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WEST HEMPSTEAD U.F.S.D.

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INTRODUCTION

This post high school guide will provide you with the necessary information and the recommended procedures for post high school planning. You are encouraged to consult your counselor frequently and use all the resources of the Guidance Department. Those questions that are most frequently asked by students and their parents are answered in this guide.

THE COLLEGE SELECTION PROCESS

The college selection process is an important decision. There are over 3,000 colleges and universities in the United States, each with its own individual characteristics. You may be asking, "How can I possibly choose?" Remember that high school students tackle this challenge year after year. By facing the challenge head on and using all available resources, you can make logical choices. The process takes time, analysis, and evaluation by both students and parents. If you break this complex process down into smaller steps, and approach them one at a time, your goals can be attained.

It is advisable to start the exploration process during your junior year, for preparation and planning are the keys to success. Important steps include requesting information from colleges, planning your high school curriculum accordingly, researching financial aid and scholarships, and visiting various college campuses. This handbook is designed to assist you in this process.

The checklist on the next two pages will guide you through the process in a timely manner.

JUNIOR YEAR

January - June

- _____ 1. Make course selections for next year.
- _____ 2. Junior evening program is held to inform parents of procedures for college planning.
- _____ 3. Attend conferences with college representatives that are held throughout the semester.
- _____ 4. Make arrangements for taking SAT I and/or ACT + SAT II: Subject Tests. If you have not taken the PSAT, the earliest SAT I is advised.
- _____ 5. Start preliminary investigation of colleges by using Counseling Center material, CHOICES computer program, reference books.
- _____ 6. Investigate summer programs. There is a file in the guidance office.
- _____ 7. Junior group meetings will be scheduled to discuss policies and information regarding post high school plans.
- _____ 8. Make appointment after February 1 with your parent for your individual junior college conference with your counselor.
- _____ 9. Visit colleges and attend open houses.
- _____ 10. Attend College Fairs in May.
- _____ 11. Call or e-mail colleges for information about programs which interest you.
- _____ 12. Submit recommendation forms to teachers in May/June.
(Forms available in the guidance office.)
- _____ 13. Return Personal Data Form to the guidance office in May/June.

SENIOR YEAR

August -October

- _____ 1. Contact schools and request college applications beginning in August.
- _____ 2. Group meeting with your counselor.
- _____ 3. Update Personal Data Form for your applications to college.
- _____ 4. In September examine your transcript from grades 9-11.

- _____ 5. Attend as many college conferences and college fairs as possible and visit colleges that interest you. Attend career conferences.
- _____ 6. Attend the “Gear Up For College” evening workshop in September.
- _____ 7. Schedule a senior conference with your counselor.
- _____ 8. Early decision applications should be submitted to the guidance office by October 15.
- _____ 9. Register to take your senior SAT I and SAT II/or ACT in the fall.
- _____ 10. Males register upon 18th birthday with Selective Service in order to be eligible for financial aid.
- _____ 11. Register with NCAA Clearinghouse if interested in intercollegiate athletics. Forms available in the Guidance Office.

October - December

- _____ 1. **Submit your college applications as early as possible!** If your application must be processed before December 15, it must be submitted to the Guidance Office **before** Thanksgiving. Applications submitted after December 15 may not be processed until January.
- _____ 2. Register to take SAT II: Subject Tests if necessary.
- _____ 3. Investigate financial aid and scholarships through the guidance office. Read C-Notes, listen to announcements and visit the scholarship table.

January - May

- _____ 1. Keep in touch with your counselor regarding your college applications.
- _____ 2. Parents attend evening Financial Aid Workshop in early January.
- _____ 3. Mail FAFSA as soon as possible after January 1st. File CSS PROFILE if needed. These are financial aid forms.
- _____ 4. Notify the records clerk if your college requires mid-year grades.
- _____ 5. Most colleges require a definite commitment and tuition and dormitory deposits by May 1st.
- _____ 6. Apply for West Hempstead High School Scholarships.
- _____ 7. Complete Post Planning Sheet for your counselor in May.
- _____ 8. Notify guidance office of your college acceptances so we may send your final (4-year) transcript in May.
- _____ 9. **AVOID SENIOR SLUMP.**

No two colleges and universities are quite the same. They can be...

- large or small
- co-ed or all male/all female
- less competitive in admissions or very selective
- specialized or diversified in their programs
- religious affiliation or non-sectarian
- expensive or low cost
- local or distant colleges
- suburban, urban or rural setting

The above are considerations you should make now before thinking about specific colleges. How do you sort out all the possibilities and finally make a choice? Work with your counselor in making this decision. Your counselor can assist you in identifying various colleges.

Questions to Ask Yourself:

Think about your goals. What do you want from your college experience?

- Preparation for a particular career?
- An opportunity to meet new people from different backgrounds?
- A diversified education in the liberal arts?
- Vocational training?
- A chance to live in another part of the country?
- An opportunity to participate in intercollegiate athletics or amateur theater productions?

Think about the kinds of situations in which you learn best and feel most comfortable. How you want to learn is just as important as what you want to learn.

- Do you think you can handle large classes or do you need more individual attention from your teachers?
- Do you like doing special projects and independent study on your own or do you work better in a very structured classroom situation where everyone is working on the same subject matter?
- Do you like a very competitive environment or are you happier in a more relaxed learning situation?
- Do you like being with different kinds of people or are you more comfortable with people whose interests and abilities are similar to your own?

WHERE TO GET COLLEGE INFORMATION

Each college publishes a college catalog. The catalog includes the most accurate and up-to-date information concerning the college. It describes all aspects of the college: admissions requirements, application procedures and deadlines, costs, degree requirements and descriptions of all courses offered.

Catalogs may be obtained by e-mailing or calling the colleges in which you are interested. The guidance office has an up-to-date collection of the more commonly used catalogs for use in the guidance office. The catalog provides the most dependable information.

There are also many other sources of information about colleges:

- College Handbooks and Directories
- College Representatives
- College Visits
- Follow-up reports from students now in college
- Video Tapes of Colleges
- CHOICES College Selection Computer Program
- Computer Software
- Internet Websites

Some of the college handbooks and directories are:

- Lovejoy's College Guide - Simon and Schuster
- The College Handbook - C.E.E.B.
- Comparative Guide to American Colleges - Harper and Row
- Profiles of American Colleges - Barron
- Rugg's Recommendations on the Colleges - Rugg's
- The Fiske Guide to Colleges - Times Books
- The Insider's Guide to the Colleges - St. Martin's Press

Some of the Internet Websites for college information and scholarships are:

<http://www.collegeboard.com>
<http://www.petersons.com>
<http://www.cashe.com>
<http://www.collegeguides.com>
<http://www.collegenet.com>
<http://www.finaid.org>
<http://www.review.com>
<http://www.CollegeEdge.com>
<http://www.campustours.com>
<http://www.fastweb.com>

CHOICES

CHOICES is a software package available for student use. It is located in the guidance office and library for your use and can also be accessed at home. It is possible to obtain information regarding two and four-year colleges, graduate schools, the armed services, occupations, (vocational and technical school) as well as financial aid sources from this up-to-date information bank. CHOICES also offers a Computerized Career Planning Service that will help you determine suitable occupational goals based on your individual values, interests and aptitudes. Additionally, CHOICES can produce form letters to colleges requesting applications and information. To use these tools, sign up with your guidance counselor.

COLLEGE VS. UNIVERSITY

Basically, institutions of higher learning fall into the category of college or university. The following definitions will allow an easy comparison between the two.

College is defined as an institution of higher education offering instruction beyond 12th grade whose programs satisfy the requirements for a degree at the associate and/or baccalaureate and graduate levels. Colleges usually offer a wide range of degree programs with faculty whose duties include teaching and scholarly research.

University is defined as a institution of higher education offering instruction beyond the 12th grade whose programs satisfy the requirements for a degree at the baccalaureate and graduate levels. Universities are generally comprised of several individual colleges and professional schools (e.g., College of Arts and Sciences, College of Business, School of Law).

PRIVATE VS. PUBLIC

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.

	<i>Independent, Privately Controlled</i>	<i>Publicly Controlled</i>
<i>Student Body</i>	These may be exclusively for men, exclusively for women, co-educational, or coordinate (separate men's and women's colleges located on the same campus, each with its own officers and graduation requirements.)	These institutions are usually co-ed. Several are coordinate.
<i>Control</i>	These institutions are either non-sectarian and run by a board of trustees, with no special affiliation, or are church-related. Some church-related institutions have strong affiliations which affect curriculum and regulations while others have less strong affiliations.	These are usually controlled by the state, county or municipality.
<i>Size</i>	Sizes vary from small to large.	Size varies. Many are large.
<i>Tuition</i>	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.

TYPES OF COLLEGES AND UNIVERSITIES

The Liberal Arts College

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 training. Students at liberal arts colleges usually major in humanities, social sciences, natural sciences, mathematics, or the fine and performing arts while working towards a Bachelor of Arts or Bachelor of Science Degree. Most Colleges, even if not liberal arts, require students to complete a number of liberal arts courses.

Technical Institute

A technical institute is a degree-granting college which 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 College

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 institutions offer the Associate of Arts, Associate 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. Two-year colleges also offer specialized career training in a variety of fields that may end in a certificate or an Applied Associate degree. Admissions criteria at community college 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 and universities integrate cooperative education into several of their curricula offerings.

Nursing Schools

There are several avenues which 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 R.N. State certification. Many two-year colleges, in conjunction with local hospitals, offer nursing programs.

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 which offer highly specialized training for specific careers such as music, photography, dramatics, culinary arts, court reporting, etc. Some career schools emphasize business, with training in stenographic and secretarial work. Other career schools offer technical programs such as air conditioning, heating and refrigeration, automotive, computer technology, and medical technology. Career programs are usually one to three years in duration and offer a certificate of completion at the successful culmination of the program.

