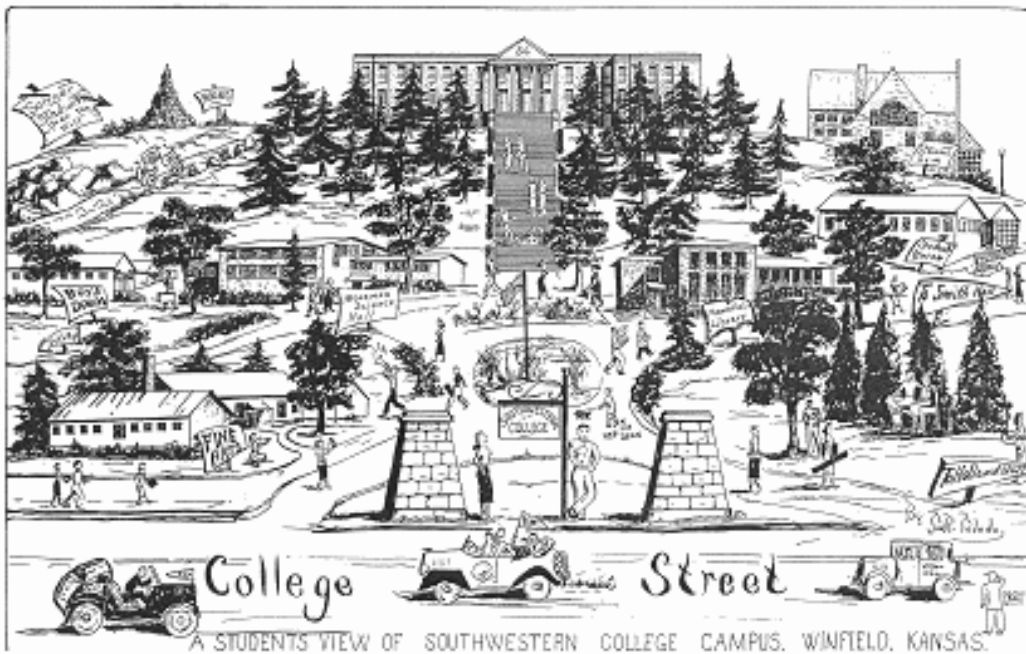


SOUHEGAN HIGH SCHOOL'S



COLLEGE ADMISSION HANDBOOK

2007-2008

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Souhegan High School is a member of the National Association for College Admissions Counseling (NCAC), the New England Association for College Admissions Counseling (NEACAC), and The College Board.

**INTRODUCTION
TO
THE COLLEGE APPLICATION PROCESS**
By the Souhegan High School
Student Services Department

It has been suggested that if, you can get through the college search and college application processes, you can probably get through college. Researching colleges and applying are complicated and time consuming. The stakes are high and the rewards are great.

This booklet is designed with juniors, seniors, and their parents in mind. The college search and application processes are family affairs. Families are invited to read the booklet, attend College nights and Financial Aid Night during junior/senior years, and to make an appointment with their son/daughter's counselor. We offer information and support to help you figure out and get to where you want to go.

This booklet contains sections covering Course Selection, Time Lines, College Entrance Exams, the College Search process, the College Fair, the College Visit and Interview, Admissions Policies, the College Essay, information about Financial Aid, and finally, the Souhegan High School process. We hope you find it helpful.

George Ruppel, Director
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WHAT COLLEGES ARE LOOKING FOR

Contrary to popular belief, College Admission offices are in the business of accepting students to their colleges. With the world of college admissions becoming increasingly more competitive, this fact often does not seem true. Their main concern, however, is making the right fit for the student and the college. There are times when decisions are made that the student, their family, teachers and counselor don't agree with, but, most often, the decision is made with the best intentions and not just to deny a student admission. With this in mind, it is helpful to understand what colleges are looking for in an applicant to their institution.

Colleges use some, if not all, of the following information about a student but may place different weight on these components depending on their individual criteria. For instance one college may place more weight on testing where another may not. It is important to ask this question when speaking with admission representatives. The following components are used by most admission committees to evaluate applicants.

- | | |
|--------------------------|---|
| 1. Grade Point Average | 5. Recommendations (teacher(s) and counselor) |
| 2. Quality of coursework | 6. Extracurricular activities/awards/leadership |
| 3. Class Rank | 7. Essay |
| 4. Test scores | 8. Interview |

1. **Grade Point Average** – Souhegan has a non-weighted grade point average where all courses are weighted the same. An A+ is equal to a 4.3 and a No Credit is a 0. This is the most important factor in the admission process because this gives colleges an idea of the student's work on a day to day basis. Because high schools determine GPA differently, many colleges recalculate the GPA based on their own criteria and using their own weighted system. For instance, they may weight an honors or Advanced Placement course differently than a general course.
2. **Quality of coursework** – Colleges like to see a student who is prepared for the freshman curriculum at their college. This means they will be looking for a student who has continually maintained a solid college preparatory program and may have added courses they will need for their particular major. For example it is important for Nursing majors to take Chemistry, Business majors to take four years of math and Engineering majors to take Physics. Colleges are also interested in students who decide to sustain a strong program throughout their four years and not relax their senior year. Colleges do not like to see an "easy" senior year. (More information on pages 4-8.)
3. **Class Rank** – Souhegan determines rank through a decile ranking system determined by the unweighted averages of grades. We do not report a student's specific numerical rank in their class. We would, for example, report that a student is in the 4th decile out of 250 students.

4. **Test scores** are the scores students receive on any of the following college admission tests; SAT Reasoning Test, (formerly SAT 1) Subject Tests, (formerly SAT 2), and ACT. These scores are only **official** if they are sent directly to the colleges from the testing authorities not the high school. It is the responsibility of the student to have the scores sent directly to the colleges. Colleges always take the best scores out of all the testing the student has taken. They are looking for scores that make the student look the most admissible. Colleges will separate scores so they can see the student's best in each area. They do not review only the most recent score. Please see pages 10-13.
5. **Recommendations** – Recommendations are an important part of the college admission process. Recommendations allow the admission committee to review the student from a more subjective view and learn more about the student. The recommendations submitted by the teachers give the admission committee an idea of how this student works in class, his/her strengths and weaknesses, and potential for success. The counselor recommendation gives a more global view of the student as he or she fits in the scheme of the class and may include an explanation of courses, grade point average, rank and testing results as they relate to the individual student. The counselor also has the opportunity to discuss changes in the student's profile and level of competition within the class.
6. **Activities/Awards/Leadership** – This area is usually asked by the colleges on the application and reported by the student. It is important at this time to “tell all.” This portion of the application should list students' activities, awards, responsibilities and leadership opportunities, in and out of the school. Activities such as athletics, school clubs, employment, church activities and scouting should be included. Colleges ask for this information to help them decide if a student will contribute positively to their campus and this information helps to “humanize” the application.
7. **Essay**- please see pages 26-28.
8. **Interviews** – please see pages 19-21.

When college admissions officers review academic transcripts they are looking at more than grade point averages and class rank. They are looking to see whether students have been enrolled in strong, well-rounded college preparatory programs. The quality of academic course selections is an extremely important factor in admissions decisions.

The following information can assist students in constructing a solid academic foundation for admission to both two and four year college programs. Comments that focus specifically on highly selective four-year colleges and universities are also included. Standards for admission may vary from college to college; therefore students are strongly advised to contact the admissions office at each college to which they may apply.

RECOMMENDED COURSE SELECTIONS FOR FOUR YEAR COLLEGES

The strongest high school academic program for admission to a four-year college or university includes four years of study in each core academic subject area. Students are advised to enroll in as many college preparatory English, math, science, social studies and foreign language courses as they can handle throughout their high school years. Courses taken will often determine admission to particular colleges and universities as well as entry into specific majors. Four-year colleges expect admitted students to be proficient in all core academic disciplines. Students are also advised to take more than the minimum admissions requirements of a specific college or university. It is important to be aware of both general admissions requirements and specific major requirements. Predicting a college of choice makes it possible to adapt course selections to the expectations of individual colleges.

In addition to student academic programs that include course work in the five core academic areas, particular attention should be given to selections of elective courses. Students should choose classes that further strengthen their academic preparation. Electives may be selected in both core and non-core subject areas, but should not be substituted for either graduation or college requirements.

The following recommendations are offered as general guidelines for appropriate course selection for four-year colleges. They are not meant to substitute for research into the admissions requirements specific to an individual college. Students considering majors in any of the following areas are encouraged to enroll in the designated classes.

ARCHITECTURE AND ENVIRONMENTAL DESIGN

4 years English	3-4 years Science (including Physics)
4 years Math (including Pre-calculus)	3-4 years Foreign Language (taken in high school)
3 years Social Studies	Art electives (especially drawing)

NOTE: Applicants for a major in Architecture are most often required to submit a portfolio as part of their application. Therefore students are strongly encouraged to enroll in advanced art electives during junior and senior years.

