

מטב"ם Maimonides School

College Counseling Handbook Class of 2012



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INTRODUCTION

The Purpose of This Handbook

The Maimonides School College Counseling Handbook has been prepared in order to orient Juniors and Seniors to the complex and exciting process of college selection and application. The Handbook provides definite guidelines and schedules that will help students comprehend the many issues and challenges they will face in their last years of high school. In short, the following pages serve as a road map that will guide students as they embark on the transition from high school to college. It will be helpful only to the extent that each student takes advantage of the information it contains. The book does not replace the help of the College Counseling Office. However, it does provide answers to frequently-asked questions, it can help students organize their thoughts about college and in general, it can eliminate much confusion *if* students take the time to read it and incorporate its recommendations into their college planning.

To make wise choices for the future means to be intelligently informed. A wise decision is based on self-knowledge and an awareness of the opportunities that are best suited to the person. If students can find such wise direction in this Handbook, then its main function will have been accomplished.

Planning For College

College planning is a family affair. It is important that parents and students discuss together the choice of colleges and plan together the steps necessary to get into college. As one of the first major decisions that a young adult makes regarding his or her future, college selection is challenging, but interesting and rewarding as well.

From a wide array of colleges and institutions of higher learning, each student will choose those that best fit his or her level of ability and achievement. In the fall of Senior year, each student will narrow this list to about six to eight colleges.

In the end, college planning is the responsibility of each student. Each student should avail him or herself of the help and resources offered through the College Counseling Office. The Latin saying *Carpe Diem* (Seize the Day!) should serve as each student's motto throughout this process. Students are expected to seek out advice and to take advantage of resources available to them. It is only through active research, reflection and exploration that students will be assured of finding the college that suits them best. Clearly, when it comes time to plan the next stages in a student's academic future, parental involvement is crucial.

Future planning, especially for college, must be realistic. During the college research process, keep colleges' entrance requirements in mind. Read college information carefully and make note of the specific requirements for those on the college list. This step can save a great deal of disappointment.

Responsibilities of the Student in the College Process

1. You must engage in honest, thoughtful reflection and analysis of your strengths, weaknesses, ideas, goals, and dreams, and apply this knowledge thoughtfully in the college search and application process. **Believe in yourself.**
2. You must do the best academic work of which you are capable, through the completion of your high school experience.
3. You must take control of and responsibility for the process rather than be dragged through it. You are the one who must bear the consequences for your final decision, so make it thoughtfully and well.
4. You must do the research necessary to find and apply to a variety of colleges you would be happy to attend.
5. You must be considerate of the concerns and opinions of your family members, your counselors, and others who must contribute to the process, while remaining true to yourself.
6. You must register for and take appropriate standardized tests in a timely fashion.
7. You must communicate with your college counselor as your interests and priorities change.
8. You must meet all deadlines including those of the college counseling office as well as those of the college admissions offices.
9. You must complete your applications and essays with care and attention
10. You must maintain a sense of humor – this is supposed to be fun!

COLLEGE PLANNING CALENDAR FOR JUNIORS AND SENIORS

The calendar on the following pages lists the activities, deadlines, and responsibilities that you will have to take care of as you prepare for college. Suggestions are given on a monthly basis and, if followed closely, will help you choose the most appropriate colleges. By following these suggestions, you will maximize your chances at being accepted to the college of your choice.

Junior Year

It is imperative that you take academic performance seriously. This means serious application, planned hours of study, a realistic time budget, high standards of work on assignments and projects, and a sincere desire to do the best academic work possible.

If you have not worked up to your potential during the first two years in high school, it is crucial that you exhibit solid academic performance during Junior year.

January 2011

- College Night evening program for Juniors and their parents
- **College Counseling Handbook** distributed to Juniors and their parents. Read this handbook thoroughly, highlight it, take notes, become familiar with it and keep it in an accessible place. You will refer to it often, because it provides both a general overview of the process and a number of important details and deadlines. Familiarity with this handbook will bring you less stress, more control, and more success in the college admission process.
- **Junior Parent Questionnaire** distributed
- **Junior Student Questionnaire** distributed
- **Family Connection** access information distributed – Family Connection home page is <http://connection.naviance.com/maimonides>
- **January 23** – Take the SAT if you registered for it.

February 2011

- Complete Junior Parent and Student Questionnaires.
- Families will begin having their family college counseling meetings. When we receive both the student and parent questionnaires back, we will contact the parents to set up a meeting. The college counseling meeting should take 30 to 45 minutes and will be with the student and parents together. All meetings must take place by June 3.
- **February 13** – Take the ACT if you registered for it.
- **February 13** – TeenLife Community Service Fair, 12 to 4pm at The Mall at Chestnut Hill (find summer and school year opportunities), pre-register at www.teenlife.com.

March 2011

- **March 4** – Deadline to register for the April 10 ACT.
- **March 4** - **DEADLINE FOR TURNING IN JUNIOR STUDENT AND PARENT QUESTIONNAIRES.** Complete your **College Counseling Junior Student Questionnaire** carefully and thoughtfully. Return both of these questionnaires to

us by Friday, March 4. Include everything that seems relevant. You will have the opportunity to add any significant new details in the fall.

- **March 10 and 11 – Junior College Visit Weekend.** No junior classes will be held March 10 and 11. We give juniors these days to get a jump-start on visiting colleges. Please plan accordingly to visit college(s) over this long weekend. (Please see the section of this Handbook on Campus Visits, Tours, and Interviews for more information.)
- **March 13** – Take the SAT if you registered for it.
- Family counseling meetings will continue. Make sure you've submitted both the student and parent questionnaires so that we can contact you to set up your meeting.
- Juniors may begin requesting material from college admissions offices and researching colleges online. Admissions office contact information can be found online as well as in the college guides available in the library and in the College Counseling Office. Most colleges will not have the 2012 fall term applications available until late in the summer. Browse the internet and speak to Maimonides Seniors or graduates about their experiences visiting or attending colleges in which you are interested.
- Juniors are encouraged to pursue a variety of constructive summer plans (i.e. volunteer work, summer enrichment courses, work experience, internships, exchange programs, etc.). There are many challenging and exciting programs open to rising high school Seniors.
- Continue to work hard in your classes. Your high school courses and grades are the most important credentials that you will present to colleges.
- Register to take AP exams, if applicable. If you are not sure what to take or if to take one, see either of us.

April 2011

- **April 8** – Deadline for registering for May 8 SAT I or SAT II
- **April 10** – Take the ACT if you registered for it.
- **April 10** – Greater Boston Jewish College Fair at Hebrew College (details to follow)
- Family counseling meetings will continue. Make sure you've submitted both the student and parent questionnaires so that we can contact you to set up your meeting.
- Continue to email or telephone college admissions offices to request information. Once you are on their mailing lists they will be happy to send you email updates and links as well as snail mail.

May 2011

- **May 1** – Annual BISCCA College Fair, 1 to 4pm at Milton Academy. ***If you go to one college fair this year, this should be it!!!!***
- **May 8** – Take the SAT I or SAT II if you registered for it.
- **May 4 – THREE IMPORTANT FORMS DISTRIBUTED TO JUNIORS:**
 1. **Teacher Recommendation Form:** Because it is VERY important to give teachers plenty of advance notice when asking them to write on your behalf, juniors will make their recommendation requests in the spring of

Junior year. They must take their recommendation form to the teachers, who will then sign the form to agree to write the student a letter.

2. Extracurricular/Summer Activities/Awards Resume: This form is a comprehensive listing of each student's activities outside of academic classes. Once completed, this form will be distributed to those teachers writing letters of recommendation on a student's behalf.

3. Junior Self-Reflection Essay: Requires students to write a short self-descriptive essay. This essay will also be distributed to teachers writing letters of recommendation.

- **May 6** – Deadline for registering for June 5 SAT I or SAT II
- **May 6** – Deadline for registering for June 12 ACT
- **May 19** – **THREE FORMS DUE TO THE COLLEGE COUNSELING OFFICE!!!!**
 1. Teacher Recommendation Form
 2. Extracurricular/Summer Activities Form
 3. Junior Self Reflection Assignment
- If you change your plans for when you will take SAT I and SAT II tests, please double-check with us just to make sure that you are not missing anything important.
- Juniors will receive their summer college counseling assignment.

June 2011

- **June 5** – Take the SAT I or SAT II if you registered for it.
- **June 12** – Take the ACT if you registered for it.
- **NOTE:** Interview slots at most selective colleges fill up quickly. So, if you want to be interviewed on campus (not usually required and only offered in some places,) call and make your interview appointments by the end of the summer. Remember that it makes sense to spend Shabbat on campus when possible.

Summer

- Write one or more essays in response to the summer college guidance assignment (based on application questions on the Common Application, a hard copy is included at the end of this Handbook).
- Complete Common Application.
- Explore Financial Aid and Scholarship opportunities.
- Continue to contact any colleges from which you still need information and use the internet and college publications to research those colleges that interest you. The internet has a vast amount of information on colleges, financial aid, scholarships etc. See the section in this handbook on "Resources for a Successful College Search" for various websites to check out.
- While the summertime may not be ideal for visiting colleges, you can get a lot of information between the tour, group information session, interview, and a visit to Hillel if you visit during the summer. Just remember that the campus may seem much quieter than usual and the students you see are probably there to attend summer school (if the college has a summer school) or a high school program on campus. Summer visits do take the pressure off of trying to do everything during the short fall season (which is full of holidays, too.)

- Talk to former Maimonides students about their college search process and why they chose their particular college. Talk to anyone who has attended a college that you are interested in. Human nature is such that people love to talk about their college or alma mater. Don't hesitate to ask (be prepared to spend some time listening!)

Senior Year

Start off the school year by deciding to make this your best year of high school!

It is important that Senior year grades reflect a sincere and sustained effort throughout the whole year. Now, more than ever, colleges are turning down requests for admission from good students who show evidence of "goofing off" during Senior year. At every college, acceptance is contingent upon your maintaining or improving your level of achievement. Institutions retain the prerogative to withdraw the tentative acceptance if you demonstrate a marked drop in performance.

September 2011

- **Welcome to Senior Year!** Work hard and try to plan ahead. Throughout September, review this handbook, note deadlines and begin to fine-tune your list of colleges. Continue to finalize college visit plans for the upcoming senior college visit weekends.

- **First Week of September 2011** - Deadline for registering for the October 2 SAT (date is tentative)

- **September 20, 2011** - Senior Questionnaire Update due

- **Mid-September** – Deadline for registering for October 23 ACT

- Summer College Counseling Assignment due upon return to school.

- Work on essay drafts. Use the Common Application or individual college's applications to determine what essays are required.

- Schedule a meeting with us in September/October and as often as needed in the fall.

- **Make plans for your two Senior College Visit Weekends: Dates to be determined** (look for them when the school calendar is published)

Senior College Visit Weekend Dates were instituted to provide students with ample time to travel and visit colleges on long weekends. In the fall for the two Senior College Visit weekends, seniors are permitted to leave school after school on Wednesday and must return to school promptly Monday morning. All senior classes will be canceled on the Thursday and Friday of Senior College Visit Weekends. This scheduling enables Seniors to spend Shabbos on a college campus.

- Register to take SAT I and/or SAT II tests in October, November, and December, or the ACT in October and December if needed. Double-check the SAT II requirements of each college on your list. **You are responsible for sending your score report from Educational Testing Service (College Board) for SAT's or from ACT for ACT's to all the colleges where you intend to apply.**

- Check the College Counseling Bulletin Board for college related announcements, the schedule for college admission representatives visiting Maimonides, and information about SATs, special college programs, etc. The bulletin boards

outside our office are also filled with information about everything from local evening presentations on specific colleges to a college hosting a shabbaton for high school seniors.

- Write essays and fill out applications. As deadlines loom closer and your academic workload gets heavier, you will save yourself much anguish if you start this process early.
- **Note: If you are applying to any Early Decision, Early Action, or November 1st Priority Application program, you MUST tell us by October 1.**
- Secondary School Report Forms: These forms are also called Guidance Counselor forms, Transcript Request Forms etc. Because Maimonides uses a universal form that contains all of the information that colleges require, you do not need to submit these forms to us.
- **Last week of September 2011** – Deadline for registering for the November 6 SAT (date is tentative)

October 2011

- **October 1** is the deadline to inform us if you are applying to any college with a November 1 or November 15 Early Decision, Early Action, or Priority deadline. If you are applying Early Action or Early Decision, complete an Early Action/Early Decision Contract (available in the college counseling office).
- **October 2** – Take the SAT I or SAT II if you registered for it. If you plan to apply early action or early decision this is probably the last test date available to you! If these are the last SAT's you plan to take, or if you are applying early, have the College Board send your scores to each of your colleges.
- **October 23** – Take the ACT if you registered for it.
- **Last week of October 2011** – Deadline to register for the December 4 SAT (date is tentative)
- The **Common Application** is an excellent way to apply to colleges if you are submitting applications to two or more colleges that accept the Common Application (there are currently 414 colleges listed on the Common Application, which a student can complete and submit to multiple colleges). You can find more information on the Common Application on their website, www.commonapp.org, and in the section of this Handbook titled "Steps in Applying to College: The Application."
- Continue to work hard in your courses. This semester is very important!
- Check your list of colleges for BALANCE!
- **CSS Profile**: CSS Profile is a financial aid form administered by the College Board and used by many private colleges, universities, and scholarship programs to help them award private/institutional grants and scholarships. Please refer to the Profile or to your colleges' websites to see which of your schools requires this form. CSS Profile is available online at www.collegeboard.com.

The application for the Profile (the first step in filling it out) should be available around the beginning of the school year. After you register (fill out this initial application), you will be able to access your personalized Profile application.

- Applications to colleges/universities with rolling admissions policies should not be left until the end. They are usually easy to complete and it is best to get them in sometime in early November. Several large public universities have applications that must be in by November 1, November 30, or December 1.
- Throughout October and November continue working on essays and applications.

November 2011

- **November 1 and 15** – Many Early Action, Early Decision, and Priority deadlines!
- **November 1** – Complete and turn in “Final College Application Plans” form to the College Counseling Office with your and your parent’s signatures.
- **November 6** – Take the SAT I or SAT II if you registered for it.
- **Early November** – Deadline to register for the December 11 ACT
- Review your final list of colleges with your college counselor.
- Attend Financial Aid Night at Maimonides.
- Use Thanksgiving break to complete essays and applications.
- Register for the CSS Financial Aid “Profile” application if you are applying for aid and have not yet done so!

