

**STRATEGIC SCHOOL PROFILE 2010-11**

High School Edition

**Terryville High School****Plymouth School District**

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Location: 21 North Main Street  
 Terryville,  
 Connecticut

Website: [plymouth.k12.ct.us/th/](http://plymouth.k12.ct.us/th/)

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/Regular Education  
 School Grade Range: 9 - 12

**STUDENT ENROLLMENT**

Enrollment on October 1, 2010: 527  
 5-Year Enrollment Change: -4.0%

District Reference Group (DRG): F 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	135	25.6	23.4	29.4
Students Who Are Not Fluent in English	4	0.8	0.8	3.6
Students Identified as Gifted and/or Talented	0	0.0	3.9	5.2
Students with Disabilities	55	10.4	10.8	10.7
Juniors and Seniors Working 16 or More Hours Per Week	27	12.4	13.4	13.2

**PROGRAM AND INSTRUCTION**

Average Class Size	School	DRG	State
Algebra I	16.0	16.9	18.8
Biology I	16.1	17.7	19.0
English, Grade 10	18.1	18.1	19.1
American History	19.5	18.1	20.1

**Language Instruction:**

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

Instructional Time	School	State High Schools
Total Days per Year	180	181
Total Hours per Year	1,032	1,010

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	9.1	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	23.0	22.6	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	89.6	92.6
Chemistry	57.6	72.3
4 or More Credits in Mathematics	69.6	66.0
3 or More Credits in Science	96.0	90.1
4 or More Credits in Social Studies	59.2	54.3
Credit for Level 3 or Higher in a World Language	53.6	60.7
2 or More Credits in Vocational Education	62.4	57.4
2 or More Credits in the Arts	42.4	40.5

**Class of 2010**

This school required more than the state minimum number of credits for graduation in science, the arts and/or vocational education, health

Special Programs	School	High Schools	
		DRG	State
% of Students in Bilingual Education Program or Receiving English as a Second Language Services	0.8	0.8	3.5
% of Gifted and/or Talented Students Who Received Services	N/A	N/A	N/A
% of Special Education Students Who Spent Over 79% of Their Time with Their Non-Disabled Peers:	52.7	74.9	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	1.6	2.1	2.2
% of Computers with Internet Access	100.0	96.2	99.5
% of Computers that are High or Moderate Power	100.0	93.7	98.2
# of Print Volumes Per Student*	18.1	23.6	16.5
# of Print Periodical Subscriptions	25	38	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 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, 34.2% 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	36.05
	Paraprofessional Instructional Assistants	0.00
Special Education:	Teachers and Instructors	5.00
	Paraprofessional Instructional Assistants	4.00
Library/Media Specialists and/or Assistants		2.00
Administrators, Coordinators, and Department Chairs		2.00
Instructional Specialists Who Support Teachers (e.g., subject area specialists)		0.00
Counselors, Social Workers, and School Psychologists		3.10
School Nurses		1.00
Other Staff Providing Non-Instructional Services and Support		20.55

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	16.1	14.3	14.1
% with Master's Degree or Above	76.2	74.9	75.8
Teacher Attendance, 2009-10: Average # of Days Absent Due to Illness or Personal Time	5.6	8.0	8.1
% Assigned to Same School the Previous Year	92.9	91.2	90.2

**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.

One of the main focuses of Terryville High School is to increase communication between home and school. Each teacher has an annual professional goal which addresses improving communication with parents. Administration mails home information with regards to all school related activities and events with progress reports and report cards. Information from the district and Terryville High School is broadcast on Plymouth 16, a local cable television channel. Monthly Board of Education Meetings provide an opportunity for high school representatives to publically give updates on our school and athletic activities. Terryville High School maintains its own website. Parents have the ability to monitor their child's attendance, assignments, and grades daily on their home computers through our computer based Power School Program. Through the PTSA, Sports Booster Club, and the Friends of Music, parents support and participate in school events. A group of dedicated parents organize and chaperone an After Graduation Party for the graduating Senior Class and the Terryville High School Ski Club is organized and chaperoned by parents and faculty. The School Community Business Partnership involves parents and local business owners in school activities and solicits their input on curricular skills necessary for success in the world or work. The school sign ( a lighted scrolling message board) was installed in 2010 at the end of the school driveway, which provides daily school happenings and events to the entire community. In addition, the school district uses a town wide phone alert system, Alert Now, to notify all parents and school community members of important school information and events.

