

Connecticut State Department of Education

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2024-25



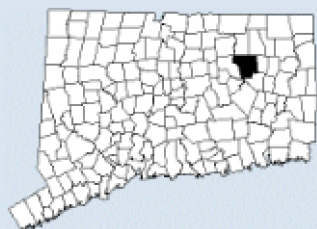
Mansfield School District

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

District Information

Grade Range	PK-8
Number of Schools/Programs	2
Enrollment	966
Per Pupil Expenditures	\$25,984
Total Expenditures	\$26,400,119

Expenditure data reflect the 2023-24 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 2024-25 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://public-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, 2024 Enrollment

Student Group	District Count	District Percent (%)	State Percent (%)
Female	*	*	48.4
Male	510	52.8	51.5
Non-Binary	*	*	0.1
American Indian or Alaska Native	*	*	0.2
Asian	121	12.5	5.2
Black or African American	36	3.7	12.4
Hispanic or Latino of any race	188	19.5	32.1
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	36	3.7	4.8
White	581	60.1	45.1
English Learners/Multilingual Learners	76	7.9	11.3
Eligible for Free or Reduced-Price Meals	309	32.0	44.8
Students with Disabilities	134	13.9	18.5

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

Students with disabilities 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

Student Group	Chronic Count	Chronic Rate (%)	Suspension Count	Suspension Rate (%)
Female	30	6.9	*	*
Male	38	8.1	*	*
Non-Binary	0	*	0	*
Black or African American	*	*	*	*
Hispanic or Latino of any race	21	12.1	*	*
White	35	6.4	*	*
English Learners/Multilingual Learners	10	13.3	*	*
Eligible for Free or Reduced-Price Meals	36	13.2	7	2.1
Students with Disabilities	14	11.1	*	*
All Students - District	68	7.5	11	1.1
All Students - State		17.2		6.8

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.

A student is included in **suspension count/rate** if they received at least one in-school suspension, out-of-school suspension, or expulsion.

Number of students qualified as truant under state statute: 46
Number of school-based arrests: 0

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Educators

Full-Time Equivalent (FTE) Staff

Role	FTE
General Education Teachers and Instructors	79.0
General Education Paraprofessionals	25.6
Special Education Teachers and Instructors	14.0
Special Education Paraprofessionals	36.8
District Central Office Administrators	4.3
School Level Administrators	4.0
Library/Media Specialists (Certified)	2.0
Library/Media Support Staff	3.0
Instructional Specialists Who Support Teachers	9.5
Counselors, Social Workers and School Psychologists	8.0
School Nurses	3.0
Other Staff Providing Non-Instructional Services/Support	60.3

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.

Classroom Teacher Attendance: 2023-24

Level	Average Number of FTE Days Absent Due to Illness or Personal Time
District	11.2
State	13.0

Educators by Race/Ethnicity

Race/Ethnicity	District Count	District Percent (%)	State Percent (%)
American Indian or Alaska Native	1	0.8	0.1
Asian	5	4.1	1.4
Black or African American	3	2.5	4.9
Hispanic or Latino of any race	4	3.3	5.3
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.3
White	109	89.3	87.9

New! Educator Attrition: 2023-24

Educator Type	District Attrition Count	District Attrition Rate (%)	State Attrition Rate (%)
All Educators	11	9.1	6.8
Teachers	12	12.5	7.6

Teacher Attrition Rate is defined as the percent of certified teachers who were teaching in the district in 2022-23 but were not teaching in the district in 2023-24.

All Educator Attrition Rate is defined as the percent of certified educators who were staffed in a certified educator position in the district in 2022-23 but were not staffed in a certified educator position in the district in 2023-24.

Note: See Appendix A for exit reasons.

Instruction and Resources

Students with Disabilities Spending 80% or Greater Time with Nondisabled Peers

Disability	Count	Rate (%)
Autism	*	*
Emotional Disability	0	0
Intellectual Disability	0	0
Learning Disability	32	64.0
Other Health Impairment	20	76.9
Other Disabilities	*	*
Speech/Language Impairment	12	*
All Disabilities - District	76	63.9
All Disabilities - State		68.0

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 Disability

Disability	District Count	District Rate (%)	State Rate (%)
Autism	23	2.5	2.9
Emotional Disability	*	*	1.1
Intellectual Disability	*	*	0.6
Learning Disability	50	5.5	6.5
Other Health Impairment	26	2.8	3.6
Other Disabilities	*	*	1.1
Speech/Language Impairment	18	2.0	2.0
All Disabilities	124	13.5	17.8

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

Classroom Setting	District Count	District Rate (%)	State Rate (%)
Public Schools in Other Districts	*	*	8.2
Private Schools or Other Settings	*	*	4.5

