

COLLEGE & CAREER PLANNING GUIDE



ROSLYN HIGH SCHOOL

CEEB SCHOOL CODE 334920

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Table of Contents

| | |
|---|----|
| Table of Contents..... | 3 |
| Junior Year Timeline..... | 5 |
| Types of Colleges | 6 |
| Colleges and Universities..... | 6 |
| Factors That Influence College Choice..... | 7 |
| Other Important Factors to Consider | 8 |
| Naviance..... | 9 |
| Naviance: eDocs..... | 9 |
| Matching the Common App with Naviance..... | 9 |
| The Completed College Application Folder | 10 |
| Official High School Transcript..... | 10 |
| Self-Reported Grades (SRAR and SSAR)..... | 11 |
| Standardized Examinations | 11 |
| ACT Examination | 11 |
| SAT Reasoning Test | 11 |
| Test Optional..... | 11 |
| Other Standardized Exams..... | 12 |
| PSAT/NMSQT | 12 |
| Advanced Placement Exams | 12 |
| SAT vs. ACT..... | 12 |
| SAT | 12 |
| ACT | 12 |
| Preparing..... | 13 |
| Registration and Test Dates | 13 |
| Sending Test Scores to Colleges..... | 13 |
| Suggested Testing Timeline | 14 |
| Letters of Recommendation | 14 |
| Counselor Letter of Recommendation | 14 |
| Anecdotal | 14 |
| Junior /Parent Questionnaires..... | 14 |
| Teacher Letter of Recommendation..... | 15 |
| The Personal Essay..... | 15 |
| Step 1: Choosing a Topic..... | 16 |
| Step 2: Preparing to Write | 16 |
| Step 3: Writing the Essay | 16 |
| Do's and Don'ts of Writing the College Essay:..... | 17 |
| Extracurricular Activities..... | 18 |
| Sample Activities Resume..... | 19 |
| Junior College and Career Conference | 20 |
| Application Admissions Options & Descriptions | 20 |
| Early Decision..... | 20 |
| Early Decision II..... | 20 |
| Early Action | 20 |
| Priority..... | 21 |
| Restrictive Early Action (also known as Single Choice Early Action) | 21 |
| Regular Admission | 21 |
| Rolling | 21 |

- Applying to College22
 - Common Application22
 - Account Rollover.....22
 - Coalition Application.....22
 - School Specific Applications.....22
- Campus Visits23
 - Arranging the Visits.....23
 - When to Visit23
 - Suggested Questions to Ask a Student Representative on a Campus Tour:23
 - Connect Digitally23
- The Personal Interview24
 - Types of Interviews24
 - The Personal Interview24
 - The Alumni Interview.....24
 - The Group Interview24
 - When To Schedule Your Interview24
 - Do Not Forget To.....24
- Special Interests Applicants25
 - Art Talent25
 - Music/Theater Arts Talent25
 - College-Bound Student Athletes.....25
- Students with Learning Disabilities.....26
- Financial Aid28
 - Three Myths28
 - Federal Assistance Programs28
 - Private Financing.....28
 - Understanding the Language of Financial Aid28
 - Financial Aid Formula (fafsa.edu.gov)30
 - Examples30
 - Tips for Students30
 - Strong Suggestions.....31
 - Tips for Parents/Guardians31
- College Information Websites32
- Additional Resources33

Junior Year Timeline

College Research Process

- Discover what you are looking for in a college or university.
- Learn about as many schools and programs as possible:
 - Visit colleges and universities whenever possible.
 - Talk with college representatives visiting Roslyn.
- Attend regional College Fairs
- Utilize Naviance to access valuable college and career information.
- Attend college-related nights at school (Junior College Nights, Financial Aid Nights, etc.)
- Continue researching colleges for desired programs, admissions requirements, etc. (January – June)
- Meet with your counselor to discuss plans for after high school. (February – May)
- Meet with academic teachers to request formal letters of recommendation for college. (May – June)
 - Formal request must be made in Naviance. (May/June)
- Create a draft of your personal essay(s) and activity resume (May/June)

Standardized Testing

- Stay focused on academics! Junior year is the last chance to impact the application GPA.
- Review PSAT Results on College Board website.
 - Scores will be returned early December.
- Create testing timeline – plan out the entire year.
- Take a practice ACT/SAT.
- If you are planning on taking the SAT or ACT, register early for the following dates:
 - ACT – 2/12/21, 4/2/21*, 6/11/22*, 7/16/21 (not offered in NY)
 - Anticipated 2022-23 Fall Dates – 9/10/22, 10/22/22, 12/10/22
 - SAT – 3/12/22, 3/23/22*, 4/26/22*, 5/7/22, 6/4/22
 - Anticipated 2022-23 Dates – 8/27/22, 10/1/22, 11/5/22, 12/3/22

*Denotes administration for Roslyn students ONLY.

Financial Aid

- Research college costs using College Scorecard: www.collegescorecard.ed.gov and Net Price Calculators.
- Fill out the FAFSA forms when it becomes available online (October 1st) at <http://www.fafsa.gov/>.
- Submit the CSS Profile to participating colleges, if applicable.
- Research other financial aid resources such as NYS Tuition Assistance Program, NYS Excelsior, and college specific scholarships

Summer To-Do

- Begin researching summer opportunities such as employment, educational/research programs, and volunteer work. (December – February)
- Finalize the list of colleges and summer plans.
- Visit the colleges, if possible.
- Begin working on the components of your applications.
 - The Common Application and Coalition Application are available for Juniors to begin the application in the spring.
 - Supplemental Essay topics become available August 1st.
 - Draft the college essay/personal statement.

Upcoming College Events

- LI Spring College Expo – April 28th (5:00 p.m. – 8:00 p.m.) at LIU Post, Brookville, NY.
- National College Fair – Date TBD (Check www.nacacfairs.org).
- Check www.virtualcollegefairs.com for additional virtual fairs.

