

Instructions

1. Make a copy of this Self-Study Guide for each member of the School and Community Profile Committee from the website: <http://cpss.neasc.org>
2. Respond to each of the items contained in sections I and II on the following pages in a brief, but thorough manner. The School and Community Profile is a significant document that will be studied by the visiting committee and used by several self-study committees.
3. Based on a review of the information in the completed School and Community Profile, attach a description of the most important issues and challenges facing the school. Include the implications of a range of student performance data and plans to address such issues, challenges, and student performance needs. These issues, challenges, and student performance needs must be approved by the faculty and should be presented during the Panel Presentation on Sunday afternoon of the first day of the team's visit to your school. They should also be shared with all of the self-study Standards committees.
4. Once you have provided all the required information, write a narrative description of the findings in the School and Community Profile following the sample at the end of this guide. Limit the narrative to 3-5 single-spaced pages. Do not include charts and graphs. The description should include the following information:

The Community:

- location of the town/city/district in the state
- population of the town/city/district
- the socioeconomic profile of the community including median income
- percentage of the population below the poverty level
- unemployment rate
- local industries and businesses
- percentage of local property tax allocated to schools
- total student population of the district
- total number and types of schools in the district (public and independent)
- percentage of high school age students who attend non-public schools
- per pupil expenditure of school in comparison to state average
- percentage of students who participate in school choice – coming in going out

The School and the Students:

- student population of the school
- grade configuration of the school
- ethnic/racial/cultural composition of the student body
- significant changes in the ethnic/racial/cultural composition of the student body
- school enrollment stability

- total number of teachers
- teacher attendance rate
- average teacher/student ratio
- average student load for teachers
- average class size
- type of school schedule
- course grouping arrangements such as leveling, teams, or small learning communities
- availability of common planning time
- number and percentage of nonresident students
- number and type of feeder/sending schools
- student attendance rate
- student dropout rate
- types of academic and non-academic awards and recognition for students
- average standardized test scores in comparison to state and national averages
- significant indicators of student performance beyond performance on standardized tests
- performance graduation requirements beyond Carnegie units and required courses
- percentage of students in special education courses
- percentage of students in bilingual/ESL/ELL classes
- percentage of students taking upper level courses
- percentage of students who attend four-year colleges, attend two-year colleges, enter directly into the work force, and enter the military
- nearby educational opportunities available to students and the community
- recent school initiatives
- school-business partnerships or joint ventures
- other school partnerships with the community, institutions of higher education, or other post-secondary institutions
- service learning requirements
- percentage of students in each level of courses, if appropriate

School Improvement Planning:

- school improvement targets
- school improvement planning

4. Attach a list of names, positions, and signatures of the committee members responsible for the preparation of the School and Community Profile. Signatures of committee members attest to the thoroughness of the committee's work and to the accuracy of the information provided in the narrative description.

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I. DATA ON THE COMMUNITY

Note: The term "community" includes both the immediate neighborhood, the area in which students live, and the larger area which influences both the students and the school itself.

A. COMPOSITION OF THE COMMUNITY

1. Briefly describe the physical setting of the school and the surrounding area, to include location, accessibility, and proximity to other town/city services.
2. Provide a brief socioeconomic profile of the community, including median income.
3. Briefly describe types and sizes of major businesses and industries in the community/communities served by the school.
4. Briefly describe any significant changes in the local economy over the past few years.
5. Indicate the current unemployment rate of the community.
6. Report the percentage of the families in this school community that have incomes below the poverty level. _____%.
7. Identify the languages spoken by students and the percentage of students for whom this is their primary language.
8. Report the level of Chapter I participation.
9. Indicate the population of the town/city/district.
10. Indicate the total student population of the district.

B. FINANCIAL RESOURCES

1. Report the state average for per pupil expenditures for the past two years.	2007-2008	\$		2006-2007	\$	
2. Report the school's per pupil expenditure for the past two years based on the same components as those used to determine the state per pupil expenditure.	2007-2008	\$		2006-2007	\$	
3. List the percentage of school funds obtained from the following sources for the past two years	2007-2008	%		2006-2007	%	
a. local resources		%			%	
b. state resources		%			%	
c. federal resources		%			%	
d. other resources		%			%	
4. Report the percentage of the local property tax allocated to schools for the past two years.	2007-2008	%		2006-2007	%	
5. Report the annual tuition charge for nonresident students enrolled in the school and the number of tuition students for the past two years.	2007-2008	\$	#	2006-2007	\$	#

C. SCHOOL SYSTEM POPULATION AND ENROLLMENT DATA

1. Indicate the number of nonresident youth attending schools in the community/communities and the high school through tuition or school choice. _____
2. Use the following chart to provide the number and enrollments of types of schools in the community/school system:

	Total Number of Schools	Total Enrollment	Enrollment From This Community
Public Elementary			
Non-public Elementary			
Public Secondary			
Public Vocational/Technical			
Non-public Secondary			

- List the names and enrollment figures for the junior high, middle and/or elementary feeder/sending schools in the district.

