SENIOR PARENT NIGHT

2025-2026

PRESENTED BY

McQuaid Jesuit
Counseling Department

September 16, 2025

Table of Contents

Ctrl + Click on any title or page number(s) to go to page or section.

The College Search Process

The purpose in developing this Senior Parent Night Handbook is to help families successfully navigate their way through the college search process. Post-high school planning is one of the most serious activities that students undertake during their lifetime, with the decisions they make influencing their lives for many years. The business of college admissions is a dynamic, ever-changing, and often complex one, and we hope this publication begins to simplify the process.

The Three-Tiered Approach
By the end of your junior year, you should have your SAT and/or ACT scores in hand, you will have a good idea of your grade point average, and you will have looked at a number of colleges and universities. With this information you and your counselor can work together to create a three-tiered list of colleges that meet your search criteria.

1. "**Reach**" Schools (Highly Competitive): This tier of the list will include schools for which you will have to stretch for admission, where the chances of your being admitted are probably less than one in three, but where you will have some chance of admission. There is a real difference between a reach school and one where you have absolutely no chance of admission.

2. "**Good Match**" Schools (Competitive): These represent colleges in which the chances of being admitted may seem reasonably good, there is no guarantee of acceptance. Here you should have around a 50-50 chance of admission.

3. "**Likely**" Schools (Probable admission): This tier includes colleges where you are likely to be admitted, where the odds of admission are strongly in your favor, and where you will be happy and productive for four years.

"I believe that intellectually curious and motivated students can achieve excellent educations at many different kinds of colleges and universities around the country, and those students will be much better educated than students who pass through "Top 10" universities passively and without intellectual passion."

Richard R. Beeman, Dean of the College of Arts and Sciences
University of Pennsylvania

Factors to Consider When Choosing a College

It is critically important that you spend time determining what you are looking for from your “ideal” college. The goal is to devise a list of colleges that would provide the best "fit" for you by offering the educational and social experiences you are seeking. Some students prematurely limit their college options to schools that are familiar, popular, or have high status. Don’t feel pressured to find the "perfect" college – there are plenty of schools that can be good fits and make you happy. Here is a list of factors you might want to think about:

Type of School: 2-year or 4-year? Public or private? Religiously affiliated? Single sex or co-educational?

Selectivity: Are you a competitive applicant? What is the average SAT or ACT scores? Is this college a Reach, Good Match, or Safety school?

Location: Urban, suburban, or rural campus? Distance from the nearest large city? How far from home? When considering a college’s distance from home, don’t forget out-of-state schools. For example, Cleveland, OH is about 270 miles from Rochester and State College, PA (home of Penn State University) is only about 220 miles away. As a comparison, Albany, NY is approximately 215 miles from Rochester.

Size: How big is the student population? What about class size? How big is the campus? Who is teaching classes to undergraduates – professors or teaching assistants?

Mix of students: What kinds of students attend the college, from what parts of the country, and with what types of backgrounds and experiences? Do most students commute home on the weekends or do they stay on campus for social activities?

Academics: Does the college offer programs of study that interest you? Does the college offer a range of academic programs such that you will have alternatives if you change your major? Is the college (or your specific major) nationally accredited?

Cost: What is the cost of attendance (i.e., the total amount it should cost you to go to school, including tuition and fees, room and board, allowances for books and supplies, transportation, and personal and incidental expenses)? What kind of financial aid might you expect to receive? Although price is an important consideration, it should not be the only one – we recommend that you not eliminate a college from consideration too early based solely on the cost of attendance. However, you might investigate some SUNY schools in case the financial aid package from a private college prevents you from enrolling there.

Extracurricular Activities: What do students do when they're not in class? Does the college offer clubs and organizations, intercollegiate or recreational athletics, fraternities or sororities?

Facilities: What is the quality of the residence halls, library, laboratories, student center, computer labs, music and theater halls, and athletic facilities?

College Visits, Tours, and Interviews

A campus visit is your opportunity to get a firsthand view of a college. A college catalog, view book, or website can only show you so much. To really get a feel for the school, you must step foot on the campus to know if the college is a good "fit" for you.

Tips for Visiting Colleges

- Set up the visit in advance. Choose a time that's convenient to you, but make sure the school is in session. That way, you can sit in on a lecture or stay in a dorm overnight. You'll only get a true feel for the campus if you're there on a day when classes are in full swing.
- Prepare a list of appropriate questions. Often, your questions tell an interviewer more about you than anything else. Asking how many students attend the college, for example, tells the admission officer that you haven't done your homework. On the other hand, insightful questions show that you've thought seriously about the college and your own needs. Here are a few examples of good questions:
  1. Who teaches classes to undergraduate students (professors or teaching assistants)?
  2. What kinds of research opportunities are available to undergraduates?
  3. What do current students seem to like most/least about this college?
  4. What percentage of students comes back after freshman year?
  5. Can you tell me about ______ program/major?
  6. What social options are available if I don't join a fraternity/sorority? (for colleges with Greek systems)
  7. What campus issues are students talking about this year?
  8. How involved are students in extracurricular activities? Do most students stay on campus during the weekends?
- Be specific about who you want to see while there. You may want to meet with a faculty member, admissions representative, or financial aid counselor. If you're curious about a club, program, or a sport, arrange to attend a practice, rehearsal, or meeting.
- Get good directions to campus.
- Review the school's literature before the visit. It's important to know something about the college before you arrive on its campus, especially if you have an interview scheduled. Review the school's view books, course catalogs, and any other information of interest. Spend some time surfing the college's website.
- Take your parents.
- Be prepared to talk about yourself.
- Plan enough time between college stops.
- Wear good walking shoes and dress appropriately.
- Learn about admission, graduation, and placement rates.

Once You're on Campus

One of the main purposes of the college visit is to determine if the college is the right "fit." Can you picture yourself being a student on this campus? Here are some suggested activities once you arrive on campus:

- Read the student newspaper – even the ads.
- Try to find other student publications (e.g. department newsletters, "alternative" newspapers, literary reviews).
- Eat in the cafeteria.
- Wander around the campus by yourself.
- Read the bulletin boards in the student union.
- Ask a student what he/she dislikes about the college.
- Browse in the college bookstore.
- Read the bulletin boards in the academic department you're interested in.
- Ask a student what he/she loves about the college.
- Walk or drive around the community surrounding the campus.
- Ask a student what he/she does on weekends.
- Listen to the college's radio station.
- See if you can imagine yourself at this college.
- Get business cards and names of people you meet, for future contacts.
- Participate in the group information session at the admission office.
- Sit in on a class of a subject that interests you.
- Read for a little while in the library and see what it's like.

The Admissions Interview

Most interviews with admissions counselors are informal, "getting-to-know-you" conversations. However, you should be prepared to talk about yourself. Here are some questions you might expect from the interviewer:

- How is your college search proceeding?
- What kinds of things are you looking for in a college?
- What courses are you currently taking?
- Are you pleased with your high school records?
- Have you worked hard in high school?
- What kinds of activities have been important to you outside the classroom?
- How have you spent your summers?
- Tell me a little about your family.
- What thoughts have you had for majors in college?
- What is something you're proud of?
- What questions do you have for me?

College Exploration Worksheet

Name of college____

Number of undergraduate students_________________________

Location of college____

Setting of college:

Small town __________

Urban/Large city __________

Rural __________

Suburban __________

Distance in miles from home __________

Public or Private __________

Acceptance Rate __________

Retention Rate __________

Yield Rate __________

Graduation Rate __________

Total cost of attendance ____________________

Most popular majors

1.

2.

3.

4.

Advanced Placement Exam Policy____

____

Application Deadlines

☐ Regular Decision _______________

☐ Early Decision _______________

☐ Early Action _______________

☐ Priority Deadline (scholarship money) _______________

Average Financial aid package ________________________

How to apply (check all that apply)

☐ Common Application __________

☐ Coalition Application __________

☐ Institutional Application __________

☐ Quest Bridge Application __________

Middle 50th percentile test scores for admitted students

☐ SAT Reading/Writing ____________

☐ SAT Math ____________

☐ ACT Composite ____________

Admissions contacts

☐ Website ______________________________

☐ Regional Admissions Representative ____________________________

College Admissions Timeline
Senior Year

September/October

- Meet with your college counselor at the beginning of senior year. At this session, your counselor will discuss post-high school plans. Ask questions!

- Review your transcript and co-curricular records with your school counselor to ensure their accuracy.

- If you have not yet taken the SAT and/or ACT, or you think you can improve your scores by retaking these tests, plan to take them in the fall. Pay attention to registration deadlines!

- Set up a Common Application Account at www.commonapp.org.

- Become familiar with the McQuaid Jesuit college application procedures.

- Meet with college admissions representatives visiting McQuaid Jesuit and be prepared with questions.

- Create a complete checklist of test registration deadlines, fees, test dates, college application deadlines, and scholarship deadlines.

- If you are applying for early decision, start preparing your application now and be aware of the early decision deadline which is usually in November.

- Attend college fairs and college nights in the area.

- Request letters of recommendation from teachers, coaches, etc. You will need one letter of recommendation from your teacher in addition to your counselor recommendation (some colleges require 2 teacher recommendations). Be thoughtful! Write thank you notes to those who write recommendations and keep them informed of your decisions.

- Check the College Advisement Center to see which scholarships you are eligible for. Then, obtain further information from the scholarship files in the College Advisement Center.

- Prepare an outline if any essays are required for your college applications.

- If applying for early decision or early action, submit your application now. Also prepare applications for back-up schools. Remember, if you are accepted under the early decision option, you are expected to enroll at that college and to withdraw all other applications. Submit financial aid information if requested from early decision/action candidates.

