



Profile

Personal Information

Name Harper, Jessica
Share different name No
Birthdate 05/23/2004
Pronouns She/Her
Gender Identity Female

Contact Details

Email, Phone jess.harp@gmail.com, +1.713-830-9455, Home, No other telephone
Permanent Address 34 Grange Rd. Houston, TX, 26809, USA

Demographics

Sex Female
Military Status None
Hispanic or Latino/a/x No
Race White (Europe)

Language

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

Geography and Nationality

Citizenship Status U.S. citizen or U.S. national
Birthplace Philadelphia, Pennsylvania, United States of America (17 Years US,

Years Non-US)

CA Fee Waiver

Fee Waiver Requested No



Family

Household

Parents

Married

Home

Both Parents

Parent 1

Mother

Name

Elaine Harper

Occupation

Other, Marketing Director, Employed,

Education

Graduated from college/university

Bachelors (1987), **University of Chicago, Chicago, IL, USA**

Parent 2

Father

Name

James Harper

Occupation

Engineer, Employed,

Education

Graduate school

Masters (1984), **Rutgers University: College of Engineering, New Brunswick, NJ, USA**

Siblings

Gregory Harper, Age 15

Andrew Harper, Age 12



Education

Current or Most Recent Secondary School

High School for the Visual and Performing Arts, Houston, TX, USA, Independent (09/2018 - 06/2022)

Progression No change in progression

Graduation Date 06/2022

Colleges & Universities

Grades

Rank na / 176

GPA 3.7 / 4 , Weighted

Current or Most Recent Year Courses

First Quarter	Second Quarter	Third Quarter	Fourth Quarter
ENG - English AP - (AP)	ENG -	ENG -	ENG -
ART - Adv Scr Wr - (REG)	ART -	ART -	ART -
ART - Act Sem - (REG)	ART -	ART -	ART -
HIST - Social Science - (REG)	HIST -	HIST -	HIST -
BIOL -	BIOL - Biology II - (REG)	BIOL -	BIOL -
ART -	ART - Radio/TV - (REG)	ART -	ART -
COMPSCI -	COMPSCI - Comp Sci - (REG)	COMPSCI -	COMPSCI -
ART -	ART - Dance - (REG)	ART -	ART -

Honors

National Honor Society	National	12
Distinguished Honor Roll	School	11, 12
EMT Certification	National	10

Future Plans

Other, Drama Actress, Undecided

Testing

ACT

Composite	28	09/25/2021
English	29	09/25/2021
Math	26	09/25/2021
Reading	29	09/25/2021
Science	24	09/25/2021
Taken	1	
Planned	0	
ACT Plus Writing Test	No	

SAT Tests

Evidence-based Reading and Writing	560	09/02/2021
Math	510	09/02/2021
Taken	1	
Planned	0	
SAT Essay	No	

SAT Subject Tests

US History	580	10/2021
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Activities

Religious

9, 10, 11, 12 Vice President, Congregation Rodeph Shalom
School Organize members and assist with social activities.
2 hr/wk, 36 wk/yr Fundraiser for Juvenile Diabetes foundation and Susan G
Continue Korean Breast Cancer Foundation.

Community Service (Volunteer)

11, 12 Assistant Teacher Volunteer, ASAP - After School
School Activities Partnership
5 hr/wk, 20 wk/yr Volunteer as an assistant teacher at after school theater
program for inner city girls designed to find their voices
and raise self esteem.

Community Service (Volunteer)

10, 11, 12 Volunteer, Student Artists Volunteer for the Arts
School Appointed executive board by Mayor of Houston.
5 hr/wk, 20 wk/yr Received grant to provide after-school theater program
for homeless pre-teens.
Continue

Community Service (Volunteer)

9, 10, 11, 12 Assistant Teacher
School Help teach lessons to younger students in Hebrew
2 hr/wk, 25 wk/yr School.
Continue

Theater/Drama

9, 10, 11, 12

Actor

School

Have performed as lead in school plays including: The Diary of Anne Frank, The Crucible, The Miracle Worker.

