

***John Jay High School
Counseling Center***



***STEP-BY-STEP GUIDE
TO COLLEGE ADMISSION***

CLASS OF 2019

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COLLEGE PLANNING TIMETABLE

SOPHOMORE YEAR

March Pre-ACT

JUNIOR YEAR

September Apply for accommodations (if warranted) to the College Board and ACT (Requests may take approx 6 to 8 weeks. Apply early. Forms are located on the Counseling Center's web-page or from your counselor.)
Check NCAA eligibility requirements (for Division I and II athletes)

October PSAT
Create a College Board account - <https://www.collegeboard.org/>

December PSAT results available on your College Board Account in early December and results mailed home from the Counseling Center by late December

January College Planning Night I (for both parents/guardians and students)
Consider senior year course schedule

March SAT
College Planning Night II (for both parents/guardians and students)

April ACT

May College Conference
SAT/SAT Subject Test(s)
Contact your Congressional representative to initiate the application process for nomination to a Military Academy, if applicable

June SAT/SAT Subject Test(s)/ACT
Ask teacher(s) if they would write a letter of recommendation for you

Ongoing during Spring Schedule Junior Meeting with your counselor
Select appropriate courses to meet college entrance requirements
Consider goals and educational opportunities
Discuss plans with parents/guardians
Meet with counselor to review the college selection process
Research college admission requirements
Set up calendar for taking tests and completing college applications
Consider personal criteria for your college selections
Compile a list of colleges
Contact colleges for information
Visit colleges of interest

COLLEGE PLANNING TIMETABLE (continued)

Create a resume on Naviance under “about me” tab
Submit teacher forms, ID Me, Parent Brag Letter, and Science Research Topic
Review Step-by-Step Guide (on-line on the Counseling Center’s web-page @ <http://ijhs.klschools.org/groups/4743/counseling/Home> and in Naviance to your right under ‘document library’)
Research college options using Naviance Program

SENIOR YEAR

Summer

Explore the writing component of your application essay/ supplements
Contact colleges to request information
Schedule visits and interviews
Begin the Common Application (on-line August 1st)
Obtain SAT/SAT Subject Test(s)/ACT schedule(s) to register for appropriate test(s)]
Register for the August and/or September ACT

September

Review your graduation requirements
Review transcript (mailed home last week of August)
ACT
Attend College Application Night
Continue to prepare college applications
Submit transcript requests and teacher recommendation requests via Naviance
Note: Early Decision/Early Action applications are usually due by November 1st, 15th or December 1st, 15th
If applying ED (early decision):

- Complete a paper Counseling Center ED request form and return the completed form to the Counseling Center
- For Non-Common App schools: Print ED agreement, complete and mail directly back to your ED school
- For Common App Schools: Complete the information required on the CA, add a parent’s e-mail address and parent should open and complete the information received via email from the Common Application.

October/November

SAT /SAT Subject Test(s)/ACT
Evening parent meeting on Financial Aid
Explore the FAFSA Website/Worksheet – a handful of students have Oct. 15th ED/EA deadlines
Submit financial aid forms online to FAFSA (Free Application for Federal Student Aid) @ fafsa.edu.gov

COLLEGE PLANNING TIMETABLE (continued)

Some private schools may require the CSS (College Scholarship Service) Profile

Each college has a “net price calculator” Check their web site

Go to <https://profileonline.collegeboard.com/prf/index.jsp> for more information (ED candidates often have to submit this earlier in the college admissions process to get an early read on financial aid)

December

SAT/SAT Subject Test(s)/ACT

Complete Senior Recognition Program application, being mindful of the deadline - be thorough and thoughtful with your responses

Ongoing

Narrow down college choices

Meet with counselor to discuss choices and questions

Contact schools for information

Visit schools; arrange informational interview on campus if they are provided

Review Step-by-Step Guide (located on the Counseling Center’s web page or on Naviance under “document library”)

Request recommendations from teachers

Meet with college representatives in the Counseling Center

Be aware of application deadlines

Complete a paper Early Decision Form if applying ED to a college/university

Submit transcript requests for each college you apply to via Naviance, being mindful of deadlines

All colleges will receive your mid-year grades

Notify the Counseling Center if your Early Decision/Early Action schools require first quarter grades - Continue research using Naviance

Request your scores be sent from the ACT/College Board to the college/universities you are applying to - NOTE: This can take up to 3 to 6 weeks - colleges will not accept these scores sent from the high school

COLLEGE PLANNING TIMETABLE (continued)

THINK ABOUT...

- SAT/ACT deadlines
- Sending SAT/ACT scores directly to schools
- College deadlines: EARLY ACTION and EARLY DECISION: November 1st, 15th, December 1st, 15th
- Do colleges you are applying to require SAT Subject Tests
- Financial aid deadlines
- Tracking your status at the colleges you have applied to - It is your responsibility (Most colleges provide you a portal, password/user name to assist you)

REMEMBER TO...

- Advise your counselor of any college decisions (acceptances/denials/waitlist/deferrals)
- Advise your counselor of all scholarships, grants and awards
- **Deposit at only one college**
- Notify your colleges of your choice, but no later than May 1st
- If you have been accepted Early Decision, notify all your other schools that you are withdrawing your application
- Thank teachers for writing letters of recommendation

GRADUATION REQUIREMENTS

The Board of Education awards a diploma based upon the successful completion of an approved course of study. Credits required include:

English	4.0
Social Studies	4.0
Mathematics	3.0
Science	3.0
Physical Education	2.0
World Language	1.0
Fine or Performing Arts	1.0
Health	0.50
Electives	3.50
Total Credits	22.00

- A student must earn a minimum of 22 high school credits in order to receive a diploma
- Physical education is required at each grade level and counts as 0.50 credit each year of high school
- Each student is expected to carry a minimum of 5 courses each semester plus physical education
- A student, who pursues an accelerated course of study, which enables him or her to complete high school level work prior to entering ninth grade, will be granted high school credit

Regents Examinations

The New York State Education Department requires that students successfully pass the following Regents examinations in order to graduate from high school with a Regents diploma:

English Language Arts - Common Core
Algebra 1- Common Core
Science (Earth Science)
Global History and Geography
United States History
Geometry (for students in a Geometry or Geometry Honors class)

- ❖ Please contact your counselor if you have any questions regarding graduation requirements

HOW COLLEGES CHOOSE AMONG APPLICANTS

1. The student's high school academic record:
 - types of courses
 - level of difficulty
 - grade point average
2. Marked improvement in scholastic achievement from year-to-year
3. Standardized exams (SAT, SAT Subject Tests, ACT)
4. The college essay/application
5. The supplement (if any)
6. Letters of recommendation from counselor and teacher(s)
7. Indication of special talent/ability: art, music, leadership or athletics
8. Service to the school and community
9. The personal interview (if offered or required)
10. Factors beyond the applicant's control such as institutional priorities including geographical diversity, legacy status, etc...

THE IMPORTANCE OF YOUR SENIOR YEAR

The following letters were received by or about high school seniors regarding their senior year course work.

1. SUNY AT STONY BROOK – Admissions Office

“I have recently reviewed your final high school transcript and am disappointed to note the significant decline in your senior year grades. In your acceptance letter, I reminded you that enrollment is ‘contingent upon successful completion of your high school graduation requirements.’ I must ask you to write me a letter of explanation as soon as possible and by August 12 at the latest. Please provide reasons for your poor grades and suggest to me how you intend to improve your grades in a more rigorous and competitive environment. I am sorry to alarm you at this point, but frankly, I am very concerned by the downward trend in your high school performance. You would not have been accepted based on your senior year.”

2. UNIVERSITY OF NEW HAMPSHIRE – Admissions Office

“We received a report of your final grades for the academic year and consider them unacceptable. I refer specifically to your second semester grades of 65 in Algebra, 60 in Expository Writing and 60 in Psychology. It is clear that your admission status must be reevaluated and consequently, I have suspended your admission. If you wish to communicate with us about your circumstances, please do so in writing within the next five days. It is our preference not to talk with you or your parents until we have received your written communication. We will contact you again once we have received and reviewed your statement. At that time, we will make a determination as to whether it is appropriate for you to meet with us. It is possible that you will receive materials from other departments and organizations on campus. You should not interpret these communications as an indication that your admission status has been reinstated. We will contact you in writing when a final decision has been made on your case.”

