

HALF HOLLOW HILLS HIGH SCHOOLS

COLLEGE INFORMATION GUIDEBOOK 2017 EDITION



HALF HOLLOW HILLS HIGH SCHOOLS COLLEGE INFORMATION GUIDEBOOK

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We are pleased to present this edition of the College Information Guidebook for your use in the college exploration process. We believe it will provide you with important details on how to begin the college search, essay writing, interviewing, financial aid, and standardized testing. Information specific to students with disabilities is also included. We hope that this publication will provide you with a strong framework and timetable to follow during your college search.

High School East
50 Vanderbilt Parkway
Dix Hills, New York 11746
(631) 592-3150
SAT Code #332493

High School West
375 Wolf Hill Road
Dix Hills, New York 11746
(631) 592-3220
SAT Code #331627

H.S. East Counseling Staff
Justine Blackburn
Lauren Caggiano
Gary Campanelli
Laura Elgavisch
Laura Friscia
Jennifer Grant
Curtis Hinchman
Yvette Rivera
Dianne Shannon

H.S. West Counseling Staff
Amanda Hughes
Kimberly Kane/Emily Comack
Lisa Kesten
Frank Marino
Jacqueline Nikosey
Jay O'Boyle
Christina Reynolds
Mazra Schindler

A college and career planning conference will be scheduled by your child's guidance counselor during the second half of their junior year of high school. This is a very important meeting which both student and parent(s) should attend. Parents can also reach their child's counselor at either Counseling office by calling the appropriate number listed above.

Robert Citrano
Director of Guidance
High School East

Maria Goldin
Director of Guidance
High School West

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*"I can't change the direction of the wind,
but I can adjust my sails to always
reach my destination."*



~The Game Plan~

Grade 11:

- Focus on strong academic performance. **Invest in yourself.**
- Remember that the **Grade Point Average (GPA)** you earn at the end of the **junior year** is what colleges will see on your high school transcript.
- Meet regularly with your Guidance Counselor to discuss college, career, and personal issues.
- Begin a personal resume of extra-curricular activities in which you have participated, both in and out of school.
- Register to take the **SAT I, SAT II, or the ACT.**
- Utilize **Naviance**- the college/career program available through your Guidance Department.
- If you are interested in a **Service Academy (West Point, Annapolis, Air Force, etc.)** begin the application process in the early spring of 11th grade.
- Plan visits to colleges in the spring or over school vacations. **Visit when college is in session.**
- Visit colleges you have identified for yourself during the summer.
- Take an online virtual tour of colleges if you are unable to visit.
- **Attend College Fairs and Open House events.**
- **Student Athletes who seriously want to consider playing a sport in college should open an account with the NCAA (www.eligibilitycenter.org) and utilize www.CoreCourseGPA.com**
- Explore pros and cons of community colleges, four-year colleges, and vocational schools.
- **Request an interview** with an admissions representative, if possible. Make appointments early (particularly at the competitive colleges, since their available appointments go quickly).
- Take advantage of various **summer experiences** available for the eleventh graders conducted at colleges and other educational institutions. This information is posted on school website. (See your counselor for more information.)
- If you have a disability, present a **positive self-image** by stressing your strengths, while understanding the influence of your disability. If applicable, meet with a college faculty member to discuss the learning disability support services available.



Websites for Juniors:

youvisit.com	http://www.youvisit.com/search/colleges
ecampustours.com	http://www.ecampustours.com/
nacacnet.org	http://www.nacacnet.org/studentinfo/Pages/Default.aspx
monstercollege.com	http://college.monster.com/

Grade 12



- Meet regularly with your counselor. **Do not procrastinate.** “The early bird gets the worm.”
- Create a resume of activities, clubs, and organizations in which you have participated.
- Maintain a solid, quality, academic program.
- Colleges are very interested in your senior year program. Mid-year and third quarter senior grades are often reviewed to determine a candidate’s acceptance or denial.
- **Remember that college acceptances for admission are conditional. Acceptances can become rejections with weak senior performance in the 2nd half of the year.**
- Conduct research in the College/Career Research Center for the most up to date information.
- Utilize NAVIANCE the computer program for college, career and financial aid information. (If you do not have your NAVIANCE password, see your Guidance Counselor.)
- Create a **Common Application online account!** www.commonapp.org. ←
- Prepare college applications and submit them to your counselor by **mid-November**.
- **Remember that the Common Application restricts you to a limit of 20 college applications!**
- Follow the application procedure outlined by the Counseling Center
- Be aware of **early application deadlines** – especially for early decision and applications to special programs.
- Consider **Early Decision** only if you are convinced that a particular school is the **100% best match for you and realistic**. You may only **apply to one college as an Early Decision** candidate and if accepted, you must attend.
- Take ACT and/or SAT tests required by the colleges that you are interested in attending.
- **It is your responsibility to have standardized test scores sent to colleges by the testing companies (College Board & ACT). Your high school cannot send official ACT/SAT scores.**
- **Scholarship applications should be filed early** – check the Naviance “Scholarship” Tab regularly as well as the “Guidance” website of your high school.
- Pay close attention to the announcements provided by the Guidance Department.
- Attend College Fairs and “Open House” events.
- Attend the **Financial Aid Night** workshop.
- Complete necessary Financial Aid forms (file the **FAFSA** www.fafsa.gov in October). ←
- Complete the **CSS Profile** if it is required by the specific college where you are applying.
- For students with disabilities, contact a representative in the student services department.
- **Meet college representatives who visit the school.**
- Inform your counselor when you have made a decision regarding what you will do after graduation (attend college, accept a job, enter the military, etc.).
- **Not interested in college?** Visit http://www.quintcareers.com/college_alternatives.html or <http://www1.americanmilitary.org/> or <http://www.thesca.org/>
- Interested in the military? Visit and meet with local military recruiters.

Questions To Evaluate Yourself As You Begin the College Search

What are You Looking for in a College?

- **School Programs:** Do you want a diversified education in the liberal arts? Preparation for a particular career? Is the school known for any special programs? Are honors programs available? What is the university known for academically? What are its strengths? Are there pre-professional programs for business, education, engineering, fine arts, etc.? What degrees are offered? Are interdisciplinary courses and majors available? What options are available for Independent Study? Individual tutorials? Seminars? Research opportunities? Field work? Internships? Exchange programs? Foreign Study? Joint degree programs? Cooperative work/study plan? Pre-professional programs? Accreditation? Degree requirements? Grading systems? Grading/Distribution? Honor system?
- **Admissions:** Is the college most competitive, highly competitive, very competitive, competitive, less competitive or noncompetitive? Will applying early action or early decision increase your chances? How are the applicants evaluated? (Rigor of program, GPA, testing etc.) What are the realistic chances of getting in? What percentage of the applicant pool is offered admission? What are the average profile and SAT/ACT scores of freshman? How difficult is it to change majors or departments? Do I need to complete a thesis or major presentation prior to graduating? Should I apply undecided for a major? Do different majors have different admissions standards?
- **Location of the School:** Is it near home? one hour away? 300 miles away? or across the USA? How often do you want to be able to go home? How is the surrounding community?
- **Campus Setting:** Is it rural, suburban, or urban? Is the school in the city, like the University of Pennsylvania or in the rural New England countryside like Williams College? What kinds of surroundings are key to your well-being? Do you prefer a fast-paced environment with lots of things to do, or do you prefer things to be more serene and relaxed?
- **Size of the School:** Do you want to spend four years at a small liberal arts college of 800 undergraduates or do you prefer to blend in at a large state university of 20,000+? Do you think you would find success in large classes, or do you require more individualized attention from your teachers? Does class size matter to you?
- **State vs. Private Schools:** Is the school a large state university with most of the student population from the state where it is located? Is it one of the “public ivy’s?” Is the college public, private, or religiously affiliated?
- **Geographical Diversity:** Is the college a regional one attracting student from the same state or region? Or is it a school, regardless of its size, which attracts students from all over the USA, or the world? Would you like an opportunity to meet students from different backgrounds or are you more comfortable with people whose interests and experiences are similar to your own?
- **Safety on Campus:** Are the dorms secure and locked? What is the safety system on the campus? Cost of College: What is the tuition? What are the living costs? What travel costs are there from home to campus? Are there hidden costs?

- **Financial Aid:** What monies are available for the students at the school of your choice? Does the school offer tuition installment plans? Minimum-maximum total costs per year. What should students budget for tuition and fees/room and board/books and personal expenses/travel costs? What can your family pay toward college expenses?
- **Living Conditions:** Is on-campus housing guaranteed for all four years? Are the dorms co-ed? Are there single sex dorms? Are alternatives in housing available? Are the dorms predominantly large rooms or housing clusters small houses? Are there single rooms/doubles/suits/ multiple rooms? What is the method of housing allocation/ roommate selection? Dining plans? Alternative dining programs?
- **Core curriculum-Distribution Credits:** Does the college require a specific number of credits in different academic disciplines for graduation? For example, would you have to take 6 credits in Philosophy before you graduate? Or would you design your own curriculum? Is a foreign language required? What is the proportion of study to general education/concentration/student choice? Are there specific freshman courses or curriculum/distribution requirements?
- **Sophomore Standing:** Does the school accept AP credits? Does it offer advanced standing in school? Or does the offer more in depth courses to AP students while retaining freshman status?
- **Study Abroad:** Are there opportunities to study in foreign countries such as Italy, Japan or Australia, for example, while an undergraduate? What percentage of students study abroad?
- **Internships:** Are there opportunities for “hands on experience” while in college? Which departments have formal internship opportunities?
- **Graduate School after College & Placement:** What percentage of students goes onto graduate school? What is the record of those who successfully get into the law, medical or business school of their choice? What career advising and information programs are available? Is there an office for job placement after college? Is there an alumni network that helps in job placement? What percentage of the students becomes employed following graduation?
- **Socialization vs. Academic Rigor:** What balance of academic challenge, activities and social life suit you best? How interested are you in the substance of intellectual life: books, ideas, issues and discussion? Do you want an academic program where you must work and think hard? Or one where you can earn respectable grades without knocking yourself out? How important is it for you to perform at the top of your class or would you be satisfied to be in the middle or bottom of your college class? Is it a “grind” school--all work, work, work? Is it fraternity and sorority oriented? What are the facilities for socialization? Do you like a competitive environment or do you find success in a more relaxed learning setting? How is the presence of religious, ethnic or cultural groups on campus? How is the workload? What are the course expectations? What types of assignments are given? What is the level of academic pressure/competition? Can students design their own majors? What is the level of interest in political, social or world issues? How is the campus diversity and is there tolerance of differences? What is the importance of money/material possessions/social appearance on campus?

- **Athletic Programs& Sports Facilities:** Is the ice hockey team a varsity sport? Does the lacrosse team play Division I or III? Is basketball strong? Do they have a women's squash team? How many students participate in intramural or intercollegiate sports? Is there a swimming pool? Are there horse stables? Is there an ice hockey rink? How much does this matter to you?
- **Student Body:** Are the students politically active? Are they professional in orientation? What percentage of the students graduate in 4-6 years? What is the male/female ratio? What is the total percentage of undergraduate students? Average freshman class size? What percentage of freshman who remain at the college and graduate? What is the Commuter/Resident percentage? What is the geographic origin of the student body?
- **Faculty:** Are the classes taught by full professors? Are TA's (Teaching Assistants) the norm? What is the student to faculty ratio? Percentage with PhD's; Original faculty research/scholarship; Teaching course load; Expectations for teaching/scholarship/advising and other college service; Emphasis on undergraduate teaching and learning? How is a faculty advisor selected for a student?
- **Facilities:** What are the facilities on campus? Is the campus Wi-Fi enabled? Are there computer labs? What about the quality of the library? What are the library hours? Is it fully computerized? Is the campus library tied into a larger network? Are there new facilities being planned that will be available during your time there?
- **Special Talents:** Recognize your special talents and discover what environment will encourage them to flourish. Oftentimes, a special talent becomes a "scale tipper" in the admissions process.
- **Support Services:** Are special support services available if you require them? How long the program has been in existence? How many students are accepted to the program annually? How many students are currently in the program? What types of support services are available? What curriculum modifications are available? Does the college charge an additional fee for support services? Is the program basic or comprehensive in design where students can be given remediation, alternative methodology, and tutorial services? Multi-sensory lesson presentations? Auditory, visual, tactile, kinesthetic presentations? Is the taping of lectures and textbooks for students with reading/visual problems allowed? Is there individualized instruction? Learning plans? One-on-one tutoring? Oral and extended time exams?
- **Philosophy and School Calendar:** Is the campus traditional or progressive?; Scholarly or career oriented?; What is the academic calendar? Is it semesters, quarters, or trimesters?
- **Summarize the Final List:** Be sure that the list is a realistic one. It should include "stretches", "most probably" and "safeties." No matter which one — it must fit you.

Selecting Colleges: Reach, Match and Safety Schools



Junior year is the right time to begin researching schools of potential interest and to compile an initial list. Given today's competitive admissions climate, **experts suggest 6 to 16 "right fit" colleges (25% - reach, 50% - match, 25% - safety)** based on your academic achievements and other factors.

