

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2015–16



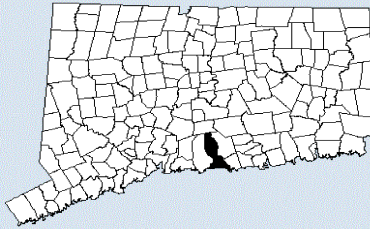
Madison School District

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

District Information

Grade Range	PK-12
Number of Schools/Programs	7
Enrollment	3,027
Per Pupil Expenditures ¹	\$16,637
Total Expenditures ¹	\$52,654,742

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)

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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

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	1,435	47.4	48.3
Male	1,592	52.6	51.6
American Indian or Alaska Native	*	*	0.2
Asian	116	3.8	4.9
Black or African American	21	0.7	12.8
Hispanic or Latino	109	3.6	23.0
Pacific Islander	*	*	0.0
Two or More Races	88	2.9	2.7
White	2,684	88.7	55.9
English Learners	15	0.5	6.4
Eligible for Free or Reduced-Price Meals	133	4.4	38.0
Students with Disabilities ¹	371	12.3	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	29	2.0	16	1.1
Male	28	1.8	38	2.4
Black or African American	0	0.0	*	*
Hispanic or Latino	*	*	*	*
White	51	1.9	46	1.7
English Learners	0	*	0	*
Eligible for Free or Reduced-Price Meals	6	4.8	6	4.2
Students with Disabilities	20	5.2	16	3.6
District	57	1.9	54	1.8
State		9.6		7.0

Number of students in 2014-15 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	212.6
Paraprofessional Instructional Assistants	41.8
Special Education	
Teachers and Instructors	37.2
Paraprofessional Instructional Assistants	80.5
Administrators, Coordinators and Department Chairs	
District Central Office	6.0
School Level	16.0
Library/Media	
Specialists (Certified)	6.0
Support Staff	7.0
Instructional Specialists Who Support Teachers	15.2
Counselors, Social Workers and School Psychologists	19.0
School Nurses	7.0
Other Staff Providing Non-Instructional Services/Support	156.0

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	4	1.3	1.0
Black or African American	1	0.3	3.5
Hispanic or Latino	7	2.2	3.5
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	308	96.3	91.7

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
District	100.0
District Poverty Quartile: Low	
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	8.4	9.4

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School³

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	6	*	*	*
Hispanic or Latino	8	*	9	*
White	258	95.6	272	98.9
English Learners	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	10	*	16	*
Students with Disabilities	29	82.9	27	87.1
District	288	95.4	298	98.3
State		61.2		73.9

³College-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 Peers⁴

	Count	Rate (%)
Autism	30	65.2
Emotional Disturbance	9	*
Intellectual Disability	*	*
Learning Disability	128	94.8
Other Health Impairment	95	92.2
Other Disabilities	*	*
Speech/Language Impairment	22	91.7
District	290	84.5
State		68.8

⁴Ages 6-21

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	48	1.6	1.6
Emotional Disturbance	16	0.5	1.0
Intellectual Disability	9	0.3	0.5
Learning Disability	136	4.5	4.6
Other Health Impairment	103	3.4	2.8
Other Disabilities	14	0.5	1.0
Speech/Language Impairment	28	0.9	1.9
All Disabilities	354	11.8	13.4

¹Grades K-12

Overall Expenditures:³ 2014-15

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	28,307,267	8,955	9,387
Instructional Supplies and Equipment	1,022,589	324	318
Improvement of Instruction and Educational Media Services	2,570,372	813	541
Student Support Services	4,250,157	1,345	1,048
Administration and Support Services	4,027,412	1,274	1,790
Plant Operation and Maintenance	5,825,125	1,843	1,608
Transportation	3,439,856	1,076	845
Costs of Students Tuitioned Out	1,720,777	N/A	N/A
Other	1,491,187	472	194
Total	52,654,742	16,637	15,762

