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**Calendar Checklist: Junior Year**

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| **SEPTEMBER**   |  |  | | --- | --- | |  | Check your schedule. Make sure you have all of your academic classes scheduled, including electives and physical education. If you have a problem with your schedule, make an appointment with your guidance counselor. Check off your Annual Review Plan ([Page 28](#Page28)) | |  | Keep track of your extracurricular activities and/or any awards/certificates you have received. |   **OCTOBER**   |  |  | | --- | --- | |  | Prepare to take the [PSAT](https://www.collegeboard.org/psat-nmsqt). Read about college entrance testing ([Pages 5-6](#Page5)) | |  | Attend college fairs. Check the date of the fairs with your counseling office. NFA has Fall and Spring Fairs | |  | Review list of colleges visiting the College & Career Center. Meet with these representatives. ([Page 16](#Page16)) |   **NOVEMBER**   |  |  | | --- | --- | |  | Attend Financial Aid Night, check website for date. | |  | Regularly view the NFA Guidance Website for information and updates. | |  | Review list of colleges visiting the College & Career Center. Meet with these representatives. ([Page 16](#Page16)) |   **DECEMBER – JANUARY**   |  |  | | --- | --- | |  | Begin preparing for SAT or ACT. ([Page 6](#Page6)) | |  | Sign up for the May or June SAT or ACT exams. ([Pages 5-6](#Page5)) |   **FEBRUARY- MARCH**   |  |  | | --- | --- | |  | Meet with your counselor for ongoing post-high school planning. Make sure the courses you choose for your Senior year are academically challenging. Note updates to your academic plan. ([Page 28](#Page28)) | |  | Study the types of Post-Secondary Choices ([Page 7](#Page7)) | |  | Visit colleges during Spring Break. Use your college planner to enhance your visit. ([Pages 14-17](#Page14)) | | **APRIL – MAY**   |  |  | | --- | --- | |  | Attend local college fairs. | |  | Research colleges and open your Naviance Account using your district email. ([Page 13](#Page13)) | |  | View college websites, information, financial aid materials, and applications from colleges. Record your choices. ([Page 13](#Page13)) | |  | Review catalogs received. | |  | Take the SAT or ACT Subject tests ([Page 6-7](#Page6)) | |  | Call college admissions offices to make appointments for interviews, tours, and informational sessions. ([Pages 12](#Page12) & [16](#Page16)) | |  | If you are an athlete, begin the certification process with [NCAA Clearinghouse](http://web3.ncaa.org/ECWR2/NCAA_EMS/NCAA.jsp) if you are intending to participate in college athletics. ([Page 10](#Page10)) | |  | Prepare a tentative list of schools to visit in the Summer and Fall and share it with your guidance counselor. ([Page 13](#Page13)) | |  | Continue to make appointments for interviews, tours, and information sessions. ([Pages 14-17](#Page14)) | |  | Begin College Essay and Letters of Recommendation  Ask your counselor about some possible topics. ([Page 22](#Page22)) |   **JUNE**   |  |  | | --- | --- | |  | Prepare for finals and state exams. | |  | Take the [SAT, SAT Subject Tests](https://sat.collegeboard.org/register?excmpid=MTG172-ST-1-reg), and [ACT](http://www.actstudent.org/?utm_source=online_reg_flyer&utm_medium=flyer&utm_campaign=online_reg_1213) ([Page 6](#Page6)) |   **JULY – AUGUST**   |  |  | | --- | --- | |  | Schedule interviews and tours. ([Pages 14-17](#Page14)) | |  | Work on your resume. ([Pages 23-24](#Page23)) | |  | Work on your College Essay. ([Page 22](#Page22)) | |

**Calendar Checklist: Senior Year**

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| **SEPTEMBER**   |  |  | | --- | --- | |  | Continue your research on colleges. Record your choices in your Naviance Student Success Plan ([Page 13](#Page13)) | |  | Continue to make college visits, when classes are in session, if possible. ([Pages 14-17](#Page14)) | |  | Check testing dates and register for the [SAT, SAT Subject Test](http://sat.collegeboard.org/register?excmpid=MTG172-ST-1-reg), and [ACT](http://www.actstudent.org/?utm_source=online_reg_flyer&utm_medium=flyer&utm_campaign=online_reg_1213). ([Page 5](#Page5)) | |  | Register for SAT review courses and review for the SAT/ACT. ([Page 5](#Page5)) | |  | Submit updated resume to your counselor. ([Pages 22](#Page22) and [24](#Page24)) | |  | Review list of colleges visiting the College & Career Center. Meet with these representatives. ([Page 16](#Page16)) | |  | Ask teachers to write letters of recommendations on your behalf. Note who you have asked. ([Page 34](#Page34)) | |  | Make appointment with your counselor for senior interview. Check credits, permanent record and senior year program to determine if credits, and diploma requirements are being met satisfactorily. Share all extra-curriculur activities, awards/certificates, and community service with your counselor. ([Pages 30](#Page30) and [33](#Page33)) |   **OCTOBER**   |  |  | | --- | --- | |  | Regularly check in with your counselor for information & updates. | |  | Attend College Panel/Financial Aid Night. (See counselor for dates.) ([Pages 25-26](#Page25)) | |  | Attend college fairs. | |  | Submit early action/decision applications, if wanted. ([Page 7](#Page7)) | |  | Start your college applications online. ([Page 18](#Page18)) | |  | Prepare your final senior resume. ([Pages 23-24](#Page23)) | |  | Inform your school counselor of your completed college applications. | |  | Begin your college essay. ([Page 22](#Page22)) | | **NOVEMBER**   |  |  | | --- | --- | |  | Finalize selection of colleges or trade, vocational, and business schools.  ([Page 13](#Page13)) | |  | Take SAT or SAT Subject Tests or ACT.  ([Pages 5-6](#Page5)) | |  | College applications due by November 15th. ([Page 34](#Page34)) | |  | Check to see if your colleges require your first quarter grades. Many colleges will need to see these before making a final decision about admissions and financial aid. ([Page 34](#Page34)) |   **DECEMBER**   |  |  | | --- | --- | |  | Complete all applications with colleges and submit them online. See your counselor for extra help. |   **JANUARY**   |  |  | | --- | --- | |  | Keep working in the classroom. Second semester grades must be reported to colleges. Keep in mind that admission is generally contingent upon satisfactory completion of all courses. | |  | Visit colleges. Make an appointment.  ([Pages 14-17](#Page14)) | |  | Complete financial aid forms and make sure that you have sent SAT and/or ACT score reports to each college you are applying to.  ([Pages 25-26](#Page25)) | |  | Go to [FAFSA website](https://fafsa.ed.gov/) and start the financial aid process. Make sure to save your PIN number.  Pin #:   |  | | --- | |  | | |  | Continue checking in and listen closely to announcements concerning financial aid and scholarships. | |  | Visit the NFA Main/North website to view scholarships opportunities. | | **FEBRUARY**   |  |  | | --- | --- | |  | Notify your guidance counselor of any college acceptances and/or denials. ([Page 34](#Page34)) | |  | Have mid-year grades sent to all colleges requesting them. ([Page 34](#Page34)) | |  | Keep your guidance counselor informed of any correspondence you may receive from colleges regarding the status of your application for admission. | |  | Visit the NFA website to review scholarship updates. |   **MARCH-APRIL**   |  |  | | --- | --- | |  | Prepare for finals and State exams. | |  | Keep a record of all correspondence from colleges within this planner.  ([Page 34](#Page34)) | |  | Notify colleges stating your intention of acceptance or informing colleges that you will not attend. ([Page 34](#Page34)) |   **MAY**   |  |  | | --- | --- | |  | Notify your guidance counselor of any scholarships, acceptances, or grants that you have received. | |  | Complete all materials that were sent to you (health forms, room and board forms, etc). |   **JUNE**   |  |  | | --- | --- | |  | Prepare for final and state exams. | |  | Have final transcript sent to the college you will attend. Transcripts are not printed until mid-July and, therefore, cannot be sent until then.  Final Transcript Request Form.  (Page X) | |

