

## Profile

### Personal information

Name	Bindel, Hugues Diego
Share different name	No
Birthdate	03/02/2006

### Contact details

Email, Phone	24-hbindel@seaprep.org, +1.650-334-8764, Mobile, No other telephone
Permanent address	1948 10Th Ave W Seattle, WA, 98119-2822, USA

### Demographics

Gender Identity	Male
Sex	Male
Pronouns	He/Him
Military status	None
Hispanic or Latino/a/x	No
Race	<b>White</b> (Europe)

### Language

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

### Geography and nationality

Citizenship status	U.S. dual citizen
Birthplace	Palo Alto, California, United States of America 17 years US
Other citizenships	France

## Common App fee waiver

Fee waiver requested      No

---

# Family

## Household

<b>Parents</b>	Married
<b>Home</b>	Both Parents

---

## Parent 1

### Mother

<b>Name</b>	Mrs. Lauranne M Bindel (Richard)
<b>Email, Phone</b>	laurannebindel@gmail.com, +1.650-353-6719, Mobile
<b>Occupation</b>	Other, Paralegal, Employed, Washington Bike Law
<b>Education</b>	Graduate school Bachelors (1993), Universite Jean Moulin Lyon III, 6 Cour Albert Thomas, Lyon, France Masters (1994), London Guildhall University, 153, 159 Bow Rd, Bow, London E3 2SE, United Kingdom, London, United Kingdom Masters (1995), Pantheon - Assas Universite Paris II, 12 place du Panthéon, Paris, France Law (1996), Ecole des Avocats (Paris Bar School), 1 Rue Pierre Antoine Berryer, Paris, France

---

## Parent 2

### Father

<b>Name</b>	Mr. Paul M Bindel (Bindel)
<b>Email, Phone</b>	paulaubindel@yahoo.com, +1.650-353-6718, Mobile
<b>Occupation</b>	Business executive (management, administrator), Employed, GoDaddy
<b>Education</b>	Graduate school Bachelors (1993), Masters (1994), Institut Supérieur d'Electronique de Paris, 28 Rue Notre Dame des Champs, Paris, France

---

## Siblings

Flore Bindel, Age 19  
Marguerite Bindel, Age 15

---

# Education

## Current or most recent secondary school

Seattle Preparatory School, 2400 11th Ave E, Seattle, WA, USA, Religious, CEEB: 481160 (08/2020 - 05/2024)

Progression	No change in progression
Graduation Date	05/2024

---

## Colleges & universities

---

### Grades

Rank	na / 195
GPA	3.821 / 4, Weighted

---

## Current or most recent year courses

First semester	Second semester
PHYS - AP Physics C - (AP)	PHYS - AP Physics C - (AP)
HIST - AP Government & Politics - (AP)	HIST - AP Government & Politics - (AP)
HIST - AP Macroeconomics - (AP)	
	HIST - AP Microeconomics - (AP)
MATH - AP Statistics - (AP)	MATH - AP Statistics - (AP)
ENG - Creative Nonfiction - (C PREP)	
	ENG - Contemporary Lit - (C PREP)
RELG - Care for Our Common Home - (C PREP)	
	RELG - Disease & Social Responsibility - (C PREP)

---

### Honors

President's List	School	9, 11
National Honor Society Member	School	11, 12
Dean's List	School	10

## Future plans

Business executive (management, administrator), Business

---

# Testing

## AP Subject Tests

<b>French Language &amp; Culture</b>	5	05/2022
<b>Environmental Science</b>	4	05/2023
<b>Physics C Mechanics</b>		05/2024
<b>Economics: Macroeconomics</b>		05/2024
<b>Economics: Microeconomics</b>		05/2024
<b>Government &amp; Politics: United States</b>		05/2024
<b>Statistics</b>		05/2024

---

# Activities

## Other Club/Activity

11, 12 School 3 hr/wk, 12 wk/yr Continue	<b>Kairos and Young Men's Retreat Leader, Seattle Preparatory School</b> Planned and led school's 2 most important retreats; 4 days each. Gave talks. Shared own story. Facilitated inclusive discussions in small groups.
---	---

