

Irvington High School

Guidance and Counseling Department

Heather Attenello
Emily Colman, Chair
Andrew Lund
Claudia Rodriguez,
Brenda Herskowitz, Secretary

40 North Broadway
Irvington, New York 10533
P:(914) 591-6031
F:(914) 591-6756

Dear Junior Families,

Welcome to the college selection process!

We know this is a daunting process for many, but our hope is that you will also find this process to be exciting. Each family proceeds through the college search process at their own pace. Some students are eager to get started, and others may want to avoid the conversation for as long as possible. Many factors, some important and others perhaps not, may influence the discussion. Opinions and suggestions will come from everywhere. Sorting it out can be a challenge.

A key aspect will be some self-reflection on the part of the student. Often those who do best at this are those who truly think about who they are as a person and what kind of learner they are. While the reputation of a college is important, to some extent, to most people the more critical question is whether a school is a good “fit” or not. We encourage you to avoid the term “good school” altogether. Any student’s list should represent a range of selectivity but if only the more selective colleges are described by parents or others as “good” schools, how will a student feel if accepted only to one or more that weren’t considered “good?”

Your beginning list of colleges should be the result of a team effort among student, parents, and counselor. Each brings certain knowledge and expertise that is important to the planning. The list may be quite long at first, but over the course of a student’s junior year, and fall of senior year, as a result of campus visits and ongoing discussion among students, parents, and counselor, the list will evolve and eventually result in the group of schools the student will actually apply to. Let’s remember, of course, that this is the student’s life we are talking about and s/he should decide where to look, apply, and attend after considering the thoughts of all concerned.

We hope that the information included in this packet will help answer some of your questions and guide you through the process. Undoubtedly, you will have questions. Please don’t hesitate to ask. We look forward to working with your student in the coming months as you plan for your future.

Good luck!

The Counseling Department

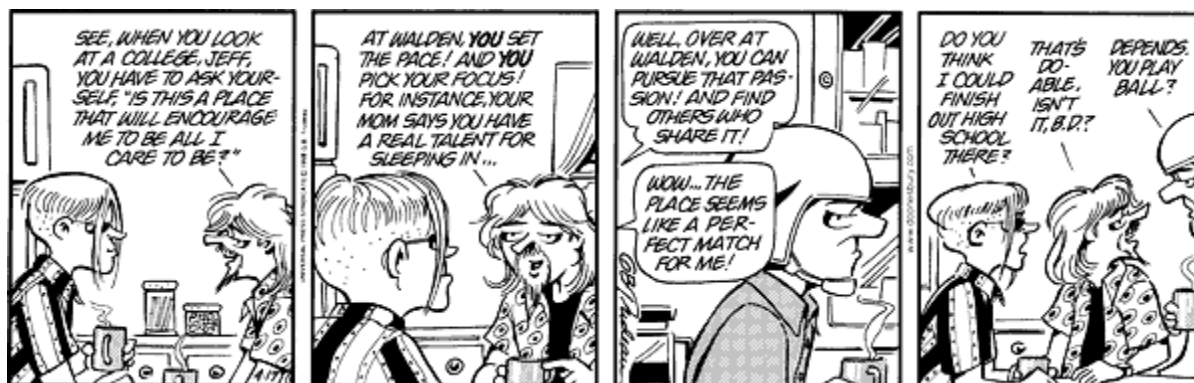
Mrs. Attenello, Ms. Colman, Mr. Lund, Mrs. Rodriguez, and Mrs. Herskowitz.

Advice from Graduates

IHS graduating seniors are asked what advice they would give students who are starting the college process. In their words...

- **DO NOT MISS DEADLINES** (this does not just mean for applications, but also financial aid and scholarships).
- Get started early – the process takes longer than you think.
- Time management is essential. Make a chart with all your deadlines.
- Memorize your social security number.
- Do not get fixated on one school, have options.
- When visiting schools, get your questions answered.
- When you fill out applications for schools or register for tests, print your name exactly the same way on everything. (If you hyphenate – always hyphenate; if you use a middle initial – always use a middle initial).
- Prioritizing and organization are two necessary life skills.
- Actually study for the SAT or ACT.
- If you don't get into your first choice, you'll still be happy – trust me.
- You are not done with college stuff when you mail your applications. Don't forget about financial aid.
- Do not stop doing work senior year – colleges notice.
- The FAFSA is not the only way to pay for college.
- Auditions for college (theater) are hard, waiting stinks, but getting accepted feels good!
- Be sure you know WHY you are applying to the colleges that you are applying to (you should not have a blank stare on your face when asked this in an interview).
- Don't go for a good name or reputation; go for a good "fit".
- Make your own decisions.
- Proofread your essay.
- Do not stress too much. You WILL get into college. I did, and I didn't think I would.
- Get to know your Guidance Counselor.
- Apply for scholarships.
- Visit as many schools as you can and follow up with a thank you email.
- Do not wait to write your essay – your teachers will not let you turn in other work late just because you have a college essay to write.
- Give your teachers plenty of notice when asking for recommendations.
- Don't be late with ANYTHING. I didn't get housing because I missed a deadline by a day.
- Keep ALL options open. You never know how you'll feel at the end of the year.
- Work hard – it pays off.
- Be open to different ideas from different sources. Get multiple references: students, teachers, friends and counselors.
- It seems like the process will never end. It does. You will survive.

Good Luck!



(Doonesbury, by Gary Trudeau, April 1999)

Overview of the Process

1) Figure out what factors will influence your college choice:

- Your specific needs
- Geographic location
- Size
- Co-educational
- Cost
- Curriculum
- Resources
- Difficulty
- Environment

2) Research colleges that have the characteristics you desire by using various resources:

- Guidance Counseling staff
- Individual college websites as well as those listed later in this handbook
- Extensive materials in the Guidance Office and library
- Naviance

3) Make a list of schools that interest you and do research on each individual school:

- Compare and contrast information in mailings and on-line (always use more than one source)
- Visit campuses, meet with representatives, explore websites, talk to current students
- Meet with college representatives visiting TBLS in the Fall or at college fairs and make sure to get their contact information.
- From your list, choose approximately 8-10 schools:
 - 2 *likely* schools – your high school record exceeds admission’s requirements & the school accepts 70% or more of applicants
 - 2-4 *target* schools – admissions requirements match your high school record & the school accepts about half of applicants
 - 2 *reach* schools – admissions requirements may be higher than your individual high school record or school accepts less than 40% of applicants
- Continue to use Naviance to record, update, and communicate with college and guidance counselor.

4) Applications:

- Submit Common Application at www.commonapp.org
- Applications should be filled out on individual college websites if not with the Common App.

5) Review essay topics from applications:

- If a specific essay is requested, be sure to follow directions
- Try to pick an essay topic that will work for most of your applications
- Create a high school resume to provide more depth and/or supporting information to Submit with your application and to bring along to interviews
- Be thoughtful with your choice of essay question when using the Common Application
- Observe and note when additional or alternative essays are required with the application

6) Request two teachers to write recommendations between spring break and the end of junior year if possible (remember, teachers are extremely busy and you won't be the only one making this request):

- Teachers should be from Junior or Senior year, preferably one humanities teacher and one STEM teacher (be thoughtful with your choices)
- Teachers should know you and your work
- All teacher requests should be in by the end of your Junior Year
- Don't forget to write thank you notes to all teachers for spending time writing your letter

7) Fill in the application:

- BE AWARE OF DEADLINES – transcripts must be requested two weeks prior to stated deadline. (We cannot guarantee timely processing of transcript requests with fewer than two weeks notification.)
- Ask a friend or family member to proofread your application for errors
- Be sure to read/follow ALL directions
- Certain schools require or recommend interviews as part of the application process – call the admissions office to make an appointment. (Interviews are granted on a first come, first serve basis. The earlier you call, the more likely you are to get a date that works well for you).

Please note: The student's part of the application does not need to be completed or mailed in before submitting a transcript request to the Guidance Office.

DEFINITIONS OF ADMISSION OPTIONS IN HIGHER EDUCATION



National Association for
College Admission Counseling
Guiding the way to higher education

STUDENTS: WHICH COLLEGE ADMISSION PROCESS BEST SUITS YOU?

Non-Restrictive Application Plans

Regular Decision

DEFINITION:

Students submit an application by a specified date and receive a decision in a clearly stated period of time.

COMMITMENT:

NON-BINDING

Rolling Admission

DEFINITION:

Institutions review applications as they are submitted and render admission decisions throughout the admission cycle.

COMMITMENT:

NON-BINDING

Early Action (EA)

DEFINITION:

Students apply early and receive a decision well in advance of the institution's regular response date.

COMMITMENT:

NON-BINDING

Students are not restricted from applying to other institutions and have until May 1 to consider their options and confirm enrollment.

Restrictive Application Plans

Early Decision (ED)

DEFINITION:

Students make a commitment to a first-choice institution where, if admitted they definitely will enroll. The application deadline and decision deadline occur early.

COMMITMENT:

BINDING

Students are responsible for determining and following restrictions.

Restrictive Early Action (REA)

DEFINITION:

Students apply to an institution of preference and receive a decision early. They may be restricted from applying ED or EA or REA to other institutions. If offered enrollment, they have until May 1 to confirm.

