

## EXAMINING THE APPLICANT'S FILE: SOME READING TIPS

An admission committee carefully reviews information provided by the student and the high school. To help you read your files, here are a few questions on each section of the application. Please carefully read the admission cases and take notes on the candidate rating form.

### Personal Information

Is there anything about the student's background or family information that stands out in relation to the college to which s/he is applying? Are there any special circumstances of which you should be aware when evaluating the more objective parts of the application? Has the student ever been suspended or received disciplinary action from his/her high school?

### Transcript

What kind of grades has the student received over the years? Is there a trend - an upward or downward one? Has the student taken advanced and/or challenging classes? Look at the high school profiles to get a brief sketch of what is offered. Does the high school have strict prerequisites for entrance into these courses? If shown on the transcript, what kind of program does the student plan to take in the senior year - is it challenging or weak? What are the student's curricular interests? If available, where does the student rank? (Does your high school provide rank in class?)

### SAT/ACT/SAT Subject Tests

What are the student's SAT or ACT scores? Are there areas that are significantly higher or lower? How strong are the Subject Test scores? Do they show proficiencies in specific subject areas? How do the scores fit the score ranges on the college's profile? How important do you think test scores will be in the evaluation process? Do the SAT/ACT scores correlate with the student's GPA? Is one significantly higher than the other?

### Activities

What has the student done outside the classroom, both connected to school and out of school? How much time has the student committed to those activities? How much depth is presented? Has the student pursued a leadership role in those activities?

### Essay

Does the essay tell you something about the student beyond the transcript? What did you learn? What qualities or talents does the student reveal? Do you hear the student's voice? Do you get a sense of the student as a person? Does the student tell his/her story effectively? Are the grammar, spelling and punctuation correct?

### Letters of Recommendation

What two or three things have you learned about the applicant through the recommendation? What struck the teacher most about the student? How positive or enthusiastic is the recommendation? Is there more information that will help the admission committee determine how capable the student is in meeting the academic demands of the college?

### High School/College Profiles

What can the admission committee learn from the high school profile that might assist them? How might the colleges help us learn which student might be the best fit for their college? Does the high school profile give you information that might better help you understand the student's educational opportunities and accomplishments? (How does your school profile present its own academic program?)

# Red Brick University

*Doerz Est vivere: To learn is to live*

## Profile

Red Brick University was founded in 1871 and is generally regarded as one of the finest liberal arts institutions in the country. The undergraduate student population of about 1,200 is made up of students from 49 states and 15 foreign countries. The top five most represented states are New York, California, Virginia, Ohio, and Connecticut.

## Programs

Particularly strong programs within the liberal arts include: the arts, both visual and performing, foreign languages, political science, anthropology, economics and creative writing. An exceptionally competitive engineering program is built within the structure of the liberal arts; with a new state of the art science building, students also have the opportunity for individual research. Classes are small and most are seminar based. Another recent addition to the campus is an aquatic complex, which enables the college to compete more aggressively for student athletes. Close student/faculty interaction is encouraged, both in the classroom and in theme-oriented "residential colleges." 95% of students live on campus.

## Admission

Admission is selective, with approximately 35% of applicants admitted. 60% of students are from public schools and 40% from religious or independent schools. In making decisions, the committee seeks a talented and diverse student body. Important academic and non-academic factors include secondary school record (student's course of study), standardized test scores, recommendations, character/personal qualities, essays, extracurricular activities and talents, alumni relations, and volunteer and work experience. Interviews conducted by admission officers or alumni are available, but optional in the admission process. The following profile for students is numerically based only and does not take into consideration personal qualities and attributes, which are inherent in the final decision.

## Statistics

### **SAT Reasoning**

<i>Critical Reading middle 50%:</i>	<i>590 - 680</i>
<i>Math middle 50%:</i>	<i>610 - 710</i>
<i>Writing middle 50%:</i>	<i>610 - 700</i>

### **Grade Point Average**

<i>GPA middle 50%:</i>	<i>3.60 - 3.90 unweighted</i>
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CANDIDATE RANKING FORM

Use this form to make ratings of the candidates. Consider all information available for each of the three sections. For example, in making an academic assessment, be sure to look at teacher comments and the essay, not just the grades and scores. Make your notes and comments in the space provided.

STUDENT	ACADEMIC	ACTIVITIES	PERSONAL
Michelle Gregory			
Christina Moore			
Juan Martinez			
Stephen Markowitz			

APPLICANT

Legal Name Gregory Michelle  
Last/Family/Sur (Enter name exactly as it appears on official documents.) First/Given Middle (complete) Jr., etc.

Preferred name, if not first name (choose only one) \_\_\_\_\_ Former last name(s), if any \_\_\_\_\_

Birth Date 08/03/1993  Female  Male US Social Security Number, if any \_\_\_\_\_  
mm/dd/yyyy Optional, unless applying for US Federal financial aid with the FAFSA form

Preferred Telephone  Home  Cell Home ( 757 ) 772-4659 Cell ( \_\_\_\_\_ ) \_\_\_\_\_  
Area/Country/City Code Area/Country/City Code

E-mail Address mgregory@aol.com IM Address \_\_\_\_\_

Permanent home address 16 Bruce Road  
Number & Street

Williamsburg VA United States of America 23187  
City/Town County or Parish State/Province Country ZIP/Postal Code

If different from above, please give your current mailing address for all admission correspondence. (from \_\_\_\_\_ to \_\_\_\_\_)  
(mm/dd/yyyy) (mm/dd/yyyy)

Current mailing address \_\_\_\_\_  
Number & Street Apartment #

\_\_\_\_\_ City/Town County or Parish State/Province Country ZIP/Postal Code

If your current mailing address is a boarding school, include name of school here: \_\_\_\_\_

FUTURE PLANS

Your answers to these questions will vary for different colleges. If the online system did not ask you to answer some of the questions you see in this section, this college chose not to ask that question of its applicants.

College Red Brick University Deadline \_\_\_\_\_  
mm/dd/yyyy

Entry Term:  Fall (Jul-Dec)  Spring (Jan-Jun)

Decision Plan \_\_\_\_\_

Academic Interests \_\_\_\_\_

Career Interest \_\_\_\_\_

Do you intend to apply for need-based financial aid?  Yes  No

Do you intend to apply for merit-based scholarships?  Yes  No

Do you intend to be a full-time student?  Yes  No

Do you intend to enroll in a degree program your first year?  Yes  No

Do you intend to live in college housing? Yes

What is the highest degree you intend to earn? \_\_\_\_\_

DEMOGRAPHICS

Citizenship Status U.S. Citizenship

Non-US Citizenship \_\_\_\_\_

Years lived in the US? \_\_\_\_\_

Birthplace Williamsburg VA United States of America  
City/Town State/Province Country

First Language English

Primary language spoken at home English

Are you proficient in any other languages? \_\_\_\_\_

Optional The items with a gray background are optional. No information you provide will be used in a discriminatory manner.

Marital Status Never married

Religious Preference \_\_\_\_\_

US Armed Services veteran?  Yes  No

1. Are you Hispanic/Latino?  
 Yes, Hispanic or Latino (including Spain)  No

2. Regardless of your answer to the prior question, please indicate how you identify yourself. (Check all that apply.)

American Indian or Alaska Native (including all Original Peoples of the Americas)  
Are you Enrolled?  Yes  No If yes, please enter Tribal Enrollment Number \_\_\_\_\_

Asian (including Indian subcontinent and Philippines)

Black or African American (including Africa and Caribbean)

Native Hawaiian or Other Pacific Islander (Original Peoples)

White (including Middle Eastern)

XEU \_\_\_\_\_

## FAMILY

Please list both parents below, even if one or more is deceased or no longer has legal responsibilities toward you. Many colleges collect this information for demographic purposes even if you are an adult or an emancipated minor. If you are a minor with a legal guardian (an individual or government entity), then please list that information below as well. If you wish, you may list step-parents and/or other adults with whom you reside, or who otherwise care for you, in the Additional Information section.

### Household

Parents' marital status (relative to each other):  Never Married  Married  Widowed  Separated  Divorced (date \_\_\_\_\_) <sup>mm/yyyy</sup>

With whom do you make your permanent home?  Parent 1  Parent 2  Both  Legal Guardian  Ward of the Court/State  Other

**Parent 1:**  Mother  Father  Unknown

Is Parent 1 living?  Yes  No (Date Deceased \_\_\_\_\_) <sup>mm/yyyy</sup>

Gregory Diane F Ms.  
Last/Family/Sur First/Given Middle Title (Mr./Ms./Dr., etc.)

Country of birth \_\_\_\_\_

Home address **if different** from yours \_\_\_\_\_

Preferred Telephone:  Home  Cell  Work

(\_\_\_\_\_) \_\_\_\_\_  
Area/Country/City Code

E-mail \_\_\_\_\_

Occupation Homemaker (full-time)

Employer \_\_\_\_\_

College (if any) California SU Northridge CEEB 4707

Degree Bachelors Year 1985

Graduate School (if any) \_\_\_\_\_ CEEB \_\_\_\_\_

Degree None Year \_\_\_\_\_

**Parent 2:**  Mother  Father  Unknown

Is Parent 2 living?  Yes  No (Date Deceased 10/2009) <sup>mm/yyyy</sup>

Kelly Thomas Mr.  
Last/Family/Sur First/Given Middle Title (Mr./Ms./Dr., etc.)

Country of birth \_\_\_\_\_

Home address **if different** from yours \_\_\_\_\_

Preferred Telephone:  Home  Cell  Work

(\_\_\_\_\_) \_\_\_\_\_  
Area/Country/City Code

E-mail \_\_\_\_\_

Occupation \_\_\_\_\_

Employer \_\_\_\_\_

College (if any) University of Richmond CEEB 5569

Degree Bachelors Year 1983

Graduate School (if any) \_\_\_\_\_ CEEB \_\_\_\_\_

Degree None Year \_\_\_\_\_

### Legal Guardian (if other than a parent)

Relationship to you \_\_\_\_\_

\_\_\_\_\_  
Last/Family/Sur First/Given Middle Title (Mr./Ms./Dr., etc.)

Home address **if different** from yours \_\_\_\_\_

Preferred Telephone:  Home  Cell  Work

(\_\_\_\_\_) \_\_\_\_\_  
Area/Country/City Code

E-mail \_\_\_\_\_

Occupation \_\_\_\_\_

Employer \_\_\_\_\_

College (if any) \_\_\_\_\_ CEEB \_\_\_\_\_

Degree \_\_\_\_\_ Year \_\_\_\_\_

Graduate School (if any) \_\_\_\_\_ CEEB \_\_\_\_\_

Degree \_\_\_\_\_ Year \_\_\_\_\_

### Siblings

Please give names and ages of your brothers or sisters. If they are enrolled in grades K-12 (or international equivalent), list their grade levels. If they have attended or are currently attending college, give the names of the undergraduate institution, degree earned, and approximate dates of attendance. If more than three siblings, please list them in the Additional Information section.

Nicole	Gregory	19	Sister
<small>Name</small>		<small>Age &amp; Grade</small>	<small>Relationship</small>

College Attended Yale University CEEB 3987

Degree earned Bachelors Dates 08/2009  
or expected mm/yyyy – mm/yyyy

Dylan	Gregory	13	Brother
<small>Name</small>		<small>Age &amp; Grade</small>	<small>Relationship</small>

College Attended \_\_\_\_\_ CEEB \_\_\_\_\_

Degree earned \_\_\_\_\_ Dates \_\_\_\_\_  
or expected mm/yyyy – mm/yyyy

Kylie	Gregory	5	Sister
<small>Name</small>		<small>Age &amp; Grade</small>	<small>Relationship</small>

College Attended \_\_\_\_\_ CEEB \_\_\_\_\_

Degree earned \_\_\_\_\_ Dates \_\_\_\_\_  
or expected mm/yyyy – mm/yyyy

# EDUCATION

## Secondary Schools

Current or most recent secondary school attended St. Anthony's

Entry Date 08/2007 Graduation Date 06/04/2011 School Type:  Public  Charter  Independent  Religious  Home School  
mm/yyyy mm/dd/yyyy

Address 456 Main Street CEEB/ACT Code 000000  
Number & Street

Williamsburg VA United States of America 23187  
City/Town State/Province Country ZIP/Postal Code

Counselor's Name (Mr./Ms./Dr., etc.) Mr. John Calhoun Counselor's Title College Counselor

E-mail jcalhoun@stanthonys.org Telephone ( 757 ) 123-4567 Fax ( 757 ) 129-8911  
Area/Country/City Code Number Ext. Area/Country/City Code Number

List all other secondary schools you have attended since 9<sup>th</sup> grade, including summer schools or enrichment programs hosted on a secondary school campus:

School Name & CEEB/ACT Code	Location (City, State/Province, ZIP/Postal Code, Country)	Dates Attended (mm/yyyy)
_____	_____	_____ to _____
_____	_____	_____ to _____
_____	_____	_____ to _____

Please list any community program/organization that has provided free assistance with your application process: \_\_\_\_\_

If your education was or will be interrupted, please indicate so here and provide details in the Additional Information section:

## Colleges & Universities

List all colleges you have attended since 9<sup>th</sup> grade, including summer schools or enrichment programs hosted on a college campus:

College/University Name & CEEB/ACT Code	Location (City, State/Province, ZIP/Postal Code, Country)	Degree Candidate?	Dates Attended mm/yyyy – mm/yyyy	Degree Earned
		Yes		
_____	_____	<input type="radio"/>	_____ to _____	_____
_____	_____	<input type="radio"/>	_____ to _____	_____
_____	_____	<input type="radio"/>	_____ to _____	_____

# ACADEMICS

The self-reported information in this section is not intended to take the place of your official records. Please note the requirements of each institution to which you are applying and arrange for official transcripts and score reports to be sent from your secondary school and the appropriate testing agencies. Where "Best Scores" are requested, please report the highest individual scores you have earned so far, even if those scores are from different test dates.

<b>Grades</b>	Class Rank _____ <small>(if available)</small>	Class Size <u>153</u>	Weighted? <input type="radio"/> Yes <input type="radio"/> No	GPA <u>3.74</u> <small>(if available)</small>	Scale <u>4</u>	Weighted? <input checked="" type="radio"/> Yes <input type="radio"/> No
<b>ACT</b>	Exam Dates: _____ <small>(past &amp; future) mm/yyyy mm/yyyy mm/yyyy</small>	Best Scores: _____ <small>(so far)</small>	COMP _____ mm/yyyy	English _____ mm/yyyy	Math _____ mm/yyyy	
<b>SAT</b>	Exam Dates: <u>10/2010</u> <small>(past &amp; future) mm/yyyy mm/yyyy mm/yyyy</small>	Best Scores: <u>640</u> <u>10/2010</u> <small>(so far)</small>	Critical Reading _____ mm/yyyy	Math _____ mm/yyyy	Writing _____ mm/yyyy	
<b>TOEFL/IELTS</b>	Exam Dates: _____ <small>(past &amp; future) mm/yyyy mm/yyyy mm/yyyy</small>	Best Score: _____ <small>(so far)</small>	Test _____	Score _____ mm/yyyy		
<b>AP/IB/SAT Subjects</b>	Best Scores: <u>11/2010</u> <small>(per subject, so far) mm/yyyy</small>	SAT Math Level 1 _____ <small>Type &amp; Subject</small>	<u>600</u> <small>Score</small>	<u>11/2010</u> <small>mm/yyyy</small>	SAT US History _____ <small>Type &amp; Subject</small>	<u>560</u> <small>Score</small>
	<u>11/2010</u> <small>mm/yyyy</small>	SAT Literature _____ <small>Type &amp; Subject</small>	<u>610</u> <small>Score</small>	<u>mm/yyyy</u>	_____ <small>Type &amp; Subject</small>	_____ <small>Score</small>
	<u>mm/yyyy</u>	_____ <small>Type &amp; Subject</small>	_____ <small>Score</small>	<u>mm/yyyy</u>	_____ <small>Type &amp; Subject</small>	_____ <small>Score</small>
	<u>mm/yyyy</u>	_____ <small>Type &amp; Subject</small>	_____ <small>Score</small>	<u>mm/yyyy</u>	_____ <small>Type &amp; Subject</small>	_____ <small>Score</small>

**Current Courses** Please indicate title, level (AP, IB, advanced honors, etc.) and credit value of all courses you are taking this year. Indicate quarter classes taken in the same semester on the appropriate semester line.

First Semester/Trimester	Second Semester/Trimester	Third Trimester <small>or additional first/second term courses if more space is needed</small>
Senior Bible Seminar	Senior Bible Seminar	
AP English Language	AP English Language	
US Government	World War II	
AP Spanish	AP Spanish	
AP Calculus AB	AP Calculus AB	
Philosophy and Science	Philosophy and Science	
_____	_____	_____
_____	_____	_____

**Honors** Briefly list any academic distinctions or honors you have received since the 9<sup>th</sup> grade or international equivalent (e.g., National Merit, Cum Laude Society).

Grade level or post-graduate (PG)					Honor	Level of Recognition			
9	10	11	12	PG		School	State/Regional	National	International
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Dean's List	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## EXTRACURRICULAR ACTIVITIES & WORK EXPERIENCE

**Extracurricular** Please list your **principal** extracurricular, volunteer, and work activities **in their order of importance to you**. Feel free to group your activities and paid work experience separately if you prefer. Use the space available to provide details of your activities and accomplishments (specific events, varsity letter, musical instrument, employer, etc.). **To allow us to focus on the highlights of your activities, please complete this section even if you plan to attach a résumé.**

Grade level or post-graduate (PG)					Approximate time spent		When did you participate in the activity?		Positions held, honors won, letters earned, or employer	If applicable, do you plan to participate in college?
9	10	11	12	PG	Hours per week	Weeks per year	School year	Summer/School Break		
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	18	52	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	All-American, MVP, State Champion	<input checked="" type="checkbox"/>
Activity - JV/Varsity Swimming										
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10	14	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Leading Rebounder	<input type="checkbox"/>
Activity - JV/Varsity Basketball										
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	8	8	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Swim Instruction for Underprivileged Youth	<input type="checkbox"/>
Activity Community Service (Volunteer) YMCA Swim Instructor										
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5	40	<input checked="" type="checkbox"/>	<input type="checkbox"/>	College Counseling Prefect	<input type="checkbox"/>
Activity Academic Student Assistant to the Director of College Counseling										
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>
Activity										
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>
Activity										
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>
Activity										
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>
Activity										
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>
Activity										
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>
Activity										

## WRITING

**Short Answer** Please briefly elaborate on one of your extracurricular activities or work experiences in the space below or on an attached sheet (150 words or fewer).  
Swimming has had a great impact on my life because I have invested so much time into it and it has taught me so many things. Also, I have developed some great relationships with people from all over the country that I know will last for a long time.

**Personal Essay** Please write an essay (250 words minimum) on a topic of your choice or on one of the options listed below, and attach it to your application before submission. **Please indicate your topic by checking the appropriate box.** This personal essay helps us become acquainted with you as a person and student, apart from courses, grades, test scores, and other objective data. It will also demonstrate your ability to organize your thoughts and express yourself.  
*NOTE: Your Common Application essay should be the same for all colleges. Do not customize it in any way for individual colleges. Colleges that want customized essay responses will ask for them on a supplement form.*

- 1 Evaluate a significant experience, achievement, risk you have taken, or ethical dilemma you have faced and its impact on you.
- 2 Discuss some issue of personal, local, national, or international concern and its importance to you.
- 3 Indicate a person who has had a significant influence on you, and describe that influence.
- 4 Describe a character in fiction, a historical figure, or a creative work (as in art, music, science, etc.) that has had an influence on you, and explain that influence.
- 5 A range of academic interests, personal perspectives, and life experiences adds much to the educational mix. Given your personal background, describe an experience that illustrates what you would bring to the diversity in a college community or an encounter that demonstrated the importance of diversity to you.
- 6 Topic of your choice.

**Additional Information** If there is any additional information you'd like to provide regarding special circumstances, additional qualifications, etc., please do so in the space below or on an attached sheet.

### Disciplinary History

- ① Have you ever been found responsible for a disciplinary violation at any educational institution you have attended from 9<sup>th</sup> grade (or the international equivalent) forward, whether related to academic misconduct or behavioral misconduct, that resulted in your probation, suspension, removal, dismissal, or expulsion from the institution?  Yes  No
- ② Have you ever been adjudicated guilty or convicted of a misdemeanor, felony, or other crime?  Yes  No  
[Note that you are not required to answer "yes" to this question, or provide an explanation, if the criminal adjudication or conviction has been expunged, sealed, annulled, pardoned, destroyed, erased, impounded, or otherwise ordered by a court to be kept confidential.]

If you answered "yes" to either or both questions, please attach a separate sheet of paper that gives the approximate date of each incident, explains the circumstances, and reflects on what you learned from the experience.

## SIGNATURE

**Application Fee Payment** If this college requires an application fee, how will you be paying it?

- Online Payment  Will Mail Payment  Online Fee Waiver Request  Will Mail Fee Waiver Request

### Required Signature

- I certify that all information submitted in the admission process—including the application, the personal essay, any supplements, and any other supporting materials—is my own work, factually true, and honestly presented, and that these documents will become the property of the institutions to which I am applying and will not be returned to me. I understand that I may be subject to a range of possible disciplinary actions, including admission revocation, expulsion, or revocation of course credit, grades, and degree should the information I have certified be false.
- I acknowledge that I have reviewed the application instructions for each college receiving this application. I understand that all offers of admission are conditional, pending receipt of final transcripts showing work comparable in quality to that upon which the offer was based, as well as honorable dismissal from the school. I affirm that I will send an enrollment deposit (or equivalent) to only one institution; sending multiple deposits (or equivalent) may result in the withdrawal of my admission offers from all institutions. [Note: students may send an enrollment deposit (or equivalent) to a second institution where they have been admitted from the waitlist, provided that they inform the first institution that they will no longer be enrolling.]

