College Admissions Handbook
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INTRODUCTION TO THE COLLEGE PROCESS

One of the most important decisions facing college-bound high school students is choosing the college he/she wishes to attend for the next two or four years. There are many factors which must be considered. In this handbook we have attempted to outline a procedure which we recommend you follow to facilitate your planning.

This handbook is just one of the many tools you will use in your planning. We have included, when possible, work sheets, checklists, references, and sources to assist you in this process.

Your individual guidance counselor will also assist you in researching and finalizing your college plans. The guidance department is available and appointments can be made through each individual counselor.

We look forward to working with you during this very important process.

The Nashua High South Guidance Department
COMMONLY USED COLLEGE TERMINOLOGY

ACT – American College Testing is an admission assessment accepted by colleges and universities. ACT is often utilized by colleges outside of the Northeast. This is a curriculum based test includes questions related to four identified areas: English, Math, Reading, and Science.

ADVANCED PLACEMENT TESTS – A three hour test administered in the Spring for students completing AP courses. Students may receive college credit for these subjects.

CEEB # - This is the number that Nashua High School South is identified with for colleges and the collegeboard. Nashua High School South code is 300431. You MUST list this code when taking the SAT/ACT/AP exams if you want the high school to receive a copy of your test scores.

COLLEGE BOARD – An organization which provides resources and services regarding the college admissions process including SAT 1, SAT II, college searches, and financial aid.

COMMON APPLICATION – An application form which can be used to apply to a number of colleges listed. This form can be filled out and photocopied.

DEADLINES FOR COLLEGE APPLICATIONS

EARLY DECISION – A binding agreement. A student may only apply to one school in this manner. One applies with the understanding that is he/she is accepted he/she must attend that school and withdraw any other applications. Please note that these deadlines are typically early in the fall.

EARLY ACTION – A student may apply early action but is not obligated to attend upon acceptance. A student may apply to more than one school under this arrangement. The advantage of this option is early notification. Deadlines are typically early fall.

REGULAR DECISION – The process in which the applicant must complete the application prior to a specific deadline. Deadlines will vary with each college.

ROLLING ADMISSIONS – An application process in which a decision of acceptance is made in the order in which applications are received. However, there are usually priority dates if housing and/or financial aid are requested.

OPEN ADMISSION – A student may apply any time throughout the year. This is a characteristic of many community and two year colleges.

WAIT LIST - A process in which admissions does not offer or deny acceptance but extends the possibility of admission in the near future.
Ten Steps to Planning Your Career:

1. Develop a career plan. Think about what you want to do and find out more about the kind of training, education, and skills you will need to achieve your career goal.

2. Assess your skills and interests. Think hard about what you enjoy, what you are good at, what kind of personality you are, and the values you hold.

3. Research occupations. Find out more about the nature of the jobs that interest you, such as educational requirements, salary, working conditions, future outlook, and anything else that can help you narrow your focus.

4. Compare your skills and interests with the occupations you’ve selected. The career that matches your skills, interests, and personality the closest may be the career for you.

5. Choose your career goal. Once you’ve decided what occupation matches up best with you, then you can begin developing a plan to reach your career goal.

6. Select a school that offers a college degree or training program that best meets your career goal and financial needs.

7. Find out about financial aid to help support you in obtaining your career goal.

8. Learn about job hunting tips as you prepare to graduate or move into the job market.

9. Prepare your resume, and practice job interviewing techniques.

10. Go to the Career Center for additional information and help on career planning, or check out www.access.bridges.com site id: 0034778 password: apple
Freshman year is an exciting time for your child (and you!) -- a new school, new friends, and challenging new classes. Though your child has a lot going on, it's important that together you start to plan for the future.

The phrase "college preparation" may bring to mind images of campus visits, college applications and the SAT (Scholastic Aptitude Test)®. But these days, college prep involves much more, and it starts earlier than junior year. Review your child's college options now. Learn what resources the high school has to offer and encourage your child to take advantage of them. This year your child will be enrolled in a Freshman Seminar course where they will explore careers.

**Fall**

* Your child should meet with his/her high school counselor and be sure to:
  - Find out what courses the school offers, the graduation requirements, and how the grading system works.
* Make sure he/she's enrolled in strong college preparatory classes.
* Learn what extracurricular activities are available.
* Help your child create a four-year schedule of recommended classes that meet the basic requirements for high school graduation and college admission. Colleges prefer four years of English, history, math, science, and a foreign language.
* Your child should also select meaningful electives, Advanced Placement courses, if appropriate, and other academics in which he/she shows an interest.
* Just like his/her academic schedule, help your child plan a four-year extracurricular and athletic activity schedule. Encourage him/her to stick with commitments.

Honors-level students may consider taking the PSAT/NMSQT® (Preliminary SAT/National Merit Scholarship Qualifying Test). Though most students take the PSAT/NMSQT in the fall of their junior year, Valerie Trautman, a guidance counselor in Rockland County, New York, explains that students who are very academically focused and have excelled in honors programs may want to take the test as freshmen. She suggests that taking the test can help your child assess strengths and weaknesses, which will help when taking the test in the future. A free PSAT prep can be found at [www.access.bridges.com](http://www.access.bridges.com) site id: 0034778 password: apple. GO to Test Gear and use the universal code: 13361991 for a PSAT Prep program for your child.
* Encourage your child to read, read, and read some more. Reading develops interests, expands knowledge, and improves vocabulary and reading comprehension skills needed for college and for standardized tests.

**Winter**

* Together with your child, review how he/she is doing in each of his/her key subject areas. Encourage him to keep up the good work, and help him/her set goals for improvement in weaker subjects. Learn how you can help your child develop good homework skills.

* Motivate your child to keep up with independent reading. Get your child a subscription to the *New York Times* or other newspaper.

* Your child should meet with school counselors and teachers about taking SAT II: Subject Tests which include U.S. History, Biology, and Literature in his/her strong subjects this spring.

* Get informed about college costs. Explore your family's options for financing your child's college education and learn how financial aid works.

* How much money will your family need to pay for college? Use the online College Savings Calculator.

* Calculate your Expected Family Contribution (EFC) to get an estimate of how much your family can reasonably be expected to pay towards college. Use the online EFC Calculator. The calculator can be found at www.collegeboard.com

**Spring**

* Now is the time for your child to start looking for a summer job, internship, or volunteer opportunity. The summer is a good time for her to learn more about an area in which he/she's interested. For example, being a camp counselor can give a student who's interested in teaching a taste of what to expect.

* Your child can check with her school counselor and search online for summer learning programs offered to high school students at colleges and other institutions.

**Summer**

* Have your child finalize his summer plans.

