

THE COBBLE HILL SCHOOL OF AMERICAN STUDIES

347 Baltic Street
Brooklyn, New York 11201
Anna Maria Mule', Principal

SLT Meeting
Wednesday, February 7, 2018
3:00-4:00 PM

Principal's Office

AGENDA

- 1. Review By-Laws**
- 2. Go Over Role of SLT**

The Cobble Hill School of American Studies

School Leadership Team By-Laws

Article I PURPOSE

The School Leadership Team (herein also referred to as the SLT) will do everything in its power to provide the students of The Cobble Hill School of American Studies every opportunity to achieve at high levels. The SLT will endeavor to provide The Cobble Hill School with a proper educational direction by preparing its Comprehensive Educational Plan, including annual goals and objectives and developing a school-based budget aligned with that plan.

Article II TEAM MEMBERSHIP

2.1 *Team Members and Constituencies*

The team shall be composed of the core team (Principal, UFT Chapter Leader, and Parent Association President) parents, appropriate number of staff as allowed by the Department of Education mandate and students.

2.2 *Selection of Members*

- 2.2.1** Staff, parents and students interested in serving on the SLT can nominate themselves or be nominated by others for the positions that need to be filled.
- 2.2.2** Election for staff members will be done on an annual basis during the spring term if more staff members are nominated than there are positions.
- 2.2.3** The staff shall vote members in by a majority vote (except for students). The number of votes allotted to each staff member will be determined by the number of available seats in September as determined by the number of parents expected to be on the team. The nominees with the highest number of votes will serve on the team. The outcome of the voting is ranked according to the number of votes received, so that in the event the number of parents changes, the number of selectees can be altered accordingly.

2.3 *Term of Office*

In the election for Fall 2017, the members of the team that are elected with the highest amount of votes shall serve for a period of one year.

2.4 *Filling of Vacancies*

- 2.4.1** In the event of a resignation or retirement of a staff member, the team will appoint a member from the list of nominees who had run for election. The next person(s) on the list with the most votes will fill the position(s).
- 2.4.2** The appointed person will serve the remaining portion of the term.

2.5 *Duties*

- 2.5.1 Regular attendance at meetings.
- 2.5.2 Participation in team professional development.
- 2.5.3 Provide input and review the Comprehensive Education Plan.
- 2.5.4 Provide input and review the school budget.

Article III ROLES AND RESPONSIBILITIES OF THE CHAIRPERSON

3.1 *Role of the Chairperson (Dejaun Wright)*

- 3.1.1 Set up the agenda for each meeting allowing for input from team members.
- 3.1.2 Ensure that all agenda items are addressed and time limits respected.
- 3.1.3 Recommend the setting up of subcommittees as needed.

3.2 *Selection of the Chairperson*

- 3.2.1 Members of the team can volunteer to be Chairperson.
- 3.2.2 Selection of the Chairperson shall be in September and by consensus of the team.

3.3 *Length of Term of Chairperson*

- 3.3.1 Serve for a term of four years.
- 3.3.2 Serve at the discretion of the team.
- 3.3.3 Removal of the Chairperson before their term has expired requires a unanimous vote of the team at a public meeting.

Article IV MEETINGS

4.1 *Schedule*

The team will meet once a month from September to June. Additional meetings may be scheduled as needed.

4.2 *Quorum*

A simple majority shall constitute a quorum.

4.3 *Format of Meetings*

- 4.3.1 Agenda items are presented by the chairperson based on the suggestions from the team at the previous meeting.
- 4.3.2 Additional items may be added to the agenda under new business.
- 4.3.3 Attendance at meetings is open to the school community.
- 4.3.4 Only team members may speak at meetings, however, constituents and interested parties may submit items for the agenda through team members.

Article V

DECISION-MAKING PROCESS

5.1 *Consensus*

All decisions will be made by consensus. All policy and By-law decisions will be conditionally accepted at the meeting when the issue is raised and will be officially adopted again at the following meeting.

5.1.1 Consensus shall be defined as a process for group decision-making in which the members of the team reach general agreement by communicating and collaborating, and then incorporating the ideas of all participants into the decisions.

5.1.2 The process should include the following four steps: Proposal, Discussion, Concerns and Objections.

5.1.3 After all concerns have been worked through, a multi-tiered final decision method should be used.

5.2 *Modified Consensus*

Modified consensus will be used only in an emergency, such as a budget deadline, where there is insufficient time to reach full consensus.

5.2.1 Modified consensus can be reached in three ways:

- If time permits, allowing the team to make a decision even though there are objections.
- Offering a motion to make a decision by majority.
- Having a small Executive Committee (the Principal, UFT Chapter Leader and Parent Association President) make the decision.

5.3 *Conflicts and Impact Resolution*

If no consensus can be reached, the team should proceed in one of the following manners:

- Bring in an impartial outside facilitator to refocus and guide the discussions.
- Table the discussion to the next meeting.
- Fact-find in order to seek more information.
- Seek guidance from the district office.

Article VI

COMMITTEES

6.1 *Standing Committees*

6.1.1 There will be the following standing committees:

- a) **Attendance Meetings** – Monitor students' attendance and attendance improvement interventions; oversee and communicate with CBOs.
- b) **Safety and Security** – Review Safety Committee's recommendations and follow-up; oversee Right-to-Know Regulations.

- c) **Articulation Meetings** – To inform middle students about Cobble Hill High School for matriculation.
 - d) **CEP** – Create and review and update Comprehensive Education Plan.
 - e) **Budget** – Review and align budget in concert with CEP.
 - f) **Professional Development** – Review and oversee ongoing professional development of staff; review implementation of Standards across the content area.
 - g) **Student Government Meetings**
- 6.1.2 Each committee will have at least one team member to serve as liaison to the SLT.
 - 6.1.3 Members of the SLT will serve as liaisons to standing committees and report findings at SLT monthly meetings.
 - 6.1.4 The team may form committees or task forces at any time to investigate, analyze, and make recommendations on any issue deemed necessary by the team.

Article VII COMMUNICATION

7.1 *Team Responsibilities*

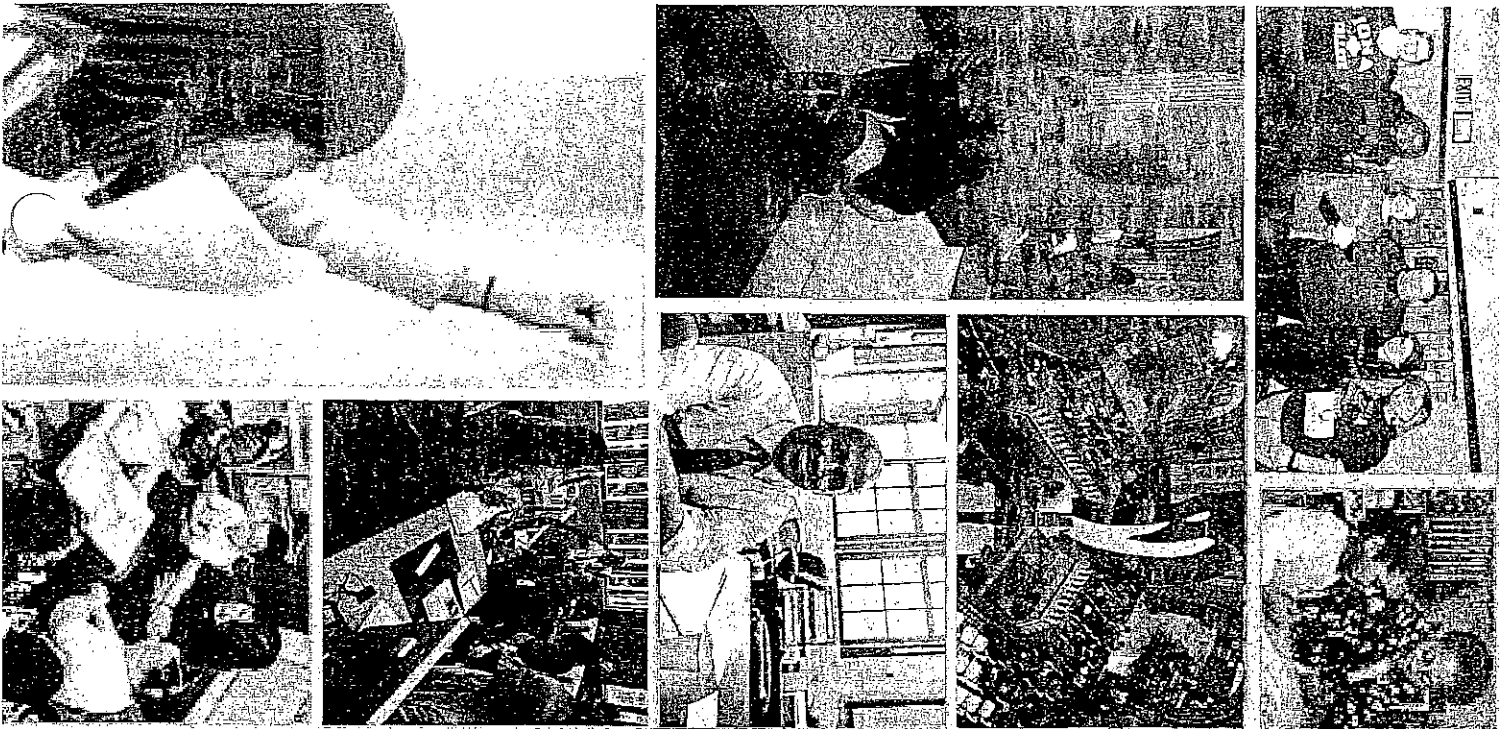
- 7.1.1 The SLT minutes of each meeting will be included on the school's website – www.cobblehillhighschool.org.
- 7.1.2 The Parent Newsletter should contain a summary of the SLT's minutes in English and Spanish via the school's website.

