

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2016–17



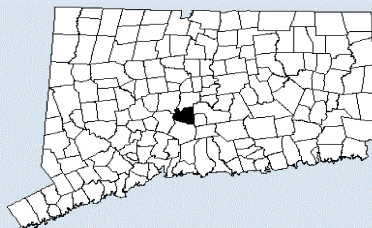
Meriden School District

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

District Information

Grade Range	PK-12
Number of Schools/Programs	30
Enrollment	7,949
Per Pupil Expenditures ¹	\$14,229
Total Expenditures ¹	\$125,958,933

¹Expenditure data reflect the 2015-16 year.



Community Information

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

Related Reports/Publications

[CT Reports \(CMT/CAPT\)](#)

[Special Education Annual Performance Reports](#)

[SAT®, AP®, PSAT® Report by High School \(Class of 2017\)](#)
(2017® The College Board)

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Notes

Unless otherwise noted, all data are for 2016-17 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.

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, 2016 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	3,773	47.5	48.4
Male	4,176	52.5	51.6
American Indian or Alaska Native	52	0.7	0.3
Asian	296	3.7	5.1
Black or African American	705	8.9	12.9
Hispanic or Latino	4,228	53.2	24.0
Pacific Islander	20	0.3	0.1
Two or More Races	206	2.6	2.9
White	2,442	30.7	54.8
English Learners	1,183	14.9	6.8
Eligible for Free or Reduced-Price Meals	5,653	71.1	35.9
Students with Disabilities ¹	1,556	19.6	14.3

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	549	14.7	199	5.3
Male	653	15.9	405	9.6
Black or African American	135	16.2	125	14.7
Hispanic or Latino	765	18.1	355	8.2
White	250	10.7	93	3.9
English Learners	205	16.8	82	6.6
Eligible for Free or Reduced-Price Meals	1,063	18.4	537	9.0
Students with Disabilities	417	27.3	232	13.4
District	1,202	15.4	604	7.5
State		9.9		6.7

Number of students in 2015-16 qualified as truant under state statute: 68

Number of school-based arrests: 20

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.

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Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	489.7
Paraprofessional Instructional Assistants	61.0
Special Education	
Teachers and Instructors	90.2
Paraprofessional Instructional Assistants	139.0
Administrators, Coordinators and Department Chairs	
District Central Office	15.0
School Level	37.5
Library/Media	
Specialists (Certified)	3.5
Support Staff	2.2
Instructional Specialists Who Support Teachers	21.8
Counselors, Social Workers and School Psychologists	43.3
School Nurses	16.0
Other Staff Providing Non-Instructional Services/Support	372.0

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 (%)
American Indian or Alaska Native	4	0.6	0.1
Asian	3	0.4	1.0
Black or African American	6	0.9	3.6
Hispanic or Latino	41	5.9	3.6
Pacific Islander	1	0.1	0.0
Two or More Races	0	0.0	0.1
White	641	92.1	91.4

Classroom Teacher Attendance: 2015-16

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	6.8	9.6

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School³

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	46	59.0	51	72.9
Hispanic or Latino	146	52.9	181	67.3
White	108	68.8	147	77.4
English Learners	27	45.0	37	56.1
Eligible for Free or Reduced-Price Meals	197	56.0	263	69.0
Students with Disabilities	44	47.8	71	52.2
District	310	58.9	408	72.2
State		63.6		77.5

³College-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 Peers⁴

	Count	Rate (%)
Autism	74	43.3
Emotional Disturbance	60	29.7
Intellectual Disability	20	33.3
Learning Disability	425	79.6
Other Health Impairment	253	73.5
Other Disabilities	21	26.9
Speech/Language Impairment	100	96.2
District	953	63.8
State		68.2

⁴Ages 6-21

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	175	2.0	1.7
Emotional Disturbance	202	2.3	1.0
Intellectual Disability	61	0.7	0.5
Learning Disability	534	6.1	4.9
Other Health Impairment	346	4.0	2.9
Other Disabilities	135	1.5	1.1
Speech/Language Impairment	124	1.4	1.8
All Disabilities	1,577	18.1	13.9

¹Grades K-12

Overall Expenditures:³ 2015-16

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	70,409,654	8,883	9,663
Instructional Supplies and Equipment	2,852,579	360	321
Improvement of Instruction and Educational Media Services	893,010	113	578
Student Support Services	8,745,514	1,103	1,103
Administration and Support Services	10,495,897	1,324	1,861
Plant Operation and Maintenance	13,425,999	1,694	1,637
Transportation	6,490,615	710	877
Costs of Students Tuitioned Out	11,590,804	N/A	N/A
Other	1,054,861	133	201
Total	125,958,933	14,229	16,236

Additional Expenditures

Land, Buildings, and Debt Service	54,125,070	6,829	1,749
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³Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Special Education Expenditures: 2015-16

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	10,475,826	35.7	34.6
Noncertified Personnel	4,291,604	14.6	14.6
Purchased Services	229,690	0.8	5.8
Tuition to Other Schools	7,754,725	26.4	21.8
Special Ed. Transportation	2,896,111	9.9	8.5
Other Expenditures	3,704,930	12.6	14.7
Total Expenditures	29,352,886	100.0	100.0

Expenditures by Revenue Source:⁴ 2015-16

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	36.9	41.2
State	58.2	52.1
Federal	3.7	5.0
Tuition & Other	1.2	1.7

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).

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Performance and Accountability

District Performance Index (DPI)

A District Performance Index (DPI) is the average performance of students in a subject area (i.e., ELA, Mathematics or Science) on the state summative assessments. The DPI ranges from 0-100. A DPI is reported for all students tested in a district and for students in each individual student group. Connecticut's ultimate target for a DPI is 75.

