

Saint Mary's High School Transcript



**Saint Mary's
School**

Phoenix
Pharaday

	Grade	Credits Earned	GPA Value	Quality Points		GPA	
				Weighted	Unweighted	Weighted	Unweighted
Fall							
ENG A10 H	Honors English I	A*	0.50				
MAT A20 H	HONORS GEOMETRY	B*	0.50				
SCI A10 H	BIOLOGY HONORS	B*	0.50				
HSS A10	GEOGRAPHY	A*	0.50				
FAS E51	INTRO VISUAL ART	A*	0.50				
PED A10	Health	A*	0.50				
FLF A10	FRENCH I	A*	0.50				
FLF A20	FRENCH II	B*	0.50				
			4.00	Term:			
				Cumulative:			

Spring							
ENG A10 H	Honors English I	A*	0.50				
MAT A20 H	HONORS GEOMETRY	B*	0.50				
SCI A10 H	BIOLOGY HONORS	B*	0.50				
HSS A11	GOVERNMENT	A*	0.50				
FAS E51	INTRO VISUAL ART	A*	0.50				
PED E53	CONDITIONING & FITNESS	A*	0.50				
FLF A10	FRENCH I	A*	0.50				
FLF A20	FRENCH II	B*	0.50				
			4.00	Term:			
				Cumulative:			

Total for year: 8.00
Cumulative: 8.00

	Grade	Credits Earned	GPA Value	Quality Points		GPA	
				Weighted	Unweighted	Weighted	Unweighted
Fall							
ENG A20 H	Honors English II	B*	0.50				
MAT A31 A	Algebra II Pre-AP	B*	0.50				
MAT E41 A	Algebra III Pre-AP	D*	0.50				
SCI A21 A	Chemistry Pre-AP	C*	0.50				
HSS A21 A	West. Civ. Advanced	B*	0.50				
FAS E52	DRAWING AND PAINTING	A*	0.50				
FLF E31 A	Advanced French III	B*	0.50				
FLF E40 A	ADVANCED FRENCH IV	C*	0.50				
			4.00	Term:			
				Cumulative:			

Spring							
ENG A20 H	Honors English II	B*	0.50				
MAT A31 A	Algebra II Pre-AP	B*	0.50				
MAT E41 A	Algebra III Pre-AP	D*	0.50				
SCI A21 A	Chemistry Pre-AP	C*	0.50				
HSS A21 A	West. Civ. Advanced	B*	0.50				
FAS E52	DRAWING AND PAINTING	A*	0.50				
FLF E31 A	Advanced French III	B*	0.50				
FLF E40 A	ADVANCED FRENCH IV	C*	0.50				
			4.00	Term:			
				Cumulative:			

Total for year: 8.00
Cumulative: 16.00

Parent/
Guardian: _____

Address: _____

Social Security #: _____

Birthdate: _____

Entered: _____

Left: _____

Saint Mary's grading scale

- 94 - 100 = A
- 86 - 93 = B
- 78 - 85 = C
- 70 - 77 = D
- below 70 = F

* Transfer credit from Rocky Mount HS

* Transfer credit from Rocky Mount Senior HS

Other School _____

**Official Transcript
bears raised seal
6/7/20 10:34:47 AM
Registrar**

Saint Mary's High School Transcript



**Saint Mary's
School**

	Grade	Credits Earned	GPA Value	Quality Points		GPA		
				Weighted	Unweighted	Weighted	Unweighted	
Fall								
ENG A30	ENGLISH III	B	0.50	3	9	9		
MAT E42 A	Calculus	C	0.50	3	9	6		
SCI E61 P	AP BIOLOGY	C	0.50	3	12	6		
HSS E41 P	AP US HISTORY	B-	0.50	3	15	9		
PED E86	FIELD HOCKEY	P	0.50	0	0	0		
FLL A10	LATINI	B+	0.50	3	9	9		
			3.00	15	Term: 54	39	3.600	2.600
					Cumulative: 54	39	3.600	2.600
Spring								
ENG A30	ENGLISH III	A-	0.50	3	12	12		
MAT E42 A	Calculus	C	0.50	3	9	6		
SCI E61 P	AP BIOLOGY	AU	0.00	0	0	0		
HSS E41 P	AP US HISTORY	C+	0.50	3	12	6		
FLL A10	LATINI	C+	0.50	3	6	6		
			2.00	12	Term: 39	30	3.250	2.500
					Cumulative: 93	69	3.444	2.556
Total for year:			5.00	27				
Cumulative:			21.00	27				

