



COLLEGE HANDBOOK

**For Juniors-Seniors
2010-2011**

WPS Guidance

Burncoat High School
Claremont Academy
Doherty Memorial High School
North High School
South High School
University Park Campus School
Worcester Technical High School

Compiled by Judy Fairfull

WPS Guidance Liaison

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*These forms are required for seniors to fill out and to pass in to his/her guidance counselor.

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INTRODUCTION

This handbook is designed to assist students and their parents in the college application process. The junior and senior years of high school are important years in the student's adolescent development, and they are, at the same time, particularly crucial for careful planning for their adult future. We hope to simplify the planning process for you by focusing on key steps in applying to college during these busy years.

As we all know, applying to college takes a considerable amount of time and effort on the part of the students and guidance counselors. College admission counselors take into account the following factors when making admissions decisions: high school transcript, rigor of courses, grade point average, SAT/ACT scores, college essay, class rank, extra-curricular activities, recommendations, community service and leadership. In order to be successful, a student must have a clear understanding of the factors involved in the college selection process.

In addition to the materials presented in this handbook, students should take advantage of the many services that are available in the Guidance Department. Services include: individual college counseling, visits from college representatives, college field trips, On-the-Spot decision days, and financial aid night. In addition, most of the Worcester Public Schools have a Financial Aid Advisor through two federal educational programs, the Educational Talent Search Program or GEAR UP, who is available for assistance with completing the FAFSA and CSS Profile financial aid forms. Students are encouraged to utilize the resources in the guidance offices, including scholarship resource materials.

Primarily, the student should plan to meet with his/her guidance counselor. Remember, your counselor is eager to assist you. Make an appointment as soon as possible.

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Worcester Public High Schools College Process Guidelines

The Junior Year

The College Application Process starts now!

March

1. Make an appointment with your guidance counselor to discuss college/career planning.
2. The deadline registration for the May SAT is in April. The College Board recommends that juniors take the SAT reasoning test in May of their junior year and all applicable SAT subject tests by June of their junior year.
3. If you plan to apply for early decision to college, you should take all SAT/ACT tests by June of your junior year.
4. Check your mail. Many colleges will send information and offer to send catalogs and applications. Start to compile a list of colleges and universities you want to know more about.

April

1. The deadline for registration for the June SAT and SAT is in April.
2. If you plan to apply for early decision to college, meet with your guidance counselor.
3. Use your April vacation to visit colleges. Bring a transcript and set up an interview if colleges hold them. The best way to get a grasp on college is to experience the campus for yourself!
4. Think about what type of school you prefer: size, geographic location, cost, selectivity, programs, etc. Continue to narrow down your choices. Determine whether you meet admission requirements in terms of SAT/ACT scores and class rank. Select a range of schools from your top choice (a “reach”) to a “safety” school, where you are reasonably certain that you will be accepted.

May

1. Take the SAT Reasoning exam in May (or the ACT in June) if you have not already done so.
2. Ask teachers for letters of recommendation for college now, so that they have time to write them over the summer. Letters of recommendation must be submitted with your college application next fall or winter. You will need a letter from one teacher (no more than two), AND a letter from your guidance counselor.
3. Attend the NEACAC College Fair which is usually held at a local college. Check out www.neacac.org for listings of college fairs in the area.

June

1. Take SAT Subject exams for colleges that require them or take SAT /ACT if you have not done so.
2. Plan to visit campuses or attend local events hosted by alumni to meet with college representatives.
3. Consider requesting a personal interview for selective colleges. Call colleges early because interview slots fill up quickly.
4. Narrow down the list of colleges to which you plan to apply (approximately 5- 8 colleges).
5. Write a first draft of your college application essay. Check applications for sample essay topics and/or go to www.CommonApp.org for five college essays.
6. If you have failed a class(es) or lost credit in any course, or need additional credits, see your guidance counselor for information on Summer School, Burncoat Evening High School, Buyback, work experience, and work plus program.

The Senior Year – Student Responsibilities

September

1. Make sure your senior courses meet graduation requirements. Graduation Subjects:

- 4 years English
- 3 years Math
- 2 years Science with lab
- 3 years Social Studies (including 2 years US History)
- 2 half years physical education
- ½ year Health

You must also:

- Receive a passing score on the Grade 10 Science Massachusetts Comprehensive Assessment System (MCAS)
 - Score at least a 240 on both the English Language Arts (ELA) and Mathematics sections of the Grade 10 Massachusetts Comprehensive Assessment System (MCAS) OR score between a 220 - 238 on both tests, in addition to completing an Educational Proficiency Plan.
 - Earn 24 credits
2. If you have not already asked a teacher for a letter of recommendation, do so now.
 3. Concentrate on doing your best work in your courses. Remember your senior year grades are viewed seriously by colleges. Class rank is calculated after the first quarter of senior year.
 4. If you have not done so, write your college application personal essay now. You do not have to wait until you do it in class.
 5. Make a list of community service and extra curricular activities for your college application. Complete college counseling questionnaire and resume for your counselor. Complete the Student Worksheet for Teacher Recommendation form and give to the teachers who are writing your recommendations.
 6. Call or go on the website for college applications if you have not done so by now. Some college applications are available in the guidance offices. Also, many schools ask for applications to be submitted online. In addition, many colleges use the Common Application, which is available at www.commonapp.org Make sure you fill out the supplements for those colleges that require them.
 7. Read college essay instructions carefully for requirements and deadlines. Requirements and deadlines vary so read them carefully!
 8. Register for the October or November SAT, SAT Subject or ACT exams. Seniors should take the SAT/ACT by November and remaining SAT Subject exams by December.
 9. **Early decision and Early Action candidates: begin application preparation to meet NOVEMBER deadlines. Notify your counselor of your intention.**

October/November

1. Register for the December SAT/ACT now if you have not already scheduled your exams. Check test dates.
2. Meet with college representatives who come to the high school guidance office. Check the calendar in the guidance offices for scheduled visits and obtain a pass from your guidance counselor or guidance secretary in order to participate in the college representatives' presentations.
3. **Pass in the completed Student Activity Sheet and a resume to your guidance counselor by October 1st.**
4. Make sure that you have requested letters of recommendation from teachers and have filled out the Student Worksheet For Teacher Recommendation form found in this booklet.
5. Take the SAT/ACT exams.
6. Begin processing your applications according to application deadlines.
7. Online applications are often encouraged by colleges. If you apply online **you must remember to tell your counselor**, as a transcript must be sent to each college that you apply to online. You must provide stamps for your counselor to do so. If you are not applying online, you will need at least 4 stamps for your application packet.
8. Attend Financial Aid Workshop for parents and read important financial aid information in this booklet.
9. **Early decision candidates should begin applying for financial aid. See the Financial Aid advisor in the guidance office for assistance.**

December

1. Take SAT/ACT or SAT Subjects now if you have not already taken them.
2. Review deadlines for college applications. College application deadlines vary, some are as early as November. It is **your** responsibility to keep track of deadlines.
3. **For January college application deadlines, pass in the Transcript request form, college application materials and large envelope with 4 stamps for each college to your guidance counselor by December 1st.**

January

1. Follow up on college references. Make sure that each person who has agreed to write you a letter of recommendation has completed and mailed the letter (or include it in the college application material.)
2. Call each college to which you have applied to check on the status of your application and to make sure it is complete. Or, you may check the status online.

3. FAFSA (Free Application for Federal Student Aid) form should be filled out as soon after January 1 as possible; when the previous year's total income is known. Everyone should complete this to apply for federal student aid, including student loans. Pick up a FAFSA in your guidance office or apply online at www.fafsa.ed.gov . (You must apply for a pin number before filling out the FAFSA online at www.pin.ed.gov .) Some schools will also require the College Board's Financial Aid Profile. The Profile is not free. Go to www.collegeboard.com to apply. These forms are essential to applying for student grants, loans, and work/study. See the ETS, GearUp advisor for assistance. For high schools that do not have a financial aid counselor, students can call the Colleges of the Worcester Consortium to make an appointment with a financial aid advisor at the Denholm building (508-754-6829.)
4. Bring in stamped, regular-sized envelopes (one stamp per envelope) to your guidance counselor so that mid-year senior grades can be mailed to each college.

February

1. Mid-year grades sent to colleges. Remember to notify your counselor if these grades need to be sent.
2. Have you sent in all of your college applications?
3. Have you sent in your financial aid forms? (Free Application for Federal Student Aid (FASFA), College Scholarship Service (CSS PROFILE).
4. Visit the guidance office to obtain the scholarship book or go to the District WPS Guidance website.

March

1. Register for May Advanced Placement Exams.
2. Explore the colleges that you have applied to thoroughly.
3. Notify your counselor of you acceptances and rejections.
4. Check in with guidance to see if there are any new scholarships you are eligible for.

April

1. Review your acceptances and Financial Aid offers.
2. Notify your counselor of college acceptances and rejections by bringing the letters to the guidance office.
3. Visit the college of your choice before you make your final decision.
4. Follow-up on applications where needed.
5. Have you submitted your money for your Advanced Placement Exams? If not see your guidance counselor.
6. Continue applying for scholarships.

May

1. College Candidate Reply Date—May 1 for most colleges.
2. Finalize contract with college you will attend, and notify schools you have decided not to attend.
3. Advanced Placement Exams.

Tips for Choosing a College

In the United States...

There are over 3,000 colleges and universities

There are hundreds of vocational and technical schools

They can be:

- In a city, in the country, or the suburbs
- Small, medium, or large
- Coed or single sex
- A range from open admissions to highly selective
- Expensive or more expensive
- Super competitive or super social

Whatever you do next, be it college or something else, will influence your lifestyle, values, occupation, and/or place of residence. This is the time to make thoughtful choices. We encourage you to think about all of these factors:

Location

Where do you want to go to school? How far away from family and friends do you want to be? How often do you want to be able to come home? Is there a particular region of the country that you like? Are you interested in an urban, suburban, or rural setting?

Size

Would you prefer a small, medium, or large institution? How many students would you like to have in your classes?

Cost

How will finances play a role in what you do after high school? How much can you and your family afford to spend on your education? Do you know what kind of financial aid is available to you? Have you thought about loans and payment plan options? Are there scholarship opportunities available to you?

Standards for Admission

Have you investigated how competitive admissions is at the schools you are thinking about? Do you know what each school is looking for? Have you checked to see how your grades and standardized test scores match up with each college's average? Do you have a combination of reach, probable, and safety schools?

