

2014–2015

Annual Report



EAGLE HILL SOUTHPORT SCHOOL



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DESIGN

Peapod Design,
New Canaan, CT

Vision & Mission

At Eagle Hill Southport School our vision is a world where people with language-based learning differences and ADHD are embraced for their strengths and potential, and where all teachers have access to training in best educational practices and current research. Our mission is to provide transformative educational experiences that have lifelong impact on our students as well as thought leadership that engages the learning differences community. Learn more about our strategic plan online at www.eaglehillsouthport.org.

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“Without the financial support that has been invested in these walls, quite literally, to the contributions that have been made to our endowment, annual fund, yearly spring benefit, and everything in between, little of what we do would be possible.”



Letter from the Headmaster

Like the educational experience we provide to our students, 2014-2015 was a transformative year at Eagle Hill Southport School. During the school year, we embarked upon a journey to celebrate our 30 years of rich history and success while also taking time to set a course for the future of our school. We asked important questions about who we are and where we want to be in the learning differences community and thought deeply about how we can frame the next chapter in the School's history.

A consistent theme in the feedback we received was the extent to which our reach permeates well beyond the work in the classroom. We heard countless stories about the life-changing family dynamics when a new student enrolls. We documented stories of victory and success for our graduates doing incredible work in the world. We learned about the expansive impact our outreach efforts have, from teacher training to sharing our experience and knowledge base with the local community. For a small school from meager beginnings just 30 years ago, it was clear we had grown well beyond our own walls.

While all of the feedback was encouraging, it leaves us with the challenge of pushing our vision, mission, and values forward for the next 30 years. Partnering with leading researchers and practitioners in the field, investigating the best evidence and research-based approaches and professional development, and engaging more with the broader community are core elements of that new voyage.

Most importantly, none of what we have accomplished or plan to achieve would be realistic without the strong support of our entire community. Our current students and families, the talented and dedicated faculty and staff, the board, our alumni and community members all add important voices and hands to the work we do.

Likewise, and paramount to our success, are the names of the donors who fill these pages. Without the financial support that has been invested in these walls, quite literally, to the contributions that have been made to our endowment, annual fund, spring benefit, and everything in between, little of what we do would be possible. It is with deepest thanks and gratitude that we recognize every donor. On behalf of everyone at EHSS, a heartfelt and appreciative thanks for making our transformative work possible.

Benjamin Powers
Headmaster



OCTOBER

Potluck Supper



Many thanks to Potluck Supper co-chairs Shannon Barrett and Juliet Howe, and their committee for a beautiful autumnal evening and bounteous buffet.

Pink Footprints

Pink footprints tracked a path down the sidewalk in Fairfield center. Streetlamps glowed pink. In bright pink letters, storefronts and restaurants announced discounts and deals. In October, EHSS joined the town's Pink Pledge effort to benefit the Norma Pfriem Breast Care Center during Breast Cancer Awareness Month. One Friday, our students dressed down in pink, wore pink ribbon loops fashioned by Student Council members, and marveled at the visit of a pink police cruiser.

The Dyslexia Foundation's Fall Conference

EHSS welcomed area professionals for a simulcast of The Dyslexia Foundation's (TDF) Fall Conference. TDF seeks to facilitate communication between researchers and practitioners, and enhance the connection between what is happening in labs and clinical settings and practical experience in the field.

Kindness & Community



Here at EHSS kindness and community service are emphasized. With the guidance of teachers Rebecca Lazorick and Kristyn Ventresca and advisor Kathleen Gallagher, lower school students participated in several outreach efforts. Students baked, bagged, and sold cookies and raised over \$100 for the EHSS scholarship fund. They conducted a winter clothing drive and helped make fleece blankets for donation to ailing children in area hospitals through Project Linus.

Back to the Beginning

In October, for the first time, students and staff from EHSS and Eagle Hill-Greenwich drove to the Eagle Hill-Hardwick campus in Massachusetts where it all began in 1967. Long time EHSS teacher Jill Hansen, who taught at the school in Greenwich in the eighties and was the founding Director of Education in Southport, was one of the accompanying staff members. "It was interesting to introduce our kids to a boarding school setting. Initially, we all gathered in the auditorium and the students talked about their backgrounds and struggles. You could have heard a pin drop. We (EHSS) were the youngest group. Our kids might have been intimidated, but they were embraced by the older Hardwick kids. You could see that they realized they had a bond."

NOVEMBER

Person to Person

The Student Council, supervised by teachers Megan Aversano, Melanie Hughes, Bob Perry, and Brandon DeMunnik, organized a non-perishable food drive and delivered a full truckload of food to Norwalk.

