

COLLEGE PLANNING GUIDE

CLASS OF 2020



ROSLYN HIGH SCHOOL
SCHOOL CODE 334920

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Junior Year Timeline

College Research Process

- If available, talk with college representatives visiting Roslyn to learn more about individual colleges
- Visit schools when possible, attend regional fairs – Discover college needs and wants
- Utilize your NAVIANCE account to access valuable college and career information
- Attend **Junior College Night on January 8th at 7:00pm**
- Continue researching colleges for desired programs, admissions requirements and other variables (January - June)
- Meet with your counselor to discuss post high school plans (February – May)
- Confirm with academic teachers regarding college recommendation letters and make formal request in Naviance (May/June)
- Create a draft of your personal essay(s) and activity resume (May/June)

Academics/Testing

- Review PSAT Results on College Board website– Scores will be returned early December
- Take practice ACT at Roslyn on November 3rd at 8am
- Stay focused on your academics! This is your last chance to impact your GPA.
- Create testing timeline – plan out the entire year
- If you are planning on taking the SAT or ACT, make sure you register early for the following dates:
- ACT – 12/8, 2/9 (not offered in NY), 4/13, 6/8, 7/13 (not offered in NY)
 - Anticipated 2019-20 Dates – 9/7, 10/26, 12/7
- SAT – 11/4, 12/2, 3/10, 5/5, 6/2 – NEW TEST DATE August 26th
 - Anticipated 2019-20 Dates – 8/24, 10/5, 11/2, 12/7

Financial Aid

- Research college costs/use Net Price Calculators and College Scorecard – www.collegescorecard.ed.gov
- FAFSA forms become available online on October 1st at www.fafsa.gov.edu
- Submit the CSS Profile to participating colleges, if applicable

Summer To-do

- Begin researching summer opportunities, such as employment, educational programs, volunteer work (December-February)
- Start finalizing your list of colleges and summer plans to include college visitations, if possible
- Start applying to colleges. The Common Application and Coalition Application are available for juniors to being completing in the spring. Supplemental Essay topics become available as of August 1st.

Upcoming College Events

- National College Fair – April 7th 12-4 pm at the Jacob K. Javits Convention Center
- Spring College Expo on April 10th from 5:30-8:30 pm at Hofstra University
- Check email - Additional Spring Events will be emailed to students as they are announced
- Join Guidance College 101 Parent Group – Dates announced in spring

Types of Colleges

Colleges and Universities

A **college** is defined as an institution of higher education offering instruction beyond high school whose programs satisfy the requirements for a degree at the associates and/or baccalaureate and graduate levels. Colleges usually offer a wide range of degree programs with faculty whose duties include teaching and scholarly research.

A **university** is defined as an institution of higher learning offering instruction beyond high school whose programs satisfy the requirements for a degree at the baccalaureate and graduate levels. Universities are generally comprised of several individual college and professional schools (e.g., College of Arts and Sciences, College of Business, School of Law).

Public vs. Private

All institutions are either privately or publically controlled. There are about 2,500 private institutions and 1,000 public institutions in the United States. The chart below highlights some basic differences.

	Private	Public
Student Body	These institutions may be co-educational, or exclusively for women or men.	These institutions are co-educational.
Control	These institutions are either non-sectarian and run by a board of trustees, with no special affiliation, or they are religiously affiliated. Some church-related institutions have strong affiliations that can affect curriculum and regulations while others have less strong affiliations.	These institutions are controlled by the state, county or municipality.
Size	Size vary from small to large	Size varies, many are large
Tuition	Privately controlled institutions are usually more expensive. Financial aid programs may overcome this difference.	Publically supported institutions are often less expensive. Tuition is usually lower for in-state students than for out-of-state students.

Liberal Arts Colleges

This is the most common type of college. Its programs are designed to provide students with a broad foundation in the arts and sciences, as opposed to technical trainings. Students at liberal arts colleges usually major in humanities, social sciences, natural science, mathematics, or the fine and performing arts while working towards a Bachelor of Arts or Bachelor of Sciences degree. Most colleges, even if not a liberal arts school, require students to complete a number of liberal arts core courses.

Technical Institutes

A technical institute is a degree-granting college that offers intensive training in engineering and other scientific fields. Undergraduate study sometimes requires five years. Recently, some schools of technology have coordinated their programs with liberal arts colleges.

Two-year Colleges

A two-year college can be a junior college, community college or state college. A junior college is usually privately operated. A community college is supported by the county and state, and a state two-year college is operated by the state. These institutes offer the Associates of Arts, Associates of Science and Associate of Applied Science Degree. A two-year college can provide preparation for transfer to a four-year institution or general education to those not seeking a baccalaureate degree. Admissions criteria at community colleges are usually open, meaning that all high school graduates are accepted.

Cooperative College or University

A cooperative college or university offers a four or five-year work-study program. Periods of study on campus are alternated with periods of paid employment in business and industry. The objective of the cooperative education program is to provide practical work experience with classroom theory. Many colleges integrate cooperative education into several of their curricula offerings.

Nursing Schools

There are several avenues that lead to preparation in nursing. Some hospitals offer three years of intensive training leading to state certification as a Registered Nurse. Many colleges and universities offer a four-year program of liberal arts and nursing training leading to a Bachelor of Science degree with *RN State Certification*. Many two-year colleges, in conjunction with local hospital, offer nursing programs.

Military Service Academies

The Service Academies include The U.S. Military Academy at West Point, NY; The U.S. Naval Academy at Annapolis, MD; The U.S. Coast Guard Academy at New London, CT; The U.S. Air Force Academy at Colorado Springs, CO; and the U.S. Merchant Marine Academy at Kings Point, NY. The Service Academies are four-year colleges offering baccalaureate degrees. Their primary purpose is to develop officers for military service.

Career Schools

Career Schools come in many forms. Generally they are private, non-college professional schools that offer highly specialized training for specific careers such as music, photography, dramatics, culinary arts, court reporting, etc. Some career schools emphasize in business, with training in secretarial work. Other career schools offer technical programs such as air conditioning, heating and refrigeration, computer technology, medical technology, and automotive repair. Career programs are usually one to three years in length and offer a certification of completion.

Factors That Influence College Choice

It is impossible to examine each of the 6,500+ American colleges, universities, technical institutes, professional schools, and junior colleges. Consideration of the following list of factors related to college choice may help to identify a student's priorities:

- ***Geographic Location:*** Distance from home; city, town, rural; climate
- ***Size:*** Small 200 - 5,000 students; Mid-size 5,000 -15,000 students; Large 15,000 - 40,000 students
- ***Population:*** Single sex or co-educational population; minority ratio; gender ratio
- ***Control and Support:*** Public, private or religious affiliation
- ***Costs:*** Tuition, room and board
- ***Curriculum:*** Desired major or program available vs. undecided major. If you have a tentative career choice, examine colleges that offer courses in that field. If undecided, consider colleges offering a broad-based curriculum (usually called "liberal arts" or "arts and sciences"), which provide opportunities for exploring different fields of study.
- ***Resources:*** Depending upon your goals and needs, you may be interested in faculty, laboratories, library, dormitories, endowment, recreation facilities, learning disabilities programs, student counseling services, etc.
- ***Reputation:*** Related to competitiveness of college, accomplished faculty, alumni relations, and other students' feedback.
- ***Difficulty:*** The more selective colleges accept limited numbers of students from among many well-qualified candidates. Most programs at these colleges are rigorous. Although many students do well in a college that stimulates them, few are happy or successful in a college beyond their ability.
- ***Environment:*** This might be called "atmosphere" or "tone" or "feeling." Try to visualize yourself at a particular college. Try to get your impression of the college by visiting, reading catalogues and bulletins, speaking to alumni, students, counselors and others.

- **Special Programs/Athletics:** Many times, college selections are made based on athletic programs, music conservatories, accelerated academic programs or something similar.
- **Scholarship:** College selection may be made based upon merit scholarship. Merit scholarships are awarded based upon a student’s academic profile and is money that is usually awarded each year during undergraduate study. These scholarships do not require a separate application. Many times the dollar amount is included with the student’s acceptance letter.

Naviance

Naviance is a college and career search program, which offers each Roslyn student the ability to explore the many options available in their post high school years. Naviance is a vital tool in the college search process and we highly recommended that both students and parents use it. Listed below are a few of the many capabilities of the program:

- Examine up-to-date college information on over 8,500 colleges and universities
- View voice-recorded videos on thousands of careers possibilities
- Consider a wide variety of scholarship opportunities
- Search for potential colleges based on personal preferences and academic standing
- Explore summer academic and social opportunities at colleges across the country
- Compare college admissions possibilities based on Roslyn’s historical data with hundreds of colleges and universities

This **comparison chart** is available to all students to pull information from Naviance in order to easily compare colleges of interest. Copies of this worksheet are available in the Guidance Office.

Name of College	App. Deadline	Size/ Setting	Tuition	Required Testing	Required GPA	Major	% Accepted	Reach Target Safety




NAVIANCE: eDocs

The Guidance Office will be transmitting all of your college documents electronically through Naviance. Below are the steps that students must follow for the material to reach the applied college(s).

What documents are submitted through eDocs?

