



Bayport Blue Point UFSD
Counseling Center Newsletter
December 2009 Edition

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Dear Community,

As we enter the busiest time of year for many families, we ask you take time to discuss you child's curriculum options for next year. Spending extra time with them over the winter break or on a vacation is an excellent time to informally start a conversation on this matter.

So, where do you begin. We would suggest that you start with reviewing your child's performance over the past year. Consider the grades he/she has received and the amount of time and effort put forth in achieving those grades. Of course, if your child has stressed over many assignments, look closely at the level of the courses he/ she are enrolled to ascertain that their abilities match that of what is required by the class. Remember that AP, Honors or Accelerated courses are demanding courses so effort is a big part of success. Do not confuse ability with effort. If your child has the ability then they should be in higher level courses.

Depending on the year your child is in school, we would closely look at the electives that support your child's future goals or interests. Now is the time to experiment with various curriculums to reinforce one's chosen fields of study. Elective offerings can be a great beginning in choosing a future college major or occupation. It will probably not be the deciding factor but it will introduce some area that may catch your child's interest and off they go. This chance is worth taking. Of course, after that is all said and done, you should review the Course Offerings Booklet area to reaffirm your child's course selections.

We hope to start scheduling students for next year's classes on February 1, 2010, so now is the time to start this long term assignment.

Of course, contact your counselor with any concerns or questions.

Remember the early bird catches the worms.

Counseling Center

Scheduling Letter

Dear Parent/Guardian:

It is hard to believe that we are in the process of planning for the next academic school year, 2010-2011. As we look forward to enhance your child's education with new and innovative courses, we want to share our philosophy for all children attending Bayport-Blue Point High School.

It is our philosophy, to form a partnership with you, which we believe will not only ensure that *your child is successful at the high school level, but will prepare them for the next phase of their life. Whether it be to enter the world of work or move on to college, this partnership is essential for your child's future success.*

With this in mind, we have included in the course catalog some important factors that you and your child should keep in mind during the scheduling process. It is our intention to maintain our philosophy by challenging your children to ***be all they are capable of being.***

The courses offered in the 2010-2011 Course Offerings Guide are offered on a tentative basis. Please keep in mind that courses may not be offered if substantial enrollment is not obtained. The decision to drop a course from the master schedule will be determined at various phases of the master scheduling development. Therefore, it is essential for your child to choose alternate elective courses (3) along with their courses required for graduation. ***Each student will be guaranteed courses that they will need for graduation.***

We hope that notifying you of what is contained in this catalog will ensure that you and your child will make sound course selections for their futures. Please feel free to contact the BBP High School Counseling Center with any questions.

Sincerely,

Timothy P. Hearney, Ed.D.

Principal

Scheduling Timetable

January 2010

Counselors will conduct a scheduling orientation to all students, grades 9-11. The Course Offerings Guide will be distributed at this time.

*February 2010**

The Counselors will meet with students (and parents as needed) to select courses for the 2010-2011 year. The Counselors will finalize course selections with students. High School Counselor's will conduct a scheduling orientation with 8th students. 8th Grade students will meet with their counselor to develop a schedule for 9th Grade courses.

March 2010

Course selections will be sent home to parents and students.

April/May 2010

The Counselors will resolve scheduling conflicts with students.

June 2010

All scheduling decisions are considered final at this point. Students will receive preliminary schedules for the 2010-2011 school year.

July/August 2010

The administration reserves the right to make master scheduling changes due to staffing or financial constraints. Those students affected will be notified and be given course options.

