



Atlanta Classical Academy

College Counseling Handbook

2025-2026

College Counseling at Atlanta Classical Academy.....	3
ACA College Counseling Policies.....	4
The Student/Parent/Counselor Responsibilities.....	4
Student Responsibilities.....	4
Parent Responsibilities.....	5
Counselor Responsibilities.....	5
Transcript Requests.....	7
College Visit Policies.....	9
On Campus Visits.....	9
Off-Campus Visits.....	9
Disclosing Accommodations or Disabilities.....	10
Independent College Counselor Policy.....	10
College Counseling Timeline and Yearly Expectations.....	10
Freshman Year.....	11
Sophomore Year.....	11
Junior Year.....	12
Senior Year.....	13
The College Search.....	14
College Research.....	14
ACA Resources for the College Search.....	18
Building a College List.....	20
The College Application Process.....	22
Get Yourself Organized.....	22
The Application.....	22
Essay.....	23
An Essay Letter to Parents.....	25
Letters of Recommendation.....	27
The Interview.....	28
Testing.....	31
Recommended Testing Plan.....	32
Test Preparation Resources.....	32
Test Optional Admission.....	32
Important Notes on Testing.....	33
Freshman Index for the State of Georgia.....	34
Admission Programs & Deadlines.....	35
Rolling Admissions.....	35
Early Admission Programs.....	35
Regular Decision (RD).....	36
Athletics in the Application Process.....	36
NCAA Eligibility Center.....	37
Financial Aid.....	39

I. Cost of Attendance.....	39
II. What Is Financial Aid?.....	40
III. Scholarship Searching.....	41
Helpful Financial Aid & Scholarship Sites.....	43
HOPE/Zell Miller Scholarship.....	44
Eligibility Requirements.....	44
Appendix A: SCOIR Introduction.....	46
Student Introduction.....	46
Parent Introduction.....	46
Appendix B: Email Address.....	47
Appendix C: University System of Georgia Freshman Admission Requirements.....	49

College Counseling at Atlanta Classical Academy

“Every virtue causes its possessors to be in a good state and to perform their functions well. The virtue of the eyes, for instance, makes the eyes and their functioning excellent, because it makes us see well; similarly, the virtue of a horse makes the horse excellent, and thereby good at galloping, at carrying its rider, and at standing steady in the face of the enemy. If this is true in every case, the virtue of a human being will likewise be the state that makes a human being good and makes him perform his function well.”

(Aristotle, *Nicomachean Ethics*)

At ACA, our desire for each of our students is that, when they cross the stage on graduation day, they are prepared to live awake to their own value and responsibility. We desire that they may not live merely as productive workers, but as knowledgeable, virtuous citizens. The college counseling process endeavors to encourage students toward the virtue of functioning well with their unique abilities and interests. We dream about how they will continue to learn the true, do the good, and love the beautiful as they take off in different directions around the country and world.

In order to achieve our goals, we have designed a personalized process that walks students from 9th to 12th grade. When they start 9th grade, we focus on giving them the tools and wisdom to ensure their success in high school. We want them to drink well from the fountains of our curriculum, extracurricular offerings, and faculty mentorship. Students will be challenged to work diligently in the classroom, and their work will lay a foundation for a strong transcript. A strong transcript will open up more doors for college and scholarship opportunities when they begin to make their college lists and consider next steps after ACA.

While the college counseling team does have “college” in the name, we do not have a specific end in mind to which each student must aspire. Students should be challenging themselves to use their gifts well in the world. Some students will flourish in academia at the country’s most rigorous colleges; other students will pursue career-focused education such as accounting or nursing; and others may pursue trades such as welding or join the armed forces. Through resources such as YouScience, academic interests, and personal observation, we will work with students to help them identify a path forward that will allow them to continue to see the good, true, and beautiful whatever their future vocation may be. As college counselors, the way in which we have the opportunity to live out ACA’s mission in our own lives is to call out the best in our students and to encourage them toward virtuous living.

The following pages outline the policies, timeline, and resources available to ACA students in their high school years. The handbook is meant to instruct students and parents in the path forward. We’ve endeavored to pull together resources that will help families from all grades to understand ACA’s college counseling process and how it will support their children. We hope you enjoy the contents and always feel welcome to reach out with a question or comment at collegecounseling@atlantaclassical.org.

ACA College Counseling Policies

The Student/Parent/Counselor Responsibilities

Student Responsibilities

- College Search
 - Self-reflect to determine what characteristics will constitute a “good college match.”
 - When you begin, challenge yourself to research widely and learn about colleges you may not know much about. (Refer to [The College Search](#) section for more!)
 - Students are often drawn to a specific type of college, such as large urban schools, or state schools in college towns. Use the Atlanta area to determine which kind of school you’d like to attend and then research from there. For example, students who like Georgia State will also probably like Fordham or Boston University; students who like the University of Georgia will probably also like the University of Mississippi and the University of South Carolina.
- Research colleges to learn:
 - Admissibility
 - Academic programs
 - Academic and Social atmosphere
 - Cost
 - Deadlines/Admissions Requirements

Communications

- Check email regularly for messages from college counselors, universities, testing agencies, or other organizations in the college application process. “*I didn’t check my email*” is not an acceptable response for missing a requirement or meeting.
- Make use of SCOIR . Complete assigned tasks by posted deadlines. These will include completing the YouScience Assessment, filling out the activity section and Junior Questionnaire, and creating a college list.
- After YouScience is completed, the student should schedule an individual college planning meeting with the college counseling team.
- Next, after the Student/Parent Questionnaires are completed, the student will then coordinate a parent/student meeting with the college counselor in the spring semester.
- Request two teacher recommendations during junior year before leaving for summer break. If you happen to need additional recommendation letters after reviewing your application requirements, you must gain approval from the college counseling team and give your teacher one month of notice.
 - If you are applying to specialized programs, such as military service academies or a BS/MD program, and require significant teacher support (e.g. additional letters or forms), you must discuss a plan with the counseling team before approaching teachers with requests.
- Meet with appropriate college representatives when they visit ACA, exhibit at college fairs, or hold city-wide receptions.

Applying

- Abide by ACA college list and essay support deadlines to receive maximum support from the college counseling team.
- Request transcripts via SCOIR by the deadlines communicated by the college counseling office.
- Complete and send applications to colleges.
- Abide by application, testing, and scholarship deadlines.
- Note on Early Decision: You may only apply to one ED school, and you must attend if you are accepted. Once you are admitted, you will withdraw your application with all other colleges.
- Please note: We are here to support your application process. We do not do it for you. If you are ready to hit send, you do not need approval from an ACA counselor in order to do so. If our review is helpful, then we are happy to help, but you do not need our blessing before sending your applications to schools.
- If you would like the counseling team to review your application, you must share the Common App with the counselor two weeks prior to the college's deadline.

Testing

- Register for any additional testing outside of the School Day SAT/ACT/PSAT with the appropriate organization.
- Request that the testing agencies send official test scores to the college(s).

Parent Responsibilities

- Clearly state the following parameters for college options with your child and the college counselor if applicable:
 - Cost
 - Location
 - Possible field(s) of study
 - Restrictions
- Complete the Parent College Questionnaire on SCOIR before the spring college counseling meeting.
- At least one parent should meet with the college counselor during spring of the junior year for a family college counseling meeting.
- Communicate with the college counselor if questions or concerns arise.
- Be aware of deadlines.
- Complete financial aid forms (FAFSA and CSS Profile) if necessary.
- Work with the school counselor to secure testing accommodations (if applicable).

Counselor Responsibilities

- Be a resource for students and parents.
- Be available to students and parents.
 - The college counseling office initiates individual meetings with students at the following points:
 - i. 10th Grade Academic Advising (to select 11th grade courses)

- ii. 11th Grade Individual Student meeting
 - iii. 11th Grade Family Meeting
 - iv. 12th Grade App Plan Meeting
 - v. In addition to these benchmarks, the college counseling team is always happy to arrange additional meetings at the request of students or parents.
- Inform students and parents of the procedures necessary to complete the college admission process.
 - Provide guidance on the appropriateness of colleges.
 - Suggest possible college options.
 - At the student's request, review applications and essays before submission.
 - At the student's request, complete and submit the counselor recommendation, secondary school report and high school transcripts.
 - After a student completes a teacher recommendation request on SCOIR, follow up with the teacher in the fall to make sure the recommendations are sent.
 - Electronically submit or mail all ACA packets directly to the institution/program.
 - Help students and parents make the final matriculation decision.

The College Counseling Office Sends the Following Materials To Colleges:

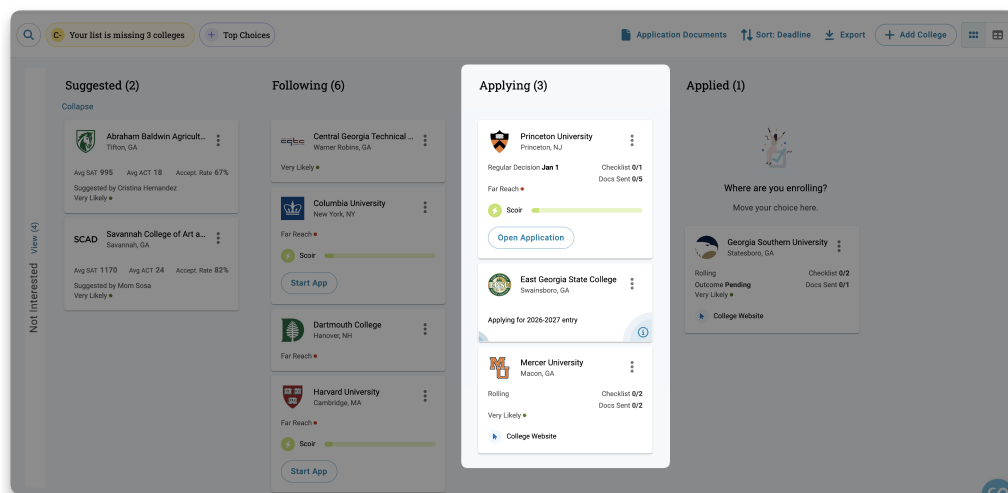
- Senior Transcript: ACA will send an initial transcript (with 9-11th grade courses and results and 12th grade courses) and a mid-year transcript (with 1st semester of 12th grade courses) for every school you request.
 - Important: Transcripts are available to send to colleges after the add/drop period of senior year (typically after the first two weeks of the school year).
- College Counselor Recommendation: The recommendation will be included with your transcript for every school that requests a letter of recommendation from the counselor.
- ACA Profile: A description of the school and the courses is offered so that college admissions officers can appreciate the context of an application from our school.
- Mid-Year Reports: Many schools request a mid-year update from you and that includes an update to your grades that will be sent by the college counseling office. We will automatically send mid-year grade updates to all schools to which you applied.
- A final transcript will be sent upon graduation to the college you plan to attend.
- Please remember that the college counseling office does **NOT** send your official test scores (SAT, ACT, AP Exam). You are responsible for reporting your test scores to the school.

