

SCHOOL PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2015–16



Lyman Hall High School Wallingford School District

203-294-5350 • <http://www.wallingford.k12.ct.us/page.cfm?p=11176>

School Information

Grade Range **9-12**
Enrollment **1,073**

Community Information

[CERC Town Profiles](#) provide summary demographic and economic information for Connecticut's municipalities

Related Reports/Publications

[CT Reports \(CMT/CAPT\)](#)

[District and School Performance Reports](#)

[Special Education Annual Performance Reports](#)

[SAT®, AP®, PSAT® Report by High School \(Class of 2016\)](#)
(2016® The College Board)

[College Enrollment, Persistence, and Graduation](#)
(National Student Clearinghouse)

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Notes

Unless otherwise noted, all data are for 2015-16 and include all grades offered by the school.

In most tables, data are displayed only for the three major race/ethnicity categories. For additional race/ethnicity categories, please visit edsight.ct.gov.

For district totals, please see the district profile.

* When an asterisk is displayed, data have been suppressed to ensure student confidentiality.

N/A is displayed when a category is not applicable for a district or school.

Students

October 1, 2015 Enrollment

	School		District
	Count	Percent of Total (%)	Percent of Total (%)
Female	593	55.3	50.0
Male	480	44.7	50.0
American Indian or Alaska Native	*	*	0.2
Asian	44	4.1	5.5
Black or African American	30	2.8	2.2
Hispanic or Latino	177	16.5	16.1
Pacific Islander	0	0.0	0.1
Two or More Races	*	*	0.7
White	817	76.1	75.2
English Language Learners	30	2.8	5.5
Eligible for Free or Reduced-Price Meals	226	21.1	20.8
Students with Disabilities ¹	129	12.0	11.9

¹Students in this category are students with Individualized Education Programs (IEPs) only. This category does not include students with Section 504 Plans.

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ²		Suspension/Expulsion ³	
	Count	Rate (%)	Count	Rate (%)
Female	41	6.9	21	3.6
Male	33	6.9	53	11.0
Black or African American	*	*	*	*
Hispanic or Latino	*	*	22	12.5
White	54	6.6	47	5.7
English Language Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	30	14.9	36	15.8
Students with Disabilities	29	22.5	22	16.3
School	74	6.9	74	6.9
District		5.1		3.9

Number of students in 2014-15 qualified as truant under state statute: Fewer than 6

Number of school-based arrests: 0

²A student is chronically absent if he/she misses ten percent or greater of the total number of days enrolled in the school year for any reason. Pre-Kindergarten students are excluded from this calculation.

³The count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

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Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	86.4
Paraprofessional Instructional Assistants	0.0
Special Education	
Teachers and Instructors	8.0
Paraprofessional Instructional Assistants	14.5
Administrators, Coordinators and Department Chairs	
School Level	5.1
Library/Media	
Specialists (Certified)	1.0
Support Staff	1.0
Instructional Specialists Who Support Teachers	3.3
Counselors, Social Workers and School Psychologists	8.2
School Nurses	1.0
Other Staff Providing Non-Instructional Services/Support	22.5

¹In 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.

Educators by Race/Ethnicity

	School		District
	Count	Percent of Total (%)	Percent of Total (%)
American Indian or Alaska Native	1	0.9	0.2
Asian	0	0.0	0.2
Black or African American	3	2.6	1.3
Hispanic or Latino	3	2.6	2.2
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.0
White	107	93.9	96.2

Classes Taught by Highly Qualified Teachers²

School	Percent of Total (%)
School	100.0
School Poverty Quartile: Middle	
State High Poverty Quartile Schools	97.6
State Low Poverty Quartile Schools	99.6

²Core academic classes taught by teachers who are fully certified to teach in that subject area.

Classroom Teacher Attendance, 2014-15

	School	District
Average # of FTE Days Absent Due to Illness or Personal Time	9.5	10.4

Instruction and Resources

Days of Instruction	184
Hours of Instruction Per Year	
Grades 1-12 and Full-Day Kindergarten	1012
Half/Extended Day Kindergarten	N/A

School Schedule

School Hours for Students	
Start Time	07:30 AM
End Time	01:55 PM

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School³

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	*	*
Hispanic or Latino	26	52.0	22	62.9
White	114	62.0	189	81.8
English Language Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	24	48.0	35	74.5
Students with Disabilities	9	34.6	20	54.1
School	158	61.5	228	79.4
District		54.9		69.6

³College-and-Career-Readiness Courses include Advanced Placement®(AP), International Baccalaureate®(IB), Career and Technical Education(CTE), workplace experience and dual enrollment courses.

