

HAWK PRIDE



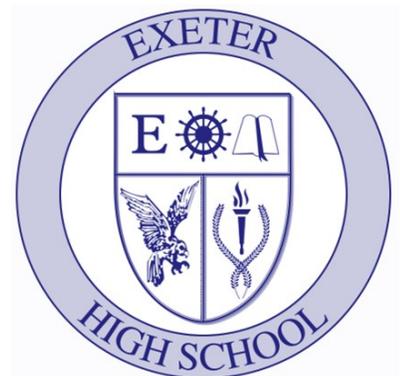
THE VIEW FROM MY WINDOW submitted by Principal Tremblay

One of the aspects that I most respect about Exeter High School is the way our faculty models the concept of lifelong learning for our students. Our faculty and staff do an incredible job consistently pursuing advanced education and degrees, honing their creative craft, improving their curriculum, instruction and assessment, and developing specialized skills to implement with our students. It is a never-ending pursuit to always try and be a little bit better for our students and community.

Perhaps the most fulfilling and productive way that we model lifelong learning is through the sponsorship of student interns. Currently, we have 14 developing educators working on their teaching certification here at EHS, under the tutelage of mentor teachers throughout our content areas. Most of these interns are graduate students at the University of New Hampshire, a commitment we have made as a high school to the UNH Learning Collaborative. Annually, we are one of just a few high schools where graduate students are permitted to complete their teaching internship. This is very beneficial to us as a school community for the following reasons:

- Interns provide a youthful energy to the classroom. They are often full of new ideas and willing to try new ways to deliver or demonstrate information.
- Interns are tangible examples of applying college work to our students here. Often, our students cannot visualize how college translates to profession. The interns bridge that gap.
- Mentoring an intern forces an experienced teacher to be reflective of their own practices. They often must now explain why they teach something the way they do, and that causes some retuning of their practices. In many cases, the mentor teacher learns as much during the year as the intern, just on different levels.
- Day to day, interns provide more individualized instruction or group re-learning in our classrooms or content labs. They also help proctor standardized tests like the SATs and PSATs, and cover classes when a mentor teacher may be out of the building. This is certainly less disruptive to student learning than a typical substitute situation.
- When hiring for new positions each spring, interns are a wonderful talent pool to draw from. They have worked in the school for a year, know our culture and climate, and often ramp up faster than a new teacher not from this building. That being said, we have to always be balanced in hiring the right combination of experience and ability.
- Lastly, just like a teaching hospital, a school with interns has a feeling of discovery, of growth, of reflection, and of collaboration, all assets we want to reinforce to our students.

- January 16—
Martin Luther King Day—No School
- January 17—19
Mid Term Assessments
- January 20—
End of Second Quarter/First Semester
- January 21—
SAT's
- January 25—
SST Sneak Peek for EHS



Talking the talk and walking the walk when it comes to lifelong learning at EHS...that's the view from my window.

CURRICULUM & ASSESSMENT submitted by Cynthia Freyberger

October 2016 PSAT Results

In October 2016, Exeter High School (EHS) administered a group of exams belonging to the SAT Suite of Assessments. This was the first year EHS offered the College Board Suite to students in grades 9 through 11. Previous Octobers, all grade 11 students were tested with the Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT). This year, students in grade 9 sat for the PSAT 8/9, which is the first exam in the suite of assessments. Students in grades 10 and 11 sat for the PSAT/NMSQT. Together, these exams measure a student's progress toward college and career readiness. The sequence is a natural progression to the culminating SAT exam given to students in grades 11 and 12.

In addition to better preparing our students for high stakes SAT testing, the decision to offer the suite of assessments was influenced by the amount of information that can be gleaned from a morning's worth of testing. The PSAT 8/9 and the PSAT/NMSQT are designed to measure knowledge and skills that research shows are essential for college and career readiness. The PSAT 8/9 measures the content and skills at a level appropriate for 8th and 9th graders. Both the PSAT 8/9 and NMSQT includes a Reading, Writing, and Language Test and Math Test. The reported score range for the PSAT 8/9 is 240-1440 and 320-1520 for the PSAT/NMSQT.