COMMITMENT:

NON-BINDING

For a copy of this flyer, please visit www.nacacnet.org

Name: _____
 My GPA: _____
 My SAT/ACT: _____

My College List

REACH

(your record does not reach admissions requirements)

TARGET

(your record matches admissions requirements)

LIKELY

(your record exceeds admissions requirements)

| | | |
|---|---|---|
| School: <u>Avg GPA:</u> <u>Avg SAT:</u> | School: <u>Avg GPA:</u> <u>Avg SAT:</u> | School: <u>Avg GPA:</u> <u>Avg SAT:</u> |
| School: <u>Avg GPA:</u> <u>Avg SAT:</u> | School: <u>Avg GPA:</u> <u>Avg SAT:</u> | School: <u>Avg GPA:</u> <u>Avg SAT:</u> |
| School: <u>Avg GPA:</u> <u>Avg SAT:</u> | School: <u>Avg GPA:</u> <u>Avg SAT:</u> | School: <u>Avg GPA:</u> <u>Avg SAT:</u> |
| School: <u>Avg GPA:</u> <u>Avg SAT:</u> | School: <u>Avg GPA:</u> <u>Avg SAT:</u> | School: <u>Avg GPA:</u> <u>Avg SAT:</u> |
| School: <u>Avg GPA:</u> <u>Avg SAT:</u> | School: <u>Avg GPA:</u> <u>Avg SAT:</u> | School: <u>Avg GPA:</u> <u>Avg SAT:</u> |
| School: <u>Avg GPA:</u> <u>Avg SAT:</u> | School: <u>Avg GPA:</u> <u>Avg SAT:</u> | School: <u>Avg GPA:</u> <u>Avg SAT:</u> |
| School: <u>Avg GPA:</u> <u>Avg SAT:</u> | School: <u>Avg GPA:</u> <u>Avg SAT:</u> | School: <u>Avg GPA:</u> <u>Avg SAT:</u> |
| School: <u>Avg GPA:</u> <u>Avg SAT:</u> | School: <u>Avg GPA:</u> <u>Avg SAT:</u> | School: <u>Avg GPA:</u> <u>Avg SAT:</u> |
| School: <u>Avg GPA:</u> <u>Avg SAT:</u> | School: <u>Avg GPA:</u> <u>Avg SAT:</u> | School: <u>Avg GPA:</u> <u>Avg SAT:</u> |



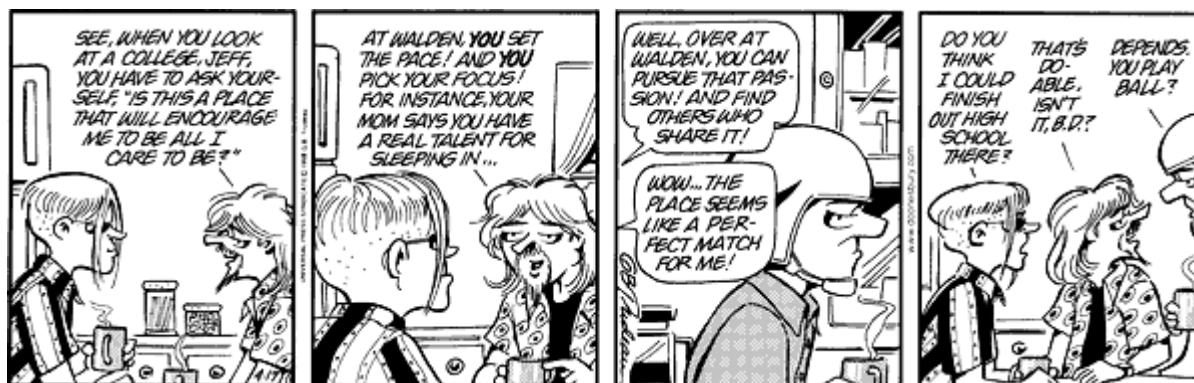
What Determines College Admission

THE STRENGTH OF YOUR TRANSCRIPT is almost always the most important factor. In other words, what courses did you take at IHS and how well did you perform in them? Your grades are important, however, colleges are specifically looking for the level of challenge in your course selections, for example, AP classes show you are really challenging yourself in those subjects. Your transcript lists all of your high school courses and all final grades earned; it also indicates Regents scores. It does not include teacher comments or attendance records.

COLLEGES ALSO LOOK AT OTHER CRITERIA SUCH AS:

- ➔ **SAT Scores/ACT Scores** – Contrary to popular belief, colleges do not rely solely on standardized test scores. Colleges look at “the whole person” when making their decisions among thousands of applicants. The importance of test scores will vary from college to college.
- ➔ **Activities & Awards** – Colleges look at the depth of your involvement, not the quantity. It’s important to let them know **WHY** you’re involved and not just in **WHAT** you’re involved in.
- ➔ **Letters of Recommendation** – Typically, you will need two teachers and one counselor recommendation. You must ask teachers to write your letters of recommendation as soon as possible. You don’t need to get an “A” in a teacher’s class in order to ask him/her for a letter. Ask a teacher with whom you have a good in-class relationship. If you would like an additional recommendation, it should be from someone outside of school who can speak to a different attribute you possess (ie: boss from your job or a supervisor at an internship). **We do not recommend asking a third teacher, unless the can write about an aspect of you that cannot be addressed in the initial two recommendations.**
- ➔ **Personal Essays** – The essay is your opportunity to show “who you really are” to an admissions officer. How do you spend your free time? What are your passions? Who or what has influenced you? What do you value? What obstacles have you overcome? Most of your application consists of statistical and biographical data. The essay is where you can demonstrate your own particular strengths, interests or abilities in your own unique voice. A good rule of thumb - the essay should be 80% about you and 20% about your topic.
- ➔ **The Personal Interview** – Colleges that either require or recommend an interview will likely weigh it more heavily in their decision-making process. Like the essay, the interview is your way of showing who you are beyond your grades and test scores. It’s also a great place to ask questions and learn more about the school. Call each college to find out how to set up an interview.
- ➔ **Level of Interest Shown** – Colleges want to know that you are interested in them as much as they are interested in you. Show your interest by making scheduled visits, attending classes on campus, emailing professors in your intended major, and calling or emailing the admissions officer responsible for reading your application. Contact should be initiated by students, not the parent.

Choosing the Right College



- There are always several colleges that will be right for you.
- You should be in the driver's seat, so listen to others' opinions but the choice is up to you in the end.
- Your choice must be based on your interests, not your girlfriend's or boyfriend's.
- Students need to know parents'/guardians' parameters around an acceptable selection.
- Finances must be discussed with family. The price tag is usually not what you pay.
- Avoid the "bumper sticker" mentality- names are not everything.
- Be realistic.
- Consider the distance from home and what feels most comfortable.
- Visit when possible: taste the food, talk to student, attend classes, walk the outskirts of the campus, read the flyers of activities, read the campus newspaper, meet with admissions staff and current student, and stay overnight if possible.
- Consider the surroundings that are essential to your happiness.
- Consider the diversity on campus or lack of diversity and determine if you will be comfortable.
- Check out your intended major and look at the depth or breadth of courses offered in that area of study.
- Research the entrance requirements for your intended major.
- Consider the degree of academic challenge that is best for you.
- Explore the balance of study, activities and social life that fits your needs.
- Explore the intellectual life on campus: What are student' on campus reading? What are student' talking about? How does the campus environment feel to you?.
- Explore the structure or lack of structure on the college campus.
- Consider your family's thoughts and opinions and how they will impact your decisions.
- Take a look at campus communities, clubs, and abroad programs.

Responsibilities in the Search And Selection Process

Student's Role:

- Be honest and think carefully about your goals, dreams, strengths and weaknesses.
- Take time to assess who you are and what you like and do not like.
- Always strive to do your best academic work.
- Own the process and take the time necessary to research college options.
- Attend local college fairs and receptions to gather more information.
- Be your own advocate.
- Be the one to call or email colleges for information.
- Do not apply to colleges in which you have no interest.
- Take care in completing applications.
- Use your own voice in your college essays or personal statements.
- Be aware of all deadlines.
- Do not let others make decisions for you.
- Know that there is more than one “right” college and take time to determine the best fit for you.
- Keep your guidance counselor informed of your interests, priorities, considerations and final decisions.
- Update Naviance regularly as you navigate the process
- Be respectful of others and their college choices

Parent/Guardian Role:

- Respect your student and his/her thoughts.
- Be honest and provide your students with realistic information about finances available for the college education.
- Listen to your students.
- Encourage your student to explore a variety of options.
- Contact your guidance counselor with any concerns or questions you might have.
- Visit colleges with your student.
- Attend college fairs with your students.
- Allow your student to own the college process; know when to “step back.”
- Remember that educational needs should guide the college choice.
- Distinguish your student's needs from your own.
- Don't underestimate your student's potential and don't raise your level of expectations beyond the student's capabilities.
- Be a great encourager and avoid being a discourager.
- Be available for advice when needed.
- Allow your student to assert his/her identity.
- Share in decision making.
- Be sensitive to your student if a letter of denial is received.
- Remember that there is more than one right college for every student.

During a Campus Tour and College Visit, First Impressions Count

Would you ever think of buying a car without driving it first? Of course not—you don't know how a car runs until you get behind the wheel and take it for a spin. The same goes for choosing a college. A campus tour can help you figure out how well a college runs. While a school may look good on paper, you might be in for a shock when you actually step on campus for the first time. Perhaps the freshman dormitories look like they should be condemned or maybe the campus is even better than you expected. If the admissions office is doing its job, you will not see potential deal-breakers on the pages of the glossy catalog featuring happy-go-lucky coeds under the flowing branches of a wispy willow tree. While these examples may seem like an exaggeration, they are a possibility. That's why you should try to make a campus visit to every school on your list.

A college visit will tell you about the school's academics

The best time for college visits is during the school year, when classes are in session. That way, you can see the actual sizes of a variety of classes, the format in which classes are run, and who is teaching (professors or teaching assistants) the classes. Can't get there during the school year? No worries. At most schools, classes go on throughout the summer.

