

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2019–20

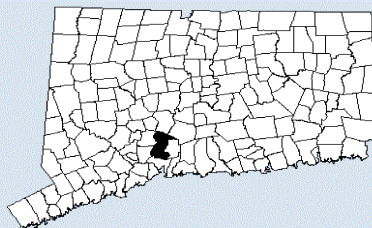


Hamden School District

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

District Information

Grade Range	PK-12
Number of Schools/Programs	21
Enrollment	5,495
Per Pupil Expenditures ¹	\$20,210
Total Expenditures ¹	\$129,846,318

¹ Expenditure data reflect the 2018-19 school year.

Community Information

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

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Notes

Unless otherwise noted, all data are for 2019-20 and include all grades offered by the district.

In most tables, data are displayed only for the three major race/ethnicity categories. For additional race/ethnicity categories, please visit edsight.ct.gov.

State totals are not displayed as they are not comparable to district totals.

Special Education tables reflect only students for whom the district is fiscally responsible.

* When an asterisk is displayed, data have been suppressed to safeguard student confidentiality, or to ensure that statistics based on a very small sample size are not interpreted as equally representative as those based on a sufficiently larger sample size.

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

Students

October 1, 2019 Enrollment²

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	2,641	48.1	48.4
Male	2,854	51.9	51.6
American Indian or Alaska Native	*	*	0.3
Asian	409	7.4	5.2
Black or African American	1,685	30.7	12.7
Hispanic or Latino of any race	1,224	22.3	26.9
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	296	5.4	3.8
White	1,866	34.0	51.1
English Learners	348	6.3	8.3
Eligible for Free or Reduced-Price Meals	2,689	48.9	43.3
Students with Disabilities ³	1,003	18.3	16.0

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

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

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

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ⁴		Suspension/Expulsion ⁵	
	Count	Rate (%)	Count	Rate (%)
Female	343	13.4	103	3.7
Male	424	15.3	226	7.5
Black or African American	259	15.7	189	10.5
Hispanic or Latino of any race	226	19.3	84	6.5
White	205	11.3	41	2.1
English Learners	57	15.5	15	3.9
Eligible for Free or Reduced-Price Meals	521	20.4	246	8.4
Students with Disabilities	220	22.8	112	9.9
District	767	14.4	329	5.7
State		12.2		4.9

Number of students in 2018-19 qualified as truant under state statute: 1,212

Number of school-based arrests: 0

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

⁴ A student is chronically absent if they miss ten percent or greater of the total number of days enrolled in the school year for any reason. Pre-Kindergarten students are excluded from this calculation.

⁵ This column displays the 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	349.8
Paraprofessional Instructional Assistants	46.3
Special Education	
Teachers and Instructors	70.0
Paraprofessional Instructional Assistants	119.0
Administrators, Coordinators and Department Chairs	
District Central Office	18.0
School Level	19.6
Library/Media	
Specialists (Certified)	11.0
Support Staff	2.0
Instructional Specialists Who Support Teachers	44.8
Counselors, Social Workers and School Psychologists	48.6
School Nurses	16.8
Other Staff Providing Non-Instructional Services/Support	276.5

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

	Count	District Percent of Total (%)	State Percent of Total (%)
American Indian or Alaska Native	1	0.2	0.1
Asian	14	2.5	1.2
Black or African American	27	4.8	4.0
Hispanic or Latino of any race	21	3.7	4.1
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	2	0.4	0.1
White	500	88.5	90.4

Classroom Teacher Attendance: 2018-19

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	15.0	10.4

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	69	61.1	114	67.9
Hispanic or Latino of any race	41	51.3	70	81.4
White	104	71.2	119	82.1
English Learners	8	*	11	*
Eligible for Free or Reduced-Price Meals	92	60.1	143	71.5
Students with Disabilities	30	47.6	43	46.2
District	252	64.5	341	75.8
State		75.8		84.8

² 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 Peers³

	Count	Rate (%)
Autism	65	33.0
Emotional Disturbance	44	40.0
Intellectual Disability	*	*
Learning Disability	185	60.7
Other Health Impairment	144	57.8
Other Disabilities	*	*
Speech/Language Impairment	85	69.1
District	527	49.4
State		67.8

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

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	207	3.2	2.0
Emotional Disturbance	110	1.7	1.1
Intellectual Disability	44	0.7	0.5
Learning Disability	305	4.8	5.7
Other Health Impairment	254	4.0	3.3
Other Disabilities	66	1.0	1.1
Speech/Language Impairment	144	2.3	1.8
All Disabilities	1,130	17.7	15.6

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

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	197	17.4	8.2
Private Schools or Other Settings	101	8.9	5.0

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

Overall Expenditures³: 2018-19

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$96,837,132	\$15,072	\$10,923
Support services - students	\$2,514,050	\$471	\$1,277
Support services - instruction	\$1,566,568	\$294	\$682
Support services - general administration	\$3,496,929	\$655	\$467
Support services - school based administration	\$5,295,459	\$992	\$1,021
Central and other support services	\$3,699,996	\$693	\$679
Operation and maintenance of plant	\$8,318,560	\$1,559	\$1,718
Student transportation services	\$7,479,483	\$1,398	\$1,288
Food services	.	.	\$12
Enterprise operations	\$638,142	\$120	\$163
Minor school construction	.	.	\$59
Total	\$129,846,318	\$20,210	\$17,629

