

**New England Association of  
Schools and Colleges**



**Commission on Public Secondary Schools**

**Report of the Visiting Committee for  
East Hampton High School**

**East Hampton, Connecticut  
April 29 - May 2, 2007**

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## STATEMENT ON LIMITATIONS

### **The Distribution, Use and Scope of the Visiting Committee Report**

The Commission on Public Secondary Schools of the New England Association of Schools and Colleges located in Bedford, Massachusetts considers this visiting committee report of East Hampton High School to be a privileged document submitted by the Commission on Public Secondary Schools of the New England Association of Schools and Colleges to the principal of the school and by the principal to the state department of education. Distribution of the report within the school community is the responsibility of the school principal. The final visiting committee report must be released in its entirety within sixty days (60) of its completion to the superintendent, school board, public library or town office, and the appropriate news media.

The prime concern of the visiting committee has been to assess the quality of the educational program at East Hampton High School in terms of the Commission's Standards for Accreditation. Neither the total report nor any of its subsections is to be considered an evaluation of any individual staff member but rather a professional appraisal of the school as it appeared to the visiting team.

### INTRODUCTION

The New England Association of Schools and Colleges (NEASC) is the oldest of the six regional accrediting agencies in the United States. Since its inception in 1885, the Association has awarded membership and accreditation to those educational institutions in the six-state New England region who seek voluntary affiliation.

The governing body of the Association is its Board of Trustees which supervises the work of six Commissions: the Commission on Institutions of Higher Education (CIHE), the Commission on Independent Schools (CIS), the Commission on Public Secondary Schools (CPSS), the Commission on Technical and Career Institutions (CTCI), the Commission on Public Elementary and Middle Schools (CPEMS), and the Commission on American and International Schools Abroad (CAISA).

As the responsible agency for matters of the evaluation and accreditation of public secondary school member institutions, CPSS requires visiting committees to assess the degree to which the evaluated schools meet the qualitative Standards for Accreditation of the Commission. Those Standards are:

#### Teaching and Learning Standards

- Mission and Expectations for Student Learning
- Curriculum
- Instruction
- Assessment of Student Learning

#### Support Teaching and Learning Standards

- Leadership and Organization
- School Resources for Learning
- Community Resources for Learning

The accreditation program for public schools involves a threefold process: the self-study conducted by the local professional staff, the on-site evaluation conducted by the Commission's visiting committee, and the follow-up program carried out by the school to implement the findings of its own self-study and the valid recommendations of the visiting committee and those identified by the Commission in the Follow-Up process. Continued accreditation requires that the school be reevaluated at least once every ten years and that it show continued progress addressing identified needs.

### **Preparation for the Evaluation Visit - The School Self-Study**

A steering committee of the professional staff was appointed to supervise the myriad details inherent in the school's self-study. At East Hampton High School, a committee of seven members, including the principal, supervised all aspects of the self-study. The steering committee assigned all teachers and administrators in the school to appropriate subcommittees to determine the quality of all programs, activities and facilities available for young people. In addition to faculty members, the self-study committees included *(Chair: Please indicate here the number of students, parents, central office professionals, school board representatives, and citizens who were on the steering committee).*

The self-study of East Hampton High School extended over a period of \_\_\_\_ school months from \_\_\_\_\_ to \_\_\_\_\_. The visiting committee was pleased to note that *(Chair: Name those groups of student citizens, parents, school board members)* joined the professional staff in the self-study deliberations.

Public schools evaluated by the Commission on Public Secondary Schools must complete appropriate materials to assess their adherence to the Standards for Accreditation and the quality of their educational offerings in light of the school's mission, learning expectations, and unique student population. In addition to using the Self-Study Guides developed by a representative group of New England educators and approved by the Commission, East Hampton High School also used questionnaires developed by The Global Institute at Endicott College to reflect the concepts contained in the Standards for Accreditation. These materials provided discussion items for a comprehensive assessment of the school by the professional staff during the self-study.

It is important that the reader understand that every subcommittee appointed by the steering committee was required to present its report to the entire professional staff for approval. No single report developed in the self-study became part of the official self-study documents until it had been approved by the entire professional staff.

### **The Process Used by the Visiting Committee**

A visiting committee of sixteen evaluators was assigned by the Commission on Public Secondary Schools to evaluate the East Hampton High School. The Committee members spent four days in East Hampton, reviewed the self-study documents which had been prepared for their examination, met with administrators, teachers, other school and system personnel, students and parents, shadowed students, visited classes, and interviewed teachers to determine the degree to which the school meets the Commission's Standards for Accreditation. Since the evaluators represented public schools, the state department of education, and central office administrators, diverse points of view were brought to bear on the evaluation of East Hampton High School.

The visiting team built its professional judgment on evidence collected from the following sources:

- review of the school's self-study materials
- forty-five hours shadowing 15 students for a half day
- a total of fifteen hours of classroom observation (in addition to time shadowing students)
- numerous informal observations in and around the school
- tours of the facility
- individual meetings with thirty-two teachers about their work, instructional approaches, and the assessment of student learning
- group meetings with students, parents, school and district administrators, and teachers
- the examination of student work including a selection of work collected by the school

Each conclusion on the report was agreed to by team consensus. Sources of evidence for each conclusion drawn by the visiting committee appear in parenthesis in the Standards sections of the report. The seven Standards for Accreditation reports include commendations and recommendations that in the team's judgment will be helpful to the school as it works to improve teaching and learning and to better meet Commission Standards.

This report of the findings of the visiting committee will be forwarded to the Commission on Public Secondary Schools which will make a decision on the accreditation of East Hampton High School.

### **Overview of Findings**

Although the conclusions of the visiting committee on the school's adherence to the Commission's Standards for Accreditation appear in various sections of this report, the committee wishes to highlight some findings in the paragraphs that follow. These findings are not intended to be a summary of the report.

### **Teaching and Learning at East Hampton High School**

Students are the focus of East Hampton High School. The mission statement and coordinating expectations for student learning genuinely reflect the shared commitment

to effective teaching and learning. As a result it is easy to identify how these shared values help guide the decisions of the school and move the school forward.

The school has begun to the alignment of teaching and learning to its mission and expectations for student learning. As the school faculty becomes more comfortable and fluent in this effort, the school curriculum, instructional practices, assessment strategies and school programs and policies will become more strategically aligned to support every student in their achievement.

The school has developed challenging goals for students as well as tools to measure their achievement. As teachers become more expert at using the school-wide rubrics as mechanisms to track individual and group achievement of the expectations for student learning, the rubrics will become a more powerful tool for continuous improvement.

Over the past two years, the school has made a great effort to document what happens in each classroom through the use of curriculum mapping. This has provided a rich source of data on which to build a comprehensive curriculum. The next steps in this process will be to analyze what is happening in different classrooms, grades, courses, and levels. Appropriate modifications and adjustments can be made and the resultant comprehensive curriculum guides will guide both veteran and new teachers so that all students can be guaranteed high quality and equitable education no matter their grade, level, or post high school plans.

However, the school must continue to provide comprehensive offerings that serve all students. It is important to provide additional career and technical as well as other

elective courses to prepare all students for the wide opportunities available to them after high school.

Through classroom observations, analysis of student work, interviews with teachers, students, and parents, a wealth of good teaching can be found at EHHS as evidenced by the challenging, creative, and relevant instructional activities. Frequent informal collaboration among teachers helps to promote active and engaged learning. The addition of formal collaborative structures and schedules will promote a more consistent level of rigor for all students and more effectively ensure that all classes benefit from best instructional practices. The school has made significant efforts to integrate technology into classroom instruction and student learning. The level of integration, however, is being curtailed by insufficient and easy access to a variety of appropriate technologies.

Frequent use of teacher-created and course-specific rubrics help communicate expectations and provide for the authentic assessment of learning activities. Students have varied opportunities to demonstrate their learning, and teachers offer a myriad of opportunities for personalization in assessment. As teachers become more confident and expert with the use of school-wide rubrics, and mechanisms are implemented to track individual and group progress, assessment will become even more integrated and provide a source of qualitative and quantitative data to improve curriculum, instruction, and assessments and can inform future revisions of the mission and expectations.

## **Support of Teaching and Learning at East Hampton High School**

East Hampton High School has strong and effective leadership from the principal, assistant principal, department leaders, and teachers who frequently assume ad hoc or ongoing leadership roles. There is a high level of respect, cooperation and appreciation between and among staff, and faculty members and administrators. The shared commitment to what is best for students is a shared focus that motivates the entire staff. Additional opportunities and structures for formal collaboration will enable systematic improvement in all areas of the school.

The student advisory program is well conceived and organized and ties directly to the goal of assuring that all students will learn at high levels. However, to assure that all students have the best opportunity to learn at high levels the school should assess grouping and scheduling practices and how they support the mission and expectations for student learning.

Students enjoy a consistent level of support from all members of the school staff. Students with special needs seem to be particularly well served and integrated in the school. The library media center is a hub of learning and serves students and teachers across grades and subject areas with flexibility and appropriate resources. The health services extend beyond the typical and provide an avenue where students can share concerns that can be addressed in collaboration with other support services. The guidance program is complete and comprehensive but is at the limit of its effectiveness given the current caseload. Additional guidance staff will be necessary to effectively serve all students.

The school, its staff, and students, enjoy tremendous support of the board of education and parents. However, the facility and equipment are not sufficient to support a modern and comprehensive curriculum or prepare students for success in the 21<sup>st</sup> century. There will need to be significant upgrades and updates to facilities, equipment, and technology to assure that East Hampton students enjoy the same educational opportunities as their peers across the state.

Despite the age of the school facility and infrastructure, the custodial and maintenance staffs keep the school clean and functioning. There have been effective efforts to maintain the facility but its age is making this effort increasingly more difficult. In spite of drawbacks of the aging facility and some inadequacies of service and technology, the care and expertise of the faculty and the spirit of the student body create a force for consistent effort and achievement that can make the educational community proud.

## SCHOOL AND COMMUNITY PROFILE

East Hampton, Connecticut is a semi-rural community located in Middlesex County in south central Connecticut. Some of the towns and cities closest to East Hampton are Portland, Marlborough, Middletown, Colchester and East Haddam. The town covers approximately 36 square miles, with a population of 14,149 residents (density 393 per square mile). East Hampton is home to Lake Pocotopaug, one of Connecticut's largest inland water bodies at 512 acres. East Hampton is located approximately 17 miles south of Hartford, 94 miles south of Boston, and 97 miles north of New York City.

Like many Connecticut towns, East Hampton is in the midst of a transition from rural to suburban status. Farmland is being sold for housing developments, and, as a result, the town was the fourth fastest growing town in the state during the 1990s. Moreover, the town continues to grow as hundreds of new housing permits have been issued since 2000.

During the summer months, Lake Pocotopaug is an appealing attraction for both residents and visitors. Adjacent to the lake is Sears Park, which has a newly renovated pavilion, picnic area, playscape, beach, and boat launch. Cottages around the lake are rented throughout the summer. The citizens of East Hampton take great pride in the lake and work to keep it clean and enjoyable for all.

Many local businesses line Main Street and Connecticut Route 66, which runs through the town. In the "old" Main Street section, the newly renovated Goff House Museum is open for visitors and town gatherings. There are antique shops and quaint

boutiques in the village center. Manufacturing provides 7.5% of the employment, educational and health and social services compose 37.4% of the employment, and construction and mining composes 19% of the employment in the town. For 2004 the median household income was \$77, 443 and the poverty rate was 3.7% compared to a state average of 7.9%. The unemployment rate in 2004 was 5.3%. Some of the chief employers in the town are American Distilling and Manufacturing Company, Bevin Brothers Manufacturing and Cobalt Health and Rehabilitation Center.

Based on socioeconomic status, indicators of need, and enrollment, the East Hampton school system is classified by Connecticut in Education Reference Group “D” with ERG “I” being the lowest. In East Hampton, 30% of the residents 25 or older have a bachelor’s degree or higher, 29% have some college experience, and 32% of the population has a high school diploma. For the 2004-2005 school year, the total education expenditures were \$19,487,408 or 65% of the total budget. The projected educational expenditure amount for the 2005-2006 school year increased by \$1,472, 308, or 7.56%, and represented 66% of East Hampton’s total budget. The state average per high school pupil expenditure in the 2004-2005 school year was \$9,316. The amount spent on East Hampton high school students was \$8,989—a 3.5% difference from the state average. Local resources account for 64% of educational funding.