- Attend *Financial Aid Night* at McQuaid Jesuit on September 30 at 6:30 PM.

November

- Finish college applications before Thanksgiving vacation.
- Ask your college counselor to proofread and critique your college essays.
- Investigate any sources of financial aid: web sites, College Advisement Center, and the intended school.
- Take the SAT and/or ACT for the last time. Make arrangements to have your test scores sent to the colleges to which you are applying.

December

- For colleges that you are applying to with a January 1st application deadline, request your transcript by December 5, 2025.
- Remind your teachers who are writing your recommendations of any upcoming deadlines.
- Have your family complete the FAFSA (Free Application for Federal Student Aid). The FAFSA is available online at www.fafsa.gov.
- Some colleges (primarily private schools) require a second financial aid form, the CSS PROFILE, which is used to collect additional information about you and your family. Send this form before or at the same time you mail your applications. The CSS PROFILE is available at cssprofile.collegeboard.org.
- If you applied for early decision, you should have an answer by now. If you are admitted, follow the instructions for admitted students. If the decision is deferred until spring or you are denied, submit applications now to other colleges.

January

- If you haven't done so yet, complete the FAFSA and any additional forms required by the college. List which colleges you want to receive copies of your form. Don't assume that you won't receive any aid; apply for financial aid and let the professionals make that decision.
- Prepare for mid-year exams. Your first semester grades may ultimately determine whether you get accepted or rejected from the college of your choice.
- Keep working in your classes! Grades and courses continue to count throughout the senior year.
- Request that mid-year grades be sent to colleges to which you have applied.

February

- Remember to monitor your applications to be sure that all materials are sent and received on time and that they are complete. Stay on top of things and don't procrastinate; you can ruin your chances for admission by missing a deadline.

- If you completed a FAFSA, you should receive your Student Aid Report (SAR) within four weeks after submitting the FAFSA. Review the SAR carefully and check for any inaccuracies. If necessary, correct any items on the SAR and return it to the FAFSA processor.

- If more than four weeks have passed after sending in your FAFSA and you have not received an acknowledgement, contact the Federal Student Aid Information Center at (800) 433-3243. To identify you, they will need your name, social security number, address, and date of birth exactly as it was written on your FAFSA.

- Complete scholarship applications. You may be eligible for more scholarships than you think, so apply for as many as you can.

- Enjoy your final year in high school, but don't catch senioritis!

March

- Maintain your grades because admissions officers will often request grades.

- Continue to check on scholarships and other financial aid possibilities.

April

- If you can't decide between schools that have accepted you, plan to visit the schools again. Be sure to talk to students. If financial aid figures into your decision, ask the colleges that admitted you to explain their offers thoroughly.

- Be sure that you meet all deadlines for acceptance, deposits, housing, etc. If you fail to meet a deadline, you may lose your acceptance.

- If colleges want a non-refundable deposit or a decision regarding your choice before you have heard from all schools, remind them of the national May 1st deadline.

- Once you have decided which college you will be attending, let that college know. Also, inform other colleges that have admitted you, so that they may open up your place for someone else.

- Review your college financial aid awards. Be sure to compare financial aid packages in your decision-making process. If you are positive you will not enroll at one or more of the colleges which admitted you, notify those colleges that you have selected another college. Keeping colleges abreast of your plans might enable those colleges to admit someone else. If you know which college you will attend, send your tuition deposit and follow all other instructions for admitted students. You must decide which offer of admission to accept by May 1.

May

- Inform your counselor and Ms. Galletto of your final decision.

- Once you have been admitted, don't slack off academically. **All acceptances are based upon successful completion of your high school program as determined by the individual college.**

- By May 1, decide on the one college that you will attend. By May 1, send in your tuition deposit to the college you will attend. Notify the other colleges that accepted you that you have selected another college.

- If your first-choice college places you on their waiting list, do not lose all hope. Some students are admitted off the waiting list. Talk with your counselor and contact the college to let them know you are still very interested. Keep the college updated on your activities.

- Attend *Decision Day* in the STEM Center on May 1 (per academic calendar) from 10:00 a.m. – 12:00 p.m.

- Take Advanced Placement examinations, if appropriate, and request that your AP scores be sent to the college you will attend.

- Attend the *Transition to College* program held at McQuaid Jesuit on May 20 at 6:30 PM.

June

- Request that Ms. Galletto send your final transcript to the college you will attend.

- Know when the payment for tuition, room and board, meal plans, etc., is due. If necessary, ask the financial aid office about a possible payment plan that will allow for you to pay in installments.

- Congratulations, you've made it through high school! Enjoy your graduation and look forward to college.

July/August

- Look for information in the mail from the college about housing, roommate(s), orientation, course selection, etc. Respond promptly to all requests from the college.

August/September

- Ease the transition into college. Accept the fact that you'll be in charge of your academic and personal life. What you do, when you do it and how things get done will be up to you. You'll have new responsibilities and challenges. Think about budgeting your time and establishing priorities. Take charge of the changes that lie ahead and eliminate or minimize pressures. Go forth with confidence and enthusiasm, willingness to adapt and determination to succeed academically and personally.

- Pack for college. Don’t forget to include things that remind you of friends and family. Be prepared for the new opportunities and challenges. Have a great freshman year!

How College Admission Decisions Are Made

There are several factors which college admissions officers consider before making a decision on a candidate's application. Although few colleges would give exactly the same weight to all items on this list, most would agree that the following would be considered in determining whether an applicant would be accepted or rejected.

Academic Record
Your high school record is the best predictor of how well you will do in college. Performance in your courses is probably the single most important criteria in the admissions decision. Your entire high school career, not just your junior and senior years, will be evaluated.

Course Selection
Students who have selected a strong course of study will be in a much better position than a student who has taken a weak load even though the weak load has resulted in a higher overall average. It should be noted that most colleges use only the academic courses in computing your average for acceptance to their school. For example, they are most interested in your English, social studies, math, science, and language courses. To demonstrate your ability to succeed in college, you are encouraged to take the most challenging program you are capable of handling in high school.

Standardized Test Scores
Many colleges require students to take the SAT and/or ACT tests. These tests are viewed as a measure of ability to do college level work. While the SAT has been more well known in past years, the ACT has grown in acceptance and now most colleges will accept either the SAT or ACT. It is wise to take both of these tests. These tests can be taken more than once and most colleges will accept the highest score achieved. Note, however, that test scores are only one factor (and not the most significant) in the admissions process.

Extracurricular Activities
Most colleges will be interested in your extracurricular activities, especially in leadership abilities which you might have developed. The quality of your activities and commitment to ideas and goals, not quantity is important. A student who has clearly made a contribution in some fashion to school or community is a stronger applicant than the uninvolved student. Be sure to include any honors and/or awards received on your activity resume.

Recommendations
Letters of recommendation from counselors, teachers, employers, or other adults will be required at many colleges. In many cases, your counselor will be asked to write a letter of recommendation, so be sure to make him/her aware of any information which should be included.

Personal Statement/Supplemental Essay
The personal statement and supplemental essay give you an opportunity to tell your unique story and differentiate yourself from the crowd of applicants. In essence, the essay allows students an opportunity to introduce yourself to the admissions committee.

Interview
A personal interview can provide an opportunity for you to present strengths which might not have been included on your application. Check college catalogs to see if an interview is required or recommended.

Level of Interest
College admissions officers take into consideration the level of interest that you have expressed in their school. You express your interest by visiting campus, attending open houses or college fairs, and by communicating on a regular basis with admissions representatives.

The National Association for College Admission Counseling (NACAC) surveys college admissions offices on a yearly basis to assess which factors are important in the college admissions decision-making process. The results of the 2023 survey are listed below:

Factors in the College Admission Decision				
Factor	**Considerable Importance**	**Moderate Importance**	**Limited Importance**	**No Importance**
Grades in College Prep Courses	76.8	15.1	4.9	3.2
Grades in All Courses	74.1	18.9	5.4	1.6
Strength of Curriculum	63.8	22.7	10.3	3.2
Positive Character Attributes	28.3	37.5	18.5	15.8
Essay or Writing Sample	18.9	37.3	26.5	17.3
Student's Demonstrated Interest	15.7	27.6	25.4	31.4
Counselor Recommendation	11.9	40.0	27.6	20.5
Teacher Recommendation	10.8	40.5	28.1	20.5
Extracurricular Activities	6.5	44.3	30.8	18.4
Class Rank	5.5	22.4	43.2	29.0
Admission Test Scores (SAT, ACT)	4.9	25.4	38.9	30.8
Portfolio	4.9	10.8	24.3	60.0
Interview	4.3	8.6	32.4	54.6
Work	2.2	30.8	40.0	27.0

