

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2018–19



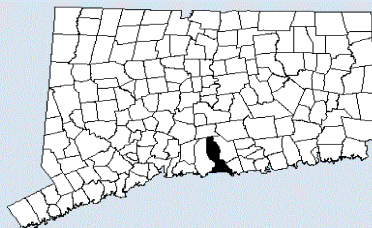
## Madison School District

Mr. Thomas Scarice, Superintendent • 203-245-6300 • [www.madison.k12.ct.us](http://www.madison.k12.ct.us)

### District Information

Grade Range	PK-12
Number of Schools/Programs	7
Enrollment	2,737
Per Pupil Expenditures <sup>1</sup>	\$19,885
Total Expenditures <sup>1</sup>	\$56,611,986

<sup>1</sup>Expenditure data reflect the 2017-18 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 2018-19 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, 2018 Enrollment<sup>2</sup>

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	*	*	48.4
Male	1,451	53.0	51.6
American Indian or Alaska Native	*	*	0.3
Asian	107	3.9	5.2
Black or African American	12	0.4	12.8
Hispanic or Latino of any race	145	5.3	25.8
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	99	3.6	3.6
White	2,367	86.5	52.4
English Learners	37	1.4	7.6
Eligible for Free or Reduced-Price Meals	107	3.9	42.1
Students with Disabilities <sup>3</sup>	385	14.1	15.4

<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.

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

### Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism <sup>4</sup>		Suspension/Expulsion <sup>5</sup>	
	Count	Rate (%)	Count	Rate (%)
Female	35	2.8	*	*
Male	28	2.0	*	*
Black or African American	*	*	*	*
Hispanic or Latino of any race	*	*	*	*
White	55	2.4	35	1.5
English Learners	0	0.0	0	0.0
Eligible for Free or Reduced-Price Meals	8	8.8	*	*
Students with Disabilities	26	6.8	13	2.9
District	63	2.4	42	1.5
State		10.4		6.7

**Number of students in 2017-18 qualified as truant under state statute: Fewer than 6**

**Number of school-based arrests: Fewer than 6**

<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 2018-19

## Madison School District

### Educators

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

	FTE
<b>General Education</b>	
Teachers and Instructors	207.7
Paraprofessional Instructional Assistants	41.0
<b>Special Education</b>	
Teachers and Instructors	39.2
Paraprofessional Instructional Assistants	91.8
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	4.0
School Level	17.2
<b>Library/Media</b>	
Specialists (Certified)	5.6
Support Staff	7.0
Instructional Specialists Who Support Teachers	14.0
Counselors, Social Workers and School Psychologists	19.2
School Nurses	7.0
Other Staff Providing Non-Instructional Services/Support	174.5

<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	3	1.0	1.1
Black or African American	2	0.6	3.8
Hispanic or Latino of any race	6	1.9	3.8
Native Hawaiian or Other Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	305	96.5	90.5

#### Classroom Teacher Attendance: 2017-18

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	9.5	10.0

### 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	9	*	16	*
White	193	76.6	231	99.1
English Learners	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	10	*	6	*
Students with Disabilities	16	50.0	24	92.3
District	220	76.7	271	99.3
State		74.5		85.2

<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	32	58.2
Emotional Disturbance	12	50.0
Intellectual Disability	*	*
Learning Disability	131	87.9
Other Health Impairment	69	87.3
Other Disabilities	*	*
Speech/Language Impairment	19	95.0
District	273	77.3
State		67.6

<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 2018-19

## Madison School District

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

	District		State
	Count	Rate (%)	Rate (%)
Autism	55	2.0	1.9
Emotional Disturbance	24	0.9	1.1
Intellectual Disability	14	0.5	0.5
Learning Disability	149	5.5	5.5
Other Health Impairment	79	2.9	3.2
Other Disabilities	17	0.6	1.1
Speech/Language Impairment	28	1.0	1.8
All Disabilities	366	13.6	15.0

<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	7	1.9	8.2
Private Schools or Other Settings	15	4.1	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> 2017-18

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$33,694,949	\$11,835	\$10,545
Support services - students	\$5,379,274	\$1,909	\$1,373
Support services - instruction	\$2,612,276	\$927	\$644
Support services - general administration	\$746,843	\$265	\$462
Support services - school based administration	\$2,902,252	\$1,030	\$1,007
Central and other support services	\$848,507	\$301	\$671
Operation and maintenance of plant	\$5,340,315	\$1,895	\$1,629
Student transportation services	\$3,570,276	\$1,670	\$1,231
Food services	\$249,975	\$89	\$13
Enterprise operations	\$1,140,466	\$405	\$157
Minor school construction	\$126,852	\$45	\$65
Total	\$56,611,986	\$19,885	\$17,153