---

## Other Club/Activity

9, 10, 11, 12 Break 168 hr/wk, 3 wk/yr	<b>French Boy Scout , Scouts Unitaires de France (SUF)</b> Attended annual 3-week-long camps. Co-led an 8-member-patrol (ages 12-17). Awarded 2nd Class for being a patrol pillar. Mentored younger boy scouts.
--	--

---

## Academic

11, 12 School 5 hr/wk, 36 wk/yr Continue	<b>National Honors Society Executive Board, Seattle Prep National Honors Society</b> Headmaster tutor in Math (all levels). Provided tutoring assistance at/outside school. Demonstrated patience and excellent communication skills.
---	--

---

## Work (Paid)

11, 12 School 5 hr/wk, 20 wk/yr	<b>CYO Soccer and Volleyball Referee, Archdiocese of Seattle Athletics</b> Demonstrated perfect knowledge of the rules. Maintained a respectful and calm attitude. Communicated well with players and coaches. Ensured fairness.
---------------------------------------	---

---

## Community Service (Volunteer)

10, 11, 12 School 4 hr/wk, 36 wk/yr Continue	<b>English as a Second Language Tutoring, Self Organized</b> Provided school assistance to non-English speakers. Translated instructions to their native language (French). Helped with writing and reading.
---	---

---

## Other Club/Activity

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

**Business Club Vice-President, Seattle Preparatory School**  
Seattle Prep's 2nd largest club. Invited guest speakers. Planned and hosted 15 meetings. Launched virtual stock exchange and Seattle Investing League.

---

## Work (Paid)

9, 10, 11, 12  
Year  
8 hr/wk, 40 wk/yr

**Childcare Provider, Self Organized**  
Long-term relationship with families. Planned activities, prepared meals, followed parent's nighttime routines and cleaned kitchen and bedrooms.

---

## Other Club/Activity

11, 12  
School  
3 hr/wk, 36 wk/yr  
Continue

**Cooking Club President, Seattle Preparatory School**  
Seattle Prep's largest club. Grew membership from 20 to 140. Established mission statement. Promoted cooking and speaker events. Managed budget.

---

## Athletics: JV/Varsity

9, 10, 12  
School  
10 hr/wk, 14 wk/yr  
Continue

**Soccer, Athlete, Seattle Preparatory School**  
Played soccer since Kindergarten. Tore ACL in 10th grade during a game. Was compelled to stop playing soccer due to surgery and recovery.

---

## Other Club/Activity

10, 11, 12  
School  
2 hr/wk, 38 wk/yr  
Continue

**Prep Ambassador / Peer Mentor, Seattle Prep Ambassador**  
Welcomed and interacted with prospective students at admission events. Provided moral and academic support to Freshman students.



---

# Writing

## Personal essay

**The lessons we take from obstacles we encounter can be fundamental to later success. Recount a time when you faced a challenge, setback, or failure. How did it affect you, and what did you learn from the experience?**

11 years ago next month, a little boy entered his new school in a wheelchair. He found the strength to do it because, beyond the fear of being stared at and perhaps laughed at, he was excited to live a normal life again, learn, and make new friends. I was that little boy. I was six years old.

My family had moved to Seattle three days before Thanksgiving. We did not have any plans for the holiday. A visit to the playground and a family meal would suffice to make our first Thanksgiving in Seattle special. Or so we thought.

Unfortunately, the afternoon took an unexpected and tragic turn when I fell from a 30-foot structure. I was rushed to the hospital. “ER”, “ICU”, “IV” and “OR” are my memories of Thanksgiving 2012. My injuries were severe enough to keep me in the hospital for a week.

On the day of my discharge, my orthopedic surgeons, physical therapists, and nurses were all standing by my bed. As they were wishing me well, one of them said: “Buddy, what happened to you will make a great college essay.” I had fractured multiple bones in my body, I had 30 stitches on my left leg, and I was in a wheelchair. All I worried about was the soccer games I would not play for a year. My short-term future looked grim. Needless to say, my college application was the least of my concerns at that time.

