

CHERRYVILLE HIGH SCHOOL 360-360
 313 RIDGE AVE
 CHERRYVILLE, NC 28021
 704-435-4506

NC PUBLIC HIGH SCHOOL STANDARDIZED TRANSCRIPT

11/06/01

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STUDENT INFORMATION

Name: **Billy Bob** Student
 Address: **Phoenix** Student
 Contact: Birth
 Gender
 Course of Graduation: 0'

SCHOOL INFO

Contact: School ID: 360360
 Grades: 09-12
 Accreditation: State & SACS
 L.E.A.: GASTON COUNTY SCHOOLS College Board Code: 340715
 704-866-6100 NC Grading Standard: 1994/95

Course	Mark	Quality Points - Weighted	Quality Points - Unweighted	Credits Earned	Prev School	Flags
Grade: 09 1998/99						
102159S ENG 9 HN	97	5.00	4.00	1.00		U
20305XS GEOMETRY HN	95	5.00	4.00	1.00		U
30105XS PHYS SCI HN	95	5.00	4.00	1.00		U
40055XS ELP HONORS	97	5.00	4.00	1.00		U
50132XS BAND IA	100	4.00	4.00	1.00		
50132XS CON BAND I B	100	4.00	4.00	1.00		
90112XS HEALTH/PE	99	4.00	4.00	1.00		
95202XS FRESHMAN SEM	100	4.00	4.00	1.00		
Grade: 10 1999/00						
10225AS ENG 10 HN	92	4.00	3.00	1.00		U
10512XS SPANISH I	94	4.00	4.00	1.00		
20245XS ALG II HN	91	4.00	3.00	1.00		U
30205XS BIOLOGY HN	92	4.00	3.00	1.00		U
40245XS WRLD HIST HN	100	5.00	4.00	1.00		
50132XS BAND IIA	100	4.00	4.00	1.00		
50132XS CON BAND IIB	98	4.00	4.00	1.00		
90152XS BODY WELL I	89	3.00	3.00	1.00		
Grade: 11 2000/01						
10235BS ENG 11 HN	89	4.00	3.00	1.00		U
10522XS SPANISH II	78	2.00	2.00	1.00		
20632XS ALG III/TRIG	92	3.00	3.00	1.00		
30505XS CHEM I HN	87	4.00	3.00	1.00		U
40075XS US HIST I HN	95	5.00	4.00	1.00		
40217XS US HIS II AP	90	5.00	3.00	1.00		U
50132XS BAND IIIA	97	4.00	4.00	1.00		
50132XS CON BANDIIIB	96	4.00	4.00	1.00		
Grade: 12 2001/02						
10245CS ENG 12 HN						FU
10535XS SPAN III HN						S
20705XS PRE CALC						P
20767XS CALC AP AB						S
30215XS ANAT & PH HN						S
30605XS PHYSICS I HN						P
50132XS BAND IVA						P
50215XS BAND IVB HN						S

UNIVERSITY OF NORTH CAROLINA BOARD OF GOVERNORS
MINIMUM ADMISSION REQUIREMENTS REMAINING

Algebra I

PERFORMANCE INFORMATION

Cumulative GPA and Total Points are calculated as of the end of semester 2.
Cumulative GPA Weighted: 4.125 Total Points Weighted: 99.00
Cumulative GPA Unweighted: 3.583 Total Points Unweighted: 86.00
Class Rank (2001/02, sem 1): 12 of 105 Total Credits: 24.00

TESTING INFORMATION

Algebra I End-of-Course Test
Algebra I Scale Score 77
Algebra I State Percentile 99
05/01/98
ELPS End-of-Course Test
ELPS Core State Percentile 99
ELPS Scale Score 72
01/01/99

Physical Sci End-of-Course Test
Phys Science Core St Percent 97
Phys Science Scale Score 71
01/01/99
English I End-of-Course Test
English I Scale Score 72
English State Percentile 99
06/01/99

Geometry End-of-Course Test
Geometry State Percentile 91
Geometry Scale Score 71
06/01/99
Algebra II End-of-Course Test
Algebra State Percentile 96
Algebra Scale Score 78
01/01/00

