

THE COMMON APPLICATION

Siegel, Rachael

FY RD Fall 2017 05/28/1999 CEEB: CAID: **14236064**

FERPA: Waived

Submitted: 01/12/2017

Profile

Personal Information

Name Siegel, Rachael
Sex, Birthdate Female, 05/28/1999

Contact Details

Email, Phone choirgirl528@gmail.com, +1.206-636-2018, Mobile, No other telephone
Permanent Address 1234 Lake Washington Drive Seattle, WA, 98101, USA

Demographics

Religion Jewish
Hispanic or Latino No
Race White (Europe)

Language

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

Geography & Citizenship

Citizenship Status U.S. Citizen or U.S. National
Birthplace Miami, Florida, United States of America (17 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. Judy Siegel
Birthplace United States of America
Email, Phone +1.206-636-2018, Home
Address the same as my home address
Occupation Teacher or administrator (elementary), Employed, Teacher, Shoreline Elementary School
Education Graduated from college/university
 Bachelors (1992), **University of Miami, Coral Gables, FL, USA**

Parent 2

Father

Name Dr. Richard Siegel
Birthplace United States of America
Email, Phone +1.206-636-2018, Home
Address the same as my home address
Occupation Physician, Employed, Physician, Lakes Medical Group
Education Graduate school
 Bachelors (1989), **University of South Florida, Tampa, FL, USA**
 Medicine (1995), **University of Osteopathic Medicine, FL, USA**

Siblings

1. Benjamin Siegel, Age 24, Brother, Graduated from college/university, Bachelors, (08/2011 - 05/2015), **Jefferson University, PA, USA**
2. Lauren Siegel, Age 16, Sister, Some high/secondary school

Education

Current or Most Recent School

Pugetview High School, 10 Shoreline Drive, Seattle, WA, USA, Public (09/2013 - 06/2017)

Counselor Ms. Pat Velasquitt, Guidance Counselor
Email, Phone pvelasquitt@pugetview.edu, +1.206-636-1234
Interruption No interruption to report
Graduation Date 06/2017

Other Colleges & Universities

Grades

Rank 36 / 548, Weighted
GPA 3.81 / 4, Weighted

Current or Most Recent Year Courses

First Semester	Second Semester
English IV	English IV
AP French - (AP)	AP French - (AP)
AP Art History - (AP)	AP Art History - (AP)
Honors Precalculus - (H)	Honors Precalculus - (H)
Marine Biology	Marine Biology
Drama Production	Drama Production
Madrigals	Madrigals

Honors

National Council of English Teachers Semi-Finalist	National	10
Temple Beth Am Service Award	State/Regional	11
Outstanding Drama Student	School	11

Testing

SAT (March 2016 or after)

Evidence-based Reading and Writing	720	05/07/2016
Math	650	10/01/2016
Essay	20	05/07/2016
Taken	2	
Planned	0	
SAT Essay	Yes	

SAT Subject Tests

French with Listening	600	06/2016
Math Level 1	630	11/2016
Literature	650	06/2016

AP Subject Tests

United States History	4	05/2016
History of Art		05/2017
French Language		05/2017

Activities

Community Service (Volunteer)

9, 10, 11, 12
 Year
 4 hr/wk, 45 wk/yr
 Continue

Founder/President - Kids in Concert
 Formed a musical group that visits residents at Jewish Home for the Aged.

Music: Vocal

9, 10, 11, 12
 Year
 3 hr/wk, 36 wk/yr
 Continue

Music Teacher's Assistant
 I help the music instructor at Pugetview with section rehearsals, grading, and other classroom tasks. Talent and Commitment Award - 11th.

Religious

9, 10, 11, 12
 Year
 3 hr/wk, 36 wk/yr
 Continue

Cantorial Assistant
 Help the cantor at Temple Beth Am with various duties.