School	Enrollment

- Provide the percentage of high school age students who attend non-public schools.

_____ %

II. DATA ON THE SCHOOL AND THE STUDENTS

A. STUDENT PERFORMANCE DATA

- Attach a copy of the school profile, (e.g., profile prepared for state department of education, for colleges, for town annual report, the school district's annual report, the NCLB annual report, etc.).
- Students taking the SAT or ACT:
If the following information is not included in the attached profile, indicate the number of students taking the SAT or ACT for the last two years:

Year	Number of Males	Number of Females	Percentage of School Total	State Percentage
2007-2008			%	%
2006-2007			%	%

B. OTHER SCHOOL PERFORMANCE INDICATORS

- Indicate the percentage of members of the senior class who graduated in each of the last two years.

Year	Percentage
2007-2008	%
2006-2007	%

2. Indicate the percentage of students who were retained (not promoted) in each of the past two years.

Year	Percentage
2007-2008	%
2006-2007	%

3. Indicate the total number of expulsions in each of the past two years.

Year	Number
2007-2008	
2006-2007	

4. Indicate the total number of in-school suspensions in each of the past two years.

Year	Number
2007-2008	
2006-2007	

5. Indicate the total number of out-of-school suspensions in each of the past two years.

Year	Number
2007-2008	
2006-2007	

6. Indicate the number of students with failing grades in the past two years.

	2007 - 2008			2008 - 2009		
Number of Failing Grades	M	F	Total	M	F	Total
Grade 9						
Grade 10						
Grade 11						
Grade 12						

7. Indicate any data on graduates' performance in college (e.g. percent who required remediation, percent who graduate from college.)

C. SCHOOL ENROLLMENT DATA

1. Complete the chart below, using enrollments as of October 1 of each year.

Grades Included In This School	2007 - 2008			2008 - 2009		
	M	F	Total	M	F	Total
Grade						
Grade						
Grade						
Grade						
Grade						
Grade						
Grade						
Non-Graded						
Totals						

Projected Enrollment Grades Included In This School	One Year 2009 - 2010			Two Years 2010 - 2011		
	M	F	Total	M	F	Total
Grade						
Grade						
Grade						
Grade						
Grade						
Grade						
Grade						
Non-Graded						
Totals						

D. ATTENDANCE DATA

1. Indicate the average daily student attendance rate for the past two years.

MALE		FEMALE	
Year	Rate	Year	Rate
2007-2008		2007-2008	
2006-2007		2006-2007	

2. Indicate the average daily teacher attendance rate for the past two years excluding absences for professional reasons.

Year	Rate
2007-2008	
2006-2007	

E. ETHNIC, RACIAL & CULTURAL COMPOSITION

1. List the percentage breakdown of identifiable ethnic and racial groups that comprise the student body.

Group	Percentage
	%
	%
	%
	%
	%

2. Describe any significant changes in the ethnic and racial composition of the student body in recent years.

F. AGE-GRADE DISTRIBUTION

1. Describe any unusual variance in age/grade distribution, explain the cause, and discuss the implications for school programs or services.

G. PARENTAL INVOLVEMENT

1. Indicate the percentage of students whose parents participated in some type of parent/student/teacher conversation or discussion pertaining to the academic progress of the student as well as how the school tracks this information.

Year	Percentage
2007-2008	%
2006-2007	%

H. TRANSIENCE AND MOBILITY

1. Briefly describe any issues with transience or mobility in the student population.
2. Explain any implications for transience or mobility in the student population.

I. WITHDRAWALS AND TRANSFERS

1. Explain any unusual conditions which might affect withdrawals and transfers.
2. Report the percentage of dropouts (as reported to the state department of education) for the past two years.

