



MANHASSET HIGH SCHOOL

Post-Secondary Planning Guide

Class of 2027

*Developed by:
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Post-Secondary Planning Guide

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During the course of 11th grade, students at Manhasset High School are encouraged to consider post-secondary planning. Given the various steps involved, it is important to consider that thoughtful planning should not be done overnight. In fact, when thinking about your future, it will be important that you take time to educate yourself about available options so that you will make informed decisions. This guide has been prepared to help you in that process. As you progress, you will find that the post-secondary planning process is a learning process.

In addition to learning about options for continued academic or vocational study, entering the workforce or choosing a career in the military, you will learn more about yourself as you consider your strengths and weaknesses, likes and dislikes and values and aspirations. By spending time considering your personal characteristics, we believe you will come to a clearer understanding of the person you are, the person you would like to become, and the initial direction you hope to pursue.

When considering post-secondary opportunities, it is important to keep in mind that plans can and often do change. Because the process will expand your knowledge and understanding of what is available, especially with regard to colleges and universities, you will see things differently as time goes on. Be sure to keep an open mind and remember: the plans and decisions you make are *yours* and should stem from an appreciation and understanding of your unique talents, abilities, needs and interests. Be sure to give the time and attention to this planning process because, in the end, you are doing this for yourself.

The members of the Counseling Department are dedicated to working alongside you as you begin to explore your post-secondary options and help you understand the processes related to each. We look forward to working with both you and your parents/guardians as you move closer to reaching your goals.

*Thank
You*

The Post-Secondary Planning Process **For the College/University Bound Student**

In recent years, approximately 98% of Manhasset High School graduates have attended college/universities upon graduation. While the number changes each year, approximately 96% are attending four-year colleges and universities and 2% are attending two-year colleges. The admissions process has become increasingly competitive and this is attributed to several trends, including the wider-range use of electronic applications and the changing recruitment practices of colleges and universities. In recent years, most institutions have increased the enrollment of international students and aim to diversify their incoming classes by recruiting broadly throughout the United States. This more diversified population includes students who represent the first generation in their family to attend colleges or universities (*known as “college” in this document from this point forward*) as well as those who may not have applied because of the cost of attendance. While the number of high school graduates in the country is somewhat stable, a larger number of graduates are applying to college.

It is important to know that a majority of our recent graduates are attending colleges they would identify as those among their top three choices. This brings up an important subject. As you begin the college process, **it is essential that you understand the importance of having multiple top choices while remaining realistic. In addition, do not be hesitant to take risks on some application attempts in consultation with your counselor.** While many students have their “dream” school, there is no way to guarantee your admission. As such, any practical college search must be extensive enough to include a number of schools in which you believe you would thrive. Now, let us get started.

The College Process

When counselors refer to the “college process,” they are referring to an on-going series of events that generally begin in the fall of 11th grade and end on the day each student notifies a college or university of his/her intention to enroll. The college process consists of distinct phases and each has its own characteristics and goals. In general, the period for each phase is as follows:

Phase I:	<i>“Getting Started”</i>	Early to Mid 11 th Grade
Phase II:	<i>“Active Planning”</i>	Mid 11 th Grade - August
Phase III:	<i>“The Final Act”</i>	Senior year

****Note:** For purposes of this publication, the term *College* will be used to reference *College/University*.

Phase One: “Getting Started” *(Early to Mid-11th Grade)*

Goals and Recommended Activities

Goals:

At the conclusion of the recommended activities, you should have completed the following:

- Created a personalized testing schedule for 11th grade (*ACT or SAT*)
- Explored colleges as the result of attending the College Mini-Fairs or Individual College Visits (virtual or in person) through Manhasset High School.
- Review the *Glossary of Terms* that you will receive in this guide.
- Gained a thorough understanding of **your initial academic profile** as indicated by your **two-year high school grade point average (GPA)** and any **standardized tests** you may have already taken.

Recommended Calendar of Activities

SEPTEMBER

- Register for the PSAT, administered at Manhasset High School in October.
- Participate in our Individual College Visits to allow for a more in-depth look at each college and help gain an understanding of questions to ask college representatives.
- Refer to the HS Counseling webpage on the district website to review the list of colleges that are sponsoring local information sessions or sponsoring Open House and other campus-based programs. Also, be sure to check individual college websites for more information.
- If you are a student with disabilities who has not yet requested testing accommodations for exams administered by the **College Board** (*PSAT, SAT and AP exams*), make an appointment with your counselor **immediately** to begin the required paperwork.
- For ACT accommodations, you must indicate that you are requesting accommodations when you register. Prior to the exam, please have your parent sign the release form required by our office. Please register at least four weeks before the ACT deadline.

OCTOBER/NOVEMBER

- **PSAT**
- **11th Grade Parent Night**
- Continue to attend **College Mini-Fairs** and **Individual College Visits**
- Review your high school transcript on the Parent Portal for any errors
- Review: *How Do I Begin?*
- Review: *Myths About the College Selection Process*
- Review the *Glossary of Terms* associated with the college process.
- Log on to *Naviance* at <https://student.naviance.com/manhasset> and review the tools provided on the site. Pay particular attention to the *College Match List* and *Scattergrams*.
NOTE: You may also access your Naviance through Clever or Class Link.
- Become familiar with the HS Counseling webpage. Be sure to check the scholarship information provided for the seniors, as this is one of many ways to see what might be available to you next year. Also, review the *Summer Program Opportunities* as many of the same programs send the same information each year. The HS Counseling webpage is found at www.manhasset.schools.org under the *Parents/Community* link or under *Academics*.
- If not already familiar, investigate the differences between the SAT and ACT. Both the College Board and ACT websites provide an overview of the exams.

DECEMBER

- When you receive your PSAT scores, carefully review your individualized score report. The report will identify your strengths and weaknesses, as measured by the test, in order to help you begin preparing for the SAT. Discuss your test results with your counselor. If you have not done so already, you should speak with your parents about a strategy to prepare yourself for the SAT or ACT exam(s). Free test prep is available:
SAT/ACT: Method Learning (on your Castle learning account)
SAT: Khan Academy: <https://www.khanacademy.org/SAT>
ACT: Kaplan: <https://www.kaptest.com/act/free/act-free-practice-test>

- Using your GPA and PSAT or Pre-ACT score, determine your initial academic profile. While many students improve their profiles by the end of 11th grade, you can use this profile as a starting point from which to begin looking for colleges.
- Continue to establish your personal testing calendar for 11th grade.
- Anticipate meeting with school counselors in January for group post-secondary planning sessions.
- Using the *Naviance* program, consider conducting a **new *Career Interest Inventory*** to determine careers in which you might have an interest. The results of this inventory can help you identify possible college majors or areas of interest.

Where Should I Begin?

Consider the following basic questions:

Am I going to college?

This might appear to be a surprising question, but it lays the groundwork for every decision that follows. Choosing to attend college might be a value handed down by your parents or something they have discussed since you were a child. Is the assumption you are going to college **yours**?

Why am I going to college?

Are you going because your parents and friends expect this from you? Is it because you have not thought of anything else you would like to do? What is **your** reason?

Which, if any, colleges should I be thinking about?

If you have a “beginner list,” where did the names come from? At this point, please do not limit yourself. There are many wonderful options available.

When should I consider attending?

Not everyone should jump into college immediately after high school. Other options exist, so do not be afraid to explore.

What are my goals for attending college?

Is it the financial rewards of a lucrative career or the development of skills for a profession you love? Is it the prestige of attending a well-known and well-respected college? None of these values is wrong. You just have to recognize what you want to achieve from your college experience in order to design your search accordingly.

Do I have a specific goal in mind, or am I going to college to broaden my knowledge?

Some students know they want to be accountants, electrical engineers, nurses, or teachers while others have no clue where a college degree might lead them; they just know they want to follow a specific path. Both mindsets are fine. However, if you do not have specific goals, search for schools that will give you plenty of options. Only 20% of students actually graduate in the major they first identify.

What would make me comfortable in a college setting?

There will be many factors to consider when looking at colleges, including *academic offerings, academic selectivity, location, makeup of the student body, and the size of the student body*. **Knowing what you want and need in a college is very important.** What might be insignificant to one person, is critical to another.

What will provide the tools for me to reach my highest potential?

You should avoid choosing a college simply because it fits your comfort level. Perhaps you need to be challenged to go beyond what you think you can achieve. You might like the cozy atmosphere of a small rural campus or need the stimulus of a large urban university. You might want a campus where you will feel you fit in immediately. What you might *need* is a place that will force you to adapt to unfamiliar situations.

Additional questions to consider...

- *What courses have you enjoyed most/least?*
- *What are your academic and personal strengths and challenges?*
- *What do you choose to research if you have time to yourself?*
- *Do you enjoy participating in class? Are you an active learner? Do you enjoy writing assignments and/or doing research?*
- *What do your choices portray about your interests and the way you learn?*
- *What experiences have shaped your growth and thought processes?*
- *Have you worked up to your potential? Is your academic record an accurate indicator of your ability and potential? How about your standardized scores? What do you consider the best measures of your potential for college?*
- *How do you react to failure, disappointment, or criticism?*
- *Why should a college accept you? What will you bring to the campus?*
- *What are outside circumstances that you feel have interfered with your academic performance: How have you handled them? If you have received special education services, will you be seeking those services in college?*
- *What activities do you most enjoy outside of the classroom? Do they show any pattern of commitment, competency, or contribution to other individuals, your family and/or school?*
- *How would you describe your family and home environment? How have they influenced your way of thinking?*
- *How do you respond to pressure, competition or challenge? How hard do you expect/want to work?*

Myths About the Collection Selection Process

Learning about college takes time which students often do not allocate sufficient time and thought. The beginning of the college process is riddled with many myths. The following are the most common:

“THERE IS ONLY ONE PERFECT COLLEGE FOR ME.”

Understanding that there is not one perfect college for any student will make the search process that much more exciting. If you narrow your sights to only one college, or type of college, you may overlook other very appropriate choices. We encourage all students to conduct a broad search that will encompass schools at various selectivity levels.

“I NEED TO DECIDE ON A CAREER BEFORE I AM ABLE TO CHOOSE A COLLEGE.”

The average college student changes majors two to three times in the course of four years of college. Most college graduates change careers three to five times during their lifetime. While for some majors it is helpful to know before beginning college, this is not necessary for most.

“WE CAN ONLY AFFORD A LOW-PRICED COLLEGE.”

Do not let cost alone determine your college list or future as a whole. Too often, students rule out certain colleges because the total cost appears to be more than his/her family can afford. This may not be the case when all resources of financial aid are explored. In order to attract students from all income levels, private colleges offer significant amounts of financial aid and, in the end, may be more affordable than a seemingly less expensive public institution. Many private colleges also offer merit and departmental scholarships.

“MOST STUDENTS ARE REJECTED BY THE COLLEGE OF THEIR CHOICE.”

Throughout the nation, the majority of all students attend their first or second choice college. However, that number is likely smaller for students who apply to selective colleges with acceptance rates below 20% or even 10%. When building a list of colleges, we absolutely recommend that all students include colleges across all selectivity ranges where they would be happy to attend.

“INVESTIGATING COLLEGES IS AN UNPLEASANT CHORE.”

Looking at colleges should be an exciting experience, as you are exploring places where you will consider spending four years or more of your life. As you visit schools, you should be open to learning as much as possible, for the following reasons:

1. *You will have to make decisions about the schools to which you will eventually apply. Knowing how each school will meet your needs will be an important element in that decision-making process.*
2. *Your application may require you to discuss why you are applying to the college. The search process will allow you to address that question from the perspective of your individual needs/desires.*

“I’VE NEVER HEARD OF THIS COLLEGE, SO IT CAN’T BE ANY GOOD.”

Most people know very little about most of the colleges in the United States. The average individual can reference less than ¼ of the 3,000 plus colleges. These tend to be the older, east coast schools, large state universities, schools with outstanding athletic teams, and schools that happen to be near their home. Remember that the school you choose may be unknown to you now, but there is plenty of time for exploration. And, some schools that you have heard about may not prove to be a good match. Try to keep an open mind throughout the entire process

Glossary

Commonly used terms and definitions in the college application and admission process:

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

ACT: A college admissions exam that measures *Reading Comprehension (40min)*, *Mathematics (50min)*, *English Usage (35min)* with a 15 minute break. In addition, an optional Science Reasoning (40min) and Writing section (40min). Students receive three sub-scores and a “composite” score, all of which range from 1 – 36. The science reasoning and writing score is separate. Many colleges are accepting the “Super score” of multiple ACT exams.

** Colleges will accept the ACT or SAT*

ADVANCED STANDING: The practice of allowing students to use AP courses in place of basic core requirements. The acceptable AP score will differ at each school and in each academic discipline. At some institutions, a student will still have to complete the number of credits required for graduation while in others, AP courses are awarded credit. This will ultimately reduce the number of courses needed for graduation.

ARTICULATION AGREEMENT: A formal agreement between two colleges or universities stating specific requirements for the recognition of academic achievement in order to facilitate the transfer of students without duplication of course work.

ASSOCIATE DEGREE: A degree granted upon successful completion of a course of study in a community or junior college.

BACHELOR’S DEGREE/BACCALAUREATE DEGREE: A degree awarded by a college or university to someone who has completed undergraduate study requirements.

CANDIDATES’ REPLY DATE: May 1st is the date by which a college expects an accepted student to notify the admissions office of the intent to enroll. An enrollment deposit is also required at this time.

CAREER-ORIENTED PROGRAM: A group of courses, which prepares students primarily for employment in a specific occupation. These programs can last a few months or more than two years and may lead to a certificate, diploma or associate degree. An example might be the A.S. (Associate of Science) in Surgical Technology granted by Nassau Community College.