Applying to Highly Selective Colleges

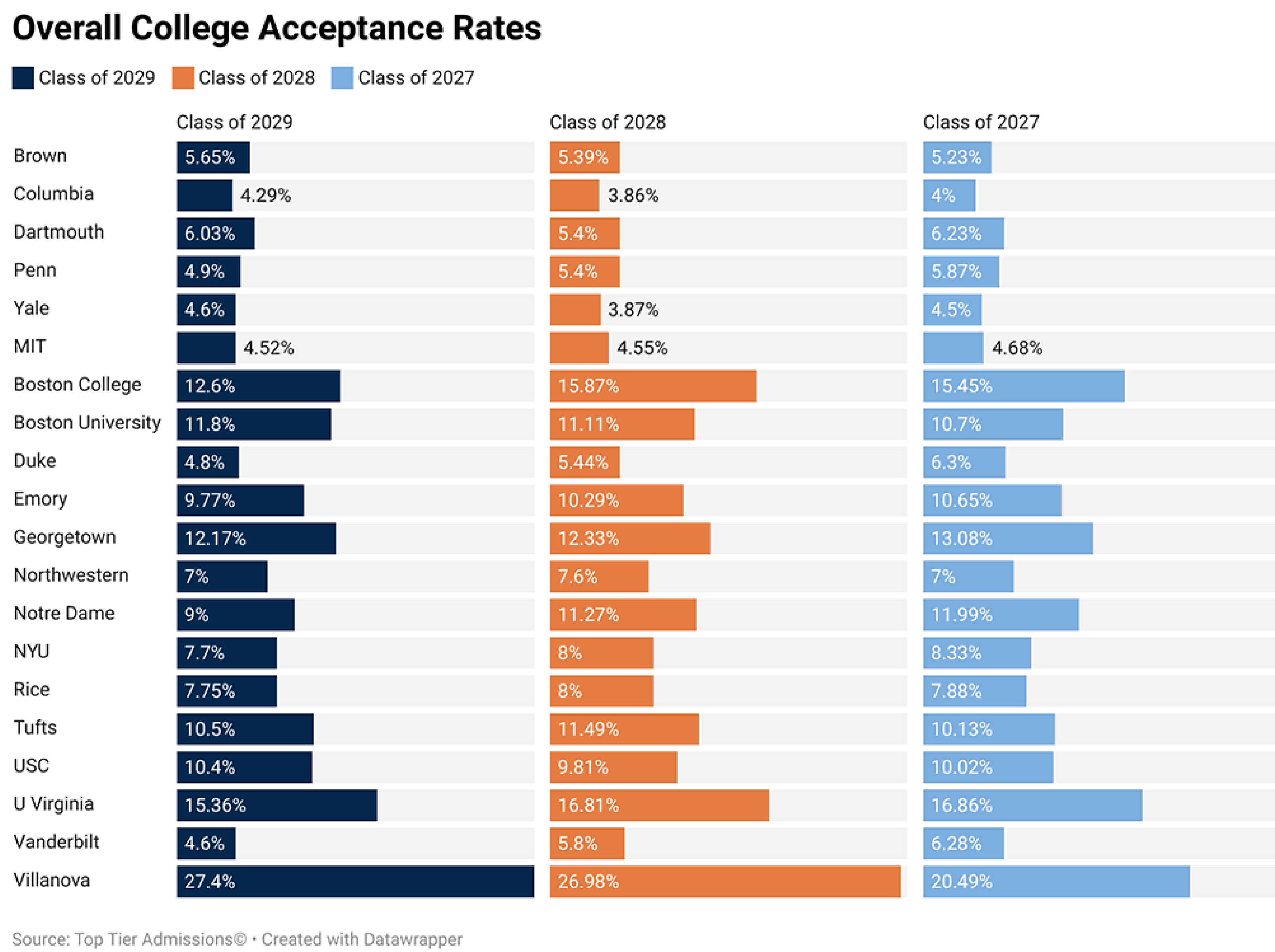
- Highly selective colleges are defined as schools who admit fewer than 33% of their applicants.
- # of US colleges with admit rates below 10% = approximately 28
- The review process includes evaluating factors that sometimes aren't quantifiable.
- Colleges have institutional needs and special applicants are sometimes given priority to fill these needs.
- Just because you don't get accepted, doesn't mean you weren't qualified
- Diversity means much more than race and ethnicity. Admissions committees look for students from varied backgrounds, varied life experiences, geographic location, and socioeconomic status to balance out the "shape" of their entering class.
- Some admissions decisions seem arbitrary (not every qualified student can be admitted).
- Highly selective colleges utilize a holistic admissions process. Each admissions committee is trying to get as full a portrait as possible of the applicant including his activities outside the classroom.
- Admissions committees look for love of learning, intellectual curiosity, spirit of generosity and collaboration. Where is this evidenced in the application? Show me; don't tell me.
- Extracurricular strengths are judged by quality vs. quantity, the depth of involvement, time commitment, and leadership roles. Do you have an unusual interest or talent?
- Self-advocacy and self-reflection are important in this process.

A Few Myths and Misconceptions

- "If the admit rate for Early Decision is higher than that for Regular Decision, then my chances must be better in Early Decision."
- "The more highly selective colleges I apply to, the more likely I am to get into one of them."
- "My grades aren't the best, but my strong extracurricular activities will balance that out."
- "I have a 4.0 grade point average and a 1600 SAT score, so my college list should only consist of all the top-ranked schools."

Some Realities

- Many superb students will not get into highly selective colleges.
- "Olympic gymnastics and college admissions are not fair."
- One year in admissions is *not* going to be the same as the next year
- Selectivity doesn't always equal quality.
- Rankings aren't always great measures and are, often times, useless.
- College admissions decisions are unscientific and unpredictable.
- Admissions officers are people too. This is a very human process.
- Massive student loan debt is avoidable.
- It's not where you go to college but what you do with your experience.
- A college should be a "good fit" for a student's needs, interests, goals, desires, and finances.


Overall College Acceptance Rates
Class of 2029
Class of 2028
Class of 2027
Class of 2029
Class of 2028
Class of 2027
Brown 5.65% 5.39% 5.23%
Columbia 4.29% 3.86% 4%
Dartmouth 6.03% 5.4% 6.23%
Penn 4.9% 5.4% 5.87%
Yale 4.6% 3.87% 4.5%
MIT 4.52% 4.55% 4.68%
Boston College 12.6% 15.87% 15.45%
Boston University 11.8% 11.11% 10.7%
Duke 4.8% 5.44% 6.3%
Emory 9.77% 10.29% 10.65%
Georgetown 12.17% 12.33% 13.08%
Northwestern 7% 7.6% 7%
Notre Dame 9% 11.27% 11.99%
NYU 7.7% 8% 8.33%
Rice 7.75% 8% 7.88%
Tufts 10.5% 11.49% 10.13%
USC 10.4% 9.81% 10.02%
U Virginia 15.36% 16.81% 16.86%
Vanderbilt 4.6% 5.8% 6.28%
Villanova 27.4% 26.98% 20.49%
Source: Top Tier Admissions© • Created with Datawrapper

Definitions of Admission Decision Options

The use of multiple admission plans by colleges and universities often results in confusion and concern among students, parents, and college admission counseling professionals. In an effort to help reduce this confusion in the college admission process, the National Association for College Admission Counseling (NACAC) has developed a standard set of definitions for admission decision options.

Early Decision

Early Decision is the application process in which students make a commitment to a first-choice institution where, if admitted, they definitely will enroll. Should a student who applies for financial aid not be offered an award that makes attendance possible, the student may decline the offer of admission and be released from the Early Decision commitment. Only a student who is ready to make a deliberate and well-reasoned first-choice decision should apply under an Early Decision plan.

The following principles apply to Early Decision plans:

- 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;
- The Early Decision application supersedes all other applications. Immediately upon acceptance of an offer of admission, a student must withdraw all other applications and make no subsequent applications;
- The application form will include a request for a parent and a counselor signature in addition to the student's signature indicating an understanding of the Early Decision commitment and agreement to abide by its terms.

Early Action

Early Action is the application process in which students make application to an institution of preference and receive a decision well in advance of the institution's regular response date. Students who are admitted under Early Action are not obligated to accept the institution's offer of admission.

The following principles apply to Early Action plans:

- A student may apply to other colleges without restriction;
- The student admitted under an Early Action plan may not be required to make a commitment prior to May 1, but may be encouraged to do so as soon as a final college choice is made.

Regular Decision

Regular Decision is the application process in which a student submits an application to an institution by a specified date and receives a decision within a reasonable and clearly stated period of time.

The following principles apply to Regular Decision plans:

- A student may apply to other colleges without restriction;
- The institution will state a deadline for completion of applications and will respond to completed applications by a specified date;
- A student admitted under a Regular Decision plan may not be required to make a commitment prior to May 1, but may be encouraged to do so as soon as a final college choice is made.

Rolling Admission

Rolling Admission is the application process in which an institution reviews applications as they are completed and renders admission decisions to students throughout the admission cycle.

The following principles apply to Rolling Admission plans:

- A student may apply to other colleges without restriction;
- The institution will respond to completed applications in a timely manner;
- The student admitted under a Rolling Admission plan may not be required to make a commitment prior to May 1, but may be encouraged to do so as soon as a final college choice is made.

Wait List

Wait List is an admission decision option utilized by institutions to protect against shortfalls in enrollment. Wait lists are sometimes made necessary because of the uncertainty of the admission process, as students submit applications for admission to multiple institutions and may receive several offers of admission. By placing a student on the wait list, an institution does not initially offer or deny admission, but extends to a candidate the possibility of admission in the future, before the institution's admission cycle is concluded.

The following principles apply to Wait List decisions:

- The institution will ensure that a wait list, if necessary, is of reasonable length and is maintained for a reasonable period of time.
- In the letter offering a wait list position, the institution should provide a past wait list history which describes the number of students placed on a wait list(s), the number offered admission from the wait list, and the availability of financial aid. Students should be given an indication of when they can expect to be notified of final admission decision.

Overview of College Admissions Testing

Most four-year colleges consider applicants' scores on college admission tests when deciding whom to accept. However, test scores are just one part of the college application. College admissions officers give the most weight and importance to a student's high school grades and the academic rigor of the courses the student took in high school.

The SAT and the ACT are the two major college admissions tests. These tests, also called college entrance exams, are designed to measure students' skills and help colleges evaluate how ready students are for college-level work.

