Helpful information about the college admission process
Dear Juniors,

Graduation is coming... right around the corner. You probably think you have lots of time to get prepared for the big wide world waiting for you---NOT!!!

Are you stressed? Hopefully this college planning guide will help you “unstress” a little.

Unorganized? Don’t know where to start? This college planning guide will help.

Need important time lines, information and planning strategy? You got it!! Inside you will find information on what colleges are looking for, admission decision options, college tours and visits, interview questions, activity sheets, volunteer opportunities, admissions essays, SAT I, SAT II, and ACT, military services, scholarships, financial aid, letter of recommendations, and useful websites.

The information contained within will help you realize your dreams. Consider your years at school... your experiences, values, personality, grades, test scores, family and teacher input. Read the information within this college planning guide and then put together a plan for you!

You have had almost thirteen years of education to get to where you are. Now you get to begin a career, advance your education at a technical school, two or four year college or military service. Plan wisely now for your future. You may change your mind and careers many times in your lifetime. Always remember that no education is wasted.

Your guidance counselors will talk to each one of you individually. If you want to talk with them sooner than when they call you, please do not hesitate to stop by and visit.

Sincerely,

Your Guidance Staff
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**High School Timetable**

**Things to Do Each Year**

- **Meet with Your School Counselor**
  
  Each year, you should discuss the classes you plan on taking with your school counselor. Also, let them know what your goals are for college. They can help you stay on track and uncover scholarship and college opportunities along the way.

- **Summer Job/Internship/Volunteer Work**

  Take advantage of the time available each summer to find a rewarding job, internship, or volunteer experience. Start looking for these opportunities early in the spring semester because the earlier you start your search, the more likely you are to find a better opportunity.

- **Get to Know Teachers/School Counselors/Coaches/Advisors**

  Don't forget you are going to need recommendations for all those scholarship and college applications you send out. The best way to get good recommendations is to build strong relationships with a few teachers, school counselors, coaches, or advisors.
Junior Year

- Read Brochures

You will be receiving massive amounts of mail from colleges who hope to spark your interest. Don't just throw them all aside—you might find some college out in the middle of Nowheresville you've never heard of that turns out being the perfect place for you.

- Visit Colleges

Out of all the information you've received, narrow your options down to somewhere around five schools. Then get on the phone and make some appointments to take official tours and meet with admissions counselors. Take paper and a pen to write down things you like and don't like about each college so you can refer to it later when you're making your final decision. Make sure you fill out a card and sign in at the Admission Office. They will keep track of your interest.

- Prepare for and Take the PSAT/NMSQT (Fall Semester)

Students who will be taking the SAT should take the PSAT/NMSQT (preliminary SAT) in the fall (October) of their junior year. PSAT scores are used to qualify students as National Merit semifinalists and finalists, which may make them eligible to receive merit-based scholarships from private foundations or their university or college.

- Prepare for and Take the SAT or ACT (Spring Semester)

If you are planning to apply Early Decision or Early Action to colleges, you should consider taking the SAT or ACT in the spring semester of your junior year. It is also advisable to take the test during your junior year if you plan on applying for scholarships during your junior year or early in your senior year. You should check with the admissions offices of the colleges you are considering for more information regarding test scores for Early Action and Early Decision candidates. Getting an early start will give you plenty of time to retake them if you need to get a higher score. No matter what, make sure you take the tests early in the second semester at the latest.
Make An Impact

Make an impact in your organizations. Run for office. Organize a new program or activity. Take some risks and propose some totally new ideas and work to implement them. Do whatever it takes to actually make an impact in your clubs and organizations. What colleges want are people with leadership skills, determination, and talent to impact their organizations. The goal is to make a difference in the clubs and organizations you join, not just sit there in meetings once a month like a bump on a log.

Think About Your Major

Start finding out about specific programs at the five schools you are interested in. Keep searching careers that might spark your interest in a particular major.

Begin To Evaluate Your Five Schools

Get the college choice process rolling. Decide what you want out of a school. Do you want a big school or a small school? Do you want to go far away or stay close to home? Do you like the more traditionally decorated college campus or the city campus atmosphere? Start thinking about these things and narrow down your options.

Investigate Financial Aid/Funding Options

This is something you might want to sit down and talk to your parents and your guidance counselor about. Attend the high school's financial aid night for more in-depth support.

Check Deadlines

The biggest concern of college admission counselors is that prospective students get their applications for admission, scholarship applications, and housing deposits in on time. There would be nothing worse than having all the background needed to get into a great college but not being able to attend because of missing a deadline. Make sure to check all the deadlines.
Make a Timeline

Make a timeline of deadlines and hang it on the wall to remind yourself when things need to be sent in.

Apply For Scholarships

Get on the ball applying for every possible scholarship you can. Apply to every scholarship you can find--every scholarship you qualify for.

Start the College Application Process (Spring Semester)

The spring semester of your junior year and the following summer are a great time to get started on the college application process. Request applications and information from colleges you are interested in online or by writing to their financial aid offices. You may also want to start working on your college essays.

Senior Year

Prepare for and Take the SAT or ACT (Fall Semester)

If you didn't take the SAT or ACT in your junior year or would like to take it again to improve your score, the fall semester of your senior year is the time to do so. Colleges will take your highest scores.

Request Recommendations for Applications (Fall Semester)

Remember, you are not the only one who has work to do for your applications. You need to give school counselors, teachers, coaches, and others enough time to complete recommendations and to send transcripts to your desired schools.

Complete College Applications (Fall Semester)

Start working on applications to the schools you like best. Set a goal for yourself for when you will have them all done and sent in. Remember--it doesn't look good to send an application in at the very last minute of the very last day! December 1st is a date many colleges begin accepting applications...some will be even sooner for "early acceptance" options.
Give yourself sufficient time to complete your college applications. It is a good idea to factor in some time to have parents and teachers read over your essays. They can offer valuable suggestions on content as well as help you check for typos and grammatical errors. Keep in mind that deadlines for Early Action and Early Decision programs typically fall in November, while deadlines for regular admissions usually fall some time in mid-to-late December or early January.

- **Complete Scholarship Applications (Fall Semester)**

As with college applications, give yourself plenty of time to do your best work. Scholarships and grants can be a great way to help you finance your education. Don't put them off to the last second.

- **Fill Out the FAFSA (Spring Semester)**

Complete the Free Application for Federal Student Aid (FAFSA) as soon as possible. This form is used to determine your eligibility not only for federal aid programs but also for many state, private, and school-sponsored financial aid and scholarship programs. Applications become available January 1 for the following school year. Although the federal deadline is June 30, it is important to check the deadlines of other programs that require the FAFSA. They often fall well before this federal deadline.

You can send in the FAFSA form anytime after January 1. Do this as soon as possible -- the sooner you have financial aid information, the sooner you can make a decision on where you want to go. Don't wait until you file your tax returns because you can estimate from the previous year's taxes. The college will just ask for a copy of your completed taxes when they are filed.

- **Take Final Visits**

Go back to those 5 schools from which you are deciding, and get one last look at them. Ask all the questions that have popped into your mind since you last visited. Find out about programs in your intended major. Learn about dorm and commuter life, entertainment, and religion if that's important to you. Get all of your questions answered.
Make The Big Decision

Weigh the pros and cons of each school you've been accepted to, including financial aid package, scholarships (if applicable), location, academics, housing, and extracurricular activities offered. Also, take into account the general feeling you had when you were on campus. Decide if you can see yourself spending four years there. Once you've looked at all of the colleges from every angle, the only thing left to do is decide.

Send In Confirmations

Let them know you're on your way! Also, if you will be living on campus, send in your housing deposit as soon as possible.

Enjoy The Rest Of Your Senior Year!

Once all the technical stuff is out of the way, you're ready to sit back, relax, and enjoy the last few months of high school. Finish on a positive note; keep grades up. Enjoy it while you can--it goes by fast.
TIME TABLE

JUNIOR YEAR

MARCH/APRIL
- Activate or update your Naviance account with your guidance counselor.
- Obtain the SAT I - SAT II - ACT schedules and register for your appropriate test.
- Take the SAT I test
- Meet with your counselor for graduation requirements and on-going post-high school planning.

MAY
- Take the SAT I.
- Begin to request teacher recommendations to be placed in your guidance file.
- Request catalogs, financial aid materials and applications from colleges.
- Begin a filing system for catalogs, applications and correspondence.
- Call college admissions offices for appointments for interviews and/or tours.

JUNE
- Take the appropriate college admissions test (SAT I - SAT II - ACT).
- Review catalogs received.
- Prepare tentative list of schools to visit and share with your counselor.
- Continue to make appointments for interviews and/or tours.

JULY/AUGUST
- Continue to review college catalogs.
- Continue to make appointments for interviews and/or tours.
- Visit colleges.

SENIOR YEAR

SEPTEMBER
- Update your Naviance account including “Colleges you are interested in” and “Colleges you are applying to”.
- Check your graduation requirements with your counselor.
- Obtain the SAT I - SAT II - ACT schedules and register for your appropriate tests.
- Prepare college applications and bring to the Guidance Office. Note: Early decision applications are due around November 1st.
- Set up Senior interview with counselor.
- Contact an Armed Services recruiter for information if the military is an option you would like to explore.
- Request teacher recommendations be placed on file in the Guidance Office.

