



# LINCOLN-SUDBURY REGIONAL HIGH SCHOOL 2018-19 School Profile

## Grading Guidelines

- A+ Extraordinary
- A 93 and above
- A- 90-92
- B+ 87-89
- B 83-86
- B- 80-82
- C+ 77-79
- C 73-76
- C- 70-72
- D- 67-69
- D 63-66
- D- 60-62
- F 59 and below

WP: Passing at the time of withdrawal

WF: Failing at the time of withdrawal

NC: No credit

P: Passing Grade

F: Failing Grade

## Co-Curricular Activities

Lincoln-Sudbury offers a wide array of opportunities, including 66 athletic teams, intramural sports, a drama organization, yearbook, literary journal, newspaper, and a great variety of clubs.

Opportunities for community service are plentiful. More than 85% of the students participate in co-curricular activities.

Class of 2018  
Postsecondary Plans  
375 Students

- 4-Year College 95%
- 2-Year College 3%
- College Prep <1%
- Employed 1%
- Other, Travel, etc <1%
- Military <1%



## The High School

Lincoln-Sudbury Regional High School is organized in a house system. Ninth, tenth, eleventh, and twelfth grade students are divided among four houses. Each house is staffed by an associate principal, school guidance counselors, a clinical counselor, and a house assistant. Additional services are provided through Special Education, and the office of curriculum/scheduling.

The school's Core Values - Fostering caring and cooperative relationships, respecting human differences, pursuing academic excellence and cultivating community - constitute the foundation of the operation of Lincoln-Sudbury Regional High School.



## The Communities

Lincoln and Sudbury, residential suburbs 17 miles west of Boston with populations of 6,973 and 18,274 respectively, have a long history of strong support for public education. Both communities and the regional high school participate in the Metropolitan Council For Educational Opportunity (METCO), a voluntary school integration program.



## Faculty

Of the 165 faculty members, 38 have Master's degrees plus 60 hours, 18 have Master's degrees plus 45 hours, 31 have Master's degrees plus 30 hours, 24 have Master's degrees plus 15 hours, and 44 have Master's degrees.



## Enrollment

Lincoln-Sudbury, a four-year public high school, enrolls 1,530 students in 2017-2018, including 370 seniors. The FY16 per pupil expenditure was \$21,883.



## Accreditation

New England Association of Schools and Colleges, Inc., and the Massachusetts Department of Education.

## Graduation Requirements

In order to earn a Lincoln-Sudbury Regional High School diploma, a student must accrue a minimum of 89 credits. Distribution of course credits must meet the following minimum requirements:

- English 4 years
- History 3 years
- World Language 2 years
- Mathematics 2 years
- Science 2 years
- Wellness 3 years
- Computer Technology 1 semester
- Arts 1 semester
- Community Service 15 hours

## Grade Point Average

A grade point average is computed for every student at the end of each semester. Grades used in computing averages are those from all courses in English, History, World Language, Mathematics, Science, and Computer Science. The average is determined by assigning numerical equivalents to letter grades as follows:

A+ 4.0	B+ 3.3	C+ 2.3	D+ 1.3	F 0
A 4.0	B 3.0	C 2.0	D 1.0	
A- 3.7	B- 2.7	C- 1.7	D- 0.7	

GPA is not weighted at Lincoln-Sudbury

## Advanced Placement Program

Advanced Placement Program® courses are offered in Biology, Calculus AB and BC, Chemistry, Computer Science Principles, Physics C:Mechanics, Statistics, Studio Art, and U.S. History. Below are the results of exams taken by LS students in 2017.

	LS Mean	MA Mean	Global Mean
Biology (26)	4.62	3.12	2.87
Calculus AB (59)	4.42	3.13	2.94
Calculus BC (57)	4.91	3.99	3.74
Chemistry (17)	4.06	3.12	2.79
English Literature & Comp* (12)	3.17	2.86	2.56
French* (3)	4.67	3.56	3.31
Physics C: Mechanics (61)	4.64	3.76	3.55
Psychology* (13)	3.85	3.28	3.14
Spanish Language and Culture* (8)	4.00	3.76	3.67
Statistics (49)	4.57	3.01	2.87
Studio Art 2D(6)	3.50	3.52	3.47
U.S. History (51)	4.10	3.17	2.66

(number of students who took the exam)

