

**CAREER
AND
COLLEGE
PLANNING
GUIDE**

**THETFORD ACADEMY
2009-2010**

Dear Students and Families,

Thetford Academy encourages all students to have a thirteenth-year plan after high school. Whether a student chooses to work, attend college, or explore other kinds of learning in an interim year, there are many factors that go into the decision. This is a guide to that planning process.

The Guidance Office looks forward to meeting with families and to working with students to build the skills and confidence for their plans after TA.

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We thank the following counseling offices for the use of their planning documents as resources: Hartford High School, Holderness School (NH), Plymouth Regional High School (NH).

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CAREER AND EMPLOYMENT PLANNING

How to Get Started

If you know during high school that you want to pursue a particular career, your school counselor will help you plan your course selections to prepare for that career. If you are unsure about what you want to do, and most students are unsure, your counselor can introduce you to lots of ideas about kinds of careers.

There are many ways to explore possibilities for future careers. There are also many ways to pursue those careers. Most people change their minds and change their jobs even as adults. What does not change significantly is our personality, and those personality traits often affect the kinds of jobs we will be interested in or do well in. At Thetford Academy, sophomores complete the computer program **Do What You Are**, which is designed to help them begin to link their personality traits with career choices.

Another computer program available at TA is **Choices**, designed to provide information about particular jobs and the education path to those jobs. It can then link to particular colleges offering that education.

The Guidance Department also offers **job shadow programs for eighth graders**, and **trips for high school students to career exploration events** hosted at various colleges. The school counselors can help arrange other job shadow opportunities throughout your high school years as a way to sample the atmosphere and tasks of particular jobs.

The Job Search

Finding a job can be a combination of skills and luck, since many times it is word of mouth that keeps us informed about opportunities:

- 1) Tell your family, friends' families, teachers, and school counselor what kind of job you are interested in. A recommendation from someone who knows you well is often very useful.
- 2) Begin looking in the Want Ad section of newspapers, on the Vermont or New Hampshire Department of Employment websites, and on individual companies' web sites to see what kinds of jobs are open.
- 3) You may also walk in to work sites and ask to speak to the manager or human resources manager to ask about possible job openings or just to fill out an application to show your interest for future job openings.
- 4) Create your resume in a form that can be printed in hard copy and sent electronically.

More and more companies are asking job candidates to apply online and send electronic versions instead of hard copy resumes.

Whether a student is looking for a summer job or a first full-time job, there are usually two steps: submitting a **resume** with a job application and appearing for an **interview**.

Writing Your Resume and Cover Letter

A resume is a list of your abilities and accomplishments designed to give information in a short, logical sequence. If you send it in the mail, it accompanies a cover letter identifying why you are interested in and qualified for a job.

Your counselor and teachers can help you create a resume. **Key elements for high school students are volunteerism, association memberships, computer proficiency, and other languages.**

For further links to sites for resumes, go to:

Resume-Writing 101 at www.CollegeBoard.com

Sample high school resume at hoover.sdcs.k12.ca.us/ROP/resumework.htm

Page 3 shows a sample resume:

Sample resume:

ANNE SMITH

P.O. Box 298
Thetford, VT 05074
Anne73118@hotmail.com
Tel: (802) 888-9999

PROFILE:

A self-motivated and resourceful high school graduate who is seeking a demanding sales role in a major company. Excellent communication, presentation and negotiation skills. Driven to succeed and attain targets.

EDUCATION: **Thetford Academy**, Graduated with honors in Science with a GPA of 3.8.

EXPERIENCE:

Intern, Chedlee Community Center, 2004

- Organized a local advertising drive that increased the number of elderly people coming to the center by 20%.
- Organized games for people attending in the afternoons.
- Escorted some of the elderly people to and from the center.

REFERENCES:

- Dr Jane Daveny Tel: (802) 524-9932.
- Ms Sarah Winters Tel: (802) 524-9923.

INTERESTS: Interests at high school included organizing a charity quiz, which raised \$5000. Movies and theater.

AWARDS RECEIVED: Dean's List all four years, Volunteer Recognition Award

GENERAL OUTLINE FOR A COVER LETTER

Your Present
Address City,
State & Zip Code

Name of Employer
Representative Title
Organization Name
Street Address
City, State & Zip Code

Opening Paragraph: State the purpose of the letter (e.g., applying for a specific known opening or expressing interest in working for the organization). If available, indicate a referral name or provide information on how you heard of the organization and/or opening. Use a strong beginning sentence showing the benefits to the organization if he/she reads further.

Middle Paragraph(s): Highlight your knowledge, skills, and abilities as they relate to that particular organization and/or specifics of the known opening (i.e., tell them why you are interested and how you are qualified). This section should not be a restatement of your enclosed resume, but rather a careful selection of those qualifications that will be of greatest interest to the reader. Demonstrate your research and knowledge of the organization and your selection of it as a place where your skills and knowledge can make a contribution. Be confident and remember that the reader will view your letter as an example of your writing skills.

Final Paragraph: If not mentioned previously, refer the reader to the enclosed resume. Close by asking for an interview. You may state that you will call within a certain period of time (e.g., two weeks) to set up an interview. Alternatively, you may ask that the employer call you, providing specifics on how and when you can be contacted for the interview. Reiterate your interest in the organization and thank the employer for considering your application.

**(Leave 4 spaces blank
and sign your name)**

Enclosure: Resume

SAMPLE COVER LETTER¹

999 Main Street
Collegeville, PA 19426
April 20, 2002

Mr. Michael Smith
The Communications Group
111 Smith Road
Anytown, PA 19111

Dear Mr. Smith,

In response to the position for a Public Relations Assistant listed on the Ursinus College UC CareerNet database, I have enclosed my resume for your review and consideration. I am confident that I have the skills and experience required for this position, and I would be interested in discussing them with you in more detail.

My internship as a Marketing Assistant for Global Networks, Inc. allowed me to successfully advertise and promote over 20 major events attended by more than 22,000 participants. In this position I gained experience in writing news releases and promotional materials, and I assisted with the design and development of public relations campaigns.

In addition to my experience in the field, through my coursework I have developed clear concise writing skills along with the ability to conduct research and to design engaging presentations using a variety of technology and media. I consider myself to be creative and enthusiastic with excellent communication skills. In addition, I enjoy interacting with diverse groups of people and collaborating on projects.

I would welcome the chance to meet with you to discuss the position and my qualifications. I can be reached by phone at (610) 555-1234 or by email at pacollins@ursinus.edu to provide you with more information or to schedule an interview. Thank you for your consideration.

Paul Collins

Enclosure

¹ Source: *Moving On, A Guide for Career Planning & Job Search*, 2001-02, George Mason University Career Services, Fairfax, VA

Job Interview

The Vermont Department of Employment and Training gives these recommendations for your job interview:

- Go alone
- Dress properly
- Report on time
- Have needed information with you:
 - Social Security Card
 - Birth Certificate
 - Driver's License
 - Resume
- Know the jobs you can do
- Apply for a job you can do
- Make a neat application
- Be prepared to give reason for leaving previous jobs
- No smoking
- No gum chewing
- Keep to the point
- Make a good impression
- Be honest
- Be realistic about wages
- Thank the employer for his/her time

Military Options

The Armed Forces is one of the largest employers in the U.S. If you are interested in exploring the options and benefits of the Navy, Army, Marine Corps, Air Force, National Guard, or Coast Guard, **be sure you know all the pros and cons of each service as well as all the expectations and commitments.**

There are three routes into military service:

- 1) Enlist into a branch of the armed forces right after high school to begin training and wages. Students may take the **ASVAB: Armed Services Vocational Aptitude Battery**, a test that helps indicate possible career paths within the military.
- 2) Go to one of the service academies for four years, become an officer, and then work in that service for at least 6 years.
- 3) Begin training as an officer while attending a liberal arts college. The Reserve Officer Training Corps (ROTC) will pay for some education expenses and begin officer training in return for military service after college.

TA school counselors can arrange for military recruiters to speak with you at school, or you can contact them directly:

Air Force: 802-879-3960

Marine Corps: 802-885-8525

Army: 802-476-6610

Navy: 802-922-5517

US Coast Guard: 1-877-NOW-USCG

Vermont Army National Guard: 802-222-4819

Service Academies

Application to service academies and ROTC (Reserve Officer Training Corps) usually begins in junior year of high school. Service academies are very selective; their qualifications include excellent academic and physical strengths.

- 1) Write to the academy or go online to request a Pre-Candidate Questionnaire:

Army: Admissions Office
US Military Academy
West Point, NY 10996

Air Force: Admissions Office
US Air Force Academy
USAF Academy, CO 80840

Navy: Admissions Office
US Naval Academy
Annapolis, MD 21402

Coast Guard¹: Admissions Office
US Coast Guard Academy
New London, CT 06320

2) Write to each of your US senators and congressional representatives asking them to consider you as one of their nominees. The letter needs to include your #1, #2, #3 choices of service academies as well as the following information: your name, address, phone number, social security number, high school name, year of graduation, names of parents.

¹ The Coast Guard Academy does not require a nomination from a US congressional delegate.

ROTC: Reserve Officer Training Corps

Students in college can be members of officer training programs and get some of their tuition paid by the service (Air Force, Army or Navy). Upon graduation from college, the student becomes employed by that service full time.

