
PROFILE

PERSONAL INFORMATION

Name Rachael Siegal
Sex, Birthdate Female, 05/28/1996

CONTACT DETAILS

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

DEMOGRAPHICS

Religion Jewish
Ethnicity Not Latino
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 Request No

FAMILY

HOUSEHOLD

Parents Married
Home Both Parents

PARENT 1

Mother
Name Mrs. Judy Siegal
Birthplace United States of America
Email, Phone +1.206-636-2018, Home
Address the same as my home address
Occupation Teacher or administrator (secondary), Teacher, Shoreline Elementary School, Employed
Education College
University of Miami, 1115 Levante Ave, Coral Gables, FL, 33146-2506, USA, CEEB: 5815
Bachelors (four-year degree) 1989

PARENT 2

Father
Name Dr. Richard Siegal
Birthplace United States of America
Email, Phone +1.206-636-2018, Home
Address the same as my home address
Occupation Physician, Physician, Lakes Medical Group, Employed
Education College
University of South Florida, 4202 East Fowler Avenue, Tampa, FL, 33620, USA, CEEB: 5828
Bachelors (four-year degree) 1986
University of Osteopathic Medicine, FL, 33161, USA MD / DO / DVM / DDS (Medicine) 1992

SIBLINGS

Benjamin Siegal 24 Brother College
Bachelors, Jefferson University, PA, 19041, USA, 08/2008, 05/2012
Lauren Siegal 16 Sister 11

EDUCATION

SCHOOL	Pugetview High School, 10 Shoreline Drive, Seattle, WA, 98123, USA 09/2010 - 06/06/2014
Counselor	Ms. Pat Velasquitt, Guidance Counselor
Email, Phone	pvelasquitt@pugetview.edu, +1.206-636-1234
Interruption	I have no interruption to report

COLLEGE & UNIVERSITY CREDIT

GRADES

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

CURRENT YEAR COURSES

English IV		1, Full Year
AP French	Advanced Placement (AP)	1, Full Year
AP Art History	Advanced Placement (AP)	1, Full Year
Honors Precalculus	Honors	1, Full Year
Marine Biology		1, Full Year
Drama Production		1, Full Year
Madrigals		1, Full Year

HONORS

International Thespian Society	International	9, 10, 11, 12
National Council of Teachers of English Semi-Finalist	National	10
Temple Beth Am Service Award	State/Regional	11
Outstanding Drama Student	School	11
Pugetview Performing Arts Department Bill Gates Award	School	11

FUTURE PLANS	Religious Studies/Theology Masters (excluding MBA)
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TESTING

SAT

Critical Reading 720	Math 650	Writing 680
05/05/2013	10/05/2013	10/05/2013
Taken 2	Planned	

SAT SUBJECT TESTS

Math Level 1	630	06/2013
French with Listening	600	11/2013
Literature	650	11/2013

AP SUBJECT TESTS

United States History	4	05/2013
History of Art		05/2014
French Language		05/2014

ACTIVITIES

<p>Community Service (Volunteer) 9, 10, 11, 12 Year 4 hw 45 wy Continue</p>	<p>Founder/President - Kids in Concert Formed a musical group that visits residents at Jewish Home for the Aged.</p>
<p>Music: Vocal 9, 10, 11, 12 School 4 hw 36 wy</p>	<p>Music Teacher's Assistant I help the music instructor at Pugetview with section rehearsals, grading, and other classroom tasks. Talent and Commitment Award - 11th.</p>
<p>Religious 9, 10, 11, 12 Year 3 hw 36 wy Continue</p>	<p>Cantorial Assistant Help the cantor at Temple Beth Am with various duties</p>
<p>Music: Vocal 9, 10, 11, 12 Year 2 hw 52 wy</p>	<p>Private Voice Lessons I have been taking voice lessons since 7th grade and I compete annually in two regional competitions.</p>
<p>Theater/Drama 9, 10, 11, 12 School 2 hw 36 wy Continue</p>	<p>Outstanding Drama Student Performed in every main stage production since 9th grade. I was cast as Fastrada in Pippin last year.</p>
<p>Music: Vocal 9, 10, 11, 12 School 3 hw 36 wy Continue</p>	<p>Secretary, Treasurer - Select Choir/Madrigals I sing in this audition-based vocal performance group at Pugetview and serve on the leadership team.</p>
<p>Music: Vocal 12 School 1 hw 1 wy</p>	<p>Competitor Performed classical vocal pieces at NFAA Talent Search.</p>
<p>Work (Paid) 12 Break 35 hw 12 wy</p>	<p>Music Director Arranged and performed music for summer youth activities and retreat at Temple Beth Am.</p>
<p>Work (Paid) 11 Break 20 hw 12 wy</p>	<p>Self-Employed Musician Performed music at kids' parties.</p>
<p>Work (Paid) 10 Break 40 hw 12 wy</p>	<p>Medical Office Assistant - Lakes Medical Group Answered phones, filed, and completed other office-related tasks.</p>

WRITING

PERSONAL ESSAY

Describe a place or environment where you are perfectly content. What do you do or experience there, and why is it meaningful to you?