The East Hampton School system comprises one high school for grades 9-12, one middle school for grades 6-8, and two elementary schools—Center School houses grades 4 and 5, and Memorial School contains grades K-3, with an additional prekindergarten program. Total school enrollment in the district for the 2004-2005 school year was 2,145. The 5-year enrollment change was 4.8%. The number of kindergarten

students who attended preschool, nursery school, or Head Start was 82.1%, compared to a state average of 76.4%. In East Hampton 99.29% of the town's student population attended one of East Hampton's schools during the 2004-2005 school year; sixteen per cent of East Hampton high school age students attended Vinal Regional Technical High School while those attending private non-public schools made up 0.043% of the district's overall student population.

East Hampton High School is composed of students in grades 9 through 12. As of October 1, 2005, the total high school enrollment was 569 students. This figure represents a 16.1% five-year enrollment change. The projected 2008 enrollment figure is 656 or a 13% increase from the current enrollment. The student population is relatively homogeneous. The ethnic breakdown is 95.5% White, 1.0% African-American, 1.7% Asian American, 1.6 % Hispanic, and .02% American Indian. The total minority population was 4.8% for the 2004 - 2005 school year. That same figure for the 1999-2000 school year was 2.2%. The average daily student attendance rate on October 1, 2004 was 95.9%. The annual dropout rate for the 2004-2005 school year was 0.4%, compared to a state average of 1.8%. This represented a decrease from the 1998-1999 school year when the rate was 1.2%.

East Hampton High School had 41 teachers during the 2004-2005 school year, and the average student-teacher ratio was 19.1, compared to a state average of 20.3. Teachers carried an average load of 19 students. For the classes noted in East Hampton High School's 2004-2005 Strategic Schools Profile, the following are the average class sizes: 16.4 in Algebra 1, 21.2 in Biology, 22.0 in English Grade 10, and 16.9 in American History. The average number of days teachers were absent due to illness or personal time

in the 2004-2005 school year was 7.4. This compares to a state average of 8.0 days.

Although teachers do not work in teams, some have created interdisciplinary units. For example, teachers in the English and Social Studies departments collaborate on research paper projects for students in the ninth grade. On a more school-wide basis, elements of multiple disciplines are included in the curriculum. Each teacher has one preparation/planning period per day. Common planning time may be granted upon request.

Students follow a seven period day with a non-rotating schedule. Students are enrolled mostly in full year classes; however, many students participate in semester-length courses. There are no ESOL courses offered; however, a trained high school staff member assesses students who may be in need of such services. East Hampton High School is able to offer ESOL students support through classroom paraprofessionals, level 4 English classes when appropriate. Committed to educating the total child, East Hampton High School includes special education students, to the maximum extent possible, in regular education classes. Students are usually grouped by ability into four levels, and the total number of credits required to graduate is 22. Qualified students may also take one of the seven Advanced Placement courses the high school offers or three UCONN ECE Courses. From 2000 through 2004, student participation in the Advanced Placement Program increased from 49 students to 68 students. In 2000, 81% of EHHS students earned a score of three or better (considered “passing”) on the AP exam, while in 2004, 85% of our students earned a score of three or better. The mathematics SAT score rose from 510 to 523 during this five-year period. The Connecticut Academic Performance Test results during the period of 2001-2005 showed increases in the

“Reading Across the Disciplines” subtest from 57 to 65 and in the “Writing Across the Disciplines” subtest from 53 to 77.

For the graduating class of 2000, 80.0% of East Hampton High School students went on to pursue higher education in comparison with the state average for the same year of 76.7%. For the graduating class of 2005, 87% of the graduating class went on to either a 2- or 4-year college, representing the highest percentage in the past ten years. For that class, 9 % went on to employment, and 2% enlisted in the military. Nearby educational opportunities available to students in the community include Wesleyan University, Middlesex Community College, the University of Connecticut and the CSU system (Southern, Central, Eastern and Western Connecticut Universities). Middlesex Community College offers a High School Partnership Program to juniors and seniors who have an overall “B” average, are ranked in the top 20% of their class, and are recommended by the guidance department. The selected students are eligible to take one course per semester free of charge. Wesleyan University offers a High School Scholars Program that is similar to the program at Middlesex Community College. East Hampton High School students can also attend The Greater Hartford Academy of the Arts, an integrated magnet arts high school that is open through audition to high school students in the Greater Hartford area. Students can also participate in Project Oceanology, sponsored by Connecticut’s Department of Education, a five-day field study that combines exploration of marine environments and habitats with laboratory research activities. Summer programs sponsored by the Capital Region Education Council in teaching, global studies, science and mathematics are also available to East Hampton High School’s students.

Students at East Hampton High School are recognized for both their academic and extracurricular accomplishments on a routine basis. The daily announcements frequently include congratulations to the various sports teams or individuals for academic achievements. A bi-monthly newsletter, *News and Notes*, is distributed through a local weekly newspaper that apprises the community of events within the different schools. High school students are almost always recognized in this publication for academic or co-curricular accomplishments. Many students participate in school/community service activities through the National Honor Society, the Student Council, and the Interact Club. Many of East Hampton High School's students give of their time to food and clothing drives, blood drives, and various tutorial programs with local elementary school students. Students also participate in "Trick or Treat Street," an event that has become an institution in the town. The weekend before Halloween students decorate the school's classrooms in various spooky themes and invite the children from the community to attend. Over 500 elementary students attended Trick or Treat Street in 2005. During the evening, children participate in crafts and contests and receive candy that EHHS students have either donated themselves, or encouraged others to donate. Children are asked to bring non-perishable food items as "admission." These items are then given to the East Hampton Food Bank. Monetary donations are used to purchase seasonal gifts for residents who might not otherwise receive anything.

The outstanding accomplishments of East Hampton High School students have increased in many areas in the past five years. In 2003, for example, one student was named an AP Scholar with distinction, one student was named an AP Student with Honors, and seven students were named AP Scholars. The Class of 2004 included a

Commended National Merit Scholar, a Connecticut Governor's Scholar, and two Wendy's Heisman State Finalists. In addition to outstanding performances on standardized tests, students' musical and athletic acumen have increased East Hampton's profile across the state. This school year, four choristers were named to the All-State Choir and seven were named to the All-New England Choir. In addition, two EHHS students' compositions—one a band piece and the other a chamber orchestra piece—were included in the Connecticut State Music Educators' Composer Forum. Participation in athletics has increased over the years. The East Hampton High School cross-country and track programs have garnered many league championships, and the 2005 boys' soccer team played in the CIAC Class S state championship game.

East Hampton High School has recently developed several new initiatives and programs. A new Advisory Program has been implemented wherein EHHS staff members each meet weekly with between 11 and 15 students to discuss a predetermined theme for the month. The curriculum for the advisory program is based on the East Hampton High School Mission Statement. For example, October, 2005 was Health Awareness Month. Students completed sleeping logs to record the number of hours they slept each day. The groups then discussed the benefits of getting a good night's sleep and the impact of sleep deprivation. Using this example, these activities supported the school's mission to create an "academic program that promotes healthy social, emotional, and physical development." A new quarter-length course, Freshman Seminar, has been instituted to help ninth graders make a smooth transition to high school and incorporate technology and learning strategies to insure their success. Finally, a physical education teacher pursued the donation of over \$50,000 worth of fitness equipment to implement a

wellness program for students and teachers. A gymnasium was transformed into a weight room and fitness center in which students and faculty can pursue their own exercise regimens.

## **Mission Statement**

East Hampton High School, with the support of the community, is committed to developing informed, responsible, and contributing members of a global society through a challenging academic program in an environment that promotes healthy social, emotional, and physical development.

## **Academic Expectations for Student Learning**

1. Students will speak effectively for a variety of purposes.
2. Students will use information effectively.
3. Students will use technologies effectively and appropriately.
4. Students will demonstrate effective self-expression.
5. Students will write clearly and effectively.
6. Students will use critical thinking skills to solve problems in real-world contexts.
7. Students will read effectively.

## **Civic Expectations for Student Learning**

1. Students will demonstrate civic responsibility by contributing to their school and community.
2. Students will exercise their rights and responsibilities as citizens in a democratic society.

## **Social Expectations for Student Learning**

1. Students will accept responsibility for their actions.
2. Students will treat others and their property with respect.
3. Students will appreciate and value the differences among people in the community of East Hampton and beyond.

# **Teaching and Learning Standards**

**Mission and Expectations for Student Learning**

**Curriculum**

**Instruction**

**Assessment of Student Learning**

## **Mission and Expectations for Student Learning**

The school's mission statement describes the essence of what the school as a community of learners is seeking to achieve. The expectations for student learning are based on and drawn from the school's mission statement. These expectations are the fundamental goals by which the school continually assesses the effectiveness of the teaching and learning process. Every component of the school community must focus on enabling all students to achieve the school's expectations for student learning.

1. The mission statement and expectations for student learning shall be developed by the school community and approved and supported by the professional staff, the school board, and any other school-wide governing organization.
2. The school's mission statement shall represent the school community's fundamental values and beliefs about student learning.
3. The school shall define school-wide academic, civic, and social learning expectations that:
  - are measurable;
  - reflect the school's mission.
4. For each academic expectation in the mission the school shall have a targeted level of successful achievement identified in a rubric.
5. The school shall have indicators by which it assesses the school's progress in achieving school-wide civic and social expectations.
6. The mission statement and the school's expectations for student learning shall guide the procedures, policies, and decisions of the school and shall be evident in the culture of the school.
7. The school shall review regularly the mission statement and expectations for student learning using a variety of data to ensure that they reflect student needs, community expectations, the district mission, and state and national standards.

### **Conclusions**

The East Hampton High School community has developed and adopted a comprehensive mission statement and expectations for student learning that has been approved by the faculty. The committee charged with the development of the mission began its work in April of 2004 and was comprised of teachers, parents, students, and a

representative of the board of education. Draft versions were submitted in two rounds to the faculty as a whole, which approved the mission in June of 2004. During the fall of 2004, with input from students and parents, the faculty developed seven academic expectations for student learning. The involvement of constituent groups in the development and their subsequent approvals of the document enhances investment in bringing the ideals of the mission to fruition. (*self-study, panel presentation, board of education*)

Through school-wide publication and display of the mission and expectations as well as teacher efforts to tie the expectations for student learning to classroom work, the school has helped to make students cognizant of both the mission statement and the expectations for student learning. The understanding and commitment to the tenets of the mission help to strengthen its use as a guide for decision-making and school improvement. (*self-study, classroom observations, mission standard committee*)

The school faculty has further defined the mission through measurable school-wide civic and social learning expectations. Based on input from parent and student committees, members of the mission and expectations for student learning committee have developed a draft for expectations in these areas which was modified and approved by the entire faculty in April 2005. The board of education approved the mission statement and all expectations for student learning in May of 2005. The school has developed indicators which help to define the success of its efforts to promote these expectations. (*panel presentation, self-study*)

During November and December of 2004, faculty members worked in teams to create school-wide rubrics to measure the academic expectations in each curriculum area.

