

Academia Los Pinares



College Admissions Handbook

Published by the ALP Guidance Office

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To Our Students and Parents:

In this handbook you will be presented with general information regarding the last two years of high school and college admissions. Your choice of a college requires a planning process that should involve you, your family, and your counselor. The process is time consuming—start early for the best results.

We at Academia Los Pinares are pleased to provide you with this book for your post-secondary planning. Our goal is to provide accurate, up-to-date information: however, policies, numbers, dates, and procedures may change without notice. Be sure to check with the appropriate institutions to verify the information you are using. We wish you the very best as you take this next step into your future.

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Counseling Office Resources

In the counseling office, we have helpful information and resources pertaining to the following:

SAT/ACT Prep Books
College Search Books
College Brochures
Book of Majors
Admission Essay Assistance

Information for SAT/ACT/TOEFL
Scholarship Information
International Student Handbook
Interest Surveys
Financial Aid Information

Another great resource: OUR WEBSITE!!! Visit www.pinares.org/secondary/counseling

College representatives visit ALP and present to students occasionally. Plan on attending these events to gather information and ask questions. Even if you don't plan to go to that college, you can still learn a lot about general college admissions from them.



A PLANNING CALENDAR FOR JUNIORS

SEPTEMBER

- Review your high school course-work and activity plans to make sure they reflect the impression you want to make on college admissions officers. Colleges pay close attention to the kinds of courses you take during high school, your GPA, and the extracurricular activities in which you are involved.
- Compile a list of colleges that interest you. Some valuable resources include college websites, college catalogs, and internet search engines.
- Register to take the Preliminary Scholastic Assessment Test (PSAT) and study for it (ALP automatically registers all juniors for the PSAT). This is an official practice for the SAT.
- Watch for local college fairs and attend these programs. These are great ways to gather a lot of information about a number of different institutions.

OCTOBER

- Take the PSAT in mid-October. You are allowed to use a calculator for the math portion of the test so be sure to bring one with you to the test.
- Watch for and attend college representative visits to your high school. Even if you are not particularly interested in that college, there may be some general information about admissions that you can learn.

NOVEMBER

- Continue to research institutions. You should have approximately 10-15 schools on your list.
- Visit with college admission representatives when they are at your high school.

DECEMBER

- When you receive your PSAT score report, use the score guide to help you interpret your results.
- Investigate which exams –such as the SAT I, SAT II subject tests, or ACT – are required by the colleges to which you are interested in applying.
- Consider registering for the ACT or SAT.

JANUARY

- Make an appointment to meet with the school counselor to discuss college plans and processes.

FEBRUARY

- Start investigating private scholarships and other student aid programs. You may be able to get funding from an organization with which you or your family is affiliated or through local businesses (ex. Ficohsa).

MARCH

- Register for the ACT or SAT exams if you have not done so already.

APRIL

- Continue investigating colleges you are interested in and knocking schools off your list you are no longer interested in pursuing.

MAY

- Register for the ACT or SAT exams if you have not done so already. You can retake either test as many times as you want. Colleges consider your best score when making admissions decisions.

JUNE & SUMMER

- **Begin filling out college applications. This will take time, so start early!**

SENIOR CALENDAR OF EVENTS

September

- Review graduation credits and college entrance requirements carefully.
- Use computer software and web sites for college information, scholarship searching, and financial aid information.
- Consider retaking SAT I or ACT, if you need to improve scores. Take SAT II if required or recommended by colleges you are considering. Take tests at least six weeks before scores are due to colleges.
- Begin writing a personal statement/essay if it is required on college application.
- Obtain and complete PROFILE financial aid form, if needed, for a particular college (available at collegeboard.com).
- Check on early decision applications and deadlines.
- Meet with college representatives who visit the ALP.
- MEET WITH YOUR COUNSELOR if assistance is needed.

October

- Work on final draft of essays. Have your English teacher review your essays.
- Request counselor/teacher recommendations for colleges at least three weeks in advance of date needed.
- Meet with college representatives during their scheduled visits to ALP.
- Complete Early Decision and Early Action applications if applicable.
- Research scholarship options.
- ACT and SAT tests given.

November

- Prepare and submit college applications.
 - Carefully review form requirements and make sure information is complete.
 - Check with the colleges to find out when materials must be received and/or postmarked.
 - Keep copies of all submitted forms.
- Finalize list of colleges you are interested in attending (3-8 colleges is reasonable).
- Continue researching scholarship options.
- SAT test given.
- Do check all deadlines, but it's a good idea to get your applications in by Thanksgiving. Check for honors programs and college-specific scholarship deadlines; they are much earlier than regular application deadlines.

December

- For US citizens, obtain FAFSA forms on-line at www.fafsa.ed.gov.
- Continue submitting college applications.
- Write thank-you notes to people who have written you letters of recommendation.
- ACT/SAT tests given.
- Continue researching scholarship options.

January

- For US citizens, submit FAFSA/Financial Aid forms after January 1st by mail or Internet.
 - Keep copies.
- Continue submitting college and scholarship applications.
- Begin submitting community college applications.

February

- Continue researching and applying for scholarships.
- FAFSA applicants will receive a SAR (Student Aid Report) by e-mail or by U.S. mail within one to four weeks, depending on how you submitted your application. If not, contact the Federal Student Aid Information Center at 1-800-433-3243 or www.fafsa.ed.gov. (for US citizens)
- Be on the lookout for college admissions acceptance/rejection letters.

March

- Continue researching and applying for scholarships.
- Be on the lookout for college admissions acceptance/rejection letters.

April

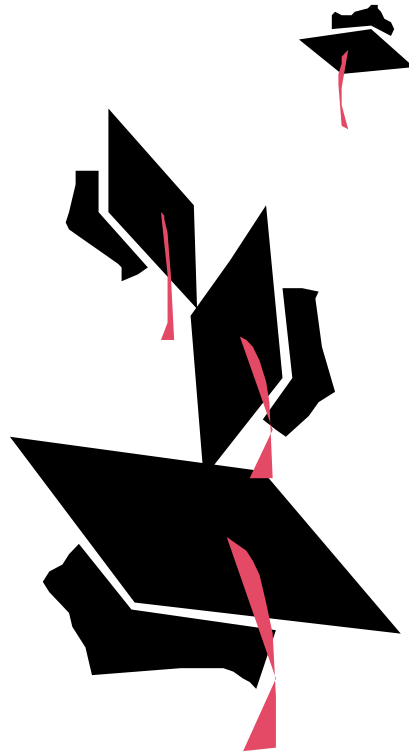
- Watch for college acceptance letters.
 - Compare Financial Aid awards you receive.
 - Don't be afraid to negotiate your award with the Financial Aid department of the college.
- Make your final college decision and send in a deposit by the deadline.
- If you have been "wait listed" don't lose hope. Let the college know that you are still interested and send an update on your activities and transcripts.
- Notify Counseling Department of any awards and/or scholarships you receive.

May

- Notify colleges of your decision to attend or not, by May 1st.
- Notify Counseling Department of any awards and/or scholarships you receive.
- Advanced Placement exams are given this month.
- Notify Counseling Department of your final college selection and/or your plans for next year.

June

- Attend senior events/activities.
- Graduate. CONGRATULATIONS!!



Helpful hint—“Senioritis” will come naturally to all seniors at one point or another throughout the year. You can catch the virus, but make sure you don't catch the disease! Which means don't get into a “senior slump” and allow your grades to slip. Most colleges' acceptances are provisional; **failing a class could cancel an acceptance.**

DETERMINING YOUR GOALS

Deciding to attend college or other employment options are some of the biggest decisions you will make in your life. Following are some questions to ask yourself when beginning the process of making these decisions. A serious look at yourself will help you learn more about what you want to do with your life. Keep in mind this process may take some time to really gain valuable insight into who you are, so don't despair if answers are not readily available. Be honest and thoughtful with yourself!!

GOALS AND VALUES

- Which aspects of your high school years have been most meaningful to you? If you could live this time over, would you do anything differently?
- What values are most important to you? What do you care most about? What occupies most of your energy, effort, and/or thoughts?
- How do you define success? Are you satisfied with your accomplishments to date? What do you want to accomplish in the future?
- What kind of person would you like to become? Of your unique gifts and strengths, which would you like to continue to develop?
- What would you most like to change about yourself?
- If you had a year to go anywhere and do whatever you wanted, how would you spend that year?
- What experiences have shaped your growth and way of thinking?
- What is your work ethic?