SPECIAL PROGRAMS

Programs for Students with Learning Disabilities

Students with unique learning needs should search for colleges that meet all of their educational and social requirements. It is important to understand the availability of services and accommodations offered by each college. The levels of services offered by colleges fall into three basic categories:

- **Structured Programs:** Colleges with structured programs for students with learning disabilities offer specific services that go well beyond the mandated services such as testing modification. These services may include special admissions procedures, specialized staff, one-on-one tutoring, compulsory courses, mandatory monitoring, compensatory strategies, and additional fees.
- **Coordinated Services:** Colleges with coordinated services offer programs for students with learning disabilities that may include additional application procedures. The programs are usually less structured and student participation is voluntary or self-initiated. Tutoring services, specialized staff, and services beyond those mandated are usually available. These services may have low or no fees.
- **Services:** Colleges with basic services comply with Section 504 mandates but rarely have specialized staff. Students are not monitored and must independently advocate for themselves.

Educational laws for students with disabilities in grades K-12 are different than laws for students in higher education. In college students must identify themselves to the college and request accommodations. Students are responsible to see that the accommodation plans are taking place. Students are also required to make sure that any requested documentation is made available to the college. Students and parents should contact the colleges' Disabled Student Services Office early in the college search process to inquire as to the type of program and services offered.

Reserves Officer Training Corps (ROTC)

ROTC (Reserve Officer Training Corps) Programs offered by the Army, Marine Corps, Navy, and the Air Force, train qualified young men and women to become officers in those services upon graduation from college. At this time, ROTC is not being offered by the Coast Guard. The good news is, ROTC is available in over 1,000 colleges and universities throughout the U.S., both those that host ROTC units or detachments and those with cross-enrollment agreements with them.

During college, students take a full course load. However, included in the curriculum

are military science courses that provide the specialized knowledge needed as an officer.

In addition to academic courses, ROTC candidates wear uniforms once a week during military labs, drills, military science presentations, and other practical training activities. ROTC summer programs offer a taste of military life—such as midshipmen cruises in Naval ROTC—and round out a candidate’s military training.

ROTC Scholarships are available to qualified candidates. Scholarships are not necessary for participation in ROTC, but hundreds of ROTC students receive scholarships every year. Scholarships are competitively awarded on merit. The main considerations are:

- High school academic record
- SAT or ACT scores
- Extracurricular activities
- Personal interview

The length, value, and terms of ROTC scholarships vary by service. All services offer four-year scholarships that include full tuition, books, fees, and a monthly tax-free stipend. However, three-, two-, and even one-year scholarships are also available.

Study Abroad Programs

The study abroad program is an arrangement by which a student completes part of the college program- typically the junior year but sometimes only a semester or a summer-studying in another country. A college may operate a campus abroad, or it may have a cooperative agreement with another U.S. college or an institution of another country.

Combined Bachelor’s/Graduate Degree Programs

A combined bachelor’s/graduate degree program enables students to complete a bachelor’s and a master’s degree or first professional degree in less than the usual amount of time. In most programs, students apply to the graduate program during their first three years of their undergraduate study, and begin the graduate program in their fourth year. Select programs admit students to combined programs as freshman. These programs are often highly competitive. Successful completion of a combined program results in both a bachelor’s and graduate degree. At some colleges this program may be called a joint degree program. It may involve enrollment at another college or graduate school. Some combined programs may take the same amount of time but admission to the graduate degree program may be guaranteed if the undergraduate student maintains a proper grade point average.

SELECTIVITY

Many books have been written, many lists have been compiled, and many prospective students and their parents worry about the selectivity of colleges and universities. A condition that somewhat distorts the facts is our geographic location in the populous northeast. Many of the most highly selective colleges in the country are clustered here. These schools often accept fewer than 25% of their applicants.

While the above may seem somewhat scary, the good news is better than you think. There are fewer than 200 out of the over 3,500 colleges and universities in the nation that accept less than 50% of their applicants. This means that you have better than a 50/50 chance of being accepted at the vast majority of colleges and universities around the country. All that

you have to do is find the best “fit”. And remember, while selectivity may be a real factor in gaining admission to a particular institution, don’t be misled. While it is safe to say that the most selective institutions provide high quality education, the converse is not necessarily true. Many of our nation’s leaders do not come from the most prestigious institutions in the country. Investigating a list of the “best” institutions is not as important as considering which institutions may be best for you.

THE "BEST" COLLEGES

What is "Best" depends on the individual. Some students thrive on competition; others are destroyed by such an atmosphere. Some students enter college with strong skills and a need for independence. Others need both educational and psychological support. There are many other differences. The "Best" for all, therefore, does not exist. Also, colleges, like all institutions, tend to change their character and approach with time. What was a "good" school for your parents many years ago may not be the same school today, either in the physical, social or educational sense.

THE BASIC REQUIREMENTS FOR ADMISSION TO COLLEGE

It is difficult to describe "basic requirements" for college. There are some generalizations that we can make. Colleges are interested in indications of aptitudes for and developed skills in English, Mathematics, Science, Social Science and Foreign Language. You should make a thorough study of the college catalog for more precise information on the requirements of a particular college.

THE IMPORTANCE OF SENIOR YEAR

Many students have a misconception that the senior year does not enter into the admissions process. Tentative admissions are offered students before the end of the senior year, but remember that these admissions are tentative and do not become final until after you have graduated. There are three ways in which the senior year is significant; first, the courses you are taking are listed on the transcript; second, most colleges require a mid-year report and we forward a report of your mid- year grades to all the colleges that request them; third, all colleges require a final transcript of grades and proof of graduation.

COLLEGE CANDIDATE SELECTION

Admissions criteria vary from college to college and from year to year. Basically this selection is done by a committee. The application is reviewed by a committee which includes admissions counselors, and in some cases, members of the faculty. They look at the courses taken, type of course, grades, overall average and class rank. In most cases, they use the academic average, giving weight to certain aspects of your record, such as honor courses and advanced placement courses. They review scores on admission examinations (SAT, ACT, SAT Subject Tests, etc.) Participation in extra-curricular activities, volunteer work, counselor recommendation and personal references you may have submitted are also reviewed. If you had an interview, the comments from the interviewer are taken into consideration.

From our experience and from talking to many people on admissions staffs, the indications are that the high school record is the most important factor, with the standardized tests of slightly less importance. However, in some cases, other factors may influence decisions, such as talent for an art or music major or proficiency in athletics. Very competitive colleges look for unusual accomplishments. These colleges have thousands of applications with similar academic records. Therefore, they try to select candidates who have something

special, such as unusual writing ability, outstanding leadership, or special skills and experience.

CHOOSING A COLLEGE MAJOR

Although many high school students are preoccupied with this question, the choice of a major usually does not take place until the end of the sophomore year in college. At that time, the professors are available to discuss with you your interests and qualifications and the offerings of their departments. Making any decisions about a major while in high school may be premature for many students. Many students change their majors several times during their college years. Most colleges, other than highly specialized schools, do provide opportunities for "exploration" in the first two years of college and flexible transfer of "major" areas within the college. Career placement offices within the college will assist the student in determining a student's interest or potential major.

THE COLLEGE VISIT

Visits to colleges are highly recommended. They should be a part of your college exploration. A visit can help you see what the college is like, what it has to offer and to find out if you would like to apply there. Always call the admissions office in advance to arrange an appointment. The best time to visit a college is when it is in session. Attend classes if you can and speak with students and professors. Visit the laboratories, the library, the classrooms, the student union and the dormitories. Many times it is possible to arrange an overnight or weekend stay with a student who is attending the college. Students can sometimes give you much more "inside" information than you might get from the guide furnished by the admissions office. It is recommended that you make an appointment to meet with the admissions office for an interview during your campus visit. An interview may not be required, but it is the perfect opportunity to have your face and presence associated with your name during the application review process. Early decision and early admission candidates should schedule visits prior to making an application to the college.

HOW AND WHEN TO APPLY TO COLLEGE

You should apply to college during the early fall of your senior year. By observing the suggested deadlines you can be assured that all necessary information will have been received by the colleges on time. If you wish to have your application and transcript mailed before Christmas vacation, you must bring all necessary forms to the guidance office **BEFORE** the Thanksgiving vacation. Some colleges use a procedure which is called "Rolling Admissions." Decisions are made as soon as an applicant's credentials are complete.

You are responsible to request your own college applications. NCC (Nassau Community College), SUNY (State University of New York), and CUNY (City University of New York) applications are available in the guidance office. All other applications can be obtained by writing or calling the college directly. Addresses and phone numbers are available in the guidance office. Additionally, many colleges make their application forms available on-line at their website. You can download a printable version or apply on-line. The process of obtaining applications should be completed by the end of September of the senior year.

Ideally, your college applications should be completed in October to give you the best edge in the college admissions process. All applications **MUST** be submitted to the guidance office. Be sure to bring in each application with a large manila envelope addressed to the college, 4 stamps and the application fee. Applications may take up to two weeks to process so be aware of all deadlines! You may receive requests from some colleges for additional information after they have received your application. Please respond promptly to these requests. If you have any questions regarding this entire process, please see your guidance counselor. We can help you with any step along the way. If you submit your applications online, you must print a copy and bring it to the guidance office immediately upon submission.

EARLY DECISION

A number of colleges have an Early Decision plan. The plan allows students to apply early in the senior year, usually by November 1st and receive a reply by December 15th. There are two methods used by colleges with Early Decision.

The "single choice" plan - the student and the counselor agree in writing that this is the only application that will be submitted until a reply is received. If the student is accepted, he commits himself to attend only this college. The other is the "first choice" plan. Under this plan, the student agrees to attend this college if accepted, but in the meantime, he may submit applications to other colleges but agrees that he will withdraw those applications if accepted by his first choice college.

Other significant factors in Early Decision:

- This plan is usually restricted to highly qualified applicants.
- If you are considering Early Decision, you should take all required tests (SAT I, SAT II: Subject Tests, or ACT) during your junior year.

- Some colleges welcome Early Decision from sons and daughters of alumni.
- Early Decision does not necessarily enhance your chances of being admitted to a competitive college. If it is a less competitive college, you would probably be accepted anyway. In the meantime, you are restricting your selection of a college.
- Early Decision should be considered only after thorough investigation of colleges and their programs. REMEMBER, EARLY DECISION IS A COMMITMENT TO ATTEND THAT SCHOOL AS A FRESHMAN IF ACCEPTED.