Signature 

*Michelle Gregory*

Date

12/10/10  
mm/dd/yyyy

Common Application member institution admission offices do not discriminate on the basis of race, color, ethnicity, national origin, religion, creed, sex, age, marital status, parental status, physical disability, learning disability, political affiliation, veteran status, or sexual orientation.

Personal Statement: Michelle Gregory (DOB: 8/3/91)

On October 16, 2007 at 8:27 p.m., Stephen Gregory, my dad, died of a heart attack. It was the worst day of my life. I grew up thinking that he'd always be around to watch me graduate from high school, to pep talk me after a bad race, to tease my boyfriends, to help me pack the car when I went off to college, and to walk me down the aisle when I got married. Suddenly, one fall night all of those assumptions vanished, and I felt completely lost—I could not comprehend what had happened to him, to our family and to me.

After a few months of wandering around in a fog, it occurred to me that whenever I'd been confused or lost in the past, my dad would ask questions that would help me sort things out. He always advised that trying to “get a sense of the big picture” was helpful. So, I started to learn about heart failure and heart disease in order to try to understand what had happened to him. The statistics were just depressing and made me feel worse, but one article described the process of dying, and I began to think that the stages the human body goes through in death paralleled the crazy, emotional roller coaster I was on in a weird way that actually made me feel a little better.

Death occurs with the cessation of heartbeat, movement, and brain activity; the body stops working. When my dad died, my whole life seemed to stop. After death, there is then the frenzy of activity of preparing the body for the funeral. The days right after he died, friends and extended family took over—drove me to wherever I needed to be, made sure I ate, made sure I had whatever I needed to wear. I was never in control and didn't need to be—all the decisions were being made for me. The body goes from ceasing to work, to becoming cool and stiff. After the frenzy of activity, the cold reality of my dad being gone, set in, and everything just seemed so hard, and I kept telling myself to be tough.

After a body loses temperature and changes shape, it loses color because the blood is settling. And, my family and I began to settle into our new reality. My mom and I started to figure out how to do the things my dad used to do, like hanging the twinkle lights at Christmas time and checking the pressure of our cars' tires. Doing those things drove home the fact that he was gone, but trying to hang the twinkle lights in the special way he did also helped us keep some of his traditions, too. Finally, after a body has stopped activity, cooled, stiffened and changed color, it starts to decompose. While many people might interpret this as gross, I see it as another step and the next logical stage, and in dealing with my dad's death, I interpret it as letting the hurt and anger fall away so that I can begin anew.

My “decomposition” took awhile, and even now, two years later there are good days and bad days. I miss him all the time, but I think he would be proud of me for the big things like my applications to college, my constant attempts to “get a sense of the big picture,” and my continuing to swim as well as the little things like having my own tire gauge and for hanging the twinkle lights “just right.”

TO THE APPLICANT

After completing all the relevant questions below, give this form to your secondary school counselor or another school official who knows you better. **If applying via mail**, please also give that school official stamped envelopes addressed to each institution that requires a Secondary School Report.

Legal Name Gregory Michelle Kelly  Female  Male  
Last/Family/Sur (Enter name exactly as it appears on official documents) First/Given Middle (complete) Jr., etc.

Birth Date 08/03/1993 Social Security # \_\_\_\_\_  
mm/dd/yyyy (Optional)

Address 16 Bruce Road Williamsburg VA USA 23187  
Number & Street City/Town State/Province Country ZIP/Postal Code

School you now attend St. Anthony's CEEB/ACT Code \_\_\_\_\_

Current year courses—please indicate title, level (AP, IB, advanced honors, etc.) and credit value of all courses you are taking this year. Indicate quarter classes taken in the same semester on the appropriate semester line.

First Semester/Trimester	Second Semester/Trimester	Third Trimester <small>(Indicate Year/Trimester/Quarter courses if more than one is needed)</small>
See Transcript	See Transcript	

**IMPORTANT PRIVACY NOTE:** By signing this form, I authorize all schools that I have attended to release all requested records covered under the Federal Educational Rights and Privacy Act (FERPA) so that my application may be reviewed by the Common Application member institution(s) to which I am applying. I further authorize the admission officers reviewing my application, including seasonal staff employed for the sole purpose of evaluating applications, to contact officials at my current and former schools should they have questions about the school forms submitted on my behalf.

I understand that under the terms of the FERPA, after I matriculate I will have access to this form and all other recommendations and supporting documents submitted by me and on my behalf, unless at least one of the following is true:

- The institution does not save recommendations post-matriculation (see list at [www.commonapp.org/FERPA](http://www.commonapp.org/FERPA)).
- I waive my right to access below, regardless of the institution to which it is sent:

Yes, I do waive my right to access, and I understand I will never see this form or any other recommendations submitted by me or on my behalf.  
 No, I do *not* waive my right to access, and I may someday choose to see this form or any other recommendations or supporting documents submitted by me or on my behalf to the institution at which I'm enrolling, if that institution saves them after I matriculate.

Required Signature Michelle Gregory Date 12/15/10

TO THE SECONDARY SCHOOL COUNSELOR

Attach applicant's official transcript, including courses in progress, a school profile, and transcript legend. (Check transcript copies for readability.) Use both pages to complete your evaluation for this student. **Be sure to sign below.**

Counselor's Name (Mr./Ms./Dr., etc.) Rev. John Calhoun  
Please print or type

Signature John Calhoun Date 12/15/2010  
mm/dd/yyyy

Title College Counselor School St. Anthony's

School Address Williamsburg VA USA 23187  
City/Town State/Province Country ZIP/Postal Code

Counselor's Telephone (757) 123-4567 Counselor's Fax (757) 129-8911  
Area/Country/City Code Number Ext. Area/Country/City Code Number

Secondary school CEEB/ACT code \_\_\_\_\_ Counselor's E-mail jcalhoun@stanthonys.org

## Background Information

Class Rank DNR Class Size 153 Covering a period from 08/2007 to 06/2011  
(mm/yyyy) (mm/yyyy)

The rank is  weighted  unweighted. How many students share this rank? \_\_\_\_\_

We do not rank. Instead, please indicate quartile \_\_\_\_\_ quintile \_\_\_\_\_ decile \_\_\_\_\_

Cumulative GPA: 3.74 on a 4.0 scale, covering a period from 09/2007 to 12/2010  
(mm/yyyy) (mm/yyyy)

This GPA is  weighted  unweighted. The school's passing mark is D-

Highest GPA in class 4.62 Graduation Date 06/04/2011  
(mm/dd/yyyy)

Percentage of graduating class immediately attending: 85 four-year 15 two-year institutions

How many courses does your school offer:  
 AP \_\_\_\_\_ IB \_\_\_\_\_ Honors \_\_\_\_\_

If school policy limits the number a student may take, please list the maximum allowed:

AP 3 IB \_\_\_\_\_ Honors \_\_\_\_\_

Is the applicant an IB Diploma candidate?  Yes  No

Are classes taken on a block schedule?  Yes  No

In comparison with other college preparatory students at your school, the applicant's course selection is:

- most demanding  
 very demanding  
 demanding  
 average  
 below average

How long have you known this student and in what context? \_\_\_\_\_

What are the first words that come to your mind to describe this student? \_\_\_\_\_

**Ratings** Compared to other students in his or her class year, how do you rate this student in terms of:

No basis	Below average	Average	Good (above average)	Very good (well above average)	Excellent (top 10%)	Outstanding (top 5%)	One of the top few I've encountered (top 1%)
Academic achievement				X			
Extracurricular accomplishments						X	
Personal qualities and character						X	
OVERALL				X			

**Evaluation** Please provide comments that will help us differentiate this student from others. Feel free to attach an additional sheet or another reference you've prepared for this student. We especially welcome a broad-based assessment and encourage you to consider describing or addressing:

- The applicant's academic, extracurricular, and personal characteristics.
- Relevant context for the applicant's performance and involvement, such as particularities of family situation or responsibilities, after-school work obligations, sibling childcare, or other circumstances, either positive or negative.
- Observed problematic behaviors, perhaps separable from academic performance, that an admission committee should explore further.

① Has the applicant ever been found responsible for a disciplinary violation at your school from 9<sup>th</sup> grade (or the international equivalent) forward, whether related to academic misconduct or behavioral misconduct, that resulted in the applicant's probation, suspension, removal, dismissal, or expulsion from your institution?  Yes  No

② To your knowledge, has the applicant ever been adjudicated guilty or convicted of a misdemeanor, felony, or other crime?  Yes  No  
 [Note that you are not required to answer "yes" to this question, or provide an explanation, if the criminal adjudication or conviction has been expunged, sealed, annulled, pardoned, destroyed, erased, impounded, or otherwise ordered to be kept confidential by a court.]

If you answered "yes" to either or both questions, please attach a separate sheet of paper or use your written recommendation to give the approximate date of each incident and explain the circumstances.

Check here if you would prefer to discuss this applicant over the phone with each admission office.

I recommend this student:  No basis  With reservation  Fairly strongly  Strongly  Enthusiastically

## Counselor Report for Michelle K. Gregory

Michelle was the first student I met at St. Anthony's. Her stature as a nationally ranked swimmer required some documentation from the counseling office and my first task was to provide what was needed. My first impression of Michelle was that of a laid-back, easy-going teenager who took life in stride. She modestly referred to her athletic accomplishments and when pressed about the rigors of her training expressed her acceptance of the demands as a price she was eagerly willing to pay to develop her abilities. I was impressed by her work ethic but what left the greatest impression was her realization that her talent was a gift and she had a responsibility to develop that gift to the best of her ability.

Michelle's junior year of high school was filled with great accomplishment and incredible loss. Michelle's father died suddenly last fall of a massive heart attack. His death left a huge void in her life and yet she was able to dig deep within her resolve to not only finish her academic year well, but also have one of the best swim seasons of her career. Michelle was the state champion in her two events and was also named the County Swimmer of the Year. The remarkable aspect of her victories was the fact that they were come-from-behind wins. Her swim coach calls her race "the gutsiest thing I have ever seen!" Michelle's times in these swims set records, as did the times of the second place finishers.

Michelle's teachers, also aware of her circumstances, express amazement at her resolve. Her English teacher says of Michelle, "As swim season intensifies, so does the academic season. What impresses me most about the 'athlete of the year' is her organization and dedication to getting work done. Michelle is always working and pushing herself to be the best she can be." Her AP US History teacher remembers Michelle as "an outstanding student in terms of her preparation, her concentration in class and her ability to translate that into excellent essays and superior test preparation and results." Finally, her math teacher refers to Michelle's integrity, her maturity and strong sense of responsibility. Over and over again her teachers have remarked how Michelle never used her personal difficulties or demanding schedule as excuses to delay assignments or the taking of a test.

What truly amazes me about Michelle is her depth of insight. I had the pleasure to review some of her personal essays and I must admit that I was blown away. Her writing was outstanding, but what was truly incredible was the maturity and insightfulness of this young lady. I have never encountered such wisdom in one so young. She has a strong connection to her family and an overwhelming sense of gratitude for what she has been given; both of which drive her to be the best she can be. She desires to honor the people who have invested in her by working hard, performing well, and getting better.

I believe Michelle will do well on any team she competes with and will become an outstanding member of a college community. Presently, she has so much to offer and I am confident she will continue to flourish especially in an environment such as Red Brick University. I wholeheartedly recommend her for admission.

Thank you for your consideration,

Father John S. Calhoun  
College Counselor

**OFFICIAL TRANSCRIPT**

**St. Anthony's School  
456 Main Street  
Williamsburg, VA 23187  
(757) 123-1111**

Michelle K Gregory (DOB: 08/03/93)  
16 Bruce Road  
Williamsburg, VA 23187

Testing record:  
10/10 SAT: CR 640 MA 660 WR 620  
11/10 SAT II: M1 600 UH 570  
11/10 SAT II: LR 610

Grade Level	Subject	Semester 1	Semester 2
9	Basketball Girls Varsity	A	
	Swimming Girls Varsity		A
	Photography 1	B+	A
	Bible 9 Old Testament	B-	
	English 9 Honors	C-	B-
	Ancient & Medieval History	B	B+
	Spanish 1	B+	A-
	Algebra 2 Honors	B-	B
	Biology Honors	C	A-
	Academic Tech		A
	<b>GPA</b>	<b>2.84</b>	<b>3.55</b>
10	Advanced Graphic Design	A-	A
	Bible 10 New Testament		A
	English 10	A-	A-
	Modern European History Honors	B+	B+
	Spanish 2	A	B+
	Pre-Calculus Honors	B-	B-
	Health	A	
	Basketball Girls Varsity	A	
	Swimming Girls Varsity		A
	Chemistry Honors	B-	B-
	<b>GPA</b>	<b>3.44</b>	<b>3.52</b>
11	Advanced Graphic Design	A	A
	English 11 Honors	B-	B
	AP US History	A-	A
	Spanish 3	A-	A
	Introduction to College Math	A-	A-
	Swimming Girls Varsity		A
	Physics Honors	C+	C-
		<b>GPA</b>	<b>3.35</b>
12	Senior Bible Seminar	A	
	AP English Language	A	
	US Government		
	World War II		
	AP Spanish	B	
	AP Calculus AB	B-	
	Philosophy & Science	B+	
	<b>GPA</b>	<b>3.4</b>	

**Cumulative GPA    3.37 unweighted    3.74 weighted**

## St. Anthony's School Profile

CEEB Code: 000123

Head of School: Jonathan B. James

Director of College Counseling: John Calhoun

### The School:

St. Anthony's School is a co-educational Catholic day school for grades 6-12, committed to the values of faith, scholarship, and service. The young men and women of St. Anthony's are motivated and impassioned pupils who invest themselves fully in the academic rigors and co-curricular opportunities our school offers. Our administration, faculty and staff cultivate a vibrant learning environment for our students, nurturing each individual to achieve at his or her own full potential. St. Anthony's is located in northwest Fairfield, Virginia, a suburb in close proximity to Durham.

### Accreditation:

Southeast Association of Schools and colleges; Virginia Association of Independent Schools

### Enrollment:

There are 153 students in the Class of 2011. In grades 9-12, there are a total of 709 students. 17% of the student body identifies as students of color. 40% of the students receive financial assistance to attend St. Anthony's.

### Standardized Testing: Class of 2010

SAT Middle 50%	1650-1980	Mean: 1820
ACT Middle 50%	23-29	Mean: 25

### Class Rank:

Due to the nature of the school and the small size of the senior class, St. Anthony's does not rank its students.

Academic System and Curriculum: St. Anthony's operates on a two-semester system with a shorter semester in the fall (18 weeks) and a longer semester in the spring (21 weeks). Students are restricted to a total of 3 honors or AP classes per year unless granted specific permission to take more. In addition, students are expected to complete 20 hours of community service each year. Graduation requirements are as follows

English	8 semesters
Theology	6 semesters
Social Studies	6 semesters
Physical Education	3 semesters
Mathematics	6 semesters
Science	6 semesters
Foreign Language	6 semesters
Visual and Performing Arts	3 semesters

Advanced Placement Courses:

AP Art History, AP Biology, AP Calculus AB, AP Calculus BC, AP Chemistry, AP Computer Science, AP European History, AP English Language, AP English Literature, AP French Language, AP Latin, AP Music Theory, AP Psychology, AP Spanish Language, AP Spanish Literature, AP US Government and Politics, AP US History

Graduation Data: 85% of seniors plan to attend four-year colleges and universities and another 15% will attend a community college.

Email Message

December 10, 2010

Hello Admissions,

I just wanted to give you a heads up about a stellar recruit, Michelle “Chellie” Gregory. She is an incredible freestyle sprinter coming out of St. Anthony’s School in Williamsburg, VA. Even if her times never improved, she’d place in the top three in the league for us – immediate impact for our team.

Here coaches report super positive and excellent work ethic. I met with her when she visited campus last month, and she’s a nice kid who I see blending well with the team. I think her grades and scores are solid. She’s being recruited widely, so she’ll have choices. I’d put her in the top 10 of my prospective student “wish list.”

Thanks!

Suzy

Suzanne Griffiths  
Head Swim Coach  
Red Brick University

TO THE APPLICANT

After completing all the relevant questions below, give this form to a teacher who has taught you an **academic** subject (for example, English, foreign language, math, science, or social studies). **If applying via mail**, please also give that teacher stamped envelopes addressed to each institution that requires a Teacher Evaluation.

Legal Name Gregory Michelle Kelly  Female  Male  
Last/Family/Sur (Enter name exactly as it appears on official documents.) First/Middle (complete) Jr., etc.

Birth Date 08/03/1993 Social Security # \_\_\_\_\_  
mm/dd/yyyy (Optional)

Address 18 Bruce Road Williamsburg VA USA 23187  
Number & Street Apartment # City/Town State/Province Country ZIP/Postal Code

School you now attend St. Anthony's CEEB/ACT Code \_\_\_\_\_

**IMPORTANT PRIVACY NOTICE:** Under the terms of the Family Educational Rights and Privacy Act (FERPA), after you matriculate you *will* have access to this form and all other recommendations and supporting documents submitted by you and on your behalf, unless at least one of the following is true:

1. The institution does not save recommendations post-matriculation (see list at [www.commonapp.org/FERPA](http://www.commonapp.org/FERPA)).
2. You waive your right to access below, regardless of the institution to which it is sent:

Yes, I do waive my right to access, and I understand I will never see this form or any other recommendations submitted by me or on my behalf.

No, I do *not* waive my right to access, and I may someday choose to see this form or any other recommendations or supporting documents submitted by me or on my behalf to the institution at which I'm enrolling, if that institution saves them after I matriculate.

Required Signature Michelle Gregory Date 12/17/10

TO THE TEACHER

The Common Application membership finds candid evaluations helpful in choosing from among highly qualified candidates. You are encouraged to keep this form in your private files for use should the student need additional recommendations. Please submit your references promptly, **and remember to sign below.**

Teacher's Name (Mr./Ms./Dr., etc.) Bernadette Smith Subject Taught English  
Please print or type

Signature Bernadette Smith Date 12/17/10  
mm/dd/yyyy

Secondary School St. Anthony's

School Address 456 Main St. Williamsburg VA USA 23187  
Number & Street City/Town State/Province Country ZIP/Postal Code

Teacher's Telephone (757) 123-4555 Teacher's E-mail bsmith@stanthonvs.org  
Area/Country/City Code Number Ext

**Background Information**

How long have you known this student and in what context? 2 years as her teacher

What are the first words that come to your mind to describe this student? athletic, organized, dedicated, good reader

List the courses you have taught this student, noting for each the student's year in school (10<sup>th</sup>, 11<sup>th</sup>, 12<sup>th</sup>; first-year, sophomore; etc.) and the level of course difficulty (AP, IB, accelerated, honors, elective; 100-level, 200-level; etc.).

English 10; AP English Language 12

**Ratings** Compared to other students in his or her class year, how do you rate this student in terms of:

No basis	Below average	Average	Good (above average)	Vary good (well above average)	Excellent (top 10%)	Outstanding (top 5%)	One of the top few I've encountered (top 1%)
Academic achievement					X		
Intellectual promise					X		
Quality of writing					X		
Creative, original thought				X			
Productive class discussion				X			
Respect accorded by faculty					X		
Disciplined work habits					X		
Maturity					X		
Motivation					X		
Leadership				X			
Integrity					X		
Reaction to setbacks					X		
Concern for others					X		
Self-confidence				X			
Initiative, independence					X		
OVERALL					X		

**Evaluation** Please write whatever you think is important about this student, including a description of academic and personal characteristics, as demonstrated in your classroom. We welcome information that will help us to differentiate this student from others. (Feel free to attach an additional sheet or another reference you may have prepared on behalf of this student.)

## Recommendation for Michelle Gregory

I write to recommend Michelle Gregory whom I have taught both as a sophomore and this year in AP English. Her growth and maturity are remarkable. Her curious mind, congenial personality, and athletic ability make her someone who will enjoy, benefit from, and contribute to further study at the collegiate level.

Michelle is an excellent English student. While somewhat quiet in class, if she is called upon, she always has an astute comment or keen observation. She is an excellent peer reviewer and gives feedback to her classmates in a constructive and kind manner. What's more, Michelle's papers are always well organized and often contain original ideas that she thoughtfully and carefully supports. One of my favorites was a paper where she compared Shakespeare's *Taming of the Shrew* and the movie *10 Things I Hate About You*. She clearly had a lot of fun with the paper and came up with some terrific analyses.

Michelle is not just intelligent; she is also personal and warm. In her character and interactions with others she is also a standout student here at St. Anthony's. Her relational skills are adept and reveal a young woman who cares for others, has an empathic heart, and uses her knack for negotiating life's problems to help others. People love to talk with Michelle because she listens carefully and wisely sees that which underlies human behavior and emotions. She's insightful, honest, concerned, and affable. There is something true and humble and genuine about Michelle that puts others at ease and wins her friends and respect.

In addition to her academic acuity and attractive personal qualities, Michelle's athletic ability is a standout among her peers. She is a stellar and inspirational swimmer. And despite her huge commitment to the sport, nothing is ever turned in late and she is always conscientious about making up work or doing work early if swimming conflicts with school. She is an extremely responsible student.

I recommend Michelle wholeheartedly and believe that she is ready to prosper from the rigors of university level work and interaction.

Sincerely,

Bernadette Smith  
English Department  
St. Anthony's

TO THE APPLICANT

After completing all the relevant questions below, give this form to a teacher who has taught you an **academic** subject (for example, English, foreign language, math, science, or social studies). **If applying via mail**, please also give that teacher stamped envelopes addressed to each institution that requires a Teacher Evaluation.

Legal Name Gregory Michelle Kelly  Female  Male  
Last/Family/Sur (Enter name exactly as it appears on official documents.) First/Given Middle (complete) Jr., etc.

