Class of 2011

Preparing For Your Future

Presented by the Rush-Henrietta

Senior High School Counseling Center



**2009-2010**

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**Mission**

To foster the intellectual and personal development of Rush-Henrietta’s students and to prepare them for responsible citizenship, productive employment, and life-long learning in a global community.

**Rush-Henrietta**

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***Dear Parents and Students:***

*Senior year is just around the corner!  For some, the road to becoming a senior has been a long and tiring journey, and for others it has gone by in a flash.  To whichever camp you fall under, you all share one thing in common...GRADUATION!  It is on the horizon and we are here to make sure that your high school career ends on the best note possible.*

*Senior year, for most students means two things:  It is a time to celebrate your accomplishments, but it is also a time to really work hard to prepare for your future. The purpose of this publication is to assist you through the post high school planning process, knowing that this is a demanding time for you.*

*As always, please do not hesitate to call us with questions, comments or concerns. We look forward to working with you to make the best post high school plans for your interests, talents and goals.*

*Sincerely,*

*Elizabeth K. Tabone Ryan Teeter*

*School Counselor School Counselor*

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**Junior Year Timeline**



**November**

* \_\_\_\_\_ Attend Admissions 101. Come and listen to admissions representatives from local area colleges. They will speak about admission requirements, course selection, standardized testing, etc.

Reindeer on Toboggan 6**December**

* + \_\_\_\_\_\_ Meet with your counselor to review your PSAT results. Use your score report to critique your answers and to help prepare for the SAT Reasoning.
  + \_\_\_\_\_\_ Meet with you counselor to discuss future career/college interests and select senior year courses (December-February).
  + \_\_\_\_\_\_ Begin family conversations and generate criteria for investigating colleges.
  + \_\_\_\_\_\_ If college-bound, begin to develop a list of criteria to use in the college selection process. (Criteria can include location, size, cost, program of study, extracurricular activities, internships, etc.)

Baby New Year 07

* + \_\_\_\_\_\_ Begin to update your resume.

**January**

* + \_\_\_\_\_\_ Utilize the College & Career Center to gather information about colleges.
  + \_\_\_\_\_\_ Study for midterm exams. Your high school grades are a very important part of your record.



* + \_\_\_\_\_\_ Consider taking an SAT/ACT preparation course. R-H Continuing Education offers an evening prep course starting in March or April.



* + \_\_\_\_\_\_ Check *The Counseling Connection* for scholarship opportunities open to juniors.
  + Reindeer Snowball Fight 05\_\_\_\_\_\_Use the Internet and other publications to generate a list of schools to consider.

Penguin Ice Skating**February**

* + \_\_\_\_\_\_ If interested in attending any of the military academies, see your counselor to discuss application procedures. Also, begin investigating ROTC scholarships.
  + Snowman & Penguin\_\_\_\_\_\_ Visit colleges during Winter Recess. Make arrangements through the admissions offices for guided tours, information sessions and classroom visits, if possible.

**March**

* + - \_\_\_\_\_\_ Utilize the College and Career Center during your free time (open 7 a.m. to 3 p.m.) to gain information about colleges, job opportunities, scholarships, shadowing, etc.
    - \_\_\_\_\_\_ Register to take the ACT or SAT Reasoning exam. We strongly encourage you to register online for these exams. **PAY CLOSE ATTENTION TO REGISTRATION DEADLINES AND REGISTER ON TIME.**
    - \_\_\_\_\_\_ Some colleges require SAT Subject scores for admission or placement. These tests are described in a booklet called *Taking the SAT Subject Tests* that you can obtain in the Counseling Center. Refer to the college Web site to determine if this exam is necessary.

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* + \_\_\_\_\_\_ Think about putting some time into your resume/activity sheet. You will need this for your Senior Interview and as part of your application to some colleges.
    - \_\_\_\_\_\_ Attend the National College Fair at the Rochester Riverside Convention Center on Wednesday, March 17, 2010.

**Rain Drop on InnertubeApril**

* + \_\_\_\_\_\_ If necessary, register to take the June SAT Subject Test. There are many different tests, each lasting one-hour. Plan to take these while the subject matter is fresh.
  + \_\_\_\_\_\_ Visit colleges during Spring Recess.
  + \_\_\_\_\_\_ Continue preparation for the SAT Reasoning and ACT exams. Ways to prepare include: daily reading, taking preparation courses, reading practice exams and/or using SAT review books or Internet sites.

* + \_\_\_\_\_\_ Counselors will meet with juniors for an overview of the college application process.

**May**

* + \_\_\_\_\_\_ If registered, take the SAT Reasoning exam.



* + \_\_\_\_\_\_ Attend college nights and college fairs in the area.
  + \_\_\_\_\_\_ Continue to refine your list of priorities to assist you in your college search.
  + \_\_\_\_\_\_ It’s time to think about adults who might write letters of recommendation for you. Be sure to ask people who will give a clear picture of you and your abilities.
  + \_\_\_\_\_\_ Students who have special learning needs should begin to prepare a letter of self-disclosure with your case manager to accompany applications.
  + ****\_\_\_\_\_\_ Consider taking summer classes at the University of Rochester and/or RIT.

****

**June**



* + \_\_\_\_\_\_ If registered, take the SAT Reasoning and/or ACT exams.

Both are offered this month.

Register by: April 29 **(SAT)** and May 7 **(ACT)**

* + \_\_\_\_\_\_ Prepare for your final examinations and finish your junior year on a good note!
  + \_\_\_\_\_\_ Take SAT Subject tests (if required by your colleges of interest) in subjects that you feel you have mastered.
  + Man in Pool Float\_\_\_\_\_\_ Use your SAT Reasoning and ACT score results to continue researching colleges that will be a good fit for you. Schedule a time with your counselor if you need help making this determination.
  + \_\_\_\_\_\_ Continue to refine your college list.

**July/August**

* + \_\_\_\_\_\_ The fall of your senior year will be a busy time. Accomplish as much as possible over the summer so that you can focus on academics in September.
  + \_\_\_\_\_\_ Visit colleges and request interviews for those colleges in which you are genuinely interested in. This is a good time to visit colleges if a large amount of traveling is required.
  + \_\_\_\_\_\_ Athletes who are considering competing at Division I or II colleges should see their counselor regarding registering with the NCAA Clearinghouse.

**SENIOR YEAR TIMELINE**

**2010-2011**

**SEPTEMBER/OCTOBER**

* Update your resume!! Be sure to bring this to your senior appointment!
* Meet with your counselor for your senior appointment. At this session, your counselor will discuss graduation requirements, post-high school plans and other pertinent topics. **Your resume is required at this visit.**  Be ready to ask questions!
* If considering applying Early Decision, make your senior appointment early to discuss this option and how to proceed.
* If you are applying Early Decision, start preparing your application now and be aware of the early decision deadline, which is usually in November. **The Counseling Center staff requires 10 school days to process applications.** Take this into consideration in order to meet the college deadline.
* Read *The Counseling Connection,* which is available in the following areas once a month: Senior English classes, library, academic centers, main office, assistant principals’ offices, counseling center, online and the C.C.C.
* If you have not taken the SAT and/or ACT, or you think you can improve your test scores by retaking these tests, plan to take them in the fall. Please plan to register online for these exams. Pay attention to registration deadlines!
* We strongly encourage you to apply to college online. Become familiar with each college’s application, The Common Application and the State University of New York (SUNY) application.
* Read the instructions on college applications thoroughly to find out what information is required (test scores, essays, recommendations, etc.) and when it must reach the college.
* Become familiar with the RHSHS Counseling Center college application procedures. (See page 36)
* Attend visits with college admissions representatives scheduled in the College & Career Center and be prepared with questions. (See page 26)
* Create a complete checklist of test registration deadlines, fees, test dates, college application deadlines, and scholarship deadlines.
* Attend college fairs and college nights in the area.
* Register for the December SAT (Subject) tests if the colleges to which you are applying require them.

* Give recommendation forms to teachers who will write a supportive letter recommending you as a capable student ready to do college work. Be sure to give teachers **addressed, stamped envelopes at least two weeks in advance of the deadline. *Procrastination on your part does not constitute an emergency on theirs!***
* Check *The* *Counseling Connection* bulletin for an updated list of scholarships for which you may be eligible. Applications are available in the College & Career Center.
* Prepare an outline if essays are required for your college applications.

**NOVEMBER**

* No Turkeys HereComplete college applications before Thanksgiving vacation.
* Ask a teacher to proofread and critique your college essays.
* Submit your applications to the Counseling Center at least 10 **school days** in advance of the college application deadline.
* Investigate sources of Financial Aid: College & Career Center, *The* *Counseling* *Connection*, the intended school, and Web sites.
* Take the SAT Reasoning test and/or ACT for the last time. Make arrangements to have your test scores sent to the colleges to which you are applying.
* If colleges that you are applying to have a January 1 application deadline, get your application materials submitted to the Counseling Center no later than December 8, 2010.
* Visit www.FAFSA.ed.gov and register for a FAFSA (Free Application for Federal Student Aid) PIN. Your FAFSA application needs to be submitted ASAP after January 1, 2011.

**DECEMBER**

* Attend Financial Aid Night sponsored by the RHSHS Counseling Center early this month.
* Remind teachers that recommendations are due soon.
* Some colleges (mostly private schools) require a second form, the CSS PROFILE (an additional financial aid document). Check the colleges for their deadline dates. There is a registration fee of $5 plus an $18 charge per college.

**JANUARY**

* As soon after January 1 as possible, complete your FAFSA online and any additional forms required by the college. List the code numbers for the colleges you want to receive the information. **Don’t assume that you won’t receive any aid; apply for financial aid and let the professionals make that decision.**



* Submit portfolios, musical tapes or other supplements to your application.
* Prepare for mid-year exams. Your first semester grades may impact your admission decision.
* If you include a New York state school on your FAFSA form (and are eligible for New York’s Tuition Assistance Program (TAP)), you will receive an application in the mail after the FAFSA is submitted.
* Request that mid-year grades be sent to colleges to which you have applied.



**FEBRUARY**

* Continue to investigate and apply for scholarships.
* If you still haven’t visited all of the colleges to which you have been accepted, plan to visit during spring vacation.

**MARCH**

* Maintain your grades because admissions officers will often call to see how you are performing academically.

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* Continue to check on scholarships and other financial aid possibilities.

**APRIL**

* If you can’t decide between schools that have accepted you, plan to visit the schools again. Be sure to talk to students this time. If financial aid figures into your decision, ask the colleges that accepted you to explain their offers thoroughly.
* Be sure that you meet all deadlines for acceptance, deposits, housing, etc. If you fail to meet a deadline, you may lose your acceptance.
* If colleges want a non-refundable deposit or decision regarding your choice before you have heard from all schools, request in writing, an extension until May 1. May 1 is the national deadline and colleges must allow you until that date to make a final decision.
* Once you have decided which college you will be attending, let that college know. Also, inform other colleges that have admitted you that you have accepted elsewhere, so that they may open up your place for someone else.

