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NEW ENGLAND ASSOCIATION OF SCHOOLS & COLLEGES, INC.
COMMISSION ON PUBLIC SECONDARY SCHOOLS

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April 28, 2008

Robert C. Manseau
Principal
Campbell High School
1 Highlander Court
Litchfield, NH 03052

Dear Mr. Manseau:

The Commission on Public Secondary Schools, at its March 30-31, 2008 meeting, reviewed the evaluation report from the recent visit to Campbell High School and voted to recommend to the Board of Trustees of the New England Association of Schools and Colleges that the school be granted initial accreditation in the Association. The Board will consider that recommendation at its May 8, 2008 meeting.

The Commission commended:

- the mission and civic/social expectations that reflect the school and community's values and beliefs
- the numerous examples of the school's values in school documents, school activities, guidelines for student projects, and service organizations
- the current principal's focus on increasing the use of the mission and expectations in decision-making processes
- the unifying theme of the mission statement during building-level administrative turnover
- the development of core competencies for all curricula which emphasize depth of understanding over breadth of coverage
- the on-going revision and alignment of curriculum that includes instructional resources and sample assessments

- the efforts by current district and school administrators to plan professional development that supports successful implementation of the curriculum
- the students who overwhelmingly appreciate their teachers and feel they are readily available and care about student success
- the sophomore and senior projects that provide opportunities for students to be active, self-directed learners
- the number of opportunities students have to extend their learning beyond the classroom and the campus
- the collaboratively taught humanities and pre-engineering courses
- the reinstatement of the teaching and learning team
- the active involvement of the professional staff in curricular processes
- the school administration's attention to the supervision and evaluation process to improve instruction
- the faculty's interest in and commitment to improving practice to positively impact student learning
- the variety of assessment strategies
- the use of Edline as a tool for communicating individual student progress and achievement

The Commission was equally pleased to acknowledge the following:

- the principal's effective leadership and focus on student learning
- the recognition and public display of student achievement
- the mode of shared leadership which is emerging with the new building administration
- the school's commitment to heterogeneity and inclusion
- the supportive school climate that instills a sense of student pride and ownership in their school
- the dedication of the administration, faculty, and staff that has resulted in a safe and friendly environment where students feel they are valued and can achieve academic success
- the school's advisory program
- the efforts to organize the school into professional learning communities
- the variety of library/media center resources designed to support student needs and attract student interest
- the collaboration among student support services personnel to meet the needs of students
- the frequent use of the senior project to bridge the gap between school and community
- the active involvement of parents in the school's programs and services
- the responsiveness of the school board to the need for adequate funding to support the educational program
- the thoroughness of the self-study, including the school's portfolio of student work

Every evaluated school must submit a required Two-Year Progress Report, which in the case of Campbell High School is due on October 1, 2009. In that report school officials should indicate the status of each recommendation in the school's evaluation report by classifying it in one of five categories: Completed, In Progress, Planned for the Future, Rejected or No Action. In addition, they should provide a brief description of the action that has been taken on each valid recommendation in the evaluation report and include anticipated dates of completion where applicable. Special care should be taken to include appropriate information to justify the Rejected or No Action status of any recommendation.

The Two-Year Progress Report should also provide detailed explanations regarding the manner in which each of the following highlighted recommendations has been addressed:

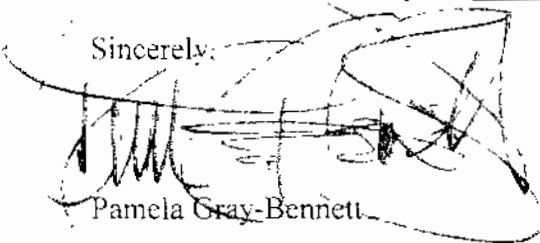
- clarify targeted levels of successful achievement of each academic expectation in the mission as represented in the school-wide rubrics
- incorporate the school-wide academic expectations into unit plans for all courses
- describe concerted efforts to ensure comprehensive use of the school-wide rubrics to assess achievement of the academic expectations in the mission statement
- ensure that all curricula provide cognitively challenging and engaging work for all students
- submit the school's formal plan to assess school and individual student progress in achieving the academic expectations based on the school-wide rubrics
- develop and implement a plan to increase differentiated instructional practices in heterogeneous classes with necessary professional development provided
- describe the school's efforts to identify, collect, and analyze data for the purpose of measuring progress in meeting academic, civic, and social expectations in the mission
- ensure the data that reflects student performance in achieving the school-wide academic expectations and course-specific learning goals are used to inform curricular decisions
- develop and implement a plan for regular examination of student work for the purpose of revising instructional strategies
- involve the library/media specialist in curriculum planning and instruction
- resolve issues related to the storage of football equipment
- solve the carbon monoxide problem immediately
- develop and implement solutions for floor, laminate, and roof problems
- develop and implement a plan to clarify and address issues of space and usage to positively impact student learning

The Commission congratulates the school administration and faculty for completing the first two phases of the accreditation program: the self-study and the evaluation visit. The next step will be the follow-up process during which the school will implement valid recommendations in the evaluation report. The Commission's Follow-up Seminars should help you and your faculty develop a schedule for implementing valid recommendations. In addition, the Commission's *Accreditation Handbook* provides information on follow-up procedures.

Robert C. Manseau
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The school's accreditation status will be reviewed when the Commission considers the Two-Year Progress Report. Consistent with the Commission's follow-up procedures, the Two-Year Progress Report should be signed by the principal and chair of the Follow-Up Committee and sent to the Commission office in duplicate by certified mail, return receipt requested. As well, please notify the Commission office immediately of any changes in the names of the principal and/or superintendent along with their corresponding e-mail addresses by submitting this information electronically to cpss-air@neasc.org

Sincerely,

A handwritten signature in black ink, appearing to read 'Pamela Gray-Bennett', is written over a rectangular box. The signature is somewhat stylized and overlaps the box's boundaries.

Pamela Gray-Bennett

PGB/mms

cc: Elaine F. Cutler, Superintendent, SAU #27
Dennis Miller, Chairperson, SAU #27
Edward Murdough, School Approval Office, New Hampshire Department of Education
Bernadette Cleland, Chair of the Visiting Committee
Thomas R. Moore, Chair, Commission on Public Secondary Schools