

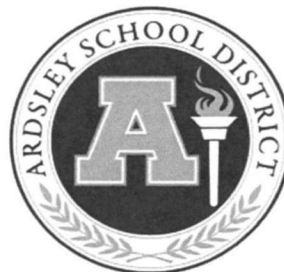
HIGH SCHOOL INFORMATION FOR APPLICATIONS

Ardsley High School

300 Farm Road
Ardsley, NY 10502

Phone: 914-295-5800

Fax: 914-295-5977



School CEEB Code: 330210

GUIDANCE COUNSELORS

Mr. Bryan Costa

Phone: 914-295-5864

Email: bcosta@ardsleyschools.org

Mr. Eric Helmrich

Phone: 914-295-5851

Email: ehelmrich@ardsleyschools.org

Mr. William Lessa

Phone: 914-295-5852

Email: wlessa@ardsleyschools.org

Ms. Jenna Ryan

Phone: 914-295-5862

Email: jryan@ardsleyschools.org

Ms. Christine Farrell

Phone: 914-295-5853

Email: cfarrell@ardsleyschools.org

To schedule an appointment
with your guidance counselor,
call the **Guidance Office:**

Lurana Spinelli

914-295-5860

Patty Medina

914-295-5858



ARDSLEY
HIGH SCHOOL

Guidance Department Eight Semester Plan

9th Grade

1st Semester

- Student Orientation to High School Life
- Early Fall: 9th Grade Parent Night
- DBT Skills taught throughout the year
- Individual meetings throughout the year
- Intro Meetings with 8th Grade (Rising 9th Grade)
- Report card/Progress Report check-ins

2nd Semester

- Winter: 8th Grade Parent Night
- Individual Student Scheduling meetings
- Report card/Progress Report check-ins
- Drug and Alcohol Prevention Presentation

10th Grade

1st Semester

- Fall: Sophomore Parent Night
- Winter: Sophomore Parent Presentation
- Report card/Progress Report check-ins
- Planning for the Future Student Presentation (Course Offerings and Pathways)

2nd Semester

- Winter: BOCES Introduction Meeting
- Naviance Introduction and Career Interest Inventory with Students
- Report card/Progress Report check-ins
- Individual Student Scheduling Meetings

11th Grade

1st Semester

- October: PSAT
- September/October: SAT/ACT Conversation
- Winter: Junior Parent Meeting
- Winter: Student Group College Meeting
- Report card/Progress Report check-ins

2nd Semester

- Individual College Planning with Students
- Post Secondary Family Planning Meetings
- Spring: The College Process for Parents of Students with Learning Differences
- Individual Student Scheduling Meetings
- Junior Jump Start Meeting for Parents
- Common App Boot Camp Meeting with Students
- Report card/Progress Report check-ins

12th Grade

1st Semester

- How to Finalize the College Application Presentation for Students
- Senior Parent Night
- Early Fall: FAFSA Night
- Individual College Meetings with Students and Families
- On-going Support for Completing and Submitting the College Application
- College Representatives Meetings
- Report card/Progress Report check-ins

2nd Semester

- Mid-year check-ins
- On-going Support for Completing and Submitting the College Application
- Individual College Meetings with Students and Families: Understanding Financial Aid and Acceptances
- Spring: Senior Exit Meetings

Junior Year Timeline

This is a key year in the post-secondary planning process because you'll be taking standardized tests, narrowing down your college list, and learning more about financial aid.

In addition, you'll need to stay involved in your high school courses and activities.

