Longwood High School Counseling Department

Mission Statement

In collaboration with our families and community members, our mission is to create a climate that provides a quality educational program, guided by the principles of pride, respect, and responsibility; and to prepare all students to be successful, contributing members of a rapidly changing and diverse global society.

Introduction

As the next few years are critical to each student’s future success, this College Planning Guide has been created to assist students and parents in making the most appropriate decisions. It is intended to facilitate the post-secondary planning process, by providing relevant information regarding career planning, college admissions’ criteria, college entrance exams, the college search and selection processes, college applications, campus visits, college interviews, athletic eligibility, financial aid and scholarships. As you begin your journey towards your college and career objectives, we recommend that you utilize this valuable resource.
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Getting Started
Recommended Timeline for Your Future

Freshman Year Calendar

Summer

- Read during the summer to improve vocabulary and writing skills
- Read a challenging newspaper such as the New York Times
- Keep a vocabulary journal of new words you have mastered

Fall

- Use your organizational skills, along with responsible work and study habits, to ensure a smooth transition to the high school program
- Work with your counselor to map out a four-year Personalized Learning Plan
- Look at the potential college majors of interest and see what pre-requisites are needed
- Take the courses that are recommended by your colleges
- Remember that all final course grades will be listed on your transcript

Winter

- Schedule challenging courses for your sophomore year
- Get involved in extracurricular activities
- Volunteer your time at a local community service spot—see ‘Community Services’ at http://lshs.longwood.k12.ny.us/departments/counseling/career_exploration/community_service
- Apply for summer programs --see ‘Summer Programs’ listings at http://www.longwood.k12.ny.us/lhs/guidance/pdfs/summer_programs.pdf.

Spring

- Register for SAT II subject tests, if appropriate. How do you know if it is appropriate? Some of the more selective colleges require the SAT II tests. You will need to check with the Admissions’ Office of each college. Even if an SAT II test isn’t a requirement, you still may want to take one. At some schools, a minimum score can exempt you from beginner-level college courses in that subject
Sophomore Year Calendar

Summer

- Emphasize reading to improve vocabulary, writing, and critical thinking skills
- Identify and pursue interests and activities through volunteer work, cultural and performing arts programs, athletics and summer employment

Fall

- Take the PSAT. This test is **FREE** and is administered on a Wednesday ‘Testing Day’ in October at the High School
- Review your four-year academic plan with your counselor, including the results of your interest inventory and career project developed in your Academy for Career Exploration class

Winter

- Choose challenging course work for your junior year
- Start to discuss college planning with your parents and counselor
- Teacher’s pet? Keep it up. You will need teachers who know you well to write your college recommendation

Spring

- Register for the SAT II subject tests, if appropriate
- Consider constructive ways to spend your summer vacation
- Visit the ‘Summer Programs’ listings on our counseling website: [http://www.longwood.k12.ny.us/lhs/guidance/pdfs/summer_programs.pdf](http://www.longwood.k12.ny.us/lhs/guidance/pdfs/summer_programs.pdf)
Junior Year Calendar

Summer

- Continue to identify and pursue interests through activities, such as volunteer work, cultural and performing arts programs, athletics, summer employment and local college programs
- Visit college campuses

Fall

- Get serious about your schoolwork
- Grades earned this year are extremely important
- Continue communicating with your counselor
- Take the PSAT/NMSQT to practice for the SAT I in October and to qualify for scholarships
- Discuss college costs with your parents
- Attend college fairs

Winter

- If you are interested in a military academy (West Point, Annapolis, Air Force, etc.), begin the application process in January of your junior year
- Schedule challenging classes for your senior year, including electives and core courses which offer college credit
- Discuss PSAT results and begin preparing for the SAT
- Identify the characteristics of a college that you prefer (size, geographical location, academic rigor, social environment, student population)
- Check out college websites
- Research admission requirements for colleges of interest

Spring

- Register and prepare for April, May, or June SAT I, SAT II, and/or ACT exams
- Begin to compile a resume of activities, jobs awards received, leadership positions
- Find a summer job that will boost your skills and savings
Senior Year Calendar

Summer

- Finalize criteria for your college search (i.e. size, location, curriculum, athletics, etc)
- Take a virtual tour of college campuses online using http://www.campustours.com/
- Visit college campuses you have identified, schedule interviews, and campus tours.
- Narrow your college list to approximately 5 – 8 schools
- Request admissions and financial aid information
- Take advantage of the various summer experiences available for 11th graders conducted at colleges and other educational institutions at http://www.longwood.k12.ny.us/lhs/guidance/pdfs/summer_programs.pdf

September

- Narrow your list of colleges to 3-6. Download college applications. Plan to visit as many of these colleges as possible
- Create a master list or calendar that includes: tests you’ll take and their fees, dates, and registration deadlines, college application due dates, financial application forms required and their deadlines, student profile, letters of recommendation (request and provide information to teachers/counselors)
- If you have reduced or free lunch, a counselor can provide you with an application fee waiver
- If you have not had your test scores sent to the colleges to which you are applying, be sure to contact the College Board or ACT
- Use Family Connection to determine admissions criteria for your colleges of interest
- Request letters of recommendations from teachers and counselors
- Notify your counselor about Early Decision or Early Action plans
- If you plan to apply for Early Decision, ask whether your college offers an early estimate of financial aid eligibility and which forms to file
- Some colleges require the CSS/Financial Aid PROFILE. Get a PROFILE Registration Guide from a counselor or click on the ‘Pay for College’ link at www.collegeboard.org and fill out the application online, as early as October 1
- If you are an athlete and plan to participate in collegiate sports, register with the NCAA Clearinghouse
- Check College & Career Planning Office college files and the Counseling Department newsletter for scholarship opportunities

October

- If appropriate, take the SAT, SATII, or ACT
- Finalize your college choices
- Prepare Early Decision, Early Action, or rolling admissions applications as soon as possible
- Ask for counselor or teacher recommendations. Give each teacher or counselor a copy of your Activity Sheet or Self-Appraisal Profile
- If you’re submitting essays, write drafts, proofread, and ask teachers to review them
- If you have not had your test scores sent to the college to which you are applying, be sure to contact the College Board or ACT to have them sent
- Attend Senior Review with your counselor to discuss graduation requirements, college choices and career plans
• Be aware of deadlines for Early Decision or Early Action programs
• Beginning in October, 2016, students can fill out and file your FAFSA (Free Application for Federal Student Aid) forms as soon after October 1st which is required to determine financial assistance for college
• Meet with admission representatives
• Work on admissions’ applications and essays
• Meet college representatives who visit Longwood HS see schedule of visits at: http://www.longwood.k12.ny.us/lhs/guidance/rep_visits.html.
• Sign up for On-Site Admissions at Longwood HS – see schedule http://www.longwood.k12.ny.us/lhs/guidance/onsite_admit.html.
• Complete all Early Decision or Early Action applications by October 15th
• Attend the Financial Aid Night workshop with your parents

**November**

• Submit Early Decision or Early Action applications between November 1st and November 15th
• Complete your college essays
• Counselors send transcripts to colleges. Submit an Official Transcript Request Form at least two weeks before the colleges require them
• Sign up and take the ASVAB Test (Armed Services Vocational Aptitude Battery)

**December**

• Complete and make copies of college applications before winter break
• Research sources of financial aid, particularly private scholarships
• Be aware of early application deadlines to special programs such as Nursing, Dental Hygiene, and other programs, particularly at the State Agricultural and Technical Colleges
• Two-year agricultural and technical schools accept students on a first come, first serve basis, as long as they met the minimum entrance requirements

**January**

• Keep up your grades! Colleges are interested in your senior year program
• Ask your counselor to send your mid-year report (if applicable) to your colleges
• Check the Counseling Department Scholarship site for new scholarships sorted by deadline: http://www.longwood.k12.ny.us/lhs/guidance/pdfs/scholarships.pdf.

**February**

• Parents and students are encouraged to complete and file income tax returns as soon as possible. Colleges may request copies of your tax returns to finalize aid offers
• No senioritis--Colleges have rescinded admissions and scholarships, based on weak second-semester grades
• Contact colleges to make sure that they have received all application materials
• Check the Counseling Department Scholarship site for new scholarships sorted by deadline: http://www.longwood.k12.ny.us/lhs/guidance/pdfs/scholarships.pdf.
**March**

- You will start to hear from colleges. Read everything carefully and respond in a timely manner.
- As you receive letters of acceptance, check with Financial Aid offices to see if additional documentation must be submitted.
- Keep active in school. If you are wait-listed, the college will want to know what you have accomplished since you applied.
- Check the Counseling Department Scholarship site for new scholarships sorted by deadline: [http://www.longwood.k12.ny.us/lhs/guidance/pdfs/scholarships.pdf](http://www.longwood.k12.ny.us/lhs/guidance/pdfs/scholarships.pdf).

**April**

- Use the online Compare Your Aid Awards tool at collegeboard.com to help you understand and compare financial aid award offers from two or more colleges. Talk with financial aid officers if you have questions. If you get no aid (or not enough), ask whether other financing plans are available.
- You should receive acceptance letters and financial aid offers by mid-April.
- Not interested in college? Plan for employment opportunities with your counselor. Visit local and state employment agencies, complete a resume, and work on your employability skills (go to Family Connection, click on Document Library, and click on ‘Counseling Department-Career Docs’ to view ‘Work Readiness Profile’)

**May**

- May 1: Colleges cannot require a deposit or commitment to attend before May 1. By that postmarked date, you must inform every college of your acceptance or rejection of their offer of admission and/or financial aid.
- Inform your counselor in your Senior Exit interview as to your post-secondary decisions (attend a particular college, accept a job, enter the military etc.)
- Focus on your finals and AP Exams.
- If you are planning to live in college housing, send in the required housing deposit.
- Send your deposit to one college only.
- Wait-listed by a college? Speak to the Admissions’ Director about your intent and ask how to strengthen your application.
- If you’ve been offered aid from your chosen college, be sure to accept the offer as instructed in your award letter. (Note: You’ll need to reapply for financial aid every year via the FAFSA on-line application)

**June**

- Request a final transcript to be sent to your college.
- Enjoy all the graduation festivities! You have earned it!

**Summer**

- Make your travel plans.
- Finalize your housing plans.
- Register for Freshman Orientation at the college.
Career Planning
## Interest Inventory

An Interest Inventory can help you determine your interest concentrations and how they relate to various occupations. The Holland Code Personality Mosaic can provide you with your personality type and occupations that relate to your personality type to help you begin to explore career possibilities that match your interests. Try it out!

