

**STRATEGIC SCHOOL PROFILE 2007-08****Hamden School District**

FRANCES RABINOWITZ, Superintendent

Telephone: (203) 407-2000

Location: 60 Putnam Avenue

Hamden,

Connecticut

Website: [www.hamden.org](http://www.hamden.org)


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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](http://www.sde.ct.gov).

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**COMMUNITY DATA**

County: New Haven

Per Capita Income in 2000: \$26,039

Town Population in 2000: 56,913

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

1990-2000 Population Growth: 8.5%

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

Number of Public Schools: 10

District Enrollment as % of Estimated. Student Population: 82.5%

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\*To view the Adult Education Program Profiles online, go to [www.sde.ct.gov](http://www.sde.ct.gov) and click on Adult Education, then Reports.

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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.

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**STUDENT ENROLLMENT**

Enrollment on October 1, 2007

6,260

5-Year Enrollment Change

-0.8%

**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	1,496	23.9	31.0	28.7
K-12 Students Who Are Not Fluent in English	77	1.3	3.1	5.4
Students Identified as Gifted and/or Talented*	130	2.1	3.3	4.0
PK-12 Students Receiving Special Education Services in District	764	12.2	11.8	11.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	370	80.6	74.1	79.2
Homeless	1	0.0	0.2	0.2
Juniors and Seniors Working 16 or More Hours Per Week	240	24.0	24.8	20.2

\*100.0% of the identified gifted and/or talented students received services.

## SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	11	0.2
Asian American	389	6.2
Black	2,086	33.3
Hispanic	823	13.1
White	2,951	47.1
Total Minority	3,309	52.9

**Percent of Minority Professional Staff:** 9.5%

**Open Choice:** 80 students 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:** 12.8% 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 54.

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### EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

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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 6000 students are attending Hamden Public Schools. Over fifty percent are students of color. Partnership with National Urban Alliance and membership in the Consortium of Courageous Conversations about Race are two initiatives the district has engaged in to bring reflective practices and cultural proficiency to our instruction, leadership and policies. Our practices are becoming more responsive to the needs of all students as we address the pervasive achievement gap. Hamden also continues to participate in the Open Choice Program. Seventy students attended Hamden school in the 2007-2008 school year. Wintergreen Interdistrict Magnet School, a Hamden initiated project houses 410 Hamden student together with students from New Haven, Woodbridge and Wallingford. More than 200 of our students attend magnet and alternative schools in New Haven. Several of our schools also participate in state-funded sister school exchange programs. Impacting and eventually eliminating the achievement gap is a constant theme in district and school goals, actions and professional development.

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## STUDENT PERFORMANCE

**Connecticut Mastery Test, Fourth Generation, % 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.

Grade and CMT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal
Grade 3 Reading	47.0	52.0	23.3
Writing	55.3	63.4	16.6
Mathematics	53.3	60.0	18.4
Grade 4 Reading	47.5	55.9	20.3
Writing	50.3	62.9	11.3
Mathematics	45.7	60.3	13.8
Grade 5 Reading	51.3	62.2	15.4
Writing	48.8	64.5	13.0
Mathematics	54.8	65.9	14.8
Science	43.6	54.9	15.4
Grade 6 Reading	63.9	66.3	24.4
Writing	54.6	61.9	23.8
Mathematics	66.3	66.4	32.7
Grade 7 Reading	58.3	71.1	14.8
Writing	55.7	62.0	24.5
Mathematics	51.7	63.0	19.4
Grade 8 Reading	52.5	64.8	14.5
Writing	48.5	63.4	15.1
Mathematics	43.5	60.8	13.2
Science	38.8	58.6	11.9

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](http://www.ctreports.com).

To see the NCLB Report Card for this school, go to [www.sde.ct.gov](http://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 scoreable 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	30.3	45.5	18.5
Writing Across the Disciplines	44.3	57.9	17.7
Mathematics	34.2	50.1	19.2
Science	30.0	46.3	16.2

For more detailed CAPT results, go to [www.ctreports.com](http://www.ctreports.com).

To see the NCLB Report Card for this school, go to [www.sde.ct.gov](http://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
	29.6	36.1	25.1

SAT® I: Reasoning Test Class of 2007		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		78.2	77.6	
Average Score	Mathematics	470	504	21.5
	Critical Reading	486	502	29.2
	Writing	482	503	25.4

**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, Class of 2007	95.6	92.6	43.8
Cumulative Four-Year Dropout Rate for Class of 2007	3.8	6.2	40.6
2006-07 Annual Dropout Rate for Grade 9 through 12	1.6	1.7	32.6

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	87.0	83.4
% Employed (Civilian Employment and in Armed Services)	4.8	12.3

## RESOURCES AND EXPENDITURES

### DISTRICT STAFF

Full-Time Equivalent Count of District Staff	
General Education	
Teachers and Instructors	390.20
Paraprofessional Instructional Assistants	100.00
Special Education	
Teachers and Instructors	59.00
Paraprofessional Instructional Assistants	78.50
Library/Media Specialists and Assistants	13.00
Staff Devoted to Adult Education	1.00
Administrators, Coordinators, and Department Chairs	
District Central Office	11.00
School Level	18.40
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	10.00
Counselors, Social Workers, and School Psychologists	40.50
School Nurses	14.00
Other Staff Providing Non-Instructional Services and Support	360.80

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	13.8	14.6	13.6
% with Master's Degree or Above	87.1	76.5	75.6

Average Class Size	District	DRG	State
Grade K	17.3	17.1	18.1
Grade 2	18.3	18.2	19.3
Grade 5	19.5	19.9	20.9
Grade 7	17.2	19.7	20.5
High School	21.8	20.4	18.6

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	1,004	983	987
Middle School	1,004	1,006	1,017
High School	926	997	1,006

\*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*	5.2	4.3	3.4
Middle School	1.5	3.0	2.7
High School	4.2	3.0	2.7

\*Excludes schools with no grades above kindergarten.