**MAY**

* Inform and make a deposit at one college. **Make sure the envelope is postmarked no later than May 1, 2011.**

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* Inform your counselor of your final decision.
* Once you have been admitted, don’t slack off academically. **All acceptances are based upon successful completion of your high school program.**

Graduate 32**JUNE**

* Request that your final transcript be sent to the college you plan to attend.
* **Have a safe and enjoyable graduation. Be proud of your accomplishments!**

Boy Studying 2**POST-HIGH SCHOOL PLANNING**

**In planning for life after high school, you should begin to think about what is going to be best for you. Listed below are several options that may line up well with your interests, talents and goals.**

**Liberal Arts College**: concentrates on academic subjects like history, science, philosophy, English and other languages rather than on applied or technical subjects like business administration or engineering. Usually a liberal arts college is small; sometimes it is a part of a large university.

**University**: consists of a “congregation” of colleges: liberal arts and sciences, medicine, law, engineering, journalism, business, education, etc. Universities generally enroll large numbers of students. They offer a variety of programs at various levels: undergraduate, graduate and professional.

**Community College**: program is similar to that of the junior college. Technical courses leading to jobs in the community are usually offered. Monroe Community College might offer a program leading to employment in the optical industry because of its proximity to Bausch and Lomb, whereas a community college in another area would probably offer courses that would prepare its graduates for work in industries in its area. Community colleges are usually less expensive than junior colleges because they are publicly supported and within commuting distance of most of the students in attendance. Typical programs at Monroe Community College in the Transfer Division are Liberal Arts, Business Administration and Engineering Science; in the Terminal Career Program, typical programs are Secretarial Science, Accounting, Data Processing, Dental Hygiene, Marketing, Nursing and Police Science.

**United States Military Academies**: designed to prepare students for specific careers in government service. These include Annapolis, Air Force Academy, and West Point. These institutions are highly selective and include a military obligation after graduation. (NOTE: An alternative for those who are interested in military careers would be ROTC (Reserve Officers Training Corps) within a regular college or university setting where available.)

**United States Military:** includes the Army, Navy, Marines, Air Force and Coast Guard. Prospective service members are often [recruited](http://en.wikipedia.org/wiki/Military_recruitment) from [high school](http://en.wikipedia.org/wiki/High_school) and college, the target age being 18 to 28. With the permission of a parent or guardian, applicants can enlist at the age of 17 and participate in the [Delayed Entry Program](http://en.wikipedia.org/wiki/Delayed_Entry_Program) (DEP). In this program, the applicant is given the opportunity to participate in locally sponsored military-related activities, which can range from sports to competitions led by recruiters or other military liaisons. After enlistment, new recruits undergo [Basic Training](http://en.wikipedia.org/wiki/Recruit_training) (also known as boot camp in the Navy, Coast Guard and Marines), followed by schooling in their primary [Military Occupational Specialty](http://en.wikipedia.org/wiki/United_States_military_occupation_codes) (MOS) at any of the numerous MOS training facilities around the world. Each branch conducts basic training differently.

**Two-Year Technical Institute**: offers programs in specialized or technical areas. Typical programs of study offer preparation for jobs such as engineering aide, dental hygienist, electrical technician or paralegal aide. A student applying to a technical institute usually has fairly well-defined vocational goals. These programs are usually one- or two-year courses of study and may award an Associates Degree or a certificate. The Rochester Institute of Technology is an example of a four-year technical institute with a wide variety of specific two-year and four-year programs such as art, business, photography and engineering. A two-year technical degree program is not usually designed for transfer to a four-year program.

**Specialized Schools**: schools that prepare students for a specific occupation. Included in these are nursing schools, business schools, engineering colleges, vocational schools, specialized schools of cosmetology, art, music, optometry, etc. Length of these technical programs varies. Institutions of specialized vocational instruction such as cosmetology, barbering, cooking, mechanics, etc. do not offer a degree, but do prepare students to pass state licensing exams.

**Employment:** going directly to work either part-time or full-time immediately following high school. While a college education increases a worker's chance of earning more money, it's certainly not the only reliable path to well-paid and rewarding work. Even though good jobs increasingly require some post-high school training, many still don't require a four-year degree. These jobs, which include health technology, plumbing, firefighter and automotive repair, are also less vulnerable to outsourcing.

**Gap Year:** often refers to postponing continued study after high school. It also can be a break during or after college or graduate school. It can be a way of choosing an activity and using that experience in a way that is helpful for the future.

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**Higher Education Terms**

**Undergraduate Degree:** Two-year (Associate) or four-year (Bachelor or Baccalaureate) degrees.

Owl with Book & Diploma**Associate Degree (A.A., A.S.):** A two-year degree that generally prepares the student for further study. Some associate degree programs are sufficient training for certain careers, but many students in two-year colleges intend to complete their studies at four-year colleges.

**Bachelor’s Degree (B.A., B.S., B.F.A.):** An academic degree conferred by a college or university upon those who complete the undergraduate curriculum.

**Graduate Degree:** A degree completed by a student after their bachelor’s degree.

**Master’s Degree (M.A., M.S., M.F.A., M.S. Ed.):** One or two years of study in a specific subject after completion of a bachelor’s degree.

**Doctoral Degree (Ph.D., J.D., M.D.):** Three or more years of study in a very specific subject after completion of a bachelor’s and/or master’s degree.

**Books - Cartoon**

**Factors To Consider**

**When Choosing A College**

Professor 6There are over 2,600 four-year colleges in the United States. How do you decide where to apply, and, once you’re admitted, where to attend? Choosing the college that’s right for you involves being aware of what kind of environment you perform best in, and matching your abilities, interests, and needs to the colleges that can offer you the best atmosphere in which to grow and learn.

Would you buy a car without first researching it, test driving it and finding out if it is a good fit for what your current needs are? Would you shop around before making a decision? Choosing a college entails the same process; there are some important factors you should consider when shopping around for the college of your choice.

**Books 33ACADEMICS:**  Your education should be your first priority; you go to college to get an education. The type of academic atmosphere and variety of courses studied should be considered when choosing a school. College offers a variety of majors, or courses of study. If you are fairly sure you want to pursue a career in business, for example, you should check the business department of the colleges you are considering. If you are unsure of what your major will be, then look for a school that has a wide variety of majors, usually known as a liberal arts college or university.

**ADMISSIONS SELECTIVITY:** How many applicants typically apply? What percentage are admitted? What are the Grade Point Averages (GPA) and test scores of those admitted? How do yours compare? Be honest and realistic. While it is fine to aim at a few “reach schools” a college list that is made up *only* of “reach schools” is not a wise plan.

Looking at Globe**LOCATION:** Geographic location of a college may be important to you. A college 3,000 miles away may sound exotic and exciting, but do realize that home visits may be limited and the cost of transportation should be considered along with other expenses. On the other hand, staying close to home is appealing to many students. Students should also consider the setting in which a college is located. Colleges in major cities differ greatly from those in small towns or rural areas. Some schools have beautiful, sprawling campuses while others are located in the heart of a city. Each of these settings offers advantages and disadvantages; in the end, it is a matter of personal preference.

**STUDENT ENROLLMENT:**  Colleges range significantly in size in terms of number of students attending. There is a great difference between attending a small school (1,000-2,000 students) and a large school (over 10,000 students). Selection will depend upon a student’s own preference.

***Ask yourself:***

**Boy Thinking 1**

**Will I feel closed in or trapped at a small school or will I welcome the personal, close environment a small school affords?**

**Will I feel lost or overwhelmed at a large school or will I enjoy the activity and variety of this setting?**

**ATMOSPHERE:** College isn't just a place for intellectual development; it is a place for social and personal development as well. Your level of involvement is an integral part of the experience so you should carefully consider the social aspect of any schools you're considering. Colleges, just like other groups of people working and living together, create their own atmosphere. Each college has a unique mood or environment that affects the performance and satisfaction of each student there.

Think about how comfortable you are around people who may be very different from you? Some students find being surrounded by many different types of people exciting, while others prefer to be surrounded by more familiar types. College guidebooks can give you some idea of how diverse a particular campus is, both racially and geographically.

The type of atmosphere a college offers can best be explored through a campus visit.

**FINANCIAL COST:** Another major factor to be considered is the cost of attending a college. The total cost for a year, as computed by the college financial aid office, includes tuition, fees, room and board, books, supplies, transportation, and personal expenses. College costs can range significantly from school to school. While cost is undoubtedly very important in the decision-making process, don’t limit your choice of colleges to only those you think you can afford. Many of the more expensive private schools have solid financial aid programs. A good plan would be to choose several colleges, including one you know you can afford and several for which you would need financial aid. Although financial aid may resemble a game of roulette at times, limiting prospective colleges on a cost basis alone may exclude some excellent matches from your list.

\*\*\***A word about choosing colleges based on where your friends are applying …** As a general rule, always select a college because *it is right for you personally*, not because a friend is applying or will be attending. If your friend ends up at the same school that is great, but don’t base your entire college decision (and potentially the rest of your life) solely on where your friends are going.\*\*\*

**The Student’s College Selection Worksheet**

We suggest you use this page to indicate what is important to you in a college and have your parent or parents do the same. Then compare your different ratings and discuss them openly.

**What’s Important to You?**

**Relatively Not**

**Essential Important** **Important**

Cost \_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_

Distance From Home \_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_

College Selectivity \_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_

Location \_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_

Two-Year College \_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_

Four-Year College \_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_

Public \_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_

Private \_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_

Living Arrangements \_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_

Size of Enrollment \_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_

Athletics \_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_

SAT or ACT Scores \_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_

Area of Studies (Majors) \_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_

Activities/Entertainment \_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_

Internships \_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_

Foreign Study \_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_

Reputation \_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_

Campus Life \_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_

ROTC \_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_

Safety \_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_

Academic Assistance \_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_

Career Placement Office \_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_

Scholarship Possibilities \_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_

Class Size \_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_

Faculty Accessibility \_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_

Library Facilities \_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_

Computer & Technology \_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_

Resources

Cultural Events \_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_

Recreational Facilities \_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_

Student Health Services \_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_

Parking \_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_

**COLLEGE CHOICES CHECKLIST**

Once you have determined what is most important to you, list them on the horizontal lines below. List the colleges you are interested in on the slanted lines and research what colleges meet your criteria. You can then list your top three choices below.

LIST COLLEGE CHARACTERISTICS

THAT ARE IMPORTANT TO YOU:

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |  |
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Determine which colleges are your top choices:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Commonly Used Terms for College Admissions**

**ACT:** The American College Test is designed to measure classroom achievement in four broad content areas (English, math, reading and natural science reasoning). It also measures the ability to apply problem-solving skills. The highest achievable score on each part is 36. The exam is about 3.5 hours.

**EARLY ACTION:** The individual who elects this college application process is notified of acceptance or rejection well in advance of the usual notification date. If accepted, the candidate is *not obligated* to attend this school. This option will have an earlier application deadline.

