

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2017–18



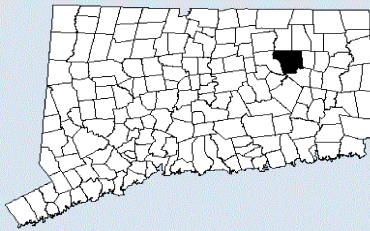
Mansfield School District

Mrs. Kelly Lyman, Superintendent • 860-429-3350 • <http://www.mansfieldct.gov/mboe>

District Information

Grade Range	PK-8
Number of Schools/Programs	4
Enrollment	1,138
Per Pupil Expenditures ¹	\$20,046
Total Expenditures ¹	\$24,656,128

¹Expenditure data reflect the 2016-17 year.



Community Information

[CERC Town Profiles](#) provide summary demographic and economic information for Connecticut's municipalities

Contents

Students.....	1
Educators.....	2
Instruction and Resources.....	2
Performance and Accountability.....	4
Narratives.....	6

Notes

Unless otherwise noted, all data are for 2017-18 and include all grades offered by the district.
 In most tables, data are displayed only for the three major race/ethnicity categories. For additional race/ethnicity categories, please visit edsight.ct.gov.
 State totals are not displayed as they are not comparable to district totals.
 Special Education tables reflect only students for whom the district is fiscally responsible.
 * When an asterisk is displayed, data have been suppressed to ensure student confidentiality.
 N/A is displayed when a category is not applicable for a district or school.

Students

October 1, 2017 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	572	50.3	48.4
Male	566	49.7	51.6
American Indian or Alaska Native	*	*	0.3
Asian	148	13.0	5.1
Black or African American	*	*	12.8
Hispanic or Latino	133	11.7	24.8
Pacific Islander	0	0.0	0.1
Two or More Races	45	4.0	3.3
White	782	68.7	53.6
English Learners	56	4.9	7.2
Eligible for Free or Reduced-Price Meals	261	22.9	36.7
Students with Disabilities ¹	134	11.8	14.8

¹Students in this category are students with Individualized Education Programs (IEPs) only. This category does not include students with Section 504 Plans.

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ²		Suspension/Expulsion ³	
	Count	Rate (%)	Count	Rate (%)
Female	22	4.1	*	*
Male	27	5.1	*	*
Black or African American	*	*	0	0.0
Hispanic or Latino	7	5.6	*	*
White	31	4.2	20	2.5
English Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	25	8.0	13	4.1
Students with Disabilities	9	6.8	9	5.7
District	49	4.6	26	2.3
State		10.7		6.8

Number of students in 2016-17 qualified as truant under state statute: 21

Number of school-based arrests: 0

²A student is chronically absent if he/she misses ten percent or greater of the total number of days enrolled in the school year for any reason. Pre-Kindergarten students are excluded from this calculation.

³The count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

District Profile and Performance Report for School Year 2017-18

Mansfield School District

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	92.2
Paraprofessional Instructional Assistants	24.8
Special Education	
Teachers and Instructors	13.5
Paraprofessional Instructional Assistants	30.0
Administrators, Coordinators and Department Chairs	
District Central Office	3.3
School Level	5.0
Library/Media	
Specialists (Certified)	1.0
Support Staff	7.7
Instructional Specialists Who Support Teachers	7.3
Counselors, Social Workers and School Psychologists	6.0
School Nurses	4.5
Other Staff Providing Non-Instructional Services/Support	60.9

Educators by Race/Ethnicity

	Count	District Percent of Total (%)	State Percent of Total (%)
American Indian or Alaska Native	1	0.8	0.1
Asian	2	1.5	1.1
Black or African American	1	0.8	3.7
Hispanic or Latino	1	0.8	3.7
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	124	94.7	91.0

¹In 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.

Classroom Teacher Attendance: 2016-17

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	8.7	10.5

Instruction and Resources

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers³

	Count	Rate (%)
Autism	9	*
Emotional Disturbance	*	*
Intellectual Disability	*	*
Learning Disability	36	75.0
Other Health Impairment	12	57.1
Other Disabilities	0	0
Speech/Language Impairment	17	*
District	77	68.1
State		68.6

³Ages 6-21

District Profile and Performance Report for School Year 2017-18

Mansfield School District

Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	20	1.8	1.8
Emotional Disturbance	*	*	1.1
Intellectual Disability	*	*	0.5
Learning Disability	48	4.4	5.2
Other Health Impairment	21	1.9	3.1
Other Disabilities	6	0.6	1.1
Speech/Language Impairment	23	2.1	1.8
All Disabilities	123	11.4	14.5

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	*	*	8.3
Private Schools or Other Settings	*	*	5.2

²Grades K-12

Overall Expenditures:³ 2016-17

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	14,371,010	11,838	9,847
Instructional Supplies and Equipment	714,468	589	287
Improvement of Instruction and Educational Media Services	661,186	545	589
Student Support Services	1,426,796	1,175	1,120
Administration and Support Services	3,400,044	2,801	1,905
Plant Operation and Maintenance	2,409,406	1,985	1,648
Transportation	1,157,055	574	904
Costs of Students Tuitioned Out	410,575	N/A	N/A
Other	105,588	87	208
Total	24,656,128	20,046	16,535