Parent/
Guardian:

Address:

Social
Security #:

Birthdate

Entered: [REDACTED]

Left:

Saint Mary's grading scale

94 - 100 = A

86 - 93 = B

78 - 85 = C

70 - 77 = D

below 70 = F

* Transfer credit from Rocky Mount HS

* Transfer credit from Rocky Mount Senior HS

Other School

Official Transcript
bears raised seal

6/7/10 10:34:47 AM

[REDACTED]
Registrar

Family Information

Father's name: N/A Living Deceased

Guardian: _____ Living Deceased

Address: _____
ADDRESS CITY STATE ZIP

Home phone number: _____ Work: _____
AREA CODE AREA CODE

Occupation: _____

Attended UNC-Chapel Hill from _____ to _____; degree earned _____
YEAR YEAR

College attended (if not UNC-Chapel Hill): _____ Dates of attendance: _____

If your stepparents, grandparents or siblings attended UNC-Chapel Hill, please list the following information:

NAME	RELATIONSHIP	DATES ATTENDED	DEGREE RECEIVED?	
	<u>Grandfather</u>	<u>'48-'51, '54</u>	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
	<u>2nd Cousin</u>	<u>'56-'60, '66</u>	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
	<u>2nd Cousin</u>	<u>'65-'69, '73</u>	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
	<u>2nd Cousin</u>	<u>'54-'59, '60</u>	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

In an effort to maintain a safe learning community, we must ask the following questions of all applicants. If you answer "yes" to any of these questions, please attach your own written explanation and a statement from your legal representative summarizing the event(s) and the final disposition of your case. If, at a later date, your answer to any of these questions becomes "yes," you must notify the Office of Undergraduate Admissions in writing.

- Yes No Have you been convicted of a crime (including a class B misdemeanor but other than a minor traffic violation)?
- Yes No Have you entered a plea of guilty, a plea of no contest, a plea of nolo contendere, or an Alford plea to a criminal charge?
- Yes No Have you otherwise accepted responsibility for the commission of a crime?

The University of North Carolina at Chapel Hill

FAMILY INFORMATION (relatives who attended UNC as Chapel Hill)- continued

<u>Name</u>	<u>Relationship</u>	<u>Dates Attended</u>	<u>Degree</u>
	2nd Cousin	'68-'71	Yes
	3rd Cousin	'87-'90	Yes
	3rd Cousin	'89-'93	Yes
	3rd Cousin	Current Student	
	3rd Cousin	Current Student	
	3rd Cousin	Current Student	

School and Community

Please provide detailed information about your school and community activities in the space provided below. Attach an additional sheet if necessary but use the space provided first. Think carefully about your activities and list the ones that have meant the most during your high school years; these activities should be the ones to which you have devoted the most time and energy and to which you feel you have made the largest contribution. List your most important activities first.

ACTIVITY	GRADE(S)				HRS/WEEK				LEADERSHIP ROLES, POSITIONS HELD, HONORS AWARDED, LETTERS EARNED
	9	10	11	12	9	10	11	12	
Cheerleading	x	x			15	15			
Field Hockey			x				15		
RM Chamber Youth Leader	x	x	x	x	6	3	2	2	
Beta Club	x				5				
Latin Club			x	x			2	2	Historian

Work Experience

EMPLOYER	JOB TITLE OR DESCRIPTION	MM/YY TO MM/YY	HRS/WEEK SUMMER	HRS/WEEK SCHOOL YEAR
Poyner & Spruill	Asst./Messenger Ctr.	6/01-8/01	40	
NC Governor's Page		7/01	40 (1 week)	
NC General Assembly	House Page	6/01	40 (1 week)	

Special Recognition

Please list any honors, prizes or special recognition you have earned. If you have already included some of this information in the activities section above, please feel free to omit it here. While we are eager to learn of your accomplishments, we ask that you not send copies or originals of commendation letters, essays, award certificates, etc., since we will not be able to return them to you.

GRADE	SPECIAL RECOGNITION
12	Prefect at Saint Mary's School
12	Head SAINT (Student Association in Nurturing Tomorrow's Scholars)
10	Scholastic Art Award (Semi-finalist)
10	English-History Seminar Departmental Award

Thinking about your school and community activities, work experience and special recognition, which one of the activities listed above would you most like to be remembered for? Why?

