

## Message From the Principal

### Testing and Access

You may have noticed that today's students are taking more standardized tests than at any point in the history of public schools. The tests are more rigorous, and students, teachers, and principals are all affected by the results. Regardless of how one feels about the current atmosphere, the use of standardized testing will determine access and ultimately success for the vast majority of students in our public schools.

What's behind the major emphasis on testing? The answer is college and career readiness. Over the last decade, the federal government and the states have heeded the words of employers in the business community concerning the skills and knowledge workers need for employment in the twenty-first century. Today's jobs and jobs of the future will require at least two to four years of college education. Hence, we in the public schools must prepare students for postsecondary education and careers.

Both college and career preparation require students to perform well on tests. More than school grades and grade point average (GPA), the ACT is the primary measurement that postsecondary institutions use to determine college readiness. How well a student performs on the ACT will also influence college scholarship amounts and whether or not a student is even accepted into college.

Because of the importance of the ACT, Kentucky requires and pays for all students to take the ACT in the junior year of high school. In addition, the state's new accountability system is heavily weighted to assessments that are based on ACT-type questions and preparation. In fact, 20 percent of a student's grade in English II, Algebra II, U.S. History, and Biology will be based on the new end-of-course (EOC) exams. These EOC exams are designed by the same company that designs the ACT. The new emphasis on the rigorous standards of the ACT will require adjustments to how teachers teach and what students must learn.

The keys to success on any type of testing is preparation, preparation, and preparation! That is why students routinely take major tests throughout the school year. These tests are designed to provide students with valuable feedback and inform teachers on how well students are progressing toward the very high benchmark standards of the ACT. In addition to knowledge in the content areas, it is extremely important that students acquire the discipline, stamina, and focus necessary to be successful in a three- to four-hour testing environment.

The ability to concentrate and deliver in a stressful testing environment will help students succeed in school, college, and life. ACT performance may get students into college, but then they will have two to four years of challenging midterm and

final exams, which will ultimately decide whether or not they will graduate with a postsecondary degree. Even with a college degree in hand, most professions and careers still demand that you sit and deliver (once again) in yet another testing environment in order to gain licensing and/or certification (nursing, dentistry, medicine, teaching, law, construction, civil service, cosmetology, etc.).

Students must acquire the skills, knowledge, character traits, and habits necessary for success. Routinely performing well in a testing environment is perhaps the most important habit a student can acquire.

Gary G. Hurt, Principal  
485-8339

### Sleep Matters

The first thing that seems to go when our day gets busy is sleep. "Today's teenagers are the most sleep-deprived bunch I've seen in years," says Cornell University psychology professor James B. Maas, Ph.D., author of *Power Sleep*. Chronic sleep deprivation will put teenagers at risk for poor academic performance, anxiety, depression, obesity, weakened immune system, binge drinking/drug use, inability to focus, and ongoing moodiness.

According to the National Center for Sleep Disorders, 28 percent of teens fall asleep in school at least once a week. The center reports that teens require nine hours of uninterrupted sleep nightly to stay healthy. How do you convince your child to go to bed earlier? "You can't make a teen sleep," says Dr. Emsllem author of *Snooze or Lose: 10 No-War Ways to Improve Your Teen's Sleep Habits*. "Tune in to his or her schedule and find ways to help develop, and maintain healthy sleep habits." The first step is to pay attention to what keeps your child awake in the first

place! After-school jobs, extracurricular activities, Facebook, cell phones, computer games, music, and television may be keeping your child awake during critical hours needed for sleep. Setting guidelines and routines can help eliminate sleep disruptions. The following are ways for your teen to get the sleep he or she needs:

- Try to keep a regular sleep schedule. Go to bed and get up at the same time each day.
- Avoid caffeine for four hours before bedtime.
- Sleep in a dark, quiet room that isn't too hot or too cold.
- Don't eat a heavy meal at least three hours before bedtime.
- Don't watch TV or look at a computer screen right before bed.

Communicate your concerns and work with your teen to develop a plan for healthy sleep habits.