Music: Vocal

9, 10, 11, 12
 Year
 2 hr/wk, 52 wk/yr

Private Voice Lessons
 I have been taking voice lessons since 7th grade and I compete annually in two regional competitions.

Science/Math

9, 10, 11, 12
 School
 2 hr/wk, 36 wk/yr
 Continue

Outstanding Drama Student
 Performed in every main stage production since 9th grade. I was cast as Fastrada in Pippin last year. International Thespian Society member.

Music: Vocal

9, 10, 11, 12

School

3 hr/wk, 36 wk/yr

Continue

Secretary, Treasurer - Select Choir/Madrigals

I sing in this audition-based vocal performance group at Pugetview and serve on the leadership team.

Music: Vocal

12

School

1 hr/wk, 1 wk/yr

Competitor

Performed classical vocal pieces at NFAA Talent Search.

Work (Paid)

12

Break

35 hr/wk, 12 wk/yr

Music Director

Arranged and performed music for summer youth activities and retreat at Temple Beth Am.

Work (Paid)

11

Break

20 hr/wk, 12 wk/yr

Self-Employed Musician

Performed music at kids' parties.

Work (Paid)

10

Break

40 hr/wk, 12 wk/yr

Medical Office Assistant - Lakes Medical Group

Answered phones, filed, and completed other office-related tasks.

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.

That nursing home smell, a combination of urine and antiseptic, always makes me want to go home and take a shower. The smell followed me as I entered room 110, containing two beds and a window. An incoherent man mumbling to himself sat in a wheelchair. Next to him in one of the beds a well dressed man rested on top of the covers with a cane lying adjacent to him. I asked him if I could play a song for him on my guitar and he replied, "Only if you give me a kiss!" After a couple of songs and an entertaining conversation I went over to give him a kiss. He said, "Oh no - you don't have to, I was just kidding." I said, "I want to!" This retired lawyer from New York asked me why I volunteer my time to entertain the elderly. I said, "I'm not sure, I just do."

I'm not sure why but it used to be that I was too shy to sing anywhere other than my own home. Through the closed door of my room, my parents have heard me belting out songs from Disney princess movie hits (Mulan's Reflection, still makes me cry) to every song in the Broadway hit, Wicked. All of that changed on the first day of seventh grade when the school's musical theater teacher held auditions. My teacher forced me to try out. Embarrassed and afraid, I began to sing; everyone fell silent. I thought, "Am I that bad?" Apparently, it was the opposite; I got the part! Before my performance, I was surprised to find out that I was not nervous. It was a "high" - two hundred people listening to every note I sang. That feeling returns every time I perform; it is as if I am singing for an audience for the first time. I have been training my voice through lessons for six years. As the music melts away the stress and frustration of my day, the voice lessons seem like therapy sessions.

Music is the constant in my life, whether things are tough or going well. I was devastated when my grandma recently died, but when I was asked to sing Unforgettable at her memorial (she loved to sing just as much as I do), it gave me purpose on a day when I wanted nothing more than to pull the covers over my head. On a sillier note, when I'm driving carpool in the morning and my middle school passengers are feeling sluggish, we arrive on campus in good spirits after singing Katy Perry's, Firework. Additionally, music has given me opportunities that I probably would not have had otherwise, such as visiting the sick and elderly at nursing homes, and volunteering twice a week at my Temple where I teach children music.

I have learned that sometimes music is the only way for me to reach people, such as some elderly. When I realized that, I formed a music group called "Kids in Concert" to entertain the elderly in nursing homes. For the past three years, we have performed dozens of times at the local Jewish Home for the Aged and I always leave feeling like there is nothing more important that we could have done with our day. It is so important to me that I have selected two students to keep Kids in Concert going after I graduate, because I believe interaction between the elderly and youth combined with music brings mutual joy.

I aspire to become a cantor, so music will always be the centerpiece of my life combined with my religious interests. Being a cantor will enable me to share with others the one thing I love and need the most- music.