- The Roslyn High School Profile
- Student's Official High School Transcript
- 1st Quarter and Mid-Year Grades
- Counselor Letter of Recommendation
- Teacher(s) Letter of Recommendation
- Secondary School Report

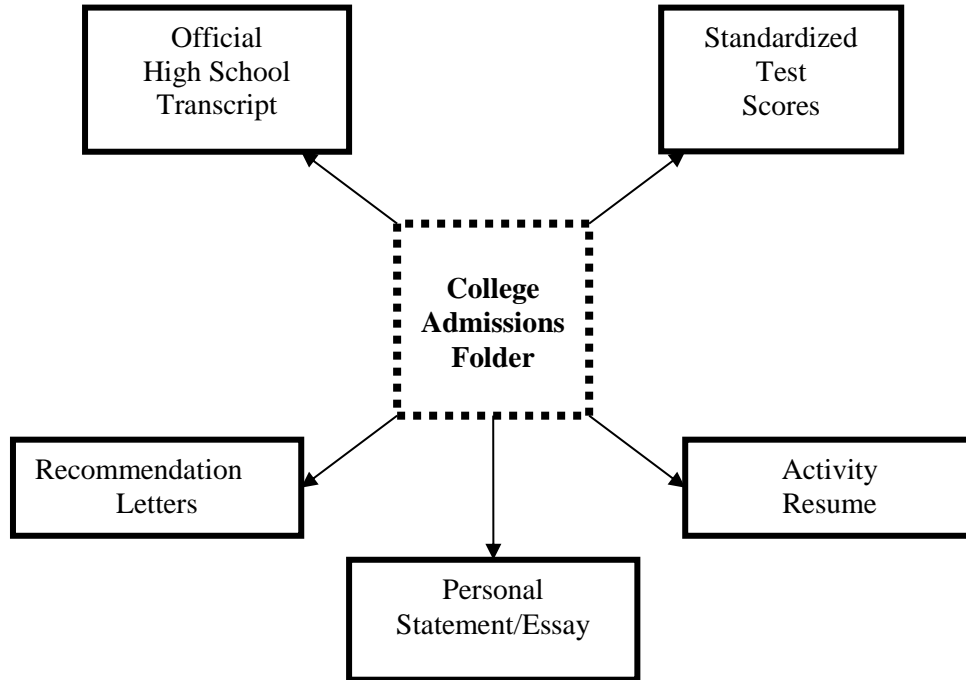
****Please note that the steps below are only for the Common Application. The Coalition Application schools will still receive paperwork electronically, but there are not additional steps to follow****

- The symbols below indicate the method of submission associated with each college. It is important for students to understand each symbol in Naviance and follow the directions below:
 -  - This indicates that this particular college does not receive documents electronically. In this case, the Guidance Office will mail your paperwork to each school. Please note that it will take the colleges additional time to process.
 -  - This indicates that the college is a common app school and all documents will be submitted electronically. You will not need to supply an additional paperwork to Guidance.
 -  - This indicates that the college is NOT a member of the Common Application, however they will accept all the necessary documents electronically. You will not need to supply any additional paperwork to Guidance.

Parts of an Admissions Folder

As you begin filling out college applications, you will notice that colleges are looking for a wide range of items to complete your application. When you apply to a college or university, the first piece of information received will start your admissions folder. At most colleges, admissions folders are considered *incomplete* until five components are received. Admissions officers will read your folder, and these are the people who will eventually determine whether or not you will be admitted to their college or university.

It is important to represent yourself strongly in each of the five areas listed below. Keep in mind that colleges are receiving many applications during the fall of senior year. A well-organized application lets the college admissions representatives know that you have taken great care in preparing your application.



Official High School Transcript

Grade point average (GPA), in conjunction with the quality of courses, is the most important criterion for virtually all colleges. The only noted exceptions are performance-based admissions, those that require portfolios or auditions. Schools select students who have displayed solid academic programs throughout high school. This usually means enrolling in English, social studies, mathematics, science and foreign language courses for as many years as possible. Colleges strongly recommend at least three years of mathematics, science and foreign language, and preferably *more years* if a student demonstrates strong capabilities. During senior year, students should be enrolled in at least four academic subjects, and those who are considering a less demanding schedule should be encouraged to consult with their counselor, who can suggest ways to strengthen a program.

Colleges also examine the number of accelerated, honors and advanced placement courses on a transcript. Admissions committees prefer students who seek academic challenge. They recognize that students who, for example, receive a grade of "B" in AP American History could probably have achieved an "A" or an "A-" in the Regents level of the course. At the same time, the committee may question why a student who consistently excelled in Regents mathematics never enrolled in honors level courses.

In addition, colleges look for trends in grades on the transcript. If grades were declining, was there a valid reason for the decline. The junior year, through the first half of twelfth grade, is a very important part of the academic record because it provides the most recent information. Although the GPA is based upon final grades in freshman, sophomore and junior years (excluding physical education), a strong first quarter performance in senior year can be forwarded to colleges at the student's request. Midyear senior grades are often requested by colleges, and can make a difference, especially in borderline situations, of being accepted or rejected.

Standardized Examinations

For most students, standardized tests mean the SAT/ACT and SAT Subject Tests. The SAT Reasoning measures generalized information and reasoning abilities that students have acquired over their lifetime. It is used as a predictive instrument by colleges to indicate the likelihood of a student's success in the first year of college. SAT Subject Tests measure knowledge gained in a specific subject matter such as mathematics, foreign language, and science (e.g., biology). Most colleges use the SAT Reasoning as a component of the admission process, while only the more selective, private colleges may require SAT Subject examinations.

SAT Reasoning Test

The SAT Reasoning test is a three-hour forty-five minute exam, and the results are expressed in Critical Reading, Math and Writing (range 200 - 800). Keep in mind that the Writing section is optional and many colleges that do not require it will not factor the score to determine the admission decision. The SAT is offered several times during the school year. Carefully note registration deadlines. Most colleges will use the highest Critical Reading, Math, and Writing scores for a student even if they are from separate test dates. **Score Choice** is available through the College Board where students can elect which test exam dates to forward to colleges. Keep in mind that a few of the more competitive colleges are still requesting that all scores be sent.

SAT Subject Test

The SAT Subject Test is a series of one hour curriculum-based examinations and you may sit for up to three tests on any given test date. Most colleges requiring the SAT Subject Test prefer to see at least two or three examinations. They should be in subject areas where students demonstrated strength. Most students take the SAT Subject Tests examinations in June of the junior year (although some individuals may have previously taken SAT Subject Tests examinations in subjects such as biology). If you are uncertain about whether or not you should register for the test, either contact your guidance counselor or speak with your current curriculum based teacher. There are a few schools that still require these exams, while many have made them recommended or not required at all. You can refer to Naviance or the college's website for specific testing requirements.

Please note that one cannot sit for SAT Reasoning and SAT Subject Tests on the same day.

ACT Examination

The ACT is a three-hour test made up of four main sections: English, Mathematical, Reading and Science Reasoning. The ACT score is a composite of these four sections and ranges from 1 to 36. The ACT is more closely tied to school curriculum and is, therefore, more achievement-oriented than the SAT. ACT permits students to choose which score results are sent to colleges. The ACT also has a version that, for a higher fee, includes a Writing section. Many colleges today do not require the version with the Writing section, so you should do your research into individual college requirements prior to taking it.

Test Optional Colleges:

There are over 1,000 colleges and universities who have chosen to become "test optional." This means that those colleges make admissions decisions that do not include standardized test scores in the process. However, keep in mind that all of the remaining components of the admission folder carry far more weight. In addition, some of the colleges that are test optional will not award merit based scholarships unless you provide your testing.

For a full list of colleges that are Test Optional and additional resources, please visit **www.fairtest.org**.

SAT v. ACT Comparison Chart

SAT	ACT
No science section	Science reasoning section
No trigonometry section	Math sections include trigonometry
Vocabulary emphasized	Vocabulary less important
Non multiple-choice questions included	Entirely multiple choice
Guessing penalty	No guessing penalty
No English grammar	English grammar tested
Math accounts for one-third of your score	Math accounts for one-quarter of your score
Questions range from easy to hard in most sections	Easy and hard questions mixed within sections
Report scores only from test dates you choose	Report scores only from test dates you choose

Score Conversion Chart

New SAT to ACT Concordance Table

Table 7							
New SAT Total (400-1600)	ACT Composite Score	New SAT Total (400-1600)	ACT Composite Score	New SAT Total (400-1600)	ACT Composite Score	New SAT Total (400-1600)	ACT Composite Score
1600	36	1330	28	1060	21	790	14
1590	35	1320	28	1050	20	780	14
1580	35	1310	28	1040	20	770	14
1570	35	1300	27	1030	20	760	14
1560	35	1290	27	1020	20	750	13
1550	34	1280	27	1010	19	740	13
1540	34	1270	26	1000	19	730	13
1530	34	1260	26	990	19	720	13
1520	34	1250	26	980	19	710	12
1510	33	1240	26	970	18	700	12
1500	33	1230	25	960	18	690	12
1490	33	1220	25	950	18	680	12
1480	32	1210	25	940	18	670	12
1470	32	1200	25	930	17	660	12
1460	32	1190	24	920	17	650	12
1450	32	1180	24	910	17	640	12
1440	31	1170	24	900	17	630	12
1430	31	1160	24	890	16	620	11
1420	31	1150	23	880	16	610	11
1410	30	1140	23	870	16	600	11
1400	30	1130	23	860	16	590	11
1390	30	1120	22	850	15	580	11
1380	29	1110	22	840	15	570	11
1370	29	1100	22	830	15	560	11
1360	29	1090	21	820	15		
1350	29	1080	21	810	15		
1340	28	1070	21	800	14		

For lower score points, there is not enough data to produce a valid concordance between the new SAT and ACT.

