

**STRATEGIC SCHOOL PROFILE 2009-10**

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, 2009: 521  
 5-Year Enrollment Change: -5.1%

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	111	21.3	22.0	27.9
Students Who Are Not Fluent in English	1	0.2	0.8	3.6
Students Identified as Gifted and/or Talented	0	0.0	4.3	5.1
Students with Disabilities	46	8.8	10.3	10.6
Juniors and Seniors Working 16 or More Hours Per Week	28	14.7	15.5	13.6

**PROGRAM AND INSTRUCTION**

Average Class Size	School	DRG	State
Algebra I	16.0	17.5	18.9
Biology I	14.2	16.7	19.6
English, Grade 10	16.9	18.5	19.7
American History	20.8	19.8	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	1,006

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	12.5	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	23.0	22.6	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	83.1	91.5
Chemistry	56.9	72.9
4 or More Credits in Mathematics	67.7	65.2
3 or More Credits in Science	100.0	89.5
4 or More Credits in Social Studies	46.2	53.2
Credit for Level 3 or Higher in a World Language	55.4	60.9
2 or More Credits in Vocational Education	52.3	56.4
2 or More Credits in the Arts	34.6	40.5

**Class of 2009**

This school required more than the state minimum number of credits for graduation in science, health

Special Programs	School	High Schools	
		DRG	State
% of Students in Bilingual Education Program or Receiving English as a Second Language Services	0.2	0.7	3.4
% 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:	45.7	73.1	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](http://www.iconn.org).

Instructional Computers and Library Materials	School	High Schools	
		DRG	State
# of Students Per Computer	1.7	2.1	2.3
% of Computers with Internet Access	100.0	96.8	98.5
% of Computers that are High or Moderate Power	100.0	95.2	97.1
# of Print Volumes Per Student*	16.3	22.9	16.6
# of Print Periodical Subscriptions	21	38	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 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**

<b>Full-Time Equivalent Count of School Staff</b>		
General Education:	Teachers and Instructors	36.00
	Paraprofessional Instructional Assistants	0.00
Special Education:	Teachers and Instructors	5.00
	Paraprofessional Instructional Assistants	3.00
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		3.40
School Nurses		1.00
Other Staff Providing Non-Instructional Services and Support		20.50

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	17.0	14.0	14.0
% with Master's Degree or Above	75.6	75.0	74.5
Teacher Attendance, 2008-09: Average # of Days Absent Due to Illness or Personal Time	5.4	7.6	8.1
% Assigned to Same School the Previous Year	92.7	90.5	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.

One of the main focuses of Terryville High School is to increase communication between home and school at all levels. 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 chaperon the After Graduation Party for the graduating Senior Class. Parents are encouraged and welcomed to join our Parental Advisory Council which meets every other month to discuss current issues and provide input on school programs. The parent Advisory Council provides a forum for parents to dialogue with the school administration. 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. A new 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	0	0.0
Asian American	5	1.0
Black	8	1.5
Hispanic	11	2.1
White	497	95.4
Total Minority	24	4.6

**Percent of Minority Professional Staff :4.2**

**Non-English Home Language:**  
0.8 % of this school's students come from homes where English is not the primary language. The number of non-English home languages is 2

**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.

A source 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. Through Sports World, our students attend an assembly to hear former professional athletes speak about urban life and personal responsibility.

**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	93.3	50.4	100.0

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

<b>Advanced Placement Courses 2008-09</b>	<b>School</b>	<b>State High Schools</b>
Number of Courses for which Students were Tested	5	9.5
% of Grade 12 Students Tested	13.0	22.3
% of Exams Scored 3 or More*	75.8	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](http://www.ctreports.com).

CAPT Subject Area	School	State	% of Schools in State with Equal or Lower Scores
Reading Across the Disciplines	36.0	45.9	42.1
Writing Across the Disciplines	44.1	59.6	28.3
Mathematics	48.0	48.7	53.7
Science	36.7	45.3	41.6

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 2009	School	State	% of Schools in State with Equal or Lower Scores
Average Score: Mathematics	483	508	41.6
Critical Reading	487	503	43.8
Writing	474	506	37.6
% of Graduates Tested	54.6	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	86.7	91.3	16.8
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	77.7	84.5	% Present on October 1	92.1	94.6
% Employed, Civilian and Military	13.8	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, 110 students were responsible for these incidents. These students represent 19.5% 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	1	0
Personally Threatening Behavior	4	0
Theft	3	0
Physical/Verbal Confrontation	3	0
Fighting/Battery	25	0
Property Damage	2	2
Weapons	1	0
Drugs/Alcohol/Tobacco	7	0
School Policy Violations	190	4
Total	236	6

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**SCHOOL IMPROVEMENT PLANS AND ACTIVITIES**

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The following narratives was submitted by this school.

During the 2009 - 2010 academic year, Terryville High School continued to focus the effort and energy of the staff, faculty and students upon rising the scores in all four areas of CAPT. The School Improvement Plan for the 2009 - 2010 year targeted actions, persons responsible and time frames for indicated areas needing improvement. The improvement plan was aligned with NEASC rubrics and implemented by all school departments. The 2010 CAPT report indicated that the school needs to continue to focus on improving student achievement. New committees and initiatives have been created to address the improvement of our student CAPT scores. The faculty and staff have viewed the NEASC self-study and the October 2008 visitation 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. During the 2009 - 2010 school year, an adjustment in staffing allowed the creation of a program for the emotionally challenged students at Terryville High School.

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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 2010 - 2011 school year, all outdoor varsity sports; (baseball, softball, track and soccer with the exception of cross country) will be held on site with the completion of our new track and field complex. Plans for a new on site cross country course are in the process of being developed. 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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