

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2013–14



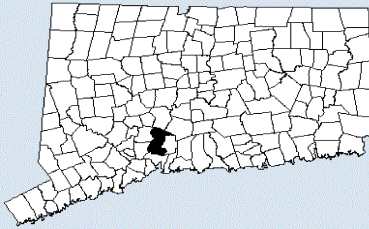
Hamden School District

Ms. Frances Rabinowitz, Superintendent • 203-407-2000 • www.hamden.org

District Information

Grade Range	PK-12
Number of Schools	13
Enrollment	5,811
Per Pupil Expenditures ¹	\$16,270
Total Expenditures ¹	\$110,181,491

¹Expenditure data reflect the 2012-13 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 \(Class of 2014\)](#)
 (2014® The College Board)

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Notes

Unless otherwise noted, all data are for 2013-14 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](#).

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, 2013 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	2,771	47.7	48.3
Male	3,040	52.3	51.6
American Indian	*	*	0.2
Asian	474	8.2	4.6
Black or African American	1,699	29.2	12.9
Hispanic or Latino	984	16.9	21.2
Pacific Islander	*	*	0.0
White	2,420	41.6	58.4
Two or More Races	225	3.9	2.3
English Language Learners	242	4.2	5.7
Eligible for Free or Reduced-Price Meals	2,335	40.2	37.3
Students with Disabilities ¹	801	13.8	12.8

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	367	13.7	158	5.7
Male	446	15.1	413	13.2
Black or African American	297	18.1	333	19.3
Hispanic or Latino	168	17.6	94	9.2
White	278	11.8	115	4.7
English Language Learners	31	13.0	22	9.2
Eligible for Free or Reduced-Price Meals	488	22.1	385	15.8
Students with Disabilities	176	21.3	145	15.1
District	813	14.4	571	9.7
State		10.8		7.4

Number of students in 2012-13 qualified as truant under state statute: 572

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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Hamden School District

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	402.1
Paraprofessional Instructional Assistants	50.5
Special Education	
Teachers and Instructors	61.0
Paraprofessional Instructional Assistants	79.9
Administrators, Coordinators and Department Chairs	
District Central Office	12.2
School Level	21.2
Library/Media	
Specialists (Certified)	11.0
Support Staff	4.0
Instructional Specialists Who Support Teachers	32.0
Counselors, Social Workers and School Psychologists	46.4
School Nurses	13.0
Other Staff Providing Non-Instructional Services/Support	316.9

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

	Count	District Percent of Total (%)	State Percent of Total (%)
Asian	9	1.5	1.0
Black or African American	26	4.4	3.5
Hispanic	18	3.1	3.6
Native American	1	0.2	0.1
White	535	90.8	91.7

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
District	99.7
District Poverty Quartile: Middle	
State High Poverty Quartile Schools	97.8
State Low Poverty Quartile Schools	99.5

²Core academic classes taught by teachers who are fully certified to teach in that subject area.

Classroom Teacher Attendance: 2012-13

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	13.2	9.3

Instruction and Resources

11th and 12th Graders Who Enrolled in at Least Two Advanced Placement[®] or International Baccalaureate[®] Courses during High School³

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	15	9.1
Hispanic or Latino	*	*	11	16.9
White	23	12.2	51	25.1
English Language Learners	*	*	0	0
Eligible for Free or Reduced-Price Meals	*	*	12	9.7
Students with Disabilities	0	0	0	0
District	40	8.9	93	19.9
State		14.2		26.8

³Effective 2014-15, this calculation will also include students who participate in dual enrollment courses and two or more courses within a career and technical education (CTE) concentration.

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers⁴

	Count	Rate (%)
Autism	49	43.0
Emotional Disturbance	49	56.3
Intellectual Disability	6	25.0
Learning Disability	212	82.5
Other Health Impairment	123	75.9
Other Disabilities	6	13.6
Speech/Language Impairment	113	81.9
District	558	67.6
State		69.2

⁴Ages 6-21

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	123	1.8	1.4
Emotional Disturbance	87	1.3	1.0
Intellectual Disability	24	0.4	0.4
Learning Disability	257	3.8	4.2
Other Health Impairment	168	2.5	2.5
Other Disabilities	62	0.9	1.0
Speech/Language Impairment	152	2.3	1.9
All Disabilities	873	13.0	12.4

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	41	4.6	2.8
Private Schools or Other Settings	121	13.8	8.1