In all my school, community, work, and other activities, I would like to be remembered as being the first Head SAINT at Saint Mary's School (Student Association in Nurturing Tomorrow's Scholars). SAINTS is the restructure of the old Admiss Club which I was a member of. I believe that SMS has helped shape the person I have become as well as thousands of other girls in the schools 160 year existance. In being the Head SAINT, I am able to give back to the school by recruiting prospective students whose lives will also be greatly affected.

Honor Statement

If you answer "yes" to any of these questions, please attach an explanation and the other documentation requested below. If, at a later date, your answer to any of these questions becomes "yes," you must notify the Office of Undergraduate Admissions and provide an explanation.

- Yes No Have you been out of school for reasons other than routine vacations, disability-related reasons or school-related activities? If you have already graduated, please explain how you have been spending your time since graduation.
- Yes No Have you ever been suspended, expelled, dismissed, or otherwise subject to any disciplinary sanction from any secondary schools or colleges? If you answer "yes," please include a statement from an appropriate school official corroborating your summary of events.

Under the University's system of self-government, each student is responsible for obeying and supporting enforcement of the Honor Code, which prohibits lying, cheating or stealing when these actions involve academic processes or University, student or academic personnel acting in an official capacity.

Students are also responsible for abiding by the Campus Code, which prohibits conducting oneself in a manner that impairs significantly the welfare or the education opportunities of others in the University community.

- Yes No I agree to uphold the Honor System.

Extracurricular Activities - continued

<u>Activities</u>	<u>Grade(s)</u>	<u>Hours/Wk</u>	<u>Positions Held, Honors Awarded ...</u>
Gatekeepers Work Camp	9	40	
RM Family Shelter	9	2	
Salvation Army	9,10,11,12	4	
Hurricane Floyd Rec. Cntr.	10	2	
Debu-ette Club	9,10,11,12		
Junior Sorority	10,11,12	1	
RM Community Theater	9,10,11,12	5 (during production)	
Dance Ballet/Pointe)	9,10	5	
Key Club	10	2	
SPURS (Spirit Club)	11	3	
Echo	12	4	
SAINTS	11,12	4	Head SAINT

Work Experience - Continued

<u>Employer</u>	<u>Job Title</u>	<u>M/Y</u>	<u>Hours</u>
Bob Meltons BBQ	Wait Staff	2/00	8 hrs/wk (summer) 4 hrs/month (school year)
Ballroom Dancing	Instructor	1/98-5/01	2 hrs/wk
SMS School Store	Sales	9/00-5/01	3 hrs/wk

Special Recognition - continued

<u>Grade</u>	<u>Special Recognition</u>
9-12	Honor Role
7	American Legion Award
7	School President
10	Social Sciences Departmental Award
10	Biology Departmental Award
10	Physical Education Departmental Award
7-12	Duke TIP Program

Applicant's Full Name:

(PLEASE PRINT)

LAST

FIRST

MIDDLE

SUFFIX

SOCIAL SECURITY NUMBER

Personal Essay

Because we do not have the opportunity to meet all applicants personally, you can help us get to know you better through this required personal essay. Please read the topic carefully. Your essay should be one page or less and should fit in the space provided on this page. If you print it on a separate sheet, please attach it in the space provided below.

Topic:

At Carolina we expect students to take on new and unfamiliar challenges, whether they're academic, cultural or extracurricular. Please tell us about a time when you faced such a challenge — a time when you felt out of place or uncomfortable in a new situation or environment. How did you respond to this challenge? Given the chance to face it again, what if anything would you do differently?

Personal Statement

When your life seems perfect, fitting you like a well-worn penny loafer and it seems as if everything will always be as easy as napping on a Sunday afternoon, the last thing anyone wants to do is change, anyone, that is, but me. For fifteen years my life was the same. Even though I was born in to a "broken home" (my parents divorcing before I reached the age of three) my life was hardly broken. The town I grew up in was a small stereotypical southern town, where both my family and I had had the same social circle all our lives. My life was constant and fulfilling, not really interrupted by the absence of my father, but leading to a tight bond with my Grandparents and an inseparable bond with my mother. However, in the spring of my sophomore year, I began to feel differently. I was involved in numerous clubs and social groups, a praised dancer, artist, and actor. I had just finished my sixth season as a cheerleader, and had already made the varsity squad. My grades sat upon a solid foundation, as I built my academic career towards my goal of achieving the International Baccalaureate Diploma. Even with all this security and these credentials, I wanted more. In touring the United States the summer before my sophomore year, I discovered there was a whole lot more "out there" than just my little corner of the world. I decided to change my life drastically, to better my existence.

