

**Cold Spring Harbor  
Jr. Sr. High School**

**9<sup>th</sup> Grade  
Parent/Student  
Night**

October 5, 2021

Presented by  
The Counseling Center



October 2021

Dear Parents and Guardians of 9<sup>th</sup> Grade students,

Welcome to the beginning of the 2021-2022 school year! As the high school years begin, students are provided with many opportunities to engage in interesting coursework, to participate in a variety of activities, and to continue to identify personal skills and interests.

The school counselors are excited to spend these next four years getting to know each student, helping to guide them as they make choices about their courses and activities, and connecting with parents to work as partners in this process.

The school counseling program includes individual meetings with students throughout their high school years, classroom sessions where counselors deliver pertinent information to all students, and parent programs that help to connect home and school. Families will receive much information from the Counseling Center and we welcome questions and conversations throughout the next few years.

We cannot accomplish our goal of ensuring that each student maximizes 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 School Counselors

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## About Your School Counselor

Our mission is to support each student's personal, social, academic and college/career development through a variety of guidance and counseling activities as well as a strong partnership 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 engaged 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 as well as 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
- Ensuring that students are moving successfully 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



# 9<sup>th</sup> Grade Calendar 2021-2022

## 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

- 9<sup>th</sup> Graders meet their counselors – Introduction to High School classroom sessions
- October 5: 9<sup>th</sup> Grade Parent Night
- October 6: Quarter 1 progress reports available on Student and Parent Portals after 5pm

## November

- November 15: Quarter 1 report cards available on Student and Parent Portals after 5pm

## December

- Posting of 2022-2023 Program of Study Guide on Counseling Center website
- December 15: Quarter 2 progress reports available on Student and Parent Portals after 5pm

## January

- 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 9<sup>th</sup> Grade Annual Review.
- January 24: Quarter 3 (spring semester) begins
- January 31: Quarter 2 report cards available on Student and Parent Portals after 5pm