**College Entrance Testing**

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| Most colleges require student to take a college entrance test. These tests are predictors of how well a student will do academically in college their freshman year. Most four year colleges require them, most two years college do not require them. Below are the test options to choose from and when the tests are offered:  **PSAT:**  The Preliminary Scholastic Aptitude Test (PSAT) is taken in October of junior year and is a practice test in preparation for the SAT. It is the same format as the SAT and is useful as an indicator of SAT scores. PSAT scores are not usually used by colleges as admissions criteria, but one’s score on the test does determine qualification for participation in the National Merit Scholarship Program. Plan to take the PSAT in the fall of your junior year.  **SAT/SAT Subject Tests:**  Students should take the Scholastic Aptitude Test (SAT) and the American College Test (ACT). Juniors will take the SAT and ACT sometime during the spring semester, usually in March, May, or June. In addition, both sophomores and juniors should consider taking one or more SAT Subject Tests in June. Speak with your counselor regarding your specific situation.  **ACT:** American College Testing (ACT) Program includes curriculum-based tests that measure a student’s educational development in English, Mathematics, Reading, Writing, and Science Reasoning. | **Concordance between ACT and SAT scores**   |  |  | | --- | --- | | ACT Composite Score | SAT Reasoning Score\* | | 36 | 1600 | | 35 | 1560 | | 34 | 1510 | | 33 | 1460 | | 32 | 1420 | | 31 | 1380 | | 30 | 1340 | | 29 | 1300 | | 28 | 1260 | | 27 | 1220 | | 26 | 1190 | | 25 | 1150 | | 24 | 1110 | | 23 | 1070 | | 22 | 1030 | | 21 | 990 | | 20 | 950 | | 19 | 910 | | 18 | 870 | | 17 | 830 | | 16 | 790 | | 15 | 740 | | 14 | 690 | | 13 | 640 | | 12 | 590 | | 11 | 530 |   **\*Note: Critical reading and math scores only** |

**Source: College Board, Collegeboard.org**

**College Entrance Testing**

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| Colleges use test scores differently, but no college makes admission decisions based solely on them. In fact, your academic record (the courses you’ve taken and the grades you’ve received) is looked at much more closely than your test scores.  **A Proven Way To Boost Your Score**  The best ways to prepare for the SAT and ACT are to study hard in school and read as much as you can. Reading is a great way to improve your score and strengthen your vocabulary.  Writing is also important in your preparation. Whether you write in a diary, for English class, or class projects, it’s a great way to get ready for these tests.  **Register Online for the SAT and/or ACT**  To register online for the SAT and/or ACT, log on to <https://www.collegeboard.org/> or <http://www.actstudent.org/account>. Please note, the **NFA CEEB code is 333310.**  **Test-Taking Strategies**  Test-taking skills can be learned through practice. Some common strategies are:   * Take the practice test using the materials you receive from the SAT or ACT. * Find practice tests online or in books (check the guidance office or your school library). * After taking a practice test, look carefully at the questions you get wrong. Read the explanations of the right answers. * If you find that questions of a certain type or topic stump you, get help from a teacher in that content area. For example, a math teacher can recommend a good book to review the basics of geometry or algebra. | **Testing Day**  The night before:   * Make sure you have a photo ID to take with you to the test. If you do not; see your counselor well in advance of the test. * Set out everything you will need. A list is available on your admission ticket. By doing this, you won’t have to run around early the next morning. * Don’t schedule a huge social event. * Plan to do something that relaxes you - reading a favorite book, watching TV, talking on the phone (but not about the test) or taking a walk. * Go to bed early - you will think better if you are well-rested.   The morning of:   * Plan to arrive at the testing center early. * Don’t skip breakfast. When you are hungry, it is harder to concentrate and you will feel sleepy. * Bring a snack. If a full breakfast is too much for you first thing in the morning, eat an apple on the way to the testing center. Bring a snack to munch on during the break. * Make sure to take your photo ID.  |  | | --- | | SAT &  Subject Test Dates  <https://sat.collegeboard.org/register>  ACT Dates  <http://www.actstudent.org/regist/dates.html> | |

**Types of Post-Secondary Choices**

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| **Four-Year colleges** are for students who wish to pursue a general academic program. Such a program lays the foundation for more advanced studies and professional work. Four-year colleges and universities offer bachelor’s degrees in most areas in the Arts and Sciences, such as English literature, Foreign Languages, History, Economics, Political Science, Life/ Physical Sciences, Computer Science & Engineering, and in many other fields.  **Community College** is a great way for students to afford college without accumulating a huge debt. Community colleges also offer a wide variety of programs that train students to work in specialized fields with a two-year associate’s degree. For students who want the four-year degree, many students have the option to transfer. Most community colleges maintain transfer, or “articulation agreements”, with a number of four-year colleges. Some students use their chances of getting into a more selective four-year college.  **Career and Technical colleges** are for students with a clear-cut goal who would like to get into the job market quickly. Common fields of study include, but are not limited to health care (practical nursing, home health aide), computers, technology (electronics, auto mechanics, plumbing, heating, and air conditioning), culinary arts, business, and more. The specific type of degree or certificate may vary, but two-year associate’s degrees are common. Because of the specialized nature of the majors, changing majors can be difficult or impossible without starting over. In addition, financial aid is sometimes limited at technical schools.  **College Honors programs** are a good opportunity for students who are looking for small classes, in-depth discussions, and an academically challenging curriculum. Each honors program has its own entrance requirements, but in general, you need high grades and test scores. Many universities have honors options and it is a good idea to call the admissions office or visit college web sites to find out whether the colleges that interest you have honors programs. | **Service Academies** (U.S. Military, Naval, Air Force, Coast Guard, and Merchant Marines) offer four years of college education leading to a Bachelor of Science degree. Cadets and Midshipmen receive tuition, medical care, room and board, and a monthly stipend which pays for uniforms, books and incidental expenses. Upon graduation, those commissioned are obligated to an active-duty period of at least five years. ROTC is also an option. This four-year program consists of two to five hours of weekly military instruction and some summer training periods. It is important to research what is needed for entry into the service academies.  **Visual and Performing Arts** students have several types of colleges to consider. There are conservatories and stand-alone art schools that offer and immersion-type experience for students, or there are larger universities where you may find a somewhat self-contained music or art school within the larger university, itself. In addition to completing a typical college application, students should prepare a portfolio or audition.  When deciding whether or not to pursue **intercollegiate athletics,** it is important to remember to choose the school for its academics, not for the sport. Other things to consider include what NCAA division you want to participate in. You will need to follow NCAA rules and make sure you keep up your grades and standardized test scores. In order to play in college, students must apply to the [NCAA Clearinghouse](http://web3.ncaa.org/ECWR2/NCAA_EMS/NCAA.jsp).  More and more **students with learning disabilities** are going on to higher education. It is important for you to research colleges to see if they accommodate students with learning disabilities. Students or parents may also have to supply evidence of their learning disability and what is needed to support it. It is always good to assess is what type of school and learning environment will best suit your needs. |

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| ***Start Your College Search Today!*** |

**Top 10 Strengths and Experiences Colleges Look for in Student**

1. **A challenging high school curriculum.** Academically successful students should include academically challenging classes. (i.e. Honors and College Level Classes.)
2. **Grades that represent strong effort and an upward trend.** Grades should show an upward trend over the years. However, slightly lower grades in a rigorous program are preferred to all A’s in less challenging coursework.
3. **Solid scores on standardized tests (SAT/ACT).** These should be consistent with high school performance.
4. **Passionate involvement in a few activities, demonstrating leadership and initiative**. Depth, not breadth, of experience is most important.
5. **Community service showing evidence of being a “contributor”.** Activities should demonstrate concern for other people and a global view.
6. **Work or out-of-school experiences (including summer activities) that illustrate responsibility, dedication, and development of areas of interest.** Work or other meaningful use of free time can demonstrate maturity.
7. **A well-written essay that provides insight into the students’ unique personality, values, and goals.** The application essay should be thoughtful and highly personal and it should demonstrate careful and well-constructed writing.
8. **Letters of recommendation from teachers and your school guidance counselor that give evidence of integrity, special skills, and positive character traits**. Students should request recommendations from teachers who respect their work in an academic discipline.
9. **Supplementary recommendations by adults who have had significant direct contact with the student.** Letters from coaches or supervisors in long-term work or volunteer activities are valuable, however, recommendations from casual acquaintances or family friends are rarely given much weight.
10. **Anything special that makes the student stand out from the rest of the applicants! Include honors, awards, evidence of unusual talent or experience, or anything else that makes the student unique**. Overall, colleges are seeking students who will be active contributing members of the student body.