What followed was a decision that changed the course of my life, making me excited but also uncomfortable at first. I chose to leave everything I had worked for and been accustomed to, and to attend Saint Mary's School, a boarding school for girls in Raleigh, North Carolina. Panic is an understatement of my feelings a few days prior to moving in my junior year. "I can't do this!" I kept telling myself. "I absolutely cannot leave the only friends I have in the world, cheerleading, and my mother! I will die of homesickness!" What kept me sane those few days was reminding myself why I was making the change; to get the most out of my education and to go as far as I can go, thus getting the most out of my life.

Amazingly enough, I acclimated unbelievably well, I felt as if I were the "missing piece" in the Saint Mary's puzzle, belonging at the school. One of the Smedes Scholars (the highest and most honorable student leadership position at the school) said I was the "ideal Saint Mary's girl." I was talkative, friendly, polite, caring, and honest. Since cheerleading was not offered at Saint Mary's, I played field hockey, which I had never done before, and ended up loving it, plus I still got to wear a skirt! And there were other benefits. After being in an all girls' environment, I am no longer intimidated by boys. Before coming to Saint Mary's, all I wanted to do was get married and have children. Now I realize what a mistake I was making! I am at a point in my life where I can say I do not want a boyfriend, because I have finally realized that I am the most important thing in my life and nothing can hold me back from my dreams. At Saint Mary's I started taking AP classes since IB was not offered, only to find out that my classes at Saint Mary's were much harder than

classes at my old high school ever were. I have learned to balance my time, take notes, take care of myself, and even wash my own clothes! Most importantly, I learned the value of a good education. Education is not just school; it is a life long experience to make individuals live richer and fuller lives, which I am now doing and will continue to do. In coming to Saint Mary's I haven't really been uncomfortable, instead I actually became comfortable in developing a sense of identity and actual self-esteem. As for my family, we're even closer, and I have made new genuine friends, who now make my old friends look shallow. At Saint Mary's I've been active and made good grades while wonderfully dealing with Attention Deficit Disorder, an illness that has plagued me my whole life. Saint Mary's has made me feel at ease with myself.

As my senior year at Saint Mary's begins, I am feeling a little uneasy. I am taking the most rigorous classes of my high school career, which I am excited about, proud of, and nervous about all at the same time. I am serving as a Prefect, the high school version of a Resident Advisor, which makes me a role model to other students. As a role model I recently did a difficult task. Just two weeks ago, I turned in one of my best friends for breaking the Saint Mary's honor code, which was one of the hardest things I have ever done, and would not have been able to do had I not come to Saint Mary's. I was also chosen as the Head SAINT (Student Association in Nurturing Tomorrow's Scholars), the top representative of Saint Mary's for recruiting and assisting prospective students, which is rewarding but very time consuming. College applications also burden me daily. All in all, as the saying goes, "this too shall pass," and I know I'm going to do just fine because I believe in myself. I only have one regret and that is not making my life altering decision earlier.



The University of North Carolina

OFFICE OF THE PRESIDENT

POST OFFICE BOX 2688, CHAPEL HILL, NC 27515-2688

MOLLY CORBETT BROAD, *President*

Telephone: (919) 962-1000 Fax: (919) 845-9695

E-mail: mbroad@ga.unc.edu

Appalachian State
University

East Carolina
University

Elizabeth City
State University

Fayetteville State
University

North Carolina
Agricultural and
Technical State
University

North Carolina
Central University

North Carolina
School of
the Arts

North Carolina
State University
at Raleigh

University of
North Carolina
at Asheville

University of
North Carolina
at Chapel Hill

University of
North Carolina
at Charlotte

University of
North Carolina
at Greensboro

University of
North Carolina
at Pembroke

University of
North Carolina
at Wilmington

Western Carolina
University

Winston-Salem
State University

An Equal Opportunity/
Affirmative Action
Employer

October 1, 2000

Office of Undergraduate Admissions
The University of North Carolina
at Chapel Hill
CB 2200, Jackson Hall
Chapel Hill, North Carolina 27599-2200

Dear Admissions Officer:

I write to endorse the application of [REDACTED] a graduate of Rocky Mount Senior High School and currently a senior at St. Mary's School in Raleigh, North Carolina. [REDACTED]'s interest was brought to my attention by her grandfather, [REDACTED] who I know both personally and professionally.

