

## Profile

### Personal Information

<b>Name</b>	Lewis, Steven
<b>Share different name</b>	No
<b>Birthdate</b>	04/14/2004
<b>Pronouns</b>	They/Them
<b>Gender Identity</b>	Nonbinary

### Contact Details

<b>Email, Phone</b>	StevenLewis@gmail.com, +1.516-884-1153, Mobile, +1.516-763-4539, Home
<b>Permanent Address</b>	44 Nassau Ave, Oyster Bay, NY 11844 Oyster Bay, NY, 11844, USA

### Demographics

<b>Sex</b>	Male
<b>Military Status</b>	None
<b>Hispanic or Latino/a/x</b>	No
<b>Race</b>	Black or African American (U.S. / African American)

### Language

<b>English</b>	First Language, Speak, Read, Write, Spoken at Home
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### Geography and Nationality

<b>Citizenship Status</b>	U.S. citizen or U.S. national
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**Birthplace** Queens, New York, United States of America (18 Years US, Years Non-US)

**SSN** XXX-XX-0025

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**CA Fee Waiver**

**Fee Waiver Requested** No

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# Family

## Household

**Parents** Married  
**Home** Both Parents

## Parent 1

Mother

**Name** Cynthia Lewis  
**Email, Phone** Cynthlew@gmail.com  
**Occupation** Social, welfare, or recreation worker, Employed,  
**Education** Graduated from college/university  
Bachelors (1988), **Barnard College, New York, NY, USA**

## Parent 2

Mother

**Name** Kathleen Dixon  
**Email, Phone** dixon\_k@yahoo.com  
**Occupation** Other, Investment Banker, Employed, Citi Bank  
**Education** Graduated from college/university  
Bachelors (1987), **Vanderbilt University, Nashville, TN, USA**

## Education

### Current or Most Recent Secondary School

Oyster Bay High School, Oyster Bay, NY, USA, Public, CEEB: 334385 (08/2018 - 05/2022)

**Progression** No change in progression

**Graduation Date** 05/2022

### Colleges & Universities

**School** St. John's University, Jamaica, NY, USA (09/2020 - 05/2021)

### Grades

**Rank** na / 117

**GPA** 2.99 / 4

### Current or Most Recent Year Courses

#### Full Year

PRE-CALC - Pre-Calculus - (C PREP)

ENG - English 12 - (C PREP)

OTH/ELE - Government/Econ - (C PREP)

LANG - French 4H - (HON)

SCI - Anatomy & Physiology - (C PREP)

PE/HLTH - Physical Education - (REG)

OTH/ELE - Driver's Education - (REG)

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## Honors

**ACLU Community Leadership Award** School 11

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## Future Plans

Teacher or administrator (secondary), Bachelors

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# Testing

## ACT

Composite	28	09/20/2021
English	29	09/20/2021
Math	28	09/20/2021
Reading	29	09/20/2021
Science	24	09/20/2021
Taken	2	
Planned	0	
ACT Plus Writing Test	No	

## SAT Tests

Evidence-based Reading and Writing	600	10/19/2021
Math	540	10/19/2021
Taken	1	
Planned	0	
SAT Essay	No	

## SAT Subject Tests

US History	630	09/2021
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## Activities

### Social Justice

9, 10, 11, 12

School

10 hr/wk, 40 wk/yr

President and Founder, OBHS Student ACLU Chapter

Ran workshops, created and circulated monthly newsletters, and raised awareness for diversity issues within our school.

### Community Service (Volunteer)

12

School

2 hr/wk, 40 wk/yr

Mentor, OBHS Multicultural Mentoring Program

Mentor 9th grader to OBHS to assist with social and academic transition to high school. Coordinated writing tutoring program.

### Community Service (Volunteer)

10, 11, 12

School

2 hr/wk, 40 wk/yr

Tutor, READ Foundation Tutor

Volunteer tutor for struggling 2nd grader. After school ESL program for new immigrants to help with reading and writing skills.

### Community Service (Volunteer)

9, 10, 11, 12

School

3 hr/wk, 40 wk/yr

Continue

Member, Black Awareness

Multicultural support group. Design & implement celebrations. Promote respect between all groups by honoring our differences. Plan/organize workshops

## 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.**

I regret few things more than the way I misbehaved one day in May of my fifth grade year. I'd always looked up to Mr. Dutt, my inspirational science teacher whose skill at jumping rope remains unparalleled. But that day, during the owl pellet dissection, an irresistible opportunity for a poop joke presented itself. I redirected the class's attention to myself, and worse, away from the lesson. Notches louder than a yell, his expression somehow remained calm. In a flurry, he erupted, "STEVEN. STAND OUTSIDE AND DON'T COME BACK IN."

