

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2013–14



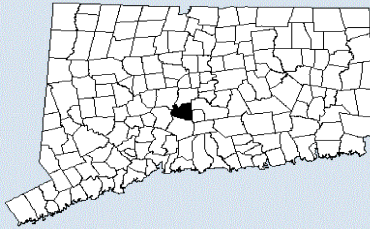
Meriden School District

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

District Information

| | |
|-------------------------------------|---------------|
| Grade Range | PK-12 |
| Number of Schools | 18 |
| Enrollment | 8,183 |
| Per Pupil Expenditures ¹ | \$12,754 |
| Total Expenditures ¹ | \$115,910,044 |

¹Expenditure data reflect the 2012-13 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 \(Class of 2014\)](#)
 (2014® The College Board)

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Notes

Unless otherwise noted, all data are for 2013-14 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](#).

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, 2013 Enrollment

| | District | | State |
|--|----------|----------------------|----------------------|
| | Count | Percent of Total (%) | Percent of Total (%) |
| Female | 3,909 | 47.8 | 48.3 |
| Male | 4,274 | 52.2 | 51.6 |
| American Indian | 36 | 0.4 | 0.2 |
| Asian | 245 | 3.0 | 4.6 |
| Black or African American | 944 | 11.5 | 12.9 |
| Hispanic or Latino | 4,028 | 49.2 | 21.2 |
| Pacific Islander | 25 | 0.3 | 0.0 |
| White | 2,734 | 33.4 | 58.4 |
| Two or More Races | 171 | 2.1 | 2.3 |
| English Language Learners | 1,019 | 12.5 | 5.7 |
| Eligible for Free or Reduced-Price Meals | 5,700 | 69.7 | 37.3 |
| Students with Disabilities ¹ | 1,341 | 16.4 | 12.8 |

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 | 575 | 14.9 | 303 | 7.7 |
| Male | 659 | 15.9 | 573 | 13.3 |
| Black or African American | 152 | 16.1 | 157 | 16.2 |
| Hispanic or Latino | 715 | 18.2 | 512 | 12.6 |
| White | 310 | 11.6 | 180 | 6.5 |
| English Language Learners | 186 | 19.4 | 117 | 11.1 |
| Eligible for Free or Reduced-Price Meals | 1,044 | 19.4 | 762 | 13.2 |
| Students with Disabilities | 392 | 29.3 | 255 | 16.6 |
| District | 1,234 | 15.4 | 876 | 10.6 |
| State | | 10.8 | | 7.4 |

Number of students in 2012-13 qualified as truant under state statute: 90

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 | 477.6 |
| Paraprofessional Instructional Assistants | 47.0 |
| Special Education | |
| Teachers and Instructors | 90.4 |
| Paraprofessional Instructional Assistants | 124.0 |
| Administrators, Coordinators and Department Chairs | |
| District Central Office | 18.0 |
| School Level | 24.0 |
| Library/Media | |
| Specialists (Certified) | 4.0 |
| Support Staff | 2.0 |
| Instructional Specialists Who Support Teachers | 22.6 |
| Counselors, Social Workers and School Psychologists | 42.6 |
| School Nurses | 13.0 |
| Other Staff Providing Non-Instructional Services/Support | 335.5 |

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 (%) |
|---------------------------|-------|-------------------------------------|----------------------------------|
| Asian | 4 | 0.6 | 1.0 |
| Black or African American | 8 | 1.2 | 3.5 |
| Hispanic | 52 | 7.6 | 3.6 |
| Native American | 3 | 0.4 | 0.1 |
| White | 614 | 90.2 | 91.7 |

Classes Taught by Highly Qualified Teachers²

| | Percent of Total (%) |
|-------------------------------------|----------------------|
| District | 99.7 |
| District Poverty Quartile: High | |
| State High Poverty Quartile Schools | 97.8 |
| State Low Poverty Quartile Schools | 99.5 |

