

SANBORN REGIONAL HIGH SCHOOL

2014-2015 SCHOOL PROFILE

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SCHOOL AND COMMUNITY

Sanborn Regional High School is fully accredited by the New England Association of Schools and Colleges (NEASC). Sanborn is located in Kingston, New Hampshire and serves students in grades nine through twelve from the communities of Kingston, Newton, and Fremont. The enrollment is approximately 750 students. All three towns are socio-economically diverse, and all are residential, non-industrial communities.

ACADEMIC SCHEDULE AND CURRICULUM

Sanborn Regional High School has an 8-period day and courses are year-long on a rolling grade system, with quarterly reporting. The schedule is modified to include a Freshmen Learning Community (FLC) schedule, a Sophomore team schedule, and an upperclassmen junior and senior schedule. Sanborn uses a competency-based grading system in all courses. The calculation for all final course grades is based on student mastery of course-specific competencies/ learning objectives.

CLUBS, ACTIVITIES AND ATHLETICS

In addition to concerts, plays, exhibits and dances, there are more than 25 student and faculty-run clubs and activities. Also Sanborn supports athletic sports during the fall, winter, and spring seasons. Teams compete at the freshman, junior-varsity, and varsity level with similar-sized schools across the state.

GRADUATION REQUIREMENTS FOR THE CLASS OF 2015

Sanborn Regional High School offers 2 diploma options for college-bound students:

- College and Career Diploma: 28 Credits
- College and Career Diploma With Distinction: 32 Credits plus earning Suma or Magna Cum Laude and/or NH Scholar status

Sanborn also offers a State of New Hampshire Minimum Standards Diploma to students in extenuating circumstances which requires 20 credits and approval via administrative petition. All students must also demonstrate proficiency on the New England Common Assessment Program (NECAP) in the areas of reading, writing, math, and science, or complete a best-practices alternative to receive a diploma.

SANBORN STATISTICS: Graduating Class of 2014 - 182 Students

4-Year College: 44%

2-Year College: 32%

Career/Tech School: 3.3%

Gap Year: 2.7%

Military: 2%

SAT RESULTS

Avg. Highest SAT Scores:

Critical Reading: 498

Math: 496

Writing: 495

Average ACT: 22

Avg. Highest SAT Scores of Students Attending 4 Year Institutions:

Critical Reading: 517

Math: 518

Writing: 516

Average ACT: 23

GPA & CLASS RANK

Sanborn Regional High School transcripts report Cumulative Non-Weighted Grade Point Average (CUM NON-WEIGHTED GPA) and Class Rank. In the fall of 2011, Sanborn implemented an updated grade point average (GPA) calculation scale for courses taken in the 2012-2013 year and beyond. The Cumulative Non-Weighted Grade Point Average (CUM NON-WEIGHTED GPA) is a non-weighted calculation, using the scale(s) below, where all classes, regardless of the level, receive the same weight of *College and Career Prep*. The reported Class Rank is based on a cumulative weighted grade point average, using the scales below, where classes receive the weight by course level. Class rank is computed for grades 11 and 12 at the end of the academic year. A student must be enrolled at Sanborn for at least two full semesters to receive class rank standing in their junior year.

Courses Completed During the 2011-2012 Academic Year

Achievement Level	Final Course Grade	Regular	College and Career Prep (CCP)	Honors (H)	Dual Enrollment (DE) Advanced Placement (AP), Running Start (RS), NECC
Exceeding	90-100	3.500 – 4.000	3.570 – 4.080	3.675 – 4.200	3.780 – 4.320
Meeting	80-89	3.000 – 3.450	3.060 – 3.519	3.150 – 3.623	3.240 – 3.726
In Progress	70-79	2.500 – 2.950	2.550 – 3.009	2.625 – 3.098	2.700 – 3.186
Limited Progress	65-69	2.250 – 2.450	2.295 – 2.449	2.363 – 2.573	2.430 – 2.646
Standard Not Met, Not Yet Competent	Below 65	0.000 – 2.200	0.000 – 2.440	0.000 – 2.310	0.000 – 2.376

Courses Completed During the 2012-2013 and 2013-2014 Academic Years

Achievement Level	Final Course Grade	College and Career Prep (CCP), Regular	Honors (H)	Dual Enrollment (DE) Advanced Placement (AP), Running Start (RS), NECC
Exceeding	90-100	3.6 – 4.3	4.1 – 4.8	4.6 – 5.3
Meeting	80-89	2.4 – 3.4	2.9 – 3.9	3.4 – 4.4
In Progress	70-79	1.3 – 2.3	1.8 – 2.8	2.3 – 3.3
Limited Progress	65-69	0.7 – 1.2	1.2 – 1.7	1.7 – 2.2
Standard Not Met, Not Yet Competent	Below 65	0	0	0

Courses Completed During the 2014-2015 Academic Years and Beyond

Achievement Level	Final Course Grade	College and Career Prep (CCP), Regular	Honors (H)	Dual Enrollment (DE) Advanced Placement (AP), Running Start (RS), NECC
Exemplary	3.50-4.00	3.3 – 4.3	3.8 – 4.8	4.3 – 5.3
Proficient	2.50-3.49	2.0 – 3.2	2.5 – 3.7	3.0 – 4.2
Basic Proficiency	1.50-2.49	0.7 – 1.9	1.2 – 2.4	1.7 – 2.9
Limited Proficiency	0.50-1.49	0	0	0
Not Met	0.01-0.49	0	0	0
Not Yet Competent, Insufficient Work Shown	0.00	0	0	0

Sanborn Regional High School uses a **competency-based grading and reporting system** for all of its courses. A competency is the ability of a student to apply content knowledge and skills in and/or across the content area(s). At Sanborn, there are two kinds of competencies used in grading:

School-Wide: Sanborn has identified six “21st Century Expectations for Learning” that are based on social and civic “behavioral” expectations. These are assessed each quarter by each teacher in each course using a common 1-4 scale rubric. These grades are NOT included in the final grade calculation for courses but a summary of these grades appears on students’ report cards and final transcript.