Encourage your child to read great literature this summer. He can ask his teachers or the school librarian for book suggestions.
SOPHOMORE YEAR

Now that your sophomore is in the swing of things, it's time to put the pedal to the metal and get serious with academics. From taking challenging electives to discovering extracurricular activities, there are many important steps your child should take this year. During the sophomore year students will be enrolled in a course called Blueprints. In this course students will do a job shadow and utilize the Choices Planner at www.access.bridges.com, Site id:0034778 password: apple

Fall

* Your child should review his/her four-year academic schedule with her school counselor. He/she may want to ask questions such as:

* Am I fulfilling my minimum requirements for college admissions?

* Are the electives I'm enrolled in challenging enough?

* Help your child update her four-year extracurricular and athletic activity schedule. Encourage him/her to think about new sports, instruments, or other activities she may be interested in exploring.

* Contact the school counselor about whether or not your child should register for the PSAT/NMSQT® (Preliminary SAT®/National Merit Scholarship Qualifying Test), given in October. Honors-level students may consider taking the PSAT/NMSQT. Though most students take the PSAT/NMSQT in the fall of junior year, Valerie Trautman, a guidance counselor in Rockland County, New York, explains that students who are very academically focused and have excelled in honors programs may want to take the test earlier. She suggests that taking the test can help your child assess strengths and weaknesses, which will help when taking the test in the future.

* Meet with your child's teachers for a brief chat at the beginning of the school year.

Winter

* Read the latest news on today's college costs and how financial aid works.

* Use the Expected Family Contribution (EFC) Calculator to estimate how much your family can reasonably be expected to pay toward college.

* Use the College Savings Calculator to see how much money your family will need for college, whether you're on track to save enough, and what you need to do to reach your goal.
Read! Read! Read! Remember, reading helps prepare your child academically for college, while developing his/her interests, expanding his knowledge, and improving his/her vocabulary and reading comprehension skills needed for college and for standardized tests, such as the PSAT/NMSQT, SAT, and SAT II: Subject Tests.

**Spring**

* Many colleges require or recommend one or more of the SAT II: Subject Tests for admission or placement. Your child can take SAT II: Subject Tests when he/she has successfully completed the corresponding course in high school study (B+ average or better). He/she should talk to his/her teachers and counselor about which tests to take.

* Encourage your child to keep up the good work in subjects he/she's strong in, and help her set goals for improvement in weaker areas.

* Your child should meet with a school counselor to discuss possible AP® courses to take during junior year.

* Encourage your child to start making summer plans. He/she should consider jobs, internships, volunteer opportunities, or athletic programs.

* Your child can check with a school counselor and search online for summer learning programs offered to high school students at colleges and other institutions.

**Summer**

* Your child should finalize his summer plans.

Review your child's summer reading list. He/she can ask teachers for recommendations. Encourage him/her to read at least four books this summer.
JUNIOR YEAR

Junior year is a whirlwind of activity, from studying for SAT® tests and AP® Exams to considering colleges to apply to and visiting campuses. On top of all that, it's important that your child keeps up his/her good grades and continues to participate in extracurricular activities. Phew! To keep on track, follow the action items listed for each season below.

September
* This year the PSAT/NMSQT® counts! Taking it can qualify your child to receive a National Merit Scholarship. Be sure your child is signed up to take the PSAT/NMSQT this October. Juniors should utilize www.access.bridges.com. site id: 0034778 password: apple

* Your child should pick up a copy of the PSAT/NMSQT Student Bulletin at the school's guidance office, and take the enclosed practice test. For further practice, your child should use the online PSAT/NMSQT Prep Center.

* Encourage your child to meet with the school counselor to compare the academic requirements for each of his/her target schools and his/her own course schedule. If necessary, he/she should adjust his/her schedule.

October
* Your child takes the PSAT/NMSQT. Be sure he/she checks 'yes' for Student Search Service® to hear from colleges and scholarships.

* Your child should visit the SAT Prep Center to download a free diagnostic Mini-SAT, and to get SAT PrepPacks™ to focus his/her practice where he/she needs it most.

* Take your child to college fairs in your area.

November
* Fall is a good time to start the college search! Encourage your child to brainstorm a list of characteristics that are important to him/her (e.g., location, size, etc). By plugging criteria into www.access.bridges.com your child can find schools that suit his/her needs. He/she should contact the colleges to request applications and financial aid information.

* Help your child identify test requirements for his/her target schools, including scores for the SAT, SAT II: Subject Tests, ACT, and others. His/her PSAT/NMSQT scores can give him/her an idea of what he/she would score on the SAT and help him/her focus her practice for it.
* Tap resources at your child's high school, in the community, and online to learn how your family can finance your child's target colleges. Learn about today's college costs and how financial aid works.

* Use the Expected Family Contribution (EFC) Calculator to estimate how much your family will be expected to pay.

**December**

* Help your child register online for the SAT and SAT II: Subject Tests, which are offered several times during the year. Many colleges require or recommend 1-3 Subject Tests for admission or placement. If your child is planning to apply early decision, he/she should be sure to complete the required tests by the end of junior year.

* Encourage your child to find out about college firsthand from friends who are home from college for the holidays.

**January**

* Help your child organize a file for his/her college brochures and information. Before you know it, they'll start pouring in.

* Use collegeboard.com's online Scholarship Search to find aid that matches your child's skills and interests. Talk to the school counselor with your child about local scholarship opportunities.

**February**

* Plan to visit college campuses with your child this spring while classes are in session. He/she should be sure to schedule interviews with admissions officers.

**March**

* Most students take the SAT in spring of junior year and/or fall of senior year. Help your child register online for spring and summer SAT tests. *

* Your child should meet with her counselor to discuss AP courses to take senior year. She may want to consider taking a course at a local college, especially if he/she is interested in a subject for which his/her school doesn't offer AP courses.

* Now is a great time for your child to start looking for a summer job, internship or volunteer opportunity. Real-world experience can give your child a preview of careers in which he/she's interested. This may help him/her focus his/her studies in college and when she/he is selecting a major.

* Encourage your child to meet with his/her school counselor and search online for summer learning programs offered to high school students at colleges.
April
* AP Exams are in May. Encourage your child to visit the AP Prep Center for tips and prep materials.
* Attend local college fairs with your child.
* If applicable, your child should prepare writing samples, portfolios, audition tapes, and other material for the fall application season.

May
* Your child can take SAT II: Subject Tests when he/she has successfully completed the corresponding high school course (B+ average or better).
* Help your child make a resume of his/her accomplishments, activities, and work experience.
* Suggest to your child that he/she start a summer reading list. He/she may want to ask his/her teachers for ideas.

