

STRATEGIC SCHOOL PROFILE 2010-11

High School Edition

East Hampton High School**East Hampton School District**

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Location: 15 North Maple Street
 East Hampton,
 Connecticut

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This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c) using data and narratives provided by the school district or testing services. Profiles and additional education data, including longitudinal data, are available on the internet at www.sde.ct.gov.

TYPE OF SCHOOL

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

STUDENT ENROLLMENT

Enrollment on October 1, 2010: 552
 5-Year Enrollment Change: 4.0%

District Reference Group (DRG): D DRG is a classification of districts whose students' families are similar in education, income, occupation, and need, and that have roughly similar enrollment. The Connecticut State Board of Education approved DRG classification for purposes of reporting data other than student performance.

INDICATORS OF EDUCATIONAL NEED

Need Indicator	Number in School	Percent in School	High Schools	
			% in DRG	% in State
Students Eligible for Free/Reduced-Price Meals	57	10.3	12.5	29.4
Students Who Are Not Fluent in English	3	0.5	1.0	3.6
Students Identified as Gifted and/or Talented	0	0.0	7.4	5.2
Students with Disabilities	37	6.7	10.6	10.7
Juniors and Seniors Working 16 or More Hours Per Week	44	15.4	17.2	13.2

PROGRAM AND INSTRUCTION

Average Class Size	School	DRG	State
Algebra I	15.3	19.0	18.8
Biology I	20.3	20.0	19.0
English, Grade 10	23.0	19.0	19.1
American History	19.9	20.8	20.1

Language Instruction:

Instruction was offered in the following language(s):
 French, Spanish

Instructional Time	School	State High Schools
Total Days per Year	180	181
Total Hours per Year	999	1,010

State law requires that at least 180 days of school and 900 hours of instruction be offered to students in high school grades.

Lunch

An average of 24 minutes is provided for lunch during full school days.

% Juniors and Seniors Enrolled in a Course or Courses for College Credit	School	State
During the 2009-10 School Year	23.1	33.4

Minimum Graduation Credits
The state requires a minimum of 20 credits for graduation.

Total Number of Credits Required for Graduation	School	DRG	State
Required for Class of 2010	22.1	23.0	26.4

% of Class of 2010 Graduates who Took Higher Level Courses or Earned More Credits in Selected Subjects than Required by the State for Graduation	School	State
Algebra I or Equivalent	96.4	92.6
Chemistry	72.9	72.3
4 or More Credits in Mathematics	72.9	66.0
3 or More Credits in Science	89.3	90.1
4 or More Credits in Social Studies	27.9	54.3
Credit for Level 3 or Higher in a World Language	75.7	60.7
2 or More Credits in Vocational Education	30.0	57.4
2 or More Credits in the Arts	25.7	40.5

Class of 2010

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

Special Programs	School	High Schools	
		DRG	State
% of Students in Bilingual Education Program or Receiving English as a Second Language Services	0.5	1.0	3.5
% of Gifted and/or Talented Students Who Received Services	N/A	N/A	N/A
% of Special Education Students Who Spent Over 79% of Their Time with Their Non-Disabled Peers:	40.5	76.8	74.8

LIBRARY AND COMPUTERS

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

Instructional Computers and Library Materials	School	High Schools	
		DRG	State
# of Students Per Computer	2.4	2.6	2.2
% of Computers with Internet Access	100.0	99.8	99.5
% of Computers that are High or Moderate Power	100.0	99.9	98.2
# of Print Volumes Per Student*	21.5	16.9	16.5
# of Print Periodical Subscriptions	26	46	37

*Because a certain number of volumes are needed for a library of adequate breadth and depth, a small school may need a higher number of volumes per student.

Interactive Distance Learning:

This school does not utilize interactive distance learning. Interactive distance learning ranges from on-line courses with student-instructor interaction via the internet to live classroom interactions through two-way audio and video transmissions. Statewide, 34.2% of high schools in the state utilize interactive distance learning.

SCHOOL STAFF

Full-Time Equivalent Count of School Staff		
General Education:	Teachers and Instructors	37.90
	Paraprofessional Instructional Assistants	0.50
Special Education:	Teachers and Instructors	5.00
	Paraprofessional Instructional Assistants	5.00
Library/Media Specialists and/or Assistants		1.00
Administrators, Coordinators, and Department Chairs		2.20
Instructional Specialists Who Support Teachers (e.g., subject area specialists)		0.00
Counselors, Social Workers, and School Psychologists		3.80
School Nurses		1.00
Other Staff Providing Non-Instructional Services and Support		18.50

In the full-time equivalent count, staff members working part-time in the school are counted as a fraction of full-time. For example, a teacher who works half-time in a school contributes 0.50 to the school's staff count.