Birth Date 08/03/1993 Social Security # \_\_\_\_\_  
mm/dd/yyyy (Optional)

Address 16 Bruce Road Williamsburg VA USA 23187  
Number & Street Apartment # City/Town State/Province Country ZIP/Postal Code

School you now attend St. Anthony's CEEB/ACT Code \_\_\_\_\_

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2. You waive your right to access below, regardless of the institution to which it is sent:

Yes, I do waive my right to access, and I understand I will never see this form or any other recommendations submitted by me or on my behalf.  
 No, I do *not* waive my right to access, and I may someday choose to see this form or any other recommendations or supporting documents submitted by me or on my behalf to the institution at which I'm enrolling if that institution saves them after I matriculate.

Required Signature Michelle Gregory Date 12/17/10

TO THE TEACHER

The Common Application membership finds candid evaluations helpful in choosing from among highly qualified candidates. You are encouraged to keep this form in your private files for use should the student need additional recommendations. Please submit your references promptly, **and remember to sign below.**

Teacher's Name (Mr./Ms./Dr., etc.) Geoff Berman Subject Taught Math  
Please print or type

Signature Geoff Berman Date 12/17/10  
mm/dd/yyyy

Secondary School St. Anthony's

School Address 456 Main St. Williamsburg VA USA 23187  
Number & Street City/Town State/Province Country ZIP/Postal Code

Teacher's Telephone (757) 123-3333 Teacher's E-mail gberman@stanthonvs.org  
Area/Country/City Code Number Ext

Background Information

How long have you known this student and in what context? 1 year as her teacher

What are the first words that come to your mind to describe this student? Serious, attentive, mature and responsible

List the courses you have taught this student, noting for each the student's year in school (10<sup>th</sup>, 11<sup>th</sup>, 12<sup>th</sup>; first-year, sophomore; etc.) and the level of course difficulty (AP, IB, accelerated, honors, elective; 100-level, 200-level; etc.).

Introduction to College Math (11)

**Ratings** Compared to other students in his or her class year, how do you rate this student in terms of:

	No basis	Below average	Average	Good (above average)	Very good (well above average)	Excellent (top 10%)	Outstanding (top 5%)	One of the top few I've encountered (top 1%)
	Academic achievement				X			
	Intellectual promise				X			
x	Quality of writing							
	Creative, original thought				X			
	Productive class discussion			X				
	Respect accorded by faculty					X		
	Disciplined work habits					X		
	Maturity					X		
	Motivation					X		
	Leadership		X					
	Integrity					X		
	Reaction to setbacks					X		
	Concern for others					X		
	Self-confidence					X		
	Initiative, independence				X			
	OVERALL					X		

**Evaluation** Please write whatever you think is important about this student, including a description of academic and personal characteristics, as demonstrated in your classroom. We welcome information that will help us to differentiate this student from others. (Feel free to attach an additional sheet or another reference you may have prepared on behalf of this student.)

Michelle came to introduction to College Math having had pre-calculus as a sophomore. She could have been successful in calculus as a junior but I don't think she had the time to devote to the class that it would have required. She is good in math. she always comes prepared and is serious and attentive in class. She found ICM easy, earning A's, in spite of a busy athletic schedule and some personal problems - and she never used her busy schedule as an excuse to delay taking tests or turning in homework.

Michelle is quietly behaved in class. She always had an answer when called upon; and she was always right.

She is mature and responsible. She would never think of blaming someone else for her problems. She is not a leader in the math classroom because she is so quiet, but her peers do respect her, so leadership is probably a quality she can develop. She is always willing to assist another student who is having difficulty, but is not pushy about it.

I am happy to recommend her to your college/university.

**APPLICANT**

Legal Name Moore Christina  
Last/Family/Sur (Enter name exactly as it appears on official documents.) First/Given Middle (complete) Jr., etc.

Preferred name, if not first name (choose only one) \_\_\_\_\_  
 Former last name(s), if any \_\_\_\_\_

Birth Date 03/11/1993  Female  Male mm/dd/yyyy  
 US Social Security Number, if any 555 55 4567  
Optional, unless applying for US Federal financial aid with the FAFSA form

Preferred Telephone  Home  Cell Home ( 203 ) 555-1972 Cell ( \_\_\_\_\_ ) \_\_\_\_\_  
Area/Country/City Code Area/Country/City Code

E-mail Address cmoore@gsfg.org IM Address \_\_\_\_\_

Permanent home address 1968 Hillside Road  
Number & Street Apartment #

Greenwich CT United States of America 06830  
City/Town County or Parish State/Province Country ZIP/Postal Code

**If different from above, please give your current mailing address for all admission correspondence.** (from \_\_\_\_\_ to \_\_\_\_\_)  
(mm/dd/yyyy) (mm/dd/yyyy)

Current mailing address \_\_\_\_\_  
Number & Street Apartment #

\_\_\_\_\_  
City/Town County or Parish State/Province Country ZIP/Postal Code

If your current mailing address is a boarding school, include name of school here: \_\_\_\_\_

**FUTURE PLANS**

Your answers to these questions will vary for different colleges. If the online system did not ask you to answer some of the questions you see in this section, this college chose not to ask that question of its applicants.

College RED BRICK UNIVERSITY Deadline \_\_\_\_\_  
mm/dd/yyyy

Entry Term:  Fall (Jul-Dec)  Spring (Jan-Jun)

Decision Plan \_\_\_\_\_

Academic Interests \_\_\_\_\_

Career Interest \_\_\_\_\_

Do you intend to apply for need-based financial aid?  Yes  No

Do you intend to apply for merit-based scholarships?  Yes  No

Do you intend to be a full-time student?  Yes  No

Do you intend to enroll in a degree program your first year?  Yes  No

Do you intend to live in college housing? \_\_\_\_\_

What is the highest degree you intend to earn? \_\_\_\_\_

**DEMOGRAPHICS**

Citizenship Status U.S. Citizenship

Non-US Citizenship \_\_\_\_\_

Years lived in the US? \_\_\_\_\_

Birthplace Boston MA United States of America  
City/Town State/Province Country

First Language English

Primary language spoken at home English

Are you proficient in any other languages? \_\_\_\_\_

**Optional** The items with a gray background are optional. No information you provide will be used in a discriminatory manner.

Marital Status Never married

Religious Preference \_\_\_\_\_

US Armed Services veteran?  Yes  No

1. Are you Hispanic/Latino?  
 Yes, Hispanic or Latino (including Spain)  No

2. Regardless of your answer to the prior question, please indicate how you identify yourself. (Check all that apply.)

American Indian or Alaska Native (including all Original Peoples of the Americas)  
 Are you Enrolled?  Yes  No If yes, please enter Tribal Enrollment Number \_\_\_\_\_

Asian (including Indian subcontinent and Philippines)

Black or African American (including Africa and Caribbean)

XAA  Native Hawaiian or Other Pacific Islander (Original Peoples)

White (including Middle Eastern)

XOW  Jewish

## FAMILY

Please list both parents below, even if one or more is deceased or no longer has legal responsibilities toward you. Many colleges collect this information for demographic purposes even if you are an adult or an emancipated minor. If you are a minor with a legal guardian (an individual or government entity), then please list that information below as well. If you wish, you may list step-parents and/or other adults with whom you reside, or who otherwise care for you, in the Additional Information section.

### Household

Parents' marital status (relative to each other):  Never Married  Married  Widowed  Separated  Divorced (date \_\_\_\_\_)

With whom do you make your permanent home?  Parent 1  Parent 2  Both  Legal Guardian  Ward of the Court/State  Other mm/yyyy

**Parent 1:**  Mother  Father  Unknown

Is Parent 1 living?  Yes  No (Date Deceased \_\_\_\_\_)  
mm/yyyy

Cohen-Moore Rachael Ms.  
Last/Family/Sur First/Given Middle Title (Mr./Ms./Dr., etc.)

Country of birth United States of America

Home address **if different** from yours

Preferred Telephone:  Home  Cell  Work

(\_\_\_\_\_) \_\_\_\_\_  
Area/Country/City Code

E-mail rachael@blooms.com

Occupation Other

Employer Blooms of Greenwich

College (if any) University of Connecticut CEEB 3915

Degree Bachelors Year 1984

Graduate School (if any) \_\_\_\_\_ CEEB \_\_\_\_\_

Degree None Year \_\_\_\_\_

**Parent 2:**  Mother  Father  Unknown

Is Parent 2 living?  Yes  No (Date Deceased \_\_\_\_\_)  
mm/yyyy

Moore Darryl Mr.  
Last/Family/Sur First/Given Middle Title (Mr./Ms./Dr., etc.)

Country of birth United States of America

Home address **if different** from yours

Preferred Telephone:  Home  Cell  Work

(\_\_\_\_\_) \_\_\_\_\_  
Area/Country/City Code

E-mail Darryl@blooms.com

Occupation Other

Employer Blooms of Greenwich

College (if any) Bunker Hill Community College CEEB 3123

Degree Associates Year 1981

Graduate School (if any) \_\_\_\_\_ CEEB \_\_\_\_\_

Degree None Year \_\_\_\_\_

### Legal Guardian (if other than a parent)

Relationship to you \_\_\_\_\_

\_\_\_\_\_  
Last/Family/Sur First/Given Middle Title (Mr./Ms./Dr., etc.)

Home address **if different** from yours

Preferred Telephone:  Home  Cell  Work

(\_\_\_\_\_) \_\_\_\_\_  
Area/Country/City Code

E-mail \_\_\_\_\_

Occupation \_\_\_\_\_

Employer \_\_\_\_\_

College (if any) \_\_\_\_\_ CEEB \_\_\_\_\_

Degree \_\_\_\_\_ Year \_\_\_\_\_

Graduate School (if any) \_\_\_\_\_ CEEB \_\_\_\_\_

Degree \_\_\_\_\_ Year \_\_\_\_\_

### Siblings

Please give names and ages of your brothers or sisters. If they are enrolled in grades K-12 (or international equivalent), list their grade levels. If they have attended or are currently attending college, give the names of the undergraduate institution, degree earned, and approximate dates of attendance. If more than three siblings, please list them in the Additional Information section.

Dennis Moore 19 Brother  
Name Age & Grade Relationship

College Attended Trinity College CT CEEB 3899

Degree earned Bachelors Dates 09/2009 05/2013  
or expected mm/yyyy - mm/yyyy

\_\_\_\_\_  
Name Age & Grade Relationship

College Attended \_\_\_\_\_ CEEB \_\_\_\_\_

Degree earned \_\_\_\_\_ Dates \_\_\_\_\_  
or expected mm/yyyy - mm/yyyy

\_\_\_\_\_  
Name Age & Grade Relationship

College Attended \_\_\_\_\_ CEEB \_\_\_\_\_

Degree earned \_\_\_\_\_ Dates \_\_\_\_\_  
or expected mm/yyyy - mm/yyyy

## EDUCATION

### Secondary Schools

Current or most recent secondary school attended Greenwich School for Girls

Entry Date 09/2007 Graduation Date 05/22/2011 School Type:  Public  Charter  Independent  Religious  Home School  
mm/yyyy mm/dd/yyyy

Address 1234 Main Street CEEB/ACT Code 000000  
Number & Street

Greenwich United States of America  
City/Town State/Province Country ZIP/Postal Code

Counselor's Name (Mr./Ms./Dr., etc.) Ms. Victoria Becker Counselor's Title College Counselor

E-mail vbecker@gsgf.org Telephone ( 203 ) 555-0088 Fax ( 203 ) 555-8810  
Area/Country/City Code Number Ext. Area/Country/City Code Number

List all other secondary schools you have attended since 9<sup>th</sup> grade, including summer schools or enrichment programs hosted on a secondary school campus:

School Name & CEEB/ACT Code	Location (City, State/Province, ZIP/Postal Code, Country)	Dates Attended (mm/yyyy)
_____	_____	_____ to _____
_____	_____	_____ to _____
_____	_____	_____ to _____

Please list any community program/organization that has provided free assistance with your application process: \_\_\_\_\_

If your education was or will be interrupted, please indicate so here and provide details in the Additional Information section:

**Colleges & Universities** List all colleges you have attended since 9<sup>th</sup> grade, including summer schools or enrichment programs hosted on a college campus:

College/University Name & CEEB/ACT Code	Location (City, State/Province, ZIP/Postal Code, Country)	Degree Candidate?	Dates Attended mm/yyyy – mm/yyyy	Degree Earned
		Yes		
_____	_____	<input type="radio"/>	_____ to _____	_____
_____	_____	<input type="radio"/>	_____ to _____	_____
_____	_____	<input type="radio"/>	_____ to _____	_____

## ACADEMICS

The self-reported information in this section is not intended to take the place of your official records. Please note the requirements of each institution to which you are applying and arrange for official transcripts and score reports to be sent from your secondary school and the appropriate testing agencies. Where "Best Scores" are requested, please report the highest individual scores you have earned so far, even if those scores are from different test dates.

**Grades** Class Rank \_\_\_\_\_ Class Size 80 Weighted?  Yes  No GPA 3.1 Scale 4 Weighted?  Yes  No  
(if available) (if available)

**ACT** Exam Dates: \_\_\_\_\_ Best Scores: \_\_\_\_\_  
(past & future) mm/yyyy mm/yyyy mm/yyyy (so far) COMP mm/yyyy English mm/yyyy Math mm/yyyy

Reading mm/yyyy Science mm/yyyy Writing mm/yyyy

**SAT** Exam Dates: 06/2010 10/2010 Best Scores: 600 06/2010 600 10/2010 630 10/2010  
(past & future) mm/yyyy mm/yyyy mm/yyyy (so far) Critical Reading mm/yyyy Math mm/yyyy Writing mm/yyyy

**TOEFL/IELTS** Exam Dates: \_\_\_\_\_ Best Score: \_\_\_\_\_  
(past & future) mm/yyyy mm/yyyy mm/yyyy (so far) Test Score mm/yyyy

**AP/IB/SAT Subjects** Best Scores: 05/2010 SAT US History 630 05/2010 SAT Literature 600  
(per subject, so far) mm/yyyy Type & Subject Score mm/yyyy Type & Subject Score

05/2010 SAT Math Level 2 570  
mm/yyyy Type & Subject Score mm/yyyy Type & Subject Score

mm/yyyy Type & Subject Score mm/yyyy Type & Subject Score

mm/yyyy Type & Subject Score mm/yyyy Type & Subject Score

**Current Courses** Please indicate title, level (AP, IB, advanced honors, etc.) and credit value of all courses you are taking this year. Indicate quarter classes taken in the same semester on the appropriate semester line.

First Semester/Trimester	Second Semester/Trimester	Third Trimester <small>or additional first/second term courses if more space is needed</small>
AP English	AP English	_____
Government	Government	_____
Spanish 4 Honors	Spanish 4 Honors	_____
Pre-Calculus	Pre-Calculus	_____
Anatomy and Physiology	Anatomy and Physiology	_____
AP Psychology	AP Psychology	_____
P.E./Varsity Lacrosse	_____	_____

**Honors** Briefly list any academic distinctions or honors you have received since the 9<sup>th</sup> grade or international equivalent (e.g., National Merit, Cum Laude Society).

Grade level or post-graduate (PG)					Honor	Level of Recognition			
9	10	11	12	PG		School	State/Regional	National	International
<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	my school does not offer awards	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	_____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	_____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	_____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	_____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## EXTRACURRICULAR ACTIVITIES & WORK EXPERIENCE

**Extracurricular** Please list your **principal** extracurricular, volunteer, and work activities **in their order of importance to you**. Feel free to group your activities and paid work experience separately if you prefer. Use the space available to provide details of your activities and accomplishments (specific events, varsity letter, musical instrument, employer, etc.). **To allow us to focus on the highlights of your activities, please complete this section even if you plan to attach a résumé.**

Grade level or post-graduate (PG)					Approximate time spent		When did you participate in the activity?		Positions held, honors won, letters earned, or employer	If applicable, do you plan to participate in college?
9	10	11	12	PG	Hours per week	Weeks per year	School year	Summer/School Break		
<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	10	40	<input checked="" type="radio"/>	<input type="radio"/>	co-founder/vice-pres	<input type="radio"/>
Activity Other Club/Activity					students against destructive decisions					
<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	4	16	<input checked="" type="radio"/>	<input type="radio"/>	most improved (11)	<input type="radio"/>
Activity - JV/Varsity Lacrosse					varsity lacrosse					
<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	4	42	<input checked="" type="radio"/>	<input type="radio"/>		<input type="radio"/>
Activity Community Service (Volunteer)					volunteer-aegis battered womens program					
<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	3	36	<input checked="" type="radio"/>	<input type="radio"/>	class rep (9), treasurer (11) social chair (12)	<input type="radio"/>
Activity Student Govt./Politics					student government					
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			<input type="radio"/>	<input type="radio"/>		<input type="radio"/>
Activity _____										
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			<input type="radio"/>	<input type="radio"/>		<input type="radio"/>
Activity _____										
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			<input type="radio"/>	<input type="radio"/>		<input type="radio"/>
Activity _____										
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			<input type="radio"/>	<input type="radio"/>		<input type="radio"/>
Activity _____										
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			<input type="radio"/>	<input type="radio"/>		<input type="radio"/>
Activity _____										

## WRITING

**Short Answer** Please briefly elaborate on one of your extracurricular activities or work experiences in the space below or on an attached sheet (150 words or fewer).

my best friend moved away after 9th grade, and i felt lost w/out her. i ended up hanging out with a new group of ppl and partied a lot. at first it was really fun, but i got into lot of trouble and endangered myself (see addendum to my app). after attending a SADD wkshp, a friend and i decided to start a SADD chapter @our school. last year we did presentations for grammar school and middle schools students, and we're doing that again this year, we also started a safe rides program for greenwich teens. in co-founding SADD, i am learning from my mistakes, helping my community and helping younger kids make better decisions.

**Personal Essay** Please write an essay (250 words minimum) on a topic of your choice or on one of the options listed below, and attach it to your application before submission. **Please indicate your topic by checking the appropriate box.** This personal essay helps us become acquainted with you as a person and student, apart from courses, grades, test scores, and other objective data. It will also demonstrate your ability to organize your thoughts and express yourself.

*NOTE: Your Common Application essay should be the same for all colleges. Do not customize it in any way for individual colleges. Colleges that want customized essay responses will ask for them on a supplement form.*

- 1 Evaluate a significant experience, achievement, risk you have taken, or ethical dilemma you have faced and its impact on you.
- 2 Discuss some issue of personal, local, national, or international concern and its importance to you.
- 3 Indicate a person who has had a significant influence on you, and describe that influence.
- 4 Describe a character in fiction, a historical figure, or a creative work (as in art, music, science, etc.) that has had an influence on you, and explain that influence.
- 5 A range of academic interests, personal perspectives, and life experiences adds much to the educational mix. Given your personal background, describe an experience that illustrates what you would bring to the diversity in a college community or an encounter that demonstrated the importance of diversity to you.
- 6 Topic of your choice.

**Additional Information** If there is any additional information you'd like to provide regarding special circumstances, additional qualifications, etc., please do so in the space below or on an attached sheet.

### Disciplinary History

- ① Have you ever been found responsible for a disciplinary violation at any educational institution you have attended from 9<sup>th</sup> grade (or the international equivalent) forward, whether related to academic misconduct or behavioral misconduct, that resulted in your probation, suspension, removal, dismissal, or expulsion from the institution?  Yes  No
- ② Have you ever been adjudicated guilty or convicted of a misdemeanor, felony, or other crime?  Yes  No  
[Note that you are not required to answer "yes" to this question, or provide an explanation, if the criminal adjudication or conviction has been expunged, sealed, annulled, pardoned, destroyed, erased, impounded, or otherwise ordered by a court to be kept confidential.]

If you answered "yes" to either or both questions, please attach a separate sheet of paper that gives the approximate date of each incident, explains the circumstances, and reflects on what you learned from the experience.


## SIGNATURE

**Application Fee Payment** If this college requires an application fee, how will you be paying it?

- Online Payment  Will Mail Payment  Online Fee Waiver Request  Will Mail Fee Waiver Request

### Required Signature

- I certify that all information submitted in the admission process—including the application, the personal essay, any supplements, and any other supporting materials—is my own work, factually true, and honestly presented, and that these documents will become the property of the institutions to which I am applying and will not be returned to me. I understand that I may be subject to a range of possible disciplinary actions, including admission revocation, expulsion, or revocation of course credit, grades, and degree should the information I have certified be false.
- I acknowledge that I have reviewed the application instructions for each college receiving this application. I understand that all offers of admission are conditional, pending receipt of final transcripts showing work comparable in quality to that upon which the offer was based, as well as honorable dismissal from the school. I affirm that I will send an enrollment deposit (or equivalent) to only one institution; sending multiple deposits (or equivalent) may result in the withdrawal of my admission offers from all institutions. [Note: students may send an enrollment deposit (or equivalent) to a second institution where they have been admitted from the waitlist, provided that they inform the first institution that they will no longer be enrolling.]

Signature 

Date 12/29/2010  
mm/dd/yyyy

Common Application member institution admission offices do not discriminate on the basis of race, color, ethnicity, national origin, religion, creed, sex, age, marital status, parental status, physical disability, learning disability, political affiliation, veteran status, or sexual orientation.

## Christina Moore PERSONAL ESSAY (Option #5)

Thanksgiving is my favorite holiday. I know a lot of people might say that and I suppose most of them would choose it because it's a great excuse to gorge oneself; however, Thanksgiving is my favorite holiday because it's the one time of year I feel like my multicultural family becomes a melting pot, both literally and figuratively.