***Source: IECA website: www.educationalconsulting.org***

**Special Admission Opportunities**

The State University of New York’s *Educational Opportunity Program* (EOP) provides access, academic support and financial aid to students who show promise for succeeding in college but who may not have otherwise been offered admission. Available primarily to full-time, matriculated students, the program supports students throughout their college careers within the University.

This information will assist you in determining if you should apply to SUNY through the Educational Opportunity Program (EOP). You are encouraged to discuss your college choices with your college advisor. EOP is designed for students who need special academic assistance as well as financial aid. You will be asked to complete additional application materials and financial aid forms by the colleges to which you are applying. Be sure to complete any materials and return promptly as directed.

**Eligibility:**

To be eligible for admission to EOP you must be:

* A New York State resident for 12 months prior to enrollment;
* Require special admissions consideration; and
* Qualify as economically disadvantaged according to the guidelines. In selecting students for the program, priority is given to applicants from historically disadvantaged backgrounds.

***Note:***

*\*Applicants deemed ineligible for EOP may still qualify for admission and financial aid through other admission processes.*

*\*\*Some private schools have a similar HEOP Program (Higher Education Opportunity Program). Check with each school to find out what their qualifications are.*

**Required Records:**

As part of the EOP admission process, your high school record and test scores (if required) will be reviewed, as well as information about clubs, hobbies, jobs and any other experiences which made an impact on your education. This information will help college counselors evaluate your potential for success in a college program.

**Support Services:**

Educational Opportunity Program students may receive support services, such as academic, career, and personal counseling; tutoring and supplemental instruction. As part of a student’s overall financial aid package, the Educational Opportunity program provides financial assistance for non-tuition related expenses (e.g. books, supplies, etc.).

**Transfers:**

You are eligible for EOP as a transfer student provided you have been enrolled in EOP, College Discovery, HEOP (Higher Education Opportunity Program), SEEK (Search for Education, Elevation, and Knowledge) or a similar academic and financial support program at your previous college. If your previous college did not have EOP or a similar program, you may be considered for transfer eligibility and should notify the college to which you are transferring of your interest.

**Fee Waiver:**

Students submitting an application for EOP consideration may qualify for an application fee waiver for their first four (4) campus choices. If a student does not meet both the academic and economic guidelines, or the campus to which the student is applying does not operate an Educational Opportunity Program, the student will be billed for the fee.

Applicants who are deemed ineligible for EOP for financial reasons may still qualify for admission and for financial aid as traditional candidates. Contact the admissions or EOP office at your college choice before you apply.

*Click here f*[*or an example of EOP Income Guidelines*](http://www.suny.edu/attend/academics/eop/#income)

**The College Athlete & Recruitment Process**

**The World of College Sports**

Many high school athletes look forward to a continuation of their sports in college. In many instances, these expectations can be very realistic; in others, they are not. When the time comes, be sure to talk to your coach, your athletic director, and your counselor about college sports. These people will be able to give you the information you need to make an important transition in your life. In the meantime, keep the following pointers in mind.

1. **Search out the right academic program.** You may not know exactly what you want to major in, but you probably have an idea of some academic choices that sound better than others do. You should also know about classes that you should take to prepare for college and that will be accepted by the NCAA.
2. **Find the best schools for you.** When you compile a list of possible colleges, be sure to develop a list that will meet your academic, career, and personal requirements. College sports last just four short years, but your career will last a lifetime. Try to remember the main reason you are going to college.
3. **Prepare yourself for playing sports in college by preparing early.** Begin in your freshman year by learning about courses you will need to take. Apply to the Clearinghouse after your junior year of high school. Take the PSAT, SAT, and/or ACT and have your scores sent to NCAA. Prepare a resume and interest letter for teams of the schools you may be interested in. Lastly, keep up your grades and develop a good work ethic.

**NCAA Clearinghouse Procedures**

If you are planning to play in a Division I or II sport, it is your responsibility to make sure the Clearinghouse has the documents it needs to certify you.

Students must:

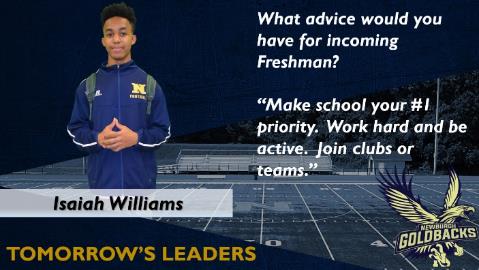
* Complete the Student Release Form and send it to the Clearinghouse.
* Review with your counselor the NCAA list of Approved Core Courses to make sure you are taking courses that are acceptable by the Clearinghouse.
* Record your PIN number so you can check on your certification status.

[NCAA Eligibility Center Website](http://web3.ncaa.org/ECWR2/NCAA_EMS/NCAA_EMS.html)

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| Pin # |

You must also send the following information to the Clearinghouse:

* Your transcript.
* Standardized test scores (SAT and/or ACT) presented in one of two ways:
  + On the official transcript from a standard high school.
  + As reported directly from the testing agency to the Clearinghouse by entering **9999** as a college choice on either your SAT or ACT registration form. *\*Please note that Student Score Reports and scores taken directly from a Student Score Report are not usable.*
* Proof of high school graduation, including specific graduation date.

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**The College Athlete & Recruitment Process**

**(Continued from previous page)**

**Questions to ask Recruiters when looking at Athletic Programs:**

* What position do you want me to play and how many others are you recruiting for the same position?
* How do practices coincide with the classes I will be taking?
* What is expected of players during the off-season?
* What will happen to my scholarship if I am injured or ineligible to participate?
* Are there services available in case I am having difficulty keeping up with my courses and need extra support?
* Are all injuries handled by team insurance?
* Does an athletic trainer travel with the team?

**Ask Players:**

* What does your typical daily schedule look like?
* What is the general attitude of the professors toward athletes? What is the attitude towards non-athletes?
* Are the coaches available to help if you are having academic problems?
* Are there mandatory study hours If so, what are they?

**Questions to Ask During the Athletic Recruitment Process**

1. Would I attend this school if I had no intentions of competing?
2. Do the coaches and players seem genuinely concerned about each other?
3. Will I be successful at this school academically? Athletically? Personally?
4. Do the coaches seem concerned about academics?
5. How does this school compare to others I have visited?
6. How would I feel if one or more of the coaches leaves? Would I still be happy with the school and my athletic participation?
7. Does the school satisfy all of the criteria that I have on my “want list”?

**For more information on the recruitment process, see your guidance counselor or visit** [**http://www.ncaa.org/**](http://www.ncaa.org/)

**Contacts and Visits**

High School athletes are bound by NCAA Rules and Regulations as any college player. By not following the rules, you could jeopardize your athletic future. If you need clarification of these rules, see your counselor, coach, or athletic director.

* A college coach can contact high school athletes only after their junior year. A contact is any face-to-face meeting involving even a simple “hello”.
* High school athletes can receive letters from college coaches, faculty members and students, but not until after September 1st of their junior year.
* Contacts are prohibited with university boosters at any time.
* During your contact, you may not receive t-shirts, college mementos, or financial inducements to sign to a particular university.
* The NCAA allows “prospective student-athletes” one expenses-paid visit to five different universities. Select your visits carefully. This restriction applies even if you are being recruited for more than one sport.
* You may not receive an official visit until you provide the college authorities with an official high school transcript and a score from the PSAT, PACT, plus SAT or ACT taken on a national test date.
* Each visit may not last more than 48 hours.
* You may visit any campus at any time beyond your five official visits if you pay all of the expenses for each visit.

