

Stuyvesant High School
Parent Handbook
published by

The Stuyvesant High School Parents' Association

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1. Introduction

Welcome to Stuyvesant High School, a community of approximately 3000 students, 6000 parents, and 200 teachers and staff members. At first, the school may seem a bit confusing to both students and parents, but you will find that there are many people willing to help smooth the way. Students make friends quickly and become confident and secure with the school's routines, expectations and procedures.

The purpose of this handbook is to help familiarize you with how the school works so that you can help your child make the most of the Stuyvesant experience. This handbook, in conjunction with the *College Handbook*, should answer many of the most commonly asked questions, but you should also feel free to contact school administrators, teachers or other parents to ask for help. Both the Stuyvesant website (www.stuy.edu) and the Parents' Association website (www.stuyapa.org) regularly post helpful information and the PA general meeting programs are designed to be as informative as possible.

We hope that Stuyvesant will be your home for the next four years and that these years will be enriching for both you and your child.

The Stuyvesant Parents' Association

2. The Philosophy of Stuyvesant High School

The Stuyvesant High School philosophy is that each student is a worthy human being and a necessary partner in a program established for his/her future in a democratic society. With the cooperation of parents, the function of the staff in this process is to nurture the developing awareness and responsibilities of each individual. The school provides positive direction in an academic environment that offers the individual intellectual, moral, athletic aesthetic and social opportunity. (From "*Stuyvesant High School - A Tradition of Excellence*")

3. The Stuyvesant High School Parents' Association ("PA")

All parents or legal guardians of Stuyvesant students are automatically members of the Parents' Association. While Stuyvesant expects students to take increasing responsibility for choosing wisely from educational and extracurricular options, managing their time, and conducting themselves well, parental involvement remains key to student success. The PA offers one way for you to play an active role in your child's education and personal growth at Stuyvesant.

A primary goal of the PA (as stated in the Parents' Association By-Laws) is to bring parents into an active role in students' academic and non-academic activities and to help establish a strong relationship between the home and the school. To accomplish this goal, the PA provides numerous opportunities for parents to participate at the school. The PA maintains a strong relationship with the administration, faculty, and students in order to keep parents informed about educational and extracurricular activities. Through the PA, parents can become more effective partners in their child's education, in school governance, and in a supportive network for themselves.

We invite you to join us. The PA membership has dedicated and caring Stuy parents who offer their time and energy to many activities that enhance and enrich school life. These are some of the ways in which you can become involved:

Come to the monthly meetings of the PA! Make sure that your voice is heard! Meetings are designed with your needs in mind. Attendance will enrich your understanding of issues that directly affect your child. Our programs regularly present key members of the Stuyvesant community and well-informed guest speakers who make presentations on topics such as college admissions and financial aid.

Come to special events! School plays, concerts and special lectures are organized throughout the year. Notices of special events are published in the PA Bulletin and posted on both the school (www.stuy.edu) and PA (www.stuyapa.org) web sites. Parents can also subscribe to student newspapers which provide the student perspective on life at Stuyvesant.

Attend School Leadership Team (“SLT”) monthly meetings! The SLT is an advisory committee composed of teachers, students, administrators and parents. SLTs are mandated by New York State and receive funding from the Department of Education. The primary responsibilities of the SLT are to develop the Comprehensive Education Plan for the school and to align the budget with that plan. The SLT also discusses and makes decisions on various substantive issues as they arise. In recent years, the SLT has made recommendations on such issues as ethics, research skills, homework policies, sexual harassment, and smoking. It has been instrumental in introducing English composition courses, expanding options for electives, and in creating an Open School Week policy to facilitate parent observation of classroom instruction. The SLT is a vital forum for shaping school life. In addition to the PA President, six parents are elected to serve on the SLT, two from each class, tenth and eleventh and one from each class, ninth and twelfth. There will be one Alternate Delegate for each class. The freshman class parent delegate is elected at the October PA meeting. SLT members are automatically voting members of the PA Executive Board and are expected to attend PA Executive Board and general meetings.

School Mission Statement developed by SLT:

“Stuyvesant High School has been a symbol of excellence for almost a century. Our mission is to continue and enhance that commitment by providing an environment which will nurture and enhance the special academic talents of the students admitted to Stuyvesant. The educational heritage of Stuyvesant is deeply rooted in the tradition of Science, Mathematics and Technology. This has been the foundation of our educational success and must remain the cornerstone of our educational program. Within this context, the goal of this institution is to instill the intellectual, moral and humanistic values necessary for each child to achieve his/her maximum potential as a student and as a caring citizen of the world. Although all students who are admitted to Stuyvesant are intellectually gifted, we must remain cognizant that learning and academic prowess can always be improved. As the model for academic excellence, we will ensure that access to advanced curriculum is a priority. This instruction may be “in house” or by arrangement with post-secondary institutions. In this way, all Stuyvesant students, even the highest achievers, are challenged. In order to remain a model for instruction for gifted and talented students, Stuyvesant High School has as its goal to continually reevaluate its programs and policies in order to better serve its student population.”

Join the Executive Board! Every year, elections are held for the Executive Board of the Parents’ Association. There are seven Member-at-Large positions open to current and incoming parents. Three parents represent the Freshman class, two parents represent the Sophomore class, and one place each is reserved for a Junior parent and a Senior parent. Nominations for the Member-at-Large positions are taken at the September PA meeting. The

elections are held at the October meeting.

Please make a donation to the PA! Paying dues is strictly voluntary and is not a requirement for membership in the PA. However, the funds gathered through dues, the Phonathon and other fund-raising activities are all utilized to benefit our children and to support the educational activities of the school. You can make your \$20 tax-deductible donation at any PA meeting or by mailing a check to:

Parents' Association, Stuyvesant High School
PO Box 3531
Church Street Station
New York, NY 10008-3531.

List your name in the School Directory so that you and other parents can be in touch more easily. You can sign up to have your name in the Directory by filling out a form at a PA meeting or by following the instructions in the September and October PA Bulletins.

Join a Committee! The PA organizes its work through its committees which are vital to its success. Many volunteers are needed; parents who serve on committees find it a wonderful way to meet other parents and to get to know the school better. Committee chairs are appointed to the Executive Board by the PA President(s) and are expected to attend Executive Board monthly meetings and PA general meetings. (See committee list below).

Standing Committees of the PA

1. ***Appropriations:*** Every spring, this committee compiles a Wish List of funding requests from the teaching staff, academic departments and the school administration. The list is prioritized by the principal and the committee then reviews the requests within the confines of the PA budget. The committee makes a funding recommendation to the PA Executive Board and General Membership. The committee meets several times throughout the year, including during the summer.
2. ***College:*** The College Committee works with the Stuyvesant Guidance Department and College Office to determine what assistance the PA can provide to the college counseling process at Stuyvesant. This committee helps to organize College Night in May, when representatives from 150 colleges throughout the country come to discuss their programs with Stuyvesant students. The PA provides dinner for the college representatives and needs volunteers to help organize and serve dinner. The PA also encourages parents to bring in desserts and other dishes. The College Night planning committee meets several times leading up to the event.
3. ***Communications:*** This committee is responsible for publishing the monthly PA Bulletin and maintaining the PA Web site. Volunteers are needed to write articles

and to work on production of the bulletin, as well as to update and manage the Web site.

