

BAYPORT – BLUE POINT HIGH SCHOOL

**COLLEGE
INFORMATION
GUIDE**



BAYPORT-BLUE POINT HIGH SCHOOL

College Information Guide 2010-2011

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BBP Application Process Checklist
BBP College Application "Cheat Sheet"

TIMETABLE FOR POST SECONDARY PLANNING

Junior Year Planning Calendar

- Put forth your best effort. Class rank will be determined during the first semester of your senior year. Students should enroll in challenging courses that suit their ability level.
- If you are planning on entering the workforce directly after graduation, register for courses during senior year that will give you a marketable skill.
- Prepare a list of schools to visit during the Spring and Summer.
- Start saving up for college applications and college visit expenses.
- Read this guide thoroughly to prepare yourself for your senior year.
- Register for college admission exams (SAT I, SAT II, ACT) to be taken in May or June.
- Begin to request catalogs and other information from colleges you are interested in. Write, e-mail, or call the admissions offices and ask them to send materials to you.

Month by Month:

September-June:

- Review college catalogs, newspapers, and other mailings. Begin to formulate ideas about your college preferences (location, major, size of school, etc.).
- Write, e-mail or call colleges for catalogs and applications.

October:

- Take the PSAT exam and *take it seriously!*

April, May, June:

- Schedule a Junior Conference with your Guidance Counselor to review graduation requirements and post-high school planning.
- Take college admission tests (ACT, SAT I and SAT II Subject Tests).
- Set up visits to college campuses for Spring and/or Summer.

April, May, June, July, August:

- Visit college campuses.
- Continue to obtain application materials from perspective colleges.
- Log in to Naviance account.

SENIOR YEAR PLANNING CALENDAR

September-October:

- Contact colleges to request catalogs, applications and scholarship info.
- Schedule campus visits and admissions interviews.
- Attend a College Fair.
- Meet with your guidance counselor to discuss your post high school plans, review your high school transcript and ensure you will meet all graduation requirements.
- Make appointments for college interviews.
- Work on your college essays.
- If you are considering Early Action or Early Decision, applications must be brought into the Guidance Office *two weeks before the deadline*.
- Register for college admissions exams (SAT, SAT II, and ACT). Be aware of deadlines! Check to see if the colleges you are applying to require SAT II subject exams.
- Give your counselor a list of your extracurricular activities. (We need to write letters of recommendation too! Believe it or not, there are some things we do not know about you!)
- Begin asking teachers to write a letter of recommendation for you. Ask early so they have enough time to write a supportive recommendation.
- If you plan to participate in college level sports, register with the NCAA Clearinghouse (www.ncaaclearinghouse.net).
- **START FILLING OUT YOUR APPLICATIONS!**
- Explore sources of financial aid.
- Review Monthly Senior Newsletters from the Guidance Office.

November:

- Make arrangements to visit the schools you are most interested in attending.
- Take any SAT II Subject tests required by the colleges you are applying to.
- **SUBMIT APPLICATIONS!**
- Review Senior Newsletters.
- Filing deadline for the College Scholarship Service (CSS) Profile. Check to see if any of the schools you are interested in applying to are on the list of colleges that require this specific financial aid form.

December:

- Continue filling out applications, **CHECK DEADLINES**. Pay close attention to deadlines between December 31st and January 15th. Give the Guidance staff at least 2 weeks to process all applications before the holiday break!
- **SUBMIT APPLICATIONS!**
- Expect Early Decision and Early Action replies.
- Research scholarships for which you may be eligible. Review Senior Newsletters.

- Arrange to have all of your letters of recommendation complete and on file in the Guidance Office.
- Continue to visit all of the schools you are interested in.
- Obtain a Free Application for Federal Student Aid (FAFSA) in the guidance office. They are available in Mid-December.
- Watch for monthly scholarship announcements.
- If you have an interview scheduled with an admissions counselor, be prepared. Consider a Pre-Interview session with your counselor.
- Keep track of your applications. You can call the admissions offices after you have submitted an application to check on the status of the application.
- Maintain a folder of correspondence to keep track of all information sent to you by each college.
- Arrange to have your SAT I scores sent directly to the colleges, *if required*.

January:

- Attend Financial Aid Night at the high school.
- File the Free Application for Federal Student Aid (FAFSA) form at www.fafsa.ed.gov. This form will not be accepted before January 1st.
- Review Senior Newsletters.
- Make sure you complete the Free Application for Federal Student Aid (FAFSA).

February:

- Mid-year grades need to be sent to colleges that request them. Check with your Guidance Counselor if this applies to you.
- Expect admissions decisions.
- Notify your counselor of all application decisions.
- Visit any schools you have not seen already.

March – May:

- Notify colleges of your decisions.
- Expect admissions decisions.
- Notify your counselor of all application decisions.
- Admissions and Housing deposits are typically due by May 1st for the school you decide to attend.
- Review Senior Newsletters. (During this time period, the newsletters will include information about local scholarships).
- Watch for local scholarship information.
- Register for Advanced Placement Tests, if applicable.

June:

- Complete our Senior Questionnaire, stating your post high school plans.
- Notify all schools and colleges of your final decisions.

RESPONSIBILITIES

FOR THE COLLEGE APPLICATION PROCESS

For the Student:

- Make an appointment with your guidance counselor to discuss post-secondary educational plans.
- Make sure you have logged in to your Naviance account.
- Attend all possible information sessions, fairs, and orientation sessions on colleges.
- Register for and take any standardized tests required by the colleges of your choice. (SAT I, SAT II, ACT and Advanced Placement).
- Visit the Guidance Office if you need help downloading applications.
- Complete each application as neatly as possible (paper or online).
- Bring all completed applications or supplemental materials to the Guidance Office.
- Complete a Transcript Request Card for each application submitted.
- Obtain teacher recommendations for colleges that require them (usually 1-3).
- Make appointments for interviews, if necessary (either on campus or with alumni).
- Request that standardized test scores be sent directly to colleges from The College Board, when required.
- Develop High School Resume/Activity Sheet to be sent with applications.

For the Counselor:

- Meet with student and parents to discuss future educational goals and plans.
- Review student's strengths and weaknesses in academic record (grades, test scores, academic progress, extracurricular activities).
- Provide general information regarding college possibilities.
- Suggest location of more specific information and teach methods of investigation, (Catalogs, files, college search programs, websites, college fairs, etc.).
- Encourage visits to colleges.
- Write recommendation, when necessary, for students.
- Work with student to develop a high school resume.
- Discuss topics for essays and possible discussions at interviews.
- Communicate with Admissions Office to maintain up-to-date knowledge of programs and current admissions policies.
- Discuss all alternatives with students and parents, regarding college decision types.
- Copy transcript and test score cards for each student.
- Compile, review and send completed applications for each student.

For the Parent:

- Be actively involved in your son's/daughter's college search.
- Be supportive of your son/daughter during the college search process.
- Whenever possible, visit campuses with your son/daughter.
- Be honest and forthcoming about your expectations of your son/daughter's search process regarding financial constraints, distance from home, etc.
- Contact guidance office if you have any questions.

SELECTING THE RIGHT COLLEGE **TEN FACTORS TO CONSIDER**

You should try to select a college that matches your interests and needs as closely as possible. To do this, you should consider the ways in which colleges differ. Listed below are ten areas of difference from one college to another. If you can utilize these ten items to describe what you want in a college, you should be able to narrow your search and ultimately make a well-informed and winning college choice.

1. **PROGRAMS OF STUDY.** Not all colleges offer all major fields of study. You should choose a field that interests you, and will prepare you for a particular career, and then examine colleges and universities that offer that field. If you have narrowed your interest to two or three majors, select a college that offers them all. If you are undecided as to a major, select a college which allows you to begin without declaring a major, and which offers good academic advising and counseling.