December 2011

- **December 4** – Take the SAT I or SAT II if you registered for it.
- **December 11** – Take the ACT if you registered for it.
- **Send your SAT and/or ACT scores to all your colleges! This is YOUR responsibility!!!!!!**
- **FAFSA (Free Application for Federal Student Aid)** – this is the basic financial aid application form required by ALL institutions. Begin working on it now by going online to www.fafsa.ed.gov and downloading the “FAFSA on the Web Worksheet.” Print out the worksheet and fill it out. Also, get two PIN’s (one for the student and one for a parent). The FAFSA will become available on January 1, 2012 and must be filled out as soon as possible thereafter. Already having done the worksheet and gotten your PIN’s will save you time later.
- Early Decision/Early Action admissions decisions are sent out to November applicants.
- All remaining applications should be completed now! **January 1 and 15** are common deadline dates for MANY colleges and universities.

Jan/Feb 2012

- **January 1–15: Deadlines for most selective colleges.**
- Check individual colleges’ financial aid application requirements and submit the FAFSA online to meet your earliest deadline after January 1, 2012. Do not submit it before January 1, 2012 as it will be the wrong form and won’t be considered for the 2012-2013 school year.
- Send thank you notes to the teachers who wrote recommendations for you. They work hard on your behalf.

Mar/Apr 2012

- Many admissions decision letters are mailed mid through late March; all decisions should be received by April 15th. Please notify us of all your decisions which can range from Admit to Wait List to Deny.
- Make arrangements to visit any colleges you want/need to see before making your final decision.
- Meet with us about any wait list decisions, we will work with you.
- Let the teachers who wrote your recommendations know where you were admitted and where you plan to enroll. They are interested in you and appreciate your keeping up with them.
- If you are planning to go to Israel and need to defer your admission NOW is the time to start working on this. Call the institution to which you plan to matriculate and ask when their deadline to request a deferral is and what the procedure is. Then (with our help), do so. **Please note: By accepting a spot at a college by May 1st and requesting a deferral for one year, you are making a commitment to attend that college the following fall. Thus, it is not permissible to use your year in Israel to apply to other colleges.**

May 2012

- **May 1 is the National Candidate's Reply Date. You must submit your deposit to one (and only one) college or university on or by May 1st.**
- **May 3 – Turn in "Class of 2011 College Admissions Summary" form to us.**
- If you are planning to go to Israel and have not yet requested a deferral, do so NOW. **Please note: By accepting a spot at a college by May 1st and then requesting a deferral for one year, you are making a commitment to attend that college the following fall. Thus, it is not permissible to use your year in Israel to apply to other colleges.**
- Write emails/send return cards to all colleges you will not attend, letting them know your final decision. You may open up a spot for someone on the Wait List.
- **Advanced Placement Exams** – take any appropriate tests and send the score to the college you plan to attend.

Mazel Tov!



MAJOR DIFFERENCES BETWEEN HIGH SCHOOL AND COLLEGE

HIGH SCHOOL		COLLEGE
At least 40 hours/week of classroom instruction; regular daily schedule; attendance enforced	<u>Schedule</u>	Usually 12 hours/week of classroom instruction; classroom attendance often not checked
Routines established and enforced by parents, school, community traditions	<u>Freedom</u>	Student alone responsible for scheduling free time; time management skills needed
Regulations of school and home limit number of distractions	<u>Distractions</u>	Frequent distractions (parties, fraternities, sports) leading to neglect of academics
Demanded by parents and teachers	<u>Discipline</u>	Solely up to the student
More frequent (5 days/week)	<u>Teacher-Student Contact</u>	Less frequent (1 to 3 times/week)
Parents, teachers, counselors often take responsibility and arrange tutors, etc.	<u>Academic Support</u>	Requested and arranged by student; student must be own advocate even if college offers academic support
Not as great; lower half of class might not attend competitive college	<u>Competition</u>	More difficult since only better students go to college
Student's status in academic and social situations often influenced by family/community factors	<u>New Status</u>	Student in new situation; judged solely for himself and by his own behavior
Parental contact constant; personalized counseling by teachers and guidance counselors regularly and easily available	<u>Counseling</u>	Parental contact limited and difficult; students must seek out counseling; often difficult to schedule and not personalized
Student told what to do in most situations; follow-up on instructions is usual	<u>Dependence</u>	Student is on his/her own; much self discipline required; often no specific time lines, no follow-up, no warnings
Push to achieve and participate from parents, teachers, counselors, longtime friends	<u>Motivation</u>	Student is on his/her own; push solely from within
Often based on parental values; student frequently not given choices	<u>Value Judgments</u>	New dilemmas with serious implications/consequences involved; outside guidance often not available

* This chart is taken from the website of Goucher College.

THE COLLEGE SELECTION PROCESS

Congratulations!! Or is it, good luck? This is definitely a time that calls for both. For parents and students, the college selection process can be exciting, puzzling, threatening, and exhausting! It is further complicated by various deadlines, testing requirements, application procedures, and by expectations of family, friends, and teachers.

Some deep thought, careful planning, and hard work will help to ensure that you set out on the best path for **you** at this critical junction in your life. Choosing a college is an ***individual process that is all about you, and only you can set the wheels in motion.***

Most of you want to go to college and intend to do so next year or, preferably, after a year of study in Israel. But before plunging into a senior year of deadlines, essays, and anxiety, you should review and discuss your interests, goals, strengths, and weaknesses. Without your own awareness of these items, you will waste lots of time spinning your wheels rather than moving them forward. You should know why you are spending your Saturday night rewriting an essay or your Sunday afternoon being grilled by an alumnus who wants only the best and brightest for her college. Knowing what **you** want and why **you** want it will give you the energy, enthusiasm, and direction to make the business of applying to college an adventure rather than an ordeal.

BEFORE YOU GET GOING . . .

There are two things that you **MUST** do before you even start looking at colleges. **First**, lose your preconceptions and forget what you've heard. *U.S. News and World Report* doesn't know which college is best for you, nor do most of your friends, their parents, their second cousins, your second cousins, or your parents' second cousins. Just because a school wasn't right for somebody else (or somebody else twenty years ago) doesn't mean it may not be right for you.

Second, know yourself. Take the time to sit down and figure out what you want and need in a college. The three broad areas to consider, which will be the same when you are looking at schools, are academics, extra-curricular activities, and religious/social life. Remember, this is about **you!**

Ask yourself as many questions as you can. Here are some to get you started:

General

Do you prefer your college to be big or small? Public or private? Liberal arts or pre-professional? Traditional or non-traditional? Are you committed to a particular geographic area? Can you handle really intense winters or hot, humid summers and falls?

Academic

What subjects do you enjoy learning? What subjects have you excelled in? Do you want small classes or large ones? More discussion or more lecture? Do you want to be able to meet with your professor one-on-one for extra help? Are you okay with having teaching assistants or do you have your heart set on being taught only by professors? Do you want the opportunity to participate in research? Do you want a curriculum which is largely set for you or do you want the most possible choices in your course selection? Do you excel in a highly competitive academic environment or a more relaxed one?

Extra-Curricular Activities

What do you like to do? What excites you? Energizes you? Gets you up and out? What do you enjoy doing outside of the classroom and outside of school now? Are there opportunities to continue with these activities in college or another community? If an activity interests you will you pursue it or do you need to be invited to participate? Are the activities that most interest you likely to be found on a large or small campus, in an urban or suburban community, etc?

Religious/Social Life

Do you require kosher meals and a daily minyan on campus? Or do you plan to live off campus and attend a local shul? If you attend a school that requires you to live on campus, will you be comfortable if another floor in your dormitory has students of the opposite gender? Are you comfortable wearing your kippah and tzitzit on a campus where students are from all different religions? Do you occasionally enjoy going out to a restaurant for dinner with friends? If so, are there kosher restaurants?

Do you look forward to living in a dormitory, or are you itching to live by yourself in an apartment? If you are at a Shabbat dinner and don't know people, will you go up to people and introduce yourself, or will you be uncomfortable being there without friends? Do you look forward to exploring a new community on your own, or do you need planned programs to get you out of your dorm?

THINKING ABOUT CHOOSING A COLLEGE

Now that you are tired of thinking about yourself and you know yourself much better, it's time to start thinking about the colleges. A few warnings and some advice as you begin this journey. Think broad. You are a whole person, and each college is a whole college. Don't just consider what you think are your one or two most important criteria. Beware of letting only two factors govern your choices. What happens if you choose a college for a particular program and find yourself, a year or two later, interested in something completely different? Or if you go somewhere to ski and you break your leg playing Frisbee the first week of school? Be especially careful about letting any one individual, whether it's an alumnus, an admissions officer, a friend, teacher, or even a parent, influence your choice. This goes back to the fact that liking someone who went to a college, works at a college, or recommends a college, doesn't guarantee your liking the college.

Another danger is to let a graduate school or program influence your choice. Getting into Yale College has little to do with getting into Yale Law School. And beware of college statistics: a college may boast that 80% of its graduates get into medical school, but that doesn't mean that *you'll* have an 80% chance of getting in if you go to that college. If you don't do the job, you'll end up in the 20%, and if you do produce, your chances are probably just as good at a college where only 60% are admitted to medical school. It's *your* performance that counts in the end.

In deciding where to apply, you must eventually face the toughest question of all: will the college choose you? Assessing your own record, strengths, and weaknesses and examining the college's reputation and statistics will give you some idea. We'll help you to see how Maimonides students with varying backgrounds have fared at the schools in which you are interested. Knowing what types of students a college has admitted or denied in recent years can give you a clue, but be careful about generalizing too much from past decisions. A student who got in with lower grades or test scores than yours



may have been an accomplished oboist, overcome unusual life circumstances, or had other unique characteristics of interest to that college.

One of our primary jobs in the College Counseling Office is to help you assess your chances of admission and to help you choose **a range of colleges** that will give you a **choice** in April. To that end, we expect everyone to include on their list at least one school that is as much a “sure thing” as exists today and at least one school where your chances are “50-50.” Naturally, these should be institutions that you are happy to attend. You should research these schools as carefully and thoughtfully as your “reach” schools. The key is to cover your options, which most of you should be able to do with six to eight applications.

GETTING ORGANIZED



You will soon discover that applying to colleges can be a draining and time-consuming business (and expensive as well, as most applications are \$50 or more). To get it done on time and with minimal anxiety requires a great deal of organization.

I recommend that each Senior make this Handbook the first entry in a personal college application notebook or file drawer. This filing system should also include the following:

1. Notes and any literature you have on the various colleges you are considering.
2. A checklist of the schools you are considering applying to, along with a list of their relevant deadlines, and required components of their applications (a sample checklist is in the last part of this handbook).
3. A record of the tests you have taken, when you took them, copies of your score reports, and a list of the colleges to which you have sent your scores.
4. A copy of your “Final College Application Plans” list once you have handed it in.
5. A record of your interview appointments and contact information.
6. A record of which teachers and or supplemental recommenders are writing letters of recommendation on your behalf.
7. Copies/print outs of all applications, essays, and any other materials once you have submitted them.
8. A record of all correspondence between you and the colleges as well as between you and the College Board or ACT.

RESOURCES FOR A SUCCESSFUL COLLEGE SEARCH

Now that you have left behind your preconceptions, you know what you want in a college, and you have gotten organized, your college search can begin in earnest. Developing your college list has two major steps: researching colleges and comparing them. But how do you even know what schools to research?

The Internet

One good place to begin your search is with one of the many free internet college search services. These broad-based websites will ask you a myriad of questions and then attempt to match your profile with their databanks of colleges and universities. Here are a few websites with well-developed college search tools:

- Naviance Family Connection at <http://connection.naviance.com/maimonides>
- MEFA (Massachusetts Educational Financing Authority) at www.mefacounselor.org
- Fastweb at www.fastweb.com
- The College Board at www.collegeboard.com
- Princeton Review at www.review.com (go to counselor-o-matic)
- Cappex at www.cappex.com
- College Data at www.collegedata.com
- U Can at www.ucan-network.org



When you have developed a list of schools and are ready to start comparing schools, the internet continues to be a great resource. The above websites offer a number of ways to compare data on colleges. Additionally, nearly every college and university has a website on which you can find out all about the school. Websites generally include application information, lists of academic course offerings and majors, detailed information about school clubs and activities, demographic information, links to all forms (both downloadable versions as well as online versions), and much more. Many also include virtual tours of the campus and sometimes virtual tours of the local community. You can find a college's website by typing the college's name or nickname, followed by ".edu".

In addition to the general college-related websites listed above, there are many websites helpful in the college search that focus on particular specialty areas. These are relevant, for example, if you want to know about anything from Jewish life on campus to whether or not a school offers an accelerated degree in nursing. If you have a special interest, either academic or extracurricular, we encourage you to go online and find a professional organization related to that interest. That organization may well have very helpful information for your college search. Following are some specialty area websites:

- | | |
|--|--|
| ➤ Hillel's Guide to Jewish Life on Campus | www.hillel.org |
| ➤ Jewish Learning Initiative on Campus (a program of the OU) | www.jliconline.org |
| ➤ American Association of Colleges of Nursing | www.aacn.nche.edu |
| ➤ Association of American Medical Colleges | www.aamc.org |
| ➤ Association of Independent Colleges of Art & Design | www.aicad.org |
| ➤ College Majors 101 | www.collegemajors101.com |
| ➤ Undergraduate Business Schools | www.businessmajors.about.com |
| ➤ NCAA (for student athletes) | www.ncaa.org/eligibilitycenter |

These are just a few; there are many others out there. Use your favorite search engine and find those that will be most meaningful and helpful to you.

The College Counseling Office

Another great place to begin developing your list of schools is the College Counseling Office. Following your family counseling meeting we will draw up a preliminary list of schools for each of you to begin looking at. This will just be a starting point and you will be responsible to take it from there. Also in the College Counseling Office, you will find view books, catalogs, and other literature from many colleges.

College viewbooks provide a quick glimpse at a college's general program (i.e. student life, programs of study, photographs of the campus, etc.).

College catalogs provide a more in-depth look at courses of study, admissions requirements, and tuition and fees.

Other literature often comes courtesy of a particular group on campus (such as Hillel) or a particular academic department (such as engineering).

Finally, in and around the College Counseling Office you will find information about those colleges who will be sending representatives to visit us on campus in the fall. Make sure to take advantage of this great opportunity to meet the college admissions officers who come here to recruit **you!** Information about each information session will be posted on the College Counseling Office Bulletin Board as well as available for you on Naviance Family Connection. In most cases, the admissions representative who visits us will be the one reading your application so this is a great opportunity to introduce yourself, make a good impression, and get any questions answered.

Family Connection

Family Connection is the component of our college counseling system that is designed to let you and your parents access all kinds of information relevant to the college selection and admissions process. Through this system you can search for colleges, research colleges, understand Maimonides admissions history to individual colleges, find out what is happening in the College Counseling Office, and track parts of your college applications.

