

Senior Year Planning

- **Narrow down your list of colleges:**

If you have not done so already, begin narrowing down your list of schools based on major, location, size, atmosphere, cost, selectivity and other factors. Select “safe” schools, “target” schools, and “reach” schools based on your rank, grades, and SAT/ACT scores. Consider “financially-safe” schools in your list as well.

Resources:

Your School Counselor.

Connection.Naviance.com/lymanmhs

Collegeboard.org

- **Research admission requirements for each college:**

SAT Reasoning Test

SAT Subject Tests

ACT

Specific course requirements (World language, Math, Science etc.)

Early Decision and Early Action options

Note: If you are participating in D1 or D2 NCAA athletics, you will need to meet the NCAA eligibility requirements as well.

- **Things you will need to send with your application:**

Personal Essay

Letters of Reference (2 or 3) - Resume may be required

Admission Testing Scores (SAT, ACT, SAT Subject)

Application Fee

Transcripts

Financial Aid/Scholarships

FAFSA (Free Application For Federal Student Aid) online forms can be submitted beginning October 1st.

CSS/Profile Financial Aid Report – used by many private colleges in addition to the FAFSA. (access via collegeboard.org)

Researching scholarships is your responsibility. To aid you in this process, there is a Scholarship Binder in the Guidance office for student use. More scholarships are available online. Don't pay for scholarship searches.

GENERAL COLLEGE WEBSITES

www.naviance.com	- Naviance College info, SSP, resume and "Supermatch" (Click on "Sign in" and "Students and Families")
www.collegeboard.org	- SAT registration, AP info, college info and search
www.unigo.com	-College search, reviews and user generated content
https://collegescorecard.ed.gov/	-US Dept of Ed site re: cost vs value of college institutions
www.review.com	- Princeton Review college search and info
www.knowhow2go.org	- College planning information
www.uconn.edu	- University of Connecticut website
www.ct.edu	- Homepage for CT State colleges/universities
www.commonapp.org	-Common Application homepage
www.nces.ed.gov/collegenavigator	-College Search Database
www.ncaaclearinghouse.com	- NCAA Clearinghouse Registration for student-athletes

SCHOLARSHIP AND FINANCIAL AID WEBSITES

www.fafsa.ed.gov	- Government website for FAFSA and federal financial aid program
www.fastweb.com	- Scholarship data base and personalized search
www.chesla.org	- CT Higher Education Supplemental Loan Authority
www.finaid.com	- General financial aid info
www.nebhe.org	- Info on tuition discounts for certain majors at other New England colleges
www.fastaid.com	- Scholarship search
www.Scholarships.com	- Scholarship search
www.hamiltonproject.org/student_loan_calculator	- Provides loan repayment estimates tailored to majors
www.ctdollarsandsense.com	-Info on saving for college, 529 plans and financial literacy.

SAT/ACT INFO, REGISTRATION AND PREP WEBSITES

www.collegeboard.org/sat	- Registration for SAT
www.act.org	- Registration for ACT
www.fairtest.org	-Info on colleges that do not require SAT or ACT.
Satpractice.org	-Khan Academy SAT practice site



SAT[®] and SAT Subject Tests[™]

2018 Test Administrations

	AUG	OCT	NOV	DEC
	25	6	3	1
Regular Deadline	Jul 27	Sep 7	Oct 5	Nov 2

2019 Test Administrations

	MAR	MAY	JUN
	9*	4	1
Regular Deadline	Feb 8	Apr 5	May 3

Sunday test administrations are offered for students who cannot test on Saturday because of religious observance. *In March, SAT Subject Tests[™] are not offered.

sat.org

PSAT/NMSQT[®]

2018 Test Administrations

OCT	OCT	OCT
10	13	24
Primary	Saturday	Alternate

psat.org

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Advanced Placement[®]

2019 Exam Administrations

MAY 6 8 a.m. United States Government and Politics Noon Chinese Language and Culture • Environmental Science	MAY 13 8 a.m. Biology Noon Physics C: Mechanics 2 p.m. Physics C: Electricity and Magnetism
MAY 7 8 a.m. Seminar • Spanish Language and Culture Noon Japanese Language and Culture • Physics 1: Algebra-Based	MAY 14 8 a.m. Calculus AB • Calculus BC Noon Art History • Human Geography
MAY 8 8 a.m. English Literature and Composition Noon European History • French Language and Culture	MAY 15 8 a.m. English Language and Composition Noon Italian Language and Culture • Macroeconomics
MAY 9 8 a.m. Chemistry • Spanish Literature and Culture Noon German Language and Culture • Psychology	MAY 16 8 a.m. Comparative Government and Politics • World History Noon Statistics
MAY 10 8 a.m. United States History Noon Computer Science Principles • Physics 2: Algebra-Based Due by 8 p.m. ET Digital portfolios for Studio Art	MAY 17 8 a.m. Microeconomics • Music Theory Noon Computer Science A • Latin

apstudent.org

The SAT and SAT Subject Tests

Registration Quick Guide

Registration Requirements

When you register for the SAT® or SAT Subject Tests™, you'll need to supply:

- 1 Your full legal name as it appears on your photo ID, your date of birth, sex, mailing address, and current grade level.
- 2 An acceptable photo of yourself that closely resembles the photo on your ID and that will match how you look on test day. See more below.
- 3 Your high school code. Find this at collegeboard.org/sat-codes, or ask your school counselor.
- 4 The test type (SAT, SAT with Essay, or SAT Subject Tests), the test date, and the test center you're choosing.
- 5 Acceptance of our terms and conditions, either online or by completing and signing the paper registration form.
- 6 Payment or a fee waiver.

Photo Requirements

You must submit a photo when you register. Make sure your photo meets these requirements:

- 1 You're easy to recognize.
- 2 You're the only one in the picture.
- 3 It shows a head-and-shoulders view, with the entire face, both eyes, and hair clearly visible; head coverings worn for religious purposes are allowed.
- 4 You're in focus, and there are no dark spots or shadows.

Visit sat.org/photo for more information.



Registration Deadlines

Whether you're registering online or by mail, or plan to test in the United States or another country, you'll find the dates and deadlines you need to know about on the back of the *SAT and SAT Subject Tests Student Registration Booklet* or at sat.org/register.

TURN OVER ►

More information can be found in the *Student Registration Booklet* or at sat.org/test-day-checklist.



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The **ACT**® 2018-2019 **TEST DATES**

2018 Test Dates	SEP 8	OCT 27	DEC 8
Registration Deadline	AUG 10	SEP 28	NOV 2
**Late Registration Deadline	AUG 26	OCT 14	NOV 19

Register at
actstudent.org

2019 Test Dates	FEB 9*	APR 13	JUN 8	JUL 13*
Registration Deadline	JAN 11	MAR 8	MAY 3	JUN 14
**Late Registration Deadline	JAN 18	MAR 25	MAY 20	JUN 24

*No test centers are scheduled in California for the July test date or New York for the February and July test dates.
**All material sent by mail must be RECEIVED by the late registration deadline, regardless of postmark date.

**YOUR
JOURNEY.
YOUR
ACT.**

TEST FEES

ACT \$50.50
ACT with writing \$67.00

If you cannot afford the test fee, ask your counselor about requesting a fee waiver.



YOUR JOURNEY. YOUR ACT.

Free Test Prep

Start practicing today:
act.org/academy

Register at actstudent.org

Here's what you'll need to register for the test:

- About 45 minutes
- A credit card or fee waiver
- Your high school course list and grades
- Your interests - our interest survey will match you to academic programs and jobs you might enjoy
- Up to four colleges and universities to send your score reports for free
- Your photo to upload

Why you should check YES

When registering for the ACT, you can choose to sign up for the ACT Educational Opportunity Service (EOS) and:

- Get recruited by more colleges
- Find more scholarship opportunities
- Broaden your college search

For more information about how EOS can help you do all of this and more, go to act.org/sayyes

Accommodations & English Learner Supports

During the registration process, you can indicate a need for accommodations and/or English learner supports.

For a step-by-step guide on requesting accommodations, go to act.org/accomms

Practice for Free with ACT Academy

ACT Academy™ is a free online learning tool and test practice program designed to help you get the best score possible on the ACT test, and well on your way to college and career success.

- Personalized resources
- Accessible anytime/anywhere there is an internet connection
- Both a full length ACT test option as well as ACT test sections
- Educational games to drive mastery of content

Get More from Your Score Report

Most scores are available through your ACT account within two weeks after testing (or five weeks for the writing test) but can take up to eight weeks from the testing date.

The ACT is the only college entrance test that shows you how your interests fit with the college major you plan to enter.

