



# ST. PAUL'S SCHOOL

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## Profile for Colleges 2014–15

### THE SCHOOL

Founded in 1856, St. Paul's School is a coeducational, fully residential school for grades 9-12. Situated on 2,000 acres in Concord, NH, St. Paul's School enjoys a historic affiliation with the Episcopal Church; at the same time, the School supports the beliefs of those of other faiths and admits students from a wide variety of racial, ethnic, religious, geographic, and economic backgrounds. Students are encouraged to seek the highest standards of scholastic, artistic, and physical achievement through an integrated curriculum. The School is committed to social responsibility, a respect for diversity, a passion for learning, the formation of character, the teaching of virtue, and spiritual growth.

**Student Body** – The School's 531 students come from 36 states and 25 countries. Of this number, 8% are African or African-American; 4% are Latino/Hispanic; 19% are multi-racial; and 17% are international students. 36% of our students receive financial aid, with an average award of \$49,158. There are 160 students in the Form of 2015.

**Faculty** – Full time: 99

Teaching faculty with advanced degrees: 71%

Student-faculty ratio: 5:1

Average Class Size: 11

### ACADEMIC PROGRAM

The School's diploma requirements allow considerable choice while also ensuring a breadth of scholarship in a rigorous academic environment. In the Third through Sixth Form years, each student is required to take five credits during each of the three academic terms. Some courses run for the full year, while others meet for one or two terms.

The graduation requirements at St. Paul's School vary based on the year a student enters. A student enrolling in the Third Form must complete the following:

**Arts (3 credits)** – One-year sequence in dance, fine arts, music, or theatre.

**Humanities (19 credits)** – Humanities III, IV, and V (all double-credit courses), and one credit in religious studies.

**Languages (9 credits)** – Three-year sequence in a language.

**Mathematics (9 credits, or through Precalculus)**

**Science (9 credits)**

**Non-credit requirements** – Athletics (8 terms); Community Outreach (10 hours per year); LinC (Living in Community). A full list of our courses, with descriptions and prerequisites, can be found at [www.sps.edu/courses](http://www.sps.edu/courses).

### IMPORTANT NOTES

**The Arts** – Our arts courses are all full credit, rigorous, and integral to many students' courses of study. Students must complete one year of art, and many go on to enroll in our advanced courses. Also, many students participate in numerous musical groups, dramatic productions, and dance performances.

**The Humanities** – These courses form the core of our liberal arts studies. In lieu of traditional English and history offerings, students take writing-intensive, double-credit Humanities courses during the Third, Fourth, and Fifth Forms. The integration of literature, history, philosophy, art, film, and religious studies affords opportunities for students to explore connections across cultures, timelines, and borders. During the Sixth Form year, students choose from electives which allow them to investigate areas of interest they have developed in their core Humanities courses. These electives are all reading and writing intensive and should satisfy college admission English requirements. Likewise, Humanities IV has a focus on American literature and history and should satisfy any U.S. history requirement.

**The Sciences** – Our science program has a wealth of offerings, with a core sequence of Physics First in Third Form, Chemistry or Accelerated Chemistry in Fourth Form, and Biology in Fifth Form. There are no honors sections offered in first-year physics or biology courses. These core courses are prerequisites for the advanced-level courses in their respective

disciplines. PH310 also satisfies the prerequisite for enrollment in our Advanced Physics courses for students who enter SPS in their Fourth or Fifth Form years. Advanced Physics 1 is offered to students who are concurrently taking Calculus 1H or Calculus 1-2H, while Advanced Physics 1-2 is for students who have already completed a year of calculus.

### Eight Schools Association Shared Online Courses

The Eight Schools Association (Choate Rosemary Hall School, Deerfield Academy, Hotchkiss School, Lawrenceville School, Northfield Mount Hermon School, Phillips Academy Andover, Phillips Exeter Academy, and St. Paul's School) has joined together to offer online courses for selected students, beginning in 2014-15. Water and Humanity appears on the SPS transcript for our enrolled students, while Introduction to Arabic appears on a separate transcript provided by Choate.