Over the years, I have heard that “college essay joke” countless times but never really took it seriously until this past summer. The more I brainstormed topics for my personal essay, the more my 6-year-old self kept poking my thoughts. It was not in that “what would you tell your younger self?” kind of way. It was the exact opposite: “What did you learn from your younger self in these darkest moments of your life?” It became manifest that “banged-up Hugues” had shaped the young man I am today. My doctor was right!

“Resilience” was not part of the vocabulary of my 6-year-old self. He did not learn that term, he lived it. One day at a time, he took care of his broken body and regained his strength. As importantly, he made peace with the events of the past to fully embrace the present. Without him, my physical and emotional well-being would not be what they are today. I know I will experience adversity again, but I am not worried as he gave me the tools to “build a better boat for the next wave.”

No one can remain unaffected by the sight of a kid in a wheelchair. Is their condition permanent? What if it was my child? What if it was me? Some avoided eye contact with me, but many came and talked to me. “Younger me” let them in his world of anger (Boy, was he angry sometimes!) and pain, and this led to some beautiful encounters and conversations whose memory I cherish to this day. In a world where facade too often prevails, I have learned to allow myself to be vulnerable as it always leads to more honesty and empathy among all.

“2012 Hugues” discovered early on that laughter is a powerful medicine. He gifted me with this

ability to always find reasons to laugh.

Next fall, I will step into an all-new world with a mix of excitement and apprehension. I will carry with me the memory of the little boy I was and how strong he proved to be. I must honor his bravery by being excited about what opportunities life has to offer, no matter the obstacles, big or small.

So, Buddy, regardless of whether your story ends up making a good essay or not, I want to say, “thank you for everything you did for me.” I hope I will always make you proud.

---

## Additional information

In 2018, I was diagnosed with Ulcerative Colitis, a chronic inflammatory bowel disease. My symptoms were well controlled with daily medication (Sulfasalazine) up until the fall of 2021. Unfortunately, a few weeks into my sophomore year, I experienced a severe flare-up that had a significant impact on my physical and mental wellbeing. To try and calm the inflammation, I was prescribed a different medication (Mesalamine) which actually worsened it. My symptoms became extremely painful and uncomfortable. I had to use the bathroom multiple times a day. I felt exhausted and weak. At school, I had a very hard time staying focused during classes and often had to excuse myself to go to the bathroom. As a result, I missed some critical pieces of knowledge. At home, I did not have the stamina to do my homework and work on my assignments. Not surprisingly, my grades started falling. While I had always been a strong student and had made it on the President’s List my freshman year, I was getting grades I was not proud of. The feeling was horrible. I felt so powerless.

It was only when my medical team finally found the right medication for me (Humira) that my symptoms started improving, as did my grades. I worked really hard during the last few weeks of that first semester to catch up in my classes and raise my GPA. I maintained my efforts throughout the second semester and finished my sophomore year strong, physically, mentally, and academically. Seeing my name on the Dean’s List at the end of my sophomore year, and on the President’s List my junior year, represented a tremendous personal accomplishment given the adversity I had faced. Although I cannot deny that I care about grade recognitions such as Dean’s List and President’s List, my personal experience gave me a new perspective on those awards. I wish they told the full story: the personal and academic struggles, the efforts to overcome them, and the tenacity to make it to the finish line.

My medical team is here in Seattle and I feel so fortunate to be in such good hands. Being admitted at the University of Washington, and therefore staying in Seattle, would allow me to continue my treatment with them. I would not be as healthy as I am today without their care and expertise.