Safety: Your credentials are higher than the school's averages. You are confident you will be admitted to this school.

Likely: Your credentials are competitive and higher than some of the school's averages. You are fairly confident you will be admitted to this school.

Probable: Your credentials for admissions are truly competitive with what a particular school is looking for. You are qualified for admissions.

Reach: Your chances for admissions are less likely based on your credentials, but there is a possibility of admissions. Your credentials are not as strong as the students who are typically admitted, but there is a niche you can fill at that college, and you really want to go there.

Stretch: Oh my!

Choice of Programs

If you are selecting schools based on a specific academic area, are you sure that is what you want to study? Are you considering the overall qualities of each school? Are you looking for liberal arts, professional training, or both? How important is it for you to have a wide variety of choices in terms of majors and courses?

Some other important questions to ask yourself

- What do you want from your college experience?
- In what type of environment do you learn best and feel the most comfortable?
- Do you thrive in a competitive environment or do you prefer a more relaxed, laid back approach?
- Does the school's philosophy and atmosphere reflect or support your goals and values?

Types of Post-Secondary Schools

College

An institution that offers educational instruction beyond the high school level in a two-year or four-year program.

University

An academic institution which grants undergraduate and graduate degrees in a variety of fields and which supports at least two degree-granting professional schools that are not exclusively technological (such as medicine or journalism). It is composed of a number of “schools” or “colleges”, each of which encompasses a general field of study.

Liberal Arts College

A four year institution which emphasizes a program of broad undergraduate education. Pre-professional or professional training may be available but is not stressed.

Teacher’s College

Almost all public teachers’ colleges have become liberal arts “state colleges” offering majors in the field of education.

Junior College

A two-year institution of higher learning which provides career and vocational training and academic curricula (terminal and transfer). Community colleges are also two-year colleges.

Terminal Program:

An academic program that is complete unto itself. A student who completes it may not be admitted to a four-year college for further study without completing additional course requirements.

Transfer Program:

An academic program that is designed to lead into a four-year program at another college or university. The two-year graduate transfers as a junior to the four-year institution.

Engineering or Technical College

Independent professional schools that provide four-year training programs in the fields of engineering and the physical sciences. They are often known as Institutes of Technology or Polytechnic Institutes.

Technical College

A two-year institution which offers terminal occupational programs intended to prepare students for immediate employment fields related to engineering and the physical sciences. These schools may also offer one-year certificate programs in certain crafts or clerical skills.

Nursing School

There are three kinds of nursing schools. At schools affiliated with hospitals, students receive an R.N. diploma upon successful completion of training and a state examination. At schools affiliated with four-year colleges, students receive both a Bachelor of Science degree and an R.N. diploma. Junior colleges and community colleges may offer a two-year nursing program. These schools confer an Associate of Science degree in nursing.

Military School

Federal military academics prepare officers for the Army, Navy, Air Force, and Merchant Marines. These institutions (West Point, Annapolis, The Air Force Academy, and Kings Point) require recommendations and nominations by U.S. senators or U.S. representatives. Private and State supported military institutions, however operate on a college application basis as does the U.S. Coast Guard Academy. They all offer degree programs in engineering and technology with a concentration in various aspects of military science.

Business School

Business schools fall into two categories. At some colleges it is possible to specialize in business administration or in a two-year secretarial course in conjunction with supplementary liberal arts courses. Other institutions offer business or secretarial courses primarily and may or may not be regionally accredited.

Trade School

Trade schools offer specialized training in specific work field such as cosmetology, computer technology, medical or dental technology, culinary arts, or drafting.

Professional School

Professional schools offer specialized study in areas of art, music, drama, dance, photography, and others.

Testing for College Admissions

Standardized tests are only one of the many factors that colleges use to make admissions decisions. Standardized testing provides a means of comparing student's performance on a nationwide basis. For example, all students nationwide take the same standardized tests; their scores should be a somewhat comparable measure of their achievement and ability. A brief description of the most common standardized tests follows.

The CEBB

The CEBB (College Entrance Examination Board) is the organization which sponsors the most widely used battery of tests for college admissions. The CEEB sponsors the SAT, the PSAT/NMSQT, College Level Examination Program, and the Advanced Placement Program.

SAT Reasoning Test

The SAT Reasoning Test is 3 hours and 45 minutes, this time does not include time for breaks, check-in, and pre-administration activities. You should plan on being at the testing center for approximately 5 hours. The SAT Reasoning Test is designed to measure student's critical thinking skills. The test assess how well you analyze and solve problems—skills you will need for academic success in college. The test is administered seven times a year and can be taken at the end of your junior year or during your senior year of high school. The test consists of:

The Critical Reading section

Overview

<i>Time</i>	<i>Content</i>	<i>Item types</i>	<i>score</i>
70 minutes (two 25 min. sections and one 20 min. section)	Critical reading and sentence-level reading	Reading comprehension, sentence completions, and paragraph-length critical reading	200-800

The Mathematics Section

Overview

<i>Time</i>	<i>Content</i>	<i>Item types</i>	<i>score</i>
70 minutes (two 25 min. sections and one 20 min. section)	Number and operations; algebra and functions; geometry, statistics, probability, and data analysis	Five-choice multiple choice questions and student produced responses	200-800

The Writing Section

Overview

<i>Time</i>	<i>Content</i>	<i>Item types</i>	<i>score</i>
60 minutes	Grammar, usage, and word choice	Multiple choice questions (35 min.) and student written essay (25 min.)	200-800

The SAT Subject Test

The SAT Subject Test measures a student’s knowledge and skills in a specific subject area as well as your ability to apply the knowledge you have learned. The scores range from 200-800. Many colleges use the SAT Subject Test for admissions, course placement, or for advising purposes. Some colleges may specify the subject tests they require for admissions or placement; others allow applicants to choose which test(s) to take. Be sure to check with the schools you are applying to so you know ahead of time if you need to take a subject test.

In general, you should not take a subject test until you have nearly completed a subject. Although, you will be asked which tests you would like to take in advance, you are allowed to change your mind the day of the test. All tests are part of one large booklet that you will be given at the testing center. It is your choice how many tests you will take (up to three) and, with the exception of the Writing Test which must be taken in the first hour, in what order. This decision should be made before you enter the test center. **Please note:** Not all subject tests are given on each of the test dates, so check specific information provided in the registration booklet carefully. All Subject Tests are one-hour, multiple choice tests.

Please read the College Board Bulletins or go online (www.collegeboard.com) for important information about deadlines, dates, fees, sample questions, and application forms. Bulletins are available in the guidance offices.

The ACT

The ACT is a national college admissions examination that consists of subject area tests in: English, math, science, and reading. The ACT Plus includes the four academic subjects plus a 30 minute writing test. ACT results are accepted by all 4-year colleges and universities in the U.S.

The ACT is comprised of 215 multiple choice questions and takes approximately 3 hours and 30 minutes to complete, including a short break (or just over 4 hours if you are taking the ACT Plus). The ACT does not deduct points for incorrect answers. The composite score for all four tests range from 1-36.

English: 75 questions—45 min.	Mathematics: 60 questions—60 min.	Reading: 40 questions—35 min.
Science: 40 questions—35 min.	Writing (optional): 1 prompt—30 min.	

Further information on the SAT tests and ACT test can be found on www.collegeboard.com and www.actstudent.org.

TAKING THE T.O.E.F.L. – IBT Exam “Test of English as a Foreign Language”

Who should take the TOEFL?

- Students whose first language is not English who
 - Plan to attend a four year college
 - Have lived in the United States for less than five years
 - Scored less than 450 on the Critical Reading Portion of the SAT
 - Plan to apply to highly competitive colleges

When should you take the TOEFL?

- May or June of junior year OR Fall of senior year (before December)

Cost of TOEFL

- \$150 (\$75 with a fee reduction waiver - See the ETS or GEARUP Advisor or your guidance counselor for voucher if you are eligible for free or reduced lunch)

REGISTER EARLY AS SLOTS ARE LIMITED!!

Registration:

- Call 1-800-468-6335
- Online at www.ets/toefl.com
- Worcester Locations:
 - South High School
 - Worcester Prometric Testing Center
 - 146 West Boylston Drive
 - Worcester, MA 01606
 - 508-853-7250

ACCUPLACER

The purpose of ACCUPLACER tests is to provide you with useful information about your academic skills in math, English, and reading. The results of the assessment, in conjunction with your academic background, goals, and interests, are used by academic advisors and counselors to determine your course selection.

You can not "pass" or "fail" the placement tests, but it is very important that you do your very best on these tests so that you will have an accurate measure of your academic skills.

Computer Adaptive Testing

ACCUPLACER is an adaptive test. This means that the questions are chosen for you on the basis of your answers to previous questions. This technique selects just the right questions for your ability level. Because the test works this way, you must answer every question when it is first given. Each test is untimed so that you can give each question as much thought as you wish. You can change your answer to a particular question before moving on to the next question, but you cannot leave a question out or come back to it later to change your answer.

If you do not know the answer to a question, try to eliminate one or more of the choices. Then pick from the remaining choices.

Testing Time

The multiple choice tests are untimed. The essay test may be timed or untimed.

What to Take with You to the Tests

On the day of the test, you should be sure to take photo identification and any other special materials your college may ask you to bring.

Testing Regulations

Check with your school to see about specific site regulations regarding calculators, textbooks, protractors, notebooks, dictionaries or other papers of any kind. Additionally, anyone who gives or receives help during the test, or uses notes, books, or calculators of any kind may not be allowed to continue the test. Your college will disregard a test score if there is reason to question its validity.

At the End of the Test

Once you have completed a test, a score report will be created. Your college will provide you the report.

Making an Appointment for Testing

To schedule your ACCUPLACER appointment, please contact or stop by your Advising and Counseling Office.

Students with Disabilities

If you require test accommodations due to a documented disability, please contact the testing center for information concerning your needs.

Tips for Taking ACCUPLACER

1. Relax! ACCUPLACER was designed to help you succeed in college. Your score helps you and your advisor determine which courses are most appropriate for your current level of knowledge and skills. Once you identify your academic strengths and needs, you can get the help you need to improve underdeveloped skills before they can interfere with your learning.
2. You will be able to concentrate better on the test if you get plenty of rest and eat properly prior to the test. You should also arrive a few minutes early so you can find the testing area, bathrooms, etc., and gather your thoughts before the test begins.
3. Pay careful attention to directions, and be sure you understand the directions before you begin each test.
4. You should understand that this is an adaptive test. Questions are chosen for you on the basis of your answers to previous questions. Because the test works this way, you must answer every question; you may change the answer on a particular question before you have moved ahead to another question.
5. If you do not know the answer to a question, try to eliminate one or more of the choices.
6. Remember to bring a picture I. D.