The faculty approved the rubrics following revisions of the original drafts. Subsequently, each department identified three expectations for which it would take responsibility. Teachers in all academic areas have begun to use the rubrics to holistically assess students' achievement of each expectation. Consistent use of the school-wide rubrics across the curriculum will focus student attention and learning on the achievement of the academic expectations. (*self-study, student work, teachers*)

The school has begun implementation of each of the school-wide rubrics, and each curriculum area has assumed responsibility for assessing expectations for student learning using at least three of the rubrics. The use of the rubrics and the consistency of their implementation as well as their reliability in different learning areas have yet to be standardized across the school. Continued work to standardize the use and reliability of rubrics between and among curriculum areas will enable students to more accurately assess their own level of achievement. (*self-study, teachers, administrators*)

The expectations for student learning include seven areas for academic learning, three social expectations, and two for civic learning. In the process of formulating rubrics to measure the attainment of the academic expectations, the faculty has developed indicators that provide a breakdown of specific skills that contribute to successful achievement of each expectation. Each of the rubrics uses a three band configuration labeled *exceeds standard, meets standard, and does not meet standard*. These descriptors clearly define the acceptable level of performance. The development of measurable expectations as well as indicators and rubrics along with a standard for successful performance enable students, parents, and school staff members to know when students

have achieved the desired level of performance. (*self-study, school-wide rubrics, self-study committee*)

The school has identified indicators that help to assess the level of achievement for school-wide civic and social expectations that include statistics on student discipline referrals and actions, participation in extracurricular activities, and student awards and honors. A comprehensive report on these indicators will enable the school to communicate student achievement of the civic and social expectations to the community. (*self-study, administrators, teachers*)

The mission statement and expectations for student learning help inform decisions and the development of programs, policies, and procedures that impact the school. Well publicized throughout the school community, the mission and expectations for student learning are directly referenced in school publications and posted in each classroom. The majority of students are familiar with the expectations for student learning and almost the entire faculty believes that the mission and expectations reflect the core values and define the culture of the school. Because the school's mission authentically reflects the core values of the school community, its impact can be seen in many of the school's policies and programs. (*self-study, teachers, administrators*)

The creation of the school's advisory program demonstrates the school's commitment to serve the needs of all students and was a direct response to the most recent revision of the mission and expectations. Lessons developed for delivery through the advisory program focus on the various components of the mission and expectations and help students and faculty members to connect them to the everyday operation of the school. Recent activities focusing on world language and global issues are a direct

response to the identification of a global focus in the mission. The leadership team regularly references the mission and expectations as its members make decisions that impact the school. In line with this practice, the school must use the mission statement to inform upcoming decisions that will impact student grouping and comprehensive offerings to ensure that all students can achieve the expectations for student learning. Basing decisions on the school mission and expectations ensures that learning for all students is the primary focus of the school. (*self-study, department leaders, teachers*)

The school uses a variety of data to demonstrate that teaching and learning are effective at East Hampton High School. Student performance on the CAPT, SAT, and AP testing shows strong results. This data helps to inform the school about its level of achievement of the mission and expectations. The school revised the mission and expectations five years after the last decennial accreditation visit and plans to develop a formal process for its regular review and revision. Regular review of student performance and consequent revision of the mission and expectations will ensure that this document serves to direct the school toward further growth and improvement of student learning. (*self-study, teachers, administrators*)

### **Commendations**

1. The broad and active participation of constituent groups in the development of the mission statement and expectations for student learning
2. The wide publication and display of the mission and expectations for student learning throughout the school

3. The creation of the student advisory program that promotes the integration of the school mission and the achievement of expectations in academic, social and civic areas for all students
4. The evidence that the mission and expectations have an impact on decision-making and the development of school programs

### **Recommendations**

1. Implement a process to revise the mission statement and expectations for student learning on a regular basis

## Curriculum

The curriculum, which includes coursework, co-curricular activities, and other school-approved educational experiences, is the school's formal plan to fulfill its mission statement and expectations for student learning. The curriculum links the school's beliefs, its expectations for student learning, and its instructional practices. The strength of that link is dependent upon the professional staff's commitment to and involvement in a comprehensive, ongoing review of the curriculum.

1. Each curriculum area shall identify those school-wide academic expectations for which it is responsible.
2. The curriculum shall be aligned with the school-wide academic expectations and shall ensure that all students have sufficient opportunity to practice and achieve each of those expectations.
3. The written curriculum shall:
  - prescribe content;
  - integrate relevant school-wide learning expectations;
  - identify course-specific learning goals;
  - suggest instructional strategies;
  - suggest assessment techniques including the use of school-wide rubrics.
4. The curriculum shall engage all students in inquiry, problem-solving, and higher order thinking as well as provide opportunities for the authentic application of knowledge and skills.
5. The curriculum shall:
  - be appropriately integrated;
  - emphasize depth of understanding over breadth of coverage.
6. The school shall provide opportunities for all students to extend learning beyond the normal course offerings and the school campus.
7. There shall be effective curricular coordination and articulation between and among all academic areas within the school as well as with sending schools in the district.
8. Instructional materials, technology, equipment, supplies, facilities, staffing levels, and the resources of the library/media center shall be sufficient to allow for the implementation of the curriculum.
9. The professional staff shall be actively involved in the ongoing development, evaluation, and revision of the curriculum based on assessments of student

performance in achieving the school's academic expectations and course-specific learning goals.

10. The school shall commit sufficient time, financial resources, and personnel to the development, evaluation, and revision of curriculum.
11. Professional development activities shall support the development and implementation of the curriculum.

### **Conclusions:**

East Hampton High School has identified seven academic expectations for student learning. Curriculum areas have assumed responsibility for specific expectations for student learning. Departments include English, mathematics, science, social studies, world language, health, physical education, music, visual arts and communication, family and consumer science, technology education, and business. Curriculum areas have assumed responsibility for specific expectations for student learning. Because each academic expectation is the responsibility of one or more department, all students have many opportunities to address academic expectations. (*program of studies, course syllabi, core curriculum*)

Teachers use curriculum mapping to document classroom instruction. While this effort has served to document what individual teachers do in each class, further alignment is imperative to meet school-wide academic expectations and to ensure the success of all students. Although students have a variety of academic level courses to choose from, many still feel the school is lacking in career, technical, and other elective courses. Through the availability of many inclusion opportunities, the school effectively programs for students with special needs so that they have full access to the curriculum. Teachers employ a syllabus, which is signed by students and parents, to communicate expectations for each class and outline the basics of the curriculum. Through the use of school-wide

rubrics and departmental rubrics, students prepare for specific academic challenges ahead. Rubric assessment must be used more consistently and effectively so that students will become skilled in using and understanding this process. The printed version of the school's curriculum maps remain in a draft stage as certain components are incomplete. The curriculum, as a whole, does not reflect a universal common content core; rather it denotes individual interpretations of course components. A clearly and effectively aligned curriculum created using a carefully designed format will foster opportunities for all students to achieve academic expectations. (*core curriculum, board of education, central office administrators*)

As the student population has risen, the number of elective courses available to students has been reduced. Needed expansion of faculty in the core content areas has sometimes come at the expense of staffing the elective areas. Students, parents and teachers all reported this as a weakness in the curriculum. Board members report that there has been a preliminary discussion of distance learning. The school fosters an atmosphere that individual student needs are of primary are of paramount importance. The decrease in electives however, negatively impacts the school's ability to consistently provide a rich array of educational opportunities. (*students, parents, teachers, board of education*)

The written curriculum does not fully prescribe content for all courses; therefore, school-wide expectations and rubrics are not always effectively communicated to students. A variety of courses provides an opportunity for students to apply specific knowledge through a method that meets their individualized strengths. Teachers frequently utilize a school-wide rubric and department or teacher-specific rubrics. There

is some confusion regarding the scoring system of these holistic rubrics, however.

Extensive curriculum mapping efforts document content, learning goals, and instructional strategies on an individual teacher basis. Further analysis of the curriculum is necessary to standardize content and learning goals across the curriculum. EHHS must establish a universal core curriculum format detailing each course offered. Clarification and uniformity of assessment techniques in coordination with school-wide rubrics will more effectively direct student learning based on academic expectations. Thus, the school must adopt a curriculum format that prescribes content, integrates relevant school-wide learning expectations, includes course-specific learning goals, suggests instructional strategies, and suggests assessment techniques including the use of school-wide rubrics.

*(core curriculum, rubrics, program of studies)*

Individual curriculum maps provide opportunities for effective engagement for students in inquiry, problem-solving, and higher order thinking but do not ensure these opportunities to meet all students' needs. Many teachers engage students and offer authentic applications of knowledge and skills in a variety of core classes and electives. Students are encouraged to express knowledge in a variety of formats. Most elective courses are created around authentic applications and practice geared toward preparing students for specific skills. However, more opportunities created for career and technical courses are needed to accommodate the needs of all students. Student work reflects the challenges and rigor within certain course work. Most students are engaged in inquiry, problem-solving, higher order thinking, and authentic application as a result of teacher efforts in some courses. These strategies, however, are not effectively specified in the curriculum. Further opportunities with authentic applications in all classes at all levels

will enhance engagement of all students. (*core curriculum, program of studies, student work*)

Classroom observation and student work indicate that teachers generally emphasize depth of understanding. Teachers are supportive of student interest in specific topics and provide opportunities for student exploration in various media. EHHS has not made an interdisciplinary approach to instruction a major focus of student learning, however. Using the existing curriculum maps as a foundation, the school will be able to identify specific areas for interdisciplinary efforts. Further work based on curriculum mapping, along with increased opportunities for teacher collaboration, will allow the school to fully integrate expectations for all subject areas. (*core curriculum, program of studies, teachers*)

While great strides have been made for many students to learn beyond the school campus, opportunities must be available for all students. Increased opportunities including Databases, iConn, the UConn English program, and special athletic arrangements foster opportunities for students and ease transition to college. The local art association offers classes where fees are waived for students. The faculty and administration accommodate students interested in endeavors beyond the classroom. Development of additional career and technical education courses with related internships could provide further opportunities for students. Supportive staff members and administrators provide opportunities and guidance for students who are able to learn beyond the normal course offerings, but all students do not experience equivalent opportunities. Such real-world and practical experience must be available to all students. (*teacher, students, central office personnel*)

Further coordination and articulation among academic areas is essential to meet the needs of all students. The entire district has a vested interest in curriculum mapping and attempts have been made to coordinate efforts to establish a uniform curriculum. Teachers communicate formally within departments and informally otherwise, but there is no formal professional structure to connect across curricular areas. There is no strong curricular connection between feeder school and high school. A unified curricular effort should be made in all areas K-12 to assure an effective transition between schools. Leadership, time and structures for these efforts will assure a fully articulated and coordinated curriculum. *(central office, board of education, teachers)*

Allocation of instructional materials, technology, equipment, supplies, facilities, and resources is inconsistent among curricular areas. The facilities do not generally support a comprehensive program or teaching and learning across the entire curriculum. There must be a plan for periodic and regular replacement of instructional materials and textbooks. Technology and equipment fully support only selected courses while others lack necessary funding and attention. General classroom supplies appear to be adequate to support instruction. While some subject areas have adequate technology, equipment, and facilities, the majority of courses do not, so that curricular implementation is negatively affected. *(school tour, teachers, board of education)*

Although the professional staff is actively engaged in the ongoing documentation of its curriculum, revisions are the purview of individual teachers. The revision of instruction and learning is accomplished on an individual basis. For the past two years, the focus of professional development within the East Hampton district has been curriculum mapping. EHHS has initiated the process of curriculum mapping with the

intent of developing continuity within the curriculum. However, the written curriculum does not yet reflect universal standards and expectations of instruction for student achievement and cannot be used to impact curricular revision at the district level. A school-wide, annual, professional development plan is necessary to support the next steps and creation of a formal curriculum evaluation and revision. (*teachers, student work, core curriculum*)

The school is committed to curriculum mapping, but it has not created a comprehensive, complete curriculum document format. Professional development in curriculum has focused on the implementation of curriculum mapping. A central concern points out that the program is not being used as a tool to aid in curriculum development, but is filling the place of a comprehensive curriculum process. There is no formal plan for ongoing evaluation or revision of the curriculum. Sufficient financial resources are not allocated for development, evaluation, and revision of curriculum. Appropriate funding is essential to meet the needs of applicable curricular professional development and the establishment of an effective process for regular revision of an effective curriculum based on data collected from local assessment using the school-wide rubrics in all curricular areas. (*teachers, central office, board of education*)

Professional development activities support the development of curriculum, but have not supported curricular implementation. The last two years have been focused on using curriculum mapping to establish a curriculum. Professional development has not supported the development or implementation of a comprehensive core curriculum. The school has laid the groundwork for a curriculum document but much work in this area is needed. Additional professional development is necessary to complete and implement a

core curriculum that includes all of the necessary elements. (*principal, teachers, school rubrics*)

**Commendations:**

1. The extensive use of curriculum mapping to document the initial stages of a living curriculum
2. Faculty initiatives to engage students in authentic application of current knowledge and skills
3. Programming and accommodations for students with special needs throughout the curriculum

**Recommendations:**

1. Provide sufficient time and resources to ensure the regular development, evaluation, and revision of the curriculum.
2. Use assessment results to revise and develop the curriculum
3. Create a curriculum format that prescribes content, integrates relevant school-wide learning expectations, identifies course-specific learning goals, suggests instructional strategies, and suggests assessment techniques including the use of school-wide rubrics.
4. Create a comprehensive written curriculum
5. Provide consistent and ongoing professional development to support curriculum development and implementation
6. Expand opportunities for student internship and other career possibilities
7. Expand career, technical, and elective courses to meet student interest and need

8. Assure that the curriculum is appropriately integrated across curricular areas
9. Ensure curricular coordination and articulation between and among all academic areas with the school as well as with sending schools in the district.
10. Assure consistent and equitable allocation of materials, equipment, technology and appropriate facilities for all curriculum areas.

