

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2013–14



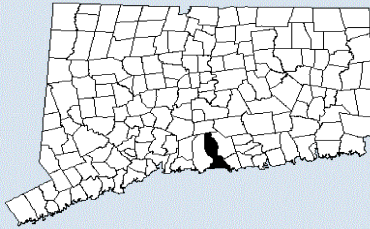
Madison School District

Mr. Thomas Scarice, Superintendent • 203-245-6300 • www.madison.k12.ct.us

District Information

Grade Range	PK-12
Number of Schools	7
Enrollment	3,297
Per Pupil Expenditures ¹	\$14,873
Total Expenditures ¹	\$50,225,593

¹Expenditure data reflect the 2012-13 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 \(Class of 2014\)](#)
 (2014® The College Board)

Contents

Students.....	1
Educators.....	2
Instruction and Resources.....	2
Performance.....	4
Narratives.....	6

Notes

Unless otherwise noted, all data are for 2013-14 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](#).

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, 2013 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	1,581	48.0	48.3
Male	1,716	52.0	51.6
American Indian	*	*	0.2
Asian	114	3.5	4.6
Black or African American	22	0.7	12.9
Hispanic or Latino	90	2.7	21.2
Pacific Islander	*	*	0.0
White	2,974	90.2	58.4
Two or More Races	87	2.6	2.3
English Language Learners	17	0.5	5.7
Eligible for Free or Reduced-Price Meals	180	5.5	37.3
Students with Disabilities ¹	375	11.4	12.8

¹Students 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 ²		Suspension/Expulsion ³	
	Count	Rate (%)	Count	Rate (%)
Female	42	2.7	12	0.7
Male	32	1.9	31	1.7
Black or African American	*	*	0	0.0
Hispanic or Latino	*	*	0	0.0
White	65	2.2	41	1.3
English Language Learners	*	*	0	0.0
Eligible for Free or Reduced-Price Meals	6	4.0	6	3.2
Students with Disabilities	17	4.5	17	4.0
District	74	2.3	43	1.2
State		10.8		7.4

Number of students in 2012-13 qualified as truant under state statute: 6

²A 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.

³The 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 2013-14

Madison School District

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	221.8
Paraprofessional Instructional Assistants	42.8
Special Education	
Teachers and Instructors	35.2
Paraprofessional Instructional Assistants	66.5
Administrators, Coordinators and Department Chairs	
District Central Office	3.0
School Level	18.4
Library/Media	
Specialists (Certified)	5.6
Support Staff	7.0
Instructional Specialists Who Support Teachers	11.8
Counselors, Social Workers and School Psychologists	16.5
School Nurses	6.0
Other Staff Providing Non-Instructional Services/Support	153.3

¹In 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 (%)
Asian	2	0.6	1.0
Black or African American	1	0.3	3.5
Hispanic	6	1.9	3.6
Native American	1	0.3	0.1
White	310	96.9	91.7

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
District	100.0
District Poverty Quartile: Low	
State High Poverty Quartile Schools	97.8
State Low Poverty Quartile Schools	99.5

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

Classroom Teacher Attendance: 2012-13

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	9.5	9.3

Instruction and Resources

11th and 12th Graders Who Enrolled in at Least Two Advanced Placement[®] or International Baccalaureate[®] Courses during High School³

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	0	0	0	0
Hispanic or Latino	*	*	*	*
White	43	14.6	138	47.3
English Language Learners	0	0	0	0
Eligible for Free or Reduced-Price Meals	*	*	*	*
Students with Disabilities	0	0	*	*
District	54	16.9	153	47.7
State		14.2		26.8

³Effective 2014-15, this calculation will also include students who participate in dual enrollment courses and two or more courses within a career and technical education (CTE) concentration.

