

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2017–18



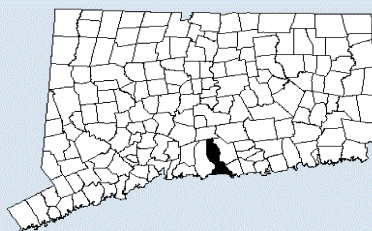
Madison School District

Mr. Thomas Scarice, Superintendent • 203-245-6300 • www.madison.k12.ct.us

District Information

Grade Range	PK-12
Number of Schools/Programs	7
Enrollment	2,835
Per Pupil Expenditures ¹	\$18,837
Total Expenditures ¹	\$55,173,625

¹Expenditure data reflect the 2016-17 year.



Community Information

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

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Notes

Unless otherwise noted, all data are for 2017-18 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, 2017 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	*	*	48.4
Male	1,495	52.7	51.6
American Indian or Alaska Native	*	*	0.3
Asian	111	3.9	5.1
Black or African American	18	0.6	12.8
Hispanic or Latino	130	4.6	24.8
Pacific Islander	*	*	0.1
Two or More Races	92	3.2	3.3
White	2,478	87.4	53.6
English Learners	28	1.0	7.2
Eligible for Free or Reduced-Price Meals	122	4.3	36.7
Students with Disabilities ¹	391	13.8	14.8

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	27	2.0	12	0.9
Male	41	2.8	39	2.6
Black or African American	*	*	*	*
Hispanic or Latino	6	4.5	*	*
White	60	2.5	40	1.6
English Learners	*	*	0	0.0
Eligible for Free or Reduced-Price Meals	9	7.8	11	8.2
Students with Disabilities	25	6.5	20	4.5
District	68	2.4	51	1.8
State		10.7		6.8

Number of students in 2016-17 qualified as truant under state statute: Fewer than 6

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.

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Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	212.1
Paraprofessional Instructional Assistants	42.7
Special Education	
Teachers and Instructors	39.2
Paraprofessional Instructional Assistants	88.0
Administrators, Coordinators and Department Chairs	
District Central Office	4.6
School Level	17.5
Library/Media	
Specialists (Certified)	5.8
Support Staff	7.0
Instructional Specialists Who Support Teachers	14.0
Counselors, Social Workers and School Psychologists	19.2
School Nurses	7.0
Other Staff Providing Non-Instructional Services/Support	178.8

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	0	0.0	0.1
Asian	3	0.9	1.1
Black or African American	1	0.3	3.7
Hispanic or Latino	7	2.2	3.7
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	310	96.6	91.0

Classroom Teacher Attendance: 2016-17

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	9.0	10.5

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School²

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	*	*
Hispanic or Latino	11	*	10	*
White	192	82.8	261	97.8
English Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	8	*	12	*
Students with Disabilities	21	72.4	33	82.5
District	224	83.0	292	97.7
State		69.3		80.1

²College-and-Career-Readiness Courses include Advanced Placement®(AP), International Baccalaureate®(IB), Career and Technical Education(CTE), workplace experience and dual enrollment courses.

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers³

	Count	Rate (%)
Autism	34	63.0
Emotional Disturbance	10	41.7
Intellectual Disability	*	*
Learning Disability	139	95.9
Other Health Impairment	76	85.4
Other Disabilities	*	*
Speech/Language Impairment	29	96.7
District	295	80.6
State		68.6

³Ages 6-21

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	55	2.0	1.8
Emotional Disturbance	24	0.9	1.1
Intellectual Disability	14	0.5	0.5
Learning Disability	146	5.2	5.2
Other Health Impairment	89	3.2	3.1
Other Disabilities	16	0.6	1.1
Speech/Language Impairment	31	1.1	1.8
All Disabilities	375	13.4	14.5

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	9	2.4	8.3
Private Schools or Other Settings	15	4.0	5.2