DECEMBER

EHSS Annual Bookfair

On December 4th, students, staff, parents, and grandparents flocked to Barnes & Noble in Westport for the annual EHSS book fair. Professor Perry, in a tie-dyed lab coat, performed his science magic to an enthusiastic crowd. Several alumni – Sophie Miller, Drew Krulewich, Matt Bailey, Tess Gordon, Daisy Bagnio, Casey Robinson, Lauren Flamini, and Evan Lukacs joined the fun to catch up with EHSS friends. "It is my favorite day of the year," crowed teacher Melissa Brown who daily conveys her passion for reading through the school's accelerated reader program. "It's wonderful for the kids to be in a safe place where they can be with their friends surrounded by books."



Be involved

World Music Program

A rhythmic beat thrummed through the halls followed by stretches of silence. As part of the school's World Music program, Kwame Jones, master drummer in African drum and dance with the organization Infinite Roots, was leading students and teacher Sara McConnell in a drum circle.

"Drumming is physical," said Kwame. "It's exertion. It's wit. It's heart... I tell the students, 'Stop. Think. Be adventurous. And try.' And they do... Some are concerned about doing something wrong. I tell them, 'you are not wrong. You are on your way to being right.' I let them know they can do what we're asking them to do... Plus, we are giving them the sense they are doing something maybe someone else cannot. And they respond to that." Ms. McConnell added, "I have observed

that some students have discovered this as an effective way to express themselves and calm their souls."

In addition to drumming, the students learn African songs, keep journals, and create instruments. Kwame said, "They are great about working together, and I could not be more proud."

Special thanks to current parents Didier Curvat and Natalie Dunagan who saw our need for music in the classroom and made it possible. As partial underwriters for this program they have helped us bring music into the curriculum here at EHSS.



New Lockers!

For anyone, belonging is key to a sense of well-being. For a child who has felt lost in school, it is critical. At EHSS many factors contribute to our students' sense of connection and security, and lockers are a starting point.

Lockers? Yes. Upon entering the school, children are given their own locker, and a personalized bronze nameplate identifies them unequivocally as theirs. As of September, these lockers are brand new and beautifully handcrafted of solid oak by Domestic Kitchens of Fairfield to evoke the look and feel of our historic building.

A generous \$25,000 grant funded the replacement of our 20-year-old lockers, which has also generated a successful sponsorship opportunity: those interested can pay tribute to a student or staff member by "purchasing" a dedication plaque. To date, 20 plaques have been "sold," raising \$12,000 toward endowment.

If you would like to name your own locker or honor a student, alumni or faculty member with a locker please contact the main office at 203-254-2044 for more information.

Special thanks to those who sponsored lockers!

Anonymous

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“Our children needed a caring and nurturing environment, and EHSS provided that.”

Why We Give — Jerry & Sally Keefe

The Keefe children, Kayleigh and Jerry, both students in the Upper School, have blossomed at EHSS. Their parents, Jerry and Sally have been pleased with their experience at EHSS and as a way to show their appreciation for the school, have committed to supporting EHSS with a major gift this year. At the annual fall 2014 potluck Sally shared her thoughts about the family’s response to both children identifying with dyslexia, and their EHSS experience – it was a touching sentiment. Included below are Sally’s thoughts on their personal experience and why they’ve chosen to make an investment in the future of EHSS.

“At first, we kept our situation private which made it feel worse. Our secret took on a life of its own and made us feel ashamed and isolated. I craved love, support, and understanding, but it felt hopeless.

Once we understood that our children’s brains were wired differently, that this had nothing to do with intelligence, we felt more in control. Knowledge is power. When we finally got to EHSS, we knew we were home.

Our children needed a caring and nurturing environment, and EHSS provided that. They were surrounded by other kids with learning disabilities and teachers who supported them throughout the day. School began to feel safe again. Kayleigh and Jerry no longer felt different. No longer feeling singled out, they developed a sense of ease, and the wheels of learning began to turn again. EHSS provided a learning community that allowed our children to thrive.

We would like to thank all the committed teachers and advisors at EHSS. They believed in our kids and gave them the individual attention that was so crucial. At the spring recognition ceremony, Mrs. Lazorick spoke about Kayleigh and made analogies between my daughter and a band she loves. My husband and I turned to each other and said, ‘Wow. She really understands who she is.’ Our kids have internalized a sense that they are valued, and we experience their confidence in and out of the classroom.

Our kids are our treasures. They were like those plain, gray stones – geodes – and now they have opened to reveal all the crystals, color, and light reflected inside. That’s what EHSS has done: taken the stones, helped them open, polished them, and let their beautiful colors shine.”



Who Are You? The Leadership Program Comes to EHSS

Bully. Victim. Witness. Bystander. Upstander. Who am I and who do I want to be? Each role can have lasting impact. Naming and identifying roles can help students consciously decide how they affect a scenario.

In late November, Greg Shamie, Director of Staff Development for the Leadership Program, met with Upper School students to watch a film and review its implications. After general discussion, students broke into small groups with teacher moderators to reflect and develop responses in the form of videos, pledges, or resolutions.