---

# Education progression

## Details

**Education progression details**      No change in progression

# Courses & Grades

## Course levels legend

REG - Regular/standard

ACC - Accelerated

ADV - Advanced

AP - Advanced placement

Cambridge AICE AS A-Level - AS/A-level/International A-level, Cambridge AICE

C PREP - College prep

DUAL - Dual enrollment

ENRCHD - Enriched

Cambridge IGCSE - GCSE, IGCSE

GFTED - Gifted

HGH HNR - High honors

HON - Honors

INTSV - Intensive

IB - International Baccalaureate

PRE IB - Pre-international Baccalaureate

RGNTS - Regents

N/A - Not applicable

## Non-numeric/letter grade legend

I - Incomplete

NG - No grade

F - Fail (Pass/Fail)

P - Pass (Pass/Fail)

S - Satisfactory

U - Unsatisfactory

W - Withdrawn

WF - Withdrawn (Failed)

ME - Medical excuse

## Grade 9

**Seattle Preparatory School, 2400 11th Ave E, Seattle, WA, USA, CEEB: 481160**

**School Year** 2020-21

**Schedule** Semesters

Subject	Course Name	Level	Grades (A-F)			Credits		
			S1	S2	Final	S1	S2	Final
ENG	English Comp/Lit 9	C PREP	A	A-	NG	0.5	0.5	1
HIST	Ancient Civ 9	C PREP	A	A	NG	0.5	0.5	1
LANG	Honors Spanish 1	HON	A	A	NG	0.5	0.5	1
TRIG	Honors Alg 2/Trig	HON	A	A	NG	0.5	0.5	1
OTH/ELE	Intro to Computer Science	C PREP	P	NG	NG	0.25		0.25
BIOL	Biology	C PREP	A-	B	NG	0.5	0.5	1
ART	Art 1	REG	A	NG	NG	0.5		0.5
ART	Art 2	REG	NG	A	NG		0.5	0.5
PE/HLTH	Health and Exercise	REG	A	NG	NG	0.5		0.5
RELG	Foundations of Faith	REG	NG	A	NG		0.5	0.5
RELG	Foundations of Faith 2	REG	NG	A	NG		0.5	0.5

## Grade 10

Seattle Preparatory School, 2400 11th Ave E, Seattle, WA, USA, CEEB: 481160

School Year 2021-22

Schedule Semesters

Subject	Course Name	Level	Grades (A-F)			Credits		
			S1	S2	Final	S1	S2	Final
ENG	English Comp/Lit 10	C PREP	B	B+	NG	0.5	0.5	1
HIST	World Civ 10	C PREP	B+	A	NG	0.5	0.5	1
LANG	Honors Spanish 2	HON	A	A	NG	0.5	0.5	1
PRE-CALC	Honors Precalculus	HON	C	A-	NG	0.5	0.5	1
CHEM	Accelerated Chemistry	ACC	B	A-	NG	0.5	0.5	1
ART	Choir	REG	A	NG	NG	0.5		0.5
PE/HLTH	Health and Wellness	REG	NG	A	NG		0.5	0.5
PE/HLTH	Life Fitness 1	REG	NG	P	NG		0.5	0.5
RELG	Scripture/Morality	REG	A	NG	NG	0.5		0.5
RELG	Scripture/Morality 2	REG	NG	A	NG		0.5	0.5

## Grade 11

Seattle Preparatory School, 2400 11th Ave E, Seattle, WA, USA, CEEB: 481160

School Year 2022-23

Schedule Semesters

Subject	Course Name	Level	Grades (A-F)			Credits		
			S1	S2	Final	S1	S2	Final
ENG	American Lit. 11	C PREP	A-	A-		0.5	0.5	1
HIST	U.S. History 11	C PREP	A	A		0.5	0.5	1
LANG	Honors Spanish 3	HON	A-	A		0.5	0.5	1
CALC	Calculus	C PREP	A	A		0.5	0.5	1
ENVSCI	AP Environmental Science	AP	A	A		0.5	0.5	1
ART	Digital Photography	REG	NG	A			0.5	0.5
PE/HLTH	Strength &	REG	P	NG		0.5		0.5

Subject	Course Name	Level	Grades (A-F)			Credits		
			S1	S2	Final	S1	S2	Final
	Conditioning							
RELG	Junior Theology	REG	A	A		0.5	0.5	1

---

## Grade 12

No courses reported.

