

**STRATEGIC SCHOOL PROFILE 2008-09**

High School Edition

**Daniel Hand High School  
Madison 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 or testing services. 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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**TYPE OF SCHOOL**

School Type: Traditional/Regular Education  
 School Grade Range: 9-12

**STUDENT ENROLLMENT**

Enrollment on October 1, 2008: 1,230  
 5-Year Enrollment Change: 19.4%

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District Reference Group (DRG): B 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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**INDICATORS OF EDUCATIONAL NEED**

Need Indicator	Number in School	Percent in School	High Schools	
			% in DRG	% in State
Students Eligible for Free/Reduced-Price Meals	25	2.0	6.3	26.0
Students Who Are Not Fluent in English	0	0.0	0.9	3.3
Students Identified as Gifted and/or Talented	37	3.0	6.9	4.7
Students with Disabilities	131	10.7	9.6	10.6
Juniors and Seniors Working 16 or More Hours Per Week	89	15.3	14.2	19.0

**PROGRAM AND INSTRUCTION**

Average Class Size	School	DRG	State
Algebra I	19.6	19.1	18.7
Biology I	20.9	20.0	19.3
English, Grade 10	21.4	19.8	19.1
American History	22.9	20.8	19.9

**Language Instruction:** Instruction was offered in the following language(s): French, Latin, Mandarin, Spanish.

Instructional Time	School	State High Schools
Total Days per Year	183	182
Total Hours per Year	1,016	1,007

State law requires that at least 180 days of school and 900 hours of instruction be offered to students in high school grades.

### Lunch

An average of 30 minutes is provided for lunch during full school days.

% Juniors and Seniors Enrolled in a Course or Courses for College Credit	School	State
During the 2007-08 School Year	66.6	30.5

### Minimum Graduation Credits

The state requires a minimum of 20 credits for graduation.

Total Number of Credits Required for Graduation	School	DRG	State
Required for Class of 2008	24.0	21.8	23.3

% of Class of 2008 Graduates who Took Higher Level Courses or Earned More Credits in Selected Subjects than Required by the State for Graduation	School	State
Algebra I or Equivalent	72.8	94.1
Chemistry	82.0	73.6
4 or More Credits in Mathematics	77.5	65.5
3 or More Credits in Science	100.0	91.1
4 or More Credits in Social Studies	97.2	55.4
Credit for Level 3 or Higher in a World Language	77.8	60.6
2 or More Credits in Vocational Education	52.2	59.2
2 or More Credits in the Arts	98.1	41.6

### Class of 2008

This school required more than the state minimum number of credits for graduation in English, health, mathematics, physical education, science, social studies, the arts and/or vocational education.

Special Programs	School	High Schools	
		DRG	State
% of Students in Bilingual Education Program or Receiving English as a Second Language Services	0.0	0.9	3.3
% of Gifted and/or Talented Students Who Received Services	0.0	52.6	39.3
% of Special Education Students Who Spent Over 79% of Their Time with Their Non-Disabled Peers:	90.1	75.9	72.6

### LIBRARY AND COMPUTERS

Free on-line access to periodicals, newspapers, and other resources is available to all Connecticut schools through the Connecticut Digital Library at [www.iconn.org](http://www.iconn.org).

Instructional Computers and Library Materials	School	High Schools	
		DRG	State
# of Students Per Computer	2.8	2.9	2.4
% of Computers with Internet Access	97.8	97.0	99.2
% of Computers that are High or Moderate Power	100.0	99.8	98.8
# of Print Volumes Per Student*	10.6	15.1	16.0
# of Print Periodical Subscriptions	81	64	48

\*Because a certain number of volumes are needed for a library of adequate breadth and depth, a small school may need a higher number of volumes per student.

**Interactive Distance Learning:** This school does not utilize interactive distance learning. Interactive distance learning ranges from on-line courses with student-instructor interaction via the internet to live classroom interactions through two-way audio and video transmissions. Statewide, 0.4% of high schools in the state utilize interactive distance learning.

**SCHOOL STAFF**

<b>Full-Time Equivalent Count of School Staff</b>		
General Education: Teachers and Instructors		89.10
Paraprofessional Instructional Assistants		2.00
Special Education: Teachers and Instructors		8.60
Paraprofessional Instructional Assistants		10.49
Library/Media Specialists and/or Assistants		2.60
Administrators, Coordinators, and Department Chairs		9.00
Instructional Specialists Who Support Teachers (e.g., subject area specialists)		0.00
Counselors, Social Workers, and School Psychologists		7.00
School Nurses		1.00
Other Staff Providing Non-Instructional Services and Support		27.43

In the full-time equivalent count, staff members working part-time in the school are counted as a fraction of full-time. For example, a teacher who works half-time in a school contributes 0.50 to the school's staff count.