<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: 2017-18

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$4,675,388	36.6	29.7
Instructional Aide Salaries	.	.	9.6
Other Salaries	\$1,807,836	14.1	10.4
Employee Benefits	\$1,875,229	14.7	13.0
Purchased Services Other Than Transportation	\$684,872	5.4	5.5
Special Education Tuition	\$2,264,365	17.7	22.6
Supplies	\$71,197	0.6	0.6
Property Services	.	.	0.4
Purchased Services For Transportation	\$1,384,871	10.8	8.0
Equipment	\$15,055	0.1	0.2
All Other Expenditures	.	.	0.1
Total	\$12,778,813	100.0	100.0
Percent of Total Expenditures Used for Special Education		22.6	24.4

### Expenditures by Revenue Source:<sup>4</sup>

2017-18

	Percent of Total (%) Excluding School Construction
Local	95.6
State	2.1
Federal	1.6
Tuition & Other	0.6

<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 2018-19

## 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.

	English Language Arts (ELA)		Math		Science	
	Count	DPI	Count	DPI	Count	DPI
American Indian or Alaska Native	*	*	*	*	*	*
Asian	49	80.2	49	83.2	23	70.4
Black or African American	*	*	*	*	*	*
Hispanic or Latino of any race	66	72.0	66	67.8	27	62.9
Native Hawaiian or Other Pacific Islander	*	*	*	*	0	N/A
Two or More Races	58	77.9	58	75.3	30	75.9
White	1,114	73.8	1,110	71.7	537	66.3
English Learners	26	61.9	26	63.3	7	*
Non-English Learners	1,269	74.3	1,265	72.2	613	67.0
Eligible for Free or Reduced-Price Meals	59	61.0	58	59.3	33	51.6
Not Eligible for Free or Reduced-Price Meals	1,236	74.7	1,233	72.7	587	67.5
Students with Disabilities	182	56.7	182	53.8	78	51.1
Students without Disabilities	1,113	76.9	1,109	75.0	542	68.9
High Needs	241	59.0	240	56.9	110	51.8
Non-High Needs	1,054	77.5	1,051	75.5	510	69.9
District	1,295	74.0	1,291	72.1	620	66.7

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

	NAEP 2019		NAEP 2013
	Grade 4	Grade 8	Grade 12
<b>READING</b>			
Connecticut	40	41	50
National Public	34	32	36
<b>MATH</b>			
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<sup>2</sup>

	Percent of Students by Grade <sup>3</sup> (%)				All Tested Grades	
	4	6	8	HS	Count	Rate (%)
Sit & Reach	76.4	86.1	84.9	91.8	803	85.4
Curl Up	86.8	96.5	76.9	87.3	803	86.4
Push Up	78.2	75.1	75.5	76.6	803	76.3
Mile Run/PACER	89.1	93.1	85.8	76.2	803	85.2
All Tests - District	58.6	59.5	52.8	63.5	803	58.8
All Tests - State	56.1	53.5	50.9	51.4		52.9

<sup>2</sup>The Connecticut Physical Fitness Assessment (CPFA) is administered to students in Grades 4, 6, 8 and High School (HS). 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.

<sup>3</sup>Only students assessed in all four areas are included in this calculation.

# District Profile and Performance Report for School Year 2018-19

## Madison School District

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

	2017-18	
	Cohort Count <sup>2</sup>	Rate (%)
Black or African American	*	*
Hispanic or Latino of any race	11	*
English Learners	*	*
Eligible for Free or Reduced-Price Meals	13	*
Students with Disabilities	33	75.8
District	292	97.3
State		88.3

<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 2017-18 school year.