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 publicly 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 varies from small to large | Size varies, many are large |
| Tuition | Privately controlled institutions are usually more expensive. Financial aid programs may overcome this difference. | Publicly 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 “breadth” of knowledge in the arts and sciences, as opposed to technical training. 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 specialized 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 prepare students to enter a nursing career. 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 hospitals, 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 School programs come in many forms: vocational, technical and trade. They typically are 1-3 years in length and offer a certification of completion. Generally these programs are private, non-college professional schools and offer highly specialized training for specific careers such as music, photography, dramatics, culinary arts and court reporting. Trade and technical programs provide hands on experience in fields including electrical, plumbing, air conditioning, heating and refrigeration, computer technology, medical technology, and automotive repair. Business schools offer various programs such as medical assisting, medical billing, accounting programs, and secretarial arts.

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

Other Important Factors to Consider

Curriculum/Academic Programs: 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.

In considering academic programs, look for special opportunities and pick a school that offers many possibilities. Check out the list of [Honors Colleges](#). Honors colleges offer students the chance to attend smaller classes, interact with full-time faculty, live in the honors housing community, and sometimes receive priority registration. Use [this link](#) to learn more about the "honors" experience.

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.

Diversity: Think about the geographic, ethnic, racial, and religious diversity of the students as a means of learning more about the world. Investigate what kinds of student organizations, or other groups with ethnic or religious foundations, are active and visible on campus.

Environment: This might be called "atmosphere" or "tone" or "feeling." Try to get an impression of the college by visiting, reading catalogues and bulletins, speaking to alumni, students, counselors, and others.

Resources: Research the 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.

Safety: How does the school support students' mental and emotional health? What steps does the campus take to keep students safe? What steps does the college take to limit alcohol and substance abuse?

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.

Special Programs/Athletics: Many times, college selections are made based on athletic programs, music conservatories, and accelerated academic programs.

Naviance

Naviance is a college and career search program that offers each Roslyn High School student the ability to explore many options available through post-secondary planning. Naviance is a vital tool in the college search process and should be used by both students and parents/guardians. Listed below are a few of the many capabilities of the program:

- Examine up-to-date college information on over 3,700 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 statistics based on Roslyn High School's historical data with hundreds of colleges and universities.

Naviance: eDocs

What documents are submitted through eDocs?




- The Roslyn High School Profile
- Student's Official High School Transcript
- Mid-Year and Final Grades
- Counselor Letter of Recommendation
- Teacher Letters of Recommendation
- Secondary School Report

Through a student's Naviance account, all supporting materials have the ability to be transmitted to colleges electronically. Below are the steps that students must follow for the documents to be sent to colleges:

Matching the Common App with Naviance

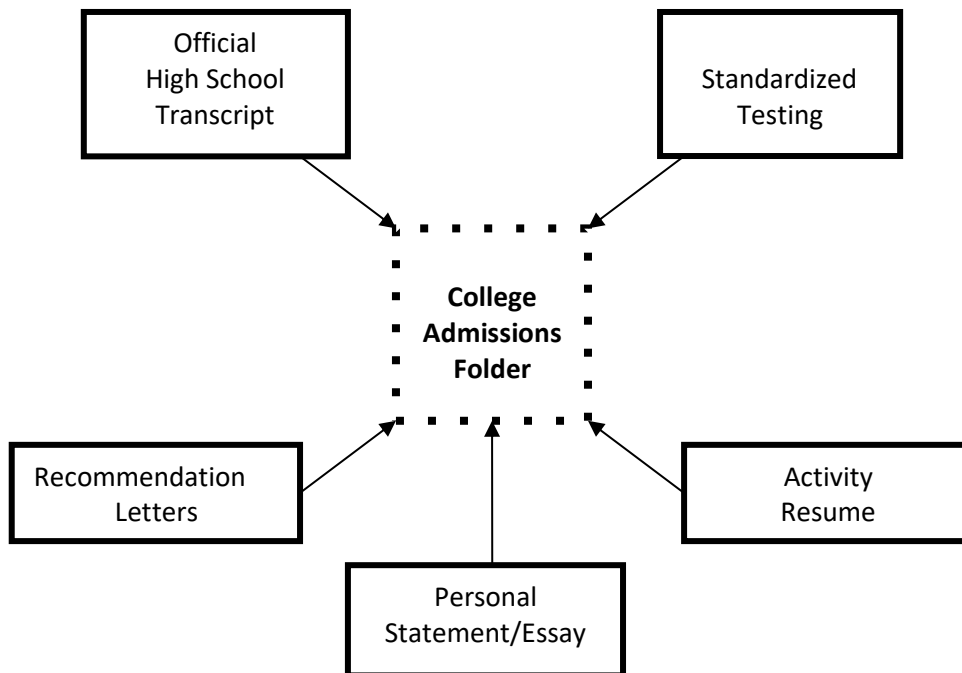
- **Step 1:** Before forms can be sent electronically to colleges by the Counseling Center, students must match their Common App with their Naviance accounts. [Utilize this video tutorial to see how it's done.](#)

The symbols below indicate the method of submission associated with each college. It is important for students to understand each symbol and follow the directions below:

-  - This indicates that this particular college does not receive documents electronically. In this case, the RHS counseling staff mails the required school forms. In some cases, students can apply to the college online, however, the Counseling Center must send records by electronically or by mail.
-  - This indicates that the college is a Common App school, and all documents will be submitted electronically.
-  - This indicates that the college is NOT a member of the Common App, however they will accept all the necessary documents electronically.

The Completed College Application Folder

As students begin filling out college applications, it is important to know that colleges are looking for a wide range of items to complete the application process. When applying to a college or university, the first piece of information received will start the admissions file. At most colleges, admissions files/folders are considered incomplete until several key components are received. Admissions officers read application files and are the ones who eventually determine whether or not a student will be admitted to the college or university. Keep in mind that colleges are receiving thousands of applications during the fall of senior year. Therefore, it is important to be represented strongly in each of the five areas listed below.