Admission tests apply a common standard to everyone. This helps colleges evaluate and compare the preparation of students who attend different high schools. All high schools do not offer the same academic programs or learning environments. Colleges analyze students' test scores along with their high school grades and courses to see how well prepared they are for college-level work.

Following are brief overviews of the different college admissions tests.

SAT

SAT SCORING	Reading and Writing (200-800) Math (200-800) Total Score (400-1600)
INCORRECT ANSWER PENALTY	No penalty for incorrect answers
LENGTH OF TEST	2 hours 24 minutes
SECTIONS	Reading & Writing (64 minutes) Math (75 minutes)
CALCULATORS	Calculators allowed
SUGGESTED TESTING DATE	May or June of Junior year, and August, October or November of Senior year.
SAT SCORING	Reading and Writing (200-800) Math (200-800) Total Score (400-1600)

****To register for the SAT, visit www. collegeboard.com****

ACT

SCORING	Each section is scored on a 1-36 point scale. A composite score is also provided on a 1-36 point scale
INCORRECT ANSWER PENALTY	No penalty for incorrect answers
LENGTH OF TEST	2 hours 5 minutes
SECTIONS	English (35 Minutes) Math (50 Minutes) Reading (40 Minutes) Science **optional* *(40 Minutes)
CALCULATORS	Calculators allowed on Math section
SUGGESTED TESTING DATE	April or June of Junior year and September or October of Senior year

****To register for the ACT, visit www.actstudent.org****

MCQUAID JESUIT
TESTING CALENDAR
2025-2026

TEST	TEST DATE	REGISTRATION DEADLINE	LATE REGISTRATION & CHANGES DEADLINE
SAT	October 4, 2025	September 19, 2025	September 23, 2025
PSAT	October 10, 2025	September 26, 2025	-----
ACT	October 18, 2025	September 12, 2025	September 30, 2025
SAT	November 8, 2025	October 24, 2025	October 28, 2025
SAT	December 6, 2025	November 21, 2025	November 25, 2025
ACT	December 13, 2025	November 7, 2025	November 24, 2025
ACT	February 14, 2026	January 9, 2026	January 23, 2026
SAT	March 14, 2026	February 27, 2026	March 3, 2026
ACT	April 11, 2026	March 6, 2026	March 24, 2026
SAT	May 2, 2026	April 17, 2026	April 21, 2026
SAT	June 6, 2026	May 22, 2026	May 26, 2026
ACT	June 13, 2026	May 29, 2026	June 5, 2026

McQuaid Jesuit CEEB number is **334830** used on **SAT** and **ACT** registration forms.

Students may register online for SAT at www.collegeboard.org and for ACT at www.act.org.

Financial Aid

Financing a college education may appear formidable enough to discourage a student and family from choosing the college that best serves his or her own needs and interests. However, there is a critical difference between price and cost. By definition, ***price*** is the *amount charged by a college for tuition, fees, room and board*. ***Cost***, on the other hand, is the *amount a family must actually pay out of its own resources toward educational expenses.*

The cost to the family may be essentially the same at various institutions even if the price differs substantially. The family contribution, as determined by the Free Application For Student Federal Aid (FAFSA), the PROFILE of the College Scholarship Service and the colleges themselves, remains a constant.

The chart below illustrates the difference between the price charged by several colleges and the actual cost to a family if total need is met.

Facts & Figures

	College A (Small, private college)	**College B** (Large, private, selective university)	**College C** (Public university)
Tuition & Fees	$35,000	$57,000	$7,000
Room & Board	$14,000	$17,000	$15,000
Miscellaneous: Books, personal, transportation	$2,000	$4,000	$1,000
Cost of Attendance	$51,000	$78,000	$23,000
Expected Family Contribution (EFC)	$12,000	$12,000	$12,000
Financial Need	$39,000	$66,000	$11,000
Grant (gift money)	$25,500	$57,500	$0
Loan (to be repaid)	$11,500	$5,500	$9,000
Work (student employment)	$2,000	$3,000	$2,000
Total Aid Package	$39,000	$66,000	$11,000

How to Apply for Student Financial Aid

What is student financial aid and who provides it?

Financial aid from the federal government consists of Federal Pell Grants, Work-Study, Perkins Loans, Supplemental Educational Opportunity Grants, and the federal loan programs. These include Stafford (Student) and PLUS (Parent) Loans.

New York State financial aid consists of the Tuition Assistance Program (TAP), Aid for Part-Time Study (APTS), scholarships, and other special awards.

College financial aid consists of institutional grants, scholarships, work programs, and loans.

How do you apply for financial aid?

The fast way is on the web! To get federal and New York State financial aid electronically, you must first get a Federal Student Aid Personal Identification Number (PIN) at fafsa.ed.gov. The FAFSA ID allows students and parents to identify themselves electronically to access Federal Student Air Websites.

Complete and submit the FAFSA. You can file your FAFSA electronically at fafsa.ed.gov.

If you are a New York State resident, and include a New York school in "Step Six" of your FAFSA, you will also be able to apply for New York State aid. When you submit an electronic FAFSA, HESC will supply an Express TAP Application (ETA) online at the end of your FAFSA. If you submit a paper FAFSA, HESC will mail you an Express TAP Application. Information from your FAFSA and your family's calculated New York State Net Taxable Income will be pre-filled on your ETA. Review this information, change any incorrect items, complete any missing items, then **sign and return the form** electronically.

Remember, applying for New York State and federal student aid is free! Start by going to www.hesc.ny.org.

What happens next?

Once the FAFSA is processed, you will receive a Student Aid Report (SAR) or a Correction FAFSA. If corrections are needed, follow the instructions carefully and correct any missing or inaccurate information. If requested, take or send the SAR to your college financial aid office. **Keep a copy for your records.** If HESC has enough information to make an award determination, you may not receive an Express TAP Application (ETA). If you do receive the ETA, follow the instructions to provide information, and return the application.

You will then get a TAP/State Scholarship Award Notice. If any other information is needed to process your TAP award, you will receive a request for information from HESC. **Be sure to respond by the deadline or you could lose aid eligibility.**

The college financial aid office will send you an award letter, detailing the aid you are eligible to receive based on your application. Accept or decline the offer of aid by the deadline. **Supply any additional documents requested.**

To complete your financial aid application, you will need this information:

- Previous year's W-2 forms, or end-of-year pay stubs;
- Records of previous year's untaxed income, such as child support and untaxed income form such agencies as: Social Services, Social Security, and the Veterans Administration;
- Previous year's federal and state income tax forms for student, parents, and your spouse; and
- Bank account balances, lists of stocks, bonds and other assets; and both the estimated value and mortgage balance of other real estate (not including your home).

Special Tips:

1. Don't pay for financial aid information that you can get for free – see your counselor or college financial aid advisor, or visit www.hesc.org.
2. Apply for financial aid every year. Financial aid programs change. Changes in your situation can affect your eligibility.
3. Meet the deadlines. Check with each school, and file in time to meet the earliest deadline. To meet deadlines, you can file your financial aid applications using estimated income (if your tax forms have not been completed). The most accurate estimated income figures can be taken from end-of-year pay stubs or W-2 forms.
4. Attend financial aid workshops. Usually sponsored by the high school counseling office, financial aid workshops can provide valuable help in filling out the forms and learning about aid programs. The McQuaid Counseling Department runs a financial aid program each September.

What is an "Student Aid Index"?

The financial aid system assumes that parents are responsible for contributing to their children's educational expenses to the extent that they are able. To assess families' differing abilities, the Free Application for Federal Student Aid (FAFSA) and the CSS Profile (or a college in-house aid application) are used to calculate an expected contribution.

The Student Aid Index is the estimate of your *ability* to pay. Colleges expect comparable amounts from families like yours, and *proportional* amounts from families whose financial circumstances appear much stronger or much weaker than yours.

Your Student Aid Index is not a prediction of how much cash you actually have on hand, or a value judgment about how much you ought to be able to pull from your current income, or a measure of your liquidity.

Rather, it's the best estimate of your capacity over time to absorb some (or all) of the costs of education. Colleges estimate how much you can be expected to contribute (relative to other families), but make no particular assumptions about how you will finance that contribution. In fact, you have choices about how to do that.

To finance the purchase of "big ticket" items, like houses, cars, major appliances, and higher education, most of us spread the costs over time. We save and borrow and draw on our current earnings. We may not even be able to figure out whether we can "afford" something until we see how it breaks down in terms of monthly layouts. Very few people can pay their expected contribution out of current income alone.

Most families will look at their expected contribution and conclude that the best way, and quite possibly the only way, to manage the expense is by spreading it out over time.

If you have already saved the entire amount of your expected contribution, you may not have to use your current earnings and future income at all. Or you might choose not to withdraw all your savings but to leverage them through borrowing, or you might use a combination of savings and current earnings.

If you have done little or no saving for college, you have fewer choices and will have to rely on some mix of current earnings and future earnings (to repay loans). Many families use this approach, too.

Certainly the hardest way to cover your expected contribution is to divert money solely from your current income stream. Some families do it, but it’s not easy.

What is a Net Price Calculator?

Net price calculators are available on all college or university websites and slows prospective students to enter information about themselves to find out what students like them paid to attend the institution in the previous year after taking grades and scholarship aid into account.

Choosing a College Major

Deciding on a college major is one of the most difficult choices that a student has to make. Some high school students know what they plan to study in college; most students need time to explore different areas before making a decision. Many students have not decided on a career or college major when it comes time to search for a college.

Most students do not need to make a decision about a major until late in their sophomore year of college. The major will have a set of requirements: number of courses, distribution of courses, comprehensive examination, senior seminar, senior thesis, etc.

