



SUGAR BOWL ACADEMY COLLEGE COUNSELING

A HANDBOOK FOR STUDENTS AND PARENTS

The College Counseling Journey

The college application process is ultimately a process of decision-making. While deciding where to go to college may not be the most important decision of your entire life, it certainly is one of the more important. College preparation is more than just the courses you take; it is the career preparation that you will receive, the friends you make, the athletic and club teams on which you participate, the interests you develop and the memories that you will keep with you for the rest of your life. Applying to college, as well as being an exercise in learning how to make decisions, is an important process of self-realization.

The end result of the college process is different for each student and family.

At Sugar Bowl Academy, we strive to educate, guide and support our students and their families as they go through this seemingly daunting process. Our hope is an end result of finding a group of schools that meet each student's needs – academically, athletically, and socially. We assist students in finding an institution that best fits them, not merely those that have the highest “name recognition.” A “great school” is first and foremost a “great match.” Our hope is that students will continue to thrive after Sugar Bowl Academy on the path they chose. This handbook should help answer questions that may come along, however we understand that this is a long process and questions will most definitely come up. Please do not hesitate to contact us at any time.

What Do Colleges Look for in Addition to Test Scores and GPA?

Energy
Initiative
Motivation
Self-discipline
Intellectual Curiosity
Special Talent
(i.e. music, dance, athletics, art)
Persistence or Mastery
Creativity or Resourcefulness
Ability to Overcome Hardship
Extra Academic Courses
(i.e. 4 years of the same world language)

Other Possible Considerations
Race/Ethnicity
First Generation to College

College Application Guidelines: Some Practical and Meaningful Advice

As you begin collecting college information, keep in mind the following:

1. Plan on making about 8-10 applications (count the University of California and California State University systems each as one) to give yourself a range of options.
2. As a starting point, begin with the list of colleges you and your college counselor have developed together based on your interests, values, academic and extracurricular accomplishments. Add other schools you find interesting. Your list, which we will work together to build, may start quite large, leaving you an opportunity to research a range of schools and narrow your choices by the summer before your senior year.
3. As you consider the schools to which you will apply, balance your final list with colleges of varying selectivity. Use your transcript and test scores to help you evaluate where you fit within each college's application pool. All colleges tell us that the student's transcript is the most important factor in their evaluation of applicants. Choose colleges that fit your needs, your goals, and your academic accomplishments.
4. If you are applying to some of the most highly selective colleges (those that accept fewer than 30% of their applicants), be sure to select three to five schools that accept a higher percentage of students.
5. Take time to research your choices fully. Try to schedule college visits when the colleges are in session. Connect with alumni from Sugar Bowl Academy who attend the schools that interest you. Talk to the coach if you plan on participating in athletics. Attend college presentations in the fall when admissions officers from colleges across the country visit Sugar Bowl Academy to talk to interested students. Attend local or regional college fairs if and when they are available.
6. Consider the advantages of each school. Rather than focusing on a first choice, try to develop a balanced list of colleges for which you feel genuine enthusiasm.
7. If financial aid is an important factor in your college choice, discuss this topic with the Director of College Counseling. Apply to a broad range of schools to increase your chances for an effective financial aid package.
8. Above all, **be true to yourself**. Try to stay on your own path, and honor your own values. You are in charge of this process, and we are all here to support your vision.

College Counseling Year-by-Year Calendar/Checklist

Sugar Bowl Academy provides comprehensive college admissions counseling to all students. Our goal is to provide all students with a wide range of options upon graduation; matching them with appropriate post-graduate plans whether that includes a continuation of competitive skiing or not.

9th Grade

- Focus in classes, develop academic interests.
- Explore community service opportunities of interest to you.
- [May] Meet with the Director of College Counseling to select classes for 10th grade.
- In the summer, recharge, do something interesting, complete summer assignments, and visit colleges if convenient.

10th Grade

- Focus in classes, continue develop academic interests.
- Pursue activities of interest in and outside of school.
- [October] Take PSAT (practice exam for SAT). SBA pre-registers and administers this test.
- [Winter] Set up a family meeting with the Director of College Counseling to review PSAT scores and develop an individualized standardized testing plan.
- [April] Take Pre ACT (practice exam for ACT). SBA pre-registers and administers this test.
- [April] Register for the June SAT Subject tests if completing appropriate coursework.
- [May] Meet with the Director of College Counseling to select classes for 11th grade.
- [May] Take AP Exams if completing AP courses.
- [Summer] Take a standardized test prep course or seek individual tutoring if you think it is necessary.
- In the summer, recharge, do something interesting, complete summer assignments, and visit colleges if convenient.

11th Grade

Anytime

- Focus in classes, continue develop academic interests.
- Pursue activities of interest in and outside of school.
- Visit college campuses whenever possible to get a sense of different campus styles and settings.
- Take a standardized test prep course or seek individual tutoring if you think it is necessary.

Fall Trimester

- [September] Set up a family meeting with the Director of College Counseling to review standardized testing plan, to start college list discussions, and begin the recruiting process (if applicable).
- [September/October] Attend overview of the college admission process presentation.
Focus is on the college timeline, recruiting procedures, and standardized testing plans. Lists of colleges and universities with ski teams are presented as is the difference between NCAA and USCSA competition.
- [October] Take PSAT (practice exam for SAT). SBA pre-registers and administers this test.
- [October] Register for the November SAT Reasoning test (if recommended) and/or the December ACT Plus with Writing test (if recommended).
- [November] Take your first SAT Reasoning Test (if recommended).

Winter Trimester

- [December] Set up a family meeting with the Director of College Counseling to review PSAT and/or SAT scores and refine your standardized testing preparation plan.
- [January] Register early for March, May, and/or June SAT Reasoning, ACT Plus Writing, or SAT Subject Tests.
- [March] Begin working on athletic profile and begin contacting collegiate coaches (ideally introduced by SBA coaches when appropriate).
- [March] Complete athletic profile and e-mail collegiate coaches esp. if visiting campuses in late April.
- [April] Take Pre ACT (practice exam for ACT). SBA pre-registers and administers this test.
- [April] Visit college campuses during spring break depending on competition schedule and meet with collegiate coaches (if applicable).
- [April/May] Set up a family meeting with the Director of College Counseling to discuss and refine your college list.

Spring Trimester

- [May] Take AP Exams if completing AP courses.
- [May] Take SAT Reasoning test.
- [May] Begin the essay writing process during CAP class.
- [May] Ask teachers to write letters of recommendation.
- [May] Meet with the Director of College Counseling to select classes for 12th grade.
- [June] Take SAT Reasoning, ACT Plus Writing, or SAT Subject Tests.
- [June] Register for the NCAA Eligibility Center (if intending to compete at the Division 1 level).

Summer

- Recharge, do something interesting or worthwhile, and complete summer assignments.
- Visit colleges and refine college list.
- Stay in communication with collegiate coaches (if applicable).
- Complete at least one college essay.

- Submit your “final” college list to SBA.

12th Grade

Anytime

- Focus in classes, continue to pursue academic interests.
- Pursue activities of interest in and outside of school.
- Visit college campuses whenever possible to get a sense of different campus styles and settings.

Fall Trimester

- Take a standardized test prep course or seek individual tutoring if you think it is necessary.
- [August] Register for October and/or November SAT Reasoning, ACT Plus Writing, or SAT Subject tests.
- [September] Set up a family meeting with the Director of College Counseling to confirm your college list.
- [September] Make sure you know the application requirements and deadlines for colleges to which you'll apply.
- [September] Verify teacher recommendations. If you haven't done so, touch base with teachers who will write letters of recommendation.
- [September] Maintain contact with collegiate coaches if you intend to ski in college.
- Attend CAP classes to work through the application process.
- Research scholarship (merit-based) and financial aid (need-based) opportunities and apply.
- Fill out the CSS Profile for financial aid (if applicable).
- [September] Complete rolling applications as they become available.
- [October] Complete FAFSA if applying for financial aid.
- [October/November] Retake SAT Reasoning, ACT Plus Writing, or SAT Subject tests if desired.
- [October/November] Send official test scores to the colleges/universities to which you'll be applying.
- [October] Prepare any early applications.
- [November] Submit early applications by deadlines (typically Nov. 1st or Nov. 15th)
- [November] Complete UC and Cal State applications and submit online.
- [November] Prepare regular applications.

