

**STRATEGIC SCHOOL PROFILE 2010-11**

High School Edition

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

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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, 2010: 1,144  
 5-Year Enrollment Change: -7.1%

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	133	11.6	12.5	29.3
Students Who Are Not Fluent in English	30	2.6	1.0	3.6
Students Identified as Gifted and/or Talented	254	22.2	7.4	5.2
Students with Disabilities	132	11.5	10.6	10.7
Juniors and Seniors Working 16 or More Hours Per Week	77	16.2	17.2	13.2

**PROGRAM AND INSTRUCTION**

Average Class Size	School	DRG	State
Algebra I	22.0	19.0	18.8
Biology I	19.7	20.0	19.0
English, Grade 10	16.3	19.0	19.1
American History	18.6	20.8	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	180	181
Total Hours per Year	1,010	1,009

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 2009-10 School Year	25.0	33.4

**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 2010	25.0	23.0	26.4

% of Class of 2010 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	100.0	92.6
Chemistry	69.7	72.3
4 or More Credits in Mathematics	87.3	66.0
3 or More Credits in Science	100.0	90.1
4 or More Credits in Social Studies	56.1	54.3
Credit for Level 3 or Higher in a World Language	52.9	60.7
2 or More Credits in Vocational Education	75.8	57.4
2 or More Credits in the Arts	38.1	40.5

**Class of 2010**

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	2.6	1.0	3.5
% of Gifted and/or Talented Students Who Received Services	3.5	25.6	34.3
% of Special Education Students Who Spent Over 79% of Their Time with Their Non-Disabled Peers:	85.6	76.8	74.8

**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	2.6	2.2
% of Computers with Internet Access	92.8	99.8	99.5
% of Computers that are High or Moderate Power	100.0	99.9	98.2
# of Print Volumes Per Student*	21.6	16.9	16.5
# of Print Periodical Subscriptions	40	46	37

\*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, 34.4% 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	79.70
	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		5.80
Instructional Specialists Who Support Teachers (e.g., subject area specialists)		0.90
Counselors, Social Workers, and School Psychologists		8.25
School Nurses		1.00
Other Staff Providing Non-Instructional Services and Support		20.20

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	16.3	14.5	14.1
% with Master's Degree or Above	82.4	77.2	75.8
Teacher Attendance, 2009-10: Average # of Days Absent Due to Illness or Personal Time	12.9	9.0	8.1
% Assigned to Same School the Previous Year	90.1	91.4	90.3

**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 improve communication with our students' parents and guardians. We continue to provide teachers with laptop computers to help maintain regular email communication with parents. This process was expanded this year as we increased our email capability and regularly sent home school-wide communications to parents via email. These communications are also sent to the Spanish Community of Wallingford which translates and disseminates school information for our non-English speaking parents. The school also changed student management software at the start of the 2010-2011 school year that will allow us to provide parents with instant access to their children's academic progress via the Internet. This process will be piloted during the 2011-2012 school year. Our Freshman Orientation Program continues to be very well attended by parents as are our annual Open House and quarterly Parent-Teacher Conference nights. In addition, our guidance department hosts regular workshops for parents on post high school planning. The 2010-2011 marked the first annual Transition Fair for the district which brought representatives from area colleges, vocational schools and the military together with parents and students who are planning for continued education after high school.

**SCHOOL DIVERSITY**

<b>Student Race/Ethnicity</b>		
<b>Race/Ethnicity</b>	<b>Number</b>	<b>Percent</b>
American Indian	0	0.0
Asian American	37	3.2
Black	30	2.6
Hispanic	140	12.2
Pacific Islander	0	0.0
White	937	81.9
Two or more races	0	0.0
<b>Total Minority</b>	<b>207</b>	<b>18.1</b>

**Percent of Minority Professional Staff :5.5**

**Open Choice:**

11 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:**

2.6 % of this school's students come from homes where English is not the primary language. The number of non-English home languages is 3

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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.

