

STRATEGIC SCHOOL PROFILE 2011-12**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: 84.7%

*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, 2011 5,817
 5-Year Enrollment Change -6.9%

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	2,240	38.5	42.1	35.2
K-12 Students Who Are Not Fluent in English	248	4.3	3.8	5.6
Students Identified as Gifted and/or Talented*	193	3.3	3.9	4.0
PK-12 Students Receiving Special Education Services in District	657	11.3	12.6	11.5
Kindergarten Students who Attended Preschool, Nursery School or Headstart	372	84.7	77.0	79.8
Homeless	7	0.1	0.3	0.3
Juniors and Seniors Working 16 or More Hours Per Week	139	16.6	12.0	13.0

*97.9 % 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	441	7.6
Black	1,801	31.0
Hispanic	900	15.5
Pacific Islander	1	0.0
White	2,536	43.6
Two or more races	130	2.2
Total Minority	3,281	56.4

Percent of Minority Professional Staff: 8.7%

Open Choice:

24 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:

15.0% 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 56.

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, 5,794 students are attending Hamden Public Schools. Over 50 percent of Hamden Public School student populations 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 Connecticut Academic Performance Test (CAPT) remains a concern but this year, students in grade 10 showed gains on all components of the CAPT. Hamden continues to participate in the Open Choice Program; 24 students attended Hamden schools in the 2011-2012 school year. Wintergreen Inter-district Magnet School, houses 334 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	<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	51.5	59.2	18.1	
Writing	53.7	62.7	19.4	
Mathematics	61.1	66.5	21.9	
Grade 4 Reading	56.3	64.1	18.1	
Writing	56.3	65.3	14.4	
Mathematics	57.9	68.0	15.6	
Grade 5 Reading	61.8	67.6	21.7	
Writing	59.3	68.1	20.2	
Mathematics	64.3	71.6	19.0	
Science	57.1	63.9	18.5	
Grade 6 Reading	72.5	74.1	30.1	
Writing	63.7	67.4	30.7	
Mathematics	65.9	69.3	27.1	
Grade 7 Reading	76.6	79.8	25.2	
Writing	62.3	65.6	29.2	
Mathematics	64.1	68.1	27.5	
Grade 8 Reading	66.7	76.8	13.2	
Writing	56.7	68.3	17.5	
Mathematics	54.4	67.2	17.0	
Science	48.1	61.9	16.3	

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	34.0	47.5	22.6	
Writing Across the Disciplines	48.2	63.0	17.9	
Mathematics	38.1	49.2	26.3	
Science	30.7	47.1	22.4	

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
	51.0	50.6	48.2

SAT® I: Reasoning Test Class of 2011		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		86.2	77.3	
Average Score	Mathematics	474	505	21.4
	Critical Reading	477	502	21.4
	Writing	476	506	16.8

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 2011	83.3	82.7	30.1
2010-11 Annual Dropout Rate for Grade 9 through 12	1.2	2.6	40.6

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	81.7	84.5
% Employed (Civilian Employment and in Armed Services)	7.7	9.7

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of School Staff	
General Education	
Teachers and Instructors	399.90
Paraprofessional Instructional Assistants	53.95
Special Education	
Teachers and Instructors	60.05
Paraprofessional Instructional Assistants	86.00
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	44.00
School Nurses	14.00
Other Staff Providing Non-Instructional Services and Support	329.60

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	14.4	13.9
% with Master's Degree or Above	85.7	79.5	79.6

Average Class Size	District	DRG	State
Grade K	17.6	18.7	18.5
Grade 2	18.3	19.3	19.7
Grade 5	20.5	21.1	21.6
Grade 7	17.2	20.3	20.3
High School	17.6	19.4	19.6

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	1,085	989	993
Middle School	922	1,012	1,024
High School	1,005	1,013	1,024

*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	3.4	2.8
Middle School	1.8	2.4	2.2
High School	2.7	2.1	2.1