YOUR EDUCATION

- What are your academic interests? Which courses have you enjoyed the most? Which courses have been most difficult and have you not enjoyed?
- What do you choose to learn when you can learn on your own? Consider interests pursued beyond class assignments: topics chosen for research papers, lab reports, independent projects, independent reading, job or volunteer work.
- How do you learn best? What methods of teaching and style of teacher engage your interest the most?
- What has been the most stimulating intellectual experience in recent years?
In what learning environment do you learn most effectively? Do you need one on one instruction, or do you enjoy group projects?
- If what area of skills and knowledge do you feel most confident? Least confident? Have you been challenged by your courses?
- Is your academic record an accurate measure of your ability and potential? Are your standardized test scores?
- Are there outside circumstances that have interfered with your academic performance? Consider such factors as after school jobs, home responsibilities or difficulties, excessive school activities, illness or emotional stress, parental influences, or other factors that are unique to your background.

ACTIVITIES AND INTERESTS

- What activities do you most enjoy outside the class? What activities have meant the most to you? Looking back, would you have made different choices?
- Do your activities show a pattern of commitment, competence, or contribution to other individuals, your family, and/or school?
- How would others describe your role in school or community? What do you consider your most significant contribution?
- After a long, hard day, what do you most enjoy doing? What is fun and relaxing for you?

OTHER QUESTIONS TO CONSIDER

- What do your parents and friends expect from you? How have their expectations influenced the goals and standards you set for yourself?
- What is the most controversial issue you have encountered in recent years? How did you deal with it?
- Have you encountered people who think and act differently from you? What viewpoints have challenged you the most? How did you respond? What did you learn about yourself?
- How would someone who knows you well describe you? What are your strengths and weaknesses? How have you grown or changed during your high school years?
- Which relationships are the most important to you and why? Describe the people whom you consider your friends? In what ways are they similar to or different from you?
- How do you respond to pressure, competition, or challenge? How do you react to failure, disappointment, or criticism?
- How important to you are approval, rewards, and recognition?
- What are the best decisions you have made recently? How much do you rely on direction, advice, or guidance from others?

WHAT YOU CAN DO NOW TO PREPARE FOR COLLEGE

DEVELOP A STUDY SCHEDULE that works for you and stick with it.

Developing some discipline in your habits while still in high school will make the adjustment easier when you get to college where no one will tell you to study!

PRACTICE your writing skills – especially if you don't enjoy writing.

Whether it's something you like or not, writing is a critical skill for success in college and the workplace!

TRY to get some practice with speaking in front of a class of other group.

Some majors require more of this type of skill than others. Inevitably, you will have to make oral presentations, and believe it or not, learning to do them well can help you develop confidence across the board!

THINK ABOUT careers of interest to you.

Many students change career directions and majors several times in their undergraduate years so you don't have to make up your mind right now. However, it is a good idea to be thinking about some of your long-term goals!

READ the newspapers. Watch the national news on TV.

Stay informed about local, national, and international news!

TALK TO FRIENDS, relatives, and others who have gone to college.

Ask for their advice on how to succeed academically and adjust well to college life.

MAKE UP YOUR MIND that you want to succeed.

Have a positive attitude and believe in yourself!

From College Planning 101 presented by the University of Missouri, Columbia.

Community College/Technical School

Community colleges and technical schools offer 2-year associate degrees and certificates in specific career-related fields. They also have programs for students to complete their first two years at a community college and then transfer to a 4-year college or university to complete the last 2 years of a 4-year baccalaureate degree.

Steps to Enroll at a Community College/Technical School:

1. Research schools with your academic and career goals in mind
 - a. All schools have different programs/different campuses/different feel
 - b. First deciding on a career and academic program ensures you attend the correct school
 - i. Catalogues and websites will provide information about programs, course schedules, and graduation plans
2. Visit schools (if possible)
3. Apply for admissions
 - a. Community and Technical colleges have rolling admissions meaning they are taking applications all the time
 - b. Typical time to enroll is February-July of your senior year
4. Take the placement test (often called the COMPASS or ASSET test)
 - a. Evaluates the information and knowledge you already have
 - b. You can still prepare for these exams - many of the placement exams may be testing you on knowledge you possess, but have not utilized in several years.
 - c. Review ahead of time to ensure that you are placed into the appropriate class levels, helping propel your academic career forward.
5. Meet with advisors
6. Register for classes
7. Pay tuition
8. Attend Orientation

Helpful Website:

www.communitycollegereview.com

COLLEGE AND UNIVERSITY TYPES

Below is a summary that addresses the most common considerations that students and their families deal with when choosing a college.

COLLEGE OR UNIVERSITY

A COLLEGE is an institution that offers educational instruction beyond high school level in a two or four year program.

A UNIVERSITY is an institution that grants degrees in a variety of fields and is composed of a number of schools or colleges, each of which encompass a general field of study. Universities are typically much larger than colleges. In most cases, students apply to an individual school or college within the university.

PUBLIC OR PRIVATE

PUBLIC institutions are supported primarily through funds from the state in which that school resides. The taxpayers of that state support them. Therefore, you will pay more to attend a public institution that is not in your state of residence. Admission standards will vary from public school to public school in a particular state and from state to state. It is usually more difficult to get admitted as an out-of-state applicant to a public institution due to state mandates.

A PRIVATE college is primarily funded through tuition and money raised from private resources (i.e. alumni, corporations, foundations, etc.). You pay the tuition price whether you live in the state or not. These schools have the same admission criteria and requirements for all applicants. These requirements are determined by the school faculty, administration, and governing board.

IN-STATE OR OUT-OF-STATE

This only refers to public institutions. IN-STATE residents pay lower tuition rates because you and your family have supported the school indirectly through your taxes. An OUT-OF-STATE public institution is a school that is publicly funded but that is out of your state of residence. You will pay a higher tuition rate to attend one of these schools since you and your family have not supported the institution through taxes. All international students pay out-of-state tuition rates. Typically, out-of-state public schools tend to be more selective in their admission choices for out-of-state students. Generally, they also tend to provide less financial aid to out-of-state students.

RESEARCH, COMPREHENSIVE, OR LIBERAL ARTS

RESEARCH colleges and universities emphasize research. While not always the case, research institutions tend to be large schools with extensive graduate programs. Graduate students who are hired as teaching assistants often teach undergraduate students. These schools offer opportunities to participate in this research.

Examples of RESEARCH institution:

Harvard University

Purdue University

Washington University in St. Louis

COMPREHENSIVE schools offer both undergraduate and graduate programs in a wide array of academic disciplines. They generally base their focus on outcomes, i.e. helping a student accomplish his/her career goal. They tend to serve a wide array of needs for their regional communities like graduate programs, continuing education, and off-campus courses.

Examples of COMPREHENSIVE institutions:

Western Washington University

Louisiana State University

LIBERAL ARTS colleges tend to emphasize undergraduate education. They also tend to be, though not always, private and smaller in enrollment numbers. The emphasis is on teaching undergraduate students rather than on research. These colleges feel students are best served for their futures by having a broad-based education in a variety of subject areas.

