

**STRATEGIC SCHOOL PROFILE 2010-11**

Middle and Junior High School Edition

**East Hampton Middle School****East Hampton School District**

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Location: 19 Childs Road  
 East Hampton,  
 Connecticut

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

**TYPE OF SCHOOL**

School Type: Traditional/Regular Education  
 School Grade Range: 6 - 8

**STUDENT ENROLLMENT**

Enrollment on October 1, 2010: 508  
 5-Year Enrollment Change: -7.5%

**INDICATORS OF EDUCATIONAL NEED**

| Need Indicator   | Number in School | Percent in School | Middle/Jr. High Schools |            |
|--|------------------|-------------------|-------------------------|------------|
|  |                  |                   | % in District           | % in State |
| Students Eligible for Free/Reduced-Price Meals   | 66               | 13.0              | 13.0                    | 29.2       |
| Students Who Are Not Fluent in English   | 1                | 0.2               | 0.2                     | 3.5        |
| Students with Disabilities   | 43               | 8.5               | 8.5                     | 11.7       |
| Students Identified as Gifted and/or Talented  | 0                | 0.0               | 0.0                     | 7.5        |
| Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year | 329              | 95.9              | 95.9                    | 93.5       |

**PROGRAM AND INSTRUCTION**

| Instructional Time   | School | State Middle/Jr. High Schools |
|----------------------|--------|-------------------------------|
| Total Days per Year  | 180    | 181                           |
| Total Hours per Year | 1,002  | 1,017                         |

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

| Average Class Size | School | District | State | Enrollment in Selected High School Level Courses |        |          |       |
|--------------------|--------|----------|-------|--|--------|----------|-------|
| Grade 5            | N/A    | N/A      | N/A   | Percent of Grade 8 Students Taking               | School | District | State |
| Grade 7            | 22.4   | 22.4     | 20.6  | Mathematics                                      | 47.8   | 47.8     | 34.4  |
|                    |        |          |       | World Language                                   | 87.0   | 87.0     | 48.4  |

| Required Hours of Instruction Per Year in Selected Subject Areas |        |       |
|--|--------|-------|
| Grade 8  | School | State |
| Art  | 25     | 36    |
| Computer Education   | 25     | 20    |
| English Language Arts  | 248    | 242   |
| Family and Consumer Science                                      | 0      | 10    |
| Health   | 25     | 23    |
| Library Media Skills   | 0      | 14    |
| Mathematics  | 124    | 158   |
| Music *  | 25     | 32    |
| Physical Education   | 50     | 55    |
| Science  | 124    | 145   |
| Social Studies   | 124    | 143   |
| Technology Education   | 25     | 24    |
| World Languages *  | 0      | 83    |

### World Language

Formal instruction (at least 1 hour per week) in French and Spanish starts in Grade 7 in this school. Statewide, 22.8% of elementary and middle schools that serve Grade 7 start world language instruction by this grade.

### Lunch

An average of 30 minutes is provided for lunch during full school days.

\* Elective hours also offered

| Special Programs   | School | Middle/Jr. High Schools |       |
|--|--------|-------------------------|-------|
|  |        | District                | State |
| % of K-12 Students in Bilingual Education Program or Receiving English as a Second Language Services                 | 0.2    | 0.2                     | 3.4   |
| % of Identified Gifted and/or Talented Students Who Received Services  | N/A    | N/A                     | N/A   |
| % of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers | 88.4   | 88.4                    | 77.7  |

## LIBRARY AND COMPUTERS

Free on-line access to periodicals, newspapers, and other resources is available to all schools through the Connecticut Digital Library at [www.iconn.org](http://www.iconn.org).

| Instructional Computers and Library Materials  | School | Middle/Jr. High Schools |       |
|--|--------|-------------------------|-------|
|  |        | District                | State |
| # of Students Per Computer                     | 3.3    | 3.3                     | 2.4   |
| % of Computers with Internet Access            | 100.0  | 100.0                   | 98.9  |
| % of Computers that are High or Moderate Power | 100.0  | 100.0                   | 96.6  |
| # of Print Volumes Per Student*                | 17.8   | 17.8                    | 21.3  |
| # of Print Periodical Subscriptions            | 17     | 17                      | 21    |

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

**SCHOOL STAFF**

| <b>Full-Time Equivalent Count of School Staff</b>                               |       |
|---|-------|
| General Education: Teachers and Instructors                                     | 33.60 |
| Paraprofessional Instructional Assistants                                       | 3.50  |
| Special Education: Teachers and Instructors                                     | 5.00  |
| Paraprofessional Instructional Assistants                                       | 14.60 |
| Library/Media Specialists and/or Assistants                                     | 1.00  |
| Administrators, Coordinators, and Department Chairs                             | 2.00  |
| Instructional Specialists Who Support Teachers (e.g., subject area specialists) | 0.00  |
| Counselors, Social Workers, and School Psychologists                            | 3.40  |
| School Nurses   | 1.00  |
| Other Staff Providing Non-Instructional Services and Support                    | 11.80 |

