

STRATEGIC SCHOOL PROFILE 2008-09**Madison School District**

DAVID J. KLEIN, Superintendent
Telephone: (203) 245-6320

Location: 10 Campus Drive
Madison,
Connecticut

Website: www.madison.k12.ct.us

This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c) using data and narratives provided by the school district, testing services, or the US Census. Profiles and additional education data, including longitudinal data, are available on the internet at www.sde.ct.gov.

COMMUNITY DATA

County: New Haven	Per Capita Income in 2000: \$40,537
Town Population in 2000: 17,858	Percent of Adults without a High School Diploma in 2000*: 4.9%
1990-2000 Population Growth: 15.3%	Percent of Adults Who Were Not Fluent in English in 2000*: 0.7%
Number of Public Schools: 6	District Enrollment as % of Estimated. Student Population: 90.1%

*To view the Adult Education Program Profiles online, go to www.sde.ct.gov and click on Adult Education, then Reports.

District Reference Group (DRG): B DRG is a classification of districts whose students' families are similar in education, income, occupation, and need, and that have roughly similar enrollment. The Connecticut State Board of Education approved DRG classification for purposes of reporting data other than student performance.

STUDENT ENROLLMENT

Enrollment on October 1, 2008 3,709
5-Year Enrollment Change -0.6%

DISTRICT GRADE RANGE

Grade Range K-12

INDICATORS OF EDUCATIONAL NEED

Need Indicator	Number in District	Percent		
		District	DRG	State
Students Eligible for Free/Reduced-Price Meals	80	2.2	6.4	30.3
K-12 Students Who Are Not Fluent in English	10	0.3	2.2	5.2
Students Identified as Gifted and/or Talented*	100	2.7	6.6	4.0
PK-12 Students Receiving Special Education Services in District	347	9.4	10.2	11.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	194	97.0	91.3	79.7
Homeless	0	0.0	0.0	0.2
Juniors and Seniors Working 16 or More Hours Per Week	89	15.3	14.2	19.0

*0.0% of the identified gifted and/or talented students received services.

SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	9	0.2
Asian American	134	3.6
Black	34	0.9
Hispanic	49	1.3
White	3,483	93.9
Total Minority	226	6.1

Percent of Minority Professional Staff: 1.5%

Non-English Home Language: 1.6% of this district's students (excluding prekindergarten students) come from homes where English is not the primary language. The number of non-English home languages is 18.

EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

Below is the description submitted by this school of how it provides educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds.

Madison Public Schools are committed to fostering the understanding of various racial, ethnic, and economic groups in our society and world. Equity and respect among students is promoted through the learning experiences of the academic program as well as the extra-curricular and athletic programs. Since this is a district with a smaller minority population, Madison creates environments in which students can understand and appreciate diversity in the world around them. Our school leaders have a strong commitment to provide opportunities for students in order to make progress toward reducing racial, ethnic, and economic isolation in our schools. These experiences have increased their knowledge of diversity, appreciation of differences, and connections with cultures. School staff members help students understand attitudes and positive behaviors that give them the skills to increase cultural competencies and to 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 of racial, ethnic, religious, and social groups. The Madison Public School community respects diversity, builds capacity for cultural self-assessment, and is 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. Educators incorporate learning activities to celebrate diversity in curriculum and instruction as well as at school events. In addition to the special programs and holiday celebrations, there are teacher and student exchange programs, interscholastic programs and outreach programs.

Madison Public Schools is a participating district in thirteen interdistrict magnet schools and four interdistrict projects that are designed to reduce racial, ethnic and economic isolation. Madison students are educated in the multicultural settings. Administrators, counselors and teachers work with staff members of the interdistrict magnet schools and the interdistrict projects to facilitate opportunities for students to learn with students from cultures different than their own.

STUDENT PERFORMANCE

Connecticut Mastery Test, Fourth Generation, % Meeting State Goal. The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards.