English II End-of-Course Test
Eng II Common Prompt Score 3.0
04/01/00
Biology End-of-Course Test
Biol Core State Percentile 88
Biology Scale Score 66
06/01/00

Chemistry End-of-Course Test
Chem Core State Percentile 90
Chemistry Scale Score 68
06/01/01
US History End-of-Course Test
Hist Core State Percentile 99
U.S. History Scale Score 75
06/01/01

Computer Skills
Multiple Choice Pass/Fail In Pass
Multiple Choice Scale Score 71
Performance Pass/Fail Indica Pass
Performance Scale Score 64
11/01/97
Math 8th End-of-Grade Test
Math Achievement Level IV
Math Developmental Scale 193
Math EOG Pass/Fail Indicator Pass
Math State Percentile 99
05/01/98

Reading 8th End-of-Grade Test
Reading Achievement Level IV
Reading Developmental Scale 179
Reading EOG Pass/Fail Indica Pass
Reading State Percentile 99
05/01/98
Math 10th End-of-Grade Test
Math Achievement Level IV
Math Developmental Scale 203
Math State Percentile 98
05/01/00

Reading 10th End-of-Grade Test
Reading Achievement Level IV
Reading Developmental Scale 184
Reading State Percentile 99
05/01/00
Scholastic Aptitude Test
Math 580
Verbal 590
05/01/00

Scholastic Aptitude Test
Math 580
Verbal 630
06/01/01

AWARDS/ACHIEVEMENTS AND EXTRA-CURRICULAR ACTIVITIES

No awards & achievements data for student.


Continued...

To the Office of Admissions at UNC Chapel Hill,

Since the last time you heard from me I have continued to attempt to make the most of my high school days. Over the past four months I have shared many memories with friends who I may never see again but will never forget. Furthermore, I have also continued my involvement in school and church activities. Recently, I participated in the Gaston County All-County Band Clinic, a center-stage activity for some of Gaston County's finest musicians. At my church I have continued my role of leadership as Senior Youth Representative of my youth group. I have also tried, and I stress, "tried," to fill the very large shoes of my grandmother as teacher of the Ladies and Men's Sunday school class.

This past week I reached an important milestone, my 18th birthday. The enormous amount of "new" responsibility that comes with manhood has caused me to put my life in greater perspective. I realize now that I have a greater responsibility to my community and country than ever before with becoming eligible to vote. By registering for the selective services I realize that in the "wink of an eye" tomorrow I could be fighting on foreign, or even domestic, soil for the same freedoms I enjoy today. Never before have the words of President John F. Kennedy sounded truer when I hear his "Ask not what your country can do for you, but what you can do for your country."

Another recent event that has caused me to put life into greater perspective is learning that a classmate of mine has been stricken with cancer. Both members of the student body and the community have been saddened to discover that someone within four months of graduating may not be given the opportunity to see tomorrow. Our school and community have united in the midst of this tragedy to support our classmate and her family emotionally, as well as financially, in any way possible. A friend and I are currently in the beginning stages of planning a charity basketball tournament to benefit this girl's bout with cancer. The sudden realness of a terminal illness or a terrorist attack causes one to value the importance of living each day to the fullest and instills the fact that tomorrow is never guaranteed.

On a final note, I would like to express my gratitude for being considered for admission into your school. 

School and Community

Please provide detailed information about your school and community activities in the space provided below. Attach an additional sheet if necessary but use the space provided first. Think carefully about your activities and list the ones that have meant the most during your high school years; these activities should be the ones to which you have devoted the most time and energy and to which you feel you have made the largest contribution. List your most important activities first.

ACTIVITY	GRADE(S)				HRS/WEEK				LEADERSHIP ROLES, POSITIONS HELD, HONORS AWARDED, LETTERS EARNED
	9	10	11	12	9	10	11	12	
Marching Band	✓	✓	✓	✓	7	6	7	8	Hornline Captain (12)
Church Youth Group	✓	✓	✓	✓	5	5	5	5	President, Senior High Rep.