---

## Other courses

No courses reported.

---

# University of Washington questions

## General

Entry Term	Autumn 2024
Admission plan	Regular Decision

---

## Academics

First-choice major	Business administration — Michael G. Foster School of Business
Willing to study another major	Yes
Second-choice major	Economics — College of Arts & Sciences, Social Sciences Division
Tuition exemption program	No

---

## Contacts

Contact via mobile phone	I consent to be contacted by University of Washington at the mobile phone number provided below.
Mobile phone number	+1.650-334-8764
Ok to send text messages	Yes

---

## Residency

US Citizen or National	Yes
Washington state resident	Yes
WA resident from date	11/2012
WA resident to date	11/2023
WA resident question	N/A
WA state foster care	No

---

## Statistical Information

Hispanic or Latino	No
Ethnicity	Caucasian or White

---

## Educational Background

Running Start	No
College in the High School	No
IB coursework	No
British style courses or exams	No
World language coursework or exams	Yes
Homeschool	No
School outside US	No
INTL HS with US coursework	Yes

### Unofficial transcripts

Uploaded document attached.

### Unofficial transcripts

"Hugues Bindel Transcript.pdf"

Attending or previously attended college	No
--	----

---

## Family information

Family type	dependent student
Dependent recent year	2023
Dependent recent year income	850000
Dependent recent year size	5
Dependent previous year	2022
Dependent previous year income	723508
Dependent previous year size	5
How many Parent/Guardian listed	Two or More



<b>Guardian 1 info release</b>	Yes
<b>Guardian 1 WA resident</b>	Yes
<b>Guardian 1 WA resident from date</b>	11/2012
<b>Guardian 1 WA resident to date</b>	11/2023
<b>Guardian 1 street</b>	1948 10th Avenue W
<b>Guardian 1 city</b>	Seattle
<b>Guardian 1 address country</b>	United States of America
<b>Guardian 1 state or province</b>	Washington
<b>Guardian 1 postal code</b>	98119
<b>Guardian 2 info release</b>	Yes
<b>Guardian 2 WA state resident</b>	Yes
<b>Guardian 2 WA resident from date</b>	11/2012
<b>Guardian 2 WA resident to date</b>	11/2023
<b>Guardian 2 street1</b>	1948 10th Avenue W
<b>Guardian 2 city</b>	Seattle
<b>Guardian 2 address country</b>	United States of America
<b>Guardian 2 state or province</b>	Washington
<b>Guardian 2 postal code</b>	98119
<b>Veteran</b>	No

---

## Writing

### UW personal statement

11 years ago this month, a little boy entered his new school in a wheelchair. He found the strength to do it because, beyond the fear of being stared at and perhaps laughed at, he was excited to live a normal life again, learn, and make new friends. I was that little boy. I was six years old.

My family had moved to Seattle three days before Thanksgiving. We did not have any plans for the holiday. A visit to the playground and a family meal would suffice to make our first Thanksgiving in Seattle special. Or so we thought.

Unfortunately, the afternoon took an unexpected and tragic turn when I fell from a 30-foot

structure. I was rushed to the hospital. “ER”, “ICU”, “IV”, and “OR” are my memories of Thanksgiving 2012. My injuries were severe enough to keep me in the hospital for a week.

On the day of my discharge, my orthopedic surgeons, physical therapists, and nurses were all standing by my bed. As they were wishing me well, one of them said: “Buddy, what happened to you will make a great college essay.” I had fractured multiple bones in my body, I had 30 stitches on my left leg, and I was in a wheelchair. All I worried about was the soccer games I would not play for a year. My short-term future looked grim. Needless to say, my college application was the least of my concerns at that time.

Over the years, I have heard that “college essay joke” countless times but never really took it seriously until this past summer. The more I brainstormed topics for my personal essay, the more my 6-year-old self kept poking my thoughts. It was not in that “what would you tell your younger self?” kind of way. It was the exact opposite: “What did you learn from your younger self in these darkest moments of your life?” It became manifest that “banged-up Hugues” had shaped the young man I am today. My doctor was right!