**EARLY DECISION:** The individual who elects this college application process is notified of acceptance or rejection well in advance of the usual notification date. Upon acceptance, the candidate is obligated to accept the offer of admission and to *withdraw applications from all other schools. This is a binding contract.* This option will have an earlier application deadline.

**REGULAR DECISION:** This is the application process in which a student submits an application to an institution by a specified date and receives a decision within a reasonable and clearly stated period of time, but not later than April 15.

**ROLLING ADMISSIONS:** This is an admissions process in which a candidate’s college application package is reviewed when all the required documents are received (e.g. application form, transcript, test scores, recommendations, etc.). Once the decision is made, the candidate is notified.

**SAT REASONING:** The SAT Reasoning is designed to measure academic aptitude in both verbal and numerical reasoning. It also assesses one’s ability to recognize standard written English. The SAT Reasoning is a three-hour assessment. Students receive three scores on the 200-800 scale: one for critical reading, one for math, and one for writing.

**SAT SUBJECT TESTS:** These measure your knowledge in particular subjects (English, social studies, math, science, languages) and your ability to apply that knowledge. There are approximately 23 one-hour SAT Subject assessments. The highest possible score is 800. Some colleges require one or more SAT Subject tests to help with decisions about admission and/or about course placement. A student may also consider taking the SAT Subject Test if he/she has an expertise in any of the subject exams offered. This will add to a candidate’s credentials.

**TEST OPTIONAL:** Some colleges and universities are now allowing students to choose whether or not they should submit their SAT Reasoning or ACT scores. Even though many students may struggle with this decision, we hope the answer is simple. Ask yourself this question, “Do you think your scores are a good representation of your skills and abilities?” If the answer is yes, send them in.

**WAIT LIST:** This is an admission decision option utilized by institutions to protect against shortfalls in enrollment. By placing a student on the wait list, an institution does not initially offer or deny admission, but extends to a candidate the possibility of admission in the future, before the institutions admission cycle is concluded.

**The Steps in the Admission Process**

1. The student decides whether he/she wants to attend college.
2. The student seeks information about college opportunities. Information is available in the College and Career Center and from college fairs, college representatives, college visits, students now attending college, Web page, family friends, etc.
3. The student, with the help of their counselor, begins the process of choosing the college(s) he/she would like to apply to.
4. The student should request any application-related forms needed from the colleges to which he/she will apply. We encourage students to apply online!
5. The candidate provides information to the college about him/herself.

Pencil & Paper 1

1. The college will generally require:
   * The completed application
   * The official high school transcript
   * The student’s standardized test scores
   * The high school profile
   * Letters of recommendation from the school counselor and teachers
   * An essay
   * Financial aid information
2. The school provides information about the candidate to the college (transcript, test scores, recommendations, school profile).
3. The student makes sure he/she has taken or will be able to take the tests required, usually the SAT Reasoning and/or ACT.
4. Parents provide financial aid information for the FAFSA (Free Application for Federal Student Aid) and Institutional Aid forms after January 1, senior year.
5. Financial aid processors will provide information to the colleges about the student’s financial need.
6. The college compiles the information received from the student and school and reviews it before making an admission decision.
7. As soon as all the necessary financial information is submitted (FAFSA, Profile, etc.), colleges will send a comprehensive financial aid package.
8. The college notifies the student of their decision before April 15.
9. The admitted student notifies all colleges to which he/she applied of his/her decision no later than May 1.

Teacher - Male 02**T**here are several factors that college admissions officers consider before making a decision on a candidate’s application. Although few colleges would give exactly the same weight to all items on this list, most would agree that the following would be considered in determining whether an applicant would be accepted or rejected.

**WHAT COLLEGES LOOK AT**

**Academic Record**

Your high school record is the best predictor of how well you will do in college. Performance in your courses is probably the single most important criteria in the admissions decision. Your entire high school career, not just your junior and senior years, will be evaluated.

**Course Selection**

Students who have selected a strong course of study will be in a much better position than a student who has taken a weak load even though the weak load has resulted in a higher overall average. It should be noted that many colleges use only the core academic courses in computing your average for acceptance to their school. For example, they are most interested in your English, social studies, math, science, and language courses. To demonstrate your ability to succeed in college, you are encouraged to take the most challenging program you are capable of handling in high school.

**Rank in Class**

Rush-Henrietta is no longer ranking students individually. Class standing is now being reported as unweighted in deciles. All AP and college courses are given 10 additional percentage points and honors-level courses are given five additional percentage points in the calculation of the cumulative average. This Rush-Henrietta Board of Education decision should not impact a college’s admission decision. They will view individual rank or deciles in the same manner.

**Standardized Test Scores**

Many colleges require students to take the SAT Reasoning and /or ACT tests. These tests are viewed as a measure of ability to do college-level work. Most colleges will accept either the SAT Reasoning or ACT. It is wise to take both of these tests. They can be taken more than once and most colleges will accept the highest score achieved. Note, however, that test scores are only one factor (and not the most significant) in the admissions process.

**Extracurricular Activities**

Most colleges will be interested in your extracurricular activities, especially in leadership abilities that you might have developed. The quality of your activities and commitment to ideas and goals, not quantity, are important. A student who has clearly made a contribution in some fashion to school or community is a stronger applicant than the uninvolved student. Be sure to include any honors and/or awards received on your activity resume.

**Recommendations**

Letters of recommendation from counselors, teachers, employers, or other adults will be required at many colleges. In many cases, your counselor will be asked to write a letter of recommendation, so be sure you make him/her aware of any information that should be included by providing all requested information by the due dates.

**College Essay and/or an Interview**

The college essay gives the admissions office a chance to evaluate your communication skills. It also gives you a chance to tell them about yourself, beyond what your transcript and test scores tell them. A personal interview can also provide an opportunity for you to present strengths that might not have been included on your application. Please note that all colleges do not grant interviews, while others may request or require them.

**The Application Itself**

The legibility of all pieces of your application sends a message to the person and/or committee evaluating your application. Avoid stains and smudges. Follow directions. Proofread before submitting it. It should be neatly folded and mailed in an appropriate-sized envelope, if you are not submitting the application online.

**Test Record**

**\*Mailed with all applications unless otherwise requested\***

**RUSH-HENRIETTA SENIOR HIGH SCHOOL**

**1799 Lehigh Station Road • Henrietta, New York 14467**

**(585) 359-5221**

**Social Security Number \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**SAT (Reasoning)** LAST FIRST MI

TEST DATE GRADE

JAN06 11

SAT I –V SAT I - M

SAT Program 510 630

The College Board

LAST FIRST MI

TEST DATE GRADE SAT CR SAT M SATW

JUN06 11 570 620 640

SAT MC

SAT Program 72

The College Board SAT ESSAY

10

**ACT**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **SCORES:** | ***ACT Assesment®*** | | | | |  | **COMBINED ENGLISH WRITING** | **WRITING (SCORE RANGE 2-12)** |  | **TEST DATE & TEST TYPE** |
| **ENGLISH** | **MATH** | **READING** | **SCIENCE** | **COMPOSITE** |  |  |
| **35** | **34** | **30** | **33** | **33** |  | **32** | **09** |  | **06/06**  **NATIONAL** |
| **PERCENT AT OR BELOW NAT’L COMP:** | | | | **99** |  | ACT*®* | |  |

**SAT (Subject)**

LAST FIRST MI

TEST DATE GRADE SAT Sub I SAT Sub II SAT Sub III

**JUN06 11 MB660 UH620 M2660**

SAT Program

The College Board

**AP AP EXAM GRADES 000-00-0000**

**06: USHI 3 O5: CHEM 3**

**06: BIOL 5**

**06: ENLA 3**

**Rush-Henrietta School Profile**

**Mailed with all college applications**

**THE SCHOOL COMMUNITY**

The Rush-Henrietta Central School District is located just minutes south of the City of Rochester. It serves a population of approximately 45,000 residents; encompasses 63 square miles; and includes the communities of Rush, Henrietta, West Brighton and a very small portion of Pittsford. The northern portion of the District is primarily commercial and industrial, with the southern being rural residential with an agricultural base. Most residents of the District are employed in Rochester area industries and businesses. The District is located in close proximity to several area college campuses including the University of Rochester, Monroe Community College, Rochester Institute of Technology, St. John Fisher College and Nazareth College. Five elementary schools, two middle schools and one senior high school, which includes the stand-alone Ninth Grade Academy and the Vollmer Alternative Education Center, make up the district. The Senior High School is accredited by the New York State Department of Education and the Middle States Association and complies with the NACAC Statement of Principles of Good Practice.

**2006-2007 SCHOOL FACTS**

District Enrollment 6,511

High School Enrollment:

Grades 10 – 12 1,540

Grade 9 497

12th Grade Enrollment 502

Number of Teaching Faculty:

Grades 10 – 12 143

Grade 9 63

School year: Four quarters, ten weeks each

School Day: Four blocks - 80 minutes each

Courses meet every other day/some daily for 1 sem

**EXPLANATION OF TRANSCRIPT**

**Marking System**

A+ (97%-100%) D+ (67%-69%)

A (94%-96%) D (65%-66%)

A- (90%-93%) F (64% or below)

B+ (87%-89%) WP Withdrawn Passing

B (84%-86%) WF Withdrawn Failing

B- (80%-83%) EX Exempt

C+ (77%-79%)

C (74%-76%)

C- (70%-73%)

Credits Weighting

20 weeks -.50 AP 10 points

40 weeks -1.00 C 10 points

H 5 points

* Final Avg = 80% quarter grades + 20% final exam (when noted in the exam column)
* 65L: Regents exam score of 55%-64%; 65% is used in the final course average calculation
* All diploma-bound students in Rush-Henrietta programs are ranked

**Subject Column**

\* Courses taken in another district

EX Exam required for graduation

**Course Level Column**

AP Advanced Placement

C College Course taken at University of Rochester or Rochester Institute of Technology

H Honors

L Local

R Regents

X Final course average is excluded from cumulative average and rank

**STATISTICAL SUMMARY - CLASS of 2005**

**Total Graduates 389**

Graduates - 4 year college: 41%

Graduates - 2 year college: 46%

Graduates - other post secondary: .09%

Graduates - U.S. Armed Services: .03%

Graduates - full time employment: 13%

Graduates of the Class of 2005 may be found on 74 different college campuses.

**Class of 2006-Weighted Rank by Decile**

1. 101.38-94.97 6. 83.61-81.83

2. 94.95-91.92 7. 81.70-79.44

3. 91.82-88.38 8. 79.41-76.86

4. 88.32-85.96 9. 76.79-74.17

5. 85.91-83.63 10. 74. and below

**Standardized Testing**

Once Rush-Henrietta Senior High School receives college admission test scores, they become part of the student’s cumulative record. When test scores are requested, the entire record is sent.

