time	24.43%	32
None of the time	6.87%	9
Total		131

Q15 My child has been the target of hurtful communications through social media.

Answered: 129 Skipped: 5

Answer Choices	Responses	
Never	85.27%	110
Once	9.30%	12
2-5 times	5.43%	7
6 or more times	0.00%	0
Total		129

Q16 My child has participated in hurtful communications through social media.

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Answered: 130 Skipped: 4

Answer Choices	Responses	
Never	92.31%	120
Once	6.92%	9
2-5 times	0.77%	1
6 or more times	0.00%	0
Total		130

Q17 Do you feel that there is an area of the school that is not safe?

Answered: 130 Skipped: 4

Answer Choices	Responses	
no	86.92%	113
yes	13.08%	17
Total		130

Q18 How often do you communicate (in person, phone calls, e-mails, etc.) with your child's school during the year?

Answered: 131 Skipped: 3

Answer Choices	Responses	
0-3	22.90%	30
4-10	54.20%	71
11-25	14.50%	19
more than 25 times	8.40%	11
Total		131

**Q1 Please select your school assignment
(your primary role).**

Answered: 66 Skipped: 0

Answer Choices	Responses
Administrator	3.03% 2
Coach (sports)	0.00% 0
Academic Teacher (all subjects/grades including Homeroom, Art, Music, ELL, PE, Health, Special Education, Language Literacy Labs, Math Literacy Labs, Enrichment, etc.)	59.09% 39
Education Support Staff (Counselor, Social Worker, Psychologist, Library Media, Computers, I.T. Specialist, School Nurse)	12.12% 8
In-School Suspension Teacher	0.00% 0
Building Support Staff (Buildings and Grounds, Maintenance, Fiscal, Clerical, Head Cook, School Lunch)	9.09% 6
Paraprofessional (Instructional Assistant)	16.67% 11
Total	66

**Q2 How many years have you been working
at this school?**

Answered: 66 Skipped: 0

Answer Choices	Responses
1st year	9.09% 6
2-5 years	21.21% 14
5-10 years	16.67% 11
More than 10 years	53.03% 35
Total	66

Q3 Please select your ethnicity:

Answered: 66 Skipped: 0

Answer Choices	Responses
American Indian/Alaskan	0.00% 0
Asian/Pacific Islander	0.00% 0
African American or Black	1.52% 1
Hispanic	0.00% 0
non-Hispanic	0.00% 0
White	81.82% 54

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Bi-Racial	0.00%	0
Multi-Racial	0.00%	0
Prefer not to answer	15.15%	10
Do not know	1.52%	1
Total Respondents: 66		

Q4 My identified gender is.

Answered: 66 Skipped: 0

Answer Choices	Responses	
Male	19.70%	13
Female	80.30%	53
Total		66

Q5 The culture and emotional climate of the school is positive and supportive.

Answered: 66 Skipped: 0

Answer Choices	Responses	
All of the time	31.82%	21
Most of the time	66.67%	44
Some of the time	1.52%	1
None of the time	0.00%	0
Total		66

Q6 There are clear-cut policies and procedures in my school.

Answered: 66 Skipped: 0

Answer Choices	Responses	
yes	83.33%	55
no	16.67%	11
Total		66

Q7 I feel like I am a part of a school community (shared mission, values, efforts and goals).

Answered: 65 Skipped: 1

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Answer Choices	Responses	
All of the time	33.85%	22
Most of the time	60.00%	39
Some of the time	6.15%	4
None of the time	0.00%	0
Total		65

Q8 I feel my contributions are valued and important.

Answered: 63 Skipped: 3

Answer Choices	Responses	
All of the time	30.16%	19
Most of the time	60.32%	38
Some of the time	7.94%	5
None of the time	1.59%	1
Total		63

Q9 I feel comfortable going to a least one member of the administrative team if I have a problem.

Answered: 66 Skipped: 0

Answer Choices	Responses	
All of the time	65.15%	43
Most of the time	31.82%	21
Some of the time	1.52%	1
None of the time	1.52%	1
Total		66

Q10 Our administrative team is committed to finding fair and balanced solutions to problems.

Answered: 65 Skipped: 1

Answer Choices	Responses	
All of the time	63.08%	41
Most of the time	36.92%	24

Some of the time	0.00%	0
None of the time	0.00%	0
Total		65

Q11 I feel respected by students.

Answered: 66 Skipped: 0

Answer Choices	Responses	
All of the time	31.82%	21
Most of the time	62.12%	41
Some of the time	6.06%	4
None of the time	0.00%	0
Total		66

Q12 I hear students speaking inappropriately. (e.g., about/to peers and or staff, using profanity, etc.)

Answered: 65 Skipped: 1

Answer Choices	Responses	
All of the time	0.00%	0
Most of the time	1.54%	1
Some of the time	69.23%	45
None of the time	29.23%	19
Total		65

Q13 I hear colleagues speaking inappropriately. (e.g., about/to peers and or students, using profanity, etc.)

Answered: 65 Skipped: 1

Answer Choices	Responses	
All of the time	0.00%	0
Most of the time	0.00%	0
Some of the time	36.92%	24
None of the time	63.08%	41
Total		65

Q14 I feel treated fairly at school with respect of my:(check all that apply)

Answered: 59 Skipped: 7

Answer Choices	Responses	
Race	77.97%	46
Gender	84.75%	50
Sexual orientation	69.49%	41
Religion	67.80%	40
Academic achievement	72.88%	43
Academic level	69.49%	41
Ethnicity	67.80%	40
Disability	37.29%	22
Physical appearance	72.88%	43
Other	13.56%	8
Has not happened	16.95%	10
Total Respondents: 59		

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Q1 I am a:

Answered: 478 Skipped: 3

	girl	boy	Total
Q2: 5th	40.91% 45	59.09% 65	110
Q2: 6th	44.80% 56	55.20% 69	125
Q2: 7th	52.80% 66	47.20% 59	125
Q2: 8th	47.46% 56	52.54% 62	118
Total Respondents	223	255	478

Q2 What grade are you in?

Answered: 481 Skipped: 0

	5th	6th	7th	8th	Total
Q2: 5th	100.00% 110	0.00% 0	0.00% 0	0.00% 0	110
Q2: 6th	0.00% 0	100.00% 126	0.00% 0	0.00% 0	126
Q2: 7th	0.00% 0	0.00% 0	100.00% 127	0.00% 0	127
Q2: 8th	0.00% 0	0.00% 0	0.00% 0	100.00% 118	118
Total Respondents	110	126	127	118	481

Q3 This how I feel about my school:

Answered: 478 Skipped: 3

(no label)	I like it.	It's OK.	I don't like it.	Total
Q2: 5th	80.73% 88	18.35% 20	0.92% 1	109
Q2: 6th	72.80% 91	26.40% 33	0.80% 1	125
Q2: 7th	62.70% 79	33.33% 42	3.97% 5	126
Q2: 8th	64.41% 76	28.81% 34	6.78% 8	118

Q4 Most of the time, this is the way I feel when I am coming to school in the morning:

Answered: 460 Skipped: 1

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(no label)	Happy	OK	Unhappy	Total
Q2: 5th	54.55% 60	40.91% 45	4.55% 5	110
Q2: 6th	43.65% 55	51.59% 65	4.76% 6	126
Q2: 7th	35.71% 45	55.56% 70	8.73% 11	126
Q2: 8th	33.05% 39	55.93% 66	11.02% 13	118

Q5 This is how much I like the children in this school:

Answered: 477 Skipped: 4

(no label)	A lot	OK	Not at all.	Total
Q2: 5th	44.55% 49	55.45% 61	0.00% 0	110
Q2: 6th	48.00% 60	51.20% 64	0.80% 1	125
Q2: 7th	43.65% 55	55.56% 70	0.79% 1	126
Q2: 8th	42.24% 49	56.03% 65	1.72% 2	116

Q6 In this school, I feel:

Answered: 461 Skipped: 0

a. Happy				
	Most of the time	Sometimes	Never	Total
Q2: 5th	81.31% 87	18.69% 20	0.00% 0	107
Q2: 6th	72.58% 90	26.61% 33	0.81% 1	124
Q2: 7th	66.93% 85	32.28% 41	0.79% 1	127
Q2: 8th	62.39% 73	35.90% 42	1.71% 2	117
b. Interested				
	Most of the time	Sometimes	Never	Total
Q2: 5th	59.05% 62	40.00% 42	0.95% 1	105
Q2: 6th	50.40% 63	47.20% 59	2.40% 3	125

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Q2: 7th	47.24%	51.18%	1.57%	127
	60	65	2	
Q2: 8th	49.14%	48.28%	2.59%	116
	57	56	3	
c. Safe				
	Most of the time	Sometimes	Never	Total
Q2: 5th	83.65%	14.42%	1.92%	104
	87	15	2	
Q2: 6th	81.30%	16.26%	2.44%	123
	100	20	3	
Q2: 7th	75.40%	23.02%	1.59%	126
	95	29	2	
Q2: 8th	75.86%	22.41%	1.72%	116
	88	26	2	
d. Sad				
	Most of the time	Sometimes	Never	Total
Q2: 5th	1.96%	45.10%	52.94%	102
	2	46	54	
Q2: 6th	2.48%	43.80%	53.72%	121
	3	53	65	
Q2: 7th	2.40%	55.20%	42.40%	125
	3	69	53	
Q2: 8th	2.68%	53.57%	43.75%	112
	3	60	49	
e. Angry				
	Most of the time	Sometimes	Never	Total
Q2: 5th	0.99%	25.74%	73.27%	101
	1	26	74	
Q2: 6th	1.63%	43.90%	54.47%	123
	2	54	67	
Q2: 7th	2.36%	53.54%	44.09%	127
	3	68	56	
Q2: 8th	3.57%	54.46%	41.96%	112
	4	61	47	

Q7 The children in this school:

Answered: 478 Skipped: 3

Like me	A lot	OK	Not very much	Total
Q2: 5th	44.44%	52.78%	2.78%	108
	48	57	3	
Q2: 6th	54.40%	42.40%	3.20%	125
	68	53	4	
Q2: 7th	54.76%	42.06%	3.17%	126
	69	53	4	

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Q2: 8th	39.32%	53.85%	6.84%	117
	46	63	8	
Like each other				
	A lot	OK	Not very much	Total
Q2: 5th	43.14%	55.88%	0.98%	102
	44	57	1	
Q2: 6th	52.46%	45.90%	1.64%	122
	64	56	2	
Q2: 7th	45.16%	50.81%	4.03%	124
	56	63	5	
Q2: 8th	50.88%	46.49%	2.63%	114
	58	53	3	

Q8 The adults in this school care about me:

Answered: 472 Skipped: 9

(no label)	A lot	OK	Not very much	Total
Q2: 5th	72.48%	25.69%	1.83%	109
	79	28	2	
Q2: 6th	80.49%	18.70%	0.81%	123
	99	23	1	
Q2: 7th	60.48%	37.10%	2.42%	124
	75	46	3	
Q2: 8th	62.93%	34.48%	2.59%	116
	73	40	3	

Q9 There is at least one adult at school that I can go to for help when something is bothering me:

Answered: 474 Skipped: 7

(no label)	Yes	Not sure	No	Total
Q2: 5th	68.81%	26.61%	4.59%	109
	75	29	5	
Q2: 6th	83.87%	12.90%	3.23%	124
	104	16	4	
Q2: 7th	68.80%	21.60%	9.60%	125
	86	27	12	
Q2: 8th	62.07%	25.86%	12.07%	116
	72	30	14	

Q10 How often does this happen to you in your schoolroom?

Answered: 479 Skipped: 2

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a. Another child in this school says something nice to me.					
	A lot	Sometimes	Never	Total	
Q2: 5th	30.28% 33	62.39% 68	7.34% 8	109	
Q2: 6th	44.44% 56	49.21% 62	6.35% 8	126	
Q2: 7th	40.94% 52	56.69% 72	2.36% 3	127	
Q2: 8th	38.46% 45	57.26% 67	4.27% 5	117	

b. Another child in this school says something mean to me.					
	A lot	Sometimes	Never	Total	
Q2: 5th	0.93% 1	29.91% 32	69.16% 74	107	
Q2: 6th	0.79% 1	38.10% 48	61.11% 77	126	
Q2: 7th	4.72% 6	42.52% 54	52.76% 67	127	
Q2: 8th	5.22% 6	41.74% 48	53.04% 61	115	

c. Another child in this school teases me.					
	A lot	Sometimes	Never	Total	
Q2: 5th	1.87% 2	25.23% 27	72.90% 78	107	
Q2: 6th	2.38% 3	32.54% 41	65.08% 82	126	
Q2: 7th	4.72% 6	33.86% 43	61.42% 78	127	
Q2: 8th	3.54% 4	30.97% 35	65.49% 74	113	

d. Another child in this school excludes me from activities.					
	A lot	Sometimes	Never	Total	
Q2: 5th	3.74% 4	26.17% 28	70.09% 75	107	
Q2: 6th	6.45% 8	28.23% 35	65.32% 81	124	
Q2: 7th	4.72% 6	29.92% 38	65.35% 83	127	
Q2: 8th	2.63% 3	38.84% 42	60.53% 69	114	

Q11 How often do you?

Answered: 484 Stripped: 17

a. Say something nice to someone in your school?				
	A lot	Sometimes	Never	Total

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Q2: 5th	51.89%	46.23%	1.89%	106
	55	49	2	
Q2: 6th	61.29%	36.29%	2.42%	124
	76	45	3	
Q2: 7th	60.83%	39.17%	0.00%	120
	73	47	0	
Q2: 8th	49.12%	50.88%	0.00%	114
	56	58	0	

Q12 How often do you?

Answered: 478 Skipped: 3

a. Say something mean to someone in your school?				
	Never	Sometimes	A lot	Total
Q2: 5th	90.83%	6.42%	2.75%	109
	99	7	3	
Q2: 6th	89.68%	7.14%	3.17%	126
	113	9	4	
Q2: 7th	81.10%	16.54%	2.36%	127
	103	21	3	
Q2: 8th	82.61%	15.65%	1.74%	115
	95	18	2	
b. Tease someone in your school?				
	Never	Sometimes	A lot	Total
Q2: 5th	89.91%	8.26%	1.83%	109
	98	9	2	
Q2: 6th	83.20%	12.80%	4.00%	125
	104	16	5	
Q2: 7th	84.25%	13.39%	2.36%	127
	107	17	3	
Q2: 8th	88.70%	8.70%	2.61%	115
	102	10	3	
c. Exclude someone in your school?				
	Never	Sometimes	A lot	Total
Q2: 5th	87.04%	11.11%	1.85%	108
	94	12	2	
Q2: 6th	88.00%	8.00%	4.00%	125
	110	10	5	
Q2: 7th	85.83%	11.81%	2.36%	127
	109	15	3	
Q2: 8th	84.35%	13.91%	1.74%	115
	97	16	2	

Q13 This is how I feel in each of these places:

Answered: 477 Skipped: 4

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a. In classrooms					
	Very safe	OK	Not safe	Total	
Q2: 5th	77.98% 85	22.02% 24	0.00% 0	109	
Q2: 6th	85.60% 107	12.80% 16	1.60% 2	125	
Q2: 7th	74.60% 94	22.22% 28	3.17% 4	126	
Q2: 8th	71.79% 84	26.50% 31	1.71% 2	117	
b. On the playground					
	Very safe	OK	Not safe	Total	
Q2: 5th	54.76% 46	36.90% 31	8.33% 7	84	
Q2: 6th	66.67% 76	24.56% 28	8.77% 10	114	
Q2: 7th	56.56% 69	29.51% 36	13.93% 17	122	
Q2: 8th	58.77% 67	32.46% 37	8.77% 10	114	
c. In the hallways					
	Very safe	OK	Not safe	Total	
Q2: 5th	59.63% 65	39.45% 43	0.92% 1	109	
Q2: 6th	70.40% 88	27.20% 34	2.40% 3	125	
Q2: 7th	55.56% 70	38.89% 49	5.56% 7	126	
Q2: 8th	58.97% 69	38.46% 45	2.56% 3	117	
d. On the bus					
	Very safe	OK	Not safe	Total	
Q2: 5th	47.22% 51	44.44% 48	8.33% 9	108	
Q2: 6th	60.80% 76	31.20% 39	8.00% 10	125	
Q2: 7th	38.71% 48	48.39% 60	12.90% 16	124	
Q2: 8th	47.86% 56	43.59% 51	8.55% 10	117	
e. In the cafeteria					
	Very safe	OK	Not safe	Total	
Q2: 5th	74.31% 81	25.69% 28	0.00% 0	109	
Q2: 6th	81.30% 100	16.26% 20	2.44% 3	123	