COALITION APPLICATION: The Coalition Application is an alternative application to the Common Application for select colleges. Currently, there are more than 160 subscribers to the application. **Often but not all the time**, members of the Coalition accept the Common Application.

COLLEGE CATALOG: A book or online document that describes requirements for admission, courses of study, facilities, extracurricular activities, tuition and fees, scholarships, majors, degrees, faculty, etc.

COLLEGE VISIT FORM: Students visiting a college on a school day can request a college representative to complete a verification form so that the student's absence is considered "excused." The form is available online and in the HS Counseling Office.

COMMON APPLICATION: The standard application form distributed by the National Association of Secondary School Principals to colleges who are subscribers to the Common Application. Currently, over 900 colleges accept the Common Application. In addition to the basic application, many schools require supplemental information. *For a complete list of participating schools, log on to: www.commonapp.org*

COMMUNITY COLLEGE: A public, two-year college funded by a city or state. It offers transfer and terminal career programs leading to an associate degree.

CONSORTIUM: A group of colleges in a geographic area who join to maximize opportunities for their students by allowing cross-registration or sharing of facilities.

COOPERATIVE EDUCATION: A college program of alternating periods of full-time study and paid employment in related work. Graduates have the advantage of one or two years of practical experience, however, the degree takes longer to complete. Colleges offering these programs include **Northeastern and Drexel Universities**.

CORE CURRICULUM: Refers to a group of courses in varied areas of arts and sciences designated by the college as requirements. There is often a choice of acceptable courses within the core. Not all colleges employ a core curriculum, but the majority do.

CSS/FINANCIAL AID PROFILE: A form and service offered by the College Board and utilized by indicated colleges, universities, and private scholarship programs to award their own private financial aid funds. Students pay a fee to register for the CSS Profile and send reports to institutions and programs where required. The CSS Profile is not a Federal form and may not be used to apply for federal student aid.

CUNY: An acronym for The *City University of New York*. Schools in this system include but are not limited to *Queens College, Hunter College, Baruch College, and Sophie Davis School of Medicine*.

CURRICULUM: The program of study or a set of courses offered by an educational institution.

DEFERRAL: One of the possible responses by a college to a student's early action, early decision or rolling admission application. A deferral means that the student is neither admitted nor denied, and that the college will reconsider the application later. *Early Decision candidates who are deferred are no longer bound by the Early Decision contract to enroll if accepted later.*

DEFERRED ADMISSIONS/DEFERRED MATRICULATION: Allows an admitted student to postpone entering college for one year for specific approved reasons: family matters, financial hardship, travel, work, etc. *Students may not defer admission to attend another college.*

DEGREE: The college diploma earned upon successful completion of a two-year, four-year, graduate or postgraduate program. Examples include *Associate's Degree, Bachelor's Degree, Master's Degree, Doctoral Degree.*

DEMONSTRATED INTEREST: In order to determine how serious an applicant is about attending a particular school, some colleges look for demonstrated interest. Activities that would qualify would include *campus visits, attending a class, attending college fairs or regional programs sponsored by the college, as well as scheduling an interview.*

DEPOSIT: The amount of money expected by a college to reserve an admitted student's seat in his/her desired college.

DOUBLE DEPOSIT: Refers to reserving a place at more than one college. This practice is unethical and seriously frowned upon by colleges. Many colleges have joined regional groups in which they share information. *Students who have double-deposited and are found out can be denied admission to all the colleges to which they have deposited.*

EARLY ADMISSION: A policy employed by some colleges that permits students to enroll in college after three years of high school.

EARLY ACTION (EA): A plan by which a student may apply to a single or multiple colleges early senior year. (*Usually Nov. 1st or 15th*). Students often receive a response from the college by mid-December. An offer of admission is NOT binding on the students who have until May 1st to make up their minds. (See **Restrictive and Single Choice Early Action**)

EARLY DECISION (ED): An application option by which a student may apply to a single college in early senior year with the understanding that, if admitted, the decision is **binding**. The Counseling Office will process only one ED application, and accepted ED students must immediately withdraw any other college applications they have filed. Students who file an ED application may concurrently apply to other colleges under rolling, regular, and non-binding early plans. **The Counseling Office will send only ONE (1) Mid-Year Report for a student admitted under the Early Decision option.**

**NOTE: Some colleges are allowing students to receive their financial packet before solidifying their ED agreement to attend.*

FAIR TEST: Fair Test is a nonprofit advocacy organization dedicated to preventing the misuse of standardized tests. Visit www.fairtest.org to view a list of colleges that admit a large number of students who do not submit test scores from either the College Board or ACT.

FAMILY EDUCATIONAL RIGHTS and PRIVACY ACT (FERPA): Act providing student access to education records, an opportunity to seek to have the records amended, and some control over the disclosure of information from the records. The high school must have permission from the student and parent to release student records if the student is not 18 years of age.

FREE APPLICATION FOR FEDERAL STUDENT AID (FAFSA): A tool for determining a student's eligibility for Pell and other federal grants as well as to determine the type of student loan one may receive. Also, the information provided is used by New York State to determine eligibility for TAP (Tuition Assistance Program).

FEDERAL PARENT LOAN FOR UNDERGRADUATE STUDENTS (PLUS): The federal PLUS loan program permits parents of undergraduate students to borrow up to the full cost of education less any other financial aid the student may have received.

FEDERAL PELL GRANT PROGRAM: A federally sponsored and administered program that provides need-based grants to undergraduate students.

FEES: Fixed sums of money required by colleges for such items as college applications, registration, room (housing) and board (food), athletic facilities, science laboratories and computer use. These fees are in addition to tuition costs.

FINANCIAL AID: Refers to any financial assistance offered to students. This assistance can come in the form of scholarships, awards, paid employment, grants and/or loans. Financial aid can be awarded based on financial need, academic record, special talent, standardized test scores or any other criteria established by federal or state agencies, the college, the college's contributors, foundations or corporations.

GRADE POINT AVERAGE (GPA): With the exception of Physical Education, GPA is the average of all final grades received in Manhasset courses that carry high school credit. The official GPA is calculated at the end of junior year and includes high school courses completed in 8th grade. Two GPAs appear on the Manhasset High School transcript – weighted and unweighted.

GREEK LIFE: Social organizations for college students identified by letters of the Greek alphabet. Fraternities are historically for men while sororities are historically for women.

HONORS PROGRAM: A college program offering the opportunity for high-achieving students to enrich their educational experiences through independent, advanced, or accelerated study. Honors programs may also include preferential housing, priority course registration, access to research facilities, courses taught by prominent faculty and the ability to enroll in courses with fewer students than is usual.

HUMANITIES: Courses concerned with human thought and human relations, philosophy, literature, classic languages, and the fine arts.

INDEPENDENT STUDY: Allows students to earn college credit through individual study or research planned with and supervised by a faculty advisor.

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

INTERSESSION: The period between college academic semesters or trimesters. Intercession is used for independent study, study/travel abroad or mini-semester.

IVY LEAGUE: Refers to colleges originally set up as an athletic conference of four specific schools. It is now more commonly thought of as eight highly selective colleges in the Northeast: *Harvard, Yale, Princeton, Brown, Dartmouth, Cornell, Columbia, and the University of Pennsylvania.*

JUNIOR COLLEGE: A private, two-year college offering career-oriented programs and/or curricula designed for transfer to a four-year college.

LIBERAL ARTS: Courses in humanities, social sciences, and the abstract sciences, as opposed to technical or professional subjects.

MAJOR: The subject or department in which a college student decides to specialize. Each college determines the courses and number of credits required for each major, but approximately one-third of the total degree credits is an average. Students are often required to "declare a major" at the end of sophomore year. Students may also double or dual major.

MATRICULATE: To enroll in a college for working towards a degree.

MID-YEAR GRADES/SEVENTH SEMESTER GRADES: The grades earned through the end of the midterm examination period during the senior year of high school. It is policy at Manhasset High School to send the second quarter report card to all colleges to which a student applies.

MINOR: Subject in which a college student takes the second greatest concentration of courses. Minors may be informally based on the student's interests, or formally prescribed by the college.

OPEN ADMISSION/OPEN ENROLLMENT: A policy of admitting high school graduates and other adults generally without regard to conventional academic qualifications, such as high school, grades/subjects and/or admissions test scores. While virtually all

applications with high school diplomas or their equivalent are accepted to these colleges, students may not be accepted to their first choice programs.

PLACEMENT TESTS: A battery of tests designed to assess a student's level of achievement in various academic areas so that he or she is advised to enroll in the appropriate college-level courses.

PREREQUISITE: Courses needed in preparation for higher-level courses.

REGULAR ADMISSION: Regular decision applications typically have submission deadlines between Jan. 1st and Feb. 1st. Applicants are reviewed at the same time and in comparison to each other. Decision notifications are typically provided between March 15th and April 1st.

RESTRICTIVE EARLY ACTION: A plan under which a student applies under a non-binding early action option, however, the student **may not** apply to any school under an **Early Decision** plan.

ROLLING ADMISSION: The practice of processing an application for admission as soon as all required forms and credentials are received in the college Admissions Office. Students are notified as soon as those decisions are made rather than announcing all admission decisions on the same date. Later applicants, although qualified for admission, may be rejected because enrollment targets have been met.

RESERVE OFFICERS TRAINING CORPS (ROTC): Air Force, Army and Navy programs on certain college campuses that combine military education with baccalaureate degree study. Such programs are often provided with financial support for those students who commit to future services in the Armed Forces.

SAT: A two-hour 15-minute college admission test that measures *Critical Reading/Writing* and *Mathematical* skills (200-800 point range).

SEMESTER/TRIMESTER/QUARTER: A period of instruction into which the college academic year is divided. Most colleges have two (2) fifteen-week semesters. Some operate on a trimester (three (3) twelve-week divisions) or quarter system (four (4) ten-week divisions.)

SENIOR AUTOBIOGRAPHY: A document completed by all 11th grade students as required by Manhasset High School. Among other things included in the autobiography, the questions in this document are designed to help the student consider his/her interests, strengths, challenges, and future plans. The counselors use this document to assist in the writing of the student's letter of recommendation.

SINGLE CHOICE EARLY ACTION: A plan under which a student may apply to one school only under the guise of the Early Action parameters. Currently Harvard, Stanford, Princeton and Yale have this plan.

STATE UNIVERSITY OF NEW YORK (SUNY): A state education system specific to New York that includes the state *universities* at Binghamton, Stony Brook, Albany, and Buffalo. The SUNY *colleges* include Geneseo, Oneonta, and New Paltz, and several others. The SUNY system also includes select community colleges and residential technical colleges.

SUPPLEMENTAL COLLEGE APPLICATION MATERIAL:

Although 900 colleges and universities accept the Common Application, many require additional (supplemental) information. This information will vary by school and can include a request for additional personal/family information, additional essay(s) or additional short answer questions.

TERMINAL PROGRAM: A curriculum offered by a community or junior college that does *not* prepare the student for transfer to a four-year college.

TEST OPTIONAL SCHOOLS: Schools that will admit students who do not submit standardized test scores.

TEST OF ENGLISH AS A FOREIGN LANGUAGE (TOEFL): An admission test used by colleges to determine the English proficiency of people whose native language is not English. The test has four sections: *listening, structure, reading, and writing*.

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

TRANSCRIPT: The official record of high school or college-level courses and grades.

TUITION: Refers to the monetary charges for courses given by a college and is based either on the cost for each credit taken or on a flat rate regardless of credits taken.

UNDERGRADUATE: A college student who is pursuing a bachelor's degree.

WAITLIST: Colleges place students on the Waitlist when the student is admissible, but the school simply doesn't have enough space in the incoming class. If the college has not met their enrollment target as of May 1, the college will go to the Waitlist to offer acceptances. Students who are waitlisted must notify the college in writing if they wish to remain on the waitlist. Since waitlisted students are not guaranteed admission, it is important to confirm enrollment with your chosen admission offer by May 1.



SAT/ACT Test Optional Schools

Many degree granting institutions no longer require high school graduates to submit ACT/SAT scores for admissions consideration. **However, these policies are ever-changing and applicants should always verify with each institution the standardized testing policy for the year in which they intend to apply for admission.** Some institutions only exempt applicants who meet other minimum criteria, some use SAT/ACT scores solely for course placement, and still others may require SAT/ACT scores for scholarship eligibility. It is essential that prospective applicants research this feature of each institution's admissions requirements to ensure they submit everything required for full consideration.

A great resource for viewing Test Optional admissions information is the fairtest.org website: www.fairtest.org/university/optional.

SAT or ACT

Given that all colleges and universities will accept either the SAT or ACT, it is very important that you familiarize yourself with both exams. Your goal is to find the test with which YOU feel most comfortable. Once you have participated in each assessment, we strongly recommend that you prepare for the exam, which you believe will have the greatest success. Preparing for both will require a huge investment of your time and could be more stressful than preparing for only one exam.

If you are planning to take the SAT, you can find practice material on the College Board website (www.collegeboard.org) and you can find support for the exam via Khan Academy (www.khanacademy.org) The College Board has collaborated with Khan Academy to offer all students free on-line support and access to sample test material. The program is interactive in that if you complete the work and submit, it will be scored and you will receive additional questions in the areas in which you appear to struggle. In addition, the ACT has partnered with Kaplan for free test preparation.

If you have a current interest in any school(s), you should check their testing requirements so that you can adequately prepare for this important element of the college application process.