We made eye contact for a split second before I ripped my gaze from his. Unable to apologize, I left the room, concerned only with myself. Three days later, while returning from a fifth grade field trip, Mr. Dutt died of heart failure. He was 34.

The morning after the field trip, the teachers were late getting us kids. We started joking around: "Maybe they're all in the bathroom!" "Maybe they think it's Saturday!" Then one voice belted, "Maybe someone died!" I'd like to think the line struck a chord in me, or the others, but I doubt there was even a pause before the chorus of laughter. We had no idea.

For a long time, my failure that day had no more depth than sadness and regret. I felt horrible about my behavior, but for years I didn't realize I'd gained anything substantial from the experience. Little did I know, I'd begun to lie less, I kept more promises, and I listened to people more intently (though I sometimes wonder if this was the slow seasoning of maturity). Still, it seemed the most obvious consequence from Mr. Dutt's passing was a painful familiarity with death.



Five years later, the song "Parting of Sensory" by Modest Mouse helped me make sense of the experience. I was on the crosstown bus listening to the singer lament, "A life long walk to the same exact spot." The line reminded me of something I'd always found fascinating yet terrifying: Insignificance. Ever since reading my first book about space, I'd been disturbed by how insignificant humans are on the cosmic scale. Sure, some make such an impact that they're remembered by future civilizations, but even then, their existence remains infinitely small.

But as I listened to Modest Mouse bemoan human futility, I realized that the song is wrong. Existence shouldn't be reduced to "a life long walk to the same exact spot"; music matters, art matters, connecting with people matters. Five years after Mr. Dutt's death I realized I was the only living part of that memory, of our relationship. I mattered.

My contributions may never be momentous enough to last forever, but how I interact with others is significant. It matters that I listen when my crew coach criticizes my form. It matters that I'm patient with my sister as she practices flute scales while I write my common app essay. It matters that I show up for my friends' performance in the school play. It matters that I respect my fifth grade teacher. In addition, physics aids in my understanding of what matters. Physics brings context to significance and helps unravel the mysteries of the universe. I want to join the forefront of human understanding and search for answers. As the theoretical physicist, Brian Greene says in *The Fabric of the Cosmos*, "Assessing existence while failing to embrace the insights of modern physics would be like wrestling in the dark with an unknown opponent."

But cosmic consideration is only one priority. The people in my life unquestionably matter the most. I try to be mindful when spending time with friends and family. I cherish eye contact, soak up every last bit I can get from looking into someone's eyes. I concern myself with others. And when it's warranted, I apologize, because sometimes the universe doesn't give you a second chance

## Education Progression

Steven Lewis

**WEBSTER UNIVERSITY  
COMMON APPLICATION MEMBER PAGE**

<b>Student Status:</b>	Full time	<b>Admission Plan:</b>	Regular Decision
<b>Start Term:</b>	Fall 2017	<b>Preferred Residence:</b>	On Campus
<b>Financial Aid:</b>	Will not apply	<b>Legacy:</b>	No
<b>Academic Program:</b>	History		

**Contacts:** An admissions counselor at the National College Fair told me that Webster is the perfect match for me.

**Please elaborate on an extra curricular activity:**

Like most high school freshmen, I was nervous and insecure on the first day. Questions ran through my mind:

Will I fit in? Will people like me? There were registration forms to complete that were typical for freshmen. Section One- Name, Address, and Birthday were written with my trusty new gel pen. Mission accomplished. Section Two- Mother's Name and contact information. Father's Name and contact information. I paused, then froze. How would I answer the simple question? My teacher was dismissive and announced that I should just list one of my moms in the father section and pretend she was my dad. The collective giggle sounded like a roar to me. I took a stance and founded a chapter of the ACLU in my school later that year. One of my accomplishments was to change the forms to be more inclusive of a diverse range of families, including those with two moms.

