

# Connecticut State Department of Education

## DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2024-25



### Madison School District

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#### District Information

|                            |              |
|----------------------------|--------------|
| Grade Range                | PK-12        |
| Number of Schools/Programs | 6            |
| Enrollment                 | 2,445        |
| Per Pupil Expenditures     | \$25,829     |
| Total Expenditures         | \$63,358,079 |

Expenditure data reflect the 2023-24 school year.



#### Community Information

AdvanceCT Town Profiles provide summary demographic and economic information for Connecticut's municipalities at <https://www.advancect.org/site-selection/town-profiles>

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#### Notes

Unless otherwise noted, all data are for 2024-25 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 <https://public-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. Complete data suppression guidelines are available at <https://tinyurl.com/SuppressionPolicy>

N/A is displayed when a category is not applicable for a district or school.

#### Students

##### October 1, 2024 Enrollment

| Student Group                             | District Count | District Percent (%) | State Percent (%) |
|-------------------------------------------|----------------|----------------------|-------------------|
| Female                                    | 1,192          | 48.8                 | 48.4              |
| Male                                      | 1,246          | 51.0                 | 51.5              |
| Non-Binary                                | 7              | 0.3                  | 0.1               |
| American Indian or Alaska Native          | *              | *                    | 0.2               |
| Asian                                     | 79             | 3.2                  | 5.2               |
| Black or African American                 | 19             | 0.8                  | 12.4              |
| Hispanic or Latino of any race            | 180            | 7.4                  | 32.1              |
| Native Hawaiian or Other Pacific Islander | *              | *                    | 0.1               |
| Two or More Races                         | 130            | 5.3                  | 4.8               |
| White                                     | 2,032          | 83.1                 | 45.1              |
| English Learners/Multilingual Learners    | 29             | 1.2                  | 11.3              |
| Eligible for Free or Reduced-Price Meals  | 113            | 4.6                  | 44.8              |
| Students with Disabilities                | 409            | 16.7                 | 18.5              |

The enrollment table represents students in grades PK-12 reported by the district in the Public School Information System (i.e., PSIS Reporting District).

**Students with disabilities** are students with an individualized education program (IEP) only. This category does not include students with Section 504 plans or services plans.

#### Chronic Absenteeism and Suspension/Expulsion

| Student Group                            | Chronic Count | Chronic Rate (%) | Suspension Count | Suspension Rate (%) |
|------------------------------------------|---------------|------------------|------------------|---------------------|
| Female                                   | 75            | 6.4              | 6                | 0.5                 |
| Male                                     | 55            | 4.5              | 41               | 3.2                 |
| Non-Binary                               | 0             | *                | 0                | *                   |
| Black or African American                | 0             | *                | *                | *                   |
| Hispanic or Latino of any race           | 11            | 6.2              | *                | *                   |
| White                                    | 103           | 5.2              | 37               | 1.8                 |
| English Learners/Multilingual Learners   | *             | *                | *                | *                   |
| Eligible for Free or Reduced-Price Meals | 16            | 13.9             | 6                | 4.4                 |
| Students with Disabilities               | 42            | 11.2             | 14               | 3.0                 |
| All Students - District                  | 130           | 5.4              | 47               | 1.9                 |
| All Students - State                     |               | 17.2             |                  | 6.8                 |

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.

A student is included in **suspension count/rate** if they received at least one in-school suspension, out-of-school suspension, or expulsion.

**Number of students qualified as truant under state statute: 129**  
**Number of school-based arrests: Fewer than 6**

# District Profile and Performance Report for School Year 2024-25

## Madison School District

### Educators

#### Full-Time Equivalent (FTE) Staff

| Role                                                     | FTE   |
|----------------------------------------------------------|-------|
| General Education Teachers and Instructors               | 193.6 |
| General Education Paraprofessionals                      | 44.8  |
| Special Education Teachers and Instructors               | 35.0  |
| Special Education Paraprofessionals                      | 46.8  |
| District Central Office Administrators                   | 4.0   |
| School Level Administrators                              | 18.8  |
| Library/Media Specialists (Certified)                    | 4.6   |
| Library/Media Support Staff                              | 6.0   |
| Instructional Specialists Who Support Teachers           | 12.9  |
| Counselors, Social Workers and School Psychologists      | 23.7  |
| School Nurses                                            | 6.0   |
| Other Staff Providing Non-Instructional Services/Support | 179.4 |

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.