²Grades K-12

Overall Expenditures:³ 2016-17

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	29,965,555	10,224	9,847
Instructional Supplies and Equipment	1,015,331	346	287
Improvement of Instruction and Educational Media Services	2,781,429	949	589
Student Support Services	5,045,576	1,721	1,120
Administration and Support Services	4,250,842	1,450	1,905
Plant Operation and Maintenance	5,408,439	1,845	1,648
Transportation	3,444,215	1,163	904
Costs of Students Tuitioned Out	1,817,263	N/A	N/A
Other	1,444,975	493	208
Total	55,173,625	18,837	16,535

Additional Expenditures

Land, Buildings, and Debt Service	2,650,585	904	1,393
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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: 2016-17

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	4,084,423	33.8	33.8
Noncertified Personnel	2,374,002	19.6	14.5
Purchased Services	685,523	5.7	5.5
Tuition to Other Schools	1,760,863	14.6	23.4
Special Ed. Transportation	1,351,950	11.2	8.7
Other Expenditures	1,841,549	15.2	14.1
Total Expenditures	12,098,310	100.0	100.0

Expenditures by Revenue Source:⁴ 2016-17

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	95.8	95.8
State	2.4	2.3
Federal	1.3	1.4
Tuition & Other	0.5	0.5

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).

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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.

The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

	English Language Arts(ELA)		Math	
	Count	DPI	Count	DPI
American Indian or Alaska Native	*	*	*	*
Asian	48	81.4	48	83.4
Black or African American	*	*	*	*
Hispanic or Latino	62	69.4	62	66.0
Native Hawaiian or Other Pacific Islander	*	*	*	*
Two or More Races	55	79.7	55	75.3
White	1115	73.4	1113	71.4
English Learners	17	*	17	*
Non-English Learners	1272	73.8	1270	71.9
Eligible for Free or Reduced-Price Meals	58	67.5	57	65.9
Not Eligible for Free or Reduced-Price Meals	1231	73.9	1230	72.0
Students with Disabilities	180	56.5	180	52.9
Students without Disabilities	1109	76.4	1107	74.8
High Needs	230	59.9	229	56.9
Non-High Needs	1059	76.6	1058	74.9
District	1289	73.6	1287	71.7

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

	NAEP 2017		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	43%	44%	50%
National Public	35%	35%	36%
MATH			
Connecticut	40%	36%	32%
National Public	40%	33%	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	HS	Count	Rate (%)
Sit & Reach	83.6	78.8	73.2	93.7	846	82.6
Curl Up	84.2	89.6	89.7	89.1	846	88.3
Push Up	83.6	75.5	77.5	84.5	846	80.3
Mile Run/PACER	83.1	89.6	85.4	78.2	846	83.9
All Tests - District	61.7	59.0	53.1	67.6	846	60.5
All Tests - State	53.2	51.4	50.5	45.6		50.1

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.

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Cohort Graduation: Four-Year¹

	2016-17	
	Cohort Count ²	Rate (%)
Black or African American	6	*
Hispanic or Latino	11	*
English Learners	*	*
Eligible for Free or Reduced-Price Meals	19	*
Students with Disabilities	41	82.9
District	304	97.7
State		87.9

¹The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years.

²Cohort count includes all students in the cohort as of the end of the 2016-17 school year.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam³

	Participation ⁴	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	99.6	221	78.6
Male	*	*	*
Black or African American	*	*	*
Hispanic or Latino	95.8	11	45.8
White	99.0	384	77.0
English Learners	*	*	*
Eligible for Free or Reduced-Price Meals	95.2	10	47.6
Students with Disabilities	92.8	19	27.5
District	98.8	432	75.9
State	96.3		44.8

³College readiness exams and benchmark scores are as follows:

- SAT® - meets benchmark score on SAT, Revised SAT or Connecticut School Day SAT
- ACT® - meets benchmark score on 3 of 4 exams (benchmark score varies by subject)
- AP® - 3 or higher on any one AP® exam
- IB® - 4 or higher on any one IB® exam
- Smarter Balanced - Level 3 or higher on both ELA and math

⁴Participation Rate equals the number of test-takers in 11th and 12th grade divided by the number of students enrolled in those grades, as a percent.