4. ***Faculty Reception/Open School Week:*** The PA provides a buffet dinner for the faculty prior to the evening parent-teacher conferences in October and March. This reception is popular with the faculty and gives the PA an opportunity to show appreciation for its efforts. Volunteers are needed for the afternoons of the dinners. This committee also assists the administration in coordinating parent visits to classrooms during Open School Week and, if requested, assists in providing volunteers to proctor the Stuyvesant entrance examination.
5. ***Family Orientation:*** This committee organizes the PA Family Orientation program for incoming Stuyvesant students and parents, which is held in June. This committee also assists the school with events for potential Stuyvesant students and their parents. Many volunteers are needed for the days of the events and to work on the planning committees. Freshman parents are especially encouraged to join this committee.
6. ***Hospitality:*** The Hospitality Committee organizes the refreshments for each PA general meeting and Executive Board meetings. It is also responsible for the potluck dinner which is held at the first meeting and may organize other events such as a Food Drive.
7. ***Independent Research:*** This committee organizes an afternoon reception to honor those students who entered independent research competitions such as the prestigious Intel Science Competition. The committee also works with Stuyvesant's Research Coordinator to provide our students with maximum research opportunities and mentoring support.
8. ***Membership Outreach and Parent Buddies:*** The goal of this committee is to increase the level of parent participation in the PA and to find ways to make the PA responsive to the needs of our diverse parent body. Members of the committee greet parents and distribute materials at each PA general meeting. This committee organizes the "Parent Buddy" program, through which incoming parents are put in touch with more senior parents. This committee is also responsible for compiling and publishing the annual Stuyvesant PA Parent/Student Directory, which is available at PA meetings throughout the year.
9. ***Phonathon/Fund-raising:*** The Phonathon, the PA's major annual Fund-raising event is held on three consecutive evenings in May. Every Stuyvesant family is contacted by telephone and asked to contribute to the school. The Phonathon raises substantial funds (sometimes exceeding \$350,000) to use for school activities and programs which are not currently financed by the Department of

Education.

The committee needs volunteers to organize the event, to make Phonathon calls to parents in the languages of our various constituent groups, and to process the pledges received. This committee also helps to develop new Fund-raising activities.

10. ***Programs and Presentations:*** This committee organizes the programs, including featured speakers, for the monthly PA meetings. It also arranges programs of special interest to specific groups of parents, such as financial planning for college. The PA appreciates suggestions for useful and interesting programs and speakers.
11. ***Scholarships:*** Each June, the PA awards scholarships ranging from \$500 to \$1000, to Stuyvesant students based on written essays. The Scholarship Committee selects the subject for each essay and determines the guidelines for submission. Members of the committee read the essays and select recipients of the scholarship awards, which include:

- *The Fred Bauer Award;
- *The Murray Kahn Award; and
- * individual Parents' Association Scholarships.

See the PA Bulletin and PA web site for specific information concerning deadlines and topics.

The work of the Scholarship Committee is concentrated in the spring months.

To avoid conflicts of interest, Senior parents may not serve on this committee.

4. Special Notes for Parents of Freshmen

Adjusting to Stuyvesant from the less complex waters of middle school can be a bit daunting. Some freshmen plunge in both academically and socially, while others hold back until they feel more oriented. Parents should not be alarmed if their previously sociable child becomes shy or their super studious student joins five clubs and appears to be less interested in his/her academic work at first. Regardless of their initial approach, it usually takes new students at least a semester to adjust fully. The school provides after school group guidance meetings for freshmen to discuss study skills, graduation requirements and schedules for standardized tests. Frequent group discussions take place in the Guidance Suite (Room 236), where students can discuss whatever is on their minds.

You can help your child by being calm and not pressuring her/him to do anything differently until s/he finds an equilibrium. If you think that your child is going astray or is experiencing academic difficulties, you can contact the freshman guidance counselor and make an appointment to discuss your concerns.

It may be helpful to you to speak with the counselors who have seen hundreds of students entering

Stuyvesant and can advise you if your child's adjustment pattern is a cause for concern.

The following was written by Stuyvesant Guidance Counselor Jay Biegelson, and will be helpful to you and your child:

Biegelson's Theory of Small Pieces
A Study Guide for the Undisciplined

"If you have been unsuccessful thus far in achieving the grades you feel you are capable of, this guide may be helpful in structuring the time and efforts spent on your studies. The *Theory of Small Pieces* is designed to make your daily approach to study a more palatable experience and will encourage your own involvement in the study process. Your success can be achieved through small efforts made on a daily basis throughout the term. People do not fail here because they can not do, they fail because they fall behind and then spend the term playing "catch up."

A daily review of class notes is essential for success at Stuyvesant. Five minutes of review in each of your subjects done in the following manner is all that's needed (small pieces). Set up a **study folder** for each class, independent of your notebook and your homework. Look through your class notes each day and ask yourself, "What are the four or five important ideas from this lesson?" They may consist of a set of formulas, equations, definitions, translations, dates and events, etc. Write them down on a separate sheet of paper, and date it. Do not just highlight them in your notes. Then ask yourself the really important question, "Do I understand this material?" Imagine another student was absent, and called you for the work; could you teach them these five things? If you feel that you can explain all the issues to someone else, you're done. Place the sheets in your folder. If you're not sure about any one of the items, make a note to yourself in your notebook heading. **Ask your teacher**, on the following day, for further clarification on the subject. Do not feel embarrassed to seek help. If you are not clear on an issue, I guarantee you that there are five or six others in your class who are equally lost. If you continue to have difficulty in a subject or if you want to excel in a subject, announce to your class that you are forming a **study group**, and set a meeting time for after class. You don't need to meet every day, maybe just once or twice a week. Four people observing the same lesson will get four different interpretations of what was taught. There will be things that you can teach others, and subjects that they can help you with. Work as a team and share your knowledge. Your teacher, the chairman, or the **ARISTA** office are good sources for **tutorial referral**. If you feel that your note taking ability leaves something to be desired, you might try giving a sheet of carbon paper to another student in the class, and incorporate both sets of notes when drawing up your guide each night.

When given a reading assignment, skim through the book looking for a summary at the beginning or the end of the chapter and/or any *italicized* words, **bold print** or chapter sub-headings the author may have included. **Read these first**, then read the chapter. It will give your mind a framework for processing the information. The material will make more sense to

you if you know what is to come in the chapter. When finished, **write your own summary**. Ask yourself, “What are the ten or fifteen important facts in this chapter?” What would you quiz your students on if you were the teacher? Place this summary in your folder.

On the **day an exam** is announced, take out your folder. You’ll find that you have an outline of two or three weeks worth of class notes and three or four reading assignments. **You have your study guide!** You’ve been doing it by working five minutes each day (small pieces). You are usually given about a week’s notice for an upcoming test. Spend a **half hour reviewing** these notes. Six half hour sessions over a week is a lot more effective than a single three hour “cram” session the night before the exam. The same amount of time is spent, only more efficiently. Most important, you will become aware, on the first night, a week before the test, of what you know and don’t know. You’ll have time to ask your friends, teacher, study group or your tutor about those issues. You won’t spend a week procrastinating and worrying about how you are going to conquer this mountain of material. You also won’t wind up studying the wrong material the night before the exam, and walking into the test in a state of panic. You’ll begin to feel comfortable with the material by the third or fourth day. The last two days will be your fine tuning for the test.

Flash cards are an effective means of review and can help you quickly memorize long lists of data during your half hour review sessions. The flash card employs “**white space**” as a tool to learning. “White space” refers to all the blank areas on the card. It is a basic concept of the advertising industry. The eye can focus on one word, one idea, one concept, a lot more effectively than an entire list of facts running down a page. The second key to efficient flash card use is the **removal of learned material**. You should go through your pack of cards and discard any facts that you know. Place them in a separate pile. **You don’t need to review material already memorized**. Go through the remaining pile again and again, each time removing the three or four items that you have retained. When you have moved all the cards to the discard pile, go over those cards again and review only the forgotten material until you have it down pat.

