ACADEMIC PROFILE 2019-2020

The School
Chapel Hill-Chauncy Hall School (CH-CH) is a college preparatory, day and boarding school for grades 9-12, located ten miles from Boston in Waltham, Massachusetts. Our faculty, over 70% of whom have advanced degrees, offer instruction tailored to individual learning styles and strengths, empowering our students to achieve their potential. Our multiple intelligences approach to teaching and learning both values and addresses the different ways students learn. With an average class size of 10 students and a total student enrollment of fewer than two hundred, CH-CH provides a stimulating curriculum, including honors and AP courses, which challenges our students with support seamlessly integrated into the classes and culture of the School. Diversity thrives in a social climate of inclusivity. A dynamic mix of day and boarding students energizes our campus and creates opportunities for students to engage with each other in the arts, athletics, campus activities and community service. All our students are accepted to college or university with an emphasis on finding the best fit for their ambitions and interests, and our alumni describe their experience at CH-CH as truly transformational. CH-CH is fully accredited by the New England Association of Schools and Colleges.

History
CH-CH has a rich history derived from the merging of three schools: Chapel Hill, an all-girls school dating back to 1860, Chauncy Hall, an all-boys school founded in 1828, and The Huntington School, which joined in 1974. To this day, CH-CH maintains its strengths in humanities and the arts, inherited from Chapel Hill, and its strengths in math and science, inherited from Chauncy Hall. Small class size, respect for the individual student, and a nurturing environment are traits that CH-CH proudly maintains as part of its identity today.

Academics
The academic program is designed both to challenge and support each student. Introductory level courses provide students with a strong foundation in a variety of disciplines so that they may develop the skills necessary as juniors and seniors to pursue more advanced study in a challenging program of electives. When evaluating students, the faculty emphasizes understanding through multiple types of assessment. Students routinely undertake research projects and oral presentations. In addition, the academic program encourages students to gain an understanding of the process by which they learn, the ability to advocate for themselves, and a greater self-confidence as independent learners and thinkers.

Academic Integrity
CH-CH recognizes academic honesty as a defining value that permits students and faculty to pursue knowledge with freedom, creativity, and mutual trust. An uncompromising commitment to academic honesty sustains the integrity of our intellectual community and fosters moral behavior among its individuals. Upholding the principles of academic honesty is essential not only for protecting the community from the harm that their violation can cause, but also for creating an environment in which original scholarship can flourish and individuals can experience pride and satisfaction as they learn.

Daily Schedule and School Year Calendar
CH-CH students follow a unique schedule to allow for extended learning periods in which full credit courses meet for 75 minutes three times per week. The academic year is divided into trimesters ending in November, March, and June. Students’ grade point averages (GPA) are recalculated at the end of each trimester.

Community and Diversity
CH-CH prides itself in providing students, parents, faculty, and staff with an environment of acceptance and respect for differences, including those of culture, ethnicity, religion, philosophy, and sexuality. CH-CH students come from New England, Asia, Europe, Latin America, and Africa; the school community celebrates its cultural and ethnic diversity. CH-CH is among the nation’s first schools to join a new national campaign to mobilize middle and high schools to prepare young people to be constructive community members and citizens who create a better world. Led by Harvard’s Making Caring Common project, the Caring Schools #CommonGood campaign aims to motivate schools to take action to help mend our country’s fractures and strengthen democracy.

Faculty
- 37 teaching faculty
- 2 PhD’s, 21 Master’s degrees
- 5:1 student to teacher ratio
- Average number of years teaching: 10
- Average number of years at CH-CH: 7

Students
- 2019-2020 enrollment: 170
- Class of 2020: 42
- International students: 32
- Boarding students: 66
- 10 countries represented
- 8 states represented
Honors, Advanced, AP Courses, Independent Study, Teaching Assistantships
CH-CH strives to provide its students with a strong foundation in reading, writing, thinking, speaking, using proper study skills, and demonstrating knowledge of content in their first two years of high school. The next goal of the CH-CH curriculum is to provide students with a variety of choices so that they may identify their own particular affinities and talents and pursue courses of their choice at the honors, advanced, or AP level. Students also may design an individualized, year-long project for credit under the advisement of a faculty member, or serve as a Teaching Assistant in a discipline where they have demonstrated both aptitude and interest.