**BUSINESS ADMINISTRATION AND MANAGEMENT, ACCOUNTING,
ECONOMICS, FINANCE, AND HOTEL ADMINISTRATION**

4 years English

3-4 years Science

4 years Math (pre-calculus
often required)

3-4 years Foreign Language (taken in
high school; 4 years in the same
language recommended for
International Business majors)

3 years Social Studies

**ENGINEERING, MATHEMATICS, COMPUTER SCIENCE, PHYSICS,
CHEMISTRY & ENGINEERING TECHNOLOGY**

4 years English

3-4 years Science (including Chemistry
and Physics; Advanced Chemistry and AP
Physics recommended)

4 years Math (Pre-calculus often
required; Calculus or AP Calculus
recommended.)

3-4 years Foreign Language
(taken in high school)

3 years Social Studies

Computer electives

**HEALTH SCIENCES, NURSING, PRE-MEDICAL, PRE-DENTAL,
PRE-VETERINARY, OCCUPATIONAL AND PHYSICAL THERAPY
AND PHARMACY**

4 years English

4 years Science (including Chemistry
and Physics; Advanced Chemistry, AP
Physics and Biological World
recommended)

4 years Math (pre-calculus required;
Calculus or AP Calculus recommended)

3 years Social Studies

3-4 years Foreign Language (taken in high
school)

Computer electives

NOTE: Due to the highly competitive admissions process for a major in Physical Therapy, evidence of a significant number of hours of volunteer work or an internship in physical therapy at a hospital or other clinical setting is strongly recommended. Whenever possible, this work should begin prior to senior year.

**LIBERAL ARTS: COMMUNICATIONS, FOREIGN LANGUAGES,
FINE ARTS, HISTORY, CREATIVE WRITING, LITERATURE,
PHILOSOPHY, PSYCHOLOGY, ETC.**

4 years English	3 years Science
3-4 years Math	3-4 years Foreign Language (taken in high school)
3-4 years Social Studies	
Social Studies, English electives	Art electives

**LIFE SCIENCES: BIOCHEMISTRY, BIOLOGY, BOTANY, CONSERVATION
AND ENVIRONMENTAL SCIENCES, FORESTRY, MARINE BIOLOGY,
AND ZOOLOGY**

4 years English and Physics; Biological World recommended)	4 years Science (including Chemistry)
4 years Math (Pre-calculus and Calculus recommended)	3-4 years Foreign Language (taken in high school)
3 years Social Studies	Science electives

UNDECLARED/UNDECIDED

4 years English	3 -4 years Science
4 years Math	3-4 years Foreign Language (taken in high school)
3-4 years Social Studies	Art electives

NOTE: When undecided about a major, students are encouraged to enroll in as many courses in the five core academic areas as possible.

RECOMMENDED COURSE SELECTIONS FOR ADMISSION TO HIGHLY SELECTIVE FOUR YEAR COLLEGES AND UNIVERSITIES

Most highly selective colleges and universities have a large applicant pool of very bright and talented students. These students all have good grades and high test scores. Those who seek admission to these schools need to plan their course selections very early in their high school years in order to prepare for success at the post-secondary level and to maximize their viability as future admissions candidates.

4 years English

4 years Science

4 years Math

4 years Foreign Language (taken in high school)

4 years Social Studies

AP classes and classes offered for college
Credit (Biological World and Western Civilization)

NOTE: It is recommended that students enroll in as many of the above courses as possible, regardless of their proposed college major. Highly selective colleges and universities admit students who display proficiency in a wide variety of academic areas and who take the most rigorous course offerings available. If a proposed major is identified, electives should be concentrated in that area.

SOUHEGAN REQUIREMENTS

Keep in mind that although it is primarily the student's decision what courses he/she takes, colleges like to see a strong profile. This means that meeting the Souhegan graduation requirements is fine, but electing to enroll in more academic courses puts the student in a better position for admissibility.

The graduation check list is enclosed to help the student determine what courses he/she has had and what he/she may want to choose for senior year based on college preparation and selectivity.

It is important to remember: "It is not always what you want but what you need!"

SOUHEGAN HIGH SCHOOL MINIMUM GRADUATION REQUIREMENTS

TOTAL CREDITS REQUIRED TO GRADUATE: 22.25

Wellness (1) _____
Health (.25) _____ (.5 for Class of 2009 and following)
Computers (.5) _____
Fine Arts (.5) _____

CREDITS EARNED:

ENGLISH (4)

9th _____ (1) 11th _____ (1)
10th _____ (1) 12th _____ (1)

9th Grade: _____
10th Grade _____ Total: _____
11th Grade: _____ Total: _____
12th Grade: _____ Total: _____

SOCIAL STUDIES (3)

9th _____ (1) American Cultural Foundations
10th _____ (1) American Studies (US History)
11th _____ (1) World Studies (Research Paper Required)

BE SURE STUDENT HAS US HISTORY AND ECONOMICS CREDIT!! _____

MATH (3)

Math I _____ (1)
Math II _____ (1)
Math III _____ (1)
Math IV _____ (1)

Pre-Calculus _____ (1)
Calculus _____ (1)
AP Calculus _____ (1)
AP Calculus II _____ (1)

SCIENCE (3)

9th _____ (1) FSI
10th _____ (1) FSII

and one of the following:

Engineering Foundations _____ (1)
Chemistry _____ (1)
Conservation Biology _____ (1)
Science Seminar _____ (1)

Advanced Chemistry _____ (1)
Biological World _____ (1)
Physics _____ (1)
AP Physics _____ (1)
Advanced Engineering _____ (1)
Marine Biochemistry _____ (1)

ADVISORY (2)

9th _____ (.5) 11th _____ (.5)
10th _____ (.5) 12th _____ (.5)

ELECTIVES (5)

COMMUNITY SERVICE (40 Hours): _____
SENIOR PROJECT: _____
RESEARCH PROJECT (11th Grade): _____
POST SECONDARY PORTFOLIO (11th Grade) _____
DIVISION I EXHIBITION (10th Grade): _____

TIME LINE

- October, Junior Year - All juniors are expected to take PSATs. (Results are not requested on college applications or recorded on the students' test results from College Board.)
- Junior Year - All juniors are expected to complete a Post Graduate Plan. This project is a graduation requirement and support is offered in advisory. This work helps prepare students for college searches and visits. Completing the Post Graduate Plan will also reduce the amount of time and energy needed to devote to college exploration during senior year.
- Junior Year - Plan and make visits to colleges throughout the spring and summer.
- Junior Year - Begin your college search; request catalogs and admissions information, attend local college fairs.
- Junior Year - Make an appointment with your counselor during third trimester to discuss your plans.
- May or June Junior Year - Take SATs at least once. Consider the June test date when SATs are given at SHS. If you are planning to apply to colleges early, a junior year test date is particularly important. If you are planning to apply to a selective school which requires Subject Tests (SAT IIs) consider taking the Reasoning Tests (SAT I's) in May and the Subject Test (SAT IIs) in June. This will offer you the opportunity to repeat either exam in October or November of your senior year.
- Junior and Senior Years - Meet with college admissions representatives when they visit Souhegan High School.
- Junior and Senior Years - Check the monthly calendars that are distributed in advisory. State and national scholarship information is provided.
- Spring, Junior Year and Fall, Senior Year - Request recommendations from your teachers by providing them with completed Recommendation Request forms. The more advance time you give a teacher, the better reference she/he can write. Examine the requirements of your identified colleges; the maximum number of letters expected is two from teachers and one from your counselor. Forms can be picked up in the Student Services Office.
- Senior Year - continue visiting colleges
- Senior Year - Complete your applications thoroughly, in black pen, by typing or on-line. Give your counselor the **Secondary School or Counselor Report** forms, which many colleges require in their application packet as soon as possible. Copy any completed applications, and inform your counselor if you have chosen to apply on-line

COLLEGE ENTRANCE EXAMS

One of the important factors in the college admissions decision-making process is student scores on required college entrance exams. Different colleges place varying weight on the relative importance of these test scores. Students are responsible for making themselves aware of specific admissions requirements and test registration deadlines. Any omissions in this regard can seriously hamper chances for admissions.

PSAT

The PSAT is not a required college entrance exam. It is offered in October on two test days, Wednesday and Saturday. Its purpose is to aid students in early planning for college. Some high schools also use aggregate results to help assess curriculum and instruction. All juniors at Souhegan High School are expected to take the test; the School District covers the fee. The exam is given in school on the Wednesday test date. Sophomores and freshmen are also welcome to take the PSAT on the same date, at their own expense. This is the only time during the year when the PSAT is offered at Souhegan High School. The Saturday test is **not given at Souhegan**, but may be taken elsewhere with prior permission.

The PSAT is presented in a multiple-choice format and attempts to measure verbal and mathematical reasoning abilities and writing skills. Each of three sections is scored on a scale from 20 to 80 and serves as a predictor of scores on the SAT Reasoning Test (SAT I) exam. PSAT scores are available only to students; their parents and their counselor and results are not recorded or released to colleges.

