

The Miller Place High School Course Offering Guide: “A Blueprint for Student Success”

**Miller Place UFSD Board of Education Meeting
December 17, 2025**

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Introduction:

This presentation provides an overview of the following:

- Alignment with the *Miller Place UFSD Strategic Plan 2023-2028* goals concerning rigor and diverse offerings.
- Alignment with the New York State Portrait of a Graduate.
- The Miller Place High School scheduling process.
- Components of the 2026-2027 *Miller Place High School Course Offering Guide*.



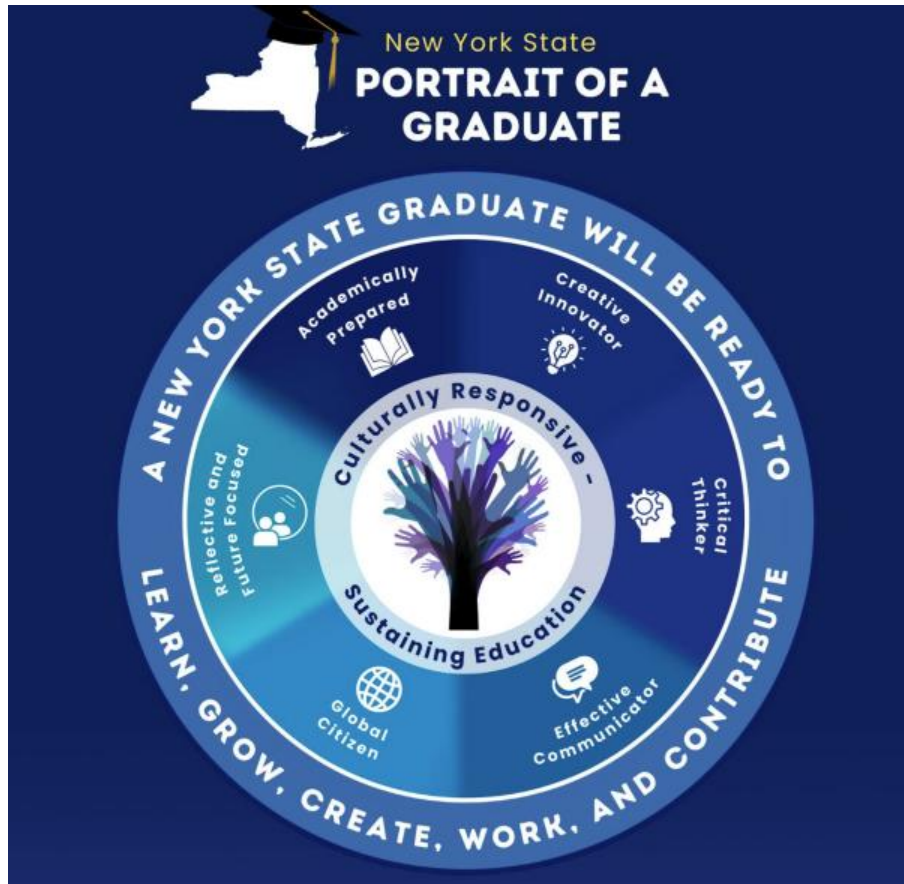
Course Offerings and Scheduling

MPHS course offerings and the scheduling process are explicitly designed to achieve key goals within the *MPUFSD Strategic Plan*:

Strategic Plan Pillar	Goal by June 2028	Course Offering Alignment
Pillar 1: <i>Academic Programming Improvements</i>	85% of stakeholders satisfied with the scope, breadth, and diversity of High School course offerings.	Requires continuous identification and development of courses that best serve students' academic success, interests, and needs.
Pillar 2: <i>Student Academic Performance Improvements</i>	Student enrollment in college credit bearing courses will be 70% or higher for the junior and senior classes.	Achieved by providing opportunities for more students to graduate with more college credits and take courses that optimize their academic potential.
Pillar 5: <i>A Focus on Whole Child Development</i>	Instructional time will include empowering individual students to optimize their learning through differentiated instruction.	Improving learning opportunities for exploration and helping students connect their studies to skills needed to become critical thinkers and productive members of society.



