

FREDERICA ACADEMY

2021-2022 COLLEGE COUNSELING HANDBOOK



College Counseling Handbook

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Welcome to the beginning of the college search process. Frederica Academy's College Counseling Center is looking forward to guiding you through this exciting journey.

The mission of the center is to foster students' academic, intellectual, and personal growth while helping them find a college that matches their academic talents and fits their interests well.

Navigating today's college process requires careful planning and preparation. The College Counseling Handbook is designed to help assist students and parents in the college search and application process.

College Counseling Handbook

College Counseling Calendar: Freshmen and Sophomores

August 2021

- ☐ Freshmen: Attend the Upper School 101 summer seminar class
- ☐ Sophomores: Update résumé in SCOIR

September 2021

- ☐ Sophomores: Attend a SCOIR Workshop and continue to explore the program

October 2021

- ☐ Sophomores: PSAT- October 13th
- ☐ Freshmen: Attend a SCOIR workshop continue to explore the program

November 2021

- ☐ Freshmen and Sophomores: Pre-ACT- November 5th
- ☐ Sophomores: Sophomore College Night- November 16th
- ☐ Explore SCOIR

December 2021

- ☐ Explore SCOIR

January 2022

- ☐ Freshmen: Attend an Understanding your Pre-ACT score workshop
- ☐ Sophomores: Attend an Understanding your Pre-ACT and PSAT score workshop
- ☐ Explore SCOIR

February 2022

- ☐ Explore SCOIR

March 2022

- ☐ Explore SCOIR

April 2022

- ☐ Plan your summer experience & college visits
- ☐ Explore SCOIR
- ☐ Sophomores: Regular registration deadline

May 2022

- ☐ Plan your summer experience & college visits
- ☐ Explore SCOIR

June 2022

- ☐ Explore SCOIR



*Please see the Standardized Testing section for the **SAT, ACT, and AP Exam** test dates and deadlines.

College Counseling Handbook

College Counseling Calendar: Juniors

August 2021

- ☐ Update résumé in SCOIR

September 2021

- ☐ Attend a SCOIR Workshop

October 2021

- ☐ PSAT/NMSQT- October 13th
- ☐ Explore SCOIR

November 2021

- ☐ Pre-ACT- November 5th

December 2021

- ☐ Update résumé in SCOIR

January 2022

- ☐ Attend the ACT January in-class prep course
- ☐ Junior Class College Night- January 13th
- ☐ Schedule your individual junior college conference with Mrs. Nevins

February 2021

- ☐ Schedule your individual junior college conference with Mrs. Nevins

March 2021

- ☐ Schedule college visits during Spring Break

April 2021

- ☐ Schedule college visits during Spring Break
- ☐ Begin completing Teacher Recommendation Request Forms
- ☐ Plan your summer experience

May 2021

- ☐ Plan your summer experience and college visits



*Please see the Standardized Testing section for the **SAT, ACT, and AP Exam** test dates and deadlines.

College Counseling Handbook

College Counseling Calendar: Seniors

August 2021

- ☐ Submit the first draft of your college essay to Mrs. Nevins
- ☐ Attend your scheduled college counseling check-in meeting with Mrs. Nevins
- ☐ Update résumé in SCOIR
- ☐ Update the “Applying” to college list in SCOIR in SCOIR
- ☐ Begin working on college applications

September 2021

- ☐ Senior College Night- September 1st
- ☐ Update the “Applying” to college list in SCOIR in SCOIR
- ☐ Begin working on college applications

October 2021

- ☐ FAFSA becomes available- October 1st
- ☐ College Financial Aid Night- October 6th
- ☐ Visit or re-visit the colleges on your list

November 2021

- ☐ Common Early Decision/Early Action deadlines- November 1st/November 15th
- ☐ Pay attention to application deadlines!

December 2021

- ☐ Earliest Regular Decision deadline- December 15th
- ☐ Begin scholarship applications

January 2022

- ☐ Common Regular Decision deadlines- January 1st/January 15th
- ☐ Begin scholarship applications

February 2021

- ☐ FAFSA preferred deadline- February 15th
- ☐ Update SCOIR

March 2021

- ☐ Complete scholarship applications
- ☐ Update SCOIR

April 2022

- ☐ Notify colleges you are no longer considering
- ☐ Re-visit colleges you are considering
- ☐ Update SCOIR

May 2022

- ☐ Deadline to make a deposit- May 1st
- ☐ Update SCOIR
- ☐ Graduation!



*Please see the Standardized Testing section for the **SAT, ACT, and AP Exam** test dates and deadlines.

College Counseling Handbook

SCOIR



SCOIR: app.scoir.com/signin

SCOIR is a web-based services designed especially for students and parents. The program tracks and analyzes data about college and career plans to provide up-to-date information that is specific to Frederica Academy.

The SCOIR search function helps identify schools students might be interested in based on a number of search parameters including location, academic interests, hobbies, etc. The program's career search and assessment tools may help broaden knowledge of various careers and educational opportunities available. Students are encouraged to utilize résumé building features, which will allow them to keep track of their work, community service, extracurricular activities, and honors and awards.

SCOIR also curates social media and testimonials of students on campus to provide a glimpse into student life. Students are able to curate their own "board", filled with colleges and hashtags they are interested in following.

The SCOIR mobile app enables students to search and manage their profile through their phone. Students and families will be able to view historical data of college admissions rates and success of previous Frederica Academy students, which is helpful in determining the likelihood of admissions.

SCOIR provides an interface for parents so that they may become a part of the search process. Financial calculators are available to help assess and compare the costs of colleges, and parents can even recommend schools that they think their student may be interested in.

The platform also allows counselors and teachers to send recommendations, transcripts and additional documents efficiently.



Students will meet with the College Counselor in the 9th grade to learn more about SCOIR and gain access to their accounts.

College Counseling Handbook

The College Search

Beginning the college search can be a daunting process. Visiting colleges is the best way to determine whether or not you can see yourself attending that school; however, there may be schools you are unable to visit prior to applying. Researching schools is key to developing a list of prospective colleges. The more you learn about a school you are interested in, the easier it will be to determine if that school is the right “fit” for you.

SCOIR is a great resource to use when searching for colleges. The site can be used to help search for specific criteria you are looking for in a college.

On-Campus College Visits

Spring break is a wonderful time for students to schedule college campus visits. It is recommended that students visit college campuses when the college is in session to get a feel of how the college operates and looks when classes are in session and the campus is full.

College tours and information sessions should be arranged at least 3-4 weeks in advance and can be scheduled through the college’s admissions webpage.

There is a limit of **3** excused absences per year for students who go on college visits. Students must submit a **Parental Request for Student Absence Form** and speak to their teachers regarding the assignments they will be missing. This absence will only be considered an official college visit if the student receives the signature of the College Counselor on their Student Absence Form. The form can be picked up in the Upper School office.

Virtual College Visits

Most colleges provide an opportunity for students to learn more about their college’s campus on their website, through a virtual

college tour. Virtual college tours can be a great way for students and parents, who are unable to physically visit schools, to see different areas of campus and learn about the school from either a student or an admissions representative.

