

Webster University Profile

Webster University, a selective, private university founded in 1834, is one of the oldest co-educational colleges in NY State. It is highly regarded within the ranks of liberal arts colleges. With a strong sense of history and a forward-looking philosophy with regards to education, Webster has a strong liberal arts core with excellent pre-professional opportunities for interested students. Focused on recruiting the best and the brightest, the university has established a highly sought-after honors program which draws students from each of the four undergraduate divisions: Arts and Sciences, Business, Education, and Visual and Performing Arts. In addition, the President, a former ambassador for the U.S., has led a push for increased global awareness and a commitment to social justice on the parts of the faculty and students. A highly successful capital campaign has resulted in a new student athletic facility, a series of impressively renovated residence halls, a new Performing Arts Center, and an on-campus Museum of Fine Arts.

Student Body:

- A total of 7,000 students are enrolled at Webster University • 5,300 undergraduates from 35 states and 27 countries
- 57% women, 43% men
- 20% First-generation
- 70% First-year students receiving any financial aid

Location:

Webster University is located in upstate NY on 200 idyllic acres. It is just a 5 hour drive from New York City and two hours from Rochester, Syracuse, and Albany. The small town of Webster is located just minutes from the campus gates.

Athletics:

Webster University competes within the NCAA Division III and has a long tradition of success with its teams. The college supports 23 varsity teams as well as strong club and intramural programs. Men's Basketball is a perennial contender for post season NCAA Div III honors and several of the women's teams win league titles each year.

Admission:

Admission to Webster University is selective. In recent years, the competition for space in the freshman class has remained stable and applications have increased by 18% in just the past three years. In our last admission season, we report the following statistics:

- I. Applications: 14,091
- II. Acceptances: 5,636 (40%)
- III. Enrolls: 1,122 (19.9%)
- IV. 35% of the entering class was admitted through the Early Decision program.
- V. Most recently, the middle 50% of the admitted students has SAT scores between 1240-1310 (Critical Reading and Math) and ACT Composite scores between 26-28. We are TEST OPTIONAL.
- VI. The median GPA of last year's entering class was a 3.7.



Profile

Personal Information

Name	Dominguez, Samantha
Birthdate	01/21/2004
Pronouns	She/Her
Gender Identity	Female

Contact Details

Email, Phone	DomSam@ichs.org, +1.646-978-9992, Mobile, No other telephone
Permanent Address	6889 Fulton Path Apt 7 Bronx, NY, 10452, USA

Demographics

Sex	Female
Military Status	None
Hispanic or Latino/a/x	Yes (South America)

Language

Spanish	First Language, Speak, Read, Write, Spoken at Home
English	Speak, Read, Write

Geography and Nationality

Citizenship Status	U.S. citizen or U.S. national
Birthplace	Limon, Honduras (Years US, Years Non-US)

CA Fee Waiver

Fee Waiver Requested

Yes, Signed: Samantha Dominguez

My annual family income falls within the Income Eligibility Guidelines set by the USDA Food and Nutrition Service

Family

Household

Parents Separated
Home Parent 1

Parent 1

Mother

Name Brenda Dominguez
Email, Phone BandSDomingues@gmail.com, +1.646-254-3328, Mobile
Occupation Laborer
Education Some high/secondary school

Parent 2

Father

Name JuanCarlos DeLaCruz
Email, Phone JCDLC@yahoo.com, +1.646-562-2790, Mobile
Occupation Other, Construction worker, Employed,
Education Some high/secondary school

Education

Current or Most Recent Secondary School

International Community High School, Bronx, NY, USA, Public, CEEB: 330844 (08/2018 - 07/2022)

Progression No change in progression

Graduation Date 07/2022

Colleges & Universities

School City University of New York: Hostos Community College, Bronx, NY, USA Summer program (07/2020 - 08/2020)

Grades

Rank Top 25% / 500, Weighted

GPA 91.42, Weighted 3.65

Current or Most Recent Year Courses

First Semester

HIST - US History - (REG)

CALC - Calculus I - (REG)

PE/HLTH - Yoga - (REG)

OTH/ELE - Internship - (N/A)

Second Semester

HIST -

CALC -

PE/HLTH -

OTH/ELE -

Future Plans

College teacher, Doctorate

Testing

SAT Tests

Below Average

Evidence-based Reading and Writing	570	10/25/2021
Math	440	10/25/2021
Essay	18	10/25/2021
Taken	1	
Planned	0	
SAT Essay	Yes	

PREVIEW

Activities

Academic

12

Teaching Assistant

School

I work as a teaching assistant for the 9th grade ESL classes, helping students like me that are new to this country and the language.