2. **LOCATION.** One important decision is whether you will live on campus or commute. If you select a college near home, you still may live on campus if there are dorms. If you select a college away from home, you will probably live on campus, although some colleges allow students to live in nearby apartments. The second aspect of location is the actual setting of the college: Is it rural, urban or suburban? This difference could greatly affect the lifestyle you will take part in during the next four years. Think seriously about where you want to live.

3. **SIZE.** Colleges and universities differ in size of enrollment from several hundred students to tens of thousands. Obviously, there can be tremendous differences, both educationally and socially, in attending different size institutions. There are advantages to small, large, and medium sized colleges. The important thing is to decide what you want. Small colleges can offer a personalized education, and you can get to know most of the students and faculty. Large institutions can offer a greater variety of courses and often have more elaborate facilities.

4. **REPUTATION.** Some institutions have established reputations for being excellent in certain fields. Others are generally thought to be good in everything they do. And some are known more for sports than for academics. Be careful not to make a decision on reputation alone. Find out if the college warrants the reputation it has. Just because an institution has been around for a hundred years does not automatically make it good. However, many old, established institutions have earned their reputations and offer an excellent education.

5. **LIFE.** When you go to college, a relatively small portion of your time is actually spent in classrooms. Other time is spent in the library and laboratory. However, a great deal of time is spent in the dorms, the student center, the cafeteria, and wherever other students gather. The campus life outside of class is very important, and you should try to determine what that life is like at the college you plan to attend.

6. **TYPE.** There are several differences that might be important to you. Colleges can be classified as public run institutions or private run institutions. Public institutions are tax supported and offer lower tuition. Privately run institutions are not governed by the state and usually offer higher tuition charges. However, because private institutions do not have the state's financial restrictions, they may be able to offer more merit based financial aid packages. If you attend a two-year institution, plan your program of studies so you can transfer to a four-year college if you so desire.

7. **COED OR SINGLE SEX.** There was a time when many colleges were for men only or women only. Today, the overwhelming majority of colleges are coed. Single sex institutions still exist and some students prefer to attend these types of institutions.

8. **RELIGIOUS AFFILIATION.** In the early days of American higher education, most colleges had a strong religious affiliation. Today, the majority of institutions are public, with no church relationship. Some private colleges have maintained church affiliation, although attendance at these colleges is usually open to students of all religions. Almost all colleges offer a variety of religious services either on campus or in the immediate vicinity.

9. **FRIENDS.** You do not have to attend the same college as your friends. However, if you have friends or relatives who have attended colleges you are considering, ask them what they like and dislike about college. Remember, their interests may not be the same as yours, but your friends could be a good source of honest information.

10. **COST.** The cost of higher education is a serious consideration but it should not be the major determining factor of where you will attend. All colleges and universities have financial aid programs to help meet the cost of attending. Make your decision on the factors listed above, and then see how the colleges you select can help you meet the costs.

WHAT IS IMPORTANT TO YOU?

	<u>Important</u>	<u>Relatively Important</u>	<u>Not Important</u>	<i>Specific Preference</i>
Cost	_____	_____	_____	_____
College Selectivity	_____	_____	_____	_____
Location	_____	_____	_____	_____
Two or Four Year College	_____	_____	_____	_____
Public or Private	_____	_____	_____	_____
Housing	_____	_____	_____	_____
Size of Enrollment	_____	_____	_____	_____
Athletics	_____	_____	_____	_____
Area of Studies	_____	_____	_____	_____
Extracurricular Activities	_____	_____	_____	_____
Co-op or Intern Programs	_____	_____	_____	_____
Foreign Study	_____	_____	_____	_____
Graduation Rates	_____	_____	_____	_____
Retention Rates	_____	_____	_____	_____
Campus Life	_____	_____	_____	_____
ROTC	_____	_____	_____	_____
Safety	_____	_____	_____	_____

Read this list and check off those things that are most important to you, at the level of their importance. Under "*Specific Preference*", write in what you are looking for if the item is quantifiable. For example, regarding location you might list Long Island or New York State or Within A Five Hour Drive or The Northeast or The East Coast. This preliminary step will help you to narrow down your choices.

The next step is to use your worksheet of college characteristics as a guide and try to match them with particular colleges. The easiest way to do this is to utilize one of the many college search engines available on the Internet. A number of the most useful sites are listed under "Internet Resources" within this guide. For best results, search for colleges using more than one search engine and supplement your efforts with a few of the college guides which are available in your guidance office, libraries, and bookstores.

Now that you have your list of colleges, gather information about each school by exploring their website or by requesting materials from admissions.

HOW TO REVIEW A COLLEGE WEBSITE OR CATALOG

1. If reviewing printed material, make sure that it is current.
2. If reviewing a catalog, you don't have to read it cover to cover. Use the index to find areas in which you are most interested first.
3. Look up information regarding admission requirements to assure that you have taken or will take all courses and tests required for admission.
4. Verify recommended or required high school course requirements to find out what courses you need to take in order to be a qualified candidate.
5. Read course descriptions within your potential majors and compare departments in different colleges.
6. Be sure to review all sections on expenses and financial aid.
7. Look for scholarships offered by each college to find ones for which you might be eligible. Determine if you will need to apply for these scholarships directly or if you will automatically qualify.

HOW TO WRITE OR EMAIL COLLEGES

Your Street Address
Your Town, NY 11ZIP
Date

Director of Admissions
Name of School
City, State, Zip Code

Dear Sir or Madam:

I am currently a student at Bayport-Blue Point High School and will graduate in June, _____. I am interested in applying to your institution for the _____ semester and would appreciate a copy of your latest college catalog, application, and a list of scholarship opportunities. I am considering applying as a (an) _____major. I am involved in the following activities at Bayport-Blue Point High School, _____, and would like any information you may have regarding the possibility of my continuing these activities at your institution. Thank you very much for your assistance. I look forward to hearing from you.

Sincerely,

Your Name

HOW DO COLLEGES CHOOSE AMONG APPLICANTS

Before they decide whom they will admit, admissions directors and their committees consider the following:

- The student's high school academic record: Grades 9-12
Strength of Courses (Regents, Honors, Enriched, or AP)
Grade Point Average (GPA)
Class Rank (your position / class size)
- Improvement in scholastic achievement from year to year
- SAT, ACT or other entrance examination scores (if required)
- Letters of recommendation from Principal, Guidance Counselor, Teachers, Coaches, Employers, Clergy or others
- Service to the school, service to the community, volunteer service
- High School Resume
 - ❖ Extra-curricular activities; drama, music, athletics, clubs
 - ❖ Indication of special ability: art, music, leadership or athletic ability
 - ❖ Honors or awards earned
 - ❖ Employment history
 - (Examples of this appear on pages 11-12)
- Attendance and Discipline
- Neatness of application
- The personal interview (if not required, it is strongly recommended)

HOW TO PREPARE YOUR HIGH SCHOOL RESUME

(Sample #1)

Joseph Z. Phantom

062-47-1358

Awards/Honors:

National Honor Society	Grades 12,11
Student of the Month (English, Spanish)	Grades 11,10
Honorable Mention in the Young People's Art Show	Grades 11,9
All County Team – Tennis (singles)	Grade 11
Honorable Mention, Long Island Congress Competition	Grade 11
Honorable Mention in the SEABBS Scholarship Competition	Grade 11
Bayport-Blue Point High School Science Fair runner up	Grade 10

School Activities:

Bayport-Blue Point High School Art Show	Grades 12,11,10
Peer Leadership	Grades 12,11,10
Habitat for Humanity (fundraiser/builder)	Grades 12,11
Ecology Club	Grades 12,11
Student Government (prom committee)	Grades 12,11
Varsity Tennis Team (singles and doubles)	Grades 11,10,9
Bayport-Blue Point High School Science Fair	Grades 10, 9
Science Olympiad Team	Grades 10,9
Long Island Science Congress Competition	Grade 9

