

EVANSVILLE DAY SCHOOL



COLLEGE COUNSELING HANDBOOK

2015 - 2016

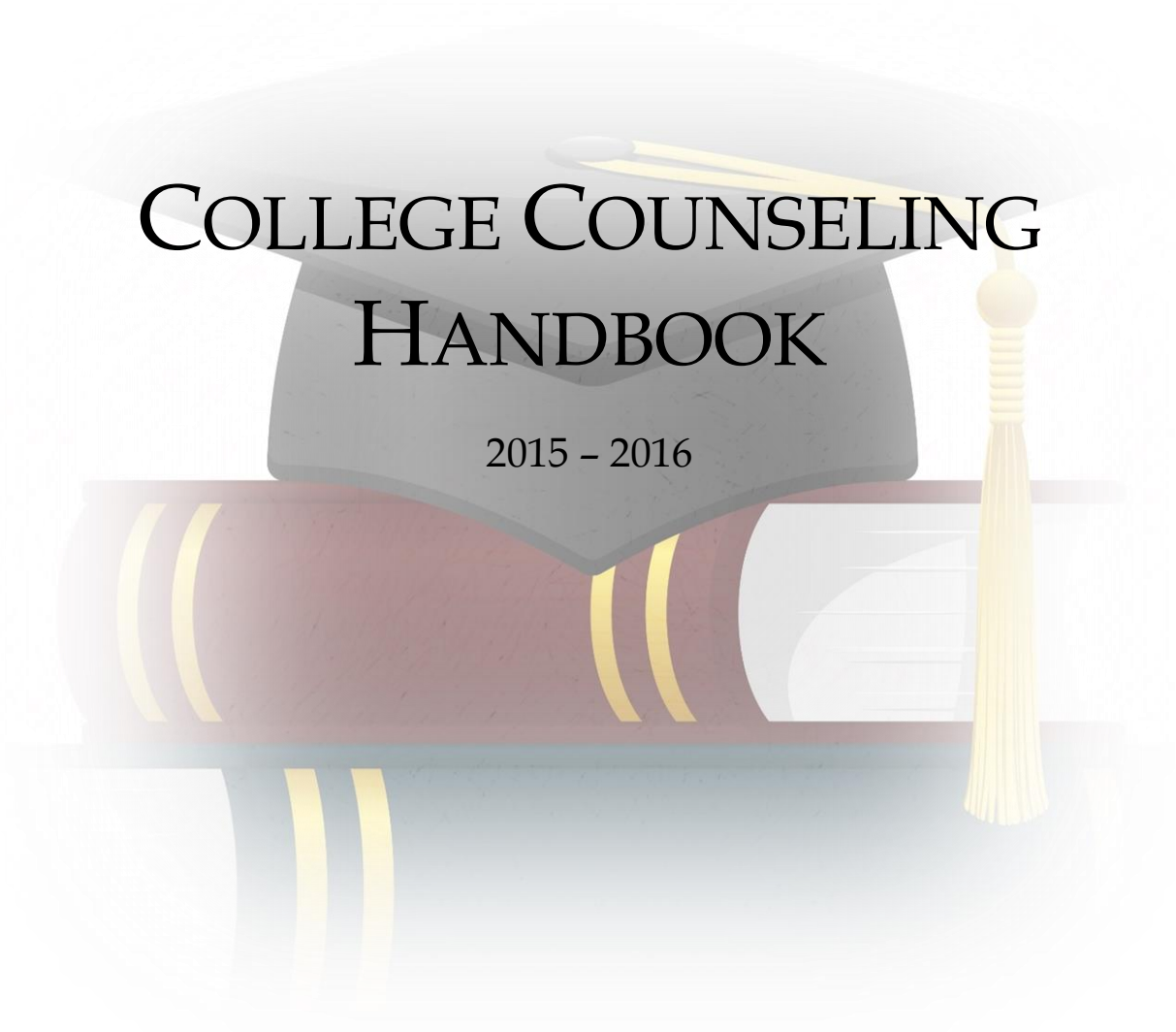


TABLE OF CONTENTS

1	Mission Statement.....	3
2	To the Class of 2016	4
3	College planning guidelines: A two year calendar	5
3.1	Junior Year.....	5
3.2	Summer between your Junior and Senior years	6
3.3	Senior Year	7
4	Standardized Testing	10
4.1	About the PSAT	10
4.2	About the SAT reasoning test.....	10
4.3	When to take the SAT reasoning test.....	10
4.4	Preparing for the SAT	11
4.5	About the SAT subject tests	11
4.6	When to take the SAT subject tests	11
4.7	Which SAT subject tests to take.....	12
4.8	Preparing for the SAT subject tests	12
4.9	About the ACT.....	12
4.10	SAT Reasoning/ACT concordance	13
4.11	Registration for the SAT or ACT	13
4.12	Registration for the SAT subject test.....	13
4.13	Test dates: 2015-2016.....	14
4.14	About extended time testing.....	14
5	The college search process.....	16
5.1	Self Assessment	16
5.1.1	Who am I?.....	16
5.1.2	Who are they?.....	16
5.1.3	What do they want from me?.....	16
5.2	Gathering Information.....	18
5.3	The Visit.....	18
5.4	The Interview	20
5.5	Narrowing your choices	21
6	Applications	23
6.1	Application Plans and deadlines.....	23
6.1.1	Early Decision (ED)	23
6.1.2	Early Action (EA).....	23
6.1.3	Regular Decision	23
6.1.4	Rolling Admission	24
6.2	Completing the application.....	24
6.2.1	Student Portion	24
6.2.2	Information Section	24
6.2.3	Essay	24
6.2.4	Resume & Special talents.....	25
6.2.5	Portfolios and Art Supplements	29
6.2.6	Portions to be completed by someone other than the student	29
6.2.7	Admission Decisions	31
7	Financial Information.....	32
7.1.1	Scholarships.....	32
7.1.2	Financial Aid and scholarship internet resources	33
7.1.3	Tips and Reminders from Ms. Heck.....	33
8	Appendix	34
8.1	The application: Who sends what?	34

1 MISSION STATEMENT

College Counseling at Evansville Day School is a pro-active, highly personal, and supportive process of matching students with colleges and universities that are best suited to their individual interests, needs, and goals. All colleges are not alike; the goal of college counseling at EDS is to find the correct fit, finding the college that meets each student's unique needs and wants. We look forward to working with you during this exciting time. A college education is an experience not a product, and college selection should be personal.



2 TO THE CLASS OF 2016



August 2015

The purpose of the college counseling program at Day School is to assist students in assessing their strengths and interests, to help them select appropriate colleges or alternative programs, and to provide support for students and families throughout the process. Our emphasis is on teaching students to take responsibility for themselves and their decisions. As your advisor, resource person, guide, and advocate I stand behind you as **you take the lead** in exploring options and making decisions about your future.

This handbook is designed to supplement your work with me, the college counselor. It gives you and your parents a systematic approach so that you can navigate the college search and application process in the most efficient and least stressful way possible. College planning began midway through your junior year, because proper research takes time. Don't let the college search intimidate you or cause unnecessary upset.

There are many colleges which will meet your criteria. Approach the process with disciplined planning, good humor and enthusiasm and the results will be positive.

An honest self-assessment, thorough research, proper timing, effective parental involvement, and regular communication among students, parents, and me will significantly increase the chances of making good decisions and having excellent college options in the spring. I look forward to working with you throughout this important and exciting endeavor.

