

**FYSM 121:  
Color and Money  
with Professor Jack Dougherty**

<http://commons.trincoll.edu/colorandmoney>

**The College  
Admissions and  
Financial Aid  
Simulation**

## Simulation: Summary of Applicants to The College

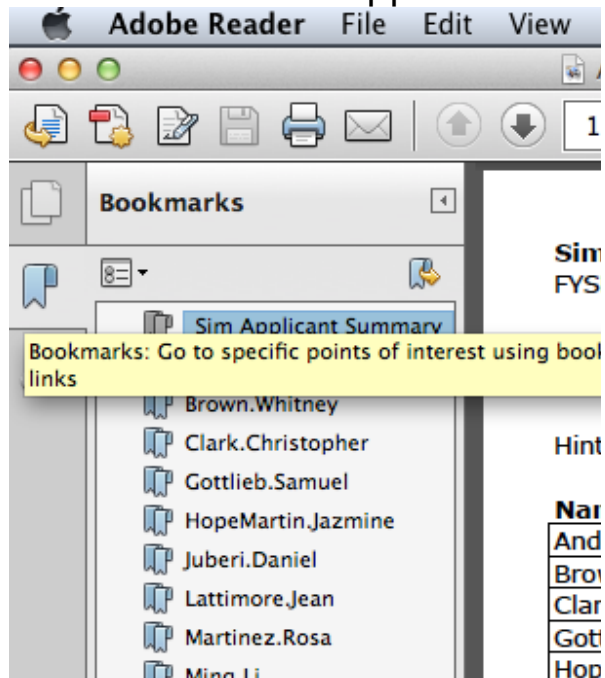
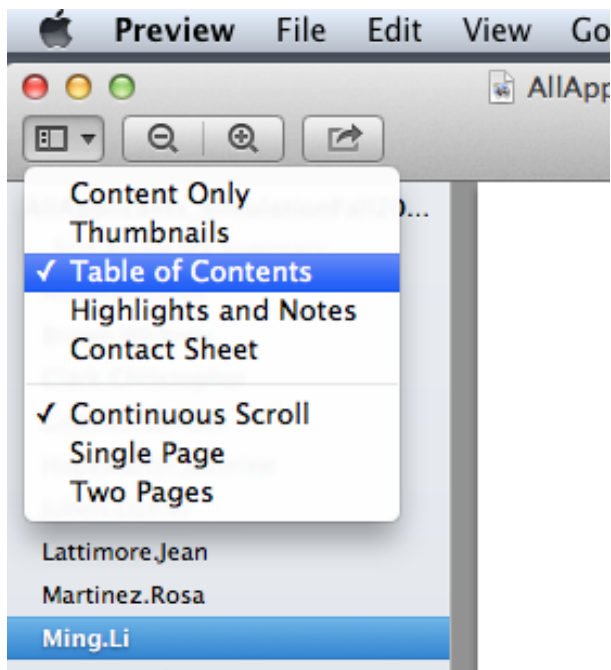
FYSM Color & Money at Trinity College

See also link to spreadsheet at

<http://commons.trincoll.edu/colorandmoney>

Name	School	State
Anderson, Cliff	Civic Aware Pub Magnet	MD
Brown, Whitney	Edina HS	MN
Clark, Christopher	Springfield High	NJ
Gottlieb, Samuel	Chicago Hebrew Acad	IL
Hope-Martin, Jazmine	Cambridge School	MA
Juberi, Daniel	Concord School	MA
Lattimore, Jean	Coos County Reg HS	NH
Martinez, Rosa	Jackson HS	TX
Ming, Li	Fuxing Secondary School	CHINA
Nunes, Paula	Eisenhower HS	NY
Parker, Angelica	Rosedale School	FL
Quinn, Caitlin	Monroe Academy	CA
Rosen, Benjamin	Hall High School	CT
Sparks, Erika	Jefferson HS	CT
Wu, Lisa	Franklin School	PA

Hint: use PDF table of contents or bookmarks to read applicants' file



Name: Cliff Anderson  
High School: Civic Awareness Public Magnet School  
City, State: Baltimore, Maryland  
Ethnicity: African American  
GPA / Rank in Class: 4.2

Standardized Test Scores:

SAT I: V: 640 M: 570 W:620 Total: 1830  
SAT II: LR: 580, MI: 550  
ACT: E: 29 M: 25 R: 29 S: 24 C: 27

AP / IB Exams:

AP US History 3  
AP U.S. Gov. 3  
AP Comp. Gov. 3

Intended Major: Psychology  
Alumni Connections: N/A  
Interview (On Campus X / Alumni    )

Extracurricular Activities:

- Debate Team
  - Captain
- Student Government
  - Vice President
- Gay-Straight Alliance
  - Activities Assistant, Peer Adviser
- “Building with Books”
  - Fundraising Chair
    - Program Goal: Raise funds to build a High School in West Africa
- Varsity Track
- Chess Team
  - Division Champions
- Community Service
  - Logged over 150 Hours / Year (9<sup>th</sup> – 12<sup>th</sup> Grade)
- Peer Jury (Honor Council)
  - Peer Juror

Awards / Honors:

- Advanced Placement Scholar
- “Facing History and Ourselves” Organization
  - Keynote Speaker
- “College Bound Scholarship”
  - Given to 50 students in the entire state

## **Student Transcript**

### **Grade Level: 9**

<u>Course:</u>	<u>Grade:</u>
Survey Literature (Honors)	A
Peer Jury II	P
Topics in Leadership	B
World Studies (Honors)	B
Biology (Honors)	B
Algebra (Honors)	C
Current Events	P
P.E. and Health	A
Spanish (Honors)	B

### **Grade Level: 10**

<u>Course:</u>	<u>Grade:</u>
Amer. Lit. (Honors)	B
Beginning Chess	P
Greenhouse Science	P
AP U.S. History	C
Chemistry (Honors)	C
Geometry (Honors)	C
Spanish (Honors)	B
Beginning Band	B
P.E. / Driver's Ed.	A

### **Grade Level: 11**

<u>Course:</u>	<u>Grade:</u>
British Lit. (Honors)	A
Argument & Debate	A
Consumer Ed	P
AP Gov. and Pol.	A
Physics (Honors)	B
Algebra / Trig (Honors)	B
Spanish (Honors)	A
Art (Honors)	A

### **Grade Level: 12**

<u>Course:</u>	<u>Grade:</u>
AP Lit.	A
Argument & Debate II	A
Psychology (Honors)	B
Astronomy	A
Prep Calculus	B
AP Statistics	C
Spanish (Honors)	B
Music	A

Cum. G.P.A. 4.2 (weighted)

### Guidance Counselor Recommendation:

Cliff is a talented and motivated individual who exhibits his confidence and talents in various ways throughout High School. It has been a pleasure to work with Cliff since his freshman year and to function as his academic counselor for the past two years. He is intelligent, creative, organized, and well-liked by peers. Cliff is generous with his many talents. He exhibits a natural modesty and appetite for life, which contributes to success in everything he does. Cliff sets high standards by taking on rigorous tasks and challenging himself by accepting added responsibilities in school, home, and community involvements.

Despite the rigorous commitment required of students here, Cliff has recognized the importance of a well-rounded education. For him, this has included making contributions through volunteerism, community service and immersing himself in a wide variety of after school activities. Cliff has been able to maintain his high G.P.A. while participating in a plethora of extracurricular activities, sports, leadership class, chess team, debate team, Building with Books, student government, and the African – American Club. Cliff demonstrates responsibility and service to other by working as a Teacher’s Aide and student tutor during the summers – helping other students. Teachers describe him as intelligent, dedicated, sensitive, and hard – working. Cliff is well-liked by his peers and emits a positive energy to those around him. In his zest for knowledge and openness to exploring new learning opportunities, teachers report that Cliff continually takes initiative to creatively seek clarification for questions.

Cliff is one of the school’s most outstanding individuals. The area in which I first encountered Cliff was in a seminar I co-taught on Peer Jury. Cliff demonstrated remarkable commitment and ability to participate in the conflict resolution processes. Cliff’s decision to participate in the peer jury program for several years is reflective of his overall dedication to community service, justice, and non-violence, in ways that help and serve others. He has provided evidence time and again that he has great leadership skills, works well in groups, is an outstanding listener and truly is mastering the team approach. These principles are important to Cliff and reflective of his character and goals.

It would be difficult to find anyone who does not appreciate Cliff. He is a welcoming, open-minded peer and an individual who is equally appreciated by adults. This is an important

statement when you consider the degree of emphasis our school places on diversity. The students here enroll from every community within Baltimore and every economic class and race (the school is approximately 32% Anglo, 30% African American, 30% Latino, and 8% Asian and Other Nationalities). Cliff continually demonstrates high standards of dependability, trustworthiness and respect for everyone. Through his participation and accomplishments in our demanding academic environment and multi-cultural school community, Cliff has developed a strong sense of confidence as a contributing student. This confidence, coupled with his independence, motivation, and dedication, will assist Cliff in continuing to meet his goals.

Cliff is an energetic young man who has proven to be a formidable leader. Cliff is articulate; he treats ideas of others as equal to his; and he is a leader who works for consensus with peers. It has been a pleasure for me to work with Cliff. His commitment to teamwork and ability to work within groups has enhanced his overall success. The strong personal characteristics he has and his energy for hard work will be assets he can rely upon during college. I recommend Cliff as a strong candidate for your institution.

Sincerely,

Guidance Counselor

English Teacher Recommendation:

Dear Sir or Madam,

I know Cliff as a member of the debate team and as a student in my Argumentation and Debate Class last year. Cliff is one of the most dedicated, outstanding debaters I have worked with and it is a pleasure to recommend him for your university.

Cliff joined the debate team with a group of highly curious and motivated students who immediately began to change the culture of debate here (before last year, the debate team never had more than a handful of students). Cliff immediately established himself as a leader on the team, someone other students could turn to with questions or concerns. At the beginning of last year I appointed Development Chair, putting him in charge of training new debaters. In this capacity, he taught two, hour-and-a-half, after school sessions a week, teaching the new debaters, the mechanics and strategy of debate, while also motivating them to become involved. Cliff's work paid off: our novice team was consistently one of the best in the city, with all seven teams breaking at one or more tournaments.

Cliff matched his leadership with considerable success. As a junior-varsity debater two years ago, Cliff advanced to the quarterfinals of two tournaments, and matched those performances with two more quarterfinal appearances last year. This year, he and his partner went 5-2, the best record ever for our school! There is no question that he is one of the finest debaters and that he will certainly compete for this year's state championship.

Cliff's greatest strength as a debater is his writing ability. While most debaters copy their evidence and arguments from institutes, Cliff would look elsewhere for his sources, often spending weekends and breaks at the public library or scrolling through the school's access to Lexus Nexus.

Due to Cliff's leadership and success I asked him to be a co-captain for this year's team and I am pleased to report that even though I have moved on to a different school, the debate team has continued to thrive under Cliff's leadership: a team that had three students when Cliff was a freshmen now stands at 42 members.

It is this drive to succeed in spite of all obstacles that distinguishes Cliff from his peers. I assure you that at your school Cliff will be a leader who will challenge his peers to excel in all areas of campus life. He is too great and asset to pass up.

Sincerely,

English Teacher

### 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 encountered in my career
<input type="checkbox"/> Academic achievement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Intellectual promise	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Quality of writing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Creative, original thought	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Productive class discussion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<input type="checkbox"/> Respect accorded by faculty	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Disciplined work habits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Maturity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Motivation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<input type="checkbox"/> Leadership	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<input type="checkbox"/> Integrity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Reaction to setbacks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<input type="checkbox"/> Concern for others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Self-confidence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Initiative, independence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<input type="checkbox"/> Overall	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

### 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.)

Please See Attached Form

## Personal Essay:

Some people refuse to believe that homosexuality is normal in the world. Instead, homosexuals are ostracized and taunted for openly admitting or displaying their feelings toward someone of the same sex. Most movies, television shows, and advertisements imply heterosexuality. Some conservative politicians and churches assert that same-sex relationships are immoral. Family members of homosexual people plead with them to change their lifestyle, claiming it is just a phase. Many homosexuals, therefore, struggle with affirming their identity in the face of pressure to assimilate. I realized this awful truth during my first two years of high school.

Before I ever thought of disclosing my sexual orientation with my classmates, I faced ignorance, bullying and harassment. Hardly a day went by that I had not heard words like ‘stupid homo’ and ‘faggot’ hurled in my direction as I walked to class. Lacking true friendship, I instead went along as an outsider whenever a random group of friends felt like having me around. Constantly reflecting on my life at school, my parents’ deteriorating relationship, fear of a negative family response because I am gay, and the pressures of performing well in school, I spun into a frenzy of constant distress about my future. I walked through the hallways smiling, though I felt like condensing into a puddle of tears. I knew my world was chaos even though I told people that everything was fine. Inside, I was insecure, though I pretended to be confident. Faced with overwhelming adversity, I fell into a deep hole that led to panic disorder. I was moody, erratic, and often unmotivated as a result of constant anxiety attacks.

My internal struggle continued to churn unrelentingly and, over time, I became weary in thought. During junior year, I was presented the opportunity to participate in a student group reading of “Dreams from My Father” by Senator Barack Obama. It was through reading his story that I found a compass to guide my thinking: “They’re the ones who are making me choose. They’re the ones who are telling me that I can’t be who I am... Don’t you know who I am? I am an individual!” It was at this point in Senator Obama’s young life, after years of disdain about being bi-racial amidst a racially constrained world, that he took a stand against assimilating and affirmed his individuality. Senator Obama’s words resonated within me because they embodied my thoughts. I felt smothered in an environment of ignorance, intolerance, and pressure to assimilate. However, through reading this passage, I realized that I was inflicting pain upon myself by passively agreeing and going through life hiding the person I really am. After critically evaluating the passage, I realized that I would have to take a stand on my own.

My stand started with the realization that I needed counseling to deal with the many issues I faced. During that time, I felt compelled to resist homophobia by being a voice of reason when others scared me. I reached out to my school’s Gay-Straight Alliance and became an advocate for respect of GLBT students on campus. Eventually, the mean-spirited discourse I had endured faded into friendships and mutual understanding. The confidence and motivation I temporarily lost returned with vibrancy. In light of newfound confidence, I faced my worst fear and told my parents that I am gay. They said what I wanted to hear: “It will take time for us to understand, but we love you for who you are.” At that moment, my internal battle ended and I rose victoriously. I rose from the situation a more positive person and a more motivated student; I gained a liberated, resilient spirit. Forever will I live by an affirmation of survival from a Maya Angelou poem: “You may trod me in the very dirt, but still, like dust, I’ll rise.”

## Interview Report



**Trinity College**  
Hartford, Connecticut

Date Fall

Candidate's Name Cliff

(First) (Middle) (Last)

Preferred Name \_\_\_\_\_ ☒ First Year Candidate ☐ Transfer Candidate

High School or College/University Inner City School, Baltimore Maryland

Home Address \_\_\_\_\_

(Street) (City) (State) (Zip)

### Academic:

	no basis for judgement	below average	adequate	good	very good	truly outstanding	
a. achievement					X		a.
b. intellectual ability					X		b.
c. motivation/commitment					X		c.
d. articulateness					X		d.
e. creativity/originality	X						e.
f. depth of ideas					X		f.
g. inquisitiveness					X		g.
h. work habits					X		h.
i. potential					X		i.

**Comments:** Cliff is very strong across the board academically. He is taking all honors courses with a 4.2 G.P.A. He made it a point right off the bat to tell me how proud he is of his school and how challenging it is compared to the other schools in his area. Cliff is interested in a number of areas but mainly focused on law and psycho therapy. During the interview, Cliff was more interested on what Trinity does to help its students after college rather than the academics during the undergraduate period. This showed me that he is very goal and career oriented.

### Extracurricular:

	no basis for judgement	below average	adequate	good	very good	truly outstanding	
a. accomplishments				X			a.
b. depth of involvement				X			b.
c. leadership potential					X		c.
d. potential for contributions at Trinity				X			d.

**Comments:** Cliff's biggest commitment outside of classes is the debate team. He is set on finding an academically challenging school but also wants one with a strong debate team. He is very proud of his work and enjoys traveling nationally for debate competitions. He has even taken it upon himself to mentor and teach the underclassmen his sport. Cliff is also very involved in community service. One of the projects he was most proud of was his work with a group working on sending students to Mali to promote literacy.

### Personal:

	no basis for judgement	below average	adequate	good	very good	truly outstanding	
a. personal qualities				X			a.
b. social maturity					X		b.
c. energy and initiative				X			c.
d. self-confidence					X		d.
e. self expression					X		e.

**Comments:** For Cliff, ethnic diversity is a big issue. He comes from a school where the students are 60% minority, 40% Caucasian.

### Overall:

	no basis for judgement	below average	adequate	good	very good	truly outstanding
Overall assessment					X	

Turn the page over.

**Other:****a. other colleges candidate is considering:**  
\_\_\_\_\_**b. level of candidate's interest in Trinity:**  
\_\_\_\_\_**Summary comments:**

Academically, I see Cliff doing fine here. He is a very hard worker as evident by his course load and grades. His average ACT score of 27 shouldn't be anything to worry about. He is a highly motivated student when it comes to post-grad work and he seems to be the type to take advantage of every internship possibility thrown at him. Outside the classroom, I am not so sure that we will be able to fulfill his needs as far as a debate team but we certainly fulfill them with respect to community service. What made a lasting impression on me was his concern with diversity and community relations. Cliff has absolutely no tolerance for intolerance and will be a great presence to have on our campus as far as multicultural programs go. Cliff however does have a very strong personality which may lead him to rub a few people the wrong way inside and outside the classroom.

Make a positive prediction about this student's experience at Trinity: Cliff is a bright student who knows exactly what he is looking for. I see Cliff making a huge impact on our school with respect to diversity awareness and multicultural programs.

\_\_\_\_\_

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**Interviewer Information**Interviewer's Name: \_\_\_\_\_  
(First) (Middle) (Last)Please check appropriate box: ☐ Admissions Staff ☒ Student Admissions Associate ☐ Alumni Interviewer**If you are an alumni interviewer, please complete the following:**

Name: \_\_\_\_\_

Year of Graduation: \_\_\_\_\_

Company Name: \_\_\_\_\_

Home Address: \_\_\_\_\_  
(Street)Business Address: \_\_\_\_\_  
(Street)

(City) (State) (Zip)

(City) (State) (Zip)

Home Phone: ( ) \_\_\_\_\_

Business Phone: ( ) \_\_\_\_\_

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**For Admissions Office Use Only**

Academic

Activity

Personal

Overall

Name: Whitney Brown  
High School: Edina High School  
City, State: Edina, MN  
Ethnicity: [blank]  
GPA / Rank in Class: 3.6

Standardized Test Scores:

SAT I: V: 640 M: 650 W: 650 TOTAL: 1940  
SATII: N/A  
ACT: E: 25 M: 32 R: 23 S: 26 C: 27 W: 26  
AP / IB Exams: N/A

Intended Major: Chemistry  
Alumni Connections: N/A  
Interview (On Campus \_\_\_ / Alumni \_\_\_)

Extracurricular Activities:

- Varsity Girl's Ice Hockey (9<sup>th</sup> – 11<sup>th</sup> Grade)
- Children's Hospital volunteer
- Sunday School Teacher (9<sup>th</sup> – 12<sup>th</sup> Grade)

Awards / Honors:

- Edina High School, Most Valuable Female Athlete
- Mustang Award
  - Awarded to a female athlete who demonstrates the highest level of academic excellence and community service

## Student Transcript

### **Grade Level: 9**

<u>Course:</u>	<u>Grade:</u>
Advanced Algebra II	B+
Beginning Chemistry	A-
Freshman English	B
Painting I	A
Health	A-
Spanish I	B+
Film	B+
World Civilization	B-

### **Grade Level: 10**

<u>Course:</u>	<u>Grade:</u>
Beginning Ceramics	A
Biology	A
Modern World History	B
Sophomore English	B+
Spanish II	A-
Psychology	A-
Painting II	A
Health II	A

### **Grade Level: 11**

<u>Course:</u>	<u>Grade:</u>
American Literature	B+
Chemistry	A
Constitutional Law	B+
Pre-Calculus	A-
Spanish III	A-
US History	A-
Physics	B
Health III	B

### **Grade Level: 12**

<u>Course:</u>	<u>Grade:</u>
AP Calculus	B
AP Literature	B-
AP Physics	A-
African-Am History	A
Spanish IV	B
Health IV	A-
Anatomy and Phys.	B
Music	B

Cum. G.P.A. 3.6

Guidance Counselor Recommendation:

A young woman of fine character, Whitney was a great addition to her class in ninth grade. She came from her city neighborhood to our suburban school, where many of the students have grown up together, and she immediately made close friends and impressed her teachers with drive to do well in her classes. These qualities have been hallmarks for Whitney, as she is the consummate student – always willing to learn more and to give more effort.

Faculty and coaches see these qualities in her performance as well. She has earned the “Mustanger” award for best effort and enthusiasm in athletics as well as the Service Award for her junior year devotion to service at school. Whitney also does a tremendous amount of service outside of our school as well, contributing up to eight hours a week at the Children’s Hospital in Minneapolis, where she resides.

Academically, Whitney has been a very strong student in a tough curriculum. In a very recent comment from her AP Physics instructor, her teacher writes, “Whitney is earning and A- through sheer effort and determination to understand all the concepts in class. She is excellent at group work, where I can see her natural leadership organize the other students and help them process the information with her.” In her African American history class, her instructor added, “Whitney is prepared every day and she is an active participant in class. She takes care in her writing and gives her best effort to reviewing and rewriting her work. She is a joy to have in this class.”

As a key member of the girls’ ice hockey team, Whitney learned some important lifelong lessons. In her junior year, Whitney confronted a coach on his rude behavior and the resulting dispute left her confused and angry. She sought faculty help – in an effort to keep her parents from getting involved in the situation, and she handled the lack of professionalism by the coach in an incredibly thoughtful manner. This event developed two perspectives for Whitney. One was that she was capable of confronting even the most problematic adults with skill and maturity. The other was that hockey was not as important to her as she had once thought. At the end of that season, she left the team, then delved into service and other aspects of her talents and she has emerged as a student with many solid strengths.

We give Whitney our very strong support in her application to your institution. She is a wonderful young woman who carries herself with dignity and she will be an excellent addition to your campus.

Sincerely,

Guidance Counselor

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Teacher Recommendation:

To Whom It May Concern:

I am writing on behalf of Whitney, a senior who is applying for admission to your university.

Whitney was in my Pre-Calculus and Discrete Math (PDM) course as a junior. Since this course is designed as the fourth course in our sequence, Whitney was considered accelerated in math. Whitney was one of the most pleasant and respectful students with whom to work. She was always focused during discussions, she asked very good questions when the material seemed difficult to her, and she volunteered to answer questions whenever she felt comfortable to do so. In addition, Whitney used class time better than any student I've taught in the past. Many times with only a few minutes left in class after a discussion, she would open her text and start working on homework problems. I found that extremely impressive! Whitney also made a good use of her time outside of class by coming in during our tutorial period whenever she felt she needed extra help on difficult problems.

In addition to Whitney's outstanding study and work habits, she is a very respectful and polite person. She always asked for permission as to whether she could come in for extra help, and she would exercise patience by waiting her turn without complaint when other students asked for help. To top things off, she ended each session with a genuine thank you.

Whitney has balanced her academics and extracurricular activities well, by earning good grades while playing hockey. I also discovered that she continued her Community Service Project (working at a Children's Hospital) beyond the school year, and that she helps to teach Sunday School at her church in Minneapolis. These activities are quite in line with what I would expect from such a mature and caring person as Whitney.