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 in 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.

THE COMMON APPLICATION

SCHOOL REPORT

CONTACTS

Official Name / Title Pat Velasquitt / Guidance Counselor
Email / Phone pvelasquitt@pugetview.edu / 206-636-1234
Website / Profile _____
School / CEEB Pugetview High School / 055-405
Address 10 Shoreline Drive
Seattle, WA 98123

SCHOOL PROFILE

College Bound 45 % Four-Year 15 % Two-Year
Ethnicity ___ % Asian ___ % Black ___ % Latino ___ % White ___ % Native
First Gen ___ % First-Generation
International ___ % US Citizens ___ % Non-US Citizens
Socioeconomic ___ % Receive Free or Reduced Lunch
Financial Aid ___ % Receive Financial Aid (Independent Schools)
Setting Rural Suburban Urban
Curriculum Total Offered/Yearly Limit AP: 5 / - Honors 7 / - IB 1 / -
 IB Diploma Candidate? Yes Non Block Schedule? Yes No
Attached Grades 11: Final 12: 1st Quarter 12: 2nd Quarter / 1st Semester
 12: 1st Trimester 12: 2nd Trimester 12: 3rd Quarter 12: Final
Graduation 6/10/14 (m/d/y)

TO BE COMPLETED BY INTERNATIONAL SCHOOLS THAT DO NOT USE AN AP CURRICULUM

Language of Instruction

Promotion based on a state or national exam? Yes No

If so, has student taken leaving exams? Yes No

Grading/Marking Scale A Excellent B Very Good C Average D Poor F Failing

If applicable, please attach an official copy of this student's lower secondary examination results. If the student has already taken senior secondary leaving exams, please include an official copy of the results. If this applicant's senior secondary leaving exam results are not yet available, please attach predicted results.

HOME SCHOOL SUPERVISORS SHOULD ATTACH AND EXPLAIN:

- Name of homeschooler's association, if applicable: _____
- Any information about the applicant's home school experience and environment that you believe would be helpful to the reader (e.g. educational philosophy, motivation for home schooling, instruction setting, etc.).
- Grading scale or other methods of evaluation.
- Any distance learning, traditional secondary school, or higher education coursework not included on the transcript. List the course title and content, sponsoring institution, instruction setting and schedule, and frequency of interactions with instructors and fellow students (once per day, week, etc.).
- Standardized testing beyond what is collected in the Common Application.

ACADEMICS

Class Rank 36 Class size 548 Covering a period from (m/y) 9/2010 to 1/2014
 The rank is weighted unweighted. How many additional students share this rank? _____

Cumulative GPA: 3.81 on a 4.0 scale, covering a period from (m/y) 9/2010 to 1/2014
 This GPA is weighted unweighted. The school's passing mark is: _____

Highest GPA in class 3.92

In comparison with other college preparatory students at your school, the applicant's course selection is:
 Most demanding Very demanding Demanding Average Below average

RATINGS

No Basis	Below Average	Average	Good (above average)	Very Good (well above average)	Excellent (top 10%)	Outstanding (top 5%)	Top few (top 1%)
Academic achievement					<input checked="" type="checkbox"/>		
Extracurricular Accomplishments					<input checked="" type="checkbox"/>		
Personal qualities and character					<input checked="" type="checkbox"/>		
OVERALL					<input checked="" type="checkbox"/>		

EVALUATION

How long have you known the student, and in what context?

1 year as a college counselor

What are the first words that come to mind to describe this student?

Talented, committed, passionate

COMMENTS

Please provide comments that will help us differentiate this student from others. Feel free to attach an additional sheet or another reference you have prepared for this student. Alternatively, you may attach a reference written by another school official who can better describe the student.

Has the applicant ever been found responsible for a disciplinary violation at your school from the 9th grade (or the international equivalent) forward, whether related to academic misconduct or behavioral misconduct, that resulted in a disciplinary action? These actions could include, but are not limited to: probation, suspension, removal, dismissal, or expulsion from your institution.

Yes No School policy prevents me from responding.

To your knowledge, has the applicant ever been adjudicated guilty or convicted of a misdemeanor, felony, or other crime?
 Yes No School policy prevents me from responding.

Note that you are not required to answer "yes" to this question, or provide an explanation, if the criminal adjudication or conviction has been expunged, sealed, annulled, pardoned, destroyed, erased, impounded, or otherwise ordered to be kept confidential by a court.

If you answered "yes" to either or both questions, please attach a separate sheet of paper or use your written recommendation to give the approximate date of each incident and explain the circumstances.

Applicants are expected to immediately notify the institutions to which they are applying should there be any changes to the information requested in this application, including disciplinary history.

Check here if you would prefer to discuss this applicant over the phone with each admission office.

