

APPLICANT

Legal Name Moore Christina Lynn
List your name exactly as it appears on official documents.

Preferred name, if not first name (only one) Christy Former last name(s) _____

Birth Date 3/11/1994 Female Male US Social Security Number, if any 132 52 6841
Required for US citizens and Permanent Residents applying for admission and financial aid.

Preferred Telephone Home Cell Home (203) 555-1972 Cell (____) _____
Area Country Code

E-mail Address cmoore@gsg.org IM Address _____

Permanent home address 1968 Hillside Road
Greenwich CT U.S.A. 06830
City, State ZIP Code

If different from above, please give your current mailing address for all admission correspondence. (from _____ to _____)

Current mailing address _____
If your current mailing address is a boarding school, include name of school here: _____

FUTURE PLANS

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

College Fairbrook University Deadline 1/15/2012
Entry Term: Fall (Jul-Dec) Spring (Jan-Jun)
Decision Plan Regular Decision
Academic Interests Undecided
Career Interest Undecided
Do you intend to apply for need-based financial aid? Yes No
Do you intend to apply for merit-based scholarships? Yes No
Do you intend to be a full-time student? Yes No
Do you intend to enroll in a degree program your first year? Yes No
Do you intend to live in college housing? Yes
What is the highest degree you intend to earn? Masters

DEMOGRAPHICS

Citizenship Status U.S. Citizen
Non-US Citizenship _____

Birthplace Boston MA U.S.A.

Years lived in the US? 17 Years lived outside the US? 0

Language Proficiency (Check all that apply.)
English
Spanish

Optional The items with a gray background are optional. No information you provide will be used in a discriminatory manner.
Religious Preference _____
US Armed Services veteran status _____

1. Are you Hispanic/Latino?
 Yes, Hispanic or Latino (including Spain) No If yes, please describe your background.
2. Regardless of your answer to the prior question, please indicate how you identify yourself. (Check one or more and describe your background.)
 American Indian or Alaska Native (including all Original Peoples of the Americas)
Are you Enrolled? Yes No If yes, please enter Tribal Enrollment Number _____
 Asian (including Indian subcontinent and Philippines)
 Black or African American (including Africa and Caribbean)
 Native Hawaiian or Other Pacific Islander (Original Peoples)
 White (including Middle Eastern)

FAMILY

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

Household

Parents' marital status (relative to each other): Never Married Married Civil Union/Domestic Partners Widowed Separated Divorced (date _____)

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

If you have children, how many? _____

Parent 1: Mother Father Unknown

Is Parent 1 living? Yes No (Date Deceased _____)

Cohen-Moore Rachael Ms.

Last Name First Middle Initial Mr. Mrs. Ms. Dr.

Country of birth U.S.A.

Home address **if different** from yours

Preferred Telephone: Home Cell Work (203) 555-1972

Area Code City Code

E-mail rachael@blooms.com

Occupation Business owner, florist

Employer Blooms of Greenwich

College (if any) University of Connecticut CEEB 3915

Degree Bachelors Year 1984

Graduate School (if any) _____ CEEB _____

Degree _____ Year _____

Legal Guardian (if other than a parent)

Relationship to you _____

Last Name First Middle Initial Mr. Mrs. Ms. Dr.

Country of birth _____

Home address **if different** from yours

Preferred Telephone: Home Cell Work (_____)

Area Code City Code

E-mail _____

Occupation _____

Employer _____

College (if any) _____ CEEB _____

Degree _____ Year _____

Graduate School (if any) _____ CEEB _____

Degree _____ Year _____

Parent 2: Mother Father Unknown

Is Parent 2 living? Yes No (Date Deceased _____)

Moore Darryl Mr.

Last Name First Middle Initial Mr. Mrs. Ms. Dr.

Country of birth U.S.A.

