



FITCH COLLEGE

HOME OF THE FIGHTING SQUIRRELS

PROFILE

Fitch College is a leading liberal arts college featuring a vibrant residential community with a strong honor system. Fitch College is committed to diversity, international education, and community service. Fitch College's renowned Chestnut School of Music requires a separate audition in addition to the standard application. Fitch College offers co-operative work opportunities as well as a wide range of STEM programs to prepare students for a range of careers after college.

Fitch College is a proud member of the Lawn Pests League and NCAA Division III Athletics League. Go Squirrels!

Student Body Profile

Men	49%	Asian American	16%	SAT Scores (Middle 50%)*	1320-1410
Women	51%	Hispanic	10%	Evidence Based Reading & Writing	660-700
International Students	20%	African American	6%	Math	660-710
Countries Represented	120	Native American	<1%	ACT Scores (Middle 50%)*	28-30
States Represented	49			*25% of students scored higher and 25% of students scored lower	

Overall Acceptance Rate: 31%; Early Decision Acceptance Rate: 40%; Early Action Acceptance Rate: 33%

ADMISSIONS CRITERIA

Academic Criteria: Grades & Course Load; Testing; Caliber of High School

Extracurricular Contributions & Personal Qualities: Personal Data; Activities Record; Depth of Interests; Counselor & Teacher Recs; Interviews; Outside Recs; Essays

Fitch College's Institutional Needs: Diversity & Gender Balance; Alumni & Development; Athletics or Artistic Talent; Leadership

Financial Aid: Fitch College is need aware in the application process and meets full demonstrated need of admitted students.

The assignment: During the mini- mock admissions exercise, we will pretend we are all admission officers on staff at Fitch College. As a group, we will consider five applications and **vote to accept two applicants, deny two applicants, and defer one applicant.** Attached is all the information in their files so you can make your decision. Please use the provided reader sheet to keep your notes organized.

THE COMMON
APPLICATION

Profile

Personal Information

Name	Morris, Calvin
Sex, Birthdate	Male, 01/01/2002

Contact Details

Email, Phone	calvinmorris90@gmail.com, +1.779-555-5555, Mobile, No other telephone
Permanent Address	24 N Center St Joliet, IL, 60435-7408, USA

Demographics

Religion	Other - Christian
Military Status	None
Hispanic or Latino	No
Race	White (Europe)

Language

English	First Language
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Geography & Citizenship

Citizenship Status	U.S. Citizen or U.S. National
Birthplace	Joliet, Illinois, United States of America (17 Years US, 0 Years Non-US)
SSN	XXX-XX-8756

CA Fee Waiver

Fee Waiver Requested	No
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Family Household

Parents	Married
Home	Both Parents

Parent 1

Father

Name	Mr. John Morris
Birthplace	United States of America
Email, Phone	jmorris@gmail.com, +1.546-238-0098, Mobile
Address	the same as my home address
Occupation	Business owner or proprietor, Employed, Owner, Morris Custom Building
Education	Some trade school or community college Associates (1990), Illinois Valley Community College, Oglesby, IL, USA

Parent 2

Mother

Name	Mrs. Katherine Morris
Birthplace	United States of America
Email, Phone	+1.897-564-3333, Mobile
Address	the same as my home address
Occupation	Teacher or administrator (secondary), Employed, Elementary teacher, T E Culbertson Elementary
Education	Graduated from college/university Bachelors (1994), University of Illinois at Urbana-Champaign, Champaign, IL, USA

Siblings

1. Jack Morris, Age 14, Brother, Some high/secondary school
2. Molly Morris, Age 10, Sister, Some grade/primary school

Education

Current or Most Recent Secondary School

Monument High School, 41 Main Street, Joliet, IL, USA, Public (08/2015 - 06/2019)

Counselor Ms. Eva Baumert, Guidance Counselor
Email, Phone ebaumert@MHS.edu, +1.456-876-9999
Progression No change in progression
Graduation Date 06/2019

Colleges & Universities

School **University of Illinois at Urbana-Champaign, Champaign, IL, USA** Summer program (06/2018 - 08/2018)

Grades

Rank 191 / 845, Unweighted
GPA 3.0 / 4, Unweighted

Current or Most Recent Year Courses

First Quarter	Second Quarter	Third Quarter	Fourth Quarter
AP Statistics - (AP)	AP Statistics - (AP)	AP Statistics - (AP)	AP Statistics - (AP)
AP Calculus AB - (AP)	AP Calculus AB - (AP)	AP Calculus AB - (AP)	AP Calculus AB - (AP)
English Composition - (REG)	English Composition - (REG)	English Composition - (REG)	English Composition - (REG)
Music Theory: Advanced Study - (GFTED)	Music Theory: Advanced Study - (GFTED)	Music Theory: Advanced Study - (GFTED)	Music Theory: Advanced Study - (GFTED)
Physics - (HON)	Physics - (HON)	Physics - (HON)	Physics - (HON)
Concert Orchestra/Composition - (REG)	Concert Orchestra/Composition - (REG)	Concert Orchestra/Composition - (REG)	Concert Orchestra/Composition - (REG)

Honors

Illinois Districts: 1st Chair, trumpet	State/Regional	10, 11, 12
Illinois All State: 2nd chair, trumpet	State/Regional	11, 12

Future Plans

Musician (performer, composer), Masters

Testing

SAT (March 2016 or after)

Evidence-based Reading and Writing	580	12/02/2017
Math	700	05/05/2018
Taken	2	
Planned	0	
SAT Essay	No	

AP Subject Tests

Music Theory	5	05/2018
Calculus AB		05/2019
Statistics		05/2019

Activities

Music: Instrumental

11 National Music Festival, MD
 Break Mentored by professional musicians; play 30 concerts over 2 weeks; attend master classes
 40 hr/wk, 2 wk/yr
 Continue

Music: Instrumental

11, 12 Joliet Jazz
 Year Founded and lead an after school jazz band. We play from the Real Book and perform at some school events and in town.
 4 hr/wk, 40 wk/yr
 Continue

Music: Instrumental

9, 10, 11, 12 Private Lessons: trumpet
 Year Study with Mark Ridenour, Assistant Principal for Chicago Symphony Orchestra
 2 hr/wk, 52 wk/yr
 Continue

Music: Instrumental

9, 10, 11, 12 Joliet Pep Band
 School Play for schools sporting events and homecoming; march in local parade.
 14 hr/wk, 35 wk/yr
 Continue

Music: Instrumental

10, 11, 12 JCHS Drama Pit Orchestra
 School Play in the pit orchestra for 3 shows per year.
 10 hr/wk, 20 wk/yr
 Continue

Family Responsibilities

9, 10, 11, 12 Morris Custom Building: clean up
 Break Help clean work sites.
 15 hr/wk, 12 wk/yr

Work (Paid)

11, 12 Jimmy's Bar and Grill
 Break Bus tables; wash dishes; help set up and break down special events.
 30 hr/wk, 12 wk/yr
 Continue

Writing

Personal Essay

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

I have spit on many indoor floors.

Wait, I should back up.

As a trumpet player, my spit collects in the main valve reservoir of my silver Bach, large bore trumpet. Sometimes, I drain it into my spit rag. That is pretty gross. But, often I forget to bring my spit rag and that is when I release the bubbly saliva onto the floor. I have spit in at least four high schools classrooms, countless practice rooms, and concert halls in three different states.

The reed players are much grosser. They suck on the same reed for weeks on end like a lifesaver. In my Biology class sophomore year, I tested my friend's oboe reed for bacteria during a lab about everyday items. His reed was dirtier than a door handle. When I told him, he said it was just making his immune system stronger, proving that woodwinds are better than brass players. He is wrong, of course, and possibly suffering the effects of some unidentified bacteria influence!

If I don't empty the spit, it cracks and pops making my sound less pure. It means all of those hours I spent practicing don't matter when it sounds like I'm gurgling through an entrance after counting 100 bars of rests. It is funny how something so simple can undo thousands of hours of rehearsal.

Lots of spit means that I have been playing for a long time. It means I had a solo, fanfare, or an exciting passage to play. It means I have been spending time on my passion. When I have to empty the spit valve, it means I have had a chance to share something I love with people who enjoy music. It means I am connecting with my fellow band mates and we are working together to create something beautiful.

Trumpet players are a big community of spitters. I am sure Charles Schlueter spit on many concert hall floors. Winton Marlsalis definitely left spit behind at Lincoln Center. But they also left legacies of music for us all to enjoy. It shows that when you make something amazing, you need to put a little spit into it.

Education Progression

Education progression details

No change in progression

Disciplinary Information

Have you ever been found responsible for a disciplinary violation at any educational institution you have attended from the 9th grade (or the international equivalent) forward, whether related to academic misconduct or behavioral misconduct, that resulted in a disciplinary action?

No

Have you ever been adjudicated guilty or convicted of a misdemeanor or felony?

No

Fitch College – Supplement to the Common Application

Applicant Name: Calvin Morris

Address: 24 N. Center St,
Joliet, IL 60586

Current High School: Monument High School

Have you ever visited the campus?: Yes

Have you had an interview?: Yes

Preferred admission plan?: Early Action

Briefly describe your reason for applying:

When I visited campus for my audition to the Chestnut School of Music, I knew I had found the place I want to be. Chestnut has professors who have real world experience in performance. They have sat principal with orchestras and played solo performances at renowned concert halls. They know what it means to practice a lot and feel those pre-concert jitters. But, those same professors also chose to be in the classroom more than they are on stage. I value the attention and support built into a small community like Fitch. While my high school is very large, the music department I work with is small and I like that experience. I am excited to learn from my fellow musicians and professors as I work towards a career in trumpet performance.

School Information:

Monument High School
 41 Main Street
 Joliet, IL 60587
 (333)-444-5555

Student Information:

Calvin Morris
 24 N. Center Street
 Joliet, IL 60586

Principal: Jeff Wise

DOB: 01/01/2002

Superintendent: Dr. Margaret Desmond

Parent/Guardian: John/Katherine Morris

MHS offers AP and Honors courses for students on the college track. There is also a house building program, technical school, and arts program. There is a 27:1 student/teacher ratio and an 81% graduation rate. Grades are unweighted. Passing grades range from 60 to 100. Graduation credit requirements: 3 math; 2 language; 4 English; 2 history; 3 science; 2 electives; 16 total credits.

Academic Information: Rank: 191/845 Cumulative unweighted GPA: 86.20

Credits Attempted: 24 Credits Earned: 18

Grade: 12	Credit	First Quarter
English Composition	1.00	75
Music Theory: Adv. Study	1.00	94
AP Statistics	1.00	89
AP Calculus AB	1.00	91
Hon. Physics	1.00	79
Concert Orchestra/Comp	1.00	96

Grade: 11	Credit	Final Grade
American Literature	1.00	78
U.S History	1.00	81
Hon. Pre calculus	1.00	92
Chemistry	1.00	80
AP Music Theory	1.00	97
Adv. Orchestra	1.00	98

Grade: 10	Credit	Final Grade
British Literature	1.00	82
European History	1.00	79
Hon. Algebra II	1.00	95
Biology	1.00	82
Spanish 2	1.00	75
Orchestra 2	1.00	97

Grade: 9	Credit	Final Grade
World Literature	1.00	78
Ancient History	1.00	80
Hon. Geometry	1.00	93
Earth Science	1.00	86
Spanish 1	1.00	80
Concert Band	1.00	92

Official Signature: *Walter Few*

Title: Registrar

Date: September 14, 2018

Guidance Office
41 Main Street
Joliet, IL 60587

Monument High School



Calvin Morris (DOB: 01/01/2002) followed the **college bound track**, which includes honors, AP, and Advanced courses. Advanced courses are reserved for students who have completed the proper prerequisites and earned competitive grades. Calvin's **transcript is rated: demanding**. Calvin also focused his studies in music (trumpet) – and has taken all of the courses we offer in that discipline.

Calvin is a talented and dedicated trumpet player. He performs with our various music groups including the concert band, pep band, pit orchestra, and orchestra. This year, he started composing, and one of his short pieces was performed by the concert band during the fall. Calvin started a jazz group with his friends – the band was a big hit at the most recent school showcase. Out of school Calvin takes private lessons and spends a great deal of time in the practice room.

