

**STRATEGIC SCHOOL PROFILE 2007-08**

High School Edition

**Masuk High School  
Monroe School District**

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Location: 1014 Monroe Turnpike  
 Monroe,  
 Connecticut

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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).

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**TYPE OF SCHOOL**

School Type: Traditional/Regular  
 School Grade Range: 9-12

**STUDENT ENROLLMENT**

Enrollment on October 1, 2007: 1402  
 5-Year Enrollment Change: 15.2%

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District Reference Group (DRG): B 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.

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**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	43	3.1	5.0	23.8
Students Who Are Not Fluent in English	4	0.3	1.1	3.5
Students Identified as Gifted and/or Talented	39	2.8	6.9	4.6
Students with Disabilities	111	7.9	9.9	10.7
Juniors and Seniors Working 16 or More Hours Per Week	152	24.2	15.5	20.2

**PROGRAM AND INSTRUCTION**

Average Class Size	School	DRG	State
Algebra I	29.2	19.7	17.9
Biology I	19.5	19.1	18.6
English, Grade 10	21.1	19.5	18.4
American History	25.1	20.7	19.5

**World Languages:** Instruction was offered in the following world language(s): French, German, Latin, Spanish.

Instructional Time	School	State High Schools
Total Days per Year	182	181
Total Hours per Year	980	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 45 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 2006-07 School Year	47.8	28.7

### 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 2007	20.0	21.6	23.1

% of Class of 2007 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	98.2	91.9
Chemistry	64.8	70.1
4 or More Credits in Mathematics	96.1	63.7
3 or More Credits in Science	67.1	90.0
4 or More Credits in Social Studies	53.0	54.8
Credit for Level 3 or Higher in a World Language	70.4	58.7
2 or More Credits in Vocational Education	62.2	57.8
2 or More Credits in the Arts	37.8	39.8

Special Programs	School	High Schools	
		DRG	State
% of Students in Bilingual Education Program or Receiving English as a Second Language Services	0.3	1.1	3.4
% of Gifted and/or Talented Students Who Received Services	0.0	52.4	42.2
% of Special Education Students Who Spent Over 79% of Their Time with Their Non-Disabled Peers:	67.0	75.0	72.0

### 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	3.4	3.2	2.7
% of Computers with Internet Access	100.0	99.4	99.5
% of Computers that are High or Moderate Power	100.0	99.4	96.8
# of Print Volumes Per Student*	13.2	15.4	15.6
# of Print Periodical Subscriptions	43	59	45

\*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, 0.3% of high schools in the state utilize interactive distance learning.

## SCHOOL STAFF

Full-Time Equivalent Count of School Staff		
General Education: Teachers and Instructors		86.70
Paraprofessional Instructional Assistants		0.00
Special Education: Teachers and Instructors		11.60
Paraprofessional Instructional Assistants		19.00
Library/Media Specialists and Assistants		3.00
Administrators, Coordinators, and Department Chairs		8.60
Instructional Specialists Who Support Teachers (e.g., subject area specialists)		0.00
Counselors, Social Workers, and School Psychologists		8.95
School Nurses		2.00
Other Staff Providing Non-Instructional Services and Support		36.00

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	High Schools	
		DRG	State
Average Number of Years of Experience in Education	13.6	14.1	13.8
% with Master's Degree or Above	74.3	80.6	72.2
Teacher Attendance, 2006-07: Average # of Days Absent Due to Illness or Personal Time	9.0	7.8	8.9
% Assigned to Same School the Previous Year	79.0	77.5	76.4

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### HOME AND SCHOOL COMMUNICATION AND SUPPORT

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**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.

- A newsletter is sent to parents four times a year to keep them abreast of what is taking place at school.
  - The administration and the teachers work very closely with the Masuk Parent Teachers Club to improve education.
  - Parents are invited to participate in interviews of new staff members and new initiatives. Such as (i.e....ADL, Names Can Really Hurt), professional development, etc. In fact, parents have even donated funds to help us provide these programs.
  - Parent and student list serve numbers have increased dramatically. This technology provides enhanced communication from our school. Parent and student distribution lists and e-mails have allowed us to provide information quickly to specific groups.
  - PowerSchool portals have allowed parents to get instantaneous information regarding their children's status in the classroom. The parent can now check on their children's schedule, grades, attendance, homework, and other demographic information. This allows for immediate feedback, communication and intervention strategies between parent, child and teacher.
  - Yearly parent meetings are held by the guidance department for each grade to help with various stages of high school life (i.e. transition to college and world of work, financial aide night, introduction to high school, SAT's).
  - Two incoming 9th grade parent nights are held to review curricular aspects of high school and issues that surround the high school student.
  - Teachers have developed class websites which communicate expectations to the parents.
  - Curriculum maps, student handbooks, program of studies, classroom work samples, as well as many other forms are available on the high school website. Everything is at a parent's fingertips. It is user friendly.
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## SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	4	0.3
Asian American	42	3.0
Black	38	2.7
Hispanic	66	4.7
White	1,252	89.3
<b>Total Minority</b>	<b>150</b>	<b>10.7</b>

**Percent of Minority Professional Staff:** 0.8

**Open Choice:** 12 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:** 2.5% of this school's students come from homes where English is not the primary language. The number of non-English home languages is 18.

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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.