SAT Reasoning Test (SAT1)

The SAT is the most frequently required college entrance exam at four-year colleges in the Northeast. A small number of two-year schools also use the SAT scores in the admissions and placement process. It is the student's responsibility to make themselves aware of admissions requirements at specific colleges so he/she will understand the significance of testing at that college.

The SAT I includes 3 sections:

Critical Reading: formally called the verbal section will include reading passages with related questions and sentence completions that test critical reading. Analogies have been eliminated in this section but will be found in contextual situations in the writing section.

Math: The new math section includes topics from third-year college-preparatory math, such as exponential growth, absolute value, functional notation, and negative and fractional exponents. Emphasis will be placed on other topics such as linear functions and scatterplots. Quantitative comparison items will be eliminated.

Writing Skills: Students write a short essay that requires them to take a position on an issue and use examples to support their position. Multiple-choice questions are also used to test how well they know and use grammar. The combination of the writing and the multiple choice questions will test the students' ability to write coherently, thoughtfully, and also test their use and understanding of the English language.

SAT scores are one of a number of factors considered in the admissions process. Different schools place varying weight on these scores; some colleges actually consider the scores to be an optional component of the student's high school record. Other schools can use the score as a deciding factor.

The bulletin, "Register for the SAT", available in the Student Services Office, includes a registration form. It also describes the appropriate procedure for forwarding official scores to colleges. The booklet "Taking the Reasoning Test" provides a sample test and some test-taking strategies. Registration deadlines for each exam are also listed on the back cover. It is also possible and preferable to register on-line at www.collegeboard.com. The College Board website is a useful tool for registering and preparing for the tests as well as receiving score reports. It is important to know that the closer you are to the registration deadline date the more use the Website is getting so plan accordingly. Registration can also be done by phone.

Many students choose to take the SAT Reasoning Test (SAT I) exam more than once. All scores are reported to colleges, but admissions officials often consider only the best scores on each section. Students are never placed at a disadvantage for taking the SAT exam more than once.

Students who require specific accommodations, such as extra time, should apply on a separate form also available in the Student Services Office or from their case manager. Accommodations are usually those identified in an IEP or 504 Accommodation Plan.

Subject Tests (SAT II)

The SAT Subject Tests were formerly known as Achievement Tests or SAT II. They are one hour in length, and up to three exams may be taken on any given test date. The SAT Reasoning Test (SAT I) and Subject Tests (SAT II) may not be taken on the same test date. The Subject Tests are also presented in a multiple-choice format and attempt to measure achievement in a specific subject area. The Writing Test has been eliminated but there are twenty-one different exams offered.

Fewer than 5%, or about 140 colleges and universities in the United States require students to submit scores from Subject Tests. Those schools often expect that an applicant will take three Subject Tests; specific exams are sometimes required. It is important to check the colleges' admissions requirements early in the process to ensure proper testing. Students are recommended to take a test as close to the end of a class in

a given subject as possible, so that the material remains fresh. Subject Tests are not offered as frequently as the Reasoning Test (SAT 1) therefore, students need to plan ahead.

Scores for both tests are on a scale from 200 to 800. Students may request Student Services mail their unofficial scores to identified colleges, but should request official scores directly from the College Board in Princeton, New Jersey. Colleges may use these scores as an additional factor in the admissions process and/or to inform placement recommendations.

Registration procedures and the Registration Form for the Subject Tests are included in the SAT Registration Bulletin and on the College Board website. Information regarding the content of the various Subject Tests is included in the booklet "Taking the SAT II Subject Tests." Copies of both brochures are available at no charge in the Student Services Office.

Students planning to apply Early Decision or Early Action should take Subject Tests by the June test date in the spring of their junior year. Both Reasoning Tests and Subject Tests are offered at Souhegan High School in October and June.

Fee Waiver Program

Counselors are authorized by the College Board to issue fee waivers to limited income students for both the Reasoning and Subject tests. Fee waivers are granted to eligible students who are applying to colleges that require SAT Reasoning Test or SAT Subject Tests scores. Eligible juniors and seniors may receive four fee waivers during their academic career; two for use on the SAT Reasoning Test and two for the SAT Subject Tests. They may be used either in your junior or senior year. You can use your fee waiver to order the Question and Answer Service or Student Answer Service only at the time you register for the SAT.

If you use the SAT Reasoning Test or SAT Subject Test fee waivers and plan to enter college in September 2007, you are eligible to receive up to four *Request for Waiver of College Application* fee forms.

ACT Assessment

The ACT Assessment is an admission test, which is required by many public and private colleges and universities located outside of the Northeast. Some of those schools give applicants an option of taking either the ACT or the SAT.

The ACT is composed of four, 35-60 minute exams in English, Mathematics, Reading, and Science Reasoning. There is also an optional English/Writing test. However, some colleges require the English/Writing test and students taking the ACT should check colleges' admissions requirements to be sure their testing is complete. The tests are presented in a multiple-choice format and attempt to measure skills in the four identified areas. Scores on each section may range from 1 to 36. You may register on-line at www.act.org or by completing the registration packet included in the booklet, "Pregistering for the ACT Assessment." Both the registration packet and another booklet, "Preparing for the ACT Assessment," are available in Student Services.

Test Taking Reminders

- Check with each college to learn about-required entrance exams and relevant dates. Allow six weeks before a test date to complete the necessary registration forms, and six weeks after the test date for results to be available to colleges and scholarship programs.
- Early Decision and Early Action Applicants are advised to take college entrance exams during the spring of their junior year.
- Students seeking nomination for admission to any of the US. Service Academies are required to send official college entrance examination score reports to their Senators and Congressman. Request a designated recipient code number from the official, and enter that number in the appropriate place on the Registration Form for the exam which is being taken. Students seeking admission to a U.S. Service Academy or a ROTC Scholarship Program are advised to take college entrance exams during the spring of their junior year.
- Students are encouraged to take exams at least twice since colleges will consider the highest scores, even if those scores are achieved on different dates.
- Subject tests (SAT II) should be taken as close to the end of a final class in the specific subject as possible.

NOTE: Students are responsible for having "Official" test scores sent from the College Board or ACT to the colleges they are applying to; the high school does not have "official" scores on file.

**SAT (Reasoning Test)/Subject Tests
Test Schedule for 2006-2007**

Test Date

Saturday, October 13	or	Sunday, October 14
Saturday, November 3	or	Sunday, November 4
Saturday, December 1	or	Sunday, December 2
Saturday, January 26	or	Sunday, January 27
Saturday, March 8 (SAT Only)	or	Sunday, March 9
Saturday, May 3	or	Sunday, May 4
Saturday, June 7	or	Sunday, June 8

Registration deadline is six weeks prior to test date

**ACT Assessment
National Test Dates**

Test Date	Registration Deadline	Late Reg. Deadline
September 15	August 17	August 18-24
October 27	September 21	Sept. 22-October 15
December 8	November 2	November 3-15
February 9	January 4	January 5-18
April 12	March 7	March 8-21
June 7	May 2	May 3-16

Optional Writing Test is available for all 2007-2008 test dates.

COLLEGE SEARCH AS A PROCESS

Picking a collegiate atmosphere in which to spend four years is best viewed as a process, a series of steps in which each builds on the previous one. It is necessary to take your time and carefully complete each step before moving on to the next. Most importantly you must be an active participant in the process. You need to take your selection of college opportunities seriously. This booklet was compiled to help parents and students understand the step-by-step application process. Each student has a counselor and an advisor to help in this process. Souhegan High School counselors are available to help students and their families throughout the college search process and it is often helpful to start your search by meeting with your counselor. Counselors are available by phone and email. Personal appointments are encouraged.

Perhaps the first question you should ask yourself is "What am I looking for in a college?". Size, location, academic offerings, and admission difficulty all are important factors, however you must remember what might be "best" for one student may not be "best" for another student. Therefore you must study and compare colleges/universities you may be interested to find those that best suit your wants and needs.

How Do I Begin My Search?

Bridges - a computer software program provided for students and parents at SHS provides comprehensive and up-to-date information about more than 7,000 colleges, technical schools, and graduate school in the US and Canada. Bridges engages high school students and their parents in an interactive process that builds self-knowledge, encourages them to explore occupations and schools, and helps them plan for the future.

Creating & Opening Bridges Accounts at Souhegan High School

The first step to using Bridges is to create your own personal account (see below: **Creating New Student (Personal) accounts in Bridges**). At each subsequent visit, you can simply open the personal account you have created (see below: **Opening a Student (Personal Account)**).

