

Cold Spring Harbor Jr. Sr. High School



College Planning Meeting

Resource Guide
Grades 9, 10, 11

January 10, 2019
Performing Arts Center

Presented through The Counseling Center

Resource Guide Contents

General Information

- **Counseling Center Staff**
- **About Your School Counselor**
- **Class of 2020, 2021 & 2022 Diploma Types and Requirements**
- **Regents Examination Calendar**
- **GPA Calculation Sample**
- **Honor Rolls and Honor Societies**

College Admissions and Selections Information

- **College Admission Process Checklist (Class of 2020)**
- **Factors to Consider when Choosing a College**
- **Factors that Colleges Consider**
- **Defining Likely, Target and Reach Schools**
- **Highly Selective Colleges: “Reach” for All Student**
- **Admissions Options**
- **College Testing**
- **SAT Subject Tests**
- **Visiting a College Campus**
- **The Campus Tour**
- **The Resume**
- **The Admission Essay**
- **The Admissions Interview**

Additional Resources

- **Extracurricular Activities- Listing of CSH Clubs and Activities**
- **NCAA Information**
- **NAVIANCE Student**
- **Remember Those Passwords...**

Appendix

- **Glossary of College Application and Financial Aid Terms**

Notes Pages

Cold Spring Harbor High School Counseling Center
(631) 367-6840

Dr. Barbara A. Donnellan
Director of Guidance/Counseling Center
bdonnellan@csh.k12.ny.us

Counselors

Ms. Heather Friedland
Grades 9-12
hfriedland@csh.k12.ny.us

Ms. Mary-Jo Hannity
Grades 9-12
mhannity@csh.k12.ny.us

Ms. Lori Messina
Grades 9-12
lmessina@csh.k12.ny.us

Ms. Jennifer Pickering
Grades 7-8
jpickering@csh.k12.ny.us

Mr. Jonathan Woods
Grades 9-12
jwoods@csh.k12.ny.us

Assistants

Ms. Tracy Groeninger
Ms. Christine McCloskey

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

Class of 2020, 2021 & 2022 Diploma Types and Requirements

New York State Education Department Diploma Chart:

<http://www.nysed.gov/common/nysed/files/programs/curriculum-instruction/currentdiplomarequirements2.pdf>

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, Latin or Spanish (alternative FLACS exam)	Grade 10
Comprehensive 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.

June and August 2019 Regents Calendars

<http://www.p12.nysed.gov/assessment/schedules/2019/504-619.pdf>

<http://www.p12.nysed.gov/assessment/schedules/2019/504-819.pdf>

Cold Spring Harbor High School Grading System

<https://www.csh.k12.ny.us/cms/lib/NY02214132/Centricity/Domain/77/how%20to%20calculated%20GPA%20updated%2010-18.pdf>



Honor Rolls and Honor Societies

Honor Roll/High Honor Roll

3.0 GPA/3.66 GPA - unweighted

(refer to page 24 in the 2017-18 CSHHS Agenda Book for a full description)

National Honor Society

(refer to High School Website to view application materials)

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; enrollment in at least one performance ensemble for all the high school years, including after induction into Tri-M; participation in NYSSMA with B+ 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.

<http://www.csh.k12.ny.us/files/filesystem/Foreign%20Language%20Honor%20Societies%20Eligibility.pdf>

National Art Honor Society

Students must be at least a sophomore with at least one semester of art at Cold Spring Harbor HS. They must have at least a B+ average in art class, and must commit to coming to meetings and events.

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.

Cold Spring Harbor High School

College Admission Process Checklist: Class of 2020

S = for students

P = for parents/guardians

B = for both students and parents/guardians

October 2018

S___ Take the PSAT

November 2018

S___ [Create an account at The College Board so you can register for the SAT](#)

- If you are a student with a disability and you have applied for and been approved for accommodations, you will have an “SSD Number.”
- You will need the SSD number to register with accommodations. The number appears on the authorization letter you received from the College Board that allows you to use accommodations.

S___ [Create an account at ACT so you can register for the ACT](#)

- If you are a student with a disability, please touch base with your school counselor for detailed instructions on how to apply with accommodations.

January 2019

B___ [Use your PSAT report to understand your scores](#)

S___ Participate in the College Planning classroom session.

- If you miss the classroom session make an appointment to meet with your counselor as soon as possible.

P___ Attend the Parent College Planning Meeting on January 10, 2019 at 7:00 pm in the PAC.

P___ Have a candid, clear conversation about college financial and geographical boundaries with your student before the Junior Biography is completed.

B___ Watch the mail for your Junior Biography. Look it over; you must complete and submit it to the Counseling Center to arrange a Family College Planning Appointment. Appointments will begin in March.

S___ Register for at least one SAT and one ACT (preferably two of each) in spring of Junior year – (do not send your scores to colleges at this time)

B___ Be sure your [Naviance](#) account and your parent/guardian Naviance accounts are separate and operational. **Parents should not use the student account and students must supply an email account so that important announcements get to them.**

B___ Decide when you will visit colleges during and begin to structure your calendar

B___ Decide whether both parent and student email and/or IM addresses are appropriate for professional use; same thing for Facebook – fix them if they’re not

March 2019: Planning Kickoff

S___ Complete your Junior Biography and submit it to The Counseling Center

S___ Schedule a Junior Family Conference with your counselor before June

B___ Research colleges that seem to match your academic achievement, academic interests, locations and extracurricular preferences – remember the “Decisions” class session

B___ Begin to familiarize yourself with a few college websites; here’s how:

- visit a college website; any college will be fine for this practice exercise
- Click on Admissions (or undergraduate admission, first-year students, prospective students, freshman admission, etc.)
- search within that tab for majors/minors (or programs of study, academic offerings)
- click on a major of area of study that interests you and read the page; look for course descriptions and read several at the introductory and advanced levels
- drill a little deeper to look for minors within that major, or for special options open to students: internships, research opportunities, etc.
- take note of which courses you are required to take to earn a degree, and whether there is enough academic flexibility to suit you
- **Then** move on to Student Life (or extracurriculars/activities, residential life, athletics, intramurals, etc.)
- go back to the Admissions page and look for three things: admission requirements, freshman/first-year application process, profile of accepted students
- If applicable, visit the pages for Financial Aid and Merit Scholarships; see what the college’s policies, procedures and deadlines are for grants, loans and scholarships – do not wait for fall to investigate financial aid!
- last, go back to the Admissions page and look for the place where you can correspond with admission counselors and ask questions (you will want to “demonstrate interest” to the private colleges on your eventual list)
- check out the Admission page to see if they have a blog you can follow or a mailing list you can join

After your College Meeting

S___ Think about which two teachers you will ask to write letters of recommendation for you.
Before you decide:

- Decide who can best provide the best letter for you (it may not be a course in which you earned an A; it might be a course you struggled with and prevailed in at the end!)
- Make an appointment to speak with the two teachers you choose and ask if they would be so kind as to support your college applications by writing a letter.
- Remember your manners; if the teachers agree send them a thank you note (not an email) on nice stationery.

B___ Decide whether you will use the April break to visit colleges and make your plans.

B___ Register with the [NCAA Eligibility Center](#) if you hope to play a sport at the Division I or Division II level. Arrange to have your transcript sent to the Eligibility Center at the end of Junior year.

B ___ read the [Guide for the College-Bound Student Athlete](#). It is a good idea to print this and keep it in your Athletics folder. You will refer to it many times, especially if you are a recruited athlete. The Guide is updated every July.

