

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2019–20

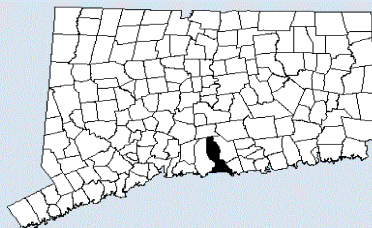


## Madison School District

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

### District Information

Grade Range	PK-12
Number of Schools/Programs	6
Enrollment	2,626
Per Pupil Expenditures <sup>1</sup>	\$21,098
Total Expenditures <sup>1</sup>	\$58,147,089

<sup>1</sup> Expenditure data reflect the 2018-19 school year.

### Community Information

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

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### Notes

Unless otherwise noted, all data are for 2019-20 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](http://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, or to ensure that statistics based on a very small sample size are not interpreted as equally representative as those based on a sufficiently larger sample size.

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

## Students

### October 1, 2019 Enrollment<sup>2</sup>

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	*	*	48.4
Male	1,396	53.2	51.6
American Indian or Alaska Native	*	*	0.3
Asian	101	3.8	5.2
Black or African American	15	0.6	12.7
Hispanic or Latino of any race	130	5.0	26.9
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	104	4.0	3.8
White	2,270	86.4	51.1
English Learners	37	1.4	8.3
Eligible for Free or Reduced-Price Meals	98	3.7	43.3
Students with Disabilities <sup>3</sup>	396	15.1	16.0

*NOTE: To protect student privacy, gender counts are suppressed (\*) when fewer than 6 students enrolled in the district identify as non-binary.*

<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	52	4.3	*	*
Male	56	4.1	*	*
Black or African American	0	*	0	*
Hispanic or Latino of any race	9	6.9	*	*
White	88	3.9	36	1.6
English Learners	*	*	0	0.0
Eligible for Free or Reduced-Price Meals	11	12.0	6	5.9
Students with Disabilities	26	6.8	12	2.7
District	108	4.2	39	1.5
State		12.2		4.9

**Number of students in 2018-19 qualified as truant under state statute: 7**

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

*NOTE: In the 2019-20 school year, due to the COVID-19 pandemic, in-person classes were cancelled in mid-March; all districts switched to fully remote instruction for the remainder of the school year. Chronic absenteeism calculations are based only on in-person school days.*

<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 2019-20

## Madison School District

### Educators

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

	FTE
<b>General Education</b>	
Teachers and Instructors	200.6
Paraprofessional Instructional Assistants	42.7
<b>Special Education</b>	
Teachers and Instructors	38.0
Paraprofessional Instructional Assistants	86.2
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	4.0
School Level	18.0
<b>Library/Media</b>	
Specialists (Certified)	4.6
Support Staff	6.0
Instructional Specialists Who Support Teachers	12.7
Counselors, Social Workers and School Psychologists	20.0
School Nurses	6.0
Other Staff Providing Non-Instructional Services/Support	161.0

<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

	Count	District Percent of Total (%)	State Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	2	0.7	1.2
Black or African American	1	0.3	4.0
Hispanic or Latino of any race	8	2.6	4.1
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.1
White	293	96.4	90.4

#### Classroom Teacher Attendance: 2018-19

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	9.1	10.4

### Instruction and Resources

#### 11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School<sup>2</sup>

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	*	*
Hispanic or Latino of any race	10	*	10	*
White	166	66.7	238	95.6
English Learners	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	7	*	11	*
Students with Disabilities	14	40.0	27	93.1
District	195	67.9	271	95.8
State		75.8		84.8

<sup>2</sup> College-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 Peers<sup>3</sup>

	Count	Rate (%)
Autism	28	56.0
Emotional Disturbance	19	63.3
Intellectual Disability	*	*
Learning Disability	151	95.0
Other Health Impairment	70	90.9
Other Disabilities	*	*
Speech/Language Impairment	25	100.0
District	301	82.9
State		67.8

<sup>3</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 2019-20

## Madison School District

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

	District		State
	Count	Rate (%)	Rate (%)
Autism	55	2.1	2.0
Emotional Disturbance	30	1.2	1.1
Intellectual Disability	12	0.5	0.5
Learning Disability	159	6.1	5.7
Other Health Impairment	78	3.0	3.3
Other Disabilities	17	0.7	1.1
Speech/Language Impairment	31	1.2	1.8
All Disabilities	382	14.7	15.6

<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	2.1	8.2
Private Schools or Other Settings	12	3.1	5.0

<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>: 2018-19

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$34,083,726	\$12,367	\$10,923
Support services - students	\$5,752,518	\$2,113	\$1,277
Support services - instruction	\$2,510,468	\$922	\$682
Support services - general administration	\$874,698	\$321	\$467
Support services - school based administration	\$2,922,849	\$1,074	\$1,021
Central and other support services	\$893,350	\$328	\$679
Operation and maintenance of plant	\$5,778,239	\$2,123	\$1,718
Student transportation services	\$3,786,097	\$1,742	\$1,288
Food services	\$260,223	\$96	\$12
Enterprise operations	\$1,219,369	\$448	\$163
Minor school construction	\$65,552	\$24	\$59
Total	\$58,147,089	\$21,098	\$17,629

<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: 2018-19

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$4,793,571	34.6	28.5
Instructional Aide Salaries	\$16,217	0.1	10.1
Other Salaries	\$1,929,813	13.9	11.1
Employee Benefits	\$1,938,341	14.0	13.0
Purchased Services Other Than Transportation	\$832,125	6.0	5.7
Special Education Tuition	\$2,693,649	19.4	22.5
Supplies	\$64,356	0.5	0.6
Property Services	.	.	0.3
Purchased Services For Transportation	\$1,584,299	11.4	8.0
Equipment	\$13,675	0.1	0.2
All Other Expenditures	.	.	0.1
Total	\$13,866,046	100.0	100.0
Percent of Total Expenditures Used for Special Education		23.8	24.6

### Expenditures by Revenue Source<sup>4</sup>: 2018-19

	Percent of Total (%) Excluding School Construction
Local	95.4
State	2.6
Federal	1.3
Tuition & Other	0.7

<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 2019-20 Madison 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.

*NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>*

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

	NAEP 2019		NAEP 2013
READING	Grade 4	Grade 8	Grade 12
Connecticut	40	41	50
National Public	34	32	36
MATH	Grade 4	Grade 8	Grade 12
Connecticut	45	39	32
National Public	40	33	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, [click here](#).

### Physical Fitness Tests: Students Reaching Health Standard

*NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>*

# District Profile and Performance Report for School Year 2019-20 Madison School District

## Cohort Graduation: Four-Year<sup>1</sup>

	2018-19	
	Cohort Count <sup>2</sup>	Rate (%)
Black or African American	*	*
Hispanic or Latino of any race	16	*
English Learners	*	*
Eligible for Free or Reduced-Price Meals	18	*
Students with Disabilities	32	84.4
District	268	98.1
State		88.5

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

<sup>2</sup> Cohort count includes all students in the cohort as of the end of the 2018-19 school year.

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

*NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-Waiver-Response.pdf>*

## College Entrance and Persistence

	Class of 2019	Class of 2018
	Entrance <sup>3</sup>	Persistence <sup>4</sup>
	Rate (%)	Rate (%)
Female	89.1	*
Male	*	94.7
Black or African American	*	*
Hispanic or Latino of any race	*	*
White	92.0	96.9
English Learners	*	*
Eligible for Free or Reduced-Price Meals	*	*
Students with Disabilities	81.5	100.0
District	89.0	96.4
State	71.5	87.5

<sup>3</sup> College 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.

<sup>4</sup> College 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

# District Profile and Performance Report for School Year 2019-20

## Madison 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.

*NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, a modified table is shown below. All indicators that were not calculated for the 2019-20 school year (including overall Accountability Index) have been excluded and columns that referenced points have also been removed to avoid confusion. For additional information, please view Connecticut's waiver response at:*

*<https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>*

Indicator		Index/Rate	Target	State Average Index/Rate
Progress Toward English Proficiency	Literacy	81.8%	100%	60.4%
	Oral	87.3%	100%	57.6%
Chronic Absenteeism	All Students	4.2%	<=5%	12.2%
	High Needs Students	7.1%	<=5%	18.0%
Preparation for CCR	% Taking Courses	81.8%	75%	80.4%
On-track to High School Graduation		100.0%	94%	88.4%
4-year Graduation All Students (2019 Cohort)		98.1%	94%	88.5%
6-year Graduation - High Needs Students (2017 Cohort)		96.4%	94%	84.5%
Postsecondary Entrance (Class of 2019)		89.0%	75%	71.5%
Arts Access		66.5%	60%	51.8%

*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>
Graduation Rate Gap	94.0%	96.4%	-2.4%	10.9%	N

<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.*

### 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.

*NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no SIMR data are available. For additional information, please view Connecticut's waiver response at:*

*<https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>*

#### Supporting Resources:

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement](#)

# District Profile and Performance Report for School Year 2019-20

## Madison School District

### Narratives

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

The Madison Public Schools (MPS) are driven to prepare all learners to make a unique, positive contribution in a complex, global society. In 2019-2020 the District focused on further developing curriculum and instructional approaches to encourage critical thinking and learning for all students. Educators continued the district's curriculum review cycle, implementing the revised CTE curriculum and started the revisions of visual arts curriculum reflecting new standards. At MPS, student growth is not only valued by the work within content, but concurrently on ten 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 ten critical areas. The district continues to show strong accomplishments as indicated by state and/or national program recognitions for athletics, the arts, technology, and scholarships. Teachers are recognized by contributions to their discipline while students are celebrated for achievements ranging from arts and athletics to student leadership and academic achievement. Schools monitored student attendance and involved parents in reducing chronic absenteeism. Absenteeism was closely monitored during distance learning in the spring to ensure all students remained engaged while remote learning. MPS has an in-house Effective School Solutions (ESS) program that actively works to support students who are identified as being at risk for chronic absenteeism.

MPS has an ongoing practice of inclusion for all students identified with special needs in order to meet a student's least restrictive learning environment. Supports in the form of academic interventions for all students 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 social/emotional well-being. All schools boast active parent organizations and 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, K-5 parents have fall and spring conferences.

#### 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.

There are dedicated pages on the website to the district approach to developing strong social emotional learning. 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. 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. The curriculum is posted on the district webpage with each content areas unit overviews detailed.

MPS 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 school.

# District Profile and Performance Report for School Year 2019-20

## Madison School District

### **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. 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. School-based budgets are reviewed ensuring they correspond with the requirements of statutes, educational goals, district policies and priorities, and collective bargaining agreements. All funding is distributed according to guidelines and regulations.