Winter Trimester

- [December – February] Receive early decisions – ***if you are accepted through Early Decision, you must immediately withdraw any other applications that you have already submitted.***
- [December/January] Submit regular applications by deadlines.
- [January/February] Keep Director of College Counseling informed of any admissions decisions, new applications, questions or problems.
- [January] Complete FAFSA if applying for financial aid, if you have not done so already.
- [March/April] Receive college application decisions.

Spring Trimester

- [April] Discuss wait list with Director of College Counseling, if applicable.
- [April] Visit college campuses and/or attend accepted student events (if applicable).
- [May 1] Make college choice by submitted a deposit to ***one school only.***
- [May] If deferring, submit deferral letter to school you will be attending.
- [May] Send thank you notes to teachers who wrote recommendations.
- [May] Verify that the SBA administration and Director of College Counseling knows your plans.

Summer

- Recharge!

CHAPTER 1: College Counseling Overview for Juniors and Seniors

Junior Year

Juniors and their families meet with the Director of College Counseling either at the end of the fall trimester or the beginning of the winter trimester to start the college process. Numerous resources are available: reference books, scholarship and financial aid information, and standardized test preparation books. Once the spring begins, all juniors are enrolled in a College Application Process class during which students directly with the Director of College Counseling on the application process. By August 1st of junior summer, each student should have a “final” list of colleges that match their interests and desires.

PSAT

In October, all juniors take the official PSAT. In addition to serving as practice for the SAT, the PSAT serves as a qualifying test for the National Merit Scholarship Program. Sugar Bowl Academy pre-registers all juniors and administers the test on campus.

Pre ACT

In April, all juniors are encouraged to take the official practice test for the ACT on campus.

Testing

Juniors should take a full round of SAT Reasoning/ACT with Writing and SAT Subject tests. The Director of College Counseling and teachers can recommend which standardized tests will be most appropriate.

Campus Visits

Junior families are encouraged to visit college campuses during school breaks or summer vacations. Students who intend to ski at the collegiate level should plan to meet with college coaches during their visits to campus. Please note that there is an NCAA dead period for Division 1 schools (see list of NCAA schools) during which prospective students may not meet with coaches. Often the NCAA dead period falls during SBA’s spring break.

CAP

CAP (College Application Process) is a mandatory college counseling elective for all juniors during the spring trimester and all seniors during the fall trimester. The class meets with the Director of College Counseling three or four times per week as part of the regular class rotation. The purpose of this class is to help students stay on track with their college applications by providing a supportive environment that gives them the time, information and resources they need to complete the application process in a timely manner.

Building Your College List

The first item of business for junior summer is finalizing the college list. Ideally, this list should include eight to ten schools, with two or three in the “reach” category, two or three in the “target” or “50-50” category, and two or three in the “likely” or probable, category. Narrower lists tend to reflect the best research and will keep the process manageable and realistic. Students should discuss their lists, standardized testing, and choices for teacher recommenders with the Director of College Counseling before the start of summer break.

Sample College List

- | | | |
|----------|-----------|-----------|
| 1. Reach | 5. Target | 8. Likely |
| 2. Reach | 6. Target | 9. Likely |

3. Reach
4. Reach or Target

7. Target

10. Likely

Preparing to Apply

- By June of junior year, students should have developed a preliminary college list that includes an appropriate mix of likely, target, and reach schools.
- By June of junior year, students should have familiarized themselves with collegiate skiing opportunities and determined whether or not they will pursue ski racing at the NCAA or USCSA level. Students who do plan to ski at the collegiate level should be in frequent contact with college coaches.
- By August of senior year, students should have explored the www.commonapp.org website. They should have familiarized themselves thoroughly with the common application, including the essay prompts, and should have written at least one essay.

Senior Year

By the beginning of senior year, most students have spent a significant amount of time researching and understanding the type of college they would like to attend. During the fall of senior year, a good deal of time is spent filling out/gathering information for applications (i.e. writing essays, completing activities list, etc.), completing any final standardized testing, and managing the application timeline. One of the first steps seniors should take is to schedule an appointment with the Director of College Counseling to talk about their final college list and the specifics of the application process.

Collecting Forms and Materials

By September, most colleges and universities will have their applications available. Students should begin their common application as soon as school starts so that their letters of recommendation can be submitted online.

Preparing to Apply

- By August of senior year, students should have finalized their college list that includes an appropriate mix of likely, target, and reach schools.
- By August of senior year, students should have familiarized themselves with collegiate skiing opportunities and determined whether or not they will pursue ski racing at the NCAA or USCSA level. Students who do plan to ski at the collegiate level should be in frequent contact with college coaches.
- By August of senior year, students should have explored the www.commonapp.org website. They should have familiarized themselves thoroughly with the common application, including the essay prompts, and should have written at least one essay draft. Many schools require supplemental essays in addition to the standard common app essays. Students should also familiarize themselves with the required supplemental essays for the schools to which they'll apply.
- Applications for Early Action, Early Notification, Early Decision, University of California (UC), and the California State Universities (CSU) are typically filed in November.
- Regular application due dates usually fall between December 15 and March 1; students must exercise responsibility in meeting deadlines.

Applying for Financial Aid

In the fall of senior year, many families apply for financial aid. It is vital that students and those with primary financial responsibility do not miss deadlines; a FAFSA filed even one day late will jeopardize substantial awards.

Financial aid is based on demonstrated financial need – your family's income as demonstrated on your tax returns. It is different than merit awards that are based on academic achievement – how well you've done in school.

There are two rounds for filing financial aid forms:

- Round 1:** An application for the College Board "Profile," should normally be filed after September 15 but before December, or whenever each specific college requests it. Individual colleges will indicate specific Profile deadlines on their websites and in their manuals.

Round 2: The FAFSA (Free Application for Federal Student Aid) should be filed as close to, but not before, October 1 and no later than March 1, ideally with tax information prepared.



WARNING: There are illegitimate scholarship companies. Please check with the Director of College Counseling before working with or providing any personal information to an ostensible college-funding ally. Specifically, avoid any company that charges a fee to find financial aid.

Receiving Admission Decisions

Students with a thoughtfully planned, well-balanced college list can generally anticipate that they will be accepted to about 50% of the schools to which they apply. Even though this number means they will also be denied or waitlisted by 50% of the schools to which they apply, the purpose of a good list is to represent schools that are accessible as well as competitive. So long as students and their families are prepared for this experience and have a list with broad, good options, the ultimate choices will be exciting.

Most colleges and universities mail regularly admission decision letters between March and April. The UC system normally begins notifying in late February. A student has until May 1 to chose from acceptances. By May 1, each senior informs only one college of his/her intention to enroll (with a deposit to hold a space in the entering class) and formally declines the others.

Please be aware that students may not double enroll – that is, pay the enrolment deposit at two or more schools simultaneously. If a student is waitlisted at his or her top-choice school, enrollment may be made at the single selected institution while the space on the waitlist stays active. Double enrollment is unethical and harmful to Sugar Bowl Academy’s reputation.

Finishing Senior Year Strongly

Through the end of senior year, students must maintain consistent GPAs or risk having offers of admission rescinded. Colleges report that each summer some students lose offers of admission, even days before the start of school, as a result of dropped GPAs or inconsistent transcripts.