3. UNIVERSITY OF PENNSYLVANIA – Admissions Office

“The admissions office is in the process of reviewing final school reports for the incoming freshman class. We note that your grades include a ‘D.’ As you know, you were offered admissions primarily on the basis of your outstanding academic performance. Since the final report represents a departure from your previous level of achievement, we would like to emphasize that the University of Pennsylvania is a competitive institution, which will demand your most diligent efforts during your undergraduate years. As you prepare to matriculate in September, I hope that you plan to pursue your academic goals with the same commitment you have previously demonstrated. It is advisable for you to make an appointment with the Dean’s office when you come to campus to discuss your academic standing.”

THE IMPORTANCE OF YOUR SENIOR YEAR (continued)

4. TUFTS UNIVERSITY – Admissions Office

“In April we were pleased to offer you admission to the entering freshman class. This offer was extended to you contingent upon your continuing demonstration of the academic and personal qualities that led the committee to offer you admissions to the university. A recent review of your final grades showed a decline in your academic performance. Our experience is that students who have a weak final semester in secondary school often have difficulty regaining their motivation for the challenging freshman year at Tufts.”

5. UNIVERSITY OF RHODE ISLAND – Admissions Office

“Research indicates that students whose senior grades show a downward trend often face academic difficulties their first year at the University of Rhode Island. The University would like to make the transition to college as smooth as possible thereby avoiding an unsuccessful freshman year. Therefore, the University is adopting a new review policy for senior transcripts, effective fall 1989. After review of the final transcript, if we note serious decline or reason for concern in academic performance, the student and high school guidance office will be sent one of the following letters.

A Letter of Concern – A letter of concern expresses our disappointment and asks the student to question their motivation and ability to handle the challenges of a college curriculum.

A Letter of Suspension – A letter of suspension cancels the acceptance and requires the student to contact the Admissions Office in writing regarding their circumstances. Upon receipt of written communication, the application will be reevaluated and may or may not be reinstated.

A Letter of Revocation – A letter of revocation is the cancellation of the original acceptance. If a revoked student wishes to be considered at a later date, an interview would be required with an admissions counselor to discuss the possibility.”

6. MICHIGAN STATE UNIVERSITY – Admissions Office

“You were admitted to Michigan State University earlier in March. At that time we sent you a certificate of admissions and an admissions letter. I am sending you another copy of that letter highlighting the last sentence of the fourth paragraph. We recently received a copy of your seventh semester grades. Your grades have declined the second quarter in Writing, Pre-Calculus and of course, Physics. You will want to get yourself back on track, do the type of work that resulted in your admission to the University and of which you are obviously capable. Don’t let this senioritis continue to erode your academic progress. We’ll be expecting to see much improved academic work when we receive your final transcript.”

HOW TO RESEARCH COLLEGES

1. Review “Factors to Consider in Selecting a College” on the following pages
2. Initiate and develop ongoing post secondary planning with your counselor
3. Use available resources:
 - a. Naviance Program
 - b. College Websites
 - c. Admissions Reference Books
 - d. College Catalogs and Brochures
 - e. Testing Websites (collegeboard.com or actstudent.org)
 - f. Book of Majors
4. Talk to college representatives in the Counseling Center or at college fairs - Refer to Naviance to sign-up for college visits at JJHS. (This schedule is updated regularly during the late summer and throughout the fall months)
5. Discuss colleges and costs with parents - All colleges must post a “net price calculator” which will give more specific information related to the annual cost of tuition
6. Visit colleges, take a tour, participate in an informational session and interview (if offered)
7. Talk to current students attending the college
8. Begin exploring financial aid, becoming familiar with the FASFA and CSS Profile

READ – RESEARCH – REVIEW

***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 required?
- Will my activities and school involvement be considered?
- Is a supplement required on the application?
- Is there an early decision or early action option?
- Are personal interviews or letters of recommendation required?
- Do certain majors have special admission requirements?
- What percent of applicants are accepted?
- What are the application filing deadlines?

ACADEMICS

- What is the average class size? Largest? Smallest?
- How many students in last year's freshmen class returned for their sophomore year?
- What was the grade point average for the freshmen class?
- 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?
- What percentage of students go on to 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, career counseling)?
- Is there an honors program? What are the qualifications for entry?
- Are there internship programs?
- Does the school have a "study abroad" program?
- Are there any opportunities to do research? If so, during which year can you begin?

COLLEGE CHARACTERISTICS

- Where is the college located (urban, suburban, or rural setting)?
- What is the surrounding community like?
- Is the college public, private, or religiously affiliated?
- What is the current student enrollment?
- What special or unique programs are offered?
- Does the college have general education or course distribution requirements? What are they?
- Does the college have special programs for transfer students?
- What is the academic calendar (semesters, quarters, or trimesters)?
- Does the college recognize learning issues and have resources available?
- Do they offer athletics, clubs, internships opportunities that meet your desires?

HOW TO RESEARCH COLLEGES (continued)

Other factors to consider.....

FINANCIAL AID

- What forms are required?
- What percent of students receive financial aid based on financial need?
- What percent of students receive scholarships based on academic ability?
- What is a typical financial aid package for a freshman?
- Have you explored the Net Price Calculator?
- What percent of those who apply for financial aid receive it?
- Does the school require the CSS Profile?
- 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?

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 available?
- What athletic programs are available?
- Is the surrounding community supportive of the college?
- Does the college have a campus visitation program?
- Is housing available/guaranteed for freshmen? Is it available for all four years?

COST

- What are the costs for tuition? Room and board? Are there any other fees?
- How much did costs increase from last year to this year?
- Is there a difference in the costs for in-state and out-of-state students?
- Are accepted students required to place deposits for tuition and housing? Are these refundable?
- Are deposits required each year for returning students?
- When is tuition due?

SOCIAL LIFE

- 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?
- What are some of the rules and regulations that govern campus and dormitory life?
- What percent of students participate in fraternities and sororities?

MYTHS ABOUT THE COLLEGE SELECTION PROCESS

MYTH #1: THERE IS ONE PERFECT COLLEGE FOR ME

Understanding that there is no one perfect college for you but several good matches will make the application process more exciting. If you narrow your sights to only one college, you may spend too much time worrying about getting into that particular school. This may prevent you from conducting a comprehensive search for a variety of institutions where you might be happy.

MYTH #2: I NEED TO DECIDE ON A CAREER BEFORE I CAN CHOOSE A COLLEGE

The average college student changes majors two or three times in the course of four years of college and most college graduates change careers three to five times in their life.

MYTH #3: WE CAN ONLY AFFORD A LOW-PRICED COLLEGE

Do not let initial costs alone determine your future. Too often students rule out some colleges because the total cost appears to be more than the family can afford. This may not be the case when all resources of financial aid are explored. Private colleges, in order to attract students from all income levels, offer significant amounts of financial aid, and in the long run, may be more affordable than a public institution. **See the Net Price Calculator on each school website.**

MYTH #4: MOST STUDENTS GET REJECTED BY THE COLLEGE OF THEIR CHOICE

Not so! Many students go to their first or second choice college. Searching for a variety of colleges where your needs can be met can increase your chances for acceptance and ultimately, your sense of satisfaction.

MYTH #5: INVESTIGATING COLLEGES IS AN UNPLEASANT CHORE

Looking at colleges should be part of an exciting search for your future. It is wise to approach the admissions process with optimism and excitement for two reasons:

1. It will make the process more interesting.
2. Your enthusiasm and optimism will show in your application. Some components of the research process can be fun as well, such as the campus visit. The selection and application process is also a time for self-discovery, which may prove to be more beneficial than selection of a particular college.

MYTH #6: I'VE NEVER HEARD OF THIS COLLEGE, SO IT CAN'T BE ANY GOOD

Most people know very little about colleges in the United States. The average self-educated individual can probably name only 100 of the 4,000+ colleges and these tend to be the older eastern colleges, the large state universities, those with outstanding athletic teams and those that happen to be near their home. It is important to remember that a college that might be a good match for you may be one that you have never heard of. And some of the schools you have heard the most about may not be such a good match for you. Try to keep an open mind throughout the entire process.

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
- Making assumptions without proper reflection and consultation
- Letting someone else select a college for you
- Applying to many colleges indiscriminately so you can postpone thinking about which one to attend
- Letting a general/first impression influence your choices

PLEASING OTHERS

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

LOSING 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 do not like - Then set out to find the "right" match!

VISITING THE SCHOOLS

Visiting college campuses is an important part of the college planning process. It helps students to form opinions regarding the academics, social life and living environment of a college or university.

The best way for you to learn about the educational programs, faculty, facilities, atmosphere and spirit of a college is to **visit the campus when the college is in session**. Visiting schools in the spring of your junior year is a good time to start. If you cannot visit the campus during the school year, summertime is another possibility. Always make an appointment for a visit.

