

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2018–19



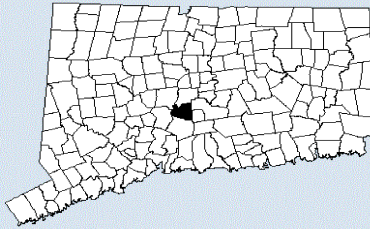
Meriden School District

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

District Information

Grade Range	PK-12
Number of Schools/Programs	30
Enrollment	7,973
Per Pupil Expenditures ¹	\$14,141
Total Expenditures ¹	\$124,441,289

¹Expenditure data reflect the 2017-18 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 2018-19 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 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, 2018 Enrollment²

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	*	*	48.4
Male	4,152	52.1	51.6
American Indian or Alaska Native	*	*	0.3
Asian	170	2.1	5.2
Black or African American	807	10.1	12.8
Hispanic or Latino of any race	4,459	55.9	25.8
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	309	3.9	3.6
White	2,216	27.8	52.4
English Learners	1,287	16.1	7.6
Eligible for Free or Reduced-Price Meals	6,117	76.7	42.1
Students with Disabilities ³	1,638	20.5	15.4

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

³Students 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.

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

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ⁴		Suspension/Expulsion ⁵	
	Count	Rate (%)	Count	Rate (%)
Female	551	14.3	174	4.3
Male	624	15.3	339	7.7
Black or African American	110	13.4	94	10.8
Hispanic or Latino of any race	771	17.4	312	6.6
White	233	10.7	87	3.8
English Learners	217	16.2	72	5.2
Eligible for Free or Reduced-Price Meals	1,025	17.1	461	7.2
Students with Disabilities	397	25.2	192	10.1
District	1,175	14.8	513	6.1
State		10.4		6.7

Number of students in 2017-18 qualified as truant under state statute: 0

Number of school-based arrests: 10

⁴A 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.

⁵This 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 2018-19

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Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	458.3
Paraprofessional Instructional Assistants	41.0
Special Education	
Teachers and Instructors	89.2
Paraprofessional Instructional Assistants	149.0
Administrators, Coordinators and Department Chairs	
District Central Office	16.0
School Level	35.0
Library/Media	
Specialists (Certified)	3.5
Support Staff	0.0
Instructional Specialists Who Support Teachers	33.8
Counselors, Social Workers and School Psychologists	47.9
School Nurses	14.0
Other Staff Providing Non-Instructional Services/Support	374.0

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

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
American Indian or Alaska Native	4	0.6	0.1
Asian	4	0.6	1.1
Black or African American	10	1.5	3.8
Hispanic or Latino of any race	40	5.8	3.8
Native Hawaiian or Other Pacific Islander	1	0.2	0.0
Two or More Races	0	0.0	0.1
White	628	91.4	90.5

Classroom Teacher Attendance: 2017-18

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	10.3	10.0

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School²

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	46	70.8	57	87.7
Hispanic or Latino of any race	158	54.3	236	85.2
White	117	73.6	164	88.2
English Learners	32	47.1	59	77.6
Eligible for Free or Reduced-Price Meals	256	63.5	359	86.5
Students with Disabilities	69	60.0	103	78.0
District	351	63.1	484	86.3
State		74.5		85.2

²College-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 Peers³

	Count	Rate (%)
Autism	101	52.3
Emotional Disturbance	71	35.1
Intellectual Disability	28	39.4
Learning Disability	498	89.4
Other Health Impairment	242	74.0
Other Disabilities	21	25.6
Speech/Language Impairment	101	99.0
District	1,062	69.2
State		67.6

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

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	203	2.3	1.9
Emotional Disturbance	203	2.3	1.1
Intellectual Disability	71	0.8	0.5
Learning Disability	558	6.4	5.5
Other Health Impairment	331	3.8	3.2
Other Disabilities	150	1.7	1.1
Speech/Language Impairment	127	1.5	1.8
All Disabilities	1,643	19.0	15.0

