Connecticut State Department of Education

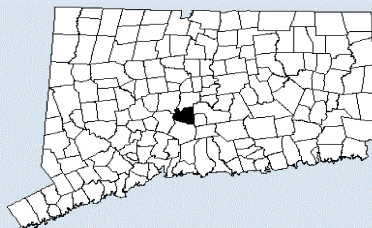# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2015–16

CSDE
CONNECTICUT STATE
DEPARTMENT OF EDUCATION

Meriden School District

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

District Information

Grade Range	PK-12
Number of Schools/Programs	19
Enrollment	7,993
Per Pupil Expenditures[1]	$13,822
Total Expenditures[1]	$123,733,747

[1]*Expenditure data reflect the 2014-15 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 2016)](#)
(2016® The College Board)

Contents

Notes

Unless otherwise noted, all data are for 2015-16 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, 2015 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	3,861	48.3	48.3
Male	4,132	51.7	51.6
American Indian or Alaska Native	59	0.7	0.2
Asian	320	4.0	4.9
Black or African American	713	8.9	12.8
Hispanic or Latino	4,143	51.8	23.0
Pacific Islander	24	0.3	0.0
Two or More Races	199	2.5	2.7
White	2,535	31.7	55.9
English Learners	1,169	14.6	6.4
Eligible for Free or Reduced-Price Meals	5,679	71.0	38.0
Students with Disabilities[1]	1,476	18.5	13.7

[1]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[2]		Suspension/ Expulsion[3]	
	Count	Rate (%)	Count	Rate (%)
Female	469	12.4	209	5.4
Male	526	13.0	407	9.8
Black or African American	95	13.2	122	16.7
Hispanic or Latino	619	15.2	345	8.3
White	232	9.4	116	4.6
English Learners	157	13.4	83	7.0
Eligible for Free or Reduced-Price Meals	855	15.9	542	9.6
Students with Disabilities	356	24.5	234	14.1
District	995	12.7	616	7.7
State		9.6		7.0

Number of students in 2014-15 qualified as truant under state statute: 114

Number of school-based arrests: 37

[2]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.

[3]The count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

Educators

Full-Time Equivalent (FTE)[1] Staff

	FTE
General Education	
Teachers and Instructors	480.4
Paraprofessional Instructional Assistants	57.0
Special Education	
Teachers and Instructors	90.2
Paraprofessional Instructional Assistants	124.0
Administrators, Coordinators and Department Chairs	
District Central Office	14.0
School Level	31.1
Library/Media	
Specialists (Certified)	3.5
Support Staff	2.2
Instructional Specialists Who Support Teachers	22.3
Counselors, Social Workers and School Psychologists	43.6
School Nurses	14.5
Other Staff Providing Non-Instructional Services/Support	368.5

[1]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

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
American Indian or Alaska Native	4	0.6	0.1
Asian	4	0.6	1.0
Black or African American	8	1.2	3.5
Hispanic or Latino	44	6.4	3.5
Pacific Islander	1	0.2	0.0
Two or More Races	0	0.0	0.1
White	628	91.2	91.7

Classes Taught by Highly Qualified Teachers[2]

	Percent of Total (%)
District	99.4
District Poverty Quartile: High	
State High Poverty Quartile Schools	97.6
State Low Poverty Quartile Schools	99.6

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

Classroom Teacher Attendance: 2014-15

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	6.1	9.4

Instruction and Resources

11th and 12th Graders Enrolled in
College-and-Career-Readiness Courses during High School [3]

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	25	45.5	40	58.0
Hispanic or Latino	103	44.0	109	48.4
White	96	56.1	133	71.5
English Learners	19	31.7	16	33.3
Eligible for Free or Reduced-Price Meals	130	42.8	160	52.8
Students with Disabilities	36	40.9	40	40.4
District	242	48.8	299	59.3
State		61.2		73.9

[3]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 [4]

	Count	Rate (%)
Autism	64	41.3
Emotional Disturbance	50	27.9
Intellectual Disability	23	38.3
Learning Disability	428	79.9
Other Health Impairment	234	74.5
Other Disabilities	23	28.8
Speech/Language Impairment	104	97.2
District	926	64.7
State		68.8