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

| <b>Teachers and Instructors</b>   | <b>School</b> | <b>Middle/Jr. High Schools</b> |              |
|---|---------------|--------------------------------|--------------|
|   |               | <b>District</b>                | <b>State</b> |
| Average Number of Years of Experience in Education  | 16.7          | 16.0                           | 14.2         |
| % with Master's Degree or Above   | 85.0          | 85.0                           | 79.1         |
| Classroom Teacher Attendance, 2009-10: Average # of Days Absent Due to Illness or Personal Time | 18.8          | 18.8                           | 10.1         |
| % Assigned to Same School the Previous Year   | 90.0          | 90.0                           | 87.7         |

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**HOME AND SCHOOL COMMUNICATION AND SUPPORT**

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

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

The administration and faculty at East Hampton Middle School work hard to include parents as collaborative partners in providing the best possible environment for their children's growth and education. Communication with parents is accomplished through a variety of means. Our newsletter, Middle Ground, is sent home with students at the beginning of each month and is posted on our school web page. The newsletter regularly contains articles on the topic of working with students at home. Each student in the school is provided with a planner that contains a parent communication section utilized for two-way communication between home and school. Our teachers host websites that allow parents to access information online about classroom activities, homework and grades. Other forms of communication between home and school include our fall open house, fall and spring parent conferences, parent meetings with teams of teachers, telephone calls, our school and district web pages, email, and various forms of written communication. Our building support staff includes two School Counselors, a Social Worker, and a School Psychologist who are all available to support families having a need for social and emotional support or intervention. Our Parent Teacher Organization is actively involved with the school and regularly plans for and provides cultural, inspirational, and motivational assemblies as well as providing funding for mini-grants written by teachers to support student learning. Our Parent Teacher Organization is also a source of volunteers and support for many day to day functions in the school.

## SCHOOL DIVERSITY

| Student Race/Ethnicity |        |         |
|------------------------|--------|---------|
| Race/Ethnicity         | Number | Percent |
| American Indian        | 0      | 0.0     |
| Asian American         | 7      | 1.4     |
| Black                  | 7      | 1.4     |
| Hispanic               | 22     | 4.3     |
| Pacific Islander       | 1      | 0.2     |
| White                  | 470    | 92.5    |
| Two or more races      | 1      | 0.2     |
| Total Minority         | 38     | 7.5     |

**Percent of Minority Professional Staff:** 6.3%

**Non-English Home Language:**

2.0% of this school's students (excluding prekindergarten students) come from homes where English is not the primary language. The number of non-English home languages is 6.

### 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.

While East Hampton Middle School has a minimal racial and ethnic diversity, we do have an economically diverse population. Considering the relatively small racial and ethnic diversity we have, East Hampton Middle School students and staff make use of all available opportunities to develop and/or participate in activities that generate a greater appreciation of, and a positive attitude towards, other racial and ethnic groups. A number of our students engage in a two-week Inter-district Magnet Summer School program, along with students from surrounding towns and cities. The students work together on trust-building activities, rehearse for a theatrical production, and conclude their time together by attending a Broadway show. Through these activities a unique camaraderie and lasting friendships are formed. During the school year we also have a number of students who participate weekly in a mathematics and technology academy that involves them with students from several area towns. Interscholastic sports (soccer, cross country, cheerleading, basketball, volleyball, softball and baseball) allow our students to visit other communities and participate actively with children having other life experiences. Over half of our students participate on one or more sports teams. East Hampton Middle School students participate in a variety of statewide programs, workshops, and conferences that are attended by students from all cities and towns in Connecticut. These include a leadership conference, a diversity conference, and statewide and regional musical festivals. All of these activities help our students develop an appreciation for the differences in people and the diversity in our population.

### STUDENT PERFORMANCE AND BEHAVIOR

| Physical Fitness: % Reaching Health Standard on All Four Tests* | School | District | State | % of Schools in State with Equal or Lower Percent Reaching Standard |
|---|--------|----------|-------|---|
| Grade 4   | N/A    | N/A      | N/A   | N/A   |
| Grade 6   | 62.0   | 62.0     | 51.2  | 71.6  |
| Grade 8   | 59.1   | 59.1     | 50.8  | 68.5  |

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

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

| Grade and CMT Subject Area | School | District | State | % of Schools in State with Equal or Lower Percent Meeting Goal |
|----------------------------|--------|----------|-------|--|
| Grade 4 Reading            | N/A    | N/A      | N/A   | N/A  |
| Writing                    | N/A    | N/A      | N/A   | N/A  |
| Mathematics                | N/A    | N/A      | N/A   | N/A  |
| Grade 5 Reading            | N/A    | N/A      | N/A   | N/A  |
| Writing                    | N/A    | N/A      | N/A   | N/A  |
| Mathematics                | N/A    | N/A      | N/A   | N/A  |
| Science                    | N/A    | N/A      | N/A   | N/A  |
| Grade 6 Reading            | 84.8   | 84.8     | 76.0  | 67.7   |
| Writing                    | 73.8   | 73.8     | 65.2  | 66.1   |
| Mathematics                | 86.2   | 86.2     | 71.3  | 77.2   |
| Grade 7 Reading            | 89.6   | 89.6     | 77.8  | 77.3   |
| Writing                    | 77.1   | 77.1     | 58.9  | 81.4   |
| Mathematics                | 79.2   | 79.2     | 68.4  | 68.5   |
| Grade 8 Reading            | 86.4   | 86.4     | 74.7  | 72.3   |
| Writing                    | 84.3   | 83.8     | 64.8  | 82.8   |
| Mathematics                | 80.1   | 79.6     | 66.6  | 70.0   |
| Science                    | 81.6   | 81.6     | 63.1  | 76.9   |