Sure we have the traditional spread of turkey and cranberry sauce, but we also have matzo ball soup (my mom's secret recipe) and corn bread cakes (just like my dad's mom used to make). My mom's uncle, the Rabbi, comes over to say the blessing – he used to only come over for the big ones, Rosh Hashanah and Yom Kippur, but for the past few years he's graced us with his presence to make sure we're doing well by our Jewish roots. As my dad's sister and her family live nearby, they usually join us and my cousins and I get to hang out. They used to tease me when I was younger – call me Oreo for being mixed or for living in Greenwich and attending a fancy girls' school – but we get along well enough now to listen to music and shoot hoops in the driveway. We have a wishbone tradition where the youngest and oldest members of the family have to break the wishbone and say a blessing for the entire Cohen-Moore clan. Desserts range from cheesecake (the bakery next to my parents' store is a Manhattan chain known for the best cheesecake in the city) to apple fritters (another Grandma Moore favorite). We sit around and play speed scrabble for hours – my mom constantly calling out for a rematch as she can't catch up to me or the Rabbi. Sure, it isn't the traditional Greenwich “waspy” Thanksgiving, but in my book it's the best day of the year.

It's interesting – I used to care a lot what other people thought of me and want to change myself to fit in. I suppose because my skin was something I couldn't change, I tapped into the parts of me that were less set in stone. I learned the hard way that I had to be myself, regardless of what other people thought. I guess that's why I like Thanksgiving so much – because it's the one holiday where I can celebrate the whole me, instead of feeling pulled towards one side of my family or the other. Although Hanukkah isn't that big of a deal, my mom's family often fights for it to balance out my dad's family's love of Christmas. Innocuous, secular holidays like the 4<sup>th</sup> of July or Halloween used to win out when I was younger, but that had more to do with fireworks, sparklers, and the ability to change identity for a night while begging for candy.

As I'm only looking at schools that are a fair distance from home, I recognize that this may be my last Thanksgiving at home for awhile. Fortunately this holiday has taught me to celebrate the whole me and the diversity I bring to any school or student group – and for the first time my mom is letting me help her make the matzo ball soup this year, so I can bring a family tradition with me no matter where I celebrate it next year.

## Christina Moore ADDENDUM TO APPLICATION

I was suspended during my sophomore year for drinking at our Spring Fling formal. To be perfectly honest, I was partying a lot at that point in my life – always Friday and Saturday nights and even the occasional week night. When I think back, I realize that I really didn't have any super close friends and I just wanted to fit in. After being caught at Spring Fling with my dad's flask in my purse, my parents intervened and forced me to attend a SADD conference as punishment on top of my extensive grounding. I didn't want to attend, but while I was there I made a close friend whose brother died in a drunk driving accident the year before. This experience and hearing her story made me realize that my own personal behavior was very destructive and that I needed to stop reaching for alcohol for acceptance. I have since started a SADD chapter at my school and am most proud of the "Safe Rides" program I instituted last spring to mark the anniversary of my suspension

## GREENWICH SCHOOL FOR GIRLS: 2010-2011 PROFILE

102 Maher Avenue, Greenwich, CT 06830  
Phone: (203) 555-0088, Fax: (203) 555-8810  
www.gsfg.org  
CEEB Code: 999999

### SCHOOL AND COMMUNITY

Founded in 1925, The Greenwich School for Girls is an independent secondary school for girls enrolled in grades 9-12. GSFG offers rigorous academic preparation for college in a supportive community. Currently enrolling 320 girls, GSFG draws girls from across southern Connecticut and Westchester County, New York. The school runs on a semester calendar.

With 40 faculty members, the student to teacher ratio is 8:1. The average class size is 12. Emphasis is placed on analytical and critical thinking, discussion and creativity.

### CURRICULUM

The GSFG curriculum is designed to prepare students for college and university study. While students are encouraged to seek academic challenge, they are also reminded to balance their academic and non-academic lives. Only juniors and seniors may take AP courses.

Subject	Graduation Requirement	Advanced Coursework
English	4 years	English 3 Honors AP English (seniors only)
Social Science	3 years	AP US History AP Psychology
Language (French, Japanese or Spanish)	3 years	Honors available at level 4, AP French & AP Spanish
Mathematics	3 years	Algebra 2 Honors, Pre-Calculus Honors & AP Calculus AB
Science	3 years	AP Biology, AP Chemistry & AP Physics
Arts	2 years	AP Studio Art
Physical Education	3 years	

### TESTING STATISTICS

SAT I (Class of 2010)      Verbal middle 50%: 560-640      Math middle 50%: 550-630

AP Exams (Class of 2010 and 2009): Every student enrolled in AP courses is required to take the AP exam.

Score of 1	10%	Score of 2	15%	Score of 3	30%
Score of 4	34%	Score of 5	11%		

### CO-CURRICULAR ACTIVITIES

GSFG boasts over 50 different student clubs and organization and 8 junior varsity and 10 varsity athletic teams. Student council plays an extensive and active role in the community.

**GREENWICH SCHOOL FOR GIRLS**

102 Maher Avenue  
Greenwich, CT 06830  
(203) 555-0088  
CEEB Code: 999999

Student **Christina Lynn Moore** Social Security Number 123-56-7899  
Date of Birth 03/19/1993 Anticipated Graduation 2011  
Address 1968 Hillside Road  
Greenwich, CT 06830

**9<sup>th</sup> Grade: 2007-2008**

<u>Course</u>	<u>Fall</u>	<u>Spring</u>
English 1	B+	B-
Ancient Civilization	A-	A-
Spanish 1	B+	B-
Algebra 1	B	C+
Biology	A	B-
Ceramics	A	B+
P.E./J.V. lacrosse	A	A-

**10<sup>th</sup> Grade: 2008-2009**

<u>Course</u>	<u>Fall</u>	<u>Spring</u>
English 2	B	B-
World History	C+	C-
Spanish 2	B-	C-
Geometry	C+	D
Chemistry	B	C+
Painting & Drawing	B+	B-
P.E./Varsity lacrosse	C	C
Summer School: Geometry		B-

**11<sup>th</sup> Grade: 2009-2010**

<u>Course</u>	<u>Fall</u>	<u>Spring</u>
English 3 Honors	B	A-
AP US History	B+	B+
Spanish 3	B+	A
Algebra 2	B	B+
Physics	C+	B
Music Appreciation	A-	A
P.E./Varsity lacrosse	A	A

**12<sup>th</sup> Grade: 2010-2011**

<u>Course</u>	<u>Fall</u>	<u>Spring</u>
AP English	A-	
Government	A-	
Spanish 4 Honors	B+	
Pre-Calculus	B	
Anatomy & Physiology	A-	
AP Psychology	A	
P.E./Varsity lacrosse	A	

**Testing**

06/10 SATI CR 600 Math 580 WR 610  
05/10 AP US History 4  
05/10 SAT II UH 630 CH 510

10/10 SATI CR 580 Math 600 WR. 630  
11/10 SAT II LR 600 M2 570

Nilusha Patel  
Nilusha Patel, Registrar

12-10-2010  
Date

TO THE APPLICANT

After completing all the relevant questions below, give this form to your secondary school counselor or another school official who knows you better. **If applying via mail**, please also give that school official stamped envelopes addressed to each institution that requires a Secondary School Report.

Legal Name Moore Christina  Female  Male  
Last/Family/Sur (Enter name exactly as it appears on official documents.) First/Given Middle (complete) Jr., etc.

Birth Date 03/11/1993 Social Security # 555-55-4567  
mm/dd/yyyy (Optional)

Address 1968 Hillside Road Greenwich CT USA 06830  
Number & Street Apartment # City/Town State/Province Country ZIP/Postal Code

School you now attend Greenwich School for Girls CEEB/ACT Code \_\_\_\_\_

**Current year courses**—please indicate title, level (AP, IB, advanced honors, etc.) and credit value of all courses you are taking this year. Indicate quarter classes taken in the same semester on the appropriate semester line.

First Semester/Trimester	Second Semester/Trimester	Third Trimester <small>or additional first/second term courses if more space is needed</small>
Please see transcript		

**IMPORTANT PRIVACY NOTE:** By signing this form, I authorize all schools that I have attended to release all requested records covered under the Federal Educational Rights and Privacy Act (FERPA) so that my application may be reviewed by the Common Application member institution(s) to which I am applying. I further authorize the admission officers reviewing my application, including seasonal staff employed for the sole purpose of evaluating applications, to contact officials at my current and former schools should they have questions about the school forms submitted on my behalf.

I understand that under the terms of the FERPA, after I matriculate I will have access to this form and all other recommendations and supporting documents submitted by me and on my behalf, unless at least one of the following is true:

- The institution does not save recommendations post-matriculation (see list at [www.commonapp.org/FERPA](http://www.commonapp.org/FERPA)).
- I waive my right to access below, regardless of the institution to which it is sent.

Yes, I do waive my right to access, and I understand I will never see this form or any other recommendations submitted by me or on my behalf.  
 No, I do *not* waive my right to access, and I may someday choose to see this form or any other recommendations or supporting documents submitted by me or on my behalf to the institution at which I'm enrolling, if that institution saves them after I matriculate.

Required Signature Christina Moore Date 12/1/10

TO THE SECONDARY SCHOOL COUNSELOR

Attach applicant's official transcript, including courses in progress, a school profile, and transcript legend. (Check transcript copies for readability.) Use both pages to complete your evaluation for this student. **Be sure to sign below.**

Counselor's Name (Mr./Ms./Dr., etc.) Victoria Becker

Signature Victoria Becker Date 12/03/2010  
Please print or type mm/dd/yyyy

Title College Counselor School Greenwich School for Girls

School Address Greenwich CT USA 06830  
City/Town State/Province Country ZIP/Postal Code

Counselor's Telephone (203) 555-0088 Counselor's Fax (203) 555-8810  
Area/Country/City Code Number Ext. Area/Country/City Code Number

Secondary school CEEB/ACT code \_\_\_\_\_ Counselor's E-mail vbecker@gsfg.org

## Background Information

Class rank: We do not Class size: 80 Covering a period from 09/2007 to 05/2010  
(mm/yyyy) (mm/yyyy)

The rank is  weighted  unweighted. How many students share this rank? \_\_\_\_\_

We do not rank. Instead, please indicate quartile \_\_\_\_\_ quintile \_\_\_\_\_ decile \_\_\_\_\_

Cumulative GPA: 3.13 on a 4.0 scale, covering a period from 09/2007 to 09/2010  
(mm/yyyy) (mm/yyyy)

This GPA is  weighted  unweighted. The school's passing mark is D

Highest GPA in class \_\_\_\_\_ Graduation date 05/2010  
(mm/dd/yyyy)

Percentage of graduating class immediately attending: 98 four-year 2 two-year institutions

Are classes taken on a block schedule?  Yes  No

Is the applicant an IB Diploma candidate?  Yes  No

If you offer AP courses, do you limit the number a student can take?  Yes  No

How many AP courses does your school offer (in total)? \_\_\_\_\_

In comparison with other college preparatory students at your school, the applicant's course selection is:

- most demanding  
 very demanding  
 demanding  
 average  
 below average

How long have you known this student and in what context? 3 yrs - first as Student Government Advisor and then as her College Counselor

What are the first words that come to your mind to describe this student? Mature, approachable, self-aware, open

**Ratings** Compared to other students in his or her class year, how do you rate this student in terms of:

	No basis	Below average	Average	Good (above average)	Very good (well above average)	Excellent (top 10%)	Outstanding (top 5%)	One of the top few I've encountered (top 1%)
Academic achievement					X	X		
Extracurricular accomplishments						X		
Personal qualities and character								X
OVERALL							X	

**Evaluation** Please write whatever you think is important about this student, including a description of academic, extracurricular, and personal characteristics. We welcome a broad-based assessment that will help us to differentiate this student from others. (Feel free to attach an additional sheet or another reference you may have prepared on behalf of this student.)

Please see attached Letter

① Has the applicant ever been found responsible for a disciplinary violation at your school from 9<sup>th</sup> grade (or the international equivalent) forward, whether related to academic misconduct or behavioral misconduct, that resulted in the applicant's probation, suspension, removal, dismissal, or expulsion from your institution?  Yes  No

② To your knowledge, has the applicant ever been convicted of a misdemeanor, felony, or other crime?  Yes  No

If you answered yes to either or both questions, please attach a separate sheet of paper or use your written recommendation to give the approximate date of each incident and explain the circumstances.

Check here if you would prefer to discuss this applicant over the phone with each admission office.

I recommend this student:  No basis  With reservation  Fairly strongly  Strongly  Enthusiastically

# *Greenwich School For Girls*

102 Maher Avenue  
Greenwich, CT 06830

## School Report for Christina "Christy" Moore

Christy's nickname amongst the faculty is "180." As you've no doubt noticed, Christy hit a few bumps in the road during her high school career. She shares her experiences with you in the application, so I won't go into great detail, but the immature, follow the crowd, hyper-social girl did a 180 degree turn somewhere between her sophomore and junior year and emerged as strong, self aware and thoughtful young woman. It is with pleasure and tremendous confidence that I recommend her to you.

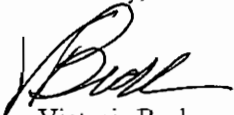
Obviously, Christy's academic performance reflects the bumpiness of her high school experience. Her less-than-stellar sophomore year gave the faculty pause when she requested an honors course and an AP course for her junior year. Christy dispelled any doubt in the first semester of her junior year, and her grades have been on the rise ever since—her 7<sup>th</sup> semester grades promise to be her best yet! "The Christy in my pre-calculus class cannot be the Christy who received a D in my geometry class two years ago," writes her math teacher. "The Christy I know now is engaged, focused and conscientious. She asks questions that raise the level of my class, and she has not missed a single homework assignment." Her senior-year English teacher comments, "Christy is a gracious and insightful participant. Her fellow students jockey to be in her peer review group knowing that her comments will be fair and respectful but also tough. Her papers are consistently well structured, analytical and original."

While Christy was around her freshman and sophomore years, the GSFG community did not really benefit from her talents until her junior and senior years. In co-founding Students Against Destructive Decisions (SADD), Christy emerged as a role model. She and her fellow SADD members conducted powerful presentations for younger students last year. Christy is upfront about her past and uses her experiences to guide younger students. On the lacrosse field, one really sees Christy's scrappiness and drive. Her coach commented, "What Christy lacks in athletic talent, she more than makes up for with heart, determination and motivation. As team captain this year, she leads by example and rallies her teammates with her good will and enthusiastic spirit." Her presence on student council is a positive one; she has the unenviable task of planning prom this year and is doing so with grace and aplomb.

This letter would not be complete without mention of Christy's wonderful family. Her parents run a local florist shop, and it keeps them busy seven days per week. Given the demands of the business, Christy's early high school troubles were not noticed immediately by her parents. However, once things came to a head, her parents dropped everything to give Christy to support and structure that she needed. Things were certainly not easy, but at this point the family has never been closer to one another.

Understandably, Christy is not an easy "read" for you—you may even feel like she is a bit of a risk. I can assure you she is a risk worth taking. She will be a positive and hardworking presence in your classroom and a lively and engaged member of your community. Thank you very much for your consideration.

Sincerely,



Victoria Becker  
College Counselor

P.S. The Common Application asks if the applicant has "been found responsible for a disciplinary violation at your school." Christy was suspended in March 2009 during her sophomore year because she'd been found drinking at a school function. Christy took full responsibility for her actions, and the suspension became a turning point for her. The GSFG community is incredibly proud of Christy and fully confident of her ability to thrive in the college environment. Please feel free to contact me should you have further questions.

TO THE APPLICANT

After completing all the relevant questions below, give this form to a teacher who has taught you an **academic** subject (for example, English, foreign language, math, science, or social studies). **If applying via mail**, please also give that teacher stamped envelopes addressed to each institution that requires a Teacher Evaluation.

Legal Name Moore Christina  Female  Male  
Last/Family/Sur (Enter name exactly as it appears on official documents.) First/Given Middle (complete) Jr., etc.

Birth Date 03/11/1993 Social Security # 555-55-4567  
mm/dd/yyyy (Optional)

Address 1968 Hillside Road Greenwich CT USA 06830  
Number & Street Apartment # City/Town State/Province Country ZIP/Postal Code

School you now attend Greenwich School for Girls CEEB/ACT Code \_\_\_\_\_

**IMPORTANT PRIVACY NOTICE:** Under the terms of the Family Educational Rights and Privacy Act (FERPA), after you matriculate you *will* have access to this form and all other recommendations and supporting documents submitted by you and on your behalf, unless at least one of the following is true:

1. The institution does not save recommendations post-matriculation (see list at [www.commonapp.org/FERPA](http://www.commonapp.org/FERPA)).
2. You waive your right to access below, regardless of the institution to which it is sent:

Yes, I do waive my right to access, and I understand I will never see this form or any other recommendations submitted by me or on my behalf.

No, I do *not* waive my right to access, and I may someday choose to see this form or any other recommendations or supporting documents submitted by me or on my behalf to the institution at which I'm enrolling, if that institution saves them after I matriculate.

Required Signature Christina Moore Date 12/01/2010

TO THE TEACHER

The Common Application membership finds candid evaluations helpful in choosing from among highly qualified candidates. You are encouraged to keep this form in your private files for use should the student need additional recommendations. Please submit your references promptly, **and remember to sign below.**

Teacher's Name (Mr./Ms./Dr., etc.) Steven Johnson Subject Taught History  
Please print or type

Signature Steven Johnson Date 12/1/2010  
mm/dd/yyyy

Secondary School Greenwich School for Girls

School Address 1234 Main St. Greenwich CT USA 06830  
Number & Street City/Town State/Province Country ZIP/Postal Code

Teacher's Telephone (203) 555-0088 Teacher's E-mail sjohnson@asfa.org  
Area/Country/City Code Number Ext

**Background Information**

How long have you known this student and in what context? 4 years - I taught Christy in the 9<sup>th</sup> grade and 11<sup>th</sup> grade

What are the first words that come to your mind to describe this student? please see enclosed letter

List the courses you have taught this student, noting for each the student's year in school (10<sup>th</sup>, 11<sup>th</sup>, 12<sup>th</sup>; first-year, sophomore; etc.) and the level of course difficulty (AP, IB, accelerated, honors, elective; 100-level, 200-level; etc.).

Ancient Civilization (9<sup>th</sup>) and AP US History (11<sup>th</sup>)

# *Greenwich School For Girls*

102 Maher Avenue  
Greenwich, CT 06830

## Recommendation for Christina "Christy" Moore

Dear Admission Committee:

It's been my pleasure to be Christina Moore's teacher twice in her high school career—Ancient Civilizations while she was in ninth grade and AP US History while she was in eleventh grade. I feel lucky to have witnessed her growth as a student and as a person.

As a ninth grader, Christy demonstrated terrific curiosity and asked excellent questions. She was, unfortunately, often distracted by her peers and reprimanded for disrupting class. Being interested in history at that time was not seen as all that cool, so Christy willingly went along with her friends in unnecessary chatter. Once in a while, however, she'd come in after school to ask some questions about material that we'd covered or to discuss Greek mythology—Christy really loved the soap-opera-like stories of the Greek gods and goddesses. It was in these afternoon sessions that I saw Christy's questioning nature and analytical abilities shine through, and after recalling these conversations, I agreed to let Christy into AP US History last year.

As I'm sure you know, Christy did not do well in her sophomore year, and my colleague who taught Christy in World History was less than thrilled by my decision to accept Christy into AP US History. Admittedly, Christy was a bit "out of shape" academically, but she accepted the challenge of her first AP class with determination and grit. In class, she was focused and asked pertinent and probing questions. She came in after school to get help when she needed it. Her paper on the suffragette movement was well-researched and analytical, and throughout the year, her responses to Document Based Questions were well-founded and insightful. Christy was one of two students to initiate extra study sessions as the AP exam approached. Despite her busy schedule, she somehow always found time to pick up snacks or to bake cookies for her study group. As the pressure intensified, it seemed that Christy was often the one to make a joke or find a funny mnemonic to help remember certain facts. I am not sure who was more thrilled—Christy or me—when she earned a 4 on the AP US History exam.

Christy is a thoughtful, hardworking and curious student, and an altogether fantastic young woman. It's been an honor to be her teacher. I recommend her to you with great enthusiasm.

Sincerely,



Steven Johnson  
History Teacher

TO THE APPLICANT

After completing all the relevant questions below, give this form to a teacher who has taught you an **academic** subject (for example, English, foreign language, math, science, or social studies). **If applying via mail**, please also give that teacher stamped envelopes addressed to each institution that requires a Teacher Evaluation.

Legal Name Moore Christina  Female  Male  
Last/Family/Sur. (Enter name exactly as it appears on official documents.) First/Given Middle (complete) Jr., etc.

Birth Date 03/11/1993 Social Security # 555-55-4567  
mm/dd/yyyy (Optional)

Address 1968 Hillside Road Greenwich CT USA 06830  
Number & Street Apartment # City/Town State/Province Country ZIP/Postal Code

School you now attend Greenwich School for Girls CEEB/ACT Code \_\_\_\_\_

**IMPORTANT PRIVACY NOTICE:** Under the terms of the Family Educational Rights and Privacy Act (FERPA), after you matriculate you *will* have access to this form and all other recommendations and supporting documents submitted by you and on your behalf, unless at least one of the following is true:

1. The institution does not save recommendations post-matriculation (see list at [www.commonapp.org/FERPA](http://www.commonapp.org/FERPA)).
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Yes, I do waive my right to access, and I understand I will never see this form or any other recommendations submitted by me or on my behalf.

No, I do *not* waive my right to access, and I may someday choose to see this form or any other recommendations or supporting documents submitted by me or on my behalf to the institution at which I'm enrolling, if that institution saves them after I matriculate.

Required Signature Christina Moore Date 12/01/2010

TO THE TEACHER

The Common Application membership finds candid evaluations helpful in choosing from among highly qualified candidates. You are encouraged to keep this form in your private files for use should the student need additional recommendations. Please submit your references promptly, **and remember to sign below.**

Teacher's Name (Mr./Ms./Dr., etc.) Horace Pretense Subject Taught Spanish  
Please print or type

Signature Horace Pretense Date 12/1/2010  
mm/dd/yyyy

Secondary School Greenwich School for Girls

School Address 1234 Main St. Greenwich CT USA 06830  
Number & Street City/Town State/Province Country ZIP/Postal Code

Teacher's Telephone (203) 555-8602 Teacher's E-mail hpretense@asfa@ora  
Area/Country/City Code Number Ext.

