

STRATEGIC SCHOOL PROFILE 2004-05

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).

COMMUNITY DATA

County: New Haven	Public School Enrollment as a Percent of Town Population: 11.0%
2000 Population: 56,913	Public School Enrollment as % of Total Student Population: 81.1%
1990-2000 Population Growth: 8.5%	Percent of Adults without a High School Diploma in 2000: 11.0%
2000 Per Capita Income: \$26,039	Adult Education Enrollment in 2003-04 School Year: 435
Number of Public Schools: 10	Number of Adults Receiving Diplomas in 2003-04 School Yr.: 75
Number of Nonpublic Schools: 13	

Education Reference Group (ERG): D ERG is a classification of districts whose students' families are similar in education, income, occupation, and need, and that have roughly similar enrollment.

DISTRICT NEED

Current and Past District Need	Year	District	ERG	State
% of Students Eligible for Free/Reduced-Price Meals	2004-2005	25.4	10.5	26.6
	2002-2003	20.4	9.2	25.4
% of K-12 Students with Non-English Home Language	2004-2005	2.3	4.6	12.5
	1999-2000	6.7	4.0	12.3
% of Elementary and Middle School Students above Entry Gr. who Attended this School the Previous Yr.	2004-2005	82.4	91.7	89.0
	1999-2000	83.3	90.7	86.3
% of Kindergarten Students who Attended Preschool, Nursery School, or Headstart	2004-2005	65.5	79.6	77.0
	1999-2000	55.6	73.3	73.1
% of Juniors and Seniors Working More Than 16 Hours Per Week	2004-2005	29.4	22.6	22.1
	1999-2000	19.9	29.6	30.4

STUDENT ENROLLMENT AND RACE/ETHNICITY

Enrollment	
Grade Range	K-12
Total Enrollment	6,304
5-Year Enrollment Change	2.1%
Projected 2009 Enrollment	
Elementary	3,307
Middle School	847
High School	1,935
Prekindergarten, Other	35

Race/Ethnicity	Number	Percent
American Indian	8	0.1
Asian American	335	5.3
Black	1,887	29.9
Hispanic	649	10.3
White	3,425	54.3
Total Minority 2004-2005	2,879	45.7
Total Minority 1999-2000	2,262	36.7

EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION


Connecticut law requires that school districts provide educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds. This may occur through magnet school programs, public school choice programs, charter schools, minority staff recruitment, inter- or intradistrict programs and projects, distance learning, or other experiences. Below is the description submitted by this school district of how it provides such experiences.

Distribution of district resources is guided by Board of Education policy. Each of our schools receives funding based on an equitable per pupil formula as determined by the Board through the budget process. 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 focus entitlement allocations on schools demonstrating the highest need. Title I funds help support site-based literacy specialists in our six identified schools, and are also allocated for supplementary tutoring, while district funds pay for tutors in all schools. Grant funding also supports site initiatives such as after-school programs, summer reading camps, technology acquisition and parent literacy. Several staff members have received training in the national Motherhead/Fatheread program. Collaboratives with local universities have placed graduate interns in all our schools and over 100 literacy volunteers in our primary classrooms. A volunteer coordinator was hired to facilitate this program. In addition, three elementary schools have been working with the Haskin's Laboratory at Yale University to extend teachers' instructional skills in phonics and phonemic awareness.

A School Readiness Grant, along with a Family Resource Center Grant and a Good Start Grant, fund and support a preschool at Church Street Elementary School. These grants also provide parent training and support, as well as preschool play groups. An Early Reading Success Grand supports family literacy at Dunbar Hill School, and Graustein Funds are supporting several early years' initiatives, including collaborations with child care providers to address students as they transition to kindergarten. A United Way "Six by 6" grant has allowed us to extend this initiative.

DISTRICT RESOURCES

Staff Count (Full-Time Equivalent)		Average Class Size				
				District	ERG	State
# of Certified Staff		Grade K	2004-2005	19.3	18.2	18.5
Teachers	437.8		1999-2000	16.3	18.4	18.5
Administrators	29.0	Grade 2	2004-2005	19.0	19.6	19.5
Department Chairs	0.0		1999-2000	18.7	19.7	19.8
Library/Media Staff	8.0	Grade 5	2004-2005	20.2	20.4	21.3
Other Professionals	61.7		1999-2000	20.9	22.3	21.8
% Minority 2004-2005	8.3	Grade 7	2004-2005	18.0	20.8	20.9
% Minority 1999-2000	8.1		1999-2000	18.4	21.4	21.9
# Non-Certified Instructional	115.0	High School	2004-2005	21.5	20.2	20.2
			1999-2000	21.7	20.5	20.0

Professional Staff Experience and Training	District	ERG	State
Average Number of Years Experience in Connecticut	14.0	14.1	13.2
% with Master's Degree or Above	90.6	78.1	78.5
% Trained as Mentors, Assessors, or Cooperating Teachers	36.0	32.5	27.7

DISTRICT RESOURCES, continued

Total Hours of Instruction Per Yr.*	Dist	ERG	State
Elementary	1,027	984	987
Middle School	994	1,007	1,014
High School	922	995	1,003

*State law requires at least 900 hours for gr. 1-12 and full-day kindergarten, and 450 hours for half-day kindergarten.

