

STRATEGIC SCHOOL PROFILE 2009-10**Meriden School District**

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Meriden,
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This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c) using data and narratives provided by the school district, testing services, or the US Census. Profiles and additional education data, including longitudinal data, are available on the internet at www.sde.ct.gov.

COMMUNITY DATA

County: New Haven

Town Population in 2000: 58,244

1990-2000 Population Growth: -2.1%

Number of Public Schools: 12

Per Capita Income in 2000: \$20,597

Percent of Adults without a High School Diploma in 2000*: 22.8%

Percent of Adults Who Were Not Fluent in English in 2000*: 4.4%

District Enrollment as % of Estimated. Student Population: 90.8%

*To view the Adult Education Program Profiles online, go to www.sde.ct.gov and click on Adult Education, then Reports.

District Reference Group (DRG): H DRG is a classification of districts whose students' families are similar in education, income, occupation, and need, and that have roughly similar enrollment. The Connecticut State Board of Education approved DRG classification for purposes of reporting data other than student performance.

STUDENT ENROLLMENT

Enrollment on October 1, 2009 8,361
 5-Year Enrollment Change -6.5%

DISTRICT GRADE RANGE

Grade Range PK - 12

INDICATORS OF EDUCATIONAL NEED

Need Indicator	Number in District	Percent		
		District	DRG	State
Students Eligible for Free/Reduced-Price Meals	5,198	62.2	47.0	32.6
K-12 Students Who Are Not Fluent in English	926	11.5	12.2	5.4
Students Identified as Gifted and/or Talented*	286	3.4	3.5	4.1
PK-12 Students Receiving Special Education Services in District	1,117	13.4	11.0	11.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	498	76.7	76.5	80.5
Homeless	38	0.5	0.3	0.2
Juniors and Seniors Working 16 or More Hours Per Week	116	13.7	15.8	13.6

*2.1 % of the identified gifted and/or talented students received services.

SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	24	0.3
Asian American	210	2.5
Black	1,131	13.5
Hispanic	3,741	44.7
White	3,255	38.9
Total Minority	5,106	61.1

Percent of Minority Professional Staff: 9.7%

Non-English Home Language:

30.4% of this district's students (excluding prekindergarten students) come from homes where English is not the primary language. The number of non-English home languages is 43.

EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

Below is the description submitted by this school of how it provides educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds.

The socio-economic make-up of the Meriden Public Schools provides our students a rich and diverse environment. However, the school system recognizes the value of having our students interact with youngsters from other towns as a means of helping reduce the racial, ethnic and economic isolation that occurs in our state. 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 572 Meriden students and 200 students from partner towns. Beginning with the 2009-10 school year, Meriden became 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. Currently, Meriden has 91 students enrolled at WIMS

STUDENT PERFORMANCE

Connecticut Mastery Test, Fourth Generation, % Goal. The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards.

Grade and CMT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal	<p>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. Results for fewer than 20 students are not presented.</p> <p>For more detailed CMT results, go to www.ctreports.com.</p> <p>To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."</p>
Grade 3 Reading	36.6	57.0	6.7	
Writing	39.7	58.3	9.2	
Mathematics	50.0	62.4	14.7	
Grade 4 Reading	41.0	59.9	10.1	
Writing	40.0	63.6	6.9	
Mathematics	54.9	67.0	15.7	
Grade 5 Reading	44.5	61.8	12.1	
Writing	52.8	68.2	12.0	
Mathematics	59.0	72.4	13.3	
Science	37.8	59.4	10.8	
Grade 6 Reading	56.0	74.9	9.8	
Writing	51.2	65.9	14.6	
Mathematics	50.1	70.7	10.4	
Grade 7 Reading	59.3	77.4	8.4	
Writing	34.1	61.2	5.8	
Mathematics	48.8	68.5	9.7	
Grade 8 Reading	50.8	73.3	8.9	
Writing	33.5	62.6	8.9	
Mathematics	47.1	67.3	10.8	
Science	33.8	62.8	7.6	

Connecticut Academic Performance Test, Third Generation, % Meeting State Goal. The CAPT is administered to Grade 10 students. 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. The following results reflect the performance of students with scorable tests who were enrolled in the school at the time of testing, regardless of the length of time they were enrolled in the school. Results for fewer than 20 students are not presented.

