

Hastings High School

School Counseling Department

College Information

Handbook



One Mount Hope Boulevard, Hastings-on-Hudson, New York 10706

www.hohschools.org

Introduction

Dear Students, Parents & Guardians:

This booklet is an “abridged” resource designed to give you the initial keys to help guide you through the college admissions process. Among the information that we’ve included are various items that we feel you will need immediately to help get you started. The School Counseling Department has also created a more comprehensive and detailed handbook called the “College Planning Guide for Juniors.” This information is located on our school website under the Counseling tab and contains more in-depth & detailed information on a variety of topics that you may be thinking about as you begin your search. We urge you to use this information as a reference tool as well.

We in the Counseling Office are ready to guide you and your parents through this process. Our goal is to hold a meeting with every junior to discuss individual post high school plans. These meetings will begin at the beginning of the third quarter. We ask that students submit their autobiographical responses and that parents submit responses to the parent brag sheet as we will need this additional information to write letters of recommendations. We ask that these be completed no later than June of junior year.

Please remember that everyone will go through the process differently. Please try hard not to compare yourself to others because every student has a unique set of values, concerns, and interests. Asking friends for advice and input is fine – just make sure that you analyze their ideas through your own filter.

We have complete faith that you are on the right path and that in a year and a half you will be heading off to an experience that is going to be enriching, educational, and enjoyable. You are not alone. Your counselors care, and we are here to help you in whatever way you may need.

Good Luck!

Ms. Kocur

Ms. Shaw

Ms. Quigley

Ms. White

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**These forms must be completed and responses given to your School Counselor

WHAT TO LOOK FOR IN A COLLEGE

1. **School Size:**
 - e.g. under 1000, 1000-5000, 5000-10,000, over 10,000
2. **Type of School:**
 - a. Public or private
 - b. Church affiliated or non-sectarian
 - c. Two-year or four-year
 - d. Liberal Arts or technical; business or professional; specialty
 - e. Co-ed versus all-male or all-female
 - f. College versus university
3. **Location:**
 - a. Home or away; resident or commuter
 - b. Urban; suburban; rural
 - c. Concrete versus grass-covered campus
 - d. On campus facilities; libraries; laboratories; unique academic facilities; student union; recreation rooms; sports center; dining facilities; computer facilities
4. **Admissions:**
 - a. Degree of selectivity
 - b. Ratio of applications to acceptances
 - c. Requirements for admission: high school grades; nature of courses; standardized tests requested; use of interviews; teacher and counselor recommendations; school and community activities; average standardized test scores of freshman; freshman profile (percentile standing of high school admittances).
5. **Curricula:**
 - a. Majors offered
 - b. Requirements: required courses or sequence of courses for degrees
 - c. Core curriculum
 - d. Interdisciplinary majors or independent study
 - e. Honors programs
 - f. Specialty programs (6 and 7 year medical; 6 year law; 7 year dental).
 - g. Cooperative
 - h. Field experience, internships, student exchanges with other colleges
 - l. Pre-professional programs
 - J. Study abroad
6. **Standards:**
 - a. Grading system; G.P.A., pass-fail
 - b. Degrees offered
 - c. Emphasis on papers; frequency of tests
 - d. Percentage that complete college or university
 - e. Percentage continuing to graduate or professional schools
 - f. Work loads, types of assignments; course expectations; academic pressures
 - g. Accreditation; state, professional associations, regional accrediting groups
7. **Other Academic Factors:**
 - a. Term: semester; trimester; quarterly; intersession
 - b. Faculty: faculty-student ratio; class size; accessibility of faculty to students; students taught by professors or by graduate students
 - c. Academic advisement
 - d. Career preparation: pre-professional and/or technical programs; career counseling; job placement; preparation for graduate programs.
 - e. Structured versus relatively free choice in selecting subjects
8. **Campus and Student Life**
 - a. Living arrangements: dormitories, off-campus housing, singles, doubles, quads, suites; selection of roommates
 - b. Dining facilities: centralized, decentralized; both
 - c. Types of meal plans
 - d. Campus activities: social life; parties, fraternities, sororities; clubs and organization
 - e. Athletics: varsity; intramural; co-ed
 - f. Religious, ethnic, and cultural events, facilities, and programs available
 - g. Intellectual and artistic programs, lectures, and workshops available
 - h. Community: availability of transportation; shopping; medical facilities and insurance; unique places of interest for students
 - l. Counseling help available: R.A.'s; psychological counseling; peer counseling; crisis intervention
 -]; Transportation: use of cars for freshman on campus; parking facilities; school regulations concerning automobiles
 - k. Security: dorms, campus, escort service; special measures
9. **Costs and Financial Aid:**
 - a. Student budgets for: tuition and fees; room and board; books and supplies; transportation; personal expenses
 - b. Financial aid packages available; grants; scholarship loans; work/study
 - c. Availability of non-financial aid jobs
 - d. Special, ROTC and other programs
 - e. Whether or not financial need affects admission to that school