Resource Ratios	District	ERG	State
Students Per Academic Computer	4.9	4.0	3.6
Students Per Teacher	14.4	14.3	13.8
Teachers Per Administrator	15.1	14.3	13.9

STUDENT PERFORMANCE

Physical Fitness	District	ERG	State
% Passing All 4 Tests	33.7	35.6	35.2

Connecticut Mastery Test, Third Generation, % Meeting State Goal: The state goal was established with the advice and assistance of a cross section of Connecticut educators. 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.

Connecticut Mastery Test, 3 rd Generation % Meeting State Goal	District 2004-05	ERG 2004-05	State 2004-05
Grade 4 Reading	43.0	58.6	52.8
Writing	53.0	69.2	63.3
Mathematics	46.0	61.1	56.8
All Three Tests	32.5	45.2	41.2
Grade 6 Reading	60.3	68.1	60.5
Writing	54.7	67.0	61.3
Mathematics	59.7	68.7	60.9
All Three Tests	42.3	51.5	45.3
Grade 8 Reading	55.2	73.0	64.9
Writing	53.5	68.7	60.7
Mathematics	45.4	64.9	55.7
All Three Tests	35.7	53.6	45.2
Participation Rate	99.0	99.2	99.0



The figures above were calculated differently than those reported in the No Child Left Behind (NCLB) Report Cards. Unlike NCLB figures, 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.

STUDENT PERFORMANCE, continued

Connecticut Academic Performance Test, Second Generation, % Meeting State Goal: The state Goal was established with the advice and assistance of a cross section of Connecticut educators. Students receive certification of mastery for each area in which they meet or exceed the Goal. 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.


Conn. Academic Performance Test, 2nd Generation % Grade 10 Meeting State Goal	District 2004-05	ERG 2004-05	State 2004-05
Reading Across the Disciplines	46.0	54.6	48.9
Writing Across the Disciplines	53.2	62.4	55.2
Mathematics	38.3	55.6	47.8
Science	32.6	54.2	47.3
All Four Tests	22.9	33.6	29.2
Participation Rate	97.8	98.1	96.8



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SAT[®] I: Reasoning Test	Class of 1999	Class of 2004		
	District	District	ERG	State
% of Graduates Tested	90.0	84.4	81.5	74.8
Mathematics: Average Score	490	485	514	508
Mathematics: % Scoring 600 or More	18.7	16.1	22.5	23.3
Verbal: Average Score	507	490	513	508
Verbal: % Scoring 600 or More	21.1	17.7	20.7	22.0

Dropout Rates	District	ERG	State
Cumulative Four-Year Rate for Class of 2004	15.7	6.0	8.8
2003-04 Annual Rate for Grades 9 through 12	1.0	1.0	1.8
1998-99 Annual Rate for Grades 9 through 12	2.0	2.1	3.3

Activities of Graduates	Class of	# in District	District %	ERG %	State %
 Pursuing Higher Education	2004	402	89.7	85.3	81.5
	1999	316	85.6	82.9	78.3
Employed or in Military	2004	35	7.8	11.2	14.1
	1999	30	8.1	14.3	17.1
Unemployed	2004	1	0.2	0.9	0.8
	1999	0	0.0	0.0	0.9

DISTRICT REVENUES/EXPENDITURES 2003-04

Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources. ERG 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	ERG	State
Instructional Staff and Services	\$46,073	\$7,235	\$6,287	\$5,786	\$6,282
Instructional Supplies and Equipment	\$878	\$138	\$242	\$211	\$242
Improvement of Instruction and Educational Media Services	\$355	\$56	\$398	\$294	\$387
Student Support Services	\$4,251	\$667	\$616	\$641	\$615
Administration and Support Services	\$6,935	\$1,089	\$1,092	\$998	\$1,101
Plant Operation and Maintenance	\$7,099	\$1,115	\$1,031	\$959	\$1,025
Transportation	\$4,552	\$614	\$485	\$481	\$487
Costs for Students Tuitioned Out	\$9,724	N/A	N/A	N/A	N/A
Other	\$149	\$23	\$122	\$102	\$120
Total	\$80,016	\$11,098	\$10,518	\$9,754	\$10,479
Additional Expenditures					
Land, Buildings, and Debt Service	\$5,721	\$898	\$1,149	\$872	\$1,171
Adult Education	\$387	\$889	N/A	\$803	\$1,057

Revenue Sources, % 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
With School Construction	71.0	26.1	2.9	0.0
Without School Construction	72.5	24.4	3.1	0.0

Selected Regular Education Expenditures, Amount Per Pupil and Percent Change from Prior Year. Selected regular education expenditures exclude costs of special education and land, building, and debt service.

