SANBORN REGIONAL HIGH SCHOOL

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SCHOOL AND COMMUNITY

Sanborn Regional High School is located in Kingston, New Hampshire and is fully accredited by the New England Association of Schools and Colleges (NEASC). The high school serves students in grades nine through twelve from the communities of Kingston, Newton, and Fremont. All three towns are residential, non-industrial communities and are socio-economically diverse. The current enrollment is approximately 670 students.

ACADEMIC SCHEDULE, CURRICULUM AND EXTRA CURRICULUM

Students are enrolled in 8, year-long courses that are scheduled into a 5 period day, 6-day rotating schedule. Within this schedule, a Freshmen Learning Community (FLC) and Sophomore Experience are grouped into a team-based instructional model. Sanborn uses a competency-based grading system in all courses. Courses are on a rolling grade system, with quarterly reporting. The calculation for all final course grades is based on student mastery of course-specific competencies and learning objectives. The school offers multiple honors and AP level courses, as well as Dual Enrollment through SNHU, NECCO, and GBCC. Sanborn also offers extended learning opportunities such as independent research projects, online learning, and internships. In addition to academics, Sanborn offers more than 25 student and faculty-run clubs and activities and offers 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 2019

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 Summa or Magna Cum Laude and/or NH Scholar status

In addition to accumulating the requisite number of high school credits (in specific course categories), students must also demonstrate proficiency, or its equivalent, on all state-administered accountability tests in order to qualify for a Sanborn Regional High School diploma. 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.

SANBORN STATISTICS FOR GRADUATING CLASS OF 2018 - 141 STUDENTS

4-Year College: 45%	2-Year College: 19%	Career/Tech School: 8%
Military: 3%	Employment: 26%	GAP Year: 0%

Avg. Highest SAT Scores:
EBRW: 498
Math: 502
Average ACT: 23

Avg. Highest SAT Scores of Students Attending 4 Year Institutions:
EBRW: 546
Math: 544
Average ACT: 25

TRANSCRIPT

Sanborn Regional High School transcripts follow a common format that is familiar to colleges and universities around the country. Transcripts report two important statistics: Grade Point Average (GPA) and Class Rank.

Grade Point Average (GPA) is reported on the transcript as both a weighted and non-weighted cumulative calculation using the scales below. Weighted grade point average is calculated using the scales below, where classes receive the weight by course level. Non-weighted is the calculation of all course grades, regardless of level, which receive the same weight of College and Career Prep. Starting with the 2017-2018 school year, Sanborn adjusted its GPA scale to better align with current college and university standards. These changes took effect immediately that year, and all transcripts since the 2014-2015 school year have been aligned to this new scale.

Class Rank is based on a cumulative weighted grade point average, and 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 prior to being eligible for class rank standing in their junior year.

Final Course Grade		Grade Point Average (GPA) Based on a 4.3 GPA Scale		
Achievement Level	**Final Grade**	**College and Career Prep (CCP) and Unweighted GPA Range** SRHS Final Course Grade → GPA Value	**Honors (H) Weighted GPA Range**	**Weighted GPA (AP, Dual Enrollment)**
Courses Completed During the 2014-2015 Academic Years and Beyond				
Exemplary	3.5-4.0	4.0→4.3 3.9→4.3 3.8→4.0 3.7→4.0 3.6→3.7 3.5→3.7		
Proficient	2.5-3.4	3.4→3.3 3.3→3.3 3.2→3.3 3.1→3.0 3.0→3.0 2.9→3.0 2.8→3.0 2.7→2.7 2.6→2.7 2.5→2.7	Add 0.5 to the Unweighted GPA Value	Add 1.0 to the Unweighted GPA Value
Basic Proficiency	1.5-2.4	2.4→2.3 2.3→2.3 2.2→2.3 2.1→2 2.0→2 1.9→2.0 1.8→2.0 1.7→1.7 1.6→1.7 1.5→1.7		
Limited Proficiency	0.5-1.4	0.0	0.0	0.0
Not Met	0.0-0.4			
Not Yet Competent	0.0			

Sanborn PRIDE: Personalization, Risk-Taking, Integrity, Discovery, and Empowerment

At Sanborn Regional High School we are committed to sustaining a positive environment which promotes respect, academic excellence, and pride by encouraging independent thinking within a culture of collaboration.

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: Throughout the year, teachers grade students on six work study practices common to all courses at Sanborn. These practices measure a student's ability to effectively communicate, creatively solve problems, contribute to their community, self-manage their learning, produce quality work, and responsibly use information. Work Study Practice grades are communicated separately via electronic grade book and show on the final transcript.
Course-Based: Each course at Sanborn has specific *big ideas*, known as competencies. Course competencies answer the question: *What is it we want our students to know and be able to do?* Each competency is broken down into a smaller subset of specific skills and learning targets known as performance indicators. Teachers give assessments throughout the year, linked to performance indicators which are then linked back to specific competencies. Students must receive a *passing* grade in each competency in order to receive credit for a course.

How are the competencies linked to grades?
Formative Assessments capture a student's progress through the learning process and explain to what extent a student is learning a concept or skill. These assessments are considered *practice*, and therefore are not weighted more than 10% of an overall course grade. Examples include class work, homework, and quizzes. **Summative Assessments** are comprehensive, performance-based measures that demonstrate what a student knows and is able to do. These assessments are linked to one or more of the course competencies and are weighted at least 90% of the overall course grade. Examples include research projects, presentations, labs, writings, tests, simulations, and inquiry tasks.

What is the grading scale that all teachers use?
Assignments (formative and summative) are graded on a 4.0 rubric scale using the letter grades E (Exemplary), P (Proficient), BP (Basic Proficient), LP (Limited Proficient), or NM (Not Met). Each letter holds a numerical value of 4, 3, 2, 1, and 0 respectively. As letter grades start to accumulate and are averaged together, a student's final course grade computes as a numerical grade between 0.0 – 4.0. The following table explains the grading scale:

	Letter	Level	What The Level Means	Grade Value	Course Grade
Competent (Passing)	E	Exemplary	The student consistently and independently demonstrates the ability to analyze and synthesize essential content, knowledge, and skills in a new task.	4	3.5-4.0
	P	Proficient	The student consistently and independently demonstrates the ability to apply and transfer essential content, knowledge, and skills in a new task.	3	2.5-3.4
	BP	Basic Proficient	The student demonstrates the ability to comprehend and apply essential content, knowledge, and skills in a familiar task.	2	1.5-2.4
Not Competent (Failing)	LP	Limited Proficient	The student is not demonstrating the application and transfer of essential content, knowledge, and skills.	1	0.5-1.4
	NM	Not Met	The student is not competent in the performance standard(s).	0	0.0-0.4

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.

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 of IWS (Insufficient Work Shown) for that assignment is numerically equal to a "0". If the student does not complete the work in the designated timeline, the "0" will be factored into their overall grade.

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.