August - September

- Review your high school schedule to ensure your junior year is starting off strong. Keep in mind that colleges are looking for the following:
 - Challenging course work (Honors, AP, dual enrollment college classes)
 - Strong GPA
 - Involvement in extracurricular activities such as sports, volunteer work, community service
- Double check your class schedule and ensure that you are still on track with your diploma goals.
- Be mindful of NCAA requirements if you want to play Division I or II sports in college. Familiarize yourself with these requirements and register with the NCAA Clearinghouse. Visit www.eligibilitycenter.org
- If taking dual enrollment college classes, make sure you know the process and have submitted the paperwork needed to earn college credit for the class.
- Prepare for the standardized test of your choice this year - PSAT or ACT
- Check your school email regularly for important announcements from your teachers and school.
- Get to know your teachers and your school counselor well. They will be your best advocate for helping you with your college and career planning. They may also be writing letters of recommendation for you – for scholarships and your college applications.
- Continue developing your student portfolio comprised of all of your achievements, honors, and best works from all of your classes. This will help you as you start work on your HS resume.
- Continue your involvement in clubs and activities. Try to gain a leadership position in one of these groups.
- If interested in the PSAT/NMSQT (Preliminary Scholastic Aptitude Test / National Merit Scholarship Test), sign up to take the test.
 - Study for the PSAT/NMSQT. Many scholarships are based on your PSAT/NMSQT score. Visit www.collegeboard.com/psat for preparation tips, sample test questions, and test score information.
- Research colleges and universities that are of interest to you.
- Start a "college file" to keep and organize all of your college materials.
- Investigate scholarships and financial aid programs. Apply for scholarships geared towards juniors.
 - Sign up with www.fastweb.com or www.scholarships.com.
 - Estimate your federal financial aid eligibility with the FAFSA4caster at www.studentaid.ed.gov/fafsa/estimate
- Attend a college fair.

October - December

- Get involved in extracurricular activities, such as clubs or sports teams. Consider taking on a leadership role in one of these, too.
- Sit for the PSAT.
- Stay focused on your studies and keep your grades up. If you're having trouble, ask for help.
- Continue to explore careers:
 - Visit with various career professionals and ask them about their education and training, find out detailed information about their jobs (What do they do? Positive aspects? Challenges? etc), shadowing opportunities
 - Visit with your teachers to find out more information about various careers within the subject areas they teach.
 - Shadow various career professionals.
 - Talk to your counselor about career information.
 - Explore career options and their earning potential in the Occupational Outlook Handbook at www.bls.gov/oco
- Study, prepare, and do well on your semester exams in December.

January - February

- Identify the characteristics of a college that matters to you—size, location, cost, academics, social environment and diversity. Continue to identify your interests and strengths.
- Make a list of 7-10 colleges that you would like to attend and investigate those schools more thoroughly.
- Arrange for college visits. Schedule these during your spring break.
- Select classes for your senior year that will help you achieve your college choice goals.

March – May

- Explore summer options: internships, shadowing, work, volunteer, or summer college camps/opportunities.
- Continue to complete a resume of activities, honors, leadership positions, and job experience. You will need this information for college applications and scholarships.
- Register and take the ACT: www.actstudent.org (or) SAT: www.collegeboard.org. Look ahead to see the calendar of dates during your senior year (make a plan and prepare!).
- Take Advanced Placement Exams in May.
- Plan college visits over the summer, particularly if your family is taking a vacation.
- Study and prepare for all of your final exams.

June - July

- Attend the Guidance/English Department's Mega Bootcamp.
- Schedule and go on college visits.
- Work a job – save money for college.
- Complete a job shadowing experience relevant to your career interests.
- Attend a summer program/camp at a college or university. Ideas will be posted to the junior Google Classroom.
- Think about your post-secondary options and where you would like to attend college after high school. Continue to review and narrow down your list. Think about the values important to you (cost, size, location, academic programs, etc).

College Admission Glossary

What's a transcript? What's the difference between early action and early decision? When applying to college, you are bound to come across unfamiliar terms. This glossary can help you make sense of all the information you're sorting through.

ACT

A standardized college admission test. It features four main sections: English, math, reading and science — and an optional essay section.

Admission Tests

Also known as college entrance exams, these are tests designed to measure students' skills and help colleges evaluate how ready students are for college-level work. The ACT and the College Board's SAT are two standardized admission tests used in the United States. The word "standardized" means that the test measures the same thing in the same way for everyone who takes it.

Articulation Agreement

An agreement between two-year and four-year colleges that makes it easier to transfer credits between them. It spells out which courses count for degree credit and the grades you need to earn to get credit.

Candidates Reply Date Agreement (CRDA)

An agreement many colleges follow that gives applicants until May 1 to accept or decline offers of admission. This agreement gives students time to get responses from most of the colleges they have applied to before deciding on one.

Class Rank

A measurement of how your academic achievement compares with that of other students in your grade. This number is usually determined by using a weighted GPA that takes into account both your grades and the difficulty of the courses you've taken.

