

Connecticut State Department of Education

SCHOOL PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2024-25



Hamden High School Hamden School District

203-407-2040 • www.hamden.k12.ct.us/

School Information

Grade Range	9-12
Enrollment	1,609
Per Pupil Expenditures	\$15,348
Total Expenditures	\$25,493,775

Expenditure data reflect the 2023-24 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 2024-25 and include all grades offered by the school.

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>

For district totals, please see the district profile.
* 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, 2024 Enrollment

Student Group	School Count	School Percent (%)	District Percent (%)
Female	*	*	47.7
Male	845	52.5	52.1
Non-Binary	*	*	0.2
American Indian or Alaska Native	*	*	*
Asian	110	6.8	6.7
Black or African American	572	35.6	32.6
Hispanic or Latino of any race	464	28.8	29.8
Native Hawaiian or Other Pacific Islander	0	0.0	*
Two or More Races	*	*	6.8
White	358	22.2	23.9
English Learners/Multilingual Learners	98	6.1	8.7
Eligible for Free or Reduced-Price Meals	755	46.9	45.6
Students with Disabilities	248	15.4	20.5

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

Students with disabilities 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

Student Group	Chronic Count	Chronic Rate (%)	Suspension Count	Suspension Rate (%)
Female	198	26.0	80	10.0
Male	216	25.9	130	14.7
Non-Binary	0	*	0	*
Black or African American	164	29.3	122	20.2
Hispanic or Latino of any race	136	29.0	57	11.6
White	58	16.3	*	*
English Learners/Multilingual Learners	22	20.0	17	14.4
Eligible for Free or Reduced-Price Meals	263	34.1	150	16.3
Students with Disabilities	94	40.5	55	20.5
All Students - School	414	25.9	210	12.4
All Students - District		20.8		8.7

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.

A student is included in **suspension count/rate** if they received at least one in-school suspension, out-of-school suspension, or expulsion.

Number of students qualified as truant under state statute: 512
Number of school-based arrests: 12

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Educators

Full-Time Equivalent (FTE) Staff

Role	FTE
General Education Teachers and Instructors	104.0
General Education Paraprofessionals	0.0
Special Education Teachers and Instructors	15.0
Special Education Paraprofessionals	15.0
School Level Administrators	6.0
Library/Media Specialists (Certified)	2.0
Library/Media Support Staff	1.0
Instructional Specialists Who Support Teachers	3.0
Counselors, Social Workers and School Psychologists	17.5
School Nurses	2.0
Other Staff Providing Non-Instructional Services/Support	45.0

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

Race/Ethnicity	School Count	School Percent (%)	District Percent (%)
American Indian or Alaska Native	1	0.7	0.2
Asian	3	2.0	2.2
Black or African American	6	4.1	5.8
Hispanic or Latino of any race	7	4.7	4.6
Native Hawaiian or Other Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.2
White	131	88.5	86.9

Classroom Teacher Attendance, 2023-24

Level	Average Number of FTE Days Absent Due to Illness or Personal Time
School	18.6
District	15.1

New! Educator Attrition: 2023-24

Educator Type	School Attrition Count	School Attrition Rate (%)	District Attrition Rate (%)
All Educators	17	11	9.3
Teachers	16	12.9	10.4

Teacher Attrition Rate is defined as the percent of certified teachers who were teaching in 2022-23 but were not teaching in 2023-24.

All Educator Attrition Rate is defined as the percent of certified educators who were staffed in a certified educator position in 2022-23 but were not staffed in a certified educator position in 2023-24.

Note: Certified educators/teachers may be assigned at the district level and/or to more than one school in a district. In addition, certified educators/teachers may leave a school but stay within the district. Therefore, the sum of school-level attrition totals may not match the district-level attrition total.

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Instruction and Resources

School-Level Expenditures: 2023-24

Expenditure	Total (\$)	Per Pupil (\$)
Instruction	\$16,455,829	\$9,907
Support Services - Students	\$3,166,400	\$1,906
Improvement of Instruction	\$409,803	\$247
Library and Media Services	.	.
Support Services - Instruction	.	.
Support Services - School-Based Administration	\$1,849,259	\$1,113
Operation and Maintenance of Plant	\$1,396,647	\$841
Transportation Other Than to/From Home	.	.
Enterprise Operations	\$2,215,837	\$1,334
Total	\$25,493,775	\$15,348

Total per pupil expenditures (PPE) including share of district central expenditures is \$23,246.

