

STRATEGIC SCHOOL PROFILE 2012-13**Madison School District**

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Madison,
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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

Town Population in 2000: 17,858

1990-2000 Population Growth: 15.3%

Number of Public Schools: 6

Per Capita Income in 2000: \$40,537

Percent of Adults without a High School Diploma in 2000*: 4.9%

Percent of Adults Who Were Not Fluent in English in 2000*: 0.7%

District Enrollment as % of Estimated. Student Population: 90.7%

*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, 2012 3,378
5-Year Enrollment Change -10.4%

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 | 160 | 4.7 | 9.9 | 36.7 |
| K-12 Students Who Are Not Fluent in English | 20 | 0.6 | 2.0 | 5.8 |
| Students Identified as Gifted and/or Talented* | 113 | 3.3 | 7.1 | 3.8 |
| PK-12 Students Receiving Special Education Services in District | 357 | 10.6 | 10.2 | 11.9 |
| Kindergarten Students who Attended Preschool, Nursery School or Headstart | 138 | 93.9 | 91.6 | 79.3 |
| Homeless | 0 | 0.0 | 0.0 | 0.3 |
| Juniors and Seniors Working 16 or More Hours Per Week | 68 | 11.7 | 10.3 | 12.7 |

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

SCHOOL DISTRICT DIVERSITY

| Student Race/Ethnicity | | |
|------------------------|--------|---------|
| Race/Ethnicity | Number | Percent |
| American Indian | 5 | 0.1 |
| Asian American | 119 | 3.5 |
| Black | 19 | 0.6 |
| Hispanic | 74 | 2.2 |
| Pacific Islander | 3 | 0.1 |
| White | 3,098 | 91.7 |
| Two or more races | 60 | 1.8 |
| Total Minority | 280 | 8.3 |

Percent of Minority Professional Staff: 2.4%

Non-English Home Language:

2.3% 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 their lives and in the world around them. Students are being prepared to learn, work and live as responsible, productive members of a diverse global society. 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 fifteen interdistrict magnet schools and five 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, % 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 | 83.4 | 56.9 | 97.5 |
| Writing | 72.4 | 60.0 | 67.1 |
| Mathematics | 84.2 | 61.4 | 88.2 |
| Grade 4 Reading | 85.5 | 62.6 | 93.7 |
| Writing | 86.4 | 63.0 | 94.9 |
| Mathematics | 82.9 | 65.1 | 79.7 |
| Grade 5 Reading | 83.5 | 66.9 | 79.5 |
| Writing | 87.0 | 65.6 | 91.9 |
| Mathematics | 88.8 | 69.2 | 83.2 |
| Science | 84.4 | 62.3 | 81.4 |
| Grade 6 Reading | 91.8 | 73.3 | 91.6 |
| Writing | 87.4 | 65.1 | 90.0 |
| Mathematics | 91.1 | 67 | 91.1 |
| Grade 7 Reading | 92.4 | 78.9 | 83.5 |
| Writing | 89.4 | 64.9 | 96.8 |
| Mathematics | 91.7 | 65.4 | 97.5 |
| Grade 8 Reading | 91.5 | 76.2 | 82.3 |
| Writing | 90.0 | 67.2 | 94.3 |
| Mathematics | 90.2 | 65.0 | 91.2 |
| Science | 87.6 | 60.4 | 96.9 |

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 scorable 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 | 83.2 | 48.5 | 98.5 |
| Writing Across the Disciplines | 85.6 | 62.1 | 84.8 |
| Mathematics | 78.0 | 52.4 | 86.4 |
| Science | 71.4 | 48.8 | 77.4 |

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 |
|--|----------|-------|---|
| | 63.6 | 51.1 | 78.0 |

| SAT® I: Reasoning Test Class of 2012 | | District | State | % of Districts in State with Equal or Lower Scores |
|---|------------------|----------|-------|--|
| % of Graduates Tested | | 90.5 | 78.5 | |
| Average Score | Mathematics | 565 | 503 | 90.2 |
| | Critical Reading | 568 | 499 | 93.2 |
| | Writing | 575 | 504 | 94.7 |

