

# **COLLEGE PLANNING GUIDE**



**NORTH SHORE HIGH SCHOOL**

**SCHOOL CODE 332-102**

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## Check-list for College Application Process

### *February – June*

- Attend Junior College Night: Submit Questionnaire and Student Brag and Parent Brag Sheet
- Begin visiting college campuses; register for information sessions and campus tours
- Prepare and take the SAT/ACT and/or SAT Subject Tests examinations
- Choose a solid academic program for your senior year
- Schedule a college conference with your school counselor
- Attend the Spring College Expo at Hofstra University in April
- Start researching colleges of interests on Naviance
- Ask two academic teachers to write a letter of recommendation
- Participate in College Admissions Workshops in the late spring

### *July – August*

- Continue researching and visiting colleges
- Develop and edit college essays
- Create a college resume which includes all activities outside the classroom

### **Fall of Senior Year:**

#### *September/October*

- Take the ACT/SAT and/or SAT Subject Tests
- Meet with your school counselor to discuss post-high school plans
- Attend Financial Aid Night to be informed of FAFSA instruction
- FAFSA forms become available October 1<sup>st</sup> online at [www.fafsa.gov](http://www.fafsa.gov)
- Update your Naviance account to reflect your colleges
- Confirm with teachers writing letter of recommendation; be sure to hand them request form/ upload names to Naviance
- Provide recommending teachers with information they may request
- Finalize college essays – make certain to have each one proofread
- Visit with college representatives visiting North Shore
- Begin submitting online applications to colleges – submit Transcript Request form to school counselor

#### *November*

- Take the SAT/ACT or SAT Subject Tests examinations, if needed
- Continue submitting online applications
- Start reviewing scholarship options and submit appropriate applications

#### *December*

- All college materials should be submitted to the Counseling Department prior to the holiday break
- Early Action and Early Decision results are known; students begin hearing from colleges
- Submit the CSS Profile to participating colleges, if applicable

#### *January*

- Remaining college applications should be submitted to the Counseling Department
- Request to send mid-year grades, if applicable
- Watch deadlines for scholarship opportunities

#### *April/May*

- Final notification of college acceptance and decisions
- College deposits are due to college of choice by May 1<sup>st</sup>
- Share your choice of college with your counselor

## Types of Colleges

### *Colleges and Universities*

A **college** is defined as an institution of higher education offering instruction beyond high school whose programs satisfy the requirements for a degree at the associates and/or baccalaureate and graduate levels. Colleges usually offer a wide range of degree programs with faculty whose duties include teaching and scholarly research.

A **university** is defined as an institution of higher learning offering instruction beyond high school whose programs satisfy the requirements for a degree at the baccalaureate and graduate levels. Universities are generally comprised of several individual colleges and professional schools (e.g., College of Arts and Sciences, College of Business, School of Law).

### *Public vs. Private*

All institutions are either privately or publically controlled. There are about 2,500 private institutions and 1,000 public institutions in the United States. The chart below highlights some basic differences.

	Private	Public
Student Body	These institutions may be co-educational, or exclusively for women or men.	These institutions are co-educational.
Control	These institutions are either non-sectarian and run by a board of trustees, with no special affiliation, or they are religiously affiliated. Some church-related institutions have strong affiliations that can affect curriculum and regulations while others have less strong affiliations.	These institutions are controlled by the state, county or municipality.
Size	Size varies from small to large	Size varies, many are large
Tuition	Privately controlled institutions are usually more expensive. Financial aid programs may overcome this difference.	Publically supported institutions are often less expensive. Tuition is usually lower for in-state students than for out-of-state students.

### *Liberal Arts Colleges*

This is the most common type of college. Its programs are designed to provide students with a broad foundation in the arts and sciences, as opposed to technical trainings. Students at liberal arts colleges usually major in humanities, social sciences, natural science, mathematics, or the fine and performing arts while working towards a Bachelor of Arts or Bachelor of Sciences degree. Most colleges, even if not a liberal arts school, require students to complete a number of liberal arts core courses.

### *Technical Institutes*

A technical institute is a degree-granting college that offers intensive training in engineering and other scientific fields. Undergraduate study sometimes requires five years. Recently, some schools of technology have coordinated their programs with liberal arts colleges.

### *Two-year Colleges*

A two-year college can be a junior college, community college or state college. A junior college is usually privately operated. A community college is supported by the county and state, and a state two-year college is operated by the state. These institutes offer the Associates of Arts, Associates of Science and Associate of Applied Science Degree. A two-year college can provide preparation for transfer to a four-year institution or

general education to those not seeking a baccalaureate degree. Admissions criteria at community colleges are usually open, meaning that all high school graduates are accepted.

### ***Cooperative College or University***

A cooperative college or university offers a four or five-year work study program. Periods of study on campus are alternated with periods of paid employment in business and industry. The objective of the cooperative education program is to provide practical work experience with classroom theory. Many colleges integrate cooperative education into several of their curricula offerings.

### ***Nursing Schools***

There are several avenues that lead to preparation in nursing. Some hospitals offer three years of intensive training leading to state certification as a Registered Nurse. Many colleges and universities offer a four-year program of liberal arts and nursing training leading to a Bachelor of Science degree with *RN State Certification*. Many two-year colleges, in conjunction with local hospitals, offer nursing programs.

### ***Military Service Academies***

The Service Academies include The U.S. Military Academy at West Point, NY; The U.S. Naval Academy at Annapolis, MD; The U.S. Coast Guard Academy at New London, CT; The U.S. Air Force Academy at Colorado Springs, CO; and the U.S. Merchant Marine Academy at Kings Point, NY. The Service Academies are four-year colleges offering baccalaureate degrees. Their primary purpose is to develop officers for military service.

### ***Career Schools***

Career Schools come in many forms. Generally, they are private, non-college professional schools that offer highly specialized training for specific careers such as music, photography, dramatics, culinary arts, court reporting, etc. Some career schools emphasize in business, with training in secretarial work. Other career schools offer technical programs such as air conditioning, heating and refrigeration, computer technology, medical technology, and automotive repair. Career programs are usually one to three years in length and offer a certification of completion.

## **Factors That Influence College Choice**

It is impossible to examine each of the 3,500+ American colleges, universities, technical institutes, professional schools, and junior colleges. Consideration of the following list of factors related to college choice may help to identify a student's priorities:

- ☐ ***Geographic Location:*** Distance from home; city, town, rural; climate
- ☐ ***Size:*** Small 200 - 5,000 students; Mid-size 5,000 -15,000 students; Large 15,000 - 40,000 students
- ☐ ***Population:*** Single sex or co-educational population; minority ratio; gender ratio
- ☐ ***Control and Support:*** Public, private or religious affiliation
- ☐ ***Costs:*** Tuition, room and board
- ☐ ***Curriculum:*** Desired major or program available vs. undecided major. If you have a tentative career choice, examine colleges that offer courses in that field. If undecided, consider colleges offering a broad-based curriculum (usually called "liberal arts" or "arts and sciences") which provide opportunities for exploring different fields of study.
- ☐ ***Resources:*** Depending upon your goals and needs, you may be interested in faculty, laboratories, library, dormitories, endowment, recreation facilities, learning disabilities programs, student counseling services, etc.

- **Difficulty:** The more selective colleges accept limited numbers of students from among many well-qualified candidates. Most programs at these colleges are rigorous. Although many students do well in a college that stimulates them, few are happy or successful in a college beyond their ability.
- **Environment:** This might be called "atmosphere" or "tone" or "feeling." Try to visualize yourself at a particular college. Try to get your impression of the college by visiting, reading catalogues and bulletins, speaking to alumni, students, counselors and others.
- **Special Programs/Athletics:** Many times, college selections are made based on athletic programs, music conservatories, accelerated academic programs or something similar.
- **Scholarship:** College selection may be made based upon merit scholarship. Merit scholarships are awarded based upon a student's academic profile; money is usually awarded each year during undergraduate study. These scholarships do not require a separate application. Many times the dollar amount is included with the student's acceptance letter.

### Naviance

Naviance is a college and career search program which offers each North Shore student the ability to explore the many options available in their post high school years. Naviance is a vital tool in the college search process and is highly recommended to be used by both students and parents. Listed below are a few of the many capabilities of the program:

- Examine up-to-date college information on over 5,000 colleges and universities
- View voice-recorded videos on thousands of career possibilities
- Consider a wide variety of scholarship opportunities
- Search for potential colleges based on personal preferences and academic standing
- Explore summer academic and social opportunities at colleges across the country
- Compare college admissions possibilities based on North Shore's historical data with hundreds of colleges and universities

This **comparison chart** is available to all students to pull information from Naviance in order to easily compare colleges of interest. Copies of this worksheet are available in the Guidance Office.

Name of College	App. Deadline	Size/ Setting	Tuition	Required Testing	Required GPA	Major	% Accepted	Reach Target Safety







## NAVIANCE: eDocs

### Electronic Documents

Through a student's Naviance account, all supporting documents are transmitted electronically. Naviance connects with most colleges through cyberspace. Once a student uploads their applied colleges to the Naviance account, teachers and counselor can upload supporting documents.