CAPT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal	<p>For more detailed CAPT results, go to www.ctreports.com.</p> <p>To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."</p>
Reading Across the Disciplines	22.4	45.9	10.6	
Writing Across the Disciplines	36.5	59.6	10.5	
Mathematics	24.0	48.7	10.6	
Science	18.2	45.3	9.1	

Physical Fitness. The assessment includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

Physical Fitness: % of Students Reaching Health Standard on All Four Tests	District	State	% of Districts in State with Equal or Lower Percent Reaching Standard
	32.0	50.7	9.9

SAT® I: Reasoning Test Class of 2009		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		56.2	68.5	
Average Score	Mathematics	463	508	17.1
	Critical Reading	464	503	15.5
	Writing	458	506	12.4

SAT® I. The lowest possible score on each SAT® I subtest is 200; the highest possible score is 800.

Graduation and Dropout Rates	District	State	% of Districts in State with Equal or Less Desirable Rates
Graduation Rate, Class of 2009	91.2	91.3	29.2
2008-09 Annual Dropout Rate for Grade 9 through 12	3.0	3.0	16.9

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	71.6	84.5
% Employed (Civilian Employment and in Armed Services)	16.0	10.4

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of School Staff	
General Education	
Teachers and Instructors	500.80
Paraprofessional Instructional Assistants	25.00
Special Education	
Teachers and Instructors	94.20
Paraprofessional Instructional Assistants	134.00
Library/Media Specialists and/or Assistants	13.00
Staff Devoted to Adult Education	1.00
Administrators, Coordinators, and Department Chairs	
District Central Office	17.00
School Level	25.60
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	7.00
Counselors, Social Workers, and School Psychologists	37.60
School Nurses	12.00
Other Staff Providing Non-Instructional Services and Support	346.36

In the full-time equivalent (FTE) count, staff members working part-time in the school district are counted as a fraction of full-time. For example, a teacher who works half-time in the district contributes 0.50 to the district's staff count.

Teachers and Instructors	District	DRG	State
Average Years of Experience in Education	14.0	13.8	13.8
% with Master's Degree or Above	68.7	79.1	77.8

Average Class Size	District	DRG	State
Grade K	17.8	19.3	18.5
Grade 2	20.1	19.9	19.7
Grade 5	23.5	21.0	21.1
Grade 7	22.9	21.3	20.8
High School	19.8	20.9	19.6

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	944	966	992
Middle School	982	994	1,018
High School	987	1,007	1,006

*State law requires that at least 900 hours of instruction be offered to students in grade 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

Students Per Academic Computer	Dist	DRG	State
Elementary School*	3.2	3.5	3.2
Middle School	2.6	3.0	2.5
High School	3.7	2.7	2.3

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2008-09

Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources. DRG 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	DRG	State
Instructional Staff and Services	\$62,193	\$7,219	\$7,819	\$8,337	\$7,829
Instructional Supplies and Equipment	\$1,800	\$209	\$274	\$241	\$279
Improvement of Instruction and Educational Media Services	\$1,360	\$158	\$474	\$466	\$459
Student Support Services	\$8,139	\$945	\$863	\$948	\$859
Administration and Support Services	\$11,513	\$1,336	\$1,405	\$1,461	\$1,426
Plant Operation and Maintenance	\$10,842	\$1,259	\$1,469	\$1,380	\$1,462
Transportation	\$4,976	\$506	\$701	\$597	\$694
Costs for Students Tuitioned Out	\$14,195	N/A	N/A	N/A	N/A
Other	\$715	\$83	\$163	\$90	\$162
Total	\$115,734	\$12,221	\$13,458	\$13,589	\$13,386
Additional Expenditures					
Land, Buildings, and Debt Service	\$2,144	\$249	\$1,864	\$1,433	\$1,825

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$28,763,783	24.9	20.6	20.7

Revenue Sources, % of Expenditures 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
Including School Construction	42.2	51.1	5.7	1.0
Excluding School Construction	41.3	51.9	5.8	1.0

EQUITABLE ALLOCATION OF RESOURCES AMONG DISTRICT SCHOOLS

Below is the description submitted by this district of how it allocates resources to insure equity and address needs.

The Meriden Board of Education takes great care to equitably allocate resources among the district schools. 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 Associate Superintendent 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.

SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	1,232
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	13.8%

Of All K-12 Students for Whom District is Financially Responsible, Number and Percentage with Disabilities				
Disability	Count	District Percent	DRG Percent	State Percent
Autism	80	0.9	0.8	1.0
Learning Disability	404	4.5	3.9	3.9
Intellectual Disability	57	0.6	0.5	0.5
Emotional Disturbance	135	1.5	0.9	1.0
Speech Impairment	178	2.0	2.3	2.2
Other Health Impairment*	242	2.7	1.8	2.1
Other Disabilities**	136	1.5	1.2	0.9
Total	1,232	13.8	11.5	11.6

*Includes chronic health problems such as attention deficit disorders and epilepsy

**Includes hearing, visual, and orthopedic impairments, deaf-blindness, multiple disabilities, traumatic brain injury, and developmental delay

Graduation and Dropout Rates of Students with Disabilities for Whom District is Financially Responsible	District	State
% Who Graduated in 2008-09 with a Standard Diploma	74.0	81.0
2008-09 Annual Dropout Rate for Students Aged 14 to 21	3.5	4.1

STATE ASSESSMENTS

Percent of Students with Disabilities Meeting State Goal. The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. These results are for students attending district schools who participated in the standard assessment with or without accommodations for their disabilities. Results for fewer than 20 students are not presented.

- **Connecticut Mastery Test (CMT), Fourth Generation.** The CMT reading, writing and mathematics tests are administered to students in Grades 3 through 8, and the CMT science test to students in Grades 5 and 8.
- **Connecticut Academic Performance Test (CAPT), Third Generation.** The CAPT is administered to Grade 10 students.

State Assessment		Students with Disabilities		All Students	
		District	State	District	State
CMT	Reading	17.2	31.6	47.2	67.5
	Writing	9.0	19.6	42.0	63.3
	Mathematics	22.3	32.9	52.0	68.1
	Science	12.1	23.7	36.1	61.1
CAPT	Reading Across the Disciplines	N/A	N/A	22.4	45.9
	Writing Across the Disciplines	7.1	16.8	36.5	59.6
	Mathematics	1.7	16.7	24.0	48.7
	Science	N/A	N/A	18.2	45.3

For more detailed CMT or CAPT results, go to www.ctreports.com. To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on “No Child Left Behind.”

Participation in State Assessments of Students with Disabilities Attending District Schools

CMT	% Without Accommodations	34.6
	% With Accommodations	65.3
CAPT	% Without Accommodations	49.5
	% With Accommodations	50.5
% Assessed Using Skills Checklist		12.1

Accommodations for a student's disability may be made to allow him or her to participate in testing. Students whose disabilities prevent them from taking the test even with accommodations are assessed by means of a list of skills aligned to the same content and grade level standards as the CMT and CAPT.

Federal law requires that students with disabilities be educated with their non-disabled peers as much as is appropriate. Placement in separate educational facilities tends to reduce the chances of students with disabilities interacting with non-disabled peers, and of receiving the same education.

K-12 Students with Disabilities Placed in Educational Settings Other Than This District's Schools

Placement	Count	Percent
Public Schools in Other Districts	51	4.1
Private Schools or Other Settings	161	13.1

Number and Percentage of K-12 Students with Disabilities for Whom District is Financially Responsible by the Percentage of Time They Spent with Their Non-Disabled Peers

Time Spent with Non-Disabled Peers	Count of Students	Percent of Students		
		District	DRG	State
79.1 to 100 Percent of Time	834	67.7	69.5	73.4
40.1 to 79.0 Percent of Time	125	10.1	14.9	15.3
0.0 to 40.0 Percent of Time	273	22.2	15.6	11.3

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

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 recent 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. Meriden has developed an assessment system that incorporates various assessments tools, including the Meriden District Assessments (MDA), as a means of tracking student performance. 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. For the 2010-11 school year, Meriden has implemented a plan to reorganize the instructional grouping at the secondary level. Low level classes have been eliminated for grades 6-9 and the curriculum has been revised for the remaining two levels, Accelerated and Academic, so that all remaining classes are college preparatory. This effort is augmented by an expanded 9th grade team model that had been piloted with one quarter of the freshman class, to include all freshmen. Each high school has a team of four content area teachers (English, Math, Science and Social Studies) who collaborate with each other and a reading consultant regularly. The teams have been trained in how to examine student work as a means of identifying how instruction can be improved and in strategies for effective teaming. The plan is 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 training in the CALI modules.