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers⁴

	Count	Rate (%)
Autism	31	66.0
Emotional Disturbance	8	*
Intellectual Disability	*	*
Learning Disability	139	94.6
Other Health Impairment	95	95.0
Other Disabilities	*	*
Speech/Language Impairment	21	91.3
District	299	84.9
State		69.2

⁴Ages 6-21

District Profile and Performance Report for School Year 2013-14

Madison School District

Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	48	1.5	1.4
Emotional Disturbance	17	0.5	1.0
Intellectual Disability	8	0.2	0.4
Learning Disability	147	4.5	4.2
Other Health Impairment	100	3.1	2.5
Other Disabilities	14	0.4	1.0
Speech/Language Impairment	24	0.7	1.9
All Disabilities	358	11.0	12.4

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	0	0	2.8
Private Schools or Other Settings	21	5.8	8.1

²Grades K-12

Overall Expenditures:³ 2012-13

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	27,454,059	8,125	8,769
Instructional Supplies and Equipment	1,309,217	387	275
Improvement of Instruction and Educational Media Services	1,924,717	570	487
Student Support Services	4,127,908	1,222	965
Administration and Support Services	4,263,752	1,262	1,600
Plant Operation and Maintenance	5,005,566	1,481	1,472
Transportation	3,252,427	933	786
Costs of Students Tuitioned Out	1,590,409	N/A	N/A
Other	1,297,538	384	178
Total	50,225,593	14,873	14,642

Additional Expenditures

Land, Buildings, and Debt Service	3,218,474	952	1,434
-----------------------------------	-----------	-----	-------

³Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Special Education Expenditures: 2012-13

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	3,386,288	34.9	35.6
Noncertified Personnel	1,967,720	20.3	14.5
Purchased Services	327,027	3.4	5.0
Tuition to Other Schools	1,530,027	15.8	21.4
Special Ed. Transportation	1,231,664	12.7	8.5
Other Expenditures	1,251,493	12.9	14.9
Total Expenditures	9,694,219	100.0	100.0

PK-12 Expenditures Used for Special Education	19.3	21.9
---	------	------

Expenditures by Revenue Source:⁴ 2012-13

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	93.3	93.0
State	4.7	4.9
Federal	1.6	1.7
Tuition & Other	0.4	0.4

⁴Revenue 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 2013-14

Madison School District

Performance

District Performance Index (DPI)

A District Performance Index (DPI) for the Connecticut Mastery Test (CMT) and the Connecticut Academic Performance Test (CAPT) is the test performance of all subjects tested in the respective assessment for all students in the district. The DPI ranges in value from 0 to 100 points. Connecticut's ultimate target for a DPI is 88 because in a district with a DPI of 88 or above, students will have performed at or above the 'goal' level on the majority of tests. Detailed reports of CMT and CAPT assessment results are available at www.ctreports.com. School and District Performance Reports produced by the Connecticut State Department of Education (CSDE) are also available online.

CMT	DPI				2013-14				Note: If no data are displayed for 2013-14, the district implemented the Smarter Balanced Field Test.
	2009-10	2010-11	2011-12	2012-13	Count	DPI	Target	Achieved	
Black or African American	.	.	.	.	<20	.	.	n/a	
Hispanic or Latino	72.6	79.9	83.1	80.9	40	77.9	80.1	No	
English Language Learners	.	.	.	.	<20	.	.	n/a	
Eligible for Free or Reduced-Price Meals	84.4	89.0	92.5	77.6	68	79.8	88.0	No	
Students with Disabilities	74.5	71.4	71.6	66.3	184	61.5	75.0	No	
High Needs	77.3	76.0	78.0	70.4	236	67.3	78.9	No	
District	94.2	94.1	94.8	92.8	1493	91.1	88.0	Yes	

CAPT	DPI				2013-14				Note: If no data are displayed for 2013-14, the district implemented the Smarter Balanced Field Test.
	2009-10	2010-11	2011-12	2012-13	Count	DPI	Target	Achieved	
Black or African American	.	.	.	.	<20	.	.		
Hispanic or Latino	.	.	.	.	<20	.	.		
English Language Learners	.	.	.	.	.	.	.
Eligible for Free or Reduced-Price Meals	.	.	.	.	<20	.	.		
Students with Disabilities	59.5	66.7	80.4	74.5	29	58.6	72.0	No	
High Needs	63.7	68.8	83.1	75.5	46	70.1	74.5	No	
District	88.8	90.6	93.9	92.2	305	89.1	88.0	Yes	