Most application materials are sent electronically through SCOIR, but we are also happy to send a paper copy of your application materials through the mail if the school requests this to be done.

Transcript Requests

A transcript request requires student action on the SCOIR platform. All colleges should be in the correct applying column at least one week before the school's deadline and the appropriate application round should be selected. The college counseling office will send student documents for all schools in the "Applying" Column.

- 1) Place the college in the "Applying" or "Applied" column on SCOIR with the correct deadline listed.



- 2) Students should connect SCOIR to CommonApp for the counselor to easily send documents or fill in all necessary information in the SCOIR College Tile to ensure quick document processing.

Transcript Request Timing

Transcript requests must be made **at least one week (5 school days, not including holidays)** prior to the university or scholarship's posted deadline.

No transcripts are guaranteed if requested during **school holidays**. You must make all transcript requests before leaving for the break.

If a student or parent requests a transcript to be sent after the 5-day mark has passed, the college counseling office will make every effort to send the transcript in a timely manner but cannot guarantee its arrival by the deadline or that it will be accepted by the university.

College Visit Policies

On Campus Visits

Every year, representatives from dozens of schools visit campus to recruit ACA students. This is an amazing opportunity to have face time with admission representatives from schools across the country, and students might even talk with the person who will read their applications. Take advantage of this opportunity – often students overlook the importance of these in-person connections on our campus but those who engage with them stand to benefit substantially. Here are some details and guidelines about these visits:

- College visitors will come to campus during lunch or Cav Periods primarily during the fall semester. Students will know about the college visits in advance and should make every effort to attend.
- Students should actively engage with visitors and endeavor to get to know each school whose visit they attend.
- If students abuse the opportunity to meet with colleges, they will no longer be allowed this privilege.

Off-Campus Visits

The culminating point of the college search should be visits on campus to students' top choice schools. In order to maintain their ACA studies, we ask that students only miss school to visit the colleges in which they are truly interested.

College visits will count as pre-planned absences. The students will be responsible for communicating their absences to their teachers and making up work at an agreed upon time. Students and/or parents must forward a confirmation of an official campus tour to collegecounseling@atlantaclassical.org to receive this excused absence. Sophomores are granted 1 day for visits, juniors are given 2, and seniors are given 3. Additional absences will be approved on a case-by-case basis.

Note: Attaching a college visit to a vacation will not necessarily excuse an absence from school. A visit to a campus near where you are traveling will not suffice. Confirmation of an official visit is always required to receive an excused absence and please keep in mind that the student should be genuinely interested in the college.

Disclosing Accommodations or Disabilities

Atlanta Classical Academy will provide colleges with accurate information about a student's academic, extracurricular, and character record, as well as a description of those personal qualities which are relevant to the admissions process. It is ACA's policy only to report a student's physical and/or learning challenges with the authorization of the parent(s) of said student. Before authorizing release of such information, please talk with the counselor to determine the best course of action for disclosing this information to colleges.

Reporting Disciplinary Infractions

ACA does not report disciplinary infractions to colleges and other educational programs; however, if the application asks if the student has been suspended, expelled, arrested, or faced severe disciplinary action while in high school, the student must answer truthfully and completely. Due to the nature of the application process, which can often involve colleges asking the counselor questions about a student file, the student must share their responses with the counselor. Additionally, if the student receives a disciplinary action after the application is submitted, the student must notify colleges.

Colleges understand that high school students make mistakes. They are most concerned about patterns of behavior, behaviors that endanger, and violations of honor. Most suspensions are not a factor in an admissions decision, but failure to disclose one could certainly jeopardize a student's chance of admission.

Independent College Counselor Policy

Our hope is that all students will feel that their college counseling needs are met by our office. We have developed the process with the intention that students should not need outside help; however, if you are not sure whether your family will benefit from additional support, we are always open to a conversation.

There are certain application circumstances that might lend themselves to working with an Independent Education Consultant (IEC). Students who are pursuing admission to specialized programs, such as BS/MD programs or performing/visual art programs may find an IEC helpful. Students who are interested in pursuing sports, particularly Division I, or who plan to attend an international university may also find an IEC helpful to their process. In cases where students are applying to universities with whom our team already has a strong relationship, the IECs efforts may help in terms of project management, but their advice is often duplicative of what we offer.

If you choose to hire an IEC, please understand that their services cannot replace those of the ACA college counseling office for key parts of the admission process such as submitting letters of recommendation, transcripts, etc. The main pitfall we have seen when students work with an IEC is that they forgo engaging in the ACA college counseling process, which is the method by which we get to know a student. Our office's relationship with students is crucial to our advocacy on their behalf in the college admission process.

It is important to note that IECs are not able to advocate to admissions committees for students. Should a student need a counselor to intercede on their behalf, in the case, for example, of being waitlisted or deferred, the ACA counselor would do this, not the IEC.

College Counseling Timeline and Yearly Expectations

Our small class sizes at ACA allow us to start the college counseling process as early as freshman year. Most of the robust college application work ramps up in junior year, but freshmen and sophomores will also have college counseling programs (and they are always welcome to stop by our office with questions!).

Freshman Year

Student Timeline

- ☐ Cultivate and refine the skills necessary to be an effective student. Determine best study habits. Discover how to balance academic, extracurricular, and personal obligations. Explore new activities and leadership experiences with ACA and the Atlanta community.
- ☐ Begin conversations with your parents about college options, studies, and finances.
- ☐ Keep track of your activities. Take note of awards, community service, and interests.

School Timeline

- The college advising team will host a meeting with 9th grade students and their families to provide an overview of the college process and to encourage students to do their best academically, find distinguishing, impactful extracurricular activities in which to participate, and generally to strive to do well in all they do.

Sophomore Year

Student Timeline

- ☐ Continue the strong work you began in the 9th grade year.
- ☐ Continue to make an impact on campus and in the community. Keep careful records of your activities and pursuits.
- ☐ Schedule preliminary college visits when vacation travel permits. This may happen close to home!
- ☐ Attend all college events offered by the school. Take notes and ask questions.
- ☐ Begin to think about testing. Take a practice SAT and ACT to determine which test is right for you.
- ☐ Take advantage of the summer between sophomore and junior year to deepen interests, learn a new skill, or have a fresh experience.

School Timeline

- The College Advising Team will host a meeting with students and families to provide more in-depth information about the college process.
- Students are invited to participate in college visits on campus during the fall semester
- Students will sit for the Pre-SAT (PSAT) as a practice for the SAT junior year.
- AP exams will be administered for any qualifying classes.

Junior Year

Student Timeline

- ☐ Remain focused on academics. The junior year is the most important year for colleges, so keep up your strong work.
- ☐ Consider how to be a leader in the activities that mean the most to you. Continue to keep note of your activities and accomplishments.
- ☐ Complete college research
 - ☐ Attend local college fairs and college recruiting events at ACA.
 - ☐ Research colleges and their academic and extracurricular programs. Talk to parents, teachers, and others who may have insight into particular colleges and fields of study.
 - ☐ Schedule college visits over school breaks based on a short list of colleges you have developed with your parents and the college advising team.
 - ☐ Discuss college finances with your parents.
- ☐ Request letters of recommendation from teachers to prepare for early action/decision applications.
- ☐ Take the SAT/ACT this year.
 - ☐ ACA offers both the SAT and ACT on campus in the spring semester. Students often choose to take the test more than once based on their goals, and they are responsible for signing up and taking these tests through the testing agencies.
- ☐ Begin work on personal statements.
- ☐ *During the summer after junior year*, polish your personal statement. This summer is also a student's last chance to make an impact that will be represented in the college application. Thus, we continue to encourage students to deepen interests, learn a new skill, or have an educational experience.

School Timeline

- Juniors will take the YouScience assessment, which will highlight their aptitudes and interests, and will provide a list of suggested careers.
- Juniors will meet individually with the college advising team beginning in September.
- Juniors will attend regular workshops throughout the year designed to help them create a college list, begin the personal statement, request teacher recommendations, research majors, and understand the college application process.
- Junior families will attend a required meeting in the spring of the year to discuss a college list and plan of action for applications.
- The PSAT/NMSQT will be administered to all juniors in the fall.
- The SAT and ACT will be administered to all juniors in the spring.
- AP exams will be administered for any qualifying classes.

Senior Year

Student Timeline

- ☐ Focus on your studies. Strive for a strong finish.
- ☐ Complete college applications. (This is where you'll thank yourself for keeping note of activities and accomplishments throughout high school).
- ☐ Complete scholarship applications.
- ☐ Complete the required financial aid forms: the FAFSA for all colleges and the CSS profile if applicable.
- ☐ Ensure all necessary test scores have been sent to colleges.
- ☐ Attend college recruiting events at Atlanta Classical Academy.
- ☐ Take your last SAT/ACT, if applicable, by October.
- ☐ Reach out to admissions counselors at your chosen colleges to make a connection, let them know of your application, and ask relevant questions.
- ☐ Students will attend the College Application Boot Camp to complete the Common Application.

School Timeline

- The college advising team will host personal statement conferences and a college application boot camp during the summer to assist students in completing their college applications.
- Students will meet with the college counseling team to discuss and confirm a college application plan for the first few months of their senior year.
- The college advising team will host FAFSA and financial aid workshops to assist families with applying for financial aid and understanding the financial aid process.
- The college advising team will send transcripts and other documents to colleges on the student's college list. The advising team does not send test scores. Students must authorize the testing services to send test scores.
- The advising team will be available during lunch during most of the first semester to assist students with individual questions/concerns about the college application process.
- AP exams will be administered for any qualifying classes.

The College Search

College Research

How to Research Colleges and Universities

Step One: Self Analysis

Decide what you want in your college experience. Consider your preferences and biases, secondary-school experiences you wish to duplicate, and new experiences you wish to explore. Once you know what you want—even if it is in the most general terms—then you may start looking for the colleges and universities that best match your interests and goals.

YouScience will help you home in on your personality and preferences, but the following questions may also help you determine what you want your life in college to look like.

