

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2017–18



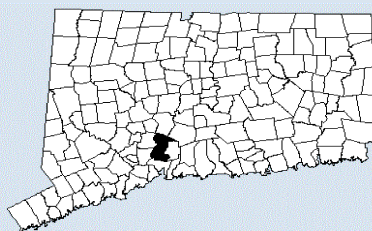
## Hamden School District

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

### District Information

Grade Range	PK-12
Number of Schools/Programs	20
Enrollment	5,420
Per Pupil Expenditures <sup>1</sup>	\$19,552
Total Expenditures <sup>1</sup>	\$123,765,502

<sup>1</sup>Expenditure data reflect the 2016-17 year.



### Community Information

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

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### Notes

Unless otherwise noted, all data are for 2017-18 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](http://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, 2017 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	2,578	47.6	48.4
Male	2,842	52.4	51.6
American Indian or Alaska Native	*	*	0.3
Asian	438	8.1	5.1
Black or African American	1,577	29.1	12.8
Hispanic or Latino	1,074	19.8	24.8
Pacific Islander	*	*	0.1
Two or More Races	293	5.4	3.3
White	2,027	37.4	53.6
English Learners	366	6.8	7.2
Eligible for Free or Reduced-Price Meals	2,210	40.8	36.7
Students with Disabilities <sup>1</sup>	961	17.7	14.8

<sup>1</sup>Students 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 <sup>2</sup>		Suspension/Expulsion <sup>3</sup>	
	Count	Rate (%)	Count	Rate (%)
Female	359	14.3	141	5.4
Male	426	15.6	339	11.8
Black or African American	261	17.0	267	16.4
Hispanic or Latino	192	18.4	100	9.1
White	253	12.9	80	3.9
English Learners	72	19.0	28	7.4
Eligible for Free or Reduced-Price Meals	504	21.7	339	13.2
Students with Disabilities	232	24.8	155	14.5
District	785	15.0	480	8.7
State		10.7		6.8

**Number of students in 2016-17 qualified as truant under state statute: 1,062**

**Number of school-based arrests: 23**

<sup>2</sup>A 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.

<sup>3</sup>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 2017-18

## Hamden School District

### Educators

#### Full-Time Equivalent (FTE)<sup>1</sup> Staff

	FTE
<b>General Education</b>	
Teachers and Instructors	371.5
Paraprofessional Instructional Assistants	52.0
<b>Special Education</b>	
Teachers and Instructors	70.0
Paraprofessional Instructional Assistants	117.0
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	18.0
School Level	20.4
<b>Library/Media</b>	
Specialists (Certified)	11.0
Support Staff	2.5
Instructional Specialists Who Support Teachers	41.9
Counselors, Social Workers and School Psychologists	48.7
School Nurses	15.8
Other Staff Providing Non-Instructional Services/Support	282.0

#### Educators by Race/Ethnicity

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
American Indian or Alaska Native	1	0.2	0.1
Asian	12	2.1	1.1
Black or African American	27	4.6	3.7
Hispanic or Latino	18	3.1	3.7
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	528	90.1	91.0

<sup>1</sup>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.

#### Classroom Teacher Attendance: 2016-17

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	14.4	10.5

### Instruction and Resources

#### 11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School<sup>2</sup>

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	44	35.8	99	63.9
Hispanic or Latino	29	48.3	43	68.3
White	83	62.9	136	78.6
English Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	68	43.0	107	72.3
Students with Disabilities	16	28.6	40	44.4
District	180	49.7	316	72.3
State		69.3		80.1

<sup>2</sup>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 Peers<sup>3</sup>

	Count	Rate (%)
Autism	61	34.3
Emotional Disturbance	40	41.7
Intellectual Disability	*	*
Learning Disability	206	66.0
Other Health Impairment	150	70.8
Other Disabilities	*	*
Speech/Language Impairment	110	74.8
District	574	55.9
State		68.6

<sup>3</sup>Ages 6-21

# District Profile and Performance Report for School Year 2017-18

## Hamden School District

### Students with Disabilities by Primary Disability<sup>1</sup>

	District		State
	Count	Rate (%)	Rate (%)
Autism	195	3.1	1.8
Emotional Disturbance	97	1.5	1.1
Intellectual Disability	49	0.8	0.5
Learning Disability	312	4.9	5.2
Other Health Impairment	215	3.4	3.1
Other Disabilities	53	0.8	1.1
Speech/Language Impairment	166	2.6	1.8
All Disabilities	1,087	17.2	14.5

<sup>1</sup>Grades K-12

### Students with Disabilities Placed Outside of the District<sup>2</sup>

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	185	17.0	8.3
Private Schools or Other Settings	69	6.3	5.2

