Lake Stevens High School
College Handbook
2013 - 2014

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LAKE STEVENS HIGH SCHOOL

COLLEGE HANDBOOK

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Lake Stevens High School

It is the mission of Lake Stevens High School to prepare our students to be life-long learners.

The Lake Stevens High School community believes in these core values:

**Rigor**
- Promote excellence through consistent high standards and expectations for all students and staff members.
- Prepare every student for post secondary education.
- Teach to clearly defined objectives aligned to state standards.

**Relevance**
- Engage students with interesting, challenging, and meaningful activities that prepare them for life after high school.
- Develop cross curricular connections.

**Relationships**
- Foster relationships by acting with integrity, honesty, empathy, and professionalism.
- Model and advocate tolerance and respect for differences.
- Value a sense of humor, enthusiasm, and a positive attitude.

“The Voyage of a Lifetime”- Lake Stevens High School
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To Students and Parents:

This handbook has been put together by the Lake Stevens High School Counseling and Guidance Center. Its purpose is to guide, inform, and inspire you in your pursuit of your college dreams and goals. At times, the college admission process can be overwhelming. Hopefully this guide will help organize your journey.

The best preparation for college admission is taking advantage of the challenges and opportunities in and out of the classrooms at Lake Stevens High School. Every college admission office states that the high school transcript is the single most important document in any college application, and that this record is the best predictor of college success. Therefore, it is important not to lose this perspective and focus, even as you become immersed in the admission process. It is quite easy to become so over involved with strategies for college admission that important priorities are neglected.

In partnership with students and parents, the counseling staff at Lake Stevens High School works hard to support you in the college processes. We expect students and parents to be actively involved, researching college options and scholarship/financial aid matters. We recognize the stresses of the college admission process and welcome you to have conversations with us about any issues throughout your high school years.

We look forward to working with you.

Lake Stevens Counseling Staff
FRESHMAN CHECKLIST

_____ Make wise choices when registering for 9th grade classes. Choose courses that match you interests and abilities.

_____ Start a database of community service involvement, awards, honors, school clubs and athletic participation.

_____ Sketch out a 4-year high school plan (forms available from your counselor). Be certain classes are properly sequenced and that prerequisites will be met.

_____ Be aware of high school graduation and college entrance requirements. See the Course Offering handbook, LSHS Website, or your counselor.

_____ Obtain information necessary in preparation for 10th grade courses.

SOPHOMORE CHECKLIST

_____ Make wise choices for 10th grade courses matching them to your interests, abilities and goals.

_____ Take PSAT/NMSQT.

_____ Check into Running Start if interested. Deadline is May 1 for the following school year.

_____ Continue database of community service, athletic activities, club involvement and honors or awards.
COLLEGE CHECKLIST FOR JUNIOR YEAR

OCTOBER
_____Sign up and take PSAT/NMSQT.

JANUARY
_____Decide which spring tests you will take. You may want to take the March or May SAT 1 (registration deadline is in February & March respectively), especially if you think you might have a conflict with the June SAT 1/SAT11 testing (examples: rowers, those with weekend activities such as sports, art, music, or dance). Plan ahead!

_____Investigate scholarships and other financial aid programs.

_____Attend LSHS Beyond High School Night.

_____Use PSAT access code to sign into My College Quick Start.

MARCH
_____March or early April – Begin informal conversations with your counselor about preliminary college questions, testing, or spring or summer plans for college travel.

_____Register and study for the SAT and/or ACT exams.

_____SAT 1 ONLY TESTING

_____Late March – Registration deadline for May SAT 1/SAT11 testing.

APRIL
_____Late April – Registration deadline for June SAT 1/SAT11.

MAY
_____First Saturday in May – SAT 1/SAT11 testing.

_____Second and third weeks in May – ADVANCED PLACEMENT TESTING

_____Continue compiling information regarding scholarships.

JUNE
_____First Saturday in June – SAT 1/SAT11 testing. Most juniors will be taking Subject Tests at this sitting, although if you are not going to need Subject Tests for any of the colleges to which you’re applying, you might consider a second sitting of the SAT 1.
SUMMER IDEAS

• Begin preparing a list of colleges (technical, 2-year and/or 4-year) to explore. Be sure that your list includes colleges appropriate to your academic and personal record.

• Plan to spend time working on your autobiography (i.e., answering questions on page #17 so that it will be completed by September. This process will help to prepare you for writing essays on applications and will give you plenty of time to think of all the things you’ve done that your counselor can possibly use.

• Visit schools that interest you. Try visiting schools in the Northwest to get the feel for size – University of Washington (larger); Western Washington University (medium); Whitman, UPS, Willamette, Lewis and Clark (smaller).

• Summer interviews may be arranged at schools farther away if you plan to be in a particular area for a summer vacation.

• Check college websites for catalogs and information. Email for additional information. Here is an example of how to do this.

      I will be a senior at Lake Stevens High School this fall, and I would like any information that you can send me about your college. (Optional: I am especially interested in the fields of ____, and/or the following sports______). Please send me any helpful information.

      Sincerely,

      Your name
      Your complete address

Obtain college addresses from one of the college handbooks. (You might want to purchase a Barron’s or a College Board Handbook or visit our Career Center).
COLLEGE CHECKLIST FOR SENIOR YEAR

SEPTEMBER

_____Use the WOIS and Bridges.com in the Career Center. This program is free of cost and very worthwhile. See Ms. LaFortune for log on information.
_____Double check the transcript that has been sent to you. See Sandy Pollestad if corrections are needed: Name complete and spelled correctly? Address current? Birthdate correct? Test scores complete and correct? All courses taken have been recorded with correct grades?
_____Find out entrance requirements for the highest level of college that you might select. Be sure your schedule/transcript meets all the entrance requirements.
_____Check with your counselor to confirm that, given your senior schedule, you will have completed all requirements to graduate by June. In addition, remember that all fees owed to Lake Stevens must be taken care of before you graduate to ensure that a transcript will be sent to the college that you choose to attend.
_____Contact colleges or Ms. LaFortune in the Career Center for application forms and a catalog if you have not already done so.
_____Registration deadline for the October and November SAT 1 and SAT 11.
_____Make an appointment with your counselor. If possible, have ready the autobiography and the list of colleges you might like to investigate that you have prepared over the summer.
_____College representatives begin to visit this month. Watch for information on the Career Center bulletin board and the daily bulletin for dates and times. Sign-up sheets are in the Career Center (Remember to get teachers’ permission to leave classes at least A DAY IN ADVANCE). Most meetings are held in the Career Center. It is important to be present at meetings of colleges to which you might apply. Sign up and show up!
_____Attend Curriculum Night regarding college information, financial aid and scholarships for information.
_____Go to the National College Fair usually held during the month of September in Seattle at the Washington State Convention and Trade Center. Watch for information in the bulletin. Other college fairs are also offered at this time.

OCTOBER

_____Gather the information needed for applications. Fill out a “Letters of Recommendation” information form. Line up your teacher recommendations, if needed. Write thank you notes to those who write recommendations for you.
If applying for Early Decision or Early Action, send in your application now. Also prepare applications for back-up schools.

Visit campuses of the colleges you are considering.

Sign up for December/January SAT 1 and/or 11, if necessary.

Take October ACT or register for December ACT exam, if necessary.

Look for scholarships (updated list available every two weeks in the Career Center) and apply early. Listen for announcements in the bulletin. Check the files in the Career Center. Link to scholarship update also available on the Viking home page.

Late October: Registration for the December SAT 1 and SAT 11.

NOVEMBER

November 1: Many “early decision” applications must be completed and mailed.

First Saturday in November: SAT 1 & SAT 11 testing.

Prepare your applications (Use the worksheets in the appendix of this handbook).

(1) Most applications can be done on-line. If not, fill out and send in to the college the parts of each application to be completed by you. Enclose required fees. Print or type neatly.

(2) Give all the forms to be filled out by the school to your counselor. These will be labeled “Secondary School Report,” “Counselor Recommendation Form,” “School Report Form,” etc. You do not need to supply envelopes. Be sure, however, to fill in your name and any other information asked for before you turn in the forms. See Mrs. Pollestad for transcripts.

(3) Request in person letters of recommendation from teachers and others designated by colleges. Be sure to fill out the forms you hand to teachers (name, etc.) so that they know who has made the request. In general, do not request more than two teachers to write letters for you. The same two teachers can send copies of their recommendations to all colleges without further work; you do not need to “spread the burden” by selecting different teachers or different colleges. Record on “Checklist for Applications” (at back of handbook) which teachers are writing to colleges.

(4) Check to be sure each college will receive your standardized test scores and that you have released any SAT 11: Subject Test scores that have been held. Many schools require these scores to be reported directly from the testing agency even though they are included on your Lake Stevens High School transcript.
November 15: More “early decision” applications due.
November 30: Applications to the University of California system must be received in California by this date.

FAFSA (Financial Aid Forms) are available in the Career Center. Do not mail prior to January 1st. You can also apply online at www.fafsa.ed.gov

DECEMBER
December 1: We encourage you to submit University of Washington applications before winter break. The UW will accept applications until January 15, but acceptances are handled on a first-come, first served basis until the school’s quota is met.

First Saturday in December: SAT 1/SAT 11 sitting. Have scores sent to colleges on your list.

Mid-December: Registration deadline for the January SAT 1 and SAT 11.

Washington State four-year public schools begin accepting applications. It is strongly recommended that you apply before winter break.

JANUARY
January 1: All college applications with January 1st deadlines must be postmarked today.

Watch the college bulletin board for information on financial aid workshops usually held at the University of Washington and at Seattle University.

Submit your FAFSA forms as soon as completed, beginning January 1, designating which colleges should receive the report.

If you are interested in Community Colleges and /or Technical Colleges plan your campus visits. Preview program options. Apply between January and April.

Check scholarship file in the Career Center for any new private or special scholarship applications that have come in over the holidays. Most deadlines are either February 1 or March 1 for these applications. Kim LaFortune will help you in any way she can with these applications.

Late January: SAT 1/SAT 11
FEBRUARY AND AFTER
_____February 1: More applications due to be postmarked on this date.

_____Keep working on your grades. Courses and grades continue to count throughout the senior year.

_____March 1: More applications due to be postmarked on this date.

_____Check for scholarship opportunities on line @Fastweb or the “Scholarship Update” from Ms. La Fortune.

MAY 1 NATIONWIDE CANDIDATE REPLY DATE

_____Look for information from the college about housing, roommate(s), orientation, course selection, etc.

_____Out of courtesy, notify the colleges that accepted you (but which you will not be attending) of your decision.

_____Notify any colleges where you are wait-listed (and in which you have an interest that you would like them to continue their consideration of you.

_____Enjoy your final year in high school, but don’t get senioritis!

_____Continue to monitor scholarships/financial aid.

_____Did you write your thank you notes to recommendation writers?

_____Second two weeks in May: Advanced Placement Testing.

_____June: Baccalaureate and Commencement. Celebrate your graduation!

_____Mrs. Tupen will send your final transcript to the college that you have indicated you plan to attend.

AUGUST/SEPTEMBER

_____Pack for college! Leave home for your new home, and have a great year!
INTRODUCTION

This handbook is a guide and workbook designed to help students (and their parents) clarify and organize their thinking about college. It explains, too, the procedures we at Lake Stevens High suggest that students follow in submitting their applications, thereby enabling counselors to work with them more productively. Here are some useful general questions with which to begin.

