

The Scenario:

Walking past the dazzling new recreation center, you are reminded of why you love your position as Dean of Admission at Apex College. The view from the wooded bluff over the river gives glimpses of spring growth, from which arises the impressive new science center. Few small colleges can rival Apex for strength in the sciences, an unusual complement to the strong liberal arts core. With outstanding and balanced curriculum, knowledgeable and caring faculty, all tucked into a charming setting – Apex is a Midwestern dream.

You pass the state-of-the-art baseball field emblazoned with the banner, “Welcome to the Home of the Fighting Summits,” recently renovated with the donation of a wealthy trustee. In the distance you can hear the strings of the Apex Orchestra preparing for their spring outdoor concert. Having a nationally recognized music conservatory on campus certainly adds to the quality of the orchestra and ensembles.

Your applicant pool was up another 12% this year. It would have been nice to have a few more applications from the Midwest, but what a great read they were! Without a doubt, all of the students at Apex are above average. The College continues to be in good financial shape and you are glad that you have been able to maintain a need-blind admissions stance.

Too bad you are on your way to perform one of the most unpleasant duties of an admission dean. Your office has reached the targeted enrollment for the fall though you would like to add a few more qualified candidates to your admission and waitlist. The admissions committee will be reviewing 3 candidates today with one available offer of admission, one waitlist and one deny.

As you do this you need to keep in mind the following priorities:

- The tuition “discount rate” is currently at an all time high of 48% and the Board of Trustees has made a singular decree that you are to lower that rate this year. A few more full-pays would certainly help!
- When you were hired, you were charged with enhancing the geographic and ethnic diversity of the student body, not an easy task here in the heartland.
- The baseball team may be slipping a little in its rivalry with Happyvale University. You’ll have one Fighting Summits trustee on your case if that isn’t turned around.
- The gender balance has shifted in recent years. The current enrollment is currently 65% female. There is pressure to bring the balance to 50%-50%.
- And to make things even more complicated, it has been a “slim year” in the Flute Studio. Parents just don’t know how to raise musical kids anymore.

You arrive at your office, grab a cup of coffee and the three files, and head to your desk. Your task in the hour remaining before decision letters are to be mailed: Admit one, deny one, waitlist one.

Candidate Evaluation Form

Use the form below to evaluate the candidates. Consider all the information available for each of the three sections, for example, in making your assessment, be sure to review teacher comments, the essay, contribution to the Apex community, etc. Make notes and comments in the space provided.

	Academic – grades, recommendations, test scores, essay	Extracurricular – application, recommendations	Personal Qualities – application, essay, recommendations
Lester DiCaprio			
Halle Lopez			
Maxwell Starbuck			

Lester DiCaprio
Transcript

9 th Grade – Highland Park HS, Dallas, TX	English	B
	French I	C
	Earth Science	B
	World Geography	B
	Algebra I	C-
10 th Grade – Hotchkiss School	English	C
	French II	C
	Biology	C+
	European History	D
	Geometry	D
11 th Grade	English	B-
	Latin	C
	Chemistry	C
	American History	B+
	Algebra II	B
12 th Grade – 1 st Semester	English	B-
	Latin II	B-
	Physics	C
	Greek Civilization	B
	Senior Math (Trig/Analysis)	B
Test Scores	SAT Critical Reading	500
	SAT Math	510
	SAT Writing	520
	SAT II – Writing	520
	SAT II – Math	560
	SAT II – American History	550

Additional Scores	ACT Composite	22
	ACT English	22
	ACT Math	23
	ACT Reading	21
	ACT Science	22

APPLICANT

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

Preferred name, if not first name (choose only one) Lester Former last name(s), if any _____

Birth date 11/04/1992 Female Male US Social Security Number, if any _____
mm/dd/yyyy Optional, unless applying for US Federal financial aid with the FAFSA form

E-mail address abeckmann@cornellcollege.edu IM address _____

Permanent home address 12 Highland Lane
Number & Street Apartment #

Dallas TX United States of America 75238
City/Town State/Province Country ZIP/Postal Code

Permanent home phone (203) 555-4166 Cell phone (_____) _____
Area Code Area Code

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

Current mailing address _____
Number & Street Apartment #

_____ City/Town State/Province Country ZIP/Postal Code

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

Phone at current mailing address (_____) _____ (from _____ to _____)
Area Code (mm/dd/yyyy) (mm/dd/yyyy)

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: Cornell College (Iowa) Deadline: 2/1/2010
mm/dd/yyyy

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

Decision Plan: Regular Decision Rolling Admission
 Early Decision Early Decision II
 Early Action Early Action II
 Restrictive Early Action Early Admission
juniors only

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, on-campus
 Academic Interests: Undecided

Career Interest: Financial analyst
 Other Interest: _____

DEMOGRAPHICS

US citizen
 Dual US citizen
 US permanent resident visa (Alien registration # _____)
 Other citizenship (Visa type _____)
 List any non-US countries of citizenship: _____

How many years have you lived in the United States? _____

Place of birth Dallas TX United States of America
City/Town State/Province Country

First language English
 Primary language spoken at home English

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

Marital status: Never married

US Armed Services veteran? Yes No

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

2. Regardless of your answer to the prior question, please select one or more of the following ethnicities that best describe you:

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

Asian (including Indian subcontinent and Philippines)

Black or African American (including Africa and Caribbean)

Native Hawaiian or Other Pacific Islander (Original Peoples)

White (including Middle Eastern)
 XEU

FAMILY

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

Household

Parents' Marital Status (relative to each other): Never married Married Widowed Separated Divorced (date 10/2006)

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

Parent 1: Mother Father Unknown

Parent 2: Mother Father Unknown

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

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

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

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

Country of birth United States of America

Country of birth United States of America

Home address if different from yours

Home address if different from yours

2138 Petroleum Way

Richardson TX United States of America 75240

Home phone (_____) _____
Area Code

Home phone (203) 555-6879
Area Code

E-mail _____

E-mail _____

Occupation homemaker

Occupation Rotary drill operator, oil and gas - President

Name of employer _____

Name of employer DiCaprio Oil Company

College (if any) Apex College

College (if any) Apex College

Degree B.S. Year 1987

Degree BS Year 1988

Graduate school (if any) _____

Graduate school (if any) _____

Degree _____ Year _____

Degree _____ Year _____

Legal Guardian (if other than a parent)

Relationship to you _____

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

Home address if different from yours

Siblings

Please give names and ages of your brothers or sisters. 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 online, or on an attached sheet if applying via mail.

Carlos DiCaprio 17 Brother
Name Age Relationship

College Attended _____

Degree Earned or Expected _____ Dates _____
YYYY-YYYY

Annabellè DiCaprio 14 Sister
Name Age Relationship

College Attended _____

Degree Earned or Expected _____ Dates _____
YYYY-YYYY

Toni DiCaprio 12 Sister
Name Age Relationship

College Attended _____

Degree Earned or Expected _____ Dates _____
YYYY-YYYY

ACADEMICS

Secondary Schools

Current or most recent secondary school attended The Hotchkiss School

Entry Date 09/2007 Graduation Date 06/04/2010 School Type public charter independent religious home school

Address 11 Interlaken Road CEEB/ACT Code 070335

Lakeville CT United States of America 06039

Counselor's name (Mr./Ms./Dr., etc.) Ms. Basil Spice Counselor's Title College Counselor

E-mail _____ Phone (203) 555-2817 Fax (_____) _____

List all other secondary schools, including summer schools as well as summer and other programs, you have attended, beginning with 9th grade.

School Name & CEEB/ACT Code	Location (City, State/Province, ZIP/Postal Code, Country)	Dates Attended (mm/yyyy)
<u>Highland Park High School 441740</u>	<u>Dallas, TX 75205 United States of America</u>	<u>08/2006 to 06/2007</u>
_____	_____	_____ to _____
_____	_____	_____ to _____

If you received college counseling or assistance with your application process from a community-based organization (such as Upward Bound, Questbridge, HEOP, etc.), please specify.

If your secondary school education was or will be interrupted, check all that apply and provide details in the Additional Information section or on an attached sheet.

