

**STRATEGIC SCHOOL PROFILE 2012-13****Mansfield School District**

Frederick Baruzzi, Superintendent

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Connecticut

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

**COMMUNITY DATA**

County: Tolland

Town Population in 2000: 20,720

1990-2000 Population Growth: -1.8%

Number of Public Schools: 4

Per Capita Income in 2000: \$18,094

Percent of Adults without a High School Diploma in 2000\*: N/A

Percent of Adults Who Were Not Fluent in English in 2000\*: 1.4%

District Enrollment as % of Estimated. Student Population: 98.6%

\*To view the Adult Education Program Profiles online, go to [www.sde.ct.gov](http://www.sde.ct.gov) and click on Adult Education, then Reports.

District Reference Group (DRG): C DRG is a classification of districts whose students' families are similar in education, income, occupation, and need, and that have roughly similar enrollment. The Connecticut State Board of Education approved DRG classification for purposes of reporting data other than student performance.

**STUDENT ENROLLMENT**

Enrollment on October 1, 2012      1,317  
5-Year Enrollment Change      1.1%

**DISTRICT GRADE RANGE**

Grade Range      PK - 8

**INDICATORS OF EDUCATIONAL NEED**

Need Indicator	Number in District	Percent		
		District	DRG	State
Students Eligible for Free/Reduced-Price Meals	312	23.7	8.9	36.7
K-12 Students Who Are Not Fluent in English	44	3.6	0.8	5.8
Students Identified as Gifted and/or Talented*	302	22.9	4.8	3.8
PK-12 Students Receiving Special Education Services in District	149	11.3	11.1	11.9
Kindergarten Students who Attended Preschool, Nursery School or Headstart	115	83.3	88.5	79.3
Homeless	4	0.3	0.0	0.3
Juniors and Seniors Working 16 or More Hours Per Week	N/A	N/A	N/A	N/A

\*87.7 % of the identified gifted and/or talented students received services.

## SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	0	0.0
Asian American	132	10.0
Black	23	1.7
Hispanic	136	10.3
Pacific Islander	1	0.1
White	974	74.0
Two or more races	51	3.9
Total Minority	343	26.0

**Percent of Minority Professional Staff:** 4.2%

**Non-English Home Language:**

13.5% of this district's students (excluding prekindergarten students) come from homes where English is not the primary language. The number of non-English home languages is 33.

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

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

The Public Schools of Mansfield value the important contributions of students and teachers from diverse racial, ethnic and economic backgrounds. As a culturally and socio-economically diverse school district, the Mansfield Public Schools make every effort to provide equal opportunity for all students. We are dedicated to insuring that all students have access to every program through heterogeneously-grouped classes and multiple levels of access. Our elementary schools offer the Spanish language in grades 2 through 4, placing strong instructional emphasis on the cultures of the Hispanic world. In addition, the schools offer a variety of special projects. At Goodwin School, a Student Backpack Brigade fills backpacks and donates them to needy children and an International Potluck Dinner is held every year. At Southeast School, there are enrichment clusters focusing on the cultures of other countries and cultural, musical, and artistic assemblies. At Vinton School students participate in activities such as on-site museum programs and collection of food and health items for local family shelters and soup kitchens. Mansfield Middle School is unique in offering four different world languages (French, Spanish, German and Latin), a German and Chinese student exchange program and has as its school motto "MMS CARES – Global Awareness/Personal Kindness". All schools participate in integrated art and dance programs, all schools participate in an inter-district summer Academy of International Arts and Science Studies, a ten-school-district summer camp program that has helped to reduce racial, ethnic and economic isolation. These projects and several others can be found in individual school reports.