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers⁴

	Count	Rate (%)
Autism	7	*
Emotional Disturbance	10	*
Intellectual Disability	*	*
Learning Disability	50	89.3
Other Health Impairment	30	81.1
Other Disabilities	*	*
Speech/Language Impairment	*	*
School	107	82.9
District		77.4

⁴Ages 6-21

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Performance and Accountability

School Performance Index (SPI)

A School Performance Index (SPI) is the average performance of students in a subject area (i.e., ELA, Mathematics or Science) on the state summative assessments. The SPI ranges from 0-100. An SPI is reported for all students tested in a school and for students in each individual student group. Connecticut's ultimate target for an SPI is 75.

	English Language Arts(ELA)		Math		Science	
	Count	SPI	Count	SPI	Count	SPI
American Indian or Alaska Native	*	*	*	*	0	N/A
Asian	11	*	11	*	11	*
Black or African American	*	*	*	*	6	*
Hispanic or Latino	47	49.8	47	46.0	41	52.2
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	0	N/A	0	N/A	*	*
White	180	58.8	180	53.4	202	64.4
English Language Learners	7	*	7	*	9	*
Non-English Language Learners	243	57.8	243	52.7	252	63.6
Eligible for Free or Reduced-Price Meals	48	50.2	48	46.1	48	55.3
Not Eligible for Free or Reduced-Price Meals	202	58.7	202	53.4	213	64.4
Students with Disabilities	35	42.7	35	39.1	31	46.5
Students without Disabilities	215	59.5	215	54.1	230	64.9
High Needs	75	47.9	75	44.0	72	52.8
Non-High Needs	175	61.1	175	55.5	189	66.5
School	250	57.1	250	52.0	261	62.7

National Assessment of Educational Progress (NAEP): Percent At or Above Proficient¹

	NAEP 2015		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	43%	43%	50%
National Public	35%	33%	36%
MATH			
Connecticut	41%	36%	32%
National Public	39%	32%	25%

¹NAEP is often called the "Nation's Report Card." It is sponsored by the U.S. Department of Education. This table compares Connecticut's performance to that of national public school students. Performance standards for state assessments and NAEP are set independently. Therefore, one should not expect performance results to be the same across Smarter Balanced and NAEP. Instead, NAEP results are meant to complement other state assessment data. To view student subgroup performance on NAEP, [click here](#).

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	N/A	N/A	N/A	81.9	127	81.9
Curl Up	N/A	N/A	N/A	94.5	127	94.5
Push Up	N/A	N/A	N/A	71.7	127	71.7
Mile Run/PACER	N/A	N/A	N/A	74.8	127	74.8
All Tests - School	N/A	N/A	N/A	55.9	127	55.9
All Tests - District	54.4	35.1	36.8	52.9		43.0

²The Connecticut Physical Fitness Assessment (CPFA) is administered to all students in Grades 4, 6, 8 and 10. The health-related fitness scores gathered through the CPFA should be used to educate and motivate children and their families to increase physical activity and develop lifetime fitness habits.

³Only students assessed in all four areas are included in this calculation.

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Cohort Graduation: Four-Year¹

	2014-15			2015-16
	Cohort Count ²	Rate (%)	Target ³ (%)	Target ³ (%)
Black or African American	*	*	.	.
Hispanic or Latino	30	96.7	.	.
English Language Learners	*	*	.	.
Eligible for Free or Reduced-Price Meals	68	85.3	.	.
Students with Disabilities	42	85.7	.	.
School	270	93.7	.	.
District		93.2	89.3	Yes 89.9

¹The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years. Statewide, district and school results for cohorts of 2010 through 2014 are [available online](#).

²Cohort count includes all students in the cohort as of the end of the 2014-15 school year.

³Targets are shown when there were at least 20 students in the cohort in 2010-11, the year that served as the base for target calculations.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam⁴

	Participation ⁵	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	99.0	118	38.7
Male	96.7	93	38.9
Black or African American	*	6	*
Hispanic or Latino	96.5	17	20.0
White	98.3	171	41.2
English Language Learners	*	0	*
Eligible for Free or Reduced-Price Meals	96.9	19	19.6
Students with Disabilities	*	*	*
School	98.0	211	38.8
District	96.4		40.9

⁴College readiness exams and benchmark scores are as follows:

- SAT® - meets benchmark on SAT, Revised SAT or Connecticut School Day SAT
- ACT® - meets benchmark score on 3 of 4 exams (benchmark score varies by subject)
- AP® - 3 or higher on any one AP® exam
- IB® - 4 or higher on any one IB® exam
- Smarter Balanced - Level 3 or higher on both ELA and math

⁵Participation Rate equals the number of test-takers in 11th and 12th grade divided by the number of students enrolled in those grades, as a percent.

