

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2015–16



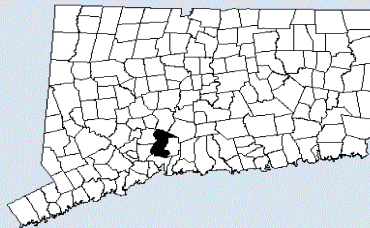
Hamden School District

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

District Information

Grade Range	PK-12
Number of Schools/Programs	13
Enrollment	5,547
Per Pupil Expenditures ¹	\$18,079
Total Expenditures ¹	\$118,111,668

¹Expenditure data reflect the 2014-15 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 \(Class of 2016\)](#)
(2016® The College Board)

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Notes

Unless otherwise noted, all data are for 2015-16 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, 2015 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	2,617	47.2	48.3
Male	2,930	52.8	51.6
American Indian or Alaska Native	*	*	0.2
Asian	479	8.6	4.9
Black or African American	1,580	28.5	12.8
Hispanic or Latino	1,036	18.7	23.0
Pacific Islander	*	*	0.0
Two or More Races	256	4.6	2.7
White	2,188	39.4	55.9
English Learners	274	4.9	6.4
Eligible for Free or Reduced-Price Meals	2,303	41.5	38.0
Students with Disabilities ¹	934	16.8	13.7

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	485	18.9	132	4.9
Male	507	17.9	325	10.8
Black or African American	382	24.6	275	16.7
Hispanic or Latino	217	21.6	78	7.3
White	317	14.9	69	3.1
English Learners	57	19.7	20	6.9
Eligible for Free or Reduced-Price Meals	558	25.9	316	12.9
Students with Disabilities	269	27.9	169	15.3
District	992	18.4	457	8.1
State		9.6		7.0

Number of students in 2014-15 qualified as truant under state statute: 1,035

Number of school-based arrests: 14

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	387.6
Paraprofessional Instructional Assistants	63.8
Special Education	
Teachers and Instructors	67.0
Paraprofessional Instructional Assistants	100.8
Administrators, Coordinators and Department Chairs	
District Central Office	18.0
School Level	19.8
Library/Media	
Specialists (Certified)	12.0
Support Staff	3.5
Instructional Specialists Who Support Teachers	30.9
Counselors, Social Workers and School Psychologists	47.4
School Nurses	14.0
Other Staff Providing Non-Instructional Services/Support	291.0

¹In the full-time equivalent count, staff members working part-time in the school are counted as a fraction of full-time. For example, a teacher who works half-time in a school contributes 0.50 to the school's staff count.

Educators by Race/Ethnicity

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
American Indian or Alaska Native	1	0.2	0.1
Asian	10	1.7	1.0
Black or African American	23	3.9	3.5
Hispanic or Latino	18	3.1	3.5
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	534	91.1	91.7

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
District	99.6
District Poverty Quartile: Middle	
State High Poverty Quartile Schools	97.6
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: 2014-15

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	13.2	9.4

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	49	37.1	105	60.3
Hispanic or Latino	31	44.9	55	67.9
White	108	61.7	136	77.3
English Learners	0	0.0	*	*
Eligible for Free or Reduced-Price Meals	67	43.5	93	62.0
Students with Disabilities	17	25.4	38	41.8
District	211	50.5	319	68.5
State		61.2		73.9

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	64	42.4
Emotional Disturbance	29	31.2
Intellectual Disability	*	*
Learning Disability	223	72.6
Other Health Impairment	141	69.5
Other Disabilities	*	*
Speech/Language Impairment	121	77.6
District	586	60.3
State		68.8

⁴Ages 6-21

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	159	2.5	1.6
Emotional Disturbance	93	1.4	1.0
Intellectual Disability	32	0.5	0.5
Learning Disability	307	4.8	4.6
Other Health Impairment	205	3.2	2.8
Other Disabilities	54	0.8	1.0
Speech/Language Impairment	173	2.7	1.9
All Disabilities	1,023	15.9	13.4

¹Grades K-12

Overall Expenditures:³ 2014-15

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	64,680,783	11,491	9,387
Instructional Supplies and Equipment	2,424,480	431	318
Improvement of Instruction and Educational Media Services	1,490,911	265	541
Student Support Services	8,423,414	1,496	1,048
Administration and Support Services	10,062,741	1,788	1,790
Plant Operation and Maintenance	11,500,979	2,043	1,608
Transportation	7,741,532	1,099	845
Costs of Students Tuitioned Out	10,748,783	N/A	N/A
Other	1,038,045	184	194
Total	118,111,668	18,079	15,762

Additional Expenditures

Land, Buildings, and Debt Service	6,704,908	1,191	1,524
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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: 2014-15

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	9,242,073	31.0	35.1
Noncertified Personnel	2,433,914	8.2	14.5
Purchased Services	583,443	2.0	5.5
Tuition to Other Schools	8,912,333	29.9	21.6
Special Ed. Transportation	2,603,244	8.7	8.3
Other Expenditures	6,013,734	20.2	15.0
Total Expenditures	29,788,741	100.0	100.0

Expenditures by Revenue Source:⁴

2014-15

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	71.9	71.7
State	25.8	25.9
Federal	2.1	2.2
Tuition & Other	0.2	0.2

