

NORTH SHORE

COLLEGE

and

POST HIGH SCHOOL

PLANNING GUIDE



NORTH SHORE SCHOOLS

GLEN HEAD – GLENWOOD LANDING – SEA CLIFF
Long Island, New York

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Dear Student:

Senior year is such an exciting time and the decisions that you are making now are important ones. Therefore, it is imperative that you approach this process with a great deal of time and thought. It is essential that you examine your values, strengths, and goals as you struggle with these decisions and spend time discussing your ideas with family members, friends, teachers and counselors.

This guide has been prepared to help you as you go through this process. We offer many services and we hope this booklet will be helpful as you examine all possible options.

Your school counselor is committed to helping you throughout this period. There are many programs and services available to assist you and your family throughout your high school career and we urge you to take advantage of them all. Some of these are:

- PSAT, SAT and ACT Testing information
- College Information Evening
- Junior/Parent College Night
- Consultations with Juniors and Seniors
- Individual Junior Conferences with parents and students
- Visits with College Representatives at North Shore High School
- College Fairs
- Financial Aid Night
- Essay Writing and College Application Workshops
- On-line college, career, test preparation programs and scholarship information

In addition, it is important to schedule frequent appointments with your individual counselor. This person is an expert and is there to help you make the very best decision possible.

Sincerely,

North Shore Counseling Department

Follow us on twitter @nshorecounselor

February/March	April/May	June/September
<p>Register for your senior year schedule of courses with your college plans in mind. Take the most challenging program in which you can be successful.</p>	<p>Choose two teachers who can write persuasively on your behalf. Submit the signed Teacher Recommendation Request Form to the counseling department.</p>	<p>Take SAT Reasoning test or SAT Subject Tests if appropriate. See your counselor for test advice.</p>
<p>Attend the counseling department's "Junior/Parent College Night".</p>	<p>Register if planning to take the June SATs or ACTs.</p>	<p>Continue college visits.</p>
<p>Meet with your counselor to develop a strategy for your personal college search.</p>	<p>Attend spring college fairs.</p>	<p>Begin working on college applications and essays.</p>
<p>If taking the ACT or SATs offered in April or May, make sure to register.</p>	<p>If you are interested in playing sports in college, register online with the NCAA clearinghouse at www.ncaa.org.</p>	<p>Begin assembling writing samples, portfolios and/or audio tapes.</p>
<p>Develop a preliminary list of colleges in which you are interested.</p>	<p>File service academy and ROTC scholarship applications if applicable.</p>	
<p>Consider taking SAT Subject Tests in courses you are finishing this year. Register for SAT subject Tests if applicable.</p>	<p>Continue college visits. (Spring vacation is a good time for this.)</p>	
<p>Arrange for campus tours. When visiting, make sure to meet with an admissions representative and a financial aid officer. Ask pertinent questions based on your research.</p>	<p>Complete and return parent brag sheet, student questionnaire and activity sheets.</p>	
<p>Put together preliminary drafts of activity sheets including academic achievement, sports participation, volunteer experiences, and work opportunities. They will help you when filling out the college admission forms and writing your essay.</p>	<p>Take the SAT Reasoning Test.</p>	

Senior Year Timeline

Summer/September	October/November	December/January
<p>Continue visiting colleges that most interest you. Obtain all necessary information and college applications.</p> <p>Finalize college list. Discuss application options (Early Action, Early Decision, Rolling Admissions, etc.) and deadlines with your counselor. Begin working on college applications.</p> <p>Register for Fall SAT and ACT tests.</p> <p>Attend meetings with college representatives during their weekly visits to North Shore High School.</p> <p>Keep track of deadlines for admissions applications, scholarships and financial aid forms. Check counseling department website for college scholarship information.</p>	<p>Register for CSS - Profile (supplementary financial aid form required by some colleges).</p> <p>Visit and interview at colleges. Send "thank you" letters.</p> <p>Financial Aid Forms can be submitted beginning October 1st.</p> <p>Attend essay-writing workshop. Work on college essays.</p> <p>Submit college applications. Be aware of deadlines. Submit College Application Processing Form to your school counselor.</p> <p>Follow up with teachers regarding letters of recommendation. Compile your final list of schools. Track deadlines and required admission items for each one.</p> <p>Take SATs and ACTs. Send scores to the colleges you have selected. If necessary, register for the December or January SATs or ACTs.</p>	<p>Take SAT, SAT Subject Tests, and/or ACT, if applicable.</p> <p>Check financial aid options. Submit college aid application and Free Application for Federal Student Aid (FAFSA) between January 1 and February 15. These forms must be submitted even if you have not as yet been accepted to a college. FAFSA form is available on-line at www.fafsa.gov. Parent tax return information is necessary.</p> <p>Visit your Counseling Office often. Continue to access scholarship information through Naviance and/or Twitter @nshorecounselor.</p>

Attend the Counseling Office's "Financial Aid Night".

February/March	April/May	June/Summer Before Freshman Year
<p>The Counseling Office automatically sends your mid-year grades to the colleges to which you have applied.</p> <p>Send updated application materials to add to your file at each college, e.g. first semester transcript, new honors, awards, or offices in school clubs.</p> <p>Check with college financial aid offices to make sure they have received all pertinent information.</p> <p>Complete scholarship applications. Refer to the Counseling Department Twitter or Naviance account for scholarship opportunities.</p>	<p>If you are put on a waiting list and still are interested in attending, make sure to let the college know of your intent.</p> <p>Send thank you notes to anyone who assisted you in the college planning process, including those who wrote letters of recommendation.</p> <p>Review your college responses and financial aid offers with your parents and counselor. Visit any schools you have not seen but are considering.</p> <p>Make your final decision. Send in deposit by May 1st.</p> <p>Notify counselor of all admissions decisions.</p> <p>Continue to apply for independent scholarships offered by your community, local, businesses, unions, and other organizations. Keep in touch with your counselor.</p> <p>Send notification letter to the colleges you will not attend informing them of your decision to attend elsewhere.</p>	<p>Final transcripts are automatically sent by the Counseling Office to the school of your choice.</p> <p>Know when all fees are due for tuition, room and board. Contact the college if they have not gotten in touch with you.</p> <p>Attend summer orientation programs.</p>

STEPS IN COLLEGE PLANNING

What sets you apart?