## DISTRICT EXPENDITURES AND REVENUES, 2006-07

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	\$49,170	\$7,866	\$7,153	\$7,108	\$7,159
Instructional Supplies and Equipment	\$1,591	\$255	\$262	\$235	\$266
Improvement of Instruction and Educational Media Services	\$1,634	\$261	\$443	\$365	\$429
Student Support Services	\$6,899	\$1,104	\$764	\$785	\$761
Administration and Support Services	\$8,089	\$1,294	\$1,256	\$1,216	\$1,271
Plant Operation and Maintenance	\$8,481	\$1,357	\$1,329	\$1,287	\$1,322
Transportation	\$5,297	\$741	\$605	\$613	\$601
Costs for Students Tuitioned Out	\$10,826	N/A	N/A	N/A	N/A
Other	\$763	\$122	\$147	\$147	\$145
<b>Total</b>	<b>\$92,751</b>	<b>\$13,009</b>	<b>\$12,203</b>	<b>\$12,064</b>	<b>\$12,151</b>
<b>Additional Expenditures</b>					
Land, Buildings, and Debt Service	\$10,840	\$1,734	\$1,875	\$2,074	\$1,882

Special Education Expenditures	
Total Expenditures	\$21,341,966
Percent of Total PK-12 Expenditures Used for Special Education	23.0%

**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	69.3	27.7	2.7	0.2
Excluding School Construction	72.0	24.7	3.1	0.2

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### EQUITABLE ALLOCATION OF RESOURCES AMONG DISTRICT SCHOOLS

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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 formula as determined by the Board through the budget process. It has been the practice of the Board of Education and its Central Office, that each school in the district should have comparable resources while recognizing that secondary education, such as equipment and specialized supplies, are inherently more expensive. 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 needy schools through state entitlement allocations. Title I funds help support site-based literacy specialists in our five Title I schools as well as supplementary tutoring. Grant funding also supports site initiatives such as after-school programs, summer reading camps, technology acquisition and parent literacy. Collaboratives 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.

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### SPECIAL EDUCATION

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Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	912
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	12.9%

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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	69	1.0	0.7	0.7
Learning Disability	250	3.5	3.7	4.0
Intellectual Disability	25	0.4	0.6	0.5
Emotional Disturbance	94	1.3	1.2	1.0
Speech Impairment	212	3.0	2.6	2.4
Other Health Impairment*	207	2.9	2.2	2.1
Other Disabilities**	55	0.8	1.0	0.9
Total	912	12.9	12.1	11.5

\*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 2006-07 with a Standard Diploma	87.2	77.2
2006-07 Annual Dropout Rate for Students Aged 14 to 21	1.9	2.8

## 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	15.6	20.4	53.3	62.1
	Writing	10.4	19.3	52.2	63.0
	Mathematics	16.3	22.6	52.2	62.7
	Science	14.7	22.2	41.1	56.8
CAPT	Reading Across the Disciplines	2.6	11.4	30.3	45.5
	Writing Across the Disciplines	12.5	16.3	44.3	57.9
	Mathematics	2.7	14.7	34.2	50.1
	Science	5.2	14.4	30.0	46.3

For more detailed CMT or CAPT results, go to [www.ctreports.com](http://www.ctreports.com). To see the NCLB Report Card for this school, go to [www.sde.ct.gov](http://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	37.3
	% With Accommodations	62.7
CAPT	% Without Accommodations	35.4
	% With Accommodations	64.6
% Assessed Using Skills Checklist		7.7

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	39	4.3
Private Schools or Other Settings	148	16.2

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	565	62.0	66.9	71.6
40.1 to 79.0 Percent of Time	143	15.7	15.0	16.6
0.0 to 40.0 Percent of Time	204	22.4	18.1	11.8

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**SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES**

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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 performance for all subgroups on the Connecticut Mastery Tests (CMT) and the Connecticut Academic Proficiency Test (CAPT).

While yearly results reflect some fluctuations by grade and by school, our data indicates that students demonstrate reasonable improvement over time. The 2008 CMT results reflect significant growth in Reading and Math in grades 3, 4, 6, and 7. We continue to focus on areas of strength and deficit in all grades. The participation rate on all assessments is 95 percent or better. As a district, our pervasive goal is to impact and eventually eliminate the gaps reflected in some of our subgroups. We have provided Literacy Specialists in each of our elementary schools and increased the number of Math Specialists from two to four 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. Behavior support centers are operating at all elementary schools, the middle and the high school to offer behavior interventions and to reduce suspensions. In 2007-08, the middle school decreased the number of out of school suspensions by 47 percent. After-school programs, summer reading initiatives and parent literacy programs continue to be part of Hamden Public Schools. We constantly ask them 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?
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