

**STRATEGIC SCHOOL PROFILE 2004-05**

High School Edition

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

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Education Reference Group (ERG): F ERG is a classification of districts whose students' families are similar in education, income, occupation, and need, and that have roughly similar enrollment.

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This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c).

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**STUDENT ENROLLMENT**

Total Enrollment: 1231

5-Year Enrollment Change: 15.6%

**TYPE OF SCHOOL**

School Type: Traditional/Regular

School Grade Range: 9-12

**SCHOOL NEED**

Current and Past School Need	Year	School	ERG High Schools	State High Schools
% of Students Eligible for Free/Reduced-Price Meals	2004-2005	11.9	16.6	21.2
	2002-2003	1.3	12.4	17.6
% of K-12 Students with Non-English Home Language	2004-2005	7.9	5.6	11.3
	1999-2000	4.9	3.9	11.3
% of Juniors and Seniors Working More than 16 Hours Per Week	2004-2005	32.1	26.8	22.1
	1999-2000	25.7	34.1	30.4

Enrollment in Special Programs	Students in School	Percent in School	% in ERG High Schools	% in State High Schools
Bilingual Education and English as a Second Language Services (K-12)	28	2.3	1.4	3.2
Compensatory Education	0	0.0	1.0	5.3
Gifted and Talented Program	0	0.0	0.2	1.1
Special Education	140	11.4	10.7	11.2

## STUDENT RACE/ETHNICITY

Race/Ethnicity	Number	Percent
American Indian	7	0.6
Asian American	29	2.4
Black	33	2.7
Hispanic	96	7.8
White	1066	86.6

**Total Minority 2004-2005** 13.4%

**Total Minority 1999-2000** 9.5%




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### EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

Connecticut law requires that school districts provide educational opportunities for their students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds. This may occur through programs with other schools, distance learning, or other experiences. Below is the description submitted by this school of how it provides such experiences.

Lyman Hall High School continues to provide programs that address the reduction of racial, ethnic, and economic isolation. Eighteen Open Choice students from New Haven participated in all aspects of student life at Lyman Hall during the 2004-2005 school year. For the second year, these students were provided with bus passes to allow them to take part in after school activities.

Several Spanish speaking teachers were provided with release time to work with the guidance department, student support services personnel, and the school's administration in improving communication with our Spanish speaking students and their parents. These teachers provided translation services at PPT's, parent conferences, course selection meetings etc. as the school worked to ensure that its Spanish speaking population is able to take full advantage of the myriad of programs and services that are available.

The Lyman Hall High School Parent Teacher Advisory Council sponsored an all-day Leadership Training Program at the Wallingford Park and Recreation Department. Grade 9 students came together collaboratively in a variety of workshops aimed at improving relationship building skills.

Lyman Hall High School also took part in the Anti-Defamation League's Names Can Really Hurt Program. Grade 10 students were provided with an assembly and a number of workshops focused on increasing tolerance and understanding. Students who took part in Names Can Really Hurt training visited our sending middle school to serve as peer counselors for grade 7 students.

In addition, Lyman Hall continued its Diversity Week tradition during the 2004-2005 school year. The school's Human Relations Club brought in guest speakers, provided school-wide lessons on tolerance, and held assemblies that featured the talents of the school's minority students.

Lyman Hall also continues to be an active participant in the Southern Connecticut Conference "Dream Team." This program continues to bring together students from 22 different communities to address issues related to racial, ethnic, and economic isolation.

## SCHOOL RESOURCES

<b>Instructional Time*</b>	<b>School</b>	<b>ERG High Schools</b>	<b>State High Schools</b>
Total Hours of Instruction Per Year	1,022	995	1,003

\*State law requires at least 900 hours for grades 1 through 12.

### TECHNOLOGY



<b>% of Classrooms, Libraries, and Laboratories Wired for:</b>	<b>School</b>	<b>ERG High Schools</b>	<b>State High Schools</b>
Video	45.6	60.7	74.0
Voice	100.0	67.9	79.5
Internet Access	100.0	95.6	95.9
Multi-Room Network (LAN)	100.0	61.1	78.7

<b>Computers</b>	<b>School</b>	<b>ERG HS</b>	<b>State HS</b>
# of Students Per Academic Computer	2.9	3.1	3.2
% of Computers that are High or Moderate Power	96.2	89.3	82.3
% of Computers with Internet Access, All Speeds	90.1	96.1	96.4
% of Computers with High Speed Internet Access	90.1	96.1	95.1
% of Internet Computers with Filtering Software	100.0	100.0	98.2

This school does not have a functional satellite link.