OCTOBER
- Attend College Fairs.
- Attend Open Houses at colleges.
- Speak to college representatives who may visit Riverhead High School.
- Register for SAT I and SAT II - ACT exams! Watch those deadlines!
- Continue to work on applications.
- Check the scholarship bulletins in the Guidance Office.
- Discuss personal essays with English teachers, parents and others.
NOVEMBER
- Schedule a Senior Interview with your counselor if you have not done so.
- Meet early decision deadlines.
- Talk with college friends home for the holidays.
- Finalize college choices and continue to work on applications. Proofread everything you send. Submit completed applications to your counselor.
- Check the scholarship file in the Guidance Office.

DECEMBER/JANUARY
- SAT I - SAT II - ACT exams.
- Financial Aid Night, learn how to file the forms.
- College applications will be accepted by your counselor at any time. Although college application deadlines vary, it is to your advantage to complete the applications and bring to your counselor as soon as possible. Colleges with rolling admission policies begin the process very early.
- File FAFSA and any other forms as soon as possible after January 1st.
- Check the scholarship file in the Guidance Office.
- Note: All colleges will receive mid-year grades.

AVOID SENIOR SLUMP

FEBRUARY/MARCH
- If you still need to take the SAT I or ACT, you should register for the first available date.
- Deadline for college applications vary from college to college. Carefully check all college deadlines.
- Complete those applications not processed earlier and bring them to your counselor as soon as possible. File all appropriate forms as soon as possible.
- Notify your counselor of all college acceptances, rejections and wait listed status.
- Notify your counselor of all scholarships, grants and awards.
- Check the scholarship file in the Guidance Office.

APRIL/MAY
- Report all college acceptances.
- Report all scholarships, grants and awards to your counselor. Reply promptly to colleges, notifying them of your decision.
- After making your decision on your post-high school plans, notify your counselor.
- Check the Scholarship file in the Guidance Office.

JUNE
- Notify your counselor where a final transcript should be sent. Meet all deadlines to ensure your place in college.
- Fill out Post Graduate Plans form.
- Graduation.
Good Match, Reach, Safety

To help you gauge how you might fare in competition with other applicants, we break down the schools you should consider into three types: Good Match, Reach and Safety.

Target Schools
The first indicator of a good match is usually academic compatibility between the student’s grades and the academic quality of the school’s freshman profile. But not far behind are factors like location, size, religious affiliation and social life.

Reach Schools
If you’re evaluating your chances of admission at a particular school, and your assessment falls between “I might just make the cut” and “It can’t hurt to try, right?” you’ve found a reach school. Why would you bother to apply to a school where there is a significant likelihood of rejection? Why wouldn’t you? Selection is not always clean cut.

In this case, to compensate for less impressive academic accomplishments, rack up achievements and extracurriculars and blow away admissions officers with a killer essay.

Safety Schools
We call them “safeties” because in all likelihood they won’t reject you, but “you can’t count any of your eggs before they hatch.”

Admission pros are focused on lots of numbers throughout the admissions process and two of the most important figures are students admitted and students enrolling. The reason colleges care about these numbers is because they help determine where they end up in certain college rankings. Once a school sends out a letter of admission to an applicant, they want to know that there is some probability of that student attending.

Admission folk do their research to find out whether students from an applicant’s high school historically attend their college. If the number is low, they might deduce that the probability of your attendance is low too and decide to reject you.

Of course these are the exception and not the rule with safety schools. Develop a list of colleges that you can divide into:
- 1 or 2 reach schools
- 3 good match schools
- 2 safety schools
And apply to them all. The best you can do is prepare yourself for the likely outcomes.
Admission Decision Options

The use of multiple admission plans by colleges and universities often results in confusion and concern among students, parents and college admission counseling professionals. In an effort to help reduce this confusion, the National Association for College Admission Counseling (NACAC) has developed a standard set of definitions for admission decision options.

Early Decision

Early Decision is the application process in which students make a commitment to a first-choice institution where, if admitted, they definitely will enroll. Should a student who applies for financial aid not be offered an award that makes attendance possible, the student may decline the offer of admission and be released from the Early Decision commitment. Only a student who is ready to make a deliberate and well-reasoned first-choice decision should apply under an Early Decision plan.

While pursuing admission under an Early Decision plan, students may apply to other institutions, but may have only one Early Decision application pending at any one time. The institution must notify the applicant of the decision within a reasonable and clearly stated period of time after the Early Decision deadline.

The Early Decision application supersedes all other applications. Immediately upon acceptance of an offer of admission, a student must withdraw all other applications and make no subsequent applications.

Early Action

Early Action is the application process in which students make application to an institution of preference and receive a decision well in advance of the institution’s regular response date. Students who are admitted under Early Action are not obligated to accept the institution’s offer of admission or to submit a deposit until the regular reply date (not prior to May 1).

A student may apply to other colleges without restriction. The institution must notify the applicant of the decision within a reasonable and clearly stated period of time after the Early Action deadline.

The student admitted under an Early Action plan may not be required to make a commitment prior to May, but may be encouraged to do so as soon as a final college choice is made.
Regular Admission

Regular Decision is the application process in which a student submits an application to an institution by a specified date and receives a decision within a reasonable and clearly stated period of time, but no later than April 15.

A student may apply to other colleges without restriction.

The institution will state a deadline for completion of applications and will respond to completed applications by a specified date.

Rolling Admission

Rolling Admission is the application process in which an institution reviews applications as they are completed and renders admission decisions to students throughout the admission cycle.

A student may apply to other colleges without restriction.

The institution will respond to completed applications in a timely manner.

Wait List

Wait list is an admission decision option utilized by institutions to protect against shortfalls in enrollment. Wait lists are sometimes made necessary because of the uncertainty of the admission process, as students submit applications for admission to multiple institutions and may receive several offers of admission. By placing a student on the wait list, an institution does not initially offer or deny admission, but extends to a candidate the possibility of admission in the future, before the institution’s admission cycle is concluded.

The institution will ensure that a wait list, if necessary, is of reasonable length and is maintained for a reasonable period of time, but never later than August 1.

An institution must resolve final status and notify wait list candidates as soon after May 1 as possible.

COLLEGE DEGREES

Associates Degree (AA, AS) - A two-year degree that generally prepares the student for further study. Some Associate’s Degree programs are sufficient training for certain careers, but many students in two-year colleges intend to complete their studies at four-year colleges.

Bachelor’s Degree (BA, BS, BFA) - A four-year degree in a specific subject.

Master’s Degree – (MA, MS, MFA) – One or two years of study in a specific subject after completion of the Bachelor’s Degree
WHAT DO COLLEGES WANT?

1.) High GPAs with easy classes vs. lower GPAs and a rigorous schedule?
   Colleges would like to see the more rigorous class schedule (Advanced Placement classes).
   Colleges will be understanding of a "B" on your transcript from the more rigorous subject.

2.) SAT & ACT TESTS should be sent directly from the testing agency to the colleges of your choice.

3.) Community service and/or school involvement.

4.) Colleges prefer on-line applications, BUT write your essay in word format first and transfer over to the application so you can do a spell check.

5.) Apply to colleges EARLY.
HOW TO RESEARCH COLLEGES

1. Review "Factors To Consider When Choosing A College."

2. Discuss your needs with your counselor.

3. Use available references:
   
   a. Naviance: College Search
   
   b. Software: Guidance Direct
   
   c. Internet: collegeboard.com, fastweb.com
   
   
   e. College Catalogues and Files.
   
   f. College CDs and DVDs

4. Talk to college representatives during their visits in the Guidance Office and at college fairs.

5. Discuss colleges and costs with parents.

6. Visit colleges - both an interview and tour are desirable if offered.

7. Maintain an ongoing dialogue with your counselor.

8. Talk to current students in attendance at college.
FACTORS TO CONSIDER………
when choosing a college

ADMISSION REQUIREMENTS

- What high school courses are required?
- Are entrance tests required? Which ones? What scores are acceptable?
- Is a certain grade point average or class rank required?
- Will my activities and school involvement be considered?
- Is there an essay on the application? Is it read?
- Is there an early decision or early action plan?
- On what basis are applicants accepted?
- Are personal interviews or letters of recommendation required?
- Do certain majors have special requirements?
- What percent of applicants are accepted?
- Can admission denials be appealed?
- What are the application filing dates?

ACADEMICS

- What is the average class size? Largest? Smallest? Student/teacher ratio?
- How many students in last year’s freshman class returned for their sophomore year?
- What was the grade point average for the freshman class last year?
- What is the college’s procedure for student orientation, class placement, and scheduling? Are classes guaranteed?
- How is a faculty advisor assigned to students?
- What services does the school offer for the student who is undecided about a major?
- How many students complete a degree? What are the most popular majors?
- Are students taught by full-time faculty members, graduate assistants or a combination of both?
- What types of additional services are provided by the school at no additional cost to the student (e.g. tutoring, career and personal counseling, developmental reading and study skills workshops, job placement)?
- Is there an honors program? What are the qualifications for entry?

COLLEGE CHARACTERISTICS

- What is the surrounding community like?
- Is the college public, private, church affiliated?
- What is the current student enrollment?
- What special or unique programs are offered?
- Does the college have special programs for transfer students?
- What is the academic calendar (semesters, quarters)?
STUDENT POPULATION

- Where do the majority of students come from?
- Do most of the students commute or live on campus?
- What types of student activities are there? Are sororities and fraternities on campus?
- What athletic programs are available? DI, DII, DIII, Intramurals?
- Is the surrounding community supportive of the college?
- Does the college have a campus visitation program?
- Is housing available/guaranteed for freshman? Is it available for all four years?