**Questions to Ask Your School Counselor**

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| Your Guidance counselor is one of your best resources as you plan for college. Your counselor has information about admissions tests, college preparation, and your education and career options. Here are some basic questions to help get your conversation started:   * What are the required and recommended courses for graduation and college prep? * Which elective courses do you recommend? * What college-level courses are available? * When is the PSAT/SAT/SAT Subject Test/ACT going to be given here? * Is this school testing for the SAT/ACT, or will I need to go somewhere nearby? How do I register? * Do you have any after school or evening sessions available for college planning or the SAT? * How do I obtain more information about a college? * What activities can I do at home and over the summer to get ready for college? * What kinds of grades do different colleges require? * Are there any college fairs at the school, or nearby? * Where do other students from my school attend college? * What are the requirements for the National Honor Society? * Do you have any information to help me start exploring my interests and related careers? * If my colleges need a recommendation for you, how can I help you know me better so it can be more personal? * Are there any special scholarships or awards that I should know about now so I can work toward them? * Can I see my transcript as it stands now, to see if everything is as I think it should be? * How do I apply for financial aid?   **YOUR SCHOOL COUNSELORS**   |  |  |  |  | | --- | --- | --- | --- | | **NFA Main Campus** | | | | | **TEAM** | **STUDENTS** | **COUNSELOR** | **EMAIL\*** | | A | Last Name A-F | Melanie Roman | melanie.roman | | A | Last Name G-O | Millie Gutierrez-Colon | mgutierr | | A | Last Name P-Z | Pam Bonsu | Pbonsu | | B | Last Name A-F | Heather Kraus | Hkraus | | B | Last Name G-O | Tom Hill | Thill | | B | Last Name P-Z | Sam Rogers | srogers | | C | Last Name A-F | Bertha Hurtado | bhurtado | | C | Last Name G-O | Eric Katz | ekatz | | C | Last Name P-Z | Tara Jones | tjones | |  | | | | | **NFA North Campus** | | | | | **STUDENTS** | | **COUNSELOR** | **EMAIL\*** | | Grade 9: K-Z | Grade 10-12: N-Z | Noemi DeLeon | ndeleon | | Excelsior | Grade 10-12: A-F | Christine Harrold | charrold | | Grade 9: A-J | Grade 10-12: G-M | Jason McAllister | jmcallis | |  | | | | | **NFA West Campus** | | | | | All Students | | Lakeya Stukes | lakeya.stukes |   \*Add @necsd.net to end of email addresses | ***What Can Guidance***  ***do for You?***  Your Guidance Department assists students, parents, teachers, and administrators in order to help you achieve academic success, meet your goals, and assume personal and academic responsibility.  **A Developmental School Counseling Program is:**   * to help all students learn effectively and efficiently. * an organized and planned curriculum that is sequential and flexible. * part of the total educational process, with counselors who provide specialized counseling services and interventions.   **The Guidance Department promotes:**   * Student Achievement * College & Career Planning * Personal/Social Development   **Counselors work with teachers, administrators, and parents on:**   * Student Academic Performance * Student Behavior * Social/Emotional Needs * Classroom Guidance Activities * Counseling Interventions * Home/School Communications * Parent/Child Relationships * Parent-Teacher Conferences * Community Agency Referrals   **Contact your counseling office for all of your college planning needs!** |

**The Naviance Solution**

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| [**Naviance**](https://connection.naviance.com/family-connection/auth/login/?hsid=middletownhigh)is a comprehensive college and career readiness solution for high school students that helps align their strengths and interests to post-secondary goals, and improve academic outcomes. [**Naviance**](https://connection.naviance.com/family-connection/auth/login/?hsid=middletownhigh) assists students in planning and managing their academic, career, and college choices.  To set up your free **Naviance** account, see your counselor or a College Center advisor. Record your **Naviance** login information here:  My **Naviance** Username:  (your initials, IN CAPS and your 6 digit school ID (ie. AB123456))   |  | | --- | |  |   My **Naviance** Password:  (your birthday (ie. May 3, 1997 would be 531997))   |  | | --- | |  |     Utilize the Naviance program to begin the college search process and target colleges that match your personal and academic goals.   |  | | --- | | **My Top College search choices:** | |  | |  | |  | |  | |  | |  | |  | |  | |  | | |  | | --- | | **College Majors I might be interested in:** | |  | |  | |  | |  | |  |   ***Notes:***   |  | | --- | | ***This is a really helpful tool. I can store all kinds of reminders and email pertinent people to help me out and share information.*** | |

**What Really Matters To You**

What really matters to you will influence your choice of a school. Identifying and clarifying some of these factors will help you understand the important characteristics the schools you’re looking at offer.

**Directions**: Read each statement below and put an “x” in the box with the appropriate number.

*1-- Very Important*

*2-- Somewhat Important*

*3-- Not Important*

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| |  |  |  |  | | --- | --- | --- | --- | | **How much does it matter that the school...** | **1** | **2** | **3** | | Is strictly a four-year college? |  |  |  | | Is located in or near a small town? |  |  |  | | Is located near scenic beauty? |  |  |  | | Is located close to family? |  |  |  | | Is located in or near a large city? |  |  |  | | Is well known? |  |  |  | | Is highly selective? |  |  |  | | Is co-ed? |  |  |  | | Is one where friends are going to? |  |  |  | | Is very competitive? |  |  |  | | Has small classes? |  |  |  | | Has an academic support system? |  |  |  | | Has an active campus social life? |  |  |  | | Offers intramural athletics? |  |  |  | | Has numerous clubs/activities? |  |  |  | | Has sororities and fraternities? |  |  |  | | Is academically rigorous? |  |  |  | | Offers internships? |  |  |  | | Offers study abroad? |  |  |  |   \*\*\*Note the numbers of 1’s you marked.  These characteristics seem to be most important to you.  It is possible to find everything you in one campus! | **Important Questions to Consider**   1. Which attributes are more often associated with smaller schools? Which with larger schools? 2. As you review your answers, do you see a pattern emerging? Does this surprise you? 3. Can you combine the best of both? 4. What other differences can you think of when comparing smaller and larger schools? 5. If you like some aspects of both smaller and larger schools, have you considered a medium-sized college?   **TO BE COLLEGE AND CAREER READY**  4 ★ Stars  ★Attendance – 95% or greater  ★GPA – 80% or greater  ★High School Credits  ★Regents Exams |

**College Criteria**

The factors listed below are important to consider as you begin to examine schools and your choices.

Place an “x” in the box next to the criteria that are important to you.

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| **ENTRANCE DIFFICULTY**   |  |  | | --- | --- | |  | Most Difficult | |  | Very Difficult | |  | Moderately Difficult | |  | Minimally Difficult | |  | Non-Competitive /Open Admission |   **TYPE OF SCHOOL**   |  |  | | --- | --- | |  | Four-Year | |  | Two-Year | |  | Public (SUNY/CUNY) | |  | Private | |  | Religious Affiliation | |  | Vocational | |  | Armed Services |   **ENROLLMENT SIZE**   |  |  | | --- | --- | |  | Very small (under 1,000 students) | |  | Small (1,000 to 4,999 students) | |  | Medium (5,000 to 9,999 students) | |  | Large (10,000 to 20,000 students) | |  | Very Large (more than 20,000 students) |   **CAMPUS SETTING**   |  |  | | --- | --- | |  | Urban | |  | Suburban | |  | Rural | | **GEOGRAPHIC AREA**   |  |  | | --- | --- | | **x** | Commuting Area | |  | Schools in New York State | |  | Schools in the Northeast/Mid-Atlantic area | |  | Other (specify): |   **HOUSING**   |  |  | | --- | --- | |  | Single-Sex dorms | |  | Co-Ed dorms | |  | Living off-campus permitted | |  | Commuter |   **STUDENT BODY**   |  |  | | --- | --- | |  | Co-ed student body | |  | Single sex student body | |  | Ethnic/diverse mix |   **CAMPUS LIFE**   |  |  | | --- | --- | |  | Sports | |  | Newspaper | |  | Drama | |  | Radio Station | |  | Fraternities/Sororities | |  | Other (specify): | |

**Questions to Ask College Representatives**

Below is a list of questions that you might ask visiting college representatives. College representatives can tell you a lot, so use the time available to see as many as you can, and ask as many questions as you can. Don’t be shy! Don’t assume you can’t get into a school! Don’t assume anything! Go ahead and ask! Make good use of this time and you will be glad you did.