Masuk High School makes every effort to celebrate our differences and to help others to connect with different cultures. Teachers now participate in an advisory program to ascertain that our students connect with significant adults and to make the students high school years special. Our freshmen orientation program, Fresh Fest, is a positive initiative that fosters an upperclassmen and freshmen bonding; it brought together over 582 upperclassmen and freshmen. Some of the activities that help to reduce racial, ethnic, and economic isolation are:

- National Mix-It Up Day, which encourages students to have lunch or talk to different people in order to foster an interest in opening up to others.
  - Students participate in Relay for Life, Habitat for Humanity, food pantry, soup kitchens, and day care centers,
  - A \$75,000 state grant provides an exchange and collaboration program on a drama project with Harding HS in Bridgeport.
  - Collaboration with Bridgeport and other communities on a state funded Learn to Lead Program Grant. .
  - Masuk students continue to be enrolled in the regional Aquaculture Program and RCA (Arts).
  - Eight girls participated in a regional Finding Her Voice Program.
  - Latin Dance Night to celebrate Hispanic Heritage Month and to raise funds for the underprivileged. A Mariachi Band played during all 3 lunch waves to expose students to different cultures.
  - Jules Wallerstein, Holocaust survivor, spoke to the entire senior class
  - ADL-Names Can Really Hurt was held at Masuk for the very first time. It was presented to all students and faculty members. It was an incredible experience for our community and we are still feeling the impact of this worthwhile program.
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### STUDENT PERFORMANCE AND BEHAVIOR

Physical Fitness: % Reaching Health Standard on All Four Tests*	School	State	% of Schools in State with Equal or Lower Percent Reaching Standard
Grade 10	31.8	38.9	37.0

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

Advanced Placement Courses	School	State High Schools
Number of Courses for which Students were Tested	12	9.1
% of Grade 12 Students Tested	10.3	21.0
% of Exams Scored 3 or More*	78.3	71.5

\*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	69.2	45.5	85.2
Writing Across the Disciplines	77.9	57.9	80.7
Mathematics	67.3	50.1	75.7
Science	61.8	46.3	72.5

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 2007	School	State	% of Schools in State with Equal or Lower Scores
Average Score: Mathematics	521	504	73.7
Critical Reading	523	502	77.1
Writing	525	503	79.3
% of Graduates Tested	85.9	77.6	N/A

Graduation and Dropout Rates	School	State	% of Districts in State with Equal or Less Desirable Rates
Graduation Rate, Class of 2007	99.5	92.6	93.3
Cumulative Four-Year Dropout Rate for Class of 2007	0.5	6.2	93.3
2006-07 Annual Dropout Rate for Grade 9 through 12	0.3	1.7	88.2

Activities of Graduates	School	State
% Pursuing Higher Education	94.3	83.4
% Employed, Civilian and Military	4.4	12.3

Student Attendance	School	State High Schools
% Present on October 1	97.5	94.4

### 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 2006-07 school year, 89 students were responsible for these incidents. These students represent 6% of the estimated number of students who attended this school at some point during the 2006-07 school year. For more information and data on disciplinary offenses, go to [www.sde.ct.gov](http://www.sde.ct.gov), click on "CEDaR" and then on "Student Data."

Number of Incidents by Disciplinary Offense Category, 2006-07		
Offense Category	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	0	0
Sexually Related Behavior	0	0
Personally Threatening Behavior	1	0
Theft	4	0
Physical/Verbal Confrontation	17	1
Fighting/Battery	5	0
Property Damage	0	0
Weapons	2	0
Drugs/Alcohol/Tobacco	26	0
School Policy Violations	91	0
Total	146	1

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**SCHOOL IMPROVEMENT PLANS AND ACTIVITIES**

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The following narratives was submitted by this school.

**Improvement Plans and Activities**

- Masuk went through two intensive curricula audits this year in the visual arts and in business.
- Masuk has in place a thorough School Development Team which looks at student data to determine school goals and priorities.
- Our school has the proud distinction of implementing Learning Walks in the English and Social Studies Departments and we are looking to expand it to the other departments.
- We have put together the 21st Century Skills to be a bench mark of what students need to learn to be successful in our “flat world”.
- The Special Education department has initiated a very successful, voluntary “Buddy” Program which pairs regular education students with special education students. We have also started to implement this program during lunch.
- Special Education students help put the goody bags for the incoming freshmen for Fresh Fest.
- Special Education students participate in an inclusion program. We make every effort to place students with disabilities in regular classes wherever and whenever it is feasible and it enhances the students IEP.
- We have increased the number of special education support staff working in co-teaching situations.
- We have hired a part time special education counselor to meet our students’ unique needs and to help with transition.
- The Special Education Department has initiated a monthly meeting program called Team Talks to help brain storm and work out “kinks” to improve communication and to help meet the goals of the students’ IEP.
- The Special Education Department has implemented an in house transition planning program collaborating with a local dry cleaner to start a dry cleaning satellite in our school providing students some hands-on training.
- Masuk teachers received training in IPods for use in the classroom setting to help provide differentiated instruction.

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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.

The Masuk community remains committed to empowering and challenging students through high expectations, rigorous curricula, and access to a wide variety of learning opportunities to become citizens of the global community. Our mission requires that students be inquiring learners and creative problem solvers to find success beyond academics. Hundreds of students participate in co-curricular activities in academic areas, theater, music, service, dance, and several other areas of special interest. Likewise, hundreds of students learn valuable lessons in teamwork, sportsmanship, and competition as members of athletic teams. Many students hold internships or are employed in part time jobs. Finally, all of these activities work to provide students with valuable character building opportunities.

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