Examples of LIBERAL ARTS colleges:

Wellesley College

Pomona College

COLLEGE ADMISSION COMPETITOR SELECTOR

This selector is not a RATING; it is an attempt to describe in GENERAL TERMS the situation a prospective student will meet when applying for admission. When referring to the Selector, please remember that colleges consider several or all of the following factors when determining admission eligibility: difficulty of high school coursework, grades in academic courses, grade point average, standardized test results, leadership roles, involvement at school, involvement in the community, special talents, academic interests, evidence of exceptional motivation.

| Admission Competition Categories | Educational Opportunities | Class Rank | Grade Point Average | Standardized Test Scores |
|---|---|---|---|---|
| Most Competitive: Superior students encounter a great deal of competition in this category. These schools admit fewer than one-quarter of their applicants. These schools go beyond outstanding academics and look for a student who is outstanding outside of class as well as inside the classroom. | Approximately 60 colleges The traditional Ivy League schools like Harvard, Yale, Princeton, etc. as well as schools like Stanford, Duke and Rice The military academies | In general, require students to be in the top 5% to 10% of their classes with the most difficult course selection | Grades of A with perhaps a few A – grades. | Median freshmen tend to score between 1350 – 1600 (reading & math) on the SAT I and greater than a 30 on the ACT. |
| Highly Competitive: Generally, these schools admit one-third to one-half of their applicants, but may accept fewer than one-quarter who apply. | Approximately 100 schools | Accept most of their students from the top 20% - 25% | A grade of B + or better will be required | Median freshmen score between 1250 – 1310 (reading & math) on the SAT I and 28 or better on the ACT. |
| Very Competitive: Generally, these schools accept one-half to three-quarters of their applicants, although some schools in this category may accept fewer than one-third of their applicants. | Approximately 250 schools | Accept most of their students from the top 30% - 40% | A grade of no less than B - | Median freshman score between 1110 – 1200 (reading & math) on the SAT I and 25 or better on the ACT |
| Competitive: This is a very broad category. Generally accept three-quarters or more of their applicants. In some cases, may accept fewer than one-half of their applicants. | More than 700 schools | Prefer students in the top 40% - 60% | Some colleges require a grade average of B – or better. Others state a minimum of a C average | Median freshmen score between 950 – 1050 (reading & math) on the SAT I and 22 or better on the ACT |

CHOOSING A COLLEGE

Choosing the right college can seem like a rather daunting task. After all, your college education and overall experience will affect the rest of your life. With over 3000 colleges and universities in the country, it can become overwhelming to narrow your focus to just the few to which you want to apply for admission. If you do not have an absolute priority like an unusual major, a special learning need, or a unique talent, your choices are wide open. There are many factors to consider when choosing a college, but following are some of the key factors you should consider:

1. Distance from home

Do you want to live close to home or live far away? Being close to home can hinder your ability to experience independence, but being too far may make you lonely.

2. Size of school

Do you learn better in a smaller learning community or would you like to be in a large lecture hall? Small schools will offer you more personal involvement, a community atmosphere, and smaller classes, whereas the larger schools tend to be more impersonal, make it easier for you to be anonymous, and have much larger classes. Smaller institutions may not have as many activities and opportunities to offer as would a larger institution.

3. Setting – suburban, urban, or rural

Do you want to be in a rural area, in the heart of a large city, or at least have access to a larger city?

4. Academics

Consider the majors, academic support services or honors programs each school has to offer. Do you have any special educational needs?

5. Campus life

Consider the diversity of the campus, residence halls, campus clubs and organizations, fraternities and sororities, and religious programs and opportunities.

6. Overseas study opportunities

Are you interested in studying for a semester or year in another country?

7. Admission Criteria

Do you have the required standardized test score and grade point average needed for admission? What is the percentage of students admitted? What courses are required or strongly recommended for admission?

8. Cost

Do you have the flexibility to consider an expensive private or public institution or are you limited to a less expensive school?

9. Scholarships and Financial Aid

Will you qualify for any institutional academic scholarships? Are there other scholarships for which you can apply?

10. Reputation

What are the strengths and weaknesses of the institution?

TIP: Use www.collegeboard.com's College Matchmaker to help you research colleges. You enter your preferred criteria and it displays the results!

One of the most commonly asked questions is, "How many colleges should I apply to?" There is no universal answer to this question since each individual is different. Some students may only apply to one or two schools while others may apply to ten or twelve. Neither approach is best. After carefully investigating your requirements of a college, you should be able to narrow your choice to approximately 6-8 schools that provide the services you desire. As you are narrowing your choices, you may want to consider placing the schools into the following categories:

Reach Schools – These schools may be "long shots" based on your credentials and the admissions selectivity; however, consider stretching yourself and taking the risk to apply to these institutions.

Good Match Schools – These schools should possess significant features you want in a school, and it should be realistic that you will be admitted.

Safety Schools – These schools will have many of the features you are looking for, and admission is highly likely.

While there is no hard and fast rule regarding these categories, including one or two schools in each category is sufficient. You want to make sure you apply to at least two "good match" or "safety" schools to insure you will be accepted and be able to make a choice when the time comes.

A FEW POINTS OF CAUTION

1. Many students spend hours deciding on their top few choices and very few minutes on their fifth or sixth choice. It is strongly advised that you take time in considering those choices as you may end up at one of those schools if admission and/or financial aid at your first choice(s) are not offered. You want to make sure your "safety" schools reflect the needs you desire, not just because they are inexpensive or admission is not as difficult.

2. Some students feel that schools that fall into the "good match" or "safety" categories are not as good as those in the "reach" category. This is not necessarily the case. The selectivity may be stricter in some schools so your chances of admission may be decreased. In many cases, your good match and safety schools may be just as good to serve your purposes. You need to find the fit that is best for you!!

3. Not all of the "good" schools are in the East. As a result of this country's growth and where the first settlements began, the majority of colleges are located in the East. Schools outside this region offer similar programs that may even be better than those within that region.

RESOURCES TO HELP IDENTIFY SCHOOLS

1. **College Fairs**

This is a good way to gather information from a variety of institutions and talk to admission representatives. There is typically an annual College Fair at the American School sometime in March, April, or May. Watch the ALP website, newsletters, and bulletin boards for information.

2. **Admission Representative Visits To Your High School**

These visits should be treated as a way to gather information, not as a replacement to the campus visit. Colleges recruit heavily in the fall (Sept., Oct., and Nov.) and less so in the spring (Feb., March, and April). In these meetings, you are able to meet an admission representative, receive literature and an application, and ask questions. To make these meetings most advantageous, you should know which schools you want to meet with that have programs in which you are interested. Watch the ALP website and bulletin boards for dates and times of college visits.

3. **College and University Files**

In the Counseling Office, we have information about many of the college and universities across the United States. You are welcome to take/check out any of the information as you need it. For the most part, those files are updated yearly.

4. **College Resource Books**

In the Counseling Office there are a number of resource books to help you with your college selection process. Books are available for check out.

5. **“Navigating the Web for College Bound Students” (see Useful Web Resources – pg. 35)**

Many of these search engines will generate lists of schools based on how you answer specific questions. They are helpful for general information and will have links to the individual college web sites if you want further and more concise information.

THE APPLICATION PROCESS

IT IS THE STUDENT'S RESPONSIBILITY TO KNOW AND MEET ALL THE REQUIREMENTS AND DEADLINES OF THE COLLEGES AND UNIVERSITIES TO WHICH (S)HE IS APPLYING!!!

This cannot be emphasized enough. The college specialist will assist you with the process and assure you understand what is expected of you. It is still your responsibility to get it done and to get it done on time.

“PREPARE EACH APPLICATION AS IF IT IS THE ONLY ONE YOU ARE SUBMITTING!!”

Once you have your list of schools to which you are going to apply, you should create some kind of organizing plan (i.e. computer spread sheets, index cards, etc.) that works for you. Below is a list of factors that you will need to consider and manage as you work on your applications for admission scholarships and financial aid.

1. What is required of each application?
 - a. An application form
 - b. Essay(s)
 - c. Resume of activities, leadership, community service, etc.
 - d. Teacher Recommendation(s)
 - e. Counselor/Advisor recommendation
 - f. Transcript
 - g. Standardized Test Scores
 - h. Peer Evaluation
 - i. Residency Form
 - j. Honors program application
 - k. Is there a separate scholarship application?
 - l. For US citizens, do I have to file the Free Application for Federal Financial Aid (FAFSA)?
 - m. Is the CSS Profile required for financial aid consideration?
2. When is each part due?
3. How must every element be submitted? Paper copy? On-line? All in one packet? What should I submit, and what should my college counselor submit?
4. How will I know when the application has been received?