20 hr/wk, 8 wk/yr

Continue

Theater/Drama

9, 10, 11, 12

Musical Theater

School

Have performed in school musical theater productions including: Oklahoma, You're a Good Man Charlie Brown, Into the Woods.

20 hr/wk, 8 wk/yr

Continue

Theater/Drama

9, 10, 11, 12

Community Theater

Break

Have performed in community theater productions including: Guys and Dolls, Little Shop of Horrors, Seussical, Grease.

20 hr/wk, 6 wk/yr

Continue

Theater/Drama

9, 10, 11, 12

Black Box Theater

Break

Have performed in experimental theater productions. Wrote "one-acts", designed sets, managed small budget, trained sound and light volunteers.

8 hr/wk, 4 wk/yr

Community Service (Volunteer)

12

Hospital Volunteer / EMT

Year
4 hr/wk, 10 wk/yr
Continue

Recently certified as an EMT. Volunteer at local hospital to complete required hours for certification.

Writing

Personal Essay

Some students have a background, identity, interest, or talent that is so meaningful they believe their application would be incomplete without it. If this sounds like you, then please share your story.

In the musical theatre world, there are two female types: Those who would play Sarah Brown in Frank Loesser's masterpiece *Guys and Dolls*; and those who would play Miss Adelaide.

I am an Adelaide.

Sarah is the beautiful romantic lead. Girls look up to her, manly men like Sky Masterson pursue her, and Tin Pan Alley composers write dreamy ballads for her. She is the heroine whose beauty and good deeds can convince a handsome, inveterate gambler like Sky to give up the dice and become a law abiding citizen. She is the soprano with top billing who gets the leading man and the coveted final bow. But (and Mr. Loesser no doubt knew this, I suspect), she is just a tiny bit boring.

Adelaide is anything but. She is Sarah Brown's sneezy, wheezy, cold-ridden side-kick – the belter to her soprano. With the worst post-nasal drip in theatrical history, Adelaide works hard and squeaks and wiggles her way through life as a dancer in the clubs of New York's storied and cartoonish nightlife. Indeed, while Sky chases Sarah, it is Adelaide who has to chase her man, Nathan (a debt-ridden but charming schlemiel of the first order). While Sarah is cool, calm, composed, analytic, and a bit distant, Adelaide is funny, streetwise, lovable, authentic, and wears her heart of gold on her sleeve. She gets second billing, but she steals the show.

Ever since I was six years old, I've been attracted to Adelaide. Virtually every night, I brought her to life in my bedroom, practicing her Brooklyn twang and trademark songs. Just as *The Godfather* has become a sort of philosophical touchstone for my father and others of his generation, Adelaide has come to be a major source of wisdom and enlightenment in my life. ("Leave the gun, take the cannoli" can be compared to "You can't get alterations on a dress you haven't bought.")

But as I hone my act and keep my fingers crossed that I will someday play my favorite character, I've realized that Adelaide means much more to me than a role. She's kept me company through some very dark times. When my mother was sick with breast cancer, for example, the only thing that could lift my spirits was a dose of Adelaide. Whether I was listening to the Broadway soundtrack or singing to an audience of stuffed bears or shampoo bottles, the sheer electricity of the character and her musical numbers helped to settle my nerves and restore my sense of well-being. Call it a mantra, a philosophy, or just plain courage, Adelaide has given me the confidence to know that whatever life throws at me, I can go on.

What's more, Adelaide represents what I most value in a person. Honesty and integrity. The ability to lead with humility. Adelaide doesn't shout from a rooftop about her talents. To the contrary, she gets where she's going through hard work and perseverance, a keen sense of humor, a self-effacing personality, and real-world wisdom. And of course it doesn't hurt that she can belt it out of the park.

No matter what anybody in show business says about "doing both" (putting aside the freak of nature that is Kristen Chenoweth), ultimately you're either a soprano or a belter, an ingénue or a comedienne, an actress or a performer – a Sarah or an Adelaide. I hope that I can always find the joy in life that emanates from Adelaide's performance – that, like her, I can laugh through the tears and command the stage, real or metaphysical, through charm, grit, and humor. As Adelaide herself would say, with a knowing wink and a shrug of the shoulders, "Well...Wouldn't you?"

