

Connecticut State Department of Education
**DISTRICT PROFILE AND PERFORMANCE REPORT
 FOR SCHOOL YEAR 2023-24**



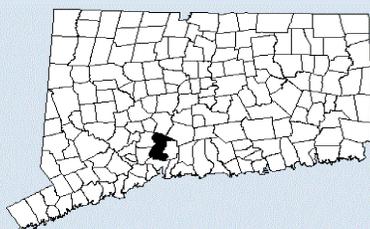
Hamden School District

Gary Highsmith, Superintendent • 203-407-2000 • www.hamden.org

District Information

Grade Range	PK-12
Number of Schools/Programs	23
Enrollment	5,455
Per Pupil Expenditures ¹	\$23,255
Total Expenditures ¹	\$147,902,092

¹ Expenditure data reflect the 2022-23 school year.



Community Information

AdvanceCT Town Profiles provide summary demographic and economic information for Connecticut's municipalities at <https://www.advancect.org/site-selection/town-profiles>

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Notes

Unless otherwise noted, all data are for 2023-24 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. Complete data suppression guidelines are available at <https://tinyurl.com/SuppressionPolicy>

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

Students

October 1, 2023 Enrollment²

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	2,589	47.5	48.3
Male	2,860	52.4	51.5
Non-Binary	6	0.1	0.1
American Indian or Alaska Native	*	*	0.2
Asian	379	6.9	5.2
Black or African American	1,756	32.2	12.5
Hispanic or Latino of any race	1,539	28.2	31.1
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	365	6.7	4.7
White	1,406	25.8	46.2
English Learners/Multilingual Learners	393	7.2	10.5
Eligible for Free or Reduced-Price Meals	2,633	48.3	44.0
Students with Disabilities ³	1,089	20.0	17.9

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

³ 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 ⁴		Suspension/Expulsion ⁵	
	Count	Rate (%)	Count	Rate (%)
Female	*	*	171	6.1
Male	626	22.5	339	10.9
Non-Binary	*	*	0	*
Black or African American	435	25.3	277	14.4
Hispanic or Latino of any race	388	25.2	133	7.7
White	189	14.1	50	3.4
English Learners/Multilingual Learners	129	26.5	35	6.8
Eligible for Free or Reduced-Price Meals	810	29.6	373	12.0
Students with Disabilities	339	32.7	161	12.3
District	1,173	22.0	510	8.6
State		17.7		7.0

Number of students qualified as truant under state statute: 1,104

Number of school-based arrests: Fewer than 6

⁴ 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.

⁵ This column displays the 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	353.6
Paraprofessional Instructional Assistants	71.5
Special Education	
Teachers and Instructors	78.0
Paraprofessional Instructional Assistants	118.5
Administrators, Coordinators and Department Chairs	
District Central Office	14.0
School Level	18.7
Library/Media	
Specialists (Certified)	12.0
Support Staff	2.0
Instructional Specialists Who Support Teachers	55.3
Counselors, Social Workers and School Psychologists	47.8
School Nurses	16.8
Other Staff Providing Non-Instructional Services/Support	319.5

¹ 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	15	2.6	1.4
Black or African American	37	6.4	4.8
Hispanic or Latino of any race	30	5.2	5.1
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	1	0.2	0.3
White	496	85.5	88.3

Classroom Teacher Attendance: 2022-23

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	13.3	13.3

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School²

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	121	86.4	179	94.2
Hispanic or Latino of any race	98	84.5	106	91.4
White	98	93.3	114	91.9
English Learners/Multilingual Learners	7	*	19	86.4
Eligible for Free or Reduced-Price Meals	150	87.2	203	91.9
Students with Disabilities	42	70.0	101	91.0
District	359	87.3	456	93.6
State		88.4		94.6

² College-and-Career-Readiness Courses include Advanced Placement®(AP), International Baccalaureate®(IB), Career and Technical Education(CTE), workplace experience and dual credit courses.

Students Who Spend 80% or Greater Time with Nondisabled Peers³

	Count	Rate (%)
Autism	58	25.7
Emotional Disability	38	46.3
Intellectual Disability	8	14.3
Learning Disability	219	69.5
Other Health Impairment	133	56.4
Other Disabilities	9	20.0
Speech/Language Impairment	93	68.9
District	558	51.0
State		66.8

³ 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).

