

STRATEGIC SCHOOL PROFILE 2007-08**Madison School District**

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Location: 10 Campus Drive
Madison,
Connecticut

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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	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: 89.6%

*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, 2007 3,770
5-Year Enrollment Change 2.6%

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	47	1.2	5.3	28.7
K-12 Students Who Are Not Fluent in English	5	0.1	2.2	5.4
Students Identified as Gifted and/or Talented*	89	2.4	6.2	4.0
PK-12 Students Receiving Special Education Services in District	360	9.5	10.3	11.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	195	94.7	91.3	79.2
Homeless	0	0.0	0.0	0.2
Juniors and Seniors Working 16 or More Hours Per Week	84	13.7	15.5	20.2

*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	33	0.9
Hispanic	44	1.2
White	3,550	94.2
Total Minority	220	5.8

Percent of Minority Professional Staff: 1.8%

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 has provided many opportunities for students and teachers to gain increased knowledge of diversity, appreciation of differences, and connections with cultures.

School staff members help students understand attitudes and behaviors that give them the skills to increase cultural competence 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 of racial, ethnic, religious, and social groups. Madison Public schools value diversity, have the capacity for cultural self-assessment, are conscious of the dynamics inherent when cultures interact, institutionalize cultural knowledge, and develop adaptations to service delivery of instruction reflecting an understanding of diversity between and within cultures. School staff members incorporate activities to celebrate diversity into curricula and instruction as well as 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	78.9	52.0	94.5
Writing	85.8	63.4	96.9
Mathematics	87.7	60.0	97.5
Grade 4 Reading	81.4	55.9	94.9
Writing	83.1	62.9	86.2
Mathematics	87.8	60.3	97.5
Grade 5 Reading	82.3	62.2	85.2
Writing	87.1	64.5	91.4
Mathematics	83.7	65.9	77.8
Science	69.5	54.9	58.6
Grade 6 Reading	91.5	66.3	97.6
Writing	89.3	61.9	98.8
Mathematics	95.4	66.4	100.0
Grade 7 Reading	90.7	71.1	92.3
Writing	91.6	62.0	98.7
Mathematics	89.1	63.0	93.5
Grade 8 Reading	90.6	64.8	95.6
Writing	95.0	63.4	100.0
Mathematics	90.0	60.8	95.0
Science	87.1	58.6	95.0

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	75.6	45.5	89.2
Writing Across the Disciplines	82.9	57.9	86.9
Mathematics	74.9	50.1	84.6
Science	72.9	46.3	86.9

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
	46.0	36.1	76.5

SAT [®] I: Reasoning Test Class of 2007		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		100.0	77.6	
Average Score	Mathematics	566	504	92.3
	Critical Reading	556	502	92.3
	Writing	563	503	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 2007	98.9	92.6	86.2
Cumulative Four-Year Dropout Rate for Class of 2007	1.0	6.2	83.5
2006-07 Annual Dropout Rate for Grade 9 through 12	0.1	1.7	93.3

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	93.2	83.4
% Employed (Civilian Employment and in Armed Services)	4.5	12.3

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of District Staff	
General Education	
Teachers and Instructors	247.10
Paraprofessional Instructional Assistants	47.04
Special Education	
Teachers and Instructors	33.70
Paraprofessional Instructional Assistants	43.26
Library/Media Specialists and Assistants	11.70
Staff Devoted to Adult Education	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	4.00
School Level	17.70
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	2.00
Counselors, Social Workers, and School Psychologists	16.10
School Nurses	6.00
Other Staff Providing Non-Instructional Services and Support	153.13

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	11.4	13.6	13.6
% with Master's Degree or Above	80.2	82.7	75.6

Average Class Size	District	DRG	State
Grade K	21.0	18.3	18.1
Grade 2	21.2	19.8	19.3
Grade 5	22.5	22.3	20.9
Grade 7	23.2	21.2	20.5
High School	21.0	19.8	18.6

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	1,023	988	987
Middle School	1,073	1,022	1,017
High School	1,016	977	1,006

*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*	4.4	3.6	3.4
Middle School	3.3	2.7	2.7
High School	2.9	3.2	2.7

