

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2014–15



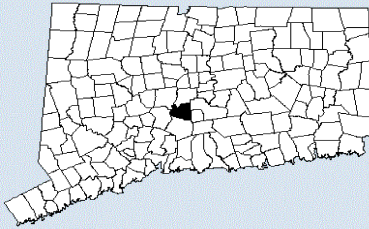
Meriden School District

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

District Information

Grade Range	PK-12
Number of Schools/Programs	18
Enrollment	8,100
Per Pupil Expenditures ¹	\$13,415
Total Expenditures ¹	\$120,891,618

¹Expenditure data reflect the 2013-14 year.



Community Information

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

Related Reports/Publications

[CT Reports \(CMT/CAPT\)](#)
[District and School Performance Reports](#)
[Special Education Annual Performance Reports](#)
[SAT®, AP®, PSAT® Report by High School \(Class of 2015\)](#)
 (2015® The College Board)

Contents

Students.....	1
Educators.....	2
Instruction and Resources.....	2
Performance and Accountability.....	4
Narratives.....	7

Notes

Unless otherwise noted, all data are for 2014-15 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 \(EdSight.ct.gov\)](http://EdSight.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, 2014 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	3,873	47.8	48.3
Male	4,227	52.2	51.6
American Indian or Alaska Native	45	0.6	0.2
Asian	308	3.8	4.7
Black or African American	836	10.3	12.9
Hispanic or Latino	4,081	50.4	22.1
Pacific Islander	23	0.3	0.0
Two or More Races	182	2.2	2.5
White	2,625	32.4	57.2
English Language Learners	1,150	14.2	6.3
Eligible for Free or Reduced-Price Meals	5,614	69.3	37.6
Students with Disabilities ¹	1,414	17.5	13.3

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	635	16.5	280	7.1
Male	682	16.6	522	12.3
Black or African American	171	20.9	148	17.5
Hispanic or Latino	772	19.2	464	11.3
White	299	11.7	159	6.0
English Language Learners	211	19.4	123	10.3
Eligible for Free or Reduced-Price Meals	1,113	20.5	706	12.4
Students with Disabilities	393	28.1	245	15.5
District	1,317	16.6	802	9.8
State		10.6		7.2

Number of students in 2013-14 qualified as truant under state statute: 93

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.

District Profile and Performance Report for School Year 2014-15

Meriden School District

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	480.1
Paraprofessional Instructional Assistants	52.0
Special Education	
Teachers and Instructors	88.4
Paraprofessional Instructional Assistants	137.0
Administrators, Coordinators and Department Chairs	
District Central Office	15.0
School Level	32.5
Library/Media	
Specialists (Certified)	3.0
Support Staff	2.0
Instructional Specialists Who Support Teachers	21.5
Counselors, Social Workers and School Psychologists	41.6
School Nurses	14.0
Other Staff Providing Non-Instructional Services/Support	363.5

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	4	0.6	1.0
Black or African American	9	1.3	3.5
Hispanic or Latino	44	6.4	3.5
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.0
White	626	91.1	91.8

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
District	99.6
District Poverty Quartile: High	
State High Poverty Quartile Schools	97.9
State Low Poverty Quartile Schools	99.6

²Core academic classes taught by teachers who are fully certified to teach in that subject area.

Classroom Teacher Attendance: 2013-14

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	6.0	9.2

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	21	32.8	49	56.3
Hispanic or Latino	61	31.9	98	43.6
White	71	42.3	119	59.2
English Language Learners	6	15.8	18	34.0
Eligible for Free or Reduced-Price Meals	78	31.1	162	50.0
Students with Disabilities	16	28.6	30	29.1
District	161	36.3	278	51.9
State		58.4		73.8

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	65	47.8
Emotional Disturbance	56	29.9
Intellectual Disability	24	40.7
Learning Disability	414	78.0
Other Health Impairment	214	70.6
Other Disabilities	18	23.4
Speech/Language Impairment	109	96.5
District	900	64.0
State		69.7

⁴Ages 6-21

District Profile and Performance Report for School Year 2014-15

Meriden School District

Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	142	1.6	1.5
Emotional Disturbance	187	2.1	1.0
Intellectual Disability	59	0.7	0.5
Learning Disability	531	6.0	4.4
Other Health Impairment	303	3.4	2.6
Other Disabilities	132	1.5	1.0
Speech/Language Impairment	129	1.5	1.9
All Disabilities	1,483	16.7	13.0