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Q2: 7th	64.29% 81	32.54% 41	3.17% 4	126
Q2: 8th	64.66% 75	33.62% 39	1.72% 2	116
f. In the bathroom				
	Very safe	OK	Not safe	Total
Q2: 5th	66.98% 71	23.58% 25	9.43% 10	106
Q2: 6th	56.91% 70	33.33% 41	9.76% 12	123
Q2: 7th	50.00% 63	29.37% 37	20.63% 26	126
Q2: 8th	54.70% 64	35.04% 41	10.26% 12	117

Q14 I am involved in extra-curricular activities (athletics, clubs, activities, school committees.)

Answered: 478 Skipped: 3

(no label)	Yes	Sometimes	No	Total
Q2: 5th	59.26% 64	24.07% 26	16.67% 18	108
Q2: 6th	62.70% 79	22.22% 28	15.08% 19	126
Q2: 7th	59.84% 76	28.35% 36	11.81% 15	127
Q2: 8th	64.96% 76	29.06% 34	5.98% 7	117

Q1 Please select your child's grade level at our school (can select multiple if more than one child in our school):

Answered: 43 Skipped: 0

Answer Choices	Responses	
PreK	18.60%	8
K	18.60%	8
1	23.26%	10
2	25.58%	11
3	18.60%	8
4	20.93%	9
Total Respondents: 43		

Q2 Please select your ethnicity:

Answered: 43 Skipped: 0

Answer Choices	Responses	
American Indian/Alaskan	0.00%	0
Asian/Pacific Islander	6.98%	3
African American or Black	0.00%	0
Hispanic	4.65%	2
non-Hispanic	6.98%	3
White	81.40%	35
Bi-Racial	0.00%	0
Multi-Racial	0.00%	0
Prefer Not to Answer	4.65%	2
Do Not Know	0.00%	0
Total Respondents: 43		

Q3 My child's identified gender is (can select multiple if more than one child in our school):

Answered: 43 Skipped: 0

Answer Choices	Responses	
Male	65.12%	28

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Female	48.84%	21
Total Respondents: 43		

Q4 My child likes to come to school each day.

Answered: 43 Skipped: 0

Answer Choices	Responses	
All of the time	53.49%	23
Most of the time	44.19%	19
Some of the time	2.33%	1
None of the time	0.00%	0
Total		43

Q5 I feel the students in this school are friendly.

Answered: 42 Skipped: 1

Answer Choices	Responses	
All of the time	28.57%	12
Most of the time	64.29%	27
Some of the time	7.14%	3
None of the time	0.00%	0
Total		42

Q6 I feel that this school is physically safe.

Answered: 43 Skipped: 0

Answer Choices	Responses	
All of the time	60.47%	26
Most of the time	39.53%	17
Some of the time	0.00%	0
None of the time	0.00%	0
Total		43

Q7 I feel comfortable sharing my thoughts and ideas at this school.

Answered: 43 Skipped: 0

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Answer Choices	Responses	
All of the time	37.21%	16
Most of the time	48.84%	21
Some of the time	11.63%	5
None of the time	2.33%	1
Total		43

Q8 I feel my child's peers treat him/her fairly.

Answered: 42 Skipped: 1

Answer Choices	Responses	
All of the time	21.43%	9
Most of the time	73.81%	31
Some of the time	4.76%	2
None of the time	0.00%	0
Total		42

Q9 I feel the adults in my child's school treat me fairly.

Answered: 43 Skipped: 0

Answer Choices	Responses	
All of the time	44.19%	19
Most of the time	48.84%	21
Some of the time	6.98%	3
None of the time	0.00%	0
Total		43

Q10 My child has been treated unfairly at school because of his/her:(check all that apply)

Answered: 41 Skipped: 2

Answer Choices	Responses	
Race	0.00%	0
Gender	4.88%	2
Sexual orientation	0.00%	0

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Religion	4.88%	2
Academic achievement	7.32%	3
Academic level	7.32%	3
Ethnicity	2.44%	1
Disability	0.00%	0
Physical appearance	4.88%	2
Other	12.20%	5
Has not happened	75.61%	31
Total Respondents: 41		

**Q11 I have seen or heard others being treated unfairly as school because of their:
(check all that apply)**

Answered: 41 Skipped: 2

Answer Choices	Responses	
Race	4.88%	2
Gender	9.76%	4
Sexual orientation	0.00%	0
Religion	2.44%	1
Academic achievement	9.76%	4
Academic level	7.32%	3
Ethnicity	4.88%	2
Disability	4.88%	2
Physical appearance	14.63%	6
Other	17.07%	7
Has not happened	65.85%	27
Total Respondents: 41		

Q12 I feel there are trusted adults in the school who my child can go to/talk to for help.

Answered: 42 Skipped: 1

Answer Choices	Responses	
All of the time	73.81%	31

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Most of the time	21.43%	9
Some of the time	4.76%	2
None of the time	0.00%	0
Total		42

Q13 My child's trip to and from school is a positive/safe experience.

Answered: 43 Skipped: 0

Answer Choices	Responses	
All of the time	41.86%	18
Most of the time	41.86%	18
Some of the time	16.28%	7
None of the time	0.00%	0
Total		43

Q14 My child is involved in extra-curricular activities such as athletics, clubs, activities, school committees, etc.

Answered: 41 Skipped: 2

Answer Choices	Responses	
All of the time	17.07%	7
Most of the time	19.51%	8
Some of the time	29.27%	12
None of the time	34.15%	14
Total		41

Q15 My child has been the target of hurtful communications through social media.

Answered: 43 Skipped: 0

Answer Choices	Responses	
Never	97.67%	42
Once	2.33%	1
2-5 times	0.00%	0
6 or more times	0.00%	0
Total		43

Q16 My child has participated in hurtful communications through social media.

Answered: 43 Skipped: 0

Answer Choices	Responses
Never	97.67% 42
Once	2.33% 1
2-5 times	0.00% 0
6 or more times	0.00% 0
Total	43

Q17 Do you feel that there is an area of the school that is not safe?

Answered: 42 Skipped: 1

Answer Choices	Responses
no	80.95% 34
yes	19.05% 8
Total	42

Q18 How often do you communicate (in person, phone calls, e-mails, etc.) with your child's school during the year?

Answered: 43 Skipped: 0

Answer Choices	Responses
0-3	9.30% 4
4-10	41.86% 18
11-25	25.58% 11
more than 25 times	23.26% 10
Total	43

**Q1 Please select your school assignment
(your primary role).**

Answered: 27 Skipped: 1

Answer Choices	Responses
Administrator	0.00% 0
Coach (sports)	0.00% 0
Academic Teacher (all subjects/grades including Homeroom, Art, Music, ELL, PE, Health, Special Education, Language Literacy Labs, Math Literacy Labs, Enrichment, etc.)	51.85% 14
Education Support Staff (Counselor, Social Worker, Psychologist, Library Media, Computers, I.T. Specialist, School Nurse)	11.11% 3
In-School Suspension Teacher	0.00% 0
Building Support Staff (Buildings and Grounds, Maintenance, Fiscal, Clerical, Head Cook, School Lunch)	3.70% 1
Paraprofessional (Instructional Assistant)	33.33% 9
Total	27

**Q2 How many years have you been working
at this school?**

Answered: 28 Skipped: 0

Answer Choices	Responses
1st year	3.57% 1
2-5 years	25.00% 7
5-10 years	25.00% 7
More than 10 years	46.43% 13
Total	28

Q3 Please select your ethnicity:

Answered: 28 Skipped: 0

Answer Choices	Responses
American Indian/Alaskan	0.00% 0
Asian/Pacific Islander	7.14% 2
African American or Black	3.57% 1
Hispanic	0.00% 0
non-Hispanic	0.00% 0
White	78.57% 22

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Bi-Racial	0.00%	0
Multi-Racial	0.00%	0
Prefer not to answer	14.29%	4
Do not know	0.00%	0
Total Respondents: 28		

Q4 My identified gender is.