Community Activities:

Young People's Art Show (organizer/participant)	Grades 12,11,10,9
Bayport-Blue Point PTSA Fashion Show (model)	Grades 12,11,10,9
Math Tutor (grade 7-11 experience)	Grades 12,11,10
Key Club's Window Painting (volunteer artist)	Grade 9

Work Experience:

Babysitting (multiple families/long-term)	Grades 12,11,10,9
State Farm Insurance Company (clerical staff)	Grade 12
Satellite Pizza (cashier, cook)	Grade 11
King Kullen supermarket (cashier, sales)	Grade 11

(Consider including the following: **Hobbies, Talents, Personal Records, Influential Books, Favorite Quotes** or any other category that will differentiate you from other applicants)

(Sample #2)

Joseph Z. Phantom

062-47-1358

SENIOR YEAR 2003-2004

- Bayport-Blue Point High School Key Club
- Senior Class Secretary
- Athletes Helping Athletes
- Bake Sale
- Student Blood Drive
- SADD (Students Against Destructive Decisions)
- Coca-Cola Dance to benefit Special Olympics
- "Contract For Life" Campaign
- Yearbook Staff
- Daemon Newspaper Staff
- National Honor Society
- Homecoming Float Committee

JUNIOR YEAR 2002-2003

- Bayport-Blue Point High School Key Club
- Student Blood Drive
- Daffodil Day to benefit the American Cancer Society
- Food Drive to benefit Sayville Food Pantry
- Junior Prom Committee
- Homecoming Float Committee

SOPHOMORE YEAR 2001-2002

- Peer Leadership
- Junior Varsity Volleyball

FRESHMAN YEAR 2000-2001

- Junior Varsity Volleyball
- Key Club

WORK EXPERIENCE

- Dale's Hallmark, Sunvet Mall, Holbrook July 1999-Present
Responsibilities: ordering, designing store displays, handling cash

COLLEGE APPLICATION GUIDELINES

Once you have decided on the colleges that you will be applying to, be sure to follow these guidelines:

- ✓ Before filling out any application, make a copy of it and use it as a rough draft. Read all directions carefully.
- ✓ Complete all questions accurately on your rough draft. Ask your counselor, parent or a teacher to check it for you.
- ✓ Copy your application neatly on the form you will submit to the college. If possible, the application should be submitted electronically or typed.
- ✓ If an essay is required, write a rough draft. Ask someone to check it for you.
- ✓ Copy the essay on the form you will submit to the college. If possible, this should be typed. You may also type it onto a separate sheet of paper and answer, "see attached" in the space provided on the application.
- ✓ Sign the application, enclose the application fee and submit the completed packet to your counselor to be mailed by the specific deadline. **DO NOT ADD POSTAGE OR YOUR RETURN ADDRESS TO THE ENVELOPE.** The school will add the postage and the return address.
- ✓ Fill out a Transcript Request Card in the Guidance Office for each college to which you are applying.
- ✓ Discuss with your counselor if recommendations are necessary for the colleges to which you are applying.
- ✓ Make sure original recommendations letters from your sources are on file in the Guidance Office. On the Transcript Request Card, indicate which letters of recommendation should be sent to each college.
- ✓ Take all required admissions tests (SAT/ACT). If necessary, request that your test scores be sent directly to each college from the College Board. The Guidance Office will send a copy as well.
- ✓ Complete all financial aid applications on time. The CSS Profile suggested filing dates are between September 15th and November 15th. The suggested filing dates for the FAFSA are between January 1st and January 30th.

10 FREQUENT ADMISSIONS ESSAY TOPICS



Here is what a recent sampling of colleges and universities revealed are the most frequent topics on which student applicants are asked to write an essay.

1. Write a personal statement that gives the admissions committee a sense of you as an individual.
2. Describe a significant interest or experience that has special meaning for you.
3. How have you grown and developed?
4. Why have you selected this college?
5. Why have you chosen this career or profession?
6. Write about an important issue of personal, local, or national concern.
7. Choose a prominent person - living, deceased or fictional-that - you would like to interview and explain why.
8. Identify a person who had a significant influence on you and explain the influence.
9. Write a speech for delivery before some group or write an article or editorial for a publication.
10. Write about a book that has special significance for you.

Tip: Your best bet is to review actual essays topics from the colleges or universities in which you are interested.

THE COLLEGE VISITATION

The best way for you to learn about the educational program, faculty, facilities, atmosphere and spirit of a college is to visit the campus, particularly when the college is in session.

College visits enable you to:

- Learn what college admissions officials expect from a candidate.
- Evaluate the environment of the school (academic, physical, social).
- Observe and talk with students who are attending that school.

When to make the visit:

It is better to visit when the college is in session, so you will get a picture of the college activities. Spring of your junior year or fall of your senior year is the most appropriate times to make a college visit. The summer provides an excellent opportunity for the entire family to visit. You do not have to apply to a college before you visit it.

What to look for:

- Size of the classes.
- Strength of department you are likely to select as a possible major.
- Composition of the student body.
- Residence Halls conducive to studying.
- Dining facility, quality of food, hours of operation.
- Campus setting, beauty, orderliness and cleanliness.
- Health services (campus infirmary).
- Availability of religious services.
- Facilities for leisure time, cultural programs, athletic facilities, social life.
- Do the college students appear to be happy, lively and friendly?
- What is the attitude of the faculty toward visitors?
- Were the students friendly and courteous toward visitors?
- Are the students serious and businesslike toward their work?

Suggestions:

1. Telephone, write or e-mail the college admissions office to arrange for an on-campus tour and a meeting/interview with an admissions officer.
2. Ask in our Guidance Office for an unofficial transcript several days before you leave for the visit.
3. Prepare for your visit by reviewing the institution's catalog or website and have questions for your tour guide or admissions representative. The purpose of the visit is to find out if the college or university is really a good fit for you.

SUGGESTIONS FOR THE PERSONAL INTERVIEW

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

1. Dress neatly and try to choose clothing that suits the situation.
2. Be on time. If you are late for an interview the interviewer may decide that you are not really interested or, worse yet, irresponsible.
3. Know the college. This will enable you to show interest and ask relevant questions.
4. Greet the receptionist or the person who will introduce you to the interviewer. Be pleasant. Say your name clearly and tell the person the name of the interviewer, if you know it.
5. Wait patiently if the interviewer is not ready for you.
6. Shake hands if it seems appropriate when you meet the interviewer. Use a firm handshake but not an overpowering one. You should wait for the interviewer to ask you to sit down.
7. Maintain eye contact with the interviewer during your time together. This is considered to be a sign of honesty and self-confidence.
8. Control any nervous behavior. Tapping your foot or clicking a ballpoint pen, for example, may annoy and distract the interviewer. Chewing gum is another thing you should not do during the interview.
9. Choose your words carefully and avoid slang or other special expressions that your interviewer may dislike or misunderstand.
10. Talk about what you do well. Often you will find that you can answer a question by mentioning certain talents, interests or skills. Mention test scores only if you are asked to do so. If you have done poorly on a test, avoid making excuses for your performance. Deal with it in an honest, straightforward fashion.
11. Sit up in your chair. If your posture is good, the interviewer will see that you are alert and interested in what is happening.
12. Be calm, relax and simply try to contribute to an enjoyable, two-sided conversation.
13. Say "thank you". It is a good idea to send a note to the interviewer thanking him/her for the opportunity to discuss your candidacy.

Arrange interview appointments far in advance of the desired date. Appointments may be difficult to get, particularly at the more competitive colleges.