#### *What documents are submitted through eDocs?*

- The North Shore HS School Profile
  - Student's Official High School Transcript
  - 1<sup>st</sup> Quarter and Mid-Year Grades
  - Counselor Letter of Recommendation
  - Teacher(s) Letter of Recommendation
  - Secondary School Report
- The symbols below indicate the method of submission associated with each college. It is important for students to understand each symbol and follow the directions below:
-  - This indicates that this particular college does not receive documents electronically.
  -  - This indicates that the college is a common app school and all documents will be submitted electronically. You will not need to supply any additional paperwork to Guidance.
  -  - This indicates that the college is NOT a member of the Common Application, however they will accept all the necessary documents electronically. You will not need to supply any additional paperwork to Guidance.

### Teacher Recommendation Requests in Naviance

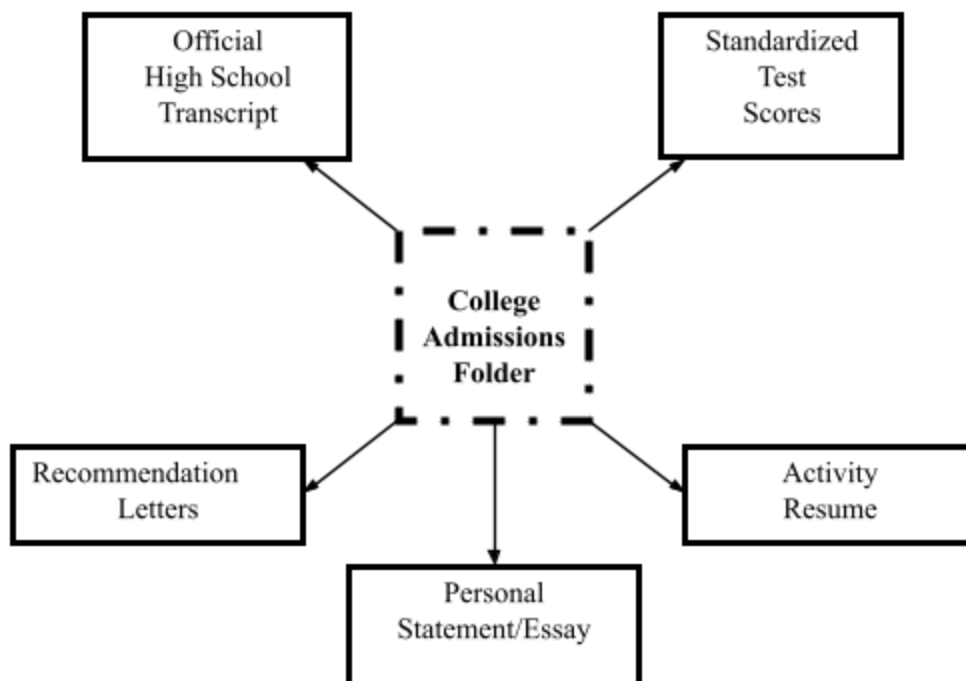
After asking selected teacher(s) *in person* to write a recommendation letter on your behalf, you must invite your teacher via your Naviance account. Look for 'letters of recommendation' under the colleges tab and select your teacher from dropdown menu.

This step is necessary in order to allow your teacher to upload his/her letter to your account for electronic submission.

## Parts of an Admissions Folder

As you begin filling out college applications, you will notice that colleges are looking for a wide range of items to complete your application. When you apply to a college or university, the first piece of information received will start your admissions folder. At most colleges, admissions folders are considered *incomplete* until five components are received. Admissions officers will read your folder, and these are the people who eventually determine whether or not you will be admitted to their college or university.

It is important to represent yourself strongly in each of the five areas listed below. Keep in mind that colleges are receiving many applications during the fall of senior year. A well-organized application lets the college admissions representatives know that you have taken great care in preparing your application.



### Official High School Transcript

Grade point average (GPA), in conjunction with the quality of courses, is the most important criterion for virtually all colleges. Schools select students who have displayed solid academic programs throughout high school. This usually means enrolling in English, social studies, mathematics, science and foreign language courses for as many years as possible. Colleges strongly recommend at least three years of mathematics, science and foreign language, and preferably *more years* if a student demonstrates strong capabilities. During senior year, students should be enrolled in at least four academic subjects, and those who are considering a less demanding schedule should be encouraged to consult with their counselor, who can suggest ways to strengthen a program.

Colleges also examine the number of accelerated, honors and advanced placement courses on a transcript. Admissions committees prefer students who seek academic challenge. They recognize that students who, for example, receive a grade of 80 or "B" in AP American history could probably have achieved a 90 or an "A-" in the Regents level of the course. At the same time, the committee may question why a student who consistently excelled in Regents mathematics never enrolled in honors level courses.

In addition, colleges look for trends in grades on the transcript. If grades were declining, was there a valid reason for the decline? The junior year, through the first half of twelfth grade, is a very important part of the academic record because it provides the most recent information. Although the GPA is based upon final grades in freshman, sophomore and junior years (excluding physical education), a strong first quarter performance in senior year can be forwarded to colleges at the student's request. Midyear senior grades are often requested by colleges, and can make a difference, especially in borderline situations, of being accepted or rejected.

## **Standardized Examinations**

For most students, standardized tests mean the SAT/ACT and SAT Subject Tests. Most schools will accept either or both exams for consideration. The SAT Reasoning measures generalized information and reasoning abilities which students have acquired over their lifetime. It is used as a predictive instrument by colleges to indicate the likelihood of a student's success in the first year of college. SAT Subject Tests measure knowledge gained in specific subject matter such as mathematics, foreign language, and science (e.g., biology). Most colleges use the SAT Reasoning as a component of the admission process, while only the more selective, private colleges typically require SAT Subject examinations.

### ***SAT Examination***

The SAT is a 3-hour+ exam (3 hours 50 minutes with the optional essay) administered by the College Board. The scores are provided in Evidence-Based Reading and Writing (200–800) and Math (200–800) for a total score between 400 and 1600. Scores for the Essay, if it is taken, are reported separately as three scores out of 8 points each. The SAT is offered several times during the school year. Carefully note registration deadlines. Some colleges will use the highest Evidence-Based Reading and Writing and Math scores for admissions, even if they are from separate test dates, provided scores from all those dates are submitted. (This is sometimes called “superscoring”; each college’s admissions office determines its own score use policy.) Through the College Board’s ***Score Choice*** option, students can choose which test exam dates to forward to colleges. Keep in mind that a few of the more competitive colleges are still requesting that all scores be sent.

### ***SAT Subject Tests***

The SAT Subject Tests (formerly known as “SAT IIs”) are 1-hour, curriculum-based examinations in a wide range of subjects. You may sit for up to three tests on any given test date. Most colleges requiring the SAT Subject Tests prefer to see at least two or three examinations. They should be in subject areas in which students can demonstrate strength. Students typically elect to take one of the Mathematics subject exams; the others depend upon their academic program. Most students take the SAT Subject Tests examinations in June of the junior year (although some individuals may have previously taken SAT Subject Tests examinations in subjects such as biology). If you are uncertain about whether you should register for an SAT Subject Test, either contact your guidance counselor or speak with your current curriculum-based teacher. ***Please note that one cannot sit for the SAT and SAT Subject Tests on the same day.***

### ***ACT Examination***

The ACT is a 2-hour 55-minute exam (3 hours 35 minutes with the optional essay) administered by the ACT. The exam comprises four main sections: English, Mathematics, Reading, and Science. Each section is scored on a scale from 1 to 36; the composite score is calculated as the average of the four section scores, and is also on a 1–36 scale. The optional Writing section (essay), if taken, is scored separately on a scale of 2–12, and does not affect the composite score. The ACT is more closely tied to school curriculum and is, therefore, more achievement-oriented than the SAT. ACT permits students to choose which score results are sent to colleges. Some colleges will combine the best overall scores (super score), but each determines its own score use policy. Many colleges require the Writing section. In addition, many colleges view the ACT as a comprehensive test, equal to taking both the SAT and two Subject Tests.

### ***Test Optional Colleges:***

Many colleges are choosing to become ‘test optional.’ This means that certain colleges make admissions decisions that do not include standardized test scores in the process. For a full list of colleges that are test optional, please visit [www.fairtest.org](http://www.fairtest.org). Be sure to research scholarship opportunities at test optional schools as they may have different requirements.