With so many colleges to choose from, how do you know which are best for you? A little introspection may assist you in determining what to look for in a college. It will also be helpful in preparing for essays and interviews when you apply.

1. What courses have you enjoyed the most? Least?
2. What are your academic strengths? Weaknesses?
3. What do you choose to learn about when you can learn on your own? What do your choices show about your interests and the way you like to learn?
4. What experiences have shaped your growth and way of thinking?
5. What methods of teaching and style of teacher engage your interest the most?
6. Have you worked up to your potential? Is your academic record an accurate measure of your ability and potential? Are your SAT scores? What do you consider the best measures of your potential for college work?
7. Are there any outside circumstances which have interfered with your academic performance? What are they?
8. What activities do you most enjoy outside of the classroom?
9. Do your activities show any pattern of commitment, competency, or contribution to other individuals, your family and/or school?
10. How would you describe your family and home? How have they influenced your way of thinking?
11. What is the most controversial issue you have encountered in recent years? Why does it concern you?
12. How would someone who knows you well describe you?
13. How do you respond to pressure, competition, or challenge?
14. How do you react to failure, disappointment, or criticism?

SELECTING THE RIGHT COLLEGE

How do you determine which schools best suit you? A good place to start is with your high school counselor. Your counselor meets with college representatives, visits college campuses, locally and across the U.S., and remains current with changes that are happening on the college scene. The North Shore High School Counseling Department sponsors visits and meetings with college representatives throughout the fall. These visits offer you the opportunity to speak with many college representatives and acquire information and applications. Your parents will also play an important role in the college search and application process. Take advantage of all of these resources. Remember, the more informed your decision is, the more you can be sure you will enjoy your college experience.

Institution Size:

The size of a college or university will have an impact upon many of your opportunities and experiences. The range of academic majors offered, the extracurricular possibilities, and the amount of personal attention you'll receive, will all be influenced by size.

In considering size, however, it is essential that you look beyond the raw number of students attending. Consider instead, average class size for both first year students and upperclassmen. Investigate not just the number of faculty, but also how accessible faculty members are to students.

Location:

Distance from home may be important to you. Is it important to you to be able to visit home frequently, or do you see this as a time to experience a new part of the country? Some of you will prefer an urban environment with access to museums, ethnic food, or major league ball games. Others will hope for easy access to outdoor activities or the serenity and safety of a more rural setting.

Campus Life:

Be sure that you consider what your experience will be like at a college - beyond the classroom. In order to grow in all ways, you will want a reasonable balance between academic rigor and an active social life. Find out what is available in terms of extracurricular activities, athletics, and special interest groups. Does the community surrounding the college offer attractive outlets for students? Are students truly welcomed by the community? Is there an ethnic or religious community in which you can participate? What influence, if any, do fraternities and sororities have on campus life?

Colleges may often require that you live in campus housing for one or more years. So, in considering social life, be sure to look carefully at the quality of life in the dormitories. Many colleges now offer residential-life options such as special interest floors for students who share academic, recreational or community service interests. Others will offer dormitory-based study assistance, computer facilities, and counseling services. Ask if housing is guaranteed for returning students. If so, how are dormitory assignments made after the first year?

Cost:

Today's price-tag for a college education has made cost an important consideration for most students. At the same time, most colleges work very hard to ensure that academically qualified students from every economic circumstance can find the financial aid which will allow them to attend. Decide upon the value of a desired educational experience and how much sacrifice (usually in terms of work and loan) you are willing to make to obtain your goals. Work closely with the financial aid officers at the colleges to which you apply.

Other factors which are less obvious to many students, but very important in predicting the kind of experience you will have in college are:

Diversity:

You will learn much from your college classmates every day – in the classroom and in activities. Consider the geographic, ethnic, racial, and religious diversity of the student body.

Retention and Graduation Rates:

One of the best ways to measure the quality of a college or university and the satisfaction of its students is the percentage of students who return after the first year and the percentage of entering students who remain to graduate. Comparatively good retention and graduation rates are indicators that:

- A college and a majority of its students are well-matched
- Sufficient classes and academic programs are available
- Responsible academic, social, and financial support systems exist for most students

Student Support Services:

Some colleges provide additional services for students who have documented learning disabilities. Questions to ask include:

- What types of support services are available?
- What curriculum modifications are available?
- Does the college charge an additional fee for support services?

Other Considerations:

Many students spend hours deciding on their top choices and five minutes selecting one or two safety institutions. We strongly advise that you spend as much time and consideration selecting your fifth and sixth choice schools as you do your top choice schools. If your few top choices are small, selective liberal arts colleges, it does not make a great deal of sense to include a large, multi-dimensional university as a safety choice. If you want a small, liberal arts college, you should spend the necessary time finding a school of similar type that will qualify as a safe choice.

As a general rule, we advise that students apply to schools which vary in terms of selectivity, but which have the most important features desired by the student. Generally, we recommend that a student's final list include schools from each of the following categories:

Category I A student's top choice schools. It is fine in this group to include a couple of long shots or reaches.

Category II Schools to which admission is likely. These are target or ballpark schools.

Category III Schools that have most of the features a student desires, and at which the probability of admission is highly likely to certain are referred to as safety schools.

TYPES OF SCHOOLS

Public versus Private

When applying to colleges, it is important to understand the difference between a public and a private institution. A public college or university is government funded, and therefore less expensive. For a New York State resident, the least expensive public colleges are part of the SUNY system. If you attend a public college located outside of New York State, you will pay more tuition than someone who resides within that state.

Private colleges are more expensive than public colleges because they receive less government/ financial assistance. They are basically supported by your tuition and other private funding sources. However, private institutions usually offer more financial aid and scholarships than public colleges and universities.

