COLLEGE COUNSELING HANDBOOK 2026-2027

FREDERICA ACADEMY

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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 students and parents in the college search and application process.

COLLEGE COUNSELING CALENDAR

FRESHMEN AND SOPHOMORES

August 2026

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

September 2026

- ☐ Attend the Fall College Counseling Workshop

October 2026

- ☐ Sophomores: PSAT - October 8th

November 2026

- ☐ Sophomores: Sophomore College Night - November 10th
- ☐ Freshmen and Sophomores: PreACT - November 12th
- ☐ Explore SCOIR

December 2026

- ☐ Explore SCOIR

January 2027

- ☐ Freshmen: Attend the Understanding your PreACT Score College Counseling Workshop
- ☐ Sophomores: Attend the Understanding your PreACT and PSAT Score College Counseling Workshop
- ☐ Explore SCOIR
- ☐ Sophomores: Meet with College Counselor for academic advising

February 2027

- ☐ Explore SCOIR
- ☐ Engage with teachers and Director of College Counseling for academic advisement

March 2027

- ☐ Explore SCOIR
- ☐ Engage with teachers and Director of College Counseling for academic advisement
- ☐ Sophomores: Submit FA Capstone Scholars Application *(optional)*

April 2027

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

May 2027

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

June 2027

- ☐ Explore SCOIR

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

COLLEGE COUNSELING CALENDAR

JUNIORS

August 2026

- ☐ Update résumé in SCOIR

September 2026

- ☐ Attend a Junior College Counseling Workshop

October 2026

- ☐ PSAT/NMSQT - October 8th

November 2026

- ☐ PreACT - November 12th
- ☐ Explore SCOIR

December 2026

- ☐ Update résumé in SCOIR

January 2027

- ☐ Attend the ACT January in-class prep course
- ☐ Junior Class College Night - January 13th
- ☐ Schedule your individual junior college conference with the Director of College Counseling

February 2027

- ☐ Schedule your individual junior college conference with the Director of College Counseling

March 2027

- ☐ Schedule college visits during Spring Break

April 2027

- ☐ Schedule college visits during Spring Break
- ☐ Request Letters of Recommendation from teachers
- ☐ Complete Teacher Recommendation Request Forms
- ☐ Plan your summer experience

May 2027

- ☐ Plan your summer experience and college visits

June - August 2027

- ☐ Write Common Application College Essay
- ☐ Finalize College Resume

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

COLLEGE COUNSELING CALENDAR

SENIORS

August 2026
- ☐ Submit the first draft of your college essay in Google Classroom by August 7th
- ☐ Attend your scheduled college counseling check-in meeting with the Director of College Counseling
- ☐ Upload your résumé as a Google Doc to the Class of 2027 Google Classroom account
- ☐ Update the "Applying" to college list in SCOIR
- ☐ Begin working on college applications

September 2026
- ☐ Senior College Night - September 1st
- ☐ Update the "Applying" to college list in SCOIR
- ☐ Begin working on college applications
- ☐ Earliest Early Action Deadline - September 15th

October 2026
- ☐ FAFSA becomes available - October 1st
- ☐ Common Early Action Deadline - October 15th
- ☐ College Financial Aid Night - October 15th
- ☐ Visit or re-visit the colleges on your list

November 2026
- ☐ Common Early Decision/Early Action deadlines - November 1st/ November 15th
- ☐ Pay attention to application deadlines!

December 2026
- ☐ Earliest Regular Decision deadline - December 15th
- ☐ Begin scholarship applications

January 2027
- ☐ Common Regular Decision deadlines - January 1st/January 15th
- ☐ Begin scholarship applications

February 2027
- ☐ FAFSA preferred deadline - February 15th
- ☐ Update SCOIR

March 2027
- ☐ Complete scholarship applications
- ☐ Update SCOIR

April 2027
- ☐ Notify colleges you are no longer considering
- ☐ Re-visit colleges you are considering
- ☐ Update SCOIR

May 2027
- ☐ Deadline to make a deposit - May 1st
- ☐ Send SAT/ACT test scores to enrolled colleges if they were self reported
- ☐ Update SCOIR
- ☐ Attend College Counseling Final Check-In
- ☐ Graduation!