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2010-11

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	\$61,215	\$10,237	\$8,464	\$8,467	\$8,469
Instructional Supplies and Equipment	\$830	\$139	\$267	\$222	\$271
Improvement of Instruction and Educational Media Services	\$1,246	\$208	\$487	\$406	\$482
Student Support Services	\$7,282	\$1,218	\$901	\$999	\$901
Administration and Support Services	\$9,197	\$1,538	\$1,468	\$1,417	\$1,490
Plant Operation and Maintenance	\$10,391	\$1,738	\$1,471	\$1,459	\$1,463
Transportation	\$6,567	\$878	\$735	\$732	\$724
Costs for Students Tuitioned Out	\$11,212	N/A	N/A	N/A	N/A
Other	\$897	\$150	\$165	\$166	\$165
Total	\$108,837	\$15,662	\$14,238	\$14,111	\$14,140
Additional Expenditures					
Land, Buildings, and Debt Service	\$7,435	\$1,243	\$1,290	\$1,057	\$1,331

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$27,193,188	25.0	22.7	21.7

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	71.6	21.5	6.8	0.0
Excluding School Construction	71.7	21.0	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, the new state Alliance Grant will allow 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 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	812
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	105	1.6	1.3	1.2
Learning Disability	238	3.5	3.9	3.9
Intellectual Disability	28	0.4	0.5	0.4
Emotional Disturbance	65	1.0	1.2	1.0
Speech Impairment	160	2.4	2.3	2.1
Other Health Impairment*	160	2.4	2.5	2.2
Other Disabilities**	56	0.8	1.2	1.0
Total	812	12.0	12.9	11.7

*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 2010-11 with a Standard Diploma	68.4	62.4
2010-11 Annual Dropout Rate for Students Aged 14 to 21	N/A	5.1

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	35.2	36.0	64.6	70.4
	Writing	13.9	21.5	58.8	66.3
	Mathematics	23.8	31.8	61.2	68.4
	Science	12.3	23.0	52.2	62.9
CAPT	Reading Across the Disciplines	8.6	14.5	34.0	47.5
	Writing Across the Disciplines	11.1	18.2	48.2	63.0
	Mathematics	15.2	15.4	38.1	49.2
	Science	7.7	13.6	30.7	47.1

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	36.8
	% With Accommodations	63.2
CAPT	% Without Accommodations	15.4
	% With Accommodations	84.6
% Assessed Using Skills Checklist		10.4

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	35	4.3
Private Schools or Other Settings	141	17.4

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	539	66.4	68.0	72.1
40.1 to 79.0 Percent of Time	123	15.1	16.4	16.3
0.0 to 40.0 Percent of Time	150	18.5	15.6	11.7

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 we have demonstrated consistent overall gains as a school district. We continue to celebrate areas of improvement while developing strategies for deficits. This year, we have been designated by the State Department of Education as an Alliance District. We will receive \$882,989 for the next five years to work with the schools with the greatest needs. 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 2011-12, 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 43% since 2007; likewise the rate at the high school has decreased by 65%. After-school programs, summer reading initiatives and parent literacy programs continue to be an integral part of Hamden Public Schools. 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. We also take attendance by period to insure that students are present for all classes. We award perfect attendance each year and have a very robust student support system in each of our schools. We believe this will insure that no child is anonymous and allowed to be absent often or for long periods of time with the knowledge of staff. Personal calls are made to parents after three undocumented absences and family meetings are set up to discuss any of the issues. We have several alternative small class settings for students who are having social and emotional issues which may lead to truancy. In our high school, we experienced too many student absences in grade 9 so we went to a team approach two years ago and that has greatly decreased the issue. Many of our students were unable to move from ninth to tenth grade because of class failures due to absences. That has been dramatically reduced. In 2008-09, 13% of our ninth graders did not move on to grade 10. In 2011-12, that number was reduced to 2.5%. The Town of Hamden, working collaboratively with the school system and the police department established a Judicial Review Board which has been very effective in resolving very serious truancy referrals.
