

THE COMMON APPLICATION

Edwards, ParkerFY RD Fall 2017 06/21/1999 CEEB: CAID: **17536357**

FERPA: Waived

Submitted: 01/19/2017

Profile

Personal Information

Name Edwards, Parker
Sex, Birthdate Male, 06/21/1999

Contact Details

Email, Phone parkeredwards@monkeyboy.com, +1.602-287-4911, Home, No other telephone
Permanent Address 6 Downe Lane Tuscon, AZ, 85741, USA

Demographics

Religion Roman Catholic
Hispanic or Latino No
Race White (Europe)

Language

English First Language

Geography & Citizenship

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

CA Fee Waiver

Fee Waiver Requested Yes, Signed: Parker Edwards
 I have received or am eligible to receive an ACT or SAT testing fee waiver
 I can provide a supporting statement from a school official, college access counselor, financial aid officer, or community leader

Family

Household

Parents Widowed
Home Parent 1

Parent 1

Mother

Name Mrs. Leann Edwards
Birthplace United States of America
Email, Phone pjlmom@aol.com, +1.602-287-4911, Home
Address the same as my home address
Occupation Social, welfare, or recreation worker, Employed, Social Worker, City of Tuscon
Education Graduated from college/university
 Bachelors (1991), **University of Arizona, Tucson, AZ, USA**

Parent 2

Father

Name Mr. Richard Edwards
Deceased: 01/2013
Birthplace United States of America
Education Graduated from college/university
 Bachelors (1991), **Jefferson University, PA, USA**

Siblings

1. Jonathan Edwards, Age 13, Brother, Completed grade/primary school
2. Laura Edwards, Age 9, Sister, Completed grade/primary school

Education

Current or Most Recent School

Xavier High School, 276 Mission Street, Tuscon, AZ, USA, Independent (08/2013 - 06/2017)

Counselor Ms. Sue Harris, College Counselor
Email, Phone sharris@sxhsaz.org, +1.602-333-9405
Interruption No interruption to report
Graduation Date 06/2017

Other Colleges & Universities

Grades

Rank 25 / 182, Unweighted
GPA 3.9 / 4, Unweighted

Current or Most Recent Year Courses

First Semester	Second Semester
English Language - (AP)	English Language - (AP)
Calculus - (AP)	Calculus - (AP)
Environmental Science - (AP)	Environmental Science - (AP)
Ethics	Ethics
Independent Study-Geology	Independent Study-Geology
Spanish Literature - (AP)	Spanish Literature - (AP)

Honors

Academic Honor Roll	School	9, 10, 11, 12
1st place, 10th grade division, Arizona Science Fair	State/Regional	10
National Merit Semi-finalist	National	11

Future Plans

CA Edwards, Parker CEEB: Fall 2017

Testing

SAT (March 2016 or after)

Evidence-based Reading and Writing	750	06/04/2016
Math	710	06/04/2016
Essay	10	06/04/2016
Taken	1	
Planned	0	
SAT Essay	Yes	

AP Subject Tests

Spanish Language	5	05/2016
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Activities

Community Service (Volunteer)

11 Interpreter/Docent at the Sonora Desert Museum
 School I learned about desert species and explained/taught this information to museum visitors. Taught children about zoology, explained exhibits.
 3 hr/wk, 25 wk/yr
 Continue

Work (Paid)

11 Zoology Assistant at the Sonora Desert Museum
 Break I love learning about the desert and I assisted researchers in the field. I helped conduct experiments & gathered research at the museum.
 35 hr/wk, 12 wk/yr
 Continue

Work (Paid)

11 Warehouse stocker--Strategic Associates
 School Stocked warehouse with products. Won Team Member of the Month for the last two months.
 4 hr/wk, 40 wk/yr
 Continue

Community Service (Volunteer)

11 Mexico: Los Amigos Program
 Break Lived with a family in a small Mexican village. Helped improve community sanitation and worked with young children.
 40 hr/wk, 2 wk/yr
 Continue

Athletics: JV/Varsity

9 Soccer, Team member
 School Most improved player, grade 9
 10 hr/wk, 12 wk/yr

Athletics: JV/Varsity

10 Lacrosse, Team member
 School Most Inspirational Player award, grade 10
 10 hr/wk, 12 wk/yr

Other Club/Activity

10, 11, 12

Recreational rock climbing

Year

Travel locally with friends and family. I am a member of a teen rock climbing organization.