CHAPTER 2: Standardized Tests for College Admission

Use Sugar Bowl Academy CEEB Code 052201 on all Standardized Tests

The Different Tests

COLLEGE BOARD TESTS

www.collegeboard.com

The SAT (beginning March 2016)

- The Redesigned SAT Reasoning test is three hours long with an optional fifty-minute essay. The test measures critical thinking, mathematical reasoning, and writing skills that students need to do college-level work.
- Most selective colleges and universities are likely to require the optional essay score. Be sure to take the essay section if your schools require it.

The SAT Subject Tests

- SAT Subject Tests are one-hour tests designed to show subject-specific knowledge.
- Most colleges that require subject tests require two. The highest number required – by only a handful of colleges – is three. Some colleges do not require subject tests at all.
- We recommend that students take at least two SAT Subject Tests and three if possible.
- Typically, language with listening tests are offered in November only.

SAT Subject Tests Offered

Biology Ecological	German (Reading only)	*Math Level 2
Biology Molecular	Italian (Reading only)	Modern Hebrew
*Chemistry	Japanese with Listening	*Physics
Chinese with Listening	Korean with Listening	Spanish with Listening
French with Listening	Latin (Reading only)	Spanish (Reading only)
French (Reading only)	*Literature	U.S. History
German with Listening	*Math Level 1	World History

* Suggested for Sugar Bowl Academy student-athletes.

The Advanced Placement Examinations (APs)

- AP examinations are administered at Sugar Bowl Academy each May.
- Students enrolled in AP courses are required to take the AP exam in those respective classes each May.
- Those students scoring a 3 (out of 5) or better *may* receive college credit or be placed in advanced-level courses, according to each college's policies.

ACT TESTS

www.act.org

The ACT

- The ACT contains four multiple-choice tests in English, mathematics, reading, and science, plus an optional writing tests. **Students taking the ACT should take the optional writing test.**
- The ACT is accepted by every college and is a viable alternative to the SAT Reasoning Test.
- ACT dates do not conflict with the SAT.

Test-Taking Timeline

Sugar Bowl Academy students typically take two rounds of the SAT Reasoning Test and/or the ACT Plus Writing test and two SAT Subject Tests; the first round during junior year, and the second in the first semester of senior year. Students should consult with teachers and the Director of College Counseling and review sample tests in order to select SAT Subject Tests appropriate to their coursework.

Freshman Year

- Freshmen rarely take the PSAT or SAT Subject Tests. Freshman seeking to take a standardized test should reach out to teachers or the Director of College Counseling for advice.

Sophomore Year

- All sophomores take the PSAT for practice in October.
- All sophomores take the Pre ACT for practice in April.
- If sophomores fit any of the following descriptions, they may want to take one or more June SAT Subject tests (register by April):
 1. They are completing Chemistry and would be well prepared for a subject-based test.
 2. They are completing Pre-Calculus or higher.
 3. They are completing a fourth year of language or higher and not continuing study of that language next year.

Junior Year

- All juniors take the PSAT in October.
- Juniors are encouraged to take the Pre-ACT in April.

- Juniors typically take the SAT Reasoning Test in May. Earlier tests dates (November, December, or March) should also be considered.
- Juniors typically take the SAT Subject Tests in May or June.
- Juniors typically take the ACT in April or June.

Senior Year

- Seniors have two opportunities to take SAT tests and two opportunities to take the ACT throughout the fall.
- Be mindful of college deadlines for receiving scores – this is especially true for recruited athletes and anyone applying Early Decision, Early Notification, or Early Action, as these decisions are typically made in December.
- When applying to colleges that require standardized test scores, seniors must take the initiative in requesting that scores be sent directly from the College Board’s testing office or from the ACT office to each college and in confirming that scores have been received. Colleges do not accept scores as valid unless they are official score reports sent directly from the College Board or ACT.

Standardized Testing-at-a-Glance

	Who Takes It?	Why Take It?	Where Take It?	How to Register?
PSAT/NMSQT	<ul style="list-style-type: none"> • Sophomores (October) • Juniors (October) 	<ul style="list-style-type: none"> • Preparation for SAT • National Merit Scholarship Qualifying Test 	SBA	Automatically registered by SBA
Pre ACT	<ul style="list-style-type: none"> • Sophomores and Juniors (April) 	<ul style="list-style-type: none"> • Preparation for ACT 	SBA	Sophomores automatically registered by SBA Juniors encouraged to take it and should notify Director of College Counseling
SAT Reasoning	<ul style="list-style-type: none"> • Juniors (Oct. - May) • Seniors (Oct. or Nov.) 	Required by most college and universities	Non-SBA testing center (typically in Reno)	www.collegeboard.com
SAT Subject Tests	Sophomores, Juniors, and Seniors	Required by most selective colleges and universities	Non-SBA testing center (typically in Reno)	www.collegeboard.com
ACT Plus Writing	<ul style="list-style-type: none"> • Juniors (Sept, Oct, April or June) • Seniors (Sept, Oct.) 	Can be submitted in lieu of SAT scores	Non-SBA testing center (typically in Reno)	www.act.org

AP Exams	Sophomores, Juniors, or Seniors enrolled in AP courses	<ul style="list-style-type: none"> Required by SBA at the completion of an AP course Passing score (3 or above) may obtain college credit 	SBA	Automatically registered by SBA
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2017-2018 Standardized Testing Registration & Testing Dates

SAT Date	Registration Deadline	Late Registration Deadline
August 26	July 28	August 15
October 7	September 8	September 22
November 4	October 5	October 20
December 2	November 2	November 17
March 10	February 9	February 23
May 5	April 6	April 20
June 2	May 3	May 18

ACT Date	Registration Deadline	Late Registration Deadline
September 9	August 4	August 18
October 28	September 22	October 6
December 9	November 3	November 17
February 10	January 12	January 19
April 14	March 9	March 23
June 9	May 4	May 18
July 14	June 15	June 22

Redesigned SAT

Category	Former SAT	Current Redesigned SAT
Total Testing Time	3 hours and 45 minutes	3 hours (plus 50 minutes for the Essay [optional])
Score Scale	2400 (800 x 3 sections)	1600 (800 x 2 sections) with separate score for Essay
Scoring	Deducts points for incorrect answers, but not omitted answers	Does not deduct points for incorrect answers (rights-only scoring)
Testing Format	Paper only	Paper and Digital
Components	1 Critical Reading 2 Writing 3 Mathematics 4 Essay	1 Evidence-Based Reading and Writing <ul style="list-style-type: none"> Reading Test Writing and Language Test 2 Math 3 Essay (optional)
Important Features	<ul style="list-style-type: none"> Emphasis on general reasoning skills Emphasis on vocabulary, often in limited 	<ul style="list-style-type: none"> Continued emphasis on reasoning alongside a clearer, stronger focus on the

	<p>contexts</p> <ul style="list-style-type: none"> • Complex scoring (a point for a correct answer and a deduction for an incorrect answer; blank responses have no impact on scores) 	<p>knowledge, skills, and understandings most important for college and career readiness and success</p> <ul style="list-style-type: none"> • Greater emphasis on the meaning of words in extended contexts and on how word choice shapes meaning, tone, and impact • Rights-only scoring (a point for a correct answer but no deduction for an incorrect answer; blank responses have no impact on scores)
Essay	<ul style="list-style-type: none"> • Required and given at the beginning of the SAT • 25 minutes to write the essay • Tests writing skill; students take a position on a presented issue 	<ul style="list-style-type: none"> • Optional and given at the end of the SAT; postsecondary institutions determine whether they will require the Essay for admission • 50 minutes to write the essay • Tests reading, analysis, and writing skills; students produce a written analysis of a provided source text
Score Reporting* *Redesigned SAT scores subject to research	<ul style="list-style-type: none"> • Scale ranging from 600 to 2400 • Scale ranging from 200 to 800 for Critical Reading; 200 to 800 for Mathematics; 200 to 800 for Writing • Essay results scaled to multiple-choice Writing 	<ul style="list-style-type: none"> • Scale ranging from 400 to 1600 • Scale ranging from 200 to 800 for Evidence-Based Reading and Writing; 200 to 800 for Math; 2 to 8 on each of three traits for Essay <p>Essay results reported separately</p>
Subscore Reporting	None	Sub scores for every test, providing added insight for students, parents, admission officers, educators, and counselors

Standardized Test Preparation

Preparing for standardized tests can ease the stress and uncertainty that some students may feel. SBA students may use Method Test Prep for no additional cost to prepare for the SAT and ACT. See the Director of College Counseling for account information.