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:** socialjustice.org Progressive think-tank that campaigns to narrow gap between rich and poor and reduce oppression. Advocates for greater equality and democracy.
2. **Your favorite source of inspiration:** A poster of Ruby Bridges, the first african-american to attend a white elementary school in the South.
3. **Your favorite line from a movie or book and its title:** Toto, I've a feeling we're not in Kansas anymore. Wizard of Oz.
4. **Two adjectives that your friends would use to describe you:** Protective and positive.
5. **Your favorite keepsake or memento:** I kept the mini-golf score sheet from the first time I beat my mother when I was 8 years old. Epic day.
6. **Your favorite word:** Ubiquitous. I find this word everywhere.
7. **What would you do with a free afternoon tomorrow:** I would spend the afternoon catching up with my mother who I only see one weekend per month.
8. **Recall a compliment you received that you especially value. What was it? Where did it come from?** One of the students I tutor recently received a "most improved" award from his second grade teacher. He subtly showed me his certificate by letting it fall out of his book bag by accident. He could not stop smiling when I acknowledged the accomplishment.



## OYSTER BAY HIGH SCHOOL

Steven Lewis

Every year, there are a few students who one is sad to see graduate because their contributions are irreplaceable. For me, Steven Lewis is one of those students. As a member of the morning library crew, he is usually at OBHS by 7:00am since his mothers drop him off on their way to work in Manhattan and he usually gets home around 8:00pm. At school he is part of a very large group of friends who call themselves "Ohana," which is a Hawaiian term that refers to friends as family and also means nobody gets left behind. This truly captures Steven's spirit. Always authentic, Steven never fakes it nor does he have the patience for anyone who does so he surrounds himself with like-minded peers.

He is one of five Black males in the senior class and he is the only Black student in AP US History. Steven has incredible strength to function above such disparities and to be honest, he's become so used to being the "only" one in various communities. However, he is never complacent. Between his strong family values and his high level of social maturity, Steven does not allow such demographics stop him from doing well or from bringing perspective to the communities he inhabits. Last year when we all witnessed the horrible events in Ferguson, MO, Baltimore, MD, and in Staten Island, NY, OBHS students organized a number of assemblies to discuss such prevalent issues and Steven was a leader during those forums. He organized and moderated a panel of faculty and administrators who discussed their own encounters with racial inequality and he talked about his own experience at OBHS as a Black male. It was raw and one of the most moving and poignant moments I have ever witnessed at our school.

To paraphrase Steven's teachers from junior year, he is one of the most active participants. He always had his hand raised when posed a question, and he often contributed interesting questions to the discussion. When you observe the cherub-like smile start to form, you know Steven is gathering his thoughts and getting ready to add something insightful. He is an extremely conscientious and kind young man, who often has a generous word for a classmate. Steven's ability to work well with a diverse group of students helps class dynamics and he is outspoken about being one strong cohort that works well together. His great personality supports his uncanny ability to diffuse awkward or difficult situations in a class of opinionated students. When conversing with friends or teachers or analyzing text in his essays, he cuts through the malarkey and fluff and gets to the heart of the topic. It's so refreshing to work with someone like Steven.

Equally interested in history and race and ethnic studies, Steven will thrive in an academic environment that allows him to study various subjects in depth but also across disciplines. His history courses in all feed his desire to understand how people interact and make decisions. He is a solid student at OBHS and within the greater scope of our community, he is one of the most successful students here because he has had real impact in our school. Steven has an acute understanding of oppression- as a young Black man with two moms, he has an appreciation for diversity and justice unlike any student I have ever known. He does not tolerate intolerance. He protects the underdog and has gained great respect for his maturity in this area. In the fall of his junior year, Steven's mothers broke up. The split was devastating to Steven who put all of his heart into embracing his family's unique make up. As a senior, he has bounced back and is ready to take on the world once again.

At OBHS, the faculty has encouraged him to become involved with theatre because during class skits and assemblies, you notice some real talent and spark in this regard. He takes on material with an openness that is instinctively expressive both verbally and physically. Combine this his easy-going and collaborative attitude and Steven is able to draw in his observers. Steven increases the energy when he enters a room and his hilarious sense of humor is much appreciated by all. Just recently, Steven took his budding acting skills to the stage during Senior Absurdity Day where he did spot on imitations of Ben Carson and impressions of some of our beloved faculty members including yours truly.

Steven is an impact student who will move the needle on your campus. I recommend him to you with deep, sincere admiration and the highest possible enthusiasm.

Sarah Murphy

Guidance Counselor

what have you learned about the student through this letter?  
Can you see the student thriving at Webster?