Homework should be approached in small pieces also. **One hour periods** of intense work followed by **half hour breaks** are more efficient than long periods of work filled with distraction, boredom, or the discomfort of sitting for a long stretch. The only time you should be working for three or four hours in a row is when you’re writing a term paper and need to generate a series of thoughts and ideas. Homework periods should be approached on a “**worst subject**” basis. Start with your most difficult class and work towards your easiest. You don’t want to sit down to your hardest subject after three or four hours of work; you’re just too tired and drained. Yet you could handle your strong subjects even after a long day of work.

Try to establish a **regular schedule** for homework and study. All other activities should be fit into and around that schedule. A typical Monday through Thursday schedule might look as follows: Spend a half hour with your friends after school unwinding and socializing. When you arrive home, sit down for a one hour period of homework. Set the clock. One hour is easy enough to digest even for the greatest of procrastinators. Take a break, have dinner, watch some TV, call a friend. Spend at least a half hour away from your work. Then sit down for a second one hour shift, followed by another half hour break. Tape your favorite shows and use the break time to view them. Tell your parents to take all phone calls that come in during your one hour homework periods, or use your message machine, and return calls during your free time. Your friends will soon learn your schedule and call at the right time. Sit down for a third hour if necessary and follow that with a break. Do your five minute write-ups for each of your

classes. Remember to make note of those questions you have for tomorrow. If a test has been announced, do your half hour review and you're done. If you arrive home at 4:30, you'll be done by 9:30 or 10:00, and will have dedicated three solid hours to your homework, reviewed your class notes and prepared for a test. You've also allowed time for your friends, your family and yourself.

On Friday, join a club or team and spend the afternoon at school. You're free Friday night. Have fun! You're free Saturday night. You're free Sunday night. **You can't do homework or study on Sunday night.** If you eliminate Sunday evening study, you'll begin to **break the cycle of**

procrastination that has brought you to read this article. Since you were free all Friday afternoon and evening, you need to dedicate some time, **of your choice**, Saturday morning or afternoon, Sunday morning or afternoon, to the routine set up earlier. An hour of work, half hour break, hour of work, half hour break, five minute write-ups, half hour study blocks, etc.

Keep an **assignment book** of when things are due. Don't just write down - Dec. 15/Term Paper Due. **Break it into small pieces.** Assign yourself a set of dates: to do research; to work on your rough outline; to write the rough draft; the final draft; to do your typing. If you wait for the last two weekends to work on your paper, I guarantee you that two other teachers will tell you about a major exam on the same day your paper is due, and you'll be jammed up on all three.

The key to success is to stay ahead of the game. Doing work in small pieces allows you to be master of your school work and your free time. Take control of your life."

5. How Things Work

Organization of Classes - Official Classes

Each freshman is assigned to an "official class," also known as "home room," which consists of a teacher, a designated room and about 34 students. There are approximately 24 official classes per grade level. As a rule, students remain in their original official class with the same classmates throughout their time at Stuyvesant. Home rooms do not meet daily but are scheduled on an "as-needed basis" for organizational purposes, to distribute pertinent information to various grade levels. Two or three "Big Sibs" (see section on "Peer to Peer Support" or the *Big Sibs Handbook*) are assigned to each freshman home room to work with the home room teacher and to establish initial peer contact for incoming students.

Organization of Time - Periods, Semesters, and Course Designations

The school day is divided into 10 periods of approximately 40 minutes each. Most students start with "first period" at 8:00 A.M. Almost all classes are a single period in length, although some science and technology education courses, (the "10-period shops"), are double-period classes. A complete bell schedule is listed on the Stuyvesant Web site, <http://www.stuy.edu/about/bells.phtml>.

Students eat lunch at various times depending upon the open periods in their schedules. Students may leave the building for lunch, but may not bring food back into the building.

The school operates on an annual two-term semester. A student is in term 1,3,5, or 7 in the Fall, and in term 2,4,6, or 8 in the Spring. The rather complicated system of course codes

reflects this two-term organization. Odd-numbered courses are taken in the Fall and even-numbered courses are taken in the Spring; the first letter of the course code designates the subject area:

A	=	Art
F	=	Foreign Languages
H	=	Social Studies
M	=	Math
P	=	Health and Physical Education
S	=	Science
T or V	=	Technology and Drafting
U	=	Music

Therefore, Social Studies HG1 and HG2 are usually taken by freshmen in their 1st and 2nd terms; sophomores usually take Social Studies HG3 and HG4 in the 3rd and 4th terms.

The best way to completely understand the naming and numbering of courses is to study the *Course Guide* (see below).

Student ID / Program Cards

Students are issued picture IDS as freshmen. At the beginning of each term, each student is given a program card showing his/her current roster of classes. Students must attach their program card to their I.D. cards; this is their official Stuyvesant identification and it must be carried with them at all times. School security officers will ask to see the cards if students want to leave the building for lunch.

Attendance

Parents should send a note to school explaining each absence. The student is expected to have the note signed by each of his/her teachers and then return it to the attendance office (Room 203). An excused absence will be so denoted on the report card. Parents should check the number of absences on the report card; if they exceed the number of notes sent, talk to your child about whether or not s/he is cutting classes.

If your child will be absent for an extended period of time, please contact the Attendance Office (212-312-4800 x2031) so that teachers can be alerted. You can contact your child's Guidance Counselor to discuss plans for making up missed work.

Ethical Conduct

Stuyvesant follows the policies of the New York City Department of Education regarding matters of academic and personal honesty (cheating, plagiarism, etc.). The official statement on ethical conduct is:

Stuyvesant students are required to adhere to the highest standards of ethical conduct with respect to both academic and social/community activities. In school, the New York City Department of Education Code of Discipline provides the legal standard against which behavior will be judged. The school administration and teaching staff will uphold and pursue standards of ethical conduct to the fullest extent possible.

6. Graduation Requirements

To satisfy the requirements for a Stuyvesant High School diploma, students must complete a number of required courses:

Subject	Requirement
English	8 terms
Social Studies	8 terms
Mathematics	6 terms
Science (Laboratory)	8 terms
Foreign Language	6 terms
Health Education	1 term
Physical Education	6 terms of cycled class, 1 full-term class
Technology Education	1 term of Drafting/CAD 1 term of Computer Science 1 term of (5 period) Technology 1 term of (10 period) Technology
Art	1 full term
Music	1 full term
Senior Electives	2 full terms

The *Course Guide*, a publication distributed each year to every Stuyvesant student, includes a grid describing all courses and listing graduation requirements. The Course Guide can be accessed online at www.stuy.edu.

Regents Examination Requirements

Regents Examinations are mandated by New York State. To satisfy the requirements for a Stuyvesant High School diploma, students must also pass each of the following Regents Examinations:

Mathematics	Math A and Math B
Science	Living Environment, Chemistry, Physics
English	At the conclusion of term 5 or 6
Foreign Language	At the conclusion of 6 terms
American History	American History and Government
Global History	At the conclusion of term 4

7. The Curriculum

All courses are described in the *Course Guide*, which is given to incoming students at student orientation and is also available on the school Web site www.stuy.edu. We strongly suggest that both you and your child read the Course Guide closely early in your time at Stuyvesant. In this way, students can begin to research courses they may wish to take and plan for timely completion of prerequisites for more advanced courses. Students will need to refer to the *Course Guide* frequently during their years at Stuyvesant.

Note on Advanced Placement (“AP”) Courses

The best reason to take an AP course is because the student has a genuine and strong interest in the subject and has done well in related basic courses. It is also true that students use AP classes to distinguish themselves from their peers in the inevitable academic competition for college admissions. Many colleges are interested in students who undertake a “competitive program.” In practice, this often means that colleges take into account the number of AP courses in a student’s cumulative program, among other factors.

