



Chairperson of School Counseling: Ms. Sherril Lewis-Sholler
 Counselor: Karen M. D'Amour
 Assistant Principal: Paul F. Murphy
 Principal: Ms. Sharon M. Maguire

CEBB/ACT Code: 221315
 PH: 978-526-7641 FAX: 978-526-2044
 36 Lincoln Street, Manchester By the Sea, MA 01944
MANCHESTER ESSEX REGIONAL HIGH SCHOOL

GPA WEIGHTING INFORMATION

Grading System	AP	Honors	College Prep
A+ 98 – 100	6.0	5.5	4.5
A 93 – 97	5.6	5.2	4.2
A- 90 – 92	5.3	4.9	3.9
B+ 87 – 89	4.9	4.5	3.6
B 83 – 86	4.5	4.2	3.3
B- 80 – 82	4.1	3.8	2.9
C+ 77 – 79	3.8	3.5	2.6
C 73 – 76	3.4	3.1	2.3
C- 70 – 72	3.0	2.8	2.0
D+ 67 – 69	2.8	2.5	1.6
D 63 – 66	2.4	2.1	1.3
D- 60 – 62	2.0	1.8	1.0
F 0 – 59	0.0	0.0	0.0

Special Course Descriptions

- *Sixteen Advanced Placement Courses* are available in English Language and Literature, United States History, Psychology, Government, Calculus, Physics, Biology, Spanish Language and Literature, French Language and Literature (Language courses are two year sequences), Computer Science A and AB and Studio Art. All students who take AP courses are required to take the AP exams in May.
- *Interscholastic Debate* is offered through four courses at the high school. Courses are grade level based. All courses are on the Honors level only and require significant academic and extracurricular commitment from all participants. MERHS was recently recognized as one of the nation’s “top 100 schools” in speech and debate by the National Forensic League.
- *DECA* is a co-curricular opportunity offered in conjunction with our two-year marketing program. It is a national student organization with a focus on developing greater understanding and appreciation of marketing concepts. Juniors and Seniors qualify to compete at regional, state and national levels, developing leadership skills, professional attitudes, business competency, good citizenship and social growth.
- *Individualized Learning Programs* are available for those students who wish to pursue academic or career interests beyond what is offered through the traditional curriculum: teaching assistants are assigned to teachers 6 – 12 for one period a day to assist with planning, monitoring class activities and working with individuals and small groups; independent studies in a variety of courses are arranged between students and teachers...course syllabus is approved by the Principal; college courses may be awarded high school credit in place of or in addition to our core requirements; work study affords those students an early opportunity to explore career paths through daily apprenticeships, with up to 10 elective credits per year.
- *S.C.O.R.E....Senior Choice of Relevant Experience* is a five-week internship program which releases seniors from regular classes at the end of the senior year to explore possible career choices through full time, hands-on experience under the supervision of a mentor in the field. English and elective credits are earned to complete the year’s academic requirements. All projects are shared in written form and through oral presentations to the class and faculty.
- *Two Year Authentic Science Research Program . . . Grades 11-12 . . .* allows self-motivated students to pursue original and independent research under the mentorship of professional scientists and academics. It is a two-year sequence that offers a total of 10 high school credits and the potential for college credits. The culminating activity is submission of an individual research project to the national Intel Science Talent Search, which has been termed “the junior Nobel Prize.”

MANCHESTER ESSEX REGIONAL HIGH SCHOOL

Philosophy: Manchester Essex Regional High School believes that students should be provided with a broad liberal and practical education. We want our students to be independent young adults who value integrity as well as the joy of discovery. To accomplish this goal we require students to carry at least six courses, including a common core in English, Math, Science, and Social Studies. Students are encouraged to diversify their programs as much as possible around this core through an elective program. Finally, we ask our students to participate in at least one athletic and/or one extra-curricular activity and fulfill 40 hours of community service over a four-year period.

The School: Manchester Essex Regional High School is a comprehensive public school grades 9-12, housed in a shared facility with middle school, with an approximate enrollment of 484. The faculty totals 60 teachers. Manchester Essex Regional High School is accredited by the New England Association of Schools and Colleges.