** The course selections chosen in January/February will be you child's program for the next school year. Schedule changes will be made in September only if:*

- *a clerical error was made when entering the schedule.*
- *a student failed to meet the prerequisite for course placement in an advanced course*
- *a student fails to attend summer school (students who fail a graduation requirement are urged to attend summer school. Doubling up in English, Social Studies or Physical Education is not offered. Failure to attend summer school will affect the student graduation date).*

Policies changes for AY 2010-11

Withdrawal/fail-W/F-W/P

It is expected that any student enrolling in a course will remain for its duration. There are exceptions, but even in these instances a student will not be allowed to drop a course after five weeks. A student wishing to drop a course must consult with parents, counselor, teacher and the Principal (or his/her designee). To ensure that all have been part of the decision making process, the student will utilize a Drop Course Form. This form is obtained from the Counseling Center and must be signed by the parent, teacher, Department Chairperson and the Counselor. The Principal has reserved the right to overturn requests to drop a course. The decision to note a withdrawal/fail-W/F will be based on the student's academic performance in class. No student is dropped from class until official notification is received from the Counseling Center or the Principal's office. The student's request to drop a class or change a program is merely a request and not official until all parties have followed the necessary step outlined on the Drop Course Form.

The following comments will be placed on the student's transcript to indicate student achievement in a dropped course:

W/P-withdrawal and the student achievement was above 65%

W/F-withdrawal after the 5-week period and the student achievement was below 65%

Preparation for College

All colleges have different entrance requirements. Before you select high school courses, check the requirements of several colleges that interest you. If you are undecided about a college, use the following guidelines in making your high school course selections or see your counselor:

- Take as much math and science as you can. Most 4-year colleges require at least Algebra I, Geometry, and Algebra II for entrance and at least three years of science. Ultimately, students are encouraged to take 4 years of Math, Science, and LOTE. This will ensure their preparation for college and employment.
- We encourage all students to take Physics.
- Take at least four years of a world language. Many colleges do not list a world language requirement, but indicate

that at least two years are highly desirable. Those that do not complete a LOTE with a Regents exam will be required to do so at the college level.

- Students should take the PSAT in the 10th and/or 11th grade. If a four-year college is a part of your career pathway, then you should take the SAT in the 11th and/or 12th grade. Students are encouraged to take the ACT.
- Always seek the advice of your school counselor.
- Colleges prefer that students take the most challenging courses possible, pursue a full academic program for four years, and demonstrate service to their community. Your course selections should be a reflection of your career pathway. ***Remember Senior Year is critical to a successful transition to college.***

HOW TO READ YOUR PSAT/NMSQT SCORE REPORT PLUS RESULTS

- Look at score for Critical Reading , Math and Writing Skills. Add a 0 to the end of each number. Example 30 becomes 300; 44 becomes 440; 50 becomes 500
- Add the Critical Reading, Math and Writing scores together. Example $300+440+500 = 1240$
- The highest score for each category is 800 which means a perfect score would be $800+800+800 = 2400$.

First of all, don't be disappointed in the results. Your score will improve with the more courses you take and the harder If the test seemed hard, remember it is designed for juniors who are planning to go to college.

- Look at your *Percentiles* to see how you did compared to other students in your grade Example 45% means you scored higher than 45% of students in your grade who took the PSAT.
- Look at the *Selection index* to the far right. It is used mainly for juniors. That is the total of your score in Critical Reading, Math and Writing without adding the 0. If you score high enough, you may qualify for a scholarship. Don't worry, if you qualify, you'll be contacted.
- Now use the *Score Report* to find out which skills you need to develop.
- Look at the *Review Your Answers Section*. Find the answers you got wrong. If there is check mark then you answered it right! If there is letter, you answered it wrong! The answer difficulty tells you if the question was e(easy) m(medium) or h(hard).
- Now look at your test book. Consider: Did the questions cover information that you need to learn? Did you get the easy ones right and leave the hard ones blank? Did you guess when you didn't know the answer? Did you get stuck on a couple of hard questions and run out of time?
- Now look at the *Improve Your Skills section*. This section shows you skills that you need to improve. It also gives you the number of certain questions that give you an example of that particular skill.