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	143	9.6	8.1
Private Schools or Other Settings	76	5.1	5.4

²Grades K-12

Overall Expenditures:³ 2013-14

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	67,239,127	8,290	9,134
Instructional Supplies and Equipment	2,565,828	316	334
Improvement of Instruction and Educational Media Services	1,016,108	125	498
Student Support Services	8,141,372	1,004	1,001
Administration and Support Services	10,506,948	1,295	1,694
Plant Operation and Maintenance	12,720,231	1,568	1,572
Transportation	6,428,055	693	813
Costs of Students Tuitioned Out	11,271,479	N/A	N/A
Other	1,002,470	124	186
Total	120,891,618	13,415	15,289

Additional Expenditures

Land, Buildings, and Debt Service	47,347,270	5,837	1,272
-----------------------------------	------------	-------	-------

³Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Special Education Expenditures: 2013-14

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	10,361,452	35.4	35.1
Noncertified Personnel	3,981,229	13.6	14.2
Purchased Services	472,864	1.6	5.2
Tuition to Other Schools	7,478,491	25.5	22.0
Special Ed. Transportation	2,918,212	10.0	8.6
Other Expenditures	4,067,279	13.9	14.9
Total Expenditures	29,279,527	100.0	100.0

Expenditures by Revenue Source:⁴ 2013-14

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	36.6	42.0
State	59.0	52.1
Federal	3.8	5.0
Tuition & Other	0.7	0.9

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).

District Profile and Performance Report for School Year 2014-15

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.

	English Language Arts(ELA)		Math		Science	
	Count	DPI	Count	DPI	Count	DPI
American Indian or Alaska Native	17	*	17	*	*	*
Asian	141	66.8	140	57.5	45	52.9
Black or African American	392	57.5	390	43.3	178	40.8
Hispanic or Latino	1782	55.1	1777	44.1	842	41.4
Native Hawaiian or Other Pacific Islander	16	*	16	*	6	*
Two or More Races	67	62.3	68	48.9	40	44.8
White	1252	66.6	1247	55.2	546	51.6
English Language Learners	540	46.5	533	38.2	240	31.6
Non-English Language Learners	3127	62.3	3122	50.3	1422	47.4
Eligible for Free or Reduced-Price Meals	2489	55.7	2480	44.5	1124	41.4
Not Eligible for Free or Reduced-Price Meals	1178	69.1	1175	57.0	538	52.9
Students with Disabilities	686	41.2	687	33.3	334	32.0
Students without Disabilities	2981	64.3	2968	52.1	1328	48.4
High Needs	2676	55.2	2668	44.3	1216	41.1
Non-High Needs	991	73.0	987	59.9	446	56.1
District	3667	60.0	3655	48.5	1662	45.1

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			
Grade 4			
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	81.0	77.8	78.1	72.2	2,062	77.4
Curl Up	77.5	71.7	77.7	78.6	2,062	76.6
Push Up	68.7	51.5	58.8	64.0	2,062	61.4
Mile Run/PACER	61.3	60.3	45.2	55.8	2,062	55.8
All Tests - District	38.2	36.1	34.1	42.4	2,062	37.8
All Tests - State	50.8	51.0	50.3	51.9		51.0

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.

District Profile and Performance Report for School Year 2014-15

Meriden School District

Cohort Graduation: Four-Year¹

	2013-14				2014-15
	Cohort Count ²	Rate (%)	Target ³ (%)	Target Achieved	Target ³ (%)
Black or African American	96	75.0	73.7	Yes	76.0
Hispanic or Latino	270	68.1	67.4	Yes	70.4
English Language Learners	61	52.5	59.0	No	62.9
Eligible for Free or Reduced-Price Meals	413	71.2	68.1	Yes	70.9
Students with Disabilities	106	42.5	57.0	No	61.1
District	615	76.1	75.8	Yes	77.8
State ⁴		87.0			

¹The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years. Statewide, district and school results for cohorts of 2010 through 2013 are [available online](#).

²Cohort count includes all students in the cohort as of the end of the 2013-14 school year.