As reflected in Calvin's transcript, he has done strong academic work. He is polite, independent, and hard working. He is ready to do college-level work.

I recommend Calvin enthusiastically for your institution.

Sincerely,

E. Baumert

Ms. Eva Baumert
Guidance Counselor
ebaumter@MHS.edu

Guidance Office
41 Main Street
Joliet, IL 60587

Monument High School



To Whom It May Concern,

I have known Calvin Morris for two years as his math teacher. I taught him Honors Pre calculus. I am now teaching him AP Calculus AB.

Calvin is a diligent, focused, talented math student who regularly scores in the top 15% of the class. He always completes his homework thoroughly, and he is excited to share solutions on the board during an exercise called “Real Application” – a 10 minute daily lesson showing students how certain formulas are used in the real world. Calvin enjoys putting theory into motion. It allows him to be creative, improvise, and think outside of the box.

Perhaps Calvin’s best talent: his ability to perform mental math rapidly and accurately. While many students become consumed by what the calculator says or does, Calvin prefers to estimate on the fly and ballpark his answer before he does specific calculations. He always impresses his classmates with this ability.

I do think Calvin could do well in the STEM field. His tests demonstrate a solid grasp of the material – and to be honest, I think he should have an even higher test average. Sometimes he rushes to finish exams (and makes silly mistakes) so that he can leave class a bit early to set up for band practice.

Calvin is a respectful, nice young man with a bright future and I recommend him for admission to your institution.

Sincerely,

John Boyce

jboyce@MHS.edu

Guidance Office
41 Main Street
Joliet, IL 60587

Monument High School



To Whom It May Concern,

I have known Calvin Morris for three years as his music teacher and conductor, and I can safely write that he is one of the most dedicated, inventive, talented trumpet players I have worked with in over 20 years. I met him when he was a sophomore in my course, Orchestra 2, a class reserved for those students who are serious about studying music. Calvin stood out among his peers. He easily earned the principal chair—and by the spring, he was so good that I had him perform the first movement of Haydn's *Concerto per il Clarino* with orchestral accompaniment. Needless to say, Calvin spent long hours in the practice room to prepare and gave an impressive, clean, emotive performance.

Each time Calvin joins a musical group—the pep band, a guest spot in a rock band, a small combo—he elevates the group's level of play. He knows how to blend his sound because he listens carefully. He comes prepared—knowing all of his runs and difficult passages—and he is patient with those who need help and support. He is the first to arrive for rehearsal and he is the last to leave—often helping breakdown the room as we have to share this space with a few other departments. He was also bold enough to start his own group—a jazz ensemble—and he has done great work in his roles both as conductor and improv player. I am impressed with his professionalism and leadership.

Calvin has been successful at the Illinois Districts Competition, winning principal chair in the concert band. And, he was selected as second chair orchestra at the Illinois All-State Competition. This year, I expect Calvin will score high enough to make him eligible to try out for the All-National Honors Ensemble (NAfME).

As a composer, Calvin has also done excellent work—and it is no surprise that he earned a 5 on the AP Music Theory exam. He well understands counterpoint, melodic/harmonic dictation, figured base, and sight transposition/singing. As a matter of fact, the band performed one of his scores recently. You are getting a musical standout by admitting Calvin. We will miss him next year.

Winston Jeffs
wjeffs@mhs.edu

FITCH COLLEGE – Interview Notes

Candidate Name: Calvin Morris

Date of Interview: 10/4/2018

Interviewer: Francis Cyr

Notes:

Calvin has a clear and directed interest in music. He was a bit reserved at first, but once we started talking about music (and trumpet playing), he lit up with excitement. He had done his research—and he knew exactly how Chestnut approaches performance and composition. I do wonder what else Calvin would engage in on campus; but I also appreciate that the music track is rather consuming.

Notes from audition judges: Calvin would be an asset to the program and would likely be 1st chair in the trumpet section. He struggled a bit with one of his prepared pieces—the Hummel—but his other piece (Haydn), his sight playing, and scales were all solid.

Profile

Personal Information

Name	Tran, Da Lanh
Preferred Name	Daniel
Sex, Birthdate	Male, 01/21/2001

Contact Details

Email, Phone	dltran242@gmail.com, +1.401-643-1252, No other telephone
Permanent Address	123 15th Avenue W Ballard, WA. 98107, USA

Demographics

Religion	Buddhist
Hispanic or Latino	No
Race	Asian (Vietnam)

Language

English	First Language
Vietnamese	Spoken at Home

Geography & Citizenship

Citizenship Status	U.S. Citizen or U.S. National
Birthplace	Seattle, Washington, United States of America (18 Years US, 0 Years Non-US)
SSN	XXX-XX-3333

CA Fee Waiver

Fee Waiver Requested	No
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Family

Household

Parents	Married
Home	Both Parents

Parent 1

Father	
Name	Mr. Minh Q Tran
Birthplace	Viet Nam
Address	the same as my home address
Occupation	Accountant or actuary, Employed, Accountant, Boeing Corporation
Education	Graduated from college/university Bachelors (1980), City University of Seattle, Bellevue, WA, USA

Parent 2

Mother	
Name	Mrs. Cam V Tran (Nguyen)
Birthplace	Viet Nam
Address	the same as my home address
Occupation	Homemaker (full-time)
Education	Graduated from high/secondary school (or equivalent)

Siblings

- 1. Quang Z Tran, Age 14, Brother, Some high/secondary school

Education

Current or Most Recent Secondary School

Ballard High School, Seattle, WA, USA, Public, CEEB: 481045 (09/2015 - 06/2018)

Counselor Mr. Richard Zones, Guidance and College Counselor

Email rzguidance@buhs.org

Colleges & Universities

Grades

Rank na / 450

Current or Most Recent Year Courses

First Semester

English 12 AP - (AP)

Spanish 4 H - (HON)

Calculus (BC) AP - (AP)

Statistics AP - (AP)

Physics H - (HON)

Second Semester

English 12 AP - (AP)

Spanish 4 H - (HON)

Calculus (BC) AP - (AP)

Statistics AP - (AP)

Physics H - (HON)

Honors

Honor Roll

School

9, 10, 11

Future Plans

Physician, Medicine

Testing

SAT (March 2016 or after)

Evidence-based Reading and Writing	650	12/01/2018
Math	790	12/01/2018
Taken	1	
Planned	06/2019	
SAT Essay	No	

SAT Subject Tests

Math Level 2	780	05/2018
Biology - Molecular		05/2019

PREVIEW

Activities

Athletics: JV/Varsity

9, 10, 11, 12
School
10 hr/wk, 15 wk/yr
Continue

Tennis
Ballard U. High School Varsity Tennis Team

Academic

10, 11, 12
School
7 hr/wk, 30 wk/yr
Continue

Peer Tutor
Tutor in math in free periods and after school

Academic

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

Math Club
Do math activities and competitions

Cultural

9, 10, 11
Year
5 hr/wk, 6 wk/yr
Continue

Vietnamese Fellowship
This is an organization to celebrate Vietnamese culture. I have been involved with my family planning festivals and participating in activities.

Work (Paid)

11
Break
15 hr/wk, 15 wk/yr

Ballard Wine and Spirits
Stock boy

Writing

Personal Essay

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

My parents are my role models in life and my goal is to repay them for all they have done for me and my brother. They are amazing examples of the American Dream and have taught me the importance of hard work for one's family.

At the end of the Vietnam War, when the North Vietnam army was entering Saigon, my parents were forced to escape from the country. They were younger than my age now, but my father worked as a messenger boy at the US Army base press office. His family was afraid that the North Vietnamese communists would imprison or execute him once they took over. They asked the US embassy to evacuate him, but there were too many people trying to escape at once. Instead, they paid for him to go on a fishing boat to the Philippines. The boat was overcrowded and there wasn't enough food and water. Some of the other refugees on the boat died during the trip. My mother was on the boat, too, which is how she met my father.

When they reached the Philippines my father was supposed to meet our cousin who lived there, but he could not find her. My parents decided to stick together and they had to live on the streets for several weeks until some money from their families reached them. Eventually they decided to get married and save to come to the United States. My father learned to be a bookkeeper for a store in Manila. When they had enough money, they immigrated to Seattle, WA, which has a large Vietnamese community that helped them adapt. Then my father went to college at night to learn English and study accounting. It took him seven years, but he earned a degree and is now a CPA for Boeing.

My parents taught me that you should never give up. It took them a long time to make a life in the United States, before they could afford to have children and buy a house. But that is why they value family so much. They would not have escaped Vietnam without their family's help, and then they worked hard to help my brother Quang and me have a better life.

There is a Vietnamese saying my mother always repeats to us: *Gia đình có nghĩa là không ai bị bỏ lại phía sau hoặc bị lãng quên*. This means "Family means no one gets left behind or forgotten."

My goal is to study and do well in college so that I can find a good career. I am interested in both math and science, which may lead me to engineering or medicine. Either way, I will not be working for myself. My parents have taken us on two trips back to Vietnam, and there I have seen that families remain extremely close. All generations often live together. I want to do that for my parents, to be successful and have a house big enough for them to live with me and the family I hope to have. This is my dream because they were separated from their parents. With my college education, I will make sure that they are not left behind or forgotten.

Disciplinary Information

Have you ever been found responsible for a disciplinary violation at any educational institution you have attended from the 9th grade (or the international equivalent) forward, whether related to academic misconduct or behavioral misconduct, that resulted in a disciplinary action?

Yes

Have you ever been adjudicated guilty or convicted of a misdemeanor or felony?

No

Required Explanation

Disciplinary Violation

In 9th grade I was so worried about a history research paper that I cut and pasted some sections from the internet. The teacher found out and I failed that paper. I was put on disciplinary probation for the rest of the year. I learned that I can do the work on my own honestly and I have never cheated since. I also learned that worrying about grades doesn't justify breaking rules.

Fitch College – Supplement to the Common Application

Applicant Name: Da (Daniel) Tran

Address: 123 15th Ave. W,
Ballard, WA 98107

Current High School: Ballard Unified High School

Have you ever visited the campus?: No

Have you had an interview?: No

Preferred admission plan?: Early Action

Briefly describe your reason for applying:


I am excited to apply to Fitch College because of its strong co-op program which places students in real workplaces in the student's chosen field. I am interested in medicine or engineering and want the opportunity to further my education in a hospital or tech firm while attending Fitch. Though Fitch is too far away for me to make a campus visit and there was no chance to meet with a Fitch rep at my school, I have researched Fitch extensively and believe it is the best college for me. I have attended public schools my whole life and now want to experience a smaller community with more personal attention for the students. The University of Washington in my home state is much larger than Fitch, but from my research Fitch has just as strong a reputation in STEM programs. I believe Fitch is the right place to help me reach my goals.