### Holland Code Personality Mosaic

Directions: Circle the numbers of the statements that sound like something you might say, do, or think.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td>It’s important for me to have a strong agile body</td>
</tr>
<tr>
<td>2.</td>
<td>I need to understand things thoroughly</td>
</tr>
<tr>
<td>3.</td>
<td>Music, color, writing, and beauty of any kind can affect my moods.</td>
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<tr>
<td>4.</td>
<td>Relationships with people enrich my life and give it meaning.</td>
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<tr>
<td>5.</td>
<td>I am confident that I’ll be successful.</td>
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<td>6.</td>
<td>I need clear directions, so I know exactly what to do.</td>
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<tr>
<td>7.</td>
<td>I can usually carry/build/fix things myself.</td>
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<tr>
<td>8.</td>
<td>I can get absorbed for hours in thinking something out.</td>
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<tr>
<td>9.</td>
<td>I appreciate beautiful surrounding; color and design mean a lot to me.</td>
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<tr>
<td>10.</td>
<td>I’ll spend time finding way to help people through their personal crises.</td>
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<tr>
<td>11.</td>
<td>I enjoy competing.</td>
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<tr>
<td>12.</td>
<td>I need to get my surroundings in order before I start a project.</td>
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<tr>
<td>13.</td>
<td>I enjoy making things with my hands.</td>
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<tr>
<td>14.</td>
<td>It’s satisfying to explore new ideas.</td>
</tr>
<tr>
<td>15.</td>
<td>I look for new ways to express my creativity.</td>
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<tr>
<td>16.</td>
<td>I value being able to share personal concerns with people.</td>
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<tr>
<td>17.</td>
<td>Being a key person in a group is very stimulating to me.</td>
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<tr>
<td>18.</td>
<td>I take pride in being very careful about all the details of my work.</td>
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<tr>
<td>19.</td>
<td>I don’t mind getting my hands dirty.</td>
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<tr>
<td>20.</td>
<td>I see education as a lifelong process of developing and sharpening my mind.</td>
</tr>
<tr>
<td>21.</td>
<td>I like to dress in unusual ways—to try new colors and styles.</td>
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<tr>
<td>22.</td>
<td>I can often sense when a person needs to talk to someone.</td>
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<tr>
<td>23.</td>
<td>I enjoy getting people organized and on the move.</td>
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<tr>
<td>24.</td>
<td>When making decisions, I’d rather be safe than adventurous.</td>
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<td>25.</td>
<td>I like to buy sensible things that I can make or work on myself.</td>
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<tr>
<td>26.</td>
<td>Sometimes I can sit for long periods of time and work on puzzles, read or just think.</td>
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<td>27.</td>
<td>I have a great imagination.</td>
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<td>28.</td>
<td>I like to help people develop their talents and abilities.</td>
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<td>29.</td>
<td>I like to be in charge of getting the job done.</td>
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<td>30.</td>
<td>I usually prepare carefully ahead of time, if I have to handle a new situation.</td>
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<tr>
<td>31.</td>
<td>I’d rather be on my own doing practical, hands—on activities.</td>
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<td>32.</td>
<td>I’m eager to read or think about subjects that arouse my curiosity.</td>
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<td>33.</td>
<td>I love to try creative new ideas.</td>
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<td>34.</td>
<td>If I have a problem with someone, I’ll try to resolve it peacefully.</td>
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<tr>
<td>35.</td>
<td>It’s important to aim high in order to be successful.</td>
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</tbody>
</table>
36. I don’t like to have responsibly for big decisions.
37. I say what’s on my mind and don’t beat around the bush.
38. I need to analyze a problem thoroughly before acting on it.
39. I like to rearrange my surroundings to make them unique and different.
40. I often solve my personal problems by talking them out with someone.
41. After I get a project started, I let others take care of the details.
42. It’s important to be on time.
43. I enjoy outdoor activities.
44. I keep asking, “Why?”
45. I like my work to be an expression of my moods and feelings.
46. I like to help people find ways to care more for one another.
47. It’s exciting to take part in important decisions.
48. I am usually neat and orderly.
49. I like my surroundings to be plain and practical.
50. I need to stay with a problem, until I figure out an answer.
51. The beauty of nature touches something deep inside of me.
52. Close personal relationships are important to me.
53. Promotion and advancement are important to me.
54. I feel more secure when my day is well planned.
55. I’m not afraid of heavy work and usually know what needs to be done.
56. I enjoy books that make me think and give me new ideas.
57. I look forward to seeing art shows, plays, and good films.
58. I am very sensitive to people who are emotionally upset.
59. It’s exciting to be able to influence people.
60. When I say I’ll do it, I do my best to follow through on every detail.
61. Good, hard, physical work never hurt anyone.
62. I like to learn all there is to know about subjects that interest me.
63. I don’t want to be like everyone else; I like to do things differently.
64. I go out of my way to be caring to people with problems.
65. I’m willing to take some risks to get ahead.
66. I feel more secure when I follow rules.
67. The first thing I look for in a car is a well-build engine.
68. I like a conversation to be intellectually stimulation.
69. When I’m creating, I tend to let everything else go.
70. I feel concerned that so many people in our society need help.
71. It’s fun to persuade people to follow a plan.
72. I’m very good about checking details.
73. I usually know how to take care of things in any emergency.
74. Reading about new discoveries is exciting.
75. I appreciate beautiful and unusual things.
76. I often go out of my way to pay attention to people who seem lonely and friendless.
77. I love to bargain.
78. I like to be very careful about spending money.
79. Sports are important to me in building a strong body.
80. I’ve always been curious about the way nature works.
81. It’s fun to be a mood to try something unusual.
82. I am a good listener when people talk about personal problems.
83. If I don’t make it the first time, I usually bounce back with energy and enthusiasm.
84. I need to know exactly what is expected of me.
85. I like to take things apart to see if I can fix them.
86. I like to study all the facts and decide logically.
87. It would be hard to imagine life without beauty around me.
88. People often seem to tell me their problems.
89. I can usually connect with people who get me in touch with a network of resources.
90. It is very satisfying to do a task carefully and completely.

Scoring your answers
Below, circle the number of the statements you circled on the personality mosaic above (read across):

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</tbody>
</table>

Count the number of circles in each column and write the totals in the corresponding spaces below:

R____ I____ A____ S____ E____ C____

List the letters (R-I-A-S-E-C) according to your scores from highest to lowest:

1\(^{st}\) ___ 2\(^{nd}\) ___ 3\(^{rd}\) ___
4\(^{th}\) ___ 5\(^{th}\) ___ 6\(^{th}\) ___

The first three letters indicate your Holland preference. Refer to the chart on the next page.
## Holland Code Groups

<table>
<thead>
<tr>
<th>Realistic</th>
<th>Investigative</th>
<th>Artistic</th>
<th>Social</th>
<th>Enterprising</th>
<th>Conventional</th>
</tr>
</thead>
<tbody>
<tr>
<td>People who want to see results, have traditional value system enjoy “hands on” tasks, are practical, enjoy physical challenges, and are rule-oriented</td>
<td>People who are studious, enjoy working alone, are problem solvers, like research, analyze situations, and are creative.</td>
<td>People who are independent, creative, express their feeling, have a love of beauty, and tend to be spontaneous.</td>
<td>People who enjoy helping others, like working with people and communications, and are caring and empathic.</td>
<td>People who have strong leadership skills, are assertive and high-achieving and like adventure and communication.</td>
<td>People who are practical organized, pay attention to detail, enjoy keeping records, and tend to be conservative.</td>
</tr>
<tr>
<td>People who have athletic or technical ability, prefer to work with objects, machines, tools, plants or animals, or like to be outdoors.</td>
<td>People who like to observe, learn investigate, analyze or solve problems.</td>
<td>People who have artistic innovating or intuitional abilities and like to work in unstructured situations using their imagination and creativity</td>
<td>People who like to work with people to enlighten, inform, help, train or cure them, or are skilled with words.</td>
<td>People who like to work with data, have clerical or numerical activity, carry out tasks in detail or follow through on others instructions.</td>
<td></td>
</tr>
</tbody>
</table>
Possible Careers Based on Holland’s Personality Inventory Scale

<table>
<thead>
<tr>
<th>Realistic</th>
<th>Investigative</th>
<th>Artistic</th>
<th>Social</th>
<th>Enterprising</th>
<th>Conventional</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accountant</td>
<td>Anthropologist</td>
<td>Actor/Actress</td>
<td>Administrator</td>
<td>Advertising</td>
<td>Accountant</td>
</tr>
<tr>
<td>Butcher</td>
<td>Archeologist</td>
<td>Advertising</td>
<td>Athlete</td>
<td>Barber</td>
<td>Auditor</td>
</tr>
<tr>
<td>Carpenter</td>
<td>Biologist</td>
<td>Architect</td>
<td>Chaplain</td>
<td>Bartender</td>
<td>Bank Teller</td>
</tr>
<tr>
<td>Chef</td>
<td>Cartographer</td>
<td>Artist</td>
<td>Professor</td>
<td>Buyer</td>
<td>Billing Clerk</td>
</tr>
<tr>
<td>Electrician</td>
<td>Chemist</td>
<td>Chief</td>
<td>Therapist</td>
<td>Credit Mgr.</td>
<td>Bookkeeper</td>
</tr>
<tr>
<td>Farm Manager</td>
<td>Civil Engineer</td>
<td>Copywriter</td>
<td>Cosmetologist</td>
<td>Custodian</td>
<td>Cashier</td>
</tr>
<tr>
<td>Farmer</td>
<td>Computer</td>
<td>Dancer</td>
<td>Detective</td>
<td>Dental Asst.</td>
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<td>Attendant</td>
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<td>Emergency</td>
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<td>Mortician</td>
<td>Graphic</td>
<td>Nurse</td>
<td>Interpreter</td>
<td>Secretary</td>
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<tr>
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<td>Nuclear</td>
<td>Design</td>
<td>Paralegal</td>
<td>Journalist</td>
<td>Painter</td>
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<td>Roofer</td>
<td>Engineer</td>
<td>Interior</td>
<td>Police Officer</td>
<td>Lawyer</td>
<td>Payroll Clerk</td>
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<td>Radio/TV Repair</td>
<td>Nurse/Practitioner</td>
<td>Design</td>
<td>Realtor</td>
<td>Lobbyist</td>
<td>Receptionist</td>
</tr>
<tr>
<td>Truck Driver</td>
<td>Pharmacist</td>
<td>Producer</td>
<td>Recreation</td>
<td>Office Mgr.</td>
<td>Secretary</td>
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<td>Journalist</td>
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<td>Public</td>
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<td>Pilot</td>
<td>Musician</td>
<td>Social worker</td>
<td>Relations</td>
<td>Teacher Aid</td>
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<td>Psychologist</td>
<td>Photographer</td>
<td>Sociologist</td>
<td>Realtor</td>
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<td>Writer</td>
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<td>Stockbroker</td>
<td>Underwriter</td>
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<tr>
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<td>Veterinarian</td>
<td></td>
<td></td>
<td>Traffic Clerk</td>
<td>Word</td>
</tr>
</tbody>
</table>

*All worksheets used the permission of the College Access Center, Chattanooga, TN

National Association for College Admission Counseling, Fundamentals of College Admission Counseling Manual. 2015ED.
NAVANCE / Family Connection

NAVANCE Family Connection is a web-based program that supports students with research on college, careers, scholarship, and enrichment programs. NAVANCE is also a venue for students to organize their information, develop a resume, and engage in self-exploration activities. Within the college application process, NAVANCE Family Connection becomes a portal through which counselors can send student transcripts and teacher letters of recommendation to colleges electronically. Each student at Longwood High School has an individual account with NAVANCE Family Connection. The Counseling Department provides you with your access code so that you may establish your own account with your unique username and password. Throughout this guide, and throughout your high school years, you will revisit the NAVANCE Family Connection website many times. It will be useful to you on many levels as you reflect on yourself, explore your interests, research your options, and participate in the process of creating your future.
WHO AM I? A Self-Assessment

In order for you to begin planning and researching for your future career, you will need to identify some things about “you.” Specifically, it is important to explore your interests, aptitudes, temperament, and your values. There are several resources to help guide you through this exploration process.

NAVIANCE Family Connection

Within NAVIANCE Family Connection, students can utilize the About Me tab to begin their guided self-exploration. They may complete the Strengths Explorer, which will help uncover their talents and reveal their potential strengths. By completing this 78 question assessment, students will begin a wonderful journey of discovery, and they'll have the tools needed to make the most of their talents. Ninth graders complete the Career Interest Profiler, in their Academy for Career Exploration classes, a tool that can help students discover the types of work activities and careers that match their interests. The interest profiler has 180 questions about work activities that people do at their jobs. The Cluster Finder will help students learn what career clusters may be a good match, based on their activities of interest, personal qualities that they have and subjects that they enjoy studying in school.

The combined information about students’ strengths and interests is a perfect starting point for researching and exploring possible career goals, which in turn can help students identify the type of education and training appropriate for those career goals. NAVIANCE Family Connection will even show students which colleges offer programs to help students achieve their career goals.

SELF-REFLECTION

Students may also utilize the following questionnaire to begin thinking about their interests, aptitudes, temperament, and values. The questions below will help you reflect on yourself, and guide you in thinking about your personal qualities and how they affect your career choices.

INTERESTS are fairly easy to assess; you know what you enjoy

What do you like to do in your free time?

What might your hobbies be?

What are your favorite school subjects?

What kinds of books do you like to read and why?

What part time job(s) or community activities have you participated?
APTITUDES refer to typical abilities you have

Are you mechanically inclined?

Are you good in math?

Are you able to look at a diagram or a blueprint and visualize an object?

How do you express yourself well? By conversing easily with others or being able to speak well in front of a group?

What special talents do you possess in art, music or another area?

What are your strongest abilities?

TEMPERMENT is a particular response in a given situation or situations

How do you interact with others?

How much patience do you have?

In what ways do you display a friendly manner?

How do you respond under pressure?

How do you react when you are criticized or lectured?

VALUES as they relate to work are feelings that are important and worthwhile to you

In what ways do you seek to be creative?

How important is the amount of money that you can earn?

In what ways does helping others influence your career path?

Would you like to be in a leadership position or be supervised?

How important is your freedom or independence?
CAREERS TO CONSIDER IN THE U.S.