Sources:

SAT® and AP® statistics derived from data provided by the College Board.

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ACT® statistics derived from data provided by ACT, Inc.

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IB® statistics derived from data provided by the International Baccalaureate Organization.

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College Entrance and Persistence

	Class of 2017	Class of 2016
	Entrance ⁵	Persistence ⁶
	Rate (%)	Rate (%)
Female	89.7	95.5
Male	82.6	93.2
Black or African American	*	*
Hispanic or Latino	*	*
White	88.6	94.6
English Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	*	*
Students with Disabilities	66.7	77.3
District	85.9	94.3
State	70.9	88.3

⁵College entrance refers to the percent of high school graduates from the year who enrolled in college any time during the first year after high school.

⁶College persistence refers to the percent of students who enrolled in college the first year after high school and returned for a second year (Freshman to Sophomore persistence).

Source: National Student Clearinghouse

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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. The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	73.6	75	49.1	50	98.2	67.6
	High Needs Students	59.9	75	39.9	50	79.8	57.5
Math Performance Index	All Students	71.7	75	47.8	50	95.6	62.7
	High Needs Students	56.9	75	37.9	50	75.8	52.0
ELA Academic Growth	All Students	52.7%	100%	52.7	100	52.7	60.7%
	High Needs Students	44.3%	100%	44.3	100	44.3	55.6%
Math Academic Growth	All Students	62.0%	100%	62.0	100	62.0	61.9%
	High Needs Students	58.2%	100%	58.2	100	58.2	55.4%
Chronic Absenteeism	All Students	2.4%	<=5%	50.0	50	100.0	10.7%
	High Needs Students	6.1%	<=5%	47.8	50	95.6	16.6%
Preparation for CCR	% Taking Courses	90.7%	75%	50.0	50	100.0	74.8%
	% Passing Exams	75.9%	75%	50.0	50	100.0	44.8%
On-track to High School Graduation		99.6%	94%	50.0	50	100.0	87.5%
4-year Graduation All Students (2017 Cohort)		97.7%	94%	100.0	100	100.0	87.9%
6-year Graduation - High Needs Students (2015 Cohort)		100.0%	94%	100.0	100	100.0	81.8%
Postsecondary Entrance (Class of 2017)		85.9%	75%	100.0	100	100.0	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		93.3% 60.5%	75%	40.3	50	80.7	96.6% 50.1%
Arts Access		68.2%	60%	50.0	50	100.0	51.2%
Accountability Index				1030.1	1250	82.4	

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	59.9	15.1	15.9	
Math Performance Index Gap	74.9	56.9	18.1	18.2	
Science Performance Index Gap	.	N/A	.	.	
Graduation Rate Gap	94.0%	100.0%	-6.0%	12.7%	N

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	89.9
	High Needs Students	85.5
Math	All Students	89.8
	High Needs Students	85.1
Science	All Students	89.6
	High Needs Students	78.9

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: 60.1

State: 51.5

Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement: comprehensive documentation and supports](#)