BALLARD UNIFIED HIGH SCHOOL OFFICIAL TRANSCRIPT

STUDENT INFORMATION	SCHOOL INFORMATION
FULL NAME: DA LANH TRAN ADDRESS: 123 15 TH AVENUE W <div style="text-align: center;">BALLARD, WA 98107</div> DATE OF BIRTH: 1/21/2001 PARENT/GUARDIAN: MINH TRAN	BALLARD UNIFIED HIGH SCHOOL 1000 PIKE AVENUE NW BALLARD, WA 98107 PHONE: (555) 444-3333 E-MAIL: GUIDANCE@BUHS.ORG

ACADEMIC RECORD

SCHOOL YEAR: 2015-2016 GRADE LEVEL: 9				SCHOOL YEAR: 2016-2017 GRADE LEVEL: 10			
Course Title	Credit Attempted	Credit Earned	Final Grade	Course Title	Credit Attempted	Credit Earned	Final Grade
World Literature	1	1	A-	British Literature	1	1	B
Spanish 1 H	1	1	A-	Spanish 2 H	1	1	B+
Geometry H	1	1	A	Algebra II H	1	1	A
Earth Science	1	1	A	Chemistry H	1	1	A
World History	1	1	B	Social Studies	1	1	B
Total Credits: ____ 5 ____ GPA: ____ 3.68 ____ Cumulative GPA: ____ 3.68 ____				Total Credits: ____ 5 ____ GPA: ____ 3.5 ____ Cumulative GPA: ____ 3.59 ____			
SCHOOL YEAR: 2017-2018 GRADE LEVEL: 11				SCHOOL YEAR: 2018-2019 GRADE LEVEL: 12			
Course Title	Credit Attempted	Credit Earned	Final Grade	Course Title	Credit Attempted	Credit Earned	Final Grade
American Literature	1	1	A	English 12 AP	1		
Spanish 3 H	1	1	A-	Spanish 4 H	1		
Pre-Calculus H	1	1	A	Calculus (BC) AP	1		
US History AP	1	1	B	Statistics AP	1		
Biology AP	1	1	A	Physics H	1		
Total Credits: ____ 5 ____ GPA: ____ 3.74 ____ Cumulative GPA: ____ 3.64 ____				Total Credits: _____ GPA: _____ Cumulative GPA: _____			

ACADEMIC SUMMARY CUMULATIVE GPA: 3.64 CREDITS ATTEMPTED: 20 CREDITS EARNED: 15 DIPLOMA EARNED: _____ GRADUATION DATE: _____	ATTACHMENTS <input checked="" type="checkbox"/> Grading scale <input type="checkbox"/> List of other schools attended <input type="checkbox"/> Other: _____ <input type="checkbox"/> Other: _____	<p><i>I do hereby self-certify and affirm that this is the official transcript and record of _____ Da Lanh Tran _____ in the academic studies</i> <i>(Name of Student)</i> <i>of Ballard Unified High School, State of Washington</i></p> <div style="text-align: right;">  Signature Manuel D. Espinoza Title: Registrar Date: September 28, 2018 </div>
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BALLARD UNIFIED HIGH SCHOOL

COUNSELOR REFERENCE: Da (Daniel) Tran (1/21/2001)

September 12, 2018

Da (he goes by Daniel) is a STEM guy, and he knows it. He has challenged himself in our highest-level courses and done fine work. He is driven, punctual, hardworking, and knows how to use his resources. Daniel has been on the Honor Roll every year. Although he initially seems quiet, Daniel is actually quite funny and friendly. He is a good observer and quick to see the funny side of things. He enjoys the company of his friends, and he deeply values his family. His parents escaped from Vietnam right before Saigon fell. They came to the United States and Daniel's father went back to school; he is now an accountant for Boeing. Writes Daniel: "I respect my dad and mom above all, especially for all they have gone through and the life they have built for me and my brother. They are my strongest supporters. Life would be disastrous and barren without family," he concludes.

Academics

- Daniel is math rock star, and will likely study it or a related field in college. He earned a 780 on the Math II Subject test, and is currently enrolled in AP Calculus BC and AP Statistics. Writes Daniel: "I love the feeling when I find solution for a difficult problem. The feeling of achievement motivates and drives me to keep studying math."
- After doing so well in Precalculus, Daniel has taken on both AP Calculus BC and AP Statistics.
- Even though he is not a man of letters, Daniel enrolled in AP English. Though his family speaks Vietnamese at home, Daniel was born here and is fluently bi-lingual.
- Daniel also loves science, and did well in the AP Biology. Writes Daniel: "Biology class in junior year totally fascinated me and radically changed my views and understanding of science."

Activities

- Daniel is an excellent tennis player and has been on Ballard Unified HS varsity team all four years.
- As a STEM guy, Daniel is a Math Club member.
- Daniel is also generous with his talents and has been a peer tutor in math for the last two years.

Student Comments

Finally, a few words from Daniel about what colleges should know about him:

"I want my college to know that I am adaptable and culturally-aware person. My parents have taken my brother and me back to Vietnam to experience our culture there. I am confident that I can easily adapt to new people from diverse backgrounds. Also, I want my college to know that I am an active person. Though I remain shy and reserved in class, I love to play tennis and spend time with my friends. Also, I believe that I have a great academic attitude. I maintain good study habits and finish my work on time."

Sincerely,

Richard Zones
Guidance and College Counselor
Ballard Unified High School

Note: Daniel checked "yes" to the disciplinary violation question on the Common Application. As he explains, this was a one-time mistake in 9th grade, the result of putting too much pressure on himself academically. He learned his lesson and has had an exemplary record ever since.

BALLARD UNIFIED HIGH SCHOOL

TEACHER RECOMMENDATION: Da (Daniel) Tran (1/21/2001)

August 29, 2018

To Whom It May Concern:

It is a delight to write a recommendation for Daniel Tran. I first got to know Daniel during his junior year, and he became the best student in my Precalculus Honors class. A very serious student, Daniel is such a joy to teach because he demonstrates the work ethic of a model student. When working problems in class, Daniel always participated, and he was quick to offer solutions. When assigned a group problem to solve, he would take the role of group leader, and sometimes his classmates would argue over who got to have him on their team.

Daniel performed remarkably well on the term exams throughout last year. Of the 57 students that took the Precalculus exam in the fall, Daniel had the second highest score of 96. The spring term has the most challenging material in the Precalculus course. His ability to solve the harder probability problems impressed me greatly, and he maintained an A+ test average and an A+ homework average in the spring term. I was not surprised when he earned a 780 on the SAT Math Level II Subject Test. We have many excellent math students in this school, but Daniel is a standout.

I feel fortunate to have had Daniel in class. He is always respectful and eager to work. He definitely serves as an influential role model for his classmates. A quiet leader, he makes them work harder, following his excellent example. He will be a definite asset to your university, and I give him my highest recommendation.

Sincerely,

Susan Rostow-Clark
Math Department Chair
Ballard Unified High School

BALLARD UNIFIED HIGH SCHOOL

TEACHER RECOMMENDATION: Da (Daniel) Tran (1/21/2001)

October 17, 2018

When I first encountered Daniel in my AP Biology class, I wasn't sure if he would regularly contribute to the class dynamic without consistent prodding by me. He is a naturally quiet, even shy kid. However, I quickly realized that Daniel had quite a bit to say—especially on the page.

My AP Biology students are assigned to write a weekly article summary. They are required to do some additional research on their own, relating advancements in Biology in the news, online, etc. to what we are learning in class. For some, it serves as a different opportunity from the more common assignments. They explore the world of Biology, making connections to their personal lives as well as the classroom material. I often get to know an additional dimension of my students through these weekly summaries, and this was especially the case for Daniel.

Daniel poured himself into making advancements in Biology connect to his personal experience. He skillfully narrated his family's experience as refugees from the Vietnam war, his empathy for people suffering from disease or want who could be helped by new medicines or genetically-altered crops. He clearly had a serious interest in the natural world, with a depth and feeling that you might not have expected if you only saw him in class. I quickly learned that Daniel only needed a little encouragement and his participation blossomed.

It is clear that Daniel has an innate talent to connect scientific analysis to real-world applications. This ability carried over from his article summaries to his laboratory reports, where he clearly and effectively extrapolated the specific implications of each particular experiment to his understanding of the world as a whole. I consider these quite important skills for a successful student to develop in college and beyond. Daniel is starting with a very strong foundation in science.

I am enthusiastically writing this recommendation for Daniel because I firmly believe that college will offer him countless opportunities to further explore how his family background has shaped who he was, currently shapes who he is, and will shape who he will become. I sincerely hope that others have the opportunity to see and hear Daniel as I have.

John R. Connors
Science Department
Ballard Unified High School

Profile

Personal Information

Name Diman, Emily *Byron*
Preferred Name Emily
Sex, Birthdate Female, 02/12/2002

Contact Details

Email, Phone emily_diman@stgeorges.edu, +1.401-846-0000, Mobile, No other telephone
Permanent Address 611 Old Post Rd Fairfield, CT, 06824-6646, USA
Alternate Address 372 Purgatory Rd Middletown, RI, 02842-5963, USA

Demographics

Religion Anglican (Episcopal)
Military Status None
Hispanic or Latino No
Race White (Europe)

Language

English First Language

Geography & Citizenship

Citizenship Status U.S. Citizen or U.S. National
Birthplace Fairfield, Connecticut, United States of America (17 Years US, 0 Years Non-US)

CA Fee Waiver

Fee Waiver Requested No

Family

Household

Parents	Married
Home	Both Parents

Parent 1

Father	
Name	Mr. George Diman
Birthplace	United States of America
Address	the same as my home address
Occupation	Business executive (management, administrator), Employed, Managing Partner, Diman Capital
Education	Graduate school Bachelors (1992), Trinity College, Hartford, CT, USA Business (1998), Columbia University, New York, NY, USA

Parent 2

Mother	
Name	Penelope Diman
Birthplace	United States of America
Address	the same as my home address
Occupation	Teacher or administrator (elementary), Employed, Elementary Teacher, Fairfield Public Schools
Education	Graduate school Bachelors (1993), Trinity College, Hartford, CT, USA Masters (1998), Rutgers University, New Brunswick: School of Arts and Sciences, Piscataway, NJ, USA

Siblings

1. David Diman, Age 13, Brother, Some grade/primary school

Education

Current or Most Recent Secondary School

Saint George's School, Middletown, RI, USA, Religious, CEEB: 400085 (09/2016 - 05/2019)

Counselor Ms. Kelly Richards, Director of College Counseling

Boarding School Yes: Living at School

Other
06/2016) Fairfield Warde High School, Fairfield, CT, USA, Public, CEEB: 070186 (09/2015 -

Progression No change in progression

Graduation Date 05/2019

Colleges & Universities

Grades

Rank na / 87

Current or Most Recent Year Courses

First Trimester	Second Trimester	Third Trimester
English 610 (A)- (ADV)	English 610 (A)- (ADV)	English 610 (A) - (ADV)
Math 610: AB Calculus - (ADV)	Math 610: AB Calculus - (ADV)	Math 610: AB Calculus - (ADV)
French 400 (H)- (HON)	French 400 (H)- (HON)	French 400 (H) - (HON)
Physics 460 (A)- (ADV)	Physics 460 (A)- (ADV)	Physics 460 (A) -(ADV)
Theology 320: Good and Evil	Theology 322: Women in the Bible	Art 332: 3D Design

Honors

Highest Honors - Fairfield High School	School	9
Honor Roll	School	10, 11
French Honor Society	School, State/Regional	11, 12

Future Plans

Undecided, Masters

Testing

SAT (March 2016 or after)

Evidence-based Reading and Writing	650	02/08/2018
Math	650	06/08/2018
Taken	2	
Planned	0	
SAT Essay	No	

Activities

Other Club/Activity

12	Dormitory Prefect
School	Organize and run study hall, plan dormitory events, and communicate issues to dorm parents on a weekly basis.
8 hr/wk, 30 wk/yr	
Continue	

Athletics: JV/Varsity

10, 11, 12	Soccer, Varsity last two years; Captain
School	Worked my way from JV to Varsity after playing only two years of town soccer. One of two captains this fall.
15 hr/wk, 10 wk/yr	
Continue	

Theater/Drama

10, 11, 12	Dance Captain
School	Lead dance member in CHICAGO, NEWSIES, and WEST SIDE STORY; was able to put many years of dance to work in these highly choreographed shows
12 hr/wk, 10 wk/yr	
Continue	

Athletics: JV/Varsity

9, 10, 11, 12	Sailing, Skipper
School	Worked my way up into a starting Varsity skipper; led one of four boats to runner-up in Nationals.
15 hr/wk, 10 wk/yr	

Other Club/Activity

10	Semester-at-Sea, Geronimo program
School	Member of a crew of eight; sailed school vessel to Bermuda, sat night watch, navigated without technology, maintained ship as well as coursework
168 hr/wk, 6 wk/yr	
Continue	

Work (Paid)

9, 10, 11, 12	Sailing Instructor
Break	Teach sailing at a local camp on the lake where we live in the summertime; manage students who are ages seven to ten
30 hr/wk, 10 wk/yr	

Music: Vocal

11, 12	Snapdragons
School	Sing alto in the school's all-female a cappella group; we practice twice weekly and perform at several school functions
2 hr/wk, 30 wk/yr	
Continue	

Music: Instrumental

10, 11, 12	Orchestra
School	Play the saxophone in the school orchestra; perform in chapel weekly, during Family Weekend, and graduation; earned art credits
3 hr/wk, 30 wk/yr	
Continue	

Journalism/Publication

10, 11, 12	The Red and White
School	Lifestyle editor for the school newspaper; submit and supervise articles about books, movies, and fashion
2 hr/wk, 30 wk/yr	
Continue	

Foreign!!_Exchange

11

Global Cultural Initiatives Program

Break

Through this school program, participated in a homestay in Paris and an internship at a local French hotel

16.8 hr/wk, 3 wks/yr

Continue

Writing Personal Essay

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

Right now I could not be happier. It is the end of August and I am sitting in the main cabin at my family's camp in Maine. I am being warmed by a pot-belly stove that I can guess by the rust on it, has been here close to a hundred years. My only company right now is the moose, elk and deer heads mounted on the walls, and the large mounted fish that once made this area of Maine highly-visited. Nevertheless, I feel inspired by the thought of the hundreds of people who have come here before me, sat in this room, and shared my love for this place.

