

Class of 2020

Freshman Handbook

Cold Spring Harbor High School



Spring 2016

Dear Parents and Guardians of the Class of 2020,

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

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

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

Sincerely,

The Counseling Center

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Naviance, our Family Connection

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About Your School Counselor

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

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

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

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

Some of the things we do not do are:

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

Freshman Calendar 2016-2017

September – June

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

October

- October 5: Quarter 1 progress reports available on Student and Parent Portals after 5pm
- October 5: Freshman Parent Meeting

November

- November 21: Quarter 1 report cards available on Student and Parent Portals after 5pm

December/January

- December 19: Quarter 2 progress reports available on Student and Parent Portals after 5pm
- January 23: Quarter 3 (spring semester) begins
- January 30: Quarter 2 report cards available on Student and Parent Portals after 5pm

January

- Posting of 2016-17 Program of Study Guide on Counseling Center website
- Academic programming in preparation for Grades 10-12 begins: each student meets with counselor individually after having discussed proposed program with family (continues through March – the master schedule is not built until all students are seen)
- Annual CSE/504 meetings for classified students continue through June.
***If your child receives testing accommodations and you have not yet applied for test accommodations for the SAT, you will be asked to begin the process at the 9th Grade Annual Review.

February

- February 28: Quarter 3 progress reports available on Student and Parent Portals after 5pm

April

- April 3: Quarter 4 begins
- April 6: Quarter 3 report cards available on Student and Parent Portals after 5pm

May

- May 8: Quarter 4 progress reports available on Student and Parent Portals after 5pm

June

- June 4: SAT Subject Tests Available
- June 9 and 12: Final Examinations
- June 13 – 22: Regents Examinations
- Summer School registration for those who fail courses or wish to improve grades

Class of 2020 Diploma Types and Requirements

The state testing requirements listed for each diploma type are in addition to the requirement that all students earn at least 22 course credits outlined later in this section.

Regents Diploma

A passing grade (65%) on each of the following five examinations: Comprehensive English, Global History & Geography, United States History and Government, Algebra 1, and one examination in science. The **Regents Diploma with Honors** requires an average of 90% on the examinations used for the Regents Diploma.

Regents Diploma with Advanced Designation

A passing grade in each of the five examinations required for the Regents Diploma **and** a passing grade in each of the following examinations: Geometry, Algebra II, a second science examination and a Regents-alternative examination in one of the World Languages. The **Regents Diploma with Advanced Designation with Honors** requires an average of 90% on the examinations used for the Regents Diploma with Advanced Designation.

Mastery Designations

Students who earn grades of at least 85% on 3 mathematics and/or 3 science Regents examinations will receive a diploma notation that denotes mastery in mathematics and/or science.

Local Diploma

The local diploma for students with disabilities is available for students who score between 45-64% on one or more Regents examinations required for the Regents Diploma provided the student has passed at least one regents examination with 65%. There are other options for classified students: "Low Pass Safety Net" and "RCT Safety Net." Contact your counselor for information.

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 (Covers topics covered in grades 9 and 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.

Course/Credit Requirements

These are the minimum requirements established by New York State for a high school diploma.*

Subject	Credits required for a Regents or Local Diploma	Credits required for an Advanced Regents Diploma
English	4	4
Social Studies	4	4
Mathematics	3	3
Science	3	3
Health	$\frac{1}{2}$	$\frac{1}{2}$
Art and/or Music	1	1
Core Credits	15 $\frac{1}{2}$	15 $\frac{1}{2}$
World Languages: French/Spanish	1	3 (or 1 credit in World Languages and 5 Units in Art, Music, Career or Technical Program)
Physical Education	2 (1/4 per year)	2 (1/4 per year)
Electives	3 $\frac{1}{2}$	1 $\frac{1}{2}$
Total Required Credits	22	22

*All students are encouraged to earn credits well beyond the New York State requirement in order to prepare for college-level work.

Cold Spring Harbor High School Grading System

GPA CALCULATION WORKSHEET

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

(SAMPLE)

Course Name	Grade	School Year	Course Level	Credits Earned	Point Value	Weighted Point Value
ENGLISH 9	A	2002 -2003		1	4	4
GLOBAL HISTORY I	A	2002 -2003		1	4	4
LATIN 2	B+	2002 -2003		1	3.33	3.33
MATH 9 ACCELERATED	B+	2002 -2003		1	3.33	3.33
PHYSICAL ENV - EARTH SCI 9	B+	2002 -2003		1	3.33	3.33
BAND 9-12 WOODWINDS	A	2002 -2003		1	4	4
ENGLISH 10 H	B	2003 -2004	Honors	1	3	3.3
EUROPEAN HISTORY AP	A-	2003 -2004	Advanced	1	3.66	4.03
HEALTH 10	A	2003 -2004	Sem	0.5	2	2
INTRODUCTION TO DRAW & PAINT	A	2003 -2004		1	4	4
LATIN 3	A	2003 -2004		1	4	4
MATH 10 ACCELERATED	B	2003 -2004		1	3	3
PSYCHOLOGY	A	2003 -2004	Sem	0.5	2	2
REGENTS CHEMISTRY	B+	2003 -2004		1	3.33	3.33
ADVANCED DRAW & PAINT -YR	A	2004 -2005		1	4	4
ENGLISH 11 H	A-	2004 -2005	Honors	1	3.66	4.03
LATIN 4	A-	2004 -2005		1	3.66	3.66
PRECALCULUS H	C+	2004 -2005	Honors	1	2.33	2.56
PSYCHOLOGY AP	B+	2004 -2005	Advanced	1	3.33	3.66
REGENTS PHYSICS	A	2004 -2005		1	4	4
US HISTORY AP	A-	2004 -2005	Advanced	1	3.66	4.03