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 capacity. During senior year, students should be enrolled in at least five 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 their program.

Colleges also review the number of accelerated, honors, and advanced placement courses on a transcript. Admissions committees prefer students who seek academic challenge and rigor. 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 senior year, is a very important part of the academic record since it provides the most recent information. Although the GPA is based upon final grades in freshman, sophomore, and junior years, a strong first quarter performance in senior year can be forwarded to colleges at the student's request. Mid-year senior grades are often requested by colleges, and can make a difference, especially in borderline situations of being accepted or rejected.

Self-Reported Grades (SRAR and SSAR)

Some colleges require students to self-report their grades throughout high school, even if they have noted this information on either the Common App or Coalition App. This is one additional step that can be time consuming, so we recommend doing this earlier in the process. For schools that require "self-reported grades," it is important to note that a student's application will not be complete until this form is submitted. View these links for more information on the SRAR and SSAR, and the colleges that require them:

- [What is the SRAR](#)
- [The difference between the SRAR and SSAR](#)

Standardized Examinations

Colleges and universities often look to standard examination scores as part of a student's profile. Most students will decide between taking the ACT or the SAT, both of which are accepted by colleges that require standardized exams. We recommend that students familiarize themselves with both exams and choose the one that gives them the best opportunity for success.

ACT Examination

The ACT is a three-hour and 30-minute (including breaks) test made up of four main sections: English, Mathematics, Reading and Science Reasoning. The ACT score is a composite of these four sections and ranges from 1 to 36. ACT permits students to choose which score results are sent to colleges. The ACT also includes an optional Writing section. Be sure to research specific college requirements prior to taking it. **Please note that ACT now "superscores" scores.** Superscoring is the process of averaging a student's four best subject scores from all ACT administrations. View this link for more information: [Superscoring FAQs](#).

SAT Reasoning Test

The SAT Reasoning exam is a three-hour exam, and the results are expressed in Critical Evidenced-Based Reading and Writing and Math (range 200 - 800). The SAT Reasoning exam is used as a predictive diagnostic by colleges to indicate the likelihood of a student's success in the first year of college. Most colleges will use the highest Critical Reading and Math scores for across test administrations. "**Score Choice**" is available through the College Board where students can select which scores to send to colleges. Please note that some colleges may require all scores to be sent. View [An Easy Guide to Score Choice](#).

Test Optional

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

Other Standardized Exams

PSAT/NMSQT

The PSAT/NMSQT is practice for the Scholastic Aptitude Test (SAT) which is a standardized test that measures reading, writing and language skills, and math. It consists of four sections: one reading section (60 minutes), one writing and language section (35 minutes), one math section without the use of a calculator (25 minutes), and one math section with the use of a calculator (45 minutes). The PSAT does not include a written essay.

The PSAT/NMSQT is the qualifying test for the [National Merit® Scholarship Program](#). The top performers can qualify for scholarships and esteemed recognition. This will be based on scoring in the top 1% of all PSAT test-takers nationwide. The exam can be used as a diagnostic tool to provide an early understanding of strengths and weaknesses when preparing for college entrance standardized exams. The exam is given in the fall of Junior year. Students receive a detailed score report in early December that explains performance by subtest and topic, as well as which college-level AP courses match their strengths.

Advanced Placement Exams

AP Exams are standardized exams designed to measure how well a student has mastered the content and skills of a specific college level course. Often AP exam results are a meaningful predictor of college success. To learn more about the College Board AP Program and exams, please visit their [website](#).

SAT vs. ACT

SAT

- More abstract: questions are generally more analytical; requires digging deeper into each concept
- More time for each question and each section
- Emphasis on critical reading and ability to decipher what is being asked
 - Advantages:
 - More time for each question and section
 - Reading and Writing/Language combined score
 - No Science section
 - Disadvantages:
 - Emphasis on reading comprehension, analytical skills and abstract reasoning; deeper understanding of each concept
 - More Math overall and emphasis on higher level Algebra II

ACT

- More straightforward: questions are generally more direct and closer to test questions on school exams
- Moves quickly: less time for each question and each section
- Emphasis on finding information quickly and answering efficiently
 - Advantages:
 - More straightforward questions and reading passages
 - Less math, more reading overall
 - Math is more problem solving, focus on Algebra I/Geometry
 - Science is an “open book” test
 - Disadvantages:
 - Very fast paced test; timing is a challenge in each section
 - Requires moving through each section efficiently, less opportunity for review

New SAT/ACT Concordance Chart: [View here](#)

Preparing

Preparing for standardized exams is highly recommended. The College Board has partnered with Khan Academy to offer all students free online support and access to sample test material. The program is interactive; once work is submitted, it is scored and additional questions in the area(s) of weakness are then sent. For more information, please visit College Board (www.collegeboard.org) and Khan Academy (www.khanacademy.org)

SAT and ACT Prep: All RHS students have the option of registering for a testing strategies course during junior and senior years. The course teaches the techniques needed to establish a strong foundation of content as well as strategies to successfully prepare for the SAT and ACT exams. The course focuses on essential verbal and mathematical reasoning skills, skill review, and time and stress management during testing.

Registration and Test Dates

To register and learn more about these exams, please refer to the following websites:

- SAT (www.collegeboard.org)
 - CEEB Code for Roslyn: 334920
- ACT (<http://www.actstudent.org>)

Sending Test Scores to Colleges

If official test scores are required, students must release them directly from the testing agency to the colleges. There is a fee associated with sending score reports to each school. Rushing scores for an additional fee is not recommended; therefore, be sure to request scores at least 2-3 weeks before the deadline to ensure timely receipt!

