

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2018–19



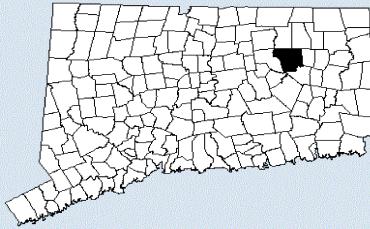
Mansfield School District

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

District Information

Grade Range	PK-8
Number of Schools/Programs	4
Enrollment	1,145
Per Pupil Expenditures ¹	\$21,875
Total Expenditures ¹	\$25,177,946

¹Expenditure data reflect the 2017-18 school year.



Community Information

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

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Notes

Unless otherwise noted, all data are for 2018-19 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 safeguard student confidentiality, or to ensure that statistics based on a very small sample size are not interpreted as equally representative as those based on a sufficiently larger sample size.

N/A is displayed when a category is not applicable for a district or school.

Students

October 1, 2018 Enrollment²

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	582	50.8	48.4
Male	563	49.2	51.6
American Indian or Alaska Native	*	*	0.3
Asian	146	12.8	5.2
Black or African American	*	*	12.8
Hispanic or Latino of any race	142	12.4	25.8
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	49	4.3	3.6
White	770	67.2	52.4
English Learners	50	4.4	7.6
Eligible for Free or Reduced-Price Meals	312	27.2	42.1
Students with Disabilities ³	124	10.8	15.4

²This table represents students in grades PK-12 reported by the district in the Public School Information System (i.e., PSIS Reporting District).

³Students in this category are students with an individualized education program (IEP) only. This category does not include students with Section 504 plans or services plans.

NOTE: To protect student privacy, gender counts are suppressed () when fewer than 6 students enrolled in the district identify as non-binary.*

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ⁴		Suspension/Expulsion ⁵	
	Count	Rate (%)	Count	Rate (%)
Female	16	2.8	*	*
Male	28	5.4	*	*
Black or African American	*	*	*	*
Hispanic or Latino of any race	10	6.7	8	4.8
White	25	3.5	15	1.9
English Learners	*	*	0	0.0
Eligible for Free or Reduced-Price Meals	24	7.4	16	4.5
Students with Disabilities	8	6.1	9	5.4
District	44	4.1	28	2.3
State		10.4		6.7

Number of students in 2017-18 qualified as truant under state statute: 27

Number of school-based arrests: 0

⁴A student is chronically absent if they miss 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.

⁵This column displays the count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

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Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	90.5
Paraprofessional Instructional Assistants	24.4
Special Education	
Teachers and Instructors	13.5
Paraprofessional Instructional Assistants	31.5
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	6.8
Counselors, Social Workers and School Psychologists	6.0
School Nurses	4.5
Other Staff Providing Non-Instructional Services/Support	60.7

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.

Educators by Race/Ethnicity

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
American Indian or Alaska Native	1	0.8	0.1
Asian	2	1.6	1.1
Black or African American	2	1.6	3.8
Hispanic or Latino of any race	2	1.6	3.8
Native Hawaiian or Other Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	119	93.0	90.5

Classroom Teacher Attendance: 2017-18

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	9.7	10.0

Instruction and Resources

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

	Count	Rate (%)
Autism	*	*
Emotional Disturbance	*	*
Intellectual Disability	0	0
Learning Disability	31	73.8
Other Health Impairment	12	*
Other Disabilities	0	0
Speech/Language Impairment	16	*
District	68	66.0
State		67.6

³This table represents students ages 6-21 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	13	1.2	1.9
Emotional Disturbance	*	*	1.1
Intellectual Disability	*	*	0.5
Learning Disability	42	3.9	5.5
Other Health Impairment	19	1.8	3.2
Other Disabilities	7	0.6	1.1
Speech/Language Impairment	27	2.5	1.8
All Disabilities	115	10.6	15.0

¹This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	*	*	8.2
Private Schools or Other Settings	*	*	5.0