- **Reach—Match--Safety** Selecting colleges and universities that appeal to you in all three categories is a sound combination strategy to manage your risk and maintain your upside. Reach schools are usually your top choice colleges, and those most difficult to get into. Match (or target) schools are those where you have a reasonable (typically better than 50-50) chance for admission. Safety schools are those where you typically are somewhat overqualified, where you will almost certainly gain admission.
- When categorizing your list of colleges, it's important to look **candidly at your admissions profile** and the selectivity of the college. If the school's admissions rate is under 30%, it's probably not a true safety school for many applicants -- even those with well above average scores and other strong factors. **A number of the most selective schools turn down more students with perfect SAT scores than they admit.**
- Some students, especially those seeking admission to the most selective colleges, should consider adding additional gradations: high reach, low reach, likely, high safety, etc. A high reach might be a school where the candidate is in the 25th SAT and GPA percentiles and doesn't have any really special activities or "hook". If your qualifications put you in the "average pile", maybe it's prudent to consider the college as more of a semi-reach. **In today's competitive environment, to keep your expectations realistic, some counselors suggest you don't use the term safety – since admissions is hardly ever a sure thing -- but name the category "probable" instead.**
- Insiders advise you to beware of the "super stretch" – it's important to know the difference between a legitimate reach school that is a bit of a stretch, and a school where it is just about impossible for you to get in. They also advise you to make sure you like your safety (or probable) and match schools. Select them carefully as you may end up there. A final bit of advice is to try to manage your emotions vis-à-vis the reach colleges. You may have your heart set on attending but the admissions officers may decide otherwise – make sure you have good back up options. At the same time, don't be afraid to reach for the top and don't be shy about applying to a few additional schools – just in case. ©Copyright 2017 <http://inlikeme.com/apps/>

~Essays~

Top Ten Tips for Writing a College Essay (Source: NACAC <http://www.nacacnet.org>)

1. **Start early.** The more time you have, the less stress you'll have. You'll have plenty of time to give the essay your best effort.
2. **Be yourself.** Take a moment to think about what interests you, what you love to talk about, what makes you sit up and take notice if it's mentioned in class or on TV. Then write about it. One of the biggest mistakes students make is "writing what they think others want to hear, rather than about an issue, event, or person that really had significance for them," says an admission and financial aid official at a New York college. An essay like that is not just boring to write, it's boring to read.
3. **Be honest.** You're running late (see #1), you can't think of what to write, and someone e-mails you a heartwarming story. With just a tweak here and there, it could be a great essay, you think. It's what you would have written if you'd just had enough time. Don't be fooled! College admission officers have read hundreds, even thousands of essays. They are masters at discovering any form of plagiarism. Adapting an e-mail story, buying an essay from some Internet site, getting someone else to write your essay, admission people have seen it all. Don't risk your college career by taking the easy way out.
4. **Take a risk.** On the other hand, some risks can pay off. Don't settle for the essay that everyone else is writing. Imagine an admission officer up late, reading the fiftieth essay of the day, yours. Do you want that person to nod off because he or she has already read ten essays on that topic? "The danger lies not in writing bad essays but in writing common essays, the one that admission officers are going to read dozens of," says an associate director at a Pennsylvania high school. "My advice? Ask your friends what they are writing, and then don't write about that!"
5. **Keep in focus.** This is your chance to tell admission officers exactly why they should admit you. Unfortunately, some students try to list every single reason, their stellar academic record, their athletic prowess, their community service, all in a page or two. When that happens, the essay looks like a grocery list. Even though the Common Application main essay has only a suggested minimum of 250 words, and no upper limit, every admissions officer has a big stack to read every day; he or she expects to spend only a couple of minutes on the essay. If you go over 700 words, you are straining their patience, which no one should want to do. Instead, read the essay question carefully and jot down a few ideas. Then choose the one that looks like the most fun to write about. Stick to that main theme throughout the essay. Use the essay in a creative way to help the admission officers get to know you as a person.
6. **Write and rewrite.** Don't try to write a masterpiece on your first try. It's not possible, and all that pressure is likely to give you writer's block. For your first draft, write anything that comes to mind about your topic. Don't worry too much about grammar or spelling. Just get it down on paper (or computer screen). Then let it "rest" for a while. When you come back to the draft, look for ways to make it more focused and better written. Some people are "fat" writers: they write long, wordy first drafts that need to be shortened later. Others are "skinny" writers: they write short and simple first drafts and then need to add details or examples to "flesh out" the skeleton. Either way, don't be afraid to make major changes at this stage. Are there details that don't really relate to the topic? Cut them. Do you need another example? Put it in.

Here are two other things to try, suggested by one college counselor.

- Remove the introductory and concluding paragraphs, and then see if your essay seems stronger. These paragraphs are often the most likely to have unnecessary detail.
- Go through the essay and cut out every "very" and every "many." Words like these are vague, and your writing is often stronger without them.

7. **Get a second opinion.** Even best-selling novelists ask other people to read their manuscripts before they're sent to the publisher. When you've rewritten the essay to your satisfaction, find someone who can give you advice on how to make it even better. Choose a person you respect and who knows something about writing, a favorite English teacher, a parent, or a friend who writes for the school paper. Ask them to tell you what they like best about your essay, and what you can do to improve it. Criticism of your writing can be tough to hear, but try to listen with an open mind. You don't have to make every change suggested, after all, it's your essay and no one else's, but you should seriously consider each suggestion.
8. **Proofread.** Finally, you're ready to send your essay. Not so fast! Read it over one more time, looking for those little errors that can creep in as you write or edit. If you're using a computer, also run a spell check. Sometimes, it can be difficult to catch minor typos—you've read the essay so many times that you see what should be there rather than what is there. To make sure you catch everything, try reading your essay out loud or having someone else read it out loud to you. Another strategy is to read the essay backward, from the last sentence to the first. That makes it just unfamiliar enough for errors to stand out.
9. **Be accurate.** Applying online is just as serious as applying "the old-fashioned way." It may feel like you're sending e-mail, but you're not. "One thing I've often seen is that students who apply online submit sub-par essays," says an Oregon director of admission. He has found that essays submitted online tend to be much shorter than those submitted on paper. In addition, students often use e-mail language, no capitalization, or abbreviations such as BTW or "thanx," which are not appropriate to a formal document. Make sure that you put as much effort into an online essay as you would if you were sending it snail mail.
10. **Don't expect too much from an essay.** The application essay is important, but it's not the only thing that is considered. "Can [the essay] make a difference in getting the 'thin versus thick' envelope? Absolutely," says the New York director. "But that is the exception rather than the rule." That's because admission officers look at the whole package, your academics, extracurricular activities, standardized tests, and other factors. A great essay rarely makes up for a weak academic record. On the other hand, a mediocre essay won't necessarily consign your application to the "deny" list. So make your essay as well-written as you can, but don't put so much pressure on yourself that the rest of the application fades in importance.

Writing Your College Admission Essay: Step-By-Step

It may be only 500 words, but the admission essay portion of a college application can mean the difference between acceptance and rejection. How you write your personal essay shows the admission committee why you are different from everybody else. It provides information about you that test scores, grades, and extracurricular pursuits simply cannot. You can use the essay to describe a favorite activity, to tell a story about yourself, or even a story about your dog, but make sure to really use it in a way that captures the reader's attention and shows that you are exceptional.



Step One: Brainstorming

You should expect to devote about one to two weeks simply thinking up possible essay subjects. From this process of brainstorming, you may find a topic you had not thought of at first. Here are some questions to consider:

What Are You Like?

What is your strongest personality trait? Does any attribute, quality, or skill distinguish you from everyone else? How did you develop this attribute? How would your friends characterize you? What would they write about if they were writing your admission essay for you? Consider your favorite books, movies, works of art, etc. Have these influenced your life in a meaningful way? Why are they your favorites? Have you experienced a moment of epiphany, as if your eyes were opened to something to which you were previously blind?

What Have You Done?

What are your major accomplishments, and why do you consider them accomplishments? What have you done outside of the classroom that demonstrates qualities sought after by universities? Of these, which means the most to you? Have you ever struggled mightily for something and succeeded? What made you successful? Have you ever struggled mightily for something and failed? How did you respond? What was the most difficult time in your life, and why? How did your perspective on life change as a result of the difficulty?

Where Do You Want to Go?

Of everything in the world, what would you most like to be doing right now? Where would you most like to be? Whom, of everyone living and dead, would you most like to be with? What are your dreams of the future? When you look back on your life in thirty years, what would it take for you to consider your life successful? How does this particular university fit into your plans for the future? Why do you want to spend two to six years of your life at a particular school?

Step Two: Selecting an Essay Topic

As these thoughts start to solidify into an essay topic, think about execution. What sounded like a good idea might prove impossible in the writing. Most importantly, think of how you can make the subject matter original. Even seemingly boring essay topics can sound interesting if creatively approached. With an essay question in mind, think over the following questions:

Will your topic only repeat information listed elsewhere on your application? If so, pick a new topic. Don't mention GPAs or standardized test scores in your essay. Can you offer vivid supporting paragraphs to your essay topic? If you cannot easily think of supporting paragraphs with concrete examples, you should probably choose a different essay topic. Will an admission officer remember your topic after a

day of reading hundreds of essays? What will the officer remember about your topic? What will the officer remember about you? What will your lasting impression be?

Choose a Story

The best essays tell a story about the applicant. The essay does not have to be the story of your whole life, but rather a small glimpse of it, one that is rich with meaning and alive with imagery. It often helps to think about the impact that past events have had on you. In one admission essay written by a student who was accepted to Harvard, Princeton, Dartmouth, and Stanford, an ordinary story is told in a unique and captivating way. In this narrative about hiking up a mountain, the student also conveys a deep appreciation for science, as well as a dedication to the hard work required to fully understand the universe:

Although the first few miles of the hike up Mt. Madison did not offer fantastic views, the vistas became spectacular once I climbed above the tree line. Immediately, I sensed that understanding the natural world parallels climbing a mountain. Much like every step while hiking leads the hiker nearer the mountain peak; all knowledge leads the scientist nearer total understanding.

Entitled ***“Hiking to Understanding,”*** this essay tells the story of one hike, but at the same time, gives a complete idea of the author’s values, interests, and philosophy. Thus, the essay presents run-of-the-mill subject matter in an out-of-the-ordinary way

Step Three: Writing the Essay

You must bear in mind your two goals: to persuade the admission officer that you are extremely worthy of admission and to make the admission officer aware that you are more than a GPA and a standardized score, that you are a real-life, intriguing personality. But before you can convince an admission officer of this, you must first grab his or her attention.

The Introduction

Most admission officers spend at most 2 minutes reading your essay. With this reality in mind, spend the most time on your introduction. One technique is to create mystery or intrigue in this first paragraph. At the very least, you should not give away the whole story right at the beginning. Give the admission officer a reason to keep reading. As an example, the first sentence of the ***“Hiking”*** essay reads as follows:

Surrounded by thousands of stars, complete silence, and spectacular mountains, I stood atop New Hampshire’s Presidential Range awestruck by nature’s beauty. This first sentence sets the mood for the essay, it draws the reader into the scene, but it does not state the author’s argument or even the plot of the story to follow. The reader has to continue reading in order to learn what happens next.

The Body

After the first paragraph has been perfected, you must ensure that the body paragraphs relate to the introduction. It helps to have a theme or phrase that runs throughout the entire essay. In ***“Hiking to Understanding,”*** the author uses the mountain as a unifying image: ***Some people during their lives climb many small hills. However, to have the most accurate view of the world, I must be dedicated to climbing the biggest mountains I can find. Too often people simply hike across a flat valley without ascending because they content themselves with the scenery. The mountain showed me that I cannot content myself with the scenery.***

Also, notice that the author uses simple language. Many students think that big words make good essays, but powerful ideas are often best expressed in simple and elegant prose. Another way to impress an admission officer is by using specific examples and evocative touches of imagery that stay clear of cliché. The application essay lends itself to imagery, since the entire essay requires your experiences as supporting details. Successful essays stick to the mantra, “show, don’t tell.”

Here’s one example from the **“Hiking”** essay:

When night fell upon the summit, I stared at the slowly appearing stars until they completely filled the night sky. Despite the windy conditions and below freezing temperatures, I could not tear myself away.

This passage shows how description of the stars and cold can make us both imagine the scenery and understand the author’s point of view. It tells us what the author feels and thinks, more so than if the author had spelled it out for us.

Finishing Up

The conclusion is your last chance to persuade the reader or impress upon them your qualifications. Expand upon the broader implications of your discussion. The **“Hiking”** essay does this successfully, both expanding on the description of the scene as well as on the scene’s meaning for the author:

When observing Saturn’s rising, the Milky Way Cloud, and the Perseid meteor shower, I simultaneously felt a great sense of insignificance and purpose. Obviously, earthly concerns are insignificant to the rest of the universe. However, I experienced the overriding need to understand the origins and causes of these phenomena.