These results reflect the performance of students with scoreable tests who were enrolled in the district at the time of testing, regardless of the length of time they were enrolled in the district. Results for fewer than 20 students are not presented.

For more detailed CMT results, go to [www.ctreports.com](http://www.ctreports.com).

To see the NCLB Report Card for this school, go to [www.sde.ct.gov](http://www.sde.ct.gov) and click on "No Child Left Behind."

| Student Attendance     | School | District Middle/Jr. High Schools | State Middle/Jr. High Schools |
|------------------------|--------|----------------------------------|-------------------------------|
| % Present on October 1 | 97.4   | 97.4                             | 95.6                          |

### Disciplinary Offenses

Disciplinary offenses committed by students include all serious offenses, offenses involving drugs, alcohol, or tobacco, and all incidents resulting in suspension or expulsion. In the 2009-10 school year, 20 students were responsible for these incidents. These students represent 3.9% of the estimated number of students who attended this school at some point during the 2009-10 school year.

### Truancy

During the 2009-10 school year, 2 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                                | 5                    | 0              |
| Sexually Related Behavior                                     | 0                    | 0              |
| Personally Threatening Behavior                               | 2                    | 0              |
| Theft   | 1                    | 0              |
| Physical/Verbal Confrontation                                 | 1                    | 0              |
| Fighting/Battery  | 7                    | 0              |
| Property Damage   | 1                    | 0              |
| Weapons   | 1                    | 0              |
| Drugs/Alcohol/Tobacco   | 0                    | 1              |
| School Policy Violations                                      | 11                   | 2              |
| Total   | 29                   | 3              |

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**SCHOOL IMPROVEMENT PLANS AND ACTIVITIES**

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The following narrative was submitted by this school.

East Hampton Middle School has continued its emphasis on improving our reading and mathematics program. We implemented a block schedule format that provided the time periods necessary for implementing a reader's workshop model in the sixth and eighth grades and allowed for more in-depth reading instruction in the seventh grade. We added supplemental reading classes at all grade levels for students requiring that level of support and employed an improved progress monitoring system to provide the data to drive instruction for those students. We continued our focus on teaching content literacy and the implementation of reading activities across curricular areas. In addition to improving our general instruction, we identified reading strand areas on the CMT where we were in need of improvement and focused instruction in those areas. In the area of mathematics we continued to rework questions in our Daily Oral Math program to consistently align with the Fourth Generation CMT. Within that program we also continued to assess and review student progress on a weekly basis. As we did in our reading program, we added supplemental math classes at all grade levels for those students requiring that level of support and instruction. Here, too, we improved our progress monitoring system for students receiving supplemental support in math. Throughout all curricular areas we continued the collaborative process of creating common assessments and using the data from those assessments to inform instruction and improve student learning. In the area of special education we continued to educate students in collaborative regular education settings to the greatest extent possible. We refined our utilization of certified and paraprofessional staff within the block schedule format to allow them to be as effective as possible in the inclusionary model. Our support staff of two school counselors, a school psychologist, and a half-time shared social worker, continued to refine the counseling and guidance services they provide that allow our inclusionary model to function as effectively as it can.

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**SUPPLEMENTAL SCHOOL INFORMATION**

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

East Hampton Middle School provides a supportive learning environment where high academic standards are established and maintained by a highly competent faculty and staff. Students, staff, and parents are aware of these high standards and support our efforts at maintaining academic excellence. Classes are primarily heterogeneous and students access a challenging curriculum through high quality differentiated instruction. We worked closely with outside consultants during the past year to make improvements in our reading program and to increase our use of data in making instructional decisions. We implemented a strong PBIS (Positive Behavior Interventions and Supports) program. The program focuses on four pillars of behavioral expectation including pride, responsibility, compassion and respect. Students actively participate in this positive rewards program that contributes greatly to a positive and safe school climate. We encourage good citizenship and take a strong stand against bullying behaviors. Students are recognized for their citizenship at our end of year awards ceremony. Just under half of the student body participates in our choral and instrumental ensembles and over half of our students participate in the interscholastic sports program. Other students enthusiastically participate in activities such as the intramural program, the yearbook, our video production program Panther Post Live, several other clubs and activities, and a full schedule of social events. We continue to have two computer labs in operation and at least one computer in every classroom. About half of our classrooms utilize SMART BOARD technology. With direction from highly trained staff members, students are encouraged to increase their technological proficiency through the integration of technology across content areas.

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