

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2014–15



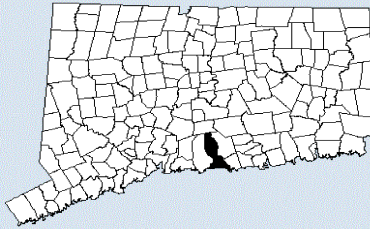
## Madison School District

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	3,171
Per Pupil Expenditures <sup>1</sup>	\$15,676
Total Expenditures <sup>1</sup>	\$51,590,861

<sup>1</sup>Expenditure data reflect the 2013-14 year.



### Community Information

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

### Related Reports/Publications

[CT Reports \(CMT/CAPT\)](#)  
[District and School Performance Reports](#)  
[Special Education Annual Performance Reports](#)  
[SAT®, AP®, PSAT® Report by High School \(Class of 2015\)](#)  
 (2015® The College Board)

### Contents

Students.....	1
Educators.....	2
Instruction and Resources.....	2
Performance and Accountability.....	4
Narratives.....	7

### Notes

Unless otherwise noted, all data are for 2014-15 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 \(EdSight.ct.gov\)](http://EdSight.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 ensure student confidentiality.  
 N/A is displayed when a category is not applicable for a district or school.

## Students

### October 1, 2014 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	1,516	47.8	48.3
Male	1,655	52.2	51.6
American Indian or Alaska Native	*	*	0.2
Asian	120	3.8	4.7
Black or African American	22	0.7	12.9
Hispanic or Latino	99	3.1	22.1
Pacific Islander	*	*	0.0
Two or More Races	90	2.8	2.5
White	2,830	89.2	57.2
English Language Learners	19	0.6	6.3
Eligible for Free or Reduced-Price Meals	156	4.9	37.6
Students with Disabilities <sup>1</sup>	375	11.8	13.3

<sup>1</sup>Students in this category are students with Individualized Education Programs (IEPs) only. This category does not include students with Section 504 Plans.

### Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism <sup>2</sup>		Suspension/Expulsion <sup>3</sup>	
	Count	Rate (%)	Count	Rate (%)
Female	50	3.3	16	1.0
Male	41	2.5	38	2.2
Black or African American	0	0.0	*	*
Hispanic or Latino	*	*	*	*
White	78	2.8	44	1.5
English Language Learners	*	*	0	0.0
Eligible for Free or Reduced-Price Meals	8	5.7	7	4.2
Students with Disabilities	21	5.6	22	5.2
District	91	2.9	54	1.6
State		10.6		7.2

**Number of students in 2013-14 qualified as truant under state statute: 4**

<sup>2</sup>A student is chronically absent if he/she misses 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>3</sup>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 2014-15

## Madison School District

### Educators

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

	FTE
<b>General Education</b>	
Teachers and Instructors	223.0
Paraprofessional Instructional Assistants	41.8
<b>Special Education</b>	
Teachers and Instructors	37.2
Paraprofessional Instructional Assistants	69.5
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	5.0
School Level	16.8
<b>Library/Media</b>	
Specialists (Certified)	6.0
Support Staff	7.0
Instructional Specialists Who Support Teachers	13.5
Counselors, Social Workers and School Psychologists	19.0
School Nurses	7.0
Other Staff Providing Non-Instructional Services/Support	149.1

<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	0.9	1.0
Black or African American	1	0.3	3.5
Hispanic or Latino	6	1.8	3.5
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.0
White	316	96.9	91.8

#### Classes Taught by Highly Qualified Teachers<sup>2</sup>

	Percent of Total (%)
District	100.0
District Poverty Quartile: Low	
State High Poverty Quartile Schools	97.9
State Low Poverty Quartile Schools	99.6

<sup>2</sup>Core academic classes taught by teachers who are fully certified to teach in that subject area.