Don’t be surprised if the writing process takes many days. Few writers can dash out a quality essay in just a few sittings. It takes a while to find the perfect structure, wording, and imagery. If you have the time, spend a week away from your draft; when you return to it, you will read it with fresh eyes. Ask friends and family for help. Other readers will find small mistakes that your brain has ceased to recognize, and they will answer the essential question, ‘what makes this essay memorable?’

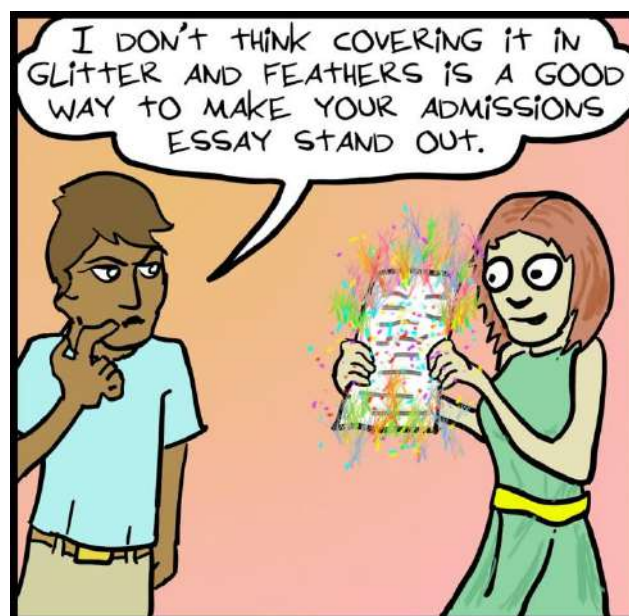
Step Four: Revise, Revise, Revise

You are allowed only so many words; use them wisely. If Thoreau could not write a good essay without revision, neither can you. Delete anything in the essay that does not relate to your main argument. Are your introduction and conclusion more than summaries? Did you find every single grammatical error?

Seek the Advice of Others in Reviewing Your Essays

- Get an objective opinion of your essay by asking others to read it. Here’s a checklist for them to keep in mind as they read:
- Have I answered my question?
- Does my introduction engage the reader? Does my conclusion provide closure?
- Do my introduction and conclusion avoid summary?
- Do I use concrete experiences as supporting details?
- Have I used active-voice verbs wherever possible?
- Is my sentence structure varied, or do I use all long or all short sentences?
- Are there any clichés? (i.e. “cutting edge” or “learned my lesson”)

- Do I use transition appropriately?
- What about the essay is memorable?
- What's the worst part of the essay?
- What parts of the essay do not support my main argument?
- Is every single sentence crucial to the essay?
This must be the case.
- What does the essay reveal about my personality?



Effective Adjectives for College Essays:

Academic	Competitive	Hardworking	Motivated	Self-reliant
Adaptable	Confident	Idealistic	Original	Spontaneous
Adventurous	Curious	Individualistic	Organized	Stable
Ambitious	Conservative	Intellectual	Persevering	Strong
Analytical	Creative	Introspective	Persuasive	Structured
Articulate	Deliberate	Intuitive	Quiet	Supportive
Assertive	Eager	Liberal	Relaxed	Tactful
Attentive	Empathetic	Logical	Reliable	Team-oriented
Authentic	Flexible	Mature	Resourceful	Trustworthy
Careful	Forceful	Modest	Secure	Versatile

Top Admission Essay Tips (from Carleton College-2016)

The college essay is often the most difficult part of preparing your application. To help you get off to a good start, we've put together the following tips and hints. These are comments from our admissions staff who actually read your essays and evaluate them in the admission process. We can't guarantee results, but this advice might help you get started.

Essay Tips from the Readers:

- Treat it as an opportunity, not a burden. The essay is one of the few things that you've got complete control over in the application process, especially by the time you're in your senior year. Use it to tell us a part of your story.
- Take the time to go beyond the obvious. Especially if you're recounting an event, take it beyond the chronological storytelling. Include some opinion or reflection.
- Don't try to take on too much. Focus on one event, one activity, or one "most influential person." Tackling too much tends to make your essay too watered down or disjointed.

- Brainstorm the things that matter to you. Don't be afraid to reveal yourself in your writing. We want to know who you are and how you think.
- Write thoughtfully and with authenticity. It'll be clear who believes in what they are saying versus those who are simply saying what they think we want to hear.
- Be comfortable showing your vulnerability. We don't expect you to be perfect. Feel free to tell us about a time you stumbled, and what happened next.
- Essays should have a thesis that is clear to you and to the reader. Your thesis should indicate where you're going and what you're trying to communicate from the outset.
- Don't do a history report. Some background knowledge is okay, but do not re-hash what other authors have already said or written.
- Answer the prompt. We're most interested in the story you're telling, but it's important to follow directions, too.
- Be yourself. If you are funny, write a funny essay; if you are serious, write a serious essay. Don't start reinventing yourself with the essay.
- Ignore the urge for perfection. There's no such thing as the perfect college essay. Just be yourself and write the best way you know how.
- Tell us something different from what we'll read on your list of extracurricular activities or transcript.
- Proofread, proofread, proofread. There's a difference between "tutoring children" and "torturing children" and your spell-checker won't catch that.
- Keep it short.
- Limit the number of people who review your essay. Too much input usually means your voice is lost in the writing style.
- Appearances count. Formatting and presentation cannot replace substance, but they can certainly enhance the value of an already well-written essay.

Essays That Worked @ Johns Hopkins University (<http://apply.jhu.edu/apply/essays>)

What does the Admissions Committee look for in a successful essay? It's one of our most commonly asked questions. Since the essay is an important part of the application process, the Admissions Committee has selected examples of essays that worked, written by members of the Johns Hopkins Class of **2020**. These selections represent just a few examples of essays we found impressive and helpful during the past admissions cycle.

These “essays that worked” are distinct and unique to the individual writer; however, each of them assisted the admissions reader in learning more about the student beyond the transcripts and activity sheets. We hope these essays inspire you as you prepare to compose your own personal statements. The most important thing to remember is to be original and creative as you share your own story with us.

• **Intercom Enthusiast—Isaac**

The most exciting time to live in Vermont is mid-February. This is the time when one is given the privilege of a 30-minute walk to school in sub-zero temperatures, with a 30-minute trudge home in the dark after a long day. It's been four months since winter began, and it'll be two more until it's over. The firewood is being rationed to keep the house at a barely livable temperature, a steamy 50 degrees, and colds are so rampant that people lose half their body weight in phlegm each day. Yet, however dull Vermont may seem to students and teachers as they wrap themselves in layer after layer of flannel, make no mistake, today is the beginning of an era. Today is the

day when Isaac (that's me) starts his job of putting smiles on grim faces as the reader of the morning announcements.

"But Isaac, that job is super boring! You just read what's written on a piece of paper," is what an uninformed person might say, someone who obviously doesn't know about my passion for annoying the tired and melancholic with smiling positivity. While expression and humor has not historically been a part of this process, and while ad-libbing has been strictly advised against, I go for it anyway. And why not? The worst possible outcome involves only a stern lecture and an expulsion from the job.

Fortunately, there is not much going on this week, which means I have some wiggle room with what I can say. The loud buzz of the intercom whines throughout the school, and the silent apprehension of the day is met, somewhat unexpectedly, with a greeting of 20 "yo's" and a long, breathy pause. I artfully maneuver someone else's writing into my own words, keeping the original intent but supplementing the significant lack of humor with a few one-liners. I conclude by reminding everyone that just because the weather is miserable today does not mean that we have to be as well.

Luckily, the principal loves it. And despite the fact that I urge everyone to interrupt my history teacher's classes to wish him a happy birthday, I get to keep my job for another day. I have people coming up to me left and right, telling me that I made them smile. When I hear that, I smile back.

For the rest of the month, I work to make sure that people hear my message: even though we are at the time when school and winter are beginning to seem endless, there are still reasons to grin. I urge people to attend basketball games or sign up for spring sports. I announce birthdays and other special events. Before every day, I make sure I have a message that will make people think, "you know, today might not be so bad after all." After my month ends, the announcements have been changed. The next readers tell jokes or riddles, or sing songs and invite others to sing with them. I watch the announcements evolve from an unfortunate but necessary part of the day to a positive and inspiring event. It is now more than just a monotonous script; it becomes a time to make sure that everyone has at least one thing to smile about.

Life shouldn't have to be a dreary winter day; it should be the satisfaction of a good saxophone solo or the joy of seeing one's friends every day at school. It is the enthusiasm of a biology teacher, the joy of a sports victory, and even the warm messages of a disembodied voice on the intercom. I use that message to help freshman feel less nervous at their first race or to encourage my friend to continue taking solos in jazz band. And in the most dismal time of year, I use that message in the daily announcements.

"Many high school students become hyper-focused on attaining school leadership positions with flashy titles, but Isaac's essay showed how he made a positive impact in his community in a less expected way. Isaac's essay was light-hearted, comical, and fun to read. Most importantly, it gave us insight into his personality and hinted at the type of presence he's likely to have on our campus. It also told us about what day-to-day life is like in his hometown and school, which provided more context for the rest of his application."

—*Johns Hopkins Undergraduate Admissions Committee*

• On and Off—Tan

"On and off," I squealed as I fiddled with every remote control device in the house—from the TV to my RC toys. For hours, I strove to unravel the connection between the wires, circuits, and switches that "magically" activated these appliances. Although my ruminations did not provide immediate explanations, they spurred my imagination and fueled my fascination for electronics.

Later on, I turned my attention toward circuit configurations, which I explored through AP Physics and LC's Robotics Team. My design, assembly, and programming capabilities compelled me to identify new applications for my skills. With Cooper Union's Summer STEM Program, I explored other engineering branches through the

development a hydraulic-powered Rube Goldberg Marble Machine. These lessons sparked my curiosity for renewable energy and led to the creation of a self-powered hydraulic ram prototype capable of delivering water to isolated communities, like my hometown in Thai Binh, without using electricity. Although my contraption is not perfect, these variegated episodes widened my perception of Electrical Engineering, its mission, and my role in the field.

My experiences also helped me see that the essence of engineering lies in serving social needs. As an Electrical Engineering major and History of Science & Technology (HOST) minor, I will harness JHU's multidimensional platform to fulfill my purpose as engineer and citizen.

My quest begins with an introduction to the fundamental building blocks of engineering. Courses like "Digital Systems Fundamentals" unravel important concepts in logic and design that are applicable to more advanced research initiatives. Meanwhile lectures in "Introduction to Renewable Energy Engineering" unlock ways to improve Vietnam's outdated energy sources, opening new opportunities for other industries to grow with the new technology.

Because engineering does not exist in a vacuum, a HOST minor will complement my work by helping me understand the sociopolitical, cultural, and ethical issues that drive scientific developments. Equipped with this holistic vision, I will be able to adopt technically-sound yet socially responsible methodologies toward the solution of different problems.

Beyond the classroom, JHU's legacy as America's first research university merges theory with practice, transforming abstraction into reality. The Spur Scholar or Provost Awards facilitate cooperation with faculty and in-depth exploration of various interests. Similarly, student-led initiatives like Hopkins Baja promote teamwork and the active exchange of ideas with peers of diverse intellectual and social backgrounds. Alongside my teammates, I will work toward the perfection of nimble race cars. Furthermore, internships and the Vredenburg Scholarship will expand my career choices and ease my transition into the workforce.

Having served as prefect, residential assistant, and student council advocate I will join the Student Government Association. Given my experiences with poverty and inequality in Vietnam, I will also my share leadership and mentorship skills to empower underprivileged children in the Baltimore vicinity through involvement with Alternative Learning Coaches.

A JHU education integrates intellectual and personal lessons that will alleviate Vietnam's and the world's needs. With the creation of effective, affordable, and sustainable engineering solutions, I hope to make a difference in the 21st century.

"Tan's essay effectively connected his interest in and experiences with robotics with specific coursework and opportunities available to undergraduates here. It showed us why he wants to pursue these things specifically at Hopkins. He was able to talk about the flexible curriculum, ways to work beyond the classroom through research opportunities like SPUR, student government, and the Alternative Learning Coaches program. As a whole, it was clear why Tan would be a strong member of the Hopkins community both in and outside the classroom."

—*Johns Hopkins Undergraduate Admissions Committee*

- **From Yonkers to Accra—Ansley**

"Do you have body bags? The leak-proof kind...we need as many as you can spare!"

My shoulders slumped as the voice on the phone offered me camera bags instead. I was sixteen and had just returned from an infectious diseases course at Emory University, where my final presentation was on Ebola. Within weeks, the first infected American arrived at Emory for treatment. Our country panicked, while thousands

lay dying in Liberia, Guinea, and Sierra Leone, their last visions strangers in spacesuits. I ached for the people, especially the children, who were dying alone, and I needed to help. Drawing on my new knowledge of Ebola's pathology, I had an idea that I thought might work.