How to Schedule an Accuplacer Test at QCC

~ Go to www.qcc.edu

~ Click “Register for a class” (at bottom of middle part of page).

~Click “English and Math placement test” (in blue lettering).

~Appointment calendar opens

~ Click “setup appointment” in box of date you want.

~ Click the time you would like to take test. (Tests are offered Monday thru Thursday at 9:00, 1:00 and 4:00. On Friday they are offered only at 9:00 and 1:00. Not all times will be available on all days.)

~Follow instructions on page to fill out registration form.

~Click “Submit Appointment”.

On the day of the test you will go to the Administration Building, room B61. Arrive 15 min. before your scheduled time, bring a picture ID, and know your social security number. Expect to spend 2-3 hours testing.

To prepare for the test go to:

www.aims.edu/student/assessment/studyguides/index.html

Massachusetts State College Admissions Standards

The Massachusetts Board of Higher Education (BHE) admissions for the state colleges and universities emphasize a strong academic high school background so that students enter the college ready to learn. The standards represent the minimum requirements for admission, and could be higher based on a program and the college selectivity. (For example: Nursing, Occupational Therapy, Education programs may require higher grade point average requirements, etc.)

Freshmen Admissions:

1. SAT Sliding Scale Range: The scale applies when students fall below the minimum grade point average of 3.0

<i>Recalculated GPA</i>	Minimum Combined SAT (ACT Scores in parenthesis)	
	<i>UMASS</i>	<i>OTHER STATE SCHOOLS</i>
2.51-2.99	950 (20)	920 (19)
2.41-2.50	990 (21)	960 (20)
2.31-2.40	1030 (22)	1000 (21)
2.21-2.30	1070 (23)	1040 (22)
2.11-2.20	1110 (24)	1080 (23)
2.00-2.10	1150 (25)	1120 (24)

NO STUDENT MAY BE ACCEPTED TO A STATE COLLEGE OR UNIVERSITY WITH A GPA BELOW 2.00

2. The grade point average for eligibility for four year public colleges is listed above. Admissions officers at the college must recalculate the high school grades for all college preparatory courses. Calculations include weight based Honors or Advanced Placement coursework. The recalculated grade point average may be different than the average reported by the high school.

3. **Academic Unit Requirements:** 16 required courses must be successfully completed. Only courses designated as college preparatory classes are counted.

English	4 years
Mathematics	3 years (Algebra I & II, Geometry)
Sciences	3 years (including 2 years with laboratory)
Social Sciences	3 years (1 year of U.S. history)
Foreign Language	2 years (in a single language)
Electives	2 years (from subjects above or arts/humanities/computer science)

This and other information about state school standards/admissions can be found on <http://www.mass.edu>.

TEST SCORE COMPARISON

This chart shows comparative scores for the two major college entrance exams: the ACT, and the SAT.

<u>ACT</u>	<u>New SAT</u>
36	2400
35	2340
34	2260
33	2190
32	2130
31	2040
30	1890
29	1920
28	1860
27	1820
26	1760
25	1700
24	1650
23	1590
22	1530
21	1500
20	1410
19	1350
18	1290
17	1210
16	1140
15	1060
14	1000
13	900
12	780
11	750

**THE COLLEGE BOARD
2010 – 2011 SAT TEST DATES**

TEST DATES	TEST	REGISTRATION DEADLINES	LATE REGISTRATION DEADLINES
May 7, 2011	SAT & Subject Tests	April 8, 2011	April 22, 2011
June 4, 2011	SAT & Subject Tests	May 6, 2011	May 20, 2011

PROPOSED 2011 – 2012 SAT TEST DATES

TEST DATES	TEST
October 1, 2011	SAT & Subject Tests
November 5, 2011	SAT & Subject Tests
December 3, 2011	SAT & Subject Tests
January 28, 2012	SAT & Subject Tests
March 10, 2012	SAT Only
May 5, 2012	SAT & Subject Tests
June 2, 2012	SAT & Subject Tests

**Preliminary SAT/National Merit Scholarship Test
(PSAT/NMSQT)**

Test Date **Wednesday, October 12, 2011**

www.collegeboard.com

2009 – 2010 ACT TEST DATES

TEST DATES	REGISTRATION DEADLINES	LATE REGISTRATION DEADLINES
April 9, 2011	March 4, 2011	March 5 -March 18, 2011
June 11, 2011	May 6, 2011	May 7 - 20, 2011

2010 – 2011 PROPOSED ACT TEST DATES

TEST DATES	
September 10, 2011	February 11, 2012
October 22, 2011	April 11, 2012
December 10, 2011	June 9, 2012

www.act.org

Advanced Placement (AP) Examinations
Exam Dates

May 3, 2010 Monday – Friday & **May 14, 2010** Monday – Friday
May 2, 2011 Monday – Friday & **May 13, 2011** Monday – Friday

How to ... Improve SAT scores

Access your **FREE** SAT Test Prep Program

Go to www.collegeboard.com/quickstart

1. Click on **Sign in to My College QuickStart**
2. Sign In
 - a. Already a member – enter user name and password
 - OR**
 - b. Not a Member – Click on **Sign Up**
 - Enter your information... name, address, username, password, email address ...
3. You will be prompted to enter your MCQ Access Code
 - Found on the PSAT Score Report
4. Click on My Online Score Report
 - View question and answer explanations.
 - See how your performance compares to that of students in your state.
 - Click on “Improve your Skills” link, which will take you to the SAT Study Plan (practice test questions).
 - Find lists of colleges, majors and careers right for you.

*Students must have taken the PSAT to access this program. All 10th graders in every Worcester Public High school take the PSAT for FREE.

Students Rights and Responsibilities in the College Admissions Process

(From the National Association of College Admissions Counselors)

When you apply to colleges and universities you have Rights!

Before you Apply

You have the right to receive factual and comprehensive information from colleges and universities about their admission, financial cost, aid opportunities, practices and packaging policies, and housing policies. If you consider applying under early decision, you have the right to complete information from the college about its process and policy.

When you are offered Admission

You have the right to wait to respond to an offer of admission and/or financial aid until May 1. Colleges that request commitments to offer of admissions and/or financial assistance prior to May 1 must offer you the opportunity to request, in writing, an extension until May 1. Colleges and universities must grant you this extension and your request may not jeopardize your status for admission and/or financial aid. This right however, does not apply to candidates admitted under an early decision program.

If you are placed on a Wait List

The letter that notifies you of that placement should provide information that describes the number of students on the wait list, the number of offered admission, and the availability of financial aid and housing. Colleges may not require that you make a deposit or written commitment as a condition of remaining on the wait list. Colleges are expected to notify you of your wait list status by August 1st.

When you Apply to Colleges and Universities, you have Responsibilities!

Before you Apply

You have the responsibility to research and understand the policies and procedures of each college or university regarding application fees, financial aid, scholarships, and housing. You should also be sure that you understand the policies of each college or university regarding deposits that you may be required to make before you enroll.

When you Apply

You must complete all the material that is required for the application, and submit your application on or before the deadline. You should be the sole author of your applications.

You should seek the assistance of your high school counselor early and throughout the application process.

In addition, it is your responsibility to arrange, if appropriate, for visits to and/or interviews at colleges of your choice.

After you receive your Admissions Decision

You must notify each college or university which accepts you whether you are accepting or rejecting its offer. You should make these notifications as soon as you have made a final decision as to the college that you wish to attend, but no later than May 1.

You may confirm your intention to enroll and submit a deposit to only one college or university. The exception to this arises if you are put on a wait list by a college or university and are later admitted to that institution. You may accept the offer and send a deposit. However, you must immediately notify the institution at which you previously indicated your intention to enroll.

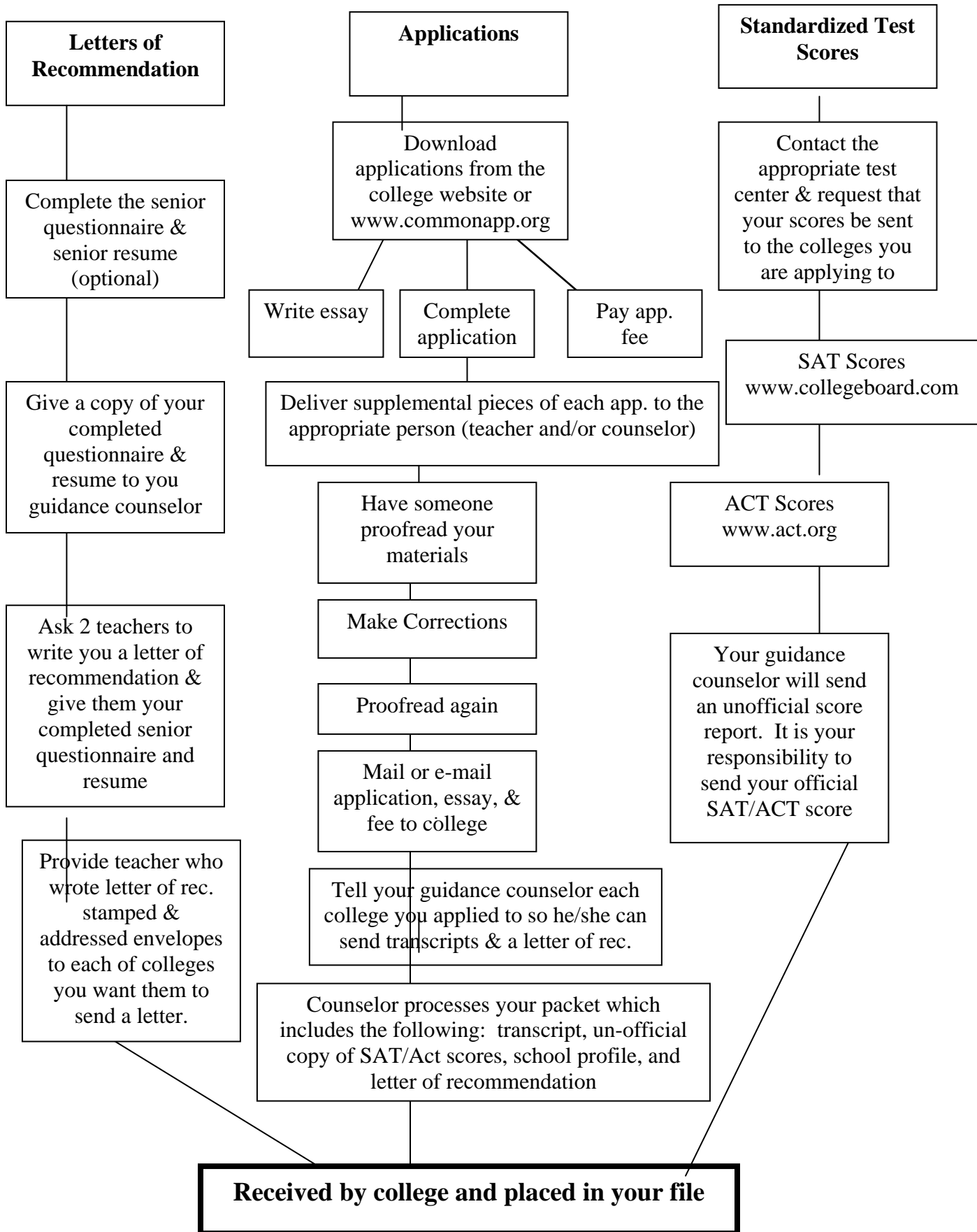
If you are accepted under an early decision plan, you must promptly withdraw the applications submitted to other colleges and universities and send no additional applications. If you are an early decision candidate and are seeking financial aid, the previously mentioned withdrawal of other applications presumes that you have received notification about financial aid.