Whitney's academic strengths, strong work habits, excellent attitude and respect for others, and well-balanced and healthy lifestyle will enable her to perform extremely well at the university level. I strongly recommend Whitney for admission to your school.

Sincerely,

Math Teacher

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Teacher Recommendation:

To Whom It May Concern:

Whitney took my chemistry class last year. As the year progressed, she moved from a position of hesitancy about her ability to do the subject well to one of confidence that moved her right to the top of the class. It was her willingness to work hard and seek help that propelled her to the top.

In the laboratory, Whitney worked well, both independently and with others. When doing experiments, she was an integral member of her lab group because she always prepared with a fully-developed pre-lab write up, took initiative as the work progressed, approached every experiment seriously, and followed through on the post-lab analysis after collecting data. In addition, her laboratory reports were well written and showed a depth of thought.

During class discussions, Whitney often shared excellent insights into the material. It was rewarding for me when she came in during tutorial periods and before school to discuss ideas as she delved deeply into each topic that we studied. Through those conversations I got to know Whitney quite well. I was impressed with how much she started to enjoy the subject as she realized her talents in chemistry. I also was impressed with her determination to fully understand the ideas I was presenting. Whitney expressed how she felt about the subject in an email to me: “Chemistry was my favorite science class that I have taken thus far. Since I enjoy science, it was easy for me to focus on chemistry and do the best I could. There were times that I struggled to fully understand the material; however, I would always come in for help so that I would understand what we were doing. This is partially how I was able to be successful in the course as I was.”

While Whitney did very well throughout the year in chemistry, it was on the six-week research project at the end of the year where she truly distinguished herself. She and her laboratory partner chose a project that previous students had not researched in the past – they decided to study anthocyanin pigments in fruit juices. To do that, they developed a protocol using column chromatography – another first in my class. The level of sophistication and rigor of their project was on par with projects that my advanced science research students are doing at local universities. I was impressed with the detail and thought that she put into protocol and the project was outstanding and included background citations on anthocyanin research from professional publications. In addition, the presentation that she made to the class on her project was clear and well thought out. Her ability to present such sophisticated concepts to her peers was impressive and spoke to her full understanding of the science behind her project.

This year, Whitney is taking AP Physics. As in chemistry, she is working hard to achieve success. She seeks help often when she does not understand the material. Her teacher said that she struggled a bit at first and is now finding her way. Both he and she are pleased with her progress. As the year progresses, I predict that she will find the same kind of success that she did in chemistry.

Whitney is one of the most dependable, self-motivated students I have taught. She has a great deal of talent in the area of science and works hard to realize that talent. I recommend that you accept Whitney; you cannot go wrong with her!

Sincerely,

Science Department Chair

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Personal Essay:

Riding the bus to my first day of volunteering at the Children’s Hospital in Minneapolis, I was excited, yet surprisingly nervous. I did not know what to expect. I was thinking it would be fun making the children’s day better by spending time with them, but I was not sure. I first visited a seven-year-old with cancer. He was so excited that I was there to hang out with him and wanted to go to the playroom. His nurse said he could go, but he would have to wear a mask. Suddenly

his mood changed: he no longer wanted to go. When I said that I would also wear a mask, he turned to me and said, “Well, you aren’t like me; you aren’t sick like me.” His statement hit me hard. I had not expected that a seven-year-old would be thinking this way. On my first day I realized my time spent volunteering was going to be much more than just making a child’s day by providing company. Instead, each child I encountered was going to teach me something important about life.

From the time I was young, I have always loved to help other people. In fact, the topic of my kindergarten conference was how I wanted my teacher’s job. I would do my work rapidly, so I could help my peers. By the time I entered middle school, I was passionate about helping my peers who were physically or mentally disabled and spent much of my free time working with them. Along with helping those with disabilities, I loved taking care of young children. When my parents moved me from my city school to Edina High School, I became more experienced in getting along with people whose background was different from mine. Although I have to wake up early to ride the bus across town, it’s been a rewarding experience.

In school, I enjoyed and excelled at math and science, and I knew when I got older I wanted to be a doctor, more specifically a pediatrician, so that I could always work with children. Last year I was able to start volunteering at Children’s Hospital where I have had the opportunity to interact with the patients as well as to gain insight into working in a hospital entails. Volunteering at Children’s Hospital is showing me what it is like to work on the floors of a hospital, but I am gaining much more from my experiences there. While hospitals may make some people uncomfortable, I find myself at ease and value my time spent there with the patients. When I go, I can tell by the smiles on the children’s faces that they enjoy my company. However, more times than not, I feel that I am getting even more out of my visits than the children are. By being able to visit and play with the children, each child shows me how precious life is and how we all need to value our health. These children have enhanced my desire to one day help and take care of children who are injured and ill.

Name: Christopher Clark  
High School: Madison High School  
City, State: Springfield, NJ  
Ethnicity: Caucasian  
GPA / Rank in Class: Top 25%

Standardized Test Scores:

SAT I: V:580 M: 650 W: 610 TOTAL: 1840  
SATII: EB: 660, M1: 680, PH: 660  
ACT: E: 26 M: 28 R: 29 S: 36 C: 30  
AP / IB Exams: N/A

Intended Major: Engineering  
Alumni Connections: N/A  
Interview (On Campus X / Alumni    )

Extracurricular Activities:

- Swim Team
  - Captain (11<sup>th</sup> and 12<sup>th</sup> Grade)
  - Most Valuable Player (10<sup>th</sup> and 12<sup>th</sup> Grade)
  - Most Dedicated Swimmer (12<sup>th</sup> Grade)
  - 2<sup>nd</sup> place 200 free relay
  - 3<sup>rd</sup> Team All County Honors
- Latin Club
- Church Youth Ministry

Awards / Honors:

- New Jersey *Boys State* representative
- 4 years Honor Roll

## **Student Transcript**

### **Grade Level: 9**

<u>Course:</u>	<u>Grade:</u>
Geophysics	B
Algebra II (Honors)	B-
Geometry	B-
Latin	A-
Broadcast RA	B
Health	A
English	B
World History	B

### **Grade Level: 10**

<u>Course:</u>	<u>Grade:</u>
English II (Honors)	B-
AP U.S. History	C
Pre-Calculus (Honors)	B-
Latin 2	B
Draft Design	A
Health II	A
Biology	A-
Information Tech	A

### **Grade Level: 11**

<u>Course:</u>	<u>Grade:</u>
English III (Honors)	B+
US History	A
Chemistry	A-
Physics	B
AP Calculus	B+
Latin Prose and Poetry	A-
Music	A+
Health III	B

### **Grade Level: 12**

<u>Course:</u>	<u>Grade:</u>
English IV (Honors)	A+
AP Physics	B-
AP Statistics	C+
Draft Design	B+
Graphic Design	A-
Health IV	B+
Anatomy and Phys.	A-

Cum. G.P.A. 3.8 (weighted)

#### Guidance Counselor Recommendation:

It is an honor to write this recommendation on behalf of Christopher. Academically, he has immersed himself in a wide array of challenging AP and honor courses. He has met the rigors of each course with extreme hard work and dedication. This perseverance is quite obvious when looking at his grades and the honors received for his academic performance. He has been on the school's Honor Roll all four years. The fruits of his hard work have placed him in the 3<sup>rd</sup> decile of an extremely competitive senior class. Chris is willing to continually accept challenges and often exceeds expectations. An example is when he faced the challenge of taking Latin at the high school level. Through perseverance and improved study skills he has increased his confidence and ability to be successful in this area. Chris is goal-oriented, focused, and prepared to pursue a challenging college program.

Chris has been successful outside of the classroom as well. He has been on the Varsity Swim team and has excelled all four years of high school. His success and distinguished leadership on the swim team have resulted in his being named Varsity Swim Team Captain. He has thoroughly enjoyed his swimming experience while he has realized his leadership skills. It is quite clear that Chris's outstanding scholastic record and his perennial success on the swim team have resulted from a profound desire to succeed and be the best he can be.

Chris has also demonstrated leadership by serving as a Youth Minister in his church community. Through this ministry, he has participated for two summers in a volunteer trip to refurbish and rebuild houses for the underprivileged in Appalachia. He has also served as a volunteer at a local hospital for three years. Chris was extremely honored to have been selected to participate in New Jersey Boys State. Where he was elected city police chief and county sheriff. He has also been actively involved with the school's Latin club where he shares his passion for Latin.

I have no doubt Chris will excel at your institution. He is intelligent, hard working, responsible and has a strong sense of direction. I confidently give him the highest recommendation knowing he will be successful.

Sincerely,

Guidance Counselor

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#### Teacher Recommendation:

To Whom It May Concern:

It is my pleasure to recommend Chris for entrance into your school's freshman class. Chris has been a remarkable student, whom I can rely on to do first class work at all times.

Chris was a student in my Multimedia class. He learned how to use 3-Dimensional software, Carrera Studio, and transformed this learning into creating a marvelous project, which took over 4 hours to render on the computer! Chris spent a great deal of time on this project; coming in

during his lunch period to continue the work. His tenacity paid off with an outstanding project. The final product was beyond my expectations and he was very proud of his work.

Initially, one might think that Chris is shy. However, once he is comfortable in a group setting, he opens up and shares his thoughts with others. As a teacher, I see Chris as a polite, bright, and steadfast individual. When I observe Chris with his peers, he is well liked and respected. Younger students look up to Chris as a mentor and role model.

Talk about a risk-taker! Chris is one of twenty-three other students, who had the courage and foresight to enter the first four year class in a new science program! Chris recognized the many benefits this program would offer him. He has taken advantage of many of the opportunities that have been made available: attending open heart surgery at the hospital, presenting the Academy to eighth graders in an assembly, and utilizing the skills and suggestions of his Pfizer mentor.

Coping with disappointment is difficult. Chris's application to become a Peer Leader was turned down. He approached the advisor of the Peer Leader group and asked why his application had been turned down. He later told me that he really wanted to become a Peer Leader and was very disappointed he was not selected. Chris came to terms with this decision and "moved on." I feel he demonstrated maturity in his acceptance of this disappointment and he did "move on." He volunteered to become a mentor in two incoming ninth grade Science Academy students.

In my memories Chris will always be my guitar-playing and graphic designing young student. His patience and diligence in working on his graphic design project is an indication of how he approaches challenges in his life. Chris will be remembered by me for these splendid qualities. I feel that he will be a successful student at your institution.

Sincerely,

Science Teacher

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## 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 encountered in my career
<input type="checkbox"/>	Academic achievement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Intellectual promise	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<del>Quality of writing</del>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Creative, original thought	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<del>Productive class discussion</del>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Respect accorded by faculty	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Disciplined work habits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Maturity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Motivation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<del>Leadership</del>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Integrity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Reaction to setbacks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Concern for others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Self-confidence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Initiative, independence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Overall	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Personal Essay:

The single most important influence in my life has been my dad, although I wouldn't come to realize it until a few years ago. My dad was an outstanding athlete as a child, and was recruited heavily to play basketball and baseball at a Division 1 college. You might think that I would have followed his footsteps, excelling at every team sport under the sun. It wasn't like that at all.

Starting from about age 5, my dad signed me up for every sport imaginable. The list of sports I have tried in my life include baseball, basketball, ice hockey, roller hockey, soccer, and karate. I'm sure there are a few I have forgotten. Looking back, of course, I never enjoyed these sports. I also knew I was not very good at most of them. I willing went along, because my dad encouraged me, and told me that I was good at them. As baseball was my dad's sport of choice, that of course was the hardest one to quit. Eventually, one by one, the other sports fell by the wayside. I even gave basketball a shot for three years as my dad was the coach. I was relieved when it was finally over. Let me also mention that at age 10, there was extreme peer pressure for boys to play aggressive team sports like baseball, soccer, and basketball.

The something amazing happened. I always loved to swim, even as a small child I could spend hours in the water. The peace and happiness I found when in the water was fulfilling to me as my dad pitching a no-hitter. At this time, I was the only boy in my class who was going to swim competitively. But, I didn't care. I was happy. I started with the local summer swim team, found I was actually good at it, and then moved to a local YMCA swim team. From then I moved on to

an elite club swim team, and have focused on swimming in college as my main goal. Along the way, my dad encouraged me, never once disappointed that I wasn't following in "his" sport.

Dealing with the intense training six days a week isn't always easy. But my dad can relate. He knows what I am going through and he helps me when I have a tough day at practice. When I am using what I think is all my energy during training, I hear him telling me that if I push myself I will see results. And when it comes to swim meets, his advice keeps me going, "Stay long in the water, reach and pull as much as you can, and keep kicking all the way to the finish." When I stand on the block before each race I focus, think positively, and remember his words. Every time I finish a race I hear from my coaches what I need to improve on. But what's really important to me are the words I will hear from my dad, who never misses a swim meet. I know it sounds cliché to list one of your parents as an influence in your life, but I know I never would have discovered swimming if not for his encouragement. I am glad I have made him proud, because I couldn't have done it without him.

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## Interview Report



**Trinity College**  
Hartford, Connecticut

Candidate's Name Chris Date Fall  
(First) (Middle) (Last)  
Preferred Name \_\_\_\_\_ ☒ First Year Candidate ☐ Transfer Candidate  
High School or College/University Madison High School  
Home Address \_\_\_\_\_  
(Street)  
\_\_\_\_\_  
(City) (State) (Zip)

### Academic:

	no basis for judgement	below average	adequate	good	very good	truly outstanding	
a. achievement				X			a.
b. intellectual ability				X			b.
c. motivation/commitment				X			c.
d. articulateness			X				d.
e. creativity/originality			X				e.
f. depth of ideas			X				f.
g. inquisitiveness				X			g.
h. work habits			X				h.
i. potential				X			i.

**Comments:** Chris definitely favors the Math and Science fields over the humanities. His broad scores are good in those areas and he is interested in the Engineering program at Trinity. His favorite subject is physics and while he said he isn't as strong in the humanities, he did say that his World Literature class was really fun. While he is focused on engineering, it seems like he has an open mind toward academics.

### Extracurricular:

	no basis for judgement	below average	adequate	good	very good	truly outstanding	
a. accomplishments					X		a.
b. depth of involvement					X		b.
c. leadership potential					X		c.
d. potential for contributions at Trinity					X		d.

**Comments:** Chris's main activity is swimming which he is very serious about and has been doing since a young age. He is on the school team and a travel team. He also plays golf for his high school and has spent time volunteering at a local hospital. One thing that impressed me while he has this strong passion and talent for swimming, he keeps himself open to other activities, which is promising for his involvement at Trinity.

### Personal:

	no basis for judgement	below average	adequate	good	very good	truly outstanding	
a. personal qualities					X		a.
b. social maturity					X		b.
c. energy and initiative				X			c.
d. self-confidence					X		d.
e. self expression			X				e.

**Comments:** Very confident and at ease in our conversation, Chris was fun to talk to and get to know. He has a down to earth nature and I think other students would find refreshing. He also seems very open minded, citing the diversity at his high school as one of his favorite things about it. I think he would be a positive contribution to the social climate at Trinity.

### Overall:

	no basis for judgement	below average	adequate	good	very good	truly outstanding
Overall assessment				X		

Turn the page over.

**Other:**

a. other colleges candidate is considering: Loyola, Cornell, TCNJ

b. level of candidate's interest in Trinity: medium

**Summary comments:** Chris said that in his college search, size doesn't matter. He is looking for a place where he can study Engineering and swim. He was very interested in the 5-year engineering program at Trinity and seemed to have really done his homework on it. Swimming takes up a lot of his time and it seems to be a true passion of his. Overall, Chris seems like a pretty directed kid. While he is very interested in the sciences, I think his writing gets sacrificed. He said he isn't very creative and into English. The longest paper he has written was Sophomore year when he wrote a ten page research paper for his History class on the Author of *The Last of the Mohegans*. I worry that he might struggle a bit in the humanities. However, I really enjoyed talking to him and I think he would be a great person to live on a residence hall with. I think professors would appreciate his dedication and students would enjoy his outgoing, casual nature.

Make a positive prediction about this student's experience at Trinity: Chris would be on the Swim team and do the RPI Engineering Program.

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**Interviewer Information**

Interviewer's Name: \_\_\_\_\_  
(First) (Middle) (Last)

Please check appropriate box: ☒ Admissions Staff ☐ Student Admissions Associate ☐ Alumni Interviewer

If you are an alumni interviewer, please complete the following:

Name: \_\_\_\_\_

Year of Graduation: \_\_\_\_\_

Company Name: \_\_\_\_\_

Home Address: \_\_\_\_\_  
(Street)

Business Address: \_\_\_\_\_  
(Street)

(City) (State) (Zip)

(City) (State) (Zip)

Home Phone: ( )

Business Phone: ( )

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**For Admissions Office Use Only**

Academic

Activity

Personal

Overall

Name: Samuel Gottlieb  
High School: Chicago Hebrew Academy  
City, State: Chicago, IL  
Ethnicity: Caucasian  
GPA / Rank in Class: Top 8%

Standardized Test Scores:

SAT I: N/A  
SATII: N/A  
ACT: E: 26, M: 24, R: 27, S:24, C:26, W: 25  
AP / IB Exams: N/A

Intended Major: International Studies  
Alumni Connections: N/A  
Interview (On Campus \_\_\_ / Alumni \_\_\_ ) N/A

Extracurricular Activities:

- Varsity Basketball
  - Captain
- Varsity Soccer
  - Captain
- Varsity Lacrosse
  - Team Manager
- Student Government
  - Class Representative
- Student Activism and Awareness (SAA)
  - Founder and President
- Weekly School Newspaper Columnist
  - Sports Writer

Awards / Honors:

- Community Service Award
- Harvard Book Award
- Principal's *Student Leadership Award*

### Student Transcript

#### **Grade Level: 9**

<u>Course:</u>	<u>Grade:</u>
English I (Honors)	B+
Western Civilization	A-
Physics	A-
Hebrew (Honors)	A
Biblical Literature	A
Rabbinic Literature	A-
Jewish Thought	P
Ceramics	B

#### **Grade Level: 11**

<u>Course:</u>	<u>Grade:</u>
American Literature	B+
Statistics	A-
Pre-Calculus	B+
AP US History	A-
Biology	A
Hebrew III	A
Biblical Literature	A
Rabbinic Literature	A+

Cum. G.P.A. 3.8

#### **Grade Level: 10**

<u>Course:</u>	<u>Grade:</u>
British Literature (Honors)	B+
Geometry	A-
Modern European History	A-
Chemistry	A
Hebrew II	A
Biblical Literature II	A
Rabbinic Literature II	A+
Athletics – Yoga	P

#### **Grade Level: 12**

<u>Course:</u>	<u>Grade:</u>
English (Heroes)	B+
History (Government)	A-
Bio. Basis of Behavior	A
Computer Science	A-
Hebrew IV	A
Comparative Religion	A-
Biblical Literature	A
Rabbinic Literature	A

## Guidance Counselor Recommendation:

### To Whom It May Concern:

Towards the end of their junior year, we counselors distribute long questionnaires to our counselees; their filling them out is the first step toward defining themselves and their college goals. One of the questions is, "Describe yourself as a student." Sam wrote, "I am a student who loves to learn and I think that is evident to all of my teachers. I am not fixated on grades like many high school juniors. I learn for the sake of learning. I learn to feed my brain." Sam is a student with a big appetite – for the academic, the athletic, and the experimental. He has not taken the most demanding course load possible (he did take AP U.S. History and excelled); however, he has given his all in his classes in this dual curriculum school and invested himself beyond the classroom in outstanding ways. His teachers are full of praise for his intellect, energy and character. His 11<sup>th</sup> grade English teacher describes him as a remarkable essayist, who gained more and more fluency in analytical writing over the course of the year. His 11<sup>th</sup> grade History teacher praised his trademark passion that energizes those around him and leads to deep and thoughtful discussion on complex historical-political issues. In biology, he demonstrated a sincere quest for knowledge and understanding, had a major positive impact on the class culture, and clearly appreciated the opportunity to learn. In Hebrew, he pursues learning with enthusiasm and care; he is fearless in his speaking and has an ease with spoken language that is both enviable and an inspiration to other students; he takes admirable risks in his writing, determined to convey sophisticated ideas. He is the mainstay of discussion in Rabbinic literature, regularly sharing his well-considered and strongly held opinions. In fine, Sam is an enthusiastic, engaged, and highly motivated student; an outstanding conversationalist and consistent leader in discussion; and an incisive and profound thinker.

Sam came to this pluralistic Jewish day school with next to nothing in Hebrew skills or knowledge of the Torah or Rabbinic writings. He took up the challenge of three new major subjects, absorbing an impressive amount of Hebrew in his three plus years and achieving excellent results in his Jewish studies classes. He did come into our school ready to be a leader and was elected class representative. He did superb work and was very well thought of by both peers and faculty. In fact, because of his positive contributions to the climate of the school community, the administration invited him to participate on a committee devoted to student life.

Sam also came with a strong sense of himself as an athlete: he made both the varsity soccer and basketball teams in the 9<sup>th</sup> grade. Although our school does not tend to give individual athletic awards, Sam was named most aggressive player in both the 9<sup>th</sup> and 10<sup>th</sup> grades. Unfortunately in 10<sup>th</sup> grade, he was injured during a soccer game, tearing ligaments in his ankle. He handled the difficulties surrounding his subsequent ankle surgery and physical therapy with great courage: from being a phenomenal player, he had to get use to being just a good one; he played all through 11<sup>th</sup> grade with no intact ligaments and a muscular imbalance in his hips as a result of the surgery on his ankle. At the end of the year, he has an award named after him, the Samuel Prize for Dedication and Persistence. This year, Sam is one of the co-captains for the varsity soccer team, which has advanced for the first time in school history.

His 10<sup>th</sup> grade English teacher writes that Sam's paper on Stevie Smith's "Not Waving but Drowning" revealed much about his awareness of others' pain and his own caring and kindness for those who are suffering. While he was in part drawing from his own adversity, his awareness of others is one of his trademarks. His passionate, caring a determined character has led him to be actively involved in extra-curricular activities that are challenging and socially purposeful. For Exploration Week in his junior year, he chose to go to Mexico to participate in a project sponsored by the American Jewish World Service (AJWS) to help a small, impoverished community create an eco-tourism site for people to experience ancient Mayan life. In practice, this helping came down to collecting, chipping, and laying a limestone pavement. The work was gritty and grueling. The ten students and two faculty members lived with the village families in their houses built of wood and rice bags. They intensely discussed the complex issues of poverty and globalization.

When Sam returned, he knew that he couldn't let that experience merely become a memory; he wanted and needed to act on what he had learned and bring more awareness to school of world crises such as Darfur (he attended the Darfur rallies in Washington and New York). He therefore created a new student organization, STA (Students Taking Action), which has quickly grown to be one of the most popular clubs at school (60 students are involved, out of a population of 300). He even contacted the director of AJWS, for guidance, and received a personal reply. STA has launched a drive to collect stuffed animals and toys to give a camping association for underprivileged children; it is also collecting clothes and shoes to give to AIDS victims in Zimbabwe and raising money for research into a rare blood condition. Sam's goal for STA is to educate his peers on global issues and challenge them both to take action to fight the wrongs in our world.

Sam is positive, hardworking, motivated, funny, optimistic and very attuned to the needs of others. His enthusiasm and passion are contagious. He is interested in psychology, anthropology, and physical therapy, community service, globalization, and political activism. To all those he will bring energy and commitment. He is a young man with tremendous potential and drive, strong intellect, and a sensitive awareness of those around him. He learns to feed his brain and to be able to give of himself in the most effective ways. I recommend him unreservedly and wholeheartedly.