Article VIII AMENDMENTS

8.1 *Review*

- 8.1.1 The SLT will review the By-laws during the first meeting of the school year for any modifications.
- 8.1.2 By-laws may be amended by consensus at regularly scheduled meetings.
- 8.1.3 Nothing in these By-laws may be in opposition to the laws of the State and City of New York or with the agreement entered in by the Department of Education and/or the Chancellor's Regulations.

Amended February 2018



NYC Department of
Education

School Leadership Team Roles & Responsibilities

*Division of Family and
Community Engagement*

Yolanda Torres
Executive Superintendent

2016

Developed By An... Settle

*Your beliefs become your thoughts,
Your thoughts become your words,
Your words become your actions,
Your actions become your habits,
Your habits become your values,
Your values become your destiny.*

Mahatma Gandhi

Session Agenda

Core Values

What is a School Leadership Team

Review

Decision Making

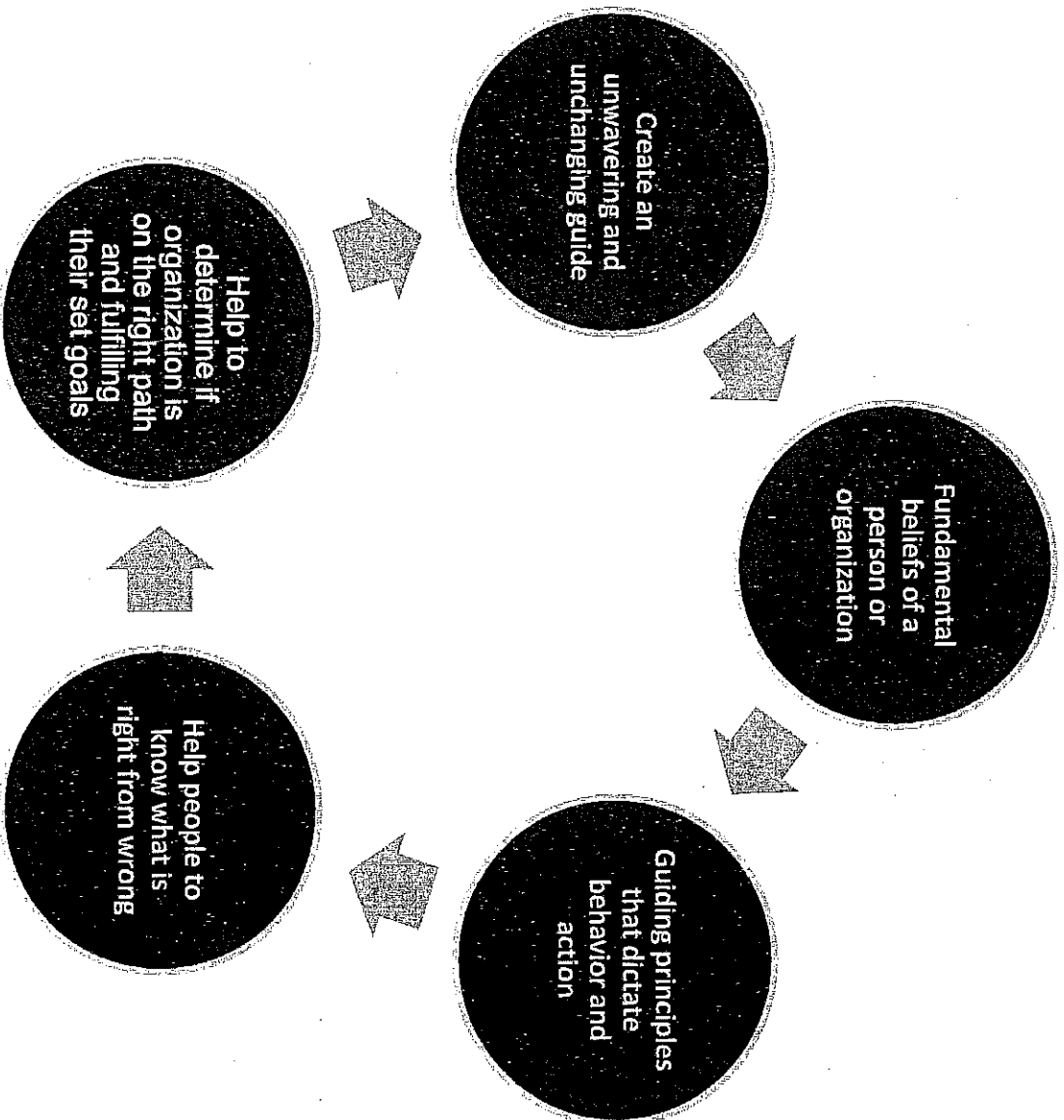
CEP

Coaching Strategies

What Are the Shared Core Values of Your Team?

Acceptance	Decisiveness	Happiness	Mindfulness	Selflessness
Accountability	Empathy	Honesty	Motivation	Safety
Achievement	Encouragement	Inclusiveness	Optimistic	Service
Boldness	Excellence	Innovation	Originality	Teamwork
Benevolence	Fairness	Intelligence	Passion	Thoughtfulness
Brilliance	Fun-Loving	Joy	Performance	Trust
Community	Flexibility	Kindness	Proactive	Understanding
Compassion	Growth	Knowledge	Quality	Usefulness
Charity	Generosity	Love	Recognition	Vision
Daring	Grace	Leadership	Relationship	Wisdom
Dependable	Health	Loyalty	Reliability	Zeal

School Leadership Team - Core Values



Chancellor's Regulation A-655

Fact or Fiction

All SLTs should have a minimum of ten members and a maximum of 17 members. In determining the size of the team, budget allocation must be considered.

Fact

Students and CBO members of the SLT may count, with permission of the local Superintendent and the DLT, if a team can not achieve an equal number of parents and staff.

FICTION

The SLT mimics a true democratic process of governance sharing in the equality of all parties, with equal voting rights.

FICTION

In order to establish an SLT, a school must first establish a PA/PTA.

FACT

Teams must develop method for engaging in collaborative problem solving and solution seeking and, when necessary, effective conflict resolution strategies.

FACT

New York State Education Law 2590-h

- Requires the School's Chancellor to take steps to ensure that School Leadership Teams (SLTs) are in place in every New York City Public School.

State Education Commissioner's Regulation 100.11

- Establishes the requirement that all school districts create a plan for school-based planning and shared decision-making that involves parents, teachers, and administrators.