College Examination Overview

Examination	When to Take (Grade Level / Courses)	Comments
PSAT	11th Grade (fall)	<ul style="list-style-type: none"> ➤ Assesses critical reading, mathematics and writing skills ➤ The results of the 11th grade test determine if a student receives recognition from the National Merit Scholarship Program ➤ This is the best practice for the SAT examination ➤ Scores are not sent to colleges
SAT Reasoning Test	11th Grade (spring) 12th Grade (fall)	<ul style="list-style-type: none"> ➤ This is a 225 minute examination is comprised of 3 sections: critical reading, mathematics and writing (optional) There is also an experimental section of 25 minutes ➤ Although primarily multiple-choice, a section of the math portion is short-answer and one math section doesn't permit use of a calculator. Students lose one-quarter point for each incorrect answer on the multiple-choice questions. ➤ Juniors with a strong mathematics background should consider taking this examination in the winter or fall ➤ The test looks to measure <i>innate ability</i> of students ➤ When scores are reported to colleges, students can select which SAT test date administration to send to colleges
ACT	11th Grade (spring) 12th Grade (fall)	<ul style="list-style-type: none"> ➤ This 175-minute multiple choice examination covers four skill areas: English, mathematics, reading and science. There is also an optional writing section of 30 minutes. The test looks to assess <i>acquired</i> knowledge, that is, the subject and skills covered in high school courses ➤ Subject test scores are determined after throwing out any incorrect answers — only correct responses count! The four areas are then averaged together to come up with your overall composite score ranging from 1-36 ➤ This test can be taken <i>in addition to</i> or <i>instead</i> of the SAT ➤ When scores are reported to colleges, students can select which ACT scores to send ➤ Nationally, approximately the same number of students take the ACT as do the SAT Reasoning Test

Please note:

Most colleges use the SAT Reasoning and the ACT interchangeably. Others will take the ACT in place of the SAT Reasoning **and** SAT Subject Tests. It is important that students consult with their counselor, current teacher and the college admissions office to confirm all testing requirements.

SAT Reasoning Test, SAT Subject Tests and ACT scores are not listed on the high school transcript. Students must contact the appropriate testing agency directly (www.collegeboard.com or www.actstudent.org) to have scores sent to applied colleges.

Subject Tests are designed to test a student’s understanding of a particular subject area. These tests are not a substitute for the SAT Reasoning Test, but rather should be taken in addition to the SAT Reasoning Test or ACT. Some of the most selective colleges require one or more Subject Tests to be taken, but others do not. This is why it is critical to check all admissions requirements. Although the basic knowledge needed for these tests is gained in high school classes, outside preparation is required for most of these examinations. **Earning an “A” in a class does not guarantee a high score on the corresponding Subject Test!**

Examination	When to Take (Grade Level / Courses)	Comments
Mathematics Level 1	10th or 11th Grades <i>Algebra CC</i> <i>Geometry CC</i>	<ul style="list-style-type: none"> ➤ Intended for students who have taken three years of college preparatory mathematics, including two years of algebra and one year of geometry ➤ A grapher will provide an advantage over a scientific calculator for some of the questions. Roughly 50% of the questions do not require a calculator
Mathematics Level 2	11th or 12th Grades <i>Pre Calculus</i>	<ul style="list-style-type: none"> ➤ Intended for students who have taken more than three years of college preparatory mathematics, including two years of algebra, one year of geometry, and one year of pre-calculus or trigonometry ➤ A grapher will provide an advantage over a scientific calculator for some of the questions. Roughly 40% of the questions do not require a calculator
Biology (E or M)	Multiple Grade Levels (June) <i>Biology Enriched</i> <i>AP Biology</i>	<ul style="list-style-type: none"> ➤ Student enrolled in Biology, Honors or Regents (and doing well), may be prepared to sit for the exam, but will require more additional outside preparation in order to perform well ➤ Students enrolled in AP Biology should be prepared for the exam, but may require additional outside preparation ➤ Biology-E is for students who are more comfortable answering questions pertaining to biological communities, populations, and energy flow ➤ Biology-M is for students who are more comfortable answering questions pertaining to biochemistry, cellular structure and processes, such as respiration and photosynthesis ➤ One year of algebra or one year of integrated mathematics required ➤ Calculators are not permitted ➤ It is recommended that students at all levels avail themselves of outside preparation materials, including Subject Test Review books, practice exams, and additional readings
Chemistry	11th or 12th Grades <i>Chemistry Enriched</i> <i>AP Chemistry (June)</i>	<ul style="list-style-type: none"> ➤ Students in Chemistry, Honors or Regents (and doing well), may be prepared to sit for the exam, but will require additional outside preparation ➤ Students in AP Chemistry should be prepared for the exam, but may require more outside preparation in order to perform well ➤ It is recommended that students at all levels avail themselves of outside preparation materials, including Subject Test Review books, practice exams, and additional readings
Physics	11th or 12th Grades (June) <i>Physics Enriched</i> <i>AP Physics</i>	<ul style="list-style-type: none"> ➤ Students enrolled in Regents Physics may be prepared to take the exam, but will require additional outside preparation in order to perform well ➤ Students enrolled in AP Physics should take this exam in June. They will require additional preparation in order to perform well on the exam. ➤ It is recommended that students at all levels avail themselves of outside preparation materials, including Subject Test Review books, practice exams, and additional readings

Examination	When to Take (Grade Level / Courses)	Comments
World History	10th Grade (spring) <i>AP European History</i> <i>Global History & Geography</i>	<ul style="list-style-type: none"> ➤ Students enrolled in AP European History (and doing well) will be prepared to sit for the exam, but will require additional outside preparation in order to succeed ➤ Students enrolled in the Global History 10, Honors or Regents course, may be prepared to sit for the exam, but will require much more additional outside preparation in order to perform well ➤ It is recommended that students at all levels avail themselves of outside preparation materials, including Subject Test Review books, practice exams, and additional readings
U.S. History	11th Grade (June) <i>AP US History</i> <i>US History</i>	<ul style="list-style-type: none"> ➤ Students enrolled (and doing well) in the AP US History course will be prepared to sit for the exam, but may require additional outside preparation in order to succeed ➤ Students enrolled in the United States History, Honors or Regents course may be prepared to sit for the exam, but will require much more additional outside preparation in order to perform well ➤ It is recommended that students at all levels avail themselves of outside preparation materials, including Subject Test Review books, practice exams, and additional readings
French	11th Grade <i>AP French (spring)</i>	<ul style="list-style-type: none"> ➤ Read and answer multiple choice questions ➤ Intended for students who have completed at least three years of college prep in French language study
French with Listening	12th Grade <i>AP French (fall)</i>	<ul style="list-style-type: none"> ➤ Read and answer multiple choice questions ➤ Intended for students who have completed at least three years of college preparatory French language study ➤ In addition to reading, students will listen in French and answer multiple choice questions ➤ Given only in November
Italian	11th Grade <i>AP Italian (spring)</i>	<ul style="list-style-type: none"> ➤ Read and answer multiple choice questions ➤ Intended for students who have completed at least three years of college preparatory Italian language study
Spanish	11th Grade <i>AP Spanish (spring)</i>	<ul style="list-style-type: none"> ➤ Read and answer multiple choice questions ➤ Intended for students who have completed at least three years of college preparatory Spanish language study
Spanish with Listening	12th Grade <i>AP Spanish (fall)</i>	<ul style="list-style-type: none"> ➤ Read and answer multiple choice questions ➤ Intended for students who have completed at least three years of college preparatory Spanish language study ➤ In addition to reading, students will listen in Spanish and answer multiple choice questions ➤ Given only in November

Suggested Schedule for Standardized College Admissions Testing

Students should highlight the exams that are appropriate for them. The examination(s) that you take and when you take them depends largely upon your course history at Roslyn. Given that many of the most competitive colleges require 2-3 Subject Tests, it is important to beginning planning for these examinations as early as possible. Please keep in mind that your course average should be at least an A/A- before sitting for subject based tests.

Grade	Semester	Examinations to Consider
9th Grade	<i>Fall</i>	
	<i>Spring</i>	Biology
10th Grade	<i>Fall</i>	
	<i>Spring</i>	Chemistry Math Level 1 World History
11th Grade	<i>Fall</i>	PSAT
	<i>Spring</i>	ACT SAT Reasoning Literature Math Level 1 or Math Level 2 U.S. History Chemistry French / Italian / Spanish
12th Grade	<i>Fall</i>	ACT SAT Reasoning Biology (E or M) Chemistry French / Spanish with Listening Math Level 2
	<i>Spring</i>	

Students and parents should refer to the following web sites in order to help them understand more about the examinations.

- The College Board administers the SAT Reasoning Test and the Subject Tests: www.collegeboard.com
- SAT Preparation Center: <http://sat.collegeboard.com/practice> The ACT administers the ACT examination: www.actstudent.org

Letters of Recommendation

Counselor Letter of Recommendation

The counselor recommendation is a significant component in the admission process. The more information counselors have about students, the more students will benefit. Even though counselors know most students for four years, we want to be certain that no significant information has eluded us. Consequently, we ask students to provide us with Teacher Anecdotal forms, Junior Brag Sheet, and the Parent Brag Sheet.

➤ *Anecdotal*

During the spring junior conference, students will be given forms to distribute to the teachers who know them best. For example, if a student excels in an extracurricular activity, that club's advisor should be given a form. These sheets do not go to the colleges and do not replace teacher recommendation. They are returned to the counselor by the selected teacher and provide insight into the student. These forms are confidential and thus, students may not read them. Counselors will review these sheets and incorporate into their recommendations any comments or anecdotes they feel are in the best interest of the student.

➤ *Junior Brag/Parent Brag Sheet*

It is crucial for the counselor and the colleges to be aware of the personal attributes, highlights and accomplishments of our students. It is equally important for them to know the differences between poor performance due to immaturity or laziness as opposed to: a divorce or death in the family; a diagnosed learning or other disability; serious illness, etc. If you feel uncomfortable writing or talking about this, perhaps you should see your counselor. Please note that the information captured in the senior packet closely resembles that requested in actual college applications, so make a photocopy before submitting it.