Heather Heck
College Advisor

3 COLLEGE PLANNING GUIDELINES: A TWO YEAR CALENDAR

3.1 JUNIOR YEAR

DECEMBER

1. PSAT scores will be mailed to your home during the third week of the month. Estimate your SAT score from the information in this handbook about interpreting your scores. Use the score report and PSAT test book to learn from your errors.
2. Talk with first-year college alumni who are home for the holidays. They can tell you about their likes and dislikes, about their adjustment to college life, and about those things that they wish somebody had told them before they left for college.
3. Take the SAT Reasoning test and ACT (with writing) at least once, preferably twice, by June. Register online at the College Board website, www.collegeboard.com or www.ACTstudent.org
4. Register for the January SAT

JANUARY

1. Do well in your classes. Remember that college admissions committees often weigh junior and senior grades more heavily.
2. Juniors should begin meeting with the Ms. Heck to discuss what they are looking for in schools (size, location, etc.) and their high school record, PSAT scores, activities, and personal and academic strengths and weaknesses. From this information, the student and Ms. Heck will develop a list of colleges that interest and meet the needs of the student and that seem appropriate for the student. Once these initial meetings have taken place, parents are asked to schedule a follow-up meeting with Ms. Heck. This meeting should include the student and take place before the end of the year. We encourage all parents to take an active role in their child's college search and application process. Prior to meeting with Ms. Heck, parents should complete the "Parent Questionnaire" **See Appendix.**
3. Use Internet resources to identify possible college choices.
4. You may begin to receive materials from colleges based on your PSAT scores and on your request for materials when you visited with the college admissions officers at EDS. Read the college information thoroughly. It contains information you need to know about the school and can help you in narrowing down the colleges that are appropriate for you.
5. Use your PSAT scores and your GPA to determine your academic qualifications. Begin to match these qualifications with admission requirements of various colleges.
6. Plan college visits, visit college websites, and read college guidebooks.

FEBRUARY

1. Plan College visits.
2. As you plan your senior schedule be aware of the curriculum requirements at the schools that most interest you.

MARCH

1. Visit college campuses over Spring Break.
2. Continue to gather information and evaluate colleges that you are considering.
3. Take the SAT Reasoning Test, if needed.
4. Meet again with Ms. Heck to update her on your progress.
5. Consider taking AP exams in May if you are in an AP course.
6. Begin work on your senior resume

APRIL

1. Continue to gather information and evaluate colleges that you are considering.
2. Visit college campuses.
3. Meet with your Ms. Heck to update her on your progress.

MAY

1. Take the SAT Subject Tests in May or June or take the SAT Reasoning Test a second time if you wish.
2. Consider taking AP exams if you are in an AP course.

JUNE

Take the SAT Subject Tests if needed and if you did not do so in May take the SAT Reasoning Test and/or the ACT again if you need to.

3.2 SUMMER BETWEEN YOUR JUNIOR AND SENIOR YEARS

1. Visit college campuses which interest you, recognizing that you may need to return to some campuses when they are in session to get a complete view of the schools.
2. Continue to research your colleges. Try to narrow your list of colleges down to those that interest you most. Ask admission personnel to put you in touch with professors in your

areas of interest. Access applications online.

3. Participate in service projects, summer jobs, summer academic programs or special interest programs such as those offered in the sciences, engineering, or the arts. Above all else, do something! **Colleges often ask you to write about your summer experiences in their applications or to discuss your summer experiences in an interview.**
4. Brainstorm possible college essay topics, write a first draft, or keep a journal.
5. Complete your senior resume.

3.3 SENIOR YEAR

Meet with college representatives from the schools you are interested in when they visit EDS. Talk often with Ms. Heck about your college applications and plans. The more information that you provide to her, the more help she can provide to you.

SEPTEMBER

1. Requests for credentials must be turned in to Ms. Heck 15 days before the application deadlines of your colleges. Your high school transcript, test scores, EDS profile, and recommendation(s) are then sent to the college directly from the Day School. Be sure to know who is responsible for sending what. See Appendix.
2. Make arrangements to visit the colleges on your application list. Arrange for an interview with the admission office if it is required, recommended, or if you have questions that you would like to ask about the college.
3. Attend meetings with college admissions officers at school. These meetings will be announced daily.
4. Consider taking another ACT if you are not happy with your scores.
5. Consult with Ms. Heck about schools to which you will apply.

OCTOBER

1. Take the SAT Reasoning Test or ACT again, especially if you are applying under an Early Decision/Action plan.
2. Continue to attend meetings with college representatives at school.
3. You are now in “application season”. Be sure to know deadlines for your colleges. Some programs within a college may have an earlier deadline than the general application, e.g. **Pharmaceutical Sciences has a Nov 1 deadline at Purdue. At Indiana Univ. all application materials MUST be received by Nov 1 to be eligible for their merit scholarships!!**

NOVEMBER

1. Take the SAT Reasoning Test again if you did not take it in October. In most cases, the senior year SAT is higher than the junior year score. Or, take the SAT Subject Tests if they are required by your colleges.
2. Continue to attend sessions with college admissions officers if you are applying to their institution or if you still have questions about their school.
3. Apply for scholarships that are brought to your attention through the College Counseling Office, or that you locate on your own. Contact the financial aid offices at the colleges where you are applying to receive scholarship and financial aid information from those schools.
4. Send applications.

DECEMBER

1. Finish sending applications.
2. Continue to inquire about and apply for financial aid and scholarships. CSS Profile information forms are available at www.collegeboard.org, and the FAFSA can be accessed online at www.fafsa.ed.gov.
3. If you have been admitted to a college by this time, remember that your admission is conditional on your first and second semester senior year grades.
4. If you are admitted to a college via an Early Decision application, be sure to withdraw all other applications.

JANUARY

1. SAT Subject Tests can be taken for use in regular decision applications. It is recommended, however, if the test is used for placement purposes only (usually languages), that you take the test as late as possible in your study of that subject.
2. After completing the application process, relax and wait for admission decisions. Keep in mind, however, that a college's acceptance is conditional upon your successful completion of your senior year at the level at which you were performing when you applied. Don't let up in your efforts to prepare for college, as, upon graduation, a final transcript must be sent to the college you will attend.
3. Day School will send an updated transcript reflecting your first semester grades to the colleges from which you are awaiting decisions. **If any of the colleges that you have applied to have a specific "mid-year" form, you are responsible for getting it to Ms. Heck.**

FEBRUARY

1. Many of you will have received decisions from various colleges; **please be sure to share those with Ms. Heck.** Also let your teachers know.
2. Other colleges will require that you send additional information (e.g. updated grades, honors, etc.) before they will make a decision on your admission. **You are responsible for notifying Ms. Heck if this additional information is requested.**

MARCH

1. College decisions will continue to arrive, and you must begin deciding which college you want to attend from those to which you were admitted.
2. Consider taking Advanced Placement tests in May. Dr. Gibson handles registration and administration of these tests.
3. **FAFSA deadline for Indiana is MARCH 10.**

APRIL

1. By April 15th you should hear from all of those schools that have not yet notified you of their decision.
2. Carefully choose your college based on all of the information that you have gathered. Write a letter of acceptance to the college that you wish to attend and enclose the required deposit.
3. Decline any other offers of admission in writing so that colleges may admit other qualified candidates.
4. You may take SAT Subject Tests now if they are used for placement in college courses.

MAY

1 May 1st is the deadline for you to notify colleges of your decision.

CONGRATULATIONS and BEST WISHES!

AUGUST/SEPTEMBER 2016

E-mail Ms. Heck with your initial impressions of your new school. We will share this information with students who are interested in your college or university.

4 STANDARDIZED TESTING

Students and parents frequently want to know, “*How important is the SAT in the college admissions process?*” Princeton’s former Dean of Admissions, Fred Hargadon, has one of the more witty – and accurate – answers to this question. **He says that: “the SAT is probably not as important as you think it is, but it is probably more important than we say it is.”**

Though some colleges have made submission of scores optional, the vast majority still requires a variety of such tests. **The responsibility for determining which colleges need which tests rests with the student.** The student is also responsible for registering for these tests and having the scores sent by the testing service(s) to Day School (**Evansville Day School Code: 150958**) and to all selected colleges. Ms. Heck will help you develop an individualized testing plan during your junior meetings. **It is strongly advised that students take a minimum of two SAT Reasoning tests and two ACT tests.**

4.1 ABOUT THE PSAT

The Preliminary Student Assessment Test/National Merit Scholarship Qualifying Test (PSAT-NMSQT) is given in the 10th grade for practice and then is used as a qualifying exam for the National Merit Scholarship program in the 11th grade. The PSAT is a two-hour version of the SAT Reasoning Test and measures verbal, writing, and mathematical reasoning and problem-solving abilities. All 10th and 11th grade students are registered by Ms. Heck to take the exam in mid-October.