SAT

<http://www.collegeboard.org>

- If scores were sent to a college using the free score sends, those scores are already on file in admissions. Verification can be found by looking at the history of sent scores.
- Students can choose to send ALL scores or only some test dates (Score Choice). It is the applicant's responsibility to research the policy of a college; some colleges may allow Score choice, others may require all scores to be sent.
- If the test is at a future date, students will have the option to send scores immediately or wait until those future test scores are available. Read carefully.
- The College Board charges \$12 per school to send scores; the rush fee is an additional \$31.
- If the SAT was taken with a fee waiver, there is no cost to send scores; free score sends will automatically be available in the student's account.
- If students are completing the Coalition application, scores can be sent from within the Coalition application by connecting it to the College Board account.

ACT

<http://www.actstudent.org>

- If a student already sent scores to a college when they took the test using the free score sends, those scores are already on file in admissions. Students can verify what scores were sent by looking at the history of sent scores.
- ACT charges \$13 per test date per report.
- Students who tested with a fee waiver can send up to 20 score reports for free.

AP

<http://ap.collegeboard.org>

- AP score reports are not sent at the time of application. Students may choose to self-report scores on the application for admission.
- Official AP Score Reports should be sent at the end of senior year only to the school at which the student will be attending in the fall.

Please note:

It is important for students to research each college’s testing requirements (available on each college’s website). Students can consult with their counselor for additional guidance. SAT Reasoning Test scores 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 the college to which they are applying.

****In some cases, colleges will accept student scores as official when listing them directly on the college application. This can save both time and money in the process. However, not every college accepts this format. Students and families should refer to a college’s website for the official policy. ****

Suggested Testing Timeline

| Grade | Semester | Examinations to Consider |
|------------|----------|--|
| 10th Grade | Fall | Practice ACT/SAT Diagnostic Practice PSAT |
| | Spring | |
| 11th Grade | Fall | PSAT |
| | Spring | ACT SAT Reasoning |
| 12th Grade | Fall | ACT SAT Reasoning |
| | Spring | |

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, it is important that no significant information has been excluded. Consequently, students are asked to provide Teacher Anecdotal forms, a junior questionnaire, and a parent questionnaire.

Anecdotal

Anecdotes offer students an opportunity to provide more contextualized feedback in areas of their choice. These sheets do not go to the college and do not replace teacher recommendations. They are returned to the counselor by the recommender and counselors can incorporate the feedback into their letter of recommendation. Examples of sources for an anecdote: a club advisor, a coach, a supervisor at a community service site, an employer, a teacher not writing a long letter of recommendation.

Junior /Parent Questionnaires

It is crucial for the counselor and the colleges to be aware of the personal attributes, highlights, and accomplishments of students. Information provided in the junior and parent questionnaires provides a context; for example, a context in which to understand fluctuations in grades; family changes and stressors; learning challenges; illness; individual goals and/or challenges. If students have difficulty writing about a particular topic, they are encouraged to speak to their

counselor. Please note that the information captured in these questionnaires will mirror information requested in college applications, so retain a copy for personal records before submitting the packet to the Counseling Center.

Teacher Letter of Recommendation

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

The recommendation should come from a teacher of an academic subject from the student's junior year. However, there are some exceptions. For instance, a talented art student who intends to major in art, should consider choosing an art teacher. Even if the student chooses not to major in art, a supplemental letter from an art teacher is recommended to highlight special talent.

If a student did poorly on the Critical Reading portion of standardized tests but has solid grades in English, an English teacher may be a great recommender. The same holds true for poor standardized scores in Math, yet strong math grades in the classroom.

Select teacher recommendations that correspond with 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 recommendation letter from an English teacher.

Once a teacher agrees to write a letter of recommendation, invite them through Naviance: Video Tutorial:

[Requesting Letter of Recommendation via NAVIANCE](#)

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

When requesting letters of recommendation, we strongly suggest that you agree to "waive your right" to view the recommendation. 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 a recommender may write, perhaps another recommender should be considered. Teachers will decline writing a recommendation that they feel will not reflect positively on the student.

The Personal Essay

The personal essay is one of the few places in the application process that gives a sense of an applicant's personality. It is crucial that students allow parents/guardians, an English teacher, and/or a counselor to review the essay. 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. The essay **must** be written by the student, trust us that colleges know when it is not.

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 your parents/guardians, English teacher, and/or counselor. Write a draft, allowing interested parties to review it and make suggestions. For more tips and suggestions view this video by The College Essay Guy, Ethan Sawyer: [7 Great Essay Tips](#).

Step 1: Choosing a Topic

Many colleges and universities will either give a topic to write about or present several rather specific topics from which an applicant must choose. Other colleges may simply “suggest” broad general topics to write about something of interest or concern to you. Here are a few general hints about the most effective way to approach your topic:

- Narrow your topic and try to be as specific and illustrative as possible.
- The easiest topic to write about is you!
- The essay you write should be unique; it should be an essay only you could have written.
- The essay should be reflective and show insight.
- Don't be shy or modest, although you should not exaggerate.
- Do not be afraid to write about something you think is a little different. A unique topic or approach is often refreshing to a college admissions officer who has been reading applications all day. Furthermore, an unusual or offbeat essay is an excellent way to show your creativity.