²This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

Overall Expenditures:³ 2017-18

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$16,133,083	\$14,017	\$10,545
Support services - students	\$1,618,747	\$1,429	\$1,373
Support services - instruction	\$727,857	\$642	\$644
Support services - general administration	\$799,470	\$706	\$462
Support services - school based administration	\$1,632,547	\$1,441	\$1,007
Central and other support services	\$486,945	\$430	\$671
Operation and maintenance of plant	\$1,681,830	\$1,484	\$1,629
Student transportation services	\$1,134,559	\$994	\$1,231
Food services	.	.	\$13
Enterprise operations	\$96,839	\$85	\$157
Minor school construction	\$866,070	\$764	\$65
Total	\$25,177,946	\$21,875	\$17,153

³Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Special Education Expenditures: 2017-18

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$1,458,769	34.8	29.7
Instructional Aide Salaries	\$616,999	14.7	9.6
Other Salaries	\$247,719	5.9	10.4
Employee Benefits	\$811,597	19.3	13.0
Purchased Services Other Than Transportation	\$328,501	7.8	5.5
Special Education Tuition	\$524,552	12.5	22.6
Supplies	\$30,983	0.7	0.6
Property Services	.	.	0.4
Purchased Services For Transportation	\$177,052	4.2	8.0
Equipment	\$105	0.0	0.2
All Other Expenditures	.	.	0.1
Total	\$4,196,277	100.0	100.0
Percent of Total Expenditures Used for Special Education		16.7	24.4

Expenditures by Revenue Source:⁴

2017-18	
	Percent of Total (%) Excluding School Construction
Local	73.6
State	24.5
Federal	1.9
Tuition & Other	.

⁴Revenue sources do not include state-funded Teachers' Retirement Board contributions, Connecticut Technical Education and Career System (CTECS) operations, CSDE-budgeted costs for salaries and leadership activities and other state-funded school districts (e.g., Dept. of Children and Families and Dept. of Correction).

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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.

	English Language Arts (ELA)		Math		Science	
	Count	DPI	Count	DPI	Count	DPI
American Indian or Alaska Native	*	*	*	*	*	*
Asian	84	89.3	84	90.7	32	89.6
Black or African American	*	*	*	*	*	*
Hispanic or Latino of any race	84	69.5	84	64.6	28	67.1
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	34	79.7	34	73.8	8	*
White	507	80.7	505	77.7	157	82.2
English Learners	48	76.7	48	78.6	21	81.4
Non-English Learners	683	80.3	681	77.1	208	81.3
Eligible for Free or Reduced-Price Meals	205	71.7	205	67.3	51	70.5
Not Eligible for Free or Reduced-Price Meals	526	83.3	524	81.1	178	84.4
Students with Disabilities	93	54.5	92	49.9	24	59.0
Students without Disabilities	638	83.8	637	81.1	205	84.0
High Needs	275	70.2	274	67.2	79	71.6
Non-High Needs	456	86.0	455	83.2	150	86.5
District	731	80.1	729	77.2	229	81.3

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

	NAEP 2019		NAEP 2013	
	Grade 4	Grade 8	Grade 4	Grade 8
READING				
Connecticut	40	41	50	
National Public	34	32	36	
MATH				
Connecticut	45	39	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 performance on NAEP by student group, [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	83.8	74.0	85.2	N/A	389	80.5
Curl Up	82.9	79.3	91.8	N/A	389	84.3
Push Up	71.8	70.7	77.9	N/A	389	73.3
Mile Run/PACER	82.9	72.7	83.6	N/A	389	79.2
All Tests - District	61.5	46.7	52.5	N/A	389	53.0
All Tests - State	56.1	53.5	50.9	51.4		52.9

²The Connecticut Physical Fitness Assessment (CPFA) is administered to students in Grades 4, 6, 8 and High School (HS). 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.