Selection of Students for Advanced Placement Courses

After many discussions, the School Leadership Team and the Administration have adopted the following policy:

Written criteria for acceptance in each Advanced Placement class will be available to all students through the registration process and on the school web site;

An appeals process is available to students who do not meet the criteria; and

Students may apply for any course for which they are qualified but are expected to exercise good judgment.

Students may apply for multiple Advanced Placement courses provided that the following criteria are met:

1. Any student who meets the departmental requirements for an individual AP course is eligible to take that course regardless of the student’s overall average;
2. Students who wish to take 2 AP classes must have a minimum overall average of 88%;
3. Students who wish to take 3 AP classes must have a minimum overall average of 93%; and
4. Students who wish to take 4 AP classes must have a minimum overall average of 95%.

Students are encouraged to take no more than three (two are recommended) AP classes at any lone time.

Students who wish to take an AP class in excess of school guidelines must file a Parental Consent form with their Grade Advisor. Parents of students who take AP classes in excess of the school guidelines are required to acknowledge this and agree, in writing, that their child will not be permitted to drop any AP classes.

Note on Humanities Courses

The English and Social Studies Department have created an integrated course of study open to freshman, sophomores and juniors. In the first two years, reading assigned in English classes is related to the material being studied in Global History. The third year links American History and Late American Literature in an American Studies component. American Studies combines the study of history, literature, art and architecture and requires a combined research paper. All Humanities courses require more writing than is done in the conventional English and Social Studies classes. Admission in the first year is by random selection of students who select the course. For sophomores and juniors, admission is by interest and demonstrated ability in English and Social Studies.

8. Programming

In each semester, an individual's course of study is called his/her "program." Making good choices and being able to take desired courses in each of the eight terms is a major concern for students.

Stuyvesant's Programming Philosophy: "Our goal is to schedule students in a manner which best satisfies their educational needs. This mandate must be carried out within the dual constraints of budgetary capability and staffing availability. We are committed to providing both students and parents with information about available courses and graduation requirements and to providing opportunities for input from both students and parents. Our plan is designed to provide our students with strong support from both guidance and academic staffs" (from the *Course Guide*).

Choosing Courses: All freshmen, sophomores and juniors must be programmed for at least 6 instructional periods. In addition, all students must include Physical Education and lunch. Seniors must be programmed for at least 5 instructional periods plus Physical Education and lunch. The *Course Guide*, which is given to each student at Freshman Orientation (and can be purchased in Room 103) contains a chart of graduation requirements. The Course Guide is also available online (www.stuy.edu).

Registration: All programming is done on-line. In order to participate, **students must know their user name and password.** Students who do not have access to the Internet or need assistance, can utilize computers in the Library, the Guidance Suite (Room 236), and the Program Office (Room 239).

Program Corrections: Programs are distributed in home rooms in September and January. Program distribution is followed by program correction days. Program corrections are issued when an error has been made in preparing a student's schedule. Students who are assigned to the

courses they requested are expected to complete those courses.

If there is a problem with a program (e.g. the wrong course, the wrong level in every subject), a student should see his/her Grade Advisor on the scheduled day to have the program corrected. Requests for program changes can only be made through the Grade Advisor.

9. Homework

Homework Methods/Study Skills

“One of the best things you can do for your child is to help your child create and maintain a quiet, organized space and a regular routine for doing homework.” For excellent insight into effective and pleasurable methods of managing homework, see Biegelson’s *Theory of Small Pieces*.

Homework Policy

1. Homework is designed to reinforce and/or anticipate classroom work and may include writing, reading or studying. From time to time, assignments may include field visits and use of media of various types.
2. Homework assignments should be designed so that students can complete them in 30-45 minutes. In each regular prepared subject, assignments should be given 3-5 times per week. Long term projects should be assigned to students well in advance.
3. Homework assigned to be completed over weekends and holidays (e.g., winter and spring recess), should be limited in length to one regular day’s assignment. It is hoped that the customs and traditions of our diverse community will be respected.
4. Advanced Placement courses may require work in excess of 30-45 minutes per night.
5. Students are expected to complete, and teachers expected to review, assignments in a timely manner.
6. Students experiencing a problem may speak with the teacher, Guidance Counselor, the Assistant Principal for Supervision or the Assistant Principal for Pupil Personnel Services.

Department Chairpersons and the Principal of the school will implement these policies.

“Test Day” Guidelines

A test day policy was put into place several years ago to insure that students do not have all of their teachers giving exams on the same day. Teachers may be forced to deviate from the policy due to holidays, snow days and other days off from school.

If a student has several tests scheduled on one day, in apparent deviation from the “Test Day” policy, it is suggested that the student inform the Assistant Principal in that subject area of the problem. The Assistant Principal will look into the matter and determine that there is a legitimate reason for the change in test schedule or will discuss a possible change in test schedule with the specific teacher.

10. Assessment: Marking periods, test, quizzes, report cards, grades

Teachers weigh various elements of student performance in determining a grade. Elements of a grade typically include class participation, timely completion of homework, quizzes and tests. The emphasis upon each element is left up to the departments and the teachers.

Stuyvesant utilizes a numerical grading system.

Each term is divided into three marking periods.

At the end of the first period, students receive one of 7 possible letter grades in each subject:

E = Excellent

S = Satisfactory

N = Needs Improvement

U = Unsatisfactory

Z = Never Reported

L = Late Admission

M = Medically Excused from Physical Education

At the end of the second period, a numeric grade is given:

90 - 100	Excellent
80 - 89	Good
70 - 79	Satisfactory
65	Passing
45 - 60	Failing

Report cards are given to students at the end of these marking periods. Occasionally, there will be a short teacher’s comment made. There is ample time to identify problems and seek remediation. Official daily attendance is also noted.

From “*Thoughts at the End of the Second Marking Period*,” *The PA Bulletin*, 11/99:
The end of the second marking period is an important time for all students, but especially so for Freshmen. Students have had two months to make relationships with their teachers and with each other. This is the time of the first numeric summary grades of the year, which may show clear signs of early success (and the probability of future success), or they may show specific problems. Serious performance deficits can act as a “detonating event.” If kids see themselves as “unsuccessful,” they may rationalize and invent

erroneous views of themselves. They may detach or try to prove through new behaviors that the standard measure of success (the report card) is not the one they wish to subscribe to. They may become attracted to others whom they see as similarly unsuccessful.

Especially for younger high school students whose views of themselves are still so much in flux, early signs of problems of self esteem need to be addressed with love and wisdom. As our Guidance counselors have told us, “When your kid comes home with a 95, hug your kid. And when your kid comes home with a 55, hug your kid.” As your child is dealing with academic pressures, you should be aware of additional pressure you may be creating. Your message needs to be constantly supportive and strategic. Poor performance is always cause for concern and thoughtful response; but especially, if you see signs that poor academic performance is affecting your child’s self image, take action. Contact the teacher and/or the department chair to see what you and your child can do. Perhaps tutoring should be arranged, or your child’s study habits may need improvement. Feel free to contact Stuyvesant with your concerns. As always, your wise engagement in your child’s education is welcomed.

At the end of the third period, the report card lists the final grades for the term in each subject as well as the grade received on the final exam.

11. Parent-Teacher Conferences and Open School Week

Once each semester, after the first preliminary grades are given, you will have an opportunity to meet with your child’s teachers. Usually, you will have the choice of meeting on Thursday night or Friday afternoon. Due to the number of parents each teacher may need to see, you will only have the opportunity to meet for 3 - 4 minutes. In spite of the restricted time frame for each meeting, this is a very good way for you to briefly review the curriculum and your child’s performance in that subject. To prepare for these meetings, you may wish to review assignments your child has completed and to have your child’s interim report card with you.