Take advantage of being on a college campus and discover as much as you can on your campus visit. Test the claims made in the brochures. See for yourself how good the library will be for your particular interest. Will you be able to talk to the professors? What sports programs will be open to you? Is the social atmosphere conducive to your personality? How is the food in the cafeteria? Did you see the residence halls?

Here are some questions you may want to ask your campus tour guide:

1. What is the largest class you have had here?
2. Who teaches your classes - graduate assistants or professors?
3. Is there a required core curriculum? How restrictive is it?
4. How adequate is the library? Are you able to get the books you need, when you want them?
5. When do you have to declare your major? What are the most popular majors?
6. Tell me about housing. Are some dorms better than others? Do many students live off campus?
7. How competitive is the student body? Do students seem to work primarily for grades? What is the attitude toward working hard?
8. What support systems are in place to help a student who is having a difficult time in a class?
9. How do students use technology in their learning?
10. How available are your professors?
11. Can you tell me anything first-hand about the French, English, History, etc., departments?
12. What are the biggest issues on campus right now?
13. What are the biggest issues on campus in national and international politics? Are students politically active?
14. What percent of students study abroad?
15. What impact do fraternities/sororities have here? Athletics?
16. What happens here on weekends? Do many students leave campus on the weekend?
17. How active is student government?
18. Are the arts supported here? Which areas are strong?
19. What do you think is the greatest shortcoming of this college?
20. What do you like best about your experience and education here?
21. Is this a diverse community? Where do students come from?
22. If you could attend another college now, where would you go? Why?
23. Why did you choose this school?

VISITING THE SCHOOLS (continued)

Other suggestions:

- Pick up a copy of the college's latest newspaper
- Find a professor and get his/her perspective
- Meet a coach if you are interested in a sport
- Meet the head of an activity/interest you want to pursue in college
- Eat lunch in the campus cafeteria
- After the tour, walk around on your own – even talk to some students
- Take pictures on your visit to help you remember the school
- Look at the posters hanging up around campus to get a feel for what is going on
- Take a few pictures of each campus

Upon completion of your visit, write out your impressions. Do this for each college visited, and then compare your summaries for each one. This will help keep your thoughts fresh in your mind before the campuses begin to all seem the same.

HOW TO VISIT COLLEGES

In the next several months, many parents/guardians and students will want to visit college campuses. They are asking: "How do you go about it?" "What do you look for?" "What do you say?" Following is a guide to this important aspect of the college admissions process. In general, during a visit, be natural, spontaneous and, of course, courteous.

1. Arrange for your visits well in advance by checking the college web-site, phoning, or emailing the Admissions Office. Contact other college personnel when appropriate (e.g. department chair, coach).
2. Students should dress neatly.
3. Allow plenty of time. Spend at least a half-day at each campus.
4. Visit dormitories, visit a class, and eat a meal on campus, if possible.
5. Talk to several students about academic and social opportunities.
6. Observe the school atmosphere. Do faculty members seem friendly? Are students serious? What is the atmosphere?
7. Check for accessibility to transportation and proximity to towns.
8. Questions for admissions counselors: Good questions make good impressions.
 - A. What courses are required for freshmen?
 - B. What technology is available to students?
 - C. How are the costs?
 - D. What percent of students go to graduate school? Where do they go?
 - E. What percent of students are accepted in Early Action or Early Decision?
 - F. What is the geographic demographics of the student body? Percent from public and private schools?
 - G. What are the housing facilities for freshmen? Dining facilities?
 - H. What counseling and personnel services are available for vocational, educational or personal problems?
 - I. What religious services are available?
 - J. Does the school offer ROTC?
 - K. Are there special regulations for freshmen?

VISITING THE SCHOOLS (continued)

On returning home, write a brief thank you note or e-mail the Director of Admissions and any other individuals who were helpful. Do this promptly. After the visit, read the college literature again. It will then be more meaningful.

THE INTERVIEW

Interviews can be the most nerve-racking part of the whole process. At many schools the interview is little more than an information session. Be sure to check each college's interview policy before you visit. At those colleges where it is optional, our advice is that you arrange for an interview if you feel that seeing an admissions officer face-to-face will improve your chances, or if you have any questions you want answered. You'll help yourself if you make a good impression, but in almost every case, your grades, test scores, extracurricular activities, written application, and school recommendations will carry more weight. **REMEMBER: SCHEDULE ON-CAMPUS INTERVIEWS WELL IN ADVANCE.**

There are three keys to a successful interview:

1. Be positive.
2. Share specific interests and passions.
3. Don't try to be someone you're not.

In other words, if you can make the interviewer remember you by highlighting things about yourself that are really worth remembering, chances are you've had an excellent interview. The interview, like the entire admissions process, can be a productive learning experience. At its best, it can even be fun. Try to look at your interviewer as a resource who may help you to better understand the college.

A successful interview is one that you enjoy. Good interviews humanize the admissions process. Look at your college interview as an opportunity to have direct human contact with the admissions process. Relax and make the most of it.

(Throughout the school year, counselors will conduct mock interviews as needed.)

QUICK DO'S AND DON'TS

DO:

Be prompt
Be honest
Listen; take time to reflect
Be energetic and enthusiastic
Make eye contact
Bring a transcript and SAT or ACT scores
Address the interviewer by his/her name
Dress comfortably and neatly
Ask questions

DON'T:

Embellish
Be negative
Yawn, slouch, or stretch
Chew gum, hair, or nails
Recite a prepared speech or brag
Interrupt your interviewer
Be disinterested or nonchalant
Criticize your teachers, school, friends, or parents
Bring an elaborate portfolio, resume, or display

VISITING THE SCHOOLS (continued)

QUESTIONS YOU MIGHT BE ASKED IN AN INTERVIEW

Below are samples of types of questions you may be asked during an interview. Think about how you would answer them. Even if you are not asked any of these questions, if you have thought about them, you will be well prepared.

1. Tell me about yourself.
2. What do you like about your high school? What has been the most positive experience you've had?
3. 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, in what areas would you like to improve?
4. What is the most significant contribution you've made to your high school?
5. What is the overriding consideration in your choice of a college?
6. What are some of your goals – personal and career – for the future?
7. Tell me about a particular class in which you found yourself intellectually stimulated.
8. What is your reason for participating in athletics, student government, newspaper, etc.?
9. What makes you interested in a liberal arts college (large state university, single sex institution, etc..)?
10. How and in what ways do you expect, plan, or hope to transfer your secondary school contributions, achievements and activities to the college level?
11. What has been your favorite subject in high school?
12. What might you study in college?
13. What books or articles have made a lasting impression in your way of thinking? Do you have a passion for one author or field of study?
14. What pressures do you feel in society to conform? Describe ways in which you "go your own way".
15. How have you spent your summers?
16. Describe some issues that are really important to you.
17. How would you describe yourself as a person?
18. Have you ever thought of not going to college? What would you do?
19. How do you spend your free time?
20. Do you have any questions?

QUESTIONS YOU MIGHT ASK IN AN INTERVIEW

Questions to Ask:

1. How many students in last year's freshmen class returned for their sophomore year?
2. What procedure is used for class placement? (Important in areas of English and Mathematics because freshmen often vary significantly in their ability to handle these skills.)
3. How is a faculty advisor assigned? How is this done if the student is undecided about his/her major?
4. What is the typical size of a freshmen English class?
5. How would you describe the campus culture?
6. What kind of additional academic services does your college offer at no additional cost to the student (e.g., tutoring, counseling, study skills workshops, improving reading speed, etc.)?
7. What percent of the student body lives on campus?
8. What are some of the activities planned for students on campus during weekends?
9. How are roommates selected if no preference is listed?
10. What are some of the rules and regulations that govern dorms? Are there coed halls?
11. What percent of your students received financial aid? What percent received scholarships based on academics? What percent of a typical financial aid package is in the form of a loan?
12. If a room deposit is required, when is it due and when is it refundable?
13. If my family demonstrates financial need on the FAFSA or CSS forms, what percent of the need will typically be awarded and when can I expect to receive official notice of the award?

STANDARDIZED TESTING

Standardized 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 provides a college comparative data to use in evaluating students from different high schools.

It is important to note that a number of schools have adopted “Test Optional” policies in recent years. Please check with the school website to determine their testing policies. In addition, www.fairtest.org is a website that offers a listing of test optional schools.

