

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2018–19



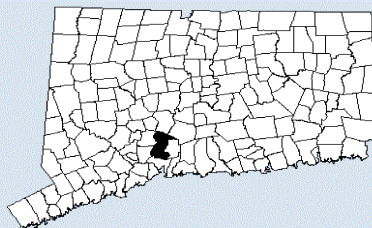
Hamden School District

Mr. Jody Goeler, Superintendent • 203-407-2000 • www.hamden.org

District Information

| | |
|-------------------------------------|---------------|
| Grade Range | PK-12 |
| Number of Schools/Programs | 20 |
| Enrollment | 5,412 |
| Per Pupil Expenditures ¹ | \$19,374 |
| Total Expenditures ¹ | \$124,727,012 |

¹Expenditure data reflect the 2017-18 school year.



Community Information

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

Contents

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

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 | 2,569 | 47.5 | 48.4 |
| Male | 2,843 | 52.5 | 51.6 |
| American Indian or Alaska Native | * | * | 0.3 |
| Asian | 397 | 7.3 | 5.2 |
| Black or African American | 1,623 | 30.0 | 12.8 |
| Hispanic or Latino of any race | 1,141 | 21.1 | 25.8 |
| Native Hawaiian or Other Pacific Islander | * | * | 0.1 |
| Two or More Races | 296 | 5.5 | 3.6 |
| White | 1,941 | 35.9 | 52.4 |
| English Learners | 343 | 6.3 | 7.6 |
| Eligible for Free or Reduced-Price Meals | 2,534 | 46.8 | 42.1 |
| Students with Disabilities ³ | 979 | 18.1 | 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 | 328 | 13.0 | 159 | 5.8 |
| Male | 451 | 16.3 | 330 | 10.9 |
| Black or African American | 257 | 15.9 | 285 | 16.2 |
| Hispanic or Latino of any race | 225 | 20.0 | 109 | 8.8 |
| White | 225 | 12.0 | 69 | 3.4 |
| English Learners | 62 | 17.8 | 17 | 4.5 |
| Eligible for Free or Reduced-Price Meals | 531 | 21.4 | 378 | 13.4 |
| Students with Disabilities | 227 | 23.5 | 160 | 13.9 |
| District | 779 | 14.7 | 489 | 8.5 |
| State | | 10.4 | | 6.7 |

Number of students in 2017-18 qualified as truant under state statute: 1,396

Number of school-based arrests: 8

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

Hamden School District

Educators

Full-Time Equivalent (FTE)¹ Staff

| | FTE |
|---|-------|
| General Education | |
| Teachers and Instructors | 355.5 |
| Paraprofessional Instructional Assistants | 47.5 |
| Special Education | |
| Teachers and Instructors | 70.0 |
| Paraprofessional Instructional Assistants | 120.5 |
| Administrators, Coordinators and Department Chairs | |
| District Central Office | 18.0 |
| School Level | 19.4 |
| Library/Media | |
| Specialists (Certified) | 11.0 |
| Support Staff | 2.0 |
| Instructional Specialists Who Support Teachers | 42.9 |
| Counselors, Social Workers and School Psychologists | 50.1 |
| School Nurses | 16.3 |
| Other Staff Providing Non-Instructional Services/Support | 285.0 |

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

| | Count | District Percent of Total (%) | State Percent of Total (%) |
|---|-------|-------------------------------------|----------------------------------|
| American Indian or Alaska Native | 1 | 0.2 | 0.1 |
| Asian | 13 | 2.3 | 1.1 |
| Black or African American | 27 | 4.7 | 3.8 |
| Hispanic or Latino of any race | 18 | 3.2 | 3.8 |
| Native Hawaiian or Other Pacific Islander | 0 | 0.0 | 0.0 |
| Two or More Races | 0 | 0.0 | 0.1 |
| White | 510 | 89.5 | 90.5 |