Interviews

Interviews are recommended, but not required by most colleges. An interview is a great way for an admissions counselor to get to know you better and allow you to share with them why you would be a great addition to their colleges’ campus. Colleges and universities are also utilizing modern day technology by scheduling Skype interviews with students who are unable to visit their campus; they also reach out to their alumni to schedule interviews in their hometowns. It is recommended that students schedule interviews when asked to do so by the college.

Students who schedule an interview with a school should remember to:

- ☐ Dress appropriately
- ☐ Be on time
- ☐ Use appropriate speech
- ☐ Make a list of a few questions to ask the admissions counselor or alumni about the school
- ☐ Ask for your interviewer’s contact information to send them a thank you note or email after the interview

It is important to note that the interviewer may never mention your grades or standardized test scores. It is not that they will not be considered for admission, but during the interview, the conversation will most likely be about your interests, what you feel makes you a good candidate for admission, and what you can offer the college as a student.

College Counseling Handbook

The College Search



Common College Admissions Interview Questions:

- ☐ Tell me about yourself.
- ☐ How did you learn about our school?
- ☐ How have you prepared yourself for college?
- ☐ What activities that you have participated in are the most meaningful to you?
- ☐ What are your favorite classes and why?
- ☐ What is the name of the last book you read for leisure?
- ☐ How would your teachers describe you?
- ☐ How would your friends describe you?
- ☐ What do you like most about our college?
- ☐ How do you plan to contribute to our college community?
- ☐ What are you interested in majoring in and why?
- ☐ What do you do for fun in your free time?
- ☐ Tell me about a challenge that you overcame.
- ☐ What do you see yourself doing 10 years from now?
- ☐ How do you define success?
- ☐ What about you is unique?
- ☐ What subject in high school did you find the most challenging?
- ☐ How have you been a leader or displayed leadership?
- ☐ What is a challenge you have overcome?
- ☐ Do you have any questions?

Additional Details to Consider When Researching Colleges:

- ☐ Social Distancing policies
- ☐ Campus size (small, medium, large)
- ☐ Geographic Location (city, state)
- ☐ Size of school (small, medium, large)
- ☐ Average number of students per class
- ☐ Community and surrounding areas
- ☐ Academic programs (majors, joint-degree programs)
- ☐ Student body (ratio of men to women, where they're coming from)
- ☐ Safety (security, Blue-Light Systems)
- ☐ Organizations/clubs (academic clubs, Greek life, intramurals)
- ☐ Athletics (NCAA Division, do students attend events?)
- ☐ Weekend activities/school events
- ☐ College facilities
- ☐ Financial aid and tuition (scholarship opportunities)
- ☐ Housing (*is housing guaranteed for 4 years?*)
- ☐ Meal plans
- ☐ Interviews (*are they required?*)
- ☐ Application deadlines
- ☐ Required standardized tests
- ☐ Career services department (*do they help find internships and help with job placement?*)
- ☐ Counseling center/office (*hours, staff qualifications*)
- ☐ Study abroad opportunities (*requirements, countries*)
- ☐ Honor Code
- ☐ Retention rate (*what percentage of freshmen return?*)
- ☐ Library (*facilities, hours*)

College Counseling Handbook

College Visit Information Sheet

Name of College _____

City, State _____

Urban/Rural _____ Number of Students _____ Tuition _____

Initial impression of the college: _____

What is the Application deadline? _____

Percentage of students accepted _____ Freshmen retention rate _____

Average GPA (for admitted freshmen) _____ Average SAT _____ Average ACT _____

What is the town surrounding the college, or near to it, like? _____

What scholarship opportunities are offered? _____

Is there a separate scholarship application? _____

What is the percentage of students receiving financial aid? _____

What dorms are available to freshmen? _____

Is housing guaranteed for four years? _____

Can freshmen have cars on campus? _____

How often will I meet with my academic advisor? _____

What is the percentage of students that graduate in four years? _____

What is the most popular major? _____

What are the most popular academic programs? _____

How large are classes? _____

What are the library's hours? _____

What pre-professional programs are offered? (Pre-Med, Pre-Vet, Pre-Law, etc.) _____

What activities does the college offer for students? _____

What sports are offered? (Division I, II, III, intramural) _____

How does the career services center help students find internships and jobs? _____

How is freshman orientation planned and organized? _____

What makes this college unique? _____

College Counseling Handbook

College Applications

College admission criteria may vary from one school to another. However, college admissions will tend to focus on the factors below:

1. Rigor/high school curriculum
2. GPA
3. Standardized test scores
4. Essay/supplements
5. Activity résumé
6. Recommendations

Official High School Transcript

Each college you are applying to must receive an official high school transcript. The College Counseling Center will automatically send transcripts to the colleges on the “Applying” to list in SCOIR for each student, as the application deadline approaches. All transcripts will include ninth, tenth, and eleventh grade’s first and second semester grades. Frederica Academy reports only weighted GPAs and numeric averages. Senior grades will only appear if first semester has been completed.

Colleges are also looking at high school transcripts to see how much students have challenged themselves. The rigor of the courses you have selected while in high school are given much consideration by admissions counselors. Colleges want to see that students have taken advantage of the honors and Advanced Placement courses high schools offer. They want to see that students are aware of their strengths and know their potential. For this reason, it is not enough that a student enrolls in an advanced course; how the student performs is just as important. It is best to enroll in an honors or Advanced Placement course that is in a subject you enjoy and are passionate about.

Standardized Test Scores

Please see the Standardized Testing section of the handbook.

Personal Statement/Essay

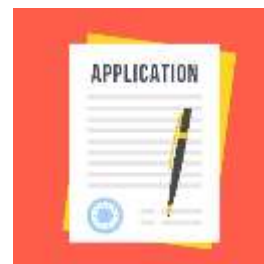
With each essay or short answer question you submit, you are giving the school more information about yourself; allowing them to see what makes you a unique candidate for admission. Take the time to think of what you would like the admissions counselors to know about you. Each essay you write should be proofed for errors and should be read by an English teacher or the College Counselor.

The essay is an important part of the application. If you are writing about a question asked, please be sure that you have answered the question. If you have selected to write a personal statement, think about how someone who does not know you personally will judge what you have written. The writing section of an application gives you, the student, the opportunity to share information that the admissions counselors do not know from the basic information you have provided them.

Please see the Essays that Worked section of the handbook to view sample college essays.

Supplemental Application Material

Depending on your intended major, you may be required to submit an additional portfolio or perform an audition. It is the student’s responsibility to know what supplemental material or documentation is required by each of the schools to which he/she is applying.



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College Applications

Activity Résumé

The activity résumé allows colleges to learn what you, as a student, do when you are not in the classroom setting. It allows admission counselors to learn who you are as an individual; what your interests, hobbies, passions, talents, and honors are. Résumé workshops are offered throughout the school year for students to work on their résumé with the college counselor.

A copy of each student's résumé will be submitted on their behalf, along with each official transcript sent to a college. Many schools offer scholarships and awards for various activities listed on a résumé. To qualify for these scholarships, schools must be aware of the activities you have participated in and the awards which you have received.

Teacher and Counselor Recommendations

Each student must ask two teachers to write a letter of recommendation. Students are required to ask their teachers in person to write these letters. Once they have done so, each senior must submit an electronic Teacher Recommendation Request Form.