The students were honest and introspective, some admitting that they were generally bystanders or witnesses, uncomfortable with involvement, eager to “fit in,” and concerned about getting in trouble. One indicated that he would be willing to defend a friend with force, which prompted a clarification of “upstander” as one who defuses a situation. “Violence can cause things to escalate and get worse,” a student observed. “Violence is never the answer.”

After the group meetings, everyone re-assembled in Tavormina Hall to present the findings of their groups. Strategies were reviewed: “Don’t give power to the negativity, then there’s nothing for it to grab onto and grow.” “If you can’t calm things, find an adult who will listen to you. If you are telling in order to help, you are reporting, not tattling. You are being an upstander.” One group’s resolution made the simple but profound statement that “Being an upstander is difficult, but it’s important.”



Be informed

EHSS Receives \$50,000 Grant from William Randolph Hearst Foundation

Earlier this year the school was notified that a grant submission to the Hearst Foundation had been accepted. EHSS received this generous \$50,000 grant from Hearst specifically for its ongoing Community Lecture Series that many of our families are familiar with and have attended. This grant will allow EHSS to continue to provide lectures by experts in the field of learning differences, including researchers, practitioners, and adults with LDs to its families and the broader community free of charge.

“Our vision aligns with Hearst from an education and quality-of-life perspective. We see a world where people with language-based learning differences and ADHD are embraced for their abilities, talents, and – most crucially – their potential,” said Headmaster Ben Powers. “Developing our lecture series is to serve a community beyond our school walls, providing positive LD role models and hear stories of achievement.”

The Hearst Foundations are national philanthropic resources for organizations and institutions working in the fields of Education, Health, Culture and Social Service. Its goal is to ensure that people of all backgrounds have the opportunity to build healthy, productive and inspiring lives. The charitable goals of the Foundations reflect the philanthropic interests of William Randolph Hearst.

“Upon learning more about the Eagle Hill Southport School, meeting the leaders, witnessing the faculty in action, and most importantly, watching the students engage in learning and each other, you realize the importance of a school like this one,” says George Irish, Eastern Director of The Hearst Foundations. “The grant support allows the CLS program to reach a greater number of families who would benefit from hearing compelling stories of success or learning strategies to help support their children, especially for families who cannot afford a specialized school or after-school services for their child.”

Community Lecture Series

Funded in partnership with the William Randolph Hearst Foundation



To open the school's community lecture series and celebrate Dyslexia Awareness Month, legendary educator **Diana Hanbury-King** spoke in October. Professionals, staff, and parents gathered to hear Ms. King address, "English:

Not one Language, but Several." King's interest in her field sparked fifty-four years ago during a visit to her uncle, a dyslexic, in South Africa. Today, she is recognized world-wide as a leader in the field of teaching students with dyslexia.

Jamie Martin visited the school with his *On the WRITE Track* presentation in December. He is a leader among educators who are using assistive technology in the writing process and discussed how today's technology can be an amazing tool for the students. Following the evening presentation, Mr. Martin offered a follow-up workshop at the school for students, parents and teachers.

In January, **Dr. Tim Heitzman**, developmental neuropsychologist and founder of the organization *Developing Brains*, spoke to parents and professionals on *Combating Learned Helplessness*. A specialist in executive function difficulties, Dr. Heitzman discussed the immobilization such difficulties can cause in interfering with the ability to initiate, plan, organize, and sustain attention and skills critical for independent learning and offered strategies parents can use at home.

Scott Driscoll, Founder of Internet Safety Concepts and former Police Officer, presented the fourth Community Lecture of the year entitled *Internet Safety: More than...This is What's Out There!*. With all the advancements in technology come new dangers and concerns in regards to technology, parents need to stay current and be aware of the technology their children are using and the trouble that can follow if safety rules are not in place. His presentation focused on educating and empowering parents with tools, tips, and tricks to keep their children safe online.



Expert in the field of learning disabilities, educator, and author, **Dr. Rick Lavoie** visited most recently as part of the series. His presentation, *On the Waterbed: The*

impact of learning disabilities on the family. He covered communications strategies for couples, siblings and tips for parents working with educators and administrators. Mr. Lavoie also spent time during the day presenting to area educators at EHSS.

BE INSPIRED

Dean Bragonier, Founder and Executive Dyslexic of NoticeAbility, spoke to Upper School students and the greater community this spring focusing on "Unlocking the Dyslexic Potential: Turning Adversity into Accomplishment." He founded NoticeAbility, based in Boston, as a resource to unlock the true gift and potential of the dyslexic mind through curricula and resources, and last summer completed a 50-mile "Round-the-Vineyard Swim" to raise awareness of dyslexia.



