

# Mansfield Board of Education Meeting

November 14, 2013

Vinton School 7:30 p.m.

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

## Agenda

- 7:30 Call to Order  
7:35 Special Presentation  
7:50 Election of Officers  
8:00 Hearing for Visitors  
8:10 Communications (P.1)  
8:15 Additions to the Present Agenda

### *Reports:*

- 8:20 Vinton PTA  
8:35 Committee Reports: Personnel Committee (P. 2)  
8:40 Report of the Superintendent
- Mansfield Food Service Program Update (P. 3)
  - Quarterly Financials (M) (Encl.)
  - Salary Transfers (M) (P. 15)
  - Capital Improvement Funds (P. 21)
  - 2014-2015 Budget Overview (P. 23)
  - Neag School Professional Development Partnership (M) (P. 25)
  - Enrollment Projection (P. 33)
  - Mansfield Professional Learning and Evaluation Plan Revisions (M) (P. 53)
  - School Calendar (P. 57)
  - School Climate Surveys (P. 69)
  - 2011-2012 Strategic School Profiles (P. 171)
  - School Performance Index
  - Enhancing Student Achievement (P. 203)
  - Class Size/Enrollment

APPROVAL OF MINUTES: (M)

October 24, 2013 Meeting (P. 205)

### NEW BUSINESS:

- 9:50\* Hearing for Visitors  
9:55 Suggestions for Future Agenda

Adjournment

\* Estimate



Mrs Michele Boskovic  
11 Michele Lane  
Mansfield, CT 06250

October 25, 2013

Mr. Thanh Nguyen, Principal  
Mansfield Middle School  
Mansfield, CT 06268

Dear Mr Nguyen:

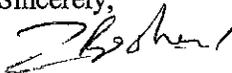
Thank you for meeting me on October 23, and hearing my concerns regarding the Curriculum Extensions in 6<sup>th</sup> grade and Villari's involvement at MMS.

Regarding Curriculum Extensions, I understand that teachers need to receive training related to the Common Core State Standards. My concern is that the instructional class time is not used at the level it would be by the "regular" teachers. One of my examples is that my son spent a whole Curriculum Extensions math period filling out and going over a multiplication sheet and a division sheet, which is 3<sup>rd</sup> grade level work, not 6<sup>th</sup> grade. The way the Curriculum Extensions are enforced, while providing some instruction, still clearly short-changes the students academically. Given that this takes place one period every week, it is a matter to be taken seriously. I would therefore ask that you, your staff, and possibly the superintendent revisit the matter in such a way that the education of our students does not suffer because of new state requirements.

As for Villari's involvement at MMS, not only is it unfounded on educational grounds, it also poses a serious ethical problem. During their sessions, Villari's staff market their programs, which, as you must know, are not non-profit. They also hand out power cards and urge the students to follow the instructions on them and play games online. This is simply unacceptable. Businesses have nothing to do in the schools – if the purpose was, as you told me, to teach the students about setting goals, there are other, ethical ways of doing so. By allowing Villari's into the MMS, you are basically letting them use our children for their business purposes. I will respectfully ask that Villari's (and other similar businesses) not be involved at MMS.

My husband and I, like most Mansfield residents, value education and feel that these two initiatives are short-changing the students and therefore ask that the former be reevaluated and the latter remedied. Thank you for your attention to this matter.

Sincerely,



Michele Boskovic

Cc: Mr Fred Baruzzi, Superintendent of the Public Schools of Mansfield  
Mansfield Board of Education

# MEMORANDUM

Town of Mansfield  
Town Manager's Office  
4 So. Eagleville Rd., Mansfield, CT 06268  
860-429-3336  
Hartmw@mansfieldct.org



To: Fred Baruzzi, Superintendent of the Mansfield Public Schools  
From: Matt Hart, Town Manager *MWH*  
Date: October 31, 2013  
Re: Contract between the Mansfield Board of Education and the Mansfield Education Association

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In accordance with Connecticut General Statutes (CGS) 10-153d(b), the Town Council reviewed the four (4) year successor agreement between the Mansfield Board of Education and the Mansfield Education Association and passed the following motion:

“Move, that the Town Council ratify/approve the tentative four year successor agreement between the Mansfield Board of Education and the Mansfield Education Association beginning July 1, 2014.”

I would like to thank you and the Board for your efforts to collaborate with the Mansfield Education Association to produce a contract that maintains our preK-12 education program, and is cognizant of the ability of our residents and taxpayers to pay for those services.

## National School Lunch Program (NSLP)

### Lunch Meal Pattern <sup>1</sup>

School Year 2013-14 (Effective July 1, 2013)

Food Components	Grades K-5		Grades 6-8		Grades 9-12	
	Daily	Weekly <sup>2</sup>	Daily	Weekly <sup>2</sup>	Daily	Weekly <sup>2</sup>
<b>Fluid Milk (cups)</b> Low-fat (1% or less, unflavored only) or fat-free (unflavored or flavored) <sup>3</sup>	1	5	1	5	1	5
<b>Fruits (cups) <sup>4, 5</sup></b>	½	2 ½	½	2 ½	1	5
<b>Vegetables (cups) <sup>5, 6</sup></b>	¾	3 ¾	¾	3 ¾	1	5
Dark Green <sup>5, 6, 7</sup>	0	½	0	½	0	½
Red/Orange <sup>5, 6, 8</sup>	0	¾	0	¾	0	1 ¼
Beans/Peas (Legumes) <sup>5, 6, 9</sup>	0	½	0	½	0	½
Starchy <sup>5, 6, 10</sup>	0	½	0	½	0	½
Other <sup>5, 6, 11</sup>	0	½	0	½	0	¾
Additional vegetables to reach total <sup>5, 6, 12</sup>	0	1	0	1	0	1 ½
<b>Grains (ounce equivalents) <sup>13</sup></b> At least half of weekly grains must be whole-grain rich	1	8-9	1	8-10	2	10-12
<b>Meats and Meat Alternates (ounce equivalents) <sup>14</sup></b>	1	8-10	1	9-10	2	10-12

Dietary Specifications: Daily Amount Based on the Average for a Five-day Week			
Calories <sup>15, 16</sup>	550-650	600-700	750-850
Saturated Fat (percentage of total calories) <sup>16</sup>	< 10	< 10	< 10
Sodium (milligrams) <sup>16, 17</sup>	≤ 1,230	≤ 1,360	≤ 1,420
Trans Fat (grams) <sup>16</sup>	Nutrition label or manufacturer specifications must indicate zero grams of trans fat per serving		

◀ See page 2 for important menu notes ▶

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## School Breakfast Program (SBP)

### Breakfast Meal Pattern <sup>1</sup>

School Year 2013-14 Only (Effective July 1, 2013)

Food Components	Grades K-5		Grades 6-8		Grades 9-12	
	Daily	Weekly <sup>2</sup>	Daily	Weekly <sup>2</sup>	Daily	Weekly <sup>2</sup>
Fluid Milk (cups), low-fat (1%) unflavored or fat-free unflavored or flavored <sup>3</sup>	1	5	1	5	1	5
Juice/Fruit/Vegetable (cups) <sup>4,5</sup>	½	2 ½	½	2 ½	½	2 ½
Grains (ounce equivalents) <sup>6,7,8</sup>	1	7-10	1	8-10	1	9-10

Dietary Specifications: Daily Amount Based on the Average for a Five-day Week			
Calories <sup>9,10</sup>	350-500	400-550	450-600
Saturated Fat (percentage of total calories) <sup>10</sup>	< 10	< 10	< 10
Sodium (milligrams) <sup>11</sup>	≤ 540	≤ 600	≤ 640
Trans Fat (grams) <sup>10</sup>	Nutrition label or manufacturer specifications must indicate zero grams of trans fat per serving		

◀ See page 2 for important menu notes ▶

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## National School Lunch Program (NSLP) and School Breakfast Program (SBP)

### VEGETABLE SUBGROUPS <sup>1</sup>

The U.S. Department of Agriculture's (USDA) meal patterns for the NSLP and SBP include five subgroups of vegetables that count toward the daily and weekly vegetable requirements. These subgroups are based on the recommendations of the 2010 *Dietary Guidelines for Americans*.<sup>2</sup> The chart below identifies some commonly eaten vegetables in each subgroup.

<b>DARK GREEN</b> fresh, frozen and canned		<b>RED/ORANGE</b> fresh, frozen and canned	<b>BEANS AND PEAS</b> <b>(LEGUMES) *</b> Canned, frozen or cooked from dry	
<ul style="list-style-type: none"> <li>■ arugula</li> <li>■ beet greens</li> <li>■ bok choy</li> <li>■ broccoli</li> <li>■ broccoli rabe (rapini)</li> <li>■ broccolini</li> <li>■ butterhead lettuce (Boston, bibb)</li> <li>■ cabbage, Chinese or celery</li> <li>■ chicory</li> <li>■ cilantro</li> <li>■ collard greens</li> <li>■ endive</li> </ul>	<ul style="list-style-type: none"> <li>■ escarole</li> <li>■ fiddle heads</li> <li>■ grape leaves</li> <li>■ kale</li> <li>■ mesclun</li> <li>■ mustard greens</li> <li>■ parsley</li> <li>■ spinach</li> <li>■ Swiss chard</li> <li>■ red leaf lettuce</li> <li>■ romaine lettuce</li> <li>■ turnip greens</li> <li>■ watercress</li> </ul>	<ul style="list-style-type: none"> <li>■ carrots</li> <li>■ chili peppers (red)</li> <li>■ orange peppers</li> <li>■ pimientos</li> <li>■ pumpkin</li> <li>■ red peppers</li> <li>■ salsa (all vegetables)</li> <li>■ sweet potatoes/yams</li> <li>■ tomatoes</li> <li>■ tomato juice</li> <li>■ winter squash (acorn, butternut, Hubbard)</li> </ul>	<ul style="list-style-type: none"> <li>■ black beans</li> <li>■ black-eyed peas (mature, dry)</li> <li>■ cowpeas</li> <li>■ fava beans</li> <li>■ garbanzo beans (chickpeas)</li> <li>■ Great Northern beans</li> <li>■ kidney beans</li> <li>■ lentils</li> <li>■ lima beans, mature</li> </ul>	<ul style="list-style-type: none"> <li>■ mung beans</li> <li>■ navy beans</li> <li>■ pink beans</li> <li>■ pinto beans</li> <li>■ red beans</li> <li>■ refried beans</li> <li>■ soy beans/edamame</li> <li>■ split peas</li> <li>■ white beans</li> </ul>

\* Does not include green peas, green lima beans and green (string) beans

<b>STARCHY</b> fresh, frozen and canned	<b>OTHER</b> fresh, frozen and canned		
<ul style="list-style-type: none"> <li>■ black-eyed peas, fresh (not dry)</li> <li>■ corn</li> <li>■ cassava</li> <li>■ cowpeas, fresh (not dry)</li> <li>■ field peas, fresh (not dry)</li> <li>■ green bananas</li> <li>■ green peas</li> <li>■ jicama</li> <li>■ lima beans, green (not dry)</li> <li>■ parsnips</li> <li>■ pigeon peas, fresh (not dry)</li> <li>■ plantains</li> <li>■ potatoes</li> <li>■ poi</li> <li>■ taro</li> <li>■ water chestnuts</li> </ul>	<ul style="list-style-type: none"> <li>■ artichokes</li> <li>■ asparagus</li> <li>■ avocado</li> <li>■ bamboo shoots</li> <li>■ bean sprouts, cooked only (for food safety), e.g., alfalfa, mung</li> <li>■ beans, green and yellow</li> <li>■ beets</li> <li>■ Brussels sprouts</li> <li>■ cabbage, green and red</li> <li>■ cactus (nopales)</li> <li>■ cauliflower</li> <li>■ celeriac</li> <li>■ celery</li> <li>■ chayote (mirliton)</li> <li>■ chives</li> <li>■ cucumbers</li> </ul>	<ul style="list-style-type: none"> <li>■ daikon (oriental radish)</li> <li>■ eggplant</li> <li>■ fennel</li> <li>■ garlic</li> <li>■ horseradish</li> <li>■ iceberg lettuce</li> <li>■ kohlrabi</li> <li>■ leeks</li> <li>■ mushrooms</li> <li>■ okra</li> <li>■ olives</li> <li>■ onions</li> <li>■ peas in pod, e.g., snap peas, snow peas</li> <li>■ pepperoncini</li> <li>■ peppers (green sweet bell, green chilies, purple, yellow)</li> </ul>	<ul style="list-style-type: none"> <li>■ pickles (cucumber)</li> <li>■ radishes</li> <li>■ rhubarb</li> <li>■ shallots</li> <li>■ sauerkraut</li> <li>■ snap peas</li> <li>■ snow peas</li> <li>■ spaghetti squash</li> <li>■ tomatillo</li> <li>■ turnips</li> <li>■ wax beans</li> <li>■ yellow summer squash</li> <li>■ zucchini squash</li> </ul>

<sup>1</sup> All vegetables are credited based on volume except raw leafy greens count as half the volume served and tomato paste and puree are credited based on the volume as if reconstituted (see the USDA's *Food Buying Guide for Child Nutrition Programs*). Vegetable juice must be pasteurized 100 percent full-strength juice and cannot count for more than half of the weekly vegetables component.

<sup>2</sup> For more information, see the *Dietary Guidelines* and the vegetables group in Choose MyPlate.

## IMPLEMENTATION TIMELINE FOR THE U.S. DEPARTMENT OF AGRICULTURE'S (USDA) FINAL RULE

### Nutrition Standards in the National School Lunch Program (NSLP) and School Breakfast Program (SBP)

Implementation of most meal requirements in the NSLP begins school year 2012-13. In the SBP, the meal requirements (other than milk) will be implemented gradually beginning school year 2013-14.

New Requirements	Implementation (School Year) for NSLP (L) and SBP (B)						
	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2022-23
<b>Fruits Component</b>							
• Offer fruit daily	L						
• Fruit quantity increase to 5 cups per week (minimum of 1 cup per day)			B				
<b>Vegetables Component</b>							
• Offer vegetables subgroups weekly	L						
<b>Grains Component</b>							
• Half of grains must be whole grain-rich	L	B					
• All grains must be whole-grain rich			L, B				
• Offer weekly grains range	L	B					
<b>Meats/Meat Alternates Component</b>							
• Offer weekly meats/meat alternates ranges (daily minimum)	L						
<b>Milk Component</b>							
• Offer only fat-free (unflavored or flavored) and low-fat (unflavored) milk	L, B						
<b>Dietary Specifications (to be met on average over a week)</b>							
• Calorie ranges	L	B					
• Saturated fat limit (no change)	L, B						
• Sodium Target 1			L, B				
• Sodium Target 2						L, B	
• Sodium Final target							L, B
• Zero grams of trans fat per portion	L	B					
<b>Menu Planning</b>							
• A single food-based menu planning approach	L	B					
<b>Age-Grade Group</b>							
• Establish age/grade groups: K-5, 6-8, 9-12	L	B					
<b>Offer versus Serve</b>							
• Reimbursable meals must contain a fruit or vegetable (½ cup minimum)	L		B				
<b>Monitoring</b>							
• 3-year administrative review cycle		L, B					
• Conduct weighted nutrient analysis on 1 week of menus	L	B					



For more information, see the Connecticut State Department of Education's (CSDE) *Menu Planning Guide for School Meals* and Meal Patterns Web page or contact the school nutrition programs staff in the CSDE Bureau of Health/Nutrition, Family Services and Adult Education, 25 Industrial Park Road, Middletown, CT 06457.

### Current Lunch Prices

Elementary	<u>Milk</u> \$.50	<u>Breakfast</u> \$1.30	<u>Lunch</u> \$2.10	<u>Salad</u> \$2.50
MMS	<u>Milk</u> \$.55	<u>Breakfast</u> \$1.55	<u>Lunch</u> \$2.35	<u>Salad Bar</u> \$3.25
E.O.Smith	<u>Milk</u> \$.60	<u>Breakfast</u> \$1.80	<u>Lunch</u> \$2.65	<u>Deli Bar</u> \$3.35

### Summer Electronic Benefits Transfer

127 families took part.

## Staffing

EOSmith 8

MMS 5+ 2 part time

Vinton 2

Goodwin 2

Southeast 2

**Total** 21

**Co-Directors** 2

**Secretary** 1 Part Time

**School Food Service Director  
-Share Position: Division of Duties-**

PERFORMANCE RESPONSIBILITIES:	Part Time Director A (Beth)	Part Time Director B (Janice)	Shared	Notes
informs to Board policies and administrative actions.			X	
administers the system-wide food service program in compliance with Federal, State and Local regulations.			X	
Ordering food			X	Reviewing new vendors to get a discount for early payment for milk; better delivery schedules for bread
Government food ordering			X	
"Day-to-Day" operations		X		
Emergency decision making			X	
Federal paperwork (free/reduced)			X	
Proposed review of online system			X	Online system would allow parents to fill-out form online
Plans acceptable menus based on dietary guidelines and nutrition standards.	X			
Menu planning/new regulations: i. menu costing ii. menu use iii capacity	X			
Menu production	X			
Develops procedures that provide for the serving of nutritionally balanced meals.			X	
Develops and coordinates nutrition education as part of the school food service program.	X			
Establishes standards for quality food production services.			X	
Establishes and maintains a system for inventory, purchasing and distribution of food and non-food products. (Using best practices and ServSafe standards)			X	

**School Food Service Director  
-Share Position: Division of Duties-**

<b>PERFORMANCE RESPONSIBILITIES:</b>	<b>Part Time Director A (Beth)</b>	<b>Part Time Director B (Janice)</b>	<b>Shared</b>	<b>Notes</b>
Plans for purchase, maintenance and replacement of food service equipment. i. Developing a equipment placement plan for 5 and 10 years.			X	
<i>Equipment Repair</i>			X	
<i>Equipment Purchase</i>	X			
Complies with Federal, State and Local sanitation and safety regulations for personnel, equipment and facilities. i. Develop an inservice for staff using new regulations and the new food code and potentially pass license.			X	
10. Promotes effective communication and working relationship with students, staff and community.			X	
<i>Parent questions/comunication</i>			X	
<i>Committee</i>			X	
<i>Marketing and development</i>			X	
<i>Wellness Committee</i>		X		
11. Prepares the school food service budget and maintains all financial and business records consistent with Federal and State regulations.	X			
<i>budget</i>	X			
<i>end of month paperwork</i>	X			
12. Establishes and enforces performance standards.			X	
13. Enforces relevant personnel policies and provision of collective bargaining agreements.			X	
<i>Personnel</i>			X	
<i>Timesheets</i>		X		

**School Food Service Director  
-Share Position: Division of Duties-**

PERFORMANCE RESPONSIBILITIES:	Part Time Director A (Beth)	Part Time Director B (Janice)	Shared	Notes
Interviews and recommends for employment of food services personnel and evaluates employee work performance.		X		
<i>Institute Calling</i>		X		
Coordinates a continuous in-service training team.	X			
<i>Training &amp; educational development</i>	X			
Performs such other tasks as may from time-to-time be assigned by the administration.			X	
<i>Special functions planning</i>			X	
<i>Testimony to MBOE for Superintendent</i>	X			
<i>Management SDE-CT Rating Grant</i>	X			
<i>This is a 2 year grant funded for 1st yr potential for funds for 2 years.</i>				
<i>Community style dining concept program</i>			X	
<i>Nutrition education outreach</i>			X	
<i>Grant funded will hire per diem nutrition educator to work with students and school community</i>			X	
<i>Food safety testing results collected.</i>			X	We will collect production records and monitor changes in serving and selection of foods.



### **Quarterly Financials**

A motion is in order if the Board accepts the Quarterly Financial.

Motion to accept the Town of Mansfield / Mansfield Board of Education Quarterly Financial Statements for the Quarter ending September 30, 2013.



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INTEROFFICE MEMORANDUM

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**TO:** MANSFIELD BOARD OF EDUCATION  
**FROM:** CHERIE TRAHAN  
**SUBJECT:** SALARY BUDGET TRANSFERS 2013/14  
**DATE:** 11/7/13

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Attached for your consideration is a request for salary budget transfers for the 2013-2014 school year. The net result is a reduction in budgeted salaries of \$50,720, which will be added to contingency. A brief description of the requested transfers over \$1,000 follows:

Middle School:

Regular Instruction - Certified: Decrease \$26,850: Two employees are on a leave of absence and their replacements were hired at a lower rate than budgeted.

Goodwin School:

Regular Instruction - Certified: Increase \$31,650: Two new employees were hired at a higher rate than budgeted but were offset by one new employee hired at a lower rate than budgeted.

Regular Instruction - Instructional Assistants: Decrease \$5,650: Three new employees were hired at a lower rate than budgeted.

Southeast School:

Regular Instruction - Certified: Decrease \$28,410: Savings from two positions eliminated during the budget process were greater than anticipated.

Principal's Office - Administrators: Decrease \$15,560: New Principal was hired at a lower rate than budgeted.

Principal's Office - Secretaries: Decrease \$1,840: New Secretary was hired at a lower rate than budgeted.

Vinton School:

Regular Instruction - Certified: Decrease \$21,700: Savings from one position eliminated during the budget process were greater than anticipated.

Regular Instruction - Instructional Assistants: Increase \$1,960: New employee hired at a higher rate than budgeted.

District Management:

Superintendent's Office – Administrators: Increase \$5,310: Superintendent's annuity payment was not included during the budget process.

Superintendent's Office – Secretaries: Decrease \$4,840: Vacant position not filled.

Plant Operations:

Maintenance Personnel: Increase: \$33,160: This increase covers the contract settlement and retroactive payments that were partially included in Contingency.

Support Services:

Enrichment - Regular Instruction – Certified: Increase \$8,670: New employee hired at a higher rate than budgeted.

Preschool – Regular Instruction – Certified: Decrease \$32,410: New employee hired at a lower rate than budgeted.

Preschool – Regular Instruction – Instructional Assistants: Increase \$19,760: New position added that was not included in original budget.

Remedial Reading/Math – Regular Instruction – Certified: Decrease \$2,120: New employee hired at a lower rate than budgeted.

Special Education:

Regular Instruction – Certified: Decrease \$21,930: New employee hired at a lower rate than budgeted.

Regular Instruction – Instructional Assistants: Decrease \$15,220: Savings from position moved to Regular Education.

Speech & Hearing Services – Grant Deduction: Decrease \$14,580: State grant received was less than budgeted.

Psychological Services – Certified: Increase \$9,010: New employee hired at a higher rate than budgeted.

**MANSFIELD BOARD OF EDUCATION  
SALARY BUDGET TRANSFERS  
FY 2013/2014  
All Accounts**

ACCOUNT NUMBER				APPROP	ESTIMATED	INCREASE	(DECREASE)	ADJUSTED APPROP
Middle School								
112	61101	51001	01	3,195,530	3,168,680		(26,850)	3,168,680
112	61101	51101	01	116,770	116,770			116,770
112	62102	51006	01	134,990	134,990			134,990
112	62302	51107	01	21,490	21,490			21,490
112	62520	51002	01	264,320	264,320			264,320
112	62520	51102	01	121,610	121,610			121,610
112	62520	51111	01	11,550	11,550			11,550
112	63430	51116	01	36,130	36,130			36,130
112	63440	51116	01	13,600	13,600			13,600
Goodwin								
112	61101	51001	02	1,166,730	1,198,380	31,650		1,198,380
112	61101	51101	02	103,180	97,530		(5,650)	97,530
112	62520	51002	02	134,530	134,530			134,530
112	62520	51102	02	59,190	59,190			59,190
Southeast								
112	61101	51001	03	1,400,540	1,372,130		(28,410)	1,372,130
112	61101	51101	03	120,040	120,370	330		120,370
112	62520	51002	03	134,530	118,970		(15,560)	118,970
112	62520	51102	03	60,860	59,020		(1,840)	59,020
Vinton								
112	61101	51001	04	1,493,550	1,471,850		(21,700)	1,471,850
112	61101	51028	04	(38,510)	(38,510)			(38,510)
112	61101	51101	04	122,620	124,580	1,960		124,580
112	62520	51002	04	137,470	137,470			137,470
112	62520	51102	04	59,020	59,020			59,020
District Management								
112	61101	51105	50	202,700	202,700			202,700
112	61101	51109	50	24,500	24,500			24,500
112	61101	51114	50	5,670	5,670			5,670
112	62201	51002	50	10,000	10,000			10,000
112	62201	51010	50	20,000	20,000			20,000
112	62201	51102	50	33,300	33,860	560		33,860
112	62310	51005	50	92,430	92,430			92,430
112	62310	51101	50	85,700	85,700			85,700
112	62310	51107	50	55,680	56,050	370		56,050
112	62401	51004	50	204,380	204,380			204,380
112	62401	51102	50	4,220	4,290	70		4,290
112	62401	51125	50	20,000	20,000			20,000
112	62401	51053	50	57,290	57,290			57,290
112	62402	51002	50	151,570	156,880	5,310		156,880
112	62402	51102	50	126,840	122,000		(4,840)	122,000
112	62601	51002	50	39,200	39,200			39,200
112	62601	51108	50	79,980	79,980			79,980

**MANSFIELD BOARD OF EDUCATION  
SALARY BUDGET TRANSFERS  
FY 2013/2014  
All Accounts**

ACCOUNT NUMBER				APPROP	ESTIMATED	INCREASE	(DECREASE)	ADJUSTED APPROP
112	62710	51102	50	28,630	28,630			28,630
112	62710	51103	50	568,840	602,000	33,160		602,000
112	62710	51113	50	25,000	25,000			25,000
112	62710	51120	50	2,500	2,500			2,500
112	62710	51121	50	1,000	1,000			1,000
112	62710	51122	50	20,000	20,000			20,000
112	62710	51123	50	6,000	6,000			6,000
Regular Ed-Support Services								
112	61202	51001	51	398,640	407,310	8,670		407,310
112	61204	51001	51	231,380	198,970		(32,410)	198,970
112	61204	51024	51	(15,990)	(15,520)	470		(15,520)
112	61204	51101	51	95,520	115,190	19,670		115,190
112	61310	51001	51	470,020	467,900		(2,120)	467,900
112	61310	51021	51	(119,650)	(119,650)			(119,650)
112	62103	51104	51	195,180	195,180			195,180
Special Education								
112	61201	51001	52	890,110	868,180		(21,930)	868,180
112	61201	51014	52	2,800	2,800			2,800
112	61201	51101	52	618,630	603,410		(15,220)	603,410
112	61201	51105	52	7,000	7,000			7,000
112	61201	51109	52	19,000	19,000			19,000
112	61400	51001	52	25,000	25,000			25,000
112	61400	51002	52	1,000	1,000			1,000
112	61400	51101	52	21,000	21,000			21,000
112	62105	51001	52	312,860	312,860			312,860
112	62105	51022	52	(169,460)	(154,880)		14,580	(154,880)
112	62108	51001	52	299,660	308,670	9,010		308,670
112	62404	51002	52	124,350	124,350			124,350
112	62404	51102	52	142,230	142,230			142,230
112	62401	51025	50	15,600	66,320	50,720		66,320
<b>TOTAL</b>				<b>\$ 14,300,050</b>	<b>\$ 14,300,050</b>	<b>\$ 161,950</b>	<b>\$ (161,950)</b>	<b>\$ 14,300,050</b>

### **Salary Budget Transfers**

A motion is in order if the Board approves the Salary Budget Transfers.

Motion to approve the Salary Budget Transfers for the 2013-2014 school year.



Mansfield Public Schools: Computer Infrastructure

2013/18

	Proposed Project Expenditures						Category (Repair, Replace, and/or Enhance)	Comments/Explanations
	2013/14		2014/15	2015/16	2016/17	2017/18		
	Completed	Future						
<b>odwin School</b>								
Electrical Wiring & Connection to Generator			\$2,900				Replace & Enhance	Replace insufficient outlets in data closets; Generator access.
End-User Equipment			\$10,000	\$15,000	\$15,000	\$15,000	Replace & Enhance	Replacement cycle; Integrate newer technologies into learning.
Ethernet Cabling	\$552	\$14,240					Repair/Rep./Enhanc.	Replace/repair broken or undersized cabling; Support new technol.
Flow Cooling in Core Data Closet		\$2,850					Replace	Replace current system which is unable to cope w/ current use.
Primary Data Rack		\$7,480					Repair/Rep./Enhanc.	Replace/repair connections & properly sized for modern technol.
School Security (technology)	\$14,044		\$4,100				Enhance	Enhance technology used by school security (doors; cameras).
Secondary Data Rack						\$6,050	Replace	Replacement cycle for secondary data rack.
Servers		\$4,950			\$6,100	\$6,100	Replace	Replacement cycle for servers.
Switches / POE			\$13,950	\$3,249			Replace & Enhance	Replacement cycle & meet connectivity needs of modern technol.
Telecommunications (Phone) System	\$7,385		\$19,600				Replace & Enhance	Replacement cycle & meet communications needs.
UPS's	\$245			\$2,984	\$1,100	\$3,300	Replace	Replacement cycle for uninterrupt. power supplies units.
Wireless Access System					\$22,000		Replace & Enhance	Replacement cycle & meet modern wireless connectivity needs.
<b>utheast School</b>								
Electrical Wiring & Connection to Generator			\$2,900				Replace & Enhance	Replace insufficient outlets in data closets; Generator access.
End-User Equipment			\$10,000	\$15,000	\$15,000	\$15,000	Replace & Enhance	Replacement cycle; Integrate newer technologies into learning.
Ethernet Cabling	\$354	\$14,240					Repair/Rep./Enhanc.	Replace/repair broken or undersized cabling; Support new technol.
Flow Cooling in Core Data Closet		\$2,850					Replace	Replace current system which is unable to cope w/ current use.
Primary Data Rack		\$7,480					Repair/Rep./Enhanc.	Replace/repair connections & properly sized for modern technol.
School Security (technology)	\$18,906		\$4,100				Enhance	Enhance technology used by school security (doors; cameras).
Secondary Data Rack						\$6,050	Replace	Replacement cycle for secondary data rack.
Servers		\$4,950			\$6,100	\$6,100	Replace	Replacement cycle for servers.
Switches / POE			\$13,950	\$3,249			Replace & Enhance	Replacement cycle & meet connectivity needs of modern technol.
Telecommunications (Phone) System	\$7,385		\$19,600				Replace & Enhance	Replacement cycle & meet communications needs.
UPS's	\$245			\$2,984	\$1,100	\$3,300	Replace	Replacement cycle for uninterrupt. power supplies units.
Wireless Access System					\$22,000		Replace & Enhance	Replacement cycle & meet modern wireless connectivity needs.
<b>nton School</b>								
Electrical Wiring & Connection to Generator			\$2,900				Replace & Enhance	Replace insufficient outlets in data closets; Generator access.
End-User Equipment			\$10,000	\$15,000	\$15,000	\$15,000	Replace & Enhance	Replacement cycle; Integrate newer technologies into learning.
Ethernet Cabling	\$660	\$14,240					Repair/Rep./Enhanc.	Replace/repair broken or undersized cabling; Support new technol.
Flow Cooling in Core Data Closet		\$2,850					Replace	Replace current system which is unable to cope w/ current use.
Primary Data Rack		\$7,480					Repair/Rep./Enhanc.	Replace/repair connections & properly sized for modern technol.
School Security (technology)	\$14,350		\$4,100				Enhance	Enhance technology used by school security (doors; cameras).
Secondary Data Rack						\$6,050	Replace	Replacement cycle for secondary data rack.
Servers		\$4,950			\$6,100	\$6,100	Replace	Replacement cycle for servers.
Switches / POE			\$13,950	\$3,249			Replace & Enhance	Replacement cycle & meet connectivity needs of modern technol.
Telecommunications (Phone) System	\$7,385		\$19,600				Replace & Enhance	Replacement cycle & meet communications needs.
UPS's	\$245			\$2,984	\$1,100	\$3,300	Replace	Replacement cycle for uninterrupt. power supplies units.
Wireless Access System					\$22,000		Replace & Enhance	Replacement cycle & meet modern wireless connectivity needs.
<b>iddle School</b>								
Electrical Wiring & Connection to Generator			\$4,600	\$9,200			Replace & Enhance	Replace insufficient outlets in data closets; Generator access.
End-User Equipment			\$20,000	\$50,000	\$50,000	\$50,000	Replace & Enhance	Replacement cycle; Integrate newer technologies into learning.
Ethernet Cabling	\$1,121	\$2,437		\$4,700			Repair/Rep./Enhanc.	Replace/repair broken or undersized cabling; Support new technol.
School Security (technology)	\$21,506		\$11,750				Enhance	Enhance technology used by school security (doors; cameras).
Secondary Data Racks						\$19,500	Replace	Replacement cycle for secondary data racks.
Servers		\$4,950			\$17,400	\$17,400	Replace	Replacement cycle for servers.
Switches / POE			\$8,100	\$23,100			Replace & Enhance	Replacement cycle & meet connectivity needs of modern technol.
Telecommunications (Phone) System	\$9,913			\$46,301			Replace & Enhance	Replacement cycle & meet communications needs.
UPS's			\$3,900	\$3,000		\$3,250	Replace	Replacement cycle for uninterrupt. power supplies units.
WAN Fiber to MultiGig Connection						\$18,500	Replace & Enhance	Replace & increase throughput to meet capacity requirements.
<b>Total Technology</b>	<b>\$ 104,053</b>	<b>\$ 95,947</b>	<b>\$200,000</b>	<b>\$200,000</b>	<b>\$200,000</b>	<b>\$200,000</b>		

**Mansfield Public Schools: Facilities Management**

2013/18

	Proposed Project Expenditures					Category (Repair, Replace, and/or Enhance)	Comments/Explanations	
	2013/14		2014/15	2015/16	2016/17			2017/18
	Completed	Future						
<b>Goodwin School</b>								
Additional heat radiation	\$51,000					enhance	New boilers and oil tank removal is not included at this time, pending possible performance contracting for energy savings. If this does not occur, funding for the boilers & tank removal would need to be included in this schedule.	
Cafeteria tables	\$4,100		\$5,000			replace		
Security (locks, shades, and painting)	\$4,400					enhance		
playgrounds			\$5,000	\$2,500	\$2,500	repair		
Major roof repairs					\$100,000	repair		
Sub-total Goodwin School	\$59,500	\$0	\$10,000	\$2,500	\$102,500	\$2,500	Cafeteria tables are being rebuilt in house instead of buying new	
<b>Southeast School</b>								
Outside vestibule	\$48,800					enhance	The elementary school buildings will reach the 30 year age requirement in 2020. In addition, two to three years is needed to prepare for a new/revised project on the schools. Depending on the timeline presented by the Town council, I would expect a School Building Committee would need to be formed around FY 2017/18.	
Security (locks, shades, and painting)	\$4,400					enhance		
Cafeteria tables			\$5,000	\$5,000		replace		
playground			\$5,000	\$2,500	\$2,500	repair		
Major roof repairs					\$100,000	repair		
Sub-total Southeast School	\$53,200	\$0	\$10,000	\$7,500	\$2,500	\$102,500		
-22-								
<b>Vinton School</b>								
Security (locks, shades, and painting)	\$4,400					enhance	The A/C for the Library at MMS has been a difficult piece of equipment to keep running. It is way beyond it's projected life and is due to be replaced.	
cafeteria tables			\$5,000	\$5,000		replace		
playground			\$45,000	\$45,000	\$45,000	replace		
Major roof repairs				\$100,000		repair		
Sub-total Vinton School	\$4,400	\$0	\$50,000	\$150,000	\$45,000	\$0		
<b>Middle School</b>								
Security (locks, shades, and painting)	\$8,800					enhance	Repair/Replace/Enh.	
Repaint lines on Gym floor	\$6,200					repair		
A/C for library			\$100,000			replace		
Freezer/refrigerator				\$50,000		replace		
Sub-total MMS School			\$100,000					
<b>Unforeseen Repairs/Carryover</b>		\$74,100	\$30,000	\$0	\$50,000	\$95,000		
<b>Total Facilities Management</b>	<b>\$ 125,900</b>	<b>\$ 74,100</b>	<b>\$200,000</b>	<b>\$210,000</b>	<b>\$200,000</b>	<b>\$200,000</b>		

**MANSFIELD BOARD OF EDUCATION  
BUDGET OVERVIEW  
November 14, 2013**

**WHAT MAKES A HIGH QUALITY BUDGET?**

- 1) **Policy Document** – Provide a coherent statement of district-wide non-financial goals and objectives that address long-term concerns and issues
  - a) Long term and short term organizational goals
  - b) Financial policies
  - c) Priorities and issues
  - d) Unit goals and objectives
  
- 2) **Financial Plan** – Include and describe all funds that are subject to appropriation
  - a) Definition & appropriation of all funds
  - b) Detailed financial information – 3 to 4 years summary information; major revenues and trends; capital expenditures and impact on operating budgets; debt management
  
- 3) **Operations Guide** – Describe activities, services and functions carried out by the organization
  - a) Describe each function
  - b) Provide performance measures
  - c) Provide an organizational chart
  - d) Provide staffing information
  
- 4) **Communications Device** – Provide summary information including budgetary issues, trends and resource choices
  - a) Discuss budget issues
  - b) Planning process
  - c) Provide charts & graphs
  - d) Statistical & other supplemental information
  - e) Useable and understandable

**MANSFIELD BOARD OF EDUCATION  
2013/2014 BUDGET**

Divided into 8 sections to provide the Policy, Financial, Operational and Communications components of a quality budget:

Table of Contents

- I. Overview
  - 1. Narrative Introduction – discuss the budget as a whole and key points
  - 2. Board of Education Goals
  - 3. Enrollment Summaries and Projections
  - 4. Staffing Chart
  
- II. Revenues and Tax Rate
  - 1. Budget in Brief Summary page – total budget by expenditure classification
  - 2. Brief narrative of the significant features in each classification of expenditure
  - 3. Revenue narrative, tax rate discussion and five year forecast
  
- III. Budget Summaries – Page 1
  - 1. Summary by object code (State Dept. of Ed. dictates how we classify expenditures)
  - 2. Summary by activity (program) code (Use State Dept. of Ed. program descriptions)
  - 3. Additional summaries for ‘K- 4’ and for ‘5 – 8’
  
- IV. Regular Education – Page 15 (Language Arts, Science, Math, etc)
  - 1. **Narrative section for each program including: program description; highlights of current year; objectives of coming year; major budget changes and commentary – Policy Decisions**
  - 2. Financial budget section for each program including: actual expenditures prior year; adopted budget current year; amended budget current year; estimated expenditures current year; finally, proposed budget next year
  
- V. District Management – Page 55 (Gen Admin, Business Admin, Facilities, etc.)
  - 1. Summary by object code and activity code
  - 2. Narrative section for each program
  - 3. Financial budget section for each program
  
- VI. Support Services – Page 71 (Remedial Reading/Math, Support Serv-Students, etc.)
  - 1. Summary by object code and activity code
  - 2. Narrative section for each program
  - 3. Financial budget section for each program
  
- VII. Special Education – Page 81 (All Special Education programs)
  - 1. Summary by object code and activity code
  - 2. Narrative section for each program
  - 3. Financial budget section for each program
  
- VIII. Other Funds – Page 97 (Suzuki Program, Oak Grove School, School Lunch Program)
  - 1. Narrative section for each program
  - 2. Financial section page for each program

**University of Connecticut  
Neag School of Education and Professional Development School  
Collaborative Partnership Memorandum of Understanding**

**A. Professional Development Schools**

Professional development schools (PDS) are innovative institutions formed through partnerships between professional education programs and P-12 schools. Their mission is professional preparation of candidates, faculty development, inquiry directed at the improvement of practice, and enhanced student learning.