Frederica Academy recommends that students ask two teachers from two different academic subject areas. Teachers should be from core academic areas, preferably from your junior year of high school. The teachers will be writing about your academic performance, effort, participation, and overall attitude in the classroom setting.

The teacher recommendation letter is an important part of your application. It allows the school to get a glimpse of how you conduct yourself in the classroom setting. Colleges recommend that students and parents do not have access to recommendation letters. All recommendations will remain confidential and

should only be read by those whom the letters are written to. **Frederica Academy will not share letters of recommendation with students or parents. This is a College Counseling Office policy.**

Each college a senior applies to will receive a letter from the College Counselor. This letter will mark the student's accomplishments, personality, and overall impact he/she has had on the Frederica Academy community. The College Counselor may also explain any circumstances that may have impacted a student's academic performance. Again, **Frederica Academy will not share letters of recommendation with students or parents. This is a College Counseling Office policy.**

Below is what Frederica Academy is responsible for submitting to a college and what the applicant is responsible for submitting:

Frederica Academy:

- ☐ Counselor Recommendation
- ☐ Teacher Recommendations
- ☐ Official High School Transcript
- ☐ School Profile
- ☐ Activity Résumé

Student:

- ☐ College Applications (including supplements)
- ☐ Application fees
- ☐ Essays/Personal Statements
- ☐ SAT and/or ACT Score Reports (if applicable)

Applications

The first step in applying to a college is completing an application. Students may complete an online application which can be accessed on the school's website. Applications take time to complete. They are a reflection of the student, and therefore should not be rushed through. Many schools require more than one essay or personal statement. Students should

College Counseling Handbook

College Applications

think about what they would like the college to know about them that is not already seen in the basic questions asked.

Students are encouraged to meet with the College Counselor to go over their applications prior to submission.

The Common Application

The Common Application is accepted by over 900 colleges and universities. This application allows students to apply to schools using one single application and can be completed by creating an account at www.commonapp.org.

Each school will require students to complete their own individual supplement on the Common Application site. Please keep in mind that these supplements typically consist of essay questions. Like your individual personal statement/essay, much thought should be given to these supplemental essays or questions.

Please note that the Common Application will not be sent to the colleges you have added to your “My Colleges” section of the application until you have completed the signature page and click **SUBMIT**.

Common Types of Application Deadlines

Regular Decision- Deadline typically falls on or after January 1. Decisions are usually reached by March-April.

Rolling- Applicants will receive an admission decision as soon as it becomes available. The earlier the student applies, the sooner a decision will be made.

Early Action- Admission decision is not binding. Students may apply Early Action to as many schools as they would like. Students who apply to a school as an Early Action applicant will

learn of their admission decision sooner than under a Regular Decision deadline.

Restrictive Early Action- Admission decision is not binding. Colleges with Restrictive Early Action deadlines may have different stipulations on additional colleges students may apply to under an Early Action application period.

Early Decision- This deadline gives a BINDING decision. If a student applies and gets admitted, the student **MUST** attend the school. Students are only permitted to apply to ONE school as an Early Decision applicant. They may apply to other schools as an Early Action applicant, but must withdraw their applications to those schools if they are admitted into the school they have applied to Early Decision. This deadline typically falls in November and students are usually notified in January. An Early Decision Agreement must be submitted along with the application. This agreement requires a student, parent, and counselor signature. Students should only apply to a college/university as an Early Decision applicant if financial aid/scholarship is not a concern AND if it is their number one choice of school.

Early Decision II- This deadline typically falls in November-January. Like Early Decision, this deadline gives a BINDING decision. It is a good option for a student who would like to apply to a school Early Decision, but would like to take a November or December standardized test.

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Standardized Testing

Standardized tests are used to assist educators and students in assessing aptitude, ability, and proficiency. Frederica Academy administers the Preliminary Scholastic Aptitude Test (**PSAT**) to all sophomores and juniors in October.

Sophomores take the test for practice and exposure to the types of questions asked on the SAT, while **juniors** will have a chance to qualify for a Merit Scholarship and test their skills against other students nationwide. National Merit Scholarships are determined each year by an index totaling the verbal, math, and writing numbers of the test. **Freshmen, sophomores, and juniors** are also administered the **Pre-ACT**, a test designed to expose underclassmen to the format of the ACT exam.

Any Frederica Academy student enrolled in an Advanced Placement (**AP**) course is required to take the AP exam for that course in May. AP courses are designed to help students become successful at college level curriculum, while their exams test student knowledge of material taught.

The Scholastic Aptitude Test, more commonly known as the **SAT**, and the American College Testing's assessment, the **ACT**, are used by colleges and universities for admission. These exams are not the only criteria considered for college admission; however, your score provides colleges with a means of comparing applicants, as it is the only standard component in the application process. How an SAT or ACT score is used varies from school to school, and it is the student's responsibility to know what standardized tests are required for each school they are applying to. **It is imperative that students take test preparation seriously. Studying will help better prepare students for the test and help increase scores.**

Please note that Frederica Academy does NOT report standardized test scores to colleges.

Students must request their test scores be sent to each of the colleges to which they are submitting an application. To do so, please log into your College Board or ACT account via www.CollegeBoard.org or www.ACT.org.

PSAT

Sophomores and **juniors** will be administered the PSAT in October of every year. The PSAT is a College Board exam that is designed to help prepare students for the types of questions seen on the SAT. The exam tests students on evidence-based reading & writing and mathematics. The PSAT's scale is 160-760 for each section. Students will not lose points for incorrect answers; it is advantageous for the student to answer every question on the exam.

Score reports become available in December of the same year and are mailed to each parent.

Sophomores and juniors will go over their PSAT scores in a classroom setting in January, and can meet individually with the College Counselor to go over their individual scores.

It is recommended that each student log into their College Board account and review their online score report. Online reports can be synced with a **Khan Academy** (www.KhanAcademy.org/test-prep/sat) account which students can use to receive additional help in studying for the SAT.

Pre-ACT

Freshmen, sophomores, and juniors will be administered the Pre-ACT in October of each year. The Pre-ACT is designed to expose students to the format of the ACT exam. Similar to the ACT, the Pre-ACT contains four sections- English, Mathematics, Reading, and Science. The Composite score of the Pre-ACT gives an estimate of the student's educational development over all of the areas that are tested. This score ranges from 1 to 35. Like the

College Counseling Handbook

Standardized Testing

ACT, there is no penalty for guessing. Therefore, students are encouraged to answer every question.

Pre-ACT results become available in December of the same year and are mailed to each student. **Freshmen, Sophomores, and Juniors** will go over their Pre-ACT scores in a classroom setting in January, and can meet individually with the College Counselor to go over their individual scores.

SAT

The SAT is a test that asks you to use your reasoning skills to answer questions on math, reading, and writing. The test emphasizes critical analysis and real-world problem-solving.

The SAT contains two major sections: Evidence Based Reading & Writing and Math, and is made up of five long sub-sections testing writing and language, reading, math (in two sections), and writing. Both major sections are scored on a scale of 200-800, for a total score between 400-1600.

English: There are two English sub-sections which have an emphasis on rhetoric, analysis, and punctuation. These scores of the sub-sections will be combined to create the first section score on a score range of 200-800.

- The writing and language section tests grammatical and rhetorical skills.
- The reading section tests evidence-based reading comprehension skills.