¹This 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 District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	116	7.1	8.2
Private Schools or Other Settings	56	3.4	5.0

²This 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:³ 2017-18

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$68,829,404	\$7,822	\$10,545
Support services - students	\$6,098,982	\$775	\$1,373
Support services - instruction	\$647,540	\$82	\$644
Support services - general administration	\$4,798,594	\$609	\$462
Support services - school based administration	\$5,316,401	\$675	\$1,007
Central and other support services	\$19,681,401	\$2,500	\$671
Operation and maintenance of plant	\$11,604,104	\$1,474	\$1,629
Student transportation services	\$6,206,252	\$1,055	\$1,231
Food services	\$221,564	\$28	\$13
Enterprise operations	\$1,003,832	\$127	\$157
Minor school construction	\$33,217	\$4	\$65
Total	\$124,441,289	\$14,141	\$17,153

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

Special Education Expenditures: 2017-18

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$6,978,841	23.3	29.7
Instructional Aide Salaries	\$2,624,552	8.8	9.6
Other Salaries	\$5,901,428	19.7	10.4
Employee Benefits	\$3,161,534	10.5	13.0
Purchased Services Other Than Transportation	\$527,836	1.8	5.5
Special Education Tuition	\$7,340,105	24.5	22.6
Supplies	\$143,145	0.5	0.6
Property Services	\$180,840	0.6	0.4
Purchased Services For Transportation	\$3,122,132	10.4	8.0
Equipment	.	.	0.2
All Other Expenditures	\$450	0.0	0.1
Total	\$29,980,863	100.0	100.0
Percent of Total Expenditures Used for Special Education		24.1	24.4

Expenditures by Revenue Source:⁴

2017-18	
	Percent of Total (%) Excluding School Construction
Local	37.9
State	54.5
Federal	5.6
Tuition & Other	1.9

⁴Revenue 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 2018-19

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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	*	*	*	*	*	*
Asian	*	*	*	*	*	*
Black or African American	412	60.5	410	53.9	186	52.9
Hispanic or Latino of any race	2,179	59.5	2,156	54.5	901	51.8
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	128	66.7	125	60.9	48	56.3
White	1,142	69.6	1,136	64.2	510	63.5
English Learners	774	55.0	770	52.1	310	49.3
Non-English Learners	3,182	65.1	3,151	59.3	1,382	57.5
Eligible for Free or Reduced-Price Meals	3,074	60.9	3,041	55.7	1,290	53.6
Not Eligible for Free or Reduced-Price Meals	882	70.6	880	65.4	402	63.5
Students with Disabilities	754	44.4	736	40.2	336	42.8
Students without Disabilities	3,202	67.5	3,185	62.0	1,356	59.3
High Needs	3,222	60.6	3,187	55.4	1,361	53.5
Non-High Needs	734	73.9	734	68.6	331	66.2
District	3,956	63.1	3,921	57.9	1,692	56.0

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

	NAEP 2019		NAEP 2013	
	Grade 4	Grade 8	Grade 4	Grade 8
READING				
Connecticut	40	41	50	
National Public	34	32	36	
MATH				
Connecticut	45	39	32	
National Public	40	33	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 performance on NAEP by student group, [click here](#).

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	HS	Count	Rate (%)
Sit & Reach	90.4	82.3	80.2	78.3	2,292	83.3
Curl Up	90.2	86.2	87.4	83.4	2,292	87.0
Push Up	79.0	71.3	65.7	82.7	2,292	75.1
Mile Run/PACER	84.7	64.5	54.5	66.1	2,292	68.8
All Tests - District	71.0	54.6	46.9	60.4	2,292	59.2
All Tests - State	56.1	53.5	50.9	51.4		52.9

²The Connecticut Physical Fitness Assessment (CPFA) is administered to students in Grades 4, 6, 8 and High School (HS). 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

	2017-18	
	Cohort Count ²	Rate (%)
Black or African American	84	90.5
Hispanic or Latino of any race	336	72.9
English Learners	68	63.2
Eligible for Free or Reduced-Price Meals	461	74.4
Students with Disabilities	139	45.3
District	626	78.6
State		88.3

¹The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years.