School Choices:

1. Two-Year Community College/Junior College

The Community College is a public institution offering a two-year or Associates Degree. Some of the majors lead to an Associates Degree which will allow you to seamlessly transfer to a four-year college. Other programs are career-focused. Nassau Community College and Suffolk County Community College are two local examples.

A Junior College is a private institution offering two-year Associate Degrees, many of which are career specific.

2. Four-Year College/University

A student will graduate from a four-year college or university with a Bachelor of Arts (B.A.) or a Bachelor of Science (B.S.) Degree depending upon the major selected. Some students attend a community college first and then a four-year school. A four-year college may offer some graduate programs; those are degree programs beyond the Bachelors. Additional schooling for this degree is required.

A university offers a vast array of graduate programs. Most professions, including law and medicine, require postgraduate degrees. The most advanced academic degree is called a Ph.D.

3. Career and Technical Training School

These schools are privately owned and offer a variety of relatively short-term training options. Examples may include computer networking, court reporting, dental and medical assisting, and paralegal among others. A certificate of completion rather than a degree is the goal.

WHAT COLLEGES LOOK FOR IN STUDENTS

College admissions officers attempt to guide high school students toward a successful college experience. In addition, admissions officers wish to fill their freshman class with interesting, capable young people because students determine the atmosphere of a college. Accomplishing these two objectives is the goal of the admissions process and "**making a match**" is a key concept. If you and a college are well matched it is more likely you will be happy and successful at that college.

Standards and admission policies may vary from one year to the next. Much depends on the number of applications the college receives, the number of spaces available for incoming students, and the special qualifications the college is looking for in a student that particular year. All colleges consider you not only as a potential student, but also as a person who will contribute to the college community and profit from what the college has to offer.

To measure whether you and a college will be a good match, admissions staffs look at a variety of traits, experiences and information. In order of importance they are:

HIGH SCHOOL TRANSCRIPT

You have been advised to take the most challenging program you can successfully handle. Colleges consider the rigor of your academic program. It is important that your choice of courses reflect a strong academic curriculum. Colleges want you to take as many years as possible in each of the five major academic areas - English, social studies, mathematics, science and foreign language. Take a full senior year schedule. Take demanding courses and do well in them. If you are interested in a competitive college, select Advanced Placement (AP) and honors work whenever possible. The more selective the school is for admission, the more demanding the high school program should be.

Although most colleges review your record for all four years in high school, significant improvement in your record, no matter how late in your high school career, will be noticed by the majority of colleges. Colleges like to see a steadily improving record over the first three and a half years.

Senior grades are important! Most schools will request your mid-year senior grades before they make their final decision. Colleges want to see how serious you are about your education. Even after you have been accepted, colleges request and review all final marks. Your acceptance is tentative until all high school grades have been received and approved.

STANDARDIZED TEST SCORES

We recommend that you take the SAT Reasoning Test and/or the ACT in the spring of your junior year and, unless your scores on the exam are extraordinary, again in the fall of your senior year. Many colleges will consider your highest math and highest verbal score. Keep in mind that various college guides and admissions materials list the **average** score attained by students at a particular college on standardized tests. Actual individual scores at that college may be within a range that is higher or lower than the stated average.

PERSONAL QUALITIES

Most colleges will make an admissions decision based on course selection, grades, test scores and personal qualities. These schools will ask for additional information in the application - essays, recommendations, lists of activities and possibly an interview. These personal qualities may very well be the deciding factor between a positive and a negative decision.

In a recent study sponsored by the College Board, the following were listed as the personal qualities that were weighted in the admissions decision:

- **Extracurricular Activities**

College admissions officers are interested in how students use their time outside the school day. This extra dimension added by artists, musicians, athletes, student leaders, volunteer, and part time workers or others with unique talents may receive special consideration in the admissions process.

- **Recommendations**

The secondary school report and counselor's recommendation describe not only achievements and skills but also character, integrity, and patterns of growth. Teacher reports also play an important role in the selection process, particularly when the teachers know the student well and are willing to detail potential and achievement in their academic area.

- **Essays**

This is the part of the application where the student comes to life. At selective schools where applicants tend to have similar grade point averages, class rank, and test scores, essays help to distinguish one student from the next. The essay can identify special talent, describe significant involvement in activities, amplify special programs you were involved in, and/or discuss growth experiences.

- **Geography**

If admissions officers are looking to diversify the student body, they will give special consideration to students from geographic areas that are under-represented in their student population.

- **Interview**

An interview may be helpful to the student and the college. Interviews may be required or optional depending upon the college.

An interview is a personal exchange of information between the student and the college. While the college will be attempting to determine a student's fit, the student will have an opportunity to size them up as well.

THE APPLICATION

What is included in a college application?

1. **The Application** - The student is responsible for acquiring an application form, completing it, and submitting it by the college deadline (by mail or online). You might be asked for the following information:
 - a. Personal and Educational Data (i.e., name, address, phone number, e-mail, citizenship and residency information, senior year schedule, standardized test scores)
 - b. Honors and Awards
 - c. Extracurricular, Personal, and Volunteer Activities
 - d. Employment, Internships, and Summer Activities
 - e. Essays, both short answer and longer personal essay
 - f. Disciplinary information
 - g. Application Fee
 - h. Signature
 - i. For certain majors, students might be required to audition or submit a portfolio of artistic work.
2. **ACT, SAT Reasoning Test, and SAT Subject Test Scores** - Most colleges require that your official ACT or SAT scores be sent directly from the testing agency. You are responsible for requesting and sending your standardized test scores to each college to which you have applied.
3. **The Transcript** - A record of courses taken in grades 9 - 12 is supplied to colleges. In addition to grades, the transcript shows the student's grade point average (GPA). With your transcript, the Counseling Center sends descriptions of special programs that appear on your transcript and a school profile which describes North Shore High School. A sample transcript has been included in the appendix.
4. **The Counselor's Letter** - While it is true that colleges place primary importance on a student's academic program and grades received in high school, other factors are considered in the admissions process. A counselor's letter describes the student not only in terms of academics but also might include information on extracurricular involvement, personal interests, and future aspirations. Meet with your counselor early in the fall of the senior year to discuss this important letter.