Sincerely,

Guidance Counselor

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History Teacher Recommendation:

I am writing to recommend Sam. He was a student in my 11<sup>th</sup> grade AP American history class and is a student in my 12<sup>th</sup> grade U.S. Government elective this year. Also, I had the privilege to be his coach on the varsity basketball team. Through my interactions with him both inside and outside the classroom, I have had the pleasure of knowing a student who exhibits undaunted courage, prophetic passion, and a commitment to social justice.

In sports and academics, Sam has demonstrated undaunted courage. I first met Sam as his basketball coach during his freshman year. He distinguished himself as an unusually self-confident and driven young man. His confidence and tenacity contributed to his athletic success, particularly on the soccer field. Unfortunately, Sam suffered some severe ankle injuries that required surgery, months of rehabilitation, and his need to miss the last basketball season. Still, through it all, he embodied the virtue of courage, working his way to lead a soccer team to a 17-12 record this season. Fittingly, for the final project of my class, he analyzed the historical context of the film Remember the Titans, a powerful sports story about overcoming adversity.

His courage and prophetic passion further his commitment to social justice. He is the founder of Students Take Action (STA), an organization committed to raising student civic consciousness and engaging in related civic projects. To date, the group has tackled environmentalism, genocide in Darfur, and providing clothes to the needy. He plans to pursue study of human rights as an undergraduate and to continue to undertake civic-minded missions. His noble quests in the realm of social action challenge conventional notions of student apathy and warm his teacher's heart with tremendous hope for our nation's future.

With all of these qualities, Sam has made significant contributions to my history class and our school. Thus, I am confident that he would make a most significant contribution to your school.

Sincerely,

History Teacher

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Science Teacher Recommendation:

To Whom It May Concern:

I am writing to highly recommend Sam to your institution. I taught Sam for Biology last year and am currently his teacher in Biological Basis of Behavior. Sam is a dynamic, independent, and intelligent young woman, who will succeed in anything he puts his mind to.

Sam did excellent work in Biology, a subject he finds particularly interesting. He embraces all opportunities to make the learning his own and to be a leader in the classroom. In Biology last year, Sam pushed himself to respond to constructive criticism and improve. His lab reports improved in precise observation, measurement and discussion of results throughout the year. He gave excellent presentations on chloroplasts in the first trimester and Fetal Gender selection in the final trimester, both of which were well organized, interesting and thorough. Sam wants to know the material and to know why it matters in the world. In Biological Basis of Behavior this year, Sam is a leader in the class. He volunteered to lead the first discussion of a chapter in "The Phantom Brain," a fascinating book we are reading about people with neurological disorders. Sam did an excellent job of guiding the discussion to elucidate the main points on how the nervous system functions. All of his work in this class has been of highest quality.

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In addition to being an excellent student, Sam is a kind and considerate young man with a commitment to making the world a better place. He is well respected by peers and teachers for his inspiring leadership. He is a leader in the classroom, on the athletic field and in the community. Sam helps others to strive toward being their best as well.

I am confident that Sam will be very successful in whatever he studies and pursues. His love of ideas with motivation for practical application in the world will make him an asset for any institution.

Sincerely,

Science Teacher

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Personal Essay:

I can still remember waking up to the reddish-orange sun peaking over the rocky, golden cliffs of the desert. The sound of wild camels careening down a desert sand dune still echoes in my mind. I am still haunted by the roar of F-16 bombers thundering through the air above.

In mid July, I, along with 30 other teenagers, traveled to southern Israel. We embarked on the most physically challenging week of our lives: a week of desert survival. We were to spend the week traversing the desert, carrying food on our backs, and sleeping among the unforgiving, craggy mountains of the lonely Negev.

We trekked fifteen miles a day through 115-degree weather, and built our own shelter from the mid-day sun. At night we slept under the brilliant, starry sky, with no protection from the ominous, unpredictable forces of the wild. The week taught me how little we, as humans, need to live. I cleaned my bowl and spoon with rocks and dirt. I picked leaves off desert plants, and waited for the water inside the leaves to evaporate in order to have drinking water. Within those six days, the entire desert became my potential bathroom, and every flat stretch of land my bedroom.

One night, our hiking guides led us away from our makeshift campsite, and asked each of us to find a spot in the vast stretch of land, to sit for an hour in complete solitude. I placed myself in front of a limestone cliff, so white it seemed to glow. I had never been in a place that was so natural and so primitive. Humans had left no mark here. This desert had never been altered or spoiled. I found beauty in its purity and simplicity. It was no longer a lonely, isolated land; it was a paradise of my own. I sat there soaking up the incomprehensible silence of the desert. How, in a world such as the one we live in, could there be a complete silence?

Suddenly, the roar of F-16 bombers thrust me back into the world of humankind. Like a mirage, my desert bliss vanished. I was in the midst of a country overtaken by war: a war for land, a war for power, and a war that would soon sweep my hiking companion, Adam, away to the front lines.

At that moment, I realized there was no way to run from the world. During my six days in the desert, I thought I had found a place removed from human evil and suffering. Five airplanes shattered my desert dreamland. I learned that the sad truth my Israeli friends had known since childhood: there is no haven from violence and warfare. I will always remember Adam's last words before boarding the bus to Lebanon: "This is life in the Middle East. This is life."

Name: Jazmine Hope-Martin  
High School: Cambridge School  
City, State: Cambridge, MA  
Ethnicity: [blank]  
GPA / Rank in Class: Top 10%

Standardized Test Scores:

SAT I: V: 710 M: 660 W: 680 Total: 2050  
SAT II: CH: 600 FR: 620 UH: 580 WH: 620  
ACT: E: 31 M: 26 R: 28 S: 27 C: 28 W: 29

AP / IB Exams:

AP US History 4  
AP Eng. Lang. 3  
AP French Lang. 2

Intended Major: Physics  
Alumni Connections: N/A  
Interview (On Campus X / Alumni    )

Extracurricular Activities:

- Cross Country
  - Varsity Team Captain (11<sup>th</sup> & 12<sup>th</sup> Grade)
- Interscholastic Crew / Rowing, Rowing Club
  - Coxswain and Team Captain (10<sup>th</sup> Grade)
- French Club
  - Co-Chairperson (12<sup>th</sup> Grade)
- Amnesty International Leadership Committee
- Junior Prom Committee
  - Co-Chairperson
- Hospital Volunteer
  - 44 Hours of Service
- Volunteer, Private Home
  - Member of a group of students in my Art class who painted a wall mural for a disabled person last Spring.
  -

Awards / Honors:

- National Merit Commended Scholar
- The Kodak Young Leaders Award
- Saint Michael's College Book Award
- Time Warner Cable Certificate of Merit
- Member, National Honor Society (11<sup>th</sup> and 12<sup>th</sup> Grade)
- Contestant, Teen Jeopardy Competition (11<sup>th</sup> Grade)

### Student Transcript

#### **Grade Level: 9**

<u>Course:</u>	<u>Grade:</u>
English (Honors)	94
Writing	97
French II (Honors)	95
Health	99
Phys Ed	98
Geometry (Honors)	94
Religion	95
Biology (Honors)	94
Global (Honors)	93

#### **Grade Level: 10**

<u>Course:</u>	<u>Grade:</u>
English (Honors)	95
Art	97
Music	100
French III (Honors)	95
Phys. Ed.	95
Alg. II / Trig (Honors)	88
Religion	97
Chemistry (Honors)	92
Global (Honors)	93

#### **Grade Level: 11**

<u>Course:</u>	<u>Grade:</u>
AP English	92
Studio Art	96
Phys Ed	99
Analysis / Calc (Hon.)	92
Religion	99
Physics I (Honors)	95
AP US History (Hon.)	92
AP French	93

#### **Grade Level: 12**

<u>Course:</u>	<u>Grade:</u>
AP Lit.	92
Adv. Studio Art	93
Phys. Ed.	98
AP Calculus	88
Religion	97
AP Physics	95
AP Euro. History	93
American Gov.	96

Cum. G.P.A. 96.17

#### Guidance Counselor Recommendation:

I've known and worked with this National Merit Commended student for these past three years. Jazmine is a quiet, goal-oriented captain of our cross country team who has a 96% three year gpa in our Honors and AP curriculum. She's taking four AP classes this year and enjoyed adding Advanced Studio Art to round out her tough schedule. To date, she's scored 710 on her SAT Critical Reading but I feel her AP English result year (3) in no way reflects her ability. The 4 she earned in History is more along the right line, and she's looking forward to attending the best academic college or university she can. Jazmine is studious, strong-willed and determined to challenge herself to the fullest, but she also likes to have fun along the way and reenergize with classes and people who share the same interests. She has great potential.

Jazmine loves to ski, row, and read. Her volunteer work has been extensive. Just last week she offered to help tutor a 10<sup>th</sup> grader in French in her 'spare time.' Currently, she's in the final leg of an outstanding cross country season and once the snow melts, she'll probably be picking up crew again with her teammates from other schools. She's not necessarily the rah-rah type, but she is passionate about following rules, setting a good example, doing her best, being loyal to her friends, and staying close to her family. She'd like to go to school in a city atmosphere, or where there's a lot to do with a lot of people to meet. She's not shy about welcoming others or helping out – she loves that. Having a lot of diversity on campus is something Jazmine expects and hopes for so she can learn as much as she can from those around her.

Jazmine is an active learner with a lot to offer any college or university. Her expectations are high, she wants to pursue Medicine and Art, her attitude is great and her motivation is top notch. I can easily give her a glowing recommendation.

Guidance Counselor

#### French Teacher Recommendation:

I have had the privilege of seeing Jazmine Smith blossom from a shy, insecure 7<sup>th</sup> grader, to a young woman of poise, grace and quiet determination. What I could only surmise in her 7<sup>th</sup> class – namely, that Jazmine seemed interest in French and most compliant with my instruction – I now can say that with conviction. Jazmine is self-driven, unafraid to voice her opinion even when the target language is the only mode of communication.

Already, in a very competitive French III Honors Class, Jazmine forced through with quiet determination and usually landed at the top of the averages. Nevertheless, it was this past year, the third year Jazmine spent with me, that really tested her desire to advance in the study of the French language. Whereas her French III Honors Class was challenging enough in her sophomore year, Jazmine's AP classmates were chosen for their commitment to and over-all capabilities in French. The works themselves which provided the reading and even the grammatical analysis for the AP syllabus were experts drawn from masterpieces of French literature spanning the centuries from the medieval era throughout the twentieth century. In a

class of six, Jazmine was consistently the most participatory in our class discussions, as eager to listen as she was to contribute her own opinions. She came to class well-prepared and ready to react to and personally enhance the lesson of the day.

Jazmine is so talented in such a myriad of ways. Her talent is not just flair – rather flair that is tempered by steadfastness, constant discipline and redefinition. As I look at the resume of activities Jazmine provided me, I am in awe at the breadth of her interests. She is an award winning artist who also provides affirming but firm leadership for her track team. Jazmine is service oriented at school as well as in her community. She helps out wherever she can in our chapter of Amnesty International and is strongly committed to their global mission. On the local scene she helped paint a mural for a disabled child. I cannot enumerate all of the French Club projects which saw fruition thanks to Jazmine's help and artistic touch. To cap off all of the aforementioned, she has been cited as a National Merit Scholar in line for a commended citation or semi-finalist status.

In short, Jazmine has the maturity of being responsible for immediate challenges all while keeping in view the bigger picture. This growth pattern will only flourish all the more in the academic community of her choosing.

French Teacher

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#### AP Physics Teacher Recommendation:

This is to recommend Jazmine for college admission. I have known Jazmine since the fall when she enrolled in one of my Honors chemistry classes. During the school year she was a member of my Honors Physics class. Jazmine is currently enrolled in AP Physics B.

Jazmine is an outstanding student. She knows what she wants to accomplish, sets goals and then works diligently to accomplish her goals. As a result, Jazmine is developing a fine grasp of the complex ideas presented in physics. In the laboratory, Jazmine demonstrates a high degree of inquisitiveness and truly enjoys finding out how things work.

Jazmine will experience outstanding success at the university level and I am pleased to recommend her to you.

AP Physics Teacher

Please evaluate the candidate in the following areas by placing a check in the appropriate column:

	Truly Outstanding	Excellent	Good	Average	Below Average	No Basis For Judgment
<b><u>ACADEMIC QUALITIES</u></b>						
Intellectual curiosity	-	✓	-	-	-	-
Academic ability	-	✓	-	-	-	-
Academic achievement (as compared to potential)	-	✓	-	-	-	-
Creativity and imagination	-	✓	-	-	-	-
Analytical ability	-	✓	-	-	-	-
Ability to work without supervision	-	✓	-	-	-	-
Ability to organize	-	✓	-	-	-	-
Initiative	-	✓	-	-	-	-
Willingness to take intellectual risks	-	✓	-	-	-	-
Disciplined work habits	-	✓	-	-	-	-
Effective class discussion	-	✓	-	-	-	-
Written expression of ideas	-	✓	-	-	-	-
Potential for growth	-	✓	-	-	-	-
<b><u>PERSONAL QUALITIES</u></b>						
Honesty/Integrity	-	✓	-	-	-	-
Willingness to live within rules	-	✓	-	-	-	-
Self-esteem	-	✓	-	-	-	-
Independence	-	✓	-	-	-	-
Leadership	-	✓	-	-	-	-
Peer compatibility	-	✓	-	-	-	-
Sensitivity to others' feelings /respect for individual differences	-	✓	-	-	-	-
Warmth of personality	-	✓	-	-	-	-
Responsibility	-	✓	-	-	-	-
Emotional stability	-	✓	-	-	-	-
Reaction to setbacks	-	✓	-	-	-	-
Respect accorded by faculty	-	✓	-	-	-	-
Maturity (relative to age)	-	✓	-	-	-	-
Sense of humor	-	✓	-	-	-	-
<b><u>OVERALL EVALUATION</u></b>						
As a person	-	✓	-	-	-	-
As a student	-	✓	-	-	-	-

## Personal Essay:

Cross country runners are fond of wearing T-shirts that say, “Our sport is your sport’s punishment.” What would drive anyone to play a sport that others view as something to be avoided? Is it masochism or perhaps some type of inner self-hatred? Or could it be insanity? During the six years that I have run cross-country, I have often asked myself these and similar questions. I have come to realize that these are not so much questions as they are excuses to slow down, to stop, or to quit. The fact is that I have consistently ignored these excuses and chosen to run because running benefits me in so many different ways.

I run because running gives me confidence and discipline. When I started junior high school and began my running career, I was a weak and inexperienced runner, and lacked confidence in my everyday life. As I have progressed and become a stronger runner, my confidence has increased and I have become more disciplined knowing that I need to continue to work even harder.

I run because there is something attractive about cross country in that it does not afford the protection and anonymity of most team sports. A runner cannot rest a few plays while her teammates pick up the slack. As a runner, if I slack off it shows directly in my results. But when I work hard, I know that I will see improved results. Taking this same attitude with me in life helps me to stay focused on my goals when I might otherwise get discouraged or distracted.

I run because I am attracted to the personal challenge that this sport provides me. I don’t challenge myself just to see what place I can get in a race, but more importantly, to see if I can improve my time. I run because a runner’s real competition is herself. I think the true judgment of a person’s character is whether or not they work to continually improve themselves. I try to take my past experiences and apply them to the present, so as to be better prepared to take on, and more effectively handle the situations which challenge me.

I run because I am constantly supported by the people who run with me, people who have the same values that I have. In order to be a successful runner, one must possess determination, perseverance, and dedication; qualities that my teammates and I share. The friends I have made on my team have remained my closest friends throughout high school, and I have maintained friendships with many former teammates that have gone off to college. These upperclassmen were friends and mentors from whom I learned important leadership skills. They consistently modeled the characteristic traits of both successful runners and high achieving students; this, in turn, has allowed me to model these same traits to my younger and less experienced teammates.

My decision to run cross country has paved the way for many of my personal and academic successes throughout high school. It has allowed me to learn much about myself and others, my strengths and my weaknesses, my values and my personal goals. Despite the various challenges of the sport, it remains essential to who I am as a person. More than five years later, I’m still running and I’m still learning.



**Trinity College**  
Hartford, Connecticut

## Interview Report

Candidate's Name Jazmine Date Fall  
(First) (Middle) (Last)  
Preferred Name \_\_\_\_\_ ☒ First Year Candidate ☐ Transfer Candidate  
High School or College/University \_\_\_\_\_  
Home Address \_\_\_\_\_  
(Street) \_\_\_\_\_  
(City) \_\_\_\_\_ (State) \_\_\_\_\_ (Zip) \_\_\_\_\_

### Academic:

	no basis for judgement	below average	adequate	good	very good	truly outstanding	
a. achievement					X		a.
b. intellectual ability					X		b.
c. motivation/commitment					X		c.
d. articulateness					X		d.
e. creativity/originality					X		e.
f. depth of ideas					X		f.
g. inquisitiveness					X		g.
h. work habits							h.
i. potential						X	i.

**Comments:** is one of those rare individuals who possess intelligence, artistic talent, athleticism and civic concern! Based on her test scores, coursework and conversation there's no doubt that she is an excellent student. She is currently taking 4 AP's and one paper she discussed that was difficult for her, still received a 90%. She has a strong interest in physics, human rights and studio arts, a clear match for our open liberal arts curriculum.

### Extracurricular:

	no basis for judgement	below average	adequate	good	very good	truly outstanding	
a. accomplishments					X		a.
b. depth of involvement					X		b.
c. leadership potential					X		c.
d. potential for contributions at Trinity					X		d.

**Comments:** She has been painting since she was 9 years old, taking lessons with an artist in her neighborhood. She has been running cross country since the 7<sup>th</sup> grade. She has been the co-head of the French Club for several years, and has been volunteering w/ Amnesty International, something that she wants to pursue is she comes here.

### Personal:

	no basis for judgement	below average	adequate	good	very good	truly outstanding	
a. personal qualities					X		a.
b. social maturity					X		b.
c. energy and initiative					X		c.
d. self-confidence				X			d.
e. self expression					X		e.

**Comments:** She is on the shy, quiet side, but it doesn't take long to see her humor emerge, and she's not such an introvert that it impedes her ability to be expressive. She's mature, very aware, deep, bright, articulate and fun. She would take some time to be known, but her presence and leadership will be felt in short order, wherever she goes.

### Overall:

	no basis for judgement	below average	adequate	good	very good	truly outstanding
Overall assessment					X	

Turn the page over.

**Other:**

a. other colleges candidate is considering: NESCAC

b. level of candidate's interest in Trinity:

High, applying regular decision

**Summary comments:** She is the kind of person we want here! She is the kind of student you work to recruit. She is truly a well-rounded and balanced young woman. She is intelligent, civically concerned, an athlete, and artistic, quite impressive. She is self-motivated and independent. She is challenging herself heartily and seems undaunted by the intensity. She is equally devoted to her painting as to running, as she is with her coursework and social service. Her parents are intellectual liberals and she points to them for instilling in her a global awareness and concern for social justice. She is on the shy / quiet side, but easily propels past that to expose the fine mind and thought process underneath. I think that she would make immediate friends with the other serious quieter students, as her comfort and confidence built, she would make her presence known in and out of class. Her diverse interests (no really!), are perfectly suited to our curriculum and academic freedom. She would take full advantage of our special programs and clubs.

Make a positive prediction about this student's experience at Trinity: She would make an impact in our HR program, our physics and science departments and in the studio arts. She would also take advantage of study abroad opportunities and would take full advantage of the freedom to design her own major and minors. She is a high value prospect.

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**Interviewer Information**

Interviewer's Name: \_\_\_\_\_  
(First) (Middle) (Last)

Please check appropriate box: ☒ Admissions Staff ☐ Student Admissions Associate ☐ Alumni Interviewer

If you are an alumni interviewer, please complete the following:

Name: \_\_\_\_\_

Year of Graduation: \_\_\_\_\_

Company Name: \_\_\_\_\_

Home Address: \_\_\_\_\_

Business Address: \_\_\_\_\_

\_\_\_\_\_  
(City) (State) (Zip)

\_\_\_\_\_  
(City) (State) (Zip)

Home Phone: ( ) \_\_\_\_\_

Business Phone: ( ) \_\_\_\_\_

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**For Admissions Office Use Only**

Academic	Activity	Personal	Overall
<div></div>	<div></div>	<div></div>	<div></div>

Name: Daniel Juberi  
High School: The Concord School  
City, State: Lexington, MA  
Ethnicity: African American  
GPA / Rank in Class: Top 20%

Standardized Test Scores:

SAT I: V: 640 M: 510 W: 660 TOTAL: 1810  
SATII: LR: 620, M2: 560  
ACT: N/A  
AP / IB Exams: N/A

Intended Major: Economics  
Alumni Connections: Sister is a current student at the college  
Interview (On Campus \_\_\_ / Alumni \_\_\_ ) N/A

Extracurricular Activities:

- Varsity Basketball 9-12
  - Captain
- Multicultural Student Association 9-12
  - President 12
- Brother 2 Brother 9-12
  - President 11, 12
- Varsity Football 10-12
- Big Sibling Program 11-12

Awards / Honors:

- National Latin Award
- *Most Valuable Player* (Basketball)
- *Team Dedication* Award
- 4 Semesters Academic Distinction
- 1 Semester Academic High Distinction

### Student Transcript

#### **Grade Level: 9**

<u>Course:</u>	<u>Grade:</u>
English I (Honors)	B
Geometry	B-
Foundations of Biology	B+
Latin II	A-
History of the Human Com.	B+
Painting	B
Concert Choir	P

#### **Grade Level: 10**

<u>Course:</u>	<u>Grade:</u>
English III (Honors)	A-
Algebra II	B+
Chemistry	B+
Latin III	B+
US History	A-
Concert Choir	P

#### **Grade Level: 11**

<u>Course:</u>	<u>Grade:</u>
English IV	B+
Statistics	A-
Pre-Calculus	B-
Conceptual Physics	B+
AP Latin	B+
AP European History	B+

#### **Grade Level: 12**

<u>Course:</u>	<u>Grade:</u>
Race, Identity, America	B+
Latin American Lit.	B
Calculus	B-
DNA	B
Greek Civilization	A-
Macroeconomics	A

Cum. G.P.A. 3.1

## Guidance Counselor Recommendation:

### To Whom It May Concern:

*“A talented and motivated individual, Daniel takes his academics very seriously and demonstrates responsibility for his learning...Dan is a self-starter, approaching all tasks with a high level of initiative and effort. He loves a challenge...Dan exudes a confidence that makes him a leader among his peers. The confidence is not egotistical or intimidating, but rather a part of the charisma that draws people to him.”*

- Dean of Placement

As one of the most prominent leaders in this year's senior class, Dan has had an immense impact on our community. Dan is President of our Multi-Cultural Students Association, President of Brother-to-Brother, and affinity group for males of color in the community, and a “Big Brother” ambassador and mentor to new students of color. He is captain of our basketball team and a member of our football team, as well as an assiduous community servant. Even as a boy of twelve, Dan had already established himself as a sharp and talented student, eager to take advantage of any challenge presented to him. Dan emerged as one of the most outstanding members of his class. Dan has continued that trajectory, emerging not only as a leader in the extracurricular facets of the community, but also rising to a place of prominence in the classroom. Dan had taken a very rigorous slate of courses, one that included our most difficult courses in English and history as well as AP Latin Lyric and AP European History.