**B. Rationale**

The purpose of this Memorandum of Understanding (MOU) is to make a formal commitment among stakeholders to provide the most effective teaching and learning for students of all ages. By combining resources and working together, the University of Connecticut Neag School of Education (UConn) and participating school districts share the objective of preparing effective teachers who can provide the best educational experiences for student learning at all levels and in all disciplines. Collaborators embark on a process of simultaneous renewal through shared inquiry, professional development, and improved student learning. This process of collaborative growth guarantees optimal learning experiences for all constituents and facilitates the implementation of a seamless Preschool-16 program.

**C. Goals**

**1. Learning community**

*The PDS will be a learning-centered community that supports the integrated learning and development of P-12 students, candidates, and PDS partners through inquiry-based practice.*

- a. Support multiple learners
- b. Ensure that work and practice will be inquiry-based and focused on learning
- c. Develop a common shared professional vision of teaching and learning that will be grounded in research and practitioner knowledge
- d. Serve as instruments of change
- e. Function as an extended learning community

**2. Accountability and quality assurance**

*PDS partners will be accountable to themselves and to the public for upholding professional standards for teaching and learning and demonstrating professionalism.*

- a. Develop professional accountability
- b. Assure public accountability

- c. Set PDS participation criteria
- d. Develop assessments pertaining to UConn students and teacher training programs, collect information, and use results
- e. Engage with the PDS context, including other stakeholders and policymakers with whom the PDS is affiliated
- f. Recruit, select, and support clinic teachers, cooperating teachers, and intern supervisors who demonstrate and model characteristics and dispositions, such as, imagination, initiative, perseverance, reflection, etc.

### **3. Collaboration**

*PDS partners and partner institutions will systematically move from independent to interdependent practice by committing themselves and committing to each other to engage in joint work focused on implementing the PDS mission.*

- a. Engage in joint work
- b. Design roles and structures to enhance collaboration and develop parity
- c. Systematically recognize and celebrate joint work and contributions of each partner

### **4. Equity and diversity**

*PDS partners and candidates will develop and demonstrate knowledge, skills, and dispositions resulting in learning for all P-12 students.*

- a. Ensure equitable opportunities to learn
- b. Evaluate policies and practices to support equitable learning outcomes
- c. Recruit and support diverse participants

### **5. Structures, resources and roles**

*The PDS partnership will use its authority and resources to articulate its mission and establish governing structures that will support the learning and development of P-12 students, candidates, faculty, and other professionals.*

- a. Establish governance and support structures
- b. Ensure progress towards goals
- c. Create PDS roles, responsibilities, and commitments
- d. Generate and share resources
- e. Use effective communication
- f. Seek to renew and enhance the relationships of the PDS and UConn over time

#### D. District Commitment

The district of \_\_\_\_\_ agrees to:

1. Select a formal representative and alternate to the Neag School of Education's Schools as Clinics Committee and ensure the attendance of the committee representative/alternate at the bi-monthly meetings, whenever possible.
2. Select a **Pre-Service Placement Coordinator** who will be responsible for overseeing all clinic (junior & senior), student teacher (senior) and intern (fifth year) placements.
3. Identify a **Lead Teacher/Site Coordinator** in each school who will work with the university in an effort to close the communication feedback loop and to foster improved collaboration.
4. Join with the Neag School of Education in continuing to commit to the agenda and the mission of the National Network of Educational Renewal.
5. Work with the Neag School of Education to establish a special process to give fieldwork priority, not exclusivity, to students from UConn.
6. Recruit, support, and recognize the participation and leadership activities of clinic teachers, cooperating teachers, and internship supervisors.
7. Participate in research, formative assessments, evaluation, and dissemination activities of the Neag School of Education.
8. Receive background check information on all IB/M juniors.
  - If a misdemeanor is indicated, a subcommittee of the Schools as Clinics Committee, with representation from each district, will convene to make decisions based on individual offenses and circumstances. The Chair of the subcommittee will be responsible for organizing these meetings, as university personnel cannot be involved in this decision-making process. The Chair will also be responsible for communicating decisions to the Neag School of Education's Dean's Office.
9. Provide updated TEAM training opportunities to faculty who are deemed qualified to become cooperating teachers.

**E. University of Connecticut's Neag School of Education Commitment**

The *Neag School of Education* agrees to:

1. Provide administrative structure: director, office space, secretarial support, and mail and telephone service for school-university partnerships.
2. Provide clinical faculty as liaisons between partnership schools and the Neag School of Education.
3. Recruit and support UConn supervisors to work with cooperating teachers in an effort to help shape and evaluate the student teachers' fieldwork.
4. Provide representation on the Schools as Clinics Committee.
5. Provide well prepared students for fieldwork.
6. Provide space and funding for select PDS professional development programs and events.
7. Encourage UConn faculty to work with partnership schools and districts.
  - The Neag School of Education will explore more viable ways to connect the partnership schools with colloquium offerings.
  - The Neag School of Education will seek to offer specific professional development opportunities that dovetail with individual school/district needs based on School Improvement Plans.
  - The Neag School will support partnership schools as they seek to provide updated TEAM training to cooperating teachers.
8. Facilitate grant writing and provide information about external funding sources for professional development schools.
9. Provide feedback to partnership schools with regard to the impact they have on IB/M students.

**F. Term.**

- a. This MOU shall be in effect as of the date last executed by the parties below and shall remain in effect unless and until it is terminated by any party upon sixty (60) days written notice.
- b. All revisions to this MOU may only be made by written amendment executed by all parties.

**G. Notices.** Any notice required to be given pursuant to the terms of this Agreement shall be in writing and shall be sent, postage prepaid, by certified mail, return receipt requested, to the University or Contractor at the addresses

set forth below. The notice shall be effective on the date of delivery indicated on the return receipt.

If to the University:  
University of Connecticut

\_\_\_\_\_  
\_\_\_\_\_

Attn: \_\_\_\_\_

If to the Contractor:

\_\_\_\_\_  
\_\_\_\_\_

Attn: \_\_\_\_\_

**IN WITNESS WHEREOF**, the parties hereto have caused this Memorandum of Understanding to be executed and certify that they are duly-authorized officers with full authority to execute on behalf of their institution as of the dates indicated below.

**University of Connecticut  
Neag School of Education**

**School District**

\_\_\_\_\_  
Authorized Signature

\_\_\_\_\_  
Authorized Signature

\_\_\_\_\_  
Print Name/Title

\_\_\_\_\_  
Print Name/Title

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

\_\_\_\_\_  
Authorized Signature

\_\_\_\_\_  
Authorized Signature

\_\_\_\_\_  
Print Name/Title

\_\_\_\_\_  
Print Name/Title

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

\_\_\_\_\_  
Authorized Signature

\_\_\_\_\_  
Authorized Signature

\_\_\_\_\_  
Print Name/Title

\_\_\_\_\_  
Print Name/Title

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

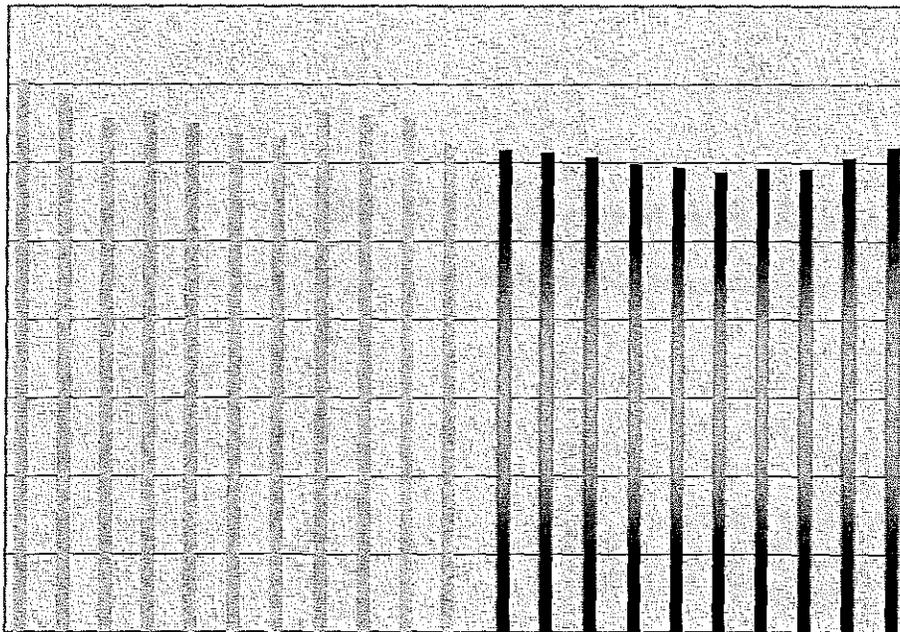
**Neag School Professional Development Partnership**

A motion is in order if the Board approves the Professional Development Partnership.

Motion to approve the University of Connecticut Neag School of Education and Professional Development School Collaborative Partnership Memorandum of Understanding.



# MANSFIELD PUBLIC SCHOOLS ENROLLMENT PROJECTED TO 2023



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October 7, 2013

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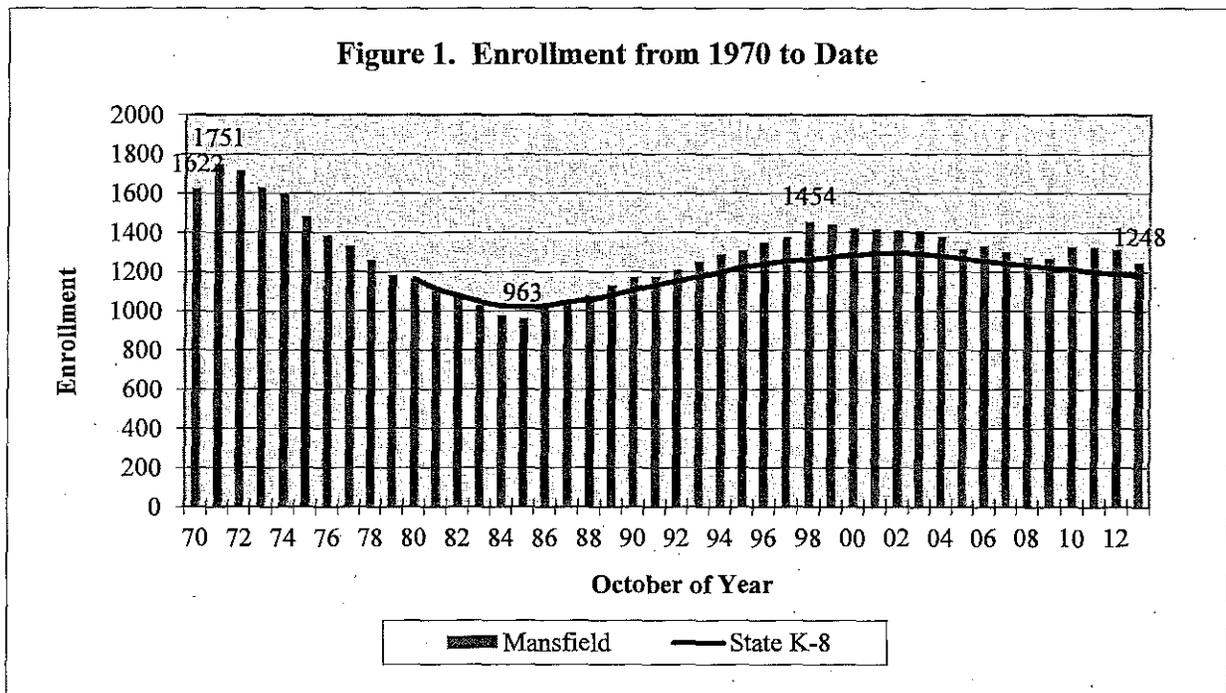
## Introduction

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 44 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 2013 enrollment was 1,248 students, 206 students (14.2 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 ten years and it is expected to decline in 2013. Between 2002 and 2013, I project it will have fallen by 8.1 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 1,181 students in October of 2013 instead of the 1,248 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 2012, the latest data available. They show that 97.2 percent of Mansfield's elementary school-age residents attended the Mansfield Public Schools in 2012. An estimated 1.6 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 (0.3 percent) or public schools in other districts (0.1 percent). Eleven children (0.8 percent) were reported as being home schooled. There was one non-resident enrolled in the Mansfield Public Schools in 2012. With the opening of the Charles Barrows STEM Academy in Windham, the pattern will be slightly different in 2013. The projections in this report are based off of the 1,248 residents and non-residents who attended the Mansfield Public Schools in October, 2013.

	Number	Percent
<b>Residents</b>		
A. Mansfield Public	1,316	97.2%
B. Other Public	1	0.1%
C. Magnets	4	0.3%
D. Non-Public	22	1.6%
E. Home Schooled	11	0.8%
<b>Total (A+B+C+D+E)</b>	<b>1,354</b>	
F. Non-Residents	1	
<b>Total Enrollment (A+F)</b>	<b>1,317</b>	

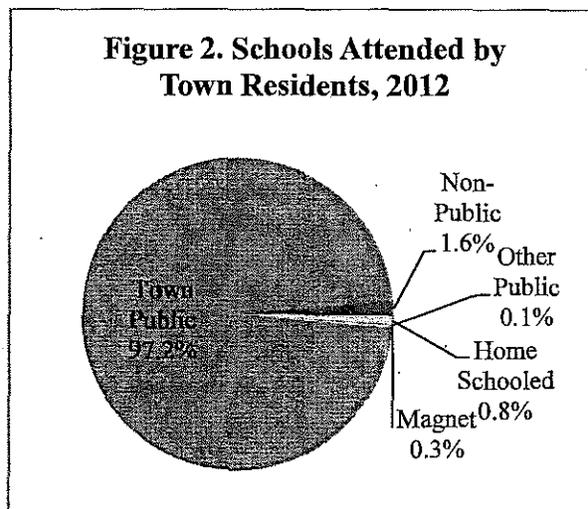
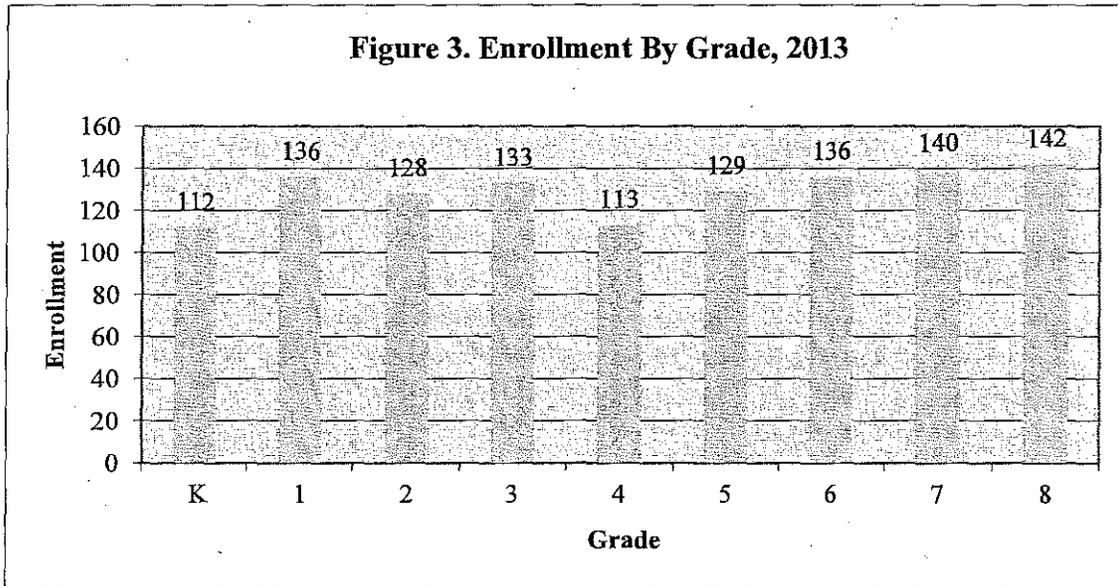


Figure 3 shows the October 2013 grade-by-grade enrollment of students in the Mansfield Public Schools. The children in pre-kindergarten programs are not shown. Grade 8 had the largest enrollment with 142 students. This was followed by Grade 7 with 140 students and Grades 6 and 1 with 136 students each. Kindergarten was the smallest class with 112 students followed by Grade 4 with 113 students. If current conditions continue, this year's Kindergarten class will have 120 students when it enters Grade 5 in 2018. That is below the current enrollment for that grade. The current year enrollment by grade is the starting point for this projection. How it moves forward is discussed below.



### Projection Method

The projections in this report were generated using the cohort survival method. This is the standard method used by people running enrollment projections. For the grades above kindergarten, I compute grade-to-grade growth rates for ten years (see Appendix B). For example, if the number of fifth graders this year is 142 and the number of fourth graders last year was 140, then the growth rate is 1.014. A growth rate above 1.000 indicates that students moved in, transferred from a non-public school or they were retained. 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.

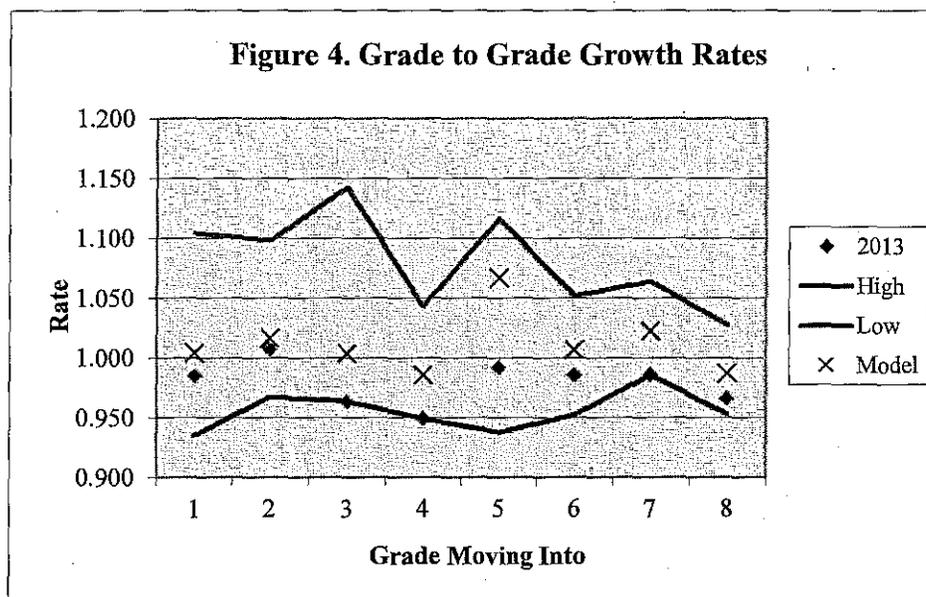
In the standard model, kindergarten enrollment is compared to births five years prior and some average of the observed growth or decline is used to project future kindergarten enrollment. My method breaks kindergarten enrollment into three parts: five-year olds, six-year olds entering kindergarten for 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 gives the greatest weight to 2013, which reflects to opening of the magnet school.

To extend the projection beyond four years, I need to estimate births. The State Department of Public Health recorded 97 births in 2010. That is the latest official figure. The preliminary counts are 92 births

in 2011 and 81 in 2012. To estimate births in 2013, I used the 57 in-state births recorded through August compared to 54 for the same period in 2012. From this I estimated there would be 86 births in 2013 by adding the average of births recorded in September to December of 2011 and 2012 plus the average of births that occurred out-of-state in those two years. I set births in 2015 to the product of the 2010 fertility rates for Mansfield based upon the population in households plus group quarters and the Connecticut State Data Center's projection of women of child-bearing age in Mansfield in 2015. I prorated births in 2014. I utilized the annualized growth in projected births in 2015 and 2020 to estimate births in 2016 to 2018. I calculated the projected growth in the interval, annualized it and applied it to the two year running average of births in Mansfield in the appropriate years.

Figure 4 gives a perspective of the grade-to-grade growth rates for students attending the Mansfield schools. An "x" indicates the average growth rate used in this projection. The diamond is the growth observed between last year and this year. The upper line indicates the largest growth rate observed over the past ten years and the lower line, the lowest. In Grade 1 I used the last eight 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 Grades 5, 6 and 8 the model growth rates appear to be slightly below the middle of the ten-year range. Grade 5 is in upper end of the range and grades 6 and 8 appear to be in the middle. Six of the model growth rates are above 1.00 indicating that children are moving into the Mansfield schools. All of the model rates are above the annual rate of 2013. The average growth rate across grades 2-8 used for the projection was 1.013. The rate in 2013 was a very low 0.979; the median rate over the past 20 years was 1.016.



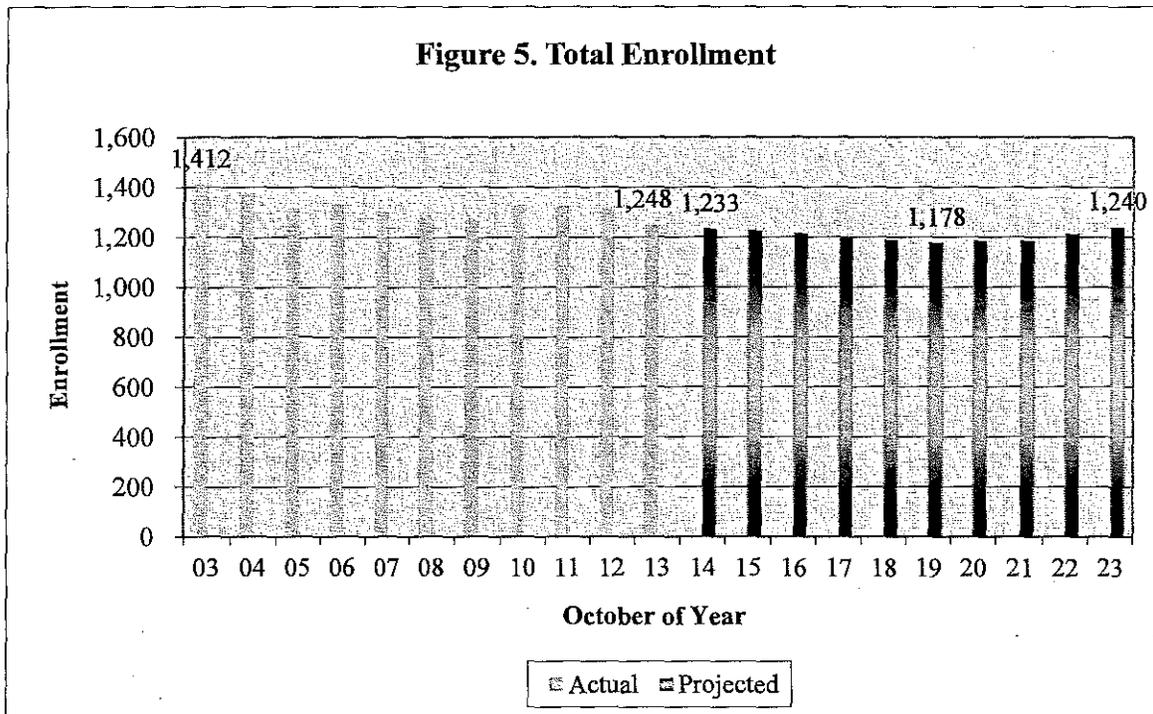
Enrollment data from 2003 to 2012 were taken from the files of the Connecticut State Department of Education. The public school data are available on the Department's website at [www.sde.ct.gov](http://www.sde.ct.gov). Data for 2013 were provided by the Mansfield central office. All enrollment data after 2010 are subject to minor changes as they are reviewed and audited. Births from 1980 to 2013 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 2003 to 2013 and projected enrollment through 2023. Detailed grade-by-grade data may be found in Appendix A. Between 2003 and 2013 enrollment declined from 1,412 to 1,248 students. That represented a loss of 164 students or 11.6 percent. I estimate that, grade K-8 enrollment in the state's public schools decreased by 8.7 percent in that interval. Mansfield's decline of 6.6 percent between 2002 and 2012 (the latest comparable data available) was toward the top of similar districts in the region. Enrollment grew by 15.0 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 9.7 percent in Tolland, 12.9 percent in Pomfret, 13.7 percent in Andover (grades PK-6), 14.4 percent in Hebron (grades PK-6 only), 21.3 percent in Bolton and 26.7 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 decline by 15 students. I believe that the low will come in 2019 at about 1,180 students. That will be 70 students below the current level, a decline of 5.7 percent. The last time that enrollment was that low was 1991. I project that enrollment will be 1,240 students in 2023. That will be within 10 students of the current enrollment, a decline of less than one percent. I have projected that K-8 enrollment statewide will be down 14.4 percent in that period. Your total enrollment should average about 1,210 students over the ten-year projection period. This compares to an average total enrollment of 1,309 students over the past ten years.

Year	Students	Percent Change
2003	1,412	
2004	1,376	-2.5%
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	1,248	-5.2%
2014	1,233	-1.2%
2015	1,227	-0.5%
2016	1,215	-1.0%
2017	1,197	-1.5%
2018	1,190	-0.6%
2019	1,178	-1.0%
2020	1,187	0.8%
2021	1,185	-0.2%
2022	1,213	2.4%
2023	1,240	2.2%



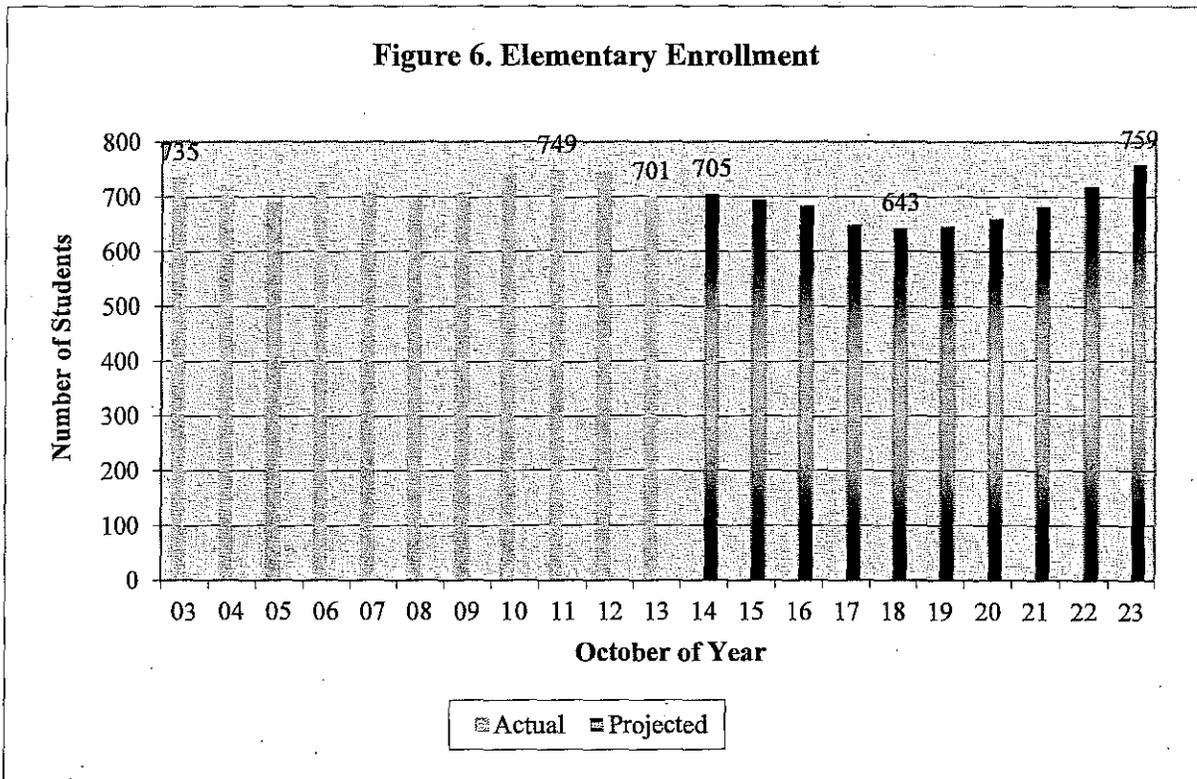
## Elementary School Enrollment

Table 3 and Figure 6 present actual enrollment from 2003 to 2013 and projected enrollment through 2023 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 2003 and 2013 enrollment declined by 34 students or 4.6 percent. I project that state public school enrollment in grades K-4 will have fallen 8.1 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 643 students in 2018 and then begin to recover if the projected increase in births materializes. The last time PK-4 enrollment was near 650 students was 1987. If births recover, enrollment could approach 760 students by 2023. This will be almost 60 students or 8.3 percent above the October 2013 count. Statewide, I have projected a 13.9 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 685 students. This is a little 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 2013. 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.

Year	Students	Percent Change
2003	735	
2004	718	-2.3%
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	701	-6.2%
2014	705	0.6%
2015	695	-1.4%
2016	684	-1.6%
2017	649	-5.1%
2018	643	-0.9%
2019	646	0.5%
2020	661	2.3%
2021	682	3.2%
2022	720	5.6%
2023	759	5.4%

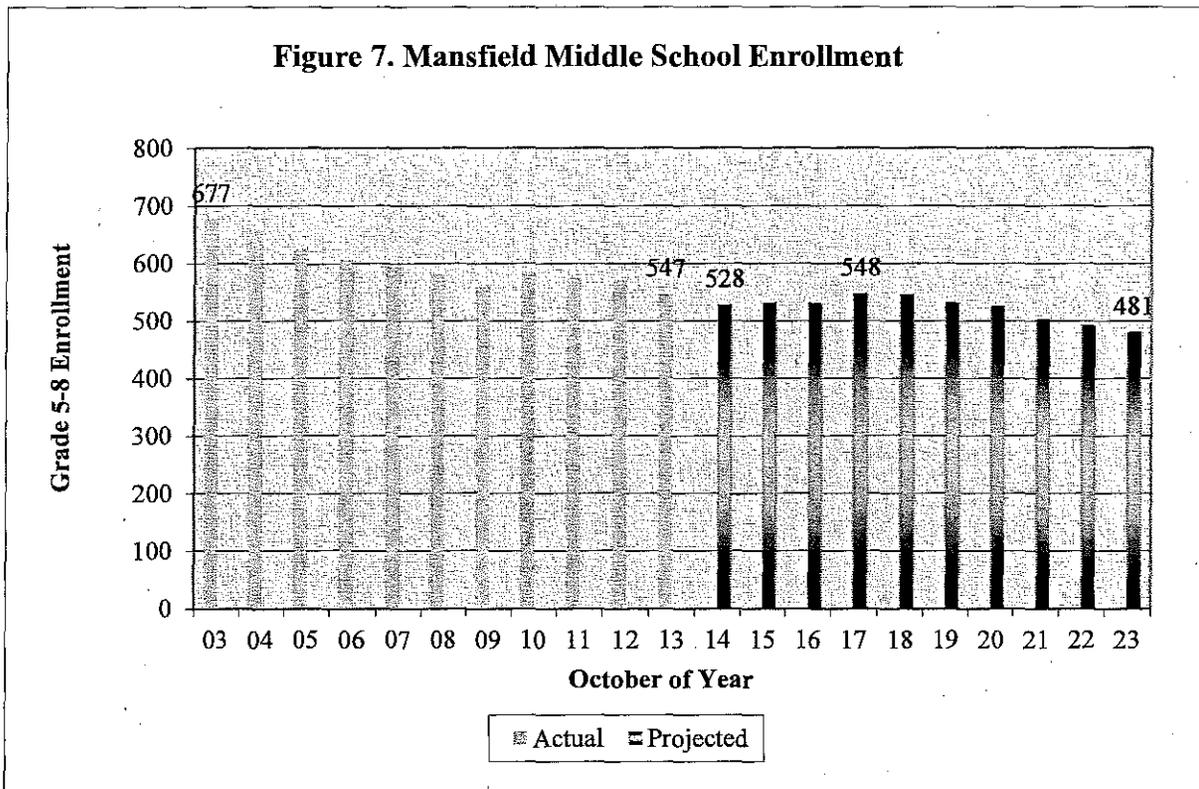


## Mansfield Middle School Enrollment

Table 4 and Figure 7 present past enrollment from 2003 to 2013 and projected future enrollment to 2023 at the Mansfield Middle School. Over the past ten years, enrollment declined from 677 students in 2003 to 547 students in 2013. The 677 student count was a culmination of 17 years of enrollment growth. The last time enrollment in middle school was below 547 students was 1993. Between 2003 and 2013, enrollment declined by 130 students or 19.2 percent. I project that public school enrollment in grades 5-8 statewide will have decreased 9.4 percent between 2003 and 2013.