Teacher Letter of Recommendation

In addition to counselor recommendations, students are asked to provide one or two teacher recommendations. Please be sure to give the teachers sufficient time to write the letters before they are due.

- The recommendation should come from a teacher of an academic subject you had in the junior year. However, there are some exceptions. For example, if you are a talented art student who intends to major in art, you should consider choosing an art teacher. Even if you do not major in art, a supplemental reference from the art teacher is recommended to highlight special talent.
- If you did poorly on the Critical Reading portion on standardized tests but have solid English grades, you may want an English teacher to write one of the recommendations. The same holds true for poor standardized Math scores, yet stronger math grades.
- Select teacher recommendations to correspond with your choice of college major. For example, a science major should have a math and/or science teacher recommendation. A writing or journalism major should have one reference letter from an English teacher.
- If you are a talented athlete, artist, or musician, request that the coach, teacher, or trainer write a recommendation letter to supplement the other recommendations.

Be aware that some teachers may have their own guidelines for writing recommendations letters. Talk with your recommending teacher(s) to determine whether they have individual requirements.

While students have the right to read teacher and counselor recommendations, we strongly suggest that you sign the waiver and waive your right. Colleges believe that educators will be more honest and forthright regarding a student's strengths and weaknesses if confidentiality prevails. Thus, the value of the letter written in confidence is enhanced immeasurably. If there is a concern about what an adult may write, you can rest assured that if a teacher had any concerns about submitting a positive letter, he/she would tactfully suggest that you consider someone else.

The Personal Essay

The personal essay can very often tip the scales in the admission process either in your favor or to your disadvantage. It is one of the few places in the application process where you can share your personality. It is crucial that students allow parents, and/or an English teacher and/or a counselor to review the essays. Content, organization, grammar and spelling are important. A glib or shallow essay that is well written is as harmful as an outstanding essay that is characterized by grammatical errors, misspelled words and poor organization. However, the essay **must** be written by the student, trust us that colleges know when it is not. Additionally, you need to be careful of over editing or using language that is not “too adult.”

Remember that the purpose of an essay is to learn more about you on a personal level. If you have trouble getting started, make a list of possible topics to write about, and share these ideas with teachers, your counselor, and your parents. Write a draft, allowing interested parties to review it and make suggestions. Finally, do not allow yourself to fall into the trap of using "creative" essay topics from college books.

Extracurricular Activities

While colleges say that the "love of learning" comes first, most admissions officers do examine the student's extracurricular activities. The quantity of activities is not nearly as important as the quality and importance to the student. Your activities should be a direct reflection of your passions and interests. Here are some highlights that admission officers are looking for:

- How long was the student a member of that organization, and how much time was devoted to its activities?
- Did the student accomplish anything special or hold elective or appointive office (e.g., President or Treasurer)?
- What did the student give to his/her school community (e.g., peer tutoring)?
- Highlight employment with job description and period of time employed.

Other items considered by selection committees include the personal interview, alumni relationships, geographic distribution, character and personality, and any special talents (e.g., art, computers, music, leadership, sports). Students with special talent should work closely with a faculty advisor in that subject to devise ways to demonstrate their talent. An art student might work on a portfolio, a computer student might create an original, unique program, a music student might make recordings of his work and an athlete might collaborate with his coach to contact college coaches. Talented students should ask a teacher for a recommendation in their areas of strength — especially if they plan to major in that subject in college.

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Community Service:

- **Long Island Blood Services:** **Grades 9,10,11,12**
Coordinator
Annual Blood Drive Coordinator at local elementary school in honor a neighborhood boy diagnosed with Leukemia. Work closely with the administrators at central office to obtain materials and organize event. Lead team of high school students in efforts to promote event by coordinating volunteer and donor schedules, registration procedures, babysitting care, and the distribution of juice and snacks.

- **Adopt-A-Family** **Grades 10,11,12**
Senior Member
Community service program which works with families in extreme need. Sponsor selected families for support with the purchase of gifts and related holiday items. Fund raised money within my community to support efforts.

School Activities:

- **Class Club** **Grades 9,10,11,12**
Class Representative
Grade-level club which supports many activities during senior year. Activities include: building homecoming floats, participating in multiple fundraisers, participate in school spirit competitions, and more. Money and points raised incur costs for senior prom and yearbook and also provides college scholarships opportunities.

- **Leo Club: Leadership, Experience, and Opportunity** **Grades 9,10,11,12**
Member
School based community service club affiliated with the Lions Club International. Duties include fund raising for various community and school related organizations. Participate in holiday club drive, food drives, and other related events.

- **Surf Club/Ecology Club** **Grades 9,10,11,12**
Member
School based club which works closely with Long Island South Shore Conservation Groups. Duties include seasonal and post storm beach clean-ups at Jones Beach State Park.

Awards and Recognitions:

- **Good Deed Award – Second Place Winner for Nassau County** **May 2009**
Nominated Recipient of Long Island Student Award for tremendous efforts displayed in community service.

- **South Side High School Junior Award** **May 2009**
Recipient of prestigious award for outstanding contributions made in community service.

- **National Honor Society** **Grades 11,12**
Member of prestigious society due to academic excellence, evidence of leadership and contribution to community service.

Employment/Talent/Interests:

- **Wheatley Links – Senior Caddy** **2006 – Present**
Assist golfers during game. Work in golf bag room, organize golf carts, and assist in multiple outings and fundraisers.

- **Jillian Mechanical** **Spring 2009**
Employed to clean, market, and sell a retired fleet of vans.

- Student of Cello and Guitar **2000 - Present**

- Avid skier and water sportsman

Athletics:

- Old Westbury Little League team player **2006 - Present**

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Activity:	Description	Participated
United Student Council	Vice President in school organization which promotes tolerance and acceptance between diverse cultures within the high school. Organized assemblies that educated student body about global crises such as Darfur.	11,12
Horizon School Newspaper	Contributing writer on feature stories that directly relate to the high school. Stories include articles of introduction on new staff members as well a featured story on article on the affects of stress on teenagers.	11,12
Chinese Club	Participant in club that focuses on the education and awareness of the Chinese culture.	10,11,12
Italian Club	Participant in club that focuses on the education of the Italian culture. Organized a fundraiser were cuisine was displayed and shared with school community.	10,11,12
Global Club	Member of Environmental Club that focuses on living a Green Lifestyle. Club was instrumental in implementation of school-wide recycling efforts. Club excursions include beach clean-ups and community awareness programs.	11,12
Class Night	Coordinator of Scenery and member of costume committee for school-wide battle of the classes.	9,10,11,12

Awards and Recognitions:

National Honor Society	Member of prestigious society due to strong academic standing, character, leadership, and integrity.	10,11,12
All-County Art	Recipient of All County status based on replication of master's artwork.	11
Honor Roll	Recipient of quarterly award due to high academic achievement.	9,10,11,12,

Athletics:

Soccer	Mid-field and striker player for competitive school team.	9,10,11,12
Travel Soccer	Captain (12) Mid-field and striker player for competitive travel program.	9,10,11,12

Community Service:

Peer Tutor	Tutor younger students in all academic disciplines.	2hrs/wk	10,11,12
Relay for Life	Participant in annual fundraiser for cancer research.	12hrs/hr	9,10,11,12
A.N.C.H.O.R	Camp Counselor for m entally and physically challenged young adults.	8hrs/wk	10
Youth Soccer Club	Assistant during registration process, awards ceremony, and travel team try-outs.	12hrs/yr	9,10,11,12

Summer and Work Experiences:

Cooking Delights	Administrative Assistant; Perform multiple duties including sales calls, stock, administrative filing and floor sales.	9,10,11,12
University of Wisconsin	Student in six-week summer educational program. Classes included Health .and Wellness, Advertising, and Magazine Publication. Community Service activities were also incorporated into program.	Summer 2008

Junior College Conference

This meeting with your school counselor is a crucial point in the college process, and it usually occurs in the junior year between February and June. The purpose of the conference is to discuss your individual goals and aspirations and to start compiling a list of colleges that covers these three categories:

Safe Schools	College(s) to which the counselor is confident student will be admitted
Target Schools	Colleges to which chances of admission are not assured, but are on target due to the historical data and comparable credentials of student
Reach Schools	Colleges to which the possibility of admission are slim or unpredictable, either because student's credentials are more modest than those of the typical applicant or because the application pool is extremely competitive

In general, students should apply to 1-2 safe schools, 2-3 middle schools and 2-3 reach schools.

Parents/guardians are highly encouraged to attend their child's college conference. The college search process is a team effort that includes the student, teachers, school counselor and the parents. During this conference, students will be given an unofficial transcript with a grade point average that covers grades nine through mid-eleventh grades. This information will help guide students towards appropriate college selections. A thorough review of the high school transcript will be requested of the student to ensure accuracy of records. In late summer, an updated transcript will be mailed home with senior year classes listed. It is imperative that precise records are mailed to each college.

One final note: The college conference is only one meeting in an ongoing process. Counselors will be assisting students in all aspects of college admissions, but we depend on students and/or parents to let us know in which areas they need assistance.

The Personal Interview

Students should arrange for an interview at each college that either requires or recommends it. This effort demonstrates to the university that the student's interest is serious. Each college's interview process is different. For example, some schools will grant interviews randomly and others will offer them based on when you submit the application. If alumni interviews are available, students should contact the college and arrange to be interviewed locally.