TIPS FOR COMPLETING YOUR APPLICATION

1. **READ THE DIRECTIONS** and follow them explicitly.
2. **Complete the application NEATLY.** You may type, print legibly, or use your word processor to cut and paste your information. You are encouraged to use the Common Application whenever possible. The Common Application is a consortium of several hundred schools who all use a single application form. It is available to file on-line or may be downloaded, completed on the computer, then printed out. The Common Application is available at www.commonapp.org.
NOTE: Make sure you check to see if the schools you are applying to have any supplements. The supplements will be available either on the Common Application site or on the college's website.
3. **PROOFREAD, proofread, proofread!** This is equally as important when you submit an application on-line as it is when you do a hard copy version of the application. Spelling and grammatical errors are **absolutely unacceptable**.
4. **Keep a copy of all documents that you submit.** This includes when you apply on-line.
5. **Applying on-line.** Many colleges are encouraging students to apply on-line. You should apply on-line as long as you are completely comfortable with the computer. Here are a few recommendations if you do choose to apply on-line:
 - a. Always print a copy of what you are going to submit BEFORE you actually submit it.
 - b. Make certain that you print out the directions and READ THEM BEFORE you begin to complete the application.
 - c. Print out the "checklist" that colleges offer for the steps that you must complete after you submit the on-line application. This will include the list of additional documentation you submit or that our offices must submit in order to complete your application for admission.
6. **Additional Pages:** If you need to use additional pages to answer any question on the application, be sure to put your name and the other identifier you are using at the top of EVERY additional page. This identifier could be your social security number, your address, or a number assigned to you by the school.
7. **Application Fee:** Be sure to securely attach your application fee to your application.
8. **Signature:** BE SURE to sign your application and the waiver statement on all forms you will be using to request a recommendation.
9. **Photographs:** If an application requests a photo, know it is always optional.

delphi • Agnes Scott • Albertson • Albion • Albright • Alfred • Allegheny • American • Amherst • Antioch • Arcadia • Assumption • College of the Atlantic • Austin College • Babson • Baldwin–Wallace •
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oucher Hampshire • Hanover • Hartwick • Harvard • Harvey Mudd • Haverford Hood • Ithaca • Johns Hopkins • Juniata • Kalamazoo • Kenyon • Knox Lesley • Lewis & Clark • Linfield • Loyola College •
oyola U (La.) • Luther Manhattanville • Marietta • Marlboro • Marquette • Mary Washington Mills • Millsaps • Moravian • Morehouse • Mt Holyoke • Muhlenberg • Nazareth Notre Dame de Namur •
berlin • Occidental • Oglethorpe • Ohio Wesleyan Puget Sound • Queens U (N.C.) • Randolph–Macon • Randolph–Macon Woman's Redlands • Reed • Regis College • Regis U • Rensselaer • Rhodes
Rice • U of Richmond • Ripon • U of Rochester • Rochester Inst of Tech • Roger Williams • Rollins • St Anselm • St Benedict & St John's • St Joseph's College (Me.) • St Joseph's U • St Lawrence • St
eo • St Louis U • St Mary's College (Calif.) • St Michael's • St Norbert St Olaf • St Peter's • St Vincent • Salem (N.C.) • Salve Regina • U of San Francisco • Santa Clara • Sarah Lawrence • Scranton •
cripps • Seattle U • Sewanee • Simmons • Skidmore • Smith • Southampton • Southern Maine • Southern Methodist • Southwestern U • Spelman • Spring Hill • Stetson • Stevens Inst of Tech Stonehill
Suffolk • Susquehanna • Swarthmore • Sweet Briar • Syracuse • U of Tampa • TCU • Transylvania • Trinity College (Conn.) • Trinity U • Tufts • Tulane • Tulsa • Union College (N.Y.) • Ursinus • Utica •
alparaiso • Vanderbilt • Vassar • U of Vermont • Wabash • Wagner • Wake Forest • Washington College Washington U (Mo.) • Washington & Jefferson • Washington & Lee • Webster • Wellesley •
ells • Wesleyan • Westminster (Mo.) • Westminster (Pa.) • Wheaton (Mass.) • Wheelock • Whitman • Whittier • Wid Not all schools are listed here.

COMMON APPLICATION™ 2010–2011

© 2007 by The Common Application, Inc.

The 2010–2011 Common Application may be used by students applying for admission for the Fall 2011 or Spring 2012 terms. The form is available from your high school guidance office or the National Association of Secondary School Principals. It can be downloaded or completed online at www.commonapp.org.

Simplify your life!

Over 414 private schools use the same application!

If you are applying to any college or university listed above, use this application. The colleges encourage you to photocopy the application for multiple schools.

The Common Application has three parts:

Student Application
Counselor/School Report
Teacher Recommendation

Access the application at:

www.commonapp.org

****The list of schools that accept the Common Application grows every year.
Check to see if the schools you are considering are on the list.****

COLLEGE ADMISSION ESSAYS

Although you may wish for one, there is no formula for writing a successful college application essay. The primary consideration is that the essay truly reflects your individuality and your special qualities. Your approach should be determined by who you are rather than by any guidelines established by other people. The most important piece of advice is to find a topic about which you care. If you write honestly, your readers will have an opportunity to see your world through your eyes. **Remember**, colleges are looking for the essay to reveal your preferences, your values, and your thought process – who you truly are. Write your essay from your heart. Your life is not one-dimensional, and your application essay is one of the ways to make who you are come to life for a college. Having said that, the following guidelines should be helpful:

1. **Answer the question asked.** This is critical. Do not try to apply an essay for another essay to another question if it truly does not fit. Make sure you are answering what they are asking.
2. **Apply the writing skills you already know** – all of them. This is the time to show the writing skills that have been honed through your years in high school. Start by jotting down ideas or list of things you want to include. Develop a focus with a clear starting point, supporting information, and a strong conclusion.
3. **Write for impact.** Remember that your essay will be read quickly, so be emphatic, concise and vivid.
4. **Use details!** Give specifics and examples; dig deep into yourself to reveal why you chose what you are writing about.
5. **Be technically perfect.** PROOFREAD, PROOFREAD, PROOFREAD. Do a rough draft, then have it reviewed by your English teacher and your college counselor. Make edits and go through the review process again. Spelling, punctuation, grammar and structure errors ARE NOT acceptable.
6. **Focus your essay.** Have one or two points to make. Do not try to cover your entire life or all of the problems of the world.
7. **Write about yourself.** Tell something specific to you. Even if you choose to answer a question that does not seem to be personal, explain why this question was the one you chose when you write your essay.
8. **Use your normal “voice.”** Put your thesaurus away. Use the first person but be careful of using “I” too often.
9. **Have a “catch.”** Make an impact from the first sentence.
10. **Type** your essay.
11. **Follow the directions.** Do not write an essay that is significantly longer than instructed. Make sure you complete the essay in the space provided if they specify where the essay must fit.
12. **Read your essay aloud** to locate any rough spots.

Some things you should make sure you **DO NOT DO**:

1. **DO NOT have anyone else write your essay.** This includes your parents. There is no such thing as just helping you get started.
2. **DO NOT use profanity.**
3. **DO NOT be general.** You must be specific, give details, bring your essay to life.
4. **DO NOT use overblown or pompous words.** You should sound like you are a high school senior.
5. **DO NOT use clichés or overused phrases** like “I learned a lot” or “it was interesting” or “really meaningful.”
6. **DO NOT use passive voice.** Active: “The dog bit the boy.” vs. Passive: “The boy was bit by the dog.”
7. **DO NOT use the same essay for totally different questions.** Yes, you can adapt an essay, but you cannot always use the same essay, word for word.
8. **DO NOT write a controversial essay:** remember you have no idea who will be reading your essay or their viewpoint in particular. So, you want to be careful about advocating for a very sensitive issue.

One final piece of advice:

PROOFREAD, PROOFREAD, PROOFREAD, PROOFREAD!!!!!!!

TEACHER/COUNSELOR RECOMMENDATION

Most private colleges, competitive public schools, and some employers will request at least one letter of recommendation from a teacher. Colleges are looking for personal insights about applicants, not a reiteration of grades and test scores. The colleges want these letters to give insight into how you learn, how you contribute to the classroom, and what your attributes and aptitude are for learning.

