

**STRATEGIC SCHOOL PROFILE 2009-10****Hamden School District**

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Hamden,  
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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).

**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: 83.5%

\*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.

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, 2009      5,940  
5-Year Enrollment Change      -5.8%

**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	1,895	31.7	36.4	32.6
K-12 Students Who Are Not Fluent in English	251	4.3	3.5	5.4
Students Identified as Gifted and/or Talented*	191	3.2	4.0	4.1
PK-12 Students Receiving Special Education Services in District	719	12.0	12.1	11.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	345	79.5	75.1	80.5
Homeless	3	0.1	0.2	0.2
Juniors and Seniors Working 16 or More Hours Per Week	162	17.8	14.8	13.6

\*92.7 % of the identified gifted and/or talented students received services.

## SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	8	0.1
Asian American	433	7.2
Black	1,919	32.1
Hispanic	804	13.5
White	2,776	47.0
Total Minority	3,164	53.3

**Percent of Minority Professional Staff:** 9.8%

**Open Choice:**

45 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 53.

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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, 6100 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 results continues to widen. Hamden continues to participate in the Open Choice Program; 45 students attended Hamden schools in the 2009-2010 school year. Wintergreen Inter-district Magnet School, a Hamden initiated project houses 377 Hamden students together with students from New Haven, Woodbridge, Meriden, and Wallingford. More than 200 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.

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## 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 <a href="http://www.ctreports.com">www.ctreports.com</a>.</p> <p>To see the NCLB Report Card for this school, go to <a href="http://www.sde.ct.gov">www.sde.ct.gov</a> and click on "No Child Left Behind."</p>
Grade 3 Reading	50.0	57.0	21.5	
Writing	51.3	58.3	17.8	
Mathematics	59.5	62.4	28.8	
Grade 4 Reading	54.2	59.9	22.6	
Writing	54.1	63.6	16.9	
Mathematics	57.5	67.0	18.2	
Grade 5 Reading	56.5	61.8	23.6	
Writing	63.6	68.2	24.1	
Mathematics	66.4	72.4	21.7	
Science	53.6	59.4	19.9	
Grade 6 Reading	73.2	74.9	29.4	
Writing	56.6	65.9	19.5	
Mathematics	64.6	70.7	22.7	
Grade 7 Reading	69.7	77.4	18.8	
Writing	55.3	61.2	25.3	
Mathematics	61.5	68.5	24.0	
Grade 8 Reading	71.8	73.3	30.6	
Writing	53.2	62.6	22.3	
Mathematics	60.8	67.3	22.9	
Science	50.3	62.8	17.8	

**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 <a href="http://www.ctreports.com">www.ctreports.com</a>.</p> <p>To see the NCLB Report Card for this school, go to <a href="http://www.sde.ct.gov">www.sde.ct.gov</a> and click on "No Child Left Behind."</p>
Reading Across the Disciplines	29.1	45.9	18.9	
Writing Across the Disciplines	45.8	59.6	20.3	
Mathematics	34.8	48.7	22.0	
Science	26.0	45.3	12.9	

**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
	47.1	50.7	36.6

SAT® I: Reasoning Test Class of 2009		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		71.4	68.5	
Average Score	Mathematics	472	508	24.0
	Critical Reading	466	503	17.1
	Writing	469	506	16.3

**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 2009	90.6	91.3	22.3
2008-09 Annual Dropout Rate for Grade 9 through 12	1.7	3.0	39.0

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	86.7	84.5
% Employed (Civilian Employment and in Armed Services)	9.0	10.4

## RESOURCES AND EXPENDITURES

### DISTRICT STAFF

Full-Time Equivalent Count of School Staff	
General Education	
Teachers and Instructors	399.30
Paraprofessional Instructional Assistants	53.75
Special Education	
Teachers and Instructors	61.00
Paraprofessional Instructional Assistants	79.00
Library/Media Specialists and/or Assistants	13.00
Staff Devoted to Adult Education	1.00
Administrators, Coordinators, and Department Chairs	
District Central Office	9.00
School Level	19.20
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	12.00
Counselors, Social Workers, and School Psychologists	44.90
School Nurses	14.00
Other Staff Providing Non-Instructional Services and Support	328.30