Coalition Application

A standard application form accepted by members of the Coalition for Access, Affordability, and Success. You can use this application to apply to any of the more than 90 colleges and universities that are members of the Coalition.

College Application Essay

An essay that a college requires students to write and submit as part of their application. Some colleges offer applicants specific questions to answer, while others simply ask applicants to write about themselves. Colleges may refer to this as a "personal statement."

College Board

A national nonprofit association whose mission is to prepare, inspire, and connect students to college and opportunity. The College Board administers the PSAT/NMSQT, SAT I, Advanced Placement Program (AP), CLEP, College Scholarship Service (CSS), and CSS/Financial Aid PROFILE.

College Credit

What you get when you successfully complete a college-level course. You need a certain number of credits to graduate with a degree. Colleges may also grant credit for scores on exams, such as those offered by the College Board's AP Program® and CLEP.

Common Application

A standard application form accepted by all colleges that are members of the Common Application association. You can fill out this application once and submit it to any one — or several — of the nearly 700 colleges that accept it.

CSS/Financial Aid PROFILE

A financial aid form produced by the College Board required for students seeking aid at approximately 10 percent of the nation's four-year colleges (including the most highly selective institutions).

Deferred Admission

Permission from a college that has accepted you to postpone enrolling in the college. The postponement is usually for up to one year.

Early Action (EA)

An option to submit your applications before the regular deadlines. When you apply early action, you get admission decisions from colleges earlier than usual. Early action plans are not binding, which means that you do not have to enroll in a college if you are accepted early action. Some colleges have an early action option called EA II, which has a later application deadline than

Early Decision (ED)

An option to submit an application to your first-choice college before the regular deadline. When you apply early decision, you get an admission decision earlier than usual. Early decision plans are binding. You agree to enroll in the college immediately if admitted and offered a financial aid package that meets your needs. Some colleges have an early decision option called ED II, which has a later application deadline than their regular ED plan. Learn more about applying early.

Financial Aid

Money given or loaned to you to help pay for college. Financial aid can come from federal and state governments, colleges, and private organizations. Learn more about financial aid.

- Expected Family Contribution (EFC) - The amount a family can reasonably be expected to pay for one year of college
- Free Application for Federal Student Aid (FAFSA) - The need analysis form produced by the US Department of Education that is required for students seeking aid by nearly all colleges and universities.
- Student Aid Report (SAR) - The form sent to families in response to submission of the Free Application for Federal Student Aid (FAFSA) indicating the Expected Family Contribution (EFC)
- Test of English as a Foreign Language (TOEFL) - An exam required by almost all US colleges and universities for students whose principal language is not English. The test is made up of three multiple choice sections: listening comprehension, structure and written expression, and reading comprehension.

Grade Point Average (GPA)

A number that shows overall academic performance. It's computed by assigning a point value to each grade you earn. See also Weighted Grade Point Average.

Legacy Applicant

A college applicant with a relative (usually a parent or grandparent) who graduated from that college. Some colleges give preference to legacy applicants (also called "legacies").

National Merit Scholarship Program

A scholarship program based mostly on scores from the PSAT/NMSQT. Each year, National Merit students receive scholarships ranging from several hundred dollars to full costs of attendance

Need-Blind Admission

A policy of making admission decisions without considering the financial circumstances of applicants. Colleges that use this policy may not offer enough financial aid to meet a student's full need.

Open Admission

A policy of accepting any high school graduate, no matter what his or her grades are, until all spaces in the incoming class are filled. Almost all two-year community colleges have an open-admission policy. However, a college with a general open-admission policy may have admission requirements for certain programs.

Placement Tests

Tests that measure the academic skills needed for college-level work. They cover reading, writing, math and sometimes other subjects. Placement test results help determine what courses you are ready for and whether you would benefit from remedial classes.

Priority Date or Deadline

The date by which your application — whether it's for college admission, student housing or financial aid — must be received to be given the strongest consideration.

PSAT/NMSQT

The Preliminary SAT/National Merit Scholarship Qualifying Test is a standardized test that provides firsthand practice for the SAT and SAT Subject Tests. It also gives students a chance to qualify for National Merit Scholarship Corporation's (NMSC) scholarship programs.