EARLY ACTION

Some colleges offer an Early Action (E.A.) plan. Although this plan is similar in some respects to Early Decision it differs as follows:

- E.A. is non-binding and does not require a commitment or deposit before May 1 (although an early commitment is possible).
- E.A. usually does not have deferred action.
- Applicants for E.A. may apply to any number of other colleges.

THE COMMON APPLICATION

Many colleges also accept an identical application form called the Common Application. Students who wish to apply to two or more of the participating colleges can obtain an application from the Guidance Office, complete this form and then photocopy the application for each of the colleges. Ideally, Common Applications should be processed online or downloaded at www.commonapp.org. Be sure to print out school report, teacher evaluations, and mid-year reports to submit to guidance. Although students may still obtain and complete applications from each of the individual participating colleges, there is no advantage in doing so. Be sure to check if your individual college requires any supplemental information forms.

The college application is the most important part of the application process. It is your opportunity to present yourself to the college, market yourself and put your good points forward. In addition to biographical information, schools will require your academic record, test scores, extracurricular activities, work experiences and awards and accomplishments. Most schools will also require you to submit a brief personal statement or essay.

Be sure to read all directions carefully and complete the entire application. Make a list of things you need to take care of such as finding a teacher to write you a letter of recommendation and having your test scores sent to the school directly from College Board. Pay close attention to deadlines and do not wait until the last minute to take care of things.

Once the application is completed you will need to submit it to the guidance office with an addressed manila envelope with adequate postage. Don't forget to follow up on teacher recommendations to see that they are sent in on time as well. Once the application is completed make a copy of all materials you are sending to the school and keep these for your files just in case your application gets lost in the mail or misplaced in the admissions office.

Tips for Preparing Your Application

- Read the Directions!
Read all directions in your application BEFORE you begin to fill it out.
- Don't Procrastinate!
Apart from the obvious, like demonstrating you are a responsible person, capable of meeting deadlines - getting your applications in on time or early has many advantages.
- Use a computer whenever possible.
This will make it easier for the admissions committee to read your application. It also shows that you cared enough to spend a little more time on your application.
- Have someone proofread your work!
Spelling, grammar, and punctuation should be perfect.
- Make a copy of the completed application before you submit it to guidance.
- Make sure you include the application fee. Paperclip the check to the front of the application where it can easily be found.
- Make sure that you use the proper amount of postage on the envelope (usually 4 stamps).

How Do Colleges Make Admissions Decisions?

For years students have pondered the mysteries of college admissions. Rumors run wild and stories change from year to year. "I got a 1360 on my college boards and have a 3.8 GPA and was denied from Einstein U. I don't get it! My brother got in last year with an 1120 and a 3.2 - what's the deal?"

This is an all too familiar story especially at colleges that are considered highly selective. What usually happens at these schools is that there are more students applying than there are places available. Some of the most selective schools may only admit as few as 15-30 percent of the students that apply.

Now, combine this with the fact that the applicant pool (all the students that apply to a college in a given year) changes from year to year. Remember that admission is not determined by GPA and test scores alone (as in the case above), the whole admissions folder is considered; your personal essay, the kinds of classes that you take, and other criteria may also make a difference. In addition to looking for students that are academically prepared, colleges are also in search of students that will round out the student body. In other words, colleges are looking for students who will enrich the environment for others also attending the school. What experiences can the student bring to the school community? How are they different?

You should keep in mind that no matter how good you think your admissions folder looks, you will be compared to other students who are applying for admission. Admissions officers often put applicants into one of four categories when they evaluate the applicant pool.

Whoever else is in the applicant pool with you will affect your chances of being admitted to a particular school. This is one of the reasons why it is hard to say what the chances are of being admitted to a school even if someone with an identical application folder as you was admitted the year before. Everything changes from year to year.

Student Groupings in the Admissions Office

Different types of student characteristics are often considered important by colleges and universities. The following four categories are the special characteristics of students that are considered in the application process.

Intellectual Students

These are the students who graduate with GPAs above 4.0 and somehow manage to almost ace the SAT. They are the valedictorians at your high school. These are students who win academic awards and National Merit Scholarships. They spend their summers in summer school taking college courses to get ahead and spend their free time working on a cure for cancer. Okay maybe they don't do all of this, but this group of students is generally represented by some pretty smart cookies.

Students with Special Talents

This is the girl who was composing symphonies at age 6. This is the guy who sank the two free throws to win the state championship basketball game. This is the dancer, the artist, the writer, the poet, the athlete, or the musician. Students all have special talents. Sometimes these talents will help you to gain admission to a school. However, they won't do a thing for you unless you let the admissions committee know what it is you do. Don't be afraid to send in slides of your artwork, written material that has been published, or a videotape of you dancing around as Marty the Bear (your school mascot) at one of the big games. If you are an athlete, speak with your coach about some of the choices you might have in college regarding your sport. Have your coach send tape to some of the schools that might be interested in you.

Students of Alumni

Some schools more than others try very hard to keep their alumni happy. One of the reasons for this is that the alumni often account for a significant source of school funding. Unhappy alumni may mean less money for the school. This doesn't happen everywhere, but sometimes if your mother or father went to a particular school your chances of being admitted are increased.

The All-American Student

This is perhaps the most difficult category to "win" at. These are typically all around great students who would probably do fine at most colleges and universities around the country, but may never get to the college of their choice because of mediocre academic performance or dismal test scores. A profile of your typical All-American Student might include a 3.0 GPA and a 1050 on the SAT. They played varsity volleyball for three years and happened to be a treasurer in Student Government during their sophomore year. They worked on the yearbook for two years, they were in the Spanish club, and they worked 10 hours a week at Hank's Pizza House. They write a nice personal essay, get two outstanding recommendations from family friends, and one average recommendation from their chemistry teacher who feels that their performance is erratic. In addition to all of the above, they are in the middle third of their graduating high school class, have taken mostly honors classes, and have passed the Advanced Placement Biology Exam. Overall, this fictitious student has much to be proud of in their accomplishments. The problem is there are so many others like this in the applicant pool that it is easy to get lost in the pile. There is not much that really stands out about this student. There is no doubt that he or she will probably get into a good school - but, will they get into the college of their choice?

Parts of the Admissions Folder

As you begin filling out the college application, you will notice that there are other things that colleges will want you to send to them. When you apply to a college or university this material is sent to the admissions office where it is placed into an admissions folder. This admissions folder is read by people in the admissions office and is the main way these people will get to know you and your accomplishments. These are the people who will eventually determine whether or not you are admitted to the college or university.

Your admissions folder will typically contain the following items:

Your Application

Your Academic Record

Your Test Scores

Your Personal Essay

Your Extracurricular Record

Recommendations From Others

Your Academic Record

The most important part of your admissions folder is your academic record or high school transcript. This is a record of what classes you have taken in high school and how well you have done in these classes. Most college applications have you list the classes you took while in high school and what classes you are currently enrolled in as well. In addition, they will ask that your school send an official transcript to the school. The transcript will list all of the classes you have taken since the ninth grade along with the grades you earned in each of those classes. Most high schools will include your grade point average and many will also include your class rank.

Test Scores

There is much disagreement over how important test scores are. Do they really predict how much students know? Are they equally fair to all students? Do they predict how well students will do in college?

As a result of all the uncertainty, many colleges claim that test scores are not a major part of the admissions process. Some colleges even make the submission of test scores optional. Don't get too excited about all this - you should still take either the [SAT](#) or [ACT](#), especially if you are considering one of the more selective schools. A good way to think about test scores is to remember that they are only one portion of the admissions folder. Excellent test scores will not guarantee entrance to a school, likewise, bad test scores do not mean that you will automatically be discarded from the applicant pool. What do you think are more important to the people who are reading your application: the classes you took over the last four years and the grades you received in those classes or a three hour multiple choice exam?

The Personal Essay

Most of the colleges to which you will apply will ask you to write an essay. This is done for a number of reasons. First of all the colleges want to know if you can write. Can you spell? Can you put more than three or four sentences together on a piece of paper? Are you able to express yourself? Colleges are also hoping to learn more about you as a person. They are trying to get a better picture of what you are like.

How important the personal essay is to the admissions process will vary from school to school. Some schools are primarily concerned with your classes, grades, and test scores and may only evaluate your essay if you are in a borderline situation, while other schools may place more emphasis on the personal essay. Remember to keep things in perspective; a spectacular essay is no substitute for a strong academic record just as a poor essay will probably not detract from an outstanding academic record.

Here are a few things you should keep in mind when writing the essay:

- **Writing takes time – do not procrastinate.**
As you probably already know, writing can take a while. You want to give yourself plenty of time to get your thoughts and ideas across. Don't wait until the last possible minute to write your essay.
- **Make sure that before you start writing you read the question carefully.**
There is nothing worse than getting halfway through your essay only to discover that you read the question wrong and must now start over.
- **Before you start writing you may want to brainstorm for ideas.**
Make a list of things that you may like to discuss that are relevant to the essay topic. Just start writing down everything you can think of on a sheet of scratch paper. Once you have done this you can make an outline of the essay.
- **Make an outline before you begin.**
Quite often the question you are being asked can be broken down into many questions that can serve as part of your outline.
- **Think of a way to get your point across in an original manner.**
How can you write about something in an honest, descriptive, and interesting way without sounding too gimmicky. How can you separate your essay from the thousands that the admissions committee has previously read? Try to write about something you care about. Don't write what you think the college wants to hear - they get plenty of those essays. Be original.
- **Write your essay in stages.**
Your outline will come in handy for doing this.
- **Take frequent breaks.**
Time away from your writing will enable you to become more objective and allow you to spot errors more easily.
- **Edit your work and rewrite.**
Writing is 10 percent writing and 90 percent rewriting. You can always improve on what you have. All the more reason to start working on your essays early.
- **Proofread your work for typos, spelling, and grammatical errors.**
This is pretty self-explanatory. Admissions officers do not like to see sloppy mistakes.
- **Have someone else read your essay.**
Preferably someone who is a good writer. You may want to ask your English teacher at school. Keep in mind that everybody else may have the same idea too. This would be another reason why you should not procrastinate. (More on writing your essay on page 24 - 25)

Recommendations

Recommendations provide the colleges with yet another perspective of you, the applicant. Often recommendations are written by teachers at your school who have had you in class. There are a few things you should do when you have someone provide a recommendation on your behalf:

- **Think about who would provide you with a positive recommendation.**
This does not mean that you should ask Mr. Agar for a recommendation just because you got an A in his biology class your sophomore year. You should select teachers who know you both as a student and as a person.
- **Make sure teachers feel comfortable writing a positive recommendation for you.**
Be candid with your teachers and let them know how important it is for you to receive a good recommendation. Then ask them if they would feel comfortable writing one or would they prefer that you ask someone else.
- **Waive your rights.**
This means that you give up your right to read the recommendations at a later date. This also allows the writers to be more candid and honest.
- **Make it easy for them.**
Much to the surprise of many, teachers do not have a lot of free time. Writing recommendations takes time. Help the people writing your recommendations by providing them with a previously addressed and stamped envelope that they can send directly to the college. Some students will also write or type up a "brag sheet" or a list of accomplishments and activities during high school to make the person writing the recommendation more aware of their accomplishments.
- **Make sure the recommendations are sent in on time.**
Sometimes teachers are too busy to get to recommendations right away, sometimes they forget. It is a good idea to check in with the teachers you have asked to write recommendations from time to time. You may even need to prod them a bit to get the recommendations completed.
- **Show your appreciation.**
Send your teacher a thank you note expressing your gratitude for the time that he or she took to write the recommendation.