## **Instruction**

The quality of instruction in a school is the single most important factor affecting the quality of student learning, the achievement of expectations for student learning, the delivery of the curriculum, and the assessment of student progress. Instructional practices must be grounded in the school's mission and expectations for student learning, supported by research in best practice, and refined and improved based on identified student needs. Teachers are expected to be reflective about their instructional strategies and to collaborate with their colleagues about instruction and student learning.

1. Instructional strategies shall be consistent with the school's mission statement and expectations for student learning.
2. Instructional strategies shall:
  - personalize instruction;
  - make connections across disciplines;
  - engage students as active learners;
  - engage students as self-directed learners;
  - involve all students in higher order thinking to promote depth of understanding;
  - provide opportunities for students to apply knowledge or skills;
  - promote student self-assessment and self-reflection.
3. Teachers shall use feedback from a variety of sources including other teachers, students, supervisors, and parents as a means of improving instruction.
4. Teachers shall be expert in their content area, knowledgeable about current research on effective instructional approaches, and reflective about their own practices.
5. Discussion of instructional strategies shall be a significant part of the professional culture of the school.
6. Technology shall be integrated into and supportive of teaching and learning.
7. The school's professional development program shall be guided by identified instructional needs and shall provide opportunities for teachers to develop and improve their instructional strategies.
8. Teacher supervision and evaluation processes shall be used to improve instruction for the purposes of enhancing student learning and meeting student needs.

## **Conclusions**

Instructional strategies at EHHS generally reflect the goals of the mission statement and academic expectations. However, this effort appears inconsistent. Not all

students benefit equally from high levels of expectation and engagement as envisioned by the mission statement. A number of classes use teaching strategies that employ challenging material and relevant content. There are a number of AP classes available across the curriculum. Students report that they have a variety of assignments that challenge them. Likewise, many parents report that students graduated from EHHS are well prepared for the demands of post-secondary education. Students with special needs are well challenged also, although analysis of student work and classroom observation reveals inconsistent levels of expectation and higher order skills in the classrooms of different teachers and in different instructional levels. Because of this inconsistent application of the mission statement and academic expectations, all students may not be achieving to the full extent of their capacity. (*classroom observation, student work, students*)

East Hampton High School classrooms show a variety of instructional practices. There are significant efforts to personalize instruction, provide application of knowledge and skills, involve students in higher level thinking, and engage students as active learners. Some provisions for interdisciplinary connections are evident. Some teachers demonstrate deliberate efforts to promote student self-assessment and self-reflection. Students are offered varied, challenging options to demonstrate their learning. Assignments often accompanied with options and student choices that foster increased interest and motivation. Students have researched and created informative posters that engage the eye while explaining key understandings. Students are asked to apply academic skills in assignments that mimic real world tasks, as when geometry students plan renovations to the student lounge. Opportunities for higher level thinking are

reflected across disciplines in such tasks as analysis of summer reading for the AP English Language course, in the self-directed science labs and the social studies analysis of United States' foreign policy objectives. Students are engaged as active learners performing their own compositions in music concerts, sculpting works from clay in art class, and creating original photo/video works through the use of digital media. Teachers would like to increase interdisciplinary instruction, and some attempts have been made by individual teachers, but lack of common planning time makes this difficult. Students and teachers alike have spoken about the efforts to have students assess themselves and their peers. There are examples of creative and high quality instructional strategies in many classes. Expansion of the use of these strategies to reduce inconsistencies in the quality of instruction among teachers, levels, and classes will improve student learning throughout the school. These instructional strategies are not found consistently at all levels in all courses. Because of the inconsistent implementation of these instructional strategies and best practices, there is a disparity in student achievement of the school's academic expectations. (*student shadowing, students, student work*)

EHHS appears to have a positive culture of feedback and teacher reflection as a means to improve instruction. There is a variety of mechanisms in place to assist the faculty in improving instruction. The principal and assistant principal both conduct classroom observations. Many teachers solicit information from students via surveys administered at the end of large assignments or units of study. Many new teachers report meeting regularly with department heads to receive supervision on lesson plans and classroom management strategies. The assistant principal has started a support group for new teachers that meets monthly. Parents report feeling comfortable with the level of

instruction and report little need for providing feedback. There is little evidence that parents regularly communicate with teachers, but they report they feel comfortable in doing so if the need arises. Teachers' use of feedback from a variety of sources allows them to monitor and adjust instructional strategies. (*self-study, teachers, student work*)

Most teachers are highly competent in their content area. While there are a number of new staff members, they are encouraged to be reflective about their practices and dialogue with peers about effective instructional approaches. Parents and students both report feeling very confident with the knowledge base of the faculty. In addition, students and parents report high levels of teacher competence and rapport. Because of teacher expertise and knowledge of effective instructional approaches, many students are able to meet or exceed the academic expectations. However, this opportunity is not available in all courses for all students: increased expectations for students at the middle and low levels will allow them equal opportunity for achieving the academic expectations at high levels. (*teachers, students, school leadership team, classroom observations*)

Discussion of instructional strategies appears to be a significant part of the professional culture of the school within departments, but there is only occasional and informal discussion between departments. Almost all staff members agree that frequent informal collaboration within departments takes place. Some staff members said that, along with informal discussions, there are occasionally more formal collaboration times during faculty or department meetings. Also, the staff reports that a new curriculum mapping program has aided them in understanding what other instructional strategies are being used throughout the school. However, because of a lack of formal discussion between departments, interdisciplinary learning is inconsistent. Recent grouping of

department locations within specific areas in the building appears to have resulted in a greater degree of collaboration and more consistent support for new staff. Because of frequent discussion of instructional strategies, there is more effective monitoring and revision of teaching practices. This results in better instruction and a school-wide expectation for continual revision of lesson plans. *(school leadership team, teachers, instruction standard committee)*

Integration of technology to support teaching and learning is inconsistent. While there are some areas where the use of technology is frequent and sophisticated, but this is not found regularly throughout the school. The staff acknowledges “a clear need at East Hampton High School to improve access to technology.” Some faculty members are able to employ current technology effectively. The instrumental music students have the benefit of midi technology. Math teachers employ an adapted overhead projector in conjunction with a graphing calculator, allowing a class of students to follow reasoning steps. A majority of teachers states a need for more professional development in this area. The result of an inconsistent use of technology is that students are deprived of 21<sup>st</sup> century tools for achieving the academic expectations. Likewise, teachers may not be able to access the most effective and current information and strategies regarding their discipline. *(self-study, teachers, classroom observations)*

EHHS has identified a number of instructional needs and addressed them with sessions of professional development. Numerous staff members have reported positive support from the administration for pursuing professional development specific to their individual needs. There has been an increase in the availability of professional development opportunities outside the school district. The school has offered

professional development training in the use of curriculum mapping, preparation for the NEASC visit, and instructions on how to comply with the special education requirements of the No Child Left Behind legislation. Staff members feel supported by the administration in their efforts to better themselves as educators, and the administration is better able to support effective instructional approaches in the classroom. The opportunity to pursue individual professional development opportunities helps to motivate staff members and improve instruction. *(school leadership team, self-study, teachers)*

The teacher supervision and evaluation process is effective in improving instruction and enhancing student learning. The evaluation process employed by administrators and department heads is very supportive of teachers. There is a consensus among teachers and administrators that the process for supervising and evaluating faculty members is an effective one. New teachers on the faculty confirm the value of conversations with more experienced colleagues. One first-year teacher reported enthusiastically about meeting with her department chair to reflect upon one lesson taught in one course each week. Conversations with administrative supervisors are equally valued. Faculty members in general feel comfortable about sharing ideas and questions with administrators. Many verified the existence of a professional culture that encourages creativity and risk-taking in the classroom. Thus, the teacher supervision and evaluation process enhances student learning. *(school leadership team, teachers, administrators)*

### **Commendations**

1. Instructional strategies in many classes connect daily class lessons and assignments with global issues
2. The new teacher support group that meets monthly

3. Academic expectations are incorporated in a variety of ways in classes
4. Multiple opportunities for students to apply knowledge or skills
5. Opportunities for personalized learning
6. New teachers are supported in their professional development by extensive feedback from peers, department heads, and administrators
7. Instructional practices foster a positive academic atmosphere and frequent reflection
8. Integration of the available technology into teaching and learning
9. Increased availability of professional development opportunities

### **Recommendations**

1. Align instructional strategies with the goals of the mission statement.
2. Ensure that teachers' instructional strategies promote higher order thinking and depth of understanding for all students
3. Increase connections across the disciplines
4. Expand opportunities that engage students as self-directed learners regardless of course or level
5. Increase formal opportunities for discussion of instructional strategies, particularly across departments so that such discussion becomes a significant part of the culture of the school

6. Increase the quantity and availability of technology and provide appropriate professional development to support its integration in all instructional areas

## **Assessment for Student Learning**

Assessment is an integral part of the teaching and learning process. Its purpose is to inform students regarding their learning progress and teachers regarding ways to adjust the curriculum and instruction to respond effectively to the learning needs of students. Further, it communicates to the school community the progress of students in achieving the school's expectations for student learning and course-specific learning goals. Assessment results must be continually discussed to improve curriculum and instruction.

1. The school shall have a process to assess school-wide and individual student progress in achieving the academic expectations in the mission based on school-wide rubrics.
2. The school's professional staff shall use data to assess the success of the school in achieving its civic and social expectations.
3. For each learning activity, teachers shall clarify to students the relevant school-wide academic expectations and course-specific learning goals that will be assessed.
4. Teachers shall base classroom assessment of student learning on school-wide and course-specific rubrics.
5. Teachers shall use varied assessment strategies to determine student knowledge, skills, and competencies and to assess student growth over time.
6. Teachers shall meet collaboratively to discuss and share student work and the results of student assessments for the purposes of revising the curriculum and improving instructional strategies.
7. The school's professional development program shall provide opportunities for teachers to collaborate in developing a broad range of student assessment strategies.
8. The school's professional staff shall communicate:
  - individual student progress in achieving school-wide academic expectations to students and their families;
  - the school's progress achieving all school-wide expectations to the school community.