Additional Expenditures

Land, Buildings, and Debt Service	3,353,822	1,061	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		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	3,677,619	33.4	35.1
Noncertified Personnel	1,971,208	17.9	14.5
Purchased Services	763,769	6.9	5.5
Tuition to Other Schools	1,656,705	15.0	21.6
Special Ed. Transportation	1,255,759	11.4	8.3
Other Expenditures	1,687,657	15.3	15.0
Total Expenditures	11,012,717	100.0	100.0

Expenditures by Revenue Source:⁴

2014-15

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	93.4	93.0
State	4.7	5.0
Federal	1.4	1.5
Tuition & Other	0.5	0.6

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.

	English Language Arts(ELA)		Math		Science	
	Count	DPI	Count	DPI	Count	DPI
American Indian or Alaska Native	*	*	*	*	*	*
Asian	62	82.5	62	83.7	31	73.6
Black or African American	12	*	12	*	*	*
Hispanic or Latino	50	70.5	50	70.4	24	55.9
Native Hawaiian or Other Pacific Islander	*	*	*	*	0	N/A
Two or More Races	50	83.3	50	77.6	23	68.4
White	1317	75.1	1310	70.8	661	65.4
English Learners	11	*	11	*	*	*
Non-English Learners	1486	75.5	1479	71.5	*	*
Eligible for Free or Reduced-Price Meals	58	65.4	58	65.4	33	61.6
Not Eligible for Free or Reduced-Price Meals	1439	75.8	1432	71.7	712	65.7
Students with Disabilities	205	58.6	203	53.2	99	51.3
Students without Disabilities	1292	78.1	1287	74.4	646	67.7
High Needs	256	61.1	254	56.9	126	54.2
Non-High Needs	1241	78.3	1236	74.5	619	67.8
District	1497	75.4	1490	71.5	745	65.5

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	84.2	83.7	78.8	89.4	953	84.1
Curl Up	88.9	87.5	92.7	86.2	953	88.9
Push Up	71.6	75.0	74.0	81.6	953	76.0
Mile Run/PACER	87.4	86.1	86.1	77.7	953	83.8
All Tests - District	57.9	60.6	60.4	59.2	953	59.6
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.

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Cohort Graduation: Four-Year¹

	2014-15				2015-16
	Cohort Count ²	Rate (%)	Target ³ (%)	Target Achieved	Target ³ (%)
Black or African American	*	*	.		.
Hispanic or Latino	*	*	.		.
English Learners	0	0	.		.
Eligible for Free or Reduced-Price Meals	22	95.5	.		.
Students with Disabilities	41	95.1	84.6	Yes	85.8
District	309	98.7	94.0	Yes	94.0
State ⁴		87.2			

¹The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years. Statewide, district and school results for cohorts of 2010 through 2014 are [available online](#).

²Cohort count includes all students in the cohort as of the end of the 2014-15 school year.

³Targets are calculated when there are at least 20 students in a cohort in the base year (i.e., 2010-11).

⁴Targets are not displayed at the state level.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam⁵

	Participation ⁶	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	99.0	216	75.0
Male	98.7	224	70.7
Black or African American	*	7	*
Hispanic or Latino	*	9	*
White	99.1	397	72.8
English Learners	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	100.0	15	53.6
Students with Disabilities	86.4	*	*
District	98.8	440	72.7
State	95.6		40.7

⁵College 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

⁶Participation 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 2015	Class of 2014
	Entrance ⁷	Persistence ⁸
	Rate (%)	Rate (%)
Female	88.2	98.6
Male	85.0	94.4
Black or African American	*	*
Hispanic or Latino	*	*
White	86.5	97.2
English Learners	*	*
Eligible for Free or Reduced-Price Meals	66.7	95.0
Students with Disabilities	76.9	89.7
District	86.6	96.7
State	71.9	88.3

⁷College 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.