THE INTERVIEW

Like personal essays and recommendations, on-campus interviews will vary in their importance when it comes to gaining admission to a school. Few schools require an interview, and some don't even offer the opportunity to applicants. If you do end up in an interview there are some things that you should know.

- **Establish what kind of interview you will be having in advance.**
When you call the school to arrange the interview, find out what the purpose of the interview is. Are you being evaluated or is the interview for informational purposes only?
- **Plan your interviews in advance.**
You should try to schedule interviews for schools that you are least interested in first. This will give you a chance to use those interviews as practice. As you

continue to interview at different schools you will start to feel more comfortable. By the time you interview at schools that are more important to you, you will have already gained some practice interviewing. Just don't tell the first few schools you are doing this.

- **Dress appropriately.**
Neat, casual clothing should be acceptable at most schools. If in doubt call the admission office and ask someone what is typically worn to interviews. Would you rather be overdressed or underdressed? Perhaps most important is that you take pride in your appearance.
- **Don't chew gum.**
- **Be prepared.**
Find out about the school **before** the interview. This shows that you have done your homework and are not asking questions that could easily be answered by reading the brochures. Practice answering (and asking) sample interview questions with a friend or family member.
- **Know yourself.**
The more you know about yourself and what you want out of college, the easier it will be to answer questions.
- **Be yourself.**
Don't try to be someone you are not. Be honest. Unless you are a marvelous actor, admissions officers will see right through you. Just be yourself, the person that will show up on campus next fall if admitted - that's the person they want to get to know.
- **Avoid yes or no answers.**
These don't provide the interviewer with much insight. Take the time to explain your answers. On the other side of things, try not to talk too much either.
- **Relax, don't worry.**
Be yourself, don't be afraid to ask questions. Rarely will a poor interview ruin the chances of an otherwise well qualified applicant.
- **Send a thank you note.**
Send a short message within 24 hours thanking them for their time. A little kindness goes a long way.

Waiting For the Envelope

It is important that you continue to work hard in school while you are waiting to hear from the schools to which you have applied. Make sure that you have sent in all the material for which the college or university has asked for. If you end up taking the ACT or SAT again, and do better, be sure to send in the new scores. You should also make the college aware of any accomplishments or awards that you receive during your senior year. Just because you have already sent in your applications doesn't mean that

it is too late to let schools know about the recent scholarship you may have just received, the physics award you have just won, or the new school record you just set in the 100 meter dash.

It won't be long before you will have to decide on which school to attend.

After You Are Accepted

Hopefully, you have been accepted to one of the schools you applied to at this point. If you have been accepted by more than one school then think back to what it was that attracted you to the schools in the first place. You might want to write out a list of both "pros" and "cons" for each school you are accepted to, and compare the lists to decide which one you would like to attend. Or, maybe, you already know which school it is that most interests you. Follow your instincts; you have already been through the hard part.

You may receive a **conditional acceptance** from a school. If this happens it usually means that the school requires you to meet some additional requirements. For example, the school may admit you but place you on academic probation for the first quarter or semester. The best thing to do should this happen is to contact a counselor so that you completely understand the terms of the acceptance.

Sometimes colleges will put students on a **wait list**. Again contact a counselor to find out what the chances are of you getting in.

If you are **denied admission** to a school that you strongly feel you are qualified to attend you may **appeal the decision**. Again, contact a counselor to better understand the process and to help you assess situation more carefully.

Once you decide which school you would like to attend, **send in the deposit**. In addition, you should notify the schools which offered you admission of your decision. By notifying other schools of your intentions, they will be able to open up positions for students on the waiting list.

Congratulations! You are about to embark upon the adventure of a lifetime!

WRITING YOUR COLLEGE ESSAY

If you are like most students, you see the college essay as another hurdle on the way to being accepted at the college of your choice. In fact, the essay is not a hurdle but a *rare opportunity*; it is a chance for you to “talk” directly to the college’s admissions committee and to help them “see” you as a thinking and feeling person, rather than a set of impersonal statistics. Except for the interview, it is your only chance to share your thoughts, insights, and opinions; to highlight your accomplishments; and to convey your maturity and outlook on life. If you see the college essay in this way - as an opportunity - then it is clearly worth the effort to put some extra time, thought, and energy into writing it.

Purpose of the Essay

The college essay is extremely important for two major reasons.

- It enables the college to evaluate your communication skills. Through your essay they can assess the clarity of your thinking and your ability to convey your thoughts in written form.
- It enables the admissions office to learn more about you as a person, beyond your grades and SAT scores. A well-written essay can speak worlds about your attitudes, feelings, personal qualities, imagination, and creativity. It adds another important piece to the application puzzle because it distinguishes you as an individual, different from any other applicant.

Choosing a Topic

The choice of a topic is frequently not an issue, because many colleges will either give you a topic to write about or present several rather specific topics from which you must choose. Other colleges may suggest broad general topics or give you total freedom to write about something that interests or concerns you. Here are a few general hints on how to most effectively approach any topic.

- Narrow your topic and try to be as specific and illustrative as possible.
- The easiest topic to write about is yourself. No one knows more about you than you. Since one important purpose of the essay is self-revelation, it is no place to be shy or modest, although you should not exaggerate. If you choose to write about yourself, remember that little incidents and facts are often the most revealing of character and outlook.

Preparing to Write

Before actually sitting down to write a first draft of your essay, spend some time organizing your thoughts.

- Develop an essay framework that proceeds smoothly and logically from one thought to the next.
- Consider the purpose and the tone you want to convey in your writing.
- Decide on an appropriate style.
- Leave room for flexibility and creativity as you begin to write your essay.

Writing the Essay

You do not have to get it right the first time! Write the first draft of your essay with the main focus on content. Get your thoughts down on paper. Set it aside for a day and come back to it with a fresh perspective. Make revisions and consider the organization, style, grammar, spelling, and tone. Once you have rewritten your first draft, you may wish to try it out on family, friends, English teacher, or guidance counselor. While the final product should be yours, they may offer helpful suggestions and technical improvements. Here are some “do’s” and “don’ts” for writing an essay.

DO’S

- Do think “small” and write about something you know about.
- Do reveal yourself in your writing.
- Do show rather than tell. By giving examples and illustrating your topic, you help bring it to life.
- Do write in your own “voice” and style.

DON’TS

- Don’t write what you think others want to read.
- Don’t exaggerate or write to impress.
- Don’t use a flowery, inflated, or pretentious style.
- Don’t neglect the technical part of your (essay grammar, spelling, sentence structure).
- Don’t ramble - say what you want to say and conclude.

Your college essay, along with your high school record, standardized test scores, and extracurricular involvement, will provide the bases upon which the college makes its admissions decision. A thoughtful, well-written essay can affect, in a very positive way, the final decision. Keep this in mind and take full advantage of the opportunity which the college essay affords you.

SAMPLE COLLEGE ESSAY QUESTIONS

- Briefly describe other pursuits that are important to you. These may include special interests and talents, extracurricular activities, employment, community involvement, leadership positions and any related honors or distinctions.
- Briefly describe any scholastic distinctions or honors you have received since 10th grade.
- Discuss a significant problem facing your generation.
- What have you read that has had a special significance for you? Explain why?
- What single aspect of this college appeals to you most? Why?
- Imagine that you have the opportunity to travel back through time. At what point in history would you like to stop and why?
- What has been your most personally satisfying experience and why?
- What are your intellectual strengths and interests? What personal or academic experiences were particularly rewarding for you (a project, teacher, piece of writing or researching a particular course of study)?
- Discuss an issue or value with which you seriously disagree (a political or moral issue, a personal relationship, a work of art, the best or worst aspects of your schooling to date, or the like).

Most colleges and universities require a nationally normed standardized test. This is The Scholastic Aptitude Test I (SAT I) or American College Test (ACT). Some may also require SAT II: Subject Tests

SAT I

The SAT is a 3 hour and 45 minute test that measures reasoning skills that are related to successful performance in college. It is intended to supplement the secondary school record and other information about the student in assessing readiness for college-level work. The test contains three sections and scores are reported on a scale ranging from 200 to 800 in each category. Scores are returned about four to six weeks from the test date. Structured preparation sessions help students become familiar with the test questions, lessen anxiety and improve test taking techniques. They do not substantially improve ones knowledge in the math and verbal areas. Working with Barron's "How to Prepare for the College Entrance Examination", or a similar publication can accomplish familiarity with the SAT I. Additionally students may opt to take the SAT I preparation course after school for a nominal fee.