THE ADMISSIONS INTERVIEW

Questions to ask:

1. How many students in last year's freshman class returned for their sophomore year?
2. What procedure is used for class placement? (Important in areas of English and mathematics because freshmen often vary significantly in their ability to handle these skills.)
3. How is the faculty advisor assigned? How is this done if a student is undecided about his/her major?
4. What kind of additional academic services does your college offer at no additional cost to the student? (Ex: tutoring, counseling, study skill workshops, improving reading speed, etc.)
5. What percentage of the student body remains on campus during the weekend?
6. What are some of the activities planned for the students on campus during the weekend?
7. How are roommates selected if no preference is listed?
8. What percentages of your students receive financial aid? What percentage receives scholarships based on academics? What percentage of a typical financial aid package is in the form of a loan?
9. If my family demonstrates financial need on the FAFSA or CSS form, what percentage of the need will typically be awarded and when can I expect to receive official notice of the award?
10. What is the typical size of a freshman English class?

Questions you may be asked:

1. Why are considering this college? (Read the materials).
2. What do you expect to be doing 10 years from now?
3. If you were the Principal of your school what would you change?
4. What contributions can you make to the college/university?
5. What newspapers and magazines do you read?
6. What books, that are not required in your courses, have you read recently?
7. If you could speak with one living person, whom would it be and why?
8. What is the most important thing you've learned in high school?
9. What events have changed your life?
10. How would your best friend describe you?
11. What extracurricular activities have you found most satisfying?
12. How do you spend your time after school?
13. What do you expect to take away from your college experience?

You may or may not be asked some of these, but it's always a good idea to prepare. Role-play with a friend or parent acting as the interviewer. Then reverse the roles. Show by example how terrific you are. Even though you rehearse you should be spontaneous and appear natural. Above all else, listen to the interviewer, be positive, be honest and be yourself. Send a thank you note. Good Luck!

THE STATE UNIVERSITY OF NEW YORK (SUNY)

What Is SUNY:

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

The SUNY System

University Centers:

Moderately large, residential campuses (11,000 to 23,400 students), each University Center includes an undergraduate college as well as a graduate school. In the undergraduate colleges, students undertake a four-year program leading to a Bachelor's degree in liberal arts or sciences. The graduate schools offer specialized study towards a Master's degree (one to two years of study beyond a Bachelor's degree) or Doctoral degree (one to three years of intensive study beyond the Master's degree).

College of Arts and Sciences:

The four-year colleges (3,000 to 11,500 students) are residential campuses that offer liberal arts and science programs at both the Bachelor and Master's levels. Program offerings are almost unlimited from Business Administration to Nuclear Science Engineering, Meteorology, Marketing or Music.

Specialized Colleges:

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

Health Science Centers:

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

Agricultural and Technical College:

The "Ag & Techs", which enroll between 2,500 to 4,000 students, except for Farmingdale with over 14,000, are residential colleges offering a variety of two-year Associate degree programs in liberal arts, agriculture, and the technologies. The types of Associate degrees awarded are in Arts and Science, Applied Science or Occupational Studies.

Community:

Developed primarily to serve educational needs within specific localities, the twenty-nine community college range in size from 1,400 to 24,000 students. The community colleges offer two-year Associate degrees and one-year Certificate programs in liberal arts and various technical and occupational areas.

Cost:

Tuition and Fees

The State University of New York remains committed to providing students with the best education possible at an affordable cost. In addition, [financial assistance](#) is available to help you meet these costs.

**2010-11 Typical Expenses for
Undergraduate Students at a SUNY College
State-Operated Campuses Baccalaureate Degree Programs**

	New York State Residents		Out-of-State Residents ²
	Living on Campus	Commuter	Living on Campus
Tuition	\$4,970	\$4,970	\$13,380
Student Fees ¹	\$1,260	\$1,260	\$1,260
Room and Board	\$10,300	\$3,460	\$10,300
Books and Supplies	\$1,200	\$1,200	\$1,200
Personal Expenses	\$1,360	\$1,380	\$1,360
Transportation	\$960	\$1,720	\$960
TOTAL COST	\$20,050	\$13,990	\$28,460

¹This figure represents the average fee. Typically fees at the State-operated campuses range from \$827 to \$2,044.

²More information about [residency status](#).

The toll free SUNY information number is 1-800-342-3811.



The SAT Reasoning Test

Bayport-Blue Point High School

CEEB CODE: 330-345 (Identifies you as a Bayport-Blue Point High School student)

TEST CENTER NUMBER: 33-146 (Where you plan to take the exam)

The CEEB code and the TEST CENTER NUMBER are information that you will need to complete the registration form for the SAT exams.

SAT Test Dates 2009-2010

<u>Test Date</u>	<u>Test</u>	<u>Registration Deadline</u>
May 7, 2011*	SAT & Subject Tests	April 8, 2011
June 4, 2011*	SAT & Subject Tests	May 10, 2011
October 1, 2011*	SAT & Subject Tests	(not posted as of 4/1/11)
November 5, 2011*	SAT & Subject Tests	(not posted as of 4/1/11)
December 3, 2011*	SAT & Subject Tests	(not posted as of 4/1/11)
January 28, 2012	SAT & Subject Tests	(not posted as of 4/1/11)
March 10, 2012*	SAT Only	(not posted as of 4/1/11)
May 5, 2012*	SAT & Subject Tests	(not posted as of 4/1/11)
June 2, 2012*	SAT & Subject Tests	(not posted as of 4/1/11)

*These are the only available test dates at Bayport-Blue Point High School

What does it measure: The SAT Reasoning Test (Formerly SAT I) is a measure of the critical thinking skills you'll need for academic success in college. The SAT Reasoning Test assesses how well you analyze and solve problems—skills you learned in school that you'll need in college. It is intended to supplement the secondary school record and other information about the student in assessing readiness for college-level work.

What is in the SAT Reasoning Test?

Each edition of the SAT includes a Critical Reading, Math, and Writing section, with the specific number of questions and timing per section related to content listed below.

Critical Reading Section

70 minutes testing time	Types of questions you will be asked:
Two 25-minute sections	19 sentence completions
One 20-minute section	48 passage-based reading

Math Section

70 minutes testing time	Types of questions you will be asked:
Two 25-minute sections	44 standard multiple choice
One 20-minute section	10 student-produced response

Writing Section

60 minutes testing time	Multiple-choice section consists of:
One 25-minute section	25 improving sentence questions
One 10-minute section	18 identifying sentence errors
One 25-minute essay section	6 improving paragraph questions

SAT Test Taking Tips

1. **Know the test directions:** For every 5 minutes you spend reading directions you will have 5 fewer minutes to answer questions.
2. **Know the order of test questions:** Questions of the same type are grouped together. Usually, questions of a particular type are easier at the beginning of a section and gradually get more difficult.
3. **Do the easy questions first:** You earn just as much credit for correctly answering an easy question as you do for correctly answering a hard question.
4. **Guess wisely:** If you can rule out one or more answer choices for a multiple-choice question as definitely wrong, your chances of guessing correctly from among the remaining choices improve.
5. **It is all right to omit questions:** Many students who do well on the SAT I omit some questions. You can always return to questions that you have omitted before time is up for that section.
6. **Use your test book for scratch work:** Remember that you don't get credit for what you have written in your test book. You must mark your response on your answer sheet before time is up for each section.
7. **Learn to navigate your answer sheet:** It has four pages and you need to know what answers go in which section. Be sure you are using the appropriate section of your answer sheet.
8. **Mark only one answer to each multiple-choice question:** Make sure your mark is uniformly dark and completely fills the oval. Make sure you erase completely. If the machine reads what looks like two answers for one question, it will count it as an omitted question.
9. **Don't make extra marks on you answer sheet:** A machine scores your answer sheet, therefore it cannot tell whether you meant to mark an answer or were just doodling.