SAT	vs.	ACT
Content-based test	Type of Test	Content-based test
<p>Reading & Writing: Two modules, 32 min. each</p> <p>Break: 10 min.</p> <p>Math: Two modules, 35 min. each (both with calculator)</p>	Test Format	<p>English: One 35-min. section</p> <p>Math: One 50-min. section</p> <p>Break: 15 min.</p> <p>Reading: One 40-min. section</p> <p>Science: One 40-min. section (optional)</p> <p>Writing: One 40-min. essay (optional)</p>
Reading, grammar & usage, math, and relevant words in context	Content Covered	Reading, grammar & usage, math, science reasoning (optional), 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 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 will each range from 1-36. Composite ACT score is the average of your scores on the English, Math, and Reading sections, and also ranges from 1-36. If you elect to take the optional Science section, you will receive a separate Science score.
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.
Reading & Writing Module 1 has prompts of three difficulty levels: easy, medium, and hard. Your performance decides if you progress to an easier or more challenging Module 2. This concept applies to Math as well, with Math Module 1 having three difficulty levels, and Module 2's version chosen based on your first Math stage performance.	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.
Algebra, advanced math, problem-solving and data analysis, geometry and trigonometry (formulas provided)	Math Levels	Arithmetic, algebra I and II, functions, geometry, statistics & probability, and trigonometry (no formulas provided)
Eight times per year: March, May, June, August, September, October, November, and December.	Offered when?	Seven times per year: February, April, June, July, September, October, December.
Typically about 2 weeks before the test date	Registration deadline?	Typically about 4-5 weeks before the test date
www.collegeboard.org	More Information	www.act.org

Potential Standardized Testing Dates

Grade 11	<i>October</i>	<i>PSAT/NMSQT</i>
	<i>December</i>	<i>ACT</i>
	<i>February</i>	<i>ACT</i>
	<i>March</i>	<i>SAT Reasoning</i>
	<i>April</i>	<i>ACT</i>
	<i>May</i>	<i>AP Exams</i>
	<i>June</i>	<i>SAT Reasoning / ACT</i>
Grade 12	<i>August</i>	<i>SAT Reasoning</i>
	<i>September</i>	<i>SAT Reasoning / ACT</i>
	<i>October</i>	<i>SAT Reasoning / ACT</i>
	<i>November</i>	<i>SAT Reasoning</i>
	<i>December</i>	<i>SAT Reasoning / ACT</i>
	<i>May</i>	<i>AP Exams</i>

Note: *AP Exams are REQUIRED for all students enrolled in an AP course.*

Counseling Department Webpage

Over the course of the last several years, we have developed our webpage on the District website in order to provide an additional means of communicating with both students and parents/guardians. We invite you to visit our webpage to view information related to:

College Visit Attendance Verification Form
College Fairs and Open House Programs
College/University Representative Visits
College Representative Contact List
Financial Aid Information
Grade Level Parent Night Presentations
High School Course Catalog
Mini College Fair Participant List
Monthly Reminders and Announcements
Post-Secondary Planning Guide
Scholarship Opportunities
High School Profile
Spring and Summer Enrichment Program Opportunities
College Essay Writing
The SET List
Wellness Resources

<https://www.manhasset.schools.org>

Phase One Checklist

Now that you have completed **Phase One** of the college process, let us check your progress. The following questions are based on the goals set out on *page 3* of this guide:

1. Based on your participation in the individual in person or virtual college visits, or attendance at any college fairs held this past fall, are there any colleges or universities where you have developed interest? Please indicate the names below.

2. Did you take the PSAT exam in October? If so, what was your score?

Critical Reading _____ *Math* _____ *Writing* _____

3. Have you reviewed the Glossary of Terms? Are there any terms you do not completely understand? If so, please indicate below.

4. Do you understand the differences between the SAT and ACT? Yes _____ No _____

If you answered no, please see your counselor for additional information.

5. Did you complete a personal standardized testing schedule for 11th grade? Yes ___ No ___

6. Did you complete a career interest inventory? Yes ___ No ___

*If you answered **NO** to either question, it is highly recommended that you complete both before proceeding to Phase Two of the college process.*

Phase Two: “Active Searching”

Mid 11th Grade – Summer 2026

Goals and Recommended Activities

Goals:

At the conclusion of the recommended activities, you should have:

- Registered for all standardized tests you plan on taking before the end of the school year
- Gained an understanding of the differences between colleges and universities
- Conducted a college search to identify schools that match your interests and needs.
Compare the results of your search to the College Match list on Naviance.
- Identified programs that will provide the academic support services you will need to be successful (*if applicable*)
- Completed your *Common Application*
- Met with your counselor and parents for a Junior College Conference
- Begun/continued making campus visits if available or attend virtual college tours/information sessions
- Registered with the *NCAA Eligibility Center* if you have the potential of being a recruited athlete
- Attended local college fairs (virtual and/or in person)
- Completed your *Senior Autobiography* and distributed *Confidential Appraisal Summaries* to three of your teachers
- Narrowed your list of colleges to those you will apply to in the fall
- Considered applying to college under one of the “early” options
- Written at least a final draft of your college essay based on the Common Application topics
- Completed the majority of the Common Application

Recommended Calendar of Activities

JANUARY

- Begin working on your Common Application
- Return to the College Search you began during our 11th grade meeting in January and revise it, as needed
- If you will be taking any of the exams administered by the College Board (*SAT*) register at www.collegeboard.org. The SAT is given at Manhasset in *May, June, August, September, October, November* and *December unless regulations change under guise of the pandemic*.
- If you will be taking the ACT, register at **www.act.org**. As with the SAT's, be aware of registration deadlines. Manhasset High School is now an ACT National Testing site.
- Students with Classified Disabilities or 504 Plans:

Manhasset's CEEB code for the SAT and ACT programs is: 333-010

- For some test dates, you have the option of paying an additional fee to receive your answers to the test. This might be a good idea so that you can review the test to see where you might need further preparation.
- If your native language is not English, consult with your counselor about taking the **TOEFL** (*Test of English as a Foreign Language*) or **TOESL** (*Tests of English as a Spoken Language*)
- *SAT, ACT, TOEFL or TOESL*, be sure to use your **LEGAL NAME**. This practice should be followed on all answer sheets, as well.
- Become familiar with your Post-Secondary options
- Conduct a college search using *Naviance*, or the College Board website. You will be asked to respond to questions about the characteristics you are looking for in a school. It is important to pay particular attention to these questions, as they will help you find schools that match your interests and needs. **Be sure to save your results.**
- Register to participate in the **Mock College Interview Program** being held in March.

FEBRUARY

- Keep track of your appointment for a Junior College Conference with your parents and counselor. **Before attending the conference, it is imperative that you complete your Common Application online and conduct and save a College Search on Naviance.**
- By now, you may have started receiving college brochures in the mail or via email. As you review this material; it is a good idea to get file folders to keep the material organized. You should review all material, even if you have never heard of the school because, in most cases, the school identifies you as a possible candidate based on your performance on the PSAT, SAT or ACT.
- Resolve to do well in your courses as you enter the second semester for junior year. Remember, junior grades represent the last full year of achievement that colleges will see as they consider your applications next fall.
- **Please Note:** The GPA calculation from June 2026 is the GPA that will be reported to colleges. Senior year grades will be re-calculated in January 2027 to determine the class Valedictorian and Salutatorian, only. GPA includes only courses taken @ Manhasset Secondary School.
- If you are interested in a particular college(s) you may want to **visit** during February break. If there is no particular college you wish to explore, consider visiting local colleges to gain experience visiting different types of schools. Hofstra, St. John's and Adelphi Universities are good examples of suburban colleges. New York University and both Fordham campuses will give you a taste of an urban campus. Stony Brook, the University of Delaware and Rutgers are good examples of large, state universities.

MARCH

- With regard to campus visits, if visiting during a school day be sure to have a college admissions representative verify your visit by asking them to sign a *College Visitation Form* when visiting a college. A signed form will excuse your absence from school.
- If you have not done so already, register for spring SAT and/or ACT testing.
- Potential recruited athletes **must** register with the **NCAA Eligibility Center** in order to determine their eligibility to participate in athletics at Division I and II schools. When you register, you must download the transcript transmittal forms that will appear at the end of the registration process. These forms must be brought to the Counseling Office so that your transcript can be forwarded to the NCAA at the completion of 11th grade. You will find the application at www.ncaaeligibilitycenter.org.

- Students applying for admission to a Fine or Performing Arts program should consult with the schools to which they are interested in applying to determine audition dates and portfolio requirements.

APRIL

- Continue your research. Even if you are not sure you want to attend college right away or at all, your counselor will help you make plans that are appropriate for you.
- Continue to plan college visits.
- College Fairs – Parents and students should attend college fairs that are scheduled for the spring and the following fall semester. Check the bulletin boards outside the Counseling Office for dates and locations as well as the HS Counseling webpage.
- Prompts can be found at commonapp.org.

MAY

- The ***Senior Autobiography*** will be mailed to you, along with ***Confidential Teacher Appraisals*** that are to be distributed to three teachers who know your work. The teachers will return the appraisals to your counselor, who will use them to write the ***Counselor Recommendation*** to accompany your transcript to all colleges to which you apply next fall.

***Note:** *These are NOT your actual teacher recommendations.*

JUNE

- Submit your ***Senior Autobiography*** by the required deadline. **Remember: A counselor recommendation cannot be written if you do not complete the autobiography.**
- See your counselor to review any concerns you have or to adjust your college list.

JULY-AUGUST

- Carefully review your transcript, which will be uploaded to the Parent Portal in July. Also, be sure to read the July and August Reminders and Announcements sent from the Counseling Office.
- Plan to visit, tour and set up **interviews** (if applicable) at colleges in which you are genuinely interested and might be difficult to visit during the fall of senior year. You may photocopy the unofficial transcript and distribute as needed.
- **August 2026:** Re-visit your ***Common Application*** account to review and update your initial responses.

- As you become more certain of the schools to which you will apply, determine the manner in which you will do so. Currently, over 900 schools accept the Common Application, so you should check the web site to determine if your choices are on the list. Once schools are added to the Common Application, you will be able to access individual college ***Supplemental*** application material.
- Review application deadline and decision options
- Schedule fall visits/tours/interviews well in advance. Do not be surprised if a competitive college schedules a visit in late fall for a request made early in the summer.
- Think seriously about the tone and content of your college essays. Will they be straightforward, creative, whimsical and/or sobering? Remember, your essays can and should breathe life into your application.
- Register for the standardized exams you will take in August, September and October. Check the College Board and ACT websites for the registration deadlines.

Standardized Testing *Spring and Fall 2026*

Even if you apply to one or two **Test Optional** schools, you will likely apply to others that may require the SAT or ACT exam.

The official source of information regarding testing requirements is the college's own webpage. Second to that is the Common Application Requirements Grid, which is on the Common Application website (www.commonapp.org). The most important thing now is that you register for the test(s) you will take before the end of the school year. While the ACT is now offered at Manhasset High School, you are not guaranteed a seat simply because you are our student. If you intend to take it, it is highly recommended that you register early, as the number of schools serving as test sites is limited.

Also, keep in mind while the SAT is offered at Manhasset High School, your status as a student *does not* guarantee you a seat. You must also register early.

Students with Testing Accommodations

College Board: To receive testing accommodations from the College Board, we must submit a Services for Students with Disabilities form (SSD). In most cases, this form is completed at the end of 9th or the beginning of 10th grade. If your accommodation(s) were approved, you must provide your SSD code each time you register to take a College Board exam. A copy of this code was mailed to your home and your counselor has a copy as well.

ACT: To receive testing accommodations for the ACT, you must register to take an exam and indicate that you will be requesting accommodations. Upon receipt of this notification, the school will complete your request.

Post Secondary Options

College vs University

In the United States today, there are over 3,500 colleges and universities. Clearly, there are many schools for each individual to consider, but it is important to have a general understanding of the differences between two of the most common types of schools—**colleges and universities**.

Colleges are four-year **undergraduate** institutions, which grant Bachelor's degrees in a variety of academic disciplines, usually, but not exclusively, in liberal arts and sciences. In addition, some colleges will offer degree programs in business, teacher education, or nursing, among others. The average age of the student body is 18-23. In general, colleges tend to be much smaller than universities and can range in size anywhere from less than one thousand students to larger colleges of six to seven thousand students.

Pros: *Smaller class sizes*
 More personal academic experience for students
 Greater access to professors, whose primary focus is teaching
 Greater sense of campus community

Cons: *Could be too small for some students*
 Less opportunity to conduct research
 Fewer campus organizations
 Sometimes less diverse population

While colleges tend to be private institutions there are, however, public colleges. Like universities, colleges range in selectivity from “less competitive” to “highly selective”. Some of the most selective colleges attract and enroll the highest achieving students from around the country and the world.

Universities are large to very large institutions consisting of a number of **undergraduate and graduate** or professional divisions, or *schools*, which grant Bachelors, Masters, and Doctoral degrees. Some of the smaller universities are similar in size to larger colleges, but more often, have fifteen to forty thousand students. Unlike colleges, universities have many divisions, (*schools*) which, in addition to the undergraduate college of liberal arts and science, can include business, health sciences, architecture, engineering, law, education, music conservatories, journalism, communication, medicine, dentistry, agriculture and many others. Interestingly, a few of America's older universities, such as Boston College, Dartmouth College, and the College of William and Mary, have retained the term "college" in their names for historic reasons, even though they offer a wide range of higher degrees. Because of the presence of graduate students, the average age of the student body will be older than that of a college population. The academic focus of professors at a university is divided between teaching and conducting research.

Pros: *More academic choices available*
 More campus diversity
 More student activities
 Opportunity for interested undergraduates to participate in research

Cons: *Larger class sizes, some very large auditorium sized classes*

*Greater chance of being taught by a Teaching Assistant
Less access to professors
If not focused, students can potentially fall through the cracks*

Along with the differences, there are similarities shared by colleges and universities. The most prominent among them is that all of these institutions will require that undergraduate students complete a core of liberal arts courses as part of the graduation requirements. Some institutions will allow more flexibility in the selection of these courses, but all will have a certain amount of coursework that is required, no matter what the student's eventual academic major.