Research Requirements
CH-CH maintains a belief that students should learn and employ effective research skills and should be able to prepare and execute presentations in a variety of disciplines as part of a rigorous college preparatory curriculum. To this end, all CH-CH students enrolled in a history class will write a research paper, and all students enrolled in a science class will participate in the annual Science Expo.

Senior Requirements
Senior Capstone: In order to graduate, each senior must demonstrate competence and independence in writing, research, and public speaking. Therefore, all seniors complete a culminating composition in English, a research project in either history or science, and a presentation to the community. Community Service: Each senior will be required to complete 15 hours of community service work in order to graduate. The senior class will work together on legacy projects, but seniors will also be encouraged to develop their own commitments to organizations and programs in need.

Civic Voice Portfolios
During the 2019-2020 school year, seniors holding leadership positions in the student government will submit Civic Voice Portfolios as an alternative to the community service portion of the Senior Capstone. The goal of this program is to encourage students to think critically about community — whether at school, in hometowns, or across the globe — and to help them find their voices as citizens and recognize their potential to act for the common good. Each student leader is expected not just to run for office but to commit to imagining how he or she can participate in defining the school and the larger community. By the year’s end, student leaders will have recorded their ideas and reflected on their efforts in electronic portfolios.

Grading Scale and GPA Equivalencies

**English**
- The Discovery of Self
- Critical Reading and Writing
- American Literature (Honors)
- AP English Literature
- Comix, Culture, and Composition
- Literature and Film
- Literature and Social Justice

**Math**
- Algebra I
- Geometry
- Algebra II (with Trigonometry, Honors)
- Pre-Calculus (Honors)
- Calculus
- AP Calculus
- Calculus II
- Advanced Topics in Mathematics
- Applied Mathematics and Engineering
- Statistical Analysis and Presentation

**Science**
- Physical Science and Engineering
- Bio-Chemistry I, II
- Advanced Chemistry
- Advanced Physics
- Anatomy and Physiology
- AP Environmental Science
- Astronomy

**History and Social Studies**
- Foundations: World Civilizations I
- Western Hegemony: World Civilizations II
- United States History (Honors)
- AP U.S. Government and Politics
- Art History, Theory, and Criticism
- Criminal Justice
- Psychology of the Adolescent
- Warmongers and Peacemakers

**Performing Arts**
- Chamber Ensemble
- Guitar
- Introduction to Theater Practices
- Piano
- Vocal Ensemble

**World Languages**
- French I, II, III (Honors III)
- Mandarin I, II, III, IV
- Spanish I, II, III (Honors III)
- Advanced French Studies
- Advanced Spanish Studies

**Skills and Academic Support (SAS)**
- Ninth Grade SAS
- Tenth Grade SAS
- Eleventh and Twelfth Grade SAS
- English Language Learner Workshop

**Graduation Requirements**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Credits</th>
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<tbody>
<tr>
<td>English</td>
<td>4</td>
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<tr>
<td>History and Social Studies</td>
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</tr>
<tr>
<td>Math</td>
<td>3</td>
</tr>
<tr>
<td>Science</td>
<td>3</td>
</tr>
<tr>
<td>World Languages</td>
<td>2</td>
</tr>
<tr>
<td>Visual and Performing Arts</td>
<td>2</td>
</tr>
</tbody>
</table>

* English required each year
* US History required in the junior year
* Senior Capstone
* Community Service or Civic Voice Portfolio
* 20 Total Credits

**Grading Scale and GPA Equivalencies**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>GPA</th>
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<tbody>
<tr>
<td>A+</td>
<td>97-100</td>
<td>4.3</td>
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<tr>
<td>A</td>
<td>93-96</td>
<td>4.0</td>
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<tr>
<td>A-</td>
<td>90-92</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>83-86</td>
<td>3.0</td>
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<tr>
<td>B-</td>
<td>80-82</td>
<td>2.7</td>
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<tr>
<td>C+</td>
<td>77-79</td>
<td>2.3</td>
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<tr>
<td>C</td>
<td>73-76</td>
<td>2.0</td>
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<tr>
<td>C-</td>
<td>70-72</td>
<td>1.7</td>
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<tr>
<td>D+</td>
<td>67-69</td>
<td>1.3</td>
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<tr>
<td>D</td>
<td>63-66</td>
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<td>D-</td>
<td>60-62</td>
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<tr>
<td>F</td>
<td>0-59</td>
<td>0.0</td>
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Grading Policies and Mastery Learning
Students must earn 20 credits to graduate. Honors and advanced courses are not weighted. AP courses carry an additional weight of .333. The minimum passing grade is a D-. GPA includes only courses taken at CH-CH. Fine Arts are not included in the GPA except for AP Studio Art. CH-CH does not calculate class rank. We are part of the Mastery Transcript Consortium, a "growing network of public and private high schools who are codesigning the Mastery Transcript, a high school transcript that supports mastery learning and reflects the unique skills, strengths, and interests of each learner. In the coming years, the MTC hopes to change the way students prepare for college, career, and life." © 2019 Mastery Transcript Consortium” (MTC).