IF YOU HAVE ANY FURTHER QUESTIONS—SEE YOUR GUIDANCE COUNSELOR or log on the

BBP High School Website for an additional PowerPoint Presentation

ACT - SAT COMPARISON

ACT: www.act.org

SAT: <http://www.collegeboard.org/>

ACT: English 25%, Mathematics 25%, Reading 25%, Science Reasoning 25%

SAT: Verbal 50%, Mathematics 50%

SCORING

ACT: scores based on number of correct answers; no penalty for guessing

SAT: scores adjusted for guessing; penalty for most incorrect responses

Schools That Do Not Use SAT or ACT Scores for Admitting Substantial Numbers of Students Into Bachelor Degree Programs

Current as of Autumn 2008

This list includes colleges and universities that deemphasize the use of standardized tests by making admissions decisions about substantial numbers of applicants who recently graduated from U.S. high schools without using the SAT or ACT.

As the internal school listing notes indicate, some schools exempt students who meet grade-point average or class rank criteria while others require SAT or ACT scores but use them only for placement purposes or to conduct research studies. Please check with the school's admissions office to learn more about specific admissions requirements, particularly for international or non-traditional students.

Check out the website at: **Optional List FairTest.mht**

How to Create a College Board Account, Check SAT Scores, and Add Universities as Score Recipients

To Create a College Board Account

1. Go to www.collegeboard.com.
2. Click on the "For Students" link.
3. Click on "Sign Up," on the left-hand side next to where it says "Create a free account."
4. Under Step 1: Enter Student Information, you will need to fill out the following information:
 - Student's First (Given) Name (*Example: Barack*)
 - Middle Initial (*Example: H*)
 - Student's Last Name (*Example: Obama*)
 - Gender
 - ZIP/Postal Code (there is no postal code for Cameroon; if you must enter a number, enter 00000)

- Date of birth (list MONTH, DATE, YEAR)
- Year of High School Graduation (year you will complete/graduate from High School)

Creating a College Board Account...Continued

- Student's email address
- 4) Go to Step 3: create a username and select your password (DO NOT LOSE THIS!)

To Check Your SAT Scores

1. Go to www.collegeboard.com.
2. Sign into your account.
3. Click on "My Organizer."
4. Click on "My Tests."
5. Scroll down to "My SAT Scores."

****To Send Your Scores to Universities Using Your SAT Account:**

1. Go to www.collegeboard.com .
2. Log in to "My Organizer," and click "My Tests."
3. Then click "Registrations completed." On the page that follows, click "Update Score Recipients." Then next to "Send scores to," click "Update."

Please be sure to highlight the name of the university, and then click "Add." If you have successfully added the score recipient to your registration prior to the test date, it will appear on your Admission Ticket under "Send Scores To."

You can use the Correction Form that is mailed to you with your Admission Ticket to update score recipients as well. You have to return the updated Correction Form by mail **BEFORE** the test date **OR** hand it to the test supervisor on test day. Handing it to your test supervisor is the better option because it means you do not have to pay to mail your form to College Board. If you want to send your scores to more than four universities, then you must use the Additional Score Report Order Form (see above).

For more information on sending your SAT scores, please visit <https://ecl.collegeboard.com/account/AccountProfile.jsp?applicationId=0>

Pre-College Planning Checklist for Parents & Middle School Students

Grades 6, 7 and 8

Parents

- Encourage your child to get involved in school and community activities.
- Join organizations that can help support your child such as the PTA (Parent Teachers Association).

- Instead of just taking your child on amusement park vacations, you can also take them on a tour of college campuses. Get them used to the idea that college will be apart of their future.
- Develop a systematic family savings plan, even if it is just putting a few dollars a week into an interest bearing account or other saving options.

Students

- Develop good study habits by reading and studying all your material before you go to bed.
- Establish solid skills in reading, math, science and foreign languages.
- Get involved in school and community activities such as school plays and canned food drives
- Meet with your school counselor in order to plan your pre-college program.
- Start researching colleges and universities by visiting their web sites.
- Send for college materials such as catalogs and information on majors and courses you are interested in.
- Ask your parents to take you to visit a college campus.

