January 2019

Dear Schreiber High School Students:

The program of study offered at our high school is varied and comprehensive. You have the opportunity to expand your knowledge and refine the skills needed to prepare for the future.

I urge you to take a close look at the graduation requirements. The credits required and the diploma options are clearly explained. Details also are provided about level changes, college credit, honors and advanced placement courses and the honors option. In addition, you will find information about NCAA requirements and the senior experience now required to be completed before graduation. Obviously, the most significant information pertains to the description of courses offered in each department. Please take time to carefully read the Program Planning Guide.

Time and again we read in the press that American students are poorly prepared for college. There are many unfavorable comparisons made with graduates from abroad. This criticism has little connection with the experience you enjoy at Schreiber High School. The excerpts from the current high school profile identify how well our students perform; they are well prepared for college. Have no doubt that our academic program will place you in an enviable position when compared with the very best high schools in our nation.

Take every advantage of the opportunities, and you will be headed for a lifetime of success.

Sincerely,

Dr. Ira S. Pernick
Principal
Excellence in Education
National Secondary School Recognition Award

Grading System
- Unweighted letter grades given in all courses
- GPA based on credit-bearing courses through junior year
- Transfer students’ final average based on Schreiber grades only
- All subjects included in GPA except physical education
- Course levels designated by AP (Advanced Placement), H (Honors), and R (Regents)

<table>
<thead>
<tr>
<th>Grade Conversion</th>
<th>GPA Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>95 – 100</td>
</tr>
<tr>
<td>A</td>
<td>90 – 94</td>
</tr>
<tr>
<td>B+</td>
<td>85 – 89</td>
</tr>
<tr>
<td>B</td>
<td>80 – 84</td>
</tr>
<tr>
<td>C+</td>
<td>75 – 79</td>
</tr>
<tr>
<td>C</td>
<td>70 – 74</td>
</tr>
<tr>
<td>D</td>
<td>65 – 69</td>
</tr>
<tr>
<td>F</td>
<td>below 65</td>
</tr>
</tbody>
</table>

Weighting
- Letter grades are unweighted
- GPA is weighted, with Honors and AP courses receiving an extra 1.0 for each full-year course or 0.5 for each semester course

Distribution of Averages
Class of 2018: 406 Class Size

<table>
<thead>
<tr>
<th>Cumulative Average</th>
<th>Percent of Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.5 and higher</td>
<td>16.3%</td>
</tr>
<tr>
<td>4.0 – 4.49</td>
<td>24.1%</td>
</tr>
<tr>
<td>3.5 – 3.99</td>
<td>25.8%</td>
</tr>
<tr>
<td>3.0 – 3.49</td>
<td>15.9%</td>
</tr>
<tr>
<td>2.5 – 2.99</td>
<td>11.2%</td>
</tr>
<tr>
<td>2.0 – 2.49</td>
<td>4.4%</td>
</tr>
<tr>
<td>1.5 – 1.99</td>
<td>1.1%</td>
</tr>
<tr>
<td>1.00 – 1.49</td>
<td>.9%</td>
</tr>
</tbody>
</table>

Transfer students with no cumulative average = .4%

Rank
Paul D. Schreiber High School does not rank its students.

Advanced Placement Program
- Highly selective enrollment criteria, including placement exams and pre-requisite requirements.
- Students enrolled in AP courses must take the AP exam
- 27 AP courses offered
- AP courses taken throughout grades 10-12

AP Participation and Performance 2017-2018
Total AP enrollment of 634 students (53.1% of 10th - 12th graders)
Average number of AP courses taken during high school by seniors who have taken at least one AP: 5.07%
AP Scores of 3-5: over all courses 81%, English 88%, History and Government 81%, Math 76%, Science (Biology, Environmental Science, Chemistry, Physics) 81%

College Board Test Results
Mean Scores for Class of 2018

<table>
<thead>
<tr>
<th>SAT I</th>
<th>Schreiber</th>
<th>National</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evidence Based</td>
<td>600</td>
<td>494</td>
</tr>
<tr>
<td>Read/Write</td>
<td>610</td>
<td>508</td>
</tr>
<tr>
<td>Math</td>
<td>26</td>
<td>21</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SAT II</th>
<th>Schreiber</th>
<th>National</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Literature</td>
<td>598</td>
<td>603</td>
</tr>
<tr>
<td>U.S. History</td>
<td>666</td>
<td>624</td>
</tr>
<tr>
<td>World History</td>
<td>450</td>
<td>615</td>
</tr>
<tr>
<td>Math Level 1</td>
<td>658</td>
<td>599</td>
</tr>
<tr>
<td>Math Level 2</td>
<td>712</td>
<td>690</td>
</tr>
<tr>
<td>Biology E</td>
<td>653</td>
<td>616</td>
</tr>
<tr>
<td>Biology M</td>
<td>694</td>
<td>647</td>
</tr>
<tr>
<td>Chemistry</td>
<td>670</td>
<td>668</td>
</tr>
<tr>
<td>Physics</td>
<td>715</td>
<td>667</td>
</tr>
</tbody>
</table>

Graduation Requirements
New York State requires 22 credits for graduation. For Local*, Regents, or Advanced Regents diplomas, Paul D. Schreiber requires a minimum of 22.5 credits:

<table>
<thead>
<tr>
<th>Advanced Regents Diploma</th>
<th>Regents Diploma</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>4</td>
</tr>
<tr>
<td>Social Studies</td>
<td>4</td>
</tr>
<tr>
<td>Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>Science</td>
<td>3</td>
</tr>
<tr>
<td>Health</td>
<td>1</td>
</tr>
<tr>
<td>The Arts</td>
<td>1</td>
</tr>
<tr>
<td>Second Language</td>
<td>1**</td>
</tr>
<tr>
<td>Physical Education</td>
<td>2</td>
</tr>
<tr>
<td>Electives</td>
<td>3.5</td>
</tr>
<tr>
<td>Total Minimum</td>
<td>22.5</td>
</tr>
</tbody>
</table>

* Fulfill NYSED exam requirements for local diploma.
+ Except for students electing a 5-unit sequence in Career & Tech Ed or the Arts.
** Except for students exempted by the Committee on Special Education
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Introduction

As a student at Schreiber High School you have the opportunity to select courses from a wide variety of subject areas and to pursue in-depth study in the area of your choice. Your unique interests, talents, skills and future goals determine the manner and degree to which you take advantage of the educational opportunities available.

The Program Planning Guide has been prepared so that each student can, with the help of parents, teachers and school counselor, select a program of study which will enable him or her to make the most of the opportunities provided by the school.

Non-discrimination Policy

TITLE IX

“The Port Washington Union Free School District does not discriminate on the basis of sex in the educational programs or activities which it operates, and it is required by Title IX of the Educational Amendments of 1972 not to discriminate in such a manner. This policy of non-discrimination includes the following areas: recruitment and appointment of employees; employment pay and benefits; counseling services for students; access by students to educational programs, course offerings and student activities.”

SECTION 504

The Port Washington School District hereby advises students, parents, employees and the general public, that it offers employment and educational opportunities without regard to sex, race, color, national origin or handicap.

Inquiries regarding this non-discrimination policy may be directed to:

Dr. Stephanie Allen, Title IX Coordinator 767-4900
Mr. Andrew M. Akapnitis, Section 504 Coordinator 767-5810

Free education for all handicapped people under the age of 21 is available. For information about free consultation, evaluation, referrals, and available educational services contact: Dr. Stephanie Allen, Director of Pupil Personnel Services.

Dignity Act

The Port Washington School District has committed “to providing a safe and supportive environment free from discrimination, intimidation, taunting, harassment, and bullying on school property, a school bus, and/or at a school event.” Schreiber High School has provided an age appropriate, plain language version of the Board of Education Code of Conduct for students, parents, and staff. In addition, lessons on the Dignity Act have been conducted for the students and training sessions held for the staff members. The Board of Education policy can be accessed from the district website.

In accordance with the provisions of the Dignity Act, members of the Schreiber staff will serve as Dignity Act Coordinators. They are as follows:

Dr. Ira Pernick, Principal - 767-5804
Dr. Bradley Fitzgerald, Assistant Principal - 767-5832
Adriana Najera-Pollak, Social Worker - 767-5866

Course Advisement

In the winter, the counselors will review course offerings with all students and help plan a program of study that is appropriate for one’s abilities, interests and goals. When selecting a program of study serious consideration should be given to teacher recommendations. Remember to note the term in which the course is offered and plan accordingly. Additional course selections are made by each student, as necessary, at the end of the first semester.