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

THE COMMON APPLICATION

Siegel, Rachael
5/28/1999 CEEB: CAID: **14236064**
FERPA: Waived

School Report

Personal Details

Name Mrs. Pat Velasquitt,
Email, Phone pvelasquitt@pugetview.edu +1.206-636-1234 (phone)

School Details

Name Pugetview High School, 10 Shoreline Dr, Seattle, WA, USA, Public

School Profile

Graduating Class Size 550
College Bound 45% 4-year, 15% 2-year
Ethnicity % Hispanic or Latino, % American Indian or Alaskan Native, % Asian, % Black or African American, % Native American or Pacific Islander, % White
First Generation %
International % US Citizens, % Non-US Citizens
Federal Lunch Aid %
Financial Aid %
Setting Urban
Curriculum AP (limit): 5 () Honors (limit): 7 ()
Block Schedule No
Graduation Date 06/08/2017
International School No
AP Curriculum
Ratings via CommonApp Yes
Volunteer Service No
School Profile Upload Uploaded document attached

Transcripts

Number of Transcripts 1

SR Siegel, Rachael CEEB: Fall 2017

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 2nd Quarter/1st Semester senior year grades

Tests Included No

I Recommend this Student Enthusiastically

Academics

Rank Exact, Rank: 36, Class Size: 550, Weighted, Sharing this rank: 0 (09/2013 - 12/2016)

GPA 3.81 / 4, Weighted (09/2014 - 12/2016) Passing Grade: D, Highest Grade: 3.92

Curriculum Very demanding, IB Diploma Candidate: No, Advanced Cambridge (AICE) 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 No

Criminal History No

**PUGETVIEW HIGH SCHOOL
Secondary School Transcript**

Student: Rachael Siegel ID: 541-55-2106 DOB: May 28, 1999 Graduation: June 8, 2017

Parent/Guardian: Dr./Mrs. Richard Siegel
1234 Lake Washington Drive
Seattle, WA 98101

9th Grade 2013-2014

Course	Semester 1	Semester 2	Credit	GPA
English 1	A	A-	1	
Algebra 1	B	B+	1	
French 1	A	A	1	
WA History	A-	A	1	
Biology*		A	1	
Select Choir	A	A	0.5	
Intro to Drama	A	A	0.5	3.82

*Summer 2010

10th Grade 2014-2015

Course	Semester 1	Semester 2	Credit	GPA
English II	A-	A-	1	
Geometry	B+	B	1	
French II	A	A	1	
World History	A-	A-	1	
Chemistry	C+	B-	1	
Select Choir	A	A	0.5	
Drama Lab	A	A	0.5	3.58

11th Grade 2015-2016

Course	Semester 1	Semester 2	Credit	GPA
English III	A-	A-	1	
Algebra II	A	A	1	
French III	B	B	1	
AP US History	B+	A-	1	
Physics	B	B-	1	
Madrigals	A	A	0.5	3.84

12th Grade 2016-2017

Course	Semester 1	Semester 2	Credit	GPA
English IV	A		0.5	
Honors Pre-Calc	A		0.5	
AP French	B+		0.5	
AP Art History	B+		0.5	
Marine Biology	B+		0.5	
Drama Production	A		0.25	
Madrigals	A		0.25	3.71

Rank: 36/548

PUGETVIEW HIGH SCHOOL



**PUBLIC SCHOOL
ACCREDITED BY NORTHWEST
ASSOCIATION OF SCHOOLS AND
COLLEGES
CEEB CODE: 055-405**

Enrollment: 2200 in grades 10-12

Curriculum: Comprehensive. Graduation requirements are 4 years English, two years Science, 1 year American History, and ½ year Health in grades 10-12. The curriculum includes Mathematics through Calculus AB; Spanish, French, and Latin; extensive courses in Industrial Arts, Home Management, and Business Practices; Advanced Placement courses in English, Art History, US History, Calculus, and French.