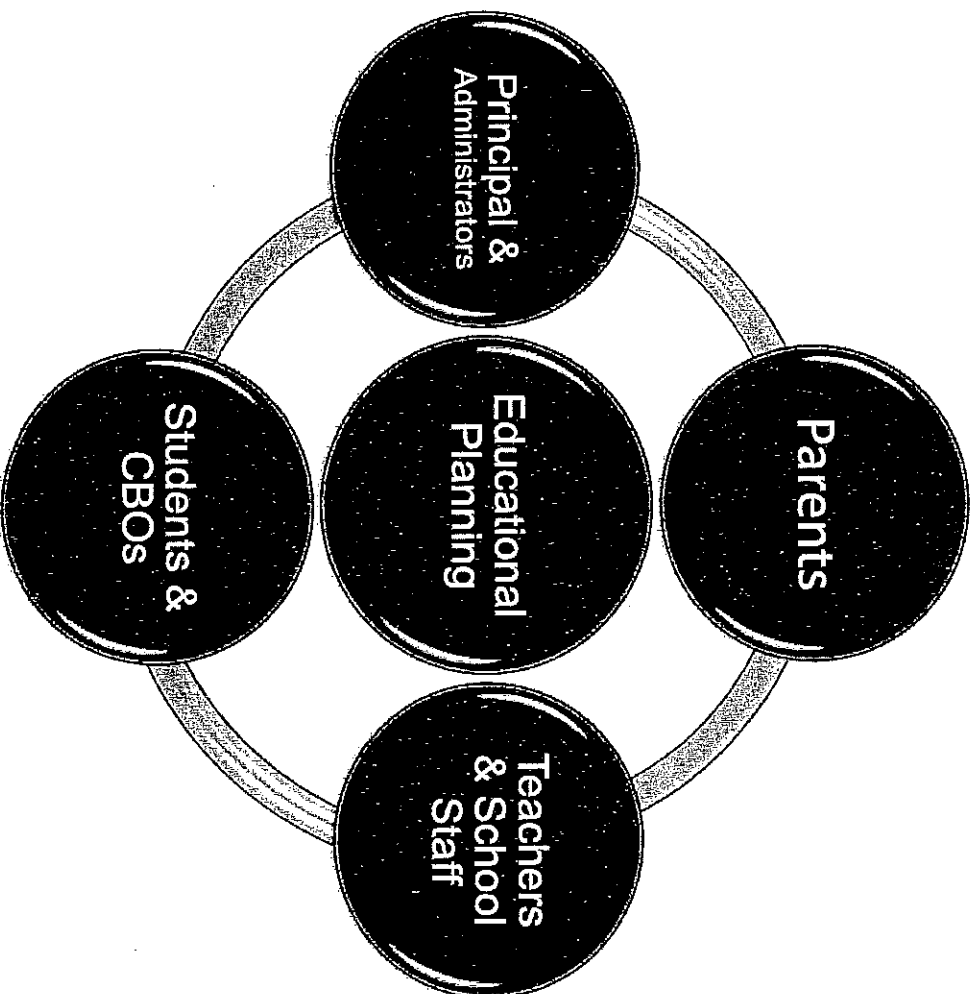
Chancellor's Regulation A-655

- Establishes guidelines to ensure the formation of SLTs in every New York City public school.
- District Leadership Teams (DLTs) in every community school district as well as in District 75.

School Leadership Team Bylaws

- Required to establish bylaws that conform to CR A-655 and governs the day-to-day workings of the SLT.

School Leadership Team



The fundamental purpose of the school leadership team is to determine the school's educational direction – that is, the school's overall educational vision, its goals and priorities, the strategies that will be used to achieve that vision and the alignment of resources to accomplish those strategies. To be effective, the team will need to develop a culture in which there is a shared goal for all children to achieve high levels of learning and a spirit of partnership among all constituencies to achieve this goal.

School Leadership Team - Core Responsibilities

- Develop the Comprehensive Educational Plan (CEP)
- Shape path to a collaborative school culture
- Develop school-based educational policies aligned with the school-based budget (Galaxy Table of Organization – Public View)
- Work in a collaborative manner to understand and evaluate effect on student achievement

School Leadership Team - Governance

Team Composition	Officers	Quorum
Term	Bylaws	Term Limits
Order of Business	Meetings	Remuneration

School Leadership Team – Shared Decision Making

SLTs must use a consensus-based decision-making process as their primary means of making decision. Teams must develop methods for:

- Collaborative Problem Solving
- Solution Seeking
- Effective Conflict Resolution Strategies

The Goals of the Consensus Process Include

Better Decisions:

Through including the input of all stakeholders the resulting proposals can best address all potential concerns

Better

Implementation:

A process that includes and respects all parties, and generates as much agreement as possible sets the stage for greater cooperation in implementing the resulting decisions

Better Group

Relationships

A cooperative, collaborative group atmosphere fosters greater group cohesion and interpersonal connection

School Leadership Team – Shared Decision Making

There are multiple models of how to make decisions by consensus that vary the number of steps the group will employ to reach consensus and finalize decisions.

The basic model involves collaboratively generating a proposal, identifying unsatisfied concerns, and then modifying the proposal to generate as much agreement as possible.

Step 1	Step 2	Step 3	Step 4	Step 5	Step 6
Discussion	Identify Emerging Proposal	Identify Any Unsatisfied Concerns	Collaboratively Modify the Proposal	Assess the Degree of Support	Finalize the Decision OR Circle Back to Step 1 or 3

School Leadership Team – Shared Decision Making

Potential Pitfalls

If consensus-based decision-making is not working for your team, consider whether the team has fallen victim to one of the common challenges below:

- The issues are not well-defined, or there is disagreement about how they should be defined. (It's important that all members have a clear understanding of the issues)
- Several members have a vested personal interest in a proposal and have lost sight of the team's common mission to serve the school. (Everyone has to be reminded that they are part of a team with a common mission)
- There is a disparity of power and/or resources among the members. The members may have different levels of expertise and different access to information about the problems. (All members have an equal voice on the team. Information should be shared so all members understand the proposals and can actively participate in discussions)

Comprehensive Education Plan (CEP)

A framework for continuous school improvement that engages school staff and parents in a systematic review of the effectiveness of instructional programs and educational strategies that support student achievement and meet rigorous State and City content and performance standards.

School Leadership Teams serve as the vehicle for meaningful consultation with parent and staff representatives. It is expected that the CEPs prepared by schools will reflect a spirit of collaboration and shared responsibility among partners who share a common goal: continuous improvement of education practices and higher levels of student achievement. Once the CEP is approved, it serves as a focus for implementing instructional strategies, professional development opportunities, and parent involvement activities

Developing school-based educational policies that are aligned with the school-based budget

- Develop and review the school's Comprehensive Educational Plan (CEP), including the annual goals and objectives

Identify Educational Issues

Set Priorities

Establish Goals

Align Resources

- Provide recommendations to the principal regarding the alignment of a school-based budget and staffing plan with the CEP

S.M.A.R.T Goals

Specific

Measurable

Achievable

Realistic/Results
Focused

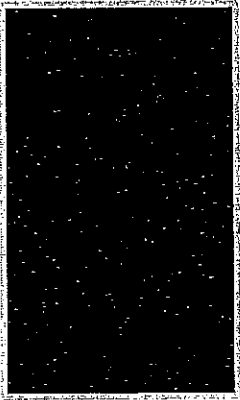
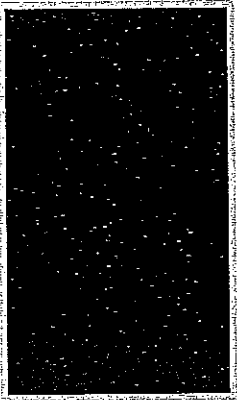
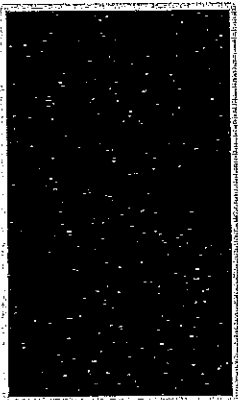
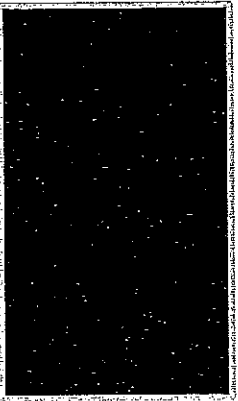
Time-Bound

S.M.A.R.T. Goals are goals that specific, measurable, achievable, realistic and time-bound.

S.M.A.R.T Goals

Specific

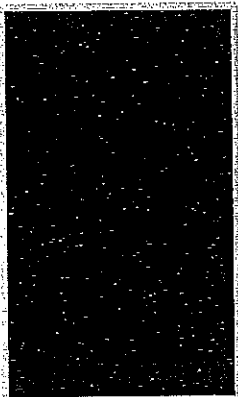
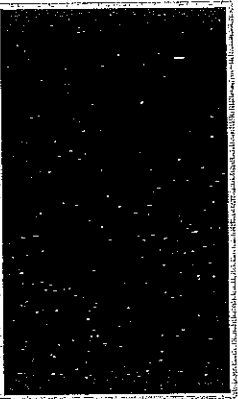
Simplistically written
and clearly define what
you are going to do



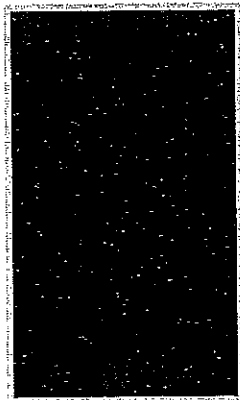
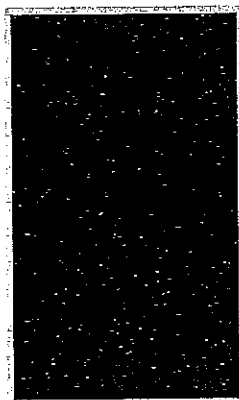
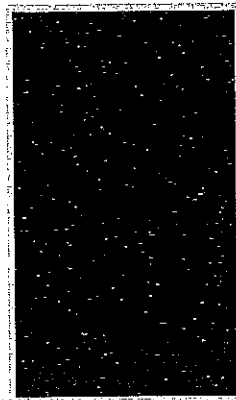
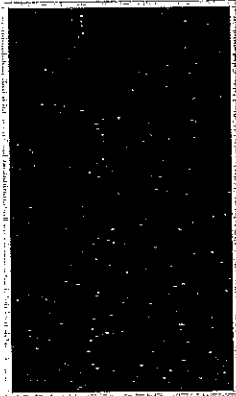
S.M.A.R.T Goals

Measurable

Tangible evidence that
you are accomplishing the
desired goal.