The SAT Subject Tests

The College Board offers sixteen different SAT Subject Tests (formerly SAT II), each designed to measure knowledge in one subject area. Each SAT Subject Test is one hour long and a student can take three different exams on one test date. SAT Subject Tests and SAT I exams are offered concurrently and cannot be taken on the same day.

Testing Areas: The sixteen SAT II testing areas are: Literature, US History, World History, Mathematics Level 1, Mathematics Level 2, Biology E/M, Chemistry, Physics, French, German, Modern Hebrew, Italian, Japanese, Korean, Latin and Spanish.

Who should take the SAT Subject Tests: Not all colleges require SAT Subject Tests. You should check to see if the college you are interested in requires them. Often, specific Subject Tests may be required for acceptance into certain majors, departments or specialized programs.

When: Students can take the SAT Subject Tests at any time in high school. The Guidance Counselors suggest that you plan to take Subject Tests in June, just before you take a Regents exam in that subject. For example, we suggest 10th graders take the Subject Test for Biology in June, as they are preparing for the Regents exam. Many students wait until their senior year so that they know whether or not the colleges they are interested in require the tests.

Scoring: Scores are reported on the 200-800 scale. The percentile reports compare your score with others who have taken that particular SAT Subject Test. Scores are returned in about four to six weeks from the test date.

How SAT Subject Test Scores are Used: Subject Test scores can help you present to the colleges to which you apply, a personalized portfolio of your academic strengths. Some colleges require one or more of the Subject Tests for admissions. Scores on these tests can help colleges assess how well prepared you are for different academic programs. Because SAT Subject Test scores are independent of specific textbooks, grading procedures, and methods of instruction, they are particularly suitable for admissions. Colleges can compare your scores to the scores of students with different preparation and backgrounds. Used in conjunction with your high school record, results of tests like the SAT Reasoning Test, teacher recommendations, and other background information, Subject Test scores give colleges a reliable measure of your academic achievement. Many colleges and universities use the Subject Test scores not for admissions, but rather to assist with placement and guidance.

Bayport-Blue Point High School is also a test center for most of the dates listed. Check the SAT booklet for available test center dates.

ACT

2011-2012 ACT Assessment

Test Date

September 10, 2011
October 22, 2011*
December 10, 2011
February 11, 2012
April 14, 2012
June 9, 2012*

Registration Deadline

August 12, 2011
September 16, 2011
November 4, 2011
January 13, 2012
March 9, 2012
May 4, 2012

*These are the only available test dates at Bayport-Blue Point High School

The ACT Assessment

The ACT is a national college admission exam that consists of subject area tests in: English, Mathematics, Reading, and Science. The ACT Plus Writing includes the four subject area tests and a 30-minute Writing Test. The ACT includes 215 multiple-choice questions and the test takes 3 hours and 30 to complete with breaks or just over four hours if you are taking the Writing Test. Actual testing time is 2 hours and 55 minutes, plus 30 minutes for the Writing Test.

A score is reported for each of the four test areas, along with a composite score. The minimum standard score for all four tests and the composite score is 1 and the maximum is 36. The optional Writing Test is scored separately.

SAT/ACT Score Comparison

(The SAT scores below relate to the Critical Reading and Math sections only.)

1600 – 1360	36 – 31
1350 – 1170	30 – 26
1160 – 0980	25 – 21
0970 – 0760	20 – 16
0750 – 0500	15 – 11

FEDERAL FINANCIAL AID

What is it? Federal Financial Aid is money available from the government to help pay for college or Technical schools. Financial assistance can come in the form of loans, grants, scholarships or any combination of these three. The Federal Government issues financial aid based on the incomes of the student and parents and/or other special circumstances. In some instances, more specific financial information may be requested. Work-study jobs are also available (on campus employment) to help defray the cost of college. Students may receive a combination of different sources of financial aid.

What is it based on? You don't have to be poor to qualify for aid, but you do have to prove you need it.

How do I apply for Federal Aid? All students interested in applying for federal financial assistance must complete the Free Application for Federal Student Aid (FAFSA). You may either complete a paper application (available in your high school guidance office) or online. Applying online is the fastest way to get the application processed. The web address is **www.fafsa.ed.gov**.

How is my aid determined? There are a few components that determine how much aid you can receive. First you file the Free Application for Federal Student Aid (FAFSA). The Department of Education puts your data through a formula to derive an Expected Family Contribution (EFC). The EFC is basically what the government is determining how much you should be able to contribute toward education. Factors that they look at include state of residence, household size, number in college, and student and parent income. Next, the colleges establish a Cost of Attendance (COA). The COA is composed of tuition, room and board, fees, and estimated expenses. In a perfect scenario, the student's financial award package will be equal to the Cost of Attendance minus the Expected Family Contribution.

$$\mathbf{COA - EFC = Financial\ Need}$$

DIFFERENT TYPES OF FINANCIAL AID:

GRANTS

College Grants: Funding for grants and scholarships are provided to the college by means of donations and endowments. Although financial need is the primary criteria for much of the monies awarded by the colleges, a considerable amount of "gift" aid is awarded to students who have demonstrated superior academic achievement. The benefit to grant money is that it does not have to be repaid.

Federal Grants:

Pell Grant: If a student demonstrates financial need and meets the eligibility criteria, he or she will receive a Pell Grant applicable to any institution they attend. Federal Pell Grant cannot exceed cost of attendance. The yearly amount of the Pell Grant depends in part on the amount that Congress appropriates for the program. Eligibility is determined by the information provided by filing the FAFSA.

Federal Supplemental Educational Opportunity Grant (FSEOG): Available to students with documented financial need as indicated by the results of the FAFSA and a needs analysis determination performed by the college's financial aid office. The awards vary in amounts and are renewable for up to 4 years, if need exists. Eligibility is determined by the information provided by filing the FAFSA. This grant is also based on the EFC.

State Grants:

Tuition Assistance Program (TAP): This is a grant program open to New York State residents who are full-time students enrolled at a New York State college or University. The family's New York State net taxable income determines the student's eligibility for participation in the program and the value of the annual TAP award, which can be as high as **\$5,000**. The award varies in range from year to year and is applied to the cost of tuition. TAP is for families earning less than **\$80,000** per year. Once the state receives and reviews the information from the FAFSA form, a TAP application will then be sent to the applicant. If you file your FAFSA online, you can complete an online TAP form at the same time.

LOANS

Perkins Loan: The Federal Perkins Loan Program provides low-interest loans to help needy students finance the costs of postsecondary education. Students can receive Perkins loans at any one of approximately 1,800 participating postsecondary institutions. Institutional financial aid administrators at participating institutions have substantial flexibility in determining the amount of Perkins loans to award to students who are enrolled or accepted for enrollment. Borrowers who undertake certain public, military, or teaching service employment are eligible to have all or part of their loans canceled. In general, schools are reimbursed for 100 percent of the principal amount of the loan canceled, and the reimbursement must be reinvested in the school's revolving loan fund. These institutional reimbursements for loan cancellations are an entitlement.

Federal Stafford Loans: Undergraduate Stafford Loans are fixed-rate student loans for undergraduate students attending a college or university that participates in the Federal Family Education Loan Program. Stafford loans can be used to pay tuition, and other eligible school expenses. Stafford loans are not based on credit, and they can be subsidized or unsubsidized depending on the student's financial need.

Stafford loans can be granted with the interest subsidized or unsubsidized.

Subsidized loans: This is a loan whose interest is not applied to the principal balance while the student is actively attending school. Interest will begin to be applied to the principal balance upon repayment, which is 6 months after a student leaves school (not necessarily upon graduation from school).

Unsubsidized loans: This is a loan whose interest is applied to the principal balance immediately upon the loan's disbursement. A student can opt to pay off the interest as it is applied, or have it capitalize. If you pay the interest as it accumulates, you'll repay less in the long run.

