

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2020–21



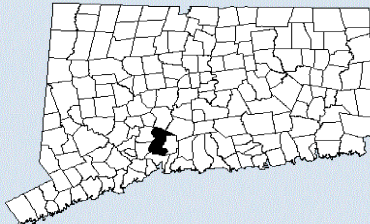
## Hamden School District

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

### District Information

Grade Range	PK-12
Number of Schools/Programs	22
Enrollment	5,344
Per Pupil Expenditures <sup>1</sup>	\$20,172
Total Expenditures <sup>1</sup>	\$131,200,954

<sup>1</sup> Expenditure data reflect the 2019-20 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 2020-21 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 <https://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, 2020 Enrollment<sup>2</sup>

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	2,545	47.6	48.4
Male	2,799	52.4	51.5
American Indian or Alaska Native	*	*	0.3
Asian	382	7.1	5.2
Black or African American	1,664	31.1	12.7
Hispanic or Latino of any race	1,220	22.8	27.8
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	307	5.7	4.0
White	1,759	32.9	49.9
English Learners	304	5.7	8.3
Eligible for Free or Reduced-Price Meals	2,336	43.7	42.7
Students with Disabilities <sup>3</sup>	1,004	18.8	16.3

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

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

<sup>3</sup> 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 <sup>4</sup>		Suspension/Expulsion <sup>5</sup>	
	Count	Rate (%)	Count	Rate (%)
Female	793	31.3	20	0.7
Male	988	36.1	43	1.4
Black or African American	725	44.2	34	1.9
Hispanic or Latino of any race	514	41.8	15	1.1
White	375	21.8	*	*
English Learners	118	36.0	*	*
Eligible for Free or Reduced-Price Meals	877	46.7	40	1.5
Students with Disabilities	475	48.3	19	1.6
District	1,781	33.8	63	1.1
State		19.0		1.4

**Number of students in 2019-20 qualified as truant under state statute: 727**

**Number of school-based arrests: Fewer than 6**

*NOTE: In the 2020-21 school year, students attended school in-person to varying degrees; some learned fully/mostly remotely for the entire school year. Chronic absenteeism calculations are based only on in-person school days.*

<sup>4</sup> 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.

<sup>5</sup> This column displays 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 2020-21

## Hamden School District

### Educators

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

	FTE
<b>General Education</b>	
Teachers and Instructors	348.9
Paraprofessional Instructional Assistants	45.3
<b>Special Education</b>	
Teachers and Instructors	74.0
Paraprofessional Instructional Assistants	107.0
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	18.0
School Level	18.5
<b>Library/Media</b>	
Specialists (Certified)	11.0
Support Staff	2.0
Instructional Specialists Who Support Teachers	43.3
Counselors, Social Workers and School Psychologists	49.8
School Nurses	16.3
Other Staff Providing Non-Instructional Services/Support	295.5

<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.

#### Educators by Race/Ethnicity

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
American Indian or Alaska Native	1	0.2	0.1
Asian	14	2.5	1.3
Black or African American	29	5.1	4.1
Hispanic or Latino of any race	20	3.5	4.3
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	1	0.2	0.1
White	501	88.5	89.9

#### Classroom Teacher Attendance: 2019-20

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	12.1	7.3

### 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	75	56.8	93	69.9
Hispanic or Latino of any race	42	48.8	55	69.6
White	90	68.7	133	84.2
English Learners	8	32.0	10	*
Eligible for Free or Reduced-Price Meals	76	57.6	84	73.0
Students with Disabilities	35	46.7	46	55.4
District	236	59.9	328	77.2
State		75.9		85.6

<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	49	25.3
Emotional Disturbance	38	38.0
Intellectual Disability	*	*
Learning Disability	175	60.1
Other Health Impairment	138	54.8
Other Disabilities	*	*
Speech/Language Impairment	89	65.9
District	499	47.1
State		67.9

<sup>3</sup> 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).

# District Profile and Performance Report for School Year 2020-21

## Hamden School District

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

	District		State
	Count	Rate (%)	Rate (%)
Autism	208	3.3	2.1
Emotional Disturbance	100	1.6	1.1
Intellectual Disability	47	0.8	0.5
Learning Disability	291	4.7	5.8
Other Health Impairment	254	4.1	3.3
Other Disabilities	63	1.0	1.2
Speech/Language Impairment	150	2.4	1.9
<b>All Disabilities</b>	<b>1,113</b>	<b>17.8</b>	<b>15.9</b>

<sup>1</sup> 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 District<sup>2</sup>

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	183	16.4	8.3
Private Schools or Other Settings	76	6.8	4.8