Work Experience

EMPLOYER	JOB TITLE OR DESCRIPTION	MM/YY TO MM/YY	HRS/WEEK SUMMER	HRS/WEEK SCHOOL YEAR
Papa's Pizza-To-Go	Food Service	8/2000-Present	25	15

Special Recognition

Please list any honors, prizes or special recognition you have earned. If you have already included some of this information in the activities section above, please feel free to omit it here. While we are eager to learn of your accomplishments, we ask that you not send copies or originals of commendation letters, essays, award certificates, etc., since we will not be able to return them to you.

GRADE	SPECIAL RECOGNITION
11	National Honor Society
12	Who's Who Among American High School Students
12	National Honor Roll

Thinking about your school and community activities, work experience and special recognition, which one of the activities listed above would you most like to be remembered for? Why?

I would like to be remembered most for my years of leadership with my youth group. I believe this activity reflects my morals and spirituality far greater than any other activity could.

Honor Statement

If you answer "yes" to any of these questions, please attach an explanation and the other documentation requested below. If, at a later date, your answer to any of these questions becomes "yes," you must notify the Office of Undergraduate Admissions and provide an explanation.

- Yes No Have you been out of school for reasons other than routine vacations, disability-related reasons or school-related activities? If you have already graduated, please explain how you have been spending your time since graduation.
- Yes No Have you ever been suspended, expelled, dismissed, or otherwise subject to any disciplinary sanction from any secondary schools or colleges? If you answer "yes," please include a statement from an appropriate school official corroborating your summary of events.

Under the University's system of self-government, each student is responsible for obeying and supporting enforcement of the Honor Code, which prohibits lying, cheating or stealing when these actions involve academic processes or University, student or academic personnel acting in an official capacity.

Students are also responsible for abiding by the Campus Code, which prohibits conducting oneself in a manner that impairs significantly the welfare or the education opportunities of others in the University community.

- Yes No I agree to uphold the Honor System.

Current Courses

List the courses you are taking this year as they appear on your transcript. Clearly denote any AP, IB, honors, college or dual-enrollment courses. If any of your courses are trimester or half-year in length, please label them accordingly. If your schedule should change for any reason after you complete this form, notify the Office of Admissions in writing immediately.

A.P. English
ENGLISH (EXAMPLE)
English 12 Honors
ENGLISH
Physics I Honors
NATURAL SCIENCE
Spanish III Honors
FOREIGN LANGUAGE
Anatomy & Physiology Honors
OTHER

Pre Calculus
MATHEMATICS
Band IVA, Band IVB Honors
SOCIAL SCIENCE
Calculus AP AB
FINE ARTS
OTHER

Test Scores

UNC-Chapel Hill requires that you take the Scholastic Assessment Test (SAT) or American College Test (ACT) and that your scores be sent directly from the Educational Testing Service or ACT program. Your scores will be automatically sent to us if you specified UNC-CH as a receiving institution when you took the test. If you did not specify UNC-CH on your test, you may contact the Educational Testing Service (ETS) at 800-SAT-SCORE and ask that your SAT scores be sent, or ask your counselor to submit an official copy of the school report. The UNC-CH code is 5816. You may contact ACT at 319-337-1313. The UNC-CH code is 3162.

In the meantime, list the dates and scores (if available) for the test/s you have taken or plan to take.

SAT I

Month/year 5/2000 V 590 M 580
 Month/year 6/2001 V 630 M 580
 Month/year _____ V _____ M _____
 Month/year _____ V _____ M _____

AP or IB (if available)

SUBJECT
U.S. History
EXAM SCORE
4

ACT

Month/year _____ Composite score _____
 Month/year _____ Composite score _____
 Month/year _____ Composite score _____
 Month/year _____ Composite score _____

October test scores will be considered for early decision candidates.

How would you compare the applicant to his or her entire class? (Check one box only.)