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Narratives

School District Improvement Plans and Parental Outreach Activities

The Madison Board of Education approved the mission guiding the district's efforts to prepare all learners to make a unique, positive contribution in a complex, global society. Posted on the district website is the Madison Public Schools Vision for a 21st Century Education: efforts in the district are focused on a systemic approach to operationalizing this work. Student growth is not only valued by the work within content, but concurrently on developing fifteen targeted student outcomes in the areas of critical thinking, creative thinking, communication and collaboration, self-direction, and global thinking. This requires teaching and learning to reach beyond standardized test scores as the measure of progress to commit to work that will lead to the development of all learners in these five critical areas. The district systems are aligned to value and support the work we set out to accomplish: evaluation systems; budget priorities; building space; professional development; construction of curriculum and assessments are all built for a coherent approach to realization of the vision. The district continues to show strong accomplishments as indicated by state and/or national program recognitions for athletics, the arts, technology, and scholarships. Students and teachers are recognized leaders among peers. Teachers are recognized by contributions to their profession. Students are celebrated for achievements including acts of kindness, performance, and student leadership. Madison Public Schools offers a trimester schedule in the high school that enables students to pursue interests as well as academic requirements. Daniel Hand High School Program of Studies includes AP/University of Connecticut ECE credits in courses like Spanish 6 - Honors or European History, while electives live vivaciously in a broad range of content areas ranging from Biotechnology to Boat Building. Students can use technology in schools issued to each student in Grade 9, or bring their own device. The Workshop Model, K-10, gives students the ability to read material they find exciting and relevant while growing their understanding of literature. Students are given feedback for their attainment of both district and self-identified learning goals. Supports in the form of academic interventions are identified through a variety of indicators, and at the high school, students can find core academic support in study periods. Programs are also developed to reduce youth aggression/bullying, substance abuse, safe school climates, and healthy choices. All staff members participate in professional development throughout the year. Madison has a range of services and supports and maintains a close working relationship with town and regional agencies. The superintendent meets regularly with the public at the local library to discuss any issues of interest/concern. Board of Education meetings are televised. Public sessions and an active website are available for community topics of interest such as re-visioning the district, building utilization studies, and documentaries. Parents and guardians are continually kept informed of student progress through portals in the middle and high schools and by newsletters in the elementary buildings. Elementary parents have fall and spring conferences, in addition to regular written reporting and contact.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Madison Public Schools are committed to developing appreciation for, and understanding of various racial, ethnic and economic groups in our society and world. Students are being prepared to learn, work and live as responsible, productive members of a diverse global society. Cultural competencies are experienced through curricular units. These units explore aspects of group communications, actions, customs, beliefs, values, which are experienced in a global society. Madison Public Schools has an active district-wide committee of forty people who examine research against district practices to inform program selections, curriculum and systems to support the needs of the whole child. Madison schools respect diversity, build capacity for cultural self-assessment, and are conscious of the dynamics inherent when cultures interact. To institutionalize cultural knowledge, staff members have developed adaptations to the service delivery of instruction reflecting an understanding of diversity between and within cultures. In addition to special programs and speakers, there are teacher and student exchange programs, interscholastic programs, international travel opportunities and outreach programs. Educators incorporate learning activities to celebrate diversity in curriculum and instruction, as well as at school events. We require our students to engage in global issues, take multiple perspectives and develop citizenship. One of our departments, with a strong focus on diversity (racial, ethnic, economic and diversity of thought), is World Language which has expanded in the past three years making it possible for the Spanish program to start as early as Kindergarten. Mandarin Chinese now includes a level 4 Honors and Advanced Placement. Madison Public Schools is a participating district in fifteen inter-district magnet schools and five inter-district projects designed to reduce racial, ethnic and economic isolation. Administrators, counselors and teachers work with staff members of the inter-district magnet schools to facilitate opportunities for students to learn with students from cultures different than their own. Programs and grants that grow out of these partnerships allow us to expand these opportunities beyond the confines of our schools.

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Equitable Allocation of Resources among District Schools

The budget development process for Madison Public Schools begins with enrollment projections for each school as a basis for the per student allocation required to support student instruction, including instructional supplies. An allocation formula is used so that elementary and middle schools have comparable resources while recognizing that the high school needs more costly equipment and specialized supplies. Each school cost center is allocated comparable funding to support salaries, staff development, maintenance, utilities and the like. Analyses include audits, review of instructional versus non-instructional costs, study of budgeted versus actual expenditures, impact on facilities. Budgeting further supports district equity with the delivery of a guaranteed curriculum for every discipline based on standards and a specific design to support 21st century learning. The departmental budgets are reviewed to ensure that they correspond with the requirements of statutes, educational goals, district policies and priorities, and collective bargaining agreements. All state or federal funding received by the district is distributed according to the guidelines and regulations.