### LIBRARY MATERIALS

Free on-line access to periodicals, newspapers, and other resources is available to all Connecticut schools through the Connecticut Digital Library.

<b>Library Materials</b>	<b>School</b>	<b>ERG HS</b>	<b>State HS</b>
# of Print Volumes Per Student*	19.0	16.7	15.9
% of Print Volumes Purchased in the Last Three Years	6.7	8.6	10.7
# of Print Periodical Subscriptions	41	50.4	45.6
# of Non-Print Materials	285	856.6	775.2

\*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.

### STAFFING RESOURCES



<b>Average Class Size</b>	<b>School</b>	<b>ERG</b>	<b>State</b>
Algebra I	22.0	20.9	19.8
Biology I	20.8	20.4	20.2
English, Grade 10	20.3	20.8	20.1
American History	22.4	21.3	20.8

<b>School Staff Count Full-Time Equivalent</b>	<b>2004-05</b>	<b>2003-04</b>
# of Certified Staff		
Teachers	87.8	85.7
Administrators	3.6	6.0
Department Chairs	2.8	N/A
Library/Media Staff	1.0	2.0
Counselors, Social Workers, and School Psychologists	8.5	8.8
Other Professionals	0.9	1.0
# of Non-Certified Instructional	9.0	8.0

<b>Professional Staff Race/Ethnicity</b>	<b>2004-05</b>	<b>2003-04</b>	<b>1999-2000</b>
% Minority	1.8	1.8	1.0
<b>Professional Staff Experience and Training</b>	<b>School</b>	<b>ERG High School</b>	<b>State High School</b>
Average Number of Years Experience in CT	15.4	14.4	13.4
% with Master's Degree or Above	75.5	75.4	75.9
% Trained as Mentors, Assessors, or Cooperating Teachers	20.0	27.2	26.2

## SCHOOL PROCESSES

<b>Student and Teacher Statistics</b>	<b>School</b>	<b>ERG High Schools</b>	<b>State High Schools</b>
% of Students Retained in Grade after 2003-04 School Year	0.3	4.5	4.7
Teacher Attendance, 2003-04: Average # of Days Absent Due to Illness or Personal Time	6.9	8.7	8.0
% Certified Staff Assigned to Same School the Previous Year	91.8	86.1	83.3

<b>Types of Remedial Instructional Services Provided to Students Lacking Basic Skills</b>	<b>Available in Mathematics</b>	<b>Available in Language Arts</b>
Pull-out Instruction	No	No
In-Class Tutorial	No	No
After School Program	No	No
Summer School (2004)	Yes	Yes
Other	Yes	Yes

<b>% Juniors and Seniors Enrolled in a Course or Courses for College Credit</b>	<b>School</b>	<b>ERG High Schools</b>	<b>State High Schools</b>
During the 2003-04 School Year	22.7	24.6	25.4
During the 1998-99 School Year	11.3	20.2	20.5

<b>Advanced Placement Courses</b>	<b>School</b>	<b>ERG High Schools</b>	<b>State High Schools</b>
Number of Courses for which Students were Tested	12	7.9	8.4
% of Grade 12 Students Tested	8.1	15.4	17.9
% of Exams Scored 3 or More*	60.0	67.4	71.4

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

**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.



<b>Total Number of Credits Required for Graduation</b>	<b>School</b>	<b>ERG</b>	<b>State Requirement</b>
Required for Class of 2004	23.0	22.3	20.0

<b>% of Class of 2004 Graduates who Earned Credit in Selected Subjects</b>	<b>School</b>	<b>ERG High Schools</b>	<b>State High Schools</b>
Algebra I or Equivalent	97.0	91.3	90.1
Chemistry	79.1	73.7	69.9
4 or More Credits in Mathematics	51.3	56.0	63.1
3 or More Credits in Science	79.6	86.0	86.3
4 or More Credits in Social Studies	21.3	42.8	52.1
Credit for Level 3 or Higher in the Same World Language	45.7	57.0	57.9
2 or More Credits in Vocational Education	60.9	65.2	57.3
2 or More Credits in the Arts	39.1	39.6	40.4

## STUDENT PERFORMANCE

**Connecticut Academic Performance Test, Second Generation, % Meeting State Goal:** The state Goal was established with the advice and assistance of a cross section of Connecticut educators. Students receive certification of mastery for each area in which they meet or exceed the Goal. 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.