In order to protect the security and privacy of student information, each of you is required to register with a unique registration code before you can create a username and password. We will activate your registration codes and distribute them at College Counseling Night **if** we have your email address.

The web address for your Family Connection is: <http://connection.naviance.com/maimonides>.

College Guide Books

College Guide Books are another excellent resource for you. They provide all kinds of general information about colleges. **Objective** guides include things such as admissions requirements and deadlines, majors offered, information about life on campus, demographics of the student body, and how to reach the admissions office. Some objective guidebooks include *The College Board Handbook*, *Princeton Review's Complete Book of Colleges*, and *Peterson's Guide to Four Year Colleges*. **Subjective** guidebooks not only give many of the hard facts about each school, they also share their opinions. Some subjective guides that are still relatively balanced are *The Fiske Guide to Colleges*, *Princeton Review's The Best 366 Colleges*, *Colleges That Change Lives*, and *The Insider's Guide to Colleges*.



Guide books are available in the School Library, in the College Counseling Office, in your local public library, and in most area book stores.

Higher Education Information Center at the Boston Public Library

The HEIC offers free information and advice on higher education, financial aid, and careers. Services available at the HEIC include:

- Counseling on school selection and paying for educational costs
- Assistance with completing admission and financial aid applications
- Computerized college and scholarship search systems
- No appointment is needed and all services are free.

College Visits

College visits give you a terrific sense of what different campuses are like and this is invaluable as you make your choices. If you do campus visits, visit several different types of campuses. You may “know” that you want to go to a large public institution in a rural area until you visit a small campus near the city. If you cannot travel to visit campuses, visit a few different types of schools around here. You are blessed to live in an area with so many different types of colleges and universities in your own backyard.

Even if you don't plan to apply to a particular school, you can get a great feel for small versus large, private versus public, campus versus "non-campus," etc. We recommend that students make every effort to visit the colleges that top their short list.

When you visit a campus, be sure to do the following: take an official tour (sign-in if there is a sign-in sheet), attend an official information session (sign-in if available), have an admissions interview if they offer them (more on this in the section of the Handbook titled, "Steps in Applying to College: The Interview"), attend a class, check out the student union, libraries, bookstore, athletic facilities, kosher dining facilities, Hillel, and a freshman dormitory if possible. Also, read the student newspaper and other campus publications and talk to current students!

If possible, try to arrange an overnight stay. The Hillel staff can often help connect you with appropriate overnight hosts and you are encouraged to take advantage of the many prospective student shabbatons that Hillels are now organizing. If you are visiting campuses in unfamiliar areas, try to make a little bit of time to check out the local area. Again, if you are considering selective campuses, they like to know that you've made it a priority to visit their campus. If you cannot visit a particular campus you are interested in, talk with students who go there. They are a great resource and tend to be quite honest.



Timetable and Guidelines for College Visits

1. Begin visiting colleges during your Junior year.
2. Visit as many colleges as possible during the summer before your Senior year. It is always nice to visit when a college is in session but the demands of the Senior fall term do not always make that practical or possible. A summer visit is generally more relaxed. Tour spots can fill up so try to call and schedule your visit a month ahead of time.
3. Summer interview spots (for those campuses offering them) also fill up quickly, so call the Admissions Office to set up your appointment well in advance of your visit.
4. If possible, return in the fall to those schools you are most interested in for a day of visiting classes, talking with students, staying overnight, etc.
5. You can always visit one or two schools in the spring of Senior year if you need to do so after you've been accepted to make your final choice.
6. If possible, you should plan a time when Maimonides is not in session, but college is. (The Junior and Senior College Visit Days are ideal.)
7. Avoid a nonscheduled "drop in" to an Admissions Office. However, if an opportunity to visit a college at the last minute presents itself, be courteous and understanding about what the Admissions staff is able to accommodate. Sometimes the student may join a tour; rarely, the student may find that an interview time is available due to a cancellation. Nevertheless, "dropping in" is discouraged and is not a productive way to visit a college.
8. If you would like to see a coach or a faculty member in an area of interest, you should mention that when you call. Colleges will do their best to accommodate you.
9. When you visit campuses, ask yourself, the admissions staff and current students some of the questions under "Researching and Comparing Colleges" and under "Before You Get Going."
10. After your visit take a few minutes to write down your impressions of the following: student body, academic matters, campus and social life, and overall impressions. Keep these notes in your filing system so that you can compare one school to another.

The Class of 2011

Below is a list of colleges to which the Class of 2011 applied. This might be a good place to begin. You can ask current Seniors what they liked and disliked about these colleges.

Adelphi University	Johns Hopkins University	Technion – Israel Institute of Technology
Bar Ilan University	List College	Touro College
Barnard College	Mass. College of Pharmacy & Health Sciences	Trinity College
Binghamton University	Mass. Institute of Technology	Tufts University
Boston University	McGill University	University of Arizona
Brandeis University	Mount Ida College	University of Chicago
Brown University	Muhlenberg College	University of Connecticut
Carnegie Mellon University	New York University	University of Hartford
Claremont McKenna College	Newbury College	University of Maryland - College Park
Clark University	Northeastern University	University of Massachusetts - Amherst
Columbia University	Northwestern University	University of Massachusetts - Boston
Cornell University	Penn State University – University Park	University of Miami
Dean College	Pitzer College	University of Michigan - Ann Arbor
Drew University	Pomona College	University of Pennsylvania
Drexel University	Princeton University	University of Pittsburgh
Emory University	Rochester Institute of Technology	University of Rochester
George Washington University	Rutgers University	University of Southern California
Harvard College	Simmons College	Washington University in St. Louis
Haverford College	Stanford University	Wellesley College
Hebrew University of Jerusalem	State University of NY at Albany	Wesleyan University
Hofstra University	Stern College	Williams College
Indiana University at Bloomington	Stony Brook University	Yale University
Ithaca College	Suffolk University	Yeshiva University



RESEARCHING AND COMPARING COLLEGES

As you begin to research colleges, look back at the questions that you asked yourself earlier and ask them about the colleges you are researching. Also, here is a whole new list of questions to consider as you look at colleges.

Location and Surrounding

1. What is the type (liberal arts college, state university, etc.) and size of the college?
2. Is the college part of the community or set apart from it?
3. How does the campus compare with your idea of a campus?
4. What method of transportation would you use to get around campus? What method of transportation would you use to get around town? What method of transportation would you use to go between home and campus?
5. What is the weather like?
6. What types of housing are available for freshman?
7. Are there sorority and fraternity houses?
8. How much room would you have for studying? Are there arrangements for storing your belongings?
9. Do they assign roommates or do you get to choose?
10. What places serve as a center of activity between classes (student union, commons, libraries, etc.)?

Academic and Cultural Environment

11. What means of study are emphasized and how do they fit your interests and abilities?
12. What types of honors and independent study programs are available?
13. What types of academic support services are available?
14. What opportunities exist in the community for practical application of your classroom knowledge?
15. What is the student-faculty ration and how meaningful is this in the opinion of the admissions office?
16. What courses are required, and what would constitute a typical freshman program?
17. Do classes seem to be largely lecture or discussion?
18. Is divergent thinking expressed in class and how is it received?
19. How much outside discussion of subject matter takes place before and after class?
20. Do students seem to be enthusiastic, tolerant or hostile toward their classes?
21. What is the size of classes?
22. Who teaches freshmen courses, graduate assistants or permanent staff?
23. What library facilities are available on campus?
24. What level of academic performance is required to stay in college?
25. What do students do after they graduate? Do they go on to postgraduate studies? What percentage is employed upon graduation?
26. How approachable are members of the faculty and administration on an informal basis?
27. How are high school credits from Advanced Placement tests treated?
28. What opportunities for cultural enrichment are available on campus and in the community?



Financial Aid

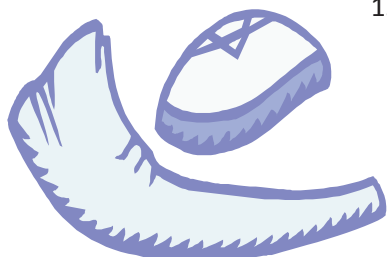
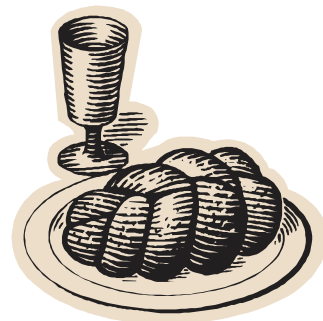
1. What percentage of students receives financial aid?
2. Are admissions need-blind (without regard to financial aid)?

Student Body

3. What is the ratio of resident students to commuting students?
4. What kind of student seems to predominate: “intellectual”, “party”, etc?
5. What seems to be most important in the lives of students you meet?
6. What percentage of the students remains on campus during the weekends?

Jewish Life on Campus

1. Will I feel comfortable identifying myself as a Jew on this campus?
2. Is there an active Hillel or Chabad? What types of activities are provided by Hillel or Chabad on campus?
3. Is there a JLIC couple on campus? (For more information go to www.jliconline.org.)
4. Who is the Hillel rabbi on campus? If he is not Orthodox, is he sensitive to the needs and interests of Orthodox students?
5. What interests or causes are important to me as an American Jew? Are those reflected in campus events and students’ lifestyle habits?
6. Are there Judaic study opportunities? Which religious courses are offered and how often? Can I enroll in Hebrew classes on campus? Are there study abroad programs in Israel?
7. How large is the Orthodox student population? How large is the Jewish student population? Are there enough Jewish students to ensure many opportunities for friendships? Will I have a choice of friendship groups?
8. What percentage of Jewish students is involved in religious activities?
9. What seems to be the campus climate concerning Israel? How might you respond if there are anti-Israel activists on campus?
10. Am I prepared to answer questions about Jews?
11. What kind of services takes place on campus? Where do students go for High Holidays? Is there a daily minyan?
12. Does the campus offer kosher food? Is it good? Is there kosher food available nearby?
13. Can you observe Pesach on campus?
14. Is there a succah on campus?
15. Is there a JCC nearby? Are there other Jewish events in town? Are there synagogues within an accessible radius? Are these synagogues welcoming to college students?
16. Does the university have a policy regarding all Jewish holidays? If so, what is it?
17. Are dorm keys electronic and, if so, does the school have a system that will allow you appropriate dorm access on Shabbat and chagim?

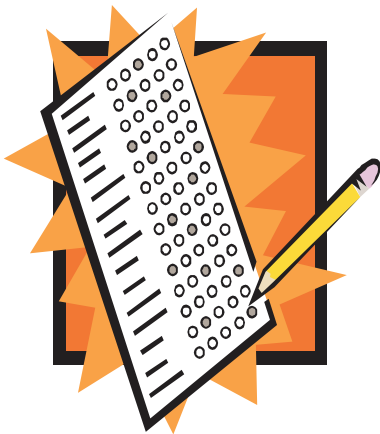


STANDARDIZED TESTING

WHAT'S WHAT

PSAT/NMSQT

This test is given to Juniors each October in school. It is an abbreviated and slightly altered version of the SAT. The test covers three areas: Critical Reading, Writing and Mathematics. The purpose of the test is to acquaint students with College Board exams and to obtain an estimate of how students will perform on the required admissions tests. This test is also the qualifying test to determine which Juniors will become semi- finalists in the National Merit Scholarship competition.



SAT (information available at www.collegeboard.com)

These tests are officially known as the College Entrance Examination Board (CEEB) tests. There are two main tests: The SAT Critical Reasoning Test (SAT I) and the SAT Subject Test (SAT II's). The SAT I, like the PSAT, covers three areas: Critical Reading, Writing and Mathematics. More test details are in the chart below. The SAT II's are hour-long tests focusing on individual subject areas. A list of tests offered and test dates is available on the College Board website.

Most colleges require either the SAT or ACT for admissions and many schools also require two to three SAT Subject Tests. You should note carefully the specific requirements of the colleges and any special programs/departments to which you are applying.

ACT (information available at www.actstudent.org)

Nearly all colleges accept the ACT (American College Test) in lieu of the SAT. Another "brand" of college entrance examination, the ACT is similar to the SAT. Some students find that they score better on the ACT than on the SAT. The ACT is a curriculum-based tests with more of a focus on verbal skills and your ability to draw conclusions, see implications, and apply facts. More details are in the chart below.

Again, you should note carefully the specific requirements of the colleges and any special programs/departments to which you are applying.



SAT vs. ACT

	SAT	ACT
Who should take it?	11 th and 12 th graders	11 th and 12 th graders
Registration Fee	\$47.00 (for 2010-2011)	\$48.00 (includes writing test, for 2010-2011)
When is the test?	March 2011 October 2011 May 2011 November 2011 June 2011 December 2011	February 2011 September 2011 April 2011 October 2011 June 2011 December 2011
What is the scoring scale?	200-800 per section, added together for a combined score. Highest possible is 2400.	1-36 for each subject, averaged for a composite score. Highest composite score is 36.
How long is the test?	3 hours, 45 minutes	3 hours, 25 minutes
How is the test structured?	10 sections covering three subject areas Critical Reading: two 25 minute sections, one 20 minute section Math: two 25 minute sections, one 20 minute section Writing: one 25 minute multiple choice section, one 10 minute multiple choice section, and one 25 minute written essay section Experimental: one 25 minute experimental section is masked within the test	5 sections covering five subject areas Reading: 40 questions, 35 minutes Math: 60 questions, 60 minutes English: 75 questions, 45 minutes Science: 40 questions, 35 minutes Writing: essay test, 30 minutes
Is there a penalty for incorrect answers?	Yes	No
What should I know about the questions?	Questions in most sections are in order of difficulty Some questions are NOT multiple choice (math only) Some can be tricky with many distracters	Difficulty of questions are arranged in a random fashion All questions are multiple choice Questions are more straightforward
How do the Critical Reading sections compare?	Skills heavily tested: vocabulary and reading Passage-based reading and sentence completions	Skills heavily tested: grammar and reading 4 reading comprehension passages (1 each from prose fiction, social science, humanities, and natural science), 10 questions per passage.
How do the Math sections compare?	Math accounts for 1/3 of overall score Includes multiple choice questions and student-produced responses Skills tested: Arithmetic, Algebra, Geometry, and Algebra II Test provides key facts and formulas	Math accounts for 1/4 of overall score All questions are multiple choice Skills tested: Arithmetic, Algebra, Geometry, and Basic Trigonometry Students may be asked to recall basic concepts or formulas
How do the Writing sections compare?	The written essay is the <u>first</u> thing you do and <u>is</u> factored into the overall score. It is scored on a scale of 2-12. Skills heavily tested: grammar and sentence structure Short essay to measure ability to organize and express ideas clearly	The written essay is the <u>last</u> thing you do and <u>is not</u> included in the composite score. It is scored on a scale of 2-12. Compliments the Critical Reading section Short essay to illustrate students understanding of the conventions of standard written English
How do the Science sections compare?	Does not contain a Science component	Skills heavily tested: Data Analysis, Interpretation, Evaluation, and Problem-Solving Subjects: Biology, Chemistry, Physical/Earth/Space Sciences
Are all scores sent to colleges?	No, you decide which scores to send in accordance with colleges' policies.	No, you decide which scores to send.
You might want to take this test if you...	...Are more of an interpretive thinker ...Possess strong grasp of vocabulary ...Are more comfortable utilizing reasoning and data manipulation skills ...Are most comfortable as a critical thinker and problem solver	...Are more quantitative, linear thinker ...Can spot grammatical, punctuation, or stylistic errors ...Are more comfortable with data recollection ...Have a strong grasp on content
Official website	www.collegeboard.com	www.actstudent.org

TAKING THE TESTS AND SENDING YOUR SCORES

Almost all colleges and universities require you to submit standardized test scores as part of your application. Accepted tests generally include the SAT Reasoning Test (SAT I) or ACT and, in many cases, SAT Subject Tests (SAT II's). **It is your responsibility to know which colleges require which tests and to request that your test scores be sent directly from ETS (Educational Testing Service/The College Board) or ACT to the colleges.**

What to take

You must take whichever test or tests are required by the schools and/or programs to which you are applying. It has become increasingly common for students to take both the SAT and ACT. In many cases you can do this without ever indicating to a college that you took one or the other of these tests. Having said this, you should not all rush out to sign up for both. Review the requirements of the schools you are considering, look at sample tests, and read the material in this handbook. If you are uncertain how to proceed, please speak with us and we'll be happy to help you weigh the pros and cons in your individual situation.