SOCIAL LIFE

- What is the average age of the student body?
- What is the male-to-female ratio?
- What percent of students reside on-campus?
- Are dorms co-ed or single sex?
- Is it a “suitcase college” where all the students leave on the weekends?
- What are the procedures for selecting a roommate?

$ COST

$ What are the costs for tuition? Room and board? Are there other fees? How much did costs increase from last year to this year?
$ Is there a difference in the cost for in-state and out-of-state students?
$ Are accepted students required to place deposits for tuition and housing? Are these refundable?
$ By what date must accepted students decide whether they will attend?
$ Are deposits required each year for returning students?
$ When do the bills have to be paid?
$ Do you have any grants/scholarships to offer?

FINANCIAL AID

- What percent of students receive financial aid based on financial need?
- What percent of students receive scholarships based on academic ability?
- What would be a typical financial aid package for a freshman?
- What percent of those who apply for financial aid receive it?
- Will my financial aid be adjusted if my need increases?
- What are the financial aid application procedures and deadlines?
- When are financial aid applicants notified of their awards? How long do they have to respond? Is there a tuition payment plan?
- Are there campus jobs available? Are there off-campus jobs as well?
- What are some of the rules and regulations that govern campus and dormitory life?
COMMON MISTAKES MADE IN THE COLLEGE SELECTION PROCESS

BEING PASSIVE

• Letting the choice just happen instead of taking charge of the process.

• Following the lead of your friends.

• Taking any suggestion that comes to you without studying it.

• Letting someone else decide for you.

• Applying to many colleges indiscriminately so you can postpone thinking about which one to attend.

PLEASING OTHERS

• Applying to colleges you aren't really interested in just to please someone else or impress them with where you were accepted.

LOSES SIGHT OF YOUR MAIN REASON FOR GOING TO COLLEGE

• Take some time to examine both your head and your heart. Think about who you are, what you like and don't like. Then set out to find the "right" match!
QUESTIONS YOU MAY WANT TO ASK COLLEGE REPRESENTATIVES

1. What are your requirements for admission?

2. How are the following factors weighted for admission?
   a) High school grades and average
   b) S.A.T. or A.C.T. scores
   c) Rank in class
   d) Number and type of academic subjects
   e) Extra-curricular activities

3. What is the average size of the freshman class?

4. What percentage of the freshman class graduate?

5. Are internships, cooperative programs and other experienced learning situations available?

6. What high school average was required for admission last year?

7. What percentage of your students come from the Greater New York Metropolitan area?

8. What special programs and/or services do you offer for handicapped students?

9. Can you refer me to present students or recent graduates from your college who live in my area?

10. What percentage of your students receive financial aid? What was the amount of the average financial aid package last year?

11. What are the required freshman courses? Sophomore courses?

12. What type of social, athletic, cultural and religious activities take place on campus?

13. What are your tuition fees? Room and board? Other fees?


15. What percentage of seniors go on to graduate or to professional schools?

16. Do graduate students teach any courses?

17. Does the college have academic and personal counseling services available?

18. Is there an active social program on campus?

19. Is there a residence hall counseling program for freshmen?
20. Do you have career counseling? A Placement Office?
21. How large are the required classes?
22. Do you recommend interviews as part of the admissions process?
23. When and how do I arrange to visit your campus?
24. What type of faculty advisory committees exist for pre-law or pre-med students?
25. Does your school accept A.P. credit?
26. Does the school make any provisions for special dietary needs of students?
27. Can Bachelor’s degree requirements be met in less than four years?
28. What percentage of students go on to professional school programs?

You should also bring with you a brief biography of yourself and your high school transcript so that you may share them with the college reps. Bring a pen or pencil. Many schools will ask for your name and address to send you more information.
High school guidance counselors are forever urging their students to go out and visit prospective colleges. Viewbooks, course catalogs, and guide books are all helpful, but actually walking the campus, listening to students, and checking out the surrounding neighborhood are the best ways to develop a feel for each school.

Timing of your college visit

Although summer might be the most convenient time to make such excursions, it is the worst time to experience a college. Most smaller schools are not in session, so students and classes are absent. Dorm rooms are empty and devoid of all personal touches, making it difficult to envision oneself there. Bulletin boards, usually so revealing of the cultural and social opportunities of the college, are bare. The campus grounds, on the other hand, look neater and cleaner than they will look again the entire year. Try to visit a campus while school is in full swing to get an accurate picture of everyday college life.

What you should try to get out of the tour

A college tour gives you a chance to see what is on the campus, what condition it is in, and what is missing. Is there a student center? Are there enough computer terminals scattered around campus? How are the dorms kept up? Is the library adequate? Check out the physical education facilities. Are the playing fields a part of the campus or a distance away? Where are the dorms in relation to the main academic buildings?

The tour is also the best time to ask questions of someone who is both knowledgeable and candid. Guides will entreat families to do so, as they do not enjoy providing a one-hour monologue. They are obviously pleased with the school (or they would not be giving the tour), but they are invariably honest about the drawbacks along with the positives. After the tour, ask similar questions to custodians, secretaries and students.
Don't ask about the student-faculty ratio. Instead, ask about the typical class size for freshmen and then for upperclassmen. If the school makes use of graduate students as teaching assistants, find out in what capacity and how often they serve. All schools say their professors are accessible to the students. See if this means just scheduled office hours or home phone numbers and coffee get-togethers.

Inquire about the academic support facilities, such as a writing center where a student can have a paper looked over before it is submitted. Does the school provide tutors? Is there a fee for such additional help?

**Move beyond the facts**

Besides specific, factual information, seek out your student guide's personal opinions. How does he/she feel walking around the campus at night? How about the surrounding neighborhood in all four directions? What is the quality of faculty advising? Can an independent feel comfortable on a campus with a significant percentage of students in fraternities and sororities? How is the student turnout and spirit at sporting events? Is the student body diverse or does one type dominate? What happens on the campus on the weekends? Does it empty out or is there plenty to do? Can freshmen have cars and are cars really necessary? What outstanding professors or courses might the tour guide recommend regardless of a student's major?
LOGISTICAL TIPS FOR THE COLLEGE VISIT

A little preparation can go a long way toward avoiding potential headaches and allowing you to enjoy your college visits. Here are a few tips aimed at helping you get the most out of your college visit.

1. When planning a visit, call ahead to schedule a student guided campus tour. Walking around unescorted permits only seeing a group of buildings. The tour fills in the details that give each school its humanity. Many smaller schools will record your name when you schedule a tour. The benefit is that they will often hold up a tour for a few minutes if you are running late. Parking near Admissions may be a problem, so allow extra time to find a legal space. And don't assume the tour always leaves from the Admissions Office.

2. A number of colleges provide an information session by an admissions officer either before or after a tour. Inquire about this when you first contact the Admissions Office. Telephone personnel do not always remember to volunteer this information. Should you have an interview, try to schedule it after the tour and information session, so you can speak knowledgeably about their school with relevant observations and questions.

3. The colleges are anxious to accommodate prospective students. If the student has a special request such as meeting a department chairperson, conferring with a coach, sitting in on classes, or staying overnight on campus, the Admissions Office will make the necessary arrangements provided they have sufficient advance notice.

4. Assume it is going to take longer to find the campus and park than a map suggests. In particular, if the student is to be interviewed, he or she wants to arrive relaxed, not frazzled.

5. Make sure to drive around the outskirts of the campus before starting back. This could be the student's home for the next four years; the surrounding neighborhood can make a difference. If the school is in a small town, is there a major city within a convenient drive? If not, does that really matter to the student?
6. The whole family should wear comfortable shoes. You will probably be doing a lot of walking both up hills and up stairs. Dress neatly. If the student is scheduled for an interview, he/she should dress for the interviewer, not for oneself. It is human nature to judge people by their appearance, so an opinion is forming about the applicant before a word is said. If parents accompany the applicant, the student should introduce them to the interviewer before the interview begins.

7. Don't forget to pick up a course catalog. Colleges are trying to control costs, so catalogs are not automatically mailed with applications and viewbooks. While you may not have much interest in the catalog initially, it will be a valuable resource in researching a major or deciding on a particular school.
COLLEGE VISIT SUMMARY SHEET

Name of College_________________________________________________________

Location ______________________________________________________________________

Date of Visit________________        Person met with ____________________________

1. STUDY BODY

2. ACADEMIC FACTORS  
   (How good are the facilities for academic pursuits? How varied is the 
   curriculum? How strict or flexible are the requirements?)

3. CAMPUS FACILITIES AND SOCIAL LIFE  
   (How good are the residence halls, dining, student center, athletic facilities? 
   How active is the social life? Is it predominantly a commuter school?)

4. OVERALL IMPRESSIONS  
   (What you liked least, most, what seemed special or different here.)

5. RATING (1 - 10)
INTERVIEW DO’S AND DON’TS

ARRIVE ON TIME

DRESS NEATLY

RELAX

BE YOURSELF

REMAIN STANDING UNTIL ASKED TO SIT

ANSWER ALL QUESTIONS

MAKE EYE CONTACT

FIRM HAND SHAKE

BRING TRANSCRIPT/SAT SCORES

WRITE THANK YOU LETTER

DON’T SMOKE, CHEW GUM OR BITE NAILS

DON’T INTERRUPT YOUR INTERVIEWER

DON’T BOAST

DON’T PROLONG THE INTERVIEW

PRACTICE with a friend, a teacher or a parent
QUESTIONS YOU MIGHT BE ASKED IN AN INTERVIEW

These are samples of kinds of questions you might be asked by an interviewer. Think about how you would answer them. Even if you are not asked any of these, if you have thought about them, you will be well prepared.