Professional Outreach

Director of Admissions Samantha Berg hosted a professional luncheon at the Tavern on Main in Westport for psychologists and evaluators who refer students to the school. “It was an opportunity to thank them, re-affirm relationships, and answer questions about EHSS,” said Ms. Berg. “In addition, many have private practices, so they appreciated the chance to connect with other professionals.”

Three EHSS teachers spoke at the 66th annual International Dyslexia Association conference. Orton-Gillingham Fellow Theresa Collins and assistive technology consultant Jamie Martin presented “The Perfect Marriage: How Assistive Technology Complements Language Remediation.”

In “Social Media as a Tool to Engage and Enhance the Field of Dyslexia to Impact Learners,” Director of Technology Sharon Plante addressed the ways that educators, parents, and students can share and benefit good instructional practices through collaboration on social media at the IDA conference.

Director of Technology Sharon Plante, along with Woodland Park, NJ educator Billy Krakower, recently published the book, *Using Technology to Engage Students with Learning Disabilities*.



Be connected

Alumni Updates

Now in his final semester as a physics major at Hamilton College, **Nathan Arndt** has completed his thesis on “Annealing Immersion Solution Concentration on the DPA Enhancement of Ert3 Phosphors.”

Eliza Arnold is a freshman at Norwalk Community College where she is majoring in nursing and minoring in creative writing. She has already received her certification as a nurse’s aide and enjoys horseback riding in her free time.

As a runner for the Nonnewaug High School cross country team, freshman **Ruairi Blevio** received a varsity letter and made it to the state opens. He was also awarded the Berkshire League Scholar Athlete Award given to athletes who maintain a GPA above 88.

Having graduated from Ohio-Wesleyan University in May with a theater degree, **Ian Boyle**’s specialty is paper props creation. Last fall, he worked on props for the hit production “Hamilton.” Currently, he is involved with the New York City Prop Summit, a community forum for props artists.

Now taking computer science courses at Champlain College, **Mackenzie Brandon** is enjoying life in Vermont. In addition, she is pursuing her interest in photography and has done some work for local yoga studios. One of her photographs, “Scenes of a Mud Puddle” is on display in an exhibit at the Carriage Barn in New Canaan. Examples of her work can be viewed on Instagram at: “view_from_over_here.”

Ludlowe High School junior **Tristan Carey** spent the month of July at Tufts University in their School of Museum and Fine Arts pursuing his love of drawing. He plays JV volleyball and varsity squash. "Eagle Hill taught me a lot about organizing and how to manage my work," he said. "I don't think I'd be where I am in my life without Eagle Hill."

Kayte Crum, Skidmore College class of 2016, loved her experience as an intern at EHSS during the summer and is studying music and education with the goal of becoming a special education teacher. She has also enjoyed performing as a vocalist at the Congregational Church of New Canaan and at the "Tunes in Times Square" singathon organized by "Magical Music for Life."

After graduating from Norwalk High School in the spring, **Ryan Dudek** has enlisted in the army. Having trained through ROTC his senior year, he will be involved in tactical land approach and operations. In October, he headed for Fort Jackson in South Carolina for basic training.

Tom Dunne is currently attending Porter and Chester Institute where he is studying architectural and mechanical computer-aided drafting and design. During the summer, he traveled to Italy and Greece with his family.

Tess Gordon is active in the sports program at Eagle Hill-Greenwich. She played girls' field hockey for the first time this year and loved it. She is also captain of the cheerleading team.

Ludlowe High School senior **Caroline Guterl** is eagerly awaiting word from several colleges, having already been accepted at three. She enjoys singing in any form, and with the school's choir, has performed in the chamber, concert, and women's choirs. She has traveled in Europe with her family and hopes to study medicine at college. In reflecting on her time at EHSS, she said, "Back then, I never thought I'd be where I am now. I owe my [EHSS] teachers a lot."

Shannon Hallenbeck loves his work as a teacher for infants ages 6 weeks to one year at Bright Horizons Early Educational Pre-School. Last spring, he visited fellow EHSS alumna **Erica Evans** in Florida. Shannon enjoys hiking, reading, and writing.

For the third year in a row, **Alexandra Hurley** received high honors for her grades at Roger Ludlowe Middle School. She continues to explore a variety of dance styles, from ballet, to modern, to hip hop, to contemporary at the Performing Arts Center of Connecticut in Trumbull.

Having graduated from Landmark High School where he was captain of the soccer team, **Thomas Kazi** is now a sophomore marketing major and member of the Delta Sigma Pi business fraternity at Roger Williams University. He is spending the spring semester in Germany to study business with Mercedes Benz and other companies. He says, "learning disabilities have given me the platform to try and organize myself for success."

Now in eighth grade at Easton Country Day School, **Alex Kenton** is taking high school level history and science classes and doing well. Rock climbing at Rock Climb Fairfield in the Sportsplex is his new passion. He climbs three nights a week, has received his certification in belaying, and acts as assistant to the teacher.