The following members of the Schreiber staff are available to assist you as you finalize your plans:

PRINCIPAL
Dr. Ira Pernick 767-5804

ASSISTANT PRINCIPALS
Dr. Bradley Fitzgerald 767-5832 2015 Cohort
David Miller 767-5844 2016 Cohort
Craig Weiss 767-5836 2017 Cohort
Dr. Julie Torres 767-5834 2018 Cohort

SCHOOL COUNSELORS
Mr. Andrew M. Akapnitis, District Director of Guidance 767-5810
Nori Cerny 767-5815
Elias Gomez 767-5829
Lori Jacobson 767-5826
Karen Linsner 767-5818
Joseph Lorge 767-5824
Jessica Ludwig 767-5825
Diana Rafferty 767-5816
Debra Strell 767-5812

HIGH SCHOOL DEPARTMENT CHAIRS/DIRECTORS/CONTACTS

Art Kevin Scully 767-5480
Business Dr. Julie Torres 767-5834
English Eileen Mills 767-5869
E.N.L. Shirley Cepero 767-5842
Family and Consumer Science Dr. Julie Torres 767-5834
Health, Physical Education and Athletics Stephanie Joannon 767-5990
Mathematics Bryan Gorman 767-5951
Music Kevin Scully 767-5480
Science Philip Civelli 767-5875
Social Studies Larry Schultz 767-5940
Special Education Cristi McAleer 767-5936
Technology Education Dr. Brad Fitzgerald 767-5832
Visual and Media Arts Kevin Scully 767-5480
World Language Carol Ferrante 767-5946
Planning Your High School Program

A well-planned high school program of study is the foundation for preparing you to meet future goals. Whether you eventually decide to continue your education in a postsecondary institution or to enter into the world of work you should make the course selections that offer you the greatest challenge and opportunity to grow both as a student and as an individual. Your counselor and resource materials are readily available sources of information as you carefully plan your program. Keep in mind that it is a good idea to consult admissions offices or prospective employers as sources of help in planning for your future.

Requirements for Graduation

Completion of a total of 22.5 units of credit. All year courses earn 1 unit of credit. All semester courses earn ½ unit of credit.

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Local Diploma</th>
<th>Regents Diploma</th>
<th>Adv. Regents Diploma</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Social Studies</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Mathematics</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Science</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Health</td>
<td>1*</td>
<td>1*</td>
<td>1*</td>
</tr>
<tr>
<td>The Arts</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Second Language</td>
<td>1**</td>
<td>1**</td>
<td>3**/+</td>
</tr>
<tr>
<td>Physical Education</td>
<td>2***</td>
<td>2***</td>
<td>2***</td>
</tr>
<tr>
<td>Electives</td>
<td>3.5</td>
<td>3.5</td>
<td>1.5</td>
</tr>
<tr>
<td>Total Req. Min.</td>
<td>22.5</td>
<td>22.5</td>
<td>22.5</td>
</tr>
</tbody>
</table>

* Entering 9th graders are required to take health in grade 9 and in grade 11.
+ Except for students electing a 5-unit sequence in Career & Tech Ed or the Arts.
** Except for students exempted by the Committee on Special Education.
*** Physical Education must be taken and passed for a minimum eight semesters.

REGENTS DIPLOMA

- To obtain a Regents diploma, students must pass all 5 Regents exams with a minimum score of 65: English, Global History and Geography, US History and Government, a math (any math regents will satisfy the requirement) and a science (any science regents will satisfy the requirement). In addition, a second language proficiency or a year of high school second language must be passed. CSE students who have an exemption of second language on their IEP do not have to earn this credit.
- To earn a Regents Diploma with Honors, students must have a 90 or better Regents exam average.

LOCAL DIPLOMA

- CSE students may earn a local diploma by satisfying the course requirements listed above and completing one of the options for the Regents examinations listed below:
  - Students who first entered 9th grade in September of 2009 and thereafter
  - Score a 55-64 on any or all of the 5 Regents exams.
  - Score between 45-54 on one or more of the five required Regents exams, other than English or mathematics (55-64) but score 65 or higher on one or more of the required exams in which case the lower score(s) can be compensated by the higher score. In the case where a score of 45-54 is being used, the student must have a compensatory score of 65 or higher (ex. If Global History and US History are both between 45-54 there must be two regents exams with scores at or higher than 65 to compensate for them). In addition the student must 1) have a passing grade in the course where the Regents exam score is between 45-54, 2) will not already use a passing score on one or more of the RCTs to graduate with a local diploma, and 3) have a satisfactory attendance rate.
  - Use the appeals process: Students who take an exam more than once and who register at least one score between 52 and 54 (on any Regents exam) may file an appeal with the principal to have the exam meet the graduation requirement. The appeal may be used for up to two separate Regents exams.

Students who have not satisfied any of the above options to earn a diploma may request an appeal and review by the superintendent. Upon receiving the request from the parent, the superintendent will review the academic record of the student and make a determination to award the student a local diploma.

ADVANCED REGENTS DIPLOMA:

In addition to passing the English, Common Core Algebra 1, Global & US History Exams students must:

- Pass the regents in any of the following combinations:
  - Common Core Algebra I, Geometry or Common Core Geometry, and Algebra 2.
  - Pass one Regents exam in a Life Science (Living Environment) and one Regents exam in a Physical Science (Earth Science, Chemistry or Physics)
- Complete one of the following:
  - A World Language (3 cr) & Pass the locally approved (FLACS B) Exam
  - Career Technical Education (5 cr)
  - The Arts (5 cr) Visual and Performing arts may be combined

To earn an Advanced Regents Diploma with Honors, students must have a 90 or better Regents exam average.

Earning an advanced Regents diploma is an accomplishment we encourage students to strive for. It is the highest degree a student can be awarded by a New York State high school. Beginning with the graduating class of 2013, seniors may also achieve mastery level in Mathematics and Science by scoring an 85 or better on all the prerequisite regents exams for these disciplines (3 exams in both math and Science).

Multiple Pathways:

Students who are otherwise eligible to receive a high school diploma beginning in June 2015 and thereafter must take and pass at least four required Regents Exams or Department-approved assessments (one in each of the following subjects: English, math, science, and social studies) and either pass a comparably rigorous assessment for a fifth required exam, or in lieu of a fifth exam, complete the requirements to earn the CDOS Commencement Credential. Students may meet the fifth assessment required for graduation by passing a Department-Approved Pathway Assessment in one of the following areas:
The student must make a formal request to the department chair for graduation.

Any students who have taken a Regents exam, needed to meet diploma requirements, more than once but who fail to score at least a 65 or better may use the appeal process to earn a Regents or Local diploma. The following are the criteria for the appeal:

1) The student must sit for the exam at least twice.
2) One of the scores must fall between 60 and 64.
3) The student must receive a passing grade for the class which is associated with the Regents exam being appealed.
4) Upon receiving the request from the student and the family, the principal shall convene a committee to review the appeal. If granted, the appealed score will be recorded on the transcript and the appropriate diploma designation will be awarded to the student.

If one Regents score is appealed and granted, the student will earn a Regents diploma (if the remaining required Regents exams are 65 or higher). If two Regents scores are appealed and granted, the student will earn a local diploma.

Policies and Procedures Regarding Course Selection And Transcript Notation

ASSIGNMENT TO GRADE LEVEL

The requirement to advance from one grade to the next is as follows: Please note that these requirements are in addition to Physical Education.

Grade 9 to 10 — Students need to earn five credits with at least two academic credits in two different subject areas.
Grade 10 to 11 — Students need to earn ten credits with at least four academic credits coming from four major academic areas.
Grade 11 to 12 — Students need to earn 15 credits. In addition, they have to be able to fulfill all graduation requirements by August of that academic year and must have passed at least two State examinations required for graduation.

REQUIRED STUDENT COURSE LOAD

All students must carry a minimum of six subjects including English and physical education. Lab classes do not count as subjects in meeting this requirement.

ASSIGNMENT TO CLASSES

It is not possible to accommodate the personal preference of a student or parent for a specific teacher in assignment to classes.

PASS/FAIL

A seventh course may be requested during scheduling for the next school year and may be taken for a pass/fail grade under the following conditions:

a. The course must not be part of a graduation requirement (the first credit for Art or Performing Arts must be taken for a grade).
b. The student must contact the counselor and the teacher during the first three weeks of the course if he/she would like to take the course pass/fail. Parent permission and administrative authorization from the grade level administrator is required before the course will be assigned a Pass/Fail option.

LEVEL CHANGES OR WITHDRAWAL FROM COURSES

Students are expected to wisely plan their programs and remain in each course through its completion. All course work completed will be entered on the transcript.

The following policies will be in effect, should it become necessary for a student to withdraw from a course or make a level change:

a. A student will need to consult with their teacher, department chair, parent, and school counselor in order to withdraw from a course or to change levels (ex. from honors to regents). The student must attend all classes until the withdrawal or level change is officially in the computer and a new schedule has been submitted to the student. Failure to follow this procedure will result in the student receiving “unexcused absences” for the course and possible disciplinary consequences.

b. No notation will be made on the student’s mid-year transcript if a student withdraws prior to the following deadlines: First semester courses- October 1, Full year course- December 1, and Second semester courses- March 1. In the case of level changes, the grades earned in the previous course will be used in calculating a quarterly and/or final average. No notation will be made on a transcript showing first quarter grades if the course is dropped before the grade is recorded on the report card.

c. If a student withdraws from a course or changes levels after the designated deadline, a final grade of “W/F” will be assigned, and entered on the transcript. Note: Course changes after the mid-point will be considered on a case-by-case basis. Extenuating circumstances must be present in order for the request to be considered.

TAKING COLLEGE COURSES FOR HIGH SCHOOL CREDIT

If a student would like to take a course offered by a college and get high school credit for it, the student must obtain prior approval from the high school before taking the course. The following steps must be followed:

a. The student must first have a conference with the counselor to see how the course would impact graduation requirements and the overall plan of studies. The grade level administrator will be included in the meeting.

b. The student must make a formal request to the department chair of that subject area and present a course description from the college.

c. If the request is granted, the student must have the official final grade forwarded to the counselor to be entered on the transcript. Courses transferred into Schreiber High School are not used in calculating a student’s GPA (Grade Point Average)

* Consideration will be granted only for courses not offered at Schreiber High School.

