

WELCOME TO FRESHMAN YEAR!

**YOUR GUIDE TO COLLEGE PLANNING
PROGRAMS OFFERED BY
THE DEPARTMENT OF
STUDENT PERSONNEL SERVICES**

BISHOP EUSTACE PREPARATORY SCHOOL

A ROAD MAP THROUGH BISHOP EUSTACE

(from the perspective of SPS)

GRADE NINE:

- FALL:* adjust to Bishop Eustace (ask for help if you need it)
make new friends by joining activities and getting involved
learn effective study skills and use your planner every day
be proud to take school seriously
use your orientation groups to your benefit
-ask questions, find out about student tutors
-use your prep time wisely
-find out about your learning style
- WINTER:* prepare for exams and do your best
-begin to study for exams over Christmas break.
select classes for sophomore year
-consider upgrading your schedule (Honors classes, e.g.)
- SPRING:* sit for ERB's (achievement tests) and do the best you can
consider summer programs for learning and enjoyment (information about these available at SPS)
for those in advanced classes, consider registering for appropriate SAT Subject tests in June

GRADE TEN:

- SEPTEMBER:* get off to a good start in school!
renew old friendships--make new ones
continue with activities begun in freshman year
- OCTOBER* sit for Preliminary Scholastic Assessment Test (PSAT)
-this is practice for sophomores
- NOVEMBER* begin thinking about your strengths
see your counselor for preliminary discussion of college selection
plan to visit a local college over Christmas break
- JANUARY:* study hard for exams and do your best!
- FEBRUARY:* select classes for junior year with your counselor;
challenge yourself, explore electives;
ask your counselor about courses best for college
- MARCH:* sit for ERB (achievement) tests
consider summer programs for learning and enjoyment
- APRIL:* participate meaningfully in the career counseling groups at SPS
for those in advanced classes, consider registering for SAT Subject tests in June
- JUNE:* study hard for exams and do your best!
consider some informal visits to college campuses (talk this over with your counselor)

GRADE ELEVEN:

- SEPTEMBER:* get off to a great start in school!
consider attending local College Night presentations
ask your counselor about college Open House programs
check the College Visit Calendar in Homeroom or on Homework Hero or in Naviance
-attend the presentations for colleges that are of interest to you
learn about National Honor Society requirements and apply if qualified
- OCTOBER:* sit for Preliminary Scholastic Assessment Test (PSAT)
learn about the National Merit Scholarship competition that is based on the PSAT
- NOVEMBER:* consider registering for SAT Reasoning Test in January
encourage your parents to attend SPS College Night for Junior Parents (see school calendar)
- JANUARY:* study hard for exams and do your best!
participate in the college counseling groups at SPS (these last through March)
learn about the *Cum Laude* program for independent research and consider applying if invited
consider summer learning and enjoyment--explore SPS database for academic programs
consider registering for SAT Reasoning Test in March/April
- FEBRUARY:* begin to focus your search for majors and colleges
- MARCH:* consider registering for SAT Reasoning Tests in May
register on FASTWEB to begin your scholarship search
continue to use the My Road and Naviance program at home to refine your college search
- APRIL:* begin to plan college visits and interviews
consider registering for SAT Reasoning Test in June
plan to take June SAT Subject Tests for colleges requiring them
- MAY:* continue planning and making college visits
for those in AP classes, sit for AP exams and do your best!
- JUNE:* for those required, take SAT Subject Tests and do your best!
plan for summer college visits and interviews
plan to work hard on summer assignment of practice college essays for English
- SUMMER:* for those planning on varsity athletics in Divisions I and II of the NCAA, complete NCAA Clearinghouse forms (available online)

GRADE TWELVE:

- SEPTEMBER:* get off to a strong start in school
-exercise leadership, try a few new things
continue work on college applications and essays
continue visiting colleges and narrowing choices
consider registering for SAT Reasoning Test in October
attend local College Night presentations
participate in college planning groups conducted in SPS