SAT I

Verbal Math

750-800 0% 0%

700-749 1% 2%

650-699 7% 8%

600-649 8% 12%

550-599 16% 18%

500-549 16% 17%

450-499 21% 20%

400-449 15% 14%

350-399 10% 6%

300-349 3% 2%

250-299 1% 0%

Eng Math Read Sci Comp

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 33-36 | 1% | 2% | 2% | 0% | 0% |
| 28-32 | 11% | 13% | 11% | 5% | 8% |
| 24-27 | 25% | 30% | 35% | 26% | 33% |
| 20-23 | 29% | 33% | 30% | 48% | 39% |
| 16-19 | 23% | 20% | 10% | 19% | 14% |
| 13-15 | 8% | 1% | 12% | 2% | 5% |
| 01-12 | 4% | 0% | 1% | 0% | 0% |

**Advanced Placement Program Statistics**

District practice mandates that all students enrolled in an AP course must take the corresponding AP exam.

|  |  |  |
| --- | --- | --- |
| Subject | # Tested | # With 3 or Better |
| Art History | 12 | 92% |
| Biology | 17 | 94% |
| Calculus AB | 38 | 87% |
| Chemistry | 13 | 54% |
| Macro Economics | 39 | 85% |
| American College Test (ACT) | | |
| Micro Economics | 40 | 93% |
| Eng. Lang & Comp | 84 | 62% |
| Eng. Lit & Comp | 51 | 90% |
| Govt & Politics | 28 | 68% |
| Physics B | 19 | 89% |
| Studio Art-Drawing | 11 | 82% |
| U.S. History | 68 | 66% |

**CURRICULUM INFORMATION**

**Class of 2006**

Rush-Henrietta Senior High School offers approximately 200 courses, including 12 AP courses. An identified student may accelerate in two areas in 8th grade: Mathematics and Art. In addition, 11th and 12th grade students with at least an 80% cumulative average are given the opportunity to take college courses at the University of Rochester and Rochester Institute of Technology.

**English**: Regents in grades 9-12; Honors in grades 9, 10 and 11; AP Language and AP Literature in grades 11 and 12, respectively; and seven semester electives

**Social Studies**: Regents in grades 9-12: Global History in grades 9 and 10 (H), U.S. History and Govt in grade 11 (H and AP American History), Participation in Govt (AP Govt & Politics) and Economics (AP Economics) in grade 12 and six semester electives

**Math**: Honors and Regents in all grade levels - Math A, A/B, B; Pre-Calculus; AP Calculus (AB); Math A1, A2, B1, B2; Math Explorations; Elementary Statistics and two computer electives

**Science**: Regents in Earth Science (H), Biology (H), Chemistry and Physics; Conceptual Chemistry; Conceptual Physics; AP Biology, AP Chemistry and AP Physics in grades 11 and 12 and four electives

**Language Other Than English**: Five levels offered in French, German, and Spanish, and three levels in American Sign Language; dual credit with Monroe Community College for levels IV and V

**Art**: Studio in Art, Studio in Media Arts, Drawing and Painting, Advanced Studio in Art, Crafts and Ceramics, Jewelry and Metal Crafts, Studio in Visual Communication Design, Advanced Studio in Video and Media Arts, Portfolio Preparation, Personal Design for Home and Fashion, AP Art History, AP Studio Art

**Music**: Highly competitive instrumental (band and orchestra), vocal performance, theory classes and audition-based ensembles

**Business**: Sequential courses in Finance, Marketing, and Information Processing; articulation agreements with Monroe Community College

**Family and Consumer Science:** Sequential courses in Foods and Nutrition, Child Development, and Early Childhood/Human Services; dual credit with Monroe Community College

**Technology**: Wood, Metal, Engine Operations, Automotive Design, Graphic Communications, Electronics, Drawing-Technical, Mechanical, Engineering and Architectural; Industrial Drafting, Residential Structures, Construction Systems, Photography, Basic Electronics, Audio and Digital Electronics, Automation and Robotics; Project Lead the Way (Engineering) with Rochester Institute of Technology; Network Academy I and II with Cisco Corp.

**Career and Technical Education**: Vocational training in approximately 20 subject areas through the Eastern Monroe Career Center, including two intensive career exploration/training programs: New Visions Health Careers and Performing Arts

**GRADUATION REQUIREMENTS**

**Class of 2006**

|  |  |  |
| --- | --- | --- |
| Subject | Regents  Diploma | Regents Diploma  w/ Advanced Designation |
| English | 4 Units | 4 Units |
| Social Studies | 4 Units | 4 Units |
| Math | 3 Units | 3 Units |
| Science | 3 Units | 3 Units |
| Language Other Than English | 1 Unit | \*3 Units |
| Health | 0.5 Units | 0.5 Units |
| Phys. Ed. | 2 Units | 2 Units |
| Art &/or Music | 1 Unit | 1 Unit |
| Electives | 3.5 Units | 1.5 Units |
| **Total** | **22 Units** | **22 Units** |
| \* or 5 Units in a Career and Tech. Ed. Program | | |

**Physical Education:** Participation required in Physical Education each year for four (4) years

Graduation Pedestal**Language Other Than English:** Two years of study and 1 credit required by the end of Grade 9

**Art/Music:** Choices include: Studio in Art, Studio in Media Arts, Personal Design for Home & Fashion, Design and Drawing for Production, Bands, Choruses, Orchestras, Music Theory

• • •

**New York State Assessments:** Graduates must satisfy the state testing requirements: Comprehensive English, Math A, Global History and Geography, U.S. History and Government and one science.

For a Local Diploma: these requirements may be satisfied by passing the NYS Regents exams with 55% - 64%.

For a New York State Regents Diploma: passing the NYS Regents exams with a 65% or higher

**and/or**

Attaining a minimum score on the appropriate AP, SAT Subject Tests, or IB assessments

For a New York State Regents Diploma with Advanced Designation: passing the 5 NYS Regents exams listed above **and** the Math B Exam, an additional science exam and the LOTE exam

**and/or**

Attaining a minimum score on the appropriate AP, SAT Subject Tests, or IB assessments

**SAMPLE ACTIVITY RESUME**

**Jane Doe**

**123 Main St.**

**Henrietta, NY 14467**

**(585) 555-8300**

**October 25, 2009**

**Objective:** To attend a four year college or university and major in Biology

**Employment History**

July 2008 – Present Babysitter

April 2009 – Present Cashier – Tim Horton’s

**Accomplishments**

**Awards & Honors:**

Girl Scout Silver Award – 8th grade

Honor Roll and/or High Honor Roll every marking period since 7th grade

Member of National Junior Honor Society – 7th & 8th grade

American Sign Language Honor Society – 10th grade

Nominated for Student of the Month – January 2008 – 10th grade

Nominated for Student of the Month – September 2009 – 11th grade

Member of National Science Honor Society – April 2008 – 10th grade

Member of National Honor Society – 11th & 12th grade

Prudential Spirit of Community Honoree – 11th grade

President’s Volunteer Service Award – 11th grade

Achievement Award as a Student Intern – 11th grade

GREAT Award for Math – 11th grade

Citizenship Award – 11th grade

**Volunteering:**

Rochester General Hospital – 10th grade to present (over 320 hours)

Strong Memorial Hospital – Summer/IP High School Nursing and Summer/Cancer Center Assistant–2009 (45.57 hours)

Visions Dance Studio Benefit Show for National Center for Missing Children – 2008 - present

Making Strides Against Breast Cancer Walk – October 2009 – 12th grade

**Athletics:**

JV Tennis Team – 10th grade

Varsity Tennis Team – 11th grade & 12th grade (letter earned)

**Leadership:**

National Honor Society Vice President – 12th grade

People to People US Ambassador – Summer 2008 (10th grade)

Girl Scout Troop Secretary

Captain, Varsity Tennis Team – 12th grade

**All Other Extracurricular Activities:**

Dance Instruction – Kindergarten to present

Girl Scouts – 7th grade to present

People to People US Ambassador – Summer 2008 trip to Australia and New Zealand – 10th grade

Nursing Explorer Post at Strong Memorial Hospital – 10th grade

Job Shadowing at Strong Memorial Hospital – February 2008 – 10th grade

Internship at Strong Memorial Hospital – Summer 2009 thru Fall 2009

Emergency Medical Technician Explorer post at Henrietta Ambulance – 11th grade

Trauma Workshop at Strong Memorial Hospital – 11th grade

**Other Information**

Five adjectives that describe me: hardworking, friendly, shy, athletic, dedicated

Writing Your College Essay

If you are like most students, you see the college essay as just another hurdle to jump in the application process. However, the college essay can be an opportunity for you to “talk” directly to the admissions committee. It can help them to “see” you as a thinking, feeling person, rather than a set of impersonal statistics. It is a chance for you to share your thoughts, feelings and insights. If you see the college essay as an opportunity, then it is clearly worth some extra time and effort.

Purpose of the Essay:

* It enables the college admissions office to evaluate your communication skills.
* It enables the admissions office to learn more about you as a person, beyond what grades and test scores can convey. It adds another important piece to the puzzle because it distinguishes you as an individual.

Choosing a Topic:

* Choice of topic is frequently not a issue because many colleges will give you a topic or selection of topics to write about.

Writing the Essay:

* Do
  + Brainstorm
  + Write and rewrite
  + Have someone proofread it for you
  + Think “small” and write about something you know about
  + Reveal yourself in your writing
  + Draw them in with an interesting introduction
  + Show rather than tell. By giving examples and illustrating your topic, you bring it to life
  + Write in your own voice and style
* Don’t
  + Be shy or modest…no one knows you better than you
  + Write what you think others want to read
  + Be afraid to write about something a little different
  + Exaggerate and write to impress
  + Use flowery, inflated or pretentious style
  + Neglect the technical part of your essay (grammar, spelling, etc.)
  + Ramble…say what you have to say and conclude
* Exceed the word limit!

A thoughtful, well-written essay can affect, in a very positive way, the final decision. Keep this in mind and take full advantage of the opportunity the college essay affords you.

**Visiting a College Campus**

It is strongly recommended that students and parents visit college campuses during the spring and summer of the junior year and the early fall of the senior year. College catalogs, brochures, view books, and the most vivid description an alumnus or admissions representative can give, will not fully capture a college’s spirit and lifestyle for you. A decision as important as choosing a college needs to be carefully thought out. An investment that could cost as much as $50,000 - $150,000 is worth a few hours of research and a couple of days of your time to visit campuses.

A visit to the college or university in which you are interested can be the key to determining if that campus will meet your social, educational, and personal expectations.This may be the difference between four successful years of academic and social development or long-term discontent.