5 hr/wk, 12 wk/yr

Science/Math

12

Experimental Study on nuclear half-life

School

Conducted research study with Science teacher on the nuclear half-life of robotic ants.

5 hr/wk, 12 wk/yr

Writing

Personal Essay

Share an essay on any topic of your choice. It can be one you've already written, one that responds to a different prompt, or one of your own design.

Since I started kindergarten and as I moved forward in school, I would always look at my teachers as role models and I have always found endearing how teachers would come in and teach a class. I would always picture myself and the idea of my being a teacher as something that excited me. My middle school teachers were an inspiration for me because they would not simply come in, give a class and then leave, they would be always available outside of the classroom and were willing to help with anything non-school related. However, I knew that I wanted to work with young children. I love their innocence and I love to be around them and guide them so they can learn new things. What I aspire to be once I become a kindergarten teacher, I want to be able to be more as a friend to the children rather than just a teacher. I want them to be able to trust me and have fun at the same time as when they are learning.

Transitioning from a small school in Honduras to a high school in America was a huge change and challenge for me. First of all I had to leave all my friends, my home town, my childhood memories and start everything over again. What most impacted my performance was language because I did not know a word of English and all of a sudden I has to start in a school where English was required. I struggled a lot with the work because I was not comfortable asking for help, and I would question myself a lot especially whenever I saw all of my classmates doing their work and I was just sitting there, arms crossed with a paper in front of me. However, I was able to overcome those obstacles and my grades have improved greatly so that now I am in the top 10% of my class and my English has also gotten greatly better.

conflict

Education Progression

Education progression details

No change in progression

**WEBSTER UNIVERSITY
COMMON APPLICATION MEMBER PAGE**

Student Status:	Full Time	Admission Plan:	Regular Decision
Start Term:	Fall 2020	Preferred Residence:	On Campus
Financial Aid:	Yes	Legacy:	No
Academic Program:	Education		

Contacts: Admissions officer visit to my school, college fair, current student

Please elaborate on an extracurricular activity: I work as a teaching assistant for the 9th grade ESL classes, helping students like me that are new to this country and the language. It's a class that really helped me when I was learning English and I am so happy to offer the same help to other new students. This experience has inspired my interest in teaching.

Webster University believes that we can learn a lot about you by understanding what you like and what "makes you tick". With that in mind, please complete the following "short takes". Don't overthink. Just answer.

1. **Your favorite website:** Wikipedia
2. **Your favorite source of inspiration:** My parents
3. **Your favorite line from a movie or book and its title:** The more that you read, the more things you will know.
The more that you learn, the more places you'll go. —Oh, the places You'll go! By Dr. Seuss
4. **Two adjectives that your friends would use to describe you:** Supportive and inquisitive
5. **Your favorite keepsake or memento:** Gold cross my grandmother gave me just before leaving Honduras. She said it would make me feel close to her.
6. **Your favorite word:** Knowledge
7. **What would you do with a free afternoon tomorrow?** Visit my family in Honduras for a traditional family dinner
8. **Recall a compliment you received that you especially value. What was it? Where did it come from?** Earlier this year, one of my teachers asked if I could "take a student that was new to the school under my wing." She said she was going through a hard time and needed a role model. I had never thought of myself as a role model.

From: Samantha Dominguez <DomSam@ichs.org>

Sent: Monday, October 21, 2019 5:05 PM

To: Webster Admissions

Subject: SAT Subject Tests

Hi! My name is Sam Dominguez and I applied to Webster earlier this month. At the time, I included my SAT scores with my application. I was just wondering if it was okay to change my application to test optional? I spoke with a member of the admissions office and they advised me to submit a message with the official request. Please let me know what else I need to do.

