

Cold Spring Harbor Jr. Sr. High School

9th Grade Parent/Student Night

October 22, 2019

**Presented by
The Counseling Center**



October 2019

Dear Parents and Guardians of 9th Grade students,

Welcome to the beginning of another school year! We hope that your children will spend the next four years growing from young adolescents to young adults equipped to make wise choices, make the most of their education, and take advantage of the opportunities life can offer.

We have chosen counseling as our life's work because we, too, enjoy watching, with amazement every time, the metamorphoses teenagers undergo in four short years. We stand ready to guide and advise, offer options for solving challenges and listen, listen, listen.

We cannot accomplish our goal of ensuring that each student maximize his or her potential without you as our partners in this shared endeavor. We look forward to getting to know you and your children in the weeks and months ahead.

Sincerely,

The Counseling Center

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About Your School Counselor

Our mission is to facilitate each student's personal, social, academic and career development via guidance and counseling activities and collaborative efforts between home and school.

Our objectives are to help students identify their interests and abilities; enhance productivity, dependability, self-expression and control; and foster decision-making and conflict-resolution skills so they can participate in a global society as responsible citizens.

We keep *students* and their needs at the center of our work by:

- Helping with personal or academic problems that can affect student attitude and impede school performance
- Discussing social issues, such as peer pressure or changing relationships
- Introducing academic options and ways to improve study skills
- Recommending courses, in-school and out-of-school activities
- Furnishing information about academic and career plans
- Referring students and parents to other school staff and community resources
- Conducting classroom and small-group guidance sessions
- Recommending ways to manage stress
- Communicating with teachers, administrators and parents on behalf of students; reviewing progress reports and report cards
- Advocating for students seeking healthy ways to maximize their options
- Using our best judgment in support of each student
- Expressing our opinions with candor and honesty
- Insuring that students are moving towards high school graduation
- Treating student and parent concerns and records as confidential unless, in our judgment, a student's physical or emotional health is at risk
- Committing to work through differences of opinion

Some of the things we do not do are:

- Make decisions for students or parents
- Supervise teachers or other staff
- Make exceptions to school policies or procedures
- Take it personally if students or parents disagree with our recommendations
- Claim to know everything about everything

9th Grade Calendar 2019-2020

September – June

- Academic monitoring via progress reports, quarterly report cards and teacher, student, and parent feedback
- Group and individual meetings with students
- Counselor participation at IST (Instructional Support Team) CSE (Committee on Special Education) and Section 504 meetings as appropriate

October

- October 8: Quarter 1 progress reports available on Student and Parent Portals after 5pm
- October 19: PSAT (for 10th/11th grade students)
- October 22: 9th Grade Parent Night

November

- November 18: Quarter 1 report cards available on Student and Parent Portals after 5pm
- 9th Graders meet their counselors – Introduction to High School

December/January

- December 18: Quarter 2 progress reports available on Student and Parent Portals after 5pm
- January 27: Quarter 3 (spring semester) begins

January

- Posting of 2019-2020 Program of Study Guide on Counseling Center website
- Academic programming in preparation for rising Grades 10-12 begins: each student meets with counselor individually after having discussed proposed program with family (continues through March – the master schedule is not built until all students are seen)
- Annual CSE/504 meetings for classified students continue through June.
***If your child receives testing accommodations and you have not yet applied for test accommodations for the SAT, you will be asked to begin the process at the 9th Grade Annual Review.

