

**STRATEGIC SCHOOL PROFILE 2004-05**

**Madison School District**  
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This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c).

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**COMMUNITY DATA**

County: New Haven	Public School Enrollment as a Percent of Town Population: 21.1%
2000 Population: 17,858	Public School Enrollment as % of Total Student Population: 90.2%
1990-2000 Population Growth: 15.3%	Percent of Adults without a High School Diploma in 2000: 4.9%
2000 Per Capita Income: \$40,537	Adult Education Enrollment in 2003-04 School Year: 41
Number of Public Schools: 6	Number of Adults Receiving Diplomas in 2003-04 School Yr.: 9
Number of Nonpublic Schools: 4	

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Education Reference Group (ERG): B ERG is a classification of districts whose students' families are similar in education, income, occupation, and need, and that have roughly similar enrollment.

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**DISTRICT NEED**

<b>Current and Past District Need</b>	<b>Year</b>	<b>District</b>	<b>ERG</b>	<b>State</b>
% of Students Eligible for Free/Reduced-Price Meals	2004-2005	1.4	4.8	26.6
	2002-2003	1.3	4.9	25.4
% of K-12 Students with Non-English Home Language	2004-2005	1.4	6.6	12.5
	1999-2000	2.4	6.2	12.3
% of Elementary and Middle School Students above Entry Gr. who Attended this School the Previous Yr.	2004-2005	93.3	93.2	89.0
	1999-2000	92.9	91.8	86.3
% of Kindergarten Students who Attended Preschool, Nursery School, or Headstart	2004-2005	96.4	90.4	77.0
	1999-2000	95.8	88.5	73.1
% of Juniors and Seniors Working More Than 16 Hours Per Week	2004-2005	18.8	19.4	22.1
	1999-2000	29.7	24.4	30.4

**STUDENT ENROLLMENT AND RACE/ETHNICITY**

<b>Enrollment</b>	
Grade Range	PK-12
Total Enrollment	3,773
5-Year Enrollment Change	10.5%
Projected 2009 Enrollment	
Elementary	1,368
Middle School	1,244
High School	1,296
Prekindergarten, Other	40

<b>Race/Ethnicity</b>	<b>Number</b>	<b>Percent</b>
American Indian	7	0.2
Asian American	109	2.9
Black	23	0.6
Hispanic	37	1.0
White	3,597	95.3
Total Minority 2004-2005	176	4.7
Total Minority 1999-2000	137	4.0


## EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

Connecticut law requires that school districts provide educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds. This may occur through magnet school programs, public school choice programs, charter schools, minority staff recruitment, inter- or intradistrict programs and projects, distance learning, or other experiences. Below is the description submitted by this school district of how it provides such experiences.

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 participate in eleven interdistrict magnet schools 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 to facilitate opportunities for students to learn with students from cultures different than their own. Madison staff members and parents serve on advisory councils for interdistrict magnet schools.

### DISTRICT RESOURCES

<b>Staff Count (Full-Time Equivalent)</b>		<b>Average Class Size</b>				
# of Certified Staff		Grade K	2004-2005	District	ERG	State
Teachers	256.0		1999-2000	20.6	18.8	18.5
Administrators	13.0	Grade 2	2004-2005	17.5	19.0	18.5
Department Chairs	7.6		1999-2000	20.6	19.7	19.5
Library/Media Staff	4.6	Grade 5	2004-2005	20.6	20.3	19.8
Other Professionals	19.0		1999-2000	23.3	22.3	21.3
% Minority 2004-2005	0.7	Grade 7	2004-2005	22.4	22.1	21.8
% Minority 1999-2000	0.4		1999-2000	26.0	21.1	20.9
# Non-Certified Instructional	80.2	High School	2004-2005	20.3	21.3	21.9
			1999-2000	23.4	20.7	20.2
				20.7	20.4	20.0

<b>Professional Staff Experience and Training</b>		District	ERG	State
Average Number of Years Experience in Connecticut		11.4	12.7	13.2
% with Master's Degree or Above		83.0	82.4	78.5
% Trained as Mentors, Assessors, or Cooperating Teachers		21.6	31.3	27.7

**DISTRICT RESOURCES, continued**

Total Hours of Instruction Per Yr.*	Dist	ERG	State
Elementary	984	995	987
Middle School	1,011	1,017	1,014
High School	1,012	989	1,003

\*State law requires at least 900 hours for gr. 1-12 and full-day kindergarten, and 450 hours for half-day kindergarten.