Known among his teachers for his intellectual curiosity, his crisp and engaging prose style, and his ability to lead a classroom discussion, Dan is a potent force in the classroom. In the fall Dan arrived to our school as a seventh grader, he had received the Mayor's Award of Excellence, which is given to the student who has demonstrated the highest level of achievement in the system in a given year. Dan had, to that point, maintained the highest cumulative grade point average of any student in his grade. Here, Dan's love of academia has not wavered, and he has earned a place on our academic distinction and high distinction roll each semester.

Dan's teacher comments resonate with positive energy. His Physics teacher last year wrote, “Dan can really write! It's not just his attention to organization and detail is such that he types up even in his daily homework. It's that he writes some of the clearest claims and tightest connections to evidence in this class.” It seems that there is not a course that does not pique Dan's interest. A lover of Classical Language and History, Dan has immersed himself in the offerings of our beloved Classics Department, taking Latin for 5 years through the AP level, as well as our Greek and Roman Civilization courses. In AP European History, his class comments were always “original and insightful...thoughtful, logical, and well informed.” Dan lights up a classroom, engages and challenges his peers and, perhaps most importantly, maintains great perspective and can laugh at himself.

Dan sets the tone in each area of the school of which is a part. Whether on the Basketball court, where his coach noted, “You simply know how to get after it and frustrate opposing point guards with your ball pressure...I think you enjoy beating a team with your smarts just as much as I do,” or on stage in Morning Assembly where Dan's voice has become a most important one in his

role as MSA President, he is able to connect with so many people on our community in a way that helps all of us get excited about reaching out and trying something new. His leadership potential is limitless.

While the school year is, for students like Dan who are so “plugged in,” a marathon of activity and work, summer is an equally busy time for Dan. He has, over the last few years, focused his summer work on outreach to teens in the community. Last summer, Dan shadowed a fifth grade teacher in the English Department, helped with lesson planning and taught lessons on his own. Dan also interned at a local Health Education Center, a program that prepares students for health careers. In addition to his internship, Dan took courses at a local college in the morning and then shadowed doctors in the afternoon. The summer before that, Dan was an Adolescent Wellness Intern, which meant that he took courses and participated in workshops that focused on preparing adolescents to be peer leaders.

I can imagine the myriad ways in which Dan will have an impact on not just his college community over the next four years, but on whichever community he chooses to become a part of as an adult. He is driven, focused, smart, and more than willing to bear his share of the workload on any given project or pursuit. Dan possesses a warmth and a charm that are so appealing. One of the few adolescents I know who has tremendous, innate leadership skills; Dan is poised to go far. We could not offer him a more enthusiastic recommendation; he receives our unequivocal support.

Sincerely,

Guidance Counselor

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English Teacher Recommendation:

I have known Dan for the last three years and have taught him in his 10<sup>th</sup> grade English course (where he earned an A-) and in the junior year American Literature course (in which he earned a B+). The first words that come to mind to describe Dan are: excellent potential as a student, ambition, composed, reticent, and articulate.

There is not another person that I taught in the sophomore year whose grades rose two full grade categories during that year. Dan went from average to exceptional in 7 months. What makes this change even more unusual is that English, specifically writing, is a touchstone to one’s mental development, the ability to manipulate abstractions, to think through issues. Normally, a student doesn’t improve those skills significantly in the course of a school year and hence the frustration of students taking English and getting the same grade term after term.

Dan worked exceptionally hard to earn the high grade in June of his sophomore year. He was a quiet dynamo that year, accepting the considerable challenge of achieving a superior level of writing. The final three papers that he wrote in May, analytical papers on “Macbeth” and “Death of a Salesman,” cemented his grade at A- because they combined perception and insight, a careful reading of plays, and well-organized and logical arguments. Dan learned to buttress his

general ideas with specific references to the literature and to take those references an extra step, explaining exactly how he had interpreted them. There was a hunger in Dan that semester that allowed him to pursue academic excellence with vigor.

As an 11<sup>th</sup> grader, Dan was still quite a good student for me [upper third of his class] but he never regained quite the same hunger of the previous year. There was a little less consistency; daily class preparation was uneven. He is a generally quiet young man, purposeful but not ebullient. In class, he listens with intensity, but only occasionally will he offer a comment. Paradoxically, one of his skills that always impressed me most was his ability as a public speaker. Each time we had a memorization exercise [lines from “Macbeth,” or a poem], Dan would be the first to volunteer to recite his lines orally, an exercise that demands far more precision than simply writing them down. He knew the lines perfectly each time. In fact, Dan is an excellent public speaker, seemingly quite comfortable and composed before an audience. I think he would have made an excellent debater or actor, but he chose to work most in community service and to provide considerable leadership to the school’s Multicultural Organization. He seems poised to offer even more aggressive leadership in college.

Sincerely,

English Teacher

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Math Teacher Recommendation:

To Whom It May Concern:

I am writing this recommendation for Dan, a student of mine. I taught Dan last year in the 11<sup>th</sup> grade math courses of Statistics and Pre-Calculus. In addition to our contact in the classroom, Dan is a visible and active leader in the senior class, and so this is a student I know well, one of the real leaders in this year’s senior class, and I am delighted to be able to write this recommendation for him.

What I appreciate most about Dan’s math work is how well-organized and clear his thought process is laid out. He was one of the best students I had in a very strong Statistics class last year, particularly in the second quarter when we started to apply the theory of what we had learned in the early part of the course to actual hypothesis tests and chi-squared tests. Dan has a real interest in business, and practical nature of this course was of great interest to him. Dan had the best result by far on the final test of the course, earning an outstanding 96 when the class average was only an 81! He was able to apply all that he had learned during the semester and he did so with great precision and clarity. His work at the end of the Statistics class was some of the best I have seen in a while.

In our challenging Pre-Calculus course, Dan’s work was solid, although not spectacular. What impressed me most during this term was how determined and optimistic Dan remained, despite occasional setbacks on certain tests. He asked insightful questions in class each day and was always well-prepared on his homework. As might be expected given Dan’s interest in business,

Dan always did better on the direct, applied topics of the course, and he was more inconsistent on some of the topics that involved more of an abstract kind of analysis. Still, he was a wonderful student to teach, earning a score that was much better than the class average. His final exam showed great preparation on his part and a solid understanding of what the entire semester was about. So last year I saw both the best of Dan's work in math (Statistics), where he was the best in the class at the end of the term, and the most challenging times in math (Pre-Calculus), where Dan had to work hard to keep ahead of the material. In both cases, he was a delight to teach, animated in class, thoughtful and respectful in his approach, and steady, steady, steady.

Outside of the classroom, Dan often serves as the emcee of various school assemblies; he is well-regarded by a wide variety of students, and he has become more comfortable over the years in rallying an audience by a wide-variety of students, and he has become increasingly more comfortable over the years in rallying an audience behind him. Dan is an active leader of our school's Multi-Cultural Student Association, and in this role he has been welcoming to all students to make "multi." He is inclusive and friendly by nature, and I think he will mix well with a variety of students in college.

Dan takes his studies very seriously, and they are always his first priority. He was able to maintain an honors average while taking a rigorous array of courses, and I predict that he will continue that success in college. He does not always show his true abilities on multiple-choice, standardized tests, but this is a student who has clear vision of what he wants to achieve in life, and I recommend him to you very highly.

Sincerely,

Math Teacher

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Personal Essay:

As a child I never fully grasped the notion of my parents "caring for me separately." How come I only get to see Dad on weekend? Why doesn't he live with us? I frequently asked. My mom knew I had no chance of wrapping my innocent mind around such a complex issue and could only respond with long hugs, which she hoped would ease my curiosity. The questions still burned inside of me, but drifted somewhere off into the distance the moment my dad arrived on our doorstep to pick me up. I spent each weekend with him – going out to eat, riding around in his car, and staying up late watching TV. Honestly, to me it never mattered what we did, as long as we did it together. It seemed like the divorce was not going to have an impact on our relationship at all, until I got older.

The more mature I got, the less time my father spent with me. As I grew up, it seemed as if he became disinterested, as if he believed his job was done. I could not help but feel neglected. My father never stopped giving financial support to my mom, but I needed more. I needed him. My feelings of abandonment were never truly justified until an incident occurred during my fourth grade basketball session.

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Balls pounded against the golden-brown floor as each kid practiced the skill he thought would help him become a superstar. Parents sat on the outskirts of the court laughing and shouting words of encouragement while their sons struggled to keep the ball from bouncing over their heads. Despite the jovial ambiance of the gym, I sat calmly at mid-court, intently watching the door. Don't get me wrong, I was eager to play the last game of the season as everybody else, but I refused to expend my energy unless my dad was there to watch. He had never attended a single game of organized basketball that I had played in, but promised to make this one. I was sure he would be there. He even told my mom not to come, as he planned on hanging out with me afterward. Warm up time continued to wind down, and I continued to wait. With about a minute left until tip-off, all the players ran over to their dads to get some last minute advice. I stood up and walked over to the bench.

"He'll be here, he's just late," I thought to myself. I tried to focus during the game, but my mind was elsewhere. When play was stopped for even the smallest instant, I directed my attention back to the door. Although time was running out, my confidence in my dad never wavered. I kept playing, hoping that eventually I would look over, and he would be there congratulating me with a smile for the basket I had just made. I believed in him – no matter how improbable it became for my dad's arrival, and faith in his promise, all rushed out of me at once. He was not there. He was not there to hug me; he was not there to critique my performance; he was simply not there.

I rushed out of the building maintaining a face of stone until I was out of everyone's view. With no ride, I started to walk home and tried to make sense of what happened. "Maybe he got caught in traffic or maybe he got called into work," I thought. I did my best to make myself believe that there was an explanation, but in my heart I knew there was no reason. I cried, not simply because of what happened, but because I felt my father did not care. Basketball was always going to be there, but this was a time, an experience, I wanted to share with him.

At that moment I thought there was no worse feeling in the world, yet in hindsight, this experience was necessary for me to go through. My dad's not being there taught me a valuable lesson: as an individual you must develop an inner strength. In life, moments will arise where the support you need from family or friends will not be there. Ideally, there will always be a shoulder to lean on or someone for guidance, but it is crucial to be able to look to yourself if all else fails. The more inner strength you have, the better equipped you will be to handle these situations and to function as an independent individual. I thank my father for helping me to understand this at an early age. Without this experience, I would not be as confident in myself as I am today.

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Name: Jean Lattimore  
High School: Coos County Regional High School  
City, State: Groveton, New Hampshire  
Ethnicity: [blank]  
GPA/Rank in Class: top 5%

Standardized Test Scores:

SAT I: V: 610 M: 680 W: 630 Total: 1920  
SAT II: M1: 690, UH: 700, WH: 610  
AP/IB Exams: N/A

Intended Major: Political Science  
Alumni Connections: N/A  
Interview (On Campus \_\_\_ / Alumni \_\_\_)

Extracurricular Activities:

- Student Council, 9-12
  - President
- Boy Scouts, 7-11, Eagle Scout
- Varsity and Junior Varsity Basketball, 9-11
- Emergency Medical Technician, Groveton Area Volunteer Ambulance Corps
- Summer Intern, U.S. Senator John Sununu (Berlin, NH office)

Awards/Honors:

- American Legion Post Award for Academic Achievement
- Silver Award for Community Service
- Honor Roll, 4 years

## Student Transcript

### **Grade Level: 9**

<u>Course:</u>	<u>Grade:</u>
English 9	A
Geometry	A-
French I	A-
World Civilizations	B+
Earth Science	A-
Music	A-

### **Grade Level: 10**

<u>Course:</u>	<u>Grade:</u>
English 10	A-
Algebra II & Trigonometry	A-
French II	A
Modern World Hist	A-
Biology	A-
Photography	A
Health	A

### **Grade Level: 11**

<u>Course:</u>	<u>Grade:</u>
English 11	A-
Precalculus	A-
French III	A
U.S. History	A-
Chemistry	B+

### **Grade Level: 12**

<u>Course:</u>	<u>Grade:</u>
English 12	A
Economics	A
Physics	A-
French IV	A
Calculus (at Northern NH Tech College)	B+

Cum. G.P.A. 3.8

#### Guidance Counselor Recommendation:

Jean is one of the most talented and motivated students I have encountered in my 23-year career as a guidance counselor in northern New Hampshire schools, and I am proud to recommend him to your institution. In our rural school district, he stands at the top of his graduating class of 45 peers. Although our district cannot afford to offer as wide a variety of courses as some other schools, Jean has applied himself and made the best of every available opportunity. In 8th grade, his mathematics teacher recommended that he start Algebra I early, meaning that he was advanced one year ahead and took our highest level math course (PreCalc) during his junior year. As a result, Jean took the initiative to enroll in a calculus class at Northern New Hampshire Technical College, which met in the early morning, before the rest of his high school classes. This proves that he can do college-level work. He also has been very active as the president of the student council and on the boys' basketball team, which had a winning season. Outside of school, he has earned an Eagle Scout badge and also was an intern last summer for US Senator John Sununu's local office in Berlin, NH, about a half-hour away. Jean is looking for a college that will pose an intellectual challenge, and I am confident that he will succeed at your institution.

Sincerely,

Guidance Counselor

#### History Teacher Recommendation:

Dear Sir or Madam,

Jean did outstanding work in two of my classes (the junior-level US History survey and a senior-level Economics elective), and I highly recommend him for your college or university. He is one of the most thoughtful students I have taught during my five years as a teacher. Jean exceeded my expectations for classroom debates, by spending many hours outside of class on reading outside materials and preparing his team's arguments and rebuttals. While our school does not have sufficient faculty staffing to offer AP classes, I am quite confident that he would have earned at least a 4 or 5 on the American History exam.

Furthermore, Jean stayed after school or basketball practice on several occasions to talk in-depth about politics and foreign affairs. He understands how the recent closure of a New Hampshire lumber mill (where his father used to work) is connected to the high cost of domestic labor, the rise in production of South American lumber, and the changing dynamics of the global economy. Jean has spoken with me a great deal about his concerns regarding the wars in Iraq and Afghanistan (where his brother serves in the military), and how the American public and mass media has stopped paying attention to this urgent issue. Jean is keenly interested in politics, and advanced his interests from the student council to Senator John Sununu's branch office, where he completed a summer internship, followed by a trip to our nation's capital. Washington, DC was the farthest that Jean has ever been away from his home in New Hampshire, but he came back

rejuvenated, and told me how exciting it felt for him to experience the center of political power in this country.

If Jean were to receive a rich education from your college, I am sure that he would make the best use of this opportunity, just as he has done during his high school years.

Sincerely,

History Teacher

Personal Essay:

The first time that Henry, my older brother, traveled outside of New Hampshire, it was on his 18th birthday, when he shipped off to the US Army basic training boot camp at Fort Benning, Georgia. Two months later, his unit was deployed to Afghanistan, where he defends our nation in Operation Enduring Freedom. The first time I traveled outside of New Hampshire was last summer, when I interned for US Senator John Sununu, who held a meeting in Washington DC to bring together his New Hampshire and DC office staff. The difference between my journey and Henry's journey is very clear. I help our senator make national policy in an air-conditioned office suite, while Henry carries out national policy in a dangerous war zone. We need more people like Henry in Washington, DC, with first-hand experience to help us make better policies for the United States.

I plan to be the first member of my family to receive a college diploma, and will devote my future to public service. Our nation's biggest problem right now is that we're focused on the wrong war. Everyone talks about Iraq, but the real problem is Afghanistan, and the threat of instability in neighboring Pakistan, which has nuclear weapons. I plan to use my college education to raise public awareness about the real problems that our nation faces, rather than the false problems that the mass media always raises. No one understands how the US government became involved in Afghanistan in the 1980s, when we supplied the Mujahideen freedom fighters against the Soviet army. After the Mujahideen won, then they fought each other until the Taliban took over Afghanistan, and we defeated them for hiding Osama bin Laden after 9/11. Philosopher George Santanyana said, "Those who do not remember the past are condemned to repeat it."

Liberals believe that conservatives all think alike, but we don't. I agree with many liberals that we should not be fighting in Iraq, but my reasons are different than theirs are. I strongly support the Defense of Marriage Act because it protects our most important traditional values, but some so-called conservatives are backing away from it because it's an election year. Also, I disagree with some conservative leaders on immigration issues, because my grandparents are French-Canadians who came to the US from Quebec in the 1950s to work in New Hampshire's lumber mill towns. Today they would be called "illegal aliens" but back then, it was the normal thing to do. We need more people in Washington DC like my grandparents and my older brother to set our nation on a better course.

Name: Rosa Martinez  
High School: Jackson High School  
City, State: San Antonio, TX  
Ethnicity: Mexican American  
GPA / Rank in Class: Top 6%

Standardized Test Scores:

SAT I: V: 660 M: 650 W:600 Total: 1910  
SAT II: LR: 600 M1: 620  
ACT: N/A

AP / IB Exams:

AP English Language 3

Intended Major: Business

Alumni Connections: N/A

Interview (On Campus \_\_\_ / Alumni \_\_\_ ) N/A

Extracurricular Activities:

- Student Government
  - Class Secretary
- Yearbook Staff
  - Editor in Chief
  - Arts Editor
  - Student Life Editor
- Junior Varsity Basketball
- Junior Varsity Track and Field
- AAU Basketball

Awards / Honors:

- Who's Who Among American High School Students
- Most Valuable Member of the school's Yearbook Staff
- High Honors (9<sup>th</sup> – 12<sup>th</sup> Grade)
- National Honor Society

## Student Transcript

### **Grade Level: 9**

Course:  
English I  
Geometry (Honors)  
Biology (Honors)  
American Government  
Spanish II  
Yearbook

Grade:  
A  
B+  
A  
A  
A-  
A-

### **Grade Level: 10**

Course:  
English II  
Algebra II  
Chemistry  
World History  
Spanish III  
Yearbook

Grade:  
B+  
A-  
A-  
A-  
A  
A+

### **Grade Level: 11**

Course:  
Latin America  
Pre-Calculus  
Physics  
AP English Lang  
US History  
Yearbook

Grade:  
A  
A-  
A-  
A  
A-  
A+

### **Grade Level: 12**

Course:  
Statistics  
Physics II  
Art History  
Comp I  
Comp II  
Yearbook

Grade:  
A-  
A-  
A  
A+  
A+  
A+

Cum. G.P.A. 3.8

### Guidance Counselor Recommendation:

The epitome of a hard worker, Rosa's commitment to academics is nonpareil. Honest, dependable, and caring are a few adjectives that describe this remarkable young woman. She carries herself with grace and possesses great integrity. She is confident in her abilities and absolutely committed to giving her best performance regardless of the occasion. Rosa is a wonderful role model in our school community and is highly regarded by her faculty and peers alike.

Rosa's dedication to her academic preparation clearly distinguishes her from her peers. Her most impressive attribute is her incredible work ethic. An "original," Rosa has demonstrated throughout her entire school career that she is capable of taking a very rigorous course load. It is rare to see the level of self-discipline she possesses. Her "can-do" attitude makes her an asset in every classroom. Rosa works diligently for her consistently high grades. She demands a high standard of achievement from herself. She is a mature student who is blessed with strong foundational writing skills and good organizational ability. The same can be said about her math and science preparation. Rosa was recommended to take two Advanced Placement courses during her junior year – English Language and Art History – and has continued on a rigorous track this year. She has chosen to take a second year of physics in addition to several history electives and music history.

As you consider Rosa's transcript, she has done very well in context of a talented group of students. (Over a quarter of her class has been recognized by the National Merit, National Achievement, or National Hispanic programs). She has achieved Honor Roll status every semester. High grades are earned and reflect a high level of performance. In fact, the highest grade point average is a 97. Rosa is currently a 91. I particularly applaud her for keeping her academic performance in check during her parents' divorce which occurred during the latter part of 9<sup>th</sup> and the beginning of 10<sup>th</sup> grade. Written comments from her faculty note it was an extremely rough time for Rosa.

A leader among her classmates, Rosa is Co-Editor-In-Chief of the school yearbook. It is rare for a student to manage a \$90,000 annual budget – a task that Rosa handles with great aplomb. Amazingly, she easily supervises a staff of nearly 40 students. Rosa also serves as the staff liaison to the administration. A faculty adviser for the yearbook has been impressed with Rosa's ability to sit down with our Business Manager and share revenues and expenses figures. Before this 426-page publication goes to press, Rosa will have edited the text and approved all layout designs. I am proud of the time and effort Rosa has given to the yearbook. She intends to further cultivate her business-savvy credentials by pursuing a degree in finance.

For the past three years, Rosa has served on the Youth Advisory Board. In this role, Rosa and other selected students engage in issue-oriented discussions about the critical challenges facing the city. This past week, the Board convened to discuss the city's curfew policy. Other issues in the past have included education, teen pregnancy, violence, drug use, and the opening of a community center. As she identifies as a Mexican American, her work on this board is quite empowering and her voice very useful, as she represents a great population of the city. Her love

for the urban and for the people around her well cultivated with her talent of numbers should be a great mix to becoming a socially conscious economist.

Rosa has been and continues to be a model student. She is an enormously driven young woman who is eager to succeed. Always prepared for class, Rosa is interested in learning and engaged in discussions. She goes above and beyond normal expectations. I wish I could bottle her work ethic and sense of purpose! Rosa will absolutely thrive in a community that cares about her well-being but also challenges her to push herself in ways she doesn't even know she is capable. It is with great enthusiasm that I offer my highest recommendation for admission.

Sincerely,

Guidance Counselor

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Science Teacher Recommendation:

To Whom It May Concern:

For the past two years I have known Rosa. Last year, I taught her introductory physics. This year I am her instructor in a senior elective entitled, Physics II. Rosa has consistently performed at a high level. As such, I am pleased to be writing this recommendation.

Rosa was one of only four junior physics students last year whose grades remained above 90 for all four quarters. While some students are able to put together good marks every so often, only the exceptional students can do so consistently for an entire year. Rosa is this type of student. In my seven years of teaching science, Rosa's work puts her in the top five percent of all the students I have taught.

Rosa is an energetic, enthusiastic, student. She demonstrates this daily by coming to class well prepared and ready to investigate new ideas. She participates in class frequently and positively during discussions. Unlike most seniors who choose to have a less demanding schedule, Rosa decided to take a rigorous lab science course as an elective. She will no doubt benefit from this as her college classes become more challenging.

Rosa works well with her peers. When selecting student groups for labs and projects (I select groups randomly) everyone always wants Rosa in their group. Students consider her to be a hard worker, an excellent student and very personable. Recently in Physics II, students constructed balsa wood bridges. Rosa came in several times during her free periods to work on her group's bridge. Even though cutting and sanding balsa wood was monotonous and dirty work, she always had a smile on her face. Before leaving the classroom, she would always laugh about all the sawdust in her hair. Thanks in large part to her efforts, the bridge Rosa's group constructed had the best weight held to mass ratio of any this year.

Rosa is a positive leader in class. Both fellow students and faculty respect and like her. When working as part of a group, Rosa strives to succeed but is not overbearing. She values the

opinions of others and is enthusiastic about everything she does. I am confident that she will be a contributing, successful member of your community. I highly recommend her for enrollment at your school.

Sincerely,

Science Teacher

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English Teacher Recommendation:

To Whom It May Concern:

Rosa is a bright, motivated student whose combination of good character and academic capabilities would make a significant contribution to any university. Therefore, I strongly recommend her for admission.

Last year, I taught Rosa in AP English Language, which is both a discussion based class and a writing intensive course. Therefore, I had the opportunity to observe Rosa's interpersonal skills as well as her critical thinking and writing abilities. Over the course of the school year, I watched Rosa develop academic discipline as well as confidence in her intellectual potential. Rosa was one of the few juniors to enroll in the primarily senior level course, and initially indicated her frustration with the academic rigors of class. However, she soon met the challenge of the AP curriculum with a corresponding level of investment in her studies. Such conscientiousness revealed itself in her essay scores, which were frequently among the highest in the class. Rosa further demonstrated her skills by scoring a 3 on the AP exam.

