

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2017–18



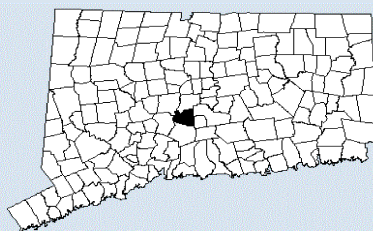
## Meriden School District

Dr. Mark Benigni, Superintendent • 203-630-4171 • <http://www.meridenk12.org>

### District Information

Grade Range	PK-12
Number of Schools/Programs	30
Enrollment	7,933
Per Pupil Expenditures <sup>1</sup>	\$14,318
Total Expenditures <sup>1</sup>	\$126,372,427

<sup>1</sup>Expenditure data reflect the 2016-17 year.



### Community Information

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

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### Notes

Unless otherwise noted, all data are for 2017-18 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.ct.gov](http://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, 2017 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	3,780	47.6	48.4
Male	4,153	52.4	51.6
American Indian or Alaska Native	*	*	0.3
Asian	169	2.1	5.1
Black or African American	844	10.6	12.8
Hispanic or Latino	4,285	54.0	24.8
Pacific Islander	*	*	0.1
Two or More Races	279	3.5	3.3
White	2,346	29.6	53.6
English Learners	1,179	14.9	7.2
Eligible for Free or Reduced-Price Meals	5,848	73.7	36.7
Students with Disabilities <sup>1</sup>	1,596	20.1	14.8

<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	546	14.3	194	5.0
Male	647	15.9	386	9.1
Black or African American	117	14.1	107	12.5
Hispanic or Latino	786	18.2	363	8.2
White	245	10.7	91	3.9
English Learners	217	17.0	82	6.4
Eligible for Free or Reduced-Price Meals	1,083	17.8	526	8.4
Students with Disabilities	402	26.1	224	12.5
District	1,193	15.1	580	7.2
State		10.7		6.8

Number of students in 2016-17 qualified as truant under state statute: 59

Number of school-based arrests: 12

<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 2017-18

## Meriden School District

### Educators

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

	FTE
<b>General Education</b>	
Teachers and Instructors	469.4
Paraprofessional Instructional Assistants	47.0
<b>Special Education</b>	
Teachers and Instructors	84.2
Paraprofessional Instructional Assistants	141.0
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	16.0
School Level	36.0
<b>Library/Media</b>	
Specialists (Certified)	3.5
Support Staff	0.0
Instructional Specialists Who Support Teachers	24.8
Counselors, Social Workers and School Psychologists	46.9
School Nurses	14.0
Other Staff Providing Non-Instructional Services/Support	362.0

<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	4	0.6	0.1
Asian	4	0.6	1.1
Black or African American	8	1.2	3.7
Hispanic or Latino	40	5.8	3.7
Pacific Islander	1	0.2	0.0
Two or More Races	0	0.0	0.1
White	628	91.7	91.0

#### Classroom Teacher Attendance: 2016-17

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	10.9	10.5

### Instruction and Resources

#### 11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School<sup>2</sup>

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	32	54.2	66	74.2
Hispanic or Latino	124	48.4	231	77.3
White	104	63.0	145	77.1
English Learners	30	42.9	38	63.3
Eligible for Free or Reduced-Price Meals	190	51.2	321	76.2
Students with Disabilities	33	35.5	60	42.0
District	280	55.2	457	76.7
State		69.3		80.1

<sup>2</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>3</sup>

	Count	Rate (%)
Autism	86	46.7
Emotional Disturbance	61	31.8
Intellectual Disability	31	42.5
Learning Disability	449	83.8
Other Health Impairment	255	74.1
Other Disabilities	18	25.4
Speech/Language Impairment	119	98.3
District	1,019	67.0
State		68.6