**Water and Humanity (IS593)** – Water and Humanity, available to a limited number of seniors approved by an academic dean, examines the relationship between water resources and human development. Exploring water from a multidisciplinary, project-driven perspective, students think critically about the central role water has played and must continue to play in civilizations. Students engage diverse materials, holistic approaches, and innovative project planning to consider, understand, and propose solutions to complex water issues. Using online learning and videoconferencing, face-to-face discussions and lessons, field research, and project development, the course focuses on the value of water and the issues water scarcity presents within the contexts – locally and globally – of everything from religion to industrial development. Through collaborative projects, students enjoy the advantages of this interdisciplinary platform, which engages them across the Eight Schools Association, with the goal of furthering thinking and conclusions about water's central dilemmas.

**Introduction to Arabic (AR110)** – Introduction to Arabic is a team-taught pilot online course. Students work with a variety of media to master the Arabic alphabet and sounds, build vocabulary, acquire basic grammar and sentence structures, and read and comprehend Modern Standard Arabic, with an exposure to Levantine colloquial through music and videos. By the end of this course, students will have a solid command of basic linguistic structures and skills along with a better understanding and appreciation of Arabic culture. Throughout the course, students' linguistic progress is assessed via weekly projects and presentations.

### SPECIAL PROGRAMS

**Off-Campus Programs** – Students have many opportunities to participate in off-campus learning. A founding member of School Year Abroad, SPS sends a number of students to SYA programs in China, France, Italy, and Spain. Students generally live for a full academic year with host families and study a curriculum designed by SYA. In France and Spain academic courses (except English and mathematics) are taught entirely in the host country's language. *Due to lack of appropriate facilities, laboratory sciences are not offered at SYA.* St. Paul's also sends students to, and hosts exchange students from, Chile, China, Denmark, England, France, Germany, Ghana, Greece, Japan, and Sweden.

**Independent Study Program (ISP)** – The ISP provides a means for Sixth Formers to design and implement an educational experience outside the classroom. Students write detailed proposals, and the ISP Committee determines which projects are approved. Projects may run from one to three terms and earn one to five credits per term.

**Classical Honors Program** – This program affords an opportunity to pursue the study of both Latin and Greek. Students meet and learn from the faculties of leading colleges and universities. Their study is augmented with visits to Boston and New York, and they experience the ancient world firsthand by traveling to Greece or Italy during a March vacation. Scholars are expected to continue their study of Latin throughout their years at St. Paul's and are required to take a minimum of two sequential years of Greek. Students also participate in a public oral examination given by a university classicist.

**Advanced Studies** – Advanced Studies provide an opportunity for students, with the guidance of faculty members, to further their studies beyond the SPS curriculum when all courses in a particular discipline have been exhausted. Students are graded on a Satisfactory/Unsatisfactory basis.

### DISCIPLINARY REPORTING POLICY

It is our expectation that students will respond truthfully to any questions on college applications regarding their disciplinary records. Students who are so required will write statements outlining the circumstances of their infractions and will review these statements with their college advisers prior to submitting them to colleges. The same holds true if a disciplinary infraction occurs after the submission of applications. The College Office will report the facts of all major disciplinary violations in a brief report, separate from the School's letter of recommendation.

### STATEMENT ON GPA AND CLASS RANK

St. Paul's School does not compute a GPA nor rank its students. For many reasons, including the variety of coursework and the multiple points of entry into the School, GPA and class rank would not be accurate or useful measures of student achievement here. Given the rigor of our curriculum and selectivity of admission to SPS (12% in 2014), the majority of students would likely rank in the top 10% of their schools at home.