Education Progression

Education progression details

No change in progression

Jessica Harper

WEBSTER UNIVERSITY
COMMON APPLICATION MEMBER PAGE

Student Status:	Full Time	Admission Plan:	Regular Decision
Start Term:	Fall 2019	Preferred Residence:	On Campus
Financial Aid:	No	Legacy:	No
Academic Program:	Performing Arts/ Theater		

Contacts: Audition at Webster University

Please elaborate on an extra curricular activity:

I have been in a bunch of plays, many times front and center as the lead in both dramas and musical theater. It is a thrill to hear the applause and read a review of the performance. I am most proud, however, of the plays when I was cut from the lead and was cast as the chorus. Last year, I was a singing tree with two lines in Little Shop of Horrors. The year before, I had no lines, but proudly acted my role as "Boy Nerd #2" in Grease. I cheered on my buddies as they were in the spotlight and took their bows.

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:** deviantart.net is an art website which aims to provide a place for any artist to exhibit and discuss art works. Works cover photography, digital art, traditional art, literature, filmmaking.
2. **Your favorite source of inspiration:** The music from "Porgy and Bess"
3. **Your favorite line from a movie or book and its title:** "Perfection is not just about control. It's also about letting go. Surprise yourself so you can surprise the audience. Transcendence! Very few have it in them." From The Black Swan.
4. **Two adjectives that your friends would use to describe you:** Spunky and Creative
5. **Your favorite keepsake or memento:** The program to my first Broadway Play- The Lion King.
6. **Your favorite word:** Catharsis- For an audience to have an emotional reaction while watching a performance where they purge themselves of their pity and fears.
7. **What would you do with a free afternoon tomorrow:** Eat ice cream, lots of it.
8. **Recall a compliment you received that you especially value. What was it? Where did it come from? "I was moved by your lines." From a stranger at an audition. I did not get the part.**



The High School for the Performing
and Visual Arts (HSPVA)

Jessica Harper

Dear Admissions,

On the first day of school, Jessica Harper and I turned our quick meeting into over two hours of conversation about everything from her college essays and finding the best fit to dream vacations, Broadway musicals and her hopes dreams for almost every aspect of her life. I constantly remind her of the first time I saw her performing in a school production of *The Apple Tree*. One of her most memorable moments as the lead was when she sang this catchy tune ("I've Got What You Want") about "Sanjar," her forbidden love interest. She exuded a comfort and confidence singing this seductive song that I thought was perhaps just a little much for a school production (but it's art, right?). I had no idea that she was only a freshman at the time or that she had only been at HSPVA for a couple of months! That made her presence all the more impressive. Fast-forward over two years and multiple shows later, I finally got to formally meet Jessica when she was assigned to my life skills class as a junior. "You're Sanjar girl!" is all I could say, so excited to finally be in the presence of someone who I knew was kind of a big deal in the community.

Jessica doesn't see herself as popular (although she is). Her status as a theatre, arts, and humanities powerhouse who is well liked by everyone, loyal to her friends, and a favorite amongst many faculty and staff are qualities that she is too humble to flaunt. But she is passionate and very talented. Jessica is very good (very good) at being a performance artist, intellectual debater, mentor and friend. On stage, she's performed everything from student-written one-acts to *Grapes of Wrath*, and *Talking With*, a series of female monologues. To see Jessica on stage is to see her at her happiest. She loves being a part of theater at HSPVA and all that it entails. When she is not performing with the group, she is editing *The Thespian*, the group's publication. A job in the school that involves theatre and writing is a dream come true for her and the perfect fit for her talent and interests.