<sup>3</sup>Ages 6-21

# District Profile and Performance Report for School Year 2017-18

## Meriden School District

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

	District		State
	Count	Rate (%)	Rate (%)
Autism	189	2.2	1.8
Emotional Disturbance	192	2.2	1.1
Intellectual Disability	74	0.9	0.5
Learning Disability	538	6.2	5.2
Other Health Impairment	347	4.0	3.1
Other Disabilities	135	1.6	1.1
Speech/Language Impairment	135	1.6	1.8
All Disabilities	1,610	18.5	14.5

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

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

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	115	7.1	8.3
Private Schools or Other Settings	69	4.3	5.2

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

### Overall Expenditures:<sup>3</sup> 2016-17

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	70,242,944	8,904	9,847
Instructional Supplies and Equipment	2,219,243	281	287
Improvement of Instruction and Educational Media Services	874,067	111	589
Student Support Services	8,774,602	1,112	1,120
Administration and Support Services	10,836,033	1,374	1,905
Plant Operation and Maintenance	14,517,450	1,840	1,648
Transportation	6,442,885	707	904
Costs of Students Tuitioned Out	11,273,106	N/A	N/A
Other	1,192,097	151	208
Total	126,372,427	14,318	16,535

#### Additional Expenditures

Land, Buildings, and Debt Service	28,229,866	3,578	1,393
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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: 2016-17

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	10,547,402	35.8	33.8
Noncertified Personnel	4,445,413	15.1	14.5
Purchased Services	281,770	1.0	5.5
Tuition to Other Schools	7,336,216	24.9	23.4
Special Ed. Transportation	3,118,461	10.6	8.7
Other Expenditures	3,727,799	12.7	14.1
Total Expenditures	29,457,061	100.0	100.0

### Expenditures by Revenue Source:<sup>4</sup> 2016-17

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	42.5	41.3
State	51.8	52.0
Federal	4.0	4.8
Tuition & Other	1.6	2.0

<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 2017-18

## Meriden 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.

The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

	English Language Arts(ELA)		Math	
	Count	DPI	Count	DPI
American Indian or Alaska Native	*	*	*	*
Asian	80	74.7	80	72.8
Black or African American	403	59.8	392	53.3
Hispanic or Latino	2028	58.2	2001	53.1
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A
Two or More Races	141	61.0	140	54.6
White	1191	69.2	1185	63.1
English Learners	723	53.8	715	51.1
Non-English Learners	3125	64.2	3088	58.0
Eligible for Free or Reduced-Price Meals	2636	58.4	2594	53.2
Not Eligible for Free or Reduced-Price Meals	1212	70.6	1209	64.2
Students with Disabilities	707	44.3	702	39.5
Students without Disabilities	3141	66.3	3101	60.6
High Needs	2826	58.0	2786	52.9
Non-High Needs	1022	73.9	1017	67.1
District	3848	62.2	3803	56.7

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

	NAEP 2017		NAEP 2013
	Grade 4	Grade 8	Grade 12
<b>READING</b>			
Connecticut	43%	44%	50%
National Public	35%	35%	36%
<b>MATH</b>			
Grade 4			
Connecticut	40%	36%	32%
National Public	40%	33%	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	HS	Count	Rate (%)
Sit & Reach	83.9	79.2	79.2	76.6	2,280	80.1
Curl Up	80.2	88.0	85.6	81.8	2,280	83.5
Push Up	71.3	62.7	62.3	66.7	2,280	66.3
Mile Run/PACER	71.0	64.1	47.6	46.0	2,280	58.2
All Tests - District	56.7	50.8	42.1	34.2	2,280	46.7
All Tests - State	53.2	51.4	50.5	45.6		50.1

<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 2017-18

## Meriden School District

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

	2016-17	
	Cohort Count <sup>2</sup>	Rate (%)
Black or African American	65	84.6
Hispanic or Latino	309	72.5
English Learners	91	67.0
Eligible for Free or Reduced-Price Meals	462	70.6
Students with Disabilities	141	46.1
District	600	75.7
State		87.9

<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.