\*not offered as AP classes at LS

### Class of 2019 PSAT/NMSQT

Number of Juniors	187	Reading and Writing	604
Mean Score	1220	Math	616

### National Merit Scholarship Program

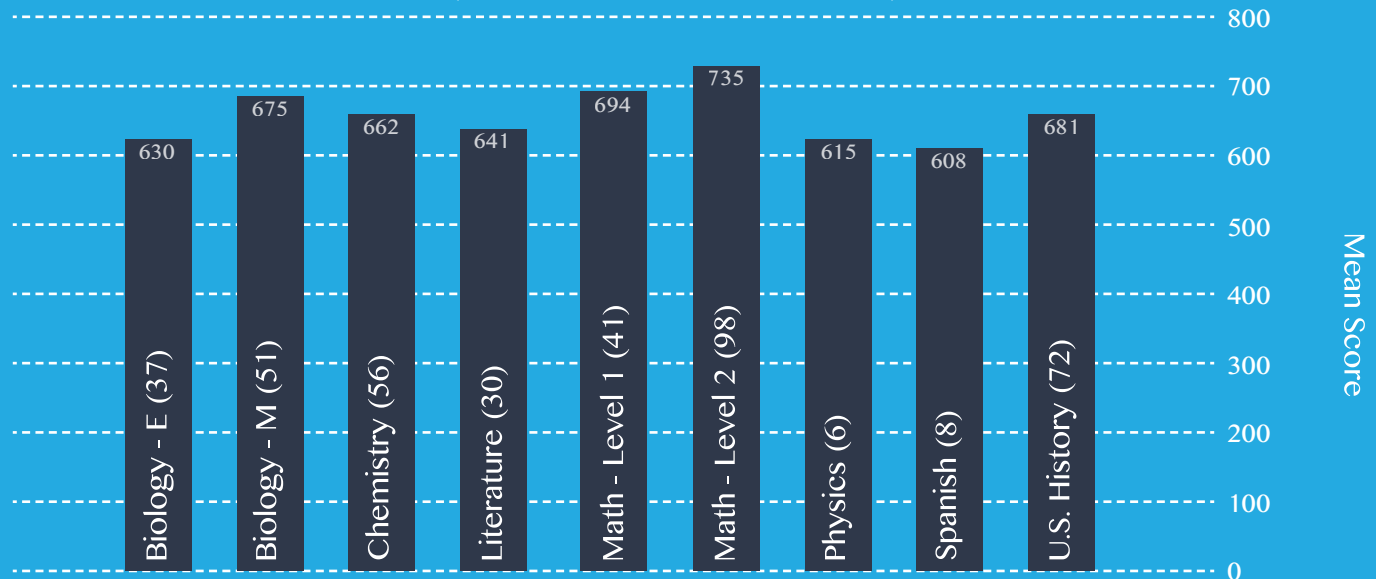
Semifinalists	5
Commendation	31

### College Admission Test Scores for 2018 Graduates

ACT		SAT Reasoning Test		
Number of Students	Mean	Number of Students	Mean Score	
317		310	1281	
English	27.7	Reading and Writing	634	
Math	27.8	Math	648	
Reading	27.4			
Science	26.4			
Composite Score	27.5			

### Class of 2018 SAT Subject Tests

(number of students who took the exam)



## Program Description

Lincoln-Sudbury Regional High School (L-S) is a rigorous and very competitive public high school with exceptionally high standards. We pride ourselves on the rigor of our curriculum and believe that all of our courses are academically challenging and prepare our students well for college. In keeping with our philosophy, we only offer eight Advanced Placement courses. We prefer that teachers have a high degree of autonomy to present meaningful curriculum that builds on fundamental skills, but is creative and adaptable in its delivery. Our math, science and world language courses are leveled and while our English and history courses are not, there are various courses in each department that are considered to be comparable in rigor to taking an AP or honors course.

Please refer to our Program of Studies for detailed course descriptions:  
[https://www.lsrhs.net/sites/info/files/2011/10/LSProgramofStudies201718\\_2.pdf](https://www.lsrhs.net/sites/info/files/2011/10/LSProgramofStudies201718_2.pdf)

### English

Students at Lincoln-Sudbury begin their four years of study in the English Department with Ninth Grade Composition and Literature, a year-long, heterogeneously grouped foundational course. Beyond the ninth grade year, the English Department is an elective program: that is, student interest is at the center of the course selection process. Thus, with guidance from their teacher and counselor, students select from a broad variety of courses, most of which are one-semester long.

All courses in the English Department have material that is rigorous and challenging in form, style and content. Teachers personalize instruction as much as possible and curricula are not standardized; thus, in every course, students expect an academic challenge relative to their own abilities and skills.