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

Students with Disabilities Spending 80% or Greater Time with Nondisabled Peers

Disability	Count	Rate (%)
Autism	12	27.9
Emotional Disability	14	*
Intellectual Disability	*	*
Learning Disability	48	51.6
Other Health Impairment	28	50.0
Other Disabilities	*	*
Speech/Language Impairment	*	*
All Disabilities - School	109	44.1
All Disabilities - District		52.6

This table includes students ages 6-21 with an IEP or services plan.

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

Student Group	11th Count	11th Rate (%)	12th Count	12th Rate (%)
Black or African American	123	89.8	126	96.2
Hispanic or Latino of any race	85	81.7	103	95.4
White	88	96.7	93	96.9
English Learners/Multilingual Learners	16	51.6	12	*
Eligible for Free or Reduced-Price Meals	165	89.2	157	96.3
Students with Disabilities	45	88.2	42	91.3
All Students - School	352	90.0	373	96.1
All Students - District		90.3		94.1

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

School Schedule

Category	Value
Days of Instruction	180
Hours of Instruction Per Year: Grades 1-12 and Full-Day Kindergarten	974
Hours of Instruction Per Year: Half/Extended Day Kindergarten	N/A
School Start Time	07:20 AM
School End Time	01:49 PM

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Performance and Accountability

School Performance Index (SPI)

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

Student Group	ELA Count	ELA SPI	Math Count	Math SPI	Science Count	Science SPI
American Indian or Alaska Native	*	*	*	*	*	*
Asian	29	55.1	29	54.7	28	54.7
Black or African American	125	44.9	125	40.6	125	38.4
Hispanic or Latino of any race	89	46.4	89	41.9	87	45.8
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	*	*	*	*	*	*
White	90	62.3	90	56.1	87	51.0
English Learners/Multilingual Learners	34	41.7	34	40.4	28	43.5
Non-English Learners/Non-Multilingual Learners	328	52.2	328	47.4	326	44.8
Eligible for Free or Reduced-Price Meals	130	46.9	130	42.7	130	43.6
Not Eligible for Free or Reduced-Price Meals	232	53.7	232	49.0	224	45.3
Students with Disabilities	45	32.9	45	27.9	44	36.0
Students without Disabilities	317	53.9	317	49.4	310	45.9
High Needs	173	44.6	173	40.4	167	43.1
Non-High Needs	189	57.4	189	52.5	187	46.1
School	362	51.3	362	46.7	354	44.7

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

Year	Subject	Grade	CT	National Public
2024	Reading	4	36%	30%
2024	Reading	8	35%	29%
2024	Math	4	42%	39%
2024	Math	8	32%	27%

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. Performance on NAEP by student group is available at <https://tinyurl.com/CTNAEP2024>

Physical Fitness Tests: Percent of Students Reaching Health Standard

Test	Grade 4 Percent (%)	Grade 6 Percent (%)	Grade 8 Percent (%)	HS Percent (%)	All Tested Grades Count	All Tested Grades Percent (%)
Sit & Reach	N/A	N/A	N/A	87.2	399	87.2
Curl Up	N/A	N/A	N/A	74.9	399	74.9
Push Up	N/A	N/A	N/A	62.2	399	62.2
Mile Run/PACER	N/A	N/A	N/A	27.9	398	27.9
All Tests - School	N/A	N/A	N/A	21.6	398	21.6
All Tests - District	54.2	52.8	39.1	21.5		41.4

The 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.

Note: Only students assessed in all four areas are included in the All Tests calculation.

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2023-24 Cohort Graduation: Four-Year

Student Group	Cohort Count	Rate (%)
Black or African American	175	84.6
Hispanic or Latino of any race	114	84.2
White	127	85.8
English Learners/Multilingual Learners	24	75.0
Eligible for Free or Reduced-Price Meals	260	81.9
Students with Disabilities	76	71.1
All Students - School	469	85.5
All Students - District		84.5

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

Cohort count includes all students in the cohort as of the end of the 2023-24 school year.