Answered: 24 Skipped: 4

Answer Choices	Responses	
Male	4.17%	1
Female	95.83%	23
Total		24

Q5 The culture and emotional climate of the school is positive and supportive.

Answered: 28 Skipped: 0

Answer Choices	Responses	
All of the time	39.29%	11
Most of the time	42.86%	12
Some of the time	17.86%	5
None of the time	0.00%	0
Total		28

Q6 There are clear-cut policies and procedures in my school.

Answered: 28 Skipped: 0

Answer Choices	Responses	
yes	75.00%	21
no	25.00%	7
Total		28

Q7 I feel like I am a part of a school community (shared mission, values, efforts and goals).

Answered: 28 Skipped: 0

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Answer Choices	Responses	
All of the time	42.86%	12
Most of the time	32.14%	9
Some of the time	25.00%	7
None of the time	0.00%	0
Total		28

Q8 I feel my contributions are valued and important.

Answered: 28 Skipped: 0

Answer Choices	Responses	
All of the time	42.86%	12
Most of the time	35.71%	10
Some of the time	17.86%	5
None of the time	3.57%	1
Total		28

Q9 I feel comfortable going to a least one member of the administrative team if I have a problem.

Answered: 28 Skipped: 0

Answer Choices	Responses	
All of the time	60.71%	17
Most of the time	25.00%	7
Some of the time	7.14%	2
None of the time	7.14%	2
Total		28

Q10 Our administrative team is committed to finding fair and balanced solutions to problems.

Answered: 28 Skipped: 0

Answer Choices	Responses	
All of the time	53.57%	15
Most of the time	17.86%	5

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Some of the time	28.57%	8
None of the time	0.00%	0
Total		28

Q11 I feel respected by students.

Answered: 28 Skipped: 0

Answer Choices	Responses	
All of the time	42.86%	12
Most of the time	46.43%	13
Some of the time	10.71%	3
None of the time	0.00%	0
Total		28

Q12 I hear students speaking inappropriately. (e.g., about/to peers and or staff, using profanity, etc.)

Answered: 27 Skipped: 1

Answer Choices	Responses	
All of the time	0.00%	0
Most of the time	3.70%	1
Some of the time	48.15%	13
None of the time	48.15%	13
Total		27

Q13 I hear colleagues speaking inappropriately. (e.g., about/to peers and or students, using profanity, etc.)

Answered: 28 Skipped: 0

Answer Choices	Responses	
All of the time	0.00%	0
Most of the time	0.00%	0
Some of the time	39.29%	11
None of the time	60.71%	17
Total		28

Q14 I feel treated fairly at school with respect of my:(check all that apply)

Answered: 22 Skipped: 6

Answer Choices	Responses
Race	90.91% 20
Gender	90.91% 20
Sexual orientation	72.73% 16
Religion	81.82% 18
Academic achievement	81.82% 18
Academic level	86.36% 19
Ethnicity	72.73% 16
Disability	40.91% 9
Physical appearance	77.27% 17
Other	9.09% 2
Has not happened	13.64% 3
Total Respondents: 22	

Q1 I am a:

Answered: 164 Skipped: 0

Answer Choices	Responses	
girl	46.95%	77
boy	53.05%	87
Total		164

Q2 What grade are you in?

Answered: 162 Skipped: 2

Answer Choices	Responses	
K or preK	11.11%	18
1	17.28%	28
2	29.01%	47
3	18.52%	30
4	24.07%	39
Total		162

Q3 This how I feel about my school:

Answered: 162 Skipped: 2

	I like it	It's okay	I don't like it	Total	Average Rating
(no label)	78.40% 127	17.28% 28	4.32% 7	162	1.26

Q4 Most of the time, this is the way I feel when I am coming to school in the morning:

Answered: 161 Skipped: 3

	Happy	OK	Unhappy	Total	Average Rating
(no label)	63.35% 102	34.78% 56	1.86% 3	161	1.39

Q5 This is how much I like the children in this school:

Answered: 161 Skipped: 3

	I like them a lot	OK	I don't like them at all	Total	Average Rating
(no label)	63.98% 103	35.40% 57	0.62% 1	161	1.37

Q6 In this school, I feel:

Answered: 161 Skipped: 3

	Most of the time	Sometimes	Never	Total	Average Rating
a. Happy	77.22% 122	20.89% 33	1.90% 3	158	1.25
b. Sad	4.83% 7	51.03% 74	44.14% 64	145	2.39

Q7 The children in this school:

Answered: 158 Skipped: 6

	A lot	OK	Not very much	Total	Average Rating
Like me	50.63% 80	44.94% 71	4.43% 7	158	1.54

Q8 The children in this school:

Answered: 161 Skipped: 3

	A lot	OK	Not very much	Total	Average Rating
Like each other	61.49% 99	36.65% 59	1.86% 3	161	1.40

Q9 The adults in this school care about me:

Answered: 160 Skipped: 4

	A lot	OK	Not very much	Total	Average Rating
(no label)	79.38% 127	16.88% 27	3.75% 6	160	1.24

Q10 How often does this happen to you during the day?

Answered: 160 Skipped: 4

	A lot	Sometimes	Never	Total	Average Rating
a. Another child says something nice to me	37.11% 59	57.23% 91	5.66% 9	159	1.69
b. Another child says something mean to me	4.86% 7	44.44% 64	50.69% 73	144	2.46

Q11 How often do you?

Answered: 158 Skipped: 6

	A lot	Sometimes	Never	Total	Average Rating
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Fall 2014 CT School Climate Assessment - Goodwin Students

Say something nice to someone	56.33% 89	43.67% 69	0.00% 0	158	1.44
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Q12 How often do you?

Answered: 160 Skipped: 4

	Never	Sometimes	A lot	Total	Average Rating
Say something mean to someone	83.75% 134	15.63% 25	0.63% 1	160	1.17

Q13 This is how I feel in each of these places:

Answered: 162 Skipped: 2

	Very safe	OK	Not safe	Total	Average Rating
a. In classrooms	80.25% 130	19.14% 31	0.62% 1	162	1.20
b. On the playground	57.14% 92	38.51% 62	4.35% 7	161	1.47
c. In the hallways	70.63% 113	24.38% 39	5.00% 8	160	1.34
d. On the bus	51.57% 82	37.74% 60	10.69% 17	159	1.59
e. In the cafeteria	72.50% 116	25.00% 40	2.50% 4	160	1.30

Q1 Please select your child's grade level at our school (can select multiple if more than one child in our school):

Answered: 80 Skipped: 0

Answer Choices	Responses
PreK	13.75% 11
K	20.00% 16
1	21.25% 17
2	16.25% 13
3	33.75% 27
4	21.25% 17
Total Respondents: 80	

Q2 Please select your ethnicity:

Answered: 80 Skipped: 0

Answer Choices	Responses
American Indian/Alaskan	0.00% 0
Asian/Pacific Islander	20.00% 16
African American or Black	2.50% 2
Hispanic	6.25% 5
non-Hispanic	3.75% 3
White	63.75% 51
BI-Racial	1.25% 1
Multi-Racial	2.50% 2
Prefer Not to Answer	3.75% 3
Do Not Know	0.00% 0
Total Respondents: 80	

Q3 My child's identified gender is (can select multiple if more than one child in our school):

Answered: 50 Skipped: 0

Answer Choices	Responses
Male	56.25% 45

Fall 2014 CT School Climate Assessment - Southeast Parent/Guardian

Female	53.75%	43
Total Respondents: 80		

Q4 My child likes to come to school each day.

