

NH Scholars Scoop

Twenty-Two School Districts Are Active in State Scholars

In 2007, New Hampshire launched this initiative in six pilot school districts.

In 2008, eleven districts were actively participating.

Now, as we begin 2010, twenty-two districts have signed on as State Scholar districts.

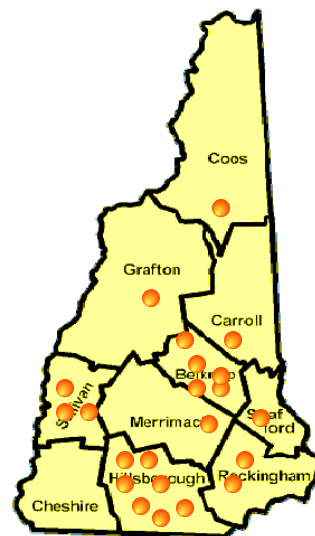
Momentum continues to grow and it is expected that forty districts will be participating by the end of the year.

One reason that superintendents are enamored by this project is that it is for all students. While it

recognizes the top tier students already completing this curriculum, the main focus is the mid-50% of the student body.

Raising expectations and performance with this group of students will have a dramatic impact on the school's overall performance.

Furthermore, over a period of time, the lower 25% of the student body will follow in their footsteps. Every student is challenged; every student has the opportunity to attain recognition.



There are 22 active New Hampshire Scholars districts, including 25 high schools.

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Diplomas with Distinction for Grads

New Hampshire high school seniors who complete the prescribed rigorous course of study, graduate with the honor of a New Hampshire Scholar.

NH Scholars wear a decorated gold medallion at graduation and receive a personalized congratulatory letter from the

president of the NH College & University Council. NH Scholars foil emblems are placed on their diplomas and indication is noted on their high school transcript.

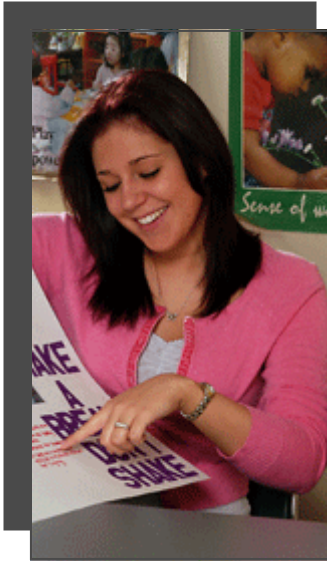
Now, school districts have the ability to recognize NH Scholars further, by awarding seniors with a standard diploma with

distinction. A diploma with distinction signifies academic excellence.

School districts are encouraged to offer diplomas with distinction to New Hampshire Scholars beginning this June 2010.

Resources on the web in New Hampshire

- www.NHscholars.org
- www.VisitNHcolleges.org
- www.internsnh.com
- www.nhcuc.org
- www.compactNH.org
- www.NHfuture.org
- www.partnersineducation.com
- www.NHtransfer.org
- www.nhheaf.org
- www.makingitcount.com/educators
- www.vlacs.org (Virtual HS)
- www.ed.state.nh.us/i4see



Remediation in College

Students require remedial courses if they are not prepared for college-level work. Students are not college-ready if they choose a soft high school curriculum.

According to the study: "Paying Double – Inadequate High Schools and Community College Remediation," New Hampshire's economy loses **\$8 million** annually as a result of remediation.

Taxpayers pay for a lax high school curricula and community college remediation courses.

The Community College System of New Hampshire indicates that **70-80 percent** of their students require remedial courses.

We also know that 40 percent of all students nationally will take at least one remedial course in college.

One of New Hampshire's solutions to this problem

is to encourage students to take more rigorous courses. A rigorous core course of study, like that prescribed by the NH Scholars Initiative, will prepare students for college-level work. A student completing the NH Scholars course of study will not require college remedial classes.

This results in students paying less money for college courses and completing their degree sooner.

86% of New Hampshire Scholars' 2009 graduates are enrolled in college

57% of them at a New Hampshire institution

86% of Scholars Enroll in College

Research has shown that a powerful predictor of whether high school students will graduate and earn a college degree is the **rigor of the high school curriculum** they complete. (Achieve, American Diploma Project)

Furthermore, according

to the U.S. Department of Education, 40 percent of students who take algebra II earn a bachelor's degree, compared with 23 percent of those who stop with geometry.

According to the National Clearinghouse, **eighty-six percent (86%)** of the 2009 NH Scholars gradu-

ates enrolled immediately in college, with fifty-seven percent (57%) enrolling in a New Hampshire institution.

The 86% mark equals the 2008 figure, however three hundred more seniors graduated as NH Scholars in 2009 (443 up from 143 in '08).



Schools Ask for Community Support

Each Champion receives this Custom Gold Cloisonne Lapel Pin to wear during school visits representing themselves as a NH Scholar Champion.

Over 150 business partners are available to mentor students.

We look to strengthen connections in all twenty-two school districts.