### Science

Our Science program is a multi-level core sequence of full-year courses in Earth Science, Biology, Chemistry, and Physics, for most students. All full-year Science courses and many semester courses involve a significant and richly-supported laboratory component. Our Elective program includes upper-level full-year courses (Anatomy and Physiology, AP Biology, AP Chemistry, AP Physics C: Mechanics), heterogeneously-grouped semester courses (Astronomy, Aquatic Biology, Environmental Science, Forensic Science, Infectious Disease). Many students participate in our elective program by using a double-enrollment option in 11th and/or 12th grade (in lieu of an elective course in another department).

### History

Students in ninth grade select either Modern World History or Modern European History, both of which are heterogeneously grouped. These offerings provide students with the reading, writing and analytical skills they will need in order to be a successful history student. Tenth graders select from a range of American History classes. Following these foundational courses, students select appropriately challenging electives in eleventh and twelfth grade based on their interests and teacher recommendations.

### World Language

The World Language Department at L-S offers students a full four year curriculum in five languages (French, German, Latin, Mandarin and Spanish). Courses include language immersion opportunities for students both in the classroom and beyond the classrooms through a variety of outreach, travel, and exchange programs.

### Computer Science

Courses are offered on an elective basis. Material ranges from introductory through advanced, and includes Advanced Placement Computer Science Principles.

### Wellness

The Wellness program is designed to provide students with a comprehensive health/fitness education through both required and elective course offerings. The curriculum challenges students to pursue a healthy lifestyle and personal growth in the areas of intellectual, social, physical and emotional well-being. Courses reflect a commitment to social skill development, understanding research based concepts, integration of technology and the expression of individuality.

### Global Scholar Program

The LS Global Scholar Program provides students with the skills, attitudes, and knowledge necessary to participate in an increasingly interdependent world. Through cultural, linguistic, and historical study coupled with a foreign travel and immersion experience, students acquire communication skills, content knowledge, and a global perspective and ability to appreciate cultural diversity and empathize with others. Refer to [lsrhs.net/sites/globalscholar/](https://www.lsrhs.net/sites/globalscholar/) for more information.

### Math

Mathematics Courses are offered on a sequential basis from Algebra I through Calculus. Courses are taught at different levels of rigor and all courses are college preparatory. Seniors select from a variety of courses including Calculus, Discrete Math, Statistics, Financial Literacy, and Problem-Solving. Advanced Placement Statistics, Advanced Placement Calculus AB, and Advanced Placement Calculus BC are offered.

### Fine, Applied & Technical Arts (FATA)

Courses are offered in visual arts, music, theater, media, and applied technology. Each of these disciplines offers classes at the introductory and advanced level. Students are provided with challenging and enriching experiences in the arts which are aligned with the school's mission and goals. They may explore a variety of disciplines or concentrate in one specific discipline. Opportunities for the student body and the community to experience the arts through academic instruction, performances, exhibitions, and workshops are provided throughout the year.

## Interpreting the Transcript

LSRHS has a unique approach to labeling courses on the transcript that gives each department freedom to create an academic program that serves a range of students. There may be courses on the transcript that do not appear on the following list. The counselor recommendation may provide more information about these courses.

### English

The material in the following courses is consistently challenging, and the class moves at a fast pace (\*full-year course):

American Literature 1600-1920  
 American Literature 1920-Present  
 The American Novel  
 Biblical and Classical Literature  
 Early British Literature  
 Modern British Literature  
 Expository Writing  
 Irish Literature  
 The Novel  
 Shakespeare I  
 Shakespeare II  
 Postcolonial Literature\*  
 The Russian Literary Imagination\*  
 The Western Literary Tradition\*

The material in the following courses is challenging, punctuated by accessible material, and the course moves at a fairly fast pace:

Analysis of Literature and Film  
 Creative Writing  
 Detective Fiction  
 Drama in Production  
 Literary NonFiction  
 The Making and Remaking of Race

The material in the following courses is accessible, punctuated by challenging material, and the course moves at a relatively measured pace:

Adolescents in Literature  
 American Voices  
 Heroes in Literature  
 Ideas in Drama

### World Language

The following courses are considered accelerated and include immersion:

French 2(1)      Spanish 2(1)  
 French 3(1)      Spanish 3(1)  
 French 4(1)      Spanish 4(1)  
 French 5(1) \*    Spanish 5(1) \*  
 German 3          Spanish 5(1)-  
 German 4 \*        Exploración Cultural \*  
 Latin 3 †  
 Latin 4 \* †