1. When you visualize your ideal college day, what are you doing and where are you doing it? Obviously, class and study will be part of your vision, but what else? Are you sitting in a coffee shop looking at a busy, urban street? Are you going to an internship? Are you taking a hike? Attending a football game? Etc.
2. What is your ideal class setting? Large lecture hall? Medium-size classroom? Professor and students sitting around a table?
3. What kind of access do you envision having to your professors? Do you envision getting to know them outside of the classroom or will you be fine with only chatting with them after class to get questions answered?
4. Do you want to be on a campus where you see someone you know every day, every week, or rarely, unless you make plans to meet up with them?
5. Are you energized by large urban areas or do you find them overwhelming?
6. Do you like having a large group of friends and meeting new people all the time or are you ok with a select, close group of friends?

Step Two: Research

Understanding the broader college world is essential before you can focus on individual schools. It's important to understand, for example, the difference between "college" and "university," and how a rural campus differs from an urban one. Use SCOIR or commercial guidebooks, such as the [Fiske Guide to Colleges](#), to get an idea of the available options. At this stage, select 10 to 20 schools to research. You will refine this list as you learn more.

To determine the type (size) and setting (type of location) of your ideal college, use the Atlanta area as a lab. Once we know what type and setting you like, we can make recommendations beyond Atlanta.

At this stage, it's important to separate school reputation, education philosophy, etc, from the type and setting of a given school. For example, you don't have to want to go to Georgia State in order to like large urban schools.

Large / Campus Integrated into Urban Area = Ga State (which means you may also like Fordham)

Large / Defined Campus in Urban Area = Ga Tech (which means you may also like U Chicago)

Small / Urban = Agnes Scott (which means you may also like Emerson College in Boston)

Private Research = Emory (which means you may also like U Penn)

Small / Rural = Berry (which means you may also like Hillsdale)

Large State University / Small Town = UGA (which means you may also like Ole Miss)

Small-Medium Liberal Arts / Suburbs = Oglethorpe (which means you may also like Rhodes)

Once we know the type and setting you like, we can make recommendations that you can then pare down based on academic and financial fit using the questions in Step Three.

Step Three: Analyzing Materials

Step three is really an extension of step two. As you think about your ideal setting and size, you should read materials prepared by the colleges such as catalogs, view books, and reports. Read these materials cautiously. Although they are informative, they are written to enhance the image of the college. Use these resources to gather statistics and facts, such as the ones listed below, for each college.

- Size and location (on- and off-campus environment)
- History & Mission
- Admission requirements and procedures (deadlines, fees, required tests, courses, degree of selectivity)
- Graduation requirements and degrees awarded
- Costs (tuition, room, board, books, fees, travel, incidentals)
- Academic program (distribution requirements, core curriculum, innovative programs, majors, interdepartmental programs, independent study, off-campus and overseas programs, co-op study plans)
- Graduate placement (graduate schools, career counseling, outcome data)
- Social and political climate
- Recreational facilities and availability
- Faculty (level of degrees, accessibility to undergraduates, faculty/student ratio)
- Student body composition (size, academic level, geographic origins, social/ethnic/economic diversity, graduate vs. undergraduate, commuting or residential, suitcase school)
- Campus organizations/activities (role of Greek life, clubs, concerts, guest speakers, athletics, weekend activities)
- Housing (variety, availability for all four years, comfort, can you study there?)
- Health and counseling services, services for learning disabled, academic resource centers

Step Four: Personal Opinion

Talk to those directly involved with the institution. Friends who are currently enrolled, recent graduates, faculty/staff members (including admission interviewers), tour guides, college coaches, strangers you approach at the student center, bookstore, or library, and long-term alumni are invaluable sources of information, insights, and opinions. Their personal views usually are most valuable when compared and contrasted. Since each of them is providing a subjective opinion, you will have a better perspective every time you speak with another person. Just like the historian must distinguish fact from opinion, so must you!

Step Five: Meeting College Admission Counselors

Now that you've done your research, you are ready to start interacting with colleges. Often it's easier (and cheaper!) to chat first with college admissions counselors (also referred to as college reps) in Atlanta before you travel. Luckily, we welcome dozens of colleges to campus each fall and encourage students to attend the North Atlanta Fair and the Atlanta Private Schools Fair in the fall of junior and senior year. Meeting an admission officer gives you the chance to ask questions that are not easily answered through research. It also gives you a chance to meet the person who may read your file if you decide to apply to the school, a connection that can be invaluable in this competitive college admissions world.

Step Six: The Visit

The campus visit is a crucial part of the research process. Before setting foot on a campus, you should thoroughly research the school and decide what information you need to confirm or determine. Record your reactions to all visits—the things you liked and disliked, the highlights of the visit, and the names of people with whom you spoke. Months later, when memories tend to blur, your comprehensive notes will be especially helpful! You should have an interview where available (see your college counselor beforehand for tips), take an official campus tour, and then take time to wander the campus to acquaint yourself with the institution as thoroughly as possible. When possible, stay overnight in a dorm, attend classes, eat with the students, and experience daily life (ACA graduates can be a great resource for this option).

Although an in-person visit to campus is the ideal way to check for fit, sometimes it's not possible to travel. In these cases, a virtual visit can be helpful. Check the college website or with the admissions office to find out more about these.

Visits, either in-person or virtual, can play a critical role in the application process. Schools that track “demonstrated interest” will pay attention to whether you visit or not. Talk with the counseling team to determine which schools on your list will need you to visit.

Questions to Ask on College Visits

Part of your Research will be visiting with representatives from colleges through campus visits, college fairs, and campus tours. Use the following questions as a starting point for your conversations:

To College Students:

1. What's the best academic experience you've had?
2. What did you do last Saturday night? Was it a typical evening?
3. If you could change something about the college, what would it be?
4. Why did you choose to come to this college? Where else were you considering?
5. What is the surrounding community like?

To Admission Officers:

1. What long-range goals has the college set for itself?
2. What one thing most distinguishes this college from others in the country?
3. With what colleges do you see the greatest number of overlapping applications?
4. What types of traditions (annual events, etc.) does the college have?
5. What are the college's retention and graduation rates? Why do students choose to leave?
6. Describe the ideal student for your campus? What do they love and how do they spend their time when not in class?

ACA Resources for the College Search

College Representatives at ACA

Colleges visit high schools to recruit students and learn about high school programs. Understanding a high school program—curriculum, diversity, values—helps the college understand and evaluate a student’s transcript. We are fortunate to have over 30 colleges visit ACA each year. Each year we invite perennial favorites—such as Ga Tech, UGA, Georgia College, Washington & Lee, Davidson—but we also want to invite schools that a particular class wants to know more about, such as Bucknell or UPenn. If there is a particular college you would like to talk with on campus, let the counseling team know during your junior year meetings.

College reps are subject matter experts on their colleges. During the visit, expect to find out information about specific programs, admissions requirements/processes, school life, study abroad, what’s served in the dining hall, and more.

College visits happen in the first months of the school year. To attend, sign up on SCOIR. Keep an eye on the *Legenda* and SCOIR to learn about upcoming college visits.

Attend College Fairs

Because we live in a busy urban area, there are fairs throughout the school year that could be of interest to you. Attending fairs is not only a great way to learn about colleges you’ve never heard of, but it is also a way to connect with college reps you’ve already met.

- **North Atlanta Fair:** Students will attend this fair during their junior and senior years as a field trip. This event is for Atlanta Public High Schools and usually has around 100 colleges present.
- **Atlanta Private Schools Fair (Currently hosted by Westminster, Wesleyan, KIPP, Marist):** This is an invitation-only fair, and we are grateful to be included on the invite list every year. This fair has over 200 colleges in attendance. Attendance is not required, but highly, highly encouraged.
- **Colleges that Change Lives (CTCL):** This is a small fair in the spring that is perfect for a junior’s “first” fair. The CTCL fair is composed of small liberal arts colleges, from Agnes Scott to Hillsdale, that “you may have never heard of but are changing lives.” The list was derived by a *NYT* journalist in the early 2000’s, who wanted students to pay attention to colleges outside of the Ivy League.
- **NACAC College Fairs:** NACAC offers a variety of fairs, including general college fairs and fairs that focus on STEM and / or Performing / Visual Arts schools.

We will let students know about outside fairs as much as we can, but a quick web search for “CTCL college fair in Atlanta” or “Atlanta NACAC fairs” can get you the information you need.

Visit Colleges and Universities

As mentioned in Section Two of the research process above, ACA strongly encourages students to visit colleges. In the early phases of building your college list, be sure to visit colleges and universities in and around Atlanta to determine your ideal campus type and setting.

The best time to visit or revisit colleges is during junior and senior years. It can be most helpful to visit a college campus when students are there and classes are in session. Students are encouraged to visit

colleges/universities during the junior year to decide if they want to apply. During senior year, they may want to revisit colleges during the fall to make their final college list choices or after they receive their admission decisions to decide which school they will attend.

If possible, we highly recommend that you eat lunch on campus. This will give you a great vantage point to observe the different types of people on campus and perhaps even start a conversation with a current student.

*Please remember to read the Policies and Procedures page before scheduling a college visit.

Building a College List

The final goal of the college search is to create a balanced list of colleges that fall into four categories. The terms we use—likely, possible, unlikely/reach, highly unlikely/far reach—are relative, not absolute. SCOIR will give us an idea of which categories each of your schools fall in. Their designations are based on your GPA, test scores, and how previous ACA applicants have done at a given school. When you are creating your list, we are quite conservative in our advice at this stage and lean into the “numbers” of admission, especially the GPAs and test scores of previous ACA applications to each school. However, holistic admission is not just limited to the numbers, so our advice won’t be either. When we advise you, we use our judgment based on outcomes of previous ACA applicants and what we know of institutional priorities in a given application season.

We begin to build the college list in January of the junior year, and the list can change. Changes in academic performance during the junior and senior year can move certain colleges into a different category. Improved standardized test scores can also increase the likelihood of acceptance. We offer frank advice to help you evaluate your chances of admission at a particular college—not as a judgment of your performance during your time at ACA or your potential as a college student.

ACA keeps extensive statistical data on college results and stays in close contact with admission offices to provide students with an accurate assessment of what kind of competitiveness they will likely encounter if they apply to any given school.

SCOIR assigns a school’s likelihood of admission based on student’s GPA/Test Scores paired with their extensive historical data from applicants around the country. Here are the definitions of the four major categories colleges fall into:

Likely: ACA students with comparable test scores and grades are usually offered admission, and an offer of admission is most likely. In Georgia, students are also fortunate to have guaranteed likely schools based on their GPAs and test scores. The guide to these guaranteed schools is at the end of this handbook. In addition to chances of admission, it is important to apply to several “likely” colleges as these schools typically offer the greatest merit scholarships.

