

OCTORARA AREA JUNIOR/SENIOR HIGH SCHOOL

Octorara Area Junior & Senior High School – Grades 7-12

226 HIGHLAND ROAD, ATGLEN, PA 19310-1603

Phone: 610-593-8254 Fax: 610-593-4945 "http://www.octorara.k12.pa.us"



Jonathan Propper, Ed. D.
Junior/Senior High School Principal

Mark Peticca, M.A.
Assistant Principal

Lisa McNamara, M.A.
Director of OACTEP

Melissa Andrews, M.A.
Assistant Principal

Gregory Fantazzi, CAA
Athletic Director

Jennifer L. Watson
226 Highland Road
Atglen, PA 19310

March 12, 2022

Dear Scholarship Committee:

Marc DiGregorio's name comes associated with a voice that resonates with humility yet powerful intellect. Marc's name carries a consistent philosophical undercurrent in all he says, which is always running toward understanding larger themes of human nature. Within these strong undercurrents, resides not only a striving toward literary comprehension, but scientific, historical, athletic, and ultimately personal comprehension.

When opening our study of *The Adventures of Huckleberry Finn* with Marc's 11th grade Honors English class, I posed a question about a satiric conversation between two young characters. Marc responded in the chat (because we were still in virtual learning at the time) that "it seems to actually be discussing the theme of slavery and the taught-hate that dwells in places." Marc's response to the question revealed his ability to discern satire, consider the larger historical context, and assert how the idea worked thematically. Having watched Marc's participation and writing mature over the course of a year and a half, I must say with certainty that he thrives in an atmosphere where one avoids merely comfortable interpretations. By this I mean that he is not afraid to pose clarifying and dissenting questions to me and to his peers. This level of questioning seems fundamental to Marc's way of thinking and thus ultimately makes his school day more of an invigorating adventure versus a shallow obligation.

Marc raised a similar thought regarding historical context in a Tillie Olsen prose piece that we studied, and his insight unlocked a crucial point for the class. The prose piece seemed to hinge on a mother-daughter conversation, but Marc elucidated what the WPA stood for; used the copyright date as context, and looked at how the modes of transportation worked to show us the setting. Yet again, Marc's attention to the full set of details vs. the superficial, confirms his daily approach to learning. Not only do his questions seek larger real world connections to literature, but he enjoys considering the uncomfortable space where there may not be a definitive answer.

Beyond Marc's impromptu questions, insights, and research that indicate his unwavering focus, his insistence to uncover the depth of ideas is also apparent in his prepared work. Students were to present patterns of language in Seamus Heaney's "Blackberry Picking" and during Marc's presentation he explored the pattern of the noun "one" and showed that by the last stanza "this word contrasts with the greed and pile of berries that the speaker is left with." Again, his calm and patient voice with the philosophical depth in the content of his words revealed to the class one of the core images of the poem. He consistently distinguishes himself as one who inherently seeks more questions and answers through research and discussion.

While I may selfishly like to believe that Marc embraces these practices only in the realm of literature and communication, I must share how multi-faceted his engagement is. While I witness Marc introspectively furrow his eyebrows and recede back into personal thought when I mention unsolved paradoxes, I also see him outside of my English class (literally in the hallway), working on similar challenges for his Physics teacher. When I pass by and casually ask what he and his friends are testing, he easily explains what the group has been challenged with. Often, when Marc arrives at AP Literature,

he is talking animatedly about some calculus problem or showing the work in his notebook for a recent calculus problem that requires intricate detail, as he discusses it with friends. There is a look of sheer enthralment on Marc's face, and I am again reminded of how his "school day" truly is just one more opportunity that he sees to figure something out.