The Teacher or Counselor Recommendation is a shared responsibility between the applicant and the classroom teacher/counselor. The student must take an active role in obtaining teacher evaluations because this task is a voluntary one for the teacher/counselor. Do not leave this matter to chance. The following procedures will help clarify the process:

- **Choose carefully:** Most competitive colleges prefer letters from teachers of college prep courses (English, advanced math, science, history or foreign language), particularly those who taught you in your junior year. Make sure the teacher(s) you ask have not just positive things to say but can also address how you have grown as a student, ways in which you have gone beyond what is required, and how you have used the material to enhance the learning environment for everyone. It is okay to ask a teacher from a class where you did not earn all "A's" if this teacher can speak to how you overcame your struggles with the material.
- **Request politely:** Make personal contact in a quiet and one-on-one setting. Do not e-mail or ask in a crowded hallway during the change of classes. **Give teachers plenty of time.** This means **at least two weeks** although preferably you will ask them at the beginning of the school year. It is okay for teachers to write your letter without knowing exactly to whom it might go. They can always add additional comments later if they feel it is necessary for a particular college.
- **Discuss specifically:** Be clear about what you are asking. This is an academic recommendation, not a character reference. The essence of the letter is based on the teacher/pupil relationship in the classroom and emphasizes the student's learning style, habits, and achievements. If you wish the teacher to touch on any specific points, you should be clear in your request.
- **Supply teacher recommendation form:** These forms are available in the counseling office and a copy is also available on the next page. Fill it out and make copies for each teacher you would like to request a letter of recommendation from.
- **Follow-up:** Check-up periodically. Ask the teacher to let you know when they are done and/or have mailed the letter. Request that the teacher give a copy of the letter to the counseling office to store in your student file.
- **Thank graciously:** Write a thank you note to the teachers expressing your appreciation. This can be done as soon as you know that the letters have been sent.
- **Inform immediately:** As a matter of courtesy, inform the teachers who wrote for you of the college's decision. Acknowledge the team effort that brought you success, or acknowledge the work the teacher put in to assisting you even if the outcome was not a success.

Recommendation Letter Request

To: _____

From: _____

Due Date: _____

Student's Email: _____

To the students: Many of you are beginning to need recommendations for college applications and scholarships. There is some information we need in order to make the best recommendation possible. Remember, we will not lie or stretch the truth. Also, please plan ahead. Do not ask for a recommendation from a teacher on the day that you need it! Give the teacher at least two weeks to write it in order to do it well.

To the teachers: Student's information

1. What is the recommendation for? College? Scholarship? Give some information about the college/organization (ex. a copy of the application).

2. Leadership roles: In school or out of school (ex. class officer, Sunday school teacher)

3. Extracurricular activities (ex. soccer team, youth group, bible study). When and how long?

4. Interests (ex. reading, photography, etc.)

5. Volunteer or community involvement (besides senior year community service – TES)

6. Academic accomplishments or other awards (ex. honor roll, sports MVP, science fair, etc.)

7. Future plans (ex. desire to be a doctor, teacher, etc.)

WHAT HAPPENS NEXT?

Now that you have applied to your chosen colleges and universities, it is time to sit back and wait, providing you have completed all of the admission requirements. Many schools have on-line systems where you can track your application status. Take advantage of this! It is important for you to be aware of the status of your application. Below are some other factors to consider while waiting on admission decisions:

1. Make sure to find out when and how decisions are made. Many schools operate on a rolling admissions basis, meaning that an application file will be reviewed as soon as it is complete and a decision would be rendered within a few weeks. Other schools operate on a single decision date, meaning all decisions are held until a date determined by the Admissions Office.
2. It may be appropriate for you to visit the school during this waiting period (the time between when you apply and when you receive an admission decision). This will give you another opportunity to see the campus and talk with school representatives and current students. Some campuses have Open Houses for applicants as well.
3. Be aware of when you need to let a school know whether or not you will be attending. Many schools operate under the May 1 Candidate Reply Date, which is a national deadline date for accepting admission and financial aid packages. Others may have earlier deadlines. It is your responsibility to be aware of these deadlines. This is especially important for students who are planning to live on campus to avoid not having a residence hall room.
4. Once you have made your decision, inform the school of your decision by sending in writing or by sending in a required tuition deposit. Let the other institutions you have applied to know of your decision not to accept their offer of admission and financial aid. This should also be done in writing.

OPTIONS OTHER THAN ACCEPTANCE INCLUDE:

WAITING LIST – If a school does not consider you one of their top prospects but does not want to deny you outright they may offer you the option of being put on the “waiting list.” If enough of the accepted students choose not to accept the school’s offer of admission, then you may be accepted. Basically, this keeps your chances of being admitted active. A date is usually given to you when a final decision will be made so you can plan accordingly. Only accept this offer if you are still genuinely interested in the school. Also, it is important to keep in mind commitments you may need to make to other institutions.

Deferment – A few students choose to defer admission for a semester or even a year. This allows them time to earn some money, travel, get work experience, or pursue some community service opportunities. You must ask the Admissions Office if you can defer and what the procedure is at each college. This is especially important for scholarship purposes. If you think you may want to wait a year before attending college, it is best to apply in your senior year and then defer your enrollment.

Denial – If you were denied acceptance to a school, all is not lost. Hopefully you will have some idea as to the reason – applied to a highly selective school, poor academic achievement, low test scores, etc. If, however, you do not understand, you may want to call the Admission Office to inquire. They may be able to provide you with some answers so that you may improve yourself in the deficient areas. If you are truly interested in that particular school, inquire about appeal procedures or the possibility of transferring.

COLLEGE ADMISSIONS TESTING

CEEB, SAT and ACT Code Number for Academia Los Pinares 862295

Standardized tests are only one of the many factors which colleges use in the admission process. Tests provide the admission office with individual scores that are then compared to national performance. These tests help indicate and measure ability, achievement, and preparation for college. Following is a brief description of the major tests:

THE PSAT/NMSQT

The **PSAT/NMSQT** (Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test) is given in October for juniors and accelerated sophomores as a practice test for the SAT I. It is a three-hour test consisting of two verbal, two mathematics, and one writing skills sections. Detailed results help to alert students to what areas they scored best/worst in and predict an approximate equivalent score for the SAT I. The PSAT is unique in that you receive your test booklet and correct answers with your results. Thus, you can go back and check your work. Of the 1.2 million students who take the test annually, 15,000 become National Merit Scholarship Semifinalists that can later lead to academic honors. Only US citizens are eligible for the National Merit competition. You should take the PSAT even if you are remotely interested in college since it gives you necessary practice.

THE SAT REASONING TEST

The **SAT Reasoning test** (formerly SAT I) is a measure of the critical thinking skills you will need for academic success in college. The SAT assesses how well you analyze and solve problems. There are three sections to the SAT: Critical Reading, Math, and Writing. Each section is scored on a scale of 200-800, and the writing section will contain two sub scores. Each section contains multiple-choice questions and the new Writing section also contains a 25-minute written essay. The short essay measures your ability to organize and express ideas clearly, develop and support the main idea, and use appropriate word choice and sentence structure. The essay will be scored by trained high school and college teachers. Each reader will give the essay a score from 1 to 6 (6 is the highest score) based on the overall quality of the essay and your demonstration of writing competence. The SAT is given six times throughout the year. (This information was taken directly from www.collegeboard.com.) Visit this web site for more information and test dates.

SAT SUBJECT TESTS

SAT Subject Tests (formerly SAT IIs) are designed to measure a student's knowledge and skills in particular subject areas, as well as their ability to apply that knowledge. Students take the Subject Tests to demonstrate to colleges their mastery of specific subjects like English, history, mathematics, science, and language. The tests are independent of any particular textbook or method of instruction. The tests' content evolves to reflect current trends in high school curricula, but the types of questions change little from year to year. Some colleges use the Subject Tests for admission, for course placement, and to advise students about course selection. Some colleges specify the Subject Tests they require while others allow applicants to choose. It is best to check with each school you are considering to see what they require or recommend. The Subject Tests are offered in 17 different areas that include literature, U.S. History, World History, Math (Level 1 and 2), biology (ecological and molecular), chemistry, physics, Chinese, French, German, Spanish, Modern Hebrew, Italian, Latin, Japanese, and Korean. These are all one-hour, multiple-choice tests. Not all colleges require SAT Subject Tests so check to make sure if you need to take them. (This information was taken directly from www.collegeboard.com).

ACT ASSESSMENT TEST

The **ACT** Assessment test is designed to assess students' general education development and their ability to complete college-level work. The test covers four skill areas: English, mathematics, reading, and science. These tests are all multiple choice. The tests emphasize reasoning, analysis, problem solving, and the integration of learning from various sources, as well as the application of these proficiencies to the kinds of task college students are expected to perform. Each section of the test is graded on a scale of 1-36 and an average composite score is given with the highest score possible being a 36. There is an optional Writing test that is a 30-minute essay test that measures students' writing skills. The Writing test will be graded on a scale of 1 to 6 with 6 being the highest score. Two trained readers will read the essay so the highest score a student can receive on the Writing test is 12. Students will need to check with individual institutions they are applying to determine if the school requires the writing portion of the ACT. The ACT is given six times throughout an academic year. (Information was taken directly from ACT.org). Check ACT.org for more information and national test dates.