You can use your score report, exam booklet, and a website provided by the College Board to study the questions you got wrong and consider strategies for the SAT.

4.2 ABOUT THE SAT REASONING TEST

The SAT Reasoning Test (formerly named the SAT I) is a 3 hour and 45 minute test that measures the critical reading, writing, and mathematical abilities you have developed over many years, both in and out of school. It also includes a 25 minute essay. Your SAT scores, grades, course selection, and other information about your academic background help college admissions officers evaluate how well prepared you are to do college-level work. All colleges affirm that the strength of your transcript (i.e., how challenging the courses you've chosen to take) and your grade point average are far better predictors of college performance than standardized test scores. Since courses and grading standards vary widely from high school to high school, however, scores on standardized tests, such as SAT and the ACT, help colleges compare the ability of students from different schools. The SAT Reasoning Test will be changing in March 2016. This will not affect the current seniors. Current juniors will receive information about the new SAT in their College Counseling courses 2nd semester.

4.3 WHEN TO TAKE THE SAT REASONING TEST

All juniors should take the SAT Reasoning Test in January or March and should then consider taking the test again in May or June. When it is offered, students should consider ordering the Question and Answer Service offered by ETS so that the student can study those items missed (the student’s actual test and a copy of his or her answer sheet is provided. See the Registration

Bulletin for more details). Students should take the SAT Reasoning Test **2 to 3** times during the junior and senior years. (Scores rarely rise beyond three testings.) Students intending to apply under an Early Decision or Early Action plan should test in January, March, or May of their junior year and then again in October of the senior year. All other students should take the SAT at least once during the junior year and then again in October or November of the senior year. Many students will see an increase in their scores from junior to senior year.

4.4 PREPARING FOR THE SAT

You should familiarize yourself with the types of questions and directions you will encounter in the test by reading *The Official SAT Study Guide*, available from Ms. Heck. Take the various sample tests included in that book to get a good idea of what to expect. The book also discusses test-preparation, test-taking tips, and scoring procedures which you will find helpful.

Be advised that because of increased familiarity with the test and increased coverage of the material in their classes at EDS, most students will see an increase from the junior PSAT to the *best* senior combined SAT *without coaching*. For example, a student scoring 1180 on the junior PSAT is likely to score in the neighborhood of 1250 on the SAT, taking his or her best critical reading and best math scores from multiple administrations of the SAT. Please keep this fact in mind when considering the claims of score increases which the test preparation companies promise to deliver. Practice tests are also available at the following websites:

www.number2.com
www.studyhall.com
www.kaplan.com

www.satprepplan.com
www.powerprep.com
www.collegeboard.com

www.khanacademy.org

4.5 ABOUT THE SAT SUBJECT TESTS

Each of the SAT Subject Tests (formerly called the SAT II) measures the student's knowledge or skills in a particular subject and the ability to apply that knowledge.

The 22 tests fall into the five general subject areas of English, Foreign Languages, History and Social Studies, Mathematics, and Sciences. All the tests are one hour long. Some colleges require SAT Subject Tests for admission – but most don't. Some require them for placement purposes. **The student is responsible for determining the specific requirements of the colleges under consideration.**

4.6 WHEN TO TAKE THE SAT SUBJECT TESTS

Most juniors should take Subject Tests in May or June, while the material is fresh in their minds. Students may take the Subject Tests again in the senior year based on their initial scores.

Colleges that use Subject Test results as a part of their admissions process often require that students take the tests no later than December of the senior year. Early Decision programs usually require the tests no later than October of the senior year. If colleges of interest use Subject Test results only to help with placement decisions, the student should be able to take the tests as late as May or June of the senior year. Tests of your proficiency in a foreign language should be taken after level III or IV or higher. Latin is only offered in December and June and Chinese only in

November, but all other languages are offered on most test dates. A language with listening test is only offered in November.

4.7 WHICH SAT SUBJECT TESTS TO TAKE

Before you decide which Subject Tests to take, make a tentative list of all the colleges to which you plan to apply. You can find out from their websites what each college's Subject Test requirements are. Some will specify which tests you must take; others will allow you to choose.

As a junior, take Math (level I if you have completed Algebra II and Geometry, and pre-calculus), level II if you have completed calculus. Normally, three subject tests are required. Take tests no later than October of the senior year. If colleges of interest use Subject Test results only to help with placement decisions, the student should be able to take the tests as late as May or June of the senior year. If you are finishing a subject in your junior year, and do not plan to take this subject in your senior year, it is advisable that you take the Subject Test in the spring of junior year. If you decide to take a Subject Test in a discipline you have not studied recently, you should plan to review the material thoroughly before taking the test. The review should consist of a careful, methodical study of the course content over several weeks; last minute cramming is not likely to be of much use.

SAT Subject Tests are given six times during an academic year; however, not all Subject Tests are given on every test date. **Again the student is responsible for making certain that the correct tests are taken.**

4.8 PREPARING FOR THE SAT SUBJECT TESTS

You should read the booklet, *Taking the SAT Subject Tests*, which will include directions, examples of questions, test-taking tips, scoring, etc. Sample tests are available commercially in local bookstores.

4.9 ABOUT THE ACT

The American College Test (ACT) consists of four sections in English, mathematics, reading, and science reasoning. **There is also an optional writing section – which should always be taken!** These areas are tested because they include the major areas of instruction in most high school and college programs. The required portion of the ACT is divided into four multiple choice subject tests: English, mathematics, reading, and science reasoning. Subject test scores range from 1 to 36. The "composite score" is the average of all four tests. In addition, students taking the writing test receive a writing score ranging from 2 to 12, a "combined English/writing score" ranging from 1 to 36 (based on the writing score and English score), and one to four comments on the essay from the essay scorers. The writing score does not affect the composite score. On the ACT, each question correctly answered is worth one raw point. Unlike the SAT, there is no penalty for marking incorrect answers on the multiple-choice part of the test. To improve the result, students can retake the test: 55% of students who retake the ACT improve their scores, 22% score the same, and 23% see their scores decrease. This test is accepted by most colleges in lieu of the SAT Reasoning Test and may also be accepted in lieu of SAT Subject Tests. **The University of Kentucky requires the ACT.**

4.10 SAT REASONING/ACT CONCORDANCE

SAT REASONING TO ACT SAT CRITICAL READING + MATH WITH WRITING SCORE	ACT COMPOSITE WITHOUT WRITING SCORE	ACT TO SAT REASONING AVERAGE SAT CRITICAL READING + MATH WITH WRITING SCORE
2380-2400	36	2390
2290-2370	35	2330
2220-2280	34	2250
2140-2210	33	2180
2080-2130	32	2120
2020-2070	31	2060
1980-2010	30	2000
1920-1970	29	1940
1860-1910	28	1880
1800-1850	27	1820
1740-1790	26	1770
1680-1730	25	1710
1620-1670	24	1650
1560-1610	23	1590
1510-1550	22	1530
1450-1500	21	1470
1390-1440	20	1410
1330-1380	19	1350
1270-1320	18	1290
1210-1260	17	1230
1140-1200	16	1170

4.11 REGISTRATION FOR THE SAT OR ACT

The student is responsible for registering online at www.collegeboard.org or www.act.org at least six weeks before the test date. **Register early because test centers are filled on a first-come, first-served basis. The earlier you register, the better your chances are of being assigned to your first choice test center. Be prepared to upload a photograph when you register.**

THE STUDENT MUST REQUEST THAT HIS OR HER SCORES BE SENT BY THE COLLEGE BOARD OR BY ACT TO ALL SCHOOLS WHO REQUIRE DIRECT SUBMISSION FROM THE TESTING AGENCY. FAILURE TO DO SO WILL RESULT IN INCOMPLETE APPLICATIONS WHICH COLLEGES WILL NOT PROCESS. ALL SCORES MUST ALSO BE SENT TO EDS. THIS WILL OCCUR AUTOMATICALLY WHEN STUDENTS ENTER DAY SCHOOL'S CODE (150958) ON THE SAT/ACT REGISTRATION FORM.