Year	Percentage	State Average
2007-08	%	%
2006-07	%	%

J. CURRICULAR AND CO-CURRICULAR ENROLLMENTS AND PROGRAMS

1. List curricular enrollments for each instructional area/team disaggregated by gender and race for the current school year.
2. List co-curricular enrollments for the current year, e.g., clubs, athletics and activities.
3. Report the average class size and the range of class sizes school-wide and by academic area.
4. Report the full-time equivalent for: teachers, administrators, student support staff, other professional staff, and non-professional staff (clerical, custodial, other).
5. Report the average student load for teachers by semester in the different content areas.

6. Report the amount of daily instructional time per year, the number of days per academic year for students, and the number of days for teachers, indicating the state requirement for each.
7. Using the categories below, list other educational programs and/or services, besides non-public secondary schools, available to students in the school:
 - a. Collegiate institutions
 - b. Vocational and technical schools
 - c. Institutions providing adult education and continuing education
 - d. E-learning (electronic learning) and distance learning programs
8. Briefly describe any examples of business or industry partnerships with the school in the following areas:
 - a. Employment opportunities
 - b. School-to-Career opportunities
 - c. Job shadowing/apprenticeship program
9. Briefly describe any other examples of partnerships with the community, institutions of higher education, or other post-secondary institutions.
10. Briefly describe any service learning requirements.
11. Indicate which faculty have common planning time and the amount.
12. Indicate the type of schedule (e.g., rotating 4X4 block, 43-minute periods.)
13. Briefly describe any use of levels, teams, interdisciplinary grouping, small learning communities, or other grouping arrangements.
14. Indicate the percentage of students in special education courses.
15. Indicate the percentage of students in bilingual/ESL courses.
16. Indicate the total amount of professional development time per year in hours. This should include professional development days, faculty meetings, department/content area meetings, common planning periods and half-days
17. Indicate the number of students taking college courses at the high school on-line or on a college campus by gender for the last two years.

***K. POST SECONDARY CHOICES
CLASSES OF 2008, 2007, 2006***

1. Use the following to report the post-secondary choices of seniors over the last three years.

Categories	Class of 2008				Class of 2007				Class of 2006			
	Male		Female		Male		Female		Male		Female	
	#	%	#	%	#	%	#	%	#	%	#	%
Post-Secondary Education												
Four-year college												
Two-year college												
Other training												
Immediate Employment												
Military												
Other												

2. Indicate any results of a follow-up study of graduates.

L. SCHOOL INITIATIVES

1. Briefly describe any existing or planned school reform initiatives. Include the faculty and staff involved, the student population affected, and an explanation of how such initiatives are aligned with the school's mission and expectations for student learning.
2. Briefly describe the rationale for undertaking each existing and each planned initiative.
3. Briefly describe the result of each existing initiative in the last few years.

M. GOVERNMENT AND FOUNDATION SUPPORTED PROGRAMS

1. List and briefly describe any projects or grants currently in operation in this school that are financed by federal, state or municipal agencies.
2. List and briefly describe any projects or grants currently in operation in this school that are supported by public or private foundations or agencies.

N. PREPARATION OF TEACHERS

1. Indicate the number and percentage of teachers who are teaching out of their area of certification.
2. Indicate the number and subject areas of teachers who have provisional teaching credentials/certification.
3. Indicate the percentage of faculty with advanced degrees.

III. SCHOOL IMPROVEMENT PLANNING

1. List identified targets for improved school performance based on the analysis of standardized assessment scores and other school/district assessment results (e.g., students below standard, students in the lowest performance level).
2. List identified targets for improved performance based on the analysis of equity gaps in state assessment scores and other school/district assessment results (e.g., special education students, gaps between genders, students not proficient in English, minority students, students in poverty, vocational students).
3. Identify other school improvement targets as well as the manner by which they were identified and the data source identifying the deficiency.
4. Briefly describe how the school's improvement plan/strategic plan is aligned with the school's mission and expectations, as well as identified targets for improved school performance related to learning expectation in the mission.
5. Describe any changes in the school's expectations for student learning as stated in the mission in response to identified targets for improved school performance.

SCHOOL AND COMMUNITY PROFILE

The Community

Barnacle Bay High School, located in Bristol, Maine, and situated on a hill overlooking the Atlantic Ocean, serves the communities of Bristol, Oyster Bay, and Rockport. Located equidistant from Portland and Augusta, Maine, the towns are traditional seacoast communities, with tourism and fishing as primary industries. With proximity to major highways of I-95 and Route 1 in Maine, the towns are also accessible to Boston, Massachusetts.