2 hr/wk, 40 wk/yr

Continue

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.

During junior high school two friends of mine and I spent a good deal of our weekend mornings and vacation days scrambling around the foothills of the Catalina Mountains, a small chain just north of Tucson which had always seemed remote and mystical to me when I was younger. Bicycles and a sense of adventure propelled us out the semi-paved streets of town into the desert and finally to a dry river bed at the foot of the Catalina's. We locked our bikes to a palo verde tree trunk and took old boy scout knapsacks full of canned food as high up as we dared toward the first set of outcroppings. It was about a forty-five minute climb, made all the more uncomfortable by the sharp digs of the cans into our backs.

Once under the rock formations, which looked so different up close—shapeless and diffuse compared to their distinct outlines from down below, we built a little fire out of dead cactus branches, opened a can of franks and beans, cooked it and ate with great satisfaction. Then we buried the remaining cans under small rock piles and felt absolutely sure that we could recover them when we needed to on a later trip. The word “cache” had a powerful grip on me then; it seemed to call back the essence of adventure stories I'd read, and I remember vividly the feeling of security and independence these forays gave me.

We usually spent some time trying to climb the rocks, but never really scaled one of them completely. The shady overhangs made great vantage points for looking down on Tucson. There was never anyone up there, so we were the unobserved observers, and we could make out many landmarks: the Catalina Theater, the dealership where my uncle works, churches, parks, and our subdivision. These trips included my first serious conversations on all kinds of topics, and we shared a lot of our “plans” (many of which were based on books we had read and were therefore usually full of strange escapades), in addition to typical matters of confusion and mystery. Occasionally we witnessed something spectacular, like a sudden rock slide or a pounding thunder storm in August.

I felt completely free, but not as though we were running away, even though a big part of the thrill was related to that notion, to escape and secrecy, and buried survival kits. I looked for my house from up on the mountain, and I think I loved the fact that I could look down on my life from such a distance and put it into some kind of perspective. My two friends went on to another high school, but I have continued to climb the Catalina's every weekend possible. Lately, I have thought about it differently as I look ahead to college. I can see some similarities: I'll pack up and leave, I assume I will make good friends, and encounter unforgettable experiences. I also think that in moving on from one phase of my life I will be able to look back on it and understand it better from a new vantage point, like looking at my neighborhood from our mountain stronghold.

Discipline & School Interruption

Education Interruption

No interruption to report

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

Have you ever been adjudicated guilty or convicted of a misdemeanor or felony?

No

XAVIER HIGH SCHOOL

Date Printed: 03 Feb, 2017

CEEB# 526343

Graduation Date: June 06, 2017

Edwards, Parker M.
6 Downe Lane
Tucson, AZ 85736
(602) 287-4911

Grade: 12

Sex: M

Parent/Guardian:
Richard and Leeann Edwards

SSN: 527-32-5720

CUMMULATIVE GPA: 3.80 (unweighted)

CUMULATIVE CREDIT EARNED: 185

SAT SCORES: R/WR: 690 M:700 **SUBJ TESTS:** M2:700 SP:690 **AP SCORES:** (May 2016) Span Lang: 4

2013-2014 (Grade Nine)

	<u>GR</u>	<u>CR</u>
English I	A-	5.0
Deductive Geometry	A	5.0
P.E.	P	0.0
Conceptual Physics	B+	5.0
Spanish II	A	5.0
Introduction to Religion	A-	5.0
Computer	A	5.0
Term GPA: 3.78	Cum GPA: 3.78	