**Background Information**

How long have you known this student and in what context? 3 years - as Spanish teacher, faculty advisor and SADD Faculty sponsor

What are the first words that come to your mind to describe this student? hard working, resilient, natural leader, a great kid

List the courses you have taught this student, noting for each the student's year in school (10<sup>th</sup>, 11<sup>th</sup>, 12<sup>th</sup>; first-year, sophomore; etc.) and the level of course difficulty (AP, IB, accelerated, honors, elective; 100-level, 200-level; etc.).

Spanish 2 (10<sup>th</sup>) and Spanish 4 Honors (12<sup>th</sup>)

# *Greenwich School for Girls*

102 Maher Avenue  
Greenwich, CT 06830

## Recommendation for Christina Moore

To Whom It May Concern:

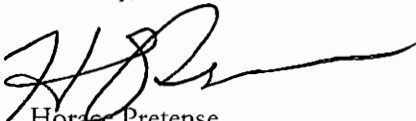
It is a great pleasure to write this letter of recommendation for Christina Moore. In the three years I have known Christina, I have served as her Spanish teacher and faculty advisor. This is my second year as her Spanish teacher at Greenwich School For Girls, and in that time she has shown herself to be an exceptional student who is both diligent in and committed to her schoolwork, as well as to her extra curricular activities.

Christina is the quintessential honors student. She always comes to Spanish class prepared, participates enthusiastically in the target language, and exceeds expectations on assignments. She grasps new concepts quickly and is able to apply them in her own speech and writing with relative ease. Her community service work in the Bronx has afforded her many opportunities to use her language skills in a real life situation, and I have remarked that her fluency and comprehension skills have improved considerably in the time she has worked at the battered women's program. This experience also made a considerable difference in her application to advance to the honors track in Spanish 4. In my tenure as Department Head, only a few select students have ever qualified for Spanish 4 Honors without the honors level experience in Spanish 3. I believe it is a testament to her determination and drive, not to mention her natural linguistic talent, that Christina was able to make this leap.

In addition to teaching Christina, I also serve as the faculty sponsor for SADD (Students Against Destructive Decisions). Christina started the Greenwich School for Girls chapter a year and a half ago, after an unfortunate incident at the school's Spring Fling formal. I am confident Christina will discuss the details of her story in her application, but feel the need to disclose that the character growth I have witnessed come out of this tough lesson is most impressive. Most adolescents seek to blame others when they are suspended, yet Christina approached her punishment with remorse and accepted the verdict of our discipline council. After attending a workshop on SADD, she decided we needed to have one here as well and has been instrumental in establishing a SADD chapter at Greenwich School For Girls. She uses her personal experience as motivation for recruiting others and is a leader in the community, frequently speaking out against substance abuse as a means of acceptance or recreation. Her most significant contributions have been establishing a "Safe Rides" program and her community outreach to our feeder schools.

I highly recommend Christina to your institution, both for her academic promise and her leadership potential. She possesses the maturity for college and will rise to any challenge.

Sincerely,



Horace Pretense  
Foreign Language Department Head

## Interview Report for Christina Moore

Today was Christina and her parents' second visit to RBU—they attended Open House earlier this fall. She is looking at a variety of schools but is drawn to RBU because of its smaller size, friendly student body and liberal arts program. She also says it's the perfect distance away from home. Also alumnae from her current school attend, and Christy likes what she hears from them! She'll be spending the night on campus tonight and sitting in on classes tomorrow—she's particularly interested in checking out psychology classes.

Christy admits that her parents were the driving force in her decision to attend Greenwich School for Girls. But now, she can't picture herself anywhere else. She loves the close-knit community, small classes, supportive faculty, vocal-ness of her fellow students, and opportunities to make a difference. Christy credits the GSFG community for helping her to turn her life around. With complete candor Christy shared that she drank and partied quite a bit in her earlier years of high school. When she got caught drinking at a school dance, she was suspended. But, the school counselor reached out to her to help Christy find her way. Christy found that her teachers were also supportive and non-judgmental. The girls on her lacrosse team also helped her to find a new social niche. It sounds like Christy did a complete turn around in high school.

Academically, Christy adores history, English and Spanish. Subject material that she can directly apply or use is of most interest to her. She loves that language has helped her in her community service work at a shelter in the Bronx. She surprised herself and most of her teachers by doing so well in AP US History last year; the teacher apparently is very demanding. But, Christy loved the challenge of the course and is proud of how much she learned as well as a paper about the suffragette movement—discussing that led us to talking about current voting trends especially amongst the younger generations. Generally, she struggles in science, but she is really enjoying anatomy and physiology this year—again because of its immediate applicability.

Outside of the classroom, Christy seems to maintain a very busy schedule: working at her parents' business (a floral shop), playing lacrosse, serving on student council and promoting SADD. Her work with SADD was prompted by her earlier high school experiences, and her major goal this year is to develop a Safe Rides program for teenagers in her hometown. She wants to establish a group of drivers who are willing to transport teenagers who may have had too much to drink. She's in the process of working with youth groups of various churches, the student councils of other high schools and the parent associations of high schools.

Christy is clearly one who has learned from her mistakes. I can see that she would have a positive impact within our student body, and she's the type of kid who would make a great RA. She friendly, approachable, down to earth, open minded and a good communicator. I also like her level of initiative. Academically, it'll be interesting to see her transcript. She's clearly bright—not super intellectual, but smart, inquisitive and pragmatic. Should be a very interesting application to read.

Liz Dolan, Associate Dean of Admission

APPLICANT

Legal Name Martinez Juan  
Last/Family/Sur (Enter name exactly as it appears on official documents.) First/Given Middle (complete) Jr., etc.

Preferred name, if not first name (choose only one) \_\_\_\_\_  
 Former last name(s), if any \_\_\_\_\_

Birth Date 02/08/1993  Female  Male  
mm/dd/yyyy Optional, unless applying for US Federal financial aid with the FAFSA form

Preferred Telephone  Home  Cell Home ( 323 ) 867-5309 Cell ( \_\_\_\_\_ ) \_\_\_\_\_  
Area/Country/City Code Area/Country/City Code

E-mail Address iamnumberjuan@me.com IM Address \_\_\_\_\_

Permanent home address 946 Newman St.  
Number & Street

Los Angeles CA United States of America 90042  
City/Town County or Parish State/Province Country ZIP/Postal Code

If different from above, please give your current mailing address for all admission correspondence. (from \_\_\_\_\_ to \_\_\_\_\_)  
(mm/dd/yyyy) (mm/dd/yyyy)

Current mailing address \_\_\_\_\_  
Number & Street Apartment #

\_\_\_\_\_  
City/Town County or Parish State/Province Country ZIP/Postal Code

If your current mailing address is a boarding school, include name of school here: \_\_\_\_\_

FUTURE PLANS

Your answers to these questions will vary for different colleges. If the online system did not ask you to answer some of the questions you see in this section, this college chose not to ask that question of its applicants.

College Red Brick University Deadline \_\_\_\_\_  
mm/dd/yyyy

Entry Term:  Fall (Jul-Dec)  Spring (Jan-Jun)

Decision Plan \_\_\_\_\_

Academic Interests \_\_\_\_\_

\_\_\_\_\_

Career Interest Lawyer

Do you intend to apply for need-based financial aid?  Yes  No

Do you intend to apply for merit-based scholarships?  Yes  No

Do you intend to be a full-time student?  Yes  No

Do you intend to enroll in a degree program your first year?  Yes  No

Do you intend to live in college housing? \_\_\_\_\_

What is the highest degree you intend to earn? \_\_\_\_\_

DEMOGRAPHICS

Citizenship Status U.S. Citizenship

Non-US Citizenship \_\_\_\_\_

Years lived in the US? \_\_\_\_\_

Birthplace Pasadena CA United States of America  
City/Town State/Province Country

First Language English

Primary language spoken at home English

Are you proficient in any other languages? \_\_\_\_\_

1. Are you Hispanic/Latino?  
 Yes, Hispanic or Latino (including Spain)  No

MEX

2. Regardless of your answer to the prior question, please indicate how you identify yourself. (Check all that apply.)

American Indian or Alaska Native (including all Original Peoples of the Americas)  
 Are you Enrolled?  Yes  No If yes, please enter Tribal Enrollment Number \_\_\_\_\_

Asian (including Indian subcontinent and Philippines)

Black or African American (including Africa and Caribbean)

Native Hawaiian or Other Pacific Islander (Original Peoples)

White (including Middle Eastern)

Optional The items with a gray background are optional. No information you provide will be used in a discriminatory manner.

Marital Status Never married

Religious Preference \_\_\_\_\_

US Armed Services veteran?  Yes  No

## FAMILY

Please list both parents below, even if one or more is deceased or no longer has legal responsibilities toward you. Many colleges collect this information for demographic purposes even if you are an adult or an emancipated minor. If you are a minor with a legal guardian (an individual or government entity), then please list that information below as well. If you wish, you may list step-parents and/or other adults with whom you reside, or who otherwise care for you, in the Additional Information section.

### Household

Parents' marital status (relative to each other):  Never Married  Married  Widowed  Separated  Divorced (date \_\_\_\_\_) mm/yyyy

With whom do you make your permanent home?  Parent 1  Parent 2  Both  Legal Guardian  Ward of the Court/State  Other

**Parent 1:**  Mother  Father  Unknown

**Parent 2:**  Mother  Father  Unknown

Is Parent 1 living?  Yes  No (Date Deceased \_\_\_\_\_) mm/yyyy

Is Parent 2 living?  Yes  No (Date Deceased \_\_\_\_\_) mm/yyyy

Martinez Bernardo Dr.  
Last/Family/Sur First/Given Middle Title (Mr./Ms./Dr., etc.)

Martinez Lucia Ms.  
Last/Family/Sur First/Given Middle Title (Mr./Ms./Dr., etc.)

Country of birth United States of America

Country of birth United States of America

Home address **if different** from yours

Home address **if different** from yours

Preferred Telephone:  Home  Cell  Work

( 323 ) 867-5309  
Area/Country/City Code

Preferred Telephone:  Home  Cell  Work

( 323 ) 867-5309  
Area/Country/City Code

E-mail \_\_\_\_\_

E-mail \_\_\_\_\_

Occupation Physician

Occupation Homemaker (full-time)

Employer self

Employer \_\_\_\_\_

College (if any) San Diego State University CEEB 4682

College (if any) San Diego State University CEEB 4682

Degree Bachelors Year 1982

Degree Bachelors Year 1984

Graduate School (if any) University of California Los Angeles CEEB 4837

Graduate School (if any) \_\_\_\_\_ CEEB \_\_\_\_\_

Degree MD / DO / DVM / DDS (Medicine) Year 1987

Degree None Year \_\_\_\_\_

### Legal Guardian (if other than a parent)

Relationship to you \_\_\_\_\_

Last/Family/Sur First/Given Middle Title (Mr./Ms./Dr., etc.)

Home address **if different** from yours

Preferred Telephone:  Home  Cell  Work

( \_\_\_\_\_ ) \_\_\_\_\_  
Area/Country/City Code

E-mail \_\_\_\_\_

Occupation \_\_\_\_\_

Employer \_\_\_\_\_

College (if any) \_\_\_\_\_ CEEB \_\_\_\_\_

Degree \_\_\_\_\_ Year \_\_\_\_\_

Graduate School (if any) \_\_\_\_\_ CEEB \_\_\_\_\_

Degree \_\_\_\_\_ Year \_\_\_\_\_

### Siblings

Please give names and ages of your brothers or sisters. If they are enrolled in grades K-12 (or international equivalent), list their grade levels. If they have attended or are currently attending college, give the names of the undergraduate institution, degree earned, and approximate dates of attendance. If more than three siblings, please list them in the Additional Information section.

Gabriel	Martinez	21	Brother
<small>Name</small>		<small>Age &amp; Grade</small>	<small>Relationship</small>

College Attended University of Arizona CEEB 4832

Degree earned Bachelors Dates 09/2006 05/2010  
or expected mm/yyyy - mm/yyyy

Isabel	Martinez	19	Sister
<small>Name</small>		<small>Age &amp; Grade</small>	<small>Relationship</small>

College Attended University of California Riverside CEEB 4839

Degree earned Bachelors Dates 08/2009 06/2013  
or expected mm/yyyy - mm/yyyy

Juaquin	Martinez	15 10	Brother
<small>Name</small>		<small>Age &amp; Grade</small>	<small>Relationship</small>

College Attended \_\_\_\_\_ CEEB \_\_\_\_\_

Degree earned \_\_\_\_\_ Dates \_\_\_\_\_  
or expected mm/yyyy - mm/yyyy

## EDUCATION

### Secondary Schools

Current or most recent secondary school attended Maynard School

Entry Date 08/2007 Graduation Date 06/10/2011 School Type:  Public  Charter  Independent  Religious  Home School  
mm/yyyy mm/dd/yyyy

Address 11111 N. Wilshire Blvd CEEB/ACT Code \_\_\_\_\_  
Number & Street

Los Angeles CA United States of America 90064  
City/Town State/Province Country ZIP/Postal Code

Counselor's Name (Mr./Ms./Dr., etc.) Ms. Sarah Peacock Counselor's Title Director of College Counseling

E-mail speacock@maynard.org Telephone ( 310 ) 559-2248 Fax ( 310 ) 559-2249  
Area/Country/City Code Number Ext. Area/Country/City Code Number

List all other secondary schools you have attended since 9<sup>th</sup> grade, including summer schools or enrichment programs hosted on a secondary school campus:

School Name & CEEB/ACT Code	Location (City, State/Province, ZIP/Postal Code, Country)	Dates Attended (mm/yyyy)
_____	_____	_____ to _____
_____	_____	_____ to _____
_____	_____	_____ to _____

Please list any community program/organization that has provided free assistance with your application process: \_\_\_\_\_

If your education was or will be interrupted, please indicate so here and provide details in the Additional Information section:

**Colleges & Universities** List all colleges you have attended since 9<sup>th</sup> grade, including summer schools or enrichment programs hosted on a college campus:

College/University Name & CEEB/ACT Code	Location (City, State/Province, ZIP/Postal Code, Country)	Degree Candidate?	Dates Attended mm/yyyy – mm/yyyy	Degree Earned
		Yes		
_____	_____	<input type="radio"/>	_____ to _____	_____
_____	_____	<input type="radio"/>	_____ to _____	_____
_____	_____	<input type="radio"/>	_____ to _____	_____

## ACADEMICS

The self-reported information in this section is not intended to take the place of your official records. Please note the requirements of each institution to which you are applying and arrange for official transcripts and score reports to be sent from your secondary school and the appropriate testing agencies. Where "Best Scores" are requested, please report the highest individual scores you have earned so far, even if those scores are from different test dates.

**Grades** Class Rank \_\_\_\_\_ Class Size 82 Weighted?  Yes  No GPA 3.5 Scale 4 Weighted?  Yes  No  
(if available) (if available)

**ACT** Exam Dates: \_\_\_\_\_ Best Scores: \_\_\_\_\_  
(past & future) mm/yyyy mm/yyyy mm/yyyy (so far) COMP mm/yyyy English mm/yyyy Math mm/yyyy

**SAT** Exam Dates: 03/2010 Best Scores: 780 03/2010 770 03/2010 760 03/2010  
(past & future) mm/yyyy mm/yyyy mm/yyyy (so far) Critical Reading mm/yyyy Math mm/yyyy Writing mm/yyyy

**TOEFL/IELTS** Exam Dates: \_\_\_\_\_ Best Score: \_\_\_\_\_  
(past & future) mm/yyyy mm/yyyy mm/yyyy (so far) Test Score mm/yyyy

AP/IB/SAT Subjects	Best Scores: (per subject, so far)	Score	Type & Subject	Score	Type & Subject	Score	Type & Subject	Score
	<u>06/2010</u>	<u>710</u>	<u>SAT Math Level 2C</u>	<u>710</u>	<u>06/2010</u>	<u>SAT Biology - Ecological</u>	<u>780</u>	
	<u>11/2009</u>	<u>800</u>	<u>SAT Spanish with Listening</u>	<u>800</u>				
	_____	_____	_____	_____	_____	_____	_____	_____
	_____	_____	_____	_____	_____	_____	_____	_____

**Current Courses** Please indicate title, level (AP, IB, advanced honors, etc.) and credit value of all courses you are taking this year. Indicate quarter classes taken in the same semester on the appropriate semester line.

First Semester/Trimester	Second Semester/Trimester	Third Trimester <small>or additional first/second term courses if more space is needed</small>
<u>The Outsider in Literature</u>	<u>The Outsider in Literature</u>	_____
<u>Honors Calculus</u>	<u>Honors Calculus</u>	_____
<u>Honors Physics</u>	<u>Honors Physics</u>	_____
<u>Asian Studies</u>	<u>Asian Studies</u>	_____
<u>Advance Studio Art</u>	<u>Advanced Studio Art</u>	_____
_____	_____	_____
_____	_____	_____

**Honors** Briefly list any academic distinctions or honors you have received since the 9<sup>th</sup> grade or international equivalent (e.g., National Merit, Cum Laude Society).

Grade level or post-graduate (PG)					Honor	Level of Recognition			
9	10	11	12	PG		School	State/Regional	National	Inter-national
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	National Merit Finalist	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	National Hispanic Scholar	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	Citizenship Award	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## EXTRACURRICULAR ACTIVITIES & WORK EXPERIENCE

**Extracurricular** Please list your **principal** extracurricular, volunteer, and work activities **in their order of importance to you**. Feel free to group your activities and paid work experience separately if you prefer. Use the space available to provide details of your activities and accomplishments (specific events, varsity letter, musical instrument, employer, etc.). **To allow us to focus on the highlights of your activities, please complete this section even if you plan to attach a résumé.**

Grade level or post-graduate (PG)					Approximate time spent		When did you participate in the activity?		Positions held, honors won, letters earned, or employer	If applicable, do you plan to participate in college?
9	10	11	12	PG	Hours per week	Weeks per year	School year	Summer/School Break		
<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	4	52	<input checked="" type="radio"/>	<input checked="" type="radio"/>	Catholic Youth President	<input checked="" type="radio"/>
Activity Religious					helped priests with masses; organized activities for church youth group					
<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	4	40	<input checked="" type="radio"/>	<input type="radio"/>	Student Body President	<input checked="" type="radio"/>
Activity Student Govt./Politics					organized activities for school; ran council meetings; held fundraisers					
<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	4	40	<input checked="" type="radio"/>	<input type="radio"/>	Student Body Vice President	<input checked="" type="radio"/>
Activity Student Govt./Politics										
<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	4	40	<input checked="" type="radio"/>	<input type="radio"/>	Student Body Secretary	<input checked="" type="radio"/>
Activity Student Govt./Politics										
<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	6	52	<input checked="" type="radio"/>	<input checked="" type="radio"/>	tutor	<input type="radio"/>
Activity Academic					Tutored non-native speakers in English					
<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	10	12	<input checked="" type="radio"/>	<input type="radio"/>		<input type="radio"/>
Activity - JV/Varsity Baseball										
<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	25	12	<input type="radio"/>	<input checked="" type="radio"/>	office worker	<input type="radio"/>
Activity Work (Paid)					worked in father's medical office					
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			<input type="radio"/>	<input type="radio"/>		<input type="radio"/>
Activity										
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			<input type="radio"/>	<input type="radio"/>		<input type="radio"/>
Activity										
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			<input type="radio"/>	<input type="radio"/>		<input type="radio"/>
Activity										
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			<input type="radio"/>	<input type="radio"/>		<input type="radio"/>
Activity										

## WRITING

**Short Answer** Please briefly elaborate on one of your extracurricular activities or work experiences in the space below or on an attached sheet (150 words or fewer).

Serving as president of my church youth group brings me the most pride of any of my extracurricular activities. I enjoy being able to give back to my community, help those in need, and be a part of a tradition much bigger than myself. I feel connected to God and to my peers by helping make mass an enjoyable activity for all. I also help plan youth group activities which include service trips and quiet retreats. In college, I hope to be able to continue my involvement and find a community at school like I have found here at home.

**Personal Essay** Please write an essay (250 words minimum) on a topic of your choice or on one of the options listed below, and attach it to your application before submission. **Please indicate your topic by checking the appropriate box.** This personal essay helps us become acquainted with you as a person and student, apart from courses, grades, test scores, and other objective data. It will also demonstrate your ability to organize your thoughts and express yourself.

*NOTE: Your Common Application essay should be the same for all colleges. Do not customize it in any way for individual colleges. Colleges that want customized essay responses will ask for them on a supplement form.*

- 1 Evaluate a significant experience, achievement, risk you have taken, or ethical dilemma you have faced and its impact on you.
- 2 Discuss some issue of personal, local, national, or international concern and its importance to you.
- 3 Indicate a person who has had a significant influence on you, and describe that influence.
- 4 Describe a character in fiction, a historical figure, or a creative work (as in art, music, science, etc.) that has had an influence on you, and explain that influence.
- 5 A range of academic interests, personal perspectives, and life experiences adds much to the educational mix. Given your personal background, describe an experience that illustrates what you would bring to the diversity in a college community or an encounter that demonstrated the importance of diversity to you.
- 6 Topic of your choice.

**Additional Information** If there is any additional information you'd like to provide regarding special circumstances, additional qualifications, etc., please do so in the space below or on an attached sheet.

### Disciplinary History

- ① Have you ever been found responsible for a disciplinary violation at any educational institution you have attended from 9<sup>th</sup> grade (or the international equivalent) forward, whether related to academic misconduct or behavioral misconduct, that resulted in your probation, suspension, removal, dismissal, or expulsion from the institution?  Yes  No
- ② Have you ever been adjudicated guilty or convicted of a misdemeanor, felony, or other crime?  Yes  No  
[Note that you are not required to answer "yes" to this question, or provide an explanation, if the criminal adjudication or conviction has been expunged, sealed, annulled, pardoned, destroyed, erased, impounded, or otherwise ordered by a court to be kept confidential.]