The ROTC scholarship programs are an additional set of applications including a written application, physical examination, and formal interview. Go online or write for ROTC applications:

Air Force ROTC/RRUF
Maxwell Air Force Base
Alabama 36112-6663

Army ROTC
Box 9000
Clifton, NJ 07015

Navy ROTC
Box 3060
Hyattsville, MD

COLLEGE PLANNING

The College Process Timetable

9th and 10th Grade Years:

Academic Year

Take the most demanding course load you are capable of taking.

Know your personal learning style.

(If you think you need educational testing, consult your counselor; it is better to identify issues before the junior year)

Fall

Sophomores complete **Do What You Are** with counselors.

March

Make course selections carefully—consult advisor and counselor.

Register for the SAT Subject Tests if you are already proficient in a language or science.

Junior Year:

Academic Year

Work to your academic potential; challenge yourself and do the best you can.

September & October

Meet with some visiting college representatives in Guidance at TA

October

Take PSATs (Practice SAT: National Merit Scholarship Qualifying Tests)

Attend Career Fair.

December

PSAT scores distributed. Juniors receive the PSAT score report, including an answer key and their test booklet.

February

Attend Parent/Junior evening meeting with Guidance to begin the college process

Schedule Individual Junior Conference with counselor to begin initial college list

Begin research of colleges on “Working List”.

Register for SAT Prep Course at TA (Saturday mornings between Feb and April vacations).

Make arrangements for visiting some colleges during April vacation.

March

Register for May SAT I.

Select courses for senior year with counselor and advisor.

April

Consider a short college trip to see different colleges—large, small, public, and private. This is a time to see colleges with college life in process. Make notes and take names of any interviewers.

Register for the June SAT I

Attend *College Fair* (TA provides transportation) at Colby-Sawyer College.

April and May

Schedule 2 meetings with your counselor before the end of the academic year. Create and refine “working list” of colleges.

Research colleges on your “working list.” Access College View, Internet resources, and college guides.

May

SAT I test

SAT II Subject Tests if required by colleges on your working list.

Summer

College visits, tours and interviews.

Call or email all colleges to receive applications.

Work on application essays.

Senior Year:

September

Meet with your counselor as soon as possible to update college preferences.

Schedule family meeting for student and parent(s) with counselor.

Meet with visiting college representatives, even if you have seen the college already.

Work on limiting college application list to 6-10 choices.

Early Decision or **Early Application** candidates **must** confer with counselor by Oct. 1.

Be sure to have all necessary college applications in hand; request financial aid applications from the colleges’ financial aid offices.

Begin application process; work on college essays.

Register for SAT or ACT tests.

Register with the NCAA Clearinghouse for Division I or II athletics.

October

SAT I (especially for early applications)

Visit colleges during TA’s 4-day weekend.

Request teacher recommendations. Give teachers necessary forms.

Pick up Financial Aid **Profile** forms for parents to fill out (if necessary)

Complete **Senior Questionnaire** and **Application Timetable**: give them to your counselor

Parents complete **Parent Perspective** questionnaire and return to counselor.

Register for December SAT I or ACT.

November

Nov. 1 or 15 deadline for most early applications
SAT I or II (scores to be rush-reported for early applications)
Work on applications - complete the **Common Application** online.
Keep counselor informed about any changes to college list.
All Secondary School Report Forms due to counselors!

December

Register for January SAT.
Take SAT I or II.
Be sure to have ETS send all scores to all colleges to which you are applying.
Pick up **FAFSA** forms and VSAC Scholarship booklets in Guidance
Most early application programs notify applicants
Mid-Year Exams—Do your best!
Finish all applications for January 1, 15 or Feb. 1 deadline.

January

SAT I or II (if appropriate)
Financial Aid Forms Night at TA for parents
Submit **FAFSA** financial aid forms; submit individual college aid applications on time.

February-April

Colleges notify applicants
Thank teachers who wrote letters of recommendation and inform them of your decisions.
Notify your counselor as soon as you hear from each college.
Consult scholarship opportunities regularly in Guidance and meet individual deadlines.

May

May 1st— students must respond to all colleges concerning enrollment. You may not “double deposit” or you may lose your place at both colleges. Write to all other colleges that have accepted you, gracefully declining the place you have been offered. This is important because it opens up spaces for some of your friends who are wait-listed.

Wait-listed students should discuss options with their counselors.

Roles of Student, Counselor, and Family in College Planning

Student responsibilities:

- ❑ Grades and behavior in school
- ❑ Self-assessment to determine priorities for college
- ❑ Research individual colleges
- ❑ Prepare for and take SAT/ACT
- ❑ Meet deadlines for counselor and college application
- ❑ Secure appropriate recommendations
- ❑ Complete applications on time
- ❑ Communicate regularly with counselor and family about any change in plans
- ❑ Make the final decision about college

TA Counselor's responsibilities:

- ❑ Know students well enough to be able to offer good advice
- ❑ Publish "Important Information for Juniors/Seniors" regularly
- ❑ Help student create a realistic college list in conjunction with family
- ❑ Host college admissions representatives ("reps") at TA, arrange for college fair
- ❑ Provide information about SAT/ACT registration and test dates
- ❑ Provide an SAT preparation class in the spring of junior year
- ❑ Guide the application process so students meet deadlines
- ❑ Write recommendations for every student and college who request them
- ❑ Send transcripts, recommendations and other school materials to colleges

Parent responsibilities:

- ❑ Be realistic about your student's abilities, goals, and finances
- ❑ Inform your student and student's TA counselor about any family concerns or parameters in choosing colleges
- ❑ Help plan college visits, transportation, and debriefing after each campus visit (encouraging student to jot a few notes on the spot helps later)
- ❑ Be knowledgeable about family ability to pay for college, the financial aid process, and **meet all deadlines for financial aid applications**
- ❑ Don't prepare your student's applications. Don't allow any decisions made by admissions offices to affect your and your student's sense of self-worth

Getting Started: Creating a College List

The most important goal of your college search is to find good matches for your learning interests, abilities, and wallet, not necessarily to find prestige or a “ranked” college (those rankings are based on data which is not complete and on criteria which may not match your needs). Getting started means asking who you are and what you would like in a college, and these answers will vary from student to student. There are thousands of colleges available, so there is usually something for everyone.

Here is a list of questions to consider. They are not in order of importance because every student will have different priorities. Often those priorities even change throughout senior year. Rank your own priorities:

- **Type** - Do you want a liberal arts college, a university with a specialized program, or a vocational or technical program? Do you want a 2-year or a 4-year program?
- **Size** - Under 2,000? 2,000-4,000? 4,000-10,000? Over 10,000?
- **Location** - Vermont? New England? Northeast? Other parts of US? Canada? Other countries? Distance from home by car, bus, plane?
- **Campus setting** - Urban? Suburban? Rural? Near big city? Near town?
- **Academic program** - Does it offer courses and/or a major matching my interests?
- **Academic atmosphere** - How challenging will it be for me?
- **Student population** – Do I want a diverse student body, or am I more comfortable with students similar to me? Coed (men and women) or all-women or all-men?
- **Student life** – Are there particular campus and cultural activities or clubs, community service opportunities, band, concerts, speakers, outdoor expeditions, theater? What do I want from the athletic program (intercollegiate/intramural-club teams?) Are there fraternities and sororities (“Greek” system)? Is there a religious affiliation?
- **Cost/Affordability** – What is our family’s ability to pay for college? What financial aid is available?
- **Housing** - Do most students live on campus or off-campus? In coed or single-sex dorms? Are “wellness dorms” available (no alcohol/drugs)?
- **Facilities** – Are the classrooms, library, computers, housing, recreation, labs, theater, music rooms adequate for my needs?
- **Selectivity** – What are my chances of acceptance - fair, good, excellent? What are the admissions requirements? Average SAT/ACT scores? How many students are accepted vs. how many apply?

Resources

1. Your school counselor, family, TA alumni, friends. You and your counselor will explore **Choices** and printed material, consult your family, and create the initial list.
2. TA has the **Choices** program on computers in the Computer Lab and in Guidance through the Vermont Guidance Central Program. **Choices** can link career/academic major interests to available colleges as well as narrow down college choices based on all the above questionnaire criteria.
3. Recommended books in the Guidance Office library:
 - Colleges That Change Lives, Lauren Pope, 2006 - 2007. (Read Chapter.1 !)
 - Barron's Profiles of American Colleges, updated yearly
 - College Handbook, College Board, updated yearly
 - Guide to College in Canada, 2007 - 2008
 - Cool Colleges, Donald Asher, 2000
 - Rugg's Recommendations on the Colleges, updated yearly
 - Insider's Guide to the Colleges, updated yearly
 - Colleges for Students with Learning Disabilities or ADD, Peterson's, 7th Edition
4. Every college has a website. There will be links to admissions, virtual tours, academic information, athletics, and ways to contact the admissions department.

Creating a College List

The average number of colleges to which students apply is six. Some choose just a few; others choose many more than six. Because the college admissions process is not a predictable science, the best approach is to include only colleges you think you would be content to attend, and to remain flexible. Identifying only one college where you think you'd be a good match can be an unnecessary setup for disappointment.

Once you have visited many colleges on your initial list and decided which ones suit you best, you can create a final list based on admissions criteria. Your college list is usually divided into three kinds of admissions prospects: likely, realistic, reach.

Likely: These are the colleges sometimes called “safety”, where chances for admission are excellent and the education is affordable. These may not be your first choice, but it is important to choose one or two colleges you would be satisfied to attend in case other colleges don't admit you, events during your senior year change your priorities, or your family finances dictate your final choice.

Realistic: These are the colleges for which you are well qualified, but the admissions possibility is 50-50 (TA students with your credentials have sometimes been admitted, sometimes not). This category usually has the most colleges on the list.