1. How do you like your high school? What has been the most positive experience you have had? The most negative?

2. If I visited your high school for a few days, what would I find is your role in the school/community? What would your teachers say were your greatest strengths as a person? As a student? Likewise, what about your shortcomings or weaknesses?

3. What is the most significant contribution you've made to your high school?

4. What is the overriding consideration in your choice of a college?

5. What are some of your goals - personal and career - for the future?

6. Tell me about a particular class in which you found yourself intellectually stimulated.

7. What is your reason for participating in athletics, student government, newspaper, etc.?

8. Since you are interested in science and math, why are you interested in a liberal arts college rather than a more technical institution?

9. How and in what ways do you expect, plan, hope, to transfer your secondary school contributions, achievements, activities to the college level?

10. What has been your favorite subject in high school?

11. What might you study in college?

12. What books or articles have made a lasting impression on your way of thinking? Have you read deeply into any one author or field?

13. What events, if any, would you deem critical in your life thus far?

14. What pressures do you feel operating on you in society to conform? Describe ways in which you “go your own way.”

15. How have you spent your summers?
16. What are your reactions to current events?
17. Describe some issues that you have really become indignant over in the past year.
18. How would you describe yourself as a person?
19. Have you ever thought of not going to college? What would you do?
20. How do you spend your free time?
21. Do you have any questions?
HOW DO COLLEGES CHOOSE AMONG APPLICANTS?

1. The student's high school academic record.
   - types of courses pursued.
   - level of difficulty of courses.
   - grade point average.
   - class rank, if published.

2. Standardized exams. (SAT I, SAT II, ACT, AP)

3. Letters of recommendation from the counselor, teachers, administrators and others. (Three letters are usually sufficient.)

4. Marked improvement in their scholastic achievement from year-to-year.

5. Indication of special ability: art, music, leadership or athletics.

6. Service to the school and community. An activity sheet goes a long way in the college selection process. Start early, and grow in terms of involvement and leadership throughout your high school years.

7. Neatness and accuracy of the application.

8. Your college essay.

9. The personal interview (if required).
**TIPS ON WRITING A COLLEGE ADMISSION ESSAY**

We've all been there—sitting in front of a computer, staring at a blank screen. The cursor blinks, waiting for you to type something brilliant. The more you think about it, the more your brain seems to freeze up. Relax. Writing a college essay can actually be fun. It's a chance for you to show an admissions committee who you are and what you have to offer. Be funny, sad, abstract or literal, but, above all, be creative and be yourself! Here are a few tips to help you through the process:

**Don'ts**

1. **Don't put too much pressure on yourself**

Writing your college essay is an important task to be taken seriously, but have some fun. Start early and think of it as an opportunity to strut your stuff, not as a chore to get over with.

2. **Don't tell – show**

An essay with lots of description is more interesting and will hold a reader's attention longer. Writing about wrestling an alligator is pretty interesting—throw in some descriptive phrases about what the experience looked, felt and sounded like to make it stand out that much more.

3. **Don't write an essay on something you think an admissions committee would want to hear**

It's important to the college folks that you write a thoughtfully prepared essay. It's very clear who believes in what they're writing and who doesn't.

4. **Don't submit your essay until you have had someone else (or several someone elses) proofread it**

Having a few extra pairs of eyes looking over both your essay and your application can help catch those little mistakes that you might miss (like misspelling your name or sending your "Why I Love the University of X" essay to College Y - you'd be surprised how many times that happens!).
**Do's**

1. **Do brainstorm**

When settling on an essay topic, sit down with a piece of paper and write down every idea that comes to mind, no matter what it is. One of the items might trigger a brilliant idea for your essay.

2. **Do bring your unique perspective and qualities to the essay**

Show multiple sides of yourself. If you're very active in your school's marching band and your talent for playing the trombone is mentioned throughout your application, write your essay on your butterfly collection. Let the admissions committee know what makes you different.

3. **Do stay true to yourself**

Everyone has his or her own writing style — what's yours? Follow basic rules of grammar, etc., but let the voice be your own. Have someone else read your essay and ask them if it sounds like something you'd write or say. If not, go back to the drawing board. This particular piece needs to be about you, written by you. Let your voice be heard!

4. **Do spend time on your essay**

It's a very important component of your application and taking the time to do a good job and write a strong essay will pay off in the end.
HOW TO WRITE AN ESSAY

BEGIN! BE HONEST!

ELIMINATE “I WAS BORN” BEGINNINGS! Not only has the reader of your essay presumed this, but the approach usually produces an unimaginative, uninteresting chronology of irrelevant trivia.

AVOID LISTING OF ACTIVITIES AND ACHIEVEMENTS! Unless there is something unique or outstanding, it is difficult to use this approach. Generally this information is clearly listed on your application or transcript. If you decide to discuss an accomplishment, try to focus on how it influenced your personal growth. Remember the reader wants to get inside you and beyond the objective data.

TRY TO MAKE YOURSELF INTERESTING! Be conscious of your writing style. Try to make it colorful. For example, a string of simple sentences tend to create a dull impression on the reader.

AVOID THE TRITE! Admissions officers read several times a day that their university is one of the most outstanding institutions of higher education. They also read that you are going to college to broaden your mind. Unfortunately both may be true, but try to convince them with different expressions. Making the reader yawn doesn’t help your cause.

BE DISTINCTIVE! Let your essay clearly project who you are and what makes you a unique person. Try not to focus on what makes you the same as your peers.

AVOID EXCESSIVE HUMILITY! If you must make a mistake, let it be in the direction of self confidence. Smugness and pomposity don't get high scores either, but it would be tragic to ignore or play down some significant personal achievement because you tend to be naturally a humble person.

BEWARE OF THE 50 CENT WORDS! Some seniors feel the way to the reader's heart is by using words of many syllables. Unless it is part of your natural style, you probably will produce a stilted, stuffy, and formal essay that is not you.

THINK BEFORE WRITING! Spend as much if not more time preplanning and thinking of possible approaches before writing. Those who do usually produce more mature and thoughtful essays.

BE WILLING TO BE HUMAN! Colleges know you don't walk on water so don't be afraid to admit a weakness. This will not lessen your chances; in fact, done properly, it could make your statement more powerful.
WHAT IS THE RECOMMENDATION DOING FOR THE STUDENT?

In college admissions, application forms and essays give admissions officers your own perspective on your achievements. However, to get another person's viewpoint, they often turn to your letters of recommendation.

When you apply to college, you will typically submit between one and three recommendation letters from teachers, employers, or other adults who can vouch for your academic achievements or personal character. Even though others actually write the letters, you might be surprised to discover that you can influence the results by who you select and what information you provide them. Here are some strategies for getting the best possible recommendation letters:

1. Start Early
   Most colleges require two teacher recommendations and a school report completed by your counselor or principal. Some schools also allow you to submit an extra recommendation. Giving out the recommendation forms early should be your first priority.

   Recommenders need at least three weeks, if not several months, to prepare your recommendations, especially if they are busy teachers or administrators and have a stack of other recommendations to write. Before doing anything else, work on distributing the forms to them. But first, you need to find some recommenders.

2. Hunt Down The Best Recommenders
   Identifying quality recommenders is much like finding star witnesses for a courtroom. You want people who can testify in support of your strengths, who are believable and who won't reveal anything incriminating. Essentially you want to find people who know your strengths and will attest to them.

   For example, if your English teacher thinks that you are the next Hemingway, then you should ask him. Or, if biology is so easy that your teacher asks you to grade the exams, then you should ask her. Obviously the teachers in whose classes you excel will be your most likely candidates.

   For the school report, you may not have a choice who to ask. Many colleges specify which administrator should complete the report, usually your counselor, college advisor or principal. If you are given a choice, of course pick the one who knows you and your accomplishments best.
3. Give Them Everything They Need
   Once you have your recommenders, put together a packet with a cover letter, resume, and all of the forms that they need to fill out for the colleges. Be sure to include in the cover letter a list of all the deadlines. Also, spend the extra money and put stamps on the envelopes so all your recommenders have to do is drop their recommendations in the mailbox.

4. Check In Often
   Make sure that none of your recommendations are turned in late. It’s your responsibility to make sure that your recommenders are aware of the deadlines and complete everything on time. Without pestering, make sure you inquire every so often about the status of the recommendation. A subtle way to remind them is to send a thank you note a week before the recommendations are due.

   While you can't control every word your recommenders write, by following the above four steps you will greatly increase the chances that you will have stellar recommendations.

   Do not send more than the number of recommendations asked for.
GUIDE TO COLLEGES FOR STUDENTS WITH DISABILITIES

It is important for parents and students to believe that the child is able to attend a four-year college. Increasing numbers of students with learning disabilities are attending such schools and succeeding. With the passage of PL 94-142, some of this increased participation is a result of the improved identification of students with disabilities. The increased number of students with disabilities going on to college is a result of several factors:

Greater availability of appropriate education in elementary and secondary schools.

More awareness by parents and professionals that college is a valid alternative.

Greater acceptance by post-secondary institutions of the problems and successes of students with disabilities.

To be successful in the quest for the “right” college, students and their parents must work together. They must carefully explore all the options.

A wide variety of options in post-secondary education are offered to students with disabilities. Generally, programs are one of two different types: those that offer separate admissions and standards for the student and those that do not.