If you think that your rights have been denied, you should contact the college or university immediately to request additional information or the extension of a reply date. In addition, you should ask your counselor to notify the president of the state or regional affiliate of the National Association of College Admissions Counselors.

Admissions Options

<u>Admission Option</u>	<u>What does it mean?</u>	<u>Restrictions</u>	<u>Can applicant apply to other institutions</u>	<u>Application deadline</u>
Regular Decision	Application process in which a student submits an application to an institution by a specified date and receives a decision within a reasonable and clearly stated period of time.	None	Yes	Varies—check with the schools you are applying to
Rolling Admissions	Application processes in which institutions review applications as submitted and render admissions decisions throughout the year.	None	Yes	No deadline
Early Action (EA)	An applicant applies to an institution early and receives a decision early in the admission cycle. You do not have to commit to attend the institution if accepted.	Sometimes—check with the schools you are applying to	Yes	Varies—check with the schools you are applying to
Early Decision (ED)	Allows student to apply early and receive an admission decision well in advance of the usual notification date. ED is a binding contract.	Yes	No	November 1-15

How to Apply to College



APPLYING TO COLLEGE

Parts of an Application

- ✓ Application
- ✓ Application fee or fee waiver
- ✓ Letters of Recommendation
- ✓ High School Transcript
- ✓ Test Scores (SAT, ACT)
- ✓ Application Essay
- ✓ Deadlines
- ✓ College interview
- ✓ Financial Aid Form(s) – completed and sent separately

Application Forms

The application form asks you to provide personal information such as your name, address, your family information, intended field of study (major), and so forth. Here are some important tips for completing your application:

- ✓ **Read every word of the directions before you even print your name.**
- ✓ If you are completing a paper application, type or print in black ink.
- ✓ Demonstrate your **best** work - something of which you can be proud. Essays should be error-free, thoughtful, logical and organized. Do not overreach. Use comfortable vocabulary. *Be yourself.*
- ✓ Use specific examples when describing your interests and achievements. Explain your involvement - why are these things important to you. It is better to emphasize the degree of involvement in a few activities than a long list of superficial interests.
- ✓ Ask your counselor if you are stuck or confused.
- ✓ Make sure you keep a copy of your application for you records or incase it is lost.
- ✓ Submit your application on or before the deadline.
- ✓ It is a good idea to ask your guidance counselor to review your completed applications before you send them.
- ✓ **Proofread.** Spelling errors are unacceptable.
- ✓ Photo copies (clear ones) are perfectly acceptable, but sign each one individually. Your name should be on each page or article submitted in addition to the applications.
- ✓ **Proofread again!**

SAT/ACT Scores

SAT and/or ACT Scores are sent directly to the college when the student registers for the exam(s); sending scores to four colleges is free, more than four requires a small fee. Although your counselor will send a copy of your SAT/ACT score with your transcript and letter of recommendation, many colleges will only accept scores reported directly to them by the testing agency. You can go on collegeboard.com or act.org to request that your scores be sent to the colleges to which you have applied. These testing agencies also offer students “Score Choice,” which enables the student to choose which scores from a certain test date will be sent to the colleges. For example, students can only send their highest scores to the colleges.

The Transcript

The transcript is a document showing all of the courses and grades you have received throughout high school (grades 9-10). In addition, to the record of grades through the four years of high school the transcript shows the student's class rank. The guidance counselor has the responsibility of sending the transcript to the colleges.

The Counselor Letter

While it is true that for admissions purposes, colleges place great emphasis on a student's academic record. It is also true that other factors are important, particularly when admissions officers are trying to distinguish among hundreds of students with similar grade point averages, SAT/ACT scores, and extracurricular involvement. The letter of recommendation from the high school guidance counselor can be very meaningful and decisive.

The counselor's letter differs from the classroom teacher's letter both in length and intention. The classroom teacher's report is generally content oriented, deals with the student's academic qualities, and is written by a teacher you have chosen. The guidance counselor presents the school's view of the student—giving relative strength to the student's performance in all the academic subjects over a period of years, and assessing the intensity of involvement in extracurricular activities.

Letters of Recommendation

Many schools and scholarship sponsors will ask you to submit one or more teacher recommendations. You should first decide whom you would like to write your recommendations. Aside from the guidance counselor, who usually writes a recommendation, good references to use are people who know you well: teachers, coaches, clergy, scoutmasters, leader of civic groups, etc. In reference to recommendations, please remember to do the following:

A. Let the person know...

1. For what purpose the recommendation will be used (i.e. college application, scholarship application, job, etc.)
2. Any specific information about you which is requested (i.e. is the person suppose to write about your character, writing skills, etc.)
3. If you will need the person's recommendation more than once. This way s/he can make copies.

B. Give the Person...

1. Plenty of time (at least three weeks) to write your recommendation. It's recommended to ask your teacher(s) in June of your junior year, so that the teachers have time to write a thoughtful and supportive letter.
2. A deadline by which it must reach its destination.
3. A stamped, addressed envelope.
4. Any specific forms the college or employer sent to you on which to write the recommendation.

C. Make sure you...

1. Periodically check in to make sure the person remembers to write the recommendation by the stated deadline.
2. Thank the person (with a short note) for writing the recommendation.
3. Let the person know whether or not you received the acceptance, job, or scholarship.
4. They do care.

College Application Questions and Answers

Q: How do I get an application for the colleges I want to apply to?

A: Call or write the college's admission office, visit the college's website and download the application, or check to see if the application is available in the guidance office.

Q: What are the parts of a college application?

A: The college application usually includes most or all of these parts:

- 1) application form;
- 2) recommendation forms;
- 3) application essay;
- 4) high school transcript (sent by your guidance counselor);
- 5) standardized test scores;
- 6) financial aid form(s);
- 7) fee or fee waiver

Q: How do I make sure I filled out the application form correctly?

A: Read the instructions carefully and fill out the application completely. Ask a parent, teacher or your guidance counselor to review your application for you.

Q: Can I submit my application on the internet?

A: For many colleges, you can submit your personal information and essay online. You will still need to mail your letter of recommendation, transcript, and fee or fee waiver. Check with the colleges where you plan to apply to ask if they accept online applications. If you submit an application online, call the college a few days later to find out whether or not your application was received. Be sure to review the application before you submit it. Check to see that you have entered all of your information and that there are no spelling or grammatical errors.

Q: What is the Common Application?

A: The Common Application is a form developed and widely accepted by more than 220 colleges and universities. If you apply to colleges that accept it, you only have to complete one application rather than several. By visiting this website, www.commonapp.org, you can download a copy of the Common Application and view a list of the colleges that accept it. In addition to the application, some colleges require that students fill out supplements.

Q: How many colleges should I apply to?

A: In the past, 3-5 colleges used to be the average. However, today most students apply to between 5-10 schools. It's important to include academically and financially "safe" schools that students look forward to attending as much as the other colleges on their list.

Tips for Writing your College Essay

Here are some key points that admission officers look for in an essay:

- ✓ Make sure to **answer the essay question** and to follow **all** the instructions.
- ✓ Start off with a strong opening paragraph that captures the reader's interest.
- ✓ Use a style that you are comfortable with and that is appropriate for the subject matter.
- ✓ Remember this is the only subjective information that the college admissions officer has to evaluate you. One of the purposes of the college essay is for the admissions officer to get to you; therefore the **focus of the essay should be on you**. This is your chance to stand out!
- ✓ Use correct grammar, punctuation, and spelling.
- ✓ **Make a point and stick to it**; develop your argument or narrative.
- ✓ Check **all** of your facts. Do you mention a date, place or event in your essay? Make sure it's correct.
- ✓ Have you given your reader complete information, so he or she won't be confused?
- ✓ In general, it's best to be succinct. If there a recommended length for the essay, pay attention to it.
- ✓ The essay should be neatly typed.
- ✓ Remember that mistakes, especially sloppy mistakes, make it look like you don't take the essay (and, by extension, the application) very seriously.

What to write about? Where to look for an essay topic:

Does the application ask you to choose a topic to write about? There are as many good topics as there are applicants. Here are some ideas for where you might look for an essay topic:

- ✓ Do you have hobbies and non-school pursuits that really excite you and that engage your heart and mind? Writing about your out-of-classroom interests could help bring out a part of you that's not covered.
- ✓ Is there a social cause that you are passionate about?
- ✓ Perhaps there is an event (local, national, or international) that has touched you in a personal way.
- ✓ Is there an academic subject that really sparks your interest? Why does the subject engage you? Has it led to experiences or study outside of school?

How to handle a topic:

Often, colleges will ask you, the applicant, to write about an experience you have had, an achievement in your life, or someone who has had a significant influence on your life. In handling such a topic go beyond the *what* and dig into the *how* and *why*. In other words, don't settle for simply providing a description of an event. Take the next step and tell about the **impact the situation had on you**.

- ✓ This is a personal essay, not a travelogue. So, if you're writing about a trip to another country, tell about how your experiences affected you, and why they were interesting or meaningful to you. **The people reading the essay are interested in what makes you tick and how you got the way you are.**
- ✓ Are you writing a tribute to your grandparents and their influence on your childhood? **Be personal and specific, not just sentimental.** Explain how the particular things your grandparents did or said were important to you.