- OCTOBER:* begin to submit applications
-Early Decision/Early Action--most due November 1/15
-Saint Joseph's University and other rolling admission schools
St. Joe's due in to SPS by first week of October
continue visiting colleges and narrowing choices
consider registering for SAT Reasoning Test in November
attend local College Night presentations
double check to see you have met all testing requirements for the schools to which you are applying
meet with your counselor regularly to discuss your progress
- NOVEMBER:* consider registering for SAT Subject Test in December
continue submitting applications
continue visiting colleges and narrowing choices
obtain Free Application for Federal Student Aid (FAFSA) from SPS at end of month
meet with your counselor regularly to discuss your progress
all applications with deadlines from Dec. 15th to Jan. 15th due in to SPS on the Monday after Thanksgiving break.
- DECEMBER:* continue submitting applications
continue visiting colleges and narrowing choices
- JANUARY:* continue submitting applications
complete and mail FAFSA as soon as possible after January 1
attend SPS Financial Aid Night with parents here
- MARCH/APRIL:* receive and review college acceptance offers
receive and review college financial aid offers
make final decision regarding college you will attend
- MAY:* be certain you have notified college you will attend by May 1 (Candidate Reply Date Agreement)
for those in AP classes, take AP exams and do your best
--be certain to submit scores to the school you will attend.
GRADUATE!

WELCOME FRESHMEN

We congratulate you on your achievement of earning a place at Bishop Eustace Preparatory School and look forward to meeting each and every one of you in the near future.

The Office of **Student Personnel Services** exists to provide support in many aspects of your life at Bishop Eustace. Our staff consists of a director (Kathryn Spilker); four counselors (Elizabeth Cranston, Constance McSherry, Dan Nichter and Michael Sherlock) and an administrative assistant (Eileen Cuneo). We are located on the first floor of Martorelli Hall on the wing closest to the Dining Hall. You may have attended a school that had guidance or counseling office in the past--our office does similar things in addition to what is described below:

FRESHMAN ORIENTATION

This six-session course, which meets in small groups in our office, offers students a comfortable setting in which they will discuss practical aspects of life at Bishop Eustace Prep. Topics to be discussed include:

1. Class Schedule (use of Prep time)
2. Study Skills (time management & test taking)
3. Organizational Skills (use of planner)
4. Introduction to College Terms and Processes
5. Offices and Personnel at Bishop Eustace
6. Social Skills and Activities (Personal Coat of Arms)
7. Learning Styles

COUNSELOR ASSIGNMENTS FOR THE CLASS OF 2010

Mr. Daniel Nichter	Last names A - De
Mr. Michael Sherlock	Last names Di - H
Mrs. Kathryn Spilker	Last names I - Ma
Ms.Constance McSherry	Last names Mc - Q
Mrs. Elizabeth Cranston	Last names R - Z

Other Key Personnel

Dr.DiAmore, Vice Principal of Academics x215
Mrs. Alice Penza, Dean of Students x221
Mrs. Ellen Henehan, Campus Ministry x239

Parents are welcome to contact their son's/daughter's counselor by telephoning 856.662-2160, Extension 217. Appointments can also be arranged through the student's counselor. Counselors are available during the school day from 8:00 a.m. until 3:00 p.m.

You can access a detailed description of our philosophy and services at www.eustace.org. Click on the Office of Student Personnel Services/ College Planning.

FOCUS ON STUDY SKILLS

As an office we are aware that many of our incoming freshmen were the top students in their class in eighth grade. They may have been considerably brighter than others in their classes and consequently may not have needed to crack the books as often as Bishop Eustace will require. We have several avenues for students to brush up on their study skills:

1. Learning Styles Inventory offered as a component of the Freshman Orientation Program. Results are reviewed in small groups and individually with students. Weaknesses are addressed individually and follow-up appointments are scheduled.
2. The use of Prep Time to meet with teachers is encouraged. This concept is integral to our college preparatory program. Students are afforded the time and opportunity to meet with their teachers to address individual needs.
3. Freshman Study Guides will meet with students for 30 minutes after school to address individual study questions. Some meetings may be available during the school day.
4. Individual Meetings with student's counselor to address specific weaknesses in study skills.