Repayment: You'll begin to repay student loans six months after you leave school, not necessarily upon graduation. Lengths of loan repayments can range from 60 - 120 months. The maximum repayment period is ten years and cannot extend more than fifteen (15) years from the time the loan was made. If you plan to continue your education to receive a higher degree, you may be eligible for an in-school deferment. Various payments options are also available

Federal PLUS Loans: This is a loan available to parents, stepparents, or other legal guardians of undergraduate students, regardless of income. A parent may borrow up to the Cost of Attendance (COA) minus financial aid (including loans). Interest rates for these loans are based on the U.S. Treasury Bill rates, but will not exceed 9%. Repayment begins 60 days from when the loan is fully dispersed. Interest, however, begins accruing on the day of the first disbursement. Like the unsubsidized Stafford loan, interest can be capitalized and added to the principal balance of the loan.

*Subsidized. Additional unsubsidized amounts are also available.
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College Work-Study Program (CWS): Open to students with demonstrated financial need. Most positions are on campus. Student's work schedule will depend on class schedule and academic progress. Award amounts may vary. The award is paid directly to the student as a paycheck. Eligibility is made from information on the FAFSA and in some instances students must apply directly to the college's employment office. Employment is not guaranteed.

SPECIAL AID PROGRAMS

There are thousands of special student assistance programs (public or private, local or national, large or small) that offer financial assistance to students. You may qualify for one or more of these programs because of your: academic achievement, religious affiliation, ethnic or racial heritage, community activities, special hobbies or interests, parents' employers, organizational memberships, artistic talents, athletic ability, career plans or field of study. Most of the special programs consider your financial need in awarding aid, although other criteria such as grades are also used. The eligibility requirements, application procedures, and deadlines are different for each program. Check all of your resources.

HOW TO APPLY FOR AID

Almost all colleges state aid agencies and other programs will ask you and your parents to submit financial information. In most cases, this information is received from the completed FAFSA form. If needed, some schools may request that you also complete the CSS Profile to supplement the information contained in the FAFSA. It is your responsibility to check with the college financial aid offices to ensure that all necessary forms are completed.

When you complete the FAFSA form in your senior year, make sure to request that the information be released to all the schools you have either applied to or have been accepted to. Find out if each of the colleges you are considering wants you to fill out their own school's application in addition to the CSS Profile and/or the FAFSA. These financial aid applications are different from the admissions applications, and sometimes have different deadlines. **KNOW WHAT YOU HAVE TO DO AND WHEN YOU HAVE TO DO IT!** Deadlines are important because sources of aid begin to deplete as the school year progress and a college begins to fill its incoming freshman class.

Sources of Additional Information

For information on any federal student financial aid program discussed in this handbook, please call the **Federal Student Aid Information Center (FSAIC)** Monday through Friday between 8 a.m. to 8 p.m. (Eastern Time),

1-800-4-FED-AID (1-800-433-3243). This is a toll-free call.

TTY (1-800-730-8913). This is a toll-free number for the hearing impaired

The FSAIC can provide the following services:

1. Help to complete the Free Application for Federal Student Aid
2. Explain the Student Aid Report (SAR) produced from the FAFSA and how to make corrections
3. Check on the processing status of the FAFSA
4. Request a duplicate SAR
5. Checking on whether a school participates in federal student aid programs
6. Explaining who is eligible for federal student aid
7. Explaining how federal student aid is awarded and paid
8. Explaining the "verification" process
9. Mailing requested publications

The FSAIC is NOT able to:

1. Make policy
2. Expedite the federal student aid application process
3. Discuss a student's student aid file with an unauthorized person
4. Change a student's file without written signed authorization
5. Influence an individual school's financial aid policies

INFORMATION FOR STUDENTS WITH SPECIAL NEEDS

TO COMPARE AND SELECT COLLEGES...

1. What type of Learning Disabilities Programs do they offer?
2. How long have the programs been in existence?
3. How many students are admitted to their programs each year?
4. What is the total number of students presently in the program?

Suggestions:

1. **Make sure your psychological testing is current.** If testing information is current, the college may be able to use test results obtained while the student was in high school for decisions regarding programming and accommodations.
2. **Obtain all special testing records before high school graduation.** Colleges, as well as vocational school, request these records to assist in providing support services to students.
3. **Make contact with local Department of Rehabilitation Services office before graduation.** They offer a variety of services to eligible students with learning disabilities such as vocational assessment, job placement, and so forth.
4. **Consider a vocational assessment.** This could be a way to amplify present and future goals.
5. **Make sure the student's knowledge of study skills is adequate.** The better their skills are, the better chance of success in college.
6. **Consult with the high school guidance counselor to get a good understanding of how much support or special help the student is receiving.** It is important to determine realistically whether minimal LD support services or an extensive LD program at the college level will be needed.

7. **Help students to increase their independent living skills:** (manage checking account, do their own laundry, cleaning, etc.)
8. **Encourage part-time jobs or volunteer positions.** These are helpful to improve socialization skills as well as give a better understanding of work situations and expectations.
9. **Make sure students have a good understanding of their particular learning disability.** They should know and be able to articulate their strengths and weaknesses.
10. **Help students understand their disability** (how it is connected to social expectations with peers, families and employers.)
11. **Encourage students to advocate for themselves. They can begin by discussing their disability with their high school Guidance Counselor.**
12. **Learn about Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990.** These laws indicate what types of accommodations must be provided and/or allowed at the post-secondary institutions if a student requests them.
13. **Get information on special exam arrangements for SAT and/or ACT.** Options include extended time on tests, readers, or cassettes.
14. **Obtain two copies of all college applications (or duplicate the one received). Use the first copy to collect needed information.** Type that information onto the second copy to be sent.
15. **Contact the office for Students With Disabilities at each college when applying.** Find out exactly what kind of services each school provides, and if there are any pre-admission requirements.

HIGHER EDUCATION OPPORTUNITY PROGRAM

What is HEOP?

The Higher Education Opportunity Program (HEOP) provides supportive services and financial aid to New York State residents attending independent colleges and universities in New York State.

Who is Eligible?

To be eligible for HEOP you must meet all of the following conditions. You must:

1. Have been a resident of New York State for one year preceding your term of entry into HEOP.
2. Possess a high school diploma or a State-approved equivalency diploma (with a composite score not higher than 3100) or its equivalent. The equivalent of a general equivalency diploma is defined as being one of the following:
 - a) An Armed Forces Equivalency Diploma, with a minimum score of 410 on each test section and a minimum composite score of 2250;
 - b) A level of knowledge and academic ability equal to the level required for entrance to the educational opportunity program at the institution to which the individual seeks admission.
3. Be educationally disadvantaged. An educationally disadvantaged student is a student who otherwise would not be accepted as a matriculated student under the institution's normal admissions standards in the degree program for which application is made. At open admissions institutions, an educationally disadvantaged student must meet one of the following criteria:
 - a) Possess a high school equivalency diploma; or
 - b) Possess the equivalent of a GED; or
 - c) Have no high school diploma; or
 - d) Meet other acceptable academic criteria, which differentiate the HEOP student from regularly admitted students (e.g., lower test scores, lower GED scores).
4. Have the potential and motivation for successful completion of college.
5. Be economically disadvantaged. (Guidelines for determining economic eligibility follow.)
6. Have been in an approved opportunity program (if a transfer student).

How Do I Apply?

To apply for admission to a Higher Education Opportunity Program (HEOP), request an application from the institution that you are interested in attending. There are 58 HEOP programs throughout New York State, offering a wide variety of academic courses in major fields of study. Specific information can be obtained by writing to the HEOP program on that campus.

Please note: Many independent colleges require you to apply by February 1 of the year you intend to begin. This date varies at each campus. Please plan to apply as early as possible.