Classroom Teacher Attendance: 2017-18

| | District | State |
|---|----------|-------|
| Average Number of FTE Days Absent Due to Illness or Personal Time | 13.9 | 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 | 81 | 59.1 | 103 | 69.1 |
| Hispanic or Latino of any race | 51 | 60.0 | 47 | 79.7 |
| White | 96 | 73.3 | 132 | 89.2 |
| English Learners | 8 | * | 7 | * |
| Eligible for Free or Reduced-Price Meals | 108 | 60.3 | 129 | 78.2 |
| Students with Disabilities | 27 | 45.0 | 43 | 48.3 |
| District | 263 | 65.9 | 321 | 79.3 |
| 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 | 61 | 33.3 |
| Emotional Disturbance | 50 | 44.6 |
| Intellectual Disability | * | * |
| Learning Disability | 199 | 65.9 |
| Other Health Impairment | 143 | 63.0 |
| Other Disabilities | * | * |
| Speech/Language Impairment | 103 | 73.0 |
| District | 561 | 53.6 |
| 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).

District Profile and Performance Report for School Year 2018-19

Hamden School District

Students with Disabilities by Primary Disability¹

| | District | | State |
|----------------------------|----------|----------|----------|
| | Count | Rate (%) | Rate (%) |
| Autism | 201 | 3.2 | 1.9 |
| Emotional Disturbance | 114 | 1.8 | 1.1 |
| Intellectual Disability | 45 | 0.7 | 0.5 |
| Learning Disability | 303 | 4.8 | 5.5 |
| Other Health Impairment | 230 | 3.6 | 3.2 |
| Other Disabilities | 54 | 0.9 | 1.1 |
| Speech/Language Impairment | 155 | 2.5 | 1.8 |
| All Disabilities | 1,102 | 17.5 | 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 | 194 | 17.6 | 8.2 |
| Private Schools or Other Settings | 77 | 7.0 | 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 | \$84,047,672 | \$13,055 | \$10,545 |
| Support services - students | \$7,995,730 | \$1,491 | \$1,373 |
| Support services - instruction | \$1,554,422 | \$290 | \$644 |
| Support services - general administration | \$4,034,217 | \$752 | \$462 |
| Support services - school based administration | \$5,711,651 | \$1,065 | \$1,007 |
| Central and other support services | \$2,262,869 | \$422 | \$671 |
| Operation and maintenance of plant | \$10,496,450 | \$1,958 | \$1,629 |
| Student transportation services | \$7,596,247 | \$1,442 | \$1,231 |
| Food services | . | . | \$13 |
| Enterprise operations | \$1,027,754 | \$192 | \$157 |
| Minor school construction | . | . | \$65 |
| Total | \$124,727,012 | \$19,374 | \$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 | \$10,944,718 | 30.1 | 29.7 |
| Instructional Aide Salaries | . | . | 9.6 |
| Other Salaries | \$2,813,328 | 7.7 | 10.4 |
| Employee Benefits | \$6,879,023 | 18.9 | 13.0 |
| Purchased Services Other Than Transportation | \$937,720 | 2.6 | 5.5 |
| Special Education Tuition | \$11,614,815 | 31.9 | 22.6 |
| Supplies | \$63,844 | 0.2 | 0.6 |
| Property Services | \$228 | 0.0 | 0.4 |
| Purchased Services For Transportation | \$3,135,041 | 8.6 | 8.0 |
| Equipment | . | . | 0.2 |
| All Other Expenditures | . | . | 0.1 |
| Total | \$36,388,717 | 100.0 | 100.0 |
| Percent of Total Expenditures Used for Special Education | | 29.2 | 24.4 |

Expenditures by Revenue Source:⁴

2017-18

| | Percent of Total (%) Excluding School Construction |
|-----------------|---|
| Local | 73.1 |
| State | 23.3 |
| Federal | 3.5 |
| Tuition & Other | 0.0 |

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

Hamden School District

Performance and Accountability

District Performance Index (DPI)

A District Performance Index (DPI) is the average performance of students in a subject area (i.e., ELA, Mathematics or Science) on the state summative assessments. The DPI ranges from 0-100. A DPI is reported for all students tested in a district and for students in each individual student group. Connecticut's ultimate target for a DPI is 75.