Math: The math section covers topics from pre-algebra through basic trigonometry, with a heavy emphasis on rhetoric and analysis. There is a math calculator and no-calculator section of the exam. The scores of the two math sub-sections will be combined to create a second section score on a score range of 200-800.

Score Choice is a feature the College Board has created which allows students to select one test date score to send to the colleges of your choice. However, most colleges will consider a student's best score on each section of the SAT when determining admission. A College Board SAT Score Report will include all SAT/SAT Subject Tests a student has taken, unless the student chooses to use Score Choice.

It is recommended that **juniors** take at least one SAT exam in the spring (March, May, or June), and one in the fall of their senior year (October or November). Every student who registers to take the SAT should prepare for the exam (this means studying!).

Students must register for each SAT they choose to take. They can do so by creating an account through the College Board (www.CollegeBoard.org). It is the student's responsibility to register for the SATs he/she wishes to take, and to request official score reports be sent to the colleges to which he/she is applying. **Juniors** and **seniors** who register for an SAT exam may choose up to four schools to receive SAT Score Reports for free (at the time of registration). Students will be charged for each additional report ordered.

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Standardized Testing

2021-2022 SAT Dates & Deadlines

Test Date	Regular Registration Deadline	Late Registration Deadline
*August 28, 2021	July 30 th	August 17 th
*October 2, 2021	September 3 rd	September 21 st
November 6, 2021	October 8 th	October 26 th
December 4, 2021	November 4 th	November 23 rd
*March 12, 2022	February 11 th	March 1 st
May 7, 2022	April 8 th	April 26 th
*June 5, 2022	May 5 th	May 25 th

*Offered at Frederica Academy

ACT

The ACT is a curriculum based assessment which contains English, Mathematics, Reading, Science, and optional Writing sections. **Though the writing section is optional, Frederica Academy recommends that each student taking the ACT complete the writing portion of the exam, as many schools will not consider an ACT score without a writing section.** Some schools that recommend or require SAT Subject Tests will accept the ACT with writing instead.

Students who take the ACT will receive a Composite Score, which ranges from 1-36. The Composite Score is the average of the English, Mathematics, Reading, and Science scores received on the exam. A separate score is given for the writing portion of the exam. The score received on the ACT can be compared to the score received on an SAT exam by using a conversion chart found under the Understanding Your Scores section of ACT's website.

It is recommended that **juniors** take one ACT exam in the spring (February, April, and/or June), and one in the fall of their **senior** year (September or October). Students must register for each ACT they choose to take. They can do

so by creating an account through the ACT (www.act.org). It is the student's responsibility to register for the ACT's he/she wishes to take and to request official score reports be sent to the colleges to which he/she is applying.

Students can expect each section of the test to have the following content:

- ☐ **Math:** Up to trigonometry
- ☐ **Science:** Charts, data, graphs
- ☐ **Reading:** Reading passages- prose fiction, social sciences, humanities, and natural sciences
- ☐ **English:** Grammar usage

2021-2022 ACT Dates & Deadlines

Test Date	Regular Registration Deadline	Late Registration Deadline
*September 11, 2021	August 6 th	August 20 th
October 23, 2021	September 17 th	October 1 st
December 11, 2021	November 5 th	November 19 th
*February 12, 2022	January 7 th	January 21 st
*April 2, 2022	February 25 th	March 11 th
*June 11, 2022	May 6 th	May 20 th
July 16, 2022	June 17 th	June 24 th

*Offered at Frederica Academy

Please use Frederica Academy's school code when registering for each standardized test.
(CEEB: 110-474)

AP Exams

AP (Advanced Placement) courses are designed to help students become successful at college level courses, while their exams test student knowledge of material taught. All students, with the exception of seniors, who enrolled in an AP course are required to take the College Board AP Exam. Failure to sit for a College Board AP

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Standardized Testing

Exam will result in the removal of AP designation on a Frederica Academy transcript.

Seniors who opt out of taking an AP Exam will be required to sit for a final exam in that course. AP exams are scored on a scale of 1-5. Many colleges will award college credit for grades of 3 or better on an AP exam. If a student would like his/her score to be considered for college credit at the college he/she is attending, he/she must request a copy of their AP Score Report be sent to the school.

The College Counseling Center will order all AP exams. Families will be billed for the cost of each exam (\$95). Seniors may opt-out of AP exams if an opt-out form is submitted by the selected deadline.

2022 AP Exam Schedule

Exam Date/Time	AP Exam
Monday, May 2, 2022 (8am)	AP U.S. Government
Monday, May 2, 2022 (12pm)	AP Chemistry
Wednesday, May 4, 2022 (8am)	AP Literature & Comp.
Wednesday, May 4, 2022 (12pm)	AP Comparative Government
Wednesday, May 4, 2022 (12pm)	AP Computer Science A
Thursday, May 5, 2022 (12pm)	AP Statistics
Friday, May 6, 2022 (8am)	AP US History
Monday, May 9, 2022 (8am)	AP Calculus AB/BC
Monday, May 9, 2022 (12pm)	AP Computer Science Principles
Tuesday, May 10, 2022 (8am)	AP English Language
Wednesday, May 11, 2022 (8am)	AP Spanish Language
Wednesday, May 11, 2022 (12pm)	AP Biology
Thursday, May 12, 2022 (8am)	AP World History
Thursday, May 12, 2022 (12pm)	AP Physics I

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NCAA Eligibility

www.NCAAEligibility.org



Students interested in playing a sport at the NCAA **Division I** or **Division II** level are encouraged to plan ahead! Each high school is required to submit its courses to the NCAA Eligibility Center for approval. Any course approved by the NCAA will be calculated in a student's GPA for eligibility. Those courses, such as non-academic electives and fine arts electives that are not approved by the NCAA, are not calculated into a student's GPA when being considered for eligibility. Frederica Academy's academic requirements exceed both NCAA Division I and Division II credit requirements. However, each student interested in playing a sport at the college level should inform the College Counselor so a credit evaluation can be conducted.

NCAA Checklist

- ☐ Speak to the College Counselor about your desire to be a college athlete
- ☐ Discuss recruitment strategies and appropriate Division level with your coach
- ☐ Register with the Eligibility Center (NCAA recommends that students register at the beginning of their sophomore year)
- ☐ Request an official high school transcript be sent to the Eligibility Center at the end of your junior year
- ☐ Have all standardized test scores (SAT and ACT) sent to the Eligibility Center, using test code "9999"
- ☐ Request an official high school transcript be sent to the Eligibility Center at the end of your senior year

Division I

- ☐ Complete 16 core courses.
 - Ten of the 16 core courses must be completed before the seventh semester (senior year) of high school.
 - Seven of the 10 core courses must be in English, math or science.
- ☐ Earn a core-course GPA of at least 2.3.
- ☐ Earn the ACT/SAT score matching your core-course
- ☐ GPA on the Division I sliding scale
- ☐ Graduate high school.

Division II

- ☐ Earn a core-course GPA of at least 2.2.
- ☐ Earn the ACT/SAT score matching your core-course
- ☐ GPA on the Division II full qualifier sliding scale
- ☐ Graduate high school



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Financial Aid and Scholarships

There are two types of aid: **need-based** and **merit-based**. Need-based aid is determined by completing the FAFSA (Free Application for Federal Student Aid). Merit-based aid is given in the form of scholarship. Scholarships can be awarded to students based upon their academic achievement in high school, standardized test scores, talents, or achievements.