	AVERAGE (OR BELOW)	GOOD (ABOVE AVERAGE)	EXCELLENT (TOP 15% THIS YEAR)	OUTSTANDING (TOP FEW THIS YEAR)
Difficulty of student's academic course program compared to that of other students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Intellectual capacity	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Character and personality	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Commitment to public service	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Impact s/he has made at school	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Ability to interact with different groups	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Please share any thoughts about this student that you believe would be useful to us in making a decision about the admission of this applicant. Write it here or send a separate recommendation with this form. Please note that your comments are very helpful in identification of scholarship recipients.

is a highly intelligent young man, who should be most successful at UNC-Chapel Hill. Service has been rendered to our campus by his active involvement in the CHS Concert and Marching Bands, the Student Club, and the Fellowship of Christian Athletes.

Dear Counselor: We will notify freshman candidates regarding the status of their application according to the following schedule: (Please note that notification can be delayed if certain information is withheld.)

Since course difficulty, performance and school information are three very important aspects of our review, we will need:

- 1) high school transcript showing senior year course selection and
- 2) current high school profile.

	DEADLINE	NOTIFICATION BY
Early Decision	October 15	December 3
Regular Admission	November 15	January 31
Final Deadline	January 15	March 29

Students who submit their applications by January 4 will receive the fullest consideration for merit scholarships and the Honors Program.

Although we encourage students to include all application materials in the return envelope, please feel free to send the transcripts and recommendations separately if that is the policy of your school.

Counselor's Statement should be returned to:
Office of Undergraduate Admissions
University of North Carolina at Chapel Hill
CB #2200, Jackson Hall
Chapel Hill, NC 27599-2200
Phone: 919-966-3621

Counselor or adviser signature:

Counselor or adviser name: (ple

Email address:

School name: _

CLUBS/ORGANIZATIONS

Fellowship of Christian Athletes: 10,11,12; Interact Club: 10,12-
Homecoming Representative 10; Logic Club: 12; Student Council:
Class Rep: 11; Senior Advisory Board: 12

VOLUNTEER EXPERIENCE

LifeCorps Mission Trip: 9; Math Tutor: 11

COMMUNITY ACTIVITIES

Active member of First Wesleyan Church of Cherryville; President
of Extreme Teens Youth Group: 9,10,11; Senior High
Representative: 12


EXTRACURRICULAR ACTIVITIES

Golf: 9,10,11,12; Basketball: 10,11

HONORS/MISC.

Who's Who Among American High School Students: 12; National
Honor Roll: 12; N.C. General Assembly Senate Page: 10; Cherryville
High Marching Ironmen: 9,10,11,12; Hornline Captain: 12; Prom
Server: 9; Senior Superlative: Best Personality

WORK EXPERIENCE

Papa's Pizza-to-Go, Cherryville N.C.: 20 

Personal Essay

Because we do not have the opportunity to meet all applicants personally, you can help us get to know you better through this required personal essay. Please read the topic carefully. Your essay should be one page or less and should fit in the space provided on this page. If you print it on a separate sheet, please attach it in the space provided below.

Topic:

At Carolina we expect students to take on new and unfamiliar challenges, whether they're academic, cultural or extracurricular. Please tell us about a time when you faced such a challenge — a time when you felt out of place or uncomfortable in a new situation or environment. How did you respond to this challenge? Given the chance to face it again, what if anything would you do differently?

Small fish; big pond. That's the way I felt my first day of high school. Even though I knew quite a bit about my "pond" or the small town of Cherryville, the idea of being thrust into learning and social situations with older kids- even if I knew them through the community was enough to make a little fish quiver with fear. In front of me was the toughest challenge I had ever faced: establishing myself as a part of Cherryville High School.

I soon learned how to discover my niche as a high school student. With my involvement in marching band, as well as various clubs, I was able to meet older, wiser students who provided me with valuable lessons for adapting to high school life. I discovered that by being myself and standing for my beliefs, I could gain the respect and admiration of my fellow students. A lot has changed since that first year of high school. I now have the responsibility of helping some other new face that has yet to adapt to high school life. Given that opportunity to adapt to new unfamiliar situation, such as college, I don't believe I would handle the situation any differently from that experience as an underclassmen. After all, I believe that meeting new people and understanding other walks of life is one of the most important aspects of not just life, but successful life.