Summer
* Visit college campuses with your high schooler. Call ahead for tour and open house schedules.
* If your child is planning to take the SAT in the fall, he/she should register online now.
* Discuss college majors with your child that relate to his/her interest and career goals.
* By the end of summer, your child should narrow his/her college list to 5-8 schools. The list should include "safe" schools as well as "reach" and "realistic" schools.
* If your child plans on competing in Division I or Division II college sports and wants to be eligible to be recruited by colleges, he/she must register with the NCAA Initial Eligibility Clearinghouse.
* Together with your child, mark a calendar with important application and financial aid dates and deadlines for senior year. Start planning for dates and deadlines with the College Application Calendar and the Financial Aid Calendar.
Where did the years go? In the blink of an eye, it seems, your freshman turned into a senior, and is now knee-deep in the college application process. Perhaps the most important advice you can give him/her as he/she enters her senior year is that it really does count! Contrary to popular belief, senior grades do matter even after you've gotten into the college of your choice. So, don't let your high schooler catch senioritis. Especially important this year is staying organized and meeting application deadlines. New Hampshire families should take advantage of NHHEAF Center for College Planning, 4 Barrell Court, P.O. Box 877, Concord, NH (800) 525-2577 x 119. www.nhheaf.org Free service and programs for New Hampshire residents!

September

* Your child may opt to take the SAT again to aim for higher scores. Help him/her register online for fall tests. Utilize Test Gear for SAT Prep. www.access.bridges.com site id: 0034778 password: apple

* Your child should request applications, brochures, and financial aid information from the admission offices of the colleges to which he/she is applying.

* Make campus visits to as many of the colleges on your child's list as possible this fall. To get a feel for the campus, encourage your child to talk to students, take a tour, sit in on a class and try to stay overnight in a dorm. Be sure he schedules an admissions interview and meets with a financial aid officer.

* Review admission requirements for each college.

Help your child review admission requirements for each college to which he's applying. You can do this online with www.access.bridges.com. He should check in with his counselor to review his/her transcript and confirm that he/she is meeting all the required academic and testing requirements. If necessary, he/she should adjust his/her course schedule. He/she should also talk to his/her counselor about financial aid options and local scholarships.

* Have your child request application materials for targeted scholarships and grants, and confirm that he/she meets the eligibility requirements for each program.

October

* My College List can help your child manage his/her list of schools online, compare them side by side at a glance, and track requirements and his/her application for each college.
* Your child can use the College Board's Apply service to apply online to hundreds of colleges and universities.

* It's time for your child to ask his/her teachers, counselors, coaches, and other mentors to write recommendation letters.

* Is your child applying Early Decision or Early Action? If so, he/she should be careful to meet all application deadlines. Most fall in October or November.

* Your child should work on his/her college application essays.

* Some colleges and scholarship programs require the CSS/Financial Aid PROFILE® application. Visit PROFILE Online to learn more and to submit your application online. Get help tackling the PROFILE.

* Encourage your child to use collegeboard.com's Scholarship Search and to ask his/her counselor about local scholarships.

**November**

* Encourage your child to practice college interviews with trusted family members or friends.

* Review your child's completed school and scholarship applications and essays to make sure they're error-free and clear. You may want to have another person review them, too. Note that many scholarship application deadlines are in December.

**December**

* Your child should complete and send in college applications and scholarship applications this month.

* Get a copy of the Free Application of Federal Student Aid (FAFSA), or, after January 1, complete the FAFSA online at www.fafsa.ed.gov. Get help tackling the FAFSA.

* Male students who will be 18 at the time they complete the FAFSA must register with Selective Service.

* Have your child send SAT scores online to the colleges on his/her list.

**January**

* Submit the FAFSA as soon as possible after January 1. Complete the FAFSA online at www.fafsa.ed.gov.

* Colleges like to see strong second semester grades, so advise your child to avoid senioritis and stay focused.
February

* Most priority financial aid deadlines fall in February. Complete the necessary aid forms, including FAFSA and CSS/Financial Aid PROFILE. Keep copies of everything that you send.

* About four weeks after mailing in your child's FAFSA you'll receive the Student Aid Report (SAR). Review it for accuracy.

* Attend a Financial Aid Night with your child at a school in your area.

March

* Encourage your child to start looking for a summer opportunity -- either a job, internship or volunteer opportunity. Real-world experience can give your child a preview of careers in which he/she interested. This may help him/her to focus his/her studies in college and when he/she selecting a major.

April

* Most admission decisions and financial aid award letters arrive this month. You and your child should read each carefully, and note all reply deadlines.


* Send the enrollment form and deposit check to the college your child will attend.

* Your child should notify the other colleges to which he/she was accepted of his/her decision.

* If waitlisted by a college, encourage your child to contact the admission director to reiterate his/her interest in the school.

* If not admitted to any of the colleges to which he/she applied, your child should see his/her counselor immediately. Use College Search located at www.collegeboard.com to find colleges whose application deadlines haven't passed.

* Your child should concentrate on studying for May AP Exams. He/se can earn credit or advanced placement at many colleges with a qualifying grade. Visit the AP Prep Center.

May

* AP Exams are administered the first two weeks in May. Your child should have his/her scores sent to his/her final-choice college.
* If it will be difficult for your family to pay the Expected Family Contribution for the semester, it's time to start pursuing alternatives such as parent loans or private loans to close the financial aid gap. Learn about College Board Education Loans.

* Taking SAT II: Subject Tests may enable your child to place out of freshman academic requirements or help place him/her in advanced classes.

* Have your child send thank-you notes to teachers and other mentors who wrote him/her recommendations.

**Summer**

* A final transcript should be sent to your child's college.

* Encourage your child to finalize her summer plans.

* Have your child send thank-you notes to scholarship programs that have given her aid.

* Notify the financial aid office of your child's college about any scholarships he/she has been offered.

* Give your child a chance to relax and enjoy herself this summer. He/she has earned it!

* Help your child start packing.
COLLEGE SEARCH AS A PROCESS

There are many factors to consider as you search for colleges and programs that best meet your goals. The following is a list of some important factors to consider.

1. **Begin with an Individual Plan.** Students are often undecided about majors they wish to pursue. It is helpful for you to examine your previous years of schooling and review your transcripts and various testing results you have completed such as the Explore and Plan Test.
   a. Identify your interests
   b. Identify possible majors
   c. Identify your favorite subjects from high school
   d. Utilize [www.access.bridges.com](http://www.access.bridges.com) site id:0034778 password: apple
   e. Attend College Fair (Nashua High has a College Fair in the Fall)

2. **Consider the College Atmosphere.** It is helpful for parents and students to work together and think carefully about the schools they intend to apply to. It is important for students to feel comfortable in the setting they are considering. A campus visit is the best way to determine if a particular school feels right for you. You may consider the following:
   a. School population
   b. School selectivity
   c. School location
   d. Academic programs
   e. Financial cost
   f. Student activities
   g. Athletics
   h. Special study opportunities
   i. Class sizes