### *New SAT vs. ACT Comparison*

<b>General Info</b>	<b>SAT</b>	<b>ACT</b>
<b>Total Time</b>	3 hrs (plus 50 min for optional essay)	2 hrs 55 min (plus 40 min for optional essay)
<b>Number of sections</b>	4 plus essay	4 plus essay
<b>Sections</b>	Reading: 65 min Writing and Language: 35 min Math (No calculator): 25 min Math (with calculator): 55 min Optional essay: 50 min	English: 45 min Math: 60 min Reading: 35 min Science: 35 min Optional essay: 40 min
<b>Scoring</b>	Two section scores, Evidence-Based Reading and Writing (includes Reading and Writing & Language) and Math, both on a 200-800 scale combined for a total score from 400-1600	Four section scores scaled from 1-36 averaged for a composite from 1-36
<b>Wrong answer penalty?</b>	No	No

<b>Reading</b>	<b>SAT</b>	<b>ACT</b>
<b>Time</b>	65 min	35 min
<b>Format</b>	4 single passages and 1 pair, 10-11 questions each	4 passages, potentially including 1 paired passage, 10 questions each
<b>Total # of questions</b>	5 passages, 52 questions	4 passages, 40 questions
<b>Time per passage/question</b>	13 min/75 sec	8 min, 45 sec/53 sec
<b>Passage types</b>	1 U.S. or World Literature, 2 History or Social Studies, 2 Science	1 Prose Fiction or Literary Narrative, 1 Social Sciences, 1 Humanities, 1 Natural Sciences
<b>Question types</b>	Main Idea, Vocab-in-Context, Inference, Evidence Support, Data Reasoning, Technique, Detail-Oriented	Main Idea, Vocab-in-Context, Inference, Detail-Oriented
<b>Key skills</b>	Reading comprehension, inferring ideas, identifying evidence	Reading comprehension, inferring ideas, locating details

<b>Writing &amp; Language/English</b>	<b>SAT</b>	<b>ACT</b>
<b>Time</b>	35 min	45 min
<b>Format</b>	4 passages, 11 questions each	5 passages, 15 questions each
<b>Total # of questions</b>	44 questions	75 questions

<b>Time per passage/question</b>	8 min, 45 sec/48 sec	9 min/36 sec
<b>Content</b>	Standard English Conventions: 20 questions (45%), covering sentence structure, conventions of usage, and conventions of punctuation Expression of Ideas: 24 questions (55%), covering development, organization and effective language use	Usage and Mechanics: sentence structure (20-25%), grammar and usage (15-20%), and punctuation (10-15%) Rhetorical Skills: style (15-20%), strategy (15-20%), and organization (10-15%)
<b>Key Skills</b>	Understanding grammar rules, expressing ideas clearly, connecting sentences logically, recognizing overall structure and argument	Understanding grammar rules, connecting sentences logically, recognizing overall structure and argument
<b>Math</b>	<b>SAT</b>	<b>ACT</b>
<b>Time</b>	80 min	60 min
<b>Format</b>	Divided in to two sections No calculator: 20 questions (15 multiple choice, 5 grid-ins), 25 min With calculator: 38 questions (30 multiple choice, 8 grid-ins), 55 min	1 section, all questions multiple choice
<b>Total # of questions</b>	58 questions	60 questions
<b>Time per question</b>	No calculator: 75 sec With calculator: 87 sec	1 min
<b>Content</b>	Heart of Algebra — 33% Problem Solving and Data Analysis — 28% Passport to Advanced Math — 29% Additional Topics in Math — 10%	Pre-algebra — 20-25% Elementary algebra — 15-20% Intermediate algebra — 15-20% Coordinate geometry — 15-20% Plane geometry — 20-25% Trigonometry — 5-10%
<b>Key Skills</b>	Doing simple calculations without a calculator, translating word problems, analyzing data	Memorizing formulas, translating word problems, working quickly without making errors

<b>Science</b>	<b>SAT</b>	<b>ACT</b>
<b>Time</b>	N/A	35 min
<b>Format</b>	No specific section: 2 passages in Reading, 1 passage in Writing & Language, and 8 questions in Math will be Science-related	6-7 passages, with 5-7 questions each
<b>Total # of questions</b>	35 questions	40 questions
<b>Time per passage/question</b>	Varies by section	5 min/53 sec
<b>Content</b>	Varies by section	Data Representation — 30-40% Research Summaries — 45-55% Conflicting Viewpoints — 15-20%

<b>Key Skills</b>	Understanding scientific ideas, reading charts and graphs	Doing simple calculations without a calculator, reading charts and graphs, analyzing experimental design
<b>Essay</b>	<b>SAT</b>	<b>ACT</b>
<b>Time</b>	50 min	40 min
<b>Optional?</b>	Yes	Yes
<b>Format</b>	Presented with an essay or article and asked to analyze the author's argument	Presented with 3 viewpoints on a topic and asked to analyze those ideas as well as argue for your own perspective
<b>Grading Criteria</b>	Writing, Reading, and Analysis	Ideas and Analysis, Development and Support, Organization, and Language Use and Conventions
<b>Scoring</b>	Given a score from 2-8 for each dimension	Scaled score from 1-36

*Method Test Prep is our partner with SAT/ACT prep. North Shore High School offers evening classes prior to each exam.*

*In addition, all students have access to an online test prep program through their Naviance account.*

*SAT vs. ACT Conversion Chart:*



New SAT Total (400-1600)	ACT Composite Score	New SAT Total (400-1600)	ACT Composite Score	New SAT Total (400-1600)	ACT Composite Score	New SAT Total (400-1600)	ACT Composite Score
1600	36	1330	28	1060	21	790	14
1590	35	1320	28	1050	20	780	14
1580	35	1310	28	1040	20	770	14
1570	35	1300	27	1030	20	760	14
1560	35	1290	27	1020	20	750	13
1550	34	1280	27	1010	19	740	13
1540	34	1270	26	1000	19	730	13
1530	34	1260	26	990	19	720	13
1520	34	1250	26	980	19	710	12
1510	33	1240	26	970	18	700	12
1500	33	1230	25	960	18	690	12
1490	33	1220	25	950	18	680	12
1480	32	1210	25	940	18	670	12
1470	32	1200	25	930	17	660	12
1460	32	1190	24	920	17	650	12
1450	32	1180	24	910	17	640	12
1440	31	1170	24	900	17	630	12
1430	31	1160	24	890	16	620	11
1420	31	1150	23	880	16	610	11
1410	30	1140	23	870	16	600	11
1400	30	1130	23	860	16	590	11
1390	30	1120	22	850	15	580	11
1380	29	1110	22	840	15	570	11
1370	29	1100	22	830	15	560	11
1360	29	1090	21	820	15		
1350	29	1080	21	810	15		
1340	28	1070	21	800	14		

***Please note:***

Most colleges use the SAT and the ACT interchangeably. Others will take the ACT in place of the SAT and SAT Subject Tests. It is important that students consult with their counselors, current teachers, and the college admissions office to confirm appropriate testing.

Scores for the SAT, SAT Subject Tests, and ACT are not listed on the high school transcript. Students must contact the appropriate testing agency directly ([www.collegeboard.org](http://www.collegeboard.org) for the SAT and SAT Subject Tests or [www.act.org](http://www.act.org) for the ACT) to have scores sent to colleges to which they will apply.

**Subject Tests** (formerly SAT II: Subject Tests) are designed to test a student’s understanding of a particular subject area. These tests are not a substitute for the SAT Reasoning Test (formerly the SAT I), but rather should be taken in addition to the SAT Reasoning Test or ACT. Many of the most selective colleges require one or more Subject Tests to be taken. Although the basic knowledge needed for these tests is gained in high school classes, outside preparation is required for most of these examinations. Earning an “A” in a class **does not** guarantee a high score on the corresponding Subject Test!

Examination	When to Take (Grade Level / Courses)	Comments
<b>Mathematics Level 1</b>	10th or 11th Grades <i>Algebra</i> <i>Geometry</i>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Intended for students who have taken three years of college preparatory mathematics, including two years of algebra and one year of geometry</li> <li><input type="checkbox"/> A grapher will provide an advantage over a scientific calculator for some of the questions. Roughly 50% of the questions do not require a calculator</li> </ul>
<b>Mathematics Level 2</b>	11th or 12th Grades <i>Pre Calculus</i>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Intended for students who have taken more than three years of college preparatory mathematics, including two years of algebra, one year of geometry, and one year of pre-calculus or trigonometry</li> <li><input type="checkbox"/> A grapher will provide an advantage over a scientific calculator for some of the questions. Roughly 40% of the questions do not require a calculator</li> </ul>
<b>Biology (E or M)</b>	Multiple Grade Levels (June) <i>Living Environment</i> <i>AP/IB Biology</i>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Student enrolled in Biology (and doing well) may be prepared to sit for the exam, but will require more additional outside preparation in order to perform well</li> <li><input type="checkbox"/> Students enrolled in AP/IB Biology should be prepared for the exam, but may require additional outside preparation</li> <li><input type="checkbox"/> Biology-E is for students who are more comfortable answering questions pertaining to biological communities, populations, and energy flow</li> <li><input type="checkbox"/> Biology-M is for students who are more comfortable answering questions pertaining to biochemistry, cellular structure and processes, such as respiration and photosynthesis</li> <li><input type="checkbox"/> One year of algebra or one year of integrated mathematics required</li> <li><input type="checkbox"/> Calculators are not permitted</li> <li><input type="checkbox"/> It is recommended that students at all levels avail themselves of outside preparation materials, including Subject Test Review books, practice exams, and additional readings</li> </ul>
<b>Chemistry</b>	11th or 12th Grades <i>Chemistry</i> <i>AP/IB Chemistry (June)</i>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Students in Chemistry (and doing well) may be prepared to sit for the exam, but will require additional outside preparation</li> <li><input type="checkbox"/> Students in AP/IB Chemistry should be prepared for the exam, but may require more outside preparation in order to perform well</li> <li><input type="checkbox"/> It is recommended that students at all levels avail themselves of outside preparation materials, including Subject Test Review books, practice exams, and additional readings</li> </ul>
<b>Physics</b>	11th or 12th Grades (June) <i>Physics</i>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Students enrolled in Regents Physics may be prepared to take the exam, but will require additional outside preparation in order to perform well</li> </ul>