Maine is my second home. Although I may only spend a few weeks here during the summer, it feels like home. In Maine, I have the opportunity to do everything I love best. Every summer morning, since I was little, my dad has come into my bedroom to wake me up with his report: "Looks pretty good out there! Let's go before we lose it!" He is referring to the lake's glassy water that my whole family thrives upon. Around ten o'clock, when we have all returned from our sailing adventures, there are lots of options for the day. Whether it be a hike up "Tumbledown Mountain," with its notorious "Fat Man's Misery" rock scamper, a bike ride to one of the local dams, or a picnic out on the lake, I am always satisfied. Night time is my favorite, though. Most families would not brave the cold temperatures to eat dinner outside, but mine bundles up in our fleece jackets, sweatshirts, and jeans and enjoys our meal as we look out at the mountains surrounding us. My family stays at the table until we each declare we are frozen. Then, we move inside to claim our warm, delicious, locally-made pie. With no TV, no internet, and no telephone, my family spends time playing games and relaxing. For me, it is a slower world in Maine. My brother, my cousins and I have time to unwind and be ourselves: we perform our ritual skits for our parents, play charades, get cozy on the couch to read books or play ping pong. The best nights culminate with my whole family lying on our porch wrapped up in fleece comforters as we count the number of shooting stars that pierce the sky.

In order to love it here, you have to know how to make the best out of every situation. In July when it is scorching hot, I love spending my entire day on the lake, and in late August when it drops into the 30s at night, I equally love having my back roasted by a fire. Maine is a place for people who thrive in the outdoors, who do not need to be constantly connected to the fast-paced, technology-crazed world, who adore being around family and friends, and who love exploring. I have brought a few friends here before because I want to share with them my special and secret place, but it is definitely not for everyone. For me, though, it's perfect.

Education Progression

Education progression details

No change in progression

Required Explanation

Secondary school change

I left my local high school to attend St. George's School, a boarding school which offered a more challenging curriculum and stronger program than that at my public high school. At St. George's, I have been appropriately challenged and prepared for college.

Disciplinary Information

Have you ever been found responsible for a disciplinary violation at any educational institution you have attended from the 9th grade (or the international equivalent) forward, whether related to academic misconduct or behavioral misconduct, that resulted in a disciplinary action?

Yes

Have you ever been adjudicated guilty or convicted of a misdemeanor or felony?

No

Required Explanation

Disciplinary Violation

My sophomore year was my first year at boarding school and I was not confident in myself. I was figuring out how to balance my schoolwork, my laundry, and my social life. I was unsure of my social status and fell into the wrong crowd.

One night, a few people were going to a party at an off-campus house. Someone brought out some beer, and even though I knew I shouldn't have any and that it was against the rules, I didn't want to seem uncool in front of my newfound friends. I drank some along with them. The next day, the news had gotten back to the deans' office and we were all called in. I later went before the honor board, and even though it was terrible and embarrassing, I took responsibility for my actions and suffered my three-day suspension.

Sometimes, we don't know what we have until it is gone. Over the course of those three days, I recommitted myself to my high school experience. I leapt into the life of the school in ways I hadn't before: I worked hard to make Varsity teams, I applied for the many programs the school offers, and I applied for a leadership position in the dorm so that I could let younger students know that they don't

have to drink to have friends.

The fact that I went on to earn a team captainship as well as a dorm prefectship shows that I was able to earn back the trust of the people in my community, from both faculty and students. I feel honored and humbled by their belief in me and will continue to work hard every day to be worthy of the second chance I received from St. George's.

Fitch College – Supplement to the Common Application

Applicant Name: Emily Diman

Address: 611 Old Post Rd.
Fairfield, CT 06824

Current High School: St. George's School

Have you ever visited the campus?: Yes

Have you had an interview?: Yes

Preferred admission plan?: Early Action

Briefly describe your reason for applying:

I fell in love with Fitch when I visited last March and had the chance to meet with Mr. Thomas—boy, what a salesman for Fitch! It looked like he had just gotten back from the golf course, but he spent lots of time talking with me about camping experiences in Maine and my love for singing.

I also had a good conversation with one of the other admissions representatives, Mr. Beverage, when he came to campus for our school's college fair in May and then again early in the fall. Although Fitch shares a lot in common with many other good small colleges, I could tell that there is a special spirit to the place that comes through from everyone I talk to.

In addition, I have known lots of St. George's students who have gone to Fitch, many of whom share my interest in Environmental Studies as well as French; in fact, my old dorm prefect is now majoring in E.S. at Fitch and says she really loves it. I think this school would be a good match for me since I have actually done some of this kind of work at St. George's – I'm especially excited about the course in Environmental Activism I saw in the Fitch course catalog.

I probably don't even need to mention the benefits of a small, close-knit community – you know you have that at Fitch, but that's one of the things that I love about St. George's, and I would love to find more of the same at the next level. I would be honored to be a Fighting Squirrel!



ST. GEORGE'S SCHOOL

PO Box 1910, Newport, RI 02840 – 401.842.6706

Transcript

Emily Diman

611 Old Post Road, Fairfield, CT 06824

Citizenship: United States

Date of Birth: February 12

Date of Graduation: May 25

College Counselor: Ms. Kelly Richards

Median grade, B+; High Honors, A- or above; passing certifying grade D. School year: 30-six-day weeks. Most classes met 4 times weekly on a block schedule. Please note we have regular classes, honors, and advanced; any student has the option of taking the AP test. The normal course load is five courses. We do not rank students. KEY: A = Advanced; H = Honors

Grade 9 Fairfield High School

Graduation Requirements / 20 Credits

English 9	A-	Four years of English. Up to Precalculus in Math.
Geometry 9	A-	Two years of a laboratory science. Two years of history,
French 9	A-	including one year of US History. Up to level 3 in a language.
Biology 9- H	A-	One year of religion; two trimesters for incoming IV/V formers.
History 9	A-	One year in the arts.

FORM IV

Credit

English 200	A-	2.00	Honor Roll – Trimesters 1, 2 and 3
English 251: Geronimo	A-	1.00	
Math 310: Algebra II	B+	3.00	
French 220 (H)	B	3.00	
History 220: Asian Civ	B	3.00	
Chemistry 320 (H)	B-	3.00	

FORM V

Credit

English 300: Am Lit	A-	3.00	Honor Roll – Trimesters 1,2, and 3
Math 410: Precal	A-	3.00	
French 320 (H)	A	3.00	
Biology 420 (A)	B	3.00	
History 400: US (A)	B+	3.00	

FORM VI

Tri 1

Credit

English 610 (A)	A-	3.00	Honor Roll – Trimester 1
Math 610: AB Calc (A)	A-	3.00	
French 400 (H)	A-	3.00	
Physics 460 (A)	A-	3.00	
Theology 320	B+	1.00	
Theology 322		1.00	
Art 332: 3D Design		1.00	

Date: _____

Official Signature: _____



Counselor letter for Emily Byron Diman (d.o.b. 2/12/2002)

Emily spent almost all of her grade school and middle schools years at her local public school in Connecticut. There was one interruption, however: Emily experienced her sixth-grade year in France, where she attended the American School in Paris. This year abroad was formative on many levels, as evidenced by Emily's accurate observation of herself: "I am very adventurous and love to try new things and new activities." Adventurous yet unflappable, globally-focused but inwardly even-keeled, Emily is a mature young woman who will thrive in your community. Going away to boarding school was a risk; since she stepped on this campus, Emily has taken many risks, and they have paid big dividends both for her and for our school.

Academic Achievement and Growth:

- Emily's subtle but important upward trajectory reveals the growth she has experienced during her time on the hilltop. It took Emily a year to settle into life away from home, but since those early days of growth, Emily has taken on academic challenge and according to her teachers, succeeded. Her comments are laden with positive adjectives like "curious," "creative," "engaged," and "insightful" – all qualities your professors will welcome in their classrooms.
- Emily's transcript and a permanent place on the Honor Roll reveal that she does well in every subject, but English has always been among Emily's favorite classes. This trajectory began when she connected with her sophomore English teacher. Since then, her writing voice has only become stronger with each humanities class she has taken. Currently, Emily is a star in Advanced Literature.
- Since she came back from Paris many years ago, Emily has studied French intensively. She is in the top level of French she can be right now; an even more formative experience was her internship in Paris last summer. Through our Global Cultural Initiatives Program, Emily lived with a French family and served as an intern at a local hotel. For three weeks, she once again immersed herself in the French language and culture; she also learned a lot about hotel management and customer service. Practical-minded and culturally-competent, Emily would make for an excellent global businesswoman some day.

Activities, Interests, and Areas of Impact:

- For her kindness, inclusivity, and self-deprecating sense of humor, Emily was chosen by our dorm faculty to be a leader in our residential program. Currently, she is serving the school as a dorm prefect, a role she plans to (and should) pursue in college. Responsible and open-minded, Emily is an ideal role model for the students with whom she lives and a communicative conduit between her residents and dorm parents.
- Emily is particularly effective in the dorm because she knows the perils of not living true to oneself. As she has written in her application, Emily misstepped early on in her St. George's career. Since then, Emily has applied the valuable lessons she has learned about the importance of listening to one's conscience, honesty, and integrity. Emily handled herself well in the face of the disciplinary incident, and even more so when she apologized to the community upon her return. Emily has since earned back the respect of this community.



- Emily is also a performer. She plays the saxophone in our orchestra. Even though she earns an art credit for doing so, she loves making music with others, whether it be the guys in her jazz ensemble or the girls in Snapdragons with whom she sings a cappella. Everywhere I turn, Emily is putting herself out there, contributing enthusiastically in our community – including in the theatre. Emily has a background in dance and has enjoyed putting it to work in the musical every winter. As the dance captain in each show, she chips in on choreography and sets a professional tone for the ensemble.
- In her sophomore year, Emily participated in *Geronimo*, our semester at sea program. With her crew of eight peers, she cooked the meals, cleaned and sailed the sixty-nine-foot sloop, and kept up with her studies the entire journey. Emily was independent enough to manage her work, and also be a collaborative and calm crewmate.
- Emily is also a positive teammate and a perseverant athlete. Having come to St. George's with little experience in soccer, Emily worked her way onto the Varsity team in her junior year. By the end of the season, she saw significant Varsity time. This fall, she not only started but was elected captain. Emily experienced a similar trajectory in sailing. Emily plans to continue sports in college at the recreational level; based on what her coaches observe about her, Emily will be a relatable and reliable team-player in her chosen field after college.
- Since the beginning of high school, Emily has always had a summer job. Since her freshman year, she has worked as a sailing instructor at a local camp. Responsible and fun-loving, she is a student favorite.

Conclusion:

Emily's favorite quote is from the motivational speaker Zig Ziglar: "You don't have to be great to start, but you have to start to be great." Because she won't brag enough about herself, we have to in the form of this letter. Emily is an engaged, mature, and enthusiastic young person who takes pride in everything she does and at the same, is too humble: Emily *has* been great here at SG, in her highest and lowest moments, and if the past is any indication of the future, she will be great on your campus as well. Emily comes with our most genuine and highest recommendation.