Resource Ratios	District	ERG	State
Students Per Academic Computer	4.7	3.7	3.6
Students Per Teacher	14.7	14.1	13.8
Teachers Per Administrator	12.4	14.2	13.9

**STUDENT PERFORMANCE**

Physical Fitness	District	ERG	State
% Passing All 4 Tests	42.7	43.4	35.2

**Connecticut Mastery Test, Third Generation, % Meeting State Goal:** The state goal was established with the advice and assistance of a cross section of Connecticut educators. 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.

Connecticut Mastery Test, 3 <sup>rd</sup> Generation % Meeting State Goal	District 2004-05	ERG 2004-05	State 2004-05
Grade 4 Reading	72.5	71.4	52.8
Writing	85.6	78.3	63.3
Mathematics	71.9	75.5	56.8
All Three Tests	58.5	60.0	41.2
Grade 6 Reading	85.3	79.3	60.5
Writing	86.2	79.0	61.3
Mathematics	82.0	81.0	60.9
All Three Tests	71.6	67.1	45.3
Grade 8 Reading	84.2	82.4	64.9
Writing	84.8	78.5	60.7
Mathematics	85.2	76.9	55.7
All Three Tests	75.1	66.9	45.2
Participation Rate	99.5	99.3	99.0



The figures above were calculated differently than those reported in the No Child Left Behind (NCLB) Report Cards. Unlike NCLB figures, 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.

## STUDENT PERFORMANCE, continued

**Connecticut Academic Performance Test, Second Generation, % Meeting State Goal:** The state Goal was established with the advice and assistance of a cross section of Connecticut educators. Students receive certification of mastery for each area in which they meet or exceed the Goal. 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.


<b>Conn. Academic Performance Test, 2<sup>nd</sup> Generation</b> % Grade 10 Meeting State Goal	<b>District</b> <b>2004-05</b>	<b>ERG</b> <b>2004-05</b>	<b>State</b> <b>2004-05</b>
Reading Across the Disciplines	83.2	71.2	48.9
Writing Across the Disciplines	83.5	75.3	55.2
Mathematics	73.8	69.3	47.8
Science	78.7	69.1	47.3
All Four Tests	61.0	50.7	29.2
Participation Rate	99.7	99.0	96.8



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<b>SAT<sup>®</sup> I: Reasoning Test</b>	<b>Class of 1999</b>	<b>Class of 2004</b>		
	<b>District</b>	<b>District</b>	<b>ERG</b>	<b>State</b>
% of Graduates Tested	99.5	91.6	88.9	74.8
Mathematics: Average Score	547	567	548	508
Mathematics: % Scoring 600 or More	31.0	40.8	34.5	23.3
Verbal: Average Score	547	554	540	508
Verbal: % Scoring 600 or More	27.9	30.7	30.1	22.0

<b>Dropout Rates</b>	<b>District</b>	<b>ERG</b>	<b>State</b>
Cumulative Four-Year Rate for Class of 2004	3.9	3.6	8.8
2003-04 Annual Rate for Grades 9 through 12	0.5	0.6	1.8
1998-99 Annual Rate for Grades 9 through 12	0.6	1.2	3.3

<b>Activities of Graduates</b>	<b>Class of</b>	<b># in District</b>	<b>District %</b>	<b>ERG %</b>	<b>State %</b>
 Pursuing Higher Education	2004	223	93.7	90.8	81.5
	1999	180	90.8	88.8	78.3
Employed or in Military	2004	6	2.5	6.0	14.1
	1999	13	6.6	8.2	17.1
Unemployed	2004	0	0.0	0.1	0.8
	1999	0	0.0	0.3	0.9