If you answered "yes" to either or both questions, please attach a separate sheet of paper that gives the approximate date of each incident, explains the circumstances, and reflects on what you learned from the experience.

## SIGNATURE

**Application Fee Payment** If this college requires an application fee, how will you be paying it?

- Online Payment  Will Mail Payment  Online Fee Waiver Request  Will Mail Fee Waiver Request

### Required Signature

- I certify that all information submitted in the admission process—including the application, the personal essay, any supplements, and any other supporting materials—is my own work, factually true, and honestly presented, and that these documents will become the property of the institutions to which I am applying and will not be returned to me. I understand that I may be subject to a range of possible disciplinary actions, including admission revocation, expulsion, or revocation of course credit, grades, and degree should the information I have certified be false.
- I acknowledge that I have reviewed the application instructions for each college receiving this application. I understand that all offers of admission are conditional, pending receipt of final transcripts showing work comparable in quality to that upon which the offer was based, as well as honorable dismissal from the school. I affirm that I will send an enrollment deposit (or equivalent) to only one institution; sending multiple deposits (or equivalent) may result in the withdrawal of my admission offers from all institutions. [Note: students may send an enrollment deposit (or equivalent) to a second institution where they have been admitted from the waitlist, provided that they inform the first institution that they will no longer be enrolling.]

Signature 

Date 12/27/10  
mm/dd/yyyy

Common Application member institution admission offices do not discriminate on the basis of race, color, ethnicity, national origin, religion, creed, sex, age, marital status, parental status, physical disability, learning disability, political affiliation, veteran status, or sexual orientation.

## Personal Essay

Juan Martinez

Birth date: 02/08/93

For most of my life I've been resentful about the expectations placed on me. My parents have always told me how lucky I am to grow up in America. They constantly reminded me of my many cousins back "home" who would give anything to have what I have. They talked about how hard they've worked, how much they've accomplished and how much they wanted from me. I heard the same things every day at school -- from my teachers, my counselor and even the principal's secretary. They all said, "You can be anything you want to be." The problem was, I didn't know what I wanted to be. All I wanted was for them to leave me alone. Or maybe tell me what to do.

Then I started my community service down town at La Camuridad Hispana. I tutored a woman in English. Bianca was ten years older than I and we used to talk to each other a lot about all kinds of things. I really came to see her as an older sister. Bianca was learning English so that she could become a nurse. She worked in a nursing home as an aide, but she wanted to be the one who gave out medicine and worked with the doctors. Her boyfriend, Rafa wasn't really happy about her plan. He kept saying they were going to get married as soon as he got enough money, and that she'd be too busy with all of their kids to work as a nurse. We used to laugh all the time about how she would make Rafa take care of the children while she pursued her "career".

After I'd been tutoring her for about four months, Bianca started missing lessons. When I would see her again, she would be full of excuses and say that she wouldn't miss anymore, but then she'd disappear for a week or more. Finally, she stopped coming to the center at all. I asked the other women what had happened. Some said she had lost her job, and knowing she would never be able to afford nursing school, had decided to stop taking English lessons. Some said that she and Rafa had moved to another city. A few hinted that she had to go "home".

Now I tutor a young father. He is currently an office cleaner, but he hopes to soon be able to get a better job, so that he can take better care of his wife and kids. We've already covered more lessons than I ever did with Bianca, but we don't talk much about our lives. Every time I go to La Camuridad Hispana, I look around, hoping that Bianca will be there. She had such great expectations for her life. She didn't need anyone to tell her what she could become. She taught me about working hard for a better life.

Now when my parents and teacher ask me what I want to do with my life, I still say "I don't know". But one thing I do know. I am lucky. I can be anything I want to be.

TO THE APPLICANT

After completing all the relevant questions below, give this form to your secondary school counselor or another school official who knows you better. **If applying via mail**, please also give that school official stamped envelopes addressed to each institution that requires a Secondary School Report.

Legal Name Martinez Juan  Female  Male  
Last/Family/Sur (Enter name exactly as it appears on official documents.) First/Given Middle (complete) Jr., etc.

Birth Date 02/08/1993 Social Security # \_\_\_\_\_  
mm/dd/yyyy (Optional)

Address 946 Newman St. Los Angeles CA USA 90042  
Number & Street Apartment # City/Town State/Province Country ZIP/Postal Code

School you now attend Maynard School CEEB/ACT Code 051200

Current year courses—please indicate title, level (AP, IB, advanced honors, etc.) and credit value of all courses you are taking this year. Indicate quarter classes taken in the same semester on the appropriate semester line.

First Semester/Tri/semster	Second Semester/Tri/semster	Third Trimester <small>(if additional first/second term courses if more space is needed)</small>
see transcript	see transcript	

**IMPORTANT PRIVACY NOTE:** By signing this form, I authorize all schools that I have attended to release all requested records covered under the Federal Educational Rights and Privacy Act (FERPA) so that my application may be reviewed by the Common Application member institution(s) to which I am applying. I further authorize the admission officers reviewing my application, including seasonal staff employed for the sole purpose of evaluating applications, to contact officials at my current and former schools should they have questions about the school forms submitted on my behalf.

I understand that under the terms of the FERPA, after I matriculate I will have access to this form and all other recommendations and supporting documents submitted by me and on my behalf, unless at least one of the following is true:

- The institution does not save recommendations post-matriculation (see list at [www.commonapp.org/FERPA](http://www.commonapp.org/FERPA)).
- I waive my right to access below, regardless of the institution to which it is sent:

Yes, I do waive my right to access, and I understand I will never see this form or any other recommendations submitted by me or on my behalf.  
 No, I do *not* waive my right to access, and I may someday choose to see this form or any other recommendations or supporting documents submitted by me or on my behalf to the institution at which I'm enrolling, if that institution saves them after I matriculate.

Required Signature Juan Martinez Date 12/1/2010

TO THE SECONDARY SCHOOL COUNSELOR

Attach applicant's official transcript, including courses in progress, a school profile, and transcript legend. (Check transcript copies for readability.) Use both pages to complete your evaluation for this student. **Be sure to sign below.**

Counselor's Name (Mr./Ms./Dr., etc.) Sarah Peacock

Signature Sarah Peacock Date 12/1/2010  
Please print or type mm/dd/yyyy

Title Director of College Counseling School Maynard School

School Address Los Angeles CA USA 90064  
City/Town State/Province Country ZIP/Postal Code

Counselor's Telephone (310) 559-2248 Counselor's Fax (310) 559-2249  
Area/Country/City Code Number Ext. Area/Country/City Code Number

Secondary school CEEB/ACT code \_\_\_\_\_ Counselor's E-mail speacock@maynard.org

## Background Information

Class Rank DNR Class Size 82 Covering a period from 09/2007 to 09/2010  
(mm/yyyy) (mm/yyyy)

The rank is  weighted  unweighted. How many students share this rank? \_\_\_\_\_

We do not rank. Instead, please indicate quartile \_\_\_\_\_ quintile \_\_\_\_\_ decile \_\_\_\_\_

Cumulative GPA: 3.5 on a 4.0 scale, covering a period from 09/2007 to 09/2010  
(mm/yyyy) (mm/yyyy)

This GPA is  weighted  unweighted. The school's passing mark is \_\_\_\_\_

Highest GPA in class \_\_\_\_\_ Graduation Date 06/12/2011  
(mm/dd/yyyy)

Percentage of graduating class immediately attending: 98 four-year 2 two-year institutions

How many courses does your school offer:  
 AP 0 IB \_\_\_\_\_ Honors \_\_\_\_\_

If school policy limits the number a student may take, please list the maximum allowed:

AP \_\_\_\_\_ IB \_\_\_\_\_ Honors \_\_\_\_\_

Is the applicant an IB Diploma candidate?  Yes  No

Are classes taken on a block schedule?  Yes  No

In comparison with other college preparatory students at your school, the applicant's course selection is:

- most demanding  
 very demanding  
 demanding  
 average  
 below average

How long have you known this student and in what context? two years as his counselor

What are the first words that come to your mind to describe this student? \_\_\_\_\_

**Ratings** Compared to other students in his or her class year, how do you rate this student in terms of:

	No basis	Below average	Average	Good (above average)	Very good (well above average)	Excellent (top 10%)	Outstanding (top 5%)	One of the top few I've encountered (top 1%)
Academic achievement					X			
Extracurricular accomplishments						X		
Personal qualities and character							X	
OVERALL						X		

**Evaluation** Please provide comments that will help us differentiate this student from others. Feel free to attach an additional sheet or another reference you've prepared for this student. We especially welcome a broad-based assessment and encourage you to consider describing or addressing:

- The applicant's academic, extracurricular, and personal characteristics.
- Relevant context for the applicant's performance and involvement, such as particularities of family situation or responsibilities, after-school work obligations, sibling childcare, or other circumstances, either positive or negative.
- Observed problematic behaviors, perhaps separable from academic performance, that an admission committee should explore further.

① Has the applicant ever been found responsible for a disciplinary violation at your school from 9<sup>th</sup> grade (or the international equivalent) forward, whether related to academic misconduct or behavioral misconduct, that resulted in the applicant's probation, suspension, removal, dismissal, or expulsion from your institution?  Yes  No

② To your knowledge, has the applicant ever been adjudicated guilty or convicted of a misdemeanor, felony, or other crime?  Yes  No  
 [Note that you are not required to answer "yes" to this question, or provide an explanation, if the criminal adjudication or conviction has been expunged, sealed, annulled, pardoned, destroyed, erased, impounded, or otherwise ordered to be kept confidential by a court.]

If you answered "yes" to either or both questions, please attach a separate sheet of paper or use your written recommendation to give the approximate date of each incident and explain the circumstances.

Check here if you would prefer to discuss this applicant over the phone with each admission office.

I recommend this student:  No basis  With reservation  Fairly strongly  Strongly  Enthusiastically

## The Maynard School Los Angeles, CA

Sarah Peacock  
College Counselor

Juan Martinez

My earliest recollection of Juan Martinez was when he was just a freshman. I remember walking through the hallway outside the history office when I heard several voices in heated discussion. As I approached, I gathered the topic was the upcoming presidential elections. Several students were discussing the previous night's debate, arguing over who had won. After listening for a while, Juan started to gather his books and leave. As he did, he turned to the group and said, "I just hope that whomever wins will stand by their word. It seems to me that that is what our country needs – more than it needs a new social security system or homeland security, or any of the other empty promises people make. I just want a president who says what they mean and follows through with their promises." As he walked away, his peers stood quietly, obviously carefully considering Juan's statement.

It was then I realized what respect Juan commands from his peers. They hold him in great esteem, as shown by them electing him class president two years in a row. He is a strong voice and a leader among his classmates. He does not hesitate to represent the views of the students in our administrative council; neither does he shy away from those times when he must tell the students that their view will not prevail. He is also the president of his church group, and a regular tutor at the Hispanic Community Center.

Obviously very bright, Juan has taken many of the honors courses we offer. Yet few would call him a "grind" or "bookworm." His math teacher speaks of his uncanny ability to grasp a new concept in record time. His humanities teachers give him high praise for "his intuitive sense of character" and his "willingness to take risks in class discussion." The Spanish department, who was saddened to lose Juan as a student this year (he took the highest level Spanish course in 11<sup>th</sup> grade), appreciates his dedication to the local tutoring program. Clearly, Juan can take on any academic challenge he chooses.

Juan is a young man with a great deal of potential. Though his grades are not straight A's, he is blessed with an intellectual curiosity that makes him a joy to teach. As his physics teacher said this fall, "For Juan, there seems to be genuine joy in the mere act of discovery. I only wish all my students were so curious, and so willing to do something about that curiosity." I recommend Juan with respect and pride.

Sincerely,

Sarah Peacock  
College Counselor

# The Maynard School Profile 2010-2011

CEEB Code: 051200

Head of School: Winnie Free

Director of College Counseling: Sarah Peacock

**The School:** The Maynard School is an independent, co-educational K-12 school located on three acres in urban Los Angeles. Our mission is to inculcate a passion for learning in our students, arming them with the self-motivation to engage eagerly and contribute thoughtfully to the intellectual discourse both at Maynard and beyond. Our administrators and faculty foster an environment of creativity, commitment, and courage that enables students to explore the world around them and make a difference within it. The Maynard School was founded in 1960.

**Accreditation:** Western Association of Schools and Colleges (WASC),  
California Association of Independent Schools (CAIS)

**Faculty:** Maynard School has a full time faculty of 53, of which 32 are males, 21 are females. 40 faculty members hold advanced degrees.

**Enrollment:** Currently the secondary program has 348 students in grades 9-12. The students are ethnically and culturally diverse and travel to Maynard from all over the urban area. 35% are students of color. 98% of the seniors plan to attend a four-year college. There are 82 students in the current senior class.

**Pattern of the School Year:** The Maynard School operates on a two-semester system with 19 weeks in the fall semester and 20 weeks in the spring semester. All students are committed to completing community service projects and a two-week wilderness experience for graduation.

**Curriculum:** Graduation requirements are as follows

English	8 semesters
Mathematics	6 semesters
Social Studies	6 semesters
Lab Science	6 semesters
Foreign Language	6 semesters (of the same language)
Visual/Performing Arts	6 semesters

**Transcript:** The GPA is based on all course work completed between 10<sup>th</sup> – 12<sup>th</sup> grades. Extra points are awarded to classes designated as Honors and to college courses. Students are not ranked. The Maynard School does not offer Advanced Placement courses.

**SAT Mean Score Ranges, Class of 2010:**

Critical Reading middle 50%: 505 - 670

Math middle 50%: 520-690

Writing middle 50%: 530-690

# The Maynard School

## Los Angeles, CA

Graduating Class: 82  
 % Attending 4-year college: 98  
 Curriculum Features: All courses are college prep, honors is offered in every department,  
 AP courses are not offered  
 Two week wilderness experience is required of all students  
 SAT mean score ranges: V 505-670 M 520-690 W 530-690

Transcript for: Juan Martinez  
 946 Newman Street  
 Los Angeles, CA 90042  
 DOB: 2/8/93

### Grade 9

Class	1st	2nd	Credit
(H) Comp & Lit	C+	B-	1
Spanish 3	B	B	1
(H) Algebra	B-	C+	1
Physical Science	B	B	1
World History	C+	A-	1
Studio Art	A	A	1

### Grade 11

Class	1st	2nd	Credit
(H) World Lit	B+	B	1
Spanish Literature	B	B-	1
(H) Geom/Trig	B	B	1
(H) Chemistry	C+	C	1
US History	C	C	1
Studio Art	A	A	1

### Grade 10

Class	1st	2nd	Credit
(H) American Lit	C+	B	1
Spanish 4	B-	C	1
(H) Math Analysis	B-	A-	1
(H) Biology	B	B+	1
Studio Art	A	A	1

### Grade 12

Class	1st	2nd	Credit
The Outsider in Lit	B+		
(H) Calculus	C+		
(H) Physics	A-		
Asian Studies	B-		
Adv. Studio Art	B		

### Testing

<b>SAT I</b>	
Verbal	780
Math	770
Writing	760
<b>SAT II</b>	
Math IIC	710
Biology	780
Spanish	800

TO THE APPLICANT

After completing all the relevant questions below, give this form to a teacher who has taught you an **academic** subject (for example, English, foreign language, math, science, or social studies). **If applying via mail**, please also give that teacher stamped envelopes addressed to each institution that requires a Teacher Evaluation.

Legal Name Martinez Juan  Female  Male  
Last/Family/Sur (Enter name exactly as it appears on official documents.) First/Given Middle (complete) Jr., etc.

Birth Date 02/08/1993 Social Security # \_\_\_\_\_  
mm/dd/yyyy (Optional)

Address 946 Newman St. Los Angeles CA USA 90042  
Number & Street Apartment # City/Town State/Province Country ZIP/Postal Code

School you now attend Maynard School CEEB/ACT Code 051200

**IMPORTANT PRIVACY NOTICE:** Under the terms of the Family Educational Rights and Privacy Act (FERPA), after you matriculate you *will* have access to this form and all other recommendations and supporting documents submitted by you and on your behalf, unless at least one of the following is true:

1. The institution does not save recommendations post-matriculation (see list at [www.commonapp.org/FERPA](http://www.commonapp.org/FERPA)).
2. You waive your right to access below, regardless of the institution to which it is sent:

Yes, I do waive my right to access, and I understand I will never see this form or any other recommendations submitted by me or on my behalf.

No, I do *not* waive my right to access, and I may someday choose to see this form or any other recommendations or supporting documents submitted by me or on my behalf to the institution at which I'm enrolling, if that institution saves them after I matriculate.

Required Signature Juan Martinez Date 12/1/10

TO THE TEACHER

The Common Application membership finds candid evaluations helpful in choosing from among highly qualified candidates. You are encouraged to keep this form in your private files for use should the student need additional recommendations. Please submit your references promptly, **and remember to sign below.**

Teacher's Name (Mr./Ms./Dr., etc.) Bob Greene Subject Taught Science  
Please print or type

Signature Bob Greene Date 12/1/2010  
mm/dd/yyyy

Secondary School Maynard School

School Address 11111 N. Wilshire Blvd Los Angeles CA USA 90064  
Number & Street City/Town State/Province Country ZIP/Postal Code

Teacher's Telephone (310) 559-2248 Teacher's E-mail rgreene@maynard.org  
Area/Country/City Code Number Ext

**Background Information**

How long have you known this student and in what context? 3 years as his teacher

What are the first words that come to your mind to describe this student? \_\_\_\_\_

List the courses you have taught this student, noting for each the student's year in school (10<sup>th</sup>, 11<sup>th</sup>, 12<sup>th</sup>; first-year, sophomore; etc.) and the level of course difficulty (AP, IB, accelerated, honors, elective; 100-level, 200-level; etc.).

Honors Biology (10<sup>th</sup>) and Honors Physics (12<sup>th</sup>)

**Ratings** Compared to other students in his or her class year, how do you rate this student in terms of:

No basis	Below average	Average	Good (above average)	Very good (well above average)	Excellent (top 10%)	Outstanding (top 5%)	One of the top few I've encountered (top 1%)
Academic achievement				X			
Intellectual promise						X	
Quality of writing						X	
Creative, original thought					X		
Productive class discussion						X	
Respect accorded by faculty					X		
Disciplined work habits				X			
Maturity						X	
Motivation				X			
Leadership						X	
Integrity						X	
Reaction to setbacks					X		
Concern for others					X		
Self-confidence						X	
Initiative, independence					X		
OVERALL						X	

**Evaluation** Please write whatever you think is important about this student, including a description of academic and personal characteristics, as demonstrated in your classroom. We welcome information that will help us to differentiate this student from others. (Feel free to attach an additional sheet or another reference you may have prepared on behalf of this student.)

Dear Admissions Committee,

Juan Martinez was a student in my Honors Biology class two years ago, and this year I am teaching him again in Honors Physics. In the former, he earned a final grade of B+ in a class of 16 students where the average grade was a B. He is a very bright young man and the subject came rather easily for him. In class, he could answer almost any question, when called upon, and frequently helped his classmates who were struggling with a new unit. He also regularly brought up relevant issues that were not directly on topic, and made mature connections between scientific ideas. In this way he added significantly to the class.

Juan loves the lab, where he is a conscientious, careful experimenter and observer. He works diligently in the preparation and execution of laboratory projects, realizing the nature of expeditiousness in the time constrained class period. He works well with his lab partner and takes an active role in class discussions following lab projects. As a sophomore, he was especially interested in cell biology, a subject he chose for his research paper. Juan's research paper was excellent. It demonstrated sophisticated reasoning and thorough research. However, his paper was turned in a week late, lowering his grade on the assignment from an A to a B.

Juan's homework and projects were excellent when submitted on time. Unfortunately, late submission of work was not unusual for Juan. Juan could have earned a higher grade in my class if he had been more diligent in his daily preparation and in completing his lab reports. I am happy to report, however, that this year Juan has improved his work habits and turned in all of his assignments on time this semester.

Sincerely,

Bob Greene

TO THE APPLICANT

After completing all the relevant questions below, give this form to a teacher who has taught you an **academic** subject (for example, English, foreign language, math, science, or social studies). **If applying via mail**, please also give that teacher stamped envelopes addressed to each institution that requires a Teacher Evaluation.

Legal Name Martinez Juan  Female  Male  
Last/Family/Sur (Enter name exactly as it appears on official documents.) First/Given Middle (complete) Jr., etc.

Birth Date 02/08/1993 Social Security # \_\_\_\_\_  
mm/dd/yyyy (Optional)

Address 946 Newman St. Los Angeles CA USA 90042  
Number & Street Apartment # City/Town State/Province Country ZIP/Postal Code

School you now attend Maynard School CEEB/ACT Code \_\_\_\_\_

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Required Signature Juan Martinez Date 12/1/2010

TO THE TEACHER

The Common Application membership finds candid evaluations helpful in choosing from among highly qualified candidates. You are encouraged to keep this form in your private files for use should the student need additional recommendations. Please submit your references promptly, **and remember to sign below.**

Teacher's Name (Mr./Ms./Dr., etc.) Victoria Kim Subject Taught English  
Please print or type

Signature Victoria Kim Date 12/1/2010  
mm/dd/yyyy

Secondary School Maynard School

School Address 11111 N. Wilshire Blvd Los Angeles CA USA 90064  
Number & Street City/Town State/Province Country ZIP/Postal Code

Teacher's Telephone (310) 559-2248 Teacher's E-mail 310-559-2249  
Area/Country/City Code Number Ext.

**Background Information**

How long have you known this student and in what context? 4 year as his English teacher

What are the first words that come to your mind to describe this student? bright, eloquent writer, charismatic leader

List the courses you have taught this student, noting for each the student's year in school (10<sup>th</sup>, 11<sup>th</sup>, 12<sup>th</sup>, first-year, sophomore; etc.) and the level of course difficulty (AP, IB, accelerated, honors, elective; 100-level, 200-level; etc.).

