

STRATEGIC SCHOOL PROFILE 2010-11**Hamden School District**

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This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c) using data and narratives provided by the school district, testing services, or the US Census. Profiles and additional education data, including longitudinal data, are available on the internet at www.sde.ct.gov.

COMMUNITY DATA

County: New Haven

Town Population in 2000: 56,913

1990-2000 Population Growth: 8.5%

Number of Public Schools: 10

Per Capita Income in 2000: \$26,039

Percent of Adults without a High School Diploma in 2000*: 11.0%

Percent of Adults Who Were Not Fluent in English in 2000*: 1.7%

District Enrollment as % of Estimated. Student Population: 84.1%

*To view the Adult Education Program Profiles online, go to www.sde.ct.gov and click on Adult Education, then Reports.

District Reference Group (DRG): G DRG is a classification of districts whose students' families are similar in education, income, occupation, and need, and that have roughly similar enrollment. The Connecticut State Board of Education approved DRG classification for purposes of reporting data other than student performance.

STUDENT ENROLLMENT

Enrollment on October 1, 2010 5,971
5-Year Enrollment Change -5.3%

DISTRICT GRADE RANGE

Grade Range PK - 12

INDICATORS OF EDUCATIONAL NEED

Need Indicator	Number in District	Percent		
		District	DRG	State
Students Eligible for Free/Reduced-Price Meals	2,212	37.0	40.3	34.1
K-12 Students Who Are Not Fluent in English	259	4.4	3.8	5.6
Students Identified as Gifted and/or Talented*	188	3.1	4.0	4.0
PK-12 Students Receiving Special Education Services in District	694	11.6	12.3	11.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	401	83.4	77.1	80.2
Homeless	8	0.1	0.3	0.3
Juniors and Seniors Working 16 or More Hours Per Week	72	21.3	13.3	13.2

*97.3 % of the identified gifted and/or talented students received services.

SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	10	0.2
Asian American	439	7.4
Black	1,865	31.2
Hispanic	913	15.3
Pacific Islander	1	0.0
White	2,636	44.1
Two or more races	107	1.8
Total Minority	3,335	55.9

Percent of Minority Professional Staff: 9.5%

Open Choice:

32 student(s) attended this district as part of the Open Choice program. Open Choice brings students from urban areas to attend school in suburban or rural towns, and students from non-urban areas to attend city schools.

Non-English Home Language:

13.9% of this district's students (excluding prekindergarten students) come from homes where English is not the primary language. The number of non-English home languages is 52.

EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

Below is the description submitted by this school of how it provides educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds.

The Town of Hamden is a racially, ethnically and economically diverse community of over 57,000 residents. Currently, 5,970 students are attending Hamden Public Schools. Over fifty percent of Hamden Public School student population are categorized as minority. Our practices are becoming more responsive to the needs of all students as we address the pervasive achievement gap. This year, our current results indicate we have impacted the achievement gap with our African American students in K-8 but must continue to work on the Free and Reduced Lunch gap. The gap at the high school as measured by the CAPT remains a concern. Hamden continues to participate in the Open Choice Program; 30 students attended Hamden schools in the 2010-2011 school year. Wintergreen Inter-district Magnet School, houses 333 Hamden students together with students from New Haven, Woodbridge, Meriden, and Wallingford. More than 300 of our students attend magnet schools in New Haven. Impacting and eventually eliminating the achievement gap is a constant theme in district and school goals, actions and professional development.

STUDENT PERFORMANCE

Connecticut Mastery Test, Fourth Generation, % Goal. The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards.

Grade and CMT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal
Grade 3 Reading	52.9	58.4	21.9
Writing	57.1	61.1	26.7
Mathematics	58.2	63.0	23.6
Grade 4 Reading	58.7	62.5	24.5
Writing	59.5	65.5	20.7
Mathematics	59.2	67.0	18.9
Grade 5 Reading	54.5	61.4	22.1
Writing	59.9	66.8	21.5
Mathematics	65.8	72.5	23.3
Science	51.6	59.9	20.9
Grade 6 Reading	76.2	76.0	31.0
Writing	63.2	65.2	32.1
Mathematics	69.9	71.3	33.3
Grade 7 Reading	68.9	77.8	16.6
Writing	51.1	58.9	22.2
Mathematics	57.1	68.4	18.6
Grade 8 Reading	67.1	74.7	19.1
Writing	58.0	64.8	22.9
Mathematics	55.6	66.6	19.7
Science	47.9	63.1	14.6

These results reflect the performance of students with scoreable tests who were enrolled in the district at the time of testing, regardless of the length of time they were enrolled in the district. Results for fewer than 20 students are not presented.

For more detailed CMT results, go to www.ctreports.com.

To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."

Connecticut Academic Performance Test, Third Generation, % Meeting State Goal. The CAPT is administered to Grade 10 students. The Goal level is more demanding than the state Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. The following results reflect the performance of students with scorable tests who were enrolled in the school at the time of testing, regardless of the length of time they were enrolled in the school. Results for fewer than 20 students are not presented.