<p>Writing</p> <p>60 min. (35-min. multiple choice; 25-min. essay)</p> <p>Score W 200-800 Multiple Choice Subscore: 20-80 Essay Subscore: 2-12</p>	<p>Multiple-Choice: Identifying Errors; Improving Sentences and Paragraphs Student-Written Essay: Effectively Communicate a Viewpoint, Defining and Supporting a Position</p>
<p>Critical Reading</p> <p>70 min. (Two 25-min. sections, one 20-min. section)</p> <p>Score CR 200-800</p>	<p>Sentence Completions Passage-Based Reading Measuring: Extended Reasoning Literal Comprehension Vocabulary in Context</p>
<p>Math</p> <p>70 min. (Two 25-min. sections, one 20-min. section)</p> <p>Score M 200-800</p>	<p>Multiple Choice Items Student-Produced Responses Measuring: Number and Operations Algebra I, II and Functions Geometry; Statistics, Probability, and Data Analysis</p>

THINGS TO REMEMBER

1. The West Hempstead High School Code Number is 335-895.
2. The West Hempstead High School test center number is 33972.
3. Complete the form in pencil (No. 2).
4. Be sure to include the proper fee for SAT I - \$43.00
5. Student descriptive questionnaire is optional.
6. Be sure to sign the form.
7. You can register on-line at www.collegeboard.com

8. Test taking tips are also available at www.collegeboard.com

SAT Subject Tests

The CEEB offers several different SAT Subject Tests, each designed to measure knowledge in one subject area. Each SAT Subject Test is one hour long and a person can take three SAT subject tests on one test date. The SAT I and SAT Subject Tests are offered concurrently and cannot be taken on the same day. Check the college where you are applying to see if they require you to take the SAT Subject Test. Not all colleges require this exam. Some colleges will now accept the ACT in place of the SAT Subject Tests.

The subject test areas are: United States History, World History, Biology, Chemistry, Physics, Literature, French, German, Hebrew, Latin, Italian, Spanish, Mathematics Level I, and Mathematics Level II. Check the Registration Bulletin for specific dates.

THE AMERICAN COLLEGE TESTING PROGRAM (ACT)

The ACT Assessment instrument consists of a battery of four academic tests taken under timed conditions and a Student Profile Section and Interest Inventory completed when students register for the Assessment. A score is reported for each of the four tests along with a composite score. The four tests (English, Mathematics, Reading and Science Reasoning) are scaled from 1 to 36. The Composite Score is an average of the four areas. ACT also offers an optional Writing Test.

TEST TAKING TIPS

- Be careful - read the preliminary directions carefully. Know where to record the answers, know the test format.
- Time - use it wisely. Answering an analogy or a sentence completion usually takes less time than answering a question based on a critical reading passage. Since all SAT questions count the same no matter how long they take to answer, you may want to try to answer the sentence completions and analogies within each section before you read the passages and
- Read the test a second time, allowing a few minutes more for questions left - but only if you have enough time.
- Guess - If you can do so intelligently. If you can narrow down your choices to two possible answers, a guess would be in order. There is a scoring deduction for each incorrect answer.
- Prepare before the test. Steady practicing of sample tests, rather than last minute cramming, will help your scores. Time yourself.
- If you plan to take a review course - DO IT! Do the exercises and keep doing them!
- Go to sleep early the night before the test.
- Plan to take the SAT or ACT at least two times; once in the Spring of your junior year and once in the fall of your senior year. Check the dates and deadlines carefully. These are posted outside the guidance office.
- Above all - don't panic!! Think positively.

The cost of attending college per year may range from \$2,500 to over \$35,000 depending on whether the college is public or private and whether the student commutes or lives at school. When estimating the cost of attending college, you should include tuition and fees, room and board, books, laundry, transportation and incidentals (entertainment, snacks, telephone, etc.). Tuition at private schools has been increasing approximately 8% each year.

In order to receive various forms of financial aid, a student must first prove need and eligibility. This is done by filing various forms including the FAFSA and CSS Profile which are available in the high school guidance office. In addition, individual colleges may request their own institutional financial forms. It is the student's responsibility to contact the colleges of his or her choice to find out which financial aid forms are required.

FAFSA

The Free Application for Federal Student Aid (FAFSA) is used to apply for federal financial aid programs such as Pell Grants, Stafford Loans, SEOG, Perkins Loans and Work Study. There is a limited amount of funding available, therefore the FAFSA should be filed as soon after January 1 as possible, and before May 2. Financial aid is awarded on a first come first serve basis. The FAFSA must be filed each year to receive federal aid.

FEDERAL FINANCIAL AID PROGRAMS

GRANTS

- PELL GRANTS: Pell Grants are made by the Federal Government. A Pell Grant is not a loan, so you don't have to pay it back. To get a Pell Grant, you must go to college at least half-time and be an undergraduate who doesn't already have a bachelor's degree.
- SUPPLEMENTAL EDUCATIONAL OPPORTUNITY GRANTS (SEOG): An SEOG is a grant made through your school's financial aid office. To get a SEOG, you must be an undergraduate who doesn't already have a bachelor's degree. Usually you must be going to college at least half-time.

LOANS

- PERKINS LOANS: Perkins Loans are low-interest federally funded loans made by a college to students. You must pay this money back upon graduation from college.
- FEDERAL SUBSIDIZED STAFFORD LOANS: These are low-interest loans made to students by a lender such as a bank, credit union, or students. Students must demonstrate financial need. The government pays the interest on the loan while you are enrolled in college. You must repay this money upon graduation.
- FEDERAL UNSUBSIDIZED STAFFORD LOAN: These are low-interest rate students loans not based on need. You may repay interest while in college or allow it to build up and pay it back when you graduate along with the rest of the loan.

OTHER

COLLEGE WORK-STUDY (CWS): A CWS job helps you to earn money to pay for college expenses for either undergraduate or graduate study. Usually, you must be going to college at

least half-time. However, a college can award CWS jobs to a limited number of students who are going to college less than half-time.

TAP

The New York State Financial Aid program is called TAP (Tuition Assistance Program). It is based on need only and it is a grant that you do not have to pay back. Students must attend a New York State public or private college. There is no longer a separate TAP form. It is now determined by the information supplied on your FAFSA.

CSS PROFILE

The Financial Aid PROFILE is offered by the College Scholarship Service. CSS is the financial aid division of the College Board, a national not-for-profit association of colleges, universities, state agencies, and educational associations. The PROFILE Service is used by selected colleges, universities, and scholarship programs to award their own private funds. Remember, only some colleges require this form, so it is the student's responsibility to find out which schools require the PROFILE by reading the catalogue or calling the college. You should always check with each college before filing this form.

SCHOLARSHIPS AND GRANTS

The majority of financial aid is need based and comes from the federal and state government and your college. If college costs more than your assessed family contribution then you receive need based financial aid. The next best sources of financial aid are scholarships and grants awarded by the college you choose to attend. These scholarships and grants are based on academic excellence, community service and special talent. Some colleges offer scholarship examination programs and competitions. Students should contact the college financial aid office and the academic department of their major for information on these opportunities.

Other viable scholarship opportunities include money offered through parents' employers, corporations, unions, clubs, fraternal and religious organizations. You should contact these sources now to find out potential opportunities and eligibility requirements. Scholarships are also available through private sources. Eligibility may be based on academic excellence, SAT's, descent, gender, major or career choice, clubs, employers, leadership, community service, need, special talent, essay, and many more qualifications. The guidance office receives information on many scholarships which are posted in the glass cases across from the main office and applications are kept on file in the guidance office.

The guidance office has many publications on scholarships available for student and parent use. In addition, students can receive a customized computer profile of scholarship opportunities by using the Guidance Information System with their counselor and by accessing the internet. See websites on page 7.

Available financial aid, grant, and scholarship reference books:

- The Scholarship Book- Prentice Hall
- Don't Miss Out: The Ambitious Student's Guide to Financial Aid- Octameron
- The A's and B's of Academic Scholarships- Octameron
- College Grants from Uncle Sam- Octameron
- Earn and Learn: Cooperative Education- Octameron
- Opportunities with the Federal Government- Octameron

All students who intend to play Division I or II sports in college must have their eligibility certified by the NCAA Clearinghouse. The NCAA wants to make certain that students meet minimum academic eligibility requirements to participate in college level athletics. To qualify for certification students must successfully complete a core curriculum of 14 academic courses. Students must also have a core course grade point average and a combined score on the SAT verbal and math sections or a sum score on the ACT based on the qualifier index scale listed on the next page.

Student athletes should meet with their counselors during their junior year to discuss qualifications for NCAA eligibility. To register for the NCAA Clearinghouse, students should pick up the brochure **Making Sure You Are Eligible to Participate in College Sports** in the guidance office. After the junior year, complete a student release form and send one copy with a check to the Clearinghouse and give the other two copies to the guidance office. One copy is sent to the Clearinghouse with your transcript and the other goes into your file. Students may also register online at www.ncaaclearinghouse.net

Students interested in sports competition at the college level should make written contact with coaches at prospective colleges. Your guidance counselor or coach can help you formulate a letter of inquiry and introduction that you can mail to coaches. The guidance office has a copy of the **National Directory of College Athletics** which lists names and addresses of all college programs and coaches. NCAA recruiting regulations are very strict. Students should read the **NCAA Guide for the College-Bound Student-Athlete** available in the guidance office.

NCAA DIVISION I FRESHMAN-ELIGIBILITY REQUIREMENTS:

- Graduation from high school;
- The highest scores achieved on the verbal and mathematics section of the SAT or the highest scores achieved on the four individual tests of the ACT may be combined to achieve the highest scores;
- The following core GPA in 16 courses meeting the NCAA core course definition with the corresponding SAT or ACT is needed.
- Determine quality points for core average: A-4 points, B-3 points, C 2 points, D- 1 point.

16 CORE COURSE STANDARD

- Minimum of 4 years English
- Minimum of 3 years math (at the level of Algebra 1 or above.)
- Minimum of 2 years of social science
- Minimum of 2 years natural or physical science (including 1 lab course, if offered by any high school you attend);
- At least 1 year of additional courses in English, math or natural or physical science;
- 4 additional academic courses in any of the above areas, or foreign language, philosophy or non-doctrinal religion.