⁸College 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

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	75.4	75	50.0	50	100.0	67.7
	High Needs Students	61.1	75	40.7	50	81.4	56.7
Math Performance Index	All Students	71.5	75	47.7	50	95.3	61.4
	High Needs Students	56.9	75	38.0	50	75.9	49.9
Science Performance Index	All Students	65.5	75	43.7	50	87.4	57.5
	High Needs Students	54.2	75	36.2	50	72.3	47.0
ELA Academic Growth	All Students	54.6%	100%	54.6	100	54.6	63.8%
	High Needs Students	46.9%	100%	46.9	100	46.9	58.3%
Math Academic Growth	All Students	59.4%	100%	59.4	100	59.4	65.0%
	High Needs Students	48.5%	100%	48.5	100	48.5	57.4%
Chronic Absenteeism	All Students	1.9%	<=5%	50.0	50	100.0	9.6%
	High Needs Students	4.9%	<=5%	50.0	50	100.0	15.6%
Preparation for CCR	% Taking Courses	96.9%	75%	50.0	50	100.0	67.6%
	% Passing Exams	72.7%	75%	48.5	50	97.0	40.7%
On-track to High School Graduation		99.6%	94%	50.0	50	100.0	85.1%
4-year Graduation All Students (2015 Cohort)		98.7%	94%	100.0	100	100.0	87.2%
6-year Graduation - High Needs Students (2013 Cohort)		100.0%	94%	100.0	100	100.0	78.6%
Postsecondary Entrance (Class of 2015)		86.6%	75%	100.0	100	100.0	71.9%
Physical Fitness (estimated part rate) and (fitness rate)		96.5% 59.6%	75%	39.7	50	79.5	89.2% 50.5%
Arts Access		70.9%	60%	50.0	50	100.0	47.5%
Accountability Index				1103.8	1350	81.8	

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	61.1	13.9	16.5	
Math Performance Index Gap	74.5	56.9	17.5	18.9	
Science Performance Index Gap	67.8	54.2	13.6	17.2	
Graduation Rate Gap	94.0%	100.0%	-6.0%	15.3%	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	91.8
	High Needs Students	87.6
Math	All Students	91.4
	High Needs Students	87.0
Science	All Students	96.0
	High Needs Students	87.2

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: 67.9

State: 51.4

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 discipline while students are celebrated for achievements ranging from "kindest kid in America" to student leadership endeavors. Madison Public Schools offers a trimester schedule in the high school that enables students to pursue passions 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 Forensic Science to Boat Building. Students can Bring Their Own Device to use wireless internet to broaden understanding about a topic or collaborate with peers. Reader's Workshop, K-8, gives students the ability to read material they find exciting and relevant while growing their understanding of literature. Student selection is extended to the high school where freshman delve deeply into book clubs. Supports for students are evolving as we continually study student information. Supports in the form of academic interventions are identified through a variety of indicators. Other programs are developed to reduce youth aggression/bullying, substance abuse, safe school climates, and healthy choices. Madison has a range of services and supports and maintains a close working relationship with town and regional agencies. The superintendent meets informally with the public regularly at the local library for a brown bag lunch to discuss any issues of interest/concern from the public. Board of Education meetings are televised. Public sessions are hosted 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. In addition to regular written reporting and contact, parents in the elementary schools have fall and spring conferences with their child's teacher.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Madison Public Schools are committed to fostering the 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. School staff helps students understand attitudes and positive behaviors that give them skills to increase cultural competencies and learn in cross-cultural situations. Madison practices cultural competencies to integrate the patterns of behavior that include thoughts, communications, actions, customs, beliefs, values, and the institutions or racial, ethnic, religious and social groups. This year, the Madison Public Schools dedicated funding to support the training and implementation of the responsive classroom model in all of our K-4 schools. In addition, we have a district-wide committee of 40 people who examine district practices that address the needs of the whole child and responsiveness to living in a global society. 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. 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.

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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 textbooks and 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 by school sites decentralizes decision-making, thus promoting school staff input and providing for expenditure choices to meet student needs in the various schools. The school-based 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.