Answered: 80 Skipped: 0

Answer Choices	Responses	
All of the time	57.50%	46
Most of the time	40.00%	32
Some of the time	1.25%	1
None of the time	1.25%	1
Total		80

Q5 I feel the students in this school are friendly.

Answered: 79 Skipped: 1

Answer Choices	Responses	
All of the time	36.71%	29
Most of the time	62.03%	49
Some of the time	1.27%	1
None of the time	0.00%	0
Total		79

Q6 I feel that this school is physically safe.

Answered: 80 Skipped: 0

Answer Choices	Responses	
All of the time	67.50%	54
Most of the time	30.00%	24
Some of the time	2.50%	2
None of the time	0.00%	0
Total		80

Q7 I feel comfortable sharing my thoughts and ideas at this school.

Answered: 80 Skipped: 0

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Answer Choices	Responses	
All of the time	51.25%	41
Most of the time	38.75%	31
Some of the time	8.75%	7
None of the time	1.25%	1
Total		80

Q8 I feel my child's peers treat him/her fairly.

Answered: 80 Skipped: 0

Answer Choices	Responses	
All of the time	37.50%	30
Most of the time	58.75%	47
Some of the time	3.75%	3
None of the time	0.00%	0
Total		80

Q9 I feel the adults in my child's school treat me fairly.

Answered: 80 Skipped: 0

Answer Choices	Responses	
All of the time	65.00%	52
Most of the time	31.25%	25
Some of the time	3.75%	3
None of the time	0.00%	0
Total		80

Q10 My child has been treated unfairly at school because of his/her:(check all that apply)

Answered: 76 Skipped: 4

Answer Choices	Responses	
Race	0.00%	0
Gender	0.00%	0
Sexual orientation	0.00%	0

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Religion	0.00%	0
Academic achievement	1.32%	1
Academic level	5.26%	4
Ethnicity	1.32%	1
Disability	2.63%	2
Physical appearance	1.32%	1
Other	11.84%	9
Has not happened	82.89%	63

Total Respondents: 76

**Q11 I have seen or heard others being treated unfairly as school because of their:
(check all that apply)**

Answered: 77 Skipped: 3

Answer Choices	Responses	
Race	3.90%	3
Gender	1.30%	1
Sexual orientation	0.00%	0
Religion	0.00%	0
Academic achievement	1.30%	1
Academic level	1.30%	1
Ethnicity	1.30%	1
Disability	9.09%	7
Physical appearance	5.19%	4
Other	9.09%	7
Has not happened	76.62%	59

Total Respondents: 77

Q12 I feel there are trusted adults in the school who my child can go to/talk to for help.

Answered: 80 Skipped: 0

Answer Choices	Responses	
All of the time	66.25%	53

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Most of the time	27.50%	22
Some of the time	3.75%	3
None of the time	2.50%	2
Total		80

Q13 My child's trip to and from school is a positive/safe experience.

Answered: 80 Skipped: 0

Answer Choices	Responses	
All of the time	56.25%	45
Most of the time	33.75%	27
Some of the time	10.00%	8
None of the time	0.00%	0
Total		80

Q14 My child is involved in extra-curricular activities such as athletics, clubs, activities, school committees, etc.

Answered: 80 Skipped: 0

Answer Choices	Responses	
All of the time	28.75%	23
Most of the time	17.50%	14
Some of the time	22.50%	18
None of the time	31.25%	25
Total		80

Q15 My child has been the target of hurtful communications through social media.

Answered: 79 Skipped: 1

Answer Choices	Responses	
Never	100.00%	79
Once	0.00%	0
2-5 times	0.00%	0
6 or more times	0.00%	0
Total		79

Q16 My child has participated in hurtful communications through social media.

Answered: 78 Skipped: 2

Answer Choices	Responses	
Never	100.00%	78
Once	0.00%	0
2-5 times	0.00%	0
6 or more times	0.00%	0
Total		78

Q17 Do you feel that there is an area of the school that is not safe?

Answered: 78 Skipped: 2

Answer Choices	Responses	
no	91.03%	71
yes	8.97%	7
Total		78

Q18 How often do you communicate (in person, phone calls, e-mails, etc.) with your child's school during the year?

Answered: 78 Skipped: 2

Answer Choices	Responses	
0-3	17.95%	14
4-10	44.87%	35
11-25	19.23%	15
more than 25 times	17.95%	14
Total		78

**Q1 Please select your school assignment
(your primary role).**

Answered: 31 Skipped: 0

Answer Choices	Responses
Administrator	3.23% 1
Coach (sports)	0.00% 0
Academic Teacher (all subjects/grades including Homeroom, Art, Music, ELL, PE, Health, Special Education, Language Literacy Labs, Math Literacy Labs, Enrichment, etc.)	58.06% 18
Education Support Staff (Counselor, Social Worker, Psychologist, Library Media, Computers, I.T. Specialist, School Nurse)	9.68% 3
In-School Suspension Teacher	0.00% 0
Building Support Staff (Buildings and Grounds, Maintenance, Fiscal, Clerical, Head Cook, School Lunch)	3.23% 1
Paraprofessional (Instructional Assistant)	25.81% 8
Total	31

**Q2 How many years have you been working
at this school?**

Answered: 30 Skipped: 1

Answer Choices	Responses
1st year	3.33% 1
2-5 years	16.67% 5
5-10 years	26.67% 8
More than 10 years	53.33% 16
Total	30

Q3 Please select your ethnicity:

Answered: 30 Skipped: 1

Answer Choices	Responses
American Indian/Alaskan	3.33% 1
Asian/Pacific Islander	0.00% 0
African American or Black	0.00% 0
Hispanic	0.00% 0
non-Hispanic	0.00% 0
White	96.67% 29

Fall 2014 CT School Climate Assessment - Southeast Staff

Bi-Racial	0.00%	0
Multi-Racial	0.00%	0
Prefer not to answer	0.00%	0
Do not know	3.33%	1
Total Respondents: 30		

Q4 My identified gender is.

Answered: 30 Skipped: 1

Answer Choices	Responses	
Male	10.00%	3
Female	90.00%	27
Total		30

Q5 The culture and emotional climate of the school is positive and supportive.

Answered: 31 Skipped: 0

Answer Choices	Responses	
All of the time	29.03%	9
Most of the time	61.29%	19
Some of the time	9.68%	3
None of the time	0.00%	0
Total		31

Q6 There are clear-cut policies and procedures in my school.

Answered: 30 Skipped: 1

Answer Choices	Responses	
yes	90.00%	27
no	10.00%	3
Total		30

Q7 I feel like I am a part of a school community (shared mission, values, efforts and goals).

Answered: 31 Skipped: 0

Fall 2014 CT School Climate Assessment - Southeast Staff

Answer Choices	Responses	
All of the time	48.39%	15
Most of the time	41.94%	13
Some of the time	9.68%	3
None of the time	0.00%	0
Total		31

Q8 I feel my contributions are valued and important.

Answered: 30 Skipped: 1

Answer Choices	Responses	
All of the time	46.67%	14
Most of the time	40.00%	12
Some of the time	13.33%	4
None of the time	0.00%	0
Total		30

Q9 I feel comfortable going to a least one member of the administrative team if I have a problem.

Answered: 31 Skipped: 0

Answer Choices	Responses	
All of the time	80.65%	25
Most of the time	19.35%	6
Some of the time	0.00%	0
None of the time	0.00%	0
Total		31

Q10 Our administrative team is committed to finding fair and balanced solutions to problems.

Answered: 31 Skipped: 0

Answer Choices	Responses	
All of the time	58.06%	18
Most of the time	32.26%	10

Fall 2014 CT School Climate Assessment - Southeast Staff

Some of the time	6.45%	2
None of the time	3.23%	1
Total		31

Q11 I feel respected by students.

Answered: 31 Skipped: 0

Answer Choices	Responses	
All of the time	61.29%	19
Most of the time	38.71%	12
Some of the time	0.00%	0
None of the time	0.00%	0
Total		31

Q12 I hear students speaking inappropriately. (e.g., about/to peers and or staff, using profanity, etc.)