FRESHMEN STUDY GUIDES

Students who are enrolled in the Ministry class and have been trained as Peer Helpers will meet with freshmen after school to review study skills and to share their wisdom for negotiating the rigors of study at Bishop Eustace Prep. In small groups once each week, freshmen will be invited to meet with their FRESHMEN STUDY GUIDE to review time management, note-taking, studying for tests and using prep time from the practical standpoint of our current juniors and seniors.

PRACTICAL ADVICE FROM THE COUNSELORS

Remember that everyone in your class is experiencing a new situation. While some people may seem to be very comfortable socially or academically, most will have a period of adjustment. The counselors are here to help you with your questions and concerns. Communication with your counselor, your teachers and your parents is essential to a smooth transition into a new school. We have a few helpful hints that will help to make the first quarter at Bishop Eustace a very positive time for you.

1. Ask for help as soon as you need it. If something is mentioned in class and you do not understand ask a question or see your teacher after class that day. Do not wait for things to clear up later. Your counselor wants to know if you are struggling or if we can help you in any way. We are here to listen to happy news as well as challenges. Stop in to see your counselor any time that you want to talk.
2. Take responsibility for your actions and for your decisions. Most mistakes can be

addressed with prompt action. If you find yourself in a difficult situation, seek assistance from your counselor, your teacher, or one of the administration. We are all here to help you. We understand teens and like working with young people.

3. Prepare for tests and papers in advance. Do not wait until the night before a test to begin to study. Use your planner to budget your time. Save study materials from class tests to use to study for midterms and finals.
4. Have some fun this year. Go to the dances and to the athletic events. Reach out and make a new friend. Join a club or two. Bishop Eustace offers many opportunities to get involved. Take advantage of the chance to pursue new interest. Everyone needs some time to relax and appreciate the people around him or her.
5. Freshmen are encouraged to seek assistance with their studies should they find classes difficult. The National Honor Society provides student tutors for those students seeking help with their studies. Anyone interested in a NHS Tutor, should contact their guidance counselor for further assistance.

UNDERSTANDING THE “CYCLES”

Bishop Eustace runs on a six day letter cycle. The first day of the cycle begins with the letter “A” and ends with “F”. When there is a day off from school or the quarter has ended, the cycle will continue from the point it had ended. Other than the first full day of school, the only other time in which the cycle is “reset” is when the first semester has ended and we begin with the second semester. The following is an example:

Monday-A Day, Tuesday-B Day, Wednesday- C Day, Thursday-*Holiday*, Friday- D Day
Monday- E Day, Tuesday- F Day, Wednesday- A Day, and so on...

COURSE SELECTION PROCESS

This process begins in earnest after Christmas break. Teachers will discuss with their classes the opportunities for honors courses and will encourage specific students to apply for honors classes. The counselors will meet with their students early in February to outline the course offerings and to distribute course selection sheets and booklets to students. Students will have time to discuss course selection with their parents and to schedule individual meeting with their counselor before course selection is completed in March. **A word of caution: Honors applications are due from the students to department chairpersons in February. If you are interested in honors classes you must comply with departmental deadlines for your applications.**

Of particular interest in the course selection process is our mathematics curriculum. Please see THE PATH IN MATH at the end of this document.

TESTING

Freshmen take the CTP 4, which is produced by the Educational Records Bureau. The test consists of Verbal, Mathematics and Writing sections. Testing is conducted in mid-March.

SAT REASONING TEST / SAT SUBJECT TESTING

SAT Reasoning tests are three-hour and one half hour tests of reading, writing and mathematical ability. Typically, students begin taking the SAT Reasoning tests after they have taken the PSAT in their junior year. The SAT Subject tests which are hour-long tests in a particular subject area may begin as early as June of the freshman year.

At the conclusion of freshman year, if a student is certain that they will take no advanced classes in a particular subject, it is appropriate to take the SAT Subject Test in that subject area. For example, if a student is in Honors Biology and has a strong aptitude for the subject, they can consider taking the Biology SAT Subject Test in June of their freshman year. For most students, it is appropriate to wait until sophomore or junior year to begin taking SAT tests. Please discuss this situation with your child's counselor.