	<i>AP/IB Physics</i>	<input type="checkbox"/> Students enrolled in AP/IB Physics should take this exam in June. They will require additional preparation in order to perform well on the exam. <input type="checkbox"/> It is recommended that students at all levels avail themselves of outside preparation materials, including Subject Test Review books, practice exams, and additional readings
<b>Examination</b>	<b>When to Take (Grade Level / Courses)</b>	<b>Comments</b>
<b>World History</b>	10th Grade (spring)  <i>AP World History</i> <i>Global History &amp; Geography</i>	<input type="checkbox"/> Students enrolled in the AP European course (and doing well) will be prepared to sit for the exam, but will require additional outside preparation in order to succeed <input type="checkbox"/> Students enrolled in the Global History & Geography 10th grade Regents course may be prepared to sit for the exam, but will require much more additional outside preparation in order to perform well <input type="checkbox"/> It is recommended that students at all levels avail themselves of outside preparation materials, including Subject Test Review books, practice exams, and additional readings
<b>U.S. History</b>	11th Grade (June) <i>IB History</i> <i>US History</i>	<input type="checkbox"/> Students enrolled (and doing well) in the IB History course will be prepared to sit for the exam, but may require additional outside preparation in order to succeed <input type="checkbox"/> Students enrolled in the United States History 11th grade Regents course may be prepared to sit for the exam, but will require much more additional outside preparation in order to perform well <input type="checkbox"/> It is recommended that students at all levels avail themselves of outside preparation materials, including Subject Test Review books, practice exams, and additional readings
<b>French</b>	11th Grade <i>IB French (spring)</i>	<input type="checkbox"/> Read and answer multiple choice questions <input type="checkbox"/> Intended for students who have completed at least three years of college prep in French language study
<b>French with Listening</b>	12th Grade <i>IB French (fall)</i>	<input type="checkbox"/> Read and answer multiple choice questions <input type="checkbox"/> Intended for students who have completed at least three years of college preparatory French language study <input type="checkbox"/> In addition to reading, students will listen in French and answer multiple choice questions <input type="checkbox"/> Given only in November
<b>Italian</b>	11th Grade <i>IB Italian (spring)</i>	<input type="checkbox"/> Read and answer multiple choice questions <input type="checkbox"/> Intended for students who have completed at least three years of college preparatory Italian language study
<b>Spanish</b>	11th Grade	<input type="checkbox"/> Read and answer multiple choice questions

	<i>IB Spanish (spring)</i>	<input type="checkbox"/> Intended for students who have completed at least three years of college preparatory Spanish language study
<b>Spanish with Listening</b>	12th Grade <i>IB Spanish (fall)</i>	<input type="checkbox"/> Read and answer multiple choice questions <input type="checkbox"/> Intended for students who have completed at least three years of college preparatory Spanish language study <input type="checkbox"/> In addition to reading, students will listen in Spanish and answer multiple choice questions <input type="checkbox"/> Given only in November
<b>English Literature</b>	11 <sup>th</sup> Grade (spring) IB English English 11	<input type="checkbox"/> The Literature Subject Test measures how well you have learned to read and interpret literature. <input type="checkbox"/> The best way to prepare for the test is through close critical reading of English and American literature from a variety of historical periods and in a variety of genres. The more skilled you become at understanding and analyzing literary texts, the better prepared you will be.

***Sample Schedule for Standardized College Admissions Testing***

Students should highlight the exams that are appropriate for them. The examination(s) that you take and when you take them depends largely upon your course history at North Shore. Given that many of the most competitive colleges require 2-3 Subject Tests, it is important to begin planning for these examinations as early as possible. Please keep in mind that your course average should be at least an A/A- before sitting for subject based tests.

<b>Grade</b>	<b>Semester</b>	<b>Examinations to Consider</b>
<b>8/9th Grade</b>	<i>Fall</i>	
	<i>Spring</i>	Biology E or M (if enrolled in class)
<b>10th Grade</b>	<i>Fall</i>	PSAT
	<i>Spring</i>	Biology Chemistry Math Level 1 World History
<b>11th Grade</b>	<i>Fall</i>	PSAT PreACT
	<i>Spring</i>	ACT SAT Literature Math Level 1 or Math Level 2 U.S. History Chemistry Physics French / Italian / Spanish
<b>12th Grade</b>	<i>Fall</i>	ACT SAT Reasoning Biology (E or M) Chemistry French / Spanish with Listening Math Level 2
	<i>Spring</i>	

Students and parents should refer to the following web sites in order to help them understand more about the examinations.

- The College Board administers the SAT and the Subject Tests: [www.collegeboard.org](http://www.collegeboard.org)
- SAT Preparation Center: <http://sat.collegeboard.com/practice>
- The ACT administers the ACT examination: [www.act.org](http://www.act.org)

## Letters of Recommendation

### ***Counselor Letter of Recommendation***

The counselor recommendation is a significant component in the admission process. The more information counselors have about students; the more students will benefit. Even though counselors know most students for four years, we want to be certain that no significant information has eluded us. Consequently, we ask students to provide us with Teacher Appraisal Summary forms, Activity Sign-Off Sheet, Student Brag Sheet, and the Parent Brag Sheet.

#### *□ Student Brag/Parent Brag Sheet*

It is crucial for the counselor and the colleges to be aware of the personal attributes, highlights and accomplishments of our students. It is equally important for them to know the differences between poor performance due to immaturity or laziness as opposed to: a divorce or death in the family; a diagnosed learning or other disability; serious illness, etc. If you feel uncomfortable writing or talking about this, perhaps you should see your counselor. Please note that the information captured in the senior packet closely resembles that requested in actual college applications, so make a photocopy before submitting it.

### ***Teacher Letter of Recommendation***

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

- The recommendation should come from a teacher of an academic subject you had in the junior year. However, there are some exceptions. For example, if you are a talented art student who intends to major in art, you should consider choosing an art teacher. Even if you do not major in art, a supplemental reference from the art teacher is recommended to highlight special talent.
- If you did poorly on the Critical Reading portion on standardized tests but have solid English grades, you may want an English teacher to write one of the recommendations. The same holds true for poor standardized Math scores, yet stronger math grades.
- Select teacher recommendations to correspond with your choice of college major. For example, a science major should have a math and/or science teacher recommendation. A writing or journalism major should have one reference letter from an English teacher.
- If you are a talented athlete, artist, or musician, request that the coach, teacher, or trainer write a recommendation letter to supplement the other recommendations.

***After asking selected teacher(s) in person to write recommendation letter on your behalf, you must invite teacher on your Naviance account. Look for 'letters of recommendation' under the college tab. This step is necessary in order to allow your teacher to upload his/her letter to your account for electronic submission.***

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

While students have the right to read teacher and counselor recommendations, many colleges now ask students to waive that right by checking a specific box on the recommendation form. We strongly suggest that you sign the waiver. Colleges believe that educators will be more honest and forthright regarding a student's strengths and weaknesses if confidentiality prevails. Thus, the value of the letter written in confidence is enhanced immeasurably. If there is a concern about what an adult may write, you can rest assured that if a teacher had any concerns about submitting a positive letter, he/she would tactfully suggest that you consider someone else.

## The Personal Essay

The personal essay can very often tip the scales in the admission process either in your favor or to your disadvantage. It is crucial that students allow parents, and/or an English teacher and/or a counselor to review the essays. Content, organization, grammar and spelling are important. A glib or shallow essay that is well written is as harmful as an outstanding essay that is characterized by grammatical errors, misspelled words and poor organization.

Remember that the purpose of an essay is to learn more about you on a personal level. If you have trouble getting started, make a list of possible topics to write about, and share these ideas with teachers, your counselor, and your parents. Write a draft, allowing interested parties to review it and make suggestions. Finally, do not allow yourself to fall into the trap of using "creative" essay topics from college books.