HONORS AND ADVANCED PLACEMENT COURSES

Students and parents are provided with recommendations from teachers regarding the choice of selective Honors and Advanced Placement courses at Schreiber High School. In most cases, recommendations of teachers are honored due to their knowledge of a
student’s strengths and weaknesses. In the case of Honors Biology, AP European History, and the research courses, placement examinations are used to determine student eligibility in these courses.

Waiver Procedure: In some cases, however, students may wish to challenge an honors or Advanced Placement course that is not recommended by the teacher. The following procedures will be initiated based upon the current enrollment of the student:

Currently enrolled Schreiber Students: Upon requesting a waiver into an Honors or Advanced Placement course, parents and students will need to discuss this decision with the school counselor and to review the process for completing a waiver form. The waiver form is a formal notice that the parent approves the student taking the honors or Advanced Placement course in question. Under these circumstances, it would be understood that the student was taking the honors or Advanced Placement course against the recommendation of the teacher. In addition, the family should consult with the current teacher and department chair regarding the rigor of the course and course expectations before submitting the waiver form.

Entering Freshman (Honors Biology and Math 9 Honors): The selection process for Honors Biology is different than the other course selections. Student placement is assessed using multiple criteria and an examination score on a qualifying test. In the event a student did not meet the qualifying standard to be placed in the Honors Biology and wishes to waive into this course, the following steps must be taken:

1) The family must contact the department chairperson directly to discuss the request.

2) Upon reviewing the request, the department chairperson and director of guidance will confer on the matter. A recommendation will be presented to the family based on the relevant issues, a thorough assessment of the criteria and the stated reasons for the request.

3) After receiving the recommendation, the family will contact the department chair and/or director of guidance to either pursue the waiver option or to remain in the recommended course.

For Math 9 Honors, the selection criteria are as stated in this program planning guide. Any student wishing to waive into the course must follow the same steps listed directly above.

Should these conditions be met, a student will be placed in the requested honors or Advanced Placement course.

Students registered in Advanced Placement courses must take the College Board examination in May of the school year. Failure to take this exam will result in the course losing its AP designation and AP grade weighting if applicable.

Exception: Students may not waive into any research course or AP English Language and Composition.

HONORS

In calculating grade point averages, all Honors and AP Courses receive an extra 1.0 for each year course and .5 for each semester course. Students enrolled in AP courses are required to take the AP exam at the conclusion of the course. A fee is set by the College Board for AP and CLEP exams.

GRADE POINT AVERAGE ON HIGH SCHOOL TRANSCRIPT

A student’s GPA (Grade Point Average) is initially finalized at the completion of the junior year. This GPA includes the following high school credit bearing courses from grade 8: Earth Science Regents, Algebra, Studio in Art, Accelerated Art, and Foreign Language (contingent upon passing the FLACS A exam in June, and courses completed in grades 9, 10 and 11. Physical Education is not included in the GPA. Coursework and grades transferred into Schreiber High School from other schools are not used in calculating a student’s GPA. This GPA will be updated and finalized on the senior transcript at the end of both semester-1 and then semester-2. This senior year final GPA will not be reflected in Naviance, but will be reflected on official transcripts.

NATIONAL COLLEGIATE ATHLETIC ASSOCIATION (NCAA) INFORMATION

In order for a student-athlete to participate in a Division I or Division II collegiate program the student must meet the eligibility requirements set forth by the National Collegiate Athletic Association (NCAA). The NCAA will require high school student-athletes to submit their transcripts (courses and grades) to be considered for review and approval. For any high school course to be considered in the eligibility/clearinghouse process it must first be submitted for approval to the NCAA. Students must also be aware that their performance in these approved courses must meet the clearinghouse standards. In addition, students must establish an account with the NCAA Eligibility Center.

To best assist the student athlete in this process we have identified the courses that have received NCAA approval at the time of this publication. In addition, a listing of the course requirements for both the Division I and Division II eligibility are listed below.

Division I
16 Core-Course Rule:
• 4 years of English.
• 3 years of mathematics (Algebra I or higher).
• 2 years of natural/physical science (1 year of lab if offered by high school).
• 1 year of additional English, mathematics or natural/physical science.
• 2 years of social science.
• 4 years of additional courses (from any area above, foreign language, philosophy or comparative religion).

Any student athlete entering a post-secondary institution after August 1, 2016 must also meet the following standards:
• Ten of the 16 core courses must be completed before the 7th semester. 7 of the core courses must be in English, Math, or Science
• Have a min. GPA of 2.3. Grades earned in the 10 core courses are “locked in” for GPA purposes. Students may not repeat a “locked course” for grade improvement.

Division II (In effect for students entering a Division II school after August 1, 2018)
16 Core-Course Rule:
• 3 years of English.
• 2 years of mathematics (Algebra I or higher).
• 2 years of natural/physical science (1 year of lab if offered by high school).
• 3 years of additional English, mathematics or natural/physical science.
• 2 years of social science.
• 4 years of additional courses (from any area above, foreign language, comparative religion or philosophy).
• Min. GPA of 2.2
• Earn the ACT/SAT score matching your GPA.

We strongly encourage any student (at any grade level) who is contemplating this pursuit to use the information in this guide to carefully construct the best program to meet his/her needs, to access the NCAA website for further information (www.ncaac.org) and to work closely with his/her counselors and coaches for assistance.

If students and parents are contemplating Division I or II participation at the collegiate level, they should discuss this with their counselor and coach as early as possible.

Please note that course titles and offerings are subject to change pending Board of Education review and approval.
Business Education

The business education department provides all of the students at Paul D. Schreiber High School with various opportunities to succeed. The electives offered are designed to incorporate modern technology, real-world experiences and even an element of fun! Business education courses allow students to explore different career paths while motivating and challenging students to work as business professionals. Students can earn national certifications, honors credits and up to twelve college credits through LIU Post. Read through our course descriptions and choose which business class is right for you.

COMPUTER COURSES

MICROSOFT CERTIFICATION FOR WORD/EXCEL
Term: Semester-September & February
Grade: 9-12
Prerequisite: Basic computer skills
You say you know Microsoft Word and Microsoft Excel? Now you can prove it! Throughout this course, you will learn Microsoft fundamentals that will prepare you to obtain a Microsoft Office Specialist (MOS) certification. A MOS certification is nationally recognized and demonstrates that you are proficient in the use of a particular application. A Microsoft Word and/or a Microsoft Excel certification is proof that you are skilled in that particular software. Impress colleges and employees with a nationally recognized certification on your resume. Fees charged for the MOS certification are the responsibility of the student.

Note: The MOS test is optional; students can enroll in the course to learn the application without taking the exam.

This year the New York State Education Department has added the Microsoft Certipro I exams to the 4+1/Multiple Pathways list of approved CTE assessments.

ADVANCED MICROSOFT CERTIFICATION FOR EXCEL/POWERPOINT
Term: Semester-September & February
Grade: 9-12
Prerequisite: Basic computer skills
This course is a continuation. Now you can prove your skills in Microsoft PowerPoint and/or Microsoft Access by obtaining additional MOS certifications. Students will take the Microsoft computerized test right here at Schreiber for a fee. Fees charged for MOS certification are the responsibility of the student.

Note: The MOS test is optional; students can enroll in the course to learn the application without taking the exam

WORD PROCESSING 1
Term: Semester - September and February
Grade: 9-12
Learn how to use the computer more efficiently, master touch typing and accomplish tasks necessary for college and the “real” world. Write business letters, personal letters, resumes, research papers (with footnotes, table of contents, bibliography, cover page etc.) and tabulations with a professional look. It’s no secret that teachers and college professors prefer (sometimes require)

** This course approved by the NCAA
Music

Music offers both academic classroom and performance-oriented courses. A student wishing to fulfill his/her Advanced Regents Diploma sequence requirement may do so in music. A Five-Year Sequence must contain at least two full years of academic music courses and two full years of performing music courses. An extra-curricular adjunct is the musical theatrical production. These productions are cast by audition and are open to the entire student body.

Each year various special performance ensembles are organized depending upon the availability of instrumentation and the need of students. These special organizations such as “Jazz Band” meet after school with no additional credit. Membership in musical ensembles is generally open only to participating members of the band, orchestra, and choir. In the case of special instruments that are not a regular part of the instrumentation, such as guitar and piano, school wide auditions will be held.

*FRESHMAN BAND
Term: Full Year
The Freshman Band is a non-audition band at Schreiber. Students are admitted through recommendation by the Weber 8th grade Band Director and by demonstrating excellent performance skills. The band will study and perform works from the band repertoire of the nineteenth century through modern music of today at a NYSSMA level rating of 4 through 5. They will learn various styles of literature, scales, technique, and historical/biographical information about the pieces and composers. This band will have four rehearsals in a six-day cycle. Students will receive one band sectional lesson per six-day cycle.