Target: ACA students with similar grades and test scores are sometimes admitted, sometimes waitlisted, and occasionally denied. The student’s chance of admission is roughly 50-70%. We encourage students to make up a large part of their list with target schools as they may be sources of merit scholarships as well.

Reach: ACA students with similar grades and test scores are sometimes admitted, sometimes waitlisted, and occasionally denied. The student’s chance of admission is roughly 20-50%.

Far Reach: Students are unlikely to be admitted no matter their test score or grades due to the extremely selective admission processes at these schools. Students will often need to apply via the Early Decision round to have a stronger chance of admission at one of the schools. There is usually a 0-20% chance of being admitted.

We recommend that your final list of colleges includes at least two colleges in the Likely category, and no more than three colleges in the Reach or Far Reach categories. The majority of your colleges should be in the Possible category. It’s also important to note that the most selective colleges in the country will be in the Reach/Far Reach category for almost all of ACA’s students, regardless of GPA or test scores. The high level of selectivity at schools such as Harvard or Stanford always make admission uncertain. These

highly selective colleges have so many qualified applicants, they're not concerned with whether a student can do the work—the majority of the applicants can do so quite successfully—rather they are focused on creating a class of students who will bring unique talents to their colleges to supplement their stellar academic performance. Your counselor will be able to help you understand why certain colleges fall in a particular category. Remember that the selectivity of a college often has little bearing on the quality of the education and experience that it can offer you!

The College Application Process

Get Yourself Organized

Organization is one of the keys to completing a project on time, and this is certainly the case during the college application process. If you are organized, the process becomes much simpler. Create a spreadsheet or filing system with information for the following:

- Each different application—How will you apply? (Common App/GAFutures/etc.)
- Testing information—What testing does each school require? (SAT/ACT/etc.)
- Secondary school reports + Transcripts –What does the college counseling office need to send?
- Essays—What essays do you need to write for each school?
- Financial Aid and scholarship information—Do you need to fill out additional forms for each school?
- Athletic recruitment information (if necessary)

Develop a system for keeping track of deadlines. Keep a large calendar easily accessible. Give yourself deadlines prior to the colleges' and ACA's absolute deadlines. Do not procrastinate!

If you need a tracking system for this process, the counseling team can provide one for you.

The Application

Applying to college is easier today than ever before. The wide variety of application submission options allows you to tackle college applications in an efficient way. You can use a central application system or apply directly to the institution. Using a central application system, such as The Common App, can significantly reduce the work required to complete applications. The Common App centralizes information that all colleges need to know, such as demographics, etc, and makes available college specific questions if a student is applying to a college that requires that. Applying directly to the institution may be necessary if a college does not take The Common App or if you're applying to only one school.

- Common Application—The Common App is the shared application for over 750 schools in the country. ACA prepares students for the Common App because it is the most widely used; however, if a student chooses to use another system, information gathered for the Common App can be easily transferred to the system of choice. However, it is preferable that you use the Common App when at all possible.
- GAFutures—Many Georgia public schools use GAFutures as a shared application. The application can be accessed through the GAFutures.org site, and at this site you will also find a wealth of other resources on higher education in GA (including your Hope Scholarship information). You may want to consider using this application if you are only applying to GA public schools.
- Individual College Applications—Finally, many schools operate their own applications through their websites for you to use in order to apply. This route is preferable if you are applying to only one school or if the school you're applying to does not take The Common App.

Essay

Many colleges and universities require students to write an essay as part of the application (but not all—many state institutions do not have this requirement). Why? Because they want to see: a) how well you write, b) as one admissions officer puts it, “how students can wrap their brains around broadly-based questions” and c) who you are, in your own words and from your own point of view.

The essay affords your best chance to share your thoughts, insights, and opinions; to highlight your accomplishments; and to convey your maturity and outlook on life. Look at the essay, then, as an opportunity to tell the admission committee something about yourself that isn’t in the rest of your application. College essays are therefore different from those you write for English, history or other classes. You try to write well and to wrap your brain around questions for those teachers, but usually you do not write about yourself. When writing college essays, some students find it difficult to shift gears and write about a topic that may be close to them personally. The task need not be difficult, however. Here are a few tips, many gathered from admissions officers:

Choosing a topic:

Some colleges simply assign a topic, such as:

- Describe a person or an event that has been important in your life.
- If you had to choose four things to put into a time capsule to be opened in a thousand years, what would they be and why?
- Write about an issue of local, national or global importance.

Some essays give you the option of writing about a topic of your own choice. Whatever you choose, bear in mind:

- No topic is inherently “right” or “wrong.” Admissions people want to discover something about you that they cannot learn from your transcript or test scores, so write about something that matters to you, not what you think they want to hear.
- While no topics are “wrong,” there are wrong approaches. In general, do not report on specific experiences, but on your perception of or reaction to those experiences. For example, writing a travelogue about your summer trip to France is trite (“The view from the Eiffel Tower was the most breathtaking thing I’ve ever seen!!!”). Instead, write about something you learned about yourself or that truly moved you while you were there. If you cannot do that, find another subject.
- Some topics do need to be treated with great care and should be avoided if you cannot do so. It is very difficult, for example, to write about personal tragedies or those that affect your community or the world. If you choose one of these subjects, be sure to focus less on the events than on how they affected you—and never focus on just the negatives, be sure to note how you’ve overcome this adversity. If you are asserting a strong opinion on a sensitive political, social, or religious issue, we recommend also pointing out that you are open to the opinions of others.

Writing the essay:

- Be yourself, and write for yourself; use your own voice. Generally, we are taught to write for a particular audience. The college essay has no audience per se except a group of strangers known as the admission committee. With no specific audience, students may compose an essay that attempts to convey an “educated” writer. This approach can result in stilted diction, posturing, and labored prose, rather than writing that reflects energy and spontaneity. If you write from the heart about a topic that is meaningful to you, you will be writing for yourself, and, as a result, your essay will be much more memorable to that group of strangers.
- Use words you are comfortable with. Do not use a thesaurus. You do not ratiocinate or cogitate, for example. You think.
- Do not try to be funny unless humor comes naturally to you and you are experienced—and good—at humorous writing.
- Good writing, as one admission officer put it, is lean, progressive, imaginative, grounded in specifics, energized by apt verbs, and respectful of the reader’s intelligence. Tell your story in a way that shows, rather than merely claims, that you have learned or matured through the situation or experience you are describing.
- Your opening sentence needs to “grab” the reader. Admissions officers read so many essays that an imaginative opening will grab their attention.
- Do not allow others to become involved in the writing process, other than as proofreaders. It will be obvious if someone else wrote the essay for you!
- Spelling, punctuation, grammar, clarity, and neatness all matter, and they can sabotage an otherwise competent and compelling essay.
- Allow plenty of time to write your essay(s). *Edit, re-edit and proofread* again and again! If you wait until the last minute, it will show.

An Essay Letter to Parents

Dear parents,

As our juniors embark on their college essay journey, we want to take a moment to give you some perspective on what's upcoming and how the college counseling team will prepare and support your student to tell their story in the college admissions process

The Role of the Essay in a College Application

The college essay (aka the personal statement) is the student's chance to speak in their application. While the other components of their application are primarily objective—transcript, test scores, etc.--the essay is an opportunity for their personality to emerge. College admissions committees use the essay to discern what the applicant is like as a person. They use it to see what students care about, who they are beyond their academic record, and how they might fit in and contribute to their campus community. Because of this, it's important that the essay foregrounds personality over achievement or merit. The essay is meant to be informal and written in the voice of the student.

The Writing Process

We begin by orienting students to the goals and expectations of the college essay. We talk about the form of the creative essay and read and discuss strong examples. Then we brainstorm. The goal during brainstorming is for students to identify their topic and to gain some sense of the structure their essay will take. Students submit the first draft of their essay in mid-May and receive feedback from Ms. Moore by the end of the school year. Their essays count as a grade in American Literature, which helps add accountability to their writing, and also offers them a chance to bolster their grade. They then have the summer to revise and polish based on the comments Ms. Moore has given them. Just before school starts, Ms. Moore offers one-on-one zoom essay conferences to provide individualized feedback for final advice and revision. She is available to meet with students in the fall, but the hope is that students will enter senior year with a finished (or nearly finished) essay.

Editing and Feedback

When we give students essay feedback, our goal is (1) to help them clarify and expand their ideas and (2) to help them correct errors. Here's a bit more detail about what we do and don't mean this:

We will...

- Ask students, "What do you mean by this?" or, "How else might you phrase that?" Helping them refine their thinking helps them refine their writing, and the process of revision involves both of these.
- Ask students to "Show, don't tell." When we encounter a sentence like, "I am a leader," we will ask, "Can you give some examples of when you've led others in your day-to-day life?" Examples and anecdotes are the "evidence" in a personal essay; without them we have only ungrounded statements.
- Correct egregious punctuation, spelling, and grammatical errors. We will take a red pen to all that would offend an ACA English teacher so that a student's meaning is not obscured by correctable mistakes.

- Let students make their own stylistic choices. Colleges admit teenagers, so it is *good* that they sound like teenagers. To this end, beginning with an introductory clause or ending a sentence with a preposition is more than acceptable.

We will not...

- Rewrite sentences or paragraphs. Rather, we will guide students to the best writing they are capable of through thoughtful questions and advice. The essay is always *theirs*.
- Tell a student when the essay is “done.” All final choices about the essay are up to them and they decide when it is ready for submission.
- Expect perfection. No one is up for a Pulitzer prize here! We will do all we can to support your student in writing a clear and thoughtful essay in their own voice, but they will hopefully still sound like a 17-year-old in the end.

A Note Regarding AI

Please note that admissions officers are fully aware of the proliferation of AI writing and editing tools and have shared with us that they still want to see student work, even if it is imperfect. They want to hear the student’s voice rather than an AI-glossed piece of writing. Students should avoid services like ChatGPT, Grammarly, and the like.

A Word of Advice

Allow your student to own their own essay process. The essay can feel scary because it’s perhaps the only tangible component of a college application that can be tinkered with. Let us assure you that our team has a deep knowledge of what admissions readers are looking for, and that we’ve read a *lot* of student essays. We care deeply about this process. It is one of the rare moments in students’ lives when they’ve been asked to write something deeply reflective of who they are and what they want from life. It’s a moment when their experience and education crystalize into a cohesive and close-to-heart narrative. It is often where some of the real work of discernment inherent in the college admission process occurs, and we promise to guide your student with care and attention, so that come fall, they have a strong, application-ready essay that truly represents them and of which they are proud.

Additional Essays

In the fall, your student will likely find themselves writing additional essays either for specific colleges, scholarships, or honors college admissions. Our office is here to support any written application your student may encounter. Explicit instruction on how to approach “supplemental” or college-specific essays will be given early in the fall. To receive one-on-one essay support, students should email Ms. Moore and allow for a **two week turnaround period for essay feedback**.