“Should I apply to college now?” Going to college is a choice to be entered into with good reason, or perhaps, with equally good reason, to be postponed. For students who do not feel ready for another four years of academe, other experiences can be rich and valuable sources of new perspectives, energy, and initiative. Still, even if students wish to pursue other options first, we urge them to file applications to colleges during their senior year. Many colleges permit application for delayed admission, and once students have left high school, filing applications—with all the necessary scores, letters, and transcripts—becomes a much more arduous task.

“Which colleges?” A difficult first step in the admissions process is deciding which institutions interest you enough to file an application. This handbook and your counselor have suggestions and information that will help you with this important choice. The decision would be easier if there were colleges or types of colleges just suited for each student. But at any given college, students who are extremely diverse in ability and temperament are happily and productively engaged—not because the college just happens exactly to match the students’ personalities, interests, or abilities but because they made that college one of their choices and were determined to take advantage of the resources available to them.

“How does Lake Stevens Counseling Center help me in applying?” The Lake Stevens guidance team is made up of four full-time guidance counselors, a career specialist, a registrar, counseling secretary, and a psychologist. Ultimately, the responsibility for applying to college rests with the student, of course, but counselors work most effectively when there is an open and productive partnership with students and parents throughout the year. Counselors help with organization, record-keeping, and listening during anxious moments. Students may meet with their assigned counselor as often as they wish, and may/should discuss their selection of colleges with any counselor or faculty member. The registrar and counseling secretary can order transcripts.

“How can parents help?” Parents’ values, commitments, experiences, reasoning, financial circumstances, and knowledge of their son or daughter naturally inform and influence the decision a student reaches. The skillful parent is able to help the student place parents’ views in perspective along with the students own views and other information being digested. Where students and parents maintain a full and candid discussion about these matters, it is rare to find major disagreement, let alone an impasse.
Most parents agree with the principle that what matters most toward success in any endeavor—job, college, marriage—is what a person brings to the task of making it work. At 17, students are fast approaching the point where they will be expected to make all their own decisions; we believe post-high school plans are a healthy place to exercise the process of making major decisions for themselves. To the extent students can reach these decisions on their own, and have the respect and support of their parents in the process, they have a keener stake in proving the decisions sound.

Parent/Counselor Meetings: Counselors are available to talk with parents throughout this process. Many questions on college admissions can be answered in this handbook but also please call Sandy Polledad, Kim LaFortune, or your individual counselor with your concerns/questions.

WHAT CAN I DO TO PREPARE WHILE STILL IN HIGH SCHOOL

Meet with your high school counselor and sketch out a four-year plan that would include as many advanced courses as possible. While meeting your high school graduation requirements, you will want to take additional courses that stretch your abilities. All four years you will want to keep a rigorous academic schedule.

Enroll in advanced courses.

<table>
<thead>
<tr>
<th>AP Calculus AB</th>
<th>UW English</th>
</tr>
</thead>
<tbody>
<tr>
<td>AP Calculus BC</td>
<td>UW French</td>
</tr>
<tr>
<td>AP Statistics</td>
<td>UW German</td>
</tr>
<tr>
<td>AP US History</td>
<td>UW Spanish</td>
</tr>
<tr>
<td>AP European History (meets Global Studies requirement)</td>
<td>Advanced Grammar</td>
</tr>
<tr>
<td>AP Chemistry</td>
<td>Advanced Composition and Literature</td>
</tr>
<tr>
<td>AP Biology</td>
<td>Honors Contemporary World Issues</td>
</tr>
<tr>
<td>AP English Composition and Literature</td>
<td>Honors Contemporary American Issues</td>
</tr>
<tr>
<td>AP Psychology</td>
<td></td>
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<tr>
<td>AP Art History</td>
<td></td>
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<tr>
<td>AP Government</td>
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</tbody>
</table>

College in the High School Course/Tech Prep Courses

<table>
<thead>
<tr>
<th>Computer Applications 1</th>
<th>Computer Applications 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer Applications 3</td>
<td>Computer Applications 4</td>
</tr>
<tr>
<td>Living On Our Own</td>
<td>Careers in Education</td>
</tr>
<tr>
<td>Child Development</td>
<td>Personal Finance</td>
</tr>
<tr>
<td>Math Analysis</td>
<td>Adv. Business &amp; Marketing/DECA</td>
</tr>
<tr>
<td>Video Production</td>
<td>Photography</td>
</tr>
<tr>
<td>Digital Design</td>
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</tbody>
</table>
RUNNING START

The Running Start program allows students to take college courses at community and technical colleges which can be applied toward high school graduation and potential college degrees.

How do I qualify for Running Start?
In order to participate in the Running Start program, you must…..

- Be of junior or senior standing, credit wise. You must have successfully completed your sophomore year with 12 credits or more.
- Be prepared to take college-level courses and do college-level work. College-level courses can be highly demanding, requiring up to two hours of homework for every hour of instruction.
- Pass a college entrance examination (the Asset or Compass test) in order to take any college classes, and be accepted for admission to the Running Start program. Placement into English 101 is strongly recommended, data shows students are more successful when they place into English 101.
- Furnish your own transportation to and from the community college.
- Purchase your own books for any classes you take, and pay any fees and/or fines for classes and books. College tuition will be paid by the State of Washington. You must take the college courses for credit (no auditing). Tuition on credits below 100 level will NOT be covered by Running Start.

Information:
1. **College credits:** A community college 5-credit course will equal 1.0 Lake Stevens High School credit. In summer 2011, the state legislature made changes to the Running Start program, limiting the maximum combined funding for a student taking courses at both the high school and the college. In addition, the maximum number of credits Running Start will pay for an academic student was reduced to 15 credits. There is now a formula used by the college and the high school to determine a student's eligibility for Tuition-free credits. A student can have eligibility anywhere from three (3) credits Tuition-free to 15 credits Tuition-free. Each high school formula is slightly different. In order to determine quarterly eligibility, the student will need to complete the Running Start Enrollment Verification Form (available with your HS counselor).
2. **High school graduation requirements:** Your Lake Stevens High School counselor will determine which community college classes will meet Lake Stevens High School graduation requirements (see the Running Start equivalency chart for more information). You must fulfill all of the graduation requirements of Lake Stevens High School in order to graduate with a Lake Stevens diploma. If you are a Running Start student, this means that you will need to take enough equivalent credits at community college to match the minimum credits required by LSHS for graduation. In all cases, you should check with your LSHS counselor to ensure that you are making continual progress toward graduation. You will be required to complete the Culminating Exhibition and to meet all State testing requirements.

Running Start program option:
The **Ocean Research College Academy** (ORCA) is an early college high school academy, one of the first in Washington State. ORCA is the only early college in the nation that uses the local marine environment as the unifying theme to integrate the core academic disciplines.
Be Involved!

Find something that you are interested in and get involved. It is essential to have a variety of interests and events that you can participate in during high school. These activities teach you in different ways than an academic classroom might. You have a chance to experience leadership, teamwork, and commitment through extra curricular activities.

Some options are:

Music Programs: Choir, Jazz Choir, Treble Swing Choir, Stage Band, Wind Ensemble, Concert Choir

Athletics: Whether it is a school team or community, this is a great way to be involved and stay fit.

Activity Programs: Student Government, Honor Society, International Club, Key Club, School Newspaper (Valhalla), FCCLA, and many more.

Community Service: Go above and beyond the required 60 hours of community service. Colleges love to see a commitment to your community. Find something you like and go for it!

USEFUL QUESTIONS TO CONSIDER WHEN CHOOSING A COLLEGE

Choosing a college is a major research project that has two parts. First of all, students must spend some time thinking about themselves—a self-analysis about strengths and weaknesses, hopes and dreams—to help determine the elements in a future environment that is appropriate for each student. This honest assessment is the most difficult step for most students, but if it is done effectively, it makes the second phase of this research project—looking at specific colleges/universities—much more efficient and enjoyable. This also lays the groundwork for more effective counseling conversations, and is great practice for writing college essays. We encourage students to begin this process almost immediately. Some may refer to “autobiographical reflections, others call it a “brag sheet,” but by whatever description, the goal is the same: to develop a candid and realistic appraisal of oneself. Answering the following questions should prove helpful in this process. (Refer to the Appendix for sample high school resume. Students should develop their own to use as a point of discussion with their counselor).

About Yourself

- What is important to you? What occupies most of your energy, time, or thoughts?

- List FIVE adjectives that describe you and explain each by using a personal antidote.

- Describe and explain your pride in ONE particular accomplishment while at Lake Stevens High School.

- What are circumstances, experiences, or people who have influenced your life?

- Describe your family.
About Your Education

- Do your grades and SAT scores reflect your academic potential?

- What are your academic interests? What courses have interested you the most? Which have been the most difficult and why? What areas of knowledge or skill would you like to strengthen?

- How do you learn most effectively? What methods or style of teaching engage your interests and effort the most? What has been your most stimulating educational experience in recent years? Have you considered options other than going to college next year?

- Write an example of a comment a teacher might write about you.

- Why do you want to go to college?

About types of Colleges

Why do you want to go to college? What are some important factors, for you personally, to consider in choosing a college?

- Are you most attracted by a large university, a smaller liberal arts college, or a professional institution? (Large universities can offer more variety in terms of programs, facilities, and specific professional training, but tend to be impersonal and use teaching assistants/graduate students and stress contact with professors but offer a more generalized education. Professional institutes aim to prepare students for specific careers).

- Are you looking for a traditional or an innovative intellectual atmosphere? Do you need a highly structured academic environment to work effectively, or do you prefer a curriculum that allows for independent projects or has no requirements at all?

- Are you looking for a specific major? Do your interests require specialized facilities? What financial limitations must you take into account when planning for the next several years? (Remember to add costs of travel, books, and incidentals to tuition and room and board when figuring the total cost of a year at a certain college). Is a coed or single-sex school more to your liking? Are you looking for a diverse student body, or are you more comfortable with people who share your viewpoints and lifestyle?

- Would you prefer a college in a specific part of the country (e.g., close to home, a new environment, different climate, in a rural or urban setting, or in another country)?

- What degree of academic challenge is best for you? What balance of study, social life, and activities do you prefer? How well do you respond to academic competition? How important is it for you to perform near the top of your college class, or is it more important to be surrounded by very capable and inquiring students even if they may receive better grades than you? Would it concern you to be among the less capable students in your class (as measured by standard ability test scores)?
• Do you want to live in a dormitory or off-campus? Do you want a residential campus or one where many students commute? Are you interested in fraternity/sorority life?

• Is there a certain sport that you want to continue?

• Do you have plans for graduate study that might affect your choice of an undergraduate college?

HOW TO GATHER INFORMATION ABOUT COLLEGES

The Career Center
All college resource materials are located in the Career Center, Room 319. It is open Monday – Friday 7:05 – 2:40 and available for everyone in the community, including students from all grades, parents, faculty, and staff. Kim LaFortune is located in this office and can answer questions about any aspect of this process. College catalogs, videos, computer programs, along with files on financial aid and scholarship opportunities are all located in the Career Center. You are invited to use this resource at any time.

No single source of information about colleges and the admissions process has expanded more dramatically and effectively than what is now available on the web. Almost everything you would want to know about a particular college and its admission process, including virtual tours, communication options with current students, coaches, etc., is probably found on the website of that college. For example, the culture of a school from a student point-of-view is often reflected in the school’s newspaper, which is usually available on the web. The message here is: don’t pass up this opportunity to “browse” through these options. When reviewing all the sources available about a particular college, here are some variables to look for:

• The introductory material will tell you about the philosophical bent of the school – traditional, innovative, etc. – and what degrees and professional programs if offers.
• The calendar can be important. If a school is on a semester schedule, you will change classes less frequently and probably have one fewer class per year that at a school on trimesters. Some schools are on the quarter system, where it is possible to go to school year-round. Others are on a 4 ¼ schedule: Students take four classes fall and spring and one class only in the interim. Often the interim class will include a trip or other experiential components.