³Targets are calculated when there are at least 20 students in a cohort in the base year (i.e., 2010-11).

⁴Targets are not displayed at the state level.

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

	Participation ⁶	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	55.2	94	19.1
Male	42.7	57	11.7
Black or African American	46.4	12	7.9
Hispanic or Latino	36.3	39	9.4
White	63.1	93	25.2
English Language Learners	19.8	*	*
Eligible for Free or Reduced-Price Meals	39.7	45	7.8
Students with Disabilities	*	*	*
District	49.0	151	15.4
State	67.2		37.3

⁵College readiness exams and benchmark scores are as follows:

- SAT® - composite score of 1550 or higher
- 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

⁶Participation 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.

Copyright © 2015 The College Board. www.collegeboard.org

ACT® statistics derived from data provided by ACT, Inc.

Copyright © 2015 ACT, Inc. www.act.org

IB® statistics derived from data provided by the International Baccalaureate Organization.

Copyright © International Baccalaureate Organization 2015

College Entrance and Persistence

	Class of 2014	Class of 2013
	Entrance ⁷	Persistence ⁸
	Rate (%)	Rate (%)
Female	71.7	82.2
Male	49.2	75.0
Black or African American	59.5	70.4
Hispanic or Latino	55.3	72.6
White	63.6	86.0
English Language Learners	48.3	*
Eligible for Free or Reduced-Price Meals	55.8	74.1
Students with Disabilities	39.8	71.4
District	60.1	79.4
State	72.6	88.8

⁷College 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.

⁸College 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 2014-15

Meriden School District

Next Generation Accountability Results

These statistics are the first results from Connecticut's Next Generation Accountability System for districts and schools. This system is a broad set of 12 indicators that help tell the story of how well a school is preparing its students for success in college, careers and life. It moves beyond test scores and graduation rates and instead provides a more holistic, multifactor perspective of district and school performance and incorporates student growth over time.

Indicator		Index/Rate	Target	Points	Max	% Points	State Average
ELA Performance Index	All Students	60.0	75	80.0	100	80.0	67.9
	High Needs Students	55.2	75	73.6	100	73.6	56.7
Math Performance Index	All Students	48.5	75	64.7	100	64.7	59.3
	High Needs Students	44.3	75	59.1	100	59.1	47.8
Science Performance Index	All Students	45.1	75	60.1	100	60.1	56.5
	High Needs Students	41.1	75	54.7	100	54.7	45.9
Chronic Absenteeism	All Students	16.6%	<=5%	26.8	50	53.7	10.6%
	High Needs Students	20.2%	<=5%	19.7	50	39.3	17.3%
Preparation for CCR	% Taking Courses	44.8%	75%	29.9	50	59.7	66.1%
	% Passing Exams	15.4%	75%	10.3	50	20.5	37.3%
On-track to High School Graduation		74.8%	94%	39.8	50	79.5	85.6%
4-year Graduation All Students (2014 Cohort)		76.1%	94%	81.0	100	81.0	87.0%
6-year Graduation - High Needs Students (2012 Cohort)		68.8%	94%	73.2	100	73.2	77.6%
Postsecondary Entrance (Class of 2014)		60.1%	75%	80.2	100	80.2	72.8%
Physical Fitness (estimated part rate) and (fitness rate)		93.0% 37.8%	75%	25.2	50	50.4	87.6% 51.0%
Arts Access		42.7%	60%	35.6	50	71.1	45.7%
Accountability Index				813.8	1250	65.1	

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?					Y
ELA Performance Index Gap	73.0	55.2	17.8	17.3	
Math Performance Index Gap	59.9	44.3	15.5	19.6	
Science Performance Index Gap	56.1	41.1	15.1	17.2	
Graduation Rate Gap	90.7%	68.8%	21.9%	15.2%	Y

¹If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for graduation rate), then the ultimate target is displayed and used for gap calculations.

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

Subject/Subgroup		Participation Rate (%)
ELA	All Students	97.7
	High Needs Students	97.3
Math	All Students	97.5
	High Needs Students	97.1
Science	All Students	95.3
	High Needs Students	94.3

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: 45.6 State: 50.1

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 2014-15

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.

District Profile and Performance Report for School Year 2014-15

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.