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

SCOIR

app.scoir.com/signin

SCOIR is a web-based service 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 admission.

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.

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 4 excused school-day absences per year for students who go on college visits. Students are responsible for informing teachers in advance of any college visit. To do so, students must email their teachers and copy the Director of College Counseling prior to the visit. Failure to notify the Director of College Counseling in advance of the visit will result in the visit being coded as an Absence (A). Please see the student handbook for additional information regarding absence policies.

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 college campus. Colleges and universities are also utilizing modern day technology by scheduling Zoom 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.

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:

- 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 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: _____ Freshman 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? _____

_____

_____

What makes this college unique? _____

_____

_____

COLLEGE APPLICATIONS

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

- Rigor/high school curriculum
- GPA
- Standardized test scores
- Essay/supplements
- Activity résumé
- Recommendations

OFFICIAL HIGH SCHOOL TRANSCRIPT

Each college a senior applies 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. 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 the senior is applying.

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. Some 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 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 many 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 commitment. 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.

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 **PreACT**, a test designed to expose underclassmen to the format of the ACT exam.

Frederica Academy students enrolled in an Advanced Placement (**AP**) course is required to take the AP exam for that course in May, with the exception of seniors. 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 digital 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 will be shared with students and parents. **Sophomores** 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.

PREACT

Freshmen, sophomores, and juniors will be administered the PreACT in November of each year. The PreACT is designed to expose students to the format of the ACT exam. Similar to the ACT, the PreACT contains four sections- English, Mathematics, Reading, and Science. The Composite score of the PreACT 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 ACT, there is no penalty for guessing. Therefore, students are encouraged to answer every question.

PreACT results become available in December of the same year and will be shared with students and parents. **Freshmen and Sophomores** will go over their PreACT scores in a classroom setting in January, and can meet individually with the College Counselor to go over their individual scores. Juniors will review their scores with the College Counselor during their individual college meetings.

SAT

The SAT is a digital 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 two sections (Reading and

Writing; Math), each divided into two modules. 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 SAT Math section covers algebra, advanced math, problem-solving and data analysis, and geometry and trigonometry. There is a strong emphasis on algebra and advanced math concepts. The section consists of two modules, and students may use a calculator throughout the entire math section. The combined performance on both modules determines the student's Math section score, which ranges from 200 to 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 SATs 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 (August or October). 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.

2026-2027 SAT DATES AND DEADLINES

Test Date: August 22, 2026
August 7th (Regular Registration Deadline)
August 11th (Late Registration Deadline)

Test Date: September 12, 2026
August 28th (Regular Registration Deadline)
September 1st (Late Registration Deadline)

Test Date: October 3, 2026
September 18th (Regular Registration Deadline)
September 22nd (Late Registration Deadline)

Test Date: November 7, 2026
October 24th (Regular Registration Deadline)
October 28th (Late Registration Deadline)

Test Date: December 5, 2026
November 20th (Regular Registration Deadline)
November 24th (Late Registration Deadline)

Test Date: March 6, 2027
February 19th (Regular Registration Deadline)
February 23rd (Late Registration Deadline)

Test Date: May 1, 2027
April 16th (Regular Registration Deadline)
April 20th (Late Registration Deadline)

Test Date: June 5, 2027
May 21st (Regular Registration Deadline)
May 25th (Late Registration Deadline)

ACT

The ACT is a curriculum-based assessment which contains English, Mathematics, Reading, and optional Science and Writing sections.

Students who take the ACT will receive a Composite Score ranging from 1 to 36. The Composite Score is calculated by averaging the English, Mathematics, and Reading section scores. The Science and Writing sections are optional and are scored separately. Students can compare their ACT and SAT scores using the official concordance tables available on ACT's website.

It is recommended that juniors take at least one ACT exam in the spring (February, April, June, or July) and consider retaking the

exam in the fall of their senior year (September or October). Students must register for each ACT exam they wish to take by creating an account at www.act.org. It is the student's responsibility to register for the exam and arrange for official score reports to be sent to colleges that require them.