The Outsider in Literature (12<sup>th</sup>)

**Ratings** Compared to other students in his or her class year, how do you rate this student in terms of:

No basis	Below average	Average	Good (above average)	Very good (well above average)	Excellent (top 10%)	Outstanding (top 5%)	One of the top few I've encountered (top 1%)
Academic achievement				X			
Intellectual promise							X
Quality of writing						X	
Creative, original thought						X	
Productive class discussion						X	
Respect accorded by faculty						X	
Disciplined work habits					X		
Maturity						X	
Motivation					X		
Leadership							X
Integrity						X	
Reaction to setbacks						X	
Concern for others						X	
Self-confidence						X	
Initiative, independence						X	
OVERALL						X	

**Evaluation** Please write whatever you think is important about this student, including a description of academic and personal characteristics, as demonstrated in your classroom. We welcome information that will help us to differentiate this student from others. (Feel free to attach an additional sheet or another reference you may have prepared on behalf of this student.)

Dear Admission Committee:

Juan Martinez is a thoughtful, intelligent, and inspired student whom I have had the pleasure of teaching this year in my senior English class, *The Outsider in Literature*. He possesses a depth and integrity of character that puts him on a level above his peers and classmates. Additionally, he is not afraid to ask questions or stand up for his peers who oftentimes get overlooked, and these strengths allow him to succeed both inside and outside the classroom. Intellectually, academically and personally, Juan is truly outstanding.

Juan loves to learn and think. He has the focus and intellectual ability to read and understand very difficult pieces of literature, seemingly without effort. Throughout the semester, I noticed that not only did Juan always have his reading done, but also he always seemed to enjoy what he read. In class he was always prepared, and he pushed himself to contribute his thoughts to class discussions. In one of his self-assessments, Juan wrote, "As this class is largely a discussion class, I have had to mature as a student. I do the reading, but for the first time I feel compelled to engage in class discussion. This class has allowed me to hone and refine my ideas and voice them." I was consistently impressed by Juan's ability to add comments that would succinctly and thoughtfully embody very complex and difficult themes. Additionally, he was always very respectful of his peers. During discussions he listened carefully to all points that were made, and he was able to respond directly to comments by other students and not just focus on the point that he wanted to make.

Juan is performing more than admirably in my class, and his native talents are formidable. If he has any weakness as an academic, it is that he struggles with deadlines. If it were not for a handful of late homework and paper submissions, he would have undoubtedly earned an "A" this past semester. With his natural abilities, astute analyses, and eloquent prose, Juan is easily among the top five most brilliant students I have ever instructed in my 15-year career. His contributions in class and his insights in his written work never fail to impress me.

In addition to Juan's scholarly achievements, he is a compassionate student leader who makes his classmates feel accepted and heard. I feel fortunate to have had the opportunity to teach him. Juan is among my favorite students I have taught at Maynard, and I am pleased to give him my most enthusiastic recommendation.

Victoria Kim  
English Teacher

APPLICANT

Legal Name Markowitz Stephen  
Last/Family/Sur (Enter name exactly as it appears on official documents.) First/Given Middle (complete) Jr., etc.

Preferred name, if not first name (choose only one) \_\_\_\_\_  
 Former last name(s), if any \_\_\_\_\_

Birth Date 03/26/1993  Female  Male  
mm/dd/yyyy Optional, unless applying for US Federal financial aid with the FAFSA form

Preferred Telephone  Home  Cell Home ( 513 ) 888-8888 Cell ( \_\_\_\_\_ )  
Area/Country/City Code Area/Country/City Code

E-mail Address falafelprince@yahoo.com IM Address \_\_\_\_\_

Permanent home address 5661 Hidden Creek Lane  
Number & Street

Cincinnati OH United States of America 45236  
City/Town County or Parish State/Province Country ZIP/Postal Code

If different from above, please give your current mailing address for all admission correspondence. (from \_\_\_\_\_ to \_\_\_\_\_)  
(mm/dd/yyyy) (mm/dd/yyyy)

Current mailing address \_\_\_\_\_  
Number & Street Apartment #

\_\_\_\_\_ City/Town County or Parish State/Province Country ZIP/Postal Code

If your current mailing address is a boarding school, include name of school here: \_\_\_\_\_

FUTURE PLANS

Your answers to these questions will vary for different colleges. If the online system did not ask you to answer some of the questions you see in this section, this college chose not to ask that question of its applicants.

College RED BRICK UNIVERSITY Deadline \_\_\_\_\_  
mm/dd/yyyy

Entry Term:  Fall (Jul-Dec)  Spring (Jan-Jun)

Decision Plan \_\_\_\_\_

Academic Interests \_\_\_\_\_

Career Interest \_\_\_\_\_

Do you intend to apply for need-based financial aid?  Yes  No

Do you intend to apply for merit-based scholarships?  Yes  No

Do you intend to be a full-time student?  Yes  No

Do you intend to enroll in a degree program your first year?  Yes  No

Do you intend to live in college housing? \_\_\_\_\_

What is the highest degree you intend to earn? \_\_\_\_\_

DEMOGRAPHICS

Citizenship Status U.S. Dual Citizenship

Non-US Citizenship Israel

Years lived in the US? \_\_\_\_\_

Birthplace New York NY United States of America  
City/Town State/Province Country

First Language English

Primary language spoken at home English

Are you proficient in any other languages? \_\_\_\_\_

Optional The items with a gray background are optional. No information you provide will be used in a discriminatory manner.

Marital Status Never married

Religious Preference \_\_\_\_\_

US Armed Services veteran?  Yes  No

1. Are you Hispanic/Latino?  
 Yes, Hispanic or Latino (including Spain)  No

2. Regardless of your answer to the prior question, please indicate how you identify yourself. (Check all that apply.)

American Indian or Alaska Native (including all Original Peoples of the Americas)  
 Are you Enrolled?  Yes  No If yes, please enter Tribal Enrollment Number \_\_\_\_\_

Asian (including Indian subcontinent and Philippines)

Black or African American (including Africa and Caribbean)

Native Hawaiian or Other Pacific Islander (Original Peoples)

White (including Middle Eastern)

XOW Israel-American

## FAMILY

Please list both parents below, even if one or more is deceased or no longer has legal responsibilities toward you. Many colleges collect this information for demographic purposes even if you are an adult or an emancipated minor. If you are a minor with a legal guardian (an individual or government entity), then please list that information below as well. If you wish, you may list step-parents and/or other adults with whom you reside, or who otherwise care for you, in the Additional Information section.

### Household

Parents' marital status (relative to each other):  Never Married  Married  Widowed  Separated  Divorced (date \_\_\_\_\_) mm/yyyy

With whom do you make your permanent home?  Parent 1  Parent 2  Both  Legal Guardian  Ward of the Court/State  Other

**Parent 1:**  Mother  Father  Unknown

Is Parent 1 living?  Yes  No (Date Deceased \_\_\_\_\_) mm/yyyy

Markowitz Yaffa F Ms.  
Last/Family/Sur First/Given Middle Title (Mr./Ms./Dr., etc.)

Country of birth Israel

Home address **if different** from yours

Preferred Telephone:  Home  Cell  Work

( 513 ) 888-8888  
Area/Country/City Code

E-mail falafelqueen@yahoo.com

Occupation Business owner or proprietor

Employer self

College (if any) Tel Aviv University CEEB 0000

Degree Bachelors Year 1978

Graduate School (if any) \_\_\_\_\_ CEEB \_\_\_\_\_

Degree None Year \_\_\_\_\_

**Parent 2:**  Mother  Father  Unknown

Is Parent 2 living?  Yes  No (Date Deceased \_\_\_\_\_) mm/yyyy

Markowitz Alan M Mr.  
Last/Family/Sur First/Given Middle Title (Mr./Ms./Dr., etc.)

Country of birth United States of America

Home address **if different** from yours

Preferred Telephone:  Home  Cell  Work

( 513 ) 888-8888  
Area/Country/City Code

E-mail falafelking@yahoo.com

Occupation Business owner or proprietor

Employer self

College (if any) Babson College CEEB 3075

Degree Bachelors Year 1975

Graduate School (if any) Case Western Reserve Univ CEEB 1105

Degree Masters (excluding MBA) Year 1980

### Legal Guardian (if other than a parent)

Relationship to you \_\_\_\_\_

Last/Family/Sur First/Given Middle Title (Mr./Ms./Dr., etc.)

Home address **if different** from yours

Preferred Telephone:  Home  Cell  Work

( \_\_\_\_\_ ) \_\_\_\_\_  
Area/Country/City Code

E-mail \_\_\_\_\_

Occupation \_\_\_\_\_

Employer \_\_\_\_\_

College (if any) \_\_\_\_\_ CEEB \_\_\_\_\_

Degree \_\_\_\_\_ Year \_\_\_\_\_

Graduate School (if any) \_\_\_\_\_ CEEB \_\_\_\_\_

Degree \_\_\_\_\_ Year \_\_\_\_\_

### Siblings

Please give names and ages of your brothers or sisters. If they are enrolled in grades K-12 (or international equivalent), list their grade levels. If they have attended or are currently attending college, give the names of the undergraduate institution, degree earned, and approximate dates of attendance. If more than three siblings, please list them in the Additional Information section.

Rachel	Markowitz	15 10	Sister
<small>Name</small>		<small>Age &amp; Grade</small>	<small>Relationship</small>

College Attended \_\_\_\_\_ CEEB \_\_\_\_\_

Degree earned \_\_\_\_\_ Dates \_\_\_\_\_  
mm/yyyy - mm/yyyy

<small>Name</small>		<small>Age &amp; Grade</small>	<small>Relationship</small>

College Attended \_\_\_\_\_ CEEB \_\_\_\_\_

Degree earned \_\_\_\_\_ Dates \_\_\_\_\_  
mm/yyyy - mm/yyyy

<small>Name</small>		<small>Age &amp; Grade</small>	<small>Relationship</small>

College Attended \_\_\_\_\_ CEEB \_\_\_\_\_

Degree earned \_\_\_\_\_ Dates \_\_\_\_\_  
mm/yyyy - mm/yyyy

## EDUCATION

### Secondary Schools

Current or most recent secondary school attended Hillmore High School

Entry Date 09/2007 Graduation Date 06/24/2011 School Type:  Public  Charter  Independent  Religious  Home School  
mm/yyyy mm/dd/yyyy

Address 2 Morehills Road CEEB/ACT Code \_\_\_\_\_  
Number & Street

Cincinnati OH United States of America 45237  
City/Town State/Province Country ZIP/Postal Code

Counselor's Name (Mr./Ms./Dr., etc.) Mr. Doug Hammey Counselor's Title Guidance Counselor

E-mail dhammey@hhs.edu Telephone ( 513 ) 555-5555 Fax ( 513 ) 555-5555  
Area/Country/City Code Number Ext. Area/Country/City Code Number

List all other secondary schools you have attended since 9<sup>th</sup> grade, including summer schools or enrichment programs hosted on a secondary school campus:

School Name & CEEB/ACT Code	Location (City, State/Province, ZIP/Postal Code, Country)	Dates Attended (mm/yyyy)
_____	_____	_____ to _____
_____	_____	_____ to _____
_____	_____	_____ to _____

Please list any community program/organization that has provided free assistance with your application process: \_\_\_\_\_

If your education was or will be interrupted, please indicate so here and provide details in the Additional Information section:

**Colleges & Universities** List all colleges you have attended since 9<sup>th</sup> grade, including summer schools or enrichment programs hosted on a college campus:

College/University Name & CEEB/ACT Code	Location (City, State/Province, ZIP/Postal Code, Country)	Degree Candidate?	Dates Attended		Degree Earned
			mm/yyyy – mm/yyyy		
University of Cincinnati 1833	Cincinnati, OH 45221 United States of America	<input type="radio"/> Yes <input type="radio"/> No	09/2007 to 06/2011		
_____	_____	<input type="radio"/> Yes <input type="radio"/> No	_____ to _____		
_____	_____	<input type="radio"/> Yes <input type="radio"/> No	_____ to _____		

## ACADEMICS

The self-reported information in this section is not intended to take the place of your official records. Please note the requirements of each institution to which you are applying and arrange for official transcripts and score reports to be sent from your secondary school and the appropriate testing agencies. Where "Best Scores" are requested, please report the highest individual scores you have earned so far, even if those scores are from different test dates.

**Grades** Class Rank \_\_\_\_\_ Class Size 480 Weighted?  Yes  No GPA 3.56 Scale 4 Weighted?  Yes  No  
(if available) (if available)

**ACT** Exam Dates: 04/2010 Best Scores: 29 04/2010 31 04/2010 27 04/2010  
(past & future) mm/yyyy mm/yyyy mm/yyyy (so far) COMP mm/yyyy English mm/yyyy Math mm/yyyy  
29 04/2010 27 04/2010  
Reading mm/yyyy Science mm/yyyy Writing mm/yyyy

**SAT** Exam Dates: 03/2010 10/2010 Best Scores: 690 10/2010 620 03/2010 710 10/2010  
(past & future) mm/yyyy mm/yyyy (so far) Critical Reading mm/yyyy Math mm/yyyy Writing mm/yyyy

**TOEFL/IELTS** Exam Dates: \_\_\_\_\_ Best Score: \_\_\_\_\_  
(past & future) mm/yyyy mm/yyyy (so far) Test Score mm/yyyy

AP/IB/SAT Subjects	Best Scores: (per subject, so far)	Type & Subject	Score	mm/yyyy	Type & Subject	Score	mm/yyyy
	<u>05/2011</u>	AP Government & Politics: United States		<u>05/2011</u>	AP English Literature & Composition		
	<u>05/2010</u>	SAT Literature	<u>700</u>	<u>06/2010</u>	SAT Modern Hebrew Reading	<u>800</u>	
	<u>06/2010</u>	SAT US History	<u>640</u>				
	_____	_____	_____	_____	_____	_____	_____

**Current Courses** Please indicate title, level (AP, IB, advanced honors, etc.) and credit value of all courses you are taking this year. Indicate quarter classes taken in the same semester on the appropriate semester line.

First Semester/Trimester	Second Semester/Trimester	Third Trimester <small>or additional first/second term courses if more space is needed</small>
AP Literature	AP Literature	AP Literature
AP Government	AP Government	AP Government
Calculus	Calculus	Calculus
Honors Latin 4	Honors Latin 4	Honors Latin 4
Journalism	Journalism	Journalism
Painting II	Painting II	Painting II
Computer Programming	Computer Programming	Computer Programming

**Honors** Briefly list any academic distinctions or honors you have received since the 9<sup>th</sup> grade or international equivalent (e.g., National Merit, Cum Laude Society).

Grade level or post-graduate (PG)					Honor	Level of Recognition			
9	10	11	12	PG		School	State/ Regional	National	Inter- national
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	_____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	_____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	_____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	_____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	_____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## EXTRACURRICULAR ACTIVITIES & WORK EXPERIENCE

**Extracurricular** Please list your **principal** extracurricular, volunteer, and work activities **in their order of importance to you**. Feel free to group your activities and paid work experience separately if you prefer. Use the space available to provide details of your activities and accomplishments (specific events, varsity letter, musical instrument, employer, etc.). **To allow us to focus on the highlights of your activities, please complete this section even if you plan to attach a résumé.**

Grade level or post-graduate (PG)					Approximate time spent		When did you participate in the activity?		Positions held, honors won, letters earned, or employer	If applicable, do you plan to participate in college?
9	10	11	12	PG	Hours per week	Weeks per year	School year	Summer/School Break		
<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	10	40	<input checked="" type="radio"/>	<input type="radio"/>	Co-Editor-in-Chief _____	<input checked="" type="radio"/>
Activity Journalism/Publication					The Chieftan - school newspaper					
<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	2	40	<input checked="" type="radio"/>	<input type="radio"/>	Co-President _____	<input checked="" type="radio"/>
Activity Cultural					Gay-Straight Alliance					
<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	72	1	<input checked="" type="radio"/>	<input type="radio"/>	Volunteer _____	<input type="radio"/>
Activity Community Service (Volunteer)					Tender Mercies Mission					
<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	60	2	<input type="radio"/>	<input checked="" type="radio"/>	participant _____	<input type="radio"/>
Activity Cultural					Israeli Peer Experience Exchange					
<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	5	10	<input checked="" type="radio"/>	<input type="radio"/>	Cast Member _____	<input type="radio"/>
Activity Theater/Drama					School Musical					
<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	60	4	<input type="radio"/>	<input checked="" type="radio"/>	participant _____	<input type="radio"/>
Activity Academic					Northwestern University Pre-College Summer Writing Workshop					
<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	25	52	<input checked="" type="radio"/>	<input checked="" type="radio"/>	Food Service _____	<input type="radio"/>
Activity Work (Paid)					Falafel King					
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	_____	_____	<input type="radio"/>	<input type="radio"/>	_____	<input type="radio"/>
Activity _____										
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	_____	_____	<input type="radio"/>	<input type="radio"/>	_____	<input type="radio"/>
Activity _____										
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	_____	_____	<input type="radio"/>	<input type="radio"/>	_____	<input type="radio"/>
Activity _____										
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	_____	_____	<input type="radio"/>	<input type="radio"/>	_____	<input type="radio"/>
Activity _____										

## WRITING

**Short Answer** Please briefly elaborate on one of your extracurricular activities or work experiences in the space below or on an attached sheet (150 words or fewer).

My work as co-president of the Gay-Straight Alliance is very important to me. The GSA network has been a big support to me as an "out" high school student and now it is my turn to give back to the community. In addition to meeting weekly, we often bring in speakers and sponsor events to raise awareness in our school. We have found success partnering with faculty to create "safe space" areas in classrooms and offices and have been overwhelmed by the support of so many teachers!

**Personal Essay** Please write an essay (250 words minimum) on a topic of your choice or on one of the options listed below, and attach it to your application before submission. **Please indicate your topic by checking the appropriate box.** This personal essay helps us become acquainted with you as a person and student, apart from courses, grades, test scores, and other objective data. It will also demonstrate your ability to organize your thoughts and express yourself.

*NOTE: Your Common Application essay should be the same for all colleges. Do not customize it in any way for individual colleges. Colleges that want customized essay responses will ask for them on a supplement form.*

- 1 Evaluate a significant experience, achievement, risk you have taken, or ethical dilemma you have faced and its impact on you.
- 2 Discuss some issue of personal, local, national, or international concern and its importance to you.
- 3 Indicate a person who has had a significant influence on you, and describe that influence.
- 4 Describe a character in fiction, a historical figure, or a creative work (as in art, music, science, etc.) that has had an influence on you, and explain that influence.
- 5 A range of academic interests, personal perspectives, and life experiences adds much to the educational mix. Given your personal background, describe an experience that illustrates what you would bring to the diversity in a college community or an encounter that demonstrated the importance of diversity to you.
- 6 Topic of your choice.

**Additional Information** If there is any additional information you'd like to provide regarding special circumstances, additional qualifications, etc., please do so in the space below or on an attached sheet.

### Disciplinary History

- 1 Have you ever been found responsible for a disciplinary violation at any educational institution you have attended from 9<sup>th</sup> grade (or the international equivalent) forward, whether related to academic misconduct or behavioral misconduct, that resulted in your probation, suspension, removal, dismissal, or expulsion from the institution?  Yes  No
- 2 Have you ever been adjudicated guilty or convicted of a misdemeanor, felony, or other crime?  Yes  No  
[Note that you are not required to answer "yes" to this question, or provide an explanation, if the criminal adjudication or conviction has been expunged, sealed, annulled, pardoned, destroyed, erased, impounded, or otherwise ordered by a court to be kept confidential.]

If you answered "yes" to either or both questions, please attach a separate sheet of paper that gives the approximate date of each incident, explains the circumstances, and reflects on what you learned from the experience.

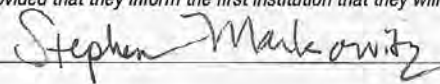
## SIGNATURE

**Application Fee Payment** If this college requires an application fee, how will you be paying it?

- Online Payment  Will Mail Payment  Online Fee Waiver Request  Will Mail Fee Waiver Request

### Required Signature

- I certify that all information submitted in the admission process—including the application, the personal essay, any supplements, and any other supporting materials—is my own work, factually true, and honestly presented, and that these documents will become the property of the institutions to which I am applying and will not be returned to me. I understand that I may be subject to a range of possible disciplinary actions, including admission revocation, expulsion, or revocation of course credit, grades, and degree should the information I have certified be false.
- I acknowledge that I have reviewed the application instructions for each college receiving this application. I understand that all offers of admission are conditional, pending receipt of final transcripts showing work comparable in quality to that upon which the offer was based, as well as honorable dismissal from the school. I affirm that I will send an enrollment deposit (or equivalent) to only one institution; sending multiple deposits (or equivalent) may result in the withdrawal of my admission offers from all institutions. [Note: students may send an enrollment deposit (or equivalent) to a second institution where they have been admitted from the waitlist, provided that they inform the first institution that they will no longer be enrolling.]

Signature 

Date

12/29/10  
mm/dd/yyyy

Common Application member institution admission offices do not discriminate on the basis of race, color, ethnicity, national origin, religion, creed, sex, age, marital status, parental status, physical disability, learning disability, political affiliation, veteran status, or sexual orientation.

Stephen Markowitz  
DOB 3-26-93  
Hillmore High School

*Discuss some issue of personal, local, national or international concern and its importance to you:*

I'm proud to say that I am a "shoe guy". I know and can openly admit that I think more about my shoe collection than I do about the admission tendencies of certain universities. In my room there are no less than thirty pairs of shoes dating back to my first Nikes that sit bronzed on top of my desk. I have shoes ranging from patent leather Air Jordan's to neon green Adidas running shoes. Underneath my bed, in a perfectly straight line, my best and finest shoes are organized by model and color. However, once my A-list shoes get old and torn I am forced to retire them to the back of my dusty closet where they will live out the rest of their existence. It hurts me to send my companions to the dreaded closet but I know it is better for the both of us to move on with our lives. Just the other day I was digging through my closet looking for clothes to donate to charity when I came across my Grey Suede Nike High Top basketball shoes. They were ripped and frayed and I was about to throw them in the pile of "giveaways" when I stopped and considered the night they saved my life.