4.12 REGISTRATION FOR THE SAT SUBJECT TEST

Register online for Subject Tests the same way you register for the SAT. Again, registering early will increase your chances of being assigned to your first choice test center. You can take up to three (3) SAT Subject Tests on any one test date.

Be careful, however, as not all subjects are offered on every test date. Check the SAT web site for a listing of test date offerings.

4.13 TEST DATES: 2015-2016

The SAT Reasoning or SAT Subject Tests will be given on the following dates:

TEST DATE	TEST OFFERED	REGISTRATION DEADLINE
October 3, 2015	SAT Reasoning & Subject Tests	September 3, 2015
November 7, 2015	SAT Reasoning & Subject Tests	October 9, 2015
December 5, 2015	SAT Reasoning & Subject Tests	November 5, 2015
January 23, 2015* Last date of the current SAT	SAT Reasoning & Subject Tests	December 28, 2015
March 5, 2016** The new SAT begins with this date	SAT Reasoning only	February 5, 2016
May 7, 2016	SAT Reasoning & Subject Tests	April 8, 2016
June 4, 2016	SAT Reasoning & Subject Tests	May 5, 2016

The ACT will be given on the following dates:

TEST DATE	REGISTRATION DEADLINE
September 12, 2015	August 7, 2015
October 24, 2015	September 18, 2015
December 12, 2015	November 6, 2015
February 6, 2016	January 8, 2016
April 9, 2016	March 4, 2016
June 11, 2016	May 6, 2016

4.14 ABOUT EXTENDED TIME TESTING

For PSATs, SATs and AP exams:

Eligibility forms for extended time testing are available from the Learning Specialist.

If you have already been approved for accommodations, you can register online by including your SSD number, contained in your Eligibility Letter. If you have not yet been approved for accommodations, you must take a completed Eligibility Form to the Learning Specialist well in advance of the registration deadline of the SAT that you would like to take.

Students who plan to use extended time on AP exams must let Dr. Gibson know by mid-February. She will file the appropriate forms with the College Board.

For ACTs:

Students who qualify for time and a half on the ACTs should complete an ACT registration form, a National Testing registration form (available from Learning Specialist or on-line at www.act.org/site.html), and a release of information form.

The TOEFL is available for students whose native language is not English. Registration information is available on the TOEFL website: www.toefl.org.

SAT	ACT
Seven times per year	Six times per year
Ten-section exam: Three Critical Reading, three Math, three Writing, and one Experimental. The Experimental section is masked to look like a regular section.	Four-section exam: English, Math, Reading, and Science reasoning. An Experimental section is added to tests on certain dates only, and is clearly experimental.
Math: up to 9th grade basic geometry and Algebra II. Science: none. Reading: sentence completions, short and long critical reading passages, reading comprehension. Writing: an essay, and questions testing grammar, usage, and word choice.	Math: up to trigonometry. Science: charts, experiments. Reading: four passages, one each of Prose Fiction, Social Science, Humanities, and Natural Science. English: stresses grammar.
200-800 per section, added together for a combined score. A 2400 is the highest possible combined score.	1-36 for each subject, averaged for a composite score. A 36 is the highest possible composite score.
There is a "Score Choice" option.	There is no "Score Choice" option.
Educational Testing Service (ETS) (609) 771-7600 www.ets.org	ACT, Inc.: (319) 337-1000 www.ACT.org

5 THE COLLEGE SEARCH PROCESS

5.1 SELF ASSESSMENT

The first step in the college search process requires you to match your abilities and needs with the academic requirements, expectations, and other criteria of prospective colleges.

5.1.1 WHO AM I?

Ask yourself these questions:

- How do I best learn? With lecture? In a discussion? Through physical activity?
- What helps me succeed? Am I a self-starter, or do I frequently need prodding from parents or teachers to do my best work?
- What excites me intellectually?
- Do I like to get involved in many activities, or would I prefer to focus on one or two?
- What frightens me? When am I happiest?
- What kind of people do I enjoy? Need?
- What do I like to do with my free time?
- How would I like to shape my life?
- How much guidance and structure do I need or want as I select a major and prepare for a career?

In order to answer these questions and more, see Appendix - the Senior Resume. This should be fully completed and returned to Ms. Heck by September 1 of your senior year – at the latest.

5.1.2 WHO ARE THEY?

You will find answers to questions such as these through research:

- What are the academic demands of the college? Your goal is to find a challenging school – one that demands that you reach your fullest potential – that meets your needs.
- What courses of instruction are available?
- Who teaches the courses? (Full professors or teaching assistants?)
- Is the geographic location appealing?
- What is the enrollment?
- Is the campus (i.e. residence halls, library, other facilities, etc.) appealing?
- What student organizations and extracurricular activities are available?
- What is the cost? Are merit scholarships available? Am I a competitive scholarship applicant?

5.1.3 WHAT DO THEY WANT FROM ME?

Some colleges base their decisions solely on the high school grade point average (G.P.A.) and SAT or ACT scores. Most colleges – certainly the more selective ones – base their decisions (in varying degrees) on some or all of the following criteria:

- **Your academic record in grades 9-12:** The high school record is the most important part of your application to college. Within the academic record, the following factors are considered:
 - **Types of courses taken:** College-prep, Honors, and Advanced Placement.
 - **Quality of performance:** Consistency of performance and level of achievement (whether or not you have performed to your fullest potential) are important considerations and are indications of intellectual curiosity and positive or negative trends in your performance over your Upper School career.
 - **Reputation of Evansville Day School:** Percentage of our graduates attending college and their performance in college is important. Because Day School students perform well in competitive colleges throughout the country and almost all of our students go on to four-year institutions, colleges on the whole are aware of the high quality of our graduates.
 - **Standardized test scores such as the SAT Reasoning Test, SAT Subject Tests, and the ACT:** These scores give the colleges a consistent measure by which to compare students throughout the country. (A growing number of schools no longer consider standardized testing in the application process. You can see a list of those schools at www.fairtest.org)
 - Work experience.
 - **Extracurricular endeavors:**
 - **School activities:** school clubs, athletics, performing arts, etc.
 - **Community service:** volunteer work, church activities, etc.
 - **Indications of special ability:** music, theater, athletics, etc.
 - **Part-time employment**
 - **Leadership:** sports captain, club officer, etc.
- Colleges are looking for students who will have an impact in their community. Consequently, significant contributions in a few activities are more impressive than limited involvement in a large number of activities.
- **Interviews by alumni or college admissions officers:** Interviews offer you a chance to attach a face and personality to your written application, ask questions, and demonstrate your interest.
 - **Letters of recommendation:** Letters from teachers, counselors, alumni, and employers or volunteer supervisors in the community provide statements concerning your academic ability, extracurricular involvement, and character.
 - **Essays:** In addition to serving as a writing sample, the essay is your chance to express your individuality to the admission officers. It gives you the opportunity to “set yourself apart” from other applicants.
 - **Neatness and accuracy of your application:** See Appendix 8.1

- **Special considerations:** legacy status, geographic location, recruited athlete, special talent (e.g. art, music, etc.), cultural background.

Some colleges require only that a student have an acceptable high school record and competitive SAT scores. Most schools, however, want a student who can offer something special, if not unique, to their student body. **Selective schools have many more applicants than openings in their freshman class, (the most selective schools routinely accept less than 10% of all applicants) and most of the applicants have impressive high school academic records and very high standardized test scores. It is the student who can offer something special who has an edge in the admission process.**

5.2 GATHERING INFORMATION

Many reference materials are available from Ms. Heck. Here are a few of her favorite college resources. Stop by anytime to browse or check out a book.

- The Fiske Guide to Colleges
- Loren Pope's Colleges that Change Lives
- Barron's *Top 50*
- The College Board's *College Handbook*
- The Complete Guide to College Visits
- Peterson's Guide to Four-Year Colleges
- Bill Mayher's *The College Admissions Mystique*
- The Best 357 Colleges
- The Insider's Guide to the Colleges

College survey books (such as The College Board's *College Handbook* or *Peterson's Guide to Four-Year Colleges*), which give factual information about every accredited college in the country, are also available in libraries and bookstores, as are books containing more narrative and subjective assessments of a school's academic and social environments (*The Fiske Guide to Colleges*, e.g.).