²Grades K-12

Overall Expenditures:³ 2012-13

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	61,039,934	10,542	8,769
Instructional Supplies and Equipment	941,260	163	275
Improvement of Instruction and Educational Media Services	1,424,898	246	487
Student Support Services	8,248,041	1,425	965
Administration and Support Services	9,582,151	1,655	1,600
Plant Operation and Maintenance	10,191,896	1,760	1,472
Transportation	7,145,353	972	786
Costs of Students Tuitioned Out	10,595,947	N/A	N/A
Other	1,012,011	175	178
Total	110,181,491	16,270	14,642

Additional Expenditures

Land, Buildings, and Debt Service	7,226,747	1,248	1,434
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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: 2012-13

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	9,053,878	33.2	35.6
Noncertified Personnel	2,625,714	9.6	14.5
Purchased Services	563,804	2.1	5.0
Tuition to Other Schools	6,847,489	25.1	21.4
Special Ed. Transportation	2,186,782	8.0	8.5
Other Expenditures	6,008,802	22.0	14.9
Total Expenditures	27,286,469	100.0	100.0

PK-12 Expenditures Used for Special Education	24.8	21.9
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Expenditures by Revenue Source:⁴ 2012-13

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	72.9	72.9
State	24.5	24.3
Federal	2.5	2.7
Tuition & Other	0.1	0.1

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).

District Profile and Performance Report for School Year 2013-14

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Performance

District Performance Index (DPI)

A District Performance Index (DPI) for the Connecticut Mastery Test (CMT) and the Connecticut Academic Performance Test (CAPT) is the test performance of all subjects tested in the respective assessment for all students in the district. The DPI ranges in value from 0 to 100 points. Connecticut's ultimate target for a DPI is 88 because in a district with a DPI of 88 or above, students will have performed at or above the 'goal' level on the majority of tests. Detailed reports of CMT and CAPT assessment results are available at www.ctreports.com. School and District Performance Reports produced by the Connecticut State Department of Education (CSDE) are also available online.

CMT	DPI				2013-14				Note: If no data are displayed for 2013-14, the district implemented the Smarter Balanced Field Test.
	2009-10	2010-11	2011-12	2012-13	Count	DPI	Target	Achieved	
Black or African American	63.1	64.0	62.6	62.3	.	.	.	.
Hispanic or Latino	68.2	69.9	69.6	67.7	.	.	.	.
English Language Learners	48.7	52.7	52.8	53.6	.	.	.	.
Eligible for Free or Reduced-Price Meals	62.1	62.5	63.6	63.3	.	.	.	.
Students with Disabilities	42.8	44.3	42.7	44.0	.	.	.	.
High Needs	59.8	60.4	61.2	61.0	.	.	.	.
District	74.4	74.8	75.5	75.5	.	.	.	.

CAPT	DPI				2013-14				Note: If no data are displayed for 2013-14, the district implemented the Smarter Balanced Field Test.
	2009-10	2010-11	2011-12	2012-13	Count	DPI	Target	Achieved	
Black or African American	49.0	48.3	52.1	49.1	.	.	.	.
Hispanic or Latino	59.1	54.6	57.1	66.2	.	.	.	.
English Language Learners	.	.	.	.	.	.	.	.
Eligible for Free or Reduced-Price Meals	48.9	48.4	51.1	49.1	.	.	.	.
Students with Disabilities	31.9	34.1	32.2	27.6	.	.	.	.
High Needs	47.4	46.5	48.0	45.7	.	.	.	.
District	63.8	62.3	65.4	63.5	.	.	.	.

2013 National Assessment of Educational Progress (NAEP): Percent At or Above Proficient¹

READING	Grade 4	Grade 8	Grade 12
Connecticut	43%	45%	50%
National Public	34%	34%	36%
MATH	Grade 4	Grade 8	Grade 12
Connecticut	45%	37%	32%
National Public	41%	34%	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 CMT/CAPT and NAEP. Instead, NAEP results are meant to complement CMT/CAPT results.

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	82.0	83.7	80.9	78.5	1,588	81.3
Curl Up	84.8	81.7	74.9	70.3	1,588	78.0
Push Up	71.5	77.7	80.4	71.7	1,588	75.4
Mile Run/PACER	77.5	73.8	77.7	62.2	1,588	72.9
All Tests - District	51.3	56.2	50.6	40.2	1,588	49.7
All Tests - State	50.2	50.7	50.3	53.9		51.1

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

	2012-13				2013-14
	Cohort Count ²	Rate (%)	Target ³ (%)	Target Achieved	Target ³ (%)
Black or African American	162	80.2	77.4	Yes	79.1
Hispanic or Latino	64	81.3	78.1	Yes	79.7
English Language Learners	*	*	.		.
Eligible for Free or Reduced-Price Meals	184	77.2	70.6	Yes	72.9
Students with Disabilities	67	73.1	72.6	Yes	74.8
District	455	85.3	85.0	Yes	85.9
State ⁴		85.5			

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 2013 are [available online](#).