Thank you,

Sam Dominguez

School profile upload

INTERNATIONAL COMMUNITY HIGH SCHOOL

345 BROOK AVE. RM. 126
BRONX, NEW YORK 10454
Office 718.665.4128
Fax 718.665.4547

Dear Admissions Officer,

International Community High School (ICHS) was founded in 2006 by a dynamic team of individuals who are dedicated to working with recent immigrants and who understand the unique needs of English Language Learners. Our unique, portfolio-based curriculum is language rich, interdisciplinary, and project-based. Our mission is to provide a rigorous curriculum that will allow immigrant teens to develop linguistic, cognitive and cultural skills necessary for success in high school, college and beyond.

Our school is a truly global community, with students from 35 countries who speak more than 20 different languages. Students learn and share with one another in our collaborative learning environment, where they are encouraged to utilize and build upon their experiences. Although approximately seventy percent of our incoming ninth grade students have been in the US fewer than six months and speak very little English, by eleventh and twelfth grade many are participating in college courses and internships in the community. ICHS students publish a school newspaper, write and perform monologues and plays, and produce in-depth portfolios. Our classrooms and hallways are buzzing well into the evening with a wide array of activities including athletics and academics and cultural groups.

A core belief at ICHS is that students must have a solid foundation in the school community while also being productive members of the larger community. We encourage our students to expand their perspectives by partnering with mentoring groups, college readiness programs (College Now, One Goal) groups (French Embassy, Museo del Barrio), and arts programs (The Possibility Project, Bronx Arts Ensemble).

Most of our students and their families have overcome unthinkable obstacles, in many cases missing out on months or years of formal education. We feel the weight of our responsibility to ensure they have every opportunity they deserve. Our students engage in tutorial classes to target specific academic areas, from core content enrichment to college readiness seminars. Our students are phenomenal individuals with unique life stories and we know they will enrich each and every college they attend.

Please refer to the attached School Profile for detailed information about our student population. Feel free to contact me if you have any further questions or concerns.

Thank you,

JoAnne Di Lauro

School Counselor/College and Career Counselor

School profile upload

International Community High School (ICHS) 2016-17 School Profile

CEEB Code: 330844

Main Office: (718) 665-4128

Principal: Berena Cabarcas

College Counselor: JoAnne Di Lauro

Our Community

ICHS is a part of the New York City Department of Education's District 7, which serves a largely immigrant population. According to the most recent US Census the South Bronx is the poorest district in the nation. ICHS is part of The Internationals Network for Public Schools (INPS), a non-profit organization dedicated to the development and support of 15 international public high schools in New York City and California. ICHS is also a part of the New York Performance Standards Consortium, a coalition of high schools across New York State. Our students must demonstrate mastery of skills through rigorous performance based assessments in analytic thinking, reading comprehension, research writing skills, the application of mathematical computation and problem-solving and utilizing the scientific method in scientific research.

Our School

ICHS is a four-year public high school enrolling approximately 450 students in Grades 9-12. The school opened in Fall 2006 and graduated its first senior class in June 2010. The school serves only English Language Learners, specifically the population of students who score at intermediate/ beginner or below on the NYSESLAT (a state-mandated standardized exam that tests for English proficiency), and have been in the United States fewer than four years at the time of admission. More than 70% of our students have never attended school in the US before enrolling at ICHS. The student body is made up of newcomers from 35 different countries around the world: 71% are Hispanic, 21% are Black/Non Hispanic, 5% are Asian, 3% are White or Arabic. Over 90% of our students are eligible for free or reduced lunch. All core courses are taught in English.

Graduation Trends at ICHS

4 year Graduation Rate 6 Year Graduation Rate

Class of 2010 54% 66%
Class of 2011 59% 68.9%
Class of 2012 47% 65.93%
Class of 2013 31% 53.10%
Class of 2014 40% 60.64%
Class of 2015 58%
Class of 2016 68%

***2010 4-year graduation rate for ELLs in New York City: 41.5%*

Our Curriculum

ICHS provides recent immigrant students with an intensive language development curriculum comprised of 1) Project-based, interdisciplinary curriculum; 2) Language intensive curriculum in all content areas; 3) Heterogeneous collaborative groupings; and 4) Extended class periods in core academic subjects. All core classes are heterogeneous; that is, students will not be grouped according to language level, achievement level, age, or grade level. Students are required to pass one Regents exam in ELA and by the time they graduate and develop and present 7 academic portfolios. The academic program is organized into core content classes (English, Social Studies, Science, and Math), tutorial classes, internship (11th grade), college-readiness courses (11th and 12th grade), advisory and elective classes in drama, art, and physical education, dance and martial arts. ICHS employs block scheduling. All 9th and 10th grade core classes are mixed grade level, meaning there are 9th and 10th grade students in class together. This grouping is used to allow students of various levels to learn from and support one another. Differentiated instruction ensures that each student is appropriately challenged. At the 9th/10th grade level, students simultaneously explore content in great depth and develop and refine language skills. In 11th and 12th grade, humanities classes are separated by grade level, allowing students to develop and refine college-ready skills such as research and evidence-based debate.

School profile upload

Grading and Ranking

Students complete 4 years of English, Math, Social Studies, and Science. Starting with the 2010-2011 school year, grades were recorded on the transcript by trimester. In the 2012-2013 school year we moved to an annualized grading schedule. Since the 2013-2014 school year we have moved back to the traditional semester grading system. At ICHS all students receive extended ESL instruction through core content material.

Since 2010 we have adopted an outcomes-based grading system. Outcomes-based assessment provides students with concrete feedback on their progress. Teachers use state and Common Core Standards to write unit objectives, or outcomes, and evaluate them by looking at specifically aligned pieces of evidence. Evidence varies by subject matter, but may include projects, tests, lab work, and presentations. With this approach, if a student has not done well in a class he/she can pinpoint specific content or skills that must be improved.

Instead of letter grades on their progress reports, students see 3 indicators:

O (Outstanding): student reliably demonstrates knowledge, comprehension or skill

G (Good): student has mastered the knowledge, comprehension or skill well enough to teach to others or use in unfamiliar situations

C (Competent):

NY (Not Yet Proficient): student must continue to work toward proficiency

Students are accountable for all outcomes in a class, even if it requires reviewing outcomes later in the year to achieve proficiency. At the conclusion of the year, these ratings will be converted to grades on a 100 point scale. All grades are unweighted. We do not use student rankings.

Letter Grade 100 point Scale

A+ 100

A 96

A- 92

B+ 89

B 86

B- 82

C+ 79

C 76

C- 72

D+ 69

D 65

Each student submits a total of 7 academic portfolios throughout their high school career, twice a year in grades 9-11 and an intensive graduation portfolio in grade 12. Portfolios provide an opportunity for students to improve their analytical thinking, writing, research and communication skills. Students submit a written portfolio for evaluation and must present this portfolio before a panel of peers, teachers and outside evaluators and further refine critical thinking skills by questioning and evaluating the work during the question and answer portion of the portfolio presentation.

Class of 2016

8% of students 90% or higher

9% of students 85% to 89.9%

19% of students 80% to 84.9%

28% of students 75% to 79.9%

22% of students 70% to 74.9%

12% of students 65% to 69.9%

Standardized Test Results*

Average SAT: 994/2400

**Please consider that, while all of our students are English language learners, they are not accommodated in any way on the SAT exam. Their scores should be evaluated with this in mind. Students who score above the mean are able to do so because of their exceptional abilities given these circumstances.*

TOEFL Exam: Since our students have been living and have been educated in high schools in the United States, their application should provide an adequate profile of their abilities. If your school prefers to use the TOEFL score to help make a decision about a student's acceptance, please let the guidance counselor know as soon as possible. The TOEFL exam is costly and payment would present a financial hardship for many of our students.