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| |  | | --- | | * What are the five strongest majors at your institution? * When must I choose a major? * What types of internship/co-op experiences are available? * What type of high school background are you looking for in applicants? * Do you offer study abroad programs? * What types of extracurricular activities are there on campus? * How can I arrange a campus visit? Are there any special visitation days on your campus coming up? * What are the application deadlines for admission and financial aid? * Do you accept college credits taken during high school? * How do I make my freshman year schedule? * What percentage of typical Freshman class will actually graduate from your college? * How many of last year’s freshman returned for their sophomore year? * What is the average high school GPA and SAT/ACT scores of the entering freshman class? * How do you assign faculty advisors to students, especially those who are undecided about their majors? * What additional academic services do you offer to students (tutoring, career counseling, study skills)? * What is the average class size? * How many students reside on campus? What percentage of total student body is residential/commercial? * Is your school a “suitcase college” where students go home on the weekends? * How are roommates selected? * How safe is your school | | **Notes:**   |  | | --- | |  | |

**College Campus Checklist**

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| A visit to the campus is the best way to see for yourself what a college is like. Visiting a college provides the opportunity for direct observation and experiences. You will get a sense of the “personality” of each college and the composition of the student body. Most colleges encourage campus visits and have Open Houses where you can visit. Explore the college website before you visit.  **CHECKLIST:**   |  |  | | --- | --- | |  | Take a campus tour. | |  | Have an interview with the Admissions Counselor. | |  | Get business cards and names of people you meet for future contacts. | |  | Participate in a group information session at the Admissions Office. | |  | Sit in on a class of a subject that interests you. | |  | Talk to a professor in your chosen major that interests you. | |  | Talk to coaches of sports in which you might participate. | |  | Talk to a student or counselor in the Career Center. | |  | Spend the night in a dorm. | |  | Read the student newspaper and search for other student publications/websites. | |  | Scan bulletin boards to see what day-to-day student life is like. | |  | Eat in the cafeteria. | |  | Ask students why they chose the college. | |  | Wander around the campus by yourself. | |  | Read for a little while in the library and see what it’s like. | |  | Ask students what they like or dislike about the college. | |  | Browse the college bookstore. | |  | Walk or drive around the community surrounding the campus. | |  | Ask students what they do on weekends. | |  | Listen to the college radio station. | |  | Imagine yourself attending this college for four years. | |  | **Sizing up a College Choice**  Read the following questions and check in either the  “Yes” or “No” column for each one.   |  |  |  | | --- | --- | --- | |  | YES | NO | | Small classes |  |  | | A great variety of courses |  |  | | A diverse student body |  |  | | A close-knit community |  |  | | Contact with well-known professors |  |  | | Privacy |  |  | | Personal attention from professors |  |  | | Anonymity |  |  | | Extensive extra-curricular activities |  |  | | Division | Athletics |  |  | | School Spirit |  |  | | Sports teams |  |  | | Research opportunities |  |  | | School opportunities |  |  | | Availability of graduate courses |  |  | | Greater opportunity for class discussion |  |  | | Accessibility to fellow students |  |  | | Close relationship with professors |  |  | | Close relationship with students |  |  | | The excitement of change |  |  | | Extensive library & laboratory resources |  |  | | Active weekends on campus |  |  | |

**Applying to College**

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| You may be wondering how many colleges you should include on your application list. There is no magic number. The length of your list depends on the range and kind of college you want. You should make sure that your list includes a range in college admissions selection criteria. You want to be sure that you are a candidate in at least several schools so you can make an informed choice when accepting the admission offer.  APPLICATION TYPES:  **The Common Application** is a standard form that is used by many private colleges and universities and allows the student to apply to more than one college and only fill out one application. This application can save the student quite a bit of time.  **Online Applications:** Colleges and universities have their applications online. A student can fill out the application and send it all in with the click of a button. Some colleges even offer the applicant the opportunity to view their application status online. ***Make sure you notify your counselor when you have applied to a college online!***  PARTS OF THE APPLICATION:   * The actual application * Your transcript * A list of senior year courses * Fall semester senior year grades * Counselor recommendation * Teacher recommendation * Essay * Student resume  |  | | --- | | “Education is the most powerful weapon which can change the world.”  ~Nelson Mandela | | ***Your College Application***  Students need to complete their applications and then come to the guidance office to fill out a TRANSCRIPT REQUEST FORM.  All students need two (2) teacher recommendations and one (1) counselor recommendation. Please ask your teachers early so that they have enough time to complete recommendations. Give each teacher a copy of the college recommendation form. Please fill out all personal information to save your teacher time. Most fo the time, your teacher will sign that form and attach their letter to it. Teachers write only one (1) letter for each student. The same letter is sent to all colleges.  Once you have applied and submitted a Transcript Request Form, your counselor will send the following information to the colleges: transcripts, school profile, teacher and counselor recommendations, |

**Your Rights**

The Student’s Rights Statement makes clear to students entering college those rights and responsibilities students have in the admission process.

**Before you Apply**

You have the right to receive factual and comprehensive information from colleges and universities about their admission, financial costs, aid opportunities, practices, and packaging and housing policies. If you consider applying under and early admission, early action or early decision plan, you have a right to complete information from the college about its processes and policies.

**When You are Offered Admission**

You have the right to wait to respond to an offer of admission until May 1st. Colleges that request commitments to offers of admissions and/or financial assistance prior to May 1st must clearly offer the opportunity to request (in writing) an extension until May 1st. They must grant you this extension and your request may not jeopardize your status for admission and/or financial aid (this right does not apply to candidates admitted under an early decision program.)

**If You Are Placed On A Waitlist/Alternative List**

The college or university will notify you, by letter, and should provide the number of students on the wait list, the number offered admission, and the availability of financial aid and housing.

Colleges may require neither a deposit nor a written commitment as a condition of remaining on a wait list. However, colleges are expected to notify you of the resolution of your waitlist status by August 1st at the latest.

“Go confidently in the direction of your dreams.

Live the life you have imagined.”

~Henry David Thoreau

**Important Application Information**

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| **Using the Common Application**  Colleges recognize that completing applications for several schools can be quite tedious. They have, therefore, joined forces to provide a single application that can be completed once and duplicated several times. The Common Application is accepted at many, but not all, colleges and universities.  Many Colleges require supplements to the Common Application. Visit <https://www.commonapp.org> for additional information.  Get connected!  Visit <http://www.suny.edu> to find out more information about the SUNY application process, along with information on SUNY academics, athletics, events, campus life, and much more. | **Important SUNY Application Information**  If you plan on applying to any of the State University of New York (SUNY) schools, please keep in mind that SUNY applications are handled differently from most other applications. Visit <http://www.suny.edu> to apply. Please note, one application is completed for all of the SUNY schools to which you apply. For example, if you are applying to Geneseo, Albany, and Stony Brook you will use just one application and will indicate those three schools on the application.  There is an application fee for *each* SUNY school. This fee could change, so please check before making your payment. You can make your payment online with credit card. If you face a financial hardship, your school counselor can fill out and submit a Fee Waiver Request form on your behalf.  Most SUNY schools require students to submit a supplement part to the application. This supplement could be an essay or other additional information. Please check the [SUNY Website](http://www.suny.edu/) for supplemental applications.  The SUNY preferred deadline is December 1st. We highly recommend you meet this deadline.  Once the above is completed, your counselor will then complete their part (they will send your transcript and letters of recommendation). Please be sure to give your counselor enough lead-time (at least two weeks) to get your application out. In other words, don’t wait until November 29th to submit your application if it is due December 1st.  Once you apply online, you must submit a Transcript Request Form to your counselor. |