Another good resource is the College Board itself, which offers both free test booklets and online help at www.collegeboard.com. Links to Kahn Academy's SAT Preparation courses are also available through the College Board website.

The value of SAT or ACT prep courses depends upon the receptiveness of the student, increased familiarity with the test and a structured environment in which to practice. Weighing against such courses are their costs, the number of hours they require, and the fact that results are not guaranteed.

Some families elect to pay for test preparation. Two forms exist: classes and tutors. Test prep classes tend to focus on generic test-taking strategies, whereas tutors tend to individualize the test preparation according to the strengths and weaknesses of the student.

Standardized Test Prep Courses/Tutors Used By SBA Students

Clever Minds 10090 Church Street Truckee, CA 96161 (530) 582-1707 vicki@cleverminds.org	<ul style="list-style-type: none">• SAT Prep Courses for Specific Target Test Dates• Individual SAT and ACT Tutoring – call for more information
Compass Education Group	<ul style="list-style-type: none">• http://www.compassprep.com/• Individualized Online Tutoring
Kaplan Test Prep	<ul style="list-style-type: none">• https://www.kaptest.com/• Individualized Online Tutoring

CHAPTER 3: Types of Admission

Regular Admission

The majority of colleges and universities ask students to apply between December and February for admission for the following fall, although some schools have later deadlines. Students who apply usually receive results in March or April. If accepted, they are asked to matriculate by May 1, with a tuition deposit.

Rolling Admission

Some schools offer a rolling admission system, in which students submit their application and a decision is made soon after the application is complete (usually within 6-12 weeks). Applications are reviewed according to the school's standards for admission rather than by looking at all of the applicants at the same time. In most cases, it is to the student's advantage to apply early rather than waiting.

Early Decision (ED) Admission

Many colleges offer Early Decision plans, whereby students typically apply in November and receive replies in December. Not to be confused with Early Action (see below), the Early Decision plan requires that once accepted, students commit to enrolling. A student may apply to only one institution under this plan, but must have other applications ready for filing if the decision is not an acceptance. Some colleges employ an ED II program, which allows the early application to be filed slightly later (typically in January with decisions by February). If an ED application is deferred, students will be notified of the final decision in March or April, when all applicants in the regular admission pool receive notification.

Many people perceive Early Decision as an application strategy due to high ED acceptance rates at some campuses. Students should use ED only when they are certain of their choice – that is, they have visited the school, are certain they can handle the tuition, and are 100% sure the school is their top choice. Many recruited athletes will be “invited” by coaches to apply Early Decision, which may indicate that acceptance is likely. Early Decision should not be used by students who have to compare financial aid offers.

Early Action (EA) Admission

Many colleges offer Early Action plans, whereby a student typically applies in November and hears in December, but does not have to commit to attendance if accepted. If students are accepted under EA, they may proceed with other regular decision applications, waiting until May 1 to make a final college course. Students may apply to more than one non-binding EA program.

Restricted Early Action (REA)/Early Action Single Choice (EASC) Admission

Some schools now offer Restricted Early Action, which allows students to apply early and hear early without being bound to attend if admitted. However, under Restricted Early Action, students are forbidden from applying to any other early program, including Early Action and Early Decision.

CHAPTER 4: The College Visit

Visiting College Campuses

Visiting different types of schools (small, medium, large; urban, suburban, rural; public, private; and East Coast, West Coast, Midwest) is the best way to develop a strong college list. If possible, visit while the college is in session, attend classes, eat in the dining hall, and spend the night. Consider visiting colleges during school holidays, winter break, spring break, or over the summer. If you visit colleges in the summer, you will be able to get to more campuses, but probably will not see the students in action. However, visiting in the summer is better than not visiting at all. We urge all our students to do as many college visits as possible.

Although we encourage students to visit colleges during school vacations, each student is allowed to miss up to five days total for this purpose during the last two years of high school. Students should miss as few days of school as possible. If students must miss school to visit colleges, they must abide by the rules as set forth in the Sugar Bowl Academy Student/Parent Handbook. All absences (including college visitations) must be pre-approved by the school's administration in order to be considered unexcused.

Reasons to Visit

- A visit can jumpstart the college application process and provide you with the energy necessary for getting through its tougher or more time-consuming moments. It makes the college admissions process a reality and often allows you to feel enthusiastic rather than anxious about diving into the task.
- A visit puts a face on something that may seem to be about average test scores and GPAs, if you rely only on popular media. It can make a competitive college seem more human, thus reducing your fear of the admissions process. Likewise, a visit can make a school that you once weren't sure about feel like a great fit.
- A visit gives you your first taste of college life. By spending some time on a college campus, you will learn what it will be like to be on your own for the first time.
- A visit helps you in the application process because it gives you a better sense of what the school is about and how it fits your needs. This is particularly helpful if the college requires an essay on its supplement addressing why you want to attend.
- A visit signals your enthusiasm for the college to the admissions officers. "Demonstrated interest" can be quite important to some private colleges, and the most obvious way to show interest is by visiting.
- A visit gives you an opportunity to make a positive impression on admissions officers (if you interview while on campus) as well as professors or coaches.
- A visit to a school you particularly like inspires you to start or continue performing well in high school to boost your chances of admission.

Planning Your College Visit

- Schedule a college tour and/or an informational session by going online or calling the Admissions Office.
- Find out the distances between the schools you intend to visit. Be realistic about how many campuses you can see in one day; two is the limit if you want your research to be thorough.

- Print out a campus map from the school's website before you make the trip.
- Ask if it's possible for you to spend the night in a dormitory and/or visit classes.
- Contact any of your high schools alums or family friends at the campus in advance if you want to meet up with them. Offer to take them to coffee or a meal so that you can learn more while you are there!
- ***Be sure to visit a range of schools in terms of selectivity.*** Do not go all the way across the country to see only those that are most difficult to get into! All students – no matter how impressive your grades, test scores and extracurricular achievements – should visit a few colleges that are less selective, for example with admission rates greater than 45%.

What to Do During Your College Visit

- Take a tour and attend an information session; look online or call ahead to check the daily schedule.
- Eat a meal or snack in the cafeteria to experience the vibe of the campus and sample their culinary offerings. Wander around the campus and observe activities.
- Read the student newspaper and peruse activity or bulletin boards to find out what issues are important to the students.
- Visit a class.
- See the library, visit the athletic facilities or tour the art studios if these resources are important to your research.
- Stay overnight in a dormitory, if possible, while your parents stay in a hotel.
- Have an interview if offered. (Note that many schools will offer interviews only through local alums, and other schools do not offer interviews at all.)

Following-Up on Your College Visit

- Take notes immediately after each visit, as details tend to blend together and become confused when you visit more than one campus at a time.
- If you had an interview or anyone spent a significant amount of time with you, send a thank you note afterward. Email is usually considered appropriate these days, but an old-fashioned paper note will definitely send the message that you care.

Tip: Admission officers love to hear directly from students. Whether or not a visit is possible, a friendly call from inquisitive students, rather than parents, makes a personal connection.

Going to a Particular City?

We highly suggest that you visit a range of schools in any given location. We have provided recent acceptance rates, where possible, to help you plan visits, so that you don't make the mistake of going all the way across the country all the way across the country just to visit the two most selective schools in that location. All students – no matter how impressive your grades and test scores – should visit a few colleges that are less selective, with admission rates greater than 45%.