Bristol, incorporated in 1720, has a fishing port with a deep harbor; Oyster Bay and Rockport, incorporating in 1730 and 1732 respectively, are primarily tourist communities with numerous hotels and small shops lining the seacoast and town centers. With a combined population of 17,230, the communities are economically, racially, culturally, and ethnically similar. No identifiable minority group comprises more than 0.7% of the population, and English is the primary language spoken by 99 percent of the student population; a few students have parents who speak Portuguese at home. Bristol has the slightly larger population with 7629, with Oyster Bay (5012) and Rockport (4589) somewhat smaller. The median family income is \$53,309 in Bristol, \$63,044 in Oyster Bay, and \$60,412 in Rockport.

The majority of the population in all three communities is employed in fishing industry, tourism, services, trade, and government. In 2008, the unemployment rate was 3.9% for Bristol, 4.5% for Oyster Bay, and 3.8% for Rockport. In 2008, five percent of the school population lived below the low-income level established by the Federal Free Lunch Program. No funds are provided to the school through participation in Chapter I. Seacoast College, also located in Bristol, is a major employer for all three towns. Rockport is also home to Genetics Corporation, a biotechnical research company, and Oyster Bay is home to two assisted living facilities. All three towns have experienced considerable growth in the past five years. While there has been a slight decline in the fishing industry, at the same time new housing starts, primarily due to the building of second/vacation homes, have increased.

In addition to Barnacle Bay High School with a population of 988, Littleneck Middle School includes 740 students, and three elementary schools, one located in each of the three communities, house 559, 341, and 287 students for a total of 2915 in the Barnacle Bay School District.

The Barnacle Bay School District, ranked in the bottom 30 percent of school districts in the state in terms of per pupil expenditures, expended \$7443 per pupil compared to a state average expenditure of \$8022 per pupil in 2006-07 and \$7678 compared to a state average expenditure of \$8216 per pupil in 2007-08. In FY 2007 state, federal and other resources accounted for 62 percent of all funds received in the district, leaving 38 percent of funding to be obtained through local resources. Forty-seven percent of local property taxes are allocated to the public schools. Twelve students paid nonresident tuition fees of \$7500 each to attend Barnacle Bay High School in both 2007 and 2008. As well, fifteen students on average, attend Salty Creek Regional Technical School each year. In addition, the school annually hosts two foreign exchanges students. An additional 18 students (2%) attend non-public schools.

The School and the Students

Barnacle Bay High School includes students in grade 9 -12 with the total enrollment of 988 students divided between 490 males and 498 females. The school population has remained stable over the past ten years. The ethnic, racial, and cultural composition has remained constant with .43% (4) African-American students, .17% (2) Asian students, and 1.2% (10) Hispanic students during the 2007-08 school year. The average dropout rate for the past two years has been 2.15%, the average daily student attendance 96.7% and the average attendance rate among teachers 96.2%.

There are 62 teachers at Barnacle Bay High School, creating a ratio of 16:1. Individual teachers carry an average load of 80.8 students with an average class size of 19.3. In those classes required for graduation, the average class size is 22 students. Some provision for common planning time is available through the school's operation of a rotating block schedule (seven rotating periods of 84 minutes at the beginning of the school day, five 43 minute periods and one 40 minute period at the end of the day). In addition all faculty are provided common planning time during four early release days per year. Students attend school for 180 days and for a minimum of 975 hours.

All freshmen are placed in non-leveled teams concentrating on four core academic areas of English, mathematics, social studies, and science. Students in grades ten to twelve may select from three levels of college preparatory, honors or Advanced Placement (where offered). Sixty-seven percent of students are enrolled in honors classes, twenty percent in college preparatory courses, and twelve percent in Advanced Placement courses. Approximately seven percent of students receive special education services. All students are required to take four years of English, social studies, mathematics and science, two years of health and physical education, one fine/performing art course, with the remainder of students programs filled from a variety of elective courses, including three world languages. All students are required to maintain a writing portfolio and to complete a senior exhibition which summative assessment of the school's five academic expectations. In addition, all students are required to complete ten hours of community service each year.

Barnacle Bay High School offers a variety of co-curricular activities for its students in including 18 athletic programs for boys and girls, a variety of intramural sports programs, concert band, jazz band, three choirs, and orchestra programs; and 17 different clubs, including student government opportunities. Over 93 percent of students every year participates in at least one of these activities.

