



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 tracey.m.smith@harisschool.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, Africa)

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

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

Counselor	Ms. Peggy-Jo Lebowski, Guidance Counselor
Email, Phone	pjolebowski@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	Second Semester
AP Government - (AP)	AP Government - (AP)
AP Calculus AB - (AP)	AP Calculus AB - (AP)
English IV - (REG)	English IV - (REG)
Spanish IV - (REG)	Spanish IV - (REG)
AP Environmental Science - (AP)	AP Environmental Science - (AP)
Psychology - (REG)	
	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

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 clerk

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 Vice President

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

8 hr/wk, 40 wk/yr

Continue

Community Service (Volunteer)

9, 10, 11, 12 SAAD Member

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

5 hr/wk, 52 wk/yr

Continue

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 razer buzzing. It felt like the end of the world but they 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 grandmother (my father's 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 razer 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 grandmother 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. My grandmother lived a very modest Christian life before she came to the United States as a refugee from Uganda. She intended to keep this lifestyle, and 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 grandmother wanted to protect and preserve our culture.

My grandmother and I were at odds. Several times she said that my braided hair does not look good in the eyes of the Lord, quoting 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 grandmother 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 grandmother. Today, sometimes she goes with me to the local hair store. I'm very glad to say I have braids, but more importantly, I am more proud of what's under them: my mind.

I appreciate the foundation my grandmother 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 grandmother's beliefs about hair braiding isn't changing the world, but it changed my world by transforming the relationship between my grandmother and me. It showed us we can respectfully disagree on issues. It took a lot for her 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

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				SCHOOL YEAR: 2016-2017			
GRADE LEVEL: 9				GRADE LEVEL: 10			
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+
Hon Spanish I	1	1	C+	Spanish II	1	1	B+
Hon Geometry	1	1	B-	Hon Algebra II	1	1	B
Biology	1	1	B	Chemistry	1	1	B+
Modern World	1	1	A	International and Global Relations	1	1	A
				Woodworking	.5	.5	A-
				Sculpture	.5	.5	B+
Total Credits: <u>5</u> GPA: <u>3.34</u> Cumulative GPA: <u>3.34</u>				Total Credits: <u>6</u> GPA: <u>3.48</u> Cumulative GPA: <u>3.41</u>			
SCHOOL YEAR: 2017-2018				SCHOOL YEAR: 2018-2019			
GRADE LEVEL: 11				GRADE LEVEL: 12			
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 III	1	1	A-	Spanish IV	1		
Hon Pre-Calculus	1	1	A-	AP Calculus AB	1		
Physics	1	1	B	AP Government	1		
AP US History	1	1	A	AP Enviro Science	1		
Political Philo 101	1	1	A	Psychology	.5		
Digital Media	.5	.5	B+	Sr Writing Seminar	.5		
Piano	.5	.5	A				
Total Credits: <u>7</u> GPA: <u>4.24</u> Cumulative GPA: <u>3.68</u>				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 <u>Tracey Marie Smith</u> in the academic studies</i> <i>(Name of Student)</i></p>  <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 Date: October 31, 2018</p>
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**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 Towson 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 Towson 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 Lebowski
Guidance Counselor Q-U



**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; Towson 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 Haris, 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