If I Am Accepted - What Next?

Summer Program. Entering students usually are required to take part in a pre-freshman summer program. The summer program is designed to orient the student to college life, initiate a program of academic skills building, and acquaint the student with the services available through HEOP.

Supportive Services. During the summer and academic year, supportive services take many forms:

- a) **Remedial and Developmental Courses.** If you need additional academic assistance to prepare you for college-level work, HEOP can meet your academic needs. Before you begin your classes, the HEOP professional staff will evaluate your academic strengths and weaknesses, and design a specific academic program to help eliminate your academic deficiencies. You will have the opportunity to take noncredit and credit remedial/developmental courses. These courses provide instruction in basic skills, reading, writing, vocabulary, mathematics, and other areas of study.
- b) **Tutorial Services.** HEOP provides you with tutorial services to assist you with your academic courses. Tutorial services are conducted on a one-to-one basis or in groups, depending upon your needs. Some tutors are competent, experienced HEOP students and some are professional tutors.
- c) **Counseling Services.** Counseling services are provided by the HEOP staff on an individual or group basis to assist you with any problems that may interfere with your academic work. You will receive the following types of counseling:
- d) **Academic** - The HEOP counselor will assist you in selecting your academic major and courses. You can take a reduced course load during your first semester. You are also given an extra year of eligibility to graduate.
- e) **Personal** - Adjustment to college life often presents many new problems for HEOP students. Counseling helps you develop your self-confidence, identity, and a positive attitude about learning.

Career - Students are often undecided about what to do after graduation. The HEOP staff will assist you in making career choices. Career counseling will help you in selecting the necessary courses to prepare you for employment or postgraduate study.

Can I Afford To Attend College?

HEOP provides colleges with funds to help meet the cost of your education. You will also be eligible for other State, Federal, and institutional financial aid awards. Students are required to apply for the State's Tuition Assistance Program (TAP) and the Federal Pell Grant.

The amount of financial aid and the application procedures vary from campus to campus. HEOP students are expected to contribute to the cost of their education from family savings or summer earnings. Specific information can be obtained by contacting the HEOP Office or Financial Aid Office at the college you are interested in attending. For general questions about HEOP, please feel free to call or write to:

Collegiate Development Programs Unit
New York State Education Department
Room 1071 Education Building Addition
Albany, NY 12234 (518) 474-5313

Economic Eligibility Criteria for Opportunity Programs

Family Income Scale for the Purpose of Determining Eligibility for Supplemental Financial Assistance for First-time Students Enrolled in Opportunity Programs.

A student is economically disadvantaged if he or she is a member of a household supported by one member thereof with a total annual income which does not exceed the applicable amount set forth in the following table; or a household supported solely by one member thereof who works for two or more employers with a total annual income which does not exceed the applicable amount set forth in the following table by more than \$2,790; or of a household supported by more than one worker thereof or of a household in which one worker is the sole support of a one parent family, if the total annual income of such households does not exceed the applicable amount set forth in the following table by more than \$5,570. For the purposes of this subdivision, the number of members of a household shall be determined by ascertaining the number of individuals living in the student's residence who are economically dependent on the income supporting the student.

FOR STUDENTS FIRST ENTERING COLLEGE ON OR AFTER July 1, 2010:

<u>Number in household (including head of household)</u>	<u>Total annual income in preceding calendar year</u>
1	\$16,060
2	\$21,630
3	\$27,210
4	\$32,790
5	\$38,360
6	\$43,960
7	\$49,500
8	\$55,070
9	\$60,640
10	\$66,210
11	\$71,780

**Plus \$5,570 for each family
member in excess of 11 persons*

The income figures in the table of this section apply to the student applicant's income only when he or she is an independent student. For purposes of this part, an independent student:

- I. is a student who is 24 years of age or older by December 31 of the program year; or
 - II. is an orphan or ward of the court; or
 - III. is a veteran of the Armed Forces of the United States; or
 - IV. is a married individual; or
 - V. has legal dependents other than a spouse; or
 - VI. is a student for whom opportunity program and financial aid administrators have made a satisfactorily documented determination of independence by reasons of other extraordinary circumstances.
2. A maximum of 15 percent of the students admitted to a HEOP program may come from households whose income exceeds the scale listed in the preceding table when unusual and extenuating circumstances warrant. Documentation of these circumstances shall be kept on file by the institutions at which such students are enrolled, and shall be corroborated by a disinterested, reliable third party. Categories into which the exceptions may fall are limited to the following:
- a) Serious mismanagement of the family income, with little accruing to the interest of the student; or
 - b) A one-time fluctuation in household income, where there is a history of low income; or
 - c) Households with substantial long-term, non-reimbursed medical obligations such as maintenance of physically or mentally handicapped children; or
 - d) Families which must maintain two households, one for the wage earner and one for the dependents in order to maintain employment; or
 - e) Families where the family contribution as computed from base year financial data by a United States Department of Education approved needs analysis system indicates no contribution other than the minimum expectation from student income for independent students, or a zero parental contribution for dependent students.

INTERNET RESOURCES

Below is a list of websites that the Guidance Department has found useful in the college, career, and scholarship search. Please be advised that some of them may ask that you to register with their program before you can do the search. This may require a fee.

College and Career Search:

College Board
www.collegeboard.com

College View:
www.collegeview.com

Common Application:
www.commonapp.org

Kaplan:
www.kaplan.com

Occupational Outlook Handbook:
www.bls.gov/oco/

What Can I Do With A Major In...? :
www.uncwil.edu/stuaff/career/Majors

National College Fairs:
www.nacacnet.org

Peterson's Guide:
www.petersons.com

Princeton Review:
www.review.com

SUNY School Info:
www.suny.edu

US News & World Report:
www.usnews.com

Scholarship & Financial Aid Information:

Scholarships, Loans, Grants:
www.estudentloan.com

New York State's Higher Education Corp.
www.hesc.com

Scholarships:
www.scholarshipexperts.com

FastWeb:
www.fastweb.com

Financial Aid:
www.fafsa.ed.gov

Sallie Mae:
www.salliemae.com

Scholarships:
www.scholarships.com

Test Preparation Information:

The College Board:
www.collegeboard.com

Free Test Prep Site:
www.number2.com

Method Test Prep (Free BBP Account):
www.methodtestprep.com

SAT Advancement:
www.satadvancement.com

Lentz & Lentz:
www.lentzsatprep.com

The Princeton Review:
www.review.com

Kaplan:
www.kaplan.com

The Hampton Review:
www.hamptonreviewsatprep.com

Green Test Prep:
www.greentestprep.com

Resources for Athletes:

NCAA Clearinghouse
**[web1.ncaa.org/eligibilitycenter/
common/](http://web1.ncaa.org/eligibilitycenter/common/)**

NJCAA
www.njcaa.org

Institute for International Sport
www.internationalsport.com

NAIA
www.naia.org

National Collegiate Athletic Assoc.
www.ncaa.org

Resources for the Learning Disabled:

American With Disabilities Act:
www.ada.gov

Learning Disabilities Association:
www.lidaamerica.org

Vocational and Educational Services for Individuals with Disabilities
www.vesid.nysed.gov

GLOSSARY

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

Associate Degree: The degree given for completing college programs of at least two but less than four years of study, usually in a two-year institution such as a junior college or community college.

Bachelor's Degree: The degree given for competing undergraduate college programs that normally take four years. Also called the baccalaureate degree.

Certificate: An award for completing a particular program or course of study, sometimes given by two year colleges instead of, or in addition to, the associate degree.

Class Rank: The approximate position of a student in his or her graduating class, figured according to grade point average. It may be stated as a particular position, such as 75th from the top in a class of 350 students, or as some fraction of the class, such as the top third or the second fifth of the class. Bayport-Blue Point High School determines class rank according to a student's overall weighted average.