In the class of 2008, sixty-seven percent of graduates attended four-year colleges, with thirteen percent enrolling in two-year colleges, 4.3 percent enrolling in business and technical schools, eleven percent entering the workforce, and 4.4 percent entering the military. Graduates take advantage of the considerable educational opportunities available as they choose from such colleges and universities as Rockport College, Coastal College, Mystic River University, and Seacoast School of Design. Opportunities for adult continuing education are available at YOU (Youth Opportunities Upheld) Incorporated; Bristol Adult Learning Center, Bristol Community College, and Salty Creek Regional Technical School.

Barnacle Bay has engaged in a variety of school initiatives to improve student learning. Based on the school's mission which underwent significant revision in 2007, the school has implemented freshman non-leveled teams, eliminated a career/general track and has opened enrollment to honors and Advanced Placements courses to all students, implemented an advisory program with a defined thematic curriculum for all students, and added a senior exhibition which all students must complete in addition to course requirements. In addition, the school continues to monitor and revise its local assessment system which it developed three years ago in response to Maine's Learning Results. Finally, the New Teacher Mentoring Program has undergone significant changes in an effort to retain and train its new teachers.

Barnacle Bay engages with local businesses through a number of initiatives including an annual Career Day program in which every tenth grade student spends a day at a local business in a job shadowing experience; numerous food drives and fundraising events for local charities; blood drives and walks for hunger; performances by music groups at hospitals and for the elderly. Juniors and seniors experience extended work experience through courses offered where students serve as interns at local businesses.

Students are recognized for their accomplishments through a variety of means: superintendent's and principal's awards are given annually to students in each grade level; the Tri-Community Exchange Club recognizes most improved students on a monthly basis; a First Honors Dinner is sponsored by PTA to recognize those students who have attained first honors for the four terms during the previous year. In addition, local newspapers sponsor academic and athletic achievement awards, speech contests in addition to many locally sponsored scholarships. Each spring the school honors students from all spectra of the school in awards assemblies recognizing individual student achievement in academics, music, drama and community service.

Every Barnacle Bay High School student takes the SAT, and scores compare favorably with state and local scores. The average SAT score for the class of 2008 was 515 verbal and 534 math while the national averages were 507 verbal and 519 math. In addition, all students who take Advanced Placement courses are required to take Advanced Placement tests, with 93 percent of test takers earning a score of three or better on the AP test. Most importantly, the school has been reporting individual progress on achievement of the academic expectations in the mission to students and parents for the past two years, and school-wide progress on achievement of the academic expectations to the community at large through the local paper. In 2008, one hundred percent of seniors met the school's targeted level of achievement on all five academic expectations identified by the school via the senior exhibition.

School Improvement Planning

School improvement planning occurs in three ways: School Improvement Team: a school-wide group comprised of eight teachers, six parents, and two community members and six students meets monthly with the principal to develop a school improvement plan; Curriculum Council: faculty members meet within and across content areas to review student work to make modifications to the curriculum and instructional strategies; a school leadership team comprised of four administrators, content area curriculum specialists, the director of guidance, and the library/media center specialist meet regularly to direct implementation of plans from the first two groups. Through an analysis of SAT scores and local assessments, stakeholders have established the following targets: moving 25 percent more students into "distinguished" category on the

school-wide writing rubrics; moving twenty percent more students from 400 – 600 category in mathematics to above 600, and improving the opportunities for problem-solving for all students.

A review of SAT scores and the local assessments results has also prompted the school to target the following areas: increase percentage of male students in Advanced Placement classes by 15 percent; increase percentage of students on free/reduced lunch in world language classes by twenty percent; increase percentage of female students in social studies elective courses by ten percent.

School improvement planning at Barnacle Bay is focused on the inclusion of a wide variety of stakeholders, as expressed in the school's mission, and the collection of data regarding student achievement. The three groups involved in planning school improvement include a wide variety of stakeholders and they are regularly provided with assessment data from the school. The School Improvement Team and the Curriculum Council are charged with developed targets for which the Leadership team will devise an implementation plan. Since the school's mission and expectations for learning are widely communicated and often referenced by all three groups, the level of agreement among the stakeholders about the school's goals is high. While the school annually reviews the mission and expectations and has made changes in the expectations in the past, it currently finds the expectations appropriate for students based on identified targets for improved school performance.

In order to prepare for the panel presentation for the visiting committee, Barnacle Bay High School has identified the following as the most critical challenges facing the school:

- budgetary shortfalls both in state and local contributions
- increasing students understanding of diverse cultures (in a school that includes little diversity) and how to be global citizens
- ensuring adequate and current technology to help students meet post-secondary goals
- increasing parent partnerships