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	14.6	13.8
% with Master's Degree or Above	84.8	78.5	77.8

Average Class Size	District	DRG	State
Grade K	18.2	18.2	18.5
Grade 2	17.9	18.9	19.7
Grade 5	21.1	20.7	21.1
Grade 7	16.9	19.9	20.8
High School	19.1	19.8	19.6

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	1,004	982	992
Middle School	993	1,000	1,018
High School	932	1,002	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*	4.6	3.7	3.2
Middle School	1.4	2.6	2.5
High School	3.2	2.3	2.3

\*Excludes schools with no grades above kindergarten.

### DISTRICT EXPENDITURES AND REVENUES, 2008-09

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	\$56,067	\$9,244	\$7,819	\$7,898	\$7,829
Instructional Supplies and Equipment	\$1,180	\$195	\$274	\$242	\$279
Improvement of Instruction and Educational Media Services	\$509	\$84	\$474	\$380	\$459
Student Support Services	\$5,561	\$917	\$863	\$900	\$859
Administration and Support Services	\$9,209	\$1,518	\$1,405	\$1,379	\$1,426
Plant Operation and Maintenance	\$10,426	\$1,719	\$1,469	\$1,492	\$1,462
Transportation	\$6,408	\$835	\$701	\$693	\$694
Costs for Students Tuitioned Out	\$11,644	N/A	N/A	N/A	N/A
Other	\$1,237	\$204	\$163	\$176	\$162
<b>Total</b>	<b>\$102,242</b>	<b>\$14,612</b>	<b>\$13,458</b>	<b>\$13,462</b>	<b>\$13,386</b>
<b>Additional Expenditures</b>					
Land, Buildings, and Debt Service	\$7,723	\$1,273	\$1,864	\$2,044	\$1,825

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$26,513,735	25.9	22.3	20.7

**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	71.2	26.1	2.7	0.0
Excluding School Construction	71.3	25.7	2.9	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. 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 schools through state entitlement allocations. This year, for example, we received a state funded after school grant \$180,000 which allowed enrichment after school programs to exist at Shepherd Glen School. 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. More than 80 students were placed in Hamden Public Schools for field study and internships. 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	872
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	12.7%

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	78	1.1	1.0	1.0
Learning Disability	252	3.7	3.9	3.9
Intellectual Disability	24	0.3	0.5	0.5
Emotional Disturbance	85	1.2	1.1	1.0
Speech Impairment	183	2.7	2.5	2.2
Other Health Impairment*	187	2.7	2.3	2.1
Other Disabilities**	63	0.9	1.1	0.9
<b>Total</b>	<b>872</b>	<b>12.7</b>	<b>12.4</b>	<b>11.6</b>

\*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 2008-09 with a Standard Diploma	82.6	81.0
2008-09 Annual Dropout Rate for Students Aged 14 to 21	1.2	4.1

## 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	30.4	31.6	62.9	67.5
	Writing	13.2	19.6	55.7	63.3
	Mathematics	25.6	32.9	61.7	68.1
	Science	14.5	23.7	51.9	61.1
CAPT	Reading Across the Disciplines	1.6	13.8	29.1	45.9
	Writing Across the Disciplines	6.3	16.8	45.8	59.6
	Mathematics	5.5	16.7	34.8	48.7
	Science	5.9	13.0	26.0	45.3

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	49.5
	% With Accommodations	50.5
CAPT	% Without Accommodations	92.7
	% With Accommodations	7.3
% Assessed Using Skills Checklist		18.1

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	42	4.8
Private Schools or Other Settings	137	15.7

### 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	574	65.8	70.1	73.4
40.1 to 79.0 Percent of Time	124	14.2	15.3	15.3
0.0 to 40.0 Percent of Time	174	20.0	14.6	11.3

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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 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 eight 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 2009-10, the middle school and high school continued to decrease the number of out-of-school suspensions. For example, at the high school, out-of-school suspensions in 2009-10 decreased from 512 (2007-2008) to 341. After-school programs, summer reading initiatives and parent literacy programs continue to be part of Hamden Public Schools.

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