Your custom score report will:

- Help you determine your college readiness
- Help you identify whether your interests match up with your intended major
- Help you plan and inform your future after high school
- Identify your academic strengths and weaknesses
- Help you put yourself in the best position to win a scholarship

For more information, visit actstudent.org



The **ACT**®

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Rev 1

College Majors

Most Colleges and Universities have a broad range of majors to choose from. Below is a short list of some of the most popular majors:

Accounting	Agricultural Science	Anthropology
Architecture	Art Education	Art History
Biology	Botany	Business
Chemistry	Civil Engineering	Communications
Computer Engineering	Computer Science	Criminal Justice
Dance	Drama/Theater	Early Childhood Education
Economics	Electrical Engineering	Elementary Education
English	Environmental Science	Fashion
Film/TV Studies	Finance	Fine Arts
Fire Technology	French	General Studies
Geography	Geology	Graphic Design
History	Hotel/Restaurant Mgmt	Interior Design
International Relations	Journalism	Liberal Arts & Sciences
Marine Biology	Marketing	Mathematics
Mechanical Engineering	Medical Technology	Music
Music Education	Nuclear Engineering	Nursing
Occupational Therapy	Philosophy	Photonics
Physical Education	Physical Therapy	Physics
Political Science	Pre-Law	Pre- Med
Pre-Pharmacy	Psychology	Religion
Secondary Education	Social Work	Sociology
Spanish	Special Education	Speech Pathology
Urban Studies	Veterinary Science	Wildlife Management

College Search and Application Process

Responsibilities of the student/parent:

- Submit online applications for admission from the colleges/universities you plan to apply to or download/register applications online through college website or commonapp.org
- After a student applies, they **must notify** the guidance office via the Transcript Request Form immediately so corresponding school records may be mailed from the guidance office. (Forms are available in the guidance office - Two weeks notice is required for all transcript requests)
- Be aware of and register for all assessments required by the colleges/universities you are applying to (SAT, SAT Subject Tests, ACT, etc).
- Schedule visits and/or interviews at college/post-secondary schools.
- Meet all application and financial aid deadlines.
- Write required/recommended essays with the help of an English Teacher.
- Request letters of recommendation from faculty at least two weeks in advance of when it will be needed.
- Request letters of recommendation from Counselor at least two weeks in advance of when it will be needed or it cannot be guaranteed.
- Make sure all supplemental recommendation forms are submitted to teachers and counselors at least two weeks in advance of the deadline.
- Request official SAT score reports from the College Board as well as ACT score reports from ACT to be sent to appropriate colleges/universities when applicable.
- Complete and submit the Free Application for Federal Student Aid (FAFSA) and CSS Profile (if applicable).
- Research and apply for scholarships.

Responsibilities of the School Counselor:

- Provide the opportunity for individual counseling and advisement with each student.
- Be accessible to both parents and students for assistance throughout the search and application process.
- Assist students/parents in researching deadlines, requirements and other relevant information upon request.
- Host college admissions representatives throughout the year.
- Host a Financial Aid Night to review FAFSA, CSS Profile and scholarships.
- Make available FAFSA forms, SAT/ACT registration materials and other forms/information when appropriate in the guidance office.
- Update and maintain the Scholarship Binder and Summer Programs Binder, which is available to students and parents in the Guidance Office.
- Forward official school records to colleges upon request via the Transcript Request Form (transcripts, class rank, G.P.A., school profile, secondary school reports etc...)

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Objective

To earn a Bachelor's Degree in Accounting

Education

2013–present Lyman Memorial High School, Lebanon, CT

Academic Awards and Achievements

2015–present National Honor Society, *Vice President*
2013–present Honor Roll
2015 Aquanaut Program
2015 Eugene Atwood Award
2014 Social Studies Department Award, *Outstanding Effort*

Extracurricular Activities

2014–present Tri-M Music Honor Society, *President*
2013–present Spanish Club
2013–2015 Girl Scouts
2013–2015 Student Council
2013–2014 Math Club

Athletics

2013–present Varsity Tennis
2013–present Varsity Soccer, *Captain (2015)*

Athletic Awards

2014 Most Valuable Player, *Tennis*
2013 Most Improved Player, *Soccer*

Work Experience

2014–present The Gallery Cinemas, *Ticket sales and concessions*
2014 Lebanon Public Schools, *Custodial Aid*
2013 Red Cross Certified Lifeguard

Volunteer Experience

2014–present Big Brother/Big Sister program
2013 Special Olympics

Other Suggestions to put on your resume:

- Agricultural Science Section – list various volunteer work, FFA experiences, degrees awarded, competitions participated in, Ag trips taken, fundraisers, SAE project etc...
- Music Achievement Section – list various musical achievements/awards, and/all performances
- Relevant Qualifications – list coursework, experiences, internships, etc.
- Travel Experiences – only if substantial and typically outside US

Examples:

Agricultural Science Experience (this an Ag-Sci student)

2013-present	FFA, <i>President (2015)</i>
2013-present	Presented at Big E competition, showing animals, booths
2015	Awarded Chapter Degree
2014	Ag Science Dog Wash Fundraiser
2013	National Convention in Indianapolis

Music Performances & Achievements

2013-present	Tri-M Honor Society, <i>President (2015)</i>
2013-present	Local & State Parades, Marching Band
2013-present	Jazz Band
2014	Guitar Summer Program at Ithaca College
2013	Lyman Idol

Travel Experiences

2013	Russia
2014	China and India
2015	Italy and Greece

Relevant Qualifications

Accounting II
Entrepreneurship
Accounting I
Personal Finance
Introduction to Business

10 College Application Essay Tips

1. Be concise. 1-2 pages. (The Common App limits you to 650 words)
2. Use an engaging beginning – don't give away the main idea or punch line too early. Draw them in and make them want to finish reading the essay to see where you're going with it.
3. Use good grammar and spelling. Remember spell check doesn't catch everything.
4. Don't get "Thesaurus-happy". They will see through it if it's contrived.
5. Be personal, detailed and specific.
6. Choose a manageable topic.
7. Put yourself in the admissions officer's shoes. (Make it an entertaining read)
8. View the essay as your opportunity to convey that you are an interesting dynamic person rather than just an SAT score with a good GPA and resume.
9. Make sure you have your facts straight if you refer to college programs/majors etc.
10. Have someone look it over for you and ask them for suggestions.

I show sheep. Border Leicester sheep to be exact.

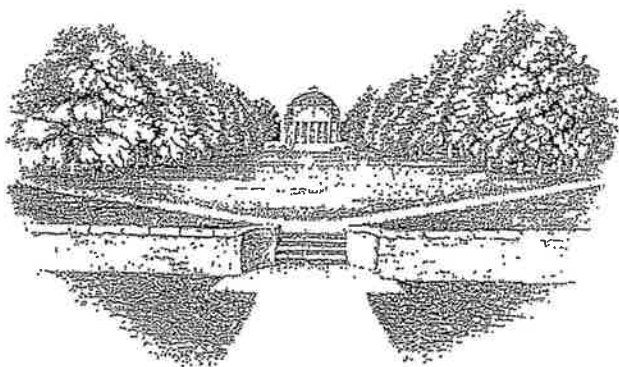
Glancing at my résumé, one might misinterpret me as the stereotypical AP student whose main ambitions are bolstering her list of academic achievements through obsessive amounts of studying, handling a crippling load of extracurricular activities and, from it all, being accepted by the best college. What most people do not expect is I can trim my sheep in half an hour, can recite from memory all the presiding officers of the American Border Leicester Association and have, on multiple occasions, camped in a tent for days just to be close to the sheep barn on the morning of a show. While I do exhibit some attributes of the stereotypical AP student, my experience showing sheep is an anomaly that has continually impacted and benefited me as an individual.

Living on a small working farm, there are some experiences that make a person mature greatly in a short amount of time. My fairytale image of peaceful pastures where sheep live out their days undisturbed was quickly shattered the morning my dad brought "the wagon" home. At the age of seven, the biggest injustice I saw in the world was how I spent all summer going to fairs and showing my lambs only to have them loaded into the wagon in the fall and later slaughtered. The entire process both angered and disturbed me, but I quickly learned there were other perspectives than my own sheltered outlook on life. In order to mature, I needed to accept this fact. However, I also learned that there is a difference between accepting the actions of others and accepting those that are my own.

Throughout my years showing sheep, I could never come to terms with the fact that I worked with these lambs day after day, knowing their fate, and just accepted that it was inevitable. Finally I decided that my actions were entirely my own choice and if my actions (or lack thereof) disturbed me I needed to make a change. This mindset eventually spurred me to start my own flock of long-wool sheep (Border Leicesters), but first I set out on my crusade to "Save the Lambs!", as my posters enthusiastically proclaimed. It was this futile campaign that made me known to my neighbors as the off-beat nine-year-old girl who brought over her parents' old ABBA albums and sang to them for quarters. While these actions now seem nobly naïve, they highlight my struggle to accept some of the harsher realities of sheep showing. My efforts to save all the lambs were never enough and by continually coping with this unfortunate truth, I became more mature and well-rounded.