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2006-07

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	\$22,868	\$5,960	\$7,153	\$6,939	\$7,159
Instructional Supplies and Equipment	\$1,051	\$274	\$262	\$237	\$266
Improvement of Instruction and Educational Media Services	\$1,414	\$369	\$443	\$491	\$429
Student Support Services	\$2,663	\$694	\$764	\$803	\$761
Administration and Support Services	\$3,235	\$843	\$1,256	\$1,217	\$1,271
Plant Operation and Maintenance	\$4,189	\$1,092	\$1,329	\$1,365	\$1,322
Transportation	\$2,527	\$626	\$605	\$537	\$601
Costs for Students Tuitioned Out	\$1,731	N/A	N/A	N/A	N/A
Other	\$1,232	\$321	\$147	\$159	\$145
Total	\$40,909	\$10,525	\$12,203	\$11,984	\$12,151
Additional Expenditures					
Land, Buildings, and Debt Service	\$3,213	\$837	\$1,875	\$1,397	\$1,882

Special Education Expenditures	
Total Expenditures	\$7,531,505
Percent of Total PK-12 Expenditures Used for Special Education	18.4%

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	92.7	5.0	1.5	0.7
Excluding School Construction	92.2	5.4	1.6	0.8

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. Specifically, the budget development process begins with a student enrollment projection for each school to determine the per student allocation that will be required to support student instruction, e.g., textbooks, classroom supplies, library / media supplies, laboratory supplies and the like. Each school principal is allocated a lump sum dollar amount for those objects in the school's budget; principals of middle schools and elementary schools are required to plan collaboratively for these "core" expenditures. Additionally, each school's cost center is allocated funding to support a comprehensive technology budget based on a total cost of ownership analysis. Each school principal conducts an analysis of expenditures for the previous school year to affirm projected costs/needs. This analysis includes 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 all 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	382
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	26	0.7	0.9	0.7
Learning Disability	193	5.1	3.5	4.0
Intellectual Disability	5	0.1	0.3	0.5
Emotional Disturbance	25	0.7	0.6	1.0
Speech Impairment	41	1.1	2.2	2.4
Other Health Impairment*	78	2.1	2.2	2.1
Other Disabilities**	14	0.4	0.6	0.9
Total	382	10.1	10.4	11.5

*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 2006-07 with a Standard Diploma	84.6	77.2
2006-07 Annual Dropout Rate for Students Aged 14 to 21	1.3	2.8

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	51.1	20.4	86.1	62.1
	Writing	51.7	19.3	88.8	63.0
	Mathematics	53.3	22.6	89.0	62.7
	Science	39.7	22.2	78.7	56.8
CAPT	Reading Across the Disciplines	40.0	11.4	75.6	45.5
	Writing Across the Disciplines	37.5	16.3	82.9	57.9
	Mathematics	17.1	14.7	74.9	50.1
	Science	32.5	14.4	72.9	46.3

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	22.4
	% With Accommodations	77.6
CAPT	% Without Accommodations	0.0
	% With Accommodations	100.0
% Assessed Using Skills Checklist		5.6

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	21	5.5

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	341	89.3	75.0	71.6
40.1 to 79.0 Percent of Time	23	6.0	17.7	16.6
0.0 to 40.0 Percent of Time	18	4.7	7.3	11.8

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

The Madison Public Schools' Board of Education approved its framework for strategic planning that is used to guide the district's continuing efforts to provide high quality educational programming and services for the students who attend Madison Public Schools, schools that are all accredited by 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 education experiences for all students. The nine goals express the desired improvement efforts for student achievement, school facilities and educational resources, the social-emotional development and wellness of students, personnel expertise and professional development, and enhanced community connections. Annually community input is invited to refine the framework and support is solicited from town officials and the general public to provide the best possible education for Madison students. During the year, the Community Outreach Committee of the Board of Education hosted five community outreach events with school tours to showcase instructional programs.

Several initiatives during 2007-2008 were designed to support an increased focus on progress monitoring of achievement and service provision for students. At the elementary level the focus was on fully implementing a Scientific Research Based Instruction model. The three elementary schools have full time reading/language arts and mathematics specialists. These specialists worked together with the administrative team to identify programs, screening instruments, and progress monitoring to use with Kindergarten through grade four students in order to provide interventions. Data management systems were instituted to facilitate instructional decision-making. At the middle and high school levels, differentiated instruction and data analysis strategies were implemented with the goal of identifying universal screening and scientific research-based systems for academic and behavioral interventions for 2008-2009.

Computers and technology at schools are kept current. In addition, a web-based course management system, Blackboard, was implemented at secondary schools. The library media collection development plan was also initiated. The print collections in the library media centers at all six schools were upgraded. The out-dated books in sciences, social sciences and technology were "weeded" and current books were purchased. Additionally the sizes of the print collections for student use were increased.

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