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: 2023-24

Expenditure	District Total (\$)	District Per Pupil (\$)	State Per Pupil (\$)
Instruction	\$15,584,161	\$15,339	\$13,471
Support services - students	\$2,030,138	\$2,028	\$1,826
Support services - instruction	\$1,110,076	\$1,109	\$972
Support services - general administration	\$1,007,175	\$1,006	\$568
Support services - school based administration	\$2,219,836	\$2,218	\$1,274
Central and other support services	\$806,591	\$806	\$761
Operation and maintenance of plant	\$2,265,480	\$2,263	\$2,125
Student transportation services	\$1,279,410	\$1,283	\$1,695
Food services	\$19,672	\$20	\$10
Enterprise operations	\$77,578	\$78	\$219
Total	\$26,400,119	\$25,984	\$22,054

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

Special Education Expenditures: 2023-24

Expenditure	District Total (\$)	District Percent (%)	State Percent (%)
Teacher Salaries	\$1,413,263	34.9	26.4
Instructional Aide Salaries	\$903,424	22.3	10.1
Other Salaries	\$308,661	7.6	10.5
Employee Benefits	\$728,939	18.0	13.3
Purchased Services Other Than Transportation	\$296,833	7.3	6.8
Special Education Tuition	\$215,846	5.3	22.8
Supplies	\$25,453	0.6	0.6
Property Services	\$270	0.0	0.4
Purchased Services For Transportation	\$147,318	3.6	8.7
Equipment	\$3,040	0.1	0.2
All Other Expenditures	\$2,520	0.1	0.1
Total	\$4,045,567	100.0	100.0

Percent of Total Expenditures Used for Special Education: 2023-24

Level	Percent (%)
District	15.3
State	25.7

Expenditures by Revenue Source: 2023-24

Revenue Source	Percent of Total (%) Excluding School Construction
Local	70.1
State	26.9
Federal	2.9
Tuition & Other	0.2

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).

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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., English Language Arts(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.

Student Group	ELA Count	ELA DPI	Math Count	Math DPI	Science Count	Science DPI
American Indian or Alaska Native	*	*	*	*	0	N/A
Asian	65	89.2	65	91.4	21	89.7
Black or African American	23	67.6	23	66.5	12	*
Hispanic or Latino of any race	120	64.7	119	60.1	45	65.0
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	*	*	*	*	8	*
White	378	77.9	377	73.9	123	80.4
English Learners/Multilingual Learners	51	66.0	51	67.0	16	*
Non-English Learners/Non-Multilingual Learners	557	77.3	555	73.6	193	78.5
Eligible for Free or Reduced-Price Meals	178	63.1	177	60.8	52	59.0
Not Eligible for Free or Reduced-Price Meals	430	81.8	429	78.1	157	84.7
Students with Disabilities	92	52.2	91	45.1	29	54.0
Students without Disabilities	516	80.6	515	78.0	180	82.2
High Needs	243	63.8	242	60.6	74	63.2
Non-High Needs	365	84.7	364	81.3	135	86.5
All Students - District	608	76.3	606	73.1	209	78.3

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

Year	Subject	Grade	CT	National Public
2024	Reading	4	36%	30%
2024	Reading	8	35%	29%
2024	Math	4	42%	39%
2024	Math	8	32%	27%

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. Performance on NAEP by student group is available at <https://tinyurl.com/CTNAEP2024>

Physical Fitness Tests: Percent of Students Reaching Health Standard

Test	Grade 4 Percent (%)	Grade 6 Percent (%)	Grade 8 Percent (%)	HS Percent (%)	All Tested Grades Count	All Tested Grades Percent (%)
Sit & Reach	85.0	85.1	90.4	N/A	316	87.0
Curl Up	83.2	83.0	86.0	N/A	315	84.1
Push Up	80.4	78.5	82.5	N/A	314	80.6
Mile Run/PACER	62.6	89.9	70.2	N/A	310	73.2
All Tests - District	50.5	62.9	61.8	N/A	306	58.2
All Tests - State	55.8	51.4	46.0	43.6		49.0

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.