A leader in the classroom from day one, all of Jessica's teachers agree that she brings a lot to the classroom environment. They can count on her to raise the energy and level of engagement in any course, including those subject areas where she doesn't show as much strength (i.e. math and science). She values her education too much to be apathetic about any aspect of it, which means that she will take risks and be wrong if it means that she learns something in the end. She is even more of a force when she is passionate about her work, as is the case with her history and English courses. Everything from poetry by Kizer and Joyce to analyzing and discussing the Civil War or translating Virgil's *Aeneid* enralls her. Teachers say that she is an insightful and appreciative reader and a beautiful writer. She is also an articulate speaker, which makes for great class discussions, but also friendly informal chats with friends and adults alike. She loves being a student and she will gladly do all of the reading and writing for these intense courses because it is what she loves.

There aren't many kids in the class who are more principled at their core, protective of everyone and everything around them, resilient in the face of incredible financial and emotional adversity and still optimistic about what's to come. She seeks a community that consists of even more students like her- passionate artists, writers, and thinkers who value meaningful relationships with others just as much as they value intellectualism and debate. This is a really special young woman. She is going to make any campus community she chooses a better place.

Sincerely,

Arlene Cooper

Guidance Counselor

School profile upload



Kinder High School
for the
Performing and
Visual Arts

4001 Stanford Street, Houston TX 77006

Phone: 713-942-1960 Fax: 713-942-1968

www.hspva.org

CEEB# 443376

School Profile 2018-19

District and Community

Houston ISD, with more than 202,000 students and encompassing 301 square miles within greater Houston, is the seventh-largest public-school system in the nation and the largest in Texas. HISD is among the largest employers in Houston, with approximately 29,255 full and part-time employees. Most HISD personnel are assigned to schools and deliver services directly to students on a day-to-day basis. Its schools are dedicated to giving every student the best possible education through an intensive core curriculum and specialized, challenging instructional and career programs. The district is extremely diverse with the following ethnic student breakdown: 62% Hispanic, 24% African American, 9% White, 4% Asian and 75% economically-disadvantaged.

The School

HSPVA evolved in 1971 from a realization that gifted young artists need highly specialized and rigorous training in the arts to be prepared for the intense competition they will meet in colleges, conservatories, and the professional arts world. The creation of HSPVA represented the first attempt by any public high school in the nation to correlate an academic program with concentrated training in the arts. Also, it was one of only three public schools in the nation to offer programs in both the visual and performing arts, and the first such institution in the Southwest. For HISD, the formation of HSPVA represented a dramatic departure from traditional comprehensive programs. In 2018, we will transition to our new building in downtown Houston and become the Kinder High School for the Performing and Visual Arts. Kinder HSPVA is fully accredited and offers the same academic curriculum and graduation requirements as all HISD high schools; the major difference in the academic program is that we offer the added ingredient of correlating the arts with academics, rather than treating either as isolated disciplines. The school schedule is an alternating A/B block schedule with classes meeting for 1.5 hours every other day with the exception of first period which meets every day for 45 minutes. Students spend three hours every day in rigorous focused study in one art discipline with the balance of the day's study in academics. **All students must audition for placement at Kinder HSPVA and are accepted to a single art area of focus.**

Grading Scale		
Range	Weighted	Regular
A=90-100	5.0	4.0
B=80-89	4.0	3.0
C=75-79	3.0	2.0
D=70-74	2.0	1.0
F=0-69	0	0

TRANSCRIPT SYMBOLS
 O-Pre-AP/Honors (honors pts)
 P-AP (honors pts)

Current Enrollment-754
 Seniors-176

GPA and Rank

Kinder HSPVA only reports rank by student request. GPA is weighted on a 4.0 scale and is cumulative including all courses taken for high school credit. All HSPVA art area courses, which includes 16 credits over four years, are out of 4 points (there are no AP/honors options for art area).