Kelly B. Richards, Director of College Counseling, kelly_richards@stgeorges.edu



ST. GEORGE'S SCHOOL

NEWPORT, RHODE ISLAND 02840 • CEEB #400085

TEACHER RECOMMENDATION

Student Name: Emily Diman

Teacher Name: Mr. John Smith

Teacher phone: 401-842-1111

Teacher e-mail: john_smith@stgeorges.edu

List the courses you have taught this student, noting for each the student's year in school (10th, 11th, 12th; etc.) and the level of course difficulty (AP, honors, regular, elective, etc.):

12th Grade – Advanced Literature

How long have you known this student and in what context? 1 year in the classroom.

What are the first words that come to your mind when you describe this student? Witty, independent, curious

Letter of Evaluation:

Emily combines a strong foundation in English skills with curiosity and a willingness to take risks in her thinking. This combination makes her stand out from her peers as exceptional.

To a unique degree, Emily does not allow the fear of failure or of being wrong to stop herself from trying new ideas. During class discussions, she would toss pebbles of dissent into the still waters of consensus. I think she enjoyed filling this role, because sometimes she would have a wry smile on her face as she did so. In fact, she sometimes seemed to be enjoying the class not because of anything extrinsic but because of the connections she herself was making. That's where the class would see the clever and witty side of Emily, which is really a variety of creativity.

In her writing, this creativity manifests itself as a willingness to try out not only new ideas but new structurings of ideas. Some of her papers were not technically perfect, nor did she try to make them so. One essay in particular stood out and I used it as an example of how to break out of patterns of thought for the class throughout the year. It was an argument essay prompt from a practice AP that asked the students to respond to the relation between safety and freedom in how we go about our lives, including the laws we create. Her essay started, without any explanation, as though it were a science fiction story, a dystopian depiction of a world in which everything had been made perfectly safe. The second paragraph built her thesis around a response to that story, drawing on its details to make her points about the importance of freedom. This would have been an impressive assignment for an out-of-class paper, but, since it was a practice AP, Emily wrote it in forty minutes without knowing the prompt in advance. Not only was this approach clever, it was risky since she wouldn't know while writing it how it would be graded.

In many ways, Emily is an excellent student. She works hard, asks questions, and is interested and curious about many issues and subjects. It is easy to imagine her excelling not only in college but in later professional life. I highly recommend her to an academic community that welcomes well rounded academic skills mixed with flair, wit, and creativity.



ST. GEORGE'S SCHOOL

NEWPORT, RHODE ISLAND 02840 • CEEB #400085

TEACHER RECOMMENDATION

Student Name: Emily Diman

Teacher Name: Bill Jones

Teacher e-mail: william_jones@stgeorges.edu

How long have you known this student and in what context? Three years as a coach and one as a teacher

What are the first words that come to your mind when you describe this student? Surprising, multi-talented, enthusiastic

Letter of Evaluation:

Emily Diman has been a wonderful young woman to get to know. In our Advanced Physics course this year she has asked subtle questions, worked with her class mates on labs, remained humorous, embraced the challenge of studying an abstract subject and strongly presented her ideas and solutions. The curriculum initiated by the College Board over the past year stresses conceptual understanding and problem solving. It has been a change that works well for Emily. She clearly demonstrates a desire for understanding physics. A typical discussion with Emily during class starts with me noticing that she has stopped taking notes. Then I ask if she has a question. "Not yet." She says. Soon her face lights up, including a broad smile, after she has come to an understanding. Of course she does not always understand everything. But her thoughtful approach to her studies means that when she asks a question it is insightful, and very effective.

I coached Emily during her sophomore year as a member of the JV soccer. It was obvious that she had the grace of someone who studies dance, but no knowledge of soccer. She was a consummate teammate and student of the game. As the season progressed she never lost her enthusiasm, and always was willing to try new things. It was obvious, even as a freshman, that she had patience with herself and others. Her growth on the pitch in a single season was as much as any young player I have coached. In class it has been no different. Her lab partners always enjoy working with her, and I can see the mutual benefits. I am sure that her growth in Advanced Physics will be even greater.

Her lab reports thus far have been clearly written and very analytical. She has developed a respectable foundation in kinematics. I used to teach the same course in college, and I can easily see Emily being successful there as well.

Around campus, whether it's singing in our *a cappella* group, demonstrating her art, dancing on stage, being active in myriad student groups or discussing subtle academic concepts with classmates and teachers in the evening, Emily is fully engaged. The genuine nature of her passions is wonderful to behold. It is very rare for me to speak so highly of a student that I am just coming to know academically. However, I feel passionate about Emily's future as a person of the world. She is someone who will contribute substantially to the lives of those around her. For her academic potential, and more importantly from your perspective, her potential for any school she attends, I strongly recommend she be accepted.

FITCH COLLEGE – Interview Notes

Candidate Name: Emily Diman

Date of Interview: August 30

Interviewer: Loren Pope, Admissions Counselor

Notes:

Emily was a bit quiet at first, but in an open and friendly way. Before each question, she took a minute to think about her answer, and I realized that by the time she left, I had actually learned a lot about her. She is a multi-talented young woman with a wide range of interests. She enjoys her *a cappella* group, an activity she hopes to continue here at Fitch; she is also passionate about the outdoors, and hopes to take some classes in our Environmental Studies department – clearly, she had done her homework before our interview, since we were able to talk at length about our special ES program. She had good questions, and seemed genuinely excited about this potential field of study.

Between her time on the semester-at-sea program at her school, her summers in Maine, and her many hours on the water through sailing, Emily spends a lot of her free time doing outdoors activities. She seemed enthusiastic about the outdoor program we have here, too, or may even pursue club sailing or club soccer.

This was a great interview because Emily was enthusiastic without being overpowering. She laughed at all my jokes (!!), which was impressive, but she also was able to talk thoughtfully about her coursework at St. George's. She really loves English and writes for the school newspaper; she also loves French, where she lived for a year during grade school and then returned to last summer during a school-sponsored homestay and internship. She expressed a heartfelt interest in continuing with French and would no doubt take advantage of our many study abroad opportunities.

During her tour, she connected immediately with our campus, which is not surprising – she has the same kind of close-knit community at her boarding school in RI. Emily would be a great addition here. I was impressed, and I hope the numbers line up and make her a viable admit.

After the interview, she asked how to find Mr. Beverage's office – she wanted to touch base since she had met him at the spring fair. Nice touch – she knows how to take initiative and how to talk with adults. Good interview.

THE COMMON
APPLICATION

Profile

Personal Information

Name	Bromley, Susan Mary
Preferred Name	Susan
Sex, Birthdate	Female, 02/10/2002

Contact Details

Email, Phone	smbrom444@gmail.com, +1.401-683-2000, Mobile, No other telephone
Permanent Address	145 Old Ponte Road Holly Hill, WV, 24714, USA

Demographics

Religion	Roman Catholic
Military Status	None
Hispanic or Latino	No

Language

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

Geography & Citizenship

Citizenship Status	U.S. Citizen or U.S. National
Birthplace	Holly Hill, West Virginia, United States of America (17 Years US, 0 Years Non-US)
SSN	XXX-XX-6789

CA Fee Waiver

Fee Waiver Requested	Yes, Signed: Susan Mary I have received or am eligible to receive an ACT or SAT testing fee waiver I can provide a supporting statement from a school official, college access counselor, financial aid officer, or community leader
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Family

Household

Parents Widowed
Home Parent 1

Parent 1

Father
Name Mr. Walter J Bromley
Birthplace United States of America
Address the same as my home address
Occupation Skilled trades, Self-Employed
Education Graduated from high/secondary school (or equivalent)

Parent 2

Mother
Name Mrs. Joyce Bromley (Benoit)
Deceased: 11/2008
Birthplace United States of America
Occupation Homemaker (full-time)
Education Graduated from high/secondary school (or equivalent)

Siblings

1. John Bromley, Age 21, Brother, Some high/secondary school
2. Celeste Bromley, Age 19, Sister, Some trade school or community college, Other, (01/2018 -), **New River Community and Technical College, Beckley, WV, USA**
3. Paul Bromley, Age 16, Brother, Some high/secondary school
4. Joan Bromley, Age 14, Sister, Some high/secondary school
5. Lucille Bromley, Age 12, Sister, Some grade/primary school

Education

Current or Most Recent Secondary School

Portsmouth Abbey School, Portsmouth, RI, USA, Independent, CEEB: 400130 (09/2015 - 05/2019)

Counselor Mr. Henry Q Althorpe, Assistant Director of College Counseling
Email, Phone halthorpe@portsmouthabbey.org, +1.401-683-2000
Boarding School Yes: Living at School
Progression No change in progression
Graduation Date 05/2019

Colleges & Universities

Grades

Rank na / 99

Current or Most Recent Year Courses

First Trimester	Second Trimester	Third Trimester
AP Computer Science - (AP)	AP Computer Science - (AP)	AP Computer Science - (AP)
Schola - (REG)	Schola - (REG)	Schola - (REG)
AP English Literature - (AP)	AP English Literature - (AP)	AP English Literature - (AP)
AP Calculus AB - (AP)	AP Calculus AB - (AP)	AP Calculus AB - (AP)
AP French - (AP)	AP French - (AP)	AP French - (AP)
Honors Biology - (HON)	Honors Biology - (HON)	Honors Biology - (HON)

Honors

National Merit Scholarship Commended Scholar	National	12
National Latin Exam Gold Key, School Winner	National	10, 11
LA Times student journalist contest winner: article published	National	11
Faculty Form V Award for overall excellence	School	11
Portsmouth Abbey Diman Scholar	School	9, 10, 11, 12

Future Plans

College teacher, Doctorate

Testing

SAT (March 2016 or after)

Evidence-based Reading and Writing	800	05/05/2018
Math	770	12/05/2017
Essay	22	05/05/2018
Taken	2	
Planned	0	
SAT Essay	Yes	

SAT Subject Tests

French with Listening	800	06/2018
Latin Reading	760	06/2018
Math Level 2	730	06/2018

AP Subject Tests

Calculus AB		05/2019
Computer Science A		05/2019
English Language & Composition	5	05/2018
French Language		05/2019
United States History	5	05/2018
English Literature & Composition		05/2019
Latin: Vergil	5	05/2018
Psychology	4	05/2018

Activities

Other Club/Activity

12 house prefect, St. Benet's House
 School work with houseparents to run the dorm
 168 hr/wk, 31 wk/yr
 Continue

Community Service (Volunteer)

9, 10 Volunteer, St. Stephen's Church
 Break I was an assistant counselor at parish summer camp and worked at soup kitchen
 30 hr/wk, 12 wk/yr
 Continue

Other Club/Activity

12 Disciplinary Committee member
 School The committee hears cases of serious disciplinary infractions and assigns consequences
 1 hr/wk, 30 wk/yr
 Continue

Social Justice

11, 12 Human Rights Club
 School participated in events to raise awareness about human rights issues
 2 hr/wk, 30 wk/yr
 Continue

Community Service (Volunteer)

11, 12 peer tutor
 School I help younger students with their school work
 3 hr/wk, 30 wk/yr
 Continue

Athletics: JV/Varsity

9, 10, 11, 12 Outdoor Track, member of the school track team
 School run the 400 and 800; won most improved player award in 10th grade
 14 hr/wk, 10 wk/yr

Music: Vocal

9, 10, 11, 12 Abbey Singers
 School I sing with the school's choir
 4 hr/wk, 30 wk/yr
 Continue

Athletics: JV/Varsity

9, 10, 11, 12 Cross-country, member of the cross country team
 School elected captain for 2018 season
 14 hr/wk, 10 wk/yr

Debate/Speech

10, 11 Model UN
 School participated in three Model UN conferences; awarded Best Delegate twice
 3 hr/wk, 15 wk/yr

Work (Paid)

10, 11, 12	waitress, Claire's Diner; clerk, Hank's Hardware
Break	I work as many hours I can to help fund family needs
45 hr/wk, 12 wk/yr	
Continue	

Writing

Personal Essay

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

My whole life, I used the forest as an escape; my small poor rural town sits next to a great national forest that goes on forever. I grew up wandering that forest, learning its secret signs of animal life and listening to the loud bright noises that seem only to complete the silence under the trees. It is not exactly a peaceful place. In fact, it is scary, a true wilderness when it comes down to it, filled with wild animals, unpredictable terrain, and no trail markers or other signs of civilization. It could be easy to get lost in there. Even so, under the dangers and the wildness I sense an order in those woods, one I can sense but will never understand. I feel at home there in a way that I never have in my town. For a long time, I used to come back into town from wandering the woods with a sense of despair. All I could see was the grubbiness of the gas station, the bare dirty playground, the trash: a cheap ugly wildness without order – with all these people struggling day to day. I didn't feel safe in town; I felt trapped.