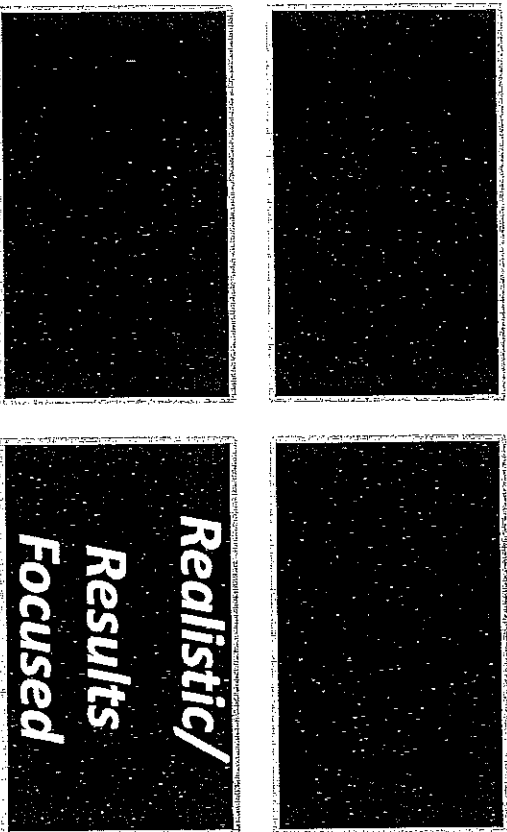
S.M.A.R.T Goals



Achievable

Challenging, but defined well enough so that you can achieve established goal.

S.M.A.R.T Goals



Measure the outcomes,
not the activities.

S.M.A.R.T Goals

Time-Bound

Linked to a beginning and an ending to create a sense of urgency by which to judge the worthiness of the goal.

Keep In Mind...

1. Disperse responsibilities throughout the team
2. Disseminate information broadly so team members can make informed decisions
3. Cultivate dynamic leadership among team members
4. Adopt ownership of a well defined vision for the school and team
5. Make professional Development an ongoing activity of the Team

FOR MORE INFORMATION

Division of Family and Community Engagement

212-374-4118

FACE@Schools.nyc.gov

www.schools.nyc.gov

THE COBBLE HILL SCHOOL OF AMERICAN STUDIES

347 Baltic Street
Brooklyn, New York 11201
Anna Maria Mule', Principal

SLT Meeting
Wednesday, January 10, 2018
3:00-4:00 PM

Principal's Office

AGENDA

- 1. Articulation, Events, Next Steps**
- 2. School Food**
- 3. Bi-Annual Review Survey**

THE COBBLE HILL SCHOOL OF AMERICAN STUDIES

347 Baltic Street
Brooklyn, New York 11201
Anna Maria Mule', Principal

SLT Meeting
Wednesday, December 6, 2017
3:00-4:00 PM

Principal's Office

AGENDA

-
- 1. PTA**
 - 2. Professional Development**
 - 3. Trips and Trip Protocol**

THE COBBLE HILL SCHOOL OF AMERICAN STUDIES

347 Baltic Street
Brooklyn, New York 11201
Anna Maria Mule', Principal

SLT Meeting
Minutes

Wednesday, December 6, 2017

3:00-4:00 PM

Principal's Office

Mr. Gentile facilitated this month's SLT meeting.

Grace Haile's mother – who is a teacher - is interested in being PTA President.

Ms. Cannistraci stated that we should invite teachers to see debate. Student Government could put together something. See the labs in biomedical experiments are great ideas. See things that are fun; should have food.

Rickey Strachan's mom would be a good PTA member; she is a science teacher, as well as Joshua Pagan's guardian – great job at Netflix; and Justin Sanchez's guardian.

Professional Development:

- I like seeing and doing (Ms. Levin)
- Workshop model PD
- I don't understand socratic seminar when you say it; I need to see it.
-

Topics:

- Philosophical Chairs (Ms. Cannistraci)
- Educational Technology (imovie) (Ms. Levin)
- Classroom Management (Ms. Levin)

Techniques

Jigsaw & Station Teaching

Ms. Cannistraci can model jigsaw.

Mr. Sanchez can model station teaching.

Trips and Trip Protocols

Class Trips

School-Wide

teacher's decision

more stringent

(SLT agreed unanimously on policy.)

Rubin Museum

Math Mandelas

Ms. Cannistraci

Spy Museum

Cold War

Ms. Cannistraci

Home Depot

Ms. Levin

Volume

mfb – 12-7-17

THE COBBLE HILL SCHOOL OF AMERICAN STUDIES

347 Baltic Street
Brooklyn, New York 11201
Anna Maria Mule', Principal

SLT Meeting
Tuesday, November 21, 2017
Principal's Office – 3:00 PM

AGENDA

- 1. Results of the Quality Review**
- 2. Articulation Efforts**
- 3. Trip Policy**

www.cobblehillhighschool.org

(718) 403-9544
(718) 403-9553 (Fax)

"Liberty and Learning, each leaning on the other for their mutual and surest support."
JAMES MADISON



Quality Review Preliminary Ratings Form 2017-2018

This form presents the preliminary ratings of the 10 Quality Indicators at the end of the Quality Review. Ratings on this form are **provisional** pending the completion of the quality assurance process.

Name and DBN of School:	Cobble Hill School of American Studies 15K519
Name of Principal:	Anna Maria Mulé
Reviewer Name(s):	Kevin Bradley
Dates of Review:	11/16/2017-11/17/2017

School Quality Criteria

Instructional Core		
	Area	Rating
1.1 Curriculum	Area of Celebration	Well Developed
1.2 Pedagogy	Additional Finding	Proficient
2.2 Assessment	Additional Finding	Proficient
School Culture		
	Area	Rating
1.4 Positive Learning Environment	Additional Finding	Proficient
3.4 High Expectations	Additional Finding	Well Developed
Systems for Improvement		
	Area	Rating
1.3 Leveraging Resources	Additional Finding	Proficient
3.1 Goals and Action Plans	Additional Finding	Proficient
4.1 Teacher Support and Supervision	Area of Focus	Proficient
4.2 Teacher Teams and Leadership Development	Additional Finding	Proficient
5.1 Monitoring and Revising Systems	Additional Finding	Proficient

THE COBBLE HILL SCHOOL OF AMERICAN STUDIES

347 Baltic Street
Brooklyn, New York 11201
Anna Maria Mule', Principal

SLT Meeting
Wednesday, October 11, 2017
3:00-4:30 PM

Principal's Office

AGENDA

- 1. Data**
- 2. College Access for All**
- 3. AVID**
- 4. ELLs**
- 5. Special Education**

c values (where applicable). View the student-level data contributing to these category and Data Set on the Data tab.

Data Set	Value	N
Graduation 4yr Rate	78.7%	108
Graduation 4yr Rate - BHL3 (CtAG)	55.0%	20
Graduation 4yr Rate - SWD (CtAG)	64.0%	25
Graduation 4yr Rate - ELL (CtAG)	61.5%	13
Graduation 4yr Rate - Low City (CtAG)	61.5%	39
Graduation 6yr Rate	83.0%	141
4-Year High School Persistence Rate	85.2%	108
6-Year High School Persistence Rate	84.4%	141
Credits Year 1	80.3%	132
Credits Year 2	80.9%	162
Credits Year 3	78.3%	152
Lowest Third Credits Year 1	65.9%	41
Lowest Third Credits Year 2	56.3%	48
Lowest Third Credits Year 3	65.2%	46
Avg. Regents Score - English (CC)	69.3	201
Avg. Regents Score - Algebra I (CC)	63.0	249
Avg. Regents Score - Living Environment	61.5	203
Avg. Regents Score - Global History	59.3	252
Avg. Regents Score - US History	70.5	163
Average Regents Completion Rate	46.9%	345
College and Career Prep Course Index	58.3%	108
CCPCI Lowest 3rd (CtAG)	33.3%	39
4-Year College Readiness Index	30.6%	108
College Readiness Lowest 3rd (CtAG)	5.1%	39
6-Year College Readiness Index	19.9%	141
College Persistence (CtAG)	45.4%	141
PostSec Enrollment Rate 6mt	54.6%	130
PostSec Enrollment Rate 18mt	61.7%	141
Postsec Enr Rate Lowest 3rd (CtAG)	39.7%	63
Least Restrictive Environment	0.41	101
Greater than 90% Attendance	49.2%	616

Category

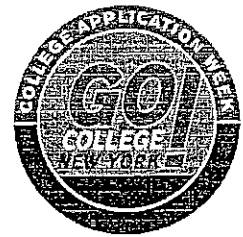
H.S. Graduation

H.S. credits

H.S. Regents

H.S. College /
Career
Readiness

H.S. Supportive
Environment



Cobble Hill School for American Studies
347 Baltic Street
Brooklyn, NY 11201

10/06/2017

Dear Students and Families,

We are pleased to announce that Cobble Hill will participate in New York College Application Week, (10/16-10/20), joining high schools across the state and country who will host events to assist students with the college application process.