Even if you think you know before going to college what your major will be, remember that you are going to college to learn. What you will learn may change your goals, your attitudes, or your expectations, and any of those changes can lead to a change in major. Career choices and majors may be influenced by your college experiences.

The most important thing about a major is what you learn from it. To help narrow your selection of a college major, consider the following suggestions:

- Choose a major according to your interests and abilities, not your family's plans or your friends' ideas.
- If you are unsure of a major, choose a liberal arts program which offers a wide variety of courses.
- If you have several areas which interest you, attend a college which offers all of these programs.
- If you are unsure of a major, indicate "undeclared major" on your college application.
- Research different careers by:
    - using *Naviance* (College/career software)
    - researching online
    - reading about careers in the *Occupational Outlook Handbook*
    - becoming involved in an Explorer (career) Post
    - taking advantage of "shadowing" opportunities
    - listening to career speakers
    - talking with people who are employed in the fields that interest you
- Understand your interests, abilities, strengths and weaknesses. Also understand your educational goals and values.
- Try to discover whether a particular major is suited to your personal skills, values, and learning style.
- Before choosing a college major, consider the following questions:
    - What fields of work does this major prepare people for?
    - What particular skills are needed to pursue this major?
    - What high school courses will help prepare me for this major?
    - Is graduate school necessary to acquire real competency in this major?
    - What are the entrance requirements for this program?

Writing the College Essay

The role of the college essay in college admissions

While grade point averages, standardized test scores, and extracurricular activities are critical factors in the college admissions process, the college essay can be an even more important factor, especially for private, liberal arts colleges and more selective universities. Essays provide you with a chance to be ‘’human’’. Like nothing else, essays give readers a sense for how students express themselves and especially how they are unique and different from other applicants. Essays help students stand out from the crowd. In essence, the essay allows you an opportunity to introduce yourself to the admissions committee.

Colleges want to hear from you. They want to get to know your dreams, desires, triumphs and failures expressed in your own voice. If ‘’ you’’ emerge in a thoughtful essay that addresses both your strengths and weaknesses in a clear yet creative manner, you will already have a huge advantage over your competition

Tips for writing the college essay

1. **Write as if you are talking to the reader--**To write easily and well, simply be yourself. Be natural; write as if you are talking to your reader on paper. Remember, the purpose of the college essay is to help the college admissions officers get to know you. What better way of doing that is there than to write as if you are talking to them. Use a relaxed conversational style.

2. **Know your audience--**College admissions officers have to read hundreds of college application essays, and they often must skim the essays. The readers value creativity and enjoy hearing your story. You do not want your essay to blend with all of the others.

3. **Start with a creative lead--**Capture the reader’s interest in the first couple of sentences. Make the reader become curious and want to read more of your essay. Start your essay in a compelling way. Here are a couple of winning opening lines from recently written essays.

***’’I have old hands’’

***’’I change my name each time I place an order at Starbucks’’

***’’I collect paint chips’’

4. **Write an essay that no other human being could possibly write—**After you write your first 4 or 5 sentences, ask yourself if any other human could write the same essay. If the answer is yes, crumple up your paper and start over.

5. **Be concise—**Be economical with your words. The fewer words you can use to relay your message, the better. The essay should be between 250-650 words. Use your words wisely. Remember, less is more when it comes to writing. Use short sentences and simple words. You want your readers to understand your essay. If you needlessly use obscure terms, the readers won’t be impressed.

6. **Be likable—**Colleges see themselves as communities, where people have to get along with others, in dorms, classrooms, etc. Are you someone they would like to have dinner with, hang out with, or have in a discussion group? Don’t try to sell yourself or prove

anything by convincing the reader how great you are or how accomplished you are. Showing vulnerability can be attractive (and human).

7. **Be an individual—**In writing the essay, ask yourself, ''How can I distinguish myself from the thousands of others applying to College X?'' It is not in your activities or accomplishments. It is your mind and heart and how they work that are distinctive. How do you think and feel? Explaining how you think and feel is the key to the whole exercise.

8. **Use your own voice—**Don't rely on phrases or ideas that people have used many times before. Avoid overly formal or business-like language. While it is wise to have people proofread your essay, don't allow a person's editing of your essay to rob the essay of your own personal voice. It is very easy as a reader to tell the difference between the voice of a 45-year-old and the voice of a high school senior.

9. **Show, don't tell—**Try to evoke your personality and character without actually stating your specific attributes. A good college essay is grounded in personal detail. Show the reader that you are compassionate; don't tell the reader that you are compassionate. Show the reader that you have overcome adversity; don't start your essay with ''I have overcome great difficulties''. The key to live, good writing is to show, not tell. Tell a personal story about a specific moment and what was meaningful to you. How did that moment change you? What did you learn?

10. **Use the first person and the present tense—**Limit using third person pronouns (he, she, they, it) and write using the first person. Because college admissions officers want to hear about you, you need to write in the first person. Even if you are writing about a past experience, try using the present tense, which will make your readers witness the action.

Common Application
Essay Prompts
2025-2026

1. Some students have a background, identity, interest, or talent that is so meaningful they believe their application would be incomplete without it. If this sounds like you, then please share your story.

2. The lessons we take from obstacles we encounter can be fundamental to later success. Recount a time when you faced a challenge, setback, or failure. How did it affect you, and what did you learn from the experience?

3. Reflect on a time when you questioned or challenged a belief or idea. What prompted your thinking? What was the outcome?

4. Reflect on something that someone has done for you that has made you happy or thankful in a surprising way. How has this gratitude affected or motivated you?

5. Discuss an accomplishment, event, or realization that sparked a period of personal growth and a new understanding of yourself or others.

6. Describe a topic, idea, or concept you find so engaging that it makes you lose track of time. Why does it captivate you? What or who do you turn to when you want to learn more?

7. Share an essay on any topic of your choice. It can be one you've already written, or one that responds to a different prompt, or one of your own design.

Sample Supplemental Essays

University of Chicago

The penny is on its way out—too small to matter, too costly to keep. But not everything small should disappear. What's one object the world is phasing out that you think we can't afford to lose, and why? – Ella Somaiya, Class of 2028

Princeton University

What song represents the soundtrack of your life at this moment?

University of Notre Dame

Everyone has different priorities when considering their higher education options and building their college or university list. Tell us about your "non-negotiable" factor(s) when searching for your future college home.

Villanova University

At Villanova, we often say "each of us strengthens all of us." Please detail a time when someone has borrowed some of your strength in their time of need.

Cornell University

We all contribute to, and are influenced by, the communities that are meaningful to us. Share how you've been shaped by one of the communities you belong to.

Hamilton College

At Hamilton, we each bring different backgrounds and perspectives, and we teach one another about the world through our individual and shared experiences. What would you like us to know about you and your interest in Hamilton? How can Hamilton inspire you on your journey to "know thyself?"

University of Pennsylvania

Write a short thank-you note to someone you have not yet thanked and would like to acknowledge. (*We encourage you to share this note with that person, if possible, and reflect on the experience!)*

Being an Educated College Consumer
"Caveat Emptor"

Listed below are some data points, metrics, and research tools that will assist you in being an educated consumer as you begin the college search process.

Acceptance Rate – Percentage of students accepted from applicant pool

Retention Rate – Percentage of students returning for sophomore year

Yield Rate – Percentage of students enrolled from accepted student pool

Graduation Rate – Percentage of students who graduate in 4 years, 5 years, 6 years

Mid-50th Percentile SAT/ACT Scores – The average SAT or ACT score range for accepted students. The 25th and 75th percentiles represent the middle 50th of scores.

Net Price Calculator – Every college has a net price calculator on its website. Allows students to enter financial information about themselves to find out what students like them paid to attend the institution the previous year, after taking grants and scholarship aid into account.

IPED Navigator (National Center for Education Statistics) – Free consumer information tool designed to help students and parents analyze information on over 7,000 colleges and universities.

Campus Security and Safety Statistics – Can be located by using the IPED Navigator.

Average Net Price by income category for full-time students (Merit-based aid vs. Need-based aid) – Can be found by using the PIED Navigator.

FAFSA4Caster – Free financial aid tool from the federal government that provides an early estimate of a student's federal student aid eligibility. The estimator analyzes your household income and assets to determine your expected family contribution or EFC.

Glossary of Terms Used in College Admissions and Financial Aid

ACT — Tests which measure educational development in English, Mathematics, Social Studies and Natural Sciences. Administered by the American College Testing Program and required or recommended by many colleges as part of the admissions process.

Award Letter — A means of notifying financial aid applicants of the assistance being offered. The award letter usually provides information on the types and amount of aid offered, as well as specific program information, student responsibilities and the conditions which govern the award. The letter provides students with the opportunity to accept or decline the aid offered.

Cost of Attendance — The student's cost of attendance includes not only tuition and fees, but the student's living expenses while attending college. The cost of attendance is estimated by the school, within guidelines established by federal regulations. The cost of attendance is compared to the student's expected family contribution to determine the student's need for aid.

Common Application — The Common Application is an undergraduate college admission application that students may use to apply to any of the over 1,000 member colleges and universities. Visit www.commonapp.org.

CSS/Profile — A form used by the College Scholarship Service to gain information about the student's total family income, assets and expenses. The CSS analyzes this information to assess the family's potential contribution toward college expenses. This form is typically required by private colleges and universities.

Deferred Admission — The practice of some colleges of allowing an accepted student to postpone enrollment for one year.

Early Action — Used by some highly selective colleges to notify students of acceptance early without requirement of commitment on their part.

Early Admission — Admitting students of superior ability into college courses and programs before they have completed the standard high school program.