Reach: These are the colleges where the chances of admission are less likely. They may include your first choice, but try not to set your heart on that choice only.

Application Options

Colleges offer different combinations of these application choices:

Regular Admission

This is the choice that 85% of high school seniors select. You apply between January 1 and February 15, and colleges send their decisions by April 15. You make your final decision and send a deposit by May 1. This allows you to consider many options throughout senior year.

Rolling Admission

You apply at any time and receive an admission decision within four to six weeks. You do not need to make a final decision until May 1.

Early Applications

Some students who have a strong high school transcript through junior year, excellent standardized test scores and a clear first choice for college may decide to apply under one of the early application plans. Here are the two choices:

Early Action/Early Notification (EA)

Applications are due by mid fall, usually November 1 or November 15. Colleges send their decisions by January, but students do not need to make a final decision until May 1. The advantage is that you can compare other colleges' decisions and financial aid offers before committing to a college. You are allowed to apply EA to more than one college.

Early Decision (ED)

Applications are due November 1 or 15 (Round I) or January 1 (Round II). Colleges begin mailing their decisions in December-January (EDI) or February 15 (EDII). Students applying ED agree not to apply to any other colleges. **The decision is binding: if you are accepted, you must attend.** There are two drawbacks to ED: first, many seniors change throughout their senior year, and a college that looks like a good match in October may not end up being the best fit with whoever the senior has become by May. Second, ED acceptances usually do not come with financial aid offers, so there is no way of knowing until spring how much money a college is going to require you to pay and you have already promised to attend if accepted.

Information for Students Interested in Visual and Performing Arts

(From Peterson's *Professional Degree Programs in the Visual and Performing Arts*)

To maximize the college opportunities for artistically or musically inclined students there are particular steps for you to take in the college process.

College and University Options

You may choose to select a college that focuses solely on the arts, or a liberal arts college that provides a greater diversity in course offerings. One choice is not necessarily better than another --it just depends on your goals. The portfolio or audition will be very important in the admissions process. If you want to be around other artists all day, every day, surrounded by music practice rooms or in the company of other sculptors, painters, or dancers, then a professional program is for you. A liberal arts college may be more difficult academically, and transcripts and test scores are more important in the selection process. If you want to focus on one of the arts but also have the opportunity to study history, then a liberal arts program may be more suitable for you.

Degree Options

It is important to note that "professional" degrees--such as the Bachelor of Fine Arts or the Bachelor of Music--generally differ greatly from the "liberal arts" degrees--the Bachelor of Arts and the Bachelor of Science. Professional degree programs are more likely to require a higher percentage of work in the chosen art field, usually 75% more. The remaining academic course work will most likely incorporate the arts into its curriculum. A student in a professional degree program will usually have a particular focus--a specific musical instrument or style, for example. A student working towards a liberal arts degree will have more general studies, covering a wider range of subject areas, with less emphasis on performance or studio work. These degrees may be the right choice for the student who is unsure of what specialty to pursue, (or one who wants to keep all options open).

Application and Admissions Process

Professional **art** programs require a portfolio; liberal arts colleges typically do not. A portfolio is a collection of slides or a videotape that provides examples of the artistic efforts of the student. Portfolios are evaluated by artistically trained admissions officers. They tend to look for more than raw talent. They are seeking a particular level of competency and technical skill as well as conceptual ability. In all professional colleges, they are looking for students who demonstrate through their artwork that they are creative, intellectually curious and seriously invested and committed--even compelled--to make art.

Professional **dance** programs often require admittance to a university and then enrollment in programs in the dance department. Others have a dual admissions process--you have to audition to be accepted, and the university must accept you as well. Auditions include taking a technique class in ballet or modern dance. Some schools may also require a performance, a showing of choreographic work, an essay and / or an interview. Every school has a different combination. You have to be able to demonstrate how much training you have had, where you are as a dancer, your physical conditioning, your ability to be corrected and your ability to phrase musically. A panel of dance faculty judges students.

Music students are evaluated traditionally through transcripts, test scores, recommendations, and auditions. Again, each school uses a slightly different process. Audition at a conservatory is the critical factor in admissions, followed by traditional assessment. In a liberal arts college, admission criteria are more equally weighted. Some schools hold regional auditions, and the performances are videotaped and then reviewed back on campus. Teachers of the specific instrument usually review auditions. They are looking for raw talent, technique, and musical artistry that set the performer apart. Some auditions take 5-15 minutes, others can take half-an-hour. Instructors ask for one piece, listen for a bit, and then ask for a second piece. Always prepare three pieces, usually in 18th, 19th and 20th centuries and in contrasting styles.

Theatre students are usually expected to complete a university application, with transcript, test scores and recommendations. Students interested in acting for film usually need to enroll in a university that teaches theatre and acting for the stage. Some schools require a supplementary application geared towards theatre. It usually includes questions related to theatre and an essay on why you're pursuing this degree. The standard audition is a five-minute one, consisting of one classical and one contemporary piece, usually about 2-minutes each. Musical theatre auditions require preparation of a song, too. Most schools require you to audition at their school, although some consortiums offer regional or national auditions. Audition judges are typically faculty and staff members from the school of theatre. Most of these auditions are very formal, very professional, and often intimidating. Potential and natural talent is what they're looking for.

STANDARDIZED TESTS

THETFORD ACADEMY SCHOOL CODE: 460-450

LOCAL TEST CENTER CODES:

SAT: Hanover High School	30-160
Hartford High School	46-210
Lebanon High School	30-175
Woodstock Union High School	46-200

ACT: Kimball Union Academy	168070
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Most colleges require at least one of the standardized tests. These tests are one of the indications of a student's ability to succeed in college academic work. Many students will feel the test results do not reflect their true abilities, but colleges still insist that these tests are necessary as a leveler because there is such a wide range of high school courses and difficulty levels. To keep this in perspective, **remember that the high school courses and grades on your transcript are still the most important credential a student has to offer, not the standardized tests.**

To prepare, we recommend that juniors take the PSAT at TA in October, the TA SAT Preparation Course February-April, and then the SAT in May or June at one of the area high schools. Seniors usually retake the SAT or try the ACT in the fall. Students taking SAT II subject tests can take them in either junior or senior year, but not on the same day as the SAT I.

Taking multiple tests and sending those test results to many colleges can become expensive. If you would like to consider requesting fee waivers, please talk to your counselor.

PSAT- PRELIMINARY SAT

This is a practice test for the SAT I Reasoning Test. Juniors take it in October at TA (Registration \$15). It is a two-hour critical reading, math and writing multiple-choice test. TA counselors distribute practice PSAT materials to all juniors in September. The results of the PSAT are not reported to any colleges. In December, students receive score reports and their question booklet so they can focus on areas they need to improve for the spring SAT.

NMSQT-NATIONAL MERIT SCHOLARSHIP QUALIFYING TEST

This is the same as the PSAT. The results are used to select semi-finalists for the National Merit Scholarships and National Achievement Scholarships.

SAT

This is a four hour critical reading, math, and writing test. It is offered seven times during the academic year. Juniors usually take their first SAT in May or June, and then often repeat the test in the fall of senior year. Test scores usually improve each time, but plateau after three. If SAT scores do not seem consistent with a student's abilities, we recommend taking the ACT because it is a different kind of test and may highlight different strengths.

The first two sections of the SAT I are multiple choice, which includes grammar, usage, and word choice, and a writing portion of composing an essay. This writing portion was added to comprise the "New SAT" in March of 2005. Colleges can view the essay to view how students actually write. The New SAT is scored on a 2400-point scale instead of the previous 1600 point scale. See chart on p. 21 below for score comparisons.

ACT-AMERICAN COLLEGE TESTING PROGRAM

This is a four-part test aimed at assessing a student's knowledge of English, mathematics, reading, and science. Many colleges accept either the ACT or the SAT or a combination of the ACT and SAT Subject Tests. See chart below for a comparison of SAT and ACT components. The test centers for the ACT are not as accessible for TA students as test centers for the SAT. The closest ACT test centers are often Barre/Montpelier or Kimball Union Academy in Meriden, NH. (a half hour drive south from TA).

SAT II – SUBJECT TESTS

The most selective colleges will require at least one and up to three subject tests in addition to the SAT or ACT. Some colleges will specify which subject tests they require. These tests are offered in 16 subjects six times per academic year. Each SAT II test lasts an hour, and it is possible to take three in one day, although that is a very tiring day! It is not possible to combine SAT I and SAT II tests on the same day.

It is optimal to take the SAT II right after completing a relevant high school course, so if you are taking courses in your junior year which apply to the Subject Tests, try to take those Subject Tests in June of junior year. (That would mean taking the SAT I in May that spring.)

TOEFL-TEST OF ENGLISH AS A FOREIGN LANGUAGE

If English is not your primary language, colleges may ask you to take the TOEFL to assess your ability to comprehend college work. TOEFL tests are administered at Lebanon College in Lebanon, NH.

SENDING TEST SCORES TO COLLEGES

It is your responsibility to ensure that scores are sent to each college on your list. Many colleges require score reports sent directly from the Educational Testing Service-ETS (SAT) and the ACT Clearinghouse, but some will accept the scores we list on your TA transcript. The registration forms for these tests allow you to request scores to be sent to 4 colleges for free, and you pay for each additional college you request. If you have taken the SATs more than once, when you request SAT I and SAT II scores, ETS sends all your test scores (ie., it is not possible to select which scores are sent). Colleges will automatically use your highest scores.