Our goal is to ensure that all members of our senior class apply to at least one, two-year or four-year college or university program this fall.

The overarching goal of New York College Application Week is to provide an opportunity for all New York seniors to complete and file college applications. To us, college means any education program beyond high school including certificate programs, two-year degree programs, and four-year degree programs.

To prepare for College Application Week, the student should complete the attached College Application Worksheet prior to the week, as it has all the important information needed to complete an online application. We expect students and families may need to work together to gather the required information.

Contact the school counseling office if you wish to assist your student at school during his or her appointed time. In addition, if you are interested in volunteering during the event, please let me know. Volunteers can greet and sign in students, assist students with the completion of online college applications, or distribute information about financial aid opportunities.

If you have any questions please contact Mr. Gentile, at rgentile@schools.nyc.gov or call (718-403-9544). You can also find more information about the initiative and the college application process online at <http://www.gocollegeny.org/apply>.

Thank you in advance for your support of this exciting initiative to encourage New York's students to make college a part of their future.

Sincerely,

Rocco Gentile
Assistant Principal

Freshman Applicants

Admission Application Worksheet

DO NOT MAIL THIS WORKSHEET!

You must complete and submit an Undergraduate Admission Application online at www.cuny.edu/apply to apply to CUNY. This worksheet is for the use of students who are currently attending high school or who have completed high school but have never attended any college, university, and/or proprietary school within or outside the United States since graduating from high school or secondary school. If you have previously attended any college, university, and/or proprietary school, please visit www.cuny.edu/prepare for the transfer applicant worksheet.

APPLICATION POSTMARK DEADLINES

The Admission Application, including the application processing fee and all supporting documents must be postmarked by the date indicated. Applications and documents received after this date may be considered on a space-available basis.

General Freshman Admission

Fall: February 1

Spring: September 15

Macaulay Honors College Admission

Fall only: December 14

6:00 PM (EST)

For more information on application deadlines and admission decision notification dates please visit www.cuny.edu/deadlines

APPLY EARLY!

CUNY operates on a rolling admission basis; however colleges and programs may close before the application postmark deadlines above.

NEED HELP? DON'T DELAY

AskCUNY

Visit www.cuny.edu/askcuny

Contact our

Help Desk for Students

aonline@mail.cuny.edu

Macaulay Help Desk

macaulayhelpdesk@mh.cuny.edu

Admission Application

You are considered a freshman applicant if you have NEVER attended a college, university and/or proprietary school since graduating high school. As a freshman applicant, apply to one of two programs below.

1. **General Freshman:** apply online to as many as six CUNY colleges with one application and one non-refundable application-processing fee.
2. **Macaulay Honors College:** apply online to as many as six of the participating colleges. For the list of colleges and more information, visit <http://www.macaulay.cuny.edu>.

Selective Programs: please note that programs such as the BA-MD at Brooklyn College, the Sophie Davis School of Biomedical Education, the Architecture program and the Engineering program at The City College require a supplemental application.

For details and specific deadlines please visit www.cuny.edu/deadlines.

The Admission Review Process

At CUNY, we want to ensure each student's academic success. The admission review process provides us with an opportunity to review your entire academic record, which includes: academic units, grades/grade trends and standardized test scores (NY State Regents, SAT and/or ACT) as well as essays and letters of recommendation. Please review the **Freshman Admission Profile** to get an idea of the mean grade point average (GPA) and SAT scores for last year's admitted freshman class. Visit: www.cuny.edu/prepare.

How to Apply

This worksheet has been designed to provide a preview of the questions that you will be asked to complete the Admission Application online. Please review and complete this entire worksheet before you begin the Admission Application. Be sure to fill in all blanks and take notes to help you accurately complete your Admission Application online. **Don't Mail this worksheet.**

- Remember to use consistent identification information throughout the entire admission process, including your name, mailing address, email address and CUNY Portal account username and password.
- All admission updates will be sent exclusively through the email address you provide below.
- You must provide your Social Security number on your CUNY Portal account and Admission Application if you intend to apply for financial aid.

Step 1: Register for Your CUNY Portal Account

To apply to CUNY, you must first set up your CUNY Portal Account.

1. Go to www.cuny.edu/apply
2. Select "Undergraduate Applicant," then select "Fill Out an Admission Application"
3. Click the blue button, "Register for Portal Account"
4. Select "Applicant" on the "New User Registration" page and provide the following information:

First Name _____ Last Name _____
 Username _____ Password (at least 6 characters long) _____
 Address _____ City _____
Home Street Home City
 State _____ Zip Code Email Address _____
Home State Home Zip

IMPORTANT: This email address will be used for communications throughout the entire admission review process.

5. Click the "Save" button.
6. **Portal Login:** After you have completed the registration process, you must access the Admission Application by logging into the CUNY Portal with your newly created username and password.

Step 2: Complete the Welcome Screen

The first time you log into the CUNY Portal a welcome screen will appear. You must provide your Social Security number if you intend to apply for financial aid. Enter your date of birth and other name(s) you are known by. Click "Submit" to begin the application.

Social Security Number _____ Date of Birth
The SSN is needed if you intend to apply to financial aid. MM DD YEAR

Other name you are known by:

First Name _____ Middle Initial _____ Last Name _____

Step 3: Complete each section of the Admission Application

To choose your undergraduate program, select "I am applying as a Freshman." Select one of two application options: General Freshman Admission or Macaulay Honors College.

Section 1: Biographical Information

Use consistent information throughout the admission process. You will be required to submit personal and general information such as:

- Expected entrance term: Fall Semester - August/September ☐ Spring Semester - January ☐ • Primary Phone number --
- Gender: Male ☐ Female ☐ • Date of Birth //
MM DD YEAR
- Have you taken or do you plan to take the SAT or ACT? Yes ☐ No ☐
Note: Required for admission to a CUNY four-year college. If you have been out of high school for over two years, SAT/ACT scores are recommended, and required for Hunter College.
- Home mailing address(es) Street Apt #
City State Zip Code
(Required for USA) (Required for USA)
Length of time at above address: Years Months

Section 2: Student Information

1. Name and Address of high school or GED Test Center

If you are attending/have attended a high school/secondary school located in NY State, use the NY State high school search tool to find your school's official name and address. If your school does not appear in the search or you attended high school/secondary school outside of NY State, please enter the full school name and contact information.

Official Name of High School/GED Center
IMPORTANT: do not use abbreviations
Street Address City
State Zip Code
(Required for USA) (Required for USA)

2. NYC DOE students only: enter your student OSIS number ONLY if you are currently attending a NYC DOE high school.

3. Date of actual high school graduation or receipt of GED Diploma /
MM YEAR

4. College level courses taken while attending high school/secondary school, if applicable: College Name
Number of college credits completed while in High School Dates of Attendance / to /
MM YEAR MM YEAR

5. Financial Aid information: Have you ever received financial aid at a postsecondary institution? Yes ☐ No ☐

6. Veteran Status: Refer to the Veterans Worksheet available at www.cuny.edu/prepare

Have you ever served in any branch of the United States Armed Forces? Yes ☐ No ☐

Are you a dependent of someone who served in a branch of the United States Armed Forces? Yes ☐ No ☐

7. Citizenship Status: Are you a U.S. Citizen? Yes ☐ No ☐

If no, please indicate country of citizenship and country of birth

8. Immigration Status: If you are a U.S. permanent resident, include your alien registration information:

Alien Registration (I551) Card Number Date I551 Card Obtained /
MM YEAR

If you are not a U.S. citizen or U.S. permanent resident, indicate the Visa Type that you possess or intend to obtain:

Date Visa Obtained / Expiration Date of Visa / Other, Explain
MM YEAR MM YEAR

Section 3: College Choice

You may select up to six college choices. Please list college choices in order of preference.

>> General Freshman Applicants

1.
2.
3.
4.
5.
6.

>> Macaulay Honors College Applicants

1.
2.
3.
4.
5.
6.

>> General Freshman Applicants

Section 4: SEEK/CD Information

To download the SEEK/CD Worksheet visit cuny.edu/admissions/undergraduate/downloads.html. For more information visit www.cuny.edu/seekcd

Sections 5 and 6: Background Information (optional)

Provide information about your family and background.

Section 7: Educational History

Enter the credential (type of diploma) you will receive/received upon graduation (i.e., general diploma, regents diploma, etc.) and any additional high schools/secondary schools that you have attended.