There are both private and public universities and, nationwide, the majority of American students attend public universities. As you investigate the different types of schools, you will have to consider the type of student you are and which of the two environments would be suitable.

More Options

Accelerated and/or Combined Programs: These programs generally allow students to earn two degrees upon completion of the combined program. Two bachelors' degrees or a bachelor's degree and a master's degree are given to the student upon graduation. Examples of this type of combined program may be found in typical "3/2 Programs," such as a combined liberal arts/business administration, liberal arts/engineering program, or liberal arts/health sciences programs. In programs such as these, students earn both degrees in five years from one college or university, or from two colleges who have agreed to cooperate. Accelerated and/or combined programs also exist in the fields of law, dentistry and medicine. These programs allow students to earn a bachelor's degree and a law degree, or medical/dental degree, in either six, seven, or eight years. These **extremely selective programs** admit only the most qualified students into both the undergraduate college and the professional school at the same time. Some programs are completed at one college while others are done in cooperation between two colleges. Advantages of these special combined programs may include time-savings, monetary savings, and elimination of the application process and standardized tests.

Hospital Nursing Schools offer two to three-year programs. Upon completion, the student completes the Registered Nurse Exam to become a licensed (RN). They then continue their education at four-year colleges and obtain a Bachelor of Science degree.

Junior and Community Colleges are two-year schools that offer transfer and terminal programs. The term "junior" college usually refers to a private institution while the term "Community College" refers to a public institution.

Transfer programs, as the name implies, do not end at the community college level, but must be completed at a four-year college.

Terminal programs are completed within one to two years. Upon completion, a certificate or a diploma may be awarded.

The Military Academies are divisions of the U.S. Armed Forces where, upon graduation, students receive a Bachelor's degree and a commission as an Officer. Students graduating from an academy serve in the armed forces for a period of five years in order to fulfill their obligation to the

government. If you are interested in applying to one of the nation's military academies, you are advised to speak to your counselor as the **application process begins in the 11th grade.**

Nursing Programs at Four Year Colleges: Some four-year colleges are affiliated with hospital nursing schools and offer a B.S. degree with a major (concentration) in Nursing. In some programs, the student enters the program in the first year. In others, the student spends the first two years completing liberal arts and science courses and the last two years taking nursing courses.

Performing and Theatrical Arts Programs can be found in colleges, universities and in schools that specialize in one or more performance areas. The decision a student who is interested in performance or fine art has to make is whether to pursue his/her interest in a more traditional college/university setting or to attend a program that will consist primarily of courses in the arts. If a student chooses to study drama, musical theater, script writing, fine art, or any similar topic in a traditional college or university, he/she will likely be required to complete a predetermined number of courses in the liberal arts and sciences. If, however, he/she chooses to attend a school such as an art institute or music conservatory, his/her educational experience will be much more focused. Many students identify programs in both types of post-secondary institutions and apply to each.

Reserve Officer Training Corps (ROTC) Program is a college-based, scholarship-sponsored officer-training program for commissioned officers of the United States Armed Forces. (*Army, Navy, and Air Force*). ROTC students attend college like other students, but also receive basic military training and officer training for their chosen branch of service through the ROTC unit at or near the college. The students participate in regular drills during the school year, and extended training activities during the summer. Under federal law, graduates of an ROTC scholarship program incur a four-year Active Duty Service Obligation (*ADSO*) and an eight-year Military Service Obligation (*MSO*) if they accept a commission as a regular officer.

Technical and Engineering Institutes are schools that offer the four-year Bachelor of Science degree as well as advanced Masters and Doctoral degrees. Students choosing to attend one of these schools will do so because their academic focus will be more highly concentrated on their area of interest. These schools will often have fewer liberal arts requirements.

Vocational Training Schools provide programs that may be completed in several months or in one or two years. Upon graduation, graduates receive a certificate diploma.

Certificate Programs

Many community colleges offer programs of study for entry into specific careers. A certificate program is usually two or three semesters in length and does **not** lead towards a degree. Students enrolled in certificate programs typically take courses only in the area of interest.

Career, Vocational and Business Schools

Some students want the most concentrated, short-term training for a career and do not want to take any extra coursework that may be required by a community college. Many occupations require training that may be obtained through specialized career-training institutes.

Your counselor can suggest the names of schools where you can study everything from cosmetology to computer programming after high school graduation. You should also know that eligible students can use federal and state financial aid for career schools as well as colleges. All career-focused schools require a transcript of the student's record, and often want teacher and counselor recommendations. Specialized schools generally do not require an examination like the SAT or the ACT, but many will recommend that a test be taken at their school so that students are placed in appropriate classes.

Things to consider before choosing a specialized school:

- *Where is the school located? How will you get there?*
- *What is the total cost of the program? Remember, supplies, materials, and travel are part of the expenses.*
- *Are there any special course requirements needed in addition to a high school diploma (for example: two years of college preparatory mathematics)? Perhaps such preparatory courses are less expensive at a community college.*
- *What kind of financial aid is available? Only government approved schools are eligible for government aid.*
- *Is the school accredited by the state in which it is located? THIS IS VERY IMPORTANT! It means that an independent evaluator has determined that the program of study is appropriate for entry into the target career. It also means that you are eligible to take any required licensing examinations when you have completed the program.*
- *Is the school set up to duplicate a real work environment? Hands-on training helps you acquire experience.*
- *Does the school operate a successful job placement office? Check this out with students who are very close to graduation and with recent graduates.*

A good placement officer will have established relationships with local businesses who employ the school's graduates. Are the employers satisfied with the level of training received by graduates they have hired?

Community College: ***The Option Often Overlooked***

Wondering how to:

- Pack a great college experience into four years?
- Obtain a quality education while saving money?

Consider starting at a community college, as it is an option that is often overlooked. Some assume that a community college education is not up to the standards of a four-year college education. Research shows that this belief is nothing but a myth.

Students who spend their first two years at community colleges and transfer to four-year colleges are as well prepared academically as those who go directly to four-year colleges. That is the finding of a national study conducted by researchers at Penn State University and the University of Illinois at Chicago – and it held true even when community college students were compared against students from some of the most prestigious colleges in the nation. What are the reasons?

- **Qualified faculty:** Educators at community colleges have the same credentials as those at four-year colleges.
- **Dedication to teaching:** Community college teachers do not have the pressure to publish or to conduct research. Rather, they tend to have the time needed to focus on teaching.
- **Small classes:** Community colleges can be great places for students who like small classes and individualized attention.

Cost Savings:

These benefits come at solid cost savings. The tuition at a community college is about half that at a public four-year college. Low costs do not dismiss the possibility of receiving financial aid, either. Many students mistakenly believe that because the costs of tuition at a community college are low; therefore, they will not qualify for any financial aid. However, community colleges factor in living and transportation allowances that help them qualify for aid.

Community College Possibilities:

- Test your interests without running up big bills
- Build remedial skills before taking the plunge at a university
- Take job-training courses that lead to a career in one or two years

While many do not have residential facilities, community colleges offer students a wide array of social and academic activities. Students who choose to do so can become very involved in a community college setting.

Nuts and Bolts of Transferring:

An important issue for those who want to finish at a four-year college: *Make sure your credits will transfer.* Look into the community college articulation agreements with four-year colleges you might eventually attend. These agreements spell out courses and programs you must complete to enter the four-year college as a junior.

Community College Summer or Semester Program Offerings

Many students find themselves in the position of having to elect to take courses during the summer when they return home from college. Most attend Nassau Community College (NCC). For many years, NCC has enjoyed an outstanding reputation as one of the strongest community colleges in the country and Manhasset students, who have enrolled in summer courses, had positive experiences. Over the past several years, our students have also attended NCC for a semester because they were admitted to the college of their choice as a January admit or because they withdrew from the college they originally attended. NCC was used as a transition until they enrolled in another school.

The College Search

By the time you return to school next September, you should have a list of schools to which you will be applying. The question to be answered at this time is: *“How do you make a list?”* The best way is to conduct a search using the *College Search* feature found in Naviance. Once you build a list of schools, you should use the *College Match* and *Scattergram* features to determine if these schools match your profile. Both tools can be very useful in helping you decide if a school is a **REACH**, a **TARGET**, or a **SAFETY**.

You can log on to Naviance through your Class Link account.

When conducting a college search, be sure to think carefully about the characteristics you are looking for in a college. Also, although it will likely change, be sure to use your current academic profile (GPA and PSAT score) to help find schools where you are likely to be admitted.

It is very important to keep an open mind about your college search. As indicated in ***Myths About the College Search***, too often students become convinced that they will only apply to certain schools because they believe that there are only a few “good” schools. Given the competitive admissions environment, **having a narrow focus could lead to very disappointing results.** As you search, use your current academic profile to find reach, target, and safety schools that all share the characteristics you are looking for.

Things to Consider **In Your College/University Search**

Academic Program Availability:

Does your college of interest offer the programs you are interested in? Are there any special programs at the college that would benefit you? i.e.: *Honors programs, special learning programs, tutoring programs, etc.* Is there academic flexibility if you change your mind? Have you familiarized yourself with the general academic requirements and those for your degree?

(They vary from school to school). Have you read the course descriptions and compared them to those at other schools? Do they sound interesting to you?

Can you sit in on classes? Can you meet with a department head when you visit? *(Try to do both)*

Size of School:

Would you prefer going to a small school, a large school, or something in between? Do you want to stand out at your new school or disappear in a crowd? Small schools can be like small towns, where everybody gets to know everyone else. You cannot hide in a small class, but it is quite easy to be anonymous at a larger school. Consider your learning style and what will work best for you.

Geographical Location:

If you decide to live at home, your options will be limited to those schools that are within driving or public transportation distance. If you plan to reside on campus, you should ask yourself the following: What kind of weather do you prefer? Is there a particular part of the country you have always wanted to live in or visit? Also, think about the setting of a particular school. Do you prefer going to school in a big city, a suburban neighborhood, or a rural setting? Ask yourself if you could live in this location for the next four or five years. Do you see yourself staying there after you graduate from college? An important consideration is the distance a school is from home. Chances are that you will want to go home every now and then to see friends and family. How much will it cost and how long will it take you to go back and forth between home and school? Are your visits limited to once or twice a year or will you be able to drop in on a regular basis?

Selectivity of School:

Some schools will accept all eligible applicants while some of the most selective schools accept less than ten percent of all applicants. The vast majority of schools are in the middle so it is important to know what the acceptance rates are and how your application compares to previously admitted students. Also, keep in mind that some state universities have more rigorous requirements for out-of-state students than for their own residents. However, decisions at the more selective schools are not made on the strength of an applicant's academic profile alone. Students of similar academic strength will be evaluated based on many additional aspects of their applications.

Student body population:

What is the make-up of the student population? Does the school have a religious affiliation? Are you going to feel comfortable on campus? We live in a culturally diverse nation but not all of our college campuses reflect this diversity. Is this important to you?

Social Atmosphere:

Does the school have a reputation for political activity? Are students socially conscious? What kind of support is there for a new student? Is there a Greek system and does it drive the social scene on campus? Are athletics a focal point of the school?

The College Search for Students with Documented Disabilities

If you are a student who has used academic support services at any time during high school, your college search should include serious consideration as to whether or not you will continue to need/use those supports in college. Depending on the answer to this question and the type of support you are currently using, your college search should focus on your specific needs. In general, the support services offered at the post-secondary level fall into one of three broad categories, each of which is very briefly described below. For more information, please see your counselor.

Basic Services: A college official will review a student's academic and psychological evaluations and possibly the IEP or 504 plan. Based on this information, the college may allow the student to receive basic accommodations, which might include *extended time, separate location, use of a scribe, etc.* The student will have access to general academic support services that are available to all students, such as math or writing labs. The student is generally responsible for contacting his/her/their professors to arrange the implementation of testing accommodations.

Coordinated Services: The same as basic services with the possible addition of student access, on a voluntary basis, to a learning center that is staffed by learning specialists. If the school offers coordinated services, the learning specialists will often assist the student by contacting the student's professors to ensure that testing accommodations are implemented. Additional and more extensive accommodations are often available at this level.

Structured Services: Schools offering Structured Programs will likely require the completion of an additional application. Learning specialists are assigned to work with students on a weekly basis and monitor their progress. There is usually an additional fee for this level of service and the student's participation is required. Additional and more extensive accommodations are also available at this level.

When applying to college, a student with disabilities is not obliged to reveal his/her disability unless he/she is interested in receiving services through a structured program. For these programs, the student will complete the college application as well as the program application. With regard to the counselor letter of recommendation, the counselor will ***not*** disclose the student's status unless written parental permission is given to do so. Please speak to your child's counselor to discuss this matter.

Differences Between High School and College

IDEA vs. ADA

<i>IDEA</i> <i>(Individuals w/ Disabilities Education Act)</i>	<i>ADA</i> <i>(American's w/Disabilities Act)</i>
Secondary School	Higher Education
Education <u>is a right</u> under IDEA and must be provided in an appropriate environment to all individuals	Education <u>is not a right</u> . Students must meet admission criteria defined under ADA as "otherwise qualified"
School district is responsible to identify a student's disability	Students must self-identify.
School district provides free testing, evaluation, and transportation to the program.	Student must provide current and appropriate documentation as defined by the college. If documentation from high school is not adequate, student pays for additional testing and transportation to the program.
Transition planning and timelines exist to clarify student's vision, identify programming choices and coordinate appropriate coursework options.	Students make all coursework selections.
School district develops IEP to define educational supports and services under special education.	NO IEP/special education in college.
IEP team (including student) determines IEP supports and services that will be provided.	Student is responsible to contact faculty and advocate for services.
Access to general curriculum, necessary modifications, and a variety of appropriate accommodations are available.	No fundamental alterations to the curriculum are made. Academic accommodations and modifications are available based on the student's documented disability.
Personal services for medical or physical disability are required.	No personal services are required

Although responsibility lies with the student, Coordinated and Structured services will often develop a faculty request for services and advocate for the student. Disability Support Services may assist students in efforts to advocate for such services.