Grade and CMT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal
Grade 3 Reading	81.3	54.6	95.0
Writing	88.2	62.5	98.1
Mathematics	85.8	62.8	91.2
Grade 4 Reading	83.9	60.7	90.8
Writing	86.4	64.2	97.0
Mathematics	86.0	63.6	89.0
Grade 5 Reading	85.9	66.0	87.6
Writing	88.6	66.5	95.7
Mathematics	87.7	68.8	88.9
Science	79.2	58.1	78.4
Grade 6 Reading	93.4	68.9	95.7
Writing	82.8	62.2	84.0
Mathematics	94.4	68.8	97.5
Grade 7 Reading	95.5	74.9	94.3
Writing	89.7	62.9	96.8
Mathematics	94.9	66.0	98.1
Grade 8 Reading	91.4	68.4	94.2
Writing	92.2	66.5	96.8
Mathematics	92.7	64.5	97.4
Science	87.5	60.6	92.3

These results reflect the performance of students with scoreable tests who were enrolled in the district at the time of testing, regardless of the length of time they were enrolled in the district. Results for fewer than 20 students are not presented.

For more detailed CMT results, go to www.ctreports.com.

To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."

Connecticut Academic Performance Test, Third Generation, % Meeting State Goal. The CAPT is administered to Grade 10 students. The Goal level is more demanding than the state Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. The following results reflect the performance of students with scoreable tests who were enrolled in the school at the time of testing, regardless of the length of time they were enrolled in the school. Results for fewer than 20 students are not presented.

CAPT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal
Reading Across the Disciplines	81.6	47.4	96.2
Writing Across the Disciplines	87.1	55.0	95.4
Mathematics	71.4	47.8	84.7
Science	73.5	42.8	94.7

For more detailed CAPT results, go to www.ctreports.com.

To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."

Physical Fitness. The assessment includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

Physical Fitness: % of Students Reaching Health Standard on All Four Tests	District	State	% of Districts in State with Equal or Lower Percent Reaching Standard
	53.8	36.2	91.6

SAT [®] I: Reasoning Test Class of 2008		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		94.6	74.5	
Average Score	Mathematics	578	507	93.8
	Critical Reading	557	503	93.0
	Writing	570	506	93.8

SAT[®] I. The lowest possible score on each SAT[®] I subtest is 200; the highest possible score is 800.

Graduation and Dropout Rates	District	State	% of Districts in State with Equal or Less Desirable Rates
Graduation Rate, Class of 2008	98.8	92.1	84.0
Cumulative Four-Year Dropout Rate for Class of 2008	0.9	6.6	84.7
2007-08 Annual Dropout Rate for Grade 9 through 12	0.2	2.5	89.8

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	94.6	84.1
% Employed (Civilian Employment and in Armed Services)	4.4	11.0

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of District Staff	
General Education	
Teachers and Instructors	244.10
Paraprofessional Instructional Assistants	49.06
Special Education	
Teachers and Instructors	34.20
Paraprofessional Instructional Assistants	47.32
Library/Media Specialists and/or Assistants	12.60
Staff Devoted to Adult Education	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	2.00
School Level	19.00
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	4.00
Counselors, Social Workers, and School Psychologists	17.20
School Nurses	6.00
Other Staff Providing Non-Instructional Services and Support	153.16

In the full-time equivalent (FTE) count, staff members working part-time in the school district are counted as a fraction of full-time. For example, a teacher who works half-time in the district contributes 0.50 to the district's staff count.

Teachers and Instructors	District	DRG	State
Average Years of Experience in Education	11.9	13.7	13.6
% with Master's Degree or Above	82.8	83.3	76.1

Average Class Size	District	DRG	State
Grade K	20.3	18.4	18.3
Grade 2	18.7	19.4	19.3
Grade 5	22.5	22.0	21.0
Grade 7	22.4	21.6	20.5
High School	21.3	20.0	19.3

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	1,038	991	988
Middle School	1,074	1,018	1,016
High School	1,016	977	1,007

*State law requires that at least 900 hours of instruction be offered to students in grade 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

Students Per Academic Computer	Dist	DRG	State
Elementary School*	4.5	3.4	3.3
Middle School	3.3	2.5	2.6
High School	2.8	2.9	2.4

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2007-08

Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources. DRG and state figures will not be comparable to the district if the school district does not teach both elementary and secondary students.

