JUNIOR YEAR COUNSELING BIOGRAPHY

Student Name: _____

Academic Information:

GPA: _____ Class Rank: _____ Total Credits to Date: _____

Post-Secondary Plans (check all that apply):

_____ Four-year college _____ Two-year college _____ Military

_____ Full-Time Employment _____ Other

Testing:

I plan to take:

_____ SAT (four-year college) _____ ACT (four-year college) _____ ASVAB (military)

_____ Accuplacer (technical college)

Colleges/Programs/Military Branches of Interest:

_____ _____

_____ _____

_____ _____

College Major(s)/Area(s) of Career Interest: _____

_____

Extracurricular Activities (Clubs/Sports/Community Service):

_____ _____

_____ _____

_____ _____

I am applying to the NCAA Eligibility Center: _____ Yes _____ No

_____ _____

Student Signature/Date **Parent Signature/Date**

10 Point Grading Scale

South Carolina Uniform Grading Scale Conversions				
Numerical Average	**Letter Grade**	**College Prep Weighting**	**Honors Weighting**	**AP/IB/Dual Credit Weighting**
100	A	5.000	5.500	6.000
99	A	4.900	5.400	5.900
98	A	4.800	5.300	5.800
97	A	4.700	5.200	5.700
96	A	4.600	5.100	5.600
95	A	4.500	5.000	5.500
94	A	4.400	4.900	5.400
93	A	4.300	4.800	5.300
92	A	4.200	4.700	5.200
91	A	4.100	4.600	5.100
90	A	4.000	4.500	5.000
89	B	3.900	4.400	4.900
88	B	3.800	4.300	4.800
87	B	3.700	4.200	4.700
86	B	3.600	4.100	4.600
85	B	3.500	4.000	4.500
84	B	3.400	3.900	4.400
83	B	3.300	3.800	4.300
82	B	3.200	3.700	4.200
81	B	3.100	3.600	4.100
80	B	3.000	3.500	4.000
79	C	2.900	3.400	3.900
78	C	2.800	3.300	3.800
77	C	2.700	3.200	3.700
76	C	2.600	3.100	3.600
75	C	2.500	3.000	3.500
74	C	2.400	2.900	3.400
73	C	2.300	2.800	3.300
72	C	2.200	2.700	3.200
71	C	2.100	2.600	3.100
70	C	2.000	2.500	3.000
69	D	1.900	2.400	2.900
68	D	1.800	2.300	2.800
67	D	1.700	2.200	2.700
66	D	1.600	2.100	2.600
65	D	1.500	2.000	2.500
64	D	1.400	1.900	2.400
63	D	1.300	1.800	2.300
62	D	1.200	1.700	2.200
61	D	1.100	1.600	2.100
60	D	1.000	1.500	2.000
59	F	0.900	1.400	1.900
58	F	0.800	1.300	1.800
57	F	0.700	1.200	1.700
56	F	0.600	1.100	1.600
55	F	0.500	1.000	1.500
54	F	0.400	0.900	1.400
53	F	0.300	0.800	1.300
52	F	0.200	0.700	1.200
51	F	0.100	0.600	1.100

SAT and ACT at a Glance
2025-26

	SAT	ACT
Testing time	2 hours 14 minutes	2 hours 5 minutes + 40-minute optional science and 40-minute optional writing
Structure	2 tests Computer-Based	3 tests + optional science and optional writing Available paper-and-pencil or online
Number of questions	98	131 plus 40 optional science questions and 1 optional writing prompt
Score range	Composite 400–1600 Two subtest scores: Evidence-Based Reading and Writing; Math (subtest scores range from 200-800 and then are added together to produce composite score)	Composite 1–36 Three subtests: Reading, English, and Math (subtest scores range from 1-36 and then are averaged to produce composite score). If students choose to take the Science or Writing tests, students will receive a Science score ranging from 1-36 and/or a Writing score from 2-12
Test length and timing	**Reading and Writing Test** 64 minutes 54 questions (split into two modules) **Math Test** 70 minutes 44 questions (split into two modules)	**Reading Test** 40 minutes 36 questions **English Test** 35 minutes 50 questions **Math Test** 50 minutes 45 questions **Science Test (optional)** 40 minutes 40 questions **Writing Test (optional)** 40 minutes 1 writing prompt
Registration	online at www.sat.org	online at www.actstudent.org
2025-26 Dates and Registration Deadlines	August 23 (deadline August 8) September 13 (deadline August 29) October 4 (deadline September 19) November 8 (deadline October 24) December 6 (deadline November 21) March 14 (deadline February 27) May 2 (deadline April 17) June 6 (deadline May 22)	September 6 (deadline August 1) October 18 (deadline September 12) December 13 (deadline November 7) February 14 (deadline January 9) April 11 (deadline March 6) June 13 (deadline May 8) July 11 (deadline June 5)

2018 ACT/SAT CONCORDANCE TABLES



Table A1: SAT Total to ACT Composite.

SAT	ACT	SAT	ACT	SAT	ACT
1600	36	1250	26	910	16
*1590	36	*1240	26	900	16
1580	36	1230	26	*890	16
1570	36	1220	25	880	16
1560	35	*1210	25	870	15
1550	35	1200	25	860	15
*1540	35	1190	24	*850	15
1530	35	*1180	24	840	15
1520	34	1170	24	830	15
1510	34	1160	24	820	14
*1500	34	1150	23	810	14
1490	34	*1140	23	*800	14
1480	33	1130	23	790	14
1470	33	1120	22	780	14
*1460	33	*1110	22	770	13
1450	33	1100	22	*760	13
1440	32	1090	21	750	13
*1430	32	*1080	21	740	13
1420	32	1070	21	730	13
1410	31	1060	21	720	12
*1400	31	1050	20	*710	12
1390	31	*1040	20	700	12
1380	30	1030	20	690	12
*1370	30	1020	19	680	11
1360	30	*1010	19	*670	11
1350	29	1000	19	660	11
*1340	29	990	19	650	11
1330	29	980	18	640	10
1320	28	*970	18	*630	10
*1310	28	960	18	620	10
1300	28	950	17	610	9
1290	27	940	17	600	9
*1280	27	*930	17	*590	9
1270	27	920	17		
1260	27				

*Use this SAT score when a single score point comparison is needed.