Free Application for Federal Student Aid (FAFSA)

The FAFSA can be accessed and completed by visiting www.fafsa.ed.gov. The application cannot be filed before January 1 of your senior year. Each college/university will determine an individual amount of aid to offer you. This is determined by assessing your family income, assets, and what they believe is your family's ability to pay for college tuition. Each college has its own priority filing date which you must be aware of. Need based aid may include loans, grants, and work study.

Net Price Calculator

The Net Price Calculator is a tool that students can use to estimate their "net price" to attend a particular college or university.

Net price is the difference between the "sticker" price (full cost) to attend a specific college, minus any grants and scholarships for which students may be eligible. Sticker price includes direct charges (tuition and fees, room and board) and indirect costs (books and supplies, transportation, and personal expenses). Each college's financial aid webpage has access to a Net Price Calculator, so students and parents can get an estimate of the amount of aid a college will provide.

Student Aid Report

Students will receive the Student Aid Report once the FAFSA has been submitted. This report will indicate your Expected Family

Contribution (EFC), or the amount the school believes you can pay. You can get a sense of what your EFC will be by using a financial aid calculator, such as the one available through www.finaid.org.

CSS Profile

The CSS Profile is required by many private colleges and considers students for additional aid funded through the individual institution. This profile can be found online at: www.profileonline.collegeboard.com.

HOPE Scholarship

To be eligible for the HOPE Scholarship, students must have earned a minimum GPA of 3.0 in their core subjects, must meet HOPE Scholarship Rigor Requirements, and must be a legal resident of the state of Georgia. The HOPE Scholarship covers a percentage of the tuition at a Georgia state college or university. Students attending a private college/university in Georgia may also be eligible for the HOPE Private Scholarship. This scholarship also covers a percentage of the college/university's tuition. The Zell Miller Scholarship covers full academic tuition, if the student has earned at least a 3.7 GPA in his/her core subjects, meets HOPE Scholarship Rigor Requirements, and has earned a score of at least 1200 on the critical reading and math portions of the SAT or a Composite Score of 26 on the ACT.

Seniors must complete a Georgia HOPE Scholarship and Grant Application to be considered for the HOPE Scholarship. For more information and to complete an application, visit www.GAfutures.org.

GAfutures.org
Explore. Plan. Succeed.

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Admit- You are admitted into the university! A deposit must be submitted by May 1.

CEEB Code- Frederica Academy's College Entrance Examination Board Code is 110-474.

Deferred- Students who receive a deferred admission decision are placed into the Regular Decision admission pool. A school which has deferred you may want 1st semester grades or more information from the College Counselor.

Demonstrated Interest- Some schools prefer to accept students who have shown a strong interest in the college and its programs. These schools keep track of the number of times a student has visited campus or contacted the admission office. This may be taken into account when considering a student for admission. If you are applying to a school which tracks students' demonstrated interest, it is best to make direct contact with the admission office, and email the regional representative for Glynn County to introduce yourself. Each time you visit campus, you should either stop by the admission office or make an appointment with a counselor.

Denied- Unfortunately, the school cannot offer you admission. Students may not re-apply for the same term. If desired, you can attend another school and apply to transfer for another term.

FAFSA- The Free Application for Federal Student Aid allows students to be considered for need based aid. The application becomes available on October 1 of students' senior year, and can be accessed and completed by visiting www.fafsa.gov.

Grant- Funds that do not require a repayment. Students can receive both government grants and institutional grants.

Loans- Funds that must be repaid. Subsidized loans are awarded based on financial need and do not charge interest before payments are due. Unsubsidized loans charge interest before loan payments begin.

Matriculation- Students are considered to be matriculated if they are enrolled in a degree seeking program.

Need-Blind Admission- Students are considered for admission without the consideration of financial need.

Need-Aware Admission- Students are considered for admission with the consideration of financial need.

Scholarships- Funds that are awarded from a college or independent organization and do not need to be repaid.

Senioritis- Falling into the habit of not putting effort into senior year courses. Senior year is important! On every acceptance letter a student receives, the college will indicate that your acceptance is contingent upon the completion of your current academic program or year. Colleges can, and will, rescind an admission offer if your grades have significantly decreased. Frederica Academy will report first semester grades, if a school wishes to see them, or if the student applies through the Common Application.

Superscore- When a college takes a student's highest subscores from different test dates for a new, higher "superscore."

TOEFL- The Test of English as a Foreign Language is administered by the Education Testing Service (ETS) and is recommended for students with five years or less of English language usage. Colleges may use the TOEFL score as a replacement for the SAT Critical Reading score and colleges generally list

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TOEFL minimums on their international admissions websites.

Waitlist- The college would like more information or did not have enough room for additional students. Instead of denying you admission, the college has decided to place you on a waitlist. To be taken off of the waitlist, you must contact the school. Colleges will be able to notify you of your admission status after May 1. Students should still submit a deposit with an alternate school to meet the deposit date of May 1.

Work Study- Student is employed part-time through the college/university and earns money for college costs. Work Study programs are funded by the government and are offered through financial aid packages from colleges.

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College Essays that Worked

Title: Translating My Story Into Words

By: Rachel

College: Johns Hopkins University

My eyes widen. “It’s all Greek to me,” I whisper under my breath. Sure enough, *The Apology* by Plato is in Greek.

My eyes dart across the page, looking for a word or phrase to grasp onto. Unable to find a familiar word, I take a deep breath. The Greek letters jumble into incoherent words and I am left to the mercy of an incomplete translation. I shake my head, unsure of what to do next. My eyes drag from one word to another, heavy with defeat. Upon the sixth word, however, they stop. My initial scan of the text left me negligent of a simple word meaning “number.” Passion overwhelms my senses. “Number” becomes the most important word of the clause, providing context to the adjacent words. I turn to the lexicon and search for words that fit into a coherent translation. With the last word, I feel satisfaction and pride. The whirlwind of emotions repeats: Confusion, passion, satisfaction. Before the bell rings, I finish translating 20 lines of *The Apology*.

I was fifteen when I successfully translated *The Apology*, and soon after, I fell in love with translation. Through translation, I learned the value of perseverance and hard work; it even helped me convey ideas in different mediums such as figure skating.

On a bright January morning, cold wind slapped against my face, chastising me for falling again. I stood up and brushed thin sheets of ice off of my knees. A shock of pain went through my body as I lightly touched a new bruise. I contemplated defeat. In the midst of choreographing my next program, I speculated the translation of music into skating. I yearned to convey every pitch and emotion in a visual performance, so I listened to Chopin once again and closed my eyes. Upon

hearing the cadenza, I went back on the ice, picked up speed and turned my body. Leaping from the ground, I wrapped my arms around my torso and spun one, two, three times. My body descended and a sharp skid sounded the air. I smiled, waiting in anticipation for the next jump. That day, I translated every note into a jump until my body understood the music.

Translation has become my frame for viewing life and now I am using it to translate passion into activism.

