

**STRATEGIC SCHOOL PROFILE 2012-13**

High School Edition

**Lyman Hall High School****Wallingford School District**

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Location: 70 Pond Hill Rd.  
 Wallingford,  
 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](http://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, 2012: 1,135  
 5-Year Enrollment Change: -3.1%

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	201	17.7	16.8	31.8
Students Who Are Not Fluent in English	24	2.1	1.1	3.8
Students Identified as Gifted and/or Talented	226	19.9	6.9	5.0
Students with Disabilities	165	14.5	11.3	11.3
Juniors and Seniors Working 16 or More Hours Per Week	78	17.4	14.8	12.7

**PROGRAM AND INSTRUCTION**

Average Class Size	School	DRG	State
Algebra I	23.0	17.6	17.6
Biology I	19.3	19.4	18.6
English, Grade 10	22.2	19.2	19.0
American History	19.8	20.2	19.8

**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	182	181
Total Hours per Year	1,021	1,027

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 2011-12 School Year	26.4	36.2

**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 2012	25.0	23.2	27.0

% of Class of 2012 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	76.9	92.0
Chemistry	82.1	73.8
4 or More Credits in Mathematics	77.2	67.0
3 or More Credits in Science	100.0	88.3
4 or More Credits in Social Studies	38.1	58.3
Credit for Level 3 or Higher in a World Language	40.3	61.1
2 or More Credits in Vocational Education	73.1	57.1
2 or More Credits in the Arts	30.6	40.5

**Class of 2012**

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	2.0	1.0	3.6
% of Gifted and/or Talented Students Who Received Services	1.8	20.0	30.2
% of Special Education Students Who Spent Over 79% of Their Time with Their Non-Disabled Peers:	89.1	74.8	72.5

**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	4.6	2.4	2.1
% of Computers with Internet Access	100.0	100.0	98.6
% of Computers that are High or Moderate Power	100.0	100.0	99.0
# of Print Volumes Per Student*	22.9	17.5	16.0
# of Print Periodical Subscriptions	N/A	39	34

\*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, 42.4% 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	82.43
	Paraprofessional Instructional Assistants	0.00
Special Education:	Teachers and Instructors	6.00
	Paraprofessional Instructional Assistants	13.00
Library/Media Specialists and/or Assistants		2.00
Administrators, Coordinators, and Department Chairs		5.50
Instructional Specialists Who Support Teachers (e.g., subject area specialists)		1.50
Counselors, Social Workers, and School Psychologists		8.60
School Nurses		1.00
Other Staff Providing Non-Instructional Services and Support		23.80

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	16.1	14.3	13.9
% with Master's Degree or Above	87.4	80.5	76.8
Teacher Attendance, 2011-12: Average # of Days Absent Due to Illness or Personal Time	6.7	8.3	8.6
% Assigned to Same School the Previous Year	88.4	89.4	87.9

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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.

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

Lyman Hall High School remains committed to maintaining meaningful connections between the school and the homes of our students. We continue to utilize Power School to keep parents informed of their son/daughter's progress and to serve as means of publicizing school activities through the school's daily bulletin. In addition, we continue to utilize mass emailing capabilities to enhance our ability to communicate with all members of our school community. Parents also receive monthly newsletters from the school administration that address issues related to student success. Numerous events throughout the year also support connections between school and home. Freshman Orientation Day, Open House Night, quarterly parent conference nights, an annual College and Career Fair, are just a sampling of the opportunities parents have to engage in the life of the school. For 2013-2014, all teachers are also developing parent engagement plans to enhance the communication with the parents of their students. Finally, Lyman Hall continues to have an active Parent Teacher Advisory Council that provides a parental perspective in all decisions related to school improvement.