Note: Concordance tables for the ACT Composite were derived from concordances of the ACT sum score.

Table A2 : ACT Composite to SAT Total.

ACT	SAT	SAT Range
36	1590	1570-1600
35	1540	1530-1560
34	1500	1490-1520
33	1460	1450-1480
32	1430	1420-1440
31	1400	1390-1410
30	1370	1360-1380
29	1340	1330-1350
28	1310	1300-1320
27	1280	1260-1290
26	1240	1230-1250
25	1210	1200-1220
24	1180	1160-1190
23	1140	1130-1150
22	1110	1100-1120
21	1080	1060-1090
20	1040	1030-1050
19	1010	990-1020
18	970	960-980
17	930	920-950
16	890	880-910
15	850	830-870
14	800	780-820
13	760	730-770
12	710	690-720
11	670	650-680
10	630	620-640
9	590	590-610

ACT®

WAYS TO RESEARCH COLLEGES/HOW TO DECIDE WHERE TO APPLY

1. Students should begin to make a list of colleges to which they would like to apply. This list should include colleges from the following three categories:
    a. "Likely" colleges - sometimes called "safety" schools, these are colleges to which students are likely to be admitted because they exceed the average academic profile of students typically admitted to the school (GPA, test scores, etc.); these may also be colleges that have a very high overall acceptance rate
    b. "Possible" colleges - sometimes called "target" schools, these are colleges for which a student falls in the mid-range of students typically admitted to the freshman class
    c. "Reach" colleges - sometimes thought of as "long shots," these are colleges for which a student may not quite meet the average across all admissions criteria; these also include colleges that are highly selective and have low acceptance rates. Ivy League schools and other highly selective universities should be considered "reach" schools no matter a student's academic background.

2. The following are ways to develop a college list:
    a. Check online college databases:
        i. www.bigfuture.org - the College Board's online college search; provides statistics and information about colleges
        ii. https://nces.ed.gov/collegenavigator - the US Dept. of Education's statistics database for colleges
        iii. https://collegescorecard.ed.gov/- the US Dept. of Education's scorecard for each college based on a variety of college factors
        iv. www.appily.com – helps to match students to colleges and scholarships
    b. Visit the colleges' official websites; you'll also go to these sites to complete your applications. Make sure your college choices have your chosen major.
    c. Meet with college representatives who visit Dreher or who host information sessions in the community. Check the Dreher website (http://dreher.richlandone.org) regularly for updates. Some colleges do consider your degree of interaction with the college, so these visits are easy ways to connect.
    d. College guidebooks - available in the Dreher counseling office, media center, and local bookstores
    e. College visits - often best to go when classes are in session; check college websites for information about open houses or about how to arrange a tour
    f. College catalogs or academic bulletins - contain detailed information about classes that you'll take in a particular college; you can download these on college webpages

WHAT COLLEGES LOOK FOR IN APPLICANTS

- The Academic Record:
  - How challenging is the student's academic program? Did he or she take honors and/or AP classes? How many compared to what the high school offered?
  - GPA - student grades; colleges may re-calculate GPAs based on their own criteria (for example, colleges may consider only core academic subjects and recalculate GPAs accordingly)
  - Standardized test scores - SAT, ACT; check college websites to determine whether the science and/or writing portions of the ACT are required (many colleges are now test optional -- a list of such schools is at www.fairtest.org; check individual colleges to see how their testing policies have changed)
- Involvement outside the classroom
  - Extracurricular activities - colleges especially value commitment over time and leadership in activities
  - Community service
  - Work experience
  - Involvement in research, internships, or other programs
- Letters of recommendation
  - From your counselor and teachers
  - Ask teachers who know you well and who can comment specifically about your strengths as a student (often these teachers come from the student's junior year)
  - Provide teachers a resume to assist them in writing
  - Give teachers and counselors a minimum of two weeks before the deadline for writing recommendations
- College essays
  - Essays provide opportunities for students to show how they write and think. They are designed to allow students to showcase aspects of themselves that otherwise wouldn't be apparent in the application.
  - Essays often highlight student experiences and interests.
  - Have teachers, family members, and others read your essays for feedback.
  - Proofread anything you submit to colleges.
- Interviews
  - Not required by all or even most colleges, but they do provide an opportunity for students to connect directly with someone associated with the college
  - If offered an interview, a student generally should try to arrange to participate.
- Other factors (these carry less weight and may not be applicable at all colleges but can help):
  - A student's demonstrated interest in the college - how much a student has connected with college representatives, visited, etc.
  - Legacy status - a student is a child of a college alumnus or alumna
  - Athletic talent - can play a big part at certain schools
  - Special talents - often artistic

CollegeBoard

BigFuture College Search Worksheet

The college search is about exploring who you are, identifying what you want in your college experience, and then finding colleges that will match your interests and preferences. This worksheet matches the categories on BigFuture College Search. Explore these criteria, and enter them on bigfuture.org to find colleges that are a good fit for you.

Location

I'm interested in colleges in the following states/territories:

_____

_____

I want to be within this distance from zip code _____

- ☐ 2 miles (walking distance)
- ☐ 20 miles (short drive)
- ☐ 50 miles (moderate drive)
- ☐ 200 miles (long drive)
- ☐ 500 miles (short flight)
- ☐ 2000 miles (long flight)

I'm interested in colleges outside the U.S. in the following countries:

_____

_____

Major

I'm interested in the following major(s):

_____

_____

Type

College Level

- ☐ 4-Year (bachelor's degree)
- ☐ 2-Year (associate degree, certificates)
- ☐ Less than 2-Year (certificate)

College Type

- ☐ Public
- ☐ Private
- ☐ Career and Technical
- ☐ International

Special Mission

- ☐ Historically Black Colleges and Universities (HBCUs)
- ☐ Hispanic Serving Institutions (HSIs)
- ☐ Tribal Colleges and Universities (TCUs)
- ☐ All women
- ☐ All men

Study Options

- ☐ Distance learning
- ☐ Double major
- ☐ English as a Second Language
- ☐ Honors Program
- ☐ Weekend college

