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# PITTSFIELD HIGH SCHOOL

23 Oneida Street Pittsfield, NH 03263 2012-2013 PROFILE CEEB CODE 300505

## **The Community**

Pittsfield is a small, rural community of about 4,500 residents, located in Merrimack County, nestled in the heart of the Suncook Valley and located a short distance from Concord, Manchester, the Seacoast and the Lakes Region. Pittsfield's economy is supported by a variety of businesses, including a major manufacturer of fire suit protection, and local officials and business leaders are working to attract new and innovative businesses to the community. The town also serves as a commuting community for people working in the Concord and Manchester area; Pittsfield is located on Routes 28 and 107. Extensive community involvement has contributed to the development of the Pittsfield School District Mission & Vision and in ongoing school development activities.

#### The School

Academics: Pittsfield Middle High School includes a middle school (grades 7-8) and high school (grades 9-12). The school was last reaccredited by the New England Association of Schools and Colleges in October, 2011. Students are offered a variety of courses at Pittsfield High School and the Concord Regional Technical Center. Additional courses (including Advanced Placement courses) are available through a Virtual High School membership and the Virtual Learning Academy Charter School. The four year high school program educates some 175 students with a faculty of 22 teachers assigned high school teaching responsibilities. 12 of those shared with the middle school. A librarian, Extended Learning Opportunities Coordinator and newly hired Dual Enrollment & Online Learning Coordinator also help support the educational program. The school is in the process of a redesign initiative focused on student-centered practices, improved academic performance, school climate, and college & career readiness. Through this redesign process teachers are creating more effective learning experiences for students by personalizing content, product, and competency based instruction and assessment. An expanding range of options for personalizing teaching and learning, both in and out of the classroom, are being implemented for regular and special education students. Student-led conferences are held twice each year, with a focus on Personal Learning Plans and portfolios developed with the support of a daily advisory program. The school now provides new opportunities for Extended Learning Opportunities, job shadows, independent study, and internships. Pittsfield Middle High School joined the New Hampshire Scholars Program during the 2010-2011 academic year, graduating three NH Scholars in its first year and seven in 2012. Classes at the school are heterogeneously grouped. Core academic teachers at for grades 7/8, 9/10, and 11/12 meet daily for Common Planning Time and coordination of advisory activities. Unified Arts teachers also meet daily.

<u>Co-Curricular Activities:</u> The school provides many co-curricular activities including Drama Club, Arts & Crafts Club, Granite State Challenge Team, Green Team, Winter Guard, Student Council, National Honor Society and a school newspaper. School redesign initiatives also provide student participation through a student leadership team and expanded opportunities for student voice through the advisory council and a variety of other committees, including staff recruitment and hiring. IMPACT, a student leadership team, is currently focusing its efforts on school climate and the development of a restorative justice program. A site-based council made up of students, faculty, parents, and community members makes decisions regarding procedures, practices, policies, and structures of the school (with the students having the majority voice) in order to have a positive impact on the educational process and school climate. This group was recently recognized by the School Board as the official governing body of the school.

Athletics: Fall - Soccer, Volleyball, and Golf Club

Winter - Basketball and Ski Club Spring - Baseball and Softball

<u>Schedule:</u> The school day has six academic class periods and an advisory program which meets daily. Classes meet 55 minutes a day, four times a week, with 40-minute periods on "Late Start Wednesdays," when faculty are involved with staff development activities to support redesign efforts. The school year is 36 weeks in length.

<u>Graduation Requirements:</u> Twenty-one and one-quarter credits are required for graduation for the Class of 2012. Included are minimum unit requirements in English (4), Mathematics (3), Science (3), Social Studies (3), Fine Arts (.50), Information & Communication Technology (.50), Physical Education (1), Health (.5), Community Service (.25) and Open Electives (5.5).