February – April

- February 3: Quarter 2 report cards available on Student and Parent Portals after 5pm
- March 4: Quarter 3 progress reports available on Student and Parent Portals after 5pm
- April 6: Quarter 3 report cards available on Student and Parent Portals after 5pm

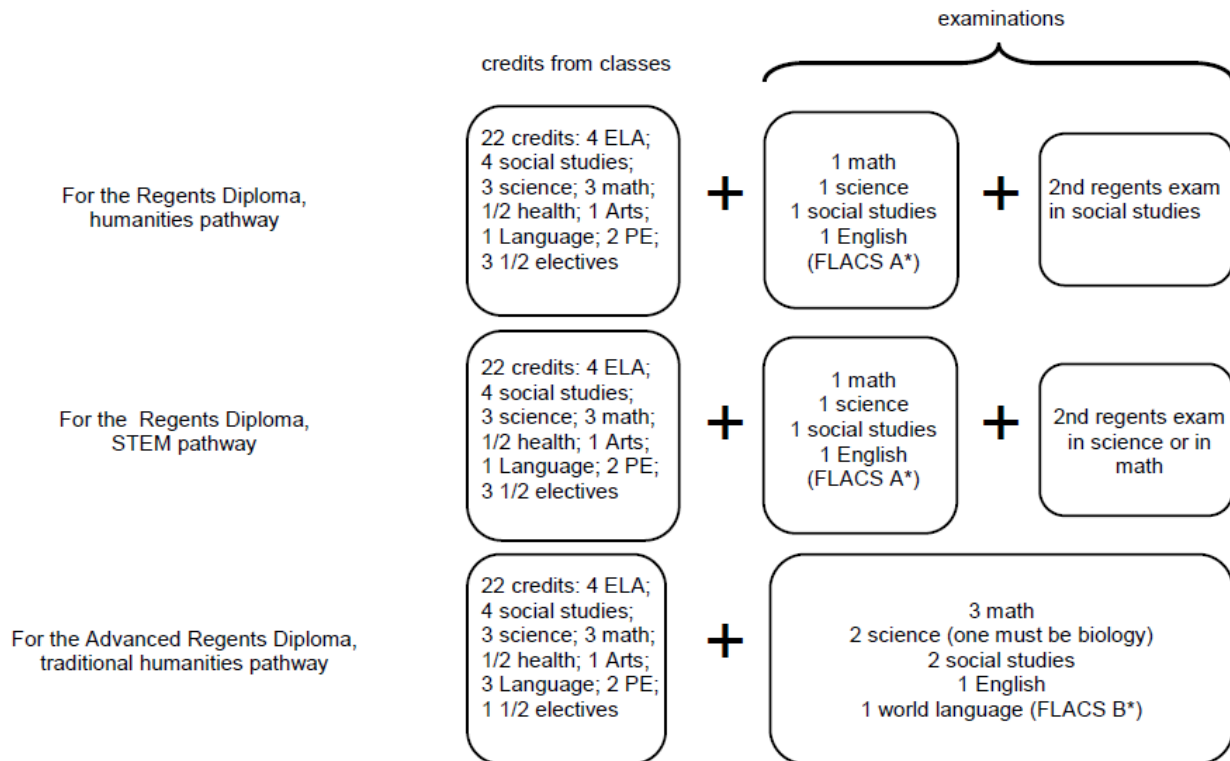
May

- May 15: Quarter 4 progress reports available on Student and Parent Portals after 5pm
- May 4 – 15: Advanced Placement Exams at CSH Senior High School

June

- June 6: SAT Subject Tests Available
- June 15 and 17: Final Examinations
- June 17 – 25: Regents Examinations
- Summer School registration for those who fail courses or wish to improve grades

Class of 2023 Diploma Types and Requirements



- Regents Diploma with exams averaging 90 or higher=
Regents Diploma with Honors
- Advanced Regents Diploma with exams averaging 90 or higher (excluding FLACS B)=
Advanced Regents Diploma with Honors
- Advanced Regents Diploma with 3 math exams, each 85 or higher=
Advanced Regents Diploma with Mastery in math
- Advanced Regents Diploma with 3 science exams, each 85 or higher=
Advanced Regents Diploma with Mastery in science

NOTE: There are a number of alternate pathways that meet graduation requirements. Students with disabilities who are exempt from the World Language requirements as indicated on the IEP may earn a regents diploma with or without advanced designation as long as they meet the required number of credits and exams to graduate. Please see your guidance counselor or the Special Education Chairperson for details. Information is also at this New York State Department of Education site:

<http://www.p12.nysed.gov/ciai/gradreq/Documents/CurrentDiplomaRequirements.pdf>

*FLACS (Foreign Language Association of Chairpersons and Supervisors) A and B are comprehensive exams students take after completion of level I and level III language courses, typically at the end grade 8 and grade 10.

