

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2019–20



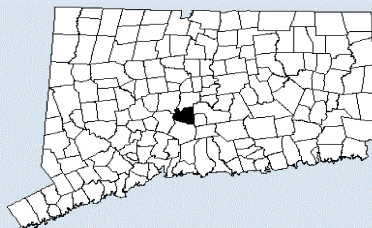
## Meriden School District

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

### District Information

Grade Range	PK-12
Number of Schools/Programs	30
Enrollment	8,163
Per Pupil Expenditures <sup>1</sup>	\$14,221
Total Expenditures <sup>1</sup>	\$124,827,965

<sup>1</sup> Expenditure data reflect the 2018-19 school year.



### Community Information

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

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### Notes

Unless otherwise noted, all data are for 2019-20 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 safeguard student confidentiality, or to ensure that statistics based on a very small sample size are not interpreted as equally representative as those based on a sufficiently larger sample size.

N/A is displayed when a category is not applicable for a district or school.

## Students

### October 1, 2019 Enrollment<sup>2</sup>

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	*	*	48.4
Male	4,245	52.0	51.6
American Indian or Alaska Native	*	*	0.3
Asian	188	2.3	5.2
Black or African American	830	10.2	12.7
Hispanic or Latino of any race	4,636	56.8	26.9
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	337	4.1	3.8
White	2,158	26.4	51.1
English Learners	1,372	16.8	8.3
Eligible for Free or Reduced-Price Meals	6,241	76.5	43.3
Students with Disabilities <sup>3</sup>	1,712	21.0	16.0

*NOTE: To protect student privacy, gender counts are suppressed (\*) when fewer than 6 students enrolled in the district identify as non-binary.*

<sup>2</sup> This table represents students in grades PK-12 reported by the district in the Public School Information System (i.e., PSIS Reporting District).

<sup>3</sup> Students in this category are students with an individualized education program (IEP) only. This category does not include students with Section 504 plans or services plans.

### Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism <sup>4</sup>		Suspension/Expulsion <sup>5</sup>	
	Count	Rate (%)	Count	Rate (%)
Female	502	12.9	176	4.3
Male	593	14.3	297	6.6
Black or African American	98	11.7	81	9.0
Hispanic or Latino of any race	749	16.1	296	6.0
White	199	9.8	72	3.2
English Learners	213	15.3	65	4.4
Eligible for Free or Reduced-Price Meals	1,003	16.0	413	6.1
Students with Disabilities	376	23.1	190	9.6
District	1,095	13.6	473	5.5
State		12.2		4.9

**Number of students in 2018-19 qualified as truant under state statute: 0**

**Number of school-based arrests: 0**

*NOTE: In the 2019-20 school year, due to the COVID-19 pandemic, in-person classes were cancelled in mid-March; all districts switched to fully remote instruction for the remainder of the school year. Chronic absenteeism calculations are based only on in-person school days.*

<sup>4</sup> A student is chronically absent if they miss 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>5</sup> This column displays 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 2019-20

## Meriden School District

### Educators

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

	FTE
<b>General Education</b>	
Teachers and Instructors	446.0
Paraprofessional Instructional Assistants	38.0
<b>Special Education</b>	
Teachers and Instructors	94.0
Paraprofessional Instructional Assistants	154.0
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	14.0
School Level	36.4
<b>Library/Media</b>	
Specialists (Certified)	2.5
Support Staff	0.0
Instructional Specialists Who Support Teachers	30.8
Counselors, Social Workers and School Psychologists	46.9
School Nurses	14.0
Other Staff Providing Non-Instructional Services/Support	393.0

<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	3	0.5	1.2
Black or African American	14	2.1	4.0
Hispanic or Latino of any race	41	6.1	4.1
Native Hawaiian or Other Pacific Islander	1	0.2	0.1
Two or More Races	0	0.0	0.1
White	610	90.6	90.4

#### Classroom Teacher Attendance: 2018-19

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	12.0	10.4

### 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	51	79.7	60	82.2
Hispanic or Latino of any race	205	67.7	230	75.2
White	107	75.9	157	87.2
English Learners	44	50.0	53	63.9
Eligible for Free or Reduced-Price Meals	290	69.4	354	79.4
Students with Disabilities	92	80.0	99	63.5
District	392	72.1	486	80.6
State		75.8		84.8

<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	95	49.0
Emotional Disturbance	76	34.2
Intellectual Disability	43	46.7
Learning Disability	495	88.4
Other Health Impairment	247	75.3
Other Disabilities	9	12.5
Speech/Language Impairment	116	96.7
District	1,081	68.1
State		67.8

<sup>3</sup> This table represents students ages 6-21 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

# District Profile and Performance Report for School Year 2019-20

## Meriden School District

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

	District		State
	Count	Rate (%)	Rate (%)
Autism	208	2.4	2.0
Emotional Disturbance	222	2.5	1.1
Intellectual Disability	92	1.0	0.5
Learning Disability	563	6.4	5.7
Other Health Impairment	331	3.7	3.3
Other Disabilities	157	1.8	1.1
Speech/Language Impairment	142	1.6	1.8
All Disabilities	1,715	19.4	15.6