Religious Affiliation

I'm interested in colleges with the following religious affiliation(s):

_____

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Campus Life

Size

- ☐ Less than 3,000 students
- ☐ 3,000–8,999 students
- ☐ 9,000–14,999 students
- ☐ More than 15,000 students

Setting

- ☐ Urban (located in cities)
- ☐ Suburban (small cities, large towns)
- ☐ Rural (near farms, wilderness areas, in small town)

Sports

I'm interested in colleges with the following sport(s):

_____

_____

Activities

I'm interested in colleges with the following activities:

_____

_____

Campus Services

- ☐ Alcohol/substance abuse counseling
- ☐ On-campus day care
- ☐ Services for low-income students
- ☐ Services for minority students

Disability Support Services

- ☐ Blind/visually impaired
- ☐ Deaf/hard of hearing
- ☐ Learning disorders
- ☐ Speech or communication disorders
- ☐ Wheelchair accessibility

Affordability

Financial Need Met

- ☐ 65% or more
- ☐ 75% or more
- ☐ 90% or more
- ☐ 100%

Application Fees

- ☐ Application fee waivers offered
- ☐ Free to apply

Aid for International Students

- ☐ Colleges that offer aid for international students.

Credit

- ☐ Colleges that offer advanced placement, credit, or both for AP
- ☐ Colleges that offer credit for CLEP
- ☐ Colleges that accept transfer credits from 2-year colleges

Admissions

SAT Range (400–1600)

_____

GPA Range (0–4.0)

_____

Acceptance Rate

- ☐ Most selective (0%–10% accepted)
- ☐ Very selective (10%–25% accepted)
- ☐ Selective (25%–50% accepted)
- ☐ Less selective (50%–90% accepted)
- ☐ Not selective (90%–100% accepted)

Open Admissions

- ☐ I'm interested in colleges with open admissions.

Application Deadline

- ☐ More than a month
- ☐ Less than a month
- ☐ Less than a week

Application Types Accepted

- ☐ Common App
- ☐ Coalition App
- ☐ Universal College App
- ☐ Common Black College App (CBCA)

GED

- ☐ I'm interested in colleges that accept a GED.

Reach, Match, Safety

SAT score _____ GPA _____ ACT score _____

Show me:

☐ Reach schools ☐ Match schools ☐ Safety schools

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State-Funded Scholarship & Grant Programs

South Carolina Commission on Higher Education
Access | Affordability | Excellence

General Eligibility requirements for all programs:

- US Citizen/Legal Permanent Resident*
- SC Resident*
- No felony convictions**
- No second or subsequent alcohol/drug misdemeanors
- Not in default on any state or federal loans
- Enroll in a degree-seeking program at an eligible SC institution

*This must be determined at the time of high school graduation & college enrollment.
**Excluding Lottery Tuition Assistance.

SC HOPE

$2,800

QUALIFYING CRITERIA

- Attend an eligible four-year institution
- 3.0 SC UGP GPA

CONTINUED ELIGIBILITY CRITERIA

- 3.0 LIFE GPA; and
- Earn an average of 30 credit hours by the end of the first academic year*

If a SC HOPE recipient satisfies the above criteria, they move into the LIFE scholarship program beginning in their 2nd academic year

LIFE

$5,000

Two-Year Institution

- 3.0 SC UGP GPA

Four-year Institution (Meet 2 out of 3)

- 3.0 SC UGP GPA
- 1100 SAT or 22 ACT
- Rank in top 30% of graduating class*

*Cannot use rank if graduating mid-year

- 3.0 LIFE GPA; and
- Earn an average of 30 credit hours by the end of the first academic year*

Up to eight terms of eligibility towards first Bachelors degree

*Academic year: Fall, Spring, Summer
** Can use AP, IB, Dual Enrollment, and CLEP hours towards credit hour requirement

Palmetto Fellows

$6,700 year 1
$7,500 year 2–4

- 3.5 SC UGP GPA; and
- 1200 SAT or 25 ACT; and
- Top 6% rank in either 10, 11, 12

Without regard to rank (Alternative Criteria)

- 4.0 SC UGP GPA; and
- 1400 SAT or 31 ACT

*Mid-year graduates MUST apply prior to mid-year graduation date

- 3.0 Institutional GPA; and
- Earn 30 credit hours each academic year

Up to eight terms of eligibility towards first Bachelors degree

*Academic year: Fall, Spring, Summer
**Cannot use AP, IB, Dual Enrollment, or CLEP hours towards credit hour requirement

Lottery Tuition Assistance

2-Year institutions only

- Complete the FAFSA or FAFSA waiver;
- Enroll in at least six credit hours

- Maintain Satisfactory Academic Progress
- After attempting 24 hours, earn a minimum 2.0 GPA; and
- Complete the FAFSA annually

Students are not eligible to receive Lottery Tuition Assistance for more than one certificate, diploma, or degree earned within any five-year period unless the additional certificate, diploma, or degree constitutes progress in the same field of study.

SC Need-based Grant

$3,500 (Full-time)

- Determined 'in need' by completing the FAFSA

- 2.0 GPA; and
- Earn 24 credit hours; and
- Complete the FAFSA annually, so 'in need' status can be confirmed.

www.che.sc.gov | 803-737-2260

DREHER HIGH SCHOOL
IMPORTANT LINKS FOR SENIORS AND PARENTS

College Admissions/Career Information

College Board College Search - https://bigfuture.collegeboard.org/college-search

College Navigator - http://nces.ed.gov/collegenavigator/

White House College Scorecards - https://collegescorecard.ed.gov/

My Next Move Career Search - http://www.mynextmove.org/

Transcripts - https://www.parchment.com

Standardized Testing and Preparation

ACT registration - https://www.actstudent.org/

SAT registration - http://sat.collegeboard.org

ACT Test Prep - https://www.act.org/content/act/en/products-and-services/the-act/test-preparation/free-act-test-prep.html

Khan Academy SAT Prep - www.satpractice.org

Financial Aid and Scholarships

FAFSA - http://www.fafsa.gov/

Federal Student Financial Aid - https://studentaid.gov/

South Carolina Commission on Higher Education (information about LIFE, Palmetto Fellows, HOPE, and Lottery Tuition Assistance) - https://www.che.sc.gov/

Scholarships - Fastweb - http://www.fastweb.com
Big Future - https://bigfuture.collegeboard.org/scholarship-search
Appily - https://www.appily.com
Scholarships.com – https://www.scholarships.com

Dreher School Counseling Page – https://dreher.richlandone.org/school-counseling/school-counseling-department

Student Athletes

NCAA Eligibility Center - https://web3.ncaa.org/ecwr3/

CollegeBoard

FOR STUDENTS

Your High School Résumé

A helpful resource to have during the college and scholarship application process is a résumé. A résumé provides a quick summary of your extracurricular activities, special abilities and talents, and leadership skills. You may want to prepare several versions for different audiences (colleges, scholarship organizations, etc.). Be sure to have several people review your drafts for feedback on format and information.