Regents Examination Calendar

Regents Examination	Usually taken*
Living Environment or Earth Science	Grade 8 or 9
Algebra I	Grade 8 or 9
Global History & Geography	Grade 10
Geometry	Grade 9 or 10
Algebra II	Grade 10 or 11
Chemistry	Grade 10 or 11
French or Spanish (FLACS exam)	Grade 10
Common Core English	Grade 11
US History & Government	Grade 11
Physics	Grade 11 or 12

*Due to the individual nature of each student's program of study, Regents exams are not taken at the same time by all students. You can compare your student's schedule with the examination titles to discern which exams are to be taken this year.

The University of the State of New York
THE STATE EDUCATION DEPARTMENT
Office of State Assessment
Albany, New York 12234

EXAMINATION SCHEDULE: JUNE 2020

Students must verify with their schools the exact times that they are to report for their State examinations.

June 2 TUESDAY	June 17 WEDNESDAY	June 18 THURSDAY	June 19 FRIDAY	June 22 MONDAY*	June 23 TUESDAY	June 24 WEDNESDAY	June 25 THURSDAY	June 26 FRIDAY
9:15 a.m.	9:15 a.m.	9:15 a.m.	9:15 a.m.	9:15 a.m.	9:15 a.m.	9:15 a.m.	9:15 a.m.	RATING DAY
U.S. History & Government (Framework)*	English Language Arts	U.S. History & Government (Core Curriculum)	Global History & Geography II (Framework)	Transition Exam in Global History & Geography <small>* World Language Assessment suggested date/time: Locally developed Checkpoint A Exam</small>	Algebra II	Geometry	Physical Setting/ Chemistry	
	1:15 p.m.	1:15 p.m.	1:15 p.m.	1:15 p.m.		1:15 p.m.	Uniform Admission Deadlines Morning Examinations: 10:00 a.m. Afternoon Examinations: 2:00 p.m.	
	Living Environment	Algebra I	Physical Setting/ Earth Science	<small>* World Language Assessment suggested date/time: Locally developed Checkpoint B Exam</small>		Physical Setting/ Physics		

* The Conversion Chart for this exam will be available no later than June 26, 2020.

Cold Spring Harbor High School Grading System

GPA CALCULATION WORKSHEET (SAMPLE)

11.5.18

Method to calculate GPA and Weighted GPA:
Take the total GPA or Weighted GPA points and divide that number by the total credits earned.

Course Name	Grade	School Year	Course Level	Credits Earned	Point Value	Weighted Point Value
BIOLOGY REGENTS ACCELERATED	A-	2014-2015		1	3.66	3.66
SPANISH 1	B+	2014-2015		1	3.33	3.33
ENGLISH 9	A	2015-2016		1	4	4
GLOBAL HISTORY I	A	2015-2016		1	4	4
SPANISH 2	B+	2015-2016		1	3.33	3.33
ALGEBRA I REGENTS	B+	2015-2016		1	3.33	3.33
EARTH SCIENCE REGENTS	B+	2015-2016		1	3.33	3.33
WIND ENSEMBLE	A	2015-2016		1	4	4
ENGLISH 10 H	B	2016-2017	Honors	1	3	3.3
AP EUROPEAN HISTORY	A-	2016-2017	Advanced Placement	1	3.66	4.03
HEALTH 10	A	2016-2017	Semester	0.5	2	2
INTRODUCTION TO DRAW & PAINT	A	2016-2017		1	4	4
SPANISH 3	A	2016-2017		1	4	4
GEOMETRY REGENTS	B	2016-2017		1	3	3
PSYCHOLOGY	A	2016-2017	Semester	0.5	2	2
CHEMISTRY REGENTS	B+	2016-2017		1	3.33	3.33
ADVANCED DRAW & PAINT -YR	A	2017-2018		1	4	4
AP ENGLISH LANG & COMP	A-	2017-2018	Advanced Placement	1	3.66	4.03
SPANISH 4	A-	2017-2018		1	3.66	3.66
ALGEBRA II REGENTS H	C+	2017-2018	Honors	1	2.33	2.56
PSYCHOLOGY AP	B+	2017-2018	Advanced Placement	1	3.33	3.66
REGENTS PHYSICS	A	2017-2018		1	4	4
AP US HISTORY	A-	2017-2018	Advanced Placement	1	3.66	4.03