<p>Seattle/Tacoma/Spokane Area Gonzaga University University of Puget Sound Seattle Pacific University Seattle University University of Washington Whitman College</p> <p>San Diego Area UC San Diego San Diego State University CSU San Marcos University of San Diego</p> <p>Boston Area Babson College Bentley University Boston College Boston University Brandeis University Emerson College Emmanuel College Harvard University Merrimack College Massachusetts Inst. of Tech. Northeastern University Olin College of Engineering Simmons College Stonehill College Suffolk University Tufts University Wellesley College Wheaton College</p> <p>Providence Area Brown University Bryant University Providence College</p>	<p>Denver Area University of Denver Regis University University of Colorado, Boulder</p> <p>Los Angeles Area UC Irvine UC Los Angeles UC Riverside CSU Long Beach Calif. Inst. of Technology Chapman University Claremont-McKenna College Harvey Mudd College University of LaVerne Loyola Marymount Univ. Occidental College Pepperdine University Pitzer College Pomona College University of Redlands Scripps College Univ. of Southern California Whittier College</p> <p>Washington D.C. Area American University George Mason University George Washington University Georgetown University Univ. of Maryland, College Park</p> <p>San Francisco Bay Area UC Berkeley UC Santa Cruz CSU East Bay San Francisco State University San Jose State University Dominican University Mills College Notre Dame de Namur Univ. St. Mary's College of CA University of San Francisco Santa Clara University Stanford University</p>	<p>New York City Area Adelphi University Barnard College Columbia University Cooper Union Eugene Lang College Hofstra University Iona College Fordham University Long Island University Manhattan College New York University SUNY Stony Brook</p> <p>Just Outside New York City Bard College Drew University Fairfield University Manhattanville College Rutgers University Sarah Lawrence College Seton Hall University Stevens Inst. of Technology</p> <p>Philadelphia Area Bryn Mawr College Drexel University Haverford College Lehigh University University of Pennsylvania Saint Joseph's University Swarthmore College Temple University Villanova University</p> <p>Portland Area Lewis & Clark College University of Portland Reed College</p>
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CHAPTER 5: Skiing at the Collegiate Level

There are three organizations that oversee collegiate skiing in the United States: the National Collegiate Athletic Association (NCAA), United States Collegiate Ski and Snowboard Association (USCSA), and beginning in the 2014-2015 season, the International Freeskiers & Snowboarders Association (ISFA).

NCAA	USCSA
<ul style="list-style-type: none"> ➤ The nation is divided into 3 Regions: East (EISA), Central (CISA) and Rocky Mountain (RMISA) ➤ 12% of the skiing programs in the United States ➤ Schools are Division I, II, III NCAA institutions ➤ Teams are varsity, funded activities (to varying degrees) ➤ All schools are 4-year institutions ➤ Division I and II schools offer athletic scholarships; Division III is need-based financial aid; Ivy League programs are Division I, but do not offer athletic scholarships ➤ Holds alpine and nordic events ➤ Team size: 8-10, 6 race, 3 score ➤ Alpine prospects should have between 24-45 FIS points in one event and at least 30-55 FIS points in the other. 60-80 FIS points may be in the ballpark for less competitive schools ➤ Nordic prospects should have placed in the top 20 at Junior Nationals 	<ul style="list-style-type: none"> ➤ The nation is divided into 5 Regions; Eastern, Mid-Atlantic, Mid-West, Far West and West ➤ The 5 Regions are split into 11 conferences (some are stronger than others) ➤ 88% of the skiing programs in the United States ➤ Many schools are Division I, II, III, NCAA and NAIA institutions but are also USCSA members and chose to compete in the USCSA. They may compete in NCAA events and attempt to qualify individuals to the NCAA Nationals. ➤ Teams may be varsity (fully funded or partially funded) or club sports or made up of a few individuals. ➤ 4 year and 2 year institutions compete in the USCSA. ➤ Some offer athletic scholarships, however, most do not. ➤ Holds alpine, nordic, and snowboard events. ➤ On varsity programs, alpine prospects are expected to have between 50 and 100 FIS points in one event.

The 2014-2015 season was the inaugural year of **ISFA's Collegiate Freeride Series**. Schools fielding strong teams as CFS makes its mark on freeride skiing include:

Colorado College
 Fort Lewis College
 Montana State University
 Stanford University
 University of British Columbia

University of Colorado, Boulder
 University of Utah
 Western State Colorado University
 Westminster College
 Whitman College

NCAA Division I Skiing

The NCAA divides their ski programs into three conferences or regions; Eastern, Central and Rocky Mountain. These teams are fully funded by the college or university and athletes are often recruited. To be a member of the varsity team at NCAA Division I schools, alpine prospective athletes are expected to have 25-45 FIS points in one event and 30-55 in the other. There are, however, several schools on this list with less competitive ski teams where the point profile of student-athletes is between 60 and 80. Nordic skiers should have placed in the top-20 at Junior Nationals to be considered for an NCAA team.

Eastern Intercollegiate Skiing Association (EISA)

Bates College
Boston College (alpine only)
Bowdoin College (nordic only)
Colby College
Colby-Sawyer College (alpine only)
Dartmouth College
Harvard University
University of Maine, Presque Isle (nordic only)
Middlebury College
Univ. of New Hampshire
Plymouth State University (alpine only)
St. Lawrence University
Saint Michael's College
University of Vermont
Williams College

Rocky Mountain Intercollegiate Ski Association (RMISA)

University of Alaska, Anchorage
University of Colorado, Boulder
Colorado Mountain College (alpine only)
University of Denver
Montana State University
University of New Mexico
University of Utah
Westminster College (alpine only)
University of Wyoming (nordic only)

Central Collegiate Ski Association (CCSA) – Nordic Only

University of Alaska, Fairbanks
College of Saint Scholastica
Gogebic Community College
Gustavus Adolphus College
Michigan Tech University
Northern Michigan University
Saint Cloud University
Saint Olaf College
University of Wisconsin, Green Bay

USCSA Skiing

The USCSA schools are divided into six regions: Eastern, Mid-East, Mid-Atlantic, Mid-West, Far West and West. These teams vary in funding depending on whether the school considers them Varsity or Club. The FIS point requirements are much less competitive and club teams are generally open to anyone. In the schools with varsity programs, prospective athletes are expected to have 50-100 points in one event. There are hundreds of schools in this division, below is a sampling of the top ranking schools.

Member Schools

Alfred University	Rocky Mountain College
Amherst College	Saint Anselm College
Babson College	Sierra Nevada College
Brigham Young University	Skidmore College
Brown University	Smith College
California Polytechnic Univ.	St. Olaf College
Clarkson University	Stanford Univ.
Colgate University	Syracuse University
Columbia University	The College of Idaho
Cornell University	Tufts Univ.
Colorado College	Univ. of British Columbia
Colorado School of Mines	Univ. of California, Berkeley
Fort Lewis College	Univ. of California, Davis
Green Mountain College	Univ. of Colorado, Boulder
Hamilton College	University of Idaho
Hobart & William Smith College	University of Maine, Farmington
Ithaca College	Univ. of Massachusetts, Amherst
Lafayette College	Univ. of Nevada, Reno
Oregon State Univ., Cascades	Univ. of Rochester
Paul Smith's College	Univ. of Washington
Pennsylvania State University	Wellesley College
Princeton University	Worcester Polytechnic Institute
Rochester Institute of Technology	

The Recruiting Process

Due to the limited number of colleges and universities offering NCAA Division I skiing, and the limited number of spots on those teams, the recruiting process for collegiate skiing is different than from other sports. It can be challenging, difficult to navigate, and, at times, ambiguous. Students should be realistic, open, and honest throughout the process and in conversations with college coaches.

Many of the RMISA schools have highly competitive ski teams and are less selective in the admission process, while many of the EISA have less competitive ski teams and are highly selective in the admission process. Being a recruited athlete may, in some cases, help students gain admission to some of the most selective colleges and universities. At the few schools that offer scholarships, they are rare; full scholarships are even more so.