1. **Separate admissions and standards** are offered to students with disabilities. The goal of special programs is to teach students to manage their disability through special support services so that they may eventually function successfully in regular college programs. Some classes may be specifically for learning disabled students. These colleges place emphasis on developing habits and skills based on individual strengths and learning styles. Normally a specialist in a learning lab works with students in individual or small group sessions.

2. **No special admissions policies** for students with disabilities are followed. However, students able to meet college standards are provided with various modifications to traditional classroom learning environments as well as on campus remedial and tutorial help so that they may adjust to college academic work.

Students should begin college planning by the end of the 11th year of high school. Students with disabilities should make certain to review the required regulations if they are thinking of taking college entrance examinations (SAT I, ACT, SAT 11, etc.) under a non-standard administration.
Start early to accumulate necessary evaluations and test results that you will need to do intelligent planning for college.

- Written evaluations from Special Education teachers
- Recommendations from regular classroom teachers
- Test results – SAT, ACT, WAIS, etc.
- Medical reports relevant to your learning disability
- Counselor recommendations for college planning
- High school transcripts

Outline your priorities for attending a post-secondary institution. Factors to be considered are as follows:

- Two-year or four-year College or University
- Majors offered
- Facilities for students with disabilities
- Location
- Size
- Tuition
- Clubs or athletics offered
- Other needs

Send for catalogs and program of study brochures. Write or call the Student with Disabilities Service Office directly. Allow one week to ten days for your letter to be received. Telephone to arrange an appointment to discuss the program. When a face-to-face meeting is not possible, you will need to telephone or write a letter to get answers to some relevant questions.

**WHAT TO ASK**

- Is there a special program for students with disabilities?
- How many full-time students are enrolled in the program?
- Is there a brochure or written description of the program available?
- Do students in special programs take regular college courses?
- Are special courses required of students with disabilities? Do they carry college credit? Can credit be used toward graduation?
- Are there additional tuition or fee requirements for students with disabilities?
- Are there special admission procedures for students with disabilities?

It is strongly recommended that you visit each school if at all possible. Call to arrange a campus visit and a personal interview.
OFFICE OF VOCATIONAL AND EDUCATIONAL SERVICES FOR INDIVIDUALS WITH DISABILITIES (VESID)

The Mission of the Office of Vocational and Educational Services for Individuals with Disabilities is to promote educational equity and excellence for students with disabilities while ensuring that they receive the rights and protection to which they are entitled; assure appropriate continuity between the child and adult services systems; and provide the highest quality vocational rehabilitation and independent living services to all eligible persons as quickly as those services are required to enable them to work and live independent, self-directed lives.

VESID GOALS

- Students receiving special education services will meet the educational standards established for all students.
- Students receiving special education services will be integrated with their nondisabled peers throughout their educational experience.
- Individuals with disabilities will participate successfully in postsecondary education (including colleges and universities, adult education, tech preparation and proprietary schools).
- Individuals with disabilities will be employed in integrated work settings.

Vesid offers access to a full range of services that may be needed by persons with disabilities throughout their lives. Through its administration of both the special education and vocational rehabilitation programs, VESID coordinates policy and services relating to:

- Transition services for infants and toddlers with disabilities (ages birth to two years);
- Special education services for students with disabilities (3-21);
- Transition services for students with disabilities from school to adult services;
- Vocational rehabilitation services for individuals with disabilities, ages 16 and older; and
- Independent living services for adults with disabilities.

For further information, please contact the Riverhead High School Transitional Coordinator.
STANDARDIZED TESTING

Admissions tests are considered by many schools to be an integral part of the admission process. A single test taken by students from across the nation gives the colleges comparative data to use in evaluating students from different high schools.

A. PRELIMINARY TESTS

1. PSAT: The PSAT is taken in October of your sophomore and junior year as a warm up. It is two hours long and is not submitted to the colleges. The scores are reported to each student in December and their test booklet is returned for the purpose of review. In addition to assisting students in preparing for the SAT I, the score is useful in initiating the college selection process. If you are a junior, the scores are also used for qualifying for the National Merit Scholarships. The selection index (the sum of the verbal, math and writing scores of the PSAT) is determined annually and the minimum score to receive national recognition varies from year-to-year. If you have unimpressive PSAT scores by the standards you hold, you have from December to May to develop and improve your verbal and math reasoning ability.

B. COLLEGE ENTRANCE TESTS

To register for the SATI and SAT II tests, pick up a registration packet in the guidance office or visit www.collegeboard.com.

To register for the ACT, pick up a registration packet in the guidance office or visit www.actstudent.org.

- High School code 334-750
- SAT test center code 33-802
- ACT test center code 181-430

1. SAT I: REASONING TESTS - The SAT I is a three-hour and forty-five minute test measuring students critical reading, math and writing abilities. The test is offered seven times a year. It is recommended that a student take this exam in the spring of their junior year and again in the fall of their senior year.

Each student receives three scores; one for math, one for critical reading and one for writing. A student earns one point towards a raw score for each correct response and one-quarter of a point is deducted for each incorrect answer on the multiple choice questions. The raw score is then matched against a 200 to 800 scale to determine the final scores.

The College Board has its own set of twelve "test-taking tips," which appear on their website. Here is a summary of them:

1. Questions increase in difficulty from beginning to end of each section.
   (Exception: —Critical Reading questions, which are ordered according to the logic and organization of each passage.)
2. Omit questions you don't know at all, go to the next section.

3. Answer easy questions before spending time on harder ones. Correct answers on easy questions count just as much as correct answers on difficult ones.

4. You don't have to answer every question.

5. Omitting some questions may not affect your score adversely.

6. Guess at the answer if you know at least one choice is wrong.

7. For a wrong answer you lose a quarter of a point. For a correct answer you get one point. Omitting an answer will result in neither gain nor loss.

8. If you do not answer any questions in a section, you will receive the minimum score for that part.

9. You can use the test book for scrap paper or notes to yourself.

10. Make no extra marks on the answer sheet.

11. Watch out for four choice math questions! Never answer the fifth oval.

12. Fill in the answer sheet correctly.

2. **SAT II: SUBJECT TESTS** - The SAT II tests, formerly known as the Achievement Tests, are one-hour tests in a variety of high school subjects. They measure your knowledge of particular subjects and your ability to apply that knowledge. The majority of schools do not require SAT II, and those that do usually use the scores for placement. Check the college literature to see if SAT II tests are required, and which ones.

These tests are often taken at the end of the junior year and the beginning of the senior year, and also as science courses are completed. (i.e.: biology, grades 9 & 10, chemistry, grades 10 & 11.) SAT II tests are scored on the same 200-800 basis as SAT I tests.
3. **ACT - AMERICAN COLLEGE TEST** - The ACT assessment contains four tests that measure academic abilities or academic development in the areas of English, math, reading and science reasoning. A multiple choice test with a writing component, the ACT is scored on the basis of 0 (low) to 36 (high), and its scores are recorded in the four categories. In addition, there is a composite score from the four subscores.

Since most colleges will accept either the SAT I or ACT, it is suggested that students take both exams.

C. **ADVANCED PLACEMENT TESTS**

Advanced placement courses are offered in a variety of high school subjects. Exams taken at the conclusion of study in an AP course may earn you college credit. It is given at the discretion of the individual colleges and universities.

**SPECIAL ARRANGEMENTS FOR STUDENTS WITH TEST MODIFICATIONS**
Depending upon the nature of the student’s IEP or 504, special testing conditions may be offered. Extended time may also be allowed. Students who believe that they qualify for special testing must register with the SSD Coord

[www.fairtest.org](http://www.fairtest.org)

Fairtest has compiled a list of around 750 colleges and universities nationwide that admit a substantial number of students without regard to scores. The list includes a wide variety of institutions, from small, private liberal arts colleges to large, public university systems. Some of the schools require all applicants to submit test scores whether or not they use the test scores to make admissions decisions. Students should check with individual schools to find out the precise requirements.
WHAT’S THE DIFFERENCE BETWEEN
DIVISIONS I, II, AND III?

Division I

Division I member institutions have to sponsor at least seven sports for men and seven for women (or six for men and eight for women) with two team sports for each gender. Each playing season has to be represented by each gender as well. There are contest and participant minimums for each sport, as well as scheduling criteria. For sports other than football and basketball, Div. I schools must play 100% of the minimum number of contests against Div. I opponents -- anything over the minimum number of games has to be 50% Div. I. Men’s and women’s basketball teams have to play all but two games against Div. I teams, for men, they must play 1/3 of all their contests in the home arena. Schools that have football are classified as Div. I-A or I-AA. I-A football schools are usually fairly elaborate programs. Div. I-A teams have to meet minimum attendance requirements: 17,000 people in attendance per home game, OR 20,000 average of all football games in the last four years or, 30,000 permanent seats in their stadium and average 17,000 per home game or 20,000 average of all football games in the last four years OR, be in a member conference in which at least six conference members sponsor football or more than half of football schools meet attendance criterion. Div. I-AA teams do not need to meet minimum attendance requirements. Div. I schools must meet minimum financial aid awards for their athletics program, and there are maximum financial aid awards for each sport that a Div. I school cannot exceed.
Division II

Division II institutions have to sponsor at least four sports for men and four for women, with two team sports for each gender, and each playing season represented by each gender. There are contest and participant minimums for each sport, as well as scheduling criteria -- football and men's and women's basketball teams must play at least 50% of their games against Div. II or 1-A or I-AA opponents. For sports other than football and basketball there are no scheduling requirements. There are no attendance requirements for football, or arena game requirements for basketball. There are maximum financial aid awards for each sport that a Div. II school must not exceed. Division II teams usually feature a number of local or in-state student-athletes. Many Division II student-athletes pay for school through a combination of scholarship money, grants, student loans and employment earnings. Division II athletics programs are financed in the institution's budget like other academic departments on campus. Traditional rivalries with regional institutions dominate schedules of many Division II athletics programs.