“Resilience” was not part of the vocabulary of my 6-year-old self. He did not learn that term, he lived it. One day at a time, he took care of his broken body and regained his strength. As importantly, he made peace with the events of the past to fully embrace the present. Without him, my physical and emotional well-being would not be what they are today. I know I will experience adversity again, but I am not worried as he gave me the tools to “build a better boat for the next wave.”

No one can remain unaffected by the sight of a kid in a wheelchair. Is their condition permanent? What if it was my child? What if it was me? Some avoided eye contact with me, but many came and talked to me. “Younger me” let them in his world of anger (Boy, was he angry sometimes!) and pain, and this led to some beautiful encounters and conversations whose memory I cherish to this day. In a world where facade too often prevails, I have learned to allow myself to be vulnerable as it always leads to more honesty and empathy among all.

“2012 Hugues” discovered early on that laughter is a powerful medicine. He gifted me with this ability to always find reasons to laugh.

Next fall, I will step into an all-new world with a mix of excitement and apprehension. I will carry with me the memory of the little boy I was and how strong he proved to be. I must honor his bravery by being excited about what opportunities life has to offer, no matter the obstacles, big or small.

So, Buddy, regardless of whether your story ends up making a good essay or not, I want to say, “thank you for everything you did for me.” I hope I will always make you proud.

## **UW short response**

Every summer for the past five years, I packed a large backpack with a sleeping bag, hiking boots, cooking utensils, some tools, a few pieces of clothing, and flew to France. There, I was reunited with a troop of boy scouts, ages 12 to 17. We spent three weeks together in the most remote parts of France.

During those three weeks, we built our encampment with trees we cut ourselves, did our own

grocery shopping on a very limited budget, cooked our own meals, and provided assistance to the local communities. These three weeks were as physically exhausting as they were emotionally intense and memorable. Each experience was different, but all of them made me grow in a unique way.

The first summer, I was very apprehensive. My fellow boy scouts all attended schools in France while I did not. Our backgrounds were quite far apart. Furthermore, although I am fluent in French, I was unfamiliar with some of their codes or their colloquial language. I feared being outcasted. However, this experience compelled me to open myself to some new aspects of my French culture and to share and celebrate my American culture with them. I was fortunate to be surrounded by boys who, like me, were willing to embrace our differences and commonalities. This truly shaped our friendship and contributed to creating a strong bond in our troop.

Next fall, in college, I will be surrounded by students from all over the globe. We might not have much in common at first except for our shared desire to find common ground and build a strong community together for the benefit of all.

### **UW additional info**

Curriculum: All students participate in an interdisciplinary humanities curriculum during their first three years at Prep. This three year course sequence is entitled Collegio but appears as two courses (English and social studies) on the transcript. There is no honors designation on the transcript but the reading, writing, and speaking expectations are very demanding both in terms of quantity and complexity. Due to the collegio curriculum, there are no AP or honors designated courses available in the humanities until the senior year. While honors classes are available in math, science and Spanish in all grades, the first opportunity for most Prep students to take AP classes in all subject areas is also senior year. In addition, all Prep students must take four years of Theology classes, which can limit opportunities to take other advanced elective coursework.

Covid-19: In 2020-21, Seattle Prep began with a digital format with synchronous instruction in every class and added some hybrid in-person learning in the spring. Normal curriculum was completed, and rigorous grading standards were maintained throughout.

---

## **Honors Program**

<b>UW Honors Program (Interdisciplinary Honors)</b>	No
---	----

---

## **University of Washington**

<b>Athletics participation</b>	No
<b>Interested in other UW campuses</b>	Yes

---

## Affirmations

By submitting this application, I affirm my understanding of and agreement to the statements found here: <http://www.commonapp.org/affirmations>.



