



Profile

Personal Information

Name Cheeks TEST, Sandra TEST
Preferred Name Sandy
Sex, Birthdate Female, 07/11/2002

Contact Details

Email, Phone iamasquirrelnamedsandy@gmail.com, +1.512-222-5586, Home, No other telephone
Permanent Address 13530 N Hwy 183 Austin, TX, 78750-2315, USA

Demographics

Religion Agnostic
Military Status None
Hispanic or Latino/a/x No
Race White (Other, Squirrel)

Language

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

Geography & Citizenship

Citizenship Status U.S. Citizen or U.S. National
Birthplace Houston, Texas, United States of America (18 Years US, 0 Years Non-US)

CA Fee Waiver

Fee Waiver Requested No

Family

Household

Parents Married
Home Both Parents

Parent 1

Mother

Name Mrs. Ma Cheeks
Birthplace United States of America
Email, Phone acorn.cheeks@hotmail.com, +1.512-222-5586, Home
Address the same as my home address
Occupation Actor or entertainer, Employed, Squirrel, Oak Tree
Education Graduated from high/secondary school (or equivalent)

Parent 2

Father

Name Mr. Pa Cheeks
Birthplace United States of America
Email, Phone pacheeks@yahoo.com, +1.512-222-5586, Home
Address the same as my home address
Occupation Actor or entertainer, Employed, Squirrel, The Woods
Education Graduated from high/secondary school (or equivalent)

Siblings

1. Randy Cheeks, Age 18, Brother, Some high/secondary school
2. Rosy Cheeks, Age 22, Sister, Graduated from college/university, Bachelors, (08/2016 - 08/2020), **Texas A&M University, College Station, TX, USA**

Education

Current or Most Recent Secondary School

Small Mammal Academy of Arts and Sciences , Austin, TX, USA, Private
(08/2017 - 06/2021)

Other **Pacific Crest School, Santa Cruz, CA, USA, Charter, CEEB: 053270** (09/2019 - 06/2020)

Progression No change in progression

Graduation Date 06/2021

Colleges & Universities

Grades

Rank Top 20% / 331, Unweighted

GPA 3.8 / 4 , Unweighted

Current or Most Recent Year Courses

First Semester

Honors Biology - (C PREP)

Honors Chemistry - (C PREP)

Independent Study: Marine Biology - (C PREP)

French IV - (C PREP)

Senior Honors English - (C PREP)

Sociology - (C PREP)

Second Semester

Honors Biology - (C PREP)

Honors Chemistry - (C PREP)

Independent Study: Marine Biology - (C PREP)

French IV - (C PREP)

Senior Honors English - (C PREP)

Ethics - (C PREP)

Future Plans

Scientific researcher, Doctorate

Testing

There are no test scores to report.

Activities

Athletics: Club

| | |
|--------------------|--|
| 9, 10, 11, 12 | Swim, Swimmer |
| Year | Strong swimming and deep-sea diving skills |
| 20 hr/wk, 12 wk/yr | |
| Continue | |

Other Club/Activity

| | |
|--------------------|--|
| 9, 10, 11, 12 | Karate, Self-taught Karate |
| Year | Practiced the noble art of karate, physically and mentally trained |
| 15 hr/wk, 52 wk/yr | |
| Continue | |

Music: Instrumental

| | |
|-------------------|---|
| 10, 11 | Guitarist, Marching Band |
| School | Guitar soloist in band, some independent practice |
| 15 hr/wk, 4 wk/yr | |

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 all my life, I don't think I've ever been accused of doing something halfway.

I have been accused of being intense, strong-willed, and maybe most fittingly, a fish out of water. Though I grew up hours from the gulf, I couldn't seem to stay away from the open water. The idea of the ocean has always totally mystified and overwhelmed me. My family has lived in Texas for generations and has always been most comfortable in the trees and in the hills—a nice day on the river on a hot day is perfectly sufficient for them. But ever since I first learned how to swim, I've been driven by a love of the ocean and all the creatures within it. Some people would call me a dare devil, but being underwater has never frightened or overwhelmed me. My love of the ocean has become both an all-consuming academic and personal pursuit.

This is why I decided, during my junior year, to relocate and spend a full year at a high school just a block away from the Pacific Ocean. Everyone was incredulous, my parents included, but they supported my search for a new high school closer to the water and helped me find a place to live where I could be immersed in my love of the ocean at all times. They haven't always understood some of my more adventurous interests: diving, sandboarding, and extreme sports. I don't mind standing out and charting my own course, but I wouldn't be where I am today without the acceptance of my family and friends. My journey to the Pacific Ocean was challenging, but I never felt alone.

My research on undersea life, particularly undersea invertebrate life, is extremely involved, and as far as high-school students go, I would consider myself an expert. Whenever I'm not in school or doing homework, I'm collecting samples and just spending as much time as possible in the field. I've cataloged a couple of new species, and even invented some alterations to my own traditional scuba gear to allow me to interface with sea creatures and co-inhabit for long stretches of time. My education had been pretty self-driven in Texas where my high school didn't have many options for marine biology, and even at my high school in California, much of my research had been self-guided.