## Conclusions

East Hampton High School has developed school-wide academic rubrics that are based on the mission statement of the school and designated the acceptable level of achievement. These school-wide rubrics have three levels that determine if a student has met the specific academic expectations. Each academic department has assumed the responsibility for three of the seven academic expectations. Most teachers are using these school-wide rubrics in the classroom; however there is no consistency in scoring the three levels among teachers. Data from these assessments is not collected once the rubric is applied to student work. As a result, the school does not have a process to assess individual student or school-wide progress in achieving the academic expectations of the mission based on school-wide rubrics. A process to assess both the progress of the school and individual students would ensure that students can track their progress towards achieving the school-wide academic expectations and the school can inform the community of its success rate. *(student work, teachers, self-study)*

The school's professional staff uses data to assess the success of the school in achieving its civic and social expectations. The school collects and tracks data on student attendance, discipline, and participation in co-curricular activities, and it reports this data to the staff during professional development and to the community through report cards and the strategic school profile. The school annually analyzes student progress on social and civic expectations in order to appropriately adjust and adopt policies to facilitate students meeting these expectations. A compilation of this data would help to clearly communicate this information to the community. Staff assessment and adjustment of civic and social programs improves student involvement within the school and

community. There is a sense of accomplishment and pride in the school and community for the civic and social activities at East Hampton High School. (*student work, teachers, self-study*)

Teachers do not consistently clarify the relevant school-wide academic learning goals that will be assessed for each learning activity. Students are introduced to the school-wide academic learner expectations at the beginning of the school year, but teachers do not generally relate them to classroom assignments on a regular basis. Consequently, teachers do not implement school-wide rubrics consistently. The rubrics are infrequently presented to the students when the assignment is introduced, and they are utilized differently by different teachers. Numerical grades are assigned differently depending on the teacher, and each teacher determines the minimum score for exceeding, meeting, or not meeting these goals. Teachers regularly clarify course-specific learning goals for individual learning activities. Communication of school-wide academic expectations and their relationship to course-specific learning goals must be an integral part of assessment as it informs the student of the way in which they will be assessed. (*teachers, student shadowing, student work*)

Teachers at East Hampton High School frequently base classroom assessment of student learning on course-specific rubrics. School-wide rubrics do not strongly impact the development of classroom assessments, as teachers regularly employ course-specific rubrics to assess student work and only occasionally use the school-wide rubric. These school-wide rubrics are often adjusted and re-worded to apply to specific tasks. As a result, academic expectations are not consistently measured using school-wide rubrics. The use of school-wide and course-specific rubrics clearly communicate goals and focus

teaching and learning on the academic expectations. However, teachers should use the school-wide rubrics in the design of assessments in order to focus assessment on the school-wide academic expectations. *(teachers, student work, student shadowing)*

Teachers use a variety of formative and summative assessment strategies to determine student knowledge, skills, and competencies and to assess student growth over time. There is ample evidence that teachers create and use varied assessments to determine student knowledge and track student progress. Students demonstrate knowledge and skills through traditional quizzes and tests, inquiry-based assessments, assessments incorporating technology, performance-based assessments, long-range projects, and peer assessment. Students often have an opportunity to demonstrate growth through the revision of these assessments. Through the use of a variety of assessment strategies, students have many opportunities to demonstrate growth of knowledge, skills, and competencies. *(teachers, student work, students)*

Teachers do not meet formally to collaboratively discuss and share student work and the results of student assessments for the purpose of revising curriculum and improving instructional strategies. Department meetings are occasionally utilized to discuss student work and assessment design. Only one professional development day during the 2004-2005 and 2005-2006 school years was dedicated to assessment of student work. Efforts to collaborate are predominantly informal. There is no formal process within the school-wide program that is designed to examine student work nor do the results of student assessments impact revisions in the curriculum. A formal structure of teacher collaboration for the purpose of assessing student work should be adopted. Teacher collaboration provides opportunities to modify and enhance curriculum to

improve student learning and allows teachers to share best practices. *(teachers, school leadership team, self-study)*

The school's professional development program does not provide opportunities for teachers to collaborate in developing a broad range of student assessment strategies. The professional development program has not consistently provided opportunities to discuss assessment strategies. Teachers report a lack of time and structure for collaboration. A formalized professional development program provides an organized and focused opportunity for teachers to collaborate in creating and improving student assessment. *(teachers, professional development activities, school leadership team)*

East Hampton High School has developed clear lines of communication with parents on many levels. There is consistent communication of the school's social and civic progress to the school population, parents, and community. The school does not communicate individual student progress in achieving school-wide academic expectations to the students and their families however, nor does it communicate the school's progress in achieving all school-wide expectations to the school community. In addition, student and school progress toward academic expectations is not tracked over time. Clear communication between the school, parents, and community fosters a positive collaborative relationship which supports academic, civic, and social growth. A formal method to track and report individual student and overall school progress toward meeting the academic expectations would strengthen the awareness of the mission of the school. *(parents, school leadership team, self-study)*

**Commendations:**

1. The sense of accomplishment in the attainment of the civic and social expectations at East Hampton High School
2. Teachers regular clarification of course-specific learning goals
3. Teachers use of a variety of course-specific rubrics to assess progress and performance
4. Varied and authentic assessment strategies that are widely used in all curricular areas
5. The frequent opportunities for students to revise and extend their work based on teacher feedback
6. The open lines of communication with parents and community

**Recommendations:**

1. Develop and implement a plan that allows students to track their progress in meeting or exceeding the school-wide academic expectations
2. Relate learning activities directly to the school-wide expectations on a regular basis
3. Expand the use of school-wide rubrics in the design of specific assessments
4. Adopt a formal program for teacher collaboration to assess student learning
5. Expand professional development activities to include collaborative assessment design
6. Develop a formal method to track and report individual student and overall school progress in meeting the academic, civil and, and social expectations and report the results to the community

## **Leadership and Organization**

The way in which a school organizes learning for students, fosters leadership, and engages its members has a profound effect on teaching and learning. The professional culture of the school must be characterized by thoughtful, reflective, and constructive discourse about decision-making and practices, which supports student learning and well-being.

1. The school board and superintendent shall ensure that the principal has sufficient autonomy and decision-making authority to lead the school in achieving the mission and expectations for student learning.
2. The principal shall provide leadership in the school community by creating and maintaining a shared vision, direction, and focus for student learning.
3. Teachers as well as administrators other than the principal shall provide leadership essential to the improvement of the school.
4. The organization of the school and its educational programs shall promote the school's mission and expectations for student learning.
5. Student grouping patterns shall reflect the diversity of the student body, foster heterogeneity, reflect current research and best practices, and support the achievement of the school's mission and expectations for student learning.
6. The schedule shall be driven by the school's mission and expectations for student learning and shall support the effective implementation of the curriculum, instruction, and assessment.
7. Meaningful roles in the decision-making process shall be accorded to students, parents, and all members of the school staff to promote an atmosphere of participation, responsibility, and ownership.
8. Each teacher shall have a student load that enables the teacher to meet the learning needs of individual students.
9. There shall be a formal, ongoing program through which each student has an adult member of the school community in addition to the school guidance counselor who personalizes each student's educational experience, knows the student well, and assists the student in achieving the school-wide expectations for student learning.

10. The professional staff shall collaborate within and across departments in support of learning for all students.
11. All school staff shall be involved in promoting the well-being and learning of students.
12. Student success shall be regularly acknowledged, celebrated, and displayed.
13. The climate of the school shall be safe, positive, respectful, and supportive, resulting in a sense of pride and ownership.
14. The school board shall support the implementation of the school's mission and expectations for student learning

### **Conclusions**

The principal of East Hampton High School is afforded sufficient autonomy and authority to guide the school effectively to fulfill its mission and expectations for student learning. The principal is afforded autonomy and authority in the decisions regarding budget, mission, and learning. This autonomy is supported by the superintendent and board of education and confirmed by the faculty. The principal makes decisions regarding the distribution of funding in the school which she bases on student learning as well as school and board missions. The principal's leadership is critical to assuring that all students achieve the expectations for learning, and she plays an active role in establishing and modeling a school-wide atmosphere that supports the mission statement.

*(self-study, leadership committee, teachers)*

The principal of East Hampton High School provides leadership in the school community by creating and maintaining a shared vision, direction, and focus for student learning. The principal is a strong force throughout the building and in the community. She interacts with students and maintains continual contact with them informally in the hallways and cafeteria and is perceived by faculty and students as consistent and fair.

With role modeling, verbal accolades, initiatives, and displays of student work, she shows students that their learning is important and valued. In addition, the principal celebrates student successes, academically with such occasions as the honor roll breakfast and in extracurricular activities such as band, chorus, and sports, by personal attendance and public praise. Recent program enhancements include funds that were acquired for the renovation of the auxiliary gym which is used for an after-school weight-training program. The school has also developed new digital art courses. The principal meets monthly with the leadership council and with new teachers to review instructional practices and to discuss trends in instruction such as the curriculum mapping recently implemented by the school. Because of these efforts, teachers and students feel respected and supported, and teachers also feel encouraged to take chances and try new ideas and new programs. *(parents, students, teachers)*

Teachers, department chairs, and the assistant principal support the school's mission and provide leadership essential to the improvement of the school. The principal and the leadership council hold monthly meetings to discuss curriculum, instructional practices, and school organization. Not all curricular areas are directly represented on the leadership council as some areas do not have identified leaders. Teachers have recommended new initiatives that have been implemented such as curriculum mapping and the freshman advisory program. Department chairs have taken on the responsibility of being school test coordinators for the SAT and CAPT testing. Individual teachers seek subject-specific, out-of-district professional development workshops both during the course of the school year and the summer months. The assistant principal developed a

new teacher support group. Most staff members have many responsibilities in addition to their teaching responsibilities. (*teachers, self-study, leadership committee*)

The organization of the school and its educational programs promote the school's mission and expectations for student learning, although the schedule along with other priorities seems to favor advanced placement programs and other upper level courses over classes serving other students. The program of studies also offers level two and three courses depending on student needs. The size of the school enhances student-faculty personalization. Students who can be better served in programs that meet in the evenings (music classes) are provided that opportunity. Core subject area curriculum leaders are responsible for both classroom instruction and departmental coordination. While advanced placement programs have low enrollments, other classes are often much larger. Each teacher's student load generally enables them to meet the learning needs of the individual students; however, class size varies from 6 students in some upper level and AP courses, to 30 in two math courses. The average student-teacher ratio is 19 to 1. Appropriately balanced, more equitable class size across levels would better promote achievement of the learning expectations for all students. (*self-study, department chairs, teachers*)

Student grouping patterns support student learning with course levels of (AP, honors, level 1, level 2, level 3). Student grouping patterns sometimes foster heterogeneity. Student grouping is homogenous by ability in core area subjects. Grouping in non-core areas is heterogeneous. Semester science electives are also heterogeneously grouped. Special education students are generally grouped and included in regular classes with assistance given by special education teachers and/or

paraprofessionals. Increased use of heterogeneous grouping would afford more student opportunities to experience the full range of course offerings. (*self-study, teachers, leadership committee*)

The schedule is driven by the school's mission and expectations for student learning and supports the effective implementation of the curriculum, instruction, and assessment. A new master schedule is established each year to accommodate the course requests for student learning and supports the implementation of the curriculum. The principal establishes the school's master schedule by hand. Band is scheduled first, then science laboratory classes are scheduled because they require double periods, then come single section courses for each grade, and finally multiple section courses. The current design of the daily schedule has been in use since the inception of the school. It was re-evaluated fifteen years ago, but no change was made. The history department teaches Advanced Placement US History over a three-semester span. The special education department coordinates its schedule to accommodate collaborative and team co-teaching models to address student needs. A fresh look at the master schedule each year accommodates student needs so that the majority of preferences can be met. (*leadership council, teachers, self-study*)

Within East Hampton High School and the surrounding community, meaningful roles in the decision-making process are accorded to students, parents, and members of the school staff to promote an atmosphere of participation, responsibility, and ownership. Parent, students, and staff members serve on committees that advise the principal and help to make decisions that improve teaching and learning. The self-study survey indicated 2/3 of the parents feel that they have a voice in important decisions made at

EHHS. The parent-teacher-student organization, sports booster, music boosters, principal's advisory council and the board of education meetings are forums available for community members to have a role in the decision-making process. Community inclusion in the decision-making process fosters a positive school climate. (*students, survey, parents*)

The school has implemented a formal advisory program through which faculty members personalize each student's school experience. In a system developed and implemented by teachers, groups of students meet regularly with their assigned mentors. This provides each student a connection to a faculty member. Programs appropriate for each grade are developed by a team of teachers and continue throughout the school year. Each graduating class has an advisor or co-advisors who remain with the class for its entire high school experience. In addition, students in the special education department and 504 students have a case manager who is responsible for twelve to fifteen students who act as a specific contact person. Students feel supported in their educational experiences. (*self-study, leadership council, teachers*)

Formal collaboration within departments is limited and informal and infrequent across departments. Teaching strategies may be discussed informally and during department and faculty meetings. BEST mentors meet weekly with new teachers. There are some on-going, informal discussions about curricular and student concerns. Formal inter and intra departmental collaboration needs to be encouraged and time provided. Collaboration among and between departments will benefit both teachers and students. (*self-study, leadership council, teachers*)