WHAT COLLEGES WANT TO KNOW ABOUT A STUDENT

1. Student's academic record - grades, rank-in-class, types of courses and programs taken and in progress, degree of difficulty (regular, honor, accelerated, Advanced Placement). How does this student's program compare with others in the class? Does the student challenge himself/herself sufficiently? Does the student continue to take challenging programs in the senior year?
2. Does the student take special courses, summer college institutes or programs, or participate in exchange programs?
3. In what special projects have students been engaged or are planning to be engaged (Westinghouse Science Talent Search, cooperative programs and/or internships, special conferences, fairs, competitions)?
4. What are the student's standardized test scores - SAT I, SAT II: Subject Tests, American College tests, and Advanced Placement exams taken before the senior year?
5. Are there any family, educational, social, emotional, health, financial, language or other handicaps that have put the student at a disadvantage? Has the student made any significant progress to overcome personal problems? Does this student have any learning disabilities that would require special facilities or adjustments in programs?
6. Has the student any particular talent or talents (athletic, music, art, literary, inventive, business, leadership, humanitarian)? Does the student have any extraordinary interests or hobbies that reveal unique qualities?
7. What is the student's character, relationships, and social maturity? (Can be obtained from counselor and/or teacher, and/or community leader, and/or employer, and/or peer recommendation and interview).
8. How effectively can the student express himself/herself (as revealed on recommendations, essays and personal statements)?
9. What significant prizes, awards, contests has the student won or competed for?
10. In school, in what extracurricular programs does the student participate? In what ways does the student show leadership, initiative, resourcefulness and utilize his or her talents in these programs?
11. In the same manner as paragraph 10, in what community activities does the student participate? Included are charity organizations and functions, volunteer activities, youth groups, church groups, etc.
12. What are the responsibility, these experiences? Is there any special responsibility, leadership, or special initiative illustrated by these experiences.
13. What are student's goals and objectives concerning future aspirations (asked frequently in personal statements, application essays)? If no specific plan, what does the student hope to gain from a college education?
14. What have students gained from travel experiences (if significant)?
15. How strong a program does the student's school have? What is the "track record" of students from the school who have attended the particular college (especially the more selective schools)?
16. From some select colleges is your parent an alumnus/alumna or a contributing alumnus/alumna?
17. From what geographic area does this student come? (this is important for colleges looking for a good geographic distribution of students.)
18. Does this student come from a designated minority that should be considered in the admissions process?

CAMPUS VISIT CHECKLIST

Every college visit should have at least two dimensions: formal and informal. Use this checklist to begin your planning. And don't forget to call the college ahead of time to schedule your visit—the admission office can help you hit all the highlights.

Formal

- Take a campus tour.
- Have an interview with an admission officer.
- Participate in a group information session at the admission office.
- Sit in on a class (or two).
- Talk to a professor in your chosen major.
- Talk to a coach in your chosen sport.
- Talk to a student or counselor in the career center.
- Spend the night in the dorm with a current student.

Informal

- Read the student newspaper, even the ads.
- Try to find other student publications—department newsletters, alternative newspapers, literary reviews.
- Eat in the cafeteria.
- Ask a student why he/she chose this college, and what their favorite part about it is.
- Wander around the campus by yourself.
- Search for your favorite book in the library.
- Read the bulletin boards in the student union and in the academic department you're interested in.
- Ask a student what he/she dislikes about the college.
- Browse in the college bookstore.
- Eavesdrop on students to hear what they're talking (or complaining) about.
- Walk or drive around the community surrounding the campus.
- Find out how most students get around: Is there public transportation? Can you have a vehicle on campus?
- Ask a student what he/she does on weekends.
- Visit career services and ask about upcoming job opportunities.
- Look into clubs and organizations on campus that interest you.
- Listen to the college's radio station.
- Try to see a dorm that you didn't see on the tour.
- See if you can imagine yourself as a student at the college.

The Overnight Visit

An overnight visit is a fun way to get an inside view of campus life.

**taken from the National Association for College Admissions Counseling (NACAC)*

THE COLLEGE VISIT

Admission offices are open all year but visiting when classes are in session is best. If you visit in the summer, you can certainly learn about admission and get a general tour of the campus, but it might be hard to get a good sense of the atmosphere of the college.

The best time to visit? Spring break of your junior year can be ideal. Even if you are not certain where you might eventually apply, if you can visit one large, one medium size, and one small school, you will be better prepared to make final decisions about where to apply.

Once you have narrowed your list in the fall of your senior year, you may want to make return overnight visits to schools to which you will be applying. On these visits, plan to go to classes and interact with students. (Some colleges even offer spring programs for juniors and fall programs for seniors. Check online or contact the admission office.)

How to Plan a Visit

A good campus visit takes two to four hours — enough time to get a sense of the surrounding town or area. Don't try to visit more than two schools in one day.

Call the admission office at least two weeks ahead of time to schedule your visit. Admission offices have set times for tours and information sessions.

Think of all the things you want to do when you visit and ask the admission office for help planning your visit. Do you want to take a tour? Attend a class? Meet with a professor? Eat a meal on campus? Talk with a coach or advisor?

Research each college before you visit so you'll have specific questions to ask.

Contact any students you know at the school before you visit to learn more about the college.

During Your Visit

- Focus on people, places, and programs during your visit.
- Talk to as many people as you can: students, dining hall workers, tour guides, and faculty.
- Look at the student newspaper and check out campus bulletin boards.
- Wander through the quad or student center and observe how students interact with each other.
- Keep track of the names of people you talk with, especially in the admission office.
- Go to the admission session and take the official tour.
- If you are meeting or interviewing with an admission staff member, be on time, be yourself, ask good questions, and make to mention anything about your background or achievements that you want the admission office to know.

After the Visit

- Fill out the College Comparison Worksheet
- Send a thank you note to any admission representatives you met.
- Look ahead to fall of your senior year to plan a follow-up, overnight visit.

**taken from the National Association for College Admissions Counseling (NACAC)*

Questions For the Campus Tour Guide

GENERAL INFORMATION

- How difficult is it to change majors in your senior year? Is it hard to have a double major? How many students do it?
- What is the average size in the freshman year? Overall?
- What is the student to faculty ratio?
- Are there Teacher's Assistants (TA's)?
- Do faculty maintain office hours?
- Are students involved in the evaluation of instructors?
- Do professors have any policy on class attendance?
- How is registration handled?
- Are certain courses hard to get in to? What percent?
- How much time is allotted between classes?
- What is the farthest distance between academic buildings?
- Is there an honor code? Does it work?
- How are students advised about which courses to take?
- How far are you from the nearest airport? Train station? Bus?
- Do you provide transportation locally? to airports? Trains? Zipcars?
- Can all students go abroad regardless of major?
- What are the core requirements?