- did/will graduate late
 did/will change secondary schools
 did not/will not graduate
 did/will graduate early
 did/will take time off
 did/will receive GED Date: _____ (Official scores must be sent from the testing agency.)
mm/yyyy

Colleges & Universities List all colleges/universities at which you have taken courses for credit; list names of courses taken, grades earned, and credits earned in the Additional Information section online, or on an attached sheet if applying via mail. Please have an official transcript sent from each institution as soon as possible.

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

TESTS

Be sure to note the tests required for each institution to which you are applying. The official SAT, ACT, TOEFL, MELAB and/or IELTS scores from the appropriate testing agencies should be sent as soon as possible.

ACT Tests

Date taken/ to be taken	English	Math	Reading	Science	Composite	Writing	Date taken/ to be taken	English	Math	Reading	Science	Composite	Writing
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SAT Reasoning Tests

Date taken/ to be taken	Critical Reading	Math	Writing	Date taken/ to be taken	Critical Reading	Math	Writing	Date taken/ to be taken	Critical Reading	Math	Writing
<u>06/2009</u>	<u>500</u>	<u>510</u>	<u>520</u>	_____	_____	_____	_____	_____	_____	_____	_____

SAT Subject Tests

Date taken/ to be taken	Subject	Score	Date taken/ to be taken	Subject	Score	Date taken/ to be taken	Subject	Score
<u>11/2009</u>	<u>Writing</u>	<u>520</u>	<u>11/2009</u>	<u>Math Level 1C</u>	<u>560</u>	<u>11/2009</u>	<u>US History</u>	<u>550</u>
_____	_____	_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____	_____	_____

AP/IB Tests

Date taken/ to be taken	Subject	Score	Date taken/ to be taken	Subject	Score	Date taken/ to be taken	Subject	Score
_____	_____	_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____	_____	_____

TOEFL/IELTS/MELAB

Date taken/ to be taken	Test	Score	Date taken/ to be taken	Test	Score
_____	_____	_____	_____	_____	_____

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	Level of Recognition			
9	10	11	12	PG		School Regional	State/Regional	National	International
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	_____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	_____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	_____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	_____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	_____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

ACTIVITIES

Extracurricular Please list your principal extracurricular, community, volunteer and family activities and hobbies in the order of their interest to you. Include specific events and/or major accomplishments such as musical instrument played, varsity letters earned, 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, or letters earned	If applicable, do you plan to participate in college?
9	10	11	12	PG	Hours per week	Weeks per year	School year	Summer		
<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	14	20	<input checked="" type="radio"/>	<input checked="" type="radio"/>	1st team All-state	<input checked="" type="radio"/>
Activity - JV/Varsity Soccer					1st Team All-State Striker					
<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	14	20	<input checked="" type="radio"/>	<input checked="" type="radio"/>	All League	<input checked="" type="radio"/>
Activity - JV/Varsity Baseball					All League Pitcher and Shortstop					
<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	14	12	<input type="radio"/>	<input checked="" type="radio"/>	Top 150 in Region	<input type="radio"/>
Activity - JV/Varsity Tennis					singles and doubles					
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	_____	_____	<input type="radio"/>	<input type="radio"/>	_____	<input type="radio"/>
Activity _____										
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	_____	_____	<input type="radio"/>	<input type="radio"/>	_____	<input type="radio"/>
Activity _____										
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	_____	_____	<input type="radio"/>	<input type="radio"/>	_____	<input type="radio"/>
Activity _____										

Work Experience Please list paid jobs you have held during the past three years (including summer employment).

Specific nature of work	Employer	School year	Summer	Approximate dates (mm/yyyy - mm/yyyy)	Hours per week
Summer Lackey	DiCaprio Oil Co	<input type="radio"/>	<input checked="" type="radio"/>	06/2006 to 09/2009	40
_____	_____	<input type="radio"/>	<input type="radio"/>	to _____	_____
_____	_____	<input type="radio"/>	<input type="radio"/>	to _____	_____

WRITING

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

Although I've played competitive sports since I was 10 and have been a very successful high school athlete, working during the summer at my dad's company means the most to me. I don't get to see my dad often, but I feel closer to him when I'm at his company

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

- 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.

Disciplinary History

- ① Have you ever been found responsible for a disciplinary violation at any educational institution you have attended from 9th grade (or the international equivalent) forward, whether related to academic misconduct or behavioral misconduct, that resulted in your probation, suspension, removal, dismissal, or expulsion from the institution? Yes No
- ② Have you ever been convicted of a misdemeanor, felony, or other crime? Yes No

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

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

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. I authorize all schools attended to release all requested records covered under the FERPA act, and authorize review of my application for the admission program indicated on this form. I understand that I may be subject to a range of possible disciplinary actions, including admission revocation or expulsion, should the information I've 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 also affirm that I will send an enrollment deposit (or the equivalent) to only one institution; sending multiple deposits (or the 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 first, provided that they inform the first institution that they will no longer be enrolling.]

Signature Lester J DiCaprio

Date 06/04/2010

mm/dd/yyyy

The Common Application, Inc., and its member institutions are committed to fulfilling their mission without discrimination on the basis of race, color, national origin, religion, age, sex, gender, sexual orientation, disability, or veteran status.

Lester DiCaprio

Personal Statement

Time From a Teenage Viewpoint

Sometimes the earth starts to spin too quickly. Life runs ahead of you at a pace that try and you might, you can never catch up with. Finally you just have to jump off the merry-go-round and catch your breath for a while. That is what Christmas is for. Christmas is a time to put your life back into perspective.

Every year around December 23 my family and I used to make our annual trip to the town where my mother grew up. There, in the house that my grandfather built, we were greeted by uncles built like Santa claus and aunts whose hair was a different color each time we visited. Each year my cousin and I slept in the same bed that my grandmother and grandfather used to be in – a big four-poster with fluffy pillows, so high off the floor that when we were little we had to give each other a boost to climb onto the bed, and slept huddled together in the middle for fear of falling off during the night. There is something nice about those bedrooms, back in the part of the house closed off during the rest of the year. The walls have faded pictures of babies in white gowns and men working the fields. In the back of the closets there were Easter baskets and broken toys, all covered with dust. There, I could escape from the present.

When my parents got divorced this yearly visit ceased. There is something sad about divorce – two people who loved each other once not now finding a way to solve their problems. But the sadder part of it for me will always be at Christmas.

TO THE APPLICANT

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

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

Birth date 11/04/1992 Social Security # - -
mm/dd/yyyy (Optional)

Address 12 Highland Lane Dallas TX United States of America 75238
Number & Street Apartment # City/Town State/Province Country ZIP/Postal Code

School you now attend The Hotchkiss School CEEB/ACT code 070335

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

First Semester/Trimester	Second Semester/Trimester	Third Trimester <small>or additional first/second term courses if more space is needed</small>
English	English	
Latin II	Latin II	
Physics	Physics	
Greek Civilization	Greek Civilization	
Senior Math - Trig/Analysis	Senior Math - Trig/Analysis	

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 after matriculating, unless at least one of the following is true:

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

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

Signature _____ Date _____

TO THE SECONDARY SCHOOL COUNSELOR

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

Counselor's name (Mr./Ms./Dr., etc.) Basil Spive
Please print or type

Signature Basil Spive Date 1/6/2010
mm/dd/yyyy

Title College Counselor School Hotchkiss

School address Lakeville, CT
City/Town State/Province Country ZIP/Postal Code

Counselor's phone (203) 555-2817 Counselor's fax ()
Area Code Number Ex. Area Code Number

Secondary school CEEB/ACT code 020176 Counselor's e-mail _____

Background Information

Class rank: 4th Quintile Class size: 110 Covering a period from 8/07 to 6/2009
(mm/yyyy) (mm/yyyy)

The rank is weighted unweighted. How many students share this rank? 0

We do not rank. Instead, please indicate quartile _____ quintile 4th decile _____

Cumulative GPA: 2.01 on a 4.0 scale, covering a period from 8/07 to 6/09
(mm/yyyy) (mm/yyyy)

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

Highest GPA in class 4.0 Graduation date 6/4/2010
(mm/dd/yyyy)

Percentage of graduating class immediately attending: 100% four-year _____ two-year institutions _____

Are classes taken on a block schedule? Yes No
 Is the applicant an IB Diploma candidate? Yes No
 If you offer AP courses, do you limit the number a student can take? Yes No
 How many AP courses does your school offer (in total)? _____
 In comparison with other college preparatory students at your school, the applicant's course selection is:
 most demanding
 very demanding
 demanding
 average
 below average

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

2 years as counselor

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

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

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

There is something refreshing about this boy. Although he is highly gifted, poised, and a tough athlete, there is an underlying sensitivity that one seldom sees. I have seen this essay and I think it demonstrates my point.