2012 - 2013 PROFILE

POST SECONDARY PLANS: THE CLASS OF 2012

Pursuing higher education	90.4%
Four-year college or university	85.1%
Two-year college	5.3%
Military	0%
Other	9.6%

COLLEGE ADMISSIONS TESTING SCORES THROUGH 6/12: THE CLASS OF 2012

SAT I: 104 Students

Average Critical Reading - 569

Average Math - 584

Average Writing - 562

ACT: 29 Students	Average Score
English	24.2
Mathematics	25.0
Reading	24.8
Sci Reason	23.8
Composite	24.5

GRADUATION REQUIREMENTS

One hundred and ten credits are required to graduate. Twenty-five credits must be passed annually to advance to the next grade. Full year courses grant 5 credits; semester courses, 2.5 credits. Students must take the following:

Required Subjects		Credits
English	4 years	20
Mathematics	3 years	15
Science	3 years	15
Social Studies	3 years	15
Physical Education	2 semesters	5
Community Service	40 hours	

The remainder of the 110 credits may be taken in elective areas.

Students must successfully complete required state MCAS exams in English, Mathematics and Science to obtain a high school diploma.

ADVANCED PLACEMENT: 106 Students took 223 exams. 92% of the scores were 3 or higher.

MERHS offers open enrollment in all AP courses.

Grades of 5	64 (29%)
Grades of 4	84 (38%)
Grades of 3	56 (25%)

Exam:	total # of stdnts:	score	# of stdnts:	score	# of stdnts:	score	# of stdnts
*Eng Lang	20	5	8	4	7	3	5
*Eng Lit	20	5	5	4	7	3	8
*Comp Gov	15	5	6	4	3	3	5
*Psychology	24	5	10	4	10	3	2
*US Gov	14	5	2	4	3	3	9
*US Hist	42	5	10	4	19	3	8
*Calc AB	16	5	5	4	7	3	2
*Biology	8	5	3	4	2	3	1
*Chemistry	1	5	0	4	0	3	1
*Physics C	9	5	3	4	4	3	2
*French Lang	15	5	1	4	5	3	5
*Span Lang	14	5	3	4	5	3	4
*Span Lit	9	5	2	4	3	3	3

***College Board Advanced Placement
Curriculum offered at MERHS.**

GRADING POLICIES

- Rank in class is not provided.
- Students have the option to omit some electives from their GPA calculation, designated (G) on the transcript.
- Failing grades are entered on the transcript and included in the GPA, even when the course is repeated or taken in summer school.

See reverse side for GPA Weighting Table.



MANCHESTER ESSEX REGIONAL HIGH SCHOOL DEBATE & SPEECH TEAM

36 Lincoln Street ♦ Manchester-by-the-Sea, MA 01944 ♦ 978-526-4412

2012-2013 Transcript Addendum Debate Program Description

Interscholastic debate and speech is offered to students at Manchester Essex Regional High School through several courses: Introduction to Rhetoric and Debate, Lincoln-Douglas Debate, Public Forum Debate, Extemporaneous Speaking, and Original Oratory. These courses are offered on an honors level only, and require a significant academic and extracurricular commitment from all participants. All team members must be enrolled in one of the debate and speech courses.

The curriculum is divided into two strands. The first strand – building general argumentation and communication skills – includes studying techniques of debating, using research technologies, and writing persuasive essays/cases of considerable detail. Through use of JSTOR, EBSCOhost, and similar search engines, students become efficient consumers of academic peer-reviewed literature during the course. The second strand builds understanding of topic area specific content for each new national debate topic.

In addition to classroom assignments, all students participate in at least 12 of the 30-plus interscholastic tournaments that the team attends. Some top competitors attend all available tournaments: a remarkable commitment because tournaments are held on Saturdays and full weekends. All debate and speech students at Manchester Essex are members of the National Forensic League Speech and Debate Honor Society, and MERHS has been recognized as one of the league's 50 largest, most successful debate and speech schools in the country. Given the small enrollment at our school, this places us among the top handful of schools nationwide in number of member students and the frequency of their participation.

In interscholastic competition, Manchester Essex has achieved great success. Founded in 1971, the team gained national recognition for its debate and speech program by winning both the National Forensic League Policy debate championship (Cincinnati, OH) and the National Tournament of Champions (Lexington, KY) in 1987. In 1988, Manchester Essex's won the nationally noted Montgomery Bell Academy (Nashville, TN) Round Robin in Lincoln-Douglas debate. In 2002 Manchester Essex won the Harvard University national invitational tournament in Lincoln-Douglas debate. The 2005-2006 season resulted in championships at the Yale Invitational, The Glenbrooks (Chicago, IL), and the third national championship in the team's history with a victory in Public Forum debate at the National Tournament of Champions. In 2006, MERHS also finished sixth in the nation at the National Forensic League Championships in Public Forum Debate. In 2007-2008 the team qualified eight different students to attend the three foremost national debate championships and won a major tournament at Myers Park HS in Charlotte, NC. The team has consistently qualified to represent New England at the three national post-season tournaments (TOC, NCFL, and NFL), including qualifying seven students in 2011-2012.