Sincerely,

The College Advising Team

Letters of Recommendation

Most colleges require two letters of recommendation. The college counseling office guides all juniors to ask two teachers at the end of junior year so that the faculty has the time during the summer to think about and write their letter.

Choosing Faculty for Recommendations

We recommend that students choose one teacher from a math/science course and one from a humanities course (history, literature, foreign language, philosophy). By covering these two sides of academics, you will ask someone who can speak to your ability to express yourself in writing and someone else who can evaluate your capacity to think in analytical and logical terms. You should always select teachers from your core subjects who can present your “greatest academic hits.” Your counselor will also assist you in choosing which teachers to ask.

Requesting Recommendations

First, you should ask the faculty members that you would like to write your recommendations in person. This could be a nerve-wracking moment depending on how well you know the teacher, but the earlier you ask, the better, as teachers will appreciate a longer amount of time to complete the letter. Once you have asked your faculty recommender, let the college counseling office know so that they can keep track of requests.

In August of your senior year, you will submit a letter of recommendation request through SCOIR so that the faculty member can upload your letter to be sent with your application.

Counselor Letter of Recommendation

The college counselor will also write a letter of recommendation for you if the schools you are applying to require it. The counselor letter is used to describe your presence in the school and community, whereas the teacher letter describes your academic ability and contributions to the classroom.

Thanking Your Recommenders

After you receive your college acceptances, make sure to write thank you notes to those people who advocated on your behalf in the college application process. They put time and thought into presenting you in your best light and this is the opportunity to express your gratitude.

Recommendation Request Sheets or Questionnaires

If your teachers request that you fill out a recommendation request or questionnaire, this form is your opportunity to have some control over the outcome of your recommendation letters! The more thought and effort you put into reminding the teacher about the work you did in their class, the easier it will be for your teacher to write a lovely letter on your behalf.

The Interview

Some colleges require an interview, some recommend one, and others don't have them at all. Before you schedule an interview, determine if the interview is *informative* or *evaluative*. An *Informative* interview will be much less formal and is primarily used to introduce you to the school and to give you a personal connection on campus. An *evaluative* interview will be scored and will become a part of your admission file. In all cases, if the school does offer interviews, it is a good idea to take advantage of this opportunity and to take it seriously. You are able to sign up for interviews and read about each school's policy on their website.

Advice For Your Interview

- **Be punctual & polite:** Make sure that you have allowed enough of a time cushion to accommodate missed turns, traffic jams, or foul weather. If, despite your best efforts, you are still going to be late, call the admission office to inform them of your situation. Assuming you are on time, an admission officer will probably come out to the waiting room to meet you. Shake hands while maintaining eye contact. If your parents are with you, you should introduce them clearly by saying, "This is my mother, Dr. Grant, and my father, Mr. Grant."
- **Relax:** Admission officers are experienced interviewers. They expect some students to be nervous. Be yourself. Do not try to show confidence with a false display of nonchalance. You will probably find, after the first few minutes, that you are quite at home in the presence of the person who is eager to help you think soundly about your future education. If, afterward, you do not think the interview went well, you could write to the admission officer who interviewed you and explain why you think it did not go as well as you had hoped. Regardless of how an interview goes, you must write your interviewer a thank-you note. (An email is fine as it allows for the interviewer to respond to you.)
- **Be prepared:** Interviews are not only an opportunity for the admission officer to see what you are like and take your measure, but they are also an excellent way for you to learn more about a specific school. You should have read the college's view book or visited its website before you go. Avoid asking for information that is easily attainable in the school's literature. Try to ask questions for which there are no straightforward "yes" or "no" answers. As you read a college's material, write down any questions to which you cannot find an answer. A favorite question of college admission officers is, "Why are you interested in attending this college?" While it is a rather general question, you should have prepared a more specific answer than, "I know of the school's reputation for academic excellence." This statement might be true, but you will need to strengthen your answer with specifics such as, "I am interested in child psychology, and I know the department is very strong here." Try, through anecdotes and research you have picked up about the college, to articulate to your interviewer why this college is a good fit for you. As in classroom discussions, it will be obvious if you are not prepared.
- **Be yourself:** An interview is a chance for you to showcase who you are and add more personality to your application. Dress neatly, but not so out of character that you feel awkward. Do not answer questions with simple "yes" or "no" responses. It is fine to offer opinions, as detailed and extended as possible, but, as with dress, they should be in character. Interviewers are likely to press a line of questioning as far it will possibly go. Thus, if you indicate that your favorite hobby is building computers, be prepared to talk about that topic in detail. Also, you are not there to make excuses; you are there to help an admission officer get to know you as a human being. Colleges understand that none of us are perfect and that we all make mistakes and see the world differently.

- **Speak your piece:** Interviews provide excellent opportunities for you to present to the school what type of candidate you are. If any ambiguities or unusual circumstances appear in your application—one low grade or an unusual number of courses in one department, for example—this is a good time to clarify them. For instance, if family problems have affected your studies, you can mention this. You could describe why you moved from an honors section to a regular section in a course. You can highlight unique interests and achievements, such as involvement in the ACA Visual Arts Scholar Program. Never be defensive, and by all means avoid a tone of complaint. Let the facts speak for themselves. You are who you are.

- **Take notes and say thank you:** Never take notes while the interview is in progress, but certainly shortly thereafter, jot down your impressions, ideas, and reactions to the school tour and the interview. If you wait too long, you will recall less. If you take no notes, all the colleges you visit will start to blend together. You might even want to encourage your parents to take their own set of notes to use as a point of comparison. These immediate reactions often prove invaluable as you ponder your options later on. Include in these notes your interviewer's name so that you can send a thank-you note upon your arrival home. Do not be afraid to ask him or her for a business card before you leave.

- **Alumni interviews:** Many colleges rely on alumni around the country for help in conducting interviews. If you are given the name of a graduate and told to contact that person or to expect that he or she will contact you, do your best to make the connection—two or three honest tries. If, after that, there is still no response, call or e-mail the college's admission office and explain your situation to them. For alumni interviews, you should follow all the same steps you would for an on-campus interview: be prepared, be yourself, be on time, remember the interviewer's name, and send a thank you note. This person will be passing along his or her impressions of you as a person, and these, as we have said, can be very important.

Sample Interview Questions

Below are sample questions that a college interviewer might ask you. A great practice is to work through each question and come up with an answer. One of the most difficult parts of an interview is remembering all you have done, so it will be helpful to use these questions to jog through your experiences.

1. How do you like Atlanta Classical Academy? What has been the most positive experience you have had? The most negative? What would you like to change about ACA?
2. What is your role in the school community? What would your teachers say about you as a person? As a student?
3. What is the most significant contribution you have made to your school?
4. What are you looking for in a school? How did you become interested in _____?
5. What are some of your goals—personal and career—for the future?
6. Tell me about a particular class or assignment in which you found yourself most stimulated intellectually.
7. How and in what ways do you expect, plan, or hope to transfer your secondary school contributions, achievements, and/or activities to the college level?
8. What has been your favorite subject in high school? Why?
9. What might you study in college?
10. What books or authors have made a lasting impression on your way of thinking? Have you read deeply in any one author or field?
11. What pressures to conform do you feel operating on you at ACA? Describe ways in which you “go your own way.”
12. How have you spent your summers?
13. What are your reactions to current events, local, national or international?
14. Describe something about which you have become indignant during the past year.
15. How would you describe yourself as a person?
16. Have you ever thought of not going to college? What would you do?
17. How do you spend your free time?
18. Many qualified students apply to our school. What characteristics single you out from others?
19. Do you have any questions? (Have some in mind!)

Testing

Standardized testing is an important factor in admission decisions, especially in Georgia and at many of the “highly selective” colleges and universities. A few institutions have downplayed the importance of scores, and some have eliminated test requirements entirely, but those institutions are in the minority. Standardized testing still matters at some level at most colleges, especially in the Southeast. We want you to understand testing requirements and, just as important, we want you to keep them in perspective.

BASIC TEST DESCRIPTIONS

1. **PSAT/ NMSQT** – Preliminary SAT/National Merit Scholarship Qualifying Test
This test is given in October to the sophomores and juniors. Students are registered by ACA and there is no cost to the student. Scores from the junior year are used for National Merit Scholarship Qualification (NMSQT). These scores are not sent to colleges. The PSAT is now digital, which allows the test to be shorter. The format has also changed to be adaptive to the testing ability of the student. Thus, a student’s performance on the first half of the test will determine the difficulty and potential score on the second half of the test.
2. **SAT** – The SAT includes two sections with two parts each: Reading/Writing and Math. Like the PSAT, the SAT is now digital and adaptive. Thus, it is shorter than in previous eras of the SAT and requires a different type of preparation to be ready for the adaptive format and online calculator.
3. **ACT** – The ACT is a three-hour, multiple-choice exam that currently gives scores in four required areas: English, Mathematics, Reading, and Science (with an additional optional writing section). The four sections also produce a composite score. Schools will consider the scores in different manners. For example, UGA only considers the Math and English scores from the ACT. Every university’s admission website will let you know how they review the various sections of the test. The ACT also offers an optional essay that some schools will require. The ACT has both a pencil and paper & digital option.
 - The ACT changed in Spring 2025 to offer just 3 required sections (Math, Reading, English) and the Science and Essay sections are both optional. College admission offices have not yet all released their plans for how to assess the new ACT format, but we will keep students in the loop! The first grade that this change will significantly impact is the Class of 2027.
4. **AP** – Advanced Placement Exams– These exams are not required for college admission in the US and are used instead for college credit or placement in an advanced course in college. Colleges may look favorably on strong results if available, but students are not penalized if they have not taken any AP exams. Though the tests are not required, admission offices may look for AP Exam scores for students who are taking the AP Course, so we encourage students to try their best on the exams each spring. ACA will automatically register students for the AP exam in any AP Courses they are taking on campus.
 - **AP English Language & AP US History** – ACA does not teach a curriculum that necessarily prepares students for the AP English Language or US History exams, but our students often find success if they do take the exams. Each year, we open up the tests to the junior class, and many students will take the tests.

Recommended Testing Plan

Sophomore Year

Fall: Take the PSAT offered at school. ACA will pay for and register students.

Spring: Consider beginning a test preparation course or private tutoring to prepare for junior year testing

Junior Year

Fall: Take the PSAT offered at school to qualify for NMSQT

Determine whether you will focus on the ACT or SAT. Plan / study accordingly.