A. PRELIMINARY TESTS

1. **Pre-ACT:** The PreACT simulates the ACT testing experience within a shorter test window on all four ACT test subjects: English, math, reading and science. The results predict future success on the ACT test, and provide both current achievement and projected future ACT test scores on the familiar 1-36 ACT score scale. This test is taken in March of Sophomore year.
2. **PSAT:** The PSAT is taken in October of your junior year as a warm up for the SAT. The exam results are not submitted to any college. The scores are available on-line through your College Board account that you are asked to create and are also mailed home in December. (Your test booklet will also be available by request in the Counseling Center.) In addition to assisting students in preparing for the SAT, the scores are helpful in preparing for the college selection process. The scores are also used to qualify for National Merit Scholarships. The selection index is determined annually and the minimum score to receive national recognition varies from year to year. This test is taken in October, typically in a student’s junior year.

B. COLLEGE ENTRANCE TESTS

1. **SAT REASONING TESTS:** The SAT is a three hour exam (three hours and fifty minutes with the optional essay) focusing on the knowledge, skills, and understandings that research has identified as most important for college and career readiness and success. The test is offered seven times per year. It is recommended that students take this exam at least once in their junior year, dependent on the level mathematics they have completed. Students may then test again in the fall of their senior year.

Each student will receive two scores – one for Evidence-Based Reading and Writing and one for Mathematics (a third score will be given to students who chose to write the optional essay). These scores reflect students’ overall performance in each section. The Evidence-Based Reading and Writing section score is a combination of the Reading Test score and the Writing and Language Test score. The Math section score is derived from the Math Test score (including both the Math Test – Calculator and Math Test – No Calculator portions).

First, the student's raw score is computed as the number of questions correctly answered. The scores included on score reports are based on raw scores. There's no penalty for guessing, so nothing is deducted for incorrect answers or for unanswered questions. Next, the raw scores for the Evidence-Based Reading and Writing section and the Math section are each converted to a scaled score of 200 to 800. This conversion process adjusts for slight differences in difficulty among versions of the test and provides a score that is equated, or consistent, across forms. This process ensures that no student receives an advantage or disadvantage from taking a particular form of the test on a particular day; a score of 400 on one test form is equivalent to a score of 400 on another test form.

2. SAT SUBJECT TESTS

The SAT Subject Tests are one hour tests in a variety of content areas. They measure your knowledge of particular subjects and your ability to apply that knowledge. The majority of schools do not require Subject Tests, and those that do usually use the scores for placement. Check college literature to see if Subject Tests are required, and which ones.

These tests are often taken when the course is completed. Subject Tests are scored on the same 200-800 basis as the SAT Reasoning Test.

3. ACT

The ACT assessment contains five tests that measure academic abilities or academic development in the areas of English, math, reading, science reasoning and writing. A multiple-choice test, the ACT is scored on the basis of 1 (low) to 36 (high), and its scores are recorded in the five categories. In addition, there is a composite score from the five sub-scores. See registration booklet for test sites and dates. This information is also available at www.actstudent.org.

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

Some students elect to take part in SAT and ACT preparation courses on their own, others with private tutors or classes. The PTO is a good resource for recommendations.

You may register on line at www.actstudent.org for the ACT and/or www.collegeboard.org for the SAT.

STANDARDIZED TESTING (continued)

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. Credit is given at the discretion of the individual college and university. A satisfactory score on an AP exam may satisfy prerequisite requirements for college courses.

SPECIAL ARRANGEMENTS FOR STUDENTS WITH DISABILITIES

Depending upon the nature of the disability, special testing accommodations may be offered. Extended time may also be allowed. Students who believe that they qualify for special testing must see their counselor immediately. Please note that an application must be completed and submitted to the College Board and/or ACT for approval. Your counselor will assist you in the registration process.

STANDARDIZED TESTS AT A GLANCE

<u>TEST STRUCTURE AND FORMAT</u>	<u>ACT</u>	<u>New SAT</u>
Length	3 hours, 35 minutes (with optional Writing Test)	3 hours, 50 minutes (with optional Essay)
Structure	4 sections (English, Math, Reading, Science) plus an Optional Essay 4 scores of 1-36 for each test Optional Writing Test score of 1-36 (not included in the overall)	4 sections (Evidence-Based Reading, Writing, Math without a calculator, Math with a calculator) plus an Optional Essay Separate score , Sub-scores and insight scores available
Wrong Answer Penalty	No penalty for wrong answers	No penalty for wrong answers
<u>CONTENT</u>	<u>ACT</u>	<u>NEW SAT</u>
Reading	<ul style="list-style-type: none"> • Reading Comprehension 	<ul style="list-style-type: none"> • Reading Comprehension • Words in Context • Evidence Based
Math	<ul style="list-style-type: none"> • Arithmetic • Algebra • Geometry • Algebra II • Trigonometry 	<ul style="list-style-type: none"> • Data Analysis • Algebra • Geometry • Algebra II • Trigonometry
Science	<ul style="list-style-type: none"> • Analysis • Interpretation • Evaluation • Basic Content • Problem Solving 	<ul style="list-style-type: none"> • Science Insight Score <p style="text-align: center;">Provided</p>
Writing and Language	<ul style="list-style-type: none"> • The Essay: Writing Test • English Test: Writing & Language multiple choice questions 	<ul style="list-style-type: none"> • Tests grammatical and rhetorical skills
Essay	<ul style="list-style-type: none"> • Optional final section • 40 minutes • Not included in composite score • Topic presents conversations around contemporary issues 	<ul style="list-style-type: none"> • Optional final section • 50 minutes • Separate score • Tests Reading, Analysis and Writing Skills • Topic comes from a 750 word passage to be read on test day

SAT
REASONING TESTS AND SUBJECT TESTS
2018

Test Date	Test	Regular Registration	Late Registration	Score Release w/ Essay
March 10, 2018	SAT	February 9, 2018	Mailed: Feb. 20 On-line: Feb. 28	April 3, 2018
*May 5, 2018	SAT & Subject Tests (check subject test availability)	April 6, 2018	Mailed: April 17 On-line: April 25	May 29, 2018
*June 2, 2018	SAT & Subject Tests (check subject test availability)	May 3, 2018	Mailed: May 15 On-line: May 23	July 11, 2018
Anticipated Dates				
August 25, 2018	SAT & Subject Tests (check subject test availability)			
*October 6, 2018	SAT & Subject Tests (check subject test availability)			
*November 3, 2018	SAT & Subject Tests (check subject test availability)			
December 1, 2018	SAT & Subject Tests (check subject test availability)			

***Please Note:** The exam is administered at John Jay High School on Saturdays in May, June, October and November.

- On March 10th, only the SAT Reasoning Test is offered.
- Sunday administrations occur the day after each Saturday test date for students who cannot test on Saturday due to religious observance.
- The Language Tests with listening are offered only in November.

Registration Enhancements:

- Students will be required to provide the name of their attending high school during registration.
- Students will be required to submit a current, recognizable photo during registration that will be included on a new photo admission ticket.
 - Students registering online will be required to upload a digital photo.
 - Students registering by mail will be required to enclose a photo with the paper registration form.
- Students who want to take the SAT at a different test center than the one designated during registration will be required to request such a change prior to test day. Test center changes will no longer be permitted on test day.
- Students who want to change the type of test they intend to take (i.e., SAT rather than SAT Subject Tests or vice versa) must do so in advance. Test-type changes will no longer be permitted on test day.

Test-Day Enhancements:

- Students will be required to preregister for the SAT and SAT Subject Tests.
- Standby (walk-in) testing will no longer be permitted.
- Students will be required to test at the center designated on their admission ticket. Test center changes will no longer be permitted on test day.
- Students will be required to present their photo admission ticket for admittance to their designated test center. Additionally, another form of ID containing a photo is required.
 - Students who registered online will be able to print out their admission ticket by logging onto their online College Board account.
 - Students who registered by mail can choose to have the admission ticket mailed or emailed prior to test day.

**PLEASE VISIT THE COLLEGEBOARD'S WEB SITE (<http://sat.collegeboard.org/register/id-requirements>)
FOR SPECIFIC INFORMATION REGARDING TEST-DAY PHOTO IDENTIFICATION REQUIREMENTS.**

YOU WILL NOT BE ADMITTED INTO THE EXAM UNLESS PROPER IDENTIFICATION IS PRESENTED.