KEY FEATURES OF AN EFFECTIVE RÉSUMÉ

- **Be concise:** Most readers will not have time to review a lengthy, rambling résumé. You want to make the most of the time you have their attention.
- **Prioritize:** Know your audience and what information will be most important for them to see. Choose your key activities or skills to highlight at the beginning of the document. This shouldn't be a long list of activities, but rather the top activities to which you have committed a longer period of time and had in-depth participation.
- **Highlight honors and awards:** With the name of the award be sure to summarize what the award was for, why you received it, and the date.
- **Provide detail:** Give a short description of the activity, time commitment, specific projects on which you served, and the leadership roles and your specific responsibilities in that position.
- **Avoid acronyms:** Although initials may reference a school club, an acronym may have no meaning to your reader. Be sure to provide a clear name of the group, and if not self-explanatory, a short description of the club's purpose.
- **Include summer programs or jobs:** Be sure to provide a brief description of the program or your job responsibilities.

YOUR AUDIENCES

- **Colleges:** If the college requires or encourages the inclusion of a résumé with the application, be sure to do so. You don't need to repeat any academic information that is available on other parts of the application (i.e., transcript).
- **Scholarship organizations:** Be sure to highlight your specific achievements or talents that meet the criteria for the scholarship. This is where your details and descriptions can be very important.
- **Educators:** For someone writing a recommendation for you, a résumé can be helpful in reminding them of your talents outside the classroom.
- **Teachers:** Mention a specific class assignment, project, or participation that they can reference in their recommendation.
- **Counselors:** Highlight any specific circumstance you would want them to comment on in their letter.
- **Interviewers:** If you are interviewing for a college, scholarship, internship, or job, you may want to have a résumé to give to the interviewer or to include in your follow-up thank-you note.

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Note: In menu above, click "File > Make a copy..." in order to create an editable version for you to modify.

Example Student

1234 dw 123 pl, city, STATE
Mobile: (123)-567-8901
Student_name@email.com

Education

North Shore High School (2015-Current) Somewhere, TX

GPA: Weighted: 5.0 / Unweighted: 4.0

SAT: 1600 ACT: 36

Relevant Coursework: Musical Theory, The History of Music

Experience

Good Samaritan Medical Center 2015 – Present

Volunteer Pianist

Provide therapeutic environment for patients, visitors, and family members by playing piano in hospital foyer on weekends, 30 weeks/year.

SHS Varsity Boys Volleyball Team 2015 – 2018

Setter, treasurer

Manage team funds, led the JV team as co-captain (10th grade) to 2015 Section 1 Champions, received Coach's Award for Team Leadership.

Awards/ Honors

Youth Commissioner on San Anselmo Quality of Life Commission (June 2015-Present)
Elected to be the youth commissioner for San Anselmo's QOLC out of 150 other competitive applicants. Commission was established by the town of San Anselmo to be an advisor for the board on pressing local issues, as well as to encourage residents and businesses to become more sustainable

Skills

Languages - Mandarin (fluent), Spanish (proficient), Tagalog (basic)

Lead Keyboard, The Waning Suns Music
Theorist, composer, and performer in 5-member funk/punk rock band; released 2 EPs, composed 10 songs.

Lead Keyboard, Suffern Jazz Band
Perform improvised and written solos with ensemble, helped teach improvisation lessons to 5 underclassmen, 2 hrs/week for one semester.

Student Name

student.name1@email.com
1234 dw 123 pl, city, STATE
Mobile: (123)-567-8901

Education

High School Name, City, STATE **(**2014 – 2018)\
GPA: Weighted: #.## / Unweighted: #.##
SAT: ####
ACT: ##

AP Subject:
Subj 1: ###
Subj 2: ###

Extracurricular Activities

Founder & President, Current Events Club, Fall 2017-Present
Organize weekly meetings with 15+ students, coordinate monthly Mock Presidential Debates, and manage planning and scheduling for Clearwater's Great Hudson River Revival.

Co-Founder, UpGrade, Spring 2016-Present
Develop and manage start-up involving new automatic essay-grader that uses machine learning & natural language processing. Designed business plan.

Vice President, National Chinese Honor Society, Fall 2018-Present
Manage Chinese cultural station at Suffern High School's annual Language Carnival, decorate and organize language rooms in school.

Honors

Univ. of Georgia Certificate of Merit: Top 5 of 105, Statewide (2018)

Gold Medalist, The Congressional Award, America's Award for Youth (2017)

AP National Scholar Award, The College Board (2017)

Gold Medalist, The Congressional Award 406 hours public volunteer service, 1171 hours personal development, 530 hours physical fitness, 14 hours planning exploration to Washington D.C., 25.5 hours planning exploration to Independence National Historic Park (2017-2018)

Bass Clarinet, All-National Will perform with the All-National Honor Ensemble Concert Band at the Grand Ole Opry in Nashville, TN. (2018)

Clarinet and Bass Clarinet, All-State Performed with the All-State Symphonic Band at Eastman Hall, Rochester, NY. (2016)

Skills

Languages
Mandarin (fluent), Spanish (proficient), Tagalog (basic)

Music
Lead Saxophone and Keyboard, The Waning Suns Music theorist, composer, and performer in 5-member funk/punk rock band; released 2 EPs, composed 10 songs

Work Experience

Babysitting
Babysat neighbor's children 3 afternoons per week

CollegeBoard

FOR STUDENTS

College Planning: 11th Grade

Junior year marks a turning point. This is because for most students and families, it's when college planning activities kick into high gear. Here are some things you can do this year to stay on track for college.