After about a week at the New England boarding school that is now my second home, I discovered a small patch of woods on the northern border of campus. At first I was thrilled, but in my wandering into them, I found these pretty little woods were only "wild" with quotation marks. On the other side of the woods was a manicured golf course, peopled by adults dressed in absurd colors and silly shoes. These woods were pretty, for sure, but these woods, bordered and safe, and easily navigated, felt as foreign to me as those golfers.

About two weeks after I discovered the "woods" on campus, I followed the stream that runs through those woods; the stream is called Bloody Run because of the bloody battle that took place there during the Revolution hundreds of years ago. I've been told that Hessian soldiers who were killed there haunt these woods, filling it with the wildness and order of the past, of the presence of history and its consequences. This stream leads to the estuary where it feeds into the Bay that then becomes the ocean. As I looked at the water, I suddenly felt some of that same wildness that I remembered from my forest back home. The sea, on the edge of which the campus sits, hints at that same kind of uncontained wildness – mysterious and scary, but overflowing with possibility and hope. Maybe that is what gives me peace – the idea that there are no boundaries.

I have grown up a lot since I arrived at Portsmouth Abbey, and I have found that the busy structure of my life on campus has given me the chance to build my strength internally; now, when I return to my hometown, I bring a sense of brightness and calm and an order of my own. I can help make my house feel as warm and peaceful for my family as the real woods make me feel.

Education Progression

Education progression details

No change in progression

Disciplinary Information

Have you ever been found responsible for a disciplinary violation at any educational institution you have attended from the 9th grade (or the international equivalent) forward, whether related to academic misconduct or behavioral misconduct, that resulted in a disciplinary action?

No

Have you ever been adjudicated guilty or convicted of a misdemeanor or felony?

No

Fitch College – Supplement to the Common Application

Applicant Name: Susan Mary Bromley

Address: 145 Old Ponte Road
Holly Hill, West Virginia 24714

Current High School: Portsmouth Abbey School

Have you ever visited the campus?: No

Have you had an interview?: No

Preferred admission plan?: Early Action

Briefly describe your reason for applying to Fitch College:

My first introduction to Fitch College was through the pamphlets I received during my 4th Form year. The campus looked beautiful. As I became more focused in my college search, I realized that Fitch's basis in the liberal arts and its excellent Classics department made it a fit for me. Although I am not sure exactly what I want to major in yet, I know I want to pursue an advanced degree beyond college, and Fitch's hands on career office and their success in placing students in quality graduate programs makes it very attractive. I used to think I wanted a big university, but I have found that the small campus where a student can develop real relationships with professors may be what I really am looking for. I don't want to be just a number; I want to be part of a community. The fact that Fitch offers a few substantial merit scholarships is very important to me as well, though I know these are very competitive.

Portsmouth Abbey School

Portsmouth, RI 02871 Telephone 401-683-2000

Transcript

Susan Mary Bromley

145 Old Ponte Road, Holly Hill, WV, 24714

College Counselor: Henry Althorpe

Citizenship: U.S.

Date of Birth: 02/10/2002

Date Enrolled: September 14, 2015

Date Graduated:

Withdraw Date:

Median grade, B, Honors B; passing certifying grade D. School year: 30-six day weeks. Most classes meet 4 times weekly. Honors, Advanced Placement, and accelerated courses are indicated where appropriate. Courses marked with an asterisk (*) are college level courses taught by invitation to students who have excelled in and exhausted our curricular offerings, including APs, in a particular subject. The normal course load is six courses.

GRADE POINT AVERAGE is unweighted and is computed using the following quality point values:

A+ = 4.3

A = 4.0

A- = 3.8

B+ = 3.5

B = 3.0

B- = 2.8

C+ = 2.5

C = 2.0

C- = 1.8

D+ = 1.5

D = 1.0

F = 0

Form VI	2018-19	Level	Fall	Credit
Schola			A	
English Literature (AP)		AP	A-	
Calculus AB (AP)		AP	A-	
Computer Science (AP)		AP	C+	
French Language (AP)		AP	B+	
Biology (H)		H	B	

GPA: 3.43

Form V	2017-18	Level	YR	Credit
Faith and Church			A	1.0
American Literature			A	1.0
Latin (AP)		AP	A+	1.0
French 3H		H	A	1.0
US History (AP)		AP	A-	1.0
Algebra II/Analysis (H)		H	A+	1.0

GPA: 4.06

Form IV	2016-17	Level	YR	Credit
Humanities			B+	2.0
Latin 3H		H	A	1.0
French 2H		H	A	1.0
Geometry			A+	1.0
Chemistry (H)		H	B+	1.0

GPA: 3.8

Form III	2015-16	Level	YR	Credit
Basic Theology			B	0.50
Introduction to Literature			B	1.0
Latin 2			B+	1.0
French 1			A-	1.0
Ancient and Medieval History			C+	0.50
Algebra I			B	1.0
Conceptual Physics			B-	1.0

GPA: 3.14

GRADUATION REQUIREMENTS / 20 CREDITS

Four years of Religion. Four Years of English. Three years of mathematics including Algebra I, II, and Geometry. Two Years of a laboratory science. Two years of history, including one year of US History and one year of European History. One year in the arts. Three years of a foreign language or a combination of two years in any two foreign languages. In addition, students who enter the School in grade 9 are required to take courses in Latin and Ancient History. Humanities fulfills three requirements: Religion 2, English 2 and European History.

PREVIOUS ACADEMIC RECORD

St. Stephen's School

2014-15: Grade 8

Latin: 1 Credit

NOTATIONS

Dean's List 2016-17, 2017-18

Excellence in Latin, 2017

The Bishop Ansgar Prize: presented for excellence in Latin and civic spirit. 2018

The Faculty Form V Award: for overall academic achievement 2018
University of Pennsylvania Book Award 2018

Transcript is unofficial
unless embossed school
seal is present here.

Date: 12/10/2018

Official Signature: _____



PORTSMOUTH ABBEY SCHOOL

Teacher Recommendation for Susan Mary Bromley

Dear Admissions Counselor:

I am happy to write in support of Susan Bromley, who I taught Humanities during her 4th Form year and American Literature last year. She is an extraordinary student of literature whose innate ability, love for language, and self-discipline overcame the gaps in her skill set. She is also a lovely young woman and a quiet but forceful leader amongst her peers.

At the start of her 4th Form year, Susan was still rather overwhelmed with the high academic expectations here at Portsmouth Abbey; in the first few weeks of Humanities class alone, for example, Susan read Dante's *Inferno*, Augustine's *Confessions*, selections from Thomas Aquinas' writings, some medieval British poetry, and then had to recite Chaucer's famous *Canterbury Tales* opening in the original Middle English. She was boggled, to say the least; but she worked hard to learn, and over the course of that year, revealed the extraordinary scholar that she is. She came to the Abbey as an insightful, passionate yet undisciplined reader, and so some of the heavier texts intimidated her. But by the end of Humanities, she stood out as a mature, sophisticated, excellent reader. Her writing showed more foundational gaps, but Susan put her nose to the grindstone and worked hard to find her voice on the page. That year, Susan spent many conference periods and many nights in the dorm common room working with me on her writing; she didn't just want to be passable in writing; she set her goals high, looking to great literature to guide her. She wanted a Wharton-sized vocabulary, and Hemingway sense of discipline, a Miltonic sense of poetics, and Dorothy Parker's sense of irony. But what she has ended up with is a genuine and natural voice of her own – unpretentious and yet substantial and at times downright poetic. During American Literature last year, she really came into her own, Susan would often come to me outside of class just to refine an idea or to talk about a particularly complex aspect of the text at hand; she is intellectually curious and finds great beauty in the works we delved into, and her voice became a regular one at the seminar table in class. Susan quickly became one of the most adept interpreters, both in her written work and in recitation; she recites beautifully and with an understated emotional power, evoking the depth of the poem at hand through her inflection, pacing, dramatic timing, and delivery. Susan's was not the loudest voice, but was certainly one of the most valued in the class.

Outside of the classroom, Susan is beloved by her peers because of her kindness and her sense of fun. As a prefect in my dorm, she keeps an eye out for those who might be struggling and without drawing attention to it, she goes out of her way to help. She also puts up with no nonsense from her charges, and has more than once been a strong voice of reason in the face of high school nonsense. She has earned the trust of faculty and the affection of her housemates. This makes her a great prefect and role model. Susan is an impressive scholar and an extraordinary young woman and I recommend her with great enthusiasm. I know she will do both good and great things in the world.

Sincerely,

Joan Brown
Humanities, English Department
Houseparent, Manor House
Portsmouth Abbey School
jbrown@portsmouthabbey.org
401.643.1341



PORTSMOUTH ABBEY SCHOOL

Teacher Recommendation for Susan Mary Bromley

Dear Admissions Counselor:

As well as being an incredibly nice young woman, Susan Bromley has no fear and she knows how to work – really really hard. Because her middle school didn't offer Algebra, Susan needed to start at the beginning as a 3rd Former at the Abbey, which she found deeply frustrating. But typical of this resourceful young lady, she used that frustration to good effect. Not only did she become the strongest student in my Honors Algebra II class last year, but through pure determination and innate talent, she leap-frogged over an entire course to level her own playing field.

At the start of my Honors Algebra II course last year, Susan came to me asking for extra problems, explaining that she had had poor training in math and didn't want to suffer for it in her future studies. Susan became my most frequent visitor at conference the rest of the term, yet never asked me to teach/reteach her anything. Rather, she asked for problems she should try and, with some frustration but a lot of grit, Shannon rolled up her sleeves. Soon, this extra effort became superfluous as she began to earn consistent A+s on almost all her work in my class. So she moved to her next goal: fitting Calculus into her high school coursework. In a rare and perhaps even a unique move, Susan lobbied to take a placement test into Calculus, skipping the Precalculus course. Primarily because it was obvious how brilliant and hard-working this young woman is, and because her standardized test scores were so high, the academic dean and I nervously agreed. So she worked through the Precalculus text book in the spring term of her 5th Form year and throughout the summer. With some guidance from me (and a little from Khan Academy), she worked through the material throughout the spring and summer and sat for a placement test in the fall. And she crushed it. She is now excelling in AP Calculus in her 6th Form. This young woman could excel in a math-based career without question. At this point, I am convinced she could do anything she puts her mind to.

I recommend Susan Bromley to you as strongly as possible. She is a wonderful student and an impressive person. Please be in touch if you would like to discuss her application further.

Sincerely,

Dan Davidson
Math Department Head
Portsmouth Abbey School
ddavidson@portsmouthabbey.org
401.643.1341



PORTSMOUTH ABBEY SCHOOL

January 17, 2019

Counselor letter for Susan Mary Bromley (DOB: 02/10/2002)

When Susan Bromley arrived at Portsmouth Abbey as our Diman Scholar, she was determined to adapt to the rigorous academic program, the quirky boarding school schedule, the New England accents, the weather. I think she was shocked at how different it was from home in all these ways, and at first she missed the familiarity of her life back in West Virginia. None of that is surprising, of course. But what completely bowls me over three years later is how well she has adapted to her life here while maintaining her own personality and her ties to home, how strong she has been in the face of serious challenges, and how clearly brilliant she has revealed herself to be.

Susan is a very private person, and she will likely avoid mentioning her family circumstances in her application. But she has given me permission to explain her background and current situation, particularly with regard to her fall term grades. Susan grew up in a rural part of West Virginia, and her family has struggled financially. She lost her mother to cancer in 2008, and her father and oldest brother both struggle with substance abuse issues. Since she was quite young, Susan and her sister have played the role of mom for her younger siblings. Susan's chance at forging a different path came when her parish priest recognized her academic potential and suggested she apply to the Diman scholarship program. He also gave her an excellent foundation in and a deep love for Latin.