<sup>2</sup> 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 Expenditures<sup>3</sup>: 2019-20

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$88,212,184	\$13,563	\$11,205
Support services - students	\$9,466,162	\$1,750	\$1,346
Support services - instruction	\$2,022,421	\$374	\$698
Support services - general administration	\$3,959,789	\$732	\$464
Support services - school based administration	\$5,659,251	\$1,046	\$1,037
Central and other support services	\$2,308,916	\$427	\$691
Operation and maintenance of plant	\$6,590,584	\$1,219	\$1,692
Student transportation services	\$7,666,113	\$1,498	\$1,159
Food services	.	.	\$21
Enterprise operations	\$5,315,533	\$983	\$151
<b>Total</b>	<b>\$131,200,954</b>	<b>\$20,172</b>	<b>\$17,838</b>

<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: 2019-20

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$10,728,064	25.5	29.6
Instructional Aide Salaries	\$3,120,390	7.4	11.1
Other Salaries	\$1,174,375	2.8	9.5
Employee Benefits	\$7,619,497	18.1	13.5
Purchased Services Other Than Transportation	\$1,105,869	2.6	5.4
Special Education Tuition	\$14,555,396	34.6	22.5
Supplies	\$135,171	0.3	0.5
Property Services	\$2,584	0.0	0.3
Purchased Services For Transportation	\$3,672,149	8.7	7.2
Equipment	.	.	0.2
All Other Expenditures	.	.	0.1
<b>Total</b>	<b>\$42,113,496</b>	<b>100.0</b>	<b>100.0</b>
Percent of Total Expenditures Used for Special Education		32.1	25.1

### Expenditures by Revenue Source<sup>4</sup>: 2019-20

	Percent of Total (%) Excluding School Construction
Local	73.3
State	24.1
Federal	2.5
Tuition & Other	0.1

<sup>4</sup> 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).

# District Profile and Performance Report for School Year 2020-21

## 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.

*NOTE: As a result of ongoing challenges related to the novel Coronavirus Disease 2019 (COVID-19), Connecticut's request for a waiver from implementing district/school accountability for the 2020-21 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/Digest/2020-21/CommissionerMemoAccountabilityWaiver.pdf>*

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

	NAEP 2019		NAEP 2013
	Grade 4	Grade 8	Grade 12
<b>READING</b>			
Connecticut	40	41	50
National Public	34	32	36
<b>MATH</b>			
Connecticut	45	39	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 performance on NAEP by student group, at [https://portal.ct.gov/-/media/SDE/Student-Assessment/NAEP/report-card\\_NAEP-2019.pdf](https://portal.ct.gov/-/media/SDE/Student-Assessment/NAEP/report-card_NAEP-2019.pdf)

#### Physical Fitness Tests: Students Reaching Health Standard

*NOTE: As a result of ongoing challenges related to the novel Coronavirus Disease 2019 (COVID-19), Connecticut's request for a waiver from implementing district/school accountability for the 2020-21 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/Digest/2020-21/CommissionerMemoAccountabilityWaiver.pdf>*

# District Profile and Performance Report for School Year 2020-21

## Hamden School District

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

	2019-20	
	Cohort Count <sup>2</sup>	Rate (%)
Black or African American	151	82.1
Hispanic or Latino of any race	95	85.3
English Learners	19	*
Eligible for Free or Reduced-Price Meals	253	81.4
Students with Disabilities	85	52.9
District	435	86.9
State		88.8

<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 2019-20 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	90.8	119	30.3
Male	88.3	91	21.4
Black or African American	84.5	26	9.8
Hispanic or Latino	87.9	15	9.1
White	93.4	123	42.6
English Learners	89.5	*	*
Eligible for Free or Reduced-Price Meals	86.6	36	14.6
Students with Disabilities	70.3	6	3.8
District	89.5	210	25.6
State	85.0		36.0

<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

<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 percentage.

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.

Copyright © 2021 ACT, Inc. [www.act.org](http://www.act.org)

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

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\* The data are suppressed to ensure confidentiality.