#### Classroom Teacher Attendance: 2013-14

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	8.9	9.2

### Instruction and Resources

#### 11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School<sup>3</sup>

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	*	*
Hispanic or Latino	6	*	*	*
White	257	92.8	289	98.0
English Language Learners	0	0.0	*	*
Eligible for Free or Reduced-Price Meals	15	*	15	*
Students with Disabilities	24	77.4	37	92.5
District	282	92.5	315	98.1
State		58.4		73.8

<sup>3</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>4</sup>

	Count	Rate (%)
Autism	36	66.7
Emotional Disturbance	11	*
Intellectual Disability	*	*
Learning Disability	143	97.3
Other Health Impairment	91	91.0
Other Disabilities	*	*
Speech/Language Impairment	18	90.0
District	305	86.4
State		69.7

<sup>4</sup>Ages 6-21

# District Profile and Performance Report for School Year 2014-15

## Madison School District

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

	District Count	District Rate (%)	State Rate (%)
Autism	55	1.7	1.5
Emotional Disturbance	14	0.4	1.0
Intellectual Disability	9	0.3	0.5
Learning Disability	147	4.7	4.4
Other Health Impairment	100	3.2	2.6
Other Disabilities	17	0.5	1.0
Speech/Language Impairment	22	0.7	1.9
All Disabilities	364	11.6	13.0

<sup>1</sup>Grades K-12

### Students with Disabilities Placed Outside of the District<sup>2</sup>

	District Count	District Rate (%)	State Rate (%)
Public Schools in Other Districts	9	2.5	8.1
Private Schools or Other Settings	11	3.0	5.4

<sup>2</sup>Grades K-12

### Overall Expenditures:<sup>3</sup> 2013-14

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	28,322,051	8,627	9,134
Instructional Supplies and Equipment	1,299,395	396	334
Improvement of Instruction and Educational Media Services	2,124,311	647	498
Student Support Services	4,023,399	1,226	1,001
Administration and Support Services	3,894,217	1,186	1,694
Plant Operation and Maintenance	5,328,809	1,623	1,572
Transportation	3,460,910	1,013	813
Costs of Students Tuitioned Out	1,811,137	N/A	N/A
Other	1,326,632	404	186
Total	51,590,861	15,676	15,289

#### Additional Expenditures

Land, Buildings, and Debt Service	3,714,766	1,132	1,272
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<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: 2013-14

	District Total (\$)	District Percent of Total (%)	State Percent of Total (%)
Certified Personnel	3,474,990	31.9	35.1
Noncertified Personnel	2,247,529	20.7	14.2
Purchased Services	434,635	4.0	5.2
Tuition to Other Schools	1,745,909	16.1	22.0
Special Ed. Transportation	1,220,996	11.2	8.6
Other Expenditures	1,752,894	16.1	14.9
Total Expenditures	10,876,953	100.0	100.0

### Expenditures by Revenue Source:<sup>4</sup> 2013-14

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	92.9	92.5
State	5.1	5.3
Federal	1.5	1.6
Tuition & Other	0.6	0.7

<sup>4</sup>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 Correction).

# District Profile and Performance Report for School Year 2014-15

## 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	84.9	50	83.5	27	75.2
Black or African American	*	*	*	*	*	*
Hispanic or Latino	48	66.1	46	61.9	18	*
Native Hawaiian or Other Pacific Islander	N/A	N/A	N/A	*	N/A	N/A
Two or More Races	45	84.5	45	72.9	17	*
White	1169	76.8	1167	69.6	677	65.7
English Language Learners	12	*	10	*	*	*
Non-English Language Learners	1308	77.1	1307	69.9	*	*
Eligible for Free or Reduced-Price Meals	64	67.0	63	59.3	32	59.3
Not Eligible for Free or Reduced-Price Meals	1256	77.4	1254	70.4	717	66.2
Students with Disabilities	183	59.7	182	52.5	93	50.3
Students without Disabilities	1137	79.7	1135	72.7	656	68.2
High Needs	234	62.2	232	54.7	117	53.3
Non-High Needs	1086	80.1	1085	73.1	632	68.3
District	1320	76.9	1317	69.9	749	65.9