Family Checklist for Students with Disabilities

This checklist is designed to give family members a user-friendly list of topics that should be taken into consideration when discussing transition from high school to college.

- Help your student set post secondary education and career goals.
- Ensure that your student is enrolled in academic courses throughout high school, which will prepare him/her for Post Secondary Education courses.
- Know the difference between the laws that govern education at the secondary level (*IDEA = entitlement*) and at the college level (*ADA = otherwise qualified*).
- Encourage your child to attend and participate in the IEP process.
- Help your student learn to advocate for him/herself while in high school, which will prepare him/her for when it needs to be done in college.
- Obtain college catalogue(s) and review them carefully with your child and with support from high school staff (e.g. school counselor) as needed.
- Ensure that documentation of your child's disability is up-to-date and that he or she has a current (*not older than 3 years*) psychological report AND educational evaluation.
- Discuss with your child the nature of his/her disability and how it affects their schoolwork.
- Encourage teachers to discuss what accommodations and technology your child uses now and what he/she may need in college (*e.g., reader, note taker, scribe, books-on-tape, and tape recorder*).
- Visit college(s) together before helping your student to make a final choice.
- Your student should meet with college Disability Services Office (DSO) staff to talk about documentation and learn about how accommodations in college are different from high school.
- Discuss goals, learning needs, and how to access specific accommodations, including academic supports that are available for all students (*e.g. tutoring, writing support*) with your student and DSO staff **before** classes begin.

How Many Applications?

Many students want to know if the Counseling Center limits the number of applications a student can file. The answer is a resounding **NO**, **but** we offer the following recommendations:

- We discourage students, **regardless of ability**, from applying to only one institution or at one selectivity level.
- We recommend that students apply to eight or ten schools that have the desired features but represent different selectivity levels.
- We discourage you from applying to a multitude of schools that are not related to one another in terms of the features you find appealing.

Your final list should include schools from each of the following categories. You are strongly encouraged to use Naviance Scattergrams to help determine the category of each school.

Reach/Unpredictable: If the profile of admitted students was above your own, these schools would be considered reaches. If the selectivity level is among the “most selective”, or well-above your academic profile, they could be what we refer to as “**unpredictable**.” No matter how much your profile matches that of admitted students, there is no way of predicting the outcome of your applications.

Target: If your academic profile is in line with that of admitted students, these schools would be viewed as target schools. Most of the schools on your list should be target schools.

Safe: If your academic profile is well above the average of admitted students, the probability of admission is very likely. Be sure, however, to invest time in your applications to these schools so they are seriously considered.

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

Remember: a “safe” school is not safe if you do not want to go there.

Creating the College List

By the midpoint of 11th grade, it is not uncommon for students to begin thinking of colleges and/or universities for which they might have some current interest. In the space provided below, write down the names of those schools and the particular reason for your choice.

<u>SCHOOL</u>	<u>WHY ARE YOU INTERESTED?</u>
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

As you go through the college process this initial list will change to reflect your growing knowledge of the colleges themselves and your unique abilities, interests, and needs. When you complete your first official college search using *Naviance*, or any other program you prefer, use the space provided below to record your results. As you conduct the search, give careful thought to the characteristics that will be the most important to you.

Search Results

<u>SCHOOL</u>	<u>REACH/TARGET/SAFETY</u>
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Keep in mind that this list is far from complete. You are just getting started and hopefully, you will have an opportunity to visit some of the schools on your list to determine if they are the right matches for you.

Campus Visits

Some schools keep an eye on the **DEMONSTRATED INTEREST** of applicants. Essentially, they want to know how **serious** an applicant is about attending the school. One of the reasons for this is related to the ease with which the Common Application can be submitted to colleges, a reality that is not lost on the admissions staff. As such, visiting colleges is one of the ways a student can demonstrate his/her serious interest in the school. That being said, the college admissions staff does recognize that not every student can get to every campus, however, if you are within an acceptable distance to the school, you should try to visit the campus.

Visit the school's web site to obtain the dates of Open House programs. You can obtain these websites through *Naviance* or simply Google the name of the school.

Once on campus, investigate the academic and environment of the school to which you may be spending the next several years of your life.

Arranging the visits:

- Most schools will allow you to register on-line. If not, call the Admissions Office.
- Be sure to schedule a visit far enough ahead of time.
- In addition to attending an Open House program, the student should also plan for the following:
 - Sitting in a class
 - Meeting with a faculty member or department chair of a department of interest (*academic, athletic, dramatic, etc.*)
 - An overnight stay in a dormitory with at least one meal in the campus dining hall
 - Request a list of hotels/motels in the area for parents to stay in while you are on the campus.
 - Be sure to view the college website in advance of your visit.

When to visit:

- Students visit colleges at all times of the year but, if possible, it is best to visit when classes are scheduled and the campus is busy with activity. If possible, avoid weekend visits – typically, there are no classes scheduled and there is an overemphasis on social activities.
- Try to avoid visiting colleges during reading periods or exam periods - the college students may be too preoccupied to be responsive to your questions, classes/activities are not held, and the campus environment is atypical.

Summer Visits

ADVANTAGES:

- *You will not miss high school classes*
- *Campuses are usually beautiful at this time of year*
- *Parking and touring the campus are easier without the crowds*
- *Admissions offices are not as busy as in the fall*
- *You can incorporate college visits with summer touring vacations*

DISADVANTAGES:

- *Fewer students are on campus to give you a feeling of campus life*
- *Regular faculty may not be teaching*
- *Fewer classes are available to observe*
- *Residence life may not represent the regular school year*
- *Many of the buildings may be closed –you may be unable to see some campus facilities*

Spring Visits

ADVANTAGES:

- *You will see the campus with the typical student population*
- *All faculty will be on campus*
- *Many classes will be available to visit*
- *Laboratories and studios will be in use*
- *Campus social life will be in full swing*
- *Residence life will be more accurately represented*

DISADVANTAGES:

- *Admissions officers are very busy and interview time may be limited*
- *You may be the eighth or ninth student in one day to be seen by your interviewer*
- *You are likely to miss some high school classes while away on your college visits*
- *Parking and touring the campus may be more difficult with the entire student body on campus*

If you visit a college during the school day the visit will be considered a legal absence ONLY IF you complete a *College Visit Verification Form*. A representative at the college must sign the form, which is available in the Counseling Office and on the HS Counseling website.

Suggested Questions to Ask on a Campus Tour

1. *What makes (college) unique? What does (college) have to offer me that I cannot get anywhere else?*
2. *How intense is the academic competition in the classroom?*
3. *What do students praise most about (college)?*
4. *Describe your typical workload for a night.*
5. *Describe your typical weekend.*
6. *Who is your favorite professor and why?*
7. *Is there tension on campus on any particular matter and, if so, what is it?*
8. *What campus events have you attended in the last week/semester/year?*
9. *How would you characterize the relationship between (college) and the town?*
10. *Name one thing that you dislike about (college) and how would you change it?*
11. *Why did you choose (college) over the schools where you were admitted?*
12. *How long did it take you to adjust? At what point did you finally feel comfortable at (college)?*
13. *What do you think made your application stand out?*

Recruited Athletes

If you are being/have been recruited to play on a college team, you must familiarize yourself with the National Collegiate Athletic Association (NCAA), which governs three separate divisions. **Division I**, the most competitive athletically, provides full scholarships; **Division II**, the next level of competition, has varying guidelines when distributing scholarships; and Division III, provides no scholarships. To compete you must:

1. ***Register with the NCAA Eligibility Center***
2. ***Provide the Counseling Office with the transcript release form***
3. ***Complete the Amateurism form (in 12th grade)***

The National Association of Intercollegiate Athletics (NAIA) and National Junior College Athletic Association (NJCAA) are two other athletic associations that govern the conduct of collegiate sports. It is important to ask the college coach recruiting you which association the school belongs to and what rules it must follow.

Please keep in mind that your academic performance in high school is very important as any interested college coach will review your transcript to determine if you are a student who they can support, academically. Every college athlete must get the final approval from the college admissions office. The stronger you are academically, the easier it is for a coach to support you.

Your high school coach should be active on your behalf by responding to questionnaires sent by recruiters and by calling or writing to college coaches.

NCAA Eligibility Center

Academic Standards for Initial-Eligibility

The NCAA Eligibility Center verifies the academic and amateur status of all student-athletes who wish to compete in Division I or II athletics.

College-bound student-athletes who want to practice, compete and receive athletically related financial aid during their first year at a Division I or II school need to meet the following requirements:

- Graduate from high school.
- Complete a minimum of 16 core courses for Division I or II.
- Earn a minimum required grade-point average in core courses.
- Earn a qualifying test score on either the ACT or SAT.
- Request final amateurism certification from the NCAA Eligibility Center.

For Division I student-athletes, the following must be completed in addition to the above standards:

- Earn at least a 2.3 grade-point average in core courses.
- Meet an increased sliding-scale standard (for example, an SAT score of 820 requires a 2.5 high school core course GPA)
- Successfully complete 10 of the 16 total required core courses before the start of their seventh semester in high school. Seven of the 10 courses must be successfully completed in English, math and science.

Students who earn at least a 2.0 GPA and meet the current sliding-scale standard will be eligible for practice in the first term and athletically related financial aid the entire year, but not competition. Freshmen who are academically successful in the first term will earn the ability to continue to practice for the remainder of the year.

Division III colleges and universities set their own admission standards. The NCAA does not set initial-eligibility requirements in Division III.

For more detail about academic requirements visit the Eligibility Center at:

www.ncaaeligibilitycenter.org

With the exception of English, the NCAA will recalculate your GPA using your highest grades in each academic discipline. All English grades are used. **Remember**, the NCAA Core GPA is **not** the same as the Manhasset High School GPA.

The application process can be initiated by using the NCAA web site www.ncaaeligibilitycenter.org. Remember – **Print** the transcript form at the end of the registration process and bring it to the counseling center.

By the middle of the junior year, you should develop a personal statement, an initial letter of interest to prospective coaches, an athletic profile and an activity sheet. These should be sent to the head coach at the schools you are interested in exploring. Your counselor will gladly assist you.

Visit the Eligibility Center Website to view the list of approved Core Academic courses for Manhasset High School. Our school code is 333-010.

Athletic Recruiting

Athletic recruiting practices are different for each sport and it seems, for some sports, that students are being recruited earlier and earlier. While there is no way to know for sure if you will be successfully recruited, it does appear that students with the greatest visibility stand the best chance. As such, many Manhasset athletes participate on teams outside of school in order to maximize their visibility by participating in tournaments. While earlier recruiting practices might seem like a good idea, please be aware that it can put pressure on students to take standardized tests earlier than they might be prepared to do.

With the exception of men's and women's basketball and men's football, a college coach is not officially permitted to call a student until **after July 1st of junior year**. The same date applies for off-campus contact. There is nothing, however, preventing a student from contacting a college coach at any time. Given the competitive nature of athletic recruiting, you may want to call/email a coach during 11th grade to indicate your interest in a particular program. Additionally, there are no regulations preventing you, the athlete, from sending a resume, highlight tapes, or anything else you might choose to send. Coaches like hearing from students directly, so if there will be contact made, take it upon **yourself** to make that contact. Beyond showing interest in a program, it also shows initiative and independence. Coaches like and respect this aspect of students.

To become more familiar with NCAA Recruiting Regulations, please go to the NCAA Eligibility Center website and view the ***Guide for the College-Bound Student-Athlete***. While you are on the site, please look at the Manhasset High School list of approved courses. Only **core academic** courses will be used by the NCAA to determine your eligibility so it is important that you know which courses will count.

Also, please take the time to calculate your NCAA GPA by using the work sheet provided. Although designed for Division I programs, if your GPA is high enough, you would qualify for Division II programs, as well. Be sure to review the SAT/ACT scores required for Division I and Division II programs.

NCAA Core GPA Worksheet

Division I

The NCAA Eligibility Center calculates your grade point average (GPA) based on the grades that you earn in NCAA-approved core courses. Only your best grades from the required number of NCAA core courses will be used. The NCAA determines core GPA by converting letter grades to the following values:

Grades of **A- or A** convert to **4.0**

Grades of **C-, C, or C+** convert to **2.0**

Grades of **B-, B, or B+** convert to **3.0**

Grades of **D-, D, or D+** convert to **1.0**

Use your transcript to determine your current NCAA GPA.