During a college visit, take a look at the size of the classrooms. Are they large lecture halls that hold more than 100 students? Are they smaller rooms? If you're a self-starter, then large lectures might be OK for you; if you need one-on-one attention, the school you choose should provide small-class learning opportunities. Ask your tour guide about the average student-teacher ratio in freshman classes versus upper level classes.

Campus visits let you pinpoint the school's location

Campuses are located in one of three types of locations: urban, suburban, or rural. If you're looking to attend college in a bustling city, that's great, but just because a school that interests you is situated in a city doesn't mean that it's the right place for you. Perhaps the campus is located in a remote part of a city, from which it is difficult to get to the city's center. Or maybe the campus is in one of the busiest, noisiest sections of town, and you like peace and quiet when you study. This might not be the best location for you.

The same goes for suburban and rural schools. The location may sound ideal from a catalog, but it might not be ideal when it comes time to actually live there. Perhaps that university located in the rolling green hills of Kentucky didn't mention that there were dozens of horse farms surrounding it. Sure, horses and green hills sound lovely, but will you feel the same about the smell of horse manure waking you up every morning? Be sure of the reality and take a really good look around you when you make your campus visits.

Make sure your campus tour includes a look at housing

Another thing to consider: Where are you going to be living? The school's academics and location are very important, but you'll be spending many of your waking (and sleeping) hours in your dorm room. Find out if:

- There are freshman dorms and if freshmen are required to live on campus
- On-campus housing is guaranteed
- There are other dorms set aside for upperclassmen
- The dorms are coed or single-sex
- There is a quiet time enforced every night for studying
- Laundry facilities are available
- There is a student lounge
- There are computer and phone hookups in all the rooms
- The dormitory has a sprinkler system

While you are on campus, visit the social scene

Let's face it. You're not going to spend all of your time studying and sleeping, so you also need to find out what the social situation is. Is the school a party school? Are sororities and fraternities big on campus? What kind of extracurricular activities and competitive sports are available? Use your campus visits to learn about your prospective schools. Knowing what to expect before you sign on the dotted line will help you determine if the school will be right for you.

Use your college visits to find out about campus security

Though it may not be the first thing that comes to mind as you build your college list, your personal safety is of utmost importance when you leave for college. You'll be walking a lot of places on your own, both during the day and at night, and you need to know what kind of security is available.

If the campus is large, find out if there is transportation. Many large campuses offer bus service to help students get around, and schools with multiple campus often offer intercampus bus service—just make sure to ask when the last bus runs. You should also find out if the school offers an escort service. If you are studying late at night at the library and don't want to walk back to your room by yourself, it is reassuring to know that a security guard will be available to accompany you.

If you have a question during your campus tour...ask!

The more active you are in exploring your potential new college, the more prepared you'll be to make the right decision. As your campus tour group makes its rounds on the campus, make sure you ask your tour guide lots of questions to get the real scoop!

Borrowed from: <http://www.petersons.com/college-search/campus-tour-first-impression.aspx>

Overview of Standardized Tests

Why Am I Taking These Tests? One of the reasons that colleges use these tests in the admissions process is that they are supposed to level the playing field. High schools are different from one state to the next (and even from one town to the next) and standardized tests should (in theory) give colleges one common criterion on which to compare all applicants.

The PSAT is not only great practice for the SAT, it's also used as the National Merit Scholarship Qualifying Test. All Irvington students have the opportunity to take a practice PSAT in October of their sophomore year, but it's the PSAT you take in October of your junior year that counts for the **National Merit Scholarship Qualifying Test (NMSQT)**. Irvington High School currently sponsors all juniors who sit for the exam. It's important to remember that the PSAT is not seen by colleges or used for admissions decisions.

The SAT is one of the oldest and best known college admissions tests. However, the SAT went through a redesign which was unveiled with the March 2016 test date. All schools will accept scores for admissions and to award scholarships. The SAT I Reasoning Test is a three-hour (plus fifty minutes for the optional essay) that tests reading, writing & language and math. There is an optional fifty minute essay that some selective colleges require in order to use your SAT scores for admission. Each section (two total) is scored on a scale from 200 to 800.

The ACT is accepted equally by colleges instead of the SAT exam. It is a two-hour and fifty-five minute multiple-choice test that measures skills in English, mathematics, reading, and science reasoning and each section is scored from 1 to 36. The ACT has a reputation for being more direct (fewer trick questions) than the SAT. There is an optional forty minute essay that some selective colleges require in order to use your ACT scores for admissions instead of the SAT.

The SAT Subject Tests, formerly known as the SAT II, are subject-specific tests. These are one-hour multiple choice tests offered in 15 different subject areas such as Math, Chemistry, Latin, History, and Literature. There are around 40 schools that require them; however the majority will accept the ACT (with writing) exam instead. Most schools requiring SAT subject exams require that you take two, however there are a select few of the most competitive schools that ask for three. It's always a good idea to check with the schools you're applying to and find out if they require SAT Subject Test scores, and if so, if they require any particular tests. You may take up to three tests in one day but not on the same day as the SAT Reasoning Test. Note: The Latin and World History subject tests are only offered in June and December yearly.

AP, or Advanced Placement exams, aren't involved in admissions decisions, but they can certainly help you once you get to college. Many high schools offer AP courses in a variety of subjects. If you take an AP course and receive a high enough score on the AP exam for that course, you can earn college credit while in

high school. Additionally, some college admissions officers look for AP courses as a sign of a challenging high school curriculum. The more opportunities you take to academically challenge yourself, the more impressive it is to colleges and universities.

Test of English as a Foreign Language (TOEFL) is a test for non-native English speaking students. Most colleges will not require this unless you've been in the country for four years or less. In the U.S., students take the TOEFL exclusively by computer. There are four sections: listening, speaking, reading, and writing. The test is offered year-round at a number of test sites. If you do not speak English at home or if English is not your first language, the results of the TOEFL may help to explain a lower-than-expected verbal SAT score. See your college counselor for more information.

Sending Scores to Colleges: You should use the four free score reports when signing up for the SAT/ACT to send scores to colleges. It costs money to send a score report to a school, so this can really add up. Colleges will always take your highest scores in each section of the SAT, so it can't hurt to send multiple scores. You will be responsible for making sure that EVERY college gets your scores DIRECTLY from The College Board or ACT before your deadlines in the fall. Please note, it can 4-6 weeks for your scores to be delivered.

Sunday Test Dates: Students may take standardized tests on Sunday for religious reasons. See your guidance counselor for letters of permission and registration details.

Fairtest.org: FairTest's work to reduce the role of standardized tests as gatekeepers to higher education has never been more important - nor has it had as much support. Nationwide, scores of colleges and universities are reexamining their admissions policies and de-emphasizing test scores. There are currently more than 850 Four-Year colleges that do not use standardized tests to admit a substantial number of bachelor-degree applicant.

COMPARING THE SAT TO THE ACT

| Structure and Timing | SAT | ACT |
|-------------------------------|--|--|
| Testing time | 3 hours + 50-minute essay (optional) | 2 hours 55 minutes + 40-minute essay (optional) |
| Structure | 3 tests + optional essay | 4 tests + optional writing test |
| Number of questions | 154 | 215 |
| Time per question | 1 minute, 10 seconds | 49 seconds |
| Score range | Composite 400–1600 (SAT Essay: reported in 3 dimensions, each 2–8) | Composite 1–36 (writing domain scores: 2–12) |
| Test length and timing | <p>Reading Test 65 minutes 52 questions</p> <p>Writing and Language Test 35 minutes 44 questions</p> <p>Math Test 80 minutes 58 questions</p> | <p>Reading Test 35 minutes 40 questions</p> <p>English Test 45 minutes 75 questions</p> <p>Math Test 60 minutes 60 questions</p> <p>Science Test 35 minutes 40 questions</p> |

Individual Subject Tests

Choosing which SAT Subject Tests to take and when

Students may have questions about **which tests to choose and when it's best to take them**. Here are some guidelines about taking Subject Tests:

- Take tests in **areas of academic success**.
- Take **history** and **sciences** as soon as possible after completing the highest level course work they plan to take in the subject (**while the material is still fresh** in their minds).
- Take **languages** (including the Literature Test) **after at least two years** of study.

Choosing language tests

Students should take the test that best suits their type of preparation. They should understand that:

- There is **no difference in difficulty** between the language tests with listening and the reading-only tests.
- **Colleges may prefer the listening tests** to the reading-only tests for placement purposes.
- **College application deadlines** may determine the choice of test, since the listening tests are offered only **once a year in November**.

The scores of native speakers are grouped with those of students who have had less exposure to the language. This means that even students with high grades in language courses may not score as high as native speakers do; however, college admission staff are aware of this and take it into account when they review scores.

Choosing Biology Tests

Students may not be clear about which emphasis, **Ecological or Microbiological**, to choose when taking the Biology Test. Encourage students to:

- Consider if they are more comfortable answering questions about **biological communities, populations, and energy flow** (Biology E)
- Consider if they are more comfortable answering questions on **biochemistry, cellular structure, and processes**, such as respiration and photosynthesis (Biology M)
- Consult with their biology teacher

Remind them that they will not be allowed to take both tests in one sitting.

Choosing Mathematics Tests

In deciding which mathematics test to take, students should consider:

- How many years of **college-preparatory mathematics** they have taken:
 - Level 1 test-takers need **two years of algebra** and **one year of geometry**.
 - Level 2 test-takers need **two years of algebra**, **one year of geometry**, and **elementary functions (precalculus)** and/or **trigonometry**.
- How familiar they are with how and when to use a **scientific or graphing calculator**:
 - Both tests include questions that require a scientific or graphing calculator.
 - Level 2 test-takers should be very comfortable using a graphing calculator.