# Oyster Bay

## HIGH SCHOOL PROFILE

### 2021-2022

[www.obenschools.org](http://www.obenschools.org)



#### OYSTER BAY HIGH SCHOOL

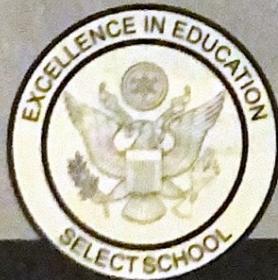
150 EAST MAIN STREET • OYSTER BAY, NEW YORK 11771 • 516-624-6526 • Fax: 516-802-8030  
CEEB Code: 334-385 • [www.obenschools.org](http://www.obenschools.org)

#### Community

Oyster Bay is located on the North Shore of Long Island approximately 35 miles east of New York City. The residents are committed to quality education as evidenced by the expenditures per child, which are among the highest in the New York Metropolitan area. The student-teacher ratio is one of the lowest in Long Island.

#### Accreditation

- Recognized School of Excellence by the U.S. Department of Education.
- Oyster Bay is accredited by the State of New York and the Middle States Association.
- Member of the Tri-State Consortium for High Performing School Districts.



#### DISTRICT EDUCATIONAL PROGRAM HIGHLIGHTS

The professional staff of the OBEN Schools is committed to being part of an accountable learning community focused on improving student achievement at all levels. Highlights of the results of this commitment include:

- State-of-the-art technology integrated into all the district's grade levels and subjects.
- Elective offerings include our commended Essay Writing for College, American Sign Language, CISCO, and Stony Brook University Engineering.
- Exceptional high school faculty that includes National Board Certified Teachers, New York State Master Teachers, and NSHSS Claes Nobel Educators of Distinction.
- College preparation and planning culture that includes college awareness tour programs in grades 8 and 10; college fairs; local college visits; guest speakers.
- Full complement of athletic opportunities in grades 7-12.
- Ever-increasing percentage of students in advanced placement courses.
- Renowned performing arts program that has performed in concert on the stage of Carnegie Hall and in collaboration with the New York City Master Chorale.
- Innovative fine arts program that incorporates traditional fine arts skills with cutting edge multimedia software.
- Science and technology that provides rigorous and diverse curricula through which students engage in authentic experimentation that fosters students' scientific inquiry, design, data analysis, reading and writing. The breadth of elective and AP course offerings enable students to experience diverse challenges and opportunities in STEM.

#### GRADUATION AND SENIOR PLANS

<b>Percentage of Graduates Earning:</b>	
Advanced Regents Diploma .....	65%
Regents Diploma .....	34%

<b>Class of 2020:</b>	
4 Year Schools .....	72%
2 Year Schools .....	11%
Employment .....	6%

## Honors (H), College Level, and Advanced Placement Courses (AP):

HONORS COURSES	ADVANCED PLACEMENT	COLLEGE LEVEL
Advanced World History 9H Algebra II H Chemistry H Earth Science H English 9H, 10H, 11H French 3H, 4H Geometry H Living Environment H Music H (Band, Choir, Wind) Pre-Advanced Studio Art Pre-Calculus H Research in the Social Sciences H Science Research H Spanish 3H, 4H	AP Biology AP Calculus AB AP Calculus BC AP Chemistry AP Computer Science A AP Computer Science Principles AP Human Geo AP Language & Composition AP Literature & Composition AP Physics I AP Physics II AP Psychology AP Research AP Research (Science) AP Seminar AP Statistics AP Studio Art AP U.S. Government & Politics AP U.S. History AP World History	Partnerships include the following schools: Adelphi University Long Island University St. John's University SUNY Farmingdale State College SUNY Stony Brook University  College Courses Include: CISCO 1 & 2 College ASL College English College French College Physics College Psychology College Spanish Computer Essentials 1 & 2 Exercise Science Math for the Liberal Arts Stony Brook Engineering Virtual Enterprise 1 & 2

### Points Per Grade

Type of Course	Add-on
Advanced Placement	.8
College/Honors	.6

*Additional points are not reflected on the report card or the transcript, but are utilized only for the computation of a student's Grade Point Average.*

### Ranking and Weighting Formula

**RANKING:** The Oyster Bay-East Norwich Board of Education voted unanimously to eliminate ranking of our students beginning with the class of 2006.

- Grade point averages are calculated on the basis of ALL courses for which credit has been granted and for which the NUMERICAL GRADE has been given.