Stuyvesant has taken a strong pro-parent position by developing a week-long Open School Week policy. Each semester, you may visit the school to observe classes on Monday, Tuesday or Wednesday of the week of Parent Teacher Conferences. You do not need an appointment and you may observe any class you choose, following the guidelines that will be made available to you when you arrive at the school. In this way, you may gain a stronger understanding of your child’s course of study. Details about Open School Week are noted in the Parents’ Association Bulletin.

12. Standardized examinations

Graduation and college admissions both depend, in part, on your child having successfully

completed a series of standardized tests in addition to the basic Stuyvesant course examinations. There are six types of externally created standardized tests that you need to be aware of: PSAT, SAT I, SAT II, Advanced Placement, ACT and Regents exams.

A. Educational Testing Service Exams

The Educational Testing Service (“ETS”), located in Princeton, New Jersey, creates and administers a range of critically important standardized tests. Some tests are required and some are optional. It is important that, during your child’s freshman year, you develop an understanding of the entire four-year sequence of these exams. Schedules for tests are published annually and are mailed to parents via the postcard-size regular mailings from the school. Students are also informed about them in school. The schedule is always available through the Guidance Office. It is very important that your child registers for the appropriate tests in a timely manner. The tests are administered at various locations, including at Stuyvesant. ***Make sure that you are aware of registration deadlines and test dates*** (see www.collegeboard.com).

1. PSAT (Preliminary or “Practice” Scholastic Assessment Test)

The PSAT is offered ***only*** in the Fall. Sophomores are encouraged to take it for practice. It is recommended that all Juniors take it because it provides valuable practice for the critical SAT I. The Junior year scores are used to qualify for National Merit Scholarship competition.

2. SAT I (Scholastic Assessment Test)

Students usually take an SAT I exam in the spring of their Junior year. **This is the single test that every student must take.** The test is three hours and forty five minutes long and is divided into three parts, the Math section, Critical Reading/Writing and the Language and Reasoning section. Each section is scored on a scale of 200-800, so a perfect score on this exam is 2400. All SAT I scores are reported to colleges.

3. SAT II (Subject Area or “Achievement” Tests)

These one-hour exams evaluate a student’s knowledge in a particular subject. It is a good idea to begin to plan your child’s SAT II test schedule well in advance, so that the tests are taken both when the subject material is fresh in a student’s mind and on a manageable time schedule. It is the student’s responsibility to find out when specific subjects tests will be administered; this can be done through the Guidance Office or online at www.collegeboard.com.

Colleges usually expect to see three SAT II tests from three different areas - Math, Science, History, etc. Students should choose the achievement tests they take based on their interests and strengths. It is recommended that a test be taken in June of the year in which the related course is taken and that the student have a 90% average in that particular subject. It is not considered wise to wait until the next Fall with the idea of studying on one’s own, although the exam could be taken following another course in the same subject area.

Some subject tests have several variations: **Biology** has two options, Ecological Biology and Molecular Biology; **Math I** covers courses through MQ6, **Math II** covers through Pre-Calculus but not Calculus; Math IC or IIC indicates use of the calculator; **World History** should be taken at the conclusion of the fourth term of Global Studies (Usually the end of Sophomore year) and **American History** following that course; and **Language** exams should be taken after as many years of language study as possible.

Some colleges are specific about which SAT II scores they want to see. For example, some pre-med programs will want to see the Chemistry SAT II.

Students should remember to take exams only in subject areas in which they are strong academically. They should also remember not to take more than two SAT II exams on one day even though three are allowed. These tests are rigorous and a student can be quite fatigued after two. All SAT II scores are sent to colleges.

4. Advanced Placement Exams

The ETS also offers advanced placement achievement exams geared to the more advanced workload of advanced placement courses. Students who take advanced placement courses at Stuyvesant generally take the AP exams. The exams may also be taken by students who excel in a particular subject but have not taken the subject at Stuyvesant.

B. Regents Exams

The awarding of a New York State Regents diploma depends upon the completion of Regents exams in certain subjects. The tests are administered at the end of each semester and are required in the following subjects: English; Global History; American History; Living Environment; Chemistry; Physics; Math; and Foreign Language.

C. ACT Exam

The ACT (American College Testing Assessment) exam is similar to the SAT I but includes an interest inventory that could prove useful in career planning. The ACT exam is less widely accepted than the Sat I. Students should consult their Guidance Counselors to determine if it is appropriate for them to take the ACT exam.

13. The Guidance Suite (Room 236)

The Guidance Office is under the direction of the Assistant Principal for Pupil Personnel Services (Room 103). The Guidance suite is where students can find their Guidance Counselors and Grade Advisors, as well as a wide variety of other resources. Students can seek help with personal problems, program changes, job searches and working papers.

The Guidance Office Offers a Variety of Resources

- **Career File:** Information on career opportunities, including average salaries and training

requirements;

- **College Acceptance File:** College acceptance of Stuyvesant H.S. graduates, listed anonymously by grade-point average (“GPA”) and SAT scores;
- **Working Papers:** Information and applications for working papers.

The Process of Programming Information

If students have questions about programming, they should speak first with their official (home room) teachers or to the teacher of the course. The teacher is often able to direct the student to proper source of information for answers to their questions.

Questions about enrolling in advanced courses in a subject area should be directed to the subject teacher or the Department Chairperson, also known as the Assistant Principal (“AP”).

If a problem cannot be resolved, the student should consult with his/her Grade Advisor or a Guidance Counselor. Grade Advisors are available only at certain times during the day (see the schedule outside of Room 236). Guidance Counselors are available to students in Room 236 throughout the day.

The Role of High School Counselors

High school counselors provide individual and/or group counseling for the following purposes:

- Conducting an annual review of educational progress with each student;
- Helping students make appropriate choices from among high school course offerings;
- Facilitating parents involvement in their child’s educational planning and decision-making;
- Dealing with students in crises; and
- Exploring career and educational opportunities available to students after graduation:

Guidance Counselors

In an effort to provide continuity, Guidance Counselors are assigned to entering Freshman classes and stay with that class for four years. The Guidance Counselors are specially trained to help students.

The first rule of the Guidance Counselor is confidentiality, allowing a student to discuss items of a personal nature. Sometimes a Counselor will offer advice. More often, the Counselor merely helps a student to clarify options which may have been obscured by emotional pressure. It is well-known that simply hearing oneself talk aloud about strong feelings can help the individual put them into perspective.

Grade Advisors

Each official class is assigned to a Grade Advisor who follows the class through all four years. Grade Advisors are experienced teachers and are also good listeners. If a student wants to talk about ideas, plans or problems with friends, teachers or parents, Grade Advisors are good people to bounce ideas off. They may give needed perspective which can be combined with parental advice to help develop good goals in life and to resolve problems.

Sometimes problems develop. Occasionally, problems seem overwhelming. Grade Advisors are happy to discuss these problems. If they cannot help, they will recommend someone who can.

Grade Advisors' hours are posted outside of Room 236. Telephone contact for all Grade Advisors can be made at 212-312-4800, ext. 2360.

SPARK

If a student has a problem that involves other students, s/he can ask to speak to a Conflict Resolution Specialist or Student Mediator in Room 273. The SPARK office can also provide information about drug and alcohol problems.

14. Deans

The Deans' office is located in Room 205. The role of the Deans includes:

- To encourage students to develop personal coping skills so that their educational goals are more easily realized;
- To increase students' awareness of school regulations and policies;
- To assist students in the evaluation of their own behavior patterns so that inappropriate behavior is minimized;
- To serve as a liaison between school and home so that parents are more fully aware of school policy regarding the appropriate behavior of students; and
- To serve as a support liaison between students, administration, guidance and school staff at large to insure that positive disciplinary actions are formulated and, when necessary, followed.