The administration, the faculty, and the entire staff at East Hampton High School are actively involved in promoting the well-being and learning of all students. There is mutual respect among faculty and staff members, administrators, parents, and students. The guidance department, school nurse, and the school social worker offer various programs to improve the well-being of the students. The library/media center personnel make the center available to students after school. Teachers are universally available to provide extra help to students. A wide variety of extra curricular activities is available to students to extend learning beyond the classroom. School climate is conducive to collegial relationships among faculty and staff members, administrators, and students. *(student survey, student shadowing, support staff)*

East Hampton High School frequently recognizes and displays student achievements throughout the building and community. Student art work and photography is displayed throughout the building. Trophies are on display in various display cases. Honor roll names are posted in the hall. Newspaper articles celebrating student successes are posted on hall bulletin board displays. Students are afforded the opportunity to display their talents to the community by marching and participating in town parades and school performances such as plays, music performances, and sports activities. The survey indicates that 92% of the parents feel that students are recognized for what they have accomplished in school. Recognition promotes self-confidence, pride, and ownership in one's school. *(parent survey, school tour, teachers)*

The climate of the school is safe, positive, respectful and supportive resulting in a sense of pride and ownership. There is mutual respect between faculty and students. Parents and students describe the school as a safe environment. Detailed emergency,

lock-down, and crisis situation plans have been established and practiced. Teachers are apprised of student health and emotional issues at the beginning of each year and as needed throughout the year. Student handbook/agendas are distributed to all students each year outlining all discipline and attendance policies as well as consequences for violations. These are discussed by teachers at the start of the year. Student organizations such as student council and Interact Club provide an opportunity for school and community involvement. Student department is excellent. Students are engaged, friendly, and cooperative. The school's routines are accepted. They run smoothly and promote learning. Halls are quiet with few disruptions. However, many students have reported that smoking in student lavatories is a concern. Parents, students, and staff members feel a strong sense of pride and ownership in the school. *(students, teachers, parents)*

The board of education and the superintendent are dedicated to the implementation of the school's mission and expectations for student learning. The board of education policies and goals are aligned with the high school's mission statement. The acting superintendent conducts bi-weekly administrative council meetings to discuss curriculum and staffing needs and budget. The board has established policies ,recently updated, dealing with topics such as smoking, drug and alcohol possession, and weapon possession. Board of education support is essential to the success of programs within the school. *(board of education, self-study, principal)*

## **Commendations**

1. The leadership team that works well together and supports the faculty
2. The leadership, vision, and visibility of the principal that promotes a focus on students.
3. The collaborative team of the principal and assistant principal who work together to have a strong positive impact on the school.
4. The dedication of the faculty and staff that is evident in the time and effort put forth in developing their professional materials and/or expertise and voluntarily providing their services when they see a need
5. Exceptional relationships among parents, board of education, staff and faculty members and parents that allow concerns to be voiced in a non adversarial manner
6. A positive, cooperative, involved student body
7. The board plan to increase the central office staff, add eight new staff members, and develop of a strategic plan
8. The formal advisory program that directly supports the mission and expectations and promotes healthy relationships and communication between students and certified staff
9. The strong, positive school climate

## **Recommendations**

1. Provide department coordinators for all departments
2. Assess the appropriateness of East Hampton High School's grouping practices of homogeneity and heterogeneity in light of current educational research

3. Examine how the school allocates the teaching time of faculty and develop a remedy for the wide range in class sizes.
4. Provide opportunities for formal, on-going collaboration within and across departments
5. Address issues of student smoking on campus

## **School Resources for Learning**

Student learning and well-being are dependent upon adequate and appropriate support programs and services. The school is responsible for providing an effective range of integrated resources to enhance and improve student learning and well-being and to support the school's mission and expectations.

### **All Student Support Services**

1. The school's student support services shall be consistent with the school's mission and expectations for student learning.
2. The school shall allocate resources, programs, and services so that all students have an equal opportunity to achieve the school's expectations for student learning.
3. Student support personnel shall enhance student learning by interacting and working cooperatively with professional and other staff and by utilizing community resources to address the academic, social, emotional, and physical needs of students.
4. All student support services shall be regularly evaluated and revised to support improved student learning
5. There shall be a system for effective and ongoing communication with students, parents/guardians, and school personnel, designed to keep them informed about the types of available student support services and identified student needs.
6. Student records, including health and immunization records, shall be maintained in a confidential and secure manner consistent with federal and state law.
7. There shall be sufficient certified/licensed personnel and support staff to provide effective counseling, health, special education, and library media services.

### **Guidance Services**

8. The school shall provide a full range of comprehensive guidance services, including:
  - individual and group meetings with counseling personnel;
  - personal, career, and college counseling;
  - student course selection assistance;
  - collaborative outreach to community and area mental health agencies and social service providers;
  - appropriate support in the delivery of special education services for students.

## **Health Services**

9. The school's health services shall provide:
  - preventive health services and direct intervention services;
  - appropriate referrals;
  - mandated services;
  - emergency response mechanisms;
  - ongoing student health assessments.

## **Library Information Services**

10. The library/information services program and materials shall be fully integrated into the school's curriculum and instructional program.
11. Library/information services personnel shall be knowledgeable about the curriculum and support its implementation.
12. A wide range of materials, technologies, and other library/information services that are responsive to the school's student population shall be available to students and faculty and utilized to improve teaching and learning.
13. Students, faculty, and support staff shall have regular and frequent access to library/information services, facilities, and programs as an integral part of their educational experience before, during, and after the school day.
14. The library/information services program shall foster independent inquiry by enabling students and faculty to use various school and community information resources and technologies.
15. Policies shall be in place for the selection and removal of information resources and the use of technologies and the Internet.

## **Special Education Services**

16. The school shall provide special education services related to the identification, monitoring, and referral of students in accordance with local, state, and federal laws.

## Conclusions

Support services at East Hampton High School consisting of the school counselors, special education department, and Health and Library Media services, align with and support the mission statement. A formal developmental guidance curriculum helps support students as they work to master the expectations for student learning. While informal program evaluation takes place on a regular basis due to the exceptionally collaborative nature of the staff, there is no evidence that the school has a mechanism to expand and/or maintain compatibility of the programs with the mission statement. Consistently checking the school counseling, health, library media, and health programs against the mission statement serves to insure unified, integrated and identifiable array of support services. (*guidance counselors, special education teachers, nurse, self-study*)

East Hampton High School employs a variety of strategies to insure that the educational program meets the needs of all students. Flexibility and openness to unique solutions to students interests and needs characterize the school's philosophy. Staff made arrangements for two students to compete in gymnastics with another school's team, and guidance arranged for a student to get high school credit for his four month enrollment in a high school in Israel. The music teacher receives a stipend to teach evening music classes to enable students with an interest to take music electives that they cannot fit into their schedule. (*administrators, self-study, guidance counselors, athletic director*)

Student support personnel enhance student learning by interacting and working cooperatively with staff by utilizing community resources to address academic, social, emotional and physical needs of students. Guidance counselors, a school nurse, special education teachers, paraprofessionals, and a school social worker (part time) collaborate

on a daily basis to assist students in addressing social, academic, emotional and physical needs. In the Student Assistance Team's (SAT) weekly scheduled meetings, school resource staff, administration, faculty and a liaison from a contracted mental health agency meet to discuss students at risk. When appropriate, the SAT will communicate with faculty and staff in order to develop plans to best support the student. (*guidance counselors, school nurse, special education teachers, self-study*)

Classroom teachers have been proactive, and alert appropriate support staff to identify student issues. Faculty and staff exhibit a significant willingness to evaluate and adapt services. The library media specialist works with the faculty to provide resources for specific projects. The school provides a variety of unified sports to promote social, physical and mental well being of students with special needs. Faculty and staff voice ideas and considerations regarding support services informally on a daily basis. Co-operation among support services and between elements of the support services and other staff members is essential to smoothly and consistently meet the needs of the students, parents and faculty at EHHS. (*guidance counselors, special education teachers, self-study*)

While there is no formal program to evaluate student support service programs, related personnel engage in self-reflection and are open to input from their colleagues. All high school seniors receive a survey through which they indicate their satisfaction with the guidance services received during their East Hampton high school experience. The guidance office seeks relevant information to assess the impact and helpfulness of specific services and to make effective changes and establish future direction. On going feedback between the counselors, students, faculty and parents along with random

telephone soliciting of parental feedback provide relevant information to the guidance office. The school nurse serves as the health services coordinator for the district and utilizes a self-evaluation. The Library Media Specialist (LMS) utilizes informal comments from faculty, staff and students to evaluate the effectiveness of the library services. A formal mechanism of programs and services enable a clear analysis of strengths and needs, and assist in identifying areas that need improvement. (*guidance, school nurse, the LMS*).

East Hampton High School communicates important and useful information between students, parents/guardians, and school personnel in a variety of ways. Guidance counselors and students utilize passes to communicate appointments. The guidance office mails home a newsletter both in the fall and spring highlighting important guidance programs and advising students of planning timelines for post graduate applications. An East Hampton High School Guidance Web Site is currently in development. A district newsletter is mailed each month to all parents highlighting access to student support services. The Special Education Department has regular communication with parents/guardians through telephone, email and letters. The library/media department publishes a monthly newsletter alerting staff to new acquisitions and has a web presence. Daily announcements and in-school email deliver communication between faculty, students and staff. Frequent communication between all members of the school community ensures all stakeholders are informed of important programs and services. (*self-study, interview with counselors, guidance curriculum, interview with LMC*)

East Hampton High School professionally and accurately maintains student records in numerous locations throughout the building. The guidance director keeps

student academic records for current and recently graduated students in secure file cabinets in the guidance office. Previous graduate records are in a secure location in the school archive and kept for the required 50 years. The school nurse maintains all high school medical records in a secure method. The nurse maintains daily records and medication requirements electronically. Current special education and 504 records are maintained in the special education office. Special Education Records for previous students and graduates are maintained for 50 years in the school archive. The Library Media Center (LMC) maintains confidential student borrowing records and purges borrowing records once students return books and materials. Secure and confidential maintenance of records is a legal and ethical requirement for an effective program.

*(facility tour, guidance interview, school nurse interview, special education interview)*

East Hampton High School provides sufficient certified/licensed personnel and support staff in most areas. The high school guidance counselor/student case load limits the services and student contact time that the school is able to provide. Additionally, the school social worker works part-time at the high school limiting individual and group counseling services. The student advisory program assists teachers in identifying students with counseling needs. The school nurse provides exemplary health services with the assistance of the SNAP computer program that maintains student medical needs and services. The library/media specialist is the only library/media specialist in the district. A part-time clerk assists the LMC director. Sufficient staffing is essential for optimal delivery of services to all stakeholders. *(self-study, teachers, students)*

East Hampton High School's guidance department provides a full range of comprehensive services for students in grades 9-12, however high student/counselor

ratios negatively impact delivery of services. The majority of students receive individual counseling for their educational program planning, career and academic support. In addition, a developmental guidance curriculum is delivered in the classroom for grades 9-12. Counselors are involved in the referral of students to Special Education and 504 and the resulting support of these students through the Planning and Placement Team Meetings. Counselors collaborate with the part time school social worker and contracted school psychology personnel to provide appropriate support for students experiencing mental health issues. A school psychologist has been hired for the 2007/08 school year. Counselor case load at East Hampton High School is approximately 284 students per counselor. A more appropriate student/counselor ratio would provide for consistent delivery of services. *(school profile, self-study, counselors)*

Health services are adequate and appropriate for student and school needs. The nurse is able to provide direct intervention services, exhibits brochures to proactively advise students of medical issues, makes referrals as the need arises and is responsible for ongoing health assessments. There is an emergency operation manual. The school nurse is responsible for purchasing health supplies for all four schools, for individual health counseling, and for a variety of clerical duties. The rising student population has resulted in a significant increase in those clerical duties. The nurse's supplies seem to be more than adequate and the nurse also feels that she is able to receive what she needs. Due to the lack of clerical support, there are times where the nurse is not able to meet the needs of student immediate requirements. There is limited opportunity to collaborate with staff members. A large percentage of the students, teachers, and parents have voiced a high confidence in the nurse's services; the school nurse assesses and handles delicate

situations with a high degree of professionalism. Congenial and responsive health support staff is essential for ensuring and maintaining a safe and healthy school environment.

