

STRATEGIC SCHOOL PROFILE 2011-12

High School Edition

Lyman Hall High School**Wallingford School District**

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 Connecticut

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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.

TYPE OF SCHOOL

School Type: Traditional with Reg. Agricultural
 Science & Tech. Ctr.
 School Grade Range: 9 - 12

STUDENT ENROLLMENT

Enrollment on October 1, 2011: 1,128
 5-Year Enrollment Change: -6.2%

District Reference Group (DRG): D 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.

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	134	11.9	14.5	30.7
Students Who Are Not Fluent in English	25	2.2	1.1	3.7
Students Identified as Gifted and/or Talented	234	20.7	6.8	5.3
Students with Disabilities	140	12.4	10.9	10.8
Juniors and Seniors Working 16 or More Hours Per Week	74	15.7	14.5	13.0

PROGRAM AND INSTRUCTION

Average Class Size	School	DRG	State
Algebra I	22.8	18.8	18.4
Biology I	22.5	20.0	19.7
English, Grade 10	18.8	19.1	19.6
American History	19.7	20.6	20.4

Language Instruction:

Instruction was offered in the following language(s):
 French, Italian, Latin, Spanish

Agricultural Science and Technology:

A regional agricultural science and technology education center is located in this school.

Instructional Time	School	State High Schools
Total Days per Year	184	181
Total Hours per Year	990	1,024

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 25 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 2010-11 School Year	40.8	34.5

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 2011	25.0	23.0	23.2

% of Class of 2011 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	100.0	91.6
Chemistry	73.9	73.9
4 or More Credits in Mathematics	66.2	64.1
3 or More Credits in Science	100.0	88.1
4 or More Credits in Social Studies	37.5	51.4
Credit for Level 3 or Higher in a World Language	45.2	62.5
2 or More Credits in Vocational Education	55.5	54.6
2 or More Credits in the Arts	26.8	40.6

Class of 2011

This school required more than the state minimum number of credits for graduation in science, physical education, health

Special Programs	School	High Schools	
		DRG	State
% of Students in Bilingual Education Program or Receiving English as a Second Language Services	2.1	1.0	3.5
% of Gifted and/or Talented Students Who Received Services	1.7	21.1	36.1
% of Special Education Students Who Spent Over 79% of Their Time with Their Non-Disabled Peers:	86.4	73.4	72.8

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.

Instructional Computers and Library Materials	School	High Schools	
		DRG	State
# of Students Per Computer	2.8	2.4	2.1
% of Computers with Internet Access	95.5	99.8	99.9
% of Computers that are High or Moderate Power	100.0	99.9	97.5
# of Print Volumes Per Student*	20.8	17.5	16.6
# of Print Periodical Subscriptions	N/A	43	35

*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, 39.5% of high schools in the state utilize interactive distance learning.

SCHOOL STAFF

Full-Time Equivalent Count of School Staff		
General Education:	Teachers and Instructors	80.82
	Paraprofessional Instructional Assistants	0.00
Special Education:	Teachers and Instructors	7.00
	Paraprofessional Instructional Assistants	11.00
Library/Media Specialists and/or Assistants		2.00
Administrators, Coordinators, and Department Chairs		5.60
Instructional Specialists Who Support Teachers (e.g., subject area specialists)		0.70
Counselors, Social Workers, and School Psychologists		8.10
School Nurses		1.00
Other Staff Providing Non-Instructional Services and Support		22.20

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.

Teachers and Instructors	School	High Schools	
		DRG	State
Average Number of Years of Experience in Education	15.7	14.3	14.1
% with Master's Degree or Above	83.5	79.1	76.6
Teacher Attendance, 2010-11: Average # of Days Absent Due to Illness or Personal Time	8.3	8.9	8.6
% Assigned to Same School the Previous Year	89.0	91.4	89.1

HOME AND SCHOOL COMMUNICATION AND SUPPORT

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.

The faculty and staff continue to seek additional ways to improve communication with our students' parents and guardians. We continue to provide teachers with laptop computers to help maintain regular email communication with parents. This process was expanded this year as we increased our email capability and regularly sent home school-wide communications to parents via email. These communications are also sent to the Spanish Community of Wallingford which translates and disseminates school information for our non-English speaking parents. Lyman Hall is also utilizing Power School's Parent Portal that allows parents to monitor their son/daughter's academic progress, and attendance through the Internet. Our Freshman Orientation Program continues to be very well attended by parents as are our annual Open House and quarterly Parent-Teacher Conference nights. In addition, our guidance department hosts regular workshops for parents on post high school planning. The 2011-2012 school year marked the second annual Transition Fair for the district which brought representatives from area colleges, vocational schools and the military together with parents and students who are planning for continued education after high school. Finally, the Lyman Hall Parent Teacher Advisory Council continues to have a powerful voice in the life of Lyman Hall High School.

SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	1	0.1
Asian American	41	3.6
Black	32	2.8
Hispanic	138	12.2
Pacific Islander	0	0.0
White	916	81.2
Two or more races	0	0.0
Total Minority	212	18.8

Percent of Minority Professional Staff :5.5

Open Choice:

10 student(s) attended this school 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:

2.2 % of this school's students come from homes where English is not the primary language. The number of non-English home languages is 5

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.

Lyman Hall High School continues to provide programs aimed at reducing racial, ethnic, and economic isolation. Each student is part of an Advisory as part of an effort to ensure that each student has an opportunity to build a meaningful relationship with a faculty member other than his/her classroom teacher or guidance counselor. In addition, the school continues to utilize the Anti-Defamation League's Names Can Hurt Program to counter issues related to negative peer relations. We have also instituted a credited course for students who wish to provide academic and social support for our special needs students and English language learners. The school also continues its participation in the Southern Connecticut Conference Dream Team which brings together students from 22 schools to address issues of diversity. This combined with various student organizations such as the Human Relations Club, Unified Theater, and GSA allows students to engage with each other in meaningful activities aimed at promoting tolerance and acceptance. The school also provides students in our Open Choice affiliation with New Haven Public Schools with bus passes allowing them to take part in all afterschool activities.

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	25.4	51.1	14.6

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

Advanced Placement Courses 2010-11	School	State High Schools
Number of Courses for which Students were Tested	9	7.4
% of Grade 12 Students Tested	8.3	24.7
% of Exams Scored 3 or More*	78.2	70.9

*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.

CAPT Subject Area	School	State	% of Schools in State with Equal or Lower Scores
Reading Across the Disciplines	62.7	47.5	75.3
Writing Across the Disciplines	71.3	63.0	58.5
Mathematics	55.6	49.2	61.3
Science	54.4	47.1	63.1

To see the NCLB Report Card for this school, go to 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 2011	School	State	% of Schools in State with Equal or Lower Scores
Average Score: Mathematics	504	505	59.0
Critical Reading	501	502	60.6
Writing	499	506	51.1
% of Graduates Tested	69.5	77.3	N/A

Graduation and Dropout Rates	School	State	% of Districts in State with Equal or Less Desirable Rates
Graduation Rate, Adjusted Cohort Rate 2011	88.0	82.7	45.5
2010-11 Annual Dropout Rate for Grade 9 through 12	1.0	2.6	54.6

Activities of Graduates	School	State
% Pursuing Higher Education	79.0	84.5
% Employed, Civilian and Military	9.2	9.7

Student Attendance	School	State High Schools
% Present on October 1	94.9	94.1

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 2010-11 school year, 166 students were responsible for these incidents. These students represent 14.4% of the estimated number of students who attended this school at some point during the 2010-11 school year.

Truancy

During the 2010-11 school year, 14 students qualified as truant under state statute. As these counts rely on school-level policies regarding unexcused absences, they are not comparable between schools.

Number of Incidents by Disciplinary Offense Category, 2010-11		
Offense Category	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	0	0
Sexually Related Behavior	4	1
Personally Threatening Behavior	16	0
Theft	2	0
Physical/Verbal Confrontation	3	0
Fighting/Battery	30	0
Property Damage	0	0
Weapons	1	0
Drugs/Alcohol/Tobacco	9	1
School Policy Violations	304	16
Total	369	18

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

The following narratives was submitted by this school.

During the 2011-2012 school year, the Lyman Hall faculty refined its use of the data team process. Student performance on common assessments delivered across the curriculum was closely analyzed and teaching strategies were developed to address areas of identified deficiencies. This process proved very successful with Lyman Hall students achieving significantly improved results on the Connecticut Academic Performance Test. Teachers also collaborated on the development of new course documents related to the Common Core State Standards, the implementation of which will be phased in over the next three school years. Lyman Hall also developed templates for Student Success Planning and adopted Naviance, a web based guidance software program, to assist in this endeavor. The school also adopted Power School's Parent Portal that allows parents and students to closely monitor academic progress.

SUPPLEMENTAL SCHOOL INFORMATION

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

Lyman Hall continues to serve a student population that exceeds 1130 students, grades 9– 12. The school community is comprised of students from 10 area towns due to the school's Agricultural Science and Technology Center and its participation in the Open Choice Program Service to others continues to be a tradition at Lyman Hall with the class of 2012 exceeding 22,000 hours of community service. Lyman Hall students continue to excel in rigorous, college level programs. We offer 18 AP level courses in 7 different departments. Our students continue to perform very well on the AP exams with 36 students earning AP Scholar status including two AP National Scholars. In addition, we have an active collaborative program with the University of Connecticut, Gateway Community College, and Middlesex Community College that affords students with many opportunities to earn college credit while in high school.