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

- **Math:** Up to trigonometry
- **Reading:** Reading passages - prose fiction, social sciences, humanities, and natural sciences
- **English:** Grammar usage, vocabulary in context, craft and structure, and organization

2026-2027 ACT DATES AND DEADLINES

Test Date: September 19, 2026
August 14th (Regular Registration Deadline)
Septemeber 1st (Late Registration Deadline)

Test Date: October 17, 2026
September 11th (Regular Registration Deadline)
September 29th (Late Registration Deadline)

Test Date: December 12, 2026
November 6th (Regular Registration Deadline)
November 29th (Late Registration Deadline)

Test Date: February 27, 2027
January 22nd (Regular Registration Deadline)
February 9th (Late Registration Deadline)

Test Date: April 10, 2027
March 5th (Regular Registration Deadline)
March 23rd (Late Registration Deadline)

Test Date: June 12, 2027
May 7th (Regular Registration Deadline)
May 25th (Late Registration Deadline)

Test Date: July 10, 2027
June 4th (Regular Registration Deadline)
June 22nd (Late Registration Deadline)

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 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 ($99 per exam). Seniors may opt-out of AP exams if an opt-out form is submitted by the selected deadline.

2027 AP EXAM SCHEDULE

Monday, May 3, 2027 (8 AM)
AP Physics C

Monday, May 3, 2027 (12 PM)
AP Biology

Tuesday, May 4, 2027 (8 AM)
AP US Government

Tuesday, May 4, 2027 (12 PM)
AP Microeconomics

Wednesday, May 5, 2027 (8 AM)
AP English Literature

Wednesday, May 5, 2027 (12 PM)
AP Physics 1

Thursday, May 6, 2027 (8 AM)
AP World History: Modern

Thursday, May 6, 2027 (12 PM)
AP Chemistry

Friday, May 7, 2027 (8 AM)
AP US History

Friday, May 7, 2027 (12 PM)
AP Macroeconomics

Monday, May 10, 2027 (8 AM)
AP Calculus AB
AP Calculus BC

Monday, May 10, 2027 (12 PM)
AP Seminar

Tuesday, May 11, 2027 (12 PM)
AP Precalculus

Tuesday, May 11, 2027 (12 PM)
AP Statistics

Wednesday, May 12, 2027 (8 AM)
AP English Language and Composition

Wednesday, May 12, 2027 (12 PM)
AP Computer Science A

Thursday, May 13, 2027 (8 AM)
AP Spanish Language and Culture

Friday, May 14, 2027 (8 AM)
AP Comparative Government and Politics
AP Computer Science Principles

Friday, May 14, 2027 (12 PM)
AP Latin

NCAA ELIGIBILITY

web3.ncaa.org/ecwr3/

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. Please note that Division III does not require NCAA registration.

NCAA CHECKLIST

- Speak to the College Counselor about your desire to be a college athlete
- Attend NCAA Eligibility workshop in September
- 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 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 GPA on the Division I sliding scale
- Graduate high school

DIVISION II

- Earn a core-course GPA of at least 2.2 GPA on the Division II full qualifier sliding scale
- Graduate high school

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

The FAFSA can be accessed and completed by visiting www.fafsa.ed.gov. The application cannot be filed before October 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.

FAFSA SUBMISSION SUMMARY

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.org

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. This percentage is voted by state officials annually and may cover between 90-100% of tuition. 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 25 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.

COLLEGE COUNSELING GLOSSARY

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 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.

Title: Lifelong Learning
By: Rozanne
College: Johns Hopkins University

The white yarn slipped off my aluminium crochet hook, adding a single crochet to rows and rows of existing stitches, that looked to be in the form of a blob. Staring at the image of the little unicorn amigurumi lit up on the screen of my laptop, and looking back at the UMO (unidentified messy object) number five, I was extremely perplexed.