CUNY does not accept the IEP diploma. Students with an IEP diploma must earn a GED before they apply to CUNY.

>> Macaulay Honors College Applicants

Sections 4 and 5: Additional Information (optional)

Provide information about your family and background.

Section 6: Educational History

Enter the credential (type of diploma) you will receive upon graduation (i.e., general diploma, regents diploma, etc.) and any additional high schools/secondary schools that you have attended.

CUNY does not accept the IEP diploma. Students with an IEP diploma must earn a GED before they apply to CUNY.

Section 7: Recommendations

Two letters of recommendation are required for all Macaulay applicants. Have your recommender's name and email address ready.

Section 8: Essay

Two essay responses are required. We recommend that you prepare your essays in a word program, then copy and paste into the Admission Application. Visit www.cuny.edu/prepare for application essay questions.

Section 9: Background Information

List your current senior year courses, college-level and/or honors coursework, extracurricular activities, employment history, and special talents, interests, and/or awards.

Step 4: Submit the Admission Application

Review and Submit the Application

Before you submit your application, be sure to review each section for accuracy. This is the last section that will enable you to reset your application by using the **Start Over** feature.

Step 5: Pay Your Application-Processing Fee

All freshman applicants must pay a non-refundable \$65.00 application-processing fee. The easiest and fastest way to pay the fee is online by credit card using a Visa or MasterCard. You may also mail your fee with a check or money order payable to CUNY/UAPC. Please write your name and Application Control Number on your check or money order and send with your Application Fee Return Receipt included in your Application Summary Package. Please allow at least four to six weeks for processing when sending payment by mail.

>> CUNY FEE WAIVER FOR CURRENT HIGH SCHOOL STUDENTS

We do not accept any other type of fee waiver including waivers distributed by the College Board or any other organization. A very limited quantity of CUNY fee waivers are provided to high school counselors/college advisors to be distributed to current students with the most financial need. To request a CUNY fee waiver, please see your counselor/college advisor at your high school as soon as possible. Once the supply of CUNY fee waivers is exhausted, no additional waivers will be provided to the high school.

Step 6: Print Your Application Summary Package

After you submit the Admission Application be sure to download and print your Application Summary Package, which includes your Application Control Number, a summary of your Admission Application, and important forms that must be used when sending paper transcripts, payment and/or other supporting documents by mail.

Record your Application Control Number here: W

After You Apply

Step 7: Send Your Required Supporting Documents to CUNY/UAPC

Do not have any documents listed below sent to the individual college(s) as it will cause a delay in the review of your application.

NYC Department of Education (DOE) High School Transcript

If you are currently attending a NYC DOE high school, **do not*** send a paper transcript. Instead, you must enter your nine-digit OSIS number in Section 2 of the Admission Application. This will enable us to retrieve your transcript after your application has been submitted and the non-refundable application-processing fee has been received.

* Students currently attending one of the following NYC DOE schools and all high schools that offer a GED program must send paper copies of transcripts in addition to providing their OSIS number in Section 2 of the Admission Application (Please see All other high school transcript(s) section below.): Achievement First High School, Believe Northside Charter High School, Bronx Preparatory Charter School, City-As-School, Democracy Preparatory Charter School (Manhattan), High School, Green Dot New York Charter School, Harlem Village Academy High School, Hyde Leadership Charter School, Institute for Collaborative Education, International Leadership Academy Charter School, KIPP NYC College Prep, New Dawn Charter High School, New Heights Academy Charter School (Manhattan), Promise Academy I High School, Renaissance Charter School (Queens), Satellite Academy, The Facing History High School, The Global Learning Collaborative (Manhattan), The UFT Charter School (Brooklyn), Uncommon Charter School (Brooklyn), Urban Academy Laboratory School, Wildcat Academy Charter School, Williamsburg Charter School and all high schools that offer a GED program.

If you completed a portion of your education outside the NYC DOE but within the U.S., please make certain that your NYC DOE transcript indicates coursework and grades completed at all previously attended high schools. If coursework and grades are **not** included on your NYC DOE transcript, a paper copy of your original transcript from each previously attended high school is required.

If your record includes education completed outside the U.S., a copy of your foreign transcript in its original language is required. If your transcript is in a language other than English, an English translation is also required.

>> Transcripts should be attached to the High School Transcript Request form included in your Application Summary Package and sent to CUNY/UAPC.

>> Step 7 Continued on Next Page

Step 7: Send Your Required Supporting Documents to CUNY/UAPC (*continued*)

All Other U.S. High School Transcripts

If you are currently attending or have graduated from a U.S. high school or a United States-administered American, International or Department of Defense school, an official paper transcript must be sent directly to CUNY/UAPC from the high school in a sealed, school-issued envelope. If you have graduated from a Missionary or other American private school, you may be required to take the GED. See GED section below.

If you attend(ed) more than one U.S. high school, please make certain that your transcript indicates coursework and grades completed at all previously attended high schools. If coursework and grades are not included on your transcript, a copy of your original transcript from each previously attended high school is also required.

If you will/have graduated from a high school/secondary school outside the U.S. not listed above, you are required to submit your complete academic record (all years), as well as any national or government certificates earned. If your record includes education completed outside the U.S., a copy of your transcript in its original language is required including a translation if your transcript is in a language other than English. Visit www.cuny.edu/seous for English Translation Guidelines.

» Transcripts should be attached to the High School Transcript Request form included in your Application Summary Package and sent to CUNY/UAPC.

Home-School Transcripts

If you are a New York State resident who receives home-schooling, a transcript outlining all completed coursework with grades earned is required. You must also submit a letter from the superintendent of your school district or comparable chief school administrator certifying that you have completed the substantial equivalent of a New York State four-year high school program through home-schooling. If you cannot obtain the letter from the high school district or comparable chief school administrator, you must obtain a GED. See GED Section below.

If you are an out-of-state resident who receives home-schooling, a state-issued diploma is required. If you have not obtained a state-issued diploma, you must obtain your GED. See GED section below.

» Transcripts should be attached to the High School Transcript Request form included in your Application Summary Package and sent to CUNY/UAPC.

SAT/ACT Score Report

SAT/ACT scores are required if you are applying to a four-year college. To request SAT/ACT scores, use the CUNY institutional code (2950). You do not need to use both the CUNY institutional code and a specific CUNY college code. We will also accept SAT/ACT scores sent by your high school counselor/college advisor.

» Test scores should be attached to the Document Return Receipt form included in your Application Summary Package and sent to CUNY/UAPC.

GED Diploma and GED Test Scores

If you have received a General Educational Development (GED) diploma from New York State, a copy of your GED diploma and GED test scores are required. You may obtain a copy from the New York State Education Department High School Equivalency Testing Program, PO Box 7348, Albany, New York, 12224-0348.

If you have received a GED diploma outside of New York State, contact the appropriate State Education Department. Please note, CUNY does not accept other countries' version of the GED. If you reside outside the U.S. and need to take the GED test, please visit www.prometric.com/ged and select "International GED Bulletin" for information.

» Documents should be attached to the Document Return Receipt form included in your Application Summary Package and sent to CUNY/UAPC.

Letters of Recommendation and Essays/Personal Statements

Macaulay Honors College applicants are required to submit two letters of recommendation and two essay responses via the Admission Application.

General Freshman - To allow for a more comprehensive review, we encourage all applicants to submit a personal statement in support of the Admission Application. If you would like to submit a personal statement and/or letters of recommendation, you may do so by mailing the documents to CUNY/UAPC. Please note that some colleges require an essay/personal statement; refer to the individual college websites for more information.

» Documents should be attached to the Document Return Receipt form included in your Application Summary Package and sent to CUNY/UAPC.

Reminder for applicants educated outside the U.S.

Applicants educated outside the U.S. must submit the following items:

- Secondary school transcript/statement of marks
- English translations of foreign records
- TOEFL or IELTS scores

Please see Applicants Educated Outside the U.S. at www.cuny.edu/afteryouapply for more information.

» WHERE TO SEND SUPPORTING DOCUMENTS

Regular Mail

General Freshman Admission
CUNY/UAPC
P.O. Box 350136
Brooklyn, NY 11235-0001

Macaulay Honors College Admission
CUNY/UAPC
P.O. Box 359021
Brooklyn, NY 11235-0001

Overnight/Express Shipping (DHL, Fedex, etc.)

CUNY/UAPC
2001 Oriental Boulevard, T-1
Brooklyn, NY 11235

Step 8: Check Your Application Status

You are responsible for checking the status of your CUNY Admission Application. For instructions, please visit www.cuny.edu/status. Please allow at least eight to ten weeks after your items arrive at CUNY/UAPC for processing and for updates to be reflected on your Application Status. Items sent to CUNY/UAPC will **not** be returned.



