

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2015–16



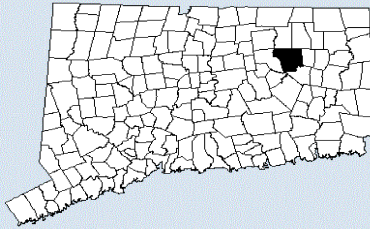
Mansfield School District

Mrs. Kelly Lyman, Superintendent • 860-429-3350 • www.mansfieldct.org/mboe

District Information

Grade Range	PK-8
Number of Schools/Programs	5
Enrollment	1,251
Per Pupil Expenditures ¹	\$18,250
Total Expenditures ¹	\$22,903,613

¹Expenditure data reflect the 2014-15 year.



Community Information

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

Related Reports/Publications

[CT Reports \(CMT/CAPT\)](#)
[District and School Performance Reports](#)
[Special Education Annual Performance Reports](#)
[SAT®, AP®, PSAT® Report by High School \(Class of 2016\)](#)
 (2016® The College Board)

Contents

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

Notes

Unless otherwise noted, all data are for 2015-16 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, 2015 Enrollment

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	603	48.2	48.3
Male	648	51.8	51.6
American Indian or Alaska Native	*	*	0.2
Asian	155	12.4	4.9
Black or African American	*	*	12.8
Hispanic or Latino	134	10.7	23.0
Pacific Islander	0	0.0	0.0
Two or More Races	49	3.9	2.7
White	881	70.4	55.9
English Learners	66	5.3	6.4
Eligible for Free or Reduced-Price Meals	300	24.0	38.0
Students with Disabilities ¹	138	11.0	13.7

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	30	5.2	*	*
Male	29	4.8	*	*
Black or African American	0	0.0	0	0.0
Hispanic or Latino	8	6.3	6	4.3
White	34	4.2	22	2.5
English Learners	6	8.2	0	0.0
Eligible for Free or Reduced-Price Meals	22	7.2	8	2.4
Students with Disabilities	9	6.7	11	7.0
District	59	5.0	33	2.6
State		9.6		7.0

Number of students in 2014-15 qualified as truant under state statute: 18

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 2015-16

Mansfield School District

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	95.3
Paraprofessional Instructional Assistants	26.2
Special Education	
Teachers and Instructors	15.5
Paraprofessional Instructional Assistants	33.0
Administrators, Coordinators and Department Chairs	
District Central Office	3.3
School Level	5.0
Library/Media	
Specialists (Certified)	1.0
Support Staff	6.1
Instructional Specialists Who Support Teachers	7.5
Counselors, Social Workers and School Psychologists	6.0
School Nurses	4.5
Other Staff Providing Non-Instructional Services/Support	64.9

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

	Count	District Percent of Total (%)	State Percent of Total (%)
American Indian or Alaska Native	1	0.7	0.1
Asian	1	0.7	1.0
Black or African American	2	1.5	3.5
Hispanic or Latino	1	0.7	3.5
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	130	94.9	91.7

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
District	100.0
District Poverty Quartile: Middle	
State High Poverty Quartile Schools	97.6
State Low Poverty Quartile Schools	99.6

²Core academic classes taught by teachers who are fully certified to teach in that subject area.

Classroom Teacher Attendance: 2014-15

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	9.4	9.4

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	43	79.6
Other Health Impairment	18	85.7
Other Disabilities	0	0
Speech/Language Impairment	16	*
District	90	72.0
State		68.8

³Ages 6-21

District Profile and Performance Report for School Year 2015-16

Mansfield School District

Students with Disabilities by Primary Disability¹

	District Count	District Rate (%)	State Rate (%)
Autism	16	1.4	1.6
Emotional Disturbance	*	*	1.0
Intellectual Disability	*	*	0.5
Learning Disability	54	4.6	4.6
Other Health Impairment	22	1.9	2.8
Other Disabilities	7	0.6	1.0
Speech/Language Impairment	28	2.4	1.9
All Disabilities	137	11.6	13.4

¹Grades K-12

Overall Expenditures:³ 2014-15

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	14,166,825	11,434	9,387
Instructional Supplies and Equipment	742,792	600	318
Improvement of Instruction and Educational Media Services	577,831	466	541
Student Support Services	1,355,209	1,094	1,048
Administration and Support Services	2,896,824	2,338	1,790
Plant Operation and Maintenance	1,581,540	1,276	1,608
Transportation	1,008,862	555	845
Costs of Students Tuitioned Out	480,637	N/A	N/A
Other	93,093	75	194
Total	22,903,613	18,250	15,762

Additional Expenditures

Land, Buildings, and Debt Service	109,104	88	1,524
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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: 2014-15

	District Total (\$)	District Percent of Total (%)	State Percent of Total (%)
Certified Personnel	1,696,201	38.9	35.1
Noncertified Personnel	742,589	17.0	14.5
Purchased Services	501,397	11.5	5.5
Tuition to Other Schools	446,332	10.2	21.6
Special Ed. Transportation	224,288	5.1	8.3
Other Expenditures	755,174	17.3	15.0
Total Expenditures	4,365,981	100.0	100.0

Expenditures by Revenue Source:⁴

2014-15

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	65.5	65.3
State	32.5	32.7
Federal	1.9	1.9
Tuition & Other	0.1	0.1

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 2015-16

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.