Different Types of Interviews

The Personal Interview

These interviews can be held in a variety of settings with admissions officers or alumni:

- A relaxed, informative conversation between a student and college personnel.
- Generally runs from 15 - 45 minutes.
- Parents are not a part of this process.
- The candidate is searching for the right college; the interviewer is searching for the right candidate.
- The candidate should come prepared with well thought-out questions.
- The interview can focus upon the candidate in ways that the application, recommendations, grades and test scores cannot.
- The weight placed on the written evaluation of the interview depends upon the individual college. In some cases it is very important, in others little weight is placed on it.

The Alumni Interview

This interview takes place either in the home or office of the alumnus or possibly at a neutral location (Starbucks, Library, etc.). Candidates must contact the admissions office to make necessary arrangements.

This interview can help to:

- Update your school and personal record.
- Confirm the impression you made in the personal interview.
- Provide another positive impression of you.
- Usually includes many candidates.

The Group Interview

- Information session for candidates and their parents.
- Often given in conjunction with campus tours.
- Question and answer session is generally part of the program.

When To Schedule Your Interview

- Usually during your senior year.
- Although summer allows you more leisure time and a visit can be combined with vacation plans, it does not offer you the opportunity to observe the campus while in full session.
- A fall visit will give you a more complete picture of the college. You can sit in on classes, stay in the dorm and eat in the cafeteria.
- Be certain to make an appointment well in advance.

Do Not Forget To...

- Be polite.
- Dress appropriately.
- Listen! Do not do all the talking. (And, don't chew gum!)
- Shake hands firmly.
- Smile frequently. Good eye contact is very important.
- Be relaxed but show good posture. (Don't slouch!)
- Be aware of your body language.
- Show genuine enthusiasm.

Application Admissions Descriptions

The chart below outlines the many admissions options students will face in this process. It is important to learn the guidelines of your selected college’s application procedures. Deadlines are firmly adhered to in the admissions process. Application materials must be handed into the Counseling Center three weeks prior to the college’s deadline. During the fall, the Counseling Center is processing a great deal of paperwork and sufficient time is needed to meet college deadlines.

Strong Suggestion:

If your college(s) offers Early Action or Rolling Admissions, submit your applications as early as possible. Many applications become available online during the summer. This is the ideal time to complete your college applications as it reduces the additional stress that comes with senior year coursework!

The Common Application is widely used by students since more than 800 colleges participate. Visit commonapp.org to view the listing of participating colleges along with their specific deadline dates.

Which College Admissions Process Best Suits You?				
Non-Restrictive Application Plans			Restrictive Application Plans	
Regular Decision	Rolling Admissions	Early Action (EA)	Early Decision (ED)	Restrictive Early Action (REA)
<p>Definition: Students submit an application by a specified date and receive a decision in a clearly stated period of time.</p> <p>Commitment: Non-Binding</p>	<p>Definition: Institutions review applications as they are submitted and render admissions decisions throughout the admission cycle.</p> <p>Commitment: Non-Binding</p>	<p>Definition: Students apply early and receive a decision well in advance of the institution’s regular response date.</p> <p>Commitment: Non-Binding</p>	<p>Definition: Students make a commitment to a first-choice institution where, if admitted, they definitely will enroll. The application deadline and decision deadline occur early.</p> <p>Commitment: Binding</p>	<p>Definition: Students apply to an institution of preference and receive a decision early. They may be restricted from applying ED or EA or REA to other institutions. If offered enrollment, they have until May 1 to confirm.</p> <p>Commitment: Non-Binding</p>
Students are not restricted from applying to other institutions and have until May 1 to consider their options and confirm enrollment.			Students are responsible for determining and following restrictions.	

Coalition Application

The Coalition Application is an application that is used by 113 colleges and universities. As of 2018, some schools are Coalition Application exclusive – University of Florida, University of Maryland and University of Washington. It is very similar to the Common Application, but requires much more student information (self-reporting grades) and time to complete. Many of the schools that accept the Coalition Application will also accept the Common Application, so it is up to the student to decide which application to use. We highly recommend working on this application earlier in the process to ensure that you have time to understand and complete it.

Students with Learning Disabilities

There are many colleges that offer specific programs and supports for students with learning disabilities. These programs are in addition to any type of accommodations that a student will receive. However, it is important for families to understand the differences between the services offered. Some schools may offer support similar to Roslyn’s Academic Strategies class while others may have a center for students to utilize.

There is a distinct difference between the approach to students with disabilities from both the high school and college perspective.

High School	College
At the high school level, the school is responsible for identifying students with disabilities, testing those students, and providing services.	At the college level, the student must locate the office that provides services for students with disabilities, identify him- or herself to the office, request accommodations, and provide documentation to support the need for accommodations. Any student who needs additional or updated information to support accommodation requests, or who has never been identified before college, is responsible for paying for any testing.
At the high school level, a formal plan (IEP or 504 Plan) makes it the school’s responsibility to arrange for the student to receive accommodations.	At the post-secondary level, the student must, once approved, request his or her accommodations in each instance that they are needed. For example, the student must provide a purchased copy of a text in order to have it converted to an alternative format. For testing accommodations, the student must provide the appropriate office with the dates and times of his or her exams and may be required to have more participation in the arrangements for such accommodations. Colleges are not responsible for knowing a student’s schedule and arranging accommodations without some form of initiation from the student.
At the high school level, accommodations and services are usually designed to maximize a student’s potential.	At the post-secondary level, accommodations are granted to create a “level playing field,” rather than to help a student reach his or her greatest potential. Often, the reason certain accommodation requests are rejected is that they go beyond the scope of this goal.

Information courtesy of University of Chicago

The concept of the IEP does not exist at college, that is a high school specific document. At college, all students receiving accommodations have them through a 504 document, which is due to the ADA (Americans with Disabilities Act). A high school student with an IEP that requires accommodations at college must apply for them using their IEP and updated testing that relates to their eligibility (neurological and/or psychological, etc.). Each college will then individually determine whether accommodations are warranted and which accommodations they can provide. For additional information about the process, you should connect with your child’s counselor, the School Psychologist or the Pupil Personnel Services office.

Prospective College Athletes

The NCAA has an Eligibility Center to certify athletic eligibility for Divisions I and II. Below are answers to questions frequently asked by students about what they need to do to participate in collegiate athletics.

- **How do I register and get certified?** If you intend to participate in Divisions I and II athletics as a freshman in college, you must be registered with and be certified as eligible by the NCAA Eligibility Center. Please note that initial-eligibility certification pertains only to whether or not you meet the NCAA requirements for participation in Division I or II athletics and has no bearing on your admission to a particular Division I or II institution.
- **When should I register?** It is usually best to register after your junior year grades are on your transcript.
- **How do I register?** Register online – <https://web3.ncaa.org/ecwr3/>
- **Are standardized test scores required?** Qualifying test scores are required for participation at both Division I and Division II institutions. See sliding scale chart below to identify your eligibility.
- **How can I arrange for my scores to be sent directly from the testing agency?** When you register to take the ACT or the SAT, you can mark code 9999 so that the Eligibility Center will be one of the institutions receiving your scores; or alternatively, you can submit a request (and fee) for an "Additional Score Report" to the appropriate testing agency by indicating code 9999 on your request form.
- **What will the Eligibility Center provide to those institutions that are recruiting me?** The Eligibility Center will send your eligibility status to any Division I or II institution that requests it, provided that you have given your permission on your Student Release Form. Please note that the Eligibility Center will not send your eligibility information at your request; rather, the institution must make the request for that information.
- **What role does the high school play with the Eligibility Center?** After you register on the Eligibility Center, you will be instructed to formally request that your transcript be sent electronically. This will happen at two points, at the end of Junior year and the end of Senior Year.
- **How do I start the process?**
 - ✓ Discuss athletic ability with current coaches to help guide you in process
 - ✓ Investigate each college's level of athletics using your Naviance Account
 - ✓ Research websites for coaches' names and addresses
 - ✓ Fill out online recruitment forms, if available
 - ✓ Write cover letter directly to each coach expressing interest in playing for their team
 - ✓ Develop an athletic resume stating history with sport, position played, statistics, coaches names and contact information and mail with cover letter
 - ✓ Provide DVD, if available, showcasing athletic highlights
 - ✓ Email coaches expressing interest
 - ✓ Signup for legitimate recruiting websites such as berecruited.com

Division I	Most competitive program, athletic scholarships available, age limitations, must clear academics with NCAA to play
Division II	Highly competitive, limited athletic scholarships available, no age limitations, must clear academics with NCAA to play
Division III	Competitive program, no athletic scholarships available, no age limitations, do not have to clear academics with NCAA.

NCAA ELIGIBILITY CENTER QUICK REFERENCE GUIDE



NCAA Division I Initial-Eligibility Requirements

Core Courses: (16)

- **Initial full-time collegiate enrollment *before* August 1, 2016:**
 - **Sixteen (16) core courses** are required (see chart below for subject-area requirements).
- **Initial full-time collegiate enrollment *on or after* August 1, 2016:**
 - **Sixteen (16) core courses** are required (see chart below for subject-area requirements).
 - Ten (10) core courses completed before the seventh semester; seven (7) of the 10 must be in English, math or natural/physical science.
 - These courses/grades are "locked in" at start of the seventh semester (cannot be repeated for grade-point average [GPA] improvement to meet initial-eligibility requirements for competition).
 - *Students who do not meet core-course progression requirements may still be eligible to receive athletics aid and practice in the initial year of enrollment by meeting academic redshirt requirements (see below).*

Test Scores: (ACT/SAT)

- Students must present a corresponding test score and core-course GPA on the sliding scale (see Page No. 2).
 - **SAT:** critical reading and math sections.
 - Best subscore from each section is used to determine the SAT combined score for initial eligibility.
 - **ACT:** English, math, reading and science sections.
 - Best subscore from each section is used to determine the ACT sum score for initial eligibility.
- All ACT and SAT attempts *before* initial full-time collegiate enrollment may be used for initial eligibility.
- **Enter 9999 during ACT or SAT registration to ensure the testing agency reports your score directly to the NCAA Eligibility Center. Test scores on transcripts will not be used.**

Core Grade-Point Average:

- Only core courses that appear on the high school's List of NCAA Courses on the NCAA Eligibility Center's website (www.eligibilitycenter.org) will be used to calculate your core-course GPA. Use this list as a guide.
- **Initial full-time collegiate enrollment *before* August 1, 2016:**
 - Students must present a corresponding test score (ACT sum score or SAT combined score) and core-course GPA (minimum 2.000) on Sliding Scale A (see Page No. 2).
 - Core-course GPA is calculated using the **best 16 core courses** that meet subject-area requirements.
- **Initial full-time collegiate enrollment *on or after* August 1, 2016:**
 - Students must present a corresponding test score (ACT sum score or SAT combined score) and core-course GPA (minimum 2.300) on Sliding Scale B (see Page No. 2).
 - Core-course GPA is calculated using the **best 16 core courses** that meet both progression (10 before seventh semester; seven in English, math or science; "locked in") and subject-area requirements.