Recently, the team has engaged in several projects beyond our normal competition season. In 1992 Manchester Essex represented the United States in the World Schools Debating Championships in London. In April of 2000, 16 Manchester Essex debaters traveled to Athens, Greece to participate in international parliamentary debate, and Manchester Essex won the tournament and the top speaker honors. Through the United Nations' *The People Speak* initiative, debate and speech students have sponsored a series of community forums including for the Manchester Women's Club and intergenerational debates with residents of the nearby Brooksby Village retirement community. Consistently recognized as one of the leading debate and speech programs in New England, Manchester Essex was coached from 1971-2005 by Timothy C. Averill, a member of the National Forensic League Hall of Fame and the 2005 NFL National Debate Coach of the Year. The current teaching and coaching staff include four social studies teachers, one of whom is an NFL Diamond Key Coach.

At Manchester Essex, debate and speech is far more than a "club activity." It is an opportunity for our students to learn and compete with some of the best high school students in the nation. Manchester Essex debaters have consistently had successful transitions to the academic rigors of the most selective public and private institutions of higher learning, finding that their debate and speech training has given them the self-confidence, skills, and knowledge to meet the challenges of life after high school.



More than 60 years ago, DECA organized around an ambitious goal: to improve education and career opportunities for students interested in careers in marketing, management and entrepreneurship. What began with a few hundred students in 17 states has grown to DECA chapters operate in over 4,500 high schools and 200 colleges across the U.S., Puerto Rico, Guam and Canada. Recently, chapters have started in Germany. With over 185,000 members, (172,000 high school and 13,000 college members) DECA has a significant impact on today's youth.

DECA (currently the Distributive Education Clubs of America, also known as Delta Epsilon Chi on the college level) is an international association of students and teachers of marketing, management and entrepreneurship in business, finance, hospitality, and marketing sales and service (DECA.org). It is one of ten organizations listed as Career and Technical Student Organizations by the United States Department of Education.

DECA is a business marketing, management, and entrepreneurship organization that strive to educate its members about general marketing, entrepreneurship, and general business strategies and decisions. DECA aims to prepare members for future careers in general marketing and business.

DECA's objective is to support the development of marketing and management skills in career areas such as hospitality, finance, sales and service, business administration and entrepreneurship. Programs and activities are tailored to the specific career interest of students and include technical skills, basic scholastic and communication skills, human relations and employability skills, and a strong emphasis on economics and free enterprise.

DECA provides recognition and leadership activities directly related to attainment of specific occupational and leadership skills. DECA's mission establishes clear criteria for its programs and activities.

The mission of DECA, Inc. is to enhance the co-curricular education of students with interest in marketing, management and entrepreneurship. DECA helps students to develop skills and competence for marketing careers, to build self-esteem, to experience leadership and to practice community service. DECA is committed to the advocacy of marketing education and the growth of business/education partnerships.

DECA is a nonpartisan, non-sectarian 501(c)(3) association of students, teachers, and administrators and is recognized and endorsed by all 50 state departments of education and the U.S. Department of Education.

The DECA Program at Manchester Essex Regional High School:

DECA is offered in conjunction with two courses: Marketing and Marketing Management. These courses run in junior and senior year respectively. Students must complete the courses sequentially and enrollment necessitates participation in the DECA events and competitions.

Within Massachusetts, Manchester Essex has been the top individual series qualifier for the International Career Development Conferences (ICDC) since 1988. MERHS teams have competed in Denver, San Jose, Salt Lake City, Orlando, Nashville, Anaheim, Dallas, Atlanta, and in 2010 will compete in Louisville, Kentucky. Ten Manchester Essex students have received recognition as International Champions, receiving first, second or third place at the annual ICD. In 2008/2009, five MERHS students were in the Top Twenty internationally while two went on for Top Ten international honors. Through their accomplishments, outstanding students receive scholarships, cash awards and other forms of recognition.