Rosa's character is as commendable as her academic accomplishments. Even when confronted with demanding coursework, Rosa maintained her positive attitude. Whereas classmates complained about the academic intensity of an AP course, Rosa consistently accepted challenges with a smile.

I am proud of Rosa's academic improvement, as well as the scholarly demeanor and intellectual accomplishments that she increasingly displayed in my course. Her diligence and performance indicate her preparedness to engage with college-level material. She is a fine candidate for admission into your program.

Sincerely,

Art History Teacher

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Personal Essay:

If elementary school was about learning life's absolutes, I suppose that high school has been about learning life's nuances. Elementary school taught certainties. Two plus two is four. Always. George Washington was our country's first President. Without a doubt. Participles shouldn't dangle, a triangle must always have three sides, and gravity is the name given to that phenomenon that keeps us all earthbound. Classmates play together at recess, their speed one of only a few distinguishing talents. It is a world of black and white, every problem having a solution. But high school? High school's educational lessons have been of a different sort entirely. There, neither academics, nor life, has been so clear.

Instead, high school has been about struggling to find absolutes in a world of murky uncertainties. Did a person named William Shakespeare really write the works attributed to him? Is our country's government really based on a clear separation of powers? Is the earth we stand on really firm? Beginning with my parents' separation in my freshman year, I began to realize that the world was not so sure. In a blink, I found myself tumbling. Friendships faltered as I unconsciously isolated myself because of sadness. Everything I had taken for granted as unswerving, began to veer.

Perhaps sensing my shakiness, my sophomore history teacher proposed me for Camp *Anytown*, a program that helped me regain my footing. Conveying the events of those few days in a five hundred word essay is impossible. But one experience stands out. Attendees at the camp came from every different race, religion and economic background. Initially, the counselors worked to minimize those differences, to unveil our common humanity. Later though, they told us to separate ourselves based on race and cultural backgrounds. For example, those with a Japanese background could only associate with other Japanese students. I was off with my fellow Chicanos. No communication was allowed between our newly segmented groups.

Afterward, each segregated group was told to sing a camp song to an audience of others. After several group performances, one girl stood up to perform, alone, alone because she was the only person of her race and cultural background at the camp. As she stood there, isolated, singing to us, she began to cry. We were presented with a dilemma, not communicated, but felt by every one of us. Should we obey these bigoted rules? Wordlessly, we struggled. Finally, a young man from another group stood up and joined the lone singer. Without hesitation, the rest of us joined them and ended her isolation.

When I returned home to my family and friends, I no longer felt alone. Yes, I am different than many of my friends, although a lot of us come from the same racial background. Some live with two parents in one house. Some are introverts, some outgoing, some athletic, some musical. And sometimes, I do not feel as if I fit in completely. But I learned something in *Anytown*. I learned that one of elementary school's absolutes simply is not true. The world isn't really round as we were taught. Instead, it consists of bumps and crags, requiring constant care in deciding where to step. The only real absolutes are the people who steady us along the way.

After this experience I feel as though I can better contribute to the Youth Advisory Board, which to me gets me thinking out loud about issues that are not flat surfaced and helping me to feel more connected with Chicanos and others who suffer from poverty and racial discrimination in my city.

Name: Li Ming  
High School: Fuxing Senior Secondary School  
City, State: Shanghai, China  
Ethnicity: Chinese  
GPA / Rank in Class: 93%

Standardized Test Scores:

SAT I: V: 600 M: 760 W: 610 TOTAL: 1970  
TOEFL: 105  
AP / IB Exams: N/A

Intended Major: Environmental Science  
Alumni Connections: N/A  
Interview (On Campus \_\_\_ / Alumni \_\_\_) \*Trinity faculty recommendation

Extracurricular Activities:

- Environmental Action Group
  - Founder, co-President (1st-3rd years of high school)
- Student Teacher/Assistant for Chemistry
  - (3rd year of high school)
- Model UN Delegate
  - Guest Delegate from Fuxing senior secondary school to National Model United Nations Conference in Xi'an, China.
- Employment: Sorting Processor, Hongkou District Electronics Waste Management Service (1st-3rd years of high school)

## Student Transcript (Translated for U.S. College Admissions)

### **Senior Secondary Education**

#### **Grade Level: 10**

Chinese	89%
Mathematics	94%
English	95%
Biology	93%
Geography	90%
Music	84%
Technology	92%

#### **Grade Level: 11**

Chinese	92%
Mathematics	97%
English	95%
Chemistry	97%
History	88%
Fine Arts	89%
Technology	90%

#### **Grade Level: 12**

Chinese	94%
Mathematics	96%
English	95%
Physics	92%
Politics	79%
Computing	99%

Overall: 93%

Guidance Counselor Recommendation:

I recommend Li Ming for consideration for admission to your competitive university. He has succeeded in both academics and in cultural/humanities studies, including the study of English. He has always been a willing and hard worker, bringing recognition to our school in such areas as the Model U.N competition in Xi'an. I expect that this student will be successful in his future.

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Trinity College Faculty Member Recommendation (Mark Lantry, Associate Professor of Environmental Science)

I first met Mr. Li during a faculty trip to Shanghai, China, which I undertook as part of an interdisciplinary group, comprised of my colleagues from the sciences, arts and humanities. This impressive student taught me more about China, and also more about hope and determination, than anyone or anything else I saw on that trip.

Mr. Li attends Fuxing Senior Secondary School in the Hongkou district of Shanghai. The first time I spoke to him was when I had the good fortune to visit that school and act as a guest speaker for an advanced chemistry class, of which Mr. Li was a member. I do not recall my presentation on the Trinity-in-Shanghai program being particularly eloquent, especially since my Mandarin is quite lacking. And indeed many of the students in the large class (more than fifty!), though polite, didn't seem to be much interested in my talk. Mr. Li, however, came up immediately after the talk and, in English much better than my Mandarin, asked me questions about the program almost until I was late for my next appointment. He displayed a very keen interest in Trinity College, asking about its location in the United States and its programs in environmental science (a topic which caused his eyes to light up whenever he discussed it). I told him this was a happy coincidence, that I worked in the department of his interest, and arranged another meeting at his school before hurrying out to catch my bus.

My impression of Mr. Li at that time was that he was endearingly curious. There is nothing a professor likes more than a student who hangs on to his every word, of course. But when we next met, at his high school after the end of the school day, I was struck by two more things about Mr. Li: his intelligence, and his optimism. As Mr. Li explained to me, his family is not in a stable economic situation. I was able to infer from various statements he made and facts he let slip that, due to a lack of jobs in the Hongkou district (one of the poorest in Shanghai), his family would have trouble paying for a university education, especially given the limited number of scholarships available and

the unimaginable number of competing students in China. Mr. Li did not complain about his situation to me. Instead, we discussed his (and my) area of interest – helping the environment through science.

While pollution is the cause of much strife in the U.S, most scientists agree that China has it worse. This rising nation is the world's largest consumer of coal, mostly for electricity. Its companies are driven by the government to focus exclusively on short-term production and to largely ignore the commensurate cost to the planet and to human lives. In order to support his family, Mr. Li works at a company which disposes of old electronics. Because they contain materials like mercury and lead, there is often simply no safe place to put these electronics once they become trash. Mr. Li has seen several co-workers older than him become sick through exposure to these materials. We discussed viable safe storage methods for dangerous materials, and Mr. Li shared some of his (quite innovative) ideas with me. What I was most taken with about this student was his conviction that these problems *could* be solved, that methods *could* be found to protect people and the environment.

His conviction and his determination to achieve results are (and this is speaking as a somewhat jaded professor) inspiring. I cannot imagine how he has achieved such a level of maturity and worldview in an environment that is not conducive to these traits. In successive meetings, I spoke to Mr. Li about the possibility of attending Trinity for his higher education instead of one of the universities in his home country. It was a new idea to him (his high school does not often send students abroad) but he was quick to catch on to the advantages. A liberal arts college would provide much greater access to professors and many more opportunities to do research than would a large university of the type common in China. He was also very interested in going to an institution that allowed him to work in science creatively, to test new ideas while working closely with professors. Though I tried not to be biased, Trinity did fulfill many of his interests as a school. Upon my return to campus, I guided him through the application process via frequent emails. Unfortunately, his school has a large number of students and is not well set-up for those ones who are applying abroad, and so it was difficult to secure letters of recommendation from his teachers.

I heartily and sincerely recommend Li Ming for admission to Trinity College's upcoming class. Academically, I am sure that he is qualified. In addition to my selfish motives (I would love to work with him) I think that he is an excellent example of everything we here at Trinity desire in a student: drive, creativity, talent, and the desire to use those things to make this world better. I hear the phrase a lot, but this student may really be one for which anything *is* possible.

### Personal Essay:

Every day I see advertisements from the United States to buy new phones, televisions, and computers. Everything must be brand-new in America. What is the message hiding underneath the advertisement? Throw away the old things.

I work at Hongkou District Electronic Waste Management in Shanghai. Every day I sort many old electronics from U.S. people. Electronics disposal is very dangerous. It hurts people and the environment. I have seen workers without wearing masks who smashing computer monitors in a room with mercury in the air. My coworkers have become sick. But the people who bought the computer monitors forgot them. The thing that makes us sick was sent away from their world. They throw away old things into our world.

It is not my goal to lecture at you about the environment. I do not accomplish anything that way. The whole world must stop throwing away everything. I include myself. The man who throws away his computer filled with toxic metals is harming people. The Apple and Hewlett Packard and Dell computer companys that told him to buy new computers also are harming people. The root of the problem is consumer culture because it does not respect the workers who clean up our electronic waste. All of us live the consumer culture. We all share the blame.

I want to study college in the United States because China and the U.S. are connected. Our economics are tied together. We must communicate better about how the environment in your world has a relationship to the environment in my world. After college I want to return to Hongkou to teach the knowledge I will learn. Many of my neighbors moved away from Hongkou, but I will return after college. I do not want to throw away my past. My city is not a waste pile. It is a beautiful city and we can improve it by recycling. In college, I will learn how to remove mercury from old computer monitors to make thermometers or lightbulbs. This is a great service and an honor to my family.

Name: Paula Nunes  
High School: Eisenhower High School  
City, State: Uniondale, NY  
Ethnicity: Other: Portuguese  
GPA / Rank in Class: Top 25%

Standardized Test Scores:

SAT I: V: 660 M: 660 W:700 Total: 2020  
SAT II: M1: 630, MB: 680, UH: 590  
ACT: N/A  
AP / IB Exams:  
AP Spanish 5

Intended Major: Undecided  
Alumni Connections: N/A  
Interview (On Campus \_\_\_ / Alumni \_\_\_ )

Extracurricular Activities:

- Girl Scouts (9<sup>th</sup> – 12<sup>th</sup> Grade)- Silver Award
- Varsity Soccer (10<sup>th</sup> – 12<sup>th</sup> Grade)
  - Captain
  - All-League
  - 4 Letters
- Senior Prom Committee (11<sup>th</sup> – 12<sup>th</sup> Grade)
  - President
- Boys & Girls Club ( 7<sup>th</sup> – 12<sup>th</sup> Grade)
  - Volunteer
  - Tutor
  - Camp Counselor
- School Tour Guide (10<sup>th</sup> – 12<sup>th</sup> Grade)
- Spirit Club (10<sup>th</sup> – 12<sup>th</sup> Grade)
  - Vice-President
- Acolyting at local Church (8<sup>th</sup> – 12<sup>th</sup> Grade)

Awards / Honors:

- All-State Soccer Star
- Silver Award
  - Community-Service Oriented
- Yale Book Award

## **Student Transcript**

### **Grade Level: 9**

<u>Course:</u>	<u>Grade:</u>
English 9 (Honors)	B+
Geometry	A-
Spanish II	A-
World Civilizations	B+
Conceptual Physics	A-
Art Survey	A-

### **Grade Level: 10**

<u>Course:</u>	<u>Grade:</u>
English 10 (Honors)	B
Algebra II & Trigonometry	B+
Spanish III (Honors)	B+
The Modern World I	B+
The Modern World II	B+
Biology	A-
Health	A
Photography	A
Music Survey	B+

### **Grade Level: 11**

<u>Course:</u>	<u>Grade:</u>
English 11 (Honors)	A-
Precalculus	B
AP Spanish	A
U.S. History	A-
Photography II	A
Photography III	A
Physical Education	A

### **Grade Level: 12**

<u>Course:</u>	<u>Grade:</u>
The West and the World	A
AP English	A-
Calculus	A-
AP Spanish Lit.	A-
AP Biology	B
AP Studio Art	A
Photography IV	A

Cum. G.P.A. 3.7

### Guidance Counselor Recommendation:

Enthusiastic, energetic, athletic, organized – *busy* – yet balanced: this is Paula. She is someone whose presence brings up everyone around her, and she leads directly and by example with her outstanding character and effervescent attitude. Add to the fact that she is highly organized and has consistently strong results in a Very Demanding program of study at this very rigorous school, and you have the makings of a terrific candidate.

Arriving here as a new ninth grader, Paula quickly settled in even with the fast pace of two accelerated subjects, math and language, and then promptly moved up to Honors language and advanced math tracks the following year. Paula does have experience with several languages as her parents immigrated from Portugal when she was very young and they still maintain the Portuguese language at home. Paula also grew up learning some Spanish in addition to the classes she has taken here. Paula made an excellent transition socially as well as academically, immediately joining our spirit club and becoming a tour guide in her first year. (You will want her to lead tours for you too!) Paula takes school very seriously, and the fact that she does not procrastinate and is supremely organized means that she just gets a lot done. She has consistently taken on extra courses yet has no grade below a B (with nearly all grades higher than that). This year she has three AP courses in another six-course load, including our very demanding AP Biology and AP Spanish Literature class.

Although her tested ability is fine, it is really in the classroom that Paula shines; the give-and-take of discussion and consideration of issues is her bread-and-butter. “Paula’s contributions to discussion add clarity to the collective analysis the class undertakes...[Paula,] Thank you for being such a strong and reliable voice during class discussion. You are a perceptive reader and seasoned critical thinker whose ideas help shape the group’s understanding of central themes” (Intro to AP Spanish); “She approaches her work with enthusiasm and energy and this is what makes her such a joy to teach” (Precalculus); “[S]he stands out because of her constant level of excellence and her enthusiastic contributions to the classes. Her work has been outstanding, especially her research paper on Amyotrophic Lateral Sclerosis, which received an A” (Biology). This last comment is particularly notable, because that teacher is a notoriously tough grader; the A- she received that year is a real achievement.

I said above that Paula is busy, and she is. She’s one of those people who thrives on lots of different activities, as you will see from the list in her application. Her commitment to scouting is notable, as she has received the Silver Award, one of the highest honors. She has been a longtime volunteer at a Boys and Girls club, and her innate charisma has made her a real favorite in all her work with younger children. Paula is also an important contributor at school in a variety of ways, and her presence adds immeasurably to the spirit in our senior class. Sports are also a major part of Lilly’s life, and her athletic talent (she has won our school fitness challenge two years in a row) and enthusiastic leadership made her a natural to be named Co-Captain of Varsity soccer this year. She even spent one summer on a very competitive youth team in Portugal. I know she will seek to contribute to a college team and there are coaches actively recruiting her; yet for Paula the college search is all about the right fit academically first. I expect she’s going to be very successful not only because she is smart but because she also has all the requisite people skills. I am delighted to support her candidacy warmly and enthusiastically.

Sincerely,

Guidance Counselor

English Teacher Recommendation:

Dear Sir or Madam,

I taught Paula for two consecutive years in English. She was a member of my English 10 class, which was a world literature class with a focus on British literature, and of my American Literature class. In those two years, Paula grew as an English student as much as any other student in my classes. Her growth led to her gaining entrance into English 12 Honors in her senior year.

Paula is the epitome of a good student. She has excellent analytical skills and writing skills, which make her essays strong and profound, but Paula's competitive nature and her pride never allowed her to stop working at improving; her improvement in her writing was the main reason she was able to move up to the Honors level. She contributed to class discussions with excellent questions and thoughtful responses. Her thought-provoking comments and questions often inspired her fellow classmates to respond; she literally took over one class last year and taught an entire period. Paula was so intrigued by Joyce Carol Oates's "Where Are You Going, Where Have You Been" that she asked if she could teach the class for the period, which she did. And she did well. Paula is a natural leader and naturally intellectually curious.

Paula's determination, which is evident in all her activities, has been the key to her success in the classroom. Having taught Paula in English, I have been witness to her incredible work ethic. She is not a student who becomes frustrated when given a difficult task; rather, Paula sees everything as an opportunity and / or challenge. She is a thoughtful student, who creates solutions to difficult problems. She seeks answers and help from others and never gets frustrated. She is a confident young woman who will have much to offer any college or university.

I would enthusiastically recommend Paula as a future student at your institution. There are few students whom I would recommend more highly than Paula, and there are no classmates of Paula whom I would recommend more. Whatever she decides to do in life, she be successful and she will lead; that is who she is.

Sincerely,

English Teacher

## Personal Essay:

People whirl past me as I stroll under the golden clock looming above the daily hustle and bustle in Grand Central Terminal. My summer internship at Seventeen Magazine brings me into this room at 9 AM to start a new day's work. With each morning comes the same search, but with each glance I witness a multitude of new sights. Grand Central has a magic in its assortment of people from various nations, religions, and widespread socioeconomic backgrounds brought under one roof for a few brief moments.

In the blink of an eye, the plot instantly changes as loaded trains open their doors and new people pour in. A new story forms. While I have always been a people-watcher, my internship at Seventeen involves engaging in hundreds of conversations with strangers in the concourses of Grand Central and talking with all types of teenage girls in an effort to find fitting candidates for profiles and stories in the magazine.

Moving across the room, I scan the archways for interviewees. I pass a mother trying to capture her five-year-old's attention as she points up at the star-speckled constellations painted on the ceiling. I see a homeless man, the change clinking as he jingles his cup, hoping for a small donation. Turning my head, I spot a potential candidate. Convincing myself to speak confidently with her, I stand up trying to keep in mind that my presentation may be declined.

"Hi, my name is Paula, and I am currently an intern at Seventeen Magazine. Would you like to fill out a quick form that enables you to be a candidate for the magazine's stories?"

I hear the friendly, yet firm, tone in my voice, but cannot help but wonder if I sound legitimate? Most girls, although caught off guard, are polite and curious about my spiel. Others, however, reply, "No thank you, this sounds like a scam." In most cases, as soon as a good conversation gets going, their lives start to unfold, and stories flow. I discover that many young women are interesting, and it gives me confidence to get over the rejections in an effort to find another positive response.

My heels click the same searching tune on the marble flooring of the terminal surrounded by rhythms changing with each new day. Through my scouting efforts I have witnessed and learned to appreciate diversity in every sense of the word. These quick five-minute conversations with each girl, against the ever-changing backdrop of nameless faces, offer interesting glimpses into so many lives. Every girl is different, and every new story is captivating as the last. I quickly learn there is no need to hold myself back. Potential energy builds inside me; I take a deep breath and dive into the sea of people rushing past me, looking for my next interview.

Name: Angelica Parker  
High School: The Rosedale School  
City, State: Miami, Florida  
Ethnicity: Other: multiracial  
GPA / Rank in Class: Top 10%

Standardized Test Scores:

SAT I: V: 580 M: 600 W:600 Total: 1780  
SAT II: CH: 610 M2: 570 UH: 570  
ACT: N/A

AP / IB Exams:

AP American History 2  
AP English 3  
AP Chemistry 3

Intended Major: Undecided  
Alumni Connections: N/A  
Interview (On Campus \_\_\_ / Alumni \_\_\_ ) N/A

Extracurricular Activities:

- Swim Team (9, 10, 11, and 12)
  - Captain
  - Individual District Finalist (9, 10, 11, 12)
  - Individual Regional Finalist (10, 11, 12)
  - State Relay Team (9, 10, 11, 12)
  - Medley Relay State Finalist 10 (All American Considered)
- Swim Team – Florida Aquatics (U.S. Swimming Club)
  - Southern Zone Sectional Qualifier (9, 10, 11, 12)
- Boys and Girls' Club
  - Mentor and Volunteer through Interact (10, 11, 12)
- Math Tutor (10, 11, 12)
- World Youth Day – Cologne, Germany (10)
- Knights of Malta – Youth Pilgrimage to Lourdes, France (aiding the National French Pilgrimage) (10, 11)
  - Group Captain
- Longhorn Swim Camp (University of Texas) (10, 11)
- Breast Cancer Walk Volunteer (12)

Awards / Honors:

- Advanced Placement Scholar
- National Honor Society (11, 12)
- Mu Alpha Theta (Math Honors Society) (11, 12)
- National Beta Society (10, 11, 12)
- President's Honor Roll (9, 10, 11, 12)
- Junior Classical League (Latin) 9

## Student Transcript

### **Grade Level: 9**

<u>Course:</u>	<u>Grade:</u>
Latin I	A
Spanish I	A
English I (Honors)	A
Algebra II (Honors)	B
Biology I	A
American Government	A
World History (Honors)	A
Civics	A
Phys. Ed	A

### **Grade Level: 10**

<u>Course:</u>	<u>Grade:</u>
English II (Honors)	A
Chemistry (Honors)	A-
New Testament	A
Media & Values	A
Geometry (Honors)	A
Spanish II	A-
Contemp. History	A-
Health	A
U.S. History (Honors)	A-

### **Grade Level: 11**

<u>Course:</u>	<u>Grade:</u>
Spanish III (Honors)	A-
Personal Fitness	A+
Ethics	A
World Religions	A
AP English	A
AP American History	A-
AP Chemistry	A-
Math Analysis (Honors)	A-

### **Grade Level: 12**

<u>Course:</u>	<u>Grade:</u>
AP Biology	B-
Anatomy and Phys. (Honors)	B
AP Art History	B+
Social justice and Peace	A
English IV (Honors)	A-
Economics	A-
Spanish IV (Honors)	A-
Music	A

Cum. G.P.A. 4.44 (weighted)

### Guidance Counselor Recommendation:

In some cases when I write a letter of recommendation, I struggle to tell a student's "story" because many of my students don't really (yet) have much of a tale to tell. In Angelica's case, there's a long and involved story and I'm not quite sure where to begin...

Angelica is the product of a large extended family from New England. Her parents both attended northeast schools. They relocated to Florida when Angelica was just a few months old. Angelica is the oldest of four children. Angelica's family values a strong education to the degree that Angelica's mom met with me for the first time to discuss colleges when Angelica was still in the eighth grade.

Angelica transferred to our school in the eighth from a local grade school. Her parents were seeking a more rigorous academic experience for Angelica and they also wanted to position her for success in high school. Angelica was a champion swimmer and transferring here would give her an opportunity to swim on a varsity team while still in grade school. They were ultimately disappointed with the school because Angelica was not placed into Algebra or high school foreign language. She was told that there wasn't room for her in those classes because priority had to be given to returning students. Then, the time came for her family to decide where Angelica would attend high school. Originally, their plan was for Angelica to continue here, but they ultimately decided to send her to a local high school for her freshman year. By the middle of Angelica's freshman year, they knew they had made a grave mistake. Angelica found that this school left little time for outside activities such as swimming and a social life and it lacked any kind of spiritual nourishment for which she was accustomed. They began the process all over again of researching the area's preparatory schools for the ideal situation and concluded that our institution was the best option for Angelica.