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	241	3.8	2.6
Emotional Disability	82	1.3	1.1
Intellectual Disability	56	0.9	0.6
Learning Disability	315	5.0	6.4
Other Health Impairment	239	3.8	3.5
Other Disabilities	78	1.2	1.2
Speech/Language Impairment	159	2.5	2.0
All Disabilities	1,170	18.6	17.3

¹ 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 District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	193	16.5	8.0
Private Schools or Other Settings	89	7.6	4.6

² 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 Expenditures³: 2022-23

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$102,027,025	\$16,042	\$12,942
Support services - students	\$10,034,448	\$1,864	\$1,724
Support services - instruction	\$1,695,729	\$315	\$905
Support services - general administration	\$2,433,507	\$452	\$520
Support services - school based administration	\$5,686,285	\$1,056	\$1,207
Central and other support services	\$2,887,022	\$536	\$771
Operation and maintenance of plant	\$9,228,975	\$1,714	\$2,101
Student transportation services	\$7,916,250	\$1,487	\$1,582
Food services	.	.	\$8
Enterprise operations	\$5,992,850	\$1,113	\$213
Total	\$147,902,092	\$23,255	\$21,143

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

Special Education Expenditures: 2022-23

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$9,962,792	21.3	27.6
Instructional Aide Salaries	\$3,275,006	7.0	10.2
Other Salaries	\$2,240,083	4.8	10.5
Employee Benefits	\$7,226,100	15.4	13.2
Purchased Services Other Than Transportation	\$2,645,951	5.7	6.4
Special Education Tuition	\$17,506,688	37.4	22.2
Supplies	\$175,235	0.4	0.7
Property Services	\$624	0.0	0.4
Purchased Services For Transportation	\$3,743,744	8.0	8.4
Equipment	.	.	0.3
All Other Expenditures	\$250	0.0	0.1
Total	\$46,776,473	100.0	100.0
Percent of Total Expenditures Used for Special Education		31.6	25.0

Expenditures by Revenue Source⁴: 2022-23

	Percent of Total (%) Excluding School Construction
Local	67.2
State	25.6
Federal	7.2
Tuition & Other	.

⁴ 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).

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Performance and Accountability

District Performance Index (DPI)

A District Performance Index (DPI) is the average performance of students in a subject area (i.e., ELA, Mathematics or Science) on the state summative assessments. The DPI ranges from 0-100. A DPI is reported for all students tested in a district and for students in each individual student group. Connecticut's ultimate target for a DPI is 75.

	English Language Arts (ELA)		Math		Science	
	Count	DPI	Count	DPI	Count	DPI
American Indian or Alaska Native	*	*	*	*	*	*
Asian	177	68.4	174	68.6	73	62.3
Black or African American	808	53.1	804	46.5	364	49.9
Hispanic or Latino of any race	756	53.2	750	49.5	326	49.4
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*
Two or More Races	173	66.2	173	59.8	63	57.7
White	728	72.2	730	68.8	294	70.3
English Learners/Multilingual Learners	306	52.3	304	51.2	108	50.9
Non-English Learners/Non-Multilingual Learners	2,342	61.3	2,333	56.5	1,015	57.0
Eligible for Free or Reduced-Price Meals	1,333	53.3	1,326	48.3	550	50.4
Not Eligible for Free or Reduced-Price Meals	1,315	67.4	1,311	63.6	573	62.1
Students with Disabilities	491	41.4	480	35.1	190	38.6
Students without Disabilities	2,157	64.6	2,157	60.5	933	60.0
High Needs	1,585	52.8	1,574	48.0	653	49.5
Non-High Needs	1,063	71.6	1,063	67.6	470	65.9
District	2,648	60.3	2,637	55.9	1,123	56.4

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

	NAEP 2022		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	35	35	50
National Public	32	29	36
MATH			
Connecticut	37	30	32
National Public	35	26	25