**Listed below are several suggestions that will help make your college visits productive:**

* + Use the maps posted in the Counseling Center to plan college visits. It may be possible to visit two or more campuses during the same trip.
  + Make an appointment by calling the admissions office of the college that you plan to visit. You do not need to speak with an admissions officer to make an appointment; the office secretary usually arranges visits. Call at least two to three weeks in advance to arrange for a tour and an information session. It is best to visit while classes are in session to obtain a realistic view of campus life.
  + Special requests, such as interviews with coaches or professors in specific disciplines, should be made in advance.
  + Make arrangements to sit in on a class or two; this is a good way to get a feel for the college and a particular department.
  + If possible, stay on campus rather than in a hotel/motel so you can meet students in natural situations. Give the admissions office as much time as possible to make these arrangements.
  + If you are driving and plan to park on campus, request a parking permit.
  + Read bulletin boards, message boards, campus newspapers, etc. to get an indication of typical campus activities.
  + Study the college catalog and other college guidebooks in advance of your visit and be prepared to ask questions.
* Be sure to take a copy of your unofficial transcript and test scores with you. These can be obtained from your school counselor.
* Take a campus tour and look at residence halls, classrooms, library, student center, counseling center, health center and athletic facilities. Eat a meal in the dining hall if you can!
* Bookworm 3Be prepared to answer questions such as:

**•**  Why do you want to go to college?

**•**  Why are you interested in this college?

**•** Why are you interested in your selected major?

**•** What are your strengths and weaknesses?

**•** What extracurricular activities interest you?

* Talk with students and faculty and be prepared to ask questions such as:

**•** How strong is the department in which you plan to major?

**•** What kinds of support services are provided - counseling, tutoring, job placement, etc.?

**•** How challenging is the academic program?

**•** What is the social life?

**•** What is my chance of acceptance?

* Remember that you also are making an impression. Arrive promptly, dress neatly, be prepared, ask questions, and relax. Write a thank you note to the admissions representative after your visit.
* Colleges generally welcome parents, but it would be wise for parents to remain in the background during the interview.
* Consider some of the following questions that you might want to ask during campus or admissions representative visits:



* + Where do I get an application?
  + When should I apply?
  + What test scores are required?
  + Do you require letters of recommendation?
  + When will I get a response to my application?
  + What is the cost of tuition, room and board, and books?
  + Would you describe the financial aid opportunities at your campus?
  + Do you have the specific academic program in which I wish to major, and are there any special entrance requirements for that program?
  + What is the range of SAT (Reasoning) and ACT scores for the current freshman class?
  + What percentage of the student body is receiving financial aid? What percentage of graduates enter graduate school?
  + What is unique about this school?
  + What is the percent of minority students? Male/female ratio?
* What type of work-study opportunities does the school provide?
* Is the campus predominately residential or commuter?
* What is the student-teacher ratio?
* What are your most competitive programs?
* May a student have a car?
* Are students required to live in residence halls?

****

* When does the academic calendar begin and end?
* What are your most popular programs?
* What type of religious life is provided?
* What core courses are required for freshmen?
* When should I apply?
* How will roommates be selected?
* What possibilities are there for studying abroad?
* What is the average class size?
* Who teaches introductory courses?
* What is the amount of the application fee?
* What support services are available to students: career planning, personal counseling, health care, tutoring?
* What percentage of students graduate in four or five years?
* When will I get a response to my application?
* What are the college’s athletic facilities?
* Are there fraternities and sororities?
* Keep notes throughout your campus visit. When your college visits are over, do a summary of your visits. Weigh the pros and cons. The checklist on page 15 may be a useful guide in organizing your priorities.

**THINGS TO CONSIDER DURING**

Question Mark 4Librarian 3**A CAMPUS VISIT**

**Consider some of the following questions that you might want to ask during a campus visit:**

**About Students-**

From what regions do the majority of students come?

Are there students from different ethnic backgrounds? Other countries? Different types of places: cities, suburbs, small towns, and rural areas?

What is the current percentage of students from public schools? From private schools? From parochial schools?

**About the College’s Reputation-**

Is the evaluation in the subjective guides fair, accurate, and up to date?

What is distinctive about the college? What are its strengths and weaknesses?

Are there any particular tensions on campus?

Is there anything special I should see before I leave?

If you were to do it all over again, would you still choose this college?

**About Financial Aid-**

What percentage of the student body is receiving aid?

Do awards typically continue in the same pattern for subsequent years?

What are the possibilities for student employment? How are jobs assigned?

**About Academics and Faculty-**

Are classes taught by professors or teaching assistants?

How many hours a week do students typically study?

How easy is it for freshmen to get the classes they want? Sophomores?

Student Moving Are classes for freshmen usually large? For upperclassmen?

Is there good rapport with faculty?

**About the Library-**

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

What are the normal library hours? Is there room for everyone who wants to study there?

Does the library have special hours during exam week?

If I needed books that the library didn’t have, what options are available?

**About Housing/Dining-**

How does the college determine roommates?

Does the college provide a guarantee of housing for all four years?

Is it quiet enough to study in the residence halls?

In which residence halls are the best places to live?

What kinds of dining facilities exist on campus?

What types of food plans are there? What is your opinion of the food served? What is the most popular meal plan?

What provisions are there for students whose class schedule conflicts with meal times?

**About Activities-**

How difficult is it to make the \_\_\_\_\_ team? (Fill in your sport)

What are some social or academic issues that concerned students last year? How did the administration react?

What was the result?

What do students do for fun?

What happens on weekends?

What percentage of students leaves campus on weekends? (If more than 20%, ask why.)

**About Health, Counseling, Career Services-**

Are students satisfied with the health services offered? Complaints? Closest hospital?

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

If I have a special health problem, will I be able to handle it on campus?

What statistics do you have on graduates? What kinds of jobs did they get? What assistance is provided in the job search?

What access do students have to computers/word processors? Should I bring my own?

**Admission Interview Questions**

**Questions Asked of Candidate:**

1. How did you hear about this college? Why does it interest you?

2. What are you looking for in a college?

3. What other colleges interest you? Why?

4. What are your SAT/ACT scores?

5. What are your favorite subjects? Least favorite?

6. What do you do in your spare time?

7. What extracurricular activities are you involved in school?

8. Do you work? How many hours per week?

9. What major do you think you would like to pursue?

10. What are your career goals?

11. How will you contribute to campus life at this college?

12. Who is your role model?

13. Be prepared to discuss your transcript, resume, strengths, weaknesses, goals etc.

Great Results

Graduate 05**Choosing a College Major**

Deciding on a college major is one of the most difficult choices that a student has to make. Some high school students know early what they plan to study in college; most students need time to explore different areas before making a decision. Many students have not decided on a career or college major when it comes time to search for a college.

Most students do not need to make a decision about a major until late in their sophomore year of college. The major will have a set of requirements: number of courses, distribution of courses, comprehensive examination, senior seminar, senior thesis, etc.

Even if you think you know before going to college what your major will be, remember that you are going to college to learn. What you will learn may change your goals, your attitudes, or your expectations, and any of those changes can lead to a change in major. Career choices and majors may be influenced by your college experiences.

The most important thing about a major is what you learn from it. To help narrow your selection of a college major, consider the following suggestions:

• Choose a major according to your interests and abilities, not your family’s plans or your friends’ ideas.

• If you are unsure of a major, choose a liberal arts program that offers a wide variety of courses.

• If you have several areas which interest you, attend a college that offers all of these programs.

• If you are unsure of a major, indicate “undeclared major” on your college application.

• Research different careers by:

Girl at Computer 2

\* Using Guidance Direct (College/Career software)

\* Using the World Wide Web as a resource

\* Reading about careers in the *Occupational Outlook Handbook* and other books

\* Becoming involved in an Explorer (career) Post

\* Taking advantage of “shadowing” opportunities

\* Listening to career speakers

\* Talking with people who are employed in the fields that interest you

• Understand your interests, abilities, strengths and weaknesses. Also understand your educational goals and values.

• Try to discover whether a particular major is suited to your personal skills, values, and earning style.

• Before choosing a college major, consider the following questions:

\* For which fields of work does this major prepare people?

\* What particular skills are needed to pursue this major?

\* Which high school courses will help prepare me for this major?

\* Is graduate school necessary to acquire real competency in this major?

\* What are the entrance requirements for this program?

**United States Military Options**

j0233070**What is the military?** In simple terms, the U.S. Armed Forces are made up of the five service branches: Air Force, Army, Coast Guard, Marine Corps and Navy.   
  
There are two general categories of military service: active duty (full-time service members), and reserve and guard forces (normally serve one weekend a month, but may occasionally be called to full-time military duty).   
   
**Who runs the military?** The president is the commander in chief. He makes all final decisions, but Congress has a role in determining issues like pay and benefits. Most military policies are determined by the Department of Defense (DoD), which has control over the Army, Navy, Marine Corps and Air Force. The Department of Homeland Security has control over the Coast Guard.   
  
**What does the military do?** Each branch of the military has a unique mission within the overall mission of U.S. security and peace. Here they are in a nutshell.

**Air Force**  
The Air Force’s main focus is aerospace superiority and rapid global mobility; the ability to engage adversary targets anywhere, anytime; and the ability to rapidly position forces anywhere in the world.   
  
Although the Air Force is focused on flying, there are many jobs that range from security to electronics. If you like flying and/or working with flight systems and technology, the Air Force may be for you.

**Army**   
The Army generally deals with land-focused missions. Soldiers can deploy to a conflict area, engage and overwhelm the enemy, and ensure that peace and security have been established. The Army is chiefly used for missions that require great team effort, focus and persistence.  
  
The Army has the widest range of jobs of all the service branches. If you like the idea of ensuring peace and security through land- and river-based operations and being part of a huge team, the Army may be for you.

**Coast Guard**  
Coast Guard missions include homeland security, marine environmental protection, force protection, search and rescue, law enforcement, and maintaining the world’s navigation systems.  
  
The Coast Guard, like the Marine Corps, is a small, tightly knit service. If you like law enforcement, assuring security, a peace-time mission, and working as a member of a small elite team, the Coast Guard may be for you.

**Marine Corps**  
The Marine Corps is known as the U.S. rapid-reaction force. They are trained to fight by sea and land, and usually are the first “boots on the ground.” Marines are known as the world’s fiercest warriors.  
  
Of all the branches, none are as proud as the Marines. Marines are a highly exclusive, highly motivated bunch. Those who become Marines do so because they want to, not because of benefits or other reasons. If you like the idea of performing missions on land and sea (and even in the air), if you place values and honor above yourself, enjoy mental and physical challenges, and would be excited to be among the first “on the scene,” you may be Marine material.

**Navy**  
The Navy accomplishes its missions primarily by sea, but also by air and land. It secures and protects the oceans around the world to create peace and stability, making the seas safe for travel and trade.  
  
The Navy is primarily focused on sea missions. The Navy provides some of the highest job satisfaction of all the services. Many different types of jobs are available in the Navy. Tradition, brotherhood and pride are very much a part of being a sailor. If you enjoy challenges by sea, land, and/or air, enjoy traveling the world, but are also searching for mental challenge and great job training, the Navy may be right for you.

This article reprinted from Military.com, the largest military and veteran membership organization.