5. **Letters of Recommendation** - Colleges often require one or two teacher recommendations. Read the instructions carefully as a recommendation from a teacher in a specific discipline may be required. Students must remember that recommendation writing is a very time consuming task and that it is important to give teachers advance notice and formally thank teachers for their help.

THE APPLICATION PROCESS

THE ESSAY

Most colleges and universities require essays from their applicants. The colleges are concerned about your maturity, motivation, reasoning power, and creativity. They also care about your ability to express ideas accurately and logically. The essay is the opportunity to take charge of the information the college receives and to provide information that does not appear in the rest of your application. It allows you to reveal intelligence, talent, sense of humor, enthusiasm, expressiveness, sincerity, and writing ability - traits that count in the admission evaluation.

It is essential to write your own essay in your own language. You may ask someone to read it and make suggestions, but make sure that, in the end, it is YOUR essay.

WRITING THE COLLEGE ESSAY

1. PLAN AHEAD

Start writing the essay well before the application is due. You may be able to use the same essay for several different applications.

2. UNDERSTAND THE TOPIC AND DIRECTIONS

Make sure you directly address the questions asked by the college.

3. BE PREPARED TO DISCUSS YOURSELF

Develop a list of activities, travels, awards, honors, work experience, strengths and weaknesses, and traits you value. With any topic, find a way to make it personal.

4. WRITE A DRAFT

Do not worry about where to begin - just start writing. Concentrate on ideas and creative expression.

5. REORGANIZE AND REWRITE

After you have written the draft, leave it for a short time before coming back to review your work. Now polish your essay. Is it organized? Does it grab your attention? Is it too long? Look for clichés and dullness. Is the essay focused on your theme? Make sure it is YOU! Rewrite as often as necessary.

6. CHECK MECHANICS

No matter how creative or well-organized, every essay should be technically correct - with good grammar, spelling, punctuation, and a smooth style. Ask someone else to read it to pick up any flaws you might miss.

7. BE AWARE OF DEADLINES

Be sure to submit your application on time! Late submission can sometimes mean an automatic rejection - and it leaves a bad impression.

Take the time to prepare your essay and all parts of your application with the care they deserve.

Special Note:

While the essay is optional at some colleges, you should take advantage of the opportunity to send one. The additional information about yourself can often be advantageous.

SAMPLE QUESTIONS ASKED BY COLLEGES

- Tell us about yourself, your values, interests, and educational objectives. Assess where you are now as you progress towards your long-term goals.
- Comment on an experience that helped you discern or define a value you hold.
- Evaluate a significant experience, achievement, risk you have taken, or ethical dilemma you have faced and its impact on you.
- Discuss some issue of personal, local, national, or international concern and its importance to you.
- Indicate a person who has had a significant influence on you, and describe that influence.
- Describe a character in fiction, an historical figure, or a creative work (as in art, music, science, etc.) that has had an influence on you, and explain that influence.
- Topic of your choice.
- A range of academic interest, personal perspectives, and life experience adds much to the educational mix. Given your personal background, describe an experience that illustrates what you would bring to the diversity in a college community, or an encounter that demonstrated the importance of diversity to you.

THE COLLEGE VISIT

The best way to learn about a college is by visiting the campus. Ideally this should be done when school is in session as you can get a better idea of what a college is really like when students and faculty are there.

1. PLAN AHEAD

February and spring breaks are great times to start visiting colleges. Most schools provide tours and information sessions. Some offer or require interviews and will schedule overnight stays.

2. BE PREPARED

Research each college prior to your visit and prepare some questions for your interviewer or tour guide.

3. MAKE AN APPOINTMENT

Make an appointment well in advance of your planned visit to ensure that you can make the most of this opportunity. If you would like to see a coach or faculty member in an area of interest, mention this when you call, or contact the coach or faculty member directly.

4. BE ON TIME

5. TAKE NOTES

Keep track of the institutions you visit and note your impression immediately. Take a camera along and take pictures. This will help you to distinguish the schools and keep them organized in your mind.

6. MEET PEOPLE

Talk with students and professors. Eat at the dining hall or student union.

7. OBSERVE EVERYTHING

Notice whether or not classrooms, the library, residence hall rooms, dining halls, and recreation areas are well-maintained, comfortable, and functional.

8. DON'T WAIT

Do not put off your college visits until it is too late. Try to make your visits before you apply so you can determine if you and the college are a good match.

THE COLLEGE INTERVIEW

Many colleges offer the opportunity to interview. Some require it and for others it is optional. The interview is used by admissions officers to help round out their impression of you as a potential student at that college. For you, the interview is an opportunity to make inquiries about the college, to widen your understanding and sense of the college, and to present yourself as a person, not just a collection of papers.

Be aware that some interviews are conducted by an alumnus, not an admissions officer. Regardless of who conducts the interview, the evaluation will usually become part of your application file.

When an interview is optional or suggested, you should arrange to be interviewed, especially if you feel that you have strong interpersonal skills. Write or phone the admissions office at least 2 to 3 weeks before you would like to visit the college. If possible, schedule your interview for a time when you can see the college in session.

PREPARING FOR THE INTERVIEW

1. Learn as much as possible about the college before your visit. Be prepared both to answer and to ask questions.
2. Give advance thought to the things you want to look for and questions you wish to ask. Having a list of questions with you is acceptable.
3. Be prepared to discuss your academics and extra-curricular activities. It is a good idea to request a copy of your transcript to take with you.
4. Go alone rather than with a friend or group. Mom and Dad go along for the drive, but they do not participate in the admissions interview. Parents are frequently invited to speak with the admissions officer following the interview.
5. Be ready to present your background and experience in an orderly manner. An opening question may be, "Tell me about yourself."
6. Dress neatly.
7. Arrive a few minutes early.
8. Relax and be yourself. Be honest, sincere and interested. You are there to interview the college as well as to have them interview you. Try to get as much out of the interview as you put into it.
9. Thank the interviewer for his or her time and consideration.
10. When you arrive home, immediately write a thank you note!