“My days at EHSS remain among my favorite memories from my youth. The teachers understood us at a young age and supported us in class, in sports, and in extra-curricular activities.”

HENRY PFEIFER



Decades have passed since **Henry Pfeifer** visited EHSS as his family moved west in the early nineties. It was a joy to have him return in September with his wife Susanah and 13 month-old daughter Charlotte. After many years in boat sales, Henry has recently started a new career in banking.

Having graduated from Sacred Heart University in May, **Nick Piliero** is working at General Electric in Stamford as an accountant. He has returned to Sacred Heart and is enrolled in the masters program studying for the Certified Public Accounting exam.

In addition to his assignment at GE Capital, **Michael Sackstein** is pursuing his Masters in Information Technology at Sacred Heart University. He loves cars and is enjoying his new 2014 Honda CR-V.

In sports and his sense of citizenship, **Gib Shea** shines. Now in tenth grade at Wooster School, he plays varsity lacrosse and earned the Coaches' Award. He volunteers as an EMS responder and was recognized with an Outstanding Citizen award. His interests include EMS, firefighting, lacrosse, skiing, and sleeping.

Mackenzie Tarnow, a teacher in Naples, Florida, is engaged! The wedding is planned for November, 2016.

Wooster School sophomore **Nick Wyckoff** is playing goalie for the JV soccer team and enjoying his computer science class. He still feels that Vin O'Hara is the best math teacher he's ever had.

Now at Fairfield Country Day School, **Evan Lukacs** is working hard, enjoying his classes, and playing quarterback for the 6th grade football team. He also plays soccer with Everton's National Premier League. He is looking forward to a three-night trip to a farm school in Massachusetts.



“Eagle Hill just makes everything better for teachers and students alike. Nothing is impossible here. We always figure out a way to help everyone.”

**JACQUE HABERSTROH,
ALUMNA & CURRENT FACULTY**



Sullivan Desmond applied to six colleges and was accepted by all six, including her first choice, Gettysburg College! In her application essay, she related that in kindergarten, the teacher told her parents that Sullie would never read or write, but “fast forward many years...I’m entering my senior year on the honor roll.” She said that EHSS helped her realize that “although I am a different type of learner, I am also intelligent...Having Dyslexia and ADD has made me a very determined person. Now I have a strong work ethic and I’m not afraid of tough exams or assignments.” In eleventh grade, as junior captain for the track team, she led the relay team to the Nationals. She indicated that her focus imbued her with patience, which was helpful in her work with special needs classmates in a school club, “Teens for Tolerance.” She closed her essay with, “The determination, ambition, patience, and confidence I’ve gained will continue to keep me fighting to learn new ways to overcome my challenges. I’m ready to handle new social situations, take on community service projects, and choose a career. Not bad for someone who was never expected to read.”

GET SOCIAL WITH EHSS

If you haven’t already, be sure to visit our new website at www.eaglehillssouthport.org.



Parents, alumni and friends can connect with us on one of our Facebook pages – search Eagle Hill Southport School and Eagle Hill Southport Alumni to connect with us.



Follow us on Twitter @EHSSouthport



Check us out on Instagram @EHSSouthport



Add EHSS to your profile on LinkedIn and Connect with us @ Eagle Hill Southport School

Are you already connected to us? Be sure to “Like” and “Share” our social networks with family members and other EHSS alumni.

Want to see your name in print? Submit your alumni update online at www.eaglehillssouthport.org/alumni

Letter from the Board Co-Chairs

Dear Friends,

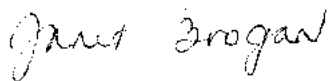
The school celebrated our 30th anniversary in 2015 and what a wonderful history to recognize and reflect upon. Under Headmaster Ben Powers leadership we embarked upon a new strategic plan, we have redefined our mission and values, and have updated the look and feel of Eagle Hill Southport's brand. Most importantly, our work during the year as a board will offer a firm foundation from which to continue providing transformative educational opportunities to children and their families in the years to come.

We are pleased to be one of the top choices among LD and ADHD students seeking a personalized educational experience in Fairfield County. The faculty and staff at EHSS are as passionate as ever and professional development continues to be a top priority for us. With this in mind we offer heartfelt thanks to our donors who allow us to continue to develop the character and enrich the minds of our students.

As we celebrate the last three decades, we are setting ambitious goals for the next thirty years. Being a leader among educators of students with language-based learning differences is a mission that presents both challenges and opportunities. We remain focused on improving the academic outcomes for our students, preparing them for success beyond our walls and setting them up for fruitful futures in whatever comes after EHSS but, in order to do this, we need your partnership and investment in EHSS more than ever.

As you review the information in this special annual report section of the Reporter we hope that you'll think about how your gift to EHSS can enhance the future of the school and impact the next thirty years and beyond.