### Class of 2021 Scholar Awards Include:

- 1 National Merit Finalist and Scholarship Recipient
- 1 National Merit Commended Scholars
- 4 AP Capstone Diploma Recipients
- 3 AP Seminar and Research Certificate Recipient
- 28 AP Scholars with Distinction
- 10 AP Scholars with Honor
- 43 AP Scholars



OYSTER BAY-  
EAST NORWICH CSD

**The following colleges and universities have accepted one or more students from the OBHS class of 2021**

Adelphi University  
 Boston College  
 Bucknell University  
 Carnegie Mellon University  
 Clemson University  
 College of Charleston  
 Cornell University  
 CUNY Hunter College  
 CUNY John Jay College of Crim. Justice  
 CUNY Queens College  
 Duke University  
 Elon University  
 Florida Gulf Coast University  
 Fordham University  
 Georgian Court University  
 Harvard University  
 Hofstra University  
 Institute Of Culinary Education  
 Iona College  
 Ithaca College  
 James Madison University  
 Lafayette College  
 Long Island University, Brooklyn  
 Long Island University, Post  
 Louisiana State University  
 Marist College  
 Michigan State University

Molloy College  
 Moravian University  
 Muhlenberg College  
 Nassau Community College  
 New York Institute of Technology  
 New York University  
 Northeastern University  
 Ohio State University  
 Pennsylvania State University  
 Quinnipiac University  
 Seton Hall University  
 Springfield College  
 St. John's University  
 SUNY Binghamton University  
 SUNY Buffalo State College  
 SUNY Cortland  
 SUNY Delhi  
 SUNY Farmingdale  
 SUNY Fashion Institute of Technology  
 SUNY Geneseo  
 SUNY Maritime  
 SUNY Old Westbury  
 SUNY Oneonta  
 SUNY Stony Brook University  
 SUNY University at Albany  
 SUNY University at Buffalo  
 Syracuse University

Tarleton State University  
 Texas A&M University  
 Texas Woman's University  
 Tulane University  
 Union College  
 University of Alabama  
 University of California, Berkeley  
 University of California, Irvine  
 University of California, Los Angeles  
 University of California, San Diego  
 University of California, Santa Barbara  
 University of Colorado Boulder  
 University of Florida  
 University of Maryland  
 University of Miami  
 University of New Hampshire  
 University of Scranton  
 University of South Carolina  
 University of South Florida  
 University of Southern California  
 University of Tampa  
 University of Valley Forge  
 University of Virginia  
 Vassar College  
 Virginia Commonwealth University  
 Virginia Tech  
 West Virginia University



OYSTER BAY HIGH SCHOOL  
Transcript Class of 2017

Steven Lewis

**STEVEN LEWIS**  
Address: 44 Nassau Ave, Oyster Bay, NY 118  
DOB: 04/14/1999

rigor?  
trajectory?  
no senior grades for first  
quarter?

2013-2014

FRESHMAN	Credits	Grade	Reg
Algebra I	1	85	90
French IH	1	90	
Global History IH	1	92	
Living Env	1	80	93
English 9	1	85	
Physical Educ	0.5	90	
Health	0.5	88	84.4
Study Skills	0	P	

2014-2015

Sophomore	Credits	Grade	Reg
Geometry	1	80	91
French 2H	1	92	
Global History 2H	1	98	100
Chemistry	1	75	89
English 10	1	86	
Physical Educ	0.5	90	86.2
Computer	0.5	90	
Advisory	0	P	

2015-2016

JUNIOR	Credits	Grade	Reg
ALG II/ TRIG	1	77	70
French 3H	1	92	92
US History	1	90	100
Earth Science	1	73	90
English 11	1	79	95
Physical Educ	0.5	80	
Art Appreciation	0.5	85	
Advisory	0	P	

st johns credit in  
senior year?

2016-2017

SENIOR	Credits	Grade	Reg
Pre-Calculus	1		
French 4H	1		
Govt & Econ	1		
English 12	1		
Music Appreciation	0.5		
Physical Educ	0.5		
Anatomy & Phys	0.5		
Driver's Educ	0.5		

82.2

84.9 =

2.99



## OYSTER BAY HIGH SCHOOL

Steven Lewis

Dear Admissions,

There are many things that make Steven an amazing student, one of the best I've ever taught. He is intelligent, affable, mature, charismatic, laid-back and hard working. He also has natural leadership skills, which were quickly evident in class discussion. Even though he was a junior when I taught him last year he was really terrific as a class leader. He was a frequent contributor, and when he talked he was able to quickly reveal his grasp of the homework material. Moreover as the year moved along he usually kicked off discussion, as his hand was generally the first up.