DORM LIFE

- What percentage of your students are housed on campus?
- What percentage live off-campus? Commute from home?
- How many students are assigned to a room?
- Are the bathrooms public or private?
- Are there co-ed dorms? (kitchens, laundry service, air conditioning, etc.)
- Is laundry included in the tuition?
- How are roommates chosen? Can I room with a friend? Is there a living style survey?
- What if my roommate and I do not get along?
- Are freshmen required to be on campus? All in freshman dorms?
- How does your resident advisor system function?

FOOD SERVICE

- Do you have your own food service or an outside caterer?
- Do I need a meal plan? What kind of meal plans do you offer?
- Is there a salad bar? Choice of entrees?
- Are special diets available? How do you accommodate students with allergies?
- What about between meals and evening snacks?
- Will I have a kitchen after freshman year?

COLLEGE COMPARISON CHART

Admission Requirements						
Essays						
Tests (SAT, ACT, SAT II)						
Recommendations						
Interviews						

Admission Deadlines						
Regular						
Rolling						
Early Decision						
Early Action						
Single Choice Early Action						

Academic Options						
Majors of Interest						
Special Programs						
Study Abroad						
Academic Calendar (4-1-4, trimester, semester)						

Student Body						
Number of Undergrads						
Total Enrollment						
Female/Male ratio						
% Students on Campus						
Composition (ethnic, religious, regional)						

Campus Life						
Location: urban, suburban, rural						
Sports Programs						
Clubs						
Greek Life						
Cultural Opportunities						
Entertainment and social life						

Cost/Financial Aid						
How much is the application fee?						
How much is tuition?						
How much is room and board?						
Cost of travel						
Is the FAFSA required?						
Is the CSSF Profile required?						
Special financial aid application						
Are campus jobs/ work study available?						

College Planning: 11th Grade

Junior year marks a turning point. This is because for most students and families, it's when college planning activities kick into high gear. Here are some things you can do this year to stay on track for college.

FALL

- Start with you:** Make lists of your abilities, social/cultural preferences, and personal qualities. List things you may want to study and do in college.
- Learn about colleges.** Look at their websites and find colleges at bigfuture.collegeboard.org/college-search. Talk to friends, family members, teachers, and recent grads of your school now in college. List the college features that interest you.
- Resource check:** Visit the counseling office and meet the counselors there. Is there a college night for students and families? When will college representatives visit your school? (Put the dates in your calendar.) Examine catalogs and guides.
- At school, speak to your counselor about taking the PSAT/NMSQT[®],** which is given in October. If you plan to ask for testing accommodations (because of a disability), be sure the College Board has approved your eligibility.
- Make a file to manage your college search, testing, and application data.** If appropriate (for example, if you're interested in drama, music, art, sports, etc.), start to gather material for a portfolio.
- Estimate your financial aid need.** Financial aid can help you afford college. Use the College Board's *Getting Financial Aid* and the financial aid calculator at bigfuture.org to estimate how much aid you might receive.

WINTER

- Sign up to take the SAT[®] in the spring.** You can register online or through your school. SAT fee waivers are available to eligible students. To prepare for the SAT, you can access free, personalized SAT practice tools at satpractice.org, including thousands of interactive questions, video lessons, practice tests, and more.
- Begin a search for financial aid sources.** National sources include the College Board's Scholarship Search and electronic sources. Don't overlook local and state aid sources. (Ask a counselor for help or check your public library.)
- With your family, make an appointment with your counselor** to discuss ways to improve your college-preparation and selection processes.
- Ask a counselor or teacher about taking the SAT Subject Tests[™] in the spring.** You should take them while course material is still fresh in your mind. You can download *The SAT Subject Tests Student Guide*, which offers test-prep advice, from SATSubjectTests.org.
- Explore AP[®].** The Advanced Placement[®] Program helps hundreds of thousands of high school students achieve their college dreams each year. Get the facts at apstudent.collegeboard.org/exploreap. If you're in AP classes, register for the AP Exams given in May.
- Opt in to the College Board Opportunity Scholarships at cb.org/opportunity.** You can earn scholarships ranging from \$500 to \$2,000 by completing individual college planning steps. Complete all six steps and you'll be eligible for the \$40,000 scholarship.

SPRING

- Contact your counselor** before leaving school for the summer if you are considering military academies or ROTC scholarships. If you want a four-year ROTC scholarship, you should begin the application process the summer before your senior year.
- Develop a list of 15 or 20 colleges that are of interest to you.** You can find many colleges at which you'll be happy and get a great education. The college search is about exploring who you are and what you want and then finding colleges that will meet your goals.
- Stay open to all the possibilities—don't limit your search.** To find the best college for you, you should apply to colleges of varying selectivity. Selective colleges admit a portion of students who apply. Some colleges are highly selective while others are less selective. Make sure to apply to public, private, in-state, and out-of-state schools so that you have plenty of options from which to choose.
- Take the SAT.** The test is typically offered in March, May, and June. Make sure you start preparing for the test several months in advance using the tools available at satpractice.org. And remember, if you're not happy with your scores when you get them, you might want to test again in the fall. Many students take the test a second time as seniors, and they usually do better.
- Start to gather documents for financial aid:** Be sure to keep a copy of your tax returns handy. You'll use these to complete the Free Application for Federal Student Aid (FAFSA), which opens on Oct. 1.

