

Connecticut State Department of Education
**DISTRICT PROFILE AND PERFORMANCE REPORT
 FOR SCHOOL YEAR 2021–22**



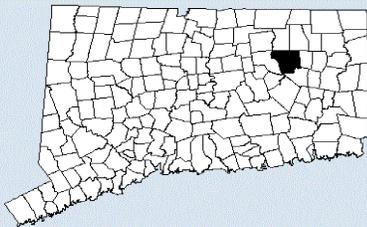
Mansfield School District

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

District Information

Grade Range	PK-8
Number of Schools/Programs	4
Enrollment	998
Per Pupil Expenditures ¹	\$23,680
Total Expenditures ¹	\$24,958,209

¹ Expenditure data reflect the 2020-21 school year.



Community Information

AdvanceCT Town Profiles provide summary demographic and economic information for Connecticut's municipalities at <https://www.advancect.org/site-selection/town-profiles>

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Notes

Unless otherwise noted, all data are for 2021-22 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 <https://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. Complete data suppression guidelines are available at <https://tinyurl.com/SuppressionPolicy>

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

Students

October 1, 2021 Enrollment²

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	494	49.5	48.5
Male	504	50.5	51.5
Non-Binary	0	0.0	0.1
American Indian or Alaska Native	*	*	0.3
Asian	127	12.7	5.1
Black or African American	*	*	12.6
Hispanic or Latino of any race	158	15.8	29.0
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	39	3.9	4.3
White	636	63.7	48.6
English Learners/Multilingual Learners	47	4.7	8.8
Eligible for Free or Reduced-Price Meals	281	28.2	40.6
Students with Disabilities ³	142	14.2	16.7

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	84	17.7	7	1.4
Male	83	17.5	27	5.1
Non-Binary	N/A	N/A	N/A	N/A
Black or African American	*	*	*	*
Hispanic or Latino of any race	50	33.3	12	7.2
White	97	15.8	17	2.5
English Learners/Multilingual Learners	9	15.0	*	*
Eligible for Free or Reduced-Price Meals	95	34.5	21	6.7
Students with Disabilities	46	32.9	15	8.7
District	167	17.6	34	3.2
State		23.7		6.5

Number of students qualified as truant under state statute: 88

Number of school-based arrests: 0

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.

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Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	87.3
Paraprofessional Instructional Assistants	26.3
Special Education	
Teachers and Instructors	14.5
Paraprofessional Instructional Assistants	40.5
Administrators, Coordinators and Department Chairs	
District Central Office	3.3
School Level	5.0
Library/Media	
Specialists (Certified)	1.0
Support Staff	7.6
Instructional Specialists Who Support Teachers	8.3
Counselors, Social Workers and School Psychologists	6.0
School Nurses	4.5
Other Staff Providing Non-Instructional Services/Support	61.1

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

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
American Indian or Alaska Native	1	0.8	0.1
Asian	3	2.4	1.3
Black or African American	2	1.6	4.3
Hispanic or Latino of any race	4	3.2	4.6
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.2
White	115	90.6	89.2

Classroom Teacher Attendance: 2020-21

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	8.3	10.4

Instruction and Resources

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

	Count	Rate (%)
Autism	7	*
Emotional Disturbance	*	*
Intellectual Disability	0	0
Learning Disability	36	73.5
Other Health Impairment	21	87.5
Other Disabilities	*	*
Speech/Language Impairment	13	*
District	81	73.6
State		68.4

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	16	1.7	2.3
Emotional Disturbance	*	*	1.1
Intellectual Disability	*	*	0.6
Learning Disability	49	5.2	6.1
Other Health Impairment	25	2.6	3.3
Other Disabilities	8	0.8	1.1
Speech/Language Impairment	27	2.9	1.9
All Disabilities	130	13.8	16.3

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	*	*	4.6

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: 2020-21

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$15,390,565	\$14,602	\$12,000
Support services - students	\$1,876,611	\$1,810	\$1,468
Support services - instruction	\$654,783	\$631	\$780
Support services - general administration	\$2,019,636	\$1,948	\$472
Support services - school based administration	\$1,618,010	\$1,560	\$1,103
Central and other support services	\$410	\$0	\$703
Operation and maintenance of plant	\$2,369,386	\$2,285	\$1,910
Student transportation services	\$974,740	\$857	\$1,287
Food services	.	.	\$28
Enterprise operations	\$54,066	\$52	\$170
Total	\$24,958,209	\$23,680	\$19,134