ACT TEST DATES

2018

Test Date	Regular Deadline	Late Fee Required	Multiple Choice Scores 1st Posted Online :
*February 10, 2018	January 12, 2018	January 13-19, 2018	February 21, 2018
April 14, 2018	March 9, 2018	March 10-23, 2018	April 24, 2018
June 9, 2018	May 4, 2018	May 5-18, 2018	June 19, 2018
July 14, 2018	June 15, 2018	June 16-22, 2018	July 24, 2018
September 8, 2018	**Registration deadlines will be announced in March, 2018		
*October 27, 2018			
December 8, 2018			

Please Note: The exam is administered at John Jay High School on Saturdays in June and October. (When registering for the ACT, it is important to confirm that John Jay High School is a test center for the specific date you are interested in taking the test.)

*No test centers are scheduled in New York State for the February test date.

WRITING EFFECTIVE PERSONAL ESSAYS

The competition for admission is a function of both the number of applicants as well as their credentials. A large and well-qualified applicant pool offers the opportunity to enroll a first-year class that is not only very capable but also broad in the variety of backgrounds, talents, and interests represented. The approach to the review of applications is both thoughtful and thorough, recognizing that the mix of accomplishments, interests, and potential varies for each individual. A positive, personal recommendation can help give a college a balanced, accurate view of the applicant beyond GPA and test scores.

Effective personal essays and letters of recommendation from teachers and school counselors provide valuable insight into the applicant, successfully capturing for the college qualities of curiosity, passion for ideas, open-mindedness, acceptance, leadership, maturity and independence of thought.

PERSONAL ESSAYS

Personal essays help establish a frame of reference with which to assess all information submitted as part of the candidate's application to the college. Well-crafted essays, providing insight into the candidate's ideas and values, goals and aspirations, special experiences and interests are a window to "view" a candidate's character and personality, helping to differentiate the candidate from other well-qualified applicants.

Content and substance are crucial. In a very real sense, essays are more a thinking sample than a writing sample; there are no "right" answers to the questions posed by the colleges. They look for evidence of good writing skills. The essays that capture the attention of the admissions committee are skillfully written and demonstrate the individuality of the candidate. They are lively, absorbing, sincere, poignant, humorous, reflective, and to the point.

Note: Your first college writing sample will be received by colleges from your SAT writing section!

SETTING YOURSELF APART FROM OTHER APPLICANTS

You will have two opportunities to impress a college with information about yourself that shows how you are unique. The college essay and the college interview are your opportunities to distinguish yourself from other applicants. Don't underestimate the influence your written or spoken word can have if you have chosen them carefully.

WRITING EFFECTIVE PERSONAL ESSAYS (continued)

The following are some points to keep in mind as you think about your essay and prepare for your interview:

- This is your opportunity to distinguish yourself by showing dimension and character
- Don't try to make yourself sound superhuman - be natural, honest and above all, be yourself.
- Essays generally fall into four basic categories:
 1. Tell about yourself
 2. Tell about an academic or extracurricular interest
 3. Tell why you want to attend the college
 4. A demonstration of the imaginative side of your personality
- Remember who your audience is and what that audience is looking for - College admissions counselors are looking for evidence of intellectual depth, creative interests, writing ability and above all, something that is special about you and separates you from other applicants
- Make sure to allow enough time to do a good job
- Use a computer to type your essay - watch for spelling, grammar and punctuation errors - Proofread

The following are some of the fundamentals of writing a good essay:

1. Good writing is writing that is easily understood
2. Avoid overusing adjectives and adverbs - Good writing is clear and uncluttered
3. Read The Elements of Style by William Strunk, Jr. and E.B. White - You'll refer to it forever
4. Have one good writer critique your essay and another proofread it
5. Stick to the length that is requested

The following are some guidelines that should help you zero in on a good topic, or if the topic is assigned, help you find an effective way to get your point across:

1. Don't repeat information from other parts of your application
2. Avoid generalities - use details and examples to illustrate your ideas
3. Maintain the proper tone
4. Write about something you really care about

LETTERS OF RECOMMENDATION

Like the personal essay, letters of recommendation from teachers and school counselors are used to judge the academic and personal traits of candidates. Because teachers and school counselors have had, in most cases, extended contact with the candidates, they are well prepared to provide recommendations that balance an objective evaluation of a candidate's academic performance with information on the person beyond the grades and test scores.

Ideally, letters of recommendation would include comments on a variety of key areas. Evidence that the candidate demonstrates such intellectual qualities as curiosity, originality of thought, independence of judgment, engagement with intellectual issues, and excitement over the process of discovery are sought. Evidence of specific talents and aptitudes should always be highlighted, along with information on honors and distinctions attained by the student. Comments regarding maturity, respect for others, acceptance of difference, leadership, willingness to take risks, sense of humor, and commitment are examples of important personal qualities that help to round out overall assessment of the candidate.

The letters of recommendation that are most helpful in the process are those that provide an honest evaluation of the strengths and weaknesses of the candidate, provide specific anecdotes and examples to illustrate key points, and portray the intellectual and personal qualities that distinguish the student from other candidates. Well-written and informative letters of recommendation are frank; convey something concrete and important about the candidate, to the point, and timely in their submission. Such evaluations substantially enrich the understanding of the candidate and enhance the quality of the selection process.

It is recommended that you discuss with your counselor who you would like to write your letters of recommendation.

ACTIVITY WORKSHEET

Name: _____

Instructions: List and describe your activities, experiences and accomplishments. Fill in only those activities that apply to you. Use this worksheet to develop your own customized activity record. See your counselor if you need assistance.

Nature of Activity	Your Participation				Accomplishments Positions
	9	10	11	12	
SCHOOL ACTIVITIES					
ATHLETIC ACTIVITIES (Varsity, JV, or Intramural/Club Level)					
WORK EXPERIENCE					
COMMUNITY ACTIVITIES					
INTERESTS/SUMMERS/OTHER					

You can also find a resume writer on Naviance - Family Connection

UNDERSTANDING FINANCIAL AID

The following general information is provided to assist families in understanding various financial aid programs. Our school counselors have limited financial aid experience; therefore, we suggest you contact your college's Financial Aid Office or an independent financial consultant to discuss your personal needs.

Financial aid is monetary assistance to help you meet the cost of your college, vocational, or trade school education in the form of both direct costs (tuition, fees and books) and living expenses (food, housing, transportation, and personal expenses). Financial need is the difference between the amount a student's family can afford and the cost of attending a college. In order to determine financial need a Free Application for Federal Student Aid (FAFSA) must be completed annually (after October 1st). Two to six weeks after the FAFSA is submitted, the student will receive a Student Aid Report (SAR). This report will tell the student how much his/her family will be expected to pay for college the following year. The amount of money the family will be expected to pay is called the Expected Family Contribution (EFC). To determine if a family has need, their EFC is compared to the cost of attendance. If their EFC is less than the cost of attendance, the family has a financial need. If it is more than the Cost of Attendance, the family is deemed to have no financial need.

There are three kinds of financial aid:

1. Grants or Scholarships
Funds, also called "gift aid", that do not require repayment. Grants are usually based on need. Scholarships are based on need and other criteria such as academic achievement or special talent.
2. Loans
Money that must be repaid after graduation or leaving school. Student loans have lower interest rates than commercial loans.
3. Work Study
Funds earned through a job on campus, usually arranged for you by the college.

Income, family size, number of dependents in school at the same time, mortgages, emergency expenses, medical bills, etc. are all factors that influence a family's ability to meet college costs. DO NOT rule out financial aid based on income alone.

Sources: There are several different student aid programs which in turn have a variety of eligibility criteria. The major sources of financial aid are: Educational Institutions, Federal Government, State Government, and Special Aid Programs.

HOW TO APPLY FOR AID

Almost all colleges, state aid agencies and other programs will ask you and your parents to submit financial information to either the FAFSA (<http://www.fafsa.ed.gov/>) or the College Scholarship Service (CSS)/Financial Aid PROFILE (<https://profileonline.collegeboard.com/prf/index.jsp>) or both. The PROFILE application requires a fee. You should check with the individual colleges to determine if they require the PROFILE application to be filed.

Note: You can file your free application for Federal Student Aid (FAFSA) as soon after October 1 of your senior year of high school. It is highly recommended you file electronically at www.fafsa.gov and use the IRS Data Retrieval option.

FAFSA AND CSS PROFILE

It is important to find out if the colleges you are considering want you to fill out the FAFSA, the CSS Profile and/or a separate financial application.

Many colleges have their own applications for financial aid. **These financial aid applications are different from the admissions applications and sometimes have earlier/different deadlines. It is very important that you check these deadlines for each school you are applying to that has their own application.**

Deadlines are important so please check each colleges' financial aid website for specific dates and submit your applications on-line/

Please note: Each college/university is required by Federal law to have a "Net Price Calculator" available for all applicants (per the Higher Education Act of 2008). The "Net Price Calculator" is an online tool that allows students and families to calculate a personalized estimate of the cost of a specific college or university, after taking into account any scholarships or need-based financial aid that an applicant would receive.