All Juniors should take either the SAT I or the ACT in spring of 11th grade. This will leave you the opportunity to retest in the fall of 12th grade if you want to do so. Test bulletins (for SAT I and ACT) with all of the details of the tests and a full-length practice test are available in the College Counseling Office.

Nearly all colleges require that students take the SAT I or ACT, but not all also require SAT II Subject Tests. Therefore, those students who are absolutely certain that they will be applying only to a school or schools which do not require SAT II tests can safely decide not to take these tests. (We do suggest that students who plan not to take SAT II tests talk to us before making a final decision). Most schools that require SAT II's require two of them and a few require three of them. Those students who want or need to take SAT II's should take at least some of them (one or more) in spring of 11th grade, unless you have already completed your SAT II testing by that time.

Most of our students will select their SAT II's from the following areas:

- Biology (June of Grade 9 or thereafter)
- Chemistry (June of Grade 10)
- Physics (June of Grade 11)
- Hebrew (June of Grade 11)
- American History (June of Grade 11)
- French or Spanish (June of Grade 11 or first half of senior year)
- Math I or Math II (June of Grade 11 or first half of senior year)
- Literature (June of Grade 11 or first half of senior year)

Some colleges require one of a student's SAT II's to be math. Also, those students who are applying to engineering programs are usually required to have math (sometimes Math II) and either physics or chemistry. Again, for specialized programs please check the school's requirements carefully.

The decision about taking any particular exam should be based on how well you think you can do on that test, how well you have performed in that academic discipline at Maimonides, and what other tests you can take comfortably. You should discuss testing plans with your teachers as well as the college counselors.

Test Preparation

There are a number of ways to prepare for the SAT and ACT. Some involve only the investment of time on the student's part, while others are quite costly. Students generally "feel" better when they have participated in some preparation; they may take sample tests or purchase one of the many test preparation books on the market (available in any bookstore or library). Based on research, the average effects of test prep or coaching vary; however, students who participated in some type of preparation on their own did better than those who did nothing. Something to keep in mind: a solid academic performance over four years in high school will be more impressive to a college admissions professional than an extra 40 points on the SAT.

Eligibility for Non-Standard Administrations (Including Extended-Time Testing)

The College Board and ACT do make provisions for extended time testing of students with documented learning disabilities. Special applications, which are available in the learning center, are required. Please be aware that the application process for these tests is a quite cumbersome and time consuming. If you are a candidate for testing accommodations, you must contact Brenda Hefter, Coordinator of the Learning Center, well in advance of your first test date.



Please be aware that the College Board and ACT have strict rules for extended time testing. Only those students for whom there is a current (within the last three years) signed document from a physician, psychologist, child study team and/or learning disability specialist on file at the school and for whom special provisions for testing are regularly made in school are eligible for these extended time tests. More information is also available online at both the College Board and ACT.

Signing Up

You may take either the SAT I, or up to three SAT II's on a given SAT testing date (except for March when only the SAT I is given). You will indicate which test(s) you are taking on the registration form. If you have previously taken either an SAT I or SAT II, you should do all of your future test registration online through your College Board account. If you have never taken an SAT of any kind before, you will need to register the first time with a paper registration. The registration form is available in the College Counseling Office. Please make sure to meet all registration deadlines!

Sunday tests are administered on the Sunday after each Saturday test date (except for when that date conflicts with a Jewish holiday). In order to get a Sunday test you must follow very specific instructions on your registration form. If the directions are not followed EXACTLY and on time, your request for Sunday testing will be rejected. Please refer to the information in each test's registration booklet for their rules. If the process is unclear to you or if you would like us to review your registration before you submit it, we are happy to do so. As a first time Sunday tester you will need a Religious/Sabbath Observance Letter. They are available in our front office and in the College Counseling Office.



A few specifics to note:

- Our high school code is **220305**. Make sure to fill this out on your registration form.
- On the SAT registration form, Question #10 asks for your test center code. ALWAYS fill in 01000 (this indicates that you require Sunday testing). You should write in the city and state where you wish to take the test (either Waltham, MA or Providence, RI).
- Make sure to include the Sabbath Observance Letter with your registration form.
- Make sure to include payment (credit card information or check) with your registration form.

- Always use the exact same name, address, and social security number so that the testing agencies and colleges do not create multiple records for you which can make things very complicated.
- Shortly before the testing date, you will receive the admission ticket in the mail. Take this ticket to the test center on the day of the exam. Report for testing by 8:00am and bring with you a photo ID, a few #2 pencils and erasers, and a working calculator.

Sending Scores

Sending your scores officially from the College Board and/or ACT to colleges is your responsibility! You can arrange to have your scores sent to colleges when you register for the test (indicate the school codes of your colleges on your test registration – the first four are free), anytime up until the test (by updating your registration ticket for the test online – again the first four schools are free), or anytime after receiving your scores by going online to your College Board or ACT account (all schools will cost you). Please keep careful records of which tests you have taken and where your scores have been sent.

Please note that when you send your SAT scores to colleges, you will choose your SAT I scores by test date and SAT Subject Test scores by individual subject. If you do not indicate a choice your entire SAT history will be sent. When you send your ACT scores to a school you designate which scores are sent.

SAT I – ACT Score Comparisons

This table compares the ACT composite score with the Critical Reading and Math composite scores on the SAT I and with the total composite score on the SAT I and vice versa.

SAT I to ACT			ACT to SAT I		
SAT I Critical Reading + Math	SAT I Critical Reading + Math + Writing	ACT Composite Score	ACT Composite Score	SAT I Critical Reading + Math	SAT I Critical Reading + Math + Writing
1600	2400	36	36	1600	2400
1560-1590	2340	35	35	1580	2340
1510-1550	2260	34	34	1520	2260
1460-1500	2190	33	33	1470	2190
1410-1450	2130	32	32	1420	2130
1360-1400	2040	31	31	1380	2040
1320-1350	1980	30	30	1340	1980
1280-1310	1920	29	29	1300	1920
1240-1270	1860	28	28	1260	1860
1210-1230	1820	27	27	1220	1820
1170-1200	1760	26	26	1180	1760
1130-1160	1700	25	25	1140	1700
1090-1120	1650	24	24	1110	1650
1060-1080	1590	23	23	1070	1590
1020-1050	1530	22	22	1030	1530
980-1010	1500	21	21	990	1500
940-970	1410	20	20	950	1410
900-930	1350	19	19	910	1350
860-890	1290	18	18	870	1290
810-850	1210	17	17	830	1210
760-800	1140	16	16	780	1140
710-750	1060	15	15	740	1060
660-700	1000	14	14	680	1000
590-650	900	13	13	620	900
520-580	780	12	12	560	780
500-510	750	11	11	500	750

*Score comparison provided by The Princeton Review

APPLYING TO COLLEGE

Okay, you know yourself, you're organized, you've selected the schools that you want to apply to, and you've taken (or are scheduled to take) all of your tests. Now it's time to apply! This will take time, patience, and plenty of thought, so stay organized, stay on top of your applications, try to stay calm, and here we go!

By now you should have a firm list of colleges to which you plan to apply. Most of you will be applying to more than one school. We recommend that you select approximately six to eight schools covering a range of selectivity. Remember, we expect everyone to include **at least** one "sure thing" on your list. Also remember that **all** schools on your list need to be places that you would be happy to attend.

Most colleges have their applications available in August; as soon as you are reasonably certain that you are interested in a college, you should access the application online (via the school's website – usually under the larger heading of "admissions"). The sooner you have seen the application on your screen, the better.

THE PROCESS OF APPLYING TO COLLEGE FROM MAIMONIDES

At Maimonides School, we have tried to simplify the process for students as much as possible. Thus, we have devised the following system that ensures that colleges receive all documents in a timely fashion.

In the fall of Senior Year, you are required to submit to the College Counseling Office a very important form entitled "Final College Plans". If you are under 18, a parent must also sign this form. We use the list on this form to mail out your credentials packet to each college to which you have indicated you are applying.

NOTE: It is critical that the form we have on file perfectly matches the list of schools you are applying to. This form is the only way that a student notifies us of the colleges that he or she wants us to send official school credentials to. Any changes a student makes to his or her list **MUST** be made on the original form on file in the College Counseling Office.

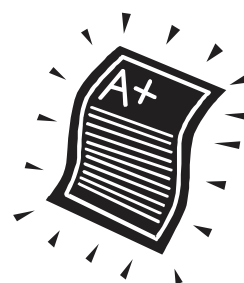
Items that the student is responsible for sending to the colleges:

1. The completed application form with essays.
2. The application fee.
3. Official SAT and/or ACT scores. You must make sure that the College Board or ACT sends official score reports to each college to which you apply. For further information on how to do this please see the section of this Handbook on Standardized Testing.
4. Any additional information that a school requires, such as an activities resume or a portfolio.



Items that the College Counseling Office sends to each college where you apply:

1. Your Official Transcript
2. Counselor's Letter – The College Counseling Office automatically writes an individualized letter of advocacy for each member of the senior class.
3. Teacher Recommendation Letters – Students request these letters in the spring of Junior year. Teachers then submit them to the College Counseling office, where we ensure that they go to each school a student applies to. Please note that Maimonides Teachers write their letters on school letterhead; thus, Maimonides teachers need not fill out individual evaluation forms for candidates.
4. Secondary School Report - The College Counseling Office uses a universal Secondary School Report Form which we fill out for each applicant, and submit along with all of the school materials to each school a student applies to. This form is similar to the one used on the Common Application.
5. School Profile – This four page document is produced by the College Counseling Office. It provides information on Maimonides School, including statistics on the past five graduating classes, curricular details and graduation requirements, as well as a section providing details on how to read a Maimonides Transcript.
6. Any additional information that is on file, such as transcripts from other institutions, supplementary letters of recommendation, etc.



STEPS IN APPLYING TO COLLEGE



Admissions to most private and many public universities, particularly the more selective ones, is a complex, subjective, and unpredictable process. Decisions are generally based on the committee's evaluation – through readings and discussion – of a candidate's folder. What follows is a list of what usually goes into that folder, with some suggestions and guidelines on how to handle each of these components.

The Application

The application that you fill out is the primary means through which you identify yourself to colleges (name, address, high school, etc.) and is one of the means through which your character and personality may emerge for the reader on the other end. It is the one part of your application over which **you** have **real** control. Doing a careful, thoughtful job on the application can make **all** the difference. A shabby application can kill your chances for admission. Consider your audience: Does the admissions officer really want to wade through a dozen extra sheets detailing every activity or honor, however minor, since 7th grade? Does she want to read why you want to attend “Northeastern” when she works at “Northwestern”? Does he want to read an activities list where you've misspelled your favorite activity? Of course not!

Here are some guidelines for completing the application:

1. Establish an Application

You should access the school's application online and create an application account for yourself by following each individual school's instructions in setting up an application user name and password. It is advisable to do this during the summer before Senior year or as soon as possible after returning to school in the fall. You will be completing all of your applications online and submitting them electronically.

2. Deadlines, Application Fees, and Admissions Policies

You must be aware of the application deadlines specified by each college. In most instances, you should submit your application as soon as it is complete.

Nearly all applications also require you to pay an application fee, usually ranging from \$50 to \$100 (some public institutions are less). A limited number of fee waivers are available from the College Board and ACT, via the College Counseling Office if the family meets certain economic guidelines.

Please make sure that you are aware of and comply with the policies of each school to which you apply. If you will be submitting a portfolio or any other supplemental material, please follow each school's guidelines carefully.

3. Completing the Application

Colleges are not all alike, and application forms may vary significantly. Follow instructions carefully.

- ☞ Read instructions before filling in your answers and answer all questions completely.
- ☞ Be honest and thorough.
- ☞ Be yourself. You can drive yourself (and us) crazy trying to figure out what you think a college wants to hear. There's seldom a right or wrong answer to a question on an application. All the committee wants is a clear, honest answer that will tell them something about you.
- ☞ Don't overdo it. Let your accomplishments speak for themselves and don't pad the application with trivial activities or long-neglected interests. Playing the violin in 8th grade means little if you haven't picked it up since then. If you list a lot of nebulous activities and neither your teachers nor the school recommendation mentions them as significant, the college will know that you're padding; better to concentrate on a few quality pursuits than to manufacture quantity!
- ☞ Give yourself plenty of time. Last-minute jobs usually look and sound like last-minute jobs.

4. The Common Application

An increasing number of four-year institutions accept the Common Application, a single application that can be filled out once and then submitted to multiple schools. For 2011-2012 The Common Application will be accepted by at over 400 schools, including many to which our students apply. Some Common Application schools are Barnard, Binghamton University, BU, Brandeis, Columbia, Goucher, Harvard, Johns Hopkins, UMass (Amherst and Boston), NYU, Northeastern, Northwestern, Princeton, Suffolk, University of Chicago, University of Pennsylvania, and WashU.

Please note that many Common Application schools require a supplement in addition to the Common Application. Both the Common Application itself and information about supplements, as well as most supplements or links to them, are available online at www.commonapp.org.