2013-2014 (Grade Nine)

	<u>GR</u>	<u>CR</u>
English I	A	5.0
Deductive Geometry	A	5.0
Classical Civilizations	A-	5.0
P.E.	P	0.0
Spanish II	A-	5.0
Introduction to Scripture	A	5.0
Computer Illustration	A	5.0
Term GPA: 3.89	Cum GPA: 3.84	

2014-2015 (Grade Ten)

	<u>GR</u>	<u>CR</u>
English II	A-	5.0
World History	A	5.0
Algebra II H	A-	5.0
P.E.	P	0.0
Biology	A	5.0
World Religions	A	5.0
Spanish III	B	5.0
Term GPA: 3.72	Cum GPA: 3.78	

2014-2015 (Grade Ten)

	<u>GR</u>	<u>CR</u>
English II	A	5.0
World History	A-	5.0
Algebra II H	A-	5.0
P.E. Boys	P	0.0
Biology	A	5.0
World Religions	A	5.0
Spanish III	B+	5.0
Term GPA: 3.78	Cum GPA: 3.78	

2015 (Summer)

	<u>GR</u>	<u>CR</u>
Ceramics	A	5.0
Term GPA: 4.0	Cum GPA: 3.79	

2015-2016 (Grade Eleven)

	<u>GR</u>	<u>CR</u>
English III H	A-	5.0
US History H	A-	5.0
Precalculus H	B+	5.0
Chemistry	A	5.0
AP Spanish Language	A-	5.0
Term GPA: 3.82	Cum GPA: 3.80	

2015-2016 (Grade Eleven)

	<u>GR</u>	<u>CR</u>
English III H	A-	5.0
US History H	A	5.0
Precalculus H	A-	5.0
Chemistry	A	5.0
AP Spanish Language	A	5.0
Term GPA: 3.89	Cum GPA: 3.80	

2016-2017 (Grade Twelve)

	<u>GR</u>	<u>CR</u>
AP English Language	A-	5.0
AP Calculus AB	B+	5.0
AP Environmental Science	A-	5.0
Ethics	A	5.0
Independent Study: Geology	P	5.0
AP Spanish Literature	A	5.0

Candy Keswick

(Registrar)

February 2017

(Date)

TRANSCRIPT



XAVIER HIGH SCHOOL

276 Mission Street, Tucson, Arizona 85736 ♦ (602) 333-9405

Profile 2016-2017

Type of School/Accreditation:	Co-ed Episcopal day school: accredited by Southwestern Association of Schools and Colleges.
Enrollment:	800 in grades 9-12
Curriculum:	College preparatory and comprehensive. Graduation requirements are: English 4 years, Math 3 years, Science 3 years, US History 1 year, Religion 1 year, Foreign Language 2 years A full range of AP courses are available.
Standardized Tests:	Middle 50% of SAT Scores: Reading/Writing: 590-680 Math: 550-650 Four National Merit Semifinalists, Twelve Letters of Commendation.
College Matriculation:	82% to 4 year colleges, 18% to 2 year colleges. Class of 2010 attends colleges including the following: U of Arizona, Arizona State U, Loyola Marymount U, U of San Francisco, U of Colorado, Dartmouth, Stanford U, U of Pennsylvania, Northwestern, U of Michigan, US Air Force Academy and Rice U.

Counselor Recommendation

Personal Details

Name Ms. Sue Harris, College Counselor
Email, Phone sharris@sxhsaz.org +1.602-333-9405 (phone)

School Details

Name Xavier High School, 276 Mission Street, Tuscon, AS, USA, Independent

Written Evaluation

Context 2 years as his college counselor

Descriptors Please see attached letter

Details

SCHOOL REPORT FOR PARKER EDWARDS

Parker Edwards is a young man who thrives on challenges. He sets high goals for himself and works until he feels he has achieved them. This level of perseverance is consistent throughout all of his endeavors, including woodworking with younger students and academics. Although a serious sports injury, followed by surgery, has prevented Parker from playing on the soccer and lacrosse teams of which he has been a valuable member at Xavier for two years, thanks to months of physical therapy and determination he has amazingly returned to his favorite sport - rock climbing. Parker is good-spirited, ready to tackle new challenges and find rewards for his determined efforts.