3. **Understand Admissions Requirements.** Your college search will be more efficient as you carefully research individual college requirements. For example, school requirements must be absolutely adhered to and will vary from school to school.
   a. Deadlines- Early Decision, Early Action, Regular Decision, Rolling Admission
   b. Tests required- SAT, SATII, ACT, TOEFL
   c. Average Student Profile- GPA, Rank, Test scores
   d. Individual colleges application procedure
4. Develop a Practical Formula for Applying. Each school has a review for a “typical freshman profile” that averages the previous years incoming freshmen’s GPA, test scores, and class rank (this can be found on the college website). This will give you a good understanding of the academic criteria needed for acceptance at a particular college. It is imperative that you compare your academic profile to that of the intended college. Students today should apply to several schools and be realistic about the selective, competitive process. Highly selective schools have extremely low acceptance rates which greatly impacts your application process.

   a. “2+2+2” – It has been suggested that students utilize a formula to ensure applications are sent to a combination of Safety, Target and Reach schools.
   b. Safety Schools- are schools in which the student applying would exceed all the academic criteria necessary for acceptance and further has a high admission rate.
   c. Target Schools- are schools in which the student applying would meet all the academic criteria necessary for acceptance with a substantial admission rate.
   d. Reach Schools- are schools in which the student applying would meet most but possibly not all the admission criteria.
Applying to School

Generally, most students apply to college in the spring before the fall semester in which they want to attend. Some colleges, however, offer early or other admission plans. Early admission can come with the stipulation that if you are accepted, you must agree not to apply to other schools. It's a limitation you should consider, especially if you aren't sure about whether you really want to attend a particular school and if you need more information about costs and financial aid.

Electronic Application - The Application

Unfortunately, you may have to fill out a different application for each school on your list. But before you do that, check with the schools admission offices to see if they accept the "Common Application" and the "Master Promissory Note". If so, get a copy of it (from the school or your counselor's office), fill it out, photocopy it, and send it to each one. You also may be able to apply electronically. Check with the schools on your list for more information.

Most college applications will ask you for the following types of information:

- Personal data
- Family information
- Educational experience
- Test scores
- Academic experience
- Awards and honors
- Extracurricular activities (including school, religious, civic, and volunteer)
- Work experience
- Written essay
- Recommendations from teachers and counselor
- High school transcript

Some Tips
In addition, some schools may require a personal or telephone interview. Keep in mind the following when filling out your application:

- Read through the application before you start writing answers down.
- Note any deadlines, and give yourself plenty of time to meet them.
- Answers ALL questions. Don't leave anything blank.
- Follow directions.
- Type or print your answers.
- Be neat. Presentation is important.
- Include supporting materials (letters of recommendation, outstanding examples of your work or interests)
- Make a copy, in case it gets misplaced.
- Sign it.
• Include a check for the processing fee, if required.
• Practice writing the essay before putting the final version on the application.
• Fine tune your essay. Don't ramble.
• Have someone else review your draft essay.
• Be yourself in your essay.
• Don't exaggerate your achievements or abilities.
• Proofread your application. Better yet, ask a parent or a friend to proofread it too.

For more information, review the academic preparation and standardized tests sections, and also check out Other Internet Resources that are available.
APPLICATION RESPONSIBILITIES

The following four pages in this packet will help you to efficiently execute your application packages.

Student Profile – Is comparable to a resume. This must be completed to assist your guidance counselor and teachers in writing your recommendation. You may use a resume in its place.

Request for Transcript/Recommendation – This form must be filled out in its entirety for each school you are applying to. This form will require a parent/guardian signature. Students must give the form to their counselors at least three weeks before the deadline dates.

Teacher Recommendation and Release Form – Students should complete the form indicating the colleges to which their letters of recommendation should be sent. This form also requires a parent/guardian signature.

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<td>Final Transcript</td>
</tr>
<tr>
<td>NCAAA (if appropriate)</td>
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</table>
HOW TO VISIT A COLLEGE CAMPUS – CHECKLIST

 Probably the best way to see if you'll "fit it" at a college is to visit it in person. Make a copy of this checklist and bring it with you, so you won't forget to see everything you should. Some general tips:

1. Go with your parents.
2. Visit the campus when classes are in session, so you can sit in on a couple and speak with students and faculty.
3. Allot 3 to 5 hours per campus.

If possible, arrange to stay on campus overnight with a student in residence in order to obtain a more complete experience. Your counselor can help you with the arrangements if necessary.

College: _____________________________________________

Date of Visit: _________________________________________

Accommodations: _______________________________________

Tour Time/Place: _______________________________________

Contact/Phone: _________________________________________

Directions Attached? _____Yes _____No

Parking Permit Needed? _____Yes_____No

ACADEMIC ITEMS TO EVALUATE  COMMUNITY / AREA TO EVALUATE

__Classes – quality  __Overall impression
__Classes – size  __Cleanliness
__Pressure  __Presence of crime
__Competition  __Local entertainment
__Workload  __Shopping
__Freshman orientation  __Activities/entertainment
__Program(s)  __Relationship with college
__Transportation to/from campus  __Unusual weather conditions
COMPUTER FACILITIES EVALUATION

___Number of PC’s
___Hours accessible
___Software available
___Downtime
___Knowledgeable assistance
___Number of printer’s
___Network availability
___Fees for computer use

OFF CAMPUS

___Quality
___Neighborhood
___Security
___Noise level
___Laundry
___Kitchen
___Lavatory
___Smoking

EATING ITEMS TO EVALUATE

___Quality
___Cleanliness
___Nutrition
___Variety
___Local restaurants
___Special diet availability

IMPRESSIONS OF FACULTY

___Accessibility
___Teaching styles
___Dedication
___Openness

FACILITIES TO EVALUATE

___Health Center
___Special Services
___Student Center
___Concert Hall
___Classroom size, lighting, and conditions
___Fraternity/Sorority Houses
___Counseling Services
___Placement Office Services

IMPRESSIONS OF STUDENTS

___Academic attitudes
___Background/ethnic mix
___Interactions

HOUSING ITEMS TO EVALUATE

___Quality
___Neighborhood
___Security
___Noise level

LIBRARY ITEMS TO EVALUATE

___Hours
___Study rooms/areas
___Comfort/lighting
___Size

DORMS:
INTERVIEWS

Many colleges do not hold interviews or do not require them as part of the admissions process. However, we recommend that you do have an interview whenever they are available and possible. Interviews serve two purposes - to allow the admissions office to find out more about you and to allow you to find out more about the college. Even at colleges where the interview is not a significant part of the decision-making process, it is to your advantage too meet with an admission officer so that you can learn more about the school.

Interviews are particularly important at smaller liberal arts colleges. One of the means by which a college measures your interest in that school is by noting whether or not you took the time to visit the campus and meet with an admissions officer.

Schedule interviews as much in advance as possible. Most colleges cannot interview all interested students. Interview slots are limited and fill quickly. Don't wait until a few weeks before your trip to schedule appointments.

If you are nervous about interviewing, stage a mock interview with a friend or relative. You might even wish to tape-record the event for later review. If interviews make you particularly anxious, you might wish to hold your early interviews at colleges that you expect to be safer choices and reserve your later interviews for colleges that you expect to be more selective.