**CORE GPA / Test Score Index
(to be used with 14 core courses)**

CORE GPA	SAT	ACT
3.550 & above	4 0 0	3 7
3.525	4 1 0	3 8
3.500	4 2 0	3 9
3.475	4 3 0	4 0
3.450	4 4 0	4 1
3.425	4 5 0	4 1
3.400	4 6 0	4 2
3.375	4 7 0	4 2
3.350	4 8 0	4 3
3.325	4 9 0	4 4
3.300	5 0 0	4 4
3.275	5 1 0	4 5
3.250	5 2 0	4 6
3.225	5 3 0	4 6
3.200	5 4 0	4 7
3.175	5 5 0	4 7
3.150	5 6 0	4 8
3.125	5 7 0	4 9
3.100	5 8 0	4 9
3.075	5 9 0	5 0
3.050	6 0 0	5 0
3.025	6 1 0	5 1
3.000	6 2 0	5 2
2.975	6 3 0	5 2
2.950	6 4 0	5 3
2.925	6 5 0	5 3
2.900	6 6 0	5 4
2.875	6 7 0	5 5
2.850	6 8 0	5 6
2.825	6 9 0	5 6
2.800	7 0 0	5 7
2.775	7 1 0	5 8

CORE GPA	SAT	ACT
2.750	7 2 0	5 9
2.725	7 3 0	5 9
2.700	7 3 0	6 0
2.675	7 4 0 - 7 5 0	6 1
2.650	7 6 0	6 2
2.625	7 7 0	6 3
2.600	7 8 0	6 4
2.575	7 9 0	6 5
2.550	8 0 0	6 6
2.525	8 1 0	6 7
2.500	8 2 0	6 8
2.475	8 3 0	6 9
2.450	8 4 0 - 8 5 0	7 0
2.425	8 6 0	7 0
2.400	8 6 0	7 1
2.375	8 7 0	7 2
2.350	8 8 0	7 3
2.325	8 9 0	7 4
2.300	9 0 0	7 5
2.275	9 1 0	7 6
2.250	9 2 0	7 7
2.225	9 3 0	7 8
2.200	9 4 0	7 9
2.175	9 5 0	8 0
2.150	9 6 0	8 0
2.125	9 6 0	8 1
2.100	9 7 0	8 2
2.075	9 8 0	8 3
2.050	9 9 0	8 4
2.025	1000	8 5
2.000	1010	8 6

THE HIGH SCHOOL ATHLETE AND COLLEGE RECRUITMENT

The following questions and information were developed by the NCAA Student-Athlete Advisory Committee. The committee urges prospective student-athletes to ask these types of questions during their recruitment.

ATHLETICS

What positions will I play on your team?

- It's not always obvious.
- Most coaches want to be flexible so that you are not disappointed.

Describe the other players competing at the same position.

- If there is a former high-school all-American at that position, you may want to take that into consideration.
- This will give you clues as to what year you might be a starter.

Can I "redshirt" my first year?

- Find out how common it is to redshirt and how that will affect graduation.
- Does the school redshirt you if you are injured?
- To "redshirt" means to not play a season or year of college athletics in order to extend the player's four-year eligibility.

What are the physical requirements each year?

- Philosophies of strength and conditioning vary by institution.
- You may be required to maintain a certain weight.

How would you best describe your coaching style?

- Every coach has a particular style that involves different motivational techniques and discipline.
- You need to know if a coach's teaching style does not match your learning style.

What is the game plan?

- For team sports, find out what kind of offense and defense is employed.
- For individual sports, find out how you are seeded and how to qualify for conference and national championships.

When does the head coach's contract end?

- Don't make any assumptions about how long a coach will be at a school.
- If the coach is losing and the contract ends in two years, you may have a new coach.

ACADEMICS

How good is the department in my major?

- Smaller colleges can have very highly rated departments.
- A team's reputation is only one variable to consider.

What percentage of players on scholarship graduate in four years?

- This will tell you about the quality of their commitment to academics.
- The team's grade-point average also is a good indicator of the coach's commitment to academics.

COLLEGE LIFE

Describe the typical class size.

- At larger schools, classes are likely to be larger and taught by teaching assistants.
- Average class size is important to the amount of attention you receive.

Describe in detail your academic support program. For example: Study-hall requirements, tutor availability, staff, class load, faculty cooperation.

- This is imperative for marginal students.
- Find a college that will take the 3.000 students and help them get a 3.500 GPA.

Describe the typical day for a student-athlete.

- This will give you a good indication of how much time is spent in class, practice, studying and traveling.
- It also will give you a good indication of what coaches expect.

What are the residence halls like?

- Make sure you would feel comfortable in study areas, community bathrooms and laundry facilities.
- Number of students in a room and coed dorms are other variables to consider.

Will I be required to live on campus throughout my athletics participation?

- If the answer is yes, ask whether there are exceptions.
- Apartment living may be better than dorm living.

FINANCIAL AID

How much financial aid is available for summer school?

- There is no guarantee. Get a firm commitment.
- You may need to lighten your normal load and go to summer school in order to graduate in four years. You can take graduate courses and maintain your eligibility.

What are the details of financial aid at your institution?

- What does my scholarship cover?
- What can I receive in addition to the scholarship and how do I get more aid?

How long does my scholarship last?

- Most people think a "full ride" is good for four years.
- Financial aid is available on a one-year renewable basis.

If I'm injured, what happens to my financial aid?

- A grant-in-aid is not guaranteed past a one-year period even for injuries.
- It is important to know if a school has a commitment to assist student-athletes for more than a year after they have been injured.

What are my opportunities for employment while I'm a student?

- Find out if you can be employed in-season, out-of-season or during vacation periods.

HOW TO WRITE A RESUME

Your resume is a one page advertisement about yourself. Its long range purpose is to help you find a job, but its more immediate purpose is to get you an interview. Prospective employers are most familiar with the chronological resume. It is the easiest to read since you list your educational and work experience in reverse chronological order, starting with the most recent job first and working your way backwards. This type of resume will illustrate your educational and employment record in addition to extracurricular activities and special skills. Have someone review it before you use it to be sure that you have not overlooked anything.

- ORGANIZATION - Group your information into the following categories:

JOB GOAL	EXTRACURRICULAR ACTIVITIES
EDUCATION	SPECIAL INTEREST/HOBBIES
HONORS/ACCOMPLISHMENTS	SKILLS
WORK EXPERIENCE	REFERENCES

- SEQUENCE - Beginning with your name, address and telephone number, organize the information in a logical, easy-to-follow sequence. Under education and work experience, your most recent degree and present job should be listed first.
- LENGTH - Limit your resume to one page.
- FORMAT - Readability, eye appeal and a total positive impression should be your goals. General spacing and separation of the basic sections will help you to achieve this effect. Underline or capitalize key headings, job titles, etc. Remember, no spelling errors. Neatness counts. Double proofread everything. Your resume indicates the type of work you do. It is a reflection of you and what you have to offer. Make sure the resume is clear and concise.
- DUPLICATE COPIES - Have your resume duplicated so that each copy looks as good as the original. A good Xerox copy is fine.
- SAMPLE RESUME - A sample resume can be found on page 24.

THE JOB INTERVIEW

In a job interview, you naturally want to do all that you can to make a good impression on the interviewer. Here is a brief summary of important reminders:

- DRESS NEATLY and try to choose clothing that suits the job.
- BE ON TIME. If you are late for the interview, the employer may decide that you are not really interested in the job or that you may show up late for work.
- ARRIVE ALONE. There is no need for anyone to go with you to an interview. You can do it on your own.
- GREET THE RECEPTIONIST or the person who will introduce you to the interviewer. Be pleasant. Say your name clearly, and tell this person the name of the interviewer, if you know it. Be sure to name the job for which you are applying.
- WAIT PATIENTLY if the interviewer is not ready for you.
- SHAKE HANDS if it seems appropriate when you meet the interviewer. You should wait for the interviewer to ask you to sit down.
- MAINTAIN EYE CONTACT with the interviewer during your time together. This is considered a sign of honesty and self-confidence. Do not wear sunglasses during an interview.
- CONTROL ANY NERVOUS BEHAVIOR. Tapping your foot, clicking a ball point pen, or chewing gum may annoy and distract the interviewer.
- DO NOT SMOKE.
- CHOOSE YOUR WORDS CAREFULLY and avoid slang or other special expressions that the interviewer may dislike or misunderstand.

- **SIT UP IN YOUR CHAIR.** If your posture is good, the interviewer will see that you are alert and interested in what is happening.
- **TALK ABOUT WHAT YOU DO WELL.** Often you will find that you can answer a question by mentioning certain talents, interests, or skills.
- **STICK TO THE POINT.** The interviewer is interested in experience and attitudes that might affect your performance on the job. Do not talk about details of your personal life that have nothing to do with the job.
- **SAY "THANK YOU" AND ARRANGE TO CALL BACK IF NECESSARY.**

TYPICAL QUESTIONS ASKED DURING A JOB INTERVIEW

- In what school activities have you participated? Which did you enjoy most?
- How do you spend your spare time? What are your hobbies?
- In what type of position are you most interested?
- Why do you think you might like to work for our company?
- What jobs have you held? How were they obtained and why did you leave?
- What do you know about our company?
- What do you think determines an employee's progress in a good company?
- What personal characteristics are necessary for success in your chosen field?
- Why do you think you would like this particular type of job?
- Are you primarily interested in making money or do you feel that service to society is a satisfactory accomplishment?
- Do you prefer working with others or by yourself?
- Can you take instructions without feeling upset?
- What have you learned from some of the jobs you have held?
- May I call previous employers for recommendations?
- What interests you about our product or service?
- What books have you read lately?
- What jobs have you enjoyed the most? The least? Why?
- Are you interested in advancement in our company?
- Do you prefer a large or small company? Why?
- What is your idea of how industry operates today?
- Will you be available for overtime work?
- What have you done which shows initiative and willingness to work?

NOTE: If you take the time necessary to write out a brief answer to each of the questions in the above list, it will help you to clarify your own thinking and establish ready answers.

EMPLOYMENT TRAINING

If you are planning to go to work, there are some employment training courses open to high school graduates who wish to acquire an occupational skill.

- Community colleges such as Farmingdale and Nassau Community College.
- Nassau Tech (BOCES) Adult Occupational Education Division.
- Private Business and Technical Schools.