15. Peer-to-Peer Support ("Big Sibs")

In June, each freshman is assigned a "Big Sib," a more senior student who has volunteered to be available as a buddy and advisor. The Student Union sponsors this activity and puts together the *Big Sibs Handbook*. Freshmen receive this handbook which contains very useful information. Make sure that the *Big Sibs Handbook* is in your child's file of Stuyvesant resources.

16. Tutoring

If your child is having any difficulty understanding the material in a course or in receiving a good grade, s/he may wish to get some targeted help. In fact, there is informal tutoring going on at Stuyvesant all the time. It is a part of the school's culture that students help one another. More formal and intensive arrangements are sometimes needed, however. If this is the case, you are advised to speak with the department chair who can assist you and your child in making appropriate arrangements from a range of options.

Arista

Arista is the school honor society. The organization may be able to provide tutors from within the Stuyvesant student body. Peer tutoring can be a very effective type of assistance - especially with short-term problems in catching up on missed instructional units or single issues. With more general problems, expert adult tutors may be a better choice.

Private Tutoring

One additional option is to seek a private tutor. The Guidance Office can assist you in targeting sources of tutoring, such as local universities.

17. Preparing for College

For the first two years of high school, Stuyvesant students should not spend too much time worrying about college admissions. Rather than emphasizing the race to get into the “best college,” they should simply try to do well, take a challenging program, get involved in extracurricular and community activities - and have a good time!

Colleges will evaluate your child based on a number of information sources:

A. The Stuyvesant Transcript

This is the single most important element in the college application. The two components here are the *grades* and the *program*. Obviously grade point average is important, but colleges also look to see if a student’s program was a challenging one and how successful the student was in his/her courses. They also look at trends; a transcript reflecting steady growth is important. Students should try to progress to the highest level in one or more chosen subject areas. However, students should not take more AP courses than they can handle (see Notes on AP Courses). Transcripts are issued by the Assistant Principal of Pupil Personnel Services each year and it is the responsibility of the student to review the transcript carefully for accuracy.

Secondary School Report (“SSR”)

From “College Folders,” by Jay Biegelson, Guidance, in “A Guide for the Misinformed”.

“The Guidance Office (Room 236) opens a Secondary School Report (SSR) folder for every student upon entry to Stuyvesant. It is your responsibility to update and fill this folder with pertinent information about yourself during your high school career.

At the end of each term, in January and June, you will receive a teacher recommendation form. Give it to the teacher who you feel will write the best recommendation for you. Politely remind them, three or four weeks later, to file that report in the Guidance office. It is your responsibility to forward to our office all awards, certificates, standardized tests, and any other information concerning you and your activities that feel important for your

college file. Your SSR writer (Secondary School Report) will use all the submitted information, a data sheet and an interview with you during your Junior year to write your college recommendation.

Start a college folder at home the first week of your career at Stuyvesant. Don't tell yourself, "oh, I'll start that folder next week;" you never will. **Do it now!** Keep an ongoing list of all clubs, teams and volunteer work you are involved with, in school and at home. Church groups, youth groups, boy/girl scouts, volunteer work at libraries, elementary schools, hospitals and nursing homes are just some of the things to consider. List all your jobs, no matter how menial they may seem to you. Tutoring the kid down the block, babysitting, delivering newspapers, or boxing groceries are all things that make you special. Any letter of acceptance or recommendations from any of the programs or job sites you are affiliated with should also be submitted. Music, dance or other instrumental lessons, and participation in any organized sports activities should be noted.

All summer experiences should be indicated in your folder. The library as well as the College Bulletin has a "Summer Programs Folder" with information from about 50 - 60 different colleges that provide summer programs for high school students. Summer camp, work (paid or volunteer), and travel are valid experiences and make you unique.

Upon applying to your colleges, the admissions board will be sitting there with three or four other applicants with identical academic records and standardized test scores. It is your extracurricular activities, your interviews and college essays that will make a difference between your selection or possible rejection from that college.

Why keep a folder at home? You are going to walk into an interview situation in 3 or 3 1/2 years, so nervous you won't remember your name, let alone what you did during your freshman year. Take your folder with you and read about yourself right before your interview. "Oh yeah, that's who I am!" Remind yourself of who you are right before walking into that meeting. Another benefit - some college essays are autobiographical in nature. If you happen to hit on one of these, you've got your rough outline done.

Again, do not say "I'll do it tomorrow." You'll forget and suddenly find yourself in your Senior year with an empty college folder. Plan ahead and take control of your future."

B. Standardized tests

C. Essay

D. Teacher Recommendations

Most colleges require two teacher recommendations. Students are responsible for contacting teachers to write letters for them. It is recommended that the letters be requested in the Spring of the Junior year.

E. Other documentation

Information which is provided to colleges to demonstrate the student's participation in extracurricular activities, community service, etc.

F. Interviews

Some colleges still require applicants to be interviewed by local alumni. In most cases, interviews have become an option.

The College Office (Room 225)

Stuyvesant's College Office manages issues and actions related to college applications and admissions. This office keeps a "college folder" for each student (as distinct from the SSR folder kept in Room 236). The College Office's college folders contain strictly academic information such as a transcript of the student's grades, SAT I and SAT II test scores, and a copy of the SSR (once it is written). The transcript and SSR are mailed out to the colleges to which students apply, as are the grades from the 7th and 8th terms when they become available. Most college applications are mailed out from home by students themselves. Students must request that the Educational Testing Service send SAT scores directly to the colleges. The College Office also has the following resources:

- **College Catalog File:** Brochures, catalogs and videos from colleges and universities, including freshman-class profiles and availability of need- and merit-based scholarships;
- **Scholarship File:** Scholarships sponsored by organizations other than colleges;
- **Summer Program File:** Information about private schools, colleges and other organizations that offer summer enrichment programs for high school students;
- **Library College Information File:** Alumni were asked to complete extensive questionnaires about their personal experience with the college application process, financial aid, and entrance requirements, as applicable to Stuyvesant students, campus life and academics at the college they are currently attending, including their overall evaluation of their schools and advice.

The College Guide

In Junior year, students receive a copy of the "*College Guide*." This substantial booklet, prepared by the College Office, contains all the information you will need to manage the application process. It includes specific information on financial aid, early admissions, etc.

Read it!!!

Process of College Guidance

The College Office and the Guidance Office structure the following processes leading to college admissions (summarized from the "*Guidance Handbook for Parents*"):

- In the 9th grade, students begin putting material in their SSR folders; meet in small groups with their grade advisors, discuss the on-line programming process at Stuyvesant, and the importance of PSAT, SAT I, SAT II, etc.
- In the 10th grade, students meet in groups with guidance personnel to discuss career interests and to provide an orientation to career and college. They may sit for the PSAT. They are welcome to attend College Night (a/k/a the College Fair).
- In October of 11th grade, students sit for the PSAT exam. In the Spring of 11th grade, each student meets with his/her Grade Advisor to discuss post-high school plans. There are group meetings with students to begin the college planning process. Families attend the college fairs. Parents and students receive information concerning college planning, tests, and Guidance Office resources. Students send for college catalogs and applications and arrange visits and interviews. Students register and sit for the SAT I and SAT II (subject tests). SAT I tests are given in March, May and June; SAT II tests are given in May and June.
- In the Fall of 12th grade, there are additional individual and group meetings discussing choices. Students receive copies of their transcripts for review. They register and sit for SAT I and SAT II tests given in October, November, December and January, although the January test may be given too late for some competitive colleges. They submit the “school part” of college applications to the College Office. Students ask the Educational Testing Service (“ETS”) to send SAT I and SAT II (subject test) scores to colleges. There is a “Financial Aid Evening” program for parents. Seniors also have an opportunity to meet with representatives of colleges who visit Stuyvesant during the Fall term.
- The College Office will mail Fall semester grades to colleges.
- In May of 12th grade, students notify colleges of their decisions. After that, students arrange for final grades to be sent to the college of their choice.