DIVISION I Core-Course Requirement (16)	
4	years of English
3	years of math (Algebra I or higher)
2	years of natural/physical science (1 year of lab if offered)
1	year of additional English, math or natural/physical science
2	years of social science
4	years of additional courses (any area above, foreign language or comparative religion/philosophy)

DIVISION I – 2016 Qualifier Requirements	
<i>*Athletics aid, practice, and competition</i>	
•	16 core courses <ul style="list-style-type: none"> ○ Ten (10) core courses completed before the start of seventh semester. Seven (7) of the 10 must be in English, math or natural/physical science. <ul style="list-style-type: none"> ▪ "Locked in" for core-course GPA calculation.
•	Corresponding test score (ACT sum score or SAT combined score) and core-course GPA (minimum 2.300) on Sliding Scale B (see Page No. 2).
•	Graduate from high school.

DIVISION I – 2016 Academic Redshirt Requirements	
<i>*Athletics aid and practice (no competition)</i>	
•	16 core courses <ul style="list-style-type: none"> ○ No grades/credits "locked in" (repeated courses after the seventh semester begins may be used for initial eligibility).
•	Corresponding test score (ACT sum score or SAT combined score) and core-course GPA (minimum 2.000) on Sliding Scale B (see Page No. 2).
•	Graduate from high school.

Sliding Scale A		
Use for Division I prior to August 1, 2016		
NCAA DIVISION I SLIDING SCALE		
Core GPA	SAT Verbal and Math ONLY	ACT Sum
3.550 & above	400	37
3.525	410	38
3.500	420	39
3.475	430	40
3.450	440	41
3.425	450	41
3.400	460	42
3.375	470	42
3.350	480	43
3.325	490	44
3.300	500	44
3.275	510	45
3.250	520	46
3.225	530	46
3.200	540	47
3.175	550	47
3.150	560	48
3.125	570	49
3.100	580	49
3.075	590	50
3.050	600	50
3.025	610	51
3.000	620	52
2.975	630	52
2.950	640	53
2.925	650	53
2.900	660	54
2.875	670	55
2.850	680	56
2.825	690	56
2.800	700	57
2.775	710	58
2.750	720	59
2.725	730	59
2.700	730	60
2.675	740-750	61
2.650	760	62
2.625	770	63
2.600	780	64
2.575	790	65
2.550	800	66
2.525	810	67
2.500	820	68
2.475	830	69
2.450	840-850	70
2.425	860	70
2.400	860	71
2.375	870	72
2.350	880	73
2.325	890	74
2.300	900	75
2.275	910	76
2.250	920	77
2.225	930	78
2.200	940	79
2.175	950	80
2.150	960	80
2.125	960	81
2.100	970	82
2.075	980	83
2.050	990	84
2.025	1000	85
2.000	1010	86

Sliding Scale B		
Use for Division I beginning August 1, 2016		
NCAA DIVISION I SLIDING SCALE		
Core GPA	SAT Verbal and Math ONLY	ACT Sum
3.550	400	37
3.525	410	38
3.500	420	39
3.475	430	40
3.450	440	41
3.425	450	41
3.400	460	42
3.375	470	42
3.350	480	43
3.325	490	44
3.300	500	44
3.275	510	45
3.250	520	46
3.225	530	46
3.200	540	47
3.175	550	47
3.150	560	48
3.125	570	49
3.100	580	49
3.075	590	50
3.050	600	50
3.025	610	51
3.000	620	52
2.975	630	52
2.950	640	53
2.925	650	53
2.900	660	54
2.875	670	55
2.850	680	56
2.825	690	56
2.800	700	57
2.775	710	58
2.750	720	59
2.725	730	60
2.700	740	61
2.675	750	61
2.650	760	62
2.625	770	63
2.600	780	64
2.575	790	65
2.550	800	66
2.525	810	67
2.500	820	68
2.475	830	69
2.450	840	70
2.425	850	70
2.400	860	71
2.375	870	72
2.350	880	73
2.325	890	74
2.300	900	75
2.299	910	76
2.275	910	76
2.250	920	77
2.225	930	78
2.200	940	79
2.175	950	80
2.150	960	81
2.125	970	82
2.100	980	83
2.075	990	84
2.050	1000	85
2.025	1010	86
2.000	1020	86

For more information, visit www.eligibilitycenter.org or www.2point3.org.

NCAA ELIGIBILITY CENTER QUICK REFERENCE GUIDE



Division II Initial-Eligibility Requirements

Core Courses

- **Division II currently requires 16 core courses.** See the chart below.
- **Beginning August 1, 2018**, to become a full or partial qualifier for Division II, all college-bound student-athletes must complete the 16 core-course requirement.

Test Scores

- **Division II** currently requires a minimum SAT score of 820 or an ACT sum score of 68. **Beginning August 1, 2018**, Division II will use a sliding scale to match test scores and core-course grade-point averages (GPA). The sliding scale for those requirements is shown on Page No. 2 of this sheet.
- The SAT score used for NCAA purposes includes **only** the critical reading and math sections. The writing section of the SAT is not used.
- The ACT score used for NCAA purposes is a **sum** of the following four sections: English, mathematics, reading and science.
- **When you register for the SAT or ACT, use the NCAA Eligibility Center code of 9999 to ensure all SAT and ACT scores are reported directly to the NCAA Eligibility Center from the testing agency. Test scores that appear on transcripts will not be used.**

Grade-Point Average

- Be sure to look at your high school's List of NCAA Courses on the NCAA Eligibility Center's website (www.eligibilitycenter.org). Only courses that appear on your school's approved List of NCAA Courses will be used in the calculation of the core GPA. Use the list as a guide.
- The current **Division II** core GPA requirement is a minimum of 2.000. **Division II** core GPA required to be eligible for competition on or after August 1, 2018, is 2.200 (corresponding test-score requirements are listed on the Sliding Scale on Page No. 2 of this sheet).
- The minimum **Division II** core GPA required to receive athletics aid and practice as a partial qualifier on or after August 1, 2018, is 2.000 (corresponding test-score requirements are listed on the Sliding Scale on Page No. 2 of this sheet).
- Remember, the NCAA core GPA is calculated using NCAA core courses only.

DIVISION II 16 Core Courses	
3	years of English.
2	years of mathematics (Algebra I or higher).
2	years of natural/physical science (1 year of lab if offered by high school).
3	years of additional English, mathematics or natural/physical science.
2	years of social science.
4	years of additional courses (from any area above, foreign language or comparative religion/philosophy).

DIVISION II COMPETITION SLIDING SCALE		
<i>Use for Division II beginning August 1, 2018</i>		
Core GPA	SAT Verbal and Math ONLY	ACT Sum
3.300 & above	400	37
3.275	410	38
3.250	420	39
3.225	430	40
3.200	440	41
3.175	450	41
3.150	460	42
3.125	470	42
3.100	480	43
3.075	490	44
3.050	500	44
3.025	510	45
3.000	520	46
2.975	530	46
2.950	540	47
2.925	550	47
2.900	560	48
2.875	570	49
2.850	580	49
2.825	590	50
2.800	600	50
2.775	610	51
2.750	620	52
2.725	630	52
2.700	640	53
2.675	650	53
2.650	660	54
2.625	670	55
2.600	680	56
2.575	690	56
2.550	700	57
2.525	710	58
2.500	720	59
2.475	730	60
2.450	740	61
2.425	750	61
2.400	760	62
2.375	770	63
2.350	780	64
2.325	790	65
2.300	800	66
2.275	810	67
2.250	820	68
2.225	830	69
2.200	840 & above	70 & above

DIVISION II PARTIAL QUALIFIER SLIDING SCALE		
<i>Use for Division II beginning August 1, 2018</i>		
Core GPA	SAT Verbal and Math ONLY	ACT Sum
3.050 & above	400	37
3.025	410	38
3.000	420	39
2.975	430	40
2.950	440	41
2.925	450	41
2.900	460	42
2.875	470	42
2.850	480	43
2.825	490	44
2.800	500	44
2.775	510	45
2.750	520	46
2.725	530	46
2.700	540	47
2.675	550	47
2.650	560	48
2.625	570	49
2.600	580	49
2.575	590	50
2.550	600	50
2.525	610	51
2.500	620	52
2.475	630	52
2.450	640	53
2.425	650	53
2.400	660	54
2.375	670	55
2.350	680	56
2.325	690	56
2.300	700	57
2.275	710	58
2.250	720	59
2.225	730	60
2.200	740	61
2.175	750	61
2.150	760	62
2.125	770	63
2.100	780	64
2.075	790	65
2.050	800	66
2.025	810	67
2.000	820 & above	68 & above

Financial Aid

Before making any decisions about which college to attend, it is important for students and parents to understand the financial aid process. Make sure to attend all financial aid information meetings offered at Roslyn. **The FAFSA Application goes live on October 1st.**

Financing a college education may seem like a daunting task. However, keep in mind that funding may come from a variety of sources including parental contributions, loans, grants, scholarships and/or federal programs. Parents play a very important role. Discussions should begin no later than junior year and should be ongoing through mid senior year. To apply for federal assistance, parents will have to disclose a great deal of financial information pertaining to their income and taxes.