Creating a New Student (Personal) account in eChoices
Please follow these steps to create a new account:

1. Go to www.bridges.com
2. Click on **Create New Account**
3. Enter the following keys –
 - a. Site ID: 1024512
 - b. Password: sabers
4. Click on the "Choices" button
5. Now you can create your own Portfolio. Follow the instructions printed above the entry fields of the "create portfolio" tab.
6. Click on the "Create" button

Opening a Student (Personal) Account

Please follow these steps to open your student (personal) account:

1. Go to www.bridges.com
2. Click on **Open Existing Account**
3. Enter the following keys –
 - a. Access ID: 1024512
 - b. Access Password sabers
4. Click on the "Login" button
5. Enter your own Account Name and Account Password
6. Click on the "Open" button

A second program, "Career Cruising" is also available to SHS students and families. Visit www.careercruising.com, enter Souhegan for the user name, and high for the password, and "start career cruising." This program has fully developed search programs and information on colleges, majors, and careers.

Meetings with visiting college representatives : A monthly calendar will be given to all juniors and seniors through advisory. This calendar will list the colleges visiting for that particular month and the exact time they will be in Student Services. College visits are on Tuesdays and Wednesdays only, unless otherwise noted. All students are welcome to come, however we request that they notify their teachers of their plans to meet with the college representative prior to the visit.

College videos, view books and reference guides: There is a large selection of college videos and view books available in Student Services. You may sign them out at any time. We also have many reference guides that will assist you with this search.

College Fairs: The New England Association for College Admissions Counseling (NEACAC) and the National Association for College Admissions Counseling (NACAC) annually sponsor College Fairs for college bound students in various locations. The NACAC Boston National College Fair is typically held in May of each school year. In addition NEACAC sponsors a number of College Fairs throughout New England in the fall and spring of each school year. * Please see page 18 for effective use of college fairs. NHHEAF sponsors "Destination College" at SNHU in Manchester each year.

Campus Visits: One important way for you to know if you might feel comfortable on campus is to visit the college itself and observe your own reaction to the campus, the people, and the general atmosphere. The appointment for the visit should be made in advance through the admissions office. Be aware that fall appointments may be difficult to get so plan ahead! *Please see pages 19-21 for college visits and interview information.

WHAT FACTORS SHOULD STUDENTS CONSIDER WHEN INITIATING THE COLLEGE SEARCH?

1. Proposed College Major

The most important criterion in the college search process is the proposed major. Students should examine a college's course offerings carefully to determine the relative significance of the proposed major at identified schools. Those students who are undecided should consider colleges or universities that offer a broad spectrum of courses and majors that they may be interested in exploring.

2. Location

Many students have a general notion of a region of the country in which their ideal college is located. Some have a sense of whether an urban, suburban or rural environment is desirable. Although college catalogs, view books, websites and videos offer good preliminary information, there is no real substitute for a college visit. At times it might be impossible to visit all identified schools on a search list; however, it is extremely important to schedule a visit after acceptance to a college. Your visits should be completed prior to the May 1st deposit deadline.

Consideration of the following factors may help students and their families narrow down the factor of location in the college search process.

- Is an urban, suburban or rural environment desirable?
- What will it cost to come home from college for holidays and breaks?
- What forms of transportation are available between college and home?
- In the event of a family emergency, how accessible and affordable is transportation?
- How does the economic, social and cultural diversity of the student's home environment compare to that of the college environment?
- Given the high cost of New England colleges should colleges outside of New England be considered?

3. Size

When considering the factor of size, students should attend to issues of both population and area. Caution about making unsubstantiated assumptions about size is warranted. Colleges with small populations may or may not offer enough options. Colleges with large populations may or may not offer a variety of opportunities for small classes and a personalized environment. The largest universities may or may not focus most of their resources on graduate students rather than undergraduates. Colleges with large populations may or may not offer a greater variety of courses and social opportunities. The quality of a college or university usually has very little relationship to the size of the institution, but it does affect a student's success and comfort level. Reviewing available information and visiting colleges is vital to a full understanding of the impact of the factor of size on the educational and social environment.

4. Cost

As the price of four years of post-secondary education skyrockets, the cost of tuition, room and board and additional fees is an increasingly significant factor in the college search. Although public, state-supported colleges and universities tend to be less expensive than private colleges, this is not always the case given financial aid opportunities. Private schools outside of New England are often more affordable.

The factor of cost is clearly a family consideration, as is the rest of the college search process. An understanding of family financial resources is crucial. Students are, however, encouraged to include colleges that appear to be both affordable and unaffordable on their list. It is entirely possible that the eventual financial aid package may make a more expensive college more affordable than a less expensive one.

Families can access College Financial Aid offices as easily as admissions offices throughout the college selection process. College Financial Aid offices offer valuable information and resources to families even before a student is accepted to the college. Because the cost of attending college is on the rise and the process of accessing financial aid can be confusing, it is strongly recommended that families make an appointment with admissions AND financial aid when they visit a campus.

5. Admission Requirements

It is important for students to carefully consider specific admissions requirements for individual colleges and universities. Minimum requirements are generally listed in the college literature. Reference materials available in the Souhegan High School Student Services office, the Information Center, and on the internet, as well as at local libraries and bookstores will list criteria for admission. Whenever questions arise regarding admission requirements students are encouraged to contact admissions offices directly, rather than making assumptions.

EFFECTIVELY USING THE COLLEGE FAIR

1. Before the Fair

- Find out which colleges and universities will be attending.
- Make a list of the schools from which you want information.
- Prepare some questions to ask representatives.
 - What is the enrollment? How large is the campus?
 - What is the male/female ratio?
 - What is a typical class size?
 - Is the school in an urban, suburban, or rural setting?
 - What majors are available? Can I enter undeclared? When do I have to choose a major?
 - What are the admission requirements? Do I need a foreign language? Do you require test scores? Do you require SAT Subject Tests?
 - How much are tuition, room and board?
 - Is financial aid available? What types of scholarships are available? What percentage of students receive financial aid?
 - Do you require interviews? What types of visitation programs are available? Can I stay overnight or attend classes?
 - What is the campus life like? Does everyone go home on the weekends?
 - What percentage of freshmen graduate from your institution?

2. At the Fair

- Ask questions! Take advantage of having the college representatives at your disposal. They are there to help you. Get the representatives e-mail address so you may contact them in the future.
- Fill out a reply card if available. This gives you access to more information and helps the college get to know you better. ***A way to do this efficiently is to have return address/phone labels with you.***

- Investigate a school you've never heard of. This is a perfect opportunity to explore new options.
- Evening programs tend to be more useful because they are less crowded.

3. After the Fair

- Try to organize everything you've collected.
- List the representatives to whom you have spoken and make notes on what you learned.
- Try to note which schools or representatives you particularly enjoyed.
- Schedule visits for Open Houses, tours or interviews at appropriate schools.
- E-mail or call representatives if you have further questions

NOTE: You're in charge! You have control over the process. Use your time at fairs wisely and take advantage of all available resources.

THE COLLEGE VISIT AND INTERVIEW

It is very important to visit the college at which you may spend four or more years of your life. Some colleges require an interview as part of the admissions process, but most do not. Most college admission offices see this as an exchange of information so it is important to be prepared. The visit or interview will help you in your college search.

If you visit before you apply or before your school reports arrive, you are encouraged to bring an unofficial copy of your transcript. (The transcript is available from the registrar in Student Services, with sufficient notice, for a fee of \$3.00.)

When making an appointment for a college visit, keep the following suggestions in mind:

- If possible, plan time when college is in session and high school is not.
- Request a definite date and time.
- If you are unavoidably delayed, call the admissions office.
- Give some advance thought to what you want to see and make your desires known when you make your appointment.

If it is at all possible, make arrangements to stay overnight in the dormitory. Eat in the college snack bar or cafeteria. Visit several classes. Be sure to make these arrangements in advance.

Avoid unscheduled "drop-ins" to the admissions office whenever possible. If a last minute opportunity does present itself, it is sometimes possible to join a tour, and you may

occasionally find an open interview time. In general, however, this is not a productive way to visit a college and colleges may not be able to accommodate you.

Write a thank you note to the admission office. Include a note of thanks to the coach, financial aid officer or student that met with you.

Dress appropriately. This is an official visit to the college and you are not only representing yourself but Souhegan High School as well.

Timetable for College Visits

- Visit colleges starting as early as February vacation of your junior year.
- Return in the fall to those colleges in which you are most interested to visit classes, stay overnight, and talk with students, etc. if these options are available.
- Plan to visit no more than two schools a day.
- Call as far in advance as you can. College interview and tour spots fill up quickly.
- It is advisable to visit when a college is in session. There is one advantage to visiting in the summer; the atmosphere tends to be more relaxed.
- If you would like to speak with a coach or an individual faculty member, mention it when you call. Colleges will do the best they can to accommodate you.

THE INTERVIEW PROCESS

Learn as much as you can about the college before you interview. Be prepared to both answer and ask questions. The questions you ask should not be ones to which answers can be found in available literature and materials. It is OK to bring a list of questions with you.