Common Application Essay Prompts 2021-2022: (Choose one, 250 word minimum, 650-word maximum)

These prompts will be updated for the 2022-2023 once they are updated by the Common Application

- *Some students have a background, identity, interest, or talent that is so meaningful they believe their application would be incomplete without it. If this sounds like you, then please share your story.*
- *The lessons we take from obstacles we encounter can be fundamental to later success. Recount a time when you faced a challenge, setback, or failure. How did it affect you, and what did you learn from the experience?*
- *Reflect on a time when you questioned or challenged a belief or idea. What prompted your thinking? What was the outcome?*
- *Reflect on something that someone has done for you that has made you happy or thankful in a surprising way. How has this gratitude affected or motivated you?*
- *Discuss an accomplishment, event, or realization that sparked a period of personal growth and a new understanding of yourself or others.*
- *Describe a topic, idea, or concept you find so engaging that it makes you lose track of time. Why does it captivate you? What or who do you turn to when you want to learn more?*
- *Share an essay on any topic of your choice. It can be one you've already written, one that responds to a different prompt, or one of your own design.*

Common Application Covid-19 Question: The 2021-2022 Common Application included an additional optional question for students to address any significant impact the pandemic had or continues to have on them. A response to this question is completely optional. The question reads as follows: *Community disruptions such as COVID-19 and natural disasters can have deep and long-lasting impacts. If you need it, this space is yours to describe those impacts. Colleges care about the effects on your health and well-being, safety, family circumstances, future plans, and education, including access to reliable technology and quiet study spaces. Do you wish to share anything on this topic? Y/N Please use this space to describe how these events have impacted you.*

Common Application Additional Information Section: The Common Application also offers a place for you to provide details of circumstances or qualifications not reflected elsewhere in your application. [Here is a list of what does \(and does not\) belong in that section.](#)

Step 2: Preparing to Write

Spend some time organizing your thoughts. Develop a framework for your essay so it will have a smooth and logical progression from one idea or incident to the next. Consider your purpose in writing, what you want to convey, and the tone that you think is most appropriate for the topic. Decide on a style that is comfortable for you.

Step 3: Writing the Essay

All strong writing begins with the drafting process. Write a first draft with the focus being content and trying to communicate your thoughts. Then set it aside for a day or two, reread it with a fresh perspective, and make any necessary changes. This is also the point at which you should consider matters of organization, style, grammar, spelling,

and tone. Once you have rewritten your first draft, show it to your parents/guardians, English teacher, school counselor and/or someone who knows you well. Although the final product and final “voice” should be yours, reviewers may be able to offer suggestions for technical or other improvements. A caveat in the reviewing process is to avoid over-editing and losing your personal voice.

Do's and Don'ts of Writing the College Essay:

- **Do:**
 - Start early; the end of junior year is a great time. Leave ample time to edit and revise – writing is a process. Junior English classes may give the college essay as a graded assignment.
 - Show rather than tell. Give examples and illustrate your topic to help bring it to life.
 - Write in your own “voice” and style.
 - Focus on the positive aspects of your narrative.
 - When writing supplemental essays, be specific about the particular college/university to which you are applying and what you hope to bring to the campus and study body.

- **Don't:**
 - Repeat information given elsewhere in your application (such as your resume).
 - Exaggerate or write to impress.
 - Write about topics that may be viewed as too religious, political, or controversial.
 - Use a flowery, inflated, or pretentious style.
 - Neglect the technical part of your essay (grammar, spelling, sentence structure).
 - Go to extremes – too witty, too opinionated or too “intellectual.”
 - Ramble and lack structure.
 - Be negative.

References:

College Essays That Made a Difference. 2nd Edition

The Princeton Review on Writing the College Application Essay, Harry Bauld, Collins Reference

Extracurricular Activities

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

- How long was the student a member of a specific club or student organization?
- How much time was devoted to its activities?
- Did the student accomplish anything special or hold elective or appointive offices (e.g., President or Treasurer)?
- What did the student give to the school community (e.g., peer tutoring)?
- What was the nature of employment and length of employment?

Other items considered by admission committees include the personal interview, alumni relationships, geographic distribution, character and personality, and any special talents (e.g., art, research, computers, music, leadership, athletics). Students with a special talent should work closely with a faculty advisor in the specialty area to devise ways to demonstrate their talent. Examples may include:

- 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.
- An athlete might collaborate with his coach to contact college coaches.

Students with special talents who plan to major in that area should seek teacher recommendations that support their talent.

Sample Activities Resume

An Activities Resume template can be found [here](#).

Jordyn Smith

Email address
Roslyn High School

| COMMUNITY SERVICE | | | |
|---|---|---------------|----------------------------------|
| ACTIVITY/POSITION | DESCRIPTION | GRADES | HOURS/WEEK WEEKS/YEAR |
| Roslyn Summer School Academy Counselor | Responsible for interacting with students and assisting teachers and staff. | 9, 10 | 3/4 |

| SCHOOL INVOLVEMENT | | | |
|--|--|---------------|----------------------------------|
| ACTIVITY/POSITION | DESCRIPTION | GRADES | HOURS/WEEK WEEKS/YEAR |
| Peer Mindfulness Mentor | Mentor in an initiative that aims to promote mindfulness mediation. Guide students through mindfulness practices and various meditations. | 10, 11, 12 | 2/40 |
| Peer AIDS Awareness Mentor | Mentor in an initiative that aims to educate students about AIDS awareness and prevention through student presentations throughout the year. Completed a thorough training at North Shore University Hospital and received Peer AIDS trainer certificate. | 11, 12 | 2/40 |
| Roslyn Marching Bulldogs Secretary | Secretary of Roslyn's competitive marching band. Participate in weekly practices and perform at the NYS Championship, competitions on Long Island and parades on the east coast. Assist Band Director with preparations before band camp. | 10, 11, 12 | 14/28 |
| Diversity Club Public Relations & Senior Assistant | Senior Assistant in club, which aims to provide support and bring awareness of post-secondary opportunities for underrepresented groups. Organize presentations on multicultural issues for students. Maintain deep involvement with school community. An invited student member of the District's Diversity Leadership Council. | 9, 10, 11, 12 | 2/40 |
| Harbor Hill Light Yearbook Photographer | Member in club, which publishes the yearbook. Took photos of various sports, clubs, events and activities throughout the school year and worked on layout, graphics, writing, art, as well as organization. | 10, 11, 12 | 1/40 |

| ATHLETIC ACCOMPLISHMENTS | | | |
|--|--|---------------|----------------------------------|
| SPORT/POSITION | DESCRIPTION | GRADES | HOURS/WEEK WEEKS/YEAR |
| Varsity Badminton 1st Doubles | Participate in weekly practices and compete in weekly games. All-Conference in 2018. | 9,10,11,12 | 12/6 |

| ACADEMIC DISTINCTIONS | | | |
|--|--|--|--|
| National Honor Society, Grades 11, 12 | | | |
| World Languages Honor Society, Grades 11, 12 | | | |

Junior College and Career Conference

The Junior Conference with school counselors is critical in the college application process, and usually occurs in the junior year between February and May. The purpose of the conference is to discuss individual goals and aspirations as families begin compiling a list of colleges. Diversified lists are encouraged:

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

In general, students should apply to 2-3 safe schools, 3- 4 target schools and 2-3 reach schools.