| | English Language Arts (ELA) | | Math | | Science | |
|--|-----------------------------|------|-------|------|---------|------|
| | Count | DPI | Count | DPI | Count | DPI |
| American Indian or Alaska Native | * | * | * | * | * | * |
| Asian | 188 | 73.3 | 188 | 74.4 | 83 | 63.6 |
| Black or African American | 848 | 55.6 | 848 | 51.1 | 389 | 48.2 |
| Hispanic or Latino of any race | 591 | 59.3 | 590 | 56.1 | 237 | 52.0 |
| Native Hawaiian or Other Pacific Islander | * | * | * | * | * | * |
| Two or More Races | 158 | 68.9 | 158 | 66.1 | 64 | 62.2 |
| White | 1,002 | 73.8 | 1,004 | 71.2 | 427 | 67.1 |
| English Learners | 229 | 56.5 | 229 | 56.0 | 86 | 48.2 |
| Non-English Learners | 2,565 | 65.6 | 2,566 | 62.3 | 1,118 | 58.1 |
| Eligible for Free or Reduced-Price Meals | 1,331 | 57.0 | 1,332 | 53.2 | 561 | 50.0 |
| Not Eligible for Free or Reduced-Price Meals | 1,463 | 72.0 | 1,463 | 69.7 | 643 | 63.9 |
| Students with Disabilities | 490 | 45.9 | 492 | 41.9 | 191 | 46.3 |
| Students without Disabilities | 2,304 | 68.9 | 2,303 | 66.1 | 1,013 | 59.5 |
| High Needs | 1,564 | 56.3 | 1,565 | 52.9 | 654 | 50.2 |
| Non-High Needs | 1,230 | 75.7 | 1,230 | 73.2 | 550 | 66.1 |
| District | 2,794 | 64.9 | 2,795 | 61.8 | 1,204 | 57.4 |

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

| | NAEP 2019 | | NAEP 2013 |
|-----------------|-----------|---------|-----------|
| | Grade 4 | Grade 8 | Grade 12 |
| 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 | 79.1 | 75.2 | 69.7 | 78.8 | 1,577 | 75.4 |
| Curl Up | 81.3 | 79.0 | 75.0 | 80.3 | 1,577 | 78.8 |
| Push Up | 68.9 | 75.2 | 61.5 | 70.3 | 1,577 | 68.8 |
| Mile Run/PACER | 67.7 | 63.5 | 45.9 | 50.9 | 1,577 | 57.1 |
| All Tests - District | 43.0 | 39.9 | 29.8 | 39.7 | 1,577 | 37.9 |
| 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.

District Profile and Performance Report for School Year 2018-19

Hamden School District

Cohort Graduation: Four-Year¹

| | 2017-18 | |
|--|---------------------------|----------|
| | Cohort Count ² | Rate (%) |
| Black or African American | 153 | 81.0 |
| Hispanic or Latino of any race | 75 | 84.0 |
| English Learners | 11 | * |
| Eligible for Free or Reduced-Price Meals | 164 | 79.9 |
| Students with Disabilities | 81 | 60.5 |
| District | 433 | 86.6 |
| 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 | 95.6 | 120 | 31.0 |
| Male | 92.8 | 132 | 31.7 |
| Black or African American | 90.6 | 37 | 12.9 |
| Hispanic or Latino of any race | 96.5 | 28 | 19.4 |
| White | 96.1 | 147 | 52.7 |
| English Learners | 85.7 | 0 | 0.0 |
| Eligible for Free or Reduced-Price Meals | 94.5 | 58 | 16.9 |
| Students with Disabilities | 75.2 | * | * |
| District | 94.2 | 252 | 31.3 |
| 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.

Copyright © 2019 The College Board. www.collegeboard.org

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

Copyright © 2019 ACT, Inc. www.act.org

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

Copyright © International Baccalaureate Organization 2019

College Entrance and Persistence

| | Class of 2018 | Class of 2017 |
|--|-----------------------|--------------------------|
| | Entrance ⁵ | Persistence ⁶ |
| | Rate (%) | Rate (%) |
| Female | 82.7 | 94.7 |
| Male | 72.0 | 83.0 |
| Black or African American | 67.2 | 73.8 |
| Hispanic or Latino of any race | 82.3 | 93.5 |
| White | 85.4 | 95.0 |
| English Learners | * | * |
| Eligible for Free or Reduced-Price Meals | 66.8 | 83.2 |
| Students with Disabilities | 47.5 | 65.2 |
| District | 76.9 | 88.9 |
| 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

District Profile and Performance Report for School Year 2018-19

Hamden 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.