	English Language Arts(ELA)		Math		Science	
	Count	DPI	Count	DPI	Count	DPI
American Indian or Alaska Native	0	N/A	0	N/A	0	N/A
Asian	75	90.5	75	92.2	25	72.8
Black or African American	14	*	14	*	*	*
Hispanic or Latino	82	74.0	81	65.8	29	60.8
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	37	84.0	37	78.3	*	*
White	518	81.3	521	75.8	200	68.6
English Learners	23	69.7	23	72.8	8	*
Non-English Learners	703	81.8	705	76.3	257	69.2
Eligible for Free or Reduced-Price Meals	180	73.6	179	67.8	55	63.1
Not Eligible for Free or Reduced-Price Meals	546	84.0	549	79.0	210	69.8
Students with Disabilities	98	58.5	99	52.4	28	55.6
Students without Disabilities	628	85.0	629	80.0	237	70.0
High Needs	252	71.0	253	65.7	80	61.0
Non-High Needs	474	86.9	475	81.8	185	71.7
District	726	81.4	728	76.2	265	68.4

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

	NAEP 2015		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	43%	43%	50%
National Public	35%	33%	36%
MATH			
Grade 4			
Connecticut	41%	36%	32%
National Public	39%	32%	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	10	Count	Rate (%)
Sit & Reach	77.9	79.2	85.3	N/A	387	80.9
Curl Up	90.1	90.0	93.4	N/A	387	91.2
Push Up	74.8	69.2	75.7	N/A	387	73.4
Mile Run/PACER	83.2	81.7	80.1	N/A	387	81.7
All Tests - District	54.2	55.8	62.5	N/A	387	57.6
All Tests - State	50.6	49.8	50.6	51.1		50.5

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 2015-16

Mansfield School District

Next Generation Accountability Results

These statistics are the results from Connecticut's Next Generation Accountability System for districts and schools. This system is a broad set of 12 indicators that help tell the story of how well a school is preparing its students for success in college, careers and life. It moves beyond test scores and graduation rates and instead provides a more holistic, multifactor perspective of district and school performance and incorporates student growth over time.

Indicator		Index/Rate	Target	Points	Max	% Points	State Average
ELA Performance Index	All Students	81.4	75	50.0	50	100.0	67.7
	High Needs Students	71.0	75	47.3	50	94.7	56.7
Math Performance Index	All Students	76.2	75	50.0	50	100.0	61.4
	High Needs Students	65.7	75	43.8	50	87.6	49.9
Science Performance Index	All Students	68.4	75	45.6	50	91.3	57.5
	High Needs Students	61.0	75	40.7	50	81.4	47.0
ELA Academic Growth	All Students	68.3%	100%	68.3	100	68.3	63.8%
	High Needs Students	64.6%	100%	64.6	100	64.6	58.3%
Math Academic Growth	All Students	70.8%	100%	70.8	100	70.8	65.0%
	High Needs Students	63.3%	100%	63.3	100	63.3	57.4%
Chronic Absenteeism	All Students	5.0%	<=5%	49.9	50	99.8	9.6%
	High Needs Students	6.7%	<=5%	46.6	50	93.2	15.6%
Preparation for CCR	% Taking Courses	N/A	75%	0.0	0	0.0	67.6%
	% Passing Exams	N/A	75%	0.0	0	0.0	40.7%
On-track to High School Graduation		88.8%	94%	47.2	50	94.5	85.1%
4-year Graduation All Students (2015 Cohort)		N/A	94%	0.0	0	0.0	87.2%
6-year Graduation - High Needs Students (2013 Cohort)		N/A	94%	0.0	0	0.0	78.6%
Postsecondary Entrance (Class of 2015)		N/A	75%	0.0	0	0.0	71.9%
Physical Fitness (estimated part rate) and (fitness rate)		97.0% 57.6%	75%	38.4	50	76.8	89.2% 50.5%
Arts Access		N/A	60%	0.0	0	0.0	47.5%
Accountability Index				726.6	900	80.7	

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	71.0	4.0	16.5	
Math Performance Index Gap	75.0	65.7	9.3	18.9	
Science Performance Index Gap	71.7	61.0	10.6	17.2	
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	93.2
	High Needs Students	94.4
Math	All Students	93.3
	High Needs Students	94.7
Science	All Students	98.9
	High Needs Students	98.9

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: 58.7

State: 51.4

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 2015-16

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 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 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 provides 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 spurred on by 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 primarily 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 40 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 eight students attend local magnet schools. .

District Profile and Performance Report for School Year 2015-16

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.