<sup>2</sup>Cohort count includes all students in the cohort as of the end of the 2016-17 school year.

### 11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam<sup>3</sup>

	Participation <sup>4</sup>	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	95.0	95	18.1
Male	92.2	100	17.3
Black or African American	95.3	12	8.1
Hispanic or Latino	93.0	57	10.3
White	94.1	114	32.3
English Learners	86.9	*	*
Eligible for Free or Reduced-Price Meals	92.7	89	11.2
Students with Disabilities	77.5	*	*
District	93.6	195	17.7
State	96.3		44.8

<sup>3</sup>College readiness exams and benchmark scores are as follows:

- 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
- Smarter Balanced - Level 3 or higher on both ELA and math

<sup>4</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 2017	Class of 2016
	Entrance <sup>5</sup>	Persistence <sup>6</sup>
	Rate (%)	Rate (%)
Female	63.0	83.9
Male	49.0	76.0
Black or African American	53.8	84.4
Hispanic or Latino	45.4	72.0
White	71.2	83.9
English Learners	28.4	*
Eligible for Free or Reduced-Price Meals	48.1	74.5
Students with Disabilities	31.0	*
District	55.9	80.8
State	70.9	88.3

<sup>5</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>6</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 2017-18

## Meriden 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. The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	62.2	75	41.5	50	83.0	67.6
	High Needs Students	58.0	75	38.7	50	77.4	57.5
Math Performance Index	All Students	56.7	75	37.8	50	75.6	62.7
	High Needs Students	52.9	75	35.3	50	70.6	52.0
ELA Academic Growth	All Students	62.4%	100%	62.4	100	62.4	60.7%
	High Needs Students	60.4%	100%	60.4	100	60.4	55.6%
Math Academic Growth	All Students	63.7%	100%	63.7	100	63.7	61.9%
	High Needs Students	61.2%	100%	61.2	100	61.2	55.4%
Chronic Absenteeism	All Students	15.1%	<=5%	29.7	50	59.5	10.7%
	High Needs Students	17.6%	<=5%	24.8	50	49.5	16.6%
Preparation for CCR	% Taking Courses	66.8%	75%	44.5	50	89.1	74.8%
	% Passing Exams	17.7%	75%	11.8	50	23.6	44.8%
On-track to High School Graduation		88.1%	94%	46.9	50	93.7	87.5%
4-year Graduation All Students (2017 Cohort)		75.7%	94%	80.5	100	80.5	87.9%
6-year Graduation - High Needs Students (2015 Cohort)		74.4%	94%	79.2	100	79.2	81.8%
Postsecondary Entrance (Class of 2017)		55.9%	75%	74.5	100	74.5	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		98.4%   46.7%	75%	31.1	50	62.3	96.6%   50.1%
Arts Access		53.5%	60%	44.6	50	89.1	51.2%
<b>Accountability Index</b>				<b>868.6</b>	<b>1250</b>	<b>69.5</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	73.9	58.0	15.8	15.9	
Math Performance Index Gap	67.1	52.9	14.2	18.2	
Science Performance Index Gap	.	N/A	.	.	
Graduation Rate Gap	93.1%	74.4%	18.6%	12.7%	Y

<sup>1</sup>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.

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

Subject/Subgroup		Participation Rate (%) <sup>3</sup>
ELA	All Students	97.6
	High Needs Students	97.0
Math	All Students	96.6
	High Needs Students	95.8
Science	All Students	96.5
	High Needs Students	95.6

<sup>3</sup>Minimum participation standard is 95%.

### 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: 47.9**

**State: 51.5**

#### 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 2017-18

## Meriden School District

### Narratives

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

The Meriden Public School System is committed to an ambitious school improvement process that uses a formal examination of data to drive the development of curriculum, assessments, and professional development with the single focus of improving student learning. With the adoption of the Common Core State Standards in English and mathematics, the district is in the process of reviewing the district language arts and mathematics curriculum. Curriculum revision continues in science, social studies, and health. The district is committed to having the highest of expectations for all students.