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

Special Education Expenditures: 2018-19

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$10,463,365	27.1	28.5
Instructional Aide Salaries	\$2,877,325	7.4	10.1
Other Salaries	\$1,019,250	2.6	11.1
Employee Benefits	\$6,489,297	16.8	13.0
Purchased Services Other Than Transportation	\$828,645	2.1	5.7
Special Education Tuition	\$13,236,387	34.2	22.5
Supplies	\$98,699	0.3	0.6
Property Services	\$124,904	0.3	0.3
Purchased Services For Transportation	\$3,525,477	9.1	8.0
Equipment	\$-1,651	-0.0	0.2
All Other Expenditures	.	.	0.1
Total	\$38,661,699	100.0	100.0
Percent of Total Expenditures Used for Special Education		29.8	24.6

Expenditures by Revenue Source⁴: 2018-19

	Percent of Total (%) Excluding School Construction
Local	74.0
State	23.4
Federal	2.5
Tuition & Other	0.1

⁴ Revenue sources do not include state-funded Teachers' Retirement Board contributions, Connecticut Technical Education and Career System (CTECS) operations, CSDE-budgeted costs for salaries and leadership activities and other state-funded school districts (e.g., Dept. of Children and Families and Dept. of Correction).

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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.

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

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

	NAEP 2019		NAEP 2013
READING	Grade 4	Grade 8	Grade 12
Connecticut	40	41	50
National Public	34	32	36
MATH	Grade 4	Grade 8	Grade 12
Connecticut	45	39	32
National Public	40	33	25

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 performance on NAEP by student group, [click here](#).

Physical Fitness Tests: Students Reaching Health Standard

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

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Cohort Graduation: Four-Year¹

	2018-19	
	Cohort Count ²	Rate (%)
Black or African American	148	80.4
Hispanic or Latino of any race	67	76.1
English Learners	16	*
Eligible for Free or Reduced-Price Meals	224	77.7
Students with Disabilities	83	49.4
District	402	84.8
State		88.5

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.

² Cohort count includes all students in the cohort as of the end of the 2018-19 school year.

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

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

College Entrance and Persistence

	Class of 2019	Class of 2018
	Entrance ³	Persistence ⁴
	Rate (%)	Rate (%)
Female	76.1	89.2
Male	58.6	83.9
Black or African American	54.9	77.3
Hispanic or Latino of any race	53.7	82.4
White	79.2	92.2
English Learners	*	*
Eligible for Free or Reduced-Price Meals	53.6	84.5
Students with Disabilities	25.5	71.4
District	67.7	86.5
State	71.5	87.5

³ 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.

⁴ 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

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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.

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

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

Indicator		Index/Rate	Target	State Average Index/Rate
Progress Toward English Proficiency	Literacy	65.4%	100%	60.4%
	Oral	61.4%	100%	57.6%
Chronic Absenteeism	All Students	14.4%	<=5%	12.2%
	High Needs Students	19.7%	<=5%	18.0%
Preparation for CCR	% Taking Courses	70.5%	75%	80.4%
On-track to High School Graduation		88.1%	94%	88.4%
4-year Graduation All Students (2019 Cohort)		84.8%	94%	88.5%
6-year Graduation - High Needs Students (2017 Cohort)		85.3%	94%	84.5%
Postsecondary Entrance (Class of 2019)		67.7%	75%	71.5%
Arts Access		58.8%	60%	51.8%

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

Gap Indicators	Non-High Needs Rate ¹	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev ²	Is Gap an Outlier? ²
Graduation Rate Gap	94.0%	85.3%	8.7%	10.9%	N

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.

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

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

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

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

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

Supporting Resources:

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement](#)

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Narratives

School District Improvement Plans and Parental Outreach Activities

In 2019-2020, 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 and department wrote Improvement Plans aligned to the district plan. Benchmarks which were established to measure progress toward the goals were 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 staff has received training in 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. 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 outplaced. The addition of Instructional Intervention Centers (IIC) in the last few years has been successful. A new alternative in-district special education class opened for students in grades K-3 and was located at Dunbar Hill Elementary School. Planning began to add two classes for grades 4-6, and 7-8.

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 Family Engagement Coordinator position at Church Street School, one of our most impacted schools, has been successful. This staff member reaches out to new families for orientation and communicates 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 developed a fellowship program specifically designed to provide professional development and support to non-certified staff pursuing a teaching certification.

Hamden Public Schools previously 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 in our schools, and diversity by incorporating the community's values around inclusiveness. The Board of Education has proposed redistricting through an equity lens and in such a way that will be sustainable. 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 has developed community partnerships to end hunger and provide access to free, healthy food. Monthly food distributions occurred throughout the school year. When school buildings closed due to the COVID-19 pandemic, free meals were provided at several school and town building locations throughout Hamden.

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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 2019-2020, 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.