Your students can review the **best ways to use a calculator** in the [approaches for the Mathematics Tests](#) (this links to the student area of this site).

More information about Subject Tests: <https://collegereadiness.collegeboard.org/sat-subject-tests>

MY TESTING PLAN

This worksheet is designed to help you plan your testing calendar for the next year. Although these tests are given frequently, we do not encourage you to take each test every time it's offered. Also, remember, only certain schools require the SAT Subject Tests and ALL schools will accept either the SAT or the ACT with Writing.

Try not to over test yourself. There are many factors that go into the college decisions. Testing will never be the sole factor.

I plan to take the SAT:

(Please circle all exams you plan to take)

| | |
|--------|----------|
| March | October |
| May | November |
| June | December |
| August | |

| |
|--|
| I need to register for these exams by: |
| Test Date 1: _____ |
| Test Date 2: _____ |

I plan to take the SAT Subject Tests:

(Please include test date, which tests you plan to take, and when you need to register by)

| Test Date | Test Subjects | Registration Deadline |
|-----------|----------------|-----------------------|
| | 1. 2. 3. | |
| | 1. 2. 3. | |
| | 1. 2. 3. | |

OR

I do not plan to take the SAT Subject Tests

I plan to take the ACT w/ Writing:

(Please circle all exams you plan to take)

| | |
|----------------------------|-------------------------------|
| February* | September |
| April | October |
| June | December |
| July | I do not plan to take the ACT |
| *No New York testing sites | |

| |
|--|
| I need to register for these exams by: |
| Test Date 1: _____ |
| Test Date 2: _____ |

Letters of Recommendation

There are two types of recommendations that are requested by colleges and universities: Teacher Recommendations and Counselor Recommendations.

Teacher Recommendations: Most colleges require at least one – if not two – formal recommendations from teachers. Since you will want to have the best possible recommendations sent to each college, we suggest that you consider the following in choosing teachers who will write on your behalf:

- How well does the teacher know you? Will he/she write well on your behalf?
- Has the teacher taught you more than once? A teacher who taught you over a two or three year period has seen your talents and personality develop.
- Has the teacher sponsored an extracurricular activity in which you made a contribution?
- Do you get along with the teacher?
- Does the college or university specify that a recommendation must be from a particular subject instructor (e.g., a science teacher, an English teacher, etc.)?

Also...

- If you declare an intended major, try to choose a teacher in that particular field.
- If possible, choose your Junior and Senior year teachers. They are best able to address your ability to do college level work.
- Try to choose teachers from academic subject areas (e.g., Math, English, History, etc.).
- If you have a strong commitment and/or leadership role in an activity, community service activity, job, etc., you may want to add a recommendation from the supervisor/moderator in charge.

Counselor Recommendations: This will be written by your school counselor. This recommendation is a more personal overview of your high school experience, including:

- Your involvement in the school community.
- Your progress as a student, especially specific information about obstacles you have overcome and an explanation about a rough patch you may have gone through personally or academically.
- How you are perceived by your peers and your teachers.
- Any other information about your life as an Irvington student. If you have a specific issue you would like to be discussed, be sure to bring this to your counselor's attention.

After your teachers and counselor have written recommendations for you, be sure to write a thank you note. Remember it takes time and effort to write these letters.

BREAKDOWN OF ROLES AND RESPONSIBILITIES

| STUDENT | TEACHER | COUNSELOR |
|--|---|---|
| <ul style="list-style-type: none"> ➤ Request recommendations from teacher. ➤ Add the specific school requests to Naviance. ➤ Submit addressed, stamped envelopes (if applicable). ➤ Submit Recommendation Questionnaire (if applicable) ➤ Write thank you notes | <ul style="list-style-type: none"> ➤ Write the recommendation. ➤ Upload the recommendation to Naviance. ➤ Submit the recommendation to schools requested by student. | <ul style="list-style-type: none"> ➤ Educate students on the formal process. ➤ Provide appropriate paperwork to students. ➤ Provide training to faculty and staff. |

TEACHER RECOMMENDATION REQUEST

PRIOR to giving your teacher this request form, Naviance MUST be up-to-date

Name of Teacher: _____ Today's Date: _____




Name of Student: _____ First Deadline: _____


Student E-mail: _____ Student Phone: _____

INSTRUCTIONS:

Using the chart below, please indicate each college you would like the teacher recommendation sent. Please note that some schools have recommendation limits. Once the limit is reached, no further recommendations can be submitted. Check the individual college website or Common App for the most up to date information.

PLEASE SEND MY RECOMMENDATION TO THE FOLLOWING SCHOOLS:

| NAME and LOCATION OF COLLEGE | DUE DATE | eDocs MEMBER?* | Teacher's Notes (for teacher use only) |
|--|------------------|--|---|
| | | <small>(check your Naviance/Colleges I'm Thinking About page)</small> YES or NO  or   | |
| <i>For example: Regis University, Denver, CO</i> | <i>Jan., 1st</i> | <i>Yes</i> | |
| 1. | | | |
| 2. | | | |
| 3. | | | |
| 4. | | | |
| 5. | | | |
| 6. | | | |
| 7. | | | |
| 8. | | | |
| 9. | | | |
| 10. | | | |

*NOTE: If the college is NOT an eDocs member, , you must provide the teacher with a addressed, stamped envelope.

PLEASE DO NOT SEND MY RECOMMENDATION TO THE FOLLOWING COLLEGES:

1. _____
2. _____
3. _____

Writing the Personal Statement

It's all about you. The college application provides an overview of who you are as a student: the classes you took, the grades you earned, the activities you participated in. Then there are test scores and recommendations to help round out the picture. The personal statement is your opportunity to get personal – to transform your academic history and statistics into a real story of who you are.

What should I talk about? In the words of Flannery O'Connor, “[A]nybody who has survived his childhood has enough information about life to last him the rest of his life. If you can’t make something out of a little experience, you probably won’t be able to make it out of a lot.” Here’s your opportunity to take a look at your life and examine your accomplishments, your struggles, your adventures, your successes and your failures. No one knows better than you the key experiences in your life that have transformed you into the person you are today.

Get your personal statement reviewed! It’s a good idea once you’ve worked on your statement and reviewed it yourself, to have someone else look it over. Choose one person, whether it be a counselor, magister, or family member to work with and stick with them. Getting multiple opinions will not only take away from the personal feel, but may lead to conflicting suggestions. Have them look over your personal statement a few times. A good personal statement doesn’t appear overnight. With hard work, multiple drafts, and an open mind, you can create a strong piece of writing that reflects you well.

...AND DON'T FORGET TO HAVE FUN! Don't think of the personal statement as torture. It's a unique opportunity to be yourself and show the Admission Committee who you really are. There's no one in the world quite like you and colleges need to know just how special you are and what a valuable addition you will make to their next freshman class.

TIPS FOR COLLEGE ESSAYS FROM THE PROS

(Compiled from comments of admissions counselors from all over the world)

- You should write about something you care about.
- Proofread! Proofread! Proofread!
- It can be about the most mundane subject, but I want to see your reflection in the essay.
- If you are writing about an influential person, use the essay as an opportunity to see your personality reflected through the prism of that person. Why are you different than you would have been if you hadn't known the person?
- Tell about yourself through a story/anecdote.
- Allow plenty of time to write a first draft, proof multiple times for edits, and finalize essay (don't even THINK about waiting until the night before the deadline)
- Don't write on a topic that "sounds" impressive.
- Write in a style that reflects who you are.
- Don't write about your summer trip to Israel or any event that you know that 5 of your friends could write about.
- Make sure that the essay could only be written by you. You must present a personal perspective that allows colleges to view an aspect of you that is not reflected elsewhere in your application.
- The opening sentence needs to "grab" the reader. An imaginative opening will get our attention.
- Be sure to focus on the "why" of an experience, not the "what."
- Those essays that reveal an intellectual epiphany are rare – but impressive. For those who find their intellectual passion while in high school and somehow tie it to their collegiate goals, that'll impress any sound admissions counselor.
- Above all, be yourself.
- Good writing is lean, progressive, imaginative, grounded in specifics, energized by apt verbs, and respectful of the reader's intelligence.
- Do go for depth rather than breadth, answer the question, write about something you care about, use the essay to explain a problem, illustrate and interest, be sincere, be interesting, proofread.
- DON'T write a glorified list or a travelogue or blame others for your situation.
- Focus on a specific idea, not a generality (like taking a picture and focusing on one specific part of the picture)
- Be clear, concise, insightful.
- Own it.
- Keep it short.
- Make one point well.
- Do not use a thesaurus.
- Like it.
- Share the essay with someone, preferably an English teacher, to catch the minor syntax things you don't catch because you know what you meant to say.
- Be yourself, write your own essay, use your own voice and have a little fun with it. It is not a book report. Remember, someone is going to be reading yours, alongside 80 – 100 other essays that day and the same for the next 12 weeks.

Name: _____ Date: _____

College Essay Checklist

Directions: Use this checklist as a guide. Check off each item when you are sure the essay has satisfied the criteria. Use the space for notes.

Prompt: _____

- Does the essay fully and clearly address the prompt?
- Has the writer used the prompt to come up with ideas that are unique and interesting?
- As a whole, does the essay “work”? Does it keep the reader’s interest throughout?
- Does the essay take any creative risks?
- What is the overarching main idea, theme or thesis statement?
- Does each paragraph have a main idea that further develops the overall theme?
- Are all main ideas supported by details that are concrete, lively and interesting?
- Does the writer stay on task and avoid unnecessary tangents?
- Is the writer’s voice and tone consistent and interesting throughout?
- Does the essay reveal something about the writer?
- Does the essay have a definite beginning, middle and conclusion?
- Are transitions in place between sentences and paragraphs, making for a smooth read?
- Do all sentences “pull their weight”?
- Is the essay free of grammatical, spelling and mechanical errors?
- Does the essay communicate that the writer is a strong candidate for admission?