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## STUDENT PERFORMANCE

**Connecticut Mastery Test, Fourth Generation, % Goal.** The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards.

Grade and CMT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal	<p>These results reflect the performance of students with scoreable tests who were enrolled in the district at the time of testing, regardless of the length of time they were enrolled in the district. Results for fewer than 20 students are not presented.</p> <p>For more detailed CMT results, go to <a href="http://www.ctreports.com">www.ctreports.com</a>.</p> <p>To see the NCLB Report Card for this school, go to <a href="http://www.sde.ct.gov">www.sde.ct.gov</a> and click on "No Child Left Behind."</p>
Grade 3 Reading	76.5	56.9	82.5	
Writing	77.4	60.0	82.6	
Mathematics	81.9	61.4	82.6	
Grade 4 Reading	75.4	62.6	65.2	
Writing	72.6	63.0	58.9	
Mathematics	82.7	65.1	78.5	
Grade 5 Reading	80.6	66.9	70.2	
Writing	85.3	65.6	87.0	
Mathematics	91.2	69.2	93.2	
Science	86.3	62.3	87.6	
Grade 6 Reading	80.0	73.3	46.1	
Writing	76.4	65.1	58.2	
Mathematics	76.6	67	53.6	
Grade 7 Reading	90.4	78.9	78.5	
Writing	88.9	64.9	96.2	
Mathematics	85.6	65.4	82.3	
Grade 8 Reading	84.3	76.2	51.3	
Writing	87.1	67.2	84.9	
Mathematics	75.0	65.0	52.2	
Science	83.0	60.4	83.0	

**Connecticut Academic Performance Test, Third Generation, % Meeting State Goal.** The CAPT is administered to Grade 10 students. The Goal level is more demanding than the state Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. The following results reflect the performance of students with scorable tests who were enrolled in the school at the time of testing, regardless of the length of time they were enrolled in the school. Results for fewer than 20 students are not presented.

CAPT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal	<p>For more detailed CAPT results, go to <a href="http://www.ctreports.com">www.ctreports.com</a>.</p> <p>To see the NCLB Report Card for this school, go to <a href="http://www.sde.ct.gov">www.sde.ct.gov</a> and click on "No Child Left Behind."</p>
Reading Across the Disciplines	N/A	N/A	N/A	
Writing Across the Disciplines	N/A	N/A	N/A	
Mathematics	N/A	N/A	N/A	
Science	N/A	N/A	N/A	

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

Physical Fitness: % of Students Reaching Health Standard on All Four Tests	District	State	% of Districts in State with Equal or Lower Percent Reaching Standard
	68.6	51.1	86.9

SAT® I: Reasoning Test Class of 2012		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		N/A	N/A	
Average Score	Mathematics	N/A	N/A	N/A
	Critical Reading	N/A	N/A	N/A
	Writing	N/A	N/A	N/A

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

Graduation and Dropout Rates	District	State	% of Districts in State with Equal or Less Desirable Rates
Graduation Rate, Adjusted Cohort Rate 2012	N/A	N/A	N/A
2011-12 Annual Dropout Rate for Grade 9 through 12	N/A	N/A	N/A

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

## RESOURCES AND EXPENDITURES

### DISTRICT STAFF

Full-Time Equivalent Count of School Staff	
General Education	
Teachers and Instructors	103.40
Paraprofessional Instructional Assistants	29.50
Special Education	
Teachers and Instructors	14.50
Paraprofessional Instructional Assistants	34.00
Library/Media Specialists and/or Assistants	6.00
Staff Devoted to Adult Education	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	3.30
School Level	5.00
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	3.50
Counselors, Social Workers, and School Psychologists	5.00
School Nurses	4.00
Other Staff Providing Non-Instructional Services and Support	36.50

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

Teachers and Instructors	District	DRG	State
Average Years of Experience in Education	18.0	14.6	13.9
% with Master's Degree or Above	91.8	82.2	79.8

Average Class Size	District	DRG	State
Grade K	15.3	16.8	18.9
Grade 2	17.3	18.0	19.8
Grade 5	19.9	21.1	21.3
Grade 7	16.2	19.9	20.2
High School	N/A	N/A	N/A

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	997	997	999
Middle School	1,054	1,024	1,029
High School	N/A	N/A	N/A

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

Students Per Academic Computer	Dist	DRG	State
Elementary School*	2.9	2.6	2.7
Middle School	1.0	1.9	2.1
High School	N/A	N/A	N/A

\*Excludes schools with no grades above kindergarten.