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| **Start planning now to get into the college of your dreams!** |

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| **Application Terms**  The college admissions process has a vocabulary all its own and often uses abbreviations which you need to know. The following definitions and explanations will serve as a handy reference.  **Rolling Admissions:**  Most colleges using rolling admissions will review applications as the files are completed and return decisions within a few weeks. Many state universities use this plan. Under this system, it is advantageous to apply early in the fall.  **Early Decision:** A plan under which a student applies to his or her first choice college in the fall of the senior year and agrees, by contract, to enter that college if offered admission. Decisions are usually rendered in mid-December. Students may be accepted, rejected or deferred under this plan.  **Early Action:** A plan under which a student applies to the first choice college early in the fall of the senior year. Even though the decision is rendered early, a student is under no contractual agreement to attend the school.  **Deferred Admission**: Many colleges offer a student who has been admitted the opportunity to delay or defer enrollment for a year or a semester. Students who defer an offer or admission may choose to work for a while to earn money for college, travel or pursue special programs. Deferred students cannot attend another college during the time off unless the college is notified in advance and agrees to the plan.  **January Admission:** Colleges may admit freshmen to begin study in the middle of the academic year. Not every college offers this. Please make sure you contact all of your schools. |  | **College Decision Factors**  Colleges and universities consider a number of factors when reviewing your application. These items are primary consideration:  **Academic Factors**   1. **Difficulty of classes**: The most important component of the application. Displays specific courses taken and final grades in each. 2. **SAT or ACT scores:** Are generally considered in relation to your overall performance. Either validate an existing record or demonstrate greater potential for achievement. 3. **School Counselor Recommendation:** Insight into your personal and academic qualities, your activities, and interest. This recommendation highlights your most positive traits. 4. **Teacher Recommendation:** Describes your strengths as a student. Reflects on projects undertaken, quality of written work, and nature of your class participation. Focuses on potential for academic growth and development. May also include observations on your personal qualities. Teacher reports on your classroom performance. 5. **Grade Point Average (GPA)** 6. **Class Rank**   **Non-Academic Factors**  At most competitive colleges, non-academic issues have a significant impact on admissions decisions. Colleges want students on campus who will be involved in a wide variety of activities and who will add dimension to the student body.   1. **Student application essay:** The essay allows you the opportunity both to individualize your application and to demonstrate your writing skills. 2. **Depth of commitment to an extracurricular activity:** Participation and achievement outside the classroom can enhance your application. Greater involvement and achievement in a few significant activities are more impressive than superficial involvement in many. 3. **Student Leadership** 4. **Specialized talent or uniqueness** 5. **Student employment** |

**The College Essay and Interview**

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| The college essay or personal statement is your time to shine. Write a serious essay, from the bottom of your heart, in the most mature manner possible. Here are some suggestions to get you started:  **Do:**   * Start early. Leave plenty of time to revise, re-word, and rewrite. You can always improve. * Read the directions carefully. Answer the question as directly as possible. Express yourself as clearly as you can. * Tell the truth about yourself. * Show your best side. You might have overcome some adversity, worked through a difficult project or profited from a specific incident. A specific focus is more interesting than generalizations. * Feel comfortable in expressing anxieties. Everybody has them and it’s good to know that an applicant can see them and face them. * Connect yourself to the college. Be specific about what this particular school can do for you and what you will bring to their student body. Your essay can have different slants for different colleges. * Speak positively. Negatives tend to turn people off. * Reveal yourself in your writing and write about your greatest assets and achievements - you should be proud of them. * Write in your own voice and your own style. |  | **Don’t:**   * Repeat information given elsewhere on your application. The committee has already seen it, and it may look as though you have nothing else to say. * Write on general, impersonal topics like global warming or the importance of good management in business. The college wants to know about you. * Exaggerate or write to impress. * Use the personal statement to excuse your shortcomings. It will only draw attention to them. * Use cliches or a flowery, inflated or pretentious style. * Go to extremes - too witty, too opinionated or too intellectual.   **Sample College Essay Questions:**  “Write about a special interest, experience, achievement or anything else you would like us to know about you.” (Hamilton college)  “Please tell us your thoughts about your future. How do these relate to your choice of major?” (Georgetown University)  “If you were chosen as your high school’s valedictorian, what would you say in the valedictory address to your peers?” (Marist College)  “Given the authority to establish a holiday, what would you choose to commemorate?” (Stanford University)  “Discuss something, anything, you wished you understood better.” (Princeton University) |  | **The Interview:**  Many colleges do not have individual interviews. Please call each of your colleges to ask about their interview options.  If you are required to interview, look below for some tips and suggestions on how to interview with ease.   * Bring your resume. * Establish eye contact. * Show enthusiasm. * Show interest in the interviewer and listen attentively. * Exhibit a positive attitude. * Be open and honest. * Be specific and concise with your responses. * Dress in appropriate attire. * Be yourself. And remember, first impressions are everything.   **Sample Interview Questions:**  Please note that interviews are typically with admissions personnel or other adults at the college, not students. Every interviewer has his or her favorite questions, but there are some common areas that are covered in most interviews.  These include:   * Your high school experience. * Special circumstances that may have affected your grades. * Your personal traits, background, personal relationships. * Your interests outside the classroom, such as hobbies, activities, summer vacations, etc. * Your values and goals, and how you view the world around you. |

**Preparing a Student Resume**

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| *SAMPLE RESUME*   |  |  | | --- | --- | | **Name:** | *Sara Jones* | | **School:** | *Newburgh Free Academy* | | **Home Address:** | *ABCD Main Street*  *Town/City, NY 12345* | | **CEEB Code :** | *333310* | | **Academic Areas**  **of interest:** | *Biology* | | **Senior Courses:** | *AP English*  *AP Calculus*  *AP Biology* | | **Awards and Honors:** | *Academic Award (9-11)*  *Math Award (9-11)*  *Student Showcase (11)*  *Seven Time Exceptional Honors (9-11)* | | **Clubs:** | *National Honor Society (11-12)*  *Treasurer, NYS Science Honor Society (11-12)*  *Mathematics Team (11-12)*  *Chess Club (10-11)* | | **Sports:** | *Cross Country (11-12)*  *Winter Track (10-12)*  *Spring Track (11-12)* | | **Music:** | *Orchestra, Viola (9-12)*  *Dance Ensemble (11-12)*  *Band (11-12)* | | **Community Service:** | *NJROTC, Newburgh*  *(12 hours monthly), 10/12 - Present* | | **Work Experience:** | *Computer Programming, Lamont-Doherty Earth Observatory of Columbia University, Summer 2014* | | A student resume is a summary of your experiences, achievements, goals, interests, and abilities that took place during your high school career. Evidence of participation and achievement beyond the classroom in athletics, clubs, work, and volunteer experiences can also be significant supporting credentials as part of your student resume.  Involvement in co-curricular activities, as well as activities and organizations in the community, can be quite rewarding in a number of ways. Such involvement has intrinsic worth. As you contribute to and become involved in various endeavors, you help others and benefit personally through a sense of accomplishment, building self-confidence, and gaining self-insight. Furthermore, colleges are very much interested in how you spend your non-classroom time.  You should submit a student resume with your college application for several reasons. First, it allows the admissions counsel to view your accomplishments - both in and outside of the classroom. Second, it showcases your contributions to your community. Third, it will save you from writing the same information several times on different applications. |