THE COMMON APPLICATION ESSAY

Below are the essay topics from the Common Application (as of January, 2018). Although they may change year to year, this should give you a better idea of the types of questions you may be asked to answer.

The essay demonstrates your ability to write clearly and concisely on a selected topic and helps you distinguish yourself in your own voice. What do you want the readers of your application to know about you apart from courses, grades, and test scores? Choose the option that best helps you answer that question and write an essay of no more than 650 words, using the prompt to inspire and structure your response. Remember: 650 words is your limit, not your goal. Use the full range if you need it, but don't feel obligated to do so. (The application won't accept a response shorter than 250 words.)

- 1. Some students have a background, identity, interest, or talent that is so meaningful they believe their application would be incomplete without it. If this sounds like you, then please share your story.*
- 2. The lessons we take from obstacles we encounter can be fundamental to later success. Recount a time when you faced a challenge, setback, or failure. How did it affect you, and what did you learn from the experience?*
- 3. Reflect on a time when you questioned or challenged a belief or idea. What prompted your thinking? What was the outcome?*
- 4. Describe a problem you've solved or a problem you'd like to solve. It can be an intellectual challenge, a research query, an ethical dilemma - anything that is of personal importance, no matter the scale. Explain its significance to you and what steps you took or could be taken to identify a solution.*
- 5. Discuss an accomplishment, event, or realization that sparked a period of personal growth and a new understanding of yourself or others.*
- 6. Describe a topic, idea, or concept you find so engaging that it makes you lose all track of time. Why does it captivate you? What or who do you turn to when you want to learn more?*
- 7. Share an essay on any topic of your choice. It can be one you've already written, one that responds to a different prompt, or one of your own design.*

Please write an essay (250-650 words) on the topic selected. You can type directly into the box, or you can paste text from another source. If pasting your essay creates problems with formatting, try first transferring your essay into a text editor such as Notepad (Windows) or TextEdit (Mac) before pasting into the application.

Finding the Right Fit: What to look for when choosing a College with LD Programs and Services

While the general information presented in this guide is valuable for all students, there are issues specific to students with special needs that those families will need to address. Neither student transcripts nor standardized test scores indicate that a student has received support services in school or has used test accommodations. Colleges will know about your disability and special needs only if you choose to release that information. Recognizing that it is important to find the right fit for a student, most families choose to divulge the information. The choice is yours.

In general, there are three levels of service on the college level:

Structured Programs: These schools have specific programs for students with LD/ADHD and provide the highest level of service. They are typically characterized by special admission procedures, specialized and trained professionals, compensatory strategies, one-on-one tutoring, additional fees, and compulsory attendance and monitoring.

Coordinated Services: These schools may have some coordination with admission decisions and while they will provide more than mandated services, participation is typically voluntary and not all services will necessarily be provided by people specially trained in the area of special needs.

Basic Services: All colleges are required to provide basic services to comply with section 504 mandates. Participation is voluntary and those providing services are rarely trained in the area of special needs. Strong self-advocacy is a must for the student.

When students move from high school to college, their services and test accommodations do not automatically continue. Colleges will make their own determination regarding these issues and typically will require a current (within three years) complete psycho-educational evaluation in order to make those determinations.

Though we recognize that discussion of these issues with your guidance counselor may have begun earlier, they will certainly be part of the discussion we have in the family meetings during the coming months.

When visiting colleges, students with special needs should plan enough time on campus to adequately investigate the program and services provided. This should include seeing the area where services are provided and ideally meeting key staff members who the student would actually be working with. Conversation with students who are currently enrolled in the program would be helpful as well.

Listed on the next page, you will find some questions you might want to explore as you compare the various services and programs at different colleges. The checklist can help you to evaluate the colleges that you are interested in.

1. Does the college have a comprehensive program?
2. Is the college culture sensitive to the gifts and needs of LD students?
3. Are LD students fully integrated into college?
4. What is your LD Program and Services reputation and/or length of existence?
5. Is there a fee? Academic credit recovery?
6. What is used to evaluate students for admissions? Are SAT/ACT scores used? Do you need a copy of the Psycho-educational Report? Do you do personal interviews? Is there a special application?
7. Are LD specialists available? What is their professional level of training? What is your staff/student ratio?
8. What is the nature of the support? Do you do "Strategy Instruction" ? (For reading comprehension, time management, etc.) Do you have mentoring? Do you have Advocacy Strengthening?
9. Is there a preparatory Summer Program?
10. Is there academic advising that integrates the LD issues?
11. Are facilities inviting & appropriate?
12. Is there an Assistive Technology Center? Do you offer recorded textbooks, calculators, outlining software, tape recorders/CD's, portable keyboards, reading pens, voice-activated dictation software?
13. Are the following services available? Extended time, alternative exam arrangements, note-takers, etc.
14. Is subject area tutoring available? Is there Peer Tutoring? Is there Professional Tutoring?
15. Are there counseling services available? Individual, ADD Counseling, LD Support, Career Counseling, Substance Abuse Issues, etc.

(Information was gathered from Curry College)

NAVIANCE STUDENT

Naviance Student is a web-based resource being utilized by many high schools across the country. Through our own use of the program and from feedback we have received from students and parents, we know that you will find Naviance to be a valuable tool as you move through the college search and application process.

Through the Naviance Student Program you will be able to:

- Assess your chances of admission to colleges by comparing your academic record to past Irvington Students.
- Search for colleges and careers through the use of their assessments and search tools.
- Keep track of colleges you're thinking about and applying to through the College Lists Feature.
- Receive emails from the counseling staff regarding upcoming events, scholarships, and other pertinent information
- View the schedule of college representatives visiting Irvington High School.
- Have quick access to college websites and other links such as the NCAA, federal financial aid forms, the Common Application and more!
- Communicate with your school counselor about your college preferences and selection.

Naviance Student is quite user friendly and most of you will be able to navigate the program with ease. Please don't hesitate to reach out to us if you have any difficulties or questions. In regard to assessing a student's chances of acceptance at any given college, Naviance data is often helpful but can at times be misleading or misinterpreted. For this reason, it is critical that students talk in detail with their counselor about the likelihood of acceptance as well.

Naviance can be accessed at: www.succeed.naviance.com/irvington

All students receive Naviance usernames and passwords in 8th grade. Please contact your school counselor if this is your first time using Naviance and you need your registration code or are having any issues regarding your Naviance account.

College Admission for the Student with Special Talents

Colleges and Universities are interested in what sets you apart from other applicants, especially when it comes to talents, interests, and qualities that you will contribute to the college community.

Occasionally, these special talents can be the factor that tips the admission decision in your favor.

Here's some advice:

Athletes: Talk to your Irvington and/or club coach about opportunities to compete on the college level and determine what level of competition would be best for you. Express your interest to coaches at the schools you are applying to when visiting campus and try to arrange a meeting with the coach. Many college coaches will have a recruiting questionnaire on the college website which you should complete. Prepare an athletic resume but keep it brief and concise. Be wary of promises made by coaches guaranteeing admission. Although they will communicate with the admission staff about you, ultimately it is the admissions staff who will make the decision. Students planning to play at the division 1 or 2 levels should register with the NCAA clearing house in the fall of senior year. The NCAA has specific coursework and GPA requirements and students should consult with their counselors about the completion of these requirements.

Artists: You will want to prepare a portfolio of slides of your work. Be sure to consult college websites for specific instructions on the portfolio. If necessary, speak to one of your art teachers for advice and consultation. When visiting campuses, call in advance and try to meet with members of the art faculty and see their studio space. Portfolio Days, where your work can be reviewed by several colleges, take place at various colleges throughout the fall. For more information, consult individual art college websites or google "Portfolio Review Days."

Musicians: Prepare an audio recording and if you are a composer, send original sheet music. Consult the college website for specific instructions. In some cases, a live audition may be required. When visiting campuses, call in advance and try to meet with members of the music faculty and see their performance and practice studios.

Actors and Dancers: Check each college's specific requirements. Often an audition will be required or you may want to send in a video or web link to a website of your work. When visiting campuses, try to meet with faculty and see the performance and practice space.

Other Talents: Some of you have other unique talents or interests that don't fall into any of the above categories. For example, you are a serious collector, have invented something, have started your own business, or have unusual interests that you have pursued outside of school. Let the colleges know about them!

NCAA ELIGIBILITY CENTER QUICK REFERENCE GUIDE



NCAA Division I Initial-Eligibility Requirements

Core Courses: (16)

- **Initial full-time collegiate enrollment *before* August 1, 2016:**
 - Sixteen (16) core courses are required (see chart below for subject-area requirements).
- **Initial full-time collegiate enrollment *on or after* August 1, 2016:**
 - Sixteen (16) core courses are required (see chart below for subject-area requirements).
 - Ten (10) core courses completed before the seventh semester; seven (7) of the 10 must be in English, math or natural/physical science.
 - These courses/grades are "locked in" at start of the seventh semester (cannot be repeated for grade-point average [GPA] improvement to meet initial-eligibility requirements for competition).
 - Students who do not meet core-course progression requirements may still be eligible to receive athletics aid and practice in the initial year of enrollment by meeting academic redshirt requirements (see below).

Test Scores: (ACT/SAT)

- Students must present a corresponding test score and core-course GPA on the sliding scale (see Page No. 2).
 - SAT: critical reading and math sections.
 - Best subscore from each section is used to determine the SAT combined score for initial eligibility.
 - ACT: English, math, reading and science sections.
 - Best subscore from each section is used to determine the ACT sum score for initial eligibility.
- All ACT and SAT attempts *before* initial full-time collegiate enrollment may be used for initial eligibility.
- Enter 9999 during ACT or SAT registration to ensure the testing agency reports your score directly to the NCAA Eligibility Center. Test scores on transcripts will not be used.