In July 2018, part of my activism was conservation focused. Recognized as a Discovery Guide Leader, I was chosen to lead a Mugwort removal cleanup at Meadow Lake. The tedious logistical process of scheduling a time, obtaining a permit, and learning the proper removal process made July a strenuous month. Still seeking to translate my plan into action, I persevered with the importance of conservation in mind.

Finally, the day came. Twenty pairs of eyes watched me as I pointed out Mugwort along the shore. The hot sun hit my back as I pushed the shovel deeper in the soil. The ground released its hold on the plant and I picked it up by the stem. I walked throughout the shore and helped each person learn the proper removal technique. Together we were able to eliminate 4.2 pounds of Mugwort. I was proud of everyone and myself. I learned the benefits of conservation, translated that knowledge into a productive plan to remove an invasive species, and spread that knowledge by leading my eager group of volunteers.

Despite translating *The Apology* by Plato years ago, the lessons I learned from translation continue to thrive in my actions today. Just as I translated texts from Greek to English, I will convert more songs into programs, and I will change more plans into action. Although there are still many things in the world that are all

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Greek to me, I strive to learn and translate my knowledge into action that creates change.

Title: Untitled

By: Joseph

College: Tufts University

When problems arise, I solve them using copper fittings.

I first discovered this versatile building material as a seven-year-old visiting my father's HVAC shop. While waiting for him to finish working one night, I wandered from the modestly finished space at the front of the building to the shop in back, which featured high ceilings and imposing stacks of shelves. I was fascinated by the dusty machines with tubes, knobs, and old cracked nozzles. When Dad found me shoulder-deep in the scrap copper bin--which I later referred to as "the world's coolest trash can"--he determined that it was time to teach me to solder. Thirty minutes later, armed with a bowl haircut, a pair of safety glasses, and a healthy dose of self-confidence, I was ready to take on the world.

From then on, my childhood was a patchwork of failures. I fell into a constant cycle of thinking, designing, building, and rethinking. Common Christmas wish list items included drafting supplies and architectural stencils. Each childhood interest led me back to the shop, where I figured out a way to build it from copper fittings. Learning to play trombone inspired me to design my own instrument. After a faulty mouthpiece and soldering mistakes ruined three prototypes, "The Plumbone," an instrument that could play three distinct notes, became my first successful creation. When a middle school acids and bases project called for building a paper maché volcano, I built a cannon instead. Though my first model failed to "erupt," my second sprayed its contents so far that it left a swath of dead grass in my lawn. While the grass grew back, I built a soapbox car entirely out of copper and steel strut channel only to find myself claiming last place in the annual "Soapbox Derby." Noting that the lightest cars accelerated

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quickest, I rebuilt my car, replacing steel with PVC pipe, and took second the next year. Having navigated around so many obstacles, I imagined that I could build anything so long as I had copper fittings.

As I matured, however, I began to drift away from my old standby. While attempting increasingly abstract projects, I grew frustrated by the limitations of copper fittings. It felt like the end of an era when I decided to build one last copper item, a small creature that I gifted to my dad.

Leaving the familiarity of copper behind felt like entering a new, entirely foreign world. Embracing the freedom and uncertainty of Python, I began coding my newest idea: a game called "Dive." While the concept proved exhaustingly ambitious, success seemed imminent as I stitched my project together, patch by patch. Yet when I looked through my computer one morning, I realized that "Dive" was gone, wiped inadvertently during a visit to the Apple store. I stared in disbelief at the blank computer screen, wondering if my vision was lost forever.

At this pivotal moment, I realized why copper fittings represent such an important part of my childhood. When my cannon refused to fire correctly, I learned something new about propulsion. When I soldered my instruments incorrectly, I refined my technique. Had I given up every time an idea failed, I would not have learned from my mistakes, and more importantly, I would not have found success. Even if I never solder again, the lessons I learned from copper fittings are the lessons that will guide me through life.

Losing "Dive" remains difficult to accept, yet excitement about the potential in a new game quickly overshadowed my disappointment. Years of faulty designs and unfortunate

accidents have taught me to revise my methods, but not my goals, in the face of failure. With a confidence that only arises after realizing that success was just out of reach and finding the audacity to reach further, I set out to make "Dive 2.0," the best game you'll ever play.

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College Essays that Worked

Title: Faith
By: Oreo by Design
College: Tufts University

Oreos. On the exterior, a firm chocolate crust; however, when opened, a creamy white center awaits. Unbeknownst to me, a social meaning awaited behind an Oreo that left a lingering poor taste in my mouth.

From the seductive, powerful attacks within a tango melody to the upbeat, peppy nature of Top 40 hits, I find myself within a new story with each note. Ballroom and pop music, while vastly different styles, have been interconnected since I was a little girl listening to both Hans Zimmer's *'Discombobulate* and One Direction's *Kiss You*. In high school, when I shared my musical taste with my black peers, I received confused stares back.

"Faith, that is the whitest thing. You are such an Oreo!" a friend exclaimed.

I didn't recognize the connection between two seemingly different commodities until I later learned that an Oreo means a black person who displays characteristics typically associated with white people, therefore betraying their black roots. I never saw ballroom and pop music belonging to a certain race, but the negatively charged implications behind 'betraying' introduced new guilty sensations. Should I embrace my musical interests and face social alienation from those who share my skin tone? Or set aside my so-called white core and conform to the expectations of an African-American woman that have been placed upon me?

I didn't cut music completely out of my life. Being a clarinet player in my band meant being exposed to various musical styles each day. During my freshman year, I decided to challenge myself and perform a solo for the county solo & ensemble festival. *Lyrical Composition No. 6* was a piece for which I could play the notes,

the rhythms, and everything else on the page. To me, that was all I needed to do, but my band director thought otherwise.

"You're great at playing the right note at the right time. But where is your interpretation? What can you do to add to this piece?"

At first glance, all I saw were measures of black ink permanently etched into the sheet – resistant to change. How do I add to a composition that exudes such a definitive nature? Then at second glance, I looked below the measures. Beyond the notes, beyond the rhythms, I noticed white space – unblemished and waiting for me to create my own contribution. Once I stopped and determined what I wanted someone to feel from this composition, I picked up my pencil and wrote in crescendos, decrescendos, breath marks, and other musical markings that I felt needed to be included. I didn't want to simply regurgitate the black ink, but rather take the audience on a dynamic journey that reaches a climactic precipice. This realization made the distinction between style and stereotype clear.

Being categorized as an Oreo was jarring because the documented definition couldn't simply be erased. Most stereotypes are never fully expunged because they are deeply ingrained in how society views certain races. While I cannot easily change the minds of the many, I can change the mind of my own.

I am my own music maker. I will celebrate the intricacies of ballroom music and belt out a One Direction tune as a proud black woman. That is my style. That is my choice of expression. If allowed, stereotypes can snowball until I am completely consumed by my desire to become the black woman society expects. But I refuse to be held down by its grip because I decide my definition of the black experience. My musical interests are not a betrayal that isolates me from my roots, but rather a beautiful addition that enhances my ever-evolving character. Am I an Oreo? Yes, but by my own design. The creamy

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white center does not represent a betrayal, but rather a blank canvas patiently waiting for my own input. With pencil in hand, I will not hesitate to make my mark.

Title: Block by Block, Word by Word

By: Daniel

College: Hamilton College

You can make almost anything out of LEGOs. You can build miniature spaceships, colorful forts, or cities of blocky skyscrapers that span the basement floor. My favorite was constructing ancient, booby-trapped temples like the ones from Indiana Jones.