TYPICAL INTERVIEW QUESTIONS

1. How did you hear about our college?
2. What are your long-range and short range career goals?
3. What kind of things do you do outside of school?
4. What are your strengths and weaknesses?
5. If you had high school to do over again, would you do anything differently?
6. Where do you see yourself in 10 years?
7. How would you describe your high school and how would you change it?
8. What books or articles have made a lasting impression on you?

QUESTIONS TO ASK

1. What criteria are important in the admissions process?
2. What are the most popular extracurricular activities on your campus?
3. Do most students stay on campus on weekends? What activities are available for them?
4. What are the most popular academic programs?
5. Are there some characteristics common to most students at your school?
6. What percentage of students receive financial aid?
7. I am uncertain about a possible major. Can I explore different majors during my first year or two at your school?
8. What are the current “issues” on campus?
9. What percentage of students go on to graduate school, medical school, etc?
10. What is done to facilitate freshman adjustment to college life?

11. What are some of the rules and regulations that govern the campus and dormitory life?
12. What is the average class size? Are students taught by professors or graduate assistants?
13. What types of additional services are provided by the school at no additional cost to the student?
14. Tell me about internship opportunities through your school. What percentage of students participate?

TEACHER RECOMMENDATION REQUESTS

Each year, North Shore's faculty members generously give their time to craft letters of recommendation that will support students in the college application process. To help your teachers prepare effective letters on your behalf, the Counseling Department asks that you initiate your requests with the same thought and care that your teachers will exercise in fulfilling them. To that end, please use the following questions below to help you decide which two teachers to ask for recommendations:

- Why have you selected this particular teacher?
- What aspects of your classroom performance do you think the teacher should highlight?
- How did this class help you to grow as a student?
- What do you see as your greatest achievement in this class?
- What areas did you work to improve?
- What ideas, understanding, and knowledge did you take away from the class?
- What are your academic aspirations?

Don't forget to write a note thanking teachers for writing a recommendation for you.

TESTING FOR COLLEGE ADMISSIONS

Standardized tests are only one of the many factors colleges use in making admissions decisions. Such testing provides a reasonably accurate comparison of student performance on a nationwide basis. Students in all states take the same tests; their scores should be comparable measures of achievement and ability. A brief description of the major tests and testing agencies follows:

1. THE PSAT/NMSQT

The PSAT/NMSQT (Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test) is an October practice test for juniors designed to give you an idea of the procedures, questions, and scope of the SAT Reasoning Test. Detailed results are reported in a way that demonstrates students' strengths and weaknesses. Approximately 15,000 of the 1.2 million students who take the PSAT/NMSQT are designated as National Merit Scholarship Semifinalists.

2. THE SAT Reasoning Test

The SAT Reasoning Test is required or recommended by many colleges as part of the admissions process. The test measures critical reading, mathematical and writing skills. It is given at specified test centers throughout the school year. North Shore High School administers the SAT twice each year, once in October and once in May. Students must register on-line at SAT.Collegeboard.org.

3. THE SAT Subject Tests

The SAT Subject Tests are measures of knowledge acquired in specific subject areas. There are 20 different tests. They are: Literature, United States History, World History, Math Level 1, Math Level 2, Biology E/M, Chemistry, Physics, French, German, Modern Hebrew, Italian, Latin, Spanish, Chinese with Listening, French with Listening, German with Listening, Japanese with Listening, Korean with Listening and Spanish with Listening. In general, you should not take an SAT Subject Test until you have nearly completed the related subject. Students must register on-line at SAT.Collegeboard.org.

4. THE AMERICAN COLLEGE TESTING (ACT)

The ACT is another college entrance examination that tests English, mathematics, social science and natural sciences. The ACT sometimes satisfies a college's request for both SAT Reasoning and Subject Tests. Students must register on-line at actstudent.org.

PLEASE NOTE

Be sure to comply with registration instructions and deadlines. Failure to meet deadlines will result in a late fee or missed test opportunity.

THE SAT AND ACT FOR STUDENTS WITH DISABILITIES & TEST MODIFICATIONS

Students who seek to take either the SAT or ACT with test modifications must be declared “ELIGIBLE” to take either exam by the sponsoring testing service. Forms requesting accommodations for the SAT and/or ACT are available through your school counselor and must be processed well in advance of the testing date.

READ THIS IMPORTANT MESSAGE!

The College Board and ACT make the final approval on which, if any test modifications will be provided for the SAT or ACT exam.

The College Board and ACT do not guarantee that all test modifications indicated on a student’s I.E.P. or Section 504 Plan will be granted.

More information is available at:

<http://www.collegeboard.com/disable/students>

or

<http://www.act.org/aap/disab/index>

STUDENTS WITH DISABILITIES

Know all there is to know about your learning disability and how it has affected your learning style so that you will choose the college that best suits your needs.

College admission testing is required for most colleges. The SAT Reasoning Test, SAT Subject Tests and ACT are the most commonly accepted tests and they are all available with test accommodations if you are deemed eligible by the test agency. There are additional forms to file with the test agencies. It is your responsibility to make sure that all of the registration materials are complete and submitted on time. Just because you have an IEP does not necessarily mean that you have to take standardized tests with accommodations, nor does it mean you will be eligible for accommodations.

Some colleges will require a copy of your most recent IEP and/or psychological test results. Be sure that this information is up to date.

Some courses provide LD programs, services, and/or accommodations. To get a clear picture of the programs in which you are interested, you'll need to ask specific questions of the LD program coordinator or admissions officer. Here are some questions:

What kind of program is available? Is it a tutorial program or are there comprehensive disability services?