Ebola Kits. Rubber gloves, masks, and bleach, shrink-wrapped together inside a sturdy bucket, instructions in pictures to bridge the languages of Mende, French, Krio, Fula, and Susu. While the kits contained only the bare necessities, they would allow people to care for family and neighbors without inviting the spread of Ebola. Doing nothing was genocide, with generations of families disappearing overnight. The images haunted me, lifeless bodies in dirt, oblivious to the flies swarming around them, as everyone watched from a safe distance. I pitched my idea to The Afya Foundation, a global health NGO I have worked with since the 2010 Haiti earthquake. I was on a mission. Ebola kits in every village. Easy to assemble and ship. Potential to save thousands. While I received an enthusiastic response to my idea, Afya's team sent me on a different mission: obtaining body bags, the unfortunate reality of people who were invisible in a world that waited far too long to see them.

I spent two weeks calling body bag suppliers after school. Treatment centers were desperate, wrapping bodies in garbage bags with duct tape and tossing them mindlessly into the ground. It was disrespectful, even inhumane, because West African burials include washing, touching, and kissing the bodies. Without these rituals, West Africans believe the spirit of the deceased can never be at peace. Culture and medicine were colliding head-on, and there was no easy solution. While Ebola made these rituals lethal, at least body bags allowed people to be safely buried and not treated like garbage. After many failed attempts, I reached a funeral home director who donated body bags from his own supply.

Public health is one of the most pressing and complex issues we face as a global society, and it is my passion. I am disturbed that not all lives are valued equally. I cannot accept the fact that children die from preventable diseases, simply because they are born in countries with less wealth and stability. In America, we are curing cancer with a mutated poliovirus strain, but we haven't eradicated polio in Afghanistan and Pakistan. We come together in crises, highly publicized earthquakes and tsunamis, but we haven't come together to solve the problem of basic human health, a right for every person on earth. Ensuring our health is complicated and daunting and requires the mass coordination of agencies and governments to build sustainable infrastructures with local citizens in charge. I want to be part of the solution and am engaging in public health in every way I can: in the field, in the classroom, and through global health charities.

From Yonkers to Accra, I have met the most amazing people from all walks of life, and I feel a deep and stirring sense of purpose in my global health work. I am empowered and proud of my contributions, but I also experience humility at a level that transforms me. I am blessed that I have found my passion, one that combines my intellectual curiosity, determination, and my moral compass. I am optimistic for the future and the journey that lies ahead, as I do everything in my power to make basic healthcare a reality for the world.

"Ansley's interest in global health jumped out at us from the first sentence, and she carried this same theme through the entire essay. What her essay did particularly well, though, was show a clear path from passion to action. Rather than just talk about her interest in the field, we got the sense that she is motivated to take initiative and get engaged. Students at Johns Hopkins routinely display an entrepreneurial spirit in their pursuits, and Ansley demonstrated a similar approach in her fight to prevent additional outbreaks of Ebola in Africa."
—*Johns Hopkins Undergraduate Admissions Committee*

Need of additional help with your college essays? Utilize the **free, on demand, anytime eLearning "Brainfuse HelpNow!"** website available through the **Dix Hills Community Library** (<http://hhhlibrary.org/main.php>). Visit the **"Homework Help"** link on the right side of the page. In addition to homework help and other features, **this service provides a 24-Hour Writing Lab**. Create a Brainfuse account and submit essays and other forms of writing for constructive feedback **within one business day!**

~Interviews & Admissions~

The Interview (The following is a reprint from the *College Bound Newsletter* :) An admissions officer at a mid-western school swears the following interviewing episode is factual:

The setting was not uncommon: Parents wait anxiously while son is interviewed in an upstairs admissions office. Suddenly, dad suffers a heart attack and is rushed to a hospital. Left undisturbed, the interview proceeds. Son and admissions officer emerge later and mom fills them in on what happened to dad. She then quickly implores – get this – “I trust this incident will not hurt my son’s chances of being admitted”.

Fact or folklore, this admissions tale underscores a need for perspective, especially in the case of interviews. First of all, **only about 20 percent of all four-year colleges require admissions interviews**. Most of all, with a few exceptions, the interview is a relatively minor component in the application process.

A handful of schools use the interview to sell themselves to desirable students. More common is the evaluative interview where you will be challenged with questions to determine your strengths as a candidate. Finally, there is the less formal (and less intimidating) information interview that you’ll find at schools like Denison in Ohio. “We ask the student to discuss his credentials and hopefully indicate some awareness of self,” says Admissions Director Richard Boyden. “At the same time, the student should use us as a resource for answering questions.” In this case, the interviewer may write up his general impressions of you as a candidate or commemorate your meeting with nothing more than a handshake.

Skyrocketing travel costs and overworked admissions staffs make it unfeasible for most schools to require an on-campus interview these days. Alumni do the job for some schools at a local level. Required or optional, most administrators agree that the interview is one more chance to sell yourself – not to be passed up if manageable. “This is the only student credential that is not just a piece of paper,” says Richard Skelton, Admission Director at Bucknell. “It can personalize the admissions process and help us see a candidate more clearly.”

How important is your interview? The smaller the institution the more vital it becomes. Says Lora Schilder, Associate Dean of Admissions at Hamilton College, “We want to learn how a student thinks, how he spends his spare time, what contributions he’ll make to keep this place exciting and interesting. Hamilton is a very personal, academic environment, so we take a very personal approach to admissions.”

A few colleges actually make admissions decisions following an interview. But in the vast majority of schools, grades, class rank, test scores and other references clearly take first priority, and the interview becomes important only as a “nudge factor”, says Denison’s Boyden. “If we have a large group of students with comparable academic qualifications, then the interview can help with small distinctions.”

As with other steps in the application process, you can call upon your school’s college counselors for help in preparing for an interview. Remember you’ll want to do most of the talking during your meeting with an admissions officer or alumni representative – about your accomplishments, personal strengths, talents and hobbies. **Blow your own horn but not too hard.** And get ready for the big question on **why you want to attend** the interviewer’s school.

Relax, be yourself and try to enjoy. Drop a note to your interviewer afterwards and you'll stand tall (very few applicants ever get around to this important follow-up). Remember that the point of the interview is to help match the right student with the right school. It is not – do or die.

Suggestions for a Personal Interview

In an interview, you naturally want to do all that you can to make a good impression on the interviewer. She/he can only know what you tell him/her about yourself, by the way you look, act and answer questions. Here is a brief summary of important reminders:

- **Dress neatly**, and try to choose clothing that suits the situation.
- **Be on time.** If you are late for an interview, the interviewer may decide that you are not really interested.
- **Know the college.** This will enable you to show interest and ask relevant questions.
- **Greet the receptionist** or person who will introduce you to the interviewer. Be pleasant. Say your name clearly, and tell this person the name of the interviewer, if you know it.
- **Wait patiently** if the interviewer is not ready for you.
- **Shake hands** if it seems appropriate when you meet the interviewer. Use a firm handshake but not an overpowering one. You should wait for the interviewer to ask you to sit down.
- **Maintain eye contact** with the interviewer during your time together. This is considered to be a sign of honesty and self-confidence. It is better not to wear sunglasses during an interview.
- **Control any nervous behavior.** Tapping your foot or clicking a ballpoint pen, for example, may annoy and distract the interviewer. Smoking or chewing gum are things you should not do during the interview.
- **Choose your words carefully** and avoid slang or other special expressions that the interviewer may dislike or misunderstand.
- **Sit up in your chair.** If your posture is good, the interviewer will see that you are alert and interested in what is happening.
- **Talk about what you do well.** Often you will find that you can answer a question by mentioning certain talents, interests or skills. Mention test scores only if you are asked to do so. If you have done poorly on a test, avoid making excuses for your performance. Deal with it in an honest, straightforward fashion.
- **Be calm.** Try not to show disappointment or anger if you are not accepted, or if the interviewer does not make a decision immediately. He may have to see some other applicants before deciding.
- **Say “thank you”.** It is a good idea to **drop a note** to the interviewer thanking him/her for the opportunity to discuss your candidacy.

The Admission Interview

Questions You May Be Asked:

- Why are you considering this college? (Research the college ahead of time.)
- What do you expect to be doing 10 years from now?
- If you were the principal of your school, what would you change? (Or any variation, such as president.)
- What do you have to bring to our school?
- What books not required in your courses have you read recently? (If it's trashy books, you might want to prepare something else – if it's science fiction or mysteries, admit it.)
- If you could speak with any person, past or present, whom would it be and why?
- What television shows do you watch? (Don't fake it – be yourself)
- What is the most important thing you've learned in high school?
- What events have changed your life?
- How would your best friend describe you?
- What extra-curricular activities have you found the most satisfying?
- How do you spend the time after school?
- What do you expect to get from your college experience?
- You may or may not be asked some of these things but it's a good idea to prepare. Role-play with a friend or parent acting as the interviewer, then reverse roles.

Questions To Ask:

- How many students in last year's freshman class returned for their sophomore year?
- What procedures are used for class placement?
- What kind of additional academic services does your college offer at no additional cost to the student (e.g. tutoring, counseling, study skills workshops, improving reading speed, etc.)?
- What percent of the student body lives on campus?
- What are some of the activities planned for students on campus during weekends?
- How are roommates selected if no preference is listed?
- What are some of the rules and regulations that govern dorms? Are there co-ed halls?
- What percent of your students received financial aid? What percent received scholarships based on academics? What percent of a typical financial aid package is in the form of a loan?
- What is the typical size of a Freshman English class?





What Not to Do on a College Interview (Author--Allen Greene)

DO NOT...

- 1. Be Late** -Your interviewers are busy people. Alumni interviewers are probably taking time out of their full-time jobs to meet with you, and campus admissions folks often have back-to-back appointments scheduled. Lateness disrupts schedules and shows irresponsibility on your part.
- 2. Underdress** -Business casual is your safest bet, but the main thing is to look neat and put-together. You'll look like you don't care if you show up wearing ripped jeans or saran wrap. These clothing tips for men and women can help.
- 3. Talk Too Little** -Your interviewer wants to get to know you. If you answer every question with a "yes," "no," or a grunt, you're not impressing anyone, and you're not demonstrating that you can contribute to the intellectual life of the campus.
- 4. Make a Prepared Speech** -You want to sound like yourself during your interview. If you have prepared answers to questions, you might come off sounding artificial and insincere.
- 5. Chew Gum** -It's distracting and annoying.
- 6. Bring Your Parents** -Your interviewer wants to get to know you, not your parents. Also, it's hard to look like you're mature enough for college if Dad is asking all the questions for you.
- 7. Show Disinterest** -This should be a no-brainer, but you'd be surprised what some students will say. A comment like "you're my back-up school" or "I'm here because my parents told me to apply" is an easy way to lose points during the interview.
- 8. Fail to Research the College** -If you ask questions that could easily be answered by the college's website, you'll send the message that you don't care enough about the school. Ask questions that show you know the place: "I'm interested in your Honors Program; could you tell me more about it?"
- 9. Lie** -This should be obvious, but some students do get themselves in trouble by fabricating half-truths or exaggerating during the interview.
- 10. Be Rude** -Good manners go a long way. Shake hands. Address your interviewer by name. Say "thank you." Introduce your parents if they are in the waiting area. Say "thank you" again. Send a thank you note.

How Do Colleges Choose Among Applicants?

Percentage Of Colleges Attributing Different Levels Of Importance To Factors In Admission Decisions: First-Time Freshmen (Updated 2014)				
Factor	Considerable Importance	Moderate Importance	Limited Importance	No Importance
Grades in College Prep Courses	79.2%	13.0%	6.9%	0.9%
Grades in All Courses	60.3	31.0	8.7	—
Strength of Curriculum	60.2	26.8	10.0	3.0
Admission Test Scores (SAT, ACT)	55.7	32.5	7.9	3.9
Essay or Writing Sample	22.1	39.0	21.6	17.3
Counselor Recommendation	17.3	42.4	27.3	13.0
Student's Demonstrated Interest	16.9	33.3	26.8	22.9
Teacher Recommendation	15.2	43.5	27.8	13.5
Class Rank	14.0	37.7	32.0	16.2
Subject Test Scores (AP, IB)	7.0	35.2	32.6	25.1
Portfolio	6.6	10.0	30.6	52.8
Extracurricular Activities	5.6	43.3	34.6	16.5
SAT II Scores	5.3	8.4	23.0	63.3
Interview	3.5	23.1	28.4	45.0
State Graduation Exam Scores	3.5	11.0	25.4	60.1
Work	0.9	21.3	44.8	33.0

Additional Factors in Admissions:

While colleges, on average, pay attention to the same types of factors, some colleges pay more attention to some factors than others.