Three Myths

- 1) *I am not filling out the FAFSA form because my family will never qualify for financial aid*
This may be true, but you will never know if the form is not submitted. Plus, many colleges will NOT award merit-based scholarships (based on grades and scores) unless the FAFSA form has been filed.
- 2) *I am not an "A" student so I won't get any financial aid*
Most federal aid is based on financial need, and grades are not considered
- 3) *I won't apply to private colleges because my parents cannot afford to send me*
Don't rule out attending a private college or university based solely on cost. Begin by researching schools that fit your criteria, and when you have all the facts then make your decision. Often, private schools offer more financial aid than public schools. Remember higher college expenses also mean a better chance of showing financial need.

Federal Assistance Programs

Federal assistance programs play a major role in helping students fund their college educations, and most college students are receiving federal assistance of one sort or another. In order to qualify, students and parents must first fill out the Free Application for Federal Student Aid (FAFSA). Several weeks after correctly submitting this form, you will receive a Student Aid Report (SAR), which contains the Expected Family Contribution (EFC). The EFC is the annual amount of money the government thinks your family should contribute toward the cost of your college education.

Private Financing

You may finance a portion of your education through private scholarships and grants. Many scholarships are awarded for a variety of reasons, some for academic performance, some for particular skills and abilities and others for less obvious reasons. A scholarship or grant does not have to be repaid.

Understanding the Language of Financial Aid

Review the terms listed below. For further clarification, make an appointment to see your guidance counselor.

APTS (Aid for Part-Time Students)

Awarded to part-time students who live and attend colleges in New York State. Each academic year, grants of up to \$2,000 are awarded.

CSS Profile (College Scholarship Search Profile)

Financial aid form required by many private colleges requesting additional information.

EFC

Expected Family Contribution. (See page below)

FAFSA

Free Application for Federal Student Aid.

Federal Perkins Loan

Low interest loan based on financial need and other limitations.

Federal Scholarships and Grants

Offered by colleges, and do not have to be repaid. Federal assistance includes the Federal Pell Grant and the Federal Supplemental Educational Opportunities Grant (FSEOG).

FSEOG (Federal Supplemental Educational Opportunity Grant)

Awarded to students who demonstrate exceptional need. Limited and only distributed in some colleges. Grants range from \$100- \$4,000 per year.

FWS (Federal Work Study)

Based on financial need. It provides students with jobs both on and off campus. Program funding changes yearly, and there is no guarantee that money will be awarded year after year. These jobs pay at least the federal minimum wage and may pay more depending on the skill and responsibilities required. Money earned must be used toward educational expenses and cannot exceed your total federal award.

Grace Period

Time between when a student leaves college and before loan repayment begins.

HEOP/EOP (Higher/ Education Opportunity Program)

Program is available to some public and private colleges in New York State. Provides financial and academic support for students who are educationally and economically disadvantaged.

Loan

Borrowed money that must be repaid. If you receive a loan from the government, the finance rate is usually low; those from a bank or a savings and loan are higher. Of course, you want to pay back what you borrow at the lowest possible rate.

Pell Grant

Federal grant that ranges from \$400-\$4,000 per academic year. Based on demonstrated financial need of students. Grants do not have to be paid back.

Perkins Loans

Low interest loan awarded by the student's college. Students must show exceptional financial need. Repayment begins nine months after the student graduates, leaves school or drops to less than half-time student status.

Private Scholarships and Grants

Many scholarships are awarded for a variety of reasons. Organizations awarding them include colleges, fraternal organizations, unions, businesses and private foundations. Ask your parents to find out if their place of business offers scholarships. Also, find out if any are awarded where you work. Your counselor should be your first source of college-related information. Prompt emails will be sent to you from the Counseling Center regarding scholarship opportunities. Also, visit the local library and bookstore for additional scholarship postings. Refer to page 30 and 31 for scholarship websites.

SAR (Student Aid Report)

Includes the EFC. It is sent to the colleges and listed on the FAFSA.

TAP (Tuition Assistance Program)

Provides New York State students, who demonstrate financial need, with grants that range from \$100-\$5,000. Available only to students attending a New York State college.

Financial Aid Formula (fafsa.edu.gov)

Cost of Total Education – Expected Family Contribution = Financial Need

- 8% Combined Household Income
- + 8% Savings and Assets
- + 33% Savings in Student’s Name
- Expected Family Contribution**
- (Using approximate percentage amounts)

After the FAFSA form is processed, a SAR (student aid report) is mailed home, which states the amount of federal funding the student is eligible for, and how much the government expects your family to pay. The SAR report is then routed to each school listed on the FAFSA where a financial aid package is constructed. Please note that Financial Aid packages will vary from college to college. Many colleges also require the CSS Profile form in addition to the FAFSA. The CSS Profile can be found on the College Board website. View the participating colleges on www.collegeboard.com.

Examples

New York University – Private Institution	SUNY Albany – Public Institution
<p style="text-align: center;">\$60,000 (Cost of Education) – <u>\$17,000</u> (Expected Family Contribution) \$43,000</p> <p>\$43,000 in financial aid may resemble an assortment/variation of funds listed below based on NYU’s assessment:</p> <p>\$3,500 – Student Loan \$4,500 – Work Study \$15,000 – Scholarship Grant from college \$ 5,000 – Scholarship from outside sources \$ 1,000 – TAP Award – (if NYS School) \$ 14,000 – Parent Loans</p>	<p style="text-align: center;">\$16,000 (Cost of Education) – <u>17,000</u> (Expected Family Contribution) \$.00</p> <p>Based on above formula, no federal aid would be awarded.</p> <p>However, student loans and outside scholarships could be applied toward tuition.</p>

Colleges and Universities are required to post a ‘Net Price Calculator’ on their website for families to have an estimated idea of total college costs. You will find this very helpful when determining the estimated cost for each college.

Class of 2020 COLLEGE APPLICATION PROCESS

Deadline dates for submitting college applications to the Counseling Center (**you must allow three weeks, 15 SCHOOL DAYS, processing time to the Counseling Center before YOUR FIRST college deadline**):

<u>Deadline</u> <u>Type of Application</u>	<u>College Application Deadline</u> <u>for FIRST Application</u>	<u>Counseling Center Deadline</u> <u>for FIRST Application</u>
Early Decision, Early Action, Priority & Rolling Admissions	October 15 th	Friday, September 20 th
	November 1 st	Friday, October 11 th
	November 15 th	Thursday, October 24 th
Regular & Rolling Admissions	January 1 st	Monday, December 2 nd

Naviance Directions

- Match your Family Connection and Common App account by doing the following:
 - Create a Common App account on commonapp.org.
 - Sign the CA FERPA Waiver & Authorization on the Common Application under the Recommenders and FERPA link – you need to fill out the education portion on the common application before you can do this. (**Make sure you WAIVE your right and authorize release**)
- Sign into Naviance (student account only) and click on “Colleges”
 - Click on “**Colleges I am applying to**”.
 - Enter your common application email address.
 - Press “**Match**” (this populates your colleges into your account).
- **Personally** ask two teachers you have a rapport with to write a letter of recommendation for you.
- Return to the “Colleges” tab to add Teacher Recommendation Requests
 - Click on “letters of recommendation”
 - Click on “add request”
 - “Select a teacher” **Note: First teacher should be the one that you want to write the recommendation that will go to all of your schools. Some colleges only allow one.**
 - Click on “all current and future colleges I add to *my colleges I am applying to* list”
 - Include a personal note highlighting any important aspects of your application (such as first choice schools, early decision application) that you want the teacher to take into consideration when writing your letter.
 - Click on “submit request”

Second Teacher:

 - Click on “add request”
 - Click on “choose specific colleges from your *Colleges I’m Applying To* list”
 - **Only select colleges that accept more than one recommendation.**
 - Include a personal note highlighting any important aspects of your application (such as first choice schools, early decision application) that you want the teacher to take into consideration when writing your letter.
 - Click on “submit request”
 - To check the status of a recommendation return to “Letters of Recommendation” on the “Colleges” tab.

- College processing forms are available in the Counseling Center and on our website.
- What your counselor needs to process your application materials.
 - **Yellow** College Application Submission Form.
 - **Blue** Transcript Release Form.
 - **Gold** RHS Early Decision Agreement Form, **if you are applying Early Decision**.
 - A copy of your essay and activity resume to be reviewed by your counselor.
- **SPECIAL NOTE: Roslyn High School does not report official test scores.** You are responsible for sending SAT, ACT and AP scores to your colleges.
- Procedure for attending college visits:
 - Click on the “Colleges Tab.
 - Click on “View all upcoming college visits”
 - Click on “sign up”
 - Click on the “sign me up button”

Unless you sign up on Naviance before the college visit, you will not be permitted to attend.

Pick up a pink “*College Visit Pass/Approval Form*” located in the counseling center which must be signed by your teacher BEFORE the visit.

ANECDOTALS:

Students will ask between three to five professionals for anecdotes (i.e. teachers, coaches, club advisors), which will be returned directly to the Counseling Center.