New BOCES Application Procedures

November 24, 2009

Dear Parents/Guardians:

Although winter recess is not yet upon us, it is almost time for students to begin the process of meeting with his/her counselor to develop their academic program for the 2010 – 2011 school year. One option that may be of interest to some students is the occupational and technical programs offered by BOCES. These programs are available for 11th and 12th grade students who would like to train for a specific entry level career position after high school. Students will attend the Technical Center for a half-day session, either morning or afternoon. The other half of the day is spent at Bayport-Blue Point High School, where students will complete their academic requirements and electives. Attached please find a list of the occupational and technical programs available.

In order for a student to participate in the BOCES program, they must attend certain events. In addition to the students attending the events listed below, the parent/guardian of any prospective student **must** attend the Parent Orientation held at the respective BOCES center. After attending all the separate events, the student must complete the BOCES application and return it to the Counseling Center by the Friday, March 5th deadline. Late applications will not be accepted. It is important to note that as a result of limited space, submission of an application does not guarantee a BOCES placement. Applications will be reviewed based on the following criteria: grade, academics, attendance, and discipline. Below, please find the dates, times, and events that must be attended in order to participate in a BOCES program.

<u>DATE</u>	<u>TIME</u>	<u>EVENT/LOCATION</u>
Wednesday, December 16, 2009	8:29 – 9:14 AM (2 nd period)	BOCES Presentation High School Cafeteria <i>*Sign-up in the Counseling Center by Friday, December 11th</i>
Tuesday, February 2, 2010 <i>Snow Date: February 3rd</i>	7:45 – 10:45 AM (1 st – 5 th periods)	BOCES On-Site Orientation Technical Center
Thursday, February 2, 2010 <i>Snow Date: February 9th</i>	6:30 – 8:00 PM	BOCES Parent Orientation Technical Center
Friday, March 5, 2010		Application Deadline

**Applications available in Counseling Center*

After the December 16th BOCES presentation, additional information will be provided to each prospective student. Once again, in order for a student to participate in a BOCES program, all of the events listed must be attended. If you have any questions, please contact the high school Counseling Center.

Middle School Homework Tips

Middle School students are busier people. They will also start to see long-range assignments that require more organization and planning - skills that will be crucial in high school. Here are some tips that can help with this transition.

Organize First - Encourage your child to plan each evening's studying carefully. Tackle assignments due tomorrow first. Then work on the project due next Monday. An assignment book is essential.

Special Supplies?? - Each afternoon, ask whether tonight's assignments require special books or supplies. Make that trip to the library or hardware store early!

Offer feedback - Encourage your child, but don't offer answers. Questions like, "Does that answer look correct to you?" will help your child without doing her work for her.

Don't procrastinate - Leaving a large assignment until the last minute can be tempting. Push hard to encourage your child to start projects early.

Enforce a routine - Middle school student have more distractions, activities, and friends. Remind them that these are all important, but homework is essential. Homework first; friends, computers, and hobbies later.

Take it with you! - Middle school students have LOTS of distractions. Encourage your child to be sure everything is packed up for tomorrow before he goes to bed.

The EXPLORE Test

EXPLORE includes four multiple-choice tests:

Subject	Number of Questions	How Long It Takes
English	40	30 minutes
Math	30	30 minutes
Reading	30	30 minutes
Science	28	30 minutes

Your skills in these subjects will make a big difference—in school and, eventually, in your career.

Once you know what each test covers, your EXPLORE test results can show you where you're strong or weak.

The English Test

The EXPLORE English Test measures your understanding of standard written English—punctuation, grammar and usage, and sentence structure (Usage/Mechanics)—and your understanding of the use of strategy, organization, and style in writing (Rhetorical Skills).

You receive a total score for the English test and separate scores (called "subscores") for Usage/Mechanics and Rhetorical Skills.

The Math Test

The EXPLORE Math Test measures your mathematical reasoning. The test focuses on your ability to reason in math rather than on how well you have memorized formulas or can do involved computations.