Best-Paying Jobs

http://money.usnews.com/careers/best-jobs/rankings/the-100-best-jobs

U.S. News Career Rankings

http://money.usnews.com/careers/best-jobs/rankings

Here's the full list of America's 10 highest-paying jobs, according to the Bureau of Labor Statistics.

1. Anesthesiologist
   Mean annual pay: $235,070

2. Surgeons
   Mean annual pay: $233,150

3. Oral and Maxillofacial Surgeons
   Mean annual pay: $218,960

4. Obstetricians and Gynecologists
   Mean annual pay: $212,570

5. Orthodontists
   Mean annual pay: $196,270

6. General Internist
   Mean annual pay: $188,440

7. Physicians and Surgeons (all other)
   Mean annual pay: $187,200

8. Family General Practitioners
   Mean annual pay: $183,940

9. Psychiatrists
   Mean annual pay: $182,660

10. Chief Executives
    Mean annual pay: $178,400

http://www.bls.gov/ooh/fastest-growing.htm

<table>
<thead>
<tr>
<th>Occupation</th>
<th>Annual Median Salary 2015</th>
<th>Percent Change</th>
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</thead>
<tbody>
<tr>
<td>Wind Turbine Service Technician</td>
<td>$51,050</td>
<td>108%</td>
</tr>
<tr>
<td>Occupational Therapy Assistants</td>
<td>$57,870</td>
<td>43%</td>
</tr>
<tr>
<td>Physical therapist assistants</td>
<td>$55,470</td>
<td>41%</td>
</tr>
<tr>
<td>Physical therapist aides</td>
<td>$25,120</td>
<td>39%</td>
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<tr>
<td>Home Health Aides</td>
<td>$21,920</td>
<td>38%</td>
</tr>
<tr>
<td>Commercial Divers</td>
<td>$50,470</td>
<td>37%</td>
</tr>
<tr>
<td>Nurse Practitioners</td>
<td>$98,190</td>
<td>35%</td>
</tr>
<tr>
<td>Physical therapists</td>
<td>$84,020</td>
<td>34%</td>
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<tr>
<td>Statisticians</td>
<td>$80,110</td>
<td>34%</td>
</tr>
<tr>
<td>Ambulance drivers and attendants, except EMT</td>
<td>$23,740</td>
<td>33%</td>
</tr>
<tr>
<td>Occupational therapy aides</td>
<td>$27,800</td>
<td>31%</td>
</tr>
<tr>
<td>Physician assistants</td>
<td>$98,180</td>
<td>30%</td>
</tr>
<tr>
<td>Operation research analysts</td>
<td>$78,630</td>
<td>30%</td>
</tr>
<tr>
<td>Personal financial advisors</td>
<td>$89,160</td>
<td>30%</td>
</tr>
<tr>
<td>Cartographers and photogrammetrists</td>
<td>$61,880</td>
<td>29%</td>
</tr>
<tr>
<td>Genetic counselors</td>
<td>$72,090</td>
<td>29%</td>
</tr>
<tr>
<td>Interpreters and translators</td>
<td>$44,190</td>
<td>29%</td>
</tr>
<tr>
<td>Audiologists</td>
<td>$74,800</td>
<td>27%</td>
</tr>
<tr>
<td>Hearing aid specialists</td>
<td>$49,600</td>
<td>27%</td>
</tr>
<tr>
<td>Optometrists</td>
<td>$103,900</td>
<td>27%</td>
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</table>
Long Island Job Projections

According to the Current Employment Statistics Survey, the top super sectors in Long Island are (from largest): Construction, Manufacturing (chemical, electrical equipment, appliance, and component manufacturing), Trade, Transportation and Utilities, Financial Activities, Professional and Business Services, Health Care and Social Assistance, Leisure and Hospitality, Other Services (personal and laundry services, auto repair, religious and charitable) organizations, and business and civic associations.

Top Employers on Long Island


All Metro Home Care
CSC Holdings (Cablevision)
GEICO
Hofstra University
Home Depot
North Shore-LIJ Health System
Stop & Shop Supermarkets
Target Corporation
Wal-Mart
Winthrop-University Hospital Association
All Metro Home Care
CSC Holdings (Cablevision)
CAREER CONNECTIONS

Career Connections is a unique online college and career planning tool designed exclusively for school counselors and students in New York State. With the Career Connections website, students and parents can now access comprehensive college and career planning tools from school and home. This resource enables students to identify college careers matching their interests and preferences by providing students with the following resources:

Interest Profiler: An online interest inventory that helps students consider careers that might be right for them. Students simply answer questions about their interest in some common work activities, and the Interest Profiler identifies their matching work-related interest areas and suggests occupations for them to explore.

Occupation Search: Students can search for occupations directly or can use an advanced search to find occupations that best match their preferences. They can review in-depth descriptions and information on their occupations of interest and can link to related majors and colleges.

College Search: The college search includes in-depth information on over 3,700 colleges. With powerful and easy-to-use search tools, students can customize college searches based on their interests.

Scholarship Search: Students and parents can use this tool to search for scholarships, grants, prizes, fellowships and loans. Information pertaining to over 5,000 private financial aid programs and college-administered aid is included.

Resume Writer: This tool helps students create a resume. By using simple-to-use online forms, students can create an expertly designed resume. They can also select a resume style, select what information to include and export a copy in several formats.

Career Portfolio: Students can store and review information about college and career exploration in their career portfolio. Counselors then have access to viewing their students’ information to develop a better understanding of their students’ interests.

In order to access this website, please follow these directions:

- Go to www.guidancedirect.com
- Login: Click on ‘Student Login’
- Enter ‘School ID’ 3199283
- Enter School Password L85S8780
- Enter Personal ‘Student ID’ and ‘Student Password’
- First visit: Create personal student account and login
- Subsequent visits: Enter personal ‘Student ID’ and ‘Student Password’
College Admissions
College Admissions’ Criteria (Factors of Considerable Importance)

National Association for College Admissions Counseling (NACAC)
Admissions Trends Survey 2014

1. Grades in college preparation courses (75%) Colleges like to see applicants who have challenged themselves throughout their high school years, as it demonstrates that they will be able to handle college level work.

2. Strength of curriculum (62%) especially grades in college prep courses (i.e. AP courses) are better indicators of success in college Research indicates that the best predictor of college graduation is the extent to which a student has had an intense academic experience in high school. Pay attention to the strength of your coursework from freshman year through senior year. Please remember to also check with your college to see if you need specific high school courses to gain entry to certain programs. For example, most nursing programs require that high school students complete a Chemistry course. Other schools require that students take a foreign language. Plan out your high school coursework accordingly.

3. College Entrance Examination Scores (SAT, ACT--54%): Most colleges require standardized college entrance exams such as the SAT or ACT. Even if a community college doesn’t require these tests, it’s recommended that you take them, as obtaining specific SAT or ACT scores may also exempt you from taking placement tests at college.

4. Overall grades (52%) Your final grade point average is determined by the final grades you have obtained from eighth grade, e.g. Language Other than English courses and all high school courses through twelfth grade. Colleges will also request your mid-year and final grades, in your senior year. Keep working hard throughout your senior year!

5. Essay or writing sample (26%) An essay is required by many colleges. Special attention needs to be placed on uniqueness and writing style. The essay is your opportunity to illustrate who you are as well as your writing abilities to the college admissions’ representatives. Make sure your essay addresses the required topic and is proofread.

6. Teacher recommendation (21%) At least two teachers and/or counselor recommendations are required for most applications. Remember to request a letter of recommendation on Family Connection as well as ask each teacher personally for a letter. Consider asking teachers in which you’ve contributed to creating a positive classroom environment. Also ask for teacher letters in classes in which you’ve worked very hard to be successful even if it is not your strongest subject. It’s important to provide an Activity Sheet or Self-Appraisal to your teachers so that they can write a letter that highlights your strengths, interests, etc.

7. Student’s demonstrated interest -- campus visits, contact admissions office (21%) It’s helpful to show colleges that you are interested in them by either directly visiting the campus or attending a college representative visit at LHS. Also calling the admissions office at the college exhibits your interest in attending the college.
8. **Counselor recommendation (20%)** If you haven’t already done so, please visit your counselor and discuss your college plans. In this regard, the counselor may be able to assist you in your college search and he/she will find out about who you are so that he/she can write an outstanding letter, based on your relationship.

9. **Class rank (19%)** A measure of how a student's performance compares to other students in his or her class. It is commonly also expressed as a percentile. For instance, a student may have a GPA better than 750 of his or her classmates in a graduating class of 800.

10. **Interview (11%)** Have a conversation. Don't try to memorize a script. Ask questions. Do express your interest in the college. Be yourself. Don't try to answer questions based on what you think the interviewer wants to hear. Prepare. Do practice interviews with friends or family. Take turns asking questions. Usually the most competitive colleges require interviews. Also students who participate in on-site admissions’ opportunities meet with an admission representative.

11. **AP subject test score (8%)** Your AP scores are taken into account, in addition to colleges determining whether or not you receive college credit for the specific class.

12. **Extracurricular activities (7%)** While colleges are primarily interested in your academic record, they are also interested in the activities that you’ve been involved in which display your leadership qualities, unusual interests, abilities, and talents. Colleges would rather see a sustained interest and leadership role in a few activities rather than a laundry list of many clubs and extracurricular activities.

13. **SAT II (subject exam scores--7%)** Many of the most competitive colleges require students to submit scores on at least two SAT II subject tests.

14. **Portfolio (art, music samples) (7%)** College portfolios can be print or electronic. Set aside work (papers, projects) that demonstrates your skills, knowledge and/or character. This can include items that you’ve made, such as a sculpture from a studio art class or a literary analysis from an English course. It can also include objects that summarize or represent the great things you’ve done, like photographs of volunteer work or a news story about an initiative you participated in. Each year, set aside at least five examples of your best or most important work. Then, at the conclusion of each year, winnow that number down from five to three or so.

    **At selective schools** – those that accept fewer than 50% of applicants – greater emphasis is placed on strength of curriculum, overall GPA, the essay, letters of recommendation, and AP/Subject Test scores
STUDENTS WITH DISABILITIES

- Apply for testing accommodations for the SAT and/or the ACT in 10th grade. Ask your counselor for the College Board or ACT Request for Testing Accommodations application forms. College Board or the ACT organizations have to approve testing accommodations for these college entrance exams even if students are eligible for testing accommodations at the high school.
- If applying to colleges as a special education student, find out what needs to be included in your application packet. Colleges typically request a copy of the current school psychological evaluation and the most recent copy of an Individual Education Plan (IEP).
- All graduating seniors will receive an Exit Summary from Ms. Julie McCarthy, Transition Planning Specialist, which includes the current IEP and testing information.
- Make contact with Adult Career and Continuing Education Services (ACCES-VR), before graduation. ACCES-VR offers a variety of services to eligible learning disabled students such as vocational assessment, job placement, etc.
- Consider a vocational assessment as a way to amplify present and future goals. A transitional plan is implemented for all classified special education students upon reaching 14 years of age.
- Develop appropriate study skills during high school to assist you with your college level coursework.
- Develop an understanding of your particular area of disability – Be able to identify your strengths and weaknesses as well as the compensating techniques and accommodations you need to be academically successful.
- Become a self advocate – Consult with high school staff to help you determine whether minimal support services or an extensive tutoring program at the college level will be necessary.
- Increase your independent living skills – Learn to manage your own checking account, laundry, cleaning, some cooking, etc.
- Seek a part-time job or volunteer position – Improves socialization skills as well as gives a better understanding of work situations and expectations.
- Learn about section 504 of the Rehabilitation Act of 1973 – This law indicates what types of accommodations must be provided and or allowed at post-secondary institutions. However, the responsibility is on the student at the college level to initiate the provision of services and accommodations (unlike the requirements of IDEA which places the responsibility on elementary and secondary schools).
- Contact the Office of Disability Student at the college(s) in which you’re interested – Get information on what kinds of services and support are available as well as the number of students with disabilities attending.
- Visit colleges and the surrounding communities before making a definite choice.
- Make sure it is the student’s choice to attend college – The most successful college students are those who are highly motivated and have an awareness of their particular strengths and weaknesses. They understand that it may be harder and take more time to manage college level work. They are committed to spend the extra time on studying and to request and use appropriate accommodations, if needed.
Questions to Ask about Accommodations for College Students with Learning Disabilities:

Tutoring:
- In which subject is tutoring available?
- How do I find a tutor and is there a charge for tutoring?
- Are there some programs set up just for students with learning disabilities?
- Is there an extra tuition charge for service provided to students with learning disabilities?