### DISTRICT REVENUES/EXPENDITURES 2003-04

Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources. ERG 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	ERG	State
Instructional Staff and Services	\$19,324	\$5,202	\$6,287	\$5,976	\$6,282
Instructional Supplies and Equipment	\$736	\$198	\$242	\$221	\$242
Improvement of Instruction and Educational Media Services	\$1,274	\$343	\$398	\$468	\$387
Student Support Services	\$2,739	\$737	\$616	\$684	\$615
Administration and Support Services	\$2,930	\$789	\$1,092	\$1,136	\$1,101
Plant Operation and Maintenance	\$3,286	\$884	\$1,031	\$1,062	\$1,025
Transportation	\$2,090	\$519	\$485	\$452	\$487
Costs for Students Tuitioned Out	\$1,541	N/A	N/A	N/A	N/A
Other	\$893	\$240	\$122	\$131	\$120
<b>Total</b>	<b>\$34,814</b>	<b>\$9,225</b>	<b>\$10,518</b>	<b>\$10,338</b>	<b>\$10,479</b>
<b>Additional Expenditures</b>					
Land, Buildings, and Debt Service	\$9,117	\$2,454	\$1,149	\$1,042	\$1,171
Adult Education	\$19	\$463	N/A	\$806	\$1,057

**Revenue Sources, % 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
With School Construction	85.6	12.4	1.6	0.5
Without School Construction	93.3	4.1	2.0	0.6

**Selected Regular Education Expenditures, Amount Per Pupil and Percent Change from Prior Year.** Selected regular education expenditures exclude costs of special education and land, building, and debt service.

Expenditures by Grade Level	District		ERG		State	
	Per Pupil	% Change	Per Pupil	% Change	Per Pupil	% Change
Elementary and Middle						
Total	\$6,949	5.1	\$8,255	4.7	\$8,620	3.8
Salaries and Benefits	\$5,798	6.2	\$6,864	4.9	\$7,120	4.0
Supplies	\$409	8.8	\$456	7.8	\$455	5.6
Equipment	\$86	59.3	\$125	6.8	\$114	-8.8
High School						
Total	\$10,066	7.8	\$9,682	-0.3	\$9,316	1.3
Salaries and Benefits	\$8,113	5.6	\$7,895	-0.1	\$7,529	1.7
Supplies	\$527	10.9	\$564	5.0	\$524	4.0
Equipment	\$143	18.2	\$155	11.5	\$133	-13.1

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## **EQUITABLE ALLOCATION OF RESOURCES AMONG DISTRICT SCHOOLS**

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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 for 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. Additionally, 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 the various 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.

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## **EVIDENCE OF SUSTAINED IMPROVEMENTS IN STUDENT ACCOMPLISHMENTS**

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Below is a summary, submitted by this school district, of the major trends in student performance and accomplishments that indicate sustained improvement over time. Also, areas of need are identified and plans to address these needs are presented.

### Student Performance Accomplishments:

A comparison of the 2004 CMT results with the results of past years shows that high levels of achievement have been sustained. The results for grades 4, 6, and 8 combined show:

-In the fall of 2004, 85.2% of Grade 8 students, 82% of Grade 6 students and 71.9% of Grade 4 students met goal on the Mathematics subtest of the CMT.

-In the fall of 2004, 84.8% of Grade 8 students, 86.2% of Grade 6 students and 85.6% of Grade 4 students met goal on the Writing subtest of the CMT.

-In the fall of 2004, 84.2% of Grade 8 students, 85.3% of Grade 6 students and 72.5% of Grade 4 students met goal on the Reading subtest of the CMT.

47.5% of all students taking the physical fitness test passed all four subtests.

A comparison of the 2005 CAPT results with the results of past years shows that high levels of achievement have been sustained. The results for grade 10 show:

-73.8% achieved goal and 90.9 % were at or above the proficient level in mathematics.

-78.7% achieved goal and 95.5% were at or above the proficient level in science.

-83.2 % achieved goal and 95.1 % were at or above the proficient level in reading.

-83.5% achieved goal and 95.8% were at or above the proficient level in writing.

-264 students received certificates of mastery for mathematics, science, reading, and/or writing; -61% received certificates of mastery in all four content areas.

### Plans for Improvement:

Over the next two years, the Madison Public Schools that serve students in grades K-4, 5-6, and 7-8 will engage in the New England Association of Schools and Colleges school accreditation process with self-study beginning in September 2005. In addition, ongoing improvements to increase programs, such as World Languages, that promote awareness of cultural diversity will remain an important goal for all of Madison Public Schools.

Strategic School Profiles may be viewed on the internet at <a href="http://www.state.ct.us/sde">www.state.ct.us/sde</a> . A more detailed, searchable SSP database, data tables, and additional CT education facts are also available at this site.
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For the school district website, see <a href="http://www.madison.k12.ct.us">www.madison.k12.ct.us</a>
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