New York State Portrait of a Graduate



The *New York State Portrait of a Graduate* defines the skills and qualities for success in college, careers, and as engaged citizens.

Fall 2025 - Summer 2027: Phase 2 - Installation Phase
New York State Education Department provides guidance, rubrics, and supports and Districts prepare programs, professional development, and curriculum alignment.



The Scheduling Process

- The scheduling process begins Freshman and Sophomores with in-class presentations with School (Guidance) Counselors in January followed by individual student meetings in February to choose courses.
- Sophomore parent conferences with School Counselors in March to review course selections and academic progress.
- The scheduling process for Juniors begins with planning meetings with School (Guidance) Counselors and parents in December.
- Students complete and submit a course selection worksheet.
- Course verifications occur in March.
- Student schedules are posted in August.



Scheduling Procedures and Timeline

- **Scheduling Timeline:** The process includes classroom presentations, individual meetings to choose courses (in February), course verifications (in March), and final schedules posted in August.
- **Program Changes:** Schedule changes are limited to certain valid reasons, such as inappropriate placement, prior course failure, or change in academic goals,.
- **Course Withdrawal:** Withdrawal after the first few days or after the drop deadline (which falls ten days after the first progress report period) will result in a "WF" (Withdrawal/Failure) on the permanent record, calculated as a grade of 50 in the cumulative GPA.
- **Attendance and Credit:** To receive credit for a course, a student must be in attendance for at least 85% of the scheduled classes. A student may not be eligible for credit if they accumulate twenty-seven (27) absences for a full-year course. A Non-Credit (NC) resulting from poor attendance is calculated as 50% in the Cumulative GPA.
- **BOCES Programs:** These vocational programs offer specialized training for students in grades 11 and 12, counting for 4 credits per year. Students must maintain a minimum attendance rate of 85% in the BOCES program, or they risk withdrawal.
- **National Collegiate Athletic Association (NCAA) Eligibility:** Courses approved by the NCAA Eligibility Center are designated throughout the Guide to assist student-athletes planning on Division I or II participation.



Course Offering Guide Structure and Planning

- Key components of the *Course Offering Guide*:
 - **Organization:** The catalog is divided into sections based on subject areas (Art, Business, English, Health, Mathematics, Music, Physical Education, Science, Social Studies, Technology, and World Languages, as well as Vocational Programs). Within each section, the required course offerings are listed first, followed by elective courses.
 - **Course Content:** Each course entry provides a basic course description, the length of the course, and the number of course credits granted.
 - **Planning Resources:** The guide includes sections outlining Graduation Requirements and procedures for AP/Honors course enrollment. It also contains detailed information for college planning.
 - **Counselor Support:** School counselors assist students with planning a successful high school experience, offering expertise on graduation requirements, changes in Regents requirements, and course offerings.



Planning and Guidance for Rigor in Course Selection

- **Challenging Programs:** The Counseling Department advises students to take the most challenging program possible.
 - Colleges generally prefer students who enroll in academic-oriented courses and challenge themselves to the best of their academic ability, rather than those who aim merely to protect their GPA.
 - *Instead of avoiding rigor to preserve a GPA, students should pursue challenging courses and confidently access the support services designed to help them succeed.*
 - *“College level courses in high school (not AP) better prepare students for college.” Dr. Kenneth Miller, Brown University*
 - Taking advantage of a full schedule is advised for all students,
- **Program Consistency:** Students are reminded about the importance of being consistent with course selections and that schedule changes, specifically course level changes, are limited to specific valid reasons, with strict deadlines (e.g., drop deadline after Q1 progress report).



Planning and Guidance for Rigor in Course Selection

- **Grade Weighting:** Grades received in all Advanced, Advanced Placement (AP), College Level, and Honors courses receive a 5% weighting increment when the cumulative grade point average is calculated.
- **Enrollment Requirements:** Students enrolling in Honors/AP courses are expected to exhibit mastery of course prerequisites and complete summer assignments when required.
- **School Profile Report** - Created by high schools for college admissions officers to provide context about the school's environment, grading, and academic offerings, helping them fairly evaluate a student's transcript within their specific school's rigor and opportunities, detailing things like (AP, College, Honors), GPA calculation, demographics, test scores, and recent college acceptances. *“It provides the “big picture” beyond just grades.”*



Advanced Placement (AP) and College Credit Offerings

AP offerings reflect the *MPUFSD Strategic Plan* Goal (Pillar 2) of increasing college credit attainment.

