

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2019–20



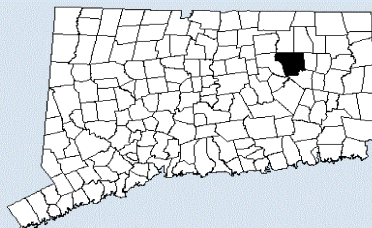
Mansfield School District

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

District Information

Grade Range	PK-8
Number of Schools/Programs	4
Enrollment	1,133
Per Pupil Expenditures ¹	\$20,796
Total Expenditures ¹	\$23,998,326

¹ Expenditure data reflect the 2018-19 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 2019-20 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, 2019 Enrollment²

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	578	51.0	48.4
Male	555	49.0	51.6
American Indian or Alaska Native	*	*	0.3
Asian	154	13.6	5.2
Black or African American	*	*	12.7
Hispanic or Latino of any race	149	13.2	26.9
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	54	4.8	3.8
White	740	65.3	51.1
English Learners	52	4.6	8.3
Eligible for Free or Reduced-Price Meals	338	29.8	43.3
Students with Disabilities ³	147	13.0	16.0

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

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

³ Students 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.

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ⁴		Suspension/Expulsion ⁵	
	Count	Rate (%)	Count	Rate (%)
Female	37	6.6	*	*
Male	53	10.2	*	*
Black or African American	*	*	0	0.0
Hispanic or Latino of any race	19	13.2	*	*
White	54	7.7	10	1.3
English Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	46	13.4	7	1.8
Students with Disabilities	22	15.9	*	*
District	90	8.4	19	1.6
State		12.2		4.9

Number of students in 2018-19 qualified as truant under state statute: Fewer than 6

Number of school-based arrests: 0

NOTE: In the 2019-20 school year, due to the COVID-19 pandemic, in-person classes were cancelled in mid-March; all districts switched to fully remote instruction for the remainder of the school year. Chronic absenteeism calculations are based only on in-person school days.

⁴ A 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.

⁵ This column displays the 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 2019-20

Mansfield School District

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	87.6
Paraprofessional Instructional Assistants	25.3
Special Education	
Teachers and Instructors	14.5
Paraprofessional Instructional Assistants	29.5
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	7.2
Counselors, Social Workers and School Psychologists	5.4
School Nurses	4.5
Other Staff Providing Non-Instructional Services/Support	60.5

¹ 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.

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	1.6	1.2
Black or African American	1	0.8	4.0
Hispanic or Latino of any race	3	2.4	4.1
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.1
White	120	94.5	90.4

Classroom Teacher Attendance: 2018-19

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	9.1	10.4

Instruction and Resources

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers²

	Count	Rate (%)
Autism	*	*
Emotional Disturbance	*	*
Intellectual Disability	0	0
Learning Disability	37	80.4
Other Health Impairment	19	70.4
Other Disabilities	0	0
Speech/Language Impairment	20	90.9
District	84	73.7
State		67.8

² This 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	14	1.3	2.0
Emotional Disturbance	*	*	1.1
Intellectual Disability	*	*	0.5
Learning Disability	46	4.3	5.7
Other Health Impairment	27	2.5	3.3
Other Disabilities	*	*	1.1
Speech/Language Impairment	31	2.9	1.8
All Disabilities	125	11.6	15.6

¹ This 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

² This 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 Expenditures³: 2018-19

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$15,294,434	\$13,253	\$10,923
Support services - students	\$1,500,053	\$1,314	\$1,277
Support services - instruction	\$719,067	\$630	\$682
Support services - general administration	\$1,648,740	\$1,444	\$467
Support services - school based administration	\$1,594,356	\$1,396	\$1,021
Central and other support services	.	.	\$679
Operation and maintenance of plant	\$2,059,335	\$1,803	\$1,718
Student transportation services	\$1,086,835	\$934	\$1,288
Food services	.	.	\$12
Enterprise operations	\$95,507	\$84	\$163
Minor school construction	.	.	\$59
Total	\$23,998,326	\$20,796	\$17,629

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

Special Education Expenditures: 2018-19

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$1,432,805	36.5	28.5
Instructional Aide Salaries	\$659,250	16.8	10.1
Other Salaries	\$240,831	6.1	11.1
Employee Benefits	\$826,702	21.0	13.0
Purchased Services Other Than Transportation	\$379,068	9.6	5.7
Special Education Tuition	\$232,192	5.9	22.5
Supplies	\$41,540	1.1	0.6
Property Services	.	.	0.3
Purchased Services For Transportation	\$117,238	3.0	8.0
Equipment	\$638	0.0	0.2
All Other Expenditures	.	.	0.1
Total	\$3,930,265	100.0	100.0
Percent of Total Expenditures Used for Special Education		16.4	24.6

Expenditures by Revenue Source⁴: 2018-19

	Percent of Total (%) Excluding School Construction
Local	68.8
State	28.9
Federal	1.9
Tuition & Other	0.4

⁴ Revenue 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).

District Profile and Performance Report for School Year 2019-20

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.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

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

	NAEP 2019		NAEP 2013
READING	Grade 4	Grade 8	Grade 12
Connecticut	40	41	50
National Public	34	32	36
MATH	Grade 4	Grade 8	Grade 12
Connecticut	45	39	32
National Public	40	33	25

¹ NAEP 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 Standard

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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.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, a modified table is shown below. All indicators that were not calculated for the 2019-20 school year (including overall Accountability Index) have been excluded and columns that referenced points have also been removed to avoid confusion. For additional information, please view Connecticut's waiver response at:

<https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

Indicator		Index/Rate	Target	State Average Index/Rate
Progress Toward English Proficiency	Literacy	78.5%	100%	60.4%
	Oral	76.6%	100%	57.6%
Chronic Absenteeism	All Students	8.4%	<=5%	12.2%
	High Needs Students	11.9%	<=5%	18.0%
Preparation for CCR	% Taking Courses	.	75%	80.4%
On-track to High School Graduation		99.2%	94%	88.4%
4-year Graduation All Students (2019 Cohort)		.	94%	88.5%
6-year Graduation - High Needs Students (2017 Cohort)		.	94%	84.5%
Postsecondary Entrance (Class of 2019)		.	75%	71.5%
Arts Access		.	60%	51.8%

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
Graduation Rate Gap

¹ If 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.

² If 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.

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.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no SIMR data are available. For additional information, please view Connecticut's waiver response at:

<https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

Supporting Resources:

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement](#)

District Profile and Performance Report for School Year 2019-20

Mansfield School District

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. In pre-COVID times family events were held in the evenings, along with open house, and parent conferences. The middle school held a week of open classrooms as part of National Education Week where parents were invited into school to observe in their child's classrooms. Our food services program provided three community dinners each year designed to both showcase food from local farmers and bring people together. During the pandemic the district and each school have regularly held open "Zoom" gatherings to share information and respond to questions. This along with a resource filled webpage and frequent district communications have been appreciated by our families.

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 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. Extracurricular programs and field trips at all school levels further enhance cultural learning of our students. Recently our social studies curriculum was audited to ensure it includes instruction in the history of minority peoples and presents information from a variety of perspectives. Training and professional learning around equity and anti-racism has been provided to all staff with several staff attending workshops and advanced training programs which include a partnership with the Akomawt Educational Initiative. 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.

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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 assesses the understandings of his or her staff when requesting time and money for professional learning. This includes distribution of district level literacy and math/science specialists. Our enrichment teachers ensure that all students are given opportunity to engage in rigorous STEM learning while still supporting students in need of advancement. Open enrollment opportunities in advanced math classes at the middle school, heterogeneous classes in all other departme