College Size	<ul style="list-style-type: none"> Small colleges—Have a more “holistic” application review process, meaning they pay more attention to all of the facets of your application. Large colleges—Have a more “mechanical” application review process, meaning numbers (GPA, test scores) play a significant role in determining your initial qualification. In the case of open-admission or near-open admission colleges, that may be the extent of the process. At more selective large colleges, the initial qualification may be followed by a more holistic review of qualified applicants. Selective colleges—Both large and small selective colleges (meaning that the colleges accept fewer than half of students who apply) have a more “holistic” application review process.
Grades and GPAs	About two-thirds of high schools weight their GPAs for students who take college preparatory courses. To account for different grading scales among high schools, more than half of colleges <i>recalculate</i> applicants' GPAs to standardize them.

Class Rank	Nearly one-third of high schools do not report class rank information to colleges. Accordingly, colleges have de-emphasized class rank as a factor in the admission decision over the past decade.
Essays	Do colleges take extra steps to catch cheating or plagiarism on essays? Many colleges that require essays will scrutinize essays that they believe have been forged, borrowed, or heavily edited or influenced by someone other than the applicant. In fact, some colleges have instituted their own verification processes, while others have contracted with businesses that double check essays for plagiarism. Given that many colleges view the essay as an indicator of a student's interest in attending, it does not pay to have someone else write your essay.
Other Factors that Colleges May Consider	In order to shape their classes, colleges may consider other factors for admission, including a student's geographic location (especially for public universities), whether a student is the first in their family to go to college (for access purposes), a student's race or ethnicity (for diversity purposes), a student's relation to alumni (for the purposes of development and community-sustenance), and gender (for purposes of reflecting the population).



Key Content Changes to the Redesigned SAT (Effective March 2016)

The new SAT includes a Reading Test, Writing and Language Test, and a Math Test. The SAT has an optional essay component, which some colleges will require. SAT questions focus on skills that matter most for college readiness and success, according to the latest research.

Words in Context

Many questions on the new SAT focus on important, widely used words and phrases found in texts in many different subjects. Some questions ask you to figure out a word's meaning based on context. The words are ones that you will probably encounter in college or in the workplace long after test day. No longer will students use flashcards to memorize obscure words, only to forget them the minute they put their test pencils down. The redesigned exams will engage students in close reading and honor the best work of the classroom.

Command of Evidence

The Evidence-Based Reading and Writing section and the SAT Essay ask you to interpret, synthesize, and use evidence found in a wide range of sources. These sources include informational graphics, such as tables, charts, and graphs, as well as multi-paragraph passages in the areas of literature and literary nonfiction, the humanities, science, history and social studies, and on topics about work and career. For every passage or pair of passages you'll see during the Reading Test, at least one question will ask you to identify which part of the text best supports the answer to the previous question. In other instances, you'll be asked to find the best answer to a question by pulling together information conveyed in words and graphics.

The Writing and Language Test also focuses on command of evidence. It asks you to do things like analyze a series of sentences or paragraphs and decide if it makes sense. Other questions ask you to interpret graphics and to edit a part of the accompanying passage so that it clearly and accurately communicates the information in the graphics. The SAT Essay also tests command of evidence. After reading a passage, you'll be asked to determine how the author builds an argument to persuade an audience through the use of evidence, reasoning, and/or stylistic and persuasive devices. Scorers look for cogent, clear analyses supported by critical reasoning and evidence drawn from the text provided.

Essay Analyzing a Source

The redesigned SAT Essay asks you to read a passage and explain how an author builds an argument to persuade an audience. This task closely mirrors college writing assignments because it is asking you to analyze how the author used evidence, reasoning, and stylistic and persuasive elements. The new Essay is designed to support high school students and teachers as they cultivate close reading, careful analysis, and clear writing. It will promote the practice of reading a wide variety of arguments and analyzing how authors do their work as writers. The essay prompt will be the same every time the new SAT is offered, but the source material students are asked to write about will be different each time.

Not all students will take the SAT with Essay, but some school districts and colleges require it. The SAT is the only assessment in the SAT Suite that includes the Essay. Learn more about the Essay.

Math that Matters Most

The Math Test focuses in-depth on three essential areas of math: Problem Solving and Data Analysis, Heart of Algebra, and Passport to Advanced Math. Problem Solving and Data Analysis is about being quantitatively literate. It includes using ratios, percentages, and proportional reasoning to solve problems in science, social science, and career contexts. The Heart of Algebra focuses on the mastery of linear equations and systems, which help students develop key powers of abstraction. Passport to Advanced Math focuses on more complex equations and the manipulation they require. Current research shows that these areas are used disproportionately in a wide range of majors and careers. The redesigned SAT also includes questions on other topics in math, including the kinds of geometric and trigonometric skills that are most relevant to college and careers. Learn more about the Math Test.

Problems Grounded in Real-World Contexts

Throughout the SAT, you'll be asked questions grounded in the real world, directly related to work performed in college and career. The Evidence-Based Reading and Writing section includes questions on literature and literary nonfiction, but also features charts, graphs, and passages like the ones students are likely to encounter in science, social science, and other majors and careers. Questions on the Writing and Language Test ask you to do more than correct errors; they ask you to edit, revise, and improve texts from the humanities, history, social science, science, and career contexts.

The Math section features multistep applications to solve problems in science, social science, career scenarios, and other real-life situations. The test sets up a scenario and asks several questions that give you the opportunity to dig in and model it mathematically.

Analysis in Science and in History/Social Studies

The redesigned SAT asks you to apply your reading, writing, language, and math knowledge and skills to answer questions in science, history, and social studies contexts. In this way, the assessments call on the same sorts of knowledge and skills that you'll use in college, at work, and throughout your life to make sense of recent discoveries, political developments, global events, and health and environmental issues.

The redesigned SAT includes a range of challenging texts and informational graphics that address these sorts of issues and topics in the Evidence-Based Reading and Writing section and the Math section. Questions will require you to read and understand texts, revise texts to be consistent with data presented in graphics, synthesize information presented through texts and graphics, and solve problems that are grounded in science and social science.

U.S. Founding Documents and the Great Global Conversation

When you take the SAT, you'll be asked to read a passage from U.S. founding documents or the global conversation they inspired. The U.S. founding documents, including the Declaration of Independence, the Bill of Rights, and the Federalist Papers, have been inspired by and have helped to inspire a conversation that continues to this day about the nature of civic life. Authors, speakers, and thinkers from the United States and around the world, including Edmund Burke, Mary Wollstonecraft, Nelson Mandela, and Mohandas Gandhi, have broadened and deepened the conversation around such vital matters as freedom, justice, and human dignity.

The new SAT includes texts from this global conversation. The goal is to inspire a close reading of these rich, meaningful, often profound texts, not only as a way to develop valuable college and career readiness skills but also as an opportunity to reflect on and deeply engage with issues and concerns central to informed citizenship.

No Penalty for Guessing

On the new SAT, you simply earn points for the questions you answer correctly. So go ahead and give your best answer to every question — there's no advantage to leaving them blank.

SAT II (Subject Tests)

Subject Tests (formerly SAT II: Subject Tests) are designed to measure your knowledge and skills in particular subject areas, as well as your ability to apply that knowledge. Students take the Subject Tests to demonstrate to colleges their mastery of specific subjects like English, history, mathematics, science, and language. The tests are independent of any particular textbook or method of instruction. The tests' content evolves to reflect current trends in high school curricula, but the types of questions change little from year to year. Many colleges use the Subject Tests for admission, for course placement, and to advise students about course selection. Used in combination with other background information (your high school record, scores from other tests like the SAT Reasoning Test, teacher recommendations, etc.), they provide a dependable measure of your academic achievement and are a good predictor of future performance. Some colleges specify the Subject Tests they require for admission or placement; others allow applicants to choose which tests to take.

Subject Tests:
Biology E/M
Chemistry
Chinese with Listening
French
French with Listening
German
German with Listening
Italian
Japanese with Listening
Korean with Listening

Subject Tests:
Latin
Literature
Math Level I
Math Level II
Modern Hebrew
Physics
Spanish
Spanish with Listening
U.S. History
World History

All Subject Tests are one-hour, multiple-choice tests. However, some of these tests have unique formats.

The Subject Test in **Biology E/M** contains a common core of 60 general-knowledge multiple-choice questions, followed by 20 multiple-choice questions that emphasize either ecological (Biology E) or molecular (Biology M) subject matter. After completing the core questions, test takers choose the section for which they feel most prepared.

The Subject Tests in **Mathematics (Level 1 and Level 2)** have some questions that require the use of at least a scientific or graphing calculator. Mathematics Subject Tests are developed with the expectation that most students will use a graphing calculator.

The Subject Tests in **Languages with Listening (Chinese, French, German, Japanese, Korean, and Spanish)** consist of a listening section and a reading section. Students taking these tests are required to bring an acceptable CD player with earphones to the test center.

Which Subject Tests should you take? Before deciding which tests to take, make a list of the colleges you're considering. Then review school websites to find out whether the schools require scores for admission and, if so, how many tests and in which subjects. Use your list of colleges and

their admission requirements to help plan your high school course schedule. You may want to adjust your schedule in light of colleges' requirements. For example, a college may require a score from a Subject Test in a language for admission, or the college might exempt you from a freshman course requirement if you do well on a language Subject Test.

Many colleges that don't require Subject Test scores will still review them since they can give a fuller picture of your academic background. If you're not sure which Subject Test to take from a subject area, talk to your teacher or school counselor and visit the **SAT Subject Test Learning Center** at www.collegeboard.com.

When should you take Subject Tests? Most students take Subject Tests toward the end of their junior year or at the beginning of their senior year. Take tests such as World History, Biology E/M, Chemistry, or Physics as soon as possible after completing the course in the subject, while the material is still fresh in your mind. For foreign language tests, you'll do better after at least two years of study.



The ACT

(ACT) The American College Testing Program- The ACT Assessment instrument consists of a battery of **four academic tests** taken under timed conditions. The ACT also includes a student Profile Section and Interest Inventory, which are completed when students register for the Assessment.

THE TEST:

The academic tests cover four subject matter areas: **English, Mathematics, Reading and Science reasoning**. These tests are designed to assess each student's general educational development and ability to complete college level work. The test items require that the student demonstrate knowledge and both problem-solving and reasoning ability.

SCORING: A score is reported for each of the four tests along with a **composite score**. The raw score is the number of correct responses in a particular test section; these are converted to scale scores. The scale scores range from 1 (low) to 36 (high) for each of the four tests and the composite. **The composite is simply the average of the four test scores.** The standard scale scores are converted to national percentiles in order to facilitate student comparison.

THE ACT ASSESSMENT WRITING: ACT added a 30-minute Writing Test as an **optional** component to the ACT Assessment beginning in February 2005 for students testing within the United States who are applying to college for the fall of 2006 or later. The ACT Writing Test complements the English Test. The combined information from both tests tells postsecondary institutions about students' understanding of the conventions of standard written English and their ability to produce a direct sample of writing. Because postsecondary institutions have varying needs, the ACT Writing Test is an option. Postsecondary institutions are making their own decisions about whether to require the results

from the ACT Writing Test for admissions and/or course placement purposes. Students will decide whether to take the Writing Test based on the requirements of the institutions they are considering.

Students are not required to take optional tests, as unnecessary expenses could incur. Certain institutions may require specific tests, however, so check the school's admissions requirements.

Comparing the ACT, SAT & the Revised SAT* (*debuting in March 2016)			
Test Structure & Format	ACT	SAT	Revised SAT* Debut Date: March 2016
Length	3 hours, 35 min (with optional Writing Test)	3 hours, 45 minutes	3 hours, 50 minutes (with optional Essay)
Structure	4 sections (English, Math, Reading, Science) plus an Optional Essay	10 sections (3 Critical Reading, 3 Math, 2 Writing, 1 Essay, and 1 unscored Experimental section)	4 sections (Evidence-Based Reading, Writing, Math without a calculator, Math with a calculator) plus an Optional Essay
Scoring	ACT	SAT	New SAT
Score	Composite of 1-36 based on average scores from the 4 test sections 4 scores of 1-36 for each test Optional Writing Test score of 1-36 (not included in the overall)	Total score range of 600-2400 based on adding scores from 3 subjects 3 scores of 200-800 for each subject Score of 0-12 for the Essay	Score is out of 1600: 800 for Math, 800 for Evidence-Based Reading and Writing Optional Essay receives a separate score Subscores and insight scores available
Wrong Answer Penalty	No penalty for wrong answers	¼ point subtracted from your raw score for each wrong answer (except for Math Grid-Ins)	No penalty for wrong answers
Sending Score History	You decide which score is sent	Generally, you decide which score is sent, but some colleges require you send all scores	Not yet known
Reading	Reading Comprehension	Reading Comprehension Sentence Completions	Reading Comprehension Words in Context Evidence Based
Math	Arithmetic Algebra	Arithmetic Algebra	Algebra Data Analysis

	Geometry Algebra II Trigonometry	Geometry Algebra II	Geometry Trigonometry Algebra II
Science	Analysis Interpretation Evaluation Basic Content Problem Solving	Not applicable	Science Insight Score Provided
Writing and Language	The Essay: Writing Test English Test: Writing & Language multiple- choice questions	Writing Tests	Tests grammatical and rhetorical skills
Essay	Optional final section 40 minutes Not included in composite score Topic presents conversations around contemporary issues	Required - first section of exam 25 minutes Factored into overall More abstract topic	Optional final section 50 minutes Separate score Tests Reading, Analysis, and Writing Skills Topic comes from a 750-word passage to be read on Test Day

Websites for Standardized Exam Registration:

www.collegeboard.org & www.actstudent.org

SAT Exam Dates		ACT Exam Dates	
Exam Date	Deadline	Exam Date	Deadline
March 11, 2017	Feb 10, 2017	**February 11, 2017	January 13
May 6, 2017	April 7, 2017	April 8, 2017	March 3
June 3, 2017	May 9, 2017	June 10, 2017	May 5
*Aug 26, 2017	July 28, 2017		
Oct 7, 2017	Sept. 8, 2017	Sept 9, 2017	July 28, 2017
Nov 4, 2017	Oct. 6, 2017	Oct 28, 2017	Sept 22, 2017
Dec 2, 2017	Nov. 3, 2017	Dec 9, 2017	Nov 3, 2017
Mar 10, 2018	Feb. 9, 2018	Feb 10, 2018	Jan 5, 2018
May 5, 2018	April 6, 2018	Apr 14, 2018	Mar 9, 2018
June 2, 2018	May 4, 2018	June 9, 2018	May 4, 2018
*Not available at High School East **Not available in New York TBA= Check the website for up-to-date deadlines.			