| Indicator | | Index/Rate | Target | Points Earned | Max Points | % Points Earned | State Average Index/Rate |
|---|---------------------|---------------|--------|---------------|-------------|-----------------|--------------------------|
| ELA Performance Index | All Students | 64.9 | 75 | 43.2 | 50 | 86.5 | 67.7 |
| | High Needs Students | 56.3 | 75 | 37.5 | 50 | 75.1 | 58.1 |
| Math Performance Index | All Students | 61.8 | 75 | 41.2 | 50 | 82.4 | 63.1 |
| | High Needs Students | 52.9 | 75 | 35.2 | 50 | 70.5 | 52.7 |
| Science Performance Index | All Students | 57.4 | 75 | 38.3 | 50 | 76.6 | 63.8 |
| | High Needs Students | 50.2 | 75 | 33.4 | 50 | 66.9 | 54.2 |
| ELA Academic Growth | All Students | 52.2% | 100% | 52.2 | 100 | 52.2 | 59.9% |
| | High Needs Students | 48.3% | 100% | 48.3 | 100 | 48.3 | 55.1% |
| Math Academic Growth | All Students | 61.9% | 100% | 61.9 | 100 | 61.9 | 62.5% |
| | High Needs Students | 57.4% | 100% | 57.4 | 100 | 57.4 | 55.2% |
| Progress Toward English Proficiency | Literacy | 62.7% | 100% | 31.4 | 50 | 62.7 | 60.0% |
| | Oral | 52.6% | 100% | 26.3 | 50 | 52.6 | 52.1% |
| Chronic Absenteeism | All Students | 14.7% | <=5% | 30.5 | 50 | 61.1 | 10.4% |
| | High Needs Students | 20.3% | <=5% | 19.3 | 50 | 38.7 | 16.1% |
| Preparation for CCR | % Taking Courses | 72.6% | 75% | 48.4 | 50 | 96.8 | 80.0% |
| | % Passing Exams | 31.3% | 75% | 20.9 | 50 | 41.8 | 42.6% |
| On-track to High School Graduation | | 89.3% | 94% | 47.5 | 50 | 95.0 | 88.0% |
| 4-year Graduation All Students (2018 Cohort) | | 86.6% | 94% | 92.1 | 100 | 92.1 | 88.3% |
| 6-year Graduation - High Needs Students (2016 Cohort) | | 86.5% | 94% | 92.1 | 100 | 92.1 | 83.3% |
| Postsecondary Entrance (Class of 2018) | | 76.9% | 75% | 100.0 | 100 | 100.0 | 70.9% |
| Physical Fitness (estimated part rate) and (fitness rate) | | 91.7% 37.9% | 75% | 25.2 | 50 | 50.5 | 96.4% 52.9% |
| Arts Access | | 58.1% | 60% | 48.5 | 50 | 96.9 | 51.9% |
| Accountability Index | | | | 1031.0 | 1450 | 71.1 | |

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? | | | | | Y |
| ELA Performance Index Gap | 75.0 | 56.3 | 18.7 | 15.4 | |
| Math Performance Index Gap | 73.2 | 52.9 | 20.4 | 17.6 | |
| Science Performance Index Gap | 66.1 | 50.2 | 15.9 | 16.1 | |
| Graduation Rate Gap | 94.0% | 86.5% | 7.5% | 11.1% | N |

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 | 97.8 |
| | High Needs Students | 97.3 |
| Math | All Students | 97.8 |
| | High Needs Students | 97.3 |
| Science | All Students | 95.9 |
| | High Needs Students | 94.6 |

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: 45.5 State: 51.5

District Profile and Performance Report for School Year 2018-19

Hamden School District

Narratives

School District Improvement Plans and Parental Outreach Activities

In 2018-2019, Hamden Public Schools adopted new district goals to improve outcomes for students. Three of the five goals directly address student achievement in reading and math, a fourth goal is focused on reducing the district chronic absenteeism rate, and the fifth goal seeks to increase equity district-wide. The District Data Team developed the action plan with steps to be taken to achieve the goals, and identified deadlines and responsible staff. Each school is in the process of developing School Improvement Plans aligned to the district plan. Benchmarks which were established to measure progress toward the goals are being monitored throughout the year.