Test scores can be used by students to highlight areas of strengths and weaknesses. Students receive sub-scores for the following skills: Command of Evidence, Words in Context, Expression of Ideas, Standard English Conventions, Heart of Algebra, Problem Solving and Data Analysis, and Passport to Advanced Math (PSAT/NMSQT only). Students become better informed about their learning while there is still time for improvement. Teachers and administrators can use the results to see how many students are on track for college and career readiness, identify students who may need extra support, and find students who are ready for more challenging course work.

In mid-December, online access to individual score reports became available. On January 6, counselors went to grade 9 physical science classes to hand out individual reports and discuss how students can best use the information. On January 9, the same exercise was conducted with 10th graders in sophomore English classes. Counselors pointed out how each student report includes Next Steps, an online resource students can use to improve their skills. The student is directed to studentscores.collegeboard.org to learn how to link his or her account to Khan Academy for personalized practice recommendations.

While standardized test scores are not the only predictors of college and career readiness, test results continue to influence young people's post-secondary pursuits. A goal of offering the SAT suite to students in grades 9 through 11 is to nurture student ownership of learning. Ownership comes when students are aware of personal strengths and take advantage of resources designed to improve their weaknesses. These efforts will not only better prepare students for future exams but also help them with their current schoolwork.

ENGLISH DEPARTMENT submitted by Dan Violette

The annual EHS English Department Merrill Writing and Oral Interpretation Contest is about to begin! The contest originated in 1897 by Abner Merrill recognizing the talents of our students.

The writing contest encompasses three categories: fiction, nonfiction, and poetry. The oral interpretation contest gives students an opportunity to perform/recite an original or published piece. Students from all grade levels are encouraged to participate.

Last year, we had over 150 writing submissions and 18 oral interpretations! Winners receive prizes at the EHS Academic Awards Ceremony in May.

SPECIAL EDUCATION submitted by Kathi Atwood

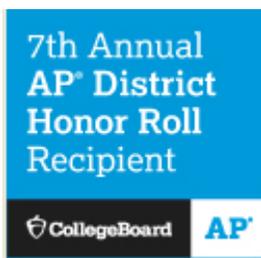
BEST BUDDIES

For students with disabilities, close friendships don't always come easily. Best Buddies, an international organization, extending through post-secondary pathways, has been part of the EHS fabric for some time, beginning at the Linden Street campus, with a Phillips Exeter Academy partnership. Briefly stated, the Best Buddies mission is to inspire friendships between people with and without disabilities, offering social mentoring on and off campus through organized events, and dedication of volunteer peers aiming to improve quality of life and level of inclusion.

Best Buddies at EHS has grown to an on-campus organization boasting 49 members made up of 16 buddies and 33 associate peer buddies. Focus for the faculty advisors, Matthew Basdeskis, Julie Knight, and Melissa Small, is to foster and guide the Leadership Team, made up of six selected students, during their weekly planning meetings. This hub of decision makers inspires communication, keeps ideas flowing and event calendars full. The Exeter YMCA hosted our holiday party on December 14.

MATH DEPARTMENT submitted by Sherry Belcher

As an alternative to a traditional unit test, students in Honors and CP Geometry were given a performance task for the unit on transformations. Students were charged with creating a design of their choice, in the form of a connect-the-dots picture, on graph paper accompanied by instructions using their knowledge of transformations that would allow anyone to create the same image. Students were given a detailed rubric outlining the requirements, which included each of the 11 coordinate transformations learned during the unit. Many of the creative designs can be seen posted outside classrooms. This project allowed students to be creative with mathematics and show their teacher a different side to their abilities.



Submitted by Principal Tremblay

Exeter School District Placed on the College Board's 7th Annual AP® District Honor Roll for Significant Gains in Student Access and Success

433 School Districts Across the U.S. and Canada Are Honored

Exeter, New Hampshire — Exeter School District is one of 433 school districts in the U.S. and Canada being honored by the College Board with placement on the 7th Annual AP® District Honor Roll. To be included on the 7th Annual Honor Roll, Exeter School District had to, since 2014, increase the number of students participating in AP while also increasing or maintaining the percentage of students earning AP Exam scores of 3 or higher. Reaching these goals shows that this district is successfully identifying motivated, academically prepared students who are ready for AP.