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

Special Education Expenditures: 2020-21

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$1,663,450	38.0	29.7
Instructional Aide Salaries	\$827,587	18.9	10.8
Other Salaries	\$291,827	6.7	9.8
Employee Benefits	\$869,640	19.9	13.8
Purchased Services Other Than Transportation	\$367,959	8.4	5.7
Special Education Tuition	\$278,522	6.4	22.6
Supplies	\$35,702	0.8	0.6
Property Services	.	.	0.4
Purchased Services For Transportation	\$43,118	1.0	6.3
Equipment	.	.	0.2
All Other Expenditures	.	.	0.1
Total	\$4,377,804	100.0	100.0
Percent of Total Expenditures Used for Special Education		17.5	24.5

Expenditures by Revenue Source⁴: 2020-21

	Percent of Total (%) Excluding School Construction
Local	70.6
State	26.8
Federal	2.5
Tuition & Other	0.1

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 2021-22

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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	73	91.6	72	92.6	32	94.3
Black or African American	*	*	*	*	9	*
Hispanic or Latino of any race	98	64.2	97	53.7	35	67.4
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	27	77.6	26	67.9	*	*
White	405	78.5	403	73.1	142	84.3
English Learners/Multilingual Learners	56	70.9	56	67.8	19	*
Non-English Learners/Non-Multilingual Learners	570	78.2	565	72.3	207	82.4
Eligible for Free or Reduced-Price Meals	173	64.3	171	58.4	55	69.4
Not Eligible for Free or Reduced-Price Meals	453	82.6	450	77.1	171	87.0
Students with Disabilities	91	51.1	89	43.6	27	53.9
Students without Disabilities	535	82.0	532	76.7	199	86.6
High Needs	240	65.2	237	59.6	78	71.9
Non-High Needs	386	85.2	384	79.5	148	88.4
District	626	77.6	621	71.9	226	82.7

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

	NAEP 2022		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	35	35	50
National Public	32	29	36
MATH			
Connecticut	37	30	32
National Public	35	26	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, at https://portal.ct.gov/-/media/SDE/Student-Assessment/NAEP/report-card_NAEP-2022.pdf

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	HS	Count	Rate (%)
Sit & Reach	81.5	83.2	92.5	N/A	325	86.2
Curl Up	89.1	77.0	72.5	N/A	325	78.8
Push Up	76.1	54.9	76.7	N/A	325	68.9
Mile Run/PACER	69.6	85.8	81.7	N/A	325	79.7
All Tests - District	60.9	38.1	49.2	N/A	325	48.6
All Tests - State	48.9	46.7	44.3	43.3		45.8

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	77.6	75	50.0	50	100.0	64.2
	High Needs Students	65.2	75	43.5	50	87.0	54.2
Math Performance Index	All Students	71.9	75	47.9	50	95.9	58.6
	High Needs Students	59.6	75	39.7	50	79.5	47.7
Science Performance Index	All Students	82.7	75	50.0	50	100.0	61.4
	High Needs Students	71.9	75	47.9	50	95.9	51.3
ELA Academic Growth	All Students	66.4%	100%	66.4	100	66.4	60.4%
	High Needs Students	53.3%	100%	53.3	100	53.3	56.2%
Math Academic Growth	All Students	72.5%	100%	72.5	100	72.5	65.2%
	High Needs Students	63.9%	100%	63.9	100	63.9	59.1%
Progress Toward English Proficiency	Literacy	86.5%	100%	43.3	50	86.5	64.9%
	Oral	80.2%	100%	40.1	50	80.2	57.4%
Chronic Absenteeism	All Students	17.6%	<=5%	24.8	50	49.5	23.7%
	High Needs Students	30.3%	<=5%	0.0	50	0.0	34.0%
Preparation for CCR	% Taking Courses	.	75%	.	.	.	84.8%
	% Meeting Benchmark	.	75%	.	.	.	43.5%
On-track to High School Graduation		88.2%	94%	46.9	50	93.8	82.7%
4-year Graduation All Students (2021 Cohort)		.	94%	.	.	.	89.6%
6-year Graduation - High Needs Students (2019 Cohort)		.	94%	.	.	.	85.2%
Postsecondary Entrance (Class of 2021)		.	75%	.	.	.	66.1%
Physical Fitness (estimated part rate) and (fitness rate)		95.9% 48.6%	75%	32.4	50	64.8	94.0% 45.8%
Arts Access		.	60%	.	.	.	52.4%
Accountability Index				722.7	1000	72.3	

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	65.2	9.8	16.6	
Math Performance Index Gap	75.0	59.6	15.4	18.2	
Science Performance Index Gap	75.0	71.9	3.1	17.4	
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. Gap calculations are based on unrounded rates.