# Counselor's Corner

**Counselor's Office: 485-8747**

Please remember that any person who signs a student out of school must have personal or photo identification.

## 2012-13 Scheduling Begins

Can you believe it is that time already? In March, students will begin scheduling classes for next year through the advisory period. Be sure to follow the directions of your advisor teacher to make accurate course choices for next year.

## Grade-Level Information/Dates

### Freshmen

Continue using your Agendas; parents, check to see if your child still has an Agenda. Agendas can be purchased in the bookstore.

Remember, all failed core classes must be repeated. Use Extended School Services (ESS) as needed. All freshmen should be considering the medical/health/environmental career themes for next year. You will have the opportunity to fully engage in one of the schools of study.

### Sophomores

Continue to work on a strong GPA for the Governor's Scholar Program and the UPS School-to-Work Program for next year; both require strong GPAs.

### Juniors

- UPS School-to-Work—See Mrs. Leslie.
- Schoolwide ACT in March
- The Tourism Honors Academy (THA) application deadline is **March 13, 2012**.

## Applications Available for 2012-13

Applications for the THA class of 2012-13 are now available. Visit your school's guidance counselor or download an application at <http://tourismhonorsacademy.org/application.htm>. Please don't hesitate to contact us if you have any questions or need help with your application. Applications are due **Tuesday, March 13**.

*"I'm glad that I did join [THA] because it let me see a new side of Louisville. It also connected me to other young adults who have some of the same goals as me."*

THA serves 20 talented high school students from Jefferson County during the summer before and throughout their senior year. Scholars are competitively selected from junior classes and attend the program

free of charge. Program events include a ten-day summer residential session at Bellarmine University, with events and volunteer opportunities spread throughout the THA scholars' senior year. THA is a diversity-friendly community. You may download an application at [www.tourismhonorsacademy.org](http://www.tourismhonorsacademy.org).

## What Should Juniors Be Doing Now?

- Focus on grades and attendance. You need to finish the year strong for your college applications next year.
- Continue contacting colleges and researching careers and college via the Internet.
- Take the ACT and SAT.

## Seniors

### March

Kentucky State University Campus visit

## What Should Seniors Be Doing Now?

- Complete the Free Application for Federal Student Aid (FASFA) before funds are depleted.
- Continue to focus on grades and attendance. (Remember prom requirements.)
- Continue to apply for colleges and scholarships.

## College/Career Information

While students experience much anxiety over the idea of taking tests for college, there are many resources available to help students prepare for college entrance exams. Before we discuss the resources, let's

explore just what these two college entrance exams are all about.

The ACT is considered to be more of an achievement test than the SAT. The ACT is a multiple-choice test containing four parts: English, mathematics, reading, and science reasoning. The ACT is accepted at most colleges. See more information regarding the ACT at [www.act.org](http://www.act.org).

The SAT measures critical reading, mathematical reasoning, and writing skills. The test is divided into nine subsections and includes an essay section. Learn more about the SAT at [www.collegeboard.com](http://www.collegeboard.com).

Which test should a student take? Students should take both tests. (The majority of higher education institutions accept both the SAT and the ACT.) Taking both tests will likely reveal a higher score on one test because a student may be more comfortable with the format and content assessed on one of the exams over the other.

Should a student study for the ACT or the SAT? Absolutely yes! There are a multitude of study guides for the ACT and the SAT. Do not spend a lot of money on commercial publications. Simply visit the public library or Valley's resource room, and check out the available study materials. Also, visit both exam Web sites, and take the online practice tests that can be found there.

## Valley Veracities

*Do not expect to succeed if you can't perform the simple task of being present.*

—Anonymous

# From the Youth Services Center

## Wanted! Valley Parents and Students

To partner with the YSC to support and create a positive environment here at Valley for everyone. We are here to offer support and help you reach your goals!

The following five daily habits help all of us reach academic goals:

- Be here on time every day, and complete all make-up work when ill.
- Come to school well rested and prepared to learn.

- Don't get behind in your work, ask for extra help/tutoring, and use your Agenda daily.
- Get involved in extracurricular activities, and have fun.
- Help others, and show respect to get respect.