The College Advisor makes a presentation to parents in March of each year at the PA General Meeting. She also makes a special evening presentation to Senior parents in October of Senior year to discuss final deadlines. Of course, parents should not hesitate to call the College Office as needed. A meeting will be scheduled if it is agreed that one is necessary.

College Night

Each year, usually on the first Thursday in May, there is an evening when many colleges and

universities send representatives to Stuyvesant to inform parents and students about their institutions. This is a good time to get a better sense of schools that might be appropriate and to ask specific questions about schools to which the student might apply.

Financial Aid (see the *College Guide*)

List of colleges that accepted Stuyvesant students last year

Stuyvesant maintains a list of the colleges that admitted students in the last academic year, together with the lowest grade point average and SAT scores accepted and highest grade point average and SAT scores rejected by those colleges. This list is available from the College Office and is published in the *Spectator*.

Please note: College admission is not strictly a numbers game. Students with a 92% average have been accepted in the same year at the same schools where students with a 96% have been rejected. The difference can depend on the range of interests and achievements a student has outside of academic work.

Also: It is currently Stuyvesant's policy to process no more than 7 college applications per student. This may allow application to more than 7 school entities because some state schools provide for application to multiple colleges with one application. If you have questions, please contact the Guidance Office.

18. School Life

Getting involved in a school activity is one of the best ways to balance one's life as a member of this large community. There are many avenues to explore and many students find themselves in new and exciting activities, where they make new friends have fun and learn new skills. The "Club and Pub" fair, held in the first month of school, is an opportunity for students to learn more about teams, clubs and publications, as well as student government. Some examples are:

- Over 100 after-school clubs including: foreign language clubs; the Bio Med Society; ethnic clubs; the Math Team; the Speech and Debate Team; Cheerleading; *Arista* Honor Society; Ping-pong; Camera; Games; etc.
- Thirty-one athletic teams including: baseball; football; track; tennis; volleyball; swimming; soccer; fencing; basketball; bowling; and, most recently, golf.
- Numerous publications and newspapers attract student writers, artists and photographers to their staffs.
- Active Student Government on the class and school level.
- A symphony orchestra, symphonic band, chorus, dance band, Renaissance Choir, gospel choir, "SING" competition among classes, and major theatrical productions.

- Special classes and opportunities for students interested in preparing for the Science Fair and Intel competitions.
- “Selective” courses in English in the 10th, 11th and 12th grades, such as Shakespeare, poetry, film, creative writing, forensics and others.
- *Arista*, a branch of the National Honor Society, for students with the requisite academic average, school service credits, and excellent character ratings. *Arista* students serve as tutors, guest speakers at feeder school assemblies, and ushers at special events.
- *Big Sibs* program (home room buddies) as part of the school’s orientation program to help make new students feel at home.
- Opportunities to enter competitions in poetry, essays, foreign languages, computer science and mathematics, the sciences, and art.
- The opportunity to serve as a delegate to the Model Congress and Model United Nations.

The Student Union publishes a weekly schedule of club meetings, which is available from the Student Union and in the *Arista* Office (Room 260). Students who would like to start their own clubs should contact the faculty Coordinator of Student Affairs (room 260).

Parents are encouraged to participate in School life by attending the athletic and performing arts events, by reading the student publications, and by volunteering to help in student activities.

19. Special Programs

Other Study Opportunities in Europe (Independent - not sponsored by Stuyvesant)

Teachers in the foreign language department occasionally offer short overseas trips to France and other European countries during school vacations. These trips are not sponsored by the Foreign Language Department, but are arranged by the foreign language teachers themselves. There is also a longstanding 4 - 5 week summer study tour in Spain, including university-based activities and an intensive Spanish language experience. For further information, contact the Foreign Language Department at (212) 312-4800, ext 5021.

Independent Research

By choosing to do an Independent Research Project, students embark on a separate academic thread within the Stuyvesant curriculum. As Juniors, they identify a project idea and make contact with a professor or academic guide, inside or outside of Stuyvesant, who agrees to advise them throughout the course of the project. When a Junior’s proposal is accepted, s/he is admitted to a special single-period preparatory class, and as a Senior, to a special double-period preparatory class, each of which is designed to teach how to write a research paper. These classes are taught by Stuyvesant faculty and, in the Senior year, exempt students from the 10-period shop requirement.

The final paper developed from the student's Independent Research Project may be submitted a number of competitions. One of the competitions, the Intel/Science Talent Search (formerly the Westinghouse program), is designed to develop and recognize excellence in the field of science. Students are required to develop an original research project in biology, chemistry, physics, math or the social sciences. For additional information, contact the Research Office at (212) 312-4800, ext. 8021.

Appendix I: History of Stuyvesant High School

By Eugene Blaufarb, Former Assistant Principal, Pupil Personnel Services

While the cornerstone of the old Stuyvesant on Fifteenth Street bears the inscription "Stuyvesant High School - 1904," the building was not completed until 1908. During the four years beginning September 12, 1904, when the school was created by Associate Superintendent of Schools Edward L. Stevens, we were housed at 225 E. 23rd Street, a former annex of De Witt Clinton.

While they were waiting for their new building to be completed, Stuyvesant's 155 students and 21 faculty members, under Dr. Frank Rollin as principal, organized a literary society, formed football, tennis, basketball and rifle teams, and in 1906, brought out the first *Caliper*.

Enrollment for Stuyvesant increased to such an extent, even before the building was ready, that Dr. Rollin was compelled to open a temporary annex at PS 65 on Amsterdam Avenue and 193rd Street. When the old building was completed, in 1908, and the first graduation exercises were held for boys who had begun their high school careers at Stuyvesant, Dr. Rollin retired. He was succeeded by the eminent physicist, Dr. Ernest Von Nardoff, who placed new emphasis on mathematics and science in the school's curriculum, without detracting from the manual arts stressed by Dr. Rollin - joinery, toll and die making, iron forging, and other skills. This new emphasis provided the foundation for the curriculum we still follow today.

During the twenty-six years of Dr. Nardoff's principalship, Stuyvesant became the first science high school in the country, establishing a reputation for scholarship that has grown ever since. The school set a pattern too, in sports. In 1909, it inaugurated the Stuyvesant Indoor Track Meet, which eventually attracted schools from seven states; in the same year, it won the Eastern Championship in basketball by defeating Central High in Philadelphia. In 1912, our track team won the City Championship and took top honors in the Poly Prep and Jersey City Meets; the next year, our rifle team won the city crown and, in 1915, we ran away with the Princeton Meet, setting records in the shot-put, the running broad jump, and the half-mile race. And in 1916, our

football team trampled our once arch-enemy, De Witt Clinton by the score of 43 - 0!

Three memorable non-athletic events also occurred at about this time. In 1915, the first *Spectator*, our school newspaper, appeared, and our magazine, *The Caliper*, was acclaimed as the best high school monthly in the United States! And, in 1916, the graduating class published the first *Indicator*.

Shortly after World War I broke out in Europe, Stuyvesant formed its famous Training Corps, which reached a membership of 300 - four full companies - by the time our country was drawn into the conflict. And in the years that followed, our teams won city and regional championships with almost monotonous regularity: 1921 and 1922, in track; 1922, in football; 1923, in baseball and national honors in track; 1932 through 1945, five city fencing championships; and many others since that time.