FUTURE YEARS

SOPHOMORE YEAR CAREER EXPLORATION

This small group course meets for three-four sessions. Students will be provided with opportunities to explore their interests by means of surveys and discussions. Students will review the results of their March testing and will complete a Strong Interest Inventory designed for high school students. They will be introduced to the extensive resources held in SPS regarding occupations, careers, earnings and the job market.

JUNIOR YEAR INTRODUCTION TO COLLEGE SELECTION

This second semester course will take students from the beginning stages of defining majors and criteria for college selection to the development of a college list and an in-depth discussion of the college application process. At the conclusion of the course parents are invited to schedule an appointment with their child's counselor to discuss the outcomes of their child's college search.

SENIOR YEAR COLLEGE PLANNING

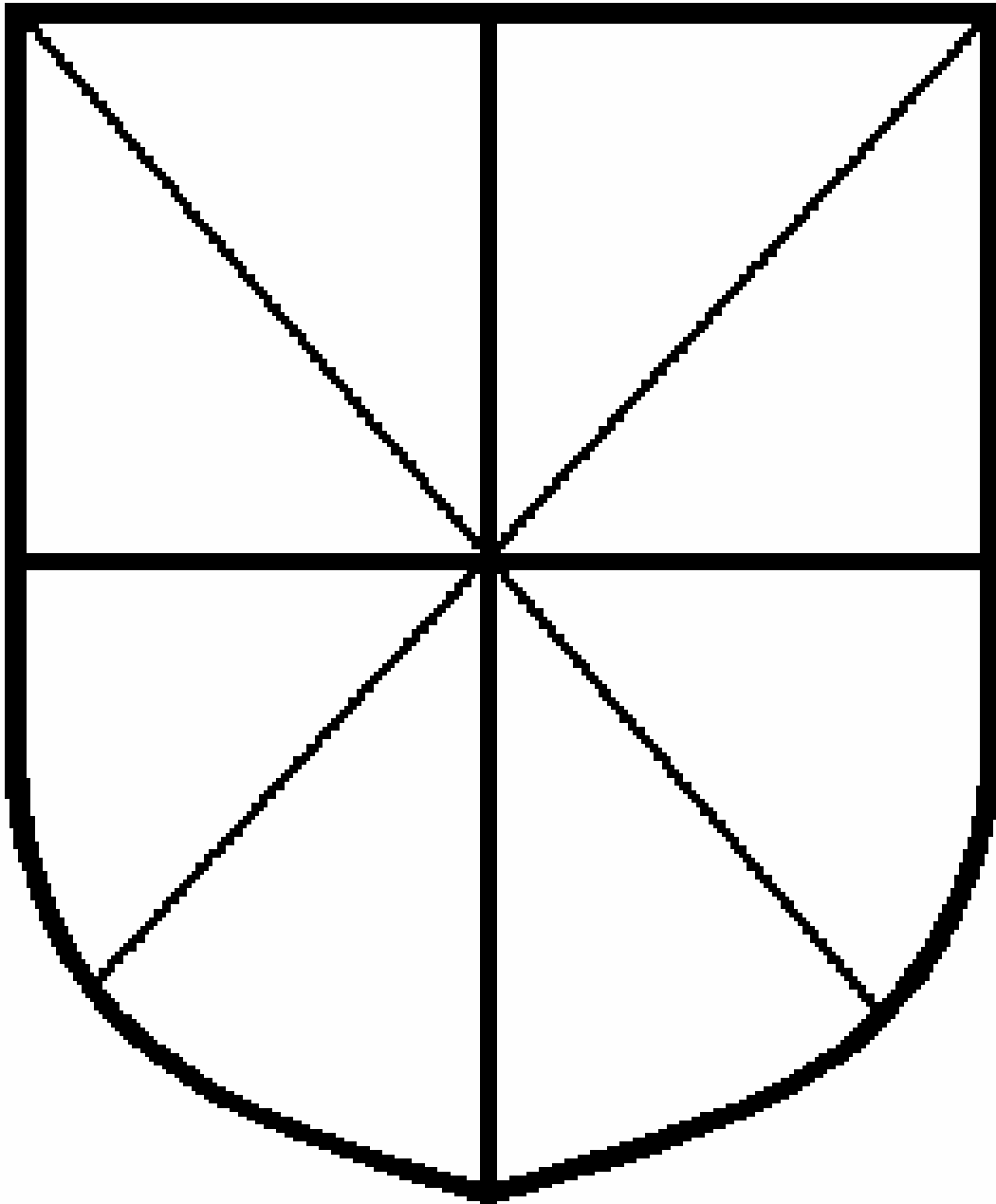
This three-session small group course is designed to encourage students to engage immediately in the College Application Process. Lists are refined, testing and interviewing is discussed and students are reminded of the procedures for submitting applications that are used in the Student Personnel Services Office.