Home address **if different** from yours

Preferred Telephone: Home Cell Work (203) 555-1972

Area Code City Code

E-mail darryl@blooms.com

Occupation Business owner, florist

Employer Blooms of Greenwich

College (if any) Bunker Hill Community College CEEB 3123

Degree Associates Year 1982

Graduate School (if any) _____ CEEB _____

Degree _____ Year _____

Siblings

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

Dennis Moore 19 brother

Name Age & Grade Relationship

College Attended Trinity College CT CEEB 3899

Degree earned Bachelors Dates 09/2009 - 06/2013
or expected MM/YY - MM/YY

Name Age & Grade Relationship

College Attended _____ CEEB _____

Degree earned _____ Dates _____
or expected MM/YY - MM/YY

Name Age & Grade Relationship

College Attended _____ CEEB _____

Degree earned _____ Dates _____
or expected MM/YY - MM/YY

EDUCATION

Secondary Schools

Most recent secondary school attended Greenwich School for Girls

Entry Date 09/2008 Graduation Date 06/06/2012 School Type: Public Charter Independent Religious Home School

Address 102 Maher Avenue CEEB/ACT Code 070236

Greenwich CT U.S.A. 06830

Counselor's Name Ms. Victoria Becker Counselor's Title College Counselor

E-mail vbecker@gsg.org Telephone (203) 555-0088 Fax (203) 555-8810

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

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

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

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

Colleges & Universities Report all college attendance (including online) since 9th grade and indicate as College Course (CO) or Enrichment Program (EP) hosted on a college campus.

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

Were you issued a transcript for any work listed above? Yes No If yes, please have an official transcript sent as soon as possible.

ACADEMICS

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

Grades Class Rank N/A Class Size 80 Weighted? Yes No GPA 3.13 Scale 4.0 Weighted? Yes No

ACT	Exam Dates: _____	Best Scores: _____
	(past & future) mm/yyyy mm/yyyy mm/yyyy	(so far) COMP mm/yyyy English mm/yyyy Math mm/yyyy
SAT	Exam Dates: <u>05/2011</u> <u>10/2011</u>	Best Scores: <u>600</u> <u>05/2011</u> <u>600</u> <u>10/2011</u> <u>630</u> <u>10/2011</u>
	(past & future) mm/yyyy mm/yyyy mm/yyyy	(so far) Reading mm/yyyy Science mm/yyyy Writing mm/yyyy Critical Reading mm/yyyy Math mm/yyyy Writing mm/yyyy
TOEFL/IELTS	Exam Dates: _____	Best Score: _____
(past & future) mm/yyyy mm/yyyy mm/yyyy	(so far) Test Score mm/yyyy	
AP/IB/SAT Subjects	Best Scores: <u>06/2011</u> SAT Math Level 2C <u>570</u>	Score mm/yyyy Type & Subject
	(per subject, so far) mm/yyyy	Score mm/yyyy Type & Subject
	<u>06/2011</u> SAT Literature <u>600</u>	Score mm/yyyy Type & Subject
	mm/yyyy	Score mm/yyyy Type & Subject
	<u>06/2011</u> SAT US History <u>630</u>	Score mm/yyyy Type & Subject
	mm/yyyy	Score mm/yyyy Type & Subject

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

Full Year/First Semester/First Trimester	Second Semester/Trimester	Third Trimester <small>or additional first/second term courses if more space is needed</small>
<u>Pre-Calculus .5</u>	<u>Pre-Calculus .5</u>	
<u>AP English Literature .5</u>	<u>AP English Literature .5</u>	
<u>Anatomy & Physiology .5</u>	<u>Anatomy & Physiology .5</u>	
<u>AP Psychology .5</u>	<u>AP Psychology .5</u>	
<u>Spanish IV Honors .5</u>	<u>Spanish IV Honors .5</u>	
<u>Government .5</u>	<u>Government .5</u>	

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

Grade level or post-graduate (PG)	Honor	Highest Level of Recognition			
		S	S/R	N	I
9 10 11 12 PG	My school does not have an honor roll or give awards.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	_____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	_____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	_____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	_____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