SUMMER

- Register with the National Collegiate Athletic Association (NCAA) Eligibility Center** if you are an athlete planning to continue playing a sport in college (ncaaclearinghouse.net).
- Get your FSA ID:** Before you can fill out your FAFSA, you need to get a username and password (also known as an FSA ID).
- Find a full-time or part-time job,** or participate in a summer camp or summer college program.
- Visit colleges.** When planning your campus visits, make sure to allow time to explore each college. While you're there, talk to as many people as possible. These can include college admission staff, professors, and students. Take campus tours and, at colleges you're serious about, make appointments to have interviews with admission counselors.
- Create a résumé**—a record of your academic accomplishments, extracurricular activities, and work experiences since you started high school.
- Download applications.** Go to the website of each college's admission office and either complete the application online or request a paper application from colleges to which you'll apply. Check application dates—large universities may have early dates or rolling admission.
- Visit some local colleges**—large, small, public, and private. A visit to a college campus can help you decide if that college is right for you. Make a plan ahead of time to get the most from your visit. Check out the campus checklist at bigfuture.org. Attend college fairs, too.
- Scan local newspapers** to see which civic, cultural, and service organizations in your area award financial aid to graduating seniors. Start a file.

Visit bigfuture.org for more information.

Autobiographical Record

College admissions counselors rely on the high school counselor to provide them with information that may not appear in other parts of the application. Answering the questions below will not only help your counselor write your recommendation, but will also help you should you be required to write an autobiographical-type essay. Please answer all questions on a separate sheet of paper or you can email it to your Guidance Counselor. This questionnaire must be completed for counselors to write your letter of recommendation.

1. How would your friends and/or family describe you? What would they say are your strengths and challenges?
2. How would your teachers describe you as a student in their classroom?
3. What extracurricular activities have been most meaningful to you?
4. Of which of your accomplishments are you most proud of and why?
5. Have you participated in community service? If so, please describe the activity that has meant the most to you.
6. Is there any specific information related to your high school transcript, GPA, or standardized test scores that you would like me to comment on. (For example: the year you could not take a specific course because it conflicted with another class or what you may have done to improve your math grades.
7. Is there other pertinent information with regards to your personal life or family that I should be aware of? (For example: parents' divorce, death in the family, need to work after school, or a personal situation that impacted you academically or socially).
8. Which subjects do you like or dislike? Why?
9. How has Hastings High School been impacted by your presence?
10. Please describe a specific interest, talent, or hobby that you have developed over the last few years. (You can talk about more than one if you like).
11. What, if any, special services will you need in college?
12. What is your post-secondary degree or career goal? (What do you want to major in and what kind of job would you like to have upon graduation?)

Parent Brag Sheet

Please complete the questions below on a separate sheet of paper or email your responses and return to your child's School Counselor.

Name of Student: _____

Parent Name: _____

1. What do you consider to be an outstanding accomplishment of your child during the past three or four years? Why did you select it as the most important?
2. In what areas has your child shown the most development and growth during the past three or four years?
3. What do you consider to be his/her most outstanding character traits?
4. If you had to describe our son or daughter using five adjectives, what would they be?
5. If you were writing his/her letter of recommendation, what experiences, events, or relationships would you highlight?
6. Are there any unusual or personal circumstances that have affected your child's educational experiences or personal experiences?
7. Think of what you would see as an ideal college for your son or daughter. How would you describe it in terms of location, size, competitiveness, programs of study, cost, activities, and other features?



College Scholarship / Admission Essay



Tips for College Admission/Scholarship Essays

What Do “They” Look For?

Admissions officers review numerous applications, frequently reading as many as fifty per day. Although it's impossible to predict exactly what a particular college is looking for in its applicants, colleges generally want to admit a mix of students who can handle the academic workload and make a positive contribution to the college experience--for themselves and for their classmates.

- To get a favorable reaction from admissions officers, your application should demonstrate:
- Serious intent to pursue a college-level education
- Genuine desire to attend the particular college
- Correspondence between your abilities and interests and what the school needs and has to offer
- Ability to think clearly, logically, and creatively
- Ability to write interesting, thoughtful essays that keep your reader's attention and make you stand out from other applicants

What Admissions Officers Look For

- **You** - The person behind the GPA, the test scores, and the extracurricular activities.
- **Surprise** - An unexpected angle on your topic, even if the experience you're writing about seems ordinary.
- **Genuineness** - Writing as yourself, without taking yourself too seriously; relying on your own vocabulary, rather than the thesaurus or the words your parents think you should use. Whatever you do, don't lie. Lying can provide grounds for automatic rejection. No matter how confident you are that you won't get caught, never fudge the facts in an essay or on any other part of your application.
- **Thoughtfulness** - Consideration of your experiences and their meanings, both to yourself and to others, and showing through your reflection that nothing is lost on you.

How To Help Them Find It

Think About Who Your Audience Is – This will most likely be five or six recent graduates of the college you're applying to and an experienced director of admissions, all of whom have spent the last month reading thousands of applications. This is an overworked audience on whom your essay needs to make a vivid and memorable impression.

SLCC Community Writing Center
210 E. 400 S. (Library Square Plaza)
Salt Lake City, UT 84111
www.slcc.edu/cwc or call (801) 957-4992

College Scholarship/ Admission Essay



Think About Your Purpose - Not “selling yourself ” or “getting in,” but simply being yourself-- which usually means writing about yourself in human, rather than superhuman, terms. For example, if your transcript reveals that you are a stellar student of French, you might write about the time a Parisian pointedly responded in English to your request in French for directions to the Louvre.

Focus - Instead of generalizing your experience, for example saying something like, “I enjoy sports”, be as specific as you can be. Write about the thrill of catching a fly ball deep to centerfield just before it became a home run, or of a Little League career spent waiting for someone, anyone, to hit the ball to your position so that you could stop studying the grass and watching the butterflies.

Use Precise And Descriptive Language - Imagine that each word you write costs you a dollar, and that you don’t have unlimited funds. Instead of writing “On a yearly basis, we would spend five hours driving to the lake, where I never gave up the hope of meeting the boy that would be my Prince Charming,” write “Every August, we trekked to Lake Apponaug, where I always hoped to meet my Prince Charming.”