Additional Expenditures

Land, Buildings, and Debt Service	104,454	86	1,393
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³Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Special Education Expenditures: 2016-17

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	1,646,940	39.5	33.8
Noncertified Personnel	781,196	18.7	14.5
Purchased Services	295,681	7.1	5.5
Tuition to Other Schools	370,502	8.9	23.4
Special Ed. Transportation	179,010	4.3	8.7
Other Expenditures	897,867	21.5	14.1
Total Expenditures	4,171,196	100.0	100.0

Expenditures by Revenue Source:⁴ 2016-17

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	69.5	69.4
State	28.6	28.7
Federal	1.9	1.9
Tuition & Other	0.0	0.0

⁴Revenue 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 Correction).

District Profile and Performance Report for School Year 2017-18

Mansfield School District

Performance and Accountability

District Performance Index (DPI)

A District Performance Index (DPI) is the average performance of students in a subject area (i.e., ELA, Mathematics or Science) on the state summative assessments. The DPI ranges from 0-100. A DPI is reported for all students tested in a district and for students in each individual student group. Connecticut's ultimate target for a DPI is 75.

The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

	English Language Arts(ELA)		Math	
	Count	DPI	Count	DPI
American Indian or Alaska Native	*	*	*	*
Asian	89	87.2	89	90.0
Black or African American	16	*	16	*
Hispanic or Latino	80	73.2	79	67.8
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A
Two or More Races	32	79.3	31	76.0
White	512	80.5	509	75.6
English Learners	46	75.0	46	78.2
Non-English Learners	685	80.6	680	76.2
Eligible for Free or Reduced-Price Meals	207	71.0	207	67.1
Not Eligible for Free or Reduced-Price Meals	524	83.9	519	80.0
Students with Disabilities	96	52.6	94	48.9
Students without Disabilities	635	84.4	632	80.4
High Needs	279	69.6	277	66.7
Non-High Needs	452	86.8	449	82.2
District	731	80.3	726	76.3

National Assessment of Educational Progress (NAEP): Percent At or Above Proficient¹

	NAEP 2017		NAEP 2013	
	Grade 4	Grade 8	Grade 4	Grade 8
READING				
Connecticut	43%	44%	50%	
National Public	35%	35%	36%	
MATH				
Connecticut	40%	36%	32%	
National Public	40%	33%	25%	

¹NAEP is often called the "Nation's Report Card." It is sponsored by the U.S. Department of Education. This table compares Connecticut's performance to that of national public school students. Performance standards for state assessments and NAEP are set independently. Therefore, one should not expect performance results to be the same across Smarter Balanced and NAEP. Instead, NAEP results are meant to complement other state assessment data. To view student subgroup performance on NAEP, [click here](#).

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	HS	Count	Rate (%)
Sit & Reach	89.7	82.9	82.6	N/A	378	84.9
Curl Up	94.0	87.9	83.5	N/A	378	88.4
Push Up	82.9	72.1	79.3	N/A	378	77.8
Mile Run/PACER	92.3	75.0	79.3	N/A	378	81.7
All Tests - District	77.8	64.3	56.2	N/A	378	65.9
All Tests - State	53.2	51.4	50.5	45.6		50.1

²The Connecticut Physical Fitness Assessment (CPFA) is administered to all students in Grades 4, 6, 8 and 10. The health-related fitness scores gathered through the CPFA should be used to educate and motivate children and their families to increase physical activity and develop lifetime fitness habits.

³Only students assessed in all four areas are included in this calculation.

District Profile and Performance Report for School Year 2017-18

Mansfield School District

Next Generation Accountability Results

Connecticut's Next Generation Accountability System is a broad set of 12 indicators that help tell the story of how well a district/school is preparing its students for success in college, careers, and life. It moves beyond test scores and graduation rates to provide a more holistic, multifactor perspective of district and school performance.

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Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	80.3	75	50.0	50	100.0	67.6
	High Needs Students	69.6	75	46.4	50	92.8	57.5
Math Performance Index	All Students	76.3	75	50.0	50	100.0	62.7
	High Needs Students	66.7	75	44.5	50	88.9	52.0
ELA Academic Growth	All Students	65.8%	100%	65.8	100	65.8	60.7%
	High Needs Students	55.0%	100%	55.0	100	55.0	55.6%
Math Academic Growth	All Students	66.4%	100%	66.4	100	66.4	61.9%
	High Needs Students	60.0%	100%	60.0	100	60.0	55.4%
Chronic Absenteeism	All Students	4.6%	<=5%	50.0	50	100.0	10.7%
	High Needs Students	7.6%	<=5%	44.8	50	89.5	16.6%
Preparation for CCR	% Taking Courses	N/A	75%	0.0	0	0.0	74.8%
	% Passing Exams	N/A	75%	0.0	0	0.0	44.8%
On-track to High School Graduation		84.6%	94%	45.0	50	90.0	87.5%
4-year Graduation All Students (2017 Cohort)		N/A	94%	0.0	0	0.0	87.9%
6-year Graduation - High Needs Students (2015 Cohort)		N/A	94%	0.0	0	0.0	81.8%
Postsecondary Entrance (Class of 2017)		N/A	75%	0.0	0	0.0	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		97.7% 65.9%	75%	43.9	50	87.8	96.6% 50.1%
Arts Access		N/A	60%	0.0	0	0.0	51.2%
Accountability Index				621.8	800	77.7	