When brainstorming for an essay, it is often the smaller moments that make great topics – or *moments that matter*. The charts below will help you to brainstorm these moments and bring them to life through an organized essay. The key is to start with one person/one issue/a specific comment that has come up in your life and unfold that story. Examples are provided in Chart A below. Chart B is another starting point to generate a topic. In just a few minutes, you can come up with several stories that demonstrate your experience with an issue.

CHART A: (examples provided)

Issues	People	Moments
Friendship Betrayal Fitting In/Status Peer Pressure	Lisa	Being told I couldn't sit at the popular table because I didn't have the right clothes
Peer Pressure Loyalty Uncertainty	Lisa	The time we stapled our fingers together to show our loyalty
Uncertainty Hiding from the truth	Lisa My brother	Seeing bruises on Lisa's arms.  Pretending my brother wasn't my brother to my friends

CHART B:

Comments	Emotions/Reaction	Response

### Strategies for Collecting Moments that Matter

- Jotting a strong emotion and recalling moments you've felt
- Listing people you know, moments you've had with them, and issues they bring up for you
- Listing phrases people you know often say then recalling moments when those phrases were said
- Listing the turning point moments connected to hopes and regrets
- Holding or picturing in your mind personal objects and recalling moments you associate with those
- Sketching places and stories that happened there
- Time-lining activities/relationships/issue/music and the moments that stand out

### Techniques for Making Short Writing Powerful

- Include specific, vivid physical details
- Dare to use a single elegant word – a *grace note*- in otherwise straight forward prose
- End the passage with a *delightful jolt* – a clever ending
- Keep it focused – it *all* has to be about what it's *really* about

## **Extracurricular Activities**

While colleges say that the "love of learning" comes first, most admissions officers do examine the student's extracurricular activities. Here are some highlights that admission officers are looking for:

- How long was the student a member of that organization, and how much time was devoted to its activities?
- Did the student accomplish anything special or hold elective or appointive office (e.g., president or treasurer)?
- What did the student give to his/her school community (e.g., peer tutoring)?
- Highlight employment with job description and period of time employed.

Other items considered by selection committees include the personal interview, alumni relationships, geographic distribution, character and personality, and any special talents (e.g., art, computers, music, leadership, sports). Students with special talent should work closely with a faculty advisor in that subject to devise ways to demonstrate their talent. An art student might work on a portfolio, a computer student might create an original, unique program, a music student might make cassette recordings of his work and an athlete might collaborate with his coach to contact college coaches. Talented students should ask a teacher for a recommendation in their areas of strength — especially if they plan to major in that subject in college.



**John Smith**  
**East Rockaway Road**  
**North Shore, NY 11557**

**516-555-1111**

**jsmith@xxx.com**

**Community Service:**

- ☐ **Long Island Blood Services: Coordinator** **Grades 9,10,11,12**  
Annual Blood Drive Coordinator at local elementary school in honor of a neighborhood boy diagnosed with Leukemia. Work closely with the administrators at central office to obtain materials and organize event. Lead team of high school students in efforts to promote event by coordinating volunteer and donor schedules, registration procedures, babysitting care, and the distribution of juice and snacks
- ☐ **Adopt-A-Family Senior Member** **Grades 10,11,12**  
Community service program which works with families in extreme need. Sponsor selected families for support with the purchase of gifts and related holiday items. Fund raised money within my community to support efforts

**School Activities:**

- ☐ **Class Club Class Representative** **Grades 9,10,11,12**  
Grade-level club which supports many activities during senior year. Activities include: creating homecoming banners, participating in multiple fundraisers, participating in school spirit competitions, and more. Money raised incur costs for senior prom and yearbook and also provides college scholarship opportunities
- ☐ **Leo Club: Leadership, Experience, and Opportunity Member** **Grades 9,10,11,12**  
School based community service club affiliated with the Lions Club International. Duties include fund raising for various community and school related organizations. Participate in holiday club drive, food drives, and other related events
- ☐ **Surf Club/Ecology Club Member** **Grades 9,10,11,12**  
School based club which works closely with Long Island South Shore Conservation Groups. Duties include seasonal and post storm beach clean-ups at Jones Beach State Park

**Awards and Recognitions:**

- ☐ **Good Deed Award – Second Place Winner for Nassau County** **May 2017**  
*Nominated Recipient* of Long Island Student Award for tremendous efforts displayed in community service
- ☐ **North Shore High School Junior Award** **May 2018**  
*Recipient* of prestigious award for outstanding contributions made in community service
- ☐ **National Honor Society Member** **Grades 11,12**  
*Member* of prestigious society due to academic excellence, evidence of leadership and contribution to community service

**Employment/Talent/Interests:**

- ☐ **RVC Links – Senior Caddy** **2019 – Present**  
Assist golfers during game. Work in golf bag room, organize golf carts, and assist in multiple outings and fundraisers
- ☐ **Jillian Mechanical** **Spring 2019**  
Employed to clean, market, and sell a retired fleet of vans
- ☐ **Student of Cello and Guitar** **2018 - Present**

- ☐ Avid skier and water sportsman

**Athletics:**

- ☐ North Shore-Woodmere Little League team player

**2019 - Present**

**Junior College Conference**

This meeting with your school counselor is a crucial point in the college process, and it usually occurs in the junior year between February and April. The purpose of the conference is to discuss your individual goals and aspirations and to start compiling a list of colleges that covers these three categories:

<b>Safe Schools</b>	College(s) to which the counselor is confident student will be admitted
<b>Target Schools</b>	Colleges to which chances of admission are not assured, but are on target due to the historical data and comparable credentials of student
<b>Reach Schools</b>	Colleges to which the possibility of admission are slim or unpredictable, either because student's credentials are more modest than those of the typical applicant or because the application pool is extremely competitive

In general, students should apply to 1-2 safe schools, 2-3 middle schools and 2-3 reach schools.

Parents/guardians are highly encouraged to attend their child’s college conference. The college search process is a team effort that includes the student, teachers, school counselor and the parents. During this conference, students will be given an unofficial transcript with a grade point average that covers grades nine through mid-eleventh grades. This information will help guide students towards appropriate college selections. A thorough review of the high school transcript will be requested of the student to ensure accuracy of records. In early September, an updated transcript will be given to each senior year classes listed as well as a verification form. It is imperative that precise records are mailed to each college.

One final note: The college conference is only one meeting in an ongoing process. Counselors will be assisting students in all aspects of college admissions, but we depend on students and/or parents to let us know in which areas they need assistance.

**The Personal Interview**

Students should arrange for an interview at each college that either requires or recommends it. This effort demonstrates to the university that the student’s interest is serious. If alumni interviews are available, students should contact the college and arrange to be interviewed locally.

**Different Types of Interviews**

***The Personal Interview***

These interviews are typically held at the college.

- ☐ A relaxed, informative conversation between a student and college personnel.
- ☐ Generally runs from 15 - 45 minutes.

- ☐ Usually parents are not a part of this process. They may be involved at the end of the interview, or in a special parent's session.
- ☐ The candidate is searching for the right college; the interviewer is searching for the right candidate.
- ☐ The candidate should come prepared with well thought-out questions.
- ☐ The interview can focus upon the candidate in ways that the application, recommendations, grades and test scores cannot.
- ☐ The weight placed on the written evaluation of the interview depends upon the individual college. In some cases it is very important, in others little weight is placed on it.

### ***The Alumni Interview***

This interview takes place either in the home or office of the alumnus or at the candidate's high school. Candidates must contact the admissions office to make necessary arrangements.

This interview can help to:

- ☐ Update your school and personal record. Confirm the impression you made in the personal interview.
- ☐ Provide another positive impression of you.
- ☐ Usually includes many candidates.

### ***When To Schedule Your Interview***

- ☐ Usually during your junior year or senior year.
- ☐ Although summer allows you more leisure time and a visit can be combined with vacation plans, it does not offer you the opportunity to observe the campus while in full session.
- ☐ A fall visit will give you a more complete picture of the college. You can sit in on classes, stay in the dorm and eat in the cafeteria.
- ☐ Be certain to make an appointment well in advance.

### ***Typical Questions that Are Asked of Students***

- ☐ Tell me about yourself.
- ☐ Why are you interested in our college?
- ☐ What are you thinking of studying?
- ☐ Who or what has been the biggest influence in your life?
- ☐ Share a challenge that you faced during high school.
- ☐ What will you contribute to our campus community?
- ☐ Where do you see yourself in ten years?
- ☐ Does your high school record accurately reflect your abilities?
- ☐ What is the last book you enjoyed and why?
- ☐ If you could do one thing over in high school, what would that be?
- ☐ You could have dinner with one person from the past, who would that be and what would you ask?

***Suggested Interview Questions to Ask the Admissions Representative***

- What is distinctive about the education here?
- What is the educational philosophy of the college?
- What is the most popular major on campus? Why?
- Do you think that students are generally enthusiastic about their classes?
- How would you characterize the academic pressure and workload?
- Are there research possibilities with the faculty? In what areas?
- Is there a good balance of academics, social life, and extracurricular activities?
- What were the social or cultural highlights last year?
- What is the role of the campus newspaper?