A strong and independent student, Parker continues to choose more rigorous courses while expanding his technical skills. His teachers appreciate his consistent efforts as well as the new interpretations, insights, and inquiries he brings to class. His pre-calculus teacher, for instance, commends his "positive, cooperative, and patient participation in group efforts; and is happy to see him successfully taking risks in solving challenging problems."

The spiritual values of Xavier have had a positive effect on Parker's development. Through his religion classes, he has become more perceptive about the importance of community and the social and economic issues facing us today. As a result of his understanding, he has been a more active member of the school community and has participated in activities with younger children, serving as a good role model and guide.

Parker's pleasure in teaching younger students, with his love of science and the outdoors, have been enriched by his personal growth experiences. He has worked with young children as a counselor at a summer camp and volunteered at the Sonora Desert Museum working as an explainer for the mountain lion exhibit.

Perhaps the most influential experience in Parker's development was last summer in Mexico with the Amigos Program where he lived with a family in a small village and helped to improve community sanitation. There he also expanded his appreciation for other cultures and gained a new perspective on his immediate community and the United States. Parker recalls with delight and pride the experience of volunteering for a contest in his small Mexican town to stand at the foot of a greased pole, offering his shoulders for other men to stand on, creating a

human pole to reach the prize. With a smile, Parker recalls “the sense of camaraderie after climbing the pole overcame any sort of borders there might have been between the guys and me. It was truly a happy moment, because everyone clapped for me, and I felt happy because not only had I accomplished this major feat, but I was also accepted into the town as a person, not a gringo. These overwhelming emotions almost brought me to tears, but I did not cry for I was a Mexican person then, and we don’t cry.”

As you can see, Parker has developed his sensitivity to others. His enjoyment of learning and helping others learn and grow comes through in his choice of activities.

Sue Harris

College Counselor

Xavier High School

THE COMMON APPLICATION

Edwards, Parker

6/21/1999 CEEB: CAID: 17536357

FERPA: Waived

Teacher Evaluation

Personal Details

Name Ms. Marge Abbott, English teacher
Email, Phone mabbott@sxhsaz.org +1.602-333-9474 (phone)

School Details

Name Xavier High School, 276 Mission Street, Tuscon, AS, USA, Independent
Academic Ratings Yes

Subject Area

English

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		
	Intellectual Promise					X		
	Quality of Writing					X		
	Creative Thought					X		
	Productive Discussion				X			
	Faculty Respect			X				
	Disciplined Habits				X			
	Maturity				X			
	Motivation					X		
	Leadership					X		
	Integrity			X				
	Reaction to Setbacks				X			
	Concern for Others		X					
	Self-confidence					X		
	Initiative					X		
	OVERALL				X			

Written Evaluation

Context

TE Edwards, Parker CEEB: Fall 2017

2 years as his English teacher.

Descriptors

Very confident, learning to see all perspectives, witty, intellectually gifted, daring.

Grade level 11th, 12th

Courses

English III Honors

AP English Language

Written Evaluation Uploaded document attached

Upload

XAVIER HIGH SCHOOL



276 Mission Street, Tucson, Arizona 85736 □□□□□□□□□□□□

TEACHER RECOMMENDATION FOR PARKER EDWARDS English Teacher: Marge Abbott

I am writing on behalf of one of my seniors, Parker Edwards. Parker is currently a student in my AP English Language class and this is my second term with him. Last spring, in English III Honors (Advanced Composition), Parker proved himself to be an astute student. He has the ability to be a master of literary interpretation and clearly understands the nuances of the written word. His technique is very mature and showed advanced insight into the literature we read and discussed. He was always eager to participate in discussions and readily shared his ideas. Even when his thoughts were still in the formative stages, he was never afraid to take the risk of sharing them. He could, at times, be both creative and analytical.