FALL

- ☐ **Start with you:** Make lists of your abilities, social/cultural preferences, and personal qualities. List things you may want to study and do in college.
- ☐ **Learn about colleges.** Look at their websites and find colleges at **bigfuture.collegeboard.org/college-search**. Talk to friends, family members, teachers, and recent grads of your school now in college. List the college features that interest you.
- ☐ **Resource check:** Visit the counseling office and meet the counselors there. Is there a college night for students and families? When will college representatives visit your school? (Put the dates in your calendar.) Examine catalogs and guides.
- ☐ **At school, speak to your counselor about taking the PSAT/NMSQT®,** which is given in October. If you plan to ask for testing accommodations (because of a disability), be sure College Board has approved your eligibility.
- ☐ **Make a file to manage your college search, testing, and application data.** If appropriate (for example, if you're interested in drama, music, art, sports, etc.), start to gather material for a portfolio.
- ☐ **Estimate your financial aid need.** Financial aid can help you afford college. Use College Board's *Getting Financial Aid* and the financial aid calculator at **bigfuture.org** to estimate how much aid you might receive.

WINTER

- ☐ **Sign up to take the SAT® in the spring.** You can register online or through your school. SAT fee waivers are available to eligible students. To prepare for the SAT, you can access free, personalized SAT practice tools at **satpractice.org**, including thousands of interactive questions, video lessons, practice tests, and more.
- ☐ **Begin a search for financial aid sources.** National sources include BigFuture's Scholarship Search and electronic sources. Don't overlook local and state aid sources. (Ask a counselor for help or check your public library.)
- ☐ **With your family, make an appointment with your counselor** to discuss ways to improve your college-preparation and selection processes.
- ☐ **Explore AP®.** Advanced Placement® Program helps hundreds of thousands of high school students achieve their college dreams each year. Get the facts at **apstudents.collegeboard.org**.

SPRING

- ☐ **Contact your counselor** before leaving school for the summer if you are considering military academies or ROTC scholarships. If you want a four-year ROTC scholarship, you should begin the application process the summer before your senior year.
- ☐ **Develop a list on BigFuture of 15 or 20 colleges that are of interest to you.** You can find many colleges at which you'll be happy and get a great education. The college search is about exploring who you are and what you want and then finding colleges that will meet your goals.
- ☐ **Stay open to all the possibilities—don't limit your search.** To find the best college for you, you should apply to colleges of varying selectivity. Selective colleges admit a portion of students who apply. Some colleges are highly selective while others are less selective. Make sure to apply to public, private, in-state, and out-of-state schools so that you have plenty of options from which to choose.
- ☐ **Take the SAT.** The test is typically offered in March, May, and June. Make sure you start preparing for the test several months in advance using the tools available at **satpractice.org**. And remember, if you're not happy with your scores when you get them, you might want to test again in the fall. Many students take the test a second time as seniors, and they usually do better.
- ☐ **Start to gather documents for financial aid:** Be sure to keep a copy of your tax returns handy. You'll use these to complete the Free Application for Federal Student Aid (FAFSA®).

SUMMER

- ☐ **Register with the National Collegiate Athletic Association (NCAA) Eligibility Center** if you are an athlete planning to continue playing a sport in college (**eligibilitycenter.org**).
- ☐ **Get your FSA ID:** Before you can fill out your FAFSA, you and your guardian need to get a username and password (also known as an FSA ID).
- ☐ **Find a full-time or part-time job,** or participate in a summer camp or summer college program.
- ☐ **Visit colleges.** When planning your campus visits, make sure to allow time to explore each college. While you're there, talk to as many people as possible. These can include college admission staff, professors, and students. Take campus tours and, at colleges you're serious about, make appointments to have interviews with admission counselors.
- ☐ **Create a resume**—a record of your academic accomplishments, extracurricular activities, and work experiences since you started high school.
- ☐ **Download applications.** Go to the website of each college's admission office and either complete the application online or request a paper application from colleges to which you'll apply. Check application dates—large universities may have early dates or rolling admission.
- ☐ **Visit some local colleges**—large, small, public, and private. A visit to a college campus can help you decide if that college is good for you. Make a plan ahead of time to get the most from your visit. Attend college fairs and view virtual tours, too.
- ☐ **Scan local newspapers** to see which civic, cultural, and service organizations in your area award financial aid to graduating seniors. Start a file.

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Initial-Eligibility Standards

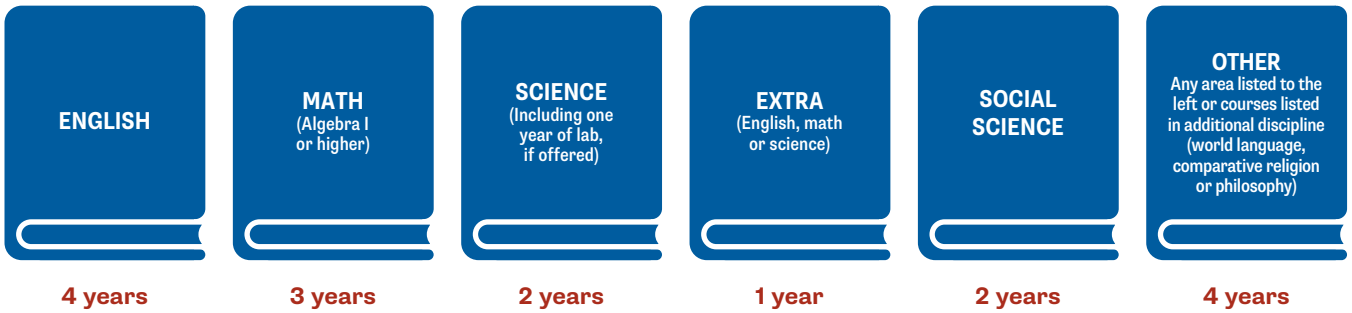
If you want to compete in NCAA sports, you need to register with the NCAA Eligibility Center at **eligibilitycenter.org**. Plan to register before your freshman year of high school. For more information on registration, visit **on.ncaa.com/RegChecklist**.

