

STRATEGIC SCHOOL PROFILE 2009-10

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, 2009: 1,156
 5-Year Enrollment Change: -6.1%

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	128	11.1	11.9	27.9
Students Who Are Not Fluent in English	33	2.9	1.0	3.6
Students Identified as Gifted and/or Talented	260	22.5	6.9	5.1
Students with Disabilities	133	11.5	10.5	10.6
Juniors and Seniors Working 16 or More Hours Per Week	70	15.8	15.5	13.6

PROGRAM AND INSTRUCTION

Average Class Size	School	DRG	State
Algebra I	19.6	18.7	18.9
Biology I	20.8	19.7	19.6
English, Grade 10	20.6	19.4	19.7
American History	21.2	20.4	20.1

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	1,015	1,006

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 2008-09 School Year	43.3	31.9

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 2009	25.0	23.0	23.6

% of Class of 2009 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	64.2	91.5
Chemistry	58.6	72.9
4 or More Credits in Mathematics	76.1	65.2
3 or More Credits in Science	100.0	89.5
4 or More Credits in Social Studies	17.2	53.2
Credit for Level 3 or Higher in a World Language	38.6	60.9
2 or More Credits in Vocational Education	46.3	56.4
2 or More Credits in the Arts	23.5	40.5

Class of 2009

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	2.8	1.0	3.4
% of Gifted and/or Talented Students Who Received Services	1.2	30.7	36.1
% of Special Education Students Who Spent Over 79% of Their Time with Their Non-Disabled Peers:	76.7	75.2	73.5

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.

Instructional Computers and Library Materials	School	High Schools	
		DRG	State
# of Students Per Computer	3.4	2.8	2.3
% of Computers with Internet Access	94.6	99.7	98.5
% of Computers that are High or Moderate Power	100.0	98.6	97.1
# of Print Volumes Per Student*	21.4	16.6	16.6
# of Print Periodical Subscriptions	52	50	39

*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, 32% of high schools in the state utilize interactive distance learning.

SCHOOL STAFF

Full-Time Equivalent Count of School Staff		
General Education:	Teachers and Instructors	84.97
	Paraprofessional Instructional Assistants	1.00
Special Education:	Teachers and Instructors	6.40
	Paraprofessional Instructional Assistants	8.00
Library/Media Specialists and/or Assistants		2.00
Administrators, Coordinators, and Department Chairs		7.30
Instructional Specialists Who Support Teachers (e.g., subject area specialists)		0.00
Counselors, Social Workers, and School Psychologists		8.30
School Nurses		1.25
Other Staff Providing Non-Instructional Services and Support		25.70

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	16.7	14.3	14.0
% with Master's Degree or Above	80.6	74.8	74.5
Teacher Attendance, 2008-09: Average # of Days Absent Due to Illness or Personal Time	9.4	8.2	8.1
% Assigned to Same School the Previous Year	98.0	92.8	89.6

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 student management software was completed and will be instituted during the 2010-2011 school year with full parent access anticipated to begin in the fall of 2011. 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. In addition, we hold an evening program for the parents of our incoming ninth grade class. Our school counseling office also provides regular workshops for parents on the college selection process and financial aid. Also, regular school newsletters inform parents about school events, tips for parents, etc. 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	3	0.3
Asian American	32	2.8
Black	29	2.5
Hispanic	118	10.2
White	974	84.3
Total Minority	182	15.7

Percent of Minority Professional Staff :2.6

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:

3.1 % of this school's students come from homes where English is not the primary language. The number of non-English home languages is 5

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.” Ten 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. We have expanded our ability to reach out to our Spanish speaking students and their parents. Bilingual teachers continue to receive release time to work with the school personnel in maintaining regular communication with the Hispanic members of our school community. The school also continues its collaboration with the Spanish Community of Wallingford (SCOW) as it works to improve communication with the parents of our Hispanic students. SCOW receives copies of all school mailings for translation and dissemination to our Hispanic parents. In addition, a member of SCOW sits on the school’s Parent Teacher Advisory Council and the program has attended evening programs for parents to assist with translation. A number of very successful programs aimed at reducing isolation continued through the 2009-2010 school year. Diversity Week, Names Can Really Hurt and the Southern Connecticut Conference’s Dream Team continued to meet the needs of all students as they work together to instill tolerance throughout the school.. 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	40.9	50.4	39.5

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

Advanced Placement Courses 2008-09	School	State High Schools
Number of Courses for which Students were Tested	21	9.5
% of Grade 12 Students Tested	12.7	22.3
% of Exams Scored 3 or More*	76.0	71.3

*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	44.8	45.9	54.7
Writing Across the Disciplines	58.6	59.6	49.7
Mathematics	49.5	48.7	55.8
Science	48.6	45.3	58.9

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 2009	School	State	% of Schools in State with Equal or Lower Scores
Average Score: Mathematics	498	508	51.1
Critical Reading	499	503	52.8
Writing	494	506	49.4
% of Graduates Tested	63.2	68.5	N/A

Graduation and Dropout Rates	School	State	% of Districts in State with Equal or Less Desirable Rates
Graduation Rate, Class of 2009	93.8	91.3	42.7
2008-09 Annual Dropout Rate for Grade 9 through 12	2.0	3.0	34.6

Activities of Graduates	School	State	Student Attendance	School	State High Schools
% Pursuing Higher Education	76.1	84.5	% Present on October 1	95.3	94.6
% Employed, Civilian and Military	9.1	10.4			

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 2008-09 school year, 223 students were responsible for these incidents. These students represent 18.9% of the estimated number of students who attended this school at some point during the 2008-09 school year.

Number of Incidents by Disciplinary Offense Category, 2008-09		
Offense Category	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	0	0
Sexually Related Behavior	10	0
Personally Threatening Behavior	23	0
Theft	9	0
Physical/Verbal Confrontation	1	0
Fighting/Battery	41	0
Property Damage	3	0
Weapons	0	0
Drugs/Alcohol/Tobacco	9	1
School Policy Violations	490	0
Total	586	1

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

The following narratives was submitted by this school.

The faculty and staff at Lyman Hall are committed to helping students master the skills that they will need for success in the 21st Century. The 2009-2010 school year saw a continued focus on developing and revising common assessments that are used by teachers to monitor student performance and to inform instruction. Curriculum revision took place to align course work with new state standards and a new course in Digital Photography was adopted. Additional curriculum writing led to the development of a Food Science course. Planning for new district level initiatives requiring the development of data teams was completed with full implementation scheduled for the 2010-2011 school year. In addition, a new teacher evaluation plan has been developed that allows teachers to select from a number of professional activities aimed at improving student performance. Plans are also in place to provide professional development for teachers in the use of Robert Marzano's Effective Teaching Strategies.

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. January marked the opening of our new Vernon E. Cleaves Regional Agricultural Science and Technology Center. This state of the art facility houses programming in plant science, animal science, animal technology, agricultural mechanics and wildlife biology. The program will grow to include additional courses in aqua-culture, food science, and biotechnology. Our community service program continues to reap great rewards. The class of 2010 completed more than 22,000 hours of community service in agencies that included Habitat for Humanity, the Wallingford Homeless Shelter and Trail of Terror. 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 37 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.