The Internet also offers significant information regarding the college search process in general as well as details about specific schools. Virtual tours are now common on college web sites. Personal contacts with **college representatives** (when they visit EDS on an individual basis) and with alumni are excellent opportunities to gain first-hand knowledge about the colleges. You will meet several times with Ms. Heck during the second semester of your junior year to discuss college plans. In those meetings, a list of colleges will be developed based on your abilities, extracurricular involvement, personal and academic strengths and weaknesses, and the college characteristics that are important to you.

It is particularly important that students and families keep an open mind as the search begins. The best "fit" for your academic, social, and extracurricular needs may be a college or university whose name is not initially familiar to you!

5.3 THE VISIT

Demonstrated interest in a college is becoming increasingly important to admission offices, especially the more selective colleges. Make sure you are an "official" visitor, thereby being noted in the admission office's electronic database.

You should try to visit those colleges in which you have a strong interest, in order to gain first-hand knowledge. The visit can reinforce or raise questions about the impressions that you have formed about a college from the literature and from talking with others.

The format of college visits varies greatly among the colleges and may range from a personal interview and overnight visit program to a group question and answer session followed by a campus tour. In preparing for a visit, you should check the college's website. On the admissions page for most colleges there is a calendar listing the availability of tours, information sessions and even interviews. Most websites will also offer specific directions to campus and parking information.

You schedule the visit, and you can do that through either the website, or call the Admissions Office. Try to schedule visits so that you will not miss too many classes at EDS; visits during Spring Break, the summer, and during the holidays accomplish this goal. However, the most useful visit will occur while college classes are in session. If you can, arrange to sit in on a class while on campus.

Interview slots are often booked several months in advance during the late summer and fall, so appointments should be scheduled well in advance.

You should do the following to make maximum use of your visit:

- Ask permission to sit in on a lecture or visit a class.
- Visit the library and a laboratory.
- Check out the dining halls and residence hall rooms.
- Find out about the social, cultural, religious, and recreational activities available. Read notices and flyers on bulletin boards.
- Talk informally with students and faculty members.
- Read a copy of the student newspaper; it may reveal current issues of interest to students, campus activities, and the general atmosphere of the student body.
- Try to gain a general impression of what the students and the college are like.
- Consider meeting with faculty members or coaches in your area of interest.
- Spend the night with a student host in a residence hall.

As you talk with students, ask them questions such as the following:

- How many hours each week do you study? Is that typical of students here?
- Are campus jobs readily available?
- Are faculty members interested in students and accessible outside of class?
- Do many students go home on weekends?
- What do students do for fun?
- What's the library like as a place to study? ...to do research?
- What do you like most about this college? ...least?
- How easy is it to get the classes you want at registration?
- If you had to do it again, would you still choose this college?

If you are considering competing in varsity athletics at the college level and have the opportunity to talk with a coach, ask questions such as the following...

- What academic support services are available? Are there mandated or supervised study halls? Will I be assigned an academic advisor by the athletic department?
- What percentage of student athletes have graduated at this school since you became coach? How long did it take them to graduate?
- How often will my athletic responsibilities require me to miss class? What provisions are made for assignments and classes missed during away competitions?
- How many credits per year and what GPA do I need to earn to remain eligible for competition?
- Are the eligibility standards at this school the same or more stringent than those established by the NCAA?
- Why should I choose this college over others?

If you attended a class, ask yourself...

- Are students interested in the material?
- Is there time for questions and discussion? Do students participate?
- Are students prepared for class?
- Am I intellectually challenged by what is taking place in the class?
- Do I feel that the students are learning--either new facts or new ways of thinking about a subject?
- Is there good rapport between professors and students?
- Would I feel comfortable as a student in this setting?

As you tour the campus, ask yourself...

- Are the buildings in good repair?
- Is lab equipment up-to-date and plentiful?
- Are computers readily available?
- Are rooms in residence halls pleasant?

You may find it helpful to remember your visit by taking pictures and recording your impressions in a notebook. If interviews are required or recommended by the college, you should make a point to have an interview during the visit. Ms. Heck has a ready-made pamphlet to assist you when you visit colleges.

5.4 THE INTERVIEW

The nature and purpose of the interview varies from one college to another. Some colleges require the interview for admission while others use it to allow the student to gather information by asking questions. If the interview is evaluative and used for admission, it can be an important part of the process and is one of your best opportunities to convince the admission officer that the college must make room for you in its freshman class.

Tips for a positive college interview:

- Dress neatly and appropriately.
- Be friendly, relaxed, and courteous. Talk freely about accomplishments but do not brag.
- Be prompt. If you will be late, phone ahead and apologize in advance.
- The interview starts the moment you arrive on campus. Be respectful and appreciative of everyone you meet.
- Take an unofficial copy of your transcript (if interviewing with an admissions officer) and a copy of your resume.
- Silence is okay. Take a moment to collect your thoughts before answering the questions.
- Do not ask questions that you can answer by reading the college catalog or web site.
- Your questions should show that you have done some serious research about the particular college. An inappropriate question would be, "Do you offer a major in accounting?"
- Appropriate questions would be, "How available are the professors after class to help us with something we do not understand?" "What do students find most satisfying here?" "What do they complain about?" "What are the school's strongest departments?" "What if I am unsure about a major?" "What are the major topics of discussion or debate on campus right now?" "How safe is your campus?"
- Maintain eye contact.
- Communicate interest in the school whether it is your first choice or your fifth choice.
- Get a business card with the name and address of your interviewer and write a thank-you note promptly after the interview.

Questions that students might expect to be asked by admissions reps include:

- Why are you considering this college?
- What are your academic and personal strengths and weaknesses?
- How have you prepared yourself for college?
- How would you describe yourself to someone who does not know you?
- What events have been crucial in your life?
- What do you enjoy doing in your free time?
- What is the most significant contribution you have made to your school or community?
- What is the most important thing you have learned in high school?
- Tell us about your school (EDS). What do you like or dislike?
- What books are you currently reading? What book has had a significant impact on you?

Think about your goals, values, strengths, and weaknesses before your interview. Take the opportunity to explain any unusual circumstances affecting your record (i.e. a long illness, family problems).

5.5 NARROWING YOUR CHOICES

After determining your criteria and gathering information, you must narrow the list of colleges to a manageable number. Some important things to think about may include:

- The academic atmosphere.
- Accessibility of faculty outside of class.
- Opportunities for independent study, or self-designed courses or majors.

- Opportunities for international study.
- Academic and/or career counseling program.
- Campus setting and location, including campus facilities.
- Recreation opportunities, both on-campus and off-campus.
- Overall fit, how did the visit feel?
- Cost and availability of scholarships or financial aid.
- Your intended major – if known.

YOU determine the importance based on what you have seen, read, and heard. You must also determine which of the factors are of greatest importance to your decision.

Some students are able to narrow the number of schools before making visits while others have a difficult time doing this without the information gained from a visit. In any event, most students will apply to six to **eight** colleges with at least two in each of the following categories:

- A school where your statistics fall below the college's published academic profile of admitted students – a **reach** school.
- A school where your statistics fall within the mid-50% of the college's published academic profile of admitted students – a **possible** school.
- A school you would be happy to attend and where your statistics are above the mid-50% of the college's published academic profile of admitted students – a **likely** school.

Keep in mind that many guidebooks publish statistics that are based on admissions statistics from previous years. It is best to pull current statistics from the college's own website. Also, admissions statistics vary from year to year, use published profiles as guidelines only.

6 APPLICATIONS

SEE APPENDIX 8.1 TO KNOW WHO SENDS WHAT.

Most colleges and universities make their applications available through their websites and encourage students to apply online. As an incentive to apply online, some colleges will waive the application fee. You can also download and then print a paper copy of the application directly from the college's website.

