

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2016–17

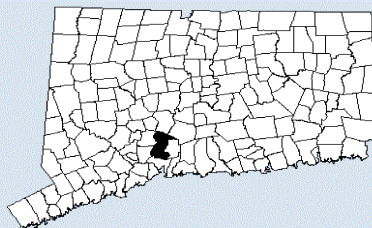


Hamden School District

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

District Information

Grade Range	PK-12
Number of Schools/Programs	20
Enrollment	5,493
Per Pupil Expenditures ¹	\$19,128
Total Expenditures ¹	\$122,861,713

¹Expenditure data reflect the 2015-16 year.

Community Information

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

Related Reports/Publications

[CT Reports \(CMT/CAPT\)](#)

[Special Education Annual Performance Reports](#)

[SAT®, AP®, PSAT® Report by High School \(Class of 2017\)](#)
(2017® The College Board)

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Notes

Unless otherwise noted, all data are for 2016-17 and include all grades offered by the district.

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

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

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

* When an asterisk is displayed, data have been suppressed to ensure student confidentiality.

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

Students

October 1, 2016 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	2,628	47.8	48.4
Male	2,865	52.2	51.6
American Indian or Alaska Native	*	*	0.3
Asian	464	8.4	5.1
Black or African American	1,577	28.7	12.9
Hispanic or Latino	1,062	19.3	24.0
Pacific Islander	*	*	0.1
Two or More Races	273	5.0	2.9
White	2,106	38.3	54.8
English Learners	312	5.7	6.8
Eligible for Free or Reduced-Price Meals	2,301	41.9	35.9
Students with Disabilities ¹	991	18.0	14.3

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	302	12.0	127	4.9
Male	371	13.4	330	11.3
Black or African American	242	15.6	270	16.5
Hispanic or Latino	163	16.2	88	8.3
White	215	10.6	75	3.6
English Learners	40	12.7	15	4.7
Eligible for Free or Reduced-Price Meals	419	20.0	319	13.4
Students with Disabilities	241	25.5	163	15.2
District	673	12.7	457	8.3
State		9.9		6.7

Number of students in 2015-16 qualified as truant under state statute: 936

Number of school-based arrests: 19

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	380.0
Paraprofessional Instructional Assistants	51.3
Special Education	
Teachers and Instructors	69.0
Paraprofessional Instructional Assistants	110.5
Administrators, Coordinators and Department Chairs	
District Central Office	16.0
School Level	22.4
Library/Media	
Specialists (Certified)	11.0
Support Staff	3.5
Instructional Specialists Who Support Teachers	42.4
Counselors, Social Workers and School Psychologists	47.4
School Nurses	15.0
Other Staff Providing Non-Instructional Services/Support	278.0

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	10	1.7	1.0
Black or African American	25	4.2	3.6
Hispanic or Latino	17	2.9	3.6
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	539	91.1	91.4

Classroom Teacher Attendance: 2015-16

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	14.1	9.6

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School³

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	48	34.5	77	52.7
Hispanic or Latino	24	35.8	45	66.2
White	90	56.6	141	77.9
English Learners	0	0.0	*	*
Eligible for Free or Reduced-Price Meals	50	36.5	87	62.6
Students with Disabilities	21	28.4	28	34.1
District	179	44.0	298	67.7
State		63.6		77.5

³College-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 Peers⁴

	Count	Rate (%)
Autism	61	36.7
Emotional Disturbance	39	40.2
Intellectual Disability	*	*
Learning Disability	213	67.8
Other Health Impairment	165	71.4
Other Disabilities	*	*
Speech/Language Impairment	120	81.1
District	606	59.0
State		68.2

⁴Ages 6-21

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	179	2.8	1.7
Emotional Disturbance	98	1.5	1.0
Intellectual Disability	42	0.7	0.5
Learning Disability	315	5.0	4.9
Other Health Impairment	234	3.7	2.9
Other Disabilities	56	0.9	1.1
Speech/Language Impairment	161	2.5	1.8
All Disabilities	1,085	17.1	13.9

¹Grades K-12

Overall Expenditures:³ 2015-16

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	68,834,417	12,538	9,663
Instructional Supplies and Equipment	1,665,521	303	321
Improvement of Instruction and Educational Media Services	1,581,747	288	578
Student Support Services	9,027,160	1,644	1,103
Administration and Support Services	10,680,289	1,945	1,861
Plant Operation and Maintenance	11,283,914	2,055	1,637
Transportation	7,283,530	1,113	877
Costs of Students Tuitioned Out	11,514,604	N/A	N/A
Other	990,531	180	201
Total	122,861,713	19,128	16,236