## February – April

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

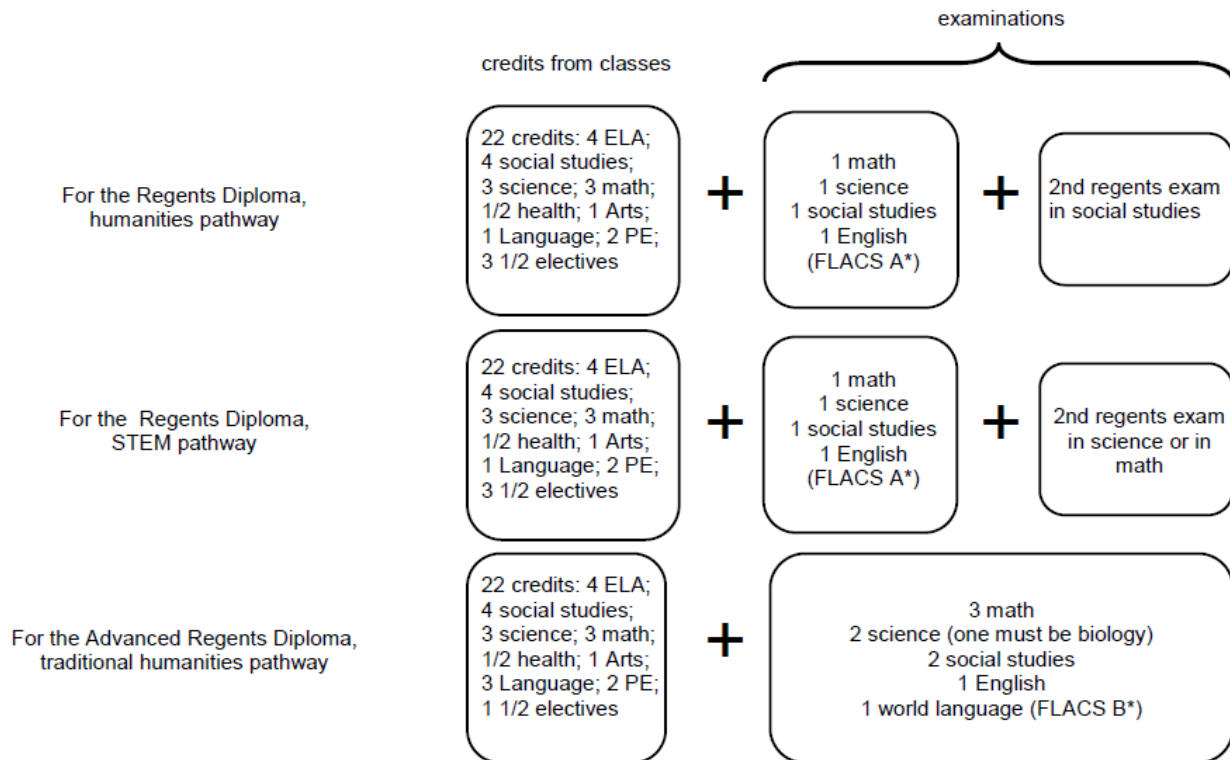
## May

- May 11: Quarter 4 progress reports available on Student and Parent Portals after 5pm
- May 2 – 13: Advanced Placement Exams at CSH Senior High School

## June

- June 13 and 14: Final Examinations
- June 15 – 24: Regents Examinations
- Summer School registration for those who fail courses or wish to improve grades

# Class of 2025 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.nysed.gov/common/nysed/files/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

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

\* 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.

<sup>#</sup> June 2021 Regents exams were canceled, with the exception of Algebra, Earth Science, Living Environment and English. Students who took one or more of the administered exams were given the option of reporting their score on their transcript or including an "E" for Exemption. These exams will not be needed to meet NYS diploma requirements.

### **Tentative Dates for the June 2022 Regents Examination period:**

Wednesday, June 1 (U.S. History and Government)

Tuesday, June 15 through Thursday, June 23



# Cold Spring Harbor High School Grading System

## GPA CALCULATION WORKSHEET

(SAMPLE)

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-	2016-2017		1	3.66	3.66
SPANISH 1	B+	2016-2017		1	3.33	3.33
ENGLISH 9	A	2017-2018		1	4	4
GLOBAL HISTORY I	A	2017-2018		1	4	4
SPANISH 2	B+	2017-2018		1	3.33	3.33
ALGEBRA I REGENTS	B+	2017-2018		1	3.33	3.33
EARTH SCIENCE REGENTS	B+	2017-2018		1	3.33	3.33
WIND ENSEMBLE	A	2017-2018		1	4	4
ENGLISH 10 H	B	2018-2019	Honors	1	3	3.3
AP EUROPEAN HISTORY	A-	2018-2019	Advanced Placement	1	3.66	4.03
HEALTH 10	A	2018-2019	Semester	0.5	2	2
INTRODUCTION TO DRAW & PAINT	A	2018-2019		1	4	4
SPANISH 3	A	2018-2019		1	4	4
GEOMETRY REGENTS	B	2018-2019		1	3	3
PSYCHOLOGY	A	2018-2019	Semester	0.5	2	2
CHEMISTRY REGENTS	B+	2018-2019		1	3.33	3.33
ADVANCED DRAW & PAINT -YR	A	2019-2020		1	4	4
AP ENGLISH LANG & COMP	A-	2019-2020	Advanced Placement	1	3.66	4.03
SPANISH 4	A-	2019-2020		1	3.66	3.66
ALGEBRA II REGENTS H	C+	2019-2020	Honors	1	2.33	2.56
PSYCHOLOGY AP	B+	2019-2020	Advanced Placement	1	3.33	3.66
REGENTS PHYSICS	A	2019-2020		1	4	4
AP US HISTORY	A-	2019-2020	Advanced Placement	1	3.66	4.03

**MARKING SYSTEM:**  
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.

Letter Grade	Numerical Equivalent	Point Value	Weighted Point Value
A	93-100	4	4.40
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

Total Credits Earned	Sum of Points	Sum of Weighted Points
22	78.61	80.58

GPA Calculation	WGPA Calculation
$78.61 \div 22 = 3.57$	$80.58 \div 22 = 3.66$

GPA	WGPA
3.57	3.66

# Honor Rolls and Honor Societies

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## **Honor Roll/High Honor Roll**

**3.0 GPA/3.66 GPA - unweighted**

(refer to page 26 in the 2021-22 CSHHS Agenda Book for a full description)

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## **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.

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## **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**

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## **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

- Students must 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 in the visual arts each year once membership begins.
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## 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>

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## 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.