No doubt there are many more gifted intellectuals in this school, but I have never seen him accept defeat in the classroom. Just as he does on the athletic field, he simply works harder than everyone else to make up for his tendency to learn more slowly. Through it all there is always a sparkle and impishness that makes him so attractive.

I have a lot of respect and affection for Lester, and I would like to give him an unequivocal recommendation. I hesitate only because I think his continued growth and success as a student depends on his finding himself in an environment not unlike this – someplace where he can get extra help readily and where his doggedness will be rewarded even when his scholarship can't be. You can judge better than I if Lester will find that with you. If he can, consider this a most enthusiastic recommendation. If he can't, accept my reservation not as a reflection on Lester, but as a reflection on my own biases and expectations. I wish him only the best.

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

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

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

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

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

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 DiCaprio Lester Joe Female
Last/Family/Sur (Enter name exactly as it appears on official documents.) First/Given Middle (complete) Jr., etc. Male

Birth date 11/04/1992 Social Security # - - -
mm/dd/yyyy (Optional)

Address 12 Highland Lane Dallas TX United States of America 75238
Number & Street Apartment # City/Town State/Province Country ZIP/Postal Code

School you now attend The Hotchkiss School CEEB/ACT code 070335

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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.

Signature _____ Date _____

TO THE TEACHER

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

Teacher's name (Mr./Ms./Dr., etc.) Jameson Joyce Subject taught English teacher
Please print or type

Signature Jameson Joyce Date _____
mm/dd/yyyy

Secondary school Hotchkiss School

School address Lakeville, CT 06039
Number & Street City/Town State/Province Country ZIP/Postal Code

Teacher's phone (203) 555-1733 Teacher's e-mail _____
Area Code Number Ext.

Background Information

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

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

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

11th Grade English

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

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

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

please see attached evaluation

Teacher Evaluation

If we gave A's for perseverance and year-end prizes for doggedness, Lester Joe DiCaprio would have finished last year with a perfect record and the top prize. I have not been teaching long, but I have seen enough students to know that Lester's determination is uncommon, even in a competitive atmosphere such as this. He is keenly interested in and aware of his own improvement, and he measures that improvement with a zeal that occasionally borders on obnoxiousness. He became so accustomed to seeing some improvement in every paper that he occasionally failed to perceive some problem or weakness that had caused him to backslide. Happily, those obdurate moments were seldom long-lived, and one convinced of the problem, he would attack it with characteristic energy and determination. Most important, he would almost always correct the problem – sometimes on the second or third try, but with a minimum of coaching. He sought help readily, but he liked to be headed in the right direction and then left to work the problem out on his own. Sometimes I wondered if he didn't take as much pleasure in the challenge, the contest between him and the problem, as he did in his improved writing ability or improving grades.

Whatever the motivation, Lester did make real progress in Junior English last year. His early papers were dreadful – simplistic, poorly organized, and full of the most astonishing mechanical errors. But he chipped away at his problems, tackling usage and mechanics first. By Christmas his papers were relatively error-free and his organization had improved dramatically. The next hurdle was a bigger one, for Lester does not have a particularly subtle mind, and most of his papers have remained somewhat simplistic. To his credit, he seems really to enjoy the literature, but he has trouble responding to it on anything but the most superficial level. But it's not because he's not trying. He wants to understand theme and character more deeply, and he occasionally did manage to come up with a sound and thoughtful interpretation – nothing original, but definitely thoughtful. Interestingly, Lester had an easier time with poetry than with prose. Again, he could appreciate figurative language only on the most fundamental level, but he became something of an expert on prosody, with a gift for scanning a line of verse. I could see the delight in his face when his more capable and successful classmates turned to him for help with a particularly knotty line from "Kubla Khan" or "The rime of the Ancient Mariner." He is also, it turns out, quite clever when it comes to rhyme, and he made a name for himself around his dorm by composing humorous short poems for each of his dormmates' birthdays.

Lester's strengths as an English student are his appreciation for the rhythm and music of the language, his ability to write clear, relatively error-free, if somewhat simplistic, expository essays, and his willingness to edit and rewrite. He is more verbally adept than his SAT score would indicate and a better writer – given the time to rework – than is reflected in his English Composition score. He does not have great powers of literary interpretation or a keen appreciation of imagery, but he does appreciate ideas and images when they are pointed out to him. With this energy and perseverance, he may well get a lot more out of his college education than more gifted students, and I have no hesitations recommending him to you. You'll like him.

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 DiCaprio Lester Joe Female Male
Last/Family/Sur (Enter name exactly as it appears on official documents.) First/Given Middle (complete) Jr., etc.

Birth date 11/04/1992 Social Security # _____
mm/dd/yyyy (Optional)

Address 12 Highland Lane Dallas TX United States of America 75238
Number & Street Apartment # City/Town State/Province Country ZIP/Postal Code

School you now attend The Hotchkiss School CEEB/ACT code 070335

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 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.

Signature _____ Date _____

TO THE TEACHER

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

Teacher's name (Mr./Ms./Dr., etc.) Tenille Morrison Subject taught History Teacher
Please print or type

Signature Tenille Morrison Date _____
mm/dd/yyyy

Secondary school Hotchkiss School

School address Luxeville CT
Number & Street City/Town State/Province Country ZIP/Postal Code

Teacher's phone (203) 555-9449 Teacher's e-mail _____
Area Code Number Ext.

Background Information

How long have you known this student and in what context? one year - teacher

What are the first words that come to your mind to describe this student? thoughtful, appreciative

List the courses you have taught this student, noting for each the student's year in school (10th, 11th, 12th; first-year, sophomore; etc.) and the level of course difficulty (AP, IB, accelerated, honors, elective; 100-level, 109-level, etc.).

11th Grade American 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			X					
Intellectual promise		X						
Quality of writing		X						
Creative, original thought			X					
Productive class discussion			X					
Respect accorded by faculty				X				
Disciplined work habits						X		
Maturity						X		
Motivation						X		
Leadership			X					
Integrity				X				
Reaction to setbacks				X				
Concern for others				X				
Self-confidence				X				
Initiative, independence				X				
OVERALL				X				

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

I had the pleasure of teaching Lester DiCaprio last year in American History. I say pleasure not because he was an exceptional student – he wasn't – but because he made such satisfying progress in the course of the year. Easily one of the wisest history students I have had in some time when the year began, he became a competent and committed history student by year's end. He worked doggedly to fill in the gaps left by the somewhat inadequate preparation of his younger years, never hesitating to seek extra help and advice. He will rewrite and rework papers over and over, and though the final product often remains rather simple and spare, he usually manages to achieve admirable clarity by the third or fourth draft. For all his progress, he remains somewhat literal-minded, and the subtleties of history continue to elude him. But he has a good memory and appreciation of the sweep of history, so he is able to discuss many issues thoughtfully and ardently. His final paper on the protests of the Vietnam era was his best effort of the year. And his oral presentation on that topic was well received by his classmates. Perhaps the nicest thing about Lester's growth last year is that he too could recognize and appreciate it. And he seems not to be easily discouraged by his limitations and lack of progress; when he faces a setback, he just digs in and tries that much harder.

Lester is also a pleasure to teach because he is such a genuinely nice, unaffected kid. He is savvy enough to have gotten a lot of mileage out of his down-home, gee-whiz charm, and there is definitely nothing naïve about him, but his unquenchable enthusiasm and endearing boyishness are refreshing in this sometimes stuffy and overly sophisticated atmosphere. His classmates respect his prowess as an athlete and have responded warmly to his warmth and generosity. It's hard to imagine a nicer, more likeable young man.