• The description of the physical plant will give you an idea of the resources and activities at that college. Housing regulations will give you a picture of the campus living situation. (Do all students live on campus or not? Are the dorms single-sex, coed by floor, corridor, or wing, or do you have a choice between the two? Are there freshman dorms, or do all classes live in all dorms? Are most of the rooms doubles, or do they have suites and other types of arrangements? How are rooms assigned)?

• The list of student activities, since they are often student-initiated, can give you a clue to the main interests of the student body. Are your interests represented?

• If rules and regulations are listed, glance over them to see if any are unacceptable to you.

• The majors and course descriptions should be the body of any college catalog. Do the courses sound interesting and substantial? If you have a specific area of interest, does the college offer enough depth in that field to keep you busy and challenged for four years? Check on the number of courses offered each year, as opposed to every other year: this can affect how you would construct your own program in any given major. Check the faculty list: How many professors are there in a given department? Do they all teach several courses?

• Endowment resources: what kind of financial foundation has the school built over the years?

• What are the academic requirements for all students? Does the school have a core curriculum, distribution requirements, a writing competency requirement?

• Fee information: does the college offer a variety of payment plans? What percentage of the student body receives financial aid?
College Representatives
During the fall, representatives from various colleges and universities will come to visit Lake Stevens High School. Students are encouraged to sign up for and attend these sessions. This is done in advance and with permission from teachers if students must miss a class to attend a meeting. By first reading about the college in a handbook or by perusing the college catalog or website, students can come prepared to ask substantive questions about the college in question and can learn a good deal about the atmosphere on the campus, the programs considered particularly strong or most popular, the living conditions, and the college’s special qualities, among the myriad choices.

Current Students and Alumni of the College
A good source of current information about a certain college is a student currently studying there. Students should feel free to contact friends or acquaintances for opinions about a certain college as well as perspectives on academics, campus life, and such.

Students can obtain from the admissions office of the college of interest the name of a contact from the Snohomish County area, either a current student or a recent alumnus or alumni, with whom they may discuss the realities of life at that institution.

Visits and Interviews
While a visit to a certain campus can be a deciding factor in a student’s choice of college, it is also true that many students have chosen a school sight unseen and have been extremely happy there. Certainly every student can arrange to visit several local campuses to see if the atmosphere is more to his or her liking.

When planning a visit to any campus, it is best to be there when classes are in session. The Career Center has maps and booklets to help you plan college visits. The admissions office at a college will provide a campus tour and set up visits to classes in areas of interest to you. Often, too, they can arrange for you to spend the night in a dorm so that you will experience an important aspect of college life. Again, one of the best sources of information is a student who is currently enrolled, so ask questions of everyone you meet—about classes, the difficulty of the work, sources of entertainment and relaxation, the food, etc. If you don’t have time to spend the night, spend some time in the student union, where you will also meet a variety of people, and don’t be shy about approaching them with your questions. Watch the bulletin boards for what’s going on campus; pick up the newspaper to find out what the current issues are.
When you contact a college admissions office about a visit, you may request an interview with one of their officers. At certain times of the year interviews are in great demand and thus difficult to schedule, so writing or e-mailing ahead is necessary. (During the winter months, when admissions committees are reading applications, they often give no interviews). The interview is an opportunity for you to learn more about the college and the college to learn more about you. It should not be a frightening event, but you should do some preparation beforehand. If you ask silly questions about the school, an interviewer will doubt the sincerity of your interest.

**Questions the interviewer will probably ask you:**
- Why are you interested in this particular college?
- What do you expect to gain from a college education?
- How have you prepared yourself for college?
- What are your academic areas of interest?
- What are your most important extracurricular activities?
- How have you spent your summers and free time during the school year?
- How would you describe yourself to someone who doesn’t know you?

**Questions you might ask the interviewer:**
- How many students in last year’s freshman class returned for their sophomore year?
- What percentage of your students graduate after five years (allowing time for a year off or other interruptions)?
- What is your procedure for class placement (in, for example, English or math)?
- How do you assign faculty advisers?
- Do you have special support systems for freshmen?
- What additional academic services does your college offer at no additional cost to students (tutoring, career or personal counseling, study-skills workshops, etc.)?
- What is the social/geographical composition of the current freshman class?
- Do students return home or regularly leave campus on the weekends?
- What types of activities keep students busy on campus?
- What percentage of your students receive financial aid based on need? What percent of the offer is typically a loan rather than a grant?
• What percentage of your students receive merit scholarships?
• How much did your costs increase of the last year? What is the projection for next year?
• How much has your endowment grown in recent years? What programs have received funding?

For students applying to schools out of state but who are unable to visit the campus, some colleges arrange interviews with local alumni. Generally this occurs after applications are submitted. The college sends a list of candidates to the local representatives who then contact the students and set up an appointment. If you don’t hear from them or don’t know if interviews are expected, check with Kim La Fortune or your counselor.

**Specific things to do when planning a college trip:**

- Plan carefully. Focus on specific interests and find out what each campus offers in these areas.
- Let the admissions offices know you are coming, and get an interview if possible.
- Try to find Lake Stevens alumni currently on the campuses you’ll be visiting. They usually have valuable insights and perspectives on these colleges.
- Do not try to visit too many schools on any one trip. Keep a journal on each college visited, particularly noting “gut” reactions/impressions of the experience.
- Be aggressive in asking about the subject you are about. Have the college and its representatives explain to you why you should be interested in attending this particular school.

**Note:** At the back of this handbook, you will find sample worksheets you may use as you study various colleges.

**Accessing College and Financial Aid Information via the Internet**

Parents and students can find information related to the college application process and financial aid on the internet. If you do not have access to the Lake Stevens home page, you might want to go to some of these addresses directly:

- [www.collegeplan.com](http://www.collegeplan.com)
- [www.petersons.com](http://www.petersons.com)
- [www.collegeboard.com](http://www.collegeboard.com)
- [www.schoolguides.com](http://www.schoolguides.com)
- [www.collegelink.com](http://www.collegelink.com)
- [www.finaid.com](http://www.finaid.com)
- [www.collegenet.com](http://www.collegenet.com)
- [www.embark.com](http://www.embark.com)
- [www.fafsa.ed.gov](http://www.fafsa.ed.gov)
- [www.student-loans.com](http://www.student-loans.com)

For a more complete listing of internet resources, see the appendix of this book or visit the Career Center.
ALL ABOUT TESTING

PSAT/NMSQT (Preliminary Scholastic Assessment Test/National Merit Scholarship Qualifying Test). This is a test of verbal and mathematical aptitude. It provides practice for, and is identical to, the SAT I and serves as the basis for the selection of candidates for National Merit Scholarships, though the actual announcement and notification about Nation Merit Semifinalists and Commended Students reaches us in September of the student’s senior year. This test is administered at school on the fourth Tuesday in October. Students who qualify for a “fee waiver” should see Mr. Willie in the Counseling Center. Students should keep the practice book that they receive before taking the PSAT because it contains information that they may want if they become participants in the National Merit Program as seniors. Additional information is provided in the fall to those designated as semifinalists. The PSAT is offered only one time per year in October.

Why take the PSAT/NMSQT?
So you can…
• Compare yourself with other college-bound students around the country.
• Find out what the SAT is like. (The PSAT/NMSQT includes actual SAT questions).
• Assess your verbal, math, and writing skills.
• Forecast your SAT scores.
• Participate in the Student Search Service to get mail from colleges.
• Enter NMSQT scholarship competitions.
• Online access to My College Quick Start: career, major and college exploration tool.

SAT I: Reasoning Test (Scholastic Assessment Test). The SAT I is a measurement of the verbal and mathematical abilities a student has developed over the years. The SAT I also includes a test of standard written English. Scores for the SAT I range from 200 to 800 on both the verbal and math sections. Because the scores represent an approximation of a student’s actual knowledge, any given score has an accuracy range of 30 points above or below the reported number. The SAT I may be taken as many times as it is offered. **Most students should plan to enter their senior year with at least one SAT I score (in addition to the PSAT) and three Subject Tests if they plan to apply to the more competitive colleges.** The most common date for juniors to take the SAT I is in May, though some students choose to do a March sitting either in addition or to avoid conflicts on the May date. After looking at the spring (of junior year) scores, some senior may want to take the SAT I again in October, November, and/or December. Others may choose to take the test only once in the spring of
Taking the SAT I more than once may raise your scores. However, if your scores are quite good on the first sitting, it may be difficult to raise them with further testing. Some students even find that scores may go down slightly in one or both of the areas tested.

**SAT II: Subject Tests** (previously called Achievement Tests): These tests measure a student’s knowledge in these subject areas: writing, literature, Latin, German, French, Spanish, Italian, modern Hebrew, American history and social studies, world history, math level I/IC, math level IIC (calculator), biology, chemistry, and physics. Most of the Subject Tests are given on five test dates, but world history and Latin are offered only on the December and June dates. German and modern Hebrew are offered only in June. Italian is offered only in December.

Subject Tests are usually taken at the end of a course (June sitting). Some sophomores may be taking Subject Tests if they are in courses such as the third year of foreign language. (Are you good in this subject and plan to take no more next year? Would this subject be one of your best if you had to choose one or two of your best courses? You should check with your teacher and/or a counselor before deciding.) European history (usually honors), physics, and biology are other subjects in which students might consider taking a Subject Test. Anyone may take a Subject Test in any area offered to assess his or her own level of achievement. In planning which Subject test (if any) you should take, we advise each of you to speak to your counselor.

**ACT (American College Testing)**
This is another national college entrance testing program that focuses on four subjects: English, mathematics, social studies, and natural sciences. Certain colleges require ACT; some will accept either SAT or ACT scores. As you make up the list of colleges that interest you, be attentive to those colleges, particularly in the southwest, that require the ACT and will not accept College Board Tests. Jim Willie has a supply of ACT application forms.

**AP (Advanced Placement Tests)**
Administered by the College Board, the Advanced Placement tests give high school students the opportunity to demonstrate college-level achievement while still in high school. This enables students to obtain advanced standing, placement, or even credit at the colleges and universities of their choice. Students may take any number of AP exams, which are administered at Lake Stevens High School. Tests can be offered in the following areas:

<table>
<thead>
<tr>
<th>Art</th>
<th>European History</th>
<th>Music Theory</th>
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</thead>
<tbody>
<tr>
<td>Art History</td>
<td>French Language</td>
<td>Physics</td>
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<tr>
<td>Biology</td>
<td>French Literature</td>
<td>Psychology</td>
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<td>Chemistry</td>
<td>German Language</td>
<td>Spanish Language</td>
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<td>Computer Science</td>
<td>Human Geography</td>
<td>Spanish Literature</td>
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<tr>
<td>English Language</td>
<td>Latin Literature</td>
<td>Statistics</td>
</tr>
<tr>
<td>English Literature</td>
<td>Macro Economics</td>
<td>U.S. Government &amp;Politics</td>
</tr>
<tr>
<td>Environmental Science</td>
<td>Mathematics (Calculus AB/BC)</td>
<td>U.S. History</td>
</tr>
</tbody>
</table>

Costs and sign-up materials may be obtained through Jim Willie.
Reporting Scores

SAT I: There is no option to hold these scores; the scores go on your transcript every time you take the test.