I see my next chapter as a college student as an important one for my scientific pursuits, but also as a step into a new and welcoming community. The work that I'll be able to do in college will finally see me working along peers and professors who match my passion for marine life. I can't wait for the next leap in my journey.

Education Progression

Education progression details

No change in progression

Required Explanation

Secondary school change

I spent my junior year in Santa Cruz, focusing on marine biology and spending as much time as possible in the ocean. My schedule there was flexible and allowed me to pursue my oceanography and marine biology research. I moved back to Texas for my senior year.

Disciplinary Information

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?

No

Whitman College Questions

General

| | |
|--|---|
| Preferred start term | Fall 2021 |
| Admission plan | Regular Decision |
| Financial aid | Yes |
| School Specific Fee Waivers | I am applying by December 1 |
| Have you been a candidate for admission to this institution in any previous year? | No |
| Testing Plan | Yes, please consider my ACT and/or SAT scores |
| If you have spent time in foster care in the state of Washington, you may be eligible for a scholarship through the Washington State Financial Aid Program. Have you spent time in state, tribal, or federal foster care while residing in the state of Washington? | No |
| Criminal History Y/N | No |

Academics

| | |
|--|--------------------|
| Which academic program at Whitman College interests you most? | Anthropology |
| Which additional academic program(s) at Whitman College interest you? | Biology, Chemistry |

Activities

| | |
|-------------------|-------------------|
| Activity 1 | Swimming |
| Activity 2 | Community Service |
| Activity 3 | Volleyball |

Contacts

| | |
|------------------|-----------------------|
| Contact 1 | High School Counselor |
|------------------|-----------------------|

Family

| | |
|------------------------|----|
| Sibling applied | No |
|------------------------|----|

| | |
|--|----|
| Are any of those relatives a parent, sibling, grandparent, great-grandparent, aunt, uncle, cousin, or other relative? | No |
|--|----|

| | |
|--|----|
| Are any of those relatives a parent, sibling, grandparent, great-grandparent, aunt, uncle, cousin, or other relative? | No |
|--|----|

Affirmations

By submitting this application, I affirm my understanding of and agreement to the statements found here: <http://www.commonapp.org/affirmations>.



School Report

Personal Details

Name Charles Chipmunk
Email, Phone cfchipmunk@smaas.edu, +207-874-7823

School Details

Name Small Mammal Academy of Arts and Sciences
Website smaas.edu

School Profile

Graduating Class Size 79
College Bound 97% 4-year, % 2-year
Ethnicity 3% Hispanic or Latino, % American Indian or Alaskan Native, 15% Asian, 4% Black or African American, % Native Hawaiian or Pacific Islander, 57% White
First Generation %
International % US Citizens, % Non-US Citizens
Federal Lunch Aid %
Financial Aid 30%
Setting Urban
Curriculum Honors (limit): 30 ()
Block Schedule No
Graduation Date 06/13/2020
International School No
AP Curriculum
Ratings via CommonApp No
Volunteer Service Yes, Students develop individual community engagement plans with the help of their academic advisor.
School Profile Upload Uploaded document attached

Transcripts

Number of Transcripts 1

Transcript Affirmation I affirm that I have uploaded a transcript to this School Report. I understand that failure to do so (by, for example, uploading a blank document or uploading a document promising to mail the transcript at a later time) will result in my Common App Online account being closed.

Grades Included Final junior year grades

Tests Included No

I Recommend this Student

| No Basis | With Reservation | Fairly Strongly | Strongly | Enthusiastically |
|----------|------------------|-----------------|----------|------------------|
| | | | X | |

Academics

Rank None, Class Size: 79

Curriculum Most demanding, IB Diploma Candidate: No, Advanced Cambridge (AICE) Diploma Candidate: No, AP Capstone Diploma Candidate: No

Certifications

Transcript Upload Affirmation By checking this box, I certify that I will upload a PDF of each student's transcript for transmission with the School Report.

Communication Affirmation I understand that the Common Application organization may need to periodically contact me regarding updates to the online school forms system. I agree to receive such communications at the email address I have provided above.

Disciplinary History

School Discipline No

Request Phone Call No

Official Transcript: Small Mammal Academy of Arts and Sciences

| | Fall 2020 | Spring 2021 |
|-----------------------|-----------|-------------|
| Honors Biology II | A | |
| Honors Chemistry I | A | |
| French IV | A- | |
| Senior Honors English | C | |
| Sociology | B | |
| Ethics | - | |

| | Fall 2018 | Spring 2019 |
|------------------|-----------|-------------|
| Honors Biology I | A | A |
| Human Physiology | A | A |
| Honors English | B+ | B- |
| US History | B | A- |
| Algebra II | A | A |
| Ceramics | A | |
| Journalism | | B |
| French III | A | A |

| | Fall 2017 | Spring 2018 |
|------------------|-----------|-------------|
| Physics | A | A |
| Freshman Biology | A | A |
| World History | B+ | A |
| English I | A | A |
| French II | A | A |
| Photography | A | |
| Marching Band | A | A |