The district has made efforts to reduce student chronic absenteeism and truancy by informing parents of attendance that promotes student success, and intervening when student attendance does not meet expectations. Every school has begun or will begin training next year in PBIS (Positive Behavioral Interventions and Supports) to build the positive school climates and establish tier 1 expectations that create the environment that improves school attendance. Staff monitor attendance closely and convene meetings to problem-solve. The District Truancy Committee supports schools with the development of attendance improvement plans for students at tier 3. Community representatives on the committee help connect students with services that target individual needs.

In the last few years, Hamden Public Schools has made a commitment to providing a continuum of special education services within the district for students who previously might have been out-placed. The addition of Instructional Intervention Centers (IIC) in the last few years has been successful. This year planning began for a new alternative in-district special education class that will open in school year 2019-2020. The class will service students in grades K-3 and will be located at Dunbar Hill Elementary School.

Efforts to engage parents in the planning and improvement of the district have included the customary parent information nights about curricula and course offerings, parent teacher conferences, math, literacy and science nights, as well as programs for families of English Learners. Parents have multiple avenues for obtaining information such as the district and school web sites which we continue to make more robust each year. School and district social media accounts, as well as School Messenger and eNotify, also provide current information for families. Multiple informational meetings about Hamden's 3R Initiative (Reimagine, Restructure, Results) were held throughout the year with opportunities for parents to provide input on the plan. The new Family Engagement Coordinator position at Church Street School, one of our most impacted schools, has been successful. This staff member has been reaching out to new families for orientation, and communicating regularly with families about services available to support their needs.

Efforts to Reduce Racial, Ethnic and Economic Isolation

The Town of Hamden is a racially, ethnically and economically diverse community with approximately 5,300 students attending Hamden Public Schools. Nearly 65 percent of students are categorized as minority while 43 percent receive free or reduced lunch. As an Alliance Grant district, we are able to devote more services and resources to our most economically disadvantaged schools, allowing the district to reduce class sizes, and provide EL Specialists, SRBI Coordinators, tutors, and math and literacy specialists. We continue to expand the skills of teachers to include strategies for working with a diverse student population, including targeted interventions, effective teaching strategies and differentiation techniques. Teachers build social and emotional awareness and competencies using various models and supports. Impacting and eventually eliminating our achievement gap is a constant theme in our goals, initiatives and professional development. The district is making a concerted effort to recruit minority teachers and will be implementing a fellowship program next year specifically designed to provide professional development and support to non-certified staff pursuing a teaching certification.

In 2017-2018 Hamden Public Schools launched the 3R Initiative: Reimagine, Restructure, Results, to address critical issues facing the town. The goals of the 3R Initiative are to address decreasing state funding to towns for education, declining enrollment, and diversity in our schools by incorporating the community's values around diversity and inclusiveness. The Board of Education is examining ways to reorganize the educational system in a way that can be sustained in the future while being mindful of these important issues. This work is an opportunity to optimize programming and reallocate resources to maximize opportunities for students.

The school district is also participating in the United Way's Hamden Food Security Task Force which is looking to develop community partnerships to end hunger and provide access to free, healthy food. This year the task force released their report on the problem of food hardship in Hamden to shed light on this important issue. The schools are currently looking to provide free meals to families during the 2019 summer break.

District Profile and Performance Report for School Year 2018-19

Hamden School District

Equitable Allocation of Resources among District Schools

Distribution of resources is guided by BOE policy and students' needs. The schools receive funding based on an equitable per pupil formula as determined by the Board through the budget process. The Board and administration believe that each school in the district should have comparable resources based on need. Staffing is determined by a contractual student teacher ratio of 20:1 in the primary grades and 25:1 in grades four through twelve. However, we typically reduce class sizes when possible in our most economically disadvantaged schools. These schools also receive additional tutors and resources to help address the achievement gap they experience compared with Hamden schools in more affluent sections of town. Additional funding is provided in schools where Instructional Intervention Center (IIC) classes are located. We augment district dollars to schools through state entitlement allocations. In 2018-2019, the Alliance Grant, Title 1 and Title 3 grants helped to provide five EL teachers, and math and literacy specialists at the elementary and secondary levels, a science specialist at the elementary level, and SRBI Coordinators and tutors at each elementary school.