HANDOUTS

PERSONAL COAT OF ARMS

Key

1. Something you are good at
2. Something you find difficult
3. A personal value you will not change
4. Your most important material possession
5. Your greatest achievement
6. Your greatest disappointment
7. Most important person in your life
8. Three words you would like to be remembered by



PRIORITIZING ACTIVITIES

John had three homework assignments that were due:

- (1) a report for his science class
- (2) a project for his world history class
- (3) a study sheet for a health test

John also had several chores to do for his mother. He was a good student in school and he always tried to please his mother. John was anxious to do all of his chores and assignments; however, he realized that he could not possibly do all of them in one night. If you were John, in what order would you do these tasks? Realizing that you cannot do all of them, are there any tasks you can postpone? What information do you need?

SKILL COMPONENTS

1. Write down the assignments that are due and the activities you want to schedule.
2. Prioritize according to their importance.
3. Prioritize the assignments according to how soon they need to be done.
4. Prioritize the assignments according to length of time needed to complete.
5. Begin to work on your “top priority”.
6. Accept the fact that this is a necessary skill for success at home and in school.

Name _____ Date _____

**PRIORITIZING
ASSIGNMENTS AND ACTIVITIES**

Directions: *Today is Monday:* During the next week you will be dealing with the situations listed below. Prioritize these assignments and give your rationale for doing so.

- _____ Three major homework assignments are due on Friday.
- _____ Your father wants you to cut and edge the lawn.
- _____ Your mother asks you to clean up your bedroom, and vacuum the house.
- _____ The school skating party is Thursday.
- _____ Your neighbor asks you to baby-sit on Wednesday and Thursday evenings.
- _____ Your friend invites you to come over and listen to CDs.

**PRIORITIZE
ASSIGNMENTS & ACTIVITIES**

RATIONALE

1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____
5. _____	_____
6. _____	_____

The Office of Student Personnel Services uses the CAP-SOL Styles of Learning Inventory.

The following is a portion of the information that is given to students after taking the inventory:

The CAPSOL measures **nine** important student preferences, profiling from low to high preference in each of the following areas.

AUDITORY- The learner's preference for listening, understanding spoken directions, following logic that is explained verbally, and addressing background sounds-whether supportive or disruptive

VISUAL- The learner's preference for visually gathering and comprehending information through reading, observing models, maps, graphic organizers, charts, and demonstrations, and to internalize their own perspective

BODILY KINESTHETIC-The learner's preference for understanding by actively touching, manipulating, arranging, acting, showing, and experimenting with various physical approaches by experiencing first-hand

INDIVIDUAL-The learner's preference for addressing acquisition of knowledge from an individual perspective, comparing new information with previous experience and reflecting understanding through their own opinions and modes of perception

GROUP-The learner's preference for collaboration with one or more other students in planning, discussing, sharing responsibility, organizing, listening, and supporting a point of view leading to a product

ORAL EXPRESSIVE-The learner's preference for expressing their understanding and insight through spoken description or through questioning of ideas, concepts or facts.

WRITTEN EXPRESSIVE-The learner's preference for expressing their understanding and insight through written descriptions, questioning, word processing emphasizing cut/paste approaches, and drawing conclusions

SEQUENTIAL-The learner's preference for information and procedures that are based on logic, timeliness, ordering, prioritizing, and inferencing, including timelines, flo-charts, diagrams, etc.