Conn. Academic Performance Test, 2 <sup>nd</sup> Generation % Grade 10 Meeting State Goal	School 2004-05	ERG 2004-05	State 2004-05
Reading Across the Disciplines	60.7	43.6	48.9
Writing Across the Disciplines	59.7	54.6	55.2
Mathematics	63.9	43.4	47.8
Science	49.3	44.8	47.3
All Four Tests	32.1	23.6	29.2
Participation Rate	98.7	97.8	96.8



The figures above were calculated differently than those reported in the No Child Left Behind (NCLB) Report Cards. Unlike NCLB figures, these results reflect the performance of students with scoreable tests who were enrolled in the district at the time of testing, regardless of the length of time they were enrolled in the district.

SAT <sup>®</sup> I: Reasoning Test	Class of 1999	Class of 2004		
	School	School	ERG	State
% of Graduates Tested	79.1	79.6	73.4	74.8
Mathematics: Average Score	508	511	497	508
Mathematics: % Scoring 600 or More	22.2	24.6	17.9	23.3
Verbal: Average Score	489	502	501	508
Verbal: % Scoring 600 or More	16.2	18.6	17.5	22.0

Student Attendance	School	ERG HS	State HS
% on October 1, 2004	95.5	94.6	94.1

Physical Fitness, Grade 10 	School	ERG	State
% Passing All 4 Tests	36.8	39.0	39.1

Dropout Rates	School	ERG	State
Cumulative Four-Year Rate for Class of 2004	5.6	8.2	8.8
2003-04 Annual Rate for Grade 9 through 12	1.4	1.8	1.8
1998-99 Annual Rate for Grades 9 through 12	2.5	3.3	3.3

Class of 2004: Number of National Merit Scholarship Semi-Finalists: 0



Activities of Graduates	Class of	School	ERG	State
% Attending Two- or Four-Year Colleges	2004	73.0	76.9	77.8
	1999	69.2	76.1	75.7
% Employed or in Military	2004	15.2	15.4	14.1
	1999	18.5	17.3	17.1

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**EVIDENCE OF SUSTAINED IMPROVEMENT IN STUDENT ACCOMPLISHMENTS**

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Below is a summary, submitted by this school, of the major trends in student performance and accomplishments that indicate sustained improvement over time. Also, areas of need are identified and plans to address these needs are presented.

Student performance on the 2005 CAPT showed marked improvement in all areas with more students achieving state goal than in the previous year. Teachers in all areas worked throughout the year developing and implementing action plans aimed at improving student achievement on standardized tests.

In addition, 2004-2005 saw a significant increase in the number of students enrolled in our Advanced Placement Program with 292 enrollees taking part in 13 distinct AP courses. In addition, elements of the Advanced Placement English Language program were imbedded within our grade 11 honors English program. 193 AP exams were taken with 67% of students scoring 3 or higher and 28 earning AP Scholar recognition.

The Lyman Hall Chapter of FCCLA, Music department, and FFA continue to represent Lyman Hall, the community of Wallingford and the state at local, regional, state and national competitions. The Lyman Hall chapter of FFA continues as a premier local chapter on the state level and continues to be recognized nationally for its efforts.

In addition, Lyman Hall High School students continue to take advantage of opportunities for students to earn credit in Tech Prep programs in affiliation with Gateway Community College and the University of Connecticut.

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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. For instance, character education or programs designed to improve school climate may be described.

Lyman Hall High School continues to serve a student population that exceeds 1,220 students grade 9-12. The school continues to employ an alternating AB block schedule that provides students opportunities to enroll in more courses and to explore concepts in greater depth.

A \$13.5 million dollar renovation project continued throughout the 2004-2005 school year. Science labs were fully renovated as were most traditional classrooms and the physical education locker rooms. Work continues on the school's media center, auditorium, athletic fields, culinary arts room, student support areas and music rooms. In addition, work continues on infrastructure systems including the fire alarm and electrical systems.

Planning continues on the recently approved Agricultural Education Center and when completed, this center will provide our award winning Agricultural Education programs with a state of the art facility.

The 2004-2005 school year also marked the visitation component of the New England Association of Schools and Colleges accreditation process. Lyman Hall received continuing accreditation along with numerous commendations for the dedication of its staff and the strength of its relationship with the community it serves.

<p>Strategic School Profiles may be viewed on the internet at <a href="http://www.state.ct.us/sde">www.state.ct.us/sde</a>. A more detailed, searchable SSP database, data tables, and additional CT education facts are also available at this site. For the school/district website, see <a href="http://www.wallingford.k12.ct.us/our_schools/high_schools/lyman_hall/index.html">www.wallingford.k12.ct.us/our_schools/high_schools/lyman_hall/index.html</a></p>
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