Early Decision — First choice school applied to in early fall. Used by institutions to notify students of acceptance usually by mid-December. The student is committed to attend that institution.

Educational Opportunity Program (EOP) — A specialized program of admissions and financial aid at SUNY state-operated colleges.

Federal Methodology	The method used in determining eligibility for federal student aid programs.
Federal Pell Grant	An award to help undergraduates pay for their education after high school.
Federal Perkins Loan	A low-interest loan to help students pay for their education. These loans are for both undergraduate and graduate students with exceptional financial need, as determined by the school. For undergraduate students, priority is given to Federal Pell Grant recipients. Federal Perkins Loans are made through a college's financial aid office.
Federal Plus Loan	Federal Plus Loan: parents borrow to help pay for their children's education. This loan is made to the parent by a bank, credit union or savings and loan association. Interest rates are linked to the 52-week treasury bill rates, but may not exceed 12%. May be used to replace EFC.
Federal Direct Loan (Subsidized & Unsubsidized)	Low-interest loans that are made to students attending college at least halftime. Loans are made by a bank, credit union, or savings and loan association. These loans are insured by the guaranty agency in each state and reinsured by the federal government. The federal government pays the interest on the loan while the student is in college (subsidized), or the student is responsible for paying the interest (unsubsidized). Repayment rates will vary between the subsidized and unsubsidized loans under this program.
Federal Work-Study	Provides part-time employment to students attending institutions of higher education who need the earnings to help pay the cost of their post-secondary education. FWS gives students an opportunity to earn money to help pay educational expenses. The program encourages community service work.
Financial Aid Award	An offer of financial or in-kind assistance to a student attending a post-secondary educational institution. This award may be in the form of one or more of the following types of financial aid: repayable loan, a non-repayable grant and/or scholarship, and/or student employment.
Financial Aid Office	The office at a college or university that processes applications and awards financial aid.
Financial Aid Package	The combination of financial aid funds (loans, grants, scholarships, and employment) awarded to an individual student by the college.
Financial Need	The difference between the student's cost of attendance and the expected family contribution.
Free Application for Federal Student Aid (FAFSA)	The application for federal student aid, filled out by the student, that collects household and financial information used to calculate the expected family contribution.

Full-time Student	Generally, one who is taking minimum of 12 semester or quarter hours per academic term in institutions with standard academic terms, or 24 clock hours per week in institutions which measure progress in terms of clock hours.
Grants	Awards for which there is no expectation of repayment or services to be performed.
Higher Education Opportunity Program (HEOP)	A specialized program of admission and financial aid at independent (non-public) colleges and universities.
Honors Program	Any program offering an opportunity for superior students to enrich their educational experience through independent, advanced, or accelerated study.
Liberal Arts	A program of diverse general education including English, social studies, history, philosophy and literature, etc.
Loans	Awards made with a formal agreement for repayment with interest.
Major	The subject of study in which the student chooses to specialize. A series of related courses taken primarily in the junior and senior years.
Merit Award	Financial aid which is awarded based on demonstrated academic excellence, professional promise, and personal merit.
Need Analysis	The process of analyzing the household and financial information on the student's financial aid application and calculating an expected family contribution. A system used to estimate a student applicant's need for financial assistance to help meet his/her educational expenses. Need analysis consists of two primary components: (a) determination of an estimate of the applicant's and/or family's ability to contribute to educational expenses; and (b) determination of an accurate estimate of the educational expenses.
Open Admissions	The policy of some colleges of admitting virtually all high school graduates, regardless of academic qualifications such as high school grades and admissions test scores.
PSAT	Assessment test offered to students in the fall of the junior year. Similar to the SAT. The test is used to compute the National Merit Scholarship selection index and is the basis for awarding National Merit Scholarships. This is a practice test.
Reserve Officers	Air Force, Army and Navy Programs on certain campuses

Training Corp. (ROTC)	which combine military education with baccalaureate degree study, often with financial support for those students who commit themselves to future service in the Armed Forces.
Rolling Admissions	The practice of processing an application for admission as soon as all required forms and credentials are received, rather than announcing all admission decisions on the same date.
Scholarship	A form of financial assistance which does not require repayment or employment and is made to a student who demonstrates or shows potential for distinction at an institution, usually in academic performance, the arts or athletics.
SAT	Test of developed critical reading, writing and mathematical abilities given by the College Entrance Examination Board (CEEB) at specified test centers throughout the year. Required or recommended by many colleges as part of the admission process.
State University of New York (SUNY)	System of public universities, colleges, community colleges and technical schools in New York State.
Student Aid Index	The amount the student's family is expected to contribute toward the cost of attendance, printed on the front of the Student Aid Report.
Student Aid Report (SAR)	The federal "output document" printed by a FAFSA processor and mailed to the student. The SAR contains the family's financial and other information as reported by the student on the financial aid application. The student can make corrections/update information on the SAR and submit it to the federal processor. The student's eligibility for aid is indicated by the EFC printed on the front of the SAR.
Transcript	Official record of high school or college courses and grades.
Tuition Assistance Program (TAP)	A grant sponsored by New York State for New York residents attending an approved post-secondary institution in New York on a full-time basis. Applicants must meet income and residency eligibility. Apply using the FAFSA.
Undergraduate	A student who has completed high school and is enrolled in a two- or four-year college program.

Helpful Websites

Application Help

www.commonapp.org – the on-line college application used by more than 800 colleges and universities

www.collegeessayguy.com – essay help, interview advice, and links to great college admissions blogs

College and Scholarship Research

www.cappex.com – Create a profile and search for colleges and scholarship matches

www.bigfuture.collegeboard.org – do an on-line college search

www.campustours.com – virtual college tours, interactive college maps, etc.

www.youvisit.com – Visit over 600 college for free on this virtual college visit website

www.fastweb.com – search for scholarships with the college matching service

www.mymajors.com – take the college major assessment

www.princetonreview.com – test prep, college searches, and college admissions information

www.niche.com – college search, college rankings, and scholarship information

www.racf.org – The Rochester Area Community Foundation administers more than 130 scholarship opportunities. Search for scholarships on their website

www.chegg.org – college match-making site allows you to create a profile and determine which schools may be right for you

www.unigo.com – this site has teamed up with the Wall Street Journal and serves up unvarnished scoop on colleges from students themselves

www.academicinvest.com – Discover careers you can pursue based on your field of study and find scholarships and jobs related to your major

www.gapyear.com – for students who choose to have a gap year experience before

www.goingmerry.com – find and apply for scholarships on-line with a common application

www.campusreel.org – College review website with campus with campus and dorm video reviews and video walkthrough from real students

www.nces.ed.gov/collegenavigator.com - this tool provides a wide range of information for more than 7,000 post-secondary education institutions, allowing you to compare schools' features that are most important to you like the following: Tuition and cost of attendance, Financial Aid information, and Accreditation information.

Financial Aid

www.finaid.org – complete the financial aid estimator to get an estimated Expected Family Contribution (EFC)

www.gocollege.com – financial aid finder and college admissions tips

www.fafsa.ed.gov – complete the free application for federal student aid (FAFSA)

Standardized Testing

www.actstudent.org – register for the ACT

www.collegeboard.org – register to take the SAT and Subject Tests, complete a college search, receive free test prep

www.number2.com – free on-line test prep

www.khanacademy.org – free on-line courses, lessons, YouTube videos, and practice materials for the SAT and ACT

www.freevocabulary.com – grow your vocabulary

Student Athletes

www.eligibilitycenter.org – for students planning to play Division I or II athletics in college

www.ncaa.org – good site for student athletes

Appendix

McQuaid Jesuit College Application Process

1. Start the Common Application at: www.commonapp.org
    a. Create an account
    b. Save your login credentials
    c. Go to the **Education** section of the application by clicking on the **Common App** tab
    d. Enter McQuaid Jesuit as your "current secondary/high school"

2. Waive your Family Education Rights and Privacy Act (FERPA) rights
    a. Add at least one college to **My Colleges** in Common App by clicking the **College Search** tab and typing in a college name
    b. Click on the **Dashboard** tab
    c. Click **Show More Details** under any of the college names
    d. The **Recommenders and FERPA** line will say **Incomplete**
    e. Click on **Incomplete** then **Release Authorization**
    f. Complete the waiver by choosing to **waive your rights**

3. Match your Common Application and Naviance accounts
    a. Log into your Naviance account
    b. Go to the **College Home** section
    c. In Naviance, click on **Colleges I'm Applying To** and then **Match Accounts** (You will be redirected to log back into the Common Application to complete this process)
    d. When accounts are matched, transcripts, rec letters, etc., that are submitted to colleges via Naviance can be matched to each student's Common Application for review

4. Request your transcript be sent to your colleges
    a. Transcript requests must be submitted no later than 10 school days before the college application deadline to guarantee timely submission to your colleges
    a. Add all colleges for transcript submission to **Colleges I'm Thinking About**
    b. Click the checkbox next to the college name
    c. Click **Move to Application List** (You will be taken to a "transcript summary page")
    d. Use the drop-down menu to select your application deadlines
    e. Select which application you are using (e.g., Common App or Direct to the Institution)
    f. Choose to submit your SAT and/or ACT scores
    g. If you have submitted your application, click the checkbox that says so
    h. Click **ADD AND REQUEST TRANSCRIPTS**

5. Request teacher recommendation letters
    a. Recommendation letter **requests must be submitted by September 30th** to guarantee timely submission to your colleges
    a. In person, ask your teacher if they will write on your behalf

b. In Naviance, go to **Colleges** and click **Letters of Recommendation** located under *"Apply to College"*
c. Click **Add Request**
d. Use the drop-down menu to find the teacher's name and select it
e. Click the checkbox next to each college where you want the letter sent
f. Use the textbox to provide any information you want them to include in your letter, or better yet, **complete a Teacher Brag Sheet** for them
g. McQuaid will submit teacher letters to your colleges
h. Follow up with a **thank you note** for your recommenders

Parent/Guardian Brag Sheet

Description
Please have this survey completed as soon as possible.