Academics

- As is clear from her transcript, Susan has had a dip in grades for her fall 2018 Fall Term. Because of difficult family circumstances, Susan couldn't return to campus until two weeks into term. Her brother, who struggles with substance abuse, fell off the grid in August, and Susan stayed home to hold the family together and to try to find him. He is still missing, and her missing the first weeks of school and the stress has certainly impacted her performance academically. Even so, her teachers report that her grades have been improving since the middle of the first term.
- Because her previous school's academic program was quite below the academic level at the Abbey, when she began the Third Form here at Portsmouth Abbey, Susan's background in math was quite limited and her background in science and the basics of the scientific method almost nonexistent. Although her own hard work and a healthy curiosity about these disciplines led her to building a good foundation here at the Abbey, her early efforts in the regular science and math classrooms proved daunting; she had to play catch up from the first.
- In consultation with our math department chair, Susan studied Precalculus on her own during the spring of her Fifth Form and over the summer before her Sixth Form. She then tested into the AP Calculus course this year.
- Susan was awarded the Class of 2019 Diman Scholarship - This prestigious merit-based grant is awarded each year to one boarding student entering the Third Form. This four year full merit scholarship covers tuition, room, and board. She will be the first in her family to attend a four year college or university.
- Earned a 5 on the A.P. US History, A.P. English Language, and A.P. Latin (Vergil) exams
- Susan studied independently for the A.P. Psychology exam and earned a 4
- Susan has won numerous academic and school-wide awards as well as being named a National Merit Scholar Commended Student.
- Susan's course load is considered the most rigorous possible for her, considering where she started – all the more impressive because her previous academic background left some major holes in her academic preparation.

Activities

- Susan was chosen to serve as a prefect this year because of these qualities as well as her fair-mindedness and her ability to deal with all sorts of people. The prefect positions at Portsmouth Abbey are highly coveted; students go through a rigorous, competitive application process, and the job itself comes with serious responsibility. Yes, it is an

honor, but it is also a lot of work, and Susan has stepped up to the challenge. She is willing to go the extra mile to help her dorm-mates, and she knows when to bring issues to the houseparents; both the adults and her peers trust and respect her, and we all enjoy her warmth and her wry sense of humor.

- Susan on why she loves the Culinary Club: *"Knowing how to cook has given me a sense of independence and maturity, and I now use what I've learned to contribute to my family; I've earned an ability that I can use to cook for my dad and siblings when I am home."*
- Susan was voted by her fellow prefects to sit as the student representative on the school's Discipline Committee. It is a difficult and heavy responsibility to sit in judgment of peers, and being chosen by her classmates for this position reveals the esteem in which they hold her.
- Although Susan had not participated much in athletics before coming to the Abbey, she has earned the respect of both teammates and coaches. She earned the Most Improved Player award in Track, and she was elected a captain of the Cross Country team for her Sixth Form season.
- Despite her hefty academic workload, Susan has been involved in Model UN, she writes for the school newspaper, and she has been a forceful and effective member of the Human Rights Club.
- Susan had been awarded a Haney Fellowship (she wanted to spend some time over last summer in DC researching how the senators and representatives from West Virginia were navigating environmental legislation impacting her home state), but pressing family responsibilities meant that she had to go home for the summer. For the past few summers, to help support her family, she has worked two jobs -- at a local restaurant and at a hardware store within biking distance to her house.

Teacher Comments

- "Susan is one of the best students of the Classics I have taught in my thirty years in the classroom. She loves the beauty, discipline, and form of Latin and is a subtle and sophisticated reader."
- "She's a deep thinker... it is typical of Susan to notice the obscure and make it meaningful."
- "On her major term paper in AP US History, nobody outdid her effort and her attention to detail in researching the development of the American healthcare system directly after World War II., Susan is dedicated to understanding the particulars of historical moments, the sweep of history throughout human culture, and history's relevance to current events and crises today."
- "I am not sure I have ever seen such a huge leap in a student's performance from year to year. In her first term as a 3rd Former, Susan presented almost a tabula rasa in mathematical thinking; now, she is one of our brightest stars."

Susan has faced struggles that no seventeen year old should have to, and she has held her head high and achieved against enormous odds. Susan's optimism and generous spirit feed her unconquerable self-reliance in the face of really difficult circumstances. I recommend her to you with great confidence in her character and talent; I am also confident that she will be a game changer to the benefit of all in the larger world.

Sincerely,

Henry Althorpe
Assistant Director of College Counseling
Portsmouth Abbey School
althorpe@portsmouthabbey.org

Profile

Personal Information

Name Smith, Tracey *Marie*
Sex, Birthdate Female, 04/25/2001
Gender Identity I am half Black and half Korean

Contact Details

Email, Phone smith.m.tracey@gmail.com , +1.718-999-5555, Mobile, No other telephone
Permanent Address 1571 Gates Ave Brooklyn, NY, 11237-5811, USA

Demographics

Religion Buddhist
Military Status None
Hispanic or Latino No
Race Asian (Korea)
Black or African American (U.S. / African American, Caribbean)

Language

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

Geography & Citizenship

Citizenship Status U.S. Dual Citizen
Birthplace Jersey City, New Jersey, United States of America (17 Years US, 0 Years Non-US)
SSN XXX-XX-6789
Other Citizenships Korea, Republic Of

CA Fee Waiver

Fee Waiver Requested No

Family

Household

Parents Married
Home Both Parents

Parent 1

Mother

Name Mrs. Soo-young Choi
Birthplace Korea, Republic Of
Email, Phone +1.347-555-9999, Mobile
Address the same as my home address
Occupation Interior decorator (including designer), Employed, Lead Designer, Designs by Yoo
Education Graduated from high/secondary school (or equivalent)

Parent 2

Father

Name Mr. Anthony C Smith Jr.
Birthplace United States of America
Email, Phone anthony.c.smith@gmail.com, +1.347-555-5555, Mobile
Address the same as my home address
Occupation Business (clerical), Employed, Analyst, FP&A Division - West Coast, Thermo Fisher Scientifics
Education Some trade school or community college
No Degree, **DeVry College of New York: Midtown Campus, New York, NY, USA**

Education

Current or Most Recent Secondary School

Townsend Haris High School, 01 Roosevelt Ave, Flushing, NY, NY, USA, Public (08/2015 - 06/2019)

Counselor Ms. Peggy-Jo Karoczkai, Guidance Counselor
Email, Phone pjokar@harris.net, +1.917-555-5555x929
Progression No change in progression
Graduation Date 06/2019

Colleges & Universities

School **City University of New York: Queensborough Community College, Bayside, NY, USA** Dual enrollment with high school (08/2017 - 06/2018)
Columbia University, New York, NY, USA Summer program (07/2018 - 08/2018)

Grades

Rank Top 30% / 300, Weighted
GPA 3.68 / 4

Current or Most Recent Year Courses

First Semester

AP Government - (AP)

AP Calculus AB - (AP)

English IV - (REG)

Spanish IV - (REG)

AP Environmental Science - (AP)

Psychology - (REG)

Second Semester

AP Government - (AP)

AP Calculus AB - (AP)

English IV - (REG)

Spanish IV - (REG)

AP Environmental Science - (AP)

Senior Writing Seminar - (REG)

Honors

Honor Roll

School

10, 11

AP Scholar Honor	State/Regional	11
National Honor Society	School, National	11, 12

Future Plans

Policymaker/Government, Doctorate

PREVIEW

Testing

SAT (March 2016 or after)

Evidence-based Reading and Writing	710	10/06/2018
Math	700	06/02/2018
Essay	15	10/06/2018
Taken	2	
Planned	0	
SAT Essay	Yes	

SAT Subject Tests

Korean with Listening	690	05/2018
Literature	680	05/2018
US History	630	05/2018

AP Subject Tests

Calculus AB		05/2019
Environmental Science		05/2019
Government & Politics: United States		05/2019
United States History	4	05/2018
English Literature & Composition	4	05/2018

Activities

Family Responsibilities

12	Caretaker
Year	We live with our grandmother. I had to give up sports to help take care of her.
10 hr/wk, 52 wk/yr	
Continue	

Work (Paid)

11, 12, PG	Trader Joe's bagger/counter cleark
Year	I picked up this job recently because I needed to help with the finances around the house since my grandmother lives with us
15 hr/wk, 52 wk/yr	
Continue	

Athletics: JV/Varsity

9, 10, 11, 12	Basketball, Forward
School	I have played basketball my whole life and love the sport; I made varsity as a sophomore
10 hr/wk, 25 wk/yr	

Music: Vocal

10, 11, 12	Singer
School	I believe music fuels the soul; I'm an active member of our all-female acapella group, the Harrisettes
5 hr/wk, 40 wk/yr	
Continue	

Student Govt./Politics

10	Student Council Representative
School	Represented my classmates for our student body government as a sophomore. Junior year, I ran for class president and didn't get it
5 hr/wk, 40 wk/yr	
Continue	

Student Govt./Politics

12

School

8 hr/wk, 40 wk/yr

Continue

Vice President

I help organize our student body meetings and set agendas with our class president; I'm glad I ran again.

Community Service (Volunteer)

9, 10, 11, 12

Year

5 hr/wk, 52 wk/yr

Continue

SAAD Member

I have been a member of Students Against Drunk Driving since my freshman year when my cousin was killed by a drunk driver

PREVIEW

Writing

Personal Essay

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

Sitting on my Dora The Explorer beach towel, my eyes were closed and I could feel the hot, salty tears going down my cheeks. I tried not to cry as my toes touched the floor, the apricot-colored tiled floor felt colder than usual. My ears were open wide and I could hear the razor buzzing. It felt like the end of the world but my mother assured me it wasn't that bad. This was not my first time having my hair shaved, but I hoped it would be my last.

When I was a child my mother would call my uncle to shave my sisters and my hair. At first we would be joking and laughing, the next thing I knew I'd feel the sharp razor cutting my hair, my confidence piece by piece.

It wasn't until seventh grade that I started growing my hair and braiding it. I was new to the culture of braiding so I started out with cornrows and single box braids. I loved the way it looked and how it framed my face. It was hard to get my mother to accept my hair braiding because she felt I was disrespecting the Lord. Hair braiding is just one of the things that was prohibited by my family. I was also not allowed to wear revealing outfits or get piercings, among other rules. Our family lived a very modest Christian life before we came to the United States as refugees from Uganda. My mother intended to keep it that way. Now I understand why. As Christians, my family was persecuted for its beliefs and our Acholi tribe was the target of genocide. Of course, my mother wanted to protect and preserve our culture.

My mother and I were at odds. Several times she said that my braided hair does not look good in the eyes of the Lord as she quoted verses from the Bible. This made me explore my thoughts about braiding. Was I really disobeying the Lord? Or, was I thanking him for allowing me to own such a gift?

I love my black, nappy African hair. I love the Lord. I make the conscious choice to braid my hair because it makes me happy; I believe it's a way of appreciating and working with something that the Lord has given me.

It's been years now and as I look back seeing how much of a tension my hair caused between my mother and me, I am happy because now I can say we understand each other. Braiding my hair has allowed me to express myself to the world. Respectfully advocating for myself has helped foster a stronger relationship with my mother. Today, sometimes she goes with me to the local hair store. I'm very glad to say today I have braids, but more importantly, I am more proud of what's under them: my mind. I appreciate the foundation my mother and my ancestors have created, while also allowing me to challenge ideas and redefine my self-image. My family has preserved the customs and rules of our people while also providing reasons and flexibility.

Challenging my mother's beliefs about hair braiding isn't changing the world, but it changed my world by transforming the relationship between my mother and me. It showed us we can respectfully disagree on issues. It took a lot for my mother to be open to my new way of thinking and I appreciate that. In turn, I listen more closely to her point of view. Now when my uncle comes over, we still joke and enjoy each other's company, but he no longer shaves my head. If there are any tears coming from my eyes, they are because I am grateful for my family which honors the customs of our old world while being open to those of our new home. (And that I get to keep my hair!)