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

Classroom Teacher Attendance: 2012-13

| | District | State |
|---|----------|-------|
| Average Number of FTE Days Absent Due to Illness or Personal Time | 6.0 | 9.3 |

Instruction and Resources

11th and 12th Graders Who Enrolled in at Least Two Advanced Placement[®] or International Baccalaureate[®] Courses during High School³

| | 11th | | 12th | |
|--|-------|----------|-------|----------|
| | Count | Rate (%) | Count | Rate (%) |
| Black or African American | * | * | 7 | 8.2 |
| Hispanic or Latino | * | * | 24 | 11.1 |
| White | 26 | 14.0 | 59 | 28.0 |
| English Language Learners | 0 | 0 | * | * |
| Eligible for Free or Reduced-Price Meals | 9 | 3.0 | 27 | 9.4 |
| Students with Disabilities | 0 | 0 | 0 | 0 |
| District | 37 | 7.5 | 96 | 17.9 |
| State | | 14.2 | | 26.8 |

³Effective 2014-15, this calculation will also include students who participate in dual enrollment courses and two or more courses within a career and technical education (CTE) concentration.

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers⁴

| | Count | Rate (%) |
|----------------------------|-------|----------|
| Autism | 54 | 43.2 |
| Emotional Disturbance | 43 | 27.4 |
| Intellectual Disability | 28 | 50.0 |
| Learning Disability | 399 | 80.0 |
| Other Health Impairment | 192 | 68.1 |
| Other Disabilities | 20 | 26.3 |
| Speech/Language Impairment | 118 | 96.7 |
| District | 854 | 64.8 |
| State | | 69.2 |

⁴Ages 6-21

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Students with Disabilities by Primary Disability¹

| | District | | State |
|----------------------------|----------|----------|----------|
| | Count | Rate (%) | Rate (%) |
| Autism | 131 | 1.5 | 1.4 |
| Emotional Disturbance | 157 | 1.8 | 1.0 |
| Intellectual Disability | 56 | 0.6 | 0.4 |
| Learning Disability | 500 | 5.6 | 4.2 |
| Other Health Impairment | 284 | 3.2 | 2.5 |
| Other Disabilities | 141 | 1.6 | 1.0 |
| Speech/Language Impairment | 141 | 1.6 | 1.9 |
| All Disabilities | 1,410 | 15.8 | 12.4 |

¹Grades K-12

Students with Disabilities Placed Outside of the District²

| | District | | State |
|-----------------------------------|----------|----------|----------|
| | Count | Rate (%) | Rate (%) |
| Public Schools in Other Districts | 89 | 6.3 | 2.8 |
| Private Schools or Other Settings | 121 | 8.5 | 8.1 |

²Grades K-12

Overall Expenditures:³ 2012-13

| | Total (\$) | Per Pupil | |
|---|-------------|---------------|------------|
| | | District (\$) | State (\$) |
| Instructional Staff and Services | 62,977,922 | 7,706 | 8,769 |
| Instructional Supplies and Equipment | 2,029,201 | 248 | 275 |
| Improvement of Instruction and Educational Media Services | 929,657 | 114 | 487 |
| Student Support Services | 7,935,019 | 971 | 965 |
| Administration and Support Services | 10,443,745 | 1,278 | 1,600 |
| Plant Operation and Maintenance | 12,491,050 | 1,528 | 1,472 |
| Transportation | 6,109,955 | 655 | 786 |
| Costs of Students Tuitioned Out | 12,138,770 | N/A | N/A |
| Other | 854,725 | 105 | 178 |
| Total | 115,910,044 | 12,754 | 14,642 |

Additional Expenditures

| | | | |
|-----------------------------------|-----------|-----|-------|
| Land, Buildings, and Debt Service | 6,547,341 | 801 | 1,434 |
|-----------------------------------|-----------|-----|-------|