- Go alone rather than with a friend or group of friends. Parents may come along for the ride, but should not participate in the actual interview. They may be invited in for questions after the formal interview is over.
- Arrive a few minutes early in order to relax and check out materials in the office.
- Be yourself at all times --- honest, sincere, interested.
- Know your background and experience. Be prepared to present in an organized manner. An opening question may be, "Tell me about yourself."
- Be prepared to explain why you have chosen the particular college you are visiting and what you expect to get out of four years there.
- Expect questions about SAT scores, rank in class, grades and courses you have taken.
- Smile. Speak clearly. Make eye contact with the interviewer.
- Offer opinions only if asked. Do not be argumentative. If you don't know something, admit it. Don't try to bluff.
- Dress neatly and attractively.

- Relax. Interviews are meant to be informative to both parties. Try to learn as much as you can.
- Thank the interviewer for his/her time and consideration. Make a note of his/her name.

Some Questions You May Want to Ask

- Is this interview informational or evaluative?
- How many of your students receive financial aid?
- What percentage of students goes on to graduate school? What percentage goes on to work? What services do you provide to help students with applications to graduate school and job placement?
- What are some sample social activities? How much importance is placed on social and extra-curricular activities? What is the Greek system like?
- Do students go home on weekends?
- Are museums, concerts, theaters, lectures, etc. available in the local community?
- What dormitory facilities exist? What percentage of students is housed on campus? Is housing guaranteed for four years?
- How are roommates selected? What sort of dormitory supervision exists? What are the rules? What sort of security is available? How safe is it after dark?
- How adequate is the library for the number of students who use it?
- Are students required to have a laptop?
- What is the internet accessibility? Is it an extra cost?
- What is the average class size? Who teaches freshman ---instructors or full professors?
- I'm going to be visiting some other schools. Could you give me some feedback on how I did? What suggestions do you have for me for future interviews?

Interview Follow-Up

- Make notes on the interview and the college as soon as possible after the visit. Record likes, dislikes, important points and the name and title of your interviewer.
- Write a "thank you" note. This will show thoughtfulness, maturity and courtesy, it will also reinforce the admissions officer's memory of you as an individual.

NOTE: You may want to take a picture of the school before you leave.

YOUR COLLEGE RESEARCH, VISITS AND INTERVIEWS ARE OVER!!

You should now use your knowledge to narrow your choices down to about five specific colleges. You may want to select two "reach" schools, two "target" schools, and one "safety" school. All of your choices should be schools you would be happy to attend. It is best to narrow down your final college selections in late summer before entering your senior year. The next step is to obtain applications by phone, mail or email. You may also download applications from college websites.

Applying on-line

Most colleges strongly encourage students to apply on-line. This technology allows students to spend more time on the selection process and less on the application process. In some instances students may complete a Common Application on line that can then be forwarded to a variety of colleges throughout the country. On-line applications, available at many college websites are increasing rapidly in popularity. Students are strongly encouraged to keep hard copies for their own records. It is imperative to let your counselor know if you have applied on-line.

NOTE: Be aware that there may be additional forms for teacher and/or counselor recommendations/evaluations that must be downloaded and given to the teachers and/or counselor **four weeks** prior to the application due date. This is a must if you are using the Common Application.

ADMISSION POLICIES

Colleges have a variety of admissions policies. It is important to understand the following terms in order to make good decisions regarding college applications.

- **Early Decision** (Option 1): See page 41. Many selective colleges choose a significant percentage of their freshman class early in senior year. In order to comply with early decision guidelines, students must meet the specified application deadline. It is also expected that the student will agree to enroll if admitted to the college. Under this program a student can apply to only one school with the agreement that if he/she is accepted he/she will drop all applications to other colleges and universities. This is a binding contract. This is an appropriate admissions option only if a student has a clear first choice and if his/her academic profile matches the college's admissions requirements. An advantage of this option is that the senior can reduce the stress of time, energy and paperwork that generally dominates a large part of senior year. A disadvantage is a reduction in the number of financial aid packages among which a family can choose when more than one school offers admission. It can also be a disadvantage if the student has a change-of-

heart. Therefore it is in the best interest of the students to be very certain this is their one and only choice should they be accepted.

- Early Action/Early Notification (Option 1) See page 41. Some colleges will process applications before regular admission deadlines. This offers a student the relief of having one acceptance "in the bank early" while providing time to carefully consider alternatives before making a final decision. If accepted, the student is under no obligation to enroll and can apply to more than one school under the early action policy.

NOTE: Three decisions can occur given early programs.

- Accepted - Yeah you're in!!
 - Deferred - offered if a student is not chosen for early decision or early action, but will be reconsidered during the regular admission process.
 - Denied - not offered admission.
-
- Regular Decision (Option 2): See page 41. Applications are to be made on or by published dates. Students will receive decisions on or by published dates. Generally a final decision by the student is required by May 1, although housing deposits may be requested earlier.
 - Rolling Admissions (Option 2): See page 41. An application is processed and a decision is made in the order the application is received by the admissions office and usually has a 3-4 week turn around time. There is no deadline, but there are priority dates if housing and financial aid are requested.
 - Open Admission: (Option 2): A student may apply at any time throughout the year. This policy is characteristic of many community and other two-year colleges. Usually no counselor recommendation is required.
 - Deferred Admission: This may be available by request to the college when a student has already been accepted, but wishes to "defer" actual admission for a period of time. The request can occur as a result of an opportunity to travel or pursue other valuable programs or activities. Typically a college will allow a deferment up to one year. An admission deposit is required to reserve the students spot.

NOTE: It is important to adhere to all admission deadlines. The Student Services office needs all requests for information to be sent to colleges at least four weeks prior to application deadline. After this time, there is no guarantee information will arrive on time.

LETTERS OF RECOMMENDATION

Most every college and university requires letters of recommendation from two teachers and a counselor. These recommendations help the admission committee to get a better understanding of the student in the classroom. Teachers explain a student's potential, work habits, strengths and weaknesses. The teachers may also include some personal information regarding the student's interests or accomplishments in extracurricular activities. College admission committees expect and hope that teachers will be honest and objective in their recommendation and look at this document as a **confidential piece of information**. It is important to ask teachers for recommendation letters who know the student well and not a new senior year teacher who has known the student for only a few months. A junior year teacher may be the most appropriate given the timing of when the recommendations are due. Keeping this in mind it may be to the student's advantage, and highly recommended that the student request the teacher recommendation at the close of their junior year. Students tend to ask the same teachers for recommendations; because of this, many times teachers get backlogged or have to decline a request by a student because of overload. To avoid this, keep your application deadline dates in mind, and ask teachers early. **The Faculty Recommendation Form** the student must give to teachers is available in the Student Services Office.

Counselors' letters of recommendation help admission officers have a clearer view of the student from a more global perspective. The counselor's recommendation speaks to the coursework the student has been involved in, explanation of the ranking system at the school, how grade point averages are calculated as well as different programs offered by the school (i.e. Senior Seminar, advisory and trimester system). The counselor can also give the admission committee information regarding fluctuation in a student's grades, highlight increased challenges, and other changes in a student's academic performance. The counselor's recommendation may also give insights to the student's motivation, preparation for college success, and their activities and interests. Colleges want honest, thoughtful, and confidential information to ensure objectivity. Keep in mind it is the college's decision and not that of the teachers or counselor as to whether a student is admitted. It is the high school's responsibility to accurately describe the student's experience at Souhegan.

NOTE: See pages 39 & 40 for sample faculty/counselor recommendation information sheet.

Many colleges have their own forms for counselor and teacher recommendations. These forms are found in application packets (either the paper copy or on-line) and must be given to teachers and counselors in order for the admission application to be complete. Failure to do this will jeopardize the student's chances for admission. These forms need to be given to the teachers upon request of the recommendation and to the counselor along with the **Transcript Request Form** at least four weeks prior to the application deadline.

THE FINAL PROCESS

Once you have completed your college application, your college application essay, the "Option 1 /Option 2 **Transcript Request Form**" (including \$3.00 for each application you are submitting), and you have requested two letters of recommendation from your teachers, you should meet with your college counselor to discuss the mailing process.

If you are applying Early Action/Early Decision your application will be handled through Student Services. You bring in your college application materials including your essay, application fee check, **Transcript Request Form** with appropriate handling fee and Student Services will add all secondary information (transcript, copy of SATs, recommendations, and school profile) to complete your application packet. In all cases you are strongly urged to make photocopies of all college applications you complete. Should a college application be lost in the mail or misplaced enroute to the admissions office, the photocopy of your application provides you with the only evidence of support that you did in fact apply for admission.

You will be responsible for mailing all **Regular Decision Applications**. You mail the application, application fee check, essay, and resume if you have one. Upon submitting your **Transcript Request Form** to the registrar in Student Services your secondary packet will be mailed (official transcript, recommendations, SAT scores, and school profile). First trimester grades will be mailed to all colleges and universities to which you have applied, When you graduate, your final transcript will be mailed to the college or university you have chosen to attend. If your college application has a counselor form, submit this form with your **Transcript Request Form**.

When your college information has been mailed, you will receive verification through advisory of the mailing listing all materials in the mailed packet. Should you receive notification of something missing in the packet you will have this receipt to show what has been mailed.