Education Progression

Education progression details

No change in progression

Disciplinary Information

Have you ever been found responsible for a disciplinary violation at any educational institution you have attended from the 9th grade (or the international equivalent) forward, whether related to academic misconduct or behavioral misconduct, that resulted in a disciplinary action?

No

Have you ever been adjudicated guilty or convicted of a misdemeanor or felony?

No

PREVIEW

Fitch College – Supplement to the Common Application

Applicant Name: Tracey Marie Smith

Address: 1571 Gates Ave
Brooklyn, NY 11237-5811

Current High School: Townsend Haris High School

Have you ever visited the campus?: No

Have you had an interview?: No

Preferred admission plan?: Early Action

Briefly describe your reason for applying:

Making the decision to attend Townsend Haris - and ultimately matriculate - was a challenge for me. In the beginning, it was not a convenient commute in the mornings; and today, I have to hustle home to care for my grandmother. She is getting older. It's sad. Luckily, I work at the Trader Joe's near school, but the commute home in the evenings is long and crowded. Attending college is necessary for me. I do see it as an opportunity for upward mobility. Neither of my parents graduated from higher education, but they make a good enough living to provide well for me. I want to return the favor for them. And maybe one day a family of my own.


Attending a small, liberal arts college is what I will need at the next level. I am not interested in a large university, despite the opportunity for tremendous research in a potential career field. I value the experience of the liberal arts. I want to be a public servant, perhaps a lawyer for the government; but I deeply value (and love) mathematics.

In the end, Fitch College provides the right balance of challenge and rigor with comfort and familiarity. Townsend Haris is similarly challenging, yet it's in the city. While Fitch might be a little more removed than that, I know that I will do well. I gather that being a member of the 6% African American community will be difficult, I am excited that I might have the opportunity to double major; and, within reason Fitch is still somewhat close enough to a city, which makes research and internship opportunities still plausible. I regret that I have not visited nor interviewed, but it just was not possible to get out there with my work schedule and my caretaking responsibilities. Though I have not had the chance to visit, I have done enough research on the website, through Google Maps, with my guidance counselor, and through College Board, Niche, and Naviance to know this is one of my top three colleges.

STUDENT INFORMATION	SCHOOL INFORMATION
LEGAL NAME: TRACEY MARIE SMITH	TOWNSEND HARIS HIGH SCHOOL
ADDRESS: 1571 GATES AVE	01 ROOSEVELT AVE
BROOKLYN, NY 11237-5811	FLUSHING, NY 11368
DATE OF BIRTH: 04/25/2001	PHONE: (917) 555-5555
PARENT/GUARDIAN: SOO-YOUNG CHOI	E-MAIL: GUIDANCE@THH.NET
ANTHONY C. SMITH	

OFFICIAL ACADEMIC RECORD

SCHOOL YEAR: 2015-2016				GRADE LEVEL: 9				SCHOOL YEAR: 2016-2017				GRADE LEVEL: 10			
Course Title		Credit Attempted	Credit Earned	Final Grade	Course Title		Credit Attempted	Credit Earned	Final Grade	Course Title		Credit Attempted	Credit Earned	Final Grade	
English I		1	1	A-	English II		1	1	B+	Spanish I		1	1	B+	
Hon Spanish I		1	1	C+	Spanish II		1	1	B+	Hon Algebra I		1	1	B	
Hon Geometry		1	1	B-	Hon Algebra II		1	1	B	Chemistry		1	1	B+	
Biology		1	1	B	Chemistry		1	1	B+	International and Global Relations		1	1	A	
Modern World		1	1	A	International and Global Relations		1	1	A	Woodworking		.5	.5	A-	
					Woodworking		.5	.5	A-	Sculpture		.5	.5	B+	
					Sculpture		.5	.5	B+						
Total Credits: ____5____ GPA: ____3.34__ Cumulative GPA: _3.34__								Total Credits: ____6____ GPA: ____3.48____ Cumulative GPA: ____3.41__							
SCHOOL YEAR: 2017-2018				GRADE LEVEL: 11				SCHOOL YEAR: 2018-2019				GRADE LEVEL: 12			
Course Title		Credit Attempted	Credit Earned	Final Grade	Course Title		Credit Attempted	Credit Earned	Final Grade	Course Title		Credit Attempted	Credit Earned	Final Grade	
AP English Lit		1	1	A	English IV		1			Spanish IV		1			
Spanish III		1	1	A-	Spanish IV		1			AP Calculus AB		1			
Hon Pre-Calculus		1	1	A-	AP Calculus AB		1			AP Government		1			
Physics		1	1	B	AP Government		1			AP Enviro Science		1			
AP US History		1	1	A	AP Enviro Science		1			Psychology		.5			
Political Philo 101		1	1	A	Psychology		.5			Sr Writing Seminar		.5			
Digital Media		.5	.5	B+	Sr Writing Seminar		.5								
Piano		.5	.5	A											
Total Credits: ____7____ GPA: ____4.24__ Cumulative GPA: ____3.68__								Total Credits: _____ GPA: _____ Cumulative GPA: _____							

ACADEMIC SUMMARY CUMULATIVE GPA: 3.68 CREDITS ATTEMPTED: 23.5 CREDITS EARNED: 18 DIPLOMA EARNED: _____ GRADUATION DATE: _____	ATTACHMENTS <input checked="" type="checkbox"/> Grading scale <input type="checkbox"/> List of other schools attended <input type="checkbox"/> Other: _____ <input type="checkbox"/> Other: _____	<p><i>I do hereby self-certify and affirm that this is the official transcript and record of _____ Tracey Marie Smith _____ in the academic studies</i> (Name of Student)</p> <div style="text-align: center;">  </div> <p><i>of Townsend Haris High School in the borough of Queens in New York State</i> Signature Emmanuel E. Despinoza</p> <p>Title: Registrar</p> <p>Date: October 31, 2018</p>
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**Teacher Letter of Support:
Tracey Marie Smith**

If I were able to hand-select a classroom full of 30 students to teach (perhaps two sections since we're talking about Utopia here) Tracey M. Smith would sit among those students. As a teacher of history these past ten years, Tracey has been a consistent reminder that learning for learning's sake is alive and well.

Her passion is history, and there's no shortage of it. There, her great skills as a researcher, combined with a passionate interest in the subject, have made her one of the strongest students in our department. As one of her history teachers last year wrote, "Her work demonstrated the exquisite preparation and deep intelligence of one of our best students." And I could not agree more with that assessment. She is disciplined; she is committed; she is insightful, and, by her own admission, she is competitive. She loves class discussions, where her contributions reveal her profound thinking about the readings. And earlier this semester, and, in responding to her term essay on Kenya's tenuous hold on democracy, I marveled at her talent for political analysis and international studies; I earnestly believe – and perhaps hope – it is something she will continue to pursue as a deeper passion.

Tracey petitioned to add a seventh course to her program. Well aware of all we require of students, we are occasionally willing to consider six academic courses in a year, but seven; that is really pushing it. But Tracey persisted. Routinely, she is committed to her cause; it's near impossible to get the bee out of her bonnet once it's there. Then again, that's true passion. Anyway, given her work in the field of History, Tracey was truly dedicated to learning more of the political structures surrounding the historical rise and fall of nation-states. A budding historian, her historiographical knowledge as of late, she writes, has been "piqued by much of Noam Chomsky's work, and for some reason it seems that all good things do come to an end. But why? My favorite possession is my mind and I need to constantly flex it." With this mindset, Tracey was able to convince me, and her counselor Ms. Karoczkai that her dual-enrollment made logical sense. Quite honestly, who were we to stunt the growth of a young person who was in fact truly curious?

Tracey M. Smith has my fullest endorsement to move in the direction of the change she seeks in this world; Townsend Harris has been fortunate to have her grace our hallways, I have been spurred forward by her passion, and I hope that the next educator in academia can help move her needle forward – there is much potential.

Respectfully,



Tucker P. King

History Department Chair



**Teacher Letter of Support:
Tracey Marie Smith**

It is a true pleasure for me to recommend Tracey M. Smith. During the first few weeks of school, I noticed that Tracey was a strong student, often solving the exercises earlier than the others in the class. Most students would use that as an opportunity to showcase – both to the other students and to the teacher – his or her proficiency in the class, but Tracey often paused in these moments. While confusing at first, I quickly realized that she was giving the other students in the class the opportunity to think through and solve the problems at their own pace, realizing that classrooms are spaces for everyone to have the time to process their thoughts. Always being the first to submit answers often robs the others in the class of this time to think. While she certainly contributed to the class, these moments of pause measurably improved the academic experiences of his classmates and increased the quality of the class.

Being her coach as well as her teacher, I was also able to see Tracey in a completely different light on the court. At Townsend Harris, we think of our afternoon activities as co-curricular rather than extracurricular; our students learn lessons and showcase skills outside of a classroom setting. Routinely, Tracey made the big play for us; a game-tying, buzzer-beater, a clutch rebound and outlet pass, Tracey was our go-to. I was always impressed with how dedicated she was to working hard and how committed she was to the success of her teammates. Unfortunately, we understand the need for Tracey to step down from her athletic commitment. It's a sad day for all of us, but we know that family always comes first.

Back in the classroom, the year-end project in Precalculus Honors called for the students to apply the topics and concepts discussed in class to analyze certain properties of a ring. The question was unlike anything the students had seen before in class and required intuition, interpretation, and collaboration. Out of the twenty-one students in the section, Tracey was one of the two de-facto leaders who knew the right questions to ask to bring the necessary information out of his classmates. When the class went down the wrong path, it was Tracey who channeled the disappointment into a learning opportunity, noting the error so as not to make the same mistake the second time around. Presently, Tracey is one of my sections of AP Calculus. While she is not the de-facto leader, she is certainly at the front of the pack. Always engaged, eagerly asking clarifying questions, and routinely sitting in the front of the classroom, Tracey has only furthered what I believe a tour de force in her mathematics curriculum.

These experiences, while anecdotal, show that Tracey is an asset to have in any environment where collaboration and support are valued. I am sure she will improve your school for the better in more ways than one.



Respectfully,

Janelle D. Hastings

Precalculus (H)/Assistant Varsity Girls Basketball coach
Advanced Placement Calculus AB



Counselor Letter of Support: Tracey Marie Smith

If time is money, then Tracey is a girl absolutely committed to getting her money's worth. She knows well that life is not a lottery and that money earned comes from careful preparation, sharp investment, compelling attention to detail, and the willingness to take a little risk from time to time. It comes as no surprise, then, that pretty much everything she touches has turned to gold. She has had a stellar career here at Towsend Haris High, and her record of success after success makes her a most attractive candidate at any college or university.

Tracey has priorities, and the classroom always comes first. He has had a couple of B-level grades here, but they were pretty rare and permanently expunged in his junior year. She has done accelerated work across the board, with AP-level courses in near every department, but she always comes back to her love of politics and history. It is a simple recognition of fact. You have heard from her history teacher already, though.

She is equally strong in mathematics - "skilled and blessed with the ability to retain what she learned," Spanish - "the mainstay of most of our discussions," and English - "an exacting analytical prowess combines with her natural empathy to create consistently memorable writing." In a telling comment, she said "most anything can catch my attention; I want to learn everything and do so with an open mind."

Instilling great confidence in her teachers is not the only thing Tracey is capable of. On the basketball court Tracey is a spark plug. Her coach writes, "Tracey did about everything for us in her sophomore season, including leading scorer. To no surprise, she doubled-down on that and led the team in rebounds and points scored last year. She is big, strong, and intimidating, with a high basketball IQ." Unfortunately, Tracey quit this past season, and I am not entirely sure why.

In my 15 years at Towsend Haris, Tracey is one of the more ebullient students I have interacted with; her laugh is contagious, her passion is enviable, her presence is vibrant. In many ways, she is our model student. This is hard to do with a graduating class size of 289 students, but I have gotten to know Tracey in ways that generally we do not know our students. She has tremendous verve and her fearlessness is most admirable. What more could you want? I recommend her enthusiastically and wholeheartedly.



Respectfully,

Peggy-Jo Karoczkai
Guidance Counselor Q-U