Give Your Essay Momentum - Make the parts work together and move toward a thoughtful conclusion. In an essay about the summer you spent working in a marine research laboratory, a paragraph on the unreliable bus that took you there each day should be eliminated.

Use Correct Grammar, Spelling, and Punctuation - Don’t distract your reader from what you’re stating by stating it incorrectly. Misspellings, typos, and grammatical errors--such as subjects that don’t agree with verbs--make the reader’s task more difficult and suggest that you don’t care much about the impression you make. Although nobody’s perfect, strive for perfection on your application. Unfortunately, your reader may interpret your mistakes, no matter how innocent, to be signs of laziness, indifference, or even dishonesty.

Letters of Recommendations

- A. Always check with each college you are applying to for what their requirements are regarding letters of recommendation. Typically, you will need:
 - two Academic Teachers
 - one School Counselor
 - **some students may want to include one supplemental letter from a coach, employer, internship, etc.
- B. Make sure to ask the teachers you are requesting letters from as early as possible. The end of Junior Year is a good time to start. You can always meet with them again in the beginning of Senior Year to remind them and discuss what colleges you are applying to.
- C. Try to pick teachers that know you well, not necessarily just the classes you had the highest grades for. Also try to pick different teachers from different disciplines. Keep in mind what grade you took their class in as well.
- D. Meet with your School Counselor as early as possible to discuss what teachers you are thinking about asking.
- E. At least 3-4 weeks prior to the application deadline you should give the teachers you have asked: any forms that they are required to complete, including, but not limited to the Classroom Assessment for Teacher Recommendation (see next page).
- F. Please speak with your school counselor regarding how to handle any outside recommendations.

Sample Resume Outline

Your Name

Email Address

Your High School Name

Extracurricular Activities

List any clubs or organizations you were involved in or out of school

You should briefly describe activity and try not to use abbreviations

List any leadership positions held

Indicate what grade you were involved in the activity

Awards and Honors

You can either list this section separately or next to the area it is related to. For example you may want to list "High Honor Roll" here but would list "All-County" next to the sport.

Community Service

List all community service activities for which you have volunteered. Include what you did, what organization you were helping and what grade you were in. You may want to have a brief description of the service.

Athletics

List different sports teams you were on (in and out of the school) and if you held any leadership positions (i.e., Captain). Include grades involved in the sport. List any awards or honors you received (i.e. All-County, Scholar-Athlete of the Week).

Employment and Internships

List and describe any jobs you held since 9th grade. All work is important and colleges want to know about it. Include the position and hours per week/summer spent. Mention any special recognition you received.

Summer Experiences

Only complete this section if you are involved in any special programs over the summer. This may include (but not limited to) summer college experiences, art programs, athletic invitational copas, leadership seminars, and travel abroad experiences.

Special Talent and Interests

Briefly mention any special talents and interests you have. Speak with your Counselor with regards to what is appropriate to include.

Note: On the Common Application there is a section for your activities. You should complete that section. The resume you create can be updated at the end of the Common Application under "additional information." This allows colleges to see all of your extracurricular activities and experiences. If you would like your Counselor to send a hard copy with your transcript please make sure they receive it when you hand in your Parent Brag Sheet and Autobiographical Record.

STANDARDIZED TESTING

SAT I and II, ACT, TOEFL, and AP Exams

HHS CEEB#: 332295

SAT CENTER CODE: 33484

*****ALL SAT I, SAT II, ACT, and AP scores have to be sent directly from the College Board or ACT to the schools you are applying to. It is the student's responsibility to complete this task. This can be done directly at www.collegeboard.com (for SAT and AP) and www.act.org/student (for ACT). Scores may take up to 103 weeks for a college to receive them. Please plan accordingly.**

SCHOLASTIC APTITUDE TEST (SAT I):

The SAT is approximately a four-hour college entrance exam consisting of three parts - critical reading, mathematics, and writing. Most colleges and universities require this test for admissions. THE SAT is usually taken for the first time in the Spring of Junior year. The SAT measures the skills you have learned in and outside of the classroom and how well you can apply that knowledge. **Students must register and have their scores sent to colleges on their own.** The SAT Preparation Booklet is available in the school Counseling Office and is also available at www.collegeboard.org.

AMERICAN COLLEGE TEST (ACT):

Another entrance exam accepted by all colleges and universities is the ACT which has four parts: English, Math, Reading and Science. The ACT is an achievement test, measuring what a student has learned in school. The ACT plus Writing includes the four multiple-choice tests and a Writing Test. We encourage students to take the Writing Test (it is still optional) in case the colleges you are applying to require you to do so. Some schools will allow you to take the ACT in lieu of SAT II's. Please always check with the individual colleges and universities. The publication Preparing for the ACT is located in the Counseling office. **Students must register and have their scores sent to colleges on their own.** You can do so and find helpful information at www.actstudent.org.

****Please note: Hastings High School is not an ACT Testing Center. Students will register to take the exam at a nearby high school. The ACT website will provide that information.**

ADVANCED PLACEMENT (AP)

Students that are enrolled in these classes are required to take the AP exam in early May. Depending on the policy of the college, students may receive college credits for these high school college level courses. **Students should verify with each individual college they are applying to on their policies. You are responsible for indicating to College Board what scores you want sent to your colleges. School Counselors do not send scores.**

SERVICES FOR STUDENTS WITH DISABILITIES (SSD):

Provides services for students identified with modification needs. The College Board has a single application for eligible students that need to be completed just once during Grades 9-12. All approved students can use this eligibility for the SAT I and the AP Exams. Students taking the ACT can also receive modifications. The application is separate and must be completed each time a student wants to take the test. We encourage all students and parents that qualify to review these procedures with their School Counselor during their ninth grade year. This way all accommodations will be in place over the four year period for College Board exams.