SAT II: When you register for the test, you have the chance to select “Score Choice option”. If you choose this option, you are the only person who will see your scores until you take the step of releasing them. When you release them, you may pick and choose which scores to release (you don’t have to release all scores from a particular test session). When you release the scores, a score label is sent to Lake Stevens and it is placed on your transcript. If you do not choose the Score Choice Option when you register for the test(s), the school receives your scores at the same time you do and the scores are placed on your transcript at that time.

AP Tests: At the beginning of your senior year, you may choose to have Sandy Pollestad place your AP scores on your transcript. You do not have the option of picking which scores will be shown – this is an all or none situation.

AP scores do not have to be entered on your transcript or sent to colleges. However, if you wish us to enter a score on the transcript, we must enter each AP score for each of the tests you have taken. We cannot list a high score and leave a low test score out. We will include all AP scores or none; the choice is yours. If in doubt, please discuss it with your counselor; if you wish the scores to appear. (Check with individual colleges for more specific information about AP credits or standing.)
How to Use WOIS Test Prep

Access the WOIS web site at: www.wois.org

1. Log into WOIS with your Site Key. If you are not asked for a Site Key, go to Step 2.

2. Click on Test Preparation on the left side of the screen.

3. Choose the test package you wish to use. (For example, click Start Academic Tests 1, Start Academic Tests 2 or Start Civil Service Tests.) You will only have Start links for the package(s) ordered by your site.

4. Click on the test you would like to practice.

5. To create your personal account through Test Prep, click Register Now to Begin.

6. Enter your registration information. Items marked with an * are required fields. When you choose a Username and Password for Test Prep, remember that your Username must have at least four characters and both your Username and Password are case sensitive.

7. Click Submit.

8. Enter your site’s activation code, LSHS 2014. This code can also be found on the Test Preparation web page, right under the Start and About links.

Important items to remember
1. You will not need to register for each test you choose to practice. Once you have registered, use the same Username and Password to access each practice test.

2. You will need to enter your school’s activation code the first time you enter a new practice test.

3. If you are unable to finish a timed test, remember to click Save and Exit before you leave the computer, so you may start the test at another time, at the same place you left off.

4. When you finish with Test Prep, remember to Close Test. The close test link is on the right side of the blue bar.
COLLEGE ADMISSIONS TESTING OPTIONS FOR STUDENTS WITH LEARNING DISABILITIES

Special Testing and Admissions Options: Students with certain types of learning and medical disabilities may be eligible for accommodations in PSAT/NMSQT, SAT 1/SAT11, AP, and ACT testing. To be considered for these services, you must meet two criteria set by ETS (the company that administers all but the ACT) and ACT Universal Testing (the company that administers the ACT).

Criteria for Eligibility for Accommodations

1. You must have current documentation of the disability (evaluation from an outside professional less than three years old) on file with the Lake Stevens School District.
2. You must have proof that you are receiving the accommodations requested for the SAT on in-school tests on file with the Lake Stevens School District. Contact Miriam Tencate if you have questions about your eligibility or how to establish your eligibility.

Special registration material and additional processing time are required for requesting testing accommodations. Request forms for accommodated testing are available from your counselor. ETS determines whether you take the test at a national testing site or at Lake Stevens High School. Your counselor can counsel you on the place and accommodations for which you are likely to qualify. Please contact him or her well in advance and make certain that all requirements for documentation and additional registrations time are met. It is recommended that you fill out the required paperwork during your student’s freshman year.

PSAT/NMSQT: If you meet the criteria above (current documentation and proof of similar accommodations on in-school tests), you may choose to take the PSAT/NMSQT with extended time. The test is given on the same nationally coordinated day as for all juniors. For extended time or other accommodations, contact Jim Willie by mid-September.

SAT 1 & SAT 11: If you meet the criteria above (current documentation and proof of similar accommodations on in-school tests) and choose to take SAT tests with accommodations, ETS determines where you take the test. This determination is based on the amount of extended time you typically need on in-school tests and whether you require additional accommodations such as audio tapes.

1) Center Testing: You take the test at a nationally coordinated test side where up to 50% more extended time is allowed. No other accommodations for learning disabilities are available with this option, although accommodations for some physical disabilities are available. Proctors are provided at the test site and no additional testing fee charged.
2) **School Testing:** If eligible, you take the test at Lake Stevens High School on a date coordinated with the availability of school personnel to proctor. This option allows longer time limits and alternative test materials, such as audio cassettes of the test*. Additional fees are charged for the proctoring service ($25 for SAT 1 and $10 for each SAT 11) and are billed by the business office. Waivers for these fees are available.

*If you are eligible for using more than 50% time for SAT 11 Subject Tests, plan to take no more than two subjects tests during any one testing period.

**AP Exams**

If you meet the criteria on page #21, testing with accommodations is also available on Advanced Placement exams. The tests are given at Lake Stevens School District on the same day and with the same start time as the regularly administered APs. Up to double time has been allowed (six hours). The amount of extended time and accommodations options will be determined by considering what you use during in-school test on file with Lake Stevens School District (same criteria as with SATs). Contact Jim Willie for details.

**ACT**

The ACT is administered by ACT Universal Testing, a different agency than the tests already described, but the criteria are the same. If you meet these criteria, you may arrange to take the ACT Assessment with extended time at either a national testing center or at Lake Stevens High School. The national testing centers offer extended time up to five hours on three of the nationally scheduled testing dates: October, December, and April. For all other accommodations, including extended time beyond five hours alternative test materials such as audio cassettes, you should arrange to take the test at Lake Stevens High School. At Lake Stevens High School, the ACT can be taken between September 1 and June 30. The date will be coordinated with availability of school personnel to proctor the special testing conditions. Regardless of which option you choose, registration materials, available in the Counseling Center, must be completed and returned to Jim Willie no later than eight weeks before the arranged testing date to allow for processing. All requests must be postmarked no later than June 1st. An additional testing fee of $25 per test will be charged for proctoring services.

**Flagged Scores and Colleges**

If you choose to use special testing options, the scores will be flagged as nonstandard on score Reports to colleges. SAT reports use an asterisk (*); Act scores are marked “SPECIAL”. AP tests are flagged “Nonstandard Administration”.

The testing agencies do not state the specific reason of type of accommodation provided. While colleges are accustomed to receiving such scores, some explanation of the nature of the disability warranting accommodation is advisable when applying for admission to a school. There are a number of ways to provide this information, including reference in a personal essay or a letter from Lake Stevens High School. If you choose to have Lake Stevens High School provide the explanation, you must complete an exchange of information form and list each school to which you want this information released. You can obtain these forms from your counselor.
Can I take the SAT I and SAT II (Subject Tests) on the same day? The SAT I takes approximately three hours, the entire length of the testing session. The Subject Tests take one hour each. Both kinds of testing CANNOT be taken on the same day, but you may take up to three Subject Tests in on sitting.

How should I sign my name? Always use exactly the same name in signing up for testing, requesting reports, or talking to the College Board. Don’t use Rose Marie Smith once, R.M. Smith another time, and “Smitty” Smith still another. Each year testing reports are lost because of name confusion. Decide now what name you are going to use and be consistent. Your full legal name is one good choice. However, for students who go by their middle name one suggestion might be to use only the initial of your first name. Example: John Thomas Smith would sign all of his testing J. Thomas Smith. Apply the “name rule” to all college applications as well.

I plan to use _____________________________________________________
as my official testing and college application name, and will also use this name as my signature.

What is my “school code?” Lake Stevens High School’s code is: 480585. This school code ensures that all of your scores are sent to Lake Stevens High School and will appear on your transcript. Use this code on all testing and other correspondence with the College Board.

What other kinds of ID does the College Board use? When you call or write the College Board, they will be interested in your school code, your name exactly as you used it in your registration, your birthdate, and YOUR SOCIAL SECURITY NUMBER. If you do not have a social security number, you should get one now as part of your self-identification procedure for college entrance and beyond.

Do I have to fill out the Student Descriptive Questionnaire? We advise you to fill out this section, or at least those questions that allow you to present your strengths, so that you will receive information from colleges and scholarships programs that apply to you. See the Registration Bulletin for a full explanation of this service. (You only complete the form once unless you want to change any one response; in that case there is a correction form in each registration application). You may omit questions whose answers do not seem in your favor.
What colleges should I designate in the Prepaid Report section? Determine what you think will be the last time that you will be taking tests, and at that time indicate four colleges that you will most likely apply to and that need “direct” reports from the College Board. The College Center keeps a file that will tell you which colleges require a “direct” report. Be sure to keep a list of the colleges you have designated on your registration forms for later reference. For all other colleges your transcript (which includes labels showing all testing) will be sufficient. Remember that each report to colleges will include every test you have taken before, except AP exams, as well as the one you are signing up for.

How do I get my test results sent to several colleges that insist on having a “direct” report sent from the College Board? Again, remember on your last test registration to designate four colleges that will receive reports without additional charge; for additional direct reports, get a form from the College Center. The College Board will charge for each additional report requested.

What does the Registration Deadline really mean? Each deadline is a postmark deadline. If you put your registration in a mail box on the day of the deadline, make sure it will be postmarked that day. If the postmark is not correct, the registration will be returned to you. Waiting until the last day to sign up for a test may mean extra worry and/or money. Try to sign up early and avoid this stress.

If I miss the regular and late registration deadlines what should I do? Walk-in registration is available for students who have not registered in advance for the SAT I or SAT II provided that (1) the test center has enough booklets and space and (2) the student arrives early, bringing (a) a completed registration form, (b) a picture ID, and (c) a check for the test fee plus the extra walk-in fee. However, there is no late or walk-in registration for students requesting special accommodations on testing.

When I sign up for the SAT II: Subjects Tests, what happens if I select the Score Option? You have the option when you take any SAT II test to review the scores before they are released to anyone else, including Lake Stevens. As a whole, Lake Stevens students perform very well on these tests and select this option needlessly. If you do choose this option, you must release your scores in writing after you receive them, and that process takes a minimum of six weeks. Choosing this option can result in considerable panic and stress during the college application process. Hence, we recommend that students not select it.
Taking The Tests

- Check your ticket for test center location.
- If you do lose your ticket, take proper ID to your scheduled test center; your name will be on the list.
- Keep the ATP Student Guide given you when you registered for the test. It contains information on any questions you may have about registration, lost tickets, change of test date, score reports, etc.
- Take to the test: photo ID, several #2 pencils, your admissions ticket, a watch (optional).