*Ellen Smith, Director*  
**485-6780**

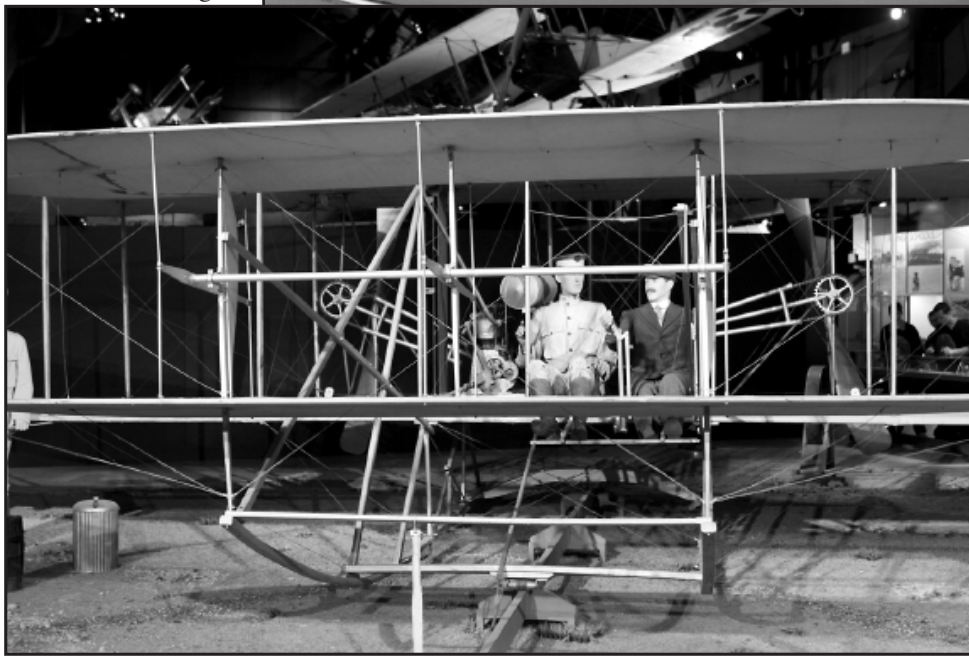
# Valley Navy Junior Reserve Officers Training Corps

Cadets of the Valley Navy Junior Reserve Officers Training Corps (NJROTC) received an early Christmas present, courtesy of the United States Air Force and the Kentucky Air National Guard (KYANG). On December 14, 2011, service members from the 123rd Airlift Wing and 165th Airlift Squadron KYANG were able to accomplish essential training while simultaneously taking 78 NJROTC cadets and chaperones to see the National Museum of the United States Air Force ([www.nationalmuseum.af.mil](http://www.nationalmuseum.af.mil)) located at Wright-Patterson Air Force Base (AFB) in Ohio.

The Air Force Museum is an outstanding, world-class aerospace education and training site. It tells the story of military aviation and rocketry from its earliest beginnings to the present. The museum's collection contains aircraft from several countries, but the focus is on the U.S. Army Air Corps and the U.S. Air Force. Cadets were able to see and learn about the history of aircraft and space vehicles, from biplanes designed and flown by the Wright Brothers in the early

1900s to aircraft currently on the active roster in the Air Force. Airplanes like the B-2 stealth bomber, F-22 stealth fighter, the A-10 "Warthog," and gigantic missiles used for nuclear defense, deterrence, and space exploration are on display. During the trip, cadets gained a deeper appreciation for the importance of being proficient in math and science and learned about aerospace technology as well as the sacrifices that service men and women make in the defense of our country.