<u>Grading System:</u> The school is undergoing a major shift in grading this year, moving from a traditional grading model to a new competency-based system. Transcripts will include grades through the 2011-2012 school year with the grading system in effect at that time. According to that system, A, is excellent; B, above average; C, average; D, passing and F, failure. Grades were issued four times during the school year. Numerical equivalents were not used, but for the convenience of certain schools, letter grades may be interpreted as:

Α	=93-100	B+	=88-89	C+	=78-79	D	=65-69
A-	=90-92	В	=83-87	С	=73-77	F	=0-64
		R-	=80-82	C-	=70-72		

Current **class rank** is calculated based on the grading system used through the end of the 2011-2012 academic year and includes all students using the following unweighted 4.0 scale:

Α	=	4.0	В	=	3.0	С	=	2.0	
A-	=	3.7	B-	=	2.7	C-	=	1.7	F = .0
B+	=	3.3	C+	=	2.3	D	=	1.0	

During the 2011-12 school year, competency-based grading practices were piloted. Though student effort and academic performance may be consistent with previous semesters, implementation of new grading practices may result in a change in grades reported on transcripts for the pilot year. This should be taken into considering when reviewing student transcripts. The Pittsfield School District Competency Based Reporting and Assessment System begins its first year of full implementation this year.

The **competency-based assessment and evaluation system** (grading) at Pittsfield Middle High School is founded on common expectations for high levels of student learning. At Pittsfield Middle High School, each course has a set of established core competencies that describe what students are expected to know and be able to do as a result of completing the course's learning requirements.

### **Course Evaluation/Assessment Calculation**

- 1. Individual achievement of course-based competencies shall be the basis for awarding course credit. All courses will use an evaluation structure that weights summative assessments at least 80% and formative assessments at most 20% of a final grade for the course.
- 2. Summative assessments must arise from a clearly articulated set of achievement expectations and linked to one or more course competencies. Each competency evaluation will be determined by summative assessments (at least 80%) and formative assessments (no more than 20%).
- Once all course competencies have been mastered, the final course evaluation will be calculated by averaging the
  competencies, and at that time it will be reported in the progress document. Credit will be awarded and reported on the end of
  year report.
- 4. At any point during the course when a progress document is issued, it is considered a "snap shot" of the student's level of competency mastery at that time. Students are encouraged to recover missed competencies throughout the course and not wait until the end of a course/course failure.
- 5. The transcript will report only final course evaluation (quarter evaluation will not be reported on the transcript). Upon request for academic information, a copy of the current transcript and most recent progress document will be sent.
- 6. Effort, participation, attitude, and other behaviors shall not be included in evaluation but reported separately, unless they are an approved part of a competency (example: Regular participation in physical activity is identified nationally as a core competency and thus is included in the PMHS Physical Education competencies). Teachers will give comments that address effort, participation, attitude, and other behaviors not included in evaluation.
- 7. Based on the principles of standards-based assessment, traditional extra credit is not an appropriate measure of student learning and should not be assigned or included in grade calculation. In competency-based instruction, traditional extra credit work is additional practice directly related to the course competency and assists the student in developing his/her knowledge to demonstrate mastery of the competency. (See Opportunity Assessment)
- 8. Evaluations will be based on the following: rubric, letter, and numerical point scales (see table)
- 9. A Mid-Term/Final Summative Assessment time will occur twice a year and will be used to prepare students for college, give an opportunity to demonstrate mastery of competencies and develop competency recovery plans. Mid-Terms and Finals will not carry extra weight as years previous.

2012-2013 School Year							
LEVEL Rubric LETTER NUMER		NUMERICAL	PERFORMANCE DESCRIPTORS FOR				
	Score			ACADEMIC STANDARDS			
Exceeds expectations	4.0- 3.50	A	100-90	The student consistently exceeds the performance standards for the grade-level; student is receiving credit.  The student demonstrates the ability to synthesize, reflect, conduct, and manage skills and content consistently and independently.			
Meets Expectations	3.49 2.50	В	89.9-75	The student consistently meets the performance standards for the grade-level, student is receiving credit, applies, generalizes, and extends key concepts, processes, and skills consistently and independently. The student demonstrates key concepts, processes, and skills for the grade-level and understands and applies them effectively.			
Approaching Expectations	2.49- 1.5	С	74.9-65	The student is progressing toward meeting the performance standard for the grade-level, but <b>not</b> receiving credit. The student is beginning to grasp key concepts, processes, and skills for the grade-level, but demonstrates inconsistent understanding and application of concepts.			
Substantially Below Expectations	1.49- 1.0	F	64.99-55	The student is not demonstrating understanding of grade- level key concepts, processes, and skills and requires additional time and support and or has not shown sufficient evidence			
Not Assessed		NA		The standard has not been assessed.			

