
MAYA LEILANI CARTER

PROFILE

Personal Information

Name	Maya Leilani Carter
Sex, Birthdate	Female, 03/14/2006
Address	La Jolla, CA

Citizenship

Citizenship Status	US Citizen
Birthplace	Honolulu, HI

Language

English	First Language, Speak, Read, Write, Spoken at home
Hawaiian	Spoken at home (with mom and grandmother)

FAMILY

Household

Parents	Married
Home	Both Parents

Parent 1

Name	Mother - Maleah A. Carter, address: same as my home address
Occupation	Founder, Kekaulike Ohana Arts Foundation, non-profit organization
Education	Hawai'i Pacific University – BA Art History

Parent 2

Name	Father – Daniel S. Carter, address: same as my home address
Occupation	Operations Research Analyst, San Diego Naval Station
Education	United States Naval Academy, BS Cyber Operations Hawai'i Pacific University, MS Business Analytics and Information Security

Siblings

Name(s)	Koa Carter, 19 years old
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EDUCATION

School **Academy of the Holy Child (AHC)**
San Diego, CA

Senior Year Courses

AP English – Full Year
Calculus – Full Year
AP Art History – Full Year
AP Human Geography – Full Year
AP Government/Economics – Full Year
World Religions & Philosophy – Full Year

Honors and Awards

Honor Roll – 9th grade
Honorable Mention – Merrie Monarch Hula Festival – 11th grade
Girl Scouts – Silver Award, Gold Award

Future Plans

Prospective Major(s)	Business
Career Interests	Corporate Attorney

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ACTIVITIES

Community Service

9, 11, 12
3 hw 4 wy, Continue

Susan G. Komen Walk
Participate every year in the Susan B. Komen Race for the Cure to raise funds to save lives and end breast cancer forever

Work (Paid)

11, 12
5 hw 30 wy

Leilani's Café
Hostess, processed payments, took reservations

Internship

11 Summer
6 hw 12 wy

Internship - Kekaulike Ohana Arts Foundation, non-profit organization
Assisted with general office work at the Kekaulike Ohana Arts Foundation, non-profit organization and helped to edit websites

Club

10, 11, 12
5 hw 40 wy, Continue

Hawaiian Culture Awareness Club
Member, Vice-President, 12th - President

Club

9, 10, 11, 12
5 hw 40 wy, Continue

Black Student Union
Member, Member, Historian, 12th – Vice-President
Virtual 9th grade

Summer Program 12

30 hw 2 wy

Girls Who Code – Summer Immersion Program
Learned to code in HTML, JavaScript, and Python
Help maintain mom's website

Summer Program 11

40 hw 2 wy

Intensive Law & Trial Summer Program
Stanford University Law School
Did mock trials, created oral arguments, and worked with evidence

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TRANSCRIPT

ACADEMY OF THE HOLY CHILD

4860 Arizona Drive
San Diego, CA 92116

Transcript for MAYA LEILANI CARTER

Grade 9 (2020-2021)	Fall	Spring	Grade 10 (2021-2022)	Fall	Spring
English Composition	A	A	HON British Lit (*)	B-	B+
Geometry	C+	B-	Algebra 2	C-	B+
Spanish 2	A	B+	Spanish 3	C	B+
Biology	B	B-	HON Chemistry (*)	C-	B+
World History	B+	B+	European History	B-	B+
Religion 9	A	A-	Religion 10	B-	B+
9th Grade GPA - Weighted	3.33	3.33	10th Grade GPA - Weighted	2.83	3.33
9th Grade GPA - Unweighted	3.33	3.33	10th Grade GPA - Unweighted	2.50	3.00
Grade 11 (2022-2023)	Fall	Spring	Grade 12 (2023-2024)	Fall	Spring
HON Literature (*)	A	A	AP English (*)		
Pre-Calculus / Trig	B+	B+	Calculus AB		
Spanish 4	B+	B+	AP Art History (*)		
Physics	C+	B+	AP Human Geography (*)		
AP United States History (*)	A	A	AP Government/Economics (*)		
Religion 11	B+	A	World Religions/Philosophy		
11th Grade GPA - Weighted	3.50	3.83	12th Grade GPA - Weighted		
11th Grade GPA - Unweighted	3.17	3.50	12th Grade GPA - Unweighted		
Cumulative GPA - Weighted (*) 3.35					
Cumulative GPA - Unweighted 3.14					

This transcript is unofficial unless embossed with the official school seal. All letter grades on this transcript, except Physical Education, are used in the calculation of the unweighted GPA. The weighted GPA is calculated by adding one point for AP and Honors courses that are marked with an asterisk (*). Also, a "+" or a "-" does not affect the GPA.