April 2019

S ___ Your English teacher will likely present information and assign a personal narrative as a practice college essay assignment. If not, or even if s/he does:

S ___ Look at the Common Application essay topics. The essays change from time to time, but these will give you a sense of the kinds of essays that are possible.

B ___ Continue your college research.

May 2019

P ___ Check financial aid websites of the colleges to which you think you will apply.

- Note required forms; they can differ.
- Mark your calendar so that your forms will be sent to each college at least one week before any official deadlines.
- Assemble documentation that will be necessary. The Federal Aid form is called the FAFSA.
- The student must establish an account and then complete the FAFSA in October 2018.

P ___ Some private colleges have their own funds that are available to students. They require the [CSS/Profile](#). Next year's form will be available in summer 2018.

June 2019

B ___ Continue your college research online and by visiting colleges.

S ___ Check with your teacher recommenders to make sure they have the information they need from you to write your letters. (Many write their letters during the summer.)

S ___ Create a resume of all your in- and out-of-school activities since the beginning of grade 9

Senior Year Calendar

July 2019

S ___ Schedule formal appointments with yourself to write and rewrite your personal statement. Your essays need to be ready to go in very early fall.

S ___ Continue demonstrating interest in private colleges on your list by contacting Admissions personnel with questions that arise. Let admissions know if there is some reason you cannot visit, especially if the college is within a 5-hour drive.

B ___ Examine the transcript that will be mailed to your home. You must approve the transcript or return it with any corrections that are necessary. You must also sign the release form that allows us to transmit your transcript to colleges.

August 2019

B___ Create an account on the [Common Application](#).

- Your actual application begins when you create the account, so use capital letters where they should be and use proper punctuation
- Gather the following materials before you begin to complete the application:
 - your Junior Biography
 - your resume
 - your proposed academic schedule for senior year.
- Save frequently or you will lose what you've done.
- Do not enter ACT and/or SAT scores until you have decided which ones you will send to the colleges and until you have decided whether to apply to Test Optional colleges.
- Do not send the application until someone else has reviewed it.

B___ Check the Common Application site to see whether any of your colleges require a supplement; some supplements will not be available until fall.

B___ Check college websites for online or paper applications for non-Common Application schools; some will require online applications for which you have to create an account – again, store these user names and passwords in your phone.

P___ Register for and complete the [CSS/Profile](#) if you will be a financial aid applicant and are applying to private colleges.

S___ Work on final drafts of essays now that you have seen the actual applications.

S___ Prepare a written college application plan to bring to your counselor in September; include: the list of colleges to which you are sure you're applying – arrange them in categories of reach, target and likely

we strongly advise that your list include at least one rolling admission or early action college and apply to it as soon as possible

the list of other colleges still under consideration

the list of colleges you have decided against

the dates of any ACT, SAT and/or Subject Tests you plan to take in the fall

a list of questions you want to ask your counselor

copies of your essay drafts (include the question you are answering or the topic)

September 2019: Application Kickoff

S___ Make an appointment to see your counselor in the second or third week of September.

S___ Bring the written application plan to the meeting.

B___ Read and follow the instructions you will receive about how to request transcripts and counselor letters of recommendation via Naviance (counselors write for every student).

B___ **The first transcript and counselor letter of recommendation request requires 15 school days advance notice; subsequent requests require at least 10 school days notice.**

P___ Students with disabilities who must send IEPs/evaluations to colleges must request them from the Special Education Department.

B___ Scholarship applications that require a transcript and counselor recommendation require 15 school days advance notice.

S___ Follow the procedure you will be given about requesting that faculty send their letters of recommendation

P___ Attend the Senior Parent meeting at Cold Spring Harbor High School.

- P**__ Attend the Financial Aid Parent meeting at Cold Spring Harbor High School
- S**__ Ms. Henry and Mr. Miller offer one-on-one essay review (they will publicize in class).
- S**__ Consult Naviance for the list of college representatives visiting our school.
- S**__ Demonstrate your interest in colleges by using Naviance to register for college representative visits at our school (ongoing through November).
- B**__ Consult the home page of Naviance for college representative meetings in the region; read each entry's instructions for registration information (ongoing through November).

October 2019

- S**__ Check with your recommenders to insure everything is in place or in process.
- B**__ Arrange to send [SAT](#) and/or [ACT](#) scores to colleges that require them.
- B**__ Determine what, if anything, you must send to Test Optional Colleges.
- S**__ Send your applications at least one week ahead of each college's deadline.
- P**__ The [FAFSA](#) (Free Application for Federal Student Aid) becomes available on October 1; complete and submit it as soon as you can (aim for November 15th), but no later than one day before the FAFSA deadline listed on the Financial Aid website of any of your colleges.

November 2019

- S**__ Continue to work on and send applications with later deadlines.
- S**__ If you decide to drop any courses you must write to colleges who have already received your transcript that explaining why (avoiding this step can be a game-changer, as they will expect to see first and second quarter grades in the courses you told them you were taking when they receive your midyear grades).
- S**__ If you are having an academic struggle and expect lower than usual first quarter grades consult your counselor about writing to your colleges to explain the situation and your action plan for improving the situation.
- S**__ Early Decision applicants should complete the applications for colleges they will apply to in the event they are denied or deferred in December. The additional applications need not be sent, but they need to be done now rather than in December when you might have received disappointing news.
- S**__ Try to get all your applications done by the end of the Thanksgiving weekend.
- S**__ Continue to "demonstrate interest" to any private colleges to which you are applying.

December 2019

- B**__ December 8, 2019 is the transcript request deadline for any applications due between December 31, 2019 and January 8, 2020.
- S**__ Been accepted by the college to which you applied Early Decision? Contact all other colleges either by email or phone to withdraw all other applications.

February 2020

- S**__ Continue your college research and academic achievement.
- S**__ Continue demonstrating interest; send any new information to colleges.
- S**__ If any colleges who have accepted you request enrollment deposits before May 1

make sure the money is refundable. If it is not refundable the college is not following standard procedures. Consult your counselor about writing a letter requesting an extension to May 1.

- P**___ The enrollment/matriculation deposit is different from a housing deposit, which is almost always refundable. Some large universities request a very early housing deposit and it is usually wise to pay for the reservation if there is any chance the student will attend that college.

March/April 2020: Decision Time

- B**___ Continue to research/visit any colleges to which you have been admitted; use this time to ask questions and attend “accepted students” programs.
- B**___ Read all correspondence regarding deposits and housing reservations carefully.

May 2020

- B**___ Secure your place at the college of your choice by making the required deposit by May 1, 2020. Submit only one deposit.
- S**___ Tell your counselor which college you have decided to attend.
- B**___ If you have been waitlisted by a college you prefer, you must still deposit at one of the colleges that accepted you by May 1, 2020.
- S**___ If you are admitted to a preferred college after having been waitlisted and you plan to attend, you must notify the first college at which you deposited that you will not be attending. This courtesy allows room for a student who may be waiting to be admitted to that first college.
- S**___ If you are accepted from a wait list and decide to attend that college, you must let your counselor and the Counseling Center Secretary know. If you fail to do notify us the second college will not receive your final transcript.

June 2020

- S**___ Check in with the Counseling Center Secretary to make sure your final transcript is scheduled to be sent to the correct college. We send only one final transcript unless you are admitted from a late wait list.