Course-Based: Each course at Sanborn has anywhere from 3-6 competencies that are specific to each course. These competencies are the “big ideas” of the course and answer the question: *What is it we want our students to know and be able to do in this course?* These competency averages are printed each quarter for each course on Sanborn’s report card and ARE included in the final grade calculation for courses.

How are the competencies linked to grades?

Formative Assessment: A formative assessment is an assessment **for** learning and can be broadly described as a “snapshot” or a “dipstick” measure that captures a student’s progress through the learning process. A formative assessment explains to what extent a student is learning a concept, skill, or knowledge set. In a sense, a formative assessment is “practice” and is, therefore, not heavily weighted in the grading system. Examples of formative assignments include class work, homework, and quizzes.

Summative Assessment: A summative assessment is a comprehensive measure of a student’s ability to demonstrate the concepts, skills, and knowledge embedded within a course competency. A summative assessment, then, is an assessment **of** learning and it is heavily weighted in our grading system. At Sanborn, each summative assignment is linked to at one or more of the course-based competencies. Examples of summative assignments include research projects, presentations, labs, writings, tests, and other similar performance tasks. A student’s final grade is based on the total points earned over the entire length of the course (not an average of quarter grades) and is based on the following weights: 90% for summatives, 10% for formatives.

What is the grading scale that all teachers use?

At Sanborn, all assignments are graded on a 4.0 rubric scale. Teachers report assignment grades as an individual letter. Final course grades are reported as a numerical score based on the following ranges:

Exemplary (E):	Final grade of 3.50-4.00	Not Met (NM):	Final grade of 0.01-0.49
Proficient (P):	Final grade of 2.50-3.49	Not Yet Competent (NYC):	Final grade of 0.00
Basic Proficiency (BP):	Final grade of 1.50-2.49	Insufficient Work Shown (IWS):	Final grade of 0.00
Limited Proficiency (LP):	Final grade of 0.50-1.49		

How does a student earn credit for a course?

In order to receive full credit for a course, both of the following conditions must be met:

1. The final course grade must be at a Basic Proficiency (BP) level or higher.
2. The final competency averages for each course-based competency must be at a Basic Proficiency (BP) level or higher.

What happens if a student does not earn credit?

Credit Recovery: If a student does not receive an overall course grade at a Basic Proficiency (BP) level or higher, they will have to recover the credit for that course by repeating it either at Sanborn or by registering for an approved online program.

Competency Recovery: If a student earns a final course grade at a Basic Proficiency (BP) level or higher but does not receive a Basic Proficiency (BP) level or higher in each of the course competencies associated with the course, the student will receive a final course grade of Not Yet Competent (NYC) and will need to recover the competency(ies) using an alternative method such as an online module or a teacher-directed project that is tailored specifically for individual student needs. Once the student demonstrates basic proficiency, the original grade will supersede the NYC and an additional entry will be added to the transcript, indicating: Competency Recovery, following the subject of the course, and the student will earn the credit for the course.

What grading practices are common to all classes?

Reassessment: If a student receives a summative assessment grade that is at the Proficiency (P) level or below, they may be eligible to reassess on that assessment provided they complete a reassessment plan that is mutually established with the teacher. The teacher would record the new grade earned in the grade book.

Mandatory Assessments: Assessments provide teachers with evidence that is necessary for determining grades. Students, teachers, parents, counselors, and administrators will do “whatever it takes” to make sure students complete all major summative assignments. Students who refuse to complete an assignment will receive classroom or school-level disciplinary consequences. The grade for that assignment or the overall course may be recorded as Insufficient Work Shown (IWS) until the student completes the work. At the end of the year, an IWS as a final grade results in no credit earned for that course.

Learning Trend: When fewer than four assessments have been linked to a competency, the competency grade is computed by taking an average of the assessment grades. Once four or more assessments have been linked to a competency, the competency grade is computed using a learning trend model. In this model, the student’s most recent work is given higher weight than older work when computing a grade. A learning trend is a more accurate representation of a student’s learning as they progress through a course.

What else does Sanborn offer to students?

Extended Learning Opportunity (ELO): At Sanborn ELOs are available as a way to earn credit while meeting the diverse instructional needs of students with different talents, interests and developments. ELOs are educational plans that are detailed with academic goals and objectives that align with student interests and can range from working in conjunction with a Sanborn instructor in a specific area or by enrolling in enrichment courses through various academic means. These include online course work (NOVA NET, VLACS), dual enrollment courses (Running Start, eStart) and Job Shadows or Internship Opportunities.

Internships: Sanborn offers students the opportunity to follow their own unique interests through an internship. They offer students rigor, relevance, and teach responsibility. Community members and businesses can serve as mentors to provide real-world work skills and experience while maintaining rigorous educational goals. The internship opens the doors for students to be able to explore careers, develop a deeper understanding of a particular discipline not necessarily taught at Sanborn, test a work environment, increase self-esteem by assuming real responsibilities in adult work settings, focus career interests, understand the culture of the workplace, and gain professional experience for a resume.