Answered: 31 Skipped: 0

Answer Choices	Responses	
All of the time	0.00%	0
Most of the time	3.23%	1
Some of the time	41.94%	13
None of the time	54.84%	17
Total		31

Q13 I hear colleagues speaking inappropriately. (e.g., about/to peers and or students, using profanity, etc.)

Answered: 31 Skipped: 0

Answer Choices	Responses	
All of the time	0.00%	0
Most of the time	3.23%	1
Some of the time	45.16%	14
None of the time	51.61%	16
Total		31

Q14 I feel treated fairly at school with respect of my:(check all that apply)

Answered: 28 Skipped: 3

Answer Choices	Responses	
Race	89.29%	25
Gender	89.29%	25
Sexual orientation	82.14%	23
Religion	82.14%	23
Academic achievement	71.43%	20
Academic level	75.00%	21
Ethnicity	75.00%	21
Disability	32.14%	9
Physical appearance	78.57%	22
Other	14.29%	4
Has not happened	7.14%	2
Total Respondents: 28		

Q1 I am a:

Answered: 193 Skipped: 8

Answer Choices	Responses	
girl	53.37%	103
boy	46.63%	90
Total		193

Q2 What grade are you in?

Answered: 198 Skipped: 3

Answer Choices	Responses	
K or PreK	16.67%	33
1	18.18%	36
2	20.71%	41
3	22.73%	45
4	21.72%	43
Total		198

Q3 This how I feel about my school:

Answered: 201 Skipped: 0

	I like it	It's okay	I don't like it	Total	Average Rating
(no label)	70.15% 141	27.36% 55	2.49% 5	201	1.32

Q4 Most of the time, this is the way I feel when I am coming to school in the morning:

Answered: 200 Skipped: 1

	Happy	OK	Unhappy	Total	Average Rating
(no label)	57.00% 114	38.00% 76	5.00% 10	200	1.48

Q5 This is how much I like the children in this school:

Answered: 201 Skipped: 0

	I like them a lot	OK	I don't like them at all	Total	Average Rating
(no label)	64.68% 130	34.83% 70	0.50% 1	201	1.36

Q6 In this school, I feel:

Answered: 200 Skipped: 1

	Most of the time	Sometimes	Never	Total	Average Rating
a. Happy	71.86% 143	27.14% 54	1.01% 2	199	1.29
b. Sad	5.59% 9	54.04% 87	40.37% 65	161	2.35

Q7 The children in this school:

Answered: 196 Skipped: 5

	A lot	OK	Not very much	Total	Average Rating
Like me	51.02% 100	41.84% 82	7.14% 14	196	1.56

Q8 The children in this school:

Answered: 196 Skipped: 5

	A lot	OK	Not very much	Total	Average Rating
Like each other	54.59% 107	42.86% 84	2.55% 5	196	1.48

Q9 The adults in this school care about me:

Answered: 194 Skipped: 7

	A lot	OK	Not very much	Total	Average Rating
(no label)	77.84% 151	19.59% 38	2.58% 5	194	1.25

Q10 How often does this happen to you during the day?

Answered: 193 Skipped: 3

	A lot	Sometimes	Never	Total	Average Rating
a. Another child says something nice to me	45.69% 90	50.25% 99	4.06% 8	197	1.58
b. Another child says something mean to me	5.95% 10	50.00% 84	44.05% 74	168	2.38

Q11 How often do you?

Answered: 196 Skipped: 5

	A lot	Sometimes	Never	Total	Average Rating
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Fall 2014 CT School Climate Assessment - Southeast Students

Say something nice to someone	70.92% 139	28.57% 56	0.51% 1	196	1.30
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Q12 How often do you?

Answered: 195 Skipped: 6

	Never	Sometimes	A lot	Total	Average Rating
Say something mean to someone	87.69% 171	10.26% 20	2.05% 4	195	1.14

Q13 This is how I feel in each of these places:

Answered: 199 Skipped: 2

	Very safe	OK	Not safe	Total	Average Rating
a. In classrooms	79.40% 158	18.59% 37	2.01% 4	199	1.23
b. On the playground	54.64% 106	41.75% 81	3.61% 7	194	1.49
c. In the hallways	71.13% 138	26.29% 51	2.58% 5	194	1.31
d. On the bus	47.12% 90	41.36% 79	11.52% 22	191	1.64
e. In the cafeteria	74.23% 144	22.68% 44	3.09% 6	194	1.29

Q1 Please select your child's grade level at our school (can select multiple if more than one child in our school):

Answered: 38 Skipped: 1

Answer Choices	Responses
PreK	13.16% 5
K	21.05% 8
1	23.68% 9
2	26.32% 10
3	28.95% 11
4	15.79% 6
Total Respondents: 38	

Q2 Please select your ethnicity:

Answered: 37 Skipped: 2

Answer Choices	Responses
American Indian/Alaskan	0.00% 0
Asian/Pacific Islander	2.70% 1
African American or Black	0.00% 0
Hispanic	5.41% 2
non-Hispanic	0.00% 0
White	81.08% 30
Bi-Racial	0.00% 0
Multi-Racial	2.70% 1
Prefer Not to Answer	10.81% 4
Do Not Know	0.00% 0
Total Respondents: 37	

Q3 My child's identified gender is (can select multiple if more than one child in our school):

Answered: 38 Skipped: 1

Answer Choices	Responses
Male	65.79% 25

Fall 2014 CT School Climate Assessment - Vinton Parent/Guardian

Female	55.26%	21
Total Respondents: 38		

Q4 My child likes to come to school each day.

Answered: 39 Skipped: 0

Answer Choices	Responses	
All of the time	46.15%	18
Most of the time	51.28%	20
Some of the time	2.56%	1
None of the time	0.00%	0
Total		39

Q5 I feel the students in this school are friendly.

Answered: 39 Skipped: 0

Answer Choices	Responses	
All of the time	20.51%	8
Most of the time	74.36%	29
Some of the time	5.13%	2
None of the time	0.00%	0
Total		39

Q6 I feel that this school is physically safe.

Answered: 39 Skipped: 0

Answer Choices	Responses	
All of the time	53.85%	21
Most of the time	43.59%	17
Some of the time	2.56%	1
None of the time	0.00%	0
Total		39

Q7 I feel comfortable sharing my thoughts and ideas at this school.

Answered: 39 Skipped: 0

Fall 2014 CT School Climate Assessment - Vinton Parent/Guardian

Answer Choices	Responses	
All of the time	71.79%	28
Most of the time	25.64%	10
Some of the time	0.00%	0
None of the time	2.56%	1
Total		39

Q8 I feel my child's peers treat him/her fairly.

Answered: 38 Skipped: 1

Answer Choices	Responses	
All of the time	28.95%	11
Most of the time	68.42%	26
Some of the time	2.63%	1
None of the time	0.00%	0
Total		38

Q9 I feel the adults in my child's school treat me fairly.

Answered: 39 Skipped: 0

Answer Choices	Responses	
All of the time	82.05%	32
Most of the time	15.38%	6
Some of the time	2.56%	1
None of the time	0.00%	0
Total		39

Q10 My child has been treated unfairly at school because of his/her:(check all that apply)

Answered: 39 Skipped: 1

Answer Choices	Responses	
Race	2.63%	1
Gender	5.26%	2
Sexual orientation	0.00%	0

Fall 2014 CT School Climate Assessment - Vinton Parent/Guardian

Religion	0.00%	0
Academic achievement	2.63%	1
Academic level	0.00%	0
Ethnicity	2.63%	1
Disability	2.63%	1
Physical appearance	7.89%	3
Other	7.89%	3
Has not happened	76.32%	29
Total Respondents: 38		

**Q11 I have seen or heard others being treated unfairly as school because of their:
(check all that apply)**

Answered: 38 Skipped: 1

Answer Choices	Responses	
Race	0.00%	0
Gender	2.63%	1
Sexual orientation	0.00%	0
Religion	0.00%	0
Academic achievement	2.63%	1
Academic level	7.89%	3
Ethnicity	0.00%	0
Disability	2.63%	1
Physical appearance	7.89%	3
Other	13.16%	5
Has not happened	73.68%	28
Total Respondents: 38		

Q12 I feel there are trusted adults in the school who my child can go to/talk to for help.