Expenditures All figures are unaudited.	Total (in 1000s)	Expenditures Per Pupil			
		District	PK-12 Districts	DRG	State
Instructional Staff and Services	\$23,496	\$6,234	\$7,521	\$7,233	\$7,522
Instructional Supplies and Equipment	\$1,219	\$324	\$267	\$245	\$271
Improvement of Instruction and Educational Media Services	\$1,813	\$481	\$461	\$461	\$446
Student Support Services	\$3,294	\$874	\$808	\$862	\$806
Administration and Support Services	\$3,577	\$949	\$1,351	\$1,342	\$1,369
Plant Operation and Maintenance	\$4,518	\$1,199	\$1,382	\$1,386	\$1,377
Transportation	\$2,680	\$675	\$649	\$575	\$644
Costs for Students Tuitioned Out	\$1,808	N/A	N/A	N/A	N/A
Other	\$1,114	\$296	\$152	\$164	\$151
Total	\$43,518	\$11,392	\$12,869	\$12,531	\$12,805
Additional Expenditures					
Land, Buildings, and Debt Service	\$3,360	\$892	\$1,791	\$1,180	\$1,759

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$7,672,164	17.6	19.2	20.5

Revenue Sources, % of Expenditures from Source. Revenue 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 Corrections).

District Expenditures	Local Revenue	State Revenue	Federal Revenue	Tuition & Other
Including School Construction	91.2	6.8	1.6	0.5
Excluding School Construction	91.4	6.4	1.7	0.5

EQUITABLE ALLOCATION OF RESOURCES AMONG DISTRICT SCHOOLS

Below is the description submitted by this district of how it allocates resources to insure equity and address needs.

The budget development process for the Madison Public Schools ensures equitable allocation of resources among the schools in the district. The proposed budget for the district is developed collaboratively by administrators with guidelines from the Finance Committee of the Board of Education. Specifically, the process begins with a student enrollment projection for each school as a basis for the per student allocation that will be required to support student instruction, e.g., textbooks, instructional supplies, library media supplies, and the like. An allocation formula is used so that schools have comparable resources at the elementary and middle school levels while recognizing that the high school has needs for equipment and specialized supplies that are more costly. Additionally, each school cost center is allocated comparable funding to support salaries, staff development, repairs / maintenance, utilities, and the like. School principals conduct analyses of expenditures from the previous school year to affirm projected costs / need. The analyses include audits, review of instructional versus non-instructional costs, study of budgeted versus actual expenditures, impact on facilities, and so on. Budgeting by school sites decentralized 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 collective bargaining agreements.

SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	378
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	10.1%

Of All K-12 Students for Whom District is Financially Responsible, Number and Percentage with Disabilities				
Disability	Count	District Percent	DRG Percent	State Percent
Autism	31	0.8	1.0	0.8
Learning Disability	174	4.7	3.5	3.9
Intellectual Disability	7	0.2	0.3	0.5
Emotional Disturbance	22	0.6	0.6	1.0
Speech Impairment	42	1.1	2.1	2.3
Other Health Impairment*	81	2.2	2.1	2.1
Other Disabilities**	21	0.6	0.7	0.9
Total	378	10.1	10.2	11.6

*Includes chronic health problems such as attention deficit disorders and epilepsy

**Includes hearing, visual, and orthopedic impairments, deaf-blindness, multiple disabilities, traumatic brain injury, and developmental delay

Graduation and Dropout Rates of Students with Disabilities for Whom District is Financially Responsible	District	State
% Who Graduated in 2007-08 with a Standard Diploma	93.2	81.4
2007-08 Annual Dropout Rate for Students Aged 14 to 21	N/A	3.5

STATE ASSESSMENTS

Percent of Students with Disabilities Meeting State Goal. The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. These results are for students attending district schools who participated in the standard assessment with or without accommodations for their disabilities. Results for fewer than 20 students are not presented.

- **Connecticut Mastery Test (CMT), Fourth Generation.** The CMT reading, writing and mathematics tests are administered to students in Grades 3 through 8, and the CMT science test to students in Grades 5 and 8.
- **Connecticut Academic Performance Test (CAPT), Third Generation.** The CAPT is administered to Grade 10 students.

State Assessment		Students with Disabilities		All Students	
		District	State	District	State
CMT	Reading	59.8	30.2	88.8	65.7
	Writing	45.6	19.5	88.1	64.1
	Mathematics	63.2	30.7	90.4	65.7
	Science	50.9	23.8	83.5	59.4
CAPT	Reading Across the Disciplines	40.0	14.1	81.6	47.4
	Writing Across the Disciplines	39.4	13.6	87.1	55.0
	Mathematics	29.2	15.4	71.4	47.8
	Science	24.2	10.6	73.5	42.8

For more detailed CMT or CAPT results, go to www.ctreports.com. To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on “No Child Left Behind.”