Division III

Division III institutions have to sponsor at least five sports for men and five for women, with two team sports for each gender, and each playing season represented by each gender. There are minimum contest and participant minimums for each sport. Division III athletics features student-athletes who receive no financial aid related to their athletic ability and athletic departments are staffed and funded like any other department in the university. Division III athletics departments place special importance on the impact of athletics on the participants rather than on the spectators. The student-athlete's experience is of paramount concern. Division III athletics encourages participation by maximizing the number and variety of athletics opportunities available to students, placing primary emphasis on regional in-season and conference competition.

NCAA Division II Grade and Test Score Requirements

You must have a combined score on the SAT Verbal and Math sections of 820 or a 68 sum score on the four individual tests on the ACT.
### Division I Core GPA and Test Score Sliding Scale

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<thead>
<tr>
<th>Core GPA</th>
<th>ACT</th>
<th>SAT</th>
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<tbody>
<tr>
<td>3.550 &amp; above</td>
<td>37</td>
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<td>3.525</td>
<td>38</td>
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<tr>
<td>2.000</td>
<td>86</td>
<td>1010</td>
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</tbody>
</table>
NCAA Eligibility

Contact Information:

NCAA Eligibility Center
Certification Processing
P.O. Box 7136
Indianapolis, IN 46027-7136

Customer Service (8 a.m. to 6 p.m., Monday –Friday)
U.S. callers: 877-262-1492
Fax: 317-968-5100
www.ncaaclearinghouse.net

Core Courses:

A core course must:

- Be an academic course in one of a combination of these areas: English, mathematics, natural/physical science, social science, foreign language, nondoctrinal religion or philosophy.
- Be four-year college preparatory.
- Be at or above your high school's regular academic level (no remedial, special education or compensatory courses).
- Be completed not later than the high school graduation date of your class (as determined by the first year of enrollment in high school (ninth grade) or the international equivalent).

Not all classes you take to meet high school graduation requirements may be used as core courses. Check your high school’s list of approved core courses at the eligibility center’s Web site at www.ncaaclearinghouse.net or ask your high school counselor.

- **NCAA Division I and II requires 16 core courses.** This rule applies to any student first entering any Division I college or university. See the chart below for the breakdown of this 16 core-course requirement.

Test Scores

- **Division I** has a sliding scale for test score and grade-point average. The sliding scale for those requirements is shown on the next page.
- **Division II** has a minimum SAT score requirement of 820 or an ACT sum score of 68.
  - The SAT score used of NCAA purposes includes only the critical reading and math sections. **The writing section is not used.**
  - The ACT score used for NCAA purposes is a sum of the four sections on the ACT: English, mathematics, reading and science.
• All SAT and ACT scores must be reported directly to the NCAA Eligibility Center by the testing agency. Test scores that appear on transcripts will not be used. When registering for the SAT or ACT, use the Eligibility Center code of 9999 to make sure the score is reported to the Eligibility Center.

Grade-Point Average

• Only core courses are used in the calculation of the grade-point average.
• Be sure to look at your high school’s list of NCAA-approved core courses on the Eligibility Center’s Web site to make certain that Courses being taken have been approved as core courses. The Web site is www.ncaaclearinghouse.net.
• Division I grade-point-average requirements are listed on the next page.
• The Division II grade-point-average requirements is a minimum of 2.000.

<table>
<thead>
<tr>
<th>DIVISION I 16 Core-Course Rule</th>
<th>DIVISION II 16 Core-Course Rule</th>
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</thead>
<tbody>
<tr>
<td><strong>16 Core Courses:</strong></td>
<td><strong>16 Core Courses:</strong></td>
</tr>
<tr>
<td>4 years of English.</td>
<td>3 years of English.</td>
</tr>
<tr>
<td>3 years of mathematics (Algebra 1 or higher).</td>
<td>2 years of mathematics (Algebra I or higher).</td>
</tr>
<tr>
<td>2 years of natural/physical science (1 year of lab if offered by the high school).</td>
<td>2 years of natural/physical science, (1 year of lab if offered by the high school).</td>
</tr>
<tr>
<td>1 year of additional English, mathematics or natural/physical science.</td>
<td>3 years of additional English, mathematics or natural/physical science.</td>
</tr>
<tr>
<td>2 years of social science.</td>
<td>2 years of social science.</td>
</tr>
<tr>
<td>4 years of additional courses (from any area above, foreign language or comparative religion/philosophy).</td>
<td>4 years of additional courses (from any area above, foreign language or comparative religion/philosophy).</td>
</tr>
</tbody>
</table>

In Division I and II, you will be a qualifier if you meet the academic requirements listed above. As a qualifier, you:

• Can practice or compete for your college or university during your first year of college.
• Can receive an athletic scholarship during your first year of college
• Can play four seasons in your sport if you maintain your eligibility from year to year.

In Division II only, you will be a partial qualifier if you do not meet all of the academic requirements listed above, but you have graduated from high school and meet one of the following:

• The combined SAT score of 820 or ACT sum score of 68 OR
• Completion of the 14 core courses with a 2.000 core-course grade-point average.

As a partial qualifier you:

• Can practice with your team at its home facility during your first year of college.
• Can receive an athletic scholarship during your first year of college.
• Cannot compete during your first year of college.
• Can play four seasons in your sport if you maintain your eligibility from year to year.
Remember: Meeting the NCAA academic rules does not guarantee your admissions into a college. You must apply for admission.

Register Online:

Prospective students athletes may register with the NCAA Initial Eligibility Clearinghouse online. By registering online, prospects will be able to view their eligibility information online and will not have to call the clearinghouse for eligibility updates.

Just go online to www.ncaaclearinghouse.net. Select Prospective Student-Athletes and then register as a U.S. or international student. Complete the student release form and include your credit or debit card information to pay the registration fee ($50 for domestic and $75 for international students). Print a copy of your registration form and both Copy 1 and Copy 2 of the Transcript Release Form. Sign the Transcript Release Forms and give both to your high school counselor.

The high school will complete your registration by sending Copy 1, along with your high school transcript, to the eligibility center. After graduation, your high school will send Copy 2 to the eligibility center along with a copy of your Final Transcript confirming you high school graduation.

INFORMATION FOR PARENTS/GUARDIANS

It is best for your son or daughter to register with the eligibility center at the beginning of his or her junior year. Once registered, your son or daughter must ask the high school counselor to send his or her academic transcripts to the eligibility center. ACT or SAT score(S) also must be submitted to the eligibility center. Your son or daughter must input the eligibility center code of 9999 as a separate recipient of his or her ACT or SAT scores when he or she takes the test. The test scores must come directly from SAT or ACT. The eligibility center will not accept test scores reported from the high school. The NCAA has determined that the writing component of the SAT should not be required at the present time. Because the critical reading and math sections will still be scored on a 200-800 point scale, the clearinghouse will still combine those two sections for the combined score. The writing score will not be used. The scores on the ACT will remain the same.

The eligibility center will typically review you son’s or daughter’s high school record and send a preliminary report to him or her, with notification of any missing requirements. A final report may be issued once you son’s or daughter’s high school submits a final transcript showing graduation.

You may check the eligibility center Web site at www.ncaaclearinghouse.net to make sure your son or daughter is taking approved courses. Check you son’s or
daughter's schedule before each year in high school to make certain that he or she is taking the required courses.

NCAA colleges may obtain information from the eligibility center about your son’s or daughter’s status and progress only if his or her information is specifically requested by that college.

**Financial Aid:**

If your son or daughter is academically eligible to participate in intercollegiate athletics and is accepted as a full-time student at a Division I or II school, he or she may receive athletic-based financial aid from the school. Division I or II financial aid may include tuition and fees, room and board and books.

Division III institutions do not award financial aid based on athletics ability. A Division III college may award need-based or academically related financial aid.
MILITARY SERVICES

Marines
Air Force
National Guard
Coast Guard
Army
Navy

The Armed Services offer positions to thousands of highly qualified high school graduates each year. Several options are available.

**Option One**: Apply for an ROTC scholarship. Receive a scholarship for two, three, or four years of college. Following college graduation you are committed to active duty for a certain number of years.

**Option Two**: Apply for an appointment to a service academy. Members of Congress, the academies themselves, and the Vice President make appointments. Each cadet receives his/her education at government expense prior to receiving a commission as an officer in a branch of the service.

**Option Three**: Join after high school. Entrance requirements are high for all branches of the service, but do differ among the individual branches. Each service has its own recruiters who will determine eligibility of applicants for specific training and assignments.

- Be a high school graduate
- Be at least 17 years of age (under 18 requires permission of parents)
- Be physically qualified
- Be of good moral character
- Qualify on the Armed Services Vocational Aptitude Battery (ASVAB)

In addition to having the opportunity to serve their country, service members receive:
Excellent educational opportunities to include up to 100% tuition assistance for college courses taken during off-duty time
Free technical training in over 200 different skill areas
Thirty days vacation with pay
Housing and meals (or allowance if married)
Medical and dental care at no charge
Many different commissioning opportunities and programs
G.I. Bill--tuition for any school

Interested individuals should contact recruiters as early as possible during their senior year. The Coast Guard is not a part of the Military Services. It is under the Department of Transportation. Students who are interested in the Coast Guard can obtain information by contacting the United States Coast Guard.
APPLICATION PROCESS FOR MILITARY ACADEMIES

1. See your Counselor during early spring of your junior year to discuss criteria for eligibility and steps to follow. Starting early is essential to obtaining an appointment to an academy.