EXTRACURRICULAR ACTIVITIES & WORK EXPERIENCE

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

Grade level or post-graduate (PG)	Approximate time spent	When did you participate in the activity?	Positions held, honors won, letters earned, or employer	If applicable, do you plan to participate in college?
<input type="radio"/> <input type="radio"/> <input checked="" type="radio"/> <input checked="" type="radio"/> <input type="radio"/>	2	40	<input checked="" type="checkbox"/> <input type="checkbox"/> Co-Founder/Vice President SADD Students Against Destructive Decisions (see short answer)	<input type="radio"/>
Activity <u>School Club</u>				
<input checked="" type="radio"/> <input checked="" type="radio"/> <input checked="" type="radio"/> <input checked="" type="radio"/> <input type="radio"/>	10	16	<input checked="" type="checkbox"/> <input type="checkbox"/> Varsity Letter 11 & 12, Team Captain 12 Most Improved Played Award (11)	<input checked="" type="radio"/>
Activity <u>JV/Varsity Lacrosse</u>				
<input type="radio"/> <input type="radio"/> <input checked="" type="radio"/> <input checked="" type="radio"/> <input type="radio"/>	4	40	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> Aegis Battered Women's Program volunteer at women's shelter	<input type="radio"/>
Activity <u>Community Service (volunteer)</u>				
<input checked="" type="radio"/> <input type="radio"/> <input checked="" type="radio"/> <input checked="" type="radio"/> <input type="radio"/>	3	36	<input checked="" type="checkbox"/> <input type="checkbox"/> Student Assembly 9, 11 & 12 Class Rep (9), Treasurer (11), Social Chair (12)	<input type="radio"/>
Activity <u>Student Government</u>				
<input checked="" type="radio"/> <input checked="" type="radio"/> <input checked="" type="radio"/> <input checked="" type="radio"/> <input type="radio"/>	9	50	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> Florist Assistant take orders and help with deliveries	<input type="radio"/>
Activity <u>Work (Paid)</u>				
<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	_____	_____	<input type="checkbox"/> <input type="checkbox"/> _____	<input type="radio"/>
Activity _____				
<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	_____	_____	<input type="checkbox"/> <input type="checkbox"/> _____	<input type="radio"/>
Activity _____				
<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	_____	_____	<input type="checkbox"/> <input type="checkbox"/> _____	<input type="radio"/>
Activity _____				
<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	_____	_____	<input type="checkbox"/> <input type="checkbox"/> _____	<input type="radio"/>
Activity _____				

WRITING

Please briefly elaborate on one of your extracurricular activities or work experiences in the space below.

My best friend moved away after 9th grade, and I felt lost without her. I ended up hanging out with a new group of people and let my school work slide because I wanted to fit in. At first it was fun, but I began to feel guilty about letting down my parents and my teachers, and then one day, everything changed. I was in a car with my friends one Saturday, and we were singing and having a good time when the driver ignored a red light and another car crashed into us. We weren't wearing seat belts, and one of my friends was ejected from the car and killed. I decided then that I had to get my life back on track, and after attending a SADD meeting, a friend and I decided to start a SADD chapter at our school. Last year we did presentations for grammar school and middle school students, and we're doing that again this year. I believe that I have learned from my mistakes, and by sharing my experience with younger children, I can make a difference by helping them make better decisions.

Please write an essay of 250 – 500 words on a topic of your choice or on one of the options listed below, and attach it to your application before submission. **Please indicate your topic by checking the appropriate box.** This personal essay helps us become acquainted with you as a person and student, apart from courses, grades, test scores, and other objective data. It will also demonstrate your ability to organize your thoughts and express yourself. *NOTE: Your Common Application essay should be the same for all colleges. Do not customize it in any way for individual colleges. Colleges that want customized essay responses will ask for them on a supplement form.*

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

Additional Information Please attach a separate sheet if you wish to provide details of circumstances or qualifications not reflected in the application.