**NCAA FRESHMAN – ELIGIBILITY STANDARDS**

**QUICK REFERENCE SHEET\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**



**KNOW THE RULES:**

**Core Courses**

* **Starting August 1, 2008,** 16 core courses will be required for **Division I only.** This rule applies to any student entering any Division I college or university on or after August 1, 2008. See the chart below for a breakdown of this 16 core-course requirement.
* **14 Core courses are required for NCAA Division II.** See the breakdown of core-course requirements below.

**Test Scores**

* **Division I** has a sliding scale of test score and grade-point average. Refer to the NCAA Eligibility Web site for those requirements
* **Division II** has a minimum SAT score requirement of 820 or an ACT sum score of 68.
* The SAT score used for NCAA purposes includes **only** the critical reading and math sections. The written section of the SAT is not used.
* The ACT score used for NCAA purposes is a **sum** of the four sections on the ACT: English, Math, reading and science.
* **All SAT and ACT scores must be reported directly to the NCAA Initial-Eligibility Clearinghouse by the testing agency. Test scores that appear on a transcript will no longer be used. When registering for the SAT or ACT, use the clearinghouse code of 9999 to make sure the score is reported to the clearinghouse.**

**Grade-Point Average**

* Only core courses are used in the calculation of the grade-point average.
* Make sure you look at your high school’s list of NCAA-approved core courses on the clearinghouse Web site to make sure the courses being taken have been approve core courses. The Web site is www.ncaaclearinghouse.net.
* Division I grade-point-average requirements are listed on the Web site.
* **Division II** grade-point average requirement is a minimum 2.000.

|  |  |  |
| --- | --- | --- |
| **DIVISION I**  **16 Core-Course Rule**  **16 Core Courses:**  4 years of English.  3 years of mathematics (Algebra I or higher).  2 years of natural/physical science (1 year of lab if offered by high school).  1 year of additional English, mathematics or natural/physical science.  2 years of social science.  4 years of additional courses (from any area above, foreign language or nondoctrinal religion/philosophy). |  | **Division II**  **14 Core-Course Rule**  **14 Core Courses:**  3 years of English.  2 years of mathematics (Algebra I or higher).  2 years of natural /physical science (1 year of lab is offered by high school).  2 years of additional English, mathematics or natural/physical science.  2 years of social science.  3 years of additional courses (from any area above, foreign language or nondoctrinal religion/philosophy). |

**PLEASE NOTE:** For students entering college or university on or after August 1, 2005, **computer-science** courses may only be used for initial-eligibility purposes if the course receives graduation credit in mathematics or natural/physical science and is listed as such on the high school’s list of NCAA-approved core courses.

**Auditions and Portfolios**

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**If you decide to study the arts, such as theater, music, or fine arts, you may be required to audition or show your portfolio to admissions personnel and certain department faculty.**

**It is *YOUR* responsibility to do the research and know what programs you would like to apply to and if a portfolio or audition is required.**

**Typically the process goes as follows:**

1. MCj02524390000[1]The student will apply for admission to the college following the normal procedures and guidelines. Often, the student will need to indicate which program they are applying for (such as Dance, Filmmaking, Music Composition). The student also may have an opportunity to list a second choice if they are unable to gain admission to their first choice.
2. Once the student has applied, it is their responsibility to find out if an audition or portfolio submission is needed. (In most cases it is required for entry to a program). If so, they must call to set up the date and time.
3. Usually, an admissions decision will not be made until the student has auditioned or submitted a portfolio. ***Sometimes***a college will call you to set up this appointment or remind you to do so, but this doesn’t always happen. Make sure you have done your research and know what you need to do!
4. Once everything has been completed, the student will be informed of the decision.



**Here are some additional tips:**

* + Seek help from your teachers.
  + Know more than is required for your audition!
  + Select your audition date and time early.
  + Dress appropriately for an audition.
  + If you are auditioning, choose your pieces early to have ample time to prepare. Perform your piece as many times as possible in front of a variety of people.
* MCj03388820000[1]If you are submitting a portfolio, you should have a minimum of 12 pieces.
* Start planning now for your portfolio. Use the first few months of your senior year to replace weaker work with stronger pieces.
* Make sure your portfolio is neat and organized.
* If auditioning for dance, see if an open class is being offered the day before auditions.
* If auditioning for a Bachelor of Fine Arts (BFA) in acting, you should prepare two contrasting monologues taken from plays of your choice.

**Educational Opportunity Program (EOP) for**

**State University of New York (SUNY) Schools**

The State University of New York's Educational Opportunity Program (EOP) provides access, academic support, and financial aid to students who show promise for mastering college-level work, but who may otherwise not be admitted. Offered primarily to full-time students who are New York state residents, EOP accepts students who qualify, academically and economically, for the program. Note: You cannot apply for both EOP and Early Decision/Early Action programs.

### Eligibility

To be eligible for admission to the Educational Opportunity Program you must be:

* A New York state resident for 12 months prior to enrollment;
* Ineligible for admission under traditional standards, but demonstrate potential for completing a college program; and
* In need of financial assistance within established income guidelines. In selecting students for the program, priority is given to applicants from historically disadvantaged backgrounds.

For further information, visit the SUNY EOP Web site at www.suny.edu/student/academic\_eop.cfm.

**Higher Education Opportunity Program (HEOP) for**

**Independent Colleges and Universities in New York State**

The Higher Education Opportunity Program (HEOP) is an academic support program established by the state of New York in 1970. It enables motivated students who lack adequate preparation and financial resources for college attendance to pursue a college degree. To meet the specific need of its students, HEOP primarily provides testing, counseling, tutoring, academic advisement and financial assistance.

**Eligibility**

To be eligible for admission to the Higher Education Opportunity Program you must:

* Be a New York state resident for at least one year preceding your term of entry into HEOP;
* Possess a high school diploma, or a state-approved equivalency diploma;
* Have the potential and motivation for successful completion of college;
* Be economically disadvantaged.

There are 58 HEOP programs in New York state. For more information visit the HEOP Web site at www.highered.nysed.gov/kiap/colldev/HEOP.

**The Rush-Henrietta College Application Process**

Nerd 3

1. **Fill out Applications.** In the fall of your senior year you will meet with your counselor to discuss your post-secondary plans and the colleges to which you would like to apply. We strongly encourage you to **apply online.** Familiarize yourself with the Common Application as well as the State University of New York (SUNY) application.
2. **Arrange for test scores to be sent.** Test scores from the SAT Reasoning, SAT Subject Tests, and the ACT can be sent to colleges by the Counseling Center. However, if a college requires that test scores be sent directly from a testing agency (such as The CollegeBoard), you must make arrangements to have them sent on your own.

1. **Follow each college’s application deadline.** Colleges provide different deadlines. You can access this information online. The Counseling Center requires 10 school days to process a college application. Please take into account any vacations, days off or snow days when preparing to turn in your information.
2. **Arrange for letters of recommendation in early fall**. If a letter of recommendation is needed from a teacher, make a personal request. Give each person a **stamped, addressed envelope** for each school. **Letter writers should send letters directly to the colleges, not submit them to the Counseling Center**. Give the writer ample time to write a letter and ask them to keep a copy in case you make another request. If required by a college or requested by the student, the counselor also will provide a letter of recommendation.
3. **Complete your own applications; proofread and then submit all parts in one package to the Counseling Center.**
   * **An Authorization for Release of Information (“Green Sheet”)**: This must be on file **for each college** **to which you apply** (The “Green Sheets” are available in the Counseling Center).
   * **School Counselor Report or Secondary School Report:** It is often practice for colleges to require a school report to be filled out by the counselor and turned in with other application materials. Please check to see if your applications require such a report.
   * **\*The Application itself**: In most cases, you will have applied online. However, if you have a completed paper application, include it in this packet. Please write legibly if you use this option!
   * **\*Application Fee:** Submit college application fees online if you are able to. If not, please attach the payment to this packet. Include check or money order only.
   * **Notebook 1\*Activity Resume:** Students may choose to communicate their activities directly on their applications or prepare activity resumes if that would make it easier and clearer to understand. If you choose to create an activity resume, you may include it in this packet.
   * **\*College Essay:** If you were not able to submit your essay online, you may include it with this packet.

**\***These items should be completed online if possible

DEADLINES/TIME MANAGEMENT

There are approximately 520 students in the class of 2011. Two school counselors and one secretary will be responsible for processing all college applications for the class of 2011.

To ensure that students meet their deadlines for college applications, scholarship applications, letters of recommendation, etc., **all students must allow at least 10 school days for processing. Please plan accordingly.**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| November 2010 | | | | | | |
| Sun | Mon | Tue | Wed | Thu | Fri | Sat |
|  | 1 | 2 | 3 | 4 | 5 | 6 |
| 7 | 8 | 9 | 10  **SUBMIT**  **APPLICATION(S)** | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24  **MAILED**  **OUT\*\*\*** | Happy Thanksgiving25 | 26 | 29 |
| 30 |  |  |  |  |  |  |

We encourage students to have their college applications in by Thanksgiving. Based on the calendar above, students who want their applications sent before Thanksgiving, November 25, 2010, must submit them to counseling by November 10, 2010.

\* \*\* Holidays for 2010-2011 have not yet been approved by the R-H Board of Education \*\*\*

Computer Border 2

**APPLY TO COLLEGE ONLINE**

**Before you begin…**

Before you get started, here are a few general things to keep in mind when you are working on your online college application:

* Don’t get distracted by all the other “stuff” on the Internet. You’ve got a job to do. Your favorite sites can wait!
* In some applications, you can’t use the ‘Back’ button of your Web browser. That doesn’t mean something can’t be fixed; it just means you have to save everything and go back to the start.
* The best information about deadlines and applications is from the college itself. Don’t hesitate to call the college or university if you have any additional questions.
* The ease and quickness of the Internet has spawned a new age of sloppiness and inaccuracy. Spell check is not always correct. Have someone else check for spelling and grammatical errors.
* Check, double-check and triple-check the accuracy of your application. You do not want to send the wrong information to the college!
* Make sure the Web site uses a secure site for transferring personal information over the Internet.

**Find the application online**

* Go to the college Web site and click on the ‘Undergraduate Admissions’ page to get the application information.
* You may want to click through the whole application and print it out. It may be helpful to fill it out on paper first to make it easier to input the information online.

**Collect dates and data**

* Requests for recommendations and transcripts will have to be made early and sent separately to the college. Be sure you have the correct mailing address.
* Look through the application and collect any information you don’t have. Have your parents help you collect and remember all the specifics requested on the application.
* Write the first draft of your essay in a word processing program before you copy it to the online form. Print your essay(s) and have another person take a look at it (preferably your English teacher or school counselor).
* For each college, make a list of everything you need and mark important dates on the calendar. Do not miss a deadline!

**Fill out the application**

* Transfer all the information you have collected to the online version of the application. Pay attention to what you are doing!
* “Copy and Paste” your essay to the online application. Give it one last read for accuracy before continuing.
* Try to complete the online application in one sitting. It helps to ensure accuracy and having done the necessary work in advance, it should only take a couple of hours.