To request SAT I and SAT II score reports call 1-800-SAT-SCORE. This is a push button request method, so have ready your social security number, test date and registration number from your entry ticket, the code numbers of the colleges where you want the scores sent, and a credit card. You can also request scores on the web at www.collegeboard.com; have all the above information and your credit card ready.

To request ACT score reports: 319-377-1320. The web address for requesting ACT scores is www.act.org. Have ready all the information listed in the above paragraph.

STANDARDIZED TESTING FOR STUDENTS WITH DISABILITIES

Testing accommodations are available for some students with documented disabilities who use accommodations routinely in their high school classes. Some of the test accommodations include extended time, large type, and cassettes. When students take the test with accommodations, the score report indicates the test was taken with “nonstandard administration”. See your counselor or the Director of Special Education, Torrelee Fisher-Sass, if you are interested in requesting accommodations.

Test Dates and Related Deadlines for SAT 2009-2010

Test Dates	Test	Registration Deadlines	
		U.S Regular	U.S Late
Oct. 10, 2009	SAT & Subject Tests	Sept. 9, 2009	Sept. 23, 2009
Nov. 7, 2009	SAT & Subject Tests	Oct. 1, 2009	
Dec. 5, 2009	SAT & Subject Tests	Oct. 30, 2009	Nov. 12, 2009
Jan. 23, 2010	SAT & Subject Tests	Dec. 15, 2009	Dec. 30, 2009
Mar. 13, 2010	SAT only	Feb. 4, 2010	Feb. 18, 2010
May 1, 2010	SAT & Subject Tests	Mar. 25, 2010	Apr. 8, 2010
June 5, 2010	SAT & Subject Tests	Apr. 29, 2010	May 13, 2010

Test Dates and Related Deadlines for ACT 2009-2010

2009–2010		
Test Date	Registration Deadline	<i>(Late Fee Required)</i>
September 12, 2009	August 7, 2009	August 8 – September 21, 2009
October 24, 2009	September 18, 2009	Sept. 19 – Oct. 2, 2009
December 12, 2009	November 6, 2009	November 7 - 20, 2009
February 6, 2010**	January 5, 2010	January 6 - 15, 2010
April 10, 2010	March 5, 2010	March 6 – March 19, 2010
June 12, 2010	May 7, 2010	May 8 – 21, 2010

Types of Admission

Open: Everyone with a high school diploma or equivalent is accepted. Placement tests and/or SAT/ACT scores may be required.

Liberal: Accepted students can be ranked in the lower half of the high school graduating class and have ACT scores of 19 and below and/or SAT scores of 1515 and below.

Moderately Difficult: Accepted students are ranked mostly in the top 50 percent of their graduating class, and have ACT scores of 19 or higher and/or SAT scores of 1515 or higher.

Most Difficult: Accepted students are primarily ranked in the top 10 percent of the graduating class, and have ACT scores of 29 or higher and/or SAT scores of 1965 or higher.

Score Comparison: ACT vs. SAT (According to <i>Princeton Review</i> Web Site)		
ACT If you scored...	On the former SAT you scored	On the new SAT your comparable score is
36	1600	2400
35	1560 - 1590	2340
34	1510 - 1550	2260
33	1460 - 1500	2190
32	1410 - 1450	2130
31	1360 - 1400	2040
30	1320 - 1350	1980
29	1280 - 1310	1920
28	1240 - 1270	1860
27	1210 - 1230	1820
26	1170 - 1200	1760
25	1130 - 1160	1700
24	1090 - 1120	1650
23	1060 - 1080	1590
22	1020 - 1050	1530
21	980 - 1010	1500
20	940 - 970	1410
19	900 - 930	1350
18	860 - 890	1290
17	810 - 850	1210
16	760 - 800	1140
15	710 - 750	1060
14	660 - 700	1000
13	590 - 650	900
12	520 - 580	780
11	500 - 510	750

	SAT	ACT
When is it changing?	March 2005	February 2005
What are the changes?	Paragraph length critical reading passages, an essay, and more challenging math. No more analogies or quantitative comparisons.	Addition of an "optional" essay
When is it administered?	Seven times per year	Six times per year
Test structure	Ten Section exam: Three Critical Reading, Three Math, Three writing and one Experimental. The Experimental section is masked to look like a regular section.	Four Section exam: English, Math, Reading, and Science Reasoning. An Experimental section is added to tests on certain dates only and is clearly experimental.
Test Content	Math: Up to 9th grade Geometry and Algebra II No Science section. Reading: Sentence completions, short and long critical reading passages, reading comprehension. Stresses Vocabulary. More questions testing grammar, usage, and word choice A Test of strategy and testing skills.	Math: Up to Trigonometry Science Section included Reading: four passages, one each Prose Fiction, Social Science, Humanities and Natural Science English: Stresses Grammar A test of time management and studiousness.
Is there a penalty for wrong answers?	Yes	No
How the test is scored /highest possible score	200-800 per section, added together for a combined score. A 2400 is the highest possible combined Score	1-36 for each subject, averaged for a composite score. A 36 is the highest possible composite score.
Are all scores sent to schools?	Yes, if a student requests a score report be sent to specific colleges, the report will include the scores the student received on every SAT test taken.	No. There is a score choice option. Students can choose which schools will receive their score AND which scores the schools will see.
Other uses for the exams	Scholarship purposes.	Scholarship purposes. Certain statewide testing programs
When to register	At least six weeks before the test date	At least four weeks before the test date
For more information	The College Board www.collegeboard.com	ACT Inc. www.act.org

Source: Princeton Review
with permission

College Campus Tours and Interviews

Tours

1. If at all possible, students need to make inquiries and appointments themselves. Go online or call the college admissions office to get information about tour dates and times. Some colleges, UVM for example, ask you to register for a specific tour time. Other colleges just post their tour times and you can show up for any tour you wish. Many colleges offer additional information sessions after the tour. If you like your tour, try to stay for the information session also. If you are hoping to play a sport in college, try making an appointment to meet with the college coach that same day.
2. Another way to visit a campus is during an Open House. The TA Guidance Office will inform students of any college Open Houses we know about throughout the year. Open Houses are geared toward providing many kinds of representatives from the college to meet prospective students and their families.
3. Before you go visiting, think about the things that would be most important to you in determining if a college is a good match. Come up with at least two focused questions you will find the answers to during each campus visit.
4. Tours usually last about an hour and are led by current students. Feel free to ask them questions about their experiences and perspectives at the college, but remember that is one person's account. Try to ask the same questions of some other students you may see on the sidewalks or in the student center. Don't be shy: most college students are happy to share what they think!
5. Try to bring along someone else who knows you well. Another pair of eyes and ears is helpful so you can compare notes at the end of the tour and think about whether the college looks like a good match for you.
6. After each campus tour, jot down some new things you learned, some things you liked, and some things you did not like about the college. This will help as you compare possible colleges for your final application list.
7. After you have visited many colleges, try to arrange an overnight visit at the college(s) you like best. Ideally, this will include a chance to visit some classes that interest you or some activities you want to know more about, eat in a dining hall, and spend time hanging out with students in the dorm. Spending time with current students is invaluable. You may also have a chance to learn what students feel is the best and worst aspect of their college and compare that to what you are hoping for in a college.

Interviews

Some colleges interview students in their admissions offices. Some colleges designate alumni to conduct interviews for the college near where the student lives. If you are considering a college that is too far away to visit, ask the college if there is an interviewer closer to you.

Ten Tips for a Successful College Interview

(Reprinted with permission from Skidmore College)

A college interview can provide you with new insights and may also add a significant personal dimension to your application. We hope the following tips will help you understand and best use the interview as you research and visit colleges.

Know what the interview means at each college.

Is it purely informational or intended to help evaluate you as a candidate? If your interview will be **evaluative**, the discussion will allow you to introduce yourself in a way that distinguishes you from other admission applicants. Your interviewer will engage you in a relaxed conversation and will ask you to discuss your school, courses, activities, and academic and personal goals. You will also be encouraged to ask any questions you have about the college you are visiting and the application process. The interview summary written by the interviewer after your discussion will describe your individual qualities and your ability to contribute to the college community. It will become part of your application file when you apply.

By contrast, an **informational** interview will require you to direct the conversation. The interviewer's questions may be as general as, "What can I tell you about this school?" or "What questions do you have about the application process?" Ordinarily, no written evaluation is included in your application file after an informational interview. The purpose of the interview is to raise and answer questions that will help you distinguish among the colleges you are considering and determine which ones are the "best fit."

Make and keep appointments.

Particularly if you want to have an admissions interview or chat with a faculty member, it's a good idea to call for an appointment. For popular interview times – school vacation weeks, for example – you might have to make arrangements many weeks in advance. If it turns out that you will be late for an appointment, or if you have to miss it entirely, make sure to call ahead to notify those who might be waiting. Don't assume that if you arrive unannounced that people will be available to meet with you. Plan ahead.

Know something about the college before you visit.

Do your homework. You are not expected to be an expert on the college, but you should know the basic facts before your interview. Web sites, viewbooks, catalogs, and college guides are all good sources of basic information. The interviewer's questions will help you clarify the qualities you hope to find in a college and will help you understand how different colleges do or do not satisfy those expectations. To that end, you should be prepared to talk about your college search: What are you looking for in a college? What is important to you? What is your vision of the ideal college? How did you decide to visit this specific campus?

Think about your high school years.

Be introspective. What do you do with your "free" time? How would your parents describe you? What would your favorite teacher say? Your friends? Make a list of co-curricular interests and hobbies that are important to you. How have you spent your summers? Have you ever worked, either on a volunteer or paid basis? How have you changed during your high school years?