*(faculty, staff, students and parents)*

Teachers in many disciplines regularly integrate information literacy skills into their instruction. As part of the 9<sup>th</sup> grade orientation seminar, the LMS teaches a four-day library unit. These sessions culminates in a short PowerPoint project, for which the LMS has developed a rubric. The LMS is significantly aware of units of study and recurring assignments, reminding teachers as they approach these units of the resources available in the LMC. The LMS provides information about resources that align with the curriculum and instruction. He learns of teachers' specific needs through attendance at department meetings, and informal communication with individual teachers. The LMS generally does not participate in curriculum development, or in assessment development. When ordering, the LMS solicits recommendations from teachers and students. The LMS purchases materials that not only support the projects that teachers assign their students, but also meet the individual interest of students. A collection analysis has yet to be conducted to determine the age of the collection and to assist in mapping the collection to facilitate the alignment of LMC resources to all areas of the curriculum. The LMS has high expectations for students, as they take advantage of the LMC resources. Students are taught skills during their 9<sup>th</sup> grade year that are re-enforced in the context of their course work, providing them with the opportunity to successfully engage in research assignments that enhance and diversify instruction, and contribute to the depth of student understanding. Students acquire the tools to become informed citizens. *(principal, teachers, students)*

The school does not systematically provide for the involvement of the LMS in the development or evaluation of the curriculum. The library media specialist regularly participates in department meetings and works informally with members of the staff to determine instructional and curricular needs. Over 90% of the faculty believes the library media staff is knowledgeable about the curriculum. The LMS supports implementation of the curriculum as he assists students in their research and other projects. The LMS does little formal teaching beyond the four days that are part of the 9<sup>th</sup> grade orientation program, but enthusiastically assists students at point of need. The LMS schedules the class visits may set aside relevant materials and conferences individually with students. The LMS expressed a willingness to collaboratively plan library visits with the classroom teacher, but currently does not receive requests to do so. By providing teachers and students with needed resources and the assistance to use them efficiently and effectively, the LMS supports the mission of the school, to graduate students with the ability to gather the information necessary for responsible decision making. (*teacher interview, Endicott survey, students*)

The LMS provides sufficient print and non-print materials to support the curriculum, including an online database that supports CAPT preparation activities, based on perceived need, and assignment and project requirements. The collection consists of 20.6 volumes per student, close to 10% of which have been purchased over the past three years, forty-two print periodicals, and three hundred sixty-five audio visual resources. While the number of print volumes exceeds the state average, the number of periodical is slightly and audio-visual materials significantly lower than the state average. The collection addresses the various abilities and interests of students and staff, and includes

materials that serve the various abilities of student, reading, as well as resources on curriculum topics. Materials and equipment are available to support teacher instruction, group assignments and individual student work. This supports self-directed learning and inquiry based instruction. Computers are available for students to complete research and to present their findings, although there are times when the need exceeds availability. By providing resources in a variety of formats and suitable for varying levels of student ability, the library media specialist insures that the collection is accessible to all. (*teacher interview, students, self-study*)

The LMC is open before, during and after school to students wishing to visit, especially to students needing to complete assignments. The LMS firmly supports access, when based on need, and frequently places students at the circulation desk computer and/or at his own computer. Teachers may also book one of the computer classrooms during the periods that teacher does not teach by contacting the LMS. Often access to computer resources is insufficient to individual student need, and/or the LMC closes to study hall students, when classes are scheduled. On average 18 classes per week take advantage of the resources in the LMC. There are instances when two, sometimes three, classes can simultaneously use the facility, depending on the nature of the assignment. The willingness of library media staff to accommodate students who need to complete assignment helps ameliorate the negative impact of closing the library to study hall teachers and/or requiring teachers to book classes weeks in advance. (*students, teachers, self-study*)

During the 9<sup>th</sup> grade orientation, the LMS teaches the research skills necessary to access and use information from various types of sources. During library visits, the LMS

frequently refers back to the 9<sup>th</sup> grade orientation, and refreshes students' skills as needed. There is a strong emphasis on developing the thesis statements in many of the curricula. This re-enforces the 'task definition' step of an accepted research model (The Big6<sup>©</sup>) which the LMS teaches. Students learn the online databases during orientation, and as the LMC staff circulates, assisting students in their work. Students are aware of the passwords and protocols for home access of these resources and encouraged to use these resources as an alternative to a *Google* search. Providing students with a variety of resources and avenues to access information that suit their needs and interests prepares them to solve future information needs. (*student interview, self-study, teacher interview*)

East Hampton High School has a collection development/weeding policy developed by the library media specialist, and a Board-approved Internet/use of technologies policy. The school uses *Barracuda*, a filtering software to maintain network security. These important documents are in place, and serve to set standards in these areas. Students are aware of the reasoning behind policies, and of the repercussions of their actions. (*teacher interview, teachers, self-study*)

East Hampton High School provides a wide range of special educational services to accommodate their student's needs. East Hampton has developed a successful and effective referral process for students with special needs. The Student Assistance Team, an early intervention program, provides counselors, faculty and additional support staff a vehicle for identification and referral for special education services. Referrals are made through parents, teachers and support staff. EHHS follows all local, state and federal regulations for Special Education. Student IEP's are developed and monitored through annual Planning and Placement Team (PPT) meetings. At the annual PPT students

progress and goals are assessed to determine if sufficient student progress is being met to meet the state and federal standards. New goals are established annually for each identified student. Student's needs range from inclusive services to students that are fully mainstreamed. A special education case manager supervises special education students and a report of achievement is conducted eight times in the academic year. Special Education works with the faculty in collaborating materials and modifying curriculum for students with special needs. *(self-study, special education teachers, administrators)*

Every effort is made to include all Special Education students in the mainstream classes with resource room supports in place. Paraprofessional staff offer support in regular education classes, self contained classes and in the Learning Resource Center. EHHS is unique in how they accommodate both special education and 504 students equally. *(self-study, guidance counselors, special education personnel, classroom observations)*

Presently there is no behavioral program in place for students in need of a structured behavioral program to achieve EHHS's expectations for student learning. A well-articulated and comprehensive special education program, in compliance with local, state, and federal regulations is essential to meet the needs of all students. *(parents, self-study, special education staff)*

**Commendations:**

1. Willingness of all support service staff to find alternative solutions to challenges in providing services that meet the needs of students.
2. The support personnel and faculty utilize community resources to address the academic, social, emotional, and physical needs of students by communicating on a regular basis about students at risk.
3. The health services exhibit a high degree of commitment to students.
4. The LMC support of the curriculum and instruction in all curricular areas and the substantial knowledge of curriculum and instructional practices exhibited by the library media personnel
5. The Freshman Seminar includes instruction students in library skills and facilitates students transition into high school
6. The collaborative relationship between student among support staff members and between support staff members and classroom teachers that is directed toward meeting student needs
7. The high degree of communication support service personnel maintain with students, parents, and colleagues
8. The high degree to which special education are mainstreamed throughout the school.
9. The rapport among and between support services personnel, students, and faculty.

**Recommendations:**

1. Implement formal program evaluations for support services to measure success and target specific program areas for improvement.
2. Pursue alternative methods of content delivery, such as distance learning and online courses, to expand the curriculum to meet unique interests and needs of individual students.
3. Further develop the guidance web site to enhance student, parent and faculty awareness of available ongoing programs.
4. Actively involve the LMS in the planning stages of library related units, to create a stronger connection between the need for information and the skills necessary to efficiently and effectively acquire it.

5. Examine the curriculum as recorded in the curriculum planning documents to embed library and information research skills instruction into all levels of instruction.
6. Develop and implement a school-wide plan for computer allocation that will alleviate dependence on the LMC computers exclusively as a computer lab.
7. Provide additional social work and guidance services to meet student needs.
8. Provide assistance in the health office to address increased clerical demands.
9. Develop and implement a program for at risk and behavioral needs students.

## **Community Resources for Learning**

Active community and parent participation, facilities which support school programs and services, and dependable and adequate funding are necessary for the school to achieve its mission and expectations for student learning.

1. The school shall engage parents and families as partners in each student's education and shall encourage their participation in school programs and parent support groups.
2. The school shall foster productive business/community/higher education partnerships that support student learning.
3. The school site and plant shall support and enhance all aspects of the educational program and the support services for student learning.
4. The physical plant and facilities shall meet all applicable federal and state laws and shall be in compliance with local fire, health, and safety regulations.
5. Equipment shall be adequate, properly maintained, catalogued, and replaced when appropriate.
6. A planned and adequately funded program of building and site management shall ensure the appropriate maintenance, repair, and cleanliness of the school plant.
7. There shall be ongoing planning to address future programs, enrollment changes, staffing, facility, and technology needs as well as capital improvements.
8. The community and the district's governing body shall ensure an adequate and dependable source of revenue to provide and maintain appropriate school programs, personnel, services, facilities, equipment, technological support, materials, and supplies for student learning.
9. Faculty and building administrators shall have active involvement in the budgetary process, including its development and implementation.

### **Conclusions:**

East Hampton High School frequently engages parents as partners in their student's education and encourages their participation through various parent groups and evening activities. Faculty and parents regularly communicate via phone calls, one-on-one visits and email. Parents are encouraged to voice their opinions and they feel the

school values their concerns and suggestions. Parents have many opportunities to participate in the child's education through the Parent Teacher Organization (PTO), Sports Booster Club, Music Booster Club, Project Graduation, college planning nights, open houses, sporting events and after school activities. The school's website is another way that parents can receive information about what is happening at the school. Because the school has involved parents and has good communication, the parents are very supportive of the teachers and the school. *(self-study, parents, parent survey)*

East Hampton High School has maintained positive connections to the business, community and higher education communities that support student learning even though partnership opportunities are limited. The business community is very small and this restricts the number of opportunities for students to do job shadowing and internships. However the parents interviewed said that the business community is very generous with their time and contributions. A local business donated the entire room of fitness equipment to the school. The school connects to higher education through college and career fairs, college visits and their connection with UCONN through the Early College Experience Program and the Advanced Placement Program. The students are encouraged to connect with the community and participate in diverse programs such as Big Sister / Big Brother Program; Connecticut Youth Forum; and Model United Nations. The East Hampton Rotary Club sponsors the school's foreign exchange students the Interact Club. The continued and expansive partnerships with business, community and higher education will ensure that students at East Hampton High School will enhance and expand student learning. *(self-study, parents, guidance)*

The school site and plant do not adequately support all aspects of the educational program and the support services for student learning. East Hampton High School was built in 1961, renovated in 1976, with minor American with Disabilities Act (ADA) upgrades in 1994 and 2004. The building while has some signs of aging is very clean and well kept. A town wide feasibility study was completed in December 2005 by Friar Associates. The study indicated that the high school facility needs attention and has identified options for handling the issues. The study sited concerns with inoperable windows, no sprinklers and floor tiles that appear to contain asbestos. The report also says that the school also fails to meet its programmatic requirements due to space constraints and science labs that need updating to meet instructional advances. Additionally as the student population increases, the cafeteria will need to address overcrowding. Ventilation is also a concern throughout the school. Storage space is minimal throughout the school. The gymnasium bleachers need repair with a shortage of student lockers and practice space. After meeting with parents, teachers, students and taking a tour of the facilities, it apparent that the technology infrastructure and hardware is limited and not up-to-date in the classrooms. The hallway lockers are too narrow to accommodate student back packs, books and winter coats. The options that are identified in the report include a new school building and renovations to the existing building. Additionally the report sited that the present building has reached capacity since the town has grown due to new construction throughout the town. The present facility does not fully support or enhance student learning for the growing student population and instructional and technological advances. The cafeteria presently has the ability to have three student lunch waves however if the student population continues to increase a

fourth lunch wave may have to be implemented which will impact the daily class schedule. Action on the options indicated will need to be taken to ensure that East Hampton High School students have access to a facility that will support a 21<sup>st</sup> century education. *(self-study, feasibility study, custodial school tour)*