Parents/guardians are highly encouraged to attend the junior conference. During this conference, students will be given an unofficial transcript with a grade point average that covers high school credit bearing courses through sophomore year. This information will help guide students towards college selections that are most appropriate for them. Students will be required to closely review their high school transcript to ensure its accuracy and complete a Roslyn High School transcript verification form. This will help to ensure that accurate academic records are released to each college upon application.

The college conference is just one meeting in an ongoing process. Counselors will be assisting students and families in all aspects of the college search and admissions process. Consistent and open communication from students and families helps to ensure that any areas of need or concern are addressed properly.

Application Admissions Options & Descriptions

Early Decision

A commitment to the institution upon application whereby if the applicant is admitted, they agree to enroll and withdraw other active applications. **Students may apply to only one school under an ED plan.** Application deadlines are in November. Student will be notified of the college's decision in December. Students may apply to other non-binding plans such as early action or rolling plans, however if admitted through ED these applications must be withdrawn. **Please be aware that Early Decision is a binding agreement, if admitted the student must attend.**

Early Decision II

A second round of Early Decision with deadlines in January. Students will be notified of the decision in February. Students may apply to other schools' regular and rolling plans. ED I students who are deferred and/or denied from an ED I plan may apply ED II to another institution.

Early Action

Students apply early and receive a decision well in advance of the institution's regular response date. Students are not bound to attend if accepted and will have additional time to weigh financial aid and scholarship options.

Priority

Priority deadlines are used to encourage early applications. Most schools use the Priority Deadline (usually November 1) to accept the majority of their students. Additionally, colleges may have priority deadlines for special programs, scholarships, and campuses of choice.

Restrictive Early Action (also known as Single Choice Early Action)

Students apply to an institution of preference and receive a decision early, however restrictive early action plans typically restrict application to other ED or EA or REA plans simultaneously. It is imperative that students check with individual colleges regarding their REA policy. If offered admission, students have until May 1 to accept the offer. Students are not committed to attend if accepted.

Regular Admission

Regular decision applications typically have submission deadlines between January and February 1st. All student applications are reviewed at the same time and in comparison to each other. Decision notifications are typically made between March 15th and April 1st.

Rolling

Students may apply to schools with rolling decision beginning in September continuing through the spring. Students will usually be notified of the decision within six to eight weeks of completing their application. When applying to schools with rolling decisions, it is recommended to apply as early as possible to increase chances of gaining admission. Students are not committed to attend if accepted.

Strong Suggestion:

For college(s) that offer Early Action or Rolling Admissions, students are encouraged to submit applications as early as possible. Many applications become available online during the summer. This is an ideal time to complete college applications as it reduces the additional stressors that come with senior year coursework!

The chart below outlines the many admissions options students will face in this process. It is important to learn the guidelines of 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.

| Which College Admissions Process Best Suits You? | | | | |
|---|--|---|---|---|
| Non-Restrictive Application Plans | | | Restrictive Application Plans | |
| Regular Decision | Rolling Admissions | Early Action (EA) | Early Decision (ED) Early Decision II (EDII) | 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 whereby, if admitted, they 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. | |

Applying to College

Common Application

Over 900 colleges ascribe to the Common Application. This single application helps to streamline the application process and is typically user friendly. Students will be introduced to the Common Application during their Junior Conference.

Visit <https://www.commonapp.org/> to view the listing of participating colleges along with their specific deadline dates.

Account Rollover

Students can and should begin their Common Application prior to senior year, which is something that will be discussed in the Junior Conference. When students create an account and begin working on their application, their information will be rolled over to their senior year. Answers to any questions appearing in the six sections of the “Common App” tab

- **Profile, Family, Education, Testing, Activities and Writing** - will be preserved. View this video to learn more: [Video: How Account Rollover Works](#).

Information that will **not** rollover includes:

- Responses entered for “college-specific” questions and Writing Supplements.
- The student Release Authorization and FERPA selection (this has implications for Naviance users).
- Any recommender invitations, assignments and forms.
- PDFs of Common Applications and Writing Supplements submitted the prior year.
- Responses to any questions that were removed from the application.
- Responses to any questions that may have a different format or different response options from the prior year.

View the [Application Dictionary](#) before you begin!

Coalition Application

The Coalition Application is an application that is used by 113 colleges and universities. As of 2019, some schools are Coalition Application exclusive. 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. To find out which colleges accept the Coalition Application [click here](#). Visit <https://www.coalitionforcollegeaccess.org/> for more information on applying to colleges and universities using the Coalition Application.

School Specific Applications

Many colleges maintain their own school specific application. For instance, both State Universities of New York (SUNY) and City Universities of New York (CUNY) have their own application platform that can be used to apply to multiple schools. Visit [SUNY.edu](https://www.suny.edu) and/or [CUNY.edu](https://www.cuny.edu) for more information on applying to New York State public institutions. Please note that many SUNY schools are also available on the Common Application.

Campus Visits

As a result of the COVID-19 pandemic visiting colleges has become more challenging. However, many schools have found creative ways to make sure students are “seeing” their campuses.

Some schools monitor the ***Demonstrated Interest*** of applicants during the admissions process. Students who show a strong desire to attend a specific school may be given additional consideration. Visiting colleges is one way a student can demonstrate serious interest in the school; however, it is not the only way.