Here are some guidelines to help you prepare for the actual interview:

Read the catalog, view book, and other relevant materials in advance of your visit. Do not ask questions that can be answered by referring to these publications. This will suggest to the admission officer that your research is not very far advanced and that you may not be as interested in the college as other applicants.

Prepare questions in advance of your visit. College interviewers can be as impressed with your questions as with your answers. Make your questions personal - i.e., related to your own needs and expectations as they relate to the particular college. Ask questions that will allow you to determine what it will be like for you should you enroll at that school. These questions will tell the interviewer a great deal about who you are, what is important to you, what you hope to accomplish as an undergraduate. Examples:

- I've already studied a great deal of psychology. Will it be possible for me to place out of the introductory class?
- What opportunities are there for me to do an off-campus internship in child development?
- I'd love to be involved in collaborative research with faculty. Will this be possible? As a freshman, sophomore, junior or senior?
- Is there access to music ensembles for students not enrolled in the Music Department?
To what extent are freshmen and sophomores in the Psychology Department taught by full professors?

I note that women make up only 40% of the student body. Is there a reason why women do not make up closer to half of the student population? What is the general attitude on campus towards women?

How do students get involved in the college’s governance?

Is there an active social life on campus outside of the fraternity-sorority system?

I have always wanted to study in Russia. Is there a possibility that I could do so for credit even if I were not a Russian major?

Parents should not participate in the admissions interview. It is best to arrive at the interview alone. If your parents have pressing questions that they wish to have addressed, they should arrange to meet you at the end of the interview and to speak with the admissions officer briefly at that time.

Dress neatly and attractively. Jackets and ties are not essential for boys nor are skirts essential for girls.

Arrive a few minutes early so that you can collect yourself before the interview.

State and defend opinions only if asked. Don't be argumentative.

Be honest, sincere, and engaged. If you don't know the answer to a question or don't have a ready response, admit it. Don't try to bluff.

Don't ask the admission office for a specific and detailed evaluation of your chances. After all, he or she may not yet have seen your application essays, your teacher recommendations, your counselor's report, your test scores, or your transcript. However, if you have specific concerns about whether or not it even makes sense for you to apply (i.e., you suspect that your grades and scores will put the school out of your reach) or whether some particular areas of weakness are likely to jeopardize your application (i.e., you are an honors student in every subject but math, where you have consistently struggled to get by), do raise these.
HOW TO LEARN SOMETHING FROM COLLEGE REPRESENTATIVES

COLLEGE PLACEMENT

When you meet with a college representative, you should try to be prepared with a number of good questions to ask. If you are indeed interested in a particular school, you should have glanced at it’s view book or catalog and begun to formulate a number of questions which, if answered, should allow you to see further into the life of that particular college community.

Each college admissions officer represents a unique institution, and there will always be particular questions and issues unique to each school. However, there are some general approaches to chatting with admissions personnel, which will undoubtedly help you reap solid information whether you are talking to a large state institution or a small liberal arts college.

Remember, a college admissions representative will often judge the quality of his or her visit to a school according to the variety and level of questioning received from the student. Student credentials are important, sure, but admissions people like to be engaged, talked to with enthusiasm, flair and warmth.

Following is a representative list of questions from which you may glean several to use each time you meet with a college representative. Invent some of your own. Try not to ask questions the answers to which appear readily in the college catalog. Another thing, rehearse several questions. Don't hold this sheet in front of you like a script. As you talk to college representatives, be attentive to the flow of conversation. Fit the questions in as naturally and spontaneously as possible.

- How many faculty members in my discipline? Compared to other disciplines?
- In addition to requirements of my major, what other course requirements are there?
- Realizing that every college and university has its strengths, how does this one distinguish itself?
- What are the distribution requirements at this college? Is there a requirement in language, in science and math?
- What are your students in my intended major doing upon graduation? How many are entering graduate and professional schools? Are companies coming onto your campus to recruit? Which ones?
- What can students expect to do professionally after four years in my intended major?
- What happens on weekends? What happened on campus last weekend, for example?
- Are the dorms quiet? Where do people study? How do the dorms differ from each other?
• Is there a graduate school? So graduate students teach many of the freshman courses? What are the advantages of this?
• What kind of AP scores are accepted for credit, if at all? In all subjects?
• What are the advantages of this school's size? Disadvantages?
• What are the advantages of this school's location? Near a city? Do many students take advantage of city life? In the country?
• Is it okay to be undecided about my major for a while?
• What is the meaning of a liberal arts education?
• What, if any, are common student complaints?
• What does this college see as the purpose of a college education?
• How many students are in the typical classroom for freshmen? For upperclassmen?
• On a spectrum of all independent study at one end and all lecture classes at the other, how does this college assess its curriculum for freshmen? Upperclassmen?
• What are the criteria for hiring and promoting faculty?
• What types of students are most successful at this college?
• What types of students would the administration like to see more of at this college?
• What percentage of the student body comes from outside its geographical region? What percentage is from my area?
• What percentage of students is Hispanic, Black, Asian, Catholic, Protestant, Jewish, etc.?
• What percentage of students attended public school? Private school?
• Is the student body homogeneous? Diverse? How so?
• What percentage of freshmen return to become sophomores?
• Where do the students live during their first year? After their first year? Fraternities? Commons system?
• How will I compare academically with the rest of the student body?
• Will I be able to pursue one or two of my hobbies at this school?
• What sports are available for the average athlete?
• What cultural, political and religious organizations are available?
• What percentage of the student body holds down a job during the school year?
• In the classroom are the undergraduates customarily addressed by their professors as Mr. or Ms., or by their first names? How are professors addressed? How formal or informal is this school? Do students have social contact with the faculty members?
• What support services are available? General counseling? Career counseling? Tutoring? Help finding off-campus employment during the school year and summer? Junior year abroad?
• What are the special features of the library?
• Are laboratories and computers available to an adequate extent? Any special facilities?
• What are the most popular majors? What are the strongest majors?

(Courtesy of Richard Friedman: Journal of College Admissions, spring 1984)
THE COLLEGE ESSAY

How important is the college essay?
As with most of the college application process, there is no absolute answer. Colleges may weigh aspects of the application package differently, but in very few cases will a student be accepted or rejected solely based on the essay. Typically, the essay becomes most important for marginal candidates. While a fantastic essay cannot make up for poor high school grades, it can be a factor when an admission decision could go either way.

Do I choose the topic?
While most colleges present students with a choice of topics, some will allow you to choose your own topic. What you choose to write about will reveal your creativity, personality and value system to the admissions committee. Your essay should not be flat and boring, but rather reflect the energy and enthusiasm that you have about your subject. You will want to stand out from other students. Write about something of interest to you, and always have someone close to you read the essay. Does this reflect your level of enthusiasm? Your personality? Is the essay interesting to read?