#### Classroom Teacher Attendance: 2023-24

| Level    | Average Number of FTE Days Absent Due to Illness or Personal Time |
|----------|-------------------------------------------------------------------|
| District | 11.0                                                              |
| State    | 13.0                                                              |

#### Educators by Race/Ethnicity

| Race/Ethnicity                            | District Count | District Percent (%) | State Percent (%) |
|-------------------------------------------|----------------|----------------------|-------------------|
| American Indian or Alaska Native          | 0              | 0.0                  | 0.1               |
| Asian                                     | 4              | 1.4                  | 1.4               |
| Black or African American                 | 0              | 0.0                  | 4.9               |
| Hispanic or Latino of any race            | 4              | 1.4                  | 5.3               |
| Native Hawaiian or Other Pacific Islander | 0              | 0.0                  | 0.1               |
| Two or More Races                         | 0              | 0.0                  | 0.3               |
| White                                     | 287            | 97.3                 | 87.9              |

#### New! Educator Attrition: 2023-24

| Educator Type | District Attrition Count | District Attrition Rate (%) | State Attrition Rate (%) |
|---------------|--------------------------|-----------------------------|--------------------------|
| All Educators | 23                       | 7.7                         | 6.8                      |
| Teachers      | 20                       | 8.3                         | 7.6                      |

**Teacher Attrition Rate** is defined as the percent of certified teachers who were teaching in the district in 2022-23 but were not teaching in the district in 2023-24. **All Educator Attrition Rate** is defined as the percent of certified educators who were staffed in a certified educator position in the district in 2022-23 but were not staffed in a certified educator position in the district in 2023-24.

Note: See Appendix A for exit reasons.

### Instruction and Resources

#### 11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School

| Student Group                            | 11th Count | 11th Rate (%) | 12th Count | 12th Rate (%) |
|------------------------------------------|------------|---------------|------------|---------------|
| Black or African American                | 0          | *             | *          | *             |
| Hispanic or Latino of any race           | *          | *             | 13         | *             |
| White                                    | 139        | 83.2          | 153        | 98.7          |
| English Learners/Multilingual Learners   | N/A        | N/A           | N/A        | N/A           |
| Eligible for Free or Reduced-Price Meals | 8          | *             | 12         | *             |
| Students with Disabilities               | 19         | 61.3          | 22         | 91.7          |
| All Students - District                  | 158        | 83.2          | 191        | 99.0          |
| All Students - State                     |            | 89.2          |            | 95.3          |

**College-and-Career-Readiness Courses** include Advanced Placement®(AP), International Baccalaureate®(IB), Career and Technical Education(CTE), workplace experience and dual credit courses.

#### Students with Disabilities Spending 80% or Greater Time with Nondisabled Peers

| Disability                  | Count | Rate (%) |
|-----------------------------|-------|----------|
| Autism                      | 33    | 60.0     |
| Emotional Disability        | *     | *        |
| Intellectual Disability     | 0     | 0        |
| Learning Disability         | 125   | 96.2     |
| Other Health Impairment     | 78    | 89.7     |
| Other Disabilities          | *     | *        |
| Speech/Language Impairment  | 34    | 100.0    |
| All Disabilities - District | 289   | 81.9     |
| All Disabilities - State    |       | 68.0     |

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 2024-25

## Madison School District

### Students with Disabilities by Primary Disability

| Disability                 | District Count | District Rate (%) | State Rate (%) |
|----------------------------|----------------|-------------------|----------------|
| Autism                     | 60             | 2.5               | 2.9            |
| Emotional Disability       | 28             | 1.2               | 1.1            |
| Intellectual Disability    | 12             | 0.5               | 0.6            |
| Learning Disability        | 130            | 5.4               | 6.5            |
| Other Health Impairment    | 90             | 3.7               | 3.6            |
| Other Disabilities         | 16             | 0.7               | 1.1            |
| Speech/Language Impairment | 45             | 1.9               | 2.0            |
| All Disabilities           | 381            | 15.9              | 17.8           |

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

| Classroom Setting                 | District Count | District Rate (%) | State Rate (%) |
|-----------------------------------|----------------|-------------------|----------------|
| Public Schools in Other Districts | 11             | 2.9               | 8.2            |
| Private Schools or Other Settings | 17             | 4.5               | 4.5            |