***Do Not Forget To...***

- Be polite.
- Dress appropriately.
- Listen! Do not do all the talking. (And, don't chew gum!)
- Shake hands firmly.
- Smile frequently. Good eye contact is very important.
- Be relaxed but show good posture. (Don't slouch!)
- Be aware of your body language.
- Show genuine enthusiasm.
- Send thank you note to interviewer.

## Application Admissions Descriptions

The chart below outlines the many admissions options students will face in this process. It is important to learn the guidelines of your selected college's application procedures. Deadlines are firmly adhered to in the admissions process. Application materials must be handed into the Counseling Center three weeks (15 school days) prior to the college's deadline. During the fall, the Counseling Center is processing a great deal of paperwork and sufficient time is needed to meet college deadlines.

***Strong Suggestion:***

If your college(s) offers Early Action or Rolling Admissions, submit your applications as early as possible. Many applications become available on-line during the summer. This is the ideal time to complete your college applications as it reduces the additional stress that comes with senior year coursework!

The Common Application is widely used by students since more than 400 colleges participate. Visit **commonapp.org** to view the listing of participating colleges along with their specific deadline dates.

<b><i>Which College Admissions Process Best Suits You?</i></b>				
<b>Non-Restrictive Application Plans</b>			<b>Restrictive Application Plans</b>	
<b>Regular Decision</b>	<b>Rolling Admissions</b>	<b>Early Action (EA)</b>	<b>Early Decision (ED)</b>	<b>Restrictive Early Action (REA)</b>
<p><b>Definition:</b> Students submit an application by a specified date and receive a decision in a clearly stated period of time.</p> <p><b>Commitment:</b> Non-Binding</p>	<p><b>Definition:</b> Institutions review applications as they are submitted and render admissions decisions throughout the admission cycle.</p> <p><b>Commitment:</b> Non-Binding</p>	<p><b>Definition:</b> Students apply early and receive a decision well in advance of the institution's regular response date.</p> <p><b>Commitment:</b> Non-Binding</p>	<p><b>Definition:</b> Students make a commitment to a first-choice institution where, if admitted, they definitely will enroll. The application deadline and decision deadline occur early.</p> <p><b>Commitment:</b> Binding</p>	<p><b>Definition:</b> Students apply to an institution of preference and receive a decision early. They may be restricted from applying ED or EA or REA to other institutions. If offered enrollment, they have until May 1 to confirm.</p> <p><b>Commitment:</b> Non-Binding</p>
<p>Students are not restricted from applying to other institutions and have until May 1 to consider their options and confirm enrollment.</p>			<p>Students are responsible for determining and following restrictions.</p>	

## Students with Learning Disabilities

As a result of the need for programs to be in compliance with the Individuals with Disabilities Education Act (IDEA), many colleges have developed varied programs to make themselves more accessible to those students with learning disabilities. If a student has been classified as learning disabled, has a current Individualized Educational Plan (IEP), or has other handicapping conditions, she may be eligible for non-standardized administration of the SAT/ACT and/or admission to a special college program for students with learning difficulties. ***See your counselor for a separate guide which details the LD college process. A full list of colleges with programs for students with disabilities is also available in the Guidance Office.***

For students with special needs, the College Board and ACT have established eligibility criteria for non-standardized administrations of their tests (e.g., SAT Reasoning).

The College Board's publication "Information for Students with Special Needs" says:

To be eligible, you must have on file at your school either a current Individualized Education Program (IEP) or two signed documents based on results obtained within the last three years from any of the following: physician(s), psychologist(s), child-study team(s), or learning disability specialist(s). Both documents cannot be from the same individual or team.

The ACT "Specific Documentation Needs" states:

The following information explains what documentation is needed to support the accommodations request.

1. To show whether accommodations have previously been provided in an academic setting or on other standardized tests due to the disability, the evaluator(s) and/or qualified school officials must provide one of these documents.
  - If accommodations have been provided, include the special education service or accommodations pages from a current Individual Education Plan (IEP), Section 504 plan, or official accommodations plan.
  - If no accommodations have been provided, include a detailed explanation of why no accommodations were used in the past and why accommodations are needed at this time.
2. In addition, complete diagnostic documentation may be required to substantiate a need for accommodations on the ACT, particularly when accommodations have been recently provided to the examinee.

The IEP must state the nature and effect of the disability, and the need for modified testing arrangements. Signed documents must state and describe the disability, the tests used in diagnosis, and the need for special testing arrangements. In addition, the signed documents must affirm that the disability meets state guidelines.

If it is determined that a college support program will be appropriate, special testing will likely be required as part of the application. This will minimally include recent (not more than one-year-old) scores obtained from the Wechsler Adult Intelligence Scale-Revised (WAIS-R). Some colleges may require additional testing such as a complete Woodcock-Johnson Psychoeducational Battery-Revised and current levels of educational functioning in skills areas. Students should arrange for the WAIS-R to be administered by the school psychologist either late in the junior year or early in the senior year so that the scores and reports will be available at the time of college application. Other specific psychoeducational tests should be arranged as soon as identified as necessary when selecting schools for application.

Because psychological testing is not a part of the usual college application process, it will be necessary for you to sign a special permission form for these to be administered. The results will be maintained as confidential and will only be released to specific schools upon your signed, written consent.

# SAT & ACT Accommodations Requests For Students with Disabilities

SAT	ACT
<ul style="list-style-type: none"> <li>Approved testing accommodations through <b>Collegeboard.org</b> applies to SAT, PSAT and AP exams. Application is made once.</li> </ul>	<ul style="list-style-type: none"> <li>Approved testing accommodations through <b>ACT.org</b> for ACT exams. Students request accommodations at the time of registration.</li> </ul>
<ul style="list-style-type: none"> <li>Requests can be made as early as ninth grade.</li> </ul>	<ul style="list-style-type: none"> <li>Applications should be completed approximately eight weeks prior to the exam.</li> </ul>
<ul style="list-style-type: none"> <li>An accommodation consent form must be signed by the parent and student.</li> </ul>	<ul style="list-style-type: none"> <li>Visit <a href="http://www.actstudent.org">www.actstudent.org</a> in order to begin the registration process. <b>You must indicate that the student receives accommodations.</b> Once you do this you will receive two emails:               <ul style="list-style-type: none"> <li>- Payment Confirmation</li> <li>- *Request for Accommodations</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>In order for all applications to be processed the consent form must be returned to Mr. Shea or your child's school counselor.</li> </ul>	<ul style="list-style-type: none"> <li>In order for the request to be processed you must forward the confirmation email to your school counselor.</li> </ul>
<ul style="list-style-type: none"> <li>Once approved the student will be assigned an SSD number that he/she will use when registering for future College Board exams.</li> </ul>	<ul style="list-style-type: none"> <li>Please confirm with your school counselor when and where you are testing.</li> </ul>

\*College Board and ACT are private organizations that have the right to deny or assign different accommodations from North Shore.

## Prospective College Athletes

The NCAA has a central clearinghouse to certify athletic eligibility for Divisions I and II. Below are answers to questions frequently asked by students about what they need to do to participate in collegiate athletics.

- ***How do I register and get certified?*** If you intend to participate in Divisions I and II athletics as a freshman in college, you must be registered with and be certified as eligible by the NCAA Initial-Eligibility Clearinghouse (DCH). Please note that initial-eligibility certification pertains only to whether or not you meet the NCAA requirements for participation in Division I or II athletics and has no bearing on your admission to a particular Division I or II institution.
- ***When should I register?*** It is usually best to register after your junior year grades are on your transcript.
- ***How do I register?*** Register online – [www.ncaaclearinghouse.net](http://www.ncaaclearinghouse.net)
- ***Are standardized test scores required?*** Qualifying test scores are required for participation at both Division I and Division II institutions. See sliding scale chart below to identify your eligibility.
- ***How can I arrange for my scores to be sent directly from the testing agency?*** When you register to take the ACT or the SAT, you can mark code 9999 so that the CH will be one of the institutions receiving your scores; or alternatively, you can submit a request (and fee) for an "Additional Score Report" to the appropriate testing agency by indicating code 9999 on your request form.
- ***What will the CH provide to those institutions that are recruiting me?*** The CH will send your eligibility status to any Division I or II institution that requests it, provided that you have given your permission on your Student Release Form. Please note that the CH will not send your eligibility information at your request; rather, the institution must make the request for that information.
- ***What role does the high school play with the CH?*** After you register on [ncaa.clearinghouse.net](http://ncaa.clearinghouse.net), you will be instructed to download two release forms. The preliminary form will allow the release of your school records prior to graduation to determine academic eligibility. The final release form allows the school to release your final high school transcript to the CH for approval to play college level sports.
- ***How do I start the process?***
  - ✓ Discuss athletic ability with current coaches to help guide you in process
  - ✓ Investigate each college's level of athletics using your Naviance Account or the college's website
  - ✓ Research website for coaches' names and addresses
  - ✓ Fill out online recruitment forms, if available
  - ✓ Write cover letter directly to each coach expressing interest in playing for their team



- ✓ Develop an athletic resume stating history with sport, position played, statistics, coaches names and contact information and mail with cover letter
- ✓ Provide video, if available, showcasing athletic highlights
- ✓ Email coaches expressing interest
- ✓ Signup for legitimate recruiting websites such as **herecruited.com**

Division I	Most competitive program, athletic scholarships available, age limitations, must clear academics with NCAA to play
Division II	Highly competitive, limited athletic scholarships available, no age limitations, must clear academics with NCAA to play
Division III	Competitive program, no athletic scholarships available, no age limitations, do not have to clear academics with NCAA.