Refer to [this guide](#) for more information and then consider how showing demonstrated interest affects your application by using this list: [List of Colleges that Consider Demonstrated Interest](#).

Arranging the Visits

Most schools will allow students to register online for campus visits. If online registration is not available, contact the admissions office directly. Be aware that tours and visits may reach capacity earlier than you expect, so plan ahead.

Attending an Open House program, students are encouraged to:

- Visit a class.
- Have a conversation with a faculty member in the department of interest.
- Check for a list of hotels/motels in the area for parents/guardians to stay overnight, while you are on the campus.
- Review the college website and campus map in anticipation of your visit.

When to Visit

Students visit colleges at all times of the year but, if possible, it is best to visit when classes are scheduled and the campus is busy with activity.

Suggested Questions to Ask a Student Representative on a Campus Tour:

- What makes this school unique? What makes this school different from other schools? What does this school have to offer me that I cannot get anywhere else?
- How intense is the academic competition in the classroom?
- What do students praise most about this school?
- Describe your typical workload for a night.
- Describe your typical weekend.
- Who is your favorite professor and why?
- What campus events have you attended in the last week/semester/year?
- How would you characterize the relationship between (college) and the town?
- Name one thing that you dislike about (college) and how would you change it?
- Why did you choose (college) over the schools where you were admitted?
- How long did it take you to adjust? At what point did you finally feel comfortable at (college)?
- What do you think made your application stand out?

Connect Digitally

If a student is unable to visit a campus in person, it is recommended that they attend virtual college fairs and information sessions whenever possible. During information sessions it is beneficial to receive the representative’s contact information and follow up with an email to thank them and/or ask any outstanding questions you may have.

Some colleges have been known to track whether or not students are opening the emails they have sent as well as how much time a student is spending reviewing school correspondence. It is important to be mindful of your personal digital footprint and social media presence. It’s a good idea to make sure social media accounts are appropriate and/or private.

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 instance, some colleges will grant interviews randomly while others may 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. You will know the college's policy by visiting its website.

For any interview, dress appropriately and be on time. View a video on [Succeeding on the College Admissions Interview](#).

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 15 - 45 minutes in length.
- 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 the weight is minimal.

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 may be contacted by the admissions office with specific instructions. 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.

Special Interests Applicants

Art Talent

If you are planning on furthering your training as a visual/fine artist, it is important for you to begin preparing early in your high school career. Professional colleges of art and liberal arts colleges often require a portfolio, which is a collection of approximately 15-20 pieces of original artwork. The admissions staff will review your artwork to assess your aptitude and potential for a visual arts education and will evaluate your level and skill in relation to your background and training. If the school you are applying to accepts the Common Application, your portfolios will be sent electronically via SlideRoom. If the school is not a Common Application participant, you must check with each school for individual portfolio review procedures. We suggest that you begin to organize your work and become familiar with each school's protocols in your junior year. You are also encouraged to attend a National Portfolio Day in New York City. This event is typically in October.

Music/Theater Arts Talent

If you are pursuing a music major, it is important to begin familiarizing yourself with the requirements of the individual colleges to which you might apply as early as possible. You should pay particular attention to prescreen and audition requirements as many schools will require you to submit a preliminary recording to determine if you will be invited to a formal audition. In your supplement to the application include your private instructor's name and address and all previous musical experience: Regional, All-State groups, summer experiences, performances and recitals, musical honors, and your repertoire list. If you are interested in a music minor or would simply like to submit a music supplement along with your application, many schools will allow you to upload samples of your performance ability via the Common Application.

College-Bound Student Athletes

Students who plan to compete in Division I or II NCAA sports, must register with the [NCAA Eligibility Center](#). The student-athlete should register as soon as possible and notify their school counselor once the process has been completed. To be eligible, a student-athlete must have taken a certain distribution of courses that have been pre-approved by the NCAA and earn qualifying points for these courses. Student-athletes will also need to meet a certain minimum SAT/ACT score dependent upon a sliding GPA-standardized test scale. It is important to meet with the counselor early in their high school career to ensure they have taken or are taking the proper courses, to register for the Eligibility Center, and to be informed in the NCAA and recruitment process. All junior DI or DII prospective recruits must release their transcript to the NCAA for review at the end of their junior year. Division III eligibility is determined at the individual college level. More information can be found at the [NCAA Bulletin](#).

The NCAA has an Eligibility Center to certify athletic eligibility for Divisions I and II. Below are answers to questions about participation requirements for collegiate athletics frequently asked by students.

- How do I register and get certified?
 - If you intend to participate in Division 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 early and required by the end of your junior year so that your junior year transcript can be sent to the NCAA.
- 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 the process.
 - Use Naviance to investigate each college's level of athletics.
 - Research websites for coaches' names and addresses.
 - Fill out online recruitment forms, if available.
 - Write a cover letter directly to each coach expressing interest in playing for that team.
 - Develop an athletic resume stating history with sport, position/s played, statistics, and coach's name and contact information. Create a cover letter for inclusion.
 - Provide highlight video, if available, showcasing athletic highlights.
 - Email coaches expressing interest.
 - Sign up for legitimate recruiting websites such as www.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 |

Students with Learning Disabilities

Many colleges offer specific programs and support 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 like Roslyn's Academic Strategies class while others may have a center for students to utilize.

The concept of the IEP does not exist at college, this is a secondary school document. At college, most students receiving accommodations do so through a Section 504 Accommodation Plan, which is governed by 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 demonstrates continued eligibility (neurological and/or psychological, etc.). Each college will then individually determine whether accommodations are warranted and which accommodations can be provided. For additional information about the process, you should contact the Office for Students with Disabilities at the prospective college, and consult with your child's counselor, the School Psychologist, or the Pupil Personnel Services Office.