Disciplinary History

- 1 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? These actions could include, but are not limited to: probation, suspension, removal, dismissal, or expulsion from the institution. Yes No
- 2 Have you ever been adjudicated guilty or convicted of a misdemeanor, felony, or other crime? Yes No
[Note that you are not required to answer "yes" to this question, or provide an explanation, if the criminal adjudication or conviction has been expunged, sealed, annulled, pardoned, destroyed, erased, impounded, or otherwise ordered by a court to be kept confidential.]

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

Note: Applicants are expected to immediately notify the institutions to which they are applying should there be any changes to the information requested in this application, including disciplinary history.

SIGNATURE

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

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

Required Signature

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

Signature 

Date **01/05/2012**

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

Christina Moore Essay (Option #5)

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

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

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

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

Supplement: Why Fairbrook?

Walking around Hunts Hall at Fairbrook was the most exciting part of my spring break last year – seriously. That’s because it was the moment when I realized that Fairbrook is a place where I could thrive. The optimal college experience for me would happen in an atmosphere where everyone else cared about learning as much as I do. Watching students whirl around the campus, I felt a unique energy that let me know Fairbrook has the exact atmosphere I’m looking for. I want to attend Fairbrook because I would fit in well with the culture that already exists, but that’s not the only reason I want to be there.

For that matter, academic programs aren’t the only reason I’m going to college. Having said that, it’s difficult for me to say what else I will do since I’m not living it at the moment. I can’t predict exactly the ways in which my interests will lead me, although I can define the attributes I have that will end up contributing to the Fairbrook community in many different ways.

One of these attributes is a set of self-made leadership skills which have developed through extensive time playing on athletic teams, working at my family’s store, and the creation of one of the largest clubs at my school. I learned that effective leadership is predicated on patience and carefully measured decision making, which I’m trying to apply to just about everything that I do. Being a better leader has added to my abilities to work with people, and I’ve found this to be a skill that translates to all aspects of life. It’s easy to imagine how my leadership could blossom at Fairbrook.

On another note, I couldn’t help but notice the lively political discussion that seemed to take place all over campus when I visited Fairbrook. I am ardent in my beliefs and willing to discuss them at any time, so I think that by articulating my views as I have done for years with my friends at school currently, I will contribute to a balanced discussion.

I have a strong desire to accomplish great things at Fairbrook, bot for myself and the community, and I look forward to placing the potential I have towards making this happen beginning next fall.

GREENWICH SCHOOL FOR GIRLS

102 Maher Avenue
Greenwich, CT 06830
(203) 555-0088
CEEB Code: 070236

Student	Christina Lynn Moore	Social Security Number	123-56-7899
Date of Birth	03/19/1991	Anticipated Graduation	2009
Address	1968 Hillside Road Greenwich, CT 06830		

9th Grade: 2005-2006

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

10th Grade: 2006-2007

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

11th Grade: 2007-2008

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

12th Grade: 2008-09

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

Testing

06/08 SAT I CR 600 Math 580 WR 610
05/08 AP US History 4
05/08 SAT II UH 630 CH 510

10/08 SAT I CR 580 Math 600 WR. 630
11/08 SAT II LR 600 M2 570

Nilusha Patel

Nilusha Patel, Registrar

GREENWICH SCHOOL FOR GIRLS: 2008-09 PROFILE

102 Maher Avenue, Greenwich, CT 06830
Phone: (203) 555-0088, Fax: (203) 555-8810
www.gsfg.org
CEEB Code: 070236

SCHOOL AND COMMUNITY

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

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

CURRICULUM

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

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

TESTING STATISTICS

SAT I (Class of 2008) Verbal middle 50%: 560-640 Math middle 50%: 550-630

AP Exams (Class of 2008 and 2009): Every student enrolled in AP courses is required to take the AP exam.