<sup>2</sup>Grades K-12

### Overall Expenditures:<sup>3</sup> 2016-17

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	68,573,226	12,633	9,847
Instructional Supplies and Equipment	1,387,522	256	287
Improvement of Instruction and Educational Media Services	1,545,983	285	589
Student Support Services	9,980,430	1,839	1,120
Administration and Support Services	10,852,274	1,999	1,905
Plant Operation and Maintenance	10,670,591	1,966	1,648
Transportation	7,282,078	1,133	904
Costs of Students Tuitioned Out	12,624,351	N/A	N/A
Other	849,047	156	208
<b>Total</b>	<b>123,765,502</b>	<b>19,552</b>	<b>16,535</b>

#### Additional Expenditures

Land, Buildings, and Debt Service	4,654,538	858	1,393
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<sup>3</sup>Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

### Special Education Expenditures: 2016-17

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	10,980,032	31.6	33.8
Noncertified Personnel	2,754,436	7.9	14.5
Purchased Services	635,143	1.8	5.5
Tuition to Other Schools	10,686,516	30.8	23.4
Special Ed. Transportation	2,733,347	7.9	8.7
Other Expenditures	6,930,850	20.0	14.1
<b>Total Expenditures</b>	<b>34,720,324</b>	<b>100.0</b>	<b>100.0</b>

### Expenditures by Revenue Source:<sup>4</sup> 2016-17

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	73.4	72.9
State	23.6	24.0
Federal	2.9	3.0
Tuition & Other	0.1	0.1

<sup>4</sup>Revenue 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 2017-18

## 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.

The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

	English Language Arts(ELA)		Math	
	Count	DPI	Count	DPI
American Indian or Alaska Native	*	*	*	*
Asian	210	71.5	210	71.8
Black or African American	799	57.0	793	50.4
Hispanic or Latino	541	58.6	541	53.8
Native Hawaiian or Other Pacific Islander	*	*	*	*
Two or More Races	151	68.8	149	64.0
White	1029	73.7	1027	69.4
English Learners	222	55.3	223	53.9
Non-English Learners	2516	66.3	2505	61.3
Eligible for Free or Reduced-Price Meals	1261	57.1	1257	51.9
Not Eligible for Free or Reduced-Price Meals	1477	72.5	1471	68.2
Students with Disabilities	484	46.7	478	42.2
Students without Disabilities	2254	69.5	2250	64.6
High Needs	1483	56.7	1476	52.0
Non-High Needs	1255	75.7	1252	70.9
District	2738	65.4	2728	60.7

#### National Assessment of Educational Progress (NAEP): Percent At or Above Proficient<sup>1</sup>

	NAEP 2017		NAEP 2013
	Grade 4	Grade 8	Grade 12
<b>READING</b>			
Connecticut	43%	44%	50%
National Public	35%	35%	36%
<b>MATH</b>			
Connecticut	40%	36%	32%
National Public	40%	33%	25%

<sup>1</sup>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 student subgroup performance on NAEP, [click here](#).

#### Physical Fitness Tests: Students Reaching Health Standard<sup>2</sup>

	Percent of Students by Grade <sup>3</sup> (%)				All Tested Grades	
	4	6	8	HS	Count	Rate (%)
Sit & Reach	74.2	76.3	73.0	77.8	1,516	75.3
Curl Up	78.6	79.8	54.7	72.8	1,516	71.4
Push Up	74.7	79.3	66.2	65.2	1,516	71.6
Mile Run/PACER	68.8	65.5	42.0	50.6	1,516	56.9
All Tests - District	41.9	46.1	25.2	34.8	1,516	37.1
All Tests - State	53.2	51.4	50.5	45.6		50.1

<sup>2</sup>The 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.

<sup>3</sup>Only students assessed in all four areas are included in this calculation.

# District Profile and Performance Report for School Year 2017-18

## Hamden School District

### Cohort Graduation: Four-Year<sup>1</sup>

	2016-17	
	Cohort Count <sup>2</sup>	Rate (%)
Black or African American	141	84.4
Hispanic or Latino	75	85.3
English Learners	15	*
Eligible for Free or Reduced-Price Meals	223	82.1
Students with Disabilities	82	56.1
District	442	87.6
State		87.9

<sup>1</sup>The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years.

<sup>2</sup>Cohort count includes all students in the cohort as of the end of the 2016-17 school year.