Honor Roll
The honor roll is published every trimester and recognizes the achievements of those students with GPAs of 3.0 and above and no grades lower than a C-. All major courses with letter grades are weighted equally in the computation of the honor roll. The high honor roll recognizes those students whose GPAs for the marking period are 3.6 or above with no grade lower than a C-.

National Honor Society
Chapel Hill-Chauncy Hall School maintains an active chapter of the National Honor Society. The purpose of this organization, founded in 1921, is to recognize the academic achievement, leadership, and service of secondary school students. Sophomores and juniors who have been at CH-CH for a minimum of five trimesters and who have a minimum cumulative GPA of 3.3 while at the school are eligible to apply for membership in the NHS. CH-CH places particular emphasis on the student’s dedication to community service when selecting its NHS members. As students who have been recognized for their achievements, members of the NHS bear a special responsibility and pledge to uphold the values of the society.

English Language Learner Program
All international students take a full schedule of integrated classes with native-English speakers. Many will enrolled in English Language Learner Workshop, a full-year, credit-bearing course taught by a trained ELL instructor where students strengthen their active reading skills, research techniques, written expression, vocabulary, and class discussion. The course is designed to maximize learning by emphasizing process, communication, and interactive strategies in the classroom. Students also receive support in time management, planning, and prioritizing as they adapt to the culture of CH-CH. These students may elect to be graded on a pass/fail basis for those classes that are challenging due to their particular language demands for their first trimester at the school.

Support and Academic Skills Program
The mission of the Support and Academic Skills Program (SAS) is to help students become independent learners who are aware of their learning styles and who can advocate appropriately for their educational needs. Students at any grade level may enroll in SAS classes. The SAS Program works with students, parents, and teaching staff to help each student maximize their success in college preparatory classes. Activities in the SAS may include homework previews, instructional support in a specific subject, organizational assistance in time management strategies, and test preparation. Enrollment in SAS is by recommendation of the Director of Skills and Academic Support and/or the Grade Level Team.

SAT Scores (including ELL students)

<table>
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<tr>
<th>Class of 2019</th>
<th>Middle 50% Range</th>
<th>Mean</th>
<th>Total Students Tested</th>
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</thead>
<tbody>
<tr>
<td>Evidence Based Reading and Writing</td>
<td>470-640</td>
<td>559</td>
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<tr>
<td>Math</td>
<td>480-680</td>
<td>580</td>
<td></td>
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<tr>
<td>Total</td>
<td>1030-1310</td>
<td>1139</td>
<td>29</td>
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</table>

ACT Scores (including ELL students)

<table>
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<tr>
<th>Class of 2017-2019</th>
<th>Middle 50% Range</th>
<th>Mean</th>
<th>Total Students Tested</th>
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<tbody>
<tr>
<td>English</td>
<td>19-28</td>
<td>23</td>
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<tr>
<td>Math</td>
<td>17-26</td>
<td>21</td>
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</tr>
<tr>
<td>Reading</td>
<td>20-30</td>
<td>25</td>
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<tr>
<td>Scientific Reasoning</td>
<td>17-26</td>
<td>23</td>
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<tr>
<td>Composite</td>
<td>19-27</td>
<td>23</td>
<td>49</td>
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GPA Distribution for Class of 2018 and Class of 2019