Spring: Take the SAT and ACT at school. ACA will register students. APS will pay fees. Consider continuing or beginning test preparation (either a class or private tutorial.)

Senior Year

Fall: Due to early deadlines, aim to have all testing out of the way by September.

Test Preparation Resources

Though the testing process is arduous and time consuming, many organizations and companies are out there to help on both a free and paid basis. We encourage students to think through a test prep plan and to be honest with themselves about how much support they will need. Below are free and paid resources that we have heard have been helpful for our students:

Free:

- Khan Academy
- ACT Prep
- Lots of resources through the Fulton County Library (All students are members with their APS IDs)

Paid Services:

- Applerouth
- Edison Prep

Test Optional Admission

We know that test scores often do not reflect a student's ability to do well in the classroom and in a career—many colleges recognize this fact too! In different regions of the country, test-optional and even test-blind schools are much more popular. For example, the University of California schools do not use SAT/ACT scores in any part of their process. We are always happy to help students create a “test-optional” college list with the understanding that they may have to look outside of Georgia and the Southeast for most of their options. An updated list of test-optional schools can be found at www.fairtest.org.

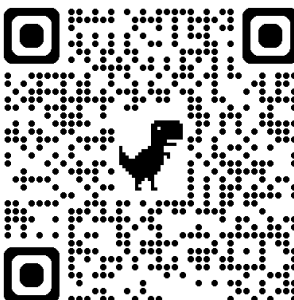
Important Notes on Testing

The only way for colleges to see your SAT or ACT scores is for you to arrange for official scores to be sent from the testing agency. They are not on ACA's transcript, and it is your responsibility, not ACA's, to send scores.

- Most colleges require official score reports to be sent directly to them from the testing agency. As a rule, they will not accept a copy of the report the agency has sent to you. Though the safest option is always to send an official report, if you want to save money, around 200 schools do allow you to “self-report” your test scores on the Common App or through their applicant portal. An updated list of those schools can be found at [Compass Prep](#) (“Colleges that Allow Self-Reporting”).



- Use the correct code. Every college and other organizations (scholarship agencies & the NCAA) that might want to see your scores has a four-digit code, found online when submitting scores.
- SAT and ACT registration allows a certain number of official reports to be sent “free” – part of the price of registration. Do not list any colleges in this space when you take the test as a junior. Do, however, consider using the spaces for senior test dates, at least for colleges to which you are fairly certain to apply. You can always add others later online.
- At some colleges, score choice (“superscoring”) gives students the option to send ACT and SAT scores by section (thus, you can send your highest section scores from multiple tests to create a higher cumulative score). Again, [Compass Prep](#) has a great resource for the up-to-date policies on Score Choice for both the ACT & SAT (“Superscoring & Score Choice”).



Holistic Versus Non-Holistic Admission

An important distinction in understanding the varying styles of college admission is the difference in holistic and non-holistic admission.

- Holistic admission takes into account the “whole” applicant (hence the name “holistic admission”) including essays, extracurricular activities, recommendation letters, interviews, etc.
- Non-holistic admission is determined based solely on numbers—your GPA and/or test scores. Generally, schools will not say on their website that they are non-holistic, but you can deduce that this is the case if they don’t require an essay, recommendation letters, etc.

In general, the most selective public schools and all private schools will use holistic admission while most public schools will use non-holistic admission to make admission decisions.

Freshman Index for the State of Georgia

The University System of Georgia has developed a formula called “Freshman Index (FI)” by which most public schools in Georgia make their admission decisions. The exceptions to this rule are the more competitive state schools such as GCSU, GT and UGA. With the following formula and the chart in [Appendix C](#), students can know what their admission decisions would be at many state schools before they even apply!

Clarifying Points from the University System of Georgia Admission Requirements Guide:

The HSGPA is calculated on an alpha four-point scale. Numerical grades provided on high school transcripts are converted to letter grades based on the conversion table provided by the high school. The letter grades are converted to quality points as follows:

A = 4 B = 3 C = 2 D = 1 F = 0

FRESHMAN INDEX

The Freshman Index (FI) is calculated using an applicant’s High School GPA and SAT or ACT scores.

SAT FI Formula: $500 \times (\text{HS GPA}) + 1.06 \times (\text{SAT ERW} + \text{Math}) - 74$

Example: A student with a 2.9 HS GPA and 480 SAT Evidence-based Reading & Writing/440 SAT Math would use the following FI calculation:

$$\text{SAT FI} = 500 \times (2.9) + 1.06 \times (480 + 440) - 74$$

$$\text{SAT FI} = 2351.2$$

ACT FI Formula: $500 \times (\text{HS GPA}) + (\text{ACT Composite} \times 42) + 88$

Example: A student with a 2.7 HS GPA and 18 ACT Composite would use the following FI calculation:

$$\text{ACT FI} = 500 \times (2.7) + (18 \times 42) + 88$$

$$\text{ACT FI} = 2194$$

Admission Programs & Deadlines

The following are the different types of application rounds a college can offer.

Rolling Admissions

Some colleges have no deadlines but accept applications on a “rolling” basis and read applications as they are entered in the system. The application portals generally open in September and run until May, or until they have filled the incoming class. The earlier you apply, the earlier you hear. Notification will depend on when the application is sent, but can often be turned around in 2-3 weeks. Sometimes priority is given to early applicants.

Early Admission Programs

(Refer to Appendix A for a list of Early Admission Programs at popular university destinations for ACA students)

Colleges have a variety of early admission programs. These are programs in which a student applies early in senior year and receives a reply earlier than candidates applying in the regular admission round.

Applying in an early round often signals to the colleges that this is a student’s top choice, and students often have a greater statistical likelihood of admission in an early round. This sounds attractive, but it’s important to be clear on whether these early rounds are truly beneficial. There are a variety of factors to consider: whether the student is finished with testing; whether a student needs the first semester GPA of senior year to bump a GPA to a more advantageous position, whether the family is comfortable with the financial commitment, etc.

If you are considering applying under an Early Admission program, discuss this with the college counselor; careful planning and organization are essential.

A. Early Decision (ED)

ED is a plan in which students submit an application (usually by November 1 or November 15) and make a binding commitment to attend that college if accepted. Many schools have also added an Early Decision II (ED II) round. This has the same binding quality as ED I, but it is simply at a later date, usually January 15.

Early Decision (ED) is the application process in which students make a commitment to a first-choice institution where, if admitted, they will definitely enroll. While pursuing admission under an Early Decision plan, students may apply to other institutions, but may have only one Early Decision application pending at any time. Institutions with Early Decision plans may restrict students from applying to other schools with early rounds. Institutions will clearly articulate their specific policies in their Early Decision agreement.

ED is referred to as “bound to go and bound to pay,” meaning that if students are accepted, they must attend and pay the amount the college deems they are able to pay. In rare cases, if a student who applies for financial aid is not offered an award that makes attendance possible, the student may decline the offer of admission and be released from the Early Decision commitment. The institution will respond to an application for financial aid at or near the time of an offer of admission.

If a student is contemplating an ED application, we advise that the family uses the Net Price Calculator, provided on each college's website, to get a sense of what students in similar financial situations paid in previous years. If the number is acceptable, then proceeding with ED is advisable. If not, then the student will want to consider moving their application to another application round.

Due to the contractual nature of ED, the college counselor will have to approve a student's ED application.

If you are accepted under an Early Decision plan, you must promptly withdraw the applications submitted to other colleges and make no additional applications to any other university in any country. If you are an Early Decision candidate and are seeking financial aid, you need not withdraw other applications until you have received notification about financial aid from the admitting Early Decision institution.

B. Early Action (EA)

Early Action is a similar plan to Early Decision, but under this plan, the student is not required to commit to attend the school if accepted. The student will be notified of the college's decision by December, in most cases, but will have until May 1 to make a final decision if they are admitted and want to attend.. EA can relieve a great deal of tension as you will find out admission decisions earlier. It can also help you gauge how schools view your application.

C. Early Action Single Choice or Restrictive Early Action

Schools have different EA policies. Some allow you to apply to other EA schools and some will only allow you to apply to one EA school. The latter plan is known as Early Action Single Choice or Restrictive Early Action. To date, only a handful of schools have this plan. NOTE: Because each school's plan and philosophy are slightly different, it is important to read all of the requirements and program stipulations carefully.

Regular Decision (RD)

This is the application program that most people are familiar with. Students apply by a set date—usually around January 1—and wait to hear a reply from a college near the end of March or beginning of April. It is non-binding and allows students greater freedom of choice. However, there is no admission advantage for “regular” decision and the applicant pool is typically larger.

Athletics in the Application Process

If you have excelled in one or more sports in high school, college coaches are likely to be interested in evaluating you as a prospective player. **Though some coaches may reach out to you, most of the time the responsibility is on you, the student-athlete, to reach out to the coach.** As a student-athlete, the college process involves two distinct, but intertwined processes: the admission process and the athletic process.

When deciding whether to continue your sport(s) in college you must consider many factors, including the commitment required once you are in college. The two divisions are the NCAA and NAIA. Many NCAA Division I and II and NAIA sports are considered full-time commitments, even into the summer months. NCAA Division III requires a full-time commitment in season and some off-season expectations. Coaches may expect their student athletes to begin their day with morning classes, clearing the afternoon for practice, film sessions, positional/individual meetings, weightlifting and conditioning, and a visit to the trainer.

Process: Control what you can control.

For many student-athletes, the lure and appeal of playing at the college level is worth it. In order to make it happen, you must strive to:

1. Assess your athletic ability with help from your ACA coach or a club coach in your sport.
2. Identify appropriate colleges with help from your college counselor.
3. Communicate with college coaches and admissions offices.
4. Cover all your bases & stay organized.
5. Keep a positive attitude.
6. Keep in mind that you are looking for a destination where you can be successful academically, athletically and personally.

If you choose to pursue your sport in college, your college selection process may run around a year earlier than the traditional admission process for your grade. Thus, it is important to stay in touch with the college counseling office with updates about your interest in playing in college as well as your recruiting process.