#### FORM OF 2014 SCORE PROFILE (160 students)

<b>SAT (127 tested)</b>	<b>25TH – 75TH%</b>
Critical Reading	620-730
Math	640-750
Writing	610-740
<b>ACT (63 tested)</b>	<b>27-31</b>

#### SAT SUBJECT TESTS (15 or more tests taken)

Biology-Ecology (18 tested)	630-680
Chemistry (56 tested)	620-740
English Literature (61 tested)	600-700
Math Level 2 (100 tested)	610-760

*\*Our curriculum does not align with many subject tests, with the exception of chemistry (accelerated and advanced) and math. Therefore, students who choose to take subject tests have limited options and often need to prepare on their own.*

## COURSE IDENTIFICATION SYSTEM

Course IDs were added to transcripts beginning in 2012-13 to clarify the sequencing in academic departments. In the Mathematics and Languages departments there are 500-level courses, but in Humanities, Arts, and Sciences, the highest offerings are 400-level courses.

### Please note:

- Each course ID has two letters (indicating the discipline), followed by a three-digit number (indicating year, level, and full-year or term course).
- The first digit is the year in the sequence the course is usually taken. A first-year Spanish class is a 100-level course; a fourth-year Spanish class is a 400-level course.
- The second digit is the course level. A core-level course has a 1, 2, or 3 as the middle digit (Intro to Differential Calculus is MA411); an advanced or honors course has a 5 as the middle digit (Calculus 1 Honors is MA450). The most advanced courses in some disciplines have a middle digit of 8 or 9 (Calculus 1-2 Honors is MA480).
- Not all disciplines label their courses as honors or advanced. For example, BI310 is our only introductory biology course. The Humanities department does not offer advanced sections, and all Humanities electives are college level and designated as HU411, 412, or 413.
- The third digit is the term the course is offered (1, 2, or 3), or full year (0). A 4 or 5 indicates a two-term course that is offered Fall/Winter (4) or Winter/Spring (5).

## ADVANCED COURSES

All St. Paul's School courses are college preparatory. Our highest-level courses are labeled in various ways by the several academic divisions, some as Honors, some as Advanced. While we do not offer an AP curriculum, many of our courses are beyond normal secondary-school academic work; most use college-level texts and are designed to match undergraduate offerings.

All courses coded as 350 or higher in the course identification system meet these criteria, as does Humanities V (HU310). Please note also that we have instructed students to list these courses as "honors" on the Common Application, since the more appropriate "advanced" is not an option on that form.

## ACADEMIC DISTINCTIONS

St. Paul's School recognizes outstanding work in the classroom through the granting of distinctions called **Testimonials**, which are awarded according to the following criteria:

- **1st Testimonials with Honor:** High Honors in 80% or more of course credits, and no final rating below Honors.
- **1st Testimonials:** High Honors in 40% or more of course credits, and no final rating below Honors.
- **2nd Testimonials:** No final rating below Honors.

Also, **Dickey Prizes** are awarded to the outstanding underperform student in each discipline. Dickey Prizes are the highest academic recognition given at the School in individual coursework.

The **Ferguson Scholarships**, the School's most distinguished prizes for its scholars, are awarded to one member in each of the Fourth and Fifth Forms. Winners are determined through two days of examinations in four disciplines.

## GRADING SYSTEM

Grades for coursework have the following designations. There are no pluses or minuses assigned to grades.

**HH:** High Honors

**H:** Honors

**HP:** High Pass

**P:** Pass

**U:** Unsatisfactory

Grades for Advanced Studies are given as:

**S:** Satisfactory

**U:** Unsatisfactory

The following standards, which are printed in the student handbook, outline our grading system in general terms.

### Performance at the *High Honors* level is characterized by:

- demonstrated mastery of the material and depth of understanding;
- demonstrated mastery of the measured skills of the course or assignment;
- exceptional creativity, curiosity, and original thought;
- superior participation and collaboration to the degree that it serves as a model to and elevates the work of one's peers.

### Performance at the *Honors* level is characterized by:

- a firm grasp of the material but not to a degree that suggests mastery;
- competency in the measured skills of the course or assignment;
- elements of creativity, curiosity, and original thought;
- consistent participation, collaboration, and engagement.

### Performance at the *High Pass* level is characterized by:

- fulfillment of the basic expectations of the assignment or course but often with some degree of inaccuracy or uncertainty;
- progress toward but not yet competency in the measured skills of the course or assignment;
- limited creativity, curiosity, or original thought or the unsuccessful execution of those attributes;
- average participation, collaboration, and engagement.