[4]Ages 6-21

Students with Disabilities by Primary Disability[1]

	District Count	District Rate (%)	State Rate (%)
Autism	159	1.8	1.6
Emotional Disturbance	180	2.1	1.0
Intellectual Disability	60	0.7	0.5
Learning Disability	537	6.1	4.6
Other Health Impairment	319	3.7	2.8
Other Disabilities	129	1.5	1.0
Speech/Language Impairment	125	1.4	1.9
All Disabilities	1,509	17.3	13.4

[1]Grades K-12

Overall Expenditures:[3] 2014-15

	Total ($)	Per Pupil District ($)	Per Pupil State ($)
Instructional Staff and Services	68,926,265	8,580	9,387
Instructional Supplies and Equipment	2,647,809	330	318
Improvement of Instruction and Educational Media Services	867,472	108	541
Student Support Services	8,535,035	1,062	1,048
Administration and Support Services	10,771,398	1,341	1,790
Plant Operation and Maintenance	12,743,603	1,586	1,608
Transportation	6,478,189	703	845
Costs of Students Tuitioned Out	11,720,541	N/A	N/A
Other	1,043,435	130	194
Total	123,733,747	13,822	15,762
Additional Expenditures			
Land, Buildings, and Debt Service	41,508,453	5,167	1,524

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

Special Education Expenditures: 2014-15

	District Total ($)	District Percent of Total (%)	State Percent of Total (%)
Certified Personnel	10,291,637	35.5	35.1
Noncertified Personnel	4,050,450	14.0	14.5
Purchased Services	226,253	0.8	5.5
Tuition to Other Schools	7,768,058	26.8	21.6
Special Ed. Transportation	2,874,164	9.9	8.3
Other Expenditures	3,813,500	13.1	15.0
Total Expenditures	29,024,062	100.0	100.0

Expenditures by Revenue Source:[4] 2014-15

	Percent of Total (%) Including School Construction	Percent of Total (%) Excluding School Construction
Local	21.8	40.9
State	73.4	52.6
Federal	3.9	5.2
Tuition & Other	0.9	1.2

[4]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).

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	27	67.9	27	66.4	*	*
Asian	167	65.3	165	58.8	53	51.2
Black or African American	374	54.1	370	45.6	191	41.3
Hispanic or Latino	1869	55.8	1849	47.8	810	41.3
Native Hawaiian or Other Pacific Islander	16	*	16	*	8	*
Two or More Races	84	62.8	83	54.1	29	43.1
White	1244	66.8	1233	58.3	531	53.0
English Learners	540	48.7	531	42.9	195	34.9
Non-English Learners	3241	61.9	3212	53.4	1431	47.0
Eligible for Free or Reduced-Price Meals	2556	56.0	2527	48.3	1086	41.9
Not Eligible for Free or Reduced-Price Meals	1225	68.2	1216	59.2	540	53.0
Students with Disabilities	753	43.0	740	35.7	323	34.3
Students without Disabilities	3028	64.2	3003	55.9	1303	48.3
High Needs	2739	55.6	2708	47.9	1167	41.7
Non-High Needs	1042	71.6	1035	62.3	459	55.4
District	3781	60.0	3743	51.9	1626	45.6

National Assessment of Educational Progress (NAEP): Percent At or Above Proficient[1]

	NAEP 2015		NAEP 2013
READING	Grade 4	Grade 8	Grade 12
Connecticut	43%	43%	50%
National Public	35%	33%	36%
MATH	Grade 4	Grade 8	Grade 12
Connecticut	41%	36%	32%
National Public	39%	32%	25%

[1]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[2]

	Percent of Students by Grade[3] (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	82.5	80.0	76.3	74.1	2,127	78.4
Curl Up	79.2	76.7	77.5	77.2	2,127	77.8
Push Up	71.2	55.2	62.1	53.9	2,127	61.1
Mile Run/PACER	68.6	60.0	50.9	45.8	2,127	56.7
All Tests - District	45.0	42.0	42.0	36.2	2,127	41.3
All Tests - State	50.6	49.8	50.6	51.1		50.5

[2]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.

[3]Only students assessed in all four areas are included in this calculation.