	English Language Arts(ELA)		Math		Science	
	Count	DPI	Count	DPI	Count	DPI
American Indian or Alaska Native	*	*	*	*	*	*
Asian	88	73.3	88	71.0	34	58.9
Black or African American	431	55.1	430	48.9	189	43.5
Hispanic or Latino	1990	55.0	1979	49.9	796	42.5
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	127	62.7	127	57.3	64	47.8
White	1201	65.9	1197	60.3	485	53.5
English Learners	694	50.9	691	47.8	285	37.4
Non-English Learners	3148	60.9	3135	55.1	1284	48.6
Eligible for Free or Reduced-Price Meals	2697	55.3	2684	50.4	1115	43.3
Not Eligible for Free or Reduced-Price Meals	1145	68.2	1142	61.7	454	54.7
Students with Disabilities	712	41.4	708	37.5	317	35.6
Students without Disabilities	3130	63.1	3118	57.5	1252	49.4
High Needs	2879	55.0	2865	50.2	1190	43.2
Non-High Needs	963	71.5	961	64.5	379	57.2
District	3842	59.1	3826	53.8	1569	46.6

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

	NAEP 2015		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	43%	43%	50%
National Public	35%	33%	36%
MATH			
Connecticut	41%	36%	32%
National Public	39%	32%	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 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 Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	83.1	75.4	78.6	73.6	2,266	78.2
Curl Up	83.8	85.3	83.0	70.4	2,266	80.9
Push Up	78.0	61.0	58.7	57.4	2,266	65.0
Mile Run/PACER	74.4	62.6	43.0	42.4	2,266	57.1
All Tests - District	59.6	46.7	38.7	35.7	2,266	46.4
All Tests - State	52.8	51.4	51.4	50.6		51.6

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.

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Cohort Graduation: Four-Year¹

	2015-16	
	Cohort Count ²	Rate (%)
Black or African American	81	70.4
Hispanic or Latino	301	62.8
English Learners	76	55.3
Eligible for Free or Reduced-Price Meals	450	63.3
Students with Disabilities	133	28.6
District	611	69.6
State		87.4

¹The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years.

²Cohort count includes all students in the cohort as of the end of the 2015-16 school year.

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

	Participation ⁶	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	96.2	106	20.2
Male	92.8	105	18.6
Black or African American	94.6	16	10.8
Hispanic or Latino	94.3	63	11.6
White	94.5	113	32.6
English Learners	86.5	9	7.1
Eligible for Free or Reduced-Price Meals	94.0	92	12.6
Students with Disabilities	77.6	0	0.0
District	94.4	211	19.3
State	96.1		43.5

³College 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

⁴Participation 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 2016	Class of 2015
	Entrance ⁷	Persistence ⁸
	Rate (%)	Rate (%)
Female	63.4	77.8
Male	42.9	74.0
Black or African American	48.6	75.0
Hispanic or Latino	40.1	67.3
White	70.4	83.6
English Learners	32.6	75.0
Eligible for Free or Reduced-Price Meals	45.3	72.8
Students with Disabilities	16.1	*
District	53.4	76.2
State	72.0	88.5

⁵College 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.

⁶College 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

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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		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	59.1	75	39.4	50	78.8	67.1
	High Needs Students	55.0	75	36.6	50	73.3	55.9
Math Performance Index	All Students	53.8	75	35.8	50	71.7	62.2
	High Needs Students	50.2	75	33.4	50	66.9	50.5
Science Performance	All Students	46.6	75	31.1	50	62.1	55.3
	High Needs Students	43.2	75	28.8	50	57.6	45.2
ELA Academic Growth	All Students	49.6%	100%	49.6	100	49.6	55.4%
	High Needs Students	47.5%	100%	47.5	100	47.5	49.8%
Math Academic Growth	All Students	56.2%	100%	56.2	100	56.2	61.7%
	High Needs Students	54.7%	100%	54.7	100	54.7	53.7%
Chronic Absenteeism	All Students	15.4%	<=5%	29.3	50	58.5	9.9%
	High Needs Students	18.1%	<=5%	23.8	50	47.5	15.8%
Preparation for CCR	% Taking Courses	65.8%	75%	43.9	50	87.7	70.7%
	% Passing Exams	19.3%	75%	12.9	50	25.8	43.5%
On-track to High School Graduation		83.6%	94%	44.5	50	89.0	87.8%
4-year Graduation All Students (2016 Cohort)		69.6%	94%	74.0	100	74.0	87.4%
6-year Graduation - High Needs Students (2014)		77.2%	94%	82.2	100	82.2	82.0%
Postsecondary Entrance (Class of 2016)		53.4%	75%	71.2	100	71.2	72.0%
Physical Fitness (estimated part rate) and (fitness)		100.0% 46.4%	75%	31.0	50	61.9	92.0% 51.6%
Arts Access		51.6%	60%	43.0	50	85.9	50.5%
Accountability Index				868.7	1350	64.4	

Gap Indicators	Non-High Needs Rate ¹	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev ²	Is Gap an Outlier? ²
Achievement Gap Size Outlier?					N
ELA Performance Index Gap	71.5	55.0	16.6	16.7	
Math Performance Index Gap	64.5	50.2	14.4	18.7	
Science Performance Index Gap	57.2	43.2	13.9	16.6	
Graduation Rate Gap	93.4%	77.2%	16.2%	12.0%	Y

¹If 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.

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

Subject/Subgroup		Participation Rate (%) ³
ELA	All Students	98.6
	High Needs Students	98.4
Math	All Students	98.3
	High Needs Students	98.0
Science	All Students	97.9
	High Needs Students	97.6

³Minimum 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: 48.1

State: 50.2

Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

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

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Meriden School District

Narratives

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.

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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.