Know your high school.

The colleges you apply to will assess your performance and record within the context of your high school. Are honors courses offered? Advanced Placement courses? An IB program? How large is your high school? How many students are in your senior class? You should be able to describe your school, your courses, and the level of competition that you face. What course was the toughest? Do you regret any course choices? (Try not to complain about "bad" teachers!) How diverse is your high school's student body? Your community? Don't assume that your interviewer can picture your school. Try to describe it as vividly as possible.

Watch your language!

Assuming it is an evaluative interview, an interviewer will want to get to know you and assess you as a potential student and member of the college community. What you say and how you say it matters, so think before you speak. Listen carefully to the questions, take time to think, and express your ideas clearly. Do your best to avoid slang and crutches such as "you know," "like," and "um."

Be aware of your body language.

Establish good eye contact with your interviewer. When people look at each other they communicate more effectively. Be aware of how you act when you are nervous. Do you tap your foot? Twist or flip your hair? Look at the floor? Say "you know" a lot? If you can identify your nervous habits ahead of time you can consciously address them in the interview and make a better impression.

Be prepared to ask questions.

Ask questions regarding academic requirements or special services offered by the college, but avoid basic questions that should have been answered in your preliminary research. Do not waste time asking questions that are easily answered on the admissions web site, in the viewbook, or in the catalog. Examples: “How many students attend your school?” or “Do you have a psychology major?” Use your time wisely by asking about things that interest you. You might ask about internships, accessibility of professors, athletic facilities, performance opportunities, student leadership positions, or social life on campus. Ask questions that will help you identify qualitative differences between similar colleges. It’s a good idea to bring your list of questions to the interview.

Dress “comfortably.”

Most admission interviewers recommend that you wear clothes that are comfortable for you and make you feel good about yourself. You don’t have to “dress up” in a skirt or a button-down shirt and necktie unless that’s what you’re most comfortable wearing. Be neat, but be yourself.

Be honest. Don’t pretend.

If you really read science fiction, then don’t pretend that you like Dickens. Share any serious personal difficulty that has affected your record with your interviewer. Don’t try to guess the “right answer” to questions. What you have done is not nearly as important as why you did it and how it helped you grow. If you have a weakness in your record (for example, a poor grade or a semester of poor grades) try to put it into perspective for the interviewer. Be honest. If this is your first interview and you’re nervous, share those feelings with your interviewer. If you’re afraid that some aspect of the college might not be right for you, share your concern. Feel good about yourself and convey that feeling to the interviewer. You can be positive about your accomplishments without sounding conceited. Interviewers expect you to say good things about yourself.

Be sure to follow up after the interview.

Interviewers, like everyone else, appreciate being thanked for their time. Write down the name of your interviewer as well as the date (many will give you a business card) and send a personal thank you note after returning home. Colleges notice the gesture and it helps to reinforce a positive impression. If you enjoyed your interview and visit, find out about opportunities to return to campus and stay overnight in a dorm, sit in on classes, and attend upcoming special programs. Remember that every college wants you to leave your visit feeling good about the experience. If you take the time to research colleges, and then do a little thinking about your high school career and where you want to go in the future, you’ll find your visits informative and enjoyable, even helpful to you in the admissions selection process.

Here are examples of questions your interviewer may ask:

How would you describe yourself? How would your best friends describe you?

What do you do with free time?

What are some of your favorite books?

What is the most significant change that has occurred in you in the past few years?

What do you think is the biggest problem in the country? In the world? Today? Do you have some ideas for solving the problem?

Why do you think you would be a good match for this college? How would you add to this college community?

Any ideas for what you might do after college?

At the end of the interview, get a business card from the person who interviews you so you can address your thank you note as soon as you can after your interview. It also helps to have that person's name, phone, and email address in your file if you need to contact someone at that college with questions during the application process.

Application, Essay, and Recommendations

Application

Applications to college are made up of the application form, which identifies the student, SAT/ACT scores, the student's high school transcript, teacher recommendations, and a school counselor recommendation.

1. Complete the **Senior Questionnaire** (blue), **Application Deadline chart** (white) and **Parent's Perspective** (green-optional) and **return them to your counselor by November 1 (October 1 if applying *Early Decision*)**.
2. Make sure your SAT/ACT scores have been sent to all the colleges on your list.
3. Determine if the colleges to which you are applying accept the **Common Application** or whether you will be using individual colleges' applications. The **Common Application** is a standardized application form accepted by a large number of four-year colleges and universities. Colleges that accept the "Common App" agree to accept it just as they do their own version of an application.
4. Decide whether you are going to complete a hard copy or online version of the application. **Common Application** strongly encourages you to apply online.
5. For hard copies, type or print very clearly.
6. **Make sure someone else with good spelling skills reviews your applications. We often find typos on applications, including misspellings of the college name or the subject a student chooses as a major.**
7. Make copies of everything before sending it. Submit/mail applications with the application fee before the final deadline.
8. Within a week of submitting/ mailing, call or email each college admission office to confirm they received your application.
9. Colleges will send you postcards acknowledging receipt of your application as well as requests for any more information they need.
10. Most colleges will be looking for indications of "**demonstrated interest**" from applicants. You can demonstrate interest by emailing the person who interviewed you or the admissions representative responsible for Thetford Academy and saying why the college is high on your list. Also, direct any questions to that person during the application process.

Essays

(Printed with permission from the *Associated Colleges of the Midwest*)

Tips for Writing Your College Application Essay

Here's advice from the people who read them!

Does writing a college application essay seem like a daunting task to you? For most people, the answer is a resounding “yes!” However, the essay is also an opportunity for you to show your talents and creativity to their best advantage.

To help you get started, here are some insights on writing an essay from the people who read hundreds of them every year — admission officers at ACM colleges.

The essay is your chance to use your voice.

The essay is the living, breathing part of your application to a college. In the essay, you can speak in your own voice and **personalize** your application. Here's your opportunity to show something about you that doesn't really come across elsewhere in your application.

So, step back and be reflective. Think about who you are as an individual. How do you view the world? What do you care about deeply? What experiences and people have been important in shaping you as a person? What are your aspirations in life?

It is in such reflection that you can find your own, unique voice. That's the voice that will help you write an interesting essay that only **you** could have written.

Now, on to some nuts and bolts of writing the essay.

Show your command of the basics of good writing. 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 that are given.
- Start off with a strong opening paragraph that captures the reader's interest.
- Use a style that you find comfortable and that is appropriate for the subject matter.
- 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.

Why do colleges require essays?

A college application includes a lot of information about you, such as grades, recommendations, lists of your extracurricular activities and test scores. All of that information is very important and helps admission officers form a picture of your accomplishments and abilities. However, while it tells about how other people see you, there isn't much about how you see yourself. It's that inside view — how you see yourself — that colleges hope to find in your essay.

The essay performs other functions, as well, such as:

- The essay can be a way of showing that you have researched and thought carefully about the college to which you are applying. It shows, in your own words, why you and the college would be a good “match.”

An essay demonstrates your writing ability, which is a key component to success in college.

- In your essay, you can show that you are willing to put **yourself** into what you do. That kind of commitment is an important part of effective learning in college. And it shows the admission committee that you are someone who is willing and able to be a contributing member of a community of learners.
- Your academic record is the central and most important part of your application. For selective colleges especially, your essay provides additional insights about you-as a student and as an individual-for a college to consider as it reviews your application.

- 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 is 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 (actually, many more) 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 — or not covered completely and to your fullest advantage — elsewhere in your application.
- Is there a social cause that you hold near and dear? Remember, an essay is not an academic paper. A cause that you feel passionately about and that has been in your thoughts and activities, might be the basis for a strong essay.
- 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? There may be essay material that goes beyond the courses you took or scores on AP tests.

Possible pitfalls when writing an essay

- Writing a poem or making a videotape in place of an essay is probably not a good idea, unless you're applying to a specialized school that encourages such a submission.
- Humor can be risky, so be careful how you use it.
- "Honor code" rules are in effect when you write an essay, so do your own work and don't make things up.
As a practical matter, other items in the application, such as letters of recommendation, make it quite possible that you would be found out if you tried to make things up.

Some final tips

- **Leave yourself time to rewrite and revise.** For the great majority of people, this is not an easy assignment. Start early and leave plenty of time! Most likely that means to give yourself weeks (not days, and certainly not hours!) to rework your essay.
- If your essay is longer than three pages (unless the instructions call for something longer), then it had better be interesting! Think hard about what you really want to focus on, and take out whatever gets away from your central point.
- **The admission committee will take your essay seriously.** You should, too. You have a lot to gain by putting in the time to write a good essay!

Suggested reading

The College Application Essay by Sarah Myers McGinty (The College Board, New York, NY).

How to handle a topic

Often, colleges will ask you, the applicant, to write about an experience you've had, an achievement in your life, or someone who has had a significant influence on your life. In handling such a topic — or, for that matter, any topic you select — 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. For example:

- 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. In other words, the people reading the essay are interested in what makes you tick and how you got the way you are, not in how the trains run in Paris.
- 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.