Registrar

The college official who registers students. The registrar may also be responsible for keeping permanent records and maintaining your student file.

Reserve Officers' Training Corps (ROTC)

Combines military education with college study leading to the bachelor's degree. For students who commit themselves to future service in the Army, Navy, Air Force, Marines, or Coast Guard, there is usually an offer of financial aid. Not all schools offer ROTC.

Rolling Admission

An admission policy of considering each application as soon as all required information (such as high school records and test scores) has been received, rather than setting an application deadline and reviewing applications in a batch. Colleges that use a rolling admission policy usually notify applicants of admission decisions quickly.

SAT

The College Board's standardized college admission test. It features two main sections: math and reading. (College Board has announced that they will be streamlining this test after June, 2021. Further information will be provided as it becomes available. Please feel free to visit www.collegeboard.org for up to date and current information).

Sophomore Standing

The status of a second-year student. A college may grant sophomore standing to an incoming freshman if he or she has earned college credits through courses, exams or other programs.

3-2 Program

A program offering students three years of study in a liberal arts field followed by two years of professional or specialized study (e.g., engineering, teaching, nursing, business administration). The student is awarded two degrees upon successful completion of the program.

Transcript

The official record of your course work at a school or college. Your high school transcript is usually required for college admission and for some financial aid packages.

Transfer Student

A student who enrolls in a college after having attended another college.

Undergraduate

A college student who is working toward an associate or a bachelor's degree.

Universal College Application

A standard application form accepted by all colleges that are Universal College Application members. You can fill out this application once and submit it to any one — or several — of the more than 3,044 colleges that accept it.

Waiting List

The list of applicants who may be admitted to a college if space becomes available. Colleges wait to hear if all the students they accepted decide to attend. If students don't enroll and there are empty spots, a college may fill them with students who are on the waiting list.

Weighted Grade Point Average (GPA)

A grade point average that's calculated using a system that assigns a higher point value to grades in more-difficult classes. For example, some high schools assign the value of 5.0 (instead of the standard 4.0) for an A earned in an AP class.

Work-Study

A federally funded program in which students take campus jobs as part of their financial aid package. To participate in a work-study program, students must complete the FAFSA.

copied from: collegeboard.org

SELF-EVALUATION

1. **ACADEMIC RECORD**
 - Transcript
 - Type of Courses
 - Course Rigor
 - Grades within these courses
 - Senior Courses
 - G.P.A.
 - Trends
 - Standardized Test Scores
 - ACT
 - SAT
 - AP Exams
2. **INTERESTS**
 - Likes/Dislikes
 - What type of skills do you want to develop?
 - What do you enjoy learning on your own?
 - How do you spend time outside of school?
3. **VALUES**
 - Level of commitment
 - What kind of person does you want to become?
 - Do you make choices for yourself?
 - What outside influences impact your choices?
 - How do you see yourself as a learner/student
4. **ACTIVITIES – EXTRACURRICULAR, COMMUNITY OR EMPLOYMENT**
 - Leadership- have you taken on any leadership roles? Are there any opportunities?
 - Diversity – do you have too many commitments? Not enough?
 - Any special talent or interest developed in activities
 - Social skills
 - Community service
5. **SUMMER**
 - Special summer programs
 - Employment
6. **EXPECTATIONS**
 - How much of an academic challenge is appropriate?
 - How much attention do you expect to get?
 - What kind of living conditions are you looking for?
 - What kind of post-secondary experience do you hope to have?

Campus Visit Checklist

Gather Information

Find out in detail what to do to apply and see if the college and major offerings are what you want.

- Take part in a group information session at the admission office.
- Sign up for virtual information sessions.
- Sign up for emails and updates on the school website.
- Interview with an admission officer.
- Ask about financial aid.
- If possible, sit in on a class that interests you. If classes are not in session, peek in on classrooms to get a feel for the space (big or small, desks or tables, etc.).
- Meet a professor who teaches a subject that interests you.
- Talk to students about what they think of their classes and professors.
- Get the names of the people you meet and their business cards so you can contact them directly. Networking is always a great idea!