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: 2023-24

| Expenditure                                    | District Total (\$) | District Per Pupil (\$) | State Per Pupil (\$) |
|------------------------------------------------|---------------------|-------------------------|----------------------|
| Instruction                                    | \$37,571,743        | \$15,317                | \$13,471             |
| Support services - students                    | \$6,509,025         | \$2,696                 | \$1,826              |
| Support services - instruction                 | \$2,638,420         | \$1,093                 | \$972                |
| Support services - general administration      | \$1,237,360         | \$513                   | \$568                |
| Support services - school based administration | \$2,734,747         | \$1,133                 | \$1,274              |
| Central and other support services             | \$1,033,536         | \$428                   | \$761                |
| Operation and maintenance of plant             | \$5,914,319         | \$2,450                 | \$2,125              |
| Student transportation services                | \$4,197,444         | \$2,462                 | \$1,695              |
| Food services                                  | \$185,893           | \$77                    | \$10                 |
| Enterprise operations                          | \$1,335,593         | \$553                   | \$219                |
| Total                                          | \$63,358,079        | \$25,829                | \$22,054             |

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

### Special Education Expenditures: 2023-24

| Expenditure                                  | District Total (\$) | District Percent (%) | State Percent (%) |
|----------------------------------------------|---------------------|----------------------|-------------------|
| Teacher Salaries                             | \$5,235,617         | 35.0                 | 26.4              |
| Instructional Aide Salaries                  | \$25,541            | 0.2                  | 10.1              |
| Other Salaries                               | \$1,613,338         | 10.8                 | 10.5              |
| Employee Benefits                            | \$2,013,418         | 13.5                 | 13.3              |
| Purchased Services Other Than Transportation | \$829,266           | 5.6                  | 6.8               |
| Special Education Tuition                    | \$3,427,350         | 22.9                 | 22.8              |
| Supplies                                     | \$57,619            | 0.4                  | 0.6               |
| Property Services                            | .                   | .                    | 0.4               |
| Purchased Services For Transportation        | \$1,683,462         | 11.3                 | 8.7               |
| Equipment                                    | \$53,745            | 0.4                  | 0.2               |
| All Other Expenditures                       | .                   | .                    | 0.1               |
| Total                                        | \$14,939,356        | 100.0                | 100.0             |

### Percent of Total Expenditures Used for Special Education: 2023-24

| Level    | Percent (%) |
|----------|-------------|
| District | 23.6        |
| State    | 25.7        |

### Expenditures by Revenue Source: 2023-24

| Revenue Source  | Percent of Total (%) Excluding School Construction |
|-----------------|----------------------------------------------------|
| Local           | 95.2                                               |
| State           | 2.3                                                |
| Federal         | 1.8                                                |
| Tuition & Other | 0.8                                                |

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 2024-25

## 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., English Language Arts(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.

| Student Group                                  | ELA Count | ELA DPI | Math Count | Math DPI | Science Count | Science DPI |
|------------------------------------------------|-----------|---------|------------|----------|---------------|-------------|
| American Indian or Alaska Native               | 0         | N/A     | 0          | N/A      | 0             | N/A         |
| Asian                                          | 45        | 87.0    | 45         | 88.9     | 23            | 82.7        |
| Black or African American                      | *         | *       | *          | *        | *             | *           |
| Hispanic or Latino of any race                 | 91        | 77.5    | 91         | 76.2     | 32            | 76.9        |
| Native Hawaiian or Other Pacific Islander      | *         | *       | *          | *        | *             | *           |
| Two or More Races                              | 67        | 82.1    | 67         | 84.0     | 31            | 84.5        |
| White                                          | 1,045     | 79.7    | 1,043      | 78.5     | 442           | 79.4        |
| English Learners/Multilingual Learners         | 43        | 71.7    | 43         | 75.0     | 13            | *           |
| Non-English Learners/Non-Multilingual Learners | 1,217     | 80.2    | 1,215      | 79.2     | 519           | 80.1        |
| Eligible for Free or Reduced-Price Meals       | 68        | 73.1    | 68         | 68.7     | 25            | 74.7        |
| Not Eligible for Free or Reduced-Price Meals   | 1,192     | 80.3    | 1,190      | 79.6     | 507           | 79.9        |
| Students with Disabilities                     | 197       | 60.7    | 196        | 59.5     | 81            | 59.9        |
| Students without Disabilities                  | 1,063     | 83.5    | 1,062      | 82.6     | 451           | 83.2        |
| High Needs                                     | 269       | 65.4    | 268        | 64.4     | 106           | 64.3        |
| Non-High Needs                                 | 991       | 83.8    | 990        | 83.0     | 426           | 83.5        |
| All Students - District                        | 1,260     | 79.9    | 1,258      | 79.0     | 532           | 79.7        |