Certainly one thing that really impressed me about Steven's performance was how his quick success in the class led to other successes. That is, Steven came out of the gate quickly with excellent papers at the A-/A level. The class, Contemporary U.S. History is quite demanding, as it requires a variety of readings to get as many views on the historical topics. In addition, there are many papers to cover the diverse topics. For Steven to do so well, so quickly reflects on his academic skills and his natural intelligence.

But Steven quickly set out to challenge himself further, taking the initiative to stretch and grow as an intellectual. As a result, once he mastered getting A's on his papers he did not rest on his laurels. If anything, he used the opportunity to experiment and stretch his abilities further and further. So, given the chance to be experimental and creative, he seized the opportunity. This is something you don't usually see - even with A students. But it showed that Steven is really an intellectual. Indeed, if anything, he was more excited about challenging himself and finding new ways to make the material his own. From Civil Rights and Occupy Wall St. to JFK and Obama, Steven, was particularly good at making the connections concerning equality and injustice between the recent past and today. But he also took opportunities to be creative - the best was his paper on the Counterculture that he wrote in the style of Allen Ginsberg's Howl.

So, this combination of intelligence, hard-work, leadership and intellectual curiosity is special to see and Steven was easily one of the best I taught all year, one of the best I've ever taught. Steven has a particular keen interest in social justice within our school walls as well as in the community outside of OBHS. A fine young man and excellent citizen he has a bright future ahead of him. Thus, he has my highest possible recommendation.

Sincerely,

Howard Stein

History Teacher, Department Chair

what have you learned about this student through the letter?  
Would you want this student in your class?  
Is the student a worker? responsible?  
positive member of community?  
Does student go above and beyond?





## OYSTER BAY HIGH SCHOOL

Steven Lewis

Dear Admissions Committee,

Steven Lewis has an irrepressible side that he initially kept under wraps. He's not quiet, just philosophical in the way he formulates a question and content to talk only when he has something to say. And he takes real delight in ideas. That's when I'd see his sly smile, a look in his eye that tells you he is on to something. Steven's questions can seem like the beginnings of essays, and take in multiple perspectives as he unwinds a series of proposals that lead him to a key difficulty that needs to be addressed.

Steven does not have patience for anyone who is faking it, or who rests on too easy of a point. He has that kind of mind that cuts through to the crux of things, sees things with clarity. He needed some time to develop his natural inclination towards analytical thinking. What I came to understand is that Steven appreciates the complexity of thinking itself. He also has that straight ahead, unselfconscious delivery that allows him to make profound observations easy to grasp and key questions clear.

Steven responded to *Waiting for Godot* as if he and Beckett were in conversation. That's not delusion, he is merely engaging authors as he does everyone, in a serious and direct manner. Reading his papers I sensed, from the beginning, that he was interested in engaging the works, was not intimidated. I would almost call Steven's intellect mischievous, in the sense that he sees deeply into the fabric of things, he gets the jokes, likes the challenge. More importantly, he appreciates and can float in ambiguity. Ambiguity inspires him, in fact. And nothing gets by him. I often had the sense that because he is one step ahead, and looking back at the rest of us, Steven has the room and time to play a little. Part of that play included ribbing me a little by gently pointing out my own patterns and habits of thought, challenging me to reflect on my own way of putting ideas together, just as I was asking him to do.

These light moments were also serious, showing Steven engaged in deep play, or meta-analysis. That same power came through when I assigned him to play a scene as Falstaff. The moment was from *Henry IV, 1*, where Falstaff pretends to be Hal and Hal his father, the king, judging the profligate Falstaff. His performance was so good, so arresting, that his classmates spontaneously rose and cheered—a first in my years at OBHS.

I cannot count the number of times where it seemed that the texts, so to speak, lay open up to him. He has a feel for the particularities in a given writers style, and, in the area of ideas, for the kinds of difficulty that are productive of thought. Steven also excels at keeping the stakes—human, emotional—in mind as he develops his ideas. His research paper, on the use of the n-word in the films of Quentin Tarrantino, was powerful, unflinching, and well researched. Steven took on a tough topic and handled it with a skill and deftness that was both moving and compelling. By this point in the year, his bold choice of topic was as unsurprising as his nuanced insights. Steven is artful and logical—and unforgettable.

Sincerely,

Adam Post

English Teacher

what have you learned about this student through the letter?  
Would you want this student in your class?  
Is the student a worker? responsible? positive member of community?  
Does student go above and beyond?