Gap Indicators	Non-High Needs Rate ¹	High Needs Rate	Size of Gap	State Gap Mean	+1 Stdev ²	Is Gap an Outlier? ²
Achievement Gap Size Outlier?						N
ELA Performance Index Gap	75.0	69.6	5.4		15.9	
Math Performance Index Gap	75.0	66.7	8.3		18.2	
Science Performance Index Gap	.	N/A	.		.	
Graduation Rate Gap	

¹If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for graduation rate), the ultimate target is used for gap calculations.

²If the size of the gap exceeds the state mean gap plus one standard deviation, the gap is an outlier.

Subject/Subgroup	Participation Rate (%) ³	
ELA	All Students	95.9
	High Needs Students	97.3
Math	All Students	95.3
	High Needs Students	96.7
Science	All Students	95.1
	High Needs Students	95.4

³Minimum participation standard is 95%.

Connecticut's State Identified Measurable Goal for Children with Disabilities (SIMR)

Increase the reading performance of all 3rd grade students with disabilities statewide, as measured by Connecticut's English Language Arts (ELA) Performance Index.

Grade 3 ELA Performance Index for Students with Disabilities:

District: * **State: 51.5**

Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement: comprehensive documentation and supports](#)

District Profile and Performance Report for School Year 2017-18

Mansfield School District

Narratives

School District Improvement Plans and Parental Outreach Activities

The Mansfield Public Schools seek to continually improve. The Board of Education goal development process focuses the work of the district and in turn each school. Schools identify their own goals connected to the district goals customized to address the needs identified at each school using student performance data and other evidence. These goals become the foundation of the teacher and administrator evaluation plans. As principals and individual teachers develop their own goals for both student performance and professional learning, they seek to advance the work of the district as defined in the Board of Education goals. All educators in the district provide a mid-year and end of year summary of work toward these goals with the opportunity to revise the work based on the needs of students and the school as a whole. Data gathered at the end of the year becomes the starting point for the next year's goals.

Mansfield Schools is the fortunate beneficiary of a community that actively supports education. Parents are eager to be included in their child's educational process and seek ways to participate in their child's schooling. Each school regularly communicates with parents through their website which is updated as frequently as daily at some times of the year. A weekly electronic backpack provides information about school and community happenings. Newsletters and principal blogs provide detailed information about instructional programs and school initiatives and provide parents with the information they need to support their child at home. Our annual open house programs typically net ninety percent parent attendance. A similarly high percentage of parents attend parent teacher conferences and hundreds of parents visit the middle school and attend classes with their children during Education Week. Parents are involved directly in the work of our schools through active, collaborative parent organizations, as volunteers in our classrooms and extracurricular activities, and through opportunities to be guest teachers.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Mansfield is a culturally rich community reflective of the student body at the University of Connecticut. Children of graduate students attend our schools resulting in as many as ten percent of our students in a single school coming from homes where English is not the primary language. We capitalize on this richness by inviting parents into the school to share their culture and family traditions. Several schools host cultural dinners which attract upwards of 200 students and families each. Our instructional program promotes learning about a variety of cultures including the Hispanic culture as presented in our elementary schools as part of the Spanish language program. By middle school, students may select one of four languages to study. Extracurricular programs and field trips at all school levels further enhance cultural learning for our students. In grades 7 and 8 students are offered the opportunity to spend three weeks in Germany as part of an annual exchange programs or to host students from Germany for three weeks. About 20 students make the trip to Germany every other year and more than 80 students serve as either family or school hosts to German students when they visit Mansfield.

Each year six to ten students attend local magnet schools.

District Profile and Performance Report for School Year 2017-18

Mansfield School District

Equitable Allocation of Resources among District Schools

Administrators are directly involved in the annual budget development process. The three elementary principals develop their budgets together to ensure equitable allocation of funds. Some account budgets are developed based on the number of students or staff ensuring that larger schools obtain an equitable amount of funding. Budgets reflect district priorities and are customized at each school to address additional needs. Staffing requests also reflect the number of students attending each school. Class size guidelines are consistent across the schools and an annual report to the Board of Education showing actual numbers of children in each classroom and enrollment trends and predictions assist us with planning for the future. Should a school experience a sustained increase in student population which exceeds the class size guidelines, additional certified or non-certified staff may be added to that school.

Grant funds for Title I and III are distributed based on student population. In addition, our budget for the Enrichment program has been revised to ensure equitable distribution across the four schools as well as being robust enough to support interdistrict competitions.