Factors to Consider when Choosing a College

ABOUT THE COLLEGE

- What is the size of the undergraduate student body?
- What is the size of the campus?
- Where is the college located? Do you prefer a rural, suburban, large city location?
- How far is the college from home?
- Is the college public, private, or religious affiliated? Single-sex or co-educational?
- What percentage of students return for their sophomore year?
- What is the 4 year graduation rate of entering freshmen?

Academic Life

- What is the average class size?
- Is my intended major offered?
- What are the most popular/strongest majors?
- Are classes taught by professors or teaching assistants?
- How accessible are professors for help?
- What types of support programs are offered? (Tutoring, career counseling, study skills)
- How does the school accommodate students with special needs?
- When do I have to choose my major?
- Are interdisciplinary majors available?
- Are there opportunities to double-major?
- What type of academic advisement is available?
- What are the campus academic facilities? (Library, labs, etc.)
- What are the study abroad options?
- What types of internship experiences are available?

Admissions Policies

- What are the admissions requirements? (GPA, courses, standardized tests)
- Does the school require any SAT II Subject Tests?
- Are ACT scores accepted as well as SAT scores?
- Can the ACT be used in lieu of SAT II Subject Tests?
- What percentages of students are accepted?
- Is there an Early Decision or Early Action decision option?
- Are there special requirements for specific majors (audition, portfolio etc.)?
- Are interviews required? Recommended?
- What are the application deadlines?
- Is the school a member of the Common Application? Are supplements required?

Campus Life

- Is there an active campus life?
- Is there a Greek Community on campus?
- What are the housing/dining options?
- What percentage of the student body resides on campus?
- Is housing guaranteed for all 4 years?
- What percentage of students live off-campus?
- Where is off-campus housing located?
- What role do athletics play in campus life?
- Are intramural sports and/or club teams available?
- What is the ratio of female to male students?
- What were the social or cultural highlights last year?



College Costs

- What is the cost of tuition, fees, room and board?
- What percentage of students receive need based financial aid and/or scholarships?
- Is work-study available?
- What financial aid applications are required?
- What are the requirements for merit scholarships?
- How much debt does the average student have upon graduation?
- Do I qualify for HEOP, EOP, SEEK, College Discovery?



Factors that Colleges Consider when Reviewing a Potential Student

Grades (most important!)

- **Transcript-** Final grades from all classes taken during your high school career, and sometimes your Regents' exam scores.
- **The strength of your course load-** colleges want to see that you have been challenging yourself.

Scores

- Scores from the SAT I, SAT II Subject Tests, and/or ACT scores.

Interview

The demonstrated interest that the student has shown in the college (campus visitation, e-mail correspondence, etc.).

Recommendations

- Typically two academic teachers.
- One from your school counselor.

Extracurricular Activities

- Sports, clubs, and other activities.

Special Talents

- Brag about yourself! Tell them about any talent you have.

The Essay

Defining Likely, Target, & Reach Schools

1. **Likely** - You Have Strong Chance Of Being Accepted
 - a. **60-100% Acceptance Rate**
 - b. **Student Has A GPA And Test Score That Is Well Above The Average As Noted On The Admitted Student Profile**

2. **Target** - You May Be Admitted But There Are No Guarantees
 1. **30-60% Acceptance Rate**
 2. **What Is Your “Stand Out Factor” - It Is More Than Just Having The Required Grades For Target Schools**

3. **Reach** - These Schools Will Be Difficult To Be Admitted To
 1. **5-30% Acceptance Rate**
 2. **Two Types Of Reach Schools**
 1. **Student’s Credentials Fall Outside The Requirement**
 2. **Most/All Applicants Have The Basic Requirements, As A Result These Schools Are A “Reach” For All Students**



Highly Selective Colleges “Reach” for All Students

5-10% Acceptance: Harvard, Stanford, Columbia, Princeton, MIT, Yale, Navy, Brown, Northwestern, Chicago, UPenn, Dartmouth, Duke, West Point

11-20% Acceptance: Swarthmore, Vanderbilt, Johns Hopkins, Air Force, Amherst, Cooper Union, Cornell, Bowdoin, Barnard, Tufts, Williams, Colby, Georgetown, Rice, UCLA, USC, Washington U, Wesleyan, Middlebury, UC Berkeley, Notre Dame, Davidson, Haverford

21-30% Acceptance: Tulane, Bates, Carnegie Mellon, Emory, Washington & Lee, Wellesley, Georgia Tech, Babson, Hamilton, UNC-Chapel Hill, Vassar, Boston U, Lehigh, Skidmore, Northeastern, Michigan, UVA, Colgate, NYU, Wake Forest, Amherst.



Definitions of Admission Options in Higher Education

Non-Restrictive Application Plans

Regular Decision

Definition: Students submit an application by a specified date and receive a decision in a clearly stated period of time. **Commitment: non-binding**

Rolling Admission

Definition: Institutions review applications as they are submitted and render admission decisions throughout the admission cycle. **Commitment: non-binding**

Early Action (EA)

Definition: Students apply early and receive a decision well in advance of the institution's regular response date. **Commitment: non-binding**

Restrictive Application Plans

Early Decision (ED)

Definition: Students make a commitment to a first-choice institution where, if admitted they definitely will enroll. The application deadline and decision deadline occur early.

Commitment: binding

Restrictive Early Action (REA)

Definition: Students apply to an institution of preference and receive a decision early. They may be restricted from applying ED or EA or REA to other institutions. If offered enrollment, they have until May 1 to confirm.

Commitment: non-binding

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 CEEB 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 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, which used to be “that other test,” has rapidly gained ground in our region. 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, though most colleges want students to take it. The ACT tends to be more related to what is studied in school and many students prefer it. Of course, this is not universal, so counselors often suggest that students take both the SAT Reasoning and the ACT to determine which is the better fit. The ACT also offers Score Choice, though families are cautioned to examine college policies about this when it is time to submit college applications. ACT also has a score choice option, though colleges may ask for all test scores.

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 most colleges “superscore” the SAT – they use the highest individual scores from different test administrations. They also use the student’s highest ACT Composite score and some superscore the subtests. You can check the policies at individual college websites.

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.

Visiting a College Campus



A visit to a college campus is the best way to see firsthand what a particular college is like. Visiting provides the opportunities for direct observation and experience. You will get a sense of the “personality” of each college and the composition of the student body. Most colleges recommend that you visit their school if you are seriously considering attending there.

Arranging a Campus Visit

Call the undergraduate admissions office or go to the college’s website to look up information session times or to arrange a tour. Some colleges offer prospective students an opportunity to stay on campus overnight. The ideal time to visit is when classes are in session. In addition, make sure to meet with college admission’s representatives if they visit your child’s high school.



The Campus Tour

There are many important things that you should look for and ask during a college tour. Here are some helpful hints and questions to consider:

Make sure to:

- Eat in the cafeteria
- Go to the Admission's Office to introduce yourself to the representative for Suffolk County
- Explore the library and bookstore
- Sit in on a class in-session
- Talk to a professor in your intended major
- If interested in playing sports, meet with the coaches
- Visit the campus center, and scan the bulletin boards to get an idea of student life

Ask your student tour guide:

- Why he/she chose this college?
- What do students typically do on the weekends for entertainment?
- Do a lot of students go home on the weekends?
- Are freshman allowed to have cars on campus?
- How many hours a week do you study?
- What do you like most about the college? What do you like least?
- What other colleges did you apply to?
- Are faculty members accessible to students outside of class?

Ask an admission's representative:

- What are the 5 most popular majors?
- What percentage of freshman return for their sophomore year (retention rate)?
- Do you accept AP and/or credits earned from college courses taken in high school?
- What additional academic services do you offer to students (tutoring, career counseling)?
- What are the most popular extracurricular activities?
- What percentage of students live on campus?
- What is the average class size?