- ✓ Did you overcome an athletic injury and recover to perform well? A description of the type of cast you wore and your rehab routine is not likely to make a compelling essay. However, your reflections on what it felt like to be watching your teammates, instead of competing alongside them, might be the basis of a memorable essay.

College Essay Dos and Don'ts

Dos

- ✓ **Keep Your Focus Narrow and Personal**

- Your essay must prove a single point or thesis. The reader must be able to find your main idea and follow it from beginning to end. Try having someone read just your introduction to see what he thinks your essay is about.
- Essays that try to be too comprehensive end up sounding watered-down. Remember, it's not about telling the committee what you've done; *it's about showing them who you are.*

- ✓ **Prove It**

- Develop your main idea with vivid and specific facts, events, quotations, examples, and reasons. There's a big difference between simply stating a point of view and letting an idea unfold in the details

- ✓ **Be Specific**

- Avoid clichéd, generic, and predictable writing by using vivid and specific details.

Don'ts

- ✓ **Don't Tell Them What You Think They Want to Hear**

- Most admissions officers read plenty of essays about the charms of their university, the evils of terrorism, and the personal commitment involved in being a doctor. Bring something new to the table, not just what you think they want to hear.

- ✓ **Don't Write a Resume**

- Don't include information that is found elsewhere in the application.

- ✓ **Don't Use 50 Words When Five Will Do**

- Eliminate unnecessary words.

- ✓ **Don't Forget to Proofread**

- Typos and spelling or grammatical errors can be interpreted as carelessness or just bad writing. Don't rely on your computer's spell check. It can miss spelling errors.

SENIORS!!!

IMPORTANT FINANCIAL AID INFORMATION

1. The F.A.F.S.A. (Free Application for Federal Student Aid) is used for ALL colleges (public and Private) and cannot be filled out/sent in until AFTER JANUARY 1. The FAFSA is FREE.
2. The FAFSA can be filled out either online at www.fafsa.ed.gov or by paper form (in the guidance office). If filling out online, the student and parent each needs to register for a pin number at www.pin.ed.gov before they start filling out the form. This part can be done prior to January 1. See the Financial Aid advisor in the guidance office for assistance. The FAFSA is available in English and Spanish
3. The CSS/PROFILE financial aid form is used for certain private colleges (see registration form, look in the College Handbook, contact the colleges) and can be filled out beginning October 1. This form must be filled out on-line at www.collegeboard.com. There is no paper version of this form. There is a registration fee for students that are eligible for free or reduced lunch, four college fees will be automatically waived once the form is filled out. See the Financial Aid counselor in the guidance office for assistance.
4. Find out the FINANCIAL DEADLINES for each college by contacting the college, reading the college literature, going to the college website or looking in the college handbook under "application procedures." There are College Handbooks in each of the guidance offices.
5. DO NOT MISS the FINANCIAL AID DEADLINES! Fill out the application at least two weeks before the earliest deadline (3-4 weeks if using the paper form of the FAFSA.)
6. The Financial Aid counselor in the guidance office (or at the Denholm building) will be available to help seniors fill out the FAFSA or Profile from January through March. Students or parents filling out the CSS/Profile can receive assistance from her beginning in November. Students who are applying early decision should fill out financial aid applications by the early decision deadline date.
7. For scholarships: there will be a local scholarship book distributed in December. Listen for announcements pertaining to scholarships. Beginning in January, there will be a binder in the A office which will contain scholarships. Check it out after the holiday break.
8. The Financial Aid Seminar will be held in November. Date will be announced.
9. See the Financial Aid advisor at your school or at Colleges of the Worcester Consortium with any questions or concerns regarding financial aid and the applications. The financial aid advisor is located in the guidance office or at the Denholm building (508-754-6829.)
10. Register for MEFA's Free Parent Assistance Services at www.mefa.org/parent.

Types of Financial Aid*

Grants and Scholarships

Grants and scholarships are financial aid that does not have to be repaid. They may be available through the federal government, the state, the college or university or private and community organizations.

- Grants are awarded based on the family's financial need, as determined from financial aid applications.
- Scholarships are awarded based on a number of factors, including academics or special interests and abilities, i.e. sports.

Loans

Loans are available for both parents and students and may be included in the financial aid award. Visit www.mefacounselor.org for more information about loan options that are available through MEFA. The college financial aid office can also provide students and families with loan options.

Work-Study

Work-study programs allow students to work part-time on or near campus while in college. Students are paid directly for the hours they work and may use the money for out-of-pocket expenses, such as books and supplies. They do not receive the work-study money ahead of time; they work to earn the money.

The Difference Between Need- and Merit-based Aid

The Guidance offices urge families to apply for financial aid from a variety of sources, in order to receive as much assistance for as you are eligible. Many colleges offer a combination of need- and merit-based financial aid and students might receive both.

Need-based Aid

Need-based aid is based entirely on financial need, and may include grants, loans and/or work-study. Recipients may receive aid to cover some or all of their costs beyond what their family can afford. Colleges use a standardized formula to calculate how much each family can afford to contribute.

Merit-based Aid

Merit-based aid is generally awarded in recognition of student achievements (academic, athletic, extracurricular, etc.) and is usually given in the form of scholarships, as opposed to loans. Applications for merit-based aid are usually compared with those of other students to determine the recipient(s).

*See MEFA's Guide to College Admissions 2009-2010 for more detailed information.

We strongly discourage paying for any fees to private companies offering assistance with a scholarship search. Most credible searches are provided FREE to families.

Visit www.mefacounselor.org for a link to free national scholarships. Also, visit the Worcester Public School website for the local scholarships. (www.worcesterschools.org, search for the Guidance section.)

Financial Aid Package Appeal:

If you are dissatisfied with your financial aid package, you can appeal to the Financial Aid Office by sending a written appeal explaining the reasons you need additional financial aid. Listed below are the circumstances that may be considered in a Financial Aid Appeal:

- If you and your family have circumstances that were not addressed on the FASFA or circumstances have changed since the calendar year.
- Unexpected/unplanned loss of income.
- Unusual medical/dental expenses not covered by insurance.

If an appeal is filed, the reason must be thoroughly documented. Incomplete or undocumented appeals will be denied. Only the appeal reasons listed above will be considered. Only one appeal may be filed by a student in an academic year. Once the Financial Aid Appeals Committee reviews your appeal, you will be notified of the outcome via written correspondence within a few weeks. A successful appeal may result in increased eligibility for Pell Grant, state grant funds and/or additional loan funds. The decision of the Financial Aid Appeals Committee is final.

Koplik Certificate of Mastery & the John and Abigail Adams Scholarship

The John and Abigail Adams Scholarship and the Satnley X. Koplik Certificate of Mastery Tuition Waiver Program both provide undergraduate tuition waivers at Massachusetts State Colleges and Universities to qualified students. Students will be notified during their senior year if they are eligible for either of these scholarships. The chart below, which was copied from www.doe.mass.edu, shows the differences between the two scholarships. For more information you may log onto this website, or www.osfa.mass.edu.

Koplik Certificate of Mastery	John and Abigail Adams Scholarship
Students initially qualify by scoring, at the least, in the <i>Advanced</i> category in English Language Arts or Mathematics and <i>Advanced</i> or <i>Proficient</i> in the other subject area on the grade 10 MCAS assessments.	Students qualify by scoring, at the least: (a) in the <i>Advanced</i> category in English Language Arts or Mathematics and <i>Advanced</i> or <i>Proficient</i> in the other subject area on the grade 10 MCAS assessments; and, (b) in the top 25% of the students in the district on these tests.
Students must apply for the Certificate through their guidance counselors by May of their senior year. In order to receive the Certificate they must demonstrate additional academic achievements, such as high scores on AP or SATII subject tests or high academic achievements or recognitions beyond their individual school. Full information on additional requirements is included in the application forms available to guidance counselors on MassONE. Students must keep a copy of their Certificate of Mastery to show when they register for college.	Students who qualify are notified by letter in their senior year. NO further application is necessary, but students must keep their letter to show when they register for college.
Students receive a tuition waiver to state colleges and universities that is in effect for 8 semesters. The waiver does not cover fees, books, or other expenses. The waiver is in effect as long as the student maintains a GPA of 3.3 or better.	Students receive a tuition waiver to state colleges and universities that is in effect for 8 consecutive traditional semesters or 4 years. The waiver does not cover fees, books, or other expenses. A student must begin to use the waiver in the first fall semester after graduation from high school. The waiver is in effect as long as the student maintains a GPA of 3.0 or better.
The tuition waiver applies to all Massachusetts public state colleges and universities.	The tuition waiver applies to all Massachusetts public state colleges and universities with the exception of the Massachusetts Maritime Academy and the Massachusetts College of Art.

It should be noted that only students who are legal Massachusetts' residents are eligible to receive a tuition waiver

High School Resume

(www.ecampustours.com)

As a high school student, you may think that you don't need a resume until you are about to graduate from college and begin your search for a full-time job. However, high school students need resumes just as much as college students do. From getting into college to obtaining a part-time job, a resume is essential because college recruiters and employers alike want to see a brief summary of your abilities, education, and experiences. Here is what you should include in your high school resume.

Heading:

Your name, address, telephone number, and e-mail address should all go at the top of your resume. Be sure to use a permanent address and telephone number. Also, remember to use an email address that sounds professional. "FirstnameLastname@" is the standard format for an email address when using it on a resume. Do not use an e-mail address such as hotbody@soandso.com. It just doesn't sound professional.

Objective:

An objective lets college recruiters or potential employers know your main goal. If your target is a college recruiter, tailor your objective to that specific school. For example, your objective may be, "To earn a degree in Psychology at Boston College." If you want to get a part-time job, you will need to modify your objective to that particular job, such as "To obtain a part-time sales position with Hollister."

Education/Academics:

In the education section, list the schools you have attended. Be sure to include your GPA if it is a 3.0 or higher. You can also mention any academic honors, awards, and/or recognitions that you have received. These can include honor-roll recognitions, essay-writing awards, science competitions, etc.

Experience:

The experience section should briefly give an overview of work experience that has taught you valuable skills. In this section, include: title of position, name of organization, location of work (town and state), dates of employment, and description of work responsibilities. Be sure to use action words to describe your job duties, such as sold, created, processed, etc. Since many high school students do not have a lot of work experience, you can also describe class projects in which you have learned important skills or even leave this section out all together and concentrate on the education/academics and additional information/extracurricular sections.