Sheep showing requires a completely different set of skills to succeed when compared to the stressful, hectic schedule of an AP student. Probably the biggest lesson sheep showing has taught me is to know when to just laugh and take a setback in stride. Typically I have been someone who attempts to control every step of my success. However, after finding my painstakingly cleaned sheep stained with popsicle juice from careless fairgoers and spending a weekend sneaking into the sheep barn at three in the morning to give my sick sheep Pepto-Bismol, I have accepted that sometimes it is better to think of some experiences as exactly that: an experience, not a critical competition. Whether it be with my 4-H group or as captain of the basketball team, this pragmatic outlook has allowed me to lead others throughout any difficult situation.

For me, sheep showing is much more than a chance to win ribbons or prize money at local fairs. It has been influencing my character since I was seven years old and I first realized my innocent view of life was not a reality. My future is more likely to include working as an engineer or teacher than living life as a nomadic shepherd; however, while seemingly hackneyed, sheep showing has taught me invaluable lessons that are reflected in my character and personality today.



WRITING THE ESSAY:

Sound Advice From An Expert

by: Parke Muth

*Associate Dean and Director of International Admission
University of Virginia*

(From U.S. News and World Report)

Fast Food. That's what I think of when I try to draw an analogy with the process of reading application essays.

The bad. Ninety percent of the applications I read contain what I call McEssays - usually five-paragraph essays that consist primarily of abstractions and unsupported generalization. They are technically correct in that they are organized and have the correct sentence structure and spelling, but they are boring. Sort of like a Big Mac. I have nothing against Big Macs, but the one I eat in Charlottesville is not going to be fundamentally different from the one I eat in Paris, Peoria or Palm Springs. I am not going to rave about the quality of a particular Big Mac. The same can be said about the generic essay. If an essay starts out: "I have been a member of the band and it has taught me leadership, perseverance and hard work," I can almost recite the rest of the essay without reading it. Each of the three middle paragraphs gives a bit of support to an abstraction, and the final paragraph restates what has already been said. A McEssay is not wrong, but it is not going to be a positive factor in the admission decision. It will not allow a student to stand out.

A student who uses vague abstractions poured into a preset form will end up being interpreted as a vague series of abstractions. A student who uses cliché becomes, in effect, a cliché. If we are what we eat, we are also what we write.

Not only does a preset form lead to a generic essay, so

does a generic approach to what is perceived as the right topic. Far too many students begin the search of what to write about by asking: What does my college want to hear? The thinking goes something like this: If I can figure out what they are looking for, and if I can make myself look like that, then I'll improve my chances.

Several years ago we asked students to describe an invention or creation from the past that was important to them. Our No.1 response - at least a thousand people - was the Declaration of Independence. This might make some people think that our college bound students are wonderfully patriotic, but given that my institution was founded by Thomas Jefferson, I have a better answer. My guess is that a significant portion of the people who chose the Declaration did so because they thought we would want to hear about how much they admired Thomas Jefferson. While this may be a noble sentiment or, in some cases, a cynical maneuver, it ultimately meant that we had a thousand essays that sounded pretty much alike and therefore did not affect the admission decision. We are not looking for students who all think the same way, believe the same thing, or write the same essay.

Too often, however, students who want to avoid sounding generic with respect to form or content choose exactly the wrong remedy; they think that bigger topics - or bigger words - are better. But it is almost impossible, in 500 words, to write well about vast topics such as the death of a loved one (see excerpt: "the bad"). I am not advocating longer essays (just remember how many applications admissions officers need to read); I am advocating essays with a sharp focus that allows for detail. Detail is what differentiates one essay from another, one applicant from another.

Instead of detail, however, students try to impress us with big words. In trying to make a topic sound intellectual, students resort to the thesaurus and, as a result, end up sounding pretentious or at least insecure about using the voice they would use to describe an event to a friend. The student assumes that these "impressive" words intensify the experience for a reader rather than diminish it. Before students send off their essay, they should always read it aloud to someone who knows them well; let that person decide if an individual's voice comes through.

The good. A good essay is not good because of the topic but because of the voice. A good writer can make any topic interesting, and a weak writer can make even the most dramatic topic a bore.

Students need only to recall the difference between two simple concepts - showing and telling. A good essay always shows; a weak essay always tells. By showing, a writer appeals to all of the senses, not just the visual. To show means to provide a feast for the eyes, ears and, depending on the essay, the mouth, nose or skin. But rather than telling a reader what show is, it is much easier to show what showing is.