RECAP OF FINAL PROCESS

1. Request recommendations from two faculty members early.
2. Meet with your counselor.
3. Complete applications, including essays.
4. Four weeks prior to admission deadline give teachers and your counselor specific recommendation forms if required.
5. If applying Early Decision/Early Action see Option 1 on **Transcript Request Form**.

6. If applying Regular Decision see Option 2 on ***Transcript Request Form***.
7. Fill out and submit Option 1/Option 2 ***Transcript Request Form*** and attach \$3.00 per transcript request. Submit counselor forms if required. Remember this must be done four weeks prior to deadline.
8. Pay close attention to application deadlines as shown on Option 1/Option 2 ***Transcript Request Form***.

THINGS TO NOTE

- The majority of college applications can be forwarded to admissions offices independent of the information required of Souhegan High School. However, some college applications may require that the Guidance Counselor or Secondary School Official complete a designated section of the application before you can mail the application to the college. In these instances, you should make an appointment with your counselor so he/she can complete the necessary section or sections requested.
- Secondary school/recommendation forms are often requested by the colleges to be filled out by the counselor. These must accompany the ***Transcript Request Form*** (Option 1/Option 2) in order to insure the student is not disadvantaged in the process. These forms will be attached to your unofficial transcript, SAT scores, recommendations, and the school profile and forwarded directly from this office.
- Mid-Year Report Forms should also be given to your counselor when your ***Transcript Request Form*** is submitted.
- As we are on a trimester system, our first trimester grades (available in early December) will be sent to the colleges with the Mid-Year Report Form. If colleges request further grades we will send grades from second trimester in mid-March.
- The school profile explaining our trimester grade schedule, decile ranking, unweighted grades, and grading system will be sent with all college materials.

WRITING THE COLLEGE ESSAY

The most lengthy and stressful part of the college application process is often the writing of the college essay. Most colleges require at least one essay; some want more than one; and a number don't expect any essay at all. Some state schools, for example, have admission formulas that are based solely on grade point averages and college entrance exam scores.

Colleges seek an essay for a number of reasons. They want to learn something about you that the rest of your application does not tell them. They want to hear from you in your own words. They want to gain insight into your thinking process. And they want to assess your writing ability.

Some colleges assign a topic for the essay. Some offer a list of topics and let you choose. Most give you a general topic, such as "Describe an experience that has special meaning for you."

NOTE: It is not the topic you pick, but how you write which truly interests a college. This is your opportunity to individualize your application. In order to answer general questions, think about something in your life that really stands out. It could be back in the fourth grade when you discovered the joy of solving math problems. It could be earlier this year when you were tinkering in the physics lab. It could be bird watching, or working at a hospital or tutoring little kids. It could be a simple conversation with your grandmother. Why do you remember the event so well?

Another general topic might be, "Discuss a current issue that concerns you." Think about something that stirs your emotions and passions. Examine why you feel so strongly about that issue.

Once you have the topic identified, try to organize your thoughts into sentences and paragraphs. As you write, remember the "why". Why do you feel strongly about an issue? Why do you care? Why did you identify that one specific event? Without the "why" the essay is incomplete.

It is very important to be yourself. Don't force your writing into a contrived style; it is how you normally write which genuinely interests a college. Don't pick a topic because you think it will appeal to the reader; pick it because you genuinely care about it. Don't try to portray a specific personality type. A college wants to know you, not the person you imagine would please them.

A sense of humor is certainly desirable. Let some of your real personality show through your writing. But don't overdue it by trying so hard to be funny that you lose your message.

Also, be sure to give yourself enough time. Writing a good essay is a long process; setting aside a few weeks is certainly appropriate. After you write your first draft, put it aside for a few days. Then come back and look at it with fresh eyes. Ask a parent, teacher and/or counselor to react and edit it for you. This is no time to be shy about seeking feedback.

Writing Tips

1. Make a good impression

- Word process your essay on pages separate from the application.
- Edit and re-edit the mechanics, spelling, grammar and punctuation.
- Have others edit your work again.

2. Make a lasting impression:

- Write in your own voice. Use your own words and phrases: don't rely on a dictionary or thesaurus to sound impressive. Test for this by asking yourself the following:

Am I saying this in plain English?
Are these words I normally use?
Am I saying what I know to be true, not what I think
others want to hear?

- Allow time to concentrate on content, insights, thinking about your topic.
- Give yourself time to revise before editing. Examine structure, transition and language.
- Stay focused; don't digress from your topic.
- Remember that the best essays give honest insight into who you are and what you really think.

FINANCIAL AID INFORMATION

With tuition costs rising roughly five percent annually, higher education "sticker shock" is a common first reaction to the "going-to-college" process. However, before ruling out a school based on cost, families should consider the many opportunities available to them, including grants, scholarships, work-study programs and student loans and what the actual out-of-pocket cost will be.

For students and parents who need assistance, financial aid help is available from the federal and state governments, from private programs, and from colleges themselves.

WHAT IS FINANCIAL AID?

Financial aid is help for meeting college costs: both direct educational costs (such as tuition, fees, and books) and personal living expenses (such as food, housing, and transportation). Sometimes students are surprised to discover that financial aid can help them pay for living expenses. Many students also don't realize that financial aid is often available to pay for technical or trade school programs.

Students should not rule out any college or post secondary education program that interests them on the basis of the costs of attendance alone. Many students and their families can't pay the full cost of education or training all by themselves. If students qualify for financial aid, they may get enough outside money to pay for the education they want, but couldn't otherwise afford on their own.

TYPES OF FINANCIAL AID AVAILABLE

These are three types of financial aid: (1) Grants or scholarships are funds for college that do not have to be repaid. Grants are usually awarded on the basis of need alone. Scholarships, on the other hand, can be awarded on the basis of need and/or some other criteria, such as academic achievement. (2) Loans must be repaid, most often after students have graduated or left college, and usually have lower interest rates than other commercial loans. (3) Work Study involves earning money as payment for a job, usually arranged for students by the college they are attending.

Grants and scholarships are often called "Gift Aid." Loans and work study are called "Self-help Aid." If students qualify for and/or receive financial aid, they will get a financial "package," combining gift aid and self-help aid from different sources. The financial aid administrators at the college put financial aid packages together for students.

APPLYING FOR FINANCIAL AID

In order for you to be considered for financial aid from federal as well as non-federal sources, each college will specify which financial aid forms you and your parents should complete. Therefore, it is your responsibility to contact the Admissions or Financial Aid Office at every college you are considering for admission to verify and request the necessary forms that must be completed. In addition, you and your family must file the required forms by the specified deadline in order for you to be considered for financial aid. **Deadlines are very important!** You should never assume that the form required by a few colleges will be the same form required by all the colleges to which you apply. Any oversights by you and/or your parents could jeopardize your receipt of financial assistance.

FEDERAL FINANCIAL AID ELIGIBILITY

Financial aid eligibility is the difference between the cost of education and the Expected Family Contribution (EFC). A federal formula performs a needs analysis to determine the EFC.

To be eligible you must:

- Have financial need
- Have a high school diploma, GED, or pass an independently administered test approved by the U.S. Department of Education
- Be enrolled in an eligible program
- Be a U.S. citizen or eligible non-citizen
- Register with the Selective Service, if required
- Complete forms as required
- Make satisfactory academic progress

HOW TO APPLY FOR FEDERAL FINANCIAL AID

The FAFSA application is the first step to financial aid for college-bound students. Students can obtain a FAFSA from high school guidance offices, college financial aid offices or public libraries. Students may also complete and submit the FAFSA on-line at www.fafsa.ed.gov. The easiest and most effective way of filling out the FAFSA is on line. The student and parent must also obtain a PIN from www.pin.ed.gov before completing the FAFSA.

Students will receive a Student Aid Report (SAR) after the FAFSA is processed. Information is also sent to the college(s) named on the FAFSA. If students do not receive a SAR in four to six weeks, or need another copy, they should call (319) 337-5665 for a duplicate SAR.

The College Financial Aid Office will send an award letter to the accepted student indicating the types of aid the student is eligible to receive.

Note: Special circumstances (such as changes in income and other factors affecting eligibility) may be considered. If special circumstances arise, the student should submit a letter of explanation to the Financial Aid Office.

COLLEGE FINANCIAL AID FORMS

In addition to completing the FAFSA students must also complete and submit institutional financial aid forms if they are required by the college to which applications have been submitted to be considered for financial aid. Students are responsible for requesting these forms from the colleges when requesting official application materials. If the individual institutional financial aid forms are overlooked, students may not be eligible to receive institutional monies or additional financial assistance from that particular college. The deadlines for submitting the institutional financial aid forms may differ from college to college.

The CSS/Financial Aid PROFILE is required by some private colleges and universities. Students can check the PROFILE form to see which schools require this application form. This is a completely on-line process and can be accessed through collegeboard.com.

WHERE TO FIND THE FINANCIAL AID FORMS

The FAFSA is available in the Student Services office in early December, but cannot be mailed before January 1st.