Will I have an advisor from the LD program to assist me with my specific needs?

I have been able to address my disability through services at my high school. How will your program assist me in continuing my success?

Is there a separate application for the LD program?

What, if any, are the additional costs for the program or services?

How large are your classes? Will I have access to my professors?

Are there tutors available for all the subjects I will be taking?

Will I be provided with the materials (books on tape, readers, writers, etc.) I will need in order to succeed?

Are there opportunities for LD students to pre-register, take a reduced course load and/or take a pre-college summer session?

ACT & SAT SCORE COMPARISON CHART

ACT	CRITICAL READING + MATH + WRITING	CRITICAL READING + MATH
36	2400	1600
35	2340	1550
34	2260	1520
33	2190	1470
32	2130	1420
31	2040	1360
30	1980	1340
29	1920	1300
28	1860	1260
27	1820	1220
26	1760	1180
25	1700	1140
24	1650	1110
23	1590	1070
22	1530	1030
21	1500	990
20	1410	950
19	1350	910
18	1290	870
17	1210	830
16	1140	790
15	1060	740
14	1000	690
13	900	640
12	780	590
11	750	550

SPECIAL TALENTS

Do you have a special interest, talent, or unique ability? Will your athletic, artistic or musical talents help you qualify for scholarships or special admissions considerations? Many colleges and universities offer opportunities for a very select number of talented individuals. Students interested in investigating such opportunities will need to take additional steps in the admissions process.

Athletic

The National Collegiate Athletic Association (NCAA) governs three divisions of college athletics and requires students interested in playing intercollegiate sports to apply for certification of athletic eligibility. The form and *The NCAA Guide for the College Bound Student-Athlete*, a publication which explains the rules and regulations that govern recruiting eligibility and financial aid, are available on line at www.ncaa.org.

Students who want to participate in college sports should start the certification process by the end of their junior year. The procedure is as follows:

1. Register on-line with the clearing house at www.ncaa.org. There is a registration fee.
2. You must send your SAT scores directly to the Clearinghouse. The Clearinghouse code is 9999.

In addition to filing the appropriate forms with the NCAA Clearinghouse, students should prepare an athletic profile or resume and an initial letter of interest to send to college coaches.

Art

If you are artistically talented and plan on furthering your training as a visual artist, it is important for you to begin preparing for your future early in your high school career. Professional colleges of art and liberal arts colleges often require a portfolio which is a collection of art work. The admissions staff will assess your skill level and prior training. Your portfolio will represent your development, interests, and strengths and should include several elements.

Music

If you are musically talented and plan on furthering your training as a musician, it is important for you to begin planning early in your high school career. If you plan to major in music, it is very likely the schools you apply to will require an audition. Along with your application you may have to send a musical supplement, a disc, and letters of recommendations.

FINANCIAL AID

Many families are understandably concerned about meeting rising college costs. Any candidate for admission to college should apply for financial aid if his or her family feels that they might not have the ability to pay the entire cost. Those interested in financial aid should be aware of the three primary forms:

1. The Free Application for Federal Student Aid (FAFSA) - must be filed online as early as possible after January 1.
2. The College Scholarship Service PROFILE Application - required by some colleges as a supplementary form. Registration forms should be filed online in the fall.
3. Institutional forms - many private colleges also require the submission of their own form.

On all of these forms, key income and expense items are based on the 1040 income tax form. Early in the senior year students should be sure to know financial aid deadlines and the proper forms to use for each college they are considering. The Counseling Department sponsors a financial aid workshop for parents and students in the fall.

There are two primary categories of financial aid:

1. Need based - based upon the difference between the cost-of-attendance and the family's ability to pay.
2. Merit-based - generally given to students in recognition of special skills, talent, and/or academic ability.

Financial aid is derived primarily from four sources:

1. Institutional - provided and controlled by the institution.
2. Private - derived from community organizations, foundations, professional associations, corporations and commercial lending institutions.
3. State - usually administered through a state agency and includes grants, scholarships, loans and work-study.

4. Federal - the federal government is the largest single source of student financial aid funds. Its programs include Pell Grants, Perkins Loans, College Work-Study, and Supplemental Educational Opportunity Grants (SEOG), Stafford Loans, PLUS Loans, and State Student Incentive Grants. Funds for these programs are appropriated annually by Congress.

SCHOLARSHIP OPPORTUNITIES

A wide variety of scholarship opportunities are available to students. Specific details and applications can be obtained on the North Shore Twitter account @nshorecounselor and/or Naviance account. The awards are based on need and other qualifications specified by the donor organizations.

DEFINITION OF NEED

Simply defined, financial need is the difference between what it will cost a student to attend a college and the amount the family can contribute towards the student's education as determined by the federal government and/or each college's financial aid office. The family's income, assets, debts, family size, and extenuating circumstances are all taken into consideration in determining financial need. Parents with special or unusual circumstances may wish to discuss their situation with the financial aid officer at the colleges in which their daughters/sons are interested.

ALTERNATIVES TO COLLEGE

CAREER, VOCATIONAL AND BUSINESS SCHOOLS

For specific skill training in a particular occupation, you may wish to consider career, vocational or business schools. Counselors can help guide you to schools where you can study everything from cosmetology to computer programming.

Things to Consider

1. Where is the school located? How will you get there?
2. If the school is not within commuting distance, what are the living arrangements?
3. What is the total cost of the program? Remember supplies, materials, and travel are part of the expenses.
4. Are SAT tests or other forms of entrance tests required?
5. Are there any special course requirements needed in addition to a high school diploma (i.e., two years of college preparatory mathematics, etc.)?
6. What kind of financial aid is available? Only government approved schools are eligible for government aid.
7. Is the school accredited? This means that when you complete the program you are eligible to take a licensing examination if one is required, or receive a certificate granting you the right to practice your chosen career.
8. Does the school have a shop set-up which duplicates a real work environment? This hands-on-training enables you to get practical experience.
9. Does the school have a good Placement Office? Check this out with recent graduates. A good placement officer will have established relationships with local businesses that rely on the school to provide candidates for entry-level jobs.
10. Check with recent graduates and/or current students to assess

the quality of the programs offered.