Seminars:
- Are there special seminars for students with learning disabilities?
- What do they cover and how will they help me?
- How do I register for them?

Credited Classes:
- What classes are designed for students with learning disabilities that I can take for credit?

Advocacy and Accommodations:
- Is there someone who will help me obtain accommodations, if I encounter a problem?
- Is there someone who can explain my rights and responsibilities?
- Is there a person or committee that considers petitions regarding required courses, e.g. requesting an exemption from a second language requirement.
Testing
In general, college bound students will take one or more of the following standardized tests:

- PSAT/NMSQT or Preliminary SAT
- SAT I Reasoning Test
- SAT II Subject Tests
- ACT Assessment

PSAT/NMSQT (Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test)

Longwood High School administers the PSAT/NMSQT to juniors free of charge. The test is approximately two hours and forty-five minutes and consists of an evidenced-based Reading, Writing and Language, and Math tests. The National Merit Scholarship Corporation uses the results of this test to award scholarships to qualified 11th graders.

SAT I (Reasoning Test) The SAT Reasoning Test is one of two tests that can be used for college admissions’ purposes. Students generally take this test twice -- once in the spring of their junior year, and again in the fall of their senior year. It is a 3-hour test, with an optional 50-minute essay. The SAT I is a multi—part assessment which includes evidenced-based reading, writing and language, and math tests.

- **Evidence-based reading and writing requires** students to support answers with evidence, including questions that require them to cite a specific part of a passage to support their answer choice. Source documents originate from a wide range of academic disciplines. On every SAT, students will encounter source texts from science, history, and social studies, analyzing them the way they would in those classes. **Vocabulary** focuses on words that are widely used in college and career. The exam will focus on words such as *synthesis* and *empirical* whose specific meaning depends on the context. The **essay** measures students’ ability to analyze evidence and explain how an author builds an argument to persuade an audience. Responses will be evaluated based on the strength of the analysis as well as the coherence of the writing. Students asked to analyze both text and data in real world contexts, including identifying and correcting inconsistencies between the two. Students will read science articles as well as historical and social studies sources. Each exam will include a passage drawn from the Founding Documents or the Great Global Conversation. Students read from either a founding document such as the Declaration of Independence or from the conversation they inspire in the United States and around the world, such as Lincoln’s Gettysburg Address or King’s” I Have a Dream” speech.

- **The Math section draws from fewer topics that evidence shows most contribute to student readiness for college and career training.** The redesigned SAT will provide students with questions that will require them to apply their reasoning skills in varied contexts, from the abstract to problems with real-life applications. The real-life application questions will strongly emphasize quantitative reasoning skills through problems that are set in science, social studies, and career-based contexts. The concepts include describing rates, using proportions, synthesizing
data, evaluating measures of tendency, and interpreting patterns within a data set. These are the math concepts that are most useful in everyday life, and they are the building blocks for more advanced math concepts with rich applications in science and social studies. Calculators are permitted on certain portions of the math section. The calculator can be used where most appropriate, but the no-calculator section allows greater assessment of students’ understanding, fluency, and technique.

**SAT II (Subject Tests)**
The SAT SUBJECT TESTS are college admission tests of one hour in length in specific subjects. They are similar to final exams and are required by approximately 150 very competitive colleges. These colleges generally require you to take two subject tests. Students take SAT Subject Tests after they complete a course in that area, i.e., Chemistry. Please confer with your counselor about taking the SAT SUBJECT TESTS. They are offered in English, History and Social Studies, Mathematics, Science and foreign languages. For an exact list of exams please go to www.collegeboard.com. **Please note that SAT Reasoning Tests and SAT Subject Tests cannot be taken on the same day.**

**ACT (American College Test)**
The ACT is another standardized test and is accepted by most colleges. The test has four subparts: English, Math, Science Reasoning, and Reading and is also aligned with the Common Core curriculum. Generally students take the ACT in the spring of their junior year and again in the fall of their senior year. Many colleges will accept the ACT, in lieu of both the SAT Reasoning Tests and SAT Subject Tests.

**SAT and ACT Registration ONLINE** *Longwood High School (C.E.E.B.) CODE: 331-478*
*Students can register to take the ACT, SAT and SAT SUBJECT TESTS on-line, by going to http://www.collegeboard.org to register for the SAT and to http://www.actstudent.org to register for the ACT.*
METHOD TEST PREP ON-LINE COURSES

Longwood Central School District has purchased a site license for every student and teacher at Longwood High School to have FREE access to these on-line ACT and SAT preparation courses. Our students have their own accounts and the website keeps track of all the work that they complete.

Method Test Prep enables each student to start with a full assessment in each skill area covered on the ACT and the SAT. Students are presented with a complete set of reading, writing, and math strategies for the SAT as well as strategies for each of the ACT sections and each strategy is accompanied by a quiz to test student mastery. The program is highly adaptive and keeps track of students’ strengths and weaknesses. Students have access to a large pool of practice questions and receive instant feedback upon completion of each question. This feedback includes easy-to-understand explanations.

Students and parents have seen measureable progress when using Method Test Prep. The program uses proven strategies that are clear and easy to understand for any type of learner. It is interactive and time efficient. By using internet technology, students are more engaged and their time is focused on areas in need of improvement.

Method Test Prep is a good fit for any type of student. The website can be accessed from the high school or at home. Method Test Prep is designed to be used independently or as a supplement to other ACT or SAT test preparation. In order to access this website, please follow these login directions:

- Go to the district website at http://www.longwood.k12.ny.us
- Click on the Longwood High School website and then the Counseling Department
- Click on ACT/SAT/ASVAB/PSAT tab and then click on Method Test Prep or go to: http://lshs.longwood.k12.ny.us/departments/counseling/ACT_SAT_ASVAB_PSAT/method_test_prep/ to set up an account

METHOD TEST PREP CLASSES AT LONGWOOD HIGH SCHOOL

Method Test Prep also offers 16-hour SAT preparation courses throughout the year, at Longwood High School, for a $300.00 course fee. Students can sign-up for these classes by requesting a registration form from the Counseling Department or by contacting Method Test Prep directly at (631) 206-6402.
**ACT & SAT TEST PREPARATION CONTINUED**

**The Longwood Public Library**: Students need an active Longwood Public Library card in order to log onto [www.Live-brary.com](http://www.Live-brary.com). This is another *FREE* resource that students may use in order to bolster their skills in areas of the ACT or SAT. Additionally, the library also offers SAT prep classes, during the school year. Please contact the library for dates and fees for their classes.

**College Board & Khan Academy**: The College Board and Khan Academy has teamed up to provide free practice for all students, with study resources tailored to meet each student's needs. Click onto [https://collegereadiness.collegeboard.org/about/benefits/khan-academy-practice](https://collegereadiness.collegeboard.org/about/benefits/khan-academy-practice) to set up your account.

**Private ACT or SAT test preparation sessions**:

- The Hampton Review SAT Prep has classes at LHS and in other locations: [http://www.hamptonreviewsatprep.com/pages/schedule.html](http://www.hamptonreviewsatprep.com/pages/schedule.html)
- The Princeton Review has prep classes in Shoreham, Patchogue, Stony Brook and other locations: [http://www.princetonreview.com/](http://www.princetonreview.com/)
- Kaplan Test Prep has prep classes in Stony Brook, Hauppauge and other locations: [http://www.kaptest.com/](http://www.kaptest.com/)

**Advanced Placement Test (AP)**

Advanced Placement (AP) tests are administered in May. They represent the culmination of college-level work in a given discipline in a secondary school setting. There are thirty-five AP exams in twenty subject areas which test students’ abilities to perform work at a college level. Colleges may award college credit based on AP test results.

**Fee Waivers**

Waiver Service assists students for whom payment of fees for the tests might be a barrier to college entrance. If you are eligible for free or reduced lunch, please see your counselor for a fee waiver. For more information on the fee-waiver services and benefits:

- SAT - [www.collegeboard.com/satfeewaivers](http://www.collegeboard.com/satfeewaivers)
- ACT - [http://www.actstudent.org/faq/answers/feewaiver.html](http://www.actstudent.org/faq/answers/feewaiver.html)

**Testing Accommodations**

If a student has a documented disability, he or she may be eligible for accommodations on the ACT or SAT. To receive testing accommodations, the student must apply for and receive approval for the ACT from the ACT organization and for the SAT from the College Board. Scores may be canceled if it is determined that a student received accommodations that were not approved by either of these organizations. Approval from these organizations takes at least six to eight weeks. The procedures to follow are available on Longwood High School’s Counseling Department Website, located at [http://www.longwood.k12.ny.us/lhs/guidance/test_accom.html](http://www.longwood.k12.ny.us/lhs/guidance/test_accom.html).
College Search and Selection
COLLEGE SEARCH AND SELECTION FACTORS

Finding a good fit is the factor most important to your college success. What’s the best way to find colleges that match your academic and personal interests? First, identify your priorities. Next, research the characteristics of a range of colleges. Finally, match these up. Characteristics to consider:

**Type of College:** Colleges are generally either two-year or four-year. Colleges are also categorized as either public or private. Public and private colleges vary in size and available resources. Public colleges are funded by state and local governments, and usually charge lower tuition prices for students who live in their state.

**Size:** The number of undergraduates at a college can have a big impact on your experience. It affects the range of majors offered, extracurricular possibilities, amount of personal attention you'll receive, and the variety of academic facilities.

**Location:** Do you want to visit home often, or do you see this as a time to experience a new part of the country? Perhaps you like an urban environment with access to museums, ethnic food and major league ball games. Or maybe you hope for easy access to the outdoors and the serenity of a small town. Think about where you would be the most comfortable.

**Majors:** If you know what you want to study, look into the reputations of academic departments in that subject. Researching online is a good start. If you can talk with people who work in that field, that’s even better. If you're undecided, pick an academically balanced institution that offers a range of majors and programs. Most colleges offer advisers to help you focus on a field of interest.

**Cost and Financial Aid:** Today's college price tag makes cost an important consideration for most students. However, keep in mind that almost every college works with its financial aid office to make sure that academically qualified students can attend.

**Campus Life:** Think about what your college life will be like beyond the classroom. Aim for a balance between academics, activities and social life.

**Sports and Activities:** Most students pursue interests other than academics while they are at college. You might be considering playing a sport at the intramural or varsity level. Or you might want to get involved with the campus radio or television station. Make sure that any activity you’re passionate about is available at the colleges you’re considering.

**Admission Criteria:** You should consider what the colleges you are interested in require for admission. Do you want to attend a college that accepts the majority of its applicants, or one that accepts just a small percentage? Some colleges require a minimum grade point average (GPA) while others are more flexible.
**Useful Websites for College Searches**

Family Connection [http://connection.naviance.com/longwoodhs](http://connection.naviance.com/longwoodhs)

College Board [https://bigfuture.collegeboard.org/?navid=gh2-cp](https://bigfuture.collegeboard.org/?navid=gh2-cp)

College week live [www.collegeweeklive.com](http://www.collegeweeklive.com)

College, career and financial aid search site [www.collegexpress.com](http://www.collegexpress.com)

College Admissions & Student Aid Resource Hub [www.inlikeme.com](http://www.inlikeme.com)

A public service of the Pennsylvania Higher Education Assistance Agency (PHEAA), this website offers practical and easy-to-understand advice [www.educationplanner.org](http://www.educationplanner.org)

Detailed information on over 4000 colleges and universities, online schools, and graduate programs. Also provides financial aid information and test preparation [www.petersons.com](http://www.petersons.com)

Find free scholarships, financial aid, career, and minority information, with profiles of thousands of universities at [www.collegeview.com](http://www.collegeview.com)
The First and Most Important Step in College Planning is Understanding Yourself

Developing a list of colleges that is ‘right’ for you is an involved process. Therefore, it is a good idea to consider your values, interests and aspirations when searching for the college of your choice.

Personal Ability, Goals and Values

- What kind of student am I?
- How do I define success?
- What are my strengths and weaknesses?
- What kind of student would I like to become?
- What do I value?

Academic

- What situations do I learn best in and feel most comfortable?
- What do I choose to learn when I am on my own?
- Do my grades reflect my ability and potential?
- Are my SAT scores an accurate measure of my ability?
- What is the average number of hours I study each night?

Activities, Interests, and Aspirations

- What activities do I enjoy most outside the classroom?
- What activities do I plan to pursue in college?
- What am I interested in?
- Who has influenced me the most?