### DISTRICT EXPENDITURES AND REVENUES, 2011-12

Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources. DRG and state figures will not be comparable to the district if the school district does not teach both elementary and secondary students.

Expenditures All figures are unaudited.	Total (in 1000s)	Expenditures Per Pupil			
		District	PK-12 Districts	DRG	State
Instructional Staff and Services	\$13,154	\$9,935	\$8,481	\$8,110	\$8,570
Instructional Supplies and Equipment	\$653	\$493	\$334	\$252	\$257
Improvement of Instruction and Educational Media Services	\$591	\$446	\$424	\$412	\$471
Student Support Services	\$1,299	\$981	\$998	\$954	\$950
Administration and Support Services	\$2,851	\$2,154	\$1,742	\$1,521	\$1,547
Plant Operation and Maintenance	\$1,781	\$1,345	\$1,277	\$1,417	\$1,459
Transportation	\$1,066	\$548	\$731	\$750	\$765
Costs for Students Tuitioned Out*	\$533	N/A	N/A	N/A	N/A
Other	\$92	\$70	\$106	\$184	\$170
<b>Total*</b>	<b>\$22,021</b>	<b>\$16,483</b>	<b>\$14,878</b>	<b>\$14,121</b>	<b>\$14,333</b>
<b>Additional Expenditures</b>					
Land, Buildings, and Debt Service	\$127	\$96	\$1,117	\$1,204	\$1,398

\*Town total expenditures (in 1000s) for PK-12 are: Total, \$32,725 Tuition Costs, \$10,466.

Total town expenditures per pupil for PK-12 are \$16,808.

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$4,095,961	18.6	21.3	21.8

**Revenue Sources, % of Expenditures from Source.** Revenue sources do not include state funded Teachers' Retirement Board contributions, vocational-technical school operations, SDE budgeted costs for salaries and leadership activities and other state-funded school districts (e.g., Dept. of Children and Families and Dept. of Corrections).

District Expenditures	Local Revenue	State Revenue	Federal Revenue	Tuition & Other
Including School Construction	63.9	33.3	2.8	0.0
Excluding School Construction	63.7	33.5	2.8	0.0

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**EQUITABLE ALLOCATION OF RESOURCES AMONG DISTRICT SCHOOLS**


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Below is the description submitted by this district of how it allocates resources to insure equity and address needs.

The Mansfield Board of Education has a long-established tradition of equitable distribution of resources to ensure that each school in the district receives the same level of material and financial resources. A two month budget review process is carried out each year to ensure full public discussion concerning the allocation of resources through the school district. The Board reviews class size enrollment at all our schools on a monthly basis. The purpose of this activity is to ensure that the three elementary schools are resourced to provide an equitable program across the district. The district continues to conduct a review of all four schools this year in hopes of developing a renovation project which would enhance and/or improve district facilities and safety for all students. Assurance that resources are equally shared is fundamental to the purpose of American public education and the Public Schools of Mansfield are proud stewards of this national commitment to equity.

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**SPECIAL EDUCATION**


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Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	141
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	11.5%

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<b>Of All K-12 Students for Whom District is Financially Responsible, Number and Percentage with Disabilities</b>				
<b>Disability</b>	<b>Count</b>	<b>District Percent</b>	<b>DRG Percent</b>	<b>State Percent</b>
Autism	14	1.1	1.3	1.3
Learning Disability	54	4.4	4.1	4.0
Intellectual Disability	4	0.3	0.4	0.4
Emotional Disturbance	8	0.7	0.8	1.0
Speech Impairment	24	2.0	1.7	2.0
Other Health Impairment*	23	1.9	2.3	2.4
Other Disabilities**	14	1.1	0.7	1.0
<b>Total</b>	<b>141</b>	<b>11.5</b>	<b>11.1</b>	<b>12.1</b>

\*Includes chronic health problems such as attention deficit disorders and epilepsy

\*\*Includes hearing, visual, and orthopedic impairments, deaf-blindness, multiple disabilities, traumatic brain injury, and developmental delay

<b>Graduation and Dropout Rates of Students with Disabilities for Whom District is Financially Responsible</b>	<b>District</b>	<b>State</b>
% Who Graduated in 2011-12 with a Standard Diploma	N/A	N/A
2011-12 Annual Dropout Rate for Students Aged 14 to 21	N/A	3.2

## STATE ASSESSMENTS

**Percent of Students with Disabilities Meeting State Goal.** The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. These results are for students attending district schools who participated in the standard assessment with or without accommodations for their disabilities. Results for fewer than 20 students are not presented.