Additional Information/Extracurricular Activities:

The additional information or extracurricular section should be used to place key elements of your background that don't fit in any other section. You may want to include: special skills, leadership roles, volunteer experiences, participation in sports, band, yearbook, etc. This section is where you can demonstrate your uniqueness.

References:

Be sure to ask people if they would serve as your reference before you give their names out. You do not need to include your reference information on your resume. A statement at the bottom of your resume that says, "References available upon request," is sufficient.

Having a resume in high school is just good sense. You never know when a recruiter at a college fair or a potential employer might request one.

Sample Senior Information Sheet

Below are some suggestions of categories that you could use on your information sheet. It is not expected that you will have all these categories on yours. This is just a sample format, you can use any format.

Jane C. Student

123 Your Street
Worcester, MA 01603

South High Community School
170 Apricot Street
Worcester, MA 01603

Honors and Awards

Grade

First Honors

Given to students who maintain an A average in a given term 11, 12

Martin Luther King, Jr. Essay Honorable Mention

Recognition for MLK essay assigned to all sophomores 10

In-School Extracurricular Activities

Office Aid

Serve as office assistant in main office 11, 12

Stage Crew

Work with lighting and scenery 9, 10, 11, 12

Out of School Extracurricular Activities

Museum of Fine Arts-Art Classes

Fundamentals and techniques of drawing are taught using the museum collections. 10, 11

Employment

Little Caesars, 15 hours per week

11, 12

Lifeguard, 20 hours per week

Summers before 11, 12

Babysitting, 4-12 hours per month

9, 10, 11

Athletics

Varsity Soccer

11, 12

Captain of soccer team

HOW IS COLLEGE DIFFERENT FROM HIGH SCHOOL?

FOLLOWING THE RULES IN HIGH SCHOOL	CHOOSING RESPONSIBLY IN COLLEGE
* High school is <i>mandatory</i> and usually <i>free</i> .	* College is <i>voluntary</i> and <i>expensive</i> .
* Your time is structured by others.	* You manage your own time.
* You need permission to participate in extracurricular activities	* You must decide whether to participate in co-curricular activities.
* You can count on parents and teachers to remind you of your responsibilities and to guide you in setting priorities.	* <i>You</i> must balance your responsibilities and set priorities. You will face moral and ethical decisions you have never faced before.
* Each day you proceed from one class directly to another, spending 6 hours each day--30 hours a week--in class.	* You often have hours between classes; class times vary throughout the day and evening and you spend only 12 to 16 hours each week in class
* Most of your classes are arranged for you.	* You arrange your own schedule in consultation with your adviser. Schedules tend to look lighter than they really are.
* You are not responsible for knowing what it takes to graduate.	* Graduation requirements are complex, and differ from year to year. You are expected to know those that apply to you.
* Guiding principle: You will usually be told what to do and corrected if your behavior is out of line.	* Guiding principle: You are expected to take responsibility for what you do and don't do, as well as for the consequences of your decisions.
GOING TO HIGH SCHOOL CLASSES	SUCCEEDING IN COLLEGE CLASSES
* The school year is 36 weeks long; some classes extend over both semesters and some don't.	* The academic year is divided into two separate 15-week semesters, plus a week after each semester for exams.
* Classes generally have no more than 35 students.	* Classes may number 100 students or more.
* You may study outside class as little as 0 to 2 hours a week, and this may be mostly last-minute test preparation.	* You need to study at least 2 to 3 hours outside of class for each hour in class.
* You seldom need to read anything more than once, and sometimes listening in class is enough.	* You need to review class notes and text material regularly.
* You are expected to read short assignments that are then discussed, and often re-taught, in class.	* You are assigned substantial amounts of reading and writing which may not be directly addressed in class.
* Guiding principle: You will usually be told in class what you need to learn from assigned readings.	* Guiding principle: It's up to you to read and understand the assigned material; lectures and assignments proceed from the assumption that you've already done so.
HIGH SCHOOL TEACHERS	COLLEGE PROFESSORS
* Teachers check your completed homework.	* Professors may not always check completed homework, but they will assume you can perform the same tasks on tests.
* Teachers remind you of your incomplete work.	* Professors may not remind you of incomplete work.
* Teachers approach you if they believe you need assistance.	* Professors are usually open and helpful, but most expect you to initiate contact if you need assistance.
* Teachers are often available for conversation before, during, or after class.	* Professors expect and want you to attend their scheduled office hours.
* Teachers have been trained in teaching methods to assist in imparting knowledge to students.	* Professors have been trained as experts in their particular areas of research.
* Teachers provide you with information you missed when you were absent.	* Professors expect you to get from classmates any notes from classes you missed.

* Teachers present material to help you understand the material in the textbook.	* Professors may not follow the textbook. Instead, to amplify the text, they may give illustrations, provide background information, or discuss research about the topic you are studying. Or they may expect <i>you</i> to relate the classes to the textbook readings.
* Teachers often write information on the board to be copied in your notes.	* Professors may lecture nonstop, expecting you to identify the important points in your notes. When professors write on the board, it may be to amplify the lecture, not to summarize it. Good notes are a must.
* Teachers impart knowledge and facts, sometimes drawing direct connections and leading you through the thinking process.	* Professors expect you to think about and synthesize seemingly unrelated topics.
* Teachers often take time to remind you of assignments and due dates.	* Professors expect you to read, save, and consult the course syllabus (outline); the syllabus spells out exactly what is expected of you, when it is due, and how you will be graded.
* Teachers carefully monitor class attendance.	* Professors may not formally take roll, but they are still likely to know whether or not you attended.
* Guiding principle: High school is a teaching environment in which you acquire facts and skills.	* Guiding principle: College is a learning environment in which you take responsibility for thinking through and applying what you have learned.
TESTS IN HIGH SCHOOL	TESTS IN COLLEGE
* Testing is frequent and covers small amounts of material.	* Testing is usually infrequent and may be cumulative, covering large amounts of material. You, not the professor, need to organize the material to prepare for the test. A particular course may have only 2 or 3 tests in a semester.
* Makeup tests are often available.	* Makeup tests are seldom an option; if they are, you need to request them.
* Teachers frequently rearrange test dates to avoid conflict with school events.	* Professors in different courses usually schedule tests without regard to the demands of other courses or outside activities.
* Teachers frequently conduct review sessions, pointing out the most important concepts.	* Professors rarely offer review sessions, and when they do, they expect you to be an active participant, one who comes prepared with questions.
* Guiding principle: Mastery is usually seen as the ability to reproduce what you were taught in the form in which it was presented to you, or to solve the kinds of problems you were shown how to solve.	* Guiding principle: Mastery is often seen as the ability to apply what you've learned to new situations or to solve new kinds of problems.
GRADES IN HIGH SCHOOL	GRADES IN COLLEGE
* Grades are given for most assigned work.	* Grades may not be provided for all assigned work.
* Consistently good homework grades may raise your overall grade when test grades are low.	* Grades on tests and major papers usually provide most of the course grade.
* Extra credit projects are often available to help you raise your grade.	* Extra credit projects cannot, generally speaking, be used to raise a grade in a college course.
* Initial test grades, especially when they are low, may not have an adverse effect on your final grade.	* Watch out for your <i>first</i> tests. These are usually "wake-up calls" to let you know what is expected--but they also may account for a substantial part of your course grade. You may be shocked when you get your grades.
* You may graduate as long as you have passed all required courses with a grade of D or higher.	* You may graduate only if your average in classes meets the departmental standard--typically a 2.0 or C.
* Guiding principle: "Effort counts." Courses are usually structured to reward a "good-faith effort."	* Guiding principle: "Results count." Though "good-faith effort" is important in regard to the professor's willingness to help you <i>achieve</i> good results, it will not <i>substitute</i> for results in the grading process.

<http://www.smu.edu/alec/whyhighschool.html>

Tips for Developing Good Study Habits

In college you will be expected to do a lot of learning and studying independently. Developing good study habit now will be the key to success in college. Use these study tips and the A.S.P.I.R.E study system during your senior year to not only impress college admissions officers with your good grades but also to prepare you for college in the fall.

Strategies on using time

- ✓ **Develop blocks of study time**
About 50 minutes? How long does it take for you to become restless?
Some learners need more frequent breaks for a variety of reasons
More difficult material may also require more frequent breaks
- ✓ **Schedule weekly reviews and updates**
- ✓ **Prioritize assignments**
When studying, get in the habit of beginning with the most difficult subject or task
- ✓ **Develop alternative study places free from distractions**
to maximize concentration
- ✓ **Use your time wisely**
Think of times when you can study "bits" as when walking, riding the bus, etc.
- ✓ **Review studies and readings just before class**
- ✓ **Review lecture material immediately after class**
(*Forgetting is greatest within 24 hours without review*)
- ✓ **Schedule time for critical course events**
Papers, presentations, tests, etc.

Effective aids

- ✓ **Create a To Do list**
- ✓ **Daily/weekly planner**
Write down appointments, classes, and meetings on a chronological log book or chart.
If you are more visual, sketch out your schedule.
First thing in the morning, check what's ahead for the day.
Always go to sleep knowing you're prepared for tomorrow.
- ✓ **Long term planner**
Use a monthly chart so that you can plan ahead.
Long term planners will also serve as a reminder to constructively plan time for yourself.
- ✓ Arrange your schedule to eliminate distractions.

"A.S.P.I.R.E.": A Study System

A: Approach/attitude/arrange

- ✓ Approach your studies with a positive attitude

S: Select/survey/study!

- ✓ Select a reasonable chunk of material to study
- ✓ Survey the headings, graphics, pre- and post questions to get an overview
- ✓ Study marking any information you don't understand

P: Put aside/piece together:

- ✓ Put aside your books and notes
- ✓ Piece together what you've studied, either alone, with a study pal or group, and summarize what you understand.

I: Inspect/Investigate/inquire/:

- ✓ Inspect what you did not understand.
- ✓ Investigate alternative sources of information you can refer to: other text books, websites, experts, tutors, etc.
- ✓ Inquire from support professionals (academic support, librarians, tutors, teachers, experts,) for assistance

R: Reconsider/reflect/relay

- ✓ Reconsider the content
Reflect on the material
- ✓ Relay understanding?

E: Evaluate/examine/explore:

- ✓ Evaluate your grades on tests and tasks
look for a pattern
- ✓ Examine your process toward improving it
- ✓ Explore options with a teacher, support professional, tutor, etc.