HELPFUL WEBSITES

www.fafsa.ed.gov - For filing the Free Application for Federal Student Aid (FAFSA) online. It's a fast, free, secure and easy way for students to apply.

<https://profileonline.collegeboard.com/prf/index.jsp> - CSS (College Scholarship Service). A financial aid application service through the College Board. Required by some, but not all schools. Note: A fee is required.

www.studentaid.ed.gov - Contains information regarding funding your education and repaying loans.

www.fsaid.ed.gov – Students and parents should get their Federal Student Aid (FSA) ID that is used to sign the FAFSA and other documents by going to this web site.

www.students.gov - An award-winning website, which connects students with U.S. government services and information, including information on careers, planning an education and paying for college.

www.hesc.org – The New York State Higher Education Services Corporation provides information on college admission, college planning, financial aid, grants, loans and savings and provides a highly rated 529 College Savings Plan – particularly regarding New York State.

www.fastweb.com – Provides information on the financial aid process, college cost projector, loan calculator and scholarships.

www.nysfaaa.org – New York State Financial Aid Administrators Association, Inc. Under “Students & Families” you will find information on financial aid and a definition of financial aid terms, abbreviations and acronyms.

<http://startheregetthere.org/> - To receive a better understanding of how to pay for college.

<http://jjhs.klschools.org/home>– The high school website. Under the Counseling Center tab, you can access the school profile, the Step-By-Step Guide, college information including open houses, as well as a link to Naviance, the college planning website.

EDUCATIONAL INSTITUTIONS

Grants: Funding for these grants and scholarships is provided by college resources. Although financial need is the primary criterion for much of the monies awarded by the colleges, a considerable amount of “gift” aid is awarded to students who have demonstrated superior academic achievement. The grants and scholarships can vary in value. Still other types of institutionally sponsored gift aid are made available to students who have special talent in athletics, art, music, etc.

Loans: Some colleges may have a plan whereby parents may borrow money directly from the college. Inquire at your college’s Financial Aid Office.

Note: All figures quoted are for college attendance in 2016-2017

FEDERAL

Grants: Pell Grant awards up to a yearly maximum of \$5,815 for full-time undergraduate students. FAFSA must be filed annually for Pell Grants.

Federal Supplemental Educational Opportunity Grant (FSEOG) is available to students with documented financial need as indicated by needs analysis determination by the college. The grants range up to \$4,000 per year. Students can be enrolled on a full-time or half-time basis. Priority is given to students with exceptional financial need and gives priority to Pell Grant recipients. FAFSA must be filed annually.

Loans: Federal Perkins Loans are for undergraduate or graduate students with an exceptional financial need who are enrolled on a full or part-time basis at colleges that participate in the Federal Perkins Loan program. The loan amount is determined by the college, within federally set limits. There is no interest charged during school and for nine months afterwards or during military service.

Federal Stafford Loan Program (FSL) (Subsidized) –This loan is based on demonstrated need. Undergraduates may borrow up to \$3,500 for the first year, \$4,500 for the second year and \$5,500 for third, fourth and fifth years; cumulative of \$23,000. The interest rate is fixed, and can be as low as 3.40%. The Federal Government pays the interest until six months after you leave school, at which time you begin to repay the loan. FAFSA must be filed annually.

Federal Stafford Loan Program (FSL) (Unsubsidized) – This federally guaranteed loan is not based on expected family contributions. The interest rate is fixed at 6.8%. The student is responsible for interest that accrues from the date of disbursement. Students should contact the college’s Financial Aid Office to determine if the college participates in this program. FAFSA must be filed annually.

Federal Parent PLUS Loans (FPLUS) – This loan covers the cost of attendance minus other financial aid. It is made available to parents and legal guardians with good credit history. The interest rate is fixed and may be tax deductible under the “Hope Education Tax Credit.” Repayment begins within 60 days of the last disbursement.

Work Study: Federal Work-Study (FWS) is open to students with demonstrated financial need. Part-time positions are available both on and off campus. Students can work an average of 15 hours per week during periods when class is in session. Salaries vary according to school policy and available funds. Application is made to the college. FAFSA must be filed annually.

STATE

Award: Tuition Assistance Program (TAP) is open to New York State residents who are full-time students enrolled at a college located within the State. TAP awards are based on NYS NET taxable income, tuition charged, and type of institution attended. Based on current award schedules, awards for first-time recipients range from \$500-\$5,000 per semester for undergraduates. Undergraduates may receive an award for up to 4 years. Students who are applying for TAP must do so by first filling out a FAFSA application and link to the TAP application at the end of the FAFSA session.

The Excelsior Scholarship, in combination with other student financial aid programs, allows students to attend a SUNY or CUNY college tuition-free.

An eligible applicant must:

- Be a resident of NYS and have resided in NYS for 12 continuous months prior to the beginning of the term;
- Be a U.S. citizen or eligible non-citizen;
- Have either graduated from high school in the United States, earned a high school equivalency diploma, or passed a federally approved "Ability to Benefit" test, as defined by the Commissioner of the State Education Department;
- Have a combined federal adjusted gross income of \$100,000 or less;
- Be pursuing an undergraduate degree at a SUNY or CUNY college, including community colleges and the statutory colleges at Cornell University and Alfred University;
- Be enrolled in at least 12 credits per term and complete at least 30 credits each year (successively), applicable toward his or her degree program;
- If attended college prior to the 2017-18 academic year, have earned at least 30 credits each year (successively), applicable toward his or her degree program prior to applying for an Excelsior Scholarship;

- Be in a non-default status on a student loan made under any NYS or federal education loan program or on the repayment of any NYS award;
- Be in compliance with the terms of the service condition(s) imposed by a NYS award that you have previously received; and execute a Contract agreeing to reside in NYS for the length of time the award was received, and, if employed during such time, be employed in NYS.

SPECIAL AID PROGRAMS

There are thousands of special assistance programs – public and private, local and national, large and small – that offer scholarships, grants and loans to students. You may qualify for one or more of these programs because of your academic achievement, religious affiliation, ethnic or racial heritage, community activities, special hobbies or interests, parents' employers, organizational memberships, artistic talents, athletic ability, career plans or field of study. Most of the special programs consider your financial need in awarding aid, although other criteria are used too.

The eligibility requirements, applications procedures and deadlines are different for each program. Check all of your resources. There are a number of helpful websites that will provide scholarship/financial aid information.

APPLICATION PROCESS FOR MILITARY ACADEMIES

1. See your counselor during the fall of junior year to discuss criteria for eligibility and steps to follow - Starting early is essential to obtaining an appointment to an academy
2. Review information for the individual academies on their website
3. Attend all meetings with military representatives who visit the Counseling Center
4. Determine whether you meet the scholastic and physical requirements of the academy you choose - Have a good knowledge of the responsibilities involved
5. Write a letter requesting a Pre-Candidate questionnaire in the early spring of your junior year
6. In the spring of junior year, apply for a nomination form from one or more of the government officials listed on the next page - You must obtain this nomination to compete for admission to all service academies except the Coast Guard Academy
7. Take the SAT or ACT and have official copies of the scores sent to the academy
8. Obtain letters of recommendation from teachers and your counselor
9. Take the qualifying medical examination
10. 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

STEPS FOR OBTAINING AN APPOINTMENT

1. Medical examination and Physical Aptitude Test
2. High school average (above 85%)
3. Extracurricular activities
4. Community and religious activities
5. Teacher recommendation
6. Honors and awards
7. Nomination

APPLICATIONS PROCESS FOR MILITARY ACADEMIES (continued)

PUBLIC OFFICIALS WHO MAY NOMINATE CANDIDATES TO THE ACADEMIES:

Senator Charles E. Schumer
1 Park Place
Suite 100
Peekskill, New York 10566
(914) 734-1532

Senator Kristen Gillibrand
Suite 2601
780 Third Avenues
New York, New York 10017
(212) 688-6262

U.S. Representative
Sean Patrick Maloney
123 Grand Street
Newburgh, NY 12550
(845) 561-1259

Vice President Mike Pence
Eisenhower Executive Office Building
Attn: Military Academy Nominations
Washington, DC 20501

ADDRESS OF MILITARY ACADEMIES

USMA Admissions
Building 606
United States Military Academy
West Point, NY 10996
(845) 938-4041

Candidate Guidance Office
United States Naval Academy
117 Decatur Road
Annapolis, MD 21402-5018
(410) 293-4361

HQ USAFA/RRS
2304 Cadet Dr. Ste 200
U.S. Air Force Academy, CO 80840
1-800-443-9266

United States Coast Guard Academy
Admissions
31 Mohegan Avenue
New London, CT 06320-8103
(860) 444-8444
No Nomination, National Competition Only

Director of Admissions
U.S. Merchant Marine Academy
300 Steamboat Road, Admissions Center
Kings Point, NY 11024-1699
(516) 773-5391 or 1 (866) 546-4778

APPLICATIONS PROCESS FOR MILITARY ACADEMIES (continued)

RESERVE OFFICER TRAINING CORPS (ROTC) SCHOLARSHIP

The Army, Air Force and Navy offer financial assistance to qualified men and women in the form of ROTC scholarships through some colleges and universities. The awards are based on a competitive selection process, in which consideration is given to such factors as high school academic achievement, college entrance examinations, extra-curricular activities and leadership qualities.