Halle O. Lopez
Transcript

9th Grade	English	A
	Geometry	A
	Spanish II	A
	Chemistry	B
	World Cultures	A
	Band	A
	Health	A
10th Grade	Honors English	A
	Honors Algebra II	C
	Honors Spanish III	B
	Honors Biology	B
	AP American History	B
	Band	A
	Drivers Education	A
11th Grade	Honors English	B-
	Honors Pre-Calculus	C
	Honors Spanish IV	B
	AP Chemistry	C-
	Sociology	A
	Journalism	A
	Health & Physical Education	A
12th Grade	AP English	C
	AP Spanish	B
	AP Biology	C
	Calculus	C-
	Physics	C-
	CLEP Government	A
	Journalism	A
Test Scores	SAT Critical Reading	440
	SAT Math	560
	SAT Writing	520
	SAT II – Writing	510
	SAT II – Math	580
	SAT II – French	530
	AP Chemistry	2

Additional Scores	ACT Composite	21
	ACT English	19
	ACT Math	24
	ACT Reading	20
	ACT Science	22

APPLICANT

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

Preferred name, if not first name (choose only one) H-lo Former last name(s), if any _____

Birth date 07/04/1992 Female Male US Social Security Number, if any _____
mm/dd/yyyy Optional, unless applying for US Federal financial aid with the FAFSA form

E-mail address jadams@cornellcollege.edu IM address _____

Permanent home address 106 Quail hollow Road
Stamford CT United States of America 06903
Number & Street Apartment # State/Province Country ZIP/Postal Code

Permanent home phone (203) 555-3223 Cell phone (_____) _____
Area Code Area Code

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

Current mailing address _____
Number & Street Apartment #

_____ City/Town State/Province Country ZIP/Postal Code

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

Phone at current mailing address (_____) _____ (from _____ to _____)
Area Code (mm/dd/yyyy) (mm/dd/yyyy)

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: Cornell College (iowa) Deadline: 2/1/2010
mm/dd/yyyy

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

Decision Plan: Regular Decision Rolling Admission
 Early Decision Early Decision II
 Early Action Early Action II
 Restrictive Early Action Early Admission
juniors only

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, on-campus
Academic Interests: Undecided

Career Interest: Physician or surgeon, other
Other Interest: _____

DEMOGRAPHICS

US citizen
 Dual US citizen
 US permanent resident (Alien registration # _____)
 Other citizenship (Visa type: _____)
List any non-US countries of citizenship: _____

How many years have you lived in the United States? _____

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

First language English
Primary language spoken at home English

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

Marital status: Never married

US Armed Services veteran? Yes No

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

2. Regardless of your answer to the prior question, please select one or more of the following ethnicities that best describe you:
 American Indian or Alaska Native (including all Original Peoples of the Americas)
Are you Enrolled? Yes No If yes, please enter Tribal Enrollment Number _____

Asian (including Indian subcontinent and Philippines)

Black or African American (including Africa and Caribbean)
XAA _____

Native Hawaiian or Other Pacific Islander (Original Peoples)

White (including Middle Eastern)

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 online, or on an attached sheet if applying via mail.

Household

Parents' Marital Status (relative to each other): Never married Married Widowed Separated Divorced (date _____)

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

Parent 1: Mother Father Unknown

Parent 2: Mother Father Unknown

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

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

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

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

Country of birth Mexico

Country of birth United States of America

Home address if different from yours

Home address if different from yours

Home phone (_____) _____
Area Code

Home phone (_____) _____
Area Code

E-mail _____

E-mail _____

Occupation Lawyer

Occupation Sales manager

Name of employer Lopez, Affleck, & Anthony

Name of employer Petal Inn Flowers

College (if any) Princeton University

College (if any) New York University

Degree Bachelors Year 1967

Degree Some College Year 1965

Graduate school (if any) Columbia Univ Columbia College

Graduate school (if any) _____

Degree JD (Law) Year 1971

Degree None Year _____

Legal Guardian (if other than a parent)

Relationship to you _____

Siblings

Please give names and ages of your brothers or sisters. 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 online, or on an attached sheet if applying via mail.

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

Home address if different from yours

Name	Age	Relationship
College Attended _____		
Degree Earned or Expected _____	Dates _____	YYYY-YYYY
Name _____	Age _____	Relationship _____
College Attended _____		
Degree Earned or Expected _____	Dates _____	YYYY-YYYY
Name _____	Age _____	Relationship _____
College Attended _____		
Degree Earned or Expected _____	Dates _____	YYYY-YYYY

Home phone (_____) _____
Area Code

Degree Earned or Expected _____ Dates _____
YYYY-YYYY

E-mail _____

Name _____ Age _____ Relationship _____

Occupation _____

College Attended _____

Name of employer _____

Degree Earned or Expected _____ Dates _____
YYYY-YYYY

College (if any) _____

Name _____ Age _____ Relationship _____

Degree _____ Year _____

College Attended _____

Graduate school (if any) _____

Degree Earned or Expected _____ Dates _____
YYYY-YYYY

Degree _____ Year _____

ACADEMICS

Secondary Schools

Current or most recent secondary school attended Westhill High School

Entry Date 09/2006 Graduation Date 06/04/2010 School Type public charter independent religious home school

Address 125 Roxbury Road CEEB/ACT Code 070751

Stamford CT United States of America 06902

Counselor's name (Mr./Ms./Dr., etc.) Ms. Donna Seuss Counselor's Title College Counselor

E-mail _____ Phone (203) 555-8211 Fax (_____) _____

List all other secondary schools, including summer schools as well as summer and other programs, you have attended, beginning with 9th grade.

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

If you received college counseling or assistance with your application process from a community-based organization (such as Upward Bound, Questbridge, HEOP, etc.), please specify.

If your secondary school education was or will be interrupted, check all that apply and provide details in the Additional Information section or on an attached sheet.

did/will graduate late
 did/will change secondary schools
 did not/will not graduate
 did/will graduate early
 did/will take time off
 did/will receive GED Date: _____ (Official scores must be sent from the testing agency.)
mm/yyyy

Colleges & Universities

List all colleges/universities at which you have taken courses for credit; list names of courses taken, grades earned, and credits earned in the Additional Information section online, or on an attached sheet if applying via mail. Please have an official transcript sent from each institution as soon as possible.

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

TESTS

Be sure to note the tests required for each institution to which you are applying. The official SAT, ACT, TOEFL, MELAB and/or IELTS scores from the appropriate testing agencies should be sent as soon as possible.

ACT Tests

Date taken/ to be taken	English	Math	Reading	Science	Composite	Writing	Date taken/ to be taken	English	Math	Reading	Science	Composite	Writing

SAT Reasoning Tests

Date taken/ to be taken	Critical Reading	Math	Writing	Date taken/ to be taken	Critical Reading	Math	Writing	Date taken/ to be taken	Critical Reading	Math	Writing
<u>06/2009</u>	<u>440</u>	<u>560</u>	<u>520</u>								

SAT Subject Tests

Date taken/ to be taken	Subject	Score	Date taken/ to be taken	Subject	Score	Date taken/ to be taken	Subject	Score
<u>06/2009</u>	<u>Writing</u>	<u>510</u>	<u>06/2009</u>	<u>Math Level 1C</u>	<u>560</u>	<u>06/2009</u>	<u>French with Listening</u>	<u>530</u>

AP/IB Tests

Date taken/ to be taken	Subject	Score	Date taken/ to be taken	Subject	Score	Date taken/ to be taken	Subject	Score
<u>05/2009</u>	<u>AP Chemistry</u>	<u>2</u>						

TOEFL/IELTS/MELAB

Date taken/ to be taken	Test	Score	Date taken/ to be taken	Test	Score

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	Level of Recognition			
9	10	11	12	PG		School	State/Regional	National	International
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	_____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	_____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	_____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	_____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	_____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

ACTIVITIES

Extracurricular Please list your principal extracurricular, community, volunteer and family activities and hobbies in the order of their interest to you. Include specific events and/or major accomplishments such as musical instrument played, varsity letters earned, 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, or letters earned	If applicable, do you plan to participate in college?
9	10	11	12	PG	Hours per week	Weeks per year	School year	Summer		
<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	5	30	<input checked="" type="radio"/>	<input type="radio"/>	Editor	<input checked="" type="radio"/>
Activity Journalism/Publications					Editor-in-chief					
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	3	30	<input checked="" type="radio"/>	<input type="radio"/>	Class President	<input type="radio"/>
Activity Science/Math					Student body President					
<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	12	30	<input checked="" type="radio"/>	<input type="radio"/>	1st Flute	<input type="radio"/>
Activity Music: Instrumental					1st chair flute					
<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	12	12	<input checked="" type="radio"/>	<input checked="" type="radio"/>	Captain	<input checked="" type="radio"/>
Activity - JV/Varsity Field Hockey					goalie					
<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	12	24	<input checked="" type="radio"/>	<input checked="" type="radio"/>	Captain	<input checked="" type="radio"/>
Activity - JV/Varsity Volleyball					outside hitter					
<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	12	24	<input checked="" type="radio"/>	<input checked="" type="radio"/>	Captain	<input checked="" type="radio"/>
Activity - JV/Varsity Softball					short stop and catcher					
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			<input type="radio"/>	<input type="radio"/>		<input type="radio"/>
Activity _____										

Work Experience Please list paid jobs you have held during the past three years (including summer employment).