Ask yourself:

- What is the surrounding town/city like? Do I feel comfortable here?
- Does this college seem like a good academic fit for me? How about socially?
- Does this college offer academic majors that I am interested in pursuing?
- Are the rooms in the resident halls pleasant?



The Resume

Colleges are not only interested in your grades, but look to see that you have been involved at school and/or in the community. In the course of the college application, the following information will be requested. It may be presented to schools in different ways. This particular example is from the Common Application:

The image shows a screenshot of the Common Application 'Activity 1' form. On the left is a navigation menu with options: Profile, Family, Education (with a green checkmark), Testing, Activities (highlighted), and Writing. The main form area is titled 'Activity 1' and contains the following fields:

- Activity type:** A dropdown menu with 'Select' as the current option. A callout box points to this field.
- Position/Leadership:** A text input field.
- Participation grade levels:** A list of checkboxes for grades 9, 10, 11, 12, and PG.
- I intend to participate while in college:** Radio buttons for 'Yes' and 'No'.
- Clear:** A blue link.
- Timing of participation:** Checkboxes for 'School', 'Break', and 'Year'.
- Hours spent per week:** A text input field.
- Weeks spent per year:** A text input field. A callout box points to this field.
- Details, honors won, and accomplishments:** A text input field.

At the bottom of the form are 'Back' and 'Continue' buttons.

Activity type can include athletics, community service, family responsibilities, paid work experience, club involvement, student government, etc.

Estimate to the best of your ability!

Make sure to describe your activity in detail, including individual events/fundraisers of which you have been a participant.

The Admission Essay

*“Bloopers from College Admission Essays
-‘I have made the horror role ever semester.’
-‘I want to be bilingual in three or more languages’
-Excerpt from Chicken Soup for the College Soul*

What are they looking for?

Level I

Your ability to use standard written English that is correctly written, punctuated, and uses correct grammar usage and syntax.

Level II

Content, substance, and depth of insight, reflecting your ability to think about yourself and to convey your true feelings or opinions about a topic.

Level III

Creativity and originality. “It is at this level,” according to a Dean of Admissions, “that students can position themselves as unique, as individuals who will bring a freshness of vision and viewpoint to the college that will enhance the quality of its academic life.”

Steps to Completing an Amazing Essay

1. **Answer the Question**: Make sure you are answering the essay question, not your own topic!
2. **Start with a Creative Lead**: You must capture the admissions officers’ attention in the first two sentences. Create an introduction that will draw the reader in.
3. **Use Detail and Concrete Experiences**: Don’t be too general when writing about experiences.
4. **Be Concise**: Do not exceed the word limits. Omit any irrelevant details and repetitions.
5. **Pay Attention to Transition and Sentence Variety**: Mix up the length of your sentences.
6. **Use Active Voice Verbs**: Too many passive verbs (was, were) make the sentence appear flat
7. **Don’t Thesaurize your Essay**: Big words, when misused, detract from the essay, and make it sound contrived.
8. **Conclude Effectively**: This is your last chance to impress the officer. Avoid summary, and make sure to link your conclusion to your introduction.
9. **Give your Draft to Others**: Especially your English teachers and guidance counselors.
10. **Revise, Revise, Revise**: Delete anything that does not relate to your main argument. Read carefully for grammatical errors. USE SPELL CHECK!!!

The Admissions Interview



An interview is the perfect opportunity to make a good impression with the admissions staff at your prospective college. An interview may help a school decide in favor of admitting you. With college applications increasing each year, there are fewer and fewer colleges and universities that require or even recommend an interview. Many, however, will allow you to set up an interview with an alumnus of the college. Interviews can be for informational purposes only but may also be used as part of the admission's process. While this might be a great way to showcase your interpersonal skills and personality, not all colleges conduct admissions interviews. Contact the colleges that you are interested in to inquire about this possibility.

On the day of the interview, keep the following in mind:

- Bring a copy of your high school transcript and resume
- Be on time and dress appropriately!
- Make eye contact often, and use a firm handshake
- Speak clearly and confidently
- Demonstrate enthusiasm and interest
- Write your interviewer a note the day after your interview thanking them for taking the time to meet with you.
- Be yourself!

Be prepared to respond to the following admission's interview prompts:

- Tell me about yourself.
- Why are you interested in applying to our college?
- If you could do one thing differently in high school, what would it be?
- Does your high school transcript accurately reflect your effort and ability?
- Tell me about a challenge you overcame.
- What do you do for fun in your free time?
- What can I tell you about our college?
- If admitted, what will you be able to contribute to our campus?

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.

Visit the school Extracurricular Webpage here:

<https://www.csh.k12.ny.us/domain/65>



CSH CLUBS & ACTIVITIES

Dates & Times are subject to change. Please listen to Hawk Talk, follow the bit.ly "app", and look for signs around the building for further information.