The student whose essay appears below, an example of "the good," has undertaken the task of describing - that is, of showing, in detail - the deterioration of her father as he gets treated for cancer. I do not know of a single member of our staff who was not deeply affected by this essay, the whole of which is as well done as the excerpt. What is impressive about the essay is the willingness of the writer to carefully notice everything that is happening. She opens with a sound, that coughing, and then creates a visual scene that we can see clearly. I said before that writing about death and sickness is perhaps one of the most difficult topics to tackle in a college essay, but here we have an example of why this topic can demonstrate not only writing ability but the courage to face a terrible situation head-on with intellect and power. Compare this with the other essay about death. There, even though the writer was saturated with emotions, he was merely telling us, in abstract terms, what he felt.

A writer who shows respects the intelligence of the reader; a writer who tells focuses on the ideas, or the perceived ideas, behind the details. He or she is more concerned about demonstrating the ability to be abstract than the ability to be precise. In a short, personal essay, precision is power.

The risky. Any student who has already learned the basics of showing should think about taking a risk on the college essay. What kind of risk? Think about starting an essay with: "I sat in the back of the police car." Or, as in the example (below): "The woman wanted breasts." These first sentences use what journalists call a hook. The sentence reaches out from the page and grabs our attention. It creates a bit of controversy and an expectation that the writer might be willing to take academic risks in the classroom. A good hook does not mean that a good essay will follow, but it does mean that reader will look forward to seeing what will unfold.

A risky essay can border on the offensive. In some cases, as in the excerpt, it is possible that a few readers might write off an applicant based upon questionable taste. That is the danger of taking a risk. People wonder if they will be penalized if they do take a risk in an

application. They want to know, in other words, if there is any risk in taking a risk. Yes, there is. I can say, however, that my experience in the admissions field has led me to conclude the great majority of admissions officers are an open-minded lot and that to err on the side of the baroque might not be as bad as to stay in the comfort of the boring.

The best essays are crafted not from a formula for success but by a voice that is practiced. Those who are willing to take a risk, to focus on that part of the world that matters to them and to show the passion and the practice it takes to write about it well, will help their chances of admission through their essay.

Excerpts from essays to U.Va.

The bad: From an early age, we accept death as the inevitable, but do not comprehend its actual denotation. Death is the impending future that all people must eventually grasp. In my early teens, my grandfather tragically perished. As a youth who did not identify with such a cataclysm I was saturated with various emotions. Initially, I was grieved by the loss of a loved one and could not understand why this calamity had to befall upon my family. I always considered death to have a devastating effect, but was shocked by the emotional strain it places upon an individual.

The good: The coughing came first, the hacking in the middle of the night. Then there were the multiple doctor visits, each one the same: the little white rooms with magazines where I tried not to stare at the bald, gaunt woman across from me. One of the white coats finally said something, steadily, forecasting an 80 percent change of rain. The list of second opinions grew too long to count, looking for someone to say the right thing. Finally, there was relief in hearing the name of a kinder killer: lymphoma.

The risky: The woman wanted breasts. She had fame waiting on her like a slave, money dripping from her fingertips and men diving into her being. Yet she wanted breasts because the world wanted her to have a bust. She looked at the big black and white glossy of herself arching on a silken carpet and knew that the world would be satisfied with her airbrush deception.

This woman is us. My family has been in existence for nearly 20 years now, and we are aging and losing our own breasts and tight face - the giddy happiness of a child's unconditional love for his family, the young family's need for each other. Yet, we are constantly pressured by society's family icons into compromising our change and age instead of accepting it.



LYMAN MEMORIAL HIGH SCHOOL

LEBANON, CONNECTICUT 06249

GUIDANCE: (860) 642-5687

FAX: (860) 642-3521

TRANSCRIPT REQUEST FORM

Name: _____ Date: _____

Graduation Year: _____

Name of College/Program/Institution to receive transcript:

Address: _____

Phone #: _____ Fax #: _____

Application Postmark Deadline _____

Special Instructions: _____

In addition to an official transcript, the guidance department will also mail a current report card, current schedule, a school profile, mid year report and full year report.

Students are responsible for all other required materials which may include the application, fee, essay, resume, SAT/ACT scores and letters of recommendation.

Please allow two weeks to process a transcript request.

Student or Parent Signature: _____ Date: _____

Office Use Only:

Counselor Signature: _____ Date: _____ SSR: _____ LR: _____