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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.

So which box do I check? By checking one box over the other am I declaring which part of me is more important? For most students, this is an easy question – you just check the box. However, I am both Native Hawaiian and African-American. I don't want to leave the box un-marked because in so doing I would be denying both parts of my identity.

When I meet new people, who don't know my background, some are kind and politely ask what my background is and when I tell them they smile and say "cool". Others, when I tell them that I am both Native Hawaiian and African-American, say some very ignorant or hurtful things. "How often do you wear a grass skirt?" or "But, you don't look Black" or worse "You are a freak of nature." These are just some of the comments I have read and heard. The start of my sophomore became a living nightmare as I was tormented by two girls who, for whatever reason, were determined to crush me into the ground because I was different.

I was at the lowest point anybody could ever be at. At various school meetings between me, my family and school administrators, it was even suggested that I leave my school or dumb-down my academics. That was not fair. I did nothing wrong. Why should I have to change when I wasn't the cause of the problem? To help me, my two grandmothers moved in with my family to just be there for me. Both of these courageous women told me stories of their youth. In comparison to what I was going through, they faced greater challenges. By the end of my sophomore year their support really helped me climb out of this deep hole I felt I was trapped in. It also helped that my two tormentors were expelled and their online postings were carefully monitored and blocked if I was mentioned.

As I went through all of this, I thought about various questions about how we identify ourselves. Lots of well-known people were born in Hawai'i, does that make them Hawaiian? My mom is 100% Native-Hawaiian and my dad is 100% African-American. If I had been born in France would that have made me French? Does where you were born determine who you are, how you are identified, or who you are destined to become?

Because of my ancestry, growing up I was permitted to attend the Kamehameha School whose mission is to create educational opportunities in perpetuity to improve the capability and well-being of people of Hawaiian ancestry. While I was only half Native Hawaiian, I was never made to feel less than whole. I truly felt the spirit of ohana and aloha.

When my dad was transferred to San Diego, I thought it would be an easy transition. I mean both Kaneohe and San Diego are next to the water, people are very chill – how much of a difference could there be? I was in for a rude awakening. I never felt so bare and raw to everyone around me. But there was no going back.

What I learned from all of this is that you can't judge people based on the way they look or how different they look from what you expect them to look like. Mahatma Gandhi said it best "*You can't change how people treat you or what they say about you. All you can do is change how you react to it.*"

I guess in the end, I won't let any box define who I am or who I am destined to be. Mahalo.

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LAKE WASHINGTON UNIVERSITY – GENERAL SUPPLEMENT

GENERAL

Preferred start term	Fall, 2024
Admission Plan	Regular Decision

ACADEMICS

1st Choice Major	Business - Entrepreneur
2nd Choice Major	Undecided

CONTACTS

Contact 1	National College Fair – San Diego
Contact 2	Preview Program – San Diego

FAMILY

Sibling Applied	No
Relative(s) Attended	No

LAKE WASHINGTON UNIVERSITY – WRITING SUPPLEMENTS

Why are you a fit for Lake Washington University?

I was looking for a sign. I am a very spiritual person so I knew there had to be a sign. Walking the aisles at a college fair at the San Diego Convention Center, I thought my head was going to explode – booth after booth of colorful brochures with representatives eager to tell me why their college was the “only” college for me. After a while, my brain shut down – that is until I passed the LWU booth. I don’t know how to explain it, but there was an instant connection when I made eye contact with Miss Geraldine (Gerri) Bee, the LWU admissions recruiter. She said something that I will never forget. She said “Before you tell me what kind of college you are looking for, let me tell you about the kind of student who thrives at LWU. This way you won’t think I am just agreeing with whatever you say.” This was new and different and certainly unique! She explained that LWU’s mascot is the Grey Wolf. And like the grey wolf, students at LWU develop close relationships and strong social bonds. They often develop deep affection for their extended family and make great sacrifices for the betterment of all. She completely described my perfect college. As I left with brochures in hand and excited to apply, she said LWU – “Let’s Walk Un-Afraid to Learn, Dream, and Create” – I was hooked.