### 11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam<sup>3</sup>

	Participation <sup>4</sup>	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	96.6	124	32.8
Male	95.0	138	32.8
Black or African American	93.9	38	13.7
Hispanic or Latino	98.4	22	17.9
White	97.7	159	52.1
English Learners	80.0	0	0.0
Eligible for Free or Reduced-Price Meals	95.8	50	16.3
Students with Disabilities	80.1	9	6.2
District	95.7	262	32.8
State	96.3		44.8

<sup>3</sup>College 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

<sup>4</sup>Participation 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 2017	Class of 2016
	Entrance <sup>5</sup>	Persistence <sup>6</sup>
	Rate (%)	Rate (%)
Female	80.0	86.1
Male	68.4	84.7
Black or African American	63.0	82.2
Hispanic or Latino	68.7	72.3
White	84.3	90.8
English Learners	*	*
Eligible for Free or Reduced-Price Meals	63.6	80.4
Students with Disabilities	44.2	69.2
District	73.8	85.4
State	70.9	88.3

<sup>5</sup>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.

<sup>6</sup>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

# District Profile and Performance Report for School Year 2017-18

## 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.

The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	65.4	75	43.6	50	87.2	67.6
	High Needs Students	56.7	75	37.8	50	75.6	57.5
Math Performance Index	All Students	60.7	75	40.5	50	80.9	62.7
	High Needs Students	52.0	75	34.7	50	69.3	52.0
ELA Academic Growth	All Students	58.8%	100%	58.8	100	58.8	60.7%
	High Needs Students	54.4%	100%	54.4	100	54.4	55.6%
Math Academic Growth	All Students	56.6%	100%	56.6	100	56.6	61.9%
	High Needs Students	51.5%	100%	51.5	100	51.5	55.4%
Chronic Absenteeism	All Students	15.0%	<=5%	30.0	50	60.0	10.7%
	High Needs Students	20.9%	<=5%	18.2	50	36.3	16.6%
Preparation for CCR	% Taking Courses	62.1%	75%	41.4	50	82.8	74.8%
	% Passing Exams	32.8%	75%	21.9	50	43.7	44.8%
On-track to High School Graduation		91.4%	94%	48.6	50	97.3	87.5%
4-year Graduation All Students (2017 Cohort)		87.6%	94%	93.1	100	93.1	87.9%
6-year Graduation - High Needs Students (2015 Cohort)		87.4%	94%	92.9	100	92.9	81.8%
Postsecondary Entrance (Class of 2017)		73.9%	75%	98.6	100	98.6	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		91.9%   37.1%	75%	24.7	50	49.4	96.6%   50.1%
Arts Access		61.4%	60%	50.0	50	100.0	51.2%
<b>Accountability Index</b>				<b>897.3</b>	<b>1250</b>	<b>71.8</b>	

Gap Indicators	Non-High Needs Rate <sup>1</sup>	High Needs Rate	Size of Gap	State Gap Mean	+1 Stdev <sup>2</sup>	Is Gap an Outlier? <sup>2</sup>
Achievement Gap Size Outlier?						Y
ELA Performance Index Gap	75.0	56.7	18.3		15.9	
Math Performance Index Gap	70.9	52.0	19.0		18.2	
Science Performance Index Gap	.	N/A	.		.	
Graduation Rate Gap	94.0%	87.4%	6.6%		12.7%	N

<sup>1</sup>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.

<sup>2</sup>If the size of the gap exceeds the state mean gap plus one standard deviation, the gap is an outlier.

Subject/Subgroup	Participation Rate (%) <sup>3</sup>	
ELA	All Students	97.4
	High Needs Students	96.9
Math	All Students	97.0
	High Needs Students	96.3
Science	All Students	94.6
	High Needs Students	93.4

<sup>3</sup>Minimum 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: 47.6**

**State: 51.5**

#### 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 2017-18

## Hamden School District

### Narratives

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#### **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 2017-2018 a major revision began to align goals with the district's vision and mission. In order to support our vision of high quality instruction, we placed emphasis on teacher purposeful planning, student discourse and student engagement in our professional development and teacher observations.

Each school aligned their goals to the district plan and implemented specific strategies to address planning, discourse and engagement. Schools also continued to improve school climates by implementing new action steps 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 district is engaged in a continual process of writing new curriculum or revising existing units of instruction in ELA, math, science, social studies, world language, the arts, and health. New engineering units and courses at the elementary and secondary level were implemented.

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. At the elementary level standard-based report cards continue to spark discussions with parents, and the parent portal for secondary students has had the same effect. 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.

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 available services to support their needs.

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.

# District Profile and Performance Report for School Year 2017-18

## Hamden School District

### **Equitable Allocation of Resources among District Schools**

Distribution of 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 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. Hamden actively pursues competitive grants; we augment district dollars to schools through state entitlement allocations. In 2017-2018, the Alliance Grant, Title 1 and Title 3 grants helped to provide five EL teachers at the elementary and secondary levels, literacy and math tutors for the high school, SRBI tutors, and a minimum of one SRBI Coordinator for each elementary school.