New York State Employment Service offers information about specific careers and job opportunities that are currently available. This service is free and open to all seeking employment assistance.

APPRENTICESHIP PROGRAMS

Many occupational unions offer on-the-job training programs called apprenticeships (electrician, steamfitter, roofer, etc.). Call the New York State Employment Service.

MILITARY SERVICE

Job training programs offered by the military services differ in length of enlistment and opportunities for specific training and assignments. Each service has its own recruiters who determine eligibility of applicants. Information about service programs may be obtained from the Guidance Office or by writing to:

- ARMY - Headquarters, U.S. Army Recruiting Command
Att: USAR CASP-D
Ft. Sheridan, Ill. 60037
- NAVY - Navy Opportunity Center
P.O. Box 2000
Pelham Manor, New York 10803
- MARINE CORPS - Commandant of the Marine Corps (MRRE)
Washington, D.C. 20380
- AIR FORCE - AFMPC/MCPM
Randolph AFB, Texas 78148
- COAST GUARD - Commandant, Coast Guard - PMR/662
Headquarters
U.S. Coast Guard
Washington, D.C. 20590

Jean Morrow
123 Curry Avenue
West Hempstead, New York 11552

EDUCATION

West Hempstead Senior High School, West Hempstead, New York
High School Diploma: June 2009

Business Related Coursework:

Keyboarding	Business Law
Accounting	Business Math
Business Computer Applications	

WORK EXPERIENCE

Merritt Bakery, Hempstead, New York (2005-Present)
Salesperson - Provided customer service. Organized work place. Cleaned trays and show-cases. Worked fifteen hours per week while attending school.

SKILLS

Typing, light bookkeeping, some knowledge of word processing. Work well with people. Fluent in Spanish and English.

COMMUNITY INVOLVEMENT

Volunteer, American Red Cross, Mineola, New York (2006-2008)
Member, Business Club at West Hempstead High School (2005-2009)

INTERESTS

Photography, Dancing, Sports and Music

REFERENCES

Furnished upon request. (Be sure you have permission before using someone as a reference.)

Volunteering in your community has many benefits. Reaching out to lend a helping hand to those in need has intrinsic value that lasts through a lifetime. Volunteering can develop many positive character traits within a student such as responsibility, patience, independence, empathy and caring.

Volunteering is a great way to explore a future career. Thinking about a medical career? Perhaps you'd like to volunteer at a nursing home, hospital or physical therapy clinic. Interested in becoming a teacher? You may want to teach religious education, work at the library reading program, or at a summer camp. There are volunteer opportunities for almost every profession.

A third benefit of volunteering in your community is that the experience looks great on your resume. Colleges want to recruit students who not only have good grades, but who a desire to help the college community. Most scholarships are also based on community service. Scholarship programs are looking for students who are involved in a long-standing commitment to community service projects.

Are you willing to give a few hours a month to gain an experience that will benefit you throughout a lifetime? Then become a volunteer! Listed below are some suggestions. See your counselor for more ideas and information. Remember to document all experiences.

- Volunteer in a hospital.
- Read or play games with people in a nursing home.
- Baby-sit for free for a family in need.
- Organize a community clean-up in a park.
- Clean up graffiti in public places.
- Coach a community sports team.
- Volunteer at the library in a reading program.
- Tutor.
- Volunteer at an organization such as The Interfaith Nutrition Network, Red Cross, AHRC, The March of Dimes or Ronald McDonald House.
- Be a mentor.

Anthony Smith
SOCIAL SECURITY #

School Clubs

Key Club: Grades 9-12. organized food and clothing drive, participated in car wash. Flipped flap jacks at pancake breakfast.

Student Council: Grades 10-12. organized homecoming dance, participated in safe Halloween party for local children. Decorated for spring dance.

Mathletes: Grades 11-12. Competed as a mathlete in interscholastic competition.

Leadership Positions

Student Council Treasurer: Grade 11-12. Responsible for collecting funds and developing fund raising programs.

Key Club Secretary: Grade 12. Responsible for taking notes during meetings and writing newsletter.

Community Activities

Library Volunteer: Grades 9-11. Worked at summer reading program.

LICAC Swim Team: Grades 9-12. Competed in local and regional swim competitions.

Piano Lessons: Grades 9-12. Private classical piano lessons.

Summer Experience

Barnard Summer Program: Grade 11. Attended educational and cultural summer program at Barnard in New York City.

Summer Camp Counselor: Grade 10. Worked as camp counselor at Camp Wayne. Responsible for a group of six fourth grade students.

COLLEGE DEGREES

Associate Degree

The degree awarded after the successful completion of a two-year program, usually at a junior community college.

Bachelors Degree

The degree awarded after the successful completion of a four-year program of study at a college or university.

Masters Degree

The degree awarded at the completion of the first post-graduate program.

Doctoral Degree

The degree awarded after intensive study in a particular field such as Philosophy (Ph.D.), Medicine (M.D.), Education (Ed.D.) or Law (J.D.).

COLLEGIATE CALENDARS

Semester System

The most common calendar, where the academic year is divided into two relatively equal periods of approximately 16 weeks.

Trimester System

A calendar which divides the academic year into three equal periods.

Quarter System

Similar to the Trimester System, but usually includes a fourth, summer session.

4-1-4 System

A system where students carry four courses during the fall session, one course during the "January Term" (sometimes in an off-campus situation), and four courses in the spring session.

Three-Two Program

A combined degree program at two cooperating institutions, the first three years at an undergraduate school and the final two years at an institution providing specialized study; degrees are awarded from both.

ADMISSION PLANS

Matriculation

Admission to a college as a degree candidate usually formalized by payment of tuition.

Early Admission

Admission to a college following completion of the junior year of secondary school.

Early Decision

A plan where students make application in early fall of senior year and notification is sent by mid-December; if accepted, a commitment-to-attend is usually required along with withdrawal of other college applications.

Early Action/ Early Notification

Similar to Early Decision except that if accepted, the applicant is not committed to attend the institution and other applications may be made.

Wait List/ Alternate List

A list of students who were not accepted outright to a college but were too strong to reject outright. Students may be admitted from the wait after May 1st, if space becomes available.

Rolling Admission

A procedure by which admission decisions are made on a continuous basis and notification is sent within about 3 – 4 weeks after receipt of completed application material.

ADMISSION DATES**College Notification Date**

The date by which colleges not using rolling admissions notify applicants of the decision on their applications, usually by April 15th.

Candidate Reply Date

The date by which applicants must reply to college offers of admission and submit a tuition deposit to secure a place in the freshman class, usually by May 1st.

TESTING TERMINOLOGY**Preliminary Scholastic Aptitude Test/
National Merit Scholarship (PSAT/NMSQT)**

A two-hour and ten minute test usually taken in October of the junior year of secondary school in preparation for the Scholastic Aptitude Test; the scores serve as the basis for selection of National Merit Scholars who receive public recognition and financial awards.

Scholastic Aptitude Test (SAT)

A two and one-half hour test given on specific dates throughout the year at testing centers and required by most colleges for admission; the scoring has two components:

- 1) Critical Reading (200-800) questions include sentence completion questions that measure knowledge of the meanings of words and the ability to understand how the different parts of a sentence fit together logically. Passage based reading measures ability to read and think carefully about several different passages. Question types include vocabulary in context, literal comprehension and extended reasoning.
- 2) Math (200-800) questions test ability to solve problems involving: arithmetic, algebra, and geometry. Questions include standard multiple choice and student produced responses.
- 3) Writing [200-800] multiple choice questions include improving sentences, identifying sentence errors and improving paragraphs. There is a direct writing measure in the form of an essay.

American College Test (ACT)

A set of tests similar to the SAT but with more subject orientation used largely by Midwestern, Western, and Southwestern colleges for admission; administered by the American College Testing Program.

SAT SUBJECT TEST

One-hour test given in specific high school subjects and scored 200-800 to demonstrate level of accomplishment; three tests may be taken in a single sitting; a number of colleges may require these tests in addition to the SAT.

Advanced Placement Examination (AP)

Subject-oriented college-level tests given in May and usually taken by high school students completing advanced placement or honors courses; college credit usually granted based on scores (1 is low and 5 is high), enabling students to pursue further study in a field or shorten their college career.

Test of English as a Foreign Language (TOEFL)

An exam used in conjunction with or as a substitute for the SAT or ACT for students whose native language is not English.

College Level Examination Program (CLEP)

A testing program by which students can usually earn up to 30 college credits by passing a battery of tests in English, Math, Science, Social Science, and Humanities or by taking intensive subject area exams.

College Entrance Examination Board (CEEB)

More commonly called the “College Board”, this organization regulates the Admission Testing program which includes the SAT, SAT II, and Advanced Placement Tests.

Educational Testing Service (ETS)

This organization creates, administers, scores, and reports results of the Admission Testing Program of the College Board, ATP reports are cumulative, and a student’s report includes current scores and all SAT and SAT II scores from up to five previous dates.

Secondary School Code (SSC)

The identification number of your high school, used for CEEB and ACT tests.

Our code is 335895.

Test Center Code (TCC)

An identification number used for College Board test sites.

West Hempstead Test Center Code is 33972.

Student Descriptive Questionnaire (SDQ)

A form used by the College Board to collect information about a student’s interests, aspirations, and activities; the SDQ response sheet is returned when a student registers for the SAT I or SAT II.

Student Search Service (SSS)

A program by which students’ SDQ responses, PSAT, SAT, and SAT II scores are made available to colleges to allow them to directly contact by mail those students in whom they might be interested.

FINANCIAL AID TERMINOLOGY**Financial Aid Package**

Most families receive an aid “package” which is a combination of three types of financial assistance.

- Grants and scholarships: monies which do not have to be repaid.
- Loans: borrowed funds which usually carry a low interest rate and do not have to be repaid until after one graduates, and then over an extended period of time.
- Work study: 10 to 15 hours a week of on- or off- campus employment through which one can earn money to help pay his or her way. (Freshmen hours are kept purposely light).

APPLICATION FOR FEDERAL STUDENT AID (FAFSA)

The form distributed by the federal government for use by a student when applying for a Pell grant and other federal campus-based aid. These forms are generally available in the Guidance Office in December, on-line @ www.fafsa.ed.gov or call 1-800-433-3243.