#### National Assessment of Educational Progress (NAEP): Percent At or Above Proficient

| Year | Subject | Grade | CT  | National Public |
|------|---------|-------|-----|-----------------|
| 2024 | Reading | 4     | 36% | 30%             |
| 2024 | Reading | 8     | 35% | 29%             |
| 2024 | Math    | 4     | 42% | 39%             |
| 2024 | Math    | 8     | 32% | 27%             |

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. Performance on NAEP by student group is available at <https://tinyurl.com/CTNAEP2024>

#### Physical Fitness Tests: Percent of Students Reaching Health Standard

| Test                 | Grade 4 Percent (%) | Grade 6 Percent (%) | Grade 8 Percent (%) | HS Percent (%) | All Tested Grades Count | All Tested Grades Percent (%) |
|----------------------|---------------------|---------------------|---------------------|----------------|-------------------------|-------------------------------|
| Sit & Reach          | 89.8                | 76.9                | 86.4                | 76.6           | 722                     | 82.3                          |
| Curl Up              | 93.2                | 91.2                | 92.0                | 93.0           | 721                     | 92.4                          |
| Push Up              | 89.8                | 89.0                | 89.8                | 80.2           | 721                     | 87.1                          |
| Mile Run/PACER       | 81.4                | 90.1                | 80.7                | 70.6           | 722                     | 80.6                          |
| All Tests - District | 69.9                | 64.8                | 68.8                | 49.7           | 721                     | 63.1                          |
| All Tests - State    | 55.8                | 51.4                | 46.0                | 43.6           |                         | 49.0                          |

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.

**Note: Only students assessed in all four areas are included in the All Tests calculation**

# District Profile and Performance Report for School Year 2024-25

## Madison School District

### 2023-24 Cohort Graduation: Four-Year

| Student Group                            | Cohort Count | Rate (%) |
|------------------------------------------|--------------|----------|
| Black or African American                | N/A          | N/A      |
| Hispanic or Latino of any race           | 13           | *        |
| White                                    | 180          | 95.6     |
| English Learners/Multilingual Learners   | N/A          | N/A      |
| Eligible for Free or Reduced-Price Meals | 12           | *        |
| Students with Disabilities               | 34           | 82.4     |
| All Students - District                  | 212          | 95.3     |
| All Students - State                     |              | 88.9     |

The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years.

**Cohort count** includes all students in the cohort as of the end of the 2023-24 school year.

### 11th and 12th Graders Demonstrating Postsecondary Readiness

| Student Group                            | Count | Rate (%) |
|------------------------------------------|-------|----------|
| Female                                   | *     | *        |
| Male                                     | 144   | 71.3     |
| Non-Binary                               | *     | *        |
| Black or African American                | *     | *        |
| Hispanic or Latino of any race           | *     | *        |
| White                                    | 239   | 74.2     |
| English Learners/ Multilingual Learners  | N/A   | N/A      |
| Eligible for Free or Reduced-Price Meals | 12    | 57.1     |
| Students with Disabilities               | 13    | 23.6     |
| All Students - District                  | 286   | 74.7     |
| All Students - State                     |       | 47.2     |

Students demonstrate postsecondary readiness through at least one of the following:

- 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
- Earning three or more non-remedial college credits cumulatively during high school.

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

| Student Group                               | Class of 2024<br>Entrance<br>Rate (%) | Class of 2023<br>Persistence<br>Rate (%) |
|---------------------------------------------|---------------------------------------|------------------------------------------|
| Female                                      | *                                     | 94.4                                     |
| Male                                        | 82.7                                  | 92.7                                     |
| Non-Binary                                  | *                                     | N/A                                      |
| Black or African American                   | N/A                                   | *                                        |
| Hispanic or Latino of any race              | *                                     | *                                        |
| White                                       | 85.5                                  | 92.9                                     |
| English Learners/<br>Multilingual Learners  | N/A                                   | *                                        |
| Eligible for Free or<br>Reduced-Price Meals | *                                     | *                                        |
| Students with Disabilities                  | 72.7                                  | 82.8                                     |
| All Students - District                     | 85.6                                  | 93.5                                     |
| All Students - State                        | 67.0                                  | 88.2                                     |