²Cohort count includes all students in the cohort as of the end of the 2017-18 school year.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam³

	Participation ⁴	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	96.8	86	16.2
Male	90.6	74	12.6
Black or African American	93.8	*	*
Hispanic or Latino of any race	93.7	45	7.9
White	93.6	90	26.1
English Learners	86.8	*	*
Eligible for Free or Reduced-Price Meals	93.2	80	9.8
Students with Disabilities	78.9	*	*
District	93.6	160	14.3
State	95.9		42.6

³College 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

⁴Participation Rate equals the number of test-takers in 11th and 12th grade divided by the number of students enrolled in those grades, as a percentage.

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 2018	Class of 2017
	Entrance ⁵	Persistence ⁶
	Rate (%)	Rate (%)
Female	56.8	74.7
Male	47.7	78.4
Black or African American	50.6	62.9
Hispanic or Latino of any race	43.3	69.3
White	64.1	85.7
English Learners	27.0	54.5
Eligible for Free or Reduced-Price Meals	47.1	69.1
Students with Disabilities	27.7	46.4
District	52.3	76.3
State	71.0	87.8

⁵College 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.

⁶College 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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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.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	63.1	75	42.1	50	84.1	67.7
	High Needs Students	60.6	75	40.4	50	80.8	58.1
Math Performance Index	All Students	57.9	75	38.6	50	77.2	63.1
	High Needs Students	55.4	75	36.9	50	73.9	52.7
Science Performance Index	All Students	56.0	75	37.3	50	74.6	63.8
	High Needs Students	53.5	75	35.7	50	71.3	54.2
ELA Academic Growth	All Students	61.6%	100%	61.6	100	61.6	59.9%
	High Needs Students	60.9%	100%	60.9	100	60.9	55.1%
Math Academic Growth	All Students	60.6%	100%	60.6	100	60.6	62.5%
	High Needs Students	59.1%	100%	59.1	100	59.1	55.2%
Progress Toward English Proficiency	Literacy	55.1%	100%	27.6	50	55.1	60.0%
	Oral	46.2%	100%	23.1	50	46.2	52.1%
Chronic Absenteeism	All Students	14.8%	<=5%	30.4	50	60.7	10.4%
	High Needs Students	17.1%	<=5%	25.8	50	51.5	16.1%
Preparation for CCR	% Taking Courses	74.8%	75%	49.8	50	99.7	80.0%
	% Passing Exams	14.3%	75%	9.5	50	19.1	42.6%
On-track to High School Graduation		92.0%	94%	49.0	50	97.9	88.0%
4-year Graduation All Students (2018 Cohort)		78.6%	94%	83.6	100	83.6	88.3%
6-year Graduation - High Needs Students (2016 Cohort)		73.3%	94%	77.9	100	77.9	83.3%
Postsecondary Entrance (Class of 2018)		52.3%	75%	69.8	100	69.8	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		96.3% 59.3%	75%	39.5	50	79.0	96.4% 52.9%
Arts Access		57.4%	60%	47.8	50	95.6	51.9%
Accountability Index				1006.9	1450	69.4	

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 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	73.9	60.6	13.3	15.4	
Math Performance Index Gap	68.6	55.4	13.2	17.6	
Science Performance Index Gap	66.2	53.5	12.7	16.1	
Graduation Rate Gap	94.0%	73.3%	20.7%	11.1%	Y

¹If 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.

²If 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.

Subject/Student Group		Participation Rate (%) ³
ELA	All Students	98.0
	High Needs Students	97.7
Math	All Students	97.3
	High Needs Students	96.9
Science	All Students	96.8
	High Needs Students	96.4

³Minimum participation standard is 95%.

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.

Grade 3 ELA Performance Index for Students with Disabilities:

District: 51.9

State: 51.5

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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. .

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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 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.