ADVANCED PLACEMENT EXAMINATIONS (AP)

The **Advanced Placement** tests are designed to provide a measure of academic competence that allows students to move ahead in college by taking advanced courses while in high school in an attempt to earn college credit. The tests are administered here at Academia Los Pinares in May during the regular school day. Students are encouraged to take the tests following the completion of a corresponding Advanced Placement course.

TEST OF ENGLISH AS A FOREIGN LANGUAGE (TOEFL)

The **TOEFL** measures the ability of nonnative speakers of English to use and understand North American English as it is spoken, written, and heard in college and university settings. Most people who take TOEFL are planning to study at colleges and universities where instruction is in English. The TOEFL test measures English language proficiency in reading, listening, writing, and speaking. It is best to contact the school you are considering to inquire what is required.

Comparing ACT and SAT

| | ACT | SAT |
|---|--|---|
| Testing, Philosophy, Format, and Preparation | <p>The ACT is an achievement test that assesses the knowledge you've acquired through subjects (English, math, reading, and science) and the skills taught in high school. It measures your readiness for college.</p> <p>Your preparation for the ACT begins the minute you walk in the classroom door, so taking rigorous courses in high school is important. Short-term test prep can also help you understand the content and format of the ACT. ACT online resources at www.actstudent.org gives you access to free sample test questions, College Readiness Standards, and test-taking strategies. You can also register online and search for colleges. Students who have taken PLAN, the preliminary ACT, in 10th grade and the EXPLORE in 8th or 9th grade benefit from these practice tests for the ACT.</p> <p>Total testing time: 2 hours and 55 minutes (plus 30 minutes if taking the optional Writing Test).</p> <p>Total Number of Sections: 4 (plus the optional Writing Test).</p> <p>Every 4-year college in the country that requires a college admission test accepts the ACT.</p> | <p>The SAT is a measure of the critical thinking skills students need for academic success in college.</p> <p>The test is designed to allow students to demonstrate their analytical and problem solving abilities regardless of the particular type of formal instruction they have received.</p> <p>The best way to prepare for the SAT is to take rigorous courses, and by becoming aware of what to expect on test day. The PSAT/NMSQT serves as a great practice test, and the online resources and score report can assist students in improving their score on the SAT. The SAT Preparation Center offers free resources, including test-taking approaches, practice questions, sample essays, and a full-length official practice test that gives answer explanations and a personalized score report. Visit www.collegeboard.com/srp</p> <p>Total testing time: 3 hours and 45 minutes (including 25-minute experimental section).</p> <p>Total Number of Areas Covered: 3</p> |
| Test Content and Structure | <p>The ACT consists of four multiple-choice subject tests:</p> <ol style="list-style-type: none"> 1. The English Test is 75 questions and 45 minutes long. It tests your understanding of the basic grammar of the English language, as well as your grasp of the tools and strategies a writer can use to put sentences together to form paragraphs. 2. The Math Test is 60 multiple-choice questions and 60 minutes long. It covers six areas of high school math: pre-algebra, elementary algebra, intermediate algebra, coordinate geometry, plane geometry and trigonometry. 3. The Reading Test is 40 questions and 35 minutes long. It consists of four passages, each approximately 750 words long. Each passage is accompanied by a set of questions about what you have just read. The information you need to determine the best answer for a question is always available in the passage. 4. The Science Test is 40 questions and 35 minutes long. This test assesses your ability to understand, analyze, interpret, and evaluate data. The test consists of seven passages that contain a mixture of graphs, charts, and explanatory text. Each passage is followed by 5 to 7 questions. 5. The optional Writing Test consists of one writing prompt that briefly states an issue and describes two points of view on that issue. You are given 30 minutes to write a response. The issue will be relevant to your life as a high school student. | <p>The SAT covers three major topics: Critical Reading, Math, and Writing.*</p> <ol style="list-style-type: none"> 1. The Critical Reading section is 70 minutes long, and includes 67 questions. There are two 25-minute sections and one 20-minute section. It measures a student's ability to identify genre, relationships among parts of a text, cause and effect, rhetorical devices, and comparative arguments. 2. The Math section is 70 minutes long, and includes 54 questions. There are two 25-minute sections and one 20-minute section. Math questions cover topics in basic numbers and operations, algebra, geometry, and data analysis. There are 10 student-produced response questions that ask students to fill in or "grid-in" their own answers. 3. The Writing Section is 60 minutes long, and includes 1 essay and 49 multiple choice questions. The 25-minute essay section is always first on the SAT and measures a student's skill in developing and expressing a point of view on an issue. The two multiple choice sections (one 35-minute section and a 10-minute section) assess the ability to use language in a clear, coherent manner and to improve a piece of writing through revision and editing. 4. There is a variable section that does not count toward the final score. This section helps the test-makers try out new questions and ensures that scores can be compared to earlier test administrations. |

*The College Board also offers SAT Subject Tests which are one hour, multiple-choice tests in specific subjects. Subject Tests measure knowledge of skills in a particular subject and the ability to apply that knowledge. Some out-of-state colleges require students to take subject tests.

Comparing ACT and SAT cont.

| | ACT | SAT |
|---------------------|--|--|
| Test Scoring | <p>There are 12 separate scores on the ACT: 1 Composite score, 4 subject scores, and 7 sub-scores. The Composite score is the average of the 4 subject scores. Colleges use your Composite score in the admission process.</p> <p>If you take the optional Writing Test, your score report will include a Writing Test sub-score and a Combined English/Writing score, plus comments about your essay. Your essay is available to your high school and the colleges to which you sent your scores from that test date.</p> <p>The highest score on the ACT is 36.</p> <p>The ACT is scored based on the number of questions answered correctly, with no penalty for incorrect answers.</p> | <p>The SAT has 3 scores, each on a scale of 200 to 800. Scores include Critical Reading (200-800), Mathematics (200-800), and Writing (200-800).</p> <p>For the Writing section, there are 2 sub-scores. The essay sub-score is reported on a 2-12 scale. The essay counts for approximately 30% of the Writing section score. The multiple choice sub-score is reported on a 20-80 scale. The multiple choice section counts for approximately 70% of the Writing section score.</p> <p>The maximum combined score for all three sections is 2400.</p> <p>Scores are based on the number of correct answers. A fraction of a point is deducted for incorrect answers.</p> |
| Registration | <p>The ACT is offered six times a year. You may register online at www.actstudent.org or contact your high school guidance counselor for ACT registration materials.</p> | <p>The SAT is offered seven times a year. Registration materials can be obtained through high school guidance counseling offices or online at www.collegeboard.com</p> |
| Cost | <p>The ACT test is \$30.00.</p> <p>Add \$14.50 if you choose to take the ACT plus the optional Writing Test.</p> <p>High school juniors and seniors who meet at least one of the indicators of economic need listed on the fee waiver form qualify for the use of two ACT fee waivers, which covers the basic registration fee for either the ACT or the ACT Plus Writing.</p> | <p>The SAT test is \$41.50.</p> <p>High school juniors and seniors who meet certain eligibility requirements can qualify for the use of two SAT fee waivers, which cover the basic test fee, the Question-and-Answer Service or Student Answer Service, and qualifies students for four application fee waivers for colleges that participate in the College Board's Fee Waiver program.</p> |

SAT AND ACT CONCORDANCE TABLE

| ACT SCORE | ESTIMATED SAT I SCORE | SAT I SCORE Critical Reading & Math) | ESTIMATED ACT SCORE |
|------------------|------------------------------|---|----------------------------|
| 36 | 1600 | 1600 | 36 |
| 35 | 1580 | 1560-1590 | 35 |
| 34 | 1520 | 1510-1550 | 34 |
| 33 | 1470 | 1460-1500 | 33 |
| 32 | 1420 | 1410-1450 | 32 |
| 31 | 1380 | 1360-1400 | 31 |
| 30 | 1340 | 1320-1350 | 30 |
| 29 | 1300 | 1280-1310 | 29 |
| 28 | 1260 | 1240-1270 | 28 |
| 27 | 1220 | 1210-1230 | 27 |
| 26 | 1180 | 1170-1200 | 26 |
| 25 | 1140 | 1130-1160 | 25 |
| 24 | 1110 | 1090-1120 | 24 |
| 23 | 1070 | 1060-1080 | 23 |
| 22 | 1030 | 1020-1050 | 22 |
| 21 | 990 | 980-1010 | 21 |
| 20 | 950 | 940-970 | 20 |
| 19 | 910 | 900-930 | 19 |
| 18 | 870 | 860-890 | 18 |
| 17 | 830 | 810-850 | 17 |
| 16 | 790 | 760-800 | 16 |
| 15 | 740 | 710-750 | 15 |
| 14 | 680 | 660-700 | 14 |
| 13 | 620 | 590-650 | 13 |
| 12 | 560 | 520-580 | 12 |

ACT, SAT, TOEFL DATES

ACT Test Dates (register online at www.act.org)

The ACT is a general college admissions test. Students who want to go to college/university in the states must take either the ACT or the SAT test.

| Test Date | Registration Deadline | <i>(Late Fee Required)</i> |
|---------------|-----------------------|----------------------------|
| April 9, 2011 | March 4, 2011 | March 5 – 18, 2011 |
| June 11, 2011 | May 6, 2011 | May 7 – 20, 2011 |
| | | |
| | | |

SAT I Test Dates (register online at www.collegeboard.com)

The SAT I is a general college admissions test. Students who want to go to college/university in the states must take either the ACT or the SAT test.