Interested in working with students in some capacity? To volunteer, visit

www.nhscholars.org/NHScholarsChampions.cfm

Here you can indicate your interest, view upcoming events and help schools find you.

Everyone interested should register here to ensure you are listed in our online directory.

Education is a community undertaking!



Social Media Hits NH Scholars

Facebook is a social networking website that is operated and privately owned by Facebook, Inc. Users can join networks organized by city, workplace, and school or college.

Stay connected with the latest New Hampshire Scholars trends and updates on Facebook.

Sign up for an account to be a fan of the NH Scholars page or simply Google

“Facebook NH Scholars”

Click on the image to the right to be sent directly to the site.



[Become a fan of NH Scholars on Facebook](#)

Manchester Monarchs Offer Fundraising Opportunities

The Monarchs offer three unique opportunities to New Hampshire Scholars students, families and educators.

Celebration of Education
Sunday, March 7, 2010
Each educator receives a free ticket to the 3pm game at the Verizon Wireless Arena in Manchester

Sport Marketing Day
Friday, March 19, 2010
11am-1pm
Learn from industry professionals; get a behind the scenes look at sales, media, marketing and community relations. \$10 for the workshops and get a free ticket to that night's 7:30pm Monarchs Hockey game

Pucks for Bucks Program
This no risk program is fun, easy and a great way to raise funds for student incentives or rewards. Simply pick a home game, reserve 100+ seats, sell tickets, and raise cash.

Contact Jon Mermer, 626-7825 x6115 for more info on these programs



**Manchester Monarchs
Celebration
of
Education**

Evidence that Rigor Translates to Success

Why take Foreign Language courses?

Research shows that students will exhibit an overall higher academic performance, higher ACT scores (reading and math) and higher verbal SAT scores. The more years of a language = higher scores; correlation of higher per-

formance in college (*Classical Outlook* “High School Foreign Language Study and College Academic Performance.”)

Why Physics? (or at least a rigorous lab-based equivalent)

Strong correlation among students completing 3

years in core lab sciences with baccalaureate attainment; Students taking physics have higher science proficiency than those only taking biology and chemistry. (Cliff Adelman, “Answers in the Toolbox: Academic Intensity and bachelor’s Degree Attainment”)



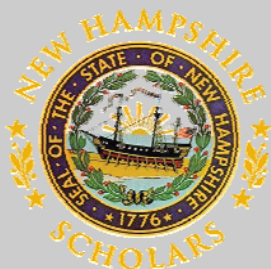


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College Ready, Work Ready, Ready for Life.



NEW HAMPSHIRE
COLLEGE
UNIVERSITY
COUNCIL
COMMITMENT THROUGH
COLLABORATION

New Hampshire Scholars is part of the State Scholars Initiative, a national program that brings business leaders into the classroom to motivate students, beginning in Grade 8, to complete a rigorous course of study in high school—one that will give them a boost in college and careers. New Hampshire Scholars encourages and motivates **ALL** high school students to complete a rigorous course of study that prepares them for college and career.



This is a Federal grant-funded program developed and administered through a partnership between the New Hampshire College and University Council, Campus Compact for New Hampshire, the New Hampshire Forum on the Future, the New Hampshire Department of Education and the National State Scholars Initiative Network (WICHE).

Visit www.NHscholars.org for more information.

Click on the "Resources" tab for archived newsletters.

Report: Tougher Classes Trump Grades in College Admissions

By Debra Viadero, January 22, 2010, www.edweek.org

When my daughter was getting ready to apply to colleges a few years ago, I attended one of those advice sessions for parents that was organized by our local high school. The guest speaker was an admissions officer from a private college. One of the parents at the session asked him: "Is it better for my child to take higher-level courses and get B's or take easier courses and get straight A's?"

His answer wasn't much help. "Well," he said, "obviously the best thing would be to take the harder courses and get A's." Well, yeah, in a perfect world. But, for many students, the choice really does come down to perfect grades vs. tougher courses.

Now comes a [new study](#) that actually

does answer that parent's question. Researchers at the [Center for Public Education](#), which is a resource center housed at the National School Boards Association, drew on national data to figure out what kinds of credentials students need to get into a college that is considered to be "competitive" by the Barron's Profile of American Colleges. What they found was that taking higher-level courses is more important than getting perfect grades.

Take an average student who scores a 21 on the ACT, has completed trigonometry and chemistry, and earned a 3.12 grade-point average. If, instead of stopping at trigonometry, that student had gone on to complete precalculus, his or her chances of getting into a

competitive school would rise from 75 percent to 79 percent.

Lower-achieving applicants who complete trigonometry rather than stopping at Algebra II could boost their admission chances from 52 to 57 percent. That's better odds than if those students simply had a 3.0 average in the lower-level courses, according to the report.

Unfortunately, minority students and students from low-income families tend to take fewer of those higher-level courses than white students do. But, minority students who take the same courses, earn the same grades, and score the same on their college-entrance exams as their white peers do have just as good a chance of getting into college, the report concludes.