### 11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam<sup>3</sup>

	Participation <sup>4</sup>	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	99.7	224	76.5
Male	*	*	*
Black or African American	*	*	*
Hispanic or Latino of any race	96.3	13	48.1
White	99.0	370	76.3
English Learners	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	95.0	12	60.0
Students with Disabilities	89.7	12	20.7
District	98.9	420	75.0
State	95.9		42.6

<sup>3</sup>College 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

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

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 2018	Class of 2017
	Entrance <sup>5</sup>	Persistence <sup>6</sup>
	Rate (%)	Rate (%)
Female	*	98.3
Male	90.4	96.2
Black or African American	*	*
Hispanic or Latino of any race	*	*
White	89.4	98.3
English Learners	*	*
Eligible for Free or Reduced-Price Meals	*	*
Students with Disabilities	68.8	90.9
District	88.4	97.2
State	71.0	87.8

<sup>5</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>6</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 2018-19

## 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.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	74.0	75	49.4	50	98.7	67.7
	High Needs Students	59.0	75	39.3	50	78.7	58.1
Math Performance Index	All Students	72.1	75	48.0	50	96.1	63.1
	High Needs Students	56.9	75	37.9	50	75.8	52.7
Science Performance Index	All Students	66.7	75	44.5	50	88.9	63.8
	High Needs Students	51.8	75	34.5	50	69.1	54.2
ELA Academic Growth	All Students	57.8%	100%	57.8	100	57.8	59.9%
	High Needs Students	52.0%	100%	52.0	100	52.0	55.1%
Math Academic Growth	All Students	62.9%	100%	62.9	100	62.9	62.5%
	High Needs Students	57.6%	100%	57.6	100	57.6	55.2%
Progress Toward English Proficiency	Literacy	69.7%	100%	34.8	50	69.7	60.0%
	Oral	50.5%	100%	25.2	50	50.5	52.1%
Chronic Absenteeism	All Students	2.4%	<=5%	50.0	50	100.0	10.4%
	High Needs Students	6.4%	<=5%	47.1	50	94.2	16.1%
Preparation for CCR	% Taking Courses	87.7%	75%	50.0	50	100.0	80.0%
	% Passing Exams	75.0%	75%	50.0	50	100.0	42.6%
On-track to High School Graduation		99.5%	94%	50.0	50	100.0	88.0%
4-year Graduation All Students (2018 Cohort)		97.3%	94%	100.0	100	100.0	88.3%
6-year Graduation - High Needs Students (2016 Cohort)		94.4%	94%	100.0	100	100.0	83.3%
Postsecondary Entrance (Class of 2018)		88.4%	75%	100.0	100	100.0	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		93.6%   58.8%	75%	39.2	50	78.4	96.4%   52.9%
Arts Access		67.7%	60%	50.0	50	100.0	51.9%
<b>Accountability Index</b>				<b>1180.2</b>	<b>1450</b>	<b>81.4</b>	

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>
Achievement Gap Size Outlier?					Y
ELA Performance Index Gap	75.0	59.0	16.0	15.4	
Math Performance Index Gap	75.0	56.9	18.1	17.6	
Science Performance Index Gap	69.9	51.8	18.1	16.1	
Graduation Rate Gap	94.0%	94.4%	-0.4%	11.1%	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.

Subject/Student Group		Participation Rate (%) <sup>3</sup>
ELA	All Students	92.2
	High Needs Students	89.5
Math	All Students	91.9
	High Needs Students	89.2
Science	All Students	89.8
	High Needs Students	89.8

<sup>3</sup>Minimum participation standard is 95%.

### 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.

Grade 3 ELA Performance Index for Students with Disabilities:

**District: 69      State: 51.5**

# District Profile and Performance Report for School Year 2018-19

## Madison School District

### Narratives

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#### 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 arts and athletics to student leadership and academic achievement. 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 a€“ Honors or European History, while electives live vivaciously in a broad range of content areas ranging from Biotechnology to Boat Building. Students regularly use Chromebooks to broaden understanding about a topic or collaborate with peers. Reader's Workshop, K-10, 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 core text, self-selection and book clubs. 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 social/emotional well-being. 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. 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. The curriculum is posted on the district webpage with each content areas unit overviews detailed. Madison Public Schools is a participating district in fifteen inter-district magnet schools and five inter-district projects designed to reduce racial, ethnic and economic isolation. Administrators, counselors and teachers work with staff members of the inter-district magnet schools to facilitate opportunities for students to learn with students from cultures different than their own. Programs and grants that grow out of these partnerships allow us to expand these opportunities beyond the confines of our school.

# District Profile and Performance Report for School Year 2018-19

## 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. Schools benefit from a strong Board commitment to the continuous improvement of curriculum, instruction and assessment and is allocated comparable funding to support salaries, staff development, maintenance, utilities, etc. 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 regs.