MARKING SYSTEM:	Letter Grade	Numerical Equivalent	Point Value	Weighted Point Value	Total Credits Earned	Sum of Points	Sum of Weighted Points			
Marks for all subjects, except pass/fail courses are used in computing a student's cumulative grade point average at the end of the 11th grade or in the event that a student repeats a course, only the higher grade is used in calculating the student's average. All Honors and Advanced Placement courses are weighted by multiplying the letter grade equivalent by a 1.1 factor. Accelerated courses are not weighted.	A	93-100	4	4.40	22	78.61	80.58			
	A-	90-92	3.66	4.03						
	B+	87-89	3.33	3.66						
	B	83-86	3	3.30						
	B-	80-82	2.66	2.93						
	C+	77-79	2.33	2.56						
	C	73-76	2	2.20						
	C-	70-72	1.66	1.83						
	D+	67-69	1.33	1.46						
	D	65-66	1	1.10						
	F	Below 65	0	0.00						
	Only Honors and Advanced Placement classes are weighted									
	GPA Calculation		WGPA Calculation							
	78.61 ÷ 22 = 3.57		80.58 ÷ 22 = 3.66							
	GPA		WGPA							
	3.57		3.66							

Honor Rolls and Honor Societies

Honor Roll/High Honor Roll

3.0 GPA/3.66 GPA - unweighted

(refer to page 26 in the 2019-20 CSHHS Agenda Book for a full description)

National Honor Society

(refer to High School Website to view application materials)

<https://www.csh.k12.ny.us/Page/324>

3.66 weighted at time of application

**20 hours of community service per year/60 hours total at time of application
(a minimum of 2 school or community non-profit organizations or clubs)**

Juniors who have earned the required GPA by mid-year are invited to apply for induction into the National Honor Society in spring of that year. Another application period occurs in fall of senior year for students who have earned the required GPA by the end of junior year.

Tri-M Music Honor Society

(refer to Music Department on District Website for full description)

Students must be Juniors to apply.

3.0 overall GPA; 4.0 music GPA; Full-time enrollment in at least one performance ensemble for all the high school years, including after induction into Tri-M; participation in NYSSMA with A- in level 5 or 6; approval required for NYSSMA substitution

National French and Spanish Honor Societies

Students who are enrolled in Level 4 of any of the World Languages are invited to apply each spring. They must have a 3.0 (B) cumulative average, a Level 4 mid-year language grade of at least 90%, year-end averages of at least 3.66 (A-) for the prior three levels of the language. Other criteria include good standing in the school and community, as well as willingness to be or service to the school and community.

<https://www.csh.k12.ny.us/Page/326>

CSH National Art Honor Society

Be at least a sophomore with at least one semester of art at CSH.

Have at least a B+ average in an art class.

Commit to coming to meetings and events.

Students must remain active and enrolled in an art class to stay a member.

Members must complete 10 hours of community service hours in the visual arts each year once membership begins.