Band students are highly encouraged and welcomed to participate in the Viking Band, an extra-curricular band that performs at the two town parades and home football games. These performances highlight the music program for the community. Regardless of full participation in the Viking Band, all band students are required to perform in the Port Washington Memorial Day Parade. Students will be asked to purchase a shirt as part of their uniform for approximately $20.

*FRESHMAN ORCHESTRA
Term: Full Year
The Freshman Orchestra is a non-audition orchestra at Schreiber. Students are admitted through recommendation by the Weber 8th grade Orchestra Director and by demonstrating excellent performance skills. The orchestra will study and perform works from the orchestral repertoire of the seventeenth century through modern music of today at a NYSSMA level rating of 4 through 5. They will learn various styles of literature, scales, technique, and historical/biographical information about the pieces and composers. This orchestra will have four rehearsals in a six-day cycle. Students will receive one string sectional lesson per six-day cycle.

*FRESHMAN CHORUS
Term: Full Year
Grade 9
The Freshman Chorus is comprised of all Freshmen and some older students not enrolled in Mixed Choir. Students will study and perform a cappella and accompanied works of the choral repertoire of the sixteenth through twenty-first centuries. Students will study music written in foreign languages as well as English. Students will learn and perform various types and styles of literature with a focus on vocal technique, sight-reading, music literacy and historical/biographical information about the compositions and their composers. The Freshman Chorus has four rehearsals in a six-day cycle. Students will also receive one sectional lesson in a six-day cycle.

*MUSIC IN OUR LIVES
Term: Full Year
Music in Our Lives is focused upon the use and value of music in people’s lives. The course encourages students to view music in a social context rather than as abstract information to be learned for its own sake. Information and activities provide students with experiences that present music as a natural and essential ingredient of one’s own life and of human life in all cultures. This course expands upon the appreciation and subjectivity of music and its role in cultures and society for all students, not just those who sing in the chorus or play in the band or orchestra.

** This course approved by the NCAA

*This course meets NYS Music/Art graduation requirement
The study of English at Paul D. Schreiber High School gives students the opportunity to develop and master the basic and advanced communications skills of writing, reading and speech. It further provides students with the opportunity to study and appreciate great literature. All students must take four years of English. The required courses are Freshman English 1, Freshman English 2 in 9th grade, and Sophomore English 1 and Sophomore English 2 in 10th grade. A course in English is required each semester that a student is enrolled at Schreiber High School.

Honors Option in English: Freshmen, sophomore, and junior students who are doing superior work in English may participate in the Honors Program. Students wishing to pursue honors work must submit signed contracts, follow a calendar of required meetings with their teacher, and complete each part of the project in a timely manner. Seniors who take the A.P. English class automatically receive honors credit in English.

As a graduation requirement, in addition to meeting course requirements, students must pass the Common Core English Regents exam. Additionally, all Schreiber students are encouraged to complete summer reading, to be chosen from a yearly updated grade-level list that is mailed home by the district, distributed by Schreiber and Weber English teachers, and posted on Portnet.

REQUIRED COURSES

FRESHMAN ENGLISH 1 **
Term: Semester - September
Freshman English introduces ninth graders to all aspects of the English program. This segment emphasizes close reading and annotation, essay writing, and active listening. Students will study the short story and the novel.

FRESHMAN ENGLISH 2 **
Term: Semester - February
This semester in the freshman program will focus on drama, poetry and speech. Literary works will be analyzed both orally and in writing. Students will learn how to construct a cohesive interpretation of theme and provide text-based support for arguments.

** This course approved by the NCAA
FRESHMAN ACADEMIC INTERVENTION SERVICES (AIS) Term Semester – Sept. and Feb.
9th grade by recommendation

Meeting twice per six day cycle, this Academic Intervention Service offers extra support to students who have been recommended for the service based upon performance on required New York State assessments, classroom performance, and/or teacher recommendation. AIS classes supplement the instruction provided in the general curriculum and assists students in meeting the State Learning Standards. Students will receive focused literacy instruction designed to reinforce reading comprehension and analytical writing skills. Students engage in a variety of literary activities designed to promote critical thinking across the curriculum.

*Students receive no credit for this course which meets twice within a cycle.

ENGLISH as a New Language Program

ENL is a New York State mandated program for students whose native language is other than English and who are considered to be limited English proficient. The ENL program is designed to enable the students to continue to study within the various subject areas and to earn credits towards graduation while they acquire English skills. Placement within the ENL program is determined by individualized testing as prescribed by the New York State Department of Education.

ENL COURSES FOR BEGINNING LEVEL STUDENTS

Placement is based on a math diagnostic test.

ENL PRE-ALGEBRA
Term: Full Year

This course reviews fundamental math topics that are required for ELs to continue success in Algebra. Topics include but are not limited to: word problems, solving multi-step algebraic equations and inequalities, factoring, graphing, probability, signed numbers and percents. This course is taught using sheltered instruction methodology and ENL best instructional practices.

ENL ALGEBRA 1 PLUS **
Term: Full Year

Algebra Plus is the first course of the 3-year NYS mathematics curriculum. This course is taught using sheltered instruction methodology and ENL best instructional practices. Students will explore topics in algebra, relationships between quantities and reasoning with equations and their graphs, descriptive statistics, linear & exponential functions, polynomial & quadratic expressions, equations & functions, a synthesis of modeling with equations and functions. The class meets every day in the 6-day cycle. The Algebra 1 Regents examination, a graduation requirement, will be completed in June.

NOTE: In order to graduate with a New York State Regents Diploma, students must pass at least one math Regents examination with a grade of 65 or higher.

ENL LANGUAGE ARTS COURSES

ENL ENGLISH LANGUAGE ARTS: BEGINNER AND LOW INTERMEDIATE, GRADES 9-10 AND 11-12
Term: Full Year

Students in grades 9-10 and 11-12 are grouped according to their proficiency and grade level in English for ENL Language Arts courses. These courses develop listening, speaking, reading and writing skills with a strong emphasis on vocabulary, grammar, and composition writing. Assignment to these courses is based on each individual student’s score on the NYSESLAT exam.

** This course approved by the NCAA
ENL CONTENT AREA CONCEPTS, SKILLS AND VOCABULARY - BEGINNER, GRADES 9-10 AND 11-12
Term: Full Year
This course is for Beginner ELLs with the need to enrich their background content knowledge. Beginner ELLs will be grouped by grade level. This class will focus on introducing newcomer students to content area concepts, skills and vocabulary. Students will be presented with overarching ideas and skills that they can directly transfer to their social studies and science coursework. Topics include but are not limited to basic map skills and geography, introduction to the scientific method, introduction to ancient civilizations and a primer on American history.

INTERMEDIATE ENL ELA, GRADES 9-10 AND 11-12
Term: Full Year
Students in grades 9-10 and 11-12 are grouped according to their proficiency and grade level in English for ENL Language Arts courses. These courses develop listening, speaking, reading and writing skills with a strong emphasis on vocabulary, grammar, and composition writing. Assignment to these courses is based on each individual student’s score on the NYSESLAT exam. This course is taught by a dually certified ENL teacher/English teacher.

ENL READING: BEGINNER, LOW INTERMEDIATE, GRADES, 9 - 10 AND 11 - 12
Term: Full Year
In these courses students work on developing their vocabulary, comprehension and writing skills through the use of controlled reading materials appropriate to their level of English proficiency. Assignment to these courses is based on each individual student’s score on the NYSESLAT exam and grade level.

INTERMEDIATE ENL READING, GRADES 9 - 10 AND 11 - 12
Term: Full Year
In this course students work on developing their vocabulary, comprehension and writing skills through the use of controlled reading materials appropriate to their level of English proficiency. Assignment to these courses is based on each individual student’s score on the NYSESLAT exam and grade level.

ENL SOCIAL STUDIES COURSES
A number of different courses are offered in social studies which parallel those given in the social studies department, but employ special techniques and materials designed to enable English Language Learners to acquire the essential concepts and facts necessary to earn credit toward graduation and pass the New York State exams.

ENL GLOBAL HISTORY AND GEOGRAPHY 1 **
Term: Full Year
Grade 9
This course will enable ELLs to comprehend the concepts found in the first year of the Global History curriculum. This course will focus on developing student’s understanding of essential historical terms and vocabulary. This is a 4 x 6 course.

ENL SCIENCE COURSES
ENL LIVING ENVIRONMENT **
Term: Full Year
The purpose of the class is to make biology interesting and comprehensible for ELL students who have a limited command of the English language. Students will learn the fundamentals necessary to do well in a Biology Regents class the following year. Hands-on demonstrations, simple labs and enrichment exercises will enhance their understanding of scientific literacy. This is a 4 x 6 course.

ENL BIOLOGY **
Term: Full Year
Prerequisite: Completion of one year ENL Living Environment and/or department recommendation.
This course is designed to prepare ELLs for the Living Environment Regents. Students who have limited English proficiency will conduct laboratory and classroom assignments that reinforce the concepts of the Living Environment Regents curriculum. Completed lab work and acceptable lab reports are state requirements. Upon satisfactory completion of the laboratory assignments students will sit for the New York State Regents examination being administered in June. This course is a 6 x 6 and meets the AIS requirements for students who are identified as at risk.