Answered: 39 Skipped: 0

Answer Choices	Responses	
All of the time	79.49%	31

Fall 2014 CT School Climate Assessment - Vinton Parent/Guardian

Most of the time	20.51%	8
Some of the time	0.00%	0
None of the time	0.00%	0
Total		39

Q13 My child's trip to and from school is a positive/safe experience.

Answered: 39 Skipped: 0

Answer Choices	Responses	
All of the time	33.33%	13
Most of the time	56.41%	22
Some of the time	10.26%	4
None of the time	0.00%	0
Total		39

Q14 My child is involved in extra-curricular activities such as athletics, clubs, activities, school committees, etc.

Answered: 38 Skipped: 1

Answer Choices	Responses	
All of the time	13.16%	5
Most of the time	15.79%	6
Some of the time	34.21%	13
None of the time	36.84%	14
Total		38

Q15 My child has been the target of hurtful communications through social media.

Answered: 39 Skipped: 0

Answer Choices	Responses	
Never	100.00%	39
Once	0.00%	0
2-5 times	0.00%	0
6 or more times	0.00%	0
Total		39

Q16 My child has participated in hurtful communications through social media.

Answered: 39 Skipped: 0

Answer Choices	Responses	
Never	100.00%	39
Once	0.00%	0
2-5 times	0.00%	0
6 or more times	0.00%	0
Total		39

Q17 Do you feel that there is an area of the school that is not safe?

Answered: 38 Skipped: 1

Answer Choices	Responses	
no	76.32%	29
yes	23.68%	9
Total		38

Q18 How often do you communicate (in person, phone calls, e-mails, etc.) with your child's school during the year?

Answered: 38 Skipped: 1

Answer Choices	Responses	
0-3	0.00%	0
4-10	42.11%	16
11-25	15.79%	6
more than 25 times	42.11%	16
Total		38

**Q1 Please select your school assignment
(your primary role).**

Answered: 16 Skipped: 1

Answer Choices	Responses
Administrator	0.00% 0
Coach (sports)	0.00% 0
Academic Teacher (all subjects/grades including Homeroom, Art, Music, ELL, PE, Health, Special Education, Language Literacy Labs, Math Literacy Labs, Enrichment, etc.)	37.50% 6
Education Support Staff (Counselor, Social Worker, Psychologist, Library Media, Computers, I.T. Specialist, School Nurse)	18.75% 3
In-School Suspension Teacher	0.00% 0
Building Support Staff (Buildings and Grounds, Maintenance, Fiscal, Clerical, Head Cook, School Lunch)	6.25% 1
Paraprofessional (Instructional Assistant)	37.50% 6
Total	16

**Q2 How many years have you been working
at this school?**

Answered: 16 Skipped: 1

Answer Choices	Responses
1st year	0.00% 0
2-5 years	25.00% 4
5-10 years	25.00% 4
More than 10 years	50.00% 8
Total	16

Q3 Please select your ethnicity:

Answered: 17 Skipped: 0

Answer Choices	Responses
American Indian/Alaskan	0.00% 0
Asian/Pacific Islander	0.00% 0
African American or Black	0.00% 0
Hispanic	0.00% 0
non-Hispanic	0.00% 0
White	82.35% 14

Fall 2014 CT School Climate Assessment - Vinton Staff

Bi-Racial	0.00%	0
Multi-Racial	0.00%	0
Prefer not to answer	17.65%	3
Do not know	0.00%	0
Total Respondents: 17		

Q4 My identified gender is.

Answered: 16 Skipped: 1

Answer Choices	Responses	
Male	12.50%	2
Female	87.50%	14
Total		16

Q5 The culture and emotional climate of the school is positive and supportive.

Answered: 17 Skipped: 0

Answer Choices	Responses	
All of the time	11.76%	2
Most of the time	76.47%	13
Some of the time	11.76%	2
None of the time	0.00%	0
Total		17

Q6 There are clear-cut policies and procedures in my school.

Answered: 16 Skipped: 1

Answer Choices	Responses	
yes	81.25%	13
no	18.75%	3
Total		16

Q7 I feel like I am a part of a school community (shared mission, values, efforts and goals).

Answered: 17 Skipped: 0

Fall 2014 CT School Climate Assessment - Vinton Staff

Answer Choices	Responses
All of the time	23.53% 4
Most of the time	41.18% 7
Some of the time	35.29% 6
None of the time	0.00% 0
Total	17

Q8 I feel my contributions are valued and important.

Answered: 17 Skipped: 0

Answer Choices	Responses
All of the time	11.76% 2
Most of the time	52.94% 9
Some of the time	35.29% 6
None of the time	0.00% 0
Total	17

Q9 I feel comfortable going to a least one member of the administrative team if I have a problem.

Answered: 17 Skipped: 0

Answer Choices	Responses
All of the time	41.18% 7
Most of the time	35.29% 6
Some of the time	17.65% 3
None of the time	5.88% 1
Total	17

Q10 Our administrative team is committed to finding fair and balanced solutions to problems.

Answered: 17 Skipped: 0

Answer Choices	Responses
All of the time	29.41% 5
Most of the time	29.41% 5

Fall 2014 CT School Climate Assessment - Vinton Staff

Some of the time	41.18%	7
None of the time	0.00%	0
Total		17

Q11 I feel respected by students.

Answered: 17 Skipped: 0

Answer Choices	Responses	
All of the time	41.18%	7
Most of the time	35.29%	6
Some of the time	23.53%	4
None of the time	0.00%	0
Total		17

Q12 I hear students speaking inappropriately. (e.g., about/to peers and or staff, using profanity, etc.)

Answered: 16 Skipped: 1

Answer Choices	Responses	
All of the time	0.00%	0
Most of the time	12.50%	2
Some of the time	50.00%	8
None of the time	37.50%	6
Total		16

Q13 I hear colleagues speaking inappropriately. (e.g., about/to peers and or students, using profanity, etc.)

Answered: 17 Skipped: 0

Answer Choices	Responses	
All of the time	0.00%	0
Most of the time	11.76%	2
Some of the time	35.29%	6
None of the time	52.94%	9
Total		17

Q14 I feel treated fairly at school with respect of my:(check all that apply)

Answered: 15 Skipped: 2

Answer Choices	Responses	
Race	86.67%	13
Gender	86.67%	13
Sexual orientation	33.33%	5
Religion	40.00%	6
Academic achievement	66.67%	10
Academic level	60.00%	9
Ethnicity	40.00%	6
Disability	6.67%	1
Physical appearance	46.67%	7
Other	0.00%	0
Has not happened	6.67%	1
Total Respondents: 15		

Q1 I am a:

Answered: 217 Skipped: 4

Answer Choices	Responses	
girl	47.93%	104
boy	52.07%	113
Total		217

Q2 What grade are you in?

Answered: 220 Skipped: 1

Answer Choices	Responses	
K or PreK	19.09%	42
1	19.09%	42
2	21.82%	48
3	19.09%	42
4	20.91%	46
Total		220

Q3 This how I feel about my school:

Answered: 221 Skipped: 0

	I like it	It's okay	I don't like it	Total	Average Rating
(no label)	72.40% 160	25.79% 57	1.81% 4	221	1.29

Q4 Most of the time, this is the way I feel when I am coming to school in the morning:

Answered: 220 Skipped: 1

	Happy	OK	Unhappy	Total	Average Rating
(no label)	54.09% 119	41.36% 91	4.55% 10	220	1.50

Q5 This is how much I like the children in this school:

Answered: 219 Skipped: 2

	I like them a lot	OK	I don't like them at all	Total	Average Rating
(no label)	60.27% 132	37.90% 83	1.83% 4	219	1.42

Q6 In this school, I feel:

Answered: 220 Skipped: 1

	Most of the time	Sometimes	Never	Total	Average Rating
a. Happy	78.24% 169	19.91% 43	1.85% 4	216	1.24
b. Sad	4.76% 9	48.15% 91	47.09% 89	189	2.42

Q7 The children in this school:

Answered: 216 Skipped: 5

	A lot	OK	Not very much	Total	Average Rating
Like me	47.22% 102	44.44% 96	8.33% 18	216	1.61

Q8 The children in this school:

Answered: 215 Skipped: 6

	A lot	OK	Not very much	Total	Average Rating
Like each other	52.09% 112	43.72% 94	4.19% 9	215	1.52

Q9 The adults in this school care about me:

Answered: 215 Skipped: 6

	A lot	OK	Not very much	Total	Average Rating
(no label)	78.14% 168	17.21% 37	4.65% 10	215	1.27

Q10 How often does this happen to you during the day?