Subject/Student Group	Participation Rate (%) ³	
ELA	All Students	97.7
	High Needs Students	97.7
Math	All Students	97.0
	High Needs Students	96.5
Science	All Students	98.7
	High Needs Students	100.0

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: 49.7**

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Narratives

School District Improvement Plans and Parental Outreach Activities

The Mansfield Public Schools strategic plan was updated last school year resulting in a revised continuous development and improvement process. This new plan focuses on attainment of six core beliefs through specific actions tied to three strategies. These strategies include Ensuring Deep Learning, Knowing Students, and Supporting the Whole Child. Action plans are created at both the district and school level and are carried through to teacher professional growth goals. These plans are designed to ensure the student outcomes defined in Mansfield's Portrait of the Graduate and curriculum documents. Reports of actions and outcomes for each strategy are presented to the Board of Education annually.

A great deal of effort is devoted to supporting students not yet meeting grade level expectation. Teachers collect evidence of student performance and regularly come together with their peers to analyze student work and design instruction. For students who need additional support, direct intervention and specialized instruction is provided. Attention to developing social, emotional, and behavioral skills is provided both through classroom instruction and by school counselors, psychologists, and in partnership with Youth Services social workers. This work includes truancy prevention.

Families, and indeed the whole community, are recognized as necessary partners in the work of educating children. The schools use a variety of strategies to inform and engage the public. At the district level, regular whole community newsletters are mailed to every household 3-4 times a year. These highlight the work of schools and the achievements of its staff and students. Schools send weekly communications to families and have brought back many of the pre-pandemic activities within the schools that are designed to build community and showcase the work of the school. Of note this year were family events, evening book fairs, Celebrations of Learning in which students shared their work, and family resource fairs.

Efforts to make the work of schools more visible and understood by family members included the publication of Learning Pathways, A Guide to Mansfield's K-8 Curriculum. In addition, every school had some teachers and students who implemented student-led family conferences in which students shared their learning and goals with family members.

Finally, parents are invited to participate in the work of the schools through parent organizations and special projects. This year included preparations for the consolidation of three elementary schools. Parents came together to support transition activities and to form a new parent-teacher organization. Parents were invited to join several committees including hiring committees. This year the district began a Diversity, Equity, and Inclusion Advisory Committee. This committee is composed of school staff, parents, and wider community members.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Mansfield is a diverse community that includes people with a variety of racial, ethnic, and culturally rich identities. To ensure our schools are both reflecting this diversity and supporting equitable experiences for all, we undertook a comprehensive equity audit this year that was conducted in collaboration with a formal review of special education and special services programs. Both reviews were completed by outside agencies. The results were shared with the Board of Education and school staff and have supported continued efforts in these areas.

Work to provide professional learning supports continued this year with a multi-day training program for every staff member. As part of this training, certified staff were required to engage in a reflection process that resulted in a personal equity action plan. Implementation of these plans has had many benefits for students as teachers have done everything from providing more culturally diverse literature and study in their classrooms to complete revision of program structures and development of new curriculum units.

We have continued to partner with outside agencies such as the Akomawt Education Initiative and this year added new partnerships with the Blues and Beyond curriculum initiative and the Witness Stone Project. Our relationship with a school in Upper Saxony, Germany has also continued and this year we hosted twenty students for a three week visit as part of our exchange program. Students are further provided experiences in diversity through clubs such as the Unity Club and field trips to such places as the Pequot Museum.

In addition, some Mansfield residents choose to send their children to local magnet schools. While the numbers are low, we partner with the magnet schools to ensure students who need special education support are well served.

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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. 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. Pandemic relief funds have also been allocated based on specific school needs.

Professional learning experiences are shaped by the goals of the district and schools. Development opportunities are provided at both the district level and the school level. In addition, the Mansfield Teacher Evaluation and Professional Development Plan focuses on teacher directed learning to support the needs of students. This plan results in personalized, continuous learning experiences for every certified staff member.

Open enrollment opportunities in advanced math classes at the middle school, heterogeneous classes in all other departments, and a variety of extra support programs ensure that all children have equitable access to curriculum. Enrichment programs are designed as schoolwide experiences and teachers provide rigorous STEM learning to all.