2018 ONLINE APPLICATION WORKSHEET

DO NOT MAIL THIS WORKSHEET

Think First. Type Second. This worksheet allows you to read and complete questions before entering your information online. This is a good time for you to check with your school counselor or college advisor regarding any question or answer of which you may be unsure. The questions are listed in the same order that they appear in **applySUNY**, but after you are online you may be able to skip some questions based on your answers to earlier questions. You may also wish to print the complete instructions at www.suny.edu/appinstructions.

Create an Account

First Name:

Middle Name:

Last Name:

Suffix (i.e. Jr., III):

Email Address:

(A unique email address is needed to access applySUNY)

Password: (8-16 characters, including one number, one lower-case character, one uppercase character and one symbol)

Start Tab: Education Plans Section

Will you be a freshman or transfer student?

☐ Freshman

☐ Transfer

Are you applying for full-time or part-time study?

☐ Full-time

☐ Part-time

Are you an Adult Learner?

☐ Yes

☐ No

Are you applying for the Educational Opportunity Program?

☐ Yes

☐ No

Profile Tab: Personal Information Section

Former Last Name:

Former First Name:

U.S. Social Security Number:

Date of Birth:

Gender:

☐ Male

☐ Female

If you would like the opportunity, we invite you to share more about your gender identity:

Profile Tab: Address Section

Permanent Home Mailing Address:

COUNTRY

ADDRESS LINE 1

ADDRESS LINE 2

CITY

STATE/TERRITORY

ZIP (U.S. ONLY)

PROVINCE (OUTSIDE U.S.)

POSTAL CODE (OUTSIDE U.S.)

Temporary Mailing Address:

DATE AFTER WHICH MAIL SHOULD BE SENT TO YOUR PERMANENT ADDRESS

ADDRESS LINE 1

ADDRESS LINE 2

CITY

STATE/TERRITORY

ZIP (U.S. ONLY)

PROVINCE (OUTSIDE U.S.)

POSTAL CODE (OUTSIDE U.S.)

COUNTRY (OUTSIDE U.S.)

Profile Tab: Contact Details Section

Home Phone Number:

COUNTRY DIALING CODE

AREA/CITY CODE

NUMBER

Mobile Phone Number:

Would you like to receive important text messages?

☐ Yes

☐ No

Profile Tab: Citizenship Section

Are you a U.S. Citizen?

☐ Yes

☐ No

Country of Birth:

Country of Citizenship:

Are you a permanent resident of the U.S.?

☐ Yes

☐ No

If yes, please provide your alien registration number:

If you are not a permanent resident, have you applied for permanent resident status?

☐ Yes

☐ No

If you are not a permanent resident, indicate your visa type and expiration date:

VISA TYPE

EXPIRATION DATE (MM/YYYY)

How many years have you been in the U.S.?

Date latest Test of English as a Foreign Language (TOEFL) was or will be taken:

Profile Tab: Residency Section

Are you a New York State resident?

☐ Yes

☐ No

If yes, what is your New York State county of residence?

If yes, but for less than one year, how many months?

Profile Tab: Demographics Section

Does one or more of the following apply to you: you are or were in foster care at any time after the age of thirteen; you are an orphan who was not adopted before the age of thirteen?

☐ Yes

☐ No

Military/Veteran Status:

☐ Active Duty Military

☐ Dependent of Veteran

☐ Veteran

☐ National Guard or Active Reserve

Are you Hispanic/Latino?

☐ Yes

☐ No

If Hispanic/Latino, is your background:

☐ Central American

☐ Cuban

☐ Dominican

☐ Mexican

☐ Puerto Rican

☐ South American

☐ Other

All applicants, please indicate your race (select one or more):

☐ American Indian or Alaskan Native

☐ Asian

☐ Black or African American

☐ Native Hawaiian or Other Pacific Islander

☐ White

Is English your native language?

☐ Yes

☐ No

Have you been dismissed, expelled and/or suspended from a college for disciplinary reasons? If yes, give the approximate date(s) of each incident, explain the circumstances and reflect on what you have learned from the experience. You may use up to 400 words.

☐ Yes

☐ No

Family Tab: Household Information Section

Family Income (total household income last year): _____

Size of Household (including applicant): _____

With whom do you make your permanent home?

- ☐ Parent 1 ☐ Both Parents ☐ Other
☐ Parent 2 ☐ Legal Guardian ☐ Ward of the Court/State

Parent 1:

*(Repeat for additional parent,
or legal guardian, if applicable)*

LAST NAME _____ FIRST NAME _____ SUFFIX (I.E. JR., III) _____

EMAIL ADDRESS _____

ADDRESS LINE 1 _____

ADDRESS LINE 2 _____

CITY _____

STATE/TERRITORY _____

ZIP (U.S. ONLY) _____

PROVINCE (OUTSIDE U.S.) _____

POSTAL CODE (OUTSIDE U.S.) _____

COUNTRY (OUTSIDE U.S.) _____

What is the highest level of education obtained by Parent 1?

- ☐ Less than a high school diploma ☐ High School diploma (or equivalent)
☐ Some college, no degree ☐ Associate degree ☐ Bachelor's degree or higher

What is the highest level of education obtained by Parent 2?

- ☐ Less than a high school diploma ☐ High School diploma (or equivalent)
☐ Some college, no degree ☐ Associate degree ☐ Bachelor's degree or higher

Family Tab: Alumni Information Section

First Alumnus/a:

(Repeat for additional alumni)

ALUMNUS/A LAST NAME _____

ALUMNUS/A FIRST NAME _____

RELATIONSHIP TO YOU _____

GRADUATION YEAR _____

SUNY CAMPUS _____

Academic History Tab: High School Section

High School CEEB Code: _____

High School Name and Address: _____

If you attended a New York City public high school,
provide your NYC DOE OSIS Number: _____

Indicate your Secondary Education Status:

- ☐ Graduated ☐ Withdrew ☐ Completed NY high school
equivalency diploma
☐ Will Graduate ☐ Home Schooled ☐ Completed non-NY high
school equivalency diploma

Date of High School graduation, withdrawal or
completion of a high school equivalency diploma: _____

MM/YYYY

Did you attend a New York State high school for
two or more years?

- ☐ Yes ☐ No

What college credits have you received or do you
expect to receive before you graduate?

- ☐ Advanced Placement (AP) ☐ College Level Examination Program (CLEP)
☐ International Baccalaureate (IB) ☐ Course taken at a college before graduation
☐ Other ☐ College course taught in high school

Academic History Tab: Standardized Test Dates Section

Date last Scholastic Aptitude Test (SAT) was or will be taken: _____

MM/YYYY

Date last American College Test (ACT) was or will be taken: _____

MM/YYYY

Academic History Tab: Transfer History Section

Do you or will you hold an associate degree from a New York State public college prior to enrollment?

☐ Yes

☐ No

If yes, indicate the New York State public college where the degree was or will be earned:

If yes, indicate the degree type:

☐ AA

☐ AS

☐ AAS

☐ AOS

If yes, date the associate degree was or will be earned:

MM/YYYY

Type of college you last attended:

☐ SUNY

☐ CUNY

☐ Outside United States

☐ NYS Private 4-yr

☐ Non-NYS Public 4-yr

☐ Non-NYS Private 4-yr

☐ NYS Private 2-yr

☐ Non-NYS Public 2-yr

☐ Non-NYS Private 2-yr

Indicate the total number of credits you expect to earn from all colleges before enrolling:

Are you or were you previously enrolled in EOP, College Discovery, HEOP or SEEK?

☐ Yes

☐ No

If you are transferring to complete a cooperative program, indicate the previous curriculum:

Do you or will you hold a bachelor's degree prior to enrollment?

☐ Yes

☐ No

Academic History Tab: Previous Colleges Section

Transfer College:

(Repeat for additional colleges)

COLLEGE NAME

COLLEGE ADDRESS

DATE ENTERED (MM/YYYY)

DATE LEFT (MM/YYYY)

TOTAL CREDITS

GPA

Campus Selections Tab

First Campus:

(Repeat for additional colleges)

☐ Fall 20____

☐ Spring 20____

☐ Summer 20____

SEMESTER YOU WISH TO ENROLL

CAMPUS NAME

☐ Yes

☐ No

ARE YOU APPLYING FOR EOP AT THIS CAMPUS?

MAJOR

☐ Yes

☐ No

ARE YOU APPLYING FOR EARLY ACTION?

☐ Yes

☐ No

ARE YOU APPLYING FOR EARLY DECISION?

☐ Yes

☐ No

DO YOU WISH CAMPUS HOUSING?

IF APPLYING TO THIS CAMPUS AGAIN, WHEN DID YOU FIRST APPLY?

SPECIAL CAMPUS PROJECT/AGENCY CODE

Select Payment Type

Once you have completed all questions, you will be asked to pay your application processing fees. You will be charged an application fee for each campus you select. The quickest way to have your application processed is to submit payment via credit card or debit card online. You may also elect to mail-in your payment or to request a fee waiver. Your application will not be processed until full payment or authorized fee waiver request is received.