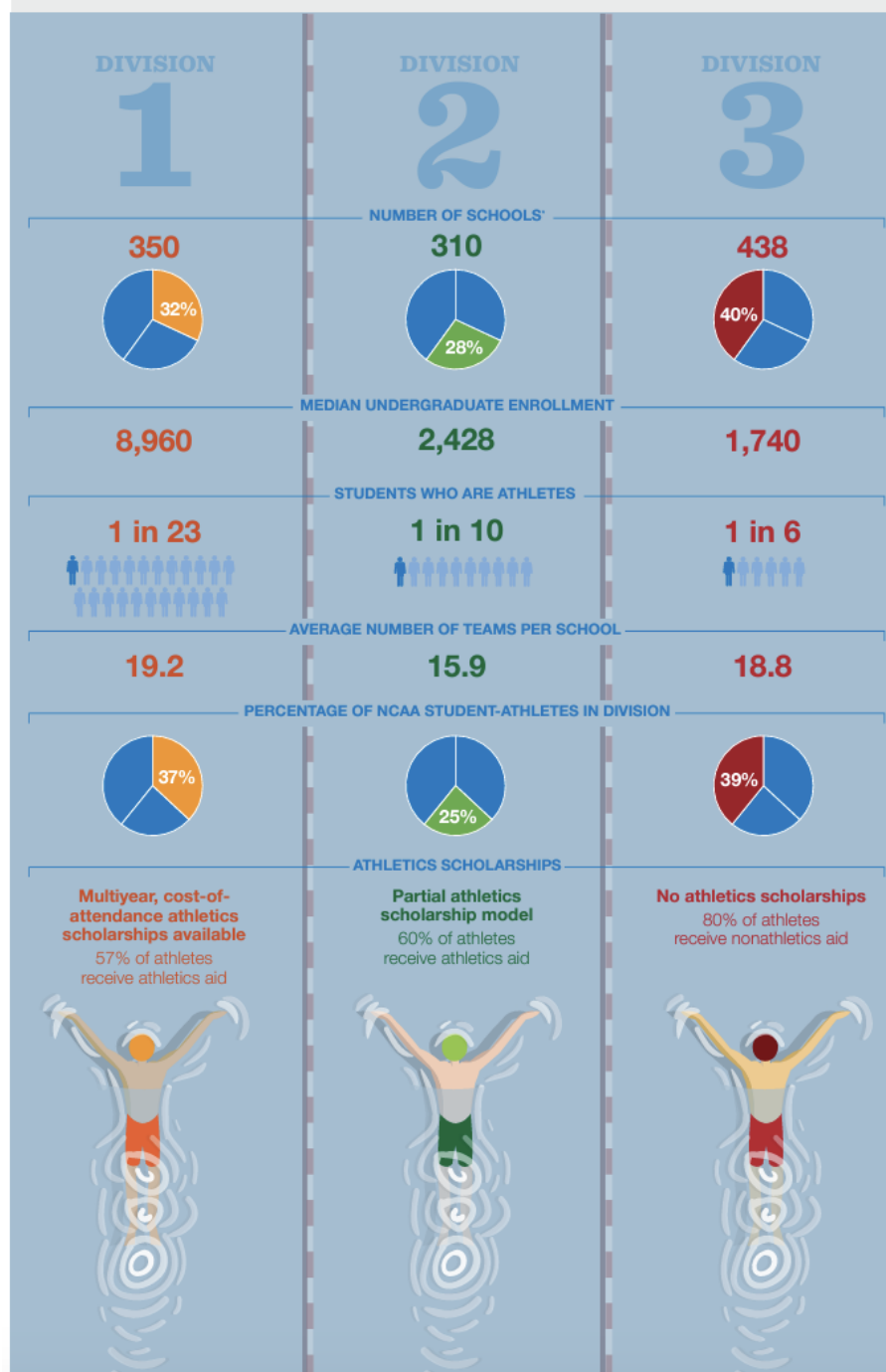
NCAA Eligibility Center

At some point in high school, you will need to create an account at the [NCAA Eligibility Center](http://www.eligibilitycenter.org) (www.eligibilitycenter.org) for official certification to play in the NCAA. In order to confirm your academic eligibility to participate in college sports, ACA will submit your transcript to this site and you will send your test scores via either the CollegeBoard or the ACT.

Our Three Divisions

The NCAA's three divisions were created in 1973 to align like-minded campuses in the areas of philosophy, competition and opportunity.

NCAA 101



*Numbers are from 2019-20. All other figures are from 2018-19.

NCAA is a trademark of the National Collegiate Athletic Association. Updated January 2020.

What are the eligibility requirements in each division?

College-bound students who want to compete at a Division I or Division II school must meet standards set by NCAA members. For Division III, athletes must meet the admissions standards set by the school. Eligibility standards can be found at eligibilitycenter.org.

How is each division governed?

NCAA schools develop and approve legislation for their own divisions. Groups of presidents and chancellors lead each division in the form of committees with regularly scheduled meetings.

Did you know?



DI student-athletes graduate at a higher rate than the general student body.

DII is the only division with schools in Alaska, Puerto Rico and Canada.



DIII's largest school has 25,725 undergraduates. The smallest? 285.

Learn more at ncaa.org/about.

Financial Aid

I. Cost of Attendance

The cost of attendance includes the total price of tuition, fees, room, board, textbooks, supplies, transportation and personal expenses for one year of college. There may be separate Costs of Attendance posted for students who live on campus, off campus, or with their parents. Some colleges will adjust the cost of attendance to include the cost of a computer, student health insurance, and dependent care.

- **Tuition** - Tuition costs will vary greatly from college to college and may range from less than \$10,000 to \$60,000 a year.
- **Room & Board** - Room & Board includes both housing and food and may range from less than \$10,000 to \$20,000+ per year.
- **Books** - Generally the cost of books is influenced heavily by the field of study you are entering. An average student can plan to spend between \$500 and \$1000 per year.
- **Miscellaneous Supplies & Fees** - Basic supplies are going to be necessary such as pens, notebooks, bookbags, lab safety equipment, which probably won't amount to more than \$500 a year. Optional items can significantly increase expenses such as computers, scientific calculators, or software.
- **Cost of Living Expenses** - Consider how much you will spend on extracurricular activities, eating out or supplies for your dormitory/apartment.
- **Travel Expenses** - You will most likely incur some travel expenses including airfare, train tickets, auto insurance, and auto maintenance, associated with going to college.

Some colleges will give you an estimated Cost of Attendance for the current academic year. You can use an inflation rate of 3-4% a year to calculate the costs for your subsequent years as a guide. This will be the **actual** sticker price for a school and this is your starting point for the Net Price Calculator.

Net Price Calculator: Every college and university in the U.S. is required to have a net price calculator on their website. The net price or out-of-pocket cost is the bottom line cost of college. It is the difference between the cost of attendance and grants. It is the amount of money you must pay from savings, income, and loans to cover college costs.

To get your NPC total, you will enter basic financial information and answer questions about whether you plan to live on campus or will be attending from out of state. The college's NPC matches your data with student data that most resembles yours from the last five years to give you an approximate picture of what you might be expected to pay.

Start Here: <http://www.usnews.com/education/best-colleges/features/net-price-calculator>

Be sure to use the NPC as a guide, not a definite promise of grants/scholarships/loans.

MyIntuition is another Net Price Calculator offered by select schools that provides an accurate picture of your projected financial contribution after asking only 6 questions.

Visit myintuition.org to try out this valuable tool.

II. What Is Financial Aid?

Financial aid is help for meeting college costs, both direct educational costs (tuition, fees, and books) and personal living expenses (room and board, personal expenses, and travel). Financial aid is usually awarded in a package based on need-based aid and no-need scholarships awarded for various talents, otherwise known as merit aid.

Packages will include three different kinds of aid:

- Grants—gifts that do not require repayment
- Low-interest loans—offered by federal agencies and from schools themselves. Payment plans vary.
- Work-Study—an opportunity for the student to work during the school year to contribute to the cost of attending.

Schools have varied expectations for filing for financial aid. Read the directions for each school, the forms required for that school, and the filing deadlines.

Need-Based Financial Aid

Most colleges award financial aid in a “package.” Individual colleges determine financial aid packages based upon the information the applicant provides on several forms:

1. The Free Application for Federal Student Aid (FAFSA)

All students applying for financial aid must complete this form. Families supply information about their income and assets. The form is filled out using a completed tax return from the prior year. For example, a student entering college in the Fall of 2027 would have a FAFSA filled out with tax forms from 2025. Forms are available on October 1 of senior year at www.fafsa.ed.gov and should be submitted in the next couple of months (pay attention to individual school deadlines for financial aid forms). The ACA college counseling office recommends that all students complete the FAFSA, because some college merit scholarship programs require this documentation. ACA provides a FAFSA Night event to help families complete the form.

2. The College Scholarship Service (CSS) Profile

Most private colleges and universities require more information than the FAFSA can provide. These schools require that the student complete the PROFILE as well. This form helps institutions determine the financial aid package for admitted students. There is a fee for setting up the file, as well as fees for sending the information to most schools, so be sure that the schools require this information first. Students may file the PROFILE at www.collegeboard.org.

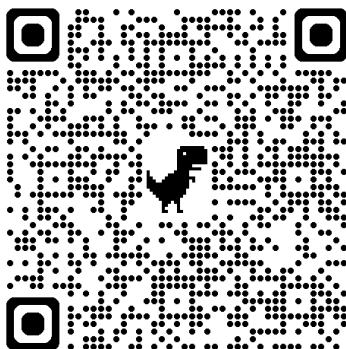
3. College/University Institutional Forms

Some colleges have forms of their own in addition to or instead of the PROFILE. Check with each school and follow the directions and deadlines.

Merit-based Scholarships

Aside from the National Merit program and competitive scholarships sponsored by businesses and community service organizations, “merit-based” awards are generally awarded by an institution specifically for use at that institution. Almost all colleges have merit-based scholarships for outstanding students. Students should contact the colleges/universities directly for information concerning the scholarships available at the institution.

[Merit-Based Scholarships by College](#): You can learn more about the amount of merit scholarship given out by college at this link.



Colleges define “outstanding” students differently, and finding colleges that view your application in this way can be helpful if you need financial aid but may not qualify for need-based aid. As a general rule, all schools in your “very likely” category will view your application in this way. In the case of small, private liberal arts colleges, financial aid packages for attractive students can be quite generous.

ROTC Scholarships

ROTC scholarships are only for use at colleges and universities with ROTC programs and typically cover tuition and books and provide an additional monthly stipend. Students must file applications generally by early December for Air Force, Navy and Army scholarships. Students interested in these scholarships should begin investigating them *immediately*.

Naval Reserve Officer Training Corps (NROTC) – <http://www.navy.com/navy/>

Air Force Reserve Officer Training Corps - <http://www.afrotc.com/scholarships/>

Army Reserve Officer Training Corps - <http://www.goarmy.com/rotc/scholarships.jsp>

III. Scholarship Searching

The internet has vastly simplified the process of searching and applying for scholarships. Free scholarship databases abound. Be sure to register at several sites since their search parameters may be different, giving you access to a greater variety of scholarships. One caveat: **you should never be asked to pay a fee to find or apply for scholarships**. Beware of scholarship search companies that claim they can guarantee your eligibility for a scholarship. Treat all such offers as the scams they are.