On a Friday afternoon in my sophomore year, my friends and I went to Paramount's Kings Island. After a long day of flying up and down on loops, corkscrews, and barrel rolls, we decided to leave as it was getting dark. We began speeding down the empty parking lot towards what we thought was the exit. Then suddenly, the car was flying through a chain linked fence, straight down twenty feet into a sewage aqueduct. For a moment it felt like we were riding Riddler's Revenge but then it hit us; the wall that is. In a state of shock, we managed to climb out of the car. We found ourselves standing in two feet of sewage water within a twenty foot deep aqueduct. After checking ourselves and each other to make sure nobody was too badly injured, we started analyzing the situation.

We tried, and failed, to climb up the steep walls many times until I noticed that the bottoms of our shoes provided perfect tread along the concrete walls. I took off my high tops and threw them to my friend. I instructed him to put the shoes on his hands. This way, he had four points at which he could grip the wall (rather than two). He used them like gloves allowing him to easily climb up the wall like a spider. As he got to the top of the wall he tossed my wet shoes back down to the next person. We kept exchanging shoes until all of us were out. After spending some time in the hospital, I returned home, realized how lucky I was, and slipped off my sewage smelling Nike's and threw them in the closet, an earlier retirement than expected.

I was quick to discard my shoes because they did not have much use to me anymore. Looking now at my old grey Nikes lying defeated in the closet, I wonder if they truly deserved to be there. Was it right for me to banish them to my closet because they were a little smelly and torn? What would happen if I were to throw out more important things just because they were a little banged up?

From my experiences working at *Tender Mercies*, a local mission, I realized that society *has* been throwing out more important things than shoes. For years we have been

tossing human lives into the dark and dusty closet. I can admit that I used to be negligent with respects to the needy in my community but I feel that I have gained a new found appreciation for every person in society.

At *Tender Mercies* I have seen all different kinds of people. Some of them are rude, exploding into tantrums when we don't have the kind of food they like. But most are grateful beyond comprehension; crying at the thought of a hot meal. Each person I have served a meal to has taught me about the personal gratification of helping a fellow human being. I have come to see past the dirty faces and frowns and recognize each person's importance to a productive society. One of the reasons I have volunteered my time at the mission is to welcome these people back into our community. As people are quick to dismiss a homeless man on a street corner, I am just as quick to smile at him and offer some help. It only took me one day of working at the mission to realize I was helping many people gain comfort and happiness, but it took me four years of community service and a pair of Nike's to realize the significance of a human life.

TO THE APPLICANT

After completing all the relevant questions below, give this form to your secondary school counselor or another school official who knows you better. **If applying via mail**, please also give that school official stamped envelopes addressed to each institution that requires a Secondary School Report.

Female  
 Male

Legal Name Markowitz Stephen  Female  
Last/Family/Sur (Enter name exactly as it appears on official documents.) First/Given Middle (complete) Jr., etc.

Birth Date 03/26/1993 Social Security # \_\_\_\_\_  
mm/dd/yyyy (Optional)

Address 5661 Hidden Creek Ln Cincinnati OH USA 45236  
Number & Street Apartment # City/Town State/Province Country ZIP/Postal Code

School you now attend Hillmore High School CEEB/ACT Code 361003

**Current year courses—please indicate title, level (AP, IB, advanced honors, etc.) and credit value of all courses you are taking this year. Indicate quarter classes taken in the same semester on the appropriate semester line.**

First Semester/Trimester	Second Semester/Trimester	Third Trimester <small>(if additional first/second/term courses it would follow in order)</small>
AP English Literature	AP English Literature	AP English Literature
AP Government and Politics: US	AP Government and Politics: US	AP Government and Politics
Calculus	Calculus	Calculus
Honors Latin IV	Honors Latin IV	Honors Latin IV
Journalism	Journalism	Journalism
Painting II	Painting II	Painting II
Computer Programming	Computer Programming	Computer Programming

**IMPORTANT PRIVACY NOTE:** By signing this form, I authorize all schools that I have attended to release all requested records covered under the Federal Educational Rights and Privacy Act (FERPA) so that my application may be reviewed by the Common Application member institution(s) to which I am applying. I further authorize the admission officers reviewing my application, including seasonal staff employed for the sole purpose of evaluating applications, to contact officials at my current and former schools should they have questions about the school forms submitted on my behalf.

I understand that under the terms of the FERPA, after I matriculate I will have access to this form and all other recommendations and supporting documents submitted by me and on my behalf, unless at least one of the following is true:

- The institution does not save recommendations post-matriculation (see list at [www.commonapp.org/FERPA](http://www.commonapp.org/FERPA)).
- I waive my right to access below, regardless of the institution to which it is sent:

Yes, I do waive my right to access, and I understand I will never see this form or any other recommendations submitted by me or on my behalf.  
 No, I do *not* waive my right to access, and I may someday choose to see this form or any other recommendations or supporting documents submitted by me or on my behalf to the institution at which I'm enrolling, if that institution saves them after I matriculate.

Required Signature Stephen Markowitz Date 12/15/2010

TO THE SECONDARY SCHOOL COUNSELOR

Attach applicant's official transcript, including courses in progress, a school profile, and transcript legend. (Check transcript copies for readability.) Use both pages to complete your evaluation for this student. **Be sure to sign below.**

Counselor's Name (Mr./Ms./Dr., etc.) Doug Hammey  
Please print or type

Signature Doug Hammey Date 12/15/2010  
mm/dd/yyyy

Title Guidance Counselor School Hillmore High School

School Address Cincinnati OH USA 45236  
City/Town State/Province Country ZIP/Postal Code

Counselor's Telephone (513) 555-5555 Counselor's Fax (513) 555-5555  
Area/Country/City Code Number Ext. Area/Country/City Code Number

Secondary school CEEB/ACT code 361003 Counselor's E-mail dhammey@hhs.edu

**Background Information**

Class rank: DNR Class size: 480 Covering a period from 09/2007 to 09/2010  
(mm/yyyy) (mm/yyyy)

The rank is  weighted  unweighted. How many students share this rank? \_\_\_\_\_

We do not rank. Instead, please indicate quartile \_\_\_\_\_ quintile \_\_\_\_\_ decile 411

Cumulative GPA: 3.56 on a 4.00 scale, covering a period from 09/2007 to 09/2010  
(mm/yyyy) (mm/yyyy)

This GPA is  weighted  unweighted. The school's passing mark is D-

Highest GPA in class 4.350 Graduation date 06/2011  
(mm/dd/yyyy)

Percentage of graduating class immediately attending: 80 four-year 15 two-year institutions

Are classes taken on a block schedule?  Yes  No

Is the applicant an IB Diploma candidate?  Yes  No

If you offer AP courses, do you limit the number a student can take?  Yes  No

How many AP courses does your school offer (in total)? 22

In comparison with other college preparatory students at your school, the applicant's course selection is:

- most demanding
- very demanding
- demanding
- average
- below average

How long have you known this student and in what context? 3 yrs as counselor

What are the first words that come to your mind to describe this student? leader, dedicated

**Ratings** Compared to other students in his or her class year, how do you rate this student in terms of:

No basis	Below average	Average	Good (above average)	Very good (well above average)	Excellent (top 10%)	Outstanding (top 5%)	One of the top few I've encountered (top 1%)
Academic achievement				✓			
Extracurricular accomplishments					✓		
Personal qualities and character					✓		
<b>OVERALL</b>					✓		

**Evaluation** Please write whatever you think is important about this student, including a description of academic, extracurricular, and personal characteristics. We welcome a broad-based assessment that will help us to differentiate this student from others. (Feel free to attach an additional sheet or another reference you may have prepared on behalf of this student.)

① Has the applicant ever been found responsible for a disciplinary violation at your school from 9<sup>th</sup> grade (or the international equivalent) forward, whether related to academic misconduct or behavioral misconduct, that resulted in the applicant's probation, suspension, removal, dismissal, or expulsion from your institution?  Yes  No

② To your knowledge, has the applicant ever been convicted of a misdemeanor, felony, or other crime?  Yes  No

If you answered yes to either or both questions, please attach a separate sheet of paper or use your written recommendation to give the approximate date of each incident and explain the circumstances.

Check here if you would prefer to discuss this applicant over the phone with each admission office.

I recommend this student:  No basis  With reservation  Fairly strongly  Strongly  Enthusiastically

# Hillmore High School

## *Cincinnati, OH*

### *Counselor Recommendation for Stephen Markowitz*

Stephen is a wonderful student, a caring friend to his peers, and a delight to have on campus. He has demonstrated leadership qualities with his involvement in our school newspaper, through the Gay-Straight Alliance on-campus, and in the classroom. Stephen has also shown great maturity in balancing his busy school schedule with his work schedule – his parents own a falafel restaurant and Stephen works considerable hours to help support the family business. He takes great pride in his work and the image he projects in every aspect of his life.

On our school newspaper, *The Chieftain*, Stephen has grown as a role model in positions of increasing responsibility and is now the Co-Editor-in-Chief. His articles usually cover sensitive issues fairly and he has garnered the respect of his peers and faculty alike. The enthusiasm and commitment he brings to his position suggests great leadership potential. Stephen is one of Hillmore's most mature and conscientious editors and reporters; his concern for editorial excellence and his active pursuit of it serves as an example for his peers and ensures the consistent quality of *The Chieftain*. He is, without a doubt, an essential member of the production team and I sense that journalism will undoubtedly be a life-long part of Stephen's learning.

Stephen has taken advantage of Hillmore's curricular offerings by challenging himself in a variety of honors and AP courses. While math and science may not be his favorite courses, he is tenacious and determined to continue to participate and enrich his overall high school experience by taking classes that challenge him. His love of foreign language has fueled his desire to enroll in both Latin here at Hillmore and advanced Hebrew courses at the University of Cincinnati.

Stephen Markowitz will positively impact your campus community, just as he has here at Hillmore. He is well prepared to meet and exceed the challenges of college and will be a wonderful addition to any institution.

Sincerely,



Doug Hammey  
Guidance Counselor  
Hillmore High School

# Hillmore High School

## Cincinnati, Ohio

**Transcript for: Stephen J. Markowitz**

<u>9<sup>th</sup> Grade</u>	<u>1<sup>st</sup></u>	<u>2<sup>nd</sup></u>	<u>3<sup>rd</sup></u>
Honors English	A-	A	A
Modern World History	B+	B+	B+
Geometry	B	A-	B+
Creative Writing	A	A	A
Latin I	B	B+	B
Biology	C+	B-	B
Physical Education	P	P	P

<u>10<sup>th</sup> Grade</u>	<u>1<sup>st</sup></u>	<u>2<sup>nd</sup></u>	<u>3<sup>rd</sup></u>
Honors English	A-	A	A
Medieval History	B+	A-	B+
Algebra II	B	B	B+
Latin II	B+	A-	A-
Chemistry	B-	B	B+
Painting I	B	A	B+
Health	P	P	P

<u>11<sup>th</sup> Grade</u>	<u>1<sup>st</sup></u>	<u>2<sup>nd</sup></u>	<u>3<sup>rd</sup></u>
Honors English	A	A-	A
Honors US History	B-	B	B+
Pre-Calculus	B+	A-	A-
Honors Latin III	B	B+	A-
Physics	B+	A-	A-
Journalism	A-	A-	A-
Physical Education	P	P	P

<u>12<sup>th</sup> Grade</u>	<u>1<sup>st</sup></u>	<u>2<sup>nd</sup></u>	<u>3<sup>rd</sup></u>
AP Literature	B+		
AP Government	A-		
Calculus	B		
Honors Latin IV	B+		
Journalism	A		
Painting II	B		
Computer Programming	A-		

### Standardized Test Scores

#### SAT Reasoning Exam

Mar.	630	Critical Reading
	620	Math
	680	Writing
Oct.	690	Critical Reading
	590	Math
	710	Writing

#### SAT Subject Exams

May	US History	640
	Literature	700
Jun.	Hebrew	800

#### ACT Exam

Apr.	Composite	29
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### Cumulative GPA:

Weighted:	3.564
Unweighted:	3.40

# Hillmore High School

## *Cincinnati, OH*

### *The School and Community*

Hillmore High School offers to all students a strong, comprehensive, college preparatory, academic program. Emphasis is placed on the "core" subject areas of English, mathematics, lab science, social studies, and foreign language. In addition, students are offered a wide array of elective courses, enabling them to broaden their academic experience; art, music, technology, and business classes give students many choices to strengthen their curricular perspectives. Hillmore currently has 2,051 students enrolled, with 480 students in the Class of 2011. The school is located in a residential neighborhood in southeast Cincinnati, OH and reflects a long tradition of support for academic achievement.

Hillmore High School is the recipient of the US Department of Education Award of Excellence and is accredited by the North Central Association of Secondary Schools and the Ohio State Department of Education.

### *Graduation Requirements & the Academic Program*

The typical course load is six to seven courses over three trimesters

English	4 years
Mathematics	3 years
Social Studies (including US History and US Government)	3 years
Lab Science	3 years
Foreign Language	2 years
Languages offered: French, German, Latin, Spanish	
Electives	2 years
Physical Education/Health	2 years
Computer Science/Technology	1 year
Fine and/or Practical Arts	1 year

Students must complete 50 hours of community service during their four-year high school career at Hillmore High School

### *Graduation Data*

80% of graduates enroll in 4-year colleges or universities  
15% of graduates enroll in 2-year colleges

### ***Advanced Placement Courses***

A total of 22 Advanced Placement (AP) courses are taught at Hillmore High School. AP Courses represented the highest level of academic coursework offered in each discipline. The following AP courses are offered each year: AP Art History; AP Biology; AP Calculus AB and AP Calculus BC; AP Chemistry; AP Computer Science; AP English Language and AP English Literature; AP Environmental Science; AP French Language and AP French Literature; AP Latin; AP Macroeconomics and AP Microeconomics; AP Music Theory; AP Physics B and AP Physics C; AP Spanish Language and AP Spanish Literature; AP US Government and Politics; AP US History; AP World History

### ***Advanced Placement Exam Results – 2009***

268 students completed 579 exams – 81% of exams received a score of 3 or higher

### ***Grading System***

The grade-point average (GPA) is computed using trimester grades and includes all courses. Advanced Placement (AP) courses receive an additional quality point in the average.

	<u>Unweighted</u>	<u>AP-weighted</u>	
A (90-100)	4.0	5.0	N=No grade (absences)
B (80-89)	3.0	4.0	P= Pass
C (70-79)	2.0	3.0	W=Withdraw
D (60-69)	1.0	2.0	Y= Audit
F (0-59)	0.0	0.0	

### ***Weighted Grade-point Average Data (after nine trimesters)***

*Hillmore High School does not rank students*

Decile 1	4.350-3.952	Decile 6	2.210-2.871
Decile 2	3.948-3.814	Decile 7	2.865-2.648
Decile 3	3.806-3.609	Decile 8	2.640-2.255
Decile 4	3.605-3.487	Decile 9	2.252-2.123
Decile 5	3.486-2.872	Decile 10	2.120-1.242

### ***SAT I Middle 50% Data for the Class of 2010***

405 students tested

<u>Critical Reading</u>	<u>Mathematical Reasoning</u>	<u>Writing</u>
510-650	520-680	530-690

TO THE APPLICANT

After completing all the relevant questions below, give this form to a teacher who has taught you an **academic** subject (for example, English, foreign language, math, science, or social studies). **If applying via mail**, please also give that teacher stamped envelopes addressed to each institution that requires a Teacher Evaluation.

Legal Name Markowitz Stephen  Female  Male  
Last/Family/Sur (Enter name exactly as it appears on official documents.) First/Given Middle (complete) Jr., etc.

Birth Date 03/26/1993 Social Security # \_\_\_\_\_  
mm/dd/yyyy (Optional)

Address 5661 Hidden Creek Cincinnati OH USA 45236  
Ln Number & Street Apartment # City/Town State/Province Country ZIP/Postal Code

School you now attend Hillmore High School CEEB/ACT Code 361003

**IMPORTANT PRIVACY NOTICE:** Under the terms of the Family Educational Rights and Privacy Act (FERPA), after you matriculate you *will* have access to this form and all other recommendations and supporting documents submitted by you and on your behalf, unless at least one of the following is true:

- The institution does not save recommendations post-matriculation (see list at [www.commonapp.org/FERPA](http://www.commonapp.org/FERPA)).
- You waive your right to access below, regardless of the institution to which it is sent:

Yes, I do waive my right to access, and I understand I will never see this form or any other recommendations submitted by me or on my behalf.

No, I do *not* waive my right to access, and I may someday choose to see this form or any other recommendations or supporting documents submitted by me or on my behalf to the institution at which I'm enrolling, if that institution saves them after I matriculate.

Required Signature Stephen Markowitz Date 12/10/2010

TO THE TEACHER

The Common Application membership finds candid evaluations helpful in choosing from among highly qualified candidates. You are encouraged to keep this form in your private files for use should the student need additional recommendations. Please submit your references promptly, **and remember to sign below.**

Teacher's Name (Mr./Ms./Dr., etc.) Eiona Goodenough Subject Taught Honors English and Chieftan Advisor  
Please print or type

Signature Fiona Goodenough Date 12/10/2010  
mm/dd/yyyy

Secondary School Hillmore High School

School Address 2 Morehills Drive Cincinnati OH USA 45236  
Number & Street City/Town State/Province Country ZIP/Postal Code

Teacher's Telephone (513) 333-3333 Teacher's E-mail fgoodenough@hhs.edu  
Area/Country/City Code Number Ext.

Background Information

How long have you known this student and in what context? 1 year as his English teacher, 4 years as his journalism advisor

What are the first words that come to your mind to describe this student? generous, kind, intelligent, upstanding

List the courses you have taught this student, noting for each the student's year in school (10<sup>th</sup>, 11<sup>th</sup>, 12<sup>th</sup>; first-year, sophomore; etc.) and the level of course difficulty (AP, IB, accelerated, honors, elective; 100-level, 200-level; etc.).

Honors English, Journalism

**Ratings** Compared to other students in his or her class year, how do you rate this student in terms of:

	No basis	Below average	Average	Good (above average)	Very good (well above average)	Excellent (top 10%)	Outstanding (top 5%)	One of the top few I've encountered (top 1%)
Academic achievement					✓			
Intellectual promise						✓		
Quality of writing						✓		
Creative, original thought						✓		
Productive class discussion						✓		
Respect accorded by faculty						✓		
Disciplined work habits					✓			
Maturity							✓	
Motivation						✓		
Leadership							✓	
Integrity						✓		
Reaction to setbacks					✓			
Concern for others						✓		
Self-confidence						✓		
Initiative, independence						✓		
OVERALL						✓		

**Evaluation** Please write whatever you think is important about this student, including a description of academic and personal characteristics, as demonstrated in your classroom. We welcome information that will help us to differentiate this student from others. (Feel free to attach an additional sheet or another reference you may have prepared on behalf of this student.)

# Hillmore High School

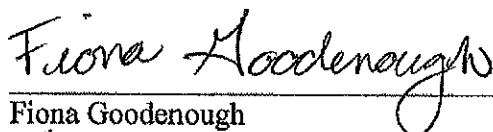
## *Cincinnati, Ohio*

### Teacher Recommendation for Stephen Markowitz

In fifteen years of teaching, I have encountered very few students who have Stephen's gift for writing. Not only is Stephen a "natural," he is a motivated and hardworking student who often can be found burning the midnight oil in the newsroom. Over the course of three years, Stephen has demonstrated a superb ability to delegate; he demands excellence from his staff writers and photographers. However, he does not micromanage them, but allows them the freedom to explore a story on their own. If they miss their deadline, he isn't shy about sharing his disappointment.

I never have to encourage Stephen to explore the many facets of running a successful newspaper. He is always ready and willing to help others with layout, selecting appropriate photographs and advising on "getting the good interview." He is wonderfully adept at taking experiences from his personal life and bringing them to the paper. I am reminded of the time Stephen visited Tender Mercies, the local mission, not to represent the *Chieftain*, but as a volunteer. He was not intent on writing a story, but he was so inspired by the stories of the residents that he returned to write a wonderful three-part piece on homelessness and joblessness in our community.

Stephen has grown tremendously into his current position as co-editor-in-chief. However, he realizes that there is still much to be learned and will greatly benefit from the program offered at your fine institution. I know that he will positively impact not only your campus community, but your classrooms as well. Please accept my strong recommendation on his behalf.



---

Fiona Goodenough

*12<sup>th</sup> Grade English Teacher & Chieftain Advisor*

## ***Interview Notes for Stephen Markowitz***

Stevie is part first generation American; his mother is Israeli and Hebrew is spoken in the home. His main extra curricular activities have been involvement with the school newspaper and Gay Straight Alliance – clearly passions of his. However, his participation in Tender Mercies, a local shelter, has had a significant impact upon him.

Stevie is an outgoing and very personable young man. We spent the entire hour engaged in conversations that ranged from sports to politics (local and global), including the role service plays in his active life. His Israeli background affords him the opportunity to travel to Israel extensively (nearly every summer).

Stevie has sufficiently challenged himself academically at Hillmore High School. When talking about academics, it is clear that languages are another of Stevie's passions. He speaks fluently in Hebrew and is currently learning Latin. (We had a good laugh when I had to dust off my rusty Latin!) He is very interested in the creative writing program at RBU and had some insightful questions about double majoring and study abroad.

Stevie is a great match for RBU.

Regards,

A handwritten signature in cursive script that reads "Oscar Schultz". The signature is written in black ink and is positioned to the right of the typed name.

Oscar Schultz  
Class of '73  
GO RED!