¹ 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-2022.pdf

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	HS	Count	Rate (%)
Sit & Reach	79.4	76.8	89.3	81.6	1,551	81.8
Curl Up	81.7	77.8	86.1	77.5	1,552	80.9
Push Up	68.6	67.3	79.4	71.4	1,552	71.7
Mile Run/PACER	79.6	75.7	61.2	29.8	1,550	62.3
All Tests - District	47.5	48.2	52.1	25.6	1,548	43.8
All Tests - State	53.6	48.4	44.6	42.3		47.2

²The Connecticut Physical Fitness Assessment (CPFA) is administered to students in Grades 4, 6, 8 and High School (HS). 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

	2022-23	
	Cohort Count ²	Rate (%)
Black or African American	181	74.0
Hispanic or Latino of any race	101	72.3
White	142	84.5
English Learners/Multilingual Learners	18	*
Eligible for Free or Reduced-Price Meals	253	72.7
Students with Disabilities	95	46.3
District	476	78.6
State		88.4

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

² Cohort count includes all students in the cohort as of the end of the 2022-23 school year.

11th and 12th Graders Demonstrating Postsecondary Readiness³

	Count	Rate (%)
Female	167	41.0
Male	142	29.0
Non-Binary	0	*
Black or African American	71	21.5
Hispanic or Latino	57	24.6
White	129	56.3
English Learners/ Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	89	22.6
Students with Disabilities	8	4.7
District	309	34.4
State		44.3

³Students demonstrate postsecondary readiness through at least one of the following:

- 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
- Earning three or more non-remedial college credits cumulatively during high school.

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 2023	Class of 2022
	Entrance ⁵ Rate (%)	Persistence ⁶ Rate (%)
Female	71.5	86.9
Male	63.8	85.6
Non-Binary	N/A	N/A
Black or African American	57.8	84.9
Hispanic or Latino of any race	64.6	82.0
White	75.2	90.5
English Learners/ Multilingual Learners	66.7	*
Eligible for Free or Reduced-Price Meals	55.8	86.7
Students with Disabilities	41.3	86.2
District	67.6	86.3
State	68.4	87.2

⁵ 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.

⁶ 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

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Next Generation Accountability Results

Connecticut's Next Generation Accountability System is a broad set of 12 indicators that help tell the story of how well a district/school is preparing its students for success in college, careers, and life. It moves beyond test scores and graduation rates to provide a more holistic, multifactor perspective of district and school performance.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	60.3	75	40.2	50	80.4	63.9
	High Needs Students	52.8	75	35.2	50	70.3	54.1
Math Performance Index	All Students	55.9	75	37.3	50	74.5	60.2
	High Needs Students	48.0	75	32.0	50	63.9	49.5
Science Performance Index	All Students	56.4	75	37.6	50	75.2	61.8
	High Needs Students	49.5	75	33.0	50	66.0	51.4
ELA Academic Growth	All Students	54.8%	100%	54.8	100	54.8	58.7%
	High Needs Students	52.8%	100%	52.8	100	52.8	54.2%
Math Academic Growth	All Students	54.9%	100%	54.9	100	54.9	61.4%
	High Needs Students	50.5%	100%	50.5	100	50.5	55.1%
Progress Toward English Proficiency	Literacy	67.0%	100%	33.5	50	67.0	58.9%
	Oral	56.8%	100%	28.4	50	56.8	55.2%
Chronic Absenteeism	All Students	22.0%	<=5%	16.0	50	32.0	17.7%
	High Needs Students	28.3%	<=5%	3.5	50	7.0	25.5%
Preparation for CCR	% Taking Courses	90.8%	75%	50.0	50	100.0	91.5%
	% Meeting Benchmark	34.4%	75%	22.9	50	45.9	44.3%
On-track to High School Graduation		77.6%	94%	41.3	50	82.6	84.5%
4-year Graduation All Students (2023 Cohort)		78.6%	94%	83.6	100	83.6	88.4%
6-year Graduation - High Needs Students (2021 Cohort)		84.8%	94%	90.2	100	90.2	86.6%
Postsecondary Entrance (Class of 2023)		67.6%	75%	90.1	100	90.1	68.4%
Physical Fitness (estimated part rate) and (fitness rate)		92.0% 43.8%	75%	29.2	50	58.4	93.6% 47.2%
Arts Access		64.4%	60%	50.0	50	100.0	55.0%
Accountability Index				966.9	1450	66.7	

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 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	71.6	52.8	18.8	16.9	
Math Performance Index Gap	67.6	48.0	19.7	18.2	
Science Performance Index Gap	65.9	49.5	16.4	17.9	
Graduation Rate Gap	94.0%	84.8%	9.2%	9.9%	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.