Specific nature of work	Employer	School year	Summer	Approximate dates (mm/yyyy - mm/yyyy)	Hours per week
Flower Arranger	Petal Inn Flowers	<input type="radio"/>	<input checked="" type="radio"/>	06/2006 to 06/2008	20
Summer Legal Aid	Lopez, Affleck & Anthony	<input type="radio"/>	<input checked="" type="radio"/>	06/2009 to 06/2010	40
_____	_____	<input type="radio"/>	<input type="radio"/>	to _____	_____

WRITING

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

I have learned and experienced a great deal during my four years at Westhill High School. What I am most proud of is certainly the leadership that I have provided to my fellow classmates and teammates in and outside of class. A great leader faces challenges and helps motivate those around her. While I still have a good deal to learn about leadership and motivating others, I hope that I'm remembered by others as a leader who led by action and not just words.

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

- 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.

Disciplinary History

- ① Have you ever been found responsible for a disciplinary violation at any educational institution you have attended from 9th grade (or the international equivalent) forward, whether related to academic misconduct or behavioral misconduct, that resulted in your probation, suspension, removal, dismissal, or expulsion from the institution? Yes No
- ② Have you ever been convicted of a misdemeanor, felony, or other crime? Yes No

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

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

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. I authorize all schools attended to release all requested records covered under the FERPA act, and authorize review of my application for the admission program indicated on this form. I understand that I may be subject to a range of possible disciplinary actions, including admission revocation or expulsion, should the information I've 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 also affirm that I will send an enrollment deposit (or the equivalent) to only one institution; sending multiple deposits (or the 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  Halle Lopez

Date 06/04/2010

mm/dd/yyyy

The Common Application, Inc., and its member institutions are committed to fulfilling their mission without discrimination on the basis of race, color, national origin, religion, age, sex, gender, sexual orientation, disability, or veteran status.

Halle O. Lopez
Personal Statement

I never had a roommate before, particularly one that I had to watch die. In the way that one watches a flower blossoming in time-lapse photography, I watched her in reverse. Learning to cope with a damning diagnosis and an even more unbearable prognosis was a problem I hoped I'd never have to face. In the process, I learned what love is and what dying is not.

Although one might say she was only an aunt, she had come to mean so much more to me. In better days, we joked about her being on loan to me as a sister since my mother already had two of her own. She was the classic Auntie Mame in my life; the one to whom I told my secrets and the one who would listen, no matter how trivial they seemed. As a child, I looked up to her. As I grew older, I confided in her.

She had no family of her own and lived in Boston. When she grew ill, her visits became more frequent. They grew from weeks to months and then years, partly because her doctors were in New York, but mostly because she needed a family's love. We became roommates. At first it was great fun. I had a live-in sister, one with whom there was no jealousy or petty sibling rivalry. During the first two years she slept beside me, we offered more of our selves to each other than ever before, hoping we might turn each other's despair around.

Then, everything changed and gradually our roles reversed. She was ill with cancer and for the first time needed me more than I needed her. I hated playing grown-up to her condition, but I learned more from that experience that I possibly could have if things remained the same. If we were to help her live until she died, we would have to become a "care unit" replacing the sterile hospital which had failed her so. We reconstructed her life as she wanted it, not as we were advised – no hired nurses in white for her. Suddenly it was my responsibility to show patience when she fussed about the nutritional program my mother placed her on. I understood why carrot juice was so repulsive to her. It was not long ago that I felt the same about spinach, but I also understood how necessary it was that she try. I did whatever was required to get that stuff down; a little teasing, sometimes cajoling, firmness when necessary, and at times understanding. Often I disposed of the juice before my mother caught on. We were in cahoots, my aunt and I, as it must have been years ago when I was the child. Now remembering her dignity and careful not to let her see how clearly our roles had reversed – or so I thought.

Normalcy was what she needed most in her life now; in fact, she insisted on it. She needed laughter, lightheartedness and a total absence of morbidity. It was not always easy for me to meet those needs, but somehow it never seemed difficult for her. There were times when she could make me believe that nothing was wrong at all.

Gradually her pain increased, and her cancer laced it's way into our lives. It hurt to see her hurt. I wanted to become the child again and blink my eyes, in some fairy-tale-fashion, to replace that image with her former, healthy face. There were times when I was relieved to see her in the hospital because it freed me from the pain that was as much mine as it was her's. Our love and attention was not enough to relieve it. even her favorite MASH re-runs could not take the place of the morphine she was now dependent on.

There were moments when I wanted to complain; the alarm clock rang twice in the middle of each night, reminding her that her pain needed controlling with medication. There was no medication for

me; my pain continued. I had to disconnect my phone each night at nine (a blessing for my mother) and more often than not, I had to complete my homework in the living room. How could I complain remembering that even in this pain, she typed my term paper and waited as anxiously as I for my grade? How is it possible that with all her pain, she still eagerly read my essays and laughed at my daily escapades? Her patience and interest never diminished. She took pride in my every move. And, how is it possible that she (not for one moment) abandons her sense of humor?

There were times when we all identified with her illness and referred to her diagnosis as our diagnosis; her prognosis ours. So complete was that identification that when I once described remarkably similar symptoms I was having, she said, "Go get your own disease." She was happiest when she could turn situations like this and our unhappiness around to laughter, and I was obligated to let her do it.

It may seem insensitive to say her's was a happy end; I don't know what describes it better. She'd had an abundance of laughter in her lifetime and was determined to end on the same note. She did everything to protect me from her torment, and if terror was part of her end, she kept that hidden well. She brought humor into her illness; love and laughter into our home. That was her style. When she was wheeled into the operating room, the stretcher stopped at the nurse's station which managed to prop herself up on one elbow, look up at the booth and say, "I'll take two tickets to Chorus Line, please." She taught me not to fear the inevitable. We enjoyed even moments like this from the grim reality of her plight, protecting me, just as she always had. I wondered if we ever really reversed roles at all, and I prayed that I helped her to die the way she wanted to.

Obviously, this was a tragedy in our close family, but it was not a tragic death; no morbid side-shows for her. It was a dignified and loving end. It was her sense of humor that carried us through the roughest times. It was her last gesture as my aunt; the only one she had left to give.

All my aunt wanted was to see me graduate. She died just before my senior year began. As "poet of the family", I was honored to write her epitaph. They were the hardest few words I'd ever had to write.