Sources:

SAT® and AP® statistics derived from data provided by the College Board.

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ACT® statistics derived from data provided by ACT, Inc.

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IB® statistics derived from data provided by the International Baccalaureate Organization.

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College Entrance and Persistence

	Class of 2015	Class of 2014
	Entrance ⁶	Persistence ⁷
	Rate (%)	Rate (%)
Female	81.2	91.3
Male	68.9	87.5
Black or African American	*	*
Hispanic or Latino	44.4	*
White	78.5	93.1
English Language Learners	*	*
Eligible for Free or Reduced-Price Meals	60.7	78.8
Students with Disabilities	50.0	*
School	75.4	89.9
District	74.1	90.1

⁶College entrance refers to the percent of high school graduates from the year who enrolled in college any time during the first year after high school.

⁷College persistence refers to the percent of students who enrolled in college the first year after high school and returned for a second year (Freshman to Sophomore persistence).

Source: National Student Clearinghouse

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Next Generation Accountability Results

These statistics are the results from Connecticut's Next Generation Accountability System for districts and schools. This system is a broad set of 12 indicators that help tell the story of how well a school is preparing its students for success in college, careers and life. It moves beyond test scores and graduation rates and instead provides a more holistic, multifactor perspective of district and school performance and incorporates student growth over time.

Indicator		Index/Rate	Target	Points	Max	% Points	State Average
ELA Performance Index	All Students	57.1	75	76.1	100	76.1	67.7
	High Needs Students	47.9	75	63.8	100	63.8	56.7
Math Performance Index	All Students	52.0	75	69.3	100	69.3	61.4
	High Needs Students	44.0	75	58.6	100	58.6	49.9
Science Performance Index	All Students	62.7	75	83.6	100	83.6	57.5
	High Needs Students	52.8	75	70.4	100	70.4	47.0
ELA Academic Growth	All Students	N/A	100%	0.0	0	0.0	63.8%
	High Needs Students	N/A	100%	0.0	0	0.0	58.3%
Math Academic Growth	All Students	N/A	100%	0.0	0	0.0	65.0%
	High Needs Students	N/A	100%	0.0	0	0.0	57.4%
Chronic Absenteeism	All Students	6.9%	<=5%	46.2	50	92.4	9.6%
	High Needs Students	15.5%	<=5%	29.1	50	58.2	15.6%
Preparation for CCR	% Taking Courses	71.0%	75%	47.3	50	94.6	67.6%
	% Passing Exams	38.8%	75%	25.9	50	51.7	40.7%
On-track to High School Graduation		95.4%	94%	50.0	50	100.0	85.1%
4-year Graduation All Students (2015 Cohort)		93.7%	94%	99.7	100	99.7	87.2%
6-year Graduation - High Needs Students (2013 Cohort)		89.4%	94%	95.1	100	95.1	78.6%
Postsecondary Entrance (Class of 2015)		75.4%	75%	100.0	100	100.0	71.9%
Physical Fitness (estimated part rate) and (fitness rate)		47.7% 55.9%	75%	0.0	50	0.0	89.2% 50.5%
Arts Access		41.7%	60%	34.7	50	69.5	47.5%
Accountability Index				949.8	1250	76.0	

Gap Indicators	Non-High Needs Rate ¹	High Needs Rate	Size of Gap	State Gap Mean + 1 Stdev ²	Is Gap an Outlier? ²
Achievement Gap Size Outlier?					N
ELA Performance Index Gap	61.1	47.9	13.2	16.6	
Math Performance Index Gap	55.5	44.0	11.5	19.1	
Science Performance Index Gap	66.5	52.8	13.7	17.3	
Graduation Rate Gap	94.0%	89.4%	4.6%	13.0%	N

¹If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for graduation rate), the ultimate target is used for gap calculations.

²If the size of the gap exceeds the state mean gap plus one standard deviation, the gap is an outlier.

Subject/Subgroup	Participation Rate (%) ³	
ELA	All Students	98.4
	High Needs Students	96.3
Math	All Students	98.4
	High Needs Students	96.3
Science	All Students	98.9
	High Needs Students	97.3

Supporting Resources

- [Two-page FAQ](#)
- [Detailed Presentation](#)
- [Using Accountability Results to Guide Improvement: comprehensive documentation and supports](#)

³Minimum participation standard is 95%.