\* Senior Capstone courses  
 † These courses do not include immersion

The following courses are considering challenging, and include partial immersion:

French 1  
 French 2(2)  
 French 3(2)  
 French 4(2)  
 German 1  
 German 2  
 Latin 1 †  
 Latin 2 †

Mandarin 1  
 Mandarin 2  
 Spanish 1  
 Spanish 2(2)  
 Spanish 3(2)  
 Spanish 4(2)  
 Latin American Cinema

The following courses are considered to be foundational:

Applied Spanish 1  
 Applied Spanish 2  
 Applied German 1  
 Applied German 2  
 Applied French 1  
 Applied French 2

### History

The following courses are very challenging and the course materials reflect that degree of difficulty. The curriculum is presented at a relatively fast pace. Students are expected to be more independent in terms of reading and assignment completion.

AP United States History  
 20th Century American History  
 A History of Africa and its People  
 Ancient Civilizations  
 Asian Studies  
 Medieval European History  
 Philosophy and History in Western Europe  
 Russian History  
 World Crises in Historical Perspective

The following courses are challenging and the course materials include some that are difficult and others that are more accessible. The curriculum is presented at a moderate pace. Students are expected to complete readings and assignments, and teacher support is provided, as needed.

Modern American History  
 Dictators  
 Economics and Finance  
 Global Issues  
 Psychology  
 History of American Popular Culture in the 20th Century  
 History of Art: A Global Perspective  
 Law and American Society  
 Race, Power and Identity in U.S. History  
 Modern European History  
 Modern World History

The following courses are accessible with a variety of scaffolded materials which emphasize skills development. The curriculum is presented at a steady pace. Students are expected to complete readings and assignments with consistent teacher support.

9th Grade History Lab  
 Great Issues in United States History  
 Street Law  
 The World Today  
 Trends in 20th Century American History

## Math

“Accelerated Advanced” courses (previously known as Intensive) are designed for students who enjoy examining topics in mathematics more deeply and exploring non-routine, abstract and challenging math problems.

“Advanced” courses (previously known as Level 1) are designed for students who are able to learn new concepts and analyze complex multi-step problems with limited repetition and guidance.

Courses with no label (previously known as Level 2) are designed for students who are able to learn new concepts and reach an understanding of fundamental mathematical problems and relationships with repetition and guidance.

“Foundations” courses (previously known as Level 3) are designed for students who are able to learn new concepts with repetition and guidance from the teacher.

As an example:

Geometry - Accelerated Advanced    Geometry - Advanced    Geometry    Geometry - Foundations

## Computer Science

These courses are more advanced in nature and have prerequisites:

Java Programming    iOS Programming

This introductory course is more rigorous:

AP Computer Science Principles

These courses are introductory in nature and are accessible for most students:

Introduction to Programming    Web Publishing    Creative Computing    Game Programming    Exploring Web Comm.

## Science

“Accelerated” represents the highest level of challenge in first-year courses in Earth Science, Biology, and Chemistry. AP Physics C: Mechanics is a first-year course and is the highest level of challenge in Physics. These courses require learners to function independently at the highest level of comprehension, analysis, application, and synthesis. All of these courses use a college-level textbook.

“Level 1” courses are for students who are willing and able to take on a high degree of challenge and intellectual responsibility. Biology(1) and Chemistry(1) are considered “Honors” courses, while Earth Science (1) is considered “Enriched.”

“Level 2” and “Conceptual” courses cover a comprehensive college-preparatory curriculum.

Applied Earth Science, Applied Biology, and Practical Physical Science are offered at the Introductory/Foundations level.

NOTE:

Anatomy & Physiology is level 1.  
Semester Electives are unlevelled.

Consistent with MASCA/ASCA policy, the Lincoln-Sudbury Regional High School Counseling Department does not complete the secondary school reports used to evaluate students. The counselor statement and supporting documentation provides such pertinent information regarding each student.

Superintendent/Principal: Bella Wong

South House

Associate Principal: Peter Elenbaas  
Counselors: Dan Schuler and Laura Cole

East House

Associate Principal: Leslie Patterson  
Counselors: John Flynn and Nicole Frattaroli

North House

Associate Principal: Jason Medeiros  
Counselors: Colleen Demers and Nicole Kostra

West House

Associate Principal: Sandy Crawford  
Counselors: Francesca Ricker and Jong Kwan (JK) Park

Registrar: Donna Cakert

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