Name	Advisor(s)	Day(s)	Room	Time
Amnesty International (7-12)	Ms. Halloran	1st & 3rd Thursday	H-4	2:35
Animal Rescue Club (7-12)	Ms. Monck-Rowley & Ms. Wilkens	As announced	J-33	7:15 or 2:30
Art Club (7-12)	Ms. Cirino	Tuesday	A-6	2:30
Baking Club (7-8)	Ms. Georgiou & Ms. Pickering	1 Monday/month as announced	A-12	2:30
Book Club (7-12)	Ms. Glynn & Ms. Clark	3rd Wed. of the month	H.S. Library	6:00
Chess Club (7-12)	Mr. Josenhans	alternating Wed.	Cafe B	2:30
Chamber Singers (9-12)	Mr. Beja	Tuesday and Thursday	Chorus Room	7:00 Tues/2:30 Thurs
Coffee House Jam (9-12)	Mr. Miller	As announced	H-18	2:30
Comedy Improv Group (9-12)	Mr. Miller	Mondays & Thursday	H-18	2:30
Computer Science Club (9-12)	Ms. McLees	alternating Thurs.	Math Lab	2:30
Debate Team (9-12)	Dr. Andrews	Tuesday, Thursday, and Friday	H-2	2:30
Drama Club (7-12)	Mr. Beja	Last Monday of each month	Chorus Room	2:30
Dungeons & Dragons (7-12)	Mr. Conklin	as announced	H.S. Library	2:30
Environmental Club (7-12)	Ms. Oshan	Thursday	J-6	2:30
Fashion Club (7-12)	Ms. Georgiou	Tuesdays	A-12	2:30
Federal Reserve Challenge (9-12)	Mr. Pesca	starts in December	H-5 or Comp. Lab	2:30
Gender Equity Club (7-12)	Ms. Glynn	alternating Thurs.	H-19	2:30
French Club (9-12)	Ms. Gozelski	alternating Tues.	J-32	2:30
Gay-Straight Alliance (7-12)	Dr. Acconi & Mr. Homer	alternating Thurs.	J-21	2:30
GROK (9-12)	Ms. Henry	alternating Mon. and Thurs.	H-16	2:30
Harbor View Newspaper (7-12)	Ms. Cirino & Ms. Henry	alternating Mon. & Wed.	A-6	2:30
International Club (7-12)	Ms. Koob & Ms. Monck-Rowley	alternating Wed.	J-33 and J-36	2:30
International Thespian Society (7-12)	Mr. Beja	as announced after productions	Chorus Room	as announced
Junion High Helpers	Mr. Homer & Ms. Mauriello	as announced	The Nest or J-21	2:30
Junior High Jazz Band (7-8)	Dr. Felker	Tuesday	Band Room	7:00
Junior High Mathletes (7-8)	Ms. Connolly	Tuesday	J-8	2:30
Junior High Robotics (7-8)	Mr. Gullet	Wednesday	Gallery across from A-13	2:30
Junior High Student Council (7-8)	Mr. Pesca & Mr. Schiffmacher	Thursday	H-5	7:15
Junior High Yearbook (7-8)	Ms. Cirino	Thursday	A-6	2:30
Knitting for the Needy (7-12)	Mr. Natale	Thursday	H-3	2:30
Locks of Love (7-12)	Ms. Fristensky	Tuesday	J-37	7:00
Marine Biology Club (7-12)	Ms. Oshan	Tuesday	J-6	2:30
Mock Trial (7-8)	Mr. Cootner	Tuesday	J-29	2:30
Model Congress (9-12)	Dr. Andrews	Tuesday, Thursday, & Friday	H-2	2:30
Model United Nations (9-12)	Mr. Natale	Tuesday	H-2	2:30
Music Club (7-12)	Mr. Chiarello	Wednesday	Band Room	2:30
National Art Honor Society (11-12)	Ms. Cirino & Ms. Oswald	as announced	A-6	as announced
National Honor Society (11-12)	Ms. Segura & Ms. Georgiou	monthly as announced	J-36	2:30
Natural Helpers (9-12)	Mr. Homer & Ms. Lanteri	Wed./Fri as announced	The Nest	2:30
Outreach (7-8)	Dr. Main-Wegielnik	First Monday of the month	The Nest	2:30
Peer Mentoring Club (9-12)	Mrs. Blechschmidt & Ms. Mullen	First Monday of the month	HC-15	2:30
Political Science Club (7-12)	Mr. Natale	alternating Mon.	H-3	2:30
SADD/SWWAT(VP) (7-12)	Ms. Innella & Mr. Homer	last Wed. of the month	J-21	2:30
Science Club (7-12)	Ms. Diaz	as announced	J-19	2:30
Science Olympiad (9-12)	Mr. Raudsepp	alternating Tues. & Thurs.	S-11	2:30
Senior High Jazz Ensemble (9-12)	Dr. Felker	Thursday	Band Room	7:00
Senior High Mathletes (9-12)	Ms. Victorson	Monday	S-20	2:30
Senior High Robotics (9-12)	Ms. Vegna	Tuesday & Friday	Gallery across from A-13	2:30
Senior High Student Council (9-12)	Ms. Segura & Ms. Georgiou	Thursday	J-36	2:30
Senior High Yearbook (9-12)	Ms. Oswald	as announced	AR-8	2:30
Social Justice Club (7-12)	Dr. Acconi & Dr. Chase	alternating Thurs.	H-19	2:30
Spanish Club (9-12)	Ms. Fristensky	alternating Mon.	J-37	2:30
Stock Market Club (7-12)	Mr. Pesca	3rd Wed. & as announced	H-5 or Comp. Lab	2:30
Student Booster Club (7-12)	Ms. Sihksnel	Tuesday	J-26	7:15
Tapestry (7-8)	Ms. Gaffney	Tuesday	J-29 or Jim Pryal Writing Center	2:30
Technology Club/Senior Slide Show (12)	Ms. Segura	as announced	J-36	as announced
Think Tank (7-8)	Mr. Raudsepp	alternate Tues. & Thurs.	S-11	as announced
Tournament Speech (9-12)	Ms. Glynn	Thurs. & as announced	H-19	2:30
Tri-M Honor Society (9-12)	Dr. Marullo	as announced		as announced
Warhammer Club (7-12)	Mr. Conklin	Thursday	High School Library	2:20



COLD SPRING HARBOR HS SPORTS TEAMS

HIGH SCHOOL FALL SPORTS

- ▮ Boys Varsity Soccer**
- ▮ Boys JV Soccer**
- ▮ Boys JV2 Soccer**
- ▮ Girls Varsity Soccer**
- ▮ Girls JV Soccer**
- ▮ Girls JV2 Soccer**
- ▮ Varsity Football**
- ▮ JV Football**
- ▮ Boys and Girls Cross Country**
- ▮ Boys and Girls Novice Crew**
- ▮ Boys and Girls Varsity Crew**
- ▮ Varsity Field Hockey**
- ▮ JV Field Hockey**
- ▮ Girls Varsity Tennis**
- ▮ Girls JV Tennis**
- ▮ Girls Varsity Volleyball**
- ▮ Girls JV Volleyball**
- ▮ Varsity Cheerleading**
- ▮ JV Cheerleading**
- ▮ Girls Varsity Swimming and Diving**
- ▮ Boys Varsity Golf**
- ▮ Boys JV Golf**

HIGH SCHOOL WINTER SPORTS

- ▮ **Boys Varsity Basketball**
- ▮ **Boys JV Basketball**
- ▮ **Boys JV2 Basketball**
- ▮ **Girls Varsity Basketball**
- ▮ **Girls JV Basketball**
- ▮ **Varsity Wrestling**
- ▮ **JV Wrestling**
- ▮ **Boys Varsity Winter Track**
- ▮ **Girls Varsity Winter Track**
- ▮ **Boys and Girls Varsity Fencing**
- ▮ **Varsity Gymnastics**
- ▮ **Varsity Ice Hockey**
- ▮ **JV Ice Hockey**
- ▮ **Varsity Cheerleading**
- ▮ **JV Cheerleading**
- ▮ **Boys Varsity Swimming and Diving**

HIGH SCHOOL SPRING SPORTS

- ▮ **Boys Varsity Lacrosse**
- ▮ **Boys JV Lacrosse**
- ▮ **Girls Varsity Lacrosse**
- ▮ **Girls JV Lacrosse**
- ▮ **Varsity Baseball**
- ▮ **JV Baseball**
- ▮ **Varsity Softball**
- ▮ **JV Softball**
- ▮ **Boys Varsity Spring Track**
- ▮ **Girls Varsity Spring Track**
- ▮ **Boys and Girls Varsity Crew**
- ▮ **Boys and Girls Novice Crew**
- ▮ **Varsity Boys Tennis**
- ▮ **JV Boys Tennis**
- ▮ **Varsity Girls Golf**
- ▮ **JV Girls Golf**

For Student-Athletes

National Collegiate Athletic Association 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.



WEBSITE REGISTRATION CHECKLIST

Take your first step to becoming an NCAA student-athlete at eligibilitycenter.org.

Choose from our two account types to get started:

- 1. Certification Account:** You need to be certified by the NCAA Eligibility Center to compete at an NCAA Division I or II school. You also need to be registered with a Certification Account before you can make official visits or sign a National Letter of Intent in Division I or II.
- 2. Profile Page:** If you plan to compete at a Division III school or are currently unsure in which division you want to compete, create a Profile Page. If at any time you wish to pursue a Division I or II path, you will be able to transition to a Certification Account.

For Certification Accounts, please allow between 30 to 45 minutes to register completely. If you need to exit and come back at a later time, you can save and exit once your account or profile is created.

Reference the Help section located in the top task bar at any time to answer your questions as you work through registration.

Below is a list of items we recommend you have before beginning your registration with the NCAA Eligibility Center:

Valid Student Email

You need a valid email address that you check regularly to register. This is important for updating prospective student-athletes about their account. For more information about accepted emails, please reference our [FAQ](#).