I believe that next year's enrollment at Mansfield Middle School enrollment will be 15-20 students less than this year's. I project that enrollment will then recover to near the current level in 2017 and then resume the decline. By 2023 I anticipate that the middle school enrollment will be about 480 students. The last time enrollment in grades 5-8 was close to that level was 1989. The projected 2023 enrollment is 66 students below the current level, a decline of 12.1 percent. I project that public school enrollment in grades 5-8 statewide will decline by 13.2 percent in that period. Over the ten-year projection period, enrollment at the Mansfield Middle School is expected to average about 520 students. This is below the average of 590 students observed over the past ten years.

Year	Students	Percent Change
2003	677	
2004	658	-2.8%
2005	624	-5.2%
2006	606	-2.9%
2007	593	-2.1%
2008	580	-2.2%
2009	562	-3.1%
2010	585	4.1%
2011	575	-1.7%
2012	570	-0.9%
2013	547	-4.0%
2014	528	-3.5%
2015	532	0.8%
2016	531	-0.2%
2017	548	3.2%
2018	547	-0.2%
2019	532	-2.7%
2020	526	-1.1%
2021	503	-4.4%
2022	493	-2.0%
2023	481	-2.4%



## 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 2010 and preliminary, estimated and projected births through 2018. Births ranged from a low of 81 in 2012 to a high of 150 in 1988. There were 97 births in 2010, the last official count. The preliminary counts of births are 92 in 2011 and 81 in 2012. Based on births through August of 2013, I estimate there will be only 86 births in 2013. In the 1990s there was an average of 116 births annually. In the five years from 2004 to 2008 (this fall's kindergarten through 4<sup>th</sup> graders) births averaged 103. Births in the 2009 through 2013 period (the K-4 students of 2018) will likely average 90. The projection in years 2019 to 2023 assumes an average of 109 births annually between 2014 and 2018. This is based in part upon the Connecticut State Data Center projection of women of child-bearing ages in 2015 and 2020.

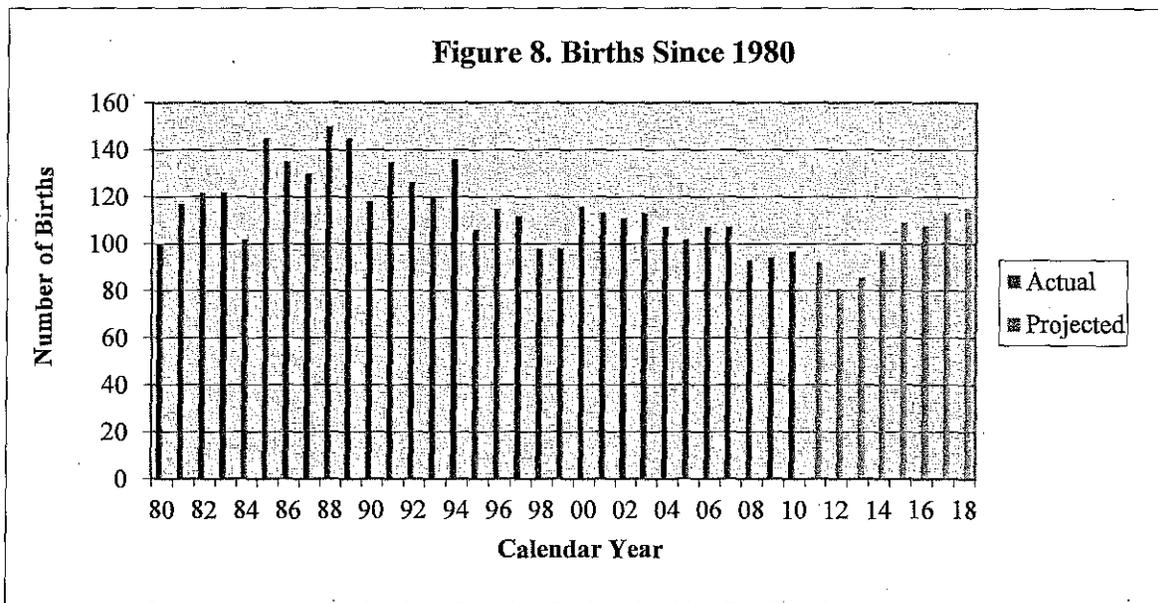
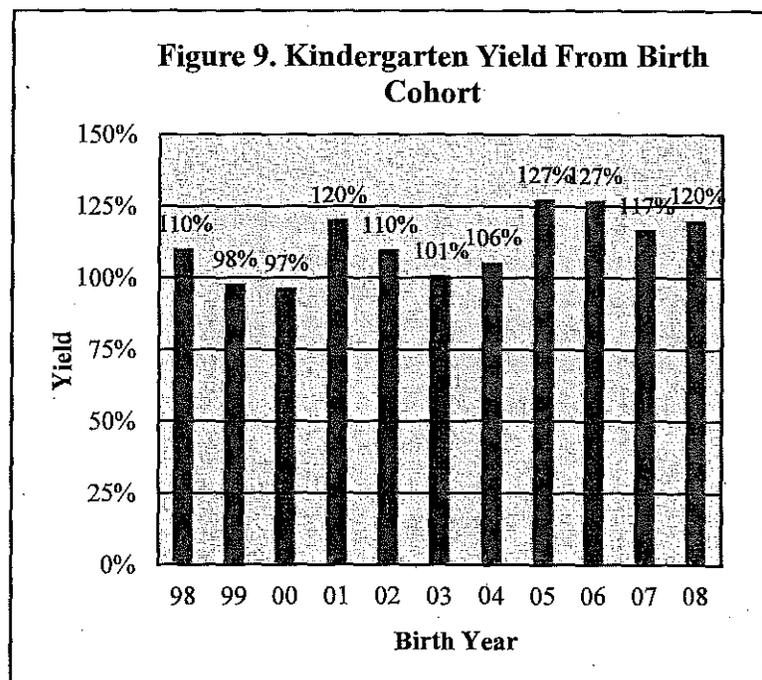


Figure 9 depicts the kindergarten yield five and six years later from the birth cohorts of 1998 to 2008 for Mansfield residents attending kindergarten in Mansfield. For example, there were 107 births in 2007 and 123 children enrolled in Mansfield kindergartens at age five in 2012 and an additional two who first enrolled in kindergarten at age six in 2013. That is a yield of 117 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 2008 is 120 percent. Note that 2008 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 2014. 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 120.3 percent along with a 2.9 percent retention rate. The opening of the Charles Barrows STEM Academy in Windham this year appears to have modestly reduced the kindergarten yield.

Table 5 gives a history of enrollment in kindergarten since 2003 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 2011 to 2013 of retentions, and yields from births five and six years ago. Thus, I estimated kindergarten from 115.6 percent of births five years ago, 5.2 percent of births six years ago, and 2.9 percent of current Kindergarten students retained. These rates are fairly close to the rates observed in 2012.

Year	Birth Year	Births	K	Retained From Prior Year			Non-Retained			Percent Retained	Yield From Births 5-Years Prior	Yield From Births 6-Years Prior	Total Yield From Birth Cohort
				Born 5-Years Prior Resident	Non-Resident	Born 6 Years Prior	Born 5-Years Prior Resident	Non-Resident	Born 6 Years Prior				
2003	1998	98	102	2	95	0	5	1.6%	96.9%	4.5%	110.2%		
2004	1999	98	97	0	84	0	13	0.0%	85.7%	13.3%	98.0%		
2005	2000	116	117	2	103	0	12	2.1%	88.8%	12.2%	96.6%		
2006	2001	113	133	1	123	0	9	0.9%	108.8%	7.8%	120.4%		
2007	2002	111	127	2	112	0	13	1.5%	100.9%	11.5%	109.9%		
2008	2003	113	117	3	104	0	10	2.4%	92.0%	9.0%	100.9%		
2009	2004	107	115	2	103	0	10	1.7%	96.3%	8.8%	105.6%		
2010	2005	102	133	2	121	0	10	1.7%	118.6%	9.3%	127.5%		
2011	2006	107	139	3	127	0	9	2.3%	118.7%	8.8%	127.1%		
2012	2007	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%	120.3%		
<b>3-Year Average</b>									2.9%	116.3%	6.3%	121.4%	
<b>Weighted 3-Year Average</b>									<b>2.9%</b>	<b>115.6%</b>	<b>5.2%</b>	<b>120.3%</b>	
<b>5-Year Average</b>									2.5%	112.6%	7.5%	119.4%	
<b>Weighted 5-Year Average</b>									<b>2.7%</b>	<b>115.0%</b>	<b>6.5%</b>	<b>120.7%</b>	

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 0.31. If this relationship were used to predict kindergarten enrollment, the estimate would have been off by an average of nine children annually over the past ten years. The cohort survival method, even with my breakout into five-year olds, six-year old delayed entrants and children retained, cannot overcome the underlying unpredictability of kindergarten enrollment from earlier births.

## Context of the Projection

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

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

Figure 10 presents the US Census Bureau estimate of Mansfield population growth between July, 2010 and 2012. In that period, the town population is estimated to have declined by 3.38 percent. The population loss of 3.38 percent was the 169th ranked in the state. In contrast, Tolland County declined by 0.78 percent, the state grew by 0.42 percent and communities with similar economic and need characteristics declined by 0.36 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.

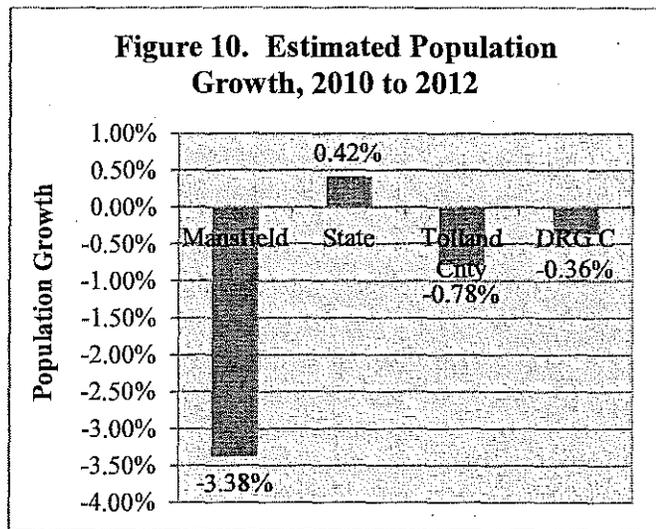


Figure 11 presents the Connecticut State Data Center's population projections for Mansfield's residents 0-14 years of age in the years 2015 and 2020 along with the 2010 Census population. They project that population ages 0-4 will grow from 572 children in 2010 to 765 children in 2020. The population 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.

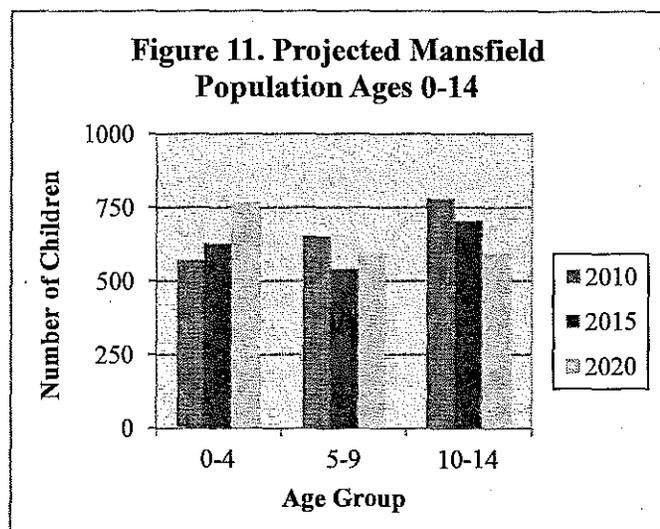


Figure 12 presents the number of women of child-bearing age (in households) from the 2000 and 2010 censuses. There were 116 births to Mansfield residents in 2000 and a count of 97 in 2010. In communities such as yours, women in the 30-34 age group have the highest rate of births. The number of women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

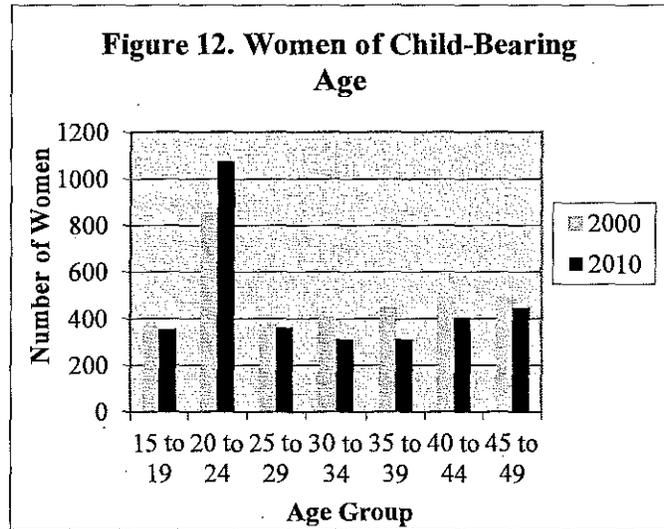


Figure 13 examines the number of people in the labor force from the US Department of Labor, Bureau of Labor Statistics. These are people 16 years of age or older working or actively seeking employment. Since it excludes most students and the elderly, I find it a very rough proxy of the number of school-age families. The Mansfield labor force increased 6.1 percent between 2008 and 2012. This was higher than the state (0.3 percent) and Tolland County (0.8 percent). The 2012 unemployment level of 7.4 percent was down 0.3 percentage points from the 2011 high. The town rate is better than the state rate of 8.4 percent but very slightly worse than the Tolland County rate of 7.2 percent.

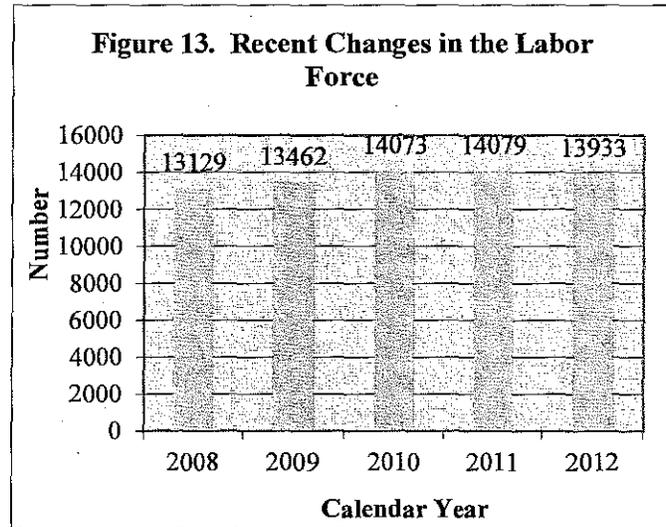


Figure 14 presents the net new housing units constructed from 2002 to 2012 from the State Department of Economic and Community Development. In the past ten years the number of net (of demolitions) new housing units constructed in Mansfield ranged from a high 68 in 2003 down to a low of six in 2011. There was a net of 14 permits issued for new units in 2012. In the five-year look-back period for this projection, there was an average of 14 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.

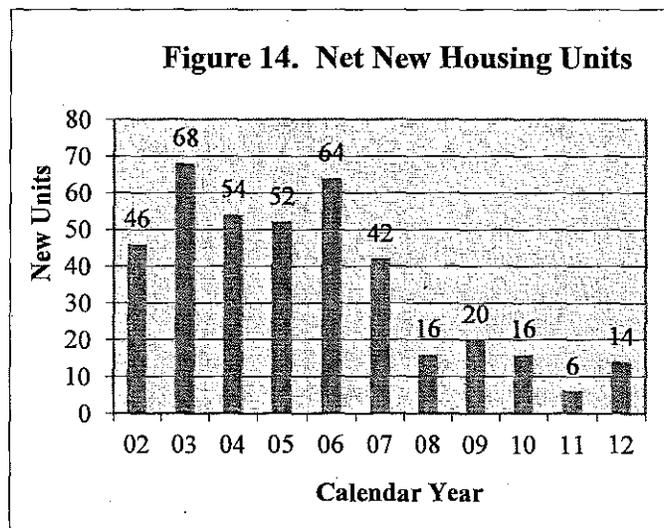


Figure 15 presents my estimate of the number of sales of existing homes. I derived it by taking the number of real estate transactions from The Warren Group/Commercial Record and subtracting the number of new single-family housing units authorized. This is an estimate because of the lag between the time 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 166 existing houses sold in 2012. In the five-year look back period for the projection, there were 156 sales annually. Based on sales through July, I anticipate there will be about 160 sales of existing houses in 2013.

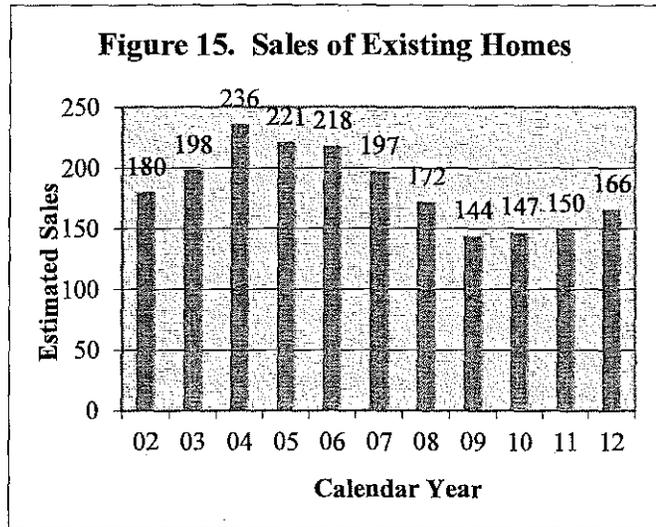


Figure 16 presents the non-public enrollment in grades PK-8 over the past ten years for students from the town of Mansfield. The data are from the records of the Connecticut State Department of Education. Non-public enrollment ranged from a high of 44 students in 2002 to a low of 22 students in 2012. In the past ten years, enrollment in the non-public schools decreased by 22 students or 50.0 percent. The 2012 enrollment represented 1.6 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 2013. Mansfield now loses some residents to magnet and other public schools. That count rose from zero in 2003 to ten in 2013.

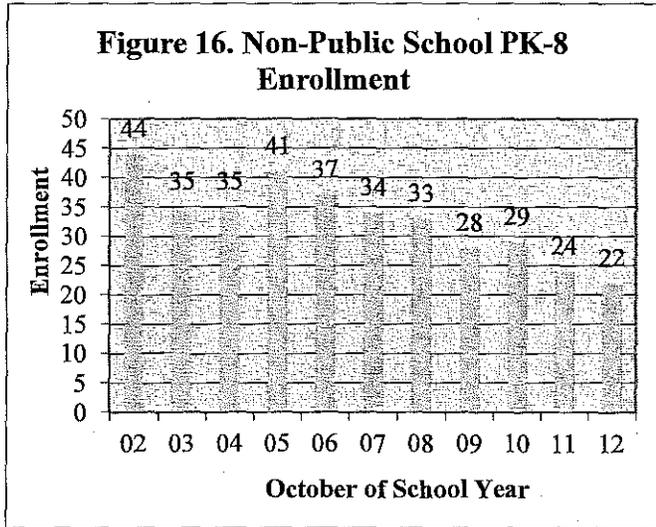
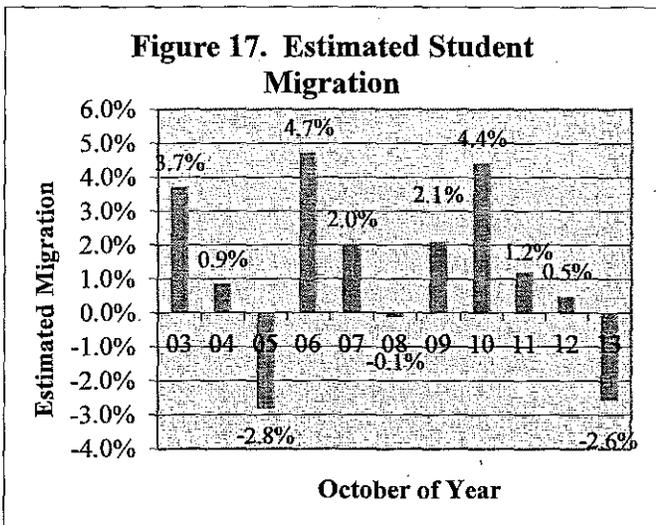


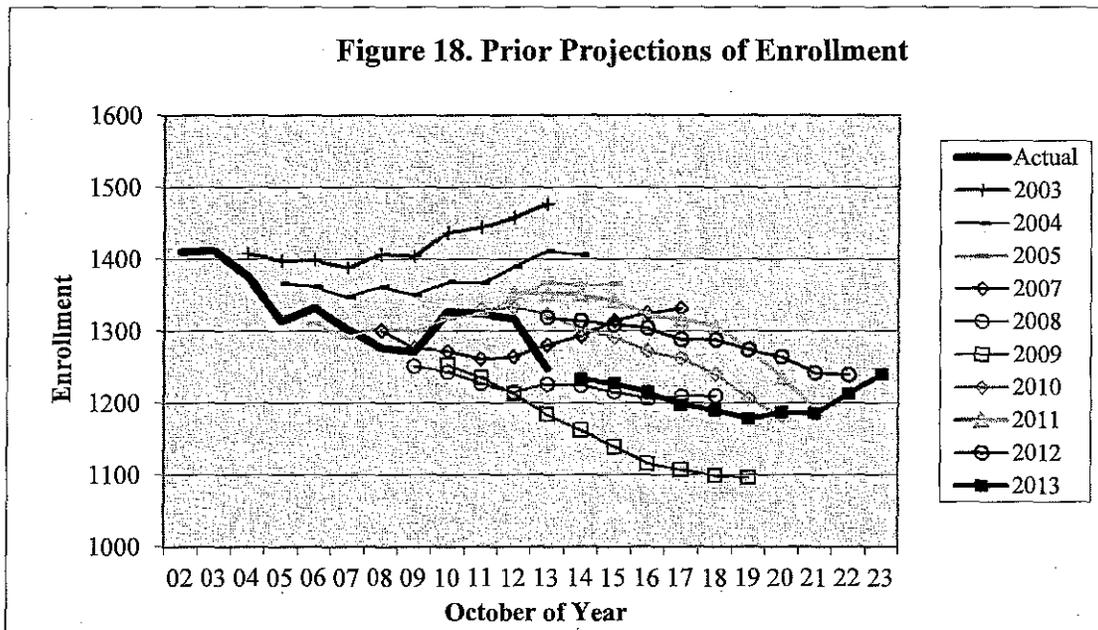
Figure 17 presents the estimated migration of students from Mansfield. Estimated migration ranged from a low of -2.8 percent in 2005 to a high of +4.7 percent in 2006. The rate between October, 2012 and October, 2013 was -2.6 percent. The data behind these figures may be found in Appendix B. The average migration in the five-year look-back period of the projection was 1.1 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 2003. 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 2003 and 2011 had one-year error rates that averaged 2.5 percent. The five projections done between 2003 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 5.7 percent high. In that analysis, I projected that K-4 enrollment would be 650 students in 2012. The actual enrollment of 622 was 28 students less than projected. The projection was high by 4.5 percent. I projected that enrollment in grades 5-8 would be 573 students in 2013. The actual enrollment of 547 was 26 students less than projected. The projection was high by 4.8 percent. The 2012 projection set pre-kindergarten enrollment at the desired capacity of 96 children. The actual enrollment 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 1,248 students in 2013 to about 1,180 students in 2019. I expect the recovery will take enrollment to about 1,240 students in 2023. If the projected births materialize, the ten-year enrollment decline will be less than one percent. I project that enrollment at your three elementary schools will decline from 701 students in 2013 to about 645 students in 2018 and then recover to 760 students in 2023. Enrollment at the Mansfield Middle School was 547 students in October 2013. I project it will range from a high of close to 550 students in 2017 to a low of about 480 in 2023. The projected 2023 enrollment is 66 students below the current level, a decline of 12.1 percent.

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 2004 to 2008 (this fall's kindergarten through 4<sup>th</sup> graders) births averaged 103. Births in the 2009 through 2013 period will average 90. This pattern of births, which except for the last half of 2013 have already happened, support the decline. My calculation of 109 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 20.3 percent growth between births and eventual kindergarten enrollment. That happens to be the rate estimated for the birth cohort of 2008. The median growth over the past seven years (when full-day kindergarten was implemented) was 18.1 percent. The average of the grade-to-grade growth rates across grades 2-12 that I used to grow future enrollment was 1.013. The annual growth rate averaged a low 0.979 in 2013 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 2023. 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 109 over the 2014 to 2018 period, a 20.3 percent increase between the number of births and subsequent kindergarten enrollment and a student migration of +1.1 percent. Additionally, four 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 14 new housing units constructed annually and 156 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 2023

School Year	Birth Year	Births <sup>1</sup>	K <sup>2</sup>	1	2	3	4	5	6	7	8	PreK	PK-4	5-8	Total
2003-04	1998	98	102	143	124	156	143	172	168	176	161	67	735	677	1,412
2004-05	1999	98	97	123	143	128	161	141	173	171	173	66	718	658	1,376
2005-06	2000	116	117	121	119	139	128	151	139	171	163	66	690	624	1,314
2006-07	2001	113	133	127	124	136	145	133	156	144	173	61	726	606	1,332
2007-08	2002	111	127	125	129	125	136	144	135	166	148	67	709	593	1,302
2008-09	2003	113	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	136	128	133	113	129	136	140	142	79	701	547	1,248
<b>Projected</b>															
2014-15	2009	94	117	112	138	128	131	121	130	139	138	79	705	528	1,233
2015-16	2010	97	120	117	114	139	126	140	122	133	137	79	695	532	1,227
2016-17	2011	92	115	120	119	114	137	134	141	125	131	79	684	531	1,215
2017-18	2012	81	102	115	122	119	112	146	135	144	123	79	649	548	1,197
2018-19	2013	86	106	102	117	122	117	120	147	138	142	79	643	547	1,190
2019-20	2014	97	120	106	104	117	120	125	121	150	136	79	646	532	1,178
2020-21	2015	109	135	120	108	104	115	128	126	124	148	79	661	526	1,187
2021-22	2016	108	134	136	122	108	103	123	129	129	122	79	682	503	1,185
2022-23	2017	113	140	135	138	122	106	110	124	132	127	79	720	493	1,213
2023-24	2018	115	143	141	137	139	120	113	111	127	130	79	759	481	1,240

<sup>1</sup> 1998 to 2012 births are from the State Department of Public Health. Births in 2011 and 2012 are preliminary. Births in 2013 were estimated from recorded in-state births through August. Births in 2015 were set to the product of Mansfield's 2010 fertility rates and the Connecticut State Data Center projection of Mansfield women of child-bearing ages. Births in 2016 to 2018 were estimated from the annualized Growth in projected births in 2115 and 2020.

<sup>2</sup> 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 <sup>1</sup>
	K	1	2	3	4	5	6	7	8	PreK		
2004	0.990	1.206	1.000	1.032	1.032	0.986	1.006	1.018	0.983		1.033	0.85%
2005	1.009	1.247	0.967	0.972	1.000	0.938	0.986	0.988	0.953		1.007	-2.84%
2006	1.177	1.085	1.025	1.143	1.043	1.039	1.033	1.036	1.012		1.052	4.72%
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 <sup>2</sup>	1.204	0.986	1.008	0.964	0.950	0.992	0.986	0.986	0.966		0.980	-2.57%
<b>3-Year Ave.</b>	1.264	0.984	0.994	0.991	0.986	1.035	0.979	1.026	0.966		0.995	
<b>Weighted 3-Year</b>	1.249	0.976	1.001	0.978	0.980	1.020	0.985	1.017	0.966		0.990	
<b>5-Year Ave.</b>	1.234	1.004	1.016	1.004	0.986	1.067	1.007	1.023	0.987		1.012	
<b>Weighted 5-year</b>	1.251	0.996	1.011	0.995	0.985	1.045	0.996	1.022	0.977		1.003	
<b>Enrollment Multiplier<sup>3</sup></b>		1.004	1.016	1.004	0.986	1.067	1.007	1.023	0.987	1.000	1.012	

<sup>1</sup> Adjusted for non-residents enrolled in Mansfield and Mansfield residents enrolled in other public schools.

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

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





## THE PUBLIC SCHOOLS OF MANSFIELD, CONNECTICUT

FREDERICK A. BARUZZI, SUPERINTENDENT

AUDREY P. BECK BUILDING  
FOUR SOUTH EAGLEVILLE ROAD  
MANSFIELD, CT 06268  
(860) 429-3350  
Fax: (860) 429-3379

November 1, 2013

Sarah Barzee, Ph.D.  
Chief Talent Officer  
Talent Office, Connecticut State Department of Education  
[SDE.SEED@ct.gov](mailto:SDE.SEED@ct.gov)

Dear Dr. Barzee,

I am writing in response to your memo dated September 30, 2013 regarding Local or Regional Board Adoption of Evaluation and Support Plans. As you know, the Mansfield Public Schools initially adopted the Mansfield Professional Learning and Evaluation Plan at a Board of Education meeting on June 13, 2013. The Plan was subsequently revised during the summer to address:

- The addition of the revised Common Core of Teaching Rubric which contains elements of the Common Core State Standards
- The replacement of Education for the Future Surveys with Mansfield Public Schools Climate Surveys
- Implemented the revised summative matrix provided by the CSDE in July 2013
- Refined district plan for evaluator calibration.

These revisions were adopted by the Mansfield Board of Education on August 12, 2013.

Given the flexibility presented by the State's waiver request to the Federal government, the district has chosen to participate in the Smarter Balanced pilot testing which aligns with a district initiative regarding Common Core State Standards. As a result, by selecting the Smarter Balanced pilot test option, the district has made the changes to the plan attached to provide teachers and administrators the flexibility necessary to implement our professional learning and evaluation plan. The Mansfield Board of Education will review changes to the plan on Thursday, November 14, 2013. If approved, the revised plan will be submitted to you on Friday, November 15, 2013.

Please contact me if you have further questions regarding this matter or require additional information.

Sincerely,

Frederick A. Baruzzi

## **Mansfield Public Schools**

In the components of teacher evaluation and rating portion of the plan within Component 1: Student Outcomes and Achievement (45%), we have inserted the following language.

### **COMPONENT 1: STUDENT OUTCOMES AND ACHIEVEMENT (45%)**

*Pending U.S. Department of Education's approval of CT's request for flexibility on the use of student test data in 2013-14, the Mansfield Public Schools will not require that 22.5% of a teacher's summative rating incorporate state test data. Alternatively, the 45% student outcomes and achievement component will be composed of 22.5% standardized assessments for those grades and subjects where available and appropriate and the other 22.5% will be based on a minimum of one non-standardized indicator and a maximum of one additional standardized indicator (in accordance with the Guidelines). If there are no standardized assessments available and/or appropriate, then the educator's entire 45% student outcomes and achievement component would be based fully on non-standardized indicators in the 2013-14 year.*

Within Component 4: Whole-District Student Learning Indicators (5%), we have inserted the text below:

### **COMPONENT 4: WHOLE-DISTRICT STUDENT LEARNING INDICATORS (5%)**

*Pending U.S. Department of Education's approval of CT's request for flexibility on the use of student test data in 2013-14, the Mansfield Public Schools will not require that the administrator's student learning component incorporate SPI progress. In other words, a teacher's indicator rating for Component #4 shall be equal to the aggregate rating for multiple student learning indicators established for his/her administrator's evaluation rating. Therefore, this rating will be based on the administrator's aggregate progress on SPI Progress and SMART Goals Component, which will correlate to the full student learning rating on an administrator's evaluation (equal to the 45% component of the administrator's final rating).*

Within Component 3: SPI progress and SMART Goals (45%), we have inserted the text below

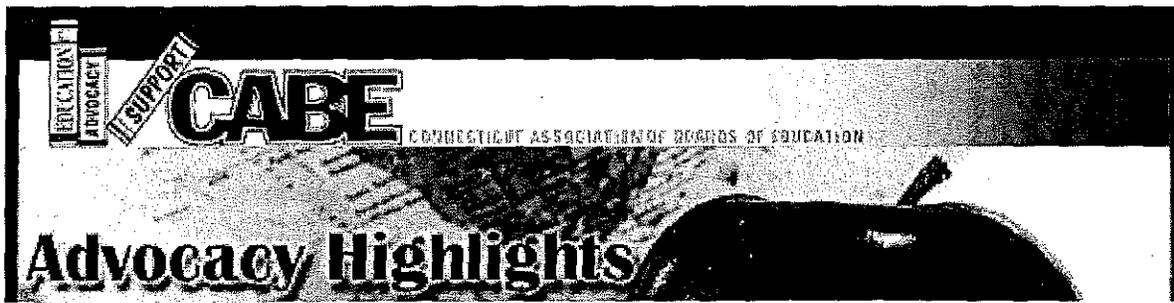
*Pending U.S. Department of Education's approval of CT's request for flexibility on the use of student test data in 2013-14, Mansfield Public Schools will not require that 22.5% of the administrator's student learning component incorporate SPI progress. Given this adjustment, the entire 45% of an administrator's rating on student learning indicators shall be based on the locally-determined indicators. These locally-determined indicators would also comprise the 5% Whole-School Student Learning Indicator rating for teachers.*

**Mansfield Professional Learning and Evaluation Plan Revisions**

A motion is in order if the Board approves the Mansfield Professional Learning and Evaluation Plan Revisions.

Motion to approve the Mansfield Professional Learning and Evaluation Plan Revisions.





October 31, 2013

*Patrice McCarthy, Deputy Director and General Counsel*

*Sheila McKay, Senior Staff Associate for Government Relations*

#### Uniform Regional School Calendar Task Force Update

Work has just begun on this task force. Below is the legislative charge.

PA 13-247 AN ACT IMPLEMENTING PROVISIONS OF THE STATE BUDGET FOR THE BIENNIUM ENDING JUNE 30, 2015 CONCERNING GENERAL GOVERNMENT

§§ 321-324 — UNIFORM REGIONAL SCHOOL CALENDARS

#### *Task Force to Develop Guidelines*

The act establishes a 19-member task force to develop guidelines for each RESC to use in developing uniform regional school calendars. The guidelines must include:

1. at least 180 days of sessions in a school year (as required by existing law);
2. a uniform start date;
3. uniform days for statutorily required professional development and in-service training for certified employees; and
4. up to three uniform school vacation periods during each school year, of which, up to two must be one-week vacations and one must be during the summer.

The task force members include the education commissioner or his designee, and two members of the Education and Planning and Development committees, one each appointed by each committee's chairpersons and ranking members. The act also requires the executive director or president of each of the following organizations, or their designees, to appoint a representative to the task force:

1. American Federation of Teachers,
2. Connecticut Association of School Administrators,
3. Connecticut Education Association,
4. Connecticut Association of Boards of Education,
5. Connecticut Association of Public School Superintendents,

6. Connecticut Parent Teacher Student Association,
7. Connecticut Catholic Conference,
8. each RESC (six in total), and
9. the school transportation service company serving the largest number of public school students in the state.

All task force appointments must be made by July 19, 2013. The appointing authority must fill any vacancy. The Education Committee's chairpersons must select the task force's chairpersons from among its members; the chairpersons must schedule the first meeting by August 18, 2013. The committee's administrative staff serve as the task force's administrative staff.

The act requires the task force to submit its guidelines to each RESC and the Education Committee by January 1, 2014. The task force terminates on the date it submits the guidelines or January 1, 2014, whichever is later.

#### *Development and Implementation*

The act requires each RESC, by April 1, 2014, to (1) develop a uniform regional school calendar for each board of education in its service area that is consistent with the task force's guidelines and (2) submit the calendars to the SBE for approval. The calendars must be provided to the Education Committee no more than five days after SBE approval.

The act allows boards to adopt the uniform calendars for the 2014-15 school year and requires them to do so beginning with the 2015-16 school year.