With gratitude,



Janet Brogan



Dick Ferguson

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2015-16 EHSS Faculty & Staff

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Benjamin Powers

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Tiffany Uliano

Kristyn Ventresca



“Eagle Hill Southport is a place where difficulties are overcome, individual strengths highlighted and a student’s true potential realized.”

BRANDON DEMUNNIK,
FACULTY MEMBER



Our Growing Community!

**THIS ACADEMIC YEAR EHSS
WELCOMED 38 NEW STUDENTS.**

Isabel Alfageme
Katie Angerame
Kevin Artale
Joshua Axen
Robert Blackwell
Peter Bonczek
Micah Bory
Faith Bremm
Sarah Caruso
Michael Clear
Sawyer Dalzell
Sutton Dean
Ariana DiLaura
Zachary Farrell
Jack Flavin
Alex Geller
Dennis Glassmeyer
Matthew Goldblum
Uzi Greenman

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Louis Haft
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 Ms. Christine M. Filep
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* Matching Gift Contributions

*Annual Fund donations were received
 during the time period of September 1,
 2014 to August 31, 2015.*

“As a student I struggled mightily with dyslexia and attention, and it is incredibly fulfilling to teach kids who, like me, learn differently. At EHSS I am given the opportunity to be the teacher I didn’t have: the one that celebrates individual differences, instills confidence, and inspires a love of learning.”

VIN O’HARA, CURRENT FACULTY



Ways to Give

GIVE ONLINE

www.eaglehillssouthport.org/giving

CALL US

at 203.254.2044.
The Development Office
can be reached
Monday-Friday
8:00 am – 5:00 pm.

MAIL US a check in the envelope included with this magazine; please include a note indicating if you’d like to honor someone with your contribution this year.

GIFT APPRECIATED STOCK to EHSS. For instructions on how to transfer stock, please contact the Development Office.

DOES YOUR EMPLOYER

MATCH YOUR GIFT? Many employers like GE, Goldman Sachs, and Unilever – to name a few – will match your contribution to EHSS. Check with your employer’s office of human resources to see if they participate or call the Development Office and we can look it up for you.

GIVE A LEGACY GIFT. Setting up a trust, including EHSS in your estate plans or naming EHSS in a life insurance policy are ways you may consider supporting the school. For more information and to find out how your gift can best support the students, please contact us.

INVEST IN EHSS. Donors who choose to contribute to the endowment are investors in the future of EHSS. The named funds and restricted accounts are important resources that ensure the school will have a support system for years to come. These funds strengthen our academic programs, athletics, financial aid offerings and provide for continued professional development. Donors are encouraged to support these funds in addition to their annual gift each year.

Endowment Gifts

Donors are listed below each fund. Donations were received during the time period of September 1, 2014 to August 31, 2015.

GENERAL ENDOWMENT (UNRESTRICTED):

Dick, Marissa and Ben Ferguson
Mr. and Mrs. Alan Kasson

BECKERER FAMILY SCHOLARSHIP FUND:

Est. 2005 by Bob Beckerer to provide support for financial aid.

Mr. Frank S. Beckerer Jr.
The Beckerer Foundation

CASEY COLEMAN SCHOLARSHIP FUND:

Est. 1999 by George and Katie Coleman to provide support for financial aid.

STEPHEN D. COLHOUN SCHOLARSHIP FUND:

Est. 1991 by friends and family in memory of Stephen Colhoun to provide support for financial aid.

FERNANDES FAMILY SCHOLARSHIP FUND:

Est. 2010 by the Fernandes Family to provide support for financial aid.

ANDREW KOSTIN TECHNOLOGY FUND:

Est. 2008 by Susan Kostin in honor of her son, Andrew, to provide support for classroom technology.

MADISON HUI KWONG FUND:

Est. 2007 by Timothy & Chelsea Kwong in memory of their daughter to provide support for professional development.

CAROLYN LAVENDER SCHOLARSHIP FUND:

Est. 2013 by friends and family in memory of Carolyn Lavender to provide support for financial aid.

Mr. and Mrs. Jeff Aversano
Mr. William A. Buckingham and
Dr. Hallie A. Buckingham
Eagle Hill Southport School
Students

Mr. and Mrs. Christopher Forry
Mr. and Mrs. Kenneth Gallagher
Mr. and Mrs. Joseph Malaterra
Ms. Sara McConnell
Mr. and Mrs. Vincent O'Hara
Mr. Robert T. Perry and
Ms. Candace Clinger
Mr. and Mrs. Philip Plante
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Mr. and Mrs. David P. Sylvestro
Mr. and Mrs. Stephen Sylvestro
Mr. and Mrs. DeVer G. Warner

THE CAROLYN LAVENDER AND KELLY WIEMAN FUND:

Est. 2011 by the Wieman Family in honor of Carolyn Lavender who first suggested EHSS to their daughter, Kelly. The funds are unrestricted.