Cohort Graduation: Four-Year[1]

	2014-15				2015-16
	Cohort Count[2]	Rate (%)	Target[3] (%)	Target Achieved	Target[3] (%)
Black or African American	99	75.8	76.0	No	78.2
Hispanic or Latino	282	69.1	70.4	No	73.3
English Learners	77	71.4	62.9	Yes	66.7
Eligible for Free or Reduced-Price Meals	463	69.5	70.9	No	73.8
Students with Disabilities	117	48.7	61.1	No	65.2
District	626	74.0	77.8	No	79.9
State[4]		87.2			

[1]The 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 2014 are available online.

[2]Cohort count includes all students in the cohort as of the end of the 2014-15 school year.

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

[4]Targets are not displayed at the state level.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam[5]

	Participation[6]	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	95.2	93	18.6
Male	90.2	87	17.4
Black or African American	91.9	12	9.7
Hispanic or Latino	92.2	51	11.1
White	93.0	104	29.1
English Learners	88.0	*	*
Eligible for Free or Reduced-Price Meals	91.4	59	9.7
Students with Disabilities	54.5	0	0.0
District	92.7	180	18.0
State	95.6		40.7

[5]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

[6]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 2015	Class of 2014
	Entrance[7]	Persistence[8]
	Rate (%)	Rate (%)
Female	64.5	83.2
Male	49.0	80.6
Black or African American	46.8	80.9
Hispanic or Latino	47.4	79.5
White	70.6	84.6
English Learners	38.7	70.0
Eligible for Free or Reduced-Price Meals	49.1	79.5
Students with Disabilities	26.0	58.3
District	56.6	82.2
State	71.9	88.3

[7]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.

[8]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

Next Generation Accountability Results

These statistics are the 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	40.0	50	80.0	67.7
	High Needs Students	55.6	75	37.0	50	74.1	56.7
Math Performance Index	All Students	51.9	75	34.6	50	69.2	61.4
	High Needs Students	47.9	75	31.9	50	63.8	49.9
Science Performance Index	All Students	45.6	75	30.4	50	60.7	57.5
	High Needs Students	41.7	75	27.8	50	55.6	47.0
ELA Academic Growth	All Students	61.8%	100%	61.8	100	61.8	63.8%
	High Needs Students	60.6%	100%	60.6	100	60.6	58.3%
Math Academic Growth	All Students	64.0%	100%	64.0	100	64.0	65.0%
	High Needs Students	61.5%	100%	61.5	100	61.5	57.4%
Chronic Absenteeism	All Students	12.7%	<=5%	34.6	50	69.1	9.6%
	High Needs Students	15.7%	<=5%	28.5	50	57.1	15.6%
Preparation for CCR	% Taking Courses	54.1%	75%	36.1	50	72.1	67.6%
	% Passing Exams	18.0%	75%	12.0	50	24.0	40.7%
On-track to High School Graduation		74.0%	94%	39.4	50	78.8	85.1%
4-year Graduation All Students (2015 Cohort)		74.0%	94%	78.7	100	78.7	87.2%
6-year Graduation - High Needs Students (2013 Cohort)		68.2%	94%	72.5	100	72.5	78.6%
Postsecondary Entrance (Class of 2015)		56.6%	75%	75.5	100	75.5	71.9%
Physical Fitness (estimated part rate) and (fitness rate)		95.5% | 41.3%	75%	27.5	50	55.0	89.2% | 50.5%
Arts Access		54.0%	60%	45.0	50	90.1	47.5%
Accountability Index				**899.3**	**1350**	**66.6**	

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	71.6	55.6	16.0	16.5	
Math Performance Index Gap	62.3	47.9	14.5	18.9	
Science Performance Index Gap	55.4	41.7	13.7	17.2	
Graduation Rate Gap	93.8%	68.2%	25.6%	15.3%	Y

[1]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.

[2]If 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	98.7
	High Needs Students	98.3
Math	All Students	97.8
	High Needs Students	97.4
Science	All Students	96.9
	High Needs Students	96.3

[3]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: 51.4   **State: 51.4**

Supporting Resources

Two-page FAQ

Detailed Presentation

Using Accountability Results to Guide Improvement: comprehensive documentation and supports

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 were 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, educated 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 learned 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.

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.