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

	NAEP 2015		NAEP 2013
	Grade 4	Grade 8	Grade 12
<b>READING</b>			
Connecticut	43%	43%	50%
National Public	35%	33%	36%
<b>MATH</b>			
Grade 4			
Connecticut	41%	36%	32%
National Public	39%	32%	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 student subgroup performance on NAEP, [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	10	Count	Rate (%)
Sit & Reach	80.5	90.0	88.8	90.0	995	87.9
Curl Up	89.7	92.3	93.8	92.5	995	92.3
Push Up	82.2	78.6	81.1	86.4	995	82.1
Mile Run/PACER	83.2	87.5	80.3	82.1	995	83.3
All Tests - District	62.2	63.5	64.1	68.6	995	64.8
All Tests - State	50.8	51.0	50.3	51.9		51.0

<sup>2</sup>The Connecticut Physical Fitness Assessment (CPFA) is administered to all students in Grades 4, 6, 8 and 10. 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 2014-15

## Madison School District

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

	2013-14				2014-15
	Cohort Count <sup>2</sup>	Rate (%)	Target <sup>3</sup> (%)	Target Achieved	Target <sup>3</sup> (%)
Black or African American	*	*	.		.
Hispanic or Latino	*	*	.		.
English Language Learners	*	*	.		.
Eligible for Free or Reduced-Price Meals	24	100.0	.		.
Students with Disabilities	37	86.5	83.5	Yes	84.6
District	320	96.9	94.0	Yes	94.0
State <sup>4</sup>		87.0			

<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. Statewide, district and school results for cohorts of 2010 through 2013 are [available online](#).

<sup>2</sup>Cohort count includes all students in the cohort as of the end of the 2013-14 school year.

<sup>3</sup>Targets are calculated when there are at least 20 students in a cohort in the base year (i.e., 2010-11).

<sup>4</sup>Targets are not displayed at the state level.

### 11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam<sup>5</sup>

	Participation <sup>6</sup>	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	92.1	221	70.2
Male	86.5	185	59.5
Black or African American	*	0	*
Hispanic or Latino	*	*	*
White	89.7	377	65.9
English Language Learners	*	0	*
Eligible for Free or Reduced-Price Meals	71.0	10	32.3
Students with Disabilities	66.7	*	*
District	89.3	406	64.9
State	67.2		37.3

<sup>5</sup>College readiness exams and benchmark scores are as follows:

- SAT® - composite score of 1550 or higher
- 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
- Smarter Balanced - Level 3 or higher on both ELA and math

<sup>6</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 percent.

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 2014	Class of 2013
	Entrance <sup>7</sup>	Persistence <sup>8</sup>
	Rate (%)	Rate (%)
Female	91.4	97.9
Male	84.8	95.6
Black or African American	*	*
Hispanic or Latino	*	*
White	88.4	96.5
English Language Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	75.9	*
Students with Disabilities	90.2	85.7
District	88.2	96.8
State	72.6	88.8

<sup>7</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>8</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 2014-15

## Madison School District

### Next Generation Accountability Results

These statistics are the first results from Connecticut's Next Generation Accountability System for districts and schools. This system is a broad set of 12 indicators that help tell the story of how well a school is preparing its students for success in college, careers and life. It moves beyond test scores and graduation rates and instead provides a more holistic, multifactor perspective of district and school performance and incorporates student growth over time.