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## SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	1	0.1
Asian American	44	3.9
Black	31	2.7
Hispanic	129	11.4
Pacific Islander	1	0.1
White	925	81.5
Two or more races	4	0.4
Total Minority	210	18.5

**Percent of Minority Professional Staff :6.1**

**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:**

2.1 % of this school's students come from homes where English is not the primary language. The number of non-English home languages is 5

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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 faculty and staff of Lyman Hall High School continue to provide programs aimed at reducing racial, ethnic, and economic isolation. Every Lyman Hall student is part of an Advisory as part of an effort to ensure that all students have opportunities to build a meaningful relationship with a faculty member other than his/her school counselor. The school also continues to make use of the ADL's Anti-Defamation League assembly programs to help our students deal better with negative peer relations. Lyman Hall has also developed a credited course that allows students to provide academic and social support for our English Language Learners and those students with special needs. In addition, we have created a program that was developed through the school's climate committee that honors those students who contribute positively to the school community. The school also continues to be part of the Southern Connecticut Conference's Dream team which unites students from the leagues 22 schools in an effort to promote issues related to diversity and acceptance. The school also continues to support student organizations such as the Human Relations Club, Unified Theater, Unified Sports, and GSA which allow students to engage with each other in activities aimed at promoting tolerance.

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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	39.7	51.4	32.7

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

Advanced Placement Courses 2011-12	School	State High Schools
Number of Courses for which Students were Tested	19	11.1
% of Grade 12 Students Tested	17.1	28.6
% of Exams Scored 3 or More*	77.9	71.1

\*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	60.8	48.5	69.4
Writing Across the Disciplines	69.4	62.1	55.1
Mathematics	53.5	52.4	54.1
Science	54.7	48.8	59.4

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 2012	School	State	% of Schools in State with Equal or Lower Scores
Average Score: Mathematics	512	503	65.8
Critical Reading	509	499	63.7
Writing	508	504	59.5
% of Graduates Tested	69.0	78.5	N/A

Graduation and Dropout Rates	School	State	% of Districts in State with Equal or Less Desirable Rates
Graduation Rate, Adjusted Cohort Rate 2012	93.6	84.8	63.4
2011-12 Annual Dropout Rate for Grade 9 through 12	0.4	2.1	64.1

Activities of Graduates	School	State
% Pursuing Higher Education	76.1	82.6
% Employed, Civilian and Military	6.0	9.8

Student Attendance	School	State High Schools
% Present on October 1	96.3	94.3

**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 2011-12 school year, 319 students were responsible for these incidents. These students represent 28.1% of the estimated number of students who attended this school at some point during the 2011-12 school year.

**Truancy**

During the 2011-12 school year, 7 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, 2011-12		
Offense Category	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	1	1
Sexually Related Behavior	0	0
Personally Threatening Behavior	14	2
Theft	4	0
Physical/Verbal Confrontation	6	0
Fighting/Battery	13	2
Property Damage	3	0
Weapons	0	0
Drugs/Alcohol/Tobacco	1	15
School Policy Violations	235	146
Total	277	166

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**SCHOOL IMPROVEMENT PLANS AND ACTIVITIES**

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The following narratives was submitted by this school.

Lyman Hall continues to focus its efforts on improving student performance in reading, writing, mathematics, and science. The school will utilize the data team process to track student growth and to refine teaching strategies aimed at improving student performance. The school is also nearing the close of the Self-Study phase of New England Association of Schools and Colleges accreditation process allowing us to closely reflect on Lyman Hall's ability to conform to a very demanding set of standards in school leadership, instruction, curriculum, assessment, and school and community resources for student learning. In addition, several members of the faculty are part of a district-wide Innovation Team that is exploring high school reform actions that include credit recovery, 9th grade transition, capstone projects, and standards based graduation requirements.

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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.

Lyman Hall continues to serve a student population that exceeds 1080 students, grades 9-12. The school community is comprised of students from nine area towns that are served by Lyman Hall's Agricultural Science and Technology Center. Service to others continues to be a tradition at Lyman Hall with the class of 2013 earning more than 30,000 hours of community service. Lyman Hall students continue to excel in rigorous college level programs. We offer 18 AP courses in 7 different academic departments. Our AP students perform very well on their AP exams with 46 students earning AP Scholar status in 2013. In addition, we offer 7 Early College Experience and 12 College Pathways courses that allow our students to earn college credit through our affiliations with the University of Connecticut and Gateway Community College.

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