Core Grade-Point Average:

- Only core courses that appear on the high school's List of NCAA Courses on the NCAA Eligibility Center's website (www.eligibilitycenter.org) will be used to calculate your core-course GPA. Use this list as a guide.
- **Initial full-time collegiate enrollment *before* August 1, 2016:**
 - Students must present a corresponding test score (ACT sum score or SAT combined score) and core-course GPA (minimum 2.000) on Sliding Scale A (see Page No. 2).
 - Core-course GPA is calculated using the **best 16 core courses** that meet subject-area requirements.
- **Initial full-time collegiate enrollment *on or after* August 1, 2016:**
 - Students must present a corresponding test score (ACT sum score or SAT combined score) and core-course GPA (minimum 2.300) on Sliding Scale B (see Page No. 2).
 - Core-course GPA is calculated using the **best 16 core courses** that meet both progression (10 before seventh semester; seven in English, math or science; "locked in") and subject-area requirements.

| DIVISION I Core-Course Requirement (16) | |
|--|---|
| 4 | years of English |
| 3 | years of math (Algebra I or higher) |
| 2 | years of natural/physical science (1 year of lab if offered) |
| 1 | year of additional English, math or natural/physical science |
| 2 | years of social science |
| 4 | years of additional courses (any area above, foreign language or comparative religion/philosophy) |

| DIVISION I – 2016 Qualifier Requirements | |
|--|---|
| <i>*Athletics aid, practice, and competition</i> | |
| • | 16 core courses <ul style="list-style-type: none"> ◦ Ten (10) core courses completed before the start of seventh semester. Seven (7) of the 10 must be in English, math or natural/physical science. <ul style="list-style-type: none"> ▪ "Locked in" for core-course GPA calculation. |
| • | Corresponding test score (ACT sum score or SAT combined score) and core-course GPA (minimum 2.300) on Sliding Scale B (see Page No. 2). |
| • | Graduate from high school. |

| DIVISION I – 2016 Academic Redshirt Requirements | |
|---|---|
| <i>*Athletics aid and practice (no competition)</i> | |
| • | 16 core courses <ul style="list-style-type: none"> ◦ No grades/credits "locked in" (repeated courses after the seventh semester begins may be used for initial eligibility). |
| • | Corresponding test score (ACT sum score or SAT combined score) and core-course GPA (minimum 2.000) on Sliding Scale B (see Page No. 2). |
| • | Graduate from high school. |

| Sliding Scale A | | |
|--|-----------------------------|---------|
| Use for Division I prior to August 1, 2016 | | |
| NCAA DIVISION I SLIDING SCALE | | |
| Core GPA | SAT Verbal and Math ONLY | ACT Sum |
| 3.550 & above | 400 | 37 |
| 3.525 | 410 | 38 |
| 3.500 | 420 | 39 |
| 3.475 | 430 | 40 |
| 3.450 | 440 | 41 |
| 3.425 | 450 | 41 |
| 3.400 | 460 | 42 |
| 3.375 | 470 | 42 |
| 3.350 | 480 | 43 |
| 3.325 | 490 | 44 |
| 3.300 | 500 | 44 |
| 3.275 | 510 | 45 |
| 3.250 | 520 | 46 |
| 3.225 | 530 | 46 |
| 3.200 | 540 | 47 |
| 3.175 | 550 | 47 |
| 3.150 | 560 | 48 |
| 3.125 | 570 | 49 |
| 3.100 | 580 | 49 |
| 3.075 | 590 | 50 |
| 3.050 | 600 | 50 |
| 3.025 | 610 | 51 |
| 3.000 | 620 | 52 |
| 2.975 | 630 | 52 |
| 2.950 | 640 | 53 |
| 2.925 | 650 | 53 |
| 2.900 | 660 | 54 |
| 2.875 | 670 | 55 |
| 2.850 | 680 | 56 |
| 2.825 | 690 | 56 |
| 2.800 | 700 | 57 |
| 2.775 | 710 | 58 |
| 2.750 | 720 | 59 |
| 2.725 | 730 | 59 |
| 2.700 | 730 | 60 |
| 2.675 | 740-750 | 61 |
| 2.650 | 760 | 62 |
| 2.625 | 770 | 63 |
| 2.600 | 780 | 64 |
| 2.575 | 790 | 65 |
| 2.550 | 800 | 66 |
| 2.525 | 810 | 67 |
| 2.500 | 820 | 68 |
| 2.475 | 830 | 69 |
| 2.450 | 840-850 | 70 |
| 2.425 | 860 | 70 |
| 2.400 | 860 | 71 |
| 2.375 | 870 | 72 |
| 2.350 | 880 | 73 |
| 2.325 | 890 | 74 |
| 2.300 | 900 | 75 |
| 2.275 | 910 | 76 |
| 2.250 | 920 | 77 |
| 2.225 | 930 | 78 |
| 2.200 | 940 | 79 |
| 2.175 | 950 | 80 |
| 2.150 | 960 | 80 |
| 2.125 | 960 | 81 |
| 2.100 | 970 | 82 |
| 2.075 | 980 | 83 |
| 2.050 | 990 | 84 |
| 2.025 | 1000 | 85 |
| 2.000 | 1010 | 86 |

| Sliding Scale B | | |
|---|-----------------------------|---------|
| Use for Division I beginning August 1, 2016 | | |
| NCAA DIVISION I SLIDING SCALE | | |
| Core GPA | SAT Verbal and Math ONLY | ACT Sum |
| 3.550 | 400 | 37 |
| 3.525 | 410 | 38 |
| 3.500 | 420 | 39 |
| 3.475 | 430 | 40 |
| 3.450 | 440 | 41 |
| 3.425 | 450 | 41 |
| 3.400 | 460 | 42 |
| 3.375 | 470 | 42 |
| 3.350 | 480 | 43 |
| 3.325 | 490 | 44 |
| 3.300 | 500 | 44 |
| 3.275 | 510 | 45 |
| 3.250 | 520 | 46 |
| 3.225 | 530 | 46 |
| 3.200 | 540 | 47 |
| 3.175 | 550 | 47 |
| 3.150 | 560 | 48 |
| 3.125 | 570 | 49 |
| 3.100 | 580 | 49 |
| 3.075 | 590 | 50 |
| 3.050 | 600 | 50 |
| 3.025 | 610 | 51 |
| 3.000 | 620 | 52 |
| 2.975 | 630 | 52 |
| 2.950 | 640 | 53 |
| 2.925 | 650 | 53 |
| 2.900 | 660 | 54 |
| 2.875 | 670 | 55 |
| 2.850 | 680 | 56 |
| 2.825 | 690 | 56 |
| 2.800 | 700 | 57 |
| 2.775 | 710 | 58 |
| 2.750 | 720 | 59 |
| 2.725 | 730 | 60 |
| 2.700 | 740 | 61 |
| 2.675 | 750 | 61 |
| 2.650 | 760 | 62 |
| 2.625 | 770 | 63 |
| 2.600 | 780 | 64 |
| 2.575 | 790 | 65 |
| 2.550 | 800 | 66 |
| 2.525 | 810 | 67 |
| 2.500 | 820 | 68 |
| 2.475 | 830 | 69 |
| 2.450 | 840 | 70 |
| 2.425 | 850 | 70 |
| 2.400 | 860 | 71 |
| 2.375 | 870 | 72 |
| 2.350 | 880 | 73 |
| 2.325 | 890 | 74 |
| 2.300 | 900 | 75 |
| 2.299 | 910 | 76 |
| 2.275 | 910 | 76 |
| 2.250 | 920 | 77 |
| 2.225 | 930 | 78 |
| 2.200 | 940 | 79 |
| 2.175 | 950 | 80 |
| 2.150 | 960 | 81 |
| 2.125 | 970 | 82 |
| 2.100 | 980 | 83 |
| 2.075 | 990 | 84 |
| 2.050 | 1000 | 85 |
| 2.025 | 1010 | 86 |
| 2.000 | 1020 | 86 |

For more information, visit www.eligibilitycenter.org or www.2point3.org.

NCAA ELIGIBILITY CENTER QUICK REFERENCE GUIDE



Division II Initial-Eligibility Requirements

Core Courses

- **Division II currently requires 16 core courses.** See the chart below.
- **Beginning August 1, 2018,** to become a full or partial qualifier for Division II, all college-bound student-athletes must complete the 16 core-course requirement.

Test Scores

- **Division II currently requires a minimum SAT score of 820 or an ACT sum score of 68.** **Beginning August 1, 2018,** Division II will use a sliding scale to match test scores and core-course grade-point averages (GPA). The sliding scale for those requirements is shown on Page No. 2 of this sheet.
- The SAT score used for NCAA purposes includes **only** the critical reading and math sections. **The writing section of the SAT is not used.**
- The ACT score used for NCAA purposes is a **sum** of the following four sections: English, mathematics, reading and science.
- **When you register for the SAT or ACT, use the NCAA Eligibility Center code of 9999 to ensure all SAT and ACT scores are reported directly to the NCAA Eligibility Center from the testing agency. Test scores that appear on transcripts will not be used.**

Grade-Point Average

- Be sure to look at your high school's List of NCAA Courses on the NCAA Eligibility Center's website (www.eligibilitycenter.org). Only courses that appear on your school's approved List of NCAA Courses will be used in the calculation of the core GPA. Use the list as a guide.
- The current **Division II** core GPA requirement is a minimum of 2.000. **Division II** core GPA required to be eligible for **competition on or after August 1, 2018,** is 2.200 (corresponding test-score requirements are listed on the Sliding Scale on Page No. 2 of this sheet).
- The minimum **Division II** core GPA required to receive **athletics aid and practice as a partial qualifier on or after August 1, 2018,** is 2.000 (corresponding test-score requirements are listed on the Sliding Scale on Page No. 2 of this sheet).
- Remember, the NCAA core GPA is calculated using NCAA core courses only.