Basic Student Personal Information

This includes information such as your name, gender, date of birth, primary and secondary contact information, and address.

Basic Student Education History

Please include details about all high schools or secondary schools you have attended in the United States or internationally, and additional programs you have attended.

[Check](#) if your school has a list of NCAA-approved courses.

Student Sports Participation History

For Certification Accounts, this includes details for any expenses or awards you received, any teams you have practiced or played with or certain events in which you participated outside of the

traditional high school season. It also includes information about any individuals who have advised you or [marketed](#) your skills in a particular sport. This information helps the Eligibility Center certify your amateur status when it is requested by an NCAA school.

Payment

For Certification Accounts, nonrefundable registration fee for U.S., U.S. Territories* and Canadian students: \$80

*U.S. Territories include American Samoa, Guam, Northern Mariana Islands, Puerto Rico and U.S. Virgin Islands.

Nonrefundable registration fee for international students: \$135

The NCAA Eligibility Center accepts Visa, MasterCard, Discover and American Express. For payment questions, look [here](#). Some individuals may qualify to apply for a [fee waiver](#).

Next Steps

Stay on track in high school and understand these [quick tips](#) to help in your eligibility process.

Naviance Student

Naviance is a web-based postsecondary planning tool used by Cold Spring Harbor High School students, parents, and counselors.

Naviance offers a variety of tools to learn about a student's interests, strengths, learning styles, and career plans. All of these pave the way to a sound college choice, one that will provide the best chance of success in a chosen field of study.

These tools include the following: StrengthsExplorer[®], Do What You Are[®], Learning Style Inventory[™], MI advantage[®], and Resume builder.

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.

Our school counselors work closely with students to utilize Naviance to its greatest advantage in the career planning and college search and admissions process.

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

If you have not already signed up for your Naviance account, you can do so. 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 cmccloskey@csh.k12.ny.us.

Remember Those Passwords.....

Naviance:

Username: _____

Password: _____

SUNY Online:

Username: _____

Password: _____

College Board:

Username: _____

Password: _____

CUNY Online:

Username: _____

Password: _____

ACT:

Username: _____

Password: _____

FAFSA:

Student: _____

Parent: _____

Common Application:

Username: _____

Password: _____

NCAA:

Username: _____

Password: _____





THE COLLEGE APPLICATION PROCESS

A glossary of terms

www.firstinthefamily.org | www.whatkidscando.org

Winter 2012

THE COLLEGE APPLICATION PROCESS

A Glossary of Terms

The college application process is filled with special terms, forms, deadlines, requirements, standardized tests, college “searches” and visits—and more. It is daunting, especially for students who are the first in their family to go to college. On these pages, we offer a list of terms and definitions students, parents, and community mentors will encounter along the way. We have grouped the terms, alphabetically, in these categories: (1) applying; (2) college entrance exams; (4) types of institutions; (3) college acceptance terms (4) some college lingo; (5) types of post-secondary degrees.

We’ve created a separate section for the financial aid process.

APPLYING

Applicant: Any student who has completed the college application process at a particular institution.

Application: A college application is part of the competitive college admissions system. Admissions departments usually require students to complete an application for admission that generally consists of academic records, personal essays, letters of recommendation, and a list of extracurricular activities. Most schools require the SAT or ACT. Deadlines for admission applications are established and published by each college or university.

Application Deadline: The date, set by college admissions offices, after which applications for admission will not be accepted.

Advanced Placement (AP): AP courses are college-level classes taught in the high school following guidelines and covering material that will instruct students in AP subject areas and should prepare them to take Advanced Placement tests offered by The College Board.

“Best Fit”: The college search is not about getting into the *best* college. There is no school that is best for all students. Some students do best at large public universities; others excel in small liberal arts colleges; still others want to study far from home. If you want to make the most of college, don't just apply to the big-name schools or the ones your friends are excited about. Do your own research to find schools that are the best fit for *you*.

Campus Interview: This is a personal, face-to-face interaction between an admissions applicant and an institutional representative (admissions officer, alumnus, faculty, etc.). Interviews are rarely required.

Campus Visit/Tour: A service by the college admissions office for prospective students, allowing them to visit various campus buildings, meet key institutional personnel, and get a first-hand look at campus life.

Catalogue: A catalogue is a comprehensive publication that provides a detailed overview of an institution, including its mission, programs, costs, admissions requirements, faculty and administration, etc.

College Essay: A brief composition on a single subject, required by many colleges as part of the application process for admission.

College Fair: An event at which colleges, universities, and other organizations related to higher education present themselves in an exposition atmosphere for the purpose of attracting and identifying potential applicants.

College Rep Visit: This is when a college or university admissions representative visits a high school or community site for the purpose of recruiting students for admission to the institution.

College Search: These are the steps you take in the early phases of college planning in order to identify, locate, and investigate college-level programs that meet your individual interests, abilities, and needs as a student.

Common Application: The Common Application (informally known as the Common App) makes it possible for students to use one admissions application to apply to any of 456 member colleges and universities. There is a Common Application for First-Year Admission and a Common Application for Transfer Admission. Both versions allow the application to be filled out once online and submitted to all schools with the same information going to each.

Demonstrated Interest: This includes a student's expression of his or her desire to attend a particular college through campus visits, contact with admissions officers, and other actions that attract the attention of college admissions personnel. While not all institutions use this as a factor in accepting students for admissions, studies have shown that more than half of schools do consider demonstrated interest in their admissions decisions.

Extracurriculars: Extracurricular activities are simply anything you do that is not a high school course or paid employment (but note that paid work experience is of interest to colleges and can substitute for some extracurricular activities). You should define your extracurricular activities in broad terms—many applicants make the mistake of thinking of them solely as school-sponsored groups such as yearbook, band or football. Not so. Most community and family activities are also "extracurricular."

GPA (Grade Point Average): Quantitative measure of a student's grades. The GPA is figured by averaging the numerical value of a student's grades. It is cumulative, starting freshman year: grades count every year. A poor GPA in ninth grade can drag down the overall average, despite, for example, good grades junior year.

Honors Classes: The difference between a regular class (such as English 1) and the honors class (English 1 Honors) is not necessarily the amount of work, but the type of work required and the pace of studying. Honors courses are not advanced in the same sense that high school Advanced

Placement and International Baccalaureate courses are. Rather, honors courses are enriched; they offer the same material in greater depth and with a faster pace.

Instate (Resident) Student: A student whose permanent residence is in the same state as the college or university he or she attends or hopes to attend. In-state students pay lower tuition than do out-of-state students.

Prospective Student: Any student who is a potential applicant for admission, particularly those who have shown interest in attending the institution or in which the institution has shown interest.

Out-of-State (Non-Resident) Student: Student whose permanent residence is in a different state than that of the college or university which he or she attends or hopes to attend. Out-of-state students generally pay higher tuition than do instate students.

“Reach School”: A college or university that you have a *chance* of getting into, but your test scores, GPA and/or class rank are a bit on the low side when you look at the school's profile. The top U.S. colleges and top universities should *always* be considered reach schools.

Recommendations: Statements or letters of endorsement written on a student's behalf during the college application process.

“Safety School”: A college or university where you clearly meet the admission requirements: minimum GPA, test scores, etc. It's important, though, that the school also be one that you would want to attend, should you not gain admission to more selective colleges.

School Profile: This is an overview of your high school's program, grading system, course offerings, and other features that your school is submits to admissions offices along with your transcript. For better or worse, admissions offices use this information to weigh your GPA, placing a student's GPA against the academic reputation of the school she or he attends.