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

Special Education Expenditures: 2012-13

| | District | | State |
|----------------------------|------------|----------------------|----------------------|
| | Total (\$) | Percent of Total (%) | Percent of Total (%) |
| Certified Personnel | 10,261,455 | 34.6 | 35.6 |
| Noncertified Personnel | 3,981,165 | 13.4 | 14.5 |
| Purchased Services | 523,956 | 1.8 | 5.0 |
| Tuition to Other Schools | 8,333,398 | 28.1 | 21.4 |
| Special Ed. Transportation | 2,819,715 | 9.5 | 8.5 |
| Other Expenditures | 3,742,429 | 12.6 | 14.9 |
| Total Expenditures | 29,662,118 | 100.0 | 100.0 |

| | | |
|---|------|------|
| PK-12 Expenditures Used for Special Education | 25.6 | 21.9 |
|---|------|------|

Expenditures by Revenue Source:⁴ 2012-13

| | Percent of Total (%) | |
|-----------------|-------------------------------|-------------------------------|
| | Including School Construction | Excluding School Construction |
| Local | 37.1 | 39.6 |
| State | 58.0 | 55.1 |
| Federal | 4.8 | 5.0 |
| Tuition & Other | 0.2 | 0.2 |

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 2013-14

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Performance

District Performance Index (DPI)

A District Performance Index (DPI) for the Connecticut Mastery Test (CMT) and the Connecticut Academic Performance Test (CAPT) is the test performance of all subjects tested in the respective assessment for all students in the district. The DPI ranges in value from 0 to 100 points. Connecticut's ultimate target for a DPI is 88 because in a district with a DPI of 88 or above, students will have performed at or above the 'goal' level on the majority of tests. Detailed reports of CMT and CAPT assessment results are available at www.ctreports.com. School and District Performance Reports produced by the Connecticut State Department of Education (CSDE) are also available online.

| CMT | DPI | | | | 2013-14 | | | | Note: If no data are displayed for 2013-14, the district implemented the Smarter Balanced Field Test. |
|--|---------|---------|---------|---------|---------|-----|--------|----------|---|
| | 2009-10 | 2010-11 | 2011-12 | 2012-13 | Count | DPI | Target | Achieved | |
| Black or African American | 58.4 | 57.6 | 60.1 | 59.6 | . | . | . | . | |
| Hispanic or Latino | 54.9 | 53.8 | 56.5 | 57.6 | . | . | . | . | |
| English Language Learners | 32.2 | 30.6 | 34.1 | 34.7 | . | . | . | . | |
| Eligible for Free or Reduced-Price Meals | 56.9 | 55.7 | 58.3 | 59.0 | . | . | . | . | |
| Students with Disabilities | 36.8 | 33.7 | 31.6 | 35.0 | . | . | . | . | |
| High Needs | 55.8 | 54.7 | 57.0 | 57.9 | . | . | . | . | |
| District | 64.9 | 63.3 | 65.5 | 65.7 | . | . | . | . | |

| CAPT | DPI | | | | 2013-14 | | | | Note: If no data are displayed for 2013-14, the district implemented the Smarter Balanced Field Test. |
|--|---------|---------|---------|---------|---------|-----|--------|----------|---|
| | 2009-10 | 2010-11 | 2011-12 | 2012-13 | Count | DPI | Target | Achieved | |
| Black or African American | 46.3 | 47.6 | 50.4 | 48.8 | . | . | . | . | |
| Hispanic or Latino | 43.4 | 47.9 | 46.8 | 45.9 | . | . | . | . | |
| English Language Learners | 27.6 | 26.9 | 25.9 | 29.8 | . | . | . | . | |
| Eligible for Free or Reduced-Price Meals | 43.2 | 46.4 | 47.0 | 47.7 | . | . | . | . | |
| Students with Disabilities | 22.1 | 22.8 | 26.2 | 26.3 | . | . | . | . | |
| High Needs | 41.5 | 45.1 | 46.7 | 46.7 | . | . | . | . | |
| District | 54.7 | 56.8 | 56.7 | 55.4 | . | . | . | . | |

2013 National Assessment of Educational Progress (NAEP): Percent At or Above Proficient¹

| READING | Grade 4 | Grade 8 | Grade 12 |
|-----------------|---------|---------|----------|
| Connecticut | 43% | 45% | 50% |
| National Public | 34% | 34% | 36% |
| MATH | Grade 4 | Grade 8 | Grade 12 |
| Connecticut | 45% | 37% | 32% |
| National Public | 41% | 34% | 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 CMT/CAPT and NAEP. Instead, NAEP results are meant to complement CMT/CAPT results.