This had seemed so easy. Round 1, construct a magic circle with 6 single crochets. Done. Round 2 was an increase round resulting in a total of 12 stitches. Also done. The remaining rounds were blurred into hours and minutes that should have resulted in a little white creature in the likeness of a unicorn, but sitting on my desk (much like the four days before today) was a pool of tangled white yarn. It was not until day seven that a creature with a lopsided head whose horn was the only identifier of the mythical being emerged.

Very much like learning how to crochet, my journey in forging my own path and finding a passion was confusing, messy and at times infuriating. Even in primary school, I had heard all the stories of individuals finding their own route in life. I had been told stories of those who found their passion at a young age and were exceptionally proficient at their craft, of those that abandoned their interests and pursued a lucrative career, even those who chose their dreams but regretted it afterwards. This weighed heavily on me, as I was determined to have a success story as many of my other family members had. The only problem was that I did not have a direction.

In the years following primary school, I stepped out of my comfort zone in a frenzy to find a passion. I joined the school orchestra where I played the violin, and a debate class to practice public speaking and become much more eloquent. At my ballet school, I branched out to contemporary and jazz dance. I stuffed myself with experience similar to an amigurumi engorged with batting. I found myself enjoying all of those activities but soon enough, I was swamped with extracurriculars. Just like the tangles of white yarn on my desk, I was pulled in all directions. I still felt lost. To make things worse, it seemed as if everyone else had found their path in life, and they had all become white unicorns while I was still doubting the stitch I just made.

It was not until high school that I realised that I could view this mission to find a passion from another perspective. While successfully completing a crochet project is an accomplishment itself, the motions of making slip knots, single or double crochets takes you on an adventure as well. The knots that I had encountered in my craft were evidence of my experiences and what shaped me as an individual. My exploration of various paths through detours may have sometimes resulted in roadblocks, but I continued to persevere and learn from my experiences, applying the skills that I have gained to future knots. The mini adventures that I went on were all crucial to me in the greater journey of life.

Through trial and error, the current adventure that I am on resonates the most with me, taking me down the path of service and environmental activism. However, I have learnt that no one path is static, and I can be on more than one path at a time. While I may only be halfway to the proportionate unicorn amigurumi that some others may have already achieved, I still have so much to learn and so much that I want to learn, and so my journey to grow continues.

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 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.

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 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: Left and Right Don't Exist
By: Stella
College: Johns Hopkins University

The first lesson I learned as a student pilot is that left and right don't exist. Maybe driving on a highway or in a parking lot, left and right is precise enough to describe the location and movements of slow-moving bikers, pedestrians, and cars. But at 36,000 feet in the air in a steel tube hurdling almost 200 miles an hour? Left and right just don't cut it.

During one of my first flights in a small Cessna-182, my flight instructor ordered me to scan the horizon for approaching aircrafts. To my right, I caught a glimpse of one: another Cessna with maroon stripes, the sun's reflection glinting off its windows. Gesturing vaguely to my two o'clock, I informed my flying instructor, "There's a plane to the right."

"No, to your right. From his position, what direction does he see you?" From his angle, I was to his left. In that moment, I realized that perspective and precision of language is everything. The radio chirped: "Cessna One-Eight-Two Sandra, heading north to John Wayne Airport. Over."

I navigate using my compass's north, east, south, and west directions because every pilot's vantage point differs from each other both vertically and horizontally, creating opposite perspectives. My right was that pilot's left.

Through flying, I began to consider all points of view, regardless of my personal perspective.

Perhaps it was my ability to scan the horizon to communicate a single story, uniting contrasting outlooks, that drew me to my love for journalism and the diverse melting pot that was my community.

To me, journalism modernizes the ancient power of storytelling, filled with imperfect characters and intricate conflicts to which I am the narrator. As editor-in-chief for my school newspaper, The Wildcat's Tale, I aim to share the uncensored perspective of all students and encourage my editorial groups to talk — and listen — to those with whom they disagree. Starting each newspaper edition with a socratic, round-table discussion, I ask the other journalists to pursue stories that answer the questions: why did this happen and where will it lead?