Over five hundred colleges and universities have agreed to accept a generic application called the **Common Application** in order to simplify the application process for students. The common application is available online at www.commonapp.org.

6.1 APPLICATION PLANS AND DEADLINES

6.1.1 EARLY DECISION (ED)

An Early Decision agreement requires that, if admitted, the student will attend that institution. Because these applications must be filed early (usually November 1 or 15), the college considers only grades through the end of your junior year or the first quarter of your senior year. Colleges have three options under Early Decision: they will admit you, defer your application for further review, or deny you admission. Because an Early Decision application is a commitment to attend the institution if admitted, you may submit only one Early Decision application. If admitted to your ED school, you must promptly withdraw all other applications. **CAUTION: If you file an ED application and are admitted, you are honor-bound to follow through with your commitment to attend.**

6.1.2 EARLY ACTION (EA)

This application plan allows the student to receive an admissions decision from a college early, without the obligation to attend if admitted. Students applying under Early Action may apply to other colleges and have until May 1 to choose the college at which they will enroll. As with the Early Decision plan, colleges have three options. They will admit you, defer your application for further review, or deny you admission. EA deadlines are similar to ED deadlines.

Some schools with Early Action plans **do not** allow students to file both an EA application and an Early Decision application to another institution or to file more than one Early Action application. This plan is known as single choice early action. *It is your responsibility to know and to follow each school's rules.*

6.1.3 REGULAR DECISION

In this plan, the colleges set a deadline for receipt of the application. The colleges evaluate all completed applications received by the deadline (usually between January 1 and February 1) and select applicants for admission. These colleges notify all of their applicants of their decisions at the same time (usually mid-March to mid-April).

6.1.4 ROLLING ADMISSION

Colleges following the rolling admissions plan notify candidates of the admission decision in about six weeks after they receive the completed application. Students applying to schools with rolling admission are encouraged to file applications early in the fall of the senior year, before the class and residence halls are filled.

6.2 COMPLETING THE APPLICATION

Applications vary in complexity from those requesting only factual data to those requiring essays, teacher recommendations, counselor recommendations, peer recommendations, and other supporting material. Electronic applications are in place at most schools. This method is quick, easy, and potentially less expensive. No matter what the format, **the student is responsible for making certain that all parts of the application are completed properly and that parts to be completed by others (e.g. teacher and Ms. Heck) are submitted well in advance of the application deadline.**

6.2.1 STUDENT PORTION

Students should complete their own applications. These are *your* applications. Do your own work! Essays written by anyone other than you will not carry your own unique voice and are easily identified by admissions personnel.

6.2.2 INFORMATION SECTION

This portion of the application is generally used to gather such factual information as name, address, social security number, birth date, parent information, school activities, employment, and honors. Be sure to apply using your given name, which should match the name on your transcript and on your standardized test scores. The student is almost always asked to sign the application (often in several places); please be sure that this is done properly.

6.2.3 ESSAY

The essay is an extremely important part of most applications because it gives the applicant the chance to tell the admissions committee something that cannot be found anywhere else in the application. The essay should be about something that only you (author/student) could write. In the early fall of your senior year, you will work on a college essay in your senior English class. The college counselors will be available to help guide you, and your counselor will ask to read all your essays before you send them. The following guidelines from the admissions office at Stanford University offer universally accepted advice:

- The college essay should be concise; do not make it too long (1-2 pages is appropriate).
- It should be honest; do not alter the facts of your life.
- It can be about something common such as your family or going to camp; the "normal" can be significant if it reveals something important about you.
- The writing should reveal your individuality and show that you can be reflective about your life experiences.
- Be coherent; stick to one subject.

- Be accurate; use correct, graceful English and correct all typing errors.
- Write vividly; use examples, give details, be specific.
- Be creative.

Other cautions in writing:

Read the question carefully (It sounds obvious, but colleges become rather frustrated by students who do not follow directions).

- Don't blame others for your mistakes.
- Don't be obscene, even indirectly.
- Humor works; sarcasm does not.
- Don't plagiarize.

How to write the essay:

- Determine your message first. Spend as much time thinking as you do writing.
- Write as if you are brainstorming - then revise.
- If you are stuck, have a brainstorming session with Ms. Heck or someone close to you.
- If you write about an activity or an experience, focus not on how good you are or what you have accomplished, but what it means to you.
- Don't ask yourself or anyone else, "What do they want me to write about?" The appropriate question is, "What should I tell them about me?" Reorganize your thinking.
- Test the "success" of your essay by asking someone to read it and then asking, "What do you think it says about me?" - Do not ask "Do you like it?"
- Finally, ask yourself, "If college officials were to place me with roommates based on this essay, would they be able to choose compatible people? Would it give them enough to go on?"

Have Ms. Heck check over your essay to make certain that you have answered the question effectively and that it is free of spelling and grammatical errors. As does the interview, the essay provides you with the opportunity to reveal yourself to the admissions committee and to demonstrate what makes you special and unique.

6.2.4 RESUME & SPECIAL TALENTS

Because colleges are interested in learning about how you spend your time outside the classroom, you may choose to develop a resume outlining the extracurricular activities in which you have been involved. Specifically, your resume should reveal how much time you have devoted to your various activities and any special responsibilities or roles you have had.

Sample resumes are on pages 26 and 27.

JANE SMITH

123 Pine St. Evansville, IN 30327
(770) 555-6789

SSN: 777-88-9999
jsmith@gmail.org

Education

Evansville Day School 1998-2009
Washington & Lee Summer Scholars Program Summer 2008

Awards

National Merit Scholar 2009
National Honor Society 2009

Activities

Varsity Soccer, 10 hours per week in season 10th-12th grade
Third in State 11th grade

Junior Varsity Soccer, 8 hours per week in season 9th grade

Varsity Basketball, 15 hours per week in season 9th-12th grade
Second in State 10th grade

Fellowship of Christian Athletes, 2 hours per week 9th -12th grade

Key Club 12th grade

Academic Super Bowl team 10th-11th grade

Coordinate Upper School recycling program. 9th-10th grade

Volunteer and Community Activities

Smart Moves 9th-12th grade

Tutor, 1 hour per week 9th-12th grade

Tutor one fourth grader in math and science.

Work Experience

Sales Assistant—J. Crew, 25 hours per week Summer 2008
Customer sales, stocking, and displays.

Intern—Smith, Smith, and Smith Law Firm, 10 hours per week Summer 2007

Filed, updated databases, and shadowed members of the firm during court appearances.

Rather than creating a comprehensive resume, you may choose to design a resume that highlights one activity or talent. This will be especially useful if you're attempting to gain the attention of college coaches, music directors, etc. Many such people have limited means to discover student talent on their own. A letter of introduction and a copy of a resume (such as the one below) can bring you to the attention of an individual or a college that might not otherwise know of your extracurricular skills.

SOCCKER RESUME

Susie Cornerkick
17 Ridge Hill Farm Road
Evansville, IN. 47711
(812) 555-5432

Evansville Day School
3400 N Green River Road, IN 47715
(812) 469-3338

Experience: Evansville Day School

Varsity Soccer: 2007-Present
Junior Varsity: 2006

Evansville Select FC

(Indiana State Champions)
First Team - Division I - 1999-2007

Achievements: Evansville Day School

2009 - *Junior Year* - Starting right wing; Captain; Leading Scorer on team with 12 goals; All-League Honorable Mention; Team finished fourth in the State Tournament

2008 - *Sophomore Year* - Starting Right Wing; Leading Scorer on team with 13 Goals; Third Leading Scorer in league; All-League Honorable Mention; Team was a Finalist in State Tournament

Evansville Select FC

1999-2007 - Starting Right Wing on Fall and Spring Team

2004 - State Division Champions

2002 - State Division Champions

References:

Mr. Tom Dragon Soccer Coach (Evansville Day School)
Ms. Heather Heck, College Counselor
Mr. George Best, Soccer Coach (Evansville Select FC)

812-469-3338 ext 213
812-469-3039 ext 202
812-555-1213

Information for students interested in Division I or II athletics:

- All students interested in playing Division I or Division II sports in college must submit the **NCAA Eligibility** form during the second half of the junior year in high school. The Eligibility Center evaluates students' academic records to determine if they are eligible to participate in Division I or Division II athletics. This is a formality that all student-athletes must follow. In past years, all Day School students have qualified for eligibility. To obtain a copy of the form, visit the NCAA Eligibility Center (formerly known as the Clearinghouse) web site at:

<https://web1.ncaa.org/eligibilitycenter/common/>

- Start your college search early. During or after your sophomore year, you may want to make informal visits to some colleges. Making these informal visits gives you a foundation of knowledge that will help you make better decisions during the recruitment process.
- Build a flexible list before colleges show interest in you. The list should include schools you would attend even if you could not play a sport (what if you are injured and can't play?).
- Do not wait for a phone call or letter from a coach. At the end of the junior year, plan to visit several of your top colleges.
- Send your own personal letter and athletic resume to the coach(es) of the sport(s) in which you are interested.
- Follow up your letter with a phone call or email to the coach.
- Initiate a campus visit. Call ahead to set an appointment with the coach and/or admission office. Plan to spend the night on campus if possible.
- Attend a practice and be sure to check out the playing facilities as well as spend time with current student-athletes.
- Send a thank you note to the coaching staff/athletes after visiting a school. There are several coaches/athletes who took the time to host you. You want to let them know how much you appreciate what they did for you. It also reminds them of who you are!
- Send a video of your playing ability when appropriate to do so.
- Return phone calls and emails from coaches or anyone else representing the University promptly.
- Attend a sports camp at the college(s) where you have a strong desire to attend and play.
- Work in partnership with your Day School coach, your club coach, and your college counselor. Keep all parties informed about the feedback you are getting from schools. Remember, the only office with the authority to admit you is the admissions office.

- When you have found the school that meets your needs and expectations, be sure to give it full consideration. No matter whether the school is NCAA Division I, II or III-- scholarship or non-scholarship--there is no substitute for the complete college experience. Make sure all the elements fit your athletic, academic, and personal needs.

6.2.5 PORTFOLIOS AND ART SUPPLEMENTS

If you have a particular talent, you might want to submit evidence of this talent in your application as well. For example, a musician might include a CD of a performance, a writer might wish to send an article published in a newspaper or journal, or an artist might submit a portfolio. Before sending it, check with the admissions offices to make sure that such information will be considered in the admissions process. In many cases, music CDs and athletic and theater videotapes should be sent directly to the respective music department, athletic coach, or theater department. If you submit your application online, it is your responsibility to mail any additional materials, such as an art portfolio. If you do so, you must abide by all deadlines.

6.2.6 PORTIONS TO BE COMPLETED BY SOMEONE OTHER THAN THE STUDENT

6.2.6.1 TEACHER RECOMMENDATIONS

Some colleges require one or two teacher recommendations.

You should request recommendations from the two teachers whom you would like to write letters of recommendation for you. The same two teachers can send letters to every school to which you will apply. In addition to your gratitude, you should provide those writing the recommendations with any additional information they request. Please remind your teachers to either upload their recommendations to Naviance or turn their recommendations in to the Ms. Heck so they can be filed and then uploaded with your other documents.

Some applications will specify which teachers (i.e., English, math) should write your recommendations. If the application does not specify, you should request teachers (preferably from junior year) who know you particularly well and who can make positive and insightful comments about your performance in their classes. When you approach teachers about writing a recommendation, ask them if they can give you a good recommendation. Rest assured that they will tell you whether or not their comments will be favorable and will suggest that you find someone else to write the letter if they think they cannot write the most supportive letter for you.

Please remember to thank the teachers for their efforts on your behalf because writing these letters is very time consuming. And keep them informed about decisions reached by the colleges. They care about what happens to you!

6.2.6.2 THE SECONDARY SCHOOL REPORT

A Secondary School Report is requested by most colleges and includes a letter of recommendation written by Ms. Heck. Ms. Heck will solicit information about each student from teachers, advisors, coaches, and administrators to give him additional information on the student. He will also ask you to give him lots of information about your interests and involvements, both in school and in the community. The counselor recommendation generally comments on the student's academic record, extracurricular involvement, personal qualities, and any additional information that might help to clarify the student's application. Both the secondary school report form and the teacher recommendation form give the student the choice of waiving or not waiving his or her right of access to the comments submitted on his or her behalf.

Because colleges are apt to give much more credence to recommendations that are confidential, we suggest that you waive your right to see these letters of reference.

Also included with the secondary school report are the student's transcript, senior schedule, and school profile (a document providing the college with detailed information about Day School).

6.2.6.3 OTHER RECOMMENDATIONS

Additional letters, other than those requested by the college, from alumni/ae and supervisors or employers should only be sent if they convey information that is not communicated elsewhere in the application. The person submitting these letters should know the student personally so that the recommendation speaks from first-hand knowledge of the student's ability and character rather than merely restating factual data already in the application. **Too many unsolicited recommendations may raise concerns in the admissions office about the applicant's qualifications. Provide what the colleges request and trust that an honest and complete application will offer ample information for the admissions committees.**