The Essay

Most college-bound students approach the task of writing a personal essay for college admissions with some trepidation and often many questions. Like the application form, the essay (or essays in some cases) provides you with an opportunity to convey something about yourself that goes beyond the objective data. According to one admissions director, "It makes the facts in the student's folder come alive for us. Because it is the student's personal statement, no single piece of admissions evidence gets as much attention and provokes as much discussion."

Above all, the essay should be well-written and carefully edited, and you should strive to keep it within the prescribed length (if no length is given aim for 500-600 words). Again, you should consider your audience. An admissions officer reading two dozen applications on a dreary February night doesn't want to read a rehearsed debate topic or the details of an infection you received last summer. She wants to read something short, lively, and graceful that will tell her about you.

Selecting a Topic

You should write about something that is important to you. This is your opportunity to reveal your intelligence, talent, sense of humor, enthusiasm, maturity, creativity, expressiveness, sincerity, and writing ability -- traits that count heavily in the admissions evaluation.

Unless the college specifically asks for it, avoid the general autobiographical essay. Most application essay topics are fairly broad and open-ended, but if the question is specific, be sure to answer it. You may have only to adapt an essay you've written for another application or you may have to write an all new one. In the long run, it's worth the effort to make sure the essays you write suit the application and the college for which you are writing.

If you are stuck getting started, consider the following:



- ☞ Major accomplishments in a particular activity, in the community, in your family, etc.
- ☞ Influential persons in your life (real or fiction) and the particular influence they had on you or your development
- ☞ Obstacles that you have overcome in your life
- ☞ Skills or characteristics that make you unique
- ☞ A challenging experience in which you succeeded **or failed**
- ☞ Your dreams

In all of these areas, be sure to consider what effect this had on you, your character, your development, and your life. In real ways, how are you different? How were you influenced? How does this play itself out in your thinking and/or actions?

Whatever your topic, it should reflect your true concerns and perspective. As you consider topics with whatever mix of seriousness, humor, confidence, or confusion, remember that the search for material to write about is an extension of the normal process of thoughtful reflection. Simply sorting out your thoughts, thinking, talking with friends, or daydreaming can lead to useful topics.

Be ready to surprise yourself and be flexible; your best writing and thinking may come from unexpected sources. A short passage in a long essay you carefully planned may include material far stronger than the rest and/or a whole new, productive direction.

Pointers on Writing the Essay

- ✎ Your writing should be as impressive as the content of your essay. Write clearly; don't inflate your style. Use a thesaurus only to search for a more exact or accurate word; avoid language you wouldn't normally use.
- ✎ Don't underestimate the quality of your ideas. Some of the best application essays stem from common events or experiences; what is remarkable is the writer's treatment of the topic. If several topics seem at all promising, pick one and begin writing. Even an unsuccessful draft may eventually lead you to your final product.
- ✎ Having a good idea for an essay is not the same as having finished the essay. Great topics will not excuse technical faults, uneven development, stylistic awkwardness, or other problems. Sometimes ideas that seem great in the abstract may really be gimmicks. Be objective about your topic; for example, does your draft stand up to multiple readings? Does it reveal a substantial insight about yourself or your world view? Is it witty, or touching? If so, your essay's foundation is probably strong.
- ✎ Don't use the essay to apologize for some failing that you perceive on your part (e.g., "My test scores are low, but I know that I'm really better than that). On the other hand, if there have been unusual circumstances in your life, the essay might be a great chance to explain them.
- ✎ Avoid repeating facts, figures, or activities that have been mentioned previously in the application unless they have particular bearing on the development of your character.
- ✎ Your essay should be about you and unique to you. No matter how amazing your grandfather was, do not write your essay about him. You want the admissions officer to be interested in you, not in your grandfather.*

What Kinds of Essay Questions are there?

Essay questions often ask you to describe, discuss, comment on, evaluate, or express something. If you want to see the type of questions colleges ask, go online to The Common Application (they have six questions to choose from) or go online to the individual application of any college you are considering. Additionally, many colleges ask you to write about why you have chosen their college, why you think you will be a good match for that college, and how you expect that college to help you achieve your goals.

Teacher Recommendations

Most colleges request that classroom teachers assess an applicant's ability. In spring of Junior year, you will ask teachers for recommendation letters. It is ***your responsibility*** to ask teachers to play this role in your quest for admissions and to have them sign your "Teacher Recommendation" form committing to do this.

Teacher recommendations will be sent to the colleges you are applying to directly from the College Counseling office in the fall of Senior year. Recommendations from others (community leaders, influential friends, etc.) should be sent only after the student has conferred with the College Counselor.



Pointers on Teacher Recommendations

- * In choosing your teachers, choose teachers who taught you in an academic subject, preferably in eleventh or twelfth grade (and preferably not for the first time in

* Parts of this section has been excerpted from *College Bound*, a publication of the Center for Talented Youth at The Johns Hopkins University (Baltimore, MD: 1993), 36.

twelfth grade). The teacher who gave you the highest grade may not be the one who is likely to write you the best recommendation; it is equally important that the teacher knows you well and likes you.

- * Have back-ups in mind. Sometimes you may ask a teacher who does not feel they are the appropriate person to write for you or who has already hit the limit of recommendations that they feel they can write. We advise teachers to be honest and say so if they are not the appropriate recommender for you.
- * Ask your teachers in person!
- * If you are applying to a technical institute or indicating science or engineering as a proposed field of study, one of your teacher recommendations should be from a math or science teacher.
- * Always thank your teachers in writing for their help. Recommendation writing is a time-consuming task; often the only pay-off is your warm, genuine appreciation. Also, let teachers know how things work out; they are genuinely interested in your future.

Secondary School Report/School Recommendation

Though colleges place great emphasis on a student's academic record through four years of high school, other factors are also important. The letter of recommendation from the College Counseling Office can be meaningful and decisive. These letters will be sent to the schools directly from the College Counseling Office with our Secondary School Report Form (SSR). As noted earlier in this Handbook, we use a universal Secondary School Report (SSR) Form which we fill out for each applicant. You don't have to do anything with the SSR that you find in individual applications, including The Common Application.

The Transcript

The transcript is the single most important item in the admissions folder. Your transcript includes your semester and year-end grades for all courses taken in ninth, tenth, and eleventh grades as well as a list of your courses in progress in twelfth grade. A second transcript is sent in February, which will also include grades from the first semester of twelfth grade. The College Counseling Office sends your transcripts to colleges.

Be sure that your high school course selection supports your college and career plans. As Maimonides is a college preparatory school, our courses are designed to prepare you to meet college admissions requirements. However, it is your responsibility to ensure that your individual course selection strengthens your record and best prepares you for your particular major or program of interest if you have one. Also, please remember that senior year is still a critical part of your transcript. Colleges will be looking to see that you have continued to challenge yourself as much as possible within the context of what is available to you.

Course Recommendations for Senior Year

Many students are tempted to take it easy during Senior year -- to avoid the difficult courses in math and science, or to forego another year of foreign language. Obviously, yielding to that temptation does nothing for your application to college. A recent article in *The New York Times* notes:

"Admissions officers are becoming increasingly conservative in the way they look at an applicant's high school transcript. 'Meat and potato' courses are the order of the day. English, math, science, foreign language, and history in a five-course curriculum will bring a smile to any officer's face."



In some cases, however, there are good reasons not to take a fourth year of science, math, or foreign language. When it is clear that you are not avoiding such courses, but actively pursuing other courses that are pertinent to a possible college major, there is no stigma attached to this choice. Sometimes, it may happen that a student is so weak in mathematics, for example, that an advanced course in the Senior year would not be appropriate.

Test Scores

Colleges require official test results directly from ETS/The College Board or ACT. ***It is your responsibility*** to send your test scores (SAT and/or ACT) directly to colleges from the testing agency. For more information, see the section of this book titled, “Standardized Testing – Sending the Scores.”



The Interview

The interview is seldom as important as students think it is, but it is a terrific opportunity to add another piece of yourself to your folder. No college is going to place more weight on an hour long encounter than on the recommendations of teachers or four years of accomplishments. On the other hand, no admissions officer will forget an engaging and stimulating conversation with a potential applicant. When it comes time to deliberate different students’ applications, it helps admissions officers advocate for a particular student if they can put a face and a personality with the written materials before them. And remember, the interview is a two way street, a chance for the school to learn more about you and an opportunity for you to learn more about the school.

Few colleges require an interview and some don’t offer the opportunity. Generally speaking, the smaller the college, the more likely the interview is to carry some weight. If a college requires an interview and is not within easy traveling distance, the college will arrange for you to be interviewed by a local alumnus or alumna or an area representative. If possible, we recommend that you arrange for your interview during your campus visit. It is just another way of letting the school know that you are interested in them.

Some Tips on Interviews

- * Relax!
- * Be prepared. Learn as much as possible about the college before your interview and be prepared both to answer and ask questions.
- * Give some advance thought to the things you want to ask about. It is acceptable to bring a list of questions to the interview.
- * Go to the interview alone. Parents are welcome on the tour but don’t take them to the interview.
- * Arrive on time or be a few minutes early.
- * Be yourself, not what you think the college expects you to be. Be honest, sincere, and interested. Colleges want variety, not clones.
- * Be prepared to discuss why you have chosen this particular college and what you expect to get out of four years there. Hint: Read about the college in advance. Read the literature published by the college, and read the summary in a college guide like Peterson’s or Fiske’s.
- * Although interviews usually don’t focus on your academic history, be prepared to answer questions about SAT scores, recent grades, and courses you have taken. Be prepared to talk about any weaker points in your record (a poor term or grade, etc.).
- * Smile! Speak clearly. Look at the interviewer when speaking. Try to have a good time.

- * Dress appropriately. "Shabbat clothes" aren't necessary, but neatness and taste are.
- * Thank the interviewer for his or her time and consideration.
- * Don't judge the college based on the interviewer. If you learn things from the interview that make you feel differently about the college, fine. But don't let your positive or negative feelings about an individual become too important a factor in your decision.
- * Send a thank you note when you get home.



Common College Interview Questions

The following are a cross-section of questions generally asked at college interviews. You should be prepared to discuss any weak points in your records. A good strategy is to talk about weaknesses in terms of a lesson learned (Although the grade was disappointing, it taught you to....).

- * How did you first hear about _____ college? Why do you want to attend this college?
- * Describe your ideal college.
- * Are you applying elsewhere? If so, where and which school is your first choice? (You should always say that the school you are visiting is your top choice; if you have doubts, frame your response so that it emphasizes all that you like about this college.)
- * What are you interested in majoring in? Why?
- * What are your academic strengths and weaknesses?
- * Tell me about yourself.
- * What kinds of things do you do outside of school?
- * What accomplishments have you achieved or activities have you participated in that have had a particular effect on you and your life?
- * Which one of your activities has given you the most satisfaction?
- * How have you spent your summers?
- * What is the most significant contribution you have made to your school and/or community?
- * What will you contribute to this community?
- * Where do you see yourself in four years? In 10 years? In 20 years?
- * What is your family like? Do you have strong relationships with family members? (Be honest, but remember that you are not obligated to "tell all.")
- * What do you like about your high school? What would you change?
- * What classes are you taking? Favorite? Why? Least favorite? Why?

- * If you had high school to do over again, would you do anything differently?
- * Discuss your most stimulating intellectual experience.
- * What books, magazines, and newspapers do you read outside of school? (Be prepared to talk at length about something you read or saw recently.)

Interview Follow-up

You should write down your thoughts from the interview as soon as possible after your appointment. Note the name and title of your interviewer, any important points to remember, and anything you liked or disliked.

When you get home you should write a thank you note to the interviewer. The thank-you note will become part of your application file and will reinforce the admissions officer's memory of you. In general, the note should reflect thoughtfulness, courtesy, and maturity. You should refer to one or two specifics from your conversation. These will help the admissions officer remember you when it comes time to make decisions.

It is fine to send your note as an email. Following is a sample letter:

Dear [Name of Interviewer],

Thank you again for meeting with me on [Interview Date]. It was a pleasure to meet you and learn more about life at [name of college].

After our conversation, I am even more interested in attending [name of college]. The school's [feature] coupled with [feature] make it seem like an ideal place to pursue my studies.

I also wanted to add that I have been thinking a lot about our discussion about [topic]. I had never thought about that perspective before and it has made me look at [topic] in an entirely new way.

Overall, I really enjoyed our meeting and now have a better idea of the opportunities available at [name of school]. Thank you again for your time and consideration.

Sincerely,

Your Signature/Name

Additional Letters of Recommendation

Different colleges have different attitudes toward extra letters of recommendation. If a college is willing to accept extra letters those letters must shed some light on your character and growth and must be different than what you have already supplied. A helpful letter might be, for example, from an employer or the head of a volunteer organization, commenting on your sense of responsibility, etc. An additional letter may also be from a coach or drama teacher you've had for several years. Letters from friends of your parents that basically say "he's a nice boy" are useless and irritating. Letters from political figures who don't really know you, or alumni whose stake in you or the college is limited, are equally meaningless. Do not send more than one additional recommendation. Admissions officers don't have time or patience to read through them.

The Complete Folder

How colleges pull all of these parts together and weigh them naturally varies. For most colleges, the importance goes something like this:

1. Your academic record (transcript) – the rigor of your program and the grades you've earned
2. Standardized test scores
3. Your extracurricular record and personal qualities – revealed in your application and essay (as well as through comments in recommendations and interviews)
4. Teacher recommendations
5. School recommendation
6. The interview
7. Additional letters of recommendation

Any one of these factors, if unusually strong or unusually weak, can become more important than it might otherwise have been. In the end, however, it is an imprecise synthesis of all of these factors, not a predictable formula that will determine your admission to selective colleges or universities.

Factors Beyond the Folder

While the seven items listed above are very important and are the primary criteria in considering your admission to a college, there are other factors that can sometimes make a difference. One is strong family ties to a college. Most private colleges try to respond to the loyal support of their graduates by giving an edge to legacies (the children of alumni) in the admissions process. Being the son of an alumnus will not make much of a difference for candidates who are way below the competitive edge. But for a good, solid candidate, it can often provide the extra nudge that does make the difference. Other factors that can help a qualified candidate's chances at getting into a college are unusual athletic promise or exceptional talent in art, music, drama, or dance.

When Will Colleges Let You Know if You've Been Accepted?