AP Program	Miller Place Offerings	Description of Rigor
Total AP Electives	19 AP Electives offered across departments, with 17 running for the 2025-2026 school year.	Diverse opportunities for advanced study.
Capstone Program	AP Capstone Seminar and AP Capstone Research.	Culminates in an academic paper of 4,000–5,000 words and presentation with an oral defense, requiring deep investigative and synthesis skills.
Math & Science	AP Calculus AB, AP Calculus BC, AP Statistics, AP Biology, AP Chemistry, AP Physics 1.	College-level courses that require comprehensive knowledge of college preparatory math (for Calculus) and science prerequisites.
Humanities	AP English Language & Composition, AP English Literature & Composition, AP US History, AP World History Modern, AP US Gov & Politics, AP Psychology, Human Geography (new).	Engage students in sustained critical reading, analytical writing, evidence-based reasoning, and deep inquiry into complex texts, ideas, and global perspectives that demand higher-level thinking and academic independence.
The Arts	Studio Art (2D Design), Studio Art (Drawing), Music Theory	Demonstrated through sustained creative inquiry, disciplined skill development, and the thoughtful refinement of ideas needed to produce and communicate advanced, meaningful artistic work.
Dual Enrollment/ College Credit	Courses like College Accounting, Precalculus Honors, College Business Law, College Forensics, Future Medical Professionals, and Virtual Enterprise are offered in conjunction with university partners.	



Diverse Elective Course Offerings

- **61** different Electives are running in 2025-26 school year addressing the *MPUFSD Strategic Plan* goal (Pillar 1) for broad course scope and supports whole child development (Pillar 5) allowing for exploration.
- The district offers a diversity of Electives beyond the courses that are required for graduation.
- Electives are offered in *Core* subject areas of ELA, Math, Science, Social Studies, and World Languages.
- Electives are also offered in *Encore* subject areas such as Art and Music and Vocational Pathways.



Diverse Elective Course Offerings and Vocational Pathways

Category	Course Examples	Strategic Purpose
Total Electives	61 Electives across departments (<i>Core</i> and <i>Encore</i> subjects) running during the 2025-2026 school year.	Encourages exploration, supports personal growth, and helps discover interests, develop essential skills, and engage in well-rounded, meaningful learning experiences.
Technology/ Engineering	Computer Aided Design, Principles of Engineering, Design and Drawing for Production.	Supports critical thinking, design, and problem-solving skills for productive membership in society.
Business/Finance	Virtual Enterprise, Intro to Business and Finance, Intro to Accounting, Wall Street Investments, Sports and Entertainment Marketing.	Teaches financial literacy and provides "real-world" business experiences based on potential career paths.
Specialized Sciences	Scientific Computing, Future Medical Professionals, Sports Medicine and Performance.	Introduces programming techniques used by scientists to discover patterns in data governing math, chemistry, physics, and biology and provides hands-on, inquiry-based experiences that promote exploration, curiosity, and self-discovery through authentic real-world learning
The Arts	Studio Art, Drawing and Painting, Sculpture, Fashion Design, Digital Photography, Computer Generated Art, Concert, Symphony and Jazz Bands, Concert, Select and Jazz Chorus groups, Orchestra.	Visual and performing arts foster creativity, self-expression, collaboration, problem-solving, and confidence, providing opportunities to explore interests, experiment with new mediums and discover their unique artistic voices.
Vocational	Eastern Long Island Academy of Applied Technology (BOCES) offers vocational programs providing 4 credits per year for students in Grades 11 and 12.	Supports career readiness.



Diverse Elective Course Offerings

The diversity of core instructional area elective course offerings addresses the *MPUFSD Strategic Plan* goal (Pillar 1) for broad course scope and supports whole child development (Pillar 5).