OUTSIDE LETTERS OF RECOMMENDATION:

If a student chooses to ask an employer, community service advisor, etc. for a letter of recommendation, ask them to write the letter on their letterhead, give them envelopes addressed to the colleges which you are applying and have them mailed directly to each school.

Tips for Students

Applying to college is a task that will require your continued effort and attention over a period of months before you can reach an intelligent decision. You will be gathering information, weighing alternatives, writing letters, keeping appointments, and seeking advice.

You and your family are partners in this enterprise of making a wise decision about college. Counselors, teachers and friends become members of the team as you seek information and advice.

Strong Suggestions

- Create an organizational system for all your college material. Make one folder on a computer for each college you are researching and keep all related information organized.
- Keep track of all user names and passwords for online applications.
- Seek out your counselor throughout the spring of junior year and fall of senior year.
- ***Thoroughly*** research the colleges and universities that interest you.
- To cut your list to manageable size, eliminate colleges, which obviously do not fit your needs, or those whose admissions requirements you cannot meet. A rule of thumb would be that if you cannot list 3 unique reasons why you are applying to a school, then you probably should not be applying there.
- Beginning in your junior year, request information and catalogues from colleges still on your list. This initial request will get you on college mailing lists. Be sure to visit each college's online website.
- Arrange to visit your three or four top college choices. Always sign in at the Admissions Office, so representatives know you have displayed interest.
- As the applications become available online, read them thoroughly, note deadline dates, supplemental information requested, fees to be paid, and specific admissions procedures.
- Seek help from all available sources as you decide which college you will apply. Six to eight well-selected colleges is a good number for most students. Be sure that you include at least one college where you are certain you will be accepted and at the same time be happy to attend.
- Let your application reflect that you are a responsible person. Watch for supplemental applications on the Common Application. Complete each one thoroughly, neatly and intelligently. Read application instructions carefully. Give special thought to essays or autobiographies and ask a teacher or counselor to read them.
- In support of your application to highly selective colleges, submit any additional materials such as:
 - Exceptional research papers
 - CDs of musical performances
 - Portfolio of art work, photography
 - Other examples of special talents and/or interests
- Read all correspondence you receive from a college thoroughly and carefully. Do not stop reading a letter of acceptance after the first sentence; continue on for specific instructions regarding deadlines for deposits and other items. Some colleges require a response before May, especially in cases where housing is limited.
- Notify all colleges that have accepted you about your plans, e.g., if you plan to deny an offer of admission it is important that you notify the college. It is even more important that you inform the college you plan to attend of your intention by sending the required deposits as quickly as possible.
- Students accepted Early Decision must withdraw other active applications once accepted since this decision is binding. This procedure allows the colleges to become aware that more seats are available to other students.

Tips for Parents

- Do not assume anything. When in doubt, contact your child's School Counselor.
- Create a college log for you and your child. Keep track of all contacts in one journal so you may stay organized throughout this process.
- Help your child develop an organizational system. This is their process and they need to be directly involved from beginning to end. However, that doesn't mean that they do not need support and encouragement throughout.
- College representatives come to Roslyn to talk with students throughout the fall semester of senior year. These visits are opportunities for students to acquire information and to make contacts. Encourage your child to "visit" with admission representatives, even if she has already visited the college. Some colleges track 'interest' of an applicant. Students will be notified of college visits through Naviance.
- Most junior college conferences occur between April and mid-June. If your child has not scheduled a meeting with their counselor before summer vacation, be certain that he/she arranges one early in the fall. Sometimes students are hesitant and/or fearful about beginning the college process and may require some encouragement. You may want to contact the counselor for advice if your child seems reluctant to begin to the process.
- The Counseling Center needs a minimum of 15 school days to process the first application, and that all applications to be mailed before Christmas vacation must be submitted at least three weeks before the start of the holiday.
- Remember the number **334920** (also listed as 334-920). This is called the "CEEB Code", the high school code and the secondary school code, and all college applications ask for it.
- Watch application deadlines. Colleges and testing centers firmly adhere to all deadlines.
- A parent signature is required on a "Roslyn Transcript Request Form" to forward records and recommendations. These forms will be given out at Senior College Night and also available on the Guidance website.
- For special education/504 students, a parent signature is required on a separate "Release of Confidential Records" form. This form is available in the Counseling Center.
- Students often worry about the order in which the colleges receive materials about them. The answer is that it does not matter. Once a college receives one piece of information - a teacher recommendation, a transcript, the application, etc., a file is created for that student, expecting that additional materials will be forthcoming.
- Usually when a college receives an admission application, an email is sent giving the student an access code to a secured website to allow them to track their admission status. This system informs the student if the application is incomplete, complete, or if a decision has been rendered. However, many colleges also automate some of the communications that they sent you regarding missing materials. If you receive these and the Counseling Center is reporting to you that the material was sent, **DO NOT PANIC**. It is very likely there and just not processed. You can either give it some more time or call the admissions office directly to inquire.

College Information Websites

The Internet is filled with thousands of sites that offer college admission information and services. Unfortunately, many sites are nothing more than money based organizations such as IvySuccess.com, Getintocollege.com, CollegeConfidential.com, IvyEdge.com and Liqsolutions.com. The cost of these services often runs into the thousands of dollars. After an extensive search, The Counseling Center discovered a select number of websites that offer free information about college admissions. The following websites typically contain very useful information about the college admissions process, scholarships, and standardized testing:

- 1) www.fastweb.com
This site offers free college and scholarship searches.
- 2) www.collegenet.com
This search engine helps students quickly find college information. Criteria considered include region, college sports, major and tuition. People can hotlink from their search list directly to homepages of the schools in which they are interested.
- 3) www.collegequest.com
This website is run by Petersons, and thus, has a huge database of information on items such as colleges, scholarships, essay writing and study abroad.
- 4) www.collegeispossible.org
This URL provides general information and links to useful websites
- 5) www.collegeplan.org
This site has information on college selection, financial aid, admissions and scholarships. It also lists direct links to sites that offer college-planning ideas.
- 6) www.college411.org
College411 is organized into 6 sections: Minorities, Financial Aid, College Search, Internships and Study Abroad, General Information, and Parents. Each section has useful links for both parents and students.
- 7) www.princetonreview.com
This site offers a great deal of information, including online applications, college searches, financial aid, standardized tests, etc. It even has an Aid Comparison Calculator, which allows students to see how their financial aid awards from each college compare to one another.
- 8) www.ecola.com/college
It is a college locator system that assists students in finding any college of interest.
- 9) www.collegeboard.com
This is probably the best site overall. It has information on anything and everything relating to the college admission process.
- 10) www.scholarships.com
This site offers a wide variety of scholarships.

In addition, the website www.campustours.com offers families the opportunity to take a virtual tour of each college campus listed at the site, and it also provides a link to the homepage of every college.

Additional Resources

There are many available resources to help you in your search for the right college or other post-secondary institution. They include websites, books, college brochures, college catalogs and people. And, do not forget to talk to your parents and their friends! The information they provide can be invaluable.

Some Useful Websites	Some Useful Books
<p>www.act.org www.college-athletic-scholarship.com www.collegeboard.com www.collegeconfidential.com www.collegenet.com www.collegeplanning.org www.collegesearchengine.org www.collegeview.com www.commonapp.org www.educaid.com www.4education.us www.fafsa.ed.gov www.fastweb.com www.hesc.com www.guaranteed-scholarships.com www.kiplinger.com/personal_finance www.longisland.com/schools.php www.mapping-your-future.org www.ncaa.org www.ncaaclearinghouse.net www.nycareerzone.org www.nymmentor.com www.nysaves.uui.upromise.com www.petersons.com www.princetonreview.com www.salliemae.com www.scholarships.com www.scholarshipprograms.com www.studentaid.ed.gov www.studentloan.com.suny.edu www.technical-colleges-vocational-tech- www.schools.org.usnews.com www.vocational-schools-guide.com</p>	<p>"Barron's Best Buys in College Education" by Lucia Solorzano "College Financial Aid for Dummies" by Herm Davis, Joyce Lain Kennedy "Colleges That Change Lives: 40 Schools You Should Know About Even If You're Not a Straight A Student" (Revised Edition) by Loren Pope "The College Board Scholarship Handbook" published by The College Board "The College Handbook 2010" published by the College Board "Harvard Schmarvard" published by Jay Mathew from the Washington Post "Lovejoy's College Guide" published by Lovejoy's Educational Guides "Peterson's Colleges With Programs for Students With Learning Disabilities or Attention Deficit Disorders" (6th revised ed.) by Stephen Strichart, Charles T. Mangrum II et al. "Peterson's Four-Year Colleges" published by Peterson's "Peterson's Guide to Two-Year Colleges" published by Peterson's "Peterson's Vocational & Technical Schools: East" published by Peterson's</p>

ROSLYN HIGH SCHOOL COUNSELING CENTER
College Application Submission Form

Name: _____ Date: _____ Email: _____ Counselor: _____

NOTE: YOU MUST ENTER YOUR COLLEGES and/or LINK YOUR COMMON APP TO NAVIANCE BEFORE SUBMITTING THIS FORM

Name of College/University	Name of Specific Program/college	ED, EA, REA, Priority, Rolling, Regular	Application Deadline	Did You Submit this App? Yes/No, Date	Type of application: Common App, SUNY, CUNY, School Specific, Coalition
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					

Letters of Recommendation:

Teacher #1: _____ Teacher #2: _____

****Please Note – The Teacher #1 Recommendation will be sent to schools that only accept one (1) teacher recommendation letter****

FOR OFFICE USE ONLY

Date to Counselor: _____ Did you sign the fee waiver? _____ Did you sign the ED Agreement? _____ Date from Counselor: _____

This file is complete and ready to submit online.

NOTES