Personality and Relationships

- What adjectives do I use to describe myself?
- How would my best friend describe me?
- Which relationships are most important to me?
- How free do I feel to make my own decisions?
- How do I feel about going to a college where the other students are different from me?
Range of Colleges

- **Reach**
  You *do not* have the exact GPA and SAT scores, but you’re very interested in attending.

- **Target**
  You *match* the GPA and SAT scores required by the school. However, if everyone applying is at or exceeds the requirements, then the school can be more selective in its acceptance of applicants.

- **Safety**
  You *meet and exceed* the requirements. The schools you choose in this category should be schools you would enjoy attending, if you’re not accepted elsewhere.

*Students generally choose to apply to 4-6 schools*

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<thead>
<tr>
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<th>Island</th>
<th>Colleges</th>
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<td>155 Roe Blvd</td>
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<td>Patchogue, New York 11772</td>
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<td>100 2nd Avenue</td>
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<td></td>
<td>Jamaica, New York 11439</td>
<td>533 College Rd</td>
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<td></td>
<td></td>
<td>Selden, NY 1178</td>
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</table>
The College Selection Process

**Step #1: Research**
- Use available resources at Longwood, including your counselor and the Post-Secondary Planning Office
- Check out college websites located in the back of the handbook
- Request information about majors from the college
- Attend College Fairs
- Visit College Campuses
- Check College Deadlines
- Athletes need to see their counselor for NCAA eligibility and visit www.NCAA.org

**Step #2: Testing**
- Register for SAT – *check deadlines*
- Register for ACT – *check deadlines*
- Register for SAT II, if needed and check college catalogues to determine which SAT subject tests are required
- Avoid late registration fees, by applying for all tests on time

**Step #3: Application**
- Carefully complete all college applications
- Be aware of application deadlines
- Consider academic range of colleges (Safety, Target, Reach)
- Complete all forms, including Official Transcript Request Form to request the Counseling Center to mail required documents to college(s)
- Apply for Financial Aid
- Search for Scholarships

**Step #4: Financial Aid**
- Attend Financial Aid Information Night at Longwood High School
- Submit FAFSA after October 1st of senior year
- Visit College & Career Planning Office and Counseling Department Website for scholarship information

**Step #5: Decision**
- Visit college campuses before sending your reply and deposit
- Inform your counselor of your final decision
- Submit copies of college acceptance letters to the Counseling Center
- Bring in any scholarship letters to the Counseling Center
College Planning Checklist

College Search and Prep:

______ Explore College Search Websites
______ Surf Specific College Websites
______ Register for SAT/ACT Tests
______ Prepare for ACT and SAT tests
______ Visit colleges of interest

College Applications:

______ Complete Transcript Request Form
______ Request (2) Recommendation Letters from teachers or counselors
______ Activity Sheet
______ Self-Appraisal Profile
______ Essay

Scholarship Information and Applications (Activity Sheets indicating community service, co-curricular activities, and employment are required for many scholarship opportunities)

______ Longwood Counseling Center Website for additional scholarships
______ Online Scholarship Searches
______ FAFSA Form- Available after October 1st
______ Local Scholarships – Applications are available in March
The College Visit
THE COLLEGE VISIT

Visiting a college campus is one of the most exciting steps in choosing a college. If possible, it’s best to visit colleges before your applications are due. In this regard, you can be confident that you'd be happy at any of the colleges you’re applying to. A campus visit is your opportunity to get a firsthand view of a college. A college catalog, brochure or website is helpful, but it doesn’t replace an actual visit. To really get a feel for the college, you need to walk around the quad, sit in on a class, visit the dorms, and talk with students and professors.

Planning Your Campus Visit

- Call for an appointment with an Admissions’ Counselor
- Bring an unofficial copy of your transcript
- Verify admission requirements

When to Visit - It’s also best to go when the college is in session so you’ll get to see it when classes are meeting and day-to-day activities are taking place.

How to Pick a Date - Below are some guidelines on when to visit. Plan your visit well ahead of time so you can make sure that you see what you need to see and meet with the people who can tell you what you need to know.

During the Week - Mondays through Thursdays are ideal for visits, since campuses are generally in full swing. Visiting on a Friday may not be as practical, as students, faculty and staff might be busy with social activities. High school holidays that fall on Mondays are often great opportunities for making college visits. Many colleges are in session on these days and you won’t be missing any of your high school classes.

The Best Seasons - The late summer and early September before senior year are convenient times to visit, since many colleges begin their fall semester as early as mid-August. The spring of junior year is a good time if you’ve already researched colleges. Spring break is also good if you play fall sports or are considering applying under early action or early decision plans, which usually have application deadlines in November of your senior year. It may be more useful for seniors to wait until the fall through winter to make their visits to help you narrow down your college lists.

After You've Been Accepted - Many colleges invite their accepted candidates to spend a few days on campus before the May 1 reply date to encourage them to enroll. This is a good opportunity to make some in-depth comparisons between the colleges that have accepted you. However, if you're planning to wait to visit colleges until after you've received acceptances, you may have only a few weeks to visit and make your decision. Most colleges don't mail acceptance letters before April, and the standard reply date is May 1.
**When Not to Go** - Check specific dates with each college so you don't arrive when the campus is deserted. Call the college or look on the college’s website for the academic calendar to find out when breaks, reading periods and exam periods are scheduled.

Remember that colleges are not in session during:
- Thanksgiving weekend
- Christmas week
- Winter and spring breaks
- Summer, unless there is a summer session

College classes don’t meet during:
- Reading period
- Exam weeks
- Saturdays and Sundays

The Admissions’ Office may be closed to visitors at certain times. For example, Admissions’ Officers may be too busy to meet with you in April and May, if they’re reviewing applications. Check with the college, prior to your visit.

**On Campus**

**Surroundings and Atmosphere** – How does it “feel” to you?
- Take a campus tour
- Walk or drive around the community surrounding the campus
- Talk to the students and faculty, including a professor in your chosen major
- Talk to coaches of sports in which you might participate

**Program:** Major area of study
- Verify requirements of specific academic program
- Find out the opportunities that exist in your chosen intended field of study
- Sit in a class. Observe the instructor’s approach and the students’ responses.
- Consider class size
- Ask about a Freshman Orientation Program
- Talk to students about the workload

**Resources:** Library, research facilities, counseling services, health center, career office, academic advisement center, computer facilities
- Check out if the library is well-stocked
- Ask about tutoring services
- Check computer access, available software, network availability, fees for usage
- Check out athletic facilities
- Meet with financial aid representative
**Living Quarters:** Dorm, dining hall, student lounge, recreation areas, bookstore
- Stay overnight in one of the dorms, if possible
- Find out about laundry facilities
- Visit the coffee shop, snack bar and student center
- Check out the noise level and dorm security

**Extra-curricular Activities:** Clubs, social events, fraternities, sororities
- Read the campus newspaper
- Check the bulletin boards in the student union or cafeteria
- Speak with the students as to “campus life”

**Explore on Your Own**
Of course you should take the official campus tour, but be sure to allow time to poke around on your own. The trained tour guides will show you a school's selling points. But the oldest and prettiest buildings don't give you the entire picture of a college, nor does the one dorm room that was manicured for visitors. Try to walk the extra mile and get the complete picture of the campus.

**Ask Questions**
Asking questions is the best way to get the information that is important to you. Ask a few different people the same questions and see if their responses vary. Talk to students, professors, admissions’ officers, tour guides, campus security officers, and the librarians. Don't be shy. If they have time, people are usually eager to offer their opinions. Listed below are some questions to ask:

**Students**
- How would you characterize the majority of students?
- What do students like most about the college? Like least?
- Has the student government made any real contribution to the school? How do you get into student government?
- What political, social, or academic issues concerned students last year? How did the administration react? What was the resolution?

**Social Life and Campus Activities**
- What do students do for fun?
- What is the role of fraternities and sororities on campus? If I didn’t want to join, could I have a satisfactory social life?
- What are the dominant social groups on campus? Do the groups get along with one another? Have there been any problems?
What role do team sports play in the social life of the college? What happens on football or basketball weekends? If I didn’t want to join in, would I find kindred spirits?

Is there a good balance of academics, social life, and extracurricular activities?

What were the social or cultural highlights last year?

What is the role of the campus newspaper?

Is there an alcohol problem and, if so, how is the college handling it? What is the incidence of binge drinking? Do students feel safe on campus?

What portion of the student body lives on campus? What portion of the student body remains on campus during the weekends?

What parent/sibling events allow family participation, as part of your college experience?

Campus Facilities

What kinds of facilities does the student center have? Is it a magnet for student activities? How would you rate the fitness center?

Is there a doctor, nurse, psychologist, or career counselor on campus? What is the waiting period for appointments?

Is the Office for Special Services adequate to the demand?

How is the security on campus?

What have been students’ experiences with the library? Have there been complaints?

What is there to do in town? How would I get there?

Can freshman have cars?

Is the campus easy to get around? Can you walk to and from classes?

Is campus housing guaranteed for all four years? What percent of the students live off campus?

What meal plans are available? Are there meal plans for special dietary needs?

Academics and Faculty

What is the most popular major on campus? Why?

How would you characterize the academic pressure and workload?

Are there research possibilities with the faculty? In what areas?

What are the strengths and weaknesses of the advising system?

What is the quality of student and faculty relationships?

Are curriculum changes in the works? How will that affect my college years?

Are any new programs scheduled for the next four years?

What academic elements are considered in the admissions process?

How many students return after their freshman year?

What percentage of students graduate in four years or less?

What are the class sizes for freshmen or sophomores?

How many large classes can you expect?
The College Application
THE COLLEGE APPLICATION PROCESS

Your application is a crucial document in the college admissions’ process. A neat, thoughtfully prepared application is advantageous, while a poorly prepared application can be detrimental to your candidacy. Please consider the following guidelines before you complete any application:

I. Read through the entire application, prior to filling in any information.

II. Be aware of application deadlines!
   a. ‘Early Decision’ - Under this plan, the student can apply to ONE participating college or university. These applications are usually due by EARLY NOVEMBER and the student's decision is mailed by MID DECEMBER.
   b. ‘Early Action’ - This plan is similar to Early Decision in that applicants have an early application deadline, and an early notification date. However, unlike Early Decision, Early Action is not a binding agreement. You may still wait to hear from other colleges.
   c. ‘Rolling Admissions’ - Certain colleges review applications as soon as all materials are complete. They make admission decisions throughout the school year.

III. Complete a rough draft of the application.
   a. Revise and rewrite, including personal statement and essay
   b. Make certain that your final copy is neat and clean

IV. Make sure you’ve answered all portions to be filled in by the applicant
   a. Ask someone to proofread it, prior to mailing or clicking ‘submit’

V. Create your final list of colleges.
   a. Most students submit up to five or six applications, however, you may apply to as many colleges as you wish
   b. Keep in mind that there is usually a fee charged for every application that is submitted
   c. Students typically choose one or two colleges which are "reach" schools, one or two "target" schools and one or two "safe" schools
I. Filling out the Application

Common Application - The Common Application greatly simplifies the college application process for students, by using one form to apply to several schools. This web based college application was developed to encompass the information most colleges wish to receive. This application includes “common” information that can be sent to multiple colleges. Therefore, many colleges accept Common Application. You can establish a Common Application account to view the application itself and to see which colleges accept this form. You can also review the main essay prompts if you’re looking to get started on writing an essay. Each college has its own application fee and some colleges ask for additional information to supplement the common information. This application is very representative of what most college admissions applications look like, so it is helpful to peruse the site at www.commonapp.org.

SUNY application – If you are interested in applying to a State University of New York (SUNY) college, you can apply on-line at https://www.suny.edu/applysuny/. SUNY provides its own application that can be used at virtually all of the SUNY schools. There is a main application component that does not include an essay. However, many individual SUNY schools require additional information that will ask you for an essay. There is a fee of $50 per campus to which you apply. It is important to note that some SUNY schools also accept the Common Application so you can use whichever you prefer. The colleges have no preference.

CUNY application – If you are interested in applying to a City University of New York (CUNY) college, then you need to complete the on-line application at http://www2.cuny.edu/admissions/apply-to-cuny/ The City University of New York has created its own application system that serves all of the colleges within the CUNY system. On one application, you can apply to up to six colleges in rank order for one fee. Some individual colleges will then ask you for further information, including the possibility of an essay. The CUNY Honors program is also accessible through the same application process.