<sup>1</sup> This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

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

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	114	6.6	8.2
Private Schools or Other Settings	50	2.9	5.0

<sup>2</sup> This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

### Overall Expenditures<sup>3</sup>: 2018-19

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$81,302,907	\$9,262	\$10,923
Support services - students	\$9,522,101	\$1,202	\$1,277
Support services - instruction	\$799,555	\$101	\$682
Support services - general administration	\$1,725,189	\$218	\$467
Support services - school based administration	\$6,440,074	\$813	\$1,021
Central and other support services	\$3,589,846	\$453	\$679
Operation and maintenance of plant	\$13,213,930	\$1,668	\$1,718
Student transportation services	\$6,864,273	\$1,200	\$1,288
Food services	\$295,332	\$37	\$12
Enterprise operations	\$1,033,723	\$130	\$163
Minor school construction	\$41,034	\$5	\$59
Total	\$124,827,965	\$14,221	\$17,629

<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: 2018-19

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$7,090,729	22.7	28.5
Instructional Aide Salaries	\$2,686,693	8.6	10.1
Other Salaries	\$6,677,582	21.4	11.1
Employee Benefits	\$4,259,322	13.6	13.0
Purchased Services Other Than Transportation	\$469,889	1.5	5.7
Special Education Tuition	\$6,839,937	21.9	22.5
Supplies	\$184,199	0.6	0.6
Property Services	\$21,544	0.1	0.3
Purchased Services For Transportation	\$3,008,990	9.6	8.0
Equipment	.	.	0.2
All Other Expenditures	\$552	0.0	0.1
Total	\$31,239,438	100.0	100.0
Percent of Total Expenditures Used for Special Education		25.0	24.6

### Expenditures by Revenue Source<sup>4</sup>: 2018-19

	Percent of Total (%) Excluding School Construction
Local	38.1
State	55.2
Federal	4.9
Tuition & Other	1.8

<sup>4</sup> Revenue sources do not include state-funded Teachers' Retirement Board contributions, Connecticut Technical Education and Career System (CTECS) operations, CSDE-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 2019-20

## 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.

*NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>*

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

	NAEP 2019		NAEP 2013
READING	Grade 4	Grade 8	Grade 12
Connecticut	40	41	50
National Public	34	32	36
MATH	Grade 4	Grade 8	Grade 12
Connecticut	45	39	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 performance on NAEP by student group, [click here](#).

#### Physical Fitness Tests: Students Reaching Health Standard

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# District Profile and Performance Report for School Year 2019-20

## Meriden School District

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

	2018-19	
	Cohort Count <sup>2</sup>	Rate (%)
Black or African American	67	79.1
Hispanic or Latino of any race	307	75.9
English Learners	85	71.8
Eligible for Free or Reduced-Price Meals	460	76.7
Students with Disabilities	129	48.8
District	587	80.1
State		88.5

<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 2018-19 school year.

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

*NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-Waiver-Response.pdf>*

### College Entrance and Persistence

	Class of 2019	Class of 2018
	Entrance <sup>3</sup>	Persistence <sup>4</sup>
	Rate (%)	Rate (%)
Female	62.0	75.3
Male	44.4	78.2
Black or African American	61.4	76.7
Hispanic or Latino of any race	42.5	67.5
White	62.4	86.4
English Learners	34.4	*
Eligible for Free or Reduced-Price Meals	45.6	70.0
Students with Disabilities	17.4	63.0
District	52.8	76.6
State	71.5	87.5

<sup>3</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>4</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 2019-20

## 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.

*NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, a modified table is shown below. All indicators that were not calculated for the 2019-20 school year (including overall Accountability Index) have been excluded and columns that referenced points have also been removed to avoid confusion. For additional information, please view Connecticut's waiver response at:*

*<https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>*

Indicator		Index/Rate	Target	State Average Index/Rate
Progress Toward English Proficiency	Literacy	59.0%	100%	60.4%
	Oral	53.3%	100%	57.6%
Chronic Absenteeism	All Students	13.6%	<=5%	12.2%
	High Needs Students	15.7%	<=5%	18.0%
Preparation for CCR	% Taking Courses	76.5%	75%	80.4%
On-track to High School Graduation		93.5%	94%	88.4%
4-year Graduation All Students (2019 Cohort)		80.1%	94%	88.5%
6-year Graduation - High Needs Students (2017 Cohort)		78.4%	94%	84.5%
Postsecondary Entrance (Class of 2019)		52.8%	75%	71.5%
Arts Access		58.8%	60%	51.8%

*NOTE: A dot (.) appears in the table above when there are fewer than 20 students in the student group or the indicator is not applicable based on grades served.*

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>
Graduation Rate Gap	94.0%	78.4%	15.6%	10.9%	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.