OFFICIAL TRANSCRIPT
Pacific Crest School
Santa Cruz, CA 95061-1701

| | Fall 2019 | Spring 2020 |
|---------------------------|-----------|-------------|
| Human Physiology | A | A |
| AP Physics | B+ | A |
| AP Biology | A- | A |
| AP English Language | B | B |
| AP Calculus AB | B | A |
| Ind Study: Marine Biology | A | A |
| Theatre Tech | B | |
| Journalism | | B |
| AP European History | B | B |

To whom it may concern,

I am writing this letter on behalf of my student, Sandy Cheeks. I taught Sandy in AP Biology her junior year, the only year she was enrolled at PCS. I have worked in education for 10 years now, and have taught biology the whole time. I have seldom encountered a student as intellectually curious as Sandy. The energy she brought to the classroom was infectious and unending, and it is my pleasure to write this letter for her.

Sandy joined us for her junior year on a sort of “exchange” from her high school in Texas. She sought out our school for its location near the UC Santa Cruz, where she has been able to participate in college-level research. Her work on porifera observation and cataloging is particularly exciting. The work in biology came easy to her, and more often than not, she devised her own additional assignments and projects to take the lessons in my more generic AP Biology class into realms of interest to her—that is, marine biology and all things to do with the ocean. We had many conversations at break and after school about her goals, and seeing her eyes light up as she talked about the work she was doing in the ocean was really a sight to behold. Her research has kept her busy, and perhaps out of more traditional high school extracurricular activities.

Sandy is single-minded and headstrong, and she is ready to engage in a debate in the classroom. Her maturity and her academic intensity have, at times, put off classmates and it’s true that at the beginning of the year I wasn’t sure how well-integrated she would be in our community, staying as she was for such a short time. She is the type of student who will blossom in college, finally at home with people at her same level of academic engagement. But even though she was only here with us for one year, Sandy has emerged with some incredible friendships.

Though I was sad to see her go at the end of the year, I was honored when Sandy reached out to me for this letter. Her drive and passion in the sciences will, no doubt, be clear throughout her application. I can imagine no student better suited to college-level coursework, and few students who bring with them a greater wealth of field experience. Please don’t hesitate to call or email me with any questions.

Sincerely,

Poppy Puff

To whom it may concern,

I am excited to lend my support to Sandra Cheeks, an applicant to your esteemed university. Sandy has been one of my students for three years total at SMAAS, taking a sabbatical to spend a year at a high school in Santa Cruz. As her college and career counselor, I know Sandy as a driven student who marches to the beat of her own drum. I believe she will make a fine addition to the class of 2025.

Teachers say that Sandy does excellent work in a timely manner, and often livens up a class discussion. Her interests skew more towards the sciences and she has nearly exhausted our school's science curriculum. SMAAS is a College Preparatory high school which does not offer AP coursework; however, our curriculum meets or exceeds the rigor of AP classes, and you will see that she made a transition in her junior year to an AP curriculum quite seamlessly. Though, as I said, Biology and the sciences are her true passions, Sandy has continued to take a well-rounded schedule and is highly regarded by her instructors in the arts and humanities. Her theatre teacher saying that her work in stage combat is particularly impressive.

Sandy has been on a club swim team for several years and is a student at a local dojo. She approaches these commitments with the same grit as she does her coursework in the sciences, and I am told she is an incredible swimmer and martial artist. At our high school, she has mostly stayed out of the spotlight in terms of leadership, as her extracurriculars and frequent trips to the gulf and the ocean to take their toll. Still, she is well-liked on our small, close-knit campus.

Sandy's year in California saw her even more engaged in her passion of marine biology, and she returned with energy anew. Sandy made this year happen largely on her own, researching high schools near the University of California at Santa Cruz and seeking out a challenging curriculum that would complement her research there. She showed herself to be mature and independent, the kind of student who always follows through on her personal goals. I have no doubt she will make her next transition just as seamlessly.

Yours,

Charles Chipmunk

To whom it may concern,

Allow me to introduce myself. My name is Squidward Tentacles, and I am a clarinetist, an artist, and a connoisseur of the finer things. As a great appreciator of music, I taught a marching band course at SMAAS as a passion project. At first, this was a challenge. The school did not have a well-developed music program and many students were not taking things seriously. As expected, it was at times a bit cacophonous. However, ultimately the experience evolved into a triumph. The marching band's performance was unparalleled, and it moves me to this day to think of it.

Sandy's attitude and discipline exceeded her raw talent at the guitar. Though she grew frustrated at times, she kept at it and I would say that her eventual guitar solo was crucial to the performance.

Please do not hesitate to contact me to hear more about Sandy's candidacy, and more about my capacity as a music director should your institution work to contract me as a freelance artist.

Best,

Squidward Tentacles