## North Shore NCAA Approved Courses

### Social Studies

Global History 1  
 AP World History 1  
 Global History 2  
 AP World History 2  
 US History  
 IB History of the Amer 1  
 IB History of the Amer 2  
 IB Social & Cultural  
 Anthropology  
 Government and Economics  
 AP Government and Eco  
 Psychology  
 AP Psychology

### World Language

Spanish 1      IB Spanish HL 2  
 Spanish 2      IB Spanish SL 1 & 2  
 Spanish 3      IB Spanish SL/HL  
 Spanish 4      IB Mandarin 1  
 Spanish 4 Conv/Cult  
 Spanish 5      IB Mandarin 2  
 Spanish 5 AP    IB Mandarin AB Initio  
 French 1      Mandarin Chinese 1  
 French 2      Mandarin Chinese 2  
 French 3      Mandarin Chinese 3  
 French 4 Conv/Cult  
 French 5 AP/H  
 IB AB Initio French SL  
 IB AB Init French SL 1 & 2  
 IB French HL 1 & 2  
 IB French SL/HL  
 Italian 1              Latin 1  
 Italian 2              Latin 2  
 Italian 3              Latin 3  
 Italian 4 Conv/Cult    Latin 4  
 Italian 5 AP            Latin 5  
 IB Italian SL 1 & 2    Latin AP  
 IB Italian HL 1 & 2  
 IB Italian SL/HL

### Science

Earth Science  
 Earth Science H  
 Living Environment  
 Chemistry  
 Chemistry H  
 Conceptual Physics  
 Forensic Science  
 Physics  
 AP Biology  
 AP Chemistry  
 AP Physics  
 Environmental Science  
 IB Biology HL 1  
 IB Biology HL 2  
 IB Chemistry SL  
 IB Physics HL 1  
 IB Physics HL 2  
 IB/AP Chemistry SL  
 IB/AP Biology HL 1  
 Anatomy and Physiology  
 Integrated Science

### English

English 9  
 English 9/H  
 English 10  
 English 10/H  
 English 11  
 IB English Lang and Lit HL 1  
 IB English Lang and Lit HL 2  
 English 12  
 English Literature AP  
 AP English Lang and Comp  
 21<sup>st</sup> Century Literature  
 Literature and Social Action  
 Literature of Science Fiction  
 Journalism  
 Creative Writing

### Math

Algebra  
 Geometry  
 Geometry H  
 Algebra 2 R  
 Algebra 2 H  
 Algebra 2A  
 Algebra 2B  
 College Mathematics  
 Precalculus  
 IB Math Studies  
 IB Mathematics SL  
 Statistics  
 AP Statistics  
 Calculus  
 Calculus AB AP  
 Calculus BC AP  
 Financial Algebra  
 IB Computer Science SL  
 Intro

## Financial Aid

Before making any decisions about which college to attend, it is important for students and parents to understand the financial aid process. Make sure to attend financial aid information meeting offered at North Shore High School.

Financing a college education may seem like a daunting task. However, keep in mind that funding may come from a variety of sources including parental contributions, loans, grants, scholarships and/or federal programs. Parents play a very important role. Discussions should begin no later than junior year and should be ongoing through mid-senior year. To apply for federal assistance, parents will have to disclose a great deal of financial information pertaining to their income and taxes.

### ***Three Myths***

- 1) *I am not filling out the FAFSA form because my family will never qualify for financial aid*  
This may be true, but you will never know if the form is not submitted. Plus, many colleges will NOT award merit based scholarships (based on grades and scores) unless the FAFSA form has been filed.
- 2) *I am not an "A" student so I won't get any financial aid*  
Most federal aid is based on financial need, and grades are not considered
- 3) *I won't apply to private colleges because my parents cannot afford to send me*  
Don't rule out attending a private college or university based solely on cost. Begin by researching schools that fit your criteria, and when you have all the facts then make your decision. Often, private schools offer more financial aid than public schools. Remember higher college expenses also mean a better chance of showing financial need.

### ***Federal Assistance Programs***

Federal assistance programs play a major role in helping students fund their college educations, and most college students are receiving federal assistance of one sort or another. In order to qualify, students and parents must first fill out the Free Application for Federal Student Aid (FAFSA). Several weeks after correctly submitting this form, you will receive a Student Aid Report (SAR), which contains the Expected Family Contribution (EFC). The EFC is the annual amount of money the government thinks your family should contribute toward the cost of your college education.

### ***Private Financing***

You may finance a portion of your education through private scholarships and grants. Many scholarships are awarded for a variety of reasons, some for academic performance, some for particular skills and abilities and others for less obvious reasons. A scholarship or grant does not have to be repaid.

## **Understanding the Language of Financial Aid**

Review the terms listed below. For further clarification, make an appointment to see your guidance counselor.

### **APTS (Aid for Part-Time Students)**

Awarded to part-time students who live and attend colleges in New York State. Each academic year, grants of up to \$2,000 are awarded.

### **CSS Profile (College Scholarship Search Profile)**

Financial aid form required by many private colleges requesting additional information.

### **EFC**

Expected Family Contribution. (See page 35)

### **FAFSA**

Free Application for Federal Student Aid.

### **Federal Perkins Loan**

Low interest loan based on financial need and other limitations.

### **Federal Scholarships and Grants**

Offered by colleges, and do not have to be repaid. Federal assistance includes the Federal Pell Grant and the Federal Supplemental Educational Opportunities Grant (FSEOG).

### **FSEOG (Federal Supplemental Educational Opportunity Grant)**

Awarded to students who demonstrate exceptional need. Limited and only distributed in some colleges. Grants range from \$100- \$4,000 per year.

### **FWS (Federal Work Study)**

Based on financial need. It provides students with jobs both on and off campus. Program funding changes yearly, and there is no guarantee that money will be awarded year after year. These jobs pay at least the federal minimum wage and may pay more depending on the skill and responsibilities required. Money earned must be used toward educational expenses and cannot exceed your total federal award.

### **Grace Period**

Time between when a student leaves college and before loan repayment begins.

### **HEOP/EOP (Higher/ Education Opportunity Program)**

Program is available to some public and private colleges in New York State. Provides financial and academic support for students who are educationally and economically disadvantaged.

### **Loan**

Borrowed money that must be repaid. If you receive a loan from the government, the finance rate is usually low; those from a bank or a savings and loan are higher. Of course, you want to pay back what you borrow at the lowest possible rate.

### **Pell Grant**

Federal grant that ranges from \$400-\$4,000 per academic year. Based on demonstrated financial need of students. Grants do not have to be paid back.

### **Perkins Loans**

Low interest loan awarded by the student's college. Students must show exceptional financial need. Repayment begins nine months after the student graduates, leaves school or drops to less than half-time student status.

### **Private Scholarships and Grants**

Many scholarships are awarded for a variety of reasons. Organizations awarding them include colleges, fraternal organizations, unions, businesses and private foundations. Ask your parents to find out if their place of business offers scholarships. Also, find out if any are awarded where you work. Your counselor should be your first source of college-related information. Prompt emails will be sent to you from the Counseling Center regarding scholarship opportunities. Also, visit the local library and bookstore for additional scholarship postings. Refer to page 34 and 35 for scholarship websites.

### **SAR (Student Aid Report)**

Includes the EFC. It is sent to the colleges and listed on the FAFSA.

**TAP (Tuition Assistance Program)**

Provides New York State students, who demonstrate financial need, with grants that range from \$100-\$5,000. Available only to students attending a New York State college.

**Financial Aid Formula (fafsa.edu.gov)**

**Cost of Total Education – Expected Family Contribution = Financial Need**

- 8% Combined Household Income
- + 8% Savings and Assets
- + 33% Savings in Student’s Name
- Expected Family Contribution**
- (Using approximate percentage amounts)

After the FAFSA form is processed, a SAR (Student Aid Report) is mailed home, which states the amount of federal funding the student is eligible for, and how much the government expects your family to pay. The SAR report is then routed to each school listed on the FAFSA where a financial aid package is constructed. Please note that Financial Aid packages will vary from college to college. Many colleges also require the CSS Profile form in addition to the FAFSA. The CSS Profile can be found on the College Board website. View the participating colleges on [www.collegeboard.com](http://www.collegeboard.com).

