

STRATEGIC SCHOOL PROFILE 2010-11

Middle and Junior High School Edition

Eli Terry Jr. Middle School**Plymouth School District**

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Location: 79 North Main Street
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 Connecticut

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/Regular Education
 School Grade Range: 6 - 8

STUDENT ENROLLMENT

Enrollment on October 1, 2010: 441
 5-Year Enrollment Change: -12.8%

INDICATORS OF EDUCATIONAL NEED

Need Indicator	Number in School	Percent in School	Middle/Jr. High Schools	
			% in District	% in State
Students Eligible for Free/Reduced-Price Meals	128	29.0	29.0	29.2
Students Who Are Not Fluent in English	3	0.7	0.7	3.5
Students with Disabilities	56	12.7	12.7	11.7
Students Identified as Gifted and/or Talented	0	0.0	0.0	7.5
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	271	93.8	93.8	93.5

PROGRAM AND INSTRUCTION

Instructional Time	School	State Middle/Jr. High Schools
Total Days per Year	180	181
Total Hours per Year	1,025	1,017

State law requires that at least 180 days of school be offered to students in kindergarten through Grade 12, 900 hours of instruction to Grades 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

Average Class Size	School	District	State	Enrollment in Selected High School Level Courses			
Grade 5	N/A	N/A	N/A	Percent of Grade 8 Students Taking	School	District	State
Grade 7	15.8	15.8	20.6	Mathematics	22.2	22.2	34.4
				World Language	0.0	0.0	48.4

Required Hours of Instruction Per Year in Selected Subject Areas		
Grade 8	School	State
Art *	0	36
Computer Education	0	20
English Language Arts	223	242
Family and Consumer Science	0	10
Health **	8	23
Library Media Skills	0	14
Mathematics	223	158
Music *	0	32
Physical Education	43	55
Science	223	145
Social Studies	112	143
Technology Education *	0	24
World Languages	112	83

World Language

Formal instruction (at least 1 hour per week) in Spanish starts in Grade 8 in this school. Statewide, 23.8% of elementary and middle schools that serve Grade 8 start world language instruction by this grade.

Lunch

An average of 25 minutes is provided for lunch during full school days.

** Interdisciplinary approach

* Elective hours also offered

Special Programs	School	Middle/Jr. High Schools	
		District	State
% of K-12 Students in Bilingual Education Program or Receiving English as a Second Language Services	0.7	0.7	3.4
% of Identified Gifted and/or Talented Students Who Received Services	N/A	N/A	N/A
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers	83.9	83.9	77.7

LIBRARY AND COMPUTERS

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

Instructional Computers and Library Materials	School	Middle/Jr. High Schools	
		District	State
# of Students Per Computer	2.5	2.5	2.4
% of Computers with Internet Access	100.0	100.0	98.9
% of Computers that are High or Moderate Power	100.0	100.0	96.6
# of Print Volumes Per Student*	16.4	16.4	21.3
# of Print Periodical Subscriptions	13	13	21

*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.

SCHOOL STAFF

Full-Time Equivalent Count of School Staff	
General Education: Teachers and Instructors	30.35
Paraprofessional Instructional Assistants	1.10
Special Education: Teachers and Instructors	5.00
Paraprofessional Instructional Assistants	7.00
Library/Media Specialists and/or Assistants	1.00
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	2.89
School Nurses	1.00
Other Staff Providing Non-Instructional Services and Support	15.80

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	Middle/Jr. High Schools	
		District	State
Average Number of Years of Experience in Education	13.5	13.0	14.2
% with Master's Degree or Above	78.4	78.4	79.1
Classroom Teacher Attendance, 2009-10: Average # of Days Absent Due to Illness or Personal Time	4.2	4.2	10.1
% Assigned to Same School the Previous Year	89.2	89.2	87.7

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 this school.

Eli Terry Jr. Middle School is committed to supporting the family's role in the education of our students. Over the past four years, the teachers and administration have focused on opening the lines of communication between the school and the community to improve student performance, parental involvement, and school morale. Parents have online access to their children's grades and academic progress with teachers posting homework, assignments and test scores daily. A monthly newsletter is published to keep parents apprised of school events and activities. A monthly calendar of events is posted on the school's website and is also aired on the districts cable television channel. New this year, we implemented an "e-mail blast" which was available to parents and community members. Throughout the year, we utilize parent volunteers and work closely with the PTA to provide enriching experiences for our students.

SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	3	0.7
Asian American	3	0.7
Black	9	2.0
Hispanic	9	2.0
Pacific Islander	0	0.0
White	417	94.6
Two or more races	0	0.0
Total Minority	24	5.4

Percent of Minority Professional Staff: 2.2%

Non-English Home Language:

0.7% of this school's students (excluding prekindergarten students) come from homes where English is not the primary language. The number of non-English home languages is 3.

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.