[REDACTED]'s high school scholastic and academic performance suggests that she is highly motivated with great potential to excel at the University of North Carolina at Chapel Hill. Her GPA at Rocky Mount Senior High School was 4.1, and she ranked 22nd in her class of 455 students. [REDACTED] held several student leadership positions in addition to participating in many extra-curricular activities (The Art Club, Ballroom, Ballet, and Pointe dancing, and cheerleading).

I have had the opportunity to enjoy [REDACTED]'s company on several occasions and have found her to be bright and engaging. Her family's impeccable character gives me every confidence in support of her application for admission, and I recommend her without reservation.

Please contact me if I can be of additional assistance.

Sincerely,

Molly Corbett Broad



State of North Carolina
Office of the Lieutenant Governor

BEVERLY EAVES PERDUE
LIEUTENANT GOVERNOR

310 NORTH BLOUNT STREET
20401 MAIL SERVICE CENTER
RALEIGH, NC 27699-0401

October 6, 2000

TELEPHONE: (919) 733-7350
FAX: (919) 733-6595
e-mail: bperdue@ncmail.net

[REDACTED]
The Office of Undergraduate Admissions
The University of North Carolina at Chapel Hill
Jackson Hall 153 / Campus Box 2200
Chapel Hill, NC 27514-2200

Dear [REDACTED]

I am writing to recommend [REDACTED] for admissions to The University of North Carolina at Chapel Hill.

I have known [REDACTED] and her family for many years. Her Grandfather [REDACTED] served with me on the Board of Vistors at UNC. They are community leaders in Rocky Mount and very well respected. Recently I was able to spend time with [REDACTED] when she served my office as a Governor's Page.

[REDACTED] has an impressive background. She has a superb academic record and is a member of the Beta and Latin Clubs. As a senior at St. Mary's High School, she excels in her extra-curricular activities. She is the first head *SAINT* at Saint Mary's School Student Association in nurturing tomorrow's scholars. She was also elected by the faculty to fill a leadership role known as a "St. Mary's prefect."

I believe that she will be most successful in her endeavors and that the University would be proud to have her as a student. I give my highest recommendation to her application.

Sincerely,

Beverly E. Perdue

BEP: mmf



R 2 R



SAINT MARY'S SCHOOL

Ph.D.

Humanities and Social Sciences Department

900 Hillsborough Street ♦ Raleigh, North Carolina 27603-1689

Telephone: [REDACTED] ♦ FAX: [REDACTED] ♦ E-Mail: [REDACTED]

November 12, 2000

Office of Undergraduate Admissions
University of North Carolina at Chapel Hill
CB#2200, Jackson Hall
Chapel Hill, NC 27599-2200

To the Director of Admissions:

[REDACTED] has asked me to write her a letter of recommendation in support of her application to the University as a freshman. I have known [REDACTED] since she enrolled at Saint Mary's in the fall of [REDACTED]. She is currently in one of my courses, Western Religious Thought, a required course that students take in their 11th or 12th grade year.

In that course, [REDACTED] is reading, discussing, and writing about such books as Plato's *Symposium*, Kierkegaard's *Fear and Trembling*, Freud's *The Future of an Illusion*, and Huxley's *Brave New World*. In all of her coursework, she demonstrates solid abilities as a student. She listens very carefully to classroom discussion and makes perceptive observations. Her writing skills are strong and she is improving them over the course of the semester. In her papers, she adopts very naturally and adeptly the vocabulary and perspective of the writer. I commented in her first quarter grade report that she has the makings of a philosophy major, and I think that is true because she handles ideas with ease. And she enjoys a good argument in the best sense of the word. She thinks clearly and logically, but can also see new ideas and connections between ideas quickly. As for her majoring in philosophy, I seem to have her intrigued and her mother alarmed. Both of them at least have been interested to know what a philosophy major does. What I think [REDACTED] would do as one (whether she does or not) would be to bloom as an independent thinker. She will do this no matter what she studies.

