

STRATEGIC SCHOOL PROFILE 2008-09

High School Edition

**Lyman Hall High School
Wallingford School District**

DAVID C. BRYANT, Principal
 BONNIE E. ROMAN, Asst. Principal
 BARRY P. O'NEILL, Asst. Principal
 Telephone: (203) 294-5350

Location: 70 Pond Hill Road
 Wallingford,
 Connecticut

Website: wallingford.ccsct.com/page.cfm?p=77

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. Agricultu
 School Grade Range: 9-12

STUDENT ENROLLMENT

Enrollment on October 1, 2008: 1,175
 5-Year Enrollment Change: 1.3%

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	104	8.9	10.5	26.0
Students Who Are Not Fluent in English	27	2.3	1.0	3.3
Students Identified as Gifted and/or Talented	256	21.8	6.6	4.7
Students with Disabilities	135	11.5	10.5	10.6
Juniors and Seniors Working 16 or More Hours Per Week	114	23.7	22.8	19.0

PROGRAM AND INSTRUCTION

Average Class Size	School	DRG	State
Algebra I	22.1	18.9	18.7
Biology I	20.1	20.0	19.3
English, Grade 10	20.6	20.1	19.1
American History	22.3	20.7	19.9

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

Instructional Time	School	State High Schools
Total Days per Year	185	182
Total Hours per Year	1,022	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 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 2007-08 School Year	39.3	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	22.9	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	95.7	94.1
Chemistry	80.4	73.6
4 or More Credits in Mathematics	70.5	65.5
3 or More Credits in Science	96.8	91.1
4 or More Credits in Social Studies	26.3	55.4
Credit for Level 3 or Higher in a World Language	58.4	60.6
2 or More Credits in Vocational Education	74.7	59.2
2 or More Credits in the Arts	45.2	41.6

Class of 2008

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

Special Programs	School	High Schools	
		DRG	State
% of Students in Bilingual Education Program or Receiving English as a Second Language Services	2.3	1.0	3.3
% of Gifted and/or Talented Students Who Received Services	0.0	33.0	39.3
% of Special Education Students Who Spent Over 79% of Their Time with Their Non-Disabled Peers:	80.7	72.9	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.

Instructional Computers and Library Materials	School	High Schools	
		DRG	State
# of Students Per Computer	3.1	3.0	2.4
% of Computers with Internet Access	95.3	99.8	99.2
% of Computers that are High or Moderate Power	100.0	99.9	98.8
# of Print Volumes Per Student*	20.3	16.6	16.0
# of Print Periodical Subscriptions	44	58	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

Full-Time Equivalent Count of School Staff	
General Education: Teachers and Instructors	84.10
Paraprofessional Instructional Assistants	1.00
Special Education: Teachers and Instructors	7.00
Paraprofessional Instructional Assistants	12.00
Library/Media Specialists and/or Assistants	2.00
Administrators, Coordinators, and Department Chairs	8.10
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	0.00
Counselors, Social Workers, and School Psychologists	7.70
School Nurses	1.25
Other Staff Providing Non-Instructional Services and Support	24.90

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	15.6	13.9	13.8
% with Master's Degree or Above	80.4	73.0	72.9
Teacher Attendance, 2007-08: Average # of Days Absent Due to Illness or Personal Time	9.1	8.5	8.4
% Assigned to Same School the Previous Year	92.8	88.1	87.0

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 foster improved communication with our students' parents and guardians. Each member of our faculty is equipped with a laptop to help maintain regular communication with parents via email. In addition, our grading software allows teachers to send parents regular electronic reports on student progress. The purchase of web based software is being finalized. This will give parents even greater access to information regarding the academic performance of their sons and daughters.

In addition, we continue to host a very well attended Freshman Orientation Program that provides students and parents with information vital to a successful transition to high school. This program as well as an Open House for all grade levels and four parent conference nights scheduled throughout the year, allows for open communication between school and home. Our school counseling office also provides regular workshops for parents on the college selection process and financial aide.

The school also maintains support from parents and the community through our Parent Teacher Advisory Council which is responsible for the review of all aspects of the school's many programs.

SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	2	0.2
Asian American	30	2.6
Black	30	2.6
Hispanic	112	9.5
White	1,001	85.2
Total Minority	174	14.8

Percent of Minority Professional Staff: 3.5

Open Choice: 13 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: 7.1% of this school's students come from homes where English is not the primary language. The number of non-English home languages is 11.

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 as it strives to fulfill its mission to be a "community that acknowledges its diversity." Twelve Open Choice students from New Haven were active members of the Lyman Hall student body and once again, these students were provided with bus passes to allow them to take part in after school activities.

Spanish speaking teachers continue to receive release time to work with the school personnel in maintaining regular communication with our Spanish speaking students and parents. The school also continues its collaboration with the Spanish Community of Wallingford as it works to improve communication with the parents of our Hispanic students. Additional plans are in place to further this communication during the 2009-2010 school year.

Lyman Hall also continued its very popular Diversity Week program allowing students from a wide range of backgrounds to display their culture and world view before the full student body. We also continued our collaboration with the ADL as they worked with our grade 10 students through their Names Can Hurt Program. Also, students from Lyman Hall continued to participate in the Southern Connecticut Conference Dream Team program.

In addition, our student advisory program continued to allow small groups of students to meet weekly with a faculty advisor to work on a host of issues including conflict resolution, communication skills, etc.

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	37.0	39.9	48.9

*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	20	10.0
% of Grade 12 Students Tested	14.7	21.2
% of Exams Scored 3 or More*	77.1	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.

CAPT Subject Area	School	State	% of Schools in State with Equal or Lower Scores
Reading Across the Disciplines	50.5	47.4	60.8
Writing Across the Disciplines	48.8	55.0	41.9
Mathematics	52.8	47.8	60.1
Science	42.0	42.8	53.5

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 2008	School	State	% of Schools in State with Equal or Lower Scores
Average Score: Mathematics	512	507	65.7
Critical Reading	509	503	62.4
Writing	510	506	60.2
% of Graduates Tested	82.6	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	95.9	92.1	59.6
Cumulative Four-Year Dropout Rate for Class of 2008	3.8	6.6	56.3
2007-08 Annual Dropout Rate for Grade 9 through 12	1.8	2.5	29.5

Activities of Graduates	School	State
% Pursuing Higher Education	87.5	84.1
% Employed, Civilian and Military	3.9	11.0

Student Attendance	School	State High Schools
% Present on October 1	93.4	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, 123 students were responsible for these incidents. These students represent 10.4% 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, 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	3	0
Personally Threatening Behavior	5	0
Theft	6	0
Physical/Verbal Confrontation	1	0
Fighting/Battery	24	0
Property Damage	0	0
Weapons	1	0
Drugs/Alcohol/Tobacco	3	0
School Policy Violations	173	0
Total	216	0

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

The following narratives was submitted by this school.

Faculty and staff throughout Lyman Hall High School are working continuously to ensure that we afford every student opportunities to succeed. The school was fortunate during the 2008-2009 school year to provide identified students with tutorial support in mathematics and we made looking at student work a focus for our work on improving instruction. We have also added a structured vocabulary program for all students as we work to improve student performance in reading and writing.

We also spent considerable effort during the 2009-2010 to create and implement common assessments throughout our core academic program. The results of these assessments will be used to improve instruction.

In addition, all student support services developed and implemented protocols for program review. This process will provide us with opportunities to set goals to improve our attempts to support all of our students as they deal with the myriad of issues presented in adolescence. The school also implemented a revised physical fitness program in its Physical Education program as a result of the acquisition of new fitness and weight training equipment.

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 1150 students, grades 9 – 12. The school community is comprised of students from 10 area towns due to the school's Agricultural Education Program and its participation in the Open Choice Program.

We are in the final stages of building a state of the art Agricultural Science and Technology Center that will include an array of authentic learning possibilities for our students. Aquaculture, tissue culture study, and biotechnology will be among the new areas of study that will be provided as a result of the completion of this facility. The completion date is set for January of 2010.

Our community service program continues to reap great rewards. The class of 2009 completed more than 18, 500 hours of community service in agencies that included Habitat for Humanity

Lyman Hall students continue to excel in rigorous, college level programs. We now offer 19 AP level courses in 7 different departments. Our students continue to perform very well on the AP exams with a great many students earning AP Scholar status. 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.