Eli Terry Jr. Middle School promotes the reduction of racial, ethnic and economic isolation by building awareness within curriculum and various school wide activities. Social Studies, grade 8 World Language, and language arts teachers' introduce students to a variety of cultures and traditions through the utilization of multicultural literature as a component of our students' literacy experience. Our band, chorus, and general music programs included musical experiences from around the world. Our student council conducted a food drive and stocked the shelves in the local food pantry. We also sponsored a school wide fundraising event for the victims of the tsunami in Japan. The teachers and administration work closely with the districts School-to-Career Program to teach and provide the children with real life experiences and opportunities. Our grade 8 students complete a unit of study on prejudice and how it affects Human Rights. Our school wide "Character Counts" initiative along with our student council and Kids In The Middle Program provides many opportunities for students to work together to reach out into the community and the world by collecting clothing, food and money to help those less fortunate.

STUDENT PERFORMANCE AND BEHAVIOR

Physical Fitness: % Reaching Health Standard on All Four Tests*	School	District	State	% of Schools in State with Equal or Lower Percent Reaching Standard
Grade 4	N/A	N/A	N/A	N/A
Grade 6	58.3	58.3	51.2	64.2
Grade 8	57.8	57.8	50.8	65.9

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

Connecticut Mastery Test, Fourth Generation, % Goal. The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards.

Grade and CMT Subject Area	School	District	State	% of Schools in State with Equal or Lower Percent Meeting Goal
Grade 4 Reading	N/A	N/A	N/A	N/A
Writing	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A
Grade 5 Reading	N/A	N/A	N/A	N/A
Writing	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A
Science	N/A	N/A	N/A	N/A
Grade 6 Reading	71.3	71.3	76.0	41.1
Writing	62.0	62.0	65.2	45.9
Mathematics	67.3	67.3	71.3	44.4
Grade 7 Reading	72.0	72.0	77.8	37.9
Writing	58.3	57.9	58.9	54.7
Mathematics	74.0	74.0	68.4	59.6
Grade 8 Reading	64.7	64.7	74.7	33.7
Writing	49.7	49.7	64.8	31.5
Mathematics	65.4	65.4	66.6	49.8
Science	64.1	64.1	63.1	50.7

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. Results for fewer than 20 students are not presented.

For more detailed CMT results, go to www.ctreports.com.

To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."

Student Attendance	School	District Middle/Jr. High Schools	State Middle/Jr. High Schools
% Present on October 1	95.0	95.0	95.6

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, 46 students were responsible for these incidents. These students represent 9.9% 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, 1 student 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	7	0
Theft	3	0
Physical/Verbal Confrontation	24	2
Fighting/Battery	3	0
Property Damage	2	0
Weapons	2	0
Drugs/Alcohol/Tobacco	3	1
School Policy Violations	26	0
Total	76	3

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this school.

Eli Terry Jr. Middle School, as measured by the Connecticut Mastery Test and No Child Left Behind's Adequate Yearly Progress achieved AYP in participation rate, mathematics, reading and writing. Our Title I tutors work closely with students and utilize a structured reading program designed to address specific CMT skill and comprehension weaknesses. In 2010 - 2011, Teacher Professional Development focused on data teams and use of technology in the classroom. The teachers and administration have developed a comprehensive school improvement plan which breaks down the specific to the needs of the school. The teachers will continue to focus their efforts and professional goals on the school improvement plan to best meet the needs of the children. We continue to train our teachers in how to disaggregate student data in order to focus precisely on academic areas that need improvement. After school help is offered to all students needing extra assistance to help target academic areas of weakness and to assist children in mastering the Connecticut Mastery Test standards. The student body also has the opportunity to participate in after school activities such as intramural sports, interscholastic sports, our Kids In The Middle Program and a variety of clubs.

SUPPLEMENTAL SCHOOL INFORMATION

The space below was optionally used by this school to describe aspects of the school not presented elsewhere in the profile.

All of the Eli Terry Jr. Middle School students are on a grade level team, which consist of core teachers and special education teachers. Their core subjects are language arts, social studies, mathematics, science and computers for grades 6 and 7 and Spanish for grade 8. The students also have two unified arts each trimester. The unified arts offered at Eli Terry Jr. Middle School are art, industrial technology, physical education, general music, band, and chorus. In lieu of one unified arts class, the top 24 of the 7th and 8th grade students are able to participate in an Enrichment Class. In the Enrichment Class, the 7th grade students became certified in First Aid by The American Heart Association. The 8th grade students studied "Fundamentals of Leadership". In this class, they were asked to challenge themselves by looking at the world from different perspectives and to begin viewing themselves as leaders in the 21st century. The objective of this project was to have students interview various leaders and ask the essential question: "What will it take to succeed in the 21st Century?" Grade level dances and various after school activities and clubs (i.e. newspaper club, yearbook club, book club, intramurals, Kids In The Middle, student council), provide opportunities for students to interact with their peers. The Eli Terry Jr. Character Counts initiative has a different focus for each month in assisting with positive character formation.
