

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2014–15



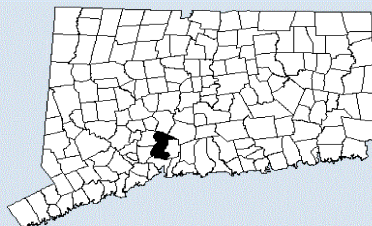
Hamden School District

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

District Information

Grade Range	PK-12
Number of Schools/Programs	13
Enrollment	5,680
Per Pupil Expenditures ¹	\$16,908
Total Expenditures ¹	\$113,540,211

¹Expenditure data reflect the 2013-14 year.



Community Information

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

Related Reports/Publications

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

[District and School Performance Reports](#)

[Special Education Annual Performance Reports](#)

[SAT®, AP®, PSAT® Report by High School \(Class of 2015\)](#)
(2015® The College Board)

Contents

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

Notes

Unless otherwise noted, all data are for 2014-15 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 \(EdSight.ct.gov\)](http://EdSight.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, 2014 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	2,703	47.6	48.3
Male	2,977	52.4	51.6
American Indian or Alaska Native	*	*	0.2
Asian	457	8.0	4.7
Black or African American	1,655	29.1	12.9
Hispanic or Latino	1,018	17.9	22.1
Pacific Islander	*	*	0.0
Two or More Races	242	4.3	2.5
White	2,298	40.5	57.2
English Language Learners	272	4.8	6.3
Eligible for Free or Reduced-Price Meals	2,375	41.8	37.6
Students with Disabilities ¹	879	15.5	13.3

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	401	15.3	130	4.8
Male	400	14.1	332	11.0
Black or African American	267	16.8	273	16.2
Hispanic or Latino	192	19.9	76	7.4
White	283	12.7	82	3.5
English Language Learners	42	15.1	15	5.3
Eligible for Free or Reduced-Price Meals	486	22.2	337	13.6
Students with Disabilities	218	24.1	156	15.1
District	801	14.7	462	8.0
State		10.6		7.2

Number of students in 2013-14 qualified as truant under state statute: 677

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.

District Profile and Performance Report for School Year 2014-15

Hamden School District

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	401.1
Paraprofessional Instructional Assistants	54.5
Special Education	
Teachers and Instructors	64.0
Paraprofessional Instructional Assistants	90.3
Administrators, Coordinators and Department Chairs	
District Central Office	13.0
School Level	24.5
Library/Media	
Specialists (Certified)	11.0
Support Staff	9.0
Instructional Specialists Who Support Teachers	33.9
Counselors, Social Workers and School Psychologists	46.9
School Nurses	14.0
Other Staff Providing Non-Instructional Services/Support	297.6

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	24	4.0	3.5
Hispanic or Latino	18	3.0	3.5
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.0
White	544	91.1	91.8

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
District	100.0
District Poverty Quartile: Middle	
State High Poverty Quartile Schools	97.9
State Low Poverty Quartile Schools	99.6

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

Classroom Teacher Attendance: 2013-14

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	13.5	9.2

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	57	37.5	91	55.5
Hispanic or Latino	31	41.9	55	72.4
White	96	57.5	137	69.9
English Language Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	60	43.8	94	56.3
Students with Disabilities	19	27.9	38	45.2
District	203	47.2	303	65.0
State		58.4		73.8

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	53	40.2
Emotional Disturbance	33	37.5
Intellectual Disability	*	*
Learning Disability	214	77.0
Other Health Impairment	132	69.1
Other Disabilities	*	*
Speech/Language Impairment	119	81.5
District	562	62.1
State		69.7

⁴Ages 6-21

District Profile and Performance Report for School Year 2014-15

Hamden School District

Students with Disabilities by Primary Disability¹

	District Count	District Rate (%)	State Rate (%)
Autism	143	2.2	1.5
Emotional Disturbance	88	1.4	1.0
Intellectual Disability	29	0.4	0.5
Learning Disability	278	4.3	4.4
Other Health Impairment	195	3.0	2.6
Other Disabilities	49	0.8	1.0
Speech/Language Impairment	168	2.6	1.9
All Disabilities	950	14.6	13.0

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District Count	District Rate (%)	State Rate (%)
Public Schools in Other Districts	146	15.4	8.1
Private Schools or Other Settings	60	6.3	5.4

²Grades K-12

Overall Expenditures:³ 2013-14

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	63,288,405	10,978	9,134
Instructional Supplies and Equipment	1,369,728	238	334
Improvement of Instruction and Educational Media Services	1,499,809	260	498
Student Support Services	8,104,349	1,406	1,001
Administration and Support Services	9,726,732	1,687	1,694
Plant Operation and Maintenance	10,804,015	1,874	1,572
Transportation	7,374,492	1,025	813
Costs of Students Tuitioned Out	10,385,491	N/A	N/A
Other	987,190	171	186
Total	113,540,211	16,908	15,289

Additional Expenditures

Land, Buildings, and Debt Service	7,321,868	1,270	1,272
-----------------------------------	-----------	-------	-------

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

Special Education Expenditures: 2013-14

	District Total (\$)	District Percent of Total (%)	State Percent of Total (%)
Certified Personnel	9,092,879	30.7	35.1
Noncertified Personnel	2,674,610	9.0	14.2
Purchased Services	655,186	2.2	5.2
Tuition to Other Schools	8,633,419	29.2	22.0
Special Ed. Transportation	2,396,534	8.1	8.6
Other Expenditures	6,126,048	20.7	14.9
Total Expenditures	29,578,676	100.0	100.0

Expenditures by Revenue Source:⁴ 2013-14

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	72.0	71.7
State	25.5	25.7
Federal	2.4	2.5
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).