Classroom work prior to the trip focused



classroom favorite cadets were able to see was Ham's spacesuit and flight jacket. Ham was the first chimpanzee sent into space by NASA in the early days of space exploration. Also on display were moon rocks brought back to Earth on Apollo 16. Cadets learned about an air traffic control tower, the Holocaust, and the Berlin Airlift; saw

on the study of machines and men in WWI, WWII, the Korean War, Vietnam War, and space exploration. Aircraft of the same type studied in class were all on display in the museum. In some cases, cadets were able to see the actual aircraft that were discussed in class. One such aircraft was Colonel Robin Olds' Vietnam-era F-4 Phantom II named SCAT XXVII. In an act of loyalty and dedication spanning a career of 30 years, Colonel Olds named all of his aircraft after his college roommate, whose nickname was Scat, even though his friend was killed during WWII. Another

an aviation art gallery; and conducted experiments on the physics of flight. It was a very busy, highly educational, and extremely exciting day. All of it was made possible through the gracious cooperation of the Valley and Jefferson County Public Schools (JCPS) administrators, adult chaperones, the men and women of the 165th AS and 123rd AW, Colonel Nelson (Commander of the 123rd AW), the Kentucky Air Guard, and the Air Force, especially the 88th ABW at Wright-Patterson AFB. We are very thankful and grateful for their cooperation and support of this remarkable adventure.

Sincerely,

*LCDR Peters USN (Retired)*  
*NCC Fultz USN (Retired)*  
NJROTC

## Athletics

Spring sports began on February 15. All students interested in playing a spring sport must have a physical to participate.

William Raleigh, *Athletic Director*, 485-8621

## JEFFERSON COUNTY PUBLIC SCHOOLS

# Equal Opportunity Policies

### Equal Employment Opportunity Employees/Applicants

The Jefferson County Public School District shall not discriminate in recruitment or employment on the basis of age, color, creed, disability, marital or parental status, national origin, race, sex, sexual orientation, veteran status, religion, or political opinion or affiliation. The District shall promote equal opportunities through a vigorous affirmative action program as an integral part of personnel policy and practice in the employment, development, advancement, and treatment of employees of the Jefferson County Public Schools.

#### In the Event of Questions

Employees or applicants, report to immediate superior, appropriate personnel administrator, the Compliance and Investigations Office, or the appropriate enforcement agency if you believe you have experienced harassment/discrimination.

### Equal Educational Opportunity Students/Parents or Guardians

No student shall be denied equal educational opportunity by the board of education because of his or her age, color, disability, marital or parental status, national origin, race, sex, sexual orientation, political opinion or affiliation or religion.

Harassment/Discrimination of any type is not permitted. A student has the right to attend school free from harassment and should not be subjected to discrimination for any reason. Schools will strive to ensure that these rights are protected and that appropriate consequences are provided to offenders.

#### In the Event of Questions

Students and parents/guardians, report to principal, the Compliance and Investigations Office, or the appropriate government agency if you believe you have experienced harassment/discrimination.

Noncompliance with the above policy and procedures may result in disciplinary action.

### Discrimination Grievance Procedure

The Jefferson County Public Schools Discrimination Grievance Procedure is available at local schools, on the Jefferson County Public Schools Web site at [www.jcpsky.net](http://www.jcpsky.net), or in the Compliance and Investigations Office, C. B. Young Jr. Service Center, 3001 Crittenden Drive, Louisville, KY 40209. Contact Cheryl Walker, Compliance and Investigations director, at **485-3341**, or call or write one of the following enforcement agencies:

#### Equal Employment Opportunity Commission

600 Dr. Martin Luther King, Jr., Place, Suite 268  
Louisville, KY 40202  
(502) 582-6082  
[www.eeoc.gov](http://www.eeoc.gov)

#### U.S. Department of Education, Office for Civil Rights

Wanamaker Building, Suite 515  
100 Penn Square East  
Philadelphia, PA 19107  
(215) 656-8541  
[www.ed.gov](http://www.ed.gov)

#### Kentucky Commission on Human Rights

The Heyburn Building, Suite 700  
332 West Broadway  
Louisville, KY 40202  
(502) 595-4024  
<http://kchr.ky.gov>

#### Louisville Metro Human Relations Commission

410 West Chestnut Street, Suite 300A  
Louisville, KY 40202  
(502) 574-3631  
[www.louisvilleky.gov/HumanRelations](http://www.louisvilleky.gov/HumanRelations)