**PUGETVIEW HIGH SCHOOL
10 SHORELINE DRIVE
SEATTLE, WA 98123**

PHONE: 206-636-1200

FAX: 206-636-2345

EMAIL:

GUIDANCE@PUGETVIEW.EDU

Special Programs: Students can be released after five periods of class-work to pursue part-time jobs and can earn course credit for work experience.

Standardized Tests: Mean SAT scores for Class of 2016 are 570 Critical reading, 550 Math, 535 Writing (pre-March 2016). The mean ACT score was 25.

College Matriculation: 45% to four year colleges, 15% to two year colleges. Members of the Class of 2016 attended the following colleges: Snohomish Community College (100); Washington State University (148); University of Washington (73); Eastern Washington State (26); private colleges in Washington and Oregon (48); other out of state colleges (23).

THE COMMON APPLICATION

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FERPA: Waived

Counselor Recommendation

Personal Details

Name Mrs. Pat Velasquitt,
Email, Phone pvelasquitt@pugetview.edu +1.206-636-1234 (phone)

School Details

Name Pugetview High School, 10 Shoreline Dr, Seattle, WA, USA, Public

Written Evaluation

Context 1 year as a college counselor
Descriptors Talented, committed, passionate

Details

Uploaded document attached.

Counselor Recommendation for Rachael Siegel

“Music is the constant in my life, whether things are tough or going well...It gives me opportunities that I probably would not have otherwise. That is why all my extracurricular activities are musically oriented...Sometimes music is the only way for me to reach people...”

Here Rachael introduces two important themes in her life: her music and her ability to touch others through her musical talent. Singing at nursing homes for the elderly and directing a music program at a day camp, Rachael reaches the old and young. Moreover, much of Rachael’s musical activity has centered around her synagogue, and her long-range goal is to be a cantor. Yet, Rachael involves herself in other aspects of the school and larger community as well. She has been part of the drama program and an officer in our choir and madrigal groups, the school’s most select musical programs.

The dedication and zeal that Rachael lavishes on her music is characteristic of her approach to her studies. At the end of her junior year, her English teacher described her as “sensitive, interested, and possessed of good intellectual ability.” She went on to note that Rachael has “tightened her prose and sharpened her thinking...Her Macbeth essay was focused and controlled.” Paying Rachael a high compliment, her Algebra II teacher called her “one of the most conscientious, hardworking students I know. She does extra problems before a test to be prepared. She has a good understanding of the concepts.” Rachael’s French III teacher, recognizing that French was not Rachael’s forte, commended her for “working hard and striving to be eligible for the AP class next year.” This year, Rachael tackles AP French with great confidence. Finally, Rachael’s AP US History instructor referred to her as “a remarkable young woman...She always gives her best effort and is willing to do what it takes to succeed.”

Rachael has continued to put forth her best efforts in the first semester of her senior year which has just ended. Earning an A in English IV, Rachael is also praised for her “articulate, well reasoned approach to the issues” which “has been especially evident in her writing.” In AP French, taught by the chairman of the department who is known for her high standards, Rachael received the following positive comments: “Rachael’s self evaluation contains exactly the advice I would offer. She writes, ‘I need to be more confident when speaking. I understand conjugation and vocabulary, but am hesitant when it comes to oral presentations.’ Overall, she is involved in her own learning, and eager to improve her skills. What more can I ask?”

During her years here, Rachael has earned the respect and high regard of some faculty members who have taught her more than once. For example, her current Marine Biology teacher was her Biology teacher the summer after her freshman year. The teacher’s assessment of Rachael’s work has not changed. Rachael earned a B in the course and is described as “a conscientious student...Her work is always well-organized and complete...She is attentive, takes notes, and actively participates in the group assignments.” Similarly, her AP Art History teacher has been her advisor for the last two years. She is presently earning an A in the course and the comment that “she is a dedicated student who will have very little difficulty with this course.” In his role as advisor, he also noted that Rachael is “a quiet force on the campus, active in many parts of school life and aware of the world around her.”