ENL NINTH GRADE HEALTH
Term: Full Year
Grade: 9
The transition into a high school setting is a particularly vulnerable time for many students. The program will address all critical issues facing students including smoking, alcohol, and other drugs of abuse, adolescent growth and change, AIDS education, family dynamics, child abuse, personal safety, nutrition, media awareness, and community health services. These topics are critically examined in an effort to empower students with the skill and knowledge necessary to become healthy advocates for themselves and our community. This class is a 2 x 6 course.

** This course approved by the NCAA
Family and Consumer Sciences

Skills learned in the Family and Consumer Sciences Department are readily applicable to all students' lives. Food preparation, nutrition, entertaining, consumerism, parenting, sewing, personal finance management, job exploration and acquisition skills — the FACS department offers a wide variety of courses that will improve students' quality of life and prepare them to be successful, independent citizens in our diverse global community.

CLOTHING AND TEXTILE CORE *
Term: Semester - Fall only
Grade: 9-12
Are you interested in fashion design? Do you want to learn to alter or repair your own clothes? Would you like to make your own gym bag or stuffed animal? This hands-on course explores fashion, design and basic sewing. Topics covered include: fashion fundamentals, elements and principles of design, fashion history, consumerism, and fashion-related careers, with an emphasis on personal application. Basic hand and machine sewing techniques are introduced. Then students select fabrics and sew projects of their choosing. Related college and career opportunities are also explored.

HOUSING AND ENVIRONMENT CORE *
Term: Semester - Spring only
Grade: 9-12
Do you plan to move out on your own someday? Are you interested in interior design? Topics covered in this course include: searching for budget friendly apartments, considering roommates, basic personal finance, and elements and principles of interior design. Students will evaluate actual budget-friendly apartments and the costs associated with moving out on their own, and will later apply their knowledge gained in the interior design unit to create their own model rooms. Related college and career opportunities are also explored.

*Completing the sequence of these 2 courses fulfills the New York State Fine Arts (art/music) 1.0 credit requirement for high school graduation.

Guidance and Counseling

Guidance and Counseling at Schreiber High School is an integral and indispensable part of the educational process. The counseling program strives to have all students maximize their academic potential as well as their emotional and social adjustment to school and life. It is through the counseling process that students are assisted in obtaining a greater awareness of their abilities, interests and goals. In all phases of counseling, students are helped to make decisions and to assume greater responsibility for future planning. In addition to the individual meetings between counselor and student the following formal programs are offered by the Counseling Department:

Welcome Freshmen!!
Welcome to high school! Your school counselors are excited to get to know each and every one of you. There are several things you should keep in mind over the course of your freshman year at Paul D. Schreiber High School:

FRESHMEN TO-DO LIST
Get to know your guidance counselor. Each school counselor is here to answer any questions you might have about high school and to help you reach your goals. Stop by to say hello.
Check the guidance website periodically.
Check the Aspen Student Portal frequently to monitor your progress and assignments.
Time management is crucial in high school. You’ll have more homework and more activities to balance-get organized!
Stay on top of your homework and see your teachers for extra help. They are happy to schedule time to meet with you.
Get to know your teachers! They want you to be successful in high school.
Set short and long term goals. Discuss your goals with your parents and/or your school counselor.
Learn about the clubs and activities offered at SHS. Get involved! Play a sport, join a club, and do the things you love! Be an active participant in the SHS community.

** This course approved by the NCAA
Mathematics

An understanding and appreciation of both practical and theoretical mathematics is an integral part of the education of students as we best prepare them for success in the 21st century. In order to provide the highest quality mathematics education the Mathematics Department at Schreiber High School recognizes that curriculum, instruction, and assessment are dynamic, intellectually challenging, engaging, and addresses the diverse needs of all students. The Mathematics Department dedicates itself on developing and implementing an articulated, coherent curriculum focused on important and meaningful mathematical standards. The Mathematics Department establishes high expectations for all students and provides the support required to help them meet and exceed those expectations.

ALGEBRA 1 **
Term: Full Year
Grade: 9-12
Algebra 1 is the first course of the 3-year NYS mathematics curriculum. Students will explore topics in algebra, relationships between quantities and reasoning with equations and their graphs, descriptive statistics, linear & exponential functions, polynomial & quadratic expressions, equations & functions, a synthesis of modeling with equations and functions. The Algebra 1 Regents examination, a graduation requirement, will be completed in June.
NOTE: In order to graduate with a New York State Regents Diploma, students must pass at least one math Regents examination with a grade of 65 or higher.

ALGEBRA 1 PLUS **
Term: Full Year
Grade: 9-12
This course covers the same topics listed above and meets every day in the 6-day cycle. The Algebra 1 Regents examination, a graduation requirement, will be completed in June.
NOTE: In order to graduate with a New York State Regents Diploma, students must pass at least one math Regents examination with a grade of 65 or higher.

GEOMETRY **
Term: Full Year
Grade: 9-12
Prerequisite: Algebra 1 and recommendation of department
This is the second course in the 3-year high school mathematics sequence. This course will cover congruence, constructions, similarity, proofs, trigonometry, circles, and extend applications to three dimensions, connecting algebra & geometry concepts through coordinates. This will be done while maintaining, strengthening, and expanding algebraic and problem solving skills.
NOTE: All students enrolled in this course must take the Geometry Regents Examination.

MATH 9 HONORS **
Term: Full Year
Grade: 9
Prerequisite: An “A” or higher average in Eighth Grade Accelerated Mathematics, mastery on the Algebra 1 regents examination, & teacher recommendation.
This is an intensive and accelerated paced course for those students who have demonstrated exemplary performance in the Eighth Grade Accelerated Mathematics course. The student must have excellent work habits; excellent insight into the higher level mathematics topics discussed in class, and must possess a strong desire to learn and be intrinsically motivated to succeed. This honors class covers the Geometry curriculum in much greater depth, detail, extension components of the NY State Learning Standards, and, in addition, explores enriched topics in Algebra 1 & Algebra 2, sophisticated factoring techniques, and complex numbers. Students must complete the Geometry Regents examination and at the discretion of the mathematics department a final examination.
NOTE: In order to graduate with a Regents Diploma with Advanced Designation, students must pass the Geometry Regents examination with a grade of 65 or higher.

INTRODUCTION TO STEM
Term: Full Year
Co-Requisite: Students who are part of Introduction to STEM must take the appropriate corresponding science, mathematics, and social studies level courses.
This course provides students with an introduction to materials and methods for independent study. Topics include an overview of physical and life science techniques; application of technological tools, programs and resources; prototype design and modeling; and analysis of collected data from direct measurement and surveys. This includes developing a project plan, supporting evidence through the use of college libraries, completing statistical analysis, and writing research papers. Students will be required to submit technical essays to online competitions. This class is a 2 x 6 course.

See your counselor for details.
Physical Education/Health Education

Physical Education prepares students with the knowledge, skills, and attitudes essential for leading a physically fit lifestyle. Curricula are based upon a developmentally appropriate progression of physical activities that nurture the physical, social, emotional and intellectual development of all students. Regardless of the activity, the self-reliance, socialization skills, cooperative skills, work ethic, respect for others, and integrity of each student can be readily observed, taught, assessed and modeled. Recent and ongoing changes in curricula reflect the stated outcomes of the New York State Learning Standards in Physical Education.

Participation is required up to and including the semester in which a student becomes eligible for graduation. While in high school, students must complete the equivalent of 2 credits of physical education as a requirement for graduation. Physical Education is required every semester. An additional course must be taken in summer school or a subsequent semester or year in the event the student does not meet the semester course requirement.

Physical Education at Schreiber High School consists of a diversified program identified by strands so that a student has a selection within the confines of the scheduling process. Students may elect to focus on a particular strand for one year or enroll in the regular 9th-10th, 11th-12th program. All PE classes meet on a 2 x 6 schedule. Fitness testing takes place twice a year, in the fall and spring. Students will participate in the Fitnessgram test.

As outlined by New York State Education Law, all students are required to attend courses of instruction in physical education. This means that students are not excused from physical education if there are physical limitations. A program must be planned to meet those needs. Programs are recommended by the physical education teacher and approved by the Director of Health, Physical Education and Athletics. All short-term medical excuses for physical education must be filed with the medical office. Excuses of longer than one week must be submitted in writing from a physician AT THE ONSET OF THE CONDITION and must explain the reason to avoid activity. Modified participation in class or other course work will be assigned where appropriate.

** This course approved by the NCAA
HEALTH EDUCATION

NINTH GRADE HEALTH
Term: Full Year

This class meets 2 periods in a six day cycle. Entrance into the high school is a transition period and therefore a particularly vulnerable time. The program will address all critical issues facing students including smoking/vaping, alcohol, and other drugs of abuse, adolescent growth and change, AIDS education, family dynamics, child abuse, personal safety, nutrition, social media awareness, mental health and community health services. These topics are critically examined in an effort to empower students with the skill and knowledge necessary to become healthy advocates for themselves and our community.

ENL NINTH GRADE HEALTH
Term: Full Year
Grade: 9

The transition into a high school setting is a particularly vulnerable time for many students. The program will address all critical issues facing students including smoking/vaping, alcohol, and other drugs of abuse, adolescent growth and change, AIDS education, family dynamics, child abuse, personal safety, nutrition, social media awareness, mental health and community health services. These topics are critically examined in an effort to empower students with the skill and knowledge necessary to become healthy advocates for themselves and our community. This class is a 2 x 6 course.