**Resume Worksheet**

|  |
| --- |
| Name: |

School: Newburgh Free Academy

Home Address: ABCD Main Street., Your Town, NY YourZip

CEEB Code: 333310

**Academic Areas of Interest:**

|  |
| --- |
|  |

**Senior Courses:**

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**Awards and Honors:**

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**Clubs:**

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**Sports:**

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**Music:**

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**Community Service:**

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**Work Experience:**

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**Financial Aid**

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| College costs continue to escalate and more and more families are looking toward financial aid as a means to defray college expenses. Each year millions, probably billions, of dollars in financial aid are available. The only way to find out if you are eligible for any of this aid is to apply.  College costs are usually met through a combination of family contribution and need-based aid, which is comprised of a grant and a self-help component (a combination of a low-interest loan and a job during the school year). Who determines family contribution? Financial aid experts have come up with a “uniform methodology” to analyze family resources. Given specific information on income, assets, debts, etc., the agencies involved determine the amount parents can be expected to pay. This figure will vary slightly from school to school based on the cost of college, additional information received and other factors. In addition, students are expected to work during the summer to provide a certain amount of money toward their own education. The sum of these two amounts makes up the total contribution to the school outside scholarship or various forms of loan and funding will make up the remainder of a fully funded “financial aid package”.  Financial Aid is assistance based solely on need (the family’s ability or inability to pay versus the cost of attending college). To determine the amount of need, a college requires your family to submit several forms. The first of these is the [Free Application for Federal Student Aid](https://fafsa.ed.gov/) form. As it states in its title, there is no charge for this application. It is the means of eligibility for all federal grants and loans and is required for all institutions.  The [CSS Student Aid Profile](https://student.collegeboard.org/css-financial-aid-profile) is required by many institutions and requests additional information. There is a fee for each college to which this information will be sent. Check the requirements of each institution to see if the Profile is needed.  The [Tuition Assistance Program (TAP)](http://www.hesc.ny.gov/pay-for-college/apply-for-financial-aid/nys-tap.html), provides grants and loans for all residents of New York State who attend college in state. There is a separate TAP application. | |  | | --- | | “If you can find a path with no obstacles, it probably doesn’t lead anywhere.”  ~ Frank A. Clark |     **Financial Aid Internet Resources**  [Higher Educational Services Corporation](http://www.hesc.ny.gov/) for all NYS College and Financial Aid information.  [International Education Financial Aid](http://www.iefa.org/) if you wish to study in a foreign country.  [FastWeb](http://www.fastweb.com/) allows you to set up a personal profile, and matches you to specific scholarships.  [Hispanic College Fund](http://hispanicfund.org/) provides scholarships for deserving Hispanic students pursuing a business degree.  [College is Possible](http://www.acenet.edu/news-room/Pages/Adult-Learner-Services.aspx) provides an overview of different forms of financial aid.  [NYS Financial Aid Administrators Association](http://www.nysfaaa.org/) provides information on financial aid, how to apply, a planning calendar, and minority and athletic scholarship searches. |

**Financial Aid Terms**

**Award Letter:**  The letter sent from the college or university’s Office of Student Financial Assistance indicating how much financial aid and the types of financial aid the student qualifies for during the academic year.

**Campus-based Financial Aid**: Federal funds, which are controlled by the college or university, and are distributed to those students who qualify for financial assistance. This program includes work-study and the Educational Opportunity Program (EOP) Grant.

**College Work-Study:** Government-supported financial aid programs coordinated through financial aid offices. An eligible student (based on need) may work part-time while attending college more than half time, generally in college-related job.

**Federal Parent Loan for Undergraduate Students (PLUS):** A loan for parents who have dependent students in school Parents can borrow a sum of money equal to the cost of education. Parents begin making payments 30-60 days after they receive the loan and must make payments of at least $50 per month. Parents may take up to 10 years to repay the loan.

**Federal Perkins Loan:** A low interest loan that students may borrow from to assist in meeting the cost of a college education.

**Free Application for Federal Student Aid (FAFSA):** A form used by colleges to gain information about a student’s total family income, assets, and expenses used for federal-based programs.

**Grants:** Money awarded for higher education, which does not have to be repaid.

**CSS Profile:** A form used by the *College Scholarship Service* to gain information about the student’s total family income, assets, and expenses. The CSS analyzes this information to assess the family’s potential contribution toward college expenses.

**Scholarships:** Money awarded for achievement in: academics, leadership, citizenship, and/or athletics. Money is usually applied to post-high school education. Check in the guidance office for available scholarship programs.

**Student Loans:** Money loaned for higher education through either state or federal funds, private banks or the college itself. There are a number of pamphlets available explaining the kinds of loans and student eligibility.

**Subsidized Stafford Loan:** A federally subsidized, low interest loan made by a bank or credit union or savings and loan association. Borrowers must show need through the FAFSA and/or CSS Profile. Repayment starts six months after graduation or upon leaving college.

**UnSubsidized Stafford Loan:** Unsubsidized loan available to all students regardless of need. Interest on loan payment while student is attending college. All other features of the program are the same as the Subsidized Stafford Loan.

**Tuition Assistance Program (TAP)**: A grant program based on tuition costs and family income available to New York State residents for study within the state.

**Summer To-Do List**

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| Once senior year begins, extra time will be limited so it may be to your best advantage to do some college search and planning activities.  **Get a Job**  Working full or part-time during the summer is advantageous for several reasons. In addition to increasing your savings account, you will be adding to your experiences outside the classroom. Most college admissions committees are interested in all dimensions of the student, not just what you can do in the classroom. Through a summer job experience, you may end up working for someone who could write you a letter of recommendation or you may discover a career field you would like to pursue.  If you are interested in becoming a lawyer, try to find a job in a law office. Thinking about a career in education? Try to get involved with children through at camps or summer school. This can allow students to see if their interests match with the actual career.  In addition, a summer job will give you responsibility. This experience will prepare you for the increased responsibility and independence of being a college student.  **Travel**  Whether you are vacationing with your family or decide to go abroad with other high school students, traveling is a fun and educational way to spend a few days or months. To make the most of your trip, take a camera and/or a journal. This will help you document your trip, as well as make it memorable. Who knows, your car ride to Florida with your family might end up being the subject of your college essay.  **Volunteer**  Finding ways to make your community better not only helps you find things you are passionate about, but also allows you to give back to your community. Ask your family, guidance counselor or other resources for recommendations of local community service organizations. | **Visit Colleges**  Summer vacation is a great time to begin visiting schools that interest you. Try to visit two different colleges in the same area in one visit to get an idea for what you might be interested in. Check the campus Web site for tour information and try to call ahead to let admissions offices know that you are coming. It is also a good idea to do some research on the college so you are prepared with questions when you visit.  **Attend Summer School/Take a Class**  As much as you may want summer to be a break from academics, some students may need to consider summer school. If you are missing courses needed to graduate, or need to improve a grade, summer might be the best time to get it done.  There are also opportunities for students to take college-level courses, either at a community college or a four-year school doing this may help you brush up on a subject and you may even be able to get college credit.   |  | | --- | |  |  |  | | --- | | **Did you know?**  Summer is a great time to get a jump start for your senior year.  With a little planning, you can make the most of your summer.  You can do it all; work, have fun, relax, and plan for college.  Putting some extra college prep-time in during the summer will make life so much easier in the Fall. |  |  | | --- | |  | |

**Academic Plan**

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| --- | --- | --- | --- | --- | --- |
| Last Name | First Name | Class of | Date | Student ID | Counselor |
|  |  |  |  |  |  |

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| Grade 9   |  |  |  | | --- | --- | --- | | Course | Course Title | Credits | | English |  |  | | Social Studies |  |  | | Math |  |  | | Science |  |  | | Foreign Language |  |  | | Physical Education |  |  | | Career Emphasis/Electives |  |  | | Grade 10   |  |  |  | | --- | --- | --- | | Course | Course Title | Credits | | English |  |  | | Social Studies |  |  | | Math |  |  | | Science |  |  | | Foreign Language |  |  | | Physical Education |  |  | | Career Emphasis/Electives |  |  | |
| Grade 11   |  |  |  | | --- | --- | --- | | Course | Course Title | Credits | | English |  |  | | Social Studies |  |  | | Math |  |  | | Science |  |  | | Foreign Language |  |  | | Physical Education |  |  | | Career Emphasis/Electives |  |  | | Grade 12   |  |  |  | | --- | --- | --- | | Course | Course Title | Credits | | English |  |  | | Social Studies |  |  | | Math |  |  | | Science |  |  | | Foreign Language |  |  | | Physical Education |  |  | | Career Emphasis/Electives |  |  | |