The SAT & ACT for Students with Disabilities & Test Modifications

Students who seek to take either the SAT or ACT with test modifications must be declared “ELIGIBLE” to take either exam by the sponsoring testing service. **Such students should contact their guidance counselor for specific information and instructions. The SAT and ACT exam for students with test modifications will be given either on the same day as the National Test date, or on dates approved by the College Board or ACT. Students should check with the Guidance Department as to when specific exams will be available at the school.**

Special testing registration will be conducted prior to each exam date. Applications to take the SAT or ACT with modifications should be processed through the guidance department to ensure proper registration. Students requesting test modifications should not mail any forms to the College Board or ACT unless instructed by the Guidance Department to do so.

The College Board, which sponsors the SAT, requires that all students seeking test modifications must be declared “eligible” four months prior to the requested testing date. **Upon being declared “eligible”, students with test modifications must see their counselor 6-8 weeks prior to a test date to ensure test availability.**

Requests to take the ACT with modifications must be processed through the Guidance Department 6-8 weeks prior to a test date.

READ THIS IMPORTANT MESSAGE!

The College Board and ACT determine which, if any, testing modifications will be provided for the SAT or ACT exam.

The College Board and ACT do not guarantee that all test modifications indicated on a student’s I.E.P. or Section 504 Plan will be granted.

More information is available at:

**<http://www.collegeboard.com/disable/students> or
<http://www.act.org/aap/disab/index>**

SAT vs. ACT Concordance Table

New SAT Total (400-1600)	ACT Composite Score
1600	36
1590	35
1580	35
1570	35
1560	35
1550	34
1540	34
1530	34
1520	34
1510	33
1500	33
1490	33
1480	32
1470	32
1460	32
1450	32
1440	31
1430	31
1420	31
1410	30
1400	30
1390	30
1380	29
1370	29
1360	29
1350	29
1340	28
1330	28
1320	28
1310	28
1300	27
1290	27
1280	27
1270	26
1260	26
1250	26
1240	26
1230	25

New SAT Total (400-1600)	ACT Composite Score
1220	25
1210	25
1200	25
1190	24
1180	24
1170	24
1160	24
1150	23
1140	23
1130	23
1120	22
1110	22
1100	22
1090	21
1080	21
1070	21
1060	21
1050	20
1040	20
1030	20
1020	20
1010	19
1000	19
990	19
980	19
970	18
960	18
950	18
940	18
930	17
920	17
910	17
900	17
890	16
880	16
870	16
860	16
850	15

New SAT Total (400-1600)	ACT Composite Score
840	15
830	15
820	15
810	15
800	14
790	14
780	14
770	14
760	14
750	13
740	13
730	13
720	13
710	12
700	12
690	12
680	12
670	12
660	12
650	12
640	12
630	12
620	11
610	11
600	11
590	11
580	11
570	11
560	11



~FINANCIAL AID~

Financial Aid:

What is it? Money is available to help you pay for college, so don't rule out any college you like just because of its cost. Financial aid comes in different forms, grants and scholarships, which don't have to be re-paid; loans which generally carry a low interest rate and are repaid after you graduate or leave school; and employment, usually 15 to 20 hours per week. Most students receive a combination or "package" made up of all three types of aid.

What is the FAFSA? (FREE APPLICATION FOR FEDERAL STUDENT AID)

If you have any intention of applying to college, **no matter what your financial status is currently**, you need to complete the **FAFSA (www.fafsa.ed.gov)** each year that you plan to attend a college. **Effective October, 2016, the FAFSA will be available for graduating seniors. Students no longer have to wait until January to complete the FAFSA.** The FAFSA is the "baseline" in determining what, if any, type of financial assistance you might be eligible for from the Federal Government, New York State (TAP), Work Study, etc.

HERE'S HOW IT WORKS: "Financial Need" is defined as the difference between the cost of attending college and your EFC*: The EFC is the Expected Family Contribution, not just your parents' contribution. You and your parents share the responsibility for paying for college.

Cost of Attendance (COA)	-	Expected Family Contribution* (EFC)	=	Financial Need
Direct Educational Costs	[MINUS]	(Student & Your Parents)	[EQUALS]	Financial Aid Package

Where can you find your EFC?

Once your **FAFSA (Free Application for Federal Student Aid)** is processed, you will receive a **Student Aid Report (SAR)** with your official EFC figure.

How is the Expected Family Contribution (EFC) used?

You're not the only one who receives your EFC information. The same information is also sent to the colleges you list on the FAFSA. The financial aid office will use your EFC to determine your financial need. Based on this information, the college financial aid office will prepare a financial aid package and craft a financial award letter.

Your EFC can differ from school to school

Your EFC may vary from one institution to another and is generally calculated using one or both of these nationally accepted **Federal EFC Methodology**

- Based on a formula established by the federal government.
- Takes into account family income, assets, size of current household, and the number of family members currently attending college.
- Determines eligibility for federally-sponsored financial aid such as Pell Grants, Perkins and Stafford Loans, and Federal Work-Study Programs.

Institutional EFC Methodology

- Used by institutions and organizations to determine a student's eligibility for institutionally based, private aid programs.
- May vary from college to college.
- Additional factors in a family's financial situation are occasionally considered to determine a student's eligibility for institutional need-based aid.
- May be used instead of, or in addition to, the federal EFC to determine eligibility to receive financial aid from college or private funds administered by the college.


Income, family size, numbers of dependents in school at the same time, mortgages, emergency expenses, medical bills, etc. are all factors that influence a family's ability or inability to meet college costs. **DO NOT rule out financial aid based on your income alone.**



Financial Aid Resources:

There are several different student aid programs which in turn have various criteria of eligibility. The major sources of financial aid are: **(1) Federal Government & State Government; (2) Educational Institutions & (3) Special Aid Programs**

For the most comprehensive and up-to-date information on Federal Student Aid, please visit the following websites:

<ul style="list-style-type: none"> • https://studentaid.ed.gov/resources (An Office of the Department of Education) 	<ul style="list-style-type: none"> • http://www.nasfaa.org/ (National Association of Student Financial Aid Administrators)
<ul style="list-style-type: none"> • https://fafsa.ed.gov/ *** (Free Application for Federal Student Aid) 	<ul style="list-style-type: none"> • http://www.hesc.ny.gov/ (NYS Higher Education Services Corporation) Information regarding TAP (Tuition Assistance Program) and other NY State sponsored scholarships is available at this website.
<p>(***Do not use www.fafsa.com - it is a "SCAM" website that charges you a fee for processing the FAFSA. The FAFSA is designed to be a FREE document for you to create.)</p>	

The CSS PROFILE: (<https://student.collegeboard.org/css-financial-aid-profile>)

Over **350 private colleges and universities** require students to complete the CSS Profile in order to determine your eligibility for **non-government financial aid, such as the institution's own grants, loans and scholarships.** Below are the features:



- It contains questions specific to the school or program you're applying to.
- It asks for more details than the FAFSA and can be submitted in the fall.
- It takes into account such factors as whether your family owns a home.
- It gives college financial aid counselors greater freedom to grant aid based on a student's particular circumstances.
- **It charges a fee per college/university, which is different from the FAFSA.**

Financial Aid & Scholarship Websites:



Below is a list of free and reputable websites:

- <http://www.fastweb.com/>
- <http://www.finaid.org/>
- <http://www.ncaa.org/student-athletes/future/scholarships>
- <https://bigfuture.collegeboard.org/pay-for-college/grants-scholarships>
- <https://colleges.niche.com/scholarships/>
- <https://studentaid.ed.gov/sa/>
- <https://www.cappex.com/>
- <https://www.chegg.com/scholarships>
- <https://www.hesc.ny.gov/> (New York State Only)
- <https://www.nacacnet.org/>
- <https://www.petersons.com/college-search/scholarship-search.aspx>
- <https://www.scholarships.com/>
- <https://www.startheregetthere.org/> (New York State Only)
- <https://www.studentscholarships.org/>
- <https://www.unigo.com/>



Look Here



Students should review the Half Hollow Hills High School Website and Naviance for additional scholarship notifications & announcements.

~S.U.N.Y. & LOCAL COLLEGES~



The State University of New York (SUNY)

WHAT IS SUNY?

The State University of New York is a coordinated network of sixty-four individual public institutions located in virtually every region of the state. A full spectrum of programs from short-term vocational-technical careers to extended post-doctoral studies is available to meet the education needs of the citizens of New York. There are four University Centers, thirteen colleges of Arts and Sciences, eight Technical Colleges, twenty-nine Community Colleges, seven specialized colleges and five centers for Health Sciences.

University Centers: Moderately large residential campuses (11,000 to 23,000 students), each university center includes an undergraduate college as well as a graduate school. In the undergraduate colleges, students undertake a four year program leading to a Bachelor's degree in liberal arts or sciences. The graduate schools offer specialized study towards a Master's degree (one to three years of study beyond a Bachelor's degree) or Doctoral degree (one to three years of intensive study beyond the Master's).

College Of Arts: The four year colleges (3,000 to 11,500 students) are residential campuses, which offer liberal arts and science programs at both the Bachelor's and Master's level.

College Of Sciences: Program offerings are almost unlimited – from Business Administration to Nuclear Science Engineering, from Meteorology to Marketing to Music.

Specialized Colleges: The seven specialized colleges, five of which are statutory colleges located on private university campuses, serve students with special educational or career goals. Programs lead to a Bachelor's degree and, in many instances, offer opportunities for students to pursue graduate study.

Health Science Centers: The five centers for the health sciences train professionals in a multitude of health related fields, from physical therapy to biochemical research and medicine. The Buffalo and Stony Brook Health Sciences Centers are integral parts of their respective university centers.

Agricultural & Technical Colleges: The "Ag & Techs", which enroll between 2,600 to 4,000 students, except for Farmingdale with over 14,000 are residential colleges offering a variety of two-year Associate degree programs in liberal arts, agriculture, and the technologies. Four types of Associate degrees are awarded: Associate degrees in Arts and in Sciences are earned in programs which generally parallel the first two years of a liberal arts program at the four-year colleges; Associate degrees in Applied Science or Occupational Studies are earned through programs in fields such as business, industry, health and social services.

Community Colleges: Developed primarily to serve educational needs within specific localities, the 29 community colleges range in size from 1,400 to 23,000 students. The community colleges offer two-year Associate degrees and one-year Certificate programs in the liberal arts and various technical and occupational areas.

SUNY Costs

The cost of attending college in the SUNY system may vary somewhat depending upon the college chosen, its location, where the student resides, whether attendance is full or part-time, the courses in which the student enrolls, the student's style of living and other individual factors.

The following table shows "typical" student budgets for a nine-month academic year for full time undergraduates.