Fee Waivers for Testing

If you qualify for free and reduced lunch at Lake Stevens High School, you MAY qualify for testing waivers also. See Jim Willie if you think you might qualify. Waivers may be available for PSAT, SAT I, and SAT II, and college applications.
Important SAT® dates and information for U.S. and international students ~ register at www.collegeboard.com

**SAT Fees**
- Regular registrations $51
- Late registration $75

**SAT Subject Test Fees**
- Base fee $24.50 (per test date)
- Language with Listening Tests + $24 (per test)
- All other Subject Tests + $13 (per test)

**U.S. registration dates and deadlines**

### 2013-2014 Anticipated SAT Saturday and Sunday Test Dates (US only)
- October 5 and 6, 2013
- November 2 and 3, 2013
- December 7 and 8, 2013
- January 25 and 26, 2014
- March 8 and 9, 2014
- May 3 and 4, 2014
- June 7 and 8, 2014

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**The ACT Test ~ register at www.act.org**

**Test Dates and Deadlines**

<table>
<thead>
<tr>
<th>Test Date</th>
<th>Registration Deadline</th>
<th>(Late Fee Required)</th>
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</thead>
<tbody>
<tr>
<td>February 8, 2014</td>
<td>January 10, 2014</td>
<td>January 11 – 24, 2014</td>
</tr>
<tr>
<td>April 12, 2014</td>
<td>March 7, 2014</td>
<td>March 8 – 21, 2014</td>
</tr>
<tr>
<td>June 14, 2014</td>
<td>May 9, 2014</td>
<td>May 10– 23, 2014</td>
</tr>
</tbody>
</table>

Basic registration fee
Act (No Writing) $36.50
ACT Plus Writing 52.50

**AP Exam Dates**
- May 5-9 and May 12 – 16, 2013

**PSAT/NMSQT**
- October 16, 2013
Deciphering the SAT and the ACT
Posted: Tuesday, Mar. 23, 2010
COLUMNS » Lee Bierer
Lee Bierer is an independent college adviser based in Charlotte.

More Information
- More Information
  - Upcoming test dates:
    - SAT (www.collegeboard.com)
    - ACT (www.acstudent.org)
  - On My Bookshelf:

It used to be that most college admission decisions were based almost exclusively on quantitative measures: grade point average and performance on the SAT or the ACT.

Today however, most colleges are pleased to share that their admissions process is "holistic," i.e., that they evaluate each candidate on a variety of factors. As colleges have moved to the holistic method, what once was the "be all and end all" - the test score - has lost some of its star power.

Most colleges still require some form of standardized tests, but there is an active movement afoot to abolish standardized testing as a college admissions criterion. The organization Fair Test (www.fairtest.org) counts 815 colleges that have chosen to go "test optional," allowing students to choose whether or not they want to submit their test scores.

Of course that doesn't mean that standardized test scores no longer matter. It's a rare case that a student will find themselves only applying to test-optional colleges.

Every college accepts both tests. Here are some basic differences between them:

**SAT**
- Tests aptitude, reasoning, problem-solving and critical thinking.
- 3 sections with 160 questions: Math (54 questions), Critical Reading (67 questions) and Writing (49 questions). Lasts 3.75 hours.
- Scores in each section range from 200-800 for a total of 2400 points.
- Required 25-minute essay scored from 2-12 and factored into Writing score.
- 1 point for every right answer, 1/4-point penalty per wrong response.
- No science section. Vocabulary is emphasized but not grammar. Math covers geometry and algebra II but not trigonometry. Uses tricky and sometimes intentionally confusing questions.

**ACT**
- Curriculum or content-based, assesses knowledge you've acquired.
- 4 or 5 Sections with 215 questions: English (75 questions), Reading (40), Math (60), Science (40) and optional essay.
- Lasts 3.25 hours with the optional essay.
- Scores in each section range from 1-36. Section scores are averaged for a composite score and a score of 2-12 for the optional essay.
- No wrong answer penalty. Grammar emphasized. Math includes algebra, geometry and trigonometry.
Is ACT or SAT best for you?

**Depending on type of student, one test may be better than other.**

Posted: Tuesday, Mar. 30, 2010

The ACT has always offered Score Choice; students can take the test as often as they wish but only report their best single test date to colleges. Beginning with this year's graduating class, the SAT now offers the Score Choice option. However, many schools are still requesting all scores from all test dates. Check the policies at each college.

**SAT fits student who ...**
- Did well on the PSAT with little or no prep work.
- Is a strong reader with a good vocabulary.
- Has good recall for historical or literature examples for the essay.
- Possesses strong deductive reasoning and is test-savvy.
- Is focused and good at puzzles.
- Has ear for languages; easily identifies sentence errors.
- Is a bright underachiever.

**ACT fits student who ...**
- Did well on the PLAN (the PSAT for the ACT).
- Earned a PSAT score that is inconsistent with grades and effort.
- Reads fast but is not so strong in vocabulary.
- Knows grammar and punctuation.
- Performs well academically but is likely to experience test anxiety.
- Is a "book-smart overachiever" but not the best test-taker.
- Is great at writing argumentative essays about everyday issues.
- Works quickly - more questions and less time, but less reasoning required.
- Test strategies for both
  - Take practice tests and learn the test directions now.
  - Write in the test booklet. It's okay to do scratch work and cross out wrong answers.
  - Check the grid sheet often to make sure you're answers align correctly.
  - **Don't spend too much time on any one question** - the easy, medium and hard questions are all worth the same.
  - **Know when to guess.** There's no penalty on the ACT, so respond to every question. On the SAT there is a 1/4 point penalty, so try to eliminate at least one choice, hopefully two. There is no deduction for omitted answers.
  - **Reading sections:** Try to complete the fill-in-the-blanks with words that make sense to you, and then look for their synonyms.
  - **Comprehension sections:** The first and last sentences of each paragraph are critical.
  - **Math:** Questions go in order of difficulty with easy questions first.
  - SAT Student Produced Response (Grid): No penalty for wrong answers, so guessing makes sense.

**Here's what I'd do**

My recommendation is that students take both free practice tests online to determine which test suits them best. You can find a concordance chart to compare results at [www.act.org](http://www.act.org) and type "SAT concordance" in the search box.
Minimum College Admissions Standards: At a minimum you must have completed the following:

- English: 4 credits
- Mathematics: 3 credits
- Social science: 3 credits
- Elective: ½ credit
- Foreign language: 2 credits
- Lab science: 2 credits
- Visual or performing arts: 1 credit

Admissions Index: Most public universities (i.e. Washington State, Western, Evergreen, Central, Eastern) use index tables for admissions with the cutoff number varying by school, depending on the demand for admissions at each school.

Honors Programs
All of the public universities have Honors Programs. These programs offer an enriched curriculum and smaller classes. They expand on the general experiences of undergraduate studies. Admissions is selective based on grade point average, SAT/ACT scores and challenging high school courses. Honors Programs bring selected faculty into close contact with outstanding students in courses designed specifically for the program. See specific college websites for more information. Applications to Honors Programs are normally earlier than regular applications.

Out of State Colleges and Universities
Specific requirements for admissions to out of state schools can vary from year to year. Make sure to check the school’s websites for the most current information. Most out-of-state schools have earlier dates than school within Washington State. Many require SAT Subject tests. In addition, these schools may have their own financial aid forms; check the financial aid/scholarship section on the school website.
EARLY ACTION, EARLY EVALUATION, AND EARLY DECISION

In recent years, there has been a growing interest across the country on the part of students considering one of the early application options. There are two basic types of such applications, with a different version of each type.

Early Decision (ED): The application reflects a binding decision by the student and the college. If the student is accepted to an ED school, he or she is asked to withdraw all other applications that may be outstanding and enroll in this college (assuming the financial aid package that may accompany this acceptance version of each type).

Early Action (EA): This application results in a non-binding decision for the student. That is, if accepted under this program, the students can still apply to other schools and does not need to reply to the EA school until May 1. Fewer and fewer colleges are offering this option for obvious reasons.

Important information when considering an early application, particularly to the ED (binding) option:

- Has the student done enough research to be ready to make this commitment so early in the process and eliminate all other choices?

  Given the impression that there is an advantage to applying early in terms of admissions changes (the facts do not support this impression), there is concern that students are rushing and making choices they may later regret.

- Is an early application going to present the best, most complete picture of the student?

  First impressions are important in admissions also, and for most seniors the growth and achievement of the senior year is significant. The general rule here is that if the student’s record is as good as it is going to be at the end of the junior year, then an early application, given the proper level of commitment, may be appropriate. Discussion with counselors on an individual basis is crucial in this planning.

Students considering this process need to be quite organized by the early fall, with the proper testing in place, teacher recommendations lined up, etc. Usually, early applications are due in early November, with notification from the college coming before winter break. This notification will come in one of three ways: 1. Accept, 2. Deny, or 3. Defer. In the case of number three, the college is saying it is still very interested and simply wants more senior year information before making a final decision. Hence deferred candidates are thrown back into the regular applicant pool with the opportunity to present new and relevant information about current accomplishments.
What If I Am “Wait Listed” By A College?  With increased numbers of applications being sent to colleges these days, and with colleges being more concerned with managing their own “yields” (the percentage of accepted students who accept the offer of admission), “wait list” (WL) designation is used to gain some time to see how initial actions taken shake out. If you receive a “wait list” letter from a school and are interested in remaining in that school’s applicant pool, follow this procedure:

1. Return the card included with the wait list letter indicating your interest.
2. Begin to generate “new” information on your activities in and out of the classroom where you excel, new (and hopefully improved) grades, extra-curricular successes, i.e., athletic, artistic, employment, community service etc.
3. This new information should be submitted no later than May 1 (the Date when most colleges should have learned about their yield on their original admits). This material should come from the people most appropriate to talk about these activities, i.e. yourself, counselor, coach, etc. QUALITY OF SUCH LETTERS IS MUCH MORE IMPORTANT THAN THE QUANTITY OF SUCH LETTERS. To repeat information that colleges already have in your file is not helpful.
4. Colleges will not begin to consider WL candidates until they have heard from the pool of applicants in the original round. Hence, it is not productive to call colleges before May 1 and ask them about the WL process and procedures. Concentrate on having your updated information to the college by May 1 at the latest.
5. Keep in touch with your college counselor as they are in regular communication with college admissions offices during this time.
6. For those schools where you have been wait listed, and even accepted for that matter, but have no interest in attending, write them ASAP and withdraw your name. This process is truly a national sorting process and hence as you withdraw the options you don’t wish to pursue, you will help your classmates and peers across the country.

ROTC Scholarship Programs and the Military Academies
The Army, Navy, and Air Force all offer ROTC programs for men and women at various colleges and universities around the country. These programs usually mean a three- or five-year commitment after graduation but offer scholarships for undergraduate study that pay tuition, textbooks, instructional fees, and a subsistence allowance of $200 per month. These scholarships tend to be competitive, and all material for the application must be submitted before December 1st. Kim LaFortune has more information.

Applying to one of the service academies is similar to applying to the most competitive colleges, except that you must also be nominated by “a legal
authority authorized to nominate” (i.e., your senator or congressional representative). To start the process you should complete the Pre-candidate Questionnaire and return it to the specific academy in the spring of your junior year or as soon as possible. Concurrently, you should apply to each of your congressional representative for a nomination. Again, more detailed information is available in the Career Center.

**Athletic Eligibility Certification**
Any students considering participation in a NCAA Division I or II university must be certified by the NCAA Initial-Eligibility Clearinghouse to ensure that the required 16 “core” courses have been completed. Of course, such an academic program is a given at Lake Stevens, but the NCAA is one of the most inflexible of bureaucracies, and this is a requirement that must be completed. The forms for this certification are available on line at [www.ncaaclearinghouse.com](http://www.ncaaclearinghouse.com) and should be processed late in the junior year or early in the senior year. Students should be certified before making any official visit to a university for athletic recruitment purposes. There is a fee involved in registering with the NCAA. More information is available in the Athletic Office or see Mr. Willie in the Counseling Office.

**THE APPLICATION ITSELF**

**ADMISSION CRITERIA FOR MOST COLLEGES AND UNIVERSITIES**

Most colleges and universities consider the applicant’s total record, including such factors as scholastic achievement, recommendations of high school principal or counselor, recommendations of faculty members, rank in class, and scores on any nationally administered tests associated with college entrance (SAT or ACT).