TO THE APPLICANT

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

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

Birth date 07/04/1992 Social Security # _____
mm/dd/yyyy (Optional)

Address 106 Quail hollow Road Stamford CT United States of America 06903
Number & Street Apartment # City/Town State/Province Country ZIP/Postal Code

School you now attend Westhill High School CEEB/ACT code 070751

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

First Semester/Trimester	Second Semester/Trimester	Third Trimester <small>or additional first/second term courses if more space is needed</small>
AP English	Ap English	
AP Spanish	AP Spanish	
AP Biology	AP Biology	
Calculus	Calculus	
Physics	Physics	
CLEP Government	CLEP Government	
Journalism	Journalism	

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 after matriculating, unless at least one of the following is true:

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

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

Signature _____ Date _____

TO THE SECONDARY SCHOOL COUNSELOR

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

Counselor's name (Mr./Ms./Dr., etc.) Donna Seuss
Please print or type

Signature Donna Seuss Date 02/01/2010
mm/dd/yyyy

Title College Counselor School Westhill HS

School address 4927 Old Bay Road Stamford CT 06903
City/Town State/Province Country ZIP/Postal Code

Counselor's phone (203) 555-8210 Counselor's fax (203) 555-8211
Area Code Number Ext. Area Code Number

Secondary school CEEB/ACT code 127695 Counselor's e-mail _____

Background Information

Class rank: 87 Class size: 320 Covering a period from 8/06 to 01/10
(mm/yyyy) (mm/yyyy)

The rank is weighted unweighted. How many students share this rank? 2

How do you report class rank? _____

Cumulative GPA: 3.33 on a 4.0 scale, covering a period from 8/06 to 01/10
(mm/yyyy) (mm/yyyy)

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

Highest GPA in class 4.53 Graduation date 6/2010
(mm/dd/yyyy)

Percentage of graduating class immediately attending: 70% four-year 25% two-year institutions

Are classes taken on a block schedule? Yes No

Is the applicant an IB Diploma candidate? Yes No

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

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

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

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

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

Two years as her counselor

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

leader, warmth, beauty

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

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

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

Halle does so much! It is unbelievable how many irons she has in the fire at the same time. Somehow she gets it all done and still has time to date (she is the prettiest and most popular girl in the class!) and spend time with her family.

Halle is a natural leader. Being elected captain of three sports and senior class president in this school is no small feat, especially considering that she is black and her class is 78% white. I can't tell you how great a loss her graduation will be to this school. She seems to run it.

There is no doubt that this young woman will do well in college. Someone will probably want to elect her president by the time she leaves. She has struggled with some classes once in a while but has always managed to keep proper perspective and get the job done. Her English teachers even remark that she shows sparks of brilliance in writing when she has time to prepare well. I give her my strongest recommendation to your school!

- ① Has the applicant ever been found responsible for a disciplinary violation at your school from 9th grade (or the international equivalent) forward, whether related to academic misconduct or behavioral misconduct, that resulted in the applicant's probation, suspension, removal, dismissal, or expulsion from your institution? Yes No
- ② To your knowledge, has the applicant ever been convicted of a misdemeanor, felony, or other crime? Yes No

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

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

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

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 Lopez Halle Oprah Female
Last/Family/Sur (Enter name exactly as it appears on official documents.) First/Given Middle (complete) Jr., etc.
 Male

Birth date 07/04/1992 Social Security # - - -
mm/dd/yyyy (Optional)

Address 106 Quail hollow Road Stamford CT United States of America 06903
Number & Street Apartment # City/Town State/Province Country ZIP/Postal Code

School you now attend Westhill High School CEEB/ACT code 070751

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 after matriculating, 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.

Signature _____ Date _____

TO THE TEACHER

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

Teacher's name (Mr./Ms./Dr., etc.) Jane Q. Public Subject taught Social Studies
Please print or type

Signature Jane Q. Public Date _____
mm/dd/yyyy

Secondary school Westhill HS

School address 4927 Old Bay Road Stamford CT 06903
Number & Street City/Town State/Province Country ZIP/Postal Code

Teacher's phone (203) 555-1169 Teacher's e-mail _____
Area Code Number Ext.

Background Information

How long have you known this student and in what context? 4 years - teacher and coach (AP Amer. Hist. & Soc. Studies)

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

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

AP American History - 10th, Sociology - 11th

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

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

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

It is my great pleasure to write on behalf of Halle. I have been her AP American history teacher and her Sociology teacher, in addition to serving as one of her field hockey coaches for the past four years. Halle is without a doubt an incredible young human being. Halle is cool under pressure, willing to lead as well as follow, and she is a fierce competitor.

She is analytical both in the classroom and on the field of play. I remember a particular game early this season where Halle was being marked by two aggressive defenders because of earlier goals she has scored. Instead of working her way out of being double-teamed she scanned the field for the weakness caused by the second girl marking her. Once found she pulled her two defenders further away from the weak spot and yelled for one of her teammates to move towards that part of the field. Before the opposing team could realize what happened, Halle had passed the ball and her teammate scored the winning goal. It was a move that truly characterizes Halle, unselfish, smart and quick.

Halle was one of the better students I taught in both AP American History and Sociology. She was never afraid to challenge her assumptions and was always willing to grow from constructive criticism. In my classes, Halle clearly made the transition from being solid academically to being intellectual. She was always questioning and seeking the truth of the matter.

Clearly there are many very good applicants in the admission process this year and every year. Nonetheless, I think Halle is noteworthy as an exceptional candidate because of her many fine qualities. I recommend her for admission both highly and enthusiastically.

Jane Q Public
 Social Studies Department Chair
 Assistant Field Hockey Coach

Additional Statement from Campus

I am writing to encourage you to give Halle Lopez Special Consideration in the admissions process. She is an especially talented athlete who could help our volleyball team enormously. She is one of the top scorers in the country this year and has the great quickness necessary to play for us. As the top women's sport at Apex, and the only sport with a chance to go beyond conference play, I hope you will see the reason to give us a break on this one. What we really need to be a national caliber is one player of Halle's quality.

I have met this young woman and she is terrific! In fact, maybe I'm wastin my time writing this, since as an African American/Latina, she can probably get in on her own. Not only that, but her father is a lawyer and she can probably pay her own way.

Gabby Crawford
Volleyball Coach
Fitch College

**Maxwell Starbuck
Transcript**

8 th Grade – Boone Area School	English – American Literature	C
	Algebra 1	F
	Geography	C
	Physical Science	C-
	Health and Physical Education	D
Summer – Appalachian State	Trig. And Analytical Geometry	A
	Computer Science	A
	Special Reading in Physics & Chemistry	A
10 th Grade – North Carolina School for Science & Math	Sophomore English – English Literature	C-
	Calculus AB	A
	AP Chemistry	A
	AP Computer Science	A
11 th	English Elective – Science Fiction Lit	C+
	NC History and Government	C
	Calculus BC	A
	AP Physics	A
	AP Computer Science	A
Test Scores	SAT Critical Reading	680
	SAT Math	800
	SAT Writing	750
	SAT II – Chemistry	800
	SAT II – Mathematics	800
	AP Computer Science AB	5
	AP Calculus BC	5

Additional Scores	ACT Composite	33
	ACT English	30
	ACT Math	36
	ACT Reading	29
	ACT Science	35

APPLICANT

Legal name Starbuck Maxwell Ronald IV
Last/Family/Sur (Enter name exactly as it appears on official documents.) First/Given Middle (complete) Jr., etc.

Preferred name, if not first name (choose only one) Max Former last name(s), if any _____

Birth date 10/21/1994 Female Male US Social Security Number, if any _____
mm/dd/yyyy Optional, unless applying for US Federal financial aid with the FAFSA form

E-mail address rschwab@cornellcollege.edu IM address _____

Permanent home address Box 238 Rt #1
Number & Street Apartment #

Watanga NC United States of America 28601
City/Town State/Province Country ZIP/Postal Code

Permanent home phone (919) 555-2765 Cell phone (_____) _____
Area Code Area Code

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

Current mailing address _____
Number & Street Apartment #

_____ City/Town State/Province Country ZIP/Postal Code

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

Phone at current mailing address (_____) _____ (from _____ to _____)
Area Code (mm/dd/yyyy) (mm/dd/yyyy)

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: Cornell College (Iowa) Deadline: 2/1/2010
mm/dd/yyyy

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

Decision Plan: Regular Decision Rolling Admission
 Early Decision Early Decision II
 Early Action Early Action II
 Restrictive Early Action Early Admission
juniors only

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, on-campus
 Academic interests: Computer and information sciences

Career Interest: Engineer, other
 Other Interest: research scientist

DEMOGRAPHICS

US citizen
 Dual US citizen
 US permanent resident visa (Alien registration # _____)
 Other citizenship (Visa type _____)
 List any non-US countries of citizenship _____