TEST OF ENGLISH AS A SECOND LANGUAGE (TOEFL):

The TOEFL evaluates the potential success of an individual to use and understand standard American English at a college level. It is required for non-native applicants at many US and other English-speaking colleges and universities. The test consists of four sections: Listening Comprehension, Structure and Written Expression, Reading Comprehension and Vocabulary, and Essay Writing. Please have students see their Counselor if they think they need to take this exam. Students can register and learn more about this test at www.ets.org.

We encourage all students to meet with their School Counselors to discuss which tests they are considering and create a testing schedule. Please be aware of all deadlines that exist. If you are in need of a fee waiver please ask your Counselor before registering for these exams.

FOR INFORMATION REGARDING THE SAT
AND SAT SUBJECT TESTS, PLEASE LOG
ON TO THE COLLEGE BOARD AT THE
FOLLOWING LINK:

<https://collegereadiness.collegeboard.org/sat>

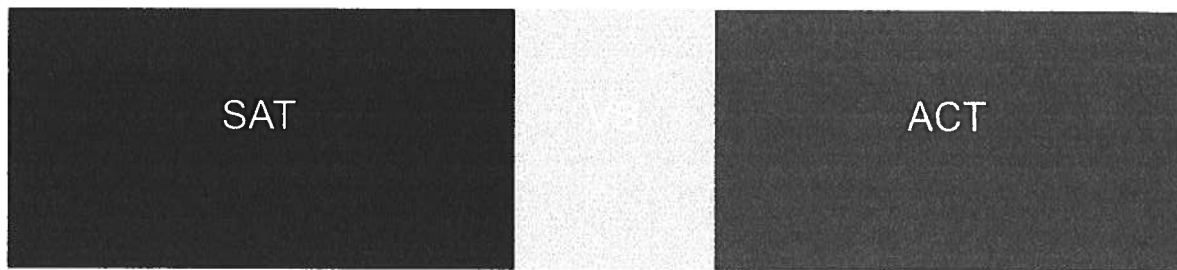
FOR INFORMATION REGARDING THE ACT
EXAMS, PLEASE LOG ON TO THE
FOLLOWING LINK:

www.act.org

ACT vs SAT: Key differences between the ACT and SAT

ACT vs SAT: which test is a better fit for your student? Students may take whichever test they prefer (assuming there are available testing locations for both tests). If you're not sure which test your child would prefer, consider the key differences between the ACT and SAT. Some students find that the ACT caters to their strengths more so than the SAT, and vice versa.

Need a quick side-by-side comparison of the tests? Check out our ACT vs. SAT Comparison Chart.



Content-based test

Type of Test

Content-based test

Reading: 1, 65-min section; Math: 1, 25-min section (no calculator) & 1, 55-min section (w/ calculator); Writing & Language: 1, 35-min section; Essay: 1, 50-min section (optional; the College Board will no longer offer the essay section after the June 2021 administration of the SAT)

Test Format

English: 1, 45-min section; Math: 1, 60-min section; Reading: 1, 35-min section; Science: 1, 35-min section; Writing: 1, 40-min essay (optional)

Reading, relevant words in context, math, grammar & usage, analytical writing (optional)

Content Covered

Grammar & usage, math, reading, science reasoning, and writing (optional)

Questions are evidence and context-based in an effort to focus on real-world situations and multi-step problem-solving

Test Style

Straightforward, questions may be long but are usually less difficult to decipher

Math and Evidence-Based Reading & Writing are each scored on a scale of 200-800. Composite SAT score is the sum of the two section scores and ranges from 400-1600

Scoring

English, Math, Reading, and Science scores range from 1-36. Composite ACT score is the average of your scores on the four sections; ranges from 1-36

No – you do not lose points for incorrect answers

Penalty for Wrong Answers?

No – you do not lose points for incorrect answers

Yes – you can choose which set(s) of SAT scores to submit to colleges. However, some colleges require or recommend that students submit all scores. Students should review the score-reporting policy of each college to which they plan to apply.

Score Choice?

Yes – you can choose which set(s) of ACT scores to submit to colleges. However, some colleges require or recommend that students submit all scores. Students should review the score-reporting policy of each college to which they plan to apply.

Math questions generally increase in difficulty level as you move through that question type in a section. Reading passage questions generally progress chronologically through the passage, not by difficulty level. Writing & Language passage questions do not progress by difficulty level.

Difficulty Levels

For the English and Reading sections, the difficulty level of the questions is random. For the Math section, questions generally increase in difficulty as you progress through the section. For the Science section, passages generally increase in difficulty as you progress through the test, and questions generally become more difficult as you progress through a passage.

Arithmetic, problem-solving & data analysis, heart of algebra, geometry, pre-calculus, and trigonometry; formulas provided

Math Levels

Arithmetic, algebra I and II, functions, geometry, trigonometry; no formulas are provided

Seven times per year: March or April, May, June, August, October, November, December (note that some states offer the SAT as part of their state testing requirements; these tests are not administered on the national test dates)

Offered when?

Seven times per year: February, April, June, July, September, October, December (note that some states offer the ACT as part of their state testing requirements; these tests are not administered on the national test dates)

Typically about four weeks before the test date

Registration deadline?

Typically about five to six weeks before the test date

www.collegeboard.com

More Information

www.act.org

INSTRUCTIONS FOR THE COLLEGE APPLICATION PROCESS

We need your cooperation in order to properly process your college applications. It is your responsibility to carefully read the instructions.