DIVISION II 16 Core Courses

- 3 years of English.
- 2 years of mathematics (Algebra I or higher).
- 2 years of natural/physical science (1 year of lab if offered by high school).
- 3 years of additional English, mathematics or natural/physical science.
- 2 years of social science.
- 4 years of additional courses (from any area above, foreign language or comparative religion/philosophy).

| DIVISION II COMPETITION SLIDING SCALE | | |
|---|---|----------------|
| <i>Use for Division II beginning August 1, 2018</i> | | |
| Core GPA | SAT <small>Verbal and Math ONLY</small> | ACT Sum |
| 3.300 & above | 400 | 37 |
| 3.275 | 410 | 38 |
| 3.250 | 420 | 39 |
| 3.225 | 430 | 40 |
| 3.200 | 440 | 41 |
| 3.175 | 450 | 41 |
| 3.150 | 460 | 42 |
| 3.125 | 470 | 42 |
| 3.100 | 480 | 43 |
| 3.075 | 490 | 44 |
| 3.050 | 500 | 44 |
| 3.025 | 510 | 45 |
| 3.000 | 520 | 46 |
| 2.975 | 530 | 46 |
| 2.950 | 540 | 47 |
| 2.925 | 550 | 47 |
| 2.900 | 560 | 48 |
| 2.875 | 570 | 49 |
| 2.850 | 580 | 49 |
| 2.825 | 590 | 50 |
| 2.800 | 600 | 50 |
| 2.775 | 610 | 51 |
| 2.750 | 620 | 52 |
| 2.725 | 630 | 52 |
| 2.700 | 640 | 53 |
| 2.675 | 650 | 53 |
| 2.650 | 660 | 54 |
| 2.625 | 670 | 55 |
| 2.600 | 680 | 56 |
| 2.575 | 690 | 56 |
| 2.550 | 700 | 57 |
| 2.525 | 710 | 58 |
| 2.500 | 720 | 59 |
| 2.475 | 730 | 60 |
| 2.450 | 740 | 61 |
| 2.425 | 750 | 61 |
| 2.400 | 760 | 62 |
| 2.375 | 770 | 63 |
| 2.350 | 780 | 64 |
| 2.325 | 790 | 65 |
| 2.300 | 800 | 66 |
| 2.275 | 810 | 67 |
| 2.250 | 820 | 68 |
| 2.225 | 830 | 69 |
| 2.200 | 840 & above | 70 & above |

| DIVISION II PARTIAL QUALIFIER SLIDING SCALE | | |
|--|---|----------------|
| <i>Use for Division II beginning August 1, 2018</i> | | |
| Core GPA | SAT <small>Verbal and Math ONLY</small> | ACT Sum |
| 3.050 & above | 400 | 37 |
| 3.025 | 410 | 38 |
| 3.000 | 420 | 39 |
| 2.975 | 430 | 40 |
| 2.950 | 440 | 41 |
| 2.925 | 450 | 41 |
| 2.900 | 460 | 42 |
| 2.875 | 470 | 42 |
| 2.850 | 480 | 43 |
| 2.825 | 490 | 44 |
| 2.800 | 500 | 44 |
| 2.775 | 510 | 45 |
| 2.750 | 520 | 46 |
| 2.725 | 530 | 46 |
| 2.700 | 540 | 47 |
| 2.675 | 550 | 47 |
| 2.650 | 560 | 48 |
| 2.625 | 570 | 49 |
| 2.600 | 580 | 49 |
| 2.575 | 590 | 50 |
| 2.550 | 600 | 50 |
| 2.525 | 610 | 51 |
| 2.500 | 620 | 52 |
| 2.475 | 630 | 52 |
| 2.450 | 640 | 53 |
| 2.425 | 650 | 53 |
| 2.400 | 660 | 54 |
| 2.375 | 670 | 55 |
| 2.350 | 680 | 56 |
| 2.325 | 690 | 56 |
| 2.300 | 700 | 57 |
| 2.275 | 710 | 58 |
| 2.250 | 720 | 59 |
| 2.225 | 730 | 60 |
| 2.200 | 740 | 61 |
| 2.175 | 750 | 61 |
| 2.150 | 760 | 62 |
| 2.125 | 770 | 63 |
| 2.100 | 780 | 64 |
| 2.075 | 790 | 65 |
| 2.050 | 800 | 66 |
| 2.025 | 810 | 67 |
| 2.000 | 820 & above | 68 & above |

For more information, visit the NCAA Eligibility Center website at www.eligibilitycenter.org.

6 SIGNS THAT YOUR SCHOLARSHIP IS \$UNK

1 "THE SCHOLARSHIP IS GUARANTEED OR YOUR MONEY BACK."

NO ONE CAN GUARANTEE THAT THEY'LL GIVE YOU A GRANT OR SCHOLARSHIP. REFUND GUARANTEES OFTEN HAVE EXCEPTIONS OR STRINGS ATTACHED. GET REFUND POLICIES IN WRITING—BEFORE YOU PAY.



2 "YOU CAN'T GET THIS INFORMATION ANYWHERE ELSE."

THERE ARE MANY FREE LISTS OF SCHOLARSHIPS. CHECK WITH YOUR SCHOOL OR LIBRARY BEFORE YOU DECIDE TO PAY SOMEONE TO DO THE WORK FOR YOU.



3 "MAY I HAVE YOUR CREDIT CARD OR BANK ACCOUNT NUMBER TO HOLD THIS SCHOLARSHIP?"

DON'T GIVE OUT YOUR CREDIT CARD OR BANK ACCOUNT NUMBER ON THE PHONE WITHOUT GETTING INFORMATION IN WRITING FIRST. IT MAY BE A SET-UP FOR AN UNAUTHORIZED WITHDRAWAL.



4 "WE'LL DO ALL THE WORK."

DON'T BE FOOLED. THERE'S NO WAY AROUND IT: YOU MUST APPLY FOR SCHOLARSHIPS OR GRANTS YOURSELF.



5 THE SCHOLARSHIP WILL COST SOME MONEY.

DON'T PAY ANYONE WHO CLAIMS TO BE "HOLDING" A SCHOLARSHIP OR GRANT FOR YOU. FREE MONEY SHOULDN'T COST A THING.



6 "YOU'VE BEEN SELECTED" BY A 'NATIONAL FOUNDATION' TO RECEIVE A SCHOLARSHIP, OR "YOU'RE A FINALIST" IN A CONTEST YOU NEVER ENTERED.

BEFORE YOU SEND MONEY TO APPLY FOR A SCHOLARSHIP, CHECK IT OUT. MAKE SURE THE FOUNDATION OR PROGRAM IS LEGITIMATE.



NEED MONEY FOR COLLEGE? Check with your school, guidance counselor or local librarian for free information about current scholarships before you pay someone for the same-old-same-old-scholarship lists. To find out how to spot, stop and report a scam, contact the Federal Trade Commission toll-free 1-877-FTC-HELP or at www.ftc.gov.

National Trade Commission Toll-free 1-877-FTC-HELP
www.ftc.gov For The Consumer

How Financial Aid Works

Help is available in the form of financial aid and scholarships. The total cost of college to you and your family may not be as high as it seems at first glance. However, you must be aggressive in researching aid packages. While all colleges offer financial aid packages the amount that they offer is individual to the school and your family income. Colleges are not required to fund your education.

At the beginning of every school year, Irvington High School hosts the event: The Moving Pieces of Senior Year: Nuts & Bolts + Paying for College for parents/guardians and students. The second half of this workshop will go over the basics of financial aid as well as update you on the most current information. There will also be an opportunity to ask personal questions and get contact information for a current financial aid officer. The FAFSA is required by all college financial aid offices, and the CSS Profile (a College Board form) is required by some colleges. Many colleges issue their own financial aid forms, which are part of the application. Always check with the financial aid office of each college to which you apply to learn what it requires!!

Financial Aid is broken down into two categories: Need-Based Aid and Merit-Based Aid. Each college manages their financial aid policies differently, ranging from only granting need-based aid, to have having large merit scholarships available for many students. Researching individual school policies can help determine the appropriate school for your family's financial situation. Most colleges give out financial aid packages that are a combination of Grants or Scholarships (money that does not need to be paid back), Loans (usually paid back after graduation) and Work-Study (which requires the students to earn money by working on campus). Although there are a handful of schools that pledge to meet 100% of need, it is unusual to have a financial aid packaged filled entirely of grants and scholarships.

Financial Aid Websites

Free Application for Federal Student Aid (FAFSA)

<http://www.fafsa.ed.gov/>

This form NEEDS to be filled out to qualify for federal money towards college. It is suggested that all families fill out this form regardless of their level of need. The FAFSA is valid for one year, and must be resubmitted every year the student is in school. The FAFSA is a FREE application. If you are asked to submit a payment, you have reached the wrong website. Please note: we recommend listing your colleges on the FAFSA in alphabetical order, not order of preference.

Tuition Assistance Program (TAP)

<http://www.ny.gov/services/apply-new-york-state-tap>

This form needs to be filled out to qualify for state money towards college. The money is only for students applying to schools within New York State. It is suggested that all families fill out this form regardless of their level of need. The TAP is valid for one year, and must be resubmitted every year the student is in school.