We are happy to share scholarships we hear about, but we find that families are the most successful in finding scholarships. Scholarships can be quite specific—topics range from song writing to how tall you are—so an ACA counselor may miss a scholarship that works for you because there’s no way for us to know everything you’re excited about.

Parents, searching for scholarships is one way you can help support your students through this process. As your student researches and builds a college list, you can compile a list of scholarships your student may like.

Most of the students who succeeded in earning scholarships did so for two reasons:

1. They met the criteria outlined by the scholarship sponsor.
2. They approached the application process strategically and were selective in their pursuit of scholarship opportunities. It's that simple.

There is no magic recipe that will help you win a scholarship. What there is, however, is a time-tested strategy that many students find incredibly helpful in organizing their scholarship search. The students who apply these techniques usually come out ahead in the end.

<i>Scholarships for students of color include:</i> Gates Millennium Scholarship Program Jackie Robinson Program LULAC National Scholarship Fund Ron Brown Scholar Program Hispanic College Fund Microsoft Minority Technical Scholarship Program Thurgood Marshall Scholarship Fund United Negro College Fund Xerox Technical Minority Scholarship Program	<i>Corporate scholarships include:</i> Best Buy Target McDonald's Ronald McDonald House Coca Cola Scholars Foundation Boeing Company Discover Card
--	---

Start Your Search

To find scholarships that may align with your particular interests, search out contests by subject area, such as the arts (Arts Recognition and Talent Search), sciences (Intel Science Talent Search), computers (Imation Computer Arts Scholarship) and numerous other areas. Be sure you also search according to your hobby interests as well.

A. Make a list.

- I. Gather the information for all of the scholarship offers that you are qualified to apply for. The latter part of this suggestion is essential: do not spend valuable time applying for scholarships for which your GPA, major, community involvement requirement, or any other criteria does not meet the standard. There are likely hundreds of awards for which you specifically qualify, so focus your attention on those.
- II. Read through your list and eliminate all awards you are not qualified for.

B. Assess each individual opportunity.

This will take time but your investment will pay off. After narrowing down your list so that it only includes the scholarships that are most relevant, consider the following categories:

- *Deadlines.* How long do you have to complete the scholarship?
- *Difficulty of preparation.* Considering the deadline, do you have time to thoroughly prepare for this award?
- *Award amount.* How much is the award worth? If it is only worth a few hundred bucks, consider whether or not you are willing to spend your time on it. Keep in mind, though, that every little bit does help and that you have a greater chance at receiving slightly smaller awards as opposed to full tuition grants simply because they are less competitive.

C. Prioritize your opportunities.

- I. Now that you have determined the value of the scholarships you have selected based on when the deadline is, preparation required, and the amount of the award, create a rating system.
- II. A simple way to do this is to rate each scholarship with a (+) or (-) sign next to the award. For example, an award with three plus signs is a scholarship for which you must apply. The deadline is far off, average preparation is required, and the reward is \$2,000. On the other hand, a scholarship with two minus signs might cause you to reconsider before taking the time to apply. It could be that the amount of preparation required simply exceeds the amount of effort you are willing to exert because the scholarship award is only \$100.

E. Begin applying

Now you've determined what scholarships you are interested in applying for. Chances are your list is a good bit shorter now and much more feasible. Begin submitting by going through your scholarship list, starting with the most important scholarship to you to the least.

Many of the scholarship programs allow you to apply online. Others may use a paper application, often available by download from the program's website.

Helpful Financial Aid & Scholarship Sites

Scholarship Search Sites	Website Link
FastWeb	www.fastweb.com
Going Merry	www.goingmerry.com
College Board's Scholarship Site	www.bigfuture.collegeboard.org/scholarship-search
Scholarships.com	Scholarships.com ☺
College Greenlight	www.collegegreenlight.com
FAFSA	www.fafsa.gov
Basic FAFSA Information	StudentAid.gov/fafsa & StudentAid.gov/complete
HOPE & Zell Miller Scholarship	https://www.gafutures.org/hope-state-aid-programs/hope-zell-miller-scholarships/hope-scholarship/eligibility/

HOPE/Zell Miller Scholarship

The state of Georgia has two lottery funded scholarship programs for students who graduate from a Georgia high school: the HOPE Scholarship and the Zell Miller Scholarship. Both Scholarships are available to Georgia residents who have demonstrated academic achievement. The scholarships provide money to assist students with the educational costs of attending a HOPE eligible postsecondary institution located in Georgia; however, there are different qualifications for both awards, and both scholarships payout at different levels.

Eligibility Requirements

Below are the detailed eligibility requirements for both the HOPE Scholarship and the Zell Miller Scholarship. There are two ways to apply for the HOPE Scholarship and the Zell Miller Scholarship:

- 1) Complete the Free Application for Federal Student Aid (FAFSA) or,
- 2) Complete the online Georgia Student Finance Application (GSFAPPS)
<https://www.gafutures.org/hope-state-aid-programs/hope-zell-miller-scholarships/zell-miller-scholarship/application-procedure-and-deadline/>

ACA submits final grades and credits for all high school students to the Georgia Student Finance Commission at the conclusion of each school year to confirm eligibility.

In short, the eligibility requirements for the HOPE Scholarship are a 3.0 HOPE GPA on a 4.0 Scale (see below for details on HOPE GPA) plus 4 academic rigor credits (see below for details on academic rigor credits). Eligibility for the Zell Miller Scholarship are a 3.7 HOPE GPA, 1200 SAT or 26 ACT, plus 4 academic rigor credits. AP Courses earn an extra .5 weight in the GPA calculation for all grades earned below a 'B'. 'A's do not receive extra weight as they will not allow a GPA over a 4.5

ACA has designed our curricular plans to allow on-level and accelerated/AP level students to enroll in the required number of rigor courses.

To be eligible for all HOPE programs (including Zell Miller) students must:

- Meet HOPE's U.S. citizenship or eligible non-citizen requirements
- Be a legal resident of Georgia
- Meet enrollment requirements
- Be in compliance with Selective Service registration requirements
- Meet academic achievement standards
- Be in good standing on all student loans or other financial aid programs
- Be in compliance with the Georgia Drug-Free Postsecondary Education Act of 1990
- Not have exceeded the maximum award limits for any HOPE program

To receive **HOPE Scholarship** funding, students must meet the following academic requirements:

- Graduate from a HOPE eligible high school with a minimum 3.0 grade point average (as calculated by GA Student Finance Commission).
- Meet academic rigor requirements. Students must complete a specific number of academically rigorous courses, as identified on the Academic Rigor Course List

(<https://www.gafutures.org/media/113414/rigor-course-list-july-2016.pdf>), in addition to meeting the GPA requirements.

To receive the **Zell Miller Scholarship**, students must:

- Meet all HOPE Scholarship eligibility requirements and meet one of the following academic requirements:
- Graduate from an eligible high school or accredited high school program as the valedictorian or the salutatorian and meet all HOPE Scholarship eligibility requirements.
- Graduate from an eligible high school with a minimum 3.7 grade point average (as calculated by GSFC) combined with a minimum score of 1200 on the math and reading portions of the SAT test or a minimum composite score of 26 on the ACT test in a single national test administration and meet all HOPE Scholarship eligibility requirements.
- Be enrolled as a degree-seeking student at a Zell Miller eligible college or university in Georgia.
- Meet academic rigor requirements, beginning with students graduating from high school on or after May 1, 2015, students must complete a specific number of academically rigorous courses, as identified on the Academic Rigor Course List, in addition to meeting the GPA requirements.

Award Amounts

HOPE Scholarship

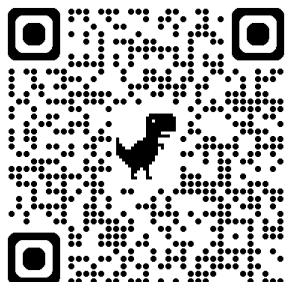
- Award:
 - Subject to Annual Appropriations by Legislature (Currently, 100% of tuition of previous academic year)
 - Example: At Georgia State, the scholarship for 2024-2025 was based on the 2023-2024 Tuition for Full-time enrollment, which was \$8948.

Zell Miller Scholarship

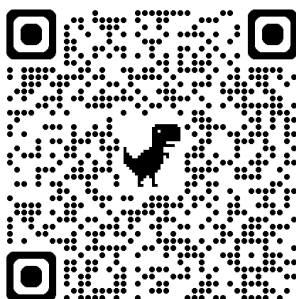
- Award:
 - Pays standard undergrad tuition at designated GA Colleges and Universities
 - Example: The Zell Miller covered GA State's tuition for 2024-2025 which was \$9,180
 - Does not cover room, board, books, etc.

Appendix A: SCOIR Introduction

Student Introduction



Parent Introduction



Appendix B: Email Address

From ECampusTours.com

“When applying for admission to college or applying for a job, it is crucial to present yourself in a professional manner. While your email address may seem insignificant in the overall process of receiving admittance to a college or obtaining a job, it is actually a factor that some college admission officers and human resources personnel take into consideration. Here's how to create a professional email address for college admission applications and employment applications/resumes.

Avoid Cutesy or Risqué

While a cute or risqué email address can seem clever among your group of friends, it can send the wrong message to college admission officers and HR personnel. Avoid email addresses that use nicknames or profanity and email addresses that are offensive or have sexual connotations. It may seem like common sense, but both college admission officers and HR personnel have reported seeing those kinds of email addresses on applications. Avoid the following style of email addresses:

iluvbutterflies@hostname

onedirection4ever@hostname

ladiesman@hostname

jpop69@hostname

spacecadet@hostname

thenextkimkardashian@hostname

sleepin247@hostname

blondiewithbrains@hostname

Choose Simple and Straightforward

When creating a professional email address, keep it simple and straightforward. Use variations of your first, middle, and last name. Here are some ideas to guide you:

john.smith@hostname

john_smith@hostname

jsmith@hostname

johns@hostname

johnraysmith@hostname

john.ray.smith@hostname

john.r.smith@hostname

j.r.smith@hostname

smith.john@hostname

smith.j@hostname

smith.j.r@hostname

Taking a little time to think about how your email looks from the standpoint of the recipient can go a long way toward presenting a professional image. It's fine to have a cutesy email address for personal use among your family and friends, but be sure to create a professional email address before you begin filling out college admission applications or applying for employment.”

<http://www.ecampustours.com/for-students/college-planning/applying-for-college/creating-a-professional-email-address#.WXe4l4grLIV>

Appendix C: University System of Georgia Freshman Admission Requirements

USG Requirements by college