# Seattle Preparatory School Transcript

2400 11th Avenue East Seattle, WA 98102 Tel 206-324-0400 www.seaprep.org School Code 481160

Student Name: **Hugues Bindel**

Student ID: **34845** Class of: **2024**

Date of Birth: **03/02/2006**

Weighted Cumulative GPA: **3.821**

Unweighted Cumulative GPA: **3.798**

Total Credits: **22.25**

Graduation Date:

Year	Course	Sem 1	Credits	Sem 2	Credits
2020-2021	English Comp/Lit 9	A	0.5	A-	0.5
	Ancient Civ 9	A	0.5	A	0.5
	Honors Spanish 1	A	0.5	A	0.5
	Honors Alg 2/Trig	A	0.5	A	0.5
	Intro to Computer Science	CR	0.25		
	Biology	A-	0.5	B	0.5
	Art 1	A	0.5		
	Art 2			A	0.5
	Health and Exercise	A	0.5		
	Foundations of Faith			A	0.5
	Foundations of Faith 2			A	0.5
Semester GPA		3.957		3.838	
Cumulative GPA		3.957		3.893	
2021-2022	English Comp/Lit 10	B	0.5	B+	0.5
	World Civ 10	B+	0.5	A	0.5
	Honors Spanish 2	A	0.5	A	0.5
	Honors Precalculus	C	0.5	A-	0.5
	Accelerated Chemistry	B	0.5	A-	0.5
	Choir	A	0.5		
	Health and Wellness			A	0.5
	Life Fitness I			CR	0.5
	Scripture/Morality	A	0.5		
	Scripture/Morality 2			A	0.5
Semester GPA		3.329		3.814	
Cumulative GPA		3.714		3.738	
2022-2023	American Lit. 11	A-	0.5	A-	0.5
	U.S. History 11	A	0.5	A	0.5
	Honors Spanish 3	A-	0.5	A	0.5
	Calculus	A	0.5	A	0.5
	AP Environmental Science	A	0.5	A	0.5
	Digital Photography			A	0.5
	Strength & Conditioning	CR	0.5		
	Junior Theology	A	0.5	A	0.5
Semester GPA		3.983		4.029	
Cumulative GPA		3.780		3.821	
2023-2024	Creative Nonfiction				
	Contemporary Literature				
	AP Government & Politics				
	AP Microeconomics				
	AP Macroeconomics				
	AP Statistics				
	AP Physics C				
	Disease & Social Responsibility				
	Care for Our Common Home				
Semester GPA					
Cumulative GPA					

## GRADING SCALE:

A = 4.0  
 A- = 3.7  
 B+ = 3.3  
 B = 3.0  
 B- = 2.7  
 C+ = 2.3  
 C = 2.0  
 C- = 1.7  
 D+ = 1.3  
 D = 1.0  
 NC = No Credit  
 CR = Credit  
 I = Incomplete  
 W = Withdrawn

## GRADING SYSTEM:

(H) indicated an Honors course  
 AP indicates an Advanced Placement course  
 \* indicates credit earned through The Arrupe Virtual Learning Institute  
 C indicates a College in the High School course taught in conjunction with the University of Washington

The Occupational Education credit is integrated throughout the curriculum.

Students are not ranked.

All courses are taught at the college preparatory level.

## COURSE WEIGHTING:

All grades on the transcript are weighted.  
 Advanced Placement (AP) classes are weighted 0.5 in the Weighted Cumulative GPA.  
 Honors (H) classes are not weighted.

Credit transition from 1.5 to 0.5 credit per semester for the class of 2019 and beyond

## HONORS/ACHIEVEMENT LEVELS:

President's List: Semester GPA  $\geq$  3.85  
 Dean's List: Semester GPA  $\geq$  3.55  
 Honor Roll: Semester GPA  $\geq$  3.00

## ACCREDITATION:

Cognia  
 Member: Jesuit Schools Network

Signature:

Title:

Date:

Transcript of Hugues Bindel, School Code 481160, Autumn 2024

21

FY RD PGALD1:35169056 Printed: 03/29/2023