Recommendations

1. **By October 1**, you and your counselor will choose which teachers you will be asking for recommendations. When you ask them if they are willing to write your recommendation, find out if they would prefer to mail their recommendations or give them to Guidance to include in the TA mailing of your transcript and Secondary School Report.
2. **At least 3 weeks before your deadline**, give each teacher a hard copy of the recommendation(s) along with a stamped and addressed business envelope for every recommendation they will be mailing. It is helpful to teachers to have a copy of your resume also. Remember that teachers have multiple requests for recommendations, writing a recommendation letter takes a long time, and they won't be able to meet your deadlines if you ask them the week the application is due.
3. **At least 3 weeks before your deadline, fill out the top portion of the Secondary School Report form** for each college (just one if using **Common Application**) **and give it to your counselor**. Counselors will mail that form plus your transcript and Guidance recommendation letter.
4. Politely **follow up** with each teacher and counselor to confirm all material was sent to the colleges.
5. When you receive decisions from colleges and scholarships, no matter what the decision, **thank each teacher** for writing the recommendations and let them know the outcomes of your applications. A written note of thanks is especially welcome. Remember, these people put a lot of time and thought in writing for you.

Student Athletes

If you are interested in playing a sport in college, here are the steps to follow to ensure you are making the appropriate college choices and that you are approved by the NCAA when necessary:

1. Have an open and honest conversation with your TA coach to get a realistic sense of your ability to play at the college level. It is important to select colleges where your ability will be valued.
2. Talk with your school counselor and family about the priority of academic and athletic goals.
3. Remember that the Admissions Office, not the college coach, admits students.

When you make appointments to visit colleges, make appointments to meet with the college coaches also. Here are some questions you may want to ask them:

- What positions would I play on your team?
- Describe some of the players competing at the same position.
- What are the physical requirements each year?
- What is the game plan (offense, defense, seeding, tournaments)?
- How would you describe your coaching style?
- Describe the preferred invitation and walk-on situation.
- How are academics supported (can I miss practice for Biology lab?)?
- Describe the typical day for the student athlete.
- How long does my scholarship last?
- If I'm injured, what happens to my financial aid?

NCAA

Most college athletic programs are regulated by the National Collegiate Athletic Association (NCAA), which establishes rules on eligibility, recruiting, and financial aid. There are three NCAA divisions: Division I ("D1"), Division II ("D2") and Division III ("D3"). Colleges and universities are members of divisions according to size, scope of athletics, and whether they provide athletic scholarships. DIII colleges do not offer athletic scholarships.

If you want to participate in athletics at the DI or DII level, you must be certified by the NCAA Initial Eligibility Clearinghouse. Registration occurs during spring of junior year or fall of senior year. You and your counselor will make sure you send to the Clearinghouse:

- a. A completed and signed Student Release Form and fee
- b. Official transcripts from every high school you have attended
- c. A copy of any professional diagnosis of a disability
- d. An official SAT or ACT score report

To contact: NCAA Clearinghouse, PO Box 4044, Iowa City, IA 52243-4044
FAX: 319-337-1556 SAT/ACT Code #: 9999 Web: www.ncaa.org

Financial Aid

This can feel like the most daunting part of the college process for some people. As college costs continue to rise, it is important for families to be realistic about what they can afford. Excellent education is available at colleges that do not charge \$42,000 per year! Financial aid is sometimes the deciding factor in a student's final choice.

In general, the colleges with the largest endowments give the largest financial aid offers to eligible students who demonstrate financial need, so don't assume that what a college charges for tuition is what you must pay. The financial aid offer or "package" usually consists of one or more of the following: grants, loans, work/study opportunity on campus. There are helpful programs online at www.vsac.org to aid in comparing financial aid packages from different colleges.

Information Sessions at TA

Paying for College Night **October 5, 2009** **6:00 pm** **TA Library**

Financial Aid Forms Night **January 11, 2010** **6:00 pm** **TA Library**

Your **best resources for financial aid questions** are:

VSAC-Vermont Student Assistance Corporation

1.800.642.3177 or www.vsac.org

NHHEAF-New Hampshire Higher Education Foundation

1-800-525-2577 or www.nhheaf.org

How Financial Aid Works

Financial aid programs help many students pursue different courses of study. If you are seeking a degree or a certificate and are considering part-time or full-time attendance, check with your college or school to find out what financial aid may be available to you. Aid isn't limited only to "traditional" students just out of high school.

What is financial aid?

Financial aid is assistance provided to students and families to supplement what they themselves are able to contribute to cover the cost of higher education. It can cover tuition and fees, housing and food, books and supplies, transportation, and personal expenses including child care. These items make up the "college budget."

Most financial aid is based on need. Need is determined by subtracting the family's and student's resources available for education from the college budget.

$$\text{Budget} - \text{Resources} = \text{Need}$$

What aid is available?

Three types of financial aid are available:

- **Grants and scholarships** (also known as “gift” aid). These do not have to be repaid. Scholarships may be based on need or on a student’s academic performance or special talents.
- **Loans** (also known as “self-help” aid). Students and/or parents borrow low-interest loans that must be repaid.
- **Work-Study** (another form of “self-help” aid). Students earn wages that may be applied to the college bill or used for personal expenses.

Where does aid come from?

Financial aid comes from different sources:

- The federal government
- VSAC
- The college a student is attending
- Outside sources

Who can apply for aid?

To apply for federal financial aid, you must be a U.S. citizen or eligible non-citizen. To apply for a Vermont state grant from VSAC, you must be a Vermont resident, having resided in Vermont for at least 12 months prior to your enrollment. College aid is obtained from the college, while scholarships from outside sources usually require separate applications and often have specific eligibility requirements. In all cases, to receive aid you must be admitted to an approved postsecondary school.

How do I apply?

Applications for financial aid can be as time-consuming as taxes. We advise starting early.

Financial aid application materials for Vermont students are available from VSAC, from all Vermont colleges and high schools, and from some public libraries. The following applications must be completed:

- **Free Application for Federal Student Aid (FAFSA).** This application is used as a basis for determining eligibility for federal Pell Grants, for part-time and full-time grants from VSAC, aid from the college you are attending, and student loans. Students can complete a traditional paper FAFSA application, or file electronically on the Web. Students continuing their education receive a “Renewal FAFSA” in subsequent years. It is best to complete this form and submit it by January or February.
- **Vermont Grant Application.** This application must be completed by Vermont students who wish to be considered for a state grant and are pursuing a degree on a full-time or part-time basis. Students can file a paper application, or can file electronically. VSAC also sends renewal applications to students who have filed previously.
- **Institutional application.** Some colleges require an additional application form. The school’s catalog will indicate if this is required.
- **CSS Financial Aid Profile.** Many private colleges and universities also require this form, which provides them with additional information for assessing a student or family’s financial situation. This form is provided and processed by the College Scholarship Service and involves a fee.
- **Financial Aid Transcript.** If you attended college before and received financial aid, you will be asked to complete this form, too.

It is very important to apply for financial aid on time and to meet all the deadlines set by the relevant agencies and colleges. Consult with a VSAC counselor for help, or a financial aid counselor at the school you plan to attend. College catalogs and guidebooks generally list the various deadlines that must be met.

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Admissions Decisions

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Getting the News - Accepted, Deferred, Denied, Wait-Listed

Early Decision and Early Action applicants get "the news" from colleges within a month to six weeks from the application due date. As colleges often have more than one early decision pool now, it is important to know the notification due dates. Most often you are notified by mail--the written letter is the official notification. Sometimes students hear unofficially, through a good relationship with admissions office personnel (rare), or from a coach. Remember the letter is official--don't count on it until you see it in writing.

Acceptance - Congratulations! You did it!

If you applied early *decision*, you must immediately withdraw your other applications. (Just send them a postcard). If you are admitted early *action*, you can consider withdrawing applications from colleges in which you aren't very interested so that you free up consideration for other, more interested applicants. If you are waiting for a financial aid package or estimate, you may wait to make any commitments until you receive the news. If your financial aid is a problem, please let your counselor know immediately. If it is late March or April when you get the news. **Before making a final decision, students often benefit from revisiting their top choice colleges.** Then, notify the first choice college of your decision to attend, accompanied by a deposit. This must be done **by May 1st.** Then, as a courtesy, please notify the other colleges to which you were admitted that you have decided to matriculate elsewhere.

Deferral - (only available in an early decision action application) O.K! Not what you wanted, but not a rejection. It gives us a clearer read on your candidacy and qualifications. Time to put the rest of your list into action. Now, first, respond to the deferral letter, expressing your continued interest and determination to succeed. Next, if they ask for some supplement to your early application, do it. Colleges often want more samples of current work, another teacher recommendation, etc. Winter and spring term grades become very important in finally earning an acceptance. Be sure to have score reports sent to all the colleges on your list, and update financial aid information--add more colleges--to your CSS PROFILE. Remain optimistic - good options remain for you if we've put together a solid list. Come in and talk to your counselor.

Denied - You may be hugely disappointed, very surprised, or might have expected it. Feel free to come and talk to your counselor. We can help you maintain perspective on this decision.

Wait- List--This is a complicated step in the admissions process, but it does hold out some possibility of future opportunities. Here are some ways the wait-list can work for you:

- Show your continued interest in a college. Follow the instructions in your wait-list letter from the college. Return the response postcard immediately. Then, follow up that letter with a letter to the Dean or Director of Admissions, stating why you wish to attend. If the college is really your first choice, say so. If, at a later time you wish to remove your name from the wait list, notify the college in writing.
- Once you have completed "step a" above, do not pester the college or your counselor. Be graceful and respect the decision-making which must occur. Rest assured, we will continue to advocate on your behalf.
- If you have more than one wait-list opportunity, prioritize your list. Usually the moment of decision of accepting or rejecting an offer is limited, so be prepared in advance. Yes, it is OK to remain on several wait-lists as long as you notify colleges that you are on other wait-lists elsewhere.
- Do not expect to hear anything before May 1st.
- Make your college decisions based on the acceptances you already have. Unfortunately, you have to base your decision-making on not getting off a wait-list anywhere.
- Deposit at a college to which you've been accepted by May 1st. Without the deposit made by the deadline, your place is not guaranteed.
- Keep working on academics right through to the end of the year. Strong end-of-year grades might make the difference.
- Keep the Guidance Office informed, so they can work on your behalf. We need to know your thoughts, priorities, and desires.