These four-year ROTC scholarships provide for full college tuition plus all instructional fees including textbooks. A subsistence allowance for a maximum of 40 academic months is also provided. You return the ROTC investment by agreeing to serve four years on active duty followed by four years of service in the Reserves. Students may make application to all three ROTC scholarship programs but may accept only one scholarship. The scholarship award is based on merit, not financial need. Students interested in applying for an ROTC scholarship should begin the process in the Spring of junior year. Applications may be obtained online.

Army

College Army ROTC
Gold Quest Center
PO Box 3279
Warminster, PA 18974-9872
800 -USA-ROTC
www.armyrotc.com

Air Force

AFROTC Admissions
551 East Maxwell Blvd.
Maxwell Air Force Base, AL 36112-5917
866-423-7682
www.afrotc.com

Navy/Marines

NROTC Scholarship Coordinator
495 Summer Street, 3rd floor, Barnes Bldg.
Boston, MA 02210-2103
800-NAV-ROTC or 603-537-8021
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GUIDE TO COLLEGES FOR STUDENTS WITH SPECIAL NEEDS

It is important for students with special needs and their parents to believe that all students, including those with learning needs, can attend college. Increasing numbers of students with learning disabilities are attending college and succeeding. The increased number of special education students heading 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 viable option
- Post secondary institutions are more welcoming to students with special needs and now have programs in place to support these students in meeting their academic goals

To be successful in the quest of “the right” college, students and their families must work together. They must carefully explore all the options. A wide variety of options in post-secondary education are offered to special education students.

Students with disabilities should make certain to review the eligibility procedures if they are thinking of taking college entrance examinations (SAT, SAT Subject Tests, ACT, etc.) under a non-standard administration. Note: There is a special application for non-standard administration that must be submitted to your school counselor. Please see your counselor for assistance.

Start early to accumulate necessary evaluations and test results that you will need to plan responsibly. Contact your high school counselor to review procedures regarding the following submissions to colleges:

- Written evaluations from special education teachers
- Recommendations from regular classroom teachers
- Test results – SAT, ACT
- Medical reports related to your disability
- Psychological/Educational Evaluation
- 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 and programs for special education students (at no cost or additional cost)
- Location
- Size
- Tuition
- Clubs or athletics offered
- Other needs

Write or call the Student with Disabilities Service Office directly at each individual college or university. Contact the office to arrange an appointment to discuss the program. When a face-to-face meeting is not possible, you will need to e-mail or phone to get answers to your questions.

GUIDE TO COLLEGES FOR STUDENTS WITH SPECIAL NEEDS (continued)

WHAT TO ASK:

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

It is strongly recommended that you visit each school if at all possible. Call to arrange a campus visit and a personal interview with both the admissions office and students with disabilities office when applicable.

IMPORTANT REMINDERS:

- It is always important to do your research in regard to the student body, the academic program, the college type and philosophy and its location.
- Those students who enroll in a college's pre-admission summer program after senior year have an easier adjustment period as they are gradually introduced to the program. There are fewer people during the summer and they take only one or two academic courses to give them an idea of what to expect in the fall. Another plus is that they may be able to pick their own roommate after the summer session. A pre-admission summer program is recommended to familiarize the students with the staff they will be working with, the other students in the program and their surroundings, so they are not overwhelmed in September.

GLOSSARY

ACCREDITATION: Recognition by an accrediting organization or agency that a college meets certain minimum standards in programs, services and facilities.

ACT: The test measures English, math, reading, writing and science reasoning abilities. Many students take the ACT and/or the SAT. Colleges will accept either the SAT or ACT. Check each college to see if the ACT with writing is required.

ADVANCED PLACEMENT: Designed for students who have completed AP classes in high school and the exam in each subject area. Colleges may grant advanced standing and/or credit depending upon grades earned on exams.

ADVISOR: A member of the teaching faculty who advises students on course selection and curriculum concerns.

AUDIT: Attend a class without getting credit for it.

AWARD LETTER: The document you receive from a college that explains the terms of the financial aid that the college is offering you. The information includes the types and amounts of financial aid offered, what you're expected to do to keep the award and a deadline for accepting the award. Please read this document carefully to understand the terms.

BACCALAUREATE DEGREE: A Bachelor of Arts, Bachelor of Science or any other bachelor's degree granted by a college or university for a program that typically requires four years of full-time study.

CALENDAR: The system by which an institution divides its academic year into shorter periods for instruction. The most common calendars are semester, trimester, quarter and 4-1-4.

CANDIDATES REPLY DATE AGREEMENT (CRDA): This agreement established a common date, May 1st, as the earliest date a college or university may require an accepted applicant to say whether he or she plans to attend. This agreement does not apply to students admitted under an ED program.

CEEB: College Entrance Examination Board. The JJHS CEEB code is 332-645.

COMMON APPLICATION: A form that may be used to apply to more than 600 colleges.

CONDITIONAL ACCEPTANCE/ADMITTANCE: Acceptance letter offering a student a place in a university or college program as long as he or she meets specified conditions.

CONSORTIUM: A voluntary association of two or more colleges providing joint services and academic programs to students enrolled in member institutions. Students at one campus are allowed to attend courses and use the facilities at other member campuses.

COOPERATIVE EDUCATION: A program integrating classroom study and work/internship experience and offering credit and, at times, a salary.

CORE CURRICULUM: A group of courses in varied areas of the arts and sciences designated by a college as one of the requirements for a degree.

COURSE LOAD: The number of hours taken in a given semester or quarter. A typical load is 15-18 semester hours.

CSS: College Scholarship Service is a service of the College Board that uses a financial aid form (Profile) to standardize the method of determining a student's financial need. (For private schools only.)

CUNY: City University of New York

DEFERRED ADMISSION: The practice of permitting students to postpone enrollment for one year after acceptance to the college.

DEMONSTRATED INTEREST: A measurement of a student's genuine desire to learn more about a college and the possibility of attending that school. Behaviors and efforts to "demonstrate interest" include: campus visits, attending information sessions, meeting with college representatives when they visit John Jay, etc.

DEMONSTRATED NEED: The difference between your expected family contribution (EFC) and the total cost of attendance for a particular college.

EARLY ACTION: A student applies early in the fall of senior year and receives notification, usually by the end of January. This is not a binding commitment and allows the student to submit additional applications and to accept or decline the offer of admission by May 1st.

EARLY DECISION: This is an application procedure whereby the student applies early in the fall of senior year, usually by November 1st, to their FIRST CHOICE college, and agrees by contract to enter that college if offered admission. If accepted, usually by the end of December, the student MUST withdraw all other applications.

ETS: Educational Testing Service, a non-profit organization that oversees the various testing and financial aid programs.

EXPECTED FAMILY CONTRIBUTION (EFC): A measure of your family's financial strength. States and colleges use this number to help determine your financial aid award. The EFC is calculated using information you supply about your family's financial circumstances.

FAFSA: Free Application for Federal Student Aid

FEE WAIVER: Request for reduction or elimination of application, testing or financial aid form fees, usually based upon financial need.

FINANCIAL AID: Money given or loaned to you to help pay for college. Financial aid can come from federal and state governments, colleges, and private and social organizations.

GPA: Grade Point Average

GRANT: A kind of "gift aid" — financial aid that doesn't have to be paid back. Grants are usually awarded based on need.

HONORS PROGRAM: Special programs that offer the opportunity for educational enrichment, independent study, acceleration, possible scholarship opportunities or some combination of these.