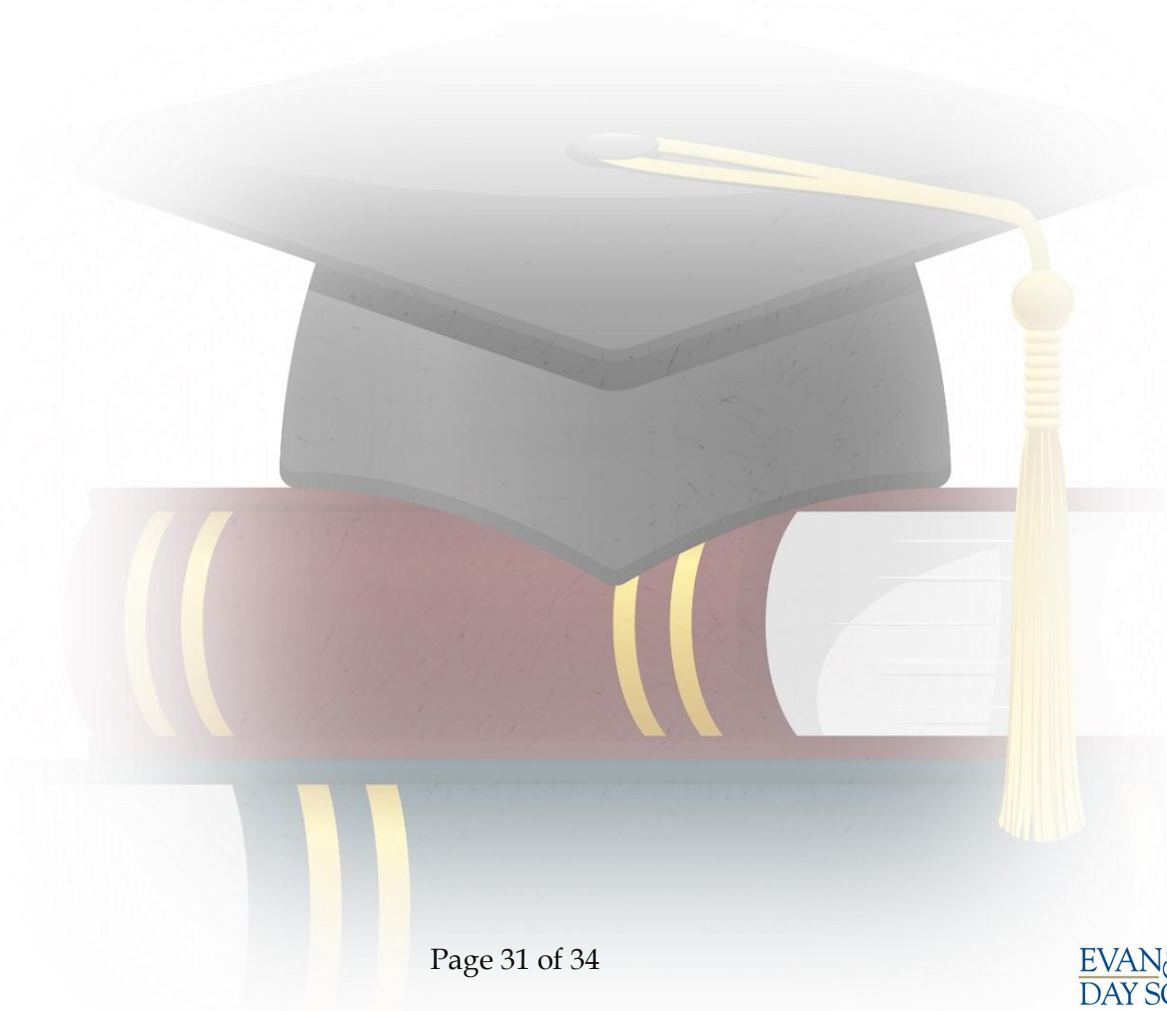
6.2.7 ADMISSION DECISIONS

Time can pass slowly between the submission of the applications and the colleges' decisions. But eventually the news will arrive in one of three forms: an offer of admission, a denial, or placement on a waiting list. If a college places you on a waiting list, the college may be able to offer you admission when those students initially accepted turn down the acceptance, thus opening up a place in the class. In both the deferral (from EA or ED) and waiting list situations, you should submit any new information (awards, grades, achievements) to the college; if the college is your first choice, inform the college admissions office by letter.

Unless you apply under Early Decision, you have the right to wait until May 1 to decide whether or not to attend a certain school. If a school demands a deposit before May 1, then you may request in writing that the college give you an extension (and inform your counselor about such a request). Sometimes big state schools ask for early deposits to insure housing on campus. In such cases, you may put down a deposit and then withdraw that deposit if you decide upon another school later. You must accept a position to a SINGLE college by May 1.

You should decline in writing offers of acceptance from schools you do not plan to attend as soon as possible but no later than May 1.

You may not make multiple deposits (reserving a spot in more than one institution) because it denies someone else the chance to attend the institutions that you decide not to attend. Engaging in such practice is not only highly unethical but may result in subsequent rejection by all schools involved! Day School will send only one final transcript for each graduate.



7 FINANCIAL INFORMATION

Financial aid is usually awarded in a "package," which can consist of one or all of the following components: a scholarship or grant (usually awarded directly by the university) which does not need to be repaid, a loan (usually from the federal government), and an on-campus job (work-study). Distribution is based on financial need.

Most financial assistance is administered through the financial aid office of individual colleges. Therefore, care should be taken to make application for financial aid at each of the colleges to which the student applies. In most instances this will require that the family file some combination of the following three forms, the first of which is essential for all financial aid applications:

Free Application for Federal Student Aid (FAFSA): The Federal government will process this form free of charge. Almost every college or university requires this form. It asks families to supply information about their income and assets and is most easily filled out using a completed tax return (questions will refer to specific lines of the 1040 or 1040A). The FAFSA will be available in early January of the senior year and should be filed electronically at www.fafsa.ed.gov.

CSS PROFILE form: Most private colleges and universities require more information than the FAFSA can provide. Therefore, many of these schools will ask the financial aid applicant to complete the PROFILE. The PROFILE application consists of two steps: an initial registration online (at www.collegeboard.com) with a listing of all colleges to receive the information. The PROFILE, if requested by your colleges, should be completed in the fall of the senior year, as soon as the student's list of applications is finalized. The College Board will process the initial PROFILE registration form and will return to the family forms that have been customized to gather the information required by each of the schools listed on the initial form. Since the College Board is gathering this information on behalf of the participating schools, there is a processing fee which accompanies the PROFILE. The 2015-2016 costs are \$25.00 for the initial application and one college or program report. Each additional college or program report costs \$16.00.

Institutional Forms: because some colleges object to the high fees associated with the PROFILE, they choose to request additional information using a form that they developed in-house instead. Be aware, however, that a few colleges require all three (FAFSA, PROFILE, institutional) forms.

Because colleges often differ in their requirements to receive financial aid, students should contact the financial aid office at the schools they wish to attend to determine which forms are necessary and to request that these forms be forwarded to them.

7.1.1 SCHOLARSHIPS

The financial aid office of each college to which you apply is the best source of information concerning the scholarships available at the institution. Please remember that Day School receives only a limited number of scholarship notices from the colleges, which we pass along to students. As scholarships come to the attention of Ms. Heck, she will notify the seniors and make them available for perusal in the College Counseling Office. Individuals are encouraged to pursue any scholarships for which they may be eligible either by reason of employment, service, association membership, talent, or major field of interest.

7.1.2 FINANCIAL AID AND SCHOLARSHIP INTERNET RESOURCES

College Board Online: www.collegeboard.com. **Best authority** on CSS Profile and the SAT; list of loan sources with descriptions; financial aid calculators for students and parents; wonderful scholarship search engine.

FastWeb: www.fastweb.com Excellent private scholarship/grant search vehicle; students must create user ID and profile; request scholarship applications electronically.

FAFSA: www.fafsa.ed.gov Your source to complete and file the FAFSA electronically.

Finaid.org: www.finaid.org The “ultimate” guide to financial aid resources, with links to many financial aid sites; easily navigated and sorted into list of financial aid topics; including a financial aid calculator for planning purposes.

Nellie Mae: www.nelliemae.org Nonprofit provider of education loans. The website offers good information on the differences between private and federal loans and how to select the right loan for educational needs.

ROTC: good source of information regarding ROTC scholarships, as self-described by each branch of the military

Army: www.armyrotc.com

Navy: www.nrotc.navy.mil

Air Force: www.afrotc.com

Sallie Mae: www.salliemae.com financial aid calculators; how to find, compare and manage loans; information on loans as part of financial aid packages; frequently asked questions.

SmartMoney: www.smartmoney.com/college An excellent resource for understanding financial aid and college savings investments, including 529 plans.

U.S. Department of Education: www.studentaid.ed.gov Good overview of available federal financial aid.

7.1.3 TIPS AND REMINDERS FROM MS. HECK

1. Always use your full, given name on all applications and in standardized testing. This will help the colleges pull all of your application pieces together.
2. Set up an appropriate sounding email account to use during the college application process, and check it regularly.
3. Keep a record in a central place of all your user names and passwords for each college application.
4. When submitting paper materials to a college, put your name, birth date and social security number on EVERY sheet.
5. PAY ATTENTION to college deadlines!!
6. Visit the college when students are on campus to really get a sense of whether you fit. Summer time may work best for initial visits, but try to go back when school is in session.
7. Take the time to apply for scholarships.
8. Think of the application as a holistic picture of who you are.
9. Don't be afraid to ask a teacher for a recommendation in a class in which you struggled. The best recommendations come from the teacher who knows you the best, not necessarily the ones that like you the best.
10. Meet with Ms. Heck often!
11. **Know all of the pertinent deadlines! Do what has to be done, when it has to be done, and do it well!!**

8 APPENDIX

8.1 THE APPLICATION: WHO SENDS WHAT?

IMPORTANT:

It is the responsibility of the student to insure that all necessary forms are given to Ms. Heck and faculty. The student information section on the form must be completed by the student (name, address, s.s.#, etc.) prior to giving it to Ms. Heck/faculty. Forms are available online at [Senior Resume Data Sheet](#) and [Senior Parent Questionnaire](#).

It is the student's responsibility to know admission deadlines.

STUDENT SENDS	SCHOOL SENDS
<ul style="list-style-type: none">• Application• Application fee• Essay - if required• Test scores- if required• Activities Sheet - if required• Peer evaluation - if required	<ul style="list-style-type: none">• Secondary School/ Counselor report• Transcript• Test scores• Heck Recommendation• Teacher recommendations - if required• School profile• Mid-Year report – sent in early January• Final transcript - sent in June

NOTES:

- Know deadlines for application. Application deadlines vary from college to college.
- Make a copy of the application, complete in pencil, review it with Ms. Heck before sending it in.
- If using an online application, print one, complete and review with Ms. Heck before transmitting.
- NEATNESS counts. USE ink!
- Consider the Common Application.
- Give at least **two** weeks' notice for school credentials to be sent.