**Apply**

* Before you hit ‘Send,’ print out the application and check it one last time for accuracy, grammar and spelling. Make sure it is your very best work, then hit ‘SEND.’
* You should receive a confirmation e-mail from the school. Print it and file it with your records for future reference. If you do not receive a confirmation e-mail within a few days, call the college admissions office to confirm that they have your application.
* Remember, we live in a world of technology and as a result, mistakes can easily happen. This is one of the most important documents you will ever fill out, so be sure to do it right and avoid careless mistakes. Spelling and grammar are taken into account when an application is being reviewed!

High Five! 1

Piggy Bank 28

**FINANCING COLLEGE**

**F**inancing a college education may appear formidable enough to discourage a student from choosing the college that best serves his or her own needs and interests. However, there is a critical difference between price and cost. By definition, **price** is the **amount charged by a college for tuition, fees, and room and board.** **Cost**, on the other hand, is the **amount a family must actually pay out of its own resources toward educational expenses.**

The cost to the family may be essentially the same at various institutions even if the price differs substantially. The family contribution, as determined by the **F**ree **A**pplicationfor **F**ederal **S**tudent **A**id (FAFSA), the PROFILE of the College Scholarship Service and the colleges themselves, remains a constant.

**Financial Aid Forms 1**

**Types of Available Financial Aid**

**GRANTS:** Money you do NOT have to pay back

**LOANS:** Money borrowed that must be repaid (with interest)

**WORK STUDY:** Money used from on-campus work to help pay for school

**SCHOLARSHIPS:** Available from many sources – check with the College and Career Center, your local library, colleges to which you are applying, and searches on the Internet.

**Federal and State Programs**

**Federal Pell Grant**: Approximately $400 to $2,470 per year based on determined need.

**Supplemental Educational Opportunity Grant**: Amount depends on financial need and available funds.

**Federal Work Study:** Jobs on and off campus with hourly wages paid to the student to help pay for educational expenses.

**Federal Stafford Loan** – Subsidized: $3,500 for first-year students enrolled in a program that is an academic year. Repayment begins six months after the student status drops to half-time or less. Interest is subsidized while student is in school. There is a fixed rate of 5.6%.

**Federal Stafford Loan** – Unsubsidized: $2,000 for first-year students enrolled in a program that is an academic year. Interest on this loan accrues during their college days and is added to their loan amount. There is a fixed rate of 6.8%.

**Federal Parent Loan for Undergraduate Students (PLUS):** Annual loan limit is the cost of education minus any estimated financial aid received. Repayment begins 60 days after disbursement. Parent loans will have a fixed rate of 8.5%.

**\*Academic Competitiveness Grant:** Given to first and second year undergraduate students, $750 for first year, $1,300 for second year. Student must be Pell Grant eligible, enrolled full time, and come from a high school whose programs have been deemed rigorous.

**\*Science & Math Access to Retain Talent (SMART) Grant:** Awarded to students in third and fourth year of undergraduate study, award is up to $4,000. Student must be Pell Grant eligible, enrolled full time and major in math, science, engineering or language.

\*The college will select those students who are eligible.

*Facts & Figures*

*The chart below illustrates the difference between the price charged by several colleges and the actual cost to a family if total need is met.*



|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Dollar Symbols 2** |  | **College A** |  | **College B** |  | **College C** |  | **College D** |
|  |  | private college |  | public college |  | out-of-state |  | private university |
|  |  | small |  | moderate |  | university |  | large |
|  |  | selective |  | size |  | large |  | selective |
|  |  |  |  |  |  |  |  |  |
| tuition & fees |  | $25,300 |  | $6,700 |  | $14,600 |  | $37,300 |
|  |  |  |  |  |  |  |  |  |
| room & board |  | $9,900 |  | $10,250 |  | $10,250 |  | $11,900 |
|  |  |  |  |  |  |  |  |  |
| misc: books, |  | $2,800 |  | $2,800 |  | $2,800 |  | $2,800 |
| personal, travel |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
| total cost |  | $38,000 |  | $19,750 |  | $27,650 |  | $52,000 |
|  |  |  |  |  |  |  |  |  |
| minus family |  | $8,000 |  | $8,000 |  | $8,000 |  | $8,000 |
| contribution |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
| **financial need** |  | $30,000 |  | $11,750 |  | $19,650 |  | $44,000 |
|  |  |  |  |  |  |  |  |  |
| grant (gift aid) |  | $24,500 |  | $6,250 |  | $11,650 |  | $35,500 |
|  |  |  |  |  |  |  |  |  |
| loan (pay back) |  | $3,500 |  | $3,500 |  | $5,500 |  | $5,500 |
|  |  |  |  |  |  |  |  |  |
| work (employment) |  | $2,000 |  | $2,000 |  | $2,500 |  | $3,000 |
|  |  |  |  |  |  |  |  |  |
| total aid package |  | $30,000 |  | $11,750 |  | $19,650 |  | $44,000 |

**Parents’ Guide to College**

“Sending a child off to college can be jolting as well as joyous. *Letting Go* offers a treasury of insights into this rite of passage rooted not in psychological jargon but in experience and common sense.”

- Edward B. Fiske, author of *The Fiske Guide to Colleges*

***A Parent Should Not Be:***

**A crutch:**

Once it is time to choose a college, it’s the student’s future –and it should be his/her effort. Students should call for application materials and tour appointments, register for their own tests and certainly write their own essays.

**An added source of pressure:**

Do not define the range of acceptable sources too narrowly, or equate your worth as a parent with where your child gets accepted. You want to help your child choose a school that meets the academic, social, athletic and emotional needs of your child.

**A roadblock:**

Though students should do most of the work in the admissions process, make sure to help with activities only you can perform. This means everything from being able to visit campuses to filing your taxes early so you can have the figures available for financial aid purposes. Be a guide and support structure.

**A rumor-monger:**

Don’t always believe what you hear. Don’t rely on perceptions formed two or 25 years ago. And don’t believe everything you read in *U.S. News and World Report* or other popular college guides. Always listen to what the schools are telling you about their admitted students.

***A Parent Should Be:***

**A mentor:**

Help your child realize who they are and help them do well. Encourage them to grow and take advantage of opportunities. Work hard to maintain a balance between optimism and realism. Keep the lines of communication open; listen more than you talk.

**A counselor:**

Ask questions, gently challenge assumptions, and always put the emphasis on your child. Probing is very important. Assess what is important to your child to aid in decision making.

**An honest information source:**

Have direct conversations early on about expectations. Your child should know what you can afford, what you think and your reservations about aspects to certain colleges. Clearly defined expectations help your child develop a college-seeking plan that you can support.

**A partner:**

You have your child’s best interests at heart. Remember that you both want the same thing: a chance for him/her to take advantage of what college has to offer, to grow and to be happy. Keep in mind the words of Benjamin Mays, former president of Morehouse College: “It’s not where you begin that’s important, but where you end.”

**DO DON’T**

Build confidence Break down self-esteem

Guide and offer wisdom Control

Be realistic Add undue pressure

Encourage high expectations Expect the moon

Allow unstructured time Foster a “slug”

Model effective time management skills Over-schedule activities

Encourage honesty Stretch the truth

Model appropriate behavior Blame

A wonderful book for parents of college bound students is Letting Go: A Parents’ Guide to Understanding the College Years, by Karen Levin Coburn and Madge Lawrence Treeger. The quote below, from this book, may reflect some of your feelings:

**“Parental ambivalence about sending a child off to college, particularly a first-born, is common. The sense that family life will never be the same again, a sense of loss, even jealousy - all are likely to be mixed with the anticipated satisfaction of launching one’s offspring. For many parents, in the midst of all the hustle and bustle of daily life, this is a period of reflection - of poignant memories about times past. For many there is a coming to terms with one’s own limitations, while exploring the ever-expanding horizons of the next generation. . . .”**

World at Fingertips

**COLLEGE ADMISSIONS ROLES AND**

**RESPONSIBILITIES FOR STUDENTS AND PARENTS**

**STUDENTS**

* Communicate with your parents about your goals, progress and areas of concern
* Meet with school counselor about your questions or concerns
* Research and visit colleges
* Attend relevant meetings and college representative visits
* Inform your counselor of the colleges to which you will apply
* Obtain and complete college applications (printed or online)
* Write and rewrite your essays
* Request letters of recommendation with advance notice
* Request transcripts by filling out a green sheet
* Take all required standardized tests
* Meet ALL deadlines
* Keep track of all of the above…record dates, make copies, keep a folder on each college
* Be sure to thank those who help you

**PARENTS**

* Advise, encourage and listen
* Accept your child’s need for independence
* Be aware of your own biases regarding college type and do not let them interfere with your child’s college exploration
* Complete and file all financial aid forms on time
* Suggest topics and proof your child’s essay, but **DO NOT WRITE IT FOR THEM**
* Assist in arranging college visits
* Help with organization of materials
* Maintain a sense of humor
* Allow your child to establish his/her own goals
* Be wary of everything you hear and read --from neighbors to national books and publications
* Look at colleges with a fresh eye, not with outdated perceptions
* Set realistic expectations
* Provide reminders about deadlines

**[](http://www.clipart.com/en/close-up?o=3941545&memlevel=A&a=c&q=college&k_mode=all&s=73&e=90&show=&c=&cid=&findincat=&g=&cc=&page=5&k_exc=&pubid=)**

Diploma 20

THE HELICOPTER PARENT

After dropping a freshman off at college, most parents won’t see their kids until Thanksgiving break. Others camp out on campus, making sure junior is adjusting well to classes and campus life. “When I was at Cornell University, there were parents who stayed for a week or two,” says Helen E. Johnson, co-author of Don’t Tell Me What To Do, Just Send Money and founder of the first parent program at Cornell. Some parents dispute grades with professors, edit term papers, challenge advisers and schedule classes. They smother, and this style of protective parenting is a new cultural development. “This generation is so tied to their parents they aren’t developing the kind of autonomy they need,” Johnson says.

**The issue**

Generation Y (kids born after 1980) are also being tagged as the “Entitlement Generation” because many have high expectations and demands that mom and dad rush to fulfill. Many parents of this age group waited longer in life to have children and have smaller families. Around 1980, Johnson says, American society began to see children as “key parts of our culture.” The federal government passed child safety regulations, and small yellow “Baby on Board” signs popped up in car windows nationwide. “This never happened before,” she says. “The mid- to late-boomer generation began to see parenting as the absolute most vital part of their lives.”

**Are you this over-the-top?**

Johnson recently commented on smothering for a network news program that followed two families with dependent college kids. One family called their daughter at least four times every morning to wake her up for class. The other family had a son whom mom visited every two weeks so she could clean, do his laundry and buy his groceries. “She had a file with his syllabi,” Johnson says. “She was like mission control.” OK, so not all parents keep their kids’ syllabi on file. But many do step in when they think their child has a conflict. “One parent flew from Salt Lake City to Boston to speak with her son’s biochem professor because he got a ‘B’ and she wanted to argue for an ‘A’ because it would mess up his chances for medical school,” says Johnson. Another parent sued when his son was caught underage drinking. “He was going to be brought up on (the disciplinary) panel, and the father refused to have it happen. He ended up bringing it to the Supreme Court and lost,” she says. “It was a real example of a parent refusing to allow the child to experience the consequence of adult behavior. Unfortunately, this generation of students wants parents to fix it for them.” James A. Boyle, president of the College Parents of America, says one student at a Northeastern university called her father after seeing snow for the first time. “She asked him to find out whether school was canceled,” he says. “The father called the parent-relation office at the college to find out what was going on.”