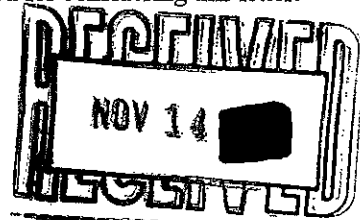
She is a mature and responsible person who is well regarded by her peers and the faculty here. She has a good sense of humor and she does very well in our boarding program, so I do not think she will have any difficulty adjusting to college life.

[REDACTED] has a very high potential as a student. She is well motivated in her academic work and she is very likely to be active in campus programs. She will make a positive contribution to the life of the University, and I give her a very strong recommendation. She is in the top 10% of students I have known at Saint Mary's over the last twenty three years.

Please contact me if I may be of further help to you. Thank you for considering this letter.

Sincerely,

[REDACTED]
[REDACTED]
[REDACTED] Professor of Humanities



[REDACTED] INC.

LOCATION

ONE FEDERAL SQUARE
SUITE 201

MAILING ADDRESS

TELEPHONE NUMBERS

ACCESS NUMBERS

October 1, 20

Office of Undergraduate Admissions
The University of North Carolina
Jackson Hall 153 / Campus Box 2200
Chapel Hill, NC 27514-2200

The purpose of this letter is to recommend the acceptance of [REDACTED] for admission into the class of [REDACTED] at UNC-CH. The **first thing** you should know, beyond the stated purpose, is that this student is my granddaughter; and if it is inappropriate for me to write this letter you may dispose of it accordingly. However, if I did **not think** she is a **good candidate** I do hope you will believe that I **would not recommend** her.

[REDACTED]'s academic record will match up well with the expectations you have for incoming freshmen. St. Mary's does not have a student-order-rank system, but does place students within a quintile-ranking system. [REDACTED] falls within the top quintile among her 65 senior class peers. When she left Rocky Mount Senior High School following her sophomore year, she ranked number 22 within a class of 455. St. Mary's School has a rich academic tradition, a standard of behavior and discipline and a level of expectations that fosters and promotes high academic achievement. One would expect nothing less from a school with one hundred and sixty years of academic tradition.

The number and variety of [REDACTED]'s extra-curricula activities are impressive. Those activities began by assisting her mother and grandfather at a Salvation Army Bell Ringing session at the age of 3-1/2. What she learned from that and other early experiences has carried over, and will continue to carry over in her still-young life.

Blood lines aside, and with humility and honor, I do enthusiastically recommend her acceptance to The University of North Carolina.

Sincerely,

[REDACTED]
UNC-CH '51



SAINT MARY'S SCHOOL

RECOMMENDATION FOR [REDACTED]

[REDACTED] is the type of young woman who has learned how to overcome obstacles with focus and determination beyond her years. Her positive outlook and kind-heartedness are the strong character traits that make [REDACTED] well respected by both her peers and the faculty here at Saint Mary's School. As her Academic and College Counselor, I am pleased to write her a letter of recommendation for early decision admission to the University of North Carolina – Chapel Hill.

[REDACTED]'s focus and determination is apparent in her decision to come to Saint Mary's School at the beginning of her junior year. For two years prior, [REDACTED] was enrolled at Rocky Mount High School. During that time she was enrolled in honors and advanced courses and was earning a strong 3.869 grade point average. She decided on her own that she wanted to forge her independence and strengthen her academic curriculum. With that decision, [REDACTED] became a boarding student at Saint Mary's School in the fall of 2000. Her decision would be put to the test after only one semester.

Right before the start of the spring semester, junior year, [REDACTED] became ill and missed almost three weeks of school. She was trying to carry a full load of honors and Advanced Placement courses, make up work and recover from her illness. She was able to turn in much of her missed work in most of her courses but she had missed too many labs in AP Biology that could not be made up. The administration offered [REDACTED] the option of dropping AP Biology and taking either a lighter course or no course at all. Because of her Attention Deficit documentation and all the missed class time, they felt that taking an under load would be to her benefit. However, [REDACTED] knew differently. To the surprise of many, [REDACTED] asked if she could stay in AP Biology so that she could satisfy her interest in the material. The administration explained that to stay in the course, she would be expected to complete all the work that every other student was completing yet not receive a grade or credit for the course. She accepted those rules, stayed in the course and completed all the work involved. Her grade point average for her junior year suffered slightly due to her illness but her cumulative three-year grade point average is a 3.8. [REDACTED] did not choose the easy way out. I am proud to say that her integrity and character would not allow it.