Science

Science is a human attempt to explain the phenomena of nature. Science at Schreiber High School is designed to prepare students for understanding the world in which we live and to help us shape the world of the future. Students will have the opportunity to gain this understanding through the study of courses in both the physical and biological sciences.

BIOLOGY/LIVING ENVIRONMENT REGENTS **
Term: Full Year
Grade: 9

This course is based on the most up-to-date thinking in the field of Biology. It stresses investigation in the laboratory and covers topics such as: cells, bio-chemistry, multicellular organisms, evolution, genetics, anatomy & physiology and ecology. Laboratory and text materials are taken from various sources. Completed lab work and acceptable lab reports are State requirements. Students must complete these requirements to be eligible to take the New York State Regents. Students will be required to take the Regents examination.

BIOLOGY / LIVING ENVIRONMENT HONORS**
Term: Full Year
Grade: 9

Prerequisite: High achievement in Earth Science with teacher recommendation or qualifying score on Weber selection matrix

This course stresses laboratory investigation and covers topics such as: cells, biochemistry, genetics, multicellular organisms, evolution, genetics, anatomy & physiology and ecology. Laboratory experiments are obtained from a variety of sources. This course differs from the Regents Biology course in that each topic is covered in more depth. Students are required to do more independent work in this course. Be advised that this course is very challenging and requires many written assignments including a research project and a comprehensive final exam. Completed lab work and acceptable lab reports are State requirements. Students must complete these requirements to be eligible to take the New York State Regents. Students will be required to take the Regents examination.

INTRODUCTION TO STEM
Term: Full Year

Prerequisite: Open to ninth grade students who have already completed Regents Earth Science

Co-Requisite: Students who are part of Introduction to STEM must take the appropriate corresponding science, mathematics, and social studies level courses.

This course provides students with an introduction to materials and methods. Topics include an overview of physical and life science techniques; application of technological tools, programs and resources; prototype design and modeling; and analysis of collected data from direct measurement and surveys. This includes brainstorming project ideas, supporting evidence through the use of college libraries, completing statistical analysis, and writing STEM papers. Students may be required to submit technical essays to online competitions.

This class is a 2 x 6 course.

** This course approved by the NCAA
Social Studies

The Social Studies Program of Schreiber High School has a responsibility to educate and prepare students who will be able to understand, cope with and help direct societal changes in a manner consistent with the system of values derived from our American heritage. Ours is a unique discipline concerned with the processes of thinking, decision making, value analysis and inquiry skills. The Social Studies program consists of a four year continuum.

An Honors Option is available for qualified students who wish to go beyond course requirements in Global History I. The successful completion of this Honors Option will result in the granting of Honors Credit.

In the Global History and Geography and the United States History and Government courses the Regents examination is counted as a final exam. It carries the same weight in determining the final average as the first marking period. In the AP European History and the AP United States History courses the Regents examination is counted as one part of the fourth marking period grade. Students who re-take a Regents examination after the conclusion of the course will have the higher score reported on their transcript, but it will not affect the final grade calculation for the course.

REQUIRED COURSES

Graduation from high school requires the successful completion of the following four-part, four year program.

1. GLOBAL HISTORY AND GEOGRAPHY 1 – Full Year- 9th Grade
   NOTE: All students upon completion of Global History and Geography 1 will take a departmental final.

2. GLOBAL HISTORY AND GEOGRAPHY 2 – Full Year- 10th Grade
   The Global History 2 requirement may be fulfilled by the successful completion of ONE of the TWO OPTIONS listed below:
   Option 1: Global History and Geography 2 – Full Year
   Option II: Advanced Placement European History – Full Year
   NOTE: All students upon completion of Global History and Geography 2 will take a Regents examination. In order to graduate with a Regents' diploma students must pass a Social Studies Regents.

3. UNITED STATES HISTORY – Full Year- 11th Grade
   Option I: United States History and Government – Full Year
   Option II: Advanced Placement United States History – Full Year
   NOTE: All students upon completion of United States History and Government will take a Regents examination. In order to graduate with a Regents' diploma students must pass a Social Studies Regents. In order to graduate with a Regents diploma students must pass the Regents examination at the end of the 11th grade.

4. PARTICIPATION IN GOVERNMENT AND ECONOMICS AND ECONOMIC DECISION MAKING ** Full Year- 12th Grade
   NOTE: A full year of social studies for seniors has been mandated by the State Education Department. Study of public policy decision-making.

** This course approved by the NCAA
INTRODUCTION TO STEM
Term: Full Year
Co-Requisite: Students who are part of Introduction to STEM must take the appropriate corresponding science, mathematics, and social studies level courses.
This course provides students with an introduction to materials and methods for independent study. Topics include an overview of physical and life science techniques; application of technological tools, programs and resources; prototype design and modeling; and analysis of collected data from direct measurement and surveys. This includes developing a project plan, supporting evidence through the use of college libraries, completing statistical analysis, and writing research papers. Students will be required to submit technical essays to online competitions. This class is a 2 x 6 course.

Special Education
The Special Education Department of Schreiber High School is responsible for meeting the needs of those students designated by the Committee on Special Education (C.S.E.) as needing an alternative program or supportive services in conjunction with regular high school classes. There are a range of services and programs offered within the department. Each program meets the requirements of Federal and State laws and carries as a prerequisite the recommendation of the C.S.E. All classes are taught by certified Special Education teachers.

CONSULTANT TEACHER - MODEL
The Special Education Consultant Teacher Model is another program available in the high school. Representing a midpoint between the Resource Room and full mainstreaming, this model is effective in providing the individualized assistance needed by special education students placed in general education settings. Students requiring this service receive a minimum of two hours per week.

CONSULTANT TEACHER - DIRECT
The Direct Consultant Teacher works with the general education teacher in a regular or modified classroom to support special education students. The instruction is designed to assist students to benefit from the regular education program. Although all students benefit from the Consultant Teacher, the student designated as “special” is not singled out as needing support. Both teachers work cooperatively to instruct and reinforce subject area concepts. In addition, the Consultant Teacher and the general education teacher gain insights from the program since the Special Education teacher observes instructional techniques employed with non-designated students, while the subject area teacher better understands special education strategies and modifications.

CONSULTANT TEACHER - INDIRECT
The Indirect Consultant Teacher monitors the child’s progress and collaborates with the general education teacher to modify the learning environment to meet the needs of students with disabilities in the classroom.

RESOURCE ROOM PROGRAM
District Resource Room Programs provide diagnostic prescriptive support systems for Special Education students. The Resource Room teacher acts as the primary vehicle for the remediation process. The program is based on on-going communication between the Resource Room and General Education Teachers.
The Individualized Education Plan establishes the goals and objectives of the intervention strategies used by the Resource Teacher. A wide variety of concrete, multisensory programs and materials, computer assisted instructional and management programs and teacher designed academic skill materials are used in the program. Ongoing articulation between the Resource Room Teacher and General Education Teacher is an essential component of the program.

CO-TEACHING MODEL
This is a district-wide initiative to move students from a more restrictive environment, such as self-contained, into a less restrictive one, while insuring each students IEP needs are being met. It is made up of a content specialist (the general education teacher) and a learning specialist (the special education teacher). The ideal co-teaching model allows professionals to co-plan and co-instruct.

** This course approved by the NCAA
INVEST: Individuals in Need of Vocational, Educational and Social Transition

This program is designed for students who are eligible to earn a Skills Credential after their secondary program at Schreiber is complete. The Life Centered Career Education (LCCE) curriculum is the instructional component of this life skills program. The goal of participation is to prepare students to be successful in supported employment after graduation. Coursework will focus on functional academics, social skills development and vocational and employment exploration.

MILE Classes: Modified Instructional Learning Environment

Special Education MILE classes have been established to provide more restrictive, highly structured learning environments for students requiring intensive instruction. These classes parallel the regular high school classes, with modifications, and they carry regular high school credit. The classes are limited to either twelve or fifteen students.

ENGLISH **

Grades 9, 10, 11, 12

The self-contained English classes are modified to address multiple learning styles and various special education classifications, but are Regents level courses. They are aligned with New York State Common Core learning standards with a focus on skill building. Students work to improve skills such as critical thinking, reading analysis, writing mechanics, vocabulary building, etc. Students will use both fiction and non-fiction to work on improving reading skills. Students will have varied writing assignments and varied presentation assignments to work on writing, organization and speaking skills. These classes are modified to address multiple learning styles and various special education classifications, but they are Regents level courses.

GLOBAL HISTORY AND GEOGRAPHY 1 AND 2 **

Term: Full Year
Grades 9, 10

These courses are modified versions of the mainstream classes and cover similar topics. These courses are offered in an integrated general education setting when possible. Preparation for required state tests is included.

LIVING ENVIRONMENT **

This course is a modified version of Biology. Students will cover the same topics as the mainstream class. They will meet once a cycle with a biology teacher to complete the necessary laboratory requirements. Students will be prepared to take the regents examination.

PRE-ALGEBRA

Term: Full Year

This course reviews fundamental math skills, such as, computational skills, fractions, percentages, decimals and word problems. Students receive instruction in ratios, graphing, elementary algebraic equations and signed numbers. After completing this course, students will be prepared to take Algebra.