Answered: 215 Skipped: 6

	A lot	Sometimes	Never	Total	Average Rating
a. Another child says something nice to me	37.26% 79	57.08% 121	5.66% 12	212	1.68
b. Another child says something mean to me	6.74% 13	53.89% 104	39.38% 76	193	2.33

Q11 How often do you?

Answered: 216 Skipped: 5

	A lot	Sometimes	Never	Total	Average Rating
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Fall 2014 CT School Climate Assessment - Vinton Students

Say something nice to someone	63.43% 137	34.26% 74	2.31% 5	216	1.39
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Q12 How often do you?

Answered: 215 Skipped: 6

	Never	Sometimes	A lot	Total	Average Rating
Say something mean to someone	79.53% 171	14.88% 32	5.58% 12	215	1.26

Q13 This is how I feel in each of these places:

Answered: 217 Skipped: 4

	Very safe	OK	Not safe	Total	Average Rating
a. In classrooms	79.26% 172	18.43% 40	2.30% 5	217	1.23
b. On the playground	55.81% 120	37.67% 81	6.51% 14	215	1.51
c. In the hallways	69.16% 148	26.64% 57	4.21% 9	214	1.35
d. On the bus	54.76% 115	34.29% 72	10.95% 23	210	1.56
e. In the cafeteria	70.70% 152	25.12% 54	4.19% 9	215	1.33

**Mansfield Public Schools
Enhancing Student Achievement
2013-2014**

School	Gr.	Number Served	Subject	Focus	Activity Name	# of Sessions	Length of Each Session	Instructional Hours Per Student	Start/End Date	Total Cost
GW	K	All	Reading	Read Aloud	Books & Breakfast	5	1 hr.	5	10/15/14-11/12/14	\$387.00
SE	K	All	Reading	Read Aloud	Books & Breakfast	5	1 hr.	5	10/21/14-11/25/14	\$462.50
VN	K	All	Reading	Read Aloud	Books & Breakfast	5	1 hr.	5	10/16/14-11/13/14	\$387.00
MMS	5-8	10	Enrichment	Explore Chinese Language	Chinese Language Club Session I	12	1 1/4 hrs.	15	9/15/14-10/31/14	\$450.00
MMS	5-8	10	Enrichment	Explore Chinese Language	Chinese Language Club Session II	16	1 1/4 hrs.	20	11/3/14-1/16/15	\$600.00
MMS	5-8	10	Enrichment	Explore Chinese Language	Chinese Language Club Session III	22	1 1/4 hrs.	27.50	1/20/15-4/3/15	\$825.00
MMS	5-8	10	World Language	Explore Chinese Language	Chinese Language Club Session IV	18	1 1/4 hrs.	22.50	4/6/15-6/11/15	\$675.00
MMS	5-8	All	All	Completion of Homework	Afterschool Homework Help Session I	18	1.25 hrs.	22.5	9/15/14-10/30/14	\$675.00
MMS	5-8	All	All	Completion of Homework	Afterschool Homework Help Session II	24	1.25 hrs.	30	11/3/14-1/16/15	\$900.00
MMS	5-8	All	All	Completion of Homework	Afterschool Homework Help Session III	33	1.25 hrs.	41.25	1/20/15-4/3/15	\$1,237.50
MMS	5-8	All	All	Completion of Homework	Afterschool Homework Help Session IV	27	1.25 hrs.	33.75	4/6/15-6/11/15	\$1,012.50
									TOTAL	\$7,611.50
									REMAINING BALANCE	\$22,388.50

DRAFT

**Mansfield Board of Education
October 23, 2014
Minutes**

Attendees: Randy Walikonis, Chair, Jay Rueckl, Vice-Chair, Martha Kelly, Secretary, Susannah Everett, John Fratiello, Sarah Lacombe, Katherine Paulhus, Carrie Silver-Bernstein, Kathy Ward

The meeting was called to order at 7:34pm by Mr. Walikonis.

SPECIAL RECOGNITION:

Mr. Walikonis honored Mark LaPlaca for his years of service (2007-2014) on the Mansfield Board of Education.

2015 Teacher of the Year Ceremony: Erika LaBella, kindergarten teacher at Southeast School was honored as Mansfield's 2015 Teacher of the Year.

HEARING FOR VISITORS: None.

COMMUNICATIONS: Letter from William Hammon, Retiring Director of Facilities Management.

ADDITIONS TO THE PRESENT AGENDA: Motion by Mr. Rueckl, seconded by Mrs. Paulhus, to move Grievance Hearing for MEA grievance on professional development to after Consent Agenda. Vote: Unanimous in favor.

MMSA: Marie Hodrinsky, President, reported on activities the group participates in to support programs at Mansfield Middle School.

COMMITTEE REPORTS:

Personnel Committee: Mrs. Lacombe reported the MAA contract and Instructional Assistants Contracts are in the process of being ratified. There is no need for an Executive Session. She also reported the Committee approves the Instructional Assistants request to change the name Instructional Assistants to Paraeducators. The Board concurred.

EASTCONN Executive Committee: Mrs. Paulhus will report at the November 13th meeting.

REPORT OF THE SUPERINTENDENT:

- **Middle School Education Week:** Mrs. Morell and Mr. Barlow reported the week has been very successful with over 200 parents attending in 3 days.
- **Draft 2015 Board of Education Meetings:** Motion by Mr. Rueckl, seconded by Kathy Ward, to adopt the proposed 2015 Board of Education Meeting dates. Vote: Unanimous in favor.
- **Certified Staff Substitute Update:** Dr. Leclerc provided an update on the district's substitute teacher pool and the rate paid to substitutes.

APPROVAL OF MINUTES:

Motion by Mrs. Paulhus, seconded by Ms. Silver-Bernstein, to approve the minutes of the October 9, 2014 Meeting with the additional notation that Ms. Ward was in attendance. Vote: Unanimous in favor.

NEW BUSINESS: Mr. Walikonis noted the possibility of rescheduling the November 13, 2014 meeting. After discussion, the meeting will be held as scheduled.

CONSENT AGENDA: Motion by Ms. Paulhus, seconded by Ms. Ward that the following item for the Board of Education October 23, 2014 meeting be approved or received for the record. Vote: Unanimous in favor

That the Mansfield Public Schools Board of Education approves the maternity/unpaid child rearing leave request by Kimberly Gilmore, Vinton School Art teacher effective February 11, 2015 through the remainder of the 2014-2015 school year.

GRIEVANCE HEARING FOR MEA GRIEVANCE ON PROFESSIONAL DEVELOPMENT: The Board was joined by Atty. Kevin Roy, Shipman and Goodwin. Representing the MEA were Carrie Holman, President, Rochelle Marcus, Professional Rights & Responsibilities, and Karen Moylan, Math Consultant. After review of grievance, with MEA and Dr. Leclerc, Acting Superintendent, the Board recess to non-meeting for discussion of strategy related to collective bargaining agreement.

The Board returned to open session at 10:30pm. Motion by Mr. Rueckl, seconded by Mrs. Kelly, to deny the grievance. Vote: Unanimous in favor.

The Board authorized its attorney, Mr. Roy, to write a decision for the Board Chair to issue within 10 days.

HEARING FOR VISITORS: None

SUGGESTIONS FOR FUTURE AGENDA: A report on professional development in the district was requested.

Motion by Mr. Fratiello, seconded by Mrs. Paulhus to adjourn at 10:40pm. Vote: Unanimous in favor.

Respectfully submitted,
Celeste Griffin, Board Clerk