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

CO-CURRICULAR ACTIVITIES

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

TO THE APPLICANT

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

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

Birth Date 03/19/1994 CAID (Common App ID) 132-52-6841
mm/dd/yyyy

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

School you now attend Greenwich School for Girls CEEB/ACT Code 070236

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

Full Year/First Semester/First Trimester	Second Semester/Second Trimester	Third Trimester <small>or additional first/second term courses if more space is needed</small>
AP English .5	AP English .5	
Government .5	Government .5	
Spanish IV Honors .5	Spanish IV Honors .5	
Pre-Calculus .5	Pre-Calculus .5	
Anatomy & Physiology .5	Anatomy & Physiology .5	
AP Psychology .5	AP Psychology .5	

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

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

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

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

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

Required Signature _____ Date 12/03/2011

TO THE SECONDARY SCHOOL COUNSELOR

Attach applicant's official transcript, including courses in progress, a school profile, and transcript legend. (Check transcript copies for readability.) Use both pages to complete your evaluation for this student. **Be sure to sign below before mailing directly to the college/university admission office. Do not mail this form to The Common Application offices.**

Counselor's Name (Mr./Mrs./Ms./Dr.) Ms. Victoria Becker
Please print or type

Signature _____ Date 12/10/2011
mm/dd/yyyy

Title College Counselor School Greenwich School for Girls

School Address 102 Maher Avenue Greenwich CT U.S.A. 06830
Number & Street City/Town State/Province Country ZIP/Postal Code

School Website Address www.greenwichschoolforgirls.org

Counselor's Telephone (203) 555-0088 210 Counselor's Fax (203) 555-8810
Area/Country/City Code Number Ext. Area/Country/City Code Number

School CEEB/ACT Code 070236 Counselor's E-mail vbecker@gsfg.org

Background Information

Class Rank DNR Class Size 80 Covering a period from _____ to _____
(mm/yyyy) (mm/yyyy)

The rank is weighted unweighted. How many additional students share this rank? _____

How do you report class rank? quartile _____ quintile _____ decile _____

Cumulative GPA: 3.13 on a 4.0 scale, covering a period from 9/2008 to 6/2011
(mm/yyyy) (mm/yyyy)

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

Highest GPA in class 4.2 Graduation Date 06/06/2012
(mm/dd/yyyy)

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

How many courses does your school offer:
 AP _____ IB _____ Honors _____

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

AP _____ IB _____ Honors _____

Is the applicant an IB Diploma candidate? Yes No

Are classes taken on a block schedule? Yes No

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

- most demanding
 very demanding
 demanding
 average
 below average

How long have you known this student and in what context? 3 years as student gov't advisor Christy's freshman year & college counselor

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

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

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

Evaluation Please provide comments that will help us differentiate this student from others. Feel free to attach an additional sheet or another reference you have prepared for this student. Alternatively, you may attach a reference written by another school official who can better describe the student. We especially welcome a broad-based assessment and encourage you to consider describing or addressing:

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

Please see letter.

① Has the applicant ever been found responsible for a disciplinary violation at your school from the 9th grade (or the international equivalent) forward, whether related to academic misconduct or behavioral misconduct, that resulted in a disciplinary action? These actions could include, but are not limited to: probation, suspension, removal, dismissal, or expulsion from your institution Yes No School policy prevents me from responding

② To your knowledge, has the applicant ever been adjudicated guilty or convicted of a misdemeanor, felony, or other crime?

Yes No School policy prevents me from responding.

[Note that you are not required to answer "yes" to this question, or provide an explanation, if the criminal adjudication or conviction has been expunged, sealed, annulled, pardoned, destroyed, erased, impounded, or otherwise ordered to be kept confidential by a court.]

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

Applicants are expected to immediately notify the institutions to which they are applying should there be any changes to the information requested in this application, including disciplinary history.

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

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

Greenwich School for Girls

102 Maher Avenue

Greenwich, CT 06830

School Report for Christina "Christy" Moore

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

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

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

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

Understandably, Christy is not an easy "read" for you - you may even feel like she is a bit of a risk. I can assure you she is a risk worth taking. She will be a positive and hard-working presence in your classrooms and a lively and engaged member of your community.