Additional Expenditures

Land, Buildings, and Debt Service	5,507,779	1,003	1,749
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³Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Special Education Expenditures: 2015-16

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	9,645,291	30.1	34.6
Noncertified Personnel	2,884,732	9.0	14.6
Purchased Services	681,612	2.1	5.8
Tuition to Other Schools	9,687,878	30.2	21.8
Special Ed. Transportation	2,684,828	8.4	8.5
Other Expenditures	6,472,318	20.2	14.7
Total Expenditures	32,056,659	100.0	100.0

Expenditures by Revenue Source:⁴

2015-16

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	72.8	72.5
State	24.5	24.7
Federal	2.6	2.7
Tuition & Other	0.1	0.1

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).

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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	222	72.5	219	73.5	90	53.6
Black or African American	745	54.9	744	49.2	328	44.3
Hispanic or Latino	546	57.6	542	54.3	209	45.6
Native Hawaiian or Other Pacific Islander	*	*	*	*	0	N/A
Two or More Races	146	68.8	145	63.3	66	54.7
White	1102	72.3	1098	68.6	449	59.2
English Learners	247	55.1	246	54.4	94	42.9
Non-English Learners	2516	65.5	2504	61.2	1050	52.5
Eligible for Free or Reduced-Price Meals	1156	56.3	1153	52.1	465	44.7
Not Eligible for Free or Reduced-Price Meals	1607	70.5	1597	66.7	679	56.6
Students with Disabilities	515	47.7	511	43.7	201	41.6
Students without Disabilities	2248	68.4	2239	64.5	943	53.9
High Needs	1458	55.5	1449	51.9	574	44.9
Non-High Needs	1305	74.6	1301	70.3	570	58.6
District	2763	64.5	2750	60.6	1144	51.7

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

	NAEP 2015		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	43%	43%	50%
National Public	35%	33%	36%
MATH			
Grade 4			
Connecticut	41%	36%	32%
National Public	39%	32%	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 student subgroup performance on NAEP, [click here](#).

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	82.1	80.3	73.2	76.8	1,500	78.2
Curl Up	83.9	82.2	82.7	71.2	1,500	80.5
Push Up	73.7	73.9	73.0	71.2	1,500	73.1
Mile Run/PACER	71.1	66.4	55.9	63.6	1,500	64.3
All Tests - District	48.4	48.8	39.0	35.8	1,500	43.5
All Tests - State	52.8	51.4	51.4	50.6		51.6

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

	2015-16	
	Cohort Count ²	Rate (%)
Black or African American	182	81.3
Hispanic or Latino	82	87.8
English Learners	*	*
Eligible for Free or Reduced-Price Meals	214	84.1
Students with Disabilities	87	57.5
District	465	87.5
State		87.4

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 2015-16 school year.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam⁵

	Participation ⁶	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	97.6	146	38.5
Male	95.5	161	34.4
Black or African American	94.7	39	13.7
Hispanic or Latino	98.5	36	26.7
White	97.4	184	54.1
English Learners	*	*	*
Eligible for Free or Reduced-Price Meals	96.7	59	21.4
Students with Disabilities	81.4	9	5.8
District	96.5	307	36.2
State	96.1		43.5

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
- Smarter Balanced - Level 3 or higher on both ELA and math

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 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 2016	Class of 2015
	Entrance ⁷	Persistence ⁸
	Rate (%)	Rate (%)
Female	76.7	89.5
Male	62.8	84.4
Black or African American	59.2	81.5
Hispanic or Latino	64.8	78.6
White	79.6	94.5
English Learners	*	*
Eligible for Free or Reduced-Price Meals	55.7	78.8
Students with Disabilities	41.7	63.6
District	69.6	87.2
State	72.0	88.5