# College Testing

**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 11<sup>th</sup> grade test, although 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, writing and math. PSAT scores are not released to colleges. Sophomore and juniors register by responding to a letter sent home each summer.

**SAT:** The SAT is offered seven times each year and tests reading, writing and math (the optional essay has been discontinued). 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.

**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 many 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 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, ACT Score Reports sent to colleges may 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](http://www.fairtest.org).

## What can we do to support 9<sup>th</sup> Grade Students?

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:

- The impact of screen time and social media on students’ self image, ability to manage time well, and make good decisions is increasingly concerning. Establishing limits for TV, computer and phone time can be done by acknowledging ahead of time, and calmly, how these diversions are necessary. Engaging students in setting the parameters can help them develop personal management skills while reducing screen time.
- Gaining independence can result from taking on more responsibilities at home. 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.”
- Although high school students need independence, students in the early high school years still need support, guidance and clear expectations. Continuing to have a place and time for homework and to study, that is within your view, can help guide students during this time. 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.
- High school provides many opportunities for students to get involved, but they can become easily overscheduled and overwhelmed. Depending on your child, either limit the number of extracurricular or community activities or encourage at least one significant commitment.
- There are many wonderful activities students may pursue outside, and not connected to, school. Students’ interests will vary and their extracurricular activities do not have to be school-related.
- Encourage exploration until something interests your student enough to make a commitment to it. It’s typical for students to try a few different activities in the early high school years and then commit more significantly to a few as they progress through high school.
- Understand that each quarter grade represents 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.

## What can we do to support 9<sup>th</sup> Grade Students? (cont'd)

- 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. 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

Counselors spend much time with students helping them explore personal interests and activities outside the classroom. This work helps the counselor come to know the student better and allows them to direct the student to academic and nonacademic opportunities. Counselors are interested in fostering the academic, social and emotional growth of their students and they strive to ensure that students understand how important it is to identify and explore personal interests, skills and talents.

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 students engage in, during the 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 “x,y, or z” program that has a high participation fee. In fact, many college admissions counselors believe that such programs are manufactured experiences for privileged students. It is more important that students invest time and interest in activities that spark passion and allow them to develop skills and interests.

# NCAA Regulations for students who aspire to participate in Division I and II intercollegiate athletics

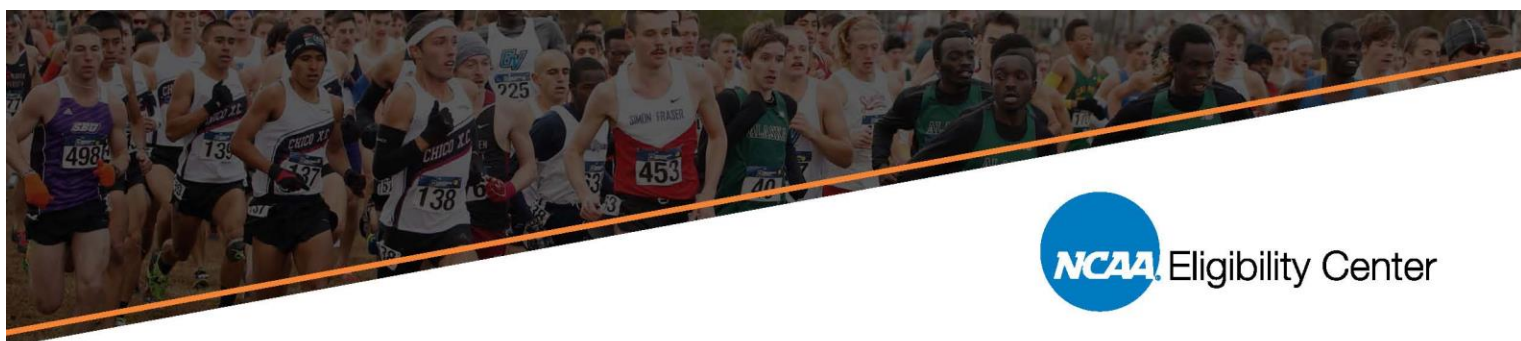
Students who wish to participate in intercollegiate athletics at Division I and Division II colleges or universities must meet explicit academic course expectations, as well as GPA and standardized college entrance exam requirements. They must also abide by the amateurism by-laws established by the NCAA.

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 with 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 I 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](mailto:dmezzapesa@csh.k12.ny.us).**