College Admissions Vocabulary

Accreditation

Recognized as maintaining standards that qualify graduates for admission to higher or more specialized institutions;

AP-Advanced Placement

Advanced Placement Exam—an opportunity to earn college credits through a placement exam (after you have taken the AP class;)

Alumni Interviews

Admissions interviews conducted by graduates of the college to which you have applied. Often done locally when a student is unable to travel to a distant college for an interview;

American College Test (ACT)

College entrance examination that tests English, Mathematics, Social Science, and Natural Science knowledge; Register at www.actstudent.org

Associate's Degree

A degree granted by most two-year colleges and some four-year colleges at the end of two years of study. Student may earn an Associate of Arts or Associate of Science degree, depending on the course of study.

Bachelor's Degree

A degree granted by four-year institutions after completing four years (or in some cases, five years) of study. A student may earn a Bachelor of Science or Arts Degree, depending on course of study.

Candidates Reply Date Agreement

Originated by the College Board, this agreement established a common date, May 1, that is the earliest a subscribing college may require an accepted applicant to say whether he/she plans to attend. This allows students to make informed decisions when all alternatives are known.

Carnegie Units

One Carnegie Unit is given for successful completion of one year's study of one college preparatory or academic subject in high school. Some colleges refer to these as "academic units". The name comes from the Carnegie Foundation for the Advancement of Teaching.

CEEB Code

College Entrance Examination Board—Each Worcester high school has its own code;

Class Rank

A student's standing based on his/her academic record as compared with that of the other members of the class. For example; in a class of 100 the "best student" would be No. 1; the poorest No. 100.

College Board

The organization that offers many exams including the PSAT, SAT, and AP Exams;

College Fair

A gathering of college representatives at a central location. Students can walk from table to table-gathering information. Often accompanied by presentations on admission, financial aid, etc.;

College Level Examination Program (CLEP)

Offers college credit by taking an examination without having to take the college course;

College Scholarship Service (CSS)

The CSS is the financial aid division of the College Board (CEEB). It provides a needs analysis service for financial aid applicant who files the PROFILE application. There is a cost to the student for each college and students on the free or reduced lunch list can receive a waiver for the cost.

College Work-Study Program

A government-supported financial aid program coordinated through financial aid offices whereby an eligible student (based on need) may work part-time while attending class at least half time, generally in college-related jobs. The student is not paid ahead of time, but instead s/he works to earn the pay.

Common Application

An application used by over 250 colleges and universities. The student completes one common application and then sends the completed application, either by postal mail or internet, to the participating schools. This can be found in the guidance offices, or online at www.commonapp.org.

Consortium

Several colleges and universities in an area often join together in a consortium, or cooperative association, which gives students the opportunity to use the libraries or take courses at all member institutions.

Cooperative Programs

A program in which the student alternates between full-time college studies and full-time paid employment related to the area of study. Under this plan, the bachelor's degree often requires five years to complete.

Core Curriculum

A group of courses, in varied areas of the arts and sciences, designated by a college as one of the requirements for a degree;

Decile

The class ranking of all students in a grade is divided into ten equal sections. Thus a student's rank may be expressed "in the third decile" (third group from the top.)

Deferred Admission

This is an admission plan whereby a student applies to a college and is notified of acceptance during the senior year of high school. The student may take a year off for travel, work, or other projects before attending college.

Early Action (EA)

A plan of admission whereby highly qualified candidates who apply early may receive admission offers by mid-December. The early action plan does not require the applicant to make a prior commitment to matriculate, indicate college preferences, or make any response to an offer of admission until the May 1 candidate's reply date.

Early Admission

This plan allows student to begin college work after their junior year in high school, usually without a diploma. This program is usually limited to exceptional students

Early Decision

Some colleges offer to notify applicants of admission during the first semester of their senior year. There are two types of early decision plans; the single choice plan and the first choice plan. In the single choice plan, students cannot apply to another college until they have been notified by the early decision. In the first choice plan, students may apply to other colleges, but name the early decision plan college as the first choice and agree to enroll at that college and withdraw all other applications if accepted.

Educational Testing Service (ETS)

The operational phase of many College Board programs, including the development and administration of the Board's major testing programs, are carried out under contract by the Educational Testing Services. ETS is a separate and independently governed non-profit organization.

Free application for Federal Student Aid (FASFA)

Applicant's families must complete in order to apply for federal title IV aid funds and the Massachusetts State Scholarship Fund. There is no cost to families who complete this form.

General Education Development Examination (GED)

A series of tests that adults take to qualify for a high school equivalency certification or diploma. Many colleges will accept satisfactory GED test results in place of a high school diploma;

Grade Point Average (GPA)

An indicator of a student's overall academic performance. The GPA is computed by totaling the number of grade points earned in each course (generally A=4, B=3, C=2, D=1, F=0) and dividing the sum by the total number of courses.

Language Proficiency Examination

An examination in a foreign language to determine whether a student has satisfied a college's foreign language requirement and, if not which level of foreign language course he/she should be placed;

Liberal Arts

The study of the humanities (literature, the arts and philosophy), history, foreign languages, social sciences, mathematics and natural sciences;

NCAA Clearinghouse

Agency which processes academic qualification forms for all Division I and II athletes. Forms available at www.ncaaclearinghouse.net;

Official Transcript

Most colleges will only accept a transcript that bears the high school seal and is mailed directly from the high school to the college (See transcript).

Open Admission

The policy of some colleges to admit virtually all high school graduates, regardless of academic qualifications such as high school grades and admissions test scores;

PROFILE-Financial Aid Form

The financial aid form used by many private colleges. This form is in addition to the FASFA. Register at www.collegeboard.com.

Qualified Acceptance

Occasionally an institution postpones action on an application and will suggest that the applicant pursue a particular course in its summer session. Upon satisfactory completion of this course the college agrees to accept the student for its regular degree programs beginning the first or second semester.

Reach School

Colleges whose standards are slightly above your credentials, but where you may have a chance to be accepted;

Realistic School

Colleges whose standards correspond with your credentials (GPA, SAT/ACT scores, Class Rank;)

Reserve Officers' Training Corps (ROTC)

Programs conducted by certain colleges in cooperation with the United States Air Force, Army, and Navy. This combines military education with baccalaureate degree study, often with financial support for the students who commit themselves to future service in the Armed Forces. Local recruiting offices of the services themselves can supply detailed information about these programs, as can participating colleges.

Rolling Admission

A plan adopted by some colleges whereby students are notified of acceptance or rejection to that college usually within ten days after the receipt of the application. Colleges using rolling admission continue to accept students until their freshmen class is filled.

Safety School

Colleges whose standards are slightly below your credentials and your chance of acceptance is fairly high. Also, there can be FINANCIALLY "Safe" colleges where you did not receive any financial aid, you could still attend the college.

SAT

College Admission test which are developed and administered by the Educational Testing Service (ETS) for the College Entrance Examination Board. These tests include the SAT Reasoning and the SAT Subject tests.

Student Aid Report (SAR)

Verifies the information from your FASFA and displays the student's EFC (Estimated Family Contribution.)

State Certification

State certification in a particular trade or profession specifies that you meet minimum competency requirement.

Test of English as a Foreign Language (TOEFL)

The TOEFL is designed for students for whom English is not a native language and whose scores on the SAT were obviously affected by the language difference.

Transcript

A chronological listing of all of the subjects taken and grades received.

Waiting List

In addition to accepting and rejecting applicant, many colleges place students on a waiting list for admission. As accepted applicants decide to attend other colleges, the school will offer their places to students from the waiting list.

Useful Websites

There are a number of websites that provide excellent college and financial aid information. Below are some of the best and most popular.

College Information

www.collegeboard.com

The College Board. A complete site, with college and scholarship searches, information about the SAT® and SAT Subject Tests™, and other material pertaining to the college search and application process. Easy-to-use college search feature.

www.ed.gov

U.S. Department of Education. The federal government's Web site is easy to use and an excellent source of information on financial aid, much of it in Spanish as well as English.

www.petersons.com

Peterson's Education Portal. An all-purpose site including a college search, as well as information about summer programs, summer camps, and jobs. The site asks you to register before using some of the search engines and other resources, but there is no registration fee. There is a charge for some of the services provided.

www.yourplanforcollege.org

Massachusetts's Statewide portal for college search, career search, college admissions, financial aid and helpful organizational tools to assist students in the college admissions process. The Worcester high schools participated in the pilot program during the school year of 2009-2010. Massachusetts Educational Financial Authority partners with ConnectEDU to provide this FREE statewide portal. See your guidance counselor or ETS Education/GEARUP advisor for more information.

Others:

www.collegenet.com

www.nces.ed.gov/ipeds/cool

www.princetonreview.com/college

www.collegeview.com

College Search Websites

www.campustours.com

Campus Tours: Virtual College Tours. Virtual tours with still pictures and descriptions, webcams, campus maps, and videos of hundreds of colleges throughout the United States. Provides a first look at colleges.

www.collegiatechoice.com

Collegiate Choice Walking Tours Videos. A site run by a group of independent counselors in New Jersey who offer videos of walking tours of more than 350 colleges, providing "an unedited recording of an actual student-guided campus tour offered at that college."

www.ecampustours.com

eCampusTours.com. Virtual tours of colleges. Useful for its 360-degree views of dorm rooms and other buildings.

www.ncaaclearinghouse.net

NCAA Clearinghouse Online. Official NCAA Web site that gives details of student-eligibility requirements to play NCAA sports. Watch this site for changes in eligibility; students can print the “Guide for the College-Bound Student-Athlete.”

www.yourplanforcollege.org

See explanation above.

Others:

www.wiredscholar.com

www.vocational-technical-school.com

www.sites.hobsons.com/studyEurope

www.allaboutcollege.com

www.technical-colleges-guide.com

www.us411.com (Canada Colleges)

www.a2zcolleges.com

www.scholarstuff.com

www.mybookworm.com

www.eduvantage.org

www.number2.com

www.careerexplorer.net

www.search4college.com

<http://hcesed.gov/ipeds/cool>

www.usnews.com/usnews

Testing Information

www.collegeboard.com

The Web site for information on the SAT I, SAT II, including registration, test dates, etc

www.act.org

The Web site for information on the ACT, including registration, test dates, etc.

www.toefl.org (Test of English as a Second Language)

The Web site for information on the TOEFL, including registration, test dates, etc.