All Seniors:

Please note that every acceptance letter includes a statement regarding the conditions of your acceptance. Colleges have admitted you based on the course of study you submitted on your transcript and the grades that you have and will continue to receive in those courses. It is very important that your grades remain steady. If there is any significant change--course change, significant grade change--colleges may reserve the right to reconsider an acceptance. Same goes for any disciplinary infraction: acceptance is contingent upon finishing your year at TA in good standing--with your leadership titles, varsity letters, yearbook position, and attendance at TA intact. You must report any significant change in your status to your college. (If colleges ask the Guidance Office to respond, we must report).

INTERIM (GAP) YEAR

Many students consider the idea of trying different kinds of learning for the year after high school. These can be students who have applied to college but are not ready to attend, or students who may apply to college for the first time after they have had a chance to explore more options for education focus. Interim years can provide valuable skills in maturity, independent living, employment, community service, and/or travel. There are now many programs for interim years if students do not want to create their own structures.

Even if a student knows well ahead of time that an interim year is possible, we recommend going through the college application process during senior year and choosing a college. Then **to defer, send the confirmation deposit before May 1 along with a letter stating that you will enter college a year later.** The deposit will hold your place.

Benefits

Colleges appreciate students who have taken an interim year because usually those students arrive on campus with experience, focus, and maturity that contributes positively to academic and social endeavors.

Risks

- 1) Colleges cannot extend their financial aid offers past the upcoming academic year, so parents need to reapply for financial aid during the interim year and there is a chance that the new financial aid offer will be different than the original one.
- 2) Some parents worry that if their student does not go straight to college, the motivation for going to college will diminish. That does happen sometimes. However, on the flip side, if a student is not ready to handle college but goes anyway and then drops out, there can be significant emotional and financial expenses.

We encourage families to consider the possibilities of an interim year, even if the student decides in the end to attend college right after high school. The ability to consider options and then make the best choice is a life skill we want all our students to practice.

VSAC Pathfinder: Alternatives to College

(Refer to the VSAC website for updated/more information at www.vsac.org)

Books - Search our catalog online at <http://follettweb.vsac.org:9000/webopac/main?siteid=1>. Patrons may borrow books either by coming to the Resource Center in downtown Winooski or by making an interlibrary loan request through their local school or public library.

Gap year information

- *Choices for the High School Graduate: A Survival Guide for the Information Age* (2005). Call # 373.18 Fireside
- *The Gap-Year Advantage: Helping Your Child Benefit from Time Off Before or During College* (2005). Call # 370.116 Haigler
- *The Gap-Year Guidebook* (2006). Call # 370.116 Withers
- *The Gap Year Book: The Definitive Guide to Planning and Taking a Year Out* (2003). Call # 370.116 Hindle
- *Success Without College: College May Not Be Right for Your Child or Right Just Now* (2000). Call # 370.116 Lee
- *Taking a Gap Year* (2005). Call # 370.116 Griffith
- *Taking Time Off: Inspiring Stories of Students Who Enjoyed Successful Breaks from College and How You Can Plan Your Own* (2003). Call # 370.116 Hall

Educational alternatives

- *But What If I Don't Want to Go to College?: A Guide to Success Through Alternative Education* (2006) Call # 374.013 Unger
- *Other Ways to Win: Creating Alternatives for High School Graduates* (2006) Call # 370.11 Gray
- *The Teenagers' Guide to School Outside the Box* (2001) Call # 373.2 Greene

Internships/work opportunities

- *Back Door Guide to Short-Term Job Adventures: Internships, Summer Jobs, Seasonal Works, Volunteer Vacations, and Transitions Abroad* (2005) Call # 650.14 Landes
- *International Workcamp Directory* (2006) Call # 331.128 VFP
- *Sail Tall Ships!: A Directory of Sail Training and Adventure at Sea* (2000) Call # 790.01 ASTA
- *Teaching English Abroad: Teach Your Way Around the World* (2006) Call # 428.007 Griffith
- *The Uncollege Alternative: Your Guide to Incredible Careers and Amazing Adventures Outside College* (2000) Call # 331.7 Wood
- *Work Your Way Around the World* (2005) Call # 428.007 Griffith
- *You're Certifiable: The Alternative Career Guide to More Than 700 Certificate Programs, Trade Schools, and Job Opportunities* (1999) Call # 378.013 Natalfi

Volunteer, service, and travel experiences

- *Alternative Travel Directory: The Complete Guide to Traveling, Studying, and Living Overseas* (2002) Call # 370.116 TAP
- *Alternatives to the Peace Corps: A Directory of Volunteer Opportunities* (2005) Call # 361.3 Willsea
- *How to Live Your Dream of Volunteering Overseas* (2002) Call # 361.37 Collins
- *The International Directory of Voluntary Work* (2005) Call # 361.3 Pybus
- *Volunteer Vacations: Short-Term Adventures that Will Benefit You and Others* (2006) Call # 302.14

McMillon

- *Transitions Abroad (periodical)* Call # PER 370.116 Hu

Web Links :

Below is a partial listing of the many available college alternative or gap year programs. The costs vary widely for these programs.

Resources

- The VSAC Resource library staff maintains an updated list of various summer/semester opportunities in and outside of Vermont geared primarily, but not exclusively, to high school students — [Summer opportunities](#)
- The Bureau of Labor Statistics' publication "*High Earning Workers Who Don't Have Bachelor's Degrees*" offers information on jobs that pay well, the educational requirements of these jobs, and a discussion of what makes a "good" job — <http://stats.bls.gov/pub/ooq/1999/fall/art02.pdf>
- "*Where Are You Headed?*" provides a database of gap year options, as well as information on summer opportunities and advice on college admissions and transfers. Use VSAC's membership: username = reachout, password = winooski — www.wheretheyouheaded.com

Cultural/educational experiences

- **AFS Intercultural Programs, Inc.** is a non-profit, international organization that provides intercultural learning opportunities abroad with the aim of promoting a more just and peaceful world — www.afs.org/afs_or/home
- **Brown Ledge** gives students life and work skills, as well as training them in documentary production to help them investigate and respond to the world around them. The program starts with an intensive training session in techniques and styles of video, audio, and digital photography. Participants will then travel to two unique American cities—New Orleans and El Paso—where they will live together while individually doing half-time internships or community service and creating their own documentary work. - www.brownledgegapyear.com
- **Global Quest** offers 12-week, summer, and year-long programs in Thailand and Ecuador/Galapagos for high school seniors and graduates who want an off-the-beaten-path, authentic cultural experience — <http://gquest.org>
- **Sojourns Abroad** is a 12-week fall/spring or 2-week summer cultural immersion experience in Italy, Spain, or France for those who want an international adventure — www.sojournsabroad.org
- **Woolman Semester** is a high school semester studies program for juniors, seniors, and first-year postgraduates. Through a focus on the issues of peace, justice, and sustainability, the Woolman Semester enriches a typical high school curriculum with seminar-style course work and experiential opportunities that promote life-long learning, personal growth and intellectual commitment. - www.woolman.org/woolman.html
- **Youth for Understanding** is an international exchange and educational organization committed to inspiring and engaging youth of all races and ethnicities, regardless of socioeconomic status, in an academic year, semester, or summer program — www.yfu-usa.org

Environmental experiences

- **Audubon Expedition Institute** is a traveling graduate and undergraduate school that transforms students into inspired, compassionate environmental leaders and activists — www.lesley.edu/gsass/audubon/index.html
- **Earthwatch Institute** promotes sustainable conservation of our natural resources and cultural heritage by putting people in the field where they assist scientists in their field work — www.earthwatch.org

- **Kroka Expeditions** is an Earth Living Skills School dedicated to assisting young people in developing strong character, responsibility, community, and a sense of place in harmony with nature. All of our programs offer sustainable community living experiences balanced with state-of-the-art instruction in adventure sports and the ancient art of wilderness living. - www.kroka.com
- **Living Routes** offers Ecovillages, ecological communities where students live in harmony with local environments while investigating personal and community-based solutions to real world issues — www.livingroutes.org
- **Outward Bound** offers over 650 adventure-based wilderness courses that focus on compassion, learning through experience, and responsibility to both team and the environment — www.outwardbound.org
- **The Student Conservation Association** provides opportunities for volunteers, conservation internships, and a year-round leadership program in our National Parks, Forests, and other public lands — www.thesca.org
- **The Vermont Youth Conservation Corps** is a private non-profit organization that hires young adults to complete conservation and park management projects on public lands in Vermont — www.vycc.org/index.html