NCAA regulations prohibit college coaches from calling, contacting, or meeting with students off-campus until July 1st following students' junior year in high school. However, students can write, call, email, or meet with colleges coaches on campus at any time.

Recruiting Checklist

- Complete the skiing recruiting questionnaire accessible on the ski team websites for most schools. [Sophomore spring or Junior fall]
- Prepare an athletic profile, which includes your GPA, point profile, recent results, and standardized test scores. Be sure to update your athletic profile on a regular basis. [Sophomore spring or Junior fall]
- Prepare an on-snow highlight video. Be sure to update your athletic profile on a regular basis. [Sophomore spring or Junior fall]
- Contact appropriate coaches at the schools to which you may apply via e-mail or phone. Send coaches' your athletic profile and any on-snow video that you have available. Be sure to set up an on-campus meeting with a coach if/when you visit each school. [Sophomore spring or Junior fall]
- Maintain communication with college coaches.
- Register with the NCAA Eligibility Center. [Junior spring]
- Send coaches' your high school transcript, test scores, and high school profile. [summer between Junior and Senior year]

Recruiting Tips

- Be as honest with college coaches as possible. You need to know where you stand; ask them what it will take to get into the school and what it will take to be on their team.
- If a coach asks you what your top choice schools are, be honest with them without hurting your chances of being accepted. The ski world is small, the collegiate skiing world is even smaller. Word will get out if you tell all the coaches that their school is your top choice.

CHAPTER 6: Financial Aid Information

Financial aid can be based on need, merit (high GPA, rank, test scores) or special qualifications such as community service, race, intended major, or extracurricular ability. With the exception of the College Board's PROFILE (see below), no family should pay for scholarship or financial aid information. There are many scams of which to be aware.

Need Based Financial Aid

The majority of the student population in higher education is receiving some kind of financial aid from colleges and/or the state and federal government. Admission and financial aid officers consistently tell families to try for aid if it will help make college affordable.

State Aid

In order to receive state aid for in-state schools, a student must first be sure to submit a Free Application for Federal Student Aid (the FAFSA) and must apply to at least one California college. The Cal Grant application, which provides the student the opportunity to apply for state aid should be filed as soon as possible after January 1 and no later than March 2. There is no processing fee for the Cal Grant or FAFSA, but only families with extreme financial need qualify for Cal Grants. Income guidelines and helpful information can be found at www.csac.ca.gov.

Federal Aid

The Free Application for Federal Student Aid (FAFSA) must be filed if you wish to receive any need-based aid from the government, the state, or the college. The FAFSA may not be filed before October 1, but families should try to submit the FAFSA as close to October 1 as possible. This form costs nothing to process. When the government reviews the form, it makes a determination of an Expected Family Contribution (EFC). The EFC is required by colleges in order to determine the amount of aid they will offer. Be sure to contact financial aid officers of specific colleges if there are circumstances not addressed by the FAFSA questionnaire or the determined EFC. To complete this form online, go to www.fafsa.ed.gov.

Financial Aid through the College Financial Office

In addition to the FAFSA, some private colleges require families seeking need-based aid to file the Financial Aid PROFILE from the College Board. The registration form should be filled out as soon as the student is relatively certain about what colleges he/she is applying to, and no later than December 1. Once the College Board receives the registration form, they send you a financial aid form that asks the information that your particular colleges need. That, in turn, must be filled out and returned, ideally by February (with no additional fee) to the College Board, which will process it and send it to the appropriate colleges. Each college sets its own deadline so check directly with them regarding deadlines. For information and to complete the form online, go to <https://profileonline.collegeboard.com>.

Parent Loans

Parents may apply for loans through their bank or a college's Financial Aid Office.

The FAFSA and PROFILE ask for information about a family's assets and determine how much that family can put toward the first year of the child's college education. That amount stays the same, no matter where the child goes to college. If the college wants to admit the student, the admission office will instruct the financial aid office to make up the difference between what the family can contribute and

what the college costs. That difference will be presented as the student's aid package and can consist of three parts: a loan, a grant, and an on-campus job.

1. A loan requires repayment with interest (usually the terms are generous).
2. A grant is money given to the student with no obligation of repayment.
3. The on-campus job (usually called "Work/Study") is typically manageable.

Financial Aid Based on Merit & Special Qualifications

Colleges and universities, private organizations, and companies provide merit and specialized scholarships. Like grants, these scholarships are outright gifts of money.

Colleges and Universities

By checking off appropriate boxes on the application form, students let a college know they want to be considered for an academic scholarship. Winning such an award depends on an outstanding high school record or an outstanding talent. Some institutions offer special scholarships in athletics, music, and more – be sure to read the literature thoroughly.

Private Organizations and Companies

Numerous private organizations (the Elks, the Rotarians, etc.) and companies (Westinghouse, PG&E, etc.) offer scholarships based on specific criteria. The criteria may range from a superior academic record, to the excellence of a specific project or essay, to an unusual degree of volunteer involvement in the community. In addition, there are a number of competitions for scholarships available to students with special qualifications having to do with ethnic background, special talents, and religious beliefs. Also, many large companies (e.g., Hewlett Packard, Xerox, Chevron, IBM) offer scholarships to children of their employees; parents should check with their companies for these opportunities.

CHAPTER 7: Frequently Asked Questions (FAQs)

1. What are the main differences between the ACT and the SAT?

- ACT questions tend to be more straightforward.
- ACT questions are often easier to understand on a first read. On the SAT, you may need to spend time figuring out what you're being asked before you can start solving the problem or answering the question.
- The SAT has a stronger emphasis on vocabulary.
 - If you're an ardent wordsmith, you'll love the SAT. If words aren't your thing, you may do better on the ACT.
- The ACT has a Science section, while the SAT does not.
 - You don't need to know anything about amoebas or chemical reactions for the ACT Science section. It is meant to test your reading and reasoning skills, based upon a given set of facts.
- The ACT tests more advanced math concepts.
 - The ACT requires you to know a little trigonometry, in addition to the algebra and geometry you'll find on the SAT. That said, the ACT Math section is not necessarily harder, since many students find the questions to be more straightforward than those on the SAT.
- The SAT is broken up into more sections.
- The ACT is more of a "big picture" exam.
- College admissions officers care about how you did on each section of the SAT. On the ACT, they're most concerned with your composite score. So if you're weak in one content area but strong in others, you could still end up with a very good ACT score.

2. What is the National Merit Scholarship?

In order to be eligible for the National Merit Scholarship Program, a student must:

1. Take the PSAT/NMSQT during his or her 3rd year (junior year) of high school;
2. Be in high school and plan to enroll in college full time by the fall after his or her high school graduation; and,
3. Be a U.S. citizen or a permanent U.S. resident with the intention of becoming a U.S. citizen.

Students who meet these requirements, will automatically be eligible to participate in the National Merit Scholarship Program (NMSP).

Notes on the National Merit Scholarship Program:

- 50,000 juniors with the highest PSAT/NMSQT Selection Index scores (or total PSAT scores) who meet the eligibility requirements described above qualify for NMSP recognition. That is, roughly the top 1% of 11th grade testers will qualify.
- During the September following the PSAT/NMSQT administration, approximately 2/3 of those 50,000 students will receive Letters of Commendation recognizing their academic abilities and potential. Commended students are not eligible for National Merit scholarships. The remaining 1/3 of the 50,000 students qualify as National Merit Scholarship Semifinalists
- Once a student qualifies as a Semifinalist, he or she must complete the *National Merit Scholarship Application* and submit it to the NMSC in order to move on to the next round of qualifications (Finalist) and to be considered for a National Merit Scholarship.
- During the February of senior year, NMSC will notify those Semifinalists who have qualified as Finalists. Of the roughly 16,000 students who qualify as Semifinalists, about 15,000 of

them will qualify as Finalists. Of those 15,000 Finalists, approximately 8,200 of them will be selected for Merit Scholarships, which can be a National Merit Scholarship, a Corporate-Sponsored Merit Scholarship, or a College-Sponsored Merit Scholarship. Scholarships are awarded based on skills, abilities, and accomplishments as exhibited through a student's application materials.