District Profile and Performance Report for School Year 2014-15

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	0	N/A	0	N/A	0	N/A
Asian	215	76.0	215	70.8	100	57.0
Black or African American	754	58.0	757	46.5	349	42.2
Hispanic or Latino	482	61.8	486	51.8	208	48.0
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	129	72.2	130	62.4	46	55.6
White	1111	75.0	1111	65.9	517	60.8
English Language Learners	170	54.3	167	50.7	68	38.1
Non-English Language Learners	2521	68.7	2532	58.6	1152	53.7
Eligible for Free or Reduced-Price Meals	1073	58.8	1065	49.0	500	44.2
Not Eligible for Free or Reduced-Price Meals	1618	73.8	1634	64.1	720	58.8
Students with Disabilities	476	49.0	471	40.0	225	36.4
Students without Disabilities	2215	71.9	2228	62.0	995	56.5
High Needs	1324	57.9	1317	48.5	603	43.7
Non-High Needs	1367	77.4	1382	67.3	617	61.7
District	2691	67.8	2699	58.1	1220	52.8

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			
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	80.5	81.3	88.0	90.3	1,330	84.1
Curl Up	87.2	83.7	85.8	73.8	1,330	83.9
Push Up	74.7	78.3	79.5	84.6	1,330	78.4
Mile Run/PACER	75.7	78.3	62.4	67.2	1,330	71.7
All Tests - District	55.4	58.5	49.6	49.2	1,330	53.8
All Tests - State	50.8	51.0	50.3	51.9		51.0

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.

District Profile and Performance Report for School Year 2014-15

Hamden School District

Cohort Graduation: Four-Year¹

	2013-14				2014-15
	Cohort Count ²	Rate (%)	Target ³ (%)	Target Achieved	Target ³ (%)
Black or African American	165	84.2	79.1	Yes	80.7
Hispanic or Latino	68	83.8	79.7	Yes	81.3
English Language Learners	*	*	.		.
Eligible for Free or Reduced-Price Meals	189	81.0	72.9	Yes	75.3
Students with Disabilities	64	59.4	74.8	No	76.9
District	458	89.1	85.9	Yes	86.8
State ⁴		87.0			

¹The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years. Statewide, district and school results for cohorts of 2010 through 2013 are [available online](#).

²Cohort count includes all students in the cohort as of the end of the 2013-14 school year.

³Targets are calculated when there are at least 20 students in a cohort in the base year (i.e., 2010-11).

⁴Targets are not displayed at the state level.

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

	Participation ⁶	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	73.0	127	28.5
Male	61.2	108	23.9
Black or African American	58.9	35	11.1
Hispanic or Latino	62.0	35	23.3
White	74.9	136	37.5
English Language Learners	50.0	*	*
Eligible for Free or Reduced-Price Meals	57.2	42	13.8
Students with Disabilities	22.2	*	*
District	67.1	235	26.2
State	67.2		37.3

⁵College readiness exams and benchmark scores are as follows:

- SAT® - composite score of 1550 or higher
- ACT® - meets benchmark score on 3 of 4 exams (benchmark score varies by subject)
- AP® - 3 or higher on any one AP® exam
- IB® - 4 or higher on any one IB® exam
- Smarter Balanced - Level 3 or higher on both ELA and math

⁶Participation Rate equals the number of test-takers in 11th and 12th grade divided by the number of students enrolled in those grades, as a percent.

Sources:

SAT® and AP® statistics derived from data provided by the College Board.

Copyright © 2015 The College Board. www.collegeboard.org

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

Copyright © 2015 ACT, Inc. www.act.org

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

Copyright © International Baccalaureate Organization 2015

College Entrance and Persistence

	Class of 2014	Class of 2013
	Entrance ⁷	Persistence ⁸
	Rate (%)	Rate (%)
Female	78.2	89.5
Male	68.4	83.3
Black or African American	66.2	75.0
Hispanic or Latino	69.4	87.2
White	78.8	91.7
English Language Learners	73.9	*
Eligible for Free or Reduced-Price Meals	63.5	77.1
Students with Disabilities	49.1	72.7
District	73.0	86.7
State	72.6	88.8

⁷College entrance refers to the percent of high school graduates from the year who enrolled in college any time during the first year after high school.

⁸College persistence refers to the percent of students who enrolled in college the first year after high school and returned for a second year (Freshman to Sophomore persistence).