Explore the Campus

- Get a feel for student life. Is this college a place where you believe you will do well?
- Take a campus tour. If campus tours are not available, take a virtual tour.
- Talk to current students about life on campus and the college.
- Check out the freshmen dorms and stay overnight with a student, if possible.
- Visit the dining hall, fitness center, library, career center, bookstore, and other campus facilities.
- Talk to the coaches of sports that you may want to play.
- Walk or drive around the community surrounding the campus.

Check out Campus Media

- Tune in to learn what's happening around the campus and what students are talking about.
- Follow the school on social media and engage with their posts.
- Listen and watch YouTube or podcasts produced by students.
- Read the student newspaper or blogs promoted by the school.

Before You Go

- Visiting colleges is a great way to get a feel for what college is like. When the time comes, it can help you decide if a specific college is right for you.
- Exploring campuses is well worth your time. You don't have to travel far — visiting local colleges is just as valuable.
- Campus visits can range from a quick hour to an overnight stay.

Arrange a Visit

All colleges have admission offices that can help you plan your visit. You can also plan your own informal visit to a college campus. Take these important first steps:

- Contact the college admission office through the college website or by email or phone to get details and make a reservation.
- Schedule time to be on your own. Walk around the public areas of the college and don't be shy about asking students questions.

What to Expect

Campus visits can range from a quick hour to an overnight stay. You may take a casual guided tour or sit for a formal presentation. Be sure to ask how long the whole visit will take so you can be prepared.

Most campus visits will include the following:

- **An information session.** An admission representative talks to you or your group about the college before the campus tour.
- **A campus tour.** These are usually led by current students. You will see the main parts of the campus and have a chance to ask questions.

At many colleges, you can also arrange to do the following (pending Covid restrictions):

- Attend a class
- Meet with a professor (in person or virtual)
- Meet with an admission officer
- Meet with a financial aid officer
- Attend a club meeting or a sports practice session
- Eat in the dining hall



AHS Student Brag Sheet

Please fill out this form as accurately and completely as possible. Don't be afraid to "brag" about yourself.

** ☐ - Check if applies.

Last name First name Email Address Cell #

Name of parent/guardian Name of parent/guardian

Who do you live with: ☐ Father ☐ Step-father ☐ Mother ☐ Step-mother
☐ Grandfather ☐ Grandmother ☐ Aunt ☐ Uncle ☐ Legal Guardians ☐ Others _____

Father/Guardian Place of Employment Mother/Guardian Place of Employment

Are you the first person in your family to attend college ☐ Yes ☐ No

List siblings/if they attend college and where: 1 _____

2 _____ 3 _____ 4 _____

Have you taken a standardized test already?: ☐ SAT Date _____ ☐ ACT Date _____

Are you planning on taking a standardized test?: ☐ SAT Date _____ ☐ ACT Date _____

If you receive accommodations, do you hope to continue to receive them in college?: ☐ Yes ☐ No

Start Bragging!:

Awards and Honors:

Award	Reason for Award	Year received
<i>Example - Honor Society</i>	<i>Receiving a 3.5 GPA or above.</i>	<i>2016-2018</i>

Athletics:

Sports	Grades	Position/Leadership Role
<i>Example - Girls Varsity Volleyball Team</i>	<i>10, 11</i>	<i>Varsity Captain</i>

Are you hoping to play a sport in college/university? If yes, please indicate the sport and division.

Sport	Division

MAKE A COPY OF THE DOCUMENT IN GOOGLE DOCS AND RENAME IT. UPON COMPLETION, SHARE THE DOCUMENT WITH YOUR COUNSELOR AND PROVIDE A HARD COPY AT YOUR MEETING.



AHS Student Brag Sheet

Extracurricular Activities: Any involvement with clubs/organizations (either in or out of school).

Organization/Club	Grades	Position/Leadership Role/ Honors
<i>Example - Spanish Club</i>	<i>9,10,11</i>	<i>Secretary</i>

Community Service:

Please list your off-campus activities such as church and community programs, volunteering, etc. List ways you have given back to the community. If you need more space, please attach an additional sheet.