Financial Aid Information and Scholarship

www.collegeboard.com

The College Board. Includes a scholarship search, a loan calculator, and an online application form for the CSS/Financial Aid PROFILE® form, which is required by some colleges.

www.fafsa.ed.gov

FAFSA on the Web. The Web site for the Free Application for Federal Student Aid. This form must be submitted in the senior year (after January 1 and by June 30) for families applying for need-based aid. Students may complete it electronically at this site.

www.fastweb.com

FastWeb. Extensive information on merit- and need-based scholarships and aid.

www.finaid.org

FinAid! Good site for information about types of financial aid and applying for financial aid.

http://studentaid.ed.gov/students/publications/student_guide/index.html

Funding Education Beyond High School: The Guide to Federal Student Aid is a comprehensive resource on student financial aid from the U.S. Department of Education. Grants, loans, and work-study are the three major forms of aid available through the Department's Federal Student Aid office. Funding Education Beyond High School: The Guide to Federal Student Aid tells you about the programs and how to apply for them.

Other financial aid websites:

www.students.gov

www.irs.gov (tax relief information)

www.ed.gov/finaid.html

www.srnexpress.com

www.studentaid.com

Career Exploration Websites

www.cx.bridges.com

www.mycoolcareer.com

www.bls.gov/oco

<http://masscis.intocareers.org>

<http://www.princetonreview.com/cte>

<http://www.mapping-your-future.org/planning/>

Some of this information was found in the College Counseling Sourcebook, 4th Edition. © 2007 The College Board. All rights reserved. Permission granted to copy this for educational purposes.

If you are interested in additional web sites, COLLEGE.EDU by Octameron is an entire book of college information web.

**WPS HIGH SCHOOL CLASS OF 2009
WHERE STUDENTS WERE ACCEPTED**

Albany College of
Pharmacy
American International
College
American University
Anna Maria College
Arcadia University
Art Institute of Boston
Assabet Vally Tech.
School
Assumption College
Atlantic University
Aveda Institute L.A.
Babson College
Barry University
Bates College
Baystate College
Becker College
Benjamin Franklin Inst. Of
Technology
Bentley College
Berklee College of Music
Berkshire Comm. College
Bethune-Cookman Univ.
Bishop's University
(Canada)
Boston College
Boston University
Brandeis University
Bridgewater State College
Brigham and Young Univ.
Brown University
Bryant University
Bunker Hill C.C.
Cambridge College
Caritas Laboure College
Central Penn College
Champlain College
Chestnut Hill College
Clark Atlanta University
Clark University
Clemson University
Coastal Carolina Univ.
Colby College
Columbia University
Concordia University
Connecticut College
College of the Holy Cross

Cornell University
CUNY – John Jay College
Curry College
Daniel Webster College
Dartmouth College
Dean College
Drew University
Drexel University
Duquesne University
Eastern Nazarene College
Emerson College
Emmanuel College
Endicott College
Fairfield University
Fashion Institute
Technology
Fisher College
Fitchburg State College
Florida State University
Fordham University
Framingham State
Franklin Pierce University
George Washington U.
Georgetown University
Guilford College
Hampshire College
Hampton College
Harvard University
High Point University
Hofstra University
Holyoke C.C.
Humboldt State University
Indiana University -
Bloomington
Ithaca College
ITT Technical Institute
James Madison University
John Jay College
John Hopkins University
Johnson & Wales
University
Julliard
Keene State
Laboratory Institute of
Merchandizing
Lasell College
Lesley College
Lincoln University

Manhattan College
Marist College
Mass. Bay C.C.
Marquette University
Marymount Manhattan
Massachusetts College of
Art
Massachusetts College of
Pharmacy & Health
Sciences
McGill University
Merrimack College
Messiah College
Mitchell College
Monmouth University
Montserrat College of Art
Mount Ida College
Morgan State
Mount Holyoke College
New College of Florida
N.E. School of
Photography
N. E. Institute of
Technology
Newbury College
Nichols College
Northeastern University
Norwich University
Oklahoma State University
Pace University
Pennsylvania State Univ.
Pratt Institute
Princeton University
Providence College
Quinnipiac College
Quinsigamond Community
College
Richmond-The American
University in London
R.P.I.
Regis College
Roanoke College
Rochester Institute of
Tech.
Roger Williams Univ.
Sacred Heart University
Salem State College
Salter College

Salve Regina University	University of Nevada - Las Vegas
Seton Hall University	University of New Hampshire
Shaw University	University of New Haven
Skidmore College	University of Pennsylvania
Simmons College	University of Pittsburg
Southern NH University	University of Rhode Island
Southside Virginia C.C.	University of Rochester
Springfield College	University of Richmond
St. Anselm	University of Sciences in Philadelphia
St. John's University	University of Scranton
St. Joseph's University	University of Southern Maine
St. Leo's University	University of Tampa
St. Michael's College	University of Vermont
Stanford University	Wellesley College
Stonehill College	Wentworth Institute of Technology
Suffolk University	Wesleyan University
SUNY Albany	West Virginia Wesleyan College
SUNY Buffalo	Western New England College
SUNY Oswego	Westfield State College
Sweet Briar College	Western Jesuit University
Syracuse University	Wheaton College
Temple University	Wheelock College
Texas Southern University	Wright State University
Tufts University	Williams College
U.S. Marine Corps	Worcester Polytechnic Institute
University of Advancing Technology	Worcester State College
University of Bridgeport	
University Of Charleston	
University of Colorado @Boulder	
University Of Connecticut	
University of Dayton	
University of Delaware	
University of Denver	
University Of Hartford	
University of Kansas	
University Of Maine	
University of Maryland	
University of MA	
-Amherst	
-Boston	
-Dartmouth	
-Lowell	
University of Minnesota	

Helpful Handouts

- The College Planning Chart
- The College Comparison Worksheet
- Checklist to a Completed Application
- Interview Preparation Sheet
- Request for Transcript Form*
- College Counseling Questionnaire*
- Activities Questionnaire *
- Teacher Recommendation Worksheet*

*These forms are required for seniors to fill out and to pass in to his/her guidance counselor.

The College Planning Chart

Use this chart to help you meet your college application deadlines and make sure your applications are complete.

Fill in the top row with the names and telephone numbers of the colleges where you are applying. In the chart boxes fill in the date.

College Name & Admission Office/financial Aid Office Phone Numbers				
<i>College application</i>				
Application deadline				
Essay completed				
Application form completed				
Application mailed				
Call college to confirm if application was received				
<i>Letters of Recommendation</i>				
Ask (person # 1) _____ for letter				
Writer mailed form or returned it to me				
Send writer a thank-you note				
Ask (person # 2) _____ for letter				
Writer mailed form or returned it to me				
Send writer a thank-you note				
Ask guidance counselor for letter				
Guidance counselor mailed form or returned it to me				
Write guidance counselor a thank-you note				
<i>High School Transcript</i>				
Asked counselor to send transcript				
Form mailed by school				
Gave midyear school report form to counselor				
Form mailed				
<i>Test Scores</i>				
Signed up for test(s) (SAT, SAT Subject, ACT, AP)				
Date of test(s)				
Requested score report sent to colleges				
<i>Financial Aid</i>				
Financial aid application deadline				
FASFA form mailed				
Registered for CSS Profile, if required				
CSS Profile mailed				
College has own financial aid form? (yes/no)				
College's financial aid application deadline				
<i>Acceptance</i>				
Deadline to enroll (candidate reply date)				

Checklist to a Completed Application

Name of Student: _____

College: _____

<u>Item</u>	<u>Circle one</u>
Application (complete & signed)	Paper or submitted Online
Application supplement	N/A or paper completed
Essay (complete & edited)	paper or submitted Online
SAT and/or ACT Scores	sent by College Board or score report w/ Application
Correct postage put on envelope	One stamp is never enough (4 for full app)
Letter(s) of recommendation	Guidance or teacher
Application Fee	Paid Online or check or waiver
This application is complete and ready to be mailed!	Yes or no
This application will be complete when....	

Other:

College: _____

<u>Item</u>	<u>Circle one</u>
Application (complete & signed)	Paper or submitted Online
Application supplement	N/A or paper completed
Essay (complete & edited)	paper or submitted Online
SAT and/or ACT Scores	sent by College Board or score report w/ Application
Correct postage put on envelope	One stamp is never enough (4 for full app)
Letter(s) of recommendation	Guidance or teacher
Application Fee	Paid Online or check or waiver
This application is complete and ready to be mailed!	Yes or no
This application will be complete when....	

Other:

Worcester Public High School Guidance Office

Request to send Transcript/Notice of College Application

Name:

Date of Request:

Guidance Counselor:

This request is due to your guidance office no later than two weeks before the application deadline noted below and by December 1st for January deadlines.

My application for admissions to the college indicated below has been submitted or will be submitted on my own as noted below.

I request that my official academic transcript, school report form, and counselor statement be sent directly to this college in connection with my application.

I understand that it is my responsibility to request the official reporting of any standardized test scores (SAT, ACT, TOEFL) to each college that requires official scores.

College:

Address:

Application deadline: _____

____Early Decision ____Early Action ____Regular ____Rolling

My application for admission was or will be submitted to the college on _____.

I will submit the application ____by mail ____online ____other (how?)

I have requested recommendations from:

School report form given to counselor ____ ____4 stamps

Date supporting materials sent by counselor _____

ACTIVITIES QUESTIONNAIRE

Please list all school activities in which you have participated while in High School. Use the following “key symbols” in completing this form. Specify sport, event, or position.

M-member
 P-president
 VP-vice president
 S-secretary

T-treasurer
 V-Varsity
 JV-junior varsity
 F-Freshman

C-Captain
 CC-co captain
 ED-editor in chief
 MGR – manager

Consider such things as the following: Student Council, Newspaper, Yearbook, Class Officer, Band, Choir, Clubs, National Honor Society, Drama, Sports, etc.

9 th	10 th	11 th	12 th	School Activity/Position	Community Activity

Outside school/community Activities

9 th	10 th	11 th	12 th	Community Activity	Sponsor/Advisor Name

Student Worksheet for teacher Recommendation

Teacher:

Course:

Student:

Directions: To provide background information for your teacher to write a recommendation. Use concrete and anecdotal information!

- If this recommendation is for a particular college/university, why is it a good match for you?

- What are the first words that come to your mind when you describe yourself?

- How did you grow in this class?

- What was the most outstanding paper/project you produced in this class?

- How did you contribute academically to this class?

- How did you contribute socially in this class?