### College Entrance and Persistence

	Class of 2020	Class of 2019
	Entrance <sup>3</sup> Rate (%)	Persistence <sup>4</sup> Rate (%)
Female	71.7	87.1
Male	63.1	82.0
Black or African American	62.3	76.5
Hispanic or Latino of any race	54.9	75.9
White	79.7	91.3
English Learners	30.0	*
Eligible for Free or Reduced-Price Meals	56.5	79.6
Students with Disabilities	44.0	*
District	67.3	85.0
State	67.4	84.9

<sup>3</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>4</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 2020-21

## 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.

*NOTE: As a result of ongoing challenges related to the novel Coronavirus Disease 2019 (COVID-19), Connecticut's request for a waiver from implementing district/school accountability for the 2020-21 school year was approved. Therefore, a modified table is shown below. All indicators that were not calculated for the 2020-21 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/Digest/2020-21/CommissionerMemoAccountabilityWaiver.pdf>*

Indicator		Index/Rate	Target	State Average Index/Rate
Chronic Absenteeism	All Students	33.8%	<=5%	19.0%
	High Needs Students	44.4%	<=5%	30.2%
Preparation for CCR	% Taking Courses	68.9%	75%	80.6%
	% Passing Exams	25.6%	75%	36.0%
On-track to High School Graduation		85.1%	94%	84.5%
4-year Graduation All Students (2020 Cohort)		86.9%	94%	88.8%
6-year Graduation - High Needs Students (2018 Cohort)		87.0%	94%	85.2%
Postsecondary Entrance (Class of 2020)		67.2%	75%	67.4%
Arts Access		56.5%	60%	50.7%

*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 <sup>1</sup>	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev <sup>2</sup>	Is Gap an Outlier? <sup>2</sup>
Graduation Rate Gap	94.0%	87.0%	7.0%	9.8%	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.

*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: As a result of ongoing challenges related to the novel Coronavirus Disease 2019 (COVID-19), Connecticut's request for a waiver from implementing district/school accountability for the 2020-21 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/Digest/2020-21/CommissionerMemoAccountabilityWaiver.pdf>*

#### Supporting Resources:

Two-page FAQ at [http://edsight.ct.gov/relatedreports/nextgenFAQ\\_revisedDec2018.pdf](http://edsight.ct.gov/relatedreports/nextgenFAQ_revisedDec2018.pdf)

Detailed Presentation at [https://edsight.ct.gov/relatedreports/Next%20Generation%20Accountability%20System\\_Detailed%20Presentation\\_Jan\\_2020.pdf](https://edsight.ct.gov/relatedreports/Next%20Generation%20Accountability%20System_Detailed%20Presentation_Jan_2020.pdf)

Using Accountability Results to Guide Improvement at [https://edsight.ct.gov/relatedreports/Using\\_Accountability\\_Results\\_to\\_Guide\\_Improvement.pdf](https://edsight.ct.gov/relatedreports/Using_Accountability_Results_to_Guide_Improvement.pdf)

# District Profile and Performance Report for School Year 2020-21

## Hamden School District

### Narratives

#### School District Improvement Plans and Parental Outreach Activities

Hamden Public Schools adopted new district goals in 2019-2020 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.

All school staff has received training in Positive Behavioral Interventions and Supports to build the positive school climates and establish tier 1 expectations to create the environment that improves school attendance. The district has made efforts to reduce student chronic absenteeism and truancy by informing parents of the connection between good attendance and student success. Staff monitor attendance closely and convene meetings to problem-solve. Staff intervened with students whose attendance was not likely to result in successful outcomes.

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. The district continued to open new alternative in-district special education classes. There are now classes for students through grade 8. Efforts to engage parents in the planning and improvement of the district continued to include customary parent information nights, orientations, parent teacher conferences, monthly Board of Education meetings, and monthly BOE subcommittee meetings. All of these were conducted by Zoom during the 2020-2021 school year. In addition, numerous parent surveys this year sought feedback on the district reopening plans and structure for remote learning.

The district and schools also provide information through social media accounts, School Messenger and eNotify, and web sites. The school and district web pages can be translated into more than 100 languages which has improved our ability to reach our families. Also in 2020-2021 voice translators were provided to school offices and Planning and Placement Teams to improve verbal communication with families.

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, and with Title 1 grant funds available to many of our schools, 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 committed to providing universal pre-K, and 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 occur throughout the school year.

# District Profile and Performance Report for School Year 2020-21

## Hamden School District

### **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. Then, we augment district dollars to schools through state entitlement allocations. While the LEA budget provides a minimum level of staffing and other resources, grant funding from Title 1, Title 3, Alliance and ESSER was used to provide additional resources based on the individual needs of students in each school and program. For instance, while classroom teacher staffing is determined by a contractual student teacher ratio of 20:1 in primary grades and 25:1 in grades four through twelve, we reduce class sizes when possible in our most economically disadvantaged schools. In 2020-2021, the Alliance Grant, Title 1 and Title 3 grants helped to provide five EL teachers, math and literacy specialists at the elementary and secondary levels, a science specialist at the elementary level, and SRBI Coordinators and tutors. The ESSER grant allowed us to provide summer school programs to approximately 1400 students.