11. If at all possible, visit the school to look at the facilities. Talk to the director of admissions and students in the program.
12. Talk with prospective employers about the school's reputation within the company and their past experience with hiring graduates from the school.

MILITARY SERVICE

The Armed Services is one of the major employers in the nation. It is also a major source of educational training and preparation for entry-level jobs. There are numerous job training opportunities in the military. Representatives from all the services are available to give you information about career training and/or educational opportunities.

Recruiting officers from all branches of the Armed Services visit the high school regularly. You can also seek additional information by visiting the recruiting offices in your area.

EMPLOYMENT

Some of you will want to go directly to work. Some employment opportunities provide excellent on-the-job training which may give you valuable new skills for future career direction.

Steps In Planning For Employment

1. Evaluate yourself, your abilities, values, and interests. Ask yourself the following questions: How do I feel about work? What work experience do I have? What courses did I like in school? What are my overall likes and dislikes? What are my hobbies? What kind of lifestyle do I want? Do I like to work with numbers, people, or things? What kind of job would I like to have in order to earn enough money? What has my high school experience prepared me to do?
2. Use available career resources to search out specific information about your possible career choice (i.e. any necessary training, expected earnings, advancement possibilities projected employment outlook, and personal qualifications).
3. Arrange to spend time with people involved in your field of interest to watch them at work and to interview them.

4. Obtain a part-time job that will help you explore a career field and give you experience and training that will be useful in obtaining full-time employment after graduation.
5. Find out where to seek employment opportunities. Check newspapers, trade magazines, placement agencies, government employment services, training centers, school work programs, and civil service jobs posted in your local post office. Talk with your parents, relatives, and friends about possible job openings.
6. Prepare a resume.

GLOSSARY

The definitions given here are terms commonly used by college admissions officers and high school counselors to describe college programs, admission procedures and financial aid policies.

ADVANCED PLACEMENT (AP): A college-level high school course that may allow a student to earn college credit and/or be exempt from certain introductory college courses. Examination results form the basis for credit and placement.

AMERICAN COLLEGE TESTING PROGRAM (ACT): A test battery of the American College Testing Program, it includes tests in English usage, mathematics usage, social studies reading and natural sciences reading.

ASSOCIATE DEGREE: The degree given for completing a two-year college program.

BACHELORS DEGREE: The degree given for completing a four-year college program.

CANDIDATE'S REPLY DATE: It is generally agreed that students who have been accepted must notify a college of their intent to enroll by May 1st.

CITY UNIVERSITY OF NEW YORK (CUNY): These are four-year colleges and two-year colleges comprising the public institution of higher education in New York City.

COLLEGE ENTRANCE EXAMINATION BOARD (CEEB): More popularly known as The College Board, this organization, made up of colleges, schools, and educational organizations provides tests and educational services for schools and colleges. The College Board sponsors the SAT Reasoning Test and SAT Subject Test.

COLLEGE SCHOLARSHIP SERVICE (CSS): A College Board organization that analyzes a family's ability to pay for college expenses based on information supplied by the family in the Profile.

COLLEGE WORK-STUDY: A federally sponsored program that provides jobs for students with demonstrated need. It is usually part of the financial aid package awarded by a college.

COOPERATIVE EDUCATION: A college program including periods of study and paid employment. Graduates have the advantage of practical experience when they apply for a job.

EARLY DECISION/EARLY ACTION: A plan by which a senior, sure of the college

he/she wants to attend, files an application early in the senior year. Notification of the college's decision is made earlier than regular decision applicants. Early decision is a binding commitment indicating that a student will attend that college. Early action is non-binding.

EXPECTED FAMILY CONTRIBUTION (EFC) The Expected Family Contribution (EFC) is a measure of your family's financial strength and is calculated according to a formula established by law. Your family's taxed and untaxed income, assets, and benefits (such as unemployment or Social Security) are all considered in the formula. Also considered are your family size and the number of family members who will attend college or career school during the year.

FREE APPLICATION FOR FEDERAL STUDENT AID (FAFSA): This is the document that must be filled out by the student and his/her family to be considered for Federal Financial Aid. There is no processing fee for filing this application.

The information you report on your Free Application for Federal Student Aid (FAFSA) is used to calculate your EFC. Schools use EFC to determine your federal student aid eligibility and financial aid award.

PARENT LOANS FOR UNDERGRADUATE STUDENTS (PLUS): A federal program that lets parents borrow for their children's college expenses from banks.

PELL GRANT: A federally sponsored program providing grants based on need to undergraduate students. Apply by completing the FAFSA.

PERKINS LOAN: A federally funded program, administered by the colleges, provides loans for college study for students who have demonstrated need. Application is made by completing the FAFSA. Repayment begins upon completion of the student's education.

PROFILE: The document filled out by the family of an applicant for financial aid and sent to the CSS which uses this information to estimate how much money a family can contribute toward college expenses. This form is not required by all schools. If there are questions, students must check with college financial aid offices to determine appropriate financial aid forms.

ROLLING ADMISSIONS: The procedure used by many colleges for considering each student's application as soon as a complete application package is received. An admissions decision is then made without waiting until early spring.

SAT REASONING TEST: The SAT Reasoning Test measures verbal, mathematical and writing abilities. A *critical reading* section has sentence completion and

passage-based questions. The *mathematics* section is based on the math that college-bound students typically learn during their first three years of high school. The *writing* section has multiple-choice questions and a written essay.

SAT SUBJECT TESTS: Subject Tests are one-hour, primarily multiple-choice tests in specific subjects. Usually taken at the completion of study of the subject, they are required by some colleges and universities for the purpose of admissions or placement.

STAFFORD LOAN PROGRAM: A federal-state program that lets students borrow money for college expenses directly from banks. Favorable interest rates exist with repayment deferred until graduation or termination of studies. Applications are available from participating banks.