Indicator		Index/Rate	Target	Points	Max	% Points	State Average
ELA Performance Index	All Students	76.9	75	100.0	100	100.0	67.9
	High Needs Students	62.2	75	82.9	100	82.9	56.7
Math Performance Index	All Students	69.9	75	93.2	100	93.2	59.3
	High Needs Students	54.7	75	73.0	100	73.0	47.8
Science Performance Index	All Students	65.9	75	87.9	100	87.9	56.5
	High Needs Students	53.3	75	71.0	100	71.0	45.9
Chronic Absenteeism	All Students	2.9%	<=5%	50.0	50	100.0	10.6%
	High Needs Students	4.9%	<=5%	50.0	50	100.0	17.3%
Preparation for CCR	% Taking Courses	95.4%	75%	50.0	50	100.0	66.1%
	% Passing Exams	64.9%	75%	43.2	50	86.5	37.3%
On-track to High School Graduation		98.3%	94%	50.0	50	100.0	85.6%
4-year Graduation All Students (2014 Cohort)		96.9%	94%	100.0	100	100.0	87.0%
6-year Graduation - High Needs Students (2012 Cohort)		89.8%	94%	95.6	100	95.6	77.6%
Postsecondary Entrance (Class of 2014)		88.5%	75%	100.0	100	100.0	72.8%
Physical Fitness (estimated part rate) and (fitness rate)		96.0%   64.8%	75%	43.2	50	86.4	87.6%   51.0%
Arts Access		71.5%	60%	50.0	50	100.0	45.7%
<b>Accountability Index</b>				<b>1140.0</b>	<b>1250</b>	<b>91.2</b>	

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?					N
ELA Performance Index Gap	75.0	62.2	12.8	17.3	
Math Performance Index Gap	73.1	54.7	18.4	19.6	
Science Performance Index Gap	68.3	53.3	15.0	17.2	
Graduation Rate Gap	94.0%	89.8%	4.2%	15.2%	N

<sup>1</sup>If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for graduation rate), then the ultimate target is displayed and used for gap calculations.

<sup>2</sup>If the size of the gap exceeds the state mean gap plus one standard deviation, then the gap is an outlier.

Subject/Subgroup		Participation Rate (%)
ELA	All Students	77.2
	High Needs Students	79.1
Math	All Students	77.0
	High Needs Students	78.5
Science	All Students	95.8
	High Needs Students	95.2

### Connecticut's State Identified Measurable Goal for Children with Disabilities (SIMR)

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: 63.8      State: 50.1**

#### Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement: comprehensive documentation and supports](#)

# District Profile and Performance Report for School Year 2014-15

## 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 scholarship. Students and teachers are recognized leaders among peers. Teachers are recognized by contributions to their discipline while students are celebrated for achievements ranging from "kindest kid in America" to student leadership endeavors. 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 Program of Studies includes AP/University of Connecticut ECE credits in courses like Spanish 6-Honors or European History, while electives live vivaciously in a broad range of content areas ranging from Forensic Science to Boat Building. Students can Bring their Own Device to use wireless internet to broaden understanding about a topic or collaborate with peers. Reader's Workshop K-8 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 book clubs. Supports for students are evolving as we continually study student information. 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 documentaries. Guardians are continually kept informed of student progress through portals in the middle and high schools and newsletters and conferences in the elementary schools.

#### **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 of racial, ethnic, religious, and social groups. 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, a sister school partnership in Costa Rica, 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. Embedded in our K-12 student outcomes is the requirement that our students engage in global issues, take multiple perspectives and develop citizenship. One of our departments with a strong focus on diversity (racial, ethnic, economic and diversity of thought) is World Language. The department has expanded making it possible for the Spanish program to start in Kindergarten, while French is an additional option in the middle school, and the high school has rich offerings in Mandarin Chinese as well as Latin. Madison Public Schools is a participating district in fifteen interdistrict magnet schools and five interdistrict projects designed to reduce racial, ethnic and economic isolation.

# District Profile and Performance Report for School Year 2014-15

## 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. Each school cost center is allocated comparable funding to support salaries, staff development, maintenance, utilities, and the like. 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 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 priorities, and collective bargaining agreements. All state or federal funding received by the district is distributed according to the guidelines and regulations.