Highest GPA: 4.49
 Lowest GPA: 2.03
 Median GPA: 3.83

School Administration

Dr. R. Scott Allen, Principal
 Sean Tellez, Assistant Principal
 Alexandra Williams, Assistant Principal
 Travis Springfield, Dean of Students
 Holly Lark, Social Emotional Learning Specialist
 Kim Hines, Registrar
 Jonathan Klein, Director of Admissions

School Recognition

Nationally Recognized Blue-Ribbon School
 2012-2018 Exemplary School of the Arts-Arts School Network
 Rockefeller Award for Excellence in Arts Education
 Coca-Cola Foundation Distinguished Arts School
 Grammy Award Winning Music Department
 Texas Education Agency Exemplary School 2008, 2009, 2010, 2011, and 2012
 Children At Risk-Top 10 Schools-Statewide
 Top 100 Schools in the Nation
 US News and World Report
 A Washington Post Top High School
 Ranked 5th in the Greater Houston Area for Highest SAT Scores
 One of the most recognized High Schools For Presidential Scholars in the Arts in the Nation

Class of 2018--Achievements

(189 Graduates)
 National Merit Scholars-2
 National Merit Finalists-4
 National Merit Commended Students-14
 National Hispanic Recognition Program-6
 AP Scholars-32
 AP Scholars with Honor-9
 AP Scholars with Distinction-41
 National AP Scholars-20
 AP International Diploma-1

2018 Scholarships Offered

Over \$32,750,000

School profile upload

Honors (Pre-AP) and Advanced Placement Courses

Kinder HSPVA offers ten Honors courses (Pre-AP) and sixteen Advanced Placement (AP) courses. Enrollment is open to all students; however, required campus arts programming **only allows five academic courses to be taken annually**. In addition, scheduling conflicts often exist due to fine art area requirements which may prevent a student from taking a desired Pre-AP or AP course. Students taking AP are required to take the exam in May & AP tests are paid for by Houston ISD.

Pre-AP Courses Offered

English I	English II
Geometry	Algebra II
Pre-calculus	Biology
Chemistry	World Geography
Spanish III	French III

Advanced Placement Courses Offered (2018-2019)

English Language	English Literature	Macroeconomics
Calculus AB	Physics C-Mech & EM	Statistics
Biology	World History	Music Theory
US History	US Government	Psychology
Spanish Language	Chemistry	European History

Campus Demographics

- White 44%
- Hispanic 27%
- African-American 17%
- Asian 9%
- Multiple 4%
- Economically Disadvantaged 19%

Class of 2018 Post Graduation Plans

Class Size-189

Acceptance Rate	100%	189
4 Year College	89%	164
2 Year College	6%	14
Pursuing Higher Education	85%	178
Gap Year	5%	11
Out of State	49%	93

Kinder HSPVA students are accepted to a wide array of competitive academic and artistic programs across the United States and abroad. Please contact the Kinder HSPVA Counseling Department for a comprehensive list of these institutions.

Advanced Placement Summary Score Report

	2018	2017	2016	2015
Total AP Students	326	307	282	265
Number of Exams	809	785	689	579
Exams with 3+	671	655	557	480
% of Total AP	82.9	83.4	80.9	83.0

Detailed 2018 Advanced Placement Results

Subject	5	4	3	2	1	ALL
Music Theory	20	2	2	0	0	24
English Lang	31	26	26	1	0	84
English Lit	19	33	26	10	0	88
Macro Eco	8	21	11	21	13	74
US Government	21	16	22	17	6	82
US History	26	25	17	5	3	76
World History	20	25	15	2	0	62
Euro History	8	4	0	1	0	13
Calculus AB	14	10	10	11	3	48
Biology	7	17	24	11	1	60
Physics C: EM	7	6	5	2	2	22
Physics C: Mec	9	10	2	1	0	22
Psychology	21	24	11	0	0	56
Chemistry	3	11	13	19	4	50
LOTE	19	12	11	3	3	48
Number of	233	242	195	104	35	809
% of Total	28.8	29.9	24.1	12.8	4.3	100

SAT Score Summary - (Middle 50%)

2018 Mean Score-1250	Class of 2018	Class of 2017	Class of 2016
# of Seniors Taking Test	153	166	189
Critical Reading/ERW	520-670	590-700	590-705
Math	520-680	550-670	550-670
Writing	510-630	30-35	30-35

2018 Mean ACT Score-28

Average PSAT Scores
 2015-1177 Total (ERW-M)
 2016-1174 Total (ERW-M)
 2017-1169 Total (ERW-M)
 2018-1188 Total (ERW-M)