In her involvement with the music program at her temple, Rachael has taken on increasing responsibility over the years. During ninth and tenth grades, she was the music director’s assistant every weekend at religious school. The director referred to her as a “talented achiever who works hard and is eager to learn new things. She has a smile to share with everyone, especially the children.” Subsequently, Rachael was made a cantorial assistant, working on Wednesdays and some Friday evenings. The cantor, a woman who is a fine role model for Rachael, evaluated her as a “sensitive and bright young woman with extremely high values and morals. She is a wonderful musician and human being.” Last summer, Rachael served in

the position of musical director for the temple's day camp. Since this job is usually held by an adult music teacher, it is a tribute to Rachael's ability and experience that she was offered the position.

Yet another outlet for Rachael's music is the group that she formed called Kids in Concert. As the newspaper article about her group explained, Rachael sometimes accompanied her father, a doctor, on his rounds at a nursing home. "In order to cheer [elderly patients] up, I would bring my guitar to sing and entertain them with my music. It was so well-received and appreciated that I recognized a need for something like this to continue and expand," she told the reporter. The article also mentioned that Rachael had the opportunity to sing "The Star Spangled Banner" at a recent Pugetview game.

Rachael Siegel's college search was conducted with her customary thoroughness and self-awareness. She is an independent thinker, an excellent student, and above all has an intense passion and talent. Therefore, her college choices reflect her decisions to apply to selective institutions that would nurture her intellect and artistic ability. Yet, she also seeks a sense of community that a stimulating campus would offer. It is my pleasure to recommend her!

Pat Velasquitt
Guidance Counselor

December 2016

THE COMMON APPLICATION

Siegel, Rachael
5/28/1999 CEEB: CAID: **14236064**
FERPA: Waived

Teacher Evaluation

Personal Details

Name Mr. Porter Cole, Choral Director and Drama Teacher
Email, Phone pcole@pugetview.edu +1.206-636-1267 (phone)

School Details

Name Pugetview High School, 10 Shoreline Dr., Seattle, WA, USA, Public
Academic Ratings Yes

Subject Area

Other

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			
X	Quality of Writing							
	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 Siegel, Rachael CEEB: Fall 2017

5 years as choral director and drama teacher

Descriptors

dedicated, talented, inspiring

Grade level 9th, 10th, 11th, 12th

Courses

9th: Select Choir, Intro to Drama

10th: Select Choir, Intro to Drama

11th: Madrigals

12th: Madrigals and Drama Production

Written Evaluation Uploaded document attached

Upload

TEACHER RECOMMENDATION FOR RACHAEL SIEGAL

This is to recommend Rachael Siegel with whom I have worked for five years in my capacity as both Choral Director and drama teacher at Pugetview High School.

Rachael first came to my attention in the spring before her eighth grade year, at auditions for REJOICE!, which I produced for the Island View Repertory Company of Seattle. We cast her in the middle-school for the summer tour, and were impressed with her performing skill, her maturity, her excellent ensemble work and her even –then glorious voice. Based on that good experience, when Rachael as a freshman auditioned for Pugetview’s 25th annual original musical comedy revue, she was immediately cast as a member of the company. Once again, we were not disappointed. She always puts intense energy and commitment into each activity she undertakes. In this case her performance was superb, so much so that her sophomore year she became a featured performer in the 26th annual show, a substantial achievement, especially when one notes that Rachael was also an assistant to both our Music Teacher and the Cantor at her local synagogue and was spending many hours in her role as director with “Kids in Concert.”