Scholastic achievement requirements are generally as follows:

1. For most four-year institutions it is recommended that a minimum cumulative grade point average of 2.50 be obtained as calculated in grades 9-12.
2. Admission to community colleges in the State of Washington is possible upon satisfactory completion of high school with a diploma.
3. In addition to courses required for graduation from Lake Stevens High School, college bound students should take, as minimal additional preparation, Advanced Literature, Advanced Composition, Algebra 3-4, Biology, Chemistry, and/or Physics (see prerequisite), two years of the same foreign language, and additional Social Studies courses.
4. For individual college requirements, consult the appropriate college catalogue and/or counselor for assistance.

Copies of The Higher Education Book are available in the Guidance Office.
for aid in gathering information on colleges in Washington; as are a wide range of catalogs for colleges throughout the United States.

You are eligible for admissions to any Washington community college if you have a high school diploma or have reached the age of 18.

**General Procedure on Processing All the Parts of the Application**

When you have honed down your list of colleges to the four or five to which you definitely plan to apply, you should gather all the application materials and sort them into various piles.

One pile will go to your counselor. This includes the Secondary School Report forms and the Mid-Year Report forms (no envelopes required). Every school you apply to must receive a transcript sent directly from Lake Stevens by Mrs. Pollestad.

A second and possibly third pile will consist of Teacher Recommendation forms. You should paper clip to each form a stamped, addressed envelope, attach all the forms for each teacher together, and add a cover note, thanking the teachers in advance for writing a recommendation for you and reminding them of the earliest deadline. Make sure your name is clearly indicated on each form!

The last pile is for you and includes several sheets asking all sorts of questions about you, from purely factual to an essay. Read on for tips on how to get through this heap!

**Application to a four-year Washington State College or University**

It is recommended that you fill out an application on line. Kim LaFortune has a supply of applications to the four year Washington schools in the Career Center. The applications can be filled out in a matter of minutes. You will also be directed to send an official transcript which you can order from Mrs. Pollestad or Mrs. Gessaman in the Counseling Center.

**Application to Private Colleges and Universities**

We will describe here the most extensive application possible. Some of the items mentioned are required for all applications; some are required only by a few institutions. As you fill out each application, you should keep a checklist (see samples in the appendix) of what is required by each college to be sure that your application file is complete.
The Transcript
You will find a sample of our computerized transcript in the appendix and will receive a copy of your own (with your own grades) at the end of your junior year and again at the beginning of your senior year. You should review your transcript carefully to be sure all the information is correct (from the male/female designation, to the grades, to the designation of all honors courses). If there are any errors or missing data, see Mrs. Borges and she will make any necessary corrections.

Personal Information Form
Now you can put your autobiography to use. This is your part of the application, your chance to show the admissions committee who you are and what you have done. The first part of this form asks the usual questions such as name, address, birth date, schools you have attended, parents’ names, addresses, and schools they attended. Then it moves on to questions about the activities in which you have participated, leadership positions you have held, jobs or community service you have done. Sometimes you are given charts to fill in, sometimes small blank spaces to use as you wish. Be sure to write clearly, spell correctly, and put in all the usual information. It is often useful to make a photocopy of the application and practice filling it in before you attack the final copy, especially the first few. Then you should also make a photocopy of the final forms before sending it to the college, just in case the post office or a sleepy secretary misplaces it!

Waiver
Many schools will ask if you waive the right to see any recommendations they receive for you, thinking this will encourage us to be more candid in our recommendations. We encourage you to sign each waiver because schools will believe they are receiving very candid recommendations.

Personal Essay
If applying on line I would recommend that you type your essay first in MIS word using spell and grammar check. Then cut and paste into your on line application. You might want to ask your English teacher to review it for you. The essay is an opportunity for the admissions office to assess your writing ability and to get an idea of the person behind the application package. Most selective colleges require at least one writing sample. Here are some sample topics from recent years:

- If you have an opportunity to interview any prominent person-living, deceased, or fictional-whom would you choose and why?
- You have been elected to speak at your high school graduation. What will you say?
- What experience has been most significant to you personally? How has it affected you life?
• What book you have read recently has had a major influence on you? How has it affected you and/or your life?
• Discuss some issue of personal, local, or national concern and its importance to you.
• Write your own question and then answer it.

The essay is one way you can differentiate yourself from all those other applicants. To do that well, there are two main things to remember: First, tell a story, be anecdotal, write a narrative. Find an incident in your life that is representative of you and describe it; try to make your reader feel as if it is happening to him or her (that will wake up a sleepy admissions officer). Telling a story is the easiest way to avoid college cliches. Second, don’t say anything that could be said by the majority of the other applicants. This is a fancy way of saying avoid grandiose generalizations and those topics that generate them, such as “The close support of my family has allowed me to develop into a unique and confident individual” or “My education at your college will give me the skills to help move the world towards peace and harmony.” These things may be true—they may in fact be the most important aspect of your life—but they will not help your application stand out from the pack.

If you have a personal circumstance on your record (such as a learning disability, health issues, drug/alcohol related issues, an F grade, or a death of a family member - anything unusual you feel affected your performance in school), this personal essay is the place to discuss it. Colleges want to hear about any adversity you have met and how you have handled it, and they are impressed if you directly address the subject yourself. It is a good idea, though, to discuss the issue with your counselor, or in the case of a disability, with your case manager. He or she will give you advice on what/how much to say on this topic before writing the essay.

Rank Explanation
Lake Stevens High School ranks students based on grade point average. Many colleges will ask what your rank is and how many students are in the senior class. Your counselor or Mrs. Borges has this information.

Letter of Recommendation
There are three types of recommendations sometimes required by colleges. The first is the School Recommendation, which will be written by your counselor. In this letter, he or she will try to describe you as a person, as a student, as a member of a community. Sources for the letter will be your personal evaluation, information, gleaned from conversations with you, your parents (sometimes), your adviser, your teachers, and the counselor’s observations of you around the school.
The Teacher Recommendation is written by a teacher who has taught you in an academic course during junior or senior year. Since a college is an academic institution, it is most interested in what type of student you are: Are you enthusiastic about learning, do you participate in the class, do you do just the minimum assigned work, or do you explore questions of interest? In deciding whom to ask to write your teacher recommendations, you should not be particularly worried about how well a given teacher knows you outside the classroom (your counselor has already covered that ground). You should consider how that teacher sees you as a student. In general, it is desirable to ask teachers from varied disciplines to write about you, for example, a history/English teacher and a math/science teacher, as this variety shows the range your skills and interests. One suggestion: look not so much for the teacher you like, who gave you a high grade, as for one who likes you and who can write well.

A note about the confidential nature of these letters: You will note many applications ask students to waive their rights of access to the information written about them by teachers and counselors. Experience has shown that it is in the STUDENT’s best interest to waive this right.

A few colleges ask for a peer reference. This is a statement written by one of your friends, giving the admissions committee another perspective on the type of person you are and how you fit into the community. Students often wonder if they should ask other people to send additional recommendations for them. A neighbor, for example, is the best friend of the president of the college to which they are applying and would put in a good word for them. The rule here is to submit all the pertinent information that enhances the admissions officer’s appreciation of you as a real and unique person, and no more. If your boss can comment substantively on your work on the job, by all means have her write to the college. If your neighbor can only say that you are a good kid, don’t bother the admissions people with more paper to read.

If you have a particular skill or interest (e.g., athletic, artistic) that you might want to pursue in college, you definitely should contact colleges to express this interest. As early as possible, write to the school outlining very briefly your background and asking to hear more about this program at this particular school. This will not only help you gain more relevant information about different schools but in most cases will signal your interest in these schools to key people on those campuses. One caveat: these people are not in the admissions office. Be wary of any statements they make to you about your chances for admissions (a coach, for example, cannot promise you admission; only the admissions officers can do that).
The Common Application:
A group of colleges accept a generic application form known as the Common Application. If you are applying to several of these colleges, you need only fill out the application once and make photocopies for the various schools. This is obviously a great time-saver, and the member schools pledge that they give the same consideration to applicants who use this form as to those who fill out the college’s individualized form. If they want additional information, they will contact you. Kim LaFortune has a supply of Common Applications, but it is recommended you apply online. You should check the list on the cover to see if any of the colleges you have chosen are in this program.

Applications that must be submitted as a unit:
A very few colleges require that all parts of your application be sent to them in the same envelope. If you are applying to such a college, you should make arrangements personally with the registrar relative to the procedures to follow.

PITFALLS OR, WHAT TO WATCH OUT FOR IN THE COLLEGE ADMISSIONS GAME

- **Be consistent in the use of your name.** As noted above, do not use different versions of your name in filling out the paperwork in this process, particularly on those documents such as standardized test forms or California applications. We have had great confusion result when a student uses “John Jones” on one form and then switches to “J.E. Jones” on one form and then switches to “J.E. Jones” on another.

- **Use your assigned counselor to process your applications.** Certainly all guidance counselors, as well as Lake Stevens faculty in general, should be considered as valid sources of information as you make your plans, but your assigned counselor, in conjunction with Sandy Pollestad, is the person who should help you with the processing of your applications.

- **Use of outside college counselors.** Some families choose to use an outside, independent college counselor, particularly in the initial stages of the college search. Although we feel that most of these services are redundant, as well as expensive, obviously families can and do make this choice.
FINANCIAL AID/SCHOLARSHIPS/AWARDS

The FAFSA/PROFILE
The Higher Education Act of 1965 was amended in 1992 after lengthy debate within congressional committees and consultation with higher education officials throughout the country. This reauthorization process, which takes place every five to six years, is an opportunity for Congress to make changes to the federal student financial aid programs.

The Higher Education Amendments of 1992 require students to complete a separate federal application that is processed without a fee to the students. The new law also provides for the collection of supplemental data not required to apply for federal aid through a companion form such as the PROFILE and simultaneous reporting of federal and non-federal data to institutions and agencies. Some students will be required to complete two separate forms – one to apply for federal Title IV aid funds and students to apply for non-Title IV funds.

The Free Application for Federal Student Aid (FAFSA) is the application required to apply federal Pell Grants, federal Stafford Loans, and federal campus-based programs (Supplemental Educational Opportunity Grants, College Work-Study, and Perkins Loans). It may also be sufficient to apply for state and institutional aid in some states and at some colleges.

The FAFSA collects only information required by the US Department of Education. The information may also be needed by some state agencies.

The PROFILE is a supplemental aid application information that collects additional information needed by many institution and states to award their own financial aid funds. The student is charged a fee for the processing and reporting of the PROFILE data to institutions and agencies that the student designates. (Students applying only for federal Title IV aid should not complete the PROFILE). Both PROFILE and FAFSA forms are available in the Career Center. The PROFILE should be filed six weeks before the student’s first application deadline. The FAFSA needs to be filed as soon after January 1 as possible. It is critical that students provide exactly the same identifying information – such as name, address, and Social Security number – on the FAFSA and the PROFILE so information from both can be correctly matched and reported to each institution and agency designated by the student on the PROFILE.
Tuition Does Affect the Size of the Award
The family’s contribution usually remains the same no matter how much the tuition varies from one college to another (though, of course, different colleges put together different packages, so a student might have a bigger loan to repay at a college charging the same tuition). This means that a more expensive college might not actually cost more, because the financial aid office should make up the difference above and beyond what the family is expected to pay.