#### *Reporting Requirements*

The act requires the education commissioner to report to the Education Committee on (1) the implementation of the uniform calendars and (2) any recommendations for legislation related to the implementation by the following dates:

1. July 1, 2014;
2. January 1, 2015;
3. July 1, 2016;
4. January 1, 2016; and
5. July 1, 2017 and annually thereafter.

#### **NOTES** 10/30/13 Task Force meeting

Rep. Paul Davis presented an overview of the MORE Commission Task Force work on this issue last year and mentioned that the group did think a phased in approach, 3-5 years, would work best.

Rep. Mike Dimicco, the co-chair, asked for comments on issues going forward.

#### Professional Development

RESC provide PD 3 or 4 times a year. At EASTCONN, about 2 of those days are common to the member districts.

CREC is recognizing that as the evaluation system has changed, some of the PD is being embedded into teaching and therefore is individualized.

Some districts are utilizing Election Day for PD.

Unique Days

Durham, Woodstock Fairs, Jewish holidays

Transportation

Shared garages/lots for more than one district would cut down on costs.

Colchester, \$12,000 in savings

Start Date

Whether August start date or after Labor Day should be local choice

Fitting in construction work can have a district end earlier in June and start later in September to get a project done.

Technical High Schools

Vacation schedule differs from local districts, therefore buses running.

Comments----

How long will it take us to get to recognize an efficiency?

What about differing contracts sunset dates?

Districts are planning for 2015-2016 calendar now.

Future agenda-- What could we save in transportation?

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**Websites of Interest**

[www.ct-n.com](http://www.ct-n.com) - videotaped coverage of legislative activities, including sessions. Live coverage as well as archived.

[www.cga.ct.gov](http://www.cga.ct.gov) - legislative home page, education committee site.

[www.state.ct.us/sde](http://www.state.ct.us/sde) - state department of education site.

[www.whatwillourchildrenlose.com](http://www.whatwillourchildrenlose.com) - What Will Our Children Lose - Coalition Education Organizations

[www.nsba.org](http://www.nsba.org) - National School Board Association



## Connecticut School Openings and Closings 2013-2014

School District	2013 First Day for Teachers	2013 First Day for Students	2014 Last Day for Teachers	2014 Last Day for Students	December 2013 Recess	Mid-Winter Vacation	2014 Spring Vacation Good Friday is April 18	Total Student Days
Andover	8/27/2013	8/28/2013	6/12/2014	6/12/2014	Dec. 23-Jan. 1, 2014	Feb. 17-18	April 14-18	183
Ansonia	8/26/2013	8/29/2013	6/09/2014	6/09/2014	Dec. 23-Jan. 1, 2014	Feb. 14+17	April 14-18	181
Ashford	8/23/2013	8/28/2013	6/12/2014	6/11/2014	Dec. 23-Jan. 1, 2014	Feb. 17-18	April 14-18	180
Avon	8/26/2013	8/29/2013	6/16/2014	6/16/2014	Dec. 23-Jan. 1, 2014	Feb. 17-21	April 14-18	180
Barkhamsted	8/26/2013	8/27/2013	6/11/2014	6/11/2014	Dec. 23-Jan. 1, 2014	Feb. 17	April 14-18	182
Berlin	8/26/2013	8/28/2013	6/13/2014	6/12/2014	Dec. 23-Jan. 1, 2014	Feb. 17-18	April 14-18	183
Bethany	8/27/2013	9/03/2013	6/12/2014	6/11/2014	Dec. 23-Jan. 1, 2014	Feb. 17-18	April 14-18	180
Bethel	8/26/2013	8/28/2013	6/12/2014	6/12/2014	Dec. 23-Jan. 1, 2014	Feb. 17-18	April 14-18	181
Bloomfield	8/26/2013	9/03/2013	6/13/2014	6/13/2014	Dec. 23-Jan. 3, 2014	Feb. 17	April 14-18	180
Bolton	8/26/2013	8/28/2013	6/12/2014	6/12/2014	Dec. 23-Jan. 1, 2014	Feb. 17	April 14-18	181
Bozrah	8/26/2013	8/28/2013	6/09/2014	6/09/2014	Dec. 23-Jan. 1, 2014	Feb. 17-18	April 14-18	180
Branford	8/26/2013	8/28/2013	6/10/2014	6/10/2014	Dec. 23-Jan. 1, 2014	Feb. 17-18	April 14-18	181
Bridgeport	8/26/2013	8/29/2013	6/17/2014	6/17/2014	Dec. 23-Jan. 1, 2014	Feb. 14, 17-18	April 14-18	182
Bristol	8/26/2013	8/29/2013	6/10/2014	6/10/2014	Dec. 23-Jan. 1, 2014	Feb. 17-18	April 14-18	181
Brookfield	8/22/2013	8/26/2013	6/10/2014	6/10/2014	Dec. 23-Jan. 1, 2014	Feb. 14+17	April 14-18	182
Brooklyn	8/26/2013	8/28/2013	6/13/2014	6/13/2014	Dec. 23-Jan. 1, 2014	Feb. 17-18	April 14-18	182
Canaan	8/21/2013	8/26/2013	6/11/2014	6/11/2014	Dec. 23-Jan. 3, 2014	Feb. 17-18	April 14-18	180
Canterbury	8/26/2013	8/28/2013	6/10/2014	6/10/2014	Dec. 23-Jan. 1, 2014	Feb. 17-18	April 14-18	181
Canton	8/26/2013	8/28/2013	6/11/2014	6/11/2014	Dec. 23-Jan. 1, 2014	Feb. 17-18	April 14-18	183
Chaplin	8/26/2013	8/28/2013	6/16/2014	6/13/2014	Dec. 23-Jan. 1, 2014	Feb. 17-18	April 14-18	183
Cheshire	8/26/2013	8/29/2013	6/16/2014	6/13/2014	Dec. 23-Jan. 1, 2014	Feb. 17-21	April 14-18	180
Chester	8/26/2013	8/29/2013	6/11/2014	6/11/2014	Dec. 23-Jan. 1, 2014	Feb. 17	April 14-18	180
Clinton	8/21/2013	8/27/2013	6/11/2014	6/11/2014	Dec. 23-Jan. 1, 2014	Feb. 17-21	April 14-18	183
Colchester	8/26/2013	8/28/2013	6/11/2014	6/11/2014	Dec. 23-Jan. 1, 2014	Feb. 17-18	April 14-18	181
Colebrook	8/26/2013	8/28/2013	6/09/2014	6/09/2014	Dec. 23-Jan. 1, 2014	Feb. 17	April 14-18	182
Columbia	8/22/2013	8/26/2013	6/06/2014	6/06/2014	Dec. 23-Jan. 1, 2014	Feb. 17-18	April 14-18	180
Cornwall	8/21/2013	8/26/2013	6/11/2014	6/11/2014	Dec. 23-Jan. 3, 2014	Feb. 17-18	April 14-18	180
Coventry	8/26/2013	8/28/2013	6/11/2014	6/11/2014	Dec. 23-Jan. 1, 2014	Feb. 17	April 14-18	182
Cromwell	8/26/2013	8/28/2013	6/12/2014	6/12/2014	Dec. 23-Jan. 1, 2014	Feb. 14+17	April 14-18	183

School District	2013 First Day for Teachers	2013 First Day for Students	2014 Last Day for Teachers	2014 Last Day for Students	December 2013 Recess	Mid-Winter Vacation	2014 Spring Vacation Good Friday is April 18	Total Student Days
Danbury	8/26/2013	8/27/2013	6/18/2014	6/17/2014	Dec. 23-Jan. 1, 2014	Feb. 17-18	April 14-18	180
Darien	8/21/2013	8/26/2013	6/11/2014	6/10/2014	Dec. 23-Jan. 1, 2014	Feb. 17-21	April 14-18	180
Deep River	8/26/2013	8/29/2013	6/11/2014	6/11/2014	Dec. 23-Jan. 1, 2014	Feb. 17	April 14-18	180
Derby	8/26/2013	8/28/2013	6/12/2014	6/12/2014	Dec. 23-Jan. 1, 2014	Feb. 14+17	April 18-25	183
East Granby	8/27/2013	8/29/2013	6/18/2014	6/17/2014	Dec. 23-Jan. 1, 2014	Feb. 17-21	April 14-18	182
East Haddam	8/28/2013	9/03/2013	6/11/2014	6/11/2014	Dec. 23-Jan. 1, 2014	Feb. 14+17	April 14-18	181
East Hampton	8/26/2013	8/29/2013	6/11/2014	6/11/2014	Dec. 23-Jan. 1, 2014	Feb. 17-18	April 14-18	180
East Hartford	8/23/2013	8/28/2013	6/10/2014	6/10/2014	Dec. 23-Jan. 1, 2014	Feb. 17-18	April 14-18	180
East Haven	8/26/2013	8/28/2013	6/12/2014	6/11/2014	Dec. 23-Jan. 1, 2014	Feb. 17-18	April 14-18	180
East Lyme	8/23/2013	8/28/2013	6/11/2014	6/11/2014	Dec. 23-Jan. 1, 2014	Feb. 17-18	April 14-18	182
East Windsor	8/26/2013	9/03/2013	6/12/2014	6/12/2014	Dec. 23-Jan. 1, 2014	Feb. 17-18	April 14-18	182
Easton	8/26/2013	8/28/2013	6/12/2014	6/11/2014	Dec. 23-Jan. 1, 2014	Feb. 14, 17-18	April 14-18	181
Eastford	8/22/2013	8/26/2013	6/10/2014	6/10/2014	Dec. 23-Jan. 1, 2014	Feb. 17-18	April 14-18	182
Ellington	8/26/2013	8/28/2013	6/10/2014	6/09/2104	Dec. 23-Jan. 1, 2014	Feb. 17	April 14-18	182
Enfield	8/27/2013	9/03/2013	6/13/2014	6/13/2014	Dec. 23-Jan. 1, 2014	Feb. 17	April 14-18	181
Essex	8/26/2013	8/29/2013	6/11/2014	6/11/2014	Dec. 23-Jan. 1, 2014	Feb. 17	April 14-18	180
Fairfield	8/26/2013	8/29/2013	6/11/2014	6/11/2014	Dec. 23-Jan. 1, 2014	Feb. 17	April 14-18	182
Farmington	8/21/2013	8/26/2013	6/12/2014	6/11/2014	Dec. 23-Jan. 1, 2014	Feb. 17-21	April 14-18	180
Franklin	8/22/2013	8/28/2013	6/12/2014	6/12/2014	Dec. 23-Jan. 1, 2014	Feb. 17-18	April 14-18	181
Glastonbury	8/26/2013	8/28/2013	6/10/2014	6/09/2014	Dec. 23-Jan. 1, 2014	Feb. 17-18	April 14-18	180
Granby	8/26/2013	9/03/2013	6/12/2014	6/12/2014	Dec. 23-Jan. 1, 2014	Feb. 17-18	April 14-18	180
Greenwich	8/21/2013	8/27/2013	6/23/2014	6/20/2014	Dec. 23-Jan. 1, 2014	Feb. 10-14, 17	April 14-18	181
Griswold	8/26/2013	8/29/2013	6/13/2014	6/12/2014	Dec. 23-Jan. 1, 2014	Feb. 17-18	April 14-18	180
Groton	8/26/2013	8/28/2013	6/10/2014	6/10/2014	Dec. 23-Jan. 1, 2014	Feb. 17	April 14-18	181
Guilford	8/26/2013	8/29/2013	6/11/2014	6/11/2014	Dec. 23-Jan. 1, 2014	Feb. 17-18	April 14-18	180
Hamden	8/26/2013	8/29/2013	6/13/2014	6/12/2014	Dec. 23-Jan. 1, 2014	Feb. 14, 17-18	April 14-18	180
Hampton	8/26/2013	8/28/2013	6/13/2014	6/13/2014	Dec. 23-Jan. 1, 2014	Feb. 17-18	April 14-18	183
Hartford	8/21/2013	8/27/2013	6/09/2014	6/05/2014	Dec. 23-Jan. 1, 2014	Feb. 17	Mar. 31-April 4	182
Hartland	8/26/2013	8/28/2013	6/10/2014	6/09/2014	Dec. 23-Jan. 1, 2014	Feb. 17-18	April 14-18	182
Hebron	8/26/2013	8/28/2013	6/11/2014	6/10/2014	Dec. 23-Jan. 1, 2014	Feb. 17-18	April 14-18	180
Kent	8/21/2013	8/26/2013	6/11/2014	6/11/2014	Dec. 23-Jan. 3, 2014	Feb. 17-18	April 14-18	180
Killingly	8/26/2013	8/28/2013	6/13/2014	6/13/2014	Dec. 23-Jan. 1, 2014	Feb. 17-18	April 14-18	184

School District	2013 First Day for Teachers	2013 First Day for Students	2014 Last Day for Teachers	2014 Last Day for Students	December 2013 Recess	Mid-Winter Vacation	2014 Spring Vacation Good Friday is April 18	Total Student Days
Lebanon	8/23/2013	8/28/2013	6/10/2014	6/10/2014	Dec. 23-Jan. 1 2014	Feb. 17-18	April 14-18	180
Ledyard	8/26/2013	8/28/2013	6/11/2014	6/11/2014	Dec. 23-Jan. 1, 2014	Feb. 17	April 14-18	183
Lisbon	8/26/2013	8/28/2013	6/10/2014	6/10/2014	Dec. 23-Jan. 1, 2014	Feb. 17-18	April 14-18	181
Litchfield	8/28/2013	9/03/2013	6/12/2014	6/12/2014	Dec. 23-Jan. 1, 2014	Feb. 17	April 14-18	181
Manchester	8/26/2013	8/28/2013	6/12/2014	6/12/2014	Dec. 23-Jan. 1, 2014	Feb. 17-18	April 14-18	183
Madison	8/26/2013	8/28/2013	6/12/2014	6/12/2014	Dec. 23-Jan. 1, 2014	Feb. 17-18	April 14-18	183
Mansfield	8/26/2013	8/28/2013	6/23/2014	6/20/2014	Dec. 23-Jan. 1, 2014	Feb. 17-18	April 14-18	183
Marlborough	8/26/2013	8/28/2013	6/12/2014	6/12/2014	Dec. 23-Jan. 1, 2014	Feb. 17-18	April 14-18	183
Meriden	8/26/2013	8/28/2013	6/13/2014	6/13/2014	Dec. 23-Jan. 1, 2014	Feb. 17-21	April 14-18	181
Middletown	8/26/2013	8/29/2013	6/12/2014	6/12/2014	Dec. 23-Jan. 1, 2014	Feb. 17-21	April 14-18	180
Milford	8/26/2013	8/28/2013	6/09/2014	6/06/2014	Dec. 23-Jan. 1, 2014	Feb. 14+17	April 14-18	181
Monroe	8/22/2013	8/27/2013	6/11/2014	6/11/2014	Dec. 23-Jan. 1, 2014	Feb. 17-18	April 14-18	182
Montville	8/21/2013	8/26/2013	6/10/2014	6/10/2014	Dec. 23-Jan. 1, 2014	Feb. 17-18	April 14-18	182
Naugatuck	9/03/2013	9/04/2013	6/12/2014	6/11/2014	Dec. 23-Jan. 1, 2014	Feb. 17-18	April 14-18	180
New Britain	8/26/2013	9/03/2013	6/16/2014	6/16/2014	Dec. 23-Jan. 1, 2014	Feb. 14+17	April 14-18	180
New Canaan	8/21/2013	8/26/2013	6/09/2014	6/09/2014	Dec. 23-Jan. 1, 2014	Feb. 17-21	April 14-18	182
New Fairfield	8/26/2013	8/29/2013	6/12/2014	6/11/2014	Dec. 23-Jan. 1, 2014	Feb. 17-18	April 14-18	180
New Hartford	8/26/2013	8/27/2013	6/11/2014	6/11/2014	Dec. 23-Jan. 1, 2014	Feb. 17	April 14-18	181
New Haven	8/26/2013	8/28/2013	6/19/2014	6/18/2014	Dec. 12-Jan. 1, 2014	Feb. 17-21	April 14-18	182
New London	8/20/2013	8/26/2013	6/04/2014	6/03/2014	Dec. 23-Jan. 1, 2014	Feb. 17-18	April 14-18	180
New Milford	8/20/2013	8/26/2013	6/06/2014	6/06/2014	Dec. 23-Jan. 1, 2014	Feb. 17-18	April 14-18	181
Newington	8/26/2013	8/27/2013	6/12/2014	6/11/2014	Dec. 23-Jan. 1, 2014	Feb. 14, 17-18	April 14-18	181
Newtown	8/22/2013	8/27/2013	6/09/2014	6/09/2014	Dec. 23-Jan. 1, 2014	Feb. 17-18	April 14-18	183
Norfolk	8/26/2013	8/28/2013	6/10/2014	6/10/2014	Dec. 23-Jan. 1, 2014	Feb. 14+17	April 14-18	180
North Branford	8/26/2013	8/29/2013	6/16/2014	6/16/2014	Dec. 23-Jan. 1, 2014	Feb. 17-21	April 14-18	182
North Canaan	8/21/2013	8/26/2013	6/11/2014	6/11/2014	Dec. 23-Jan. 3, 2014	Feb. 17-18	April 14-18	180
North Haven	8/26/2013	8/28/2013	6/11/2014	6/11/2014	Dec. 23-Jan. 1, 2014	Feb. 17-18	April 18-25	181
No. Stonington	8/26/2013	8/28/2013	6/16/2014	6/13/2014	Dec. 23-Jan. 1, 2014	Feb. 17-18	April 14-18	182
Norwalk	8/26/2013	8/28/2013	6/12/2014	6/12/2014	Dec. 23-Jan. 1, 2014	Feb. 14, 17-18	April 14-18	181
Norwich	8/22/2013	8/28/2013	6/10/2014	6/10/2014	Dec. 23-Jan. 1, 2014	Feb. 17-18	April 14-18	182
Old Saybrook	8/23/2013	8/28/2013	6/13/2014	6/13/2014	Dec. 23-Jan. 1, 2014	Feb. 17-21	April 14-18	180
Orange	8/26/2013	9/03/2013	6/11/2014	6/11/2014	Dec. 23-Jan. 1, 2014	Feb. 17-18	April 14-18	181

School District	2013 First Day for Teachers	2013 First Day for Students	2014 Last Day for Teachers	2014 Last Day for Students	December 2013 Recess	Mid-Winter Vacation	2014 Spring Vacation Good Friday is April 18	Total Student Days
Oxford	8/26/2013	8/28/2013	6/09/2014	6/09/2014	Dec. 23-Jan. 1, 2014	Feb. 17	April 14-18	182
Plainfield	8/21/2013	8/26/2013	6/10/2014	6/10/2014	Dec. 23-Jan. 1, 2014	Feb. 17-18	April 14-18	180
Plainville	8/28/2013	9/03/2013	6/12/2014	6/12/2014	Dec. 23-Jan. 1, 2014	Feb. 14, 17-18	April 14-18	180
Plymouth	8/23/2013	8/28/2013	6/09/2014	6/09/2014	Dec. 23-Jan. 1, 2014	Feb. 14+17	April 14-18	180
Pomfret	8/26/2013	8/27/2013	6/13/2014	6/12/2014	Dec. 23-Jan. 1, 2014	Feb. 17-18	April 14-18	183
Portland	8/26/2013	9/03/2013	6/12/2014	6/11/2014	Dec. 23-Jan. 1, 2014	Feb. 17	April 14-18	181
Preston	8/27/2013	8/28/2013	6/12/2014	6/12/2014	Dec. 23-Jan. 1, 2014	Feb. 17	April 14-18	184
Putnam	8/26/2013	8/28/2013	6/12/2014	6/12/2014	Dec. 23-Jan. 1, 2014	Feb. 17-18	April 14-18	185
Redding	8/26/2013	8/28/2013	6/11/2014	6/10/2014	Dec. 23-Jan. 1, 2014	Feb. 14, 17-18	April 14-18	180
Region 01	8/21/2013	8/26/2013	6/11/2014	6/11/2014	Dec. 23-Jan. 3, 2014	Feb. 17-18	April 14-18	180
Region 04	8/26/2013	8/29/2013	6/11/2014	6/11/2014	Dec. 23-Jan. 1, 2014	Feb. 17	April 14-18	180
Region 05	8/29/2013	9/03/2013	6/13/2014	6/13/2014	Dec. 23-Jan. 1, 2014	Feb. 17-18	April 14-18	182
Region 06	8/27/2013	9/03/2013	6/12/2014	6/12/2014	Dec. 23-Jan. 1, 2014	Feb. 17	April 14-18	181
Region 07	8/26/2013	8/28/2013	6/09/2014	6/09/2014	Dec. 23-Jan. 1, 2014	Feb. 17	April 14-18	181
Region 08	8/27/2013	8/28/2013	6/10/2014	6/10/2014	Dec. 23-Jan. 1, 2014	Feb. 17-18	April 14-18	180
Region 09	8/27/2013	8/28/2013	6/10/2014	6/09/2014	Dec. 23-Jan. 1, 2014	Feb. 14, 17-18	April 14-18	180
Region 10	8/27/2013	9/03/2013	6/12/2014	6/12/2014	Dec. 23-Jan. 1, 2014	Feb. 17	April 14-18	180
Region 11	8/26/2013	8/28/2013	6/18/2014	6/16/2014	Dec. 23-Jan. 1, 2014	Feb. 17-18	April 14-18	182
Region 12	8/22/2013	8/26/2013	6/11/2014	6/11/2014	Dec. 23-Jan. 1, 2014	Feb. 17	April 14-18	184
Region 13	8/26/2013	8/29/2013	6/13/2014	6/13/2014	Dec. 23-Jan. 1, 2014	Feb. 17-18	April 14-18	182
Region 14	8/27/2013	8/29/2013	6/12/2014	6/11/2014	Dec. 23-Jan. 1, 2014	Feb. 17-18	April 14-18	181
Region 15	8/22/2013	8/27/2013	6/09/2014	6/06/2014	Dec. 23-Jan. 1, 2014	Feb. 14+17	April 14-18	180
Region 16	8/27/2013	9/03/2013	6/12/2014	6/12/2014	Dec. 23-Jan. 1, 2014	Feb. 14+17	April 14-18	181
Region 17	8/26/2013	8/28/2013	6/16/2014	6/16/2014	Dec. 23-Jan. 1, 2014	Feb. 17-21	April 14-18	182
Region 18	8/26/2013	8/28/2013	6/12/2014	6/12/2014	Dec. 23-Jan. 1, 2014	Feb. 17-18	April 14-18	183
Region 19	8/26/2013	8/28/2013	6/11/2014	6/10/2014	Dec. 23-Jan. 1, 2014	Feb. 17-18	April 14-18	180
Ridgefield	8/22/2013	8/27/2013	6/10/2014	6/10/2014	Dec. 23-Jan. 1, 2014	Feb. 17	April 14-18	181
Rocky Hill	8/26/2013	8/28/2013	6/12/2014	6/12/2014	Dec. 23-Jan. 1, 2014	Feb. 17-19	April 14-18	180
Salem	8/27/2013	9/03/2013	6/12/2014	6/12/2014	Dec. 23-Jan. 1, 2014	Feb. 17-18	April 14-18	180
Salisbury	8/21/2013	8/26/2013	6/11/2014	6/11/2014	Dec. 23-Jan. 3, 2014	Feb. 17-18	April 14-18	180
Scotland	8/26/2013	8/28/2013	6/13/2014	6/12/2014	Dec. 23-Jan. 1, 2014	Feb. 17-18	April 14-18	180
Seymour	8/26/2013	8/28/2013	6/12/2014	6/12/2014	Dec. 23-Jan. 1, 2014	Feb. 17-21	April 14-18	182

School District	2013 First Day for Teachers	2013 First Day for Students	2014 Last Day for Teachers	2014 Last Day for Students	December 2013 Recess	Mid-Winter Vacation	2014 Spring Vacation Good Friday is April 18	Total Student Days
Sharon	8/21/2013	8/26/2013	6/11/2014	6/11/2014	Dec. 23-Jan. 3, 2014	Feb. 17-18	April 14-18	180
Shelton	8/27/2013	9/03/2013	6/12/2014	6/12/2014	Dec. 23-Jan. 1, 2014	Feb. 17-18	April 14-18, 21	181
Sherman	8/26/2013	8/28/2013	6/11/2014	6/09/2014	Dec. 23-Jan. 1, 2014	Feb. 17-18	April 14-18	180
Simsbury	8/26/2013	8/28/2013	6/10/2014	6/09/2014	Dec. 23-Jan. 1, 2014	Feb. 17-18	April 14-18	180
Somers	8/26/2013	8/29/2013	6/17/2014	6/16/2014	Dec. 23-Jan. 1, 2014	Feb. 17-21	April 14-18	180
South Windsor	8/26/2013	8/28/2013	6/17/2014	6/17/2014	Dec. 23-Jan. 1, 2014	Feb. 17-21	April 18-25	182
Southington	8/26/2013	8/29/2013	6/10/2014	6/10/2014	Dec. 23-Jan. 1, 2014	Feb. 17	April 14-18	181
Sprague	8/26/2013	8/29/2013	6/11/2014	6/11/2014	Dec. 23-Jan. 1, 2014	Feb. 17-18	April 14-18	182
Stafford	8/22/2013	8/28/2013	6/09/2014	6/09/2014	Dec. 23-Jan. 1, 2014	Feb. 17	April 14-18	180
Stamford	8/21/2013	8/26/2013	6/20/2014	6/20/2014	Dec. 23-Jan. 1, 2014	Feb. 17-21	April 14-18	181
Sterling	8/26/2013	8/28/2013	6/12/2014	6/12/2014	Dec. 23-Jan. 1, 2014	Feb. 17-18	April 14-18	181
Stonington	8/26/2013	8/28/2013	6/12/2014	6/11/2014	Dec. 23-Jan. 1, 2014	Feb. 17-18	April 14-18	182
Stratford	8/26/2013	8/28/2013	6/10/2014	6/09/2014	Dec. 23-Jan. 1, 2014	Feb. 14+17	April 14-18	182
Suffield	8/22/2013	8/27/2013	6/11/2014	6/10/2014	Dec. 23-Jan. 1, 2014	Feb. 17-18	April 14-18	183
Thomaston	8/26/2013	8/28/2013	6/09/2014	6/09/2014	Dec. 23-Jan. 1, 2014	Feb. 17	April 14-18	180
Thompson	8/26/2013	8/28/2013	6/11/2014	6/11/2014	Dec. 23-Jan. 1, 2014	Feb. 17-18	April 14-18	181
Tolland	8/26/2013	8/28/2013	6/13/2014	6/13/2014	Dec. 23-Jan. 1, 2014	Feb. 17-18	April 14-18	183
Torrington	8/26/2013	8/28/2013	6/17/2014	6/16/2014	Dec. 23-Jan. 1, 2014	Feb. 17	April 14-18	180
Trumbull	8/22/2013	8/27/2013	6/12/2014	6/12/2014	Dec. 23-Jan. 1, 2014	Feb. 17-21	April 14-18	181
Union	8/26/2013	8/28/2013	6/13/2014	6/12/2014	Dec. 23-Jan. 1, 2014	Feb. 17-21	April 14-18	180
Vernon	8/26/2013	8/28/2013	6/10/2014	6/10/2014	Dec. 23-Jan. 1, 2014	Feb. 17	April 14-18	182
Voluntown	8/27/2013	8/28/2013	6/13/2014	6/13/2014	Dec. 23-Jan. 1, 2014	Feb. 17-18	April 14-18	184
Wallingford	8/28/2013	9/03/2013	6/18/2014	6/18/2014	Dec. 23-Jan. 1, 2014	Feb. 14+17	April 14-18	184
Waterbury	8/19/2013	8/27/2013	6/05/2014	6/05/2014	Dec. 23-Jan. 1, 2014	Feb. 17-18	April 14-18	180
Waterford	8/26/2013	8/27/2013	6/10/2014	6/10/2014	Dec. 23-Jan. 1, 2014	Feb. 17-18	April 14-18	182
Watertown	8/26/2013	8/28/2013	6/12/2014	6/12/2014	Dec. 23-Jan. 1, 2014	Feb. 14+17	April 18-25	181
West Hartford	8/26/2013	8/28/2013	6/13/2014	6/13/2014	Dec. 23-Jan. 1, 2014	Feb. 17-21	April 14-18	182
West Haven	8/26/2013	8/29/2013	6/12/2014	6/12/2014	Dec. 23-Jan. 1, 2014	Feb. 17-18	April 18-25	180
Westbrook	8/26/2013	8/28/2013	6/13/2014	6/12/2014	Dec. 23-Jan. 1, 2014	Feb. 17-21	April 14-18	181
Weston	8/21/2013	8/26/2013	6/06/2014	6/06/2014	Dec. 23-Jan. 1, 2014	Feb. 17-18	April 14-18	180
Westport	8/22/2013	8/27/2013	6/13/2014	6/13/2014	Dec. 23-Jan. 1, 2014	Feb. 17-21	April 14-18	182
Wethersfield	8/26/2013	8/29/2013	6/17/2014	6/17/2014	Dec. 23-Jan. 1, 2014	Feb. 17-21	April 14-18	182

School District	2013 First Day for Teachers	2013 First Day for Students	2014 Last Day for Teachers	2014 Last Day for Students	December 2013 Recess	Mid-Winter Vacation	2014 Spring Vacation Good Friday is April 18	Total Student Days
Wilmington	8/26/2013	8/28/2013	6/13/2014	6/11/2014	Dec. 23-Jan. 1, 2014	Feb. 17	April 14-18	182
Wilton	8/20/2013	8/26/2013	6/10/2014	6/09/2014	Dec. 23-Jan. 1, 2014	Feb. 14+17	April 14-18	181
Winchester	8/26/2013	8/28/2013	6/16/2014	6/13/2014	Dec. 23-Jan. 1, 2014	Feb. 17-21	April 18-25	181
Windham	8/21/2013	8/26/2013	6/04/2014	6/04/2014	Dec. 23-Jan. 1, 2014	Feb. 17	April 14-18	180
Windsor Locks	8/23/2013	8/28/2013	6/13/2014	6/13/2014	Dec. 23-Jan. 1, 2014	Feb. 17-21	April 14-18	181
Windsor	8/22/2013	8/27/2013	6/13/2014	6/13/2014	Dec. 23-Jan. 1, 2014	Feb. 17-21	April 14-18	183
Wolcott	8/26/2013	8/28/2013	6/12/2014	6/12/2014	Dec. 23-Jan. 1, 2014	Feb. 14+17	April 14-18	184
Woodbridge	8/27/2013	9/03/2013	6/16/2014	6/13/2014	Dec. 23-Jan. 1, 2014	Feb. 17-18	April 14-18	181
Woodstock	8/23/2013	8/26/2013	6/16/2014	6/13/2014	Dec. 23-Jan. 1, 2014	Feb. 17-18	April 14-18	182

## Connecticut Technical High School System

CTHSS	2013 First Day for Teachers	2013 First Day for Students	2014 Last Day for Teachers	2014 Last Day for Students	December 2013 Recess	Mid-Winter Vacation	2014 Spring Vacation Good Friday is April 18	Total Student Days
CT Technical High School System	8/26/2013	8/28/2013	6/17/2014	6/16/2014	Dec. 23-Jan. 1, 2014	Feb. 17-18	April 14-18	182

## Endowed and Incorporated Academies

Academy Name	2013 First Day for Teachers	2013 First Day for Students	2014 Last Day for Teachers	2014 Last Day for Students	December 2013 Recess	Mid-Winter Vacation	2014 Spring Vacation Good Friday is April 18	Total Student Days
Norwich Free Academy	8/26/2013	8/28/2013	6/09/2014	6/09/2014	Dec. 23-Jan. 1, 2014	Feb. 17	April 14-18	181
The Gilbert School	8/26/2013	8/28/2013	6/16/2014	6/13/2014	Dec. 23-Jan. 1, 2014	Feb. 17-21	April 18-25	181
Woodstock Academy	8/20/2013	8/27/2013	6/11/2014	6/11/2014	Dec. 23-Jan. 1, 2014	Feb. 17-18	April 14-18	182

## Charter Schools

School Name	2013 First Day for Teachers	2013 First Day for Students	2014 Last Day for Teachers	2014 Last Day for Students	December 2013 Recess	Mid-Winter Vacation	2014 Spring Vacation Good Friday is April 18	Total Student Days
Amistad Academy	8/01/2013	8/19/2013	Gr K-8, 6/25/2014 Gr 9-12, 6/20/2014	Gr K-8, 6/25/2014 Gr 9-12, 6/19/2014	Gr K-8, Dec. 23-Jan. 3, 2014 Gr 9-12, Dec. 23-Jan. 6, 2014	Feb. 14+17	April 14-18	Gr K-8, 190 Gr 9-12, 191
Brass City	7/01/2013	9/04/2013	6/25/2014	6/20/2014	Dec. 23-Jan. 1, 2014	Feb. 17	April 14-18	189
Bridgeport Academy	8/01/2013	8/15/2013	6/25/2014	6/25/2014	Dec. 23-Jan. 3, 2014	Feb. 17-21	April 14-18	191
Common Ground	8/26/2013	8/28/2013	6/12/2014	6/11/2014	Dec. 23-Jan. 1, 2014	Feb. 17-18	April 14-18	182
Elm City College Prep	8/01/2013	8/15/2013	6/25/2014	6/25/2014	Dec. 23-Jan. 3, 2014	Feb. 17-21	April 14-18	194
Explorations	8/21/2013	8/26/2013	6/16/2014	6/10/2014	Dec. 23-Jan. 1, 2014	Feb. 17	April 14-18	185
Hartford Academy	8/01/2013	8/19/2013	6/20/2014	6/20/2014	Dec. 23-Jan. 2, 2014	Feb. 17	April 1-8	190
Highville	8/26/2013	9/3/2013	6/18/2014	6/18/2014	Dec. 23-Jan. 1, 2014	Feb. 14+17	April 14-18	185
Integrated Day	8/26/2013	8/28/2013	6/18/2014	6/13/2014	Dec. 23-Jan. 2, 2014	Feb. 17-21	April 14-18	180
ISAAC	8/26/2013	8/28/2013	6/11/2014	6/06/2014	Dec. 23-Jan. 1, 2014	Feb. 17-18	April 14-18	180
Jumoke Academy	8/20/2013	8/27/2013	6/10/2014	6/06/2014	Dec. 23-Jan. 1, 2014	Feb. 14+17	Mar. 31-April 4	182
New Beginnings	8/26/2013	8/29/2013	6/20/2014	6/13/2014	Dec. 23-Jan. 1, 2014	Feb. 17-21	April 14-18, 21	189
Odyssey Community School	8/26/2013	8/28/2013	6/12/2014	6/05/2014	Dec. 23-Jan. 1, 2014	Feb. 17-19	April 14-18	180
Park City Prep	8/19/2013	9/09/2013	6/20/2014	6/20/2014	Dec. 23-Jan. 1, 2014	Feb. 17-18	April 14-18	180
Side by Side	8/26/2013	8/29/2013	6/16/2014	6/12/2014	Dec. 23-Jan. 1, 2014	Feb. 14, 17-18	April 14-18	181
Stamford Academy	8/12/2013	8/27/2013	6/20/2014	6/20/2014	Dec. 23-Jan. 1, 2014	Feb. 17-21	April 14-18	185
The Bridge Academy	8/27/2013	8/28/2013	6/16/2014	6/16/2014	Dec. 23-Jan. 1, 2014	Feb. 14, 17-18	April 14-18	180
Trailblazers Academy	8/19/2013	8/26/2013	6/27/2014	6/20/2014	Dec. 23-Jan. 1, 2014	Feb. 17-21	April 14-18	180



**CT School Climate Assessment - MMS  
Parents/Guardians**



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

		Response Percent	Response Count
K	<input type="checkbox"/>	2.3%	4
1	<input type="checkbox"/>	1.7%	3
2	<input type="checkbox"/>	1.1%	2
3	<input type="checkbox"/>	4.0%	7
4	<input type="checkbox"/>	1.1%	2
5	<input type="checkbox"/>	31.4%	55
6	<input type="checkbox"/>	25.7%	45
7	<input type="checkbox"/>	21.7%	38
8	<input type="checkbox"/>	35.4%	62
9	<input type="checkbox"/>	4.6%	8
10	<input type="checkbox"/>	3.4%	6
11	<input type="checkbox"/>	2.9%	5
12	<input type="checkbox"/>	1.1%	2
PreK	<input type="checkbox"/>	0.6%	1
<b>answered question</b>			<b>175</b>
<b>skipped question</b>			<b>0</b>

