



Profile

Personal Information

Name Fire TEST, Zuko TEST
Sex, Birthdate Male, 08/15/2003

Contact Details

Email, Phone zukocasestudy@gmail.com, +1.509-527-5774, Mobile, No other telephone
Permanent Address 1341 Burning Rd Ashland, OR, 97520, USA

Demographics

Religion Other Fire Sage
Military Status None
Hispanic or Latino/a/x No
Race Asian (Other East Asia)

Language

English First Language, Spoken at Home
American Sign Language First Language, Spoken at Home

Geography & Citizenship

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

CA Fee Waiver

Fee Waiver Requested No

Family

Household

Parents Separated
Home Legal Guardian

Parent 1

Father

Name Mr. Ozai Fire
Birthplace United States of America
Address a different address
1600 Pennsylvania Ave Austin, TX, 78702-2021, USA
Occupation Policymaker/Government, Self-Employed
Education Graduate school
Bachelors (1980), Law (1983), **Harvard College, Cambridge, MA, USA**

Parent 2

Limited information about this parent

Legal Guardian

Uncle

Name Mr. Iroh Fire
Address the same as my home address
Occupation Business owner or proprietor, Self-Employed
Education Graduate school
Doctorate (1970), **White Lotus Institute, Windermere, FL, USA**

Siblings

1. Azula Fire, Age 15, Sister, Graduated from high/secondary school (or equivalent)

Education

Current or Most Recent Secondary School

Ashland High School, Ashland, OR, USA, Public, CEEB: 380025 (08/2017 - 05/2020)

Progression Did or will graduate early, Did or will take gap year

Graduation Date 05/2020

Colleges & Universities

Grades

Rank 245 / 300, Unweighted

GPA 3.2 / 4 , Unweighted

Current or Most Recent Year Courses

First Quarter	Second Quarter	Third Quarter	Fourth Quarter
IB Literature HL - (IB)	IB Literature HL - (IB)	IB Literature HL - (IB)	IB Literature HL - (IB)
IB Chemistry SL - (IB)	IB Chemistry SL - (IB)	IB Chemistry SL - (IB)	IB Chemistry SL - (IB)
IB Art HL - (IB)	IB Art HL - (IB)	IB Art HL - (IB)	IB Art HL - (IB)
IB Statistical Analysis SL - (IB)	IB Statistical Analysis SL - (IB)	IB Statistical Analysis SL - (IB)	IB Statistical Analysis SL - (IB)
IB Politics HL - (IB)	IB Politics HL - (IB)	IB Politics HL - (IB)	IB Politics HL - (IB)
IB Theatre HL - (IB)	IB Theatre HL - (IB)	IB Theatre HL - (IB)	IB Theatre HL - (IB)
IB Theory of Knowledge - (IB)	IB Theory of Knowledge - (IB)	IB Theory of Knowledge - (IB)	IB Theory of Knowledge - (IB)

Honors

My Honor (Successfully Obtained)

International

12, Post-graduate

Future Plans

Policymaker/Government, Doctorate

Testing

There are no test scores to report.

Activities

Career Oriented

PG
Year
168 hr/wk, 52 wk/yr
Continue

Fire Lord, Fire Nation
Mentored the Avatar in firebending; led the Fire Nation into a new era of love and peace; restored the honor of the Fire Nation

Cultural

9, 10, 11, 12, PG
Year
15 hr/wk, 52 wk/yr
Continue

Firebending - Master, Fire Nation
Since I was young, I have spent time working on meditation and breathing practices, perfecting forms, and channeling power through my movements.

Community Service (Volunteer)

10, 11, 12
Year
2 hr/wk, 45 wk/yr
Continue

Turtleduck Rescue, Ashland Humane Society
Spend time cleaning cages and socializing the turtleducklings; giving smooches and sweet pats

Work (Paid)

10, 11
Break, Year
10 hr/wk, 25 wk/yr

Server, Pao Family Tea House
Prepared and served tea to customers, maintained helpful and approachable persona, learned discipline and patience in the face of aggression

Work (Paid)

12, PG
Year
8 hr/wk, 38 wk/yr
Continue

Server, The Jasmine Dragon
Supported uncle through establishing his own business; brought expertise from previous experience preparing and serving tea; supported friend's art

Family Responsibilities

9
Year
100 hr/wk, 52 wk/yr

The Hunt for the Avatar - Leader, Fire Nation
After banishment, organized and led pursuit of lost Avatar; successfully tracked him and companions; negotiated capture.

Writing

Personal Essay

Reflect on a time when you questioned or challenged a belief or idea. What prompted your thinking? What was the outcome?

The first two years of my high school experience were defined by the misguided belief that the only way to regain my honor would be to find the Avatar.

For years, my idea of “honor” was one that had been defined by my home life, having been raised primarily by my father, Ozai, after my mother left us when I was 10. I believed that “having honor” meant following Ozai’s orders and being graced by his love and acceptance. I’ve since learned better - “I’ve realized I’m free to determine my own destiny, even if I’ll never be free of [my scar].”