Sources of Financial Aid
There are three sources for need-based financial aid: each school’s own financial aid program, the government, and the sponsors of private scholarships. A typical college financial aid package includes grants and loans from the school itself as well as from the government and may include a work-study award. Not surprisingly, if a student also receives a privately funded scholarship, the financial aid office generally reduces the size of its aid package. Government grants include Pell Grants and Supplemental Educational Opportunity Grants. Families whose net income is over $25,000 usually do not qualify for Pell Grants. Federal loan programs include Stafford Loans and Perkins Loans. Stafford Loans are available from banks, savings and loans, or credit unions. Families may apply for them after June 1 for the following fall. Information about private scholarships is available in the Career Center. College work-study programs are normally administered by the schools themselves to help students make up part of their financial aid packages.

Difficult Choices
Divorced parents often ask what constitutes full support of a student and wonder whether a reluctant ex-spouse can be forced to pay tuition. In the last few years the definition of a dependent student has changed significantly, but most financial aid offices remain consistent in their expectation that both parents disclose their financial status on the PROFILE. In spite of this, exceptions have been made in exceptional situations. Most important of all is that students and parents communicate clearly with one another. A parent of means who refuses to pay will be looked on by the colleges as just that and may work against the applicant. A student must establish complete financial independence for a full calendar year before he or she will be considered for aid separate from his or her parents. On the other hand, students sometimes hope to make their parents willing to pay more money by gaining acceptance at prestigious, but expensive, colleges. Best of all when students and parents talk about the mutual sacrifices necessary in this age when education is so expensive and come to agreement on what a fair plan of action might be.
Early Action/Early Decision Financial Aid Candidates
Students who apply as Early Action/Early Decision candidates need to remember that the accepting school might not offer adequate financial aid; in that case, the accepted student may need to negotiate further with the school or consider the possibility of applying to other schools, despite commitments made as part of the requirements of the EA/ED programs. This is a situation requiring careful consultation between the student, counselor, parents, and the involved.

Non-Need Scholarships
Non-need scholarships are continually arriving November through March. This information is put in the bulletin and on the college board. Many fine private colleges offer substantial scholarships to National Merit Finalists who attend; a few even do so automatically. Usually, top students who hope to win non-need scholarships find they must compromise and go to less prestigious schools than others that accept them. Right now, the most selective colleges profess to be need-blind in their admissions and indifferent to various students’ abilities as they award financial aid.

Local Scholarships
The following are local, community based scholarships that students can apply for in the spring of their senior year:

Lake Stevens PSE Scholarship
Lake Stevens Rotary Club
Jill Renshaw Human Services Academic Scholarship
Lake Stevens Kiwanis Club
Lake Stevens Lions Club
DECA Scholarship
Senior Scholar Award/Scholarship
Everett Elks Most Valuable Student
Lake Stevens Education Foundation
Hawkins Memorial
Lake Stevens Fire Fighters’
Lake Stevens Arts Commission

Other scholarships may also be available. Further information regarding criteria and amounts is available from your guidance counselor or Kim LaFortune in the Career Center.
Awards/Honors

The following awards are presented to students recognizing academic achievement:

Lake Stevens Lions Club – the Lion’s recognize the top 10 seniors based on their GPA rank. They are recognized at a dinner in the spring of their senior year.

President’s Education Awards – Sponsored by the US Dept. of Education and the National Association of School Principals. The Gold Award goes to students who have GPA of 3.5 or higher and who have achieved at the 85th percentile or better on the most current standardized test. The Silver Award goes to those students who met one of the above criteria and were recommended by an academic department at LSHS.

Washington State Principals’ Scholar Award – Sponsored by the Washington Association of Secondary School Principal. The recipients are selected at the local level and are from the top 5 percent of the Senior Class based on cumulative GPA at the end of their junior year.

Washington State Honors Awards – The State Superintendent of Instruction honors the upper ten percent of the graduation class in the State of Washington. The ranking is determined by an index that gives equivalent weighing to high school grades in the core subjects and test scores achieved on the SAT or ACT exams.

Washington Scholars Program – The Higher Education board in cooperation with the Washington Association of Secondary School Principals honors the accomplishments of high school seniors from each of the 49 legislative districts. Principals nominate the top one percent of the graduation class.
APPENDIX A-COLLEGE ADMISSIONS READING LIST

A is for Admission: THE INSIDER’S GUIDE TO GETTING INTO THE IVY LEAGUE AND OTHER TOP COLLEGES.

Bauld, Harry On Writing the College Application Essay: The Key to Acceptance and the College of your Choice.

BARRON’S PROFILES OF AMERICAN COLLEGES.

Beckham, Barry, ed. THE BLACK STUDENT’S GUIDE TO COLLEGES


Boykin, Curry, Emily Angel Baer, and Brian Kasbar ESSAYS THAT WORKED: 50 ESSAYS FROM SUCCESSFUL APPLICATIONS TO THE NATION’S TOP COLLEGES.

The College Board. THE COLLEGE HANDBOOK.

Fiske, Edward B. and Bruce G Hammond FISKE GUIDE TO GETTING INTO THE RIGHT COLLEGE.

Greene, Howard and Greene, Matthew THE PUBLIC IVYS: America’s Flagship Public Universities.

Green, Sharon and Wolf, Ira How to Prepare for the SAT: 2007-2008 (Barron’s SAT Paperback 2008)

Harvard Independent. 100 SUCCESSFUL COLLEGE APPLICATION ESSAYS 2002.

INSIDER’S GUIDE TO THE COLLEGES, 2008 College descriptions written by current students. (Yale Daily News Staff).

Leider, Anna THE As & Bs OF ADEMIC SCHOLARSHIPS. A quick look at how to apply for scholarships. (Paperback – 2007)

Murphy, Barbara McGraw-Hill’s Writing an Outstanding College Application Essay (Paperback 2005).


PETEERSON’S COMPETITIVE COLLEGES 2008.
APPENDIX B – VALUABLE WEB SITES FOR GUIDANCE AND COUNSELING

United States Department of Education
www.ed.gov
Is your child thinking about college? You probably have a lot of questions: How does the application process work? What sort of college is right for my child? How much will college cost? You’ve come to the right place – a comprehensive information site that can certainly answer your questions concerning college.

National Association for College Admission Counseling
www.nacacnet.org
An education association of secondary school counselors, college and university admission officers and related individuals who work with students as they make the transition from high school to college. Valuable information and resources.

College Parents of America
www.collegeparents.org
CPA is the only national membership association dedicated to helping parents prepare and put their children through college easily, economically and safely. CPA is a resource, advisor and advocate for the more than 32 million households with parent of current and future college students throughout the United States. (888-761-6702).

Wiredscholar
www.aboutus.org/wiredscholar.com
The foremost online resource for “going-to-college” information for students, parents and guidance professionals. Named Forbes.com’s “Best of the Web,” site is the most comprehensive and objective resource on the Web for information and interactive tools to assist with college preparation, evaluation, selection, application and financing, all in one online location.

College Board Online
www.collegeboard.com
Permits you to use the college search software ExPAN online and for free.

Embark.com
www.embark.com
Search for colleges that match your goals and interests; find useful advice and information on researching, applying, and going to college; search alphabetically for any college on the world web; get your college application essay reviewed by an ex-Harvard professor! Chat room and BBS coming, we’re told.
College Guide  
**www.mycollegeguide.org**  
This student-oriented site offers electronic links to colleges, admission advice, a searchable database, and general information about college life. It’s part of a larger site targeted at young people’s interests.

College Net  
**www.collegenet.com**  
The internet guide to colleges and universities. This is a searchable database of colleges, scholarship opportunities, and academic resources. It offers a comprehensive college/university index with good graphics and some interesting resources for financial aid and scholarships. This site has recently begun offering online application processing (for features schools only).

College View  
**www.collegeview.com**  
By combining a database of 3,300 two- and four-year colleges with engaging multi-media tours, College View gives students and parents a general overview of a college, plus a direct e-mail option for requesting additional information.

CollegeXpress  
**www.aboutus.org/collegeexpress.com**  
Search colleges by state, major, and a host of other factors. Take a virtual tour of some colleges and ask their experts questions about the college admission process.

Education International  
**www.SchoolsintheUSA.com**  
Search for programs in business, engineering, fine arts, teacher education, science and nursing and health; find in-depth school approved information from each program options, students services, tuition and more; link directly to school websites and request application packages online.

Peterson’s Education Center  
**www.petersons.com**  
Peterson’s college database is available on this home page, as is other educational and career information.

The Princeton Review  
**www.princetonreview.com**  
You may search The Princeton Review’s site by the school’s name, region, state, size, and cost. Princeton Review also provides you with its rating of hundreds of colleges.
Adventures in Education
www.adventuresineducation.org
Adventures in Education is a non profit, public benefit program that helps students plan and complete their journey through higher education.

www.campustours.com
Your source for virtual campus tours, webcams, campus maps, college videos, movie and pictures.

Test Prep: GMAT, GRE, LSAT, MCAT, SAT, ACT, and more.
www.review.com
Various test prep options available.

FINANCIAL AID INFORMATION
The Federal Government
www.ed.gov/offices/OPE/index.html
www.ed.gov/prog_info/SFA/StudentGuide
easi.ed.gov/index.html
The largest provider of financial aid, the federal government has a great deal of information on student financial aid on its web. These three sites are a good place to start.

Free Application for Federal Student Aid
www.fafsa.ed.gov
Congratulations! You’re taking the first step in the financial aid process, completing the Free Application for Federal Student Aid. This form is an absolute requirement for any student seeking federal loan dollars. It will take us 3- weeks to process your form and send you a Student Aid Report by mail.
FinAid
www.finaid.org
FinAid was established in the fall of 1994 as a public service. This award-winning site has grown into the most comprehensive annotated collection of information about student financial aid on the web. Access to FinAid is free for all users and there is no charge to link to the site. It’s a comprehensive, informative, and objective stop on the Web for ways to finance an education.

Nela Net
Nela.net
Paying for college handbook. Information regarding student loans.

Sallie Mae
www.salliemae.com
Sallie Mae, the nation’s leading provider of education funding, offers tools for paying for education, including downloadable forms and financial calculators. Designed to serve the needs of prospective college students and their families, as well as current student loan borrowers, this site provides details on federal, private and nontraditional loan programs. 8882-SALLIE (888-272-5543).

Nellie Mae
www.nelliemae.com
Nellie Mae’s Web site provides students and parent with information on planning to pay for college and managing debt. Users can access a variety of calculators and the Debt management Edvisor software. Borrowers may pre-qualify or apply for a private or PLUS loan that is processed in under two minutes, or download a blank loan application and apply manually.

SCHOLARSHIP INFORMATION

fastWeb
www.fastweb.com
A database of more than 180,000 scholarships, grants, fellowships, and loans representing billions of dollars in private sector funding for college students living in the United States.

Parent’s Guide to College
www.collegeboard.com/parents/
Similar to fastweb.

Testing Information
www.collegeboard.com/student/testing/sat
www.act.org

Washboard
www.thewashboard.org
Looking for scholarships? theWashBoard.org makes it simple. Connecting Washington students of all types with Washington scholarship providers....
Whether you’ll be attending in state or out, you save time by entering your profile once and letting thewashboard.org find the scholarship opportunities that fit.

**Scholarships.com**
www.scholarship.com/
Assisting parent and students in obtaining scholarship awards for college through the use of the Internet, and helping them in exploring all financial aid they may be eligible to receive. Information about local, state and national scholarship and grant opportunities, in addition to the many Federal and private loan options.