Questions on the test cover four areas—knowledge and skills, direct application, understanding concepts, and integrating your understanding of concepts—in pre-algebra, elementary algebra, geometry, and statistics and probability.

The Reading Test

The EXPLORE Reading Test measures your ability to understand written material from different school subjects. The skills measured include referring to details in the passage, drawing conclusions, and making comparisons and generalizations. The test does not cover information outside the passages, vocabulary taken out of context, or formal logic.

The passages are typical of materials you might read in school, including:

Prose Fiction

Short stories or excerpts from short stories or novels

Humanities

Excerpts from memoirs and personal essays, and from works on architecture, art, dance, ethics, film, language, literary criticism, music, philosophy, radio, religion, television, and theater

Social Sciences

Excerpts from works on anthropology, archaeology, biography, business, economics, education, geography, history, political science, psychology, and sociology

The Science Test

The EXPLORE Science Test measures your scientific reasoning skills and your ability to understand scientific information and draw conclusions from it. Six sets of scientific information are presented in one of three formats: data representation (graphs, tables, and other forms), research summaries (descriptions of several related experiments), or conflicting viewpoints (two or more hypotheses that are inconsistent with one another).

Materials for this test are drawn from the life sciences, Earth/space sciences (e.g., geology, astronomy, and meteorology), and physical sciences. The test emphasizes your scientific reasoning skills rather than how well you can recall scientific facts, or your skills in mathematics or in reading

Planning Your Four-Year High School Program

How to plan your program of study:

- Review all requirements for graduation.
- Review the major programs of study.
- Read the information given about each course and department.
- Select courses that assist you in achieving your career goals choosing a minimum of required credits for each year.
- Seek the advice of your parents, teachers and counselors in selecting appropriate courses.
- Be prepared for the registration and scheduling process.

Keep the Following Questions in Mind Before Completing Your Four-Year Planning Sheets:

- What is my educational goal?
- Have I listed all courses required for graduation? Do these courses meet the minimum requirements? Are they the most challenging courses reflective of my ability and ambitions?
- Do I want to schedule a foreign language? Remember most colleges require at least 3 to 4 years of a World Language.
- What elective areas interest me? What electives are necessary to investigate my career interests?
- Which courses in these elective areas do I want to take?
- Do I qualify for all selected course by fulfilling the prerequisite to each course?
- Do I require additional information from my counselor, subject teachers, or department heads?
- Are all courses challenging enough to sustain my interest and motivation?
- Is my senior year program indicative of my ability and interest? Does it provide for a transition to post-secondary learning or employment needs?

Student Course and Career Planner					
9th Grade	1st	2nd	Regents Grades	Specific Course(s) Regents, Hon-	Graduation/Future Goals Checklist
English					Career Goal:
Social Studies					College Bound:
LOTE					Take EXPLORE in Oct.
Math					Activities:
Science					Volunteer Work:
Electives:					Total Credits to Date:
10h Grade	1st	1st r	Regents		Graduation/Future Goals
English					Career Goal:
Social Studies					
LOTE					College Bound:
Math					Take PSAT in October
Science					ACT and SAT
Electives:					SAT Subject Tests
					Activities/Volunteer Work
					Take College Prep Course
					Total Credits to Date:
11th Grade	1st	2nd	Regents		Graduation/Future Goals
English					Career Goal:
Social Studies					
LOTE					College Bound:
Math					Take PSAT in October
Science					ACT and SAT
Electives:					SAT Subject Tests
					Activities/Volunteer Work
					Take College Prep. Course
					College Visits
					Total Credits to Date:
12th Grade	1st	2nd	Regents		
English					Career Goal:
Social Studies					
LOTE					College Bound
Math					Financial Aid (FAFSA)
Science					SAT Subject Test
Electives:					ACT and SAT (if necessary)
					Activities /Volunteer Work
				Graduation	
				Total Credits:	