Physical Fitness Tests: Students Reaching Health Standard²

| | Percent of Students by Grade ³ (%) | | | | All Tested Grades | |
|----------------------|---|------|------|------|-------------------|----------|
| | 4 | 6 | 8 | 10 | Count | Rate (%) |
| Sit & Reach | 76.3 | 74.7 | 80.1 | 82.3 | 2,006 | 78.1 |
| Curl Up | 81.4 | 66.0 | 57.4 | 84.9 | 2,006 | 72.6 |
| Push Up | 55.6 | 45.0 | 50.8 | 64.6 | 2,006 | 53.8 |
| Mile Run/PACER | 55.6 | 68.8 | 43.2 | 51.4 | 2,006 | 54.7 |
| All Tests - District | 33.6 | 34.8 | 30.3 | 40.0 | 2,006 | 34.4 |
| All Tests - State | 50.2 | 50.7 | 50.3 | 53.9 | | 51.1 |

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

| | 2012-13 | | | | 2013-14 |
|--|---------------------------|----------|-------------------------|-----------------|-------------------------|
| | Cohort Count ² | Rate (%) | Target ³ (%) | Target Achieved | Target ³ (%) |
| Black or African American | 84 | 64.3 | 71.5 | No | 73.7 |
| Hispanic or Latino | 306 | 62.1 | 64.5 | No | 67.4 |
| English Language Learners | 62 | 48.4 | 55.1 | No | 59.0 |
| Eligible for Free or Reduced-Price Meals | 425 | 63.3 | 65.2 | No | 68.1 |
| Students with Disabilities | 105 | 41.9 | 52.9 | No | 57.0 |
| District | 639 | 70.1 | 73.8 | No | 75.8 |
| State ⁴ | | 85.5 | | | |

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 2012-13 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 | 63.6 | 106 | 21.5 |
| Male | 47.9 | 61 | 11.4 |
| Black or African American | 53.6 | 10 | 6.0 |
| Hispanic or Latino | 43.7 | 40 | 9.5 |
| White | 67.5 | 106 | 26.7 |
| English Language Learners | 22.1 | * | * |
| Eligible for Free or Reduced-Price Meals | 46.6 | 51 | 8.7 |
| Students with Disabilities | * | 0 | 0.0 |
| District | 55.4 | 167 | 16.2 |
| State | 72.9 | | 37.6 |

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

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.

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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 2013 | Class of 2012 |
|--|-----------------------|--------------------------|
| | Entrance ⁷ | Persistence ⁸ |
| | Rate (%) | Rate (%) |
| Female | 66.9 | 85.7 |
| Male | 50.7 | 81.0 |
| Black or African American | 44.1 | 76.0 |
| Hispanic or Latino | 53.2 | 75.9 |
| White | 69.4 | 89.1 |
| English Language Learners | 41.0 | * |
| Eligible for Free or Reduced-Price Meals | 51.6 | 74.6 |
| Students with Disabilities | 35.6 | 66.7 |
| District | 59.3 | 83.8 |
| State | 72.7 | 88.5 |

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

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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.

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 two elementary schools and enter the planning phase in two others. The district also received a grant from the Nellie Mae Education Foundation to facilitate the implementation of blended learning instructional strategies and Personal Learning Experiences in our high schools. This work is augmented by a recently adopted K-12 Bring Your Own Device Program.

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. 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 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. Currently, Meriden has 91 students enrolled at WIMS.

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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 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.