Individual college applications - Some colleges and universities simply have their own application, which requires you to log onto their individual application portal (most often found on the Admissions page of their website). Each college’s application requirements differ, so it is important to review all application directions.
II. **Letters of Recommendations**
- Students must request a letter of recommendation from the Naviance Family Connection website.
- Students are also encouraged to ask their teachers personally for a letter.
- Use the ‘Request for Teacher Recommendation’ form which is available in the Counseling Center to provide for the teachers.
- Remember to give the teachers/counselors all the information that they need (Activity Sheet, Self-Appraisal Profile, and application deadlines).
- Also follow-up to check if they’ve completed your recommendation letter.

III. **College Essays**
Students will be writing college essays in their 12th grade English classes. However, students can check out essay topics; complete a draft version, and proofread it over the summer.

IV. **Activity Sheets**
Forms are available in the Counseling Center.

V. **Official Transcript Request Form**
   a. Forms are available in the Counseling Center and need to be completed for each college (and scholarship) in which you are applying.
   b. THE COUNSELING CENTER NEEDS TEN (10) SCHOOL DAYS TO PROCESS OFFICIAL TRANSCRIPT REQUEST FORMS.

VI. **Secondary School Report Form**
The Common Application requires a Secondary School Report form to be completed by a teacher and counselor.

VII. **Standardized Test Scores**
You must request SAT exam scores directly from College Board and ACT exam scores directly from ACT to be sent directly to your colleges of interest.

VIII. **College Application Fee Waiver**
Students must speak to their counselor, to obtain a fee waiver. Eligibility is determined by free or reduced lunch status.

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Request for Teacher Recommendation Form
Step 1: Complete this required form
Step 2: Make an appointment with the recommendation writer to discuss the letter
Step 3: Give at least 10 days to write the letter
Step 4: Check in to ensure that the letter has been written
Step 5: Send a thank you note to the writer

College Plans:

<table>
<thead>
<tr>
<th>Colleges you plan to apply to:</th>
<th>What appeals to you about each of these schools?</th>
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Personal Information:

1. Have you formulated a career choice or college major at this time? If yes, what is it? If not, what are your thoughts on a career decision?

2. Courses taken with this person, what year(s), and grades in the course.

3. Describe a memorable experience from this class (project, unit, lesson, lab, etc.)
4. Describe a special memory from that class that your teacher may remember

5. As a student, what are your (a) greatest strengths and (b) areas for improvement?
6. Describe any activities in which you participated in high school. Did you hold a leadership role in any of these activities? Which activity has been the most significant for you? Why? (Please provide details such as hours worked, or positions held, something that you’ve done)
SELF-APPRAISAL PROFILE

Academic Highlights
- Which courses have you enjoyed most? Why?
- What books have you read on your own in the past year?
- What has been the most “thought-provoking” or “stimulating” idea that you have contemplated lately?

Personal Characteristics
- What five adjectives best describe you? Explain and give examples.
- What qualities do you admire the most in other people?
- What are your proudest personal accomplishments?
- If you could change one thing in your life, what would it be?

Special Interests
- What have been some of your most meaningful experiences?
- Have you done any traveling? How has it influenced you?
- Hobbies, skills, or talents that you plan on pursing in the future...

Athletics
- What have been some of your distinguished athletic accomplishments?
- Have you been selected for All County? All League? Team Captain?

Special Event or Person
- What event in your life has had a significant impact on you? Who are your heroes?

Extenuating Circumstances
- Are there any situations that may have affected your educational performance?

Major Study/Career Selection
- What do you plan as your major course of study in college? Career?
Marketing yourself as a potential candidate to college is a challenging process. You have spent four years worrying about grades, SAT scores, and now the moment arrives when you can offer colleges insight into your goals, interests, and aspirations with the Personal Essay.

There is no secret formula to writing a wonderful essay. It is harrowing to try to determine what colleges are looking for in their applicants, and so the best course of action is to be who you are.

You may want to write about:
- Something familiar to you
- A special person or role model
- Your secret ambition
- Something that impressed you or changed your life

Some colleges make it easy by offering specific topics. Use your creativity and talent to bring your college application to life, as there are no correct or incorrect responses.

Possible Essay Questions:
- Reflecting on your family’s experience and personal circumstances, what would you like to tell us that is not already revealed or explained sufficiently in your application?
- What is your intended major? Discuss how your interest in the field developed and describe any experience you have in the field, such as volunteer work, internships, and employment. What have you gained from your involvement?
- Evaluate a significant experience or achievement that has special meaning to you.
- Discuss a personal, local, or national concern and its importance to you.
- Indicate a person who has had a significant influence on you and describe that influence.

Remember:
- Write clearly.
- Speak in your own voice, by using your own vocabulary.
- Read it several times before submitting it, since errors of grammar, tense, punctuation, or form will diminish your efforts.
- Have someone else proofread your essay before submitting it!
**College Application Checklist**

Use this checklist to stay ahead of your application requirements, tasks and deadlines.

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<td>Send thank-you notes</td>
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<td><strong>Alumni interview</strong></td>
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<td><strong>Send thank-you notes to interviewers</strong></td>
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<td><strong>Send and Track Your Application</strong></td>
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<td><strong>Make copies of all application materials</strong></td>
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<td><strong>Tell school counselor that you applied</strong></td>
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<td><strong>Pay application fee</strong></td>
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<td><strong>Sign application and send</strong></td>
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<td><strong>Confirm receipt of application materials</strong></td>
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<td><strong>Send supplemental materials, if needed</strong></td>
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<td><strong>Submit PROFILE, if needed</strong></td>
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<td><strong>Submit institutional aid form, if needed</strong></td>
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<td><strong>Submit state aid form, if needed</strong></td>
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<td><strong>After You Send Your Application</strong></td>
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<td><strong>Receive letter from Admissions’ Office</strong></td>
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<td><strong>Accept financial aid offer</strong></td>
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<tr>
<td><strong>Notify the other colleges you will not attend</strong></td>
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The College Interview
The College Interview

Why Interview?
A college interview is a chance to show that you're more than just test scores and grades. It’s an exchange of information whereby you learn about the college and the college learns about you. Not every college requires an interview: it may be mandatory, optional or not offered.

The interview is just one of many factors in the admission decision and it is rarely the deciding one. Yet, if a borderline student turns out to be impressive, the interviewer has the authority to write a letter supporting his or her admission.

Although most colleges don't require an interview, there are many benefits to meeting face-to-face with an admissions’ representative. Interviews give you the chance to:

- Show that you are seriously interested in attending.
- Convey what you can bring to a campus community.
- Learn more about a college’s programs.
- Explain variations in your record — for example, changes in your grades.

Be Your Own Best Advocate
The admissions’ officers learn about you from a group of documents: your transcript, test scores and application. While your essay and recommendations can offer an impression of the real you, words can reveal only so much. The interview is your chance to be your own advocate, by talking positively about your interests and achievements, to illustrate your unique personality, and to boost your chance of admission.

Discuss Special Circumstances
The interview is a good time to explain anything unusual in your transcript or discuss any personal circumstances that affected your studies. Any problems that you may find difficult to write about in the application are often easier to discuss with a sympathetic admission counselor. For example:

- You may not be the best math student, but it never stopped you from taking AP® Calculus. Explain to the interviewer why you persisted despite such difficulties.
- During sophomore year, your parents divorced and your academic work took a downturn.
- You have a learning disability and need to make an extra effort with every assignment.
Making Your Interview a Positive Experience

Be prepared and practiced and you will probably make a good impression. Here are some other tips:

- Accept a college’s offer for an interview.
- Be on time.
- Go into the interview alone, without your parents.
- Be polite to everyone you meet.
- Act naturally.
- Respond conversationally — don’t memorize a speech.
- Use appropriate language and avoid slang.
- Be confident, but not arrogant.
- Tell the truth.
- Express interest in the college and its programs.
- Ask questions not covered by the college catalog or website.
- Avoid eating or drinking during the interview.
- Dress neatly and cleanly; don’t wear T-shirts or other casual clothing.
- Bring an unofficial transcript with you.
- Maintain eye contact.

Be Sure to Ask Questions

Ask questions that indicate you’ve done some research about the college and why you consider it a good fit for you.

Types of College Interviews

The Group Interview: Purpose is to disseminate information about the college and give applicants a chance to ask questions.

Individual Interview: Candidate goes “one-on-one” with an admissions’ officer. The candidate may or may not receive a rating from the interviewer.

Alumni Interview: Graduates from the college will interview candidates.

High School Interview: College representatives visit high schools each year.
Examples of Interview Questions

- Tell me about yourself.
- Why are you interested in our college?
- What would you like to know about our college?
- Who in your life has influenced you the most?
- Why do you want to major in _________?
- What will you contribute to our campus community?
- Tell me about a challenge you had to overcome?
- What do you do in your free time?
- Where do you see yourself in ten years?
- Does your high school record accurately reflect your effort and ability?
- Recommend a good book to me.
- What are you doing this summer?
- What do you do best?
- What do you hope to do after graduation?
- Why do you want to go to college?
- How do you define success?
- What is your biggest weakness?
- Tell me about your family.
- What makes you special?
- Why would you choose our college?
- What three adjectives best describes you?
- What are you most proud of?

Questions You Can Ask

Interviewers can get as much information about you from the questions that you ask than from the rest of the interview. If you ask good, thoughtful questions, you will seem smart, prepared, mature, and curious. On the flip side, if you look around nervously, stall, and say “ummmm….no, I think that covers it,” you could undo the gains made by an otherwise strong interview.

The best approach is to think about and record questions before the actual interview. In this way you’ll be prepared before they pop the inevitable question.
There are three types of questions you can ask, as follows:

**Type 1: Research-Based**

The first type of question asks for more information about the college’s offerings. This type of question shows that you did your homework, and that you are ambitious and motivated. It can also emphasize your interests and strengths.

In order to think of topics for these questions, look at the website and college catalog for facts about the school. Find out the things the school prides itself on, whether it’s the broad liberal arts curriculum, the internship program, or the host of study abroad options. Think about which of these things are most relevant to your interests and goals, and then ask about it.

Do not ask anything that is answered on the college website, or that the interviewer could answer with one word. The best question of this type shows you researched the school, highlights your personal attributes, and displays thought. For example: “College A’s career development program is very attractive to me. As a future engineering major, I was wondering whether you knew of what types of internships other engineering students have held, and how this helped them academically and on their career path?”

**Type 2: Personal Questions**

It is a fact of human nature that everyone loves talking about themselves. Since the interview is basically about getting your interviewer to like you, this is a good tactic. Asking about their personal experiences at the college makes you seem interesting and engaged, and allows them to share with you. This works best if it’s a student or alumni interviewer.

For a student interviewer, you can say something like, “I’ve done a lot of research on College X and it sounds like a great fit, but I’m interested in hearing your perspective. What are some of your favorite and least favorite things about College X?”

For an alumni interviewer, you could say something like, “My dad always says it’s not students, but alumni who can give you the most valuable information about a college. How did your experiences on campus shape your career and life experiences after graduation?”
For an Admissions’ Officer, it’s a little trickier. You can’t ask about their experiences as a student, but you can ask about their views on the college at which they work. For example: “Your viewpoint is especially valuable because you work at College X. How would you describe the campus culture and student and faculty community at the college?”

Type 3: “I Listened” Questions

This type of question follows up on something the interviewer already talked about to show that you are engaged and a good listener. If they talked about sports, the mentoring program, the libraries, whatever, ask for more details.
The National Collegiate Athletic Association (NCAA)

The most important aspect of college selection is to select a college where scholar-athletes can be successful academically and compete athletically. College athletics are competitive. The grades you receive in high school have a direct effect on the post-secondary school and division sport you play in college. Therefore, being a good athlete doesn't automatically mean that you will be participating in sports in college.

Students who wish to participate in a sport at a Division I or Division II college must file an application with the National Collegiate Athletic Association (NCAA) Clearinghouse. Students wishing to compete at a Division III College or Junior College do not need to apply for eligibility through the NCAA Clearinghouse. Eligibility is determined according to grades in designated high school “core” courses and scores on the College Admission Tests (ACT or SAT I).

A “core” course must be defined as a recognized academic course and qualify for high-school graduation credit in one or a combination of the following areas: English, Mathematics, Natural/Physical Science, Social Science, Foreign Language, or Computer Science.