New York State Higher Education Services Corporation (HESC)

<https://www.hesc.ny.gov/>

The mission at HESC is to help people pay for college. HESC guarantees federal student and parent loans, offers loan management services, and provides guidance for college planning. In New York State, HESC also administers the Tuition Assistance Program (TAP) and other state specific grants and scholarships.

New York College Savings Program

www.ny529atwork.com

This state-sponsored college savings program helps families save for college tuition, room, and board, books, supplies and other qualified higher-education expenses. There are tax benefits for families that invest money in these programs and they can be started as early as birth.

Hispanic Scholarship Fund

www.hsf.net

The Hispanic Scholarship Fund (HSF) is the nation's leading organization supporting Hispanic higher education. Founded in 1975 as a 501(c)(3) not-for-profit organization, HSF's vision is to strengthen the country by advancing college education among Hispanic Americans. In support of its mission to double the rate of Hispanics earning college degrees, HSF provides the Latino community more college scholarships and educational outreach support than any other organization in the country. In its 33-year history, HSF has awarded in excess of 86,000 scholarships, worth more than \$247 million, to Latinos attending nearly 2,000 colleges and universities in all 50 states, Puerto Rico, Guam and the U.S. Virgin Islands.

GLOSSARY OF TERMS USED IN THE COLLEGE PROCESS

The following terms are commonly used by secondary school counselors and admissions personnel when working with college-bound students' in admissions, choice of testing and in discussing college life.

ACADEMIC RECORD – Transcript of grades, courses, credits and related academic information kept on file by the school. The transcript often includes grade point average (GPA) and/or rank in class. Standardized test scores may or may not be recorded on the transcript.

ACCELERATED STUDY - A college program of study completed in less time than is usually required, most often by attending classes in the summer and/or by taking extra courses during the regular academic terms. Completion of a bachelor's degree program in three years is an example of accelerated study.

ACCREDITATION - Recognition by an organization or agency that a college meets certain acceptable standards in its educational programs, services and facilities. Regional accreditation applies to a college as a whole and not to any particular programs or courses of study at the college. Specialized accreditation of specific types of schools may also be determined by a national organization.

ADVANCED PLACEMENT (AP) PROGRAM - A service of the College Board that provides high schools with course descriptions in college subjects and Advanced Placement Examinations in these subjects. High schools implement the course and administer the examinations to interested students' who are then eligible for advanced placement, college credit, or both, on the basis of earning satisfactory scores.

ASSOCIATE DEGREE - A degree granted by a college or university after the satisfactory completion of a two-year full-time program of study or its part-time equivalent. In general, the Associate of Arts (AA) or Associate of Science (AS) degree is granted after students complete a program of study similar to the first two years of a four-year college curriculum. The Associate in Applied Science (AAS) is awarded by many colleges upon completion of technological or vocational programs of study.

BACHELOR'S OR BACCALAUREATE DEGREE - A degree received after the satisfactory completion of a four- or five-year, full-time program of study (or its part-time equivalent) at a college or university. The Bachelor of Arts (BA) and Bachelor of Science (BS) are the most common baccalaureates.

BRANCH CAMPUS - A small campus connected to, or part of, a large institution. Generally, students spend the first two (2) years at a branch campus and then transfer to the main campus to complete a baccalaureate degree. A branch campus provides students with a smaller and more personal environment which can help the student mature personally and academically before moving to a larger setting.

COLLEGE-LEVEL EXAMINATION PROGRAM (CLEP) - A program of examinations in undergraduate college courses that provides students' and adults the opportunity to demonstrate college-level achievement. The examinations are used by colleges to award credit to entering freshman and adults completing their education. They are also used by business, industry, government and professional groups to satisfy educational requirements for advancement, licensing and admission to training programs.

COLLEGE SCHOLARSHIP SERVICE (CSS) - A service of the College Board that assists postsecondary institutions, state scholarship programs and other organizations in the equitable distribution of a student's financial aid funds by measuring a family's financial strength and analyzing its ability to contribute to college costs. CSS provides the Profile Form with which students may apply for institutional aid at some private colleges.

COMBINED BACHELOR'S/GRADUATE DEGREE - A program to which students are accepted for study at both the undergraduate and graduate levels. The programs usually can be completed in less time than two individual programs. (Such degrees are also called dual programs).

COOPERATIVE ("CO-OP") EDUCATION - A program that provides for alternate class attendance and employment in business, industry, or government.

CREDIT HOURS - The number of hours per week that courses meet are counted as equivalent credits for financial aid and to determine a student's status as full-time or part-time. Upon successful completion of a course, credit hours are applied to graduation requirements.

CROSS-REGISTRATION - The practice, through agreements between colleges, of permitting students enrolled at one college or university to enroll in courses at another institution without formally applying for admission to the second institution.

CUMULATIVE GRADE POINT AVERAGE - A grade point average that is based on all previously completed work (see Grade Point Average).

DEFERRED ADMISSION - The practice of postponing enrollment for one year after acceptance to a college.

DISCOVERY/SEEK: These programs are available for students who qualify for comprehensive academic and financial support at New York City 4-year and 2-year schools. The program is designed to encourage students from lower socioeconomic backgrounds an opportunity to succeed on a more level playing field. These programs provide counseling, tutorial services and a financial aid stipend for educational expenses.

DOUBLE MAJOR - Any program of study in which a student completes the requirements of two majors concurrently.

EARLY ACTION PLAN - A student applies to an institution early in the senior year and receives an early notification of his/her admission to the institution. If the student is accepted, he/she is NOT obligated to attend that institution.

EARLY DECISION PLAN - A students applies to an institution early in the senior year and receives an early notification of his/her admission status. It is a contract between the student and the institution. If the student is accepted, he/she is obligated to attend that institution.

ENGLISH LANGUAGE LEARNERS - Limited English Proficient students who speak English as a second language and who wish to take college-level courses need to demonstrate proficiency in English. The

TOEFL (Test of English as a Foreign Language) exam is a commonly used test to determine the level of English language proficiency.

EOP/HEOP - The (Higher) Educational Opportunity Program is for students who qualify for comprehensive academic and financial support at New York public and private 4-year schools. The program is designed to encourage students from lower socioeconomic backgrounds an opportunity to succeed on a more level playing field. These programs provide counseling, tutorial services and a financial aid stipend for educational expenses.

ESL - An English as a Second Language program offers a variety of courses and schedules to meet the needs of a diverse population with limited English proficiency.

GRADE POINT AVERAGE (GPA) - A system used by many schools for evaluating the overall scholastic performance of students. It is found by first determining the number of grade points a student has earned in each course completed and then dividing the sum of all grade points by the number of hours of course work carried. It is calculated by multiplying the number of hours given for a course by the student's grade in the course. The most common system of numerical values for grades is A=4, B=3, C=2, D=1, and F=0.

GRANTS/SCHOLARSHIPS - General term that describe the outright gift of a sum of money to a students.

GREEK LIFE - The influence of sororities and fraternities on the campus life of an institution.

HONORS PROGRAM - Any special program for exceptional students that offers the opportunity for educational enrichment, independent study, acceleration, or some combination of these characteristics.

INTERNSHIPS - Short-term, supervised work experiences, usually related to a student's major field, for which the student earns academic credit. The work can be full or part-time, on or off campus, paid or unpaid. Students teaching and apprenticeships are examples of internships.

MATRICULATION - A point in college admissions when a student is formally admitted into a curriculum, under standard college procedures. A student must be matriculated in order to apply for financial aid and/or try out for intercollegiate athletic programs.

NON-MATRICULATED - A students has either not been formally admitted into a curriculum or has been academically dismissed. This classification excludes a student from financial aid and /or intercollegiate athletics.

OPEN ADMISSIONS - The college admissions policy of admitting high school graduates and other adults generally without regard to conventional academic qualifications, such as high school subjects, high school grades and admission test scores. Virtually all applicants with high school diplomas or their equivalents are accepted when an institution adheres to an open admissions policy.

RESERVE OFFICERS TRAINING CORPS (ROTC) - Programs conducted by certain colleges in cooperation with the United States Air Force, Army and Navy. Local recruiting offices can supply detailed information about these programs, as can participating colleges.

RESIDENCY REQUIREMENTS - Most colleges and universities require that a student spend a minimum number of terms taking courses on campus (as opposed to independent study or transfer credits from other colleges) to be eligible for graduation. Also, residency requirements can refer to the minimum amount of time a student is required to have lived in a state in order to be eligible for in-state tuition at a public (state-controlled) college or university.

RESTRICTIVE EARLY ACTION – Same as EA, but a student may apply to only one institution.

RETENTION RATE - The number and percentage of returning students at a given college.

ROLLING ADMISSIONS - An admissions procedure by which the college considers each student's application as soon as all required credentials, such as school records and test scores, have been received. The college usually notifies applicants of its decision within 4-12 weeks.

STUDENTS DESIGNED MAJOR - An academic program that allows students to construct a major field of study not formally offered by the college. Often non-traditional and interdisciplinary in nature, the major is developed by the students with the approval of a designated college officer or committee.

SUITCASE COLLEGE - A term used by students to describe a college whose students frequently go home on weekends, thereby creating a less active student life on campus during weekends.

TAP - Tuition Assistance Program of NY State is a financial aid program based on an established formula. Money awarded can only be used at a New York State college or university.

WAIT LIST - A student is not offered admission, but is placed on a waiting list should an opening occur. After a certain time, if an opening is not available, the student receives a rejection notice.

WORK STUDY - An arrangement by which a student combines employment and college study. The employment may be an integral part of the academic program (as in cooperative education and internships) or simply a means of paying for college (as in Federal Work-Study Program).

YIELD - The percentage of accepted students who will actually matriculate at an institution.