**Academic Plan (continued)**

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| |  |  |  |  |  | | --- | --- | --- | --- | --- | | **College/Postsecondary Interest:**   |  | | --- | |  |   **Career Goals:**   |  | | --- | |  |   **Tests Planned:**   |  | | --- | | PSAT/NMSQT-  ACT -  SAT I -  SAT II - |   **State Exam scores:**   |  | | --- | | English -  Math -  Science-  Global History-  US History - | | | |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Check List** | **1** | **2** | **3** | **4** | | English  4 Credits |  |  |  |  | | Social Studies  4 Credits |  |  |  |  | | Physical Education  2 Credits |  |  |  |  | | Math  3 Credits |  |  |  |  | | Science  3 Credits |  |  |  |  | | Foreign Language  1 or 3 Credits |  |  |  |  | | Art/Music  1 Credit |  |  |  |  | | Health  ½ Credit |  |  |  |  | | Electives |  |  |  |  | |

**NOTES:**

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**Student Fact Sheet**

This form will help your counselor and teacher write recommendations for you for

college applications, scholarships, employment, or other opportunities.

|  |  |
| --- | --- |
| **Name:** | **Date:** |
| **Address:** | **Phone #:** |
| **Parent/Guardian Name:** |  |
| **Career and/or college major you are considering:** |  |
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**College(s) to which you expect to apply:**

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**Extra & Co-Curricular Activities:**

*In the space provided, list the clubs, organizations, and athletic teams in which you participated in (either in or out of school). In addition to years of participation, please list leadership positions held or other relevant information which will help to define your involvement in that organization.*

|  |
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**Work/Volunteer Experience:**

*Please include date of employment, type of work, and approximate hours per week.*

|  |
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**Academic Awards, Honors, and/or Achievements:**

*Include those honors earned (either in or out of school).*

|  |
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|  |

**Personal Information:**

*College recommendations ask for a summary about the student’s character and sense of promise for personal and intellectual growth. Answer the following.*

|  |
| --- |
| Describe yourself in five adjectives. |
| What are your special interests and abilities? |
| Has any summer job, experience or study been of significant importance to you? |
| What circumstances, if any, have interfered with your academic performance? |
| List two or three academic or personal goals you have set for yourself. |
| List any other important information. |

**Transcript Request Form**

All efforts will be made to fill requests as quickly as possible, but please allow five (5) school days for processing.

|  |  |
| --- | --- |
| **Name:** | **Date of Birth**: |
| **\*Signature:** | **Date of Request**: |

*(\*Signature Not Required)*

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| **Please send a transcript to the following:**   |  |  | | --- | --- | | School Name: | School Name: | | Address: | Address: |  |  |  | | --- | --- | | School Name: | School Name: | | Address: | Address: |  |  |  |  | | --- | --- | --- | | School Name: | School Name: | | | Address: | Address: | | | **Provide the month and year the following were taken:**   |  |  |  |  | | --- | --- | --- | --- | | **SAT** | **SAT II** | **ACT** | **Listing of Courses Currently Taking:** | |  |  |  |  | |  |  |  |  | |  |  |  |  | |  |  |  |  | | | | |

**Transcript Request Form must be submitted to your school counselor.**

**College Checklist**

|  |  |
| --- | --- |
| **Name:** | **Date of Birth:** |
| **Counselor:** | **High School CEEB Code:** 333120 |

|  |  |  |
| --- | --- | --- |
| **Letters of Recommendation** | **Date Received** | **Copy Given to Counselor** |
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**Record important dates for your Application Process below.**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **College Name** | **Date Application**  **Sent/Rcv’d** | **Date Essay Sent/Rcv’d** | **Fee** | **Date Transcript**  **Sent/Rcv’d** | **Date Application Completed** | **Admissions Rep Name/Contact Info** |
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**Senior Interview Sheet**

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| --- | --- | --- |
| Name: | | Date: |
| Parent Present? (Yes or No?) | | Email: |
| **Review educational history and graduation requirements:**   |  |  | | --- | --- | | Rank in Class of \_ |  | | CUM/GPA |  | | Number of earned credits towards graduation |  |   **Post-high school plans:**   |  |  | | --- | --- | |  | Undecided | |  | 2-year college | |  | 4-year college | |  | Employment | |  | Military | |  | Vocational Training |  |  |  |  | | --- | --- | --- | |  | YES | NO | | Have you started searching for colleges? |  |  | | Have you taken the SAT and/or ACT? |  |  | | Understand requirements for the colleges that you are interested in? |  |  | | Understand your requirements to graduate and what type of diploma you will receive? |  |  | | Have you submitted your college applications? |  |  | | Do you understand the Financial Aid (FAFSA) process? |  |  | | Have you asked your teachers for letters of recommendation? |  |  | | Do you know how to search for scholarships? |  |  | | | Career Interests:   |  | | --- | |  |   Colleges interested in:   |  | | --- | |  |   \*IMPORTANT\*  Colleges may have their own application deadlines. Research your specific colleges.  All applications and recommendations should be copied to your counselor by December 1st.  It is important that you maintain your grades. Colleges will ask for mid-year grades and there might be a supplemental application. College acceptance is contingent on the successful completion of your Senior Year. | |

**College Application Checklist**

Please complete this checklist for each application.

|  |  |
| --- | --- |
| **Name:** |  |
| **College:** |  |
| **Due Date:** |  |
| **Counselor:** |  |
| **High School Code:** | 333310 |

|  |  |
| --- | --- |
|  | Online application submitted on (date- if applicable) |
|  | Mid Year Report Required |
|  | Application fee |
|  | Check attached |
|  | Check already mailed |
|  | Fee waived |
|  | Paying by credit card |
|  | Essay/Personal statement, if required (Did you proofread this?) |
|  | Letter of recommendation |
|  | Counselor letter required |

**The following teachers have been given recommendation forms, if required:**

*NOTE: Letters of recommendation should be sent directly from the teacher to the counselor.*

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**OFFICE USE ONLY:**

|  |  |
| --- | --- |
| ***Date in:*** |  |
| ***Processing Application:*** | ***Secretary Initial:*** |
| ***Date Given to Counselor:*** | ***Counselor Initial:*** |
| ***Date out:*** | ***Completed:*** |

**A Note on Senioritis**

***(Source: “WARNING: Senioritis Can Be Dangerous” by Mary A. Villeponteaux, abridged article.)***

Senioritis is the lack of concern for one’s academic program and performance. High school seniors are the individuals at risk of contracting this potentially crippling academic syndrome - usually in the second semester of high school after college admission has been offered. The maladies: slipping attendance and waning grades. Beware.

In today’s competitive college admissions environment, senioritis has become a greater concern to admissions officials and creating headaches for counselors at high-achieving high schools. It also can have grave consequences for students if left untreated.

Just ask Martin Gross, who was admitted to the University of Michigan- Ann Arbor in early 1998, only to have his admission revoked in August after he ignored repeated requests to explain his F in his last high school English class. Until it happened, the idea that a university could take back its offer was “ridiculous”, Gross recalls thinking. But take it back they did.

Offers of admission are based on the performance and curriculum illustrated the first semester of the senior year. Any deviation from that alters the basis for the offer of admission. As a result, the members of the committee doubt the true ability and motivation of the applicant. The Vice President of Admissions at Mary Washington College requires students to explain, in writing, their decline in academic performance. The admissions committee reserves the right to withdraw an offer if the student’s performance falls below the acceptable level and the student cannot adequately explain the drop.

So how do schools solve this problem? A national study in response to growing concerns that too many students leave high school ill-equipped for what lies ahead may have some suggestions. The US Department of Education created the National Commission on the High School Senior Year, who conducted the study. The Commission pinpointed the problem as a characterized by “the senior year of high school as a lost opportunity”, and went on to say that many young people arrive on college campuses poorly prepared for the academic demands about to be made on them and are also equally unprepared for the demands of the modern high-performance workplace.

Ultimately, seniors need to feel they’re moving into the next phase of their lives, rather than simply finishing something out.

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