CAPT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal
Reading Across the Disciplines	29.3	44.7	20.5
Writing Across the Disciplines	46.8	61.2	18.0
Mathematics	35.6	49.5	24.8
Science	27.1	47.0	14.3

For more detailed CAPT results, go to www.ctreports.com. To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."

Physical Fitness. The assessment includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

Physical Fitness: % of Students Reaching Health Standard on All Four Tests	District	State	% of Districts in State with Equal or Lower Percent Reaching Standard
	52.4	51.0	47.6

SAT® I: Reasoning Test Class of 2010		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		67.7	70.6	
Average Score	Mathematics	470	510	19.8
	Critical Reading	472	505	19.1
	Writing	476	510	19.8

SAT® I. The lowest possible score on each SAT® I subtest is 200; the highest possible score is 800.

Graduation and Dropout Rates	District	State	% of Districts in State with Equal or Less Desirable Rates
Graduation Rate, Adjusted Cohort Rate 2010	86.2	81.8	38.9
2009-10 Annual Dropout Rate for Grade 9 through 12	0.7	2.8	59.0

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	77.8	84.8
% Employed (Civilian Employment and in Armed Services)	14.1	9.1

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of School Staff	
General Education	
Teachers and Instructors	402.00
Paraprofessional Instructional Assistants	54.45
Special Education	
Teachers and Instructors	62.00
Paraprofessional Instructional Assistants	85.00
Library/Media Specialists and/or Assistants	13.00
Staff Devoted to Adult Education	1.00
Administrators, Coordinators, and Department Chairs	
District Central Office	10.00
School Level	19.20
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	12.00
Counselors, Social Workers, and School Psychologists	44.60
School Nurses	14.00
Other Staff Providing Non-Instructional Services and Support	330.20

In the full-time equivalent (FTE) count, staff members working part-time in the school district are counted as a fraction of full-time. For example, a teacher who works half-time in the district contributes 0.50 to the district's staff count.

Teachers and Instructors	District	DRG	State
Average Years of Experience in Education	13.0	14.8	13.9
% with Master's Degree or Above	85.8	79.6	79.0

Average Class Size	District	DRG	State
Grade K	17.5	18.3	18.4
Grade 2	17.8	19.5	19.9
Grade 5	19.9	21.7	21.2
Grade 7	16.4	19.3	20.6
High School	20.0	19.7	19.3

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	1,004	985	992
Middle School	993	1,007	1,017
High School	1,022	1,011	1,010

*State law requires that at least 900 hours of instruction be offered to students in grade 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

Students Per Academic Computer	Dist	DRG	State
Elementary School*	4.3	3.5	3.1
Middle School	1.8	2.4	2.4
High School	3.2	2.0	2.2

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2009-10

Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources. DRG and state figures will not be comparable to the district if the school district does not teach both elementary and secondary students.

Expenditures All figures are unaudited.	Total (in 1000s)	Expenditures Per Pupil			
		District	PK-12 Districts	DRG	State
Instructional Staff and Services	\$60,411	\$10,172	\$8,232	\$8,256	\$8,237
Instructional Supplies and Equipment	\$1,486	\$250	\$299	\$252	\$300
Improvement of Instruction and Educational Media Services	\$1,210	\$204	\$477	\$379	\$463
Student Support Services	\$6,798	\$1,145	\$875	\$945	\$872
Administration and Support Services	\$8,021	\$1,351	\$1,433	\$1,360	\$1,459
Plant Operation and Maintenance	\$9,505	\$1,600	\$1,421	\$1,418	\$1,410
Transportation	\$6,489	\$843	\$701	\$705	\$692
Costs for Students Tuitioned Out	\$11,813	N/A	N/A	N/A	N/A
Other	\$751	\$126	\$161	\$154	\$159
Total	\$106,484	\$15,412	\$13,878	\$13,783	\$13,780
Additional Expenditures					
Land, Buildings, and Debt Service	\$7,534	\$1,269	\$1,622	\$1,523	\$1,616

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$30,946,459	29.1	23.2	21.5

Revenue Sources, % of Expenditures from Source. 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 Corrections).

District Expenditures	Local Revenue	State Revenue	Federal Revenue	Tuition & Other
Including School Construction	69.9	23.3	6.8	0.0
Excluding School Construction	71.3	21.4	7.3	0.0

EQUITABLE ALLOCATION OF RESOURCES AMONG DISTRICT SCHOOLS

Below is the description submitted by this district of how it allocates resources to insure equity and address needs.

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 formulas 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. Hamden also actively pursues competitive grants; we augment district dollars to schools through state entitlement allocations. Title I funds help support site-based literacy specialists in our five Title I schools, a half-time Math specialist as well as supplementary tutoring. Collaborative relationships with local universities have placed graduate interns and field study pre-service teachers in all of our schools. Over 100 literacy volunteers, including Experience Corp work in our primary grades to ensure that all students become successful readers.

SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	883
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	12.8%

Of All K-12 Students for Whom District is Financially Responsible, Number and Percentage with Disabilities				
Disability	Count	District Percent	DRG Percent	State Percent
Autism	88	1.3	1.1	1.1
Learning Disability	258	3.7	3.8	3.9
Intellectual Disability	25	0.4	0.5	0.4
Emotional Disturbance	89	1.3	1.2	1.0
Speech Impairment	170	2.5	2.3	2.2
Other Health Impairment*	180	2.6	2.4	2.1
Other Disabilities**	73	1.1	1.2	0.9
Total	883	12.8	12.5	11.6

*Includes chronic health problems such as attention deficit disorders and epilepsy

**Includes hearing, visual, and orthopedic impairments, deaf-blindness, multiple disabilities, traumatic brain injury, and developmental delay

Graduation and Dropout Rates of Students with Disabilities for Whom District is Financially Responsible	District	State
% Who Graduated in 2009-10 with a Standard Diploma	76.0	62.5
2009-10 Annual Dropout Rate for Students Aged 14 to 21	N/A	3.9

STATE ASSESSMENTS

Percent of Students with Disabilities Meeting State Goal. The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. These results are for students attending district schools who participated in the standard assessment with or without accommodations for their disabilities. Results for fewer than 20 students are not presented.

- **Connecticut Mastery Test (CMT), Fourth Generation.** The CMT reading, writing and mathematics tests are administered to students in Grades 3 through 8, and the CMT science test to students in Grades 5 and 8.
- **Connecticut Academic Performance Test (CAPT), Third Generation.** The CAPT is administered to Grade 10 students.

State Assessment		Students with Disabilities		All Students	
		District	State	District	State
CMT	Reading	30.8	33.0	63.2	68.6
	Writing	11.5	19.3	58.1	63.7
	Mathematics	27.2	33.4	61.0	68.2
	Science	15.0	21.2	49.7	61.5
CAPT	Reading Across the Disciplines	5.4	14.1	29.3	44.7
	Writing Across the Disciplines	7.3	17.3	46.8	61.2
	Mathematics	9.3	15.8	35.6	49.5
	Science	5.1	13.1	27.1	47.0

For more detailed CMT or CAPT results, go to www.ctreports.com. To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on “No Child Left Behind.”

Participation in State Assessments of Students with Disabilities Attending District Schools

CMT	% Without Accommodations	33.5
	% With Accommodations	66.5
CAPT	% Without Accommodations	76.7
	% With Accommodations	23.3
% Assessed Using Skills Checklist		9.2

Accommodations for a student's disability may be made to allow him or her to participate in testing. Students whose disabilities prevent them from taking the test even with accommodations are assessed by means of a list of skills aligned to the same content and grade level standards as the CMT and CAPT.

Federal law requires that students with disabilities be educated with their non-disabled peers as much as is appropriate. Placement in separate educational facilities tends to reduce the chances of students with disabilities interacting with non-disabled peers, and of receiving the same education.

K-12 Students with Disabilities Placed in Educational Settings Other Than This District's Schools

Placement	Count	Percent
Public Schools in Other Districts	36	4.1
Private Schools or Other Settings	159	18.0

Number and Percentage of K-12 Students with Disabilities for Whom District is Financially Responsible by the Percentage of Time They Spent with Their Non-Disabled Peers

Time Spent with Non-Disabled Peers	Count of Students	Percent of Students		
		District	DRG	State
79.1 to 100 Percent of Time	617	69.9	69.3	74.1
40.1 to 79.0 Percent of Time	103	11.7	15.9	14.9
0.0 to 40.0 Percent of Time	163	18.5	14.8	11.0

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

The administration and staff in the Hamden Public Schools offer comprehensive curriculum and rich learning experiences. Our major focus has been the improvement of student achievement as measured by the Connecticut Mastery Test (CMT) and the Connecticut Academic Proficiency Test (CAPT). We propose to do this by a constant focus on three questions in all of our work: 1. What do we want students to know? 2. How do we know if they know it? 3. What do we do if they don't? While yearly results reflect some fluctuations by grade and by school, our data indicates that seven out of the ten schools have obtained Adequate Yearly Progress status. We continue to celebrate areas of improvement while developing strategies for deficits. As a district, our pervasive goal is to impact and eventually eliminate the gaps reflected in many of our subgroups. We have provided Literacy Specialists and Mathematics Specialists in each of our elementary schools to assist the classroom teacher with cutting edge strategies and interventions for struggling students. At the secondary level, a Freshman Support Team works with students transitioning to the high school and a CAPT scholar program recognizes students who achieve goal on this state assessment. Student Support Centers are operating at all elementary schools, the middle and the high school to offer behavior interventions and to reduce suspensions. In 2010-11, the middle school and high school continued to decrease the number of out-of-school suspensions. For example, at the middle school, out-of-school suspensions decreased by 54% since 2007; likewise the rate at the high school has decreased by 36%. After-school programs, summer reading initiatives and parent literacy programs continue to be an integral part of Hamden Public Schools.