1. You will be using the Common Application (commonapp.org) to apply and send your applications to each individual school. There is a FERPA portion that you must fill out on your common application (see next page).
2. There may be some private schools that do not subscribe to the common application. If you are applying to these schools, please visit the school's site and proceed to do your application on-line directly from that site.
3. You must log on to your Naviance account (www.succeed.naviance.com/hastings) and follow the directions on the reverse side of this sheet. This is extremely important since you will be requesting your transcripts, any ancillary documents and telling us which schools you will be applying to - via Naviance.
4. If a SUNY school is NOT on the common application, you will have to use the www.suny.edu site to do so.
5. If you are applying to CUNY schools, you will have to use the www.cuny.edu site to do so.
6. If you are requesting a teacher recommendation letter, please ask that teacher at least two weeks, if not more, prior to the deadline. Teachers have the ability to upload their recommendations on to Naviance and the Counseling Office can send them electronically. If a teacher chooses not to use Naviance, please download the teacher recommendation from the common application, fill out the top and give it to our teacher to send along with the recommendation letter. ALSO ... please request that teacher in Naviance as well (on the Colleges tab/Colleges to which I am applying to/midway down the page).
7. SAT I, SAT II, ACT and AP Exam grades are not printed on the transcript and should be sent directly to the college from the College Board, ACT Board or ETS. Please see your counselor if you are unsure how to do this.
8. Be sure that if you are applying Early Decision to any of your schools, that you sign and date the separate Early Decision agreement. This agreement may be sent either online with electronic signatures or via regular mail. Please be aware of deadline dates - colleges are very strict when it comes to these dates especially regarding Early Decision.
9. A form will be available to you to fill out a request to have either your 1st quarter Grades or your mid-year grades sent to the colleges of your choice. Please note, if you do not fill out this form, we WILL NOT send those grades.
10. Finally, please make sure that you enter ALL decisions from colleges as they become available into your Naviance account, this includes denials, deferrals, wait lists and January admits.

FERPA Information

Once you have created an account on commonapp.org, you may begin to fill out the information that you will be sending to your colleges. In order for your teacher to write you a recommendation, you must complete the FERPA (Family Education Rights and Privacy Act) portion of the common app. The FERPA can be found on the “colleges” tab as soon as you log into your common app. Select one of the colleges that you have entered and a drop down will appear. Select the drop down that reads “Recommenders & FERPA.” Proceed to fill out the FERPA Release Authorization. Once you have completed the FERPA for one school, it will apply to all of the schools that you will be applying to.

NAVIANCE

You must log into your Naviance accounts, go to the tab “colleges” - proceed to “Colleges that I am applying to” and fill out the following information:

1. Match your Common Application to Naviance by entering the email address that you used to open your common app account and your date of birth.
2. The schools that you entered in your common app should appear in Naviance. Please make sure that all of the schools that you’re applying to appear on the list and please check how you are applying (ED, EA, Regular, etc.) and request your transcript. By doing this, you are letting your counselors know which schools you have applied to and where to send your transcripts and letters of recommendation to.
3. We ask that you enter in all the teachers that you are requesting recommendations from. Your teachers will then be able to upload their recommendations to Naviance and we will be able to send them electronically. **DO NOT enter in teacher recommendation requests on your common application.**

A Quick Recap of the Application Process

<u>PARTS OF APPLICATION</u>	<u>WHO COMPLETES IT</u>	<u>WHO SENDS IT</u>
Student Section (May include Part I and Supplement)	Student	Student
Essay	Student	Student
Resume	Student	Student and/or Counselor
Application Fee	Family	Student
Financial Aid Questionnaires	Family	Student
Test Scores (SAT) SAT II's, ACT, AP)	Student Request (College Board or ACT)	Test Agency
Teacher Recommendations	Teacher	Teacher or Counselor
School/Counselor Report	Counselor 1. Student will request transcript in Naviance	Counselor
Early Decision Agreement Form Only for Students applying ED	Student, Family, Counselor (All three must sign form)	Student
FAFSA (Free Application for Federal Student Aid)	Family	Family
CSS PROFILE (Check to see if your college requires this form)	Family	Family

FOR INFORMATION ON FINANCIAL AID,
PLEASE VISIT: www.finaid.org

HASTINGS HIGH SCHOOL HOLDS A
FINANCIAL AID NIGHT PRESENTATION
EVERY YEAR. EACH YEAR'S
PRESENTATION NOTES AND SLIDES ARE
POSTED IN THE COUNSELING SECTION
OF THE HASTINGS HIGH SCHOOL
WEBSITE UNDER "FINANCIAL AND
SCHOLARSHIP INFORMATION."

College Admission Glossary

What's a transcript? What's the difference between early action and early decision? When applying to college, you are bound to come across unfamiliar terms. This glossary can help you make sense of all the information you're sorting through.

ACT

A standardized college admission test. It features four main sections: English, math, reading and science — and an optional essay section.

Admission Tests

Also known as college entrance exams, these are tests designed to measure students' skills and help colleges evaluate how ready students are for college-level work. The ACT and the College Board's SAT are two standardized admission tests used in the United States. The word "standardized" means that the test measures the same thing in the same way for everyone who takes it.

Articulation Agreement

An agreement between two-year and four-year colleges that makes it easier to transfer credits between them. It spells out which courses count for degree credit and the grades you need to earn to get credit.

Candidates Reply Date Agreement (CRDA)

An agreement many colleges follow that gives applicants until May 1 to accept or decline offers of admission. This agreement gives students time to get responses from most of the colleges they have applied to before deciding on one.

Class Rank

A measurement of how your academic achievement compares with that of other students in your grade. This number is usually determined by using a weighted GPA that takes into account both your grades and the difficulty of the courses you've taken.

Coalition Application

A standard application form accepted by members of the Coalition for Access, Affordability, and Success. You can use this application to apply to any of the more than 90 colleges and universities that are members of the Coalition.