If you need to submit the Family Financial Statement (FFS) or an institutional financial aid form to any of the colleges to which you apply, you must acquire these forms from the appropriate agency or college.

FINANCIAL AID NIGHT PROGRAM FOR STUDENTS AND THEIR PARENTS

The counselors in the Student Services Office at Souhegan High School will sponsor a Financial Aid Information Night for you and your parents to assist your family in better understanding the many financial options available for funding your college education. The evening program is free to you and your parents and no reservations are required should you choose to attend.

A Financial Aid Specialist from the area will present information to assist you and your family in better understanding the complicated and time consuming process of applying for financial aid. You and your family are strongly encouraged to attend this important information program if you are planning to apply for financial aid and/or educational loan assistance. This information night is generally held in early December in the high school theater.

Information on this program and all other programs offered by Student Services will be posted on the Web and recorded on the monthly senior calendar as well as in the PTSA "Connections" Newsletter.

SCHOLARSHIP INFORMATION

"How do I finance this college education now that I have been accepted?" Is a question asked by college bound students and their parents. The following information should assist you and your parents in your search for scholarship opportunities.

COLLEGE-BASED ACADEMIC/MERIT SCHOLARSHIPS

Many colleges and universities will provide some financial assistance to incoming freshmen based upon academic merit rather than demonstrated financial need in an attempt to attract hard working and academically talented students. You and your parents should contact the admission offices or the financial aid offices at the respective colleges that you are considering for application, if you are interested in learning more about such scholarships. In addition, various resource guides are available to provide listings of merit-based scholarships offered by colleges throughout the United States.

SCHOOL, COMMUNITY, AND CIVIC ORGANIZATIONS SCHOLARSHIPS

Many school, community, and civic organizations provide scholarships for college bound seniors. Applications for all local scholarships are available in early February with a return date of early April. There are a variety of eligibility requirements for the school, community, and civic organization scholarships so students' should not assume that these scholarships are awarded on academic merit alone. Many of these scholarships are awarded on the basis of financial need as well as a combination of eligibility factors. Applications for these scholarships are available in the Student Services Office.

STUDENT AND PARENT EMPLOYMENT RELATED SCHOLARSHIPS

College bound students often find scholarship monies available through their parents' or their own places of employment. Parents and students should contact their employers to inquire about the availability of employment related scholarship programs. Acquire the scholarship applications early and contact your school counselor if assistance is needed with the required paper work.

STATE, REGIONAL, AND NATIONAL SCHOLARSHIPS

There are many state, regional and national scholarships available to college bound seniors. Many applications for these scholarships are available in Student Services. In addition, various books are available which will provide a listing of **all** scholarships available to college bound students.

FINANCIAL AID FINDERS AND SCHOLARSHIP COMPANIES

For a price many independent scholarship companies and financial aid services are available to you and your parents. Many services boast of the billions of dollars not claimed each year because of parents being unaware of how to "tap into" such resources. Students and parents need to be aware of what these companies are promising. In fact an individual may find many of the same sources of scholarships by doing some research. Approximately 95 percent of financial aid goes through colleges, and the remaining five percent could be through churches, the high school, and/or community groups.

The best way to find money for college is not to pay someone a lot of money to do the research for you. It is beneficial to look around for local and regional scholarships on your own. This is a research project and takes a lot of time and investigation. Although scholarships are a great way to help pay for college, their effect on the student's financial aid package may not be what the family expected. Many colleges reduce the amount of their aid in proportion to the amount of scholarship money received. In other words, the scholarship goes toward reducing either the amount of loans or of the college's grant, not toward reducing the amount of money the family must pay. Many local scholarships however, are awarded directly to the student and will not affect the financial aid package a student receives. Even if the extra money does not go directly to the student, the honor of receiving the scholarship does.

ROTC SCHOLARSHIPS

A limited number of ROTC (Reserve Officers Training Corps) scholarships are awarded through various branches of the United States military to college bound students each year. These scholarships are very competitive in nature and fund a majority of the college education for students awarded them. In awarding ROTC Scholarships, the various branches of the military are looking for college bound students who possess certain academic skills and students who will also be undertaking specific college majors. Most often, students must have a strong academic foundation in mathematics and science; and students need to complete precalculus by the end of their senior year. Potential candidates for ROTC Scholarships must also have an above average grade point average and above average SAT I scores.

Students awarded the ROTC Scholarships must, upon graduation from college, must accept a commission as an officer in the specific branch of the military which awarded the students the ROTC Scholarship. The student is required to serve a minimum number of years on active duty, and in some situations, when specialized training is provided for students, students may have to serve longer.

It is beneficial for college bound students who are planning to apply for the ROTC Scholarship to begin the extensive application process as early as the spring of their junior year. It is beneficial to request assistance from your college counselor to complete these scholarship applications.

REQUIREMENTS FOR ATHLETES

Many colleges are associated with different athletic organizations that require applications to be submitted at the end of junior year and beginning of senior year. The rules, regulations and eligibility requirements are determined by these organizations not the colleges or the high school. Division I and Division II schools can offer scholarships to student athletes. Division III schools cannot offer scholarships. All divisions require students to meet certain eligibility requirements in order to play whether they receive a scholarship or not.

The NCAA (National Collegiate Athletic Association) is a academic requirement clearinghouse for Division I and II athletes. It is not required for Division III athletes to play college sports. A student athlete going to a Division I school must have at least a 2.0 GPA in a specific number of core courses. The student athlete must also have SAT or ACT scores in the required range. For Division I the scores are on a sliding scale in association with the GPA. Division II athletes are required to have a 2.0 GPA in their core courses and an 820 SAT and/or a 18 on the ACT. Additional information may be accessed through www.ncaa.org

Students need to complete the **NCAA Clearinghouse Student Release Form** after their junior year. The high school does not have the forms. They are only available on line. The clearinghouse forms can be accessed through www.ncaa.org

NAIA- athletes interested in playing for this affiliated organization must meet 2 of the 3 requirements of NAIA: SAT of 860 and/or ACT composite of 18; 2.0 GPA; graduate in the top half of the class. Application for this athletic clearinghouse can be accessed through www.naia.org

NJCAA – this is the athletic organization affiliated with junior or two-year colleges – there are no academic eligibility requirements. www.njcaa.org

Faculty Recommendation Form

Recommendations are to be included with application and mailed by Student Services. Be sure teacher submits recommendation to counselor two weeks prior to application deadline.

**Souhegan High School
Student Services**

My First application deadline is: _____

RECOMMENDATION REQUEST

TODAY'S DATE _____

To: (Teacher you are requesting a recommendation from) _____

FROM: (Student) _____

DATE: _____ COUNSELOR _____

RE: A recommendation to accompany my college applications

SCHOOLS I WILL APPLY TO:

INTENDED MAJOR/AREAS OF INTEREST:

PERSONAL INTERESTS/ACTIVITIES: (Tell about school and community activities you have been involved with throughout your high school career.) **You may attach a copy of your resume to this form.**

TEACHERS – PLEASE SEND YOUR RECOMMENDATION TO COUNSELOR LISTED ABOVE.

THANK YOU!

Student: _____

Date

Counselor: _____ Advisor _____

Check here if you do not want a school copy of your SAT I and SAT II scores forwarded to the following colleges. _____

COLLEGE DEADLINE	SOUHEGAN H.S. DEADLINE	
1. Early Decision – November 1	1. October 17	Wednesday
2. Early Decision – November 15	2. October 24	Wednesday
3. December 1	3. November 7	Wednesday
4. December 15	4. November 16	Friday
5. January 1	5. November 30	Friday
6. January 15	6. December 12	Wednesday
7. February 1	7. January 7	Monday
8. February 15	8. January 25	Friday
9. March 1	9. February 8	Friday
10. April 1 or May 1 or Rolling	10. March 3	Monday

1. Name of College _____
 City, State _____ College Deadline _____
 SHS Deadline _____ Early Decision/Early Action Candidate _____
 Is This a Common Application? _____ Did you give the teacher a Rec. Form? Y/N _____
 Are you applying electronically? _____

2. Name of College _____
 City, State _____ College Deadline _____
 SHS Deadline _____ Early Decision/Early Action Candidate _____
 Is This a Common Application? _____ Did you give the teacher a Rec. Form? Y/N _____
 Are you applying electronically? _____

3. Name of College _____
 City, State _____ College Deadline _____
 SHS Deadline _____ Early Decision/Early Action Candidate _____
 Is This a Common Application? _____ Did you give the teacher a Rec. Form? Y/N _____
 Are you applying electronically? _____

4. Name of College _____
 City, State _____ College Deadline _____
 SHS Deadline _____ Early Decision/Early Action Candidate _____
 Is This a Common Application? _____ Did you give the teacher a Rec. Form? Y/N _____
 Are you applying electronically? _____

I asked the following teachers for recommendations:

_____ on _____ Date Received ? _____

_____ on _____ Date Received ? _____

Is your Common App./College School Report attached for the counselor? YES/NO

Student's Signature _____ Date: _____

TRANSCRIPT REQUEST FORM

2007-2008

OPTION 1

The Souhegan High School Student Services Office provides significant support for students and parents in the **College Application Process**. We take our responsibilities in this regard quite seriously. We offer two options for the mailing of student materials to colleges. Students applying for Early Decision or Early Action programs are encouraged to choose **Option 1**; those applying for Regular Decision should choose **Option 2**.