In elementary school, I was fanatical about my LEGOs. I would build the medieval castle, complete with the moat and the drawbridge and guard stations and the throne room for the king and queen and their royal dog, Patches. (Coincidentally, Patches was also the name of my dog.) I would kneel for hours, hunched over the hundreds of blocks spread over the carpet, to select just the right piece for each part of the structure.

Once the castle walls were erected and the knights on horseback were set to approach from the other side of the moat, I was done. I didn't really play with the castle afterward. I moved it to the corner so that my sister's Barbie convertible wouldn't crash into it and ruin my little "Ages 3 and Up" masterpiece.

Looking back on my childhood, I was a bizarrely obsessive little kid. For days after building a fort or a spaceship, I would stop and examine that every plastic block was still in place.

It's strange to think that between the age of riding a tricycle and the age of driving a car, I am, in some ways, exactly the same. I don't play with LEGOs anymore, but I am a construction worker of types. Now I write essays and stories and newspaper articles, and I approach it with the same compulsion.

Every word is painstakingly selected with the same intensity I exerted as a child choosing the

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right color block. Every phrase is turned around and around in my head like arranging the walls of the castle gate. Every sentence is examined for its structural quality. At my desk — like kneeling over my rug — I craft meticulously.

By writing, I hope to create the grand and intricate images in my mind, to give them some physical incarnation. Inked on a page, a nebulous mass of related thoughts can be forged into something real. A story or essay can be erected as the fulfillment of a single concept. My gratification comes from being able to perfectly embody an idea. This can be frustrating because I've never written anything close to perfect. For as much as I agonize over my words and methodically rework every draft, my ideal eludes me. Still, I return to my desk and keep writing, editing, and rewriting because if I don't return to my desk, I'm sure I'll never write the essays, stories, and newspaper articles that I know I want to write.

You can make almost anything out of words. You can build planet-sized spaceships, long-lost medieval castles, or cities of glass structures that pierce the clouds. If my construction work is solid enough, I believe I will be able to make these worlds — real and imaginary — come alive on paper the way they did on the rug of my basement. So I continue to build — block by block, word by word, sentence by sentence — in the hope that I will end up with something I can put to the side of my desk and examine every once in a while to see that every word fits in place.

Title: Untitled

By: Alexander

College: Hamilton College

Throughout my childhood, I felt the need to be in control — a need which came to an abrupt halt in June of 2015. I laid down on the balcony of a hotel in the middle of Old San Juan, Puerto Rico, staring down the long, straight street that led to the pier. My fresh shirt had long collapsed against my damp chest as the sun ascended into the sky. A crescendo of voices from the street market far below snapped me out of my daze and reminded me of how different this place was from my home. On this trip, the powerful combination of travel and soccer taught me that liberation actually doesn't come from being in control, but rather comes from fully immersing myself in my surroundings and opening myself up to those around me.

Under the Puerto Rican sun, I stood up from the balcony, using my arm to raise myself off the sizzling tile. I strained my ears in an attempt to make out the rapid Spanish coming from the streets below. As my chest swelled with feelings of curiosity and excitement, I decided it was time to explore. I'd been taking Spanish for six years, mastering every tense and memorizing every irregular conjugation, but as I stepped onto the cobblestone streets of Old San Juan, I was too nervous to string more than two Spanish words together. I dribbled my soccer ball between the street vendors and their stalls, each one yelling to convince me to buy something as I performed a body feint or a step over with the soccer ball, weaving myself away as if they were defenders blocking my path to the goal.

My previous need for control had come from growing up with strict parents, coaches, and expectations from my school and community. Learning in an environment without lenience for error or interpretation meant I fought for control wherever I could get it. This manifested itself in

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the form of overthinking every move and pass in soccer games, restricting the creativity of my play, and hurting the team. After years of fighting myself and others for control, I realized it was my struggle for control that was restricting me in the first place.

A man hurrying by bumped into my shoulder as I continued down the street, bringing my mind back to the present. Nobody there knew who I was or cared about my accomplishments. I seemed to be removed from the little town as I continued to wander. I felt naked as my safety blankets of being recognized or at the very least understood on a verbal level were stripped away, for the Puerto Ricans did not care about my achievements or past life. I was as much of a clean slate to them as they were to me.

Staring at my feet, the cobblestone turned to grass as I arrived at the protected land around one of Puerto Rico's famous castles. I saw in front of me a group of Puerto Rican boys about my age, all wearing soccer jerseys and standing in a circle passing a small, flat soccer ball amongst them. Making eye contact with one of the boys, I chipped my ball over and joined them. We began to juggle; the ball never touched the ground, and not one person took more than a touch to redirect it to someone else. As my breaths and movements slowly yielded to the shared tempo of the group, I began to feel the sense of clarity and flow that I'd been struggling to achieve my entire childhood. I let go, feeling comfortable enough to surrender myself to the moment as an understanding among us transcended both cultural and language barriers.

I learned that when I open myself up to others, I am free to attain this rare state of creativity in which I can express myself without restraints or stipulations.

Title: Fried Rice in One (Not So) Easy Step

By: Jess

College: Johns Hopkins University

- 3 tablespoons butter
- 2 eggs, whisked
- 2 medium carrots
- 1 small white onion
- 1/2 cup frozen peas
- 3 cloves garlic
- salt and pepper
- 4 cups cooked and chilled rice
- 3-4 green onions
- soy sauce (to taste)
- 2 teaspoons oyster sauce (optional)
- 1/2 teaspoons toasted sesame oil

I bet you didn't read those numbers.

I'll let you in on a secret – I didn't either.

The ingredients above were copied and pasted from the first Google search result for "fried rice recipe." But, without any disrespect to the recipe's owner, I can tell you it's wrong.

The only true fried rice recipe is no recipe at all. There are no measurements, no exact instructions, no timer for how long something should sizzle in the pan. There are only smells and feelings and memories. I learned to cook fried rice on the rickety stool covered in Blues Clues stickers, surrounded by the scents of my nainai's Minnie Mouse apron, my yéyé's cashmere sweater, or my mama's Pantene shampoo; in the comfort of our cozy condo and

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our sweltering Hángzhou apartment; by watching the eggs crack over delicate china bowls, tossed and stirred in woks using slanted wooden spatulas. We used however much leftover rice we had, however many eggs we found appropriate, and a combination of anything and everything or nothing sitting in the fridge.

Yet-

I've always been more of a baker than a cook. I enjoy recipes – I enjoy the process of being exact and finding details, tweaking and leveling and weighing. Other people will have recipes passed down from their great-grandparents; I will have memories, held dear, but no way to pass anything on besides the recreation of childhood moments. From a young age, I found solace in the meticulous baking recipes found in Western cookbooks.

This coveting of all things exact doesn't flow into the rest of my life. My mom will tell you my desk is a mess – I call it “room for creative license.” My mom will tell you my closet is also a mess – I call it “fashionably curious.” My mom will tell you my life is sometimes, you guessed it!, a mess. I call it MAPWIFOWISTBSIDMOTBOML, also known as “my-artistic-phase-where-I’m-figuring-out-who-I’m-supposed-to-be-so-I-dumped-myself-out-to-be-organized-much-later.” That’s a mouthful, so I shorten it, obviously.