<b>Teachers and Instructors</b>	<b>School</b>	<b>High Schools</b>	
		<b>DRG</b>	<b>State</b>
Average Number of Years of Experience in Education	14.4	14.0	13.8
% with Master's Degree or Above	80.4	81.9	72.9
Teacher Attendance, 2007-08: Average # of Days Absent Due to Illness or Personal Time	9.0	7.4	8.4
% Assigned to Same School the Previous Year	87.9	87.8	87.0

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**HOME AND SCHOOL COMMUNICATION AND SUPPORT**


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**Teacher E-Mail Addresses:** All teachers at this school have been issued e-mail addresses.

**Online Homework Information:** A portion of the school's website is devoted to homework pages.

The following narrative about how this school promotes and supports parental involvement was submitted by the school.

Our mission statement supports the efforts of students, educators, and parents working collaboratively to graduate motivated, self-reliant, creative, and ethical students who respect learning and appreciate differences in others. We invite parents to become active participants in the children's education.

The Alliance of Parents and Teachers meets monthly with administration, department program coordinators, and students to discuss relevant topics. Each month a different academic or elective program becomes the focus of presentation and discussion. The Madison Athletic Advisory Council meets monthly to identify areas in need of improvement as well as to enhance and support existing programs. The Parent Advisory Council for Special Education meets bi-monthly to hear speakers and to discuss behavior /academic home plans, legal issues, and assessments. Parent volunteers work in the main office, Library Media Center, guidance office, as well serve on our Career and Technical Education Advisory Board, and other committees as needed.

Back to School Night is held during the first month of the school year. Parents follow their children's schedules. All teachers have communication plans that are presented to parents to ensure opportunities for dialogue and sharing of student academic progress (websites, software such as Blackboard, e-mail, voicemail, and opportunities for conferences). Our school website is updated on a daily basis with relevant information including interim and report card dates, links to athletics, Student/Parent Handbook, Program of Studies, guidance, forms and other important information. Also, five times per year the DHHS Newsletter is posted on our website. Parents are encouraged to sign up for school and district list serves.

Parents are encouraged to contact their children's school counselor during freshmen and sophomore year to map out a four year program and review the learning style assessment and career inventories. Junior year counselors meet with individual families to assist in post high school planning. This planning continues through senior year. Parents are invited to a Financial Aid Night, Junior/Senior Year College/Career Planning evening, and Summer College Planning Seminars.

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## SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	3	0.2
Asian American	48	3.9
Black	16	1.3
Hispanic	11	0.9
White	1,152	93.7
Total Minority	78	6.3

**Percent of Minority Professional Staff: 1.7**

**Non-English Home Language:** 1.7% of this school's students come from homes where English is not the primary language. The number of non-English home languages is 10.

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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 Daniel Hand High School Diversity Club met once a week after school. During those meetings, students gave presentations using current media (movies, book excerpts, short stories, poetry) to guide a discussion about stereotyping, prejudice, and acceptance of diversity. Attendance at these presentations was open to all students. The "Dream Team" (student representatives from the Diversity Club) attended one meeting during the summer and five throughout the school year with students from other schools in the Southern CT Conference for the purpose of promoting tolerance. Other activities involved Mix It Up at Lunch Day, Martin Luther King Day, Black History Month, and Women's History Month. In April students from Hillhouse High School in New Haven and our school exchanged visits to each other's schools.

Daniel Hand High School was actively involved in the MEDINA Project. Through this project, students from urban and suburban schools from throughout the state come together to learn about Middle Eastern cultures and traditions at Yale University. Eighteen of our students were paired up with students from three high schools in New Haven. Together they planned a one day symposium at Daniel Hand High School. The planning took place at Yale University and over the internet.

Students were involved in activities through Madison Youth Services, with whom we have a very strong working relationship. These activities included: The AIDS Awareness Project, W.O.W. (Women of the World), GASP (Gay and Straight People), and Perspectives, an interracial, interfaith group of students who discuss issues of hurtful language and develop presentations for younger students based in awareness of shared humanity, the charge to be kind, and the recognition that young people can be agents of positive change.

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### STUDENT PERFORMANCE AND BEHAVIOR

Physical Fitness: % Reaching Health Standard on All Four Tests*	School	State	% of Schools in State with Equal or Lower Percent Reaching Standard
Grade 10	52.4	39.9	84.6

\*Includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

Advanced Placement Courses 2007-08	School	State High Schools
Number of Courses for which Students were Tested	15	10.0
% of Grade 12 Students Tested	28.2	21.2
% of Exams Scored 3 or More*	81.6	72.8

\*A score of three or higher is generally required for earning college credit.