Sincerely,

Victoria Becker

Victoria Becker
College Counselor

TO THE APPLICANT

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

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

Birth Date 3/19/1994 CAID (Common App ID) 132-52-6841
mm/dd/yyyy

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

School you now attend Greenwich School for Girls CEEB/ACT Code 070263

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

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

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

Required Signature _____ Date 12/05/2011

TO THE TEACHER

The Common Application membership finds candid evaluations helpful in choosing from among highly qualified candidates. You are encouraged to keep this form in your private files for use should the student need additional recommendations. Please submit your references promptly, **and remember to sign below before mailing directly to the college/university admission office. Do not mail this form to The Common Application offices.**

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

Signature _____ Date 12/08/2011
mm/dd/yyyy

Secondary School Greenwich School for Girls

School Address 102 Maher Avenue Greenwich CT U.S.A. 06830
Number & Street City/Town State/Province Country ZIP/Postal Code

Teacher's Telephone (203) 555-0088 199 Teacher's E-mail sjohnson@asfa.org
Area/Country/City Code Number Ext.

Background Information

How long have you known this student and in what context? 4 years as history teacher in grades 9 & 11

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

In which grade level(s) was the student enrolled when you taught him/her? 9 10 11 12 Other _____

List the courses in which you have taught this student, including the level of course difficulty (AP, IB, accelerated, honors, elective; 100-level, 200-level; etc.).

Ancient Civilizations, AP U.S. History

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

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

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

Please see letter.

Greenwich School for Girls

102 Maher Avenue

Greenwich, CT 06830

Recommendation for Christina "Christy" Moore

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

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

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

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

Sincerely,



Steven Johnson
History Teacher

TO THE APPLICANT

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Required Signature _____ Date 12/05/2011

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Teacher's Name (Mr./Mrs./Ms./Dr.) Dr. Horace Pretense Subject Taught Foreign Language Dept. Head
Please print or type

Signature _____ Date 12/12/2011
mm/dd/yyyy

Secondary School Greenwich School for Girls

School Address 102 Maher Avenue Greenwich CT U.S.A. 06830
Number & Street City/Town State/Province Country ZIP/Postal Code

Teacher's Telephone (203) 555-0088 172 Teacher's E-mail hpretense@asfa.org
Area/Country/City Code Number Ext.

Background Information

How long have you known this student and in what context? 3 years as Spanish teacher. 10th grade advisor. SADD sponsor

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

In which grade level(s) was the student enrolled when you taught him/her? 9 10 11 12 Other _____

List the courses in which you have taught this student, including the level of course difficulty (AP, IB, accelerated, honors, elective; 100-level, 200-level; etc.).

Spanish II, Spanish IV Honors

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

	No basis	Below average	Average	Good (above average)	Very good (well above average)	Excellent (top 10%)	Outstanding (top 5%)	One of the top few I've encountered (top 1%)
Academic achievement								
Intellectual promise								
Quality of writing								
Creative, original thought								
Productive class discussion								
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Motivation								
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Concern for others								
Self-confidence								
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OVERALL								

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

Please see letter.

Greenwich School for Girls

102 Maher Avenue

Greenwich, CT 06830

Recommendation for Christina Moore


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

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

In addition to teaching Christina, I also serve as the faculty sponsor for SADD (Students Against Destructive Decisions). Christina started the Greenwich School for Girls chapter a year and a half ago, after an unfortunate car accident took the life of one of her friends. I am confident that Christina will discuss the details of her story in her application, but I feel the need to disclose that the character growth I have witnessed come out of this tough lesson is most impressive. Though Christina did not have to go before the discipline panel as a result of the negative publicity, she was required to attend a SADD workshop, after which she decided we needed to have one here as well and has been instrumental in establishing a SADD chapter at Greenwich School for Girls. She uses her personal experience as motivation for recruiting others and is a leader in the community, frequently speaking out against distracted driving and poor behavior as a means of gaining acceptance with peers. She has also made a significant contribution through her community outreach to our feeder schools.

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

Sincerely,



Horace Pretense

Foreign Language Department Head

Interview Report for Christina Moore

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

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

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

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

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

Liz Dolan, Associate Dean of Admission