If you are a student who has used academic support services at any time during high school, your college search should include serious consideration as to whether or not you will continue to need those supports in college. Depending on the answer to that question, and the type of support you are currently using, your college search should focus on your specific needs. When applying to college, a student with disabilities is not obligated to reveal their disability unless they are interested in receiving services through a structured program. For these programs, the student will typically complete the college application as well as the program application. [20 Great Colleges for Students with Learning Disabilities](#).

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

| High School | College |
|--|--|
| <p>At the high school level, the school is responsible for identifying students with disabilities, testing those students, and providing services.</p> | <p>At the post-secondary level, the student must locate the office that provides services for students with disabilities, identify one's self 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.</p> |
| <p>At the high school level, a formal plan (IEP or 504) makes it the school's responsibility to arrange for the student to receive accommodations.</p> | <p>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.</p> |
| <p>At the high school level, accommodations and services are usually designed to maximize a student's potential.</p> | <p>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 denied is that they go beyond the scope of this goal.</p> |

Information courtesy of University of Chicago

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 family contributions, loans, grants, scholarships and/or federal programs. Parents/guardians 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, families will have to disclose a great deal of financial information pertaining to income and taxes.

Three Myths

- *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.
- *I am not an "A" student so I won't get any financial aid.*
 - Most federal aid is based on financial need and not grades.
- *I won't apply to private colleges because my family 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 and merit money possibilities.

Federal Assistance Programs

Federal assistance programs play a major role in helping students fund their college educations, and most college students receive federal assistance of one sort or another. In order to qualify, students and parents/guardians 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 calculates your family is able to contribute toward the cost of your college education based on your financial application.

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 school 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 financial 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 at 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 loan tend to be 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 part-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/guardians 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. Scholarship opportunities are sent via email, listed on Naviance under "Scholarships," and posted on bulletin boards by the Counseling Center. 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. The SAR is sent to colleges listed on the student's 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.

Cost of Total Education – Expected Family Contribution = Financial Need

$$\begin{array}{r}
 8\% \text{ Combined Household Income} \\
 + \quad 8\% \text{ Savings and Assets} \\
 + \quad \underline{33\% \text{ Savings in Student's Name}} \\
 \hline
 \textbf{Expected Family Contribution} \\
 \text{(Using approximate percentage amounts)}
 \end{array}$$

After the FAFSA form is processed, a SAR (student aid report) is available, which states the amount of federal funding for which the student is eligible and how much the government expects your family can afford to finance toward your education. The SAR report is then routed to each school listed on the FAFSA where a financial aid award letter is drafted. Please note that Financial Aid packages will vary by college. Many colleges also require the CSS Profile 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>\$77,000 (Cost of Education) – <u>\$34,000</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>\$27,000 (Cost of Education) - <u>\$17,000</u> (Expected Family Contribution) \$10,000</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 websites for families to have an idea of estimated cost of attendance. This information can be helpful in determining the estimated cost for each college.

Tips for Students

- Applying to college is a task that will require your continued effort and attention over a period of months. You will be gathering information, weighing alternatives, writing letters, keeping appointments, and seeking advice.
- You and your family are partners in this process. 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 electronic folder for each college you are researching and keep all related information organized.
- Keep track of all usernames 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.
- Create a list of 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 college, then you probably should not be applying there.
- Beginning in your junior year, request information and catalogues from colleges 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.
- Nine to twelve well-selected colleges is a good number for most students. Be sure to include at least one college to which you expect to be accepted and, at the same time, which you would 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 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
 - Highlights of musical performances
 - Portfolio of artwork/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 as you know them. If you plan to deny an offer of admission, it is important that you notify the college so that the college may offer a spot to another interested applicant. It is even more important that you inform the college to which you plan to attend that you will do so 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 for other interested students.

Tips for Parents/Guardians

- 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 speak 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 they have already visited the college. Some colleges track 'interest' of an applicant. Students will be notified of college visits through Naviance.
- Most junior conferences occur between February through May. If your child has not scheduled a meeting with their counselor before summer vacation, be certain to arrange one early 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 the process.

- The Counseling Center needs a minimum of 15 school days to process the first application. All applications to be mailed before December recess 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. Many college applications will ask for it.
- Watch application deadlines. Colleges and testing centers firmly adhere to all deadlines.
- A parent/guardian 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 are also available on the Counseling website.
- For students receiving special education services including IEP and 504 accommodations, a parent/guardian's 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 college receives materials. 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 and it is expected 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 portal 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:

- www.fastweb.com
This site offers free college and scholarship searches.
- www.scholarships.com
This site offers a wide variety of scholarships.
- 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.
- 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.
- www.niche.com
College search page that provides student-written feedback and insight
- 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.
- www.campusexplorer.com
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.
- 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.

- www.collegeboard.org
This is probably the best site overall. It has information on anything and everything relating to the college admission process.

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/guardians and their friends! The information they provide can be invaluable.

| Some Useful Websites | Some Useful Books |
|--|---|
| 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.nymentor.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 www.suny.edu www.technical-colleges-vocational-tech- www.schools.org www.usnews.com www.vocational-schools-guide.com | <p>"Barron's Best Buys in College Education" by Lucia Solorzano</p> <p>"College Financial Aid for Dummies" by Herm Davis, Joyce Lain Kennedy</p> <p>"Colleges That Change Lives: 40 Schools You Should Know About Even If You're Not a Straight A Student" (Revised Edition) by Loren Pope</p> <p>"The College Board Scholarship Handbook" published by The College Board</p> <p>"The College Handbook 2010" published by the College Board</p> <p>"Harvard Schmarvard" published by Jay Mathew from the Washington Post</p> <p>"Lovejoy's College Guide" published by Lovejoy's Educational Guides</p> <p>"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.</p> <p>"Peterson's Four-Year Colleges" published by Peterson's</p> <p>"Peterson's Guide to Two-Year Colleges" published by Peterson's</p> <p>"Peterson's Vocational & Technical Schools: East" published by Peterson's</p> |