

STRATEGIC SCHOOL PROFILE 2012-13**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: 84.8%

*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, 2012 5,772
5-Year Enrollment Change -7.8%

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	2,316	40.1	43.3	36.7
K-12 Students Who Are Not Fluent in English	248	4.4	4.0	5.8
Students Identified as Gifted and/or Talented*	203	3.5	3.8	3.8
PK-12 Students Receiving Special Education Services in District	672	11.6	12.8	11.9
Kindergarten Students who Attended Preschool, Nursery School or Headstart	335	78.6	74.2	79.3
Homeless	7	0.1	0.3	0.3
Juniors and Seniors Working 16 or More Hours Per Week	169	19.0	13.9	12.7

*99.5 % of the identified gifted and/or talented students received services.

SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	5	0.1
Asian American	430	7.4
Black	1,738	30.1
Hispanic	963	16.7
Pacific Islander	1	0.0
White	2,446	42.4
Two or more races	189	3.3
Total Minority	3,326	57.6

Percent of Minority Professional Staff: 9.3%

Open Choice:

20 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:

14.7% 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 55.

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 about 61,000 residents, with 5,858 students attending Hamden Public Schools. Approximately 58 percent of our student population is categorized as minority. 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, and increased summer school offerings. We have also expanded our preschool program, continuing to offer our families high-quality early learning experiences, but now with a dedicated building and reduced or no tuition costs based on family income. The new preschool building includes students from many neighborhoods of our town. We continue to expand the skills of our teaching force to include more strategies for working with an increasingly diverse student population, including targeted interventions and differentiation techniques. Technology is used to individualize instruction and help students develop important lifelong skills. Though an achievement gap still exists, we have made steady progress at all grade levels at increasing the percentage of students achieving proficiency, goal and above goal levels in language arts and mathematics, particularly among those students eligible for free and reduced lunch. Impacting and eventually eliminating our achievement gap is a constant theme in district and school goals, initiatives and professional development. Hamden continues to participate in the Open Choice Program, with 20 students from outside Hamden attending our schools in 2012-2013. 323 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 each year to help increase student and community awareness of diversity of individuals and cultures.

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	<p>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.</p> <p>For more detailed CMT results, go to www.ctreports.com.</p> <p>To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."</p>
Grade 3 Reading	52.9	56.9	26.3	
Writing	51.5	60.0	20.5	
Mathematics	53.0	61.4	19.3	
Grade 4 Reading	55.9	62.6	19.6	
Writing	57.3	63.0	24.1	
Mathematics	55.0	65.1	17.1	
Grade 5 Reading	61.0	66.9	26.1	
Writing	58.8	65.6	26.7	
Mathematics	59.2	69.2	21.1	
Science	51.1	62.3	16.8	
Grade 6 Reading	72.5	73.3	30.5	
Writing	66.5	65.1	37.6	
Mathematics	67.4	67	33.3	
Grade 7 Reading	79.3	78.9	31.6	
Writing	63.1	64.9	31.0	
Mathematics	61.1	65.4	25.9	
Grade 8 Reading	72.1	76.2	22.8	
Writing	64.4	67.2	26.4	
Mathematics	61.3	65.0	29.6	
Science	57.2	60.4	26.4	

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	<p>For more detailed CAPT results, go to www.ctreports.com.</p> <p>To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."</p>
Reading Across the Disciplines	35.6	48.5	22.0	
Writing Across the Disciplines	51.0	62.1	19.7	
Mathematics	38.3	52.4	18.9	
Science	30.6	48.8	15.0	

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
	53.7	51.1	50.3

SAT® I: Reasoning Test Class of 2012		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		75.4	78.5	
Average Score	Mathematics	459	503	18.0
	Critical Reading	466	499	15.0
	Writing	470	504	18.0

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 2012	84.3	84.8	26.5
2011-12 Annual Dropout Rate for Grade 9 through 12	0.8	2.1	39.3

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	77.2	82.6
% Employed (Civilian Employment and in Armed Services)	7.8	9.8

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of School Staff	
General Education	
Teachers and Instructors	400.90
Paraprofessional Instructional Assistants	47.95
Special Education	
Teachers and Instructors	62.00
Paraprofessional Instructional Assistants	92.80
Library/Media Specialists and/or Assistants	14.00
Staff Devoted to Adult Education	1.00
Administrators, Coordinators, and Department Chairs	
District Central Office	11.00
School Level	19.00
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	14.00
Counselors, Social Workers, and School Psychologists	46.00
School Nurses	14.00
Other Staff Providing Non-Instructional Services and Support	331.80