**Fastweb**
Fastweb.com
Get personalized awards based on your individual profile.

**Fastaid**
www.fastaid.com
The largest private sector scholarship database in the world. From the authors of “The Scholarship Book” from Prentice hall, for 20 years we’ve been researching scholarships. Includes scholarship myths, facts, step by step guides, scams, glossary, bibliography, and links.

**Scholarship Experts**
www.Scholarshipexperts.com
Scholarship Experts has been helping parents and students find scholarships and free college money since 2001. All we need are a few details from you to personalize your scholarship search and show you the scholarships most relevant to you.

**Minority Scholarships**
www.free-4u.com
A comprehensive list of available scholarships for minority students.

**Grants-Scholarships**
Scholarships are gifts. They don't need to be repaid. There are thousands of them, offered by schools, employers, individuals, private companies, nonprofits, communities, religious groups, and professional and social organizations. This website has good general information regarding scholarships and financial aid.
APPENDIX C
RESUME

Jane Smith
1234 Main Street
Lake Stevens, WA  98258
Phone: (425) 123-4567

FRESHMAN YEAR
___Cross country – JV Team
    Most improved runner award
___Served on committee for 8th grade transition
___Halloween parties: Community service
___Valhalla staff writer
___Debate team
___Tennis – JV team
___Summer job: babysitting

SOPHOMORE YEAR
___Cross country – Varsity team top seven
___Student government representative
___Food Bank: Community service
___Valhalla staff writer
___Debate team – 3rd in district: oratory
___Tennis – Varsity #1 mixed double team
___Outdoor trip: Canyonlands
___Summer job: babysitting

JUNIOR YEAR
___Cross country – Varsity team top seven
___Most inspirational award
___Student government
___Served on community task force: re schedule evaluation
___Key Club Projects: Community service
___Debate Team
___Tennis – Varsity #2 singles, 3rd in League
___Valhalla sports editor
___Summer: AFS trip to France
APPENDIX D

REQUIREMENTS FOR GRADUATION

23.5 credits including:

English 4.0 credits

**Must include:**
- English 9 1.0 credit
- English 10 1.0 credits
- English 11 1.0 credits
- 2-1 Semester Electives 1.0 credits

Mathematics 3.0 credits

Social Studies 3.0 credits

**Must include:**
- 8th grade WSH 1.0 credit
- Global Studies 1-2 1.0 credit
- US History & Government 1-2 1.0 credit
- Contemporary World Issues 0.5 credit
- Contemporary American Issues 0.5 credit

**OR**

- AP Government 1.0 credits
  - (in place of CWI & CAI)

Science (must include one lab science credit) 2.0 credits

Physical Education 1.5 credits

Health 0.5 credit

Occupational Education (including .5 Tech. Lit.) 1.5 credits

Fine Arts 1.0 credit

Electives 7.0 credits
APPENDIX E

Scholarship Suggestions, Tips and Guidelines

The following suggestions will help you more efficiently and effectively apply for scholarships.

- **Scholarship information** is available through the links on web-sites and many other Internet sources.
- **Use Search Engines.** Look under key words such as: Scholarships, Funding..........
- **Your College Financial Aid Office, local public or school library** should have other scholarship resources. Large bookstores can also be a great source for books on college funding.
- **There are many scholarship opportunities available. Never limit yourself to applying to just one.** Research as many funding sources as you can, learn which ones you may qualify for, and then apply promptly each new school year.
- **Many scholarships have similar criteria for their awards.** By maintaining a high Grade Point Average, staying as active as possible in your community and extracurricular activities, evaluating and cataloging your personal/professional strengths, and setting future goals for your education and career, you will be ready with the necessary information and experience to apply for need and/or merit based funding.
- **Each Scholarship Fund has its own specific guidelines.** Before applying for a scholarship, be certain that you meet, or will meet, all the necessary qualifications such as: academic standing, specified financial situation, and personal or professional background.
- **Once you are certain that you meet the qualifications to apply,** be careful with the application process by clearly expressing and explaining all your qualifying factors.
- **Ask for assistance!** Many terms and words used in higher education and financial aid are unfamiliar and can be confusing. It is always a good idea to ask for the assistance of your counselor or Ms. LaForture when applying for a scholarship.
- **Start to build a network of professionals and educators** who are willing to advise you, write recommendations, proofread your applications and essays, and guide you through the application process.

The Competitive Process:

- **Remember that not all students** who apply for funding are awarded a scholarship. This means it is a competitive process, and alertness, caution, and care must be taken when applying to give yourself the best possible advantage.
- **If you were not selected in past years,** re-evaluate your qualifications and application package. Be certain that you make academic progress in the next
term, earn the highest GPA possible, and make any necessary adjustments in your application process. Then reapply the next year.

- **Do not assume that because you have received a scholarship previously, that you will automatically receive another award.** Some students make the error of assuming that they will not have to be as careful filling out their application package and writing their personal statement when applying the second or even third time around.

- **Be aware that there are new students competing for scholarships.** You must present a high quality package each year to be awarded another scholarship.

**Your application:**

- **Have at least one other person review your application package,** and supporting documents, including your Personal Statement. Find the most qualified person to proofread for you.

- **Proofread your application.** Pay particular attention to any spaces you have left blank. Blank spaces can make your application incomplete and ineligible. If the answer is zero, write in 0 rather than leaving a blank spot.

- **Your application represents the entire and only picture that a selection committee has of you.** Always type or neatly print information in black ink. Make sure your application appears professional.

- **Do not presume to know which questions are applicable to you.** Applications may be considered incomplete and ineligible when students have “second guessed” the application and decided for themselves which questions apply to their situation. If you write N/A (Not Applicable or Not Available) as an answer you risk eliminating yourself for the selection process. Simply answer all questions to the best of your knowledge. Also double check if you answered every question exactly as it was asked.

- **Only answer what is asked.** Volunteering unneeded information could actually affect your evaluation negatively!

- **Re-read your work and ask:** “Would I give an award to this person, if all I knew about the person was in this envelope?”

**Your Personal Statement:**

- **Be aware that your Personal Statement is viewed as the equivalent to a face-to-face interview.** Part of your proofreading should include attention to the tone of your statement. Do you sound like a student that the Scholarship Fund (or donor organization) would be proud to call upon to represent them? Take pride in your life and work. The way you phrase your statement can have a positive influence on the selection committee members.

- **Make absolutely certain that all requested topics are covered** in your personal statement, completely and in detail. Use specific examples whenever possible.

- **An “outline format” can be helpful.** Address each point one by one. Anything you do to make your materials easier to read and understand will aid selection committee members in evaluating your package.
Your Reference Letter:

• Find a school official or teacher who will write a great recommendation for you and give them advance notice whenever possible.
• Ask that the reference letter be written on official school letterhead stationary, unless a specific reference form is provided with the application material.
• Be sure to supply the person writing your letter all the information they will need to write an accurate letter. Provide him or her with the instructions and topics from the application form.
• Chances are that the person you are asking to write your reference letter is very busy. Be clear and efficient when making your request.
• Review the letter if the application process allows it. Did the writer cover all the points asked for in the application instructions? Is it complimentary and positive? If you are not satisfied with the letter, you may try to find another qualified person, provided that you have left yourself enough time to do so.
• Some applicants require that you waive your right to read reference forms or letters. The person writing your reference should then be provided with the address where the letter must be sent.
• A word of caution regarding reference letters: make certain that the letter is written specifically for and about you since “canned” or template letters can be easily detected.
• Show your appreciation and professionalism by writing a note of thanks to the person who took time to write your letter.

Specific Information for Scholarship Applications:

• Make sure you have all the pages of the application, including instructions.
• Mail all items in one package to ensure that your application materials are received in time.
• Submit all documents on white 8-1/2”x11” paper. (Except transcripts & letters on letterhead)
• Do not use staples in any materials you send. Staples delay processing.
• Do not send any extra materials or any materials you wish to have returned to you.
• Do not use plastic binders or sheet covers with your package.
• Sign your application form. Unsigned applications become ineligible.
APPENDIX F
HIGHLY CAPABLE PROGRAM OFFERING
AT LAKE STEVENS HIGH SCHOOL

AP Courses

Chemistry
Open to juniors and seniors. Must have had or are taking Algebra ¾.
Equivalent to the general chemistry course taken in the first year of college.

Biology
Open to juniors and seniors. Must earn a B in Biology. Equivalent to the
general biology course taken in the first year of college.

US History
Open to juniors. Prepares students for the AP exam in American History.

Calculus AB
Open to sophomores, juniors and seniors. Must have earned a C or better
in Math Analysis. Prepares students for the AP exam. The course
develops the student’s understanding of the concepts of calculus.

Calculus BC
Open to sophomores, juniors and seniors. Must have earned a C or better
in Math Analysis. Prepares students for the AP exam. The course
develops the student’s understanding of the concepts of calculus.

Psychology
This course is designed to be the equivalent of the general psychology
course taken during the first year of college.

Statistics
This course is conceived with the development of students’ understanding
of the concepts of statistics and providing them experience with statistical
methodology and its applications.

European History – an elective course which surveys European History from
C.1500 to the present.

English Literature & Composition
Students will analyze literature from the point of view of the writer as
well as the reader. Writing well about literature is a key component of
this class.

ART History – Intended to be the equivalent of an introduction course in are
history.

Environmental Science

Government

UW Extension-tuition required

English
Earn 5 college credits through UW in two different classes. Open to
seniors, juniors with instructor permission. Must have 3.3 in college prep
English classes.

Foreign Languages Optional college credit available offered in Spanish, German
and French. In third year Spanish, German and French students may earn
optional 5 college credits through UW.
**Honors**

Contemporary World Issues/Contemporary American Issues  
Available to seniors. College prep courses that will examine social, political and economical problems of today.

**Music**

Stage Band  
Auditions open to all grade levels. Students will perform in jazz styles from 1900 to present, expressing a variety of styles.

Touch of Class Choir  
Auditions open to all students who have taken choir previously. The preparation and performances of SSA/SSAA arrangements in various styles of music.

Jubilation Choir  
Auditions open to all students who have taken choir previously. Students will prepare and perform vocal jazz, study jazz literature, techniques and performers.

**Other Programs**

AP Tests  
Tests are available in a variety of subject areas.

Running Start  
College courses available at a local community college.

PSAT Test  
Available to juniors and sophomores in the fall of each year.

Career Center  
Admission information for select colleges.

Leadership  
Student involvement in ongoing activities at Lake Stevens High School. Applications available.

**Extra Curricular Activities**

*Drama Productions* at LSHS give the student body the opportunity to work in a state-of-the-art facility while learning about what it takes to put on a full length play.  
*Opera Club* – students attend local opera performances.  
*Ashland Shakesperian Festival* – for the past four years we have joined others and organized a trip to see three plays at the Oregon Shakespeare Festival.  
*Knowledge Bowl and Hi Q* are both brain sports which tests the knowledge and thinking skills of our students against similar students from other districts as periodic tournaments.  
*Hi-Q* is an international creative problem solving competition.  
*Honor Society* – In addition to honoring students for their academic achievements, N.H.S. provides an opportunity for students to be of service to their school and community.
**STUDENT INFORMATION**

**WASHINGTON STATE HIGH SCHOOL TRANSCRIPT**

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<th>COMMUNITY SERVICE REQUIREMENT</th>
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<tr>
<th>CERTIFICATE OF ACADEMIC ACHIEVEMENT</th>
</tr>
</thead>
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**END OF TRANSCRIPT RECORD**