GLOBAL-The learner's preference for "big picture" understanding and addressing information whole to part, internalizing the "why", wanting to know what will this become, and if I learn this information, where can I apply it in the real world

COMMON MISCONCEPTIONS REGARDING SAT REASONING TESTS

The SAT is the most important criterion for college admission...

...well, it's not *unimportant*, but the primary criterion for admission to virtually every college and university around the world is academic performance—strength of courses taken and grades within these. The SAT may gain in relative importance for scholarship competitions; for schools within the Ivy League and the California university system (because of the indices which they utilize to “compare” students”); and for certain schools with highly technical requirements but it is not the most critical part of one's application.

SAT scores from different test dates are independent and do not accumulate on a student's testing record...

...actually, each and every SAT I test that a student takes goes on record from grade nine forward. You cannot pick and choose which ones get sent and which ones are omitted—they are *all* transmitted cumulatively once you designate a college or university to receive them.

If one takes the SAT more than one time, the colleges and universities average out a student's scores from among the times the test is taken...

...no colleges and universities known to this counseling office engage in such a practice. At almost every admissions office you will receive credit for the **highest** verbal score, the **highest** math score and the **highest** writing score, independent of when these were taken (there are a scant few colleges that are sticklers and will not split the scores among diverse dates). For instance, let's say you take the SAT in May of junior year and score 700 verbal, 550 math and 600 writing. Then in senior year you take it again and you get 650 verbal, 650 math and 600 writing. Your reported score for the purpose of college admissions is then 1950—the 700 verbal from your first date, the 650 math from your second date and the 600 writing.

Students should avoid signing up for the May SAT test date because that's when all the smart juniors/National Merits (choose one) take it...

...first of all, National Merit candidates must submit an SAT from the fall of senior year to move along in their scholarship competition. Secondly, although SAT profiles can vary among test dates, the differences are negligible—and the SAT folk adjust the scoring band so that even the slightest variations are addressed. It does not matter when you take the SAT as regards its scoring impact.

If you don't take the SAT you cannot be admitted to a college...

...there are more than a hundred four-year colleges and universities—some of them quite selective and of high quality—for which SAT submission is **optional**. You can check fairtest.org for a list. Additionally, virtually every college and university in the country will accept the ACT in lieu of the SAT.

If enough people petition the College Board with legitimate reasons, they will move a test date to Sunday to accommodate athletic events or special school trips...

...don't know how this rumor and its variants got started, but please do not believe this. Orthodox Jews and Seventh-Day Adventists with appropriate letters of credentials from their clerics are the only individuals in the country who can take an SAT I or II on a Sunday because special administrations have been arranged for them. No other party may join a Sunday administration for any other reason.

It is possible and even desirable to take only one section of the SAT Reasoning Test (either the verbal, the math or the writing part) on a given test date...

...well, technically it's *possible* that a student could answer only the verbal items and leave blank all math questions—but that would not be wise. One's math score of 200—the lowest possible total—will still be reported. It is not permitted to arrange for an SAT I administration in which just one section of the test is given.

The same vocabulary words are “recycled” on diverse SAT tests so it is wise to memorize lists of these particular items...

...a few studies that have been conducted on the SAT indicate that there are a few items, which do seem to appear a bit more frequently, but the effect on the test and consequent results is negligible.

Studies indicate that the response “C” is utilized most often on the SAT and it would thus benefit a student to guess “C” when s/he is not sure of a particular item...

...actually, legitimate studies indicate no such trend for any response letter. It is not wise to guess on SAT items because there is a penalty imposed for wrong answers such that for every four items answered incorrectly, an extra sum (equivalent to what would come off for one wrong item) is deducted. If a student discovers an item on the SAT unfamiliar to her/him, it is most appropriate to leave this blank rather than guess. On the other hand, if it is possible to narrow down question options so that only two choices remain, then it may be in one’s best interest to guess. Here’s an example: let’s say each verbal item counts ten points and you leave ten blank. That would mean a deduction of 100 points. However, if those same ten items were answered incorrectly, the deduction would be 125 points (rounded up to 130 points). Twenty items blank versus twenty items wrong spawns a difference of *fifty points*. Let’s say you get sixty items right and leave twenty blank—your score is then a 600. Get sixty right and twenty wrong, though, and your score is 550 (these numbers are for comparison only—the actual amount deducted for blank or incorrect responses may not be ten points on any given SAT test).