Selectivity: Selectivity is the degree to which a college or university admits or denies admission based on the individual student's record of academic achievement. In general, a highly selective school admits 25% of applicants, a very selective school admits 26% to 49% of applicants, a selective school admits 50% to 75% of applicants and a school with open admission admits applicants based on space availability.

Transcript: This is the official document containing the record of a student's academic performance and testing history. The school at which a student is or has been officially enrolled must issue the transcript, certified by the signature of an authorized school administrator. The school's official seal or watermarked school stationery may also be used to authenticate the transcript.

Virtual Tour: This is an online feature offered by some colleges and universities to allow prospective students to view various aspects of campus life without visiting the institutions in person.

COLLEGE ENTRANCE EXAMS

ACT: A two-hour-and-55-minute examination that measures a student's knowledge and achievement in four subject areas -- English, mathematics, reading and science reasoning -- to determine the student's readiness for college-level instruction. There is also an optional writing test that assesses students' skills in writing an essay. The ACT is scored on a scale of 1 to 36 for each of the four areas. The four subject area scores are averaged to create a Composite Score.

PLAN Test: This test is usually taken in the sophomore year to prepare the student for the ACT.

PSAT Test: This exam prepares students for the SAT and is used to qualify students for the National Merit Scholarship semifinals and other academic awards.

SAT: This is a widely used college entrance examination program. This includes the SAT Reasoning Test, which assesses students' critical thinking skills as they relate to the ability to manage college-level instruction. It is a 3-hour exam measuring verbal and mathematical skills, as well as grammar/conventions and the ability to write a brief essay. Students may earn a total of up to 2400 points on the three-hour exam (up to 800 points in each of the exam's content areas: verbal, math, and writing).

SAT Subject Test: SAT subject tests (also known as SAT II tests) are offered in many areas of study including English, mathematics, many sciences, history, and foreign languages. Some colleges require students to take one or more SAT subject tests when they apply for admission.

TYPES OF POST SECONDARY INSTITUTIONS

Art School (Arts College, Art Institute, Conservatory): An institution specializing in the visual, performing, and/or creative arts.

College: An institution of higher learning, often referred to as a "four-year" institution, which grants the bachelor's degree in liberal arts or science or both.

Community College: Community colleges, sometimes called **junior colleges**, **technical colleges**, or **city colleges**, are primarily two-year public institutions providing higher education and lower-level courses, granting certificates, diplomas, and associate's degrees. Many also offer continuing and adult education. After graduating from a community college, some students transfer to a four-year liberal arts college or university for two to three years to complete a bachelor's degree.

Graduate School: Usually within universities, these schools offer degree programs beyond the bachelor's degree.

Historically Black College: Historically black colleges and universities (HBCUs) are institutions of higher education in the United States that were established before 1964 with the

intention of serving the black community. There are 105 HBCUs today, including public and private, two-year and four-year institutions, medical schools and community colleges. Almost all are in former slave states.

Liberal Arts College: A degree-granting institution where the academic focus is on developing the intellect and instruction in the humanities and sciences, rather than on training for a particular vocational, technical, or professional pursuit.

Private Institution: This is a college or university funded by private sources without any control by a government agency. The cost of attending a private institution is generally higher than the cost at a public institution.

Proprietary Institution: This is a term used to describe postsecondary schools that are private and are legally permitted to make a profit. Most proprietary schools offer technical and vocational courses.

Public Institution: A college or university that receives public funding, primarily from a local, state, or national government that oversees and regulates the school's operations is considered a public institution.

University: A "post-secondary institution" that consists of a liberal arts college, a diverse graduate program, and usually two or more professional schools or faculties, and that is empowered to confer degrees in various fields of study.

Vocational or Technical School: This type of institution is similar to a community college in that it offers specific career-oriented programs that last from a few months to a couple of years. Most are specialized and offer intense training in one specific skill area.

Religion-Based Institution: These are colleges and universities established by and currently operating under the sponsorship of a church, synagogue, or mosque; a denomination; or a particular religion.

Single-Sex (or Single-Gender) College: This is a college that accepts either women only or men only.

COLLEGE ACCEPTANCE TERMS

Acceptance: The decision by an admissions officer or committee to offer the opportunity for enrollment as a student at a particular institution.

College Selection: The act of choosing and making the decision to enroll in and attend a particular higher-education program.

Deferred Admission: A category of admission used in conjunction with early (action, decision, notification, or acceptance) plans to indicate that a student has not been admitted early but will

remain in the applicant pool for reconsideration during the review of applications for regular admissions.

Deferred Enrollment: This is a category of admission available at some institutions for fully accepted students who wish—for a justifiable reason—to take a semester or year off before enrolling in college.

Denial: The decision by an admissions officer or committee to not offer a student admission to a particular institution.

Early Action: Early action is when a prospective student applies for admission by early deadline (before the regular admission deadline) and receives notice of acceptance, denial, or deferment with no obligation to the university to enroll, if accepted for admission.

Early Admission: Through this program, qualifying high school juniors with outstanding academic records may forego their senior year in high school and enroll in a college or university.

Early decision: Through this program offered by many post-secondary schools, students willing to commit to a school if accepted submit their application by a date well before the general admission deadline. If accepted, the student must enroll in that school, so students should only apply early decision to their first choice school.

Gap-Year Programs: Year-long programs designed for high school graduates who wish to defer enrollment in college while engaging in meaningful activities, such as academic programs, structured travel, community service, etc.

Notification Date: The date by which applicants who are accepted for admission are expected to notify the institutions of their intent to enroll and make enrollment deposits. That date is often on or around May 1st.

Rolling Admissions: This is a practice used by some institutions to review and complete applications as they arrive, rather than according to a set deadline.

Waitlist: An applicant is put on the waitlist when an admissions officer or committee decides to offer the applicant the opportunity to enroll in the institution only if there is space available in the incoming class after fully admitted students have responded to their offers to enroll. This category of admissions is reserved for students whose profiles are strong, but who are marginally qualified in comparison to the overall strength of others in the pool of applicants.

SOME COLLEGE LINGO

Alumni: This is a group of people who have graduated from a college or university.

Audit: To attend a class without receiving credit for the class.

apartments, parents with children at home, and full-time workers—in sum, students for whom campus residency is not an option. Work or family obligations often mean that commuter students are unable to spend additional time outside of the classroom on campus. More than 85 percent of college and university students do not live in university-owned housing.

Course Numbers: Numbers assigned to specific classes.

Credit (or Semester) Hour: Credit given for attending one lecture hour of class each week for 15 weeks or equivalent. Most college classes are three credit hours, meaning their total meeting time for a week is three hours.

Developmental Education: Instructional and support activities designed to keep unprepared students in college and help them improve their basic skills so that they can successfully complete a program and achieve their educational goals.

Enrollment: The action of enrolling or being enrolled. The number of people enrolled, typically at a school or college.

First-Generation Student: A student whose parents have no college experience.

First-Year Student: A college freshman.

Matriculation: The payment of deposits, tuition, fees, and other charges to enroll in a program of studies at an educational institution. A university might make a distinction between "matriculated students," who are actually accumulating credits toward a degree, and a relative few "non-matriculated students" who may be "auditing" courses or taking classes without receiving credits.

Major: A student's concentrated field of study.

Minor: A student's secondary field of study.

Placement Tests: Colleges and universities use these examinations to place students in courses—most often mathematics and foreign languages—that match their proficiency. In some cases, a student's level of competency on the test may exempt them from having to take a course required for graduation.