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, Adjusted Cohort Rate 2012 | 96.7 | 84.8 | 87.5 |
| 2011-12 Annual Dropout Rate for Grade 9 through 12 | 0.0 | 2.1 | 100.0 |

| Activities of Graduates | District | State |
|--|----------|-------|
| % Pursuing Higher Education (Degree and Non-Degree Programs) | 95.1 | 82.6 |
| % Employed (Civilian Employment and in Armed Services) | 4.3 | 9.8 |

RESOURCES AND EXPENDITURES

DISTRICT STAFF

| Full-Time Equivalent Count of School Staff | |
|---|--------|
| General Education | |
| Teachers and Instructors | 228.85 |
| Paraprofessional Instructional Assistants | 41.41 |
| Special Education | |
| Teachers and Instructors | 36.20 |
| Paraprofessional Instructional Assistants | 63.72 |
| Library/Media Specialists and/or Assistants | 12.00 |
| Staff Devoted to Adult Education | 0.00 |
| Administrators, Coordinators, and Department Chairs | |
| District Central Office | 3.00 |
| School Level | 18.60 |
| Instructional Specialists Who Support Teachers (e.g., subject area specialists) | 6.25 |
| Counselors, Social Workers, and School Psychologists | 18.40 |
| School Nurses | 7.00 |
| Other Staff Providing Non-Instructional Services and Support | 162.63 |

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 | 14.0 | 14.5 | 13.9 |
| % with Master's Degree or Above | 84.6 | 87.3 | 79.8 |

| Average Class Size | District | DRG | State |
|--------------------|----------|------|-------|
| Grade K | 18.4 | 17.8 | 18.9 |
| Grade 2 | 18.6 | 19.2 | 19.8 |
| Grade 5 | 22.4 | 21.4 | 21.3 |
| Grade 7 | 21.1 | 20.3 | 20.2 |
| High School | 21.4 | 20.0 | 18.8 |

| Hours of Instruction Per Year* | Dist | DRG | State |
|--------------------------------|-------|-------|-------|
| Elementary School | 1,029 | 973 | 999 |
| Middle School | 1,074 | 1,026 | 1,029 |
| High School | 1,016 | 1,000 | 1,027 |

*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* | 2.6 | 2.6 | 2.7 |
| Middle School | 1.9 | 1.9 | 2.1 |
| High School | 1.9 | 2.3 | 2.1 |

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2011-12

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 | \$27,542 | \$7,981 | \$8,570 | \$8,425 | \$8,570 |
| Instructional Supplies and Equipment | \$1,364 | \$395 | \$252 | \$260 | \$257 |
| Improvement of Instruction and Educational Media Services | \$2,053 | \$595 | \$475 | \$553 | \$471 |
| Student Support Services | \$4,073 | \$1,180 | \$949 | \$1,002 | \$950 |
| Administration and Support Services | \$4,002 | \$1,160 | \$1,526 | \$1,470 | \$1,547 |
| Plant Operation and Maintenance | \$5,147 | \$1,491 | \$1,466 | \$1,432 | \$1,459 |
| Transportation | \$3,203 | \$890 | \$775 | \$687 | \$765 |
| Costs for Students Tuitioned Out | \$1,481 | N/A | N/A | N/A | N/A |
| Other | \$1,368 | \$397 | \$170 | \$175 | \$170 |
| Total | \$50,233 | \$14,497 | \$14,444 | \$14,369 | \$14,333 |
| Additional Expenditures | | | | | |
| Land, Buildings, and Debt Service | \$3,494 | \$1,012 | \$1,405 | \$1,015 | \$1,398 |

| Special Education Expenditures | District Total | Percent of PK-12 Expenditures Used for Special Education | | |
|--------------------------------|----------------|--|------|-------|
| | | District | DRG | State |
| | \$9,457,096 | 18.8 | 20.9 | 21.8 |

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 | 92.9 | 4.6 | 2.1 | 0.4 |
| Excluding School Construction | 92.5 | 4.8 | 2.2 | 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 district schools. The proposed district budget is developed collaboratively by administrators with guidelines adopted by the Board of Education. The process begins with an enrollment projection for each school as a basis for the per student allocation required to support student instruction with 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 more costly equipment and specialized supplies. 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 / needs. 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 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 collective bargaining agreements.