**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.

**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 2024-25

## 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                                  | Student Group       | Index/Rate | Target | Points Earned | Max Points  | % Points Earned | State Average Index/Rate |
|--------------------------------------------|---------------------|------------|--------|---------------|-------------|-----------------|--------------------------|
| ELA Performance Index                      | All Students        | 79.9       | 75     | 50.0          | 50          | 100.0           | 64.7                     |
| ELA Performance Index                      | High Needs Students | 65.4       | 75     | 43.6          | 50          | 87.2            | 54.9                     |
| Math Performance Index                     | All Students        | 79.0       | 75     | 50.0          | 50          | 100.0           | 61.1                     |
| Math Performance Index                     | High Needs Students | 64.4       | 75     | 43.0          | 50          | 85.9            | 50.6                     |
| Science Performance Index                  | All Students        | 79.7       | 75     | 50.0          | 50          | 100.0           | 62.6                     |
| Science Performance Index                  | High Needs Students | 64.3       | 75     | 42.9          | 50          | 85.7            | 52.1                     |
| ELA Academic Growth                        | All Students        | 70.2%      | 100%   | 70.2          | 100         | 70.2            | 60.6%                    |
| ELA Academic Growth                        | High Needs Students | 52.3%      | 100%   | 52.3          | 100         | 52.3            | 55.7%                    |
| Math Academic Growth                       | All Students        | 77.5%      | 100%   | 77.5          | 100         | 77.5            | 62.3%                    |
| Math Academic Growth                       | High Needs Students | 67.1%      | 100%   | 67.1          | 100         | 67.1            | 55.9%                    |
| Progress Toward English Proficiency        | Literacy            | 60.5%      | 100%   | 30.2          | 50          | 60.5            | 58.7%                    |
| Progress Toward English Proficiency        | Oral                | 69.1%      | 100%   | 34.6          | 50          | 69.1            | 55.7%                    |
| Chronic Absenteeism                        | All Students        | 5.4%       | <=5%   | 49.1          | 50          | 98.3            | 17.2%                    |
| Chronic Absenteeism                        | High Needs Students | 11.3%      | <=5%   | 37.5          | 50          | 75.0            | 24.8%                    |
| % Taking CCR Courses                       | All Students        | 91.1%      | 75%    | 50.0          | 50          | 100.0           | 92.4%                    |
| % Meeting CCR Benchmark                    | All Students        | 74.7%      | 75%    | 49.8          | 50          | 99.6            | 47.2%                    |
| On-track to High School Graduation         | All Students        | 97.0%      | 94%    | 50.0          | 50          | 100.0           | 85.9%                    |
| 4-year Graduation Rate (2024 Cohort)       | All Students        | 95.3%      | 94%    | 100.0         | 100         | 100.0           | 88.9%                    |
| 6-year Graduation Rate (2022 Cohort)       | High Needs Students | 94.4%      | 94%    | 100.0         | 100         | 100.0           | 87.3%                    |
| Postsecondary Entrance (Class of 2024)     | All Students        | 85.6%      | 75%    | 100.0         | 100         | 100.0           | 67.0%                    |
| Physical Fitness % Meeting Health Standard | All Students        | 63.1%      | 75%    | 42.1          | 50          | 84.1            | 49.0%                    |
| Arts Access                                | All Students        | 67.1%      | 60%    | 50.0          | 50          | 100.0           | 55.1%                    |
| <b>Accountability Index</b>                |                     |            |        | <b>1239.8</b> | <b>1450</b> | <b>85.5</b>     |                          |

Physical Fitness Estimated Participation Rate - District: 99.7% | State: 95.6%

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 Indicator                 | Non-High Needs Rate | High Needs Rate | Size of Gap | State Gap Mean +1 Stdev | Is Gap an Outlier? |
|-------------------------------|---------------------|-----------------|-------------|-------------------------|--------------------|
| ELA Performance Index Gap     | 75.0                | 65.4            | 9.6         | 16.9                    | N                  |
| Math Performance Index Gap    | 75.0                | 64.4            | 10.6        | 18.4                    | N                  |
| Science Performance Index Gap | 75.0                | 64.3            | 10.7        | 18.2                    | N                  |
| Graduation Rate Gap           | 94.0%               | 94.4%           | 0.0%        | 8.6%                    | N                  |

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.