ASSETS

An individual’s property, savings, home and/or business value, stocks, bonds, real estate, trust funds, etc.

CAMPUS-BASED PROGRAMS

Federal programs administered directly by the Financial Aid Officer at the college or school. These programs are: Supplemental Education Opportunity Grants (SEOGS), College Work-Study (CWS), and the Carl D. Perkins Loans.

CARL D. PERKINS LOAN

A government-sponsored low-interest loan administered by the college to help fund postsecondary education, both for undergraduate and graduate study.

COLLEGE SCHOLARSHIP SERVICE (CSS)

A service of the College Board which offers a standard method of determining a student's need by measuring a family's financial profile and analyzing its ability to contribute to college costs. The CSS does not award financial aid, rather it provides institutions with the needs analysis in order to award federal, state, and institutional aid.

COLLEGE WORK-STUDY PROGRAMS (CWS)

A college program in which the student who has demonstrated financial need works on – or – off – campus. Students are paid for their work at the prevailing rate.

COST OF EDUCATION/COST OF ATTENDANCE/INSTITUTIONAL BUDGET

The total amount (usually expressed in a yearly figure) it will cost a student to go to a particular college or university.

DEFAULT

Failure to repay a student loan according to the terms agreed upon when the student signed a promissory note.

DEPENDENT STUDENT

For financial aid purposes, a student who is being financially supported by his or her parents, or other legal guardian.

DISCLOSURE STATEMENT

A statement (required by law) informing a borrower of charges on a loan.

ELIGIBLE NON-CITIZEN

To receive federal student aid, an eligible non-citizen must be one of the following: a U.S. national; a U.S. permanent resident who has an I-151 or I-551 (Alien Registration Receipt Card); an individual holding a Departure Record (I-94) form from the U.S. Immigration and Naturalization Service (INS) showing a specific designation or having a suspension of deportation case pending before Congress.

EXPECTED FAMILY CONTRIBUTION (EFC)/FAMILY CONTRIBUTION (FC)

This figure is determined by a special formula and indicates how much of the family's finances should be available to help fund postsecondary education. The financial aid administrator of the school the student is interested in attending will subtract the EFC from the cost of education to determine how much the student needs.

FINANCIAL AID

The money provided by federal, state, and local government, along with other organizations, to help a student pay the cost of postsecondary education (the education and training beyond high school).

CSS PROFILE

PROFILE is a program of the College Board. Some colleges and scholarship programs use the PROFILE to help them award nonfederal funds. Apply on-line at www.collegeboard.com.

FINANCIAL AID TRANSCRIPT

A record of the DOE (Department of Education) aid received by a student.

HALF-TIME STUDENT STATUS

A term referring to a student who does not attend college or school full-time. Depending upon how the school measures a student's academic progress, it can mean at least six (6) semester hours or quarter hours per term; at least 12 semester hours or 18 quarter hours per year, or at least 12 hours per week.

INDEPENDENT STUDENT/SELF-SUPPORTING STUDENT

A student who, according to a given set of criteria, may apply for financial aid directly, independent of his or her parent's financial conditions. An independent student is one who meets any of the following conditions:

1. Is 24 years of age by December 31 of the award year.
2. Is an orphan, ward of the court, or veteran of the Armed Services.
3. Has legal dependents other than a spouse.
4. Is married, a professional student, or a graduate student, and is not claimed at a tax exemption by his or her parents for the first calendar year of the award year.
5. Is a single undergraduate, under the age of 24, with no dependents and not claimed as a dependent for tax purposes by his or her parents for either of the two calendar years proceeding the award year. Furthermore, a person in this category must demonstrate self-sufficiency by showing an income of at least \$4,000 in each of those two years.
6. Is judged independent by the Financial Aid Officer based on documented unusual circumstance.

LOAN

Borrowed money that must be repaid (usually with interest).

NEEDS ANALYSIS

Method of determining how much a family can be expected to pay toward the student's postsecondary education cost.

PARENT LOAN FOR UNDERGRADUATE STUDENT (PLUS): A variable rate loan program offered by a lender through which parents of certain undergraduate and graduate students can borrow money for postsecondary education.

PELL GRANT

A grant awarded to help undergraduates pay for their education after high school. The Pell Grant program is the federal student aid program.

PROMISSORY NOTE

The legal document borrower signs when getting a loan. It lists the conditions under which loan is being made, and the terms under which the borrower agrees to repay the loan.

SCHOLARSHIP

Money given to a student by an institution of higher learning or an organization to help pay for his or her education.

STAFFORD STUDENT LOAN

A government-sponsored low-interest student loan made by a lender to fund post-secondary education, for both undergraduate and graduate students.

PELL GRANT INDEX (PGI)

A number determined by a federal formula which the financial aid administrator will use to determine campus-based and Pell Grant award eligibility. The PGI appears on the Student Aid Report.

STUDENT AID REPORT (SAR)

Prepared by the U.S. Department of Education and sent to the student who has filed an application for federal student aid, the report provides the Pell Grant Index (PGI) used to determine grant and loan eligibility.

SUPPLEMENTAL EDUCATION OPPORTUNITY GRANT (SEOG)

A federal program administered by colleges to provide need-based undergraduate student aid.

West Hempstead High School Guidance Office

College/Scholarship Application Checklist

A checklist must be submitted with each college and/or scholarship application. Please observe all deadlines and give our office at least two weeks to process your application. REMEMBER – we will be adding copies of your recommendations, a transcript and a copy of the school profile. BE SURE TO PROVIDE ADEQUATE POSTAGE (BASED UPON WEIGHT): AT LEAST 4 STAMPS PER APPLICATION IS RECOMMENDED.

Student's Name	Name of College or Scholarship	Counselor
----------------	--------------------------------	-----------

*Check the box
If the answer is
"YES"*

- 1. Did you include all parts of the application?
- 2. Did you include a check or money order (if applicable)? If so, how much?
- 3. Did you include an essay, (if applicable)?
- 4. Is your DATA Form on file?
- 5. Do you have letters of recommendation on file in the Guidance Office?
- 6. Did you include an ADDRESSED (to the college) envelope? Please clip stamps to envelope as we weigh each envelope. Suggested envelope size is 10 x 13 and a minimum of four stamps per application.
- 7. Did you complete the entire application?
- 8. Did you SIGN and date the application?
- 9. **Is this an early action or early decision application?**

Dear _____
Student's Name Date Counselor

Your application to _____ was mailed on _____.

Please be aware that the processing time for most applications usually takes several weeks. Be patient and best wishes. Please notify your counselor if you receive any correspondence about this.

College Visit Summary Sheet

Before visiting a college be sure to review carefully the information in the school brochure or Web site. Upon completion of your visit, write your responses to the following issues. Do this for each college visited and then compare your summaries for each.

College or University: _____

Location: _____

Date of Visit: _____

Interviewer: _____

Thank You Note Sent: _____

Student Body: Impression of student body in terms of appearance, style, friendliness, degree of interest and enthusiasm, diversity of social, religious, and ethnic background.

Academic Factors: How serious about academics is the college and its students; how good are the facilities for academic pursuits; how varied is the curriculum; how strict or flexible are the requirements; how appropriate is the college for your interests?

Campus Facilities and Social Life: How complete and modern are the facilities, such as dorms, library, Internet system, student center, athletic complex; how active is the social life; how diverse is it; is it a suitcase or commuter campus?

Overall Impressions: What did you like least and most; what seemed different or special. What type of student do you feel would be happiest there? Are you the type?

Rating: On a scale of 1 to 5, with 1 being the top grade, rate the college on the basis of your interest in it.

College Planning Worksheet

Name: _____

Counselor: _____

Date: _____

Career Goal: _____

College Major: _____

1. Type of Post High School Institution you will attend:

- | | | | | | |
|---------------|--------------------------|----------------------|--------------------------|------------|--------------------------|
| 4 yr. private | <input type="checkbox"/> | School of Nursing | <input type="checkbox"/> | Coed | <input type="checkbox"/> |
| 4 yr. public | <input type="checkbox"/> | Business School | <input type="checkbox"/> | Single sex | <input type="checkbox"/> |
| 2 yr. private | <input type="checkbox"/> | Technical/Vocational | <input type="checkbox"/> | | |
| 2 yr. public | <input type="checkbox"/> | | | | |

2. Geographic location:

- | | | | |
|------------|--------------------------|--------------------|--------------------------|
| New York | <input type="checkbox"/> | Urban | <input type="checkbox"/> |
| Northeast | <input type="checkbox"/> | Suburban | <input type="checkbox"/> |
| South East | <input type="checkbox"/> | Rural | <input type="checkbox"/> |
| Midwest | <input type="checkbox"/> | Traditional Campus | <input type="checkbox"/> |
| West | <input type="checkbox"/> | City Campus | <input type="checkbox"/> |

3. Size of College:

- | | | | |
|-----------------|--------------------------|-----------------|--------------------------|
| Less than 1,000 | <input type="checkbox"/> | 10,000 – 15,000 | <input type="checkbox"/> |
| 1,000 – 3,000 | <input type="checkbox"/> | Over 15,000 | <input type="checkbox"/> |
| 3,000 – 10,000 | <input type="checkbox"/> | | |

4. Cost of Attending College: Discuss with your family the amount you would consider paying for college. This amount will cover the cost of tuition, book, and room & board if you live on campus.

Tuition: _____

Room & Board: _____

5. Special Factors:

Religious affiliations: _____

Student activities/athletics: _____

Military training: _____

6. Test scores: PSAT: Critical Reading _____ Math _____ Writing _____

SAT I: Critical Reading: _____ Math _____ Writing _____ Date Taken: _____

Critical Reading: _____ Math _____ Writing _____ Date Taken: _____

SAT II: Subject _____ Score: _____ Date Taken: _____

SAT II: Subject _____ Score: _____ Date Taken: _____

SAT II: Subject _____ Score: _____ Date Taken: _____

SAT II: Subject _____ Score: _____ Date Taken: _____

7. Current weighted average: _____

8. Other factors you are looking for in a college:

9. Names of colleges you are considering:

