

APPLICANT

Legal Name Leavitt Mary Ann
Last Name, Sur- (enter name exactly as it appears on official documents) *Last Given* *Middle (optional)* *Initials*

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

Birth Date 04/23/1994 Female Male US Social Security Number, if any 573 55 0880
DD/M/YY *Required for US Citizens and Permanent Residents applying for Admission and Financial Aid*

Preferred Telephone Home Cell Home (302) 831-8001 Cell (____) _____
Area Country, City, Code *Area Country, City, Code*

E-mail Address Lima4533@msn.com IM Address _____

Permanent home address 2192 Lorraine Drive
Number & Street

Wilmington DE U.S.A. 19714
City/Town *County or Parish* *State/Province* *Country* *ZIP/Postal Code*

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

Current mailing address _____
Number & Street *Apartment #*

City/Town *County or Parish* *State/Province* *Country* *ZIP/Postal Code*

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

FUTURE PLANS

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

College Fairbrook University Deadline 01/15/2012
Country, City, State *Month/Day/YY*

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

Decision Plan Regular Decision

Academic Interests English, Political Science, Photography

Career Interest Undecided

Do you intend to apply for need-based financial aid? Yes No

Do you intend to apply for merit-based scholarships? Yes No

Do you intend to be a full-time student? Yes No

Do you intend to enroll in a degree program your first year? Yes No

Do you intend to live in college housing? Yes

What is the highest degree you intend to earn? Bachelors

DEMOGRAPHICS

Citizenship Status U.S. Citizen

Non-US Citizenship _____

Birthplace Wilmington DE U.S.A.

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

Language Proficiency (Check all that apply.)

English	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

Religious Preference _____

US Armed Services veteran status _____

1. Are you Hispanic/Latino?
 Yes, Hispanic or Latino (including Spain) No If yes, please describe your background. _____

2. Regardless of your answer to the prior question, please indicate how you identify yourself. (Check one or more and describe your background.)

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

Asian (including Indian subcontinent and Philippines) _____

Black or African American (including Africa and Caribbean) _____

Native Hawaiian or Other Pacific Islander (Original Peoples) _____

White (including Middle Eastern) _____

FAMILY

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

Household

Parents' marital status (relative to each other): Never Married Married Civil Union/Domestic Partners Widowed Separated Divorced (date 07/1996)

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

If you have children, how many? _____

Parent 1: Mother Father Unknown

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

Leavitt Ruth M Ms.
Last Name, First Middle Initial, Mr., Mrs., Ms., Dr.

Country of birth U.S.A.

Home address **if different** from yours

Preferred Telephone: Home Cell Work (302) 831-8001
Area Code City Code

E-mail ruthiel@juno.net

Occupation Teacher (elementary)

Employer Wilmington Elementary School

College (if any) University of Nebraska, Lincoln CEEB 6877

Degree Bachelors Year 1983

Graduate School (if any) University of Nebraska CEEB 6877

Degree Masters Year 1985

Legal Guardian (if other than a parent)

Relationship to you _____

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

Country of birth _____

Home address **if different** from yours

Preferred Telephone: Home Cell Work (_____) _____
Area Code City Code

E-mail _____

Occupation _____

Employer _____

College (if any) _____ CEEB _____

Degree _____ Year _____

Graduate School (if any) _____ CEEB _____

Degree _____ Year _____

Parent 2: Mother Father Unknown

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

Leavitt Wayne C. Mr.
Last Name, First Middle Initial, Mr., Mrs., Ms., Dr.

Country of birth U.S.A.

Home address **if different** from yours
unknown

Preferred Telephone: Home Cell Work (_____) _____
Area Code City Code

E-mail unknown

Occupation Writer or journalist

Employer unknown

College (if any) University of Nebraska, Lincoln CEEB 6877

Degree Bachelors Year 1983

Graduate School (if any) _____ CEEB _____

Degree _____ Year _____

Siblings

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

Name Age or Grade No. of Siblings

College Attended _____ CEEB _____

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

Name Age or Grade No. of Siblings

College Attended _____ CEEB _____

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

Name Age or Grade No. of Siblings

College Attended _____ CEEB _____

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

EDUCATION

Secondary Schools

Most recent secondary school attended Eleanor Roosevelt High School

Entry Date 09/2008 Graduation Date 06/03/2012 School Type: Public Charter Independent Religious Home School

Address 1 Main Street CEEB/ACT Code 080164

Wilmington DE U.S.A. 19714

Counselor's Name Mr John Tassi Counselor's Title Counselor

E-mail tassi_john@erosevelt.hs.edu Telephone (302) 832-1000 2724 Fax (302) 832-1101

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

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

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

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

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

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

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

ACADEMICS

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

Grades Class Rank 55 Class Size 414 Weighted? Yes No GPA 3.51 Scale 4,0 Weighted? Yes No

ACT Exam Dates: _____ Best Scores: _____

COMP	mm/yyyy	English	mm/yyyy	Math	mm/yyyy
Reading	mm/yyyy	Science	mm/yyyy	Writing	mm/yyyy

SAT Exam Dates: 05/2011 Best Scores: 650 05/2011 600 05/2011 670 05/2011

Critical Reading	mm/yyyy	Math	mm/yyyy	Writing	mm/yyyy
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TOEFL/IELTS Exam Dates: _____ Best Score: _____

Test	Score	mm/yyyy
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AP/IB/SAT Subjects	Best Scores: (per subject, so far)	SAT Math Level 1C	Score	06/2011	SAT Chemistry	Score
		Type & Subject	610	mm/yyyy	Type & Subject	590
		Type & Subject		mm/yyyy	Type & Subject	
		Type & Subject		mm/yyyy	Type & Subject	
		Type & Subject		mm/yyyy	Type & Subject	

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

Full Year/First Semester/First Trimester	Second Semester/Trimester	Third Trimester <i>or additional first/second term courses if more space is needed</i>
Pre-Calculus .5	Pre-Calculus .5	
English Honors .5	English Honors .5	
Physics Honors .5	Physics Honors .5	
Economics .5	Psychology .5	
Advanced Photography .5	Advanced Photography .5	

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

Grade level or post-graduate (PG)	Honor	Highest Level of Recognition			
		S	S/R	N	I
9 10 11 12 PG <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Honor Roll	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Fine Arts Award: Photography	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

EXTRACURRICULAR ACTIVITIES & WORK EXPERIENCE

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

Grade level or post-graduate (PG)	Approximate time spent		When did you participate in the activity?		Positions held, honors won, letters earned, or employer	if applicable, do you plan to participate in college?
	Hours per week	Weeks per year	School year	Summer/ School Break		
<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>	10	45	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Varsity Captain WYSO, CYSA, Varsity Letters 10, 11, 12 compete in high school & club soccer	<input checked="" type="checkbox"/>
Activity	JV/Varsity Soccer					
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>	6	14	<input checked="" type="checkbox"/>	<input type="checkbox"/>	AYSO Youth Soccer Coach coached a team of girls grades 5-7	<input type="checkbox"/>
Activity	Community Service Volunteer					
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	2	40	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Amnesty International Club Vice President organized club activities	<input checked="" type="checkbox"/>
Activity	Community Service Volunteer					
<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	40	6	<input type="checkbox"/>	<input checked="" type="checkbox"/>	YMCA Summer Camp Counselor supervised group of 15 girls	<input type="checkbox"/>
Activity	Work (paid)					
<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>	10	12	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Varsity Letters 11 & 12 active player	<input type="checkbox"/>
Activity	JV/Varsity Volleyball					
<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>	6	20	<input checked="" type="checkbox"/>	<input type="checkbox"/>	YMCA Youth in Government participant leadership training	<input type="checkbox"/>
Activity	Other Club/Activity					
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	10	40	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	YMCA Receptionist worked at front desk	<input type="checkbox"/>
Activity	Work (paid)					
<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	10	12	<input checked="" type="checkbox"/>	<input type="checkbox"/>	YMCA Basketball Referee refereed girls basketball league games	<input type="checkbox"/>
Activity	Work (paid)					
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>
Activity						
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>
Activity						

WRITING

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

This past semester I spent my Wednesday and Friday afternoons and Saturday mornings coaching a soccer team. It was a team of 5th, 6th, and 7th grade girls. I chose originally to become a coach because it was the league I had grown up playing in. It was an incredible learning experience to watch this team of virtual strangers grow to depend on each other as teammates and friends. It was difficult. There was constant frustration and questioning in my mind of what insane moment had driven me to sign up for this coaching position. In the end, though, as I sat eating pizza at the end-of-season party, I realized how important the time and energy I had spent with these girls had been. I had enhanced my team with their love for soccer, and proved myself a worthwhile coach. I was proud at the end of the season not only because my team had won their division, but because all of the girls wanted me to return next season.

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

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

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

Disciplinary History

- ① Have you ever been found responsible for a disciplinary violation at any educational institution you have attended from the 9th grade (or the international equivalent) forward, whether related to academic misconduct or behavioral misconduct, that resulted in a disciplinary action? These actions could include, but are not limited to: probation, suspension, removal, dismissal, or expulsion from the institution. Yes No
- ② Have you ever been adjudicated guilty or convicted of a misdemeanor, felony, or other crime? Yes No
[Note that you are not required to answer "yes" to this question, or provide an explanation, if the criminal adjudication or conviction has been expunged, sealed, annulled, pardoned, destroyed, erased, impounded, or otherwise ordered by a court to be kept confidential.]

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

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

SIGNATURE

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

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

Required Signature

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

Signature 

Date **12/05/2011**

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

COMMON APPLICATION ESSAY FOR MARY ANN LEAVITT

It was the middle of a soccer game in the first grade that I realized my mother and I weren't the typical family. For some reason I looked over at the sidelines to see who was watching our game. My father was absent from the collection of dads that stood on the sideline exercising their vocal cords whenever their daughters came within a breathe of the ball.

It was a parental duty to stand alongside the soccer field and feign involvement. What struck me at this particular game were all the mothers standing slightly removed, pretending they knew what was going on. Sports were never really my mother's thing. She came, however, dutifully each and every Saturday morning. It wasn't until that morning that I realized she was in essence trying to stand in for two people.

My mom told me often that if my dad was around he would have coached my soccer team. It made me bitter to think he could just leave without, what seemed to me, a second thought. Father's Day wasn't a holiday circled in red ink on our calendar, a holiday that should have been important in a daughter's life. It was frustrating to see my dedication to the art projects produced for that day find homes only on my grandparents' laundry room wall. Even in my child's mind I didn't miss the attempts my mother made to place me in classrooms with male teachers so I could have a male role model in my life.

The more I developed a love for soccer, the more I wished I had someone that shared my love of sports. My mother cared and tried to be there. Deprivation wasn't the problem. It was just that by the time I was fifteen and had been playing soccer for ten years, my mom still didn't understand the position I played. As I got older, I got angrier. I wondered what it would be like to have my father around. Much of my life was spent trying to prove that I would have been worthy of his attendance in my life.

High school alleviated a substantial amount of the bitterness. Because parents fade into a crowd of spectators, I no longer concentrated on playing for someone who would never be on my sideline. Also at that time, laryngitis seemed to strike the vocal fathers, and their positions were replaced by coaches. This lessened the impact fathers had toward the players on the field and my resentment that my father wasn't present. Energy was precious, and it was better spent looking forward instead of being chained to past hurts.

Honestly, though, my father was the initial force that drove me to go forward. It was that first bitterness that made me want to achieve all for this man, to prove I was an acceptable person. Now it is my own strength that moves me to achieve my goals, not for the father that I never had, but for myself.

I cannot deny that he is a part of me any more than I can give him all the credit. I carry his outspokenness, intensity and stubbornness, I am told. Mostly though, I seem to be headed in a direction identical to the one he took when he was my age. I share his passion for writing, poetry, language, and the pursuit of a career somewhere within the literary realm. I am fascinated by his impact on me when words between the two of us were last spoken when I was a toddler. If I were to see him now, it would be to thank a fleeting acquaintance for his unintended guidance.

I've played soccer now for twelve years. Out of habit, I still look to the sideline every game I play to see who is watching. Glances to the watchful are as natural as playing the ball. The eyes of a man considered my father exist somewhere, but seeking them out belongs in the past. It is the present where I focus my attention, and the future I look to meet.

Supplement: Why Fairbrook?

Fairbrook is a perfect school in my eyes because it combines everything that I am looking for in a university. Its location, size, academic programs and athletics are all very appealing to me. I'm looking for a school of around 4,000 students, and its sports teams include some of the best in the nation. I can really see myself living there for four years. I know the weather isn't always nice, but the campus is gorgeous no matter what season. I love how the campus is extremely outdoors oriented, and the classrooms are really nice in that they are focused on being discussion-based. Because of the location, size, athletics and opportunities to find my passion, Fairbrook seems like the best place to continue my education.

ELEANOR ROOSEVELT HIGH SCHOOL TRANSCRIPT

STUDENT NAME: Mary Ann Leavitt

GRADE 9	GRADE 11																																										
SEMESTER 1	SEMESTER 1																																										
<table style="width: 100%; border-collapse: collapse;"> <tr><td>Theatre 1</td><td style="text-align: center;">A-</td><td style="text-align: center;">5.00</td></tr> <tr><td>Lit Style</td><td style="text-align: center;">B</td><td style="text-align: center;">5.00</td></tr> <tr><td>World History</td><td style="text-align: center;">A-</td><td style="text-align: center;">5.00</td></tr> <tr><td>Algebra 1A</td><td style="text-align: center;">B</td><td style="text-align: center;">5.00</td></tr> <tr><td>Physical Education 13</td><td style="text-align: center;">A</td><td style="text-align: center;">5.00</td></tr> <tr><td>Science 1</td><td style="text-align: center;">A-</td><td style="text-align: center;">5.00</td></tr> <tr><td>Spanish 1</td><td style="text-align: center;">A-</td><td style="text-align: center;">5.00</td></tr> </table>	Theatre 1	A-	5.00	Lit Style	B	5.00	World History	A-	5.00	Algebra 1A	B	5.00	Physical Education 13	A	5.00	Science 1	A-	5.00	Spanish 1	A-	5.00	<table style="width: 100%; border-collapse: collapse;"> <tr><td>Creative Writing 11</td><td style="text-align: center;">A</td><td style="text-align: center;">5.00</td></tr> <tr><td>US History</td><td style="text-align: center;">B+</td><td style="text-align: center;">5.00</td></tr> <tr><td>Algebra 2/Trig Honors</td><td style="text-align: center;">B-</td><td style="text-align: center;">5.00</td></tr> <tr><td>Chemistry 1A</td><td style="text-align: center;">B</td><td style="text-align: center;">5.00</td></tr> <tr><td>Spanish 3</td><td style="text-align: center;">C+</td><td style="text-align: center;">5.00</td></tr> <tr><td>Advanced Photo</td><td style="text-align: center;">A</td><td style="text-align: center;">5.00</td></tr> <tr><td>Physical Education Waive 1</td><td style="text-align: center;">NM</td><td style="text-align: center;">0.00</td></tr> </table>	Creative Writing 11	A	5.00	US History	B+	5.00	Algebra 2/Trig Honors	B-	5.00	Chemistry 1A	B	5.00	Spanish 3	C+	5.00	Advanced Photo	A	5.00	Physical Education Waive 1	NM	0.00
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Eleanor Roosevelt High School

1 Main Street, Wilmington, DE 19714

High School Profile

Type of School/Accreditation: Public High School, accredited by the Middle States Association of Schools and Colleges

Enrollment: 1,800 in grades 9-12

Curriculum: College preparatory and comprehensive.

Graduation requirements:

- 4 years English
- 3 years Mathematics
- 2 years Science
- 2 years Foreign Language
- 1 year American History
- 2 years Physical Education
- 1 year Health

A.P. courses in Physics, Chemistry, Biology, Computer Science, U.S. History, European History, and English

Standardized Tests: Middle 50% of SAT scores:
Critical Reading: 480-650
Math: 490-680
Writing: 470-650

12 National Merit Semifinalists, 15 Commended Scholars

College Matriculation: 60% attend 4-year colleges, and about half of these attend the University of Delaware. Among the private colleges and universities that have attracted Eleanor Roosevelt High School students in the greater numbers in the last four years are: Amherst College, Boston University, Brown University, Cornell University, Drew University, Fairbrook University, Franklin & Marshall College, Georgetown University, Hamilton College, Lafayette College, Lehigh University, U. of Pennsylvania, RPI, Rutgers University, Yale College

TO THE APPLICANT

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

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

Birth Date 4/23/1994 CAID (Common App ID) 573-55-0800
mm/dd/yyyy

Address 2192 Lorraine Drive Wilmington DE U.S.A. 19714
Number & Street Apartment # City/Town State/Province Country ZIP/Postal Code

School you now attend Eleanor Roosevelt High School CEEB/ACT Code 080164

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


Full Year/First Semester/First Trimester	Second Semester/Second Trimester	Third Trimester <small>or additional first/second term courses if more space is needed</small>
Pre-Calculus .5	Pre-Calculus .5	
English Honors .5	English Honors .5	
Physics Honors .5	Physics Honors .5	
Economics .5	Psychology .5	
Advanced Photography .5	Advanced Photography .5	

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

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

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

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

Required Signature  _____ Date 12/05/11

TO THE SECONDARY SCHOOL COUNSELOR

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

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

Signature  _____ Date 12/15/2011
mm/dd/yyyy

Title Guidance Counselor School Eleanor Roosevelt High School

School Address 1 Main Street Wilmington DE U.S.A. 19714
Number & Street City/Town State/Province Country ZIP/Postal Code

School Website Address www.eroosevelt.hs.edu

Counselor's Telephone (302) 832-1000 2724 Counselor's Fax (302) 832-1101
Area/Country/City Code Number Ext. Area/Country/City Code Number

School CEEB/ACT Code 060167 Counselor's E-mail tassi_john@eroosevelt.hs.edu

Background Information

Class Rank 55 Class Size 414 Covering a period from 09/2008 to 06/2011
(mm/yyyy) (mm/yyyy)

The rank is weighted unweighted. How many additional students share this rank? 3

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

Cumulative GPA: 3.51 on a 4.0 scale, covering a period from 09/2008 to 06/2011
(mm/yyyy) (mm/yyyy)

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

Highest GPA in class 4.0 Graduation Date 06/03/2011
(mm/dd/yyyy)

Percentage of graduating class immediately attending: 60% four-year 35% two-year institutions

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

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

Is the applicant an IB Diploma candidate? Yes No

Are classes taken on a block schedule? Yes No

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

- most demanding
 very demanding
 demanding
 average
 below average

How long have you known this student and in what context? Two years as her guidance counselor

What are the first words that come to your mind to describe this student? bright, creative, idealistic, talented, dedicated, articulate

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	X	
Personal qualities and character						X	X
OVERALL							X

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

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

Please see letter of recommendation.

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

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

Yes No School policy prevents me from responding.

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

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

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

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

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

Eleanor Roosevelt High School

1 Main Street, Wilmington, DE 19714

Guidance Counselor Evaluation of Mary Ann Leavitt

Idealistic, energetic, and passionate, Mary Ann sees injustices and works to eliminate them. She is outgoing and social, a good friend; she's self-reliant and independent. She is visually perceptive and artistic, expressing her feelings through writing and photography.

Academically, Mary Ann has taken a demanding program, but an average one for Roosevelt. A pretty normal student, she gets excited about subjects of greatest interest to her (English, history, photography) and show less enthusiasm about areas she isn't as interested in (math, science). Gifted in the language arts, she writes and speaks eloquently. Mary Ann's writing is straightforward, intelligent and sensitive. She writes material that tugs at your heartstrings. She loves to read; she is very knowledgeable about authors and style. She can talk about Fitzgerald and Hemingway, but also about modern Spanish and Indian writers. We had a fascinating talk about the hidden meaning in Gabriel Garcia Marquez' *One Hundred Years of Solitude*. Her ability to understand subtleties is impressive. She pointed out a few things I had missed.

In U.S. History, Mary Ann was passionate and definitely outspoken. She has strong ideas about right and wrong. She is not radical or strident, but she speaks authoritatively and her classmates do listen. She wants to make the world a better place and wants her learning to have purpose, so she applied for and was accepted into the YMCA Youth in Government program, where she had six months of intensive training in governmental procedures and leadership. At the conclusion, the group went to Dover to meet legislators and convene a mock government. She was chosen to speak to 500 high school students on the pros and cons of the death penalty. Her presentation was quite impressive, I am told.

A believer in outreach, Mary Ann volunteers in the Youth Community Service program writing letters for Amnesty International and driving teens for Saferide. She has participated in sports all four years. Again, wanting to put her training to use, she volunteered this fall to coach AYSO to 5th/6th-grade girls. She has also worked as a camp counselor. She is a talented photographer who won a departmental award for her efforts last year.

Mary Ann has strong personal and social values, especially valuing self-respect. She is not pretentious, and she will let you know if you have offended her; however, she doesn't hold grudges and has a balanced outlook on life. Mary Ann's air of independence may be protection against the hurt from her father's abandonment of the family. Mary Ann is involved in life, and I believe she will make an excellent college student. I recommend her for admission to Fairbrook.

John Tassi
Guidance Counselor



TO THE APPLICANT

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

Legal Name Leavitt Mary Ann Female
Last/Family/Sur (Enter name *exactly* as it appears on official documents.) First/Given Middle (complete) Jr., etc. Male

Birth Date 04/23/1994 CAID (Common App ID) 573-55-0880
mm/dd/yyyy

Address 2192 Lorraine Drive Wilmington DE U.S.A. 080164
Number & Street Apartment # City/Town State/Province Country ZIP/Postal Code

School you now attend Eleanor Roosevelt High School CEEB/ACT Code 080164

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

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Required Signature  _____ Date 10/20/2011

TO THE TEACHER

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

Teacher's Name (Mr./Mrs./Ms./Dr.) Ms. Robin Stevens, Assistant Principal Subject Taught Math
Please print or type

Signature  _____ Date 11/10/2011
mm/dd/yyyy

Secondary School Eleanor Roosevelt High School

School Address 1 Main Street Wilmington DE U.S.A. 19714
Number & Street City/Town State/Province Country ZIP/Postal Code

Teacher's Telephone (302) 832-1000 2488 Teacher's E-mail stevens_robin@erosevelt.hs.edu
Area/Country/City Code Number Ext.

Background Information

How long have you known this student and in what context? 4 years as academic advisor, teacher, and soccer fan

What are the first words that come to your mind to describe this student? bright, tenacious, hard-working, athletic

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

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

Algebra II/Trigonometry Honors

EVALUATION Please write whatever you think is important about this student, including a description of academic and personal characteristics. We are particularly interested in the candidate's intellectual promise, motivation, maturity, integrity, independence, originality, initiative, leadership potential, capacity for growth, special talents, enthusiasm, concern for others, respect accorded by faculty, and reaction to setbacks. We welcome information that will help us to differentiate this student from others.

Mary Ann is tenacious--academically, athletically tenacious. She is someone who sets a goal and confidently, constantly works to achieve it. She is not put off by criticism or discouraged by anything.

This is a quality which I didn't fully appreciate until I taught Mary Ann last year in Algebra/Trig. Honors. As her academic administrator, I had over the years worked often with her in planning her schedule, charting her progress, and generally keeping tabs on her. So I knew her to be a bright, hard-working, reliable student. Math, however, had not been her strongest field and I was reluctant to admit her into my Honors-level class, where competition would be fierce. I did, however, and I was never sorry to see her in the class. She probably improved her math more than any other student during the year--primarily because she is so teachable, so ready to apply what she learns, so ready to work. This is, by the way, precisely what her soccer coach says of her, that Mary Ann is bent on developing herself and is remarkably receptive to advice and instruction.

If her tenacity is not at first obvious, it is because Mary Ann is not prone to self promotion. She is quiet, unlikely to draw attention to herself, content to take care of business and let others take the limelight. Her consistency and reliability may have gone unnoticed at first, but the results of her substantial efforts were soon clear, and she developed into a very competent math student.

By the end of her junior year, I had become as great a fan of Mary Ann's in the classroom as I had always been a fan of her on the soccer field. I do believe that Mary Ann is capable of great things.

RATINGS

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

	<i>No basis</i>	<i>Below Average</i>	<i>Average</i>	<i>Good (above average)</i>	<i>Very Good (well above average)</i>	<i>Excellent (top 10%)</i>	<i>Outstanding (top 5%)</i>	<i>One of the top few encountered in my career</i>
Creative, original thought					X			
Motivation						X		
Self-confidence						X		
Independence, initiative					X			
Intellectual ability					X			
Academic achievement						X		
Written expression of ideas						X		
Effective class discussion					X			
Disciplined work habits						X		
Potential for growth						X		

CONFIDENTIALITY We value your comments highly and ask that you complete this form in the knowledge that it may be retained in the student's file should the applicant matriculate at a member college. In accordance with the Family Educational Rights and Privacy Act of 1974, matriculating students *do* have access to their permanent files, which may include forms such as this one. Unless required by state law, colleges may not provide access to admission records to applicants, those students who are denied admission, or those students who decline an offer of admission. Again, your comments are important to us and we thank you for your cooperation. These colleges are committed to administer all educational policies and activities without discrimination on the basis of race, color, religion, national or ethnic origin, age, handicap, or gender.

For Spring 2012 or Fall 2012 Enrollment

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.

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

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Required Signature _____ Date 10/20/2011

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Teacher's Name (Mr./Mrs./Ms./Dr.) Ms. Susan Booth, English Dept. Chair Subject Taught English
Please print or type

Signature _____ Date 11/05/2011
mm/dd/yyyy

Secondary School Eleanor Roosevelt High School

School Address 1 Main Street Wilmington DE U.S.A. 19714
Number & Street City/Town State/Province Country ZIP/Postal Code

Teacher's Telephone (302) 832-1000 2631 Teacher's E-mail booth_susan@erosevelt.hs.edu
Area/Country/City Code Number Ext.

Background Information

How long have you known this student and in what context? 2 years as my student

What are the first words that come to your mind to describe this student? warm, enthusiastic, bright, observant, caring, dedicated, appealing

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

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

Advanced English, Creative Writing

EVALUATION Please write whatever you think is important about this student, including a description of academic and personal characteristics. We are particularly interested in the candidate's intellectual promise, motivation, maturity, integrity, independence, originality, initiative, leadership potential, capacity for growth, special talents, enthusiasm, concern for others, respect accorded by faculty, and reaction to setbacks. We welcome information that will help us to differentiate this student from others.

Mary Ann is such a rare blend of intelligence and creativity, one who proved herself an invaluable member of both my classes by her ability to write and share mature and insightful commentaries. As a sophomore in Advanced English, Mary Ann read and responded to such classic work as Dicken's A Tale of Two Cities, A Separate Peace, and Harper Lee's To Kill a Mockingbird. In each she was required to keep an extensive reading log from which she would read, and later she would use to write her essays. I was always impressed with her keen insight into these diverse characters and styles. Her essays on each novel revealed an unusually mature understanding of familial relationships coupled with a compassion for both the winners and losers, the young and the old, the individual and collective. I recall a discussion in which Mary Ann demonstrated to the class that even some of the unsympathetic characters (such as the young woman in Mockingbird who accuses the innocent black man of raping her) are often victims of circumstances larger than themselves and went on to make relevant comparisons.

In Creative Writing for Upper Division students, Mary Ann evolved even further as she discovered a creative and evocative style all her own, within which she was able to move gracefully among such genres as personal narrative, dramatic monologue and dialogue, short story and poetry. I recall a lovely narrative poem entitled "Footsteps" in which she evokes her happy childhood with both a keenly observant and still innocent voice. Her required daily Journal (of over one hundred entries) proved a delight in terms of her honest interweaving of strength and vulnerability and a sense of personal discovery. We always looked forward to her open, evocative, and emotional writings on such themes as childhood, the challenges of true friendship, the agony and ecstasy of young love, as well as the expectations and pitfalls of familial and societal expectations. Additionally, the students discovered in Mary Ann a fair and balanced peer responder and critic, thus making her one of the most genuinely liked and respected class members; a natural teacher!

Outside class, Mary Ann is a dynamic and dedicated leader/participant in a multitude of activities which always reveal the component of caring and compassion that is Mary Ann. She's a rare one, and worthy of your serious consideration!

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 encountered in my career
Creative, original thought						XXX		
Motivation						XXX		
Self-confidence						XXX		
Independence, initiative						XXX		
Intellectual ability						XXX		
Academic achievement						XXX		
Written expression of ideas							XXX	
Effective class discussion								XXX
Disciplined work habits						XXX		
Potential for growth						XXX		

CONFIDENTIALITY We value your comments highly and ask that you complete this form in the knowledge that it may be retained in the student's file should the applicant matriculate at a member college. In accordance with the Family Educational Rights and Privacy Act of 1974, matriculating students *do* have access to their permanent files, which may include forms such as this one. Unless required by state law, colleges may not provide access to admission records to applicants, those students who are denied admission, or those students who decline an offer of admission. Again, your comments are important to us and we thank you for your cooperation. These colleges are committed to administer all educational policies and activities without discrimination on the basis of race, color, religion, national or ethnic origin, age, handicap, or gender.

FAIRBROOK UNIVERSITY ATHLETIC DEPARTMENT

TO: Alice Farnsworth, Dean of Admission
FROM: Bobby Palay, Head Soccer Coach *BP*
RE: MARY ANN LEAVITT, Applicant

I recently received videos from Mary Ann Leavitt and subsequently have had several conversations with her and her coach. Based on what I've seen and what her coach has told me, I believe Mary Ann definitely has the ability to have an impact on our program with potential to start in her freshman year. She definitely is one of my top recruits this year. However, I am recruiting two other players at her position who are more talented. I may lose one to a scholarship school; the other is deciding between Fairbrook and our arch rival. Right now, I'd like to place Mary Ann Leavitt near the top of my list, pending the decisions made by the other two candidates.

I may move her up to my number one spot, but I'll have a better sense of my support for Mary Ann in another week. Thanks for your consideration and patience.