Lyman Hall High School continues to provide programs aimed at reducing racial, ethnic, and economic isolation. Once again this year, we hosted the Anti-Defamation League’s Names Can Hurt Program for all grade 10 students. In addition, our Peer Helpers program worked with students who were having difficulty transitioning to the high school or who needed support in dealing with interpersonal relationships. Also, our Human Relations Club sponsored the annual school talent show that showcased students representing the full range of diversity present at Lyman Hall. We also continue to provide translation services through our World Language department for those students and parents who speak only Spanish. The Lyman Hall English as Second Language program provides on-going academic support for those students who are new to the English language. We also provide a unique English course for credit for these students. In addition, we continue to be part of the Southern Connecticut Conference Dream team which brings together students from 22 schools to address issues of diversity. As always, our Open Choice students continue to be fully involved in the life of Lyman Hall High School and are provided with bus passes allowing them to take part in all afterschool activities. Finally, we continue to provide students with opportunities to develop strong relationships with each other and the Lyman Hall faculty through our weekly Advisory Program.

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**STUDENT PERFORMANCE AND BEHAVIOR**

<b>Physical Fitness: % Reaching Health Standard on All Four Tests*</b>	<b>School</b>	<b>State</b>	<b>% of Schools in State with Equal or Lower Percent Reaching Standard</b>
Grade 10	44.3	51	42.9

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

<b>Advanced Placement Courses 2009-10</b>	<b>School</b>	<b>State High Schools</b>
Number of Courses for which Students were Tested	21	10.6
% of Grade 12 Students Tested	14.7	24.2
% of Exams Scored 3 or More*	72.9	72.5

\*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	43.7	44.7	55.5
Writing Across the Disciplines	51.4	61.2	36.5
Mathematics	49.1	49.5	54.2
Science	44.7	47.0	50.5

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 2010	School	State	% of Schools in State with Equal or Lower Scores
Average Score: Mathematics	524	510	72.8
Critical Reading	510	505	64.1
Writing	504	510	56.0
% of Graduates Tested	64.8	70.6	N/A

Graduation and Dropout Rates	School	State	% of Districts in State with Equal or Less Desirable Rates
Graduation Rate, Adjusted Cohort Rate 2010	90.2	81.8	52.2
2009-10 Annual Dropout Rate for Grade 9 through 12	0.7	2.8	59.8

Activities of Graduates	School	State
% Pursuing Higher Education	83.2	84.8
% Employed, Civilian and Military	7.4	9.1

Student Attendance	School	State High Schools
% Present on October 1	95.5	93.8

**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 2009-10 school year, 212 students were responsible for these incidents. These students represent 17.6% of the estimated number of students who attended this school at some point during the 2009-10 school year.

**Truancy**

During the 2009-10 school year, 10 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, 2009-10		
Offense Category	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	2	0
Sexually Related Behavior	4	0
Personally Threatening Behavior	9	5
Theft	1	4
Physical/Verbal Confrontation	3	1
Fighting/Battery	22	6
Property Damage	1	0
Weapons	1	0
Drugs/Alcohol/Tobacco	14	5
School Policy Violations	164	234
Total	221	255

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**SCHOOL IMPROVEMENT PLANS AND ACTIVITIES**

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The following narratives was submitted by this school.

The 2010-2011 school year included a number of initiatives aimed at improving student academic performance. The faculty was immersed in Robert Marzano's Effective Teaching Strategies in an effort to foster greater student engagement and to generate a common lexicon to improve collaboration among teachers. In addition, the faculty engaged in formalized data teaming to closely monitor student achievement and to modify instruction to address areas of identified need. This process will be enhanced during the 2011-2012 school year as we embark on improving our use of formative assessments that will become the basis of our data team process. We will also be working on revising all curriculum documents to bring them closer in line with state standards and to meet the new requirements of the New England Association of Schools and Colleges. Our School Counseling Department is also working to incorporate Naviance, a web-based guidance software program, into its developmental guidance program as we work to develop Student Success Plans for all of our incoming grade 9 students. Finally, our Agricultural Education Program was expanded to include course work in Food Science. This program will continue to grow with future programming planned in Aqua Culture and Bio-Technology.

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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 1150 students, grades 9– 12. The school community is comprised of students from 10 area towns due to the school's Agricultural Science and Technology Center and its participation in the Open Choice Program. Service to others continues to be a tradition at Lyman Hall with the class of 2011 completing nearly 22,000 hours of community service. Lyman Hall students continue to excel in rigorous, college level programs. We offer 19 AP level courses in 7 different departments. Our students continue to perform very well on the AP exams with a 29 students earning AP Scholar status including three 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.

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