National Speech and Debate Honor Society

As students attend a speech or debate event, they begin accruing points, for attendance with additional points added for wins (more for first place, etc.). Students become members in their first year, and then receive additional honors as they progress through the years.

<https://www.csh.k12.ny.us/cms/lib/NY02214132/Centricity/Domain/65/The%20Speech%20and%20Debate%20Program.pdf>

International Thespian Society

- Complete 10 “points” of theater service in Cold Spring Harbor School productions (JHS, HS, WSS, LHS). A point is roughly equal to 10 hours.
- Points need to be earned in at least two categories: On Stage Performing, Backstage “working” (stage crew, set painting, building playing in orchestra pit, spotlight operator, etc.) or Design (directing, choreographing, costume or scenic design). A minimum of 2 points is required in the “secondary” category (i.e. You can have 8 points on stage and 2 backstage). ***Hours can be used for International Thespian Society OR Honor Society (or Art Honor Society); you cannot “double-dip” and use hours for requirements of two societies.***
- Take a minimum of one credit of the HS Theatre Workshop class (either full-time once, or half-time over two years).

Thespians must continue to “work” backstage on at least one district show each year in order to remain an “active” member.

SAT Subject Tests

Frequently-asked Questions

What are Subject Tests?

Most colleges require standardized tests for admission. Standardized tests can include the SAT Reasoning Test or the American College Test (ACT). SAT Subject Tests are also used to make admission decisions at some colleges, and those who require them generally ask for two tests. Subject Tests are one-hour multiple-choice exams about specific subjects you have studied. Students may take one, two or three Subject Tests on any test date. Subject Tests are best taken at the end of particular courses that cover the test topics. A chart of available Subject Tests and who should take them appears in this handout.

Subject Tests are given by The College Board and you must pay a fee and register well in advance to take them.

Why should I take Subject Tests?

Because students grow and change throughout high school they cannot identify the colleges that will interest them in senior year. You may decide to apply to colleges that require Subject Tests, so it is wise to have taken them in case they are needed. The goal is to take subject tests when you are taking courses that prepare you for them so that additional, out-of-school preparation is not necessary.

When should I take Subject Tests?

The ideal time to take a Subject Test is in June of the year in which you complete the subject. If another obligation prevents you from taking a Subject Test in June you can take it in May, though you may not have completed the curriculum.

Subject Tests and SATs are given on the first Saturday of October, November, December, January, March or April, May and June of each year. Cold Spring Harbor High School is a test center in October and June only. May and June test centers fill quickly, so register at least two months in advance. Students with disabilities should register three months in advance.

What if I do not do well on my Subject Tests? Who will see my scores?

Do not be concerned about whether or not you will do well; just do the best you can. The chances are that you will take other Subject Tests while in high school, and you will be able to choose which of your Subject Test scores to send to colleges in senior year. In the meantime your scores will remain in your file, where they are available only to you and to your counselor. You do not have to worry that the scores will be sent anywhere because you are the only person who can pay the College Board to send them.

How do I register for Subject Tests?

Registration is done online at www.collegeboard.org website. You must establish an account to register. The account you establish will be used throughout high school to register for all SATs and Subject Tests. You will need the Cold Spring Harbor 6-digit School code: 331437.

SAT Subject Tests: What they are and when to take them

Colleges who require SAT Subject Tests will typically ask for two in addition to the SAT or ACT. Students are encouraged to consult with their teachers about readiness and are advised to consider outside preparation before registering for any Subject Test. Consultation with your school counselor is also recommended, as standardized testing is but one part of an overall academic plan. All tests except Languages with Listening are given several times per year. Students must register and pay testing fees online at least 6 weeks in advance of any testing date except June, which requires at least 12 weeks advance registration due to extremely heavy demand in our region. Students with disabilities who receive pre-approved test accommodations should allow 12 weeks in advance of any registration. **Most colleges allow students to choose whether and which Subject Test scores to report when college applications are submitted. Many colleges do not require Subject Tests for admission.**

Visit www.collegeboard.com/subjecttests for more info.