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	14.5	13.9
% with Master's Degree or Above	86.9	81.1	79.8

Average Class Size	District	DRG	State
Grade K	17.9	18.4	18.9
Grade 2	18.9	19.1	19.8
Grade 5	19.5	20.8	21.3
Grade 7	17.5	19.5	20.2
High School	18.6	18.7	18.8

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	1,085	986	999
Middle School	947	1,019	1,029
High School	908	1,006	1,027

*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*	4.1	3.0	2.7
Middle School	1.3	2.2	2.1
High School	2.6	2.1	2.1

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2011-12

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	\$59,251	\$10,147	\$8,570	\$8,571	\$8,570
Instructional Supplies and Equipment	\$741	\$127	\$252	\$180	\$257
Improvement of Instruction and Educational Media Services	\$1,429	\$245	\$475	\$421	\$471
Student Support Services	\$8,082	\$1,384	\$949	\$1,097	\$950
Administration and Support Services	\$9,439	\$1,617	\$1,526	\$1,486	\$1,547
Plant Operation and Maintenance	\$10,456	\$1,791	\$1,466	\$1,455	\$1,459
Transportation	\$6,728	\$917	\$775	\$753	\$765
Costs for Students Tuitioned Out	\$10,370	N/A	N/A	N/A	N/A
Other	\$940	\$161	\$170	\$195	\$170
Total	\$107,436	\$15,839	\$14,444	\$14,327	\$14,333
Additional Expenditures					
Land, Buildings, and Debt Service	\$8,165	\$1,398	\$1,405	\$1,688	\$1,398

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$27,244,835	25.4	22.8	21.8

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	73.0	24.2	2.6	0.2
Excluding School Construction	72.8	24.1	2.8	0.2

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. These numbers are only averages, however, as we try to 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. Title I funds help support site-based literacy specialists in our five Title I schools, the new state Alliance Grant allows us to provide a math specialist in every school (K-8) and intensive intervention programs in our most needy schools. 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 many from Experience Corp work in our primary grades to help all students become successful readers.

SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	807
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	12.0%

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	113	1.7	1.5	1.3
Learning Disability	232	3.4	4.0	4.0
Intellectual Disability	26	0.4	0.5	0.4
Emotional Disturbance	64	1.0	1.2	1.0
Speech Impairment	148	2.2	2.2	2.0
Other Health Impairment*	163	2.4	2.5	2.4
Other Disabilities**	61	0.9	1.2	1.0
Total	807	12.0	13.1	12.1

*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 2011-12 with a Standard Diploma	64.8	64.4
2011-12 Annual Dropout Rate for Students Aged 14 to 21	N/A	3.2

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	30.6	34.5	65.8	69.2
	Writing	17.0	19.9	60.3	64.4
	Mathematics	23.9	29.0	59.5	65.5
	Science	13.3	21.3	54.3	61.3
CAPT	Reading Across the Disciplines	5.7	15.7	35.6	48.5
	Writing Across the Disciplines	7.0	16.7	51.0	62.1
	Mathematics	4.3	16.8	38.3	52.4
	Science	7.3	14.6	30.6	48.8

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	14.8
	% With Accommodations	85.2
CAPT	% Without Accommodations	20.0
	% With Accommodations	80.0
% Assessed Using Skills Checklist		10.5

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	4.5
Private Schools or Other Settings	117	14.5

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	569	70.5	68.2	72.0
40.1 to 79.0 Percent of Time	114	14.1	16.0	16.4
0.0 to 40.0 Percent of Time	124	15.4	15.8	11.6

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

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. Our automated call system greatly helps with calls made to the home as soon as it is determined that a student is absent. At the secondary level, we take attendance by period to improve attendance for all classes. Using attendance data, we now target students with repeated absences, working with families and providing supports to increase attendance. In the past, too many of our students were unable to move from ninth to tenth grade because of class failures due to absences. Our recently implemented team approach at the ninth grade has had a positive impact on attendance and promotion at that level. While yearly results reflect some fluctuations by grade and by school, data indicates that Hamden demonstrated consistent overall gains as a school district. We have provided Literacy Specialists and Mathematics Specialists in each of our elementary schools to assist classroom teachers with implementing research-based strategies and interventions for struggling students. 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 has been instituted 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. Over the last two years, we have been working to expand the continuum of special education programming options in-district to meet the needs of students who demonstrate the most significant cognitive and behavioral needs. 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. We recently implemented a collaborative meeting model between special education teachers, literacy and mathematics teachers to promote a greater understanding of the expectations and strategies for differentiation for our students based on the CCSS. 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. 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.