*NOTE: A dot (.) appears in the table above when there are fewer than 20 students in at least one of the student groups used to calculate the gap measure or the indicator is not applicable based on grades served.*

### Connecticut's State Identified Measurable Result (SIMR) for Children with Disabilities

Increase the reading performance of all 3rd grade students with disabilities statewide, as measured by Connecticut's English Language Arts (ELA) Performance Index.

*NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no SIMR data are available. For additional information, please view Connecticut's waiver response at:*

*<https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>*

#### Supporting Resources:

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement](#)

# District Profile and Performance Report for School Year 2019-20

## Meriden School District

### Narratives

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

The Meriden Public Schools (MPS) has eight elementary schools, two middle schools, and two high schools. More than 77% of the district's student population of 8,500 students are eligible for free or reduced-priced meals and 75% are students of color. Implementation of our District Improvement Plan has led to the promotion of student-centered learning environments across the district with blended learning leading to greater choice and voice, critical thinking, creativity, and academic gains. Restorative practices at the secondary schools and our work with Everyday Democracy in fostering youth focus groups have increased student voice and improved school climate. Elementary schools are also engaged in implementing restorative practices. In our 1:1 environment, students are provided district-issued mobile devices to use with digital content in classes and on their own to explore anytime, anywhere, learning, preparing students for the global world in which we live. High school students keep their devices over the summer to enroll in online courses and may "check out" mobile hotspots if lacking Internet access at home. MPS is committed to a school improvement process that uses a formal examination of data to drive the development of curriculum, assessments, and professional learning process with the single focus of improving student learning. School improvement plans are data based with assessments conducted regularly throughout the school year. School-based data teams analyze data to identify areas where improvement is needed, as well as areas where significant progress has been made. Plans are supported by our SRBI plan to strengthen Tier 1 and provide Tiers 2 and 3 interventions. While School Improvement Plans are specific to school needs, they are aligned to the District Improvement Plan's goals in the areas of Talent, Academics, Climate, and Operations.

With the adoption of Connecticut's Common Core Standards, the district has embedded these standards into the district English Language Arts/Literacy and Mathematics curriculum as well as implementing the NNGS in Science, and the Connecticut Elementary and Secondary Social Studies Frameworks. The district has implemented the new state requirement of 25 credits to graduate. The District Improvement Plan was revised by the District Leadership Team which meets monthly to review district academic, attendance, discipline and school climate data. MPS has developed a Climate Suite of tools in collaboration with Dr. Larson, Office of Research and Evaluation, teachers and students. The Team monitors progress, provides feedback and makes recommendations to our central office team.

Efforts to engage our families includes our Family School Liaison Team which works to connect families to school supports, educates families on school and district expectations, makes home visits and fosters school/ community events. Community and Parent Learning Walks, led by teachers at the high schools, also allow the community and parents to see blended learning in action. The district recently implemented ParentSquare district-wide. ParentSquare allows users to select from 100 languages to receive messages, allows teachers to use it for class/group messaging and one-to-one communication, as well as for permission slips, automatic attendance, etc. MPS has a 99.1% contactability across the district.

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

The Meriden Public Schools believes that education is the great equalizer and provides a path to a better life for all students. The district continues to be proactive in combating systemic racism in our schools. We embrace the richness of our diversity, value our tapestry of different colors and cultures, and remain committed to addressing racial discrimination or unconscious bias. Meriden applies an equity lens to all its initiatives, ensuring all students have access to quality educational experiences and graduate college, career and life ready. Our long-standing commitment to equity is evident in initiatives implemented during the last decade. We have eliminated tracking, ensured courses were rigorous and college level, implemented a "no zero" grading policy to support students, transitioned from traditional to student-centered learning classes, reallocated resources to provide 1:1 environments with district-issued chromebooks to level the playing field, offer free mobile hotspots for families lacking internet access, allow students to keep their chromebooks over the summer to access online learning, opened access to all courses, including honors, Advanced Placement and Early College Experience, initiated restorative practices and youth dialogues, developed a cadre of Equity Leaders, generated a series of Racial Equity Awareness training modules, created an Affinity Group for educators of color and other interested teachers and continue to seek additional avenues to continue and expand our equity work across the district.

Our next steps include a six pronged approach: 1). Equity Leaders will continue to roll out racial equity awareness training modules to high school teachers in small group settings to encourage conversations about material presented; 2). Equity Leaders will expand racial equity awareness training to middle and high school teachers using same protocols; 3) Equity Leaders will present components of racial equity awareness training modules at our Board of Education meetings, Administrators' Meetings, Elementary and Secondary Principals' Meetings, and Administrators' Retreat; 4) Continue to pursue recruitment and hiring of teachers of color in collaboration with Affinity Group; 5) The Office of Research and Evaluation will continue to pr

# District Profile and Performance Report for School Year 2019-20

## 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's schools and programs based on the needs of individual buildings and district initiatives. Resources for such areas as ongoing supplies and to compensate for the errors inherent in enrollment projections are maintained. The Office of Teaching and Innovation 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.