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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.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	80.1	75	50.0	50	100.0	67.7
	High Needs Students	70.2	75	46.8	50	93.6	58.1
Math Performance Index	All Students	77.2	75	50.0	50	100.0	63.1
	High Needs Students	67.2	75	44.8	50	89.6	52.7
Science Performance Index	All Students	81.3	75	50.0	50	100.0	63.8
	High Needs Students	71.6	75	47.7	50	95.5	54.2
ELA Academic Growth	All Students	68.7%	100%	68.7	100	68.7	59.9%
	High Needs Students	61.9%	100%	61.9	100	61.9	55.1%
Math Academic Growth	All Students	76.5%	100%	76.5	100	76.5	62.5%
	High Needs Students	69.4%	100%	69.4	100	69.4	55.2%
Progress Toward English Proficiency	Literacy	67.5%	100%	33.8	50	67.5	60.0%
	Oral	60.9%	100%	30.4	50	60.9	52.1%
Chronic Absenteeism	All Students	4.1%	<=5%	50.0	50	100.0	10.4%
	High Needs Students	6.2%	<=5%	47.6	50	95.2	16.1%
Preparation for CCR	% Taking Courses	.	75%	.	.	.	80.0%
	% Passing Exams	.	75%	.	.	.	42.6%
On-track to High School Graduation		92.8%	94%	49.4	50	98.7	88.0%
4-year Graduation All Students (2018 Cohort)		.	94%	.	.	.	88.3%
6-year Graduation - High Needs Students (2016 Cohort)		.	94%	.	.	.	83.3%
Postsecondary Entrance (Class of 2018)		.	75%	.	.	.	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		95.3% 53.0%	75%	35.3	50	70.6	96.4% 52.9%
Arts Access		.	60%	.	.	.	51.9%
Accountability Index				812.3	1000	81.2	

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in the student group or the indicator is not applicable based on grades served.

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	70.2	4.8	15.4	
Math Performance Index Gap	75.0	67.2	7.8	17.6	
Science Performance Index Gap	75.0	71.6	3.4	16.1	
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.

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in at least one of the student groups used to calculate the gap measure or the indicator is not applicable based on grades served.

Subject/Student Group		Participation Rate (%) ³
ELA	All Students	95.9
	High Needs Students	97.7
Math	All Students	95.6
	High Needs Students	97.4
Science	All Students	93.0
	High Needs Students	94.6

³Minimum participation standard is 95%.

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

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**

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Narratives

School District Improvement Plans and Parental Outreach Activities

The Mansfield Public Schools has identified a set of strategic actions to guide the work of the district and its schools. Annually, a detailed development plan is created at the district level and by each school and department. Each fall plans are written that describe focused actions to advance the strategic plan as well as measureable outcomes that will be used to evaluate the effect of the work. Each spring, a variety of data and evidence are gathered to evaluate the year's work. A formal outcomes report details actions taken and results. The work is further supported by professional learning experiences designed to ensure teachers and administrators have the understandings and skills necessary to accomplish the work. These plans are published on our website and are used by teachers to establish their own student learning objectives. All of our work emanates from our commitment to ensuring students are ready for a rapidly changing world and have achieved the academic and life skills defined by our curriculum and Portrait of the Graduate.

The Mansfield Public Schools enjoy the active support of the community and works to build a collaborative relationship with parents and other members of the community. Parents and others are regularly included on school and district committees. Digital communications are sent to all families weekly that include announcements about upcoming school and community events, celebrations of learning within the schools, and informative messages from the principals. Family events held in the evenings, open house, and parent conferences are all well attended, many with 90% attendance or better. The middle school also holds a week of open classrooms as part of National Education Week where parents are invited into school to observe in their child's classrooms. Our food services program provides three community dinners each year designed to both showcase food from local farmers and bring people together. Grant funds have allowed us to make these dinners free to all. .

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 attending our schools resulting in as many as ten percent of our students in a single school coming from home where English is not the primary language. We capitalize on this richness by inviting parents into the school to share their cultures 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 of our students. In grades 7 and 8, students are offered the opportunity to spend three weeks in Germany as part of an annual exchange program 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.

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Equitable Allocation of Resources among District Schools

Annual budgets are developed by principals and program directors to reflect the needs of their schools and departments. Each budget is unique and changes annually as needs change. The same is true of staffing. As needs ebb and flow, so too do the number and type of staff assigned to each building. Title I and III grant funds are distributed based on student need and locally funded enrichment programs are also resourced to reflect the needs and focus of each school.

Professional learning experiences are shaped by the uniqueness of each school's staff. While such programs are offered to advance the overall goals and direction of the district, each school brings their own focus to the work and each principal accesses the understandings of his or her staff when requesting professional learning resources of time and money. This includes distribution of district level literacy and math/science specialists. .Most recently, our enrichment program has changed to ensure that all students are given opportunity to engage in rigorous STEM learning while still ensuring that students in need of advancement are provided those experiences as well. Open enrollment opportunities in advance