How many years have you lived in the United States? _____

Place of birth New Orleans LA United States of America
City/Town State/Province Country

First language English
 Primary language spoken at home English

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

Marital status: Never married
 US Armed Services veteran? Yes No

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

2. Regardless of your answer to the prior question, please select one or more of the following ethnicities that best describe you:
 American Indian or Alaska Native (including all Original Peoples of the Americas)
Are you Enrolled? Yes No If yes, please enter Tribal Enrollment Number _____
 Asian (including Indian subcontinent and Philippines)
 Black or African American (including Africa and Caribbean)
 Native Hawaiian or Other Pacific Islander (Original Peoples)
 White (including Middle Eastern)
 XEU

FAMILY

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

Household

Parents' Marital Status (relative to each other): Never married Married Widowed Separated Divorced (date 04/2004)

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

Parent 1: Mother Father Unknown

Parent 2: Mother Father Unknown

Is Parent 1 living? Yes No (Date deceased _____)
mm/yyyy

Is Parent 2 living? Yes No (Date deceased _____)
mm/yyyy

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

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

Country of birth United States of America

Country of birth United States of America

Home address if different from yours _____

Home address if different from yours _____

4211 Bay Road

New Orleans LA United States of America 70125

Home phone (_____) _____
Area Code

Home phone (215) 555-1234
Area Code

E-mail _____

E-mail _____

Occupation Lifeguard, ski patrol, or other recreational protective service worker

Occupation Motorboat operator

Name of employer Snowy Mountain

Name of employer Sunken Ships RUS

College (if any) _____

College (if any) _____

Degree High School Year 1980

Degree High School Year 1978

Graduate school (if any) _____

Graduate school (if any) _____

Degree None Year _____

Degree None Year _____

Legal Guardian (if other than a parent)

Relationship to you _____

Siblings

Please give names and ages of your brothers or sisters. 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 online, or on an attached sheet if applying via mail.

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

Home address if different from yours _____

<u>Espresso</u>	<u>Starbuck</u>	<u>4</u>	<u>Brother</u>
<small>Name</small>	<small>Age</small>		<small>Relationship</small>

College Attended _____

Home phone (_____) _____
Area Code

Degree Earned None Dates _____
or Expected yyyy-yyyy

E-mail _____

<u>Coco</u>	<u>Starbuck</u>	<u>4</u>	<u>Sister</u>
<small>Name</small>	<small>Age</small>		<small>Relationship</small>

Occupation _____

College Attended _____

Name of employer _____

Degree Earned None Dates _____
or Expected yyyy-yyyy

College (if any) _____

<small>Name</small>	<small>Age</small>	<small>Relationship</small>
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Degree _____ Year _____

College Attended _____

Graduate school (if any) _____

Degree Earned _____ Dates _____
or Expected yyyy-yyyy

Degree _____ Year _____

ACADEMICS

Secondary Schools

Current or most recent secondary school attended North Carolina School of Science and Mathematics

Entry Date 09/2008 Graduation Date 06/04/2010 School Type public charter independent religious home school

Address 1219 Broad Street P.O. Box 2418 CEEB/ACT Code 341077
mm/yyyy mm/dd/yyyy
Number & Street

Durham NC United States of America 27715
City/Town State/Province Country ZIP/Postal Code

Counselor's name (Mr./Ms./Dr., etc.) Ms. Lauryn Hilltop Counselor's Title College Counselor

E-mail _____ Phone (919) 555-5460 Fax (____) _____
Area Code Number Ext. Area Code Number

List all other secondary schools, including summer schools as well as summer and other programs, you have attended, beginning with 9th grade.

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

If you received college counseling or assistance with your application process from a community-based organization (such as Upward Bound, Questbridge, HEOP, etc.), please specify.

If your secondary school education was or will be interrupted, check all that apply and provide details in the Additional Information section or on an attached sheet.

- did/will graduate late
 did/will change secondary schools
 did not/will not graduate
 did/will graduate early
 did/will take time off
 did/will receive GED Date: _____ (Official scores must be sent from the testing agency)
mm/yyyy

Colleges & Universities List all colleges/universities at which you have taken courses for credit; list names of courses taken, grades earned, and credits earned in the Additional Information section online, or on an attached sheet if applying via mail. Please have an official transcript sent from each institution as soon as possible.

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

TESTS

Be sure to note the tests required for each institution to which you are applying. The official SAT, ACT, TOEFL, MELAB and/or IELTS scores from the appropriate testing agencies should be sent as soon as possible.

ACT Tests

Date taken/ to be taken	English	Math	Reading	Science	Composite	Writing	Date taken/ to be taken	English	Math	Reading	Science	Composite	Writing
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SAT Reasoning Tests

Date taken/ to be taken	Critical Reading	Math	Writing	Date taken/ to be taken	Critical Reading	Math	Writing	Date taken/ to be taken	Critical Reading	Math	Writing
05/2009	680	800	750								

SAT Subject Tests

Date taken/ to be taken	Subject	Score	Date taken/ to be taken	Subject	Score	Date taken/ to be taken	Subject	Score
05/2009	Chemistry	800	05/2009	Math Level 2	800			

AP/IB Tests

Date taken/ to be taken	Subject	Score	Date taken/ to be taken	Subject	Score	Date taken/ to be taken	Subject	Score
05/2009	AP Computer Science	5	05/2009	AP Calculus BC	5			

TOEFL/IELTS/MELAB

Date taken/ to be taken	Test	Score	Date taken/ to be taken	Test	Score
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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	Level of Recognition			
9	10	11	12	PG		School	State/Regional	National	International
<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"/>
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ACTIVITIES

Extracurricular Please list your principal extracurricular, community, volunteer and family activities and hobbies in the order of their interest to you. Include specific events and/or major accomplishments such as musical instrument played, varsity letters earned, 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, or letters earned	If applicable, do you plan to participate in college?
9	10	11	12	PG	Hours per week	Weeks per year	School year	Summer		
<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	5	32	<input checked="" type="radio"/>	<input type="radio"/>	_____	<input type="radio"/>
Activity <u>Computer/Technology</u>					<u>Co-Founder of the Computer Club</u>					
<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	20	52	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<u>Dungeon Master</u>	<input type="radio"/>
Activity <u>Other Club/Activity</u>					<u>Dungeons & Dragons Club - Co-Founder and Dungeon Master</u>					
<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	20	52	<input checked="" type="radio"/>	<input checked="" type="radio"/>	_____	<input type="radio"/>
Activity <u>Other Club/Activity</u>					<u>Science Fiction Book Club</u>					
<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	5	30	<input checked="" type="radio"/>	<input type="radio"/>	_____	<input type="radio"/>
Activity <u>Other Club/Activity</u>					<u>MENSA</u>					
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	_____	_____	<input type="radio"/>	<input type="radio"/>	_____	<input type="radio"/>
Activity _____										
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	_____	_____	<input type="radio"/>	<input type="radio"/>	_____	<input type="radio"/>
Activity _____										
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	_____	_____	<input type="radio"/>	<input type="radio"/>	_____	<input type="radio"/>
Activity _____										

Work Experience Please list paid jobs you have held during the past three years (including summer employment).

Specific nature of work	Employer	School year	Summer	Approximate dates (mm/yyyy - mm/yyyy)	Hours per week
_____	_____	<input type="radio"/>	<input type="radio"/>	to _____	_____
_____	_____	<input type="radio"/>	<input type="radio"/>	to _____	_____
_____	_____	<input type="radio"/>	<input type="radio"/>	to _____	_____

WRITING

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

As co-founder of the Computer Club at NCSM, I have been able to create a number of network systems for my friends and I to work and play on. In particular we're able to spend weekends playing Halo and other online multi-user games to help entertain the many "computer geeks" (myself included) on campus.

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

- 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.