11th and 12th Graders Demonstrating Postsecondary Readiness

Student Group	Count	Rate (%)
Female	189	51.5
Male	*	*
Non-Binary	*	*
Black or African American	76	28.4
Hispanic or Latino of any race	74	34.9
White	130	69.5
English Learners/ Multilingual Learners	7	15.9
Eligible for Free or Reduced-Price Meals	102	29.3
Students with Disabilities	7	7.2
All Students - School	342	43.9
All Students - District		39.0

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

- SAT® - meets benchmark 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

Student Group	Class of 2024 Entrance Rate (%)	Class of 2023 Persistence Rate (%)
Female	84.2	92.3
Male	57.7	81.8
Non-Binary	N/A	N/A
Black or African American	66.4	84.7
Hispanic or Latino of any race	57.7	84.6
White	82.4	89.9
English Learners/ Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	62.1	85.5
Students with Disabilities	43.1	76.0
All Students - School	69.5	87.3
All Students - District	64.4	87.3

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.

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	Student Group	Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	51.3	75	102.5	150	68.3	64.7
ELA Performance Index	High Needs Students	44.6	75	89.2	150	59.5	54.9
Math Performance Index	All Students	46.7	75	93.4	150	62.3	61.1
Math Performance Index	High Needs Students	40.4	75	80.7	150	53.8	50.6
Science Performance Index	All Students	44.7	75	59.6	100	59.6	62.6
Science Performance Index	High Needs Students	43.1	75	57.5	100	57.5	52.1
ELA Academic Growth	All Students	.	100%	.	.	.	60.6%
ELA Academic Growth	High Needs Students	.	100%	.	.	.	55.7%
Math Academic Growth	All Students	.	100%	.	.	.	62.3%
Math Academic Growth	High Needs Students	.	100%	.	.	.	55.9%
Progress Toward English Proficiency	Literacy	48.5%	100%	24.3	50	48.5	58.7%
Progress Toward English Proficiency	Oral	54.3%	100%	27.1	50	54.3	55.7%
Chronic Absenteeism	All Students	25.9%	<=5%	8.2	50	16.4	17.2%
Chronic Absenteeism	High Needs Students	33.0%	<=5%	0.0	50	0.0	24.8%
% Taking CCR Courses	All Students	93.1%	75%	50.0	50	100.0	92.4%
% Meeting CCR Benchmark	All Students	43.9%	75%	29.3	50	58.5	47.2%
On-track to High School Graduation	All Students	69.8%	94%	37.1	50	74.2	85.9%
4-year Graduation Rate (2024 Cohort)	All Students	85.5%	94%	91.0	100	91.0	88.9%
6-year Graduation Rate (2022 Cohort)	High Needs Students	94.3%	94%	100.0	100	100.0	87.3%
Postsecondary Entrance (Class of 2024)	All Students	69.5%	75%	92.7	100	92.7	67.0%
Physical Fitness % Meeting Health Standard	All Students	21.6%	75%	14.4	50	28.8	49.0%
Arts Access	All Students	67.7%	60%	50.0	50	100.0	55.1%
Accountability Index				1007.0	1550	65.0	

Physical Fitness Estimated Participation Rate - School: 92.6% | State: 95.6%

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 Indicator	Non-High Needs Rate	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev	Is Gap an Outlier?
ELA Performance Index Gap	57.4	44.6	12.8	17.1	N
Math Performance Index Gap	52.5	40.4	12.1	18.6	N
Science Performance Index Gap	46.1	43.1	2.9	18.3	N
Graduation Rate Gap	94.0%	94.3%	0.0%	6.5%	N

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.

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. Gap calculations are based on unrounded rates.

Subject	Student Group	Participation Rate (%)
ELA	All Students	95.2
ELA	High Needs Students	93.4
Math	All Students	95.2
Math	High Needs Students	93.4
Science	All Students	95.4
Science	High Needs Students	93.5

Minimum participation standard is 95%.

Supporting Resources: <https://public-edsight.ct.gov/Overview/Next-Generation-Accountability-Dashboard#related-links>