On the flip side, I like measuring the liquid in my graduated cylinder from the exact bottom of the meniscus. If your text message has a typo in it, I feel the nagging urge to annoyingly correct you. If the origami swan I folded has an uneven tail, I will take it apart and start over. (This was certainly detrimental to my life during my middle school’s mission to fold 3,000 paper swans.)

But I understand the beauty of spontaneity and organic creation. There’s something special in realizing that no two recreations of my grandpa’s

fried rice will ever be the same, and really, isn’t that what life is? Creation, without recipe?

It’s funny. This may contradict everything I’ve written thus far, but the more I bake, the more I realize perhaps baking is spontaneous too. I don’t always need to weigh my flour beforehand in order to get perfect cookies, nor do I really need to add the copious amounts of sugar the recipe calls for. My signature food is brownies, but I challenged myself to use a different recipe every time. You’d be surprised at how different brownies taste when you add an extra egg, and you’d be especially uncertain about my baking skills if you tried my brownies that had wayyy too much baking soda (trial and error...).

I’m learning to love improvisation. It’s not mutually exclusive with loving precision, and it’s such an integral part of my culture, I’d be missing out otherwise. Coming to terms with and embracing the unknown is scary and definitely a process, but I assure you: One day, I’ll master my own fried rice.

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Title: Untitled
By: Jillian
College: Tufts University

My math teacher turns around to write an equation on the board and a sun pokes out from the collar of her shirt. A Starbucks barista hands me my drink with a hand adorned by a small music note. Where I work, a customer hands me her credit card wearing a permanent flower bracelet. Every day, I am on a scavenger hunt to find women with this kind of permanent art. I'm intrigued by the quotes, dates, symbols, and abstract shapes I see on people that I interact with daily. I've started to ask them questions, an informal interview, as an excuse to talk with these diverse women whose individuality continually inspires me. You can't usually ask the sorts of questions I have been asking and have the sorts of conversations I have been having, so I've created this project to make these kinds of encounters a bit more possible and acceptable.

There is no school assignment, no teacher to give me a grade, and no deadline. I don't have a concrete outcome in mind besides talking with a mix of interesting women with interesting tattoos. So far I've conducted fifteen interviews with a range of women from my hometown to Hawaii, teenagers to senior citizens, teachers to spiritual healers. The same set of questions has prompted interviews lasting less than twenty minutes and over two hours. I'm being told stories about deaths of a parent, struggles with cancer, coming out experiences, sexual assaults, and mental illnesses. All of these things that may be taboo in today's society, these women are quite literally wearing on their sleeves. I'm eager to continue these interviews in college and use all of the material I've gathered to show the world the strength and creativity of these wonderful women I've encountered.

I want to explore the art and stories behind the permanent transformations of personal landscapes. I attempt this by asking questions about why they decided to get their tattoos, how they were received in the workplace, the reactions from family and friends, and the tattoo's impact on their own femininity.

Through these simple questions, I happened upon much greater lessons regarding human interaction, diversity, and connectedness. In my first interview, a local businesswoman told me about her rocky relationship with her mother, her struggles with mental illness, and her friend in jail, within 45 minutes of meeting her and in the middle of a busy Starbucks. An artist educator I worked with told me that getting a tattoo "was like claiming a part of yourself and making it more visible and unavoidable." A model/homeopath said that having a tattoo is like "giving people a little clue about you." A psychologist shared how she wishes that she could turn her tattoos "on or off like a light switch to match different outfits and occasions." I've realized that tattoos show the complex relationship between the personal and the public (and how funny that can be when a Matisse cutout is thought to be phallic, or how a social worker's abstract doodle is interpreted as a tsunami of sticks, alien spaceship, and a billion other things by the children she works with).

I've learned so much about the art of storytelling and storytelling through art. I've strengthened relationships with people that had conventional roles in my life and created friendships with some unconventional characters. Most importantly, I've realized that with the willingness to explore a topic and the willingness to accept not knowing where it will go, an idea can become a substantive reality.

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College Essays that Worked

Title: Switching Shoes

By: Sam

College: Johns Hopkins University

It was a wet and dreary October evening. I shook off the dirt from my cleats on the concrete with frustration. Click, clack, click. The sound echoed through my head until I finally rested my heavy legs on the wooden bench in front of my locker. Up until that practice, I had done everything just the way I had the year before in the Netherlands, yet I still did not reap the same successes. At home, I relished being on the national under 15 field hockey team, consistently having high grades, and knowing just about everyone. At Deerfield, however, simply doing my best at practice, finishing my homework and socializing did not yield the same results. Looking down, I began to wonder why I had ever moved to Deerfield and traded my field hockey gear for muddy soccer cleats.

In search for answers, I decided to tell Deerfield's field hockey coach about my tough transition. But instead of an answer, Ms. McVaugh offered me to join a girls' field hockey practice. I felt thrown off by the unusual opportunity at first, yet I quickly relished a warm rush of excitement surging through my veins as I imagined putting on field hockey cleats again. When I set foot on the turf the following day, however, my initial anxiety rejoined my exuberance. I felt more eyes turning towards me with each step I made. "Boys do not play field hockey," I could hear the girls think. As I trailed behind the girls during the warm-up, the thought of quitting seemed more tempting with each second of silence that passed. But when the whistle blew and the ball was finally in play, I was surprised to see how quickly the gender barrier vanished. Where there was silence and separation at first, I could now see the shared fanaticism through our red faces and hear the emotion in our clamor. At the end of practice, I

felt a burning glow of joy overtake my body as I caught my breath on the bench. In that moment, I gradually realized how I should not let obstacles, like gender boundaries in field hockey, hold me back from exploring new opportunities.

Realizing the joy I had found in trying the unconventional, I took this experience to the soccer field to take on its new athletic challenges once again. Rather than agonizing over playing time or titles, I simply redirected my focus on the joy and beauty of the sport. Within days, I noticed the same atmosphere of sweat and screams from the turf take hold of the soccer field. Over time, this helped me take in feedback more readily, ask questions about tactics, and try out new skills. With each new improvement I made through this, I slowly began to grasp the value of my new approach to the sport.

As a result, I decided to bring the same open, curious, and risk-taking mindset with me to the other opportunities that boarding school holds. In the classroom, I began asking deeper questions to fully comprehend new material. Back in the dorm, I turned the cultural differences between my peers into opportunities to learn from and contribute back to. From truly grasping nucleophile-electrophile reactions in organic chemistry to sharing Dutch 'stroopwafels' with my hall, such moments remind me of why I sacrificed my field hockey gear to go to Deerfield; even as my new mindset gradually led to the grades, friendships, and even athletic achievements I sought before, I realized that I value the exploration, growth and joy behind such successes far more.

Now, before I put on my cleats, walk into the classroom or enter my dorm, I do not worry about the successes I might fail to reach or the obstacles that might hold me back. Rather, I pour my heart into such opportunities and take

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their experiences with me. Initially, my goal was to catch trout. What I landed was a passion. Thanks to that first morning on Fall Creek, I've found a calling that consumes my free time, compels me to teach fly fishing to others, and drives what I want to study in college.

I will be leaving Fall Creek soon. I am eager to step into new streams.