

Connecticut State Department of Education  
**DISTRICT PROFILE AND PERFORMANCE REPORT  
 FOR SCHOOL YEAR 2022-23**



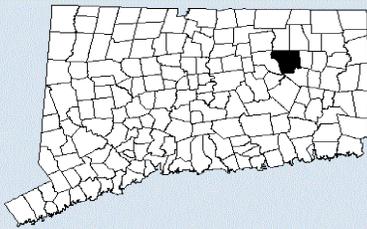
**Mansfield School District**

Mr. Peter Dart, Superintendent • 860-429-3350 • <http://www.mansfieldct.gov/mboe>

**District Information**

Grade Range	PK-8
Number of Schools/Programs	3
Enrollment	1,027
Per Pupil Expenditures <sup>1</sup>	\$25,143
Total Expenditures <sup>1</sup>	\$25,343,893

<sup>1</sup> Expenditure data reflect the 2021-22 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 2022-23 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, 2022 Enrollment<sup>2</sup>**

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	498	48.5	48.4
Male	529	51.5	51.5
Non-Binary	0	0.0	0.1
American Indian or Alaska Native	*	*	0.3
Asian	119	11.6	5.2
Black or African American	39	3.8	12.5
Hispanic or Latino of any race	169	16.5	30.0
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	*	*	4.5
White	661	64.4	47.5
English Learners/Multilingual Learners	67	6.5	9.7
Eligible for Free or Reduced-Price Meals	298	29.0	42.4
Students with Disabilities <sup>3</sup>	146	14.2	17.1

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

<sup>3</sup> 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 <sup>4</sup>		Suspension/Expulsion <sup>5</sup>	
	Count	Rate (%)	Count	Rate (%)
Female	95	20.3	7	1.4
Male	93	19.5	18	3.3
Non-Binary	N/A	N/A	N/A	N/A
Black or African American	9	25.7	*	*
Hispanic or Latino of any race	48	30.2	6	3.3
White	110	18.1	12	1.8
English Learners/Multilingual Learners	21	32.8	*	*
Eligible for Free or Reduced-Price Meals	91	32.7	14	4.3
Students with Disabilities	42	27.6	7	4.0
District	188	19.9	25	2.4
State		20.0		7

**Number of students qualified as truant under state statute: 73**

**Number of school-based arrests: 0**

<sup>4</sup> 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.

<sup>5</sup> 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 2022-23

## Mansfield School District

### Educators

#### Full-Time Equivalent (FTE)<sup>1</sup> Staff

	FTE
<b>General Education</b>	
Teachers and Instructors	81.1
Paraprofessional Instructional Assistants	24.9
<b>Special Education</b>	
Teachers and Instructors	13.5
Paraprofessional Instructional Assistants	39.0
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	4.3
School Level	3.0
<b>Library/Media</b>	
Specialists (Certified)	2.0
Support Staff	3.0
Instructional Specialists Who Support Teachers	8.8
Counselors, Social Workers and School Psychologists	6.0
School Nurses	3.5
Other Staff Providing Non-Instructional Services/Support	56.8

<sup>1</sup> 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	2.5	1.3
Black or African American	3	2.5	4.6
Hispanic or Latino of any race	3	2.5	4.9
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.2
White	110	90.9	88.7

#### Classroom Teacher Attendance: 2021-22

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	11.5	13.2

### Instruction and Resources

#### Students Who Spend 80% or Greater Time with Nondisabled Peers<sup>2</sup>

	Count	Rate (%)
Autism	9	40.9
Emotional Disability	*	*
Intellectual Disability	*	*
Learning Disability	38	69.1
Other Health Impairment	25	86.2
Other Disabilities	0	0
Speech/Language Impairment	14	*
District	89	68.5
State		68.6

<sup>2</sup> 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).

# District Profile and Performance Report for School Year 2022-23

## Mansfield School District

### Students with Disabilities by Primary Disability<sup>1</sup>

	District		State
	Count	Rate (%)	Rate (%)
Autism	23	2.4	2.4
Emotional Disability	*	*	1.0
Intellectual Disability	*	*	0.6
Learning Disability	55	5.6	6.3
Other Health Impairment	29	3.0	3.4
Other Disabilities	*	*	1.1
Speech/Language Impairment	25	2.6	1.9
<b>All Disabilities</b>	<b>140</b>	<b>14.4</b>	<b>16.7</b>

<sup>1</sup> 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 District<sup>2</sup>

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	*	*	8.1
Private Schools or Other Settings	*	*	4.7

<sup>2</sup> 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 Expenditures<sup>3</sup>: 2021-22