Participation in State Assessments of Students with Disabilities Attending District Schools		
CMT	% Without Accommodations	15.9
	% With Accommodations	84.1
CAPT	% Without Accommodations	3.1
	% With Accommodations	96.9
% Assessed Using Skills Checklist		5.4

Accommodations for a student’s disability may be made to allow him or her to participate in testing. Students whose disabilities prevent them from taking the test even with accommodations are assessed by means of a list of skills aligned to the same content and grade level standards as the CMT and CAPT.

Federal law requires that students with disabilities be educated with their non-disabled peers as much as is appropriate. Placement in separate educational facilities tends to reduce the chances of students with disabilities interacting with non-disabled peers, and of receiving the same education.

K-12 Students with Disabilities Placed in Educational Settings Other Than This District’s Schools		
Placement	Count	Percent
Public Schools in Other Districts	0	0.0
Private Schools or Other Settings	28	7.4

Number and Percentage of K-12 Students with Disabilities for Whom District is Financially Responsible by the Percentage of Time They Spent with Their Non-Disabled Peers				
Time Spent with Non-Disabled Peers	Count of Students	Percent of Students		
		District	DRG	State
79.1 to 100 Percent of Time	332	87.8	75.9	72.7
40.1 to 79.0 Percent of Time	25	6.6	17.2	16.1
0.0 to 40.0 Percent of Time	21	5.6	6.9	11.2

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

The Madison Board of Education approved its framework for strategic planning that is used to guide the district's efforts to provide high quality programming and services for the students who attend the Madison Public Schools, which are all accredited by the New England Association of Schools and Colleges.

The framework represents the comprehensive vision of what Madison wants students to know and to be able to do. Through nine goals, further amplified by thirty-eight objectives, the framework gives definition and direction to the school district's efforts to improve the educational experiences for all students. The nine goals express the desired improvement efforts for student achievement, school facilities / educational resources, the social-emotional development and wellness of students, personnel expertise and professional development, as well as enhanced community connections. Annually community input is invited to refine the framework, and support is solicited from parents, town officials and the general public to provide the best possible education for Madison students. Several initiatives during 2008-2009 were designed to support an increased focus on progress monitoring and service provision for students. At the elementary level, the focus was on enhancing Scientific Research -Based Intervention / Instruction (SRBI). Each of the three elementary schools, the two middle schools and the high school has a full time reading / language arts specialist. The elementary schools and the middle schools have mathematics specialists or coaches. These staff members help the administrative team identify programs, screening tools and assessments to use with students who need interventions. Data management systems are used to facilitate instructional decision-making. At the middle and high school levels, differentiated instruction, benchmark assignments /assessments and data analysis strategies are used to determine which students need scientific research-based academic and behavioral interventions. In special education the focus was the review of services and programs across schools to prepare for the new LD guidelines. To build the capacity of the special educators and administrators at each school there were monthly professional development sessions. The meetings with school psychologists, social workers, and speech and language pathologists served to strengthen understanding of law and best practices.

Computers and technology systems at schools are kept current. The use of a web-based course management system was implemented by more secondary teachers. The library media print collections also have been upgraded at all six schools. The out-dated books in sciences, social sciences and technology have been "weeded" and current books are in the collections. Additionally the number of books per student enrolled at each school has been increased.

Other initiatives included programs to reduce youth aggression/bullying, substance abuse prevention programs, safe schools initiatives, and intramural programs for secondary students. The Performing Arts program was expanded to include more students in music and theater arts programs and performances. The School Counseling program has been expanded to include students attending the lower middle school.

All of the work outlined above was described for parents in school and district publications.

State testing results evidence that Madison students perform at the top of their peer groups. The percent of students achieving at or above goal on CMT and CAPT continues to be in the very top tier of DRG B. In 13/20 CMT subtests and 3/4 CAPT subtests students performed among the top ten Connecticut districts in percent at goal. This includes: Grade 3 Reading and Writing; Grade 4 Writing; Grade 5 Writing; Grade 6 Math and Reading; Grade 7 Math, Reading and Writing; Grade 8 Math, Science, Reading and Writing; Grade 10 Science Reading and Writing. In many other subtests students performed among the top districts of DRG B.