Source: National Student Clearinghouse

District Profile and Performance Report for School Year 2014-15

Hamden School District

Next Generation Accountability Results

These statistics are the first results from Connecticut's Next Generation Accountability System for districts and schools. This system is a broad set of 12 indicators that help tell the story of how well a school is preparing its students for success in college, careers and life. It moves beyond test scores and graduation rates and instead provides a more holistic, multifactor perspective of district and school performance and incorporates student growth over time.

Indicator		Index/Rate	Target	Points	Max	% Points	State Average
ELA Performance Index	All Students	67.8	75	90.4	100	90.4	67.9
	High Needs Students	57.9	75	77.2	100	77.2	56.7
Math Performance Index	All Students	58.1	75	77.5	100	77.5	59.3
	High Needs Students	48.5	75	64.7	100	64.7	47.8
Science Performance Index	All Students	52.8	75	70.4	100	70.4	56.5
	High Needs Students	43.7	75	58.2	100	58.2	45.9
Chronic Absenteeism	All Students	14.7%	<=5%	30.7	50	61.4	10.6%
	High Needs Students	21.1%	<=5%	17.8	50	35.6	17.3%
Preparation for CCR	% Taking Courses	56.5%	75%	37.6	50	75.3	66.1%
	% Passing Exams	26.2%	75%	17.5	50	35.0	37.3%
On-track to High School Graduation		66.1%	94%	35.2	50	70.4	85.6%
4-year Graduation All Students (2014 Cohort)		89.1%	94%	94.8	100	94.8	87.0%
6-year Graduation - High Needs Students (2012 Cohort)		85.7%	94%	91.1	100	91.1	77.6%
Postsecondary Entrance (Class of 2014)		73.5%	75%	98.0	100	98.0	72.8%
Physical Fitness (estimated part rate) and (fitness rate)		79.7% 53.8%	75%	17.9	50	35.9	87.6% 51.0%
Arts Access		57.9%	60%	48.2	50	96.4	45.7%
Accountability Index				927.3	1250	74.2	

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	57.9	17.1	17.3	
Math Performance Index Gap	67.3	48.5	18.7	19.6	
Science Performance Index Gap	61.7	43.7	18.0	17.2	
Graduation Rate Gap	94.0%	85.7%	8.3%	15.2%	N

¹If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for graduation rate), then the ultimate target is displayed and used for gap calculations.

²If the size of the gap exceeds the state mean gap plus one standard deviation, then the gap is an outlier.

Subject/Subgroup		Participation Rate (%)
ELA	All Students	95.3
	High Needs Students	94.8
Math	All Students	95.6
	High Needs Students	94.3
Science	All Students	98.3
	High Needs Students	97.2

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: 53.9 State: 50.1

Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

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

District Profile and Performance Report for School Year 2014-15

Hamden School District

Narratives

School District Improvement Plans and Parental Outreach Activities

Hamden's public schools updated the District Improvement Plan with five new goals. The plan describes how we intend to provide quality early childhood experiences, implement curriculum and teaching practices to encourage critical thinking skills, provide targeted supports to improve student outcomes, strengthen parent and community engagement, and develop leadership capacity for staff. The administration and staff in the Hamden Public Schools offer comprehensive curriculum and rich learning experiences that incorporate the Connecticut Core Standards and research-based effective instructional strategies. School Improvement Plans incorporate many of these goals, and rely on the work of Professional Learning Communities to implement action steps to support them. Hamden established a protocol for monitoring student attendance in each school and implemented supports for students most at risk. Since attendance data indicated room for improved attendance at all schools we implemented additional supports and strategies in 2014-2015. A new Summer Transition Academy for students entering the high school helped prepare them for the academic expectations of ninth grade.

Providing student supports and interventions at all levels to increase student success rates was another area of focus. At the secondary level, the Freshman Support Team continued to help students successfully transition from middle to high school. Student Support Centers are operating at all elementary schools, the middle school and the high school to offer behavior interventions and to reduce suspensions. Hamden offers comprehensive special education services to meet the needs of students with a wide range of disabilities, as well as academic supports for EL students. In 2014-15 we continued to add classes to meet the needs of students who demonstrate the most significant cognitive and behavioral needs in order to educate them within district. Hamden also has several alternative small class settings for students who have significant social and emotional issues that make learning difficult in a typical classroom setting. An in-district alternative school provides an environment for secondary students who need more individual learning environments to complete high school coursework and earn their high school diplomas. Our new credit recovery program has enabled more students to graduate on time.

In 2014-2015 Hamden graduated two cohorts of Parent See, a leadership course where parents learn how to partner with schools and be successful civic leaders on education issues. Graduates become part of a community of parents interested in learning the details, context, and strategies to promote school practices that increase achievement for all students.

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 5,595 students attending Hamden Public Schools. Approximately 60 percent of our student population is categorized as minority while 40 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 tutors and instructional aides, more varied instructional resources, and increased after school and summer school offerings. 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. Technology is used to individualize instruction and help 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.

District Profile and Performance Report for School Year 2014-15

Hamden School District

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 instructional aides, 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 2014-15, the Alliance Grant and Title 1 funds helped provide a Science Specialist and SRBI tutors for elementary schools, literacy tutors for the high school, and SRBI Interventionists throughout the district.