School profile upload

Colleges Attended by recent ICHS graduates:

Antioch College Buffalo State
CUNY – 2yr community colleges
Clarkson University
College of Staten Island (CUNY)
Daemen College
Dutchess Community College
Earlham College
Hofstra University
John Jay College of Criminal Justice (CUNY) Lehman College (CUNY)
Mercy College
Monroe College
Morrisville State College (SUNY)
New York City College of Technology (CUNY)
Parsons - The New School for Design Potsdam (SUNY)
Russell Sage College
Rutgers University
Sage College
Suffolk County Community College (SUNY) University at Buffalo (SUNY)
University of Rochester
Vaughn College
York College (CUNY)

Contact Information:

JoAnne Di Lauro

12th Grade School Counselor/College and Career Counselor
Jdilauro@schools.nyc.gov
Phone: (718) 665-4128 ext. 4261
Fax: (718) 292-1372

NY State Electronic HS Transcript

Source: New York City Department of Education

Applicant Information: Samantha Dominguez		High School Information: International Community H S CEEB Code: 330844 345 Brook Avenue, Room 126 Bronx, NY 10454 (718) 665-4128 Ext: 4262 Counselor: Melanie Johnson	
Gender: F			
Phone Number:			
E-mail: DomSam@ichs.org			
Rank:	Weighted GPA: 91.42		
Credits Earned: 58.0			

Courses:

(Grades with an * are not averaged. Course Codes with an ** are weighted courses)

Academic Grade 12	Academic Year/Term GPA:
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Academic Grade 11				Academic Year/Term GPA: 93.14			
Subject	Level	Code	Title	Grade	Num Eq	Credits	Term
Fine Perf Arts	College	AUS11U	Intro to the Digital Toolbox	C	75.0	1.0/1.0	Term 2
English	Regular	EES86QB	English	93	93.0	1.0/1.0	Term 2
English	Regular	ESS22QOE	ENL Support	P*		0.25/0.25	Term 2
English	Regular	ESS86QE	ENL Support	P*		0.5/0.5	Term 2
English	Regular	ESS86QQH	ENL Support in Social Studies	P*		0.5/0.5	Term 2
English	Regular	ESS86QQM	ENL Support in Math	P*		0.5/0.5	Term 2
English	Regular	ESS86QQS	ENL Support in Science	P*		0.5/0.5	Term 2
Hist/Soc Studies	Regular	HUS22QB	US History	92	92.0	1.0/1.0	Term 2
Mathematics	Regular	MRS11QB	Algebra 2	95	95.0	1.0/1.0	Term 2
Health/Phys Ed	Regular	PPS11QQC	Capoeira	100*	100.0	0.5/0.5	Term 2
Occu/Vocational	Regular	RQS42QB	One Goal College	100	100.0	1.0/1.0	Term 2
Occu/Vocational	Regular	RZS22QY	Internship	97	97.0	1.0/1.0	Term 2
Science	Regular	SCS22QB	Bio Chemistry	100	100.0	1.0/1.0	Term 2
Science	Regular	SCS22QL	Chemistry Lab	P*		0.0/0.0	Term 2

Academic Grade 11				Academic Year/Term GPA: 94.5			
Subject	Level	Code	Title	Grade	Num Eq	Credits	Term
English	Regular	EES85QA	English 11th 1 of 2	96	96.0	1.0/1.0	Term 1
English	Regular	ESS21QOE	ENL Support	P*		0.25/0.25	Term 1
English	Regular	ESS85QE	ENL Support	P*		0.5/0.5	Term 1
English	Regular	ESS85QQH	ENL Support in Social Studies	P*		0.5/0.5	Term 1
English	Regular	ESS85QQM	ENL Support in Math	P*		0.5/0.5	Term 1
English	Regular	ESS85QQS	ENL Support in Science	P*		0.5/0.5	Term 1
Hist/Soc Studies	Regular	HUS21QA	US History 1 of 2	93	93.0	1.0/1.0	Term 1
Mathematics	Regular	MRS21QA	Statistics & Probability	95	95.0	1.0/1.0	Term 1
Health/Phys Ed	Regular	PPS11QQC	Capoeira	100*	100.0	0.5/0.5	Term 1
Occu/Vocational	Regular	RQS41QA	One Goal College Prep	94	94.0	1.0/1.0	Term 1
Occu/Vocational	Regular	RZS21QY	Internship	92	92.0	1.0/1.0	Term 1
Science	Regular	SCS21QA	Nuclear Chemistry	97	97.0	1.0/1.0	Term 1
Science	Regular	SCS21QL	Chemistry Lab	P*		0.0/0.0	Term 1