Mr. Allan Wieman and
Ms. Jo Shute
GE Foundation

QUINSEE FAMILY FUND:

Est. 2010 by the Quinsee family to be used at the discretion of the Headmaster and the Board of Directors.

Mr. and Mrs. Paul A. Quinsee

WALTER S. ROBBINS FUND FOR SERVICE LEARNING:

Est. 2009 by the Robbins children in honor of their father to support service learning at the school.

GRAND V.A. ROBERTS FUND FOR ART & MUSIC EDUCATION:

Est. 2005 in memory of Grant V.A. Roberts by his family to support art and music programs.

SOUTHPORT CONGREGATIONAL SCHOLARSHIP FUND:

Est. 1992 by the Southport Congregational Church to provide support for financial aid.

Southport Congregational Church

TAVORMINA FAMILY ENDOWMENT FUND:

Est. 2002 by the Tavormina family to be used at the discretion of the Board of Directors.

Mr. Kurt Feuerman
Mr. and Mrs. Michael F. LaPorta
Mr. Leonard Tavormina

JOHN D. UPTON SCHOLARSHIP FUND:

Est. 1990 by John Upton to provide support for financial aid.

Estate of John D. Upton

BARBARA & FRANK WENDT SCHOLARSHIP FUND:

Est. 2004 by Barbara and Frank Wendt to provide support for financial aid.

Statement of Activities

From the Year Ended August 31, 2015 and 2014

2015

2014

REVENUES, GAINS AND OTHER SUPPORT

Tuition and Fees	\$4,947,302	\$ 4,550,333
Scholarships (FA)	\$ (559,035)	\$ (574,130)
Net Tuition Revenue	\$4,388,267	\$ 3,976,203
Contributions, Net	\$ 277,490	\$ 301,654
Investment return used for operations	\$ 220,063	\$ 254,100
Fundraising event income, net	\$ 110,429	\$ 87,349
Other income	\$ 28,198	\$ 8,604
Net assets released from restrictions	\$ —	
Total revenues, gains and other support	<u>\$5,024,447</u>	<u>\$ 4,627,910</u>

EXPENSES

Education programs and services:		
Instructional	\$ 3,517,997	\$ 3,009,749
Supporting Services:		
Administrative	\$ 933,072	\$ 988,338
Facilities and Meals	\$ 394,054	\$ 440,158
Development	\$ 108,548	\$ 136,995
Total Expenses	<u>\$4,953,671</u>	<u>\$ 4,575,240</u>

CHANGE IN NET ASSETS FROM OPERATING ACTIVITIES BEFORE DEPRECIATION

\$ 70,776 \$ 52,670

DEPRECIATION

\$ (114,776) \$ (111,827)

CHANGE IN NET ASSETS FROM OPERATING ACTIVITIES

\$ (44,000) \$ (59,157)

OTHER CHANGES

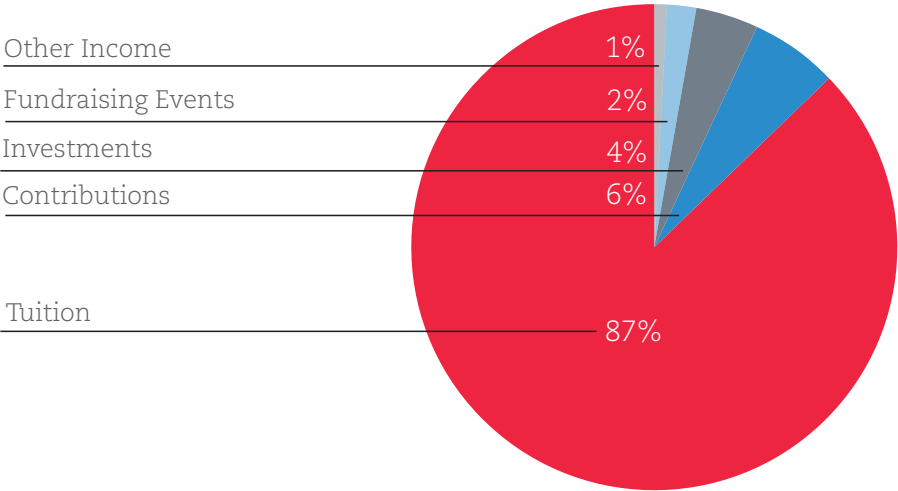
Restricted contributions	\$ 126,278	\$ 36,467
Investment return(loss) net	\$ (132,786)	\$ 473,459
Investment return utilized for operations	\$ (220,063)	\$ (254,100)
Change in value of minimum pension liability	\$ (153,062)	\$ (289,907)
Loss on sale of assets	\$ (3,038)	\$ —
Total Other Changes	<u>\$ (382,671)</u>	<u>\$ (34,081)</u>