While his insight was appreciated, his unabashed confidence and occasionally condescending tone towards his peers was not the most mature addition to the classroom dynamic. This was disruptive to the supportive learning environment I try to create. When I have challenged Parker to tone down this approach, he has occasionally been resistant and insists on being right. Although he comes across as very confident, I believe Parker has a timid side to his personality. I know he is a work in progress, as are most adolescents, and the bolder, slightly self-righteous side of his personality will work itself out.

This fall, Parker seems to have matured and he has developed a real interest in writing poetry, especially sonnets. He continues to bring his leadership to the classroom. He has done an impressive job of analyzing the text of Claudius' soliloquy in Hamlet, including a breakdown of the iambic pentameter as a reflection of Claudius' emotional disturbance.

I consider Parker to be a very nice young man, one who loves reading and deeply understand literature as much as he does the outdoors. He is daring and confident enough to take intellectual risks and is very witty in his use of written language. As he continues to develop intellectually and personally, I feel certain he will find kindred spirits in college among faculty and peers.

Sincerely,

Marge Abbott

October 30, 2016

Dear Admission Committee,

My name is Parker Michael Edwards, and I am submitting this application to Jefferson University as an early decision applicant for the Fall of 2017. My father is a graduate of the University. Before he passed away, he was a very active alum. I have heard about Jefferson all my life, and I hope that I can follow in his footsteps.

If I can provide any additional information, please let me know.

Sincerely,

Parker M. Edwards



Jefferson University

December 13, 2016

Dear Parker,

The Jefferson University Admissions Committee has chosen to defer our decision on your Early Decision application. After careful consideration, the committee has decided to wait until the Regular Decision notification date of April 2, 2017, to make a final decision. We realize that you may be disappointed with this delay, but please know that your commitment to join Jefferson's community will be thoughtfully evaluated during the Regular Decision committee process.

This year, Jefferson saw an increase in its Early Decision applicants, all of whom had a truly impressive array of talents and achievements. Jefferson defers a little more than a third of its Early Decision applicants, and we do so only after serious consideration of their academic and extracurricular accomplishments. Last year, approximately 20% of deferred applicants were admitted to Jefferson during Regular Decision.

The Admissions Committee chooses to defer a decision when we wish to have more time to evaluate an application in the context of the broader applicant pool. Because we want to give your candidacy the fullest consideration, we ask that you have your counselor send us your first-semester grades when they become available. In addition, if you have further updates about your activities or achievements in the coming months, please let us know about these.

Please know that because your application has been deferred to Regular Decision, you are no longer bound by the Early Decision agreement.

On behalf of the entire Admissions Committee, I thank you for applying to Jefferson University.

Sincerely,

Earnest Gatekeeper
Dean of Admissions

Interview Report

Student: Parker Edwards

Date: January 17, 2017

Parker Edwards struck me as an interesting, intelligent young man with a clear interest in science and a love of the outdoors. When I asked him which was his favorite class, he responded by telling me a great deal about his sophomore biology class, and how it had become more important to him in the wake of a sports injury which necessitated his dropping out of team sports, at least for a time. He said that because of that he had discovered an interest in outdoor activities—rock climbing, hiking, and so on—that these pursuits put science in a new light for him. He now loves exploring nature, observing animal and plant species, and working at a local natural habitat educational center.

My impression is that school work takes up most of Parker's time. He described himself as conscientious about homework, even in classes which are not his favorites. When I asked about activities and his relationships with other students in his class, he had less to say; he doesn't seem to be a loner, but maybe somewhat reserved.

I don't see Parker as a potential leader in college, but I do think he will handle the work very well, and his personality is certainly pleasant. He seems happy and well-adjusted. I would recommend him strongly on the basis of his academic interest and clear determination to succeed in college.

Submitted by:

Jack Bentenhauser