²Cohort count includes all students in the cohort as of the end of the 2012-13 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	78.2	128	29.6
Male	66.9	118	24.4
Black or African American	62.4	33	10.3
Hispanic or Latino	66.9	31	22.3
White	80.4	152	38.8
English Language Learners	50.0	*	*
Eligible for Free or Reduced-Price Meals	61.3	33	11.8
Students with Disabilities	19.4	*	*
District	72.2	246	26.9
State	72.9		37.6

⁵College readiness exams and benchmark scores are as follows:

- SAT® - composite score of 1550 or higher
- 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

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 2013	Class of 2012
	Entrance ⁷	Persistence ⁸
	Rate (%)	Rate (%)
Female	73.3	90.1
Male	65.3	84.1
Black or African American	59.7	75.7
Hispanic or Latino	68.3	88.6
White	74.3	94.8
English Language Learners	*	*
Eligible for Free or Reduced-Price Meals	60.7	80.2
Students with Disabilities	57.4	73.1
District	69.5	87.3
State	72.7	88.5

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

District Profile and Performance Report for School Year 2013-14

Hamden School District

Narratives

School District Improvement Plans and Parental Outreach Activities

Hamden's public schools have recently revised their School Improvement Plans and we also have an updated District Improvement Plan. These plans describe ways that we will use data to drive instruction and inform practice, implement rigorous curriculum and learning activities, and provide supports and interventions as needed to help all students reach their full potential. The administration and staff in the Hamden Public Schools offer comprehensive curriculum and rich learning experiences that incorporate the Common Core State Standards and research-based effective instructional strategies. Specifically, our Four Theories of Action are the focus of all of our efforts in every school and department, and are centered on 1) the data team process and the impact of adult actions, 2) rigorous curriculum, 3) interventions and supports, and 4) parent engagement. Hamden has many strategies in place to monitor student attendance in all of our schools. Ensuring the regular attendance of our students became a primary focus of the District Data Team and schools in 2013-2014. Since attendance data indicated room for improved attendance at all schools we focused our efforts on students with repeated absences, and providing supports to families. Our automated call system greatly helped with calls to the home as soon as it was determined that a student was absent. At the secondary level, periodic attendance for each class, rather than daily attendance, allowed us to improve attendance for all classes. In the past, too many of our students were not promoted from ninth to tenth grade because of class failures due to absences. The team approach at the ninth grade has had a positive impact on attendance and promotion at that level.

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 helps 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. A program in grades K-9 was implemented to help students develop strong emotional literacy skills, which proactively reduce behavior problems and bullying and improve school culture. Hamden offers comprehensive special education services to meet the needs of students with a wide range of disabilities. In 2013-14 we provided more classes to meet the needs of students who demonstrate the most significant cognitive and behavioral needs in order to educate them in district. Hamden has several alternative small class settings for students who have significant social and emotional issues that make learning difficult in a typical classroom setting. We are also refining our special education service delivery model to maximize inclusive opportunities for students who attend their home schools in order to promote high expectations and afford them with grade level educational opportunities related to the Common Core Learning Standards. 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.

Efforts to Reduce Racial, Ethnic and Economic Isolation

The Town of Hamden is a racially, ethnically and economically diverse community of about 61,000 residents with 5,770 students attending Hamden Public Schools. Approximately 58 percent of our student population is categorized as minority while 40 percent receive free or reduced lunch. As a Connecticut Alliance Grant district, we have been able to devote more services and resources to our most economically disadvantaged schools, allowing reduced class sizes, additional tutors and instructional aides, more varied instructional resources, and increased after school and summer school offerings. We expanded our preschool program, continuing to offer our families high-quality early learning experiences, but with a dedicated building and reduced or no tuition costs based on family income. The preschool building brought in students from many neighborhoods of our town. 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. 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. Hamden continued to participate in the Open Choice Program, with 14 students from outside Hamden attending our schools in 2013-2014. Hamden students attend Wintergreen Inter-district Magnet School, and over 300 Hamden students attend magnet schools in New Haven. 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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Hamden School District

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 of our schools 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 student 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 also actively pursues competitive grants; we augment district dollars to schools through state entitlement allocations. In 2013-2014, the Alliance Grant and Title 1 funds helped to provide a math and literacy specialist in every school (K-12), and three SRBI specialists and intensive intervention programs in our ne