Jessica Harper

SCHOOL DISTRICT OF HOUSTON

ACADEMIC RECORD OF
JESSICA HARPER
34 Grange Rd., Houston, TX 26809

Creative and Performing Arts
910 South Broad Street
Houston, TX 26809

Grade 12 - Quarter 1

<u>Subject</u>	<u>Mark</u>	<u>Credit</u>	<u>Subject</u>	<u>Mark</u>	<u>Credit</u>
English AP	A		Biology II	A+	
Adv Scr Wr	A		Radio/TV	A	
Act Sem	A+		Comp Sci	A-	
Soc Sci	B+		Dance	A	

Grade 11 - Final Report

<u>Subject</u>	<u>Mark</u>	<u>Credit</u>	<u>Subject</u>	<u>Mark</u>	<u>Credit</u>
English 11	A-	1	Chemistry	A-	1
World Hist	A	1	Elem Functions	A	1
Act Sem	A	1	Health	A-	5
Advisory	A	0	Dance	A+	5

Grade 10 - Final Report

<u>Subject</u>	<u>Mark</u>	<u>Credit</u>	<u>Subject</u>	<u>Mark</u>	<u>Credit</u>
English 10	A-		Biology	A	
Creative Writ	A+		Set Design	A	
Act Sem	A+		Geometry	A-	
US Hist	B+		Dance	A	

Grade 12 - Quarter 1

<u>Subject</u>	<u>Mark</u>	<u>Credit</u>	<u>Subject</u>	<u>Mark</u>	<u>Credit</u>
English 9	A		Env Sci	A	
Theater Apprec	A		Radio/TV	A	
Act Sem	A+		Algebra I	A-	
Hist Texas	C		Dance	A	

Jessica Harper



**The High School for the Performing
and Visual Arts (HSPVA)**

I am writing this recommendation on behalf of Jessica Harper. I have known Jessica practically from the moment that she arrived at HSPVA. I cast her as a lead in the fall musical in her 9th grade year. She has performed very well for me in plays and musicals throughout her high school career. She has great sense of presentation. When she is onstage she is never unaware of the audience BUT she is also always in character. As an actress she is very present and emotionally accessible. One wants to watch her when she is onstage. She has that gift of presence that makes you pick her out in a crowd. When she dances she sells it. She is unafraid of taking chances and making strong choices. This makes her work interesting. All this bespeaks a natural gift but also enthusiasm, hard work, and joy.

As a classroom student Jessica wrote very well. In Modern Theatre History (10th grade) each student read five plays each trimester and submitted a two page, single spaced paper on each play. Jessica's papers were on time, well organized, insightful, and written in an intelligent, understandable voice. In Intermediate Acting (11th grade) Jessica participated successfully in improvisational exercises, displaying a delightfully freewheeling imagination. Her monologues were always prepared on time and she was fearless in the character choices she made.

When working with Jessica in production, she is a wonderful collaborator, helping to bring a cast together with her humor, her commitment, and her professionalism. When she has a lead she is gracious and friendly. When she is in the chorus she is gracious and friendly. She understands the potential to be found in a Theatre community for friendship, for fun, and for a kind of transcendence when the work is fully realized. It is her sense of the power of theatre, when all the stars align, that sets Jessica apart from many of our students. She really gets it. And so she prepares deeply, rehearses effectively and performs with total commitment.

I am impressed by Jessica's ability to manage her busy life at HSPVA. She does well academically. She sings and acts and dances. She is senior editor of the Thespian, our department's newsletter that comes out 3 times a year. It is usually 12---15 pages in length. Jessica assigns the articles, sets the deadlines, pursues the frequently late writers, does a final edit on the articles, and even sees to the mailing of this publication. She always meets her deadlines.

There is a maturity implicit in Jessica. She has a great work ethic, self---discipline, an ability to see the "big picture" in most situations, and a healthy sense of humor. She reveals a rich emotional life in her acting as well as bravery and imagination in her acting choices. Her constantly positive attitude and her many gifts have endeared her to our entire Theatre community. I recommend Jessica enthusiastically and with no reservations!

Sincerely,

Wayne Howard

Drama Teacher