Academic Year: 2017-2018			Academic Grade: null	Academic Year/Term GPA: 95.0			
Subject	Level	Code	Title	Grade	Num Eg	Credits	Term
English	Regular	ESF11QCN	College Now ESL	A	95.0	1.0/1.0	Term 7
Health/Phys Ed	Regular	PQF11QCN	College Now PE	P*		1.0/1.0	Term 7

Academic Year: 2017-2018			Academic Grade: 10	Academic Year/Term GPA: 94.82			
Subject	Level	Code	Title	Grade	Num Eg	Credits	Term
Fine Perf Arts	Regular	ANS22QA	Visual Arts	95	95.0	0.5/0.5	Term 2
English	Regular	EES84QB	English 10th	97	97.0	1.0/1.0	Term 2
English	Regular	ESS22QQE	ENL Support	P*		0.25/0.25	Term 2
English	Regular	ESS84QQE	ENL Support	P*		0.5/0.5	Term 2
English	Regular	ESS84QQH	ENL Support in Social Studies	P*		0.5/0.5	Term 2
English	Regular	ESS84QQM	ENL Support in Algebra	P*		0.5/0.5	Term 2
English	Regular	ESS84QQS	ENL Support in Science	P*		0.5/0.5	Term 2
Other	Regular	GAS84	Advisory 10th	100*	100.0	0.5/0.5	Term 2
Hist/Soc Studies	Regular	HGS44QB	Global History	98	98.0	1.0/1.0	Term 2
Mathematics	Regular	MES44QB	Algebra	92	92.0	1.0/1.0	Term 2
Health/Phys Ed	Regular	PPS11QQY	Yoga	83*	83.0	0.5/0.5	Term 2
Science	Regular	SLS22QQB	Lab Skills	90	90.0	1.0/1.0	Term 2
Science	Regular	SLS44QB	Living Environment	97	97.0	1.0/1.0	Term 2
Science	Regular	SLS44QL	Living Environment Lab	P*		0.0/0.0	Term 2

Academic Year: 2017-2018			Academic Grade: 10	Academic Year/Term GPA: 94.91			
Subject	Level	Code	Title	Grade	Num Eg	Credits	Term
Fine Perf Arts	Regular	CPS21QA	Drama	100	100.0	0.5/0.5	Term 1
English	Regular	EES83QA	English 10th	93	93.0	1.0/1.0	Term 1
English	Regular	ESS21QQE	ENL Support	P*		0.25/0.25	Term 1
English	Regular	ESS83QQE	ENL Support	P*		0.5/0.5	Term 1
English	Regular	ESS83QQH	ENL Support in Social Studies	P*		0.5/0.5	Term 1
English	Regular	ESS83QQM	ENL Support in Algebra	P*		0.5/0.5	Term 1
English	Regular	ESS83QQS	ENL Support in Science	P*		0.5/0.5	Term 1
Other	Regular	GAS83	Advisory 10th Grade	100*	100.0	0.5/0.5	Term 1
Hist/Soc Studies	Regular	HGS43QA	Global History	95	95.0	1.0/1.0	Term 1
Mathematics	Regular	MES43QA	Algebra 1	94	94.0	1.0/1.0	Term 1
Health/Phys Ed	Regular	PPS11QQB	Ballroom Dance	98*	98.0	0.5/0.5	Term 1
Science	Regular	SLS21QQB	Science Lab Skills	97	97.0	1.0/1.0	Term 1
Science	Regular	SLS43QA	Living Environment	93	93.0	1.0/1.0	Term 1
Science	Regular	SLS43QL	Living Environment Lab	P*		0.0/0.0	Term 1