SUBJECT TEST	WHO SHOULD CONSIDER TAKING THE TEST	EARLIEST RECOMMENDED TEST DATE
Literature	Students with superior ability to analyze literature	not before December of junior year
United States History	Students completing AP US History	May or June of the year the course is completed
World History	Students completing AP World History or AP European History	June of the year the course is completed
Math Level 1	Students completing Algebra 2	June of the year the course is completed
Math Level 2	Students completing Precalculus	June of the year the course is completed
Biology E – ecological emphasis or Biology M – molecular emphasis	Students completing AP Biology or Molecular/Genomic Biology	May or June of the year the course is completed
Chemistry	Students completing Chemistry Honors or AP Chemistry	May or June of the year the course is completed
Physics	Students completing AP Physics 1 & 2 or AP Physics C	May or June of the year the course is completed
Languages: Reading only French German Italian Latin Modern Hebrew Spanish	Students completing Level IV who are strong readers in the target language	Not before June of the year Level IV is completed unless the student is a native speaker
Languages with Listening Given once per year, in November Chinese French German Japanese Korean Spanish	Native speakers and non-native speakers who consider themselves fluent	Not before June of the year Level IV is completed unless the student is a native speaker

College Testing: visit Counseling Center website: Standardized College Tests

PSAT/NMSQT: Preliminary Scholastic Assessment Test/National Merit Scholarship Qualifying Test: The PSAT is given annually in October at Cold Spring Harbor High School. The PSAT/NMSQT is an eleventh-grade test, though sophomores are also invited to take it. Only scores earned in junior year are used to determine eligibility for the National Merit Scholarship Program. The PSAT tests critical reading, math and the mechanics of writing. PSAT scores are not released to colleges. Sophomore and juniors register by responding to a letter sent home each summer.

SAT Reasoning Examination: most often called the SAT: The SAT is offered seven times each year and tests critical reading, math and essay writing. The SAT score includes a writing sample done under timed conditions. Most students take the SAT twice as colleges, to whom the scores are sent by the student in senior year, very often count the highest score from each area tested when they consider students for admission.

SAT Subject Tests: see information on prior page: Subject Tests are given on six of the seven days as SAT Reasoning (not in March), so students cannot take both exams on the same day. More competitive schools tend to require these exams and the pool of students taking them is usually well prepared and competitive. Few colleges ask for more than two Subject Tests. Of course, admission policies can change and families are urged, when the time for applications draws near, to consult college websites to determine if, how many and which Subject Tests individual colleges require. Many colleges accept the ACT in place of the SAT Reasoning and Subject Tests.

The ACT: The ACT has rapidly gained ground in our region and is very popular among CSH students. Offered five times per year in New York State, it tests English (language usage), Math, Reading, and Science Reasoning. There is also an optional Writing section and most colleges request students to take it. The ACT tends to be more content based, or related to what is studied in school. Counselors often suggest that students take both the SAT Reasoning and the ACT to determine which is the better fit. The ACT has updated their exam as of Fall 2020. These updates include section retesting, superscoring, and a computer-based testing option. Please visit the ACT webpage committed to addressing these changes at:

<https://www.act.org/content/act/en/products-and-services/more-choices-for-the-act-sept-2020/faqs.html>

Score Choice: Score Choice allows students to submit only their best scores from multiple administrations of the ACT and/or SAT to colleges. College policies vary; some ask students to submit the entire testing record, stating that they will use the highest scores in their deliberations. Rest assured that many colleges “superscore” the SAT – they use the highest individual scores from different test administrations. Starting Fall 2020, all ACT Score Reports sent to colleges will be “superscored” when requested by the student.