My brother attends school at UW which is not far from LWU. I told him to go and visit LWU, take lots of pictures, and since he knows me better than anybody (maybe even myself), tell me how well he thought I would fit in. Later, he sent me a ton of photos and wrote one sentence – they should rename LWU to MLU - Maya Leilani University – this is so you! Plus, I will be close by!”

I want to visit LWU and “feel” it for myself.

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Secondary School Report (SSR) – Part 1

School Academy of the Holy Child

Academy of the Holy Child is a Catholic college preparatory school educating young women from diverse backgrounds to foster dignity for all people while supporting the local community and the less fortunate. Community service is required. Slightly over 91% of the graduating students in last year's senior class have enrolled at four-year colleges with an average of 87% over the last five years. Total enrollment is 378 girls with 90 seniors.

School AP Policy

Curriculum offered: 12 Advanced Placement classes – AP World History, AP English Language, AP English Literature, AP Calculus AB, AP Statistics, AP Spanish Language, AP US History, AP Environmental Science, AP Biology, AP Chemistry, AP Psychology, and AP Art History. **** Students are not allowed to take more than three AP classes per semester unless under special circumstances. ****

Counselor Details

Name, e-mail, phone Norma Rogers, nrogers@ahc.org, (619) 555-9121 – direct line

Written Evaluation

Relationship to applicant College Counselor/Academic Advisor for four years
Descriptors Compassionate; Motivated; Dedicated; Enthusiastic; FIERCE!

Rank, GPA, and strength of curriculum for Maya Leilani Carter

Rank: AHC does not Rank

GPA

Weighted: 3.35

Unweighted: 3.14

Curriculum Rigor

Most Demanding

Very Demanding

Demanding

Average

Please rate the applicant – Maya Leilani Carter – in the following areas:

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					X		
	Extracurricular Accomplishments						X	
	Personal qualities and character						X	
	OVERALL						X	

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TEACHER - Letter of Recommendation

RECOMMENDATION FOR: **MAYA LEILANI CARTER**

I am very pleased to write a letter recommending Maya for your consideration in admitting her to your university. I taught her AP United States History her junior year. I gave a blend of assessments: skills, concepts, applications. Through it all, she was a serious, thorough, and successful student.

Her homework was legendary. She took great care with whatever assignment she submitted. She knows how to put in the time to do high quality work. The homework showed that she learned from the process. At the start of the year, she was reticent and did not participate on an un-solicited basis. I thought she compensated for this low verbal involvement by responding well to what she heard in class and turning it into learning experiences.

Maya is Hawaiian and during the discussion of World War II and the annexation of Hawai'i, she held the class in her hands with focused opinions and riveting stories that have been passed down from her mother's family. Maya is also African-American, and with similar aplomb, recounted the experiences during the Civil Rights Movement of family members on her dad's side. She often shared barbed commentary about the urgency to become aware and involved to deal with the issues currently facing our communities.

At the beginning of the semester, in class she was definitely quiet; but she took in everything: the side commentary, the jokes, the teasing, and the helpful hints. However, she definitely was not passive. As the semester progressed, laughs and smiles came more quickly. She treated me with the utmost respect and consideration in all of her dealings with me – even after some rare disappointing test results. I always looked forward to any interaction with her for I knew we would have meaningful and insightful conversations. All of the objective measures of her performances at Academy of the Holy Child and in this course are available to you in the form of her records. I can tell you, apart from these numbers, she is a sweet, capable, conscientious, and hardworking student who you can count on. Your faculty will enjoy having her in their classes.

Sincerely,
Parker Williams
Social Studies Department
Academy of the Holy Child

P.S. I would be remiss not to mention that Maya was bullied virtually in her 10th grade. She started the second semester of her sophomore year with a battered and bruised spirit. She and her family were very private about the circumstances, but her teachers were made aware in the event of any lingering emotional distress. This most definitely had an impact on her grades that first semester. But as you can see, she came roaring back and I am confident that she is well on her way to being the champion I know her to be.