Involved does not even come close to describing the depth of [REDACTED] activities. As you can see by her application, she has always given her time to the fine arts but since coming to Saint Mary's School, she has tried things (field hockey) she never thought she would and won leadership awards (Dorm Prefect) she always knew she could. Her desire to involve herself in activities that spark her passions has shown her maturity and has allowed her to come into her own. Her potential shows no limits.

[REDACTED] is a young woman who is so much more than what can show up on a paper application or in test scores. She is vibrant, hard working and ethical. She thinks for herself and is not afraid to do the unexpected academically in order to pursue her love of learning. I enthusiastically recommend [REDACTED] for admission to the University of North Carolina – Chapel Hill. I see her blossoming in your challenging yet nurturing academic environment.

Sincerely,

[REDACTED]
Academic and College Counselor

900 Hillsborough Street • Raleigh, North Carolina 27603-1689



SAINT MARY'S SCHOOL

COLLEGE COUNSELING OFFICE

Letter of recommendation for [REDACTED]

[REDACTED] was in my eleventh-grade American Literature class last year at Saint Mary's School. She showed remarkable sophistication in her critical thinking skills and her ability to understand and interpret literature. Not only did [REDACTED] ask pertinent questions of the texts we read, but she seemed to understand them on a deeper, more instinctive level that caused her to come up with original and convincing interpretations of characters, symbols, etc. She is a natural when it comes to literature. She was no less capable than her teacher in grappling with themes and issues that arose from such novels as The Scarlet Letter, Huckleberry Finn, and The Awakening.

[REDACTED] also has an excellent eye for poetry. Unlike most high school students her age, she recognizes the multiple interpretations and ideas that can come out of a single text. She never asked for the "right answer" (as though I held the key in my hand). I enjoyed her enthusiasm and sharp mind, and I often took my own notes on the insights she generated. Her intellectual curiosity often led [REDACTED] to do more than the required homework or reading.

[REDACTED] does need to work on her writing to make it flow as clearly as possible. However, I am convinced that her written ideas are sometimes not as clear as they could be due to her sheer ability to see so many levels and nuances of meaning and language. She gets along well with her peers and she has a positive, vibrant attitude. She would be an asset to any English class.

Sincerely,

[REDACTED]
[REDACTED]
English instructor
Saint Mary's School
Raleigh, NC

[REDACTED]

How would you compare the applicant to his or her entire class? (Check one box only.)

	AVERAGE (OR BELOW)	GOOD (ABOVE AVERAGE)	EXCELLENT (TOP 15% THIS YEAR)	OUTSTANDING (TOP FEW THIS YEAR)
Difficulty of student's academic course program compared to that of other students	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Intellectual capacity	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Character and personality	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Commitment to public service	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Impact s/he has made at school	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Ability to interact with different groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Please share any thoughts about this student that you believe would be useful to us in making a decision about the admission of this applicant. Write it here or send a separate recommendation with this form. Please note that your comments are very helpful in identification of scholarship recipients.

Please review recommendation.

Dear Counselor: We will notify freshman candidates regarding the status of their application according to the following schedule: (Please note that notification can be delayed if certain information is withheld.)

Since course difficulty, performance and school information are three very important aspects of our review, we will need:

- 1) high school transcript showing senior year course selection and ✓
- 2) current high school profile. ✓

	DEADLINE	NOTIFICATION BY
Early Decision	October 15	December 3
Regular Admission	November 15	January 31
Final Deadline	January 15	March 29

Students who submit their applications by January 4 will receive the fullest consideration for merit scholarships and the Honors Program.

Although we encourage students to include all application materials in the return envelope, please feel free to send the transcripts and recommendations separately if that is the policy of your school.

Counselor's Statement should be returned to:
Office of Undergraduate Admissions
University of North Carolina at Chapel Hill
CB #2200, Jackson Hall
Chapel Hill, NC 27599-2200
Phone: 919-966-3621

Counselor or adviser signature: [Redacted]

Date: [Redacted]

Counselor or adviser name: (please print) [Redacted]

Email address: [Redacted]

Phone: [Redacted]

Fax: [Redacted]

School name: *Saint Mary's*

School's College Board code: [Redacted]