2016-17 Typical Expenses for Undergraduate Students at a SUNY College			
	New York State Residents		Out-of-State Residents
	Living on Campus	Commuter	Living on Campus
Tuition	\$6470	\$6470	\$16320
Student Fees	\$1590	\$1590	\$1590
Room and Board	\$12590	\$3860	\$12590
Books and Supplies	\$1340	\$1340	\$1340
Personal Expenses	\$1560	\$1590	\$1560
Transportation	\$1080	\$1890	\$1180
TOTAL COST	\$24630.00	\$16740.00	\$34580.00

Community Colleges Associate Degree Programs			
	In State/In District		Out-of-State Residents
	Living on Campus	Commuter	Living on Campus
Tuition	\$4350	\$4350	\$9170
Student Fees	\$630	\$630	\$630
Room and Board	\$10380	\$3770	\$10380
Books and Supplies	\$1320	\$1320	\$1320
Personal Expenses	\$1160	\$1210	\$1160
Transportation	\$1280	\$1860	\$1380
TOTAL COST	\$19120.00	\$13140.00	\$24040.00

\$270 per credit

(Cost a part-time study for New York residents
attending a SUNY four-year college)

Colleges within Commuting Distance



Adelphi University
South Avenue
Garden City, NY 11530
(800) Adelphi
www.adelphi.edu

Nassau Community College
1 Education Drive
Garden City, NY 11530
(516) 572-7345
www.ncc.edu/

SUNY @ Old Westbury
PO Box 210
Old Westbury NY 11568
(516) 876-3073
www.oldwestbury.edu

City University Of NY (CUNY)
114 Avenue Of The Americas
New York, NY 10036
(800) CUNY- YES
www.cuny.edu/

NY Institute Of Tech (NYIT)
PO Box 9029
Central Islip, NY 11722
(631) 348.3000
www.nyit.edu

SUNY @ Stony Brook
Nicolls Road
Stony Brook NY 11794
(631) 632-6868
www.sunysb.edu/

Farmingdale State (SUNY)
2350 Broadhollow Road
Farmingdale, NY 11735
(631) 420-2400
www.farmingdale.edu/

NY Institute Of Tech (NYIT)
PO Box 8000
Old Westbury, NY 11568
(516) 686-1000
www.nyit.edu

St. John's University
8000 Utopia Parkway
Jamaica, NY 11439
(866) 812-0619
www.stjohns.edu/

Five Towns College
305 North Service Road
Dix Hills NY 11746
(631) 656-2110
www.ftc.edu/

Suffolk Community College
533 College Road
Selden NY 11784-2899
(631) 451-4000
www.sunysuffolk.edu/

St. Joseph's College
155 West Roe Boulevard
Patchogue, NY 11772
(631) 447-3200
www.sjcny.edu/

Hofstra University
100 Hofstra University
Hempstead NY 11549
(516) 463-6700
www.hofstra.edu/

Suffolk Community College
Crooked Hill Road
Brentwood, NY 11717-1092
Phone: (631) 851-6719

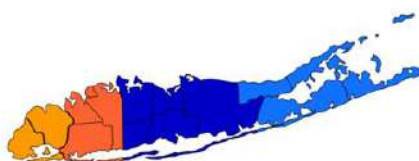
Touro College
School of Health Sciences
1700 Union Blvd.
Bay Shore, New York 11706
<http://www1.touro.edu/shs/home>

Long Island University
720 Northern Blvd.,
Brookville, Ny 11548
(516) 229-2900
www.cwpost.liu.edu

Suffolk Community College
121 Speonk-Riverhead Road
Riverhead, NY 11901-3499
Phone: (631) 548-2512

Webb Institute
298 Crescent Beach Road
Glen Cove, NY 11542
(516) 671-2213
www.webb.edu/

Molloy College
1000 Hempstead Avenue
Rockville Centre NY 11571
(888) 4-Malloy
www.molloy.edu/



~NORTHEAST COLLEGES WITH DISABILITIES PROGRAMS~

Selected Northeast Colleges with Programs for Students with Learning Disabilities

CT, Mitchell College	<p>College Guidebooks Available for Students with Learning Disabilities:</p> <p>The K&W Guide to College Programs & Services for Students with Learning Disabilities or Attention Deficit/Hyperactivity Disorder</p> <p>•</p> <p>College Success for Students with Learning Disabilities: Strategies and Tips to Make the Most of Your College Experience</p> <p>•</p> <p>College Confidence with ADD: The Ultimate Success Manual for ADD Students, from Applying to Academics, Preparation to Social Success and Everything Else You Need to Know</p> <p>•</p> <p>Colleges That Change Lives: 40 Schools That Will Change the Way You Think About Colleges</p>
CT, Southern Connecticut State University	
CT, University of Connecticut	
DC, American University	
MA, American International College	
MA, Boston University	
MA, Curry College	
MA, Fitchburg College	
MA, Lesley University	
MA, Mount Ida College	
MA, Northeastern University	
MA, Univ. of Massachusetts-Amherst	
MD, Western Maryland College	
ME, Unity College	
NH, Franklin Pierce College	
NH, Landmark College	
NJ, Farleigh Dickenson University	
NJ, Georgian Court College	
NY, Adelphi University	
NY, Canisius College	
NY, Concordia College	
NY, Dowling College	
NY, Hofstra University	
NY, Iona College	
NY, Long Island University/CW Post	
NY, Manhattan College	
NY, Manhattanville College	
NY, Marist College	
NY, Marymount Manhattan College	
NY, Mercy College	
NY, Molloy College	
NY, New York Tech	
NY, New York University	
NY, Pace University	
NY, St. Thomas Aquinas College	
PA, College Misericordia	
PA, Duquesne University	
PA, Edinboro University	
PA, Gannon University	
PA, King's College	
PA, Widener University	
RI, Johnson & Wales	
RI, Salve Regina University	

Resources Available to Half Hollow Hills Students

High School East and High School West have information and material that will assist you in your research as you begin your post-secondary plans. Here is what is available:

- **NAVIANCE** – College and career software program used to search for colleges and occupations with a personal password. Students can also obtain information about 4 year and 2 year colleges, technical schools and various careers. Naviance provides an extensive list of **up-to-date scholarship information**.
- **Current Up-To-Date Scholarship Offerings**
- www.fastweb.com www.scholarships.com www.naviancesucceed.com
- **All Standardized Test Materials** for the SAT, SAT II (Subject Test) and ACT.
- **Summer research opportunities, college experiences, part-time job opportunities**



Listed below are just a few of the Colleges and Universities that have visited our school:

Alfred University	James Madison University	SUNY @ Oneonta
American University	Johns Hopkins University	Swarthmore College
Bloomsburg University	LIU/C.W. Post	Tufts University
Amherst College	Lafayette College	Tulane University
Bentley College	Lehigh University	Union College
Boston University	Manhattan College	Univ. of Connecticut
Brandeis University	Manhattanville College	Univ. Of Maryland – College Park
Brown University	Marist College	Univ. Of Pennsylvania
Case Western Reserve Univ.	Mercy College	Univ. Of Southern California
Catholic University	Muhlenberg College	University Of Alabama
Colgate University	Northeastern University	University Of Arizona
Colorado State University	New York University	University Of Chicago
Cooper Union	Ohio State University	University Of Hartford
Dartmouth College	Pace University	University Of New Hampshire
Duke University	Princeton University	University Of Notre Dame
Emory University	Quinnipiac University	University Of Richmond
Franklin & Marshall College	Sacred Heart University	University Of Rochester
George Washington Univ.	Siena College	Vanderbilt University
Georgia Tech	St. John's University	Washington Univ. In St. Louis
High Point University	St. Thomas Aquinas College	Wesleyan University
Indiana University	Syracuse University	Williams College

Glossary of College Terms

The definitions given here are terms commonly used by colleges to describe their programs, admissions procedures and financial aid policies. Students should consult the college catalogs of specific institutions in order to get more detailed and up-to-date descriptions of the procedures, programs, and practices discussed.

- **Accelerated Programs:** A college program of study completed in less than the time usually required, most often by attending in summer or by carrying extra courses during the regular academic terms.
- **Accreditation:** Recognition by an accrediting organization or agency that a college meets certain acceptable standards in its education programs, services and facilities. Regional accreditation applies to a college as a whole and not to any particular program or course of study. Specialized accreditation of specific types of schools or professional programs is usually determined by a national organization.
- **Advanced Placement Program (AP):** A service of the College Board that provides high schools with course description in college subjects and Advanced Placement Examinations on those subjects. High schools administer the examination to qualified students, who may then be eligible for advanced placement, college credit, or both, on the basis of satisfactory grades.
- **Associate's Degree:** The degree given for completing college programs of at least two but less than four years of study, usually in a two year institution such as a community college.
- **Bachelor's Degree:** The degree given for completing undergraduate college programs that normally takes four years.
- **Certificate:** An award for completing a particular program or course of study, sometimes given by two-year colleges instead of, or in addition to, an associate's degree.
- **Class Rank:** The approximate position of a student in his/her graduating class, figured according to grade average. It may be stated as a particular position, such as 75th (from the top) in a class of 350 students, or as some fraction of the class, such as the top third or the second fifth of the class.
- **College Level Examination Program (CLEP):** A program of examinations in undergraduate college subjects and courses that provides students and other adults with an opportunity to show college-level achievement for which they have not previously received credit.
- **College Preparatory Subjects:** A term used to describe admissions requirements or recommendations. It is usually understood to mean subjects from the fields of English, history/social studies, foreign language, mathematics and science.
- **College Scholarship Service (CSS):** A service of the College Board that assists post-secondary institutions, the federal government, state scholarship programs and other organizations in the equitable distribution of student financial aid funds. CSS measures a family's financial strength and analyzes the ability to contribute to college costs. CSS need analysis services offer a standardized method of determining a student's needs.

- **Consortium:** A voluntary association of two or more college providing joint services and academic programs to students enrolled in member institutions. Typical consortiums are made up of neighboring colleges. Students at one campus are allowed to attend courses and use the facilities at other member campuses.
- **Cooperative Education:** A college program in which a student alternates between periods of full time study and full time employment in a related field. Students are paid for their work at the prevailing rate. Typically, five years are required to complete a bachelor's degree under the cooperative plan, but graduates have the advantage of having completed about a year of practical work experience in addition to their studies. Some colleges refer to this sort of program as work-study, but it should not be confused with the federally sponsored College Work Study Program.
- **CSS Profile:** A financial aid form to be filed through the College Scholarship Service for those students seeking any type of campus-based aid; such as grants, college-given loans, work study programs and scholarships. A filing fee is involved. This form is required by specific colleges and universities.
- **Deferred Admission:** The practice of permitting students to postpone enrollment for one year after acceptance into the college.
- **Double Major:** Any program of study in which a student completes the requirements of two majors concurrently.
- **Dual Enrollment:** The practice of some colleges of allowing high school seniors to enroll in certain courses while completing their senior year. These students are not considered full time college students.
- **Early Action:** A non-binding admission** plan offered by some colleges which allows students the comfort of a knowing that they have been accepted without the obligation of having to attend. Notification typically comes in early to mid-December. The student does not have to withdraw other applications and does not have to accept or refuse the EA offer of admission until May 1. (***Be aware that several colleges enforce a **Single Choice Early Action** or **Restrictive Early Action** plan that restrict a student's ability to apply Early Action or Early Decision to other colleges. Students should check with the Admissions Department at the colleges they are applying to for specific details.*)
- **Early Admission:** The practice of some colleges which involves admitting certain high school students- usually **high school juniors** with exceptional ability. These students are enrolled full time in college.
- **Early Decision:** A binding admission plan that requires an early application (typically October or November) and promises a reply by December or January. There are two types of ED plans: (1) Single Choice, in which the student is allowed to apply to only one college and (2) First Choice, in which the student may apply elsewhere but agrees to withdraw other applications if accepted by the ED school. This plan is recommended only if the applicant is absolutely sure of his or her college choice. **If accepted, the student is ethically obligated** to attend if sufficient financial aid is offered.
- **Free Application For Federal Student Aid (FAFSA):** A financial information collection document of the College Scholarship Service and the American College Testing Program used by parents of dependent students or independent students to supply information about

their income, assets, expenses and liabilities. CSS and ACT use this information in estimating how much money a family is able to contribute to a student's expenses. FAFSA can be used to apply for all types of federal aid including the Pell Grant and Stafford Loans.

- **Honors Program:** A special program which offers the opportunity for educational enrichment, independent study, acceleration, preferential scheduling, or some combination of these privileges.
- **Independent Study:** An arrangement that allows students to complete some of their college program by studying independently instead of attending scheduled classes and completing group assignments. Typically, students plan programs of study in consultation with a faculty advisor or committee, to whom they may report periodically and submit a final report for evaluation.
- **Internships:** Short-term, supervised work experiences, usually related to 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. Student teaching and apprenticeships are examples of internships.
- **Need Analysis Form:** A financial information collection document used by parents of dependent students to supply information about their income, assets, expenses and liabilities. Independent students file these forms for themselves. The information is then used to estimate how much money a family or student is able to contribute to a student's college expenses. In many cases, a single need analysis form is the only document that students need to submit to be considered for all types of institutional, state and federal financial aid.
- **Open Admissions:** The college admissions policy of admitting high school graduates or other adults generally without regard to conventional academic qualifications, such as high school subject, high school grades and admission test scores. Virtually all applicants with high school diplomas or their equivalent are accepted.
- **Pass/Fail Grading System:** The practice of some colleges of rating student's quality of performance in their courses as either passing or failing instead of giving grades to indicate various levels of passing work.
- **Preadmission Summer Program:** A special program in which a student attends college during the summer preceding the freshman year. The program may consist of remedial studies to strengthen preparation for freshman courses, or one or more of the regular freshman courses to enable the student to carry a light schedule in the freshman year.
- **PSAT/NMSQT:** A shorter version of the College Board's Scholastic Aptitude Test administered by high schools each year in October. The PSAT/NMSQT aids high schools in the early guidance of students planning for college and serves as the qualifying test for scholarships awarded by the National Merit Scholarship Corporation.
- **Reserve Officer's Training Corps (ROTC):** Programs conducted by certain colleges in cooperation with the United States Air Force, Army and Navy. Local recruiting offices of the services themselves can supply detailed information about these programs, in addition to the participating colleges.