2. Be sure to attend meetings with appropriate military representatives who periodically visit the Guidance Office.

3. Determine whether you meet the scholastic and physical qualifications and requirements of the specific military academy to which you wish to apply. Have a good knowledge of the responsibilities and duties involved upon admission and in the future.

4. Write a letter requesting a Pre-Candidate questionnaire in the spring of your Junior year. You need a Social Security number to initiate this file.

5. In the spring of your Junior year, apply for a nomination from one or more of the government officials. You must obtain this nomination to compete for admission to all service academies except the U.S. Coast Guard Academy. Apply to all forces for which you are eligible.

6. Take the SAT or ACT and have official copies of your scores sent to the specific academy.

7. Obtain letters of recommendation from Teachers and your Counselor.

8. Take the qualifying Medical Exam.

9. Take the Physical Aptitude Test which assesses strength, agility, flexibility, and endurance. It is recommended that you train for this test prior to taking it.
ADDRESS FOR MILITARY ACADEMIES

United States Military Academy - West Point
USMA West Point, NY 10996-1796

Director, Candidate Guidance (Code 304)
United States Naval Academy
Annapolis, MD 21402-5018

United States Air Force Academy
Admissions Office, HQ USAFA/RRS
USAF Academy
Colorado Springs, CO 80840-5651

United States Coast Guard Academy
Application for Appointment as Cadet, U.S. Coast Guard (CG-4151)
Director of Admissions, United States Coast Guard Academy
New London, CT 06320
(No congressional nominations required - based solely on national competition)

United States Merchant Marine Academy at Kings Point
Admission Office, United States Merchant Marine Academy
Kings Point, NY 11024
(Does not accept Presidential or Vice Presidential nominations. Must be nominated by a Congressman or other official from your geographic area).
Tip #1: Get involved in something you are passionate about

Do not think of this process as trying to fit into some "scholarship winner's" mold. Pursue activities that you enjoy doing and participate in organizations that you are passionate about. You are much more likely to stick with an activity if you enjoy doing it.

There are thousands of organizations out there looking to give money to high-achieving students, whatever the activity may be. Not every scholarship requires that you participate in a sport, that you be on the school newspaper, or that you play an instrument. Being the National Yo-Yo Champion will likely impress many scholarship committees.

Each year a number of scholarships are available and given to high school seniors in Riverhead for the purpose of financing their education beyond high school. The awards are made on the basis of academics, character, school activities, community service, leadership and need.

Although some organizations have their own application to be completed, several awards/scholarships require the Local Scholarship Application. Scholarship deadlines vary and it is the student’s responsibility to meet the deadline for each scholarship they are applying for.

Tip #2: Quality Over Quantity

Pick a handful of activities and do them well. Most scholarship committees are not interested in seeing that you participated in dozens of activities for 5 minutes each, but would rather know that you dedicated considerable chunks of time to a few activities.

Scholarship committees want candidates who have made significant progress towards a goal or who have achieved something meaningful. By really immersing yourself in an activity, you demonstrate that you are a committed and responsible person.
Tip #3: Don't Just Participate, LEAD!

Scholarship committees want people with initiative. They want students who will squeeze all they can out of the opportunity that a college education offers.

Therefore, once you've selected the activities in which you are interested, it is important to display as much leadership and initiative as possible. Don't just join the environmental club, start a recycling program. If you are in the Spanish club, run for treasurer.

Tip #4: Make Yourself Known

Don't be a stranger to teachers and guidance counselors. They can be great sources of information on college, scholarships and other opportunities in your school and your community.

Also, lots of scholarships require letters of recommendation. If you have built a strong relationship with a handful of teachers and counselors, they are better equipped to write effective recommendations. This could just be the difference between being a finalist and winning a scholarship.

Tip #5: Keep Track of Your Accomplishments

Don't just throw away your "A" papers or your 1st Place ribbons. Start a file where you can save all these important documents and awards. They will come in handy down the line when you are preparing your scholarship and college applications.

An outstanding English paper could give you a great idea for a scholarship essay. A collection of your Speech Team ribbons could help you as you create a list of all of your high school achievements.

Tip #6: Be Confident

Don't sell yourself short. Most students have a story to tell about their high school accomplishments. The easiest way to be eliminated is by not applying at all.
AVOIDING SCHOLARSHIP SCAMS

Warnings Signs of a Scam

Given the skyrocketing college tuition costs and expenses, it is understandable that parents and students are searching for as much financial aid as possible. However, it is important that they be wary of scholarship scams. The Federal Trade Commission (FTC) put together a list of six phrases that are warning signs of a scholarship scam. They are:

"This scholarship will cost some money."

Scholarships are there to provide money for students who qualify as a result of merit and/or financial need. Therefore, students should be wary when an organization requires them to pay a fee in order to apply for the scholarship. As a general rule, free money should be just that... free.

"The scholarship is guaranteed or your money back."

Organizations that offer money back guarantees often make it very difficult for students to obtain a refund.

"I'll need your credit or bank account number to hold this scholarship."

Students should be very careful with financial information. They should make an effort to get things in writing before providing this information over the phone or via the internet.

"We'll do all the work."

Students must apply for scholarships and grants themselves. There may be services which can help locate relevant scholarships or provide assistance with essays, but students are responsible for completing the application.
"You’ve been selected" by a `national foundation' to receive a scholarship or "You’re a finalist" in a contest you never entered.

If you do not remember entering a contest or know nothing of the "national foundation" that is offering the scholarship, the chances that this contest could be a scam are much higher. You should find out more about the organization before pursuing the scholarship.

Many legitimate companies do offer scholarship search or information services for a fee. However, they can never guarantee or promise a student that he/she will win any money.

**What You Can Do To Protect Yourself**

There are a number of things you can do to protect yourself from scholarship scams. Here are a couple of tips from the National Fraud Information Center:

**Investigate who you are dealing with**

Find out what the organization actually does and if they offer any scholarships themselves. They may be trying to charge you to apply for a scholarship, which you could apply for yourself for free. Also, they may be charging you for information you could obtain easily without paying a dime.

**Beware of guarantees**

Search services have no control over scholarship award decisions. It is also unlikely that a foundation would offer any guarantees about the awarding of scholarships before you have applied.

**Get information in writing**

A legitimate organization should be willing to give you any details and information in writing.

**Understand refund policies**

Make sure that the refund conditions are attainable. Often the conditions are so difficult to meet that getting a refund is impossible.
FINANCIAL AID

Financial Aid:

Money provided to the student and the family to help them pay for the student's education. Major forms of financial aid include gift aid (grants and scholarships) and self-help aid (loans and work).

Grants:

Grants are a form of financial aid, based on need, which you do not have to repay.

Loans:

A loan is a form of financial aid that must be repaid, with interest. (Scholarships, on the other hand, do not have to be repaid.) Your main loan options are:

- Student Loans (also called Stafford and Perkins Loans)
- Parent Loans (also called PLUS)
- Private Loans (also called Alternative)
- Loan Consolidation

Few students can afford to pay for college without some form of education financing. Two-thirds of undergraduate students graduate with some debt, and the average federal student loan debt is $16,888 (Stafford and Perkins Loans). When one includes PLUS Loans in the total, the average cumulative debt incurred is $19,785. Graduate and professional students borrow even more.

Grants, scholarships, work-study and other forms of gift aid just do not cover the full cost of a college education. Many students find that they must supplement their savings with government and private loans. The Federal education loan programs offer lower interest rates and more flexible repayment plans than most consumer loans, making them an attractive way to finance your education. You can also deduct up to $2,500 in student loan interest even if you don't itemize deductions on your income tax return.
Education loans come in three major categories: student loans, parent loans, and private loans. A fourth type, consolidation loans, allows the borrower to lump all of their loans into one loan for simplified payment.

**Scholarships:**

Undergraduate scholarships and graduate fellowships are forms of aid that help students pay for their education. Unlike loans, they do not have to be repaid. Hundreds of thousands of scholarships from several thousand sponsors are awarded each year.

Generally, scholarships and fellowships are reserved for students with special qualifications, such as academic, athletic or artistic talent. Awards are also available for students who are interested in particular fields of study, who are members of underrepresented groups, who live in certain areas of the country or who demonstrate financial need.

**Financial Aid Award Letter:**

The details of the aid package offered will be spelled out in a financial aid award letter. The financial aid office of the college will prepare this document. It will usually tell you the total cost of one year's attendance at the college as well as what the college decided you could afford to pay toward that cost. Most importantly, it will spell out the combination of grants, loans, and work-study aid that the college has determined you are eligible to receive.
EVERYONE SHOULD APPLY -- Even for families who think they may not qualify financially for financial aid! Many colleges will not give out even their merit-based (non-financial-based) scholarships without a completed Free Application for Federal Student Aid form in the student’s file.

WHAT

Complete:

Free Application for Federal Student Aid (FAFSA) -- This is the application used to determine how much financial need you have. You send in the application and the processor will distribute the calculated information to the colleges you have listed. A scholarship application -- Request an application from the Financial Aid Office at your chosen colleges. Complete them and mail them back to the college or fill them out online at www.fafsa.ed.gov.