Competition Hierarchy:

1. Regional (in some areas, it's known as Area Competition or District Competition),
2. State Career Development Conference (SCDC) or Provincial Competition (Canada)
3. International Career Development Conference (ICDC)

Purposes and Rationale

The purposes of DECA's competitive events are:

1. to contribute to the development of skills necessary for careers in marketing, management, hospitality, finance
1. and entrepreneurship
2. to provide opportunities for student and team recognition
3. to provide constructive avenues for individual or team expression, initiative and creativity
4. to motivate students to assume responsibility for self-improvement and self-discipline
5. to provide a vehicle for students to demonstrate (via performance indicators) their acquired skills through individual
6. or team activities
7. to assist students in acquiring a realistic self-concept through individual or team activities
8. to help students participate in an environment of cooperation and competition
9. to provide visibility for the educational goals and objectives of marketing education

It should be emphasized that competitive events are only one of the many phases of the total DECA program of student activities and that DECA competitive events are only one of the strategies used in assisting students to develop the skills necessary to prepare for and advance in marketing, management, hospitality, finance and entrepreneurship careers.

DECA competitive events are congruent with sound educational practices and enhance educational purposes. Therefore, DECA competitive events are learning activities designed to evaluate students' development of essential skills necessary for entry or advancement in the fields of marketing, management, hospitality, finance, and entrepreneurship. The DECA Competency Based Competitive Events Program facilitates effective integration of DECA as an integral component of the total marketing education instructional program. Competitive events are designed to enable students to engage in activities that will extend their interests and skills and measure via performance indicators the degree to which skills have already been acquired.

Major Activities and Services

DECA offers a wide range of services and activities for its professional and student members. The services and activities are organized around the areas of conferences, publications, competitive events, leadership and classroom and chapter resources. Separate programs and activities are conducted for the high school and college division.

Manchester Essex Regional High School

Transcript Addendum 2012-2013 Authentic Science Research Description

Authentic Science Research is a 2 year sequence in which students who are passionate about science are taught the equivalent of a research methods course typically offered to college undergraduates. The seminar format requires that first year students choose an area of research that they wish to pursue, and continually become more expert in their field by reading countless scientific journals. ASR students have library privileges at MIT, Tufts University Library, and Gordon College Library, and have received orientation instruction from university library personnel.

Second year students (juniors) identify local scientists who are researching in their particular area of interest. After reading many scientific papers by a particular scientist, the student then contacts him/her to request a summer internship. This process is repeated until a mentor is located. Then, the mentor designs a series of readings that will help the student prepare for the summer work. Together, they design a series of readings that will help the student prepare for the summer work. Together, they design a project of original work for the student to complete in the summer. The classroom focus this year is on working through the difficult readings from primary sources, locating a mentor, and on science writing, using a college text "A Short Guide to Writing About Biology", by Pechenik.

The summer before senior year, the student spends full time in the lab, working not as a lab tech but as a junior researcher. This requires tremendous initiative, because the commute from Manchester to the Boston/Cambridge labs is at least one hour and a half each way. This past summer, MERHS had four students at MIT, one at the Harvard Smithsonian Center for Astrophysics, one at Boston University, and one at the Bureau of Commercial Fisheries.

Throughout the 2 years, our speaker series brings area scientists to the classroom, where students have additional exposure to a wide range of topics. More important than the content imparted, is the valuable opportunity to talk to the scientists about their work, their education and career pathways, and their side interests. Our students learn that scientists are just people like themselves, and feel honored that they give up valuable time to come to MERHS to speak with them.

The students gain many skills from this experience. They are part of a dynamic, busy lab in which they interact with lab personnel at all levels, learn protocols and safety, learn how to use state of the art technologies, and see firsthand the professionalism of the working world. Most of all, students report that they have life changing experiences as they find role models, and become enthralled with being part of a research milieu. For these students, it opens up a new world; for those that "have research in their blood", this first experience will fuel their zest to continue in research.

The senior year classroom focus is the writing of their research for the Intel Science Talent Search, also termed the "Junior Nobel Prize". Other research and writing competitions are entered, also. The small population of Authentic Science Research students at MERHS has had experiences that are usually open to select undergraduates only, and will use this advantage to further their passion for research.

2012-2013 Transcript Addendum Journalism Class Description

The journalism class is an honors level English elective for students in grades 9-12. Freshmen must be strongly recommended by their eighth-grade English teacher. Journalism is recognized as a rigorous class that allows students to hone their writing skills over the course of one year up to four years. Most students remain in the class until they graduate, and most experienced writers apply for positions as page editors.

Over the years, several journalism students have obtained paid internships at local newspapers, and many former students report that the skills and confidence they gained in journalism aided them in successful transitions to college and employment.

Students attend class every Monday night from 6:30 to 9 and produce *The Independent*, the monthly school newspaper. During layout night, which lasts for at least six hours, students copy edit articles and publish the paper, using Adobe Photoshop, Adobe Illustrator, and Quark.

The primary goal of the course is to develop students' skills as reporters and writers. Students also learn newspaper design and layout skills. In order to generate topics that inform and entertain the audience, students must think critically and creatively while communicating effectively with each other.

By using QUARK, Photoshop and Illustrator, students learn to package stories that are visually appealing. Page editors are responsible for assigning and editing articles, conferencing with writers, copy editing articles for layout, and then laying out one to two pages using QUARK. Staff photographers learn to select, crop, and size attention-grabbing photos for layout.

Students produce two to three articles a month, adhering to Associated Press Style. Because students are writing for publication, grading standards are stringent, with 10 points deducted for each spelling error. Students must meet weekly deadlines and revise each article at least twice for the instructor and for their copy editors. Because the class only meets once a week, students must be well organized and self-disciplined so that they can complete interviews and articles by deadline.

Additional assignments include weekly homework, which address proper journalistic style, interview skills, leads, headlines, research and use of sources, proper attribution, smooth transitions, and writing various types of articles such as features, news, reviews, opinions, and sports. Students choose a lesson to design and present to the class. Each lesson must include an in-class activity, homework, and a quiz. At the end of the year as an outside project, each student produces a final in-depth features article.

Students attend the annual New England Scholastic Press Conference at Boston University as well as the Suffolk University Greater Boston High School Newspaper Banquet. Students submit individual work and the newspaper as whole to various contests, including New England Scholastic Press, Suffolk University, Columbia Scholastic Press Association, and the Quill and Scroll Society. Recent awards include a Highest Achievement Ranking from New England Scholastic Press, a Silver Medal from Columbia Scholastic Press, First Place for Excellence in Editorial Writing from Suffolk University, and consecutive years of first runner-up and second runner-up in Excellence in News Writing from Suffolk University.

PDF copies of *The Independent* can be found online at www.merhs.mersd.org/PAGES/MERHS_INDEPENDENT. Current articles can also be found on the school's multimedia magazine, the MEMO, www.memo.mersd.org/category/the-independent.



Green Team / Green Scholars

Manchester Essex Regional School District

GREEN SCHOLARS 1.0 & 2.0

A Manchester Essex Green Team Initiative

Philosophy of Course: In the award-winning and academically rigorous Green Scholars Program, students serve as environmental apprentices with a community partner to address a local environmental need and to promote sustainable practices. The Green Scholars course architects firmly believe that students are inherently curious, creative, and willing to work collaboratively to solve problems. Green Scholars form genuine relationships while practicing problem-solving and systems thinking to craft innovative solutions to green challenges.

Description: The Green Scholars course at Manchester Essex High School is a unique program combining a range of dynamic educational practices, including project management, experiential education, service learning, and inquiry-based learning. This hands-on environmental sustainability course is designed to integrate STEAM content (Science, Technology, Engineering, Arts, Math), 21st-century skills, environmental literacy, and service-learning into a single program. Students take this elective course during an open block in their school day schedule and work with a teacher-Advisor to accomplish goals that are linked to the state frameworks with rigorous expectations and real world application. In this environmental literacy course, the Advisors guide students through a project management process that meets core competencies, defines project goals and objectives, identifies tasks and how goals will be achieved, quantifies the resources needed, and determines budgets and timelines for completion. This framework includes opportunities for self-assessment and corrective problem-solving, as well as peer and adult feedback. Students are assessed using detailed writing, presentation, environmental literacy, STEAM and 21st-century skills rubrics.

A unique feature of the program is This Week in Scholars (TWIS), a weekly student directed environmental awareness component where students engage in real-world environmental studies to further their growth and development. A successful student in this course would be very organized and successful at independent work. Some Scholar projects have been: wind power implementation, solar power implementation, Edible Schoolyard development, social media, BioFuel, green golf carts, and more.

The Green Scholars Program and individual Scholars are proud to have worn the following Awards: the GreenSchools Green Difference Award, the GreenSchools Green Program Award, the Secretary's Award for Excellence in Energy and Environmental Education, and the Presidential Environmental Youth Award.