<u>Course</u>	<u>Grade</u>	<u>Conversion Value</u>
<i>English 9</i>	_____	_____
<i>English 10</i>	_____	_____
<i>English 11</i>	_____	_____
<i>English 12</i>	_____	_____
<i>Social Studies</i>		
_____	_____	_____
_____	_____	_____
<i>Math</i>		
_____	_____	_____
_____	_____	_____
_____	_____	_____
<i>Science</i>		
_____	_____	_____
_____	_____	_____
<i>English, Math, or Science</i>		
_____	_____	_____
<i>Additional Academic Courses</i>		
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
		Total _____
<i>Divide by number of Core Courses (16)</i>	_____	
	NCAA Core GPA	_____

Art Talent

If you are planning to further your training as a visual/fine artist, it is important for you to begin preparing now. Professional colleges of art and liberal arts colleges often require a portfolio, which is a collection of approximately 15-20 pieces of original artwork. The admissions staff will review your artwork to assess your aptitude and potential for a visual arts education, and will evaluate your level and skill in relation to your background and training. While there is no formula for a perfect portfolio, your portfolio will represent your development, interests and strengths and should include several elements:

- **Drawing** – While not all art majors rely heavily on drawing, you will invariably find the need to communicate your ideas through drawing as an art major. Your ability to draw should be represented throughout your portfolio.
- **Color** – Your use of color can be demonstrated through a variety of media and should be visible in some of the projects you present.
- **Composition** – Composition or the arranging of shapes or forms on a page, should appear in your portfolio.
- **Three-dimensional work** – If you have been exposed to and are interested in three-dimensional work, then sculpture, ceramics or architectural models should be included in your portfolio. Slides of these pieces may be sufficient.

If the school you are applying to accepts the Common Application, your portfolios will be sent electronically via **Slide Room**. If your colleges do not accept the Common Application, you must check with each school for individual portfolio review procedures. We suggest that you begin to organize your work and become familiar with each school's protocols in your junior year. Your art teachers can be invaluable resources when compiling your portfolio and investigating opportunities within different college art programs.

Music Talent

If you are pursuing a music major, it is very important to begin familiarizing yourself with the requirements of the individual schools to which you might apply. You should pay particular attention to audition requirements, as many schools will require you to submit a preliminary recording in order for you to be invited to a formal audition.

- Create a CD or electronic file that includes two or three short contrasting pieces. Use piano accompaniment if possible.
- In your supplement to the application, include your private instructor's name, address and all previous musical experience: Regional, All-State groups, summer experiences, performances and recitals, musical honors and your repertoire list.
- Prepare for your audition by knowing all the major and minor scales, two contrasting pieces and two contrasting etudes.

If you are interested in a music minor, or would simply like to submit a music supplement along with your application, many schools will allow you to upload samples of your performance ability via the Common Application. Instructions on doing so will be available on the individual school supplements.

Be certain the music you decide to use for your audition displays your technique and interpretive abilities.

Manhasset High School Counseling Center
Senior Autobiography

In May of 11th grade, each student will receive a Senior Autobiography form. A SAMPLE is included here so you can see the types of questions that will be included. The information provided in this questionnaire will only be used, by your counselor, to write a comprehensive letter of recommendation that will accompany your college, military, or job applications. Please complete it carefully and be as specific as possible.

Name: _____ Date: _____
E-mail address: _____ Counselor: _____

Family Background Information:

Please list all of the members of your immediate family. If applicable, please include the name and college they attended and the year of graduation.

Parent/Guardian 1 Name: _____

School or College Attended _____ Occupation _____

Parent/Guardian 2 Name: _____

School or College Attended _____ Occupation _____

Siblings:

First Name	Age	College Attended and Date of Graduation
------------	-----	---

_____	_____	_____
_____	_____	_____

Is your home bi-lingual? _____ If yes, what language(s) is/are spoken? _____

Where were you born? _____ (City, State, Country)

In what grade did you enter the Manhasset School System? _____

What other high school have you attended? _____

Dates of attendance _____ Grade Level(s) _____

Do you have a specific major that you intend to pursue in college (Please be specific):

Are you considering applying to any special programs (e.g. Accelerated Medical, combined BA/MBA, or Honors Program)?
If yes, which program and have you identified any schools that have a program of interest to you?

If applying to college as a legacy (parent attended), please identify the school. _____

****PLEASE ANSWER THE FOLLOWING QUESTIONS AS COMPLETELY AND AS HONESTLY AS YOU CAN.**

What three adjectives do you believe best describe the person you are today? Please focus on those characteristics you see as your strengths?

What do you like to do in your spare time? Do you have any special hobbies/interests?

Colleges and universities are interested in knowing how students are different from one another. If you were asked how you are different, or what sets you apart from your peers, how would you reply?

Have you ever experienced a challenge or set back in your life? If so, how did it affect you and what did you learn from the experience?

Do you have a favorite quote? If so, what is it and what special significance does it have for you?
If you do not have a favorite quote, what is your personal outlook on life? What keeps you motivated?

Which of your high school courses have you enjoyed the most? As best you can, please explain why.

Up to this point in your life, what accomplishment are you most proud of?

How are you different from the person who began high school in ninth grade? Was there a significant event, person or experience that influenced this change?

Student Athletes:

Are you being recruited/interested in being recruited?

Yes _____ No _____

In order to be eligible to participate in any Division I or II collegiate athletic programs, each student athlete must register with the NCAA Eligibility Center at <https://web3.ncaa.org/ecwr3/>

Are you familiar with the NCAA Eligibility Center process? Yes _____ No _____

If yes, have you filed your electronic NCAA eligibility form? Yes _____ No _____

Student Artists:

Are you interested in applying to specific performing/fine arts major/programs? Yes _____ No _____

If yes, please describe which major/program you plan on applying to and why?

Will you be required to submit a portfolio or appear for an audition? Yes _____ No _____

Other Talents or Significant Interests:

Colleges/universities are interested in knowing about any special talent or interest a student may have. Is there anything you would like admissions officers to know about you? If yes, please explain below:

Special Education/504 Students:

Do you receive services as per an IEP or 504 plan? Yes _____ No _____

If yes, do you intend on self-identifying this information to the colleges? Yes _____ No _____

If yes, would you like your school counselor to disclose this information in their letter of recommendation?
Yes _____ No _____

Please have your parent/guardian sign here to give us permission to disclose that you are a student who receives Special Education/504 services. If your parents have any questions about this, please have them contact your counselor.

Parent Signature: _____ Date: _____

Have you investigated colleges/universities that offer structured programs? _____

If yes, do you intend to apply to one of these structured programs? Yes _____ No _____

Academic Honors:

Please describe ACADEMIC HONORS you have received throughout high school. Attach an additional sheet/resume, if necessary. (i. e. honor roll/high honor roll, honor societies)

Grade	Title of Award or Honor
-----	-----
-----	-----
-----	-----
-----	-----

Work/Paid Experience (9th-12th Grade):

Dates	Hours	Employer/Specific Nature of Work
-----	-----	-----
-----	-----	-----
-----	-----	-----

Summer Activities:

After 9th Grade:

After 10th Grade:

After 11th Grade: (Plans for the coming summer)

Personal Activities Resume:

Please list the five most important extracurricular and community service activities in the order of importance to you. The list does not have to be exhaustive; it should be reflective of your principal interests. Be sure to include the grade(s) during which you were actively involved in each activity.

*You may attach a resume if you have one completed

Activity (in order of importance)	Positions Held or Honors Won & Description of Activity	Grade(s)
-----------------------------------	--	----------

Please discuss why you chose the first activity as the MOST significant.

Is there anything else you would like a college admission committee to know about you and that you would like your school counselor to add to your letter of recommendation; something that is so important to the person you are today that if left out, they would not really know who you are? Please include any special circumstances you feel should be addressed.

Did you or your family suffer any hardships due to COVID-19?

Would you like us to share this in your letter of recommendation? ☐ Yes ☐ No

Thank you!

The Senior Autobiography forms will be mailed to you in May and are due to the High School Counseling Center by the end of June.

The College Interview

The number of colleges that require interviews for admission is rapidly decreasing, as they cannot keep up with the demand. They are also aware that not every student has the ability to travel to campus. Many, however, will allow you to set up an alumni interview with someone who lives nearby. **If a school does not require but recommends an interview, it is advisable to arrange one if possible.** Before you interview, you should determine if it will be informational, an opportunity to learn more about the school, or a formal meeting where the interviewer's notes will be reviewed by the admissions committee. Should you find yourself going for an interview, pre-planning is advisable. **Since the pandemic, some colleges may offer interviews on a virtual platform.**

Preparation:

Colleges want to get to know you as a high school student as well as a citizen of the community. They will ask about your favorite subjects as well as your interests outside of school. Prior to the interview, think about your personal qualities: *your strengths and weaknesses, likes and dislikes, and future goals*. Write answers to potential questions, examine yourself as an individual and decide which of your qualities you would like to emphasize.

Admission officers also like to use lists of traits and qualities when evaluating prospective students. They will be looking for evidence of the following:

Intellectual Promise:

This is a favorite of faculty interviewers. Questions dealing with favorite books and courses can reveal an applicant's intellectual ability and curiosity.

Motivation:

The interview can measure your motivation by asking about your prized accomplishments. Whether it is school-related or more personal and intangible, your ability to explain its importance will highlight this quality.

Values:

Rest assured that there are no right or wrong answers to questions about values. Colleges like a diverse student body. They are simply curious about what values, if any, you deem important. Do not be afraid to state your convictions even if you think your interviewer may not agree.

Leadership:

Having leadership qualities is not a prerequisite of going to college, but admissions officers need to enroll some students who will ensure the success of the school's extracurricular activities. Your interviewer might ask you about the positions you have held in your various activities and how well you executed your responsibilities.

Originality:

Questions about what makes you unique can help separate you from the rest of the applicants. This is where a great deal of prior thinking can make you shine.

Interest in the school:

To make for an energized campus, admissions officers try to enroll students, who are genuinely interested in attending, not students who consider it only their "safety" school.

Independence:

Interviewers ask questions such as “How do you feel about being away from your family for a long period of time?” This helps to get a sense of how well you may cope with being on your own in a new environment. There is nothing wrong with admitting some fears over your impending freedom, but be sure to explain how you will overcome those fears.

Other Qualities:

The interviewer may also be interested in your organizational skills, your sincerity, or your social conscience. Be prepared for anything!

Interview Day:

Dress comfortably but professionally for your interview, but avoid looking too sloppy or too casual. Avoid jeans, baseball caps, and heavy cologne or perfume.

Arrival:

Arrive at the interview site about 15 minutes before your interview session. When you meet your interviewer be sure to make eye contact and greet him or her with a firm handshake. Do not forget to introduce him or her to your parents or whoever accompanied you. Prior to the individualized conversation, the interviewer may want to spend a moment with you and your parents.

Body Language:

Do not forget about body language and what it conveys to your interviewer. You want to be comfortable, but avoid slouching, fidgeting, mumbling, using a monotonous tone and crossing your arms and legs tightly. Make eye contact and speak clearly to keep your interviewer focused and interested. Do not be afraid to smile and laugh.

Asking Questions:

Almost every interviewer will ask if you have any questions. Do not ask about simple facts you can find on the college website. Ask about the surrounding community, the career center, the percentage of students who graduate and/or drop out of the college and the overall campus environment. Following the interview, you might even ask if you are a realistic candidate for admission. Few interviewers will give you a definite yes or no, but they will tell you if your candidacy is very strong, highly realistic, or marginal.

Make sure to write down your interviewer’s name/email address so you can send a thank you note. You will then have a contact person for any follow-up questions.

Group Interviews:

As an alternative, many colleges offer group information sessions or group interviews. It is not as intimate or as in depth as a direct conversation, but a group session serves the same purpose. You and the college each learn more than can be presented on a paper application or in a glossy brochure.

Interview Practice:

Before you start your interview, ask your counselor or a friend to stage a mock interview. Role-playing is a good way to practice answering questions. Another option is to save your top choice schools for last. This way you get to practice your interview techniques without worrying so much about the outcome.

The Common Application

The Common Application is an online application that is currently accepted by over 900 hundred colleges and universities. As such, it eliminates the need to complete individual applications for each school. To see a list of schools accepting the application, go to the Common Application website at www.commonapp.org.

Why use the Common Application?

The colleges and universities accepting the Common Application have worked together to streamline the college application process and many schools have eliminated their own applications. The schools that still have their own applications do not discriminate against students who use the Common Application. The benefit is that the student does not have to complete multiple applications and, once the application has been completed, it is electronically forwarded to each of the colleges to which the student is applying.

Common Application Supplement

It is very important for you to know that many schools using the Common Application also require a **“supplement.”** You must read the instructions for each school very carefully, as schools that require a supplement are asking for more information than is typically found on the actual Common Application. Your counselor can help you decipher the instructions for the colleges to which you will apply.

For the past two years, the Common Application essays have been released in March. We will let you know when they are available for the 2026-2027 application. If you would like to see the prompts for the current year, see our HS Counseling webpage.

Coalition Application

(The Coalition for Access, Affordability and Success)

The Coalition Application provides students with an alternative pathway to apply to college. Like the Common Application, a student may apply to multiple schools using the same general application and there are supplemental questions, as well. Unlike the Common Application, however, far fewer schools accept this application.

Application Options

EARLY ACTION/EARLY DECISION ADMISSION PLANS

In recent years, there has been a proliferation of admission plans and terms that are confusing to students, parents and counselors. Students wishing to apply under ANY early plan are urged to consult their counselors if there are any questions regarding any of the options. Early Action and Early Decision deadlines are traditionally, but not always, November 1st or 15th. Students applying under an “Early” plan will typically hear back from the college in mid-December.

Regular Admission: Regular decision applications typically have submission deadlines between January 1st and February 1st. All student applications are reviewed at the same time and in comparison to each other. Decision notifications are made between March 15th and April 1st.

Early Decision: A plan by which a student may apply to **ONE** college early in the senior year. This is a **binding agreement**, to which your counselor and parent must sign off. If admitted, the student is obliged to attend. Students who apply under an ED plan **may apply** to schools offering Regular EA options; however, they must immediately withdraw those applications when they receive their financial aid package, if admitted to the ED school. The Counseling Center will process only one ED application and will process **no additional applications** if the student is admitted under the ED plan.

Regular Early Action: A plan by which a student may apply to a college early in the senior year. If admitted, the student is **NOT** bound to attend. Students may apply to more than one college under the Regular Early Action plan.