Questions? Contact the Recruitment Response Center at 800.342.3811 or at askSUNY@suny.edu



Today, I Will Apply!

1. Apply Online - Find the websites you need

- ☐ Common Application – for participating colleges
- ☐ CUNY application
- ☐ SUNY application
- ☐ Individual college websites
- ☐ Check with your school counselor or volunteer if you are unsure

2. Complete my College Applications

- ☐ Fill in all required information
- ☐ Ask for help if you need it

3. Complete Information Correctly

- ☐ Legal name, not nickname

Check off the Additional Items Needed to Submit or Confirm After Today

- ☐ Essays
- ☐ Transcripts
- ☐ SAT or ACT scores
- ☐ Recommendation letters
- ☐ Application fee or fee waiver

4. Print Copy of Application Confirmation Pages

- ☐ Create a college application folder and save all application confirmation pages

5. Register for FSA ID

- ☐ FSA ID – needed to apply for financial aid through the Free Application for Federal Student Aid form – the FAFSA
 - Most grants, loans, and scholarships require the FAFSA, so it's very important!
- ☐ Get a FSA ID at: fsaid.ed.gov

6. Take Home the *I Applied! What's Next?/Complete Your FAFSA* Flyer

- ☐ Keep track of what happens next and prepare for the FAFSA

7. Follow-up!

- ☐ Submit any additional items from #3 to your colleges

8. Submit your FAFSA soon – it is available now at fafsa.gov.

Congratulations! You are on your way to college!



College Experiences **BINGO**

- Find a teacher, administrator or other adult in your school for whom one of the statements below are true
- Ask that person to sign the box that contains their true statement
- Up to 5 people may sign your sheet twice
- Five in a row wins – horizontal, vertical or diagonal!

Never thought he/she would go to college	PARTICIPATED IN STUDENT GOVERNMENT	Studied in another country while in college	Transferred from one college to another	Went to college more than 500 miles from home
Lived at home while in college	WENT TO A COMMUNITY COLLEGE	Was in college for more than four years	Belonged to a student group or club	Conducted scientific research
Received a scholarship to help pay for college	Did volunteer work while in college	FREE	Studied on a Saturday night while in college	Change his/her college major at least one time
Had an internship	Graduated with a Bachelor's degree in four years	Was the first in his/her family to go to college	Attended a private college	Took out student loans to help pay for college
Belonged to a fraternity or sorority	Attended a state college or university	<i>Had a job while in college</i>	Lived in a college residence hall	Played a sport while in college



I'm _____

And I graduated from

Ask me about it!

Student-Driven Campaigns Increase College Enrollment

APPLY

Applying to
three or more
colleges

Yes, simply applying to more colleges measurably increases the chances of enrollment. Increasing the number of college applications submitted from two to three can raise a student's probability of enrollment by 10 percent.

EARLY

Early filing
for financial
aid

The Free Application for Federal Student Aid (FAFSA) is required for need-based financial assistance, yet 2.2 million low-income students never file. Low-income FAFSA filers are more than twice as likely to persist as non-filers and timely filing can double a student's grant funding.

CONNECT

Connecting
academics to
college and
career

First-generation students often don't connect academic excellence to specific life goals. Our career exploration initiative opens their eyes. Research shows that a student who makes a connection between college and his or her life goals is six times more likely to attain a degree than one who doesn't.

2016 -2017 FAFSA Completion %

School Name	2017 Seniors	Dec 1 FAFSA Total 2016	% Complete Dec 1 2016	% Complete March 1 2017	% Complete June 1 2017
Cobble Hill School of American Studies	103	26	25%	48%	58%

Our College Summit Metrics

December 1st 2017: PeerForward schools will increase FAFSA completion rates by 5 percentage points over the prior year, as of December 1st 2018. Tim will report FAFSA % rate.

March 1st 2018: PeerForward schools will increase FAFSA completion rates by 5 percentage points over the prior year, as of March 1st 2018. Tim will report FAFSA % rate.

June 1st 2018 PeerForward schools will increase FAFSA completion rates by 5 percentage points over the prior year, as of June 1st 2018. Tim will report FAFSA % rate.

Where are They Now?

Cobble Hill School of American Studies (15K519)

This report provides information about your former high school students' outcomes in college. Use the drop-downs to select a 4-year graduation cohort, the comparison subgroup, and the metric.

College Enrollment Rate for Cohort of 2015 by All Students

The percentage of students in the 4-year (HS) or 6-year (HST, YABC) cohort who

--graduated on time

AND

-- enrolled at CUNY or a college in the National Student Clearinghouse for the first time by the following fall

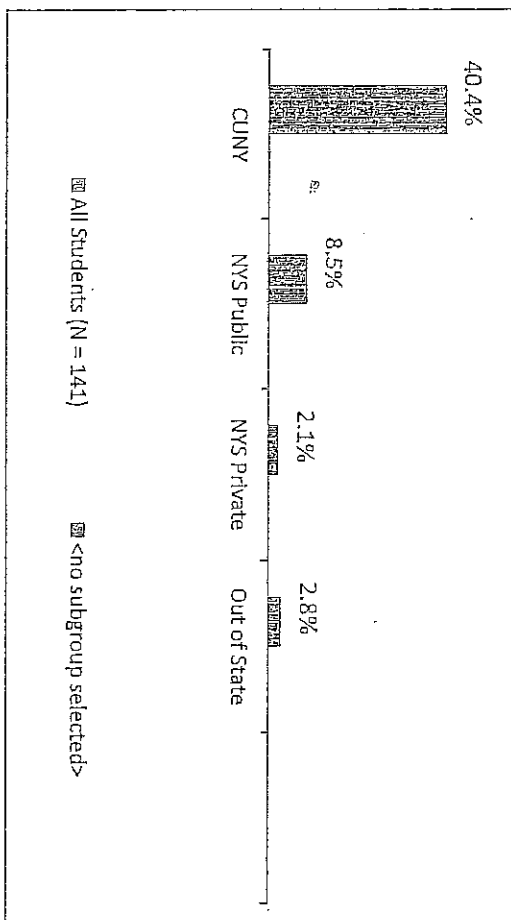
This does not include supplemental data provided by schools.

NOTES:

-- Data Sources: ATS; CUNY Office of Institutional Research; National Student Clearinghouse; School Quality Report data files.

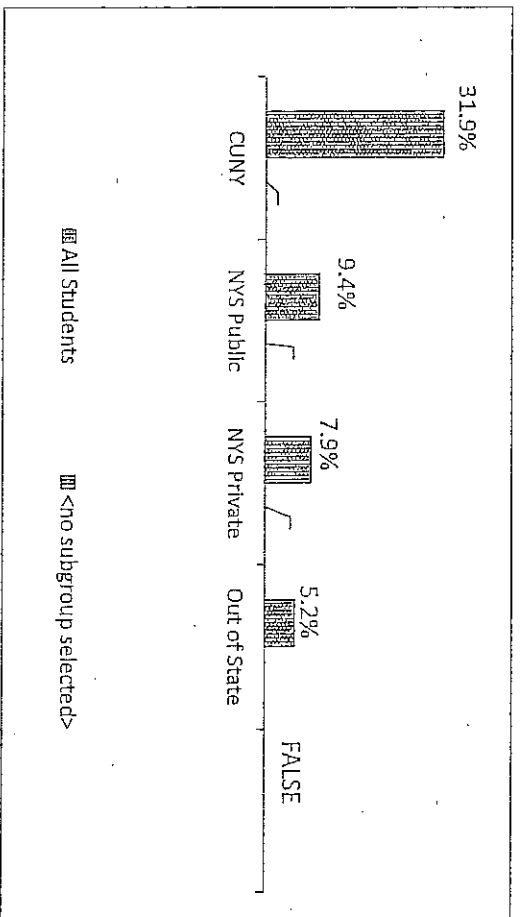
-- Results representing fewer than 5 students are suppressed.

Your School's Results



Citywide Results

Figures in this report may differ from reported citywide numbers due to business rules.



Most Common CUNY Schools Attended

Lists the five most frequently attended CUNY campuses by students that enrolled in CUNY in the fall following on-time graduation.

CUNY rates include all first-time, full-time students who began their studies in 2005. The calculation includes associate, baccalaureate or certificate seeking students who graduate or transfer to another postsecondary institution within 150% (3 and 6 yrs) of the expected duration for completing the program in which they are enrolled.

Cohort
Cohort L
Cohort M
Cohort N
Cohort O
Cohort P
Cohort Q

School Name	Percent
BMCC	34.8%
LaGuardia	23.9%
NYCCT	19.6%
Kingsborough	8.7%
Staten Island	6.5%
Hunter	2.2%
Queensborough	2.2%
Medgar Evers	2.2%