- **Rolling Admissions:** An admissions procedure by which the college considers each student's application as soon as all the required credentials, such as school record and test scores, have been received. The college usually notifies application of its decision without delay.
- **Semester:** A period of approximately 15 weeks which makes up half of the usual academic year in colleges and universities.
- **Student-Designed Major:** An academic program that allows a student to construct a major field of study not formally offered by the college. Often, nontraditional and interdisciplinary in nature, the major is developed by the student with the approval of a designated college officer of committee.
- **Student Search Service:** A College Board Program designed to help colleges identify potential applicants with the particular academic or personal characteristics they want. Information is gathered about students who wish to participate through the Student Descriptive Questionnaire, the ACT and the biographical section of the PSAT/NMSQT. The College Board then supplies each participating college with the names and addresses of students who have the particular characteristics they specify. The service is free to students.
- **Study Abroad:** Any arrangement by which a student completes part of the college program, typically the junior year but sometimes only a semester or a summer, studying in another country. A college may operate a campus abroad, or it may have a cooperative agreement with some other American colleges or an institution in another country.
- **Terminal Program:** An education program designed to prepare students for immediate employment. These programs are usually completed in less than four years beyond high school and are available in many junior colleges, community colleges and vocational-technical institutes.
- **(TOEFL) Test Of English As A Foreign Language:** Sponsored by the College Board and the Graduate Record Examinations Board, this test helps foreign language students demonstrate their English-Language proficiency at the advanced level required for study in college and universities in the United States. Many colleges require their foreign applicants to take the test as part of their admissions requirements for both the undergraduate and graduate levels.
- **3-2 Liberal Arts and Engineering Combination:** A program in which a student completes three years of study in a liberal arts field followed by two years of professional/technical study (for example engineering, allied health, forestry), and at the end of which the student is rewarded the bachelor of arts and bachelor of science degrees.
- **Transfer Program:** An education program in a two-year college that is offered primarily for students who plan to continue their studies in a four-year college or university.
- **Trimester:** An academic calendar period of about 10 weeks. Three trimesters make up one year. Students make normal progress by attending two of the trimesters each year and in some colleges can accelerate their programs by attending all three trimesters in one or more years.

Summary of Things to Remember From Your Junior Parent Conference

When you are doing your research, be sure to look for the following:

- Student/Faculty ratio. Male/Female ratio. In state/Out of state ratio.
- Freshman retention rate (how many return for their sophomore year?).
- What is the percentage of students that graduate in four/five or six years?
- What is the percentage of students getting accepted into medical/law/dental & graduate school?
- What is the percentage of classes that are taught by graduate students?
- What is the average class size? What are the largest and smallest class sizes?
- What are the admissions requirements? Are there different requirements for different majors?
- Does the school have several majors that interest you? How hard is it to change your major?
- Are there opportunities for undergraduates to do research/teach/intern etc.?
- What is the percentage of students who receive financial aid? What is the average package? Is merit based aid available? What G.P.A. must be maintained to have your scholarship renewed?
- Does the school have special programs for example: Honors programs, Guaranteed Medical School programs, Accelerated Bachelors/Master's program, General Studies programs and programs for students with learning disabilities etc.? What are the requirements for these programs?
- How many students applied and what percentage was accepted?
- Is there any type of core curriculum that must be followed?

Steps You Should Be Taking Now!

- Work very hard for the remainder of this year and senior year to bring up your grades. Colleges are looking for a progressively positive academic trend.
- Prepare and register for the SAT I, ACT & SAT II exams. Take them again if you need to.
- Research colleges: attend college fairs, view videos, conduct online research and take virtual campus tours. Be sure to visit the College Career Center to view college guides/catalogs & Naviance to do college searches and get in depth information on colleges and careers.
- Arrange college visits, preferably while school is in session.
- Ask your teachers, coaches, camp counselors, employers, scout leaders or clergy for recommendations.
- Complete a Resume of Activities and an Autobiographical Sketch for your counselor.
- Write a personal statement to submit with your college applications.
- Go online and look up the applications and essay questions required by the schools that interest you. Start completing these over the summer so you will be less overwhelmed in the fall.
- If applicable, send letters of interest and athletic profiles to coaches.
- You should be doing college research each week and forming a list of prospective colleges.
- By September, you should have narrowed down a list of options that include "safety, range and reach schools."

Choosing a college is one of the most important decisions you will make. Start the process now. Do a little each day. Study hard. Do not rely on your parents to do the work for you. Research your options carefully and make good decisions. Make appointments to see your counselor as needed. Come prepared with questions.

Student Resume Examples:

Rick O'Shea
50 Vanderbilt Parkway
Dix Hills, New York 11746
Date of Birth: December 25, 2002

EDUCATION

Half Hollow Hills High School East 50 Vanderbilt Parkway Dix Hills, NY 11746	2012-2016
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Extra-Curricular Activities

JV/Varsity Basketball Team - 15 hours/week for 15 weeks Captain Play a coordinated team sport and be a part of helping to run a successful team. Was elected captain in my senior year.	2013-2016
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Robotics Club - 2 hour/week for 30 weeks Member of the Half Hollow Hills Robotics team, which meets on a weekly basis and attends multiple competitions throughout the year.	2012-2014
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Huntington Youth Court - 2 hours/week for 30 weeks Member of the town Youth Court responsible for overseeing troubled peers and determining ways to help them return to a proper path.	2014-2015
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AAU Basketball - 5 hours/week for 45 weeks Participated in an out of school travel league as part of a team.	2010-2016
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Awards & Honors

High Honor Roll Recognized on High Honor Roll each quarter of high school.	2012-2016
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National Merit Semi Finalist Achieved National Merit Semi Finalist as a result of high score earned on the PSAT exam.	2015
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Employment & Volunteer Activities

Gurwin Jewish Center - 2 hours/week for 25 weeks Volunteer to assist the elderly at a local assisted living home. Attend after school and help them move around, play games, read with them, etc.	2013-2015
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Bagel Boss - 10 hours/week for 30 weeks Cashier at a local bagel store. Will occasionally assist in helping customers with their orders.	2015-2016
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Name: Jean Pool			Date of Birth: 01/02/2003
Address: 50 Vanderbilt Pkwy			Half Hollow Hills High School East
IN-SCHOOL EXTRA-CURRICULAR ACTIVITIES	GRADE LEVEL	HOURS/ WEEK	DESCRIPTION
Speech and Debate Team	9-12	12	Varsity Captain , Grade 11-12 Secretary , Grade 10
Tri-M Music Honor Society	9-12	2	President , Grade 11-12 Treasurer , Grade 10
Spanish Honor Society	10-12	2	Director of Music , Grade 12 Inducted member, Grades 10-12
"We the People: "Constitution" Team	12	8	Vice President , Grade 12
Stage and Production Crew	9 - 11	6	Stage Manager , Grade 11 Assistant Stage Manager , Grade 10
National Honor Society	11-12	1	Inducted member; community service society
International Thespian Society	9-12	2	4-Star Thespian
Jazz Ensemble	9-12	2	1st Alto Saxophone
Wind Ensemble	11-12	2	1st Alto Saxophone
Pit Orchestra	10	6	1st Tenor Saxophone; 1st Baritone Saxophone
NON-SCHOOL & COMMUNITY ACTIVITIES	GRADE LEVEL	HOURS/ WEEK	DESCRIPTION
Mid-Island Y JCC Daycare Volunteer	11-12	2	Volunteer on an as-needed basis
American Cancer Society Relay for Life	9, 11	Single Event	Fundraiser for the American Cancer Society
United Cerebral Palsy Trivia Challenge	10-11	Single Event	Fundraiser for United Cerebral Palsy
Half Hollow Hills "Idol"	10	Single Event	Volunteered to assist with lighting
HONORS, AWARDS & DISTINCTIONS	GRADE LEVEL	HOURS/ WEEK	DESCRIPTION
National Merit Scholarship	12	Single Event	Commended Student
AP Scholar	12	Single Event	AP Scholar with Honor
NYSSMA All-State Jazz Ensemble	11-12	Single Event	1st Alto Saxophone, Grade 12 Alternate; Alto Saxophone, Grade 11 Alternate; Baritone Saxophone, Grade 12
SCMEA All-County Jazz Ensemble	10-11	3	2nd Alto Saxophone , Grades 10-11; audition for Grade 12 pending
New York State School Music Association (NYSSMA) Award	11	Single Event	In recognition of selection for the Conference All-State Instrumental Jazz Ensemble
NYSSMA Solo Festival	10-11	Single Event	Alto Saxophone; Classical in grades 4-6, All-State Jazz in grades 10-11 (Alto and Baritone Saxophones in grade 11)
NYSSMA Ensemble Festival	10, 11	Single Event	Recognized Gold with Distinction with the Half Hollow Hills High School East Symphonic Band
NYSFL Lincoln-Douglas Debate State Championship Competitor	9-11	Single Event	Competitor in the New York State Finals
Yale Invitational Debate Tournament	10-11	Single Event	Competitor in Varsity, Grades 10-11
Half Hollow Hills High School East High Honor Roll	9-12	Single Event	Maintenance of a quarterly average of 90 or higher
Half Hollow Hills Research Symposium	9-11	Single Event	Presenter on an independently researched topic of choice
EMPLOYMENT	GRADE LEVEL	HOURS/ WEEK	DESCRIPTION
Mid-Island Y JCC	10-11	32	Summer camp counselor
RESEARCH EXPERIENCE	GRADE LEVEL	HOURS/ WEEK	DESCRIPTION
High School Honors Science Program (HSHSP) at Michigan State University	Summer entering Grade 12	50	

Jay Walker		School: Half Hollow Hills High School East
Date of Birth: 09/16/95		Home Address: 50 Vanderbilt Pkwy, Dix Hills, NY 11746

School Related Extracurricular Activities	Grade Level(s)	Description
French Culture Club	9, 10, 11, 12	Public Relations Officer , Grade 10; Explore various aspects of French culture in a French-speaking environment; inform members of meetings through email and creating posters
Art Club	9, 10	Create decorations for school functions and design wall murals
Fashion Design & Illustration/Fashion Club	9, 10, 11, 12	Learn the elements of design and how to sew; create fashion pieces for the annual fashion show/exhibit
Society of Asian-American Students	9, 10	Explore Asian culture in a diverse and educational environment
Varsity Badminton	9, 10, 11, 12	Practice for 17 hours each week; compete in matches twice a week and in the team/individual championships at the end of the season
Nutrition Committee	11, 12	Discuss the school cafeteria menu in regards to taste and nutrition; try new healthy foods and provide feedback
Independent Study In Chinese	9	Study the Chinese language at an intermediate level
Safe Halloween	9, 10, 11, 12	Participate in the annual Safe Halloween event that allows children in the community to trick-or-treat in a safe and friendly setting and play games
Art Day	9, 10, 11	Participate in an annual event in which art students display their talents and current work to the community; educate incoming freshmen about the art courses available in high school

Honors, Awards, Distinctions	Grade Level(s)	Description
3 rd Place Badminton Doubles Award	9	Placed 3 rd at the Suffolk County Girls Badminton Individuals County Championship
Girls Badminton Team Championship Award	9, 10, 11, 12	Half Hollow Hills' Girls Badminton team won Suffolk County's Team Championship award in the playoffs.
National Honor Society	11, 12	Inducted into the NHS in grade 11; serve the community on a monthly basis
National French Honor Society	10, 11, 12	Vice President , Grade 11 President , Grade 12 Plan activities, fundraisers, and lead meetings; serve the community through culture-related activities and raise money for international charities

Community Related Activities	Grade Level(s)	Description
Half Hollow Hills Wellness Fair	10, 11, 12	Volunteer at an annual event that promotes health and nutrition; distribute informational pamphlets and serve healthy foods
Half Hollow Hills HSE Fashion Show & Exhibit	9, 10, 11, 12	Help create the stage set for the show; sell tickets and raffles (proceeds go to a needy family in the community)
Half Hollow Hills Relay For Life	11, 12	Volunteer at an annual event that raises money for the American Cancer Society
Computer Tutor at the Dix Hills Community Library	12	Guide community members on how to use Microsoft programs and various internet sites
Cultural Day at Sunquam Elementary School	10, 11	Educate elementary level students about the French culture and language

Employment	Grade Level(s)	Description
Page at the Dix Hills Community Library	11, 12	Shelve and organize books in the youth services department; supervise children's events in the activity room
Tutor	12	Tutor eighth grade level English, Social Studies, and Integrated Algebra twice a week

