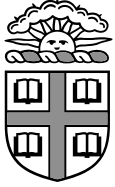


2A

Secondary School Report



BROWN

Please print or type

Name of Applicant: _____
FIRST MIDDLE LAST (FAMILY NAME)

Applicant's Address: _____
STREET ADDRESS CITY STATE ZIP CODE

School: _____ School Telephone: _____
OFFICIAL NAME AREA CODE/NUMBER

School Address: _____
STREET ADDRESS CITY STATE ZIP CODE

Check the appropriate Form 2A deadline:

- November 1 (Early Decision)
- January 1 (Regular Decision)

Social Security Number:

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High School College Board Code:

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Applicant

List senior year courses (for full year):

After you have listed your courses and filled in the lines above, give this form to the principal, headmaster, or college advisor of your secondary school. If you waive your right of access to this reference (see Instructions), please sign below:

This is a four-page form. Be sure you have answered questions A-E (and F for foreign students).

All rights of access conferred by the Family Educational Rights and Privacy Act of 1974 (P.L. 93-380) as amended, or otherwise, to all information and materials of any kind

received by the Brown University Admission Office and the Office of Financial Aid from any source in connection with this application, are hereby voluntarily waived.

Your signature _____ Date _____

Admission Office
 Brown University
 Box 1876
 45 Prospect Street
 Providence, RI 02912

Principal or College Advisor

This student is applying for admission to Brown. A full and candid report from the school is essential if this applicant is to be given consideration. We therefore ask for careful ratings of and comments about his or her character and ability by a school official who knows this applicant well. An inadequate report may damage his or her chances for admission. **If the student has signed the statement above, your reference will be held confidential to the extent permitted by law; if not, the student, if accepted and enrolled at Brown University, may inspect it upon request.**

Rank in Class: It is essential to include in your report a statement of the applicant's rank in class and how it is determined. Should rank not be available, please indicate.

The Transcript: You must send us a legible transcript form which your school currently uses for grades 9-12. The transcript should provide at least the following information:

- a. Courses taken, year taken, and grades.
- b. Courses failed or repeated.
- c. Courses currently in progress.
- d. Indication of Honors, accelerated, and Advanced Placement courses or sections.
- e. A brief explanation of your grading system.
- f. Test results, such as NMSQT, CEEB, and Reading.
- g. Numerical rank in class. (Please explain which course grades, which school terms, and what course weighting – if any – are considered in the computation of class rank.)

Deadlines for Applicants: Please file this report as soon as possible after you receive it and in any case no later than the deadline checked above. Retain the Mid-Year School Report (Form 2B) to report grades, rank, and additional comments for the current school year through the first term and return it to us by mid-February. Late filing of either of these reports will make careful consideration more difficult. Please include CEEB (or ACT) test results on the transcript.

For Early Decision applicants, first quarter grades for the senior year must be submitted as soon as available, preferably by November 15.

Additional Instructions for International Applicants:
 Please see the last page of this form.

A. Intellectual Ability and Achievement

1. This candidate's rank in a
 College prep group Entire class
 is _____ out of _____
 This rank is Weighted Unweighted.
 This rank covers a period from _____ to _____
MONTH/YEAR MONTH/YEAR
 If rank is held by more than
 one person, how many? _____
 If precise rank is not available, please indicate rank to
 the nearest tenth from the top _____

Of this candidate's graduating class approximately
 _____% plan to attend a four-year college or
 university.
 This candidate's
 cumulative GPA is _____
 Junior year GPA _____
 Senior year GPA
 (1st term, if available) _____
 What is the highest GPA
 in the class? _____

In making the following ratings, please keep in mind that they will be used to compare this student with other very able students. Please make them as realistically as you can in comparison with your college preparatory students. (The figures at the top are intended to serve only as rough guidelines).

2. Academic Ratings

Below Average	Average	Good	Excellent (top 10% but not 2 or 3%)	Exceptional (top 2 or 3%)		No Basis for Judgment
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Ability	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Motivation	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Creative qualities	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Self-discipline	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Growth potential	<input type="checkbox"/>

B. Character and Personality

1. Character and Personality Ratings

Below Average	Average	Good	Excellent (top 10% but not 2 or 3%)	Exceptional (top 2 or 3%)		No Basis for Judgment
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Leadership	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Self-confidence	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Warmth of personality	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Sense of humor	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Concern for others	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Energy	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Emotional maturity	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Personal initiative	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Reaction to setbacks	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Respect accorded by faculty	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Respect accorded by peers	<input type="checkbox"/>

2A. The main factors contributing to the respect accorded the applicant seem to be:

- Superiority in studies
- Accomplishment in activities
- Success in athletics
- Interest in other students
- Leadership in activities
- Personality

2B. If applicable, the main factors contributing to his or her not being respected seem to be:

- Superiority in studies
- Conceit
- Lack of interest in other people
- Not well known
- Manners and personal habits
- Other (please specify)

3. Do you have any reason to doubt this student's academic integrity? (If yes, please explain in Section D.)
 Yes No

4. Has this student ever been dismissed or suspended from school? (If yes, please explain in Section D.)
 Yes No

C. Secondary School Record

Please be certain to attach the candidate's transcript and test record with this form. It is especially helpful if you will list courses in progress.

For Early Decision applicants, first quarter grades for the senior year must be submitted as soon as available, preferably by November 15.

D. Summary and Recommendation

1. Please write a summary appraisal (limited to one page) of this candidate, assessing his or her academic and personal qualities, and promise as a Brown student. We are particularly interested in evidence about character, relative maturity, integrity, independence, values, and the things he or she is enthusiastic about, and any special talent or quality he

or she possesses. Avoid *listing* student activities which are available elsewhere. We are interested in *specific* events and unusual circumstances which will give us added insight into the strengths and weaknesses of this candidate. Special biographical information is sometimes helpful. (Photocopied reports are acceptable, and should be attached to this form.)

2. I would rate this candidate as an applicant to Brown:

	Below Average	Average	Good	Excellent (top10% but not 2 or 3%)	Exceptional (top 2 or 3%)
For academic promise	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
For character and personal promise	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Signed: _____

Print your name: _____

Position: _____ Date: _____

Telephone: _____ Length of time acquainted with candidate: _____

AREA CODE/NUMBER

E. Secondary School Profile

The Board of Admission wishes to put each applicant's academic record into the proper context. We are interested in the range, breadth, and level of difficulty of courses taken by students at your school.

Please write (or attach) a summary appraisal of your school, commenting in particular on the course of study pursued by this applicant.

F. International Student Instructions

To the school head, headmaster, or careers advisor of international applicants:

The Board of Admission understands that this Secondary School Report form may not be applicable to some international educational systems. Nonetheless, we expect as full a report on an applicant as you are able to provide. Please feel free to attach to this form a general letter of reference incorporating answers to the questions we have asked. We encourage you to include any additional information about your particular school or educational system that might help us better assess this candidate's academic background. Please do not

neglect to include any grades or progress reports received in the past 3 years or currently predicted on school or national examinations. A copy of the UCAS form is acceptable.

Official reports of any examinations taken or diplomas earned (e.g., G.C.S.E. or 'A' levels, International Baccalaureate certificates, Abitur, Baccalaureate, I.C.S.E., or equivalents), and the predicted results of the examinations (e.g., predicted 'A' levels, I.B. grades, etc.) must be included.

We appreciate your patience in helping us cope with the differences in our systems.