Academic Year: 2016-2017			Academic Grade: 9	Academic Year/Term GPA: 85.55			
Subject	Level	Code	Title	Grade	Num Eg	Credits	Term
Fine Perf Arts	Regular	CPS21	Drama	99	99.0	0.5/0.5	Term 2
English	Regular	EES82	English Junior Institute Term 2	85	85.0	1.0/1.0	Term 2
English	Regular	ESS22QQE	ESL Support Elective	P*		0.25/0.25	Term 2
English	Regular	ESS82QQE	ESL Support	P*		0.5/0.5	Term 2
English	Regular	ESS82QQH	ESL Support in Global	P*		0.5/0.5	Term 2
English	Regular	ESS82QQM	ESL Support Math	P*		0.5/0.5	Term 2
English	Regular	ESS82QQS	ESL Support in Living Environment	P*		0.5/0.5	Term 2
Other	Regular	GAS82	Advisory 9th Grade Term 2	100*	100.0	0.5/0.5	Term 2
Hist/Soc Studies	Regular	HGS42	Global Junior Institute Term 2	86	86.0	1.0/1.0	Term 2
Mathematics	Regular	MES11	Intro to Algebra 1	81	81.0	1.0/1.0	Term 2
Mathematics	Regular	MES42	Algebra 1	87	87.0	1.0/1.0	Term 2
Health/Phys Ed	Regular	PPS11QQB	Ballroom Dance	100*	100.0	0.5/0.5	Term 2
Science	Regular	SLS42	Living Environment JI Term 2	82	82.0	1.0/1.0	Term 2
Science	Regular	SLS42QQL	Living Environment Lab Term 2	P*		0.0/0.0	Term 2

Academic Year: 2016-2017 Academic Grade: 9 Academic Year/Term GPA: 84.18

<u>Subject</u>	<u>Level</u>	<u>Code</u>	<u>Title</u>	<u>Grade</u>	<u>Num Ea</u>	<u>Credits</u>	<u>Term</u>
Fine Perf Arts	Regular	ANS21	Intro to Art	98	98 0	0.5/0.5	Term 1
English	Regular	EES81	English Junior Institute Term 1	80	80 0	1.0/1.0	Term 1
English	Regular	ESS21	ESL Support	94	94 0	1.0/1.0	Term 1
English	Regular	ESS21QQE	ESL Support	P*		0.25/0.25	Term 1
English	Regular	ESS81QQE	ESL Support	P*		0.5/0.5	Term 1
English	Regular	ESS81QQH	ESL Support in Global	P*		0.5/0.5	Term 1
English	Regular	ESS81QQM	ESL Support Math	P*		0.5/0.5	Term 1
English	Regular	ESS81QQS	ESL Support in Ecology	P*		0.5/0.5	Term 1
Foreign Lang	Regular	FQW31	TRANSFER FOREIGN LANG YR 1	P*		2.0/2.0	Term 1
Other	Regular	GAS83	Advisory 10th Grade Term 1	85*	85.0	0.5/0.5	Term 1
Hist/Soc Studies	Regular	HGS41	Global Junior Institute Term 1	80	80 0	1.0/1.0	Term 1
Mathematics	Regular	MES41	Algebra 1	85	85 0	1.0/1.0	Term 1
Health/Phys Ed	Regular	PPS11	Physical Education	92*	92.0	0.5/0.5	Term 1
Science	Regular	SLS41	Living Environment JI Term 1	75	75 0	1.0/1.0	Term 1
Science	Regular	SLS41QQL	Living Environment Lab Term 1	P*		0.0/0.0	Term 1

Regents Exams:

<u>Date</u>	<u>Type</u>	<u>Code</u>	<u>Exam</u>	<u>Score</u>
2019/Term1	Regents	HXGPW	PBAT Social Studies	P
2018/Term2	Regents	MXGPW	PBAT Math	P
2018/Term2	Regents	SXGPW	PBAT Science	P
2018/Term1	Regents	EXRCR	CC ELA REG JAN	88

INTERNATIONAL COMMUNITY HIGH SCHOOL
UNITED THROUGH LANGUAGE & LEARNING

10/19/2019

Office of College Admission

To Whom It May Concern:

Samantha is a truly remarkable student. I first met Samantha when she was in 10th grade as a part of small group of students presenting her work to all teachers of our school International Community High School, ICHS. Samantha was an excellent presenter and I was thrilled to have her in my 11th grade Nuclear Chemistry and Biochemistry courses in the school year 2018-2019. As Samantha's science teacher I have seen many examples of her academic growth and development. I have been impressed of her progress in the English language and her independent academic work in my courses. I understand that she is applying to become a student at your college. I would like to recommend Samantha for admission.