Marc immerses in all of these academic endeavors even while simultaneously immersing in vast community service. Last summer while I was dropping my daughter off to help with summer literacy camp, I saw Marc walking into the building too. Marc would help support math, literacy and soccer skills during the camp. Marc organizes (and leads as a team captain) a Run For Our Sons event—a 5K to benefit Parent Project Muscular Dystrophy—and runs in honor of two of his friends with MS. And Marc serves as our school's NHS Secretary, a group that recently put together an overwhelmingly successful event: Mr. Octorara. NHS spent months organizing the details of the evening, securing judges, writing scripts, training contestants, and arranging lighting and audio! The event was to raise money for Four Diamonds—a charity that helps fight childhood cancer.

While Marc writes for our school newspaper and maintains the most thorough work ethic, he also plays as a leader and captain on the Varsity soccer team, helps organize other events for our National Honor Society, and was nominated to be one of our school's Heroes—upholding high moral standards and teaching elementary students about the dangers of drugs and alcohol. I therefore, staunchly recommend Marc DiGregorio and cannot wait to see all of the accolades he continues to earn.

Sincerely,

Jennifer L. Watson



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Dear Sir or Madam, I am writing on behalf of Marc DiGregorio, a student currently enrolled in his second Advanced Placement Physics class. When Marc asked me to write this letter of recommendation for him I was honored. Marc is a talented, and personable young person that I am sure any one of his teachers would love to recommend.

The best way to describe Marc is that he is a classroom leader. Marc is the type of student that will not sit quietly by and allow instruction to happen without becoming engaged. Sometimes in an Advanced Placement class I have assumed that the intelligent students in front of me grasped the concepts at hand. Often students in these classes believe that they are the only ones who do not understand a difficult concept and refuse to speak up. Marc refuses to let instruction happen without his understanding. Fortunately, Marc approaches learning as his responsibility and will look to remedy his misunderstandings by completing independent research outside the classroom. However, when these efforts do not bear fruit, Marc will ask probing questions and look for clarity where necessary. One may not think of this as an academic strength, but in an arena where each student thinks they are the “imposter” in the room, frequently few are willing to put themselves out there and be a conduit for improved understanding.

While being engaged in a lesson and asking probing questions is an admirable quality for himself, what impresses me about Marc is that he is willing to take up this role for his classmates. One example of this was a recent lecture in Marc’s class that I thought was going very well. Unfortunately, my perception was far different than that of the students. I had mistakenly omitted a critical piece of information while delivering the lesson and I later came to learn that many students were confused and frustrated. Although I believe that Marc understood the material himself he identified the frustrations of the class and asked an important clarifying

Teamwork means that we share a common ideal and embrace a common goal. Regardless of our differences, we strive shoulder to shoulder, confident in one another’s faith, trust and commitment. In the end, teamwork can be summed up in five short words ... “We believe in each other.”

question. I find this particularly impressive about Marc DiGregorio. While he did not necessarily need an intervention for himself, his empathy for others allowed him to identify a weakness of mine and ask the right question to help his peers. This day, like many before, Marc made me a better teacher.

Maximizing Opportunities for Success

Marc's class has benefited greatly from his participation in the course. I truly believe that Marc has made this class one of the most successful Octorara Area High School Advanced Placement Physics classes in our history. His passion, intelligence and thirst for learning will ensure he has continued success in college and beyond. At this point all Marc really needs is financial assistance and hopefully through your group scholarship money can be found for Marc DiGregorio.

Sincerely,

William A. McWatters

William A McWatters Ed.D.


SECONDARY SCHOOL RECORD - TRANSCRIPT
Octorara Area High School
 226 Highland Road, Atglen, PA 19310
 Telephone: 610-593-8264 Fax: 610-593-8256
 CEEB #390152