*Examples*

New York University – Private Institution	SUNY Albany – Public Institution
\$60,000 (Cost of Education) – <u>\$21,000</u> (Expected Family Contribution) \$39,000	\$22,000 (Cost of Education) – <u>21,000</u> (Expected Family Contribution) \$1,000.00
\$39,000 in financial aid <b>may</b> resemble an assortment/variation of funds listed below based on NYU’s assessment:  \$7,500 – Student Loan \$4,500 – Work Study \$15,000 – Scholarship Grant from college \$ 7,000 – Scholarship from outside sources \$ 1,000 – TAP Award – (if NYS School) \$ 4,000 – Parent Loans	Based on above formula, no federal aid would be awarded.  However, student loans and outside scholarships could be applied toward tuition.

***Colleges and Universities are required to post a ‘Net Price Calculator’ on their website for families to have an estimated idea of total college costs.***

## Tips for Students

Applying to college is a task that will require your continued effort and attention over a period of months before you can reach an intelligent decision. You will be gathering information, weighing alternatives, writing letters, keeping appointments, and seeking advice.

You and your family are partners in this enterprise of making a wise decision about college. Counselors, teachers and friends become members of the team as you seek information and advice.

### ***Strong Suggestions***

- Create an organizational system for all your college material. An accordion folder is highly effective.
- Purchase a marble notebook for your College Log. All notes regarding colleges should be taken in log.
- Keep track of all user names and passwords for online applications – have page dedicated in college log.
- Application Status Codes are an important part of process. After application is submitted, app status codes are given so student can track application. Jot down all codes in college log.
- Seek out your counselor throughout the spring of junior year and fall of senior year.
- Utilize your Naviance account, go to the library, Counseling Department, or bookstore and obtain a copy of the college guide that best suits your needs.
- ***Thoroughly*** research the colleges and universities which interest you, including specific academic programs and their requirements.
- To cut your list to manageable size, eliminate colleges which obviously do not fit your needs, or those whose admissions requirements you cannot meet.
- Beginning in your junior year, request information and catalogues from colleges still on your list. This initial request will get you on college mailing lists. Be sure to visit each college's online website.
- Arrange to visit your three or four top college choices. Always sign in at the Admissions Office, so representatives know you have displayed interest.
- As the applications become available online, read them thoroughly, note deadline dates, supplemental information requested, fees to be paid, and specific admissions procedures.
- Seek help from all available sources as you decide which college you will apply. Six to eight well-selected colleges is a good number for most students. Be sure that you include at least one college where you are certain you will be accepted and at the same time be willing to attend.
- Let your application reflect that you are a responsible person. Watch for supplemental applications on the Common Application. Complete each one completely, neatly and intelligently. Read application instructions carefully. Give special thought to essays or autobiographies and ask a teacher or counselor to read them.
- In support of your application to highly selective colleges, submit any additional materials such as:
  - Exceptional term papers
  - Tapes of musical performances
  - Slides of art work, photography

- Other examples of special talents and/or interests
- ☐ Read all correspondence you receive from a college thoroughly and carefully. Do not stop reading a letter of acceptance after the first sentence; continue on for specific instructions regarding deadlines for deposits and other items. Some colleges require a response before May, especially in cases where housing is limited.
- ☐ Notify all colleges which have accepted you about your plans, e.g., if you plan to deny an offer of admission it is important that you notify the college. It is even more important that you inform the college you plan to attend of your intention by sending the required deposits as quickly as possible.
- ☐ Students accepting Early Decision must withdraw other active applications since this decision is legally binding. This procedure allows the colleges to become aware that more seats are available to other students.

### Tips for Parents

- ☐ Do not assume anything. When in doubt, contact your child's school counselor.
- ☐ Create a college log for you and your child. Keep track of all contacts in one journal so you may stay organized throughout this process.
- ☐ Help your child develop an organizational system. An accordion folder works very well as it helps organize all correspondence, application forms, college log, essay(s), resume, etc.
- ☐ College representatives come to North Shore to talk with students throughout the fall semester of senior year. These visits are opportunities for students to acquire information and to make contacts. Encourage your child to "visit" with admission representatives, even if she has already visited the college. Colleges often track 'interest' of an applicant. Students will be reminded of college visits through Naviance and PA announcements.
- ☐ Most junior college conferences occur between February and April. If your child has not met with their counselor before summer vacation, be certain that he/she arranges one early in the fall. Sometimes students are hesitant and/or fearful about beginning the college process and may require some encouragement. You may want to contact the counselor for advice if your child seems reluctant to begin to the process.
- ☐ The Counseling Department needs a minimum of 15 school days to process the first application, and that all applications to be mailed before holiday vacation must be submitted at least two weeks before the start of the holiday.
- ☐ Remember the number **332102**. This is called the "CEEB Code", the high school code and the secondary school code, and all college applications ask for it.
- ☐ Watch application deadlines. Colleges and testing centers firmly adhere to all deadlines.
- ☐ A parent signature is required on a "North Shore Transcript Request Form" to forward records and recommendations. These forms will be given out at senior assembly and also available on the Guidance website.
- ☐ For special education/504 students, a parent signature is required on a separate "Release of Confidential Records" form. This form is available in the Counseling Center.
- ☐ Students often worry about the order in which the colleges receive materials about them. The answer is that it does not matter. Once a college receives one piece of information - a teacher recommendation, a

transcript, the application, etc., a file is created for that student, expecting that additional materials will be forthcoming. The real issue is not what comes first or last, but making sure that nothing arrives after the deadline.

- Usually when a college receives the data required from a student, an email is sent giving the student an access code to a secured website to allow them to view their admission status. This system informs the student if the application is incomplete, complete, or if a decision has been rendered.
- Financial aid information is available in the Counseling Center and on the Guidance website for both merit and need based situations. It is suggested that parents consult with their accountants because the financial aid applications are comprehensive documents.
- When college applications require your child to list any honors or awards, be sure he/she lists selections in any accelerated (e.g. mathematics or science), honors (e.g., English or mathematics), or advanced placement courses (including SUPA). Admission to these courses is highly selective and if he/she met the criteria to enroll, please considered this an honor.

## **College Information Websites & Publications**

The Internet is filled with thousands of sites that offer college admission information and services. After an extensive search, The Counseling Center discovered a select number of websites that offer free information about college admissions. In addition, there are many publications that have proved beneficial in learning more about the admissions process.



Websites	Books
<p>www.act.org  www.college-athletic-scholarship.com  www.collegeboard.com  www.collegeconfidential.com  www.collegenet.com  www.collegedata.com  www.collegeresultsonline.com  www.bigfuture.collegeboard.org/collegesearch  www.colleges.us.com/best-colleges  www.fastweb.com  www.collegenet.com  www.collegequest.com  www.collegepossible.org  www.collegeplan.org  www.college411.org  www.princetonreview.com  www.collegeboard.com  www.scholarships.com  www.campustours.com  www.collegeplanning.org  www.collegesearchengine.org  www.collegeview.com  www.commonapp.org  www.educaid.com  www.4education.us  www.fafsa.ed.gov  www.fastweb.com  www.hesc.com  www.guaranteed-scholarships.com  www.kiplinger.com/personal_finance  www.longisland.com/schools.php  www.mapping-your-future.org  www.ncaa.org  www.ncaaclearinghouse.net  www.nycareerzone.org  www.nymentor.com  www.nysaves.uui.upromise.com  www.petersons.com  www.princetonreview.com  www.salliemae.com  www.scholarships.com  www.scholarshipprograms.com  www.studentaid.ed.gov  www.fairtest.org</p>	<p>"Where You Go Is Not Who You'll Be" by Frank Bruni  "Beyond Measure" by Vicki Abeles  "The Gatekeepers" by Jacques Steinberg  "The Fiske Guide to Colleges" by Edward B. Fiske  "Rugg's Recommendations on the College" by Frederick Rugg  "Barron's Best Buys in College Education" by Lucia Solorzano  "College Financial Aid for Dummies" by Herm Davis, Joyce Lain Kennedy  "Colleges That Change Lives: 40 Schools You Should Know About Even If You're Not a Straight A Student" (Revised Edition) by Loren Pope  "The College Board Scholarship Handbook" published by The College Board  "The College Handbook" published by the College Board  "Harvard Schmarvard" published by Jay Mathew from the Washington Post  "Lovejoy's College Guide" published by Lovejoy's Educational Guides  "Peterson's Colleges With Programs for Students With Learning Disabilities or Attention Deficit Disorders" (6th revised ed.) by Stephen Strichart, Charles T. Mangrum II et al.  "Peterson's Four-Year Colleges" published by Peterson's  "Peterson's Guide to Two-Year Colleges" published by Peterson's  "Peterson's Vocational &amp; Technical Schools: East" published by Peterson's  "The Best 382 Colleges" published by Princeton Review</p>