East Hampton High School's physical plant and facilities are in compliance with local, fire, health, and safety regulations. The district administration and the town's facilities manager coordinate all regulations as it relates to local, state and federal requirements. In 2005-2006 a new fire alarm system was installed and a new water storage tank was replaced. The entrance and driveway was rebuilt in 2004 to meet ADA requirements. The school and town managers perform inspections and maintenance according to the recommended guidelines. While repairs are made as needed, there is no written maintenance and replacement schedule with time lines. Some maintenance work is out sourced and performed by outside vendors and other work is performed by the town. Despite efforts to keep the facility in good repair, the age of the school building and the insufficient level of funding have resulted in a facility with a back log of needed repairs and upgrades. Major maintenance projects needing attention include window replacement, ventilation upgrade through the school, door and hardware replacement. Action on this indicator will ensure that East Hampton High School students have access to a safe facility that is compliant with all local, state and federal regulations to support a positive learning environment. *(custodial and food service staff, town facility manager, material safety data sheets)*

The equipment is adequately, properly maintained and replaced when needed. While some school programs are supported with appropriate equipment and technology

others are not. The music program, digital arts and fitness center have up-to-date and appropriate equipment to support teaching and learning. However other programs including World Languages, Family and Consumer Sciences need updated equipment to appropriately deliver their curriculum. The school profile reports that there are 3.7 students per academic computer. While there are computers and technology available to the teachers and students it is limited. Technology is not accessible to all in the classrooms and has limited access for use by teachers for whole class instruction. Teachers have a computer in their classroom to support their personal productivity but except in specialized areas, classroom equipment does not support effective integration of technology in day to day teaching and learning activities. Although many classrooms are adequately supporting student learning, there is a need to update technology. The infrastructure and hardware appears to be inadequate according to 21<sup>st</sup> century education. There are samples of 21<sup>st</sup> century technology such as three smart boards in the school. Presently an outside source is being used to support technology in the school however there is a need to have support on staff now and as technology grows. Throughout the schools there are a variety of computers and software, but there is little of a comprehensive technology plan. Because the technology does not meet with 21<sup>st</sup> century education, students will have difficulty competing with peers in both educational and work settings. (*self-study, students, teachers*)

The science laboratories and equipment do not meet standards for a 21<sup>st</sup> century education. Presently there are designated labs that are used for science classes and specific classrooms designated for chemistry, biology and physics. While there is adequate equipment in the physics area, facilities and equipment are not adequate to

support student learning and are lacking course specific equipment in other science areas. Because the labs and equipment are not adequate at the level that reflects student and teacher needs, students will have difficulty competing with peers in both post secondary and workplace settings. (*self-study, school tour, teachers, parents, classroom observations*)

There is no formal, adequate funded written maintenance schedule for the school. The maintenance staff is hard working, conscientious, and takes pride in keeping the school clean. The present building is aging and has many areas in need of repair. There are currently six custodians including the head custodian to clean, maintain and repair the high school building which is the hub of the town's activities. The town facilities manager, the town's Parks and Recreation Department that employs two full time employees and a Park Supervisor along with many outside vendors also work on the high school grounds and facility. The school's custodial staff on many occasions had to choose between their routine cleaning schedules, emergency repair or activity set up. However, while everyone has their own responsibility to the up-keep and repair of the school and its grounds, a plan with regular maintenance and repair that includes an adequate budget will ensure the students and faculty have access to a building that is conducive to teaching and learning. (*teachers, self-study, custodial staff*)

East Hampton High School has a limited short term plan to address future programs, enrollment changes, staffing, facility, and technology needs as well as capital improvements. Enrollment data is collected by the principal's secretary. The district uses the New England School Development Council's data to project trends that affect personnel and fiscal expenditures. Projected enrollment data is also determined through

the number of new homes that have been constructed in the town. A town wide feasibility study on facilities was conducted with several options being suggested. However with all of the data collected, the school has no future plans with the projected increase of student enrollment as it relates to shortage of classroom space, class and building size and cafeteria concerns based on the school's enrollment being at full capacity. Presently the school has computers and minimal technology that is up to date based on educational standards. The faculty and students have access to this technology however it is not consistent throughout the school. Some of the classrooms have minimal technological resources and while other programs have more than adequate technology available to the teachers and students. Technology support is not sufficient and not readily available to support students and faculty needs. There are several people that perform this role along with their teaching responsibilities. The lack of planning in all areas will delay action to address needs in all school areas. *(self-study, students, school tour)*

The community and the district's governing body has provided only the most basic level of support for school programs, personnel, services, facilities, equipment, technological support, materials, and supplies for student learning. At the present time, per pupil expenditures is not adequate based on the parents' perspective. The school budget has been difficult to pass in past referenda. Steps need to be taken to further heighten community awareness of budgetary needs in order to secure continued and reliable financial support from the community. Elective courses are minimal and are at the introductory level. For the existing curriculum, both school committee and faculty agree that the staff is sufficient to keep teacher/student ratios at the status quo. However, in order to achieve effective teacher/student ratios, trade-offs had to be made with regard

to staff, facility and equipment enhancement. Continued community awareness of the school's budgetary needs will ensure that the students will have class offerings and electives beyond the basic level along with up-to-date technology to prepare them to enter post secondary education and the global workplace. *(parents, annual budget, students)*

Faculty and building administrators have active involvement in the budgetary process, including its development and implementation. Department heads feel empowered in the budgetary process, due in large part to the administration's collaborative budgetary planning process. Department heads are solicited annually by administrators for classroom needs assessments. Coordinators in turn solicit individual department members for their input, which is then relayed to the administrators for needs prioritization and final budget preparation. Additionally, teachers may approach administrators directly in the case of immediate and urgent equipment or supply need. Because an effective and structured budgetary process currently exists, the administration, faculty, and staff at East Hampton High School have an active involvement in the formulation of the annual budget. *(administration, teachers, self-study)*

### **Commendations**

1. The East Hampton High School faculty, administration and staff offer many different ways for parents to remain to be involved in their child's education
2. The facility is exceptionally clean and presentable for its age
3. The frequent use of school facilities by the community
4. The digital photography and design program for its creative use of space and equipment

5. The fitness center equipment and use of space to provide a wellness program for students and staff
6. Collaborative budget process

### **Recommendations**

1. Develop and fund a plan to accommodate projected enrollment that provides space for physical education, storage, offices, and for the cafeteria and provides additional classrooms
2. Develop a more comprehensive and articulated technology plan to upgrade and modernize the technology infrastructure and equipment
3. Add building level technology support to meet the needs of the students and staff
4. Secure reliable revenue sources for maintenance or replacement of rapidly aging infrastructure and equipment
5. Look for and use ways to inform the community of the school's needs and successes in order to obtain support for facilities and program improvement
6. Renovate the Science labs to maintain and enhance the existing laboratory curriculum
7. Provide equipment to support oral and aural learning in world languages
8. Update equipment in the Family and Consumer Sciences Lab
9. Develop an ongoing plan to address future programs, enrollment changes, staffing, facility, and technology needs as well as capital improvements

## ***FOLLOW-UP RESPONSIBILITIES***

This comprehensive evaluation report reflects the findings of the school's self-study and those of the visiting committee. It provides a blueprint for the faculty, administration, and other officials to use to improve the quality of programs and services for the students in East Hampton High School. The faculty, school board, and superintendent should be apprised by the building administration yearly of progress made addressing visiting committee recommendations.

Since it is in the best interest of the students that the citizens of the district become aware of the strengths and limitations of the school and suggested recommendations for improvement, the Commission requires that the evaluation report be made public in accordance with the Commission's Policy on Distribution, Use and Scope of the Visiting Committee Report.

A school's initial/continued accreditation is based on satisfactory progress implementing valid recommendations of the visiting committee and others identified by the Commission as it monitors the school's progress and changes which occur at the school throughout the decennial cycle. To monitor the school's progress in the Follow-Up Program the Commission requires that the principal of East Hampton High School submit routine Two- and Five-Year Progress Reports documenting the current status of all evaluation report recommendations, with particular detail provided for any recommendation which may have been rejected or those items on which no action has been taken. In addition, responses must be detailed on all recommendations highlighted by the Commission in its notification letters to the school. School officials are expected to have completed or be in the final stages of completion of all valid visiting committee recommendations by the time the Five-Year Progress Report is submitted. The Commission may request additional Special Progress Reports if one or more of the Standards are not being met in a satisfactory manner or if additional information is needed on matters relating to evaluation report recommendations or substantive changes in the school.

To ensure that it has current information about the school, the Commission has an established Policy on Substantive Change requiring that principals of member schools report to the Commission within sixty days (60) of occurrence any substantive change which negatively impacts on the school's adherence to the Commission's Standards for Accreditation. The report of substantive change must describe the change itself and detail any impact which the change has had on the school's ability to meet CPSS Standards. The Commission's Substantive Change Policy is included in the Appendix on page 84. All other substantive changes should be included in the Two- and Five-Year Progress Reports and/or the Annual Report which is required of each member school to ensure that the Commission office has current statistical data on the school.

The Commission urges school officials to establish a formal follow-up program at once to review and implement all findings of the self-study and valid recommendations identified in the evaluation report. An outline of the Follow-Up Program is available in the Commission's *Accreditation Handbook* which was given to the school at the onset of the self-study. Additional direction regarding suggested procedures and reporting requirements is provided at Follow-Up Seminars offered by Commission staff following the on-site visit.

The members of the visiting committee express appreciation to East Hampton High School for the hospitality received during our visit to East Hampton. Everyone connected with the school was helpful, candid, and friendly. Members of the school staff and especially those on the steering committee went out of their way to make sure that all the details of our accommodations and arrangements for facilities at the school were taken care of.

**New England Association of Schools and Colleges  
East Hampton High School  
Visiting Committee**

Chair - Robert Hale, Principal  
Westbrook High School, Westbrook CT

Assistant Chair – Donald Wilson, Asst. Principal  
RHAM High School, Hebron CT

Tim O'Donnell  
Springfield Central HS, Springfield MA

Shane Winters  
Ledyard High School, Ledyard, CT

Keith Berthiaume  
Simsbury HS, Simsbury CT

Fran Lassow  
East Windsor HS, East Windsor CT

Julie Hulten  
Mark T. Sheehan HS, Wallingford CT

Judith Garamella  
Joel Barlow HS, Redding CT

Raul Moeremans  
Manchester HS, Manchester CT

Ann Gaulin  
CT State Department of Education

Matthew Cadorette  
Waterford HS, Waterford CT

LeeAnn Miller  
Southington HS, Southington CT

Joan Sattler  
Mark T. Sheehan HS, Wallingford CT

Joann Zeisner  
Maloney HS, Meriden CT

Derek Wilson  
Amity Regional HS, Woodbridge CT

Joseph Blake  
Fairfield Ludlowe HS, Fairfield CT

## ***NEW ENGLAND ASSOCIATION OF SCHOOLS & COLLEGES***

### **Commission on Public Secondary Schools**

#### **SUBSTANTIVE CHANGE POLICY**

Principals of member schools must report to the Commission within sixty (60) days of occurrence any substantive change in the school which has a *negative impact* on the school's ability to meet any of the Commission's Standards for Accreditation. The report of a substantive change must describe the change itself as well as detail the impact on the school's ability to meet any of the Commission's Standards for Accreditation. The following are potential areas where there might be negative substantive changes which must be reported:

- elimination of fine arts, practical arts, and student activities
- diminished upkeep and maintenance of facilities
- significantly decreased funding
- cuts in the level of administrative and supervisory staffing
- cuts in the number of teachers and/or guidance counselors
- cuts in the number of support staff
- decreases in student services
- cuts in the educational media staffing
- increases in student enrollment that cannot be accommodated
- changes in the student population that warrant program or staffing modification(s) that cannot be accommodated, e.g., the number of special needs students or vocational students or students with limited English proficiency
- identification by the state as a underperforming school
- takeover by the state
- inordinate user fees

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