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

CAPT Subject Area	School	State	% of Schools in State with Equal or Lower Scores
Reading Across the Disciplines	81.8	47.4	97.8
Writing Across the Disciplines	87.3	55.0	96.8
Mathematics	71.3	47.8	87.4
Science	73.7	42.8	96.2

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."

**SAT® I.** The lowest possible score on each subtest is 200; the highest possible score is 800.

SAT® I: Reasoning Test Class of 2008	School	State	% of Schools in State with Equal or Lower Scores
Average Score: Mathematics	578	507	95.6
Critical Reading	557	503	95.0
Writing	570	506	95.6
% of Graduates Tested	94.6	74.5	N/A

Graduation and Dropout Rates	School	State	% of Districts in State with Equal or Less Desirable Rates
Graduation Rate, Class of 2008	98.8	92.1	84.7
Cumulative Four-Year Dropout Rate for Class of 2008	1.2	6.6	81.6
2007-08 Annual Dropout Rate for Grade 9 through 12	0.2	2.5	87.4

Activities of Graduates	School	State
% Pursuing Higher Education	94.6	82.0
% Employed, Civilian and Military	0.3	1.4

Student Attendance	School	State High Schools
% Present on October 1	96.7	94.6

### Disciplinary Offenses

Disciplinary offenses committed by students include all serious offenses, offenses involving drugs, alcohol, or tobacco, and all incidents resulting in suspension or expulsion. In the 2007-08 school year, 121 students were responsible for these incidents. These students represent 9.8% of the estimated number of students who attended this school at some point during the 2007-08 school year. For more information and data on disciplinary offenses, go to [www.sde.ct.gov](http://www.sde.ct.gov), click on "CEDaR" and then on "Student Data."

Number of Incidents by Disciplinary Offense Category, 2007-08		
Offense Category	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	0	0
Sexually Related Behavior	1	0
Personally Threatening Behavior	4	11
Theft	2	6
Physical/Verbal Confrontation	9	2
Fighting/Battery	0	5
Property Damage	6	0
Weapons	1	0
Drugs/Alcohol/Tobacco	24	41
School Policy Violations	137	40
Total	184	105

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**SCHOOL IMPROVEMENT PLANS AND ACTIVITIES**

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The following narratives was submitted by this school.

Over the past two years, the district has made steady progress in curriculum development and revision. Committees representing K-12 programming, facilitated by high school program coordinators, used the Understanding by Design model to update curriculum. At present time the information technology literacy, world language, mathematics, physical education, and science curricula are completed. During the 2008-2009 school year social studies, English language arts, and art began the two year process.

We continue to expand course offerings to ensure all students have access to an academically challenging program. Emphasis continues to focus on differentiating instruction to ensure reduced academic isolation. As well, there has been a steady increase in the number of heterogeneously grouped classes. To facilitate learning in heterogeneously grouped classes, special education teachers have increased their co-teaching and support facilitation assignments. Special education teachers have worked closely with general education teachers to adapt assignments and assessments to ensure quality learning and the success of students in these classes. Parents of special education students meet district-wide on a monthly basis to discuss special education issues and programming. These meeting, as well, may feature a guest speaker.

During the 2008-2009 school year, continued attention was paid to the refinement of course-specific goals, instructional strategies, and course alignment with student expectations and building rubrics. Teachers worked on benchmark assignments, and common formative and summative assessments. Further exploration was given to providing students with more opportunities for internships and expansion of our school-to-career program.

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**SUPPLEMENTAL SCHOOL INFORMATION**

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The space below was optionally used by this school to describe aspects of the school not presented elsewhere in the profile.

Our mission is to graduate successful life-long learners who are responsible citizens in the global community. Our commitment to this has been to provide all students with more educational opportunities. We have increased the number and variety of Advanced Placement courses to fifteen (15). Student performance in AP courses earned Daniel Hand High School, for the second year in a row, recognition by US News and World Report as one of the top high schools in the United States. As well, we are providing students with a school to career program with job shadowing and internship possibilities. In an effort to facilitate grade nine transition to high school, the students are provided with a series of learning modules. Students will attend an assembly, Making High School Count, participate in a learning style inventory, and complete a number of career exploration activities.

The Athletic Department through its advisory boards (Student-Athletes Advisory Council, Parents Advisory Council, and Coaches Advisory Council) strives to foster good communications between school and community, as well as to assess, develop and implement new initiatives which will contribute to the overall success of its programs.

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