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	*	*	*	*	0	N/A
Asian	229	74.6	228	72.7	86	60.6
Black or African American	713	55.4	711	47.9	366	44.6
Hispanic or Latino	519	59.1	517	53.3	218	49.3
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	*	*	*	*	54	57.2
White	1128	73.1	1123	66.0	477	60.5
English Learners	149	51.6	148	49.0	49	40.6
Non-English Learners	2566	66.6	2556	59.8	1152	54.0
Eligible for Free or Reduced-Price Meals	1155	57.4	1150	51.1	490	45.6
Not Eligible for Free or Reduced-Price Meals	1560	72.0	1554	65.3	711	58.9
Students with Disabilities	525	48.3	521	42.9	243	40.0
Students without Disabilities	2190	70.0	2183	63.1	958	56.9
High Needs	1406	56.7	1401	50.7	602	45.0
Non-High Needs	1309	75.5	1303	68.4	599	62.0
District	2715	65.8	2704	59.2	1201	53.5

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

	NAEP 2015		NAEP 2013	
	Grade 4	Grade 8	Grade 4	Grade 8
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	82.1	75.1	76.5	81.7	1,530	78.8
Curl Up	79.8	72.8	66.1	73.5	1,530	73.1
Push Up	72.4	63.8	70.2	72.7	1,530	69.7
Mile Run/PACER	75.8	72.0	59.3	55.7	1,530	65.9
All Tests - District	51.3	44.7	34.2	42.9	1,530	43.3
All Tests - State	50.6	49.8	50.6	51.1		50.5

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

	2014-15				2015-16
	Cohort Count ²	Rate (%)	Target ³ (%)	Target Achieved	Target ³ (%)
Black or African American	162	84.6	80.7	Yes	82.4
Hispanic or Latino	84	83.3	81.3	Yes	82.9
English Learners	*	*	.		.
Eligible for Free or Reduced-Price Meals	233	81.1	75.3	Yes	77.6
Students with Disabilities	80	66.3	76.9	No	79.0
District	465	88.4	86.8	Yes	87.7
State ⁴		87.2			

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 2014 are [available online](#).

²Cohort count includes all students in the cohort as of the end of the 2014-15 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	96.9	151	35.8
Male	93.1	144	31.2
Black or African American	93.1	41	13.4
Hispanic or Latino	95.3	42	28.0
White	95.7	168	47.9
English Learners	95.2	*	*
Eligible for Free or Reduced-Price Meals	94.1	62	20.4
Students with Disabilities	72.7	*	*
District	94.9	295	33.4
State	95.6		40.7

⁵College 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

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.

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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 2015	Class of 2014
	Entrance ⁷	Persistence ⁸
	Rate (%)	Rate (%)
Female	79.2	94.4
Male	66.7	78.8
Black or African American	71.8	77.6
Hispanic or Latino	82.4	86.0
White	69.2	91.5
English Learners	*	*
Eligible for Free or Reduced-Price Meals	67.8	78.9
Students with Disabilities	56.9	87.0
District	73.0	86.8
State	71.9	88.3

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

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Next Generation Accountability Results

These statistics are the 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	65.8	75	43.9	50	87.7	67.7
	High Needs Students	56.7	75	37.8	50	75.7	56.7
Math Performance Index	All Students	59.2	75	39.5	50	79.0	61.4
	High Needs Students	50.7	75	33.8	50	67.6	49.9
Science Performance Index	All Students	53.5	75	35.7	50	71.3	57.5
	High Needs Students	45.0	75	30.0	50	60.0	47.0
ELA Academic Growth	All Students	57.3%	100%	57.3	100	57.3	63.8%
	High Needs Students	54.0%	100%	54.0	100	54.0	58.3%
Math Academic Growth	All Students	56.5%	100%	56.5	100	56.5	65.0%
	High Needs Students	54.3%	100%	54.3	100	54.3	57.4%
Chronic Absenteeism	All Students	18.4%	<=5%	23.3	50	46.5	9.6%
	High Needs Students	24.6%	<=5%	10.7	50	21.5	15.6%
Preparation for CCR	% Taking Courses	60.0%	75%	40.0	50	79.9	67.6%
	% Passing Exams	33.4%	75%	22.2	50	44.5	40.7%
On-track to High School Graduation		90.0%	94%	47.9	50	95.8	85.1%
4-year Graduation All Students (2015 Cohort)		88.4%	94%	94.0	100	94.0	87.2%
6-year Graduation - High Needs Students (2013 Cohort)		85.8%	94%	91.3	100	91.3	78.6%
Postsecondary Entrance (Class of 2015)		73.0%	75%	97.3	100	97.3	71.9%
Physical Fitness (estimated part rate) and (fitness rate)		91.8% 43.3%	75%	28.9	50	57.8	89.2% 50.5%
Arts Access		63.2%	60%	50.0	50	100.0	47.5%
Accountability Index				948.2	1350	70.2	

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	56.7	18.3	16.5	
Math Performance Index Gap	68.4	50.7	17.7	18.9	
Science Performance Index Gap	62.0	45.0	17.0	17.2	
Graduation Rate Gap	94.0%	85.8%	8.2%	15.3%	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	97.4
	High Needs Students	96.1
Math	All Students	97.0
	High Needs Students	95.7
Science	All Students	97.1
	High Needs Students	94.9

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: 50.9

State: 51.4

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

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. Additional efforts were made with kindergarten students and parents including home visits.

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 2015-2016 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 2015-2016 planning continued for the implementation of standard-based report cards at the elementary level. Numerous parent information sessions were held evenings throughout the district to inform parents of the change. In addition, the parent portal of the student information system was opened for secondary students allowing access to grades, attendance, and assignments. Using the parent portal increased two-way communication as well, since parent contact information was more readily available to the schools.

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 5,441 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, an additional social worker, school psychologist, and EL Specialist, additional SRBI Coordinators, 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. Teachers continued to build awareness of emotional intelligence using the RULER model. 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.

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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 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 2015-2016, the Alliance Grant and Title 1 funds helped provide a Science Specialist and SRBI tutors for elementary schools, literacy and math tutors for the high school, and SRBI Interventionists throughout the dis