INDEPENDENT STUDY: An arrangement that allows students to complete some of their college program by studying independently instead of attending scheduled classes and completing group assignments. Typically, students plan programs of study in consultation with a faculty advisor or committee, to whom they may report periodically and submit a final report for evaluation.

INTERNSHIPS: Short-term, supervised work experience, usually related to a student's major, for which the student earns credit. The work can be full or part-time, on or off campus, paid or unpaid.

LEGACY APPLICANT: A college applicant with a relative (usually a parent or grandparent) who graduated from that college. Some colleges give preference to legacy applicants (also called "legacies").

LIBERAL ARTS: A broad course of instruction comprising the arts, natural sciences, languages, literature, philosophy, religion and the classics.

LOAN: Money you borrow from the government, a bank or another source. Loans need to be paid back, usually over an agreed period of time. You will most likely also have to pay interest on a loan — a fee for borrowing the money.

MATRICULATION: The process whereby a student is accepted, pays the fees and enrolls in classes - officially becoming a student at the college. This term is only applied to freshmen or to a transfer student's first enrollment.

MERIT AID: Financial aid given to students based on their personal achievements. Most scholarships are considered merit aid, as they are generally awarded for success in school, the arts, athletics or another area.

MID-YEAR ADMISSION: Students are accepted to enter college in the middle of the school year rather than in the fall.

NAVIANCE: Web-based software used to assist students with the college process.

NEED-BASED FINANCIAL AID: Financial aid (grants, scholarships, loans and work-study opportunities) given to students because they and their families are not able to pay the full cost of attending a certain college. This is the most common type of financial aid.

NEED BLIND ADMISSION: Financial need does not impact the admission process.

NEEDS ANALYSIS: The process used to evaluate an applicant's financial situation to determine how much financial aid a student would be eligible for to meet post-secondary education expenses.

NET PRICE CALCULATOR: An online tool that allows students and families to calculate a personalized estimate of the cost of a specific college or university, after taking into account any scholarships or need-based financial aid that an applicant would receive. Per the Higher Educational Opportunity Act of 2008, all colleges/universities must have this “net price” calculator on their web-site.

OPEN ADMISSION: The college admission policy of admitting high school graduates and other adults generally without regard to conventional academic qualifications, such as high school subject, high school grades and admissions test scores. Virtually all applicants with high school diplomas or their equivalent are accepted.

PLACEMENT TESTS: A battery of tests designed to assess a student’s aptitude and level of achievement in various academic areas so that he or she may be advised to enroll in the appropriate level classes.

PRIORITY DATE OR DEADLINE: The date by which your application – whether it’s for college admission, student housing or financial aid – must be received to be given the strongest consideration. Since financial aid is often limited, meeting the priority date is important to be eligible to receive funds.

PRIVATE COLLEGE/UNIVERSITY: An educational institution of higher education, which is not supported by public funds. Private colleges may be independent or religiously affiliated.

PSAT: Preliminary Scholastic Assessment Test.

PUBLIC COLLEGE/UNIVERSITY: An educational institution of higher education, which is supported by public funds.

REGISTRATION: A process at the beginning of each semester or quarter whereby the student selects the courses he or she will enroll in, pays the appropriate fees and sets up a class schedule for the semester or term.

REGULAR ADMISSION: The admissions schedule used by most colleges and universities. Applications are due January 1, January 15, or February 1; schools notify candidates between March 1 and April 15; and students have until May 1st to respond.

RESTRICTIVE EARLY ACTION: This option allows students to apply to their preferred school and receive a decision early. The college or university may restrict them from applying for early decision, early action, or restrictive early action at other schools. If offered enrollment, students have until May 1st to confirm that they will enroll.

ROLLING ADMISSION: Certain colleges or universities have a policy of admitting qualified students on a “first-come, first-served” basis. Applicants are notified of admission decisions as soon as credentials are submitted and processed.

ROTC: Reserve Officer Training Corps. Programs conducted by certain colleges in cooperation with the United States Air Force, Army and Navy/Marines. Local recruiting offices of the services themselves can supply detailed information about these programs, as can participating colleges.

SAT REASONING TESTS: A four hour standardized test, which measures evidence based reading and writing and math skills.

SAT SUBJECT TESTS: One-hour subject tests, which measure knowledge of particular subjects and the student's ability to apply that knowledge. Not all colleges require Subject Tests. Students are responsible for checking individual college requirements.

SCEA: Single Choice Early Action. (see Restrictive Early Action)

SEMINAR: A course in which a small group of students, headed by a professional, engages in research and discussion.

STUDENT AID REPORT (SAR): The report sent to your family after you submit the Free Application for Federal Student Aid (FAFSA) that tells you what your expected family contribution (EFC) is.

SUNY: State University of New York. A public NY State system with 64 colleges.

TOEFL: Test of English as a Foreign Language.

TRANSCRIPT: The official record of a student's academic performance from the time of entrance in a given institution to the end of the last semester.

TRANSFER PROGRAM: An education program in a two-year college that is offered primarily for students who plan to continue their studies in a four-year college or university.

TRIMESTER: An academic calendar period of about 15 weeks. Three trimesters make up one year. Students make normal progress by attending two of the trimesters each year and in some colleges can accelerate their programs by attending all three trimesters in one or more years.

TUITION: The charge for instruction. Generally designated for a year or semester for a full-time student; for part-time students it is often designated by the credit hour of a course.

WAITING LIST: A student is neither accepted nor rejected but placed on a wait list in case an opening develops.

WEIGHTED GRADE POINT AVERAGE (GPA): A grade point average that's calculated using a system that assigns a higher point value to grades in more-difficult classes. For example, some high schools assign the value of 5.0 (instead of the standard 4.0) for an A earned in an AP class.

COLLEGE REFERENCE BOOKS

ESPECIALLY FOR PARENTS:

The College Handbook – The College Board, Princeton, NJ

Barron's Profiles of American Colleges – Barron's Educational Series, Haupague, NY

College Admissions Data Handbook – Orchard House, Concord, MA

Peterson's Guide to Four-Year Colleges – Peterson's Guides, Princeton, NJ

Comparative Guide to American Colleges – Cass & Birnbaum, Harper Books, NY, NY

College Guide for Students with Learning Disabilities – Laurel Publication

FOR PARENTS AND STUDENTS:

Where You Go Is Not Who You'll Be – An Antidote to the College Admissions Mania – Frank Bruni,
Grand Central Publishing

COLLEGE RATING, RECOMMENDATION BOOKS (SUBJECTIVE):

The Fiske Guide to Colleges – Edward B. Fiske, Time Books, NY, NY

Rugg's Recommendations on the Colleges – Frederick E. Rugg, Sarasota, FL

America's Best Colleges – U.S. News and World Report

Best College Buys Now – Money Guide

The Insiders Guide to Colleges – Yale Daily Press

SUPPLEMENTARY COLLEGE REFERENCE BOOKS:

College Admission Index of Majors and Sports – Orchard House, Concord, MA

Peterson's National College Databank – Peterson's Guides, Princeton, NJ

Major Options: Nicholas Basta – Harper Books, NY, NY

The College Board Guide to 150 Popular College Majors – College Board, NY, NY

The National Directory of College Athletics – National Association of Collegiate Directors of Athletics,
Cleveland, OH

The College Atlas and Planner – Wintergreen Orchard House, Concord, MA

COLLEGE VISITATION/TRAVEL BOOKS:

The Complete Guide to College Visits – A Citadel Press Book, NY, NY

COLLEGE REFERENCE WEBSITES

www.act.org – This site provides information as it pertains to the ACT as well as allowing you to register for the test on-line and provide guidance for preparation.

www.collegeboard.com – In addition to registering for the SAT on-line, this site will link to college home pages and applications and provide guidance for preparation.

www.collegequest.com – Students can cross-reference answers on their applications with Peterson's database.

www.collegeview.com – Includes topics on college searches, financial aid, campus life and careers and majors.

www.connection.naviance.com/jjhs – Explore colleges, track your applications, see how your profile matches up with colleges of your choice.

www.cssprofile.org - An online application that collects information used by over 300 colleges and scholarship programs to award financial aid from sources outside of the federal government.

www.fafsa.ed.gov/ - Free Application for Federal Student Aid. Learn about and complete your on-line application.

www.fairtest.org – Provides a listing of test optional schools.

www.fastweb.com – This site gives scholarship & college search options.

www.nacacnet.org – National Association for College Admission Counseling – This site provides news on the college admissions topic as well as a guide to college fairs.

www.review.com – The Princeton Review: Provides college search services.

www.universities.com – Inclusive listing of all schools.