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$17,074,645	\$16,939	\$12,671
Support services - students	\$805,076	\$808	\$1,558
Support services - instruction	\$213,171	\$214	\$837
Support services - general administration	\$2,449,702	\$2,460	\$463
Support services - school based administration	\$1,496,260	\$1,502	\$1,133
Central and other support services	\$49,184	\$49	\$716
Operation and maintenance of plant	\$2,046,230	\$2,054	\$1,893
Student transportation services	\$1,141,126	\$1,135	\$1,464
Food services	.	.	\$5
Enterprise operations	\$68,499	\$69	\$186
<b>Total</b>	<b>\$25,343,893</b>	<b>\$25,143</b>	<b>\$20,165</b>

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

### Special Education Expenditures: 2021-22

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$1,526,617	36.2	29.0
Instructional Aide Salaries	\$929,187	22.1	10.6
Other Salaries	\$312,744	7.4	10.1
Employee Benefits	\$511,844	12.1	13.1
Purchased Services Other Than Transportation	\$380,053	9.0	5.9
Special Education Tuition	\$364,592	8.7	21.8
Supplies	\$41,436	1.0	0.7
Property Services	.	.	0.4
Purchased Services For Transportation	\$142,465	3.4	8.1
Equipment	\$1,502	0.0	0.2
All Other Expenditures	\$2,479	0.1	0.1
<b>Total</b>	<b>\$4,212,919</b>	<b>100.0</b>	<b>100.0</b>
<b>Percent of Total Expenditures Used for Special Education</b>		<b>16.6</b>	<b>24.9</b>

### Expenditures by Revenue Source<sup>4</sup>: 2021-22

	Percent of Total (%) Excluding School Construction
Local	71.5
State	25.2
Federal	3.4
Tuition & Other	.

<sup>4</sup> 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 2022-23

## 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	*	*	*	*	*	*
Asian	63	87.3	63	90.1	20	91.7
Black or African American	*	*	*	*	*	*
Hispanic or Latino of any race	102	65.1	102	56.0	34	57.0
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	27	76.7	27	69.4	9	*
White	400	76.7	398	71.9	150	80.9
English Learners/Multilingual Learners	54	66.4	54	64.6	19	*
Non-English Learners/Non-Multilingual Learners	566	76.4	564	71.3	201	78.7
Eligible for Free or Reduced-Price Meals	179	64.7	177	57.5	65	67.5
Not Eligible for Free or Reduced-Price Meals	441	79.9	441	76.0	155	81.9
Students with Disabilities	101	50.5	101	41.8	34	48.2
Students without Disabilities	519	80.4	517	76.3	186	83.0
High Needs	250	63.2	248	57.4	87	65.3
Non-High Needs	370	83.9	370	79.5	133	85.7
District	620	75.5	618	70.7	220	77.6

#### National Assessment of Educational Progress (NAEP): Percent At or Above Proficient<sup>1</sup>

	NAEP 2022		NAEP 2013
	Grade 4	Grade 8	Grade 12
<b>READING</b>			
Connecticut	35	35	50
National Public	32	29	36
<b>MATH</b>			
Connecticut	37	30	32
National Public	35	26	25

<sup>1</sup> 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](https://portal.ct.gov/-/media/SDE/Student-Assessment/NAEP/report-card_NAEP-2022.pdf)

#### Physical Fitness Tests: Students Reaching Health Standard<sup>2</sup>

	Percent of Students by Grade <sup>3</sup> (%)				All Tested Grades	
	4	6	8	HS	Count	Rate (%)
Sit & Reach	83.3	88.0	83.6	N/A	314	85.0
Curl Up	88.1	82.2	78.7	N/A	313	82.4
Push Up	79.8	78.7	65.8	N/A	312	74.0
Mile Run/PACER	58.3	75.9	66.7	N/A	312	67.6
All Tests - District	46.4	57.9	48.3	N/A	309	51.1
All Tests - State	51.5	46.0	44.1	41.1		45.5

<sup>2</sup>The 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.

<sup>3</sup>Only students assessed in all four areas are included in this calculation.