Assessments are conducted regularly throughout the school year and school-based data teams examine the assessment data with the purpose of identifying areas where improvement is needed, as well as areas where significant progress has been made. School improvement plans are data-based and reflect the needs identified through the data analysis process with the ultimate goal of improving learning for all students. The plans are supported through the implementation of our SRBI plan to provide Tier 2 and 3 interventions for students. Additional support is provided to teachers in the form of professional development in differentiated instruction, methods to handle difficult student situations, and instructional technology. School Improvement Plans are specific to the needs of the school but also aligned to the district goals in the areas of Talent, Academics, Climate, and Operations.

Included in these efforts are strategies to engage with our students and families in creative ways. We host several survey tools to gauge student, teacher, and family satisfaction with the school system. We also have a portal for students to communicate concerns in a confidential manner. Each strategy is aimed at improving our services and providing us with important data from which we make informed decisions. Efforts to engage with our families also include a six person Family School Liaison Team. This team works to connect families to school supports, educate families on school and district expectations, and help foster a partnership with our schools and community. Our liaisons often make contact with families through home visitations and community events.

We also take pride in being an inclusive district. Wherever possible, we develop programming to meet the unique learning needs of our students in district, and in their neighborhood schools. Programming for students with sensory delays, multiple handicaps, or social/emotional and behavioral needs have been strengthened. By adequately staffing and providing training to the professionals working with these students, we are able to increase the number of Meriden students that we service in our schools.

The Meriden Public Schools are also committed to expanded learning time and student-centered learning. We have partnered with the American Federation of Teachers, the National Center on Time and Learning and the Ford Foundation, along with community partners, to implement expanded day learning at three elementary schools and offer enrichment opportunities in the five others. The district is also facilitating the implementation of blended learning instructional strategies and Personal Learning Experiences in our high schools through the support of a grant from the Nellie Mae Education Foundation.

#### **Efforts to Reduce Racial, Ethnic and Economic Isolation**

The socio-economic make-up of the Meriden Public Schools provides our students a rich and diverse environment. In addition to many activities that occur in our individual schools, such as field trips, pen pals, and sister-school arrangements, academic competition and student participation in state and national conventions, the Meriden schools on a district level participate in an inter-district magnet school.

Thomas Edison Middle School, a magnet school with a science/technology theme, was opened in September 2001. Edison Middle School is the result of a partnership with Middletown, Madison and Regional 13, and functions under the management of the Area Cooperative Educational Services (ACES). This school provides the opportunity for students from these towns to interact; it also provides an opportunity for staff to work with colleagues from other towns. At this point, Thomas Edison accepts 556 Meriden students and about 200 students from partner towns.

Meriden is also a partner district with Wintergreen Interdistrict Magnet School (WIMS). WIMS is a K-8 magnet school also under the management of ACES. WIMS serves the communities of Hamden, Meriden, New Haven, Wallingford and Woodbridge. .

# District Profile and Performance Report for School Year 2017-18

## Meriden School District

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

The Meriden Board of Education takes great care to equitably allocate resources among the district schools and programs. Resources for such areas as ongoing supplies and texts are distributed to schools on a per pupil basis. Major text adoptions are done on a district wide basis so all schools get adequate materials. Professional and support personnel are allocated based on enrollment projections. In addition, class sizes are monitored closely during the first few weeks of school and adjustments are made to compensate for the errors inherent in enrollment projections.

Finally, the Office of Assistant Superintendent for Teaching and Learning maintains an emergency account that ensures all schools have necessary materials in cases where the building budget is unable to meet needs. The size of the building determines resource allocations for custodial supplies and manpower, and the age and condition of buildings are used to determine the priority list for major improvements and repairs.