There are two types of Restrictive Early Action Plans:

1. **Restrictive Early Action:** Students **may not** apply under an Early Decision plan if applying to either Georgetown University or the University of Notre Dame. Students may apply to schools offering Regular EA options.
2. **Restrictive Early Action:** Students applying to Harvard, Princeton, Stanford or Yale may apply early to one of those schools along with nonbinding public institutions.

Early Decision/Action II: Some schools have added a second Early Decision/Action deadline to allow students additional time to decide if an ED/EA application is in their best interest and to welcome applications from those who were deferred, not admitted by their first ED/EA choice or who did not apply under a ED I application.

PLEASE NOTE: Students who are “deferred” by their first ED school can apply under an ED II plan but, if admitted they **MUST WITHDRAW** the deferred ED application.

Rolling Decision: A rolling decision application process means that each application will be reviewed as soon as all application material is received and, to some degree, independent of other applicants. Decision notifications are made throughout the application cycle, on a “rolling” basis.

The College Essay

Essay questions usually fall into two categories. The first type, in which the Common Application essays fall, invites you to write about yourself. From these essays, the reader wants to know: ***Who are you and what makes you different from all those other qualified applicants?*** The essay gives you an opportunity to demonstrate those qualities which make you unique or that tell your story. Each of the prompts ask you to shed light on your values, opinions, and talents in different and unique ways. They offer you the chance to demonstrate why you are someone special. The college expects no single answer. Instead, think of the essay as your chance to introduce yourself. *What would you like them to know about you that is not found in transcripts, test scores, or even a personal interview?* You have great freedom and no reason not to reach deep within yourself to bring out the person you truly are.

The second type of essay, for those who are required to submit supplemental writing, often asks you to write about why you want to attend a particular college or what you think you can bring to that college. Some schools ask students to address various issues in short answer format and some are very creative and/or require serious thought.

The typical admissions committee reader is looking at your finished product on three levels:

At the lowest level, your words are quickly skimmed to see how well you write. Colleges look for strong writing skills and mastery of the mechanics of writing: *grammar, syntax, and organization*. An occasional misspelling or omitted punctuation is not fatal but every effort should be made to avoid such mistakes.

At the second level, the admissions committee will consider the content of your answer. Here, the reader is concerned with the logic of your argument and your ability to say something of substance in a relatively succinct and effective manner. A two-page essay gives a taste of your thinking, fluency and originality and helps to determine your readiness for college.

At the final and most important level, the reader is hoping to see something unique. What better way to express your individuality than to tell a story, perhaps a brief dialogue, or an attempt at humor? Creative work brings an element of risk to your essay, but taking a risk may help you stand out and enhance your candidacy.

Essays in a Nutshell

DO:

- **Plan** – leave time to write and rewrite your essays. This will allow for fresh reviews and possible revisions of the original work.
- Currently, the Common Application **essays have a limit of 650 words**, which is a fixed limit. Supplemental essays range in word count. Write your essay in your own language. Elaborate phrases, pretense, insincerity and exaggeration can be spotted very easily. It is important to ask someone, perhaps your English teacher, counselor, or parent to read your essay and to make suggestions. However, please **ensure that it is YOUR essay**.

- All of us make mistakes that do not necessarily jump off the page but are quickly apparent to another reader. If you are proofing your own work, here are two suggestions before uploading the essay: 1) Use a ruler or a blank sheet of paper to cover the lines beneath the one you are reading. This will keep your eyes more focused. 2). Read your essay backwards. This will prevent you from skimming the text and force you to look carefully at each individual word.
- Provide more than a narration or chronology when recounting an experience. Emphasize how the experience changed you or confirmed who you are.

DO NOT:

- Force it; be too funny, sad or silly.
- Be afraid to discuss obstacles you have overcome.
- Put yourself out of the running by being overly long or redundant.
- Repeat the question as an opening statement. You need to grab the reader's attention.
- Write what you think they "expect" to hear.

Phase Two Checklist

By the time you complete Phase Two of the College Process, you will be ready to return to school for the beginning of 12th grade. As you transition back to schoolwork and extracurricular activities, you will find that it is a very busy time. You can make the transition back much smoother if you have completed some very important tasks.

1. *Have you completed your **standardized testing**? If not, have you registered for fall testing dates?*
2. *Is your **college search** complete?*
3. *Do you feel you have schools in each category? **Reach, Target, and Safety**?*
4. *Which school do you consider a **safety school**? _____*
5. *If your safety school were the only school to which you were accepted, would you be happy to enroll? If not, your list is not complete. You need to identify another safety school.*
6. *If you are a student with classified disabilities, have you seriously **considered the level of support you will need** to be a successful college student? Have you identified schools that will provide this support?*
7. *Did you meet with your counselor for a **College Conference**? If not, be sure to schedule a conference as soon as you return to school.*
8. *If you are an athlete, have you registered with the **NCAA Clearinghouse**? If not, do so now because college coaches will be checking your eligibility status.*
9. *Have you submitted your **Senior Autobiography**? If not, do so as soon as you return to school.*
10. *An **unofficial transcript** is posted on the parent portal in July. Did you review it for accuracy?*
11. *Have you decided to apply using one of the Early Admissions Options? If so, which one? _____ and to which school(s)? _____
_____.*
12. *Have you begun writing your application essays?*

Phase Three: “The Final Act”
Fall/Winter of 12th Grade
Goals and Recommended Activities

GOALS:

At the conclusion of the recommended activities, you should have:

- *Obtained all college application material*
- *Registered for and completed all standardized testing*
- *Requested the release of your SAT and/or ACT scores from the testing agencies to the colleges to which you are applying that request official scores.*
- *Invited your teacher recommenders electronically on Naviance and distributed recommendation forms to your teacher recommenders.*
- *Provide your counselor with the necessary forms from either the Common Application or the forms provided by schools that do not use the Common Application.*
- *Completed the ED agreement and invited a parent electronically to sign if applied under the guise of Early Decision.*
- *Completed and submitted your application by the deadlines established by the individual colleges/universities*
- *Met with the college representatives who visit MHS each fall and attended regional college fairs*
- *Completed campus visits (virtual included) or attended college open house programs*
- *Notified the Counseling Office of any changes to the college forms you provided*
- *Notified your counselor of all admissions decisions*

Recommended Calendar of Activities

While it is not uncommon, and perfectly acceptable, for students to continue the college search through the early weeks of 12th grade, most of the work related to the College Process in Phase Three is related to the actual completion and submission of the applications. While the due date deadlines differ at all colleges and universities, the majority of schools will require you to apply no later than January 1st or 15th of 2027. As a result, by the time we begin the holiday break; most students will have completed the application process that began in the fall of the 11th grade. With that being said, however, there will be important things to consider once the new-year rolls around so be sure to review the Calendar of Activities through to the completion of the year.

SEPTEMBER

- Graduation is closer than it seems. Return to school with a firm commitment to keep working if you have done well, or to start working if you have not. **First and second quarter grades from 12th grade are critical!** *First quarter grades may be required to be sent to some colleges/universities.*
- Parents should plan to attend the **12th Grade Parent and Financial Aid Nights**, both of which are scheduled for September/October.
- Register or re-register NOW for the SAT's and/or ACT's you plan to take – the schedule is enclosed. Be sure to enter your name EXACTLY as you did for last spring tests on any registration forms or answer sheets. Post the testing schedule in a prominent place in your home or locker.
- **Athletes hoping to play at Division I or Division II colleges must register with the NCAA to determine academic eligibility.** NCAA prefers you apply online at www.ncaaeligibilitycenter.org and when doing so, please notify your counselor.
- Attend the college counseling appointment with your counselor, especially if you are considering an early decision or early action application.
- If you have not already done so, submit your **Senior Autobiography and Teacher Agreement/Contract** to your counselor.
- Non-native English speakers should register for TOEFL and TOESL.
- Check online and/or on the Counseling Center website for the weekly schedule of colleges, whose representatives will make individual visits to Manhasset, join us for a Mini College Fair, or participate in a regional college fair. Each of these events is a good source of information for you.
- A student copy of your transcript will be uploaded to the parental portal. Check it carefully and complete the Transcript Verification Form. Return these forms to the Counseling Center by the deadline. Applications will not be sent to colleges until these forms are signed and returned to the respective counselor's clerical assistant.

- Complete and file your College Scholarship Service Profile (CSS Profile), specifically for those colleges that require this form to be filed by students who are seeking financial aid.

OCTOBER

- SUNY and CUNY applications are available on-line at www.suny.edu/student and www.cuny.edu, respectively. The Nassau Community College Application is available in the Counseling Office. The Common Application can be found at www.commonapp.org
- Federal Financial Aid (FAFSA) forms will be available beginning Oct. 1st.
- Watch for earlier application deadlines. Some colleges are requiring applications by **Oct. 15th**. (*Ex: Clemson University, UNC, etc.*)
- Make sure you understand the Counseling Center procedures you must follow to ensure that your transcript requests are processed. The procedures appear on the reverse side of every “Records Release Form for Colleges,” which is available on the Counseling Department page of the school district website.
- If you have any reason to believe you will be dropping a course, please do so before you submit your applications. The transcript sent from the Counseling Office has a list of senior “courses in progress.” If you drop a course after the transcript has been sent, you may have to explain this to the colleges.
- **Electronic Applications** must include the submitted Records Release Form for Colleges to the Counseling Center so that records can be sent.
- Submit green teacher recommendation forms to the faculty members who have agreed to write in support of your candidacy. Students will receive these forms after submitting the record release form and being cleared by Guidance.
- Transcript requests for colleges with November 1 deadlines must be submitted no later than the third Friday in October. EA or ED deadlines such as Oct. 15th or Nov. 1st must be submitted no later than 10 school days prior.
- Continue exploring options via Mini College Fairs, school visits, and area presentations.
- **Keep in close contact with your counselor.**

NOVEMBER

- November 1st and 15th Early Decision /Action deadlines
- Continue your research, visits, and admission representative contacts.
- Aim for Thanksgiving as a personal deadline to complete all college applications.
- Check your email and set up school-specific student portals as requested upon submission of applications.
- Review school-specific student portals and make sure colleges/universities have received everything they need.

- If you filed an early decision application, you must continue to work on and file other applications. **Students who are deferred or denied in December are not in the frame of mind to produce quality applications at that time!**
- Notify your counselor when you have signed/completed your ED agreement.
- Continue to work hard in school. **First-quarter grades will soon be available and, only if your college requires them, you must complete a first quarter grades request form and the HS Counseling Office will forward.** Remember, your second-quarter grades will be mailed to **all** your colleges automatically.
- **Keep in contact with your counselor.**

DECEMBER

- Keep in touch with your counselor regarding your plans.
- **Let your counselor know about any admission decisions you receive.**
- Immediately withdraw all other applications if you are accepted under a binding early decision plan.
- If you receive a **DEFERRAL** letter, speak to your counselor and schedule an appointment for January. At that time, we will discuss some strategies for adding to your original application in hopes that the additional information will help you gain admittance in the next decision-making round depending on your level of interest and if the college will accept those advocacy calls.

JANUARY

- Continue to do well through the end of the second quarter as **all colleges will receive your 2nd quarter report card.**
- Continue to update your counselor on the status of your applications.
- Follow up with your counselor if you have been deferred from your Early Decision or Early Action schools. We will be happy to make phone calls on your behalf.

FEBRUARY

- The Counseling Center mails mid-year grades to all colleges to which you have applied.
- **Let your counselor know about any admissions decisions you receive.**

MARCH

- Beware of senioritis! March is notoriously deadly for this infectious disease. Ward it off by remembering that your third quarter grades may propel you to the top of a wait list in May or June! Remember, too, that colleges can change their minds and rescind their offers, once they have received your final transcript.

- **Keep your counselor updated. Perhaps you have some acceptances you would like to discuss.**

APRIL

- Almost all colleges respond by this time, notifying you of your admission status. You may have some difficult decisions to make. See your counselor!
- If you have decided against attending any of the colleges to which you have been accepted, notify them in writing as soon as possible or through your student portal if applicable. Doing so may open a space for someone else.
- Make the decision about which college you will attend and mail the required deposit in time to be **received at the college by May 1. DOUBLE DEPOSITS ARE UNETHICAL! Keep your counselor informed of your decisions.**
- Remember to inform the teachers who wrote recommendations of any outcomes. It is also a nice idea to send a thank you note.

MAY

- **Inform your counselor of all acceptances, denials and waitlists.**
- If you are waitlisted, consult your counselor about what you can do to help yourself.

JUNE

- Your acceptance becomes final only when the college receives your final transcript. Remember, the Counseling Center will send only **one** final transcript unless written evidence of a change to a waitlist situation is provided.
- Enjoy Commencement!

Manhasset High School College Profile

The Manhasset College Profile is a document sent to every college to which a senior applies. The Profile is sent electronically with your high school transcript, secondary school report, and counselor recommendation.

The College Profile is the document that allows an application reviewer to understand Manhasset High School. It contains data about our school-district community, the high school curriculum and special academic programs, the grading system, our standardized test scores, and college placement record. The information in our profile enables the admissions officer to understand that Manhasset graduates have attended a school where standards are high and academic achievement is valued.

The High School Profile is available on the manhasset.schools.org website.

Letters of Recommendation

Schools accepting the Common or Coalition Applications generally require two teacher letters of recommendation. However, others may only ask for only one. Colleges look to teacher recommendations in order to gain insight as to the kind of student you are and the admissions committee is looking for ways to set you apart from other candidates. As noted elsewhere, Manhasset teachers are now sending their recommendations electronically.