College Level Examination Program (CLEP): A program of examinations in undergraduate college subjects and courses that provide students and other adults with an opportunity to show college level achievement for which they have not previously received credit.

College Preparatory Subject: A term used to describe admission requirements or recommendations. It is usually understood to mean subjects from the fields of English, history, and social studies, foreign languages, mathematics, and science.

College Scholarship Service (CSS): A service of the College Board that assists post-secondary institutions, the federal government, state scholarship programs, and other organizations in the equitable distribution of student financial aid funds. By measuring a family's financial strength and analyzing its ability to contribute to college costs. CSS need analysis services offers a standardized method of determining a student's need.

CSS/Profile Application: The College Scholarship Service (CSS) is the financial aid division of the College Board. The CSS/Profile Application is used by a self-selected group of colleges, universities and scholarship programs using the CSS/Profile Application. The CSS/Profile Application should be used in addition to the FAFSA application.

Cooperative Education: A college program in which a student alternates between periods of full time study and full time employment in a related field. Students are paid for their work at the prevailing rate. Typically, five years are required to complete a bachelor's degree under the cooperative plan, but graduates have the advantage of having completed a year of practical work experience in addition to their studies. Some colleges refer to this sort of program as work-study, but it should not be confused with federally sponsored College Work Study Program.

Deferred Admission: The practice of permitting students to postpone enrollment for one year after acceptance to the college.

Dual Enrollment: The practice of some colleges of allowing high school seniors to enroll in certain courses while completing their senior year. These students are not considered full-time students.

Early Action: Early Action plans are offered to applicants who are sure of the college they want to attend and are likely to be accepted by that college. Students who apply under Early Action are notified of their status on or about December 15th of their senior year. This type of decision is typically **NON-BINDING**. If you are accepted, you are **NOT** bound to attend.

Early Admission: The practice of some colleges of admitting certain students who have not completed high school; usually students of exceptional ability who have completed their junior year. These students are enrolled in college.

Early Decision: Early decision plans are offered to applicants who are sure of the college they want to attend and are likely to be accepted by that college. Student's who apply under Early Decision are notified of their status on or about December 15 of their senior year. This type of decision is **BINDING**. If you are admitted, you **ARE** bound to attend.

Honors Program: Any special programs that offer the opportunity for educational enrichment, independent study, acceleration, or some combination of these.

Independent Study: An arrangement that allows students to complete some of their college program by studying independently instead of attending scheduled classes and completing group assignments. Typically, students plan programs of study in consultation with a faculty advisor or committee, to whom they may report periodically and submit a final report for evaluation.

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

Open Admissions: The college admissions policy of admitting high school graduates and other adults generally without regard to conventional academic qualifications, such as high school subjects, high school grades, and admissions test scores. Virtually all applicants with high school diplomas or their equivalent are accepted.

Reserve Officer's Training Corps (ROTC): Programs conducted by certain colleges in cooperation with the United States Air Force, Army and Navy. Local recruiting offices of the armed services can supply detailed information about their respective programs, as well as the participating colleges.

Rolling Admissions: An admission procedure by which the college considers each student's application as soon as all the required credential, such as school record and test scores, have been received. The college usually notifies applicants of its decision without delay.

Semester: A period of about 17 or 18 weeks which makes up half of the usual academic year in colleges using this kind of calendar.

Study Abroad: Any arrangement by which a student completes part of the college program studying in another country. A college may operate a campus abroad or it may have a cooperative agreement with some other American college or an institution of the other country.

Test of English as a Foreign Language (TOEFL): Sponsored by the College Board and the Graduate Record Examinations Board, this test helps foreign students demonstrate their English language proficiency at the advanced level required for study in colleges and universities in the United States. Many colleges require their foreign applicants to take the test as part of their admissions requirements for both the undergraduate and graduate levels.

Transfer Program: An education program in a two-year college that is offered primarily for students who plan to continue their studies in a four-year college or university.

Trimester: An academic calendar period of about fifteen (15) weeks. Three trimesters make up one year. Students make normal progress by attending two of the trimesters each year and in some colleges can accelerate their programs by attending all three trimesters in one or more years.

Upper Division College: A college offering bachelor's degree programs, that begin with the junior year. Entering students must have completed the freshman and sophomore years at other colleges.

ADDITIONAL INFORMATION

Bayport – Blue Point High School

COLLEGE APPLICATION PROCESS CHECKLIST

_____ **Meet with your Counselor**

Use Senior Privilege period in Fall (so you can enjoy Winter and Spring)
Meet early and often
Bring a resume with major and career ideas (for scholarship purposes)

_____ **Create a List of Schools**

10 Factors – Listed on Pages 6-7 of College Information Guide
3 levels – reach, realistic, safe (consider 3 financial levels as well)

_____ **Get Applications & Individual College/University Checklists**

Download from websites (at home or in the guidance office)
Consider Common Application (paper or online)
SUNY Application is now good for 7 colleges (paper or online)
Send out Part I's right away (paper or online)
Early Action is good - Early Decision requires much consideration

_____ **Sign Up for Necessary Standardized Tests**

SAT Reasoning - Dates are listed on Page 20 of the College Information Guide
SAT Subject Tests (check to see how many and which ones are required)
ACT (only if required or if you will do statistically better than on an SAT)
Send scores directly from the College Board (when required by colleges)

_____ **Request Teacher, Counselor, Coach, Employer Recommendations**

Only ask for as many as are *needed/required* (11th or 10th grade preferred)
Some colleges require recommendations from subject-specific teachers

_____ **Work on Essays**

Use class time (English 12) if given the opportunity
Use the topics from your top choice school(s)
Write essays over time, edit them and have them read by multiple people

_____ **Part II – Paper or Online**

Must come through guidance!!!
Fill out Transcript Request Forms for each application
Only COMPLETE applications will be accepted
Guidance requires **2 WEEKS** to process applications
Be aware of your deadlines
Put your Social Security Number on EVERYTHING

_____ **Financial Issues**

CSS/Profile – Some select schools require this form – Deadlines are early
Consult "Financial Aid Calculators", especially for Early Decision
Fill out the FAFSA (paper or online) **after January 1, 2012**
Attend Financial Aid Night in January
Review the Senior Newsletters for scholarships – Every Month

_____ **Student-Athletes** – Div I & II athletes must file with the NCAA Clearinghouse (online)

Bayport – Blue Point High School COLLEGE APPLICATION CHEAT SHEET

CLASS OF 2010

High School Information

Address: 200 Snedecor Avenue
Bayport, NY 11705-1720
Phone: 631-472-7800
Fax: 631-472-7814
CEEB Code: 330-345
Location Code: 33-146 (for SAT registration purposes only)

Counselor Information

Name	Phone Extension	Email Address
Mr. Ronald Bard	5037	rbard@bbpschools.org
Ms. Susan Mullins	5032	smullins@bbpschools.org
Mr. Daniel Harrington	5033	dharrington@bbpschools.org

Frequently Asked Questions

Is your GPA and Rank weighted?	Yes
What is your date of graduation?	6/12
What was your date of entry?	9/08 (for most)
What period does GPA/ Rank cover?	9/08 – 1/12
*Courses taken in 8 th grade for HS credit are included in GPA and Rank	
How may credits for HS courses?	1.0 for full year and 0.5 for half year
What level are Regents classes?	College Prep
What type of school is BBP?	Public
How is our school year set up?	Two Semesters – Fall & Spring
What should I put my SS# on?	EVERYTHING
When should we file the FAFSA?	January 2012!
Do senior year grades count?	Yes! Colleges request final transcripts.
Is it smart to apply online?	Absolutely! You may even save on the fee.

If you are ever unsure about an application question, ask your counselor immediately.