Academic Requirements

Division I and II schools require you to meet academic standards. To be eligible to practice, compete and receive an athletics scholarship in your first year of full-time enrollment, you must meet the following requirements:

Division I

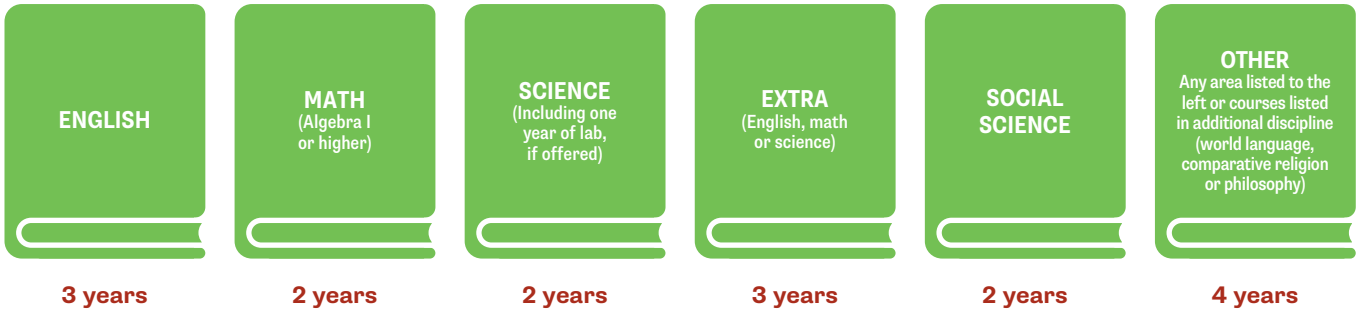
1. Earn 16 NCAA-approved core-course credits in the following areas:



2. Complete your 16 NCAA-approved core-course credits in eight academic semesters or four consecutive academic years from the start of ninth grade. If you graduate from high school early, you still must meet core-course requirements.
3. Complete 10 of your 16 NCAA-approved core-course credits, including seven in English, math or science, before the start of your seventh semester. Once you begin your seventh semester, any course needed to meet the 10/7 requirement cannot be replaced or repeated.
4. Earn a minimum 2.3 **core-course GPA**.
5. Ask your high school counselor to upload your **final official transcript** with proof of graduation to your Eligibility Center account.

Division II

1. Earn 16 NCAA-approved core-course credits in the following areas:



2. Earn a minimum 2.2 **core-course GPA**.
3. Ask your high school counselor to upload your **final official transcript** with proof of graduation to your Eligibility Center account.

Division III

While **Division III schools** set their own admissions and academic requirements, **international student-athletes** (first-year enrollees and transfers) who are enrolling at a Division III school after Aug. 1, 2023, must be certified as an amateur by the Eligibility Center. Contact the Division III school you plan to attend for more information about its academic requirements.

GRADE 9 REGISTER

- If you haven't yet, **register** for a free Profile Page account at **eligibilitycenter.org** for information on NCAA initial-eligibility requirements.
- Use NCAA Research's **interactive map** to help locate NCAA schools you're interested in attending.
- Find your high school's list of NCAA-approved core courses at **eligibilitycenter.org/courselist** to ensure you're taking the right courses, and earn the best grades possible!

GRADE 10 PLAN

- If you're being actively recruited by an NCAA school and have a Profile Page account, **transition** it to the required **certification account**.
- Monitor the **task list** in your NCAA Eligibility Center account for next steps.
- At the end of the school year, ask your high school counselor from each school you attend to upload an official transcript to your Eligibility Center account.
- If you fall behind academically, ask your high school counselor for help finding **approved courses** you can take.

GRADE 11 STUDY

- Ensure your **sports participation** information is correct in your Eligibility Center account.
- Check with your high school counselor to make sure you're on track to complete the required number of NCAA-approved **core courses** and graduate on time with your class.
- Share your **NCAA ID** with NCAA schools recruiting you so each school can place you on its **institutional request list**.
- At the end of the school year, ask your high school counselor from each school you attend to upload an official transcript to your Eligibility Center account.

GRADE 12 GRADUATE

- **Request your final amateurism certification** beginning April 1 (fall enrollees) or Oct. 1 (winter/spring enrollees) in your Eligibility Center account at **eligibilitycenter.org**.
- Apply and be accepted to the NCAA school you plan to attend.
- Complete your final NCAA-approved **core courses** as you prepare for graduation.
- After you graduate, ask your high school counselor to upload your final **official transcript** with proof of graduation to your Eligibility Center account.



How to plan your high school courses to meet the 16 core-course requirement:

4 x 4 = 16

9th GRADE	10th GRADE	11th GRADE	12th GRADE
(1) English	(1) English	(1) English	(1) English
(1) Math	(1) Math	(1) Math	(1) Math
(1) Science	(1) Science	(1) Science	(1) Science
(1) Social Science and/or other	(1) Social Science and/or other	(1) Social Science and/or other	(1) Social Science and/or other
4 CORE COURSES	4 CORE COURSES	4 CORE COURSES	4 CORE COURSES

CONTACT THE NCAA ELIGIBILITY CENTER

U.S. and Canada (except Quebec):
877-262-1492 (toll free), Monday-Friday
9 a.m. to 5 p.m. Eastern time

@ncaaec @ncaaec @ncaaec @playcollegesports

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DREHER HIGH SCHOOL

FACT SHEET

VirtualSC Courses

www.virtualsc.org

VirtualSC is a supplementary program that allows students to take courses online that are **in addition** to the courses they take as part of their regular school day at Dreher. The courses are independent study courses. The teachers are not Dreher teachers, and students are expected to be responsible for their own learning and progress in these courses. Materials and content are delivered entirely through the Internet, and questions/concerns should be directed to the teachers/staff employed by Virtual SC.

VirtualSC courses are especially good for students who:

1. are interested in fulfilling basic graduation requirements (such as health or PE) independently so that they have time available in their regular schedules to take courses of interest at Dreher.
2. would like to "catch up" on credits and are willing to work on their own time.
3. would like to take courses during the summer.
4. would like to explore electives or subject areas that may not be offered at Dreher.