ICHS is a member of the Consortium schools; students of these schools have to work on an experimental science topic, write a scientific paper and present their project to a panel of STEM teachers as part of their high school diploma. Although many students work on their science project in 12th grade, she was able to finalize her high school graduation work "Half-Life Simulation" already in 11th grade. I was very impressed by Samantha's ability and perseverance to review multiple drafts of her written work and in-depth understanding of the topic. In her extended research she discussed the United Nations Treaty on the Prohibition of Nuclear Weapons in detail and analyzed the consequences of nuclear weapons. It was inspiring to me as a teacher to work with an independent and intelligent mind.

Samantha was one of the strongest students in my Biochemistry course. As part of our research, we visited the Harlem DNA lab to perform the Bacterial Transformation experiment. It was a pleasure to have her on this field trip, being the responsible student she is. Back in the classroom Samantha was a peer reviewer to other students assisting them to write and review their scientific paper about the experiment and prepare them for their oral presentation. She has the ability to give guidance and support. Samantha can adjust to a wide range of personalities. Those traits are needed for someone who wants to become an educator.

To conclude, I would like to restate my strong recommendation for Samantha. If you have any further questions regarding Samantha's abilities and skills, please do not hesitate to contact me using the information on this letterhead.

Sincerely,

Molly Bailey

BaiMol@ichs.org

INTERNATIONAL COMMUNITY HIGH SCHOOL
UNITED THROUGH LANGUAGE & LEARNING

September 20, 2019

Dear Admissions Committee,

I am writing this letter on behalf of Samantha. Samantha was my student last year in my 11th grade English Language Arts class. In class we developed critical thinking skills, analyzed a wide range of fiction and non-fiction alike and honed students' abilities to express themselves in English orally and through their reading and writing. A special emphasis was placed on developing college-level writing skills in a variety of genres.

Samantha, like all the students in our school, is an English Language Learner and has been in the country for only a few years.

In my class last year, she proved herself to be one of the class leaders in both intellectual capacity and in maturity. In fact, I would go so far as to say that she ranks as one of the most focused, hard-working and successful students I have had the pleasure to teach during my 13 year career. Samantha possesses a very keen intellect, and was consistently one of the most thoughtful and insightful participants in class. She was easily one of the strongest readers and writers in our school and yet, despite her abilities, Samantha was always eager to help other students, regardless of their level.

Although reserved by nature, Samantha is nevertheless a consistently thoughtful voice in class discussions and is a steady and admired leader amongst her peers. She is easily one of the school's most diligent and motivated students and she holds herself to exacting, high standards.

Her hard work both in and out of class has paid off, as she scored an 88 on her Regents exam on the first try (no small feat for an English Language Learner). Samantha is an extremely strong reader, who nevertheless worked tirelessly on her own time to improve her reading using Reading Plus, an on-line blended learning program we use at school. Samantha logged countless hours on the program, and is now reading at a university level in English, despite having only been in the country a few years. Samantha understands the most abstract and difficult of concepts with ease and is unfailingly polite and humble, despite her notable academic gifts.

Beyond the classroom, Samantha is a valuable member of our school community. She worked last year as a teacher's assistant at an elementary school in Manhattan for her semester long internship project. She has won numerous academic awards here at school and has pushed herself through taking summer enrichment programs at Hostos Community College.

As such a motivated young person, I have no doubt that she would be a tremendous asset to your institution. It is with the highest enthusiasm that I recommend Samantha for your college.

Sincerely,

Robert Bailey

INTERNATIONAL COMMUNITY HIGH SCHOOL
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Senior Grades for Samantha Dominguez

English	97
Yoga	100
US History	94
Internship	99