Angelica's homecoming wasn't ideal. Her friends had established new friendships and interests and it took her a while to find her niche. She also found that the other program was weaker in foreign language and English than our school and she spent her sophomore year playing "catch up." Eventually things began to click for Angelica and her junior and senior years have been happy and successful.

After a few bumps in the road, Angelica made new friends and she attests her strong friendships to her realization that it was more important to value friends for their qualities over their popularity. Angelica rose in the ranks from the fourth to the first decile in her class. She has opted for our most challenging courses available. Angelica's teachers report that she has matured tremendously over the past few years. She contributes regularly to class discussion and she asserts herself in a way that is frank yet compassionate. Angelica is taking AP Art History this year which is known for being our most demanding course. Her teacher says that Angelica is her strongest writer and she is able to process and interpret art using her own internal values and knowledge as opposed to worrying about coming up with the *right* answer.

While Angelica was readjusting to life at our school, her family life at home changed drastically. Angelica's mom was "Super Mom." She was one of those people who literally got around four to five hours of sleep per night while coordinating the lives of her four children. Angelica's mom

had the reputation for keeping a beautiful home, having four brilliant and talented children, and pursuing her own hobbies and interests while always maintaining the most relaxed, unruffled, demeanor ever. In Angelica's sophomore year she came down with what she thought was shingles. By Angelica's junior year, her mother was experiencing pain and paralysis and was diagnosed with Devic's Syndrome. Devic's Syndrome is related to Multiple Sclerosis. It is more common in the Japanese and Angelica's mom is half Japanese. It is a debilitating and degenerative disease that ultimately results in blindness and paralysis. Needless to say, the family's well-run ship sank. Suddenly, Angelica herself was car pooling her siblings, making lunches, and cooking dinner while maintaining a heavy course load and a grueling swimming schedule. Angelica was forced to grow up quickly.

Angelica follows in her mom's footsteps in that she is able to take on monumental tasks while appearing calm and stress free. As her mom says, "She is a duck who glides across water gracefully while paddling frantically under the surface." She is the first to admit that because academics come easily to her, she often procrastinates and finds herself under pressure to meet deadlines. Obviously her family obligations and busy schedule contribute to that issue. She always pulls through in the end.

Angelica's passions include swimming, volunteer work, and art. Angelica has been swimming since the age of seven. She competes on both our school team and a club team. When she's not competing, she's teaching swim lessons, life guarding, and coaching swim teams. Angelica's primary commitment to community service has been tutoring students at a local charter school for underrepresented children. Angelica was part of a group of students who actually created a tutoring program at this school that now enlists the help of students from other neighboring schools. Angelica is creative and artistic. Although her course schedule has not allowed her to take as many art courses as she would have liked to have taken, she has pursued art outside of school by taking summer art courses and by drawing and painting for fun.

This year, Angelica's mom is in remission which has freed Angelica up to enjoy her senior year. She has really done her research on colleges. Angelica has gone from wanting a large school to wanting a small traditional liberal arts program at a smaller school. She is open-minded, energetic, and humble. Angelica's values and discipline guarantee her success in college. I highly recommend Angelica for admission to your institution. Thank you for your consideration.

Sincerely,

Guidance Counselor

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English Teacher Recommendation:

To Whom It May Concern:

I am more than happy to recommend Angelica for admission to a competitive university. She possesses the very qualities that you seek in students on your campus: academic ability,

responsibility, initiative, common sense, social awareness, and a positive perspective about life in general.

As her teacher in Advanced Placement Literature this year, I have had the pleasure of knowing Angelica and observing her strong work ethic and commitment to success in and out of the classroom. As a talented swimmer, Angelica has balanced a time-intensive training schedule with the rigors of a challenging AP course. She has learned to manage her time well and succeed in both arenas.

Angelica's essays and discussions in AP Literature show her love of literature and language, as well as her skills in critical reading and writing. She has worked consistently this fall on improving her timed writings. Her work is thorough, thoughtful and timely. Her success in class discussions and presentations stem from her meticulous research and organization of ideas. She excels in Harkness student-led discussions and enables the other students to share and expand their ideas. She is courteous, patient and open to new ideas and perspectives.

Angelica's strong academic background, intellectual curiosity and time management skills ensure her success in a challenging college program.

Sincerely,

English Teacher

#### 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%)	Out of the top ten encountered in my career
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							✓	

Mathematics Teacher Recommendation:

To Whom It May Concern:

College admissions simulation

Parker, Angelica, p. 5

Angelica is an exceptional student and honorable person. Angelica has been an involved student at the school. She has participated in our Math Honor Society and Swim Team, showing her diverse talents. Angelica has a gentle and kind personality that I have seen in class and through her involvement in the math honor society. I came to know Angelica personally last year in my geometry honors class and through her involvement with the honors program.

I was happy to have Angelica in class a second year for math analysis and honors where she has shown tenacity and commitment to her studies. For instance, Angelica switched schools and showed her dedication and work ethic when she had to learn some topics on her own, since her classmates learned the previous year. Angelica worked diligently, asked questions outside of class, and earned a B that quarter.

Angelica would be an excellent addition to your school. Thank you.

Sincerely,

Mathematics Teacher

**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 encountered in my career
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							

Science Teacher Recommendation:

To Whom It May Concern:

Angelica has been an outstanding student in my Advanced Placement Chemistry class as a junior and is currently extending the enthusiasm to my Advanced Placement Biology and Anatomy and Physiology Honors classes as a senior. The Advanced Placement classes are equivalent to typical

freshmen Biology and General Chemistry classes offered at major universities. They require not only excellent study habits, but also class discussion, laboratory work, and both individual and group presentations. Angelica is enthusiastic, accurate, and well prepared for all activities.

Academic success and leadership have been displayed in her many roles in school clubs (Historian of Interact Club and a member of the Beta Club), sports teams (varsity swim team since 9<sup>th</sup> grade), and honor societies. Angelica is always enthusiastic and gives 100% to every project.

Well-liked by her teachers and peers, Angelica works well individually and as a member of a group. Her character is above reproach.

Academics and leadership are not Angelica's only strengths. Angelica provides service to the school as a member of the Ambassadors. The Ambassadors recruit students from our feeder schools through presentations and discussions and serve in various capacities at school functions that involve the adult community. Angelica is well poised, articulate, and displays maturity. Community service is also important to her. The Boys and Girls' Club and Breast Cancer Walk among others have benefited from her volunteering efforts. Angelica also attended World Youth Day in Germany and the Knights of Malta Youth Pilgrimage to Lourdes, France.

Angelica is well organized and has found time to work as an intern in a commercial real estate office and teach swimming for the Tampa Yacht and Country Club.

I feel that Angelica will use her leadership and organizational skills, her enthusiastic approach, and her pursuit of academics to enhance her experience at whatever institute of higher learning she attends.

Sincerely,

Science Teacher

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Swim Team Request:

To Whom It May Concern:

In reviewing my application for admission to your university, I realized that I neglected to express my interest in participating in the women's swim team. I am writing this letter to confirm my interest in being a part of the women's swim team, in fact I have only applied to colleges / universities that have a women's swim team.

I have been swimming competitively since the age of 7 on club teams and several other organizations. During my high school seasons I was an individual finalist for both district and regional meets for all four years. Also, I was state finalist for relays for all four years. For my senior year, my team voted me captain.

Below is a sampling of my swim times for your review. I would appreciate an opportunity to discuss my interest and enthusiasm for becoming part of the team.

50FR: 26.07  
100 FR: 56.73  
100 BK: 1:03.92  
100 FLY: 1.02.93

I am very excited at the prospect of attending and swimming for you school. Thank you for your consideration.

Sincerely,

Angelica

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Personal Essay:

During my sophomore year, my mother was diagnosed with a rare auto-immune disease. At the time it had not been named because about 300 known cases existed in the United States, therefore treatment was only experimental. For months I was forced to watch my mother, who had always been sharp and attentive to everything, slowly be dulled by the multitudes of medicines. I tried my best to keep a normal life. I felt as though my world was crashing down around me.

Shortly after my 16<sup>th</sup> birthday my parents left for a clinic in Minnesota for consultation. However, this too, turned into a disaster when my mother lost the mobility of her body, including her ability to walk. The news came as a shock to my three siblings and me at home. Although our grandmother was staying with us, it was not the same and I began to see my siblings fall apart. It was at that moment, possibly the weakest I had ever felt in my life, that I realized that I needed to be strong not only for myself, but for the rest of my family.

I did my best to keep an optimistic attitude that my siblings could rely on when they were upset. I compiled care packages to send to our mother, which included our favorite pictures of us to put up in her room and other treasures of our childhoods, to cheer her up and distract us from our worries. I also stepped up around the house. Along with my homework, swim practices, and fragmented social life, I did the best I could to help our grandmother keep the house in order. I did everything from making meals to driving siblings to and from school.

After the longest six weeks of my life, my parents finally returned home. Although my mother was very weak and hardly recognizable, even to us, because of the medications, we were relieved to have her home and safe.

Throughout that year, I managed to keep my life going despite my family troubles. I remained on the honor roll and I kept up with my swimming to the best of my abilities under the circumstances. By keeping track of my usual schedule, I helped to bring an ounce of normalcy

back into my family, even if it meant that I went to school with a smile on my face and a strain on my heart.

Now, almost two years later, my mother is doing much better. She has been off steroids and the majority of her other medications for over six months and is looking like herself again. I still find myself doing little things for my family to help out whenever I can. Not a day goes by when I don't think of how I helped my family survive. I consider myself to be unique in that I was not only able to cope with everything that had happened, but because I walked away from it as a stronger person.

Name: Caitlin Quinn  
High School: Monroe Academy  
City, State: San Francisco, CA  
Ethnicity: Caucasian  
GPA / Rank in Class: 3.9

Standardized Test Scores:

SAT I: V: 540 M: 590 W: 550 TOTAL: 1680  
SATII: LT: 460 MB: 630  
ACT: E: 22 M: 24 R: 23 S: 24 C: 23 W: 25  
AP / IB Exams: AP English: 5, AP Biology: 3

Intended Major: American Studies  
Alumni Connections: Sister, Aunt and 2 Cousins attended  
(twin sister is currently applying as well)

Interview (On Campus \_\_\_ / Alumni X )

Extracurricular Activities:

- Varsity Basketball
  - Captain 11 and 12
- Varsity Softball
  - Captain 11 and 12
- Quidditch Club
  - Co-Founder / Co-Chair
- Israeli Culture Club
  - Co-Founder / Co-Chair
- Valentine Banquet
  - Co-Chair / Set-Up Committee
- Drama Productions
  - Assistant Director
    - *Annie Get Your Gun*
    - *The Woman in White*
    - *The Curious Savage*
- Yearbook Staff- Editor
- Drama Club
- Film Club

Awards / Honors:

- Finalist, Cornell Essay Contest
- Girl Scout, Silver Award Winner, Gold Award Certificate
- Scholastic Art Award
- Coach's Award, Basketball
- Consistent High Honors
- Cum Laude Award
- Who's Who Among American High School Students

### Student Transcript

#### **Grade Level: 9**

<u>Course:</u>	<u>Grade:</u>
English I (Honors)	A-
Spanish II (Honors)	A
Geometry (Honors)	A-
Chemistry	A-
World History I	A
Photography (Digital)	A
Photography (Black & Whit.)	A
Chorus	A
Physical Education	P

#### **Grade Level: 11**

<u>Course:</u>	<u>Grade:</u>
AP English	A+
Spanish IV (Honors)	A
Chemistry (Honors)	A-
Latin II (Honors)	A
Pre-Calculus	A
AP Biology	A
Physical Education	P
Probability and Statistics	A-

#### **Grade Level: 10**

<u>Course:</u>	<u>Grade:</u>
English II (Honors)	A
Spanish III (Honors)	A-
Latin I	A-
Algebra II (Honors)	A
Biology	A-
World History II	A-
Health	A
Physical Education	P

#### **Grade Level: 12**

<u>Course:</u>	<u>Grade:</u>
English IV (Honors)	A+
Physics (Honors)	A
Calculus (Honors)	A-
Painting	A
Music Appreciation	A
Economics	A-
AP Anatomy and Phys.	A-
Physical Education	P

Cum. G.P.A. 3.99

### Guidance Counselor Recommendation:

If you ask Caitlin how she wants to live her life, she would probably quote a lyric from the Gavin DeGraw song: “I don’t want to be anything other than what I’ve been trying to be lately, I don’t want to be anything other than me.” Caitlin is a thoughtful, intelligent, caring individual who is, no doubt, headed for exciting things in life. Her academic background is impressive, her list of activities is stellar, and her outlook on life is refreshing.

Caitlin is the oldest twin in a family of four children. Her sister, Sandra, is also a member of the senior class and together they have forged a nice bond with their classmates by being hard workers and avid contributors. Caitlin appreciates all that life puts in front of her. She loves a challenge, loves working through difficult situations, and loves making the most of each day. Caitlin has been at our school since kindergarten, and in that time she has matured and become more independent; she has seen her relationship with her peers and with faculty grow throughout the years and has developed stronger and more complex interests. Caitlin focuses on the good that life offers, she has excellent values – often being the voice of logic and reason – and desires to seek complete fulfillment in her education, job, family, and friends. Determined, Caitlin marches forward with purpose, leaving no stone unturned, finding comfort in helping others.

Caitlin has greatly benefited from the small setting offered by our school, especially in her education where skill building and academic support developed her confidence as a student. In the classroom, Caitlin’s teachers appreciate her point of view and her many contributions. She enjoys learning and is willing to take on challenges that will move her to the next level of understanding. Her academic program stands as a good example of her determination – Advanced Placement courses and years of foreign language – and strengths in all other areas that will see her through a demanding college program with relative ease. However, she is not a student who screams her abilities from the rooftops, instead she persists independently, securing a strong grasp of her academics and taking pride in her work as she goes along. Caitlin works hard; she avoids impulses and focuses on the tasks at hand. She comes to class prepared, eager to participate, and never complains about complex assignments or the feeling of too much on her plate. As a result, Caitlin’s dedication yields positive results, reaping rewards for her strong work ethic and gaining admiration from her faculty and peers. A quiet leader, Caitlin often takes a “wait-a-minute” approach to problem solving, giving appropriate time to rationalize and think through difficult situations logically. Caitlin is a leader whose style, most agree, fits her personality. She doesn’t shy away from getting involved. Ask her something, and you can expect an immediate reply or turn-around; put her in charge, and you know the results will be first rate.

When it comes to standardize testing, however, Caitlin has come to recognize that her classroom abilities far outshine her performance on the SAT and ACT. From the very first time she was tested in a standardized manner, the assessment underestimated her abilities and she was challenged by the format; her ability to perform on standardized tests has not changed significantly since first grade.

But, what you will enjoy about Caitlin is her thoughtful style and willingness to listen to others. It is a pleasure to be in Caitlin's company. She laughs easily and infectiously. She does not get frustrated. She thrives on challenge, particularly if it is one that can be diligently tackled. She is persistent in her approach and sees a task that is difficult as a journey to be enjoyed one step at a time, a puzzle to be mastered. If necessary, Caitlin will make multiple attempts or choose a different style until the job is done. On the other hand, heaven help those who thwart her. She does not have time for dishonesty or foolishness and approaches risks with reason.

When Caitlin graduates this year, I know she will reflect on her participation in *Journey for Identity* as the best experience of her adolescence. In this program, Caitlin traveled to Israel and Poland with other teenagers from Israel where she got a chance to see part of history that most people only read in books. She visited Auschwitz and Birkenau and saw killing sites of Majdanek as well as unmarked burial fields, recording it all through the lens of her camera. The trip emotionally moved her, helping Caitlin to define herself as a person with a link to her heritage and to Israel. When she returned, her photographs became a community exhibit that she shared with hundreds of adults during the Holocaust Remembrance Services and again with 400 or more high school students from all over the San Francisco Bay area during the Holocaust Education Day. She returned to Israel this summer with that same group of teens only this time to perform community service by working on an ecological farm project for ten-hours a day at no pay. The funding for the trip was provided by her summer job of scooping ice cream at a local restaurant.

Caitlin is, in many ways, the backbone of her senior class – the unsung hero, so to speak. Admired for completing jobs that are less glamorous and less public to peers, Caitlin does not draw attention to herself or wish life to be different than it is. The successful completion of a task, regardless of its importance, is her reward and prize, and with that in mind, I have no doubt that life will carry her far. Caitlin will, indeed, be a survivor who will go even further than her own expectations. It is my pleasure to recommend Caitlin to you for admission this year. With her you will find an individual who truly doesn't want to be anyone other than who she is, and, in return, you will appreciate that concept in her every day she is on your campus.

Sincerely,

Guidance Counselor

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Teacher Recommendation:

To Whom It May Concern:

Eager, dedicated, focused, Caitlin is a strong student and a person of high quality. I have no doubt that she will be a success in anything she chooses to undertake. Not only is Caitlin talented in a variety of areas, she is never deterred from a pursuit even if she encounters initial difficulties. To the contrary, she has developed her ability to be diligent and resourceful, both academically and in her extracurricular pursuits. Whether pursuing her studies, arranging visits

to concentration camps and to Israel, or playing defense on the basketball court, Caitlin is a person you want on your team.

I first taught Caitlin in the 6<sup>th</sup> grade and currently have her in AP Spanish class. It has been rewarding to see her grow to the point that she is excited about learning and knows for herself how to go about it. I know Caitlin will really bring a lot to her college campus, and will derive every benefit from her educational opportunities.

Sincerely,

Spanish Teacher

		RATINGS						
		Compared to other students in his or her class year, how do you rate this student in terms of:						
		Below average	Average	Good (above average)	Very good (well above average)	Excellent (top 10%)	Outstanding (top 5%)	One of the top few encounters in my career
<input type="checkbox"/>	No basis							
<input type="checkbox"/>	Academic achievement				<input checked="" type="checkbox"/>			
<input type="checkbox"/>	Intellectual promise				<input checked="" type="checkbox"/>			
<input type="checkbox"/>	Quality of writing				<input checked="" type="checkbox"/>			
<input type="checkbox"/>	Creative, original thought				<input checked="" type="checkbox"/>			
<input type="checkbox"/>	Productive class discussion				<input checked="" type="checkbox"/>			
<input type="checkbox"/>	Respect accorded by faculty						<input checked="" type="checkbox"/>	
<input type="checkbox"/>	Disciplined work habits						<input checked="" type="checkbox"/>	
<input type="checkbox"/>	Maturity						<input checked="" type="checkbox"/>	
<input type="checkbox"/>	Motivation					<input checked="" type="checkbox"/>		
<input type="checkbox"/>	Leadership							<input checked="" type="checkbox"/>
<input type="checkbox"/>	Integrity						<input checked="" type="checkbox"/>	
<input type="checkbox"/>	Reaction to setbacks						<input checked="" type="checkbox"/>	
<input type="checkbox"/>	Concern for others				<input checked="" type="checkbox"/>			
<input type="checkbox"/>	Self-confidence						<input checked="" type="checkbox"/>	
<input type="checkbox"/>	Initiative, Independence				<input checked="" type="checkbox"/>			
<input type="checkbox"/>	Overall							

Teacher Recommendation:

To Whom It May Concern:

Although her demeanor in class is relatively quiet and unassuming, Caitlin has an active, inquisitive intellect motivated by a genuine curiosity about historical and cultural matters. I first came to know realize this when she was my ninth grade history student. She asked questions and made comments that portrayed a sophistication beyond her years, and also indicated to me that she spent some time ruminating on the material we covered in class. And, needless to say, she was immaculate in her written work and on tests.

Caitlin is an extremely conscientious student, and she has never missed or been late with an assignment in all the time I have had her as a student. She takes notes assiduously in class, and,

despite her position as one of my top students, patronizes me frequently during my office hours. If she has the least bit of doubt about something in one of her assignments, she never hesitates to seek me out for clarification.

As devoted a student she is, she is no mere drudge and certainly not a grade monger. My impression is that she is very well liked by both her peers and the faculty. She does have an ease of manner and an affable nature that make her pleasant company. Her maturity and sense of integrity also distinguish her. This is exactly the sort of student I would ask to look after my house while I was out of town.

I strongly support Caitlin's candidacy for admission, without any qualification whatsoever.

Sincerely,

Latin / History Teacher

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 encountered in my career
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Extracurricular Activity Adviser Recommendation:

To Whom It May Concern:

I have been asked to support Caitlin's application to your school. I write this letter with great pleasure, as I have grown to know Caitlin over the past 5 years, and she has consistently impressed me with her maturity, intelligence, empathy, leadership skills, and commitment to academics and enriching extra-curricular activities.

Through my work in Jewish education in San Francisco, California, I interacted with Caitlin as her teacher in a Sunday morning course on ethics, her coordinator of Teen Education and Israel Trips at the Jewish Community Federation, and the lead American staff member of the key event during Caitlin's high school years and most significant endeavor of my career thus far. In January, Caitlin applied to participate in the Journey for Identity (JFI), the first completely reciprocal trip for Jewish high school students from the US and Israel ever attempted. Following a thorough selection process, Caitlin was accepted to the program, along with 27 other teens from the United States and Israel. I co-created the trip, managed its marketing, and was with the teens for the entire journey.

I consistently noted Caitlin's attentive and interested exchanges with adults and students. Her strong social skills helped her to easily build relationships with so many teens from two different cultures. JFI uniquely enabled Caitlin to study European and Israeli history, explore her roots, and improve the world. Caitlin is highly expressive orally and in her writing, as was clear through the application and orientation process for JFI and mostly notably during the 24-day journey with 27 fellow teens through San Francisco, Washington D.C., New York, Poland, and Israel.

Caitlin's enthusiasm in meeting people from various cultures and experiences is infectious. Her diverse interests, from basketball to music and acting, each receive the requisite commitment of time and effort. Caitlin communicates with special power and sensitivity through photography, as evident through her JFI-inspired photo essay, *Tracing Footsteps to Find our Own*. Caitlin's work earned great acclaim, and she met with over 400 students to discuss her experiences.

Caitlin is a smart, warm, hard-working, and creative young woman with a sharp wit. She has my full support for admission to your school. I am sure she will succeed and inspire others to do so as well.

Sincerely,

Extracurricular Activity Adviser

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Personal Essay:

As I type, flashes of white and blue blur the letters on my keyboard. They come from the rubber band I have been wearing around my wrist since last summer. The bracelet reads "Israel is my heart" in both English and Hebrew. I have not removed it, for it is a constant reminder of the journey I took that has changed my life forever. The trip was entitled Journey for Identity and it has impacted my life in more ways than I could have ever imagined possible. Fourteen teens from the United States and thirteen students from Israel traveled together not only through the shadows of Poland but also into the warmth and light of Israel, all in search of one thing, identity.

I am a Jew from diaspora and before last summer all that truly meant to me was that I got to skip school for the holidays and eat some really delicious dinners. Don't get me wrong, this was

great, but inside I suspected that there was more to Judaism than a free ticket to skip school. I would sometimes ponder the thought of what that missing element was and if I should be trying to search for it. However, I would have never guessed that I would find my answer on a trip I had to be persuaded to go on in the first place. Journey for Identity not only helped me identify who I am as a person but also who I am as a Jew.

The first stop was Poland and I had no idea what to expect. I learned about the Holocaust in school and thought I understood, but to be in Poland and to see, smell, and feel what others had over fifty years ago is indescribable. The feeling is overwhelming. Walking through Birkinau, Aushwitz, and Majdanek, I began to realize how lucky I am to be a Jew alive today. As my group walked through the campus we carried Israeli flags almost as an act of defiance. It was as if we were saying, "We are still here and we are still strong." It was this feeling that began to fill in the missing pieces of my religion.