Progress reports issued during the course of the school year may also include "grades" of NE, indicating that the student has provided no evidence to allow for assessment of mastery of a competency. The final course grade will remain NC (no credit), until **all** course competencies have been mastered at a level that meets or exceeds expectations (2.5 or above).

Course Explanations: The following table clarifies which courses are college preparatory classes when reading our transcript.

Title	Title	Title	
English 9	Algebra I	Biology	
English 10 or/CP: Individual & Society	Geometry or/CP	Physical Science or/CP	
English 11: American Literature	Algebra II or/CP	Chemistry	
English 12: World Literature	Advanced Math	Physics	
American Literature Survey (RS)*	Statistics	Human Biology	
Introduction to Literature (RS)*	Introduction to Calculus	Anatomy & Physiology	
Creative Writing			
Journalism/I and II		Geopolitical Studies	
Poetry		American Government or /CP	
French I	Spanish I	Economics or /CP	
French II	Spanish II	Global Issues or /CP	
French III	Spanish III	World History	

**NOTE:** Beginning in the 2009-10 academic year, Social Studies and English classes have become heterogeneously grouped. Math, Science and English classes became heterogeneously grouped for the 2010-2011 academic year. AP courses and additional college preparatory courses are available to students through Virtual High School and Virtual Learning Academy Charter School. \*(RS) denotes dual enrollment courses offered for college credit through the Community College System of New Hampshire. A dual enrollment Child Development course is also being offered through Southern New Hampshire University.

## Class of 2012 (Twenty-nine graduates):

65.5% continuing education 3.4% attended other one-year programs

37.9% attending four-year institutions 6.9% entered military

27.5% attending two-year institutions 20.7% employed or entering the work force

3.4% Unknown

<u>Average SAT Scores:</u> Critical Reading 514 Math 513 Writing 478 (Scores from most recent testing)

MEMBERS OF THE CLASS OF 2012 HAVE BEEN ACCEPTED AT THE FOLLOWING COLLEGES, UNIVERSITIES AND TECHNICAL SCHOOLS

Becker College

**Bridgewater State University** 

**Clarkson University** 

**Colby-Sawyer College** 

**College of Charleston** 

**Drake University** 

**Drexel University** 

Emerson College

**Endicott College** 

**Frostburg State University** 

Green Mountain College

**Hartwick College** 

Keene State College

**Lakes Region Community College** 

**Linfield College** 

**Lyndon State College** 

**Maine Maritime Academy** 

Massachusetts College of Pharmacy & Health Sciences

**Merrimack College** 

**New England College** 

**New England School of Communications** 

New Hampshire Institute of Art

**New Hampshire Technical Institute** 

Oswego State University

Pennsylvania State University

Prescott College

Rochester Institute of Technology

Sierra Nevada College Suffolk University:

College of Arts and Sciences

**Trident Technical College** 

**United States Naval Reserve** 

**University of Connecticut:** 

College of Agriculture and Natural Resources

College of Liberal Arts and Sciences

School of Engineering

**University of Maine:** 

College of Natural Sciences, Forestry and Agriculture

University of Massachusetts at Lowell

**University of Montana** 

**University of New Hampshire:** 

College of Engineering and Physical Sciences

College of Life Sciences and Agriculture

University of New Haven-College of Arts and Sciences

**University of Vermont:** 

College of Agriculture and Life Sciences

College of Arts and Sciences

Vancouver Film School

**Vermont Technical College** 

**Worcester Polytechnic Institute**