New Course Electives for 2026-27:

- ***Advanced Placement Human Geography*** - introduces students to the systemic patterns and processes that shape human understanding, use, and alteration of the Earth's surface aligning with the AP College Board framework.
- ***Project Math: Everyday Math Applications*** - offers an ensign, project-based option for students who want to strengthen their quantitative reasoning, problem -solving, and decision-making skills by emphasizing mathematical modeling and communication in authentic context.
- ***Mathematics in Strategy and Storytelling*** (Game Theory and Math in Media) - blends game theory, probability and statistics and media analysis to explore how mathematics influences strategy decision-making and storytelling. Students will apply both quantitative and qualitative reasoning to real-world and fictional scenarios.



Graduation and Examination Requirements

Content Area	Regents Diploma Requirements (Credits)	Advanced Designation Requirements (Credits)
English	4	4
Social Studies	4	4
Math	3	3
Science	3	3
World Language	1	3 ** (or 5-unit sequence exemption)
Art/Music	1	1
Health	0.5	0.5
Physical Education	2	2
Computer Applications	0.5	0.5
Electives	3	1
Total Credits	22.0	22.0



How to access the Course Offering Guide

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STRATEGIC PLAN | CALENDAR | STAFF DIRECTORY | DISTRICT | SCHOOLS +

 Miller Place UFSD
Empowering excellence today, developing tomorrow's achievers, forever MP proud.

Summer Activities | SchoolTool | Athletics | Menus | Registration | Safe Schools Hotline

District Information | Board of Education | District Resources | Departments | Community Organizations | Staff Resources

HOME > DEPARTMENTS > COUNSELING (GUIDANCE) > MPHS COUNSELING (GUIDANCE) > MPHS COUNSELING (GUIDANCE)

MPHS Counseling (Guidance)

Summer School Information 2025

June 2025 Finals and Regents Testing Information

Class of 2026 College Forms

College Representative Visits

Course Offerings & Graduation Requirements

Scholarships

College & Financial Aid

SAT ACT & PSAT

Advanced Placement (AP) Info

MPHS School Counseling Department

Director of Guidance /Asst. Principal
Mr. Sean White

School Counselors
(assigned alphabetically 9-12)
Ms. Josephine Fiumano (A-D)
Ms. Meghan Gallo (E-K)
Mr. John Scherer (L-P)
Ms. Jane Hayden (Q-Z)

Office Staff
Ms. Melissa Johnson Ms. Maria Tyler
(631) 474-2728 - Phone (631) 474-2734 - Fax

The Miller Place High School Guidance Department strives to offer programs and support services that foster academic success, social/emotional growth, and college/career readiness. These programs and services are the cornerstones of a comprehensive developmental guidance program with a primary purpose of developing and supporting the whole child and establishing a link between education and post secondary opportunities.

College Fairs - 2025-2026
Virtual Financial Aid Night
December 16, 2025
6:30pm
St. Joseph's University
Other date available: 1/15 the registration link for these

COLLEGEBOARD SAT BLUEBOOK APPLICATION
DOWNLOAD DIRECTIONS CLICK HERE
Students taking the Digital SAT will need to download the BlueBook application to their testing device for all testing locations. These directions are specifically for downloading the application to a MP District issued

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Scheduling Advice for MPHS Students:

- Challenge yourself to the best of your ability with rigorous courses.
- Explore your interests or potential college majors through electives.
- Your high school record begins in your freshman year (or with Regents level courses in middle school).
- Continue to be engaged in extracurricular and interscholastic athletics activities throughout high school.
- Take advantage of the resources that are provided and meet with your School Counselor.
- *What schedule will you build for your future???*



MPHS Administration and School Counselors

- Administration:
 - Kevin Slavin, Principal
 - Sean White, District Director of Guidance, Assistant Principal
 - Debra White, Assistant Principal
 - Domenico LoRe, Dean of Students
 - Nick Corleto, Curriculum Specialist for Math, Science, Technology, and Business
 - Matt Nicoletti, Curriculum Specialist for Humanities
- Miller Place High School Counselors:
 - Ms. Fiumano (A-D)
 - Ms. Gallo (E-K)
 - Mr. Scherer (L-P)
 - Ms. Hayden (Q-Z)
- North Country Road Middle Road School Counselors:
 - Ms. Raptis (A-K)
 - Ms. Melucci (L-Z)