![GPA Distribution Chart]
### MATRICULATIONS 2015-2019

<table>
<thead>
<tr>
<th>Institution</th>
<th>Acceptances</th>
</tr>
</thead>
<tbody>
<tr>
<td>American University</td>
<td>College of the Holy Cross (5)</td>
</tr>
<tr>
<td>The American University of Paris</td>
<td>University of Illinois-Urbana Champaign (2)</td>
</tr>
<tr>
<td>Amherst College</td>
<td>Ithaca College (3)</td>
</tr>
<tr>
<td>University of Arizona (2)</td>
<td>Johnson and Wales University</td>
</tr>
<tr>
<td>Assumption College</td>
<td>Keene State College</td>
</tr>
<tr>
<td>Becker College</td>
<td>Kettering University</td>
</tr>
<tr>
<td>Bennington College</td>
<td>Lasell College (3)</td>
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<tr>
<td>Bentley University (3)</td>
<td>Lehigh University</td>
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<tr>
<td>Boston College (7)</td>
<td>Lesley University (3)</td>
</tr>
<tr>
<td>Bowdoin College</td>
<td>Lewis and Clark College</td>
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<tr>
<td>Brandeis University (2)</td>
<td>Loyola University, Maryland</td>
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<tr>
<td>Bridgewater State University</td>
<td>Loyola University, New Orleans</td>
</tr>
<tr>
<td>Bryant University (3)</td>
<td>Lynn University</td>
</tr>
<tr>
<td>University of California, Davis</td>
<td>University of Maine (4)</td>
</tr>
<tr>
<td>University of California, Irvine (2)</td>
<td>Marist College</td>
</tr>
<tr>
<td>Cape Cod Community College</td>
<td>University of Maryland, College Park</td>
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<tr>
<td>Champlain College</td>
<td>Massachusetts Bay Community College</td>
</tr>
<tr>
<td>Clark University (8)</td>
<td>University of Massachusetts, Amherst (4)</td>
</tr>
<tr>
<td>Colby-Sawyer College (2)</td>
<td>University of Massachusetts, Boston (2)</td>
</tr>
<tr>
<td>University of Colorado at Boulder</td>
<td>McDaniel College</td>
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<tr>
<td>Columbia College Chicago (2)</td>
<td>Merrimack College (3)</td>
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<tr>
<td>Connecticut College (2)</td>
<td>University of Michigan (2)</td>
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<tr>
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<td>Muhlenberg College</td>
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<td>Curry College (2)</td>
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<tr>
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<td>New York University (3)</td>
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<tr>
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<td>Northern Vermont University</td>
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<tr>
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<tr>
<td>Eckerd College (2)</td>
<td>University of Oregon</td>
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<tr>
<td>Emmanuel College</td>
<td>Pace University (2)</td>
</tr>
<tr>
<td>Endicott College (2)</td>
<td>Pennsylvania State University</td>
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<tr>
<td>Fordham University</td>
<td>Purdue University</td>
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<tr>
<td>Franklin and Marshall College (3)</td>
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<tr>
<td>The George Washington University (3)</td>
<td>Quinnipiac University (3)</td>
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<tr>
<td>Hampshire College (2)</td>
<td>Regis College (3)</td>
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<td>University of Hartford (4)</td>
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<td>Hobart and William Smith Colleges (2)</td>
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<td>Roger Williams University (3)</td>
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<tr>
<td>Sacred Heart University (3)</td>
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<tr>
<td>School of Visual Arts</td>
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<tr>
<td>Skidmore College (3)</td>
<td></td>
</tr>
<tr>
<td>Smith College</td>
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<tr>
<td>University of South Florida (2)</td>
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<td>St. John’s University</td>
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<tr>
<td>SUNY College at Brockport</td>
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<td>SUNY College at Oneonta</td>
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<td>Swarthmore College</td>
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<tr>
<td>Syracuse University (3)</td>
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<tr>
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<td>Tufts University</td>
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<td>Union College (3)</td>
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<td>Valencia College</td>
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<td>Vassar College</td>
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<td>University of Vermont (3)</td>
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<td>Virginia Tech</td>
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<td>Westfield State University (2)</td>
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<td>Wheaton College MA (8)</td>
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<tr>
<td>Whitworth University</td>
<td></td>
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<tr>
<td>Worcester Polytechnic Institute (2)</td>
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### OTHER RECENT ACCEPTANCES

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<th>Institution</th>
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<tr>
<td>Babson College</td>
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<td>Gettysburg College</td>
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*Chapel Hill - Chauncy Hall School is a member of NACAC and NEACAC and endorses the NACAC Statement of Principles of Good Practice*