ALGEBRA **

Term: Full Year

This course is a modified version of Common Core Algebra 1 Plus. Students will explore topics in algebra, coordinate geometry, statistics, number sense, and measurement. Algebraic topics of study in this course include linear, quadratic, absolute value, piecewise, and exponential functions. The Common Core Algebra 1 Regents examination, a graduation requirement, will be completed in June.

Technology Education

Technology Education is the study of the tools, resources, processes, systems and services that affect the way we live today as well as in the past, allowing us to better understand and prepare for future technological innovations. Each of the courses offered explores an area of technology, its impact on our lives, and career opportunities, while applying information learned from other academic areas.

DESIGN

*DESIGN AND DRAWING FOR PRODUCTION

This course satisfies the art/music requirement
Term: Full Year
Grade: 9-12

Design and Drawing for Production is the study of engineering graphics and technical illustration as a medium for communication and problem solving. This course emphasizes the design process as a common graphic language and means of communication essential to all technical areas in science, medicine, architecture, engineering, product design, and industry. Competence in technical drawing and building prototypes is essential to fully and clearly define requirements for engineered items. Students will be able to analyze, creatively design, and critically evaluate their work. Students will be introduced to 3D CAD modeling software programs used in the industry to accurately model their designs ready for rendering, animation, drafting, engineering, analysis, and manufacturing. It provides experiences for the students to be given a design problem and present a solution through design and drawing exercises and building prototypes for testing.

INTRODUCTION TO STEM

Term: Full Year

Co-Requisite: Students who are part of Introduction to STEM must take the appropriate corresponding science, mathematics, and social studies level courses.

This course provides students with an introduction to materials and methods for independent study. Topics include an overview of physical and life science techniques; application of technological tools, programs and resources; prototype design and modeling; and analysis of collected data from direct measurement and surveys. This includes developing a project plan, supporting evidence through the use of college libraries, completing statistical analysis, and writing research papers. Students will be required to submit technical essays to online competitions. This class is a 2 x 6 course.

DRONES AND AVIONICS

Term: Semester
Grades: 9 – 12

This class is designed to explore the fundamentals of flight through the use of drones. Concepts of pitch, yaw, and lift will be some of what is discussed. Students will work in groups to assemble a drone kit. They will then be trained to fly the drones via a software simulator. Students will then advance to responsibly pilot the drones and explore current regulations that apply to the field.

NETWORKING AND COMPUTER REPAIR BASICS

Term: Semester
Grades: 9 – 12

This class will introduce student to the components of the computer and some simple techniques of how they can be replaced. Concepts may include some simple repair techniques of the operating system and discuss how files are stored. Students will also be introduced to the concepts of computer networking. They will explore the difference of Local Area Networks and Wide Area Networks and how TCP/IP is used to communicate between computers.

** This course approved by the NCAA
**Visual and Media Arts**

The Creative Arts Department offers a variety of courses designed to stimulate individual creativity and to engage students in the study of visual art and music. In addition, students who have an interest in music, art, dance and theatre have the opportunity to acquire a Five-Year Sequence in Fine Arts by combining courses in multiple disciplines. A course in Foundations in Studio Art and a course in Music Theory is required.

**VISUAL AND MEDIA ARTS**

In Visual and Media Art, concepts, methods and skills are developed in a wide range of two and three-dimensional media. Students explore how people through the ages express themselves through the arts as they continue to develop their own art-making skills and techniques. All classes are conducted in a studio atmosphere designed to give each student individualized instruction. Students may use a Five-Unit art sequence to satisfy requirements for the Advanced Regents diploma.

**CREATIVE CRAFTS**

Term: Full Year  
Grade: 9-12

This foundation course is recommended for students with an interest in ceramics, sculpture, mask-making, printmaking, and various other applied arts. It fulfills the 1 unit graduation requirement for art or music and can be used as a prerequisite for most other art courses. The projects will feature art from American Folk traditions, Latin American, Eastern, and African cultures, along with other non-Western art forms. Students will develop skills that will allow them to express themselves, while building a foundation for future endeavors in art in their lives. Student work will include both decorative and functional art. This course is a core requirement for a 5-unit sequence used for a World Language substitution.

**FOUNDATIONS IN STUDIO ART**

Term: Full Year  
Grade: 9-12

Studio Art is the foundation course of the Art Department. It fulfills the 1 unit graduation requirement for art or music and is prerequisite for most other art courses. In this course students will explore a wide range of media and techniques, including drawing, painting, ceramics, printmaking, and sculpture. Individualized instruction in a studio atmosphere allows students to explore their own artistic creativity while learning the fundamental concepts, methods and skills of the visual arts. This course is a core requirement for a 5-unit sequence used for a World Language substitution.

**DRAWING AND PAINTING 1**

Term: Semester - September  
Grade: 9-12

Prerequisite: Foundations in Studio Art, Creative Crafts, or fulfillment of the music requirement

Most students take Drawing and Painting 1 and Drawing and Painting 2 during their sophomore year before taking Advanced Placement in Studio Art. Drawing and Painting 1 is a dynamic course that first explores symbolic imagery and personal themes and later places a strong emphasis on drawing and painting from direct observation. This course prepares students to work in a variety of media, including charcoal, pencil, oil paint, acrylic paint, and watercolor. Individualized instruction in a studio atmosphere provides students with the opportunity to develop their own artistic ideas while learning traditional fine art concepts, skills, and techniques. Students will study Medieval and Renaissance art and artists and build vocabulary through discussion and critique in order to enrich their understanding of the art making processes.

**DRAWING AND PAINTING 2**

Term: Semester - February  
Grade: 9-12

Prerequisite: Foundations in Studio Art, Creative Crafts, Drawing and Painting 1, or Department Approval

Drawing and Painting 2 continues the themes and practices of Drawing and Painting 1. Both courses should be taken consecutively if possible. Advanced work, including still life, portraiture, and outdoor landscape painting are an integral part of this course. Visiting artists, individualized instruction, and group discussion and critique all enhance the studio experience and help students cultivate their own personal style. Students in this course will examine artwork from the late Renaissance through the Baroque, Impressionist, and 20th century modern art periods.

**DESIGN AND DRAWING FOR PRODUCTION**

This course satisfies the art/music requirement  
Term: Full Year  
Grade: 9-12

Design and Drawing for Production is the study of engineering graphics and technical illustration as a medium for communication and problem solving. This course emphasizes the design process as a common graphic language and means of communication essential to all technical areas in science, medicine, architecture, engineering, product design, and industry. Competence in technical drawing and building prototypes is essential to fully and clearly define requirements for engineered items. Students will be able to analyze, creatively design, and critically evaluate their work. Students will be introduced to 3D CAD modeling software programs used in the industry to accurately model their designs ready for rendering, animation, drafting, engineering, analysis, and manufacturing. It provides experiences for the students to be given a design problem and present a solution through design and drawing exercises and building prototypes for testing.

**This course approved by the NCAA**
The Schreiber World Language program offers students the opportunity to continue their study of the language begun in the Middle School and/or to begin a new language. Students must earn one credit of World Language to graduate from high school as per the New York State Department of Education. Students may earn an Advanced Regents Diploma by completing a three-unit “Regents” sequence in a world language and passing the FLACS B Exam (formerly known as the Language Regents Exam). The courses are still entitled “Regents” or “R” since the State still recognizes them as such.

The FLACS B Exam is recognized as an official exam by the New York State Education Department and serves as a pathway for an Advanced Regents Diploma. Students are encouraged to take a second and possibly a third world language. For students continuing consecutively beyond Regents level through senior year, either in the same or a second language, a Diploma with Distinction in World Language will be awarded.

LATIN COURSES

LATIN 2**
Term: Full Year
Prerequisite: Latin 1
Latin 2 is designed to follow Latin 1 studies. These students, at the completion of Latin 2 would enter a Regents level of study. Geography of the Roman World, prominent historical characters from Roman history, and a continuing emphasis on culture will be targeted in this course. Students will build their understanding of Latin Grammar. Skills of translation will be learned. Comprehension skills will be developed via the reading method. The opportunity to take the National Latin Exam will be given to students in March. Emphasis will be placed on the relationship between English and Latin in preparation for the upcoming SAT’s.

INTENSIVE LATIN** (Offered 2019-2020)
Term: Full Year
Prerequisite: Completion of a Regents sequence or a concurrent registration in a different language

This course will focus on vocabulary building and grammar structure as each relates to the English language. Mythology, culture and history will be intertwined with language study. The 12 Olympians, (Greek and Roman names) along with associated myths will be covered. The city life of Rome, e.g., Circus Maximus, Coliseum, the forum, Palatine Hill, Tiber River, Appian Way. Geography of the Roman world, prominent historical characters from Roman history and continuing emphasis on culture will be targeted in this course. Students will build their understanding of Latin grammar. Skills of translation will be learned. Comprehension skills will be developed via the reading method. The opportunity to take the National Latin Exam will be given to students in March. At course completion, the students will be able to go on to level 3 Regents. (2 units will be given).

FRENCH COURSES

FRENCH 2**
Prerequisite: French 1
A continuation of French 1, this course will further develop the four skills and will provide students with the opportunity to broaden their vocabulary.