Expanding beyond the perspectives of my classmates, I began writing articles for the Korea Daily, and later, the Los Angeles Times High School Insider. I schedule interviews with city council candidates, young and old voters, and mayors of my town, obtaining quotes and anecdotes to weave into my writing. My interviews with both Democratic and Republican voters have taught me to thoroughly report polarizing-opposite opinions through an unbiased lens. As a journalist, I realized I cannot presume the opinions of the reader, but instead simply provide them with the tools necessary to formulate their own conclusions.

However, differences in perspective in my articles are not solely limited to politics. I found that in my suburban community, people love to read about the small-town hospitality of their own friends and neighbors. Quirky traditions, like our Fourth of July carnival clown and local elementary school's Thanksgiving talent show, are equally as important to me as national headlines are. My favorite stories to publish are the ones taped onto fridges, proudly framed on the mom-and-pop downtown diner, or pinned into the corkboard in my teacher's classroom. I discovered the size of my story does not matter, but the impact I leave on the reader does.

In my time as both a student pilot and journalist, I grew to love these stories, the ones that showed me that living life with blinders, can not only be boring, but dangerous. Whether I was 36,000 feet in the air or on ground level, by flying and writing, I realized that the most interesting stories of life come straight from the people most different from me.

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 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: Untitled
By: Riley
College: Connecticut College

Contrary to popular belief, mini-golf is very challenging. The unforgiving, neon green turf and the jagged rock formations send my ball spiraling in the wrong direction and careen straight into the roaring waterfall every time. The irony of my inadequate skills, however, is not lost on my younger sister, who routinely avoids obstacles and sinks her ball straight into the hole. Her embarrassing victory dance follows soon after, much to my own dismay. Notwithstanding my mini-golf shortcomings, I am known as "golf girl" by my peers and have learned much about myself and the game as the sole girl on my high school's golf team.

Growing up hearing tales of the golf team that my father coached and watching the LPGA from my grandfather's couch instilled me with a passion for golf. Looking up to Annika Sörenstam and other talented women who played with such grace and power ultimately gave me some dynamic, passionate role models to look up to. When the coach cut me from middle school golf tryouts, bright purple junior clubs in hand, I was determined to get better and committed to making myself and my role models proud. I began taking over 100 swings each night and spent countless hours on the putting green dreaming of that match winning putt. After being turned away, the sense of accomplishment in being one of the team's leaders in the following season was one of the best feelings in the world.

For the past six years, I have become accustomed to the mannerisms, smell, and humor of teenage golf boys. However, arriving at the first match brimming with four teams full of tall, strong boys and not another girl in sight made me gulp. The shorter bathroom line was a bonus when I first arrived at the course, but all was forgotten when I went to take my first shot from the female tee box. My teammate, James, walked up to me, noticing my apprehension, and told me the most random, bizarre joke that I had ever heard. In that moment, I knew my teammates had my back, even if I did not always completely comprehend their humor. Over time, the team grew into a tight-knit group of friends who fit together like a puzzle. James can break a bad round with a laugh, Matt gives the best pep talks, and Drew is reliable for sound shot advice, while my niche emerged as bringing positivity and optimism after a bad shot. This team dynamic continued in school as well, as James comes to me after a bad test, while I see Matt before a big presentation. Whether we are on or off the course, we help each other to succeed.

As the daughter of two teachers, country club simulators and memberships to the area's elite courses were not options for me. Two summers ago, I took matters into my own hands and got a job cleaning out dirty carts and taking out the trash at the local country club. Scrubbing the spilled adult beverages out of the cup holders and disposing of the deteriorating cigars was not how I pictured spending my summers, but was valuable for the free rounds I played. By the end of the summer, I realized my hard work leveled the playing field between myself and my more affluent opponents.

This gentleman's sport has become such a significant part of my life. The amount of joy I receive from sinking a lengthy putt or driving my ball straight down the center of the fairway reminds me just how grateful I am to play this sport. My sister might still dance in the parking lot after we play a round of mini-golf, I will join her, because I know that I will continue to play golf, and learn from the game, for the rest of my life.

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.