### Performance at the *Pass* level is characterized by:

- a limited understanding of the material;
- limited competency in the measured skills of the course or assignment;
- limited creativity, curiosity or original thought or the unsuccessful execution of these attributes;
- insufficient participation, collaboration and engagement.

### Performance at the *Unsatisfactory* level is characterized by:

- learning insufficient to advance to the next level;
- failure to demonstrate competency in the measured skills of the course or assignment;
- failure to demonstrate creativity, curiosity, or original thought;
- a lack of participation, collaboration, and engagement.

## COLLEGE MATRICULATION (FORMS OF 2011-14)

Acadia University	1	Indiana University at Bloomington	1	Texas A&M University	1
Amherst College	4	Johns Hopkins University	3	Trinity College	10
Babson College	1	Lafayette College	3	Tufts University	11
Barnard College	3	Lake Forest College	1	Tulane University	1
Bates College	10	Lehigh University	2	United States Military Academy	1
Birmingham Conservatoire	1	Loyola University Chicago	1	University of California, Berkeley	11
Bishop's University	1	Macalester College	1	University of California, Los Angeles	5
Boston College	8	Massachusetts Institute of Technology	5	University of California, Merced	1
Boston University	2	McGill University	5	University of California, San Diego	2
Bowdoin College	10	Middlebury College	9	University of California, Santa Barbara	2
Brown University	23	Montana State University, Bozeman	2	University of California, Santa Cruz	1
Bucknell University	3	Mount Holyoke College	2	University of Chicago	3
Carleton College	1	New York University	9	University of Colorado at Boulder	4
Carnegie Mellon University	4	Northeastern University	5	University of Denver	2
Claremont McKenna College	2	Northwestern University	2	University of Edinburgh	1
Clemson University	2	Norwich University	1	University of Michigan	16
Colby College	10	Nova Southeastern University	1	University of New Hampshire	4
Colgate University	6	Oberlin College	1	University of North Carolina at Chapel Hill	7
College of Charleston	1	Occidental College	1	University of Notre Dame	3
College of the Holy Cross	3	Pennsylvania State University, University Park	1	University of Oxford	1
College of William and Mary	4	Pomona College	1	University of Pennsylvania	7
Colorado College	7	Princeton University	10	University of Pittsburgh	1
Columbia University	21	Queen's University	3	University of Richmond	8
Concordia University - Montreal	2	Reed College	2	University of Southern California	5
Connecticut College	2	Rensselaer Polytechnic Institute	1	University of Southern Maine	1
Cornell University	11	Rhode Island School of Design	1	University of St. Andrews	7
Dartmouth College	19	Rice University	1	University of Texas, Austin	2
Davidson College	9	Rutgers University - New Brunswick	1	University of Vermont	2
Denison University	2	Sacred Heart University	2	University of Virginia	8
Duke University	6	Saint Michael's College	2	University of Washington	1
Eastman School of Music, University of Rochester	1	San Jose State University	1	Vanderbilt University	2
Elon University	1	Savannah College of Art and Design	1	Vassar College	1
Emory University	2	Scripps College	1	Villanova University	2
Fordham University	2	Sewanee: The University of the South	2	Virginia Military Institute	1
Fort Valley State University	1	Smith College	1	Wake Forest University	2
The George Washington University	6	Southern Methodist University	3	Washington and Lee University	4
Georgetown University	28	St. Lawrence University	3	Washington University in St. Louis	11
Georgia Institute of Technology	1	Stanford University	15	Wellesley College	9
Gettysburg College	1	State University of New York at Albany	2	Wesleyan University	7
Grinnell College	2	Stony Brook University	1	Whitman College	1
Hamilton College - NY	5	Swarthmore College	2	Williams College	13
Harvard University	18			Yale University	10
Haverford College	3				
Hobart and William Smith Colleges	1				
Howard University	1			TOTAL	556