May 7 (Saturday)
 Early Deadline -- March 16, 2011
 Regular Deadline --- April 8, 2011
 Late Deadline --- April 22, 2011

June 4 (Saturday)
 Early Deadline -- April 13, 2011
 Regular Deadline --- May 6, 2011
 Late Deadline --- May 20, 2011

TOEFL Test Dates (register online at www.ets.org/toefl)

The TOEFL is a test of the English language that many colleges/university require for international applicants.

| | | | |
|----------|-------------|---------------------|--|
| Honduras | Tegucigalpa | Internet-based Test | Sat., Feb 26, 2011 Sat., Mar 19, 2011 Sat., Apr 02, 2011 Sat., Apr 30, 2011 Sat., May 14, 2011 Sat., May 28, 2011 |
|----------|-------------|---------------------|--|

SAT II Subject Tests (register online at www.collegeboard.com)

The SAT II Subject Tests are tests specific to certain subjects. There are a small portion of colleges that do require one or more subject test scores. Before taking the subject tests, investigate whether or not the colleges/universities you plan to apply to require these tests or not. Chances are that they are not required but double check first.

Financial Aid and Scholarships

Financial Aid is a program designed to provide students with assistance who might otherwise be unable to attend post secondary education. Especially today, almost everyone who attends college will need some form of financial assistance. Paying for college should be a shared experience between the parent and the student. So often, we don't hesitate to lease a car or make payments for five years on a car, which may last us 10-15 years. Paying back financial aid on an education is paying for something which will last you a lifetime.

APPLYING FOR FINANCIAL AID

Financial aid is broadly defined as money that helps pay the cost of a student's education. The money may come from several sources including the college itself, the federal government, and private organizations. When a student is offered a "Financial Aid Package" from a college, it may be comprised of grants (financial aid awards which do not need to be repaid), loans (money which needs to be repaid), scholarships, and/or work-study. To apply for financial aid consideration, the student and parents must complete the Free Application for Federal Student Aid (**FAFSA**) online at fafsa.ed.gov (for US citizens). The FAFSA form must not be completed prior to January 1st of the same year a student will begin college. Some colleges and universities will require families to complete the CSS/Financial Aid PROFILE (for any/all students). The PROFILE does not apply to federal student aid and will ask parents to provide more detailed information regarding home equity, business, and farm value to help colleges decide on nonfederal financial aid. The PROFILE charges a registration fee and an additional fee for each school or program where information is sent. Please check with the colleges to which you are applying to see if they will require the PROFILE.

SCHOLARSHIPS: Scholarships are money grants which do not need to be repaid. Scholarships are awarded by colleges for outstanding academic achievement or special skills/talents by colleges themselves, through private organizations, local fraternal groups or clubs, and other community organizations. Students are encouraged to apply for all scholarships for which they are eligible.

OTHER FORMS OF FINANCIAL AID: One of the best sources of financial aid (scholarships, grants, loans, etc) is from the college you plan to attend. Contact the financial aid office to inquire about college costs and possible forms of aid. It is also a good idea to contact your international admissions officer to ask what financial aid options are available to international students. When you receive your aid package, keep in mind that the award was put together to give you and all of the other applicants the best chance of meeting each individual's need. The offers will always vary from school to school. You should not look to compare the loans dollar for dollar because each college has a different pool of money to work with and different considerations. Use the information to make the best decision for you and your family. If the financial aid package offered is not enough, contact the college financial aid office to see if there is any additional funding available.

FINANCIAL AID SCAMS

Look for these six signs that a scholarship or financial aid organization may be a scam!

1. "This scholarship is guaranteed or your money back."
2. "You can't get this information anywhere else."
3. "May I have your credit card or bank account number to hold this scholarship?"
4. "We'll do all the work."
5. "The scholarship may cost some money."
6. You've been selected by a "national foundation" to receive a scholarship or "You're a finalist in a contest" that you have never entered.

Independent/Specific Scholarships

STRATEGIES FOR INDEPENDENT/SPECIFIC SCHOLARSHIPS:

□ **Do application pre-work.** Before you start, make three copies of the forms for practice, remember to be neat, and realize that the application is a reflection of you. Every question should be answered and all information requested should be provided. You can also include a resume that highlights your education and achievements in an easy-to-read format if additional attachments are allowed.

□ **Depending on the scholarship, there are different twists you can give your application to insure that it fits the goals of the award.**

The majority of scholarships you apply for will reward students with specific backgrounds, skills, or achievements. To take the same approach to all of these scholarships, which have different aims, would be a mistake. Each has its own requirements, judging criteria, and competition. Each demands an individualized, well-developed plan of attack.

□ **There are scholarships for nearly every talent, hobby, or interest imaginable.**

Your job is to find those that best match your skills and experience. Then, create an application that builds a case for why you should win.

□ **For scholarships based on major,** demonstrate your passion for the field and plans to use it after graduating either directly or indirectly. The selection committee wants to see evidence of your commitment to your field and your potential for contributing to it while you are in college and afterward.

□ **When applying for scholarships based on career goals,** show how much promise you have for contributing to the field in the future and describe your motivation for entering the field and your goals for the future. To differentiate your application from the others, discuss how your interest in the career started.

□ **For scholarships based on leadership,** demonstrate how you've been a leader through examples and illustrations, including the results of your work. Remember that you don't have to hold an official position to be a leader.

□ **If you are a college-bound high school athlete,** keep in mind that your scores on the field are important but not as important as the scores you get in the classroom. Academic achievement is a must for athletic scholarships. With a few exceptions for nationally recognized athletes, the coaches will not find you. You will need to build a portfolio to showcase your talents and start the communication with them. **Be realistic about athletic scholarships.** Know that there are many more student athletes than there are scholarships available and that your chances of making it into the professional leagues are about 6,000 to 1 for football and 10,000 to 1 for basketball.

□ **Other athletic scholarships are available for high school and college students who participate in athletics that may or may not be based on talent.**

Local/community athletic scholarships are available for many sports.

□ **For scholarships based on service**, highlight the results of your service work and any responsibilities you held. Explain your motivation for participating in service work.

□ **When applying for scholarships based on ethnic background**, highlight your contributions to your ethnic community and the role you plan to play in the future.

□ **For awards based on religious belief**, focus on your contributions to the community and the responsibilities you held.

□ **For scholarships based on a hobby or interest**, showcase awards or honors you've won for the hobby and evidence of your skill in the hobby.

□ **Mom & Dad Scholarships**, Employers often provide a scholarship fund for the sons and daughters of their employees. Have your parents find out what the selection committee is looking for beyond the written guidelines, if possible. This will help give you a better idea of how to shape your application and essay.

□ **Need-based awards**, provided for those students with financial need. Realize that the definition of what financial need is varies by award, which means that you may qualify for awards even if you think you don't. Build a case that illustrates why you need aid by showing the costs of your education and your family's ability to contribute.

Note: *ALP counselors will be happy to help you get started on searching for these independent/specific scholarships, but it is up to you to find and apply for them. A good website to use is www.fastweb.com. If you need anything from the counseling office (ex. official transcript) or a teacher (ex. letter of recommendation), don't hesitate to ask. Use the list of websites at the back of this booklet to help you find these types of scholarships.*

USEFUL TERMINOLOGY

*Based on definitions from the Higher Education Book published by The Washington Council for High School-College Relations.