The colleges will then compute an AWARD LETTER showing everything you qualify for. Get an Award Letter from each of the colleges to make an informed decision. The aid may include:

- Scholarships ------------- Free money!!
- Grants ------------------ Free money!!
- Federal Work Study -- You work on campus with flexible hours, you get money to help pay for books, supplies or tuition.
- State Work Study ------- You work off campus at approved locations (maybe in your field of interest) and earn money even quicker for books, supplies or tuition.
- Perkins Loans ----------- Very low interest, great repayment plans -- better than any bank!
- Stafford Loans --------- Low interest, great repayment plans -- better than any bank!
Don't forget scholarships from community organizations. They send the high school applications, we advertise and announce them, and you come down and pick them up from the Guidance Office scholarship file.

**WHERE**

Financial Aid can be for ANY accredited college or university. Four-year colleges, two-year community or technical colleges all offer financial aid!

**WHEN**

JANUARY 1st, JANUARY 1st, JANUARY 1st, is the earliest and the BEST time to apply. Financial aid is usually first come, first served. Get it in early, meet all other deadlines and you will get all the aid you qualify for.

**HOW**

Apply for admission to the colleges of your choice. No financial aid will be processed unless you have applied and been accepted.

Attend the Financial Aid Night. It is well advertised, but check in the Guidance Office for the date and time if you need it again.

Investigate and apply for community scholarships -- Watch the guidance bulletin board for scholarships coming into the Guidance Office; Investigate Web searches like fastweb.com; don't forget to check for scholarships at your parents' work place, banks, unions, credit unions, insurance companies, businesses, churches, and other personal affiliations.

Write a letter to the institutions where you are applying requesting information regarding their financial aid programs and scholarship applications. If you fill out more forms, make copies.
Collect the information needed to complete your FREE Application for Federal Student Aid (FAFSA). This will include: • Current year's income tax - If the current year'(s) return has not been filed, use last years return for a good estimate (Estimates can be corrected later directly with the college of choice) • Birth date of student • Social Security Numbers of parents and student (must match the student's official name and birth date or you will be significantly delayed).

Pick up the FAFSA Form in the Guidance Office. Or better yet, and much faster, APPLY ONLINE at www.fafsa.ed.gov. If you apply online you must get a Personal Identification Number (PIN) set up on that web site BEFORE you can send your FAFSA electronically.

After January 1st accurately and completely fill out and send in the FAFSA forms to the address included in the application (or do it online). The government will cross-check FAFSA information with your tax return to cut down on fraud. Again...the social security numbers must match the student's official name and birth date or you will be significantly delayed.

Photocopy all completed forms for your records.

Contact the Financial Aid Officer at the college(s) you plan to attend. Visit and ask questions. If there are extenuating circumstances the Financial Aid Office may be able to offer more financial support to you.

Receive the Award Letter in the mail. If you choose a college, sign the award letter. Signing the Award Letter DOES NOT commit you to the loans -- signing the loan application from the Financial Aid Office, however, DOES commit you.

Before you request any ADDITIONAL LOANS from your bank, talk to the Financial Aid Office for guidance. They may have better options for you than your bank.
NAVIANCE
RIVERHEAD HIGH SCHOOL STUDENTS

Directions:

1. Go to https://connections.naviance.com
2. Go to students and families login
3. Enter posted code 11901
4. Click on Riverhead Senior High School
5. Enter correct email address
   Enter password
6. Click log-in

Things you can do on this site:

1. College search
2. Direct access to college websites
3. Search college majors
4. Scholarship search
5. Create college interest profile
6. Send supporting documents electronically
7. Track college selection and application process
8. Resume builder
Online Sources of College and Career Information—caution: There is a wealth of information available for free on the Internet! Some websites may have banners offering more/additional services for a fee...Paying for any services that can be found elsewhere for free is not necessary! If you have any questions, please check first with your guidance counselor before you do anything! Also, many websites sell listings to universities and banks. If you do not want your name released, DO NOT register!

ACT, Inc. - The organization responsible for the American College Test (ACT). ACT prep, college information, online test registration.
http://www.act.org

College Board Online - Information about the SAT, AP, PSAT, NMSQT, CLEP tests, including preparation information and test dates. Also features application help, financial aid information, scholarship search, and a college finder. Online test registration.
http://www.collegeboard.com

College Is Possible - An excellent resource guide for parents and students regarding planning, preparation, and information that will be most helpful to make college possible". Answers many questions. Visit nuestro sitio en Espanol.
www.collegeispossible.org

US News - In addition to this year's college rankings, US News offers a detailed school directory, interactive tools, a step-by-step admissions guide, articles, and more! A premium version is available for $14.95. One of the best!
www.usnews.com

The Princeton Review - Provider of SAT, ACT, and TOEFL test preparation information, college searches. This site produces a list of colleges divided into "safety," "good match," and "research" schools: This site also has lively college admissions discussions boards.
http://www.review.com


CollegeView - A free online college search service with extensive profiles of all the accredited colleges and universities in the US, including updated contact information.
http://www.collegeview.com

State University of New York - Visit and research the NYS colleges and Universities on the web. http://wv.wsuny.edu

Common Application - Homepage for the general application form used by over 200 independent colleges that is available on-line.
http://commonapp.org

Peterson's Colleges and Universities - Find a college, compare colleges, and get recruited. Free test prep.
http://www.petersons.com/ugchannel/

Campustours - Lets you poke around 850 plus colleges and universities without ever stepping foot on them. Good for a quick look, but can't replicate the real visit.
http://www.campustours.com

College Confidential - Strategies and insider information on college admissions, financial aid, and college search. A web source for information on college-related topics, from Ivy League admissions to evaluating college rankings, from college books a nd book reviews as well as paying for a university education.
http://www.collegeconfidential.com
CollegeNet - Search colleges by state, major and tuition. Find graduate programs; financial aid and apply online. http://www.collegenet.com

Mapping Your Future - Information about college and career planning. Visite nuestro sitio en Espanol http://www.mapping-your-future.org

Overview College Search - Find the perfect Colleges; Trade and Vocational Schools, and Universities that match your Major and Career Goals. A searchable Database with links to 1000's of Colleges; Scholarships and Financial Aid! http://www.overview.com/colleges

Wired Scholar-The planning for college destination. Prepare, select, apply, pay, finance, tips. www.wiredscholar.com

XAP.com- College admission applications, financial aid and scholarship search and planning. http://www.xap.com


Completing the FAFSA-One of the first sites you will want to visit in your search for college funds is the Dept. of Education's federal student financial aid home page. All Students applying for federal student aid must complete the Free Application for Federal Student Aid (FAFSA). Preparing, choosing, applying. Visite nuestro sitio en Espanol. http://studentaid.ed.gov/


EduPass - International Student Guidance www.edupass.org

NCAA Student-Athlete Eligibility and Recruiting - Official guidelines for admission regulations and eligibility requirements for the sanctioned sport's of the NCAA. http://www.ncaa.org


NY Career Zone — Provides in-depth information on a wide variety of careers in NYS. Assess yourself with an interest inventory. www.nycareerzone.org

Guidance Direct — Provides interest profiler, career portfolio, scholarship search, occupation search, resume writer, college searches. www.guidancedirect.com

ArtSchools.com - A comprehensive Art School & Program Directory, 2,153 listings. Search and compare schools and programs, career and portfolio information. www.artschools.com
WARNING: SENIORITIS CAN BE DANGEROUS
by Mary A. Villeponteaux

Senioritis - (S-ee-nyer-i-tis) n. Lack of concern for one's academic program and performance.

Second semester high school juniors and seniors are the individuals at risk of contracting this potentially crippling academic syndrome.

One of the major concerns of second semester juniors is scheduling courses for their senior year. While most juniors continue to pursue strong academic courses their senior year, others succumb to "senioritis." These students take English 12 and perhaps one or two other academic courses then load up on non-academic electives. This proves to be detrimental when applying to colleges and universities.

Juniors should remember that no college or university in the country looks favorably upon a weak senior program. At least four academically challenging courses should be taken during the senior year. Advanced Placement and Honors level courses are preferred if they are available and appropriate. Performance and program in the senior year are strong predictors of the student's success as a college freshman.

Second semester seniors who have been offered admission to a college or university are the most common victims of "senioritis." These students have taken four to six academic courses with at least two courses at the Advanced Placement or Honors level. Performance in their first semester remained consistently above average, usually with a B+ to A average in all subjects.

Symptoms develop shortly after the offers of admission begin arriving in the mail. Many students realize that three and a half years of hard work actually do pay off. Soon after this revelation seniors begin to achieve a level of confidence never before experienced. They feel wonderful - and they SHOULD. However, too often this euphoria results in apathy toward schoolwork. As a result, grades begin to fall and academically challenging courses are replaced with far less demanding classes. Students with chronic cases of "senioritis" often receive final grades of C's, D's and even F's in courses with first semester averages of A and B+.

The chronic sufferers of "senioritis" convince themselves that the college or university from which they received an offer of admission is not concerned with final grade reports. Students ignore the fact that their performance and course level must remain consistent throughout their entire senior year.

Offers of admission are based on the performance and curriculum illustrated the first semester. Any deviation from that alters the basis for the offer of admission. As a result, the members of the Admissions Committee doubt the true ability and motivation of the applicant. The Vice President for Admissions at Mary Washington College requires students to explain, in writing, their decline in academic performance.

The admissions committee reserves the right to withdraw an offer of admission if the student's performance falls below the acceptance level.