Teachers and Instructors	School	High Schools	
		DRG	State
Average Number of Years of Experience in Education	12.7	14.5	14.1
% with Master's Degree or Above	75.0	77.2	75.8
Teacher Attendance, 2009-10: Average # of Days Absent Due to Illness or Personal Time	8.1	9.0	8.1
% Assigned to Same School the Previous Year	90.9	91.4	90.2

HOME AND SCHOOL COMMUNICATION AND SUPPORT

Teacher E-Mail Addresses: All teachers at this school have been issued e-mail addresses.

The following narrative about how this school promotes and supports parental involvement was submitted by the school.

East Hampton High School works to develop and sustain effective partnerships with families and the community. Parents/Guardians have opportunities to participate in their child's education through the Parent Teacher Organization, Sports Booster Club, Music Booster Club, Project Graduation, college planning nights, open houses, sporting events, concerts, plays, and other school-sponsored activities. Teachers communicate with parents regularly and hold formal conferences twice per year to inform parents about their child's academic progress and to assist them in supporting their child's learning at home. East Hampton High School communicates important and useful information between students, parents, and school personnel in a variety of ways. Mailings are sent out routinely and provide a variety of resource materials to promote and support parenting skills. The school's website provides curricular and instructional information about the school and its offerings. The Library Media Specialist publishes a monthly newsletter alerting students and families to new acquisitions. The school counseling office mails spring and fall newsletters highlighting guidance programs and advising students of planning timelines for post graduate applications. In addition our school makes use of Family Connection by Naviance, which allows students and families to investigate, research, track, and plan for the college admission process. Daily announcements and in-school email ensure frequent communication between faculty, students and staff about upcoming programs and activities. 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.

SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	1	0.2
Asian American	10	1.8
Black	8	1.4
Hispanic	9	1.6
Pacific Islander	0	0.0
White	524	94.9
Two or more races	0	0.0
Total Minority	28	5.1

Percent of Minority Professional Staff :2.0

Non-English Home Language:

2.7 % of this school's students come from homes where English is not the primary language. The number of non-English home languages is 5

EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

Below is the description submitted by this school of how it provides educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds.

East Hampton is a small eastern Connecticut community relatively isolated from mainstream urban populations by the fact of our physical location within the state. Given our lack of proximity to other populations outside of our immediate environment, East Hampton High School continues to make a concerted effort at increasing student awareness and understanding of all types of diversity with the goal of assisting students to become more effective in their interactions with others in our global community. Through co-curricular and extra-curricular activities, we provide opportunities for our students to interact with students from different backgrounds. Sixty students worked with students from other high schools in New England through the Model United Nations program competing at Yale, UCONN and UMASS. Two our students attended The Greater Hartford Academy of the Arts, an Interdistrict Magnet School. Approximately seventy students participated in Interact Club, a community service organization that engaged students in a variety of service projects such as sponsoring holiday presents for children in Peru, providing support for a nearby women's shelter, and volunteering at the CT Mission of Mercy free dental clinic. In living our mission of "developing informed, responsible and contributing members of the global society," the school undertook a major service project to help provide financial relief for the victims of the tsunami in Japan. Working through the Bezos foundation, our students contributed more than 2,000 origami cranes which translated into a significant monetary donation to the relief effort. Our French Club of thirty students continued its partnership with the "Roots of Development" Organization and raised \$550 to help the people of Grand Sous, La Gonave, Haiti. Twenty students participated in the Connecticut Youth Forums. While interacting with students from the six other Middlesex Consortium high schools, twenty students attended the Diversity Conference and ninety-five students attended the Career Fair.

STUDENT PERFORMANCE AND BEHAVIOR

Physical Fitness: % Reaching Health Standard on All Four Tests*	School	State	% of Schools in State with Equal or Lower Percent Reaching Standard
Grade 10	45.5	51	47.3

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

Advanced Placement Courses 2009-10	School	State High Schools
Number of Courses for which Students were Tested	9	10.6
% of Grade 12 Students Tested	27.3	24.2
% of Exams Scored 3 or More*	80.3	72.5

*A score of three or higher is generally required for earning college credit.

Connecticut Academic Performance Test, Third Generation, % Meeting State Goal. The CAPT is administered to Grade 10 students. The Goal level is more demanding than the state Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. The following results reflect the performance of students with scoreable tests who were enrolled in the school at the time of testing, regardless of the length of time they were enrolled in the school. Results for fewer than 20 students are not presented. For more detailed CAPT results, go to www.ctreports.com.

CAPT Subject Area	School	State	% of Schools in State with Equal or Lower Scores
Reading Across the Disciplines	68.4	44.7	88.5
Writing Across the Disciplines	83.9	61.2	88.5
Mathematics	71.9	49.5	87.0
Science	64.7	47.0	81.3

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

SAT® I. The lowest possible score on each subtest is 200; the highest possible score is 800.