After you've filed your application and arranged to have your latest SAT or ACT scores sent to the college, there is little to do but wait until the college admissions office makes its final decision. When and how quickly you will hear from the admissions offices depends on the pattern they use to notify their applicants. The majority of institutions use one or more of the following:



Early Decision/Early Action

This option is offered for applicants who are sure of the college they want to attend and are likely to be accepted or deferred by that college. Early plans are those in which a student submits an application before the regular deadline, and receives an admissions decision early. In accordance with Maimonides' policy as stated explicitly in this Handbook under the heading of "Early Action/Early Decision," a student who applies under one of these plans is obligated to attend that college if accepted (unless as stated on the following page). If accepted, you must withdraw applications from all other colleges.

MAIMONIDES SCHOOL HAS A SPECIFIC POLICY FOR EARLY APPLICANTS THAT IS STATED ON THE NEXT PAGE. IF YOU ARE CONTEMPLATING AN EARLY PROGRAM, YOU WILL BE REQUIRED TO SIGN A MAIMONIDES EARLY APPLICATION CONTRACT WHICH LETS US KNOW THAT YOU UNDERSTAND OUR POLICY ON EARLY APPLICATIONS.

Rolling Admission

Some colleges follow the procedure of considering each student's application as soon as it is complete. They will notify the applicant of their decision without delay. Colleges that follow this practice may make and announce their admissions decisions continuously over several months, in contrast to the practice of other colleges which accumulate applications until the deadline and announce all their decisions at the same time. With Rolling Admissions it is best to apply as early as possible.

"By Date" Admission

Most colleges to which our students apply follow the procedure of considering all applications during a set period of time (usually beginning after the application deadline) and then releasing all decisions at one time. With these schools it is critical to apply by the deadline. Although it can vary by school, most schools who follow this practice release their decisions sometime between mid-March and early April.

OTHER NOTES ON THE APPLICATION PROCESS

Students with Special Circumstances

For Students Pursuing NCAA Division I or II Athletics

You should first discuss with your coach whether you would be competitive on the Division or II level. You should then contact the College Counselor who will set up a special meeting to review the procedure for athletic recruitment. Note that all students who wish to compete on this level must register with the NCAA Clearinghouse. For more information on eligibility and registering with the clearinghouse, visit www.ncaa.org/eligibilitycenter.



For Students with Learning Disabilities

Students should determine in advance of applying whether or not a college offers special services for students with disabilities. Services can range from a drop-in center where getting help is entirely student-initiated to a comprehensive program. In the drop-in model, if you go into the "learning center" to get help it will be available, but nobody will be tracking or supporting your ongoing academic progress. These centers are often staffed by a combination of part-time professional staff and peer tutors and are often free. Comprehensive programs, by contrast, are usually run and staffed by full-time professionals who are more likely to know how to best work with you. Students have regularly scheduled appointments with one specialist who gets to know you. This model provides more opportunities for you to learn how you learn and develop learning strategies as opposed to just getting

help for a specific subject. Most comprehensive programs have their own admissions process in addition to or in conjunction with the university's standard admissions process and there is an additional fee to participate in these programs.



Students with disabilities must then decide with their parents and advisors whether or not to self-disclose their disabilities to admissions committees. By law, admissions committees may take learning disabilities into consideration only if you, the applicant, have notified the college. If you choose to disclose your disabilities and you wish to access special services on campus, you will need to determine whether or not you must complete any additional materials to access these services. If you choose to do so, you will have to have undergone psychological and educational testing with a qualified professional, and you will need to include testing results with your application for special services. Also, you must notify the Director of College Counseling if you are self-disclosing any disabilities.

We strongly recommend that if you choose this route you write an additional letter that addresses your disabilities directly, and considers how these disabilities have influenced your academic records, and what strategies you have employed to overcome these challenges. If the school has its own application for special services for learning disabilities that includes the above then you need not write an additional letter.

Integrity in the College Admissions Process

Credibility and integrity are critical in the communication between Maimonides and college admissions offices. We have strong relationships based on honesty and respect with many admissions professionals. These relationships between Maimonides and many of the selective colleges are a benefit to Maimonides' applicants. It is important for students and parents to understand Maimonides School's policy on students' accurate and honest **reporting of suspensions or other disciplinary actions** to college admissions officers.

Most college applications now ask whether the applicant has been involved in disciplinary action by the school. Some questions specifically ask if a student has been suspended or placed on disciplinary probation and ask for an explanation if the answer is "yes". In either case, we expect students will answer the question truthfully. Many schools ask both the student and the college counselor to respond. When such a question is asked specifically, we too must give a complete and truthful response. In such a case, it is important for the student and college counselor to meet to discuss how the information will be presented. College admissions officers are generally able to discern those incidents which lead to disciplinary action at a day school, but would likely go unnoticed on a college campus.

School recommendation forms often ask for information about a student's behavior and/or character. An honest response to such questions may necessitate disclosure of a student's suspension and/or other disciplinary action taken in response to a breach of integrity (lying, cheating, plagiarism, theft) or any other dishonest behavior. Otherwise, Maimonides will not voluntarily inform colleges about individual disciplinary actions occurring during the freshman through junior years unless they reflect a trend which, if withheld, would betray a student's intellectual and emotional preparedness for college.

Early Action/Early Decision

What are Early Action and Early Decision?

Each year there continues to be a significant increase in the number of students who are interested in applying to college through either an Early Action or Early Decision application process. Many selective colleges and universities offer students who are keenly interested the opportunity to apply early under one of these plans and receive a decision early.

When a student applies under an Early Decision program, the student has entered a **binding** agreement with the college or university. If admitted, the student is under contract to attend that school and must withdraw all of his or her applications from other colleges. Schools such as Barnard, BU, Brandeis, Columbia, NYU, and Penn (among many others) have Early Decision programs.

Early Action programs offer students the option of applying early and receiving a decision by mid-December, but the university does **not** require students to attend the institution if admitted early. UMass, MIT, Northeastern, and Yale (among many others) have Early Action programs.

Maimonides' Policy on Seniors applying under Early Action and Early Decision programs

Experience has taught us that our students who apply and are admitted early to a non-binding program, and then apply in January to additional schools, hurt other Maimonides students by reducing their chances of admission. We have decided, therefore, to expect you—in consideration of your classmates—to treat any early application as binding. Do NOT apply under any early program unless you are absolutely certain that this is the college or university that you want to attend. If unexpected circumstances arise and you wish to be released from your commitment to attend the college to which you have been admitted early, you will be required to submit a request to our school administration. The exception to this is that we will NOT bind Early Action applications to public institutions.

Early Action and Early Decision applicants may receive one of three admissions decisions: Admit, Defer, or Deny. Those who are deferred are then reconsidered in the pool of regular admission applicants later in the winter. In such a case, colleges may want to wait to see a candidate's fall semester grades, another set of SAT's etc. before making a final decision. The acceptance rate for applicants who are deferred is usually fairly low.

TO APPLY EARLY OR NOT TO APPLY EARLY?

Confused about applying early? Reread the above and then take the Early Action/Early Decision Quiz below. It should help clarify any confusion. Before you come to meet with us about a potential early application, answer the following questions:

Early Action/Early Decision Quiz

1. Is there a college that you really like? Yes or No.

If your answer is yes, continue. If your answer is no, stop. You are definitely not applying early anywhere.

2. Is there a single college that you like more than any other college? Yes or No.

If yes, continue. If no, stop. You are not applying early.

3. Have you visited the college that you like more than any other college? Yes or No.

If yes, continue. If no, stop. You are not applying early.

IF YOU HAVE ANSWERED YES TO EACH OF THE ABOVE QUESTIONS, THEN YOU MAY MEET WITH A COLLEGE COUNSELOR TO DISCUSS THE EA/ED PROCESS. IF NOT, YOU ARE NOT APPLYING EARLY ANYWHERE.

MAZEL TOV - YOU'VE BEEN ACCEPTED

Congratulations! You did it! You selected some schools, filled out applications, wrote essays, submitted them on time, waited, waited, waited, and finally, you receive your acceptances. Now what?!

POST-DECISION

Don't forget that some very important pieces of business still need to be taken care of. First and foremost, the National Candidates Reply Date is May 1st. On or by May 1, you must notify a college of your intent to enroll. Here is what you have to do:

- ☺ Read carefully all of the information your school sent you.
- ☺ By May 1st, you must notify the school that you plan to attend of your plans. Many schools provide specific forms for this purpose. Fill it out and send it back/submit it online. If there is not such a form, a short and simple letter indicating your intent to enroll is perfect.
- ☺ Be sure to include the required deposit with your notification form or letter.
- ☺ Fill out and return any other required forms (housing, etc.) by the deadline.
- ☺ If you applied "early decision" and were accepted, you must withdraw all application that you have submitted to other schools.
- ☺ Please don't forget to tell the College Counseling Office. Keep us informed of all decisions you receive from schools.
- ☺ Call the admissions office at the school to which you plan to matriculate and ask how to request a deferral and what the deadline is for doing so. See below for more details and policy reminder but don't miss the deadline!
- ☺ Finally, if you have not yet thanked your recommenders in writing, do so now!



DEFERMENT TO STUDY IN ISRAEL

Deferring admission is the practice by which a school will permit students to postpone enrollment for one year after acceptance. Colleges and universities vary in their policies about deferring enrollment to study in Israel for a year. Most private colleges and some public colleges will allow you, once admitted, to defer enrollment for one year. There are, however, exceptions.

Please remember that by accepting a spot at a college by May 1st and then requesting a deferral for one year, you are making a commitment to attend that college next fall. Thus, it is not permissible to use your year in Israel to apply to other colleges.

If you are planning to spend a year in Israel before college, you must ask the college you choose to attend to allow you to do so. Please visit the College Counseling Office so that we can help you with your deferment plans.

One of the questions students often ask is whether it is possible to get some college credit for a year of Torah study in Israel. The answer unfortunately is not clear or simple. Colleges change their policies frequently, often without warning. It seems that it sometimes depends upon whom in the college admissions office one asks. There are, however, some clear answers.

Yeshiva University (Yeshiva College and Stern College), and Touro give a full year's credit to those studying in Israel as participants in their joint programs. The courses are listed as regular college courses on the college transcript. Students who spend their year in Israel in an institution which is not part of the joint program usually receive almost as many credits, but these credits are listed as transfer credits from Israel rather than as American college credits. (This, we are told, is of importance only for students who plan to apply eventually to some of the more prestigious graduate schools in business, law or medicine).

Other schools rarely give students credit for their year in Israel. You should consider your year in Israel as an opportunity for personal growth and consider any college credits as "icing on the cake."

There is also a financial aid angle regarding the year in Israel. Students who are eligible for significant financial aid which includes grants from the federal government can also receive aid for a freshman year in Israel as a student of Touro, Yeshiva, or Stern. However, students returning to other schools with a freshman transcript are considered transfer students, and financial aid is often less available to transfer students.

For further information on post-graduation programs in Israel, please consult Rabbi Shapiro.

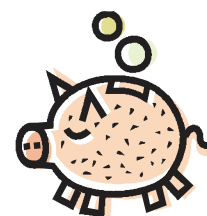


FINANCIAL AID

There is no hiding the fact that the cost of a college education is astronomical and that for most of you financing your college education is a daunting task. There is, however, money available to help pay for college, so don't rule out applying to a school just because you believe it is too expensive.

The quest for financial aid has become both increasingly important and increasingly complicated in recent years. The student and his or her family bear the major responsibility of finding money for college. We will do all we can to help guide you through the complexities of the process. This next section will, we hope, help those of you who are going through the process for the first time get a better sense of what it entails and indicate the new wrinkles that arise each year to those parents who have been through it all before with older sons or daughters.

Please note that one of the complicated pieces to the financial aid picture is how rapidly it changes. There may be very few or a number of significant changes to this information come next fall. We host a Financial Aid Night presented by a representative of MEFA (Massachusetts Educational Financing Authority) each November, and you are encouraged to attend for the most up-to-date information. In the meantime, following are some terms, tips, and procedures that you will need to know as you apply for financial aid.



Financial Aid Terms

*Most of the definitions below are taken from *MEFA's Guide to College Financing*, a publication of the Massachusetts Education Financing Authority.

Broadly speaking, there are two types of financial aid: **need-based**, which is what is usually meant by the words "financial aid" and is based on numbers determined by the federal government from your FAFSA and possibly the CSS Profile, and **merit-based**, which awards you for academic excellence, athletic prowess, and other individual accomplishments. **Most financial aid (over 85%) offered by colleges is based on demonstrated need.**

Annual Cost of Attendance (COA):

The total amount it should cost a student to go to college. This amount includes tuition and fees, room and board, and allowances for books and supplies, transportation, and personal and incidental expenses.

Award Letter: The official document issued by the Financial aid Office of a college that lists all of the financial aid awarded to the student.



Expected Family Contribution (EFC):

The amount of money the family is expected to contribute annually to the student's education, as determined by the Federal Methodology need analysis formula approved by Congress. The EFC includes the parent and student contributions and depends on the student's dependency status, family size, number of family members in college, taxable and nontaxable income, and assets.

FAFSA: The Free Application for Federal Student Aid is used to apply for all Federal need-based aid. It is required by all institutions as the primary financial aid document and can be completed online at www.fafsa.ed.gov.

Federal Methodology (FM):

This is the needs analysis formula used to determine the EFC. FM takes family size, the number of family member in college, taxable and nontaxable income, and assets into account. Unlike most Institutional Methodologies, however, FM does not consider the family's primary residence.

Need: Defined as the annual Cost of Attendance (COA) in college minus the annual Estimated Family Contribution (EFC).

Pell Grant: The Pell Grant is a federal grant that provides funds of up to \$5,550 for the 2010-2011 academic year, based on the student's financial need. The proposed maximum for 2011-2012 is \$5,710 but is subject to Congressional appropriation and has not yet been set. These loans are given to those students with the highest demonstrated levels of financial need.

PROFILE: The CSS/Financial Aid Profile is an additional financial aid application that is required by many colleges and universities. It asks additional family income and asset information for the purpose of awarding institutional aid. There is a fee to register for the PROFILE and a fee for each college to which you send it. The form can be completed online at www.collegeboard.com.

Student Aid Report (SAR):

The SAR summarizes the information included in the FAFSA. Colleges and universities receive the SAR electronically. The SAR indicates the amount of Pell Grant eligibility (if any) and your EFC.

Financial Aid Tips

Plan in Advance

Now is the time to begin making some intelligent college application decisions which are based on fiscal reality. If it is clear that there is no way that your family can spend the amount of money it seems likely that colleges will require, now is the time to be certain that you apply to at least one financial "safety school", even if it is not one that you particularly want.

Applying for Financial Aid

Above all, keep the following important rule in mind: carefully comply with all instructions and deadlines. College financial aid officers have some latitude in putting together financial aid packages and would just as well grant larger or better packages (more grant money, less loan burden) to students who apply correctly and on time. **Remember, the number of applicants is growing more quickly than the available resources. Missing deadlines almost guarantees unsatisfactory results.**

If you are applying Early Decision, you will have to meet early Financial Aid deadlines.