Increase (Decrease) in Net Assets \$ (426,671) \$ (93,238)

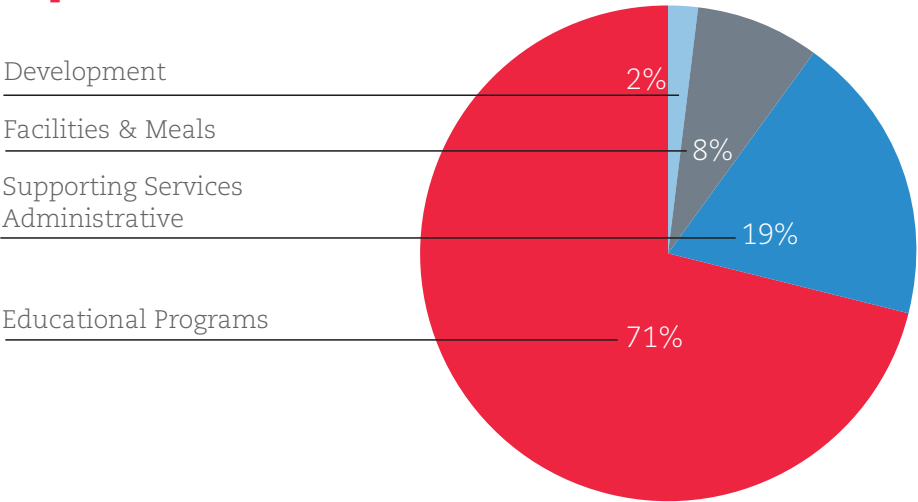
Net Assets - Beginning of the Year \$ 6,334,908 \$ 6,428,146

Net Assets - End of Year \$ 5,908,237 \$ 6,334,908

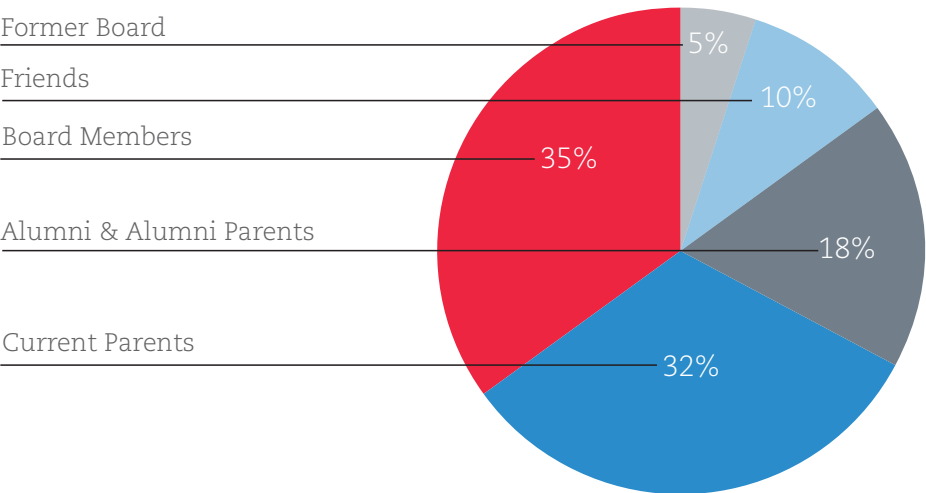
Revenues



Expenses



Annual Fund by Constituency





Be celebratory

Whether transporting our guests visually to Hollywood, Greece, Paris, or out to sea, our annual spring benefit is a spectacular evening of music, auctions, delicious food, fun, and good company. Organized by the Parents Association around a theme selected by two co-chairs, the event entails months of volunteer effort, time, and talent.

Last March, over 200 parents, board members, staff, alumni, grandparents, and friends gathered at the Inn at Longshore in Westport to “Set Sail for Eagle Hill” in celebration of the school’s 30th anniversary and the retirement of Director of Admissions, Stephen Sylvestro.

We thank the 2015 committee chairs for their dedication and the success of “Set Sail with Eagle Hill”:

BENEFIT CO-CHAIRS

Lydia Bourne
Char Lukacs

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Cathleen Caione

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Lauren MacDonald



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 Mr. David Wenger
 Mr. Tom Woodman
 Ms. Karen Jeffers
 Dr. Xiangyang Wu and
 Ms. Eryuan Huang

Save the Dates

June 9	Year End Recognition Night
June 13	Year End Recognition Night
June 15	Last Day of Classes
June 18	Blessing of the Fleet & Pancake Breakfast

To find out more about any of these events or to register to attend please visit www.eaglehillssouthport.org or call 203.254.2044.





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www.eaglehillsouthport.org

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Eagle Hill Southport School is for children ages 6-15 with language-based learning differences and ADHD.