SUGGESTED DATES TO SIT FOR SAT SUBJECT TESTS

The SAT Subject Test program provides a series of content-based tests in various high school academic subjects. Only about 5% of colleges nationwide require or recommend that an applicant sit for these exams—the list of schools with such requirements can be found in SPS. Each examination is one hour long; most are wholly multiple choice in nature. The language-based SAT II tests with listening components. SAT Subject Tests are designed to be taken after a student reaches a certain level of proficiency in the subject being assessed. The following guidelines are consequently provided to aid students as to the most opportune/optimal times to take a given SAT II exam.

- SAT Literature – end of junior/first half of senior year
- SAT American History – end of second year of US History
- SAT World History – end of one year, upper-level World History course which includes some geography
- SAT Math IC – end of Algebra II
- SAT Math IIC – end of Precalculus
- SAT Biology E/M – end of one year of biology/while taking AP Biology
- SAT Chemistry – end of one year of chemistry/while taking AP Chem
- SAT Physics – end of one year of physics/while taking AP Physics
- SAT Languages – ideally after three years or into fourth year
(SAT Subject tests in German, French, Latin and Spanish are available)
- SAT Languages with Listening – same as above with gauge of potential success via practice with cassette tape provided by SAT Subject Test program and consultation with language instructor (tapes are available in SPS)

SAT Subject Tests are offered on all national tests dates except the one in early spring (late March/early April). Not all SAT Subject exams are offered on these dates, however—for example, SAT Subject Language with Listening Tests are offered only on the November test date; SAT German (reading only) is offered only on the June test date; and one may sit for the SAT Latin only in December or June. Please consult the SAT Subject yearly scheduled printed on the back cover of the SAT Subject Test Program informational booklet available in SPS.

The SAT Subject Test program used to be called “Achievement Tests”. While the SAT Reasoning Test consists of verbal and math sections over a three-hour period, the SAT Subject tests are one hour long and are subject-based. SAT Subject Tests are available in sixteen different content areas, including math, science, literature, social studies and world languages. SAT Subject Tests are neither required nor recommended by the vast majority of colleges and universities. SPS publishes a list annually of those institutions that require or recommend the SAT Subject Tests and it can be found in the SPS handbook online at our website www.eustace.org. In general, the more selective colleges and universities and those with more specialized programs tend to require or recommend the SAT Subject Tests.

THE PATH IN MATH

Ninth grade students presently in Honors Algebra I may wish to consider accelerating their path in math so they may be able to sit for a calculus class by senior year. Within the present structure of the Mathematics Department, a student who begins at the first-year algebra level moves to geometry in grade ten followed by a second year of algebra and a year of precalculus in the upper grades. Consequently, in order to enroll in a calculus course before graduation, a student must consider making an adjustment to her/his course schedule over the next three years.

There are two ways that math acceleration may be accomplished. A student may select to “double up” in math sophomore year or that student may wish to complete what would have been taken in tenth grade in the summer after grade nine. To double up means that a student would be enrolled in **both** geometry and second-year algebra (Algebra II) simultaneously. This would in turn cause enrollment in US History I to be pushed back to junior year with the second year of United States history taken in senior year. **The Mathematics Department does NOT recommend that students “double up” in math**, even though it is a logistically feasible option. Math Department members feel strongly that students are not as well grounded in either geometry or second-year algebra when these are pursued at the same time. It is substantially more advantageous to the student that a comprehensive course in geometry be completed and understood **prior** to enrollment in Algebra II.