Test Optional Colleges: A good number of colleges now offer testing options to students – ranging from a mixture of SAT and ACT scores to requiring no tests at all. Completely test optional colleges sometimes require an additional essay, or submission of a graded paper, or some other substitute for standardized examinations. Again, the only rule is that there is no rule, so consulting individual college websites will be what is required when the time comes. You can view the current list of test optional colleges at www.fairtest.org.

What can we do to promote success for 9th Grade Students?

We counselors are often asked, “What should we, as parents, be doing this year to help our children develop into responsible, caring adolescents who are achievement oriented?” We often respond that, while there is no magic elixir that ensures that all adolescents will grow gradually and steadily, there are some bits of advice that help to realize family and school goals. Many of these tidbits are things we are aware of, but sometimes lose sight of in our busy world. Here are a few:

- One must delegate responsibility and show trust to teach it to another. It is not unreasonable for your high schooler to have regular chores outside the academic realm. Of course, not everyone takes kindly to the imposition of chores, and teenagers may overlook their assignments, but that need not lessen your expectations. For example, if the chore is to do laundry, a natural consequence of not doing it would be running out of clean clothes to wear. No lecture is necessary, nor is any “rescuing.”
- Establish limits for TV, computer and telephone time by acknowledging ahead of time, and calmly, how these diversions are necessary. Then engage your student in helping to set the parameters for them.
- Establish a place and time for homework and study that is within your view. You don’t have to stand over your child, just be in the vicinity or, even better, set the same time aside for you to read, pay bills or organize your calendar. Setting the example of the behavior you want is not a guarantee, but it helps.
- Engage your child in establishing a routine and encourage use of a planner – visuals always help.
- Depending on your child, either limit the number of extracurricular or community activities or encourage at least one commitment.
- Unless it is illegal or dangerous, allow students to pursue their interests outside of school – not all activities must be related to school or offered there. If it’s falconry, so be it.
- Encourage exploration until something interests your student enough to make a commitment to it.
- Understand that each quarter grade represents but 20% of the final grade. Some quarters may be more test intensive, others more project oriented. Use the information about the quarters to help your child determine relative strengths and weaknesses. Use that information to help plan activities leading up to tests and projects. Time management is a learned skill and takes practice.
- Encourage your student to begin to be his or her own advocate. It is reasonable to expect a high school freshman to see a counselor or teacher. Try to step back from solving all problems at the onset. Discuss possible solutions and give your student the trust and encouragement that he or she can handle the little problems in life as practice for the big ones. Again, developing interpersonal problem-solving skills takes practice.
- Let your student choose elective courses when the time comes for planning next year’s program. Choosing electives is a risk-free way to encourage independence. Elective courses offer opportunities for finding the courage to try something new or making the commitment to follow up on a budding interest, and are often the courses that spark later career interests. There is no right or wrong choice of electives.
- Remember, **young adolescents need the structure you provide even as they rail against it.**
- Ask for advice when you need it; the counselors, psychologists and social worker are there for you!

Extracurricular Activities

It is rare for a counselor to meet with a student without asking what he or she is interested in outside of school. Of course this is for several reasons: such a question helps the counselor come to know the student better, or the counselor can direct related academic and nonacademic opportunities to the student, or suggest leadership opportunities, or even help the student advocate for starting a club related to that interest at school. Counselors are interested in fostering the academic, social and emotional growth of their students and strive to ensure that students understand that defining and honing one's interests is a critical aspect in the developmental process.

We urge students to “participate” in at least one activity that truly interests them. It matters not whether that activity is related to school. Animation, race cars, drawing, organized athletics, poetry, making videos, fashion design, skateboarding, service to others, visiting museums, standup comedy, part-time jobs, baking, scuba diving – all of these and more are valid choices. Many a career choice has sprung from a hobby and, more important, many an interesting life. Moreover, these choices need not be related to “what colleges are looking for.” Colleges are looking for serious students who will populate their campuses with all sorts of interesting diversions and who have a life apart from the academic. That is not to say that academic interests cannot, in themselves, lead to related activities – they certainly can! We hope, though, that students will be given to opportunity to choose their activities based on their interests.