All NCAA approved “core” courses are notated in the Longwood High School Curriculum Guide posted on the District’s website. Work with your counselor to make sure you are enrolled in the appropriate courses, in order to be in compliance with NCAA eligibility standards.

Division I
- Most competitive athletically and academically
- Athletic scholarships are available
- Must be in compliance with NCAA Clearinghouse Eligibility Regulations

Division II
- Competitive athletically and academically
- Offers fewer scholarships than Division I
- Must be in compliance with NCAA Clearinghouse Eligibility Regulations

Division III
- Can be very competitive athletically and academically
- Does not offer athletic scholarship opportunities
- Establishes entrance criteria individually by college or university
**Junior College**
- Generally not as competitive academically but can be athletically
- Generally does not offer athletic scholarships
- Must meet NJCAA entrance requirements

The N.C.A.A. Clearinghouse is the governing agency for collegiate athletic participation for Division I and Division II colleges and universities. In order to be eligible to compete in collegiate athletics, the N.C.A.A. requires specified academic requirements to be satisfied. Among these requirements, student-athletes must earn a minimum Core-Course GPA and SAT or ACT score which is designated by the specific division, as follows:

---

**Division I**

If you want to participate in athletics or receive an athletic scholarship during your first year in college, you must:

- Graduate from high school
- Complete these 16 core courses:
  - ~4 years of English
  - ~2 years of Social Studies
  - ~3 years of Math (Algebra or higher)
  - ~2 years of Natural or Physical Science (including 1 year of lab science)
  - ~1 additional year of English, Math or Science
  - ~4 years of additional core courses (from any category above or Language Other than English)
- Earn a minimum required Core Course GPA of 2.0
- Earn a combined SAT (Critical Reading and Math sections only) or ACT sum score that matches your Core Course GPA and test score from the N.C.A.A. designated sliding scale (for example a 2.4 Core Course GPA requires an SAT score of 860).

Please refer to the sliding scale on page 63 for additional information.

**Requirement to graduate with your high school class:** You must complete the 16 core-course requirement in eight semesters which begins when you initially start high school with your ninth grade class. If you graduate from high school in eight semesters with your class, you may use one core course completed in the year after graduation (summer or academic year) to meet NCAA Division I eligibility requirements. Students graduating early (in less than eight semesters) must still meet the core-course requirements.
You may complete the core course at a location other than the high school from which you graduated and may initially enroll full-time at a collegiate institution at any time after completion of the core course.

Student-athletes entering college on or after August 1, 2016: Division 1 requires 10 core courses to be completed prior to the seventh semester (senior year). Seven of the ten core courses must be a combination of English, math or physical or natural science approved by the NCAA. These ten courses become “locked in” at the seventh semester and cannot be retaken for grade improvement.

Beginning August 1, 2016, it will be possible for a Division I college-bound student-athlete to receive athletic aid and practice with a team if he or she fails to meet the ten core course requirement. However, the student-athlete would not be able to compete.

Division I Full Qualifier must:

- Complete 16 core courses
- Ten of the 16 core courses must be completed before the seventh semester (senior year) of high school
- Seven of the 10 must be English, math or science
- Have a minimum core course GPA of 2.300
- Grades earned in the 10 courses required before senior year are “locked in” for purposes of GPA calculation
- A repeat of any “locked in” course will not be used to improve the GAP if taken after the seventh semester (senior year) begins
- Meet the competition sliding scale requirement of the GPA and SAT/ACT score (this is a new scale with increased GPA/test score requirements); and
- Graduate from high school

Division I Academic Redshirt must:

- Complete 16 core courses
- Have a minimum core-course GPA of 2.000
- Meet the academic redshirt sliding scale requirement of GPA and SAT/ACT score and
- Graduate from high school

Division I Non-qualifier:

- Fails to meet the standards for qualifier or for an academic redshirt
## NCAA Division I Sliding Scale

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<th>SAT Verbal and Math ONLY</th>
<th>ACT Sum</th>
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Division II

If you enroll in a Division II college and want to participate in athletics or receive an athletic scholarship during your first year, you must:

- Graduate from high school
- Complete these 16 core courses:
  - ~ 3 years of English
  - ~ 2 years of Social Studies
  - ~ 2 years of Math (Algebra or higher)
  - ~ 2 years of Natural or Physical Science (including 1 year of lab science)
  - ~ 3 additional years of English, Math or Science
  - ~ 4 years of additional core courses (from any category above or Language Other than English)
- Earn a Core Course GPA of 2.000 or better
- Earn a combined SAT (Evidenced-Based Reading, Writing and Language, and Math tests) score of 820 or an ACT sum score of 68

**Division II Qualifier:**

Being a qualifier enables you to:

- Practice or compete for your college or university during your first year of college
- Receive an athletic scholarship during your first year of college
- Play four (4) seasons in your sport if you maintain your eligibility from year to year

**Division II Partial Qualifier:**

You will be considered a partial qualifier if you do not meet all of the academic requirements listed above, but you have graduated high school and meet one of the following:

- The combined SAT (Evidenced-Based Reading and Writing and Math sections only) score of 820 or an ACT sum score of 68; or
- Completion of the 14 core courses with a 2.000 Core Course GPA

As a partial qualifier, you:

- Can practice with your team at its home facility, during your first year or college
- Can receive an athletic scholarship, during your first year of college
- Cannot compete, during your first year of college
- Can play four (4) seasons in your sport, if you maintain your eligibility from year to year
Division II Non-qualifier:

You will be considered a non-qualifier, if you did not graduate from high school, or, if you graduated and are missing both the Core Course GPA or minimum number of core courses required and the required SAT or ACT score.

As a non-qualifier, you:

- Cannot practice or compete for your college or university, during your first year of college
- Cannot receive an athletic scholarship, during your first year of college, although you may receive need-based financial aid
- Can play four (4) seasons in your sport, if you maintain your eligibility from year to year

Beginning August 1, 2018

Beginning August 1, 2018, Division II will use a sliding scale to match test scores and Core Course GPA. A student-athlete must earn a minimum Core Course GPA of 2.200 to be eligible to compete as a Qualifier. The minimum Division II Core Course GPA required, in order to receive athletic aid and practice, as a Partial Qualifier, will be 2.000.

### Division II Core Course GPA and Test Score Sliding Scale

#### Qualifier/Competition Scale

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<th>Core GPA</th>
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### Division II Core Course GPA and Test Score Sliding Scale (Partial Qualifier Scale)

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<tr>
<td>2.200</td>
<td>840 &amp; above</td>
<td>70 &amp; above</td>
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</tbody>
</table>
### Division III

Division III college-bound student-athletes are not certified by the N.C.A.A. Eligibility Center. Division III colleges and universities each set their own admissions standards. There are no initial-eligibility requirements in this division. College-bound student-athletes should contact their college or university, regarding policies on admissions, financial aid and athletic eligibility.

### SAT/ACT Test-Score Requirements

A student must achieve the required score on the SAT or ACT, before full-time collegiate enrollment.

All SAT and ACT scores must be reported to the Eligibility Center directly from the testing agency, College Board or ACT. Test scores will not be accepted if reported on a high school transcript. When registering for the SAT or ACT, input the Eligibility Center code of 9999 to make sure the score is reported directly to the Eligibility Center.
A student’s highest combined score will be used in determining the score for eligibility requirements. If a student takes the SAT multiple times, the highest Evidenced-Based Reading, Writing and Language, and Math scores will be used from each test sitting. Moreover, if a student takes the ACT multiple times, the highest score from English, Reading, Math and Science will be used to determine the highest sum score. The essay component of the SAT or ACT will not be used to determine a student’s qualifier status.

**NCAA Eligibility Center Registration**

*Online Registration*

To register with the N.C.A.A. Eligibility Center, go online to www.eligibilitycenter.org. To create an account, either click on “New Account” on the top right of the screen or the cell phone on the left side of the screen.

*Account Creation*

You will need to provide a valid e-mail address to create an account and begin the registration process.

*About Me*

In this section, you will be asked to pass along some quick facts about yourself (i.e. name, address, date of birth and gender).

*My Coursework*

In this section, you will be asked to enter the name and location of Longwood High School. If you have attended more than one high school (including summer school) during grades 9, 10, 11 or 12, you will be asked to input that information as well. You must list all schools you previously attended, whether or not you received grades or credits.

*My Sport*

In this section, you will select the sport(s) you plan to participate in at an N.C.A.A. Division I or II college or university. The Eligibility Center will also ask about the high school and/or club teams you have joined and events you have participated in during your high school career.

*Payment*

Your account will be eligible for processing once the registration fee of $65 has been paid. You must pay online by debit, credit card or e-check.

*Fee-Waiver*

A student is eligible for a fee waiver if he or she has already received a fee waiver for the SAT or ACT. If a student has not received a fee waiver for the SAT or ACT, he or she is not eligible for a fee waiver for the N.C.A.A. registration fee. See your school counselor regarding application fee waivers.

Please refer to the “NCAA Athletic Eligibility” link on the Longwood High School Counseling Department website as well as ‘The Game Plan-College Planning for the Student-Athlete’ for additional information.
Financial Aid
FINANCIAL AID

Grants or Scholarships: Funds, also known as gift aid, do not require repayment. Grants are usually based on need. Scholarships are funds awarded on the basis of need and achievement in a variety of areas such as: academics, athletics, art, leadership or community service. These funds are also not repaid.

Federal Grant Programs (award amounts are subject to change)

Federal Pell Grants

- A Federal Pell Grant, unlike a loan, does not have to be repaid
- The maximum Pell grant as of the 2015/2016 school year is $5,775
- The amount depends on your financial need, costs to attend school, status as a full-time or part-time student, and plans to attend school for a full academic year or less

Advanced Placement (AP) courses and test scores. AP courses are rigorous, college-level classes in a variety of subjects that offers college-level curricula and examinations to high school students. American colleges and universities often grant placement and course credit to students who obtain high scores on the examinations. Usually students must score at least a 3 or higher on AP exams, in order to earn college credit.

Federal Supplemental Educational Opportunity Grant (FSEOG)

- Awarded to undergraduate students with exceptional financial need
- Federal Pell Grant recipients receive priority
- Not all colleges participate in the FSEOG program
- Funds depend on availability at the college; you should apply by your college’s deadline
- Annual award limits are up to $4,000/year

Teacher Education Assistance and Higher Education Grant (TEACH Grant)

- For undergraduate, post-baccalaureate, or graduate students who are/will be taking coursework to become elementary or secondary teachers
- Must agree to serve, for a minimum of four years (within eight years of completing academic program), as a full-time teacher in a high-need field in a school that serves low-income students
- Must attend participating college and meet certain academic achievement requirements
- Failure to complete the teaching service commitment will result in the grant funds being converted to a Federal Direct Unsubsidized Stafford Loan that must be repaid
- Annual award amounts are up to $4,000/year
New York State Grant Programs (award amounts are subject to change)

The New York State Tuition Assistance Program (TAP) helps eligible New York residents pay tuition at approved schools in New York State. Depending on the academic year in which you begin study, an annual TAP award ranges from $500 to $5,165 per year. Because TAP is a grant, it does not have to be paid back.

- Be a United States citizen or eligible noncitizen
- Be a legal resident of New York State
- Study at an approved postsecondary institution in New York State
- Have graduated from high school in the United States, earned a GED, or passed a federally approved "Ability to Benefit" test as defined by the Commissioner of the State Education Department
- Be enrolled as a full-time student taking 12 or more credits (applicable toward your degree program) per semester
- Be matriculated in an approved program of study and be in good academic standing
- Have declared a major no later than within 30 days from end of the add/drop period:
  - in the first term of your sophomore year in an approved two-year program; or
  - in the first term of your junior year in an approved four-year program
- Meet good academic standing requirements
- Be charged at least $200 tuition per year
- Not be in default on any state or federal student loan or on any repayment of state awards
- Meet income eligibility limitations

What Determines The Amount Of The Award?

- Academic year in which first payment of TAP or any state award is received
- Type of postsecondary institution and the tuition charge
- Combined family NYS taxable income, Federal, State or local pension income and private pension and annuity income, if applicable
- Financial status (dependent or independent)
- Other family members enrolled in college
**Student Loans**

A federal student loan allows students and their parents to borrow money to help pay for college through loan programs supported by the federal government. They usually have low interest rates and offer attractive repayment terms, benefits and options. Generally, repayment of a federal loan does not begin until after the student leaves school. Federal student loans can be used to pay school expenses such as tuition and fees, room and board, books, supplies and transportation.