Prerequisite: A course that must be taken prior to enrollment in another course.

Registration: Enrollment in classes.

Residence Halls: Dormitories, apartments, houses, and other living quarters provided for students by the college or university in which they are enrolled.

Student Persistence: This is the act of working, progressing, and earning credits toward graduation in an academic environment.

Student Retention: This is the degree to which students remain enrolled as members of the college or university community and persist toward graduation.

Undergraduate Student: A student enrolled in a 4- or 5-year bachelor's degree program, an associate's degree program, or a vocational or technical program below the baccalaureate.

TYPES OF POST-SECONDARY DEGREES

A.A.: This stands for an "associate of arts" degree, which can be earned at most two-year colleges.

A.A.S.: This refers to an "associate of applied science" degree, which can be earned at some two-year colleges.

B.A. or B.S.: B.A. stands for "bachelor of arts," and B.S. stands for "bachelor of science." Both degrees can be earned at four-year colleges.

Graduate Degrees: These degrees are earned beyond the bachelor's degree when the student completes graduate school curriculum requirements. Common examples include the MA (master's degree), PhD (doctoral degree) MBA (master's degree in business administration), MD (medical doctor).

Certificates: In an economy that increasingly rewards specialization, more and more institutions are offering certification programs, typically a package of five or six courses, for credit or not, taken over three to 18 months. Some cost a few thousand dollars, others much more.

We have tapped a number of sources to create this glossary, with special shout outs to www.mycollegeoptions.org and www.unt.ed.



THE COLLEGE APPLICATION PROCESS

A glossary of financial aid terms

www.firstinthefamily.org | www.whatkidscando.org

Winter 2012

THE COLLEGE APPLICATION PROCESS

Financial Aid Terms

The financial aid terms offered here are intended for high school students, their families, and mentors. Applying for financial aid for college may seem overwhelming, like a maze. But the payoff can be substantial. Ask for help from those who know the process. Keep an eye out for free workshops—at school and in the community—where you can get hands-on assistance filling out the FAFSA.

SOME BASICS

Award Letter: An award letter from a school states the type and amount of financial aid the school is willing to provide the student, if s/he accepts admission and registers as a full-time student.

Cost of Attending College: This is the total cost of going to college, including tuition, room and board, books, transportation, fees, and personal expenses.

Demonstrated Need: This is the difference between the cost of attending a college and your expected family contribution.

Expected Family Contribution (EFC): The EFC is the amount of money you and your family could be expected to pay for one year of college costs, based on the data gathered from the FAFSA and determined by a federal formula applied to that data. This figure often differs from the actual amount you will be required to pay.

FAFSA: This is the Free Application for Federal Student Aid, a federal form required as the application from all students who wish to apply for need-based financial aid, including grants, loans and work-study awards.

Fees: These are charges that cover costs not associated with the student's course load, such as costs of some athletic activities, clubs, and special events.

Financial Aid Package: The total amount of financial aid a student receives. Federal and non-federal aid—such as grants, loans, or work-study—are combined in a "package" to help meet the student's need. Using available resources to give each student the best possible package of aid is one of the major responsibilities of a school's financial aid administrator.

Need-Blind Admission: Full consideration of an applicant and his or her application without regard to the individual's need for financial aid.

Tuition: This is the amount of money that colleges charge for classroom and other instruction and use of some facilities such as libraries.

SCHOLARSHIPS

A scholarship is a sum of money given to a student for the purposes of paying at least part of the cost of college. Scholarships can be awarded to students based on students' academic achievements or on many other factors. Scholarships do not need to be repaid.

Academic Scholarships: Academic scholarships are based upon academic achievement as reflected in your college application.

Athletic Scholarships: These scholarships are based upon athletic ability and your prospective college's departmental needs. Division I, II, and III college athletic scholarships are very difficult to receive because of fierce competition.

Corporate Scholarships: These scholarships are awarded to help employees and their families, show community support and to encourage future job seekers toward a career in the company's area of business. Corporate scholarships are much less competitive than other types of scholarships because of geography, employment and the relatively low number of applicants. Start with your family's employers, check out the newspaper and see which companies in your area are awarding scholarships, and then contact these businesses to find out how to apply.

Private Organization Scholarships: These scholarship opportunities number in the millions. Places of worship, labor unions, school districts, chambers of commerce and philanthropic organizations are all excellent sources for college scholarships. Sit down with your family and make a scholarship search list of potential sources (you may be amazed at what's right in your own backyard).

LOANS

A loan is a type of financial aid that is available to students and to the parents of students. An education loan must be repaid. In many cases, however, payments do not begin until the student finishes school.

Federal Perkins Loans: These loans are similar to Stafford loans in that no interest accrues while you are in college. The interest rate is lower, and the repayment grace period is longer than that of a Stafford subsidized loan. The need-based standards are more stringent for the Perkins loan and funds are awarded based on the FAFSA Student Aid Report.

Institutional Loan: Any student loan administered by the college or university using the institution's funds as the source of funding. Perkins Loans may also be considered institutional loans.

PLUS Loan: The Federal Parent Loan for Undergraduate Students (PLUS) allows parents, regardless of income, to borrow up to the total cost of education minus the amount of any other financial aid awarded by the institution or the government.

Stafford Loan: This is a federal student loan for college students used to supplement personal and family resources, scholarships, grants, and work-study. A Stafford Loan may be subsidized or unsubsidized, depending on whether it is need-based.

Subsidized Loans: These loans are need-based loans with interest paid by the government and payments deferred as long as the student is enrolled in a post-secondary program of studies.

William Ford Direct Loan Program: The William Ford Direct Loan Program is administered by the U.S. Department of Education to provide loans that help students pay for their post-secondary education.

GRANTS

Grants, like loans and most scholarships, are based on financial need. A grant may be provided by federal or state governments, an institution, a foundation, or some other nonprofit funding source and does not have to be repaid.

Federal Pell Grant: This grant is a form of financial aid provided by the Federal government to students whose FAFSA indicates a high level of financial need.

Institutional Grant: This is a need-based grant provided by an institution and offered to students whose families are unable to pay the full cost of college. Institutional grants do not have to be repaid.

Merit-Based Grant: A form of gift aid (does not require repayment) based upon your grade point average, academic excellence and extracurricular involvement with some attention to your financial need.

Need-Based Grant: This grant is offered, as a part of the financial aid package, when a student and his or her family are unable to pay the full cost of attending an institution. The grant does not need to be repaid.

WORK-STUDY PROGRAMS

Most colleges offer work-study programs. They allow students to work part time during the school year as part of their financial aid package. The jobs are usually on campus and the money earned is used to pay for tuition or other college charges.

LINKS

College Goal Sunday

www.collegegoalsundayusa.org

This free on-site service for filling out the FAFSA service typically takes place in January, in cities and towns across the country.

FAFSA (Free Application for Federal Student Aid)

www.fafsa.ed.gov

Learn all about the FAFSA, the Free Application for Federal Student Aid, usually the first step in seeking financial aid for higher education.

FastWeb

www.fastweb.com

This free service from Monster.com allows users to search over 1.3 million scholarships worth more than \$3 billion.

The Student Guide

www.studentaid.ed.gov

Available in English and Spanish, the Student Guide is a comprehensive resource on student financial aid from the U.S. Department of Education.

We have gathered terms and adapted definitions from a number of sources to create this glossary (special shout outs to www.mycollegeoptions.org and www.unt.edu).