Disciplinary History

- ① Have you ever been found responsible for a disciplinary violation at any educational institution you have attended from 9th grade (or the international equivalent) forward, whether related to academic misconduct or behavioral misconduct, that resulted in your probation, suspension, removal, dismissal, or expulsion from the institution? Yes No
- ② Have you ever been convicted of a misdemeanor, felony, or other crime? Yes No

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

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

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. I authorize all schools attended to release all requested records covered under the FERPA act, and authorize review of my application for the admission program indicated on this form. I understand that I may be subject to a range of possible disciplinary actions, including admission revocation or expulsion, should the information I've 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 also affirm that I will send an enrollment deposit (or the equivalent) to only one institution; sending multiple deposits (or the 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 _____
mm/dd/yyyy

The Common Application, Inc., and its member institutions are committed to fulfilling their mission without discrimination on the basis of race, color, national origin, religion, age, sex, gender, sexual orientation, disability, or veteran status.

Maxwell Starbuck

Personal Statement

Question: Why are prospective freshmen forced to laboriously write application essays, a.k.a. "personal statements"?

Answer: let us analyze the question with respect to the two major schools of thought on the subject: those of the admissions officers and of the applicants.

The admissions officers believe that these essays should be written for a number of reasons. First of all, since these people have a perverted sense of pleasure, they derive a certain amount of enjoyment not from reading the essays but from knowing that some poor high school senior slaved for hours over this piece of writing. Their second rationale is that the essay gives the office of admissions a sense of the applicant's personality. Come on guys! Do you really think that one's personality comes out of this writing? Do you feel as though you know Moses, just because you've read the Bible? I don't think so!

The applicants have a number of very good reasons as to why the essays are not necessary. First of all, what should happen if the prospective student is not a gifted writer? Should this student be precluded from attending any college whose application contains an essay? (Answer that one yourself, guys!) Secondly, such an essay is usually not an indication of the applicant's writing style. Very often, the essay is reworked hundreds of times, read over by parents, eight relatives, and four English teachers before it is submitted. Finally, many applicants have more important things to do, like play Xbox or watch TV. Should their precious time be wasted?

In conclusion, this writer sides with the prospective freshman's school of thought. However, at this time, this writer also feels that writing such essays is advisable since the admissions officers have all of the power and the applicants have non. At such time as a revolution takes place, where the powerless usurp the powerful's influence on college admissions, these essays will be abolished.

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 Starbuck Maxwell R IV Female
Last/Family/Sur (Enter name exactly as it appears on official documents.) First/Given Middle (complete) Jr., etc. Male

Birth date _____ Social Security # _____
mm/dd/yyyy (Optional)

Address Box 238 RT #1 Watanga NC 28601
Number & Street Apartment # City/Town State/Province Country ZIP/Postal Code

School you now attend North Carolina School for Science & Math CEEB/ACT code 737211

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 after matriculating, unless at least one of the following is true:

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

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

Signature _____ Date _____

TO THE TEACHER

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

Teacher's name (Mr./Ms./Dr., etc.) Billie Gates Subject taught AP Computer Science
Please print or type

Signature Billie Gates Date 02/01/2010
mm/dd/yyyy

Secondary school North Carolina School of Science and Math

School address _____
Number & Street City/Town State/Province Country ZIP/Postal Code

Teacher's phone (_____) _____ Teacher's e-mail _____
Area Code Number Ext.

Background Information

How long have you known this student and in what context? 2 years - computer classes

What are the first words that come to your mind to describe this student? extraordinary, perceptive, weird

List the courses you have taught this student, noting for each the student's year in school (10th, 11th, 12th; first-year, sophomore; etc.) and the level of course difficulty (AP, IB, accelerated, honors, elective; 100-level, 200-level, etc.). AP computer science - 2 years

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.)

You must take Max. There are those in this school who are worried about his lack of maturity, age, and size, but quite honestly, he will be different no matter where he goes and what he does. He desperately needs an environment even more challenging than this. The kid is very special. Take him!

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 Starbuck Maxwell R IV Female Male
Last/Family/Sur (Enter name exactly as it appears on official documents.) First/Given Middle (complete) Jr., etc.

Birth date _____ Social Security # _____
mm/dd/yyyy (Optional)

Address Box 238 RT #1 Watanga NC 28601
Number & Street Apartment # City/Town State/Province Country ZIP/Postal Code

School you now attend North Carolina School for Science & Math CEEB/ACT code 737211

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

Signature _____ Date _____

TO THE TEACHER

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

Teacher's name (Mr./Ms./Dr., etc.) Tony Cullen Subject taught AP Calculus AB and BC
Please print or type

Signature Tony Cullen Date 02/01/2010
mm/dd/yyyy

Secondary school North Carolina School of Science and Math

School address _____
Number & Street City/Town State/Province Country ZIP/Postal Code

Teacher's phone (_____) _____ Teacher's e-mail _____
Area Code Number Ext.

Background Information

How long have you known this student and in what context? 2 years - calculus classes

What are the first words that come to your mind to describe this student? brilliant, difficult

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

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.)

I have been teaching calculus for 22 years and have never had a math student as perceptive as Max. He sees through things more quickly than many students and has challenged me to provide more new material each day. He is truly a genius in the area of mathematics.

In all of the areas you ask about above, he is very special except that he needs to continue his growth as a leader and his level of maturity. He has been successful with his D & D club but his contributions in class must improve. In class, he has shown great points of dialogue but is slightly outspoken. We have discussed this issue and he has shown small signs of improvement. Again, his intellectual ability has challenged me as a teacher to where he has received much attention on an individual basis. He is exceptional in that regard.

TO THE APPLICANT

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

Legal name Starbuck Maxwell Ronald IV Female Male
Last/Family/Sur (Enter name exactly as it appears on official documents.) First/Given Middle (complete) Jr., etc.

Birth date _____ Social Security # _____
mm/dd/yyyy (Optional)

Address Box 238 Rt 1 Watanga NC 28601
Number & Street Apartment # City/Town State/Province Country ZIP/Postal Code

School you now attend North Carolina School for Science and Math CEEB/ACT code 737211

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

First Semester/Trimester	Second Semester/Trimester	Third Trimester <small>or additional first/second term courses if more space is needed</small>
Science Fiction Lit		
NC History and Gov't		
AP Calculus BC		
AP Physics		
AP Computer Science		

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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.

Signature _____ Date _____

TO THE SECONDARY SCHOOL COUNSELOR

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

Counselor's name (Mr./Ms./Dr., etc.) Lauryn Hilltop
Please print or type

Signature Lauryn Hilltop Date 02/01/2010
mm/dd/yyyy

Title College Counselor School NC Science and Math

School address Durham NC 27705
City/Town State/Province Country ZIP/Postal Code

Counselor's phone (____) _____ Counselor's fax (____) _____
Area Code Number Ext. Area Code Number

Secondary school CEEB/ACT code 737211 Counselor's e-mail _____

Background Information

Class rank: NA Class size: NA Covering a period from _____ to _____
(mm/yyyy) (mm/yyyy)

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

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

Cumulative GPA: 3.5 on a 4.0 scale, covering a period from 08/2008 to 06/2010
(mm/yyyy) (mm/yyyy)

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

Highest GPA in class 4.45 Graduation date 06/04/2010
(mm/dd/yyyy)

Percentage of graduating class immediately attending: 100 four-year _____ two-year institutions _____

Are classes taken on a block schedule? Yes No

Is the applicant an IB Diploma candidate? Yes No

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

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

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

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

How long have you known this student and in what context? _____ two years as counsel

What are the first words that come to your mind to describe this student? _____ brilliant, immature

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						<input checked="" type="checkbox"/>	
Extracurricular accomplishments			<input checked="" type="checkbox"/>				
Personal qualities and character	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>			
OVERALL			<input checked="" type="checkbox"/>				

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

Max will be one of the most difficult admissions cases you will have to face this year. First, he is brilliant! He comes from a broken home, went to live his mother who is remarried, didn't get along with his stepfather and is now here. Part of the divorce and the problem with the stepfather may be instigated by Max himself. He has shown some difficulty with change and has had a few issues in communication in the past. He has displayed improvement as of late with his peers in being more of a listener in collaborative learning groups. His patience continues to grow with those who don't comprehend information quite as quickly as he does. To Max's defense, his short patience isn't far off from our faculty. This is a selective school that has shown strict attitudes from our teachers.

Although there is some hesitation about Max's transition to college, his maturity is improving and his social skills are beginning to come full circle. This improvement along with his mental readiness in the natural sciences and math, he will be set. Good Luck!

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

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

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

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

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