How long should my essay be?
The majority of college essays are between 300 and 500 words or one and a half to two pages. Some colleges will specify how long they would like your essay to be, others will not. In either case, remember that admissions officers read hundreds of essays each season, so try to make your essay interesting, informative, and the appropriate length.

Do big words and grand topics make good essays?
Leave your thesaurus in your locker! Big words are fine, but only if used within the appropriate context. Students often confuse good essays with complex language. It is most important that you think of the essay as a reflection of your personality and style. The essay should be more similar to a well-written and creative letter to a friend than a research paper. Choose a topic and theme that relate to you.

Can I submit my essay online?
Some colleges accept online applications, which means they also accept essays online. Remember to do a good job and proofread your essay no matter what application format you use. While applying online saves time and paper, admission committees expect the same accuracy and commitment to grammar and punctuation as they would if you mailed it.
WRITING A SUCCESSFUL COLLEGE ESSAY

The essay is your opportunity to reveal your unique qualities. The essay questions help the admission counselors understand your motivations, creativity, and personality. This is your chance to get creative. Explore the topic, think beyond the obvious, be reflective and be yourself. At the same time, handle sensitive subjects appropriately. Be honest and direct, reveal important things about yourself, but do so within the boundaries of good taste. Begin early – leave yourself enough time to put your essay aside, then go back to it to be certain what you’ve said is what you actually want to say. Answer the question. No matter how well-written, if you do not answer the question, the essay has failed to serve its purpose. Whatever topic you may write about, remember to get personal. Colleges are more interested in learning about you than the actual topic.

“The college essay reflects your work ethic, strengths, and challenges. Devote time, energy and thought to develop the topic.”

Common Essay Questions*

1. Evaluate a significant experience, achievement, risk you have taken, or ethical dilemma you have faced and its impact on you.

2. Discuss some issue of personal, local, national, or international concern and its importance to you.

3. Indicate a person who has had a significant influence on you, and describe their influence.

4. Describe a character in fiction, an historical figure, or a creative work (as in art, music, science, etc.) that has had an influence on you, and explain that influence.

5. A range of academic interests, personal perspectives and life experiences adds much to the educational mix. Given your personal background, describe an experience that illustrates what you bring to the diversity in a college community, or an encounter that demonstrated the importance of diversity to you.

6. Topic of your choice.

*Questions from the Common Application 2004-2005
Standardized Tests

There are three main standardized tests you should be familiar with and take if you are considering going to college. Check with your high school counselor or the schools you're interested in attending to find out what test or tests they require you to take. Also, ask your counselor, contact the testing agencies, or check your local bookstore for samples of past tests to become familiar with what to expect. You may also want to check out some of the other Internet Resources available on testing.

- **PSAT.** The PSAT (Preliminary Scholastic Assessment Test) is a two-part, exam that is very similar to the SAT (Scholastic Assessment Test). The PSAT consists of two 25-minute verbal sections, two 25-minute math sections, and one 30-minute writing skills section. Additional information can be obtained from their web site at http://www.psat.org. Most people take the PSAT in the fall of their junior year in high school. Some students choose to take it during their sophomore year. Scores on the PSAT are used to determine National Merit Scholars, students who qualify for merit-based scholarships distributed throughout the United States. Talk to your high school counselor for more information or call the PSAT information line at (609) 771-7070.

- **SAT.** The SAT is one of two standardized tests used by colleges as part of their admissions criteria. The SAT I is a three-hour exam that measures verbal and math reasoning skills used for admission. Scores on each section range from 200-800 points. The SAT II consists of more than 20 subject areas, or achievement tests designed to measure subject-area knowledge. Additional information can be obtained from their web site at www.collegeboard.com. Contact your high school counselor for test dates, locations, and study guides, or call Educational Testing Service for general SAT information at (609) 771-7600.

- **ACT Assessment.** The other standardized test used for admissions by colleges is the ACT Assessment. The test is designed to measure achievement in English, math, reading, and science. Scores for each section are averaged to create a composite score. A perfect score on the ACT Assessment is 36. Contact your high school counselor for test dates, locations, and study materials to familiarize yourself with test content and questions, or call the ACT information line at (319) 337-1000. Additional information can be obtained from their web site at http://www.act.org

- **Test of English as a Foreign Language (TOEFL)/Test of Spoken English (TSE)/Test of Written English (TWE).** If you are a foreigner applying to a college in the United States, you may have to take these tests to measure your English language skills. The TOEFL is a two-hour multiple choice test that evaluates a student's English proficiency; the TSE evaluates English speaking ability; and the TWE evaluates English writing ability. For more information, contact the college you are planning to attend, or call the TOEFL information line at (609) 951-1100.
- **PLAN.** The PLAN is the pre-ACT test taken by sophomores to help students estimate how well they will do on the ACT. It includes measures on determining a student's scholastic achievements, assistance on course choices for juniors and seniors to support positive results on the ACT, and gives students practice in taking standardized tests.

- **Advanced Placement Tests (AP's)** These are three-hour exams based on full-year college-level courses. They are given once a year in May in American History, Art History, Studio Art, Biology, Calculus AP and BC, Chemistry, Computer Science, Economics (Micro and Macro), English Language and Composition, English Literature, European History, French, German, Government and Politics, Latin, Music, Physics, Psychology, and Spanish. The AP program was not designed for purposes of college admissions. Instead, it was designed to allow students to obtain college credit and/or to exempt students from introductory college courses. AP exams are scored from 1 to 5, with 5 being the highest score. Many selective colleges require a score of at least 4 before they will award credit. Be certain to check the requirements of the colleges in which you are interested before taking an AP course. AP courses are identified on the transcript as this helps college admission officers measure the rigor of your high school academic program.

**The Student Descriptive Questionnaire (SDQ)**

The SDQ is an optional part of your College Board registration form. Various questions are asked about your interest, honors, activities, and preferences. If you complete it, you will automatically take part in the Student Search Service. This Service helps colleges and scholarship sponsors locate high school students with specific characteristics for which they are looking. You will receive brochures and letters (more than you ever dreamed possible) from colleges, and you can decide if any of them interest you. You do not have to answer any questions, which you feel are inappropriate.

**Special Notes about Testing**

Check each college's test requirements. Does the school prefer the SAT I or the ACT? What SAT II: Subject Tests are recommended or required (this can vary from program to program with a university)? What is the last test date for which the college will accept scores? (Most private colleges and universities will accept scores through the January testing date even if the application deadline is prior to this test date. Some public universities, such as those in the University of California system are not so lenient.) Allow four to six weeks for the colleges to receive scores after the examination day. Since most colleges require an official reporting of your scores, you must ask the SAT Program or the American College Testing Program (ACT) to send your test scores directly to each college to which you are applying. This is your responsibility. Scores should be reported when your full cycle of testing is completed. This can be done on your test registration form, your test center admission ticket, or your Additional Report.
Request Form, sent to you with your admission ticket. **Do Not** rely on the scores being on the back of your transcript. Many schools will not accept this as official.