There are three different financial aid forms, the FAFSA (required by all), the PROFILE (required by some), and the college's own application (also required by some). Make sure you know what each of

your schools requires and file them by the deadline. Many colleges may also require copies of your federal tax return.

The Financial Aid Package

How does a college financial aid office put together a financial aid package? There is no precise formula which is applicable to all colleges, but the general pattern is as follows:



- Part of the package is almost always made up of a work-study job, which will allow you to earn a portion of your college's costs at a job supplied by the college. (By the way, it is in your interest to take a lower paying Work-Study job rather than another job you find on your own. Work Study wages are considered part of the financial aid package and are not "taxed" by the college when deciding the next year's financial aid award.)
- The second piece is usually loan money. There are--as will be explained in the next section--several basic loans which colleges routinely include in their packages, sometimes amounting, if total "Need" is high, to more than \$4,000 a year.
- The final piece is grants. Most of the grants awarded to students from middle-class families come from the colleges' own funds which they give to students with demonstrated financial need, as defined above, even if their family's financial status makes them ineligible for federal money. Most of the money available from the federal government goes only to students who demonstrate considerable financial need. The largest piece of this federal money is distributed in the form of the Pell Grant, for which one has applied simply by completing the FAFSA properly. Also available from the colleges to those even more in need is the Supplementary Educational Opportunity Grant (SEOG). Please note that a family's income must be extremely low in order to qualify for either the Pell Grant or the SEOG.

The decision about precisely how the financial aid package will be divided between work-study, loans and grants depends on several factors. Some schools have adequate financial aid resources so that you won't need to take out any loan or so that you won't need to take more than one loan; these colleges set an upper limit to the loan requirement and meet the remaining need with grants. Other schools find it necessary to require two separate loans before they dispense their own funds. And some schools, do not meet the entire remaining need at all.

In some schools, financial aid officers often shape the form (but not the total amount) of the package based upon how much the admissions people want a particular student. Those students whom the college hopes to attract will often get larger grants and will be required to work fewer hours and/or borrow less money to complete the financial aid package.

Of course, and unfortunately, students who find that the college of their choice has not been willing or able to offer a package which meets the need which the college itself acknowledges, must either uncover new sources of funds or change their college plans.

Loans

College loans are considered to be financial aid because they are subsidized by the government both in that they are relatively low interest loans and in that, in some cases, the government pays the interest for the student until after you have completed your education.

Perkins Loans are the most desirable loans and come directly from the college's Financial Aid Office as part of the aid package. This loan is available only when there is considerable financial need.

Stafford Loans are federal loans that come in both subsidized (based on need) and unsubsidized (available to all students regardless of demonstrated need) forms. Stafford Loan amounts vary depending on what your year in college.

To get a Stafford Loan, your family must complete the FAFSA. Thus, families who are not eligible for aid but who might want a (low interest) Stafford Loan should submit a FAFSA.

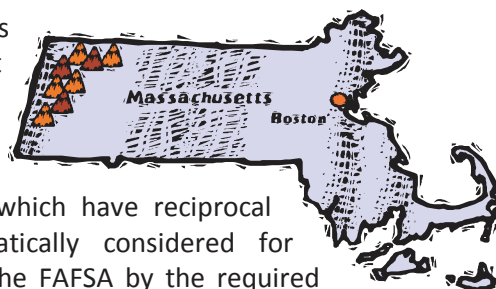
Federal PLUS (Parent Loan for Undergraduate Students) Loans are available to the parents of undergraduate students.

For more information about any of the above loans, including loan limits, interest rates, repayment plans, etc., contact MEFA at 800-449-MEFA (6332) or online at www.mefacounselor.org.

Of course, we encourage you to pay careful attention to the burden of loan repayments that you will face upon completion of your education.

MassGrant

MassGrant is a need-based grant awarded to Massachusetts residents. However, there really is very little chance that most Maimonides students can expect anything from MassGrant, as these grants are available only for the very needy. The state scholarship may be used only in New England or one of the limited number of other states which have reciprocal agreements with Massachusetts. Students are automatically considered for MassGrant if they meet residency requirements and file the FAFSA by the required deadline.



Merit-Based Academic Scholarships

A growing number of colleges, including some selective institutions to which our students sometimes apply, offer scholarships based solely on academics without reference to financial need. The process of applying for these scholarships varies by school. In some cases students apply themselves, in others they are nominated by the high school, and in others they are chosen by the college from the applicant pool. Every good public library has reference works with lists of these colleges and the available scholarships in the reference or career section of the library. You can also check the websites or ask the admissions offices of the schools that you are considering.

Other Merit-Based Scholarships

Schools, businesses, and community organizations offer merit-based scholarships to students. As the name implies, these awards are based on some accomplishment or qualifying characteristic of the student. These awards tend to be highly competitive, but there are hundreds of thousands of them available each year. The myth is that there are millions of dollars of scholarship money out there for the taking each year that are never used. The truth is that there is a lot of unused money but the vast majority of it is money set aside for scholarship by employers for their employees' families which is not claimed; these scholarship funds are not available to outsiders. Scholarship search firms are NOT worth their fees; all they do is generate lists which you can come up with on your own in an hour or two at the library or on the Internet. Also, beware of scholarship scams. If something doesn't seem right it probably

isn't. Feel free to bring any offer or opportunity to the College Counseling Office and we can help you ensure it is honest.

Outside scholarship money is most useful to students who are not receiving other aid and can, therefore, simply use the scholarship to reduce his or her family's out-of-pocket expenses. Colleges which are awarding financial aid require that the recipients report any other sources of scholarship money. Colleges will then use their own formulas to determine how much of the outside grant will be used to reduce one's loan burden and how much will replace grants that the student would have otherwise received from the college.

Financial Aid Resources

Following are some of the many websites that provide FREE scholarship searches and other information related to financial aid:

www.mefacounselor.org
www.collegeboard.com
www.finaid.org
www.fastweb.com

www.ScholarshipExerts.com
www.SuperCollege.com
www.Scholarships.com
www.collegedata.com

\$\$\$ Don't miss our Financial Aid Workshop in November! \$\$\$

A Note About the Student's Assets

Colleges expect a rather small portion of parental assets to be used to defray children's college costs; they require that students, on the other hand, use approximately 20% of their available assets for their own college expenses each year.

Going to Israel Next Year?

Parents of students planning to be in Israel next year often ask about applying for financial aid. The colleges require that students apply for aid each year. Any award granted is only for the coming school year. Therefore, IF there is absolutely no doubt that your child will be in Israel next year, AND if the aid packages offered by the individual colleges (which will be very similar to the awards in subsequent years if your finances don't change significantly) will have no bearing on your child's college choice, AND you can wait a year to get the good/bad news, then there is no reason to go to the trouble of filling out all these applications. IF, however, there is any question about Israel, OR you do need to know about financial aid before your child makes a decision, OR if your child is going to Israel on the YU or Stern Joint Program, which then is officially the first year of college, and you think you might be eligible for aid or loans for Israel, then it is important to apply for financial aid.

Don't Be Shy

Don't be afraid to speak to college financial aid officers. During the application phase they are quite happy to help you work through the process and to discover options offered by individual schools. After the decision has been made, if you honestly feel that the college is way out of line, that they haven't taken the reality of your family into consideration, ask to speak directly with a financial aid officer and try to work things out.

Cost of Attendance Comparison Worksheet

The actual cost of attendance (COA) is unique for each student at each school. While some expenses are fixed (like tuition and fees), others are influenced and controlled by the student's lifestyle (like housing and personal expenses). When considering the award package from a particular school, or in comparing packages from multiple schools, you can use this worksheet to compare your cost expectations to each school's estimated total COA. The goal of this comparison is to better decide if the resulting difference is realistically manageable given the resources available to your family and the aid being offered by each school. Duplicate this worksheet as needed.

School	1.		2.		3.	
	My Expectation	School's Estimate	My Expectation	School's Estimate	My Expectation	School's Estimate
Tuition and Fees	\$	\$	\$	\$	\$	\$
Room	\$	\$	\$	\$	\$	\$
Board	\$	\$	\$	\$	\$	\$
Books and Supplies	\$	\$	\$	\$	\$	\$
Computer Costs	\$	\$	\$	\$	\$	\$
Transportation	\$	\$	\$	\$	\$	\$
Personal:						
Clothing	\$	\$	\$	\$	\$	\$
Laundry	\$	\$	\$	\$	\$	\$
Medical	\$	\$	\$	\$	\$	\$
Entertainment	\$	\$	\$	\$	\$	\$
Other_____	\$	\$	\$	\$	\$	\$
Other_____	\$	\$	\$	\$	\$	\$
Other_____	\$	\$	\$	\$	\$	\$
Total COA	\$	\$	\$	\$	\$	\$
Difference between my expectation and school's estimate	\$		\$		\$	

Financial Aid Application Checklist

Use this checklist to plan what you need to do to apply for and receive financial aid. Duplicate this checklist for each school to which you are applying. Due to limited resources, student aid is often awarded on a first-come, first-served basis. Many of these checklist items have deadline dates so you should indicate the date by which you will need to complete each item. Check off each Action Item as you complete it. You can get help for many of these Action Items from each college's Web site, your guidance or college counselor, or your local reference librarian.

<input checked="" type="checkbox"/>	Due Date (if any)	Application Processing Action Item for: _____ (school)
<input type="checkbox"/>	_____	Request financial aid information and application forms from the school to which you are planning to apply. Request information regarding any need-based and non-need-based institutional grants and scholarships. When you receive this information, note all required application materials and their deadlines below.
<input type="checkbox"/>	_____	Request information from your state regarding all state student aid programs for postsecondary education and any required application forms and materials. When you receive this information, note all required application materials and their deadlines, many of which appear in the checklist below.
<input type="checkbox"/>	_____	Investigate private sources of financial aid for college. Check with your school and local libraries, local businesses and civic organizations, and your parents' employer(s). Take advantage of <i>free</i> Internet scholarship search engines, such as: <ul style="list-style-type: none"> • FinAid on the Web – www.finaid.org • The College Board – http://apps.collegeboard.com/cbsearch_ss/welcome.jsp • FastWeb – www.fastweb.com • Scholarship Resource Network Express – www.srnexpress.com • GoCollege: The Collegiate Webservice – www.gocollege.com
<input type="checkbox"/>	_____	Check the following sources to verify the legitimacy of any financial aid consultants or search services you may use or hire and for tips on avoiding scholarship scams: <ul style="list-style-type: none"> • U.S. Department of Education: www.studentaid.ed.gov/students/publications/lsa/index.html • Federal Trade Commission: www.ftc.gov/bcp/online/pubs/alerts/ouchart.htm • Better Business Bureau: www.bbb.com
<input type="checkbox"/>	_____	Obtain a Federal Student Aid Personal Identification Number (FSA PIN) for use throughout the federal aid process during and after college from the Department of Education's PIN Web site at www.pin.ed.gov .

(continued on reverse)

- _____ File your Free Application for Federal Student Aid (FAFSA) as soon as possible on or after January 1, 2008. You may file the FAFSA electronically using FAFSA on the Web, which contains built-in edits to help prevent costly mistakes, at www.fafsa.ed.gov. You may also file a paper FAFSA, obtained by calling the Federal Student Aid Information Center at 1(800) 433-3243.
- _____ Complete and submit all institutional financial aid application materials before all deadlines.
- _____ Apply for state financial aid before the application deadline and promptly reply to any requests for additional information.
- _____ Promptly respond to any school requests for additional information or documentation, such as copies of federal tax returns, verification worksheets, or other forms.
- _____ Review your Student Aid Report (SAR), which is sent to you via e-mail or postal mail after you file the FAFSA, for accuracy. If necessary, correct inaccurate items on-line at www.fafsa.ed.gov or on the paper SAR, if you receive one.
- _____ Read all application materials and financial aid notifications. Most financial aid funds have conditions for receipt and renewal, such as earning a certain grade point average (GPA) or being enrolled full time. *Details are important, so be sure to avoid costly mistakes!*
- _____ Promptly sign and return your financial aid award letter if your school requires your signed acceptance of the aid being offered. Contact the financial aid office if you have any questions about your award.
- _____ Notify the financial aid office if you have applied for assistance, but no longer wish to attend the school.
- _____ Complete the promissory note for any loan(s) you are offered and wish to accept. Before you sign the promissory note, make sure you read and understand all of your rights and responsibilities. Check with the financial aid office regarding any loan counseling you must complete before you may receive the loan proceeds.
- _____ If you have been awarded Federal Work-Study (FWS) assistance, find out how students are placed in FWS positions and what FWS positions are available, including descriptions of job responsibilities and wages.
- _____ Promptly notify the financial aid office of any outside or private scholarship, grant, or other types of student aid you have received or expect to receive.
- _____ Keep copies of all application materials in your records for future reference.
- _____ Other: _____
- _____ Other: _____

Financial Aid Application Form Tracking Worksheet

All these forms! Different schools may collect a variety of forms necessary to complete your aid application, sometimes making it a challenge to keep track of them all. Duplicate and use this worksheet to track forms and correspondence for each school to which you are applying.

School _____

Street Address _____

City, State and Zip _____

Contact Person/Office _____

Phone/E-mail _____

	Name of Form/Correspondence	Date Due	Date Sent	Sent To (Person/Office)
Federal Aid				
State Aid				
School Aid				
Private Aid				

Award Package Comparison Worksheet

Different schools have different resources, so financial aid offers can vary greatly from school to school. Gift aid such as grants and scholarships are ideal, but often more limited. Use this worksheet to compare aid offers. When doing so, consider the amount of your federally-calculated expected family contribution (EFC) and the amount offered in “self-help” aid such as work-study and student loans. There may also be unmet need—your need for aid that the school may be unable to fund—meaning that you or your parents may have to borrow additional funds through student, parent, or private loan programs.

You will also need to know and consider each school’s packaging philosophy to find out if a similar package will be offered in future years. Will the percentage of costs covered by loans, for example, remain constant from year to year? Will you need to meet more of your costs through work-study as you progress? If an institutional grant is offered, is it restricted to the first year or can it be renewed? If the school’s Web site or publications don’t provide this information, call or visit the school’s financial aid office.

