



Secondary School Report Form

Instructions: Students should complete Section I and submit the form to their school counselor. Counselors should complete Sections II and III and forward the report form along with the respective admission application to each school to which the student is applying.

SECTION I (to be completed by student) *Optional

Student Name _____

Address _____
Street City State Zip

Date of Birth* _____ SSN* _____

Email _____ Phone _____

I am applying for: ☐ Early Decision ☐ Early Action ☐ Regular Decision ☐ Other _____

I recognize the confidential nature of this document and I ☐ do ☐ don't waive my right to access.

Student's Signature _____ Date _____

SENIOR YEAR COURSES (if not included on transcript):

First Term:

Course

Grade

Second term:

Course

Grade

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

SECTION II (to be completed by school counselor—include information only if not included in other student documents)

High School _____ High School CEEB _____

Address _____
Street City State Zip

Phone _____ Fax _____

Counselor's Name _____ Title _____

Percentage of class attending: Four-Year _____ Two-Year _____ institutions.

Grading scale: ☐ 4.0 ☐ 100 ☐ other _____ Passing Grade is _____

Student's GPA: ☐ Weighted ☐ Unweighted

GPA includes (check all that apply): ☐ 9th Grade ☐ 10th Grade ☐ 11th Grade ☐ 12th Grade

Student ranks _____ in a class of _____ as of: ☐ 9th Grade ☐ 10th Grade ☐ 11th Grade ☐ 12th Grade
☐ We do not rank

Is the student's course selection: ☐ Most Demanding ☐ Demanding ☐ Average ☐ Below Average

Nacac Secondary School Report

Lisa Guernsey



Nacac Secondary School Report:

College Edu Octameron Associates,2004-09 *A Parents' Guide to Grading and Reporting* Matt Townsley,Chad Lang,2023-09-15 Whether resulting from the educational fallout of the COVID 19 global pandemic or merely challenging the status quo more schools are transitioning their grading practices away from traditional points and percentages and toward 21st century grading practices such as standards based and proficiency based grading *A Parents Guide to Grading and Reporting* Being Clear about What Matters assists parents and guardians in understanding what is involved in 21st century grading and how to become better partners with educators in efforts to understand students strengths and areas for improvement **College Education Version 2.0** Lisa Guernsey,1998-06 College edu leads users to the most reliable useful and up to date Internet sites on college financial aid and admission *College Education Version 3.0* Lisa Guernsey,1999

College. Edu Lisa Guernsey,2005-09 **Towards an Arab higher education space: international challenges and societal responsibilities** Lamine, Bechir,2010-12-31 *Resources in Education* ,1994 *A Survival Guide for the Secondary School Counselor* Kenneth W. Hitchner,Anne Tifft-Hitchner,1987 **The Education Digest** ,1998 **NACAC Bulletin** ,1993 **Journal of the Association of College Admissions Counselors** ,1976 [The National ACAC Journal](#) National Association of College Admissions Counselors,1980 **National Standards for School Counseling Programs** Patricia Anne Hatch,2002 **Admission Matters** Sally P. Springer,Marion R. Franck,2005-09-02 Provides information for students and parents on the college admission process covering such topics as financial aid early decision the SAT writing an effective essay and how colleges make their decisions **Ulrich's International Periodicals Directory** Carolyn Farquhar Ulrich,1999 Contains essential bibliographic and access information on serials published throughout the world **The National ACAC Journal** ,1980 *The Education Index* ,1986 [College Planning for Gifted Students](#) Sandra L. Berger,1998 This guide offers information on undertaking a comprehensive well organized programmatic approach to college planning *The College Search* Defining the Problem provides an overview of college planning problems and offers solutions A comprehensive systematic 6 year timeline is included *Planning for Gifted Students* What Makes Them Different provides a conceptual framework for understanding the intellectual social and emotional characteristics of gifted adolescents and offers suggestions for meeting their needs The framework can be used to develop student profiles and plan specific programs that meet individual needs *The College Search A Matter of Matching* provides recommendations and resources for counselors and parents who want to help students be aware of and understand their personal learning styles values interests and needs *Learning About Colleges* What Have They Got That I Want is designed for counselors and parents who want to assist gifted students in researching schools and help students integrate self understanding with an understanding of college offerings *The Application Process* What Have I Got that They Want explains how credentials are evaluated by colleges and includes specific information on college interviews writing an effective essay enhancing applications and college costs Appendices

include glossaries resources on gifted students and a common college application CR
Glenys G. Unruh, William Marvin Alexander, 1974

Currents, 2004

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