“Growing up, we were taught that the Fire Nation was the greatest civilization in history. And somehow, the War was our way of sharing our greatness with the rest of the world. What an amazing lie that was. The people of the world are terrified by the Fire Nation. They don’t see our greatness.” They see violence and injustice.

It took recreating that violence myself to see the harm it caused, and I’m still not sure how to forgive myself for the years I spent actively replicating my nation’s patterns of violence and oppression. Maybe I can’t. But, I can interrupt these patterns, and I have learned how to do so through the forgiveness and grace from my friends.

I spent most of my life rejecting help from others, having been taught that trust was synonymous with weakness. In the past year, however, I have learned that trusting the experiences and intentions of others is a necessary part of restoring justice and peace. From my uncle, I’ve learned that it is never too late to try and do the right thing. From my friends in the Water Tribe, I have learned that revenge will not bring fulfillment, and that chucking your boomerang at its head and hoping for the best is, most of the time, a valid option. From Aang, the Avatar, an actual legit child who somehow saved the world without killing anyone, I’ve probably learned more about forgiveness than I can express through words.

This year has been one challenge after another as I try to navigate healing both myself, my friends, and my nation. But “If we don’t want the world to destroy itself, we need to replace it with an era of peace and kindness.” I hope that, with the guidance I’ve been blessed with (both intentionally and inadvertently) from my family and new friends, I am successful in this endeavor.

Additional Information

I was suspended for fighting with a student who was trying to disrupt my rehabilitation by accusing me of firebending in a location known for being hostile to firebenders. I regret having resorted to violence so quickly, and I wish I had understood at the time how to deescalate the situation without resorting to swords. I have since spent time with my uncle discussing different tactics in self-defense, and how to lean on others in my immediate environment so that I can stay grounded and prevent harm to myself and others.

Education Progression

Education progression details

Did or will graduate early, Did or will take gap year

Required Explanation

Education progression

Currently, I am taking a gap year so that I can fully dedicate myself to being a good leader and agent for change in my new role as Fire Lord. I am very excited to enter college next fall after continuing to learn and mature outside of the classroom. As you can see in my transcript, my high school experience had a difficult start—I was unmotivated and dedicated my time outside of the classroom to unfulfilling pursuits that left me totally drained. By the end of high school, however, I was in a totally different place socially. This allowed me to take on classes that I was passionate about, and excel. Though I am excited for the challenge of college, I believe a gap year will be necessary for me to focus the majority of my time and energy on humanitarian work and restorative justice. I will arrive on campus enriched by these experiences and prepared for college.

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	No
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	No, I prefer to apply test optional
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?	Philosophy
Which additional academic program(s) at Whitman College interest you?	International Studies, Politics, Rhetoric & Public Address, Theater

Activities

Activity 1	Drama/Theatre
Activity 2	Community Service
Activity 3	Student Government

Contacts

Contact 1	Website
------------------	---------

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 Iroh Fire

Email, Phone

Profile URL

School Details

Name

Website

School Profile

Graduating Class Size 180

College Bound 98% 4-year, % 2-year

Ethnicity % Hispanic or Latino, % American Indian or Alaskan Native, % Asian, % Black or African American, % Native Hawaiian or Pacific Islander, % White

First Generation %

International % US Citizens, % Non-US Citizens

Federal Lunch Aid 0%

Financial Aid 0%

Setting Rural

Curriculum IB (limit): 30(6)

Block Schedule No

Graduation Date June 2019

International School Yes

AP Curriculum No

Ratings via CommonApp Yes

Volunteer Service Yes, Minimum of 2 hours per week but majority of students do significantly more.

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 senior year grades

Tests Included

Yes

I Recommend this Student

No Basis	With Reservation	Fairly Strongly	Strongly	Enthusiastically
				X

Academics

Rank

None, Class Size: 180

Curriculum

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

Ratings

No Basis		Below Average	Average	Good (above average)	Very Good (well above average)	Excellent (top 10%)	Outstanding (top 5%)	Top Few
	Academic Achievement				X			
	Extracurricular Accomplishments						X	
	Personal qualities and character							X
	OVERALL							X

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

School policy forbids me from responding

Request Phone Call

No

International School

Primary Language English

**Exam-Based
Promotion** No

Grading Scale A: 7, 6 B: 5 C: 4, 3 D: 2 F: 1)

Zuko Fire, DOB 08 15 2003

Ashland High School: An International Baccalaureate School, Final Transcript

	Fall 2016	Spring 2017
Ethics	D	C
Mathematics I	B	B
English I	B	A
Music: Instrumental	C	C
World History	C	C
Chemistry I	B	B

	Fall 2017	Spring 2018
US History	B	C
Mathematics II	B	B
Spanish I	A	B
English 2	B	A
Economics	B	B
Chemistry 2 Honors	B	B
Art	A	A