**SCHOOL DIVERSITY**

<b>Student Race/Ethnicity</b>		
<b>Race/Ethnicity</b>	<b>Number</b>	<b>Percent</b>
American Indian	3	0.6
Asian American	8	1.5
Black	13	2.5
Hispanic	6	1.1
Pacific Islander	0	0.0
White	497	94.3
Two or more races	0	0.0
<b>Total Minority</b>	<b>30</b>	<b>5.7</b>

**Percent of Minority Professional Staff :4.0**

**Non-English Home Language:**

1.5 % of this school's students come from homes where English is not the primary language. The number of non-English home languages is 4

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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.

A source of pride for Terryville High School is the high level of student involvement in service organizations and activities, which help our students form connections to our community and adjacent towns. Our school supports a large LEO Club, which is junior to the Lions Club. Student representatives of the United Way provide services to four surrounding towns. Working with the United Way, our students participated in an annual Youth Forum which emphasizes leadership and responsibilities. They also take part in the "Day of Caring" in which they complete projects designed to help the neighboring City of Bristol. Every student, as a graduation requirement, must complete a minimum of 30 hours of community service. Adults and students contribute to collections that go to food pantries, toy, coat, and teddy-bear drives. An annual tea for senior citizens is planned and hosted by the Vocational Foods, Art, and Technology Education classes. The Terryville High School Fresh Start Program utilizes upper class mentors to guide incoming freshmen to facilitate their transition to high school. Topics in this program include bullying, stereotyping, labeling, and the acceptance of differences.

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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	71.8	51	93.5

\*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	5	10.6
% of Grade 12 Students Tested	14.5	24.2
% of Exams Scored 3 or More*	53.8	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	41.7	44.7	52.4
Writing Across the Disciplines	68.7	61.2	58.3
Mathematics	49.1	49.5	54.2
Science	43.5	47.0	49.0

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	505	510	54.6
Critical Reading	480	505	40.5
Writing	488	510	42.7
% of Graduates Tested	61.6	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	86.7	81.8	37.5
2009-10 Annual Dropout Rate for Grade 9 through 12	1.3	2.8	42.6

Activities of Graduates	School	State
% Pursuing Higher Education	72.0	84.8
% Employed, Civilian and Military	10.4	9.1

Student Attendance	School	State High Schools
% Present on October 1	94.3	93.7

**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, 98 students were responsible for these incidents. These students represent 18.4% 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, 3 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	4	0
Sexually Related Behavior	0	0
Personally Threatening Behavior	16	0
Theft	6	1
Physical/Verbal Confrontation	5	0
Fighting/Battery	13	0
Property Damage	3	0
Weapons	1	1
Drugs/Alcohol/Tobacco	17	3
School Policy Violations	140	97
Total	205	102

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**SCHOOL IMPROVEMENT PLANS AND ACTIVITIES**

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The following narratives was submitted by this school.

During the 2010 - 2011 academic year, Terryville High School continued to focus the effort and energy of the staff, faculty, and students upon raising the scores in all four areas of CAPT. The School Improvement Plan for the 2010 - 2011 year targeted actions, persons responsible, and timeframes for indicated areas needing improvement. The improvement plan was aligned with NEASC rubrics and implemented by all school departments. The 2011 CAPT report indicated that the school's efforts and focus on the CAPT standards have led to an increase in the proficient and goal ranges in all areas of the test. The faculty and staff have viewed the NEASC Report as a major event in school improvement. Terryville High School was awarded continuing accreditation by NEASC. A follow-up committee has been formed and is addressing the highlighted commendations and recommendations of the visiting committee. These will provide a concrete and positive direction for school improvement. Our alternative education program, SWAT, provides an academic recovery opportunity for "at risk" students. SWAT, Students Wanting Academic Turnaround, incorporates an intensive computer based academic program and summer school requirement to assist any student who is having difficulty completing a traditional high school curriculum. Terryville High School also houses a program for autistic and emotionally challenged students.

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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.

Terryville High School is located in a small, but close-knit community which fully supports the education of its children. This was evidenced by the opening of a new state-of-the-art facility, Terryville High School, on January 7, 2008. This new high school has the latest computer technology, classroom equipment, a large 625 seat auditorium, a spacious gym, and a beautiful library-media center. The new high school has over 50 classrooms, each with computer equipment designed to enhance instruction. By the end of the 2011 - 2012 school year, all outdoor varsity sports; (including cross country) will be held on site. Terryville High School insures that connections are made between staff, faculty, and students. Our high rate of student involvement in clubs, activities, and community service is a source of pride and satisfaction. Support from federal, state, and local business such as the Carl Perkins Grant, Drug Free Communities Grant, and Thomaston Savings Bank Grants provided additional resources for our students.

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