INTENSIVE FRENCH** (Offered 2020-2021)
Term: Full Year
Prerequisite: Completion of a Regents sequence or a concurrent registration in a different language

An intensive course in French stressing the four language skills: listening, speaking, reading and writing. The work will include the material from level 1 and level 2. This course will prepare the students to continue to level 3 Regents or 3 Honors depending upon the teacher’s recommendation. (2 units will be given).

ITALIAN COURSES

ITALIAN 1**
Term: Full Year
If you have not studied Italian before or if you wish to add a second foreign language sequence to your program, this beginning course concentrates on the four basic language skills: listening, speaking, reading and writing.

ITALIAN 2**
Term: Full Year
Prerequisite: Italian 1
This course is a continuation of Italian 1 giving the opportunity to practice and improve skills of listening, speaking, reading and writing.

SPANISH COURSES

SPANISH 1B**
Term: Full Year
This is a beginning course whose aim is to introduce students to the Spanish language. Students will learn Spanish grammar and culture as they develop communication skills. Upon completion of this course, students will go into Spanish 2B.

SPANISH 1A**
Term: Full Year
This is a beginning course whose aim is to introduce students to the Spanish language. Students will learn Spanish grammar and culture at a quicker pace than those in Spanish 1B. Students will develop advanced communication skills in preparation for Spanish 2A the subsequent year. This course is ideal for those students with a strong academic background as well as those who formally study or have studied another World Language. (Upon completion of this course, students will go into Spanish 2A)

** This course approved by the NCAA
Alternative Programs

Schreiber offers two, distinct alternative programs: STEPS and FLC (the Freshman Learning Community).

STEPS: SUCCESS THROUGH EDUCATIONAL ALTERNATIVES & PERSONAL INITIATIVE AND SOCIAL SUPPORT

Term: Full Year
Grades: 9 - 12
Prerequisite: Recommendation of Counselor, Teachers and Administrator

The STEPS Program is an alternative education program, team approach, for students in grades 9 - 11. Science is taught by a member of the STEPS team for the 9th grade team. In the eleventh grade, as students mature, an effort is made to provide a less-structured environment. The STEPS core teachers share these students and work closely with a school counselor, social worker and/or psychologist, and assistant principal. Throughout the year, parents are invited to participate in a private, family meeting with the STEPS faculty. The STEPS program is small learning community available to 12 students per grade.

FRESHMAN LEARNING COMMUNITY

Term: Full Year
Grades: 9
Prerequisite: Recommendation of Counselor, Teachers, and Administrator

Students enrolled in the Freshman Learning Community must be members of the freshman class. This program will include sections of English, social studies, math and science. In addition the students in the program will also be able to take classes in foreign language, physical education, health education, art, music, technology, reading or family and consumer science, as recommended by the school counselor at the middle school. Throughout the freshmen year at Schreiber, parents are invited to participate in a private, family meeting with the FLC faculty. Students enrolled in the program will be able to acquire a minimum of six credits toward graduation.

SPANISH 2A**
Term: Full Year
Prerequisite: Teacher recommendation.

This course is for students who began studying Spanish in the 6th grade at Weber and were recommended by their 8th grade teacher. Upon completion of this course, students will go into 3 Regents, unless they need remedial work. Students will develop their listening, reading, writing and speaking skills. Exceptional students, with teacher recommendation, will be placed into Spanish 3H. Students in this course read some excerpts and study vocabulary that is important for the AP literature examination.

SPANISH 2B**
Term: Full Year

This course is for students, who began studying Spanish in the 7th or 8th grade in Weber, or students who did not attend Weber and those who have completed Spanish 1 at Schreiber. Students who had difficulty with Spanish in 8th grade may also go into 2B. Upon completion of this course, 2B students will be placed into Spanish 3, hence allowing them an additional year to prepare for the FLACS exam (former language Regents). In those cases when a teacher believes that a student’s grades and ability would allow them to continue their study of Spanish at a more accelerated pace, teachers might recommend that a student be placed in Spanish 3 Regents with a Lab. It is mandatory that students who go to Spanish 3R from Spanish 2B take the Lab course in conjunction with Spanish 3R. The two extra days of Spanish study per cycle will enable students to bridge the year’s gap of information that they would have done in Spanish 3.

INTENSIVE SPANISH 2 & 3**
Goals of the Course: First course in a four year sequence for accelerated students of Spanish who will start an in-depth preparation for subsequent year’s Accelerated AP Spanish Language and Culture course.

Term: Full Year
Prerequisite: An entrance exam and department recommendation is required. Students must be proficient in the Spanish language as the class will be conducted entirely in Spanish.

This course is geared toward those students who are highly proficient in the Spanish Language and will take the Accelerated AP Spanish Language and Culture course the subsequent year. This two credit course is a combination of two courses that constitute the second and third year of Advanced Spanish instruction. This will enable students to complete a second Spanish AP course in Literature during their senior year; hence, affording them the opportunity of receiving six AP Spanish credits during their High School career. The students enrolled in this course will have ample opportunities to further improve their proficiency skills in listening, speaking, reading, and writing. The course will be conducted entirely in Spanish and it will follow the thematic units established by the College Board.

** This course approved by the NCAA
Schreiber Mathematics Dept. Paths of Study for entering Freshman

**Grade**

8

Accelerated Mathematics
CC Algebra 1

CC Algebra 1
Reg in June

***For this path see below.***

NYS CC 8th Grade Curriculum

9

Math 9 Honors
Includes Geometry & Alg 2 material

Common Core Geometry

Common Core Algebra 1

Common Core Algebra 1
Reg in June

Math 9 Honors
Includes Geometry

NYS CC 8th Grade Curriculum

10

Math 10 Honors
Includes CC Alg 2 and Pre-Calc 1

Math 9 Honors
Includes Geometry

Math 10 Honors
Includes Geometry

Math 9 Honors
Includes Algebra 2 & PC

Math 10 Honors
Includes Algebra 2 & PC

Math 9 Honors
Includes Algebra 2 & PC

Math 10 Honors
Includes Algebra 2 & PC

CC Alg 2
Reg in June

Common Core Geometry Plus

11

Math 11 Honors
Includes Pre-Calc 2 & Diff. Calc.

Topics in PreCalc/Diff-Calc Full Year

Math 10 Honors
Includes Pre-Calc 2 & Diff. Calc.

AP Calculus AB or AP Calculus AB 6 Day or AP Statistics or AP Computer Sci

AP Calculus AB 6 Day Senior status

PreCalculus Full Year or Topics in Pre-Calc/ Diff-Calc Full Year

AP Calculus AB

Topics in Pre-Calc/ Diff-Calc Full Year

12

AP Calculus BC

AP Exams in May

AP Exams in May

AP Calculus AB or AP Calculus AB 6 Day or AP Statistics or AP Computer Sci

AP Calculus AB 6 Day Senior status

PreCalculus Full Year or Topics in Pre-Calc/ Diff-Calc Full Year

AP Calculus BC

PreCalculus Full Year

Common Core Alg 2 Plus

AP Exams in May

Common Core Alg 2 Plus

Foundations of Alg2/Trig

Financial Algebra

PreCalculus Full Year

Common Core Alg 2 Plus

AP Exams in May

Topics in Algebra 1 and Geometry

Common Core Geometry Plus

Computer Science & Applications

*** For questions about this path and other options please contact Mr. Gorman in the Math Dept. at 767-5951.

CC-Common Core
Social Studies Course Flow Chart

Grade 9

Global History & Geography I

Grade 10

Global History & Geography II
or
AP European History

Grade 11

United States History & Government
or
AP United States History

Grade 12

Participation in Government and Economics (three options available)
or
AP US Government & Politics*
or
AP Comparative Government & Politics*

AND

AP Macro/Micro Economics*
or
Economics/Senior Options

Electives Offered:

- History of World War II
- Sociology
- Basic Psychology
- AP Psychology
- Criminal Law
- Legal Problems
- Introduction to STEM (w/ Math, Science, & Technology)
- Fundamentals of Radio Podcasting 1
- Fundamentals of Radio Podcasting 2

*Half-year participation in Government/Economics course taken only by students who are taking either AP Government, AP Comparative Government, or AP Economics in Grade 12. All seniors will be required to complete a senior project for graduation.
**Spanish Course Flow Chart**

Spanish 1 or Weber → Spanish 2B → Spanish 3

Spanish 2A → Spanish 3R with Lab


Spanish 1 or Weber → Spanish 3R → Spanish 3R


**Honor’s Track**

Spanish 3H → Adv. Spanish 4H - Language → AP Spanish Language & Culture


**Accelerated**

Spanish 1 or Weber → Intensive † Spanish 2 & 3 → AP Spanish Language & Culture

AP Spanish Language & Culture → Adv. Spanish 4H - Literature → AP Spanish Literature

**Any deviation from this chart must obtain chair approval.**

† Requires a qualifying exam for admittance.
† Please note the Advanced Civilization and Advanced Language courses in French and Italian, as well as Latin Poetry and Latin Prose run alternate years. They can be taken in either order. Students may obtain credit for each course.

**Any deviation from this chart must have chair approval.

*Intensive French and Intensive Latin are equivalent to a level 2 course and therefore follow the same directions as the level 2 course.
PORT WASHINGTON UNION FREE SCHOOL DISTRICT

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Administrative Offices
100 Campus Drive, Port Washington, N.Y. 11050
www.portnet.org