- The National Merit Scholarship Program awards three types of scholarships:
 - **National Merit \$2,500 Scholarships**, which provide \$2,500 towards the student's freshman year of college.
 - **Corporate-Sponsored Merit Scholarships**, which provide four-year renewable awards ranging from \$500 to \$10,000 per year or single-payment awards ranging from \$2,500 to \$5,000. Winners must be the children of employees of the sponsor corporation, residents of certain regions, or committed to a certain career.
 - **College-Sponsored Merit Scholarships**, which provide four-year renewable awards ranging from \$500 to \$2,000 per year. Winners must agree to attend the college sponsoring the award.

3. I was involved in a disciplinary incident during my time at SBA; do I need to report that on my application?

Our disciplinary reporting policy is clearly stated in the Sugar Bowl Academy Profile that we send to colleges along with your application. If your disciplinary incident falls in the description below, you must report it.

Disciplinary Reporting Policy:

“Sugar Bowl Academy reports all disciplinary actions resulting in a suspension or expulsion and violations of academic integrity during a student's junior or senior year.”

4. Do I need to hire a private, outside college counselor?

Sugar Bowl Academy provides a comprehensive program to help students find the right match, and we hope that we can meet all students' needs. SBA is a small institution where there are many eyes and ears, in addition to those of the Director of College Counseling, involved in the process. While no one should feel that hiring an independent counselor is necessary, we understand that for some students and families, it may make sense to do so. If a student chooses to hire an additional outside counselor they will still be expected to be a part of the SBA college program.

Because of the different ways school and independent counselors work in the college admission process, be sure to tell our Director of College Counseling if you do decide to hire an independent counselor so we can provide a coordinated approach to the process.

5. What does the admissions counselor see when they open my application?

1. Completed Application and Personal Essay(s)

The application will include all personal information, extracurricular and athletic activities, jobs you have held and internships you have had. Colleges look closely at the student's part of the application, particularly the quality of the essay. Your essay is the one place (besides the interview) to let your personality shine through. While writing style, grammar and spelling are certainly taken into account, remember that admissions counselors read thousands of these each year so it is important to let them hear your voice. Try to stand out and make them believe you would be a great addition to any institution.

2. Your Official Transcript(s)

Your official transcript from Sugar Bowl Academy will list all your courses, credits earned, and grades in those courses from 9th grade on. Courses taken at other high schools will be included on SBA transcripts for all students attending SBA for two years or more. In certain cases, you may also be required to send official transcripts from previous high schools. A cumulative **un-weighted** grade point average for your SBA career is noted on your transcript as well as a cumulative un-weighted GPA for all four years (including classes taken elsewhere).

Neither ACT nor SAT scores are included on the transcript. Official SAT and ACT scores must be sent directly from the testing agency. SAT scores are sent through your College Board account www.collegeboard.com and ACT scores are sent through www.actstudent.org. Although admissions representatives will be able to see all scores they will only take into account the highest score towards your application. Most schools will also “super score” your SAT’s which means they take your best scores, taken on any date, from the three sections (writing, critical reading and math) and combine them to reach your highest possible score. In assessing your success, colleges will consider the rigor of your courses within the context of SBA’s curriculum, and other academic awards or distinctions. Improvement in the senior year is helpful, but it will not remove the stigma of a poor record in the first three years.

3. Supplementary Materials & Essays

Not all colleges will require a supplement. But for those that do, supplementary materials may include a graded paper or an institution-specific essay. These expectations will vary from college to college. Be sure you check with each institution to make certain you have fulfilled its stated requirements, especially if you submit a Common Application or an online application.

4. Two Teacher Recommendations

You will ask two teachers who have taught you to write a recommendation on your behalf. You should start to consider teacher recommendations from the first day of your junior year. Your approach to your daily life at Sugar Bowl Academy will do much to determine the quality of your teachers’ recommendations. Some colleges do require letters of recommendation from teachers in a specific subject area. Some colleges will ask whether or not you waive your right to see the letter of recommendation. We suggest you do waive that right; colleges give greater credence to letters that are confidential and it is highly unlikely a SBA teacher would write anything that would hurt your candidacy.

5. School Report Form

Your folder will include a detailed statement from the Director of College Counseling about your work, growth, and involvement both in and out of the classroom at Sugar Bowl Academy. This recommendation will present a balanced view of you and your record in as positive a light as possible. This is also the section where the school will provide an explanation of your transcript.

6. Interview Notes

Many schools view your request for an interview as a sign of interest, and this interest can benefit you in their appraisal of your application. However, other college admission offices offer interviews as a way for you to evaluate the school rather than as a means to evaluate you. An admissions counselor at the institution or an alumnus can conduct interviews. The impression you leave in an interview (either on campus or in your hometown) may become

part of your application folder. So, be prepared, dress neatly, speak clearly, listen carefully, and make eye contact.

7. Additional Recommendations

You may wish to include additional notes or recommendations from other adults who know you well. Never send extra recommendations without first discussing it with the Director of College Counseling; some colleges simply do not want extra recommendations.

8. The Sugar Bowl Academy Profile

The colleges will receive a profile of SBA describing relevant aspects of the Academy, our student body, our educational philosophy, our curriculum, and our academic statistics.

9. Standardized Test Scores

You must have these reports sent directly from the testing agency; Sugar Bowl Academy can NOT do this for you. The SAT (Reasoning Test) or ACT is required by most colleges. Some colleges also require SAT Subject Tests. You should plan to take at least two subject tests, one of which should be the highest level of math for which you are qualified. See your math teacher to double check the material that you have covered. Many institutions will accept the ACT – **with** the optional “Writing Test” – in lieu of either SAT or both the SAT and SAT Subject Tests. Check with each college to confirm what it requires.

6. What is “deferring” and when should I consider it?

Deferring is the process of taking a year off between high school and college, but holding a spot at your chosen institution. After you have been accepted to the school of your choice, you must apply for a year of deference describing what your plans will be for the following year. Many recruited athletes are encouraged by college coaches to defer with the goal of continuing to develop as an athlete so they can compete on varsity level Division I ski teams. Please speak with the Director of College Counseling if this is something you are considering

7. What is all of this about the NCAA and what do I need to do to be cleared?

To ski at the NCAA level (not to be confused with USCSA) you need to be cleared academically. Here at SBA, we are so small that we will make sure you are on track, however, you should always double check if you think you may have an issue. Your final transcripts will be sent to NCAA after the completion of your junior year as well as in December of your senior year and again after you graduate. Please refer to the NCAA Eligibility Center Quick Reference Guide for additional information.

CHAPTER 8: Glossary

A-G REQUIREMENTS: Courses required by the University of California and the California State University system in order to be eligible for admission:

- a. History/Social Science: 2 years required
- b. English: 4 years required
- c. Mathematics: 3 years required, 4 years recommended
- d. Laboratory Science: 2 years required, 3 years recommended
- e. Language Other Than English: 2 years required, 3 years recommended
- f. Visual & Performing Arts (VPA): 1 year required
- g. College Preparatory Electives: 1 year required

May be chosen from the following areas: engineering, technology, visual and performing arts, history, social science, English, advanced mathematics, laboratory science and language other than English. See the UC or CSU website for more details.

ACT: A standardized test made up of four sections: English, Math, Reading, and Sciences, as well as an optional Writing test. Scores range from 1-36 on each section. Most colleges accept either the ACT (often with the Writing section) or SAT exams, though many will also require two SAT Subject Tests. See SAT entry. Register for the ACT at www.actstudent.org.