APPRENTICESHIPS – Programs that combine classroom studies with on-the-job training. Apprenticeships allow you to earn while you learn and provide a lifetime career skill that may be used all over the country. A few examples are electricians, carpenters, sheet metal workers, and plumbers.

ASVAB – Armed Services Vocational Aptitude Battery, is a group of 10 subtests that measure your ability in separate career areas and provides an indication of your academic ability. Four of these subjects count towards a AFQT (Armed Forces Qualifying Test) score to determine whether or not you can enlist in the Armed Forces. Taking the ASVAB does NOT obligate you to the military in any way and results are not used to enter your name in any sort of draft registration system.

ADVANCED PLACEMENT PROGRAM – A program of examinations administered by the College Board each May. Students may receive college credit and advanced placement through these examinations.

ACT (American College Test) – A content-based test which assesses a student's ability in the areas of English, Reading, Math, and Science. One of two college admission tests; scored from 1 - 36.

COMMUNITY COLLEGE – A two-year institution of higher education that serves the needs of the community in which it is located. Offerings usually include a transfer curriculum to a four-year baccalaureate institution, occupational curricula, general education, and adult education.

DEGREE, ASSOCIATE – The designation granted upon completion of an educational program of at least two but less than four years of college work, generally for the completion of the curriculum of a two-year institution.

DEGREE, BACHELOR'S – The degree customarily granted upon completion of a course of study normally requiring four to five academic years of college work. Examples are B.A. (Bachelor of Arts), and B.S. (Bachelor of Science).

DEGREE, MASTER'S – A degree earned upon completion of approximately two years of study beyond the bachelor's degree.

DIRECT TRANSFER – The associate degree that a two-year college has created to enable a student to transfer to a college or university with all or most of the basic requirements (general education or "core") completed.

EARLY ACTION – Notice of admission and permission to enroll granted by a college or university ahead of regular admission notices.

EARLY DECISION – Early notice of admission given by some colleges and universities in advance of regular admission notices. Early Decision usually is granted only to outstanding students who, at the end of their junior year of high school, give assurance that they are 'single choice' candidates and if granted admission will enter no other institution.

EXPECTED FAMILY CONTRIBUTION (EFC) – Money a family is expected to contribute toward their child's education that is calculated based upon the information provided on the FAFSA.

FEDERAL PELL GRANT – A federal grant based on financial need and designed to help qualified undergraduate students finance their postsecondary education.

FEDERAL PLUS LOAN – Loan provided to parents of undergraduate students. These loans are made by private lenders such as banks, credit unions, and savings and loan associations. Loan applications are available at colleges or lending institutions.

FEDERAL STAFFORD LOAN – Loan for students attending eligible institutions of high education in the United States. While in school, the student makes no payments and no interest accrues on the loan, provided the student has financial need as defined by the federal government. If the student does not have financial need, then interest payments are required while the student is in school.

FREE APPLICATION FOR FEDERAL STUDENT AID (FAFSA) – The application for federal student financial aid, processed at no cost to the applicant. It is used to determine a student's eligibility for federal grant, loan, and work funds. Some schools may require an additional form for which there is a processing fee.

INDEPENDENT COLLEGE/UNIVERSITY (Private) – A college or university which is not directly supported by public tax money. These institutions may have church affiliation or may be independent of both church and state support.

PROFILE - A supplemental financial aid form used by some independent and public universities for additional financial aid information. There is a processing fee for the PROFILE. Students must also complete the FAFSA to be eligible for federal aid programs.

SAT (Scholastic Aptitude Test) – A test designed to measure the student's ability to do college-level work. Student is tested in the areas of writing, reasoning and math aptitude. One of two college admission tests; scored from 200-800 on each section.

WORK-STUDY – The opportunity for students to earn part of their educational costs while attending college. Work-study allocations are typically based on financial need.

Colleges in Honduras

| | |
|-----------|---|
| UNITEC | http://www.unitec.edu/ |
| UNAH | https://www.unah.edu.hn/ |
| UTH | http://www.uth.hn/ |
| UPI | http://www.upi.edu.hn/ |
| CEDAC | http://www.cedac.edu.hn/ |
| ZAMORANO | http://www.zamorano.edu/ |
| UNIMETRO | http://www.unimetro.edu.hn/ |
| UNICAH | http://www.unicah.edu/ |
| UJCV | http://www.ujcv.edu.hn/ |
| UPNFM | http://www.upnfm.edu.hn/ |
| ITSHN | http://www.itshn.com/ |
| ESNACIFOR | http://www.esnacifor.hn/ |
| USPS | http://www.usps.edu/ |
| ISTJN | http://www.jesudenazareth.org/ |
| ITEESA | http://www.iteesa.hn/ |
| UNAG | http://www.unag.edu.hn/ |
| UCENM | http://www.catacamas.net/ucenm.php |

Resources in Honduras

Education USA – IHCI

Hours: Monday through Friday from 2:00 pm - 6:00 pm

Location: We are located on Boulevard Morazan,
½ block from mall El Dorado

Contact: Lic. Melissa Zelaya, Academic Advisor

Tel 2221-3981 Fax: 2221-3982

Email: educationusaihci@yahoo.com

Website: <http://www.ihcihn.org/>

SAT Preparation/Courses

I Can Center

SAT/ACT/TOEFL Prep Classes
9967-6355 or 9998-1545

Escuela de Matematicas MB

SAT Math Courses

2232-2436 or 9990-6894

ALSO: There are scholarship listings every month in the “Link” section of the Teguz magazine.
<http://www.teguzhn.com>. Check it out!

USEFUL WEB RESOURCES

Below is a listing of some websites that have been found to be particularly useful for our students. This is neither a comprehensive listing, nor an endorsement of one page over another. It is just a listing aimed at serving as a starting point for you and your family. A more comprehensive list of the websites available can be obtained through the National Association of College Admission Counseling at www.nacac.com.

COLLEGE SEARCH PROCESS IN GENERAL

- www.collegeboard.com
- www.collegedata.com
- www.act.org
- www.nacac.com
- www.collegenet.com
- www.collegenight.com
- www.mycollegeguide.org
- www.collegelink.com
- www.collegeview.com
- www.mapping-your-future.org
- www.makingcollegecount.com
- www.petersons.com
- www.ed.gov/thinkcollege/early
- www.mymajors.com
- www.macacnet.org
- www.xap.com
- www.internationalstudent.com

COLLEGE RANKINGS

- www.usnews.com/usnews/edu/eduhome.htm
- www.thegrid.net/frugg
- www.library.uiuc.edu/edx.rankings.htm

TESTS AND TEST PREPARATION

- www.collegeboard.com
- www.act.org
- www.toefl.org
- www.ets.org
- www.l.kaplan.com
- www.review.com

CAREER SEARCHES

- <http://www.careervoyages.gov/>
- www.myroad.com
- www.myfuture.com
- www.mapping-your-future.org
- www.careerview.collegeview.com
- www.careerweb.com
- www.futurecollegegrads.com
- www.careermag.com
- www.get-recruited.com
- www.bis.gov/opub/ooq/ooqhome.htm

FINANCIAL AID AND SCHOLARSHIPS

- www.ed.gov
- www.fafsa.ed.gov
- www.pin.ed.gov
- www.salliemae.com
- www.studentsid.ed.gov
- www.wfaa.org
- www.fastweb.com
- www.collegeboard.com
- www.collegeplan.org
- www.scholarshiphelp.org
- www.wiredscholar.com
- www.college-scholarships.com
- www.collegenet.com
- www.scholarships.com
- www.supercollege.com
- www.scholarships4college.com
- www.collegesavings.org
- www.educaid.com
- www.finaid.org
- www.nasfaa.org
- www.mostars.com
- WeeklyScholarshipAlert.org
- www.guaranteed-scholarships.com

APPLYING TO COLLEGE (applications and tips on completing applications)

- www.essayedge.com
- www.campustours.com
- www.apply.com
- www.commonapp.org
- www.collegecountdownkit.com
- www.collegeboard.com

MULTI-CULTURAL STUDENTS

- www.latinocollegedollars.org
- www.uncf.org
- www.hacu.net
- www.hsf.net
- www.naacp.org
- www.collegfund.org

ATHLETES

- www.college-athletic-scholarships.com
- www.ncaa.org
- www.athleticaid.com