Note: Only students assessed in all four areas are included in the All Tests 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	Student Group	Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	76.3	75	50.0	50	100.0	64.7
ELA Performance Index	High Needs Students	63.8	75	42.5	50	85.1	54.9
Math Performance Index	All Students	73.1	75	48.7	50	97.4	61.1
Math Performance Index	High Needs Students	60.6	75	40.4	50	80.8	50.6
Science Performance Index	All Students	78.3	75	50.0	50	100.0	62.6
Science Performance Index	High Needs Students	63.2	75	42.1	50	84.3	52.1
ELA Academic Growth	All Students	70.7%	100%	70.7	100	70.7	60.6%
ELA Academic Growth	High Needs Students	65.3%	100%	65.3	100	65.3	55.7%
Math Academic Growth	All Students	70.9%	100%	70.9	100	70.9	62.3%
Math Academic Growth	High Needs Students	61.6%	100%	61.6	100	61.6	55.9%
Progress Toward English Proficiency	Literacy	84.0%	100%	42.0	50	84.0	58.7%
Progress Toward English Proficiency	Oral	79.5%	100%	39.7	50	79.5	55.7%
Chronic Absenteeism	All Students	7.5%	<=5%	44.9	50	89.9	17.2%
Chronic Absenteeism	High Needs Students	12.1%	<=5%	35.9	50	71.7	24.8%
% Taking CCR Courses	All Students	.	75%	.	.	.	92.4%
% Meeting CCR Benchmark	All Students	.	75%	.	.	.	47.2%
On-track to High School Graduation	All Students	92.1%	94%	49.0	50	98.0	85.9%
4-year Graduation Rate (2024 Cohort)	All Students	.	94%	.	.	.	88.9%
6-year Graduation Rate (2022 Cohort)	High Needs Students	.	94%	.	.	.	87.3%
Postsecondary Entrance (Class of 2024)	All Students	.	75%	.	.	.	67.0%
Physical Fitness % Meeting Health Standard	All Students	58.2%	75%	38.8	50	77.6	49.0%
Arts Access	All Students	.	60%	.	.	.	55.1%
Accountability Index				792.6	1000	79.3	

Physical Fitness Estimated Participation Rate - District: 95.4% | State: 95.6%

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 Indicator	Non-High Needs Rate	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev	Is Gap an Outlier?
ELA Performance Index Gap	75.0	63.8	11.2	16.9	N
Math Performance Index Gap	75.0	60.6	14.4	18.4	N
Science Performance Index Gap	75.0	63.2	11.8	18.2	N
Graduation Rate Gap	.	.	.	.	

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.

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 (%)
ELA	All Students	98.9
ELA	High Needs Students	99.2
Math	All Students	98.6
Math	High Needs Students	98.9
Science	All Students	100.0
Science	High Needs Students	100.0

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: 50.2**

Supporting Resources: <https://public-edsight.ct.gov/Overview/Next-Generation-Accountability-Dashboard#related-links>

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Narratives

School District Improvement Plans and Parental Outreach Activities

Mansfield Public Schools has completed the fourth 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. Data literacy, aligned assessments, and student portfolios allow for educators to best understand the profile of a Mansfield learner. For students who need additional support, direct intervention and specialized instruction is provided through Multi-Tiered Systems of Support (MTSS). Attention to developing social, emotional, and behavioral skills is provided both through classroom instruction and by school counselors, social workers, psychologists, behavior technicians, and in partnership with Youth Services. This work includes truancy prevention and promoting school daily attendance. 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 conversations and celebrations 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 and 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. 29 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.

Work to provide professional learning supports our first core belief, "Lead with Equity." We have started to translate key documents in multiple languages, provide online translation services through the Language Line, and have submitted a Diversifying Workforce plan to ensure our staff reflects the diversity of our community and students. Mansfield has increased the diversity of new hires through recruitment efforts and work with our local university partners. Finally, we are using shared readings, coaches, and opportunities to increase culturally responsive teaching within our schools.

We have continued to work with outside agencies such as the Mansfield Human Rights Commission and the Witness Stone Project. Our relationship with a school in Upper Saxony, Germany has also continued for more than 25 years that includes alternating years of hosting/traveling for students interested 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.

Finally, 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 district leaders to reflect the needs of our students and staff. Each budget is unique and changes annually based on enrollment, program development, and needs. In recent years, enrollment has decreased, but innovation and supporting high quality services have remained the same. 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 and reflect a core belief to “Grow Educators.” Mansfield continues to support teacher leadership through service, participation in local, state, and national conferences, and to provide opportunities to take on additional responsibilities. Multiple pathways for advanced studies, heterogeneous classes, a robust MTSS intervention plan, and school wide enrichment ensure that all children have equitable access to curriculum. Schools offer robust extra-curricular activities and clubs that include sports, drama, math, history, and science/STEM.

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Appendix A

2023-24 Exit Reasons for Certified Educators

Exit reasons are reported by districts in the Educator Data System (EDS) based on the information provided by exiting educators.

Exit Reason	District Count	District Percent (%)	State Percent (%)
Another Profession	0	0.0	2.1
Deceased	0	0.0	0.5
District/School Shut Down	0	0.0	0.0
Moved Out of State	1	12.5	2.2
Personal Reasons	0	0.0	6.7
Position Eliminated or Expired	0	0.0	9.8
Position Filled Permanently	0	0.0	0.1
Resigned (no reason given)	0	0.0	32.0
Retired	4	50.0	23.7
Teach/Admin in Other CT Dist	3	37.5	18.0
Teach/Admin in CT Nonpublic School	0	0.0	0.1
Teach/Admin Out-of-State (public or private)	0	0.0	1.3
Terminated	0	0.0	1.2
Took Job Related To Education	0	0.0	2.3
TOTAL	8		

Please note that the exit counts above are for educators leaving the district. This differs from the counts in the attrition table where individuals may still be employed in the district but in non-teaching or non-certified educator roles.