Expenditures by Grade Level	District		ERG		State	
	Per Pupil	% Change	Per Pupil	% Change	Per Pupil	% Change
Elementary and Middle						
Total	\$8,892	0.7	\$7,938	3.1	\$8,620	3.8
Salaries and Benefits	\$7,688	1.3	\$6,624	3.7	\$7,120	4.0
Supplies	\$158	-9.2	\$377	-0.3	\$455	5.6
Equipment	\$54	31.7	\$115	-5.0	\$114	-8.8
High School						
Total	\$9,268	6.3	\$8,859	4.5	\$9,316	1.3
Salaries and Benefits	\$7,602	7.1	\$7,230	5.3	\$7,529	1.7
Supplies	\$130	-41.4	\$436	2.8	\$524	4.0
Equipment	\$54	25.6	\$120	-11.8	\$133	-13.1

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.

Hamden is a racially, ethnically and economically diverse community with an overall minority population of 45 percent. Over the past few years Hamden has relocated programs, expanded construction projects and implemented all-day kindergarten (ADK) in order to ensure racial balance in its eight elementary schools. Hamden continues to participate in the Open Choice Program. Fifty New Haven students attended Hamden schools in the 2004-2005 school year. Wintergreen Interdistrict Magnet School, a Hamden initiated project, houses 410 Hamden students and 34 grade 7-12 students attended an interdistrict alternative magnet school. These programs are operated by Area Cooperative Education Services (ACES). More than 200 of our students attend magnet and alternative schools in neighboring districts. Several of our schools participate in state-funded sister school exchange programs for additional learning opportunities and CMT support. Hamden High School students and staff participated in the "Names Can Really Hurt Us" program sponsored by the Anti Defamation League (ADL). Hamden participates in the national Minority Student Achievement Network (MSAN), an organization composed of 36 districts, that are collaborating to reduce the achievement gap. We have also worked with Dr. Ronald Ferguson from Harvard University to implement the Tripod Project, an initiative to improve student/teacher and parent relationships. A district leadership team participated in "Courageous Conversations" with Glenn Singleton and is currently developing a plan to create conversational groups in each school.

EVIDENCE OF SUSTAINED IMPROVEMENTS IN STUDENT ACCOMPLISHMENTS

Below is a summary, submitted by this school district, of the major trends in student performance and accomplishments that indicate sustained improvement over time. Also, areas of need are identified and plans to address these needs are presented.

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 on the grade 4, 6 and 8 Connecticut Mastery Tests (CMT) and the grade 10 Connecticut Academic Proficiency Test (CAPT).

While yearly results reflect some fluctuations by grade and by school, data indicates students demonstrate reasonable improvement over time. The 2004 CMT results reflect growth in grade 4 reading, writing and mathematics. Students in grades 6 and 8 also demonstrated improvement in mathematics. The 2004 CAPT assessment reflects progress in reading, writing and mathematics. The participation rate on all assessments is 95 percent or better. As a district, our focus is to address the gaps reflected in some of our subgroups.

We have extended our classroom tutorial programs to provide more direct interventions for students, have implemented a volunteer program and have placed site-based literacy specialists in our Title I schools. In addition, two math specialists support elementary math instruction. Behavior support centers have been implemented in six elementary schools, the middle school and the high school to reduce student suspensions. After-school programs, summer reading initiatives and parent literacy programs have also been implemented.

At the secondary level, a Freshmen Support Team works with students transitioning to the high school, and a CAPT scholar program recognizes students who achieve goal on this test. The middle school is in the planning process to implement AVID (Advancement Via Individual Determination) tutorial programs to encourage and support student involvement in higher-level courses. All schools, as well as the district, developed two-year School Improvement Plans to improve student achievement, including all subgroups. Finally, during the 2004-2005 school year Hamden entered into a collaborative with the National Urban Alliance (NUA) to conduct a curriculum audit and provide staff training and coaching on research-based instructional strategies that accelerate student learning.

Strategic School Profiles may be viewed on the internet at www.state.ct.us/sde . A more detailed, searchable SSP database, data tables, and additional CT education facts are also available at this site.

For the school district website, see www.hamden.org

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