Instructions
Complete this survey to help your student's college counselor compose his letter of recommendation. Note that information you share here may be used in the letter. If you have any questions please contact the Counseling Office.

Student Name:

Name of person/people completing this form:

Please describe the difference between your student as he entered high school and him now. Describe his growth over the past three years. Were there any significant factors that may have impacted this growth?

Please provide three adjectives that describe your student's personality, character, academic achievements, work ethic, etc.

Based on your observations over the last three years, what classes has your student enjoyed the most? Has any course inspired your student to learn more about the subject or has he done any extra work in this area…special projects…or extra community involvement?

Does your student have any particular strong hobbies/interests outside of school that has shaped their thinking/actions? Do you see that activity influencing what they would like to pursue in the future?

What do you consider to be your student's outstanding accomplishment(s) during the past three or four years? What makes you proud of this accomplishment(s)?

Are there any unusual circumstances which affected your student's educational or personal experiences? For example: Has your student overcome obstacles or adversity, demonstrated strength, courage and or resiliency? Please describe.

Is your student's high school academic record an accurate measure of his ability and potential? If not, what do you consider the best measure of his potential for success in college work?

Is there anything about your family (individuals, history, cultural influences, and/or special circumstances) which would be helpful for us to know and share with the college admissions officers?

If you were to pick a career for your student based on their interests or abilities, what would you pick and wh

McQUAID JESUIT HIGH SCHOOL

Main Office
(585) 473-1130

Counseling Office
(585) 256-6145

College Advisement Center
(585) 256-6134

CEEB Code: 334830

2024-25 PROFILE

McQuaid Jesuit
1800 South Clinton Avenue
Rochester, NY 14618

www.mcquaid.org

Ad Majorem Dei Gloriam
For the Greater Glory of God

STATISTICAL SUMMARY - CLASS OF 2024

FINAL GRADE POINT AVERAGE
(116 GRADUATES)

95-100	28 students	24%
90-94	34 students	29%
85-89	35 students	30%
80-84	12 students	11%
75-79	7 students	6%

SAT SCORES

Evidence Based Reading & Writing Mean: 613
Mathematics Mean: 591
Combined Total: 1203

ACT SCORES

English Mean: 25.6
Mathematics Mean: 25.4
Reading Mean: 25.8
Science Mean: 25.6
ACT Composite Mean: 25.7

ADVANCED PLACEMENT PROGRAM

2024-25 AP Offerings

Biology
Calculus AB
Calculus BC
Chemistry
Computer Science
Computer Science Principles
English Language
English Literature
Environmental Science
European History
Macro and Micro Economics
Physics 1
Pre-Calculus
Psychology
Statistics
US History
World History

2023-24 AP Results

Total Exam Takers: 234

Total Exams Taken: 536

73% Scored 3 or above

2023-24 Platinum Status School

81% took an AP course.

62% earned a 3 or higher.

39% took at least 5 AP courses total.

**Based on AP results for the Class of 2023*

COLLEGE MATRICULATION

95% of graduates continue to higher education.

5% of graduates enter the military or workforce.

McQuaid Jesuit graduates from 2022 - 2024 can be found on 130 different college campuses.

Alfred State College
Appalachian State University
Arizona State University-Tempe
Assumption University
Ave Maria University
Belmont University
Binghamton University
Boston College
Brown University
Bucknell University
Canisius University
Champlain College
Clarkson University
Clemson University
Coastal Carolina University
Coker University
Colgate University
College of the Holy Cross
Cornell University
Dartmouth College
Davidson College
Duquesne University
Elmhurst University
Elon University
Embry-Riddle Aeronautical University
Fairfield University
Finger Lakes Community College
Fordham University
Gannon University
George Mason University
Georgetown University
Golisano Institue
Hamilton College
High Point University
Hobart William Smith Colleges
Houghton College
Indiana University-Bloomington
Ithaca College
John Carroll University
Kettering University
Le Moyne College
Lehigh University
Louisiana State University and A&M
Loyola University Maryland
Marist College
Marquette University
Massachusetts Institute of Technology
Mercyhurst University
Miami University-Oxford
Monmouth University
Monroe Community College
Morehouse College
Nazareth University
Niagara University
Northeastern University
Northwestern University
Nova Southeastern University
Ohio State University-Main Campus
Palm Beach Atlantic University
Pennsylvania State University
Pomona College
Potomac State College of West Virginia University
Princeton University
Providence College
Purdue University-Main Campus
Rensselaer Polytechnic Institute
Rider University
Roberts Wesleyan College
Rochester Institute of Technology
Roger Williams University
Saint Joseph's University
Saint Michael's College
Santa Monica College
School of Visual Arts
Siena College
Southern Methodist University
St Bonaventure University
St. John Fisher University
St. John's University-New York
St. Lawrence University
Stony Brook University
SUNY at Purchase College
SUNY Brockport
SUNY Buffalo State
SUNY College at Geneseo
SUNY College at Potsdam
SUNY College of Technology at Canton
SUNY Cortland
SUNY Fredonia
SUNY New Paltz
Syracuse University
Tennessee Technological University
The University of Alabama
The University of Tampa
Tulane University of Louisiana
United States Coast Guard Academy
United States Military Academy
University at Albany, SUNY
University at Buffalo
University of California-Irvine
University of California-Los Angeles
University of Cincinnati-Main Campus
University of Colorado Boulder
University of Connecticut
University of Dallas
University of Dayton
University of Delaware
University of Florida
University of Hartford
University of Iowa
University of Kentucky
University of Miami
University of Michigan-Ann Arbor
University of Mississippi
University of Notre Dame
University of Pennsylvania
University of Pittsburgh
University of Richmond
University of Rochester
University of Scranton
University of South Carolina-Columbia
University of Vermont
Utica University
Vanderbilt University
Vassar College
Villanova University
Virginia Tech
Wake Forest University
West Virginia University
Wofford College
Xavier University

ADMINISTRATION

Mr. Stephen Salluzzo, '90, P '18 .... President
Mr. John Serafine .... Principal of the High School
Mrs. Janet Dacey, P '99, '05, '08 .... Principal of the Middle School
Mr. Dan Hershel .... Dean of Academics
Dr. Christopher Parks, '90, P '27, '28 .... High School Dean of Students
Mr. Joe Dugan, '08........ Middle School Dean of Students
Mr. John Young........ Director of Counseling
Mr. Matthew Thomas, '96 .... Vice President of Operations
Mr. Cory Parker, '13 .... Director of Enrollment Management
Ms. Heather Whiting, P '25, '28 .... Vice President of Advancement

COUNSELING STAFF

Mr. Scott Allan | Mrs. Sara Snyder | Ms. AnnMarie Galletto, P '06
Mrs. Margaret Gorton | Mr. Jeff Grifa | Mr. Jim Traver
Mrs. Amy Sheffer

MISSION STATEMENT

McQuaid Jesuit is a Catholic, Jesuit, college-preparatory school that inspires young men to realize their God-given gifts through the pursuit of excellence in all things, service to others, and a lifelong commitment to justice.

THE SCHOOL

McQuaid Jesuit is Rochester's only all-boys, Catholic, Jesuit college preparatory school for young men in grades 6-12. Built on the traditions of Saint Ignatius Loyola, founder of the Society of Jesus, McQuaid forms young men to be intellectually competent, loving, open to growth, religious, and committed to justice.

SCHOOL FACTS

Founded	1954
Enrollment	740 students, grades 6-12
School Districts Represented	41
Counties Represented	7
2024-25 Tuition	$17,200
Students Receiving Financial Aid	38%
Total Financial Aid Awarded	$2,200,000
Catholic Families	50%
Students of Color	16%
Student/Teacher Ratio	18:1
Faculty Size	70
Faculty with Advanced Degrees	90%

ACCREDITATIONS

- New York State Association of Independent Schools
- Middle States Association of Secondary Colleges and Schools
- New York State Board of Regents

MEMBERSHIPS

- Jesuit Schools Network
- National Catholic Education Association
- The College Board
- Independent School Management Consortium
- Council for the Advancement and Support of Education
- National Association of College Admission Counseling

Distinctions

- College Board - Platinum School Status
- Rochester Business Journal - Top Private School in Rochester, NY

ACADEMIC INFORMATION

Each student must take a full program of studies (7.5 units minimally) each year and must pass all courses (required and elective) to be eligible for promotion or graduation.

REQUIRED COURSES

English	4 credits	Foreign Language	3 credits*
Social Studies	4 credits	Health/PE	2.5 credits
Theology	4 credits	Fine Arts	1 credit
Mathematics	3 credits	Electives	6 credits
Science	3 credits		

* Three credits or the third year of the same language is required.

GRADING POLICY

Grading is numerical with Advanced Placement and advanced courses receiving a 4% weight in the final average. McQuaid Jesuit does not rank its students for internal or external reporting. The minimum passing grade is 70.

Due to the rigor of our core academic courses, students are not allowed to take more three (3) Advanced Placement classes during a school year without permission from our Dean of Academics.

Grade	Equivalent	GPA	Grade	Equivalent	GPA
97-100	A+	4.0	80-82	B-	2.7
93-96	A	4.0	77-79	C+	2.3
90-92	A-	3.7	73-76	C	2.0
87-89	B+	3.3	70-72	D	1.0
83-86	B	3.0	Below 70	F	0.0

HONORS & ACADEMIC LETTERS

Academic letters are awarded to students who earn 39 points. Points are based on course averages. Bars are awarded each time a student earns an additional 39 points.