Ideal students for virtual courses are self-motivated, independent learners who are capable of handling deadlines and schoolwork without the constant guidance of a teacher or parent. Courses are available on a semester schedule in the fall, spring, and summer.

To register for a VirtualSC course, a student must take the following steps:

1. Visit www.virtualsc.org.
2. Check course offerings and registration dates under the "Courses" tab.
3. Dreher must approve for a student to take virtual courses. Students should discuss course selections and the pros/cons of online learning with their counselors prior to registering for online courses. Some courses, particularly those with End-of-Course or AP exams, are generally not approved by Dreher, so students should speak with counselor prior to registration.
4. Complete the enrollment and registration processes under the "Sign Up" option on the Virtual SC homepage. Choose the course(s) that the student would like to take.
5. Each student should let his or her counselor know that he or she has registered for an online class. The counselor will log onto the VirtualSC website to submit course approvals for students who are approved by Dreher to take online courses.
6. After the counselor approval has been submitted, the student is **independently responsible** for all work, assignments, and grades involved in online learning.
7. Final exams for the courses will be held in person at Dreher during the exam period designated by VirtualSC. It is the student's responsibility to contact Dreher to find the dates, times, and locations of these exams. Students should not register for VirtualSC courses if they will be unavailable to attend the exam date.
8. VirtualSC will submit final grades to the counseling office at Dreher. These grades will become part of the student's permanent high school transcript and GPA. It is very important that students adhere to all deadlines and requirements for these courses because they become part of the permanent record sent to colleges.



ASVAB Fact Sheet

ENLISTMENT TESTING PROGRAM

www.OfficialASVAB.com

Introduction

The purpose of this Fact Sheet is to provide you with information about the military enlistment test, the Armed Services Vocational Aptitude Battery (ASVAB). ASVAB scores are used to determine if you are qualified to enlist in the military and to assign you to an appropriate job in the military. The information provided here will help you prepare to take the ASVAB.

Most ASVAB testing is conducted at a Military Entrance Processing Station (MEPS). If you do not live near a MEPS, you may take the ASVAB at a satellite location called a Military Entrance Test (MET) site. The ASVAB is administered by computer at all MEPS, and by paper and pencil (P&P) at most MET sites. Regardless of whether you take the ASVAB by computer or P&P, your scores should be very similar.

The Computerized ASVAB

The computerized ASVAB (called the CAT-ASVAB) is an adaptive test, which means that the test adapts to your ability level. The computer software selects items that are suitable for you based on your responses to earlier items in the test. Because the CAT-ASVAB is targeted toward your ability level, it is possible to administer a shorter test than is used in the P&P administration. More details on how the CAT-ASVAB works are given on page 3.

You are allowed to complete the CAT-ASVAB at your own pace. That is, when you complete a test in the battery, you can immediately move on to the next section without waiting for everyone else to move on. You may leave the test room as soon as you are finished with all of the tests. Although each test has a fixed number of questions and a time limit (see page 3), most examinees finish the test before the time limit is reached. The average examinee takes about 1 1/2 hours to complete the CAT-ASVAB.

You are not able to review or change your answers once you have submitted an answer on the CAT-ASVAB. If you are running out of time, it is best to continue trying to answer as best as you can rather than filling in random guesses for the remaining items, as the CAT-ASVAB has a penalty for guessing.

The Paper and Pencil ASVAB

The paper and pencil ASVAB (called the P&P-ASVAB) is a traditional test, which means that everyone takes the same set of questions at the same pace. The number of test questions and time limits for each test are shown on page 3. In all, it takes about 3 hours to complete the P&P-ASVAB.

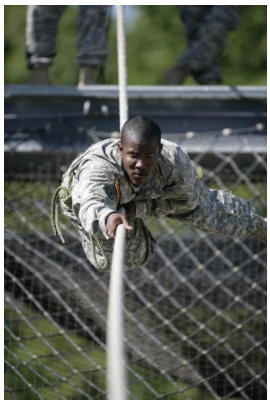
You are allowed to review your answers on the P&P-ASVAB. However, you cannot go back to an earlier test section or proceed to the next test until instructed to do so. If you run out of time on the P&P-ASVAB, it is to your advantage to fill in random guesses for the remaining items, as there is no penalty for guessing.

Inside this fact sheet:

The ASVAB Tests	2
ASVAB Test Lengths and Time Limits	3
How the CAT-ASVAB Works	3
Frequently Asked Questions	4

The ASVAB is administered via both computer and paper and pencil.

Roughly 70% of military applicants take the test via computer.





The CAT-ASVAB was implemented after 20 years of extensive research and evaluation.

It was the first large-scale adaptive test battery to be administered in a high-stakes setting.



The ASVAB Tests

The ASVAB tests are designed to measure aptitudes in four domains: Verbal, Math, Science and Technical, and Spatial. The table below describes the content of the ASVAB tests. The tests are presented in the order in which they are administered.

Test	Description	Domain
General Science (GS)	Knowledge of physical and biological sciences	Science/Technical
Arithmetic Reasoning (AR)	Ability to solve arithmetic word problems	Math
Word Knowledge (WK)	Ability to select the correct meaning of a word presented in context and to identify best synonym for a given word	Verbal
Paragraph Comprehension (PC)	Ability to obtain information from written passages	Verbal
Mathematics Knowledge (MK)	Knowledge of high school mathematics principles	Math
Electronics Information (EI)	Knowledge of electricity and electronics	Science/Technical
†Auto Information (AI)	Knowledge of automobile technology	Science/Technical
†Shop Information (SI)	Knowledge of tools and shop terminology and practices	Science/Technical
Mechanical Comprehension (MC)	Knowledge of mechanical and physical principles	Science/Technical
Assembling Objects (AO)	Ability to determine how an object will look when its parts are put together	Spatial

†AI and SI are administered as separate tests in the CAT-ASVAB, but combined into one single score (labeled AS). AI and SI are combined into one test (AS) in the P&P-ASVAB. Scores on the combined test (AS) are reported for both the CAT-ASVAB and P&P-ASVAB.