**Delayed consequences**

That sort of dependency can be detrimental, says Johnson. Kids who turn to parents for decision-making don’t develop the ability to negotiate or make their own choices. Parents may satisfy their own needs with smothering, but they limit their child’s relationship skills. Many smothered kids are at risk for “starter marriages” – young married couples that divorce before five years – because they haven’t developed negotiation skills and aren’t used to hearing criticism. “You can always opt out and run home to Mom and Dad,” says Johnson. “What’s the incentive of going through the tough job of building an intimate relationship with a peer?”

**Preparing both you and them**

Boyle says college kids “rarely if ever” need guidance from their folks. “It really is an opportunity for the chapter to be turned in the student’s life and for them to succeed and fail on their own,” he says. Parents can prepare for their child’s sudden autonomy the summer before college. Johnson recommends dropping curfew and other restrictions so the student can try out their new freedom with a safety net of parental guidance. “That doesn’t mean putting up with them coming home at 4 a.m.,” she says. “It does mean you say, ‘When you get to college, you are in control of your own schedule. Students are also in charge of making their own choices when it comes to drinking, drugs and the opposite sex. “Talk to them about how to deal with overindulgence and liquor, how to deal with drug issues. Make it clear it’s much worse to live with it later if a friend really gets in trouble and hurt,” Johnson says. “Parents can say, ‘I expect you to be aware of what crisis may come up, and I expect you to know how to respond.” At many universities, a parent’s response is limited. With the Family Education Rights and Privacy Act (FERPA), schools are legally prohibited from sharing grades or medical information with anyone other than the student. “Parents have very little recourse,” says Oscar Barbarin, Ph.D., a social work professor at University of North Carolina, Chapel Hill. “It’s up to the kids how much they allow their parents into their lives.” At some schools, such as Boston University, information may be made available if a student is financially dependent on their parents. Unless a student notifies BU, the school assumes all undergraduate students are financially dependent. Parents are “accorded full access” to their student’s educational records. Though parents may have the right to be involved with their child’s education; Barbarin recommends students make their own academic choices. “I think parents tread on very difficult grounds when they get involved with deciding the major or career path,” he says. “In the end, even if the child listens, they might resent their parents’ incursion.”







**Resources**

THE COLLEGE & CAREER CENTER RESOURCES CAN BE BORROWED FOR A PERIOD OF TWO WEEKS.

Carrying Books 1The list below is a sampling of the resources available.

**College information:**

* + *College Catalogs*
  + *College Guidebooks:* 
    - *Barron’s Profiles of American Colleges*
    - *Peterson’s Four Year and Two Year Colleges*
    - *The College Handbook*
  + *101 Ways to Become the Perfect College Applicant*
  + *The Fiske’s Guide to Colleges*
  + *Rugg’s Recommendations on the Colleges*
  + *The Insider’s Guide to the Colleges*
  + *Letting Go: A Parent’s Guide to Understanding the College Years*
  + *College Admissions: A Crash Course for Panicked Parents*
  + *College Majors that Work: A Step by Step Guide to Choosing and Using your College Major*
  + *The Book of Majors*
  + *I’ll Miss You Too: Off to College Guide for Parents and Students*
  + *College Guide for Visual Arts Majors*
  + *A is for Admissions: The Insider’s Guide to Getting Into Ivy League and Other Top Colleges*
  + *Colleges with Programs for Students with Learning Disabilities and Attention Deficit Disorder*
  + *Admission Matters: What Students and Parents Need to Know about Getting into College*
  + *I Am Somebody: College Knowledge for the First Generation Campus Bound*
  + *100 Colleges Where Average Students Can Excel*
  + *Do It Write: How to Prepare Great College Applications*
  + *Behind the Scenes: An Inside Look at the Selective College Admission Process*
  + *The Road to College: High School Student’s Guide to Discovering Your Passion, Getting Involved, and Getting Admitted*
  + *Looking Beyond the Ivy League: Finding the College that’s Right for You*
  + *College Survival Tips for Parents*
  + *Get it Together for College: A Planner to help you Get Organized and Get In*
  + *What you Don’t Know Can Keep You Out of College: A top consultant explains the 13 fatal mistakes and why character is the key to college admissions*
  + *Getting In Without Freaking Out: The official college admissions guide for overwhelmed parents*

**Financial aid and scholarship information:**

* + *Don’t Miss Out: The Ambitious Student’s Guide to Financial Aid*
  + *Financial Aid for the Disabled and their Families*
  + *Financial Aid for the Utterly Confused*
  + *The Scholarship Book*
  + *Barron’s Best Buys in College Education*
  + *College Board Scholarship Handbook*
  + *Financial Aid Financer: Expert Answers to College Financing Questions*
  + *Scholarships, Grants, and Prizes*
  + *Get Free Cash for College*
  + *How to Go to College for Almost Free*
  + *The Ultimate Scholarship Book*
  + *Sallie Mae How to Pay for College*
  + *High School Senior’s Guide to Merit and other No-Need Funding*
  + *College Gold: The Step-by-Step Guide to Paying for College*

**Career information:**

* + *****Occupational Outlook Handbook*
  + *Top 300 Careers*
  + *Top 100 Computer and Technical Careers*
  + *50 Best Jobs for Your Personality*
  + *150 Best Jobs for a Better World*
  + *150 Best Recession-Proof Jobs*
  + *202 High Paying Jobs You can Land Without a College Degree*
  + *Becoming a Physician*
  + *International Jobs*
  + *Careers in High Tech*
  + *Conquering Your Quarterlife Crisis: Advice from Twentysomethings Who Have Been There and Survived*
  + *Great Jobs for... (Majors Series)*
  + *Opportunities in... (Career Series)*
  + *Careers Without College Series*
  + *Careers in... Science(Series with multiple career titles)*
  + *Paid to Play; an Insider’s Guide to Video Game Careers*
  + *What’s Your Type of Career? Unlock the secrets of your personality*

**Testing information:**

* + *Preparation books for SAT, SAT Subject Tests, ACT, PSAT*

**Sports information:**

* + *The Winning Edge: The Student Athlete’s Guide to College Sports*
  + *Career Coach: Managing your Career in the Sports Industry*
  + *National Directory of College Athletics, men’s and women’s editions*
  + *Sports Scholarships Insiders Guide*

**Military information:**

* + *Catalogs and CD’s from Service Academies*
  + *CD’s from the Military Branches*

**Software:**

* + *Guidance Direct: a comprehensive program providing accurate and up-to-date information about occupations, colleges, and scholarships*

www.guidancedirect.com ~ School ID: 3640763 ~School Password: r00s1997

* + *Student Edge: a college and career search program, also includes test prep and scholarship information (*R-H Access Code: ZJTDFHTH)
  + *College Catalogs on CD*

MCBS01288_0000[1]**R-H COLLEGE & CAREER CENTER**

Computer Monkey**SUGGESTED WEB SITES FOR COLLEGE SEARCH,**

**FINANCIAL AID & SCHOLARSHIPS**

*Please visit the College & Career Center Web page at* ***www.ccc.rhnet.org***

*Select ‘Useful Links’ for additional links on the subjects below.*

**Recommended for College and Career Search:**

**Guidance Direct** – www.guidancedirect.com

School ID: 3640763, Password: r00s1997

**Student Edge** – www.studentedge.com

R-H Access Code: ZJTDFHTH

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| **COLLEGE WEB SITES** | |
| College Board (includes SAT)  [www.collegeboard.com](http://www.collegeboard.com)  Cappex  www.cappex.com  College Data  www.collegedata.com  College View  [www.collegeview.com](http://www.collegeview.com)  First in the Family  www.firstinthefamily.org | School Soup  www.schoolsoup.com  ACT  www.act.org  Common Application  www.commonapp.org  SUNY Colleges and Universities  www.suny.edu  SUNY Application  www.suny.edu/student |

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| **Financial Aid Web sites**  FAFSA on the Web [www.fafsa.ed.gov/](http://www.fafsa.ed.gov/)  FAFSA Forecaster www.fafsa4caster.ed.gov  Federal Student Aid www.studentaid.ed.gov  FinAid: The Financial Aid Information Page www.finaid.org  College Board Financial Aid Services www.collegeboard.com/student/pay  NYS Higher Education Services Corp. www.hesc.org  Sallie Mae College Answer www.collegeanswer.com  HESC Financial Aid Podcasts  www.hesc.com/content.nsf/sfc/HESC\_Podcasts\_Featured  New York’s College Savings Program www.nysaves.org |
| **Scholarship Search Web sites**  fastWEB! www.fastweb.com  College Board Scholarship Search <http://apps.collegeboard.com/cbsearch_ss/welcome.jsp>  FinAid www.finaid.org/scholarships  Merit Aid www.meritaid.com  Moolah Spot www.moolahspot.com  NACAC Multicultural Resources  www.nacacnet.org/MemberPortal/ForStudents/OnlineResources/multicultural.htm  Sallie Mae Scholarship Search [www.salliemae.com/Scholarships](http://www.salliemae.com/Scholarships)  United Negro College Fund Scholarship list www.uncf.org/forstudents/scholarship.asp  Hispanic Scholarship Fund www.hsf.net |
|  |

**SUCCESS**

**To laugh often and much**

**To win the respect of intelligent people**

**and the affection of children;**

**To earn the appreciation of honest critics**

**and endure the betrayal of false friends;**

**To appreciate beauty,**

**to find the best in others;**

**To leave the world a bit better,**

**whether by a healthy child, a garden patch**

**or a redeemed social condition;**

**To know even one life has breathed easier**

**because you have lived.**

**That is to have succeeded.**

**by Ralph Waldo Emerson**



**We give our children two things -**

**One is roots and the other is wings.**

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**Children Are Like Kites.**

**You spend a lifetime trying to get them off the ground;**

**You run with them until you’re breathless . . . they crash. . .**

**You add a longer tail . . . they hit the rooftop. . .**

**You pluck them out of the spout . . . you patch and comfort,**

**Adjust and teach.**

**You watch them lifted by the wind and assure them that**

**someday they’ll fly:**

**Finally, they are airborne.**

**But they need more string and you keep letting it out**

**and watch each twist of the ball of twine,**

**there is a sadness that goes with the joy**

**because the kite becomes more distant,**

**and somehow you know that it won’t be long before that**

**beautiful creature will**

**snap the lifeline that bound you together and soar as it was**

**meant to soar free and alone;**

**only then do you know that you did your job.**

**~ Author unknown ~**