In order for us to accommodate the needs of all students, it is imperative that the following timelines be strictly adhered to. **We cannot guarantee timely mailings if materials are turned in late to Student Services.**

****Please note that all Early Decision/Early Action completed applications MUST be submitted to your counselor and include the following:**

1. Application Fee (check or money order made out to the college or university)
2. Souhegan High School Code (300012)
3. Student Signature
4. Parents'/Guardian signatures
5. Notarization of residency –in state schools may require this
6. Essay
7. Guidance Counselor Recommendation/High School Report Form (if included in application)
8. High school Mid-Year Grade Report Form
9. High School Final Grade Report Form
10. \$3.00 processing fee per application

****When downloading applications from the internet or applying on-line, it is important to remember to download and submit all required forms.**

OPTION 2

Seniors who choose to apply **Regular Decision** must forward to their college the completed application, application fee, and the essay, via mail or internet. They must complete and submit this form to their guidance counselor in order for the Student Services Office to forward an **official transcript** and supporting documentation (teacher recommendations and school profile) directly to the college or university.

**** This form must be submitted according to the SOUHEGAN HIGH SCHOOL DEADLINE SCHEDULE outlined on reverse side of this document. For example, if your college deadline is January 1, 2008, you must submit this form to your assigned Counselor by the Souhegan High School Deadline of November 30, 2007. A \$3.00 Processing Fee for each college must be submitted with your request.**

SOUHEGAN HIGH SCHOOL

412 Boston Post Road - P.O. Box 1152

Amherst, New Hampshire 03031

(603) 673-9940 FAX (603) 673-0318

Website: www.sprise.com/shs

CEEB # 300012 – TEST CENTER CODE # 30-103

Four-Year Public High School

Enrollment 1020

2006 Graduating Class: 227

Accreditation: NEASC

School Year Trimesters (8/30 – 12/1– 3/16)

Superintendent:

Mary Jennings, Ph.D.

Principal:

W. Scott Prescott

Deans of Faculty:

Kristen T. Gallo

Colleen L. Meaney

Dean of Students:

Edward M.P. Houlihan

Guidance Department:

George Ruppel, Director

Anne Burke

Alan Gordon

Brian Irwin

Dina DiGregorio Karlon

Julie Sullivan

HIGHLIGHTS

Souhegan High School in Amherst, New Hampshire opened its doors to students from the towns of Amherst and Mont Vernon in September of 1992. Now in its sixteenth year, Souhegan draws 1020 students to its award winning programs. In 1994 Souhegan was selected as the New Hampshire Secondary School of the Year and in 1995 earned two additional statewide honors: the Secondary Principal of the Year and the Sportsmanship Award. In 1997, Souhegan High School received accreditation by the New England Association of Schools and Colleges. A year of self-study has begun in earnest for renewal of that certification. The Commission on Public Secondary Schools cited significant strengths in the statement of purpose; media services; administration, faculty and staff; community support and involvement; school climate; and assessment of student learning and school performance.

CURRICULUM

At Souhegan High School, we honor diversity by grouping our students heterogeneously and including students with educational challenges in our mainstream courses. We do not track students into honors classes and low-level classes. We support personal drive and aspiration by providing Advanced Placement and college credit courses to all who are willing to take on the challenge. In addition to the standard curricular offerings in English, math, science, social studies, and classical and modern languages, elective courses are available in art, technology, performing arts and physical education. Intensive Advanced Placement courses are offered in the following subjects: English Literature, U.S. History, Human Geography, Calculus (2 levels), Physics B & C, French, Spanish, Studio Art and Art History. In addition, Biological World and Western Civilization are offered for college credit.

HONORS OPTION

As in most colleges and universities, we have chosen to award an *Honors* designation to students who, in addition to outstanding performance in class, take on and successfully complete the honors level work assigned them by teachers to stretch them as learners. These students take on more complex, in-depth exploration of the course material and complete a variety of vigorous independent projects. Students earn *Honors* credit by completing their honors' contract. *Honors* courses are indicated with an * on transcripts.

UNIQUE PROGRAMS

Advisory Groups - 9-13 students meet daily with a staff advisor who actively supports their personal and academic development. The advisor is a primary contact person with parents and students and oversees various aspects of a student's life at Souhegan. Four years (2 credits) of Advisory is a requirement for graduation

Integrated Math - A sequence of three courses that covers the entire curriculum of Algebra I, Geometry, and Algebra II is required for all students. The philosophy of Integrated Mathematics is that algebra, geometry, and data analysis are naturally connected. Successful completion of the three year sequence prepares students to pursue Pre-Calculus.

Division I Exhibition - At the end of grade 10, all students are expected to show evidence of their growth toward the Souhegan High School Learner Expectations by successfully completing this required exhibition. The Division I Exhibition is a three-part process including a portfolio of ninth and tenth grade work, a piece of reflective writing and a 45 minute "roundtable" presentation.

Junior Research Project - This year-long process requires students to complete three separate research papers rooted in the World Studies/World Literature curriculum. The goal is for students to learn and use a variety of research and writing skills as they work to understand the processes involved in rigorous academic research.

Senior Seminar - This two credit course is an interdisciplinary seminar linking senior English with either Social Studies, Science, Film or Art.

The Senior Project - During grade 12, all students are expected to undertake a major independent study project in an area of special interest as a major culminating academic experience. Students engage in extensive research and reflection, apply their new knowledge and present their final projects to a public audience in the spring.

LEEP - Lifelong Educational Experience Program - an independent program that is beyond the confines of the standard curriculum and builds on an individual's passion.

CO-CURRICULAR ACTIVITIES

The majority of students at Souhegan further develop their individual interests through participation in co-curricular activities. Students may choose from over 35 different opportunities in academic, student government, and performing arts programs. More than 70% of the student body participates in one or more of the 65 varsity and sub-varsity athletic teams in 28 different sports.

GRADING SYSTEM, GPA SCALE & DEFINITIONS

A+ = 97-100 = 4.3 B+ = 87-89 = 3.3 C+ = 77-79 = 2.3
 A = 93-96 = 4.0 B = 83-86 = 3.0 C = 73-76 = 2.0
 A- = 90-92 = 3.7 B- = 80-82 = 2.7 C- = 70-72 = 1.7

NC = Below 70
 WNC = withdrawal no credit
 NCS= NC/to attend Summer School
 M = Medical P = Pass AUD=Audit

Grade point averages are not weighted. GPA's are based on a grading system that ranges from A+ (4.3) to No Credit (NC = 0). Grades of P (Pass), M (Medical), and NCS (No credit - to attend summer school) are not factored into the GPA. Our grading policy calls for C- as the lowest passing grade because we believe that all students should be responsible for meeting basic proficiency (C-); otherwise, students receive No Credit.

CLASS RANK

In 1994, the school's Community Council decided to eliminate individual class rank and move to a decile system believing this was a more equitable and reasonable way to distinguish student performance. Class rank, expressed in deciles, is based upon the unweighted averages of grades earned in all high schools attended by the student.

NON CREDIT REQUIREMENTS

Community Service (40 hours)	Completion
Division I Final Exhibition	Completion
Junior Research Project	Completion
Junior Post Secondary Plan	Completion
Senior Project	Completion

NATIONAL MERIT SCHOLARSHIP RESULTS

Year	# Commended	Semi-Finalists	Finalists
2003	7	4	4
2004	4	2	2
2005	10	1	1
2006	6	2	2

GRADUATION REQUIREMENTS CLASS OF 2007

English	4.00
Math	3.00
Science	3.00
Social Studies	3.00
Physical Education	1.00
Health	.25
Fine Arts	.50
Computer Education	.50 (or Equivalent Proficiency)
Advisory Program	2.00
Elective Courses	5.00
Total	22.25 credits

COLLEGE ADMISSIONS TEST SCORES

SAT I	2003	2004	2005	2006
Participation rate	90%	92%	96%	96%
Verbal	546	551	542	533
Math	559	546	538	544

PERFORMANCE DATA

Class of 2006:	227 students
Four-year colleges	81%
Two-year colleges	7%
Work	7%
Military/Service	1%
Other	4%

ATTENDED BY TOP DECILE SENIORS - Class of 2006

Bentley College	Massachusetts Institute of Technology
Brigham Young University	Northeastern University
Brown University (2)	Providence College
Clemson University	Stonehill College (2)
Colby College	University of NH (3)
Connecticut College	University of Maryland – College Park
Hamilton College	University of Pittsburgh
Hartwick College	University of Tampa
Johns Hopkins University	University of VT
Macalaster College	Worcester Polytechnic Institute