Volunteer/service experiences

- **Americorps** is the domestic Peace Corps; volunteers are eligible for an education award after one-year's service — www.americorps.org
- **City Year** is a national service organization which unites young adults, ages 17-24, from diverse racial, cultural, and socioeconomic backgrounds for a demanding year of full-time community service, leadership development, and civic engagement — www.cityyear.org
- **Cross Cultural Solutions** is a not-for-profit international volunteer organization that operates volunteer programs in Brazil, China, Costa Rica, Ghana, Guatemala, India, Morocco, Peru, Russia, South Africa, Tanzania and Thailand — www.crossculturalsolutions.org/Default.asp
- **Global Volunteers** assists people of diverse cultures in gaining a non-tourist perspective through volunteer opportunities such as teaching English, working with community elders, repairing buildings, and more — www.globalvolunteers.org
- **The Global Volunteer Network** places people in community projects in 21 countries — www.volunteer.org.nz
- **Volunteers for Peace** offers low-cost international volunteer opportunities for young adults — www.vfp.org
- **World Volunteer Web**, coordinated by the United Nations Volunteer program, supports the volunteer community by providing a global one-stop shop for information, resources, and organizations linked to volunteerism — www.worldvolunteerweb.org

Multi-Focus Organizations

- **Action Without Borders** provides information on non-profit careers, volunteer opportunities, and internships — www.idealists.org
- **The Center for Interim Programs** enables people to pursue structured alternatives to formal education by matching clients' interests with over 3,000 internships, apprenticeships, volunteer positions, and cultural study programs worldwide — www.interimprograms.com
- **Dynamy** offers year- and semester-long leadership and career exploration internship programs for high school seniors and recent graduates. Each nine-week program combines an internship component with an Outward Bound course, community service, independent apartment living, and one-on-one advising — www.dynamy.org
- **Gap Year Edge** combines customized gap year placement with one-on-one coaching throughout the gap year — www.gapyearedge.org
- **LEAPNow** is a source for low-cost internships, volunteer positions, work exchanges, and experiential programs in 129 countries and the U.S. — www.leapnow.org/home.htm
- **Young Politicians of America** offers links to hundreds of internships in a variety of

organizations, including government, nonprofit, media, academic, and service organizations — www.ypa.org/home.php

FAMILIES: MAKING THE TRANSITION

Help Your Child Deal with the Stress of Applying to College

By Herbert F. Dalton, Jr., Director of Enrollment Planning, Middlebury College

A troubling - and growing - component of applying to college is stress. Stress strikes both high school students and their parents. And in all too many cases, whether or not they admit it, parents are the source of anxiety.

Here are some reasons that parents can add to a student's stress and to their own:

- Parents may try to live their own lives through their children. One symptom of this syndrome is pronoun confusion, in which the parent explains to the college counselor, "We really want to go to Vassar."
- Some parents are unrealistic. They don't know their child's college admission "profile" (how he or she stacks up against other applicants) or how competitive certain colleges are. Much of their knowledge may be based on their own college admission experience and therefore may not be up-to-date or applicable to their child.
- For many parents, the college admission process represents the first time the child is in the driver's seat making decisions-which is also the last time parents are in control. Some of the parents' own unresolved feelings toward their child's new independence can infect the process.

As a parent, there are several things you can do to help your child cope with the stress of applying to college:

- Start talking about college with your child by asking questions. The family that begins the process by dealing with the question "Why college?" before trying to find the right college is going about things in the right order.
- Communicate. Listen to what is said or not said. Be aware of your child's concerns, priorities, and choices. Children, not parents, should fill out college applications and take the lead in the application process.
- Know the admission criteria for the colleges on your child's list and know your child's credentials. One unrealistic mother commented, "I knew Amy wasn't in the top 50 percent of her class, but I had no idea she was in the bottom half!"
- Help your child set himself or herself up for success. Make sure that your child applies to at least two colleges where he or she will be accepted. If you know your child can't get into Yale, don't insist that he or she apply.

- Let your child take the initiative. He or she should be the one scheduling visits and calling admission counselors with questions. If the child is responsible from the beginning, this can eliminate conflict down the road.
- A recent issue of Spy magazine listed the greatest fear of New Yorkers as "owning inferior children." Love your children for what they are and help them find a place where they can be happy and successful.

Tips for Helping Your Parents Let Go

[excerpted from *Off to College 2007*, p.23]

Arrange a schedule to contact your parents and stick to it. Whether you promise to call or e-mail once a week or return home to visit once a month, you need to negotiate in advance how you will stay in contact with your parents. They have an eighteen-year investment in you, and it is normal that they will be curious about how things will work out. If you satisfy their curiosity, they will not spontaneously drop in on you.

Share good news as well as bad. If your telephone calls or e-mails to your parents are a one-tone whine, they will have a tendency to believe your life is falling apart. Make sure you balance the bad news with the good so that your parents get used to the idea that you can manage your own life.

Learn how to handle your own problems. You do better at college if you learn to negotiate with staff yourself. Relying on your parents to handle your housing bill or to complain about your roommate simply prolongs your childhood.

Encourage your parents to visit your college at least once. Seeing you in your new context as a functioning adult helps your parents realize that you are a capable person. If your college has a Parents' Day, encourage your parents to attend. If nothing else, finding out that other parents have dealt with some of the same issues may alleviate some of their fears.

Enlist other people, when necessary, to help you deal with your parents. Sometimes your parents won't believe you when you tell them that even an art major can find a job, or that your talent is in English literature rather than in physics. Professionals at your college deal with the anxieties of parents all the time. Encourage your parents to talk to them.

10 THINGS WE WANT YOU TO KNOW:

(Reprinted with permission from *Talbots Student Planning Book*)

1. ***Don't go nuts.*** The newfound freedom of college life can give you the tendency to develop bad habits. This must be avoided by setting new rules and limitations for yourself. Just because you are not living under your parents' rule does not mean you should do whatever you want. You must exert self-control and discipline in both your studies and your social activities in order to succeed.
2. ***Don't expect to be best friends with your roommate.*** Many students go to college with the idea that their roommate will undoubtedly be one of their best friends. Unfortunately, this is not the case. Some roommates hardly even speak to each other. Most roommates have different habits, sleeping patterns, behaviors, and schedules. However, it is important to respect one another's space and develop a healthy relationship in which you can communicate freely about any problems.
3. ***Familiarize yourself with the campus and all the resources it has to offer.*** Make sure you know your way around so you make it to class on time, as well as knowing where to find laundry rooms, workout facilities, libraries, computer rooms, etc.
4. ***Do not limit your circle of new friends to those people who live near you.*** Reach out and keep meeting new people with diverse backgrounds. It's a good way to broaden your own horizons.
5. ***Get a lanyard or key chain.*** It is important to keep track of all keys and ID cards so as not to misplace them, nor waste time looking for them.
6. ***Do not spend all of your time trying to stay in touch with friends from home.*** Though it is often times easier to associate with those you already know, it is important to open yourself up to new people and friendships.
7. ***Be prepared for the weather.*** Many students forget that campuses are often big and sprawling, and to get from class to class students often have to walk a distance. Dorms are usually removed from the academic area, and are too far a walk between classes. Dress accordingly when leaving for class in the morning and be prepared to spend some time outdoors.
8. ***Get to know your Resident Assistant.*** The RA acts as a two-way street relaying information between residents and the school administration. In order to hear about campus issues and also to voice your own concerns, it is beneficial for you to maintain a healthy relationship with your RA.
9. ***Learn about public transportation and the area surrounding your college.*** Learn how to obtain resources outside of the college, as well as how to get home via buses, trains etc. Trips to your local pharmacy, the Gap, or the grocery store are all a little more complicated as most students don't have a car. It is therefore important to learn how to use other modes of transportation.
10. ***Do not expect to get settled right away.*** It often takes students a period of time to get comfortable with their new environment and find the friends and activities that are right for them. Getting adjusted to college is a gradual process, and it takes everyone time to transition.

APPENDIX

- College Application List
- Parent's Perspective Form
- Senior Questionnaire
- Best of the Web

Thetford Academy Parent's Perspective Form

Student's Name _____ Counselor's Name _____

*Please return this to a counselor.

We in the Guidance Department would appreciate getting your perspective and your input on your student as we prepare to write recommendations to colleges and employers. We would be particularly grateful for your stories and anecdotes which illustrate your student's strengths and important qualities. Please complete the relevant sections below and return this sheet to the Guidance Department as soon as possible. Feel free to use the back.

1. Please use at least 4 adjectives to describe your student.
2. In what areas has your student shown the most improvement and growth during high school?
3. What are his/her outstanding qualities and values?
4. What do you consider the most important achievements of your student during high school?
Why did you select these as important?
5. What makes your student special in your mind?
6. Are there any unusual or personal circumstances that have affected your student's education?
7. Please tell us an anecdote about your student or anything else you think of interest.

Thank you!

Parent Signature

**Thetford Academy
Senior Questionnaire**

Student's Name: _____ Counselor's Name: _____

***When complete, give this form to your school counselor**

- 1a. Briefly describe yourself. What are your interests and how have you developed them?

- 1b. What are your strengths and what are your challenges?

2. Do you feel your academic record is a true reflection of your ability (consider your grades, test scores, difficulty of courses you have chosen, etc.)?

3. Have there been any particular events in your life which might have affected your progress in school?

4. Describe an accomplishment of which you are particularly proud.

5. What have been your favorite courses in high school?
 - a. What made the courses special?

6. Describe the people and/or events that have been most influential on you. How?

**Thetford Academy
Self-Reported Student Activity Sheet**

Student's Name: _____ Counselor's
Name: _____

1. School Clubs and Activities _____ Grade(s) _____ Office(s) Held

2. Sports _____ Grade(s) _____ Captain?

3. Student Government _____ Grade(s) _____ Office(s) Held

4. Activities Outside of School _____ Grade(s) _____ Office(s) Held

5. Employment _____ Grade(s) _____ Position

6. Volunteer/Community Service _____ Grade(s) _____ Position

7. Honors, Awards, Scholarships