Now that I had experienced the darkest times in history of my people, it was time to see the light and rebirth, Israel. As I walked out of the airport into Israel, I felt like I was returning home, though this was my first time in the country. I could now see it as the country that saved us and gave the Jewish people the strength to move forward. I now realize what had been missing in my views of the Jewish religion. I did not understand the history or where I came from. In two weeks, I saw the darkest moments in history, I saw the light and rebirth of the Jewish people, and I found myself.

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# Interview Report



**Trinity College**  
Hartford, Connecticut

Date Fall

Candidate's Name Caitlin

Preferred Name \_\_\_\_\_ (First) \_\_\_\_\_ (Middle) \_\_\_\_\_ (Last)  
☒ First Year Candidate ☐ Transfer Candidate

High School or College/University Monroe High School

Home Address : \_\_\_\_\_

San Francisco  
(City)

(Street)

CA  
(State)

(Zip)

## Academic:

	no basis for judgement	below average	adequate	good	very good	truly outstanding	
a. achievement						X	a.
b. intellectual ability					X		b.
c. motivation/commitment					X		c.
d. articulateness					X		d.
e. creativity/originality					X		e.
f. depth of ideas						X	f.
g. inquisitiveness						X	g.
h. work habits						X	h.
i. potential						X	i.

**Comments:** Caitlin has an amazing work ethic that will take her far at Trinity!

## Extracurricular:

	no basis for judgement	below average	adequate	good	very good	truly outstanding	
a. accomplishments					X		a.
b. depth of involvement					X		b.
c. leadership potential						X	c.
d. potential for contributions at Trinity						X	d.

**Comments:** Caitlin has recently taken up photography and is beginning to appreciate the older film technology rather than digital. She seems to like technical aspects of film photography rather than the creative.

## Personal:

	no basis for judgement	below average	adequate	good	very good	truly outstanding	
a. personal qualities						X	a.
b. social maturity						X	b.
c. energy and initiative						X	c.
d. self-confidence						X	d.
e. self expression						X	e.

**Comments:** One of the most enjoyable interviews I have had. Caitlin is articulate, confident, and possesses a depth of knowledge. Her interest in her heritage is truly outstanding and I applaud her initiative to travel to Israel and gain perspective for herself.

## Overall:

	no basis for judgement	below average	adequate	good	very good	truly outstanding
Overall assessment						X

Turn the page over.

**Other:**

a. other colleges candidate is considering: NESCAC Schools

b. level of candidate's interest in Trinity: Very High

**Summary comments:** Caitlin and her twin sister (not identical) have attended a private school in San Francisco for the majority of their academic careers. Over the years, Caitlin has been more than a contributing member of the school. I interviewed Caitlin separately from her sister. I found they consider each other good friends, but they definitely are different. Caitlin is probably the more outgoing initially, is a better athlete (captain of two sports), likes to travel and the course she likes best is an independent studies program, comparative religion. She is very mature and articulate. If both are accepted, Trinity would be getting two different outstanding students.

Caitlin has visited the college and likes the feel of our school. She would be comfortable at Trinity.

Make a positive prediction about this student's experience at Trinity: Caitlin has a high degree of energy, has a great work ethic, is curious, self confident and has participated in various school activities. I believe she will continue these positive traits in college and be an incredible asset to Trinity.

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**Interviewer Information**

Interviewer's Name: \_\_\_\_\_  
(First) (Middle) (Last)

Please check appropriate box: ☐ Admissions Staff ☐ Senior Interviewer ☐ Alumni Interviewer

If you are an alumni interviewer, please complete the following:

Name: \_\_\_\_\_

Year of Graduation: \_\_\_\_\_

Company Name: \_\_\_\_\_

Home Address: \_\_\_\_\_

Business Address: \_\_\_\_\_

(City) (State) (Zip)

(City) (State) (Zip)

Home Phone: ( ) \_\_\_\_\_

Business Phone: ( ) \_\_\_\_\_

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**For Admissions Office Use Only**

Academic

Activity

Personal

Overall

Name: Benjamin D. Rosen  
High School: Hall High School  
City, State: West Hartford, Connecticut  
Ethnicity: Caucasian  
GPA / Rank in Class: 3.45

Standardized Test Scores:

SAT I: V: 700 M: 650 W: 700 Total: 2050  
SAT II: Bio: 700, Chem: 690  
ACT:

AP / IB Exams:

AP Statistics 4  
AP Econ Macro 4  
AP Econ Micro 4  
AP Chemistry 4

Intended Major: Creative Writing  
Alumni Connections: N/A  
Interview (On Campus \_\_\_ / Alumni \_\_\_ ) \*see note

Extracurricular Activities:

- Mock Trial
  - Varsity Team Lawyer
- School Play: Arabian Nights
  - Jester
- School Play: Moon Over Buffalo
  - Richard
- School Newspaper: *Hall Highlights*
  - Editor-in-Chief
- Improv Club
  - Member
- Employment: Barnes and Noble
  - Bookseller; part-time during the school year

Awards / Honors:

- Advanced Placement Scholar

## Student Transcript

### **Grade Level: 9**

<u>Course:</u>	<u>Grade:</u>
English 9 (Honors)	B
Graphics 1,2	A
Spanish III	B
Algebra 3,4 (Honors)	C
Earth Science Lab (Honors)	B
Modern World History	A

### **Grade Level: 10**

<u>Course:</u>	<u>Grade:</u>
Amer. Studies Eng. (Honors)	A
Spanish IV Hon.	B
Precalc 1,2 Hon.	D
Biology 1,2 Lab (Honors)	A
Amer. Studies Soc. (Honors)	A

### **Grade Level: 11**

<u>Course:</u>	<u>Grade:</u>
AP Chemistry	B
AP Economics	A
AP Statistics	B
American Government	A
Media Studies (Honors)	A

### **Grade Level: 12**

<u>Course:</u>	<u>Grade:</u>
AP Lit.	A
AP European History	B
Acting 1	A
Physics	B
AP Spanish	A

Cum. G.P.A. 3.45 (weighted)

#### Guidance Counselor Recommendation:

I would like to sincerely recommend Benjamin for admission to your college. In the four years I have advised him, I have seen him grow into a hardworking and talented young person. I am certain that success lies in Benjamin's future, whatever that future may contain.

Benjamin has shown his ability to work hard in class with his academic record, but he is also involved in myriad other activities. Benjamin doesn't do things because he thinks they will look good on his college resume, or because he thinks they are "smart" activities. Rather, he is an example of a person who truly follows their passions, no matter how diverse they may be. Benjamin avidly appreciates and participates in the theater. He likes to take roles which are offbeat and usually humorous characters, such as the Jester in *Arabian Nights* (for which he did an extended and highly entertaining improvised scene).

Benjamin is not averse to responsibility, either. He has taken on the role of Editor-in-Chief at the school newspaper, *Hall Highlights*, and, along with his co-editor, directs many other students in the day-to-day operations of the newspaper without any adult supervision at all. I do not think that there can be any greater validation of work ethic than the ability to undertake such a large project with no adult supervision at the high school level.

Benjamin displays passion for what he does. He doesn't confine himself to a limited number of activities; instead he explores everything he can. But Benjamin is not merely a dabbler; he has achieved a high level of success in all the different activities he takes part in. Benjamin's Mock Trial team was the winner of a recent state-wide high school competition, and *Hall Highlights* frequently receives many journalism awards in statewide contests.

Benjamin combines the attributes of responsibility and playfulness. He brings curiosity and insight into everything he does. I would like to restate my recommendation of Benjamin, because I think that he is an example of a real-world model student.

Sincerely,

Guidance Counselor

#### English Teacher Recommendation:

Dear Sir or Madam,

Benjamin Rosen is an extraordinarily thoughtful, curious and mature young man. As his AP English Literature teacher, I have long been impressed by his attention to detail and level of insight into the texts we're working with. Conversations with Benjamin about the class often remind me of conversations I used to have with my fellow students back in graduate school. He

is consistently prepared and eager to dive into discussions, even during the last period of the day on Fridays, when the rest of his class is considerably less enthusiastic.

When it comes time to buckle down and do work, Benjamin is easily able to convert his inquisitiveness and insightfulness into strong writing. I often suspect he is applying skills he gained from arguing in Mock Trial to his essays, which are truly exceptional in ways that go beyond the requirements of the 9-point essay grading which we use to prepare for AP tests. He is among the best I have seen at exploring a question from all possible angles. Benjamin succeeds in class without being obsessed with grades or stuck-up about his success.

Benjamin is also highly creative. He enjoys acting in school plays and has on more than one occasion incorporated his skills from English into his acting (and vice versa). He was eager to tell me how he wrote many of his own lines in the Arabian Nights school play junior year, and we worked together to look at the text of *Moon over Buffalo* senior year so that he could better portray his character (Richard). He also enjoys writing and editing articles for *Hall Highlights*, which is a major time commitment. Benjamin doesn't complain, but takes everything with easy humor.

I enthusiastically recommend Benjamin for admission to your college, where I am sure he will do great things.

Sincerely,  
English Teacher

Personal Essay:

My friend Emily is occasionally subject to moments of divine inspiration. Every now and then an idea will pop like Athena out of her head. We were driving home from some after-school event, listening to music.

"Hey, we should go to the prom switched. I'll wear the tuxedo and you wear the dress," said Emily.

I laughed, and she laughed too. It was a funny idea. But Emily can laugh and be completely sincere, and I understood that this was one of those times. I didn't know what to do, so I laughed a little bit longer than was necessary before I responded.

"Uh, yeah," I said. "That does sound like a good idea."

"Yeah," said Emily, smiling. "Okay then. That's what we'll do. That's The Plan." And she kept driving.

Now, what I said was true. It *did* sound like a good idea. It was bravely defying the gender-binary tradition of the prom in an amusing way. It had a sort of aesthetic purity to it: everyone knows you need a tuxedo and a dress to make a prom couple, but who's to say who should wear what? The more I thought about it, the more I realized it wasn't just a funny idea; it was a downright beautiful idea. It was an idea to be appreciated.

The trouble was, my instincts were all telling me to go on appreciating it --from a distance. I would feel much more comfortable *writing* a story in which characters wore

each other's clothes to the prom than I would *wearing* said clothes myself. Whenever I thought of the stares of two hundred people on my cross-dressing back, my knees began to wobble and my brain began screaming, "RUN! HIDE!" I had never been to a prom before, or, for that matter, any school dance. I was always the person who sat on the floor outside the gym during dances, reading a *Young Wizards* novel. I felt like there was a m somewhere here. "I don't *do* crazy, beautiful things," I felt like saying. "I read *literature* about them."

But I didn't raise any objection, because, well, what would I say? *Sorry, I'm a coward. I can't go through with it, it's a great idea but I'm just too scared.* Emily would understand, but I didn't want her to have to understand. Prom was off in May, anyway. I put it at the back of my mind and worried about it occasionally, but neither Emily nor I talked about The Plan for quite a while.

But as May drew closer, prom became a topic of common conversation, like politics or the weather. During Spanish class one day, a friend asked me what my plans were. I told him about The Plan.

"People are going," he said in a very serious voice, "to think you're...uh... uh..."

"Gay?" I finished. I don't identify as gay, but I felt sort of indignant at the implication that it would matter if I did. Why should I care what other people think? Can't wearing a dress just be wearing a dress? Why did they have the power to tell me who I was?

I've heard that when people debate their political views they are stronger believers in their own ideas after the debate than they were before. We hold onto ideas better when we have to defend them against attack. I could feel the change taking place in my brain as I preached to my friend about the righteousness of my dress-wearing cause. "It's not about what *they* think!" I said. And saying it made me believe it. Already feeling the dress's soft lightness on my shoulders, I left Spanish class with new confidence.

When I saw Emily later that day, I could tell just from looking at her face that she was having second thoughts. "Oh," she said when I asked about The Plan, "maybe we shouldn't switch. We'll get beaten up or something."

I was surprised and, honestly, a little bit relieved. Even though the whole thing was Emily's idea, she was just as scared as I was. We were in this together. "We aren't going to get beaten up," I said. And I was still floating high enough from my conversation in Spanish class to say something important, and to mean it. "If we can't do this, we can't do anything."

Emily looked at me. "You know, you're right."

The Plan moved into action. That weekend we secured a pretty blue dress from a little consignment store. One trip to Payless for high heels, and then it was on. I went to meet up with Emily and another friend at her house, where my hair was styled and a suitable bra was located. I discovered some frightening things about eye makeup, but soon enough I was ready and it was time to go. Together we walked onto the bus, Emily in a dignified tuxedo with multiple layers of cuffs and vests, and me in a periwinkle blue dress, shaved legs, borrowed bra, the first mascara I had ever worn in my life, and high heels.

As I sat down, I felt a twinge of the old panic. All these people! I felt completely naked. And worse, this was the senior prom and I knew almost no one. But I stayed where I was. And as complete strangers started smiling, complimenting my dress and laughing, my fear melted away. I talked easily with everyone as we drove to the prom. I ended up feeling more comfortable, I suspect, than I would have in a suit.

Straight through the whole night, people in both dresses and suits came up and complimented Emily and me, often asking for photos. But it wasn't the compliments I was

most proud of, though they were certainly nice. Mostly, it was just the fact that I was there, that I had done what I said I was going to do. I'd done this crazy, beautiful thing that I was terrified of doing. There's an unusual feeling that comes from that.

Invincibility, that might be it. We were invincible. We were there, saying what we wanted to say. We conquered the prom with just a binary error, like a computer programmer writes a new program by flipping just one bit. It was definitely not a standard first-dance experience, but we'd done it anyway. I remember feeling like I'd been let on to a secret. *So this is how everybody does it. This is how people build new things, write new programs. They decide not to be scared.*

That night I went out onto the floor and (after kicking off the heels) danced much, much better than I ever had before.



Trinity College  
HARTFORD CONNECTICUT

Note from Admissions Office receptionist:

Professor Rosen, the student's father, scheduled interview for Sept 15th, but Benjamin did not attend.

Since this is a faculty member's child, I called Professor Rosen, who scheduled another appointment on Sept 30th. But Benjamin emailed to say that it conflicted with theater rehearsal schedule.

Name: Erika Sparks  
High School: Jefferson High School  
City, State: Fairfield, CT  
Ethnicity: [blank]  
GPA / Rank in Class: 4.0

Standardized Test Scores:

SATII: LR: 500 M1: 570  
ACT: E: 26 M: 26 R: 27 S: 20 C: 25 W: 27  
AP / IB Exams: N/A

Intended Major: Art History / Architecture  
Alumni Connections: N/A  
Interview (On Campus X / Alumni    )

Extracurricular Activities:

- Habitat for Humanity: President
  - Also held positions of Vice-President and Secretary as an underclassman
- Habitat for Humanity Build Trips to Mexico: President
  - Organized and recruited members for trips in December and June each year
- Hurricane Katrina Fundraising Committee: Co-Founder and President
  - Planned a number of fundraising activities to raise money for victims of this national disaster
- Multicultural Student Coalition: Co-Founder and Co-Chair
- Yearbook Committee: Co-Editor
- Peer Mentor
- Cross Country

Awards / Honors:

- National Honor Society
- Daughters of the American Revolution (DAR) Good Citizens Award
- Yale Book Award
- Jon Hopper & Martin Maffei Habitat Founder's Award
- Presidential Community Service Award
- Mathematics Achievement Award
- Habitat for Humanity Advisor's Award
- Biology Student Achievement Award
- Habitat for Humanity "Dazzling Rookie of the Year" Award

## Student Transcript

### **Grade Level: 9**

<u>Course:</u>	<u>Grade:</u>
IS Interior Design	A
Pys Ed.	A+
Lettering 3X	A
Art Experience	A
Cardinal Cooks	A+
Spanish	A
World Themes	A
English 113	A
Algebra	B+
Biology	A

### **Grade Level: 10**

<u>Course:</u>	<u>Grade:</u>
Interior Design	A
Architectural CAD	A
Pys Ed.	A+
Intro to Drawing	A-
Spanish (Honors)	A-
History (Honors)	A-
English (Honors)	A
Geometry	B
Chemistry	B

### **Grade Level: 11**

<u>Course:</u>	<u>Grade:</u>
Kitchen Designs	A+
Health	A+
Phys. Ed.	A
Spanish (Honors)	B+
AP Government	B+
Contemp. US (Hon.)	B+
Short Fiction (Hon.)	A-
American Lit. (Hon.)	B
Marine Bio (Honors)	B+

### **Grade Level: 12**

<u>Course:</u>	<u>Grade:</u>
Phys. Ed.	A+
Statistics	A-
AP Environ. Sci.	B+
AP Psychology	B+
American Lit (Hon.)	A
Health	A+
Interior Design	A+
AP Spanish	A

Cum. G.P.A. 4.0

## Guidance Counselor Recommendation:

Erika faces a unique, but gratifying, dilemma this year as she decides which teacher and advisors she should approach for letters of recommendations. The “problem” is that there are so many who want to express their admiration and appreciation to ensure that colleges grasp the breadth of her accomplishments and talents. They would like to describe the excellence and precision of her academic work, the initiative and dedication she shows in classroom processes and extra-curricular activities and leadership roles she fulfills so impressively. While her resume delineates her activities and accolades, it can only imply what is perhaps Erika’s most silent characteristic, the one that underlines everything she does: the passion with which she approaches her commitments and interests. Vision, drive and intensity of purpose spur Erika to go the extra step, whether it is in pursuing Independent Studies in school, undertaking summer internships, or leading Habitat for Humanity trips. These qualities, however, coexist with a humble, caring selflessness perhaps best exemplified by the day she gave away her shoes to a poor family she met in Mexico on one of the Habitat trips.

With her 4.0 G.P.A. and comprehensive examples of service and leadership, Erika earned membership this year in the National Honor Society. In academics, Erika has earned her high grades in a rigorous curriculum that includes honors and Advanced Placement classes and is continuing that pattern this year. Her AP courses in Spanish, Environmental Science and Psychology suggest the breadth of her interests and ability. Her teachers praise her as a self-disciplined student committed to learning. An English teacher noted that Erika’s essays, carefully organized and revised pieces that offer perceptive analyses, reflect pride in her work. Her projects and presentations often reflect her creative talents. For instance, she won the Social Studies Employing Technology Award in tenth grade for a film on slavery that she made for her American History class. Another time she impressed an English teacher with a unique journal in which she closely analyzed repeated words in Macbeth. Teachers in various areas have recognized Erika’s ability and contributions to classroom learning by giving her subject achievement awards in math, Spanish and chemistry.

In addition to her demanding core subjects, Erika has pursued a deep interest in interior design. After taking the high school’s basic Interior Design course in ninth grade, she initiated a series of Independent Study classes that she has followed through this year. Working with a faculty member, in curricula that she helps design, Erika has done extensive research on design topics and has made and presented design plans and story boards. Her sophisticated research has included vast readings, interviews with professionals in the field and on-site experiences. She also took a year course in Architecture with CAD to give her a sound basis in the computer programs in the design field. Last summer, she did an internship with a textile design firm and gained valuable hands-on experience. She has shown such initiative and determination in this area, and has gained so much knowledge, that she is well prepared for continued study of it in college. Her passion for the subject made this choice of major almost inevitable.

The same initiative, passion and intensity are apparent in Erika’s experiences in many clubs and service activities that she not only participates in but also chairs. She has given hundreds of hours in service clubs such as Habitat for Humanity, the Signettes, the Sierra Student Coalition and Peer Mentors. For purposes of brevity, her contributions can best be exemplified by her work for Habitat for Humanity. She has since ninth grade been one of the most active and hard-working participants in the club, giving countless hours over the years to builds on weekends, holiday weeks, and summer trips. The advisors of the club praise her in the

highest terms. "She has string visionary skill," one wrote, "and is simply the spirit behind Habitat, which is the largest and most active club on campus." As secretary in tenth grade, her organizational skills brought her to everyone's attention, so she was a natural choice to be elected as president in eleventh and twelfth grades. In that role, she leads builds, organizes and attends fundraisers and leads weekly club and executive board meetings and monthly parent meetings. She has become very adept at arranging flight and hotel arrangements to Mexico for summer builds, and is always a role model of care, efficiency and effort. The advisor sums up her impressions: "She is one of the most compassionate students I have ever known, a true humanitarian who and acts on strong beliefs."

Intelligence, ambition, strong values, deep interests and determination to follow them make Erika an outstanding young woman. As she makes decisions about colleges and possible majors, she has the advantage of experience in various fields, considerable self-awareness and the courage to take chances. She will contribute both academically and socially to the college she attends.

Guidance Counselor

**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 encountered in my career
Academic achievement								
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

Teacher Recommendation:

Erika would be any college's first choice of applicant. She is an interested and active learner; not claiming to know all the answers, but more than willing to dig for information. Erika has grown from a young, timid ninth-grader to an out-going, confident young lady her senior year. She demonstrates many qualities, but responsible and reliable stand out the most.

Erika was first a student of mine in Cooks I during her freshman year. Then, she continued to take more courses in the Family & Consumer Sciences Department, such as: Interior Design, her true love, and followed up with three Independent Study courses. That in itself, makes Erika a unique student. She learns independently at a very high level, yet she demonstrates strong leadership and works well with fellow students. She can work with students with special needs, just as easily as be President of the school's volunteer club.

In her Independent Studies, she chose to research and design a house in the Country Style of the 1800's. She learned to execute CAD and managed to beautifully design and furnish an entire house. The following year, she performed an intensive study of kitchen designs, which included meeting with kitchen designers in local design companies, all arranged on her own. She examined kitchen and building materials, compiled the information and then presented the project to my Interior Design class. Now, in her senior year she has chosen to tackle an in-depth study of textiles and determine which fibers, weaves and finishes are most suitable for interior design use. She is prompt with her assignments, our appointments and she is always eager to learn more.

During the summer of 2006, Erika was a designer assistant for Lewis Hornick, Inc., a textile manufacturer in New York City. Her responsibilities were to prepare the show room for "Market Week" and interact with customers as they evaluated which textiles would best suit client needs.

In between her hours of internship, she enrolled in the Fashion Institute of Technology in the Interior Design summer course. There she studied various designer show rooms, traveling around NYC to compare the different companies.

Erika also attended four seminars with the "Teen Vogue Fashion University" in New York. The seminars took her from studying fashion to exploring careers in the fashion world.

And she doesn't stop there. Erika has already made plans to fulfill her GHS Senior Internship in May 2007 prior to graduation at either Lucky or Domino Interior Design Companies in New York City. Most students do not finalize their decisions until mid-second semester.

As you can tell, Erika has come a long way from those days of being a timid, shy freshman. Just imagine what she will do in the next four years!

Family and Consumer Sciences Teacher

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## 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 encountered in my career
<input type="checkbox"/>	Academic achievement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Intellectual promise	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Quality of writing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Creative, original thought	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Productive class discussion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Respect accorded by faculty	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Disciplined work habits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Maturity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Motivation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Leadership	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Integrity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Reaction to setbacks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Concern for others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Self-confidence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Initiative, independence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Overall	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### English Teacher Recommendation:

Erika was a student in my Honor's English class during her sophomore year. This was a writing intensive course which emphasized the acquisition and development of critical reading, thinking, and writing skills. Literature including novels, plays, poems, and short stories are read and analyzed through formal essays and class discussion. In every aspect of the class, Erika experienced success, emerging as a more developed analytical reader, thinker, and writer by the end of the year.