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. Gap calculations are based on unrounded rates.

Subject/Student Group		Participation Rate (%) ³
ELA	All Students	97.7
	High Needs Students	96.9
Math	All Students	97.3
	High Needs Students	96.3
Science	All Students	95.0
	High Needs Students	93.7

³Minimum participation standard is 95%.

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.

Grade 3 ELA Performance Index for Students with Disabilities:

District: 46.9

State: 49.7

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Narratives

School District Improvement Plans and Parental Outreach Activities

During the 2023-2024 school year, Hamden Public Schools continued to focus on previously adopted district goals aimed at improving outcomes for all students. Three of the five goals directly addressed student achievement in reading and math, while the other goals looked to improve chronic absenteeism and increase equity district-wide.

Expectations for student attendance and engagement remain high. As such, in order to the support student success, social emotional learning continued to be a priority. Instructional time was designated for explicitly teaching SEL skills using the Second Step and Choose Love curricula. In addition, there was a focus on skills that are embedded in content areas. All K-12 students and/or teachers completed the DESSA assessment to identify domains of social-emotional wellness where more intensive supports might be needed.

All school staff have received training in Positive Behavioral Interventions and Supports to build positive school climates and establish tier one expectations to create environments that improve school attendance. Such training will continue throughout the district. The district has made efforts to reduce student chronic absenteeism and truancy by informing parents of the connection between good attendance and student success. The District Attendance Team continued to provide strategies to schools for reducing absenteeism. School-based teams are expected to analyze attendance data monthly and intervene with students whose attendance rates are at or below 90%. Since the start of this school year, the District Data Team (DDT) has focused on chronic absenteeism as its problem of practice. In addition, the entire district will be using Parent Square, which will facilitate greater and more efficient communication between teachers and parents. Finally, we were recently informed that we have been selected to join the LEAP Program's Cohort 2 which will go into effect at the start of the 2024-2025 school year.

All students in the district are issued Chromebooks or laptops to enhance in-person instruction and at-home learning. We continued to implement use of instructional applications to engage students with their learning.

Efforts to engage parents in the planning and improvement of the district continue to include parent information nights, orientations, parent teacher conferences, surveys and monthly Board of Education meetings held both in-person and virtually. Though all events are in person, we have increased access and engagement by also allowing for video conferencing whenever possible.

Efforts to Reduce Racial, Ethnic and Economic Isolation

The Town of Hamden is a racially, ethnically and economically diverse community with approximately 5,500 students attending Hamden Public Schools. Nearly 72% of students are minority, while 54% receive free or reduced lunch. We continue to expand the skills of teachers to include strategies for working with a diverse student population, such as the importance of teacher-student relationships, engagement strategies, differentiated instruction, targeted interventions, and social and emotional learning. Teachers also received ongoing professional development on issues of race and culture including, but not limited to: Micro aggressions, privilege and unconscious bias. 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. We participate in the Connecticut Teacher Residency Program, administered by CREC fellowship to bring resident teachers to our classrooms in order to prepare them for hire as elementary classroom teachers in Hamden the following school year. In the 2023-2024 school year, we had three resident teachers. In addition, Hamden became the first school district in the state to require all members of interview committees to receive anti-bias training, even ahead of the Connecticut State Department of Education mandate. Additionally, the Hamden Board of Education has approved administration's Plan to Increase Educator Diversity as required by state statute.

For our families where English is not the first language, we have taken steps to ensure we provide translations into other languages. The school and district web pages can be translated into more than 100 languages which has improved our ability to reach our families. We have also been providing voice translators to school offices and Planning and Placement Teams to improve verbal communication with families.

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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. We augment District resources distributed 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 2023-2024, the Alliance Grant, Title 1 and Title 3 grants also helped to provide five EL teachers, math and literacy specialists at the elementary and secondary levels, science specialists, and SRBI Coordinators and tutors.