Students from all over the city flocked to Stuyvesant, and in 1920, Dr. Von Nardoff had to place the school on double session, with the upper terms reporting from 8:00 AM to 12:40 and the lower terms reporting from 12:45 to 5:20 PM. When the student doubled more than twice its present size, the principal reluctantly tried a triple session for one year, but went back to the double session in 1924.

Dr. Von Nardoff retired in 1934; his place was taken by Sinclair J. Wilson, former Mathematics Chairman and Board of Education official, who instituted the practice of admitting students to Stuyvesant by entrance examination. The first entrance tests were devised and administered by John Clark, Assistant to the Principal, and Simon L. Berman, Chairman of the Mathematics Department. Several years later, when the Bronx High School of Science was founded to parallel Stuyvesant's program, the two schools developed a common testing program in cooperation with Columbia University.

Under Mr. Wilson, our Science and Mathematics courses were extended in range, and new classes were set up in English and Social Studies, as well as Art and Music, for students with special interests. The curriculum became broader and helped develop better, well-rounded students.

When Mr. Wilson died in 1943, John Clark became Acting Principal; a year later, Fred Schoenberg, former Stuyvesant student (Class of 1915), and former faculty member and Mathematics chairman, became principal of Stuyvesant. He guided the school through the closing years of World War II, adjusting the course of study to new conditions and developing plans to bring Stuyvesant back to a single session in a modernized school building.

When Mr. Schoenberg was promoted to the post of Assistant Superintendent of Schools, in 1953, Assistant Principal Jacob Wortman took over the helm, steering the school through difficult waters. The rebuilding of our classrooms, the installation of a new library and lunchroom, and the re-equipping of our shops and laboratories, were carried out while classes were going on.

In 1954, with the remodeling of the school far from finished, Dr. Leonard J. Fliedner, Principal of George Washington High School and a former Chemistry Chairman, was designated as our principal. His problems were legion, but with the cooperation of the students and faculty, he set off to solve them. Dr. Fliedner gave Stuyvesant the leadership it needed during this pre-space age.

In 1969, as the Fliedner era was drawing to a close, women were admitted for the first time as Stuyvesant became a co-ed institution. Many of our first women graduates have gone on to become some of our most successful professionals.

As the years passed, the reputation of Stuyvesant High School as one of the finest secondary schools in America spread nationally and internationally. In 1971, Gaspar Fabricante became our principal and continued the educational programs that made Stuyvesant synonymous with excellence.

In 1983, Abraham Baumel took over the leadership of Stuyvesant and enlarged the elective programs and Westinghouse Science Talent Search Program over the next dozen years. Under Mr. Baumel's guidance, planning began for the construction of a new building for Stuyvesant. In September 1992, a multimillion-dollar building was completed in Battery Park City for Stuyvesant High School. The complex contains 12 laboratories, 12 shops (including robotics, energy, digitally-controlled machines, etc.), and also more than 450 computers in 13 networks. Each student and teacher has individual access to the network. There is a 261 color monitor in each classroom, with 50 channels of communication, a satellite dish antenna, and other state of the art equipment. Although the school fields 30 athletic teams, there are no football fields, baseball fields, or tennis courts. Despite these limitations, our teams have won as many as two-thirds of their divisional championships.

In 1995, Jinx Cozzi Perullo was selected as our principal, becoming the first female leader in the school's history. Ms. Perullo's administration set an agenda of openness and communication between students and faculty.

Following Ms. Perullo's retirement in 1999, Stanley Teitel was appointed as the new principal of Stuyvesant High School. Mr. Teitel, former Assistant Principal Supervision of the Chemistry and Physics department, has undertaken an extremely aggressive position toward improving instruction. Mr. Teitel has created myriad staff-development programs designed to achieve his objectives. Stuyvesant has continued on a course of excellence under his leadership.

Today, Stuyvesant High is the most respected public high school in the nation. More than 20,000 students are tested each year and approximately 800 are accepted. Since its inception in 1904, Stuyvesant has served as a premier school for the development of talent in science, mathematics and technology. It has always been a school which serves an immigrant population. The student body has representatives from virtually every nation and native speakers of almost every language. Two Nobel Laureates, as well as a host of leaders in science, mathematics, government, law, and the arts, are among Stuyvesant's graduates. Students have traveled from all sections of the city to the school. We have a magnificent view of the Statue of Liberty, Ellis Island and New York Harbor. Our students utilize all of the facilities of the city for their educations. Each year, hundreds of our pupils are engaged in advanced research work in the universities, laboratories and hospitals located throughout the five boroughs. Similarly, the athletic teams use baseball fields in Central Park, tennis courts at Flushing Meadows Park, and practice field near the school for football.

What makes the school so great? The students do! The achievements of our students are remarkable. We consistently have large numbers of national Merit Scholars, ranking Stuyvesant as 1st, 2nd, or 3rd in the nation. Stuyvesant students have an outstanding record of achievement

in the Intel Science Competition, formerly the Westinghouse Science Talent Search. Stuyvesant fields one of the most successful Debate Teams in the country. Our Math Teams have won almost every competition in New York City and New York State, and many on the national level. Stuyvesant students are consistent recipients of scholarships and academic honors.

The accomplishments of the Stuyvesant student body in all areas have been exceptional and have set precedents for the city, state and nation. Our music program has been honored repeatedly. Our student publications - there are more than 30 - have won numerous awards. In 2001, our graduates won in excess of \$32,000,000 in scholarships.

With out outstanding record of academic achievement and our commitment to excellence, we believe that Stuyvesant High School merits the national recognition it has attained.

Standing on the shoulders of the tradition that has made the City of New York so great and adapting to the times and our changing student population, Stuyvesant High School remains the premier secondary institution of learning for all.

Appendix II:

Information / Help / Whom to call / List of phone #s

(From the Guidance Department - information updated as of 07/04) – Teachers are always ready to take the extra step to assist students. They have the experience and skill to help solve problems. They will be glad to take time to answer questions and provide the information students need to enable them to make the right decisions. To help students solve problems, we have outlined the appropriate name, office and room number in the columns below:

If Help is Needed With	See	Room
Attendance		
<i>I have been absent or cutting my classes. Can I make up the work missed</i>	Ms. Carrano	203
Classwork		
<i>Why did I need this subject? The subject is too difficult!</i>	Grade Advisor	236
Career Information		
<i>I don't know what I want to be. I want information on preparing for a career.</i>	Mr. Biegelson	236
Drugs and Alcohol		
<i>I want to break a bad habit - smoking, drinking, etc.</i>	Ms. Plutzer	273

Early Excuse From School

I have written permission from my parents to leave school early because of an emergency. What do I do? Ms. Carrano 203

Getting Involved

How do I join a club, team or become involved in school services or student government? Mr. Polazzo 260

Friends

I knew that my friends are getting me in trouble. How do I say "No" to them? Big Sibbs 260

Health Issues

I have a question about my health. Where can I go? Mrs. Dabrio 371

Homework

I can't do the homework... It's too difficult! I missed several homework assignments. Can I make it up? If so, how? Arista 260

Mr. Biegelson 236

Illness

I really feel sick. I would like to go home. Mrs. Dabrio 371

Jobs

Where can I go for a part-time or summer job? Ms. Murphy 236
Bulletin Board

Lost Property

I lost my wallet, sneakers, umbrella, etc. 209

Personal Problems

Where do I go for help with school, neighbors, home Problems if I'm not getting along with my teacher. Mr. Biegelson 236

Programming

Where can I get help in planning and selecting the right courses or in changing my program? Grade Advisors 236

School Record

How can I see my permanent record? Guidance Counselors 236

Train or bus pass*Where do I go to get one?*

Ms. Kulieczya 205

Working Papers

Ms. Murphy 236