Honors with Distinction	Average of 95; no numeric grade below 70
First Honors	Average of 90; no numeric grade below 70

CAMPUS MINISTRY

Formation in a Jesuit school refers to the process of learning and embracing Ignatian Spirituality. Common to Jesuits and lay collaborators, formation in Ignatian Identity gives language, meaning, structure and purpose to our lives and the Mission of McQuaid Jesuit.

Formation through Ignatian Identity and Campus Ministry ensures knowledge of and appreciation for the compelling gifts of Ignatian Spirituality and Jesuit Education. All students are invited to participate in retreats, liturgies, service trips, social justice initiatives, and community events. Service is a major focus of every student as each must complete at least 100 hours in order to graduate.

STUDENT LIFE

Students have many opportunities for growth, discernment, and formation outside the classroom through involvement in one of more than 40 co-curricular offerings including MasterMinds, Mock Trial, Speech & Debate, Biodiversity Club, Yearbook, Black Student Union, Mosaic and Pallbearer Ministry.

It is our goal to help students become young gentlemen of competence, conscience, and compassion who take responsibility for their own intellectual, emotional, and spiritual growth in concert with the efforts and support of the faculty, staff, and administration. It is the strength of our school community that empowers each student to be himself while still discovering all the magnificent potential he has inside.

STEAM

McQuaid offers a comprehensive STEAM educational experience to all of its students. In addition to traditional core, Advanced Placement, and elective classes, our curriculum offers a variety of opportunities from robotics and engineering to a full complement of courses in the fine arts.

ATHLETICS

McQuaid Jesuit offers 19 varsity sports. Nearly 85% of students participate on one or more athletic teams during their careers. During the 2023-24 academic year, McQuaid varsity teams captured seven sectional titles; football, hockey, indoor track & field, alpine skiing, lacrosse, swimming & diving, and wrestling. The Knights also earned the state championship for lacrosse.

Alpine Skiing	Golf	Swimming
Baseball	Hockey	Tennis
Basketball	Indoor Track	Track & Field
Bowling	Lacrosse	Volleyball
Crew	Rugby	Wrestling
Cross-Country	Sailing	
Football	Soccer	

McQuaid Jesuit High School

1800 South Clinton Ave. Rochester, NY 14618

School Phone: 585-473-1130 School Code: 334 830
Guidance Phone: 585-256-6134

Birth date:
Expected graduation:
Advisor:
Cumulative GPA: 93.881

Official Transcript

2018 - 2019 - 8th Grade

McQuaid Jesuit High School

Course title	Final Grade	Total credits
Algebra Accelerate 8	89	1.00
Architectural Design and Drafting	85	0.50
Environmental Earth Science	92	1.00
Image Edit/Photoshop	86	0.50
Spanish 1	83	1.00
	Total	4.00
YR GPA	87.375	

2019 - 2020 - 9th Grade

McQuaid Jesuit High School

Course title	Final Grade	Total credits
Biology Adv.	90	1.00
English 1	94	1.00
Geometry	97	1.00
Global Studies 1	98	1.00
Physical Education 1	S	0.50
Spanish 2	97	1.00
Studio Art	91	1.00
Technology/Engineering Seminar	97	0.50
Theology 1	97	1.00
	Total	8.00
YR GPA	95.480	

2020 - 2021 - 10th Grade

McQuaid Jesuit High School

Course title	Final Grade	Total credits
Algebra II/Trig	93	1.00
AP World History	95	1.00
Chemistry Adv.	92	1.00
Drawing & Design	93	1.00
English 2 Advanced	95	1.00
Health/PE 2	99	1.00
Spanish 3	95	1.00
Theology 2	100	1.00
	Total	8.00
YR GPA	96.660	

2021 - 2022 - 11th Grade

McQuaid Jesuit High School

Course title	Final Grade	Total credits
AP English Language and Composition	92	1.00
AP Environmental Sci	83	1.00
AP US History	95	1.00
Physical Education 3 & 4	S	0.50
Pre-Calculus Advanced	82	1.00
Spanish 4	92	1.00
Theology 3	97	1.00
	Total	6.50
YR GPA	92.513	

2022 - 2023 - 12th Grade

McQuaid Jesuit High School

Course title		Total credits
AP Literature and Composition		0.00
AP Spanish		0.00
Applied Philosophy and Ethics (CC)		0.00
Calculus (CC)		0.00
Economics and Finance		0.00
Physical Education 3 & 4		0.00
Senior Theology: Companions of Jesus		0.00
Spanish through Film		0.00
	Total	0.00

Grading Explanations

*Minimum Passing Mark: 70

Transcript Notations

ADV = Advanced
AP = Advanced Placement Course
CC = Course Earns College Credit
SE = Course taken during Summer Enrichment
TR = Transfer Course

* = Remediated Failure after Summer School

Four Point Grading Scale

Grade	Equivalent	GPA
97-100	A+	4.0
93-96	A	4.0
90-92	A-	3.7
87-89	B+	3.3
83-86	B	3.0
80-82	B-	2.7
77-79	C+	2.3
73-76	C	2.0
70-72	D	1.0
Below 70	F	0.0

Rank

McQuaid Jesuit does not rank its students for internal or external reporting.

AP and ADVANCED/ADV Grades result in a +4% weight in the overall GPA.

McQuaid Jesuit is chartered and certified by the New York State Board of Regents, is a member of the New York State Association of Independent Schools, and is a member of the Jesuit Schools Network.

From mid-March-June 2020, McQuaid Jesuit transitioned to distance learning as a result of COVID-19. Our grading policy remained intact and students received numerical grades for marking periods 3 and 4.

Signature of Official Certifying Transcript

Principal Date

common app

Profile

Personal information

Name	McQuaid, Joeseph
Share different name	Yes, Joe
Birthdate	05/30/2005

Contact details

Email, Phone	jyoung@hws.edu, +1.585-430-6093, Mobile, No other telephone
Permanent address	775 Frost Ave Rochester, NY, 14611-3043, USA

Demographics

Gender Identity	Male
Sex	Male
Pronouns	He/Him
Military status	None
Hispanic or Latino/a/x	No
Race	**White** (Europe)

Language

English	First Language, Speak, Read, Write, Spoken at Home

Geography and nationality

Citizenship status	U.S. citizen or U.S. national
Birthplace	Syracuse, New York, United States of America 17 years US

PREVIEW

Family

Household

Parents	Married
Home	Both Parents

Parent 1

Mother

Name	Elaine Harper
Email, Phone	harpere@exxonmobil.com
Occupation	Other, Marketing Director, Employed, Exxon Mobil
Education	Some college/university Bachelors (1988), University of Chicago, 5801 South Ellis Avenue, Chicago, IL, USA, CEEB: 1832

Parent 2

Father

Name	Mr. James McQuaid
Occupation	Engineer, Employed, Exxon Mobil
Education	Graduate school Bachelors (1985), Masters (1987), Rutgers University: College of Engineering, MS 04-L, New Brunswick, NJ, USA, CEEB: 2838

Siblings

Gregory McQuaid, Age 15

Andrew McQuaid, Age 12

PREVIEW

Education

Current or most recent secondary school

McQuaid Jesuit High School, 1800 S Clinton Ave, Rochester, NY, USA, Religious, CEEB: 334830 (09/2020 - 06/2023)

Progression	No change in progression
Graduation Date	06/2023

Colleges & universities

Grades

Rank	na / 116
GPA	90.55 / 100, Weighted

Current or most recent year courses

Full year

MATH - Statistics - (AP)

ENG - English 12 - (C PREP)

OTH/ELE - AP Micro/Macro economics - (AP)

PE/HLTH - Physical Education - (REG)

LANG - Spanish 4 - (C PREP)

RELG - Senior Religion - (C PREP)

OTH/ELE - Philosophy - (REG)

Honors

Citizenship Award	School	9, 10, 11
Honor Roll	School	10, 11
NYS Explorer Education Scholarship	State/Regional	9, 10, 11, 12

PREVIEW

Testing

ACT

Composite	28	05/13/2023
English	29	05/13/2023
Math	28	05/13/2023
Reading	29	05/13/2023
Science	24	05/13/2023
Taken	1	
Planned	0	
ACT Plus Writing Test	No	

SAT tests

Evidence-based Reading and Writing	600	08/26/2023
Math	540	08/26/2023
Taken	1	
Planned	10/2023	
SAT Essay	No	

PREVIEW

Activities

Athletics: JV/Varsity

9, 10, 11, 12
School, Year
20 hr/wk, 16 wk/yr
Continue

Baseball, Captain, McQuaid Jesuit HS
Varsity catcher

Community Service (Volunteer)

11, 12
School
5 hr/wk, 20 wk/yr

Assistant Teacher Volunteer, ASAP-After School Activities Partnership

Theater/Drama

9, 10, 11, 12
School
20 hr/wk, 6 wk/yr
Continue

Actor
Performed in ensemble of several plays and musicals

Athletics: Club

9, 10, 11, 12
School
20 hr/wk, 30 wk/yr
Continue

Baseball, Captain 11, Syracuse Storm
Club baseball team that plays year round. Traveled to 12 states and am busy with the team most weekends when not in the high school season.

Theater/Drama

9, 10, 11, 12
Break
20 hr/wk, 6 wk/yr
Continue

Community Theater
Have performed in several productions including Guys and Dolls, Grease, Little Shop of Horrors, and Seussical

PREVIEW