Letters of recommendation are written by Manhasset counselors for every senior who submits a “Senior Autobiography.” This is mailed to juniors in late spring, along with Student Appraisal Summary forms that are given to three (3) teachers of your choice. It also includes a voluntary, but greatly appreciated, Parent Brag Sheet for your parents to complete and the Teacher Acknowledgement Contract form. The counselor will review what teachers and parents have written to help write their recommendations.

Faculty Letters of Recommendation

- Choose carefully from among the teachers who know you best. The teacher who gave you the “A” might not always be the best choice. Colleges look for evidence of enthusiasm about learning, a spirit of inquiry, work ethic and other qualities, which sometimes have little to do with grading outcomes.

Schedule an appointment with the teacher to make your request. If the teacher agrees, ask them to sign the Teacher Acknowledgement Contract and let him or her know that you will return at another time with the appropriate paperwork. If the teacher indicates that he or she does not know you well enough to write a thorough letter, or if the teacher suggests that another person might be a better choice, say “Thank You,” and move on.

- Arrange for your letters **at least 10 school days in advance of the deadline date**. You are not the only student for whom the teacher will write so you must allow a sufficient amount of time before any due date.

Other Tips:

- You may also ask others who know you to write a recommendation. Coaches, activity advisors, employers and members of the clergy are common choices. If you decide to do this, you must verify that the college accepts “other recommenders.” You will need to invite your other recommender via the Common App/Recommender/FERPA tab and assign them to all schools to whom you want your letter to go.
- Remember, only people who know you well should write recommendation letters. It is also advisable to send only the required number of letters. Admission officers believe, “The thicker the file, the thicker the student.” That letter from a parent’s colleague whom you have met once or twice may do you more harm than you realize. If necessary, you may send **one** more recommendation than is required.

Submitting Your SAT or ACT Scores to Colleges

Please be advised that you should submit your scores **as soon as you have confirmed what scores are to be sent**. Scores do not get there instantly, so order in advance. Be sure to check with each individual school to determine if October SAT/ACT scores will be accepted for Nov. 1st ED/EA deadlines.

Some schools will allow you to self-report scores in the Common Application or via the school-specific student portal. If not, you must submit official scores through ACT.org or CollegeBoard.org.

What Parents and Students Should Ask Financial Aid

Parents and students must be inquisitive consumers in the higher education market to become fully informed and receive all the financial aid benefits to which they may be entitled. Here are the questions to ask.

Applying to College:

- What are the costs for tuition, fees, books, supplies, room, board, transportation, and personal expenses for the first year? What is the range of costs for rooms, meal plans, and special tuition rates? How much will total costs increase each year? Ask each college for a printout of its costs for tuition, room, and board for the last three to five years.
- Does applying for financial aid affect admission decisions?
- Does applying for early action/early decision affect a student's ability to receive financial aid?
- Does an institution offer financial aid programs or other scholarships that are not based on financial need? How and when should applications for need-based and merit aid be completed?
- What application forms are required to complete the financial aid process?
Is there a priority deadline? When will students be notified?
- How much financial aid will the college grant? What costs are students responsible for that are not included in the aid offer? When will students be billed for their share of the costs?
- If students cannot pay their share of the costs, what financing plans are available?
- Will the financial aid office provide students with an explanation of how their expected family contribution, financial need, and award package were determined?
- If the financial aid package is not enough to allow a student to attend a particular institution, will the aid office recalculate its offer?
- What are the terms and conditions of the award package? What are the academic or other requirements for renewing the financial aid?

- How much loan debt is typical for students when they finish college?

Before Leaving for College:

- When and how many times a year will the student receive bills from the college?
What are the penalties if a bill is not paid by the deadline? Does the college accept credit cards for monthly payments?
- Will the college apply the entire financial aid to the student's account, or will the student receive checks for some or all of it? Will money the student earns be applied to the financial aid or given to the student? If aid exceeds college charges, how does the student receive the excess funds?
- How much money will students need for expenses during the first week of school? Are students allowed to use financial aid to pay for books and supplies? What out-of-pocket expenses do most students have during the year? Can books and supplies be charged to the student's account?
- Do students receive information about how to manage money and use credit cards?
- Are there ATM machines and places that cash checks on or near the campus?
Does the college issue a debit card to students?
- How does the college respond to a change in the financial status of an enrolled student?
- How are students assigned jobs for work-study programs? How many hours a week will a student be expected to or allowed to work? How often and in what manner will the student be paid? Will earnings be automatically credited to the student's account?
- There is a great deal to know about financial aid, but if students and parents ask the right questions, they can get the financial aid package they need.

Financial Aid and Websites

Families applying for financial aid will be filing the Free Application for Federal Student Aid (**FAFSA**) with their tax return information from the previously completed tax year. Our Financial Aid Night is held in September. FAFSA forms become available in late fall/early winter.

www.finaid.org

- **In-depth coverage of every facet of financial aid; Sponsored by the National Association of Financial Aid Administrators.**

www.ed.gov/studentaid

- **Everything you need to know about student aid - federal school codes - student loan interest rates - loan cancellation for teachers - what to do if your loan is in trouble**

www.fafsa.ed.gov

- **Fill out and transmit the Free Application for Federal Student Aid (FAFSA)**

www.pin.ed.gov

- **Request a PIN to serve as your signature for FAFSA and Renewal FAFSA on the web - use the PIN to access your student aid history online.**

www.collegeboard.org

- **Register for and receive the online version of the PROFILE Application. You can also register online and choose to receive the paper version.**

www.fastweb.com

- **Free scholarship search. Complete a questionnaire and receive a list of scholarship opportunities that match. JUST SAY NO to the many commercial pitches offered.**

www.msaainc.org

- **The Manhasset Student Aid Association website. Learn how to apply for interest-free educational loans from a local source.**

Merit Based Scholarship

Almost every school will offer some type of merit-based scholarship(s), for which no additional application is needed. These scholarships are awarded based on the merit of the student's application, alone. Other merit-based scholarships do require an application, so please be sure to check each college website carefully.

Scholarship Matching Services

The number of companies offering undergraduate and graduate students private sector scholarships and financial aid for college has grown significantly. For a processing fee ranging anywhere from \$49.95 to hundreds of dollars, these companies guarantee they will match the student with 6 to 25 potential sources of little-known funds from private organizations.

Better Business Bureau experience with scholarship matching services has shown that although students may receive "potential" sources of aid, few, if any at all, receive the actual funds. Some consumers have indicated that they did not receive the guaranteed number of sources, or they received government information instead of the promised information about private sources. Other consumers have claimed they did not qualify for aid, because the sources sent were inaccurate and did not correspond with information supplied on their student profile. Still other students stated they received the list of sources after the application deadline had already passed and, therefore, could not even apply to the source. In addition, consumers often indicate they were unable to obtain refunds as promised. Typically, companies require students to supply rejection notices in order to receive refunds. However, students complain that they send application forms for scholarship but often receive no notice if they are rejected.

These companies, therefore, cannot and do not guarantee that a student will receive funds for school. They only guarantee that the students will receive a specific number of potential source of funds. Most services claim they offer a 100% money back guarantee if the specific number of sources is not provided, but it is the student's responsibility to substantiate that he/she did not

receive the sources. Students should also stay away from companies advertising ways to alter information or “cheat” on Financial Aid Forms. Many of these are federal documents and should not be tampered with.

Why do people retain these services, when there is no guarantee that applicants will receive actual funds? According to the Director of Financial Aid, at a prominent New York City university, these companies may appear to save students the hassle of researching their own sources. Students who do not have a great deal of time to invest in preliminary financial aid research may be tempted by the services offered by these companies. However, the National Association of Student Financial Aid Administrators (NASFAA) maintains that the best source of information for students is the college financial aid office or a public or school library where they can do their own research.

The Post-Secondary Planning Process **For the Non- College Bound Student**

As mentioned earlier in this guide, 96% of Manhasset High School Graduates attend two or four-year colleges or universities upon graduation but there are those students for whom this is not a choice. At this time, we will look at the options for the students either who choose not to attend or who choose to delay their entry to college.

Boarding School **The P.G. Year**

Some families may want to consider what is known as the **postgraduate**, or “PG” year. A fifth, or transition year, of high school can be advantageous for:

- Students who have done well academically, but need another year of physical and/or emotional development before making the transition to the largely unsupervised college setting.
- Students who have special talent in athletics, or the visual or performing arts and who would benefit from another year of development in the area of their talent.
- “Late bloomers” who have begun to make academic strides in late junior or senior year.
- Students who have academic potential, but have not performed well because of poor study and/or organizational skills.

Students and parents considering this option should be aware that the process of applying to a postgraduate program is almost identical to that of applying to college. Applications must be submitted in the fall of 12th grade so investigating the options should begin in the 11th grade.

Students attending postgraduate programs should remain in contact with their high school counselor after graduation, as they will need to contact the Counseling Office to have their official high school transcripts forwarded to the colleges they eventually apply to the year after leaving high school.

If in doubt as to whether this option is for you, you can apply to colleges and postgraduate programs and decide as the year goes on.

Employment

Some students have acquired training and experience through contacts they have made or through the occupational education coursework at the Barry Technical Center. Your counselor is available to help you with your job search by:

- Helping you design a resume that lists your career goals, education, training, and experience
- Helping you write a cover letter for your resume that presents you as a serious candidate for the employer to consider
- Preparing you to dress for and represent yourself well during and after an interview

- Suggesting ways to “network” in your industry
- Conducting mock interviews
- Making you aware of job opportunities that come in through the Counseling Center
- Working with you to complete written job applications

Please allow sufficient time, at least three months before you want to start your employment search, to work with your counselor.

Military Service

There are innumerable job training and college savings opportunities in the armed services. Men and women can serve by enlisting full-time in the armed services or by being part-timers in the “reserves.”

Recruiting officers from all branches of the Armed Services are available to visit you at Manhasset High School or in your home. If you are interested, speak with your counselor to set up an appointment. You can also seek additional information by visiting a recruiting office.

A student’s score on the ASVAB determines the guaranteed training and travel opportunities, signing bonuses and college-savings possibilities available in the military. The ASVAB is a group of tests designed to measure your ability to be trained in certain military occupations. The tests are *General Information, Numerical Operations, Attention to Detail, Work Knowledge, Arithmetic Reasoning, Space Perception, Mathematics Knowledge, Electronic Information, Mechanical Comprehension, General Science, Shop Information, and Automotive Information.*

Your composite ASVAB score is expressed in “percentile” form – which is a comparison of your performance with that of a representative sample of other students who have taken the test. Students with higher percentile scores will have more options than those with lower scores.

Taking the ASVAB does not obligate you to the military in any way. You are free to use your test results in whatever manner you wish. Additionally, ASVAB results will not be used to enter your name in any draft registration system.

You will, however, be required to sign a statement authorizing release of your test score to representatives of all the military services, and you will probably be contacted by a service member sometime before you graduate. Students should expect such contact whether or not they ever take the ASVAB.

If you are interested in joining the military, you will find contact information on our website under the College Representative Contact List.

AmeriCorps

At this time, the website for this program has been suspended.

We are unable to verify the information outlined below for AmeriCorps at this time.

AmeriCorps*NCCC, the National Civilian Community Corps, is a 10-month residential national service program for young women and men of all social, economic, and educational

backgrounds. The program takes its inspiration from the Depression-era Civilian Conservation Corps (CCC), which put thousands of 18-26 year old young adults to work restoring our natural environment. Today, corps members in AmeriCorps*NCCC work on environmental projects, but also in disaster relief, education, public safety, and to help address other un-met human needs.

Where do AmeriCorps*NCCC members live?

AmeriCorps*NCCC members live on one of five campuses that serve five separate regions of the United States: *The Northeast, Capital, Southeast, Central and Western*. Three of the campuses are located on downsized or closed military bases in Charleston, South Carolina; Denver, Colorado; and San Diego, California. The Northeast Region is located on the grounds of Veterans Administration Medical Center on the Chesapeake Bay in Perry Point, Maryland and the Capital Region is located on a municipal facility in Southwest Washington, DC. Living quarters are similar to dormitories on college campuses: Members share a room with another member of the same gender and have common areas for leisure and recreation. At the Capital and Northeast Regions, members are responsible for preparing their own meals for which they receive a weekly food allowance.

How does AmeriCorps*NCCC work?

After the initial three-week training, members serve on a variety of team-based projects lasting from one day to six weeks. Members may be temporarily relocated from their campuses to projects in communities throughout the region in which they serve. AmeriCorps*NCCC utilizes a team-based approach to service. Throughout the ten-month program cycle, members are assigned to one team, which affords them the opportunity to get to know people of all different backgrounds who have one important thing in common – a commitment to serving their communities.

What benefits do AmeriCorps*NCCC members earn?

Along with an experience of a lifetime, an AmeriCorps*NCCC member receives: basic expenses, all program related travel, modest living allowance, valuable training and forbearance of federally backed student loans. At the end of their term of service, they receive the Segal AmeriCorps Education Award of over \$7,000 to use on future educational expenses or to pay back qualified student loans. (Summer of Service graduates will receive a prorated Segal Education Award of approximately \$1,550 for completing a term of Summer of Service 2026 with NCCC).

Who is eligible to join AmeriCorps*NCCC?

People between the ages of 18-26, who are citizens, nationals, or lawful permanent resident aliens of the United States.

You can call **1-800-942-2677** or visit the website at:
<http://www.nationalservice.gov/programs/ameri-corps>

**Whatever you do and wherever you go, we wish you the very
best of luck.**

**Please know we are here for you, should you ever require
any assistance.**

Kerry Fallon, Director

Mrs. Danielle Cerulli

Ms. Kimberly Cosenza
Mrs. Marcy Fogel
Mrs. Jennifer Landman
Mrs. Lori Margulies
Mrs. Kristen Ruthkowski

Good Luck

Manhasset Board of Education
2025-2026

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