STATE UNIVERSITY OF NEW YORK (SUNY): The four-year university and college centers, two-year agricultural and technical colleges and community colleges comprising the public institution of higher education in New York State.

STUDENT AID REPORT (SAR): This is the form returned to the student approximately 4 weeks after the FAFSA has been filed. The SAR contains a summary of the information provided on the FAFSA as well as an Expected Family Contribution number.

SUPPLEMENTAL EDUCATIONAL OPPORTUNITY GRANTS (SEOG): A federal program administered by colleges providing financial assistance based on exceptional need. Application is made by completing the FAFSA.

TUITION ASSISTANCE PLAN (TAP): A state financial assistance program for residents of New York State attending college in New York State. Grants are dependent upon family income and college costs.

Appendix A

NACAC'S STATEMENT OF STUDENTS' RIGHTS AND RESPONSIBILITIES IN THE COLLEGE ADMISSIONS PROCESS

Students Have the Right:

1. To full information from colleges and universities concerning their admission and financial aid policies. Prior to applying, you should be fully informed of policies and procedures concerning application fees, deposits, refunds, housing, and financial aid.
2. To defer responding to an offer of admission and/or financial aid until you have heard from all colleges and universities to which you have applied, or until May 1, whichever is earlier.

Should the University pressure you for a decision prior to May 1, you should immediately request that the college/university extend the reply date; if you are denied this extension notify your counselor and ask him/her to notify the president of the state or regional Association of College Admissions Counselors (ACAC). For additional assistance, send a copy of your admission notification letter and all correspondence to:

Executive Director
National Association of College
Admissions Counselors
Diagonal Road, Suite 430
Alexandria, VA 22344

School College Relations
National Association of
Secondary School Principals
1904 Association Drive
Reston, VA 22091

Students Have the Responsibility:

1. To be aware of the policies (deadlines, restrictions, etc.) regarding admissions and financial aid of colleges and universities of your choice.
2. To complete and submit required material to colleges and universities.
3. To meet all application deadlines.
4. To follow college application procedures of your high school.
5. To notify the colleges and universities that have offered you admission of your acceptance or rejection of their offer as soon as you have heard from all to which you have applied, or by May 1, whichever is earlier.

This policy is endorsed by the National Association of College Admissions Counselors and the National Association of Secondary School Principals.

Appendix B

COLLEGE COMPARISON WORKSHEET

COLLEGE NAME				
<u>Criteria</u>				
Enrollment				
Location				
Cost				
Selectivity				
Deadline				
Campus				
<u>Personal Criteria</u>				
1				
2				
3				
4				
5				
6				
<u>Evaluation of College</u>				
Positive Impressions				
Negative Impressions				

Appendix C

APPLICATION CHECKLIST

COLLEGE NAME			
<u>College Information</u>			
Telephone Number			
Date of Application			
Date of Campus Visit			
<u>Deadlines</u>			
Application			
Financial Aid			
Early Action Decision			
<u>Testing</u>			
SAT I or ACT Required			
SAT II Required			
Test Date Planned			
Scores Sent to Colleges			
Requested on			
<u>Interview</u>			
Required			
Campus Appointment			
Alumni Interview Date			
<u>Application Forms</u>			
Application Processing Form to Counselor on			
Essay Complete			
Recommendation Request to Teacher on			
Recommendation Request to Teacher on			

Appendix D

SAMPLE RESUMES

GENERAL RESUME

Name
Address
Telephone Number

EDUCATION: North Shore High School
Glen Head, New York 11545 Graduation: June 20xx

HONORS: Honor Roll Status Grades 9, 10, 11
AP Scholar Grade 12
Science Student of the Month Grade 10
All County Chorus Grade 12
Long Island Math Fair
 Gold Medal Grade 10
 Bronze Medal Grade 11
 Silver Medal Grade 12

SCHOOL ACTIVITIES:
Key Club Grade 9 - 11
SADD Grade 10 - 11
Orchestra Grade 9 - 12
Peer Leader Grade 12
Special Olympics Soccer Coach Grade 11

ATHLETIC EXPERIENCE:
Varsity Soccer Summer 20xx
 Captain Grade 11
Varsity Track Grade 10 - 12

WORK EXPERIENCE:
Lifeguard-Town of Oyster Bay Summer 20xx
Cashier August 20xx-present

REFERENCES:

School Counselor	Social Studies Teacher	Employer
North Shore High School	North Shore High School	Clothing Store-USA
Glen Head, NY 11545	Glen Head, NY 11545	Main Highway
(516) 277-7030	(516) 277-7070	Glen
	Head,NY11545	

ATHLETIC RESUME

Name
Address
Telephone Number

EDUCATION: North Shore High School
Glen Head, NY 11545

Graduation: June, 20xx

Interscholastic Athletic Experience

Varsity Volleyball: Grade 11, 12

- Position: Setter and Hitter (6.2 offensive pattern)
- Team Record: (Indicate here)
- Coach: Ms. Jane Jones
- Honors: All League I All-Star Grade 11

Field Hockey: Grade 11, 12

- Position: Center Forward
- Team Record: (Indicate here)
- Coach: Ms. Elizabeth Brown

Lacrosse: Grade 10 - 12

- Position: Midfielder
- Team Record: (Indicate here)
- Coach: Ms. Chris Everett
(Played varsity level as sophomore)

Olympic Development Camp - Volleyball

- Director: Scott Highnet
- 1 week middle camp: Summer 20xx
- 1week advanced college level coaching session: Summer 20xx

Other Athletic Achievements

Gymnastic Background:

- All around competitor: Private Club team for 6 years
- Two years of summer gymnastics camp
- Coach: Ms. Olga Rigby

Outstanding Woman Athletic Award: Grade 9

New York State Empire Games: Grade 11-Bronze Medal Volleyball

National Honor Society (Member) Grade 11, 12

References

Volleyball Coach: Name
Address
Telephone

School Counselor: Name
Address
Telephone