You cannot take both the SAT I and the SAT II: Subject Tests on the same date. Not all SAT II: Subject Tests are offered on all the test dates.

If you are applying under an early notification program (Early Decision or Early Action), you should try to complete the SAT I or ACT and SAT:II Subject Tests by October of your senior year.

You are responsible for registering for all standardized tests. The Guidance Office has all necessary registration materials. You should get to the Guidance Office and pick up the registration booklet and carefully plan your dates early. The fees for late registration are ridiculous! If you qualify for free/reduced lunch be sure to ask your counselor for a fee waiver.

You are responsible for completing the registration form correctly and mailing it with a check or money order by the deadline date. College Board Test Fee Waivers are available in the Guidance Office from your counselor for those of you who need financial aid. Ask us if you think you may be eligible.

If you fail to register in advance and wish to take a test on "stand by" basis, please remember that you cannot be guaranteed that there will be space or test booklets available to you. There have had instances in which students who decided to "stand by" instead of pre-registering were not admitted to the test center. Please pre-register.

The ACT is never available on a "stand by" basis. We have the registration materials in Guidance for the ACT, but remember it is not given as frequently as the SAT I and II and it is not given at Nashua High School.

**SAT versus ACT: What’s the difference?**

The SAT* and the ACT are part of the 4 year college application process. The scores are often used as one of the variables to estimate how well a student will perform in college. Most colleges and universities accept scores from both tests. Nashua High School is an official test site for the SAT and we offer the exam on most of the national test dates. For more information on the SAT or to register for the test online, go to [www.collegeboard.com](http://www.collegeboard.com). We are not an official test site for the ACT; students must take the exam off campus. For more information on the ACT or to register for the test online, go to [www.act.org](http://www.act.org).
Financial Aid

Financial aid could make a difference in your life. A free service to New Hampshire Families is available by contacting www.NHHEAF.org (800) 525-2577 x 119.

It may mean being able to continue your education when you otherwise would not be able. Or it could mean being able to attend the school of your choice despite higher tuition costs.

Financial aid covers the education costs that you can't pay for. Most financial aid is awarded to families on the basis of eligibility or need which is determined by the school you attend based on information you provide about you and your family's ability to pay for your education costs and formulas set by law.

In general, there are four types of financial aid -- Scholarships, grants, work-study and loans -- some of which you may receive to help pay for your education. Scholarships and grants are gift aid. Scholarships may be based on merit or special interests. Grants are given to students judged to have financial need. Government-sponsored student loans are based on eligibility requirements and must be repaid. Work-study provides jobs for students with financial need to help pay for education expenses.

If you are a high school student, ask your high school counselor for information on schools and financial aid. Also, contact the financial aid office of the school you are interested in attending for information on financial aid programs, application procedures and forms, deadlines and awarding policies. It is very important that you complete the forms and follow their procedures accurately and on time. Talk to the financial aid counselor if you have problems or unusual circumstances. He or she can help you design financial aid plans to meets your needs and qualifications.

The first form you will need to fill out to receive financial aid is the Free Application for Federal Student Aid (FAFSA) This form, is designed to determine your eligibility for federal and state financial aid, and should be completed as early as possible in the year you plan to start college.

The federal government offers the most grant and student loan programs but several states also offer a variety of financial aid programs. Federal financial aid programs include the following:

- **Federal Pell Grant** assists undergraduate students with financial need attending any eligible public or private school. For many students, Pell Grants provide a foundation of financial aid to which other aid may be added.
- **Federal Supplemental Education Opportunity Grant** assists undergraduate students with financial need attending any eligible public or private postsecondary school.
- **Federal Work-Study Program** provides employment opportunities for undergraduate students with financial need attending any eligible postsecondary school.
- **Federal Perkins Loan Program** provides long-term, low-interest loans to financially needy students attending any eligible postsecondary school.
- **Federal Family Education Loan Programs** includes **Federal Stafford Loans** (subsidized and unsubsidized), **Federal PLUS (Parent) Loans**, and **Federal Consolidation Loans**.
- **Federal Direct Student Loan Program** offers loans directly to students and parents through schools. The Direct Loan Program offers **Direct Stafford Loans** (Direct Subsidized), **Direct Unsubsidized Stafford Loans** (Direct Unsubsidized), **Direct PLUS (Parent) Loans**, and Direct Consolidation Loans.

Financial aid is also available through state-sponsored programs. To obtain more information on federal or state financial aid programs, or to apply for financial aid through any of these programs, contact the financial aid office at the school you plan to attend, talk to your high school guidance counselor or call the U.S. **Department of Education** at 800-4-FED-AID. Students should contact individual schools for applications for campus-based financial aid.
Financial Aid Terms

CSS/PROFILE: A form that is published by the College Board and used by some colleges as an additional financial aid form (typically prestigious private colleges and universities). You should check to see if your school requires it. There is a fee to register and this must be done directly through the College Board.

DEPENDENT STUDENT: A student that is dependent on a parent for financial support.

EXPECTED FAMILY CONTRIBUTION: The total amount of money a student and their family are expected to pay for college.

FAFSA: Free Application for Federal Student Aid is the form that must be completed to be considered for any federal aid. This form can be completed online or paper forms can be obtained from the Guidance Office. The form is completed in the Senior year and does not become available until December or January. This is the form that requires your income tax information.

FEDERAL SUPPLEMENTAL EDUCATIONAL OPPORTUNITY GRANT PROGRAM (FSEOG): A federal program administered by colleges that provides grants of up to $4,000 per year of undergraduate study. This grant is based on exceptional financial need.

FINANCIAL AID AWARD LETTER: A notice from a college financial aid office that tells you how much aid is being offered. It also usually explains how the need was determined and any conditions that apply.

FINANCIAL NEED: The amount your family contribution falls short of covering expenses. Many different methods exist of determining need and assessments may differ.

GRANTS: A type of financial aid that does not have to be repaid and is often based on need.

INDEPENDENT STUDENT: A student that is not dependent on a parent for financial support.

PLUS LOANS: Parent Loan for Undergraduate Students is a federal loan program which allows parents to borrow up to the full cost of post-secondary education less any other financial aid the student may receive.

PELL GRANT: A federal program that provides funds to students based on financial need. Currently, a Pell Grant cannot exceed $3,000 per year. This is money that does not have to be paid back.
PERKINS LOAN:  A federal program that is based on need and administered by colleges that provides low interest loans of up to $3,000 per year of undergraduate study. The maximum amount that can be borrowed for the entire undergraduate course of study is $15,000. Repayment starts after graduation or termination of study.

SCHolarSHIP:  A type of financial aid that does not have to be repaid and can be based on need, merit or a combination of criteria.

STAFFORD LOAN:  A federal program that is based on need and allows students to borrow money for educational expenses directly from a bank and other institutions. Interest rates are variable.

STUDENT AID REPORT (SAR):  A report produced by the U.S. Department of Education and sent to students in response of having filed a FAFSA form.