SPECIAL EDUCATION

| | |
|--|-------|
| Number of K-12 Students with Disabilities for Whom the District is Financially Responsible | 352 |
| Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities | 10.5% |

| 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 | 49 | 1.5 | 1.4 | 1.3 |
| Learning Disability | 140 | 4.2 | 3.2 | 4.0 |
| Intellectual Disability | 8 | 0.2 | 0.3 | 0.4 |
| Emotional Disturbance | 16 | 0.5 | 0.6 | 1.0 |
| Speech Impairment | 25 | 0.7 | 1.7 | 2.0 |
| Other Health Impairment* | 95 | 2.8 | 2.4 | 2.4 |
| Other Disabilities** | 19 | 0.6 | 0.7 | 1.0 |
| Total | 352 | 10.5 | 10.3 | 12.1 |

*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 2011-12 with a Standard Diploma | 83.0 | 64.4 |
| 2011-12 Annual Dropout Rate for Students Aged 14 to 21 | 0.0 | 3.2 |

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 | 49.3 | 34.5 | 88.3 | 69.2 |
| | Writing | 46.7 | 19.9 | 86.1 | 64.4 |
| | Mathematics | 41.8 | 29.0 | 88.4 | 65.5 |
| | Science | 42.6 | 21.3 | 86.1 | 61.3 |
| CAPT | Reading Across the Disciplines | 48.5 | 15.7 | 83.2 | 48.5 |
| | Writing Across the Disciplines | 48.6 | 16.7 | 85.6 | 62.1 |
| | Mathematics | 33.3 | 16.8 | 78.0 | 52.4 |
| | Science | 25.6 | 14.6 | 71.4 | 48.8 |

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 | 22.6 |
| | % With Accommodations | 77.4 |
| CAPT | % Without Accommodations | 0.0 |
| | % With Accommodations | 100.0 |
| % Assessed Using Skills Checklist | | 6.3 |

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 | 20 | 5.7 |

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 | 302 | 85.8 | 75.7 | 72.0 |
| 40.1 to 79.0 Percent of Time | 30 | 8.5 | 16.4 | 16.4 |
| 0.0 to 40.0 Percent of Time | 20 | 5.7 | 7.9 | 11.6 |

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

The Madison Board of Education approved its district vision that guides the district's efforts to provide high quality programming and services for the students attending Madison Public Schools, which have been accredited by the New England Association of Schools and Colleges. Initiatives during 2012 - 2013 were designed to support progress monitoring and focus instruction for students. The district's plan for Scientific Research -Based Intervention / Instruction (SRBI) is well documented. 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. Specialists help the administrative team identify programs, screening tools and assessments to use with students who need interventions. Data management systems support instructional decision-making. At the middle and high school levels, differentiated instruction, benchmark assignments /assessments and data analysis are used to determine which students need scientific research-based academic and behavioral interventions. Special educators reviewed and refined services and programs aligned with the 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 reviewed law and best practices. All efforts to support instruction were reviewed at monthly work sessions of the district SRBI committee. Computers and technology systems at schools are kept current. There are 98 interactive whiteboards supporting instruction. The web-based course management system was used by all secondary teachers and all elementary teachers have web pages. The library print collections have been upgraded at all schools. Out-dated books in science, social sciences and technology were "weeded" and current books were purchased. Additionally the number of books per student has been increased. Other initiatives included programs to reduce youth aggression/bullying, substance abuse prevention programs, safe school climate 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. All improvements were described for parents in school and district publications. State testing results show that Madison students meet or exceed goal in all subject areas and continue to perform at the top of their peer groups.