Letter	Numerical Equivalent	Point Value	Weighted Point Value	Total Credits Earned	Sum of Points	Sum of Weighted Points
A	93-100	4	4.40	20	71.62	73.59
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			

GPA Calculation
 $71.62 \div 20 = 3.58$

WGPA Calculation
 $73.59 \div 20 = 3.68$

GPA
3.58

WGPA
3.68

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/Enriched courses are not weighted.

Only Honors and Advanced Placement classes are weighted

Honor Rolls and Honor Societies

Honor Roll/High Honor Roll

3.0 GPA/3.66 GPA - unweighted

(refer to 2012-13 CSHHS Planner for 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.

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 November, December, May 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.** The list below is accurate as of July 2012.

Visit <http://sat.collegeboard.org/practice/sat-subject-test-preparation/approaches> 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	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 six 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 the same six days as SAT Reasoning, 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 six times per year, 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.

The Care and Handling of High School Freshmen

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

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

Extracurricular Activities

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

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

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

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

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

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

<http://www.csh.k12.ny.us/High.cfm?subpage=266430>

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.

Sample Activities Resume
(there is also a resume builder in Naviance – see last page)

SCHOOL ACTIVITIES

Extracurricular Activity	Brief Description	Years Active/ Position
Student Council	Class Officer: organized class events and fundraisers; participated in class-wide decisions	10, 11, 12 Secretary, 11
Model Congress	Learned to draft bills and speeches, improved public speaking skills, prepared responses to legislation drafted by other schools, participated in local and regional tournaments	9, 10, 11 Vice President-Elect, 12
Harbor View	School newspaper: 4 annual issues	9, 10,11, 12 Photographer
GROK	School literary and art magazine: 1 annual issue	Photographer

COMMUNITY SERVICE

Activity	Description	Years Active/Position
Three Harbor Environmental Club	Participated in beach clean ups, recycled Christmas trees to protect shoreline, raised funds	9, 10 HS Organizer
Girl/Boy Scouts	Organized tutoring program and recruited tutors for needy children in nearby community	9, 10, 11, 12 Tutor/Mentor

ATHLETICS

Sport	Description	Years Active/Hours per Week
Varsity Tennis	2 nd Doubles	11, 12 (15 hrs/week/12weeks
Junior Varsity Tennis	3 rd Doubles	9, 10 (15 hrs/week x 12 weeks
Horseback riding	English pleasure riding	Since age 5 (1 hr/week all year)

WORK EXPERIENCE

Employer	Description	Duration/Hours per Week
Baskin-Robbins	Ice cream scooper	Summer 2012/15
Moondreams Stables	Taught disabled children how to ride	Summers 2010, 2011/25
Barn Manager	Scheduled lessons, organized activities	9/2010-present/10

HONORS/AWARDS

Quarterly Honor Roll	9, 10, 11
Huntington Arts League Excellence in Photography Award	11
Girl Scout Gold Award or Eagle Scout Award	12
National Honor Society	11, 12

HOBBIES

Model railroading	Grades 2-12
Baking – specialize in decorated cookies	Grades 8-12
Learning about sharks	Grades 4-12
Reading – especially immigrant narratives	Grades 10-12

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>.

After an introductory screen loads (**be patient, the page sometimes takes a while!**)

- **click the green box “ENTER HERE”**
- **click “Resources” at the top of the page**
- **click “US Students”**
- **this page explains everything student-athletes and families must know to qualify for play (it is a good idea to print the various sections (and revisit the site each September for any changes)**
- **look at ARE YOU ON TRACK? Then click “List of NCAA courses.”**
 - **The next page will ask for a 6-digit code – ours is 331437 – enter it and click search**
 - **You will see the CSH list of courses the NCAA allows to count towards the NCAA GPA. This GPA differs from the HS GPA.**
 - **Go back to ARE YOU ON TRACK? Print the Division I and Division II worksheet so that you can compare the courses you plan to take with those acceptable to the NCAA.**

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, our Family Connection

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

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

Naviance is truly a four-year 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.

Request your family's initial passwords for Naviance by sending an email to adipeitro@csh.k12.ny.us.

Please use this format for your email:

- **Type "Naviance request" in the subject line**
- **List the names and email addresses of the parent(s)/guardian(s)**
- **List the names and current grade levels of the children in the home**
- **List your current address and telephone number**

Please allow two weeks to receive your account information. We regret we cannot respond unless all the requested information appears in the email.