# District Profile and Performance Report for School Year 2022-23

## 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.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	75.5	75	50.0	50	100.0	63.9
	High Needs Students	63.2	75	42.1	50	84.3	54.1
Math Performance Index	All Students	70.7	75	47.1	50	94.2	59.7
	High Needs Students	57.4	75	38.3	50	76.6	48.9
Science Performance Index	All Students	77.6	75	50.0	50	100.0	61.6
	High Needs Students	65.3	75	43.6	50	87.1	51.1
ELA Academic Growth	All Students	62.2%	100%	62.2	100	62.2	57.2%
	High Needs Students	58.3%	100%	58.3	100	58.3	52.5%
Math Academic Growth	All Students	66.4%	100%	66.4	100	66.4	61.8%
	High Needs Students	60.6%	100%	60.6	100	60.6	55.5%
Progress Toward English Proficiency	Literacy	69.9%	100%	34.9	50	69.9	55.3%
	Oral	70.2%	100%	35.1	50	70.2	56.1%
Chronic Absenteeism	All Students	19.9%	<=5%	20.3	50	40.5	20.0%
	High Needs Students	29.7%	<=5%	0.6	50	1.2	28.5%
Preparation for CCR	% Taking Courses	.	75%	.	.	.	90.4%
	% Meeting Benchmark	.	75%	.	.	.	44.3%
On-track to High School Graduation		80.7%	94%	42.9	50	85.8	82.4%
4-year Graduation All Students (2022 Cohort)		.	94%	.	.	.	88.9%
6-year Graduation - High Needs Students (2020 Cohort)		.	94%	.	.	.	85.6%
Postsecondary Entrance (Class of 2022)		.	75%	.	.	.	66.1%
Physical Fitness (estimated part rate) and (fitness rate)		96.6%   51.1%	75%	34.1	50	68.2	93.0%   45.5%
Arts Access		.	60%	.	.	.	54.5%
<b>Accountability Index</b>				<b>686.5</b>	<b>1000</b>	<b>68.7</b>	

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 <sup>1</sup>	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev <sup>2</sup>	Is Gap an Outlier? <sup>2</sup>
Achievement Gap Size Outlier?					N
ELA Performance Index Gap	75.0	63.2	11.8	16.6	
Math Performance Index Gap	75.0	57.4	17.6	18.0	
Science Performance Index Gap	75.0	65.3	9.7	17.8	
Graduation Rate Gap	.	.	.	.	

<sup>1</sup>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.

<sup>2</sup>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. Gap calculations are based on unrounded rates.

Subject/Student Group		Participation Rate (%) <sup>3</sup>
ELA	All Students	98.0
	High Needs Students	97.3
Math	All Students	97.7
	High Needs Students	96.5
Science	All Students	98.7
	High Needs Students	96.7

<sup>3</sup>Minimum 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: 49.6**

# District Profile and Performance Report for School Year 2022-23

## Mansfield School District

### Narratives

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#### **School District Improvement Plans and Parental Outreach Activities**

Mansfield Public Schools has completed the second year in a five year strategic plan that focuses on a continuous development and improvement process. The plan aligns to six core beliefs through specific actions tied to three strategies: Ensuring Deep Learning, Knowing Students, and Supporting the Whole Child. Action plans and indicators connect the strategies to specific targets that drive professional learning and improved student outcomes. Reports of Progress, which highlight actions and outcomes, are presented to the Board of Education three times each year.

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. The district continues to develop multi-tiered supports for students while embracing school-wide enrichment for all children.

"Building Partnerships" is one of our six core beliefs. 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 2-3 times a year. These highlight the work of schools and the achievements of its staff and students. Schools send weekly communications to families that share information regarding various events designed to build community and showcase the work of the school, teachers, and our students. Student-led conferences were developed, along with student portfolios, to help our families better understand their child's progress. Schools continue to offer families opportunities to learn about our curriculum, instruction, and support services.

Finally, families are invited to actively participate at the district and school level through monthly advisory meetings, the district Diversity, Equity, and Inclusion Team, hiring committees as well as through PTO's. Each school has an active care team that supports wrap around services and conducts outreach through home visitation. Care teams work to connect families in need with town/state services and agencies.

#### **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. 28 different languages are represented by our students. To ensure our schools are both reflecting this diversity and supporting equitable experiences for all, we undertook a comprehensive equity audit 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. As a result, the district formed a Diversity, Equity, and Inclusion Team that is tasked with monitoring, advising, and advocating for equity work within the district. The DEI Team meets three times a year. The DEI Team launched an interactive Diversity Calendar and promoted a change in the District School Calendar.

Work to provide professional learning supports our first core belief, "Lead with Equity." We have continued to focus on equity through a district-wide read of Culturally Responsive Teaching and the Brain. The leadership team continued to lift practices through bi-monthly meetings that included shared readings and activities that centered on culturally inclusive practices that is embedded in our strategic plan.

We have continued to partner with outside agencies such as the Akomawt Education Initiative and the Witness Stone Project. Our relationship with a school in Upper Saxony, Germany has also continued as twenty students visited Germany in this three week 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.

# District Profile and Performance Report for School Year 2022-23

## Mansfield School District

### **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.

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.