College Application Essay

An essay that a college requires students to write and submit as part of their application. Some colleges offer applicants specific questions to answer, while others simply ask applicants to write about themselves. Colleges may refer to this as a "personal statement."

College Board

A national nonprofit association whose mission is to prepare, inspire, and connect students to college and opportunity. The College Board administers the PSAT/NMSQT, SAT I, Advanced Placement Program (AP), CLEP, College Scholarship Service (CSS), and CSS/Financial Aid PROFILE.

College Credit

What you get when you successfully complete a college-level course. You need a certain number of credits to graduate with a degree. Colleges may also grant credit for scores on exams, such as those offered by the College Board's AP Program® and CLEP.

Common Application

A standard application form accepted by all colleges that are members of the Common Application association. You can fill out this application once and submit it to any one — or several — of the nearly 700 colleges that accept it.

CSS/Financial Aid PROFILE

A financial aid form produced by the College Board required for students seeking aid at approximately 10 percent of the nation's four-year colleges (including the most highly selective institutions).

Deferred Admission

Permission from a college that has accepted you to postpone enrolling in the college. The postponement is usually for up to one year.

Early Action (EA)

An option to submit your applications before the regular deadlines. When you apply early action, you get admission decisions from colleges earlier than usual. Early action plans are not binding, which means that you do not have to enroll in a college if you are accepted early action. Some colleges have an early action option called EA II, which has a later application deadline than

Early Decision (ED)

An option to submit an application to your first-choice college before the regular deadline. When you apply early decision, you get an admission decision earlier than usual. Early decision plans are binding. You agree to enroll in the college immediately if admitted and offered a financial aid package that meets your needs. Some colleges have an early decision option called ED II, which has a later application deadline than their regular ED plan. Learn more about applying early.

Financial Aid

Money given or loaned to you to help pay for college. Financial aid can come from federal and state governments, colleges, and private organizations. Learn more about financial aid.

- **Expected Family Contribution (EFC)** - The amount a family can reasonably be expected to pay for one year of college
- **Free Application for Federal Student Aid (FAFSA)** - The need analysis form produced by the US Department of Education that is required for students seeking aid by nearly all colleges and universities.
- **Student Aid Report (SAR)** - The form sent to families in response to submission of the Free Application for Federal Student Aid (FAFSA) indicating the Expected Family Contribution (EFC)
- **Test of English as a Foreign Language (TOEFL)** - An exam required by almost all US colleges and universities for students whose principal language is not English. The test is made up of three multiple choice sections: listening comprehension, structure and written expression, and reading comprehension.

Grade Point Average (GPA)

A number that shows overall academic performance. It's computed by assigning a point value to each grade you earn. See also Weighted Grade Point Average.

Legacy Applicant

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

National Merit Scholarship Program

A scholarship program based mostly on scores from the PSAT/NMSQT. Each year, National Merit students receive scholarships ranging from several hundred dollars to full costs of attendance

Need-Blind Admission

A policy of making admission decisions without considering the financial circumstances of applicants. Colleges that use this policy may not offer enough financial aid to meet a student's full need.

Open Admission

A policy of accepting any high school graduate, no matter what his or her grades are, until all spaces in the incoming class are filled. Almost all two-year community colleges have an open-admission policy. However, a college with a general open-admission policy may have admission requirements for certain programs.

Placement Tests

Tests that measure the academic skills needed for college-level work. They cover reading, writing, math and sometimes other subjects. Placement test results help determine what courses you are ready for and whether you would benefit from remedial classes.

Priority Date or Deadline

The date by which your application — whether it's for college admission, student housing or financial aid — must be received to be given the strongest consideration.

PSAT/NMSQT

The Preliminary SAT/National Merit Scholarship Qualifying Test is a standardized test that provides firsthand practice for the SAT and SAT Subject Tests. It also gives students a chance to qualify for National Merit Scholarship Corporation's (NMSC) scholarship programs.

Registrar

The college official who registers students. The registrar may also be responsible for keeping permanent records and maintaining your student file.

Reserve Officers' Training Corps (ROTC)

Combines military education with college study leading to the bachelor's degree. For students who commit themselves to future service in the Army, Navy, Air Force, Marines, or Coast Guard, there is usually an offer of financial aid. Not all schools offer ROTC.

Rolling Admission

An admission policy of considering each application as soon as all required information (such as high school records and test scores) has been received, rather than setting an application deadline and reviewing applications in a batch. Colleges that use a rolling admission policy usually notify applicants of admission decisions quickly.

SAT

The College Board's standardized college admission test. It features two main sections: math and reading. (College Board has announced that they will be streamlining this test after June, 2021. Further information will be provided as it becomes available. Please feel free to visit www.collegeboard.org for up to date and current information).

Sophomore Standing

The status of a second-year student. A college may grant sophomore standing to an incoming freshman if he or she has earned college credits through courses, exams or other programs.

3-2 Program

A program offering students three years of study in a liberal arts field followed by two years of professional or specialized study (e.g., engineering, teaching, nursing, business administration). The student is awarded two degrees upon successful completion of the program.

Transcript

The official record of your course work at a school or college. Your high school transcript is usually required for college admission and for some financial aid packages.

Transfer Student

A student who enrolls in a college after having attended another college.

Undergraduate

A college student who is working toward an associate or a bachelor's degree.

Universal College Application

A standard application form accepted by all colleges that are Universal College Application members. You can fill out this application once and submit it to any one — or several — of the more than 3,044 colleges that accept it.

Waiting List

The list of applicants who may be admitted to a college if space becomes available. Colleges wait to hear if all the students they accepted decide to attend. If students don't enroll and there are empty spots, a college may fill them with students who are on the waiting list.

Weighted Grade Point Average (GPA)

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

Work-Study

A federally funded program in which students take campus jobs as part of their financial aid package. To participate in a work-study program, students must complete the FAFSA.

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