Consider the following statement, which appears on the Common Application, an application used by hundreds of colleges:

“Please list your principal extracurricular, community, volunteer and family activities and hobbies in the order of their importance to you. Please complete this section *even if you plan to attach a resume*.”

Students are often surprised to learn, when they are completing their Common Applications, that they are actually to list the things they love to do rather than the activities they do because they think that's what the “colleges want.”

There are dozens of options near and far. You can access the list of Clubs and Activities we offer on the district website, in the Our Schools/Junior-Senior High School section.

The activities, school year and summer, need not be expensive excursions to perform community service or any of the solicitations families receive indicating that “your child has been nominated for “. . .” - a program that has a high participation fee. In fact, many college admissions counselors believe that such programs are manufactured experiences for privileged students.

NCAA Regulations for students who aspire to Division I and II Colleges

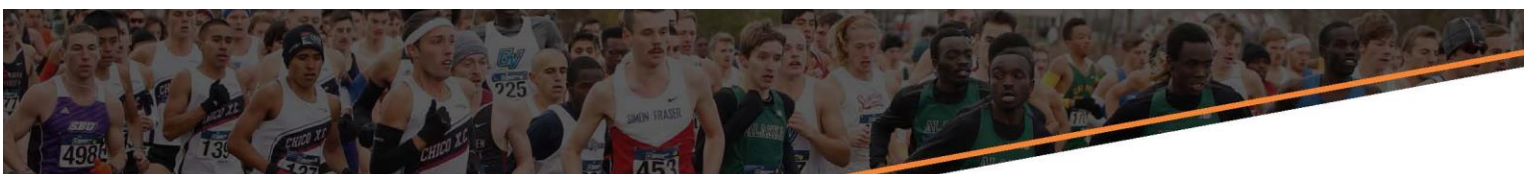
Students who wish to participate in intercollegiate athletics at Division I and Division II colleges or universities must meet explicit academic course expectations, as well as GPA and standardized college entrance exam requirements. They must also abide by the amateurism by-laws established by the NCAA.

Familiarizing yourself with these regulations is critical. You can do so by visiting <http://eligibilitycenter.org>. If your child is considering becoming a student-athlete at a Division I or II school, follow the instructions on the next page to register.



Easy to keep track of your NCAA GPA (it differs from your CSH GPA!)

- Visit CoreCourseGPA.com
- Click “Free New Member Account”
- Enter school ID (331437)
- Enter school code (766202187)
- Enter your core courses at the end of each school year and the site will compute your NCAA GPA.
- The site will also tell you what your SAT or ACT scores must be to be eligible for Divisions I and II.
- It is the combination of GPA and scores that determines your eligibility.



Naviance Student

Naviance is a web-based postsecondary planning tool used by Cold Spring Harbor High School students, parents, and counselors. Naviance is also the Counseling Center's primary means of communication of important information to students and parents at every grade level. You will be at a communication disadvantage if you do not establish an account for your oldest student. Once your account is established we can link younger children to you so that you can see each child's account separately.

Students will have opportunities to keep track of their achievements and activities in a resume-builder, explore their interests and possible careers, conduct college searches, review the college acceptance histories of Cold Spring Harbor graduates, and request that college applications and supporting school documents be sent electronically.

Naviance is truly a long term planning tool and portfolio. Using it regularly throughout high school will make the college application process manageable and far less disagreeable than most people believe it can be. Be assured, however, that Naviance information, like all other information about future planning, is best viewed in conjunction with the assistance your family's counselor will provide.

To log-in, visit: <https://student.naviance.com/cshhs>

If you have not already signed up for your Naviance account, you should have received a temporary user registration code. Upon logging in to Naviance for the first time, click on need to register. For returning users, enter your e-mail address and password that you created. Direct any questions regarding accessing your Naviance account by sending an email to dmezzapesa@csh.k12.ny.us.

