

**Alexander Scott Gulino**  
43307 Rachelle Ann Court  
Ashburn, VA 20147  
Grade Level: 11th Grade  
Advisor: Bobby Asher



**Georgetown Day School**  
4200 Davenport Street, NW  
Washington, DC 20016  
202-274-3200

**School Year:** 2019 - 2020

**SEMESTER 2 REPORT**

**Attendance**

Absent	Tardy
24	1

**English 11 - Sarah Redmond**

	Sem 1	Sem 2	Year End
Sem 1	B		
Sem 2		B-	
Year End			B

**English 11 - Sarah Redmond**

**Comments**

I was thrilled to see that, for his personal narrative, Alex returned to his favorite topic: baseball. He wrote a captivating story detailing different games and events: I could hear easily his many emotions -- his pride, his disappointment -- and I appreciated having windows into his relationships with others. The next step for Alex is to amplify these non-baseball components that suggest that this story about baseball is about so much more than baseball, in the end. He has laid a solid foundation with apt psychological and sociological dimensions; now he needs to develop them. For his literary theory test in May, Alex wrote about Elizabeth Bishop's "The Sandpiper." He examined the poem through reader-response, psychoanalytic, and formalist lenses. This test did not go as well as the literary theory quiz that preceded it, where Alex analyzed Tommy Orange's *There There* using formalism, post-colonial theory, archetypal criticism, and gender theory. The quiz prompts listed several directed sub-questions, so I wonder if these touch points helped Alex select more fitting details and articulate more secure conclusions. Nevertheless, I can see clearly that Alex has improved in his ability to analyze a work from multiple perspectives, and I wish him all the best in English 12.

**Introduction to Economics (Sem 1) - Christopher Dunne**

	Sem 1
Sem 1	B

**U.S. Political History - Susan Ikenberry**

	Sem 1	Sem 2	Year End
Sem 1	B		
Sem 2		B+	
Year End			B

**U.S. Political History - Susan Ikenberry**

**Comments**

It's been a treat to have this second chance to work with Alex, who has done some commendable work this semester. His assignments have shown growth in his powers of analysis. He wrote a cogent discussion of the Iowa caucuses early on and his examination of the term of President Bush '41 made some interesting points. His profile of the CDC presented a solid description of an agency that proved to be an important one to know about over these past two months. When we moved to distance learning, Alex took advantage of the chance to learn about the Supreme Court, researching landmark cases such as *Gibbons v Ogden* and *Texas v Johnson* and even investigating a case pending before the court, *Department of Homeland Security, et al v Regents of the University of California, et al.*, a case that may determine the continuation of the DACA Program. His review of Robert Reich's *The System: Who Rigged It, How We Fix It*, showed insight. Alex

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### ***U.S. Political History - Susan Ikenberry*** ...continued from previous page

developed a good sense of the author's message and showed a nice use of detail. But his review simply had too many careless errors—misspellings, capitalization, mistakes in grammatical conventions. Online submission tends to foster some of this, but he cannot afford to take these habits into senior year and on to college. I wish Alex a wonderful senior year, which I hope will be totally on the GDS campus. With a little more attention to detail, Alex will see a substantial reward for the abilities he's gained here at GDS.

High Credit for 4th Quarter.

### ***Algebra II - Juan Vidal***

	Sem 1	Sem 2	Year End
Sem 1	B		
Sem 2		A-	
Year End			B+

### ***Algebra II - Juan Vidal***

#### **Comments**

I have enjoyed getting to know Alex this year. He always comes to class ready to tackle the problems and collaborate. Alex should be proud of earning a 100% on a quiz we took during distance learning. There is still room for improvement and Alex would benefit from doing some quick check-ins outside of class with his teacher. The outside of class check-ins would give him time to process the information, and reinforce the information. I wish Alex the best and hope he gets to play baseball again really soon.

### ***Physiology - William Wallace***

	Sem 1	Sem 2	Year End
Sem 1	B		
Sem 2		B+	
Year End			B+

### ***Physiology - William Wallace***

#### **Comments**

I applaud Alex's engagement and resilience during the second semester of Physiology. Alex maintained an admirable ability to persist in undertaking the difficult challenges presented this spring. He asked many good questions during both our class discussions and individually with me as he was writing his many lab reports and other assignments. He learned much of his scientific thinking during these individual discussions. For example, he chemically modified remdesivir, the existing treatment for Covid-19, with a proposed rational drug design and then analyzed its efficacy. His conclusions showed a solid understanding of how new drugs are designed and tested, a very important contemporary topic. Likewise, Alex showed a fearless attitude towards taking on complicated issues in proposing a scientifically-informed health policy in the early stages of the Covid pandemic. This attitude will serve Alex very well in future classes. Alex, congratulations on a successful year in Physiology.

### ***Advanced Ceramics and Sculpture - Nicholas Ryan***

	Sem 1	Sem 2	Year End
Sem 1	A-		
Sem 2		A-	
Year End			A-

### ***Advanced Ceramics and Sculpture - Nicholas Ryan***

#### **Comments**

I know for Alex the transition from our traditional curriculum and studio space interrupted and impeded his workflow. The shift in materials and the impermanence of the art product also diminished his enthusiasm and appreciation for the potential of assignments. In short, he found it much harder to value his work in these conditions. That being said Alex did adjust and on balance he had a successful year in advanced ceramics and sculpture. In the fall and winter,

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### **Advanced Ceramics and Sculpture - Nicholas Ryan** ...continued from previous page

Alex was actively engaged in developing his craft as a potter and he took bolder steps into sculpture than ever before. A good example is his striking line and lid bowl that demonstrates an excellent use of glazes, while his elephant lid bowl marks a growth in his abilities as a sculptor. In February Alex and Alaina cooperated on constructing their Identity Sculpture as a cage to hold objects of value. While I question the symbolism of the cage which resembles a cell rather than a protective shield I appreciate their contribution to the exhibit as the topic of identity as a teenager can be intimidating. In closing, Alex submitted a solid response to the Goldsworthy environmental project with a linear pattern of pine-cones. My favorite is his recycled plastic bag composition that depicts a complex underwater environment with shells, jellyfish, and other assorted sea creatures formed from plastic bags which I found quite inventive. Alex, I hope you get some baseball in as a spectator or a participant. Best wishes for a safe and productive summer.

### **HS 11th Community Engagement - Leigh Tait**

		Sem 1	Sem 2
HS Community Service Hours	Met 20-Hour Requirement by Deadline?	Yes	
	Met 20-Hour Requirement by Deadline?		Yes
Sem 1		22	
Sem 2			23