Name of establishment	Years	Description
<i>Example- Beach Clean Up USA</i>	<i>2017 - Present</i>	<i>Beach cleanup with my classmates.</i>

Work Experience:

Employer	Years	Job Title/Position	Duties

Getting to Know you:

1. Of the activities listed above, please write at length about 2-3 activities that are the most important to you. Tell us how you became involved, more about the activity itself and what you do, why you are passionate about it, what you have gained from doing it, and if you plan to pursue this activity in college and beyond.
2. List 3 adjectives that describe you and explain why.
3. What is the most significant contribution you have made to Ardsley? Describe 2 or more personal achievements that have given you satisfaction.
4. How have you challenged yourself in high school? Briefly describe projects, activities, and experiences you have completed of which you feel particularly proud.
5. If you could restart high school, would you do anything differently?
6. We are all individuals. What sets you apart from your classmates/peers? (Include any special hobbies, talents, interests, strengths or passions). Is there anything you choose to learn on your own?

MAKE A COPY OF THE DOCUMENT IN GOOGLE DOCS AND RENAME IT. UPON COMPLETION, SHARE THE DOCUMENT WITH YOUR COUNSELOR AND PROVIDE A HARD COPY AT YOUR MEETING.



AHS Student Brag Sheet

7. Tell me about an incident/situation that reveals something about your personality or values. Be specific.
8. Evaluate yourself, consider motivation, work ethic and ability to work under pressure. Is your academic record a true indicator of your potential? If your transcript has a grade or series of grades that you feel does not represent your ability, please discuss it here.
9. Broader context in which we should consider your performance and involvements? Some examples of broader contexts include particularities of family situation or responsibilities, after-school work obligations, sibling childcare or other circumstances, either positive or negative.

Narrowing Your Search: (If you don't know, that's okay!)

Potential Majors of Interest:

1) _____ 2) _____ 3) _____

Career Goals: What do you want to do when you grow up?

1) _____ 2) _____ 3) _____

Size:

☐ Big ☐ Medium ☐ Small

Geographic Location:

- ☐ Northeast: Maine to Washington, DC
☐ Southeast: Virginia to Florida
☐ South: Tennessee, Alabama, Mississippi, Louisiana, Oklahoma, Kentucky
☐ Midwest: Ohio, Michigan, Wisconsin, Minnesota, Illinois, Indiana, Wisconsin

Setting:

- ☐ Urban- campuses are located in a city
☐ Rural- campuses are located often near farms and wilderness areas and usually near a small town.
☐ Suburban - campuses are in small cities, large towns or residential areas near cities.

Religious Affiliation: ☐ No ☐ Yes _____

List the colleges and universities you are thinking about:

1) _____ 2) _____ 3) _____
4) _____ 5) _____ 6) _____
7) _____ 8) _____ 9) _____

The above information is true and accurate to the best of my knowledge.

Signature

Date

MAKE A COPY OF THE DOCUMENT IN GOOGLE DOCS AND RENAME IT. UPON COMPLETION, SHARE THE DOCUMENT WITH YOUR COUNSELOR AND PROVIDE A HARD COPY AT YOUR MEETING.

GRADE POINT AVERAGE

4.0 SCALE - UNWEIGHTED

Grade Point Average (GPA) is computed at the end of the junior year and the first semester of the senior year. Final class grades for all high school credit courses, excluding Physical Education, are used in GPA calculation. Middle school courses with HS credit are included in the calculation. Each final grade is converted to a numerical value using the Quality Points listed below. The GPA is calculated by dividing the total number of quality points by the total number of credits earned.

Listed below is the scale used in determining Quality Points for each course final grade.

A+	4.3	97-100
A	4	93-96
A-	3.7	90-92
B+	3.3	87-89
B	3	83-86
B-	2.7	80-82
C+	2.3	77-79
C	2	73-76
C-	1.7	70-72
D	1	65-69
F	0	Below 65

Highlighted below is an illustration of the formula used:

<u>Course</u>	<u>Final Grade</u>	<u>Credits</u>	<u>Quality Points</u>
English 9R	A	1.00	4
Biology Honors	B+	1.00	3.3
Chorus	B	0.50	1.5

$$\begin{array}{lcl} \text{Total Quality Points} & = & 8.8 \\ \text{Total Credits} & = & 2.5 \\ \text{GPA} & = & \frac{8.8}{2.5} = 3.52 \end{array}$$