STUDENT EXPENSE BUDGET:  A calculation of the total annual cost of attending college that is used to determine financial need.

WORK STUDY:  A federal program whereby a student combines employment and college study and contributes to the cost of their education.
SCHOLARSHIP INFORMATION

Scholarship searchers are often very time-consuming, yet can offer great rewards. We have listed various scholarship search engines on our website information page and encourage you to take the time needed to do a thorough scholarship search. Each scholarship has individual criteria needed to qualify for that scholarship, as well as specific applications and deadline dates.

Many colleges and universities offer scholarships based on merit rather than financial need. You should contact the admissions office to find out what scholarships are available and how to apply for them. In addition, there are a number of regional, national, community and civic organization scholarships available to the college bound junior or senior. Information and applications for these scholarships are available in the Career Center. Scholarship information is also announced on a daily basis during school announcements.

Fast Web
College Board
Absolutely Scholarships
College Connection Scholarship
FreSch!
MSN.com
Petersons.com
Scholarships.com
Scholarships On The Net (1,500)
NH Charitable Foundation
SallieMae
Vocational Scholarships
NASHUA HIGH SCHOOL SOUTH

APPLICATION PROCEDURE

(Simple, but important to YOU and to Guidance)

1. Get applications. You will probably have to write/email the college of your choice to obtain some applications. You can call the admissions office or look at the college’s web site for applications. The common application does service a number of colleges and we have copies in the Career Center or you could download it. (Complete one and print it, make copies for all schools that will use the common application. Be sure to check if your college of choice has a supplement to the common application).

   www.commonapp.org

   If you have to send for an application, do so very early in the senior year, even late summer before senior year. Remember you can download an application from most college websites. (This will save time waiting for one by mail).

2. Fill in application completely and neatly, (type if possible). Mail your completed application to the College Admissions Office.

3. Recommendation: Should you desire a recommendation from a teacher, coach, employer, etc, please ask them in advance for this recommendation. If the application includes a specialized form required by the College to be completed by a teacher, be sure this form is included with your request. College requires a form to be completed by a teacher be sure that you include this form with your request. It is your responsibility to see that this recommendation has been sent. Remember to send a Thank You to the individual(s) who wrote the recommendation. Be prepared to submit a copy of your student profile to the individual writing the recommendation.

4. Complete Request for Transcript/Counselor Recommendation Form (This form can be obtained from your Guidance Counselor). Submit the completed form with appropriate signatures to your Guidance Counselor along with the $3.00 processing fee. Make checks payable to Nashua High School South. Please understand your College Application will not be complete until the College receives a copy of your Official Transcript.

5. PLEASE do not wait until the last minute to apply! The completed request must be to your counselor three weeks prior to any application deadlines.
NASHUA HIGH SCHOOL SOUTH
STUDENT PROFILE

Student Name: ____________________________________________
Email Address: ___________________________________________

Current Post-Secondary Plans: 4 Year College 2 Year College
(circle one) Military Full-time Employment
Undecided Other ____________________

Courses taken related to interests:

List & Describe Extra-Curricular Activities: Years Affiliated & Office Held

Year/Work Experiences, including Volunteer, Job Shadows & Internships:

Honors/Awards:

Hobbies:

Teacher/Coach Reference: ____________________________________________
NASHUA HIGH SCHOOL SOUTH
REQUEST FOR TRANSCRIPT/RECOMMENDATION

Student’s Name: _________________________________________________________

Student’s Email: ________________________________________________________

Where to Send: _________________________________________________________

Address to Send: _________________________________________________________

Application Deadline: ___________________________________________________

Check Items Provided To Guidance Counselor:

_______ Student Profile or Resume _______ School Forms (if applicable)

_______ Processing Fee (check number) _______ Other

$3 per transcript

Check Items To Be Sent:

_______ Transcript and School Profile _______ Counselor Recommendation

_______ SAT/ACT Scores _______ Other (specify below) _______

************************************************************************

I (We) understand that guidance requires 3 weeks to process and send the information
requested above. My signature below indicates my permission to send my transcript,
SAT scores, and the like to the schools (agencies) listed above.

Student Signature:_________________________________________________________

Parent Signature:_________________________

Guidance Counselor:_______________________________________________________

Date Received: ___________________________________________________________

Transcripts cannot be processed unless this form is complete.
Please do not leave this form without meeting with your counselor.
Nashua High School South

TEACHER RECOMMENDATION and RELEASE FORM

TO: ________________________________             DATE: __________________

FROM: ________________________________ COUNSELOR: ______________

1st application deadline: ________________________________

Schools I will be applying to:

College: ________________________________ College: ________________________________
Address: ________________________________ Address: ________________________________

College: ________________________________ College: ________________________________
Address: ________________________________ Address: ________________________________

College: ________________________________ College: ________________________________
Address: ________________________________ Address: ________________________________

INTENDED MAJOR / AREAS IF INTEREST:
__________________________________________

__________________________________________

STUDENT
SIGNATURE________________________________________________________

PARENT
SIGNATURE________________________________________________________

• If teacher is mailing recommendation directly, you should provide the teacher stamped envelopes addressed to each college.

• If recommendation is to be included with transcript and mailed by guidance, please return to guidance counselor three weeks prior to application deadline.

• Be sure to provide the teacher with a copy of your resume or student profile (get form in Guidance Office)
The transition from high school to life beyond high school is already beginning for your son/daughter and we look forward to our work together in this endeavor.

As a parent/guardian, you are uniquely able to provide additional, valuable insights into the intellectual ability, motivation, and personal characteristics of your son/daughter. We invite you to share in writing your thoughts concerning your child’s aspirations. Please feel free to comment on any incidents that may have had an impact on his/her education. Often students do not inform us of recent past awards or their participation in outside extracurricular activities. While completing this form is optional, we hope you will welcome this opportunity for input. Our experience is that this information is invaluable in our writing on your son/daughter’s behalf.

We welcome your thoughts and comments and look forward to hearing from you. You may respond on this form, via e-mail or on a separate sheet.

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PLEASE RETURN TO THE GUIDANCE OFFICE AS SOON AS POSSIBLE!
THANK YOU!
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<th>Nashua High School South Application Checklist</th>
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<td><strong>Applications</strong></td>
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<td>Request info./application</td>
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<td>Have two people read your essay/s</td>
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<td><strong>Interviews</strong></td>
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<td>Send Thank You notes to interviewer/s</td>
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<td><strong>Send and Track Your Application</strong></td>
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<td>Make copies of all application materials</td>
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<td>Apply online</td>
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<td>Financial Aid Forms</td>
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<td>Mail PROFILE, if needed</td>
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<th>After You Send Your Application</th>
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<tr>
<td>Receive admission letter</td>
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<td>Receive financial aid award letter</td>
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<td>Send deposit</td>
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<td>Good luck!</td>
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