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	64.5	75	43.0	50	86.1	67.1
	High Needs Students	55.5	75	37.0	50	74.0	55.9
Math Performance Index	All Students	60.6	75	40.4	50	80.8	62.2
	High Needs Students	51.9	75	34.6	50	69.2	50.5
Science Performance	All Students	51.7	75	34.5	50	69.0	55.3
	High Needs Students	44.9	75	30.0	50	59.9	45.2
ELA Academic Growth	All Students	54.0%	100%	54.0	100	54.0	55.4%
	High Needs Students	50.9%	100%	50.9	100	50.9	49.8%
Math Academic Growth	All Students	62.9%	100%	62.9	100	62.9	61.7%
	High Needs Students	56.8%	100%	56.8	100	56.8	53.7%
Chronic Absenteeism	All Students	12.7%	<=5%	34.5	50	69.0	9.9%
	High Needs Students	19.5%	<=5%	21.0	50	42.0	15.8%
Preparation for CCR	% Taking Courses	56.3%	75%	37.5	50	75.1	70.7%
	% Passing Exams	36.2%	75%	24.2	50	48.3	43.5%
On-track to High School Graduation		93.3%	94%	49.6	50	99.2	87.8%
4-year Graduation All Students (2016 Cohort)		87.5%	94%	93.1	100	93.1	87.4%
6-year Graduation - High Needs Students (2014)		90.2%	94%	95.9	100	95.9	82.0%
Postsecondary Entrance (Class of 2016)		69.6%	75%	92.8	100	92.8	72.0%
Physical Fitness (estimated part rate) and (fitness)		91.4% 43.5%	75%	29.0	50	58.0	92.0% 51.6%
Arts Access		59.4%	60%	49.5	50	99.1	50.5%
Accountability Index				971.4	1350	72.0	

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	74.6	55.5	19.1	16.7	
Math Performance Index Gap	70.3	51.9	18.4	18.7	
Science Performance Index Gap	58.6	44.9	13.7	16.6	
Graduation Rate Gap	94.0%	90.2%	3.8%	12.0%	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.

Subject/Subgroup		Participation Rate (%) ³
ELA	All Students	98.2
	High Needs Students	97.5
Math	All Students	97.8
	High Needs Students	97.1
Science	All Students	96.8
	High Needs Students	95.2

³Minimum participation standard is 95%.

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

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

Grade 3 ELA Performance Index for Students with Disabilities:

District: 52 State: 50.2

Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement: comprehensive documentation and supports](#)

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Narratives

School District Improvement Plans and Parental Outreach Activities

The District Improvement Plan is reviewed regularly at District Data Team meetings and revised to reflect the goals of the district. In 2016-2017 the focus was on building a district-wide learning environment responsive to the individual needs of all students that provides high quality academic instruction, social support, enrichment and targeted individual academic, social-emotional, and behavioral supports.

Each school implemented specific strategies to develop positive school climates that optimized students' social and emotional growth. Meeting students' academic needs for both support and enrichment was achieved by offering comprehensive curriculum and rich learning experiences that incorporate the Connecticut Core Standards and research-based effective instructional strategies, student-centered instruction and through supports provided in tiered interventions. The administration and analysis of ongoing formative assessment was identified as key for identifying the specific needs of students and addressing them through differentiation.

The District Improvement Plan also identified parent engagement as an important component for achieving improved outcomes. At the elementary and secondary levels, parent information nights afforded parents the opportunity to learn about curricula and course offerings. In addition, at the elementary level new standard-based report cards were implemented which engaged parents in more meaningful conversations about their students' progress.

The district has made efforts to reduce student chronic absenteeism by informing parents of attendance that promotes student success, and intervening when student attendance does not meet expectations. Staff monitor attendance closely and convene meetings to problem-solve and provide school and community supports, as needed.

Efforts to Reduce Racial, Ethnic and Economic Isolation

The Town of Hamden is a racially, ethnically and economically diverse community of nearly 61,000 residents with 5,426 students attending Hamden Public Schools. Approximately 62 percent of our student population is categorized as minority while 43 percent receive free or reduced lunch. As an Alliance Grant district, we have been able to devote more services and resources to our most economically disadvantaged schools, allowing reduced class sizes, additional mental health supports, EL Specialists, SRBI Coordinators, tutors and instructional aides. We continued to expand the skills of our teaching force to include more strategies for working with an increasingly 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. Technology allows for individualized instruction and helps students develop important lifelong skills. Impacting and eventually eliminating our achievement gap is a constant theme in district and school goals, initiatives and professional development. We have reached out to community organizations to provide support for some of our most at-risk students. At the school and district levels, dozens of programs are held to help increase student and community awareness of diversity of individuals and cultures.

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Equitable Allocation of Resources among District Schools

Distribution of district resources is guided by Board of Education policy and the students' needs in each school. Each school receives funding based on an equitable per pupil formula as determined by the Board through the budget process. The Board of Education and Central Office 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. These numbers are only averages, however, as we typically reduce class sizes when possible in our most economically disadvantaged schools. These schools also receive more supports in terms of tutors and resources to help address the achievement gap they experience compared with Hamden schools in more affluent sections of our town. Hamden actively pursues competitive grants; we augment district dollars to schools through state entitlement allocations. In 2016-2017, the Alliance Grant and Title 1 funds helped provide an additional EL Specialist at the elementary level, literacy and math tutors for the high school, SRBI tutors and an SRBI Coordinator for each elementary school.