From the very first day of class, Erika understood and accepted the responsibilities and expectations that go along with being an honors student. Not only is the work more demanding and time consuming, but the very fact of being in an Honors English course for the first time can be an intimidating thought. Not so for Erika, who from the very first day showed a great combination of comfort, talent, and strong work ethic. While Emily's ability to accept these responsibilities was seen in her preparation for class and also her involvement in class discussion, perhaps her greatest accomplishment that year was evident in the development of her writing skills. Erika knew how to write at the beginning of the year, but she became a critical thinker and more fluent writer by the end of the course. In one particular essay, an exploration of the coming of age of Homer Macauley, the 14 year old boy from *The Human Comedy*, Emily traced his development from the beginning of the story until the very end in a thoughtful, carefully constructed, grammatically sounds essay. In this essay, there was great proof of Emily's ability to not only comprehend a story, but to think critically about characters and themes. Whether it was a group presentation on *Macbeth*, a class discussion of *The Odyssey*, or a reaction to a particular theme in the poetry of Walt Whitman, Erika emerged as one of the class's strongest thinkers and writers.

Erika's academic progress and achievements are matched only by her truly great character. Erika is a warm and caring young woman who is mature beyond her years. Whether it is with her involvement in extracurricular activities, classes, or in the hallway, you will always find Erika with a smile on her face. She is a genuinely honest and compassionate person who not only shows a tremendous amount of personal responsibility, but one who goes out of her way to help others and make those around her feel comfortable. Again, this is seen in her participation in group work during class and the way she interacts with peers and teachers outside of class. One conversation with Erika will make evident her great character. As a teacher, she is an absolute pleasure to have in class. In fact, she's a teacher's dream. Combining a great personality, strong talents, and an unmatched work ethic, Erika will be a great asset to any college. I recommend Erika for admission with the confidence that her presence on a college campus will lead to additional personal growth and academic development and will benefit those she comes into contact with.

Sincerely,

English Teacher

No basis	Below average	Average	Good (above average)	Very good (well above average)	Excellent (top 10%)	Outstanding (top 5%)	One of the top few encountered in my career
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						✓	

Personal Essay:

The response caught me by surprise. I was in the impoverished town of Tecate, Mexico, building a house for a family with my school's Habitat for Humanity Club. The family of four standing before me lived in a shack made of wood scraps and a tarp, a structure that would be considered dilapidated by any standard. They would soon receive a comfortable, spacious, new home, but there appeared to be a problem.

Pedro, the father of the family receiving the house, balked at the can of brown interior paint we presented, refusing to have his walls covered in that color. My peers and I stared in disbelief, not knowing how to react. Brown paint was all we had; we could not imagine why this man would so adamantly reject the color when his current house barely had walls, let alone painted ones. In our frustration, we saw Pedro's dislike of the brown paint as an obstacle to finishing what was an otherwise attractive and functional home. However, we certainly wanted to please Pedro and his family.

Fortunately, one of our chaperones, an art teacher explained the importance of bright colors in Mexican culture. According to ancient Aztec wisdom, vivid colors bring a happy afterlife. Despite our desire to complete the project, we did not want to overlook the importance of meeting the cultural requirements of Pedro's family. Looking around, I noticed a can of maroon paint. I thought if we mixed the maroon with just the right amount of a light color, we would create a vibrant purple. I then spied a can of leftover cream exterior paint that we could mix with the maroon. We could have painted the whole interior purple, but I feared that overuse would ruin the color's impact. Grabbing the mixing bucket and a stick again, I added even more cream to the maroon, blending a stunning pink, perfect for seven-year-old Mary's room. Her face beamed when she saw the color on the wall.

I remember the family's joy when we presented their new home at the dedication ceremony. What will stay with me the longest, however, are the lessons of the paint dilemma. I had built four houses in Tecate, but the paint issue taught me the importance of meeting the "client's" wishes. I realized that with interior design, a strong interest of mine, the designer must create functional shelter while satisfying the inhabitant's cultural and environmental needs. It's not just about the bricks and mortar – it's also about the people in the bricks and mortar. On the particular side, I learned that creativity can extend the reach of limited resources.

The Tecate experience, my first significant interaction between designer and recipient, gave me valuable insights that will guide my work. Just as this undertaking inspired me, so to does the opportunity to study at your college. In considering various art and art history courses, I would anticipate immersing myself in an exploration of form and function, aesthetics, design and composition. With the benefit of a college education, I would be better prepared to understand the needs of future clients and to execute design and build projects to their satisfaction.

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## Interview Report



**Trinity College**  
Hartford, Connecticut

Date Fall

Candidate's Name Erika  
(First) (Middle) (Last)

Preferred Name Erika ☒ First Year Candidate ☐ Transfer Candidate

High School or College/University \_\_\_\_\_

Home Address \_\_\_\_\_  
(Street)

(City)

(State)

(Zip)

### Academic:

	no basis for judgement	below average	adequate	good	very good	truly outstanding	
a. achievement					X		a.
b. intellectual ability						X	b.
c. motivation/commitment						X	c.
d. articulateness						X	d.
e. creativity/originality						X	e.
f. depth of ideas						X	f.
g. inquisitiveness						X	g.
h. work habits						X	h.
i. potential						X	i.

**Comments:** Erika actively pursues her academics and has outstanding time-management! She talked about a number of papers and projects she has worked on in great detail. She also made several connections between her various assignments and stressed her love for the liberal arts!

### Extracurricular:

	no basis for judgement	below average	adequate	good	very good	truly outstanding	
a. accomplishments						X	a.
b. depth of involvement						X	b.
c. leadership potential					X		c.
d. potential for contributions at Trinity						X	d.

**Comments:** Erika's involvement in Habitat for Humanity is unlike any high school student I have come into contact with. She has a passion for helping others which is reflective of the various groups and organizations she actively engages in. I think she would be an unbelievable asset to Trinity's Campus.

### Personal:

	no basis for judgement	below average	adequate	good	very good	truly outstanding	
a. personal qualities						X	a.
b. social maturity						X	b.
c. energy and initiative						X	c.
d. self-confidence				X			d.
e. self expression						X	e.

**Comments:** Erika was extremely articulate but perhaps maybe too humble. Although she has done outstanding work, I was able to tell that she was hesitant to list her outstanding characteristics right away. She is modest, but not in a way that would restrict her experiences at Trinity or limit her interaction in classes or extracurriculars. She is the type of student you wish saw themselves as the amazing person they are!

### Overall:

	no basis for judgement	below average	adequate	good	very good	truly outstanding
Overall assessment						X

Turn the page over.

**Other:**

a. other colleges candidate is considering: Liberal Arts Colleges.

b. level of candidate's interest in Trinity: High

**Summary comments:** Erika is an outstanding student that we should actively pursue. She is a true humanitarian, actively seeking leadership roles in programs and clubs that help those less fortunate. She thinks clearly and speaks articulately. I see her contributing a great amount to Trinity's Campus in the future.

Make a positive prediction about this student's experience at Trinity: Erika will become President of the school's Habitat for Humanity Chapter. She will plan the group's alternative Spring Break trips to various sights around Hartford. I also see her coordinating PRAXIS (the community service-based residence hall) as an upperclassman.

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**Interviewer Information**

Interviewer's Name: \_\_\_\_\_  
(First) (Middle) (Last)

Please check appropriate box: ☐ Admissions Staff ☐ Senior Interviewer ☐ Alumni Interviewer

**If you are an alumni interviewer, please complete the following:**

Name: \_\_\_\_\_

Year of Graduation: \_\_\_\_\_

Company Name: \_\_\_\_\_

Home Address: \_\_\_\_\_  
(Street)

Business Address: \_\_\_\_\_  
(Street)

(City) (State) (Zip)

(City) (State) (Zip)

Home Phone: ( ) \_\_\_\_\_

Business Phone: ( ) \_\_\_\_\_

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**For Admissions Office Use Only**

Academic

Activity

Personal

Overall

Name: Lisa Wu  
High School: Franklin School  
City, State: Philadelphia, PA  
Ethnicity: Asian American  
GPA / Rank in Class: 3.4

Standardized Test Scores:

SAT I: V:600 M: 680 W: 590 TOTAL: 1870  
SATII: UH: 670 M2: 640  
ACT: E: 28 M: 30 R: 32 S: 25 C: 29 W: 26  
AP / IB Exams: N/A

Intended Major: Studio Arts  
Alumni Connections: N/A  
Interview (On Campus \_\_\_ / Alumni X )

Extracurricular Activities:

- Varsity Cross Country
  - Captain
- Varsity Swim Team / Diving
  - Most Improved
- *The Iris*
  - Student writer for art publication
- Math Team
  - Member
- Yearbook Staff
  - Photo Editor
- Habitat for Humanity Club
  - Member

Awards / Honors:

- National Honor Society
- Cross Country Captain
- *Future American Artists Award*

### Student Transcript

#### **Grade Level: 9**

<u>Course:</u>	<u>Grade:</u>
English 9	B
World History I	B
Geometry	A-
Biology	B-
Spanish I	B
World Religions I	B
Technology Foundations	A
Visual Foundations	A
Physical Education	A-

#### **Grade Level: 10**

<u>Course:</u>	<u>Grade:</u>
English 10	B
World History II	B-
Algebra II	B
Chemistry	A-
Spanish II (Honors)	B-
World Religions II	B+
Photography	A
Physical Education	A

#### **Grade Level: 11**

<u>Course:</u>	<u>Grade:</u>
English 11 American Lit.	B
U.S. History	B+
Pre-Calculus	B
Conceptual Physics	A-
Spanish III (Honors)	B
Interdisciplinary Theology	B+
Art Portfolio, Photography	A
Physical Education 11	P

#### **Grade Level: 12**

<u>Course:</u>	<u>Grade:</u>
Modern World Lit.	B
Area Studies	A-
Discrete Math	A-
Spanish IV (Honors)	B-
Philosophy & Ethics	B
AP Art (2D Design)	A
Physical Education	P

Cum. G.P.A. 3.4

### Guidance Counselor Recommendation:

Lisa proudly – and accurately – perceives herself to be “a unique combination of organized and artistic, and they don’t always go together!” Since Kindergarten, she’s bright, goal-oriented and perseverant, whether it’s composing a paper, captaining her track team, or making metal jewelry. The younger of two children, she’s lived in the same apartment all her life and spent summers together with her extended family on Martha’s Vineyard. She’s happy inside her own skin, and at school forms a role model and mentor for younger students, to whom she willingly listens. Well-rounded and practical, she’s worked successfully with a language based learning disability since childhood, but has not let it damage her self esteem (as we sometimes see happen). An organizer, an athlete, and an artist, she faces each day with a mellow optimism that is Very Lisa.

Her psychoeducational tester sophomore year complimented her on her focus, diligence, and attention span. Gifted with a very superior I.Q. (WISC) in the 96<sup>th</sup> percentile, Lisa nonetheless has “weak structural analysis skills” evidenced in her spelling and proofreading. “Her written language is not commensurate with her potential.” As her reading rate is also slow, though with good comprehension, she has been granted extra time for tests in school and the SATs. She may request the same accommodation for college; she makes continual progress every year, however, and knows what she needs, when she needs it.

Lisa’s junior English teacher appreciated “her subtle sense of humor and her understated way of expressing herself.” Her essays reveal that she “engages with literary texts in meaningful ways,” and is a gifted storyteller as well. Always original, as the year progressed, her writing showed increasing strength in its argumentation. A very good student in American history, she always focused on the issues at hand and sparked class discussions regularly. “She’s a friendly, engaging person,” her teacher stated, “remarkable in her ability to listen intently to others. Working hard in pre-calculus, Lisa proved attentive and focused in class, asked questions, sought help – and “never, ever complained” about a subject that required her persistent effort. Because of her learning disability, it was suggested that she not take a foreign language, but she insisted that she wanted to, and the results have been impressive: she does very well within the Honors section of our hardest grading department. Motivated to spend a summer in Spain on an academic program, her fluency and aural skills greatly increased. “Her enthusiasm to learn Spanish, coupled with hard work and perseverance has really paid off,” commented the head of our language department, who taught Lisa as a junior.

Athletics are also a year round passion for Lisa; she’s been a tri-sport participant since freshman year. Although she excels in all her sports, she loves cross country best, as “We’re more of a bonded team, and I like running the longer distances in the woods.” In spring track she runs the mile and 1500 meters; for swimming she specializes in the breast stroke and free style, voted the team’s Most Improved last winter. The head of our athletic department cites her great effort, her dedication, and her concern for younger teammates, whom “she is constantly encouraging. Terrific spirit, too – Lisa forwards pictures of meets and brings in food for the team practices.” Little surprise that she was selected in junior year as cross country captain.

Lisa’s artistic pursuits are of long duration, since early childhood. One favorite is the jewelry making she’s been mastering in classes since sixth grade. “Friends ask me if I am beading, and

are surprised when I say, no, sawing metal, soldering, filing, sanding, polishing..." She works with silver, brass, and copper, making jewelry boxes and even statuary: "a meticulous craftsman as well as a creative designer." Photography intrigues her as well, and she keeps her digital camera with her year round, hoping to capture candid of friends, landscapes, and "just plain oddities when I see them." For her A.P. concentration she is focusing on "the inner beauty of the city, working largely in black and white." Our teacher reports on her determination, creative insight, and persistent effort and praises her workmanship and skills in the darkroom. Lisa contributes yearly to *Iris*, our photography publication, and takes painting outside our school, most recently a college credit course.

Asked to describe herself using adjectives, Lisa sees clearly that she is "caring, perseverant and optimistic." Her advisors see her as a "friendly and fair" leader; her friends, as "a planner and a peacemaker," who gathers others around her quite naturally. At Lisa's very core is a calm yet strong-willed determination to succeed, to overcome any obstacles in her path. For these reasons, we give her a very high recommendation to college. She's made her choice with care, after a good college search, and we firmly support this decision.

Sincerely,

Guidance Counselor

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Teacher Recommendation:

Dear Sir or Madam:

I write this letter to you as one of recommendation for Lisa, a current senior and applicant to your school. I have known Lisa for three and a half years; as her 10<sup>th</sup> grade community service coordinator, her 11<sup>th</sup> grade United States History teacher, and as her current 12<sup>th</sup> grade elective teacher in the course, "Area Studies: History of Latin America."

Lisa is foremost, an upright citizen and possessive of one of the most sincere personalities I have encountered in my eleven years of teaching. She is active in athletic and extra-curricular clubs at school, is adored by the students, teachers advisors, and coaches alike, and always presents herself with the utmost levels of maturity and kindness. She is, in short, a joy to encounter each day.

All of our students are required to complete a minimum 50 hours of community service, keep a reflective journal of the service experiences, and attend weekly discussion meetings. Lisa exceeded the requirement and did so with great vigor. One of her supervisors described her as "hardworking, positive, and most importantly, a great role model for other volunteers!" Lisa completed her service with a church group in Massachusetts in the summer prior to her 10<sup>th</sup> grade year and at an East Harlem community center during the school year. Her journal entries exhibited thoughtful insight into both the clients and organizations needs and obstacles, and she presented these ideas at regular discussion meetings with sincere analysis.

Lisa is a very good student and regularly exhibited skills of excellence in her junior year study of American History. In that class, the students were called to understand and critique various historical texts and viewpoints, as diverse as traditional textbooks to offerings from Howard Zinn. Lisa's arguments, whether in class discussions or on written assessments, were always carefully crafted, of critical thought, and communicated with precise academic articulation. Daily conversations focused on socio-economic and political conditions of sequential time periods from colonialism to the present and were filled with much constructive debate and deliberation.

I am thankful to be Lisa's teacher once again this year. In just a few short months, I have witnessed her expressions of sincerity and maturity surpass the high standards she had established for herself in the past. As the Latin American History course is a new elective offered this year, I was weary of how it would be received. With much gratitude it has been received quite well and many thanks go to Lisa and her charismatic leadership. As we daily uncover the complexities of the many cultures and sub-cultures in Latin American history, it is Lisa who often leads in the ability to comprehend and question the complex issues at hand.

I have known Lisa for all of her high school years and am confident in writing on her behalf. She has exhibited tremendous skill and character and will continue to do so in all her endeavors. I, therefore, highly recommend her for admission to your school.

Sincerely,

History Teacher

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Math Teacher Recommendation:

I am writing to recommend Lisa for admission to your institution of higher learning. Lisa is a motivated, dedicated, and able student. She works hard to master whatever she is studying, asks good questions in class, and clearly wants to learn and to do well. I have now taught her for three years. She studied Algebra II with me in 10<sup>th</sup> grade, Pre-Calculus / Advanced Math in 11<sup>th</sup>, and is now studying Discrete Mathematics in her senior year with an A- average to date.

Lisa is a friendly, outgoing, and cheerful young lady. She has an excellent relationship with her peers, and is unfailingly polite, patient, and respectful toward all. It has been a joy to have her in my classroom as she always maintains a serious attitude when it is time to work. She is clearly ready to have fun when the time is appropriate, but has maturity beyond her years regarding when it is time to focus. She is also blessed with a natural curiosity, and adds a great deal to class discussion. Discrete Mathematics includes the study of topics such as election theory (including the reasoning behind the electoral college), graph theory and its relation to modern electronics and networks, population growth in nature, and other highly relevant issues. Lisa genuinely relishes the material and has real insight regarding related issues.

For all these reasons and more, I highly recommend Lisa as an excellent candidate for your school.

Sincerely,

Math Teacher

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Personal Essay:

As I chatted with the other seniors on the bus ride to the cross-country meet, a freshman ran to the back of the bus, crying. She looked at me, team captain, and sobbed, “I’ve been doing so badly in school I might not be allowed to finish the season. What if I have to leave school?” I made room for her beside me and tried to console her. She cut me off: “You don’t understand. You’re a tri-varsity athlete, get good grades, and still have time to hang out with friends.” I was taken aback by her perception of me; I recognized my own past struggles.

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In first grade, my parents sat me down and explained that I mixed up letters when reading and spelling. I thought little of my problem at first; the tutor my parents hired would certainly “fix” me to read like my friends in no time. After a couple of years, I realized it wasn’t that simple. I accepted my label of “dyslexic,” but stared at the desk, praying not to be called on to read aloud. Again, in fifth grade, my parents sat me down and asked me if I wanted to attend a school to learn to read better. “Why would I? I read fine,” I insisted. Only after spending three years at my new school, did I realize how significantly this difficult decision shaped me.

My parents “gave me the choice,” and only recently divulged that my old school had explicitly asked me to leave. While initially torn between remaining with my friends and improving my reading, I eventually “agreed” to leave. Hardest of all was telling my classmates. My face burned when teacher invited me to the front of the room. “I’m leaving school,” I blurted. Everyone demanded, “What!? Why?” and I was silent because I wasn’t fully sure.

At first, switching schools was so difficult. I felt I had made the wrong decision. Attending my first school since kindergarten had meant I never had to befriend new people. Despite worrying daily who I would sit with at lunch, I soon felt welcomed by my classmates. Their openness – partnering with me in gym, inviting me to sleepovers before field trips – taught me the importance of accepting new people. After a year of butterflies in my stomach, the following September, I was calling the new girls to my lunch table; my new school was teaching me more skills than I had anticipated it would.

Within a year, once indecipherable pages began to make sense, and I felt for the first time confident about reading and writing. Still, I missed certain parts about mainstream school, especially studying a foreign language. When I asked about taking Spanish lessons, my parents resisted because my teachers insisted that English was like a foreign language to me, so studying Spanish would never be worth the struggle. Finally, I convinced them to hire a tutor, allowing me to learn at the same pace as my mainstream friends. Identifying myself as dyslexic and going back to my original school undoubtedly taught me how to read better, but it also placed me in a category where teachers perceived my learning abilities as limited. By eighth grade, I realized

that if I wanted a comparable education to that of my mainstream friends, I would have to seek it out myself.

After three intense years studying sentence kernels and spelling exceptions, I was ready for mainstream school. Though I always imagined myself back at my original school, to my surprise, re-admission was not guaranteed. When I received my acceptance letter, I was ecstatic to be reunited with my old friends, yet I realized how fortunate I was to have experienced a different school. While they ate in the same cafeteria and walked familiar hallways, I had reached out to new friends, commuted two hours daily, stayed in touch with old acquaintances, and...could even greet them in Spanish.

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“You had to leave school?” she asked incredulously, her eyes brightening. I nodded: “Yeah, your worst-case scenario actually happened to me, and I am thankful for it.”

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**Trinity College**  
Hartford, Connecticut

## Interview Report

Date Fall

Candidate's Name Lisa (First) (Middle) (Last)

Preferred Name  ☒ First Year Candidate ☐ Transfer Candidate

High School or College/University

Home Address  (Street)

Philadelphia

PA

(City)

(State)

(Zip)

### Academic:

	no basis for judgement	below average	adequate	good	very good	truly outstanding	
a. achievement				X			a.
b. intellectual ability				X			b.
c. motivation/commitment			X				c.
d. articulateness		X					d.
e. creativity/originality		X					e.
f. depth of ideas			X				f.
g. inquisitiveness			X				g.
h. work habits				X			h.
i. potential			X				i.

**Comments:** Lisa's academic achievements and experiences did not blow me away. She talked about course work she is interested in (the arts) and her experiences in high school. She was not overly well spoken and she showed a lack of confidence when talking about school work. She also implied that she could have tried harder in school.

### Extracurricular:

	no basis for judgement	below average	adequate	good	very good	truly outstanding	
a. accomplishments			X				a.
b. depth of involvement				X			b.
c. leadership potential			X				c.
d. potential for contributions at Trinity			X				d.

**Comments:** Lisa is a member of the swim team, cross country team and track teams. She is also involved in Habitat for Humanity and serves as the photo editor for the yearbook. I pushed her to talk about her involvement more in sports and / or other extracurricular activities; however, she didn't seem to be involved in these activities from a leadership point.

### Personal:

	judgement	average	adequate	good	good	outstanding	
a. personal qualities				X			a.
b. social maturity			X				b.
c. energy and initiative		X					c.
d. self-confidence			X				d.
e. self expression			X				e.

**Comments:** Lisa seems to be a very nice, polite, and friendly young lady. She is pretty reserved and seemed shy and slightly uncomfortable in the interview. I think she could definitely have an impact on the Trinity community if she came out of her shell and she gets older and matures.

### Overall:

	no basis for judgement	below average	adequate	good	very good	truly outstanding
Overall assessment			X			

Turn the page over.

**Other:**

a. other colleges candidate is considering: Bates, Connecticut College, Hamilton, Colby, Union

b. level of candidate's interest in Trinity:

I didn't get the impression that Trinity stood above or below any other schools on her list.

**Summary comments:** I would not strongly recommend Lisa. I am definitely not opposed to her as an applicant; I just wasn't overly impressed with her interview. I asked a few questions about why she should be accepted, or what she could bring to the school, and she had difficulty going beyond a 2 sentence answer. I do think Lisa would have the opportunity to come into her own during her college years; she just needs to be pushed a little to do this.

Lisa definitely wants a small, liberal arts school in the Northeast.

Make a positive prediction about this student's experience at Trinity: I do not think Lisa would stand out and be an exceptional leader / student at Trinity. I do however think she could handle Trinity from an academic and social standpoint just fine.

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**Interviewer Information**

Interviewer's Name: \_\_\_\_\_

(First)

(Middle)

(Last)

Please check appropriate box:

☐

Admissions Staff

☒

Student Admissions Associate

☐

Alumni Interviewer

If you are an alumni interviewer, please complete the following:

Name: \_\_\_\_\_

Year of Graduation: \_\_\_\_\_

Company Name: \_\_\_\_\_

Home Address: \_\_\_\_\_

(Street)

Business Address: \_\_\_\_\_

(Street)

(City)

(State)

(Zip)

(City)

(State)

(Zip)

Home Phone: ( ) \_\_\_\_\_

Business Phone: ( ) \_\_\_\_\_

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Academic

Activity

Personal

Overall