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

State Assessment		Students with Disabilities		All Students	
		District	State	District	State
CMT	Reading	48.0	34.5	81.4	69.2
	Writing	45.2	19.9	81.5	64.4
	Mathematics	47.6	29.0	82.1	65.5
	Science	55.8	21.3	84.6	61.3
CAPT	Reading Across the Disciplines	N/A	N/A	N/A	N/A
	Writing Across the Disciplines	N/A	N/A	N/A	N/A
	Mathematics	N/A	N/A	N/A	N/A
	Science	N/A	N/A	N/A	N/A

For more detailed CMT or CAPT results, go to [www.ctreports.com](http://www.ctreports.com). To see the NCLB Report Card for this school, go to [www.sde.ct.gov](http://www.sde.ct.gov) and click on “No Child Left Behind.”

### Participation in State Assessments of Students with Disabilities Attending District Schools

CMT	% Without Accommodations	12.7
	% With Accommodations	87.3
CAPT	% Without Accommodations	N/A
	% With Accommodations	N/A
% Assessed Using Skills Checklist		9.3

Accommodations for a student's disability may be made to allow him or her to participate in testing. Students whose disabilities prevent them from taking the test even with accommodations are assessed by means of a list of skills aligned to the same content and grade level standards as the CMT and CAPT.

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

### K-12 Students with Disabilities Placed in Educational Settings Other Than This District's Schools

Placement	Count	Percent
Public Schools in Other Districts	0	0.0
Private Schools or Other Settings	5	3.5

### Number and Percentage of K-12 Students with Disabilities for Whom District is Financially Responsible by the Percentage of Time They Spent with Their Non-Disabled Peers

Time Spent with Non-Disabled Peers	Count of Students	Percent of Students		
		District	DRG	State
79.1 to 100 Percent of Time	106	75.2	74.0	72.0
40.1 to 79.0 Percent of Time	24	17.0	19.1	16.4
0.0 to 40.0 Percent of Time	11	7.8	6.9	11.6

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**SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES**

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The following narrative was submitted by this district.

Our elementary and middle school students perform well on the Connecticut Mastery Test. We continue to analyze any changes in student performance data, as well as individual student longitudinal test results, to identify needs for program adjustments. On the 2013 CMT, Mansfield Public Schools students achieved State Goal at the following rate: Mathematics: Grade 8 – 75.0%, Grade 7 – 86.7%, Grade 6 – 76.6%, Grade 5 – 91.8%, Grade 4 – 82.3%; Grade 3 – 83.3% Reading: Grade 8 – 84.3%, Grade 7 – 90.4%, Grade 6 – 80.0%, Grade 5 – 80.6%, Grade 4 – 75.4%, Grade 3 – 76.5% Writing: Grade 8 – 87.1%, Grade 7 – 88.9%, Grade 6 – 76.4%, Grade 5 – 85.3%, Grade 4 – 72.6%, Grade 3 – 77.4% Science: Grade 8 – 83.0%, Grade 5 – 86.8% Improvement plans for all four schools include an assessment protocol being implemented to more closely monitor student achievement. Specific goals focus on moving more students from Level 3 to Level 4 (State Goal) in all four areas of the Connecticut Mastery Test, by intervening early through increased instructional time (through full-day kindergarten), to differentiated instruction, more efficient use of support services, and align instruction with curricular goals for greater student achievement. Truancy preventive strategies have been implemented at all schools to ensure maximum attendance on the part of all students.

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