The preferred method for accelerating in our mathematics curriculum is to participate in our summer mathematics program. The program consists of 90 hours of instruction beginning in late June and commencing in late July. The courses offered include:

Algebra 1	Geometry	Algebra 2	PreCalculus
Honors Algebra 1	Honors Geometry	Honors Algebra 2	Honors PreCalculus

See your counselor or Dr. DiAmore if you are interested in the program.

CALCULATING YOUR GPA

The Grade point average (GPA) of an individual student is figured by a formula that takes into account both the grade and credits earned in each class in order to determine the “*quality points*”. **Total quality points** divided by **total credits** yields the GPA.

Bishop Eustace Prep issues subject marks based on the following scale:

- “A” grade = 93-100 in numerical grade = 4.0 on GPA scale
- “B” grade = 85-92 in numerical grade = 3.0 on GPA scale
- “C” grade = 77-84 in numerical grade = 2.0 on GPA scale
- “D” grade = 70-76 in numerical grade = 1.0 on GPA scale
- “F” grade = below 70 in numerical grade = 0.0 on GPA scale

The credits issued for each course are listed in the Course Selection Handbook and will be listed on the report card that you receive each quarter. In general, the more often the class meets the higher the number of credits earned. Consequently, a lab science such as Biology (which meets six times per cycle) will earn six credits while a class such as English I (which meets five times per cycle) will earn five credits. Most yearlong academic classes such as English, social studies and math earn five credits while Advanced Placement courses (usually taken by juniors and seniors) may in some cases earn six credits.

The following is a typical ninth grade roster and assign some grades for first quarter. We’ll list the classes below and figure out the GPA:

- Foundations of Faith 94 = A = 4.0, multiplied by 2.5 credits = 10 “*quality points*”
- English I 98 = A = 4.0, multiplied by 5 credits = 20 quality points
- World History 89 = B = 3.0, multiplied by 4 credits = 12 quality points
- Algebra I 95 = A = 4.0, multiplied by 5 credits = 20 quality points
- Biology 91 = B = 3.0, multiplied by 6 credits = 18 quality points
- Spanish I 81 = C = 2.0, multiplied by 5 credits = 10 quality points
- Phys Ed/Health 95 = A = 4.0, multiplied by 2.5 credits = 10 quality points

We have a total of 100 quality points earned, divided by the total of 30 credits for all the subjects taken, which yields 3.3333 for a GPA of 3.333. The GPA is taken out to the third decimal place and all subjects—not just those considered to be “traditionally scholastic”—are included in its calculation.

HONORS LEVEL GPA CALCULATION

Since Bishop Eustace provides extra “weight” to honors level classes (as well as to Advanced Placement courses), the GPA will be elevated.

Foundations of Faith 95 = A = 4.0, multiplied by 2.5 credits = 10 quality points
Honors English I 93 = A = 4.0, multiplied by 5 credits = 20 quality points
World History 95 = A = 4.0, multiplied by 4 credits = 16 quality points
Honors Algebra I 95 = A = 4.0, multiplied by 5 credits = 20 quality points
Honors Biology 97=A= 4.0, multiplied by 6 credits(lab course)= 24 quality points
Latin I 89 = B = 3.0, multiplied by 5 credits = 15 quality points
Phys Ed/Health 99 = A = 4.0, multiplied by 2.5 credits = 10 quality points

The total of 115 quality points earned, divided by the total 30 credits taken, yields a three-decimal GPA of 3.833 *unweighted*. However, for each Honors or Advanced Placement class in which a student is enrolled, their GPA is multiplied by 1.02. For example, if you are enrolled in one Honors class, your total GPA is multiplied by 1.02; two Honors classes, 1.04; three Honors classes, 1.06, etc. (increasing .02 for every additional Honors class). In this case, the 3.833 GPA is multiplied by 1.06 because the student has three Honors courses. Consequently, the “*weighted*” GPA for this student is 4.063 (3.833 x 1.06). Both weighted and unweighted GPAs are reported on report cards and transcripts issued at Bishop Eustace.

A student’s transcript will show the *final* grade for each year with each year’s unweighted GPA, as well as a summary *cumulative weighted and unweighted GPA* to include successive years.

If you have any questions about grade point average and its figures, please see your counselor.