SAT® I: Reasoning Test Class of 2010	School	State	% of Schools in State with Equal or Lower Scores
Average Score: Mathematics	519	510	68.6
Critical Reading	535	505	81.6
Writing	542	510	83.2
% of Graduates Tested	72.9	70.6	N/A

Graduation and Dropout Rates	School	State	% of Districts in State with Equal or Less Desirable Rates
Graduation Rate, Adjusted Cohort Rate 2010	94.5	81.8	79.9
2009-10 Annual Dropout Rate for Grade 9 through 12	0.7	2.8	59.5

Activities of Graduates	School	State
% Pursuing Higher Education	90.7	84.8
% Employed, Civilian and Military	8.6	9.1

Student Attendance	School	State High Schools
% Present on October 1	95.3	93.7

Disciplinary Offenses

Disciplinary offenses committed by students include all serious offenses, offenses involving drugs, alcohol, or tobacco, and all incidents resulting in suspension or expulsion. In the 2009-10 school year, 50 students were responsible for these incidents. These students represent 8.6% of the estimated number of students who attended this school at some point during the 2009-10 school year.

Truancy

During the 2009-10 school year, 9 students qualified as truant under state statute. As these counts rely on school-level policies regarding unexcused absences, they are not comparable between schools.

Number of Incidents by Disciplinary Offense Category, 2009-10		
Offense Category	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	2	0
Sexually Related Behavior	0	0
Personally Threatening Behavior	6	0
Theft	0	0
Physical/Verbal Confrontation	0	0
Fighting/Battery	11	0
Property Damage	3	0
Weapons	0	0
Drugs/Alcohol/Tobacco	0	0
School Policy Violations	113	41
Total	135	41

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

The following narratives was submitted by this school.

Our 2010-2011 school improvement plan continued to be centered around collecting, organizing, analyzing, and reporting on data from a variety of performance measures including formative assessments (“snapshots”), common, summative assessments, and CAPT, PSAT, SAT, and AP assessments. To promote a broad faculty participation and investment in the process, all teachers served on one of four school improvement committees directly related to the school improvement plan in the areas of curriculum, instruction, assessment, and climate. Their work directly informed the school administration on decisions of professional development and allocation of resources. The objective of our work was to demonstrate consistency and equity for all students across multiple objective measures of achievement. Significant progress was made on our two academic goals addressing the issue of gender gap in achievement: 1) Having an average of 65% of males and females score at or above goal over the 2011 and 2012 administration of the CAPT Mathematics, Reading Across the Disciplines and Science tests and 2) Having an average of 75% of males and females scoring at or above goal over the 2011, and 2012 administrations of the CAPT Writing Across the Disciplines test. We continued to utilize the services of a literacy consultant to support teachers’ implementation of reading strategies; focused classroom walk-throughs and subsequent feedback to teachers on the three chosen Effective Teaching Strategies (ETS); facilitated the collaboration and communication between the school-based curriculum committee, the Assistant Superintendent and the department leaders to monitor curriculum work; and ensured faculty-wide common understanding of formative assessment structure and purpose. The faculty set performance benchmarks in the areas of curriculum, instruction, and assessment. The ultimate measure of our success will be the “true” alignment of the curriculum with instructional practices and assessment strategies that support every student in his/her learning. Another area of focus in our school improvement plan was the expansion of our SRBI program.

SUPPLEMENTAL SCHOOL INFORMATION

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

East Hampton High School is a wonderful learning community. Our school culture is characterized by a high level of respect, cooperation, and appreciation between and among faculty members, staff, and administration. With a student body of less than 600 students, we are able to afford students many unique learning opportunities. For courses that we cannot provide, teachers regularly offer Independent Studies. There is unity and spirit within our community, and close relationships exist between students and staff. The unwavering commitment to providing what is best for students is a shared focus that encompasses the entire staff. Our low dropout rate reflects a nurturing and supportive environment in which adults play significant roles in their lives of their students. There is a focus on student learning supported by a climate of high expectations. Eighty-one percent of the Class of 2011 will further their education at either a two or four year college or university. Objective measures of student performance indicate that our students achieve high levels of success. Their performances have earned a variety of national awards and recognition. Close to 80% percent of the 134 Advanced Placement tests taken earned a score of three or better and 19 students earned AP scholar awards. Close to 70% of our students participate in athletics and the fine and performing arts. Equally visible to our school community, is the display of positive values and behaviors by our students. The staff seeks opportunities to reinforce ethical behavior and acts of kindness. Leadership opportunities are provided for students to meet their civic and social expectations for learning. Student participation in community service activities remains very high. Many of our students give of their time to mentor or teach world language to elementary students from the feeder schools in our district. The care and expertise of the faculty coupled with the spirit of the student body create a very special environment in which to learn.