Federal student loans are delivered to students through the Direct Loan Program. Loan funds are provided to you through your school.

A private student loan is a nonfederal loan issued by a lender such as a bank or credit union. Private student loans often have variable interest rates, require a credit check and do not provide the benefits of federal student loans.

Federal student loans offer borrowers many benefits not typically found in private loans. These include low fixed interest rates, income-based repayment plans, loan forgiveness and deferment (postponement) options, including deferment of loan payments when a student returns to school. For these reasons, students and parents should always exhaust federal student loan options before considering a private loan.

To get a federal student loan, you must complete the Free Application for Federal Student Aid (FAFSA). The easiest way to complete the FAFSA is online at [www.fafsa.gov](http://www.fafsa.gov). At this site, you identify schools that you are interested in attending. When your FAFSA is processed, the schools you have identified will receive your information. The school will then tell you how much financial aid is available, including grants, scholarships, work opportunities and federal student loans. If you choose a federal student loan, your school will provide you with instructions on the next steps you have to take.

**Stafford loans** are for undergraduate and graduate students. There are two types of Stafford loans: Subsidized and Unsubsidized.

- **Subsidized Stafford loans** provide low interest rates and are available to students who demonstrate financial need, based on income and other information provided on the FAFSA. A credit check is not required to receive these loans. The federal government pays the interest on these loans until six months after the student is no longer enrolled in school at least half-time.

- **Unsubsidized Stafford loans** provide low interest rates and are available to all students, regardless of financial need (although the FAFSA still must be filed). A credit check is not required to receive these loans. The student is responsible for the interest, which may be paid while the student is in school or accrued and then added to the principal balance when the student enters repayment, which occurs six months after the student is no longer enrolled in school at least half-time.
• **Plus loans are low interest loans** that parents can obtain to help pay the cost of education for their children. In addition, graduate students may obtain PLUS loans to help pay for their own education. PLUS loans require a credit check and, in some instances, an eligible cosigner. Repayment of PLUS loans begin following the final disbursement for the year. Graduate students and parents of dependent students may be able to defer repayment of their PLUS loans until after the student is no longer enrolled in school at least half-time, although interest will continue to accrue.

• **Consolidation loans** allow student or parent borrowers to combine multiple federal student loans into one loan with one monthly payment. A federal consolidation loan cannot include private loans. However, some private lenders may offer consolidation loans. Borrowers should be aware that they that they will lose their federal borrower benefits if they consolidate their federal student loan into a private consolidation loan. Borrowers should always exhaust federal student loan options first before considering a private consolidation loan.

**FAFSA4caster**

If you want to begin exploring your financial aid options and get an early start on the financial aid process, FAFSA4caster is for you! By using FAFSA4caster, you and your family will receive an early estimate of eligibility for federal student aid.

When you're ready to apply for aid, you can easily transition from FAFSA4caster to FAFSA on the Web. Much of the information that you enter in the FAFSA4caster will populate your FAFSA on the Web application, making the experience of applying for federal student aid a lot easier.

http://www.fafsa4caster.ed.gov/

**PREPARE**

Learn about federal student aid programs and what's available to you. You can use FAFSA4caster to increase your knowledge of the financial aid process; become familiar with the various types of federal student aid that are available; and investigate other sources of aid, such as grants and scholarships.

You can also find out about our programs in detail from *Funding Education Beyond High School: The Guide to Federal Student Aid*. The guide tells you about federal student aid, as well as other means of paying for your education after high school. Take what we say to heart and then apply.

**APPLY**

Many deserving students falter, either because they assume they won't qualify or because the FAFSA may seem complex and difficult to complete. FAFSA4caster provides an opportunity for you to become familiar with many of the questions that are asked on the FAFSA, and you can use the FAFSA4caster to practice answering the questions online. Please note that the FAFSA4caster no longer stores annual data. You must provide historical financial data during each use.
Free Application for Federal Student Aid (FAFSA) is vital in the Financial Aid process for colleges.

1. **Apply** online using [www.fafsa.gov](http://www.fafsa.gov).

2. **Check deadlines.** Be aware of your state's and your school's application deadlines. While there is no deadline for applying for federal student aid, you should apply as early as possible after **October 1** of each year that you will attend college. Some state and school aid is awarded on a first-come, first-serve basis.

3. You will need to first apply for a PIN, and then you will be able to complete you FAFSA.

4. **Collect** the information you need to complete the FAFSA:
   - Your Social Security number and your parents’ Social Security numbers;
   - Your driver’s license number, if you have one;
   - Your alien registration number, if you are not a U.S. citizen; and
   - Your federal tax returns and income information

5. **Check** your FAFSA. After you complete the FAFSA, you will receive a Student Aid Report (SAR). Review the information carefully and make any necessary corrections.
   - Once you have filled out the paperwork it typically takes 2-3 weeks to receive your SAR, (Student Aid Report,) which is used in both the Financial Aid process as well as the Scholarship Process. Your SAR indicates your EFC, (Expected Family Contribution,) and this information is used by colleges to decide what is offered in a Financial Award Letter or Financial Aid Package. It also plays a major role for some scholarships which are need-based.
   - **Respond immediately** to any request from your school for additional information.

*(Need help? Call FAFSA Support at 1-800-433-3243)*

**Applying for an FSA ID**

Go to [www.fafsa.gov](http://www.fafsa.gov) and click on **Start A New FAFSA** to apply for a Federal Student Aid I.D. (FSA ID). Print or Write down your number for future use (may take 1 to 3 days for process).

**Filing Your FAFSA**

1. **Go to fafsa.gov.** One thing you don’t need in order to fill out the FAFSA? Money!
   Remember, the FAFSA is FREE when you use the official site: [www.fafsa.gov](http://www.fafsa.gov).

2. **Choose which FAFSA you’d like to complete.** The new FAFSA becomes available on October 1, 2016. You should complete the 2017-18 FAFSA if you will be attending college between July 1, 2017 and June 30, 2018. Remember, the FAFSA is not a one-time thing. You must complete your FAFSA each school year.

3. **Enter your personal information.*** This is information like your name, date of birth, etc. If you have completed the FAFSA in the past, a lot of your personal info will be pre-populated to save you time. Make sure you enter your personal information exactly as it appears on official government documents. (That’s right, no nicknames.)
4. **Enter your financial information.** * All of it. You should use income records for the tax year prior to the academic year for which you are applying. For example, if you are filling out the upcoming school year FAFSA, you will need to use the most recent tax information. If you or your parent(s) haven’t filed your current year taxes yet, you can always estimate the amounts using your past return; just make sure to update your FAFSA once you file your current year taxes. Once you file your taxes, you may be able to automatically import your tax information into the FAFSA using the IRS Data Retrieval Tool. It makes completing the FAFSA super easy!

5. **Choose up to 10 schools** to which you wish to apply, and we will send the necessary information over to them so they can calculate the amount of financial aid you are eligible to receive. Make sure you include any school you plan to attend, even if you’re not sure yet. This will prevent your financial aid from being delayed. If you’re applying to more than 10 schools: http://1.usa.gov/1mHPD1F

6. **Sign the document with your FSA ID.** * The FSA ID serves as your electronic signature, or e-signature. You’ll use it to electronically sign and submit your FAFSA. If you don’t have an FSA ID, you’ll need to get one. If you’ve completed the FAFSA in the past, you probably already have an FSA ID. You can use the same FSA ID you used in the past to renew your FAFSA each school year, so keep it in a safe place. If you have forgotten your FSA ID, you can retrieve it. If you’re considered a dependent student, at least one of your parents or your legal guardian will need an FSA ID as well. If you or one of your siblings have completed the FAFSA within the last 18 months, your parent(s) will use the same FSA ID they used before. If not, your parent(s) may need to apply for a new FSA ID.

*If you are considered a dependent student, your parent(s) will also need to do this step

**What’s Next?**
First, the office of Federal Student Aid at the U.S. Department of Education will send you a Student Aid Report (SAR), which is a summary of the FAFSA data you submitted. You’ll get your SAR within three days to three weeks after you submit your FAFSA. Be sure to look over your SAR to make sure you didn’t make a mistake on your FAFSA. Find out more about the Student Aid Report, its purpose, how the type of FAFSA you file determines when you’ll get the SAR, and what you should do with it: https://studentaid.ed.gov/sa/fafsa/next-steps/student-aid-report.

The SAR won’t tell you how much financial aid you’ll get. Instead, if you applied for admission to a college or career school and have been accepted, and you listed that school on your FAFSA, the school will calculate your aid and will send you an electronic or paper aid offer, sometimes called a Financial Award Letter or Financial Aid Package, telling you how much aid you’re eligible for at the school. The timing of the aid offer varies from school to school and could be as early as springtime (awarding for the fall) or as late as immediately before you start school. It depends on when you apply and how the school prefers to schedule awarding of aid.
College Scholarship Service (CSS) Profile

The CSS Profile is a separate financial aid form required by certain schools. It is important to review each college’s financial aid requirements to verify whether or not this form is required and to identify the deadline for filing. College Board supplies the application for students for a small fee, and in turn, schools and scholarship organizations use the information reported to determine the type and amount of financial aid given out. This form is typically utilized by schools who offer Early Decision option, and is often due around the same timeline as the application for admission so if the student is accepted under the Early Decision program, the college can provide a financial aid award shortly thereafter. You can access the CSS Profile at: http://css.collegeboard.org/ After applying for admission, it is advisable to contact the financial aid office at each school to inquire about any additional forms required for scholarship or financial aid consideration.
Scholarships
Scholarships--General Information

Three sources of scholarship awards:
- The largest source of scholarship funds are those generated by the college or university in which the student has been accepted.
- Scholarships generated by clubs and organizations outside of a school system, including a parent’s employer, companies’ promotional awards, businesses (Walmart, Target, etc).
- Scholarships generated by high school sponsored clubs and local organizations.

*Check the LHS Counseling Center Website for scholarship postings!*

Apply, Apply, Apply
- Apply for every scholarship that meets your needs and you meet its requirements
- Keep looking, as new scholarships are created frequently
- The Financial Aid Office of each college has information on their scholarships
- Listen for announcements regarding local scholarships

Searching for Scholarships on the Internet
- [www.collegeboard.com](http://www.collegeboard.com) – provides free scholarship searches, estimate your expected family contribution, register for the CSS/Financial Aid PROFILE, and get lots of sound advice on paying for college.
- Fastweb –[www.fastweb.com](http://www.fastweb.com) database of over 180,000 private scholarships. Emails data on grants that match your profile.
- Education Department –[www.ed.gov/offices/OPE/index.html](http://www.ed.gov/offices/OPE/index.html) – extensive information on federal loan and grant programs. It also allows online filing of the FAFSA form.
- NY S HESC – [www.hesc.com](http://www.hesc.com) – scholarships that can be found at this website:
  - Aid for Part-time Study (APTS): contact your college
  - Award for Children of Veterans : 188-NYSHESC
  - Memorial Scholarships for Families of Deceased Firefighters, Volunteer Firefighters, Police Officers, Peace Officers, and Emergency Medical Service Workers : 1-888-NYSHESC
  - Military Service Recognition (MSRS): 1-888-NYSHESC
  - NYS Education Incentive Program - Army National Guard : 1-800-GO-Guard
  - World Trade Center Memorial Scholarship : 1-888-NYSHESC

Don’t forget to apply for a **Local Scholarship**. The applications are on-line in March and the deadlines are in April. These are generous awards and every little bit helps towards college costs!
Resources
INTERNET RESOURCES

COLLEGE SEARCHES:
http://connection.naviance.com
www.guidancedirect.com
https://bigfuture.collegeboard.org
www.collegeview.com
www.petersons.com  www.collegeweeklive.com
www.collegelink.com
www.princetonreview.com
www.usnews.com

STANDARDIZED TESTING:
ACT  www.act.org
College Board  www.collegeboard.org

ONLINE TEST PREP:
www.methodtestprep.com
www.collegeboard.org  www.khanacademy.org
www.review.com
www.kaplan.com

CAREER EXPLORATION:
https://www.careerzone.ny.gov
www.monster.com
www.jobbankusa.com
https://www.dol.gov
www.educationplanner.org/students

FINANCIAL AID:
Federal & State  www.hesc.com
CSS Profile  www.collegeboard.org
FAFSA online  www.fafsa.ed.gov
Financial Aid Counselors  www.finaid.org
Loan Information  www.salliemae.com
https://www.navient.com

ATHLETIC INFORMATION:
www.ncaa.org