Award Package from School:	1.	2.	3.
Gift Aid (sources):			
1.	\$ Renewable?	\$ Renewable?	\$ Renewable?
2.	\$ Renewable?	\$ Renewable?	\$ Renewable?
3.	\$ Renewable?	\$ Renewable?	\$ Renewable?
4.	\$ Renewable?	\$ Renewable?	\$ Renewable?
Total Gift Aid:	\$	\$	\$
Self-Help Work (sources):			
1.	\$	\$	\$
2.	\$	\$	\$
Total Work:	\$	\$	\$
Loans (sources and interest rates):			
1. (%)	\$	\$	\$
2. (%)	\$	\$	\$
3. (%)	\$	\$	\$
Total Loans:	\$	\$	\$
TOTAL All Aid:	\$	\$	\$
Cost of Attendance (COA or Budget):	\$	\$	\$
– Expected Family Contribution (EFC):	– \$	– \$	– \$
– Total All Aid:	– \$	– \$	– \$
= Unmet Need (COA – EFC – Aid):	= \$	= \$	= \$
Your Estimated COA/budget (if different from school’s estimate):	\$	\$	\$
Revised Unmet Need (based on your estimated COA/budget):	\$	\$	\$

APPLICANT

Legal Name _____
Last/Family/Sur (Enter name exactly as it appears on official documents.) First/Given Middle (complete) Jr., etc.

Preferred name, if not first name (choose only one) _____ Former last name(s), if any _____

Birth Date _____ Female Male US Social Security Number, if any _____
mm/dd/yyyy Optional, unless applying for US Federal financial aid with the FAFSA form

Preferred Telephone Home Cell Home (_____) _____ Cell (_____) _____
Area/Country/City Code Area/Country/City Code

E-mail Address _____ IM Address _____

Permanent home address _____
Number & Street Apartment #

City/Town County or Parish State/Province Country ZIP/Postal Code

If different from above, please give your current mailing address for all admission correspondence. (from _____ to _____)
(mm/dd/yyyy) (mm/dd/yyyy)

Current mailing address _____
Number & Street Apartment #

City/Town County or Parish State/Province Country ZIP/Postal Code

If your current mailing address is a boarding school, include name of school here: _____

FUTURE PLANS

Your answers to these questions will vary for different colleges. If the online system did not ask you to answer some of the questions you see in this section, this college chose not to ask that question of its applicants.

College _____ Deadline _____
mm/dd/yyyy

Entry Term: Fall (Jul-Dec) Spring (Jan-Jun)

Decision Plan _____

Academic Interests _____

Career Interest _____

Do you intend to apply for need-based financial aid? Yes No

Do you intend to apply for merit-based scholarships? Yes No

Do you intend to be a full-time student? Yes No

Do you intend to enroll in a degree program your first year? Yes No

Do you intend to live in college housing? _____

What is the highest degree you intend to earn? _____

DEMOGRAPHICS

Citizenship Status _____

Non-US Citizenship _____

Years lived in the US? _____

Birthplace _____
City/Town State/Province Country

First Language _____

Primary language spoken at home _____

Are you proficient in any other languages? _____

- Are you Hispanic/Latino?
 Yes, Hispanic or Latino (including Spain) No
- Regardless of your answer to the prior question, please indicate how you identify yourself. (Check all that apply.)
 American Indian or Alaska Native (including all Original Peoples of the Americas)
 Are you Enrolled? Yes No If yes, please enter Tribal Enrollment Number _____
- Asian (including Indian subcontinent and Philippines)
- Black or African American (including Africa and Caribbean)
- Native Hawaiian or Other Pacific Islander (Original Peoples)
- White (including Middle Eastern)

Optional The items with a gray background are optional. No information you provide will be used in a discriminatory manner.

Marital Status _____

Religious Preference _____

US Armed Services veteran? Yes No

FAMILY

Please list both parents below, even if one or more is deceased or no longer has legal responsibilities toward you. Many colleges collect this information for demographic purposes even if you are an adult or an emancipated minor. If you are a minor with a legal guardian (an individual or government entity), then please list that information below as well. If you wish, you may list step-parents and/or other adults with whom you reside, or who otherwise care for you, in the Additional Information section.

Household

Parents' marital status (relative to each other): Never Married Married Widowed Separated Divorced (date _____)

With whom do you make your permanent home? Parent 1 Parent 2 Both Legal Guardian Ward of the Court/State Other mm/yyyy

Parent 1: Mother Father Unknown

Parent 2: Mother Father Unknown

Is Parent 1 living? Yes No (Date Deceased _____)
mm/yyyy

Is Parent 2 living? Yes No (Date Deceased _____)
mm/yyyy

Last/Family/Sur First/Given Middle Title (Mr./Ms./Dr., etc.)

Last/Family/Sur First/Given Middle Title (Mr./Ms./Dr., etc.)

Country of birth _____

Country of birth _____

Home address **if different** from yours

Home address **if different** from yours

Preferred Telephone: Home Cell Work

Preferred Telephone: Home Cell Work

(_____) _____
Area/Country/City Code

(_____) _____
Area/Country/City Code

E-mail _____

E-mail _____

Occupation _____

Occupation _____

Employer _____

Employer _____

College (if any) _____ CEEB _____

College (if any) _____ CEEB _____

Degree _____ Year _____

Degree _____ Year _____

Graduate School (if any) _____ CEEB _____

Graduate School (if any) _____ CEEB _____

Degree _____ Year _____

Degree _____ Year _____

Legal Guardian (if other than a parent)

Relationship to you _____

Siblings

Please give names and ages of your brothers or sisters. If they are enrolled in grades K-12 (or international equivalent), list their grade levels. If they have attended or are currently attending college, give the names of the undergraduate institution, degree earned, and approximate dates of attendance. If more than three siblings, please list them in the Additional Information section.

Last/Family/Sur First/Given Middle Title (Mr./Ms./Dr., etc.)

Home address **if different** from yours

Name Age & Grade Relationship

College Attended _____ CEEB _____

Preferred Telephone: Home Cell Work

Degree earned _____ Dates _____
or expected mm/yyyy – mm/yyyy

(_____) _____
Area/Country/City Code

Name Age & Grade Relationship

College Attended _____ CEEB _____

E-mail _____

Degree earned _____ Dates _____
or expected mm/yyyy – mm/yyyy

Occupation _____

Name Age & Grade Relationship

College Attended _____ CEEB _____

Employer _____

Degree earned _____ Dates _____
or expected mm/yyyy – mm/yyyy

College (if any) _____ CEEB _____

Degree _____ Year _____

Graduate School (if any) _____ CEEB _____

Degree _____ Year _____

EDUCATION

Secondary Schools

Current or most recent secondary school attended _____

Entry Date _____ Graduation Date _____ School Type: Public Charter Independent Religious Home School
mm/yyyy mm/dd/yyyy

Address _____ CEEB/ACT Code _____
Number & Street

City/Town _____ State/Province _____ Country _____ ZIP/Postal Code _____

Counselor's Name (Mr./Ms./Dr., etc.) _____ Counselor's Title _____

E-mail _____ Telephone (_____) _____ Fax (_____) _____
Area/Country/City Code Number Ext. Area/Country/City Code Number

List all other secondary schools you have attended since 9th grade, including summer schools or enrichment programs hosted on a secondary school campus:

School Name & CEEB/ACT Code	Location (City, State/Province, ZIP/Postal Code, Country)	Dates Attended (mm/yyyy)

Please list any community program/organization that has provided free assistance with your application process: _____

If your education was or will be interrupted, please indicate so here and provide details in the Additional Information section: _____

Colleges & Universities List all colleges you have attended since 9th grade, including summer schools or enrichment programs hosted on a college campus:

College/University Name & CEEB/ACT Code	Location (City, State/Province, ZIP/Postal Code, Country)	Degree Candidate?		Dates Attended mm/yyyy – mm/yyyy	Degree Earned
		Yes	No		
		<input type="radio"/>	<input type="radio"/>		
		<input type="radio"/>	<input type="radio"/>		
		<input type="radio"/>	<input type="radio"/>		

ACADEMICS

The self-reported information in this section is not intended to take the place of your official records. Please note the requirements of each institution to which you are applying and arrange for official transcripts and score reports to be sent from your secondary school and the appropriate testing agencies. Where "Best Scores" are requested, please report the highest individual scores you have earned so far, even if those scores are from different test dates.

Grades Class Rank _____ Class Size _____ Weighted? Yes No GPA _____ Scale _____ Weighted? Yes No
(if available) (if available)

ACT Exam Dates: _____ Best Scores: _____
(past & future) mm/yyyy mm/yyyy mm/yyyy (so far) COMP mm/yyyy English mm/yyyy Math mm/yyyy
Reading mm/yyyy Science mm/yyyy Writing mm/yyyy

SAT Exam Dates: _____ Best Scores: _____
(past & future) mm/yyyy mm/yyyy mm/yyyy (so far) Critical Reading mm/yyyy Math mm/yyyy Writing mm/yyyy

TOEFL/IELTS Exam Dates: _____ Best Score: _____
(past & future) mm/yyyy mm/yyyy mm/yyyy (so far) Test Score mm/yyyy

AP/IB/SAT Subjects Best Scores: _____

(per subject, so far)	mm/yyyy	Type & Subject	Score	mm/yyyy	Type & Subject	Score

Current Courses Please indicate title, level (AP, IB, advanced honors, etc.) and credit value of all courses you are taking this year. Indicate quarter classes taken in the same semester on the appropriate semester line.

First Semester/Trimester	Second Semester/Trimester	Third Trimester <small>or additional first/second term courses if more space is needed</small>

Honors Briefly list any academic distinctions or honors you have received since the 9th grade or international equivalent (e.g., National Merit, Cum Laude Society).

Grade level or post-graduate (PG)					Honor	Level of Recognition			
9	10	11	12	PG		School	State/ Regional	National	Inter- national
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	_____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	_____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	_____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	_____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	_____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

EXTRACURRICULAR ACTIVITIES & WORK EXPERIENCE

Extracurricular Please list your **principal** extracurricular, volunteer, and work activities **in their order of importance to you**. Feel free to group your activities and paid work experience separately if you prefer. Use the space available to provide details of your activities and accomplishments (specific events, varsity letter, musical instrument, employer, etc.). **To allow us to focus on the highlights of your activities, please complete this section even if you plan to attach a résumé.**

Grade level or post-graduate (PG)					Approximate time spent		When did you participate in the activity?		Positions held, honors won, letters earned, or employer	If applicable, do you plan to participate in college?
9	10	11	12	PG	Hours per week	Weeks per year	School year	Summer/School Break		
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	_____	_____	<input type="radio"/>	<input type="radio"/>	_____	<input type="radio"/>
Activity _____										
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	_____	_____	<input type="radio"/>	<input type="radio"/>	_____	<input type="radio"/>
Activity _____										
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	_____	_____	<input type="radio"/>	<input type="radio"/>	_____	<input type="radio"/>
Activity _____										
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	_____	_____	<input type="radio"/>	<input type="radio"/>	_____	<input type="radio"/>
Activity _____										
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	_____	_____	<input type="radio"/>	<input type="radio"/>	_____	<input type="radio"/>
Activity _____										
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	_____	_____	<input type="radio"/>	<input type="radio"/>	_____	<input type="radio"/>
Activity _____										
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	_____	_____	<input type="radio"/>	<input type="radio"/>	_____	<input type="radio"/>
Activity _____										
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	_____	_____	<input type="radio"/>	<input type="radio"/>	_____	<input type="radio"/>
Activity _____										
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	_____	_____	<input type="radio"/>	<input type="radio"/>	_____	<input type="radio"/>
Activity _____										

WRITING

Short Answer Please briefly elaborate on one of your extracurricular activities or work experiences in the space below or on an attached sheet (150 words or fewer).

Personal Essay Please write an essay (250 words minimum) on a topic of your choice or on one of the options listed below, and attach it to your application before submission. **Please indicate your topic by checking the appropriate box.** This personal essay helps us become acquainted with you as a person and student, apart from courses, grades, test scores, and other objective data. It will also demonstrate your ability to organize your thoughts and express yourself.

NOTE: Your Common Application essay should be the same for all colleges. Do not customize it in any way for individual colleges. Colleges that want customized essay responses will ask for them on a supplement form.

- 1 Evaluate a significant experience, achievement, risk you have taken, or ethical dilemma you have faced and its impact on you.
- 2 Discuss some issue of personal, local, national, or international concern and its importance to you.
- 3 Indicate a person who has had a significant influence on you, and describe that influence.
- 4 Describe a character in fiction, a historical figure, or a creative work (as in art, music, science, etc.) that has had an influence on you, and explain that influence.
- 5 A range of academic interests, personal perspectives, and life experiences adds much to the educational mix. Given your personal background, describe an experience that illustrates what you would bring to the diversity in a college community or an encounter that demonstrated the importance of diversity to you.
- 6 Topic of your choice.

Additional Information If there is any additional information you'd like to provide regarding special circumstances, additional qualifications, etc., please do so in the space below or on an attached sheet.

Disciplinary History

- ① Have you ever been found responsible for a disciplinary violation at any educational institution you have attended from 9th grade (or the international equivalent) forward, whether related to academic misconduct or behavioral misconduct, that resulted in your probation, suspension, removal, dismissal, or expulsion from the institution? Yes No
- ② Have you ever been adjudicated guilty or convicted of a misdemeanor, felony, or other crime? Yes No
[Note that you are not required to answer "yes" to this question, or provide an explanation, if the criminal adjudication or conviction has been expunged, sealed, annulled, pardoned, destroyed, erased, impounded, or otherwise ordered by a court to be kept confidential.]

If you answered "yes" to either or both questions, please attach a separate sheet of paper that gives the approximate date of each incident, explains the circumstances, and reflects on what you learned from the experience.

SIGNATURE

Application Fee Payment If this college requires an application fee, how will you be paying it?

- Online Payment Will Mail Payment Online Fee Waiver Request Will Mail Fee Waiver Request

Required Signature

- I certify that all information submitted in the admission process—including the application, the personal essay, any supplements, and any other supporting materials—is my own work, factually true, and honestly presented, and that these documents will become the property of the institutions to which I am applying and will not be returned to me. I understand that I may be subject to a range of possible disciplinary actions, including admission revocation, expulsion, or revocation of course credit, grades, and degree should the information I have certified be false.
- I acknowledge that I have reviewed the application instructions for each college receiving this application. I understand that all offers of admission are conditional, pending receipt of final transcripts showing work comparable in quality to that upon which the offer was based, as well as honorable dismissal from the school.
- I affirm that I will send an enrollment deposit (or equivalent) to only one institution; sending multiple deposits (or equivalent) may result in the withdrawal of my admission offers from all institutions. [Note: students may send an enrollment deposit (or equivalent) to a second institution where they have been admitted from the waitlist, provided that they inform the first institution that they will no longer be enrolling.]

Signature 

Date _____

mm/dd/yyyy

Common Application member institution admission offices do not discriminate on the basis of race, color, ethnicity, national origin, religion, creed, sex, age, marital status, parental status, physical disability, learning disability, political affiliation, veteran status, or sexual orientation.

רמב"ם Maimonides School

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