2013 National Assessment of Educational Progress (NAEP): Percent At or Above Proficient¹

READING	Grade 4	Grade 8	Grade 12
Connecticut	43%	45%	50%
National Public	34%	34%	36%
MATH	Grade 4	Grade 8	Grade 12
Connecticut	45%	37%	32%
National Public	41%	34%	25%

¹NAEP 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 CMT/CAPT and NAEP. Instead, NAEP results are meant to complement CMT/CAPT results.

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	92.1	92.5	82.7	85.4	1,040	87.8
Curl Up	97.0	93.6	91.7	88.5	1,040	92.3
Push Up	86.7	87.2	75.5	88.1	1,040	84.2
Mile Run/PACER	81.8	87.2	79.4	78.6	1,040	81.6
All Tests - District	70.0	73.2	55.2	60.3	1,040	64.1
All Tests - State	50.2	50.7	50.3	53.9		51.1

²The 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.

³Only students assessed in all four areas are included in this calculation.

District Profile and Performance Report for School Year 2013-14

Madison School District

Cohort Graduation: Four-Year¹

	2012-13				2013-14
	Cohort Count ²	Rate (%)	Target ³ (%)	Target Achieved	Target ³ (%)
Black or African American	*	*	.		.
Hispanic or Latino	*	*	.		.
English Language Learners	N/A	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	*	*	.		.
Students with Disabilities	40	92.5	82.3	Yes	83.5
District	317	98.7	94.0	Yes	94.0
State ⁴		85.5			

¹The 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](#).

²Cohort count includes all students in the cohort as of the end of the 2012-13 school year.

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

⁴Targets are not displayed at the state level.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam⁵

	Participation ⁶	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	96.6	242	74.0
Male	92.4	215	68.5
Black or African American	*	*	*
Hispanic or Latino	*	8	*
White	94.9	423	72.2
English Language Learners	*	0	*
Eligible for Free or Reduced-Price Meals	82.8	11	37.9
Students with Disabilities	77.3	*	*
District	94.5	457	71.3
State	72.9		37.6

⁵College 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

⁶Participation 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.

Copyright © 2014 The College Board. www.collegeboard.org

ACT® statistics derived from data provided by ACT, Inc.

Copyright © 2015 ACT, Inc. www.act.org

IB® statistics derived from data provided by the International Baccalaureate Organization.

Copyright © International Baccalaureate Organization 2014

College Entrance and Persistence

	Class of 2013	Class of 2012
	Entrance ⁷	Persistence ⁸
	Rate (%)	Rate (%)
Female	89.9	96.7
Male	83.9	96.4
Black or African American	*	*
Hispanic or Latino	*	*
White	87.0	96.3
English Language Learners	87.0	*
Eligible for Free or Reduced-Price Meals	*	*
Students with Disabilities	72.3	84.4
District	86.8	96.5
State	72.7	88.5

⁷College 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.

⁸College 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 2013-14

Madison School District

Narratives

School District Improvement Plans and Parental Outreach Activities

SCHOOL DISTRICT IMPROVEMENT PLANS AND 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 academics 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 in the elementary buildings. In addition to regular written reporting and contact, parents in the elementary schools have fall and spring conferences with their child's teacher.

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, 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. One of our departments with a strong focus on diversity (racial, ethnic, economic and diversity of thought) is World Language which has expanded in the past three years making it possible for the Spanish program to start as early as Kindergarten, and Mandarin Chinese now includes a level 4 Honors. Madison Public Schools is a participating district in fifteen interdistrict magnet schools and five interdistrict projects designed to reduce racial, ethnic and economic isolation. Administrators, counselors and teachers work with staff members of the interdistrict 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 schools.

District Profile and Performance Report for School Year 2013-14

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.