Because of her heavy schedule, Rachael dropped the drama class from her program junior year; however, she applied for the student governing board of our annual musical comedy review (we decided the students should have the primary responsibility for all the aspects of the production of this annual show) and was chosen to be, under the umbrella of her role as the Secretary/Treasurer of Madrigals, the co director of the show. Many qualified, talented young people had leadership ability to complement their excellent mind and considerable talent. I paired Rachael with another super kid, and together they made the ten-month creative birth process a pleasant, efficient one for all concerned. I had been apprehensive about her ability to handle her many and varied commitments (knowing how fully she demands herself to attack any task), envisioning a breakdown somewhere along the way. I underestimated her: she maintained equilibrium throughout and her impressive GPA didn’t even waver during this intense and often wrenching shift of intellectual/creative gears. The 2 ½ hour show she labored to create with loving care for those many months was an artistic and financial triumph; her achievement was unique and her accomplishment more significant than that afforded a majority of her peers. The hundreds who saw the show can attest to its substance: the many who worked on it under Rachael will not forget their part and their joy in the creative process. The learning and growing experience all around was immense—and none of that was lost on Rachael; her knowledge of her own strengths and weaknesses grew considerably—and this for a young woman who had her head well-together before the whole thing began.

For the sake of brevity, I won’t go into detail about Rachael’s incredible commitment to her family and to her work with “Kids in Concert.” I will barely mention her outstanding work in my Acting class or her exemplary behavior on a Madrigals festival trip, and I will simply allude to the impressive independent study she has undertaken on Women in Yiddish Musical Theater. All of this logically follows the same pattern. The picture I attempt to paint of Rachael is that of an extremely talented, active young lady, totally immersed in our music and theater programs, both giving and demanding of herself; a leader and a company person at the same time; respected and respectful of others; a fine student.

Porter Cole

December 2016

THE COMMON APPLICATION

Siegel, Rachael
 5/28/1999 CEEB: CAID: **14236064**
 FERPA: Waived

Teacher Evaluation

Personal Details

Name Mr. George O'Keefe, History Teacher
Email, Phone gokeefe@pugetview.edu +1.206-636-1249 (phone)

School Details

Name Pugetview High School, 10 Shoreline Drive, Seattle, WA, USA, Public
Academic Ratings Yes

Subject Area

Social Studies

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 Siegel, Rachael CEEB: Fall 2017

2 years in the classroom

Descriptors

Sweet, curious, caring, energetic

Grade level 11th, 12th

Courses

AP US History

AP Art History

Written Evaluation Uploaded document attached

Upload

Rachael Siegel is a very special young woman not only for her intellect and academic success, though that might be enough, but for her concern and service to others. I have known Rachael since her freshman year when she was in our Washington History program. Last year she was a student in my AP US History class and this year she is in my AP Art History class. She has shown herself to be an outstanding student with a mature mind and the ability to express herself clearly both orally and in strong and lively prose.

In AP US History she was able to comprehend the rather complex and abstract concepts of historical research and make real-world applications. Often her in-class comments would serve to take the class to a new level of understanding either by her illustration or question. She seems to thrive on questions and the search for answers. Early in the course she was having some difficulty with her research, but by the end of the first quarter she had found the key to understanding this new discipline. She became an outstanding student because of her insight and work ethic.

This year in AP Art History, a course that makes somewhat different demands on a student, she has excelled from the first assignment. As part of the course students are asked to read literature along with sizable text readings. Her essays on musical imagery in Renaissance art were very fine pieces of writing. I am impressed with the maturity of her analysis and insight as well as her gift for written expression.

Out of class she is active in drama and choral music as well as service and environmental causes and organizations. She has shown initiative by using her music in the service of others through formation of the “Kids in Concert” organization for performance at nursing and retirement homes. She makes a difference in everything that she does—in the classroom, the school community and in the larger community of Seattle.

Rachael Siegel is ready for a demanding true liberal arts program and will bring to your campus an intense vitality that will make a difference as she has here. She has my very strongest recommendation as a student and as a young person of real consequence.

Sincerely,

George O’Keefe
History Teacher
Pugetview High School