DiGregorio, Marc Anthony
 110 Ridge Ln
 Gap, PA, 17527
 Birth Date: 03/18/2004

DiGregorio, Marc
 DiGregorio, Marcia
 484-467-8777
 Date of Graduation: 2022

	Final Grade	Credit	
18-19 Octorara JrSr High School			SAT SCORES
Honors English 9	A+	1	Date: 03/13/2021
Honors World History	A	1	Math: 630.0
Honors Biology	A+	1	Reading:
Honors Algebra II	A	1	Essay:
Accounting I	A+	1	ERW: 730.0
Spanish II	A+	1	Subj-Math Level 1:
Health	A+	0.5	Subj-Math Level 2:
PE Grade 9 M	A	0.5	
19-20 Octorara JrSr High School			Date: 05/08/2021
Honors English 10	A-	1	Math: 670.0
Public Speaking	A	0.5	Reading:
AP Psychology	A+	1	Essay:
Honors Chemistry	A-	1	ERW: 720.0
Honors Geometry	A+	1	Subj-Math Level 1:
Spanish III	A+	1	Subj-Math Level 2:
Beginning Guitar	A+	0.5	
Broadcast Communications	A+	0.5	
Photo Tech I	A	0.5	
20-21 Delaware County Community College			
American National Government	A	1	
20-21 Octorara JrSr High School			ACT SCORES
Honors English 11	A	1	Date:
AP US History	A+	1	English:
AP Physics 1: Algebra Based	A	1.2	Math:
Honors Pre Calculus	A	1	Reading:
Honors Foundations of Business	A+	1	Sci Reasoning:
Honors Spanish IV	A+	1	Composite:
21-22 Delaware County Community College			Writing:
TCC CADD Graphics	A	1	
			KEYSTONE EXAM SCORES
			Algebra I:
			Literature:
			Biology:
			AP SCORES
			Biology:
			Chemistry:
			European History:
			Govt&Pol US:
			Physics B:
			Physics C-E&M:
			Physics C-Mech:
			Studio Art 2D Des:
			US History:
			Eng Lit/Comp:
			Psychology:
21-22 Octorara JrSr High School	Q1 Q2 Q3		
AP Calculus	A A+		
AP Eng Lit & Comp	A+ A		
Arch Drafting I/CAD	A+ A+		
CAD & Engineering I	A+ A+		
Dual Credit Physics C	A+ A+		
Honors Spanish V	A+ A+		

Total Credits Earned: 22.20
Cumulative GPA: 4.87
Unweighted GPA: 4.14
Rank: 2 out of 191



 SIGNATURE

3/14/22

 DATE

signature and official school seal.

Marc DiGregorio INSPIRE ESSAY - William Taylor Memorial Scholarship

I believe the seeds for a future engineering career were planted from the beginning. Picture a wrinkled, studious face with glasses and most would think of their grandparents. A favorite family picture depicts a pensive expression on my wrinkled newborn face beneath my grandfather's glasses. It earned me the nickname old soul. I was born into a family of teachers leaving a college education as a foregone conclusion. I spent my formative years exploring museums and science factories. Educational toys were under the Christmas tree and books filled our stockings. Each night we chose from the overflowing bookshelves to read together or discuss and analyze once I could read independently. I knew to snap to attention when the "teacher voice" came out and the importance of details on each and every assignment. If I complained about a teacher at school my parents were likely to delve into the situation from their perspective and outline the planning, preparation and learning objectives that had gone into the lesson. When your parents are teachers your home is your classroom and every experience is a teachable moment. Lessons were built in on vacation, at the holiday dinner table and on car rides with no escape. However, this upbringing fosters a love of learning and exploration. My parents affectionately describe my incessant questioning on how things work. I was encouraged to dig deeper to truly understand. I still have The Big Book of Tell Me Why on my bookshelf. If you ask your teacher parents a question, be prepared for a question to be returned to you. They have taught me to work hard and not shy away from a challenge. I am highly motivated to make positive changes for those in need and solve real world problems to improve quality of life. An engineering career will provide daily challenges that utilize critical thinking to create solutions. I will have the opportunity to take an idea and transform it into an invention that can change lives. I believe my work ethic and motivation to give back to my community make me an excellent candidate for this scholarship. As the child of two teachers, education is a top priority and I will finance it with student loans, my personal savings and support from my parents. I hope to lighten the financial burden by securing scholarships to continue my education and realize my dream of making a difference solving real world problems by providing practical solutions through engineering. I am grateful for the opportunity to apply for this scholarship to continue my education and I thank you for your time and attention to my application.