ASVAB Test Lengths and Time Limits

CAT-ASVAB		
Test	Test Length	Time Limit
GS	15 Questions	12 Minutes
AR	15 Questions	55 Minutes
WK	15 Questions	9 Minutes
PC	10 Questions	27 Minutes
MK	15 Questions	31 Minutes
EI	15 Questions	10 Minutes
AI	10 Questions	7 Minutes
SI	10 Questions	6 Minutes
MC	15 Questions	22 Minutes
AO	15 Questions	18 Minutes
Total	135 Questions	197 Minutes

P&P-ASVAB		
Test	Test Length	Time Limit
GS	25 Questions	11 Minutes
AR	30 Questions	36 Minutes
WK	35 Questions	11 Minutes
PC	15 Questions	13 Minutes
MK	25 Questions	24 Minutes
EI	20 Questions	9 Minutes
AS	25 Questions	11 Minutes
MC	25 Questions	19 Minutes
AO	25 Questions	15 Minutes
Total	225 Questions	149 Minutes

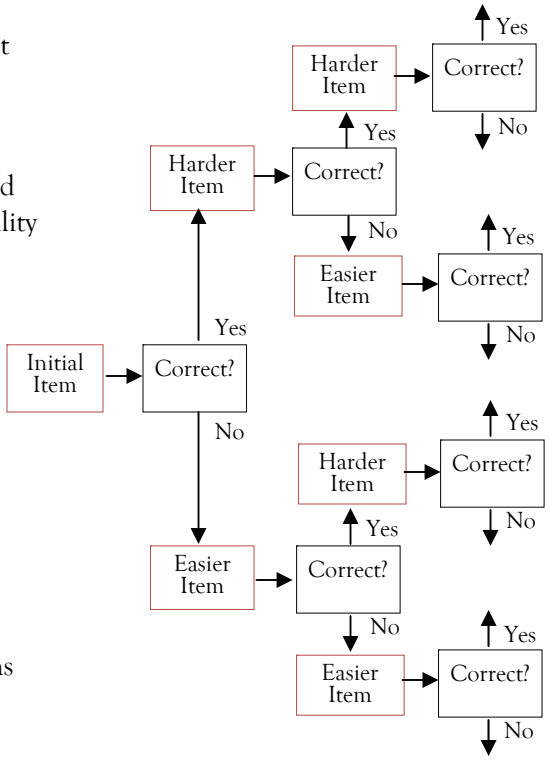


How the CAT-ASVAB Works

In the CAT-ASVAB, you receive a test that is tailored toward your abilities. Items are selected for administration from a pool of items. After each item is administered, information is collected and evaluated, and the item best suited for your estimated ability level is selected to be administered next.

The item selection process for the CAT-ASVAB is illustrated in the figure to the right. Typically, if you answer an item incorrectly, an easier item is selected to be administered next. If you answer correctly, then a harder item is selected to be administered next.

The branching used in the CAT-ASVAB ensures that you will be administered items best suited to your abilities.



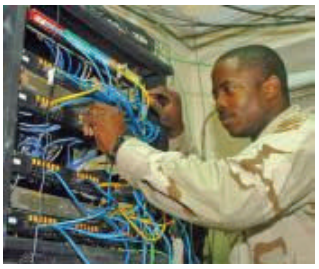
Typically in the CAT-ASVAB, if an examinee answers an item incorrectly, an easier item is selected to be administered next.

Likewise, if an examinee answers an item correctly, then a harder item is selected to be administered next.



Frequently Asked Questions

Are there two entrance exams—ASVAB and AFQT?



No, there is only one exam—the Armed Services Vocational Aptitude Battery—ASVAB for short. The ASVAB has 10 tests. Your scores from four of the tests—Word Knowledge (WK), Paragraph Comprehension (PC), Arithmetic Reasoning (AR), and Mathematics Knowledge (MK)—are combined to compute your score on what is referred to as the Armed Forces Qualification Test (AFQT). Scores on the AFQT are used to determine your eligibility for enlistment in the Army, Navy, Air Force, or Marine Corps. Scores on all of the ASVAB tests are used to determine the best job for you in the military.

My AFQT score is 62. What does this mean?

AFQT scores are reported as percentiles between 1-99. An AFQT percentile score indicates the percentage of examinees in a reference group who scored at or below that particular score. For current AFQT scores, the reference group is a sample of 18 to 23 year old youth who took the ASVAB as part of a national norming study conducted in 1997. Thus, your AFQT score of 62 indicates that you scored as well as or better than 62% of the nationally-representative sample of 18 to 23 year old youth.

On average, the CAT-ASVAB takes about half the time of the P&P-ASVAB.

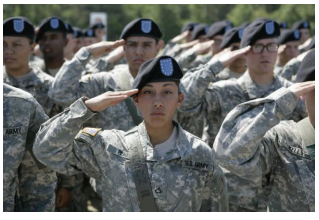
There are plans to administer the CAT-ASVAB in more sites where the P&P-ASVAB is currently administered.

How often can I take the ASVAB?

After you take your initial ASVAB, you must wait one calendar month to retake the test. You must wait an additional calendar month to retest a second time. After that, you must wait 6 calendar months to retake the ASVAB. Your scores may be used for enlistment for up to 2 years from the date of testing.

I've heard that the ASVAB administered on the computer is harder/easier than the paper and pencil ASVAB. Is this true?

The CAT-ASVAB may seem harder or easier than the P&P-ASVAB because the CAT-ASVAB is tailored to your specific ability level. The P&P-ASVAB contains some very easy and very hard questions, but most are of average difficulty. The CAT-ASVAB software adjusts to your ability level and administers questions that are best suited for you. If you are above average ability, you will receive questions that are above average difficulty. Hence, the CAT-ASVAB may appear more difficult than the P&P-ASVAB. If you are below average ability, you will receive questions that are below average difficulty. Hence, the CAT-ASVAB may appear easier than the P&P-ASVAB. Even though the questions differ in difficulty across the CAT-ASVAB and P&P-ASVAB, the reported scores are statistically linked across the two methods of administration. Thus, you would be expected to receive a similar score regardless of whether you take the CAT-ASVAB or the P&P-ASVAB.



Where can I find more information about the ASVAB?

Visit the official ASVAB website at www.OfficialASVAB.com.