	Fall 2018	Spring 2019
IB Literature HL I	B	A
IB Chemistry SL I	B	A
IB Art HL I	A	A
IB Statistics SL I	A	A
IB Politics HL I	B	A
IB Theatre HL I	A	A
IB Theory of Knowledge	A	A

	Fall 2019	Spring 2020
IB Literature HL II	A	A
IB Chemistry SL II	B	A
IB Art HL II	A	A
IB Statistics SL II	A	A
IB Politics HL II	A	A
IB Theatre HL II	A	A
IB Theory of Knowledge	A	A

To the admission committee,

In my 40 years as an educator (as well as a public official), I have seldom encountered an odyssey quite as inspiring as Zuko's has been. I have worked with Zuko throughout his high school experience, and I realize that his transcript leaves many questions unanswered. As his counselor, I hope to provide some clarification on the challenging circumstances he has faced and express my utmost confidence in his ability to succeed at your institution.

Zuko began his high school journey at a volatile time. His life had recently changed, and he was going through a metamorphosis. He was, regrettably, unable to fully dedicate himself to his academics. Though he showed glimmers of interest and motivation in the subjects he was most passionate about, he was also distracted by his extracurriculars and burned out. These activities (particularly his organized manhunt for the Avatar) are, I feel, at odds with his deeper nature. Zuko felt as though he had to do everything on his own, and was unable to reach out for help when he needed it. He had a narrow and unhealthy definition of success, and it weighed on him. There were long stretches where I, as his counselor, never heard from him, and he didn't access the academic advising that he needed to be successful. There is no delicate way of putting this: Zuko lost his way, and it took him a while to get on the right path.

However, at the beginning of his junior year, as you will see, there is a marked shift in Zuko's classroom performance. Teachers reported that, though quieter at first, he began to engage in discussions and collaborate with his peers. He had opted for a rigorous selection of courses which better suited his academic and personal interests, and perhaps most importantly, he struck a balance in his extracurricular life and sought out opportunities to serve, to teach, and to work on a team. This made all the difference in the world. I am confident that the quality of his work and the content of his character are expressed in his performance in his junior and senior year coursework. His strong convictions and devotion to others have transcended the classroom, and he is spending his gap year on reconstruction and humanitarian work.

Your campus needs an idealist with a pure heart, and unquestionable honor. In Zuko, you will find all of this and more. He is a resilient product of our troubled times, an individual whose complex past perfectly equips him to navigate the modern world as an exceptional citizen and leader.

Sincerely,

Iroh

Dear Whitman Admission Committee,

It is our pleasure to recommend Zuko for admission to Whitman College's class of 2025. Although he has struggled with focus and motivation in the past, he has recently found a new drive in bringing balance to the Four Nations.

When Zuko first came to us for guidance, he had only learned how to make change and influence those around him through destruction and subjugation. His understanding of his element was a narrow one, and heavily influenced by his upbringing. Having had the chance to read his "heart, soul, and ancestry", what we see now is great potential for kind and skillful leadership.

Fire is life, it is energy. To care for it properly, "you must maintain a constant heat. The flame will go out if you make it too small. Make it too big, and you might lose control." Before Zuko came to us, he had lost control. Now, he has seen the constructive, vitalizing nature of fire, and can be trusted to know the balance between too much and too little.

He has had the chance in the past year to practice this balance and has made excellent progress. Zuko is driven by a sense of responsibility that is carefully oriented towards his community. We see him becoming an even more caring and involved leader in the coming years, and encourage you to welcome him into your class with open arms.

Sincerely,

The Firebending Masters
Ran & Shaw

Interview

Form Title Interview
Form User Sarah Bosworth
Form Submitted 08/07/2020

Interview Options

Interview Type Skype Interview
Interviewer Name* Sarah Bosworth
Interviewer Title* Senior Admission Intern

Applicant Information

First Name Zuko
Preferred Name Zuko
Last Name Fire
Email Address zukocasestudy@gmail.com
Send Email* No
Mailing Address 1341 Burning Rd
Ashland, OR, 97520,
USA

Anticipated Entry Term Fall 2021
Student Type First Year
Most Recent School Attended Ashland High School
CEEB Code
Citizenship Display United States Citizen

General Summary

I had an outstanding interview with Zuko. He definitely felt very at home in this interview, and is a super smart, driven student who has had to assume a lot of caretaking and leadership duties this past year - since last September, he has been taking courses on meditation and effective leadership, going on tours and hosting open forums that sounded super cool, and babysitting his four friends who arguably are not old enough to be major political players, while also caring for his uncle and local turtleduck brood. Zuko addressed his past struggles openly and with great maturity, and emphasized his growth and how he has been trying to improve himself and heal. He also articulated a really strong interest in Whitman for the community, access to profs (and being on a first name basis - being seen is really important!), the politics department, as well as the outdoor opportunities that Whitman has to explore. Overall, it was a really great interview, and I think Whitman would be lucky to have Zuko on campus.

Codes

Academic Interests Philosophy
Politics
Theater