I recommend this student: No basis With Reservation Fairly Strongly Strongly Enthusiastically

Signature Pat Velasquitt

Please mail this form and accompanying documents directly to the each college/university admission office. Do not mail this form to The Common Application offices.

Counselor Recommendation for Rachael Siegal

"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 Siegal'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

January 2014

**PUGETVIEW HIGH SCHOOL
Secondary School Transcript**

Student: Rachael Siegel ID: 541-55-2106 DOB: May 28, 1996 Graduation: June 10, 2014

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

9th Grade 2010-2011

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 2011-2012

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 2012-2013

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 2013-2014

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, Latin, and Norwegian; extensive courses in Industrial Arts, Home Management, and Business Practices; Advanced Placement courses in English, Art History, US History, Calculus, and French.

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 2013 are 560 Critical reading, 520 Math, 535 Writing.

College Matriculation: 45% to four year colleges, 15% to two year colleges. Members of the Class of 2013 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).

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

PHONE: 206-636-1200

FAX: 206-636-2345

EMAIL:

GUIDANCE@PUGETVIEW.EDU

THE COMMON APPLICATION

TEACHER EVALUATION

CONTACTS

Official Name / Title George O'Keefe, History Teacher
Email / Phone gokeefe@pugetview.edu, (206) 636-1249
School / CEEB Pugetview High School 055-403
Address 16 Shoreline Drive
Seattle, WA 98123

EVALUATION

In what subject did you teach this student? History

How long have you known the student, and in what context? 2 years in the classroom

What are the first words that come to mind to describe this student? Sweet, curious, caring,
energetic

In which grade level(s) was the student enrolled when you taught him/her? 9 [] 10 [] 11 12
Other _____

List the courses in which you have taught this student, including the level of course difficulty (AP, IB, accelerated, honors, elective; 100-level, 200-level; etc.)

AP US History
AP Art History

COMMENTS

Please attach additional comments that address what you think is important about this student, including a description of academic and personal characteristics, as demonstrated in your classroom. We welcome information that will help us to differentiate this student from others. (Feel free to attach another reference you may have already prepared on behalf of this student.)

RATINGS

No Basis		Below Average	Average	Good (above average)	Very Good (well above average)	Excellent (top 10%)	Outstanding (top 5%)	Top few (top 1%)
	Academic Achievement					✓		
	Intellectual Promise					✓		
	Quality of Writing					✓		
	Creative Thought							
	Productive Discussion						✓	
	Faculty Respect					✓		
	Disciplined Habits					✓		
	Maturity					✓		
	Motivation					✓		
	Leadership					✓		
	Integrity						✓	
	Reaction to Setbacks						✓	
	Concern for Others					✓		
	Self-confidence						✓	
	Initiative					✓		
	OVERALL					✓		

Signature Ge O'K

Please mail this form and accompanying documents directly to the each college/university admission office. Do not mail this form to The Common Application offices.

Rachael Siegal 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 Siegal 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

THE COMMON APPLICATION

TEACHER EVALUATION

CONTACTS

Official Name / Title

Mr. Porter Cole

Email / Phone

pc@pugetview.edu / 206-636-1267

School / CEEB

Pugetview High School / 055-405

Address

10 Shoreline Dr. Seattle, WA 98123

EVALUATION

In what subject did you teach this student?

Drama / Music

How long have you known the student, and in what context?

5 years as Choral director

and drama teacher

What are the first words that come to mind to describe this student?

dedicated, talented,

inspiring

In which grade level(s) was the student enrolled when you taught him/her?

9 10 11 12

Other

List the courses in which you have taught this student, including the level of course difficulty (AP, IB, accelerated, honors, elective; 100-level, 200-level; etc.)

9th: Select Choir, Intro to Drama

10th: Select Choir, Intro to Drama

11th: Madrigals

12th: Madrigals and Drama Prod.

COMMENTS

Please attach additional comments that address what you think is important about this student, including a description of academic and personal characteristics, as demonstrated in your classroom. We welcome information that will help us to differentiate this student from others. (Feel free to attach another reference you may have already prepared on behalf of this student.)

Please see attached letter.

RATINGS

No Basis	Below Average	Average	Good (above average)	Very Good (well above average)	Excellent (top 10%)	Outstanding (top 5%)	Top few (top 1%)
Academic Achievement					✓		
Intellectual Promise				✓			
✓ Quality of Writing							
Creative Thought					✓		
Productive Discussion					✓		
Faculty Respect						✓	
Disciplined Habits					✓		
Maturity						✓	
Motivation					✓		
Leadership					✓		
Integrity					✓		
Reaction to Setbacks				✓			
Concern for Others						✓	
Self-confidence					✓		
Initiative						✓	
OVERALL					✓		

Signature *Torin Cole*

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TEACHER RECOMMENDATION FOR RACHAEL SIEGAL

This is to recommend Rachael Siegal 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.