**2. Please select your appropriate ethnicity.**

	Response Percent	Response Count
American Indian/Alaskan <input type="checkbox"/>	0.6%	1
Asian/Pacific Islander <input type="checkbox"/>	6.9%	12
African American or Black	0.0%	0
Hispanic <input type="checkbox"/>	0.6%	1
non-Hispanic <input type="checkbox"/>	0.6%	1
White <input checked="" type="checkbox"/>	82.3%	144
Bi-Racial <input type="checkbox"/>	2.3%	4
Multi-Racial <input type="checkbox"/>	2.3%	4
Prefer Not to Answer <input type="checkbox"/>	4.0%	7
Do Not Know <input type="checkbox"/>	0.6%	1
	<b>answered question</b>	<b>175</b>
	<b>skipped question</b>	<b>0</b>

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

	Response Percent	Response Count
Male <input checked="" type="checkbox"/>	60.7%	105
Female <input checked="" type="checkbox"/>	61.3%	106
	<b>answered question</b>	<b>173</b>
	<b>skipped question</b>	<b>2</b>

**4. My child likes to come to school each day.**

		Response Percent	Response Count
All of the time	<input type="checkbox"/>	48.3%	84
Most of the time	<input type="checkbox"/>	42.5%	74
Some of the time	<input type="checkbox"/>	8.6%	15
None of the time	<input type="checkbox"/>	0.6%	1
<b>answered question</b>			<b>174</b>
<b>skipped question</b>			<b>1</b>

**5. I feel the students in this school are friendly.**

		Response Percent	Response Count
All of the time	<input type="checkbox"/>	23.4%	41
Most of the time	<input type="checkbox"/>	70.3%	123
Some of the time	<input type="checkbox"/>	6.3%	11
None of the time	<input type="checkbox"/>	0.0%	0
<b>answered question</b>			<b>175</b>
<b>skipped question</b>			<b>0</b>

**6. I feel that this school is physically safe.**

		<b>Response Percent</b>	<b>Response Count</b>
<b>All of the time</b>	<input checked="" type="checkbox"/>	<b>52.9%</b>	<b>92</b>
<b>Most of the time</b>	<input checked="" type="checkbox"/>	<b>44.8%</b>	<b>78</b>
<b>Some of the time</b>	<input type="checkbox"/>	<b>2.3%</b>	<b>4</b>
<b>None of the time</b>	<input type="checkbox"/>	<b>0.0%</b>	<b>0</b>
<b>answered question</b>			<b>174</b>
<b>skipped question</b>			<b>1</b>

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

		<b>Response Percent</b>	<b>Response Count</b>
<b>All of the time</b>	<input checked="" type="checkbox"/>	<b>46.9%</b>	<b>82</b>
<b>Most of the time</b>	<input checked="" type="checkbox"/>	<b>41.1%</b>	<b>72</b>
<b>Some of the time</b>	<input type="checkbox"/>	<b>10.3%</b>	<b>18</b>
<b>None of the time</b>	<input type="checkbox"/>	<b>1.7%</b>	<b>3</b>
<b>answered question</b>			<b>175</b>
<b>skipped question</b>			<b>0</b>

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

		Response Percent	Response Count
All of the time	<input checked="" type="checkbox"/>	28.2%	49
Most of the time	<input checked="" type="checkbox"/>	61.5%	107
Some of the time	<input type="checkbox"/>	9.8%	17
None of the time	<input type="checkbox"/>	0.6%	1
<b>answered question</b>			<b>174</b>
<b>skipped question</b>			<b>1</b>

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

		Response Percent	Response Count
All of the time	<input checked="" type="checkbox"/>	60.9%	106
Most of the time	<input checked="" type="checkbox"/>	33.3%	58
Some of the time	<input type="checkbox"/>	4.6%	8
None of the time	<input type="checkbox"/>	1.1%	2
<b>answered question</b>			<b>174</b>
<b>skipped question</b>			<b>1</b>

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

		Response Percent	Response Count
Race		0.0%	0
Gender	<input type="checkbox"/>	1.2%	2
Sexual orientation		0.0%	0
Religion	<input type="checkbox"/>	0.6%	1
Academic achievement	<input type="checkbox"/>	8.9%	15
Academic level	<input type="checkbox"/>	5.3%	9
Ethnicity		0.0%	0
Disability	<input type="checkbox"/>	3.6%	6
Physical appearance	<input type="checkbox"/>	9.5%	16
Other	<input type="checkbox"/>	10.1%	17
<b>Has not happened</b>	<input type="checkbox"/>	<b>75.1%</b>	<b>127</b>
<b>answered question</b>			<b>169</b>
<b>skipped question</b>			<b>6</b>

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

		Response Percent	Response Count
Race	<input type="checkbox"/>	2.9%	5
Gender	<input type="checkbox"/>	4.1%	7
Sexual orientation	<input type="checkbox"/>	5.3%	9
Religion	<input type="checkbox"/>	1.8%	3
Academic achievement	<input type="checkbox"/>	7.6%	13
Academic level	<input type="checkbox"/>	8.8%	15
Ethnicity	<input type="checkbox"/>	1.8%	3
Disability	<input type="checkbox"/>	6.5%	11
Physical appearance	<input type="checkbox"/>	15.9%	27
Other	<input type="checkbox"/>	10.0%	17
Has not happened	<input type="checkbox"/>	67.6%	115
<b>answered question</b>			<b>170</b>
<b>skipped question</b>			<b>5</b>

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

		Response Percent	Response Count
All of the time		63.0%	109
Most of the time		28.9%	50
Some of the time		6.9%	12
None of the time		1.2%	2
answered question			173
skipped question			2

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

		Response Percent	Response Count
All of the time		41.7%	73
Most of the time		47.4%	83
Some of the time		9.7%	17
None of the time		1.1%	2
answered question			175
skipped question			0

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

		Response Percent	Response Count
All of the time	<input type="checkbox"/>	28.0%	49
Most of the time	<input type="checkbox"/>	39.4%	69
Some of the time	<input type="checkbox"/>	27.4%	48
None of the time	<input type="checkbox"/>	5.1%	9
answered question			175
skipped question			0

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

		Response Percent	Response Count
Never	<input type="checkbox"/>	91.9%	158
Once	<input type="checkbox"/>	1.7%	3
2-5 times	<input type="checkbox"/>	5.2%	9
6 or more times	<input type="checkbox"/>	1.2%	2
answered question			172
skipped question			3

**16. My child has participated in hurtful communications through social media.**

		Response Percent	Response Count
Never	<input type="checkbox"/>	94.2%	163
Once	<input type="checkbox"/>	2.3%	4
2-5 times	<input type="checkbox"/>	2.9%	5
6 or more times	<input type="checkbox"/>	0.6%	1
<b>answered question</b>			<b>173</b>
<b>skipped question</b>			<b>2</b>

**17. Do you feel that there is an area of the school that is not safe?**

		Response Percent	Response Count
no	<input type="checkbox"/>	82.2%	139
yes	<input type="checkbox"/>	17.8%	30

<b>answered question</b>			<b>169</b>
<b>skipped question</b>			<b>6</b>

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

		Response Percent	Response Count
0-3		13.8%	24
4-10		51.7%	90
11-25		19.5%	34
more than 25 times		14.9%	26
		answered question	174
		skipped question	1

**CT School Climate Assessment - Mansfield Middle  SurveyMonkey Staff**

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

		<b>Response Percent</b>	<b>Response Count</b>
Administrator	<input type="checkbox"/>	3.5%	2
Coach		0.0%	0
<b>Academic Teacher (all subjects/grades including Homeroom, Art, Music, ELL, PE, Health, Special Education, Language Literacy Labs, Math Literacy Labs, etc.)</b>	<input checked="" type="checkbox"/>	<b>73.7%</b>	<b>42</b>
Student Support Staff (Counselor, Social Worker, Psychologist)	<input type="checkbox"/>	10.5%	6
In-School Suspension Teacher		0.0%	0
Support Staff (Buildings and Grounds, Maintenance, Fiscal, Clerical, Head Cook, School Lunch, School Nurse, etc.)	<input type="checkbox"/>	8.8%	5
Paraprofessional (Instructional Assistant)	<input type="checkbox"/>	3.5%	2
<b>answered question</b>			<b>57</b>
<b>skipped question</b>			<b>1</b>

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

		Response Percent	Response Count
1st year	<input type="checkbox"/>	8.6%	5
2-5 years	<input type="checkbox"/>	22.4%	13
5-10 years	<input type="checkbox"/>	20.7%	12
More than 10 years	<input type="checkbox"/>	48.3%	28
<b>answered question</b>			<b>58</b>
<b>skipped question</b>			<b>0</b>

**3. Please select your appropriate ethnicity.**

		Response Percent	Response Count
American Indian/Alaskan		0.0%	0
Asian/Pacific Islander	<input type="checkbox"/>	1.7%	1
African American or Black	<input type="checkbox"/>	1.7%	1
Hispanic		0.0%	0
non-Hispanic		0.0%	0
White	<input type="checkbox"/>	81.0%	47
Bi-Racial		0.0%	0
Multi-Racial		0.0%	0
Prefer not to answer	<input type="checkbox"/>	13.8%	8
Do not know	<input type="checkbox"/>	1.7%	1
<b>answered question</b>			<b>58</b>
<b>skipped question</b>			<b>0</b>

**4. My identified gender is.**

	Response Percent	Response Count
Male	15.8%	9
Female	84.2%	48
	answered question	57
	skipped question	1

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

	Response Percent	Response Count
All of the time	22.4%	13
Most of the time	60.3%	35
Some of the time	17.2%	10
None of the time	0.0%	0
	answered question	58
	skipped question	0

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

	Response Percent	Response Count
yes	73.7%	42
no	26.3%	15
	answered question	57
	skipped question	1

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

		Response Percent	Response Count
All of the time	<input type="checkbox"/>	31.0%	18
Most of the time	<input type="checkbox"/>	51.7%	30
Some of the time	<input type="checkbox"/>	17.2%	10
None of the time	<input type="checkbox"/>	0.0%	0
<b>answered question</b>			<b>58</b>
<b>skipped question</b>			<b>0</b>

**8. I feel my contributions are valued and important.**

		Response Percent	Response Count
All of the time	<input type="checkbox"/>	27.6%	16
Most of the time	<input type="checkbox"/>	51.7%	30
Some of the time	<input type="checkbox"/>	20.7%	12
None of the time	<input type="checkbox"/>	0.0%	0
<b>answered question</b>			<b>58</b>
<b>skipped question</b>			<b>0</b>

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

		<b>Response Percent</b>	<b>Response Count</b>
<b>All of the time</b>	<input checked="" type="checkbox"/>	<b>67.2%</b>	<b>39</b>
<b>Most of the time</b>	<input checked="" type="checkbox"/>	<b>27.6%</b>	<b>16</b>
<b>Some of the time</b>	<input type="checkbox"/>	<b>3.4%</b>	<b>2</b>
<b>None of the time</b>	<input type="checkbox"/>	<b>1.7%</b>	<b>1</b>
<b>answered question</b>			<b>58</b>
<b>skipped question</b>			<b>0</b>

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

		<b>Response Percent</b>	<b>Response Count</b>
<b>All of the time</b>	<input checked="" type="checkbox"/>	<b>33.3%</b>	<b>19</b>
<b>Most of the time</b>	<input checked="" type="checkbox"/>	<b>54.4%</b>	<b>31</b>
<b>Some of the time</b>	<input type="checkbox"/>	<b>10.5%</b>	<b>6</b>
<b>None of the time</b>	<input type="checkbox"/>	<b>1.8%</b>	<b>1</b>
<b>answered question</b>			<b>57</b>
<b>skipped question</b>			<b>1</b>

**11. I feel respected by students.**

		Response Percent	Response Count
All of the time	<input checked="" type="checkbox"/>	44.8%	26
Most of the time	<input checked="" type="checkbox"/>	51.7%	30
Some of the time	<input type="checkbox"/>	3.4%	2
None of the time	<input type="checkbox"/>	0.0%	0
<b>answered question</b>			<b>58</b>
<b>skipped question</b>			<b>0</b>

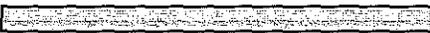
**12. I hear students speaking inappropriately. (e.g., about/to peers and or staff, using profanity, etc.)**

		Response Percent	Response Count
All of the time	<input type="checkbox"/>	1.7%	1
Most of the time	<input type="checkbox"/>	6.9%	4
Some of the time	<input checked="" type="checkbox"/>	62.1%	36
None of the time	<input checked="" type="checkbox"/>	29.3%	17
<b>answered question</b>			<b>58</b>
<b>skipped question</b>			<b>0</b>

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

		<b>Response Percent</b>	<b>Response Count</b>
All of the time		0.0%	0
Most of the time	<input type="checkbox"/>	5.3%	3
Some of the time	<input type="checkbox"/>	36.8%	21
<b>None of the time</b>	<input type="checkbox"/>	<b>57.9%</b>	<b>33</b>
<b>answered question</b>			<b>57</b>
<b>skipped question</b>			<b>1</b>

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

		Response Percent	Response Count
Race		86.8%	46
Gender		92.5%	49
Sexual orientation		64.2%	34
Religion		71.7%	38
Academic achievement		75.5%	40
Academic level		75.5%	40
Ethnicity		69.8%	37
Disability		28.3%	15
Physical appearance		71.7%	38
Other		9.4%	5
Has not happened		0.0%	0
<b>answered question</b>			<b>53</b>
<b>skipped question</b>			<b>5</b>

CT School Climate Assessment - Mansfield Middle  SurveyMonkey  
Students

1. I am a:

		Response Percent	Response Count
girl	<input type="text"/>	50.7%	242
boy	<input type="text"/>	49.3%	235
answered question			477
skipped question			2

2. What grade are you in?

		Response Percent	Response Count
4th		0.0%	0
5th	<input type="text"/>	23.7%	113
6th	<input type="text"/>	26.4%	126
7th	<input type="text"/>	21.8%	104
8th	<input type="text"/>	28.1%	134
answered question			477
skipped question			2

<b>3. This how I feel about my school:</b>					
	<b>I like it.</b>	<b>It's OK.</b>	<b>I don't like it.</b>	<b>Rating Average</b>	<b>Rating Count</b>
	66.5% (318)	30.5% (146)	2.9% (14)	1.36	478
	<b>answered question</b>				<b>478</b>
	<b>skipped question</b>				<b>1</b>

<b>4. Most of the time, this is the way I feel when I am coming to school in the morning:</b>					
	<b>Happy</b>	<b>OK</b>	<b>Unhappy</b>	<b>Rating Average</b>	<b>Rating Count</b>
	32.4% (154)	60.5% (288)	7.1% (34)	1.75	476
	<b>answered question</b>				<b>476</b>
	<b>skipped question</b>				<b>3</b>

<b>5. This is how much I like the children in this school:</b>					
	<b>A lot</b>	<b>OK</b>	<b>Not at all.</b>	<b>Rating Average</b>	<b>Rating Count</b>
	47.6% (225)	51.8% (245)	0.6% (3)	1.53	473
	<b>answered question</b>				<b>473</b>
	<b>skipped question</b>				<b>6</b>

**6. In this school, I feel:**

	<b>Most of the time</b>	<b>Sometimes</b>	<b>Never</b>	<b>Rating Average</b>	<b>Rating Count</b>
a. Happy	<b>67.0% (317)</b>	32.3% (153)	0.6% (3)	1.34	473
b. Interested	<b>52.6% (244)</b>	45.3% (210)	2.2% (10)	1.50	464
c. Safe	<b>79.2% (365)</b>	19.5% (90)	1.3% (6)	1.22	461
d. Sad	1.8% (8)	<b>56.3% (255)</b>	41.9% (190)	2.40	453
e. Angry	2.4% (11)	<b>53.2% (242)</b>	44.4% (202)	2.42	455
			<b>answered question</b>		<b>478</b>
			<b>skipped question</b>		<b>1</b>

**7. The children in this school:**

	<b>A lot</b>	<b>OK</b>	<b>Not very much</b>	<b>Rating Average</b>	<b>Rating Count</b>
Like me	<b>48.7% (230)</b>	47.5% (224)	3.8% (18)	1.55	472
Like each other	<b>50.7% (229)</b>	48.2% (218)	1.1% (5)	1.50	452
			<b>answered question</b>		<b>474</b>
			<b>skipped question</b>		<b>5</b>

**8. The adults in this school care about me:**

	<b>A lot</b>	<b>OK</b>	<b>Not very much</b>	<b>Rating Average</b>	<b>Rating Count</b>
	<b>61.4% (289)</b>	36.1% (170)	2.5% (12)	1.41	471
			<b>answered question</b>		<b>471</b>
			<b>skipped question</b>		<b>8</b>

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

	Yes	Not sure	No	Rating Average	Rating Count
	73.2% (346)	21.8% (103)	5.1% (24)	1.32	473
	answered question				473
	skipped question				6

**10. How often does this happen to you in your schoolroom?**

	A lot	Sometimes	Never	Rating Average	Rating Count
a. Another child in this school says something nice to me.	41.7% (198)	55.8% (265)	2.5% (12)	1.61	475
b. Another child in this school says something mean to me.	3.9% (18)	45.2% (211)	51.0% (238)	2.47	467
c. Another child in this school teases me.	4.5% (21)	33.0% (153)	62.5% (290)	2.58	464
d. Another child in this school excludes me from activities.	7.3% (34)	35.4% (165)	57.3% (267)	2.50	466
	answered question				477
	skipped question				2

**11. How often do you?**

	Alot	Sometimes	Never	Rating Average	Rating Count
a. Say something nice to someone in your school?	61.1% (284)	38.5% (179)	0.4% (2)	1.39	465
	answered question				465
	skipped question				14

## 12. How often do you?

	Never	Sometimes	A lot	Rating Average	Rating Count
a. Say something mean to someone in your school?	82.6% (393)	15.1% (72)	2.3% (11)	1.20	476
b. Tease someone in your school?	83.7% (395)	12.3% (58)	4.0% (19)	1.20	472
c. Exclude someone in your school?	82.7% (388)	12.8% (60)	4.5% (21)	1.22	469
				answered question	476
				skipped question	3

## 13. This is how I feel in each of these places:

	Very safe	OK	Not safe	Rating Average	Rating Count
a. In classrooms	75.8% (361)	23.1% (110)	1.1% (5)	1.25	476
b. On the playground	58.0% (254)	34.7% (152)	7.3% (32)	1.49	438
c. In the hallways	60.4% (285)	36.9% (174)	2.8% (13)	1.42	472
d. On the bus	49.2% (232)	42.4% (200)	8.5% (40)	1.59	472
e. In the cafeteria	71.6% (338)	26.9% (127)	1.5% (7)	1.30	472
f. In the bathroom	54.4% (257)	39.8% (188)	5.7% (27)	1.51	472
				answered question	477
				skipped question	2

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

	<b>Yes</b>	<b>Sometimes</b>	<b>No</b>	<b>Rating Average</b>	<b>Rating Count</b>
	<b>59.5% (282)</b>	<b>27.8% (132)</b>	<b>12.7% (60)</b>	<b>1.53</b>	<b>474</b>
	<b>answered question</b>				<b>474</b>
	<b>skipped question</b>				<b>5</b>

**CT School Climate Assessment - Goodwin  
Parent/Guardian**



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

		<b>Response Percent</b>	<b>Response Count</b>
K	<input type="checkbox"/>	22.5%	16
1	<input type="checkbox"/>	31.0%	22
2	<input type="checkbox"/>	26.8%	19
3	<input type="checkbox"/>	21.1%	15
4	<input type="checkbox"/>	19.7%	14
5	<input type="checkbox"/>	2.8%	2
6	<input type="checkbox"/>	2.8%	2
7	<input type="checkbox"/>	1.4%	1
8		0.0%	0
9	<input type="checkbox"/>	1.4%	1
10		0.0%	0
11		0.0%	0
12		0.0%	0
PreK	<input type="checkbox"/>	11.3%	8
<b>answered question</b>			<b>71</b>
<b>skipped question</b>			<b>0</b>

**2. Please select your appropriate ethnicity.**

	Response Percent	Response Count
American Indian/Alaskan	0.0%	0
Asian/Pacific Islander <input type="checkbox"/>	5.6%	4
African American or Black <input type="checkbox"/>	1.4%	1
Hispanic	0.0%	0
non-Hispanic	0.0%	0
White <input checked="" type="checkbox"/>	88.7%	63
Bi-Racial	0.0%	0
Multi-Racial	0.0%	0
Prefer Not to Answer <input type="checkbox"/>	4.2%	3
Do Not Know	0.0%	0
	<b>answered question</b>	<b>71</b>
	<b>skipped question</b>	<b>0</b>

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

	Response Percent	Response Count
Male <input checked="" type="checkbox"/>	67.6%	48
Female <input checked="" type="checkbox"/>	52.1%	37
	<b>answered question</b>	<b>71</b>
	<b>skipped question</b>	<b>0</b>

**4. My child likes to come to school each day.**

		<b>Response Percent</b>	<b>Response Count</b>
<b>All of the time</b>	<input checked="" type="checkbox"/>	<b>54.9%</b>	<b>39</b>
<b>Most of the time</b>	<input checked="" type="checkbox"/>	<b>42.3%</b>	<b>30</b>
<b>Some of the time</b>	<input type="checkbox"/>	<b>1.4%</b>	<b>1</b>
<b>None of the time</b>	<input type="checkbox"/>	<b>1.4%</b>	<b>1</b>
<b>answered question</b>			<b>71</b>
<b>skipped question</b>			<b>0</b>

**5. I feel the students in this school are friendly.**

		<b>Response Percent</b>	<b>Response Count</b>
<b>All of the time</b>	<input checked="" type="checkbox"/>	<b>26.8%</b>	<b>19</b>
<b>Most of the time</b>	<input checked="" type="checkbox"/>	<b>70.4%</b>	<b>50</b>
<b>Some of the time</b>	<input type="checkbox"/>	<b>2.8%</b>	<b>2</b>
<b>None of the time</b>	<input type="checkbox"/>	<b>0.0%</b>	<b>0</b>
<b>answered question</b>			<b>71</b>
<b>skipped question</b>			<b>0</b>

**6. I feel that this school is physically safe.**

		<b>Response Percent</b>	<b>Response Count</b>
<b>All of the time</b>	<input checked="" type="checkbox"/>	<b>50.7%</b>	<b>36</b>
<b>Most of the time</b>	<input checked="" type="checkbox"/>	<b>45.1%</b>	<b>32</b>
<b>Some of the time</b>	<input type="checkbox"/>	<b>4.2%</b>	<b>3</b>
<b>None of the time</b>	<input type="checkbox"/>	<b>0.0%</b>	<b>0</b>
<b>answered question</b>			<b>71</b>
<b>skipped question</b>			<b>0</b>

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

		<b>Response Percent</b>	<b>Response Count</b>
<b>All of the time</b>	<input checked="" type="checkbox"/>	<b>46.5%</b>	<b>33</b>
<b>Most of the time</b>	<input checked="" type="checkbox"/>	<b>38.0%</b>	<b>27</b>
<b>Some of the time</b>	<input type="checkbox"/>	<b>14.1%</b>	<b>10</b>
<b>None of the time</b>	<input type="checkbox"/>	<b>1.4%</b>	<b>1</b>
<b>answered question</b>			<b>71</b>
<b>skipped question</b>			<b>0</b>

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

		<b>Response Percent</b>	<b>Response Count</b>
All of the time	<input type="checkbox"/>	26.5%	18
<b>Most of the time</b>	<input checked="" type="checkbox"/>	<b>69.1%</b>	<b>47</b>
Some of the time	<input type="checkbox"/>	4.4%	3
None of the time	<input type="checkbox"/>	0.0%	0
<b>answered question</b>			<b>68</b>
<b>skipped question</b>			<b>3</b>

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

		<b>Response Percent</b>	<b>Response Count</b>
All of the time	<input checked="" type="checkbox"/>	56.5%	39
Most of the time	<input checked="" type="checkbox"/>	36.2%	25
Some of the time	<input type="checkbox"/>	7.2%	5
None of the time	<input type="checkbox"/>	0.0%	0
<b>answered question</b>			<b>69</b>
<b>skipped question</b>			<b>2</b>

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

		Response Percent	Response Count
Race		0.0%	0
Gender	<input type="checkbox"/>	1.5%	1
Sexual orientation		0.0%	0
Religion	<input type="checkbox"/>	1.5%	1
Academic achievement		0.0%	0
Academic level	<input type="checkbox"/>	1.5%	1
Ethnicity		0.0%	0
Disability		0.0%	0
Physical appearance	<input type="checkbox"/>	2.9%	2
Other	<input type="checkbox"/>	10.3%	7
Has not happened	<input type="checkbox"/>	83.8%	57
<b>answered question</b>			<b>68</b>
<b>skipped question</b>			<b>3</b>

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

	Response Percent	Response Count
Race <input type="checkbox"/>	1.5%	1
Gender	0.0%	0
Sexual orientation	0.0%	0
Religion <input type="checkbox"/>	1.5%	1
Academic achievement <input type="checkbox"/>	1.5%	1
Academic level <input type="checkbox"/>	1.5%	1
Ethnicity	0.0%	0
Disability <input type="checkbox"/>	2.9%	2
Physical appearance <input type="checkbox"/>	7.4%	5
Other <input type="checkbox"/>	4.4%	3
<b>Has not happened</b> <input type="checkbox"/>	<b>86.8%</b>	<b>59</b>
	<b>answered question</b>	<b>68</b>
	<b>skipped question</b>	<b>3</b>

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

		Response Percent	Response Count
All of the time	<input checked="" type="checkbox"/>	68.6%	48
Most of the time	<input checked="" type="checkbox"/>	27.1%	19
Some of the time	<input type="checkbox"/>	2.9%	2
None of the time	<input type="checkbox"/>	1.4%	1
answered question			70
skipped question			1

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

		Response Percent	Response Count
All of the time	<input checked="" type="checkbox"/>	42.9%	30
Most of the time	<input checked="" type="checkbox"/>	54.3%	38
Some of the time	<input type="checkbox"/>	2.9%	2
None of the time	<input type="checkbox"/>	0.0%	0
answered question			70
skipped question			1

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

		Response Percent	Response Count
All of the time	<input type="checkbox"/>	13.0%	9
Most of the time	<input type="checkbox"/>	20.3%	14
Some of the time	<input type="checkbox"/>	30.4%	21
<b>None of the time</b>	<input type="checkbox"/>	<b>36.2%</b>	<b>25</b>
<b>answered question</b>			<b>69</b>
<b>skipped question</b>			<b>2</b>

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

		Response Percent	Response Count
<b>Never</b>	<input type="checkbox"/>	<b>98.6%</b>	<b>68</b>
Once	<input type="checkbox"/>	1.4%	1
2-5 times	<input type="checkbox"/>	0.0%	0
6 or more times	<input type="checkbox"/>	0.0%	0
<b>answered question</b>			<b>69</b>
<b>skipped question</b>			<b>2</b>

**16. My child has participated in hurtful communications through social media.**

		Response Percent	Response Count
Never	<input type="checkbox"/>	100.0%	70
Once	<input type="checkbox"/>	0.0%	0
2-5 times	<input type="checkbox"/>	0.0%	0
6 or more times	<input type="checkbox"/>	0.0%	0
<b>answered question</b>			<b>70</b>
<b>skipped question</b>			<b>1</b>

**17. Do you feel that there is an area of the school that is not safe?**

		Response Percent	Response Count
no	<input type="checkbox"/>	82.6%	57
yes	<input type="checkbox"/>	17.4%	12

<b>answered question</b>			<b>69</b>
<b>skipped question</b>			<b>2</b>

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

		Response Percent	Response Count
0-3	<input type="checkbox"/>	12.9%	9
4-10	<input type="checkbox"/>	38.6%	27
11-25	<input type="checkbox"/>	30.0%	21
more than 25 times	<input type="checkbox"/>	18.6%	13
		answered question	70
		skipped question	1



1. Please select your school assignment (your primary role).

		Response Percent	Response Count
Administrator	<input type="checkbox"/>	4.3%	1
Coach		0.0%	0
Academic Teacher (all subjects/grades including Homeroom, Art, Music, ELL, PE, Health, Special Education, Language Literacy Labs, Math Literacy Labs, etc.)	<input checked="" type="checkbox"/>	52.2%	12
Student Support Staff (Counselor, Social Worker, Psychologist)		0.0%	0
In-School Suspension Teacher		0.0%	0
Support Staff (Buildings and Grounds, Maintenance, Fiscal, Clerical, Head Cook, School Lunch, School Nurse, etc.)	<input type="checkbox"/>	13.0%	3
Paraprofessional (Instructional Assistant)	<input checked="" type="checkbox"/>	30.4%	7
<b>answered question</b>			<b>23</b>
<b>skipped question</b>			<b>0</b>

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

	Response Percent	Response Count
1st year <input type="checkbox"/>	13.6%	3
2-5 years	0.0%	0
5-10 years <input checked="" type="checkbox"/>	50.0%	11
More than 10 years <input type="checkbox"/>	36.4%	8
	<b>answered question</b>	<b>22</b>
	<b>skipped question</b>	<b>1</b>

**3. Please select your appropriate ethnicity.**

	Response Percent	Response Count
American Indian/Alaskan	0.0%	0
Asian/Pacific Islander	0.0%	0
African American or Black	0.0%	0
Hispanic <input type="checkbox"/>	4.3%	1
non-Hispanic	0.0%	0
White <input checked="" type="checkbox"/>	91.3%	21
Bi-Racial	0.0%	0
Multi-Racial <input type="checkbox"/>	4.3%	1
Prefer not to answer	0.0%	0
Do not know	0.0%	0
	<b>answered question</b>	<b>23</b>
	<b>skipped question</b>	<b>0</b>

**4. My identified gender is.**

	Response Percent	Response Count
Male	0.0%	0
Female	100.0%	22
answered question		22
skipped question		1

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

	Response Percent	Response Count
All of the time	26.1%	6
Most of the time	60.9%	14
Some of the time	13.0%	3
None of the time	0.0%	0
answered question		23
skipped question		0

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

	Response Percent	Response Count
yes	91.3%	21
no	8.7%	2
answered question		23
skipped question		0

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

		<b>Response Percent</b>	<b>Response Count</b>
<b>All of the time</b>	<input type="checkbox"/>	47.8%	11
<b>Most of the time</b>	<input type="checkbox"/>	26.1%	6
<b>Some of the time</b>	<input type="checkbox"/>	26.1%	6
<b>None of the time</b>	<input type="checkbox"/>	0.0%	0
<b>answered question</b>			<b>23</b>
<b>skipped question</b>			<b>0</b>

**8. I feel my contributions are valued and important.**

		<b>Response Percent</b>	<b>Response Count</b>
<b>All of the time</b>	<input type="checkbox"/>	34.8%	8
<b>Most of the time</b>	<input type="checkbox"/>	47.8%	11
<b>Some of the time</b>	<input type="checkbox"/>	17.4%	4
<b>None of the time</b>	<input type="checkbox"/>	0.0%	0
<b>answered question</b>			<b>23</b>
<b>skipped question</b>			<b>0</b>

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

		Response Percent	Response Count
All of the time	<input checked="" type="checkbox"/>	52.2%	12
Most of the time	<input checked="" type="checkbox"/>	26.1%	6
Some of the time	<input type="checkbox"/>	17.4%	4
None of the time	<input type="checkbox"/>	4.3%	1
answered question			23
skipped question			0

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

		Response Percent	Response Count
All of the time	<input checked="" type="checkbox"/>	43.5%	10
Most of the time	<input checked="" type="checkbox"/>	21.7%	5
Some of the time	<input checked="" type="checkbox"/>	34.8%	8
None of the time	<input type="checkbox"/>	0.0%	0
answered question			23
skipped question			0

**11. I feel respected by students.**

		Response Percent	Response Count
All of the time	<input type="checkbox"/>	43.5%	10
Most of the time	<input checked="" type="checkbox"/>	52.2%	12
Some of the time	<input type="checkbox"/>	4.3%	1
None of the time	<input type="checkbox"/>	0.0%	0
<b>answered question</b>			<b>23</b>
<b>skipped question</b>			<b>0</b>

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

		Response Percent	Response Count
All of the time	<input type="checkbox"/>	0.0%	0
Most of the time	<input type="checkbox"/>	8.7%	2
Some of the time	<input checked="" type="checkbox"/>	39.1%	9
None of the time	<input checked="" type="checkbox"/>	52.2%	12
<b>answered question</b>			<b>23</b>
<b>skipped question</b>			<b>0</b>

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

		<b>Response Percent</b>	<b>Response Count</b>
All of the time		0.0%	0
Most of the time		0.0%	0
Some of the time	<input type="checkbox"/>	34.8%	8
None of the time	<input type="checkbox"/>	65.2%	15
<b>answered question</b>			<b>23</b>
<b>skipped question</b>			<b>0</b>

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

		Response Percent	Response Count
Race	<input type="checkbox"/>	84.2%	16
Gender	<input type="checkbox"/>	78.9%	15
Sexual orientation	<input type="checkbox"/>	63.2%	12
Religion	<input type="checkbox"/>	73.7%	14
Academic achievement	<input type="checkbox"/>	68.4%	13
Academic level	<input type="checkbox"/>	68.4%	13
Ethnicity	<input type="checkbox"/>	78.9%	15
Disability	<input type="checkbox"/>	26.3%	5
Physical appearance	<input type="checkbox"/>	78.9%	15
Other	<input type="checkbox"/>	5.3%	1
Has not happened	<input type="checkbox"/>	10.5%	2
<b>answered question</b>			<b>19</b>
<b>skipped question</b>			<b>4</b>

**CT School Climate Assessment - Goodwin  
Students**



**1. I am a:**

		Response Percent	Response Count
girl	<input type="text"/>	42.7%	73
boy	<input type="text"/>	57.3%	98
<b>answered question</b>			<b>171</b>
<b>skipped question</b>			<b>2</b>

**2. What grade are you in?**

		Response Percent	Response Count
PreK	<input type="text"/>	0.0%	0
K	<input type="text"/>	18.9%	32
1	<input type="text"/>	22.5%	38
2	<input type="text"/>	18.9%	32
3	<input type="text"/>	23.1%	39
4	<input type="text"/>	16.6%	28
<b>answered question</b>			<b>169</b>
<b>skipped question</b>			<b>4</b>

**3. This how I feel about my school:**

	<b>I like it</b>	<b>It's okay</b>	<b>I don't like it</b>	<b>Rating Average</b>	<b>Rating Count</b>
	<b>74.6% (129)</b>	<b>20.2% (35)</b>	<b>5.2% (9)</b>	<b>1.31</b>	<b>173</b>
			<b>answered question</b>		<b>173</b>
			<b>skipped question</b>		<b>0</b>

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

	<b>Happy</b>	<b>OK</b>	<b>Unhappy</b>	<b>Rating Average</b>	<b>Rating Count</b>
	<b>64.9% (111)</b>	<b>31.0% (53)</b>	<b>4.1% (7)</b>	<b>1.39</b>	<b>171</b>
			<b>answered question</b>		<b>171</b>
			<b>skipped question</b>		<b>2</b>

**5. This is how much I like the children in this school:**

	<b>I like them a lot</b>	<b>OK</b>	<b>I don't like them at all</b>	<b>Rating Average</b>	<b>Rating Count</b>
	<b>70.0% (119)</b>	<b>27.6% (47)</b>	<b>2.4% (4)</b>	<b>1.32</b>	<b>170</b>
			<b>answered question</b>		<b>170</b>
			<b>skipped question</b>		<b>3</b>