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. Gap calculations are based on unrounded rates.

| Subject | Student Group       | Participation Rate (%) |
|---------|---------------------|------------------------|
| ELA     | All Students        | 98.9                   |
| ELA     | High Needs Students | 96.5                   |
| Math    | All Students        | 98.8                   |
| Math    | High Needs Students | 96.1                   |
| Science | All Students        | 97.1                   |
| Science | High Needs Students | 93.2                   |

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: 59.7**

**State: 50.2**

**Supporting Resources:** <https://public-edsight.ct.gov/Overview/Next-Generation-Accountability-Dashboard#related-links>

# District Profile and Performance Report for School Year 2024-25

## Madison School District

### Narratives

#### School District Improvement Plans and Parental Outreach Activities

The Madison Public Schools mission is to prepare all learners to make a unique, positive contribution in a complex, global society. The district's vision for a 21st Century Education includes efforts in the district that 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 ten targeted student outcomes (Profile of a Graduate) in the areas of critical thinking, creative thinking, communication and collaboration, self-direction, and global thinking. 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 programs, as well as student and teacher recognitions for academics, athletics, the arts, technology, and scholarships. To our knowledge, Madison Public Schools was the first district in Connecticut to have every school cited as a School of Distinction for highest performance (top 10%). 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 Advanced Placement and dual enrollment courses from University of Connecticut (ECE credits), while electives live vivaciously in a broad range of content areas ranging from Biotechnology to Boat Building. A workshop approach gives students the ability to read material they find exciting and relevant while growing their understanding of literature. Reading approaches require students to delve deep into core text, engage in meaningful self-selection and book clubs. Our youngest learners receive direct instruction in phonics, phonemic awareness, fluency, vocabulary and comprehension strategies. Supports in the form of academic and social/emotional interventions are identified through a variety of indicators. The Wellness Curriculum is developed to reduce youth aggression/bullying, substance abuse, build safe school climates, and make healthy choices. Madison has a range of services and supports and maintains a close working relationship with town and regional agencies. Board of Education meetings are televised. Public sessions are hosted for community topics of interest such as the district building projects, budgets, and social/emotional well-being. Parents and guardians are continually kept informed of student progress through portals, conferences and reports of progress. Madison's curriculum on its website has drawn attention from national and international interest and has been cited as an example of transparent communication.

#### 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. The Profile of a Graduate contains very specific skills associated with these efforts including: self-awareness; decision making; citizenship and alternate perspectives. 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. Teams examine practices to increase teacher recruitment, provide professional development and approach curriculum revisions to support Global Thinking. 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. Our recorded May 6, 2025 Curriculum Meeting can share an overview of the many ways that Madison Public Schools celebrates the cultural diversity of our student population. 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.

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### **Equitable Allocation of Resources among District Schools**

The budget development process for Madison Public Schools begins with enrollment projections by building 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 are 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. The school buildings boast refreshed and new learning spaces.

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### Appendix A

#### 2023-24 Exit Reasons for Certified Educators

Exit reasons are reported by districts in the Educator Data System (EDS) based on the information provided by exiting educators.

| Exit Reason                                  | District Count | District Percent (%) | State Percent (%) |
|----------------------------------------------|----------------|----------------------|-------------------|
| Another Profession                           | 2              | 10.5                 | 2.1               |
| Deceased                                     | 0              | 0.0                  | 0.5               |
| District/School Shut Down                    | 0              | 0.0                  | 0.0               |
| Moved Out of State                           | 0              | 0.0                  | 2.2               |
| Personal Reasons                             | 2              | 10.5                 | 6.7               |
| Position Eliminated or Expired               | 4              | 21.1                 | 9.8               |
| Position Filled Permanently                  | 0              | 0.0                  | 0.1               |
| Resigned (no reason given)                   | 0              | 0.0                  | 32.0              |
| Retired                                      | 5              | 26.3                 | 23.7              |
| Teach/Admin in Other CT Dist                 | 5              | 26.3                 | 18.0              |
| Teach/Admin in CT Nonpublic School           | 1              | 5.3                  | 0.1               |
| Teach/Admin Out-of-State (public or private) | 0              | 0.0                  | 1.3               |
| Terminated                                   | 0              | 0.0                  | 1.2               |
| Took Job Related To Education                | 0              | 0.0                  | 2.3               |
| TOTAL                                        | 19             |                      |                   |

Please note that the exit counts above are for educators leaving the district. This differs from the counts in the attrition table where individuals may still be employed in the district but in non-teaching or non-certified educator roles.