ADVANCED PLACEMENT (AP): A cooperative enterprise between the College Board, high schools, and colleges to provide a standardized college-level curriculum to high school students. Students are required to take an AP exam (offered on specific days during the second and third weeks of May) if they are enrolled in an AP course. Test scores range from 1 to 5, with 5 being the highest. College credit is sometimes given for scores of 4 or 5; some colleges will even grant credit for a score of 3.

BLOCK SCHEDULE: A curriculum in which students take courses one at a time. Although we often refer to our class periods at SBA as “blocks,” if an application asks if SBA is on the block schedule, or any other kind of special schedule, the answer is no; we are on a trimester schedule.

CALIFORNIA STATE UNIVERSITY (CSU): A public system of twenty-three campuses of higher education in the state of California whose application is due November 30 each year. All of the campuses offer undergraduate levels of study.

CANDIDATE REPLY DATE: Applicants to all colleges must let the colleges know their decision by May 1. All financial aid and admissions information should be known by mid-April to allow candidates to make their decision in time for this deadline.

CEEB (or School) CODE: The code number by which a college can identify each high school. The code number for Sugar Bowl Academy is **052201**.

COLLEGE: An institution of higher learning that offers two-year or four-year degrees and focuses primarily or exclusively on undergraduate (rather than graduate) education.

COMMON APPLICATION (Common App): A generic application accepted at hundreds of universities and colleges. The student, counselor, and teacher portions need only be completed once greatly streamlining the application process to the cooperating institutions. Note that many Common App colleges also require supplements to the application.

CONSORTIUM: A group of colleges that share resources, allow for cross-registration of classes, and provide more opportunities for students to mix in joint sports teams, clubs, theatre productions, etc.

CORE CURRICULUM: A set of common courses required of all students at that college; for example, Columbia University’s core curriculum centers on Contemporary Civilization in the West.

COST OF ATTENDANCE (COA): The total cost of one year at a specific college, including tuition, mandatory fees, room and board, books and supplies, travel and other expenses. Colleges subtract your Expected Family Contribution from the Cost of Attendance to calculate financial need.

DEFERRAL: Neither acceptance or denial, a deferral signifies that a college postpones its admission decision about a candidate to the next “round” of applications or until further information is submitted.

DEFERRED ADMISSION: The practice at most colleges of permitting students to postpone enrollment for one year after acceptance if they want to work, travel or pursue some other personal interest.

DISTRIBUTION (or General Education or Breadth) REQUIREMENTS: The courses a college requires a student to complete in different disciplines; the student selects which courses to take to fulfill each requirement.

EARLY ACTION (EA): A non-binding admission plan used by some colleges, allowing applicants who apply by an early deadline (usually November 1 or 15) to receive notification early. There is no obligation to attend the college if accepted. Some colleges do not permit students to apply to more than one Early Action program (see Restrictive Early Action below).

EARLY DECISION (ED): A binding admission plan offered by some colleges for applicants who are sure it is their first choice. Students apply early (usually a November 1 or 15 deadline) and will be notified early, usually mid-December. An acceptance requires an ethical commitment on the part of the student to attend that college or university and not to apply elsewhere once admitted.

ELIGIBILITY IN THE LOCAL CONTEXT (ELC): An admission procedure instituted by the University of California in which the top 9% of graduates at each participating California high school are automatically eligible for admission to the UC system, though not necessarily to the campus of their choice.

EXPECTED FAMILY CONTRIBUTION (EFC): The amount a student is expected to pay for college that is calculated using the FAFSA (see below).

FAFSA (Free Application for Federal Student Aid): An application for need-based financial aid that is used to calculate a student's Expected Family Contribution. Note that the FAFSA must be completed for all colleges, even those that also require the CSS Profile (see Profile definition) or their own supplemental forms.

FAFSA CODES: Six-digit numbers (different from SAT codes) that identify colleges so that financial aid information can be sent to them.

FINANCIAL NEED: The amount of need-based financial aid a family qualifies to receive at each college. Colleges typically subtract the Expected Family Contribution from the Cost of Attendance to determine financial need.

LEGACY: An applicant whose parent (or, in some cases, sibling, grandparent, or other relative) attended the college to which s/he is applying. At some colleges, legacy status can be a boost in admissions.

LIBERAL ARTS COLLEGE: A four-year institution that emphasizes a program of broad undergraduate education. Pre-professional or professional training may be available, but it is not emphasized.

NCAA (National Collegiate Athletic Association): An association dedicated to governing varsity athletics on college campuses. If you plan to play a varsity sport at a Division I or Division II college, you must register with the NCAA Eligibility Center as you apply to college.

NEED-BLIND ADMISSION: A procedure that some colleges and universities follow, whereby they admit candidates on the basis of academic and personal criteria alone, without using financial need as a consideration in selecting students.

NET PRICE CALCULATOR: A calculator all colleges/universities are required to have on their websites to give families an estimate of what the “net price” for their school will be. The “net price” is the difference between the total Cost of Attendance minus any grants/scholarships the student may receive from that school.

PSAT/NMSQT (Preliminary SAT and the National Merit Scholarship Qualifying Test): The PSAT was designed to provide a practice test for students in the fall of their sophomore or junior year as a warm-up for the SAT. The NMSQT has been combined with the PSAT, and the Selection Index number (verbal score plus math score plus writing score) is used to select the top scholars in the country for the awarding of National Merit honors and scholarships. Junior year PSAT scores can be used to estimate a student’s performance on the SAT.

SCHOOL PROFILE: A document provided by high schools for use by colleges in determining important contextual information about their applicants. Most profiles, like ours, include information about school philosophy, available coursework, distribution of GPAs among the senior class, and colleges to which previous classes of students have been accepted.

PROFILE (or CSS Profile): College Scholarship Service’s application for financial aid, available through the College Board which is required by many private colleges (in addition to the FAFSA) for need-based financial aid.

RANK IN CLASS: A methodology used to compare one student’s academic performance with the performance of all other students at the same grade level based on cumulative GPA (starting with the freshman year). Sugar Bowl Academy does not rank students. If an application requests rank in class, simply write in “SBA does not rank” or “N/A.”

RESTRICTIVE EARLY ACTION: An admission policy adopted recently by several colleges and universities whereby a student may apply to one of the colleges – and one only – for a non-binding Early Action decision. This is sometimes called Single-Choice Early Action or Early Action Single Choice.

ROLLING ADMISSIONS: A procedure some colleges follow by considering each student’s application as soon as all required credentials have been received, on a first-come first-served basis, then notifying the applicant of the decision without delay.

SAT: A test made up of two sections: Math and Evidence Based Reading & Writing. Scores range from 200-800 on each section. The test, which takes three hours (plus 50 minutes for the optional Essay section), is given at test centers around the country. Register for the SAT at www.collegeboard.com.

SAT SUBJECT TESTS: Subject-specific tests administered by the College Board and required by many selective colleges. Each test takes one hour. Like the SAT, the Subjects are given at test centers around the country. Students may take up to three SAT Subject Tests on a given test date. They may not take the SAT Subject Tests and the SAT on the same day. Register for the SAT Subject Tests at www.collegeboard.com.

SECONDARY SCHOOL REPORT (SSR): A form used for the school recommendation, which is completed in part by the student, but mostly by the Director of College Counseling or Head of School. The SSR also includes a transcript, a school profile, and comments about the applicant based on personal knowledge, faculty input, and contact with the student.

UNIVERSITY: An institution of higher learning, often including professional schools, that grants

undergraduate as well as graduate degrees in a variety of fields.

UNIVERSITY OF CALIFORNIA (UC): A public system of ten campuses of higher education institutions in the state of California whose application is due November 30. Undergraduates may study at nine of the campuses (Berkeley, Davis, Irvine, Los Angeles, Merced, Riverside, San Diego, Santa Barbara and Santa Cruz), while the San Francisco campus is dedicated to the health professions only.

YIELD: The percentage of students accepted to a given college who decide to matriculate at that school.