**6. In this school, I feel:**

	<b>Most of the time</b>	<b>Sometimes</b>	<b>Never</b>	<b>Rating Average</b>	<b>Rating Count</b>
a. Happy	<b>71.8% (122)</b>	<b>24.7% (42)</b>	<b>3.5% (6)</b>	<b>1.32</b>	<b>170</b>
b. Sad	<b>6.2% (9)</b>	<b>48.3% (70)</b>	<b>45.5% (66)</b>	<b>2.39</b>	<b>145</b>
				<b>answered question</b>	<b>171</b>
				<b>skipped question</b>	<b>2</b>

**7. The children in this school:**

	<b>A lot</b>	<b>OK</b>	<b>Not very much</b>	<b>Rating Average</b>	<b>Rating Count</b>
Like me	<b>57.0% (94)</b>	<b>37.6% (62)</b>	<b>5.5% (9)</b>	<b>1.48</b>	<b>165</b>
				<b>answered question</b>	<b>165</b>
				<b>skipped question</b>	<b>8</b>

**8. The children in this school:**

	<b>A lot</b>	<b>OK</b>	<b>Not very much</b>	<b>Rating Average</b>	<b>Rating Count</b>
Like each other	<b>58.8% (100)</b>	<b>38.8% (66)</b>	<b>2.4% (4)</b>	<b>1.44</b>	<b>170</b>
				<b>answered question</b>	<b>170</b>
				<b>skipped question</b>	<b>3</b>

**9. The adults in this school care about me:**

	<b>A lot</b>	<b>OK</b>	<b>Not very much</b>	<b>Rating Average</b>	<b>Rating Count</b>
	<b>76.6% (131)</b>	<b>19.9% (34)</b>	<b>3.5% (6)</b>	<b>1.27</b>	<b>171</b>
				<b>answered question</b>	<b>171</b>
				<b>skipped question</b>	<b>2</b>

**10. How often does this happen to you during the day?**

	<b>A lot</b>	<b>Sometimes</b>	<b>Never</b>	<b>Rating Average</b>	<b>Rating Count</b>
a. Another child says something nice to me	<b>39.0% (67)</b>	<b>55.2% (95)</b>	<b>5.8% (10)</b>	<b>1.67</b>	<b>172</b>
b. Another child says something mean to me	<b>5.7% (9)</b>	<b>41.5% (66)</b>	<b>52.8% (84)</b>	<b>2.47</b>	<b>159</b>
				<b>answered question</b>	<b>172</b>
				<b>skipped question</b>	<b>1</b>

**11. How often do you?**

	<b>A lot</b>	<b>Sometimes</b>	<b>Never</b>	<b>Rating Average</b>	<b>Rating Count</b>
Say something nice to someone	<b>60.1% (101)</b>	<b>36.9% (62)</b>	<b>3.0% (5)</b>	<b>1.43</b>	<b>168</b>
				<b>answered question</b>	<b>168</b>
				<b>skipped question</b>	<b>5</b>

**12. How often do you?**

	<b>Never</b>	<b>Sometimes</b>	<b>A lot</b>	<b>Rating Average</b>	<b>Rating Count</b>
Say something mean to someone	<b>82.5% (141)</b>	<b>15.8% (27)</b>	<b>1.8% (3)</b>	<b>1.19</b>	<b>171</b>
				<b>answered question</b>	<b>171</b>
				<b>skipped question</b>	<b>2</b>

**13. This is how I feel in each of these places:**

	<b>Very safe</b>	<b>OK</b>	<b>Not safe</b>	<b>Rating Average</b>	<b>Rating Count</b>
a. In classrooms	<b>84.2% (144)</b>	<b>12.9% (22)</b>	<b>2.9% (5)</b>	<b>1.19</b>	<b>171</b>
b. On the playground	<b>55.3% (94)</b>	<b>40.0% (68)</b>	<b>4.7% (8)</b>	<b>1.49</b>	<b>170</b>
c. In the hallways	<b>72.5% (124)</b>	<b>24.0% (41)</b>	<b>3.5% (6)</b>	<b>1.31</b>	<b>171</b>
d. On the bus	<b>61.5% (104)</b>	<b>34.3% (58)</b>	<b>4.1% (7)</b>	<b>1.43</b>	<b>169</b>
e. In the cafeteria	<b>74.7% (127)</b>	<b>21.2% (36)</b>	<b>4.1% (7)</b>	<b>1.29</b>	<b>170</b>
				<b>answered question</b>	<b>172</b>
				<b>skipped question</b>	<b>1</b>



**CT School Climate Assessment - Southeast  
Parents/Guardians**



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

		Response Percent	Response Count
K	<input type="checkbox"/>	17.9%	20
1	<input type="checkbox"/>	24.1%	27
2	<input type="checkbox"/>	31.3%	35
3	<input type="checkbox"/>	25.0%	28
4	<input type="checkbox"/>	19.6%	22
5	<input type="checkbox"/>	6.3%	7
6	<input type="checkbox"/>	2.7%	3
7	<input type="checkbox"/>	2.7%	3
8	<input type="checkbox"/>	1.8%	2
9	<input type="checkbox"/>	0.0%	0
10	<input type="checkbox"/>	0.9%	1
11	<input type="checkbox"/>	0.0%	0
12	<input type="checkbox"/>	0.9%	1
PreK	<input type="checkbox"/>	9.8%	11
<b>answered question</b>			<b>112</b>
<b>skipped question</b>			<b>0</b>

**2. Please select your appropriate ethnicity.**

		Response Percent	Response Count
American Indian/Alaskan		0.0%	0
Asian/Pacific Islander	<input checked="" type="checkbox"/>	15.3%	17
African American or Black	<input type="checkbox"/>	4.5%	5
Hispanic	<input type="checkbox"/>	2.7%	3
non-Hispanic	<input type="checkbox"/>	0.9%	1
White	<input checked="" type="checkbox"/>	70.3%	78
Bi-Racial	<input type="checkbox"/>	1.8%	2
Multi-Racial	<input type="checkbox"/>	1.8%	2
Prefer Not to Answer	<input type="checkbox"/>	2.7%	3
Do Not Know		0.0%	0
<b>answered question</b>			<b>111</b>
<b>skipped question</b>			<b>1</b>

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

		Response Percent	Response Count
Male	<input checked="" type="checkbox"/>	59.8%	67
Female	<input checked="" type="checkbox"/>	63.4%	71
<b>answered question</b>			<b>112</b>
<b>skipped question</b>			<b>0</b>

**4. My child likes to come to school each day.**

		<b>Response Percent</b>	<b>Response Count</b>
<b>All of the time</b>	<input checked="" type="checkbox"/>	56.8%	63
<b>Most of the time</b>	<input checked="" type="checkbox"/>	40.5%	45
<b>Some of the time</b>	<input type="checkbox"/>	1.8%	2
<b>None of the time</b>	<input type="checkbox"/>	0.9%	1
<b>answered question</b>			<b>111</b>
<b>skipped question</b>			<b>1</b>

**5. I feel the students in this school are friendly.**

		<b>Response Percent</b>	<b>Response Count</b>
<b>All of the time</b>	<input type="checkbox"/>	28.8%	32
<b>Most of the time</b>	<input checked="" type="checkbox"/>	67.6%	75
<b>Some of the time</b>	<input type="checkbox"/>	2.7%	3
<b>None of the time</b>	<input type="checkbox"/>	0.9%	1
<b>answered question</b>			<b>111</b>
<b>skipped question</b>			<b>1</b>

**6. I feel that this school is physically safe.**

		<b>Response Percent</b>	<b>Response Count</b>
<b>All of the time</b>	<input checked="" type="checkbox"/>	<b>56.3%</b>	<b>63</b>
<b>Most of the time</b>	<input checked="" type="checkbox"/>	<b>40.2%</b>	<b>45</b>
<b>Some of the time</b>	<input type="checkbox"/>	<b>2.7%</b>	<b>3</b>
<b>None of the time</b>	<input type="checkbox"/>	<b>0.9%</b>	<b>1</b>
<b>answered question</b>			<b>112</b>
<b>skipped question</b>			<b>0</b>

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

		<b>Response Percent</b>	<b>Response Count</b>
<b>All of the time</b>	<input checked="" type="checkbox"/>	<b>56.9%</b>	<b>62</b>
<b>Most of the time</b>	<input checked="" type="checkbox"/>	<b>35.8%</b>	<b>39</b>
<b>Some of the time</b>	<input type="checkbox"/>	<b>7.3%</b>	<b>8</b>
<b>None of the time</b>	<input type="checkbox"/>	<b>0.0%</b>	<b>0</b>
<b>answered question</b>			<b>109</b>
<b>skipped question</b>			<b>3</b>

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

		<b>Response Percent</b>	<b>Response Count</b>
All of the time	<input type="checkbox"/>	33.0%	37
<b>Most of the time</b>	<input checked="" type="checkbox"/>	<b>63.4%</b>	<b>71</b>
Some of the time	<input type="checkbox"/>	3.6%	4
None of the time	<input type="checkbox"/>	0.0%	0
<b>answered question</b>			<b>112</b>
<b>skipped question</b>			<b>0</b>

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

		<b>Response Percent</b>	<b>Response Count</b>
All of the time	<input checked="" type="checkbox"/>	57.1%	64
Most of the time	<input checked="" type="checkbox"/>	36.6%	41
Some of the time	<input type="checkbox"/>	6.3%	7
None of the time	<input type="checkbox"/>	0.0%	0
<b>answered question</b>			<b>112</b>
<b>skipped question</b>			<b>0</b>

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

		Response Percent	Response Count
Race	<input type="checkbox"/>	3.6%	4
Gender	<input type="checkbox"/>	1.8%	2
Sexual orientation		0.0%	0
Religion	<input type="checkbox"/>	1.8%	2
Academic achievement	<input type="checkbox"/>	0.9%	1
Academic level	<input type="checkbox"/>	0.9%	1
Ethnicity	<input type="checkbox"/>	2.7%	3
Disability	<input type="checkbox"/>	2.7%	3
Physical appearance	<input type="checkbox"/>	2.7%	3
Other	<input type="checkbox"/>	13.5%	15
<b>Has not happened</b>	<input type="checkbox"/>	<b>76.6%</b>	<b>85</b>
<b>answered question</b>			<b>111</b>
<b>skipped question</b>			<b>1</b>

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

	Response Percent	Response Count
Race <input type="checkbox"/>	2.8%	3
Gender <input type="checkbox"/>	1.9%	2
Sexual orientation	0.0%	0
Religion	0.0%	0
Academic achievement <input type="checkbox"/>	0.9%	1
Academic level <input type="checkbox"/>	1.9%	2
Ethnicity <input type="checkbox"/>	4.7%	5
Disability <input type="checkbox"/>	1.9%	2
Physical appearance <input type="checkbox"/>	8.5%	9
Other <input type="checkbox"/>	8.5%	9
<b>Has not happened</b> <input type="checkbox"/>	<b>78.3%</b>	<b>83</b>
<b>answered question</b>		<b>106</b>
<b>skipped question</b>		<b>6</b>

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

		Response Percent	Response Count
All of the time	<input type="checkbox"/>	62.5%	70
Most of the time	<input type="checkbox"/>	30.4%	34
Some of the time	<input type="checkbox"/>	7.1%	8
None of the time	<input type="checkbox"/>	0.0%	0
<b>answered question</b>			<b>112</b>
<b>skipped question</b>			<b>0</b>

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

		Response Percent	Response Count
All of the time	<input type="checkbox"/>	44.0%	48
Most of the time	<input type="checkbox"/>	44.0%	48
Some of the time	<input type="checkbox"/>	11.0%	12
None of the time	<input type="checkbox"/>	0.9%	1
<b>answered question</b>			<b>109</b>
<b>skipped question</b>			<b>3</b>

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

		<b>Response Percent</b>	<b>Response Count</b>
All of the time	<input type="checkbox"/>	21.4%	24
Most of the time	<input type="checkbox"/>	25.9%	29
Some of the time	<input type="checkbox"/>	31.3%	35
None of the time	<input type="checkbox"/>	21.4%	24
<b>answered question</b>			<b>112</b>
<b>skipped question</b>			<b>0</b>

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

		<b>Response Percent</b>	<b>Response Count</b>
Never	<input type="checkbox"/>	98.2%	108
Once	<input type="checkbox"/>	0.9%	1
2-5 times	<input type="checkbox"/>	0.9%	1
6 or more times	<input type="checkbox"/>	0.0%	0
<b>answered question</b>			<b>110</b>
<b>skipped question</b>			<b>2</b>

**16. My child has participated in hurtful communications through social media.**

		Response Percent	Response Count
Never	<input type="checkbox"/>	99.1%	110
Once	<input type="checkbox"/>	0.0%	0
2-5 times	<input type="checkbox"/>	0.9%	1
6 or more times	<input type="checkbox"/>	0.0%	0
<b>answered question</b>			<b>111</b>
<b>skipped question</b>			<b>1</b>

**17. Do you feel that there is an area of the school that is not safe?**

		Response Percent	Response Count
no	<input type="checkbox"/>	78.4%	87
yes	<input type="checkbox"/>	21.6%	24

<b>answered question</b>			<b>111</b>
<b>skipped question</b>			<b>1</b>

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

		Response Percent	Response Count
	0-3	13.5%	15
	4-10	35.1%	39
	11-25	30.6%	34
	more than 25 times	20.7%	23
answered question			111
skipped question			1



**CT School Climate Assessment Instrument -  
Southeast Staff**



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

		Response Percent	Response Count
Administrator	<input type="checkbox"/>	2.3%	1
Coach		0.0%	0
<b>Academic Teacher (all subjects/grades including Homeroom, Art, Music, ELL, PE, Health, Special Education, Language Literacy Labs, Math Literacy Labs, etc.)</b>	<input checked="" type="checkbox"/>	51.2%	22
Student Support Staff (Counselor, Social Worker, Psychologist)	<input type="checkbox"/>	4.7%	2
In-School Suspension Teacher		0.0%	0
Support Staff (Buildings and Grounds, Maintenance, Fiscal, Clerical, Head Cook, School Lunch, School Nurse, etc.)	<input type="checkbox"/>	4.7%	2
Paraprofessional (Instructional Assistant)	<input checked="" type="checkbox"/>	37.2%	16
<b>answered question</b>			<b>43</b>
<b>skipped question</b>			<b>0</b>

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

	Response Percent	Response Count
1st year <input type="checkbox"/>	9.3%	4
2-5 years <input type="checkbox"/>	9.3%	4
5-10 years <input type="checkbox"/>	25.6%	11
<b>More than 10 years</b> <input checked="" type="checkbox"/>	<b>55.8%</b>	<b>24</b>
	<b>answered question</b>	<b>43</b>
	<b>skipped question</b>	<b>0</b>

**3. Please select your appropriate ethnicity.**

	Response Percent	Response Count
American Indian/Alaskan	0.0%	0
Asian/Pacific Islander	0.0%	0
African American or Black	0.0%	0
Hispanic	0.0%	0
non-Hispanic	0.0%	0
<b>White</b> <input checked="" type="checkbox"/>	<b>95.3%</b>	<b>41</b>
Bi-Racial	0.0%	0
Multi-Racial	0.0%	0
Prefer not to answer <input type="checkbox"/>	4.7%	2
Do not know	0.0%	0
	<b>answered question</b>	<b>43</b>
	<b>skipped question</b>	<b>0</b>

**4. My identified gender is.**

	Response Percent	Response Count
Male <input type="checkbox"/>	7.0%	3
Female <input checked="" type="checkbox"/>	93.0%	40
answered question		43
skipped question		0

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

	Response Percent	Response Count
All of the time <input type="checkbox"/>	16.3%	7
Most of the time <input checked="" type="checkbox"/>	79.1%	34
Some of the time <input type="checkbox"/>	4.7%	2
None of the time	0.0%	0
answered question		43
skipped question		0

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

	Response Percent	Response Count
yes <input checked="" type="checkbox"/>	78.0%	32
no <input type="checkbox"/>	22.0%	9
answered question		41
skipped question		2

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

		<b>Response Percent</b>	<b>Response Count</b>
All of the time	<input type="checkbox"/>	25.6%	11
<b>Most of the time</b>	<input checked="" type="checkbox"/>	<b>67.4%</b>	<b>29</b>
Some of the time	<input type="checkbox"/>	7.0%	3
None of the time	<input type="checkbox"/>	0.0%	0
<b>answered question</b>			<b>43</b>
<b>skipped question</b>			<b>0</b>

**8. I feel my contributions are valued and important.**

		<b>Response Percent</b>	<b>Response Count</b>
All of the time	<input type="checkbox"/>	27.9%	12
<b>Most of the time</b>	<input checked="" type="checkbox"/>	<b>60.5%</b>	<b>26</b>
Some of the time	<input type="checkbox"/>	11.6%	5
None of the time	<input type="checkbox"/>	0.0%	0
<b>answered question</b>			<b>43</b>
<b>skipped question</b>			<b>0</b>

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

		<b>Response Percent</b>	<b>Response Count</b>
<b>All of the time</b>	<input checked="" type="checkbox"/>	<b>74.4%</b>	<b>32</b>
<b>Most of the time</b>	<input type="checkbox"/>	<b>18.6%</b>	<b>8</b>
<b>Some of the time</b>	<input type="checkbox"/>	<b>4.7%</b>	<b>2</b>
<b>None of the time</b>	<input type="checkbox"/>	<b>2.3%</b>	<b>1</b>
<b>answered question</b>			<b>43</b>
<b>skipped question</b>			<b>0</b>

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

		<b>Response Percent</b>	<b>Response Count</b>
<b>All of the time</b>	<input checked="" type="checkbox"/>	<b>55.8%</b>	<b>24</b>
<b>Most of the time</b>	<input type="checkbox"/>	<b>34.9%</b>	<b>15</b>
<b>Some of the time</b>	<input type="checkbox"/>	<b>9.3%</b>	<b>4</b>
<b>None of the time</b>	<input type="checkbox"/>	<b>0.0%</b>	<b>0</b>
<b>answered question</b>			<b>43</b>
<b>skipped question</b>			<b>0</b>

**11. I feel respected by students.**

		Response Percent	Response Count
All of the time	<input checked="" type="checkbox"/>	37.2%	16
Most of the time	<input checked="" type="checkbox"/>	55.8%	24
Some of the time	<input type="checkbox"/>	7.0%	3
None of the time	<input type="checkbox"/>	0.0%	0
<b>answered question</b>			<b>43</b>
<b>skipped question</b>			<b>0</b>

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

		Response Percent	Response Count
All of the time	<input type="checkbox"/>	0.0%	0
Most of the time	<input type="checkbox"/>	2.3%	1
Some of the time	<input checked="" type="checkbox"/>	60.5%	26
None of the time	<input checked="" type="checkbox"/>	37.2%	16
<b>answered question</b>			<b>43</b>
<b>skipped question</b>			<b>0</b>

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

		<b>Response Percent</b>	<b>Response Count</b>
All of the time	<input type="checkbox"/>	2.3%	1
Most of the time	<input type="checkbox"/>	2.3%	1
Some of the time	<input type="checkbox"/>	32.6%	14
None of the time	<input type="checkbox"/>	62.8%	27
<b>answered question</b>			<b>43</b>
<b>skipped question</b>			<b>0</b>

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

		<b>Response Percent</b>	<b>Response Count</b>
<b>Race</b>		<b>92.3%</b>	<b>36</b>
<b>Gender</b>		<b>92.3%</b>	<b>36</b>
<b>Sexual orientation</b>		<b>74.4%</b>	<b>29</b>
<b>Religion</b>		<b>79.5%</b>	<b>31</b>
<b>Academic achievement</b>		<b>82.1%</b>	<b>32</b>
<b>Academic level</b>		<b>76.9%</b>	<b>30</b>
<b>Ethnicity</b>		<b>74.4%</b>	<b>29</b>
<b>Disability</b>		<b>30.8%</b>	<b>12</b>
<b>Physical appearance</b>		<b>76.9%</b>	<b>30</b>
<b>Other</b>		<b>15.4%</b>	<b>6</b>
<b>Has not happened</b>		<b>5.1%</b>	<b>2</b>
<b>answered question</b>			<b>39</b>
<b>skipped question</b>			<b>4</b>

**CT School Climate Assessment - Southeast  
Students**



**1. I am a:**

		<b>Response Percent</b>	<b>Response Count</b>
<b>girl</b>	<input type="checkbox"/>	49.5%	100
<b>boy</b>	<input type="checkbox"/>	50.5%	102
<b>answered question</b>			<b>202</b>
<b>skipped question</b>			<b>7</b>

**2. What grade are you in?**

		<b>Response Percent</b>	<b>Response Count</b>
<b>PreK</b>	<input type="checkbox"/>	0.0%	0
<b>K</b>	<input type="checkbox"/>	17.0%	35
<b>1</b>	<input type="checkbox"/>	20.9%	43
<b>2</b>	<input type="checkbox"/>	24.8%	51
<b>3</b>	<input type="checkbox"/>	20.4%	42
<b>4</b>	<input type="checkbox"/>	17.0%	35
<b>answered question</b>			<b>206</b>
<b>skipped question</b>			<b>3</b>

**3. This how I feel about my school:**

	<b>I like it</b>	<b>It's okay</b>	<b>I don't like it</b>	<b>Rating Average</b>	<b>Rating Count</b>
	<b>78.6% (162)</b>	<b>18.4% (38)</b>	<b>2.9% (6)</b>	<b>1.24</b>	<b>206</b>
				<b>answered question</b>	<b>206</b>
				<b>skipped question</b>	<b>3</b>

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

	<b>Happy</b>	<b>OK</b>	<b>Unhappy</b>	<b>Rating Average</b>	<b>Rating Count</b>
	<b>62.8% (130)</b>	<b>30.9% (64)</b>	<b>6.3% (13)</b>	<b>1.43</b>	<b>207</b>
				<b>answered question</b>	<b>207</b>
				<b>skipped question</b>	<b>2</b>

**5. This is how much I like the children in this school:**

	<b>I like them a lot</b>	<b>OK</b>	<b>I don't like them at all</b>	<b>Rating Average</b>	<b>Rating Count</b>
	<b>61.3% (125)</b>	<b>38.2% (78)</b>	<b>0.5% (1)</b>	<b>1.39</b>	<b>204</b>
				<b>answered question</b>	<b>204</b>
				<b>skipped question</b>	<b>5</b>

**6. In this school, I feel:**

	Most of the time	Sometimes	Never	Rating Average	Rating Count
a. Happy	73.7% (151)	25.4% (52)	1.0% (2)	1.27	205
b. Sad	3.7% (6)	42.7% (70)	53.7% (88)	2.50	164
				answered question	206
				skipped question	3

**7. The children in this school:**

	A lot	OK	Not very much	Rating Average	Rating Count
Like me	49.8% (101)	44.3% (90)	5.9% (12)	1.56	203
				answered question	203
				skipped question	6

**8. The children in this school:**

	A lot	OK	Not very much	Rating Average	Rating Count
Like each other	57.6% (118)	39.5% (81)	2.9% (6)	1.45	205
				answered question	205
				skipped question	4

<b>9. The adults in this school care about me:</b>					
	<b>A lot</b>	<b>OK</b>	<b>Not very much</b>	<b>Rating Average</b>	<b>Rating Count</b>
	<b>75.0% (153)</b>	<b>23.0% (47)</b>	<b>2.0% (4)</b>	<b>1.27</b>	<b>204</b>
				<b>answered question</b>	<b>204</b>
				<b>skipped question</b>	<b>5</b>

<b>10. How often does this happen to you during the day?</b>					
	<b>A lot</b>	<b>Sometimes</b>	<b>Never</b>	<b>Rating Average</b>	<b>Rating Count</b>
<b>a. Another child says something nice to me</b>	<b>42.4% (86)</b>	<b>52.7% (107)</b>	<b>4.9% (10)</b>	<b>1.63</b>	<b>203</b>
<b>b. Another child says something mean to me</b>	<b>9.4% (17)</b>	<b>37.8% (68)</b>	<b>52.8% (95)</b>	<b>2.43</b>	<b>180</b>
				<b>answered question</b>	<b>203</b>
				<b>skipped question</b>	<b>6</b>

<b>11. How often do you?</b>					
	<b>A lot</b>	<b>Sometimes</b>	<b>Never</b>	<b>Rating Average</b>	<b>Rating Count</b>
<b>Say something nice to someone</b>	<b>64.3% (128)</b>	<b>33.2% (66)</b>	<b>2.5% (5)</b>	<b>1.38</b>	<b>199</b>
				<b>answered question</b>	<b>199</b>
				<b>skipped question</b>	<b>10</b>

**12. How often do you?**

	Never	Sometimes	A lot	Rating Average	Rating Count
Say something mean to someone	88.6% (179)	10.4% (21)	1.0% (2)	1.12	202
				<b>answered question</b>	<b>202</b>
				<b>skipped question</b>	<b>7</b>

**13. This is how I feel in each of these places:**

	Very safe	OK	Not safe	Rating Average	Rating Count
a. In classrooms	80.8% (164)	16.7% (34)	2.5% (5)	1.22	203
b. On the playground	51.2% (104)	42.9% (87)	5.9% (12)	1.55	203
c. In the hallways	66.7% (132)	26.8% (53)	6.6% (13)	1.40	198
d. On the bus	51.0% (99)	30.9% (60)	18.0% (35)	1.67	194
e. In the cafeteria	70.6% (139)	25.9% (51)	3.6% (7)	1.33	197
				<b>answered question</b>	<b>204</b>
				<b>skipped question</b>	<b>5</b>



**CT School Climate Assessment - Vinton  
Parents/Guardians**



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

		Response Percent	Response Count
K	<input type="checkbox"/>	20.5%	16
1	<input type="checkbox"/>	28.2%	22
2	<input type="checkbox"/>	25.6%	20
3	<input type="checkbox"/>	20.5%	16
4	<input type="checkbox"/>	15.4%	12
5	<input type="checkbox"/>	3.8%	3
6	<input type="checkbox"/>	1.3%	1
7	<input type="checkbox"/>	1.3%	1
8	<input type="checkbox"/>	0.0%	0
9	<input type="checkbox"/>	1.3%	1
10	<input type="checkbox"/>	0.0%	0
11	<input type="checkbox"/>	1.3%	1
12	<input type="checkbox"/>	1.3%	1
PreK	<input type="checkbox"/>	15.4%	12
<b>answered question</b>			<b>78</b>
<b>skipped question</b>			<b>0</b>

**2. Please select your appropriate ethnicity.**

		Response Percent	Response Count
American Indian/Alaskan		0.0%	0
Asian/Pacific Islander	<input type="checkbox"/>	9.0%	7
African American or Black	<input type="checkbox"/>	1.3%	1
Hispanic	<input type="checkbox"/>	3.8%	3
non-Hispanic		0.0%	0
White	<input checked="" type="checkbox"/>	76.9%	60
Bi-Racial	<input type="checkbox"/>	2.6%	2
Multi-Racial	<input type="checkbox"/>	1.3%	1
Prefer Not to Answer	<input type="checkbox"/>	2.6%	2
Do Not Know	<input type="checkbox"/>	2.6%	2
<b>answered question</b>			<b>78</b>
<b>skipped question</b>			<b>0</b>

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

		Response Percent	Response Count
Male	<input checked="" type="checkbox"/>	59.0%	46
Female	<input checked="" type="checkbox"/>	60.3%	47
<b>answered question</b>			<b>78</b>
<b>skipped question</b>			<b>0</b>

**4. My child likes to come to school each day.**

		<b>Response Percent</b>	<b>Response Count</b>
<b>All of the time</b>	<input type="checkbox"/>	<b>53.8%</b>	<b>42</b>
<b>Most of the time</b>	<input type="checkbox"/>	<b>39.7%</b>	<b>31</b>
<b>Some of the time</b>	<input type="checkbox"/>	<b>5.1%</b>	<b>4</b>
<b>None of the time</b>	<input type="checkbox"/>	<b>1.3%</b>	<b>1</b>
<b>answered question</b>			<b>78</b>
<b>skipped question</b>			<b>0</b>

**5. I feel the students in this school are friendly.**

		<b>Response Percent</b>	<b>Response Count</b>
<b>All of the time</b>	<input type="checkbox"/>	<b>35.1%</b>	<b>27</b>
<b>Most of the time</b>	<input type="checkbox"/>	<b>58.4%</b>	<b>45</b>
<b>Some of the time</b>	<input type="checkbox"/>	<b>6.5%</b>	<b>5</b>
<b>None of the time</b>	<input type="checkbox"/>	<b>0.0%</b>	<b>0</b>
<b>answered question</b>			<b>77</b>
<b>skipped question</b>			<b>1</b>

**6. I feel that this school is physically safe.**

		<b>Response Percent</b>	<b>Response Count</b>
<b>All of the time</b>	<input type="checkbox"/>	<b>59.0%</b>	<b>46</b>
<b>Most of the time</b>	<input type="checkbox"/>	<b>38.5%</b>	<b>30</b>
<b>Some of the time</b>	<input type="checkbox"/>	<b>2.6%</b>	<b>2</b>
<b>None of the time</b>	<input type="checkbox"/>	<b>0.0%</b>	<b>0</b>
<b>answered question</b>			<b>78</b>
<b>skipped question</b>			<b>0</b>

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

		<b>Response Percent</b>	<b>Response Count</b>
<b>All of the time</b>	<input type="checkbox"/>	<b>63.6%</b>	<b>49</b>
<b>Most of the time</b>	<input type="checkbox"/>	<b>27.3%</b>	<b>21</b>
<b>Some of the time</b>	<input type="checkbox"/>	<b>6.5%</b>	<b>5</b>
<b>None of the time</b>	<input type="checkbox"/>	<b>2.6%</b>	<b>2</b>
<b>answered question</b>			<b>77</b>
<b>skipped question</b>			<b>1</b>

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

		<b>Response Percent</b>	<b>Response Count</b>
All of the time		33.3%	26
<b>Most of the time</b>		<b>60.3%</b>	<b>47</b>
Some of the time		6.4%	5
None of the time		0.0%	0
<b>answered question</b>			<b>78</b>
<b>skipped question</b>			<b>0</b>

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

		<b>Response Percent</b>	<b>Response Count</b>
All of the time		72.7%	56
Most of the time		26.0%	20
Some of the time		1.3%	1
None of the time		0.0%	0
<b>answered question</b>			<b>77</b>
<b>skipped question</b>			<b>1</b>

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

		Response Percent	Response Count
Race	<input type="checkbox"/>	1.3%	1
Gender	<input type="checkbox"/>	3.8%	3
Sexual orientation		0.0%	0
Religion		0.0%	0
Academic achievement	<input type="checkbox"/>	6.4%	5
Academic level	<input type="checkbox"/>	6.4%	5
Ethnicity		0.0%	0
Disability	<input type="checkbox"/>	3.8%	3
Physical appearance	<input type="checkbox"/>	9.0%	7
Other	<input type="checkbox"/>	15.4%	12
<b>Has not happened</b>	<input type="checkbox"/>	<b>74.4%</b>	<b>58</b>
<b>answered question</b>			<b>78</b>
<b>skipped question</b>			<b>0</b>

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

		<b>Response Percent</b>	<b>Response Count</b>
Race	<input type="checkbox"/>	0.0%	0
Gender	<input type="checkbox"/>	4.1%	3
Sexual orientation	<input type="checkbox"/>	1.4%	1
Religion	<input type="checkbox"/>	0.0%	0
Academic achievement	<input type="checkbox"/>	8.2%	6
Academic level	<input type="checkbox"/>	9.6%	7
Ethnicity	<input type="checkbox"/>	0.0%	0
Disability	<input type="checkbox"/>	4.1%	3
Physical appearance	<input type="checkbox"/>	9.6%	7
Other	<input type="checkbox"/>	8.2%	6
<b>Has not happened</b>	<input type="checkbox"/>	<b>75.3%</b>	<b>55</b>
<b>answered question</b>			<b>73</b>
<b>skipped question</b>			<b>5</b>

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

		Response Percent	Response Count
All of the time		74.0%	57
Most of the time		23.4%	18
Some of the time		1.3%	1
None of the time		1.3%	1
<b>answered question</b>			<b>77</b>
<b>skipped question</b>			<b>1</b>

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

		Response Percent	Response Count
All of the time		44.9%	35
Most of the time		39.7%	31
Some of the time		14.1%	11
None of the time		1.3%	1
<b>answered question</b>			<b>78</b>
<b>skipped question</b>			<b>0</b>

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

		Response Percent	Response Count
All of the time	<input type="checkbox"/>	13.0%	10
Most of the time	<input type="checkbox"/>	22.1%	17
Some of the time	<input type="checkbox"/>	22.1%	17
None of the time	<input type="checkbox"/>	42.9%	33
<b>answered question</b>			<b>77</b>
<b>skipped question</b>			<b>1</b>

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

		Response Percent	Response Count
Never	<input type="checkbox"/>	97.4%	75
Once	<input type="checkbox"/>	1.3%	1
2-5 times	<input type="checkbox"/>	1.3%	1
6 or more times	<input type="checkbox"/>	0.0%	0
<b>answered question</b>			<b>77</b>
<b>skipped question</b>			<b>1</b>

<b>16. My child has participated in hurtful communications through social media.</b>		<b>Response Percent</b>	<b>Response Count</b>
<b>Never</b>	<input type="checkbox"/>	<b>100.0%</b>	<b>77</b>
<b>Once</b>	<input type="checkbox"/>	<b>0.0%</b>	<b>0</b>
<b>2-5 times</b>	<input type="checkbox"/>	<b>0.0%</b>	<b>0</b>
<b>6 or more times</b>	<input type="checkbox"/>	<b>0.0%</b>	<b>0</b>
<b>answered question</b>			<b>77</b>
<b>skipped question</b>			<b>1</b>

<b>17. Do you feel that there is an area of the school that is not safe?</b>		<b>Response Percent</b>	<b>Response Count</b>
<b>no</b>	<input type="checkbox"/>	<b>79.2%</b>	<b>61</b>
<b>yes</b>	<input type="checkbox"/>	<b>20.8%</b>	<b>16</b>

<b>answered question</b>			<b>77</b>
<b>skipped question</b>			<b>1</b>

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

		Response Percent	Response Count
0-3	<input type="checkbox"/>	11.7%	9
4-10	<input type="checkbox"/>	27.3%	21
11-25	<input type="checkbox"/>	20.8%	16
more than 25 times	<input type="checkbox"/>	40.3%	31
answered question			77
skipped question			1



**CT School Climate Assessment Instrument -  
Vinton Staff**



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

		<b>Response Percent</b>	<b>Response Count</b>
Administrator		0.0%	0
Coach		0.0%	0
<b>Academic Teacher (all subjects/grades including Homeroom, Art, Music, ELL, PE, Health, Special Education, Language Literacy Labs, Math Literacy Labs, etc.)</b>	<input checked="" type="checkbox"/>	<b>65.0%</b>	<b>13</b>
Student Support Staff (Counselor, Social Worker, Psychologist)		0.0%	0
In-School Suspension Teacher		0.0%	0
Support Staff (Buildings and Grounds, Maintenance, Fiscal, Clerical, Head Cook, School Lunch, School Nurse, etc.)	<input type="checkbox"/>	5.0%	1
Paraprofessional (Instructional Assistant)	<input checked="" type="checkbox"/>	30.0%	6
<b>answered question</b>			<b>20</b>
<b>skipped question</b>			<b>3</b>

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

	Response Percent	Response Count
1st year	0.0%	0
2-5 years	21.7%	5
5-10 years	26.1%	6
More than 10 years	52.2%	12
answered question		23
skipped question		0

**3. Please select your appropriate ethnicity.**

	Response Percent	Response Count
American Indian/Alaskan	0.0%	0
Asian/Pacific Islander	0.0%	0
African American or Black	0.0%	0
Hispanic	0.0%	0
non-Hispanic	0.0%	0
White	73.9%	17
Bi-Racial	0.0%	0
Multi-Racial	0.0%	0
Prefer not to answer	26.1%	6
Do not know	0.0%	0
answered question		23
skipped question		0

**4. My identified gender is.**

	Response Percent	Response Count
Male <input type="checkbox"/>	9.1%	2
Female <input checked="" type="checkbox"/>	90.9%	20
answered question		22
skipped question		1

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

	Response Percent	Response Count
All of the time <input type="checkbox"/>	8.7%	2
Most of the time <input checked="" type="checkbox"/>	73.9%	17
Some of the time <input type="checkbox"/>	17.4%	4
None of the time <input type="checkbox"/>	0.0%	0
answered question		23
skipped question		0

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

	Response Percent	Response Count
yes <input checked="" type="checkbox"/>	87.0%	20
no <input type="checkbox"/>	13.0%	3
answered question		23
skipped question		0

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

		Response Percent	Response Count
All of the time	<input type="checkbox"/>	34.8%	8
<b>Most of the time</b>	<input checked="" type="checkbox"/>	<b>43.5%</b>	<b>10</b>
Some of the time	<input type="checkbox"/>	17.4%	4
None of the time	<input type="checkbox"/>	4.3%	1
<b>answered question</b>			<b>23</b>
<b>skipped question</b>			<b>0</b>

**8. I feel my contributions are valued and important.**

		Response Percent	Response Count
All of the time	<input type="checkbox"/>	21.7%	5
<b>Most of the time</b>	<input checked="" type="checkbox"/>	<b>47.8%</b>	<b>11</b>
Some of the time	<input type="checkbox"/>	30.4%	7
None of the time	<input type="checkbox"/>	0.0%	0
<b>answered question</b>			<b>23</b>
<b>skipped question</b>			<b>0</b>

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

		<b>Response Percent</b>	<b>Response Count</b>
All of the time	<input type="checkbox"/>	21.7%	5
Most of the time	<input type="checkbox"/>	30.4%	7
<b>Some of the time</b>	<input type="checkbox"/>	<b>34.8%</b>	<b>8</b>
None of the time	<input type="checkbox"/>	13.0%	3
<b>answered question</b>			<b>23</b>
<b>skipped question</b>			<b>0</b>

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

		<b>Response Percent</b>	<b>Response Count</b>
All of the time	<input type="checkbox"/>	13.0%	3
<b>Most of the time</b>	<input type="checkbox"/>	<b>43.5%</b>	<b>10</b>
<b>Some of the time</b>	<input type="checkbox"/>	<b>43.5%</b>	<b>10</b>
None of the time	<input type="checkbox"/>	0.0%	0
<b>answered question</b>			<b>23</b>
<b>skipped question</b>			<b>0</b>

**11. I feel respected by students.**

	Response Percent	Response Count
All of the time	43.5%	10
<b>Most of the time</b>	<b>56.5%</b>	<b>13</b>
Some of the time	0.0%	0
None of the time	0.0%	0
	<b>answered question</b>	<b>23</b>
	<b>skipped question</b>	<b>0</b>

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

	Response Percent	Response Count
All of the time	0.0%	0
Most of the time	8.7%	2
<b>Some of the time</b>	<b>60.9%</b>	<b>14</b>
None of the time	30.4%	7
	<b>answered question</b>	<b>23</b>
	<b>skipped question</b>	<b>0</b>

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

	<b>Response Percent</b>	<b>Response Count</b>
All of the time	0.0%	0
Most of the time <input type="checkbox"/>	4.3%	1
Some of the time <input checked="" type="checkbox"/>	52.2%	12
None of the time <input type="checkbox"/>	43.5%	10
<b>answered question</b>		<b>23</b>
<b>skipped question</b>		<b>0</b>

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

		<b>Response Percent</b>	<b>Response Count</b>
<b>Race</b>	<input type="checkbox"/>	<b>95.5%</b>	<b>21</b>
<b>Gender</b>	<input type="checkbox"/>	<b>81.8%</b>	<b>18</b>
<b>Sexual orientation</b>	<input type="checkbox"/>	<b>68.2%</b>	<b>15</b>
<b>Religion</b>	<input type="checkbox"/>	<b>72.7%</b>	<b>16</b>
<b>Academic achievement</b>	<input type="checkbox"/>	<b>63.6%</b>	<b>14</b>
<b>Academic level</b>	<input type="checkbox"/>	<b>63.6%</b>	<b>14</b>
<b>Ethnicity</b>	<input type="checkbox"/>	<b>72.7%</b>	<b>16</b>
<b>Disability</b>	<input type="checkbox"/>	<b>27.3%</b>	<b>6</b>
<b>Physical appearance</b>	<input type="checkbox"/>	<b>77.3%</b>	<b>17</b>
<b>Other</b>	<input type="checkbox"/>	<b>4.5%</b>	<b>1</b>
<b>Has not happened</b>	<input type="checkbox"/>	<b>4.5%</b>	<b>1</b>
<b>answered question</b>			<b>22</b>
<b>skipped question</b>			<b>1</b>

1. I am a:

	Response Percent	Response Count
girl <input type="checkbox"/>	50.7%	108
boy <input type="checkbox"/>	49.3%	105
<b>answered question</b>		<b>213</b>
<b>skipped question</b>		<b>7</b>

2. What grade are you in?

	Response Percent	Response Count
PreK <input type="checkbox"/>	0.5%	1
K <input type="checkbox"/>	17.8%	38
1 <input type="checkbox"/>	19.6%	42
2 <input type="checkbox"/>	18.7%	40
3 <input type="checkbox"/>	21.0%	45
4 <input type="checkbox"/>	22.4%	48
<b>answered question</b>		<b>214</b>
<b>skipped question</b>		<b>6</b>

**3. This how I feel about my school:**

	I like it	It's okay	I don't like it	Rating Average	Rating Count
	76.4% (168)	20.9% (46)	2.7% (6)	1.26	220
	answered question				220
	skipped question				0

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

	Happy	OK	Unhappy	Rating Average	Rating Count
	59.8% (131)	34.7% (76)	5.5% (12)	1.46	219
	answered question				219
	skipped question				1

**5. This is how much I like the children in this school:**

	I like them a lot	OK	I don't like them at all	Rating Average	Rating Count
	53.4% (117)	46.1% (101)	0.5% (1)	1.47	219
	answered question				219
	skipped question				1

**6. In this school, I feel:**

	<b>Most of the time</b>	<b>Sometimes</b>	<b>Never</b>	<b>Rating Average</b>	<b>Rating Count</b>
a. Happy	<b>76.3% (164)</b>	<b>21.9% (47)</b>	<b>1.9% (4)</b>	<b>1.26</b>	<b>215</b>
b. Sad	<b>5.1% (9)</b>	<b>55.1% (97)</b>	<b>39.8% (70)</b>	<b>2.35</b>	<b>176</b>
				<b>answered question</b>	<b>220</b>
				<b>skipped question</b>	<b>0</b>

**7. The children in this school:**

	<b>A lot</b>	<b>OK</b>	<b>Not very much</b>	<b>Rating Average</b>	<b>Rating Count</b>
Like me	<b>47.2% (103)</b>	<b>45.0% (98)</b>	<b>7.8% (17)</b>	<b>1.61</b>	<b>218</b>
				<b>answered question</b>	<b>218</b>
				<b>skipped question</b>	<b>2</b>

**8. The children in this school:**

	<b>A lot</b>	<b>OK</b>	<b>Not very much</b>	<b>Rating Average</b>	<b>Rating Count</b>
Like each other	<b>56.9% (123)</b>	<b>38.4% (83)</b>	<b>4.6% (10)</b>	<b>1.48</b>	<b>216</b>
				<b>answered question</b>	<b>216</b>
				<b>skipped question</b>	<b>4</b>

**9. The adults in this school care about me:**

	<b>A lot</b>	<b>OK</b>	<b>Not very much</b>	<b>Rating Average</b>	<b>Rating Count</b>
	<b>80.6% (175)</b>	<b>15.2% (33)</b>	<b>4.1% (9)</b>	<b>1.24</b>	<b>217</b>
				<b>answered question</b>	<b>217</b>
				<b>skipped question</b>	<b>3</b>

**10. How often does this happen to you during the day?**

	<b>A lot</b>	<b>Sometimes</b>	<b>Never</b>	<b>Rating Average</b>	<b>Rating Count</b>
<b>a. Another child says something nice to me</b>	<b>45.2% (98)</b>	<b>50.7% (110)</b>	<b>4.1% (9)</b>	<b>1.59</b>	<b>217</b>
<b>b. Another child says something mean to me</b>	<b>6.6% (12)</b>	<b>44.8% (82)</b>	<b>48.6% (89)</b>	<b>2.42</b>	<b>183</b>
				<b>answered question</b>	<b>220</b>
				<b>skipped question</b>	<b>0</b>

**11. How often do you?**

	<b>A lot</b>	<b>Sometimes</b>	<b>Never</b>	<b>Rating Average</b>	<b>Rating Count</b>
<b>Say something nice to someone</b>	<b>63.9% (140)</b>	<b>34.2% (75)</b>	<b>1.8% (4)</b>	<b>1.38</b>	<b>219</b>
				<b>answered question</b>	<b>219</b>
				<b>skipped question</b>	<b>1</b>

### 12. How often do you?

	Never	Sometimes	A lot	Rating Average	Rating Count
Say something mean to someone	80.7% (176)	17.0% (37)	2.3% (5)	1.22	218
				answered question	218
				skipped question	2

### 13. This is how I feel in each of these places:

	Very safe	OK	Not safe	Rating Average	Rating Count
a. In classrooms	82.6% (181)	15.5% (34)	1.8% (4)	1.19	219
b. On the playground	55.0% (121)	38.2% (84)	6.8% (15)	1.52	220
c. In the hallways	69.4% (152)	28.3% (62)	2.3% (5)	1.33	219
d. On the bus	59.3% (128)	31.5% (68)	9.3% (20)	1.50	216
e. In the cafeteria	74.4% (163)	23.3% (51)	2.3% (5)	1.28	219
				answered question	220
				skipped question	0

**STRATEGIC SCHOOL PROFILE 2011-12****Mansfield School District**

FREDERICK BARUZZI, Superintendent

Location: 4 South Eagleville Road  
Storrs,  
Connecticut

Telephone: (860) 429-3350

Website: [www.mansfieldct.org/mboe](http://www.mansfieldct.org/mboe)

This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c) using data and narratives provided by the school district, testing services, or the US Census. Profiles and additional education data, including longitudinal data, are available on the internet at [www.sde.ct.gov](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, 2011 1,324

5-Year Enrollment Change -0.7%

**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	23.6	8.2	35.2
K-12 Students Who Are Not Fluent in English	39	3.2	0.7	5.6
Students Identified as Gifted and/or Talented*	300	22.7	4.5	4.0
PK-12 Students Receiving Special Education Services in District	156	11.8	10.9	11.5
Kindergarten Students who Attended Preschool, Nursery School or Headstart	103	74.1	86.7	79.8
Homeless	3	0.2	0.0	0.3
Juniors and Seniors Working 16 or More Hours Per Week	N/A	N/A	N/A	N/A

\*90.7 % 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	117	8.8
Black	31	2.3
Hispanic	144	10.9
Pacific Islander	0	0.0
White	969	73.2
Two or more races	63	4.8
<b>Total Minority</b>	<b>355</b>	<b>26.8</b>

**Percent of Minority Professional Staff: 3.5%**

**Non-English Home Language:**

12.4% of this district's students (excluding prekindergarten students) come from homes where English is not the primary language. The number of non-English home languages is 31.

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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 (designated by the Connecticut Association of Schools as the 2007 Middle School of the Year) is unique in offering four different world languages (French, Spanish, German and Latin), a German and Chinese student exchange program and all students and staff participate in the bi-annual One School/One Read experience. All schools participate in integrated art and dance programs, all schools participate in an inter-district summer Academy of International Arts and Science Studies, a ten-school-district summer camp program that has helped to reduce racial, ethnic and economic isolation. These projects and several others can be found in individual school reports.

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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
Grade 3 Reading	71.5	59.2	66.3
Writing	72.0	62.7	59.4
Mathematics	81.5	66.5	70.0
Grade 4 Reading	80.5	64.1	77.5
Writing	79.3	65.3	65.6
Mathematics	82.5	68.0	69.4
Grade 5 Reading	72.7	67.6	44.0
Writing	69.7	68.1	39.3
Mathematics	82.9	71.6	60.7
Science	80.1	63.9	65.5
Grade 6 Reading	86.4	74.1	68.7
Writing	89.9	67.4	93.4
Mathematics	86.4	69.3	77.7
Grade 7 Reading	87.1	79.8	48.4
Writing	78.6	65.6	64.0
Mathematics	79.3	68.1	58.8
Grade 8 Reading	84.7	76.8	52.2
Writing	81.4	68.3	63.1
Mathematics	73.8	67.2	42.1
Science	78.1	61.9	62.5

These results reflect the performance of students with scoreable tests who were enrolled in the district at the time of testing, regardless of the length of time they were enrolled in the district. Results for fewer than 20 students are not presented.

For more detailed CMT results, go to [www.ctreports.com](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."

**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
Reading Across the Disciplines	N/A	N/A	N/A
Writing Across the Disciplines	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A
Science	N/A	N/A	N/A

For more detailed CAPT results, go to [www.ctreports.com](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."

**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
	66.0	50.6	86.4

SAT® I: Reasoning Test Class of 2011		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 2011	N/A	N/A	N/A
2010-11 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	102.40
Paraprofessional Instructional Assistants	30.00
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	6.00
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	90.1	82.0	79.6

Average Class Size	District	DRG	State
Grade K	15.2	16.7	18.5
Grade 2	17.6	18.5	19.7
Grade 5	20.3	21.3	21.6
Grade 7	16.0	20.0	20.3
High School	N/A	N/A	N/A

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	997	994	993
Middle School	1,054	1,023	1,024
High School	N/A	N/A	N/A

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

Students Per Academic Computer	Dist	DRG	State
Elementary School*	3.2	2.8	2.8
Middle School	1.0	2.1	2.2
High School	N/A	N/A	N/A

\*Excludes schools with no grades above kindergarten.

### DISTRICT EXPENDITURES AND REVENUES, 2010-11

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	\$13,565	\$10,222	\$8,513	\$7,839	\$8,469
Instructional Supplies and Equipment	\$518	\$390	\$323	\$244	\$271
Improvement of Instruction and Educational Media Services	\$620	\$467	\$407	\$393	\$482
Student Support Services	\$948	\$714	\$919	\$940	\$901
Administration and Support Services	\$2,841	\$2,141	\$1,700	\$1,430	\$1,490
Plant Operation and Maintenance	\$1,771	\$1,335	\$1,281	\$1,407	\$1,463
Transportation	\$961	\$491	\$678	\$707	\$724
Costs for Students Tuitioned Out*	\$420	N/A	N/A	N/A	N/A
Other	\$81	\$61	\$102	\$183	\$165
<b>Total*</b>	<b>\$21,724</b>	<b>\$16,285</b>	<b>\$14,710</b>	<b>\$13,684</b>	<b>\$14,140</b>
<b>Additional Expenditures</b>					
Land, Buildings, and Debt Service	\$147	\$111	\$1,866	\$1,165	\$1,331

\*Town total expenditures (in 1000s) for PK-12 are: Total, \$32,313 Tuition Costs, \$9,628.  
Total town expenditures per pupil for PK-12 are \$16,511.

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$4,308,145	19.8	21.2	21.7

**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	61.0	28.9	9.6	0.4
Excluding School Construction	60.8	29.1	9.7	0.4

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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 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 152  
 Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities 12.2%

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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	1.2	1.2
Learning Disability	52	4.2	3.9	3.9
Intellectual Disability	3	0.2	0.4	0.4
Emotional Disturbance	8	0.6	0.7	1.0
Speech Impairment	24	1.9	1.8	2.1
Other Health Impairment*	29	2.3	2.2	2.2
Other Disabilities**	22	1.8	0.7	1.0
<b>Total</b>	<b>152</b>	<b>12.2</b>	<b>10.9</b>	<b>11.7</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 2010-11 with a Standard Diploma	N/A	N/A
2010-11 Annual Dropout Rate for Students Aged 14 to 21	N/A	5.1

## 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	43.5	36.0	80.7	70.4
Writing	32.2	21.5	78.5	66.3
Mathematics	42.7	31.8	81.0	68.4
Science	51.1	23.0	79.1	62.9
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	11.2
	% With Accommodations	88.8
CAPT	% Without Accommodations	N/A
	% With Accommodations	N/A
% Assessed Using Skills Checklist		9.6

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	6	3.9

### 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	118	77.6	75.0	72.1
40.1 to 79.0 Percent of Time	24	15.8	17.9	16.3
0.0 to 40.0 Percent of Time	10	6.6	7.1	11.7

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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 2012 CMT, Mansfield Public Schools students achieved State Goal at the following rate: Mathematics: Grade 8 – 73.8%, Grade 7 – 79.3%, Grade 6 – 86.4%, Grade 5 – 82.8%, Grade 4 – 28.8%; Grade 3 – 82.0% Reading: Grade 8 – 84.7%, Grade 7 – 87.1%, Grade 6 – 86.4%, Grade 5 – 78.2%, Grade 4 – 80.4%, Grade 3 – 71.5% Writing: Grade 8 – 81.4%, Grade 7 – 78.6%, Grade 6 – 89.9%, Grade 5 – 69.7%, Grade 4 – 79.3%, Grade 3 – 72.0% Science: Grade 8 – 78.0%, Grade 5 – 80.2% 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.

**STRATEGIC SCHOOL PROFILE 2011-12**

Middle and Junior High School Edition

**Mansfield Middle School School****Mansfield School District**

JEFFREY CRYAN, Principal  
 CANDACE MORELL, Asst. Principal  
 Telephone: (860) 429-9341  
 Website: [www.mansfieldct.org/mboc](http://www.mansfieldct.org/mboc)

Location: 205 Spring Hill Road  
 Storrs,  
 Connecticut

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 or testing services. Profiles and additional education data, including longitudinal data, are available on the internet at [www.sde.ct.gov](http://www.sde.ct.gov).

**TYPE OF SCHOOL**

School Type: Traditional/Regular Education  
 School Grade Range: 5 - 8

**STUDENT ENROLLMENT**

Enrollment on October 1, 2011: 575  
 5-Year Enrollment Change: -5.1%

**INDICATORS OF EDUCATIONAL NEED**

Need Indicator	Number in School	Percent in School	Middle/Jr. High Schools	
			% in District	% in State
Students Eligible for Free/Reduced-Price Meals	129	22.4	22.4	30.0
Students Who Are Not Fluent in English	6	1.0	1.0	3.4
Students with Disabilities	88	15.3	15.3	12.0
Students Identified as Gifted and/or Talented	193	33.6	33.6	7.3
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	420	97.0	97.0	98.1

**PROGRAM AND INSTRUCTION**

Instructional Time	School	State Middle/Jr. High Schools
Total Days per Year	183	181
Total Hours per Year	1,054	1,024

State law requires that at least 180 days of school be offered to students in kindergarten through Grade 12, 900 hours of instruction to Grades 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

Average Class Size	School	District	State	Enrollment in Selected High School Level Courses			
Grade 5	20.3	20.3	21.6	Percent of Grade 8 Students Taking	School	District	State
Grade 7	16.0	16.0	20.3	Mathematics	45.9	45.9	37.2
				World Language	69.2	69.2	49.9

Required Hours of Instruction Per Year in Selected Subject Areas		
Grade 8	School	State
Art *	0	37
Computer Education **	36	18
English Language Arts	223	226
Family and Consumer Science *	0	12
Health	21	24
Library Media Skills	0	9
Mathematics	127	159
Music	0	35
Physical Education	76	55
Science	126	149
Social Studies	127	147
Technology Education *	0	24
World Languages	76	91

**World Language**

Formal instruction (at least 1 hour per week) in Spanish starts in Grade 5 in this school. Instruction in another language starts in a later grade. Statewide, 12.5% of elementary and middle schools that serve Grade 5 start world language instruction by this grade.

**Lunch**

An average of 25 minutes is provided for lunch during full school days.

\*\* Interdisciplinary approach  
\* Elective hours also offered

Special Programs	School	Middle/Jr. High Schools	
		District	State
% of K-12 Students in Bilingual Education Program or Receiving English as a Second Language Services	1.0	1.0	3.2
% of Identified Gifted and/or Talented Students Who Received Services	97.4	97.4	67.3
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers	72.7	72.7	76.3

**LIBRARY AND COMPUTERS**

Free on-line access to periodicals, newspapers, and other resources is available to all schools through the Connecticut Digital Library at [www.iconn.org](http://www.iconn.org).

Instructional Computers and Library Materials	School	Middle/Jr. High Schools	
		District	State
# of Students Per Computer	1.0	1.0	2.2
% of Computers with Internet Access	100.0	100.0	98.8
% of Computers that are High or Moderate Power	100.0	100.0	97.2
# of Print Volumes Per Student*	30.6	30.6	21.6
# of Print Periodical Subscriptions	7	7	20

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

**SCHOOL STAFF**

<b>Full-Time Equivalent Count of School Staff</b>	
General Education: Teachers and Instructors	46.81
Paraprofessional Instructional Assistants	5.00
Special Education: Teachers and Instructors	7.00
Paraprofessional Instructional Assistants	13.00
Library/Media Specialists and/or Assistants	2.00
Administrators, Coordinators, and Department Chairs	2.00
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	0.50
Counselors, Social Workers, and School Psychologists	3.00
School Nurses	1.00
Other Staff Providing Non-Instructional Services and Support	16.00

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

<b>Teachers and Instructors</b>	<b>School</b>	<b>Middle/Jr. High Schools</b>	
		<b>District</b>	<b>State</b>
Average Number of Years of Experience in Education	17.3	17.0	14.2
% with Master's Degree or Above	89.8	89.8	79.3
Classroom Teacher Attendance, 2010-11: Average # of Days Absent Due to Illness or Personal Time	9.0	9.0	8.9
% Assigned to Same School the Previous Year	93.2	93.2	88.2

**HOME AND SCHOOL COMMUNICATION AND SUPPORT**

**Teacher E-Mail Addresses:** All teachers at this school have been issued e-mail addresses.

**Online Homework Information:** A portion of the school's website is devoted to homework pages.

The following narrative about how this school promotes and supports parental involvement was submitted by this school.

Mansfield Middle School is the fortunate beneficiary of a community that actively supports education. The fifth grade team makes an effort to establish connections with our new students' parents, beginning in the spring of fourth grade with a Getting to Know You evening program for fourth grade families just after all fourth graders visit MMS with their teachers from elementary school. There is also an afternoon tea for fourth grade parents, which provides further introduction to the school and its programs. The fifth grade team draws from our parent community for many guest speakers; many return for years after their children leave MMS. Our sixth grade team begins each school year with a pot luck picnic supper which is attended by nearly all families. Seventh and eighth graders hear from many parents during our annual Career Day, at which each student attends 3 sessions presented by 15-18 MMS parents. Teachers are available for communication with parents via telephone, voicemail, email and notes. Teachers' and administrators' websites ([www.mansfieldct.gov/mms](http://www.mansfieldct.gov/mms)) encourage parent communication, and many websites include printable copies of assignments, as well as links to practice materials and enrichment opportunities. We have over 800 subscribers to our email notification system, through which we send about 200 notifications annually. In addition to more formal events like Open House, parent conferences, and classroom visitations by over 250 parents during Middle School Week, teachers involve parents as classroom presenters, field trip chaperones, set builders, costume designers/tailors, rehearsal pianist, pit band members, choreographers, and refreshment vendors. The Mansfield Middle School Association (MMSA) is the best example of our school's partnership with parents. The MMSA (<http://www.mansfieldct.gov/content/11169/11183/11262/default.aspx>) meets monthly to coordinate events, solicit volunteers, and raise funds in support of the school's academic and social programs. The organization solicits proposals and provides funding for teacher projects through mini-grants.

### SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	0	0.0
Asian American	43	7.5
Black	15	2.6
Hispanic	65	11.3
Pacific Islander	0	0.0
White	425	73.9
Two or more races	27	4.7
Total Minority	150	26.1

Percent of Minority Professional Staff: 6.0%

#### Non-English Home Language:

9.6% of this school's students (excluding prekindergarten students) come from homes where English is not the primary language. The number of non-English home languages is 22.

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

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

Mansfield Middle School values the important contributions of students and teachers from diverse racial, ethnic, and economic backgrounds to every educational experience. This commitment to interaction with culturally and socio-economically diverse student populations begins in our philosophy, mission statement and programs. It extends beyond the school day to special programs with schools in other districts and in other countries. Our goal is to create a school environment in which differences are valued and desired in all learning situations. We have adopted the school motto, "MMS CARES – Global Awareness / Personal Kindness." Our philosophy focuses on the success and inclusion of every student with the intent to reduce isolation in our student community. • Mansfield Middle School has established and sustained partnerships with schools in Germany and China. Faculty members have visited the partner schools, and we have hosted faculty and officials from each partner school. We most recently hosted Chinese students and faculty in 2010, and German students and faculty in 2011. Fifteen MMS students visited our partner school in China, and lived with host families there in April 2011. Twenty MMS students visited Gymnasium Sarstedt during the fall of 2010. • After-school programs, involving over half our student body, offer exploratory and enrichment opportunities outside the regular classroom. Recent offerings have introduced Chinese language and culture. All students are eligible to participate. Late buses support the involvement of all students. • Teachers select instructional materials that reflect the heritage and cultural diversity of both our student population and those from other regions of the world. For example, our concert programs regularly include music from several cultures. • Four world languages are offered for study: Latin, German, Spanish and French.

### STUDENT PERFORMANCE AND BEHAVIOR

Physical Fitness: % Reaching Health Standard on All Four Tests*	School	District	State	% of Schools in State with Equal or Lower Percent Reaching Standard
Grade 4	N/A	N/A	N/A	N/A
Grade 6	69.3	69.3	50.7	87.1
Grade 8	68.1	68.1	49.8	87.1

\*Includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

**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 Child Left Behind Report Cards.

Grade and CMT Subject Area	School	District	State	% of Schools in State with Equal or Lower Percent Meeting Goal
Grade 4 Reading	N/A	N/A	N/A	N/A
Writing	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A
Grade 5 Reading	72.5	72.7	67.6	55.8
Writing	70.1	69.7	68.1	51.5
Mathematics	82.8	82.9	71.6	68.0
Science	80.0	80.1	63.9	72.5
Grade 6 Reading	86.4	86.4	74.1	75.1
Writing	89.9	89.9	67.4	92.7
Mathematics	86.4	86.4	69.3	82.7
Grade 7 Reading	87.1	87.1	79.8	62.5
Writing	78.6	78.6	65.6	73.7
Mathematics	79.3	79.3	68.1	68.1
Grade 8 Reading	84.7	84.7	76.8	65.3
Writing	81.4	81.4	68.3	72.6
Mathematics	73.8	73.8	67.2	59.9
Science	78.1	78.1	61.9	72.3

These results reflect the performance of students with scoreable tests who were enrolled in the district at the time of testing, regardless of the length of time they were enrolled in the district. Results for fewer than 20 students are not presented.

For more detailed CMT results, go to [www.ctreports.com](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."

Student Attendance	School	District Middle/Jr. High Schools	State Middle/Jr. High Schools
% Present on October 1	97.6	97.6	95.9

#### Disciplinary Offenses

Disciplinary offenses committed by students include all serious offenses, offenses involving drugs, alcohol, or tobacco, and all incidents resulting in suspension or expulsion. In the 2010-11 school year, 21 students were responsible for these incidents. These students represent 3.6% of the estimated number of students who attended this school at some point during the 2010-11 school year.

#### Truancy

During the 2010-11 school year, 21 students qualified as truant under state statute. As these counts rely on school-level policies regarding unexcused absences, they are not comparable between schools.

Number of Incidents by Disciplinary Offense Category, 2010-11		
Offense Category	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	0	0
Sexually Related Behavior	0	0
Personally Threatening Behavior	1	1
Theft	0	0
Physical/Verbal Confrontation	0	2
Fighting/Battery	2	3
Property Damage	0	0
Weapons	3	1
Drugs/Alcohol/Tobacco	0	0
School Policy Violations	10	2
Total	16	9

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### SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

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The following narrative was submitted by this school.

• Mansfield Middle School faculty meet weekly as teams to review students' progress in critical skill areas related to students' confidence as learners. At these meetings we identify students whose performance indicates that they need more attention. The progress of these students is monitored closely, and parents are informed of students' progress until the student's achievement is satisfactory. • The School-wide Data Team has identified differentiated instruction as the topic of intense staff study to motivate all learners, including high achievers. • Teacher teams and administrators continue to analyze data related to students' performance in order to identify the most successful interventions and to replicate them, as appropriate. • As a faculty we study, share and implement best practices in learning. Our faculty meetings have addressed the implementation of Response to Intervention strategies that support individual students' progress. Our teachers communicate their own best practices both informally and at staff meetings. Staff meetings focus on professional development. We have implemented common instructional language across disciplines and across grades. • We explore strategies for engaging each student in positive experiences at school. Over 200 students participate each quarter in over 20 activities offered by staff members in our After-School Program. • We inform parents about students' work completion through a quarterly mark in Effort, mid-quarter progress reports, and more frequent emails and phone calls, as necessary. We provide Homework Help and Homework Club as part of our after-school offerings so that students can immediately make up missed assignments. • Our Academic Support programs provide time within the school day to address students' individual academic needs in reading, writing and mathematics.

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### SUPPLEMENTAL SCHOOL INFORMATION

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The space below was optionally used by this school to describe aspects of the school not presented elsewhere in the profile.

Mansfield Middle School demonstrates a high level of student productivity and creativity across all classes and exhibits a spirit of cooperation as we develop confident, inquisitive learners. Here are some highlights: • Challenging academic instruction through grade-level teams, scheduled so teachers can meet regularly to plan instruction and review students' progress. • Our commitment to teaching the whole child includes a broad variety of classroom and musical ensemble offerings, with three full-time music teachers; four world languages (Spanish, French, Latin, German) in grades 5-8; physical education classes for all students three times weekly; art, industrial technology, and family & consumer sciences for all students; a technology program that introduces word processing, spreadsheets, and data bases and their applications to all students; an information and research curriculum that integrates curriculum and our Library Media Center. Additional optional classes in all of these areas are also offered during the school day during X-Block and/or after school. • Commitment to teaching students to be confident learners in all subjects, emphasizing the importance of reading, writing, and learning how to learn in each subject area. • Challenge opportunities for gifted students are available through every team, and a comprehensive supportive service program provides the opportunity for placement of students with special needs into mainstream classes. • The MATH PLUS program offers two-year acceleration by eighth grade for high-achieving math students. • We are proud of our Professional Development School partnership with the NEAG School of Education at the University of Connecticut. • Recognition as the Connecticut Middle School of the Year for 2007-08 by the Connecticut Association of Schools.

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**STRATEGIC SCHOOL PROFILE 2011-12**

Elementary School K-6 Edition

**Dorothy C. Goodwin School****Mansfield School District**DEBRA H. ADAMCZYK, Principal  
Telephone: (860) 429-4630Location: 321 Hunting Lodge Road  
Storrs,  
ConnecticutWebsite: [www.mansfieldct.org/mboe](http://www.mansfieldct.org/mboe)


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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 or testing services. Profiles and additional education data, including longitudinal data, are available on the internet at [www.sde.ct.gov](http://www.sde.ct.gov).

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**TYPE OF SCHOOL**School Type: Traditional/Regular Education  
School Grade Range: PK - 4**STUDENT ENROLLMENT**Enrollment on October 1, 2011: 223  
5-Year Enrollment Change: 5.2%**INDICATORS OF EDUCATIONAL NEED**

Need Indicator	Number in School	Percent in School	Elementary Schools	
			% in District	% in State
Students Eligible for Free/Reduced-Price Meals	53	23.8	24.4	39.4
K-12 Students Who Are Not Fluent in English	11	5.7	5.0	7.8
Students with Disabilities	18	8.1	9.1	10.9
Students Identified as Gifted and/or Talented	4	1.8	14.3	2.0
Kindergarten Students who Attended Preschool, Nursery School or Headstart	28	63.6	74.1	79.8
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	143	95.3	93.7	95.8

**PROGRAM AND INSTRUCTION**

Instructional Time	School	State Elementary Schools
Total Days per Year	183	181
Total Hours per Year	997	993

State law requires that at least 180 days of school be offered to students in kindergarten through Grade 12, 900 hours of instruction to Grades 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

**Type of Kindergarten:** This school offers half-day kindergarten.

Average Class Size	School	District	State
Kindergarten	14.0	15.2	18.5
Grade 2	15.5	17.6	19.7
Grade 5	N/A	N/A	N/A

Required Hours of Instruction Per Year in Selected Subject Areas		
Grade 2	School	State
Art	36	31
Computer Education **	18	16
English Language Arts **	514	488
Health **	10	18
Library Media Skills	18	20
Mathematics **	234	200
Music	36	32
Physical Education	36	39
Science **	25	73
Social Studies **	25	67
World Languages	45	7

**World Language**

Formal instruction (at least 1 hour per week) in Spanish starts in Grade 2 in this school. Statewide, 5.4% of elementary and middle schools that serve Grade 2 start world language instruction by this grade.

**Lunch**

An average of 30 minutes is provided for lunch during full school days.

\*\* Interdisciplinary approach

Special Programs	School	Elementary Schools	
		District	State
% of K-12 Students in Bilingual Education Program or Receiving English as a Second Language Services	5.7	5.0	7.8
% of Identified Gifted and/or Talented Students Who Received Services	100.0	78.5	81.1
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers	77.8	92.6	78.8

**LIBRARY AND COMPUTERS**

Free on-line access to periodicals, newspapers, and other resources is available to all Connecticut schools through the Connecticut Digital Library at [www.iconn.org](http://www.iconn.org).

Instructional Computers and Library Materials	School	Elementary Schools	
		District	State
# of Students Per Computer	3.2	3.2	2.8
% of Computers with Internet Access	100.0	100.0	97.4
% of Computers that are High or Moderate Power	100.0	100.0	94.2
# of Print Volumes Per Student*	45.9	41.2	29.7
# of Print Periodical Subscriptions	3	3	11

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

**SCHOOL STAFF**

<b>Full-Time Equivalent Count of School Staff</b>			In the full-time equivalent count, staff members working part-time in the school are counted as a fraction of full-time. For example, a teacher who works half-time in a school contributes 0.50 to the school's staff count.
General Education:	Teachers and Instructors	15.82	
	Paraprofessional Instructional Assistants	7.00	
Special Education:	Teachers and Instructors	3.00	
	Paraprofessional Instructional Assistants	9.00	
Library/Media Specialists and/or Assistants		1.00	
Administrators, Coordinators, and Department Chairs		1.00	
Instructional Specialists Who Support Teachers (e.g., subject area specialists)		1.00	
Counselors, Social Workers, and School Psychologists		1.00	
School Nurses		1.00	
Other Staff Providing Non-Instructional Services and Support		6.83	

Teachers and Instructors	School	Elementary Schools	
		District	State
Average Number of Years of Experience in Education	20.4	18.0	13.7
% with Master's Degree or Above	90.5	90.9	81.6
Attendance, 2010-11: Average # of Days Absent Due to Illness or Personal Time	6.2	7.8	8.7
% Assigned to Same School the Previous Year	95.2	94.2	85.0

**HOME AND SCHOOL COMMUNICATION AND SUPPORT**

**Teacher E-Mail Addresses:** All teachers at this school have been issued e-mail addresses.

**Online Homework Information:** A portion of the school website is devoted to homepages.

The following narrative about how this school promotes and supports parental involvement was submitted by this school.

Goodwin Elementary is committed to working in partnership with families and the community to prepare our students to become thoughtful and productive citizens. In addition to regular school wide communication, classroom teachers use a variety of methods to maintain close communication with parents including, newsletters, e-mail and voice mail, and web casts and pod casts. A parent notification system is used to e-mail or text-message parents with information about events and activities as well as emergency information. An active PTO provides enrichment activities for all students on regular basis. In addition to regular communication, open houses and conferences are held each year. Additional conferences can be held at any time and parent volunteers work in many classrooms, sharing their expertise and providing students with extra assistance and/ or enrichment. All first grade parents participate in the development of their child's reading skills by assisting them with their READ homework, a literacy program that reinforces classroom guided reading. In addition, children who are experiencing difficulty with early literacy are eligible to participate in the Parents And Children Together at-home reading program that supplements our intervention services. Our literacy coach provides the parent with training and ongoing support during the program. Every six weeks, the school comes together for a Town Meeting. This is a time for students to share their writing, participate in musical performances, and share art work. These meetings are increasingly student-led and they create a wonderful sense of school community. Parents and grandparents attend these meetings in increasing numbers and help us celebrate student achievement.

### SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	0	0.0
Asian American	34	15.2
Black	3	1.3
Hispanic	24	10.8
Pacific Islander	0	0.0
White	157	70.4
Two or more races	5	2.2
Total Minority	66	29.6

Percent of Minority Professional Staff: 0.0%

**Non-English Home Language :**

18.0% of this school's students (excluding prekindergarten students) come from homes where English is not the primary language. The number of non-English home languages is 14.

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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.

Goodwin School's Belief Statements includes recognition of the diversity of the students, an appreciation of the multicultural community, and the need for a cooperative approach to meet the needs of all students. At Goodwin we are proud of the diversity living in a university town brings. We enjoy an international school community where respect for each individual is the foundation of the school's values. Goodwin School celebrates its diverse population in each classroom and provides access to all opportunities for the entire student population. Classroom teachers and an ESL specialist assist students with limited English skills. Funds are available to guarantee that all students participate in field trips and activities. Goodwin students reach out to others in our community and around the world. A student Backpack Brigade fills backpacks with donated school items and donates them to needy students. During the 11-12 school year, backpacks were sent to area children's shelters. Letters and packages are sent to our servicemen and women overseas. Clothing drives and food drives assist local charitable programs. An International Potluck Dinner for Goodwin families is a wonderful culminating event held each year. Families share their favorite foods and recipes from their country of origin. Parents and children dance to the music of the different countries represented. This annual event celebrates the diversity of our school community and is highly anticipated each year. The Goodwin Spanish program continues to provide a rich curriculum in the cultures of Central and South America. All students in grades 2-4 have 15 minutes of Spanish daily.

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### STUDENT PERFORMANCE AND BEHAVIOR

Physical Fitness: % Reaching Health Standard on All Four Tests*	School	District	State	% of Schools in State with Equal or Lower Percent Reaching Standard
Grade 4	45.9	60.3	50.9	42.0
Grade 6	N/A	N/A	N/A	N/A

\*Includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

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

Grade and CMT Subject Area	School	District	State	% of Schools in State with Equal or Lower Percent Meeting Goal
Grade 3 Reading	69.2	71.5	59.2	66.4
Writing	67.5	72.0	62.7	57.1
Mathematics	82.1	81.5	66.5	75.0
Grade 4 Reading	89.5	80.5	64.1	95.9
Writing	86.8	79.3	65.3	89.7
Mathematics	94.9	82.5	68.0	97.6
Grade 5 Reading	N/A	N/A	N/A	N/A
Writing	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A
Science	N/A	N/A	N/A	N/A
Grade 6 Reading	N/A	N/A	N/A	N/A
Writing	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A

These results reflect the performance of students with scoreable tests who were enrolled in the district at the time of testing, regardless of the length of time they were enrolled in the district. Results for fewer than 20 students are not presented.

For more detailed CMT results, go to [www.ctreports](http://www.ctreports).

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."

Student Attendance	School	District Elementary Sch.	State Elementary Sch.
% Present on October 1	99.6	97.3	95.9

**Disciplinary Offenses**

Disciplinary offenses committed by students include all serious offenses, offenses involving drugs, alcohol, or tobacco, and all incidents resulting in suspension or expulsion. In the 2010-11 school year, 1 Student was responsible for these incidents. These students represent 0.5% of the estimated number of students who attended this school at some point during the 2010-11 school year.

**Truancy**

During the 2010-11 school year, No students qualified as truant under state statute. As these counts rely on school-level policies regarding unexcused absences, they are not comparable between schools.

Number of Incidents by Disciplinary Offense Category, 2010-11		
Offense Category*	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	N/A	N/A
Sexually Related Behavior	N/A	N/A
Personally Threatening Behavior	N/A	N/A
Theft	N/A	N/A
Physical/Verbal Confrontation	N/A	N/A
Fighting/Battery	N/A	N/A
Property Damage	N/A	N/A
Weapons	N/A	N/A
Drugs/Alcohol/Tobacco	N/A	N/A
School Policy Violations	N/A	N/A
Total	1	0

\* Counts by category may be suppressed to protect student privacy.

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**SCHOOL IMPROVEMENT PLANS AND ACTIVITIES**

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The following narrative was submitted by this school.

Teachers are committed to providing early intervention and support to all students who demonstrate a need. Assessments are given periodically to provide teachers with information to guide instruction. Interventions and enrichments are provided based on student progress. Each student has a portfolio containing assessment information to provide a picture of the student's progress over time. Goodwin students' performance on the CMT4 remains strong and shows signs of continuous improvement. 68% of all third graders and 90% of all fourth graders met the state's goal level in reading. In math, 82% of all third graders and 95% of fourth graders met goal. Writing scores indicate that 68% of third graders and 87% of the fourth graders were at the goal level. Each year, the staff works collaboratively to review the results of assessment data, parent input, and staff feedback. Building goals are developed based on that data. During the 11-12 school year, teachers implemented Scientifically Research Based Interventions, working across grade levels to program for students in need of additional assistance. Eight week cycles, frequent progress monitoring, and the use of research based interventions during common intervention blocks were cornerstones of the Intervention program. Individual student progress was significant with many students making more than one year's growth. Teachers from the building also worked collaboratively with University of Connecticut to research the impact of a teacher's personal writing experiences with student achievement. We continue to collaborate with the University to field test the Mentoring Mathematical Minds program. The purpose of our work will be to increase student performance so at least 80% of our students make goal in all three areas for two consecutive years while steadily improving the performance of all students. Eliminating the achievement gap between socio-economic groups is our primary building goal and all staff members are actively involved in raising achievement for all students. To accomplish this, Goodwin will continue to provide an enriching and motivating school environment for learning that sets high standards for all.

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**SUPPLEMENTAL SCHOOL INFORMATION**

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The space below was optionally used by this school to describe aspects of the school not presented elsewhere in the profile.

N/A

**STRATEGIC SCHOOL PROFILE 2011-12**

Elementary School K-6 Edition

**Southeast Elementary School****Mansfield School District**

NORMA FISHER-DOIRON, Principal  
Telephone: (860) 423-1611

Location: 134 Warrenville Road  
Mansfield Center,  
Connecticut

Website: [www.mansfieldct.org/mboe](http://www.mansfieldct.org/mboe)

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

**TYPE OF SCHOOL**

School Type: Traditional/Regular Education  
School Grade Range: PK - 4

**STUDENT ENROLLMENT**

Enrollment on October 1, 2011: 257  
5-Year Enrollment Change: -2.7%

**INDICATORS OF EDUCATIONAL NEED**

Need Indicator	Number in School	Percent in School	Elementary Schools	
			% in District	% in State
Students Eligible for Free/Reduced-Price Meals	73	28.4	24.4	39.4
K-12 Students Who Are Not Fluent in English	16	7.0	5.0	7.8
Students with Disabilities	26	10.1	9.1	10.9
Students Identified as Gifted and/or Talented	36	14.0	14.3	2.0
Kindergarten Students who Attended Preschool, Nursery School or Headstart	32	68.1	74.1	79.8
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	165	91.2	93.7	95.8

**PROGRAM AND INSTRUCTION**

Instructional Time	School	State Elementary Schools
Total Days per Year	183	181
Total Hours per Year	997	993

State law requires that at least 180 days of school be offered to students in kindergarten through Grade 12, 900 hours of instruction to Grades 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

**Type of Kindergarten:** This school offers half-day kindergarten.

Average Class Size	School	District	State
Kindergarten	15.7	15.2	18.5
Grade 2	19.0	17.6	19.7
Grade 5	N/A	N/A	N/A

Required Hours of Instruction Per Year in Selected Subject Areas		
Grade 2	School	State
Art	36	31
Computer Education **	18	16
English Language Arts **	514	488
Health **	10	18
Library Media Skills	18	20
Mathematics **	234	200
Music	36	32
Physical Education	36	39
Science **	25	73
Social Studies **	25	67
World Languages	45	7

**World Language**

Formal instruction (at least 1 hour per week) in Spanish starts in Grade 2 in this school. Statewide, 5.4% of elementary and middle schools that serve Grade 2 start world language instruction by this grade.

**Lunch**

An average of 30 minutes is provided for lunch during full school days.

\*\* Interdisciplinary approach

Special Programs	School	Elementary Schools	
		District	State
% of K-12 Students in Bilingual Education Program or Receiving English as a Second Language Services	7.0	5.0	7.8
% of Identified Gifted and/or Talented Students Who Received Services	100.0	78.5	81.1
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers	96.2	92.6	78.8

**LIBRARY AND COMPUTERS**

Free on-line access to periodicals, newspapers, and other resources is available to all Connecticut schools through the Connecticut Digital Library at [www.iconn.org](http://www.iconn.org).

Instructional Computers and Library Materials	School	Elementary Schools	
		District	State
# of Students Per Computer	3.3	3.2	2.8
% of Computers with Internet Access	100.0	100.0	97.4
% of Computers that are High or Moderate Power	100.0	100.0	94.2
# of Print Volumes Per Student*	36.5	41.2	29.7
# of Print Periodical Subscriptions	3	3	11

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

**SCHOOL STAFF**

<b>Full-Time Equivalent Count of School Staff</b>		In the full-time equivalent count, staff members working part-time in the school are counted as a fraction of full-time. For example, a teacher who works half-time in a school contributes 0.50 to the school's staff count.
General Education: Teachers and Instructors	19.13	
Paraprofessional Instructional Assistants	9.00	
Special Education: Teachers and Instructors	3.00	
Paraprofessional Instructional Assistants	6.00	
Library/Media Specialists and/or Assistants	1.00	
Administrators, Coordinators, and Department Chairs	1.00	
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	1.00	
Counselors, Social Workers, and School Psychologists	1.00	
School Nurses	1.00	
Other Staff Providing Non-Instructional Services and Support	6.83	

Teachers and Instructors	School	Elementary Schools	
		District	State
Average Number of Years of Experience in Education	19.3	18.0	13.7
% with Master's Degree or Above	95.8	90.9	81.6
Attendance, 2010-11: Average # of Days Absent Due to Illness or Personal Time	8.0	7.8	8.7
% Assigned to Same School the Previous Year	100.0	94.2	85.0

**HOME AND SCHOOL COMMUNICATION AND SUPPORT**

**Teacher E-Mail Addresses:** All teachers at this school have been issued e-mail addresses.

**Online Homework Information:** A portion of the school website is devoted to homepages.

The following narrative about how this school promotes and supports parental involvement was submitted by this school.

Southeast Elementary School spotlights the involvement of families in the education of all of our PreK-4 students through various schoolwide activities, programs and committees. The Southeast Parent Teacher Organization is comprised of parents, teachers and the principal who collaborate and work diligently to support the programs of Southeast in order to enhance school improvement and strengthen the Southeast community. Communication and support are the two primary goals of the PTO. The Southeast PTO helps to fund activities, events and programs that enrich our PreK-4 curriculum. We are proud of the efforts and support provided by our PTO, which has been instrumental in building a \$180,000+ playscape, providing funding and support for our enrichment program, an artist-in-residence program, cultural awareness assemblies, field trips, hands-on science programs, healthy snacks during Nutrition Month and scholarships for students in need. The PTO co-sponsors with the staff a Parents' Hour program which is scheduled bi-monthly in the evening. Some of the topics and presentations of this parent opportunity were: Enrichment Opportunities for Students; Southeast Network, a support program for our international and new parents help them become acclimated to our school and district; On-line Safety for Kids: Current Trends, Information and Tools; and 9-5-2-1-0 for Health, a community campaign to promote healthy lifestyles for children. The PTO provides child care and a light-fare dinner so parents can attend PTO meetings and Parents' Hour. Our school has a very active Enrichment Team of teachers and parents who meet monthly to provide their leadership in selecting schoolwide programs and assemblies throughout the school year. This team of people reviews information regarding assemblies and presenters as well as recruits people for our artist-in-residence program, enrichment clusters and assemblies. We are fortunate to have so many of our parents and community members help to present workshops and programs to our students and staff. Opportunities for parent participation are posted in our parent handbook, in our parent newsletter, as well as on the school's website.

### SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	0	0.0
Asian American	15	5.8
Black	10	3.9
Hispanic	38	14.8
Pacific Islander	0	0.0
White	181	70.4
Two or more races	13	5.1
Total Minority	76	29.6

Percent of Minority Professional Staff: 3.4%

**Non-English Home Language :**

18.4% of this school's students (excluding prekindergarten students) come from homes where English is not the primary language. The number of non-English home languages is 20.

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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.

Southeast is a culturally and economically diverse school where every effort is made to provide equal opportunities to all of our students. Two interdistrict summer programs, Math & Science Camp and Language Arts Camp, were offered to our students through EASTCONN, a Regional Educational Service Center. Some Southeast initiatives to heighten awareness of cultural and economic diversity include: a Spanish world language program that provides Spanish instruction to all of our elementary school students in grades 2-4, which has two distinct goals – acquiring a foreign language and learning about the cultures of the Hispanic community; cultural, musical and art related assemblies funded by the PTO; Savory Samples, an International Potluck Dinner to celebrate diversity within our school community; a study of Native Americans within our fourth grade social studies curriculum; Enrichment Clusters which include workshops on the cultures of other countries; our school website that avails our students and teachers to contact any on-line school around the world; the capability to translate online text from our website into over 65 languages; a Character Education Program that promotes fund-raising and collections of food, clothing and materials to support local families in need; a “Math-a-thon” to raise money for children who have medical issues; PTO funding to provide all students with equal access to activities, programs and field trips; and the Southeast Network which was co-founded and directed by an International Parent and a World Language Teacher to support our international and new parents as they become acclimated to our school and district.

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### STUDENT PERFORMANCE AND BEHAVIOR

Physical Fitness: % Reaching Health Standard on All Four Tests*	School	District	State	% of Schools in State with Equal or Lower Percent Reaching Standard
Grade 4	75.0	60.3	50.9	90.5
Grade 6	N/A	N/A	N/A	N/A

\*Includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

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

Grade and CMT Subject Area	School	District	State	% of Schools in State with Equal or Lower Percent Meeting Goal
Grade 3 Reading	72.1	71.5	59.2	73.9
Writing	79.5	72.0	62.7	81.0
Mathematics	86.4	81.5	66.5	86.2
Grade 4 Reading	74.4	80.5	64.1	65.7
Writing	72.7	79.3	65.3	59.2
Mathematics	67.4	82.5	68.0	44.8
Grade 5 Reading	N/A	N/A	N/A	N/A
Writing	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A
Science	N/A	N/A	N/A	N/A
Grade 6 Reading	N/A	N/A	N/A	N/A
Writing	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A

These results reflect the performance of students with scoreable tests who were enrolled in the district at the time of testing, regardless of the length of time they were enrolled in the district. Results for fewer than 20 students are not presented.

For more detailed CMT results, go to [www.ctreports](http://www.ctreports).

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."

Student Attendance	School	District Elementary Sch.	State Elementary Sch.
% Present on October 1	97.3	97.3	95.9

**Disciplinary Offenses**

Disciplinary offenses committed by students include all serious offenses, offenses involving drugs, alcohol, or tobacco, and all incidents resulting in suspension or expulsion. In the 2010-11 school year, 1 Student was responsible for these incidents. These students represent 0.4% of the estimated number of students who attended this school at some point during the 2010-11 school year.

**Truancy**

During the 2010-11 school year, No students qualified as truant under state statute. As these counts rely on school-level policies regarding unexcused absences, they are not comparable between schools.

Number of Incidents by Disciplinary Offense Category, 2010-11		
Offense Category*	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	N/A	N/A
Sexually Related Behavior	N/A	N/A
Personally Threatening Behavior	N/A	N/A
Theft	N/A	N/A
Physical/Verbal Confrontation	N/A	N/A
Fighting/Battery	N/A	N/A
Property Damage	N/A	N/A
Weapons	N/A	N/A
Drugs/Alcohol/Tobacco	N/A	N/A
School Policy Violations	N/A	N/A
Total	1	0

\* Counts by category may be suppressed to protect student privacy.

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**SCHOOL IMPROVEMENT PLANS AND ACTIVITIES**

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The following narrative was submitted by this school.

Student achievement was one of Southeast's school-wide and grade level goals which includes an emphasis on the objectives of the Connecticut Mastery Test (CMT) for grades three and four. Due to this initiative, our CMT scores continue to be above the State averages. In the area of reading, 71.5% of our third grade students and 74.4% of our fourth grade students were at goal or above. Within the area of mathematics, 88.1% of our third grade students and 68.2% of our fourth grade students were at goal or above. In the area of writing, 79.5% of our third graders and 72.7% of our fourth graders were at goal or above. Additional reading and math instruction through our RTI/SRBI, Title I and special education programs is provided to each of our K-4 students who are not at grade level in the core academic subjects. Our kindergarteners, first and second graders who are slightly above the remedial range are eligible for reading intervention through a modified reading recovery program entitled Success with Early Intervention Techniques (SWEIT). An individualized Math Intervention program is offered to first graders who are in need of extra math support. Through the BOE Enhancing Student Achievement funds, after school programs are available to our K-4 students in the areas of reading, writing, mathematics and physical fitness. Some of our after school academies include: Expanding Horizons, a SEM-R reading program offered to third and fourth graders at or above grade level in reading; Reading and Writing Academies provide extra support for third and fourth graders who are below goal level on their district-wide writing prompts; Study Island, an on-line computer program for mathematics and reading, is offered to our second, third and fourth graders and includes a home component; and Running Club for grades 3 & 4. Our 2012-2013 SMART Goal for reading is: All of our K-4 students will make at least one year's growth in reading, with at least 90% of our students reading at or above grade level by the end of the academic year, as measured by the DRA.

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**SUPPLEMENTAL SCHOOL INFORMATION**

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The space below was optionally used by this school to describe aspects of the school not presented elsewhere in the profile.

N/A

**STRATEGIC SCHOOL PROFILE 2011-12**

Elementary School K-6 Edition

**Annie E. Vinton School**

**Mansfield School District**

JAMES E. PALMER, Principal  
Telephone: (860) 423-3086

Location: 306 Stafford Road  
Mansfield Center,  
Connecticut

Website: [www.mansfieldct.org/mboe](http://www.mansfieldct.org/mboe)

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

**TYPE OF SCHOOL**

School Type: Traditional/Regular Education  
School Grade Range: PK - 4

**STUDENT ENROLLMENT**

Enrollment on October 1, 2011: 269  
5-Year Enrollment Change: 7.2%

**INDICATORS OF EDUCATIONAL NEED**

Need Indicator	Number in School	Percent in School	Elementary Schools	
			% in District	% in State
Students Eligible for Free/Reduced-Price Meals	57	21.2	24.4	39.4
K-12 Students Who Are Not Fluent in English	6	2.5	5.0	7.8
Students with Disabilities	24	8.9	9.1	10.9
Students Identified as Gifted and/or Talented	67	24.9	14.3	2.0
Kindergarten Students who Attended Preschool, Nursery School or Headstart	43	89.6	74.1	79.8
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	182	94.8	93.7	95.8

**PROGRAM AND INSTRUCTION**

Instructional Time	School	State Elementary Schools
Total Days per Year	183	181
Total Hours per Year	997	993

State law requires that at least 180 days of school be offered to students in kindergarten through Grade 12, 900 hours of instruction to Grades 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

**Type of Kindergarten:** This school offers half-day and full-day kindergarten.

Average Class Size	School	District	State
Kindergarten	16.0	15.2	18.5
Grade 2	18.0	17.6	19.7
Grade 5	N/A	N/A	N/A

Required Hours of Instruction Per Year in Selected Subject Areas		
Grade 2	School	State
Art	36	31
Computer Education **	18	16
English Language Arts **	514	488
Health **	10	18
Library Media Skills	18	20
Mathematics **	234	200
Music	36	32
Physical Education	36	39
Science **	25	73
Social Studies **	25	67
World Languages	45	7

**World Language**

Formal instruction (at least 1 hour per week) in Spanish starts in Grade 2 in this school. Statewide, 5.4% of elementary and middle schools that serve Grade 2 start world language instruction by this grade.

**Lunch**

An average of 30 minutes is provided for lunch during full school days.

\*\* Interdisciplinary approach

Special Programs	School	Elementary Schools	
		District	State
% of K-12 Students in Bilingual Education Program or Receiving English as a Second Language Services	2.5	5.0	7.8
% of Identified Gifted and/or Talented Students Who Received Services	65.7	78.5	81.1
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers	100.0	92.6	78.8

**LIBRARY AND COMPUTERS**

Free on-line access to periodicals, newspapers, and other resources is available to all Connecticut schools through the Connecticut Digital Library at [www.iconn.org](http://www.iconn.org).

Instructional Computers and Library Materials	School	Elementary Schools	
		District	State
# of Students Per Computer	3.2	3.2	2.8
% of Computers with Internet Access	100.0	100.0	97.4
% of Computers that are High or Moderate Power	100.0	100.0	94.2
# of Print Volumes Per Student*	41.6	41.2	29.7
# of Print Periodical Subscriptions	4	3	11

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

**SCHOOL STAFF**

<b>Full-Time Equivalent Count of School Staff</b>		In the full-time equivalent count, staff members working part-time in the school are counted as a fraction of full-time. For example, a teacher who works half-time in a school contributes 0.50 to the school's staff count.	
General Education:	Teachers and Instructors		20.64
	Paraprofessional Instructional Assistants		9.00
Special Education:	Teachers and Instructors		1.50
	Paraprofessional Instructional Assistants		6.00
Library/Media Specialists and/or Assistants			1.00
Administrators, Coordinators, and Department Chairs			1.00
Instructional Specialists Who Support Teachers (e.g., subject area specialists)			1.00
Counselors, Social Workers, and School Psychologists			1.00
School Nurses			1.00
Other Staff Providing Non-Instructional Services and Support		6.84	

<b>Teachers and Instructors</b>	<b>School</b>	<b>Elementary Schools</b>	
		<b>District</b>	<b>State</b>
Average Number of Years of Experience in Education	18.5	18.0	13.7
% with Master's Degree or Above	87.5	90.9	81.6
Attendance, 2010-11: Average # of Days Absent Due to Illness or Personal Time	9.0	7.8	8.7
% Assigned to Same School the Previous Year	87.5	94.2	85.0

**HOME AND SCHOOL COMMUNICATION AND SUPPORT**

**Teacher E-Mail Addresses:** All teachers at this school have been issued e-mail addresses.

**Online Homework Information:** A portion of the school website is devoted to homepages.

The following narrative about how this school promotes and supports parental involvement was submitted by this school.

The staff of Vinton School is committed to supporting the family's role in the education of our students. Our school facilitation team works closely with the PTA's Planning Committee to develop an annual agenda of events and activities designed to support student and family involvement. An emphasis for 2012-2013 will be a home-school partnership to provide a coordinated effort regarding wellness, health and nutrition. The key program will be the district 9-5-2-1-0 for Health initiative ([www.ehhd.org/95210](http://www.ehhd.org/95210)). Vinton School has an active and productive parent/grandparent classroom volunteer program. Parents are integral members of school and PTA committees and participate regularly in the hiring of new staff members. We place an emphasis on two-way ongoing home-school communication. Families have access to their child's teacher in-person, by e-mail and voicemail on a daily basis. Every family is contacted and encouraged to attend a parent conference in November. More than ninety percent of our families are present for the annual Open House in September. When revisions are being made to important communication documents, e.g. district progress reports, parent input is solicited and valued. The progress report criteria in addition to grade level curriculum maps may be accessed and reviewed on the school's website. Vinton's award winning podcasts, entitled "Radio Owl," are available to all families on the school's website. Parents are informed and kept up-to-date through periodic school newsletters and an electronic message system. School climate surveys will be distributed to all students, parents and staff at the beginning of the school year, thus providing an opportunity for feedback and ongoing improvement. For over fifty years, Vinton School staff, parents, and children have worked cooperatively and willingly to build a community of learners known as the "Vinton Family."

### SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	0	0.0
Asian American	25	9.3
Black	3	1.1
Hispanic	17	6.3
Pacific Islander	0	0.0
White	206	76.6
Two or more races	18	6.7
<b>Total Minority</b>	<b>63</b>	<b>23.4</b>

**Percent of Minority Professional Staff: 0.0%**

**Non-English Home Language :**

8.8% of this school's students (excluding prekindergarten students) come from homes where English is not the primary language. The number of non-English home languages is 8.

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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.

To increase and expand interactions among students with varying backgrounds, Vinton School took part in some exciting projects and activities throughout the school year. The following initiatives have yielded positive results. The students, parents and staff of Vinton School look forward to the continuation of similar opportunities during 2012-2013. Vinton School believes strongly in our district's efforts to improve and foster links to a wider global community. The activities include: The Vinton School PTA provides monthly access to cultural, artistic and musical assemblies, on-site museum programs bringing enrichment opportunities to children regardless of economic background. The school website permits our students and staff to communicate with families and schools around the world. The district-wide Spanish Language program (grades 2-4) places a strong instructional emphasis on the numerous and distinct cultures of the Hispanic world. Vinton school students participated in the Connecticut Council of Language Teachers Rhyme Celebration, a statewide gathering to share language and heritage from around the world. The Vinton School PTA provides funding to ensure that all students have equal access to activities, programs and field trips. Preschool and kindergarten classes visit a local nursing home and rehabilitation center to provide support and holiday cheer. Our school community collects food and health items to donate to family shelters and the local soup kitchen. Vinton School students participate in an after-school gardening club and donate vegetables and plants to families in a neighboring urban community. Contingent upon funding, Vinton School participates in a minority internship program in cooperation with the UConn School of Education. Vinton School students participate in The Academy of International Language and Performing Arts and Science Studies, a cooperative grant inter-district program conducted during school vacations. Vinton School enjoys a partnership with the "Windham Players," a theater arts group for people of all ages.

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### STUDENT PERFORMANCE AND BEHAVIOR

Physical Fitness: % Reaching Health Standard on All Four Tests*	School	District	State	% of Schools in State with Equal or Lower Percent Reaching Standard
Grade 4	58.0	60.3	50.9	66.9
Grade 6	N/A	N/A	N/A	N/A

\*Includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

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

Grade and CMT Subject Area	School	District	State	% of Schools in State with Equal or Lower Percent Meeting Goal
Grade 3 Reading	73.2	71.5	59.2	75.1
Writing	68.3	72.0	62.7	58.2
Mathematics	75.6	81.5	66.5	64.1
Grade 4 Reading	80.4	80.5	64.1	78.4
Writing	82.4	79.3	65.3	80.0
Mathematics	88.2	82.5	68.0	84.7
Grade 5 Reading	N/A	N/A	N/A	N/A
Writing	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A
Science	N/A	N/A	N/A	N/A
Grade 6 Reading	N/A	N/A	N/A	N/A
Writing	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A

These results reflect the performance of students with scoreable tests who were enrolled in the district at the time of testing, regardless of the length of time they were enrolled in the district. Results for fewer than 20 students are not presented.

For more detailed CMT results, go to [www.ctreports](http://www.ctreports).

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."

Student Attendance	School	District Elementary Sch.	State Elementary Sch.
% Present on October 1	95.5	97.3	95.9

### Disciplinary Offenses

Disciplinary offenses committed by students include all serious offenses, offenses involving drugs, alcohol, or tobacco, and all incidents resulting in suspension or expulsion.

### Truancy

During the 2010-11 school year, No students qualified as truant under state statute. As these counts rely on school-level policies regarding unexcused absences, they are not comparable between schools.

Number of Incidents by Disciplinary Offense Category, 2010-11		
Offense Category*	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	N/A	N/A
Sexually Related Behavior	N/A	N/A
Personally Threatening Behavior	N/A	N/A
Theft	N/A	N/A
Physical/Verbal Confrontation	N/A	N/A
Fighting/Battery	N/A	N/A
Property Damage	N/A	N/A
Weapons	N/A	N/A
Drugs/Alcohol/Tobacco	N/A	N/A
School Policy Violations	N/A	N/A
Total	0	0

\* Counts by category may be suppressed to protect student privacy.

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**SCHOOL IMPROVEMENT PLANS AND ACTIVITIES**

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The following narrative was submitted by this school.

Specific school goals focusing on the fourth generation of the Connecticut Mastery Test (CMT) generally proved to be successful. Vinton School students achieved State Goal at the following rate (July 2012 data): Mathematics: Grade three – 75.6%, Grade four – 88.2% Reading: Grade three – 73.2%, Grade four – 80.4% Writing: Grade three – 68.3%, Grade four – 82.4% Teachers continue to be trained to implement the district RTI/SRBI (Response to Intervention/Scientific Research Based Interventions) classroom instruction intervention model. RTI/SRBI data continue to show evidence that planned instruction and assistance will make a difference in overall academic and social progress. Teachers will focus on the shift to the Common Core State Standards and receive additional professional development training in meeting the needs of all learners, depth of knowledge, “Empowering Writers,” and “Great Books.” Vinton School trends remain relatively high in percentage of returning students, percentage of Kindergarten students attending preschool, nursery school or Headstart programs, and, percentage of daily attendance. These trends, in combination with reasonable class sizes, allow for consistency of academic, social and behavioral expectations. The number of students reading at or above grade level continues to be quite high while the average number of Special Education and Title One referrals has dropped over the past ten years. For 2012-2013, the district and school will analyze the CMT-4 data to improve grade three and four scores in Mathematics, Writing and Reading while transitioning to the new standards and assessments. A specific goal will focus on moving as many students as possible from Level 3 to Level 4 (State Goal) in all three areas of the test. We will continue our plan to ensure that all students receive differentiated instruction, appropriate to their individual learning needs. Our successful full-day Kindergarten program, implemented in the fall of 2005, will begin an eighth year in 2012-2013.

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**SUPPLEMENTAL SCHOOL INFORMATION**

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The space below was optionally used by this school to describe aspects of the school not presented elsewhere in the profile.

N/A

**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	2-4	15	Reading	Reading, Writing, Math	Homework & Independent Work Club	12	1 hr.	12	10/8/13-11/20/13	\$1,073.64
GW	3-4	12	Reading	Support Critical Thinking & Problem Solving	Super Sleuth Mystery Club	6	1 hr.	6	10/9/13-11/20/13	\$436.80
GW	2-3	12	Reading	N. American Landmarks & symbols of US	Traveling Tourists	6	1 hr.	6	10/9/13-11/20/13	\$363.96
GW	K	All	Reading	Read Aloud	Books & Breakfast I	6	1 hr.	6	10/16/13-11/20/13	\$378.60
SE	3/4	All	Physical Fitness	Improving Physical Fitness	Southeast Running Club	10	1.25 hrs.	12.5	9/13/13-11/15/13	\$1,515.00
SE	3/4	All	Reading	Reading for enjoyment	Battle of the Books	24	1.5 hrs.	36	10/02/13-1/22/14	\$554.40
SE	3/4	All	Reading	Reading for enjoyment	Battle of the Books II	24	1.5 hrs.	36	10/02/13-1/22/14	\$554.40
SE	K	All	Reading	Read Aloud	Books & Breakfast I	6	1 hr.	6	10/22/13-12/10/13	\$378.60
VN	K	All	Reading	Read Aloud	Books & Breakfast I	6	1 hr.	6	10/16/13-11/20/13	\$378.60
MMS	7	All	Writing	Learn & apply writing strategies	7 <sup>th</sup> Grade Writer's Club	10	1.2 hrs.	12	9/23/13-12/17/13	\$420.00
MMS	5-8	All	All	Completion of Homework	Afterschool Homework Help (I)	6	1.25 hrs.	7.5	9/16/13-10/31/13	\$750.00
MMS	5-8	All	All	Completion of Homework	Afterschool Homework Help (II)	8	1.25 hrs.	10	11/4/13-1/16/14	\$1,000.00
MMS	5-8	All	All	Completion of Homework	Afterschool Homework Help (III)	11	1.25 hrs.	13.75	1/21/14-4/3/14	\$1,375.00
MMS	5-8	All	All	Completion of Homework	Afterschool Homework Help (IV)	9	1.25 hrs.	11.25	4/7/14-6/12/14	\$1,125.00
<b>TOTAL</b>										<b>\$10304.00</b>
<b>REMAINING BALANCE</b>										<b>\$19,696.00</b>



**DRAFT**

**Mansfield Board of Education  
October 24, 2013  
Minutes**

**Attendees:** Mark LaPlaca, Chair, Randy Walikonis, Vice Chair, Martha Kelly, Secretary, April Holinko, Sarah Lacombe, Katherine Paulhus, Jay Rueckl, Carrie Silver-Bernstein, Superintendent Fred Baruzzi, Board Clerk, Celeste Griffin

**Absent:** Susannah Everett

The meeting was called to order at 7:36pm by Mr. LaPlaca.

**SPECIAL RECOGNITIONS:**

Mr. Baruzzi honored Nora Dickinson who was chosen to attend the 2013 Mickelson ExxonMobil Science Teachers Academy.

Mr. LaPlaca honored Mrs. Holinko for her years of service on the Mansfield Board of Education.

2014 Paraprofessional of the Year Ceremony: Lodamia Clark, Special Education Instructional Assistant at Vinton School, was honored as Mansfield's 2014 Paraprofessional of the Year.

2014 Teacher of the Year Ceremony: Michael DiCicco, fifth grade Mathematics and Social Studies teacher at Mansfield Middle School, was honored as Mansfield's 2014 Teacher of the Year.

**HEARING FOR VISITORS:** None

**COMMUNICATIONS:** The Board received notification from CAFE the district was a 2013 Award of Excellence for Educational Communications winner for the district's 2013-2014 budget book.

The Board received a letter from Alison Hilding, Southwood Road, regarding the Food Service Program.

**ADDITIONS TO THE PRESENT AGENDA:** None

**Mansfield Middle School Student Association (MMSA):** Marie Hodrinsky, President, reported on activities the group participates in to support the middle school programs.

**REPORT OF THE SUPERINTENDENT:**

- Middle School Education Week: Thanh Nguyen, Principal of Mansfield Middle School, reported of the success of the week when parents are invited to visit the school and attend classes with their children.
- 2014 Board of Education Meetings: Motion by Mr. Walikonis, seconded by Mrs. Kelly, to approve the Mansfield Board of Education 2014 meeting dates as proposed. Vote: Unanimous in favor.
- Student Assessment, Accountability, and Education Evaluation Flexibility: Mr. Baruzzi reported the district has submitted to the Connecticut State Department of Education a request to participate in the 2013-2014 Smarter Balanced Pilot Assessments. This choice will still require the district to administer the grades five and eight CMT Science tests during the month of March, 2014.

**APPROVAL OF MINUTES:**

- Motion by Mr. Rueckl, seconded by Ms. Silver-Bernstein, to approve the minutes of the October 10, 2013 Meeting. Vote: Unanimous in favor with Mrs. Lacombe and Mrs. Paulhus in abstention.

**NEW BUSINESS:** None

**HEARING FOR VISITORS:** None

**SUGGESTIONS FOR FUTURE AGENDA:** Mrs. Kelly would like information on how the proposed Day Care Center in Mansfield will affect preschool enrollment. Mr. LaPlaca would like a Food Service Program update, MMS Greenhouse update, information on understanding Smarter Balanced Assessment scoring, and discussion on a volunteer recognition ceremony.

Motion by Mrs. Holinko, seconded by Mrs. Paulhus, to adjourn at 9:58pm. Vote Unanimous in